



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

2015 Operational Test Technical Report

Submitted by: MetriTech, Inc.
To: The New York State Education Department

March 2016



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OVERVIEW

This technical report for the 2015 operational (OP) administration of the New York State English as a Second Language Achievement Test (NYSESLAT) has nine chapters:

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

Chapter 1: Introduction

Chapter 1 contains background information on the 2015 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 discusses the scoring of constructed-response questions and describes the scoring audit conducted on a sample of approximately 10% 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). It also provides results of the inter-rater reliability of the 10% scoring audit.

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.

Chapter 7: Calibration and Scaling

Chapter 7 explains the rationale for the Rasch IRT model that was implemented for the 2015 NYSESLAT. The processes of calibrating and scaling the items are presented. A summary of the average Rasch difficulty of the four subtests (Listening, Speaking, Reading, and Writing) is presented, as well as an explanation of model fit (details shown in Appendix C). Finally, the test characteristic curves (TCCs) and conditional standard error of measurement curves (CSEMs) for the 2015 administration are presented.

Chapter 8: Performance Levels, and Modality Thresholds

Chapter 8 contains information about how the modality and overall scale scores were established. It also contains a summary of how the performance levels and modality thresholds were established for the 2015 NYSESLAT.

Chapter 9: Summary of the Operational Test Results

Chapter 9 contains 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 2013, 2014, and 2015 administrations of the NYSESLAT, as well as scale score and the percentile rank frequency distribution for each grade level for 2015.

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 2015 operational administration of the NYSESLAT, carried out by MetriTech, Inc.

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 section 1111(b)(1)” (NCLB, 2002).

The Spring 2015 NYSESLAT measures the Linguistic Demands necessary to meet the discipline-specific New York curriculum standards at the corresponding grade band as required by NCLB. The Linguistic Demands are derived from the New Language Arts Progressions of the Bilingual Common Core Initiative (BCCI)¹. In the classroom, the Linguistic Demands identify the words, phrases, and forms of language that students need to understand and use in order to meet discipline-specific standards in K–12 across all four modalities (Listening, Speaking, Reading, and Writing).

The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (ToMs)². ToMs are what New York State designates as the standards measured by the Spring 2015 NYSESLAT. In order to capture performance with the necessary level of precision, every grade-band ToM has been delineated across five levels—Entering, Emerging, Transitioning, Expanding, and Commanding—which reflect a continuum of English language acquisition that culminates in Commanding. Together with the ToMs, these five Performance

¹ For more information about the Bilingual Common Core Initiative, see <https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

² For more information about Targets of Measurement, see <https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-targets-measurement>

Level Descriptions (PLDs)³ allow a student’s English proficiency improvement to be measured annually.

To meet federal and State requirements regarding the assessment of ELL students, NYSED requested test development, research, and scoring based on the State’s New Language Arts Progressions. As in past years, the NYSESLAT consists of four modalities (Speaking, Listening, Reading, and Writing) in each of six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Individual test items align to specific ToMs and PLDs, and the test was developed in accordance with the Standards for Educational and Psychological Testing (American Educational Research Association, 2014) 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. The NYSESLAT was to be aligned to the CCLS in two phases. The first phase occurred in 2013 and 2014. The Phase 1 NYSESLAT transition program introduced new item types and was somewhat more academically challenging. The Phase 1 NYSESLAT was more closely aligned to the Common Core Learning Standards and reflected a greater emphasis on academic and classroom context. The goal of the Phase 2 NYSESLAT that commenced in January 2014 is to create a revised test for ELL students that is fully aligned to the CCLS and the Bilingual New Language Arts Progressions.

MetriTech met with NYSED in January 2014 to begin work on the Phase 2 NYSESLAT. MetriTech and NYSED worked together to synthesize the New Language Arts Progressions, and to create the ToMs and the PLDs. This resulted in an improved NYSESLAT test design and new test specifications that are better able to integrate language modalities (Speaking, Listening, Reading, and Writing) within the context of grade-level academic content.

Items were developed and field tested in the fall of 2014 (see *2014 Field Test Technical Report*). Based on the analysis of field test data, passages and items were selected for the construction of the 2015 operational NYSESLAT test forms.

1.2 Rationale and Purpose

The New York State Board of Regents approved the Blueprint for ELL Success (BELLS) and the Bilingual Common Core Initiative (BCCI) to ensure that all ELL students attending New York State schools are college- and career-ready upon graduation. 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 and teachers determine the type of English language instructional support their ELL students need to 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.

³ For more information about Performance Level Descriptions, see <https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-performance-level>

1.3 Test Use

The NYSESLAT is used when making decisions regarding language instructional programs, and for 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 these 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 criterion for exiting ELL students who score at the Commanding level from ESL/Bilingual programs.

1.4 Test Accommodations

The test is consistent with the principles of Universal Test Design, which means that 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, and provides a better assessment for all students. Checklists are used to review every item to ensure that each is built with consideration of the seven principles of Universal Test Design (equitable use, flexibility in use, simple intuitive design, perceptible information, tolerance for error, low physical effort, and size and span for approach and use).

Large Type

MetriTech applied large type product specifications to ease the test-taking experience for visually impaired students from every grade band. Pages were printed in black only, and on a cream-colored, 50 pound paper stock to ease readability of pages.

Braille Checklists

NYSESLAT Braille Checklists were produced at all grade bands for use in assessing visually impaired ELL students who use braille. Students were assessed based on teacher observations in the four language modalities of Speaking, Listening, Reading, and Writing. Each Checklist contained skill descriptions by ToM for the five performance levels.

CHAPTER 2: TEST DESIGN AND DEVELOPMENT

2.1 Test Blueprint and Specifications

The NYSESLAT uses Global Themes and associated Topics (two per Global Theme for Speaking, Listening, and Reading) as an organizing principle underlying the presentation of test material. Using Global Themes provides continuity for the students as they move from passage to passage and modality to modality during testing. The Global Themes and Topics guide the creation of passages and graphics used on the test. They are grounded in the New York State Curriculum Standards so that students interact with material with Linguistic Demands similar to those experienced in the grade-level classroom. The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (ToMs). Each modality uses a specific set of ToMs, and each test item is written to a particular ToM and performance level.

The 2015 NYSESLAT, following the format of the 2014 NYSESLAT, 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 individually administered to students, while Listening and Reading consist of group-administered multiple-choice items. Writing consists of short and extended constructed-response items that are group administered. Speaking constructed-response items require oral responses, and Writing constructed-response items require written responses.

Table 2.1 shows the total number of items and points for each modality by grade band for the 2015 NYSESLAT.

Table 1. Total Number of Items and Points for the 2015 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.
Listening	19	19	24	24	24	24	24	24	24	24	24	24
Reading	18	18	27	27	27	27	27	27	27	27	27	27
Speaking	13	21	13	21	13	21	13	21	13	21	13	21
Writing	10	14	3	12	3	12	3	12	3	12	3	12
Total	60	72	67	84	67	84	67	84	67	84	67	84

As shown in Table 2.1, the total number of items varies by grade band: K has 60 items, and the remaining grade bands (1–2, 3–4, 5–6, 7–8, and 9–12) each have 67 items.

The NYSESLAT consists entirely of items developed specifically for the assessment. The items on the 2015 NYSESLAT were developed in 2014 and field tested in the fall of 2014. Table 2.2 presents the operational test blueprint for the 2015 administration of the NYSESLAT.

Table 2. 2015 NYSESLAT Operational Blueprint

2015 Operational NYSESLAT Listening (Grades 1–12)							
Session	Passage Length	Response Type	Number of Items by Grade Band				
			1–2	3–4	5–6	7–8	9–12
I	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
II	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
III	Short	MC4	4	3	3	3	3
	Long	MC4	4	5	5	5	5
Total Listening			24	24	24	24	24
Total Listening Points			24	24	24	24	24

Response Type: MC4 = Multiple-Choice item with 4 response options

2015 Operational NYSESLAT Reading (Grades 1–12)							
Session	Passage Length	Response Type	Number of Items by Grade Band				
			1–2	3–4	5–6	7–8	9–12
I	Short	MC4	3	3	3	3	3
	Medium	MC4	5	5	5	5	5
II	Short	MC4	3	3	3	3	3
	Medium	MC4	5	5	5	5	5
III	Medium	MC4	5	5	5	5	5
	Long	MC4	6	6	6	6	6
Total Reading			27	27	27	27	27
Total Reading Points			27	27	27	27	27

Response Type: MC4 = Multiple-Choice item with 4 response options

2015 Operational NYSESLAT Writing (Grades 1–12)						
Session	Response Type	Number of Items by Grade Band				
		1–2	3–4	5–6	7–8	9–12
I	SCR	1	1	1	1	1
II	SCR	1	1	1	1	1
III	ECR	1	1	1	1	1
Total Writing		3	3	3	3	3
Total Writing Points		12	12	12	12	12

SCR = Short Constructed-Response item worth 4 points

ECR = Extended Constructed-Response item worth 4 points

Table 2. 2015 NYSESLAT Operational Blueprint (continued)

2015 Operational NYSESLAT Listening (Kindergarten)				
Session	Passage Length	Item Type	Response Type	Number of Items
I	Medium	Story Order	MC4	1
		Character-Image Sorting	MC4	1
		Words from Context	MC4	1
	Medium	Descriptions	MC4	1
		Feelings-Image Sorting	MC4	1
		Words from Context	MC4	1
		Story Order	MC4	1
II	Long	Dev. of Ideas-Image Sorting	MC4	1
		Feelings-Image Sorting	MC4	1
	Stand-Alone Items	Word Recognition	MC4	4
III	Medium	Main Topic-Image Sorting	MC4	1
		Character-Image Sorting	MC4	1
		Descriptions	MC4	1
	Medium	Dev. Of Story-Image Sorting	MC4	1
		Main Topic-Image Sorting	MC4	1
		Character-Image Sorting	MC4	1
			Total Listening	19
			Total Listening Points	19

MC4 = 4-Option Multiple-Choice Items

Table 2. 2015 NYSESLAT Operational Blueprint (continued)

2015 Operational NYSESLAT Reading (Kindergarten)			
Session	Item Type	Response Type	Number of Items
I	Letter-Sound Recognition	MC4	1
	Sound-Letter Match	MC4	1
	Sentence Reading	MC4	1
	Word Reading 1	MC4	1
	Word Reading 2	MC4	2
II	Letter-Sound Recognition	MC4	1
	Sound-Letter Match	MC4	1
	Alphabet Recognition	MC4	1
	Word Reading 2	MC4	1
	Word Reading 1	MC4	1
	Sentence Reading	MC4	1
III	Letter-Sound Recognition	MC4	1
	Sound-Letter Match	MC4	1
	Word Reading 1	MC4	2
	Word Reading 2	MC4	2
Total Reading			18
Total Reading Points			18

MC4 = 4-Option Multiple-Choice Items

2015 Operational NYSESLAT Writing (Kindergarten)			
Session	Item Type	Response Type	Number of Items
I	Letter Writing	CR1 (0–1)	4
II	Word Writing	CR1 (0–1)	2
	Sentence Writing	CR2 (0–2)	1
III	Word Writing	CR1 (0–1)	2
	Write a Story	CR4 (0–4)	1
Total Writing			10
Total Writing Points			14

CR1 = 1-Point Constructed-Response Items

CR2 = 2-Point Constructed-Response Items

CR4 = 4-Point Constructed-Response Items

Table 2. 2015 NYSESLAT Operational Blueprint (continued)

2015 Operational NYSESLAT Speaking (Kindergarten–12)			
Section	Item Type	Response Type	Number of Items
I	Respond to Graphic/Text	CR1 (0-1)	2
	Respond to Graphic/Text	CR2 (0-2)	2
II	Respond to Graphic/Text	CR1 (0-1)	2
	Respond to Graphic/Text	CR2 (0-2)	3
III	Respond to Graphic/Text	CR1 (0-1)	1
	Respond to Graphic/Text	CR2 (0-2)	3
Total Speaking			13
Total Speaking Points			21

CR1 = 1-Point Constructed-Response Items

CR2 = 2-Point Constructed-Response Items

2.2 Phase 2 Changes

The change, or “shift,” to aligning the NYSESLAT to the Common Core Learning Standards (CCLS) started with the Phase 1 tests administered in 2013 and 2014. The Phase 1 tests contain item changes reflecting a greater emphasis on academic and classroom context and the shift to reading for instruction. The Phase 2 tests, grounded in the New Bilingual Language Arts Progressions, were administered in 2015.

The 2015 NYSESLAT tests are based on new standards in combination with updated performance levels. The tests changed in order to measure the Linguistic Demands of grade-level Common Core instruction delivered to ELLs. This resulted in five major Phase 2 shifts. These shifts have been categorized as follows:

Shift 1: Common Core Learning Standards (CCLS) and New Bilingual Language Arts Progressions

Shift 2: Performance levels

Shift 3: Integrated approach to modalities/Global Themes

Shift 4: Complexity: grade-level text for all levels, with content area foci

Shift 5: Instructionally relevant academic language

Shift 1: Common Core Learning Standards (CCLS) and New Bilingual Language Arts Progressions

Shift 1 pertains to what the Spring 2015 NYSESLAT measures. Specifically, the Spring 2015 NYSESLAT measures the **Linguistic Demands** necessary to meet the **discipline-specific standards** at the corresponding grade band.

Shift 2: Performance levels

Each ELL has a current baseline English proficiency that places him/her along the continuum of English language acquisition. For the purposes of describing these baseline proficiencies, in New York State the English language proficiency continuum has shifted from four performance levels

in 2014 (Beginning, Intermediate, Advanced, and Proficient) to five proficiency levels in 2015 (Entering, Emerging, Transitioning, Expanding, and Commanding).

Entering (formerly *Beginning*)—A student at the Entering level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the Linguistic Demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

Emerging (formerly *Low-Intermediate*)—A student at the Emerging level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the Linguistic Demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

Transitioning (formerly *Intermediate*)—A student at the Transitioning level shows some independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the Linguistic Demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

Expanding (formerly *Advanced*)—A student at the Expanding level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the Linguistic Demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

Commanding (formerly *Proficient*)—A student at the Commanding level is now designated as a Former ELL, and entitled to receive two years of continued ELL services. As measured by the NYSESLAT, a student at this level has met the Linguistic Demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

The continuum of English language proficiency as articulated by these performance levels is different from the continuum of academic demands. Students at all levels of English language proficiency need appropriate teacher-provided scaffolds to meet discipline-specific standards in the content-area classroom.

Every 2015 NYSESLAT item is written to a specific performance level for a given ToM. Using this specification creates a strong connection between the English language expectations for students across the five proficiency levels and the individual items on the test.

Note that, because the NYSESLAT now measures the CCLS and New Language Arts Progressions, a student who scored at one of the previous four performance levels may not necessarily score at the corresponding proficiency level of the current five.

Shift 3: Integrated approach to modalities/Global Themes

The Spring 2015 NYSESLAT reflects an assessment approach that integrates language modalities within the context of grade-level academic content.

In typical classrooms, teachers recognize that a student’s language skills are integrated rather than discrete. Likewise, the Progressions and the Spring 2015 NYSESLAT integrate the modalities of Speaking, Listening, Reading, and Writing. In the Spring 2015 NYSESLAT, this integration is executed by **Global Themes**, which guide the development of input, stimuli, passages, and graphics on the assessment.

The Spring 2015 NYSESLAT is designed to measure the language that is embedded in content, rather than the content itself. This content is reflected in the Speaking input and the Listening and Reading informational and literary passages that a student would typically experience in the classroom. The Global Themes are broad enough to support input, passages, and graphics across multiple disciplines/content areas. The intent of using Global Themes is to provide students with an assessment experience that is cohesive and interconnected across modalities, and, as such, is similar to a relevant instructional experience provided by a well-developed unit of study.

Shift 4: Complexity: grade-level text for all levels, with content area foci

The CCLS for ELA/Literacy articulate a research-based need for increased text complexity across all grades in order to prepare students, including ELLs, for success in college and careers. The Spring 2015 NYSESLAT’s passages are within the CCLS grade bands for text complexity.⁴ In addition, due to the integrated approach to content, the Spring 2015 NYSESLAT focuses on specific topics and/or aspects of instruction that students encounter in their content-area classes—for example, experiences with literary texts in ELA, informational texts in science, and informational texts and stories in social studies.

Shift 5: Instructionally relevant academic language

In keeping with the other changes to the Spring 2015 NYSESLAT, the approach to measuring language production and reception has also shifted to reflect CCLS instruction. The questions measuring the receptive (Listening and Reading) and productive (Speaking and Writing) modalities on the tests align with the questions and tasks from content-area classroom activities because they are firmly grounded in academics, as opposed to a student’s personal experience or background. Due to the constructs being measured, and in alignment with the purpose of the assessment, the questions focus on the language and language structures that support the content as opposed to the content itself.

In order to further the integration of the language modalities, the configuration of the 2015 NYSESLAT test booklets for Listening, Reading, and Writing were changed. For Grades 1–12, the test was administered in four sessions with Speaking still presented in an independent session and given to students individually. The other three sessions are no longer modality independent; instead, each session (and booklet) is integrated with sections for Listening, Reading, and Writing.

For Grades 1–12, it should be noted that each Writing prompt is based on one of the two Reading passages given to students in the Reading section of the test booklet. There is only one prompt

⁴For more information about text complexity, see <http://achievethecore.org/page/642/text-complexity-collection>

per session—for a total of two Short Constructed-Response (SCR) prompts and one Extended Constructed- Response (ECR) prompt. For Writing, the test examiner reads the passage aloud to students before they are given the prompt. This ensures that students with lower reading proficiency are not penalized in the Writing section of the test. Student answer sheets are collected before the Writing section is administered, and the student response is written in the test booklet. Students are not allowed to return to the Reading section during the administration of Writing. Students cannot alter answers to the multiple-choice Reading questions after the passage is read aloud to them, because they no longer have an answer sheet.

Appendix A (Tables A1–A6) provides the item mapping for the 2015 NYSESLAT for each item by grade band and modality.

Table 3 shows a historical comparison between the 2013–2014 and 2015 versions of the NYSESLAT.

Tables 4 through 9 show the NYSESLAT test specification alignment with the Targets of Measurement by grade band.

Table 3. Historical Test Specification Comparison—New York State ESL Standards and ToMs

Grade Band	2013–14 Selection			2015 Selection								
	ESL Stand	# of Score Pts	% of Total Pts	ToMs	Listening		Reading		Writing		Speaking	
					# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts
K	1	74	76	1	6	32			10	71	4	19
	2	6	6	2	6	32			4	29	9	43
	3	3	3	3	4	21	8	44			4	19
	4	13	13	4	3	16	10	56			4	19
	5	1	1									
	Total	97	100	Total	19	100	18	100	14	100	21	100
1–2	1	75	73	1	6	25	8	30			4	19
	2	9	9	2	10	42	10	37	8	67	9	43
	3	6	6	3	5	21	7	26			4	19
	4	10	10	4	1	4	1	4	4	33	4	19
	5	3	3	5	2	8	1	4				
	Total	103	100	Total	24	100	27	100	12	100	21	100
3–4	1	70	68	1	8	33	7	26			3	14
	2	15	15	2	7	29	10	37	8	67	4	19
	3	4	4	3	5	21	7	26	4	33	4	19
	4	14	14	4	3	13	3	11			10	48
	5	0	0	5	1	4						
	Total	103	100	Total	24	100	27	100	12	100	21	100
5–6	1	67	62	1	7	29	7	26			7	33
	2	23	21	2	5	21	6	22	8	67	6	29
	3	6	6	3	7	29	9	33				
	4	10	9	4	4	17	3	11	4	33	8	38
	5	2	2	5	1	4	2	7				
	Total	108	100	Total	24	100	27	100	12	100	21	100
7–8	1	59	55	1	9	38	4	15			3	14
	2	24	22	2	8	33	6	22	8	67	4	19
	3	8	7	3	6	25	9	33	4	33	8	38
	4	17	16	4	1	4	5	19			6	29
	5	0	0	5			3	11				
	Total	108	100	Total	24	100	27	100	12	100	21	100
9–12	1	70	65	1	10	42	7	26			1	5
	2	14	13	2	4	17	6	22	8	67	3	14
	3	6	6	3	5	21	11	41			1	5
	4	18	17	4	3	13	3	11	4	33	16	76
	5	0	0	5	2	8						
	Total	108	100	Total	24	100	27	100	12	100	21	100

Table 4. 2015 Test Specification Alignment to ToMs—Grade K

ToMs	Listening		Speaking		Reading		Writing		Total		
	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	% Points
1	6	6	3	4	-	-	9	10	18	20	27.8
2	6	6	6	9	-	-	1	4	13	19	26.3
3	4	4	2	4	8	8	0	0	14	16	22.2
4	3	3	2	4	10	10	0	0	15	17	20.8
5	0	0	-	-	-	-	-	-	0	0	0.0
Total	19	19	13	21	18	18	10	14	60	72	100.0

Table 5. 2015 Test Specification Alignment to ToMs—Grade Band 1–2

ToMs	Listening		Speaking		Reading		Writing		Total		
	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	% Points
1	6	6	3	4	8	8	0	0	17	18	21.4
2	10	10	6	9	10	10	2	8	28	37	44.0
3	5	5	2	4	7	7	0	0	14	16	19.0
4	1	1	2	4	1	1	1	4	5	10	11.9
5	2	2	-	-	1	1	-	-	3	3	3.5
Total	24	24	13	21	27	27	3	12	67	84	100.0

Table 6. 2015 Test Specification Alignment to ToMs—Grade Band 3–4

ToMs	Listening		Speaking		Reading		Writing		Total		
	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	% Points
1	8	8	3	3	7	7	0	0	18	18	21.4
2	7	7	3	4	10	10	2	8	22	29	34.5
3	5	5	2	4	7	7	1	4	15	20	23.8
4	3	3	5	10	3	3	0	0	11	16	19.0
5	1	1	-	-	0	0	-	-	1	1	1.1
Total	24	24	13	21	27	27	3	12	67	84	100.0

Table 7. 2015 Test Specification Alignment to ToMs—Grade Band 5–6

ToMs	Listening		Speaking		Reading		Writing		Total		
	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	% Points
1	7	7	5	7	7	7	0	0	19	21	25.0
2	5	5	4	6	6	6	2	8	17	25	29.8
3	7	7	0	0	9	9	0	0	16	16	19.0
4	4	4	4	8	3	3	1	4	12	19	22.6
5	1	1	-	-	2	2	-	-	3	3	3.5
Total	24	24	13	21	27	27	3	12	67	84	100.0

Table 8. 2015 Test Specification Alignment to ToMs—Grade Band 7–8

ToMs	Listening		Speaking		Reading		Writing		Total		
	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	% Points
1	9	9	3	3	4	4	0	0	16	16	19.0
2	8	8	3	4	6	6	2	8	19	26	30.9
3	7	7	4	8	9	9	1	4	21	28	33.3
4	1	1	3	6	5	5	0	0	9	12	14.3
5	0	0	-	-	3	3	-	-	3	3	3.5
Total	24	24	13	21	27	27	3	12	67	84	100.0

Table 9. 2015 Test Specification Alignment to ToMs—Grade Band 9–12

ToMs	Listening		Speaking		Reading		Writing		Total		
	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	N Items	N Points	% Points
1	10	10	1	1	7	7	0	0	18	18	21.4
2	4	4	3	3	6	6	2	8	15	21	25.0
3	5	5	1	1	11	11	0	0	17	17	20.2
4	3	3	8	16	3	3	1	4	15	26	30.9
5	2	2	-	-	0	0	-	-	2	2	2.3
Total	24	24	13	21	27	27	3	12	67	84	100.0

2.3 Item Development and Review

All items field tested in 2014 for use on the 2015 operational NYSESLAT were written by professional writers with experience in the classroom and experience writing assessment content for ELL students. The MetriTech test development team conducted a series of two-hour webinars to train passage writers and item writers. A variety of training materials were prepared, including the Targets of Measurement (ToMs), the Performance Level Descriptions (PLDs), sample passages and items, a training PowerPoint, NYSESLAT-specific Passage and Item Writing Guidelines, and Passage and Item Review Checklists. Passages and items were written in the MetriTech proprietary item bank, MTADS, allowing for all passages and items to be saved electronically, along with every edit applied throughout the development cycle. MetriTech development, content, and ESL specialists were trained to support the writers developing the passages and items, and were available via phone and e-mail to answer any questions. Subsequently, all passages and items went through multiple rounds of review and revision. MetriTech hired and trained content and ESL specialists to conduct an initial review of passages and items and to edit the passages and items. These reviewers used detailed Passage and Item Review Checklists. Following the initial review of the passages and items submitted by the writers, MetriTech content and ESL specialists reviewed the passages and items, using an additional set of Passage and Item Review Checklists. All Passage and Item Review Checklists were accessed in MTADS, thus allowing an electronic record to be kept of the reviews. The multi-step, lengthy, and intensive review and editing process ensured 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 is true or valid
- Absence of bias in items
- Appropriateness of topic, vocabulary, and language structure for each grade band
- Alignment of an item to the intended ToM and PLD

Passages and items were reviewed by staff of the New York State Education Department’s Office of State Assessment (OSA) and the Office of Bilingual Education and World Languages (OBEWL). The staff from these offices were supported in their efforts by selected New York State ESL and Bilingual teachers who were trained to review and edit the NYSESLAT passages and items. These New York State educators brought an especially well-informed perspective to their review activities, based on their knowledge of ELLs in the classroom.

2.4 Field Test

A stand-alone field test was administered to a representative sample of ELL students in the State of New York. For each grade band, six field test forms, each containing a Listening, Reading, and Writing section, and two Speaking field test forms were administered from October 30–November 12, 2014.

Because of fall field testing, an “off-grade-level” testing approach was used. This means, for example, that the test passages and items developed for Kindergartners were administered to Grades K–1 students, Grades 1–2 passages and items were given to Grades 2–3 students, etc. It is expected that first graders in the fall of the school year are more like spring Kindergartners than fall Kindergartners, and that second and third graders in the fall will perform more like spring first and second graders, respectively, etc. for field testing purposes.

The forms for each grade band were distributed to representative samples of schools, with each student given only one field test form. Details for the 2014 field test sampling plan and statistics are discussed in the *2014 NYSESLAT Field Test Technical Report*.

The field test forms were constructed to mirror the presentation of passages and items in the operational test booklets. The items and data from the 2014 fall field test administration of the NYSESLAT were used for construction of the 2015 operational NYSESLAT test.

2.5 Test Construction

The 2015 NYSESLAT was administered operationally to six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. The operational test forms consisted of all new passages and items field tested in fall 2014.

The field tested items for each grade band were calibrated concurrently. Item parameters obtained from the 2014 field test calibration were used to build new forms for the 2015 operational NYSESLAT test forms.

Selecting New Items

MetriTech's Assessment Development team proposed the initial operational test forms by selecting passages and items from those field tested in fall 2014 by following the blueprint and specifications approved by NYSED and item/form selection guidelines provided by NYSED.

The selection criteria for the 2015 NYSESLAT operational passage and item sets reflected the test design specifications for use of organizing Global Themes for Phase 2 NYSESLAT. Selection included consideration of such elements as passage length, distribution of ToMs and Performance Levels, and content. 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. The ToMs measured varied by subtest, and difficulty level usually increased from the first item in a set to the last. 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 form construction.

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

- To the extent possible, select items representing an appropriate distribution across ToMs and PLDs.
- To the extent possible, 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 more than 5% omission rates
- Avoid cueing.
- Attempt to have an even distribution of correct answers across choices (A–D).

Building the Test Maps

MetriTech created a Test Map spreadsheet for each test form. This included the item ID number and item statistics associated with the item, such as item type, p-value, point biserial correlation coefficient, and point value.

In building the Test Map spreadsheet, MetriTech content specialists verified the following:

- The correct number of items for a given passage length was selected.
- All required fields were populated with accurate information and data.
- There was a balance of correct answer choices (A–D).
- There was a balance in the key (e.g., no more than three in a row of the same answer key position).
- Point values were accurate.
- The items worked together in the form (e.g., no cueing of correct answers).
- General sequencing of difficulty within passage and item sets, when possible—beginning with the easiest items, progressing to medium, and then the most difficult.
- General sequencing of difficulty for Speaking followed the Speaking Test Design.

Table 10. 2015 NYSESLAT Selection Summary—Classical Item Statistics (based on 2014 field test analyses)

Grade Band	Listening		Speaking		Reading		Writing	
	P-value	SD	P-value	SD	P-value	SD	P-value	SD
K	0.68	0.15	0.61	0.23	0.83	0.10	0.79	0.21
1–2	0.60	0.11	0.72	0.19	0.46	0.10	0.42	0.05
3–4	0.58	0.14	0.72	0.17	0.58	0.10	0.47	0.05
5–6	0.56	0.16	0.63	0.22	0.55	0.10	0.42	0.04
7–8	0.55	0.12	0.61	0.22	0.47	0.11	0.40	0.04
9–12	0.53	0.13	0.64	0.19	0.47	0.11	0.38	0.06

Table 11. 2015 NYSESLAT Selection Summary—Classical IRT Statistics (based on 2014 field test analyses)

Grade Band	Listening Rasch		Speaking Rasch		Reading Rasch		Writing Rasch	
	Average θ	SD	Average θ	SD	Average θ	SD	Average θ	SD
K	-0.23	1.24	-0.38	1.81	0.09	1.16	-0.56	1.50
1–2	-0.49	0.59	-0.23	1.64	-0.36	0.45	0.42	0.39
3–4	-0.26	0.70	0.08	1.48	-0.42	0.61	0.45	0.15
5–6	-0.32	0.81	-0.18	2.20	-0.14	0.66	0.83	0.39
7–8	-0.42	0.67	-0.26	2.05	-0.31	0.57	0.40	0.24
9–12	-0.41	0.72	0.00	1.88	-0.33	0.61	0.50	0.11

Psychometric Review

MetriTech’s psychometricians conducted a psychometric review of the proposed item selection and gave feedback to the Development team. Iterations between the two groups 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.) The Development team was 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. The DIF bias flag criteria are explained in detail in Chapter 4 (see Tables 16 and 17).
2. No changes to an item are allowed once it has been field tested.
3. The total number of items for each ToM and PLD, and the number of items within each modality, must meet the test design.
4. In general, flagged items should be avoided. However, the match to ToM and PLD distributions should take priority over statistical targets in most circumstances.

Test Construction Review by NYSED

Finally, the proposed passage and item selection and sequencing for each test form was reviewed electronically for content and psychometric characteristics by NYSED. The objective of this activity was to finalize the item selection for the 2015 operational test forms. NYSED edits, changes, and comments were provided to MetriTech, discussed with NYSED, and applied to the test forms.

CHAPTER 3: SCORING

3.1 Scoring of Constructed-Response Questions

Many activities need to occur in order to be prepared for scoring the constructed responses, such as choosing the scoring model that will be followed within a school, and selecting and assigning the teachers who will do the scoring.

Public school districts, charter schools, and nonpublic schools have several scoring model options for the Writing constructed-response questions (shown in Table 12). Regardless of the scoring model being used, a minimum of three scorers is necessary to score the Writing constructed-response questions of each student's test. To comply with a State requirement, however, none of the scorers assigned to score a student's test responses may be that student's teacher. In order to maximize the number of teachers scoring test booklets from any one teacher's class or any one school, test booklets must be randomized prior to assignment to scorers.

Table 12. Scoring Model Options for Constructed-Response Questions

Scoring Model Code	The scorers for the school's tests include the following:
1. Regional scoring	a) Scorers from three or more school districts; or b) Scorers from two or more nonpublic schools in an affiliation group (nonpublic or charters schools may participate in regional scoring with public school districts, and each nonpublic and charter school may be counted as one district).
2. Schools from two districts	a) Scorers from two school districts; b) Scorers from two nonpublic schools; c) Scorers from two charter schools; or d) A combination of scorers from two of the following: a school district, nonpublic school, or charter school.
3. Three or more schools within a district	Scorers from three or more schools in a district.
4. Two schools within a district	Scorers from two schools in a district.
5. One school	Three or more scorers for each grade being scored, all from the same school.
6. Private contractor	Scored by a private contractor (not a BOCES).

Scoring options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different, depending on the score model option as shown in Table 13).

Table 13. Responsibilities of Individuals in Scoring Operations

	Regional Scoring (model 1) Private contractor (model 6)	Districtwide Scoring (models 2, 3, and 4)	Schoolwide Scoring (model 5)
Responsibilities	Regional Title	District Title	School Title
Supervises scoring operation	Site Coordinator	School District Administrator	Principal
Trains scorers, monitors sessions	Scoring Leader	District English Language Arts Leader	School English Language Arts Leader
Monitors sessions	Table Facilitator	School English Language Arts Leader	School English Language Arts Leader
Scores books with constructed responses	Scoring Committee Member	Scoring Committee Member	Scoring Committee Member

Selecting and Assigning Teachers for the Scoring Committees

A scoring committee is made up of teachers chosen to score the short and extended constructed-response questions on the 2015 NYSESLAT. Each scoring committee must have a minimum of three scorers. It is recommended that each scoring site have a minimum of two scoring committees. School administrators make the final decision as to who can score these tests after a review of the teacher’s certification and present teaching assignment(s). Criteria to consider when choosing scoring committee members are listed below.

General Requirements for Scoring Committee Members

- Experience with scoring constructed-response questions, including use of rubrics;
- Experience using holistic rubrics;
- Content area expertise;
- One or more years of teaching the specified or adjacent grade levels;
- Familiarity with the 2015 NYSESLAT Rubric and Scoring Training materials.

Retired teachers and active or retired school administrators, as well as certified teachers who are currently working as teacher assistants, may score the short- and extended-response questions if they:

- Have familiarity with the 2015 NYSESLAT Rubric and Scoring Training materials.

If a district, charter school, or nonpublic school chooses to hire a private contractor to score these tests, the district, charter school, or nonpublic school has the responsibility to ensure that all individuals who will be scoring for the private contractor have also met these criteria. District, charter school, or nonpublic school administrators considering the use of special education teachers to score these tests should refer to Guidelines for Including Special Education Teachers in Scoring Committees.

3.2 Scoring Audit: 10% of the Operational Writing Responses

This section 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 MetriTech's scoring center in Champaign, Illinois. Experienced MetriTech scoring directors and team leaders conducted the training and monitoring.

All MetriTech NYSESLAT writing audit 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. MetriTech 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.

Writing Scorer Selection. The application process included screening to measure three characteristics:

- The ability to think logically and deduce solutions to abstract problems
- The ability to locate details and rapidly recognize differences
- The ability to adjust to a new situation quickly and gain consistency and confidence

Beyond the pre-employment screening, applicants were required to meet a rigorous set of hand-scoring qualifications. Specific hand-scoring qualifications included:

- Written proof of completion of a minimum of a four-year (bachelor's) degree
- Commitment to the program's time requirements
- Completion of all required, paid training
- Receipt of a passing score on post-training validation

Ultimately, 39 applicants scored the NYSESLAT writing audit. Of this number, 49% had prior teaching experience or were currently teaching, 23% had post-baccalaureate degrees, and 100% had previously scored ELL assessments for the contractor.

In addition to meeting these requirements, 19 of the 39 scorers were members of the lead scoring staff (master scorers, trainers, and table leaders) who had extensive scoring experience. Master scorers, for example, had multiple years of experience and had worked with scoring protocols for

multiple ELL scoring programs and states. Table leaders, whose role is to respond to questions and issues of scorers as they arise during scoring, usually had at least two years' experience.

Writing Scorer Training. Each successful applicant completed an extensive training program and demonstrated mastery of the rubric prior to operational scoring. The training addressed the rubric, and used a set of annotated anchor papers to guide the scorers. Anchor papers concretely illustrated each rubric score point. Multiple annotated anchor papers were used throughout the training process.

Each scorer was required to complete the entire Writing scoring training and demonstrate satisfactory scoring ability, based upon results from pretest and posttest scoring activities, before being allowed to score actual student responses.

The training began by orienting the scorer to the scoring process and the use of the computer. The scorers then encountered modules that addressed the NYSESLAT Writing rubric for each grade they would be scoring. The training covered both general aspects of the rubric as well as aspects of the specific item(s) scorers would encounter. Each score point on the rubric was defined, and at least six approved examples of student work that met the criteria for each score point (i.e., anchor papers) were presented, with accompanying annotations.

When scorers successfully completed the entire training, they were given a posttest containing at least 10 sample student responses. Scorers had to be certified in order to exit training and be approved to score. The certification requirement is 80% exact agreement and 100% adjacent (within one point) agreement with the anchor papers' scores.

To measure inter-rater reliability and ensure that local New York State teachers applied the same rigorous scoring standards across the State as intended by NYSED, MetriTech 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 MetriTech readers' ratings. A merged data file was created based on the local ratings (i.e., the final 2015 NYSESLAT data provided by NYSED) and MetriTech ratings (i.e., the sample of Writing items scored by MetriTech raters). The data were merged using Student State 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 2015*.

CHAPTER 4: CLASSICAL ITEM-LEVEL STATISTICS

This chapter contains the summary of classical statistics for the spring 2015 operational NYSESLAT forms. The data file used for this analysis was the 100% (all schools) student data file compiled by the NYSED data team and provided to MetriTech in June 2015. The summary statistics are based on Classical Test Theory (CTT), and include information such as the p-values, the point-biserial correlations, and Differential Item Functioning (DIF) statistics.

Beginning with the spring 2015 operational NYSESLAT administration, these analyses are based on data from all schools (e.g., public, charter, and non-public) rather than only on data from public and charter schools as has been done with previous NYSESLAT technical reports. Operational administration results in Chapter 9 are presented both for all schools and, separately, for public and charter schools.

Using the 100% (all schools) data file received from NYSED (containing 248,221 records), the following exclusion rules were applied:

1. Remove duplicate records (248,145 records remained)
2. Remove students with invalid scores (247,347 records remained; students must have a valid score on all four modalities and have tested with the appropriate grade level assessment in order to receive a valid overall score)

Tables 14 and 15 contain counts of the number of valid student records analyzed in each test by grade band and grade level.

Table 14. N-Count by Grade Band (All Schools)

Grade Band	Final Sample Size
K	34,523
1–2	56,451
3–4	41,661
5–6	35,280
7–8	30,573
9–12	48,859
Total	247,347

Table 15. N-Count by Grade Level (All Schools)

Grade Band	Final Sample Size
K	34,523
1	30,112
2	26,339
3	21,904
4	19,757
5	18,423
6	16,857
7	16,071
8	14,502
9	18,016
10	14,597
11	9,734
12	6,512
Total	247,347

4.1 Item-Level Descriptive Statistics

A p-value is an indication of an item's difficulty and ranges from 0 to 1. For multiple-choice items it represents the proportion of students that answer an item correctly. Higher p-values indicate that the items are easier, while lower p-values indicate that the items are more difficult. For constructed-response items, the p-value is reported as the item mean divided by 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 correlation between each item and the total score (item-total correlation) is a measure of item 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 do 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 item-total correlation is better at discriminating between low-ability and high-ability students than an item with a low item-total correlation. For dichotomous items, the item-total correlation is referred to as a point-biserial correlation. For constructed-response items, the item-total correlation is a Pearson product-moment correlation.

Item-level statistics for the 2015 operational NYSESLAT are presented in Appendix B by grade band. With the exception of a few high p-values and low item-total correlation 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
- Item-total correlation

Items that are too easy or too difficult during field testing 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 not 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 16 presents the mean p-values and item-total correlation coefficients by grade band. The mean p-values and item-total correlations for each grade band in the four modalities (Listening, Speaking, Reading, and Writing) are between the upper and lower limits for the acceptable range of these values.

Table 16. Summary of Classical Item Difficulty and Item Discrimination Indices by Grade Band (All Schools)

Grade Band	Modality	N-Count	Item Difficulty (p-value)		Item Discrimination (item-total <i>r</i>)	
			Mean	SD	Mean	SD
K	Listening	34,523	0.67	0.13	0.47	0.06
	Reading	34,523	0.81	0.09	0.62	0.06
	Speaking	34,523	0.70	0.17	0.73	0.10
	Writing	34,523	0.79	0.21	0.68	0.04
	Total	34,523	0.74	0.16	0.61	0.12
1–2	Listening	56,451	0.61	0.10	0.46	0.06
	Reading	56,451	0.46	0.08	0.45	0.10
	Speaking	56,451	0.78	0.13	0.73	0.09
	Writing	56,451	0.37	0.04	0.89	0.01
	Total	56,451	0.57	0.16	0.53	0.16
3–4	Listening	41,661	0.57	0.12	0.46	0.08
	Reading	41,661	0.53	0.11	0.47	0.07
	Speaking	41,661	0.76	0.12	0.73	0.12
	Writing	41,661	0.41	0.00	0.89	0.01
	Total	41,661	0.59	0.15	0.53	0.15
5–6	Listening	35,280	0.56	0.12	0.45	0.07
	Reading	35,280	0.56	0.09	0.51	0.07
	Speaking	35,280	0.78	0.11	0.73	0.13
	Writing	35,280	0.45	0.01	0.90	0.00
	Total	35,280	0.60	0.14	0.55	0.15
7–8	Listening	30,573	0.61	0.10	0.46	0.08
	Reading	30,573	0.53	0.09	0.48	0.06
	Speaking	30,573	0.76	0.11	0.76	0.13
	Writing	30,573	0.46	0.02	0.91	0.01
	Total	30,573	0.60	0.13	0.54	0.16
9–12	Listening	48,859	0.59	0.11	0.46	0.11
	Reading	48,859	0.53	0.10	0.46	0.06
	Speaking	48,859	0.73	0.14	0.74	0.16
	Writing	48,859	0.46	0.01	0.90	0.00
	Total	48,859	0.59	0.13	0.53	0.17

4.2 Differential Item Functioning (DIF)

Differential item functioning (DIF) is said to occur when two groups of examinees, who are matched in terms of the ability measured by the test, respond differently to an item. That is, although the two groups are of equal ability, one group appears to answer the item incorrectly more frequently than the other. There are many possible reasons for DIF. The wording of an item, for example, may be such that one group interprets the question differently from the other, or the reading demands of the item is such that, although reading is not being measured (e.g., a mathematics test), reading differences between the groups lead to differential outcomes on the item.

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. However, a significant DIF result is not, in itself, evidence of bias. 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 whose overall performance on the test is similar). Results of DIF analyses are made available to content/bias experts, who can then determine whether bias, in fact, exists.

4.2.1 Mantel-Haenszel Procedure. The Mantel-Haenszel (MH) procedure (Mantel & Haenszel, 1959) is a well-researched and widely used method for detecting the degree of DIF in multiple-choice items.

For the MH procedure, the examinees are split into a focal group, which is typically of prime interest, and a reference group. Each group is then further divided into K matched ability groups, often on the basis of total test raw score. That is, all examinees obtaining a raw score of 10 represent one matched ability group, for example. Then, for an item, j , the data from the k^{th} level of reference and focal group members can be arranged as a 2 x 2 table, as shown in Table 17.

Table 17. Mantel-Haenszel Data Structure

Group	Item j Correct	Item j Incorrect	Total
Reference Group	A_k	B_k	n_{Rk}
Focal Group	C_k	D_k	n_{Fk}
Total Group	R_k	W_k	n_{Tk}

The MH odds ratio estimate, α_{MH} , for item j compares the two groups in terms of their odds of answering the item correctly, and is given as follows:

$$\alpha_{MH} = \frac{\sum_k \frac{A_k D_k}{N_{Tk}}}{\sum_k \frac{B_k C_k}{N_{Tk}}} \quad \text{(Equation 1)}$$

The odds ratio estimate is often rescaled to the ETS delta scale (Holland & Thayer, 1985), using the following transformation:

$$\Delta_{MH} = -2.35 \log_e (\alpha_{mh}) \quad (\text{Equation 2})$$

Δ_{MH} is negative when the item is more difficult for members of the focal group than it is for the comparable members of the reference group.

4.2.2 The Standardized Mean Difference Procedure. The Mantel-Haenszel procedure is not applicable to items that produce scores other than correct/incorrect. Dorans (1989) proposed a method called the standardized mean difference (SMD) that compares the item means of two groups (focal and reference) after adjusting for differences in the distribution of members of the two groups across the values of the matching variable, usually the test score. These indexes are indicators of the degree to which members of one gender group perform better or worse than expected on each item.

$$SMD = \sum_{s=0}^k (M_{Fs} - M_{Rs}) P_{Fs} , \quad (\text{Equation 3})$$

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

The SMD indexes are indicators of the degree to which members of the focus group perform better or worse than expected on each item. A positive SMD value indicates that the focal group has a higher mean item score than the reference group conditional on the matching variable. A negative SMD value indicates that the focal group has a lower mean item score than the reference group conditional on the matching variable.

For each test item in each DIF comparison, the outcome is classified into one of three categories. The categories used 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. These classifications are shown in Table 18 for multiple-choice items and in Table 19 for constructed-response items.

Table 18. 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$

Table 19. 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 DIF analyses were conducted based on ethnicity. 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. As noted with the operational test items, DIF analysis was not conducted using other ethnic groups as the focal group because of low n-counts.

Appendix I provides the DIF statistics for the 2015 operational items if any of the DIF categories is other than A. The + sign next to the DIF category indicates that the item favors the reference group, while the - sign indicates that the item favors the focal group.

Summary of the DIF Analyses

Table 20 provides sample sizes for different DIF groups by grade band. Tables 21 through 24 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 20. DIF Sample Sizes for DIF Groups

DIF Group		K	1–2	3–4	5–6	7–8	9–12
Gender	Female	16,867	26,993	19,159	16,038	13,938	22,751
	Male	17,656	29,458	22,502	19,242	16,635	26,108
White vs. Non-White	White	6,599	11,671	9,996	8,672	7,143	7,461
	Non-White	27,924	44,780	31,665	26,608	23,430	41,398
Hispanics vs. Non-Hispanics	Hispanics	18,844	31,204	22,734	19,293	16,676	27,454
	Non-Hispanics	15,679	25,247	18,927	15,987	13,897	21,405
Asian vs. Non-Asian	Asian	7,605	11,006	6,833	5,186	4,696	9,594
	Non-Asian	26,918	45,445	34,828	30,094	25,877	39,265

Table 21. Results of DIF Analyses for the Operational Test Items (Male vs. Female)

Grade Band	Modality	Number of Items			
		All Items	DIF Items	Moderate DIF Items	Large DIF Items
K	Listening	19	0	0	0
	Speaking	13	0	0	0
	Reading	18	0	0	0
	Writing	10	0	0	0
1–2	Listening	24	0	0	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
3–4	Listening	24	0	0	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
5–6	Listening	24	0	0	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
7–8	Listening	24	0	0	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
9–12	Listening	24	1	1	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 421-422).

Table 22. Results of DIF Analyses for the 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	19	2	2	0
	Speaking	13	2	0	2
	Reading	18	5	4	1
	Writing	10	0	0	0
1-2	Listening	24	2	2	0
	Speaking	13	0	0	0
	Reading	27	2	2	0
	Writing	3	0	0	0
3-4	Listening	24	1	1	0
	Speaking	13	0	0	0
	Reading	27	3	3	0
	Writing	3	0	0	0
5-6	Listening	24	5	2	3
	Speaking	13	0	0	0
	Reading	27	2	2	0
	Writing	3	0	0	0
7-8	Listening	24	7	2	5
	Speaking	13	0	0	0
	Reading	27	2	2	0
	Writing	3	0	0	0
9-12	Listening	24	4	3	1
	Speaking	13	1	1	0
	Reading	27	4	3	1
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 421-422).

Table 23. Results of DIF Analyses for the 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	19	0	0	0
	Speaking	13	2	2	0
	Reading	18	3	2	1
	Writing	10	0	0	0
1-2	Listening	24	0	0	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
3-4	Listening	24	0	0	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
5-6	Listening	24	4	3	1
	Speaking	13	0	0	0
	Reading	27	2	2	0
	Writing	3	0	0	0
7-8	Listening	24	3	3	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
9-12	Listening	24	0	0	0
	Speaking	13	0	0	0
	Reading	27	2	2	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 421-422).

Table 24. Results of DIF Analyses for the 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	19	1	1	0
	Speaking	13	2	0	2
	Reading	18	0	0	0
	Writing	10	0	0	0
1-2	Listening	24	0	0	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
3-4	Listening	24	1	1	0
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
5-6	Listening	24	0	0	0
	Speaking	13	0	0	0
	Reading	27	1	1	0
	Writing	3	0	0	0
7-8	Listening	24	2	1	1
	Speaking	13	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
9-12	Listening	24	2	2	0
	Speaking	13	0	0	0
	Reading	27	4	3	1
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 421-422).

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 involves 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 effect on the resulting correlation. Therefore, MetriTech, like many other vendors, prefers to use Cronbach’s coefficient alpha statistic (Cronbach, 1951) to sidestep this problem.

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:

$$\alpha = \frac{I}{I-1} \left(1 - \frac{\sum_i s_i^2}{S_x^2} \right), \quad (\text{Equation 4})$$

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.

MetriTech calculated Cronbach’s coefficient alpha reliability statistic, found in Table 25 and Table 26 in Section 5.4. The reliability coefficients in Table 25 range from 0.80 to 0.93, with an average of 0.87. For Table 26, the range of reliability coefficients are from 0.80 to 0.94, with an average of 0.88. These levels of internal consistency reliability are moderately high; therefore, the NYSESLAT may be considered a reliable test.

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

Because perfect measurement of ability is not possible, it is important to analyze the amount of measurement error on an assessment. Psychometricians think about the 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. The standard error of measurement (SEM) is a theoretical estimate of the standard deviation of such a

set of scores. Classical test theory states that observed scores (on a test) are composed of a true score component as well as an error component.

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. The SEM is calculated using the following equation:

$$SEM = SD\sqrt{1 - r_{xx}}, \quad (\text{Equation 5})$$

where SEM is the standard error of measurement,

SD is the standard deviation unit of the scale for a test,

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

The SEMs are presented in Table 25 and Table 26 in Section 5.4. The smaller the SEMs (closer to 0), the higher the quality of the test will be.

5.3 Standard Error of the Mean (SEMn)

When an average score is reported (e.g., a class or school average), it is reasonable to ask how much variability we might expect. Just as the SEM estimates the stability of an individual score, the SEMn estimates the stability of a score based on an average of students. It is defined as follows:

$$SEMn = \frac{\sigma}{\sqrt{n}}, \quad (\text{Equation 6})$$

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 values are presented in Table 25 and Table 26 in Section 5.4. The more accurate the estimation of the population mean, the smaller the SEMn values will be.

5.4 Summary of the Descriptive and Reliability Statistics

Table 25 and Table 26 provide descriptive statistics for the raw score and reliabilities by grade band and grade level. 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 for that particular measure. In Table 25, the test reliability values of Listening, Speaking, Reading, and Writing across the six grade bands are between 0.80 and 0.93, which is a strong indication that the test forms are of good quality. The SEM_n values of the four modalities across the six grade bands ranged from 0.01 to 0.04, which is small. The SEM values of the four modalities across the six grade bands ranged from 1.12 to 2.44.

In Table 26, test reliability values of Listening, Speaking, Reading, and Writing across all grades are 0.80 or above, which is considered moderately high. The SEM_n and SEM values are small and within acceptable ranges for each grade.

Table 25. RS Descriptive Statistics and Reliability by Modality and Grade Band (All Schools)

Grade Band	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean P-value	SEMn	Reliability	SEM
K	Listening	19	19	34,523	12.68	4.03	0.67	0.02	0.80	1.80
	Reading	18	18	34,523	14.60	4.14	0.81	0.03	0.92	1.17
	Speaking	13	21	34,523	13.62	6.02	0.70	0.02	0.89	1.90
	Writing	10	14	34,523	9.41	3.08	0.79	0.02	0.80	1.38
1-2	Listening	24	24	56,451	14.57	5.29	0.61	0.02	0.84	2.12
	Reading	27	27	56,451	15.67	5.53	0.46	0.02	0.85	2.14
	Speaking	13	21	56,451	12.38	5.99	0.78	0.03	0.92	1.69
	Writing	3	12	56,451	4.43	3.12	0.37	0.01	0.87	1.12
3-4	Listening	24	24	41,661	13.67	5.34	0.57	0.03	0.84	2.14
	Reading	27	27	41,661	15.32	5.87	0.53	0.03	0.86	2.20
	Speaking	13	21	41,661	14.41	6.13	0.76	0.03	0.92	1.73
	Writing	3	12	41,661	4.94	3.07	0.41	0.02	0.86	1.15
5-6	Listening	24	24	35,280	13.54	5.17	0.56	0.03	0.82	2.19
	Reading	27	27	35,280	15.82	5.79	0.56	0.03	0.89	1.92
	Speaking	13	21	35,280	15.22	6.74	0.78	0.04	0.92	1.91
	Writing	3	12	35,280	5.37	3.36	0.45	0.02	0.88	1.16
7-8	Listening	24	24	30,573	14.74	5.20	0.61	0.03	0.83	2.14
	Reading	27	27	30,573	15.31	6.23	0.53	0.04	0.87	2.25
	Speaking	13	21	30,573	14.22	6.35	0.76	0.04	0.93	1.68
	Writing	3	12	30,573	5.50	3.61	0.46	0.02	0.89	1.20
9-12	Listening	24	24	48,859	14.10	5.28	0.59	0.02	0.82	2.24
	Reading	27	27	48,859	14.57	6.31	0.53	0.03	0.85	2.44
	Speaking	13	21	48,859	14.33	6.10	0.73	0.03	0.93	1.61
	Writing	3	12	48,859	5.48	3.64	0.46	0.02	0.88	1.26

Table 26. RS Descriptive Statistics and Reliability by Modality and Grade Level (All Schools)

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean P-value	SEMn	Reliability	SEM
K	Listening	19	19	34,523	12.68	4.03	0.67	0.02	0.80	1.80
	Reading	18	18	34,523	14.60	4.14	0.82	0.03	0.92	1.17
	Speaking	13	21	34,523	13.62	6.02	0.70	0.02	0.89	1.90
	Writing	10	14	34,523	9.41	3.08	0.79	0.02	0.80	1.38
1	Listening	24	24	30,112	13.19	5.08	0.55	0.03	0.81	2.21
	Reading	27	27	30,112	10.53	5.32	0.40	0.03	0.81	2.32
	Speaking	13	21	30,112	15.11	5.62	0.76	0.03	0.91	1.69
	Writing	3	12	30,112	3.72	2.90	0.31	0.02	0.86	1.09
2	Listening	24	24	26,339	16.15	5.09	0.68	0.03	0.84	2.04
	Reading	27	27	26,339	14.50	6.01	0.54	0.04	0.85	2.33
	Speaking	13	21	26,339	16.32	5.35	0.80	0.03	0.92	1.51
	Writing	3	12	26,339	5.25	3.17	0.44	0.02	0.86	1.19
3	Listening	24	24	21,904	12.96	5.18	0.54	0.04	0.83	2.14
	Reading	27	27	21,904	13.59	5.88	0.51	0.04	0.85	2.28
	Speaking	13	21	21,904	15.14	5.86	0.76	0.04	0.92	1.66
	Writing	3	12	21,904	4.59	2.94	0.38	0.02	0.85	1.14
4	Listening	24	24	19,757	14.46	5.39	0.61	0.04	0.85	2.09
	Reading	27	27	19,757	15.33	6.27	0.57	0.04	0.87	2.26
	Speaking	13	21	19,757	15.52	5.87	0.77	0.04	0.92	1.66
	Writing	3	12	19,757	5.34	3.15	0.44	0.02	0.87	1.14
5	Listening	24	24	18,423	13.36	5.09	0.56	0.04	0.82	2.16
	Reading	27	27	18,423	14.84	6.64	0.55	0.05	0.89	2.20
	Speaking	13	21	18,423	15.79	5.72	0.78	0.04	0.92	1.62
	Writing	3	12	18,423	5.27	3.29	0.44	0.02	0.88	1.14
6	Listening	24	24	16,857	13.74	5.24	0.58	0.04	0.83	2.16
	Reading	27	27	16,857	15.63	6.83	0.58	0.05	0.90	2.16
	Speaking	13	21	16,857	15.84	5.87	0.78	0.05	0.93	1.55
	Writing	3	12	16,857	5.49	3.43	0.46	0.03	0.89	1.14
7	Listening	24	24	16,071	14.44	5.15	0.61	0.04	0.83	2.12
	Reading	27	27	16,071	13.78	6.22	0.52	0.05	0.86	2.33
	Speaking	13	21	16,071	15.32	6.16	0.76	0.05	0.93	1.63
	Writing	3	12	16,071	5.37	3.54	0.45	0.03	0.89	1.17
8	Listening	24	24	14,502	15.07	5.23	0.63	0.04	0.84	2.09
	Reading	27	27	14,502	14.72	6.46	0.55	0.05	0.88	2.24
	Speaking	13	21	14,502	15.29	6.29	0.76	0.05	0.94	1.54
	Writing	3	12	14,502	5.65	3.69	0.47	0.03	0.90	1.17

Table 26. RS Descriptive Statistics and Reliability by Modality and Grade Level (All Schools) (continued)

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean P-value	SEMn	Reliability	SEM
9	Listening	24	24	18,016	13.36	5.32	0.57	0.04	0.83	2.19
	Reading	27	27	18,016	13.37	5.97	0.51	0.04	0.85	2.31
	Speaking	13	21	18,016	13.45	6.87	0.68	0.05	0.94	1.68
	Writing	3	12	18,016	4.79	3.64	0.40	0.03	0.89	1.21
10	Listening	24	24	14,597	14.45	5.16	0.61	0.04	0.83	2.13
	Reading	27	27	14,597	14.76	6.01	0.56	0.05	0.85	2.33
	Speaking	13	21	14,597	14.77	6.06	0.74	0.05	0.92	1.71
	Writing	3	12	14,597	5.62	3.60	0.47	0.03	0.87	1.30
11	Listening	24	24	9,734	15.02	5.11	0.64	0.05	0.83	2.11
	Reading	27	27	9,734	15.54	5.98	0.59	0.06	0.85	2.32
	Speaking	13	21	9,734	15.71	5.54	0.78	0.06	0.91	1.66
	Writing	3	12	9,734	6.36	3.47	0.53	0.04	0.86	1.30
12	Listening	24	24	6,512	14.01	5.43	0.61	0.07	0.85	2.10
	Reading	27	27	6,512	14.19	6.40	0.55	0.08	0.87	2.31
	Speaking	13	21	6,512	15.51	5.81	0.77	0.07	0.92	1.64
	Writing	3	12	6,512	5.77	3.64	0.48	0.05	0.87	1.31

The 2015 NYSESLAT overall scale score is a summed composite of the four modality scale scores as follows:

$$Overall_SS = SS_L + SS_R + SS_S + SS_W, \quad (\text{Equation 7})$$

where SS_L = Listening scale score,
 SS_R = Reading scale score,
 SS_S = Speaking scale score, and
 SS_W = Writing scale score.

Because the composite overall scale score is not an IRT score, the estimate of reliability for the overall scale score could be based on the typical coefficient alpha reliability or it could be determined using stratified coefficient alpha (Qualls, 1995), with the reliability defined as:

$$\alpha_{Stratified} = 1 - \frac{\sum_{j=1}^4 \sigma_j^2 (1 - \alpha_j)}{\sigma_{SS}^2}, \quad (\text{Equation 8})$$

where $\alpha_{Stratified}$ is the stratified alpha reliability coefficient,
 σ_{SS}^2 is the variance of overall composite scale score,
 σ_j^2 is the variance of modality component j , and
 α_j is the alpha reliability coefficient for modality component j .

The standard coefficient alpha for the overall total test score is determined in a traditional manner across all items. The dichotomous items are scored as 0–1, and the constructed-response items from the Speaking and Writing modalities are scored based on the assigned score for each student. The potential downside of this approach is that it may not fairly weight all four modalities, since the number of items varies.

When a mixture of dichotomous and polytomous (constructed-response) items make up a total test score, the stratified coefficient alpha is often used so that the different test components are given equal weight, and any unique score variance attributable to the constructed-response items can be factored into the reliability measure. Tables 27 and 28 show the 2015 NYSESLAT overall scale score descriptive statistics, including both the standard and stratified versions of coefficient alpha reliability. As the tables show, the stratified alpha reliability measure always results in a slightly higher estimate of reliability (and lower scale score SEM). The two estimates, however, are both very close, and, in all cases, the estimate of reliability for the overall NYSESLAT score is good. The SEM for the overall scale score is less than 10 points, using the stratified coefficient alpha, and only slightly higher with the standard coefficient alpha.

Table 27. Overall Scale Score Descriptive Statistics and Reliability by Grade Band (All Schools)

Grade Band	N-Count	SS Mean	SS SD	Reliability	SS SEM	Stratified Reliability	Stratified SS SEM
K	34,523	264.53	41.92	0.94	10.31	0.95	9.56
1–2	56,451	244.71	39.01	0.94	9.93	0.95	8.54
3–4	41,661	251.37	40.73	0.94	9.94	0.95	8.72
5–6	35,280	251.47	41.49	0.94	9.82	0.96	8.48
7–8	30,573	251.58	43.02	0.94	10.25	0.96	8.55
9–12	48,859	253.73	43.24	0.94	10.54	0.96	8.97

Table 28. Overall Scale Score Descriptive Statistics and Reliability by Grade Level (All Schools)

Grade Level	N-Count	SS Mean	SS SD	Reliability	SS SEM	Stratified Reliability	Stratified SS SEM
K	34,523	264.53	41.92	0.94	10.31	0.95	9.56
1	30,112	234.64	36.06	0.92	9.95	0.95	8.45
2	26,339	256.22	39.07	0.94	9.76	0.95	8.58
3	21,904	246.48	38.98	0.94	9.80	0.95	8.67
4	19,757	256.80	41.93	0.95	9.77	0.96	8.70
5	18,423	249.78	40.40	0.94	9.60	0.96	8.36
6	16,857	253.32	42.58	0.95	9.74	0.96	8.53
7	16,071	249.70	41.90	0.94	10.05	0.96	8.50
8	14,502	253.66	44.13	0.95	10.15	0.96	8.50
9	18,016	245.37	44.36	0.95	10.29	0.96	8.71
10	14,597	256.22	41.90	0.94	10.13	0.96	8.81
11	9,734	263.81	40.05	0.94	10.01	0.95	8.97
12	6,512	256.20	43.41	0.94	10.21	0.96	9.00

5.5 Inter-Rater Reliability

Internal consistency reliability estimates the error associated with sampling a limited number of items from a theoretically infinite pool of items that could be used. When constructed-response items are used, a second source of error arises from the sampling of one scorer from a theoretically infinite pool of scorers.

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. One approach is to estimate the correlation between any two scorers. The higher the correlation, the greater the confidence that we can place in the accuracy of the score. A second type of evidence for inter-rater reliability is to examine the percentage of agreement between raters. If all scorers produced error-free scores, the result would be a 100% match in their assignment of scores. The greater the scorer error, the lower the score agreement found between raters.

10% Scoring Audit

NYSED has chosen to carry out a yearly audit of the NYSESLAT to ensure that teachers apply the same rigorous scoring standards as intended by NYSED. This audit also provides statistical evidence of inter-rater reliability. To conduct the audit, NYSED requires MetriTech to rescore approximately 10% of all students' Writing responses after the test administration. This 10% audit sample within each grade band is selected as a stratified random sample, based on the Need/Resource Categories (NRC). The NRC for the State schools is divided into eight 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
7. Charter Schools
8. Non-Public Schools

Target values were calculated for each level by using the percentage of enrollment data for each of the above classifications. The values were then applied to the level targets for "10% Sample." Because the sample selection level was by school, enrollment data collected for the spring 2015 administration were 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 MetriTech for rescoring. The following sections and tables indicate the procedures that MetriTech 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 29 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). MetriTech selected the stratified random sample to achieve the desired percentage (about 10%) of the full population.

Table 29. 2015 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	3,377	34,523	9.78%
1–2	6,398	56,451	11.33%
3–4	4,545	41,661	10.91%
5–6	3,161	35,280	8.96%
7–8	2,719	30,573	8.89%
9–12	4,628	48,859	9.47%
Total	24,828	247,347	10.04%

Table 30 provides, by grade band and item, the rater agreement for the Writing constructed-response items between local raters and MetriTech raters. The MetriTech 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, items 1–6, 8, and 9 are worth a maximum of one point; the maximum score for item 7 is two points; and the maximum score for item 10 is four points. In the remaining grade bands, the maximum score for all items is four points.

The percent of exact agreement ranged from 82.50% to 96.30% for the one-point items and 45.68% to 61.27% for the four-point items. Item 7 in the Kindergarten test, the only 2-point item, had an exact agreement of 73.23%. The percent of adjacent agreement ranged from 3.70% to 17.50% for the one-point items and 35.09% to 43.89% for the four-point items. Item 7 in the Kindergarten test had an exact agreement of 25.52%. Exact plus adjacent agreement averaged 93.17% for the four-point items.

In addition to agreement ratings, Table 30 also includes the intraclass correlation between the local raters and MetriTech raters, the lower and upper 95% confidence limits of the intraclass correlation, and the weighted kappa coefficient.

Intraclass Correlation

The intraclass correlation is an assessment of consistency of measurements made by different scorers. It represents the proportion of consistent variance in the total system that is the proportion of variance attributable to examinees rather than to raters. For purposes of calculations here, both examinees and scorers were treated as random factors. The intraclass correlations ranged from 0.266 to 0.806, with the lowest correlation coming from Kindergarten, and the highest coming from Grades 9–12.

Kappa Coefficient

The kappa coefficient is another index of rater agreement. It is an improvement on the percent agreement because it adjusts for agreement that would have occurred simply by chance. Kappa may range from -1.00 to 1.00, with 1.00 indicating perfect agreement, 0.00 indicating chance agreement, and -1.00 indicating absolute disagreement.

Landis and Koch (1977) provided the following guidelines for interpreting kappa:

Kappa	Agreement
< .00	Less than chance agreement
0.01–0.20	Slight agreement
0.21–0.40	Fair agreement
0.41–0.60	Moderate agreement
0.61–0.80	Substantial agreement
0.81–0.99	Almost perfect agreement

When scoring categories are assumed to be ordinal, kappa can be weighted (Fleiss and Cohen, 1973) so that a larger discrepancy is weighted more heavily than a discrepancy of only one point on the scale, for example. Table 30 reports the weighted kappa statistic.

In Table 30, 20 of the 25 values fall in the “substantial agreement” category, using the above interpretation guide. The conclusion would be that the scoring of the NYSESLAT Writing items by teachers in the field is generally consistent with the audit scoring.

Table 30. Rater Agreement for Writing Items

Grade Band	Item	Max. Points	N-count	% Exact	Pct Adjacent	Pct Non-Adjacent	Intraclass Correlation	Confidence Interval		
								Lower Bound	Upper Bound	Weighted Kappa
K	1	1	3,377	96.30%	3.70%		.762	.747	.775	.757
	2	1	3,377	93.16%	6.84%		.767	.753	.781	.760
	3	1	3,377	92.57%	7.43%		.783	.770	.796	.772
	4	1	3,377	95.26%	4.74%		.557	.533	.580	.548
	5	1	3,377	82.50%	17.50%		.266	.235	.297	.232
	6	1	3,377	86.17%	13.83%		.330	.300	.360	.300
	7	2	3,377	73.23%	25.32%	1.45%	.806	.794	.818	.727
	8	1	3,377	91.56%	8.44%		.325	.294	.355	.309
	9	1	3,377	85.85%	14.15%		.295	.264	.326	.267
	10	4	3,377	61.27%	35.09%	3.64%	.729	.713	.744	.788
1-2	1	4	6,398	56.78%	38.70%	4.52%	.757	.746	.767	.757
	2	4	6,398	53.28%	41.48%	5.24%	.743	.732	.754	.743
	3	4	6,398	57.31%	37.65%	5.03%	.725	.713	.736	.724
3-4	1	4	4,545	50.01%	41.45%	8.54%	.634	.617	.651	.619
	2	4	4,545	51.77%	41.94%	6.29%	.716	.702	.730	.713
	3	4	4,545	52.54%	41.10%	6.36%	.728	.714	.742	.726
5-6	1	4	3,161	50.52%	43.63%	5.85%	.718	.701	.735	.718
	2	4	3,161	50.84%	42.33%	6.83%	.732	.715	.747	.727
	3	4	3,161	52.39%	41.38%	6.23%	.719	.702	.735	.719
7-8	1	4	2,719	45.68%	41.63%	12.69%	.653	.631	.674	.638
	2	4	2,719	52.63%	39.98%	7.39%	.741	.724	.757	.739
	3	4	2,719	52.85%	40.16%	6.99%	.770	.754	.785	.770
9-12	1	4	4,628	50.67%	42.74%	6.59%	.763	.751	.775	.761
	2	4	4,628	48.29%	43.89%	7.82%	.729	.715	.742	.729
	3	4	4,628	48.12%	42.59%	9.29%	.735	.721	.748	.735

Table 31 provides the proportional distribution of the score point differences between MetriTech and local ratings by grade band and item. The percent of zero difference ranged from 82.50% to 96.30% for the one-point items, 75.23% for the single two-point item at Kindergarten, and 45.68% to 61.27% 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 30.

Table 31. Percentages of Score Difference between Raters

Grade Band	Item #	Max.	Percent of Point Difference Score Difference (MetriTech minus local score)								
			-4	-3	-2	-1	0	1	2	3	4
K	1	1				3.38	96.30	0.33			
	2	1				6.01	93.16	0.83			
	3	1				7.17	92.57	0.27			
	4	1				4.38	95.26	0.36			
	5	1				17.32	82.50	0.18			
	6	1				13.56	86.17	0.27			
	7	2			1.33	20.49	73.23	4.83	0.12		
	8	1				8.14	91.56	0.30			
	9	1				13.86	85.85	0.30			
	10	4		0.03	1.60	14.36	61.27	20.73	1.81	0.21	
1-2	1	4		0.14	2.52	17.36	56.78	21.33	1.75	0.11	
	2	4	0.09	0.20	3.03	21.16	53.28	20.32	1.80	0.09	0.02
	3	4	0.09	0.20	3.03	21.16	53.28	20.32	1.80	0.09	0.02
3-4	1	4	0.04	0.77	6.36	25.70	50.01	15.75	1.19	0.18	
	2	4		0.15	2.38	17.34	51.77	24.60	3.50	0.26	
	3	4		0.15	2.38	17.34	51.77	24.60	3.50	0.26	
5-6	1	4		0.54	3.26	19.90	50.52	23.73	1.93	0.13	
	2	4		0.41	5.03	23.32	50.84	19.01	1.27	0.13	
	3	4		0.41	5.03	23.32	50.84	19.01	1.27	0.13	
7-8	1	4	0.07	1.51	8.94	24.38	45.68	17.25	2.06	0.11	
	2	4	0.04	0.55	4.52	21.44	52.63	18.54	2.10	0.18	
	3	4	0.04	0.55	4.52	21.44	52.63	18.54	2.10	0.18	
9-12	1	4	0.02	0.39	2.33	18.43	50.67	24.31	3.35	0.45	0.04
	2	4	0.09	0.35	3.67	21.22	48.29	22.67	3.26	0.43	0.02
	3	4	0.09	0.35	3.67	21.22	48.29	22.67	3.26	0.43	0.02

Table 32 provides the mean and standard deviation (SD) of each item for the local raters, the audit (MetriTech) raters, and the mean difference and standard deviation ratio between the two. The mean difference ranged from -0.10 to 0.25, and the SD ratio ranged from 0.46 to 1.26 across all items. This is a good indication of rater agreement since the average of the mean difference column (0.05) is close to 0, and the average of the SD ratio column (0.98) is close to 1.

Table 32. Comparison between Local and Audit Raters

Grade Band	Item	Local		MetriTech		Differences	
		Mean	SD	Mean	SD	Mean	SD Ratio
K	1	0.93	0.25	0.90	0.30	0.03	0.84
	2	0.85	0.35	0.80	0.40	0.05	0.89
	3	0.83	0.37	0.76	0.43	0.07	0.88
	4	0.97	0.18	0.92	0.26	0.04	0.70
	5	0.96	0.19	0.79	0.41	0.17	0.46
	6	0.96	0.19	0.83	0.38	0.13	0.51
	7	1.13	0.82	0.95	0.88	0.18	0.93
	8	0.98	0.15	0.90	0.30	0.08	0.51
	9	0.97	0.18	0.83	0.38	0.14	0.49
	10	1.46	1.05	1.53	0.87	-0.07	1.21
1-2	1	1.58	1.16	1.60	1.02	-0.02	1.13
	2	1.74	1.18	1.70	1.06	0.04	1.11
	3	1.35	1.12	1.32	0.98	0.03	1.15
3-4	1	1.79	1.11	1.57	0.92	0.22	1.21
	2	1.75	1.14	1.85	1.05	-0.10	1.08
	3	1.75	1.17	1.84	1.07	-0.09	1.09
5-6	1	1.76	1.19	1.76	1.04	0.00	1.14
	2	1.87	1.22	1.74	1.07	0.13	1.13
	3	1.89	1.20	1.86	1.02	0.03	1.17
7-8	1	1.89	1.30	1.64	1.03	0.25	1.26
	2	1.75	1.28	1.66	1.08	0.09	1.18
	3	1.84	1.32	1.79	1.17	0.04	1.13
9-12	1	1.87	1.29	1.95	1.19	-0.08	1.08
	2	1.89	1.27	1.90	1.16	-0.01	1.09
	3	1.86	1.34	1.87	1.22	-0.01	1.10

Summary of the 10% Audit Inter-Rater Reliability

Inter-rater reliability statistics and evidence collected and presented here demonstrate that the local raters and MetriTech raters in general had a high degree of agreement on the NYSESLAT scores.

5.6 Accuracy and Consistency of Performance Level Classifications

The 2015 NYSESLAT overall scale scores are used to categorize student performance into one of the five performance levels (Entering, Emerging, Transitioning, Expanding, and Commanding).

The reliabilities of performance level classifications, which are criterion referenced, are related to the reliabilities of the tests on which they are based, but they are not identical. Glaser (1963) was among the first to draw attention to this distinction, and Feldt & Brennan (1989) extensively reviewed the topic. While test reliability evaluates the consistency of test scores, decision classification reliability evaluates the consistency of classification.

Consistency in classification (also referred to as decision consistency) represents how well two versions of an assessment with equal difficulty agree (Livingston & Lewis, 1995). It is estimated by using actual response data and total test reliability from an administered form of the assessment from which two parallel versions of the assessment are statistically modeled and classifications compared. Decision consistency, then, is the extent to which the test classification of students into performance levels agrees with classifications due to a hypothetical parallel test. The students' scores on the second form are modeled. Decision consistency, therefore, is essentially a measure of the reliability of the classification decisions.

Note that the values of all indexes depend on several factors, such as the reliability of the actual test form, distribution of scores, number of cut scores, and location of each cut score. The probability of a correct classification is the probability that the classification that the student received is consistent with the classification that the student would have received on a parallel form. This is akin to the exact agreement rate in inter-rater reliability, and the expectation is that this probability would be high.

Decision accuracy is the extent to which the test's classification of students into performance levels agrees with the students' true classification. The students' true scores, and therefore true classification, are not known, but can be modeled. Consistency and accuracy are important to consider in concert. The probability of accuracy represents the agreement between the observed classification, based on the actual test form, and true classification, given the modeled form. Decision accuracy is, essentially, one piece of validity evidence for the test.

Techniques for estimating decision consistency and accuracy have been outlined by Hanson (1991), Haertel (1996), Livingston & Lewis (1995), and Young & Yoon (1998). The procedures developed by Livingston & Lewis (1995) were used in assessing the reliability of classification decisions based on only a single test form administration. The BB-CLASS software was used to derive measures of the accuracy and consistency of the classifications for the 2015 NYSESLAT.

One of the most important classification decisions based on the NYSESLAT test scores is that of classifying a student as having reached the "Commanding" performance level, since that is one of the key determinants of when a student's English proficiency is sufficient for exiting ELL services. The analyses in this section are based on this dichotomous classification decision ("Achieves Commanding Status" versus "Does Not Achieve Commanding Status").

The conceptual basis of decision consistency and decision accuracy may be represented graphically as shown in Figures 5.1 and 5.2 (adapted from Young & Yoon, 1998).

In Figure 1, correct classifications occur when the decision made based on the average of all theoretical forms agrees with the decision made based on the form actually taken. Misclassifications are defined as cases where a student who achieves a score of “Does Not Achieve Commanding Status” is classified incorrectly as “Achieves Commanding Status” based on his or her all-theoretical forms average. In Figure 2, classification consistency occurs when two forms agree on the classification of a student as either “Achieves Commanding Status” or “Does Not Achieve Commanding Status,” whereas inconsistent classification occurs when the decisions based on the forms differ.

Figure 1. Classification Accuracy

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

Figure 2. Classification Consistency

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

Table 33 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 proportion of student scores misclassified into the category of “Achieves Commanding Status” is labeled as False Positive. The proportion of student scores misclassified into the category “Does Not Achieve Commanding Status,” when student scale scores meet proficient status, is contained in the False Negative column.

Table 33 also presents the decision accuracy and consistency results for the “Achieves Commanding Status” cut scores for the overall scale score. Table 33 contains the following information:

- Accuracy
- False Positives
- False Negatives
- Consistency
- Kappa coefficient

It is important to note that decision accuracy and decision consistency provide separate, but complementary, pieces of information about classification decisions. Decision accuracy provides validity information, whereas decision consistency provides information about the reliability of the classification decisions.

Table 33 also illustrates the general rule that decision consistency is lower than decision accuracy. The decision accuracy estimates ranged from 0.93–0.95. The estimates of decision consistency ranged from 0.90–0.93. The estimates of False Positive rates ranged from 0.02–0.04, and the estimates of False Negative rates similarly ranged from 0.02–0.04 across all grades.

The last column in Table 33 shows the estimated kappa coefficient that results from the classification decision based on the overall scale score. Kappa represents classification agreement that is adjusted for chance. The range of the kappa statistic values is 0.65–0.76, which places them all in the substantial agreement range.

Table 33. Classification Accuracy and Consistency by Grade Level

Grade Level	Accuracy	False Positives	False Negatives	Consistency	Kappa
K	0.94	0.03	0.03	0.91	0.66
1	0.95	0.03	0.02	0.93	0.75
2	0.93	0.04	0.03	0.91	0.71
3	0.95	0.02	0.02	0.94	0.70
4	0.94	0.04	0.03	0.91	0.72
5	0.95	0.03	0.02	0.93	0.70
6	0.94	0.03	0.03	0.92	0.72
7	0.94	0.03	0.02	0.92	0.72
8	0.94	0.04	0.02	0.92	0.69
9	0.95	0.03	0.02	0.92	0.76
10	0.94	0.03	0.03	0.92	0.76
11	0.94	0.03	0.03	0.91	0.74
12	0.93	0.03	0.04	0.90	0.65

CHAPTER 6: VALIDITY

Assessments constructed by MetriTech support the criteria set forth in the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014). The judgments made in this technical report regarding test validity are based upon the following⁵:

- Test content: “an analysis of the relationship between a test’s content and the construct it is intended to measure” (p. 14)
- 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 based” (p. 16)
- Relationships to other variables: “analyses of the relationship of test scores to variables external to the test” (p. 16)

6.1 Content Validity

Test content as evidence of validity is predicated on the extent to which test material and items appropriately sample the knowledge, skills, and understanding of the construct or domain being assessed. For NYSESLAT, the requisite knowledge, skills, and understanding are grounded in the New Language Arts Progressions of the Bilingual Common Core initiative. This grounding ensures that the Linguistic Demands central to NYSESLAT are measured. These have been synthesized and embodied in the Targets of Measurement (ToMs) needed to meet the discipline-specific New Language Arts Progressions of the Bilingual Common Core Initiative (BCCI) at the corresponding grade-band level. To ensure content validity of the assessment, multiple steps were taken to align the NYSESLAT passages and items to the ToMs along the continuum of proficiency levels contained in the NYSESLAT Performance Level Descriptions (PLDs).

MetriTech psychometricians, test development experts, and ESL specialists, based on specifications from NYSED, developed a test blueprint (see Chapter 2 for further details) that includes items that measure all of the ToMs across the spectrum of difficulty levels. The assessment includes multiple-choice and constructed-response items.

Passage writers and item writers for the NYSESLAT received thorough training on the ToMs, PLDs, and test specifications before being given passage- and item-writing assignments. New York State educators participated in the passage review and item review processes. This review included evaluating the extent to which an item measured the identified ToM and PLD, among other characteristics.

ToMs and PLDs were just two of several criteria—including item statistics, subject area diversity, and gender and ethnic balance of passages and items—that were taken into consideration by MetriTech test development, ESL experts, NYSED assessment specialists, and NYSED content specialists during form construction. Scrutiny of test forms by all parties ensured that the forms reflected thorough and requisite coverage of the ToMs and the five performance levels (Entering, Emerging, Transitioning, Expanding, and Commanding).

⁵The page numbers in parentheses refer to the page numbers in the Standards for Educational and Psychological Testing, 2014.

Following form construction, item maps were created for each form to show this coverage. NYSED staff members reviewed the item maps to confirm the alignment of a given form to the ToMs and PLDs. This item mapping is detailed in Tables A1 through A2 of Appendix A as evidence for the alignment to the ToMs and PLDs.

6.2 Internal Structure

A coherent assessment selects tasks for inclusion that 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) were calculated to investigate the answers to these questions. Table 34 and Table 35 show the intercorrelation of the four modalities by grade band and grade. The evidence of internal structure of the 2015 NYSESLAT can also be illustrated by examining the point-biserial correlation coefficients in Appendix B and fit statistics (see section 7.3 for discussion) in Appendix C.

Table 34. Intercorrelation between the Modalities and Total Scale Scores by Grade Band (All Schools)

Grade	Modality	Correlation Coefficient				
		Listening	Speaking	Reading	Writing	Total
K	Listening	1.00				
	Speaking	0.59	1.00			
	Reading	0.47	0.52	1.00		
	Writing	0.51	0.68	0.54	1.00	
	Total	0.76	0.86	0.80	0.84	1.00
1-2	Listening	1.00				
	Speaking	0.71	1.00			
	Reading	0.48	0.37	1.00		
	Writing	0.62	0.63	0.55	1.00	
	Total	0.82	0.78	0.78	0.88	1.00
3-4	Listening	1.00				
	Speaking	0.77	1.00			
	Reading	0.49	0.43	1.00		
	Writing	0.61	0.62	0.61	1.00	
	Total	0.83	0.81	0.80	0.87	1.00
5-6	Listening	1.00				
	Speaking	0.76	1.00			
	Reading	0.49	0.44	1.00		
	Writing	0.60	0.62	0.60	1.00	
	Total	0.81	0.81	0.80	0.88	1.00
7-8	Listening	1.00				
	Speaking	0.76	1.00			
	Reading	0.50	0.43	1.00		
	Writing	0.62	0.66	0.60	1.00	
	Total	0.81	0.81	0.81	0.89	1.00
9-12	Listening	1.00				
	Speaking	0.77	1.00			
	Reading	0.54	0.49	1.00		
	Writing	0.63	0.63	0.63	1.00	
	Total	0.83	0.82	0.82	0.89	1.00

Table 35. Intercorrelation between the Modalities and Total Scale Scores by Grade Level (All Schools)

Grade	Modality	Correlation Coefficient				
		Listening	Speaking	Reading	Writing	Total
K	Listening	1.00				
	Speaking	0.59	1.00			
	Reading	0.47	0.52	1.00		
	Writing	0.51	0.68	0.54	1.00	
	Total	0.76	0.86	0.80	0.84	1.00
1	Listening	1.00				
	Speaking	0.65	1.00			
	Reading	0.46	0.31	1.00		
	Writing	0.59	0.59	0.51	1.00	
	Total	0.80	0.74	0.77	0.87	1.00
2	Listening	1.00				
	Speaking	0.71	1.00			
	Reading	0.48	0.39	1.00		
	Writing	0.59	0.63	0.57	1.00	
	Total	0.81	0.79	0.78	0.88	1.00
3	Listening	1.00				
	Speaking	0.75	1.00			
	Reading	0.49	0.41	1.00		
	Writing	0.59	0.61	0.58	1.00	
	Total	0.82	0.80	0.80	0.86	1.00
4	Listening	1.00				
	Speaking	0.77	1.00			
	Reading	0.50	0.45	1.00		
	Writing	0.61	0.63	0.63	1.00	
	Total	0.83	0.82	0.81	0.88	1.00
5	Listening	1.00				
	Speaking	0.75	1.00			
	Reading	0.48	0.43	1.00		
	Writing	0.59	0.62	0.60	1.00	
	Total	0.81	0.81	0.80	0.88	1.00
6	Listening	1.00				
	Speaking	0.77	1.00			
	Reading	0.50	0.46	1.00		
	Writing	0.60	0.62	0.60	1.00	
	Total	0.82	0.82	0.80	0.88	1.00

Table 35. Intercorrelation between the Modalities and Total Scale Scores by Grade Level (All Schools) (continued)

Grade	Modality	Correlation Coefficient				
		Listening	Speaking	Reading	Writing	Total
7	Listening	1.00				
	Speaking	0.75	1.00			
	Reading	0.50	0.43	1.00		
	Writing	0.61	0.65	0.59	1.00	
	Total	0.81	0.80	0.81	0.88	1.00
8	Listening	1.00				
	Speaking	0.76	1.00			
	Reading	0.51	0.44	1.00		
	Writing	0.63	0.67	0.61	1.00	
	Total	0.81	0.82	0.81	0.90	1.00
9	Listening	1.00				
	Speaking	0.76	1.00			
	Reading	0.59	0.51	1.00		
	Writing	0.64	0.62	0.67	1.00	
	Total	0.84	0.80	0.85	0.89	1.00
10	Listening	1.00				
	Speaking	0.77	1.00			
	Reading	0.52	0.49	1.00		
	Writing	0.61	0.64	0.63	1.00	
	Total	0.82	0.82	0.82	0.89	1.00
11	Listening	1.00				
	Speaking	0.77	1.00			
	Reading	0.49	0.45	1.00		
	Writing	0.59	0.61	0.57	1.00	
	Total	0.82	0.82	0.78	0.87	1.00
12	Listening	1.00				
	Speaking	0.80	1.00			
	Reading	0.51	0.48	1.00		
	Writing	0.63	0.65	0.59	1.00	
	Total	0.84	0.84	0.79	0.88	1.00

Observations of the language proficiency assessment subtests in Table 34 are as follows:

- Listening and Speaking are moderately correlated across grade bands, ranging from 0.59–0.77.
- Listening and Reading are moderately correlated across grade bands, ranging from 0.47–0.54.
- Listening and Writing are moderately correlated across grade bands, ranging from 0.51–0.63.
- Speaking and Reading are moderately correlated across grade bands, ranging from 0.37–0.52.
- Speaking and Writing are moderately correlated across grade bands, ranging from 0.62–0.68.
- Reading and Writing are moderately correlated across grade bands, ranging from 0.54–0.63.

The results of these internal correlations follow what is theoretically expected, that the Speaking and Listening subtests have the highest correlation range (from 0.59 to 0.77) across the six grade bands. The Speaking and Reading subtests have the lowest correlation range (from 0.37 to 0.52).

The following bullet lists contain some observations regarding the NYSESLAT subtests and the results found in Table 35:

Grades 1–12

- The correlation between Listening and Writing varies between 0.59 and 0.64.
- The correlation between Listening and Reading varies between 0.46 and 0.59.
- The correlation between Listening and Speaking varies between 0.65 and 0.80.
- The correlation between Speaking and Writing varies between 0.59 and 0.67.

Again, the internal correlations, and, thus, the internal structure of the test, follow expectations for the most part. The fact that the modality correlations are less than one indicates that there is unique variance associated with each of the four modalities.

6.3 External Structure

An additional source of validity evidence is sometimes called external criterion validity. To provide evidence of this, the relationship 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 2015 and the New York State English Language Arts (ELA) Test in January 2015 were examined. In New York State, all ELL students, with the exception of first-year ELL students, must take the ELA Test. For ELL students in Grades 10–12, data from those who took both the NYSESLAT in May 2015 and the New York State Regents Comprehensive Examination in English (Regents Exam in Comprehensive English) in June 2015 were analyzed. The Regents Exam in Comprehensive 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 grades 3–8 ELA Test and the Regents Exam in Comprehensive English as those native English speakers who are required to take the State examinations. Hence, there should be a positive relationship between the NYSESLAT and the grades 3–8 ELA Test and the Regents Exam in Comprehensive English, wherein those who perform well on the NYSESLAT are generally expected to perform well on the English component of the other two State testing programs.

6.3.1 Relationship with the New York State English Language Arts (ELA) Test (Grades 3–8)

Table 36 gives the sample size, minimum and maximum observed scores, means, standard deviations, and the correlation between the ELA Test and the NYSESLAT overall scale score for each grade from Grades 3–8.

The correlations between the ELA Test and the NYSESLAT scale scores of the two modalities (Reading and Writing) ranged from 0.60 to 0.73 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 0.71 to 0.75 across the six grades. It is worth noting that 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 36. Descriptive Statistics of the NYSESLAT Scale Scores of All Modalities and Their Correlation with the ELA Test Total Scale Scores

Grade	N-Count	Modality	SS Mean	SS SD	Sample Min.	Sample Max.	Correlation with ELA
3	16,108	Listening	63.18	8.902	30	90	0.65
	16,108	Speaking	75.41	11.229	30	90	0.38
	16,108	Reading	61.46	8.984	30	90	0.73
	16,108	Writing	56.29	12.782	30	90	0.62
	16,108	R/W	117.76	19.58	60	180	0.74
	16,108	Total	256.34	33.599	129	358	0.73
4	14,202	Listening	66.36	9.34	30	90	0.65
	14,202	Speaking	76.90	11.33	30	90	0.36
	14,202	Reading	64.67	9.72	30	90	0.71
	14,202	Writing	60.43	13.03	30	90	0.60
	14,202	R/W	125.10	20.36	62	180	0.72
	14,202	Total	268.37	34.87	144	360	0.71
5	12,938	Listening	64.32	8.70	30	90	0.64
	12,938	Speaking	77.81	10.94	30	90	0.43
	12,938	Reading	59.89	9.38	30	90	0.72
	12,938	Writing	58.95	13.71	30	90	0.64
	12,938	R/W	118.84	20.80	62	180	0.75
	12,938	Total	260.97	34.34	144	360	0.75
6	11,579	Listening	64.98	8.98	30	90	0.62
	11,579	Speaking	78.44	11.36	30	90	0.39
	11,579	Reading	61.13	9.94	30	90	0.69
	11,579	Writing	60.14	14.55	30	90	0.60
	11,579	R/W	121.27	22.12	62	180	0.71
	11,579	Total	264.69	36.22	144	360	0.71
7	10,824	Listening	61.48	7.87	30	90	0.61
	10,824	Speaking	77.61	12.28	30	90	0.45
	10,824	Reading	61.73	9.48	30	90	0.65
	10,824	Writing	59.06	14.59	30	90	0.62
	10,824	R/W	120.79	21.74	60	180	0.70
	10,824	Total	259.88	35.91	130	360	0.71
8	9,804	Listening	62.70	8.44	32	90	0.62
	9,804	Speaking	77.34	12.63	30	90	0.44
	9,804	Reading	63.50	10.09	33	90	0.68
	9,804	Writing	60.44	15.31	30	90	0.61
	9,804	R/W	123.94	23.09	63	180	0.70
	9,804	Total	263.98	38.05	146	360	0.71

Performance Level Comparisons

As an additional way to demonstrate the positive relationship of student success on both exams, a cross tabulation of the performance levels of the ELA Test and NYSESLAT was performed. Tables 37–38 contain the frequency (percentage) distributions of the ELA performance level by the NYSESLAT performance level for each grade from Grades 3–8. Students classified below Commanding on NYSESLAT would not be expected to reach levels 3 or 4 on the ELA exam.

In Table 37, close to 100% of the Grade 3 students classified as Entering or Emerging on the NYSESLAT scored at Level 1 on the State ELA Test. Of the students classified as Transitioning and Expanding on the NYSESLAT, close to 100% of them scored at either Level 1 or Level 2 on the State ELA Test. Of the students classified as Commanding on the NYSESLAT, about 67% of them were classified as either Level 1 or Level 2; about 33% scored at Levels 3 or 4 on the ELA Test.

Table 37. Grade 3: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N=1,870)	Emerging (N=2,919)	Transitioning (N=2,937)	Expanding (N=6,198)	Commanding (N=2,184)
Level 1	98.93	96.09	88.36	61.36	18.41
Level 2	1.02	3.70	11.07	33.16	48.86
Level 3	0.05	0.21	0.58	5.42	29.90
Level 4	0.00	0.00	0.00	0.06	2.84
Total	100.00	100.00	100.00	100.00	100.00

In Table 38, over 90% of the Grade 4 students classified as Entering, Emerging, and Transitioning on the NYSESLAT scored at Level 1 on the State ELA Test. Of the students classified as Expanding on the NYSESLAT, 97% of them were classified as either Level 1 or Level 2 on the ELA Test: only 3% scored at either Level 3 or Level 4 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 85% of them were classified as either Level 1 or Level 2 on the ELA Test, while about 15% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 38. Grade 4: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N=1,386)	Emerging (N=1,561)	Transitioning (N=1,768)	Expanding (N=6,199)	Commanding (N=3,288)
Level 1	98.63	98.01	93.55	70.41	29.90
Level 2	1.30	1.99	6.11	26.78	55.41
Level 3	0.07	0.00	0.34	2.58	13.14
Level 4	0.00	0.00	0.00	0.23	1.55
Total	100.00	100.00	100.00	100.00	100.00

In Table 39, almost all of the Grade 5 students classified as Entering, Emerging, and Transitioning on the NYSESLAT scored at Level 1 on the ELA Test. Of the students who

classified as Expanding on the NYSESLAT, 99% of them were classified as either Level 1 or Level 2 on the ELA Test. Of the students who classified as Commanding on the NYSESLAT, 36% of them were classified as Level 1, 53% as Level 2, and 11% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 39. Grade 5: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N=1,475)	Emerging (N=1,112)	Transitioning (N=1,255)	Expanding (N=6,976)	Commanding (N=2,120)
Level 1	99.46	99.37	98.57	81.67	35.85
Level 2	0.54	0.63	1.35	17.36	52.74
Level 3	0.00	0.00	0.08	0.93	10.28
Level 4	0.00	0.00	0.00	0.04	1.13
Total	100.00	100.00	100.00	100.00	100.00

In Table 40, almost all the Grade 6 students classified as Entering, Emerging, or Transitioning on the NYSESLAT were classified as Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, 99% of them were classified as either Level 1 or Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 38% of them were classified as Level 1, 53% as Level 2, and close to 9% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 40. Grade 6: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N=1,565)	Emerging (N= 940)	Transitioning (N= 864)	Expanding (N=5,800)	Commanding (N=2,410)
Level 1	99.49	98.09	96.76	81.09	38.22
Level 2	0.51	1.91	3.24	18.36	53.28
Level 3	0.00	0.00	0.00	0.48	6.89
Level 4	0.00	0.00	0.00	0.07	1.62
Total	100.00	100.00	100.00	100.00	100.00

In Table 41, almost all of the Grade 7 students classified as Entering, Emerging, or Transitioning on the NYSESLAT were classified as Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, 85% of them were classified as Level 1 and 14% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 50% of them were classified as Level 1, 44% as Level 2 and 6% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 41. Grade 7: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N=1,807)	Emerging (N=1,509)	Transitioning (N=1,375)	Expanding (N=4,061)	Commanding (N=2,072)
Level 1	99.83	98.81	96.07	85.10	50.29
Level 2	0.17	1.19	3.85	14.31	43.53
Level 3	0.00	0.00	0.07	0.59	6.13
Level 4	0.00	0.00	0.00	0.00	0.05
Total	100.00	100.00	100.00	100.00	100.00

In Table 42, nearly 100% of the Grade 8 students classified as Entering, Emerging, or Transitioning on the NYSESLAT were classified as Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, 75% of them were classified as Level 1, and 24% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 31% of them were classified as Level 1, 57% as Level 2, and about 12% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 42. Grade 8: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N=1,675)	Emerging (N=1,262)	Transitioning (N=1,235)	Expanding (N=4,019)	Commanding (N=1,613)
Level 1	99.10	97.70	94.01	75.24	30.75
Level 2	0.84	2.30	5.91	23.69	57.22
Level 3	0.06	0.00	0.08	1.00	11.10
Level 4	0.00	0.00	0.00	0.07	0.87
Total	100.00	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. Listening, Reading and Writing modality scores were more highly correlated to ELA performance than the Speaking modality scores. Positive correlations like these are evidence of the 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 a complete correlation. Hence, it is of no surprise that there is only a moderate, rather than a high, positive correlation between the two tests.

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. The ELL students classified as Commanding on the NYSESLAT were more likely to pass the Regents ELA test as compared to ELL students who scored below the Commanding level on the NYSESLAT.

6.3.2 Relationship with the New York State Regents Comprehensive Examination in English (Grades 10–12)

Beginning in June 2015, New York high school students had the option of taking the Regents Comprehensive Examination in English, the Regents Examination in English Language Arts (Common Core), or both. The spring 2015 NYSESLAT data file was matched with the June administration Regents data file using state student ID. Overall, 69.7% of the matched ELL students took the June 2015 Regents Comprehensive Examination in English compared to 30.3% of the matched ELL students taking the June 2015 Regents Examination in English Language Arts (Common Core). A total of 2,196 ELL students (in Grades 10–12) took both of the June 2015 Regents English exams.

The relationship between the NYSESLAT and each of these two Regents exams is examined separately in this section as evidence of external validity of the NYSESLAT for Grades 10–12.

Table 43 contains the sample size, minimum and maximum observed scale scores, scale score means, scale score standard deviations, and the correlation between the Regents Comprehensive Examination in English (June administration) and the NYSESLAT modalities' scale scores, as well as the total scale scores for Grades 10–12. Also shown is the combined Reading/Writing (R/W) scale score information.

Table 43. Descriptive Statistics of the NYSESLAT Modalities' Scale Scores and Their Correlations with the Regents Comprehensive Examination in English Total Scale Scores

Grade	N-Count	Modality	SS Mean	SS SD	Min.	Max.	Correlation with Regents Comp English
10	1,367	Listening	67.83	8.71	39	90	0.55
	1,367	Reading	65.59	9.63	30	90	0.55
	1,367	Speaking	78.60	11.10	30	90	0.46
	1,367	Writing	63.25	14.16	30	90	0.58
	1,367	R/W	128.84	21.27	69	180	0.64
	1,367	Total	275.27	35.15	170	358	0.67
11	4,371	Listening	67.75	8.34	32	90	0.52
	4,371	Reading	65.33	8.91	30	90	0.53
	4,371	Speaking	77.70	10.75	30	90	0.42
	4,371	Writing	63.78	13.26	30	90	0.52
	4,371	R/W	129.10	19.55	60	180	0.59
	4,371	Total	274.55	32.53	139	360	0.63
12	2,252	Listening	65.27	7.92	32	90	0.34
	2,252	Reading	62.48	8.04	30	90	0.39
	2,252	Speaking	76.14	11.03	30	90	0.36
	2,252	Writing	60.42	12.84	30	90	0.40
	2,252	R/W	122.90	18.24	60	178	0.45
	2,252	Total	264.30	30.72	162	358	0.49
10–12	7,990	Listening	67.06	8.36	32	90	0.46
	7,990	Reading	64.57	8.90	30	90	0.48
	7,990	Speaking	77.41	10.92	30	90	0.40
	7,990	Writing	62.74	13.38	30	90	0.49
	7,990	R/W	127.31	19.69	60	180	0.55
	7,990	Total	271.79	32.83	139	360	0.58

Table 44 presents the sample size, minimum and maximum total scores, scale score means, scale score standard deviations, the correlation between the Regents Comprehensive Examination in English, and the total NYSESLAT scale scores for Grades 10–12.

The correlation coefficients for the Regents Comprehensive Examination in English scale scores and the NYSESLAT total scale score (across modalities) ranged from 0.49 to 0.67 across the three grades (10, 11, and 12). Within a grade, the combined modalities have higher correlations between the scale scores of the Regents Comprehensive Examination in English than does any individual modality of the NYSESLAT scale scores.

Table 44. Descriptive Statistics of the NYSESLAT Total Scale Scores and Their Correlations with the Regents Comprehensive Examination in English Total Scale Scores

Grade/ Grade Band	N-Count	Test	Mean	SD	Min.	Max.	Correlation with Regents Comp English
10	1,367	Regents Comp Exam	56.48	18.06	4	95	--
		Total NYSESLAT	275.27	35.15	170	358	0.67
11	4,371	Regents Comp Exam	59.60	17.12	0	100	--
		Total NYSESLAT	274.55	32.53	139	360	0.63
12	2,252	Regents Comp Exam	61.55	14.66	6	100	--
		Total NYSESLAT	264.30	30.72	162	358	0.49
10–12	7,990	Regents Comp Exam	59.62	16.72	0	100	--
		Total NYSESLAT	271.79	32.83	139	360	0.58

Performance Level Classification

The classification percentages on the NYSESLAT by performance level were also compared to outcomes on the Regents Comprehensive Examination in English for Grades 10–12. The results are presented in Table 45 through Table 47.

Table 45 shows that 39.58% of the Grade 10 students who were classified as Commanding on the NYSESLAT were college-ready, and 72.45% of them passed the Regents Comprehensive Examination in English. The percentage of students who passed the Regents Comprehensive Examination in English decreased to 33.33% for students at the Expanding level and to 21.82% for students at the Transitioning level.

Table 45. Grade 10: Percentage of ELL Students Passing/Failing the Regents Comprehensive Examination in English at Each NYSESLAT Performance Level

Regents Comp Exam	NYSESLAT Performance Levels				
	Entering (N = 99)	Emerging (N = 161)	Transitioning (N = 165)	Expanding (N = 510)	Commanding (N = 432)
College Ready (75–100)	2.02	2.48	4.85	10.20	39.58
Not College Ready (0–74)	97.98	97.52	95.15	89.80	60.42
Pass (65–100)	5.05	14.29	21.82	33.33	72.45
Fail (0–64)	94.95	85.71	78.18	66.67	27.55

Table 46 shows that of the Grade 11 students who were classified as Commanding on the NYSESLAT, 46.81% were college-ready, and 79.59% passed the Regents Comprehensive Examination in English. The percentage of students who passed the Regents Comprehensive

Examination in English decreased to 50.54% for students at the Expanding level and to 27.72% for students at the Transitioning level.

Table 46. Grade 11: Percentage of ELL Students Passing/Failing the Regents Comprehensive Examination in English at Each NYSESLAT Performance Level

Regents Comp Exam	NYSESLAT Performance Levels				
	Entering (N = 241)	Emerging (N = 577)	Transitioning (N = 570)	Expanding (N = 1,949)	Commanding (N = 1,034)
College Ready (75–100)	1.24	3.81	6.67	16.83	46.81
Not College Ready (0–74)	98.76	96.19	93.33	83.17	53.19
Pass (65–100)	6.64	17.33	27.72	50.54	79.59
Fail (0–64)	93.36	82.67	72.28	49.46	20.41

Table 47 shows that of the Grade 12 students who were classified as Commanding on the NYSESLAT, 46.80% were college-ready, and 81.82% passed the Regents Comprehensive Examination in English. The percentage of students who passed the Regents Comprehensive Examination in English decreased to 59.79% for students at the Expanding level and to 44.17% for students at the Transitioning level.

Table 47. Grade 12: Percentage of ELL Students Passing/Failing the Regents Comprehensive Examination in English at Each NYSESLAT Performance Level

Regents Comp Exam	NYSESLAT Performance Levels				
	Entering (N = 174)	Emerging (N = 451)	Transitioning (N = 360)	Expanding (N = 970)	Commanding (N = 297)
College Ready (75–100)	4.60	10.86	10.28	20.41	46.80
Not College Ready (0–74)	95.40	89.14	89.72	79.59	53.20
Pass (65–100)	22.99	31.93	44.17	59.79	81.82
Fail (0–64)	77.01	68.07	55.83	40.21	18.18

Summary

The correlation analyses detailed above provide additional evidence of a moderate, positive relationship between the 2015 NYSESLAT and the Regents Comprehensive Examination in English. Furthermore, the evidence suggests, as other analyses do, that higher NYSESLAT scores are associated with higher scores on the Regents Comprehensive Examination 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 Commanding on the NYSESLAT were more likely to pass the Regents Comprehensive Examination in English as compared to ELL students who scored below the Commanding level on the NYSESLAT.

6.3.3 Relationship with the New York State Regents Examination in English Language Arts (Common Core) (Grades 10–12)

Table 48 contains the sample size, minimum and maximum observed scale scores, scale score means, scale score standard deviations, and the correlation between the Regents Examination in English Language Arts (Common Core), and the NYSESLAT modalities' scale scores, as well as the total scale scores for Grades 10–12. Also shown is the combined Reading/Writing (R/W) scale score information.

Table 48. Descriptive Statistics of the NYSESLAT Modalities' Scale Scores and Their Correlations with the Regents Examination in English Language Arts (Common Core) Total Scale Scores

Grade/ Grade Band	N-Count	Modality	SS Mean	SS SD	Min.	Max.	Correlation with Regents ELA (CC)
10	1,080	Listening	68.60	8.48	39	90	.45
	1,080	Reading	65.97	9.22	30	90	.49
	1,080	Speaking	78.91	11.07	30	90	.44
	1,080	Writing	65.10	13.79	30	90	.52
	1,080	R/W	131.06	20.32	68	180	.58
	1,080	Total	278.57	33.92	141	358	.60
11	1,601	Listening	67.77	8.36	32	90	.51
	1,601	Reading	65.37	9.32	38	90	.53
	1,601	Speaking	77.42	11.46	30	90	.47
	1,601	Writing	63.65	13.50	30	90	.55
	1,601	R/W	129.02	20.07	75	180	.61
	1,601	Total	274.21	33.87	139	360	.65
12	799	Listening	65.20	7.96	32	90	.35
	799	Reading	62.37	8.23	38	88	.37
	799	Speaking	76.07	10.67	30	90	.33
	799	Writing	59.63	12.52	30	90	.42
	799	R/W	122.00	17.93	75	178	.46
	799	Total	263.26	30.19	180	358	.48
10–12	3,480	Listening	67.44	8.41	32	90	.45
	3,480	Reading	64.87	9.15	32	90	.49
	3,480	Speaking	77.57	11.21	30	90	.43
	3,480	Writing	63.18	13.52	30	90	.51
	3,480	R/W	128.04	19.97	68	180	.57
	3,480	Total	273.05	33.55	139	360	.60

Table 49 presents the sample size, minimum and maximum total scores, scale score means, scale score standard deviations, the correlation between the Regents Examination in English Language Arts (Common Core), and the total NYSESLAT scale scores for Grades 10–12.

The correlation coefficients for the Regents Examination in English Language Arts (Common Core) scale scores and the NYSESLAT total scale score (across modalities) ranged from 0.48 to 0.65 across the three grades (10, 11, and 12). Within a grade, the combined modalities have higher correlations between the scale scores of the Regents Examination in English Language Arts (Common Core) than does any individual modality of the NYSESLAT scale scores.

Table 49. Descriptive Statistics of the NYSESLAT Total Scale Scores and Their Correlations with the Regents Examination in English Language Arts (Common Core) Total Scale Scores

Grade/ Grade Band	N-Count	Test	SS Mean	SS SD	Min.	Max.	Correlation with Regents ELA (CC)
10	1,080	Regents ELA (CC)	52.83	20.75	2	96	--
		Total NYSESLAT	278.57	33.92	170	358	.60
11	1,601	Regents ELA (CC)	53.83	21.24	1	99	--
		Total NYSESLAT	274.21	33.87	139	360	.65
12	799	Regents ELA (CC)	52.11	18.83	3	91	--
		Total NYSESLAT	263.26	30.19	180	358	.48
10–12	3,480	Regents ELA (CC)	53.12	20.56	1	99	--
		Total NYSESLAT	273.05	33.55	139	360	.60

Performance Level Classification

The classification percentages on the NYSESLAT by performance level were also compared to outcomes on the Regents Examination in English Language Arts (Common Core) for Grades 10–12. The results are presented in Table 50 through Table 52.

Table 50 shows that 22.93% of the Grade 10 students who were classified as Commanding on the NYSESLAT were college-ready, and 59.94% of them passed the Regents Examination in English Language Arts (Common Core). The percentage of students who passed the Regents Examination in English Language Arts (Common Core) decreased to 28.02% for students at the Expanding level and to 13.82% for students at the Transitioning level.

Table 50. Grade 10: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts (Common Core) at Each NYSESLAT Performance Level

Regents ELA (CC) Exam	NYSESLAT Performance Levels				
	Entering (N = 60)	Emerging (N = 96)	Transitioning (N = 123)	Expanding (N = 439)	Commanding (N = 362)
College Ready (75–100)	0.00	1.04	4.07	4.10	22.93
Not College Ready (0–74)	100.00	98.96	95.93	95.90	77.07
Pass (65–100)	6.67	3.13	13.82	28.02	59.94
Fail (0–64)	93.33	96.88	86.18	71.98	40.06

Table 51 shows that of the Grade 11 students who were classified as Commanding on the NYSESLAT, 29.74% were college-ready, and 72.31% passed the Regents Examination in English Language Arts (Common Core). The percentage of students who passed the Regents Examination in English Language Arts (Common Core) decreased to 38.45% for students at the Expanding level and to 17.76% for students at the Transitioning level.

Table 51. Grade 11: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts (Common Core) at Each NYSESLAT Performance Level

Regents ELA (CC) Exam	NYSESLAT Performance Levels				
	Entering (N = 101)	Emerging (N = 219)	Transitioning (N = 214)	Expanding (N = 671)	Commanding (N = 390)
College Ready (75–100)	1.98	0.91	2.34	7.75	29.74
Not College Ready (0–74)	98.02	99.09	97.66	92.25	70.26
Pass (65–100)	1.98	7.76	17.76	38.45	72.31
Fail (0–64)	98.02	92.24	82.24	61.55	27.69

Table 52 shows that of the Grade 12 students who were classified as Commanding on the NYSESLAT, 25.51% were college-ready, and 69.39% passed the Regents Examination in English Language Arts (Common Core). The percentage of students who passed the Regents Examination in English Language Arts (Common Core) decreased to 33.53% for students at the Expanding level and to 17.70% for students at the Transitioning level.

Table 52. Grade 12: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts (Common Core) at Each NYSESLAT Performance Level

Regents ELA (CC) Exam	NYSESLAT Performance Levels				
	Entering (N = 59)	Emerging (N = 185)	Transitioning (N = 113)	Expanding (N = 343)	Commanding (N = 98)
College Ready (75–100)	5.08	1.62	1.77	4.66	25.51
Not College Ready (0–74)	94.92	98.38	98.23	95.34	74.49
Pass (65–100)	11.86	13.51	17.70	33.53	69.39
Fail (0–64)	88.14	86.49	82.30	66.47	30.61

Summary

The correlation analyses detailed above provide additional evidence of a moderately positive relationship between the 2015 NYSESLAT and the Regents Examination in English Language Arts (Common Core). Furthermore, the evidence suggests, as other analyses do, that higher NYSESLAT scores are associated with higher scores on the Regents Examination in English Language Arts (Common Core).

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. The ELL students classified as Commanding on the NYSESLAT were more likely to pass the Regents Exam in English Language Arts (Common Core) as compared to ELL students who scored below the Commanding level on the NYSESLAT.

CHAPTER 7: CALIBRATION AND SCALING

This chapter describes the Item Response Theory (IRT) models and the processes used to calibrate and scale the NYSESLAT. The Rasch model (Rasch, 1960) and the Rasch rating scale model (Masters, 1982) were used to calibrate and scale the NYSESLAT. The Rasch model was used for dichotomous items, and the Rasch rating scale model 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 3.68.1 to calibrate and scale the NYSESLAT. MetriTech performed IRT analysis using the WINSTEPS item calibration software (version 3.81.0; Linacre, 2014) to estimate the item parameters and scale the 2015 NYSESLAT.

7.1 Item Response Model and Rationale for Use

Item response theory (IRT) attempts to explain a test taker’s response to an item in terms of a set of item characteristics (also called item parameters) and the test taker’s English language proficiency level. A key feature of IRT is that an important item characteristic—difficulty—is expressed on the same scale as that test taker’s proficiency.⁶

There are a variety of IRT models, which vary in complexity. The Rasch, or 1-parameter logistic (1PL), model is the simplest of available IRT models. The Rasch model attempts to explain test performance in terms of a single item characteristic: difficulty (b), as shown in the following equation:

$$P_j(\theta_i) = \frac{1}{1 + \exp[-(\theta_i - b_j)]} \quad (\text{Equation 9})$$

where b_j represents the difficulty of item j , and θ_i represents the ability or English language proficiency level of student i . For Listening and Reading, the Rasch model for dichotomous items was used. For Writing and Speaking, the Rasch model for polytomous items (i.e., rating scale analysis) was used. The scale on which Rasch item difficulty is reported is the opposite of that on which classical item p-values are reported, in that smaller (negative) numbers represent easier items and larger (positive) numbers represent more difficult items.

When item calibration is performed, the resulting scale values are determined by fixing the zero point to some reference. In the standard Rasch scaling approach, the zero point is traditionally set to the average of the test item difficulties. In an item response theory scaling approach, the zero point is traditionally set to the average of the person ability measures, and the increment of one logit is also set to equal the standard deviation of person ability measures. The essential difference in the two approaches is how the resulting scale values are represented, but each approach produces results that lie within a linear transformation of each other.

NYSED requires that student ability measures outside the range of ± 3.5 logits be adjusted to avoid extreme gaps in scale scores in the tails of the distribution, since those student measures

⁶ Hambleton, R. K. (1989). In R. L. Linn Educational measurement (3rd Ed.). Washington, DC: NCME/AERA, 147–200.

are poorly estimated. The advantage of using an ability-centered approach is that it results in fewer student proficiency estimates that require adjustment.

There is no theoretical basis for preferring one approach to fixing the resulting Rasch scale over the other. After discussion with NYSED, the recommendation was to use the ability-centered item calibration approach and to apply scaling that would fix the scales such that each modality would have a scale score range from 30–90. The overall scale score would be the summed composite of the individual modality scale scores.

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

1. The 2014 (and prior) NYSESLAT assessments were developed using the Rasch model.
2. The sample size requirements for calibration, scaling, and equating under the Rasch model and Rasch rating scale model are significantly smaller than they are for other IRT models. For example, the Rasch model requires approximately 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 (within a modality) will receive the same modality scale score as a second student with the same modality raw score, regardless of which particular items were answered correctly.

7.2 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 all schools, including public, non-public, and charter schools, were included in the calibration.

For the 2015 NYSESLAT operational analysis, calibrations were conducted by modality (Listening, Reading, Writing, and Speaking) within each of the six grade bands. Consequently, there were 24 separate calibration runs. No anchor or embedded field test items were included in the 2015 operational NYSESLAT forms. WINSTEPS version 3.81.0 was used for calibration.

To ensure that the 80% data file used for scaling was similar to the 100% data file, which was available at a later date, MetriTech conducted a calibration sample evaluation based on the NRCs.

Table 53 provides target percentages based on NRC code, gender, ethnicity, and disability status from the 2014 NYSESLAT operational administration for public schools.

Table 54 shows the actual N-counts and percentages of students in each grade band by NRC category, based on the 80% data file from the 2015 NYSESLAT operational administration. The obtained percentages for each category were determined for each grade band and subgroup.

Table 55 shows the difference between the 2015 80% data file (in Table 53) and the target percentages (in Table 54) as evidence of the representativeness of the 2015 80% data file for item calibration. There was a tendency to have slightly larger percentages of students from New York City schools and a lower percentage from non-public schools in the 80% data file. A lower percentage of students from charter schools also was evidenced in the 80% data file.

Table 53. 2015 NYSESLAT Target Percentages by NRC and Grade Band (based on 2014 NYSESLAT operational data for all schools)

NRC Code	Grade Band											
	K		1-2		3-4		5-6		7-8		9-12	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	16,226	51.5	30,139	52.9	21,985	53.0	19,160	53.7	16,770	56.6	31,248	62.5
(2) Large Cities	1,346	4.3	2,494	4.4	2,335	5.6	2,127	6.0	2,027	6.8	3,161	6.3
(3) Urban-Suburban	3,883	12.3	7,087	12.4	4,591	11.1	3,600	10.1	2,571	8.7	5,225	10.4
(4) Rural	186	0.6	375	0.7	261	0.6	198	0.6	175	0.6	247	0.5
(5) Average	3,149	10.0	5,341	9.4	3,569	8.6	2,519	7.1	1,903	6.4	3,405	6.8
(6) Low	1,492	4.7	2,431	4.3	1,525	3.7	1,021	2.9	841	2.8	1,638	3.3
(7) Charter Schools	1,224	3.9	1,434	2.5	660	1.6	819	2.3	422	1.4	681	1.4
(8) Non-Public Schools	4,013	12.7	7,646	13.4	6,540	15.8	6,247	17.5	4,933	16.6	4,399	8.8

Table 54. 2015 NYSESLAT 80% Sample Percentages by NRC and Grade Band (based on 2015 NYSESLAT operational 80% data for all schools)

NRC Code	Grade Band											
	K		1-2		3-4		5-6		7-8		9-12	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	18,431	61.2	29,565	60.6	20,874	57.6	17,633	58.2	16,257	60.8	26,201	64.4
(2) Large Cities	1,445	4.8	2,692	5.5	2,219	6.1	2,152	7.1	2,012	7.5	3,018	7.4
(3) Urban-Suburban	3,149	10.5	5,189	10.6	4,206	11.6	3,174	10.5	2,590	9.7	4,234	10.4
(4) Rural	225	0.7	329	0.7	269	0.7	218	0.7	161	0.6	254	0.6
(5) Average	3,281	10.9	4,931	10.1	3,495	9.6	2,594	8.6	1,965	7.4	3,585	8.8
(6) Low	1,591	5.3	2,388	4.9	1,508	4.2	1,024	3.4	909	3.4	1,770	4.4
(7) Charter Schools	163	0.5	195	0.4	149	0.4	84	0.3	87	0.3	136	0.3
(8) Non-Public Schools	1,830	6.1	3,482	7.1	3,505	9.7	3,394	11.2	2,752	10.3	1,486	3.7

Table 55. Differences between 2015 NYSESLAT 80% Sample Percentages and Target Percentages by NRC and Grade Band

NRC Code	Grade Band					
	K	1-2	3-4	5-6	7-8	9-12
	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct
(1) New York City	9.7	7.7	4.6	4.5	4.2	1.9
(2) Large Cities	0.5	1.1	0.5	1.1	0.7	1.1
(3) Urban-Suburban	-1.8	-1.8	0.5	0.4	1.0	0.0
(4) Rural	0.1	0.0	0.1	0.1	0.0	0.1
(5) Average	0.9	0.7	1.0	1.5	1.0	2.0
(6) Low	0.6	0.6	0.5	0.5	0.6	1.1
(7) Charter Schools	-3.4	-2.1	-1.2	-2.0	-1.1	-1.1
(8) Non-Public Schools	-6.6	-6.3	-6.1	-6.3	-6.3	-5.1

7.3 Rasch Information

Appendix C contains the results of the operational items for the 2015 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 item difficulty (RID) value
- Standard error (SE) of Rasch difficulty
- MNSQ INFIT: Standardized information-weighted mean-square fit 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, which is sensitive to unexpected behavior by persons on items far from the person's ability level
- Flag of misfit

Table 56 presents the number of items, the maximum number of points attainable, the average and standard deviation of Rasch item difficulty values, and the minimum and maximum Rasch item difficulty values for each modality by grade band.

Table 56. Average, Standard Deviation, Minimum, and Maximum of Rasch Difficulty Values by Grade Band and Modality

Grade Band	Modality	Number of Items	Max. Points	Average RID	SD of RID	Min RID	Max RID
K	Listening	19	19	-0.80	0.62	-1.97	0.28
	Reading	18	18	-1.37	0.55	-2.17	-0.20
	Speaking	13	14	-0.79	0.80	-1.95	0.22
	Writing	10	21	-1.13	0.54	0.80	0.64
	Total	60	72	-1.02	0.71	0.71	0.64
1–2	Listening	24	24	-0.50	0.48	-1.34	0.39
	Reading	27	27	0.17	0.38	-0.47	0.86
	Speaking	13	21	-1.10	0.69	-2.00	0.67
	Writing	3	12	0.46	0.20	0.28	0.67
	Total	67	84	-0.30	0.69	-2.00	0.86
3–4	Listening	24	24	-0.34	0.57	-1.31	1.05
	Reading	27	27	-0.18	0.48	-0.95	0.66
	Speaking	13	21	-1.04	0.63	-1.99	0.32
	Writing	3	12	0.31	0.02	0.29	0.32
	Total	67	84	-0.38	0.63	-1.99	1.05
5–6	Listening	24	24	-0.31	0.57	-1.41	0.72
	Reading	27	27	-0.28	0.35	-0.96	0.50
	Speaking	13	21	-1.10	0.64	-2.12	0.26
	Writing	3	12	0.19	0.06	0.14	0.26
	Total	67	84	-0.43	0.60	-2.12	0.72
7–8	Listening	24	24	-0.51	0.48	-1.69	0.16
	Reading	27	27	-0.11	0.39	-0.79	0.55
	Speaking	13	21	-0.91	0.58	-1.84	0.26
	Writing	3	12	0.19	1.17	-1.80	0.26
	Total	67	84	-0.39	0.57	-1.84	0.55
9–12	Listening	24	24	-0.43	0.52	-1.42	0.34
	Reading	27	27	-0.18	0.44	-0.86	0.80
	Speaking	13	21	-0.85	0.64	-1.98	0.18
	Writing	3	12	0.13	1.39	-2.27	0.18
	Total	67	84	-0.38	0.59	-2.27	0.80

7.4 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 by using a particular model. WINSTEPS provides two kinds of fit statistics 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, there is an indication 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 0.7, they do not discriminate well and show a greater-than-expected degree of consistency. Similarly, a fit value higher than 1.3 indicates an inconsistency in how students are performing (scoring) 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. 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. For the Kindergarten Writing modality, 9 out of the 10 items were flagged based on the OUTFIT criteria (as can be seen in Appendix C). The OUTFIT mean square is sensitive to unexpected responses by persons on items that are relatively very easy or very hard for them. In the case of the 2015 Kindergarten Writing test, the 4 letter writing items and the 4 word copying items were all scored dichotomously and were very easy for the students. This accounted for 8 of the 9 items flagged by the OUTFIT statistic. The results of the 2015 Kindergarten Writing test led to changes in the test content and scoring for that particular test for the 2016 administration.

The OUTFIT and the INFIT statistics are presented in the item statistics tables in Appendix C.

7.5 Test Characteristic Curves (TCCs) and Conditional Standard Error of Measurement Curves (CSEM) for 2015

Test characteristic curves (TCCs) were obtained by modality for each grade band (odd numbered figures between Figure 3 through Figure 50). For TCCs, the *x*-axis represents the thetas, or student abilities, and the *y*-axis represents the expected score based on the number 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 by modality for each grade band as well (even numbered figures between Figure 3 through Figure 50). The *x*-axis represents the thetas, and the *y*-axis represents the CSEM. When theta is close to the mean Rasch item difficulty value (shown in Table 56), the CSEM is the smallest; when theta is either larger or smaller than the mean Rasch item difficulty, the magnitude of CSEM increases, which indicates less information.

Listening Test

Figure 3. TCC for Kindergarten Listening Test

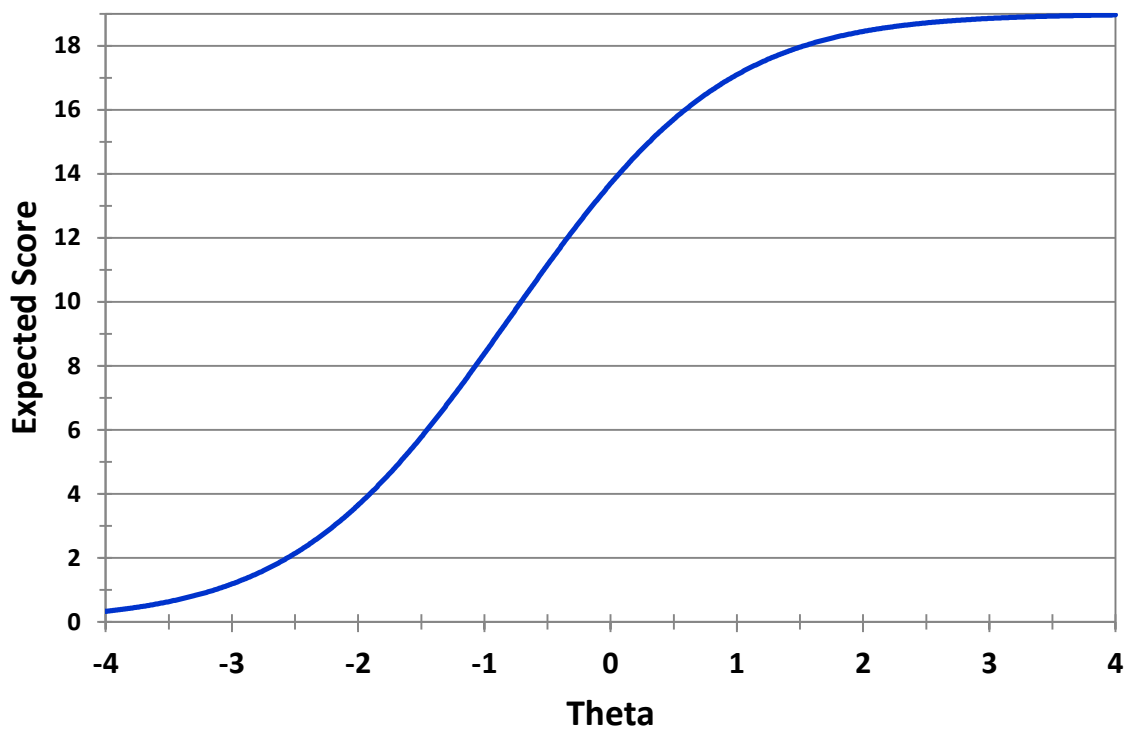


Figure 4. CSEM for Kindergarten Listening Test

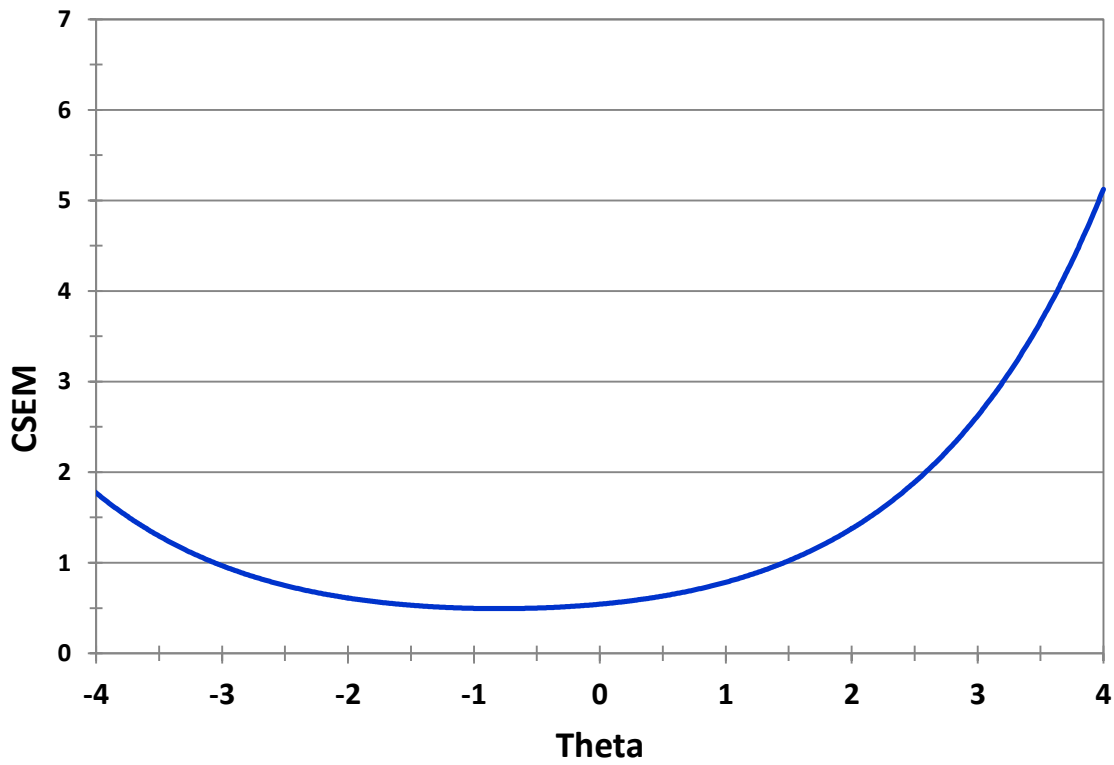


Figure 5. TCC for Grade Band 1–2 Listening Test

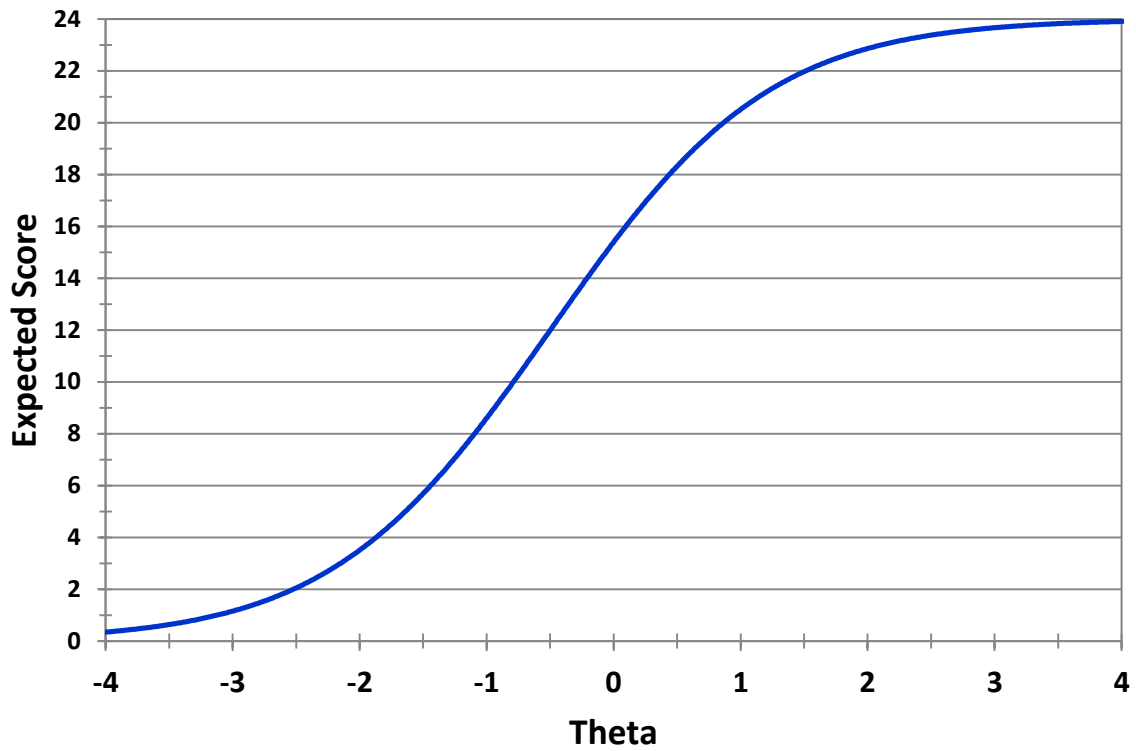


Figure 6. CSEM for Grade Band 1–2 Listening Test

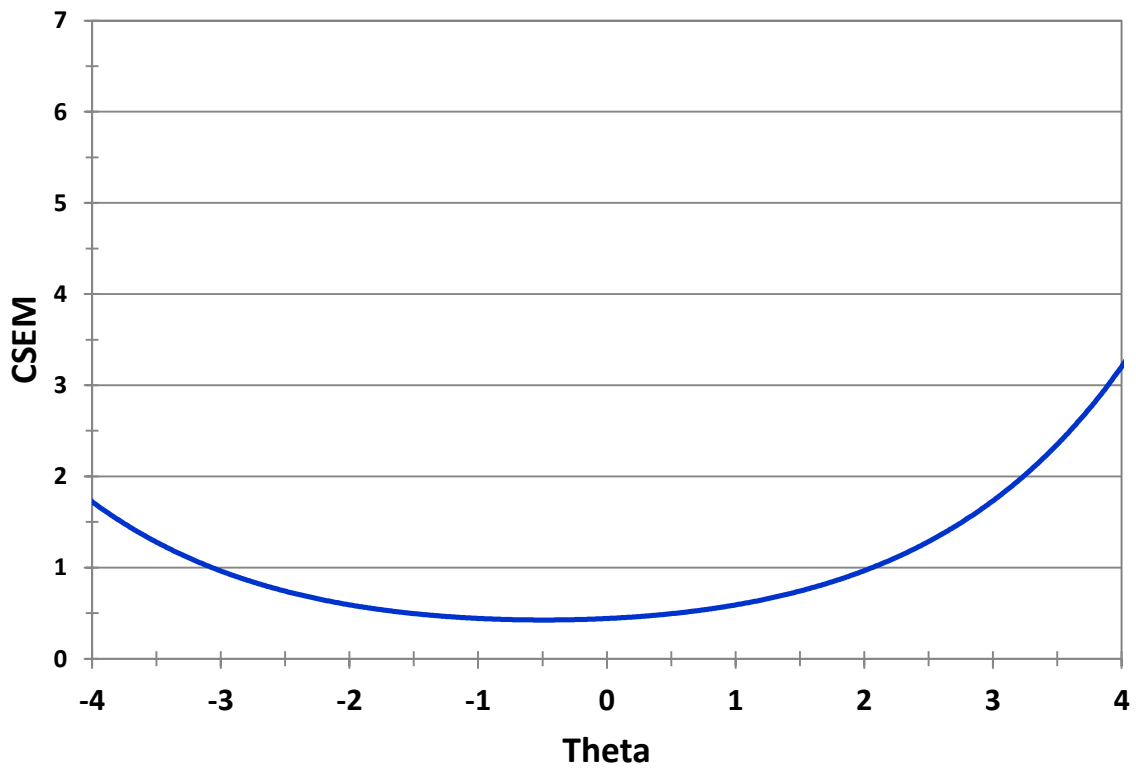


Figure 7. TCC for Grade Band 3–4 Listening Test

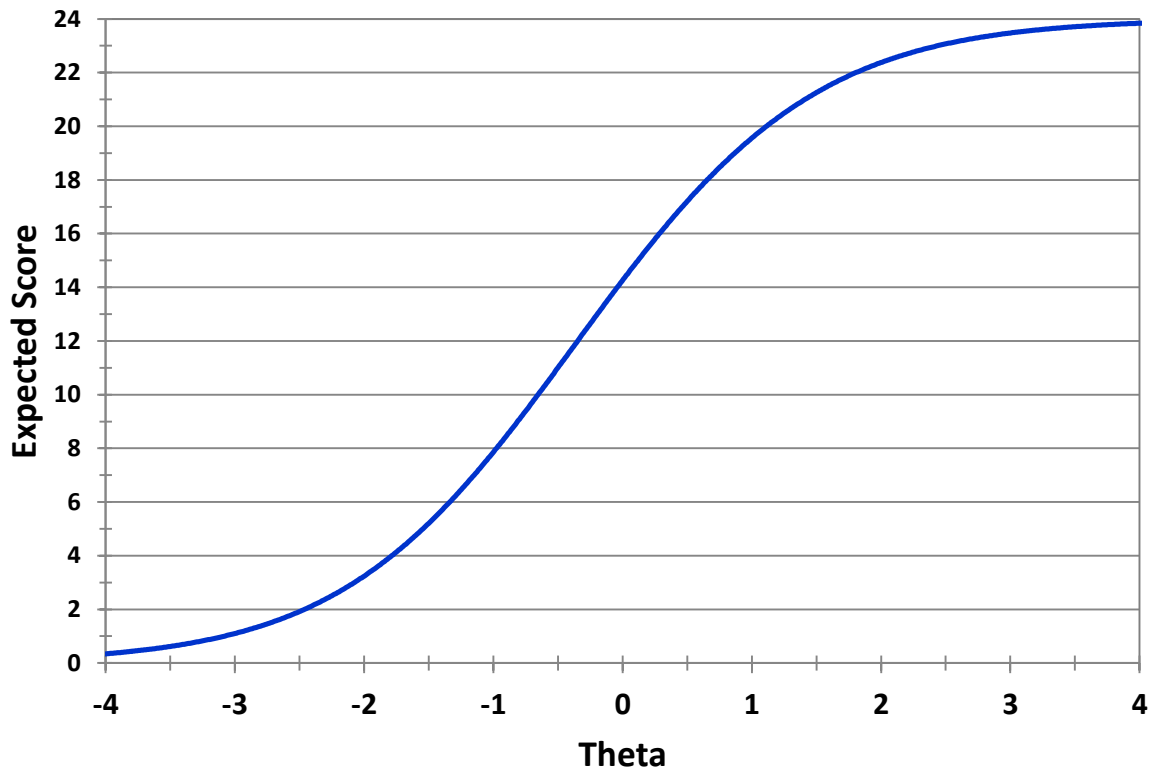


Figure 8. CSEM for Grade Band 3–4 Listening Test

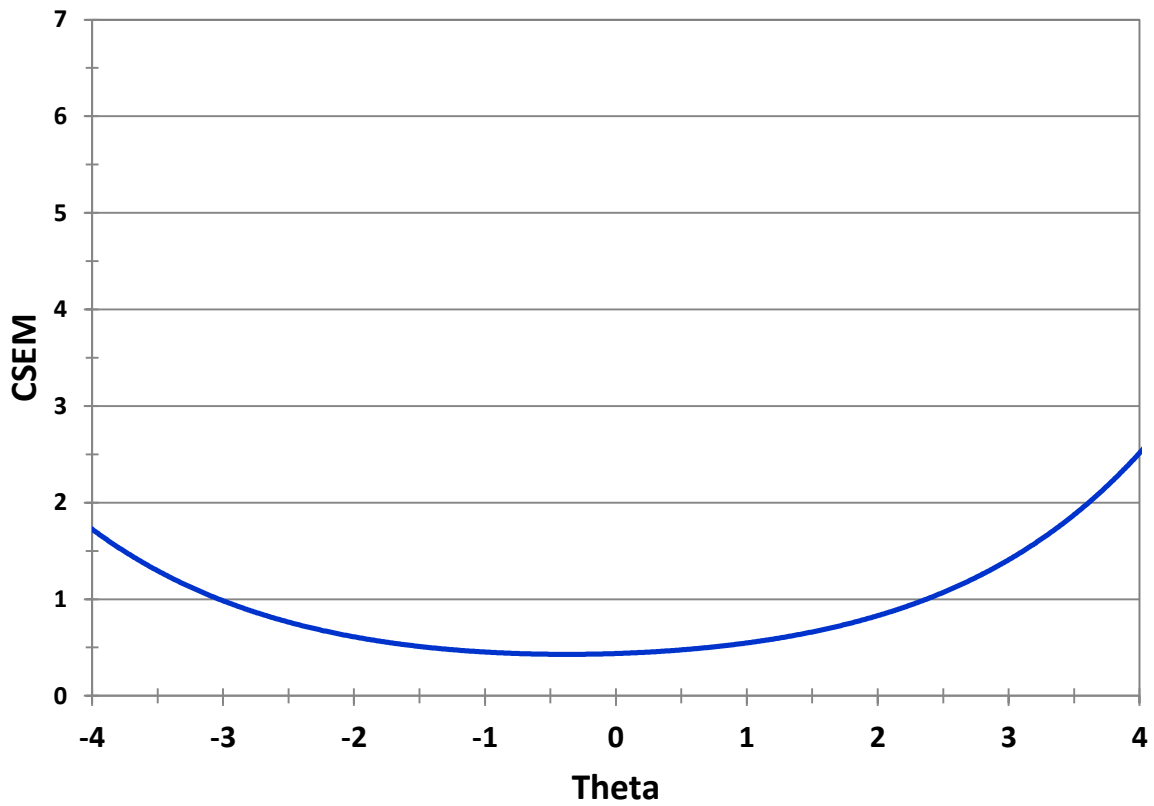


Figure 9. TCC for Grade Band 5–6 Listening Test

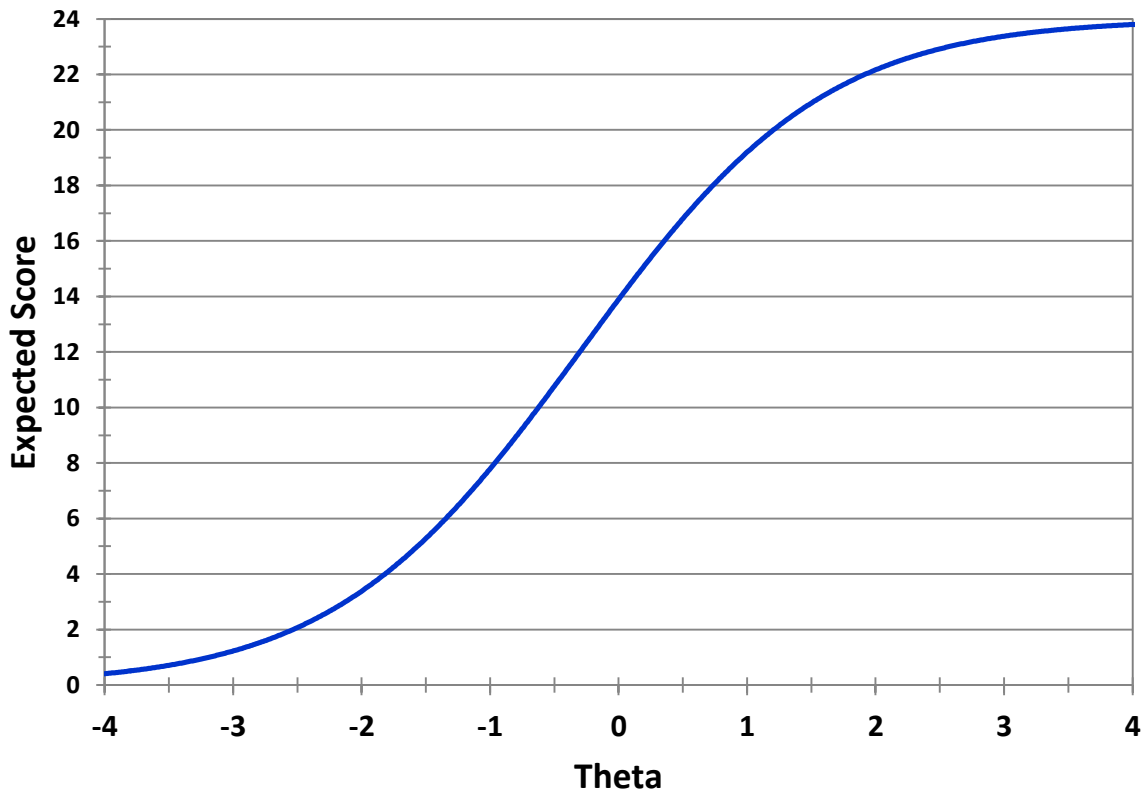


Figure 10. CSEM for Grade Band 5–6 Listening Test

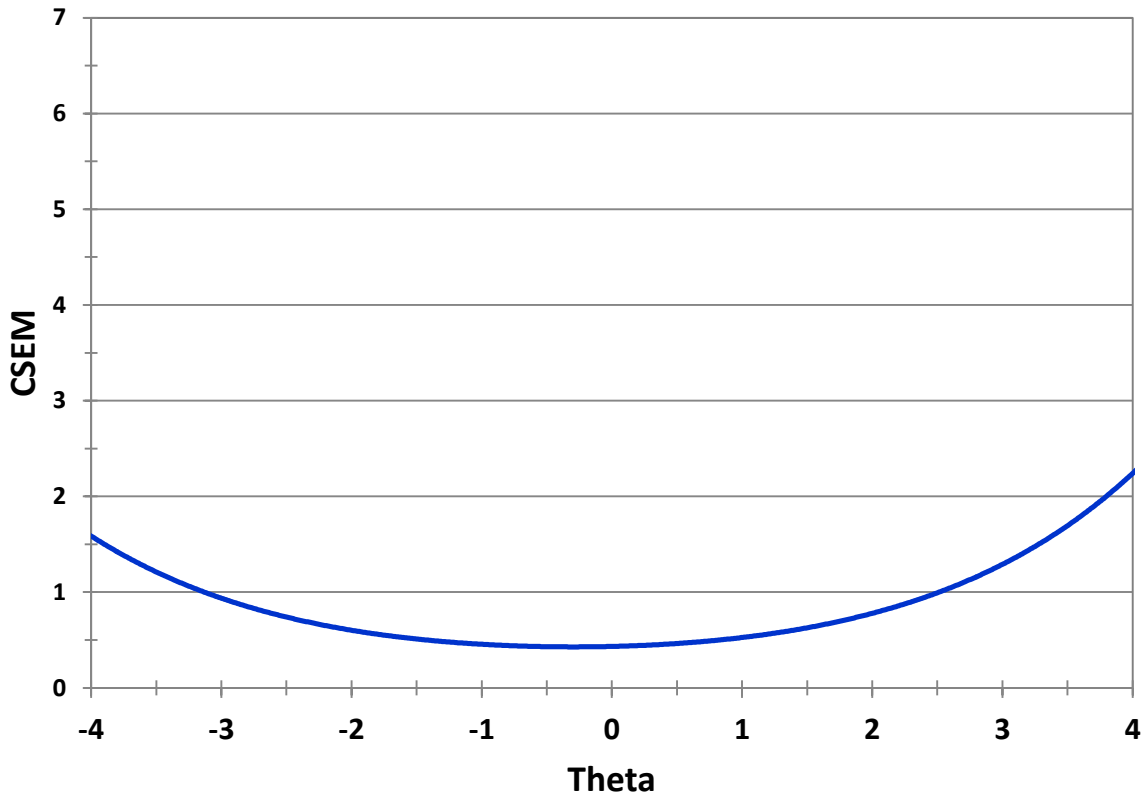


Figure 11. TCC for Grade Band 7–8 Listening Test

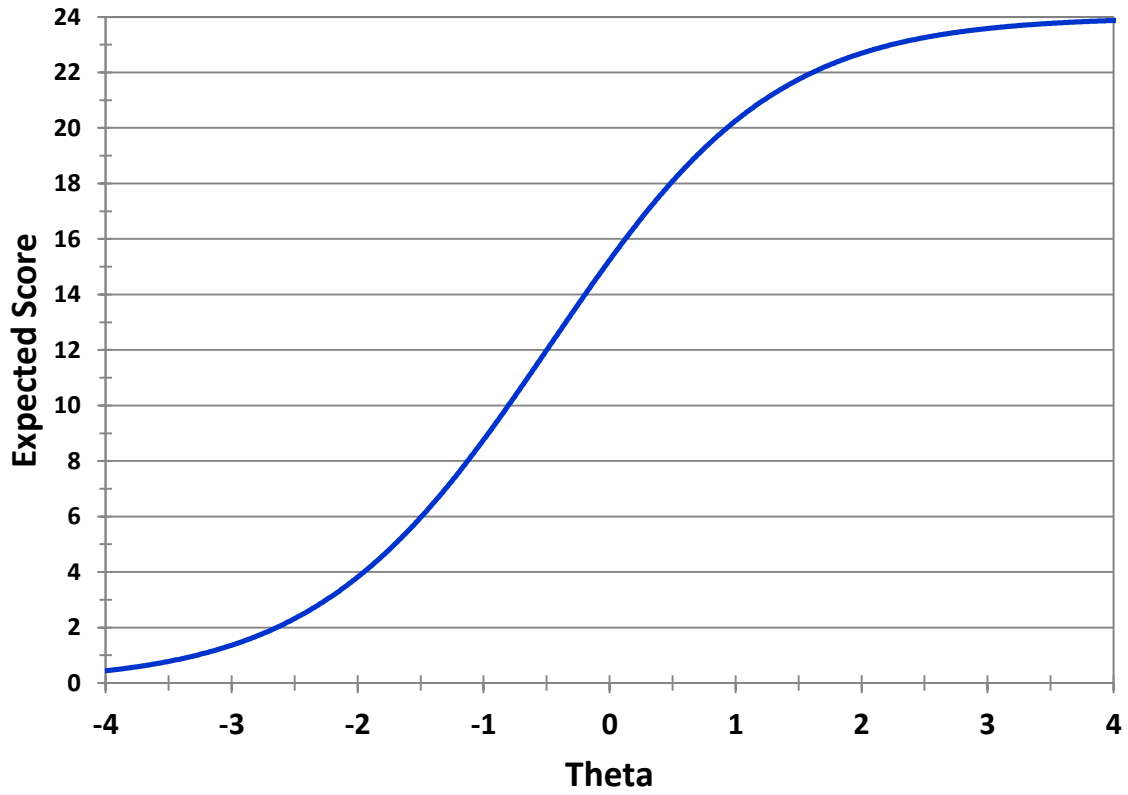


Figure 12. CSEM for Grade Band 7–8 Listening Test

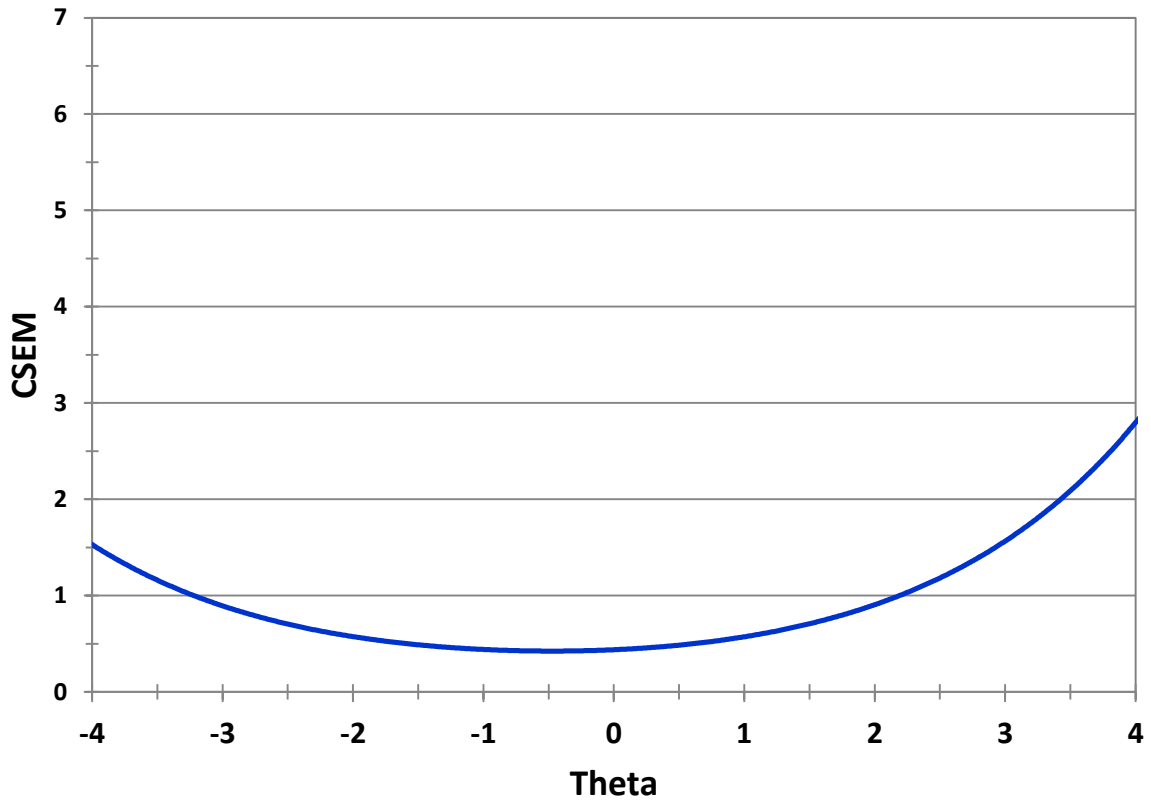


Figure 13. TCC for Grade Band 9–12 Listening Test

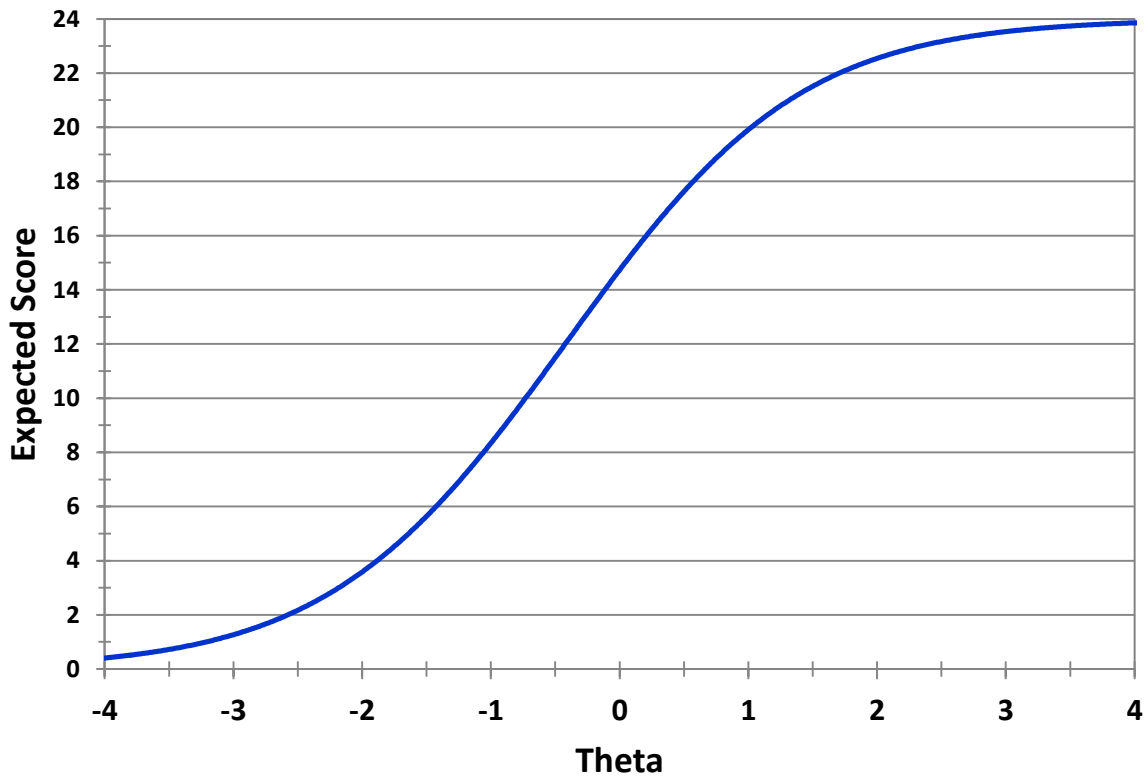
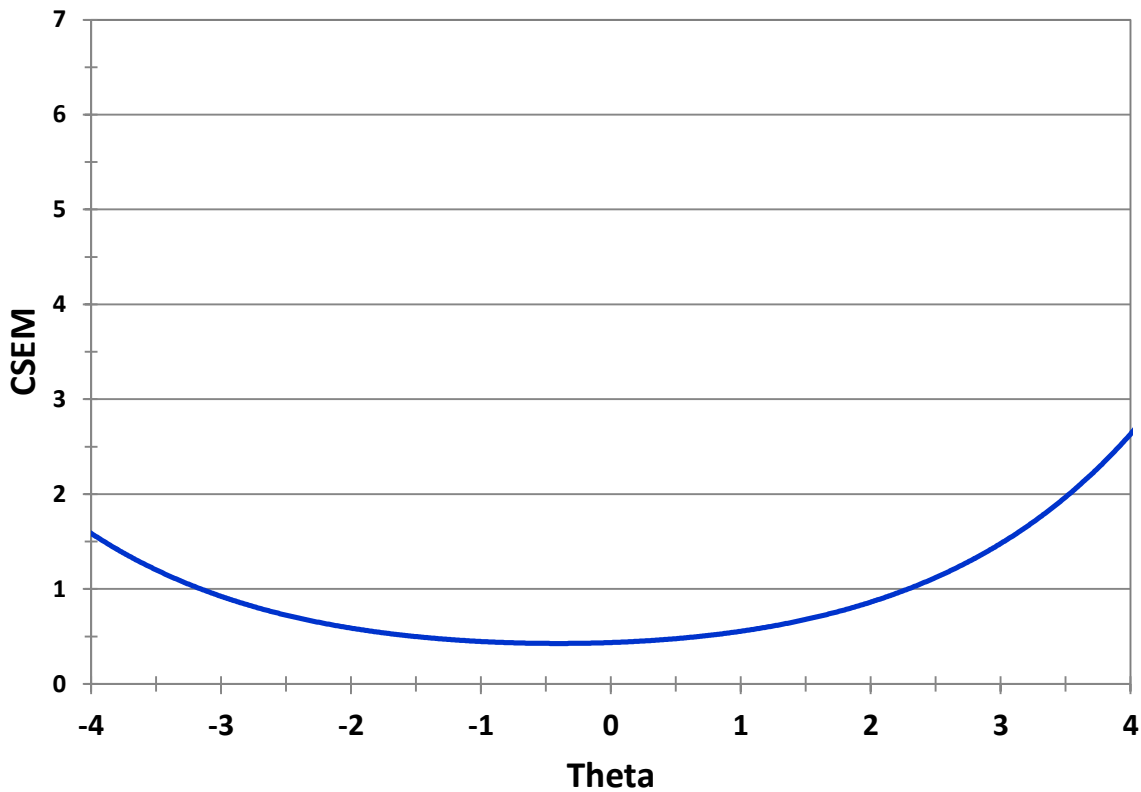


Figure 14. CSEM for Grade Band 9–12 Listening Test



Reading Test

Figure 15. TCC for Kindergarten Reading Test

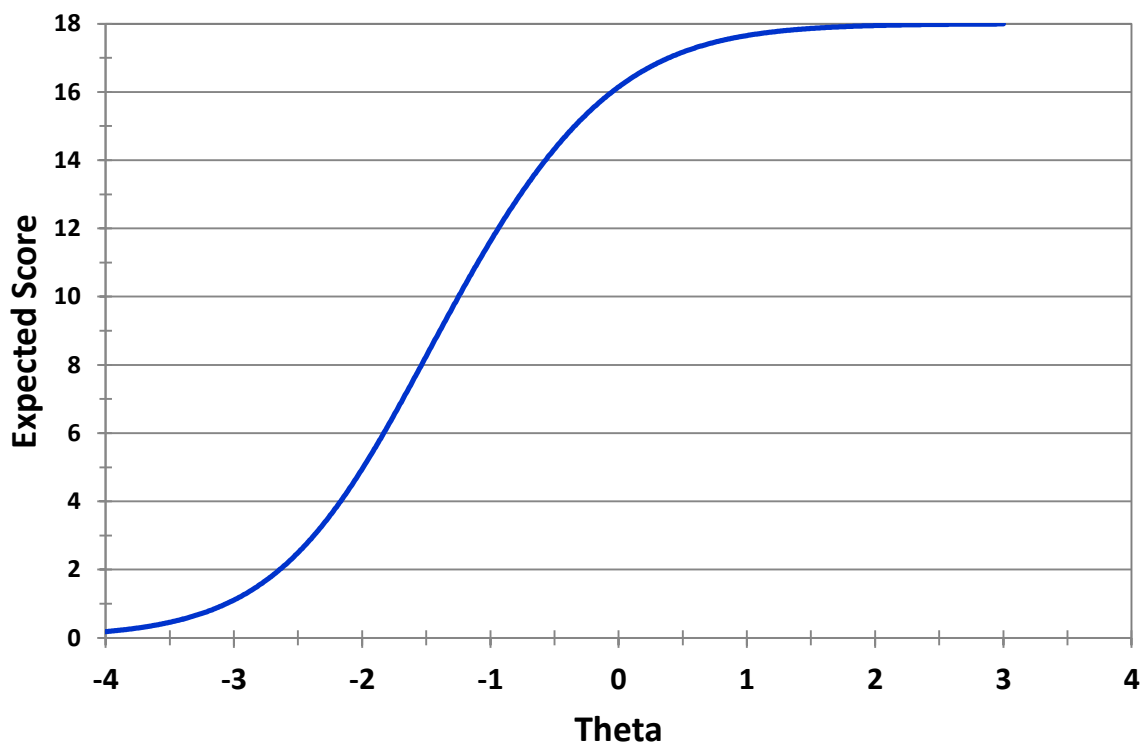


Figure 16. CSEM for Kindergarten Reading Test

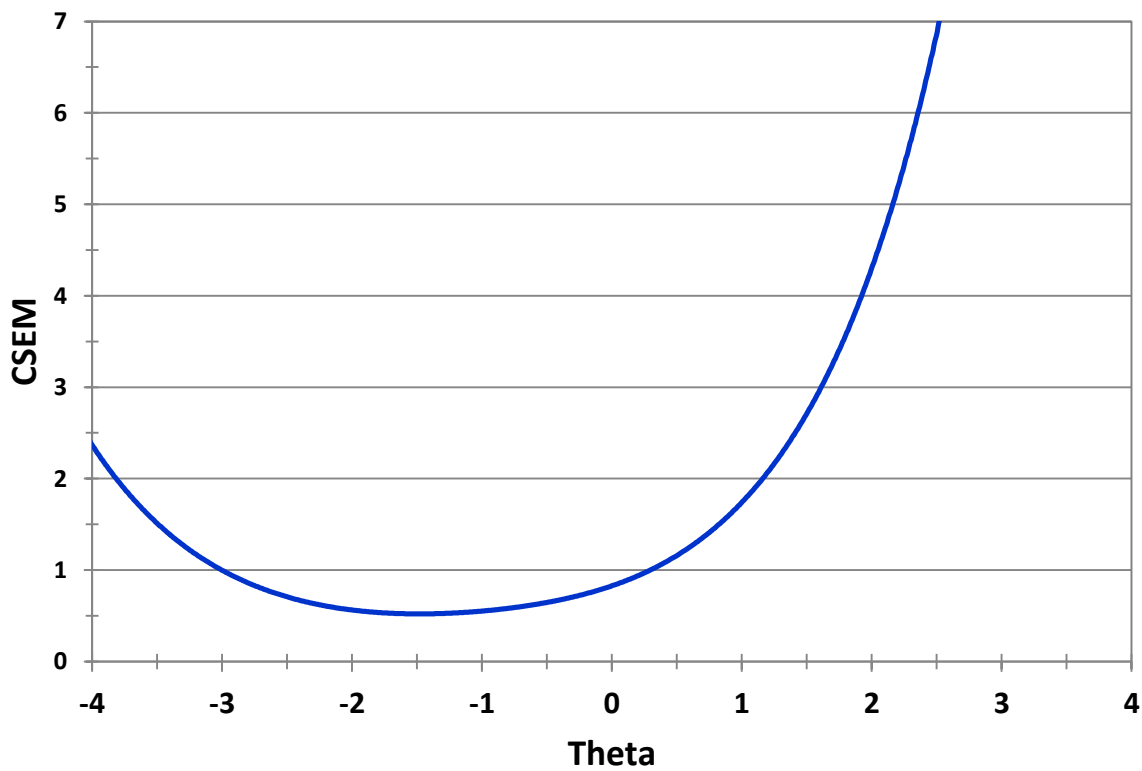


Figure 17. TCC for Grade Band 1–2 Reading Test

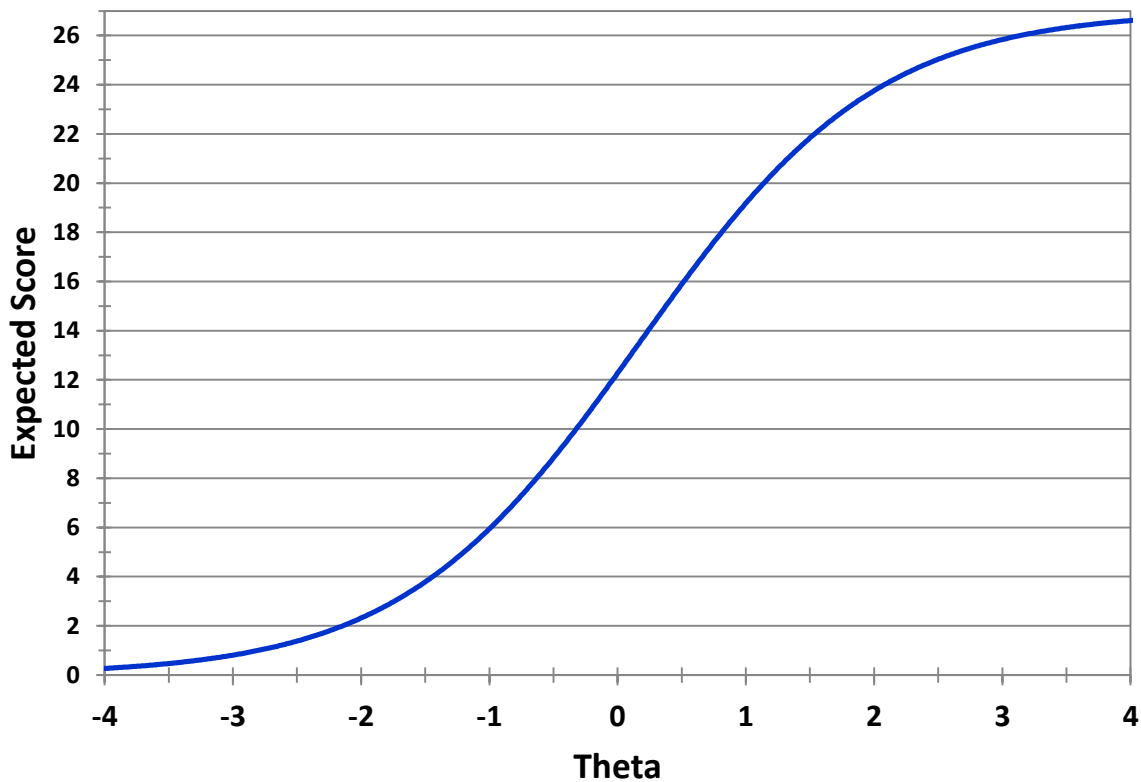


Figure 18. CSEM for Grade Band 1–2 Reading Test

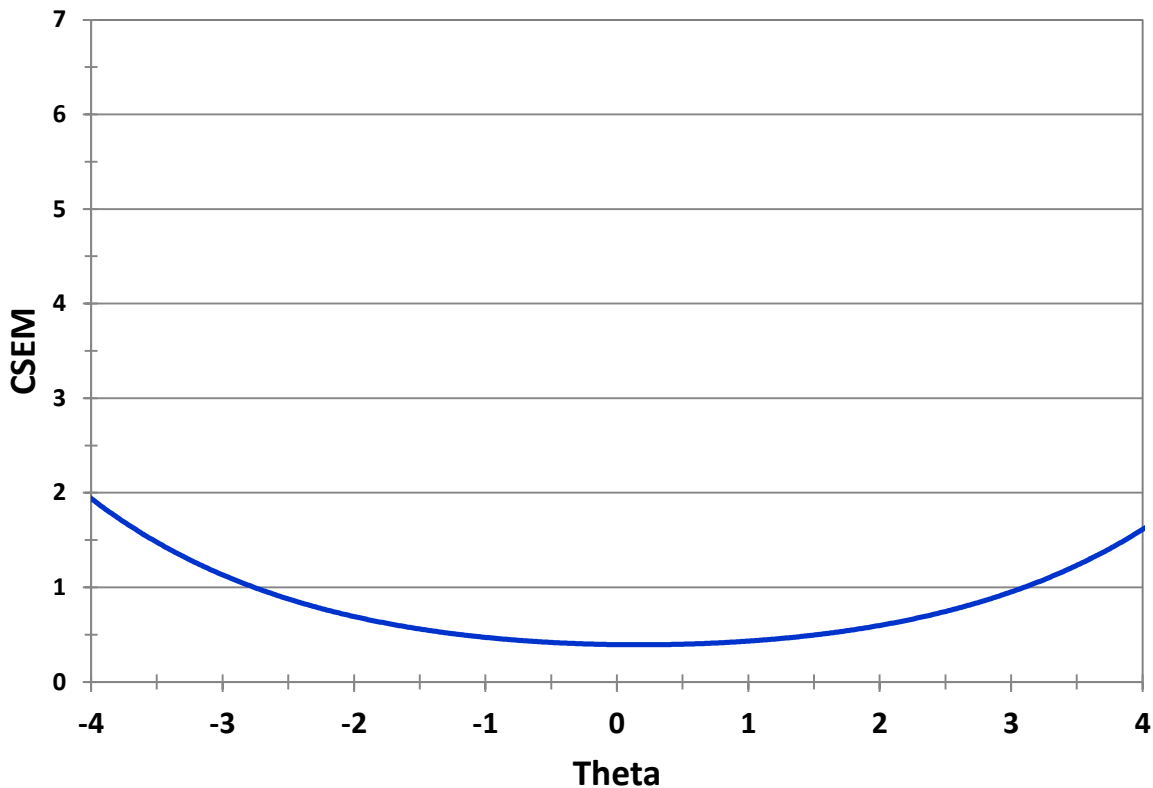


Figure 19. TCC for Grade Band 3–4 Reading Test

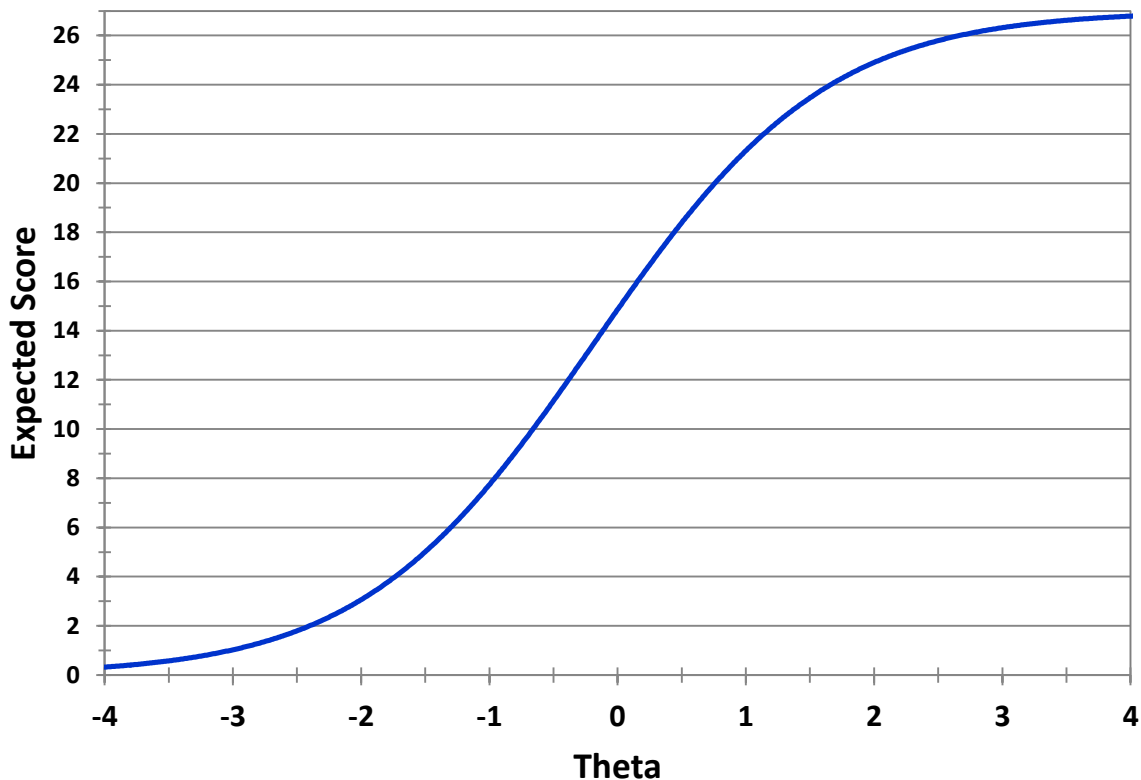


Figure 20. CSEM for Grade Band 3–4 Reading Test

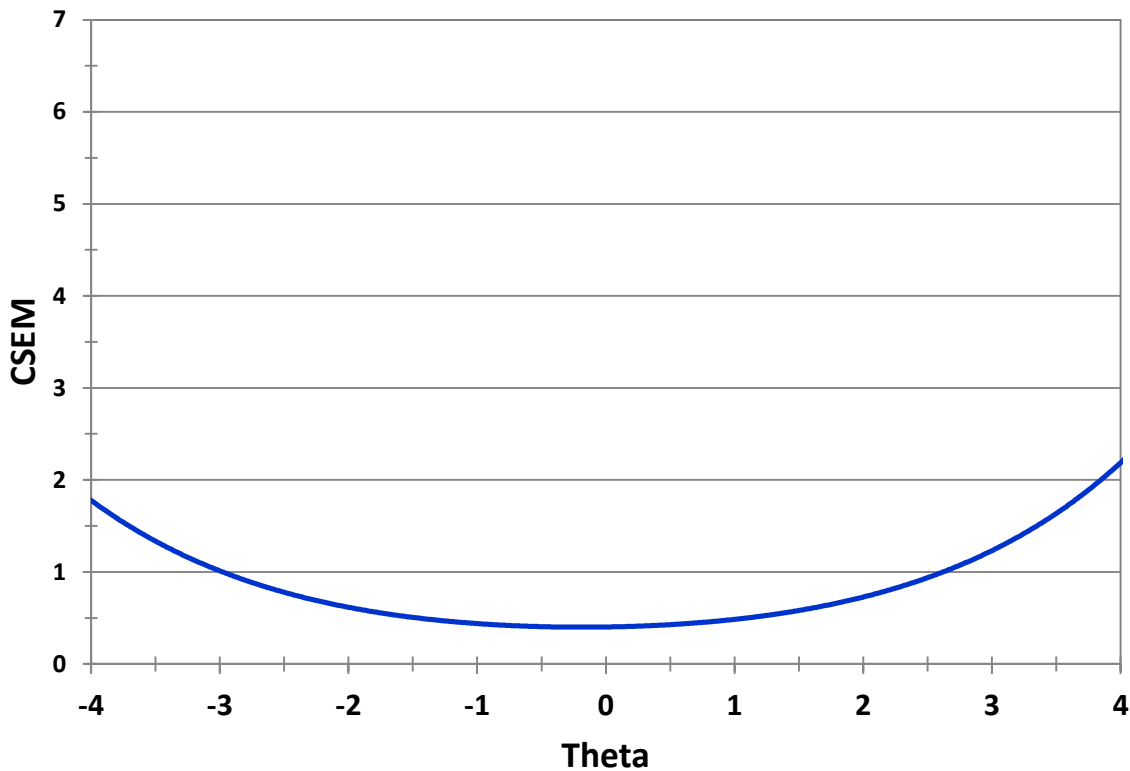


Figure 21. TCC for Grade Band 5–6 Reading Test

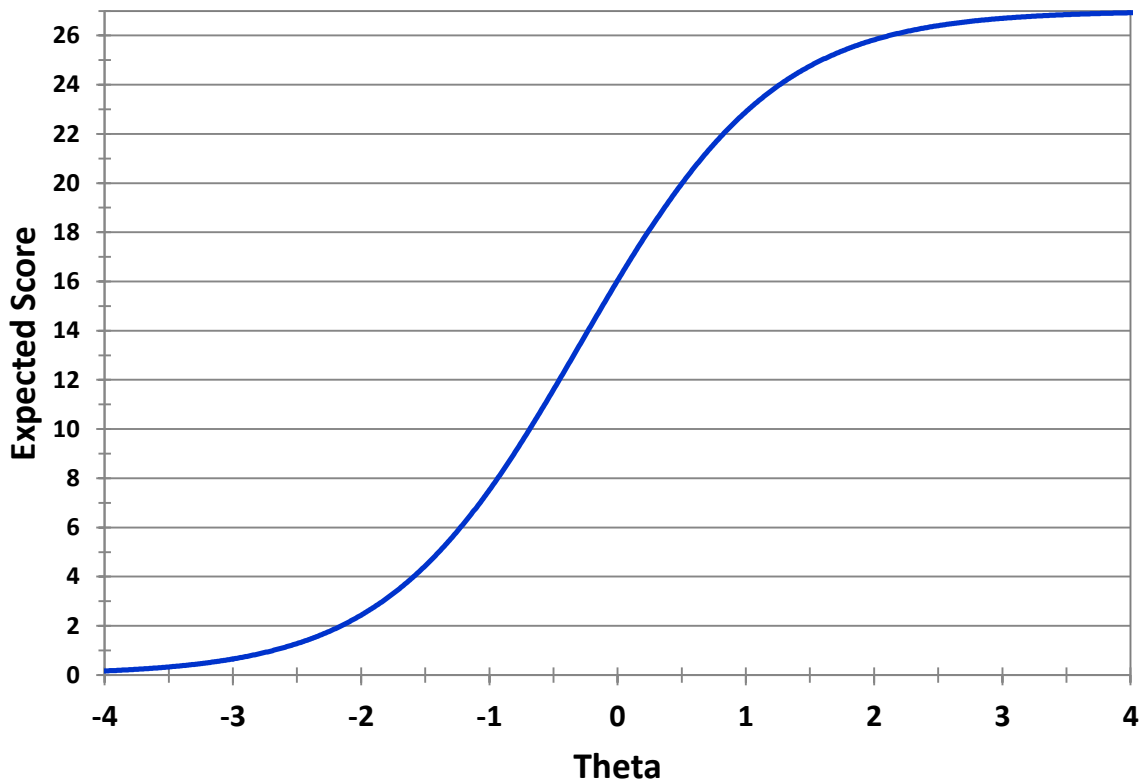


Figure 22. CSEM for Grade Band 5–6 Reading Test

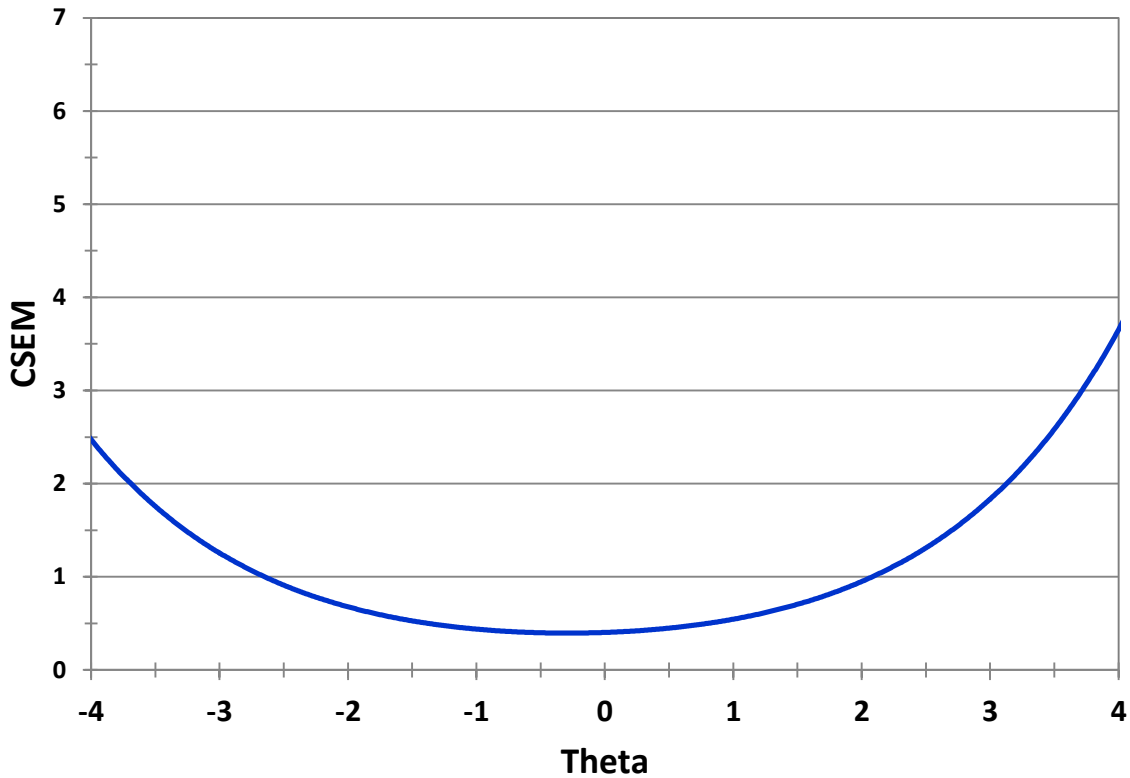


Figure 23. TCC for Grade Band 7–8 Reading Test

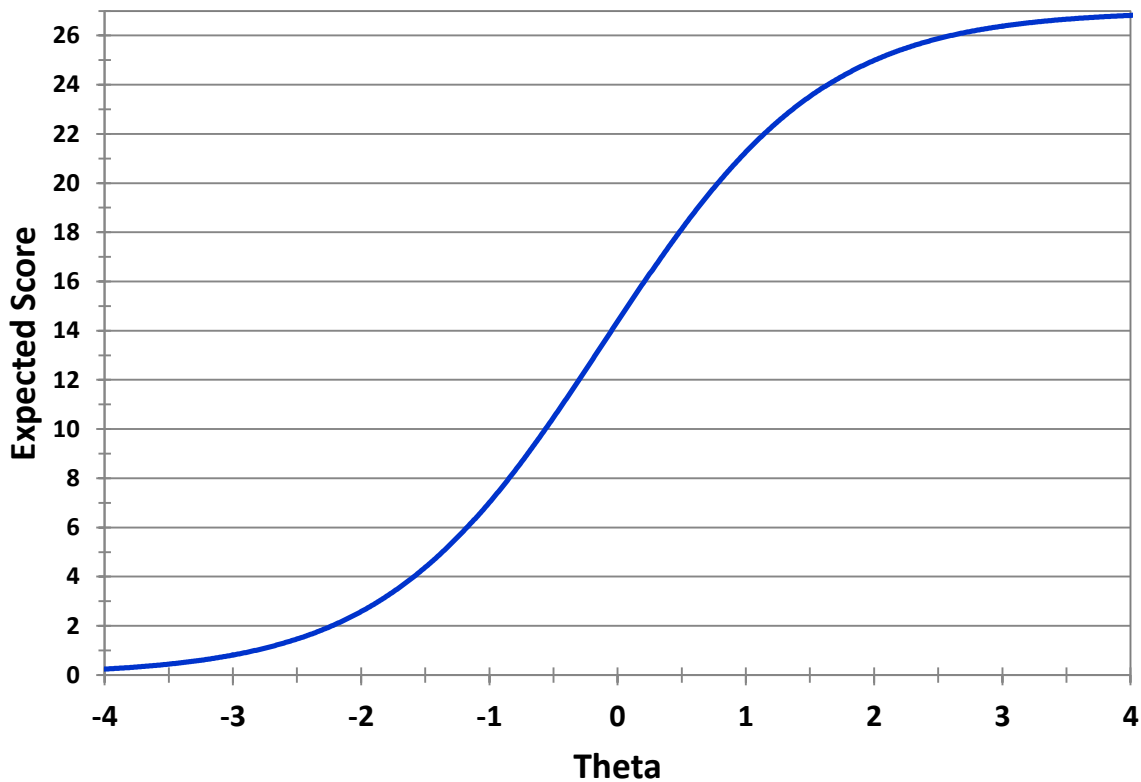


Figure 24. CSEM for Grade Band 7–8 Reading Test

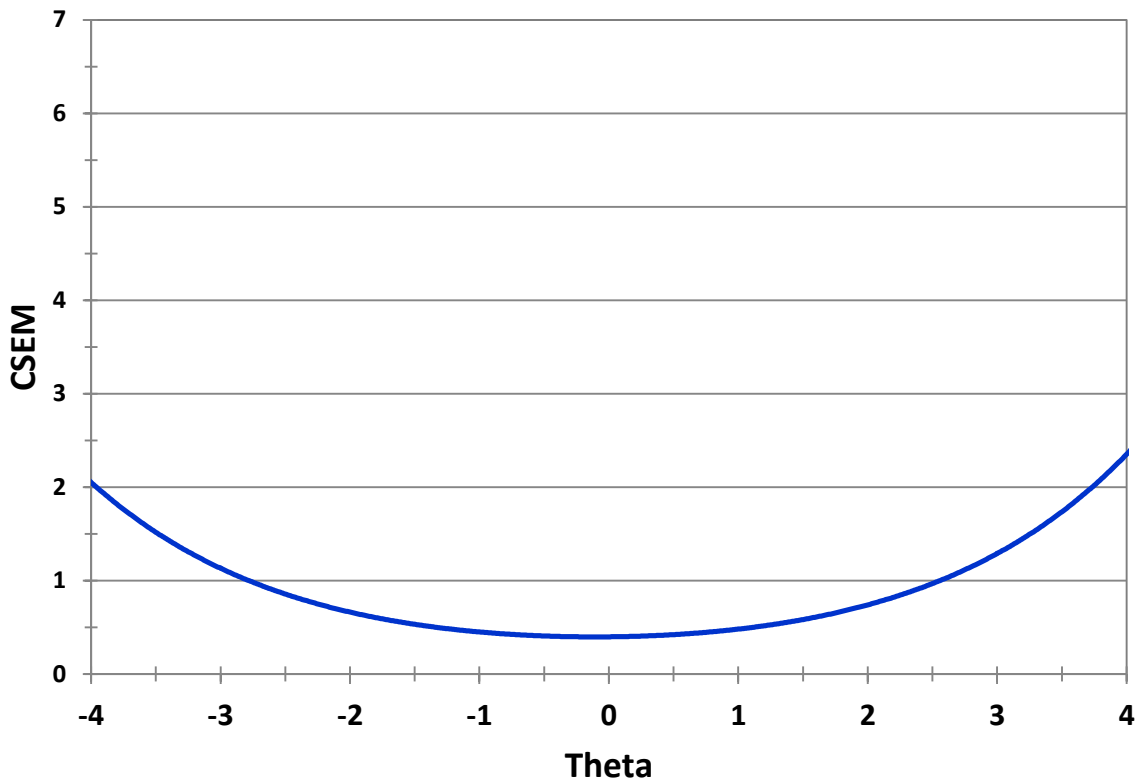


Figure 25. TCC for Grade Band 9–12 Reading Test

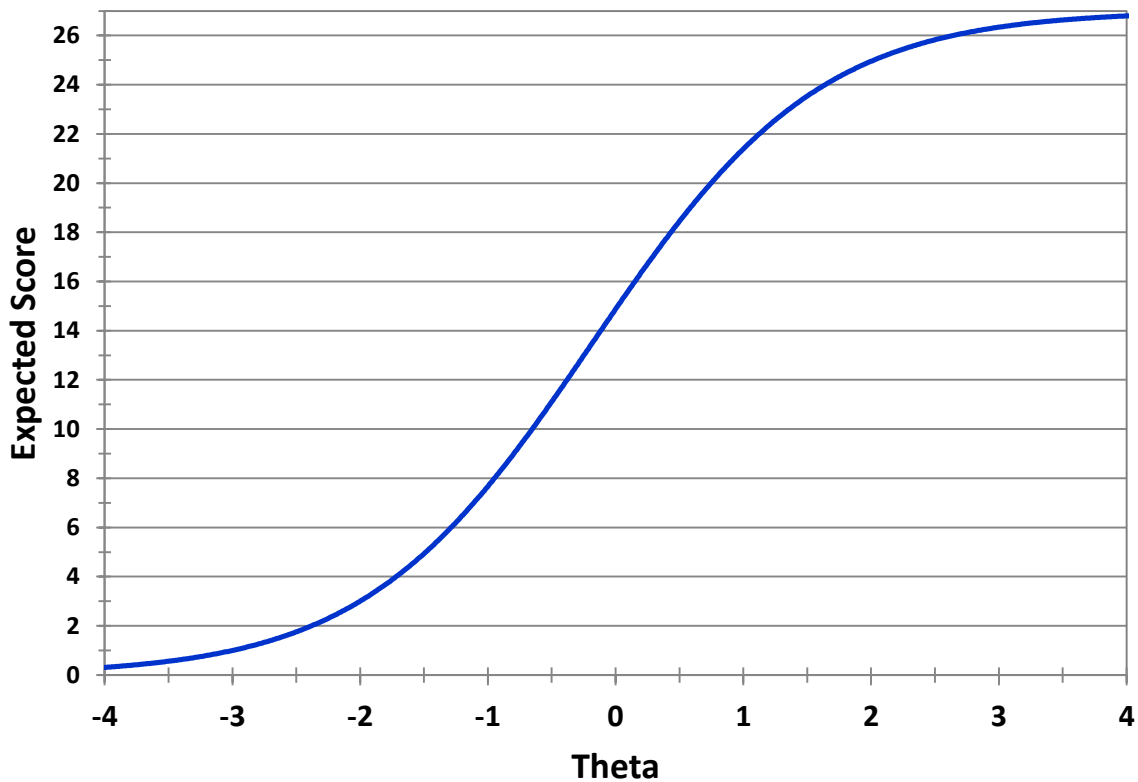
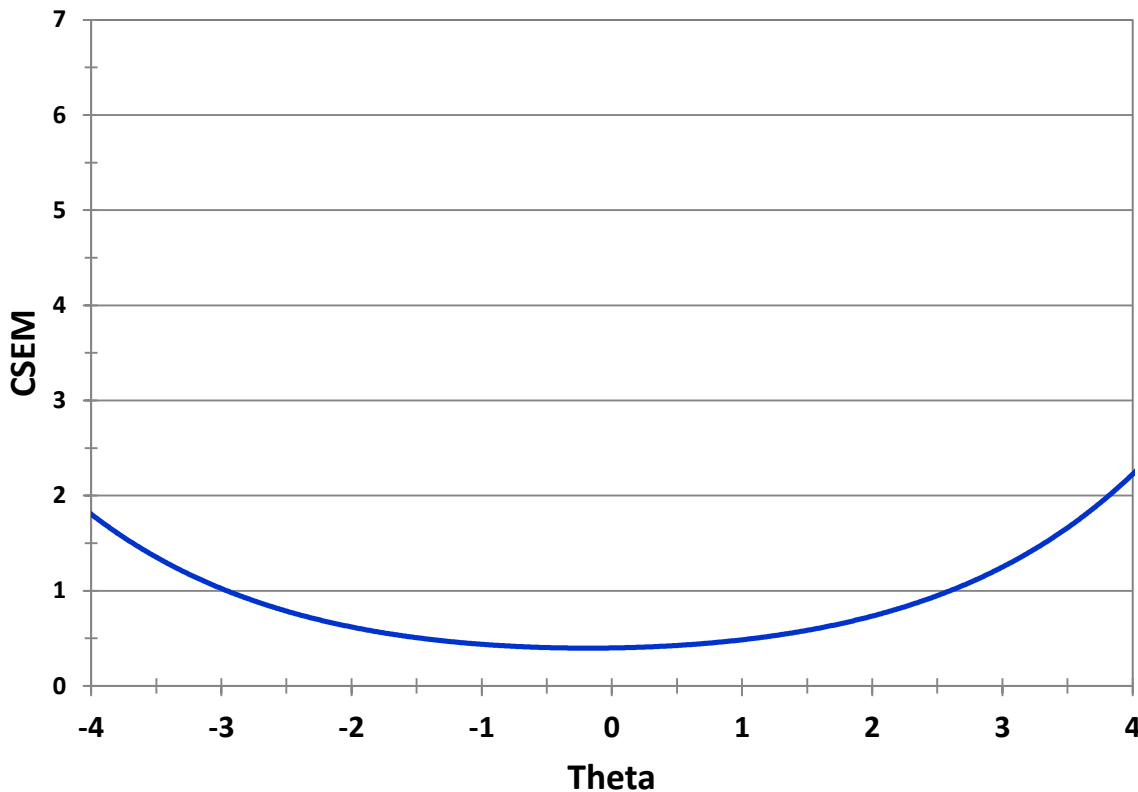


Figure 26. CSEM for Grade Band 9–12 Reading Test



Speaking Test

Figure 27. TCC for Kindergarten Speaking Test

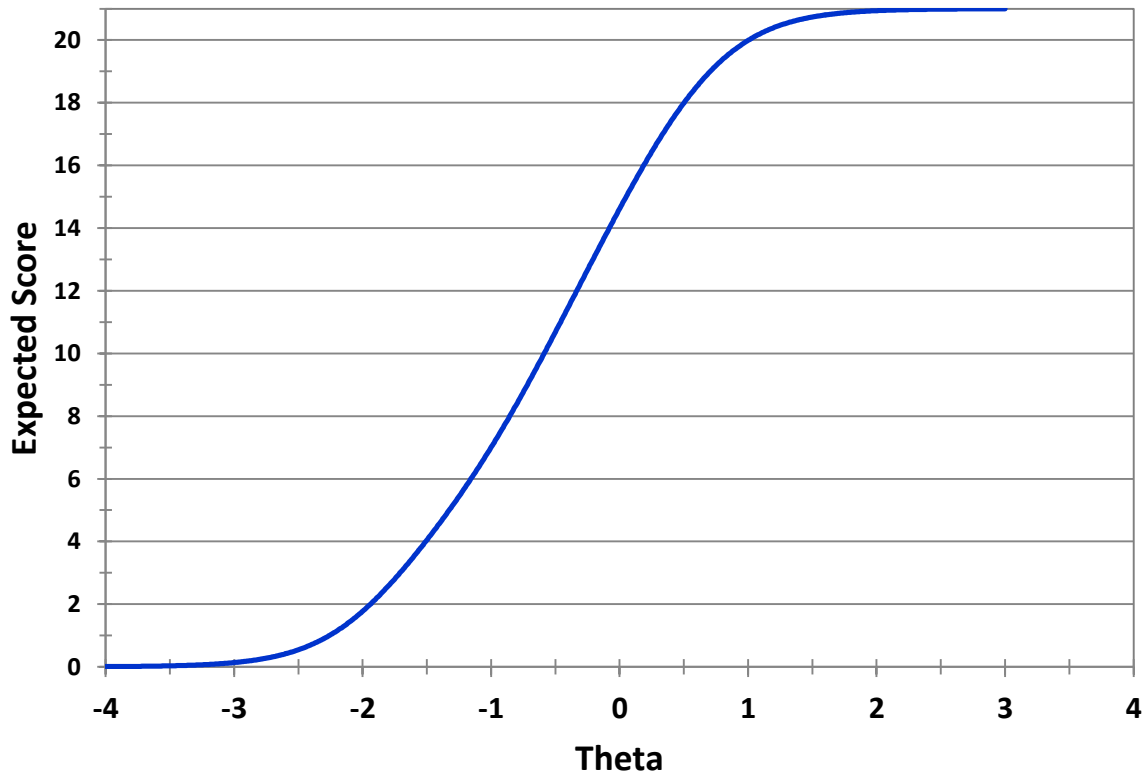


Figure 28. CSEM for Kindergarten Speaking Test

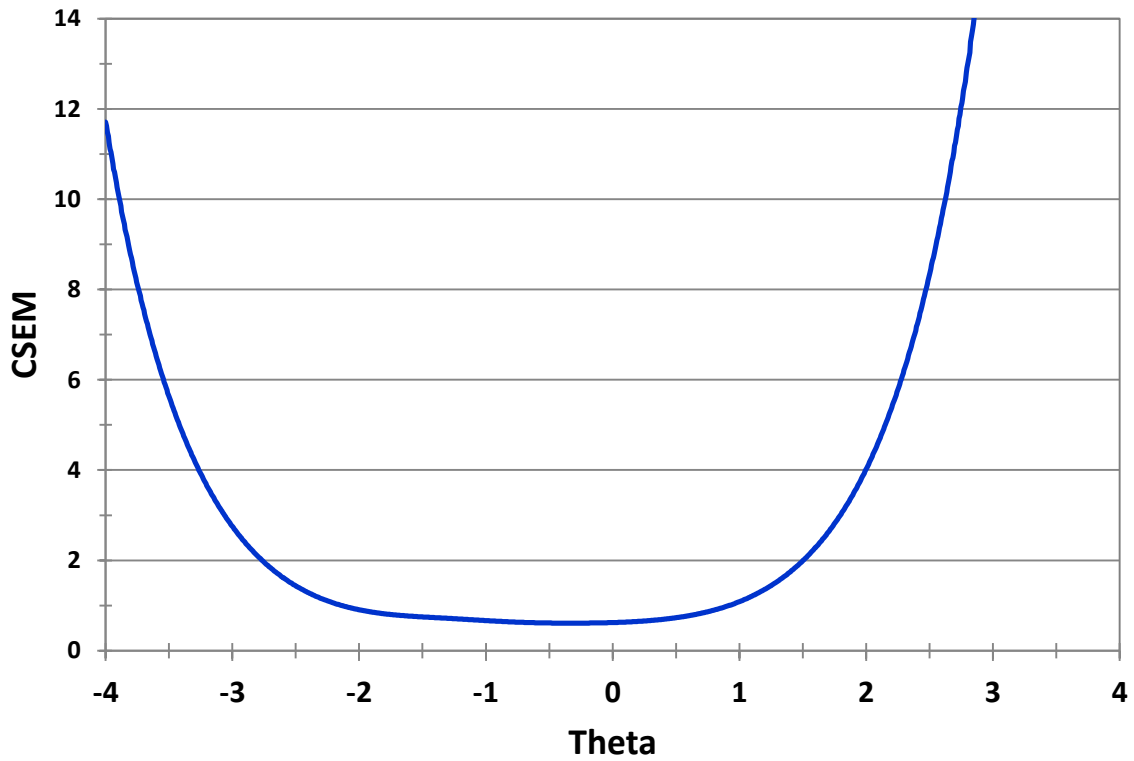


Figure 29. TCC for Grade Band 1–2 Speaking Test

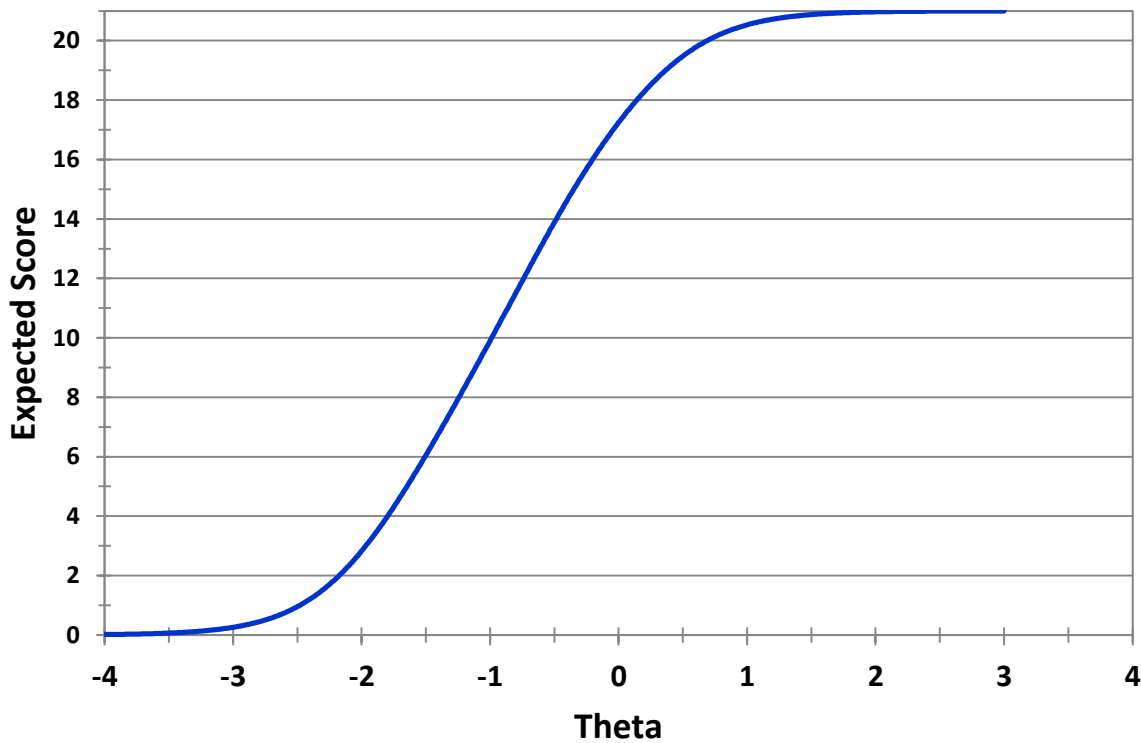


Figure 30. CSEM for Grade Band 1–2 Speaking Test

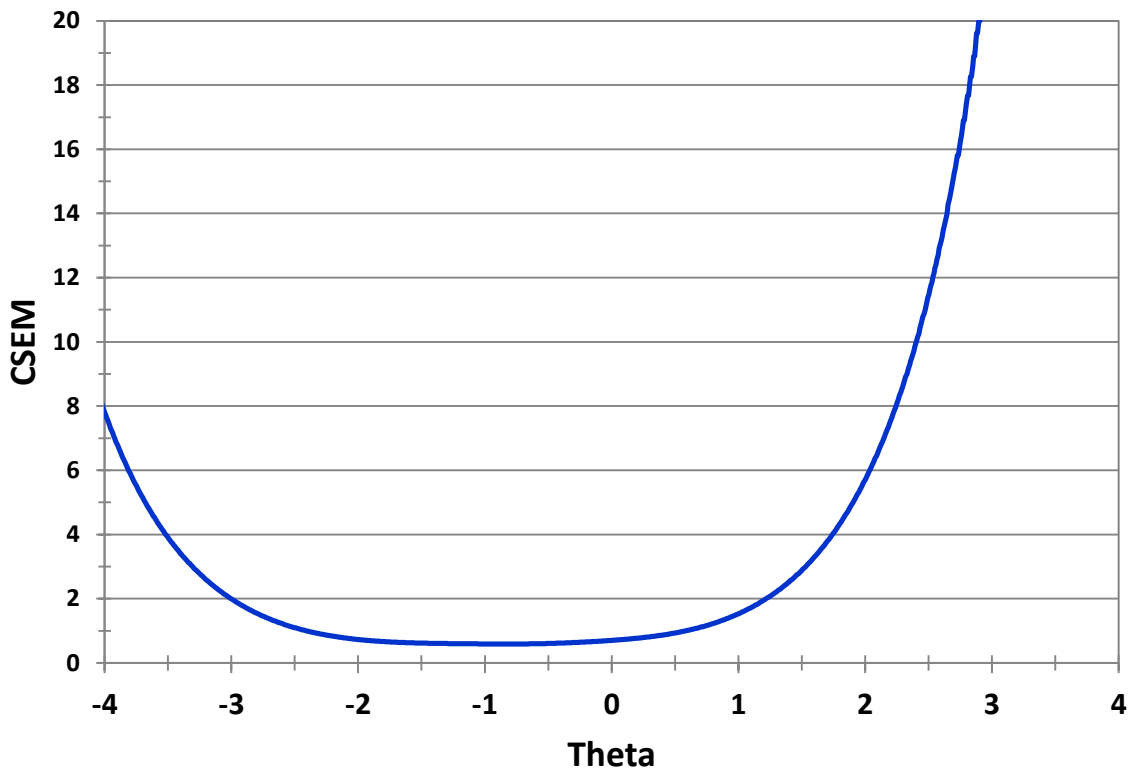


Figure 31. TCC for Grade Band 3–4 Speaking Test

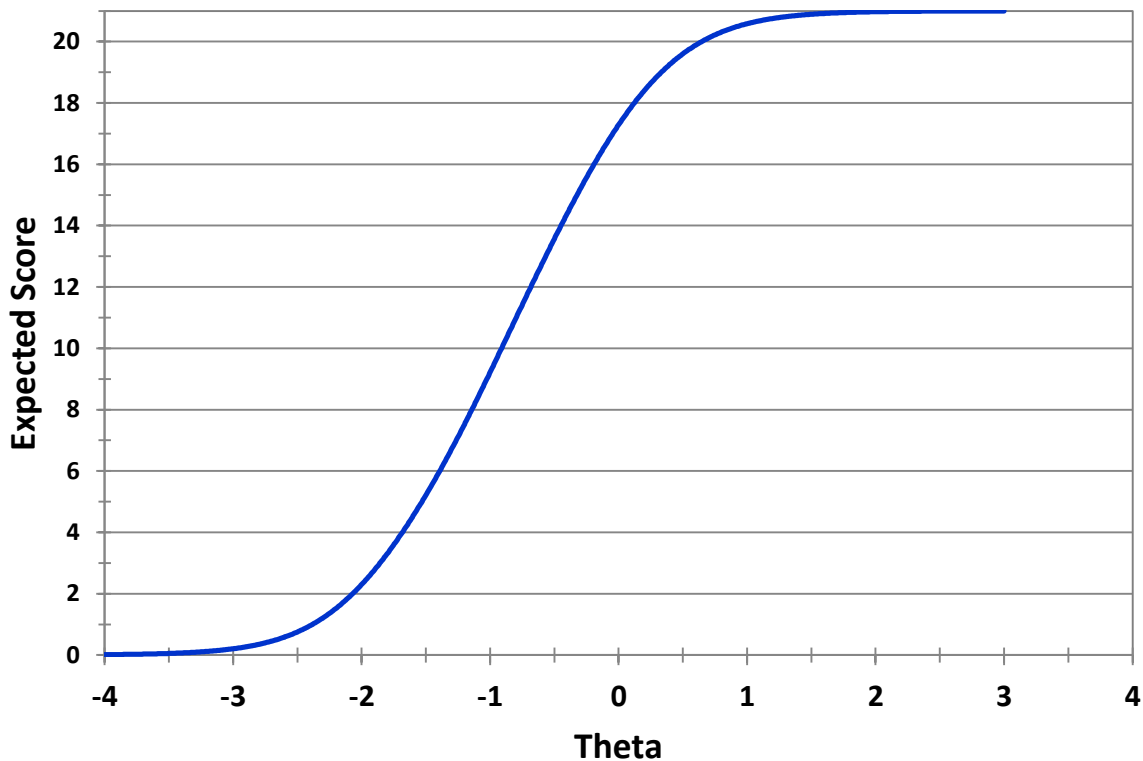


Figure 32. CSEM for Grade Band 3–4 Speaking Test

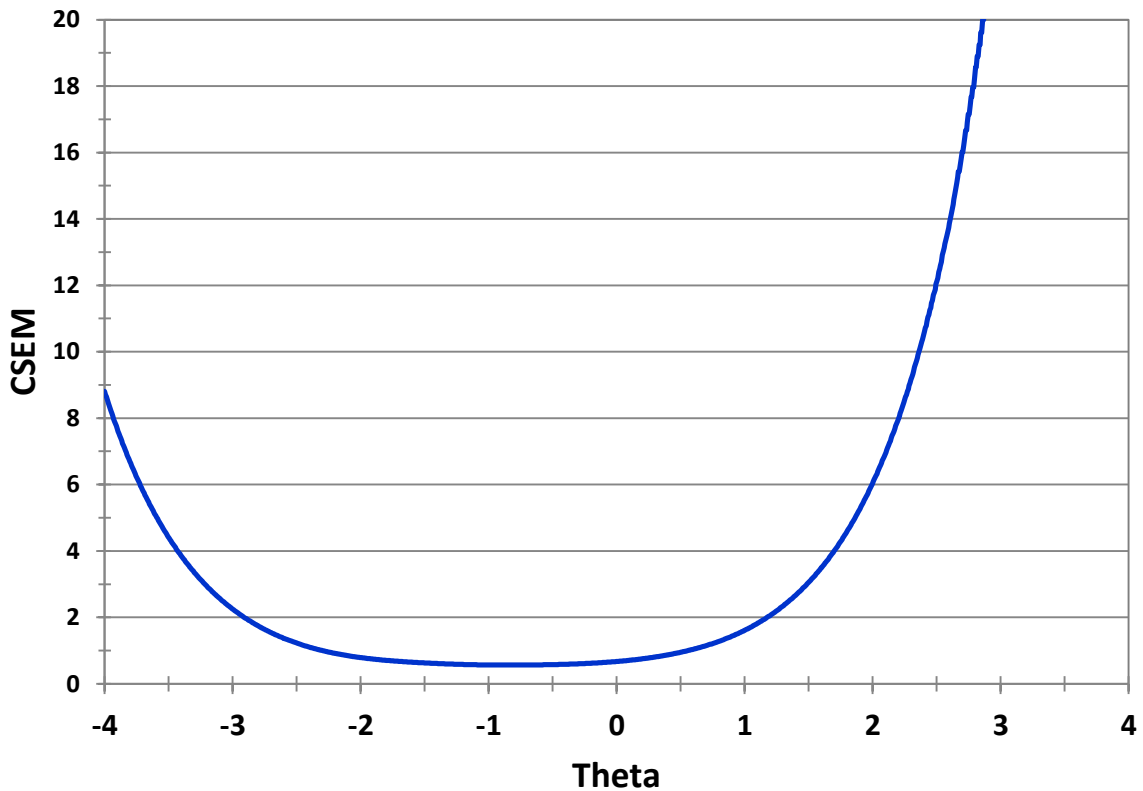


Figure 33. TCC for Grade Band 5–6 Speaking Test

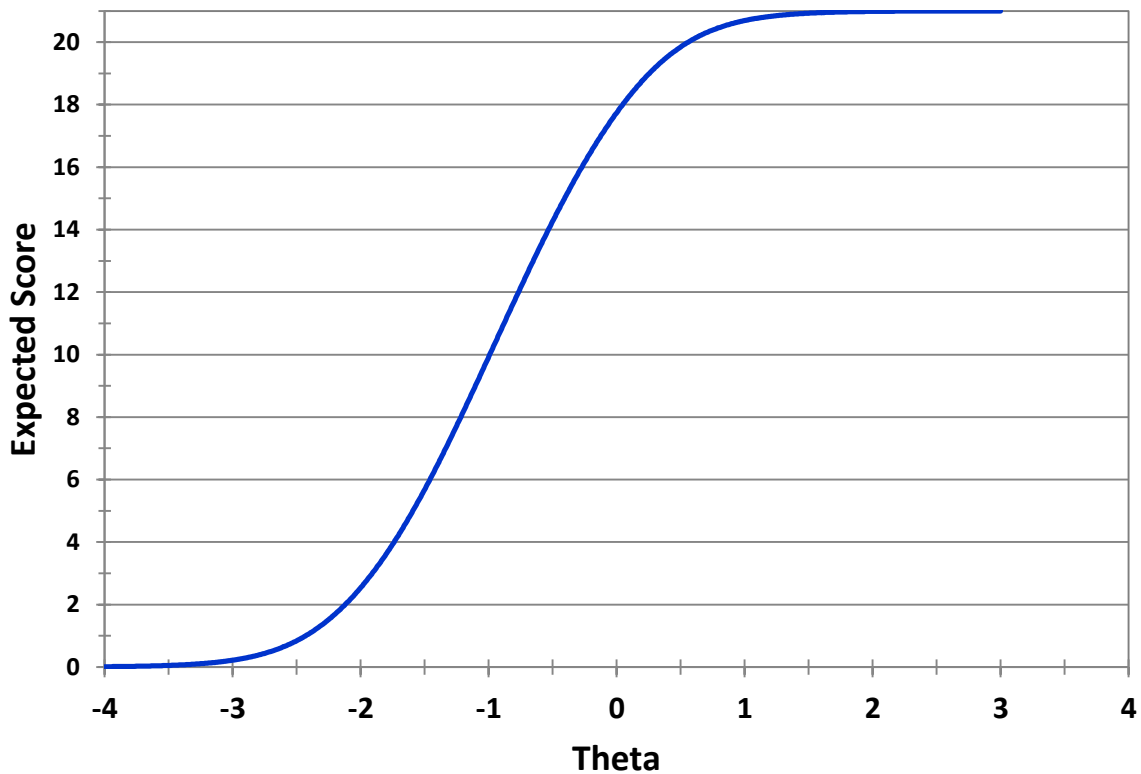


Figure 34. CSEM for Grade Band 5–6 Speaking Test

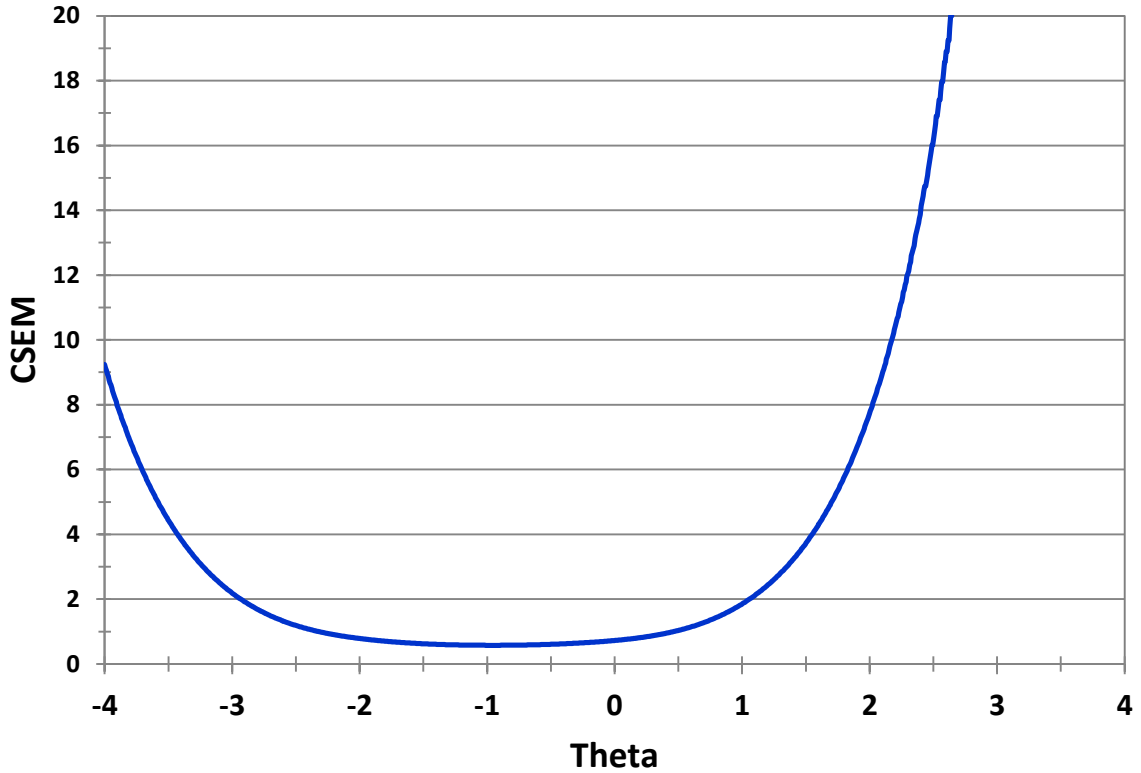


Figure 35. TCC for Grade Band 7–8 Speaking Test

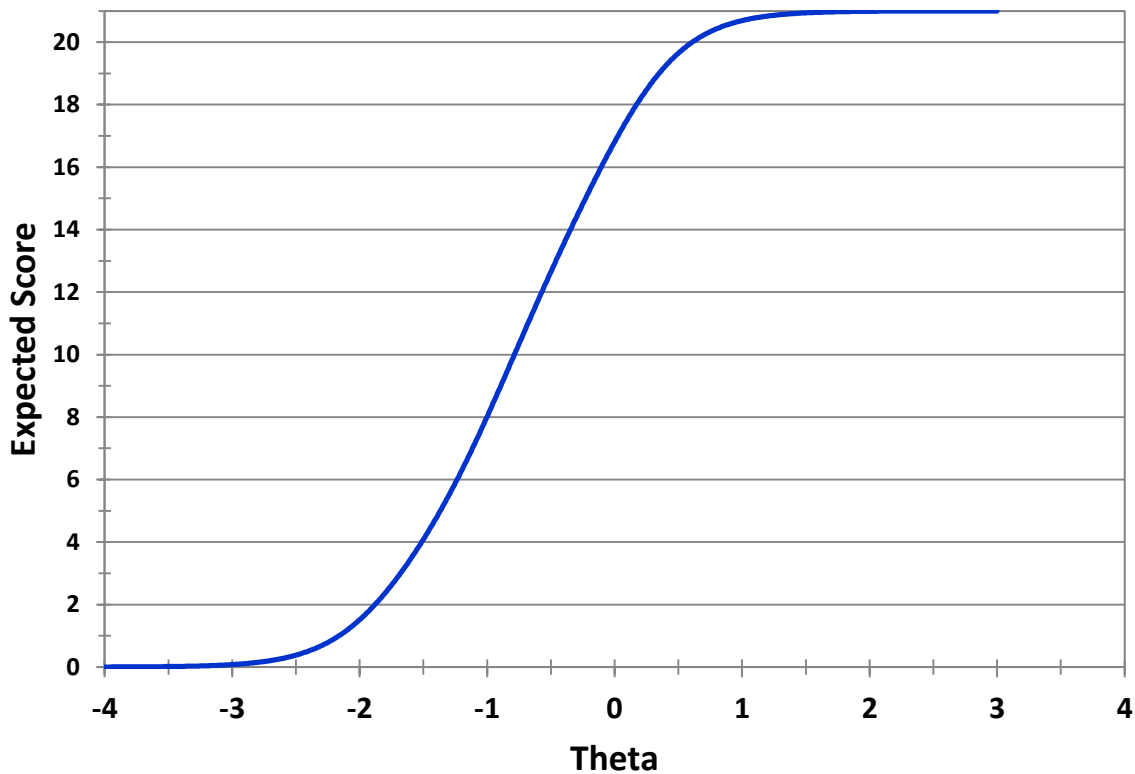


Figure 36. CSEM for Grade Band 7–8 Speaking Test

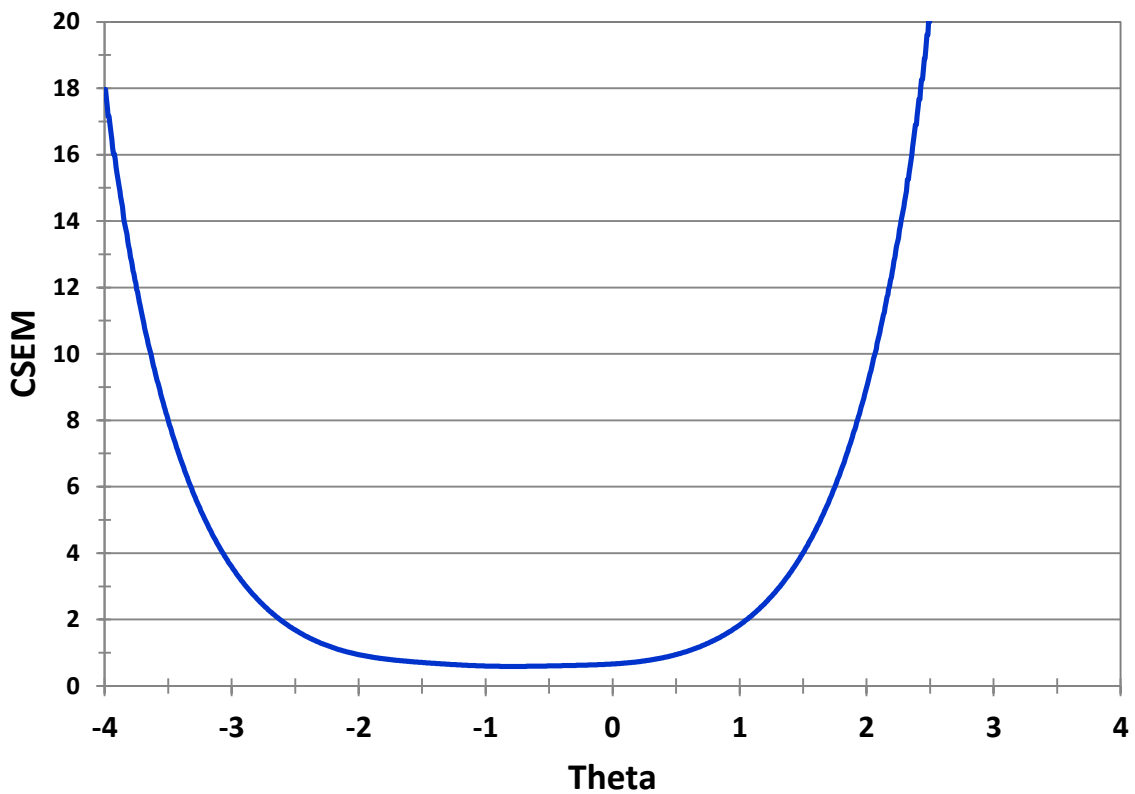


Figure 37. TCC for Grade Band 9–12 Speaking Test

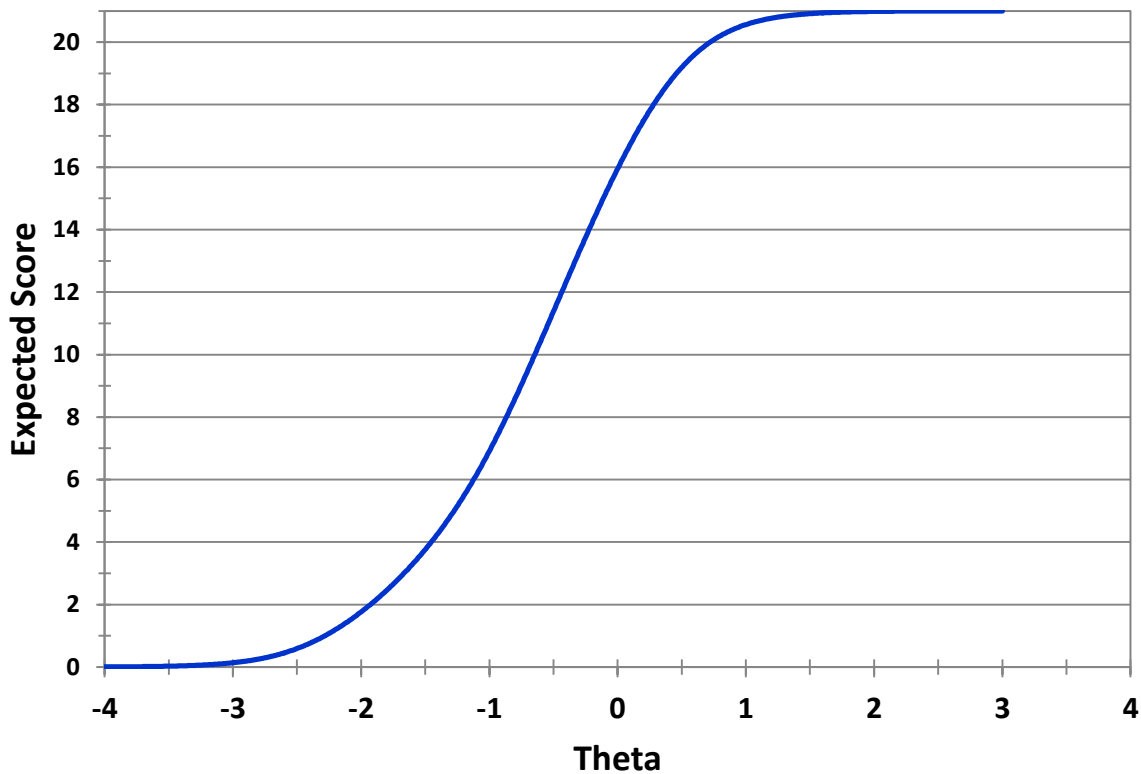
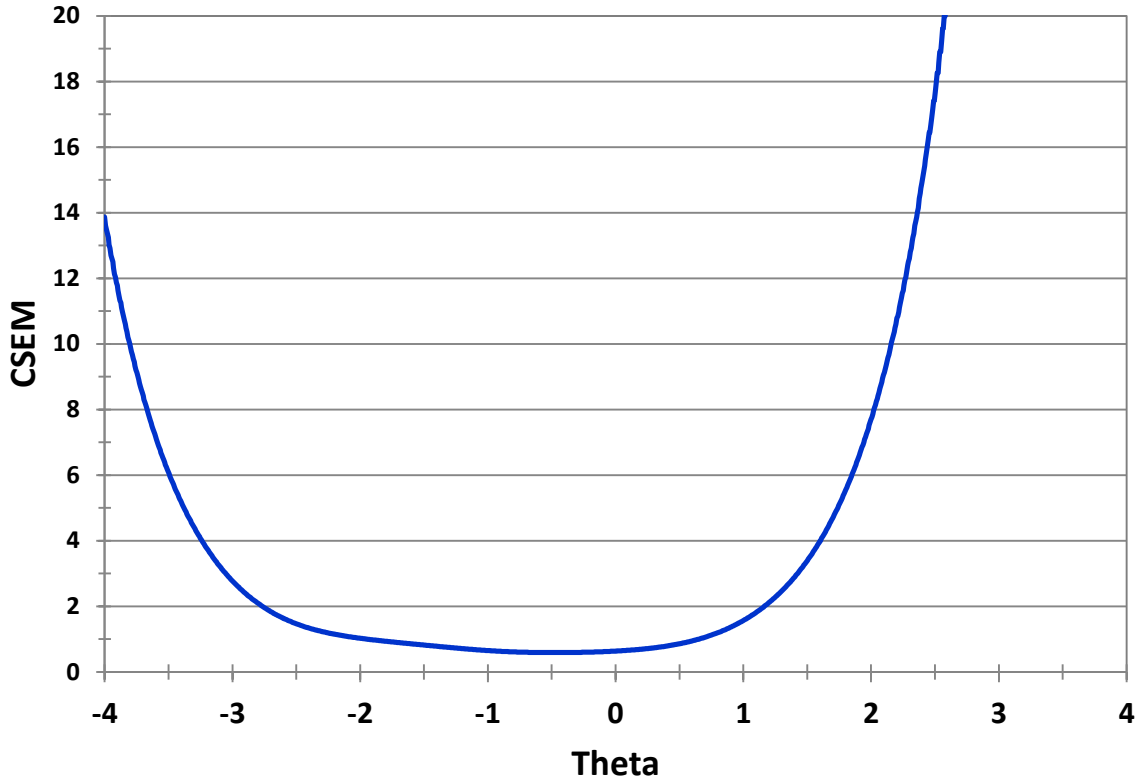


Figure 38. CSEM for Grade Band 9–12 Speaking Test



Writing Test

Figure 39. TCC for Kindergarten Writing Test

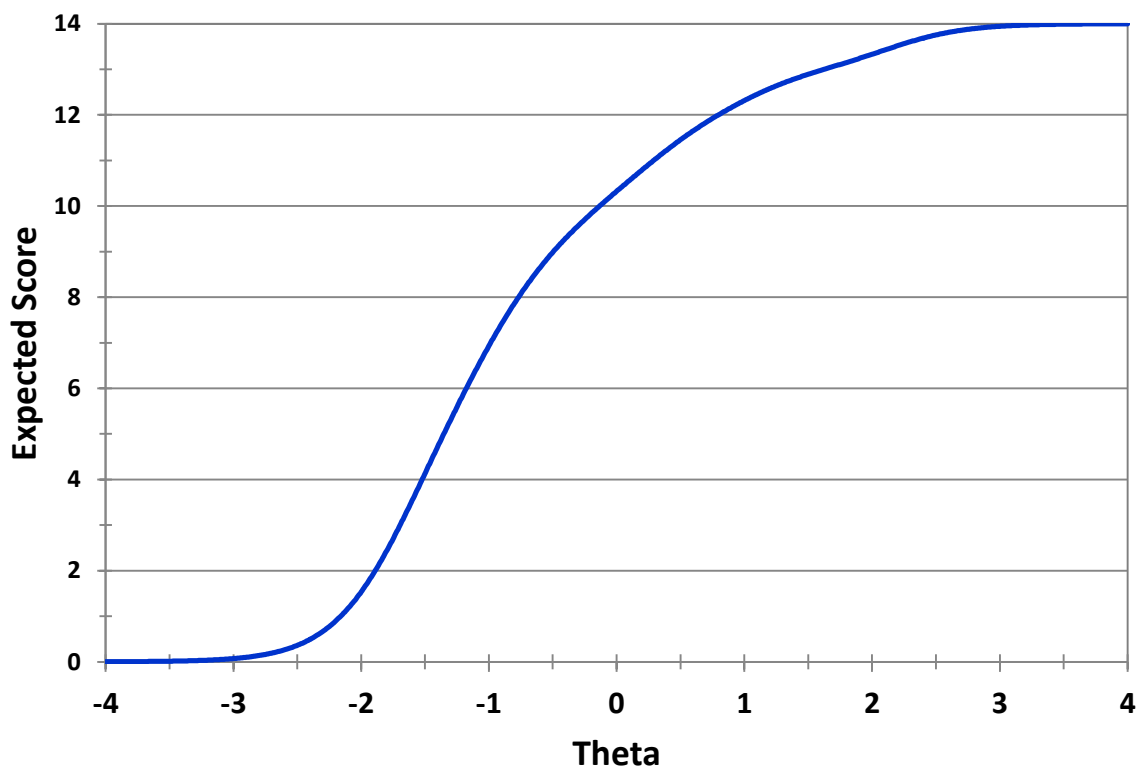


Figure 40. CSEM for Kindergarten Writing Test

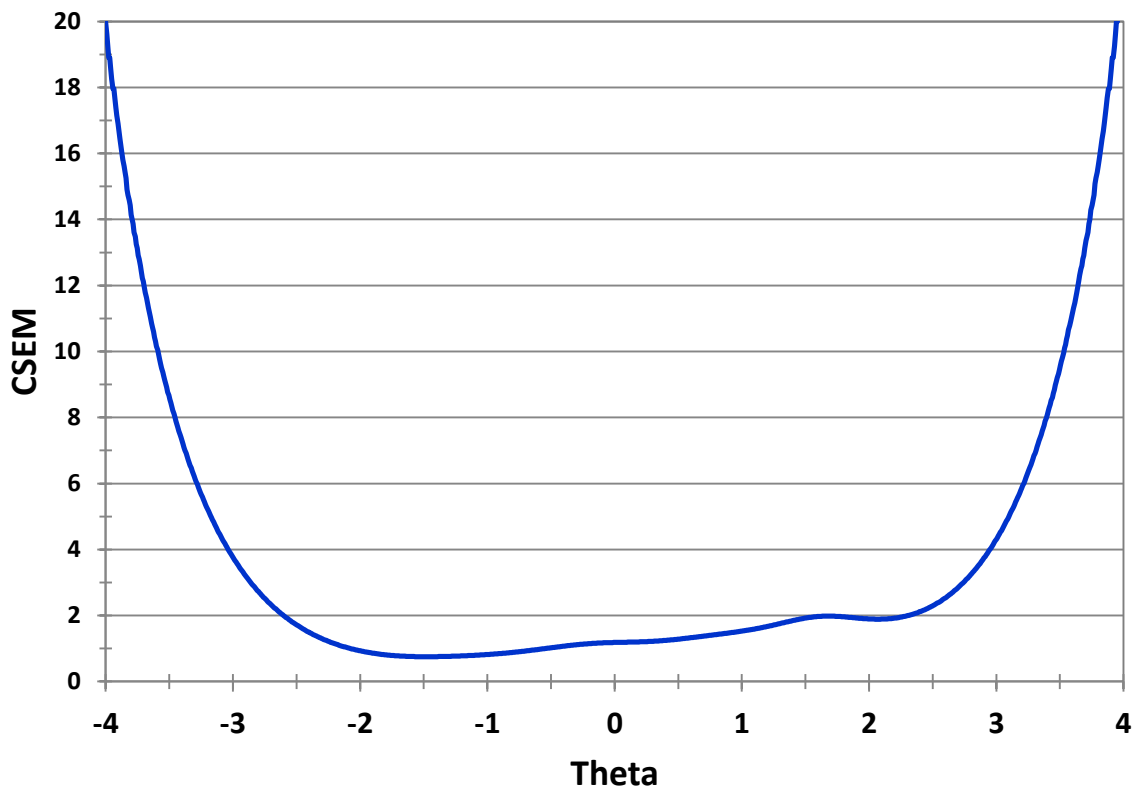


Figure 41. TCC for Grade Band 1–2 Writing Test

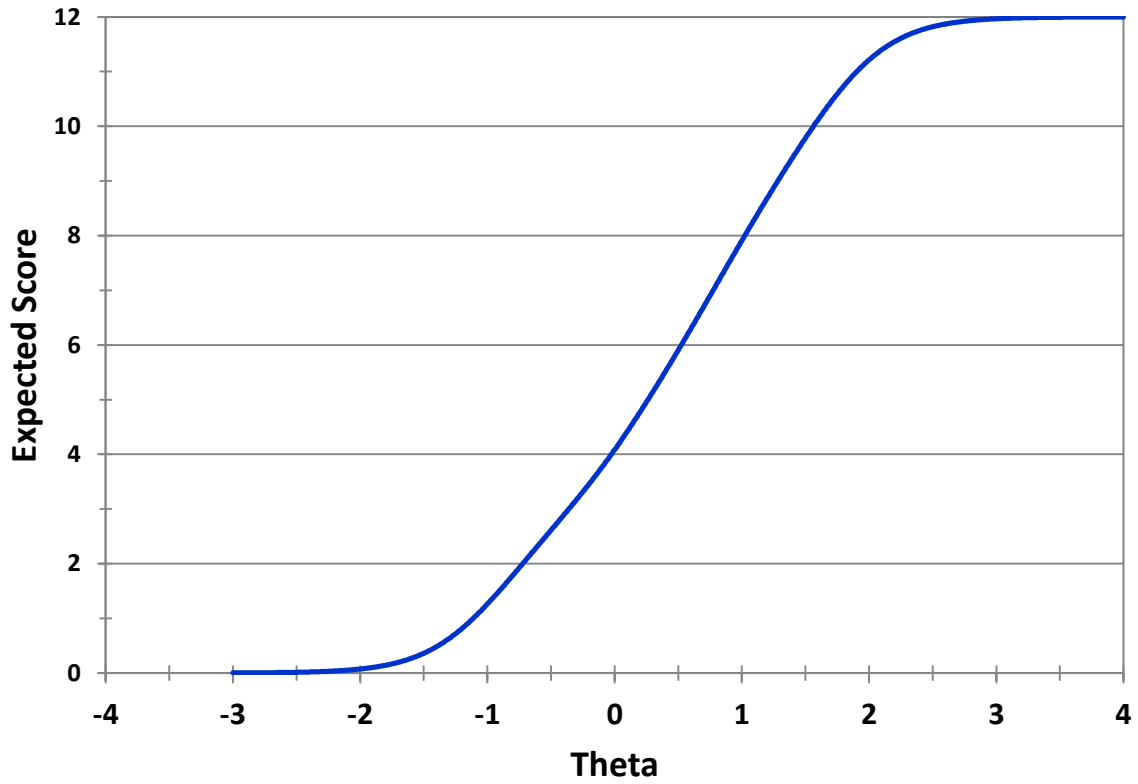


Figure 42. CSEM for Grade Band 1–2 Writing Test

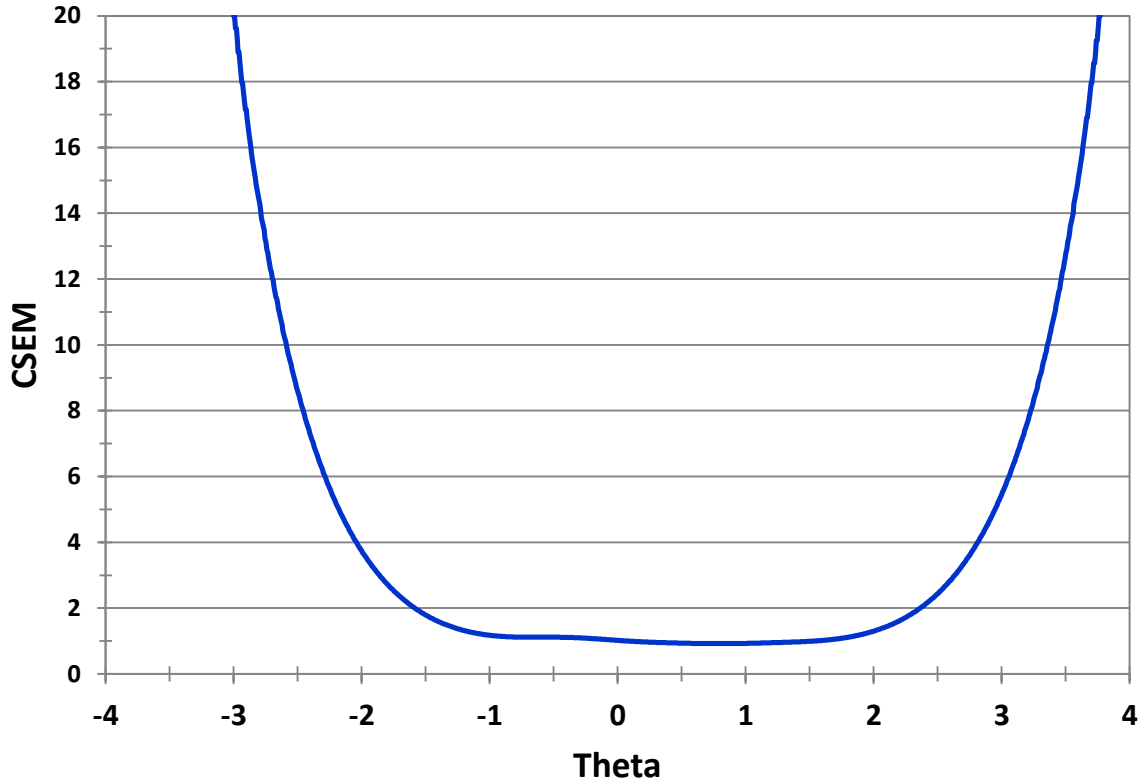


Figure 43. TCC for Grade Band 3–4 Writing Test

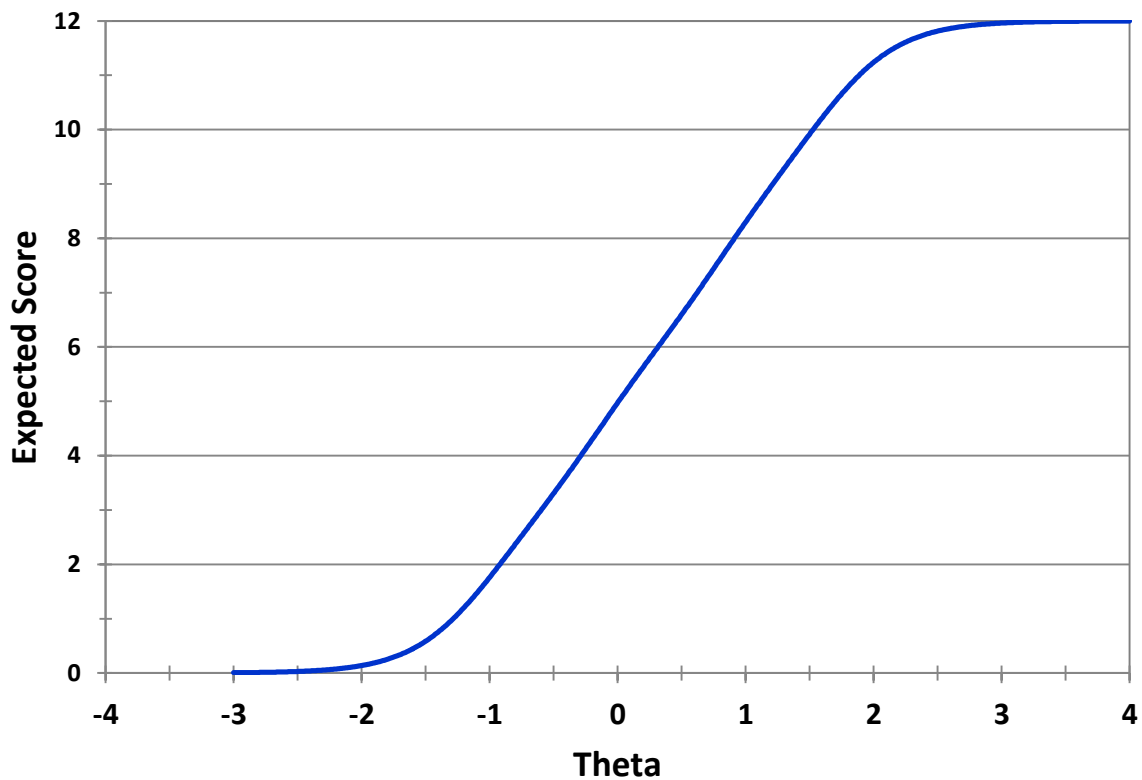


Figure 44. CSEM for Grade Band 3–4 Writing Test

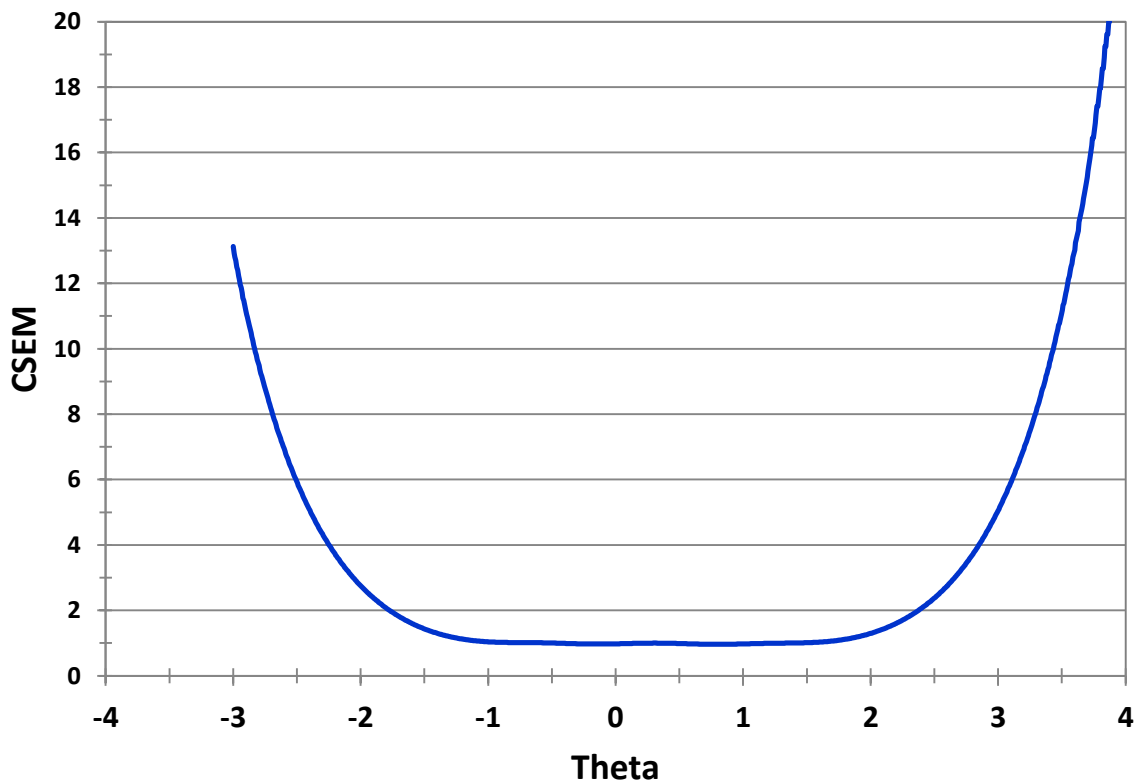


Figure 45. TCC for Grade Band 5–6 Writing Test

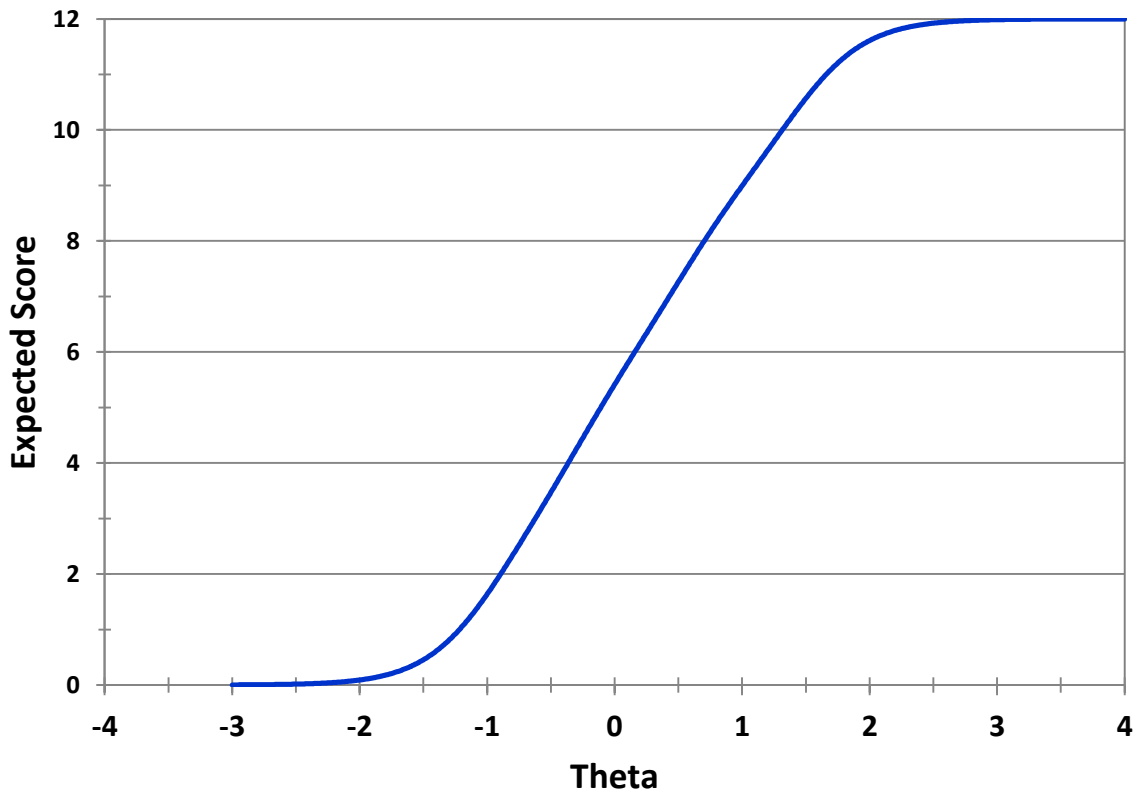


Figure 46. CSEM for Grade Band 5–6 Writing Test

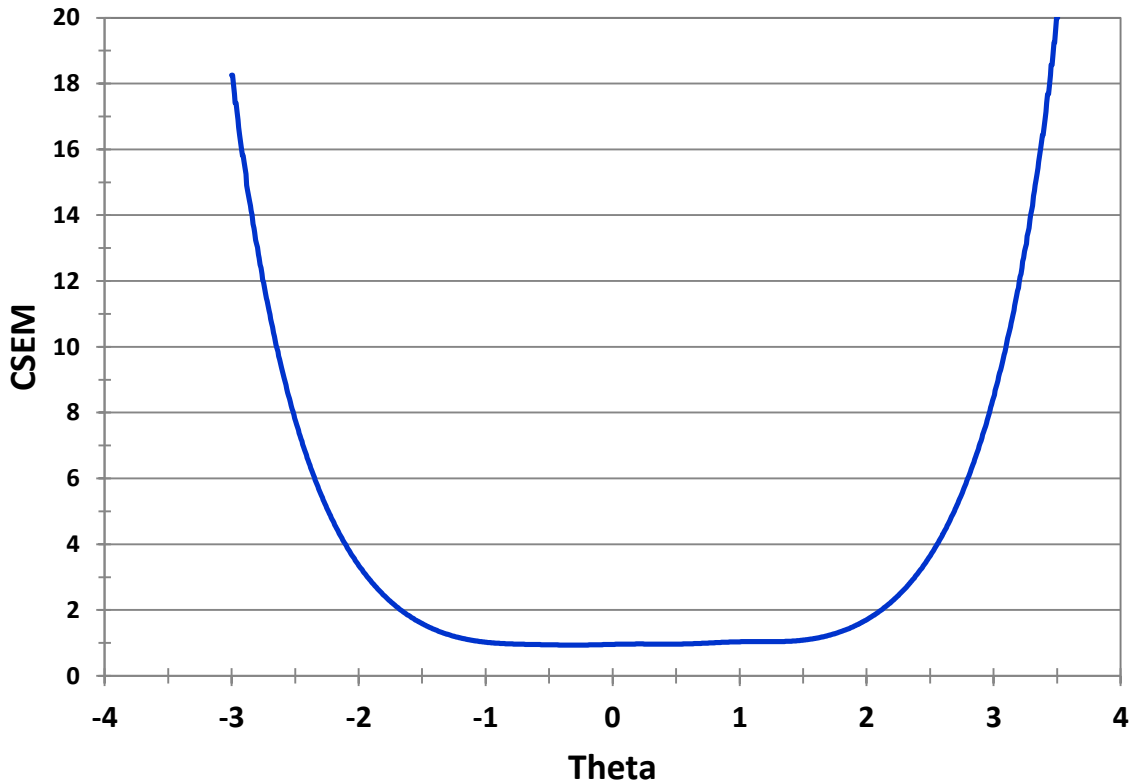


Figure 47. TCC for Grade Band 7–8 Writing Test

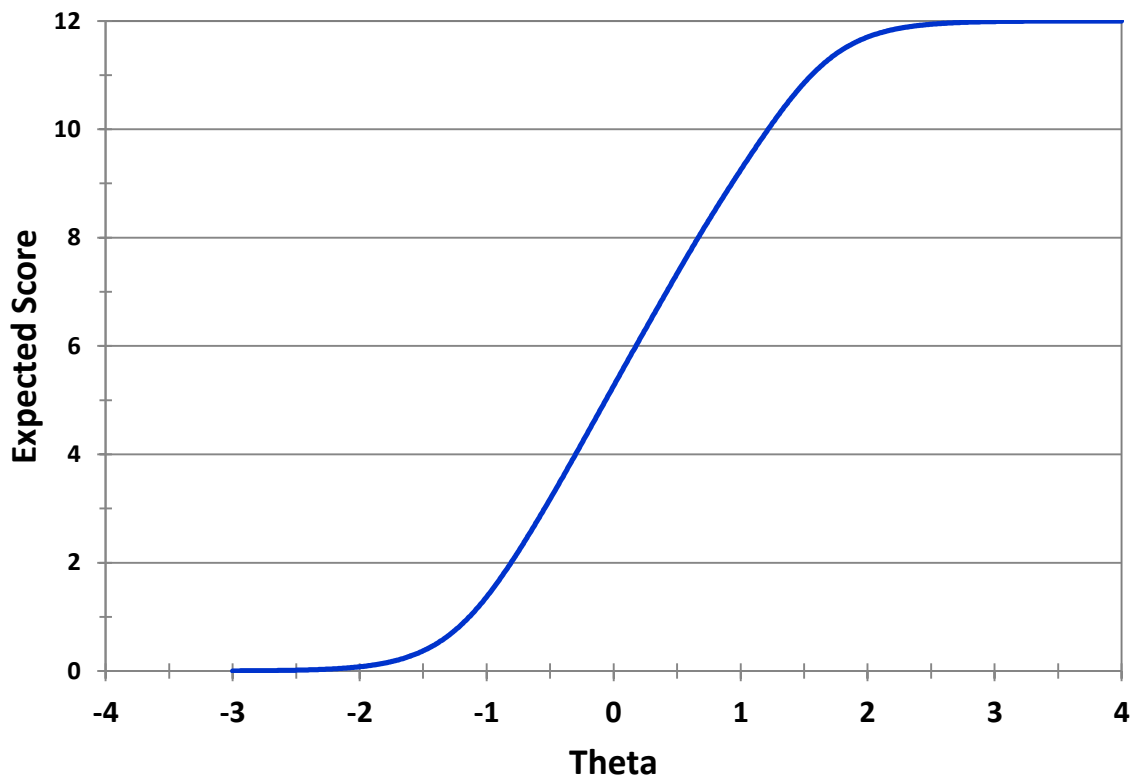


Figure 48. CSEM for Grade Band 7–8 Writing Test

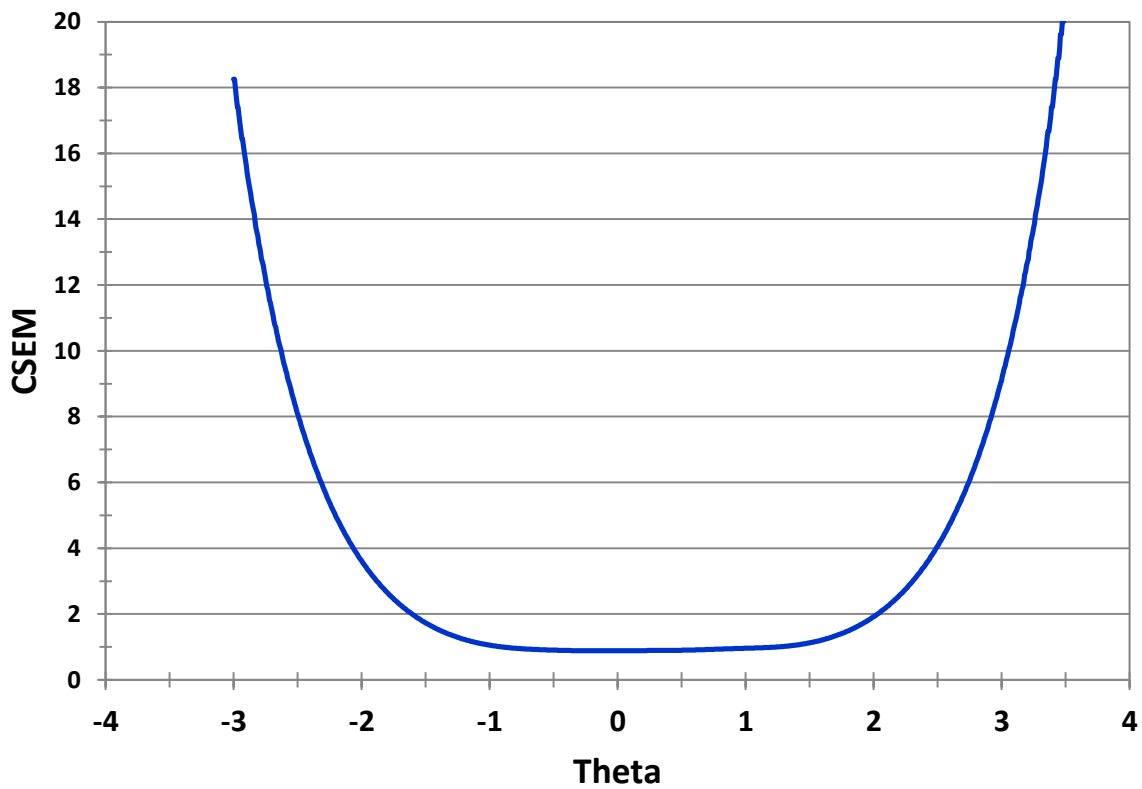


Figure 49. TCC for Grade Band 9–12 Writing Test

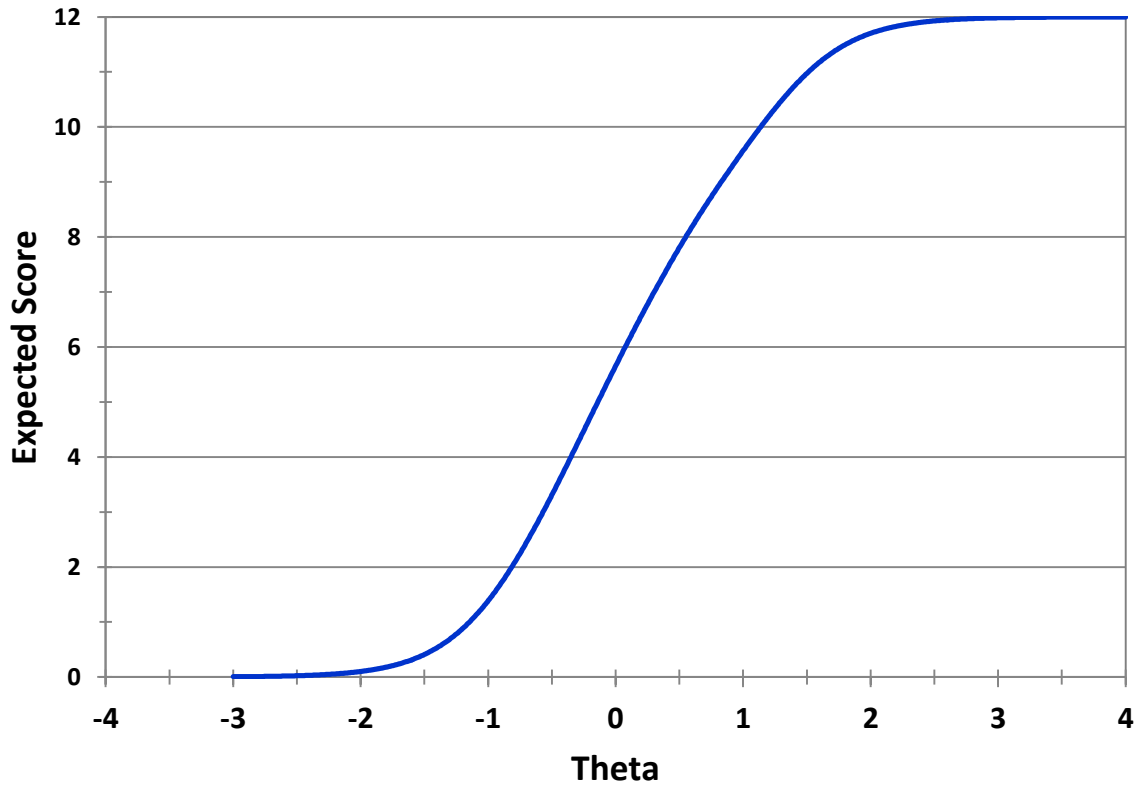
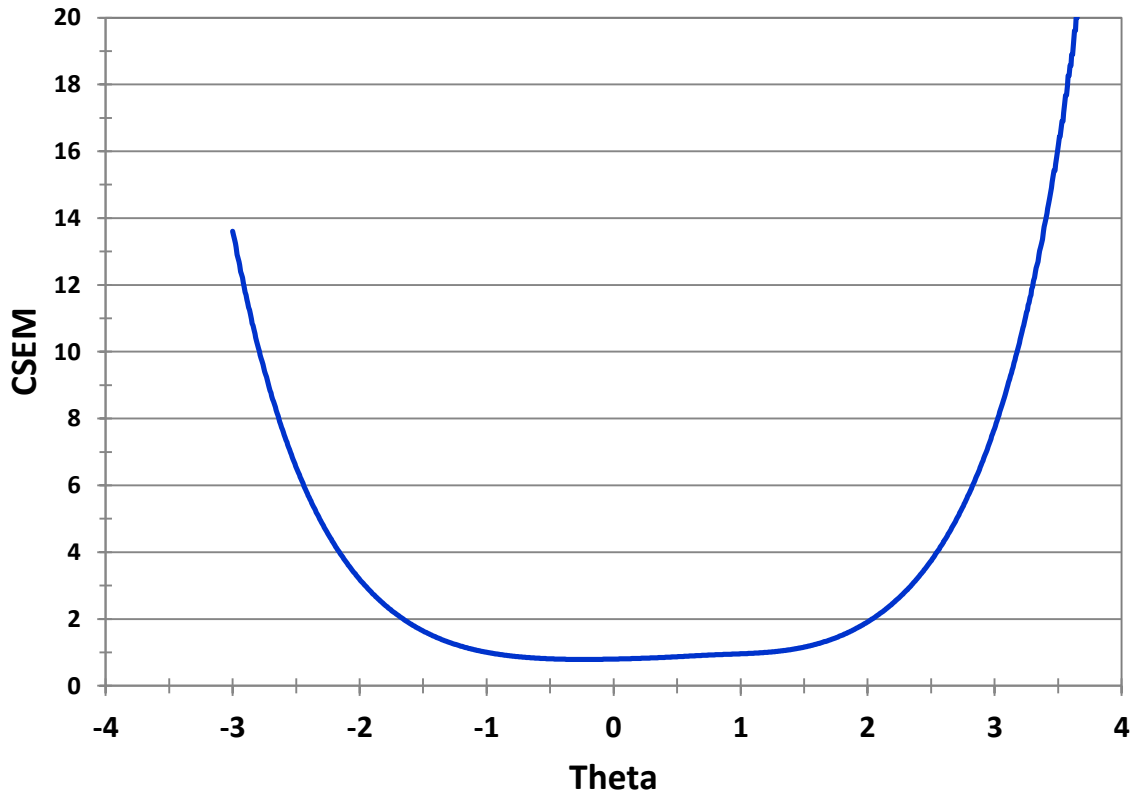


Figure 50. CSEM for Grade Band 9–12 Writing Test



7.6 The Scale Transformation Process

The 2015 NYSESLAT is scaled at the individual modality level. The modality raw scores are converted to scale scores for reporting. The four modality scale scores are then summed to produce the overall scale score.

With respect to the 2015 NYSESLAT reporting scales, the reporting scales exhibit the following properties:

- Each of the modality scale scores range from 30 to 90 (i.e., the lowest obtainable scale score (LOSS) is 30, and the highest obtainable scale score (HOSS) is 90). This same scale score range holds across all grade levels.
- The overall scale is the sum of the four individual modality scale scores. The overall scale scores range from 120 to 360.

To transform the (ability-centered) theta values produced by WINSTEPS to the reporting scale scores for the NYSESLAT, a linear theta-to-scale score transformation was used (Kolen and Brennan, 2004). The linear transformation from the theta scale (θ) to the scale score (SS) scale can be expressed as the following:

$$SS(\theta) = (\theta \cdot B) + A \quad \text{(Equation 10)}$$

where θ is the IRT ability estimate associated with a given raw score, SS stands for scale score, and $SS(\theta)$ is the scale score associated with ability estimate θ . The B and A variables in the equation are the appropriate scale transformation constants (slope and intercept, respectively) that will fix the LOSS = 30 and HOSS = 90.

The scale transformation constants are shown in the middle section of Table 57. Note that since the overall scale score is a summed composite of the individual modality scale scores, it does not have any scale transformation, or item calibration information, associated with it (see Table 57). Also note that by determining the scale transformation constants based on the fixed LOSS/HOSS method, the resulting scale score means and standard deviations are not equal, even though the range of scale scores is the same across all modalities and grade levels.

Table 57. Fixed LOSS/HOSS Scaling for the 2015 NYSESLAT

Modality	Grade Band	θ Scale		Scale Transformation Constants		Scale Scores				
		Mean	SD	Slope	Intercept	Grade	Min	Max	Mean	SD
Listening	K	0.00	1.00	10.02	63.92	K	30	90	64.27	9.80
	1–2	0.00	1.00	9.07	60.56	1	30	90	58.52	8.14
						2	30	90	63.60	8.96
	3–4	0.00	1.00	9.96	63.22	3	30	90	62.29	9.22
						4	30	90	65.06	9.78
	5–6	0.00	1.00	9.58	62.97	5	30	90	63.26	8.87
						6	30	90	63.75	9.25
	7–8	0.00	1.00	8.61	60.40	7	30	90	60.38	7.98
						8	30	90	61.18	8.43
	9–12	0.00	1.00	9.92	64.34	9	30	90	62.35	9.74
						10	30	90	64.41	9.52
						11	30	90	65.37	9.52
12						30	90	63.37	10.37	
Reading	K	0.00	1.00	13.36	74.22	K	30	90	75.39	12.49
	1–2	0.00	1.00	9.31	58.42	1	30	90	55.61	8.36
						2	30	90	61.77	9.40
	3–4	0.00	1.00	9.69	61.73	3	30	90	60.72	9.09
						4	30	90	63.54	9.92
	5–6	0.00	1.00	9.88	59.01	5	30	90	58.87	9.59
						6	30	90	60.05	10.14
	7–8	0.00	1.00	10.12	61.14	7	30	90	60.58	9.54
						8	30	90	61.94	10.07
	9–12	0.00	1.00	9.77	61.75	9	30	90	59.67	9.60
						10	30	90	61.93	9.70
						11	30	90	63.08	9.85
12						30	90	60.52	10.65	

Table 57. Fixed LOSS/HOSS Scaling for the 2015 NYSESLAT (continued)

Modality	Grade Band	θ Scale		Scale Transformation Constants		Scale Scores				
		Mean	SD	Slope	Intercept	Grade	Min	Max	Mean	SD
Speaking	K	0.00	1.00	13.93	68.82	K	30	90	69.88	13.28
	1–2	0.00	1.00	14.10	72.53	1	30	90	72.26	13.16
						2	30	90	75.86	13.20
	3–4	0.00	1.00	14.56	72.60	3	30	90	73.34	13.95
						4	30	90	74.82	14.20
	5–6	0.00	1.00	14.90	73.99	5	30	90	75.74	13.57
						6	30	90	75.89	14.42
	7–8	0.00	1.00	16.20	72.70	7	30	90	74.25	15.87
						8	30	90	73.59	16.14
	9–12	0.00	1.00	15.06	72.26	9	30	90	69.08	16.81
						10	30	90	72.39	14.62
						11	30	90	74.65	13.24
12						30	90	73.97	14.41	
Writing	K	0.00	1.00	11.74	60.71	K	30	90	61.52	11.27
	1–2	0.00	1.00	14.94	54.22	1	30	90	51.45	14.10
						2	30	90	58.75	14.40
	3–4	0.00	1.00	14.27	55.71	3	30	90	54.90	13.58
						4	30	90	58.71	14.36
	5–6	0.00	1.00	15.65	56.48	5	30	90	57.04	14.92
						6	30	90	57.75	15.84
	7–8	0.00	1.00	16.26	56.54	7	30	90	56.84	15.72
						8	30	90	57.69	16.58
	9–12	0.00	1.00	16.02	56.92	9	30	90	52.92	16.05
						10	30	90	56.93	15.76
						11	30	90	60.00	15.30
12						30	90	56.98	16.32	

Table 57. Fixed LOSS/HOSS Scaling for the 2015 NYSESLAT (continued)

Modality	Scale Scores				
	Grade	Min	Max	Mean	SD
Overall	K	120	360	271.06	37.03
	1	120	360	237.84	35.27
	2	120	360	259.99	38.01
	3	120	360	251.25	38.08
	4	120	360	262.13	40.83
	5	120	360	254.91	39.41
	6	120	360	257.45	42.07
	7	120	360	252.06	41.62
	8	120	360	254.40	43.72
	9	120	360	244.03	45.21
	10	120	360	255.66	42.33
	11	120	360	263.10	40.12
12	120	360	254.84	44.35	

CHAPTER 8: PERFORMANCE LEVELS AND MODALITY THRESHOLDS

For 2015, students received scale score for each modality (Listening, Reading, Writing, and Speaking). In addition, each student received an overall scale score for the test, which is the sum of the student's scale scores for all four modalities. For example, if a student earned a scale score of 60 in each of the four modalities, the student's overall scale score would be 240. Determination of a student's English performance level (Entering, Emerging, Transitioning, Expanding, or Commanding) is based on the overall scale score. A student must obtain a valid score on all four modalities in order to receive a performance level designation.

The tables in Appendix D (Tables D1 through D6) show the raw score to modality scale score relationship for the 2015 NYSESLAT. Please note that there are separate conversion charts for each modality in each of the six grade bands.

A student's English language proficiency level is determined by his or her overall scale score. In addition, to achieve the Commanding performance level, the student must, for each of the four modalities, earn a scale score that is at or above the required modality threshold scale score. Students who earned an overall scale score in the Commanding range, but whose scale score on one or more of the modalities was below the required threshold score, will earn an overall performance level of Expanding.

8.1 Establishing the Overall Performance Level Cut Scores

Overall scale score performance level cuts were established using an equipercentile methodology, so that the percentages of students in the performance levels were comparable to the 2014 NYSESLAT results. The relationship between the 2014 and 2015 NYSESLAT performance levels and the target percentages for the 2015 performance levels is defined as shown in Table 58. The 2014 NYSESLAT had four proficiency levels (Beginning, Intermediate, Advanced, and Proficient), whereas the 2015 NYSESLAT has five proficiency levels (Entering, Emerging, Transitioning, Expanding, and Commanding). When the 2014 Intermediate performance level was split into the two 2015 performance levels of Emerging and Transitioning, the 2014 value was evenly split where possible. When the split could not be equal, the additional 1% was placed into the lower (2015 "Emerging") performance level. The establishment of performance level cuts was done using public and charter school data.

Table 58. Alignment of 2014 and 2015 NYSESLAT Performance Levels

2014 Performance Level	2015 Performance Level
Proficient	Commanding
Advanced	Expanding
Intermediate	Transitioning
	Emerging
Beginning	Entering

The percentages of students in the 2015 overall performance levels were established to be comparable to the targets shown in Table 59 (based on the 2014 NYSESLAT percentages of students in each performance level).

Table 59. 2015 Target Performance Level Percentages

Grade	Percentage of Students by Performance Level				
	1	2	3	4	5
K	8	15	14	50	13
1	8	17	17	39	19
2	9	10	10	50	22
3	17	18	18	34	12
4	16	11	11	40	22
5	18	9	9	48	17
6	21	8	7	43	21
7	25	13	12	34	16
8	26	13	12	36	14
9	26	14	14	28	18
10	22	15	14	30	20
11	16	15	14	36	19
12	16	15	14	39	16

Levels are as follows: 1–Entering; 2–Emerging; 3–Transitioning; 4–Expanding; 5–Commanding

The overall scale score ranges corresponding to each of the 2015 NYSESLAT performance levels are shown in Table 60. The scale score cuts (marking the beginning of each performance level) are the lower of the values in each of the ranges.

Table 60. Overall Scale Score Ranges Defining Each 2015 NYSESLAT Performance Level

Grade	2015 NYSESLAT Performance Level SS ranges				
	1	2	3	4	5
K	120–218	219–245	246–260	261–306	307–360
1	120–187	188–213	214–230	231–268	269–360
2	120–202	203–227	228–242	243–289	290–360
3	120–213	214–239	240–256	257–291	292–360
4	120–218	219–240	241–256	257–293	294–360
5	120–215	216–231	232–244	245–292	293–360
6	120–220	221–235	236–246	247–292	293–360
7	120–223	224–244	245–257	258–289	290–360
8	120–224	225–245	246–260	261–300	301–360
9	120–209	210–232	233–253	254–286	287–360
10	120–219	220–241	242–259	260–292	293–360
11	120–219	220–246	247–260	261–297	298–360
12	120–219	220–246	247–260	261–297	298–360

Levels are as follows: 1–Entering; 2–Emerging; 3–Transitioning; 4–Expanding; 5–Commanding

The scale score ranges shown in Table 60 result in the following percentages of students in each of the 2015 performance levels (shown below in Table 61).

Table 61. 2015 Obtained Performance Level Percentages

Grade	Percentage of Students by Performance Level (2015)				
	1	2	3	4	5
K	8	14	14	49	14
1	8	17	17	41	17
2	9	10	10	49	22
3	17	18	17	36	13
4	16	11	12	40	21
5	18	8	9	48	17
6	20	8	7	44	21
7	25	13	12	34	17
8	26	13	12	36	14
9	26	15	15	27	17
10	24	13	15	29	20
11	15	17	11	38	19
12	20	17	11	37	15

Levels are as follows: 1–Entering; 2–Emerging; 3–Transitioning; 4–Expanding; 5–Commanding

Note that it was not always possible to produce an exact match to the targeted 2014 percentage. The differences between the targeted and obtained 2015 percentages in performance levels are shown in Table 62. As shown in the table, the differences are generally small (within ± 2 percentage points of the targeted 2014 performance level percentages). The only exception to this occurred at Grades 11 and 12, where the maximum difference increased slightly. The numbers of ELL students at those grade levels, however, is smaller than in earlier grade levels.

Table 62. Difference between Targeted and Obtained Percentage of Students by Performance Level

Grade	Difference between Target and Obtained Percentage of Students by Performance Level				
	1	2	3	4	5
K	0	1	0	1	-1
1	0	0	0	-2	2
2	0	0	0	1	0
3	0	0	1	-2	-1
4	1	0	-1	0	1
5	0	1	0	0	0
6	1	0	0	-1	0
7	0	0	0	0	-1
8	0	0	0	0	0
9	0	-1	-1	1	1
10	-2	2	-1	1	0
11	1	-2	3	-2	0
12	-4	-2	3	2	1

Levels are as follows: 1–Entering; 2–Emerging; 3–Transitioning; 4–Expanding; 5–Commanding

Note: Positive differences indicate that the targeted percentage is higher than the obtained percentage. Negative differences indicate that the targeted percentage is lower than the obtained percentage.

8.2 Establishing the Modality Thresholds

The 2015 NYSESLAT modality thresholds were established using a methodology that takes the differences between the distributions of the modality scale scores into account.

Given that the calibration solution set the means of student abilities in each modality (by grade band) to zero, the modality thresholds were established based on those student modality scale score means. For each modality, the threshold value was set to the mean of the student modality scale score for the grade band, based on the 2015 base year results. Grade 1 did not align as well as the other grades with the modality thresholds established at the scale score means. An adjustment of all Grade 1 modality thresholds of -1 raw score point was made to bring the modality thresholds into better alignment across all grade levels .

It is important to note that the 2015 NYSESLAT modality thresholds were established based upon a new NYSESLAT test design, so no valid comparison can be made with 2014 NYSESLAT modality threshold results. The 2015 NYSESLAT modality thresholds establish a new baseline that will be maintained in future years through the equating/linking of the underlying scale.

Table 63 combines the information from Table 60 with the 2015 NYSESLAT modality thresholds and shows (for each grade level) the overall scale score ranges that define the performance levels. Also shown in the table are the modality threshold cuts (expressed as modality scale scores).

Table 63. Scale Score Ranges for Determining English Language Performance and Scale Score Modality Thresholds

Grade	Entering	Emerging	Transitioning	Expanding	Commanding	
	(formerly Beginning)	(formerly Low Intermediate)	(formerly Intermediate)	(formerly Advanced)	(formerly Proficient)	
	Scale Score	Scale Score	Scale Score	Scale Score	Scale Score	Scale Score Required for Each Modality
K	120-218	219-245	246-260	261-306	307-360	L - 64 R - 74 W - 61 S - 69
1	120-187	188-213	214-230	231-268	269-360	L - 60 R - 58 W - 54 S - 72
2	120-202	203-227	228-242	243-289	290-360	L - 61 R - 58 W - 54 S - 73
3	120-213	214-239	240-256	257-291	292-360	L - 63 R - 62 W - 56 S - 73
4	120-218	219-240	241-256	257-293	294-360	L - 63 R - 62 W - 56 S - 73
5	120-215	216-231	232-244	245-292	293-360	L - 63 R - 59 W - 56 S - 74
6	120-220	221-235	236-246	247-292	293-360	L - 63 R - 59 W - 56 S - 74
7	120-223	224-244	245-257	258-289	290-360	L - 60 R - 61 W - 57 S - 73
8	120-224	225-245	246-260	261-300	301-360	L - 60 R - 61 W - 57 S - 73
9	120-209	210-232	233-253	254-286	287-360	L - 64 R - 62 W - 57 S - 72
10	120-219	220-241	242-259	260-292	293-360	L - 64 R - 62 W - 57 S - 72
11	120-219	220-246	247-260	261-297	298-360	L - 64 R - 62 W - 57 S - 72
12	120-219	220-246	247-260	261-297	298-360	L - 64 R - 62 W - 57 S - 72

Key: L=Listening R=Reading W=Writing S=Speaking

CHAPTER 9: SUMMARY OF THE OPERATIONAL TEST RESULTS

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

Please note, that beginning in 2015, the operational test results are presented both for all schools and, separately, for public and charter schools. Previous NYSESLAT technical analyses only presented results based on public and charter schools. In this 2015 technical report, all analyses outside of this chapter are based on all schools. For this chapter, however, results are presented based on both (1) all schools as well as (2) public and charter schools only.

- Table 64 contains the raw score summary by grade band (All Schools) including sample size (N-count), the mean, median, interquartile range (IQR), range, and the standard deviation (SD) of the scale scores.
- Table 65 contains the raw score summary by grade band (Public & Charters Only) including sample size (N-count), the mean, median, interquartile range (IQR), range, and the standard deviation (SD) of the scale scores.
- Table 66 contains the raw score summary by grade level (All Schools)
- Table 67 contains the raw score summary by grade level (Public & Charters Only)
- Table 68 contains the scale score summary by grade band (All Schools)
- Table 69 contains the scale score summary by grade band (Public & Charters Only)
- Table 70 contains the scale score summary by grade level (All Schools)
- Table 71 contains the scale score summary by grade level (Public & Charters Only)
- Table 72 presents the percentage of students in each of the performance levels by grade band (All Schools)
- Table 73 presents the percentage of students in each of the performance levels by grade band (Public & Charters Only)
- Table 74 presents the percentage of students in each of the performance levels by grade level (All Schools)
- Table 75 presents the percentage of students in each of the performance levels by grade level (Public & Charters Only)
- Table 76 presents the exit rates of students in each of the performance levels by grade band for 2013–2015 (All Schools)
- Table 77 presents the exit rates of students in each of the performance levels by grade band for 2013–2015 (Public & Charters Only)
- Table 78 presents the exit rates of students in each of the performance levels by grade level for 2013–2015 (All Schools)
- Table 79 presents the exit rates of students in each of the performance levels by grade level for 2013–2015 (Public & Charters Only)
- Table 80 through Table 92 present the scale score frequency distribution and state percentile rank (PR) for each scale score point by grade level (All Schools)
- Table 93 through Table 105 present the scale score frequency distribution and State percentile rank (PR) for each scale score point by grade level (Public & Charters Only)

Similar analyses for scale score summary, percentages of students in each of the performance levels, and exit rates were also performed for each of the following subgroups (All Schools) and are presented in Appendices E, F, and G:

- **Gender:** Male/Female
- **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 Categories (NRC):** NYC, Large City, High Need Urban/Suburban, High Need Rural, Average Need, Low Need, and Charter Schools
- **Six Major language backgrounds:** Spanish, English, Chinese, Arabic, Bengali, and Other Language
- **Number of years as an ELL:** less than 1 year; 1 year; 2 years; 3 years; 4 years; 5 years; 6 or more years
- **Students with disabilities:** Yes/No – 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 64. Raw Score Summary by Grade Band (All Schools)

Grade Band	Test	N-Count	Max Points	Mean	Median	IQR	Range	SD
K	Listening	34,523	19	12.68	13	6	19	4.03
	Reading	34,523	18	14.60	16	5	18	4.14
	Speaking	34,523	21	13.62	15	9	21	6.02
	Writing	34,523	14	9.41	10	3	14	3.08
1-2	Listening	56,451	24	14.57	15	9	24	5.29
	Reading	56,451	27	12.38	11	10	27	5.99
	Speaking	56,451	21	15.67	17	7	21	5.53
	Writing	56,451	12	4.43	4	5	12	3.12
3-4	Listening	41,661	24	13.67	14	9	24	5.34
	Reading	41,661	27	14.41	14	10	27	6.13
	Speaking	41,661	21	15.32	17	8	21	5.87
	Writing	41,661	12	4.94	5	4	12	3.07
5-6	Listening	35,280	24	13.54	14	9	24	5.17
	Reading	35,280	27	15.22	15	12	27	6.74
	Speaking	35,280	21	15.82	18	8	21	5.79
	Writing	35,280	12	5.37	6	5	12	3.36
7-8	Listening	30,573	24	14.74	15	8	24	5.20
	Reading	30,573	27	14.22	14	10	27	6.35
	Speaking	30,573	21	15.31	18	9	21	6.23
	Writing	30,573	12	5.50	6	6	12	3.61
9-12	Listening	48,859	24	14.10	14	8	24	5.28
	Reading	48,859	27	14.33	14	10	27	6.10
	Speaking	48,859	21	14.57	17	10	21	6.31
	Writing	48,859	12	5.48	6	6	12	3.64

Table 65. Raw Score Summary by Grade Band (Public & Charters, Only)

Grade Band	Test	N-Count	Max Points	Number of Items	Mean	Median	IQR	Range	SD
K	Listening	30,841	19	19	13.07	13	5	19	3.71
	Reading	30,841	18	18	15.24	17	4	18	3.45
	Speaking	30,841	21	13	14.45	16	8	21	5.47
	Writing	30,841	14	10	9.97	10	3	14	2.38
1–2	Listening	49,035	24	24	14.87	15	8	24	5.12
	Reading	49,035	27	27	12.42	12	10	27	5.95
	Speaking	49,035	21	13	16.54	18	5	21	5.00
	Writing	49,035	12	3	4.64	5	5	12	3.11
3–4	Listening	34,586	24	24	14.06	15	8	24	5.08
	Reading	34,586	27	27	14.73	15	10	27	5.93
	Speaking	34,586	21	13	16.45	18	6	21	5.42
	Writing	34,586	12	3	5.28	6	4	12	3.01
5–6	Listening	28,824	24	24	13.86	14	8	24	4.86
	Reading	28,824	27	27	15.54	16	11	27	6.56
	Speaking	28,824	21	13	16.91	19	6	21	5.36
	Writing	28,824	12	3	5.65	6	5	12	3.34
7–8	Listening	25,341	24	24	14.93	15	8	24	4.83
	Reading	25,341	27	27	14.14	14	10	27	6.10
	Speaking	25,341	21	13	15.93	19	8	21	6.22
	Writing	25,341	12	3	5.55	6	5	12	3.55
9–12	Listening	44,190	24	24	13.97	14	8	24	5.15
	Reading	44,190	27	27	14.18	14	10	27	5.98
	Speaking	44,190	21	13	14.67	17	10	21	6.43
	Writing	44,190	12	3	5.41	6	6	12	3.62

Table 66. Raw Score Summary by Grade Level (All Schools)

Grade	Test	N-Count	Max Points	Mean	Median	IQR	Range	SD
K	Listening	34,523	19	12.68	13	6	19	4.03
	Reading	34,523	18	14.60	16	5	18	4.14
	Speaking	34,523	21	13.62	15	9	21	6.02
	Writing	34,523	14	9.41	10	3	14	3.08
1	Listening	30,112	24	13.19	13	8	24	5.08
	Reading	30,112	27	10.53	9	7	27	5.32
	Speaking	30,112	21	15.11	17	8	21	5.62
	Writing	30,112	12	3.72	3	5	12	2.90
2	Listening	26,339	24	16.15	17	7	24	5.09
	Reading	26,339	27	14.50	15	10	27	6.01
	Speaking	26,339	21	16.32	18	6	21	5.35
	Writing	26,339	12	5.25	5	5	12	3.17
3	Listening	21,904	24	12.96	13	8	24	5.18
	Reading	21,904	27	13.59	13	9	27	5.88
	Speaking	21,904	21	15.14	17	8	21	5.86
	Writing	21,904	12	4.59	5	5	12	2.94
4	Listening	19,757	24	14.46	15	9	24	5.39
	Reading	19,757	27	15.33	16	11	27	6.27
	Speaking	19,757	21	15.52	18	8	21	5.87
	Writing	19,757	12	5.34	6	5	12	3.15
5	Listening	18,423	24	13.36	14	8	24	5.09
	Reading	18,423	27	14.84	15	12	27	6.64
	Speaking	18,423	21	15.79	18	7	21	5.72
	Writing	18,423	12	5.27	6	5	12	3.29
6	Listening	16,857	24	13.74	14	8	24	5.24
	Reading	16,857	27	15.63	16	12	27	6.83
	Speaking	16,857	21	15.84	18	8	21	5.87
	Writing	16,857	12	5.49	6	5	12	3.43
7	Listening	16,071	24	14.44	15	8	24	5.15
	Reading	16,071	27	13.78	13	10	27	6.22
	Speaking	16,071	21	15.32	18	9	21	6.16
	Writing	16,071	12	5.37	6	6	12	3.54
8	Listening	14,502	24	15.07	16	8	24	5.23
	Reading	14,502	27	14.72	14	11	27	6.46
	Speaking	14,502	21	15.29	18	9	21	6.29
	Writing	14,502	12	5.65	6	7	12	3.69

Table 66. Raw Score Summary by Grade Level (All Schools) (continued)

Grade	Test	N-Count	Max Points	Mean	Median	IQR	Range	SD
9	Listening	18,016	24	13.36	13	9	24	5.32
	Reading	18,016	27	13.37	13	9	27	5.97
	Speaking	18,016	21	13.45	15	13	21	6.87
	Writing	18,016	12	4.79	5	7	12	3.64
10	Listening	14,597	24	14.45	15	8	24	5.16
	Reading	14,597	27	14.76	15	10	27	6.01
	Speaking	14,597	21	14.77	17	9	21	6.06
	Writing	14,597	12	5.62	6	6	12	3.60
11	Listening	9,734	24	15.02	16	8	24	5.11
	Reading	9,734	27	15.54	16	9	27	5.98
	Speaking	9,734	21	15.71	18	7	21	5.54
	Writing	9,734	12	6.36	7	5	12	3.47
12	Listening	6,512	24	14.01	15	8	24	5.43
	Reading	6,512	27	14.19	14	10	27	6.40
	Speaking	6,512	21	15.51	17	8	21	5.81
	Writing	6,512	12	5.77	6	6	12	3.64

Table 67. Raw Score Summary by Grade Level (Public & Charters, Only)

Grade	Test	N-Count	Max Points	Mean	Median	IQR	Range	SD
K	Listening	30,841	19	13.07	13	5	19	3.71
	Reading	30,841	18	15.24	17	4	18	3.45
	Speaking	30,841	21	14.45	16	8	21	5.47
	Writing	30,841	14	9.97	10	3	14	2.38
1	Listening	26,377	24	13.48	13	7	24	4.96
	Reading	26,377	27	10.55	9	7	27	5.31
	Speaking	26,377	21	15.98	17	6	21	5.07
	Writing	26,377	12	3.90	4	4	12	2.92
2	Listening	22,658	24	16.49	17	7	24	4.82
	Reading	22,658	27	14.60	15	9	27	5.91
	Speaking	22,658	21	17.20	19	5	21	4.83
	Writing	22,658	12	5.50	6	5	12	3.12
3	Listening	18,314	24	13.37	14	8	24	4.97
	Reading	18,314	27	13.91	14	9	27	5.73
	Speaking	18,314	21	16.24	18	6	21	5.41
	Writing	18,314	12	4.88	5	4	12	2.90
4	Listening	16,272	24	14.83	16	8	24	5.08
	Reading	16,272	27	15.66	16	10	27	6.02
	Speaking	16,272	21	16.69	19	6	21	5.42
	Writing	16,272	12	5.73	6	4	12	3.08
5	Listening	15,030	24	13.74	14	8	24	4.81
	Reading	15,030	27	15.18	15	11	27	6.50
	Speaking	15,030	21	16.95	19	5	21	5.20
	Writing	15,030	12	5.58	6	5	12	3.25
6	Listening	13,794	24	13.99	14	8	24	4.91
	Reading	13,794	27	15.94	17	12	27	6.60
	Speaking	13,794	21	16.86	19	6	21	5.54
	Writing	13,794	12	5.72	6	5	12	3.43
7	Listening	13,120	24	14.73	15	7	24	4.75
	Reading	13,120	27	13.75	13	9	27	5.97
	Speaking	13,120	21	16.07	19	7	21	6.15
	Writing	13,120	12	5.47	6	5	12	3.46
8	Listening	12,221	24	15.14	16	8	24	4.92
	Reading	12,221	27	14.56	14	11	27	6.20
	Speaking	12,221	21	15.78	19	8	21	6.29
	Writing	12,221	12	5.64	6	6	12	3.63

Table 67. Raw Score Summary by Grade Level (Public & Charters, Only) (continued)

Grade	Test	N-Count	Max Points	Mean	Median	IQR	Range	SD
9	Listening	16,563	24	13.21	13	8	24	5.21
	Reading	16,563	27	13.23	13	9	27	5.86
	Speaking	16,563	21	13.46	16	13	21	7.03
	Writing	16,563	12	4.70	4	7	12	3.62
10	Listening	13,238	24	14.34	15	7	24	5.02
	Reading	13,238	27	14.66	14	9	27	5.89
	Speaking	13,238	21	14.91	17	9	21	6.15
	Writing	13,238	12	5.58	6	5	12	3.58
11	Listening	8,502	24	14.92	15	8	24	4.90
	Reading	8,502	27	15.43	15	9	27	5.85
	Speaking	8,502	21	15.92	18	7	21	5.55
	Writing	8,502	12	6.32	7	5	12	3.44
12	Listening	5,887	24	13.92	15	8	24	5.30
	Reading	5,887	27	14.01	14	10	27	6.23
	Speaking	5,887	21	15.74	18	7	21	5.82
	Writing	5,887	12	5.72	6	6	12	3.63

Table 68. Scale Score Summary by Grade Band (All Schools)

Grade Band	Test	N-Count	Mean	Median	IQR	Range	SD
K	Listening	34,523	63.43	62	13	60	10.28
	Reading	34,523	73.52	74	26	60	13.78
	Speaking	34,523	67.87	70	18	60	14.73
	Writing	34,523	59.71	59	12	60	12.56
	Total	34,523	264.53	268	53	240	41.92
1-2	Listening	56,451	60.50	60	13	60	9.18
	Reading	56,451	58.48	57	14	60	9.46
	Speaking	56,451	71.86	72	18	60	14.23
	Writing	56,451	53.88	54	23	60	14.83
	Total	56,451	244.71	246	56	240	39.01
3-4	Listening	41,661	63.07	63	15	60	10.13
	Reading	41,661	61.68	61	13	60	9.94
	Speaking	41,661	71.45	72	19	60	14.66
	Writing	41,661	55.17	56	18	60	14.35
	Total	41,661	251.37	256	59	240	40.73
5-6	Listening	35,280	63.02	63	15	60	9.60
	Reading	35,280	59.17	58	14	60	10.25
	Speaking	35,280	73.08	75	26	60	14.73
	Writing	35,280	56.20	59	20	60	15.44
	Total	35,280	251.47	256	60	240	41.49
7-8	Listening	30,573	60.62	60	11	60	8.76
	Reading	30,573	61.54	61	13	60	10.39
	Speaking	30,573	72.30	75	27	60	15.85
	Writing	30,573	57.11	59	24	60	16.51
	Total	30,573	251.58	257	64	238	43.02
9-12	Listening	48,859	64.13	63	13	60	9.97
	Reading	48,859	61.53	61	13	60	10.06
	Speaking	48,859	71.59	74	20	60	14.99
	Writing	48,859	56.48	58	22	60	16.18
	Total	48,859	253.73	257	63	240	43.24

Table 69. Scale Score Summary by Grade Band (Public & Charters, Only)

Grade Band	Test	N-Count	Mean	Median	IQR	Range	SD
K	Listening	30,841	64.30	62	11	60	9.76
	Reading	30,841	75.43	79	23	60	12.43
	Speaking	30,841	69.90	71	17	60	13.26
	Writing	30,841	61.54	59	15	60	11.23
	Total	30,841	271.17	273	47	240	36.87
1-2	Listening	49,035	60.90	60	11	60	8.85
	Reading	49,035	58.49	58	14	60	9.32
	Speaking	49,035	73.96	75	14	60	13.26
	Writing	49,035	54.86	58	23	60	14.68
	Total	49,035	248.21	250	54	240	38.03
3-4	Listening	34,586	63.64	64	13	60	9.53
	Reading	34,586	62.10	62	14	60	9.53
	Speaking	34,586	74.09	74	22	60	14.04
	Writing	34,586	56.75	60	18	60	14.05
	Total	34,586	256.58	261	53	240	39.55
5-6	Listening	28,824	63.55	63	13	60	8.98
	Reading	28,824	59.48	59	13	60	9.83
	Speaking	28,824	75.85	78	22	60	13.95
	Writing	28,824	57.43	59	20	60	15.34
	Total	28,824	256.31	262	56	240	40.54
7-8	Listening	25,341	60.82	60	11	60	8.13
	Reading	25,341	61.29	61	13	60	9.76
	Speaking	25,341	73.97	78	25	60	15.98
	Writing	25,341	57.31	59	19	60	16.12
	Total	25,341	253.38	259	61	238	42.49
9-12	Listening	44,190	63.82	63	13	60	9.61
	Reading	44,190	61.25	61	13	60	9.75
	Speaking	44,190	71.85	74	20	60	15.32
	Writing	44,190	56.16	58	22	60	16.02
	Total	44,190	253.07	256	65	240	43.53

Table 70. Scale Score Summary by Grade Level (All Schools)

Grade	Test	N-Count	Mean	Median	IQR	Range	SD
K	Listening	34,523	63.43	62	13	60	10.28
	Reading	34,523	73.52	74	26	60	13.78
	Speaking	34,523	67.87	70	18	60	14.73
	Writing	34,523	59.71	59	12	60	12.56
	Total	34,523	264.53	268	53	240	41.92
1	Listening	30,112	58.16	57	11	60	8.35
	Reading	30,112	55.66	54	10	60	8.39
	Speaking	30,112	70.24	72	20	60	14.17
	Writing	30,112	50.58	49	24	60	14.14
	Total	30,112	234.64	235	50	240	36.06
2	Listening	26,339	63.17	63	11	60	9.36
	Reading	26,339	61.70	62	13	60	9.59
	Speaking	26,339	73.70	75	16	60	14.08
	Writing	26,339	57.64	58	20	60	14.70
	Total	26,339	256.22	261	53	238	39.07
3	Listening	21,904	61.70	61	13	60	9.68
	Reading	21,904	60.35	59	12	60	9.39
	Speaking	21,904	70.86	72	19	60	14.55
	Writing	21,904	53.56	56	22	60	13.84
	Total	21,904	246.48	250	56	238	38.98
4	Listening	19,757	64.58	64	15	60	10.41
	Reading	19,757	63.15	63	16	60	10.32
	Speaking	19,757	72.10	74	19	60	14.75
	Writing	19,757	56.96	60	22	60	14.70
	Total	19,757	256.80	263	60	240	41.93
5	Listening	18,423	62.66	63	13	60	9.39
	Reading	18,423	58.54	58	14	60	9.91
	Speaking	18,423	72.89	75	18	60	14.50
	Writing	18,423	55.70	59	20	60	15.07
	Total	18,423	249.78	254	59	240	40.40
6	Listening	16,857	63.42	63	13	60	9.80
	Reading	16,857	59.85	59	15	60	10.57
	Speaking	16,857	73.30	75	26	60	14.98
	Writing	16,857	56.75	59	20	60	15.82
	Total	16,857	253.32	259	63	240	42.58
7	Listening	16,071	60.08	60	11	60	8.55
	Reading	16,071	60.80	59	13	60	10.08
	Speaking	16,071	72.33	75	27	60	15.69
	Writing	16,071	56.50	59	24	60	16.12
	Total	16,071	249.70	255	62	238	41.90

Table 70. Scale Score Summary by Grade Level (All Schools) (continued)

Grade	Test	N-Count	Mean	Median	IQR	Range	SD
8	Listening	14,502	61.22	61	11	60	8.96
	Reading	14,502	62.37	61	15	60	10.66
	Speaking	14,502	72.27	75	27	60	16.02
	Writing	14,502	57.80	59	29	60	16.91
	Total	14,502	253.66	259	66	229	44.13
9	Listening	18,016	62.79	62	14	60	9.84
	Reading	18,016	60.06	59	12	60	9.71
	Speaking	18,016	69.07	71	26	60	16.34
	Writing	18,016	53.46	55	27	60	16.19
	Total	18,016	245.37	248	69	240	44.36
10	Listening	14,597	64.77	65	13	60	9.75
	Reading	14,597	62.22	62	14	60	9.86
	Speaking	14,597	72.06	74	19	60	14.31
	Writing	14,597	57.17	58	22	60	15.90
	Total	14,597	256.22	259	61	240	41.90
11	Listening	9,734	65.84	66	13	60	9.91
	Reading	9,734	63.45	63	12	60	9.98
	Speaking	9,734	74.16	76	16	60	13.10
	Writing	9,734	60.37	62	19	60	15.45
	Total	9,734	263.81	267	55	238	40.05
12	Listening	6,512	63.85	65	13	60	10.39
	Reading	6,512	61.20	61	13	60	10.90
	Speaking	6,512	73.63	74	17	60	14.13
	Writing	6,512	57.52	58	22	60	16.33
	Total	6,512	256.20	262	56	240	43.41

Table 71. Scale Score Summary by Grade Level (Public & Charters, Only)

Grade	Test	N-Count	Mean	Median	IQR	Range	SD
K	Listening	30,841	64.30	62	11	60	9.76
	Reading	30,841	75.43	79	23	60	12.43
	Speaking	30,841	69.90	71	17	60	13.26
	Writing	30,841	61.54	59	15	60	11.23
	Total	30,841	271.17	273	47	240	36.87
1	Listening	26,377	58.56	57	10	60	8.09
	Reading	26,377	55.64	54	10	60	8.31
	Speaking	26,377	72.29	72	16	60	13.13
	Writing	26,377	51.48	54	19	60	14.09
	Total	26,377	237.97	239	48	240	35.14
2	Listening	22,658	63.64	63	11	60	8.90
	Reading	22,658	61.81	62	12	60	9.34
	Speaking	22,658	75.90	78	20	60	13.15
	Writing	22,658	58.79	62	20	60	14.37
	Total	22,658	260.14	265	49	238	37.80
3	Listening	18,314	62.34	63	13	60	9.16
	Reading	18,314	60.77	61	12	60	9.02
	Speaking	18,314	73.39	74	16	60	13.90
	Writing	18,314	54.95	56	18	60	13.55
	Total	18,314	251.45	255	50	238	37.87
4	Listening	16,272	65.12	66	14	60	9.71
	Reading	16,272	63.59	63	14	60	9.85
	Speaking	16,272	74.87	77	22	60	14.16
	Writing	16,272	58.77	60	17	60	14.31
	Total	16,272	262.35	269	53	240	40.59
5	Listening	15,030	63.29	63	13	60	8.82
	Reading	15,030	58.90	58	13	60	9.57
	Speaking	15,030	75.78	78	20	60	13.53
	Writing	15,030	57.08	59	20	60	14.90
	Total	15,030	255.05	260	53	240	39.26
6	Listening	13,794	63.82	63	13	60	9.15
	Reading	13,794	60.12	60	15	60	10.06
	Speaking	13,794	75.93	78	22	60	14.39
	Writing	13,794	57.81	59	20	60	15.80
	Total	13,794	257.69	264	58	240	41.84
7	Listening	13,120	60.44	60	10	60	7.88
	Reading	13,120	60.64	59	12	60	9.46
	Speaking	13,120	74.30	78	23	60	15.83
	Writing	13,120	56.91	59	19	60	15.69
	Total	30,841	252.28	258	57	238	41.39

Table 71. Scale Score Summary by Grade Level (Public & Charters, Only) (continued)

Grade	Test	N-Count	Mean	Median	IQR	Range	SD
8	Listening	12,221	61.22	61	11	60	8.37
	Reading	12,221	61.98	61	15	60	10.02
	Speaking	12,221	73.62	78	25	60	16.13
	Writing	12,221	57.74	59	24	60	16.56
	Total	12,221	254.56	260	65	229	43.60
9	Listening	16,563	62.48	62	12	60	9.56
	Reading	16,563	59.80	59	12	60	9.44
	Speaking	16,563	69.12	72	26	60	16.77
	Writing	16,563	53.04	51	27	60	16.01
	Total	16,563	244.44	246	71	240	44.92
10	Listening	13,238	64.51	65	11	60	9.39
	Reading	13,238	62.01	61	12	60	9.59
	Speaking	13,238	72.44	74	19	60	14.58
	Writing	13,238	57.01	58	18	60	15.72
	Total	13,238	255.96	258	61	240	42.05
11	Listening	8,502	65.50	65	13	60	9.33
	Reading	8,502	63.21	62	12	60	9.68
	Speaking	8,502	74.66	76	16	60	13.22
	Writing	8,502	60.14	62	19	60	15.22
	Total	8,502	263.52	266	54	238	39.74
12	Listening	5,887	63.61	65	13	60	10.09
	Reading	5,887	60.76	61	13	60	10.40
	Speaking	5,887	74.15	76	16	60	14.21
	Writing	5,887	57.26	58	22	60	16.20
	Total	5,887	255.79	262	56	240	43.55

Table 72. Percentage of Students in Each Performance Level by Grade Band (All Schools)

Grade Band	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	34,523	13.10	15.59	13.68	44.95	12.68
1-2	56,451	10.41	15.30	13.83	44.56	15.90
3-4	41,661	20.90	15.65	14.10	35.11	14.24
5-6	35,280	22.97	9.08	8.49	44.98	14.48
7-8	30,573	27.16	13.40	11.40	33.75	14.29
9-12	48,859	20.86	15.59	13.99	31.81	17.76
Total	247,347	18.48	14.34	12.82	39.23	15.13

Table 73. Percentage of Students in Each Performance Level by Grade Band (Public & Charters, Only)

Grade Band	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	30,841	7.85	14.37	14.36	49.35	14.06
1-2	49,035	8.20	13.68	13.37	46.72	18.04
3-4	34,586	15.97	14.57	14.60	37.92	16.94
5-6	28,824	18.93	8.25	8.14	47.42	17.27
7-8	25,341	25.09	13.08	11.66	34.42	15.76
9-12	44,190	21.53	15.70	13.97	30.50	18.30
Total	212,817	15.64	13.54	12.93	40.93	16.96

Table 74. Percentage of Students in Each Performance Level by Grade Level (All Schools)

Grade Level	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	34,523	13.10	15.59	13.68	44.95	12.68
1	30,112	10.02	18.46	16.94	40.67	13.91
2	26,339	10.86	11.69	10.27	49.00	18.18
3	21,904	21.51	18.82	16.26	32.64	10.77
4	19,757	20.24	12.13	11.70	37.85	18.07
5	18,423	22.06	9.43	9.60	46.14	12.77
6	16,857	23.97	8.70	7.27	43.72	16.34
7	16,071	27.32	13.85	11.31	32.44	15.08
8	14,502	26.99	12.90	11.49	35.20	13.41
9	18,016	24.79	14.59	15.03	28.56	17.02
10	14,597	20.98	15.04	14.86	29.88	19.24
11	9,734	14.46	16.92	12.43	36.86	19.32
12	6,512	19.23	17.58	11.47	37.58	14.14
Total	247,347	18.48	14.34	12.82	39.23	15.13

Table 75. Percentage of Students in Each Performance Level by Grade Level (Public & Charters, Only)

Grade Level	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	30,841	7.85	14.37	14.36	49.35	14.06
1	26,377	7.77	16.96	16.60	42.97	15.70
2	22,658	8.69	9.86	9.61	51.08	20.76
3	18,314	16.38	17.85	17.11	35.90	12.76
4	16,272	15.50	10.88	11.77	40.20	21.65
5	15,030	17.68	8.44	9.16	49.32	15.40
6	13,794	20.28	8.05	7.02	45.34	19.31
7	13,120	24.41	13.40	11.61	33.38	17.21
8	12,221	25.82	12.73	11.72	35.54	14.20
9	16,563	25.97	14.74	14.82	26.86	17.60
10	13,238	21.28	15.43	14.76	28.61	19.93
11	8,502	14.64	16.75	12.48	36.70	19.43
12	5,887	19.50	17.46	11.98	36.08	14.98
Total	212,817	15.64	13.54	12.93	40.93	16.96

Table 76. Exit Rate by Grade Band for 2013–2015 (All Schools)

Grade Band	2013		2014		2015	
	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,307	11.61	3,655	11.68	4,376	12.68
1–2	9,774	19.58	10,443	18.45	8,976	15.90
3–4	6,263	16.42	6,249	15.18	5,931	14.24
5–6	5,079	16.23	6,020	17.00	5,107	14.48
7–8	3,714	13.84	4,062	13.89	4,368	14.29
9–12	7,516	16.24	8,727	17.69	8,676	17.76
Total	35,653	16.14	39,156	16.11	37,434	15.13

Table 77. Exit Rate by Grade Band for 2013–2015 (Public & Charters, Only)

Grade Band	2013		2014		2015	
	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,289	12.05	3,532	12.91	4,337	14.06
1–2	9,694	20.43	10,141	20.63	8,845	18.04
3–4	6,174	17.25	6,012	17.27	5,860	16.94
5–6	4,947	17.02	5,627	19.18	4,978	17.27
7–8	3,565	14.26	3,586	14.59	3,993	15.76
9–12	7,017	15.89	8,325	18.33	8,087	18.30
Total	34,686	16.24	37,223	17.67	36,100	16.96

Table 78. Exit Rate by Grade Level for 2013–2015 (All Schools)

Grade	2013		2014		2015	
	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,307	11.61	3,655	11.68	4,376	12.68
1	5,549	19.77	5,390	17.59	4,188	13.91
2	4,225	19.34	5,053	19.46	4,788	18.18
3	3,139	15.24	2,238	10.90	2,360	10.77
4	3,124	17.81	4,011	19.43	3,571	18.07
5	3,108	17.83	2,650	14.71	2,352	12.77
6	1,971	14.22	3,370	19.38	2,755	16.34
7	1,756	13.30	2,201	14.65	2,423	15.08
8	1,958	14.37	1,861	13.09	1,945	13.41
9	2,539	16.47	2,961	16.94	3,066	17.02
10	2,125	16.44	2,693	19.18	2,808	19.24
11	1,675	16.99	1,783	18.51	1,881	19.32
12	1,177	14.57	1,290	15.79	921	14.14
Total	35,653	16.14	39,156	16.11	37,434	15.13

Table 79. Exit Rate by Grade Level for 2013–2015 (Public & Charters, Only)

Grade	2013		2014		2015	
	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,289	12.05	3,532	12.91	4,337	14.06
1	5,515	20.56	5,226	19.45	4,142	15.70
2	4,179	20.27	4,915	22.05	4,703	20.76
3	3,107	16.00	2,136	12.39	2,337	12.76
4	3,067	18.74	3,876	22.06	3,523	21.65
5	3,047	18.71	2,502	16.94	2,315	15.40
6	1,900	14.88	3,125	21.46	2,663	19.31
7	1,681	13.80	1,948	15.68	2,258	17.21
8	1,884	14.70	1,638	13.48	1,735	14.20
9	2,424	16.35	2,859	17.76	2,915	17.60
10	1,963	15.86	2,581	19.83	2,638	19.93
11	1,537	16.56	1,670	19.00	1,652	19.43
12	1,093	14.25	1,215	16.16	882	14.98
Total	34,686	16.62	37,223	17.67	36,100	16.96

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	4	0.01	0.01
123	1	5	0.01	0.03
126	1	3	0.01	0.03
128	1	7	0.02	0.06
130	1	1	0.00	0.06
131	1	6	0.02	0.08
132	1	8	0.02	0.10
135	1	7	0.02	0.12
136	1	1	0.00	0.12
137	1	10	0.03	0.15
138	1	13	0.04	0.19
139	1	4	0.01	0.20
140	1	14	0.04	0.24
141	1	11	0.03	0.27
142	1	11	0.03	0.30
143	1	8	0.02	0.33
144	1	29	0.08	0.41
145	1	2	0.01	0.42
146	1	28	0.08	0.50
147	1	31	0.09	0.59
148	1	18	0.05	0.64
149	1	25	0.07	0.71
150	1	70	0.20	0.92
151	1	19	0.06	0.97
152	1	48	0.14	1.11
153	1	49	0.14	1.25
154	1	37	0.11	1.36
155	1	76	0.22	1.58
156	2	30	0.09	1.67
157	2	51	0.15	1.81
158	2	31	0.09	1.90
159	2	78	0.23	2.13
160	2	26	0.08	2.20
161	2	63	0.18	2.39
162	2	45	0.13	2.52
163	3	49	0.14	2.66
164	3	40	0.12	2.77
165	3	48	0.14	2.91
166	3	38	0.11	3.02

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	3	57	0.17	3.19
168	3	41	0.12	3.31
169	3	37	0.11	3.42
170	3	43	0.12	3.54
171	4	54	0.16	3.70
172	4	53	0.15	3.85
173	4	32	0.09	3.94
174	4	35	0.10	4.04
175	4	36	0.10	4.15
176	4	56	0.16	4.31
177	4	27	0.08	4.39
178	4	43	0.12	4.51
179	5	33	0.10	4.61
180	5	44	0.13	4.74
181	5	34	0.10	4.83
182	5	48	0.14	4.97
183	5	24	0.07	5.04
184	5	34	0.10	5.14
185	5	33	0.10	5.24
186	5	30	0.09	5.32
187	5	36	0.10	5.43
188	6	42	0.12	5.55
189	6	39	0.11	5.66
190	6	61	0.18	5.84
191	6	42	0.12	5.96
192	6	45	0.13	6.09
193	6	50	0.14	6.24
194	6	68	0.20	6.43
195	7	61	0.18	6.61
196	7	66	0.19	6.80
197	7	74	0.21	7.02
198	7	71	0.21	7.22
199	7	73	0.21	7.43
200	8	80	0.23	7.66
201	8	72	0.21	7.87
202	8	68	0.20	8.07
203	8	104	0.30	8.37
204	9	75	0.22	8.59
205	9	94	0.27	8.86
206	9	86	0.25	9.11

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	9	82	0.24	9.35
208	10	88	0.25	9.60
209	10	95	0.28	9.88
210	10	103	0.30	10.18
211	10	122	0.35	10.53
212	11	107	0.31	10.84
213	11	118	0.34	11.18
214	11	121	0.35	11.53
215	12	132	0.38	11.91
216	12	156	0.45	12.37
217	13	108	0.31	12.68
218	13	147	0.43	13.10
219	13	138	0.40	13.50
220	14	130	0.38	13.88
221	14	132	0.38	14.26
222	15	135	0.39	14.65
223	15	169	0.49	15.14
224	15	166	0.48	15.62
225	16	157	0.45	16.08
226	16	172	0.50	16.58
227	17	170	0.49	17.07
228	17	178	0.52	17.59
229	18	179	0.52	18.10
230	18	186	0.54	18.64
231	19	222	0.64	19.29
232	20	205	0.59	19.88
233	20	196	0.57	20.45
234	21	198	0.57	21.02
235	21	195	0.56	21.59
236	22	228	0.66	22.25
237	23	220	0.64	22.88
238	23	281	0.81	23.70
239	24	239	0.69	24.39
240	25	255	0.74	25.13
241	26	249	0.72	25.85
242	26	235	0.68	26.53
243	27	252	0.73	27.26
244	28	264	0.76	28.02
245	28	232	0.67	28.70
246	29	307	0.89	29.59

by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	30	279	0.81	30.39
248	31	277	0.80	31.20
249	32	301	0.87	32.07
250	33	332	0.96	33.03
251	33	244	0.71	33.74
252	34	340	0.98	34.72
253	35	331	0.96	35.68
254	36	322	0.93	36.61
255	37	366	1.06	37.67
256	38	293	0.85	38.52
257	39	354	1.03	39.55
258	40	305	0.88	40.43
259	41	354	1.03	41.46
260	42	317	0.92	42.37
261	43	333	0.96	43.34
262	44	351	1.02	44.36
263	45	288	0.83	45.19
264	46	412	1.19	46.38
265	47	318	0.92	47.30
266	48	370	1.07	48.38
267	49	344	1.00	49.37
268	50	283	0.82	50.19
269	51	407	1.18	51.37
270	52	315	0.91	52.28
271	53	392	1.14	53.42
272	54	347	1.01	54.42
273	55	349	1.01	55.44
274	56	382	1.11	56.54
275	57	310	0.90	57.44
276	58	441	1.28	58.72
277	59	277	0.80	59.52
278	60	347	1.01	60.52
279	61	383	1.11	61.63
280	62	305	0.88	62.52
281	63	407	1.18	63.70
282	64	335	0.97	64.67
283	65	356	1.03	65.70
284	66	389	1.13	66.83
285	67	316	0.92	67.74
286	68	321	0.93	68.67

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	69	404	1.17	69.84
288	70	283	0.82	70.66
289	71	316	0.92	71.58
290	72	363	1.05	72.63
291	73	227	0.66	73.28
292	74	364	1.05	74.34
293	75	312	0.90	75.24
294	76	232	0.67	75.91
295	76	355	1.03	76.94
296	77	222	0.64	77.59
297	78	220	0.64	78.22
298	79	369	1.07	79.29
299	80	228	0.66	79.95
300	80	283	0.82	80.77
301	81	278	0.81	81.58
302	82	239	0.69	82.27
303	83	249	0.72	82.99
304	83	265	0.77	83.76
305	84	146	0.42	84.18
306	85	261	0.76	84.94
307	85	264	0.76	85.70
308	86	128	0.37	86.07
309	86	265	0.77	86.84
310	87	200	0.58	87.42
311	88	197	0.57	87.99
312	88	194	0.56	88.55
313	89	244	0.71	89.26
314	89	139	0.40	89.66
315	90	159	0.46	90.12
316	90	155	0.45	90.57
317	91	173	0.50	91.07
318	91	240	0.70	91.77
319	92	90	0.26	92.03
320	92	203	0.59	92.62
321	93	68	0.20	92.81
322	93	140	0.41	93.22
323	94	219	0.63	93.85
324	94	103	0.30	94.15
325	94	77	0.22	94.37
326	94	70	0.20	94.58

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	95	151	0.44	95.01
328	95	75	0.22	95.23
329	96	197	0.57	95.80
330	96	111	0.32	96.12
331	96	21	0.06	96.19
332	96	77	0.22	96.41
333	97	108	0.31	96.72
334	97	126	0.36	97.09
335	97	28	0.08	97.17
336	97	22	0.06	97.23
337	97	65	0.19	97.42
338	98	60	0.17	97.59
339	98	134	0.39	97.98
340	98	100	0.29	98.27
341	98	9	0.03	98.30
342	98	46	0.13	98.43
343	98	41	0.12	98.55
344	99	85	0.25	98.80
346	99	14	0.04	98.84
349	99	138	0.40	99.24
350	99	92	0.27	99.50
353	99	44	0.13	99.63
360	99	128	0.37	100.00

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	1	0.00	0.00
122	1	5	0.02	0.02
124	1	1	0.00	0.02
128	1	6	0.02	0.04
130	1	4	0.01	0.06
132	1	1	0.00	0.06
133	1	2	0.01	0.07
134	1	3	0.01	0.08
135	1	2	0.01	0.08
136	1	7	0.02	0.11
137	1	4	0.01	0.12
138	1	3	0.01	0.13
139	1	2	0.01	0.14
140	1	3	0.01	0.15
141	1	3	0.01	0.16
143	1	4	0.01	0.17
144	1	6	0.02	0.19
145	1	6	0.02	0.21
146	1	21	0.07	0.28
147	1	12	0.04	0.32
148	1	25	0.08	0.40
149	1	10	0.03	0.44
150	1	16	0.05	0.49
151	1	32	0.11	0.59
152	1	7	0.02	0.62
153	1	38	0.13	0.74
154	1	27	0.09	0.83
155	1	56	0.19	1.02
156	1	41	0.14	1.16
157	1	64	0.21	1.37
158	1	49	0.16	1.53
159	2	59	0.20	1.73
160	2	61	0.20	1.93
161	2	61	0.20	2.13
162	2	70	0.23	2.36
163	2	68	0.23	2.59
164	3	57	0.19	2.78
165	3	63	0.21	2.99
166	3	72	0.24	3.23

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	3	49	0.16	3.39
168	3	54	0.18	3.57
169	4	43	0.14	3.71
170	4	81	0.27	3.98
171	4	67	0.22	4.20
172	4	75	0.25	4.45
173	5	57	0.19	4.64
174	5	89	0.30	4.94
175	5	94	0.31	5.25
176	5	96	0.32	5.57
177	6	78	0.26	5.83
178	6	109	0.36	6.19
179	6	79	0.26	6.45
180	7	107	0.36	6.81
181	7	117	0.39	7.20
182	7	138	0.46	7.65
183	8	130	0.43	8.09
184	8	114	0.38	8.47
185	9	173	0.57	9.04
186	9	127	0.42	9.46
187	10	167	0.55	10.02
188	10	114	0.38	10.39
189	11	171	0.57	10.96
190	11	176	0.58	11.55
191	12	179	0.59	12.14
192	12	152	0.50	12.65
193	13	229	0.76	13.41
194	14	169	0.56	13.97
195	14	212	0.70	14.67
196	15	201	0.67	15.34
197	16	190	0.63	15.97
198	16	195	0.65	16.62
199	17	192	0.64	17.26
200	18	242	0.80	18.06
201	18	167	0.55	18.61
202	19	241	0.80	19.41
203	20	205	0.68	20.09
204	20	241	0.80	20.90
205	21	217	0.72	21.62
206	22	264	0.88	22.49

Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	23	205	0.68	23.17
208	24	271	0.90	24.07
209	25	261	0.87	24.94
210	25	264	0.88	25.82
211	26	265	0.88	26.70
212	27	275	0.91	27.61
213	28	262	0.87	28.48
214	29	278	0.92	29.40
215	30	289	0.96	30.36
216	31	286	0.95	31.31
217	32	285	0.95	32.26
218	33	271	0.90	33.16
219	34	292	0.97	34.13
220	35	297	0.99	35.12
221	36	296	0.98	36.10
222	37	310	1.03	37.13
223	38	310	1.03	38.16
224	39	289	0.96	39.12
225	40	324	1.08	40.19
226	41	320	1.06	41.26
227	42	306	1.02	42.27
228	43	305	1.01	43.29
229	44	330	1.10	44.38
230	45	313	1.04	45.42
231	46	311	1.03	46.45
232	47	326	1.08	47.54
233	48	306	1.02	48.55
234	49	313	1.04	49.59
235	50	303	1.01	50.60
236	51	306	1.02	51.61
237	52	314	1.04	52.66
238	53	324	1.08	53.73
239	54	333	1.11	54.84
240	55	341	1.13	55.97
241	57	349	1.16	57.13
242	58	318	1.06	58.19
243	59	336	1.12	59.30
244	60	346	1.15	60.45
245	61	302	1.00	61.45
246	62	332	1.10	62.56

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	63	253	0.84	63.40
248	64	309	1.03	64.42
249	65	300	1.00	65.42
250	66	315	1.05	66.47
251	67	322	1.07	67.53
252	68	309	1.03	68.56
253	69	276	0.92	69.48
254	70	311	1.03	70.51
255	71	269	0.89	71.40
256	72	271	0.90	72.30
257	73	249	0.83	73.13
258	74	284	0.94	74.07
259	75	257	0.85	74.93
260	75	280	0.93	75.86
261	76	242	0.80	76.66
262	77	288	0.96	77.62
263	78	224	0.74	78.36
264	79	249	0.83	79.19
265	80	236	0.78	79.97
266	80	266	0.88	80.85
267	81	212	0.70	81.56
268	82	210	0.70	82.26
269	83	221	0.73	82.99
270	83	231	0.77	83.76
271	84	200	0.66	84.42
272	85	191	0.63	85.06
273	85	196	0.65	85.71
274	86	205	0.68	86.39
275	87	179	0.59	86.98
276	87	154	0.51	87.49
277	88	169	0.56	88.05
278	88	166	0.55	88.61
279	89	154	0.51	89.12
280	89	134	0.45	89.56
281	90	142	0.47	90.03
282	90	137	0.45	90.49
283	91	143	0.47	90.96
284	91	134	0.45	91.41
285	92	137	0.45	91.86
286	92	133	0.44	92.31

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	93	128	0.43	92.73
288	93	124	0.41	93.14
289	93	107	0.36	93.50
290	94	96	0.32	93.82
291	94	103	0.34	94.16
292	94	93	0.31	94.47
293	95	101	0.34	94.80
294	95	81	0.27	95.07
295	95	105	0.35	95.42
296	96	86	0.29	95.71
297	96	74	0.25	95.95
298	96	56	0.19	96.14
299	96	73	0.24	96.38
300	97	84	0.28	96.66
301	97	42	0.14	96.80
302	97	70	0.23	97.03
303	97	43	0.14	97.17
304	97	54	0.18	97.35
305	97	47	0.16	97.51
306	98	86	0.29	97.79
307	98	48	0.16	97.95
308	98	52	0.17	98.13
309	98	38	0.13	98.25
310	98	32	0.11	98.36
311	98	26	0.09	98.45
312	98	29	0.10	98.54
313	99	15	0.05	98.59
314	99	42	0.14	98.73
315	99	26	0.09	98.82
316	99	27	0.09	98.91
317	99	39	0.13	99.04
318	99	19	0.06	99.10
319	99	19	0.06	99.16
320	99	24	0.08	99.24
321	99	22	0.07	99.32
322	99	17	0.06	99.37
323	99	17	0.06	99.43
324	99	12	0.04	99.47
325	99	10	0.03	99.50
326	99	12	0.04	99.54

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	99	8	0.03	99.57
328	99	9	0.03	99.60
329	99	16	0.05	99.65
330	99	8	0.03	99.68
331	99	13	0.04	99.72
332	99	6	0.02	99.74
333	99	11	0.04	99.78
334	99	4	0.01	99.79
335	99	9	0.03	99.82
336	99	13	0.04	99.86
337	99	2	0.01	99.87
338	99	7	0.02	99.89
339	99	3	0.01	99.90
340	99	2	0.01	99.91
341	99	7	0.02	99.93
342	99	5	0.02	99.95
345	99	3	0.01	99.96
346	99	1	0.00	99.96
348	99	4	0.01	99.98
350	99	1	0.00	99.98
352	99	2	0.01	99.99
353	99	1	0.00	99.99
358	99	2	0.01	100.00
360	99	1	0.00	100.00

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
122	1	6	0.02	0.02
124	1	3	0.01	0.03
128	1	3	0.01	0.05
130	1	1	0.00	0.05
132	1	1	0.00	0.05
133	1	1	0.00	0.06
136	1	5	0.02	0.08
137	1	2	0.01	0.08
138	1	2	0.01	0.09
139	1	2	0.01	0.10
140	1	2	0.01	0.11
141	1	2	0.01	0.11
142	1	2	0.01	0.12
143	1	2	0.01	0.13
144	1	3	0.01	0.14
145	1	1	0.00	0.14
146	1	9	0.03	0.18
147	1	6	0.02	0.20
148	1	6	0.02	0.22
149	1	8	0.03	0.25
150	1	4	0.02	0.27
151	1	18	0.07	0.34
152	1	5	0.02	0.36
153	1	26	0.10	0.46
154	1	7	0.03	0.48
155	1	29	0.11	0.59
156	1	13	0.05	0.64
157	1	26	0.10	0.74
158	1	36	0.14	0.88
159	1	36	0.14	1.01
160	1	26	0.10	1.11
161	1	32	0.12	1.23
162	1	48	0.18	1.42
163	1	34	0.13	1.55
164	2	32	0.12	1.67
165	2	32	0.12	1.79
166	2	33	0.13	1.91
167	2	36	0.14	2.05
168	2	36	0.14	2.19

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
169	2	41	0.16	2.34
170	2	55	0.21	2.55
171	3	35	0.13	2.68
172	3	43	0.16	2.85
173	3	43	0.16	3.01
174	3	62	0.24	3.25
175	3	45	0.17	3.42
176	4	61	0.23	3.65
177	4	46	0.17	3.82
178	4	56	0.21	4.04
179	4	54	0.21	4.24
180	4	65	0.25	4.49
181	5	51	0.19	4.68
182	5	67	0.25	4.94
183	5	58	0.22	5.16
184	5	80	0.30	5.46
185	6	81	0.31	5.77
186	6	61	0.23	6.00
187	6	85	0.32	6.32
188	6	70	0.27	6.59
189	7	82	0.31	6.90
190	7	55	0.21	7.11
191	7	76	0.29	7.40
192	8	73	0.28	7.67
193	8	79	0.30	7.97
194	8	74	0.28	8.25
195	8	65	0.25	8.50
196	9	75	0.28	8.79
197	9	86	0.33	9.11
198	9	84	0.32	9.43
199	10	93	0.35	9.78
200	10	90	0.34	10.13
201	10	86	0.33	10.45
202	11	107	0.41	10.86
203	11	76	0.29	11.15
204	11	109	0.41	11.56
205	12	97	0.37	11.93
206	12	108	0.41	12.34
207	13	85	0.32	12.66
208	13	116	0.44	13.10

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
209	13	79	0.30	13.40
210	14	109	0.41	13.82
211	14	104	0.39	14.21
212	14	114	0.43	14.64
213	15	108	0.41	15.05
214	15	126	0.48	15.53
215	16	145	0.55	16.08
216	16	129	0.49	16.57
217	17	123	0.47	17.04
218	17	127	0.48	17.52
219	18	137	0.52	18.04
220	18	133	0.50	18.55
221	19	150	0.57	19.12
222	19	128	0.49	19.60
223	20	147	0.56	20.16
224	20	154	0.58	20.74
225	21	150	0.57	21.31
226	22	144	0.55	21.86
227	22	180	0.68	22.54
228	23	162	0.62	23.16
229	23	155	0.59	23.75
230	24	168	0.64	24.39
231	25	179	0.68	25.07
232	25	154	0.58	25.65
233	26	193	0.73	26.38
234	27	166	0.63	27.01
235	27	173	0.66	27.67
236	28	169	0.64	28.31
237	29	200	0.76	29.07
238	29	184	0.70	29.77
239	30	201	0.76	30.53
240	31	195	0.74	31.27
241	32	203	0.77	32.04
242	32	204	0.77	32.82
243	33	195	0.74	33.56
244	34	210	0.80	34.36
245	35	187	0.71	35.07
246	35	229	0.87	35.94
247	36	229	0.87	36.80
248	37	242	0.92	37.72

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
249	38	222	0.84	38.57
250	39	295	1.12	39.69
251	40	223	0.85	40.53
252	41	254	0.96	41.50
253	42	233	0.88	42.38
254	43	282	1.07	43.45
255	44	240	0.91	44.36
256	45	267	1.01	45.38
257	46	233	0.88	46.26
258	47	307	1.17	47.43
259	48	253	0.96	48.39
260	49	263	1.00	49.39
261	50	289	1.10	50.48
262	51	290	1.10	51.59
263	52	280	1.06	52.65
264	53	250	0.95	53.60
265	54	254	0.96	54.56
266	55	316	1.20	55.76
267	56	262	0.99	56.76
268	57	297	1.13	57.88
269	58	260	0.99	58.87
270	59	293	1.11	59.98
271	60	270	1.03	61.01
272	62	283	1.07	62.08
273	63	332	1.26	63.34
274	64	325	1.23	64.58
275	65	270	1.03	65.60
276	66	286	1.09	66.69
277	67	278	1.06	67.74
278	68	309	1.17	68.92
279	69	273	1.04	69.95
280	70	256	0.97	70.93
281	71	299	1.14	72.06
282	73	265	1.01	73.07
283	74	258	0.98	74.05
284	75	258	0.98	75.03
285	76	262	0.99	76.02
286	76	241	0.91	76.94
287	77	262	0.99	77.93
288	78	267	1.01	78.94

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
289	79	259	0.98	79.93
290	80	269	1.02	80.95
291	81	237	0.90	81.85
292	82	219	0.83	82.68
293	83	217	0.82	83.50
294	84	215	0.82	84.32
295	85	207	0.79	85.11
296	86	216	0.82	85.93
297	86	196	0.74	86.67
298	87	165	0.63	87.30
299	88	168	0.64	87.93
300	88	219	0.83	88.77
301	89	134	0.51	89.27
302	90	163	0.62	89.89
303	90	124	0.47	90.36
304	91	153	0.58	90.94
305	91	126	0.48	91.42
306	92	235	0.89	92.32
307	93	109	0.41	92.73
308	93	113	0.43	93.16
309	93	135	0.51	93.67
310	94	120	0.46	94.13
311	94	94	0.36	94.48
312	95	110	0.42	94.90
313	95	79	0.30	95.20
314	95	90	0.34	95.54
315	96	80	0.30	95.85
316	96	75	0.28	96.13
317	96	90	0.34	96.47
318	97	69	0.26	96.73
319	97	61	0.23	96.97
320	97	54	0.21	97.17
321	97	67	0.25	97.43
322	97	33	0.13	97.55
323	98	54	0.21	97.76
324	98	47	0.18	97.93
325	98	42	0.16	98.09
326	98	54	0.21	98.30
327	98	30	0.11	98.41
328	98	22	0.08	98.50

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
329	99	51	0.19	98.69
330	99	26	0.10	98.79
331	99	40	0.15	98.94
332	99	13	0.05	98.99
333	99	28	0.11	99.10
334	99	10	0.04	99.13
335	99	34	0.13	99.26
336	99	35	0.13	99.40
337	99	5	0.02	99.42
338	99	23	0.09	99.50
339	99	5	0.02	99.52
340	99	11	0.04	99.56
341	99	16	0.06	99.62
342	99	16	0.06	99.68
343	99	11	0.04	99.73
344	99	3	0.01	99.74
345	99	19	0.07	99.81
346	99	6	0.02	99.83
348	99	14	0.05	99.89
350	99	9	0.03	99.92
351	99	5	0.02	99.94
352	99	5	0.02	99.96
353	99	1	0.00	99.96
358	99	9	0.03	100.00
360	99	1	0.00	100.00

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	1	0.00	0.00
124	1	2	0.01	0.01
128	1	1	0.00	0.02
129	1	2	0.01	0.03
130	1	3	0.01	0.04
134	1	2	0.01	0.05
135	1	1	0.00	0.05
136	1	1	0.00	0.06
137	1	3	0.01	0.07
139	1	1	0.00	0.08
141	1	6	0.03	0.11
142	1	1	0.00	0.11
143	1	3	0.01	0.12
144	1	3	0.01	0.14
145	1	4	0.02	0.16
146	1	4	0.02	0.17
147	1	10	0.05	0.22
148	1	5	0.02	0.24
149	1	1	0.00	0.25
150	1	16	0.07	0.32
151	1	3	0.01	0.33
152	1	19	0.09	0.42
153	1	4	0.02	0.44
154	1	20	0.09	0.53
155	1	20	0.09	0.62
156	1	13	0.06	0.68
157	1	36	0.16	0.84
158	1	14	0.06	0.91
159	1	45	0.21	1.11
160	1	38	0.17	1.29
161	1	33	0.15	1.44
162	2	47	0.21	1.65
163	2	33	0.15	1.80
164	2	39	0.18	1.98
165	2	27	0.12	2.10
166	2	44	0.20	2.31
167	2	39	0.18	2.48
168	3	28	0.13	2.61
169	3	30	0.14	2.75

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
170	3	43	0.20	2.94
171	3	43	0.20	3.14
172	3	46	0.21	3.35
173	3	39	0.18	3.53
174	4	39	0.18	3.71
175	4	47	0.21	3.92
176	4	47	0.21	4.14
177	4	64	0.29	4.43
178	5	47	0.21	4.64
179	5	77	0.35	4.99
180	5	67	0.31	5.30
181	6	90	0.41	5.71
182	6	82	0.37	6.09
183	6	86	0.39	6.48
184	7	79	0.36	6.84
185	7	109	0.50	7.34
186	8	95	0.43	7.77
187	8	82	0.37	8.14
188	8	114	0.52	8.67
189	9	83	0.38	9.04
190	9	107	0.49	9.53
191	10	118	0.54	10.07
192	10	126	0.58	10.65
193	11	120	0.55	11.19
194	11	100	0.46	11.65
195	12	101	0.46	12.11
196	12	106	0.48	12.60
197	13	107	0.49	13.08
198	13	123	0.56	13.65
199	14	86	0.39	14.04
200	14	109	0.50	14.54
201	15	117	0.53	15.07
202	15	111	0.51	15.58
203	16	118	0.54	16.12
204	16	109	0.50	16.61
205	17	129	0.59	17.20
206	17	122	0.56	17.76
207	18	127	0.58	18.34
208	19	116	0.53	18.87
209	19	107	0.49	19.36

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
210	20	105	0.48	19.84
211	20	103	0.47	20.31
212	21	124	0.57	20.87
213	21	139	0.63	21.51
214	22	118	0.54	22.05
215	22	156	0.71	22.76
216	23	145	0.66	23.42
217	24	159	0.73	24.15
218	24	129	0.59	24.74
219	25	143	0.65	25.39
220	26	143	0.65	26.04
221	26	149	0.68	26.72
222	27	149	0.68	27.40
223	28	146	0.67	28.07
224	28	160	0.73	28.80
225	29	165	0.75	29.55
226	30	147	0.67	30.22
227	31	153	0.70	30.92
228	31	159	0.73	31.65
229	32	155	0.71	32.35
230	33	156	0.71	33.07
231	33	168	0.77	33.83
232	34	163	0.74	34.58
233	35	204	0.93	35.51
234	36	161	0.74	36.24
235	37	185	0.84	37.09
236	38	194	0.89	37.97
237	38	187	0.85	38.83
238	39	149	0.68	39.51
239	40	180	0.82	40.33
240	41	199	0.91	41.24
241	42	193	0.88	42.12
242	43	191	0.87	42.99
243	43	196	0.89	43.89
244	44	220	1.00	44.89
245	45	193	0.88	45.77
246	46	218	1.00	46.77
247	47	212	0.97	47.74
248	48	196	0.89	48.63
249	49	226	1.03	49.66

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
250	50	212	0.97	50.63
251	51	242	1.10	51.73
252	52	209	0.95	52.69
253	53	235	1.07	53.76
254	54	214	0.98	54.74
255	55	211	0.96	55.70
256	56	194	0.89	56.59
257	57	233	1.06	57.65
258	58	220	1.00	58.66
259	59	243	1.11	59.77
260	60	216	0.99	60.75
261	61	226	1.03	61.78
262	62	231	1.05	62.84
263	63	238	1.09	63.92
264	64	187	0.85	64.78
265	65	253	1.16	65.93
266	66	163	0.74	66.68
267	67	227	1.04	67.71
268	68	207	0.95	68.66
269	69	230	1.05	69.71
270	70	207	0.95	70.65
271	71	232	1.06	71.71
272	72	206	0.94	72.65
273	73	183	0.84	73.49
274	74	207	0.95	74.43
275	75	188	0.86	75.29
276	76	182	0.83	76.12
277	77	196	0.89	77.02
278	77	206	0.94	77.96
279	78	177	0.81	78.77
280	79	184	0.84	79.61
281	80	178	0.81	80.42
282	81	188	0.86	81.28
283	82	168	0.77	82.04
284	82	164	0.75	82.79
285	83	181	0.83	83.62
286	84	150	0.68	84.30
287	85	183	0.84	85.14
288	86	165	0.75	85.89
289	86	147	0.67	86.56

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
290	87	138	0.63	87.19
291	87	130	0.59	87.79
292	88	134	0.61	88.40
293	89	248	1.13	89.53
294	90	129	0.59	90.12
295	90	88	0.40	90.52
296	91	160	0.73	91.25
297	91	69	0.32	91.57
298	92	148	0.68	92.24
299	92	55	0.25	92.49
300	93	121	0.55	93.05
301	93	51	0.23	93.28
302	94	115	0.53	93.80
303	94	53	0.24	94.05
304	94	107	0.49	94.54
305	95	50	0.23	94.76
306	95	101	0.46	95.22
307	95	60	0.27	95.50
308	96	62	0.28	95.78
309	96	77	0.35	96.13
310	96	62	0.28	96.42
311	97	81	0.37	96.79
312	97	40	0.18	96.97
313	97	37	0.17	97.14
314	97	45	0.21	97.34
315	97	65	0.30	97.64
316	98	26	0.12	97.76
317	98	35	0.16	97.92
318	98	30	0.14	98.06
319	98	44	0.20	98.26
320	98	16	0.07	98.33
321	98	19	0.09	98.42
322	98	36	0.16	98.58
323	99	23	0.11	98.69
324	99	17	0.08	98.76
325	99	23	0.11	98.87
326	99	24	0.11	98.98
327	99	7	0.03	99.01
328	99	19	0.09	99.10
329	99	22	0.10	99.20

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
330	99	16	0.07	99.27
331	99	10	0.05	99.32
332	99	28	0.13	99.44
333	99	11	0.05	99.49
334	99	6	0.03	99.52
335	99	15	0.07	99.59
336	99	16	0.07	99.66
337	99	3	0.01	99.68
338	99	4	0.02	99.69
339	99	8	0.04	99.73
340	99	3	0.01	99.74
342	99	7	0.03	99.78
343	99	15	0.07	99.84
344	99	1	0.00	99.85
345	99	6	0.03	99.88
346	99	2	0.01	99.89
347	99	3	0.01	99.90
348	99	2	0.01	99.91
349	99	7	0.03	99.94
351	99	4	0.02	99.96
352	99	1	0.00	99.96
353	99	2	0.01	99.97
356	99	1	0.00	99.98
358	99	5	0.02	100.00

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	2	0.01	0.01
124	1	1	0.01	0.02
129	1	2	0.01	0.03
130	1	1	0.01	0.03
131	1	2	0.01	0.04
133	1	1	0.01	0.05
135	1	2	0.01	0.06
138	1	1	0.01	0.06
139	1	1	0.01	0.07
140	1	2	0.01	0.08
142	1	1	0.01	0.08
143	1	4	0.02	0.10
144	1	2	0.01	0.11
145	1	3	0.02	0.13
146	1	3	0.02	0.14
147	1	4	0.02	0.16
148	1	6	0.03	0.19
149	1	2	0.01	0.20
150	1	5	0.03	0.23
151	1	3	0.02	0.24
152	1	9	0.05	0.29
153	1	3	0.02	0.30
154	1	13	0.07	0.37
155	1	13	0.07	0.44
156	1	4	0.02	0.46
157	1	25	0.13	0.58
158	1	13	0.07	0.65
159	1	31	0.16	0.80
160	1	24	0.12	0.93
161	1	18	0.09	1.02
162	1	29	0.15	1.16
163	1	19	0.10	1.26
164	1	39	0.20	1.46
165	2	25	0.13	1.58
166	2	26	0.13	1.72
167	2	40	0.20	1.92
168	2	32	0.16	2.08
169	2	40	0.20	2.28
170	2	46	0.23	2.52

Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
171	3	41	0.21	2.72
172	3	45	0.23	2.95
173	3	47	0.24	3.19
174	3	42	0.21	3.40
175	4	65	0.33	3.73
176	4	45	0.23	3.96
177	4	52	0.26	4.22
178	4	64	0.32	4.55
179	5	61	0.31	4.85
180	5	52	0.26	5.12
181	5	70	0.35	5.47
182	6	68	0.34	5.82
183	6	68	0.34	6.16
184	6	71	0.36	6.52
185	7	56	0.28	6.80
186	7	66	0.33	7.14
187	7	64	0.32	7.46
188	8	88	0.45	7.91
189	8	75	0.38	8.29
190	9	80	0.40	8.69
191	9	67	0.34	9.03
192	9	75	0.38	9.41
193	10	106	0.54	9.95
194	10	67	0.34	10.28
195	11	82	0.42	10.70
196	11	87	0.44	11.14
197	11	75	0.38	11.52
198	12	70	0.35	11.87
199	12	76	0.38	12.26
200	12	79	0.40	12.66
201	13	67	0.34	13.00
202	13	79	0.40	13.40
203	14	98	0.50	13.89
204	14	78	0.39	14.29
205	15	86	0.44	14.72
206	15	88	0.45	15.17
207	15	82	0.42	15.58
208	16	69	0.35	15.93
209	16	75	0.38	16.31
210	17	80	0.40	16.72

Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
211	17	95	0.48	17.20
212	17	81	0.41	17.61
213	18	64	0.32	17.93
214	18	92	0.47	18.40
215	19	83	0.42	18.82
216	19	86	0.44	19.25
217	20	89	0.45	19.70
218	20	105	0.53	20.24
219	20	82	0.42	20.65
220	21	92	0.47	21.12
221	21	103	0.52	21.64
222	22	91	0.46	22.10
223	22	111	0.56	22.66
224	23	98	0.50	23.16
225	23	109	0.55	23.71
226	24	101	0.51	24.22
227	25	109	0.55	24.77
228	25	102	0.52	25.29
229	26	110	0.56	25.84
230	26	105	0.53	26.38
231	27	112	0.57	26.94
232	27	124	0.63	27.57
233	28	119	0.60	28.17
234	28	111	0.56	28.73
235	29	121	0.61	29.35
236	30	115	0.58	29.93
237	30	125	0.63	30.56
238	31	120	0.61	31.17
239	32	125	0.63	31.80
240	32	112	0.57	32.37
241	33	118	0.60	32.97
242	33	122	0.62	33.58
243	34	132	0.67	34.25
244	35	132	0.67	34.92
245	35	158	0.80	35.72
246	36	152	0.77	36.49
247	37	124	0.63	37.12
248	38	145	0.73	37.85
249	38	144	0.73	38.58
250	39	139	0.70	39.28

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	40	162	0.82	40.10
252	40	147	0.74	40.85
253	41	139	0.70	41.55
254	42	155	0.78	42.33
255	43	170	0.86	43.19
256	44	173	0.88	44.07
257	45	183	0.93	45.00
258	45	165	0.84	45.83
259	46	181	0.92	46.75
260	47	170	0.86	47.61
261	48	198	1.00	48.61
262	49	153	0.77	49.39
263	50	171	0.87	50.25
264	51	173	0.88	51.13
265	52	185	0.94	52.06
266	53	179	0.91	52.97
267	53	200	1.01	53.98
268	54	175	0.89	54.87
269	55	202	1.02	55.89
270	56	195	0.99	56.88
271	57	194	0.98	57.86
272	58	196	0.99	58.85
273	59	203	1.03	59.88
274	60	220	1.11	60.99
275	62	200	1.01	62.00
276	63	210	1.06	63.07
277	64	190	0.96	64.03
278	65	230	1.16	65.19
279	66	173	0.88	66.07
280	67	193	0.98	67.04
281	68	181	0.92	67.96
282	69	217	1.10	69.06
283	70	194	0.98	70.04
284	71	204	1.03	71.07
285	72	252	1.28	72.35
286	73	183	0.93	73.28
287	74	233	1.18	74.45
288	75	169	0.86	75.31
289	76	213	1.08	76.39
290	77	197	1.00	77.39

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
291	78	196	0.99	78.38
292	79	173	0.88	79.25
293	80	195	0.99	80.24
294	81	201	1.02	81.26
295	82	125	0.63	81.89
296	82	199	1.01	82.90
297	83	101	0.51	83.41
298	84	226	1.14	84.55
299	85	110	0.56	85.11
300	86	162	0.82	85.93
301	86	98	0.50	86.43
302	87	190	0.96	87.39
303	88	104	0.53	87.91
304	88	155	0.78	88.70
305	89	94	0.48	89.17
306	90	157	0.79	89.97
307	90	108	0.55	90.51
308	91	115	0.58	91.10
309	91	118	0.60	91.69
310	92	114	0.58	92.27
311	93	109	0.55	92.82
312	93	77	0.39	93.21
313	93	89	0.45	93.66
314	94	88	0.45	94.11
315	94	115	0.58	94.69
316	95	67	0.34	95.03
317	95	67	0.34	95.37
318	96	75	0.38	95.75
319	96	72	0.36	96.11
320	96	34	0.17	96.28
321	96	35	0.18	96.46
322	97	76	0.38	96.85
323	97	45	0.23	97.07
324	97	23	0.12	97.19
325	97	39	0.20	97.39
326	97	43	0.22	97.61
327	98	29	0.15	97.75
328	98	38	0.19	97.95
329	98	36	0.18	98.13
330	98	37	0.19	98.31

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
331	98	12	0.06	98.38
332	98	43	0.22	98.59
333	99	22	0.11	98.70
334	99	18	0.09	98.80
335	99	19	0.10	98.89
336	99	36	0.18	99.07
337	99	20	0.10	99.17
338	99	9	0.05	99.22
339	99	34	0.17	99.39
340	99	2	0.01	99.40
341	99	13	0.07	99.47
342	99	9	0.05	99.51
343	99	23	0.12	99.63
344	99	4	0.02	99.65
345	99	9	0.05	99.70
346	99	3	0.02	99.71
347	99	5	0.03	99.74
348	99	4	0.02	99.76
349	99	13	0.07	99.82
350	99	9	0.05	99.87
351	99	6	0.03	99.90
352	99	2	0.01	99.91
353	99	3	0.02	99.92
356	99	7	0.04	99.96
358	99	4	0.02	99.98
360	99	4	0.02	100.00

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	1	0.01	0.01
122	1	3	0.02	0.02
124	1	2	0.01	0.03
129	1	1	0.01	0.04
130	1	1	0.01	0.04
132	1	1	0.01	0.05
135	1	2	0.01	0.06
136	1	1	0.01	0.07
138	1	1	0.01	0.07
139	1	1	0.01	0.08
142	1	1	0.01	0.08
143	1	1	0.01	0.09
144	1	4	0.02	0.11
146	1	5	0.03	0.14
147	1	4	0.02	0.16
148	1	6	0.03	0.19
149	1	5	0.03	0.22
150	1	3	0.02	0.23
151	1	13	0.07	0.30
152	1	1	0.01	0.31
153	1	21	0.11	0.42
154	1	10	0.05	0.48
155	1	19	0.10	0.58
156	1	22	0.12	0.70
157	1	19	0.10	0.80
158	1	19	0.10	0.91
159	1	21	0.11	1.02
160	1	31	0.17	1.19
161	1	20	0.11	1.30
162	1	38	0.21	1.50
163	2	22	0.12	1.62
164	2	20	0.11	1.73
165	2	31	0.17	1.90
166	2	19	0.10	2.00
167	2	36	0.20	2.20
168	2	28	0.15	2.35
169	2	51	0.28	2.63
170	3	37	0.20	2.83
171	3	37	0.20	3.03

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
172	3	38	0.21	3.24
173	3	48	0.26	3.50
174	4	38	0.21	3.70
175	4	60	0.33	4.03
176	4	56	0.30	4.33
177	4	43	0.23	4.56
178	5	47	0.26	4.82
179	5	58	0.31	5.13
180	5	66	0.36	5.49
181	6	69	0.37	5.87
182	6	73	0.40	6.26
183	6	75	0.41	6.67
184	7	67	0.36	7.03
185	7	77	0.42	7.45
186	8	69	0.37	7.83
187	8	81	0.44	8.27
188	8	62	0.34	8.60
189	9	71	0.39	8.99
190	9	75	0.41	9.40
191	10	112	0.61	10.00
192	10	78	0.42	10.43
193	11	84	0.46	10.88
194	11	88	0.48	11.36
195	12	83	0.45	11.81
196	12	112	0.61	12.42
197	13	86	0.47	12.89
198	13	113	0.61	13.50
199	14	80	0.43	13.93
200	14	115	0.62	14.56
201	15	84	0.46	15.01
202	15	88	0.48	15.49
203	16	96	0.52	16.01
204	16	88	0.48	16.49
205	17	90	0.49	16.98
206	17	96	0.52	17.50
207	18	87	0.47	17.97
208	18	93	0.50	18.48
209	19	74	0.40	18.88
210	19	113	0.61	19.49
211	20	88	0.48	19.97

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
212	20	96	0.52	20.49
213	21	101	0.55	21.04
214	21	96	0.52	21.56
215	22	93	0.50	22.06
216	22	84	0.46	22.52
217	23	110	0.60	23.12
218	23	93	0.50	23.62
219	24	120	0.65	24.27
220	25	108	0.59	24.86
221	25	96	0.52	25.38
222	26	84	0.46	25.84
223	26	99	0.54	26.37
224	27	102	0.55	26.93
225	27	99	0.54	27.47
226	28	118	0.64	28.11
227	28	128	0.69	28.80
228	29	118	0.64	29.44
229	30	123	0.67	30.11
230	30	116	0.63	30.74
231	31	139	0.75	31.49
232	32	124	0.67	32.17
233	33	134	0.73	32.89
234	33	136	0.74	33.63
235	34	153	0.83	34.46
236	35	119	0.65	35.11
237	35	136	0.74	35.85
238	36	125	0.68	36.52
239	37	133	0.72	37.25
240	38	113	0.61	37.86
241	38	135	0.73	38.59
242	39	164	0.89	39.48
243	40	151	0.82	40.30
244	41	146	0.79	41.10
245	42	157	0.85	41.95
246	42	150	0.81	42.76
247	43	158	0.86	43.62
248	44	148	0.80	44.42
249	45	170	0.92	45.35
250	46	176	0.96	46.30
251	47	173	0.94	47.24

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
252	48	179	0.97	48.21
253	49	171	0.93	49.14
254	50	163	0.88	50.02
255	50	166	0.90	50.93
256	51	184	1.00	51.92
257	52	173	0.94	52.86
258	53	206	1.12	53.98
259	54	180	0.98	54.96
260	56	199	1.08	56.04
261	57	174	0.94	56.98
262	57	175	0.95	57.93
263	58	167	0.91	58.84
264	59	183	0.99	59.83
265	60	163	0.88	60.72
266	61	201	1.09	61.81
267	62	168	0.91	62.72
268	63	215	1.17	63.89
269	64	152	0.83	64.71
270	65	211	1.15	65.86
271	66	187	1.02	66.87
272	67	206	1.12	67.99
273	68	153	0.83	68.82
274	69	190	1.03	69.85
275	70	172	0.93	70.79
276	71	189	1.03	71.81
277	72	185	1.00	72.82
278	73	198	1.07	73.89
279	74	156	0.85	74.74
280	75	186	1.01	75.75
281	76	169	0.92	76.67
282	77	196	1.06	77.73
283	78	170	0.92	78.65
284	79	147	0.80	79.45
285	80	153	0.83	80.28
286	81	156	0.85	81.13
287	82	154	0.84	81.96
288	82	138	0.75	82.71
289	83	196	1.06	83.78
290	84	137	0.74	84.52
291	85	130	0.71	85.22

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
292	86	146	0.79	86.02
293	86	105	0.57	86.59
294	87	113	0.61	87.20
295	87	109	0.59	87.79
296	88	112	0.61	88.40
297	89	141	0.77	89.17
298	89	102	0.55	89.72
299	90	121	0.66	90.38
300	91	76	0.41	90.79
301	91	121	0.66	91.45
302	92	87	0.47	91.92
303	92	77	0.42	92.34
304	93	99	0.54	92.87
305	93	47	0.26	93.13
306	93	101	0.55	93.68
307	94	78	0.42	94.10
308	94	49	0.27	94.37
309	95	98	0.53	94.90
310	95	48	0.26	95.16
311	95	66	0.36	95.52
312	96	55	0.30	95.82
313	96	37	0.20	96.02
314	96	76	0.41	96.43
315	97	32	0.17	96.60
316	97	37	0.20	96.80
317	97	51	0.28	97.08
318	97	33	0.18	97.26
319	97	42	0.23	97.49
320	98	32	0.17	97.66
321	98	28	0.15	97.81
322	98	37	0.20	98.01
323	98	22	0.12	98.13
324	98	36	0.20	98.33
325	98	18	0.10	98.43
326	98	8	0.04	98.47
327	99	35	0.19	98.66
328	99	21	0.11	98.77
329	99	16	0.09	98.86
330	99	19	0.10	98.96
331	99	3	0.02	98.98

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
332	99	25	0.14	99.12
333	99	25	0.14	99.25
334	99	5	0.03	99.28
335	99	19	0.10	99.38
336	99	10	0.05	99.44
337	99	15	0.08	99.52
338	99	5	0.03	99.54
339	99	4	0.02	99.57
340	99	15	0.08	99.65
341	99	7	0.04	99.69
342	99	5	0.03	99.71
343	99	9	0.05	99.76
344	99	2	0.01	99.77
345	99	5	0.03	99.80
347	99	4	0.02	99.82
348	99	5	0.03	99.85
350	99	7	0.04	99.89
351	99	7	0.04	99.92
352	99	5	0.03	99.95
358	99	6	0.03	99.98
360	99	3	0.02	100.00

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	2	0.01	0.01
122	1	3	0.02	0.03
124	1	2	0.01	0.04
130	1	2	0.01	0.05
135	1	1	0.01	0.06
137	1	3	0.02	0.08
138	1	4	0.02	0.10
140	1	3	0.02	0.12
141	1	2	0.01	0.13
142	1	2	0.01	0.14
143	1	1	0.01	0.15
144	1	4	0.02	0.17
146	1	5	0.03	0.20
147	1	2	0.01	0.21
148	1	7	0.04	0.26
149	1	5	0.03	0.28
150	1	8	0.05	0.33
151	1	19	0.11	0.44
152	1	5	0.03	0.47
153	1	19	0.11	0.59
154	1	8	0.05	0.63
155	1	17	0.10	0.74
156	1	22	0.13	0.87
157	1	16	0.09	0.96
158	1	19	0.11	1.07
159	1	17	0.10	1.17
160	1	22	0.13	1.31
161	1	17	0.10	1.41
162	2	33	0.20	1.60
163	2	31	0.18	1.79
164	2	19	0.11	1.90
165	2	29	0.17	2.07
166	2	18	0.11	2.18
167	2	35	0.21	2.38
168	2	24	0.14	2.53
169	3	39	0.23	2.76
170	3	33	0.20	2.95
171	3	29	0.17	3.13
172	3	48	0.28	3.41

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
173	4	40	0.24	3.65
174	4	33	0.20	3.84
175	4	38	0.23	4.07
176	4	48	0.28	4.35
177	5	52	0.31	4.66
178	5	49	0.29	4.95
179	5	68	0.40	5.36
180	6	50	0.30	5.65
181	6	55	0.33	5.98
182	6	63	0.37	6.35
183	7	52	0.31	6.66
184	7	77	0.46	7.12
185	7	66	0.39	7.51
186	8	79	0.47	7.98
187	8	87	0.52	8.49
188	9	63	0.37	8.87
189	9	73	0.43	9.30
190	9	64	0.38	9.68
191	10	84	0.50	10.18
192	10	66	0.39	10.57
193	11	79	0.47	11.04
194	11	68	0.40	11.44
195	12	66	0.39	11.83
196	12	82	0.49	12.32
197	13	63	0.37	12.70
198	13	86	0.51	13.21
199	13	55	0.33	13.53
200	14	71	0.42	13.95
201	14	72	0.43	14.38
202	15	68	0.40	14.78
203	15	79	0.47	15.25
204	15	67	0.40	15.65
205	16	90	0.53	16.18
206	16	79	0.47	16.65
207	17	70	0.42	17.07
208	17	93	0.55	17.62
209	18	72	0.43	18.05
210	18	91	0.54	18.59
211	19	95	0.56	19.15
212	19	96	0.57	19.72

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
213	20	102	0.61	20.32
214	21	97	0.58	20.90
215	21	94	0.56	21.46
216	22	65	0.39	21.84
217	22	75	0.44	22.29
218	23	87	0.52	22.80
219	23	89	0.53	23.33
220	24	107	0.63	23.97
221	24	103	0.61	24.58
222	25	104	0.62	25.19
223	25	90	0.53	25.73
224	26	87	0.52	26.24
225	27	92	0.55	26.79
226	27	79	0.47	27.26
227	28	88	0.52	27.78
228	28	91	0.54	28.32
229	29	100	0.59	28.91
230	29	85	0.50	29.42
231	30	112	0.66	30.08
232	30	112	0.66	30.75
233	31	100	0.59	31.34
234	32	111	0.66	32.00
235	32	113	0.67	32.67
236	33	102	0.61	33.27
237	34	108	0.64	33.91
238	34	125	0.74	34.66
239	35	112	0.66	35.32
240	36	102	0.61	35.93
241	36	110	0.65	36.58
242	37	113	0.67	37.25
243	38	109	0.65	37.90
244	38	122	0.72	38.62
245	39	109	0.65	39.27
246	40	113	0.67	39.94
247	40	147	0.87	40.81
248	41	151	0.90	41.70
249	42	136	0.81	42.51
250	43	143	0.85	43.36
251	44	136	0.81	44.17
252	45	122	0.72	44.89

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
253	45	137	0.81	45.70
254	46	140	0.83	46.53
255	47	140	0.83	47.36
256	48	151	0.90	48.26
257	49	120	0.71	48.97
258	49	137	0.81	49.78
259	50	125	0.74	50.53
260	51	165	0.98	51.50
261	52	166	0.98	52.49
262	53	137	0.81	53.30
263	54	142	0.84	54.14
264	55	158	0.94	55.08
265	56	147	0.87	55.95
266	56	168	1.00	56.95
267	57	145	0.86	57.81
268	58	169	1.00	58.81
269	59	134	0.79	59.61
270	60	175	1.04	60.65
271	61	159	0.94	61.59
272	62	176	1.04	62.63
273	63	149	0.88	63.52
274	64	180	1.07	64.58
275	65	173	1.03	65.61
276	66	168	1.00	66.61
277	67	139	0.82	67.43
278	68	184	1.09	68.52
279	69	174	1.03	69.56
280	70	166	0.98	70.54
281	71	153	0.91	71.45
282	72	161	0.96	72.40
283	73	164	0.97	73.38
284	74	196	1.16	74.54
285	75	155	0.92	75.46
286	76	169	1.00	76.46
287	77	136	0.81	77.27
288	78	155	0.92	78.19
289	79	181	1.07	79.26
290	80	160	0.95	80.21
291	81	148	0.88	81.09
292	82	155	0.92	82.01

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
293	82	121	0.72	82.73
294	83	121	0.72	83.44
295	84	119	0.71	84.15
296	85	122	0.72	84.87
297	85	127	0.75	85.63
298	86	92	0.55	86.17
299	87	128	0.76	86.93
300	87	89	0.53	87.46
301	88	128	0.76	88.22
302	89	98	0.58	88.80
303	89	87	0.52	89.32
304	90	97	0.58	89.89
305	90	71	0.42	90.31
306	91	105	0.62	90.94
307	91	76	0.45	91.39
308	92	58	0.34	91.73
309	92	101	0.60	92.33
310	92	53	0.31	92.64
311	93	72	0.43	93.07
312	93	73	0.43	93.50
313	94	54	0.32	93.82
314	94	91	0.54	94.36
315	94	43	0.26	94.62
316	95	51	0.30	94.92
317	95	65	0.39	95.31
318	95	38	0.23	95.53
319	96	48	0.28	95.82
320	96	42	0.25	96.07
321	96	37	0.22	96.29
322	96	58	0.34	96.63
323	97	28	0.17	96.80
324	97	60	0.36	97.15
325	97	26	0.15	97.31
326	97	9	0.05	97.36
327	97	41	0.24	97.60
328	98	29	0.17	97.78
329	98	37	0.22	97.99
330	98	25	0.15	98.14
331	98	1	0.01	98.15
332	98	43	0.26	98.40

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
333	98	23	0.14	98.54
334	99	7	0.04	98.58
335	99	28	0.17	98.75
336	99	15	0.09	98.84
337	99	42	0.25	99.09
338	99	10	0.06	99.15
339	99	9	0.05	99.20
340	99	15	0.09	99.29
341	99	18	0.11	99.39
342	99	9	0.05	99.45
343	99	15	0.09	99.54
344	99	1	0.01	99.54
345	99	13	0.08	99.62
346	99	1	0.01	99.63
347	99	12	0.07	99.70
348	99	11	0.07	99.76
350	99	13	0.08	99.84
351	99	9	0.05	99.89
352	99	4	0.02	99.92
358	99	8	0.05	99.96
360	99	6	0.04	100.00

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
122	1	1	0.01	0.01
128	1	1	0.01	0.01
130	1	1	0.01	0.02
134	1	3	0.02	0.04
137	1	2	0.01	0.05
139	1	2	0.01	0.06
140	1	6	0.04	0.10
141	1	1	0.01	0.11
142	1	1	0.01	0.11
143	1	5	0.03	0.14
145	1	2	0.01	0.16
146	1	2	0.01	0.17
147	1	1	0.01	0.17
148	1	6	0.04	0.21
149	1	5	0.03	0.24
150	1	3	0.02	0.26
151	1	15	0.09	0.35
152	1	3	0.02	0.37
153	1	10	0.06	0.44
154	1	13	0.08	0.52
155	1	19	0.12	0.63
156	1	21	0.13	0.77
157	1	21	0.13	0.90
158	1	21	0.13	1.03
159	1	28	0.17	1.20
160	1	29	0.18	1.38
161	1	29	0.18	1.56
162	2	32	0.20	1.76
163	2	30	0.19	1.95
164	2	31	0.19	2.14
165	2	29	0.18	2.32
166	2	38	0.24	2.56
167	3	30	0.19	2.74
168	3	46	0.29	3.03
169	3	36	0.22	3.25
170	3	39	0.24	3.50
171	4	39	0.24	3.74
172	4	53	0.33	4.07
173	4	47	0.29	4.36

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
174	5	62	0.39	4.75
175	5	37	0.23	4.98
176	5	50	0.31	5.29
177	5	39	0.24	5.53
178	6	65	0.40	5.94
179	6	57	0.35	6.29
180	6	62	0.39	6.68
181	7	50	0.31	6.99
182	7	54	0.34	7.32
183	8	82	0.51	7.83
184	8	48	0.30	8.13
185	8	77	0.48	8.61
186	9	64	0.40	9.01
187	9	66	0.41	9.42
188	10	76	0.47	9.89
189	10	76	0.47	10.37
190	11	76	0.47	10.84
191	11	78	0.49	11.32
192	12	62	0.39	11.71
193	12	66	0.41	12.12
194	12	76	0.47	12.59
195	13	54	0.34	12.93
196	13	85	0.53	13.46
197	14	68	0.42	13.88
198	14	78	0.49	14.37
199	15	79	0.49	14.86
200	15	76	0.47	15.33
201	16	83	0.52	15.85
202	16	97	0.60	16.45
203	17	76	0.47	16.92
204	17	79	0.49	17.42
205	18	80	0.50	17.91
206	18	95	0.59	18.51
207	19	75	0.47	18.97
208	19	66	0.41	19.38
209	20	80	0.50	19.88
210	20	87	0.54	20.42
211	21	105	0.65	21.08
212	21	82	0.51	21.59
213	22	88	0.55	22.13

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
214	22	96	0.60	22.73
215	23	66	0.41	23.14
216	23	85	0.53	23.67
217	24	103	0.64	24.31
218	25	91	0.57	24.88
219	25	80	0.50	25.37
220	26	78	0.49	25.86
221	26	75	0.47	26.33
222	27	87	0.54	26.87
223	27	73	0.45	27.32
224	28	78	0.49	27.81
225	28	110	0.68	28.49
226	29	76	0.47	28.97
227	29	86	0.54	29.50
228	30	105	0.65	30.15
229	30	102	0.63	30.79
230	31	116	0.72	31.51
231	32	101	0.63	32.14
232	32	97	0.60	32.74
233	33	110	0.68	33.43
234	34	96	0.60	34.02
235	34	94	0.58	34.61
236	35	118	0.73	35.34
237	36	108	0.67	36.02
238	36	112	0.70	36.71
239	37	105	0.65	37.37
240	38	130	0.81	38.17
241	39	107	0.67	38.84
242	39	126	0.78	39.62
243	40	126	0.78	40.41
244	41	123	0.77	41.17
245	42	131	0.82	41.99
246	42	127	0.79	42.78
247	43	141	0.88	43.66
248	44	126	0.78	44.44
249	45	145	0.90	45.34
250	46	127	0.79	46.13
251	46	114	0.71	46.84
252	47	156	0.97	47.81
253	48	138	0.86	48.67

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
254	49	155	0.96	49.64
255	50	133	0.83	50.46
256	51	171	1.06	51.53
257	52	154	0.96	52.49
258	53	151	0.94	53.43
259	54	145	0.90	54.33
260	55	165	1.03	55.35
261	56	142	0.88	56.24
262	57	140	0.87	57.11
263	58	139	0.86	57.97
264	58	158	0.98	58.96
265	59	163	1.01	59.97
266	60	170	1.06	61.03
267	62	181	1.13	62.16
268	63	162	1.01	63.16
269	64	162	1.01	64.17
270	65	157	0.98	65.15
271	66	159	0.99	66.14
272	67	142	0.88	67.02
273	67	152	0.95	67.97
274	68	146	0.91	68.88
275	69	157	0.98	69.85
276	70	181	1.13	70.98
277	72	175	1.09	72.07
278	73	157	0.98	73.04
279	74	158	0.98	74.03
280	75	155	0.96	74.99
281	75	122	0.76	75.75
282	76	140	0.87	76.62
283	77	164	1.02	77.64
284	78	150	0.93	78.58
285	79	135	0.84	79.42
286	80	140	0.87	80.29
287	81	139	0.86	81.15
288	82	120	0.75	81.90
289	82	126	0.78	82.68
290	83	125	0.78	83.46
291	84	98	0.61	84.07
292	84	128	0.80	84.87
293	85	90	0.56	85.43

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
294	86	128	0.80	86.22
295	87	90	0.56	86.78
296	87	110	0.68	87.47
297	88	124	0.77	88.24
298	89	84	0.52	88.76
299	89	78	0.49	89.25
300	90	86	0.54	89.78
301	90	70	0.44	90.22
302	90	78	0.49	90.70
303	91	65	0.40	91.11
304	91	61	0.38	91.49
305	92	63	0.39	91.88
306	92	82	0.51	92.39
307	93	58	0.36	92.75
308	93	73	0.45	93.21
309	93	63	0.39	93.60
310	94	50	0.31	93.91
311	94	62	0.39	94.29
312	95	68	0.42	94.72
313	95	42	0.26	94.98
314	95	56	0.35	95.33
315	96	58	0.36	95.69
316	96	54	0.34	96.02
317	96	50	0.31	96.34
318	96	39	0.24	96.58
319	97	99	0.62	97.19
320	97	20	0.12	97.32
321	97	45	0.28	97.60
322	98	12	0.07	97.67
323	98	33	0.21	97.88
324	98	35	0.22	98.10
325	98	16	0.10	98.20
326	98	21	0.13	98.33
327	98	36	0.22	98.55
328	99	5	0.03	98.58
329	99	29	0.18	98.76
330	99	17	0.11	98.87
331	99	6	0.04	98.90
332	99	24	0.15	99.05
333	99	31	0.19	99.25

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
334	99	3	0.02	99.27
335	99	16	0.10	99.37
336	99	8	0.05	99.42
337	99	3	0.02	99.43
338	99	13	0.08	99.51
339	99	4	0.02	99.54
340	99	2	0.01	99.55
341	99	20	0.12	99.68
342	99	6	0.04	99.71
343	99	6	0.04	99.75
344	99	6	0.04	99.79
345	99	6	0.04	99.83
346	99	2	0.01	99.84
347	99	4	0.02	99.86
348	99	2	0.01	99.88
349	99	3	0.02	99.89
350	99	7	0.04	99.94
351	99	2	0.01	99.95
352	99	3	0.02	99.97
357	99	3	0.02	99.99
360	99	2	0.01	100.00

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
131	1	1	0.01	0.01
134	1	1	0.01	0.01
139	1	2	0.01	0.03
140	1	1	0.01	0.03
141	1	1	0.01	0.04
143	1	3	0.02	0.06
145	1	4	0.03	0.09
146	1	4	0.03	0.12
147	1	2	0.01	0.13
148	1	5	0.03	0.17
149	1	5	0.03	0.20
150	1	7	0.05	0.25
151	1	13	0.09	0.34
152	1	1	0.01	0.34
153	1	12	0.08	0.43
154	1	12	0.08	0.51
155	1	18	0.12	0.63
156	1	16	0.11	0.74
157	1	18	0.12	0.87
158	1	25	0.17	1.04
159	1	23	0.16	1.20
160	1	24	0.17	1.37
161	1	25	0.17	1.54
162	2	32	0.22	1.76
163	2	25	0.17	1.93
164	2	29	0.20	2.13
165	2	39	0.27	2.40
166	2	27	0.19	2.59
167	3	26	0.18	2.77
168	3	38	0.26	3.03
169	3	23	0.16	3.19
170	3	33	0.23	3.41
171	4	44	0.30	3.72
172	4	34	0.23	3.95
173	4	31	0.21	4.16
174	4	48	0.33	4.50
175	5	32	0.22	4.72
176	5	49	0.34	5.05
177	5	45	0.31	5.36

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
178	6	46	0.32	5.68
179	6	35	0.24	5.92
180	6	47	0.32	6.25
181	6	58	0.40	6.65
182	7	54	0.37	7.02
183	7	65	0.45	7.47
184	8	64	0.44	7.91
185	8	66	0.46	8.36
186	9	43	0.30	8.66
187	9	66	0.46	9.12
188	9	62	0.43	9.54
189	10	57	0.39	9.94
190	10	66	0.46	10.39
191	11	72	0.50	10.89
192	11	63	0.43	11.32
193	12	65	0.45	11.77
194	12	84	0.58	12.35
195	13	59	0.41	12.76
196	13	79	0.54	13.30
197	14	58	0.40	13.70
198	14	68	0.47	14.17
199	14	63	0.43	14.60
200	15	62	0.43	15.03
201	15	64	0.44	15.47
202	16	62	0.43	15.90
203	16	80	0.55	16.45
204	17	70	0.48	16.94
205	17	64	0.44	17.38
206	18	78	0.54	17.91
207	18	68	0.47	18.38
208	19	69	0.48	18.86
209	19	60	0.41	19.27
210	19	62	0.43	19.70
211	20	72	0.50	20.20
212	20	73	0.50	20.70
213	21	78	0.54	21.24
214	21	72	0.50	21.73
215	22	72	0.50	22.23
216	22	75	0.52	22.75
217	23	76	0.52	23.27

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
218	24	73	0.50	23.78
219	24	92	0.63	24.41
220	25	76	0.52	24.93
221	25	64	0.44	25.38
222	26	57	0.39	25.77
223	26	88	0.61	26.38
224	27	89	0.61	26.99
225	27	73	0.50	27.49
226	28	69	0.48	27.97
227	28	97	0.67	28.64
228	29	80	0.55	29.19
229	29	82	0.57	29.75
230	30	76	0.52	30.28
231	31	90	0.62	30.90
232	31	86	0.59	31.49
233	32	96	0.66	32.15
234	32	77	0.53	32.69
235	33	102	0.70	33.39
236	34	72	0.50	33.88
237	34	102	0.70	34.59
238	35	102	0.70	35.29
239	36	91	0.63	35.92
240	36	84	0.58	36.50
241	37	88	0.61	37.11
242	37	99	0.68	37.79
243	38	90	0.62	38.41
244	39	129	0.89	39.30
245	40	86	0.59	39.89
246	40	101	0.70	40.59
247	41	93	0.64	41.23
248	42	95	0.66	41.88
249	42	101	0.70	42.58
250	43	107	0.74	43.32
251	44	120	0.83	44.15
252	44	102	0.70	44.85
253	45	97	0.67	45.52
254	46	114	0.79	46.30
255	47	118	0.81	47.12
256	48	136	0.94	48.06
257	48	122	0.84	48.90

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
258	49	116	0.80	49.70
259	50	121	0.83	50.53
260	51	124	0.86	51.39
261	52	114	0.79	52.17
262	53	112	0.77	52.94
263	53	117	0.81	53.75
264	54	121	0.83	54.59
265	55	117	0.81	55.39
266	56	121	0.83	56.23
267	57	129	0.89	57.12
268	58	147	1.01	58.13
269	59	121	0.83	58.96
270	59	124	0.86	59.82
271	60	144	0.99	60.81
272	61	116	0.80	61.61
273	62	146	1.01	62.62
274	63	137	0.94	63.56
275	64	144	0.99	64.56
276	65	119	0.82	65.38
277	66	120	0.83	66.20
278	67	117	0.81	67.01
279	68	154	1.06	68.07
280	68	118	0.81	68.89
281	69	142	0.98	69.87
282	70	115	0.79	70.66
283	71	132	0.91	71.57
284	72	128	0.88	72.45
285	73	133	0.92	73.37
286	74	116	0.80	74.17
287	75	121	0.83	75.00
288	75	133	0.92	75.92
289	76	134	0.92	76.84
290	77	119	0.82	77.67
291	78	113	0.78	78.44
292	79	125	0.86	79.31
293	80	110	0.76	80.06
294	81	131	0.90	80.97
295	81	83	0.57	81.54
296	82	132	0.91	82.45
297	83	94	0.65	83.10

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
298	83	102	0.70	83.80
299	84	103	0.71	84.51
300	85	93	0.64	85.15
301	85	82	0.57	85.72
302	86	96	0.66	86.38
303	87	88	0.61	86.99
304	87	95	0.66	87.64
305	88	108	0.74	88.39
306	89	99	0.68	89.07
307	89	61	0.42	89.49
308	90	90	0.62	90.11
309	90	68	0.47	90.58
310	91	79	0.54	91.13
311	91	72	0.50	91.62
312	92	56	0.39	92.01
313	92	47	0.32	92.33
314	93	66	0.46	92.79
315	93	68	0.47	93.26
316	93	48	0.33	93.59
317	94	68	0.47	94.06
318	94	64	0.44	94.50
319	95	125	0.86	95.36
320	96	45	0.31	95.67
321	96	66	0.46	96.12
322	96	19	0.13	96.26
323	96	42	0.29	96.55
324	97	45	0.31	96.86
325	97	23	0.16	97.01
326	97	36	0.25	97.26
327	97	58	0.40	97.66
328	98	11	0.08	97.74
329	98	41	0.28	98.02
330	98	27	0.19	98.21
331	98	7	0.05	98.26
332	98	24	0.17	98.42
333	99	36	0.25	98.67
334	99	6	0.04	98.71
335	99	28	0.19	98.90
336	99	7	0.05	98.95
337	99	7	0.05	99.00

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
338	99	19	0.13	99.13
339	99	17	0.12	99.25
340	99	4	0.03	99.28
341	99	27	0.19	99.46
342	99	5	0.03	99.50
343	99	5	0.03	99.53
344	99	10	0.07	99.60
345	99	1	0.01	99.61
346	99	2	0.01	99.62
347	99	13	0.09	99.71
348	99	4	0.03	99.74
349	99	3	0.02	99.76
350	99	9	0.06	99.82
351	99	4	0.03	99.85
352	99	1	0.01	99.86
353	99	3	0.02	99.88
357	99	10	0.07	99.94
360	99	8	0.06	100.00

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	5	0.03	0.03
122	1	4	0.02	0.05
124	1	3	0.02	0.07
129	1	2	0.01	0.08
131	1	2	0.01	0.09
133	1	1	0.01	0.09
134	1	1	0.01	0.10
135	1	2	0.01	0.11
137	1	4	0.02	0.13
138	1	1	0.01	0.14
139	1	2	0.01	0.15
140	1	1	0.01	0.16
141	1	3	0.02	0.17
143	1	4	0.02	0.19
144	1	8	0.04	0.24
145	1	6	0.03	0.27
146	1	9	0.05	0.32
147	1	1	0.01	0.33
148	1	9	0.05	0.38
149	1	4	0.02	0.40
150	1	9	0.05	0.45
151	1	4	0.02	0.47
152	1	5	0.03	0.50
153	1	14	0.08	0.58
154	1	9	0.05	0.63
155	1	19	0.11	0.73
156	1	7	0.04	0.77
157	1	27	0.15	0.92
158	1	15	0.08	1.00
159	1	34	0.19	1.19
160	1	28	0.16	1.35
161	1	49	0.27	1.62
162	2	22	0.12	1.74
163	2	33	0.18	1.93
164	2	35	0.19	2.12
165	2	58	0.32	2.44
166	3	42	0.23	2.68
167	3	42	0.23	2.91
168	3	46	0.26	3.16

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
169	3	36	0.20	3.36
170	4	60	0.33	3.70
171	4	66	0.37	4.06
172	4	62	0.34	4.41
173	5	39	0.22	4.62
174	5	77	0.43	5.05
175	5	67	0.37	5.42
176	6	83	0.46	5.88
177	6	82	0.46	6.34
178	7	86	0.48	6.82
179	7	90	0.50	7.32
180	8	84	0.47	7.78
181	8	80	0.44	8.23
182	9	111	0.62	8.84
183	9	86	0.48	9.32
184	10	94	0.52	9.84
185	10	109	0.61	10.45
186	11	115	0.64	11.08
187	11	98	0.54	11.63
188	12	124	0.69	12.32
189	13	98	0.54	12.86
190	13	89	0.49	13.35
191	14	123	0.68	14.04
192	14	109	0.61	14.64
193	15	99	0.55	15.19
194	16	115	0.64	15.83
195	16	110	0.61	16.44
196	17	119	0.66	17.10
197	17	119	0.66	17.76
198	18	105	0.58	18.34
199	19	92	0.51	18.86
200	19	104	0.58	19.43
201	20	100	0.56	19.99
202	20	129	0.72	20.70
203	21	92	0.51	21.21
204	22	103	0.57	21.79
205	22	108	0.60	22.39
206	23	108	0.60	22.99
207	23	97	0.54	23.52
208	24	118	0.65	24.18

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
209	24	111	0.62	24.79
210	25	117	0.65	25.44
211	26	109	0.61	26.05
212	26	134	0.74	26.79
213	27	99	0.55	27.34
214	28	124	0.69	28.03
215	28	120	0.67	28.70
216	29	96	0.53	29.23
217	30	126	0.70	29.93
218	30	98	0.54	30.47
219	31	126	0.70	31.17
220	31	82	0.46	31.63
221	32	114	0.63	32.26
222	33	118	0.65	32.92
223	33	114	0.63	33.55
224	34	116	0.64	34.19
225	34	105	0.58	34.77
226	35	120	0.67	35.44
227	36	99	0.55	35.99
228	36	124	0.69	36.68
229	37	143	0.79	37.47
230	38	108	0.60	38.07
231	38	116	0.64	38.72
232	39	121	0.67	39.39
233	40	121	0.67	40.06
234	40	101	0.56	40.62
235	41	134	0.74	41.36
236	42	126	0.70	42.06
237	42	115	0.64	42.70
238	43	131	0.73	43.43
239	44	124	0.69	44.12
240	44	119	0.66	44.78
241	45	116	0.64	45.42
242	46	131	0.73	46.15
243	47	129	0.72	46.86
244	47	133	0.74	47.60
245	48	128	0.71	48.31
246	49	126	0.70	49.01
247	49	138	0.77	49.78
248	50	146	0.81	50.59

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
249	51	130	0.72	51.31
250	52	135	0.75	52.06
251	52	135	0.75	52.81
252	53	149	0.83	53.64
253	54	141	0.78	54.42
254	55	147	0.82	55.23
255	56	142	0.79	56.02
256	56	150	0.83	56.86
257	57	136	0.75	57.61
258	58	137	0.76	58.37
259	59	163	0.90	59.28
260	60	141	0.78	60.06
261	60	140	0.78	60.83
262	61	154	0.85	61.69
263	62	138	0.77	62.46
264	63	139	0.77	63.23
265	64	145	0.80	64.03
266	64	159	0.88	64.91
267	65	131	0.73	65.64
268	66	138	0.77	66.41
269	67	138	0.77	67.17
270	68	157	0.87	68.05
271	68	154	0.85	68.90
272	69	131	0.73	69.63
273	70	140	0.78	70.40
274	71	167	0.93	71.33
275	72	153	0.85	72.18
276	73	171	0.95	73.13
277	73	129	0.72	73.85
278	74	121	0.67	74.52
279	75	127	0.70	75.22
280	76	140	0.78	76.00
281	76	130	0.72	76.72
282	77	133	0.74	77.46
283	78	123	0.68	78.14
284	79	145	0.80	78.95
285	79	125	0.69	79.64
286	80	115	0.64	80.28
287	81	126	0.70	80.98
288	81	124	0.69	81.67

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
289	82	124	0.69	82.35
290	83	110	0.61	82.97
291	83	133	0.74	83.70
292	84	122	0.68	84.38
293	85	120	0.67	85.05
294	85	110	0.61	85.66
295	86	126	0.70	86.36
296	87	98	0.54	86.90
297	87	112	0.62	87.52
298	88	74	0.41	87.93
299	88	102	0.57	88.50
300	89	95	0.53	89.03
301	89	104	0.58	89.60
302	90	68	0.38	89.98
303	90	84	0.47	90.45
304	91	80	0.44	90.89
305	91	70	0.39	91.28
306	92	80	0.44	91.72
307	92	61	0.34	92.06
308	92	93	0.52	92.58
309	93	48	0.27	92.85
310	93	71	0.39	93.24
311	93	52	0.29	93.53
312	94	85	0.47	94.00
313	94	33	0.18	94.18
314	94	52	0.29	94.47
315	95	71	0.39	94.87
316	95	66	0.37	95.23
317	95	54	0.30	95.53
318	96	36	0.20	95.73
319	96	56	0.31	96.04
320	96	33	0.18	96.23
321	96	52	0.29	96.51
322	97	19	0.11	96.62
323	97	66	0.37	96.99
324	97	23	0.13	97.11
325	97	36	0.20	97.31
326	97	28	0.16	97.47
327	98	44	0.24	97.71
328	98	38	0.21	97.92

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
329	98	17	0.09	98.02
330	98	44	0.24	98.26
331	98	8	0.04	98.31
332	98	35	0.19	98.50
333	99	8	0.04	98.55
334	99	35	0.19	98.74
335	99	14	0.08	98.82
336	99	19	0.11	98.92
337	99	7	0.04	98.96
338	99	9	0.05	99.01
339	99	24	0.13	99.15
340	99	11	0.06	99.21
341	99	14	0.08	99.28
342	99	12	0.07	99.35
343	99	27	0.15	99.50
344	99	4	0.02	99.52
345	99	12	0.07	99.59
346	99	4	0.02	99.61
347	99	9	0.05	99.66
348	99	1	0.01	99.67
349	99	15	0.08	99.75
350	99	4	0.02	99.77
351	99	10	0.06	99.83
352	99	6	0.03	99.86
356	99	7	0.04	99.90
358	99	12	0.07	99.97
360	99	6	0.03	100.00

**Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	2	0.01	0.01
122	1	2	0.01	0.03
124	1	1	0.01	0.03
130	1	2	0.01	0.05
131	1	1	0.01	0.05
137	1	2	0.01	0.07
138	1	1	0.01	0.08
139	1	1	0.01	0.08
140	1	2	0.01	0.10
141	1	5	0.03	0.13
142	1	1	0.01	0.14
143	1	1	0.01	0.14
144	1	1	0.01	0.15
145	1	2	0.01	0.16
146	1	5	0.03	0.20
147	1	2	0.01	0.21
148	1	6	0.04	0.25
149	1	1	0.01	0.26
150	1	6	0.04	0.30
151	1	1	0.01	0.31
152	1	3	0.02	0.33
153	1	5	0.03	0.36
154	1	7	0.05	0.41
155	1	6	0.04	0.45
156	1	1	0.01	0.46
157	1	12	0.08	0.54
158	1	12	0.08	0.62
159	1	17	0.12	0.74
160	1	5	0.03	0.77
161	1	13	0.09	0.86
162	1	11	0.08	0.94
163	1	16	0.11	1.05
164	1	11	0.08	1.12
165	1	18	0.12	1.25
166	1	18	0.12	1.37
167	1	15	0.10	1.47
168	2	12	0.08	1.56
169	2	18	0.12	1.68
170	2	20	0.14	1.82

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
171	2	22	0.15	1.97
172	2	28	0.19	2.16
173	2	12	0.08	2.24
174	2	27	0.18	2.43
175	3	28	0.19	2.62
176	3	26	0.18	2.80
177	3	35	0.24	3.03
178	3	38	0.26	3.30
179	3	34	0.23	3.53
180	4	53	0.36	3.89
181	4	41	0.28	4.17
182	4	43	0.29	4.47
183	5	38	0.26	4.73
184	5	38	0.26	4.99
185	5	43	0.29	5.28
186	5	54	0.37	5.65
187	6	45	0.31	5.96
188	6	62	0.42	6.38
189	7	55	0.38	6.76
190	7	58	0.40	7.16
191	7	59	0.40	7.56
192	8	40	0.27	7.84
193	8	51	0.35	8.19
194	8	54	0.37	8.56
195	9	54	0.37	8.93
196	9	71	0.49	9.41
197	10	73	0.50	9.91
198	10	58	0.40	10.31
199	11	66	0.45	10.76
200	11	56	0.38	11.15
201	11	68	0.47	11.61
202	12	87	0.60	12.21
203	12	57	0.39	12.60
204	13	56	0.38	12.98
205	13	79	0.54	13.52
206	14	61	0.42	13.94
207	14	59	0.40	14.35
208	15	69	0.47	14.82
209	15	70	0.48	15.30
210	16	76	0.52	15.82

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
211	16	75	0.51	16.33
212	17	92	0.63	16.96
213	17	75	0.51	17.48
214	18	79	0.54	18.02
215	18	79	0.54	18.56
216	19	105	0.72	19.28
217	20	78	0.53	19.81
218	20	97	0.66	20.48
219	21	74	0.51	20.98
220	21	67	0.46	21.44
221	22	89	0.61	22.05
222	22	59	0.40	22.46
223	23	84	0.58	23.03
224	23	92	0.63	23.66
225	24	99	0.68	24.34
226	25	100	0.69	25.03
227	25	99	0.68	25.70
228	26	80	0.55	26.25
229	27	116	0.79	27.05
230	27	92	0.63	27.68
231	28	101	0.69	28.37
232	29	101	0.69	29.06
233	29	98	0.67	29.73
234	30	119	0.82	30.55
235	31	103	0.71	31.25
236	32	116	0.79	32.05
237	32	119	0.82	32.86
238	33	138	0.95	33.81
239	34	101	0.69	34.50
240	35	119	0.82	35.32
241	36	104	0.71	36.03
242	36	102	0.70	36.73
243	37	115	0.79	37.51
244	38	119	0.82	38.33
245	39	126	0.86	39.19
246	40	119	0.82	40.01
247	40	123	0.84	40.85
248	41	128	0.88	41.73
249	42	109	0.75	42.47
250	43	107	0.73	43.21

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	44	101	0.69	43.90
252	44	117	0.80	44.70
253	45	145	0.99	45.69
254	46	129	0.88	46.58
255	47	114	0.78	47.36
256	48	141	0.97	48.32
257	49	120	0.82	49.15
258	50	123	0.84	49.99
259	50	131	0.90	50.89
260	51	110	0.75	51.64
261	52	123	0.84	52.48
262	53	150	1.03	53.51
263	54	123	0.84	54.35
264	55	104	0.71	55.07
265	56	145	0.99	56.06
266	57	129	0.88	56.94
267	57	116	0.79	57.74
268	58	119	0.82	58.55
269	59	148	1.01	59.57
270	60	135	0.92	60.49
271	61	94	0.64	61.14
272	62	130	0.89	62.03
273	63	151	1.03	63.06
274	63	112	0.77	63.83
275	64	118	0.81	64.64
276	65	130	0.89	65.53
277	66	135	0.92	66.45
278	67	118	0.81	67.26
279	68	105	0.72	67.98
280	68	144	0.99	68.97
281	69	127	0.87	69.84
282	70	129	0.88	70.72
283	71	124	0.85	71.57
284	72	158	1.08	72.65
285	73	143	0.98	73.63
286	74	105	0.72	74.35
287	75	119	0.82	75.17
288	76	126	0.86	76.03
289	76	121	0.83	76.86
290	77	104	0.71	77.57

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
291	78	106	0.73	78.30
292	79	98	0.67	78.97
293	79	102	0.70	79.67
294	80	117	0.80	80.47
295	81	106	0.73	81.19
296	82	98	0.67	81.87
297	82	125	0.86	82.72
298	83	62	0.42	83.15
299	84	109	0.75	83.89
300	84	88	0.60	84.50
301	85	139	0.95	85.45
302	86	71	0.49	85.94
303	86	110	0.75	86.69
304	87	90	0.62	87.31
305	88	87	0.60	87.90
306	88	60	0.41	88.31
307	89	74	0.51	88.82
308	89	108	0.74	89.56
309	90	48	0.33	89.89
310	90	103	0.71	90.59
311	91	45	0.31	90.90
312	91	102	0.70	91.60
313	92	33	0.23	91.83
314	92	72	0.49	92.32
315	93	64	0.44	92.76
316	93	57	0.39	93.15
317	93	41	0.28	93.43
318	94	57	0.39	93.82
319	94	72	0.49	94.31
320	94	34	0.23	94.55
321	95	61	0.42	94.96
322	95	16	0.11	95.07
323	95	74	0.51	95.58
324	96	31	0.21	95.79
325	96	49	0.34	96.13
326	96	28	0.19	96.32
327	96	42	0.29	96.61
328	97	39	0.27	96.88
329	97	21	0.14	97.02
330	97	45	0.31	97.33

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
331	97	13	0.09	97.42
332	98	40	0.27	97.69
333	98	9	0.06	97.75
334	98	36	0.25	98.00
335	98	22	0.15	98.15
336	98	46	0.32	98.47
337	98	7	0.05	98.51
338	99	17	0.12	98.63
339	99	34	0.23	98.86
340	99	8	0.05	98.92
341	99	22	0.15	99.07
342	99	15	0.10	99.17
343	99	37	0.25	99.42
344	99	6	0.04	99.47
345	99	8	0.05	99.52
346	99	8	0.05	99.58
347	99	4	0.03	99.60
348	99	3	0.02	99.62
349	99	19	0.13	99.75
350	99	6	0.04	99.79
351	99	3	0.02	99.82
352	99	2	0.01	99.83
356	99	8	0.05	99.88
358	99	12	0.08	99.97
360	99	5	0.03	100.00

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
122	1	3	0.03	0.03
124	1	2	0.02	0.05
128	1	2	0.02	0.07
130	1	1	0.01	0.08
132	1	1	0.01	0.09
133	1	1	0.01	0.10
134	1	1	0.01	0.11
137	1	1	0.01	0.12
138	1	1	0.01	0.13
139	1	2	0.02	0.15
140	1	1	0.01	0.16
142	1	1	0.01	0.17
143	1	1	0.01	0.18
144	1	1	0.01	0.20
148	1	3	0.03	0.23
150	1	5	0.05	0.28
151	1	3	0.03	0.31
152	1	1	0.01	0.32
153	1	3	0.03	0.35
155	1	3	0.03	0.38
156	1	3	0.03	0.41
157	1	6	0.06	0.47
158	1	3	0.03	0.50
159	1	8	0.08	0.59
160	1	1	0.01	0.60
161	1	9	0.09	0.69
162	1	3	0.03	0.72
163	1	5	0.05	0.77
164	1	5	0.05	0.82
165	1	8	0.08	0.90
166	1	8	0.08	0.99
167	1	6	0.06	1.05
168	1	12	0.12	1.17
169	1	6	0.06	1.23
170	1	4	0.04	1.27
171	1	11	0.11	1.39
172	1	16	0.16	1.55
173	2	11	0.11	1.66
174	2	11	0.11	1.78

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
175	2	12	0.12	1.90
176	2	10	0.10	2.00
177	2	12	0.12	2.13
178	2	16	0.16	2.29
179	2	17	0.17	2.47
180	3	16	0.16	2.63
181	3	15	0.15	2.78
182	3	26	0.27	3.05
183	3	19	0.20	3.25
184	3	32	0.33	3.58
185	4	13	0.13	3.71
186	4	26	0.27	3.98
187	4	23	0.24	4.21
188	4	16	0.16	4.38
189	4	21	0.22	4.59
190	5	26	0.27	4.86
191	5	20	0.21	5.06
192	5	24	0.25	5.31
193	5	27	0.28	5.59
194	6	14	0.14	5.73
195	6	29	0.30	6.03
196	6	32	0.33	6.36
197	7	33	0.34	6.70
198	7	28	0.29	6.99
199	7	23	0.24	7.22
200	7	27	0.28	7.50
201	8	26	0.27	7.77
202	8	33	0.34	8.11
203	8	33	0.34	8.44
204	9	37	0.38	8.82
205	9	40	0.41	9.24
206	9	40	0.41	9.65
207	10	21	0.22	9.86
208	10	21	0.22	10.08
209	10	29	0.30	10.38
210	11	38	0.39	10.77
211	11	22	0.23	10.99
212	11	34	0.35	11.34
213	12	43	0.44	11.78
214	12	47	0.48	12.27

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
215	12	38	0.39	12.66
216	13	38	0.39	13.05
217	13	42	0.43	13.48
218	14	42	0.43	13.91
219	14	54	0.55	14.46
220	15	37	0.38	14.84
221	15	43	0.44	15.29
222	16	52	0.53	15.82
223	16	35	0.36	16.18
224	16	52	0.53	16.71
225	17	49	0.50	17.22
226	17	46	0.47	17.69
227	18	63	0.65	18.34
228	19	58	0.60	18.93
229	19	57	0.59	19.52
230	20	54	0.55	20.07
231	20	52	0.53	20.61
232	21	64	0.66	21.27
233	22	52	0.53	21.80
234	22	72	0.74	22.54
235	23	60	0.62	23.16
236	24	71	0.73	23.89
237	24	68	0.70	24.58
238	25	82	0.84	25.43
239	26	62	0.64	26.06
240	26	77	0.79	26.85
241	27	83	0.85	27.71
242	28	69	0.71	28.42
243	29	78	0.80	29.22
244	30	73	0.75	29.97
245	30	67	0.69	30.66
246	31	71	0.73	31.38
247	32	80	0.82	32.21
248	33	93	0.96	33.16
249	34	104	1.07	34.23
250	35	73	0.75	34.98
251	35	68	0.70	35.68
252	36	94	0.97	36.64
253	37	83	0.85	37.50
254	38	74	0.76	38.26

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
255	39	95	0.98	39.23
256	40	99	1.02	40.25
257	41	73	0.75	41.00
258	41	86	0.88	41.88
259	42	93	0.96	42.84
260	43	95	0.98	43.82
261	44	101	1.04	44.85
262	45	87	0.89	45.75
263	46	95	0.98	46.72
264	47	93	0.96	47.68
265	48	105	1.08	48.76
266	49	107	1.10	49.86
267	50	101	1.04	50.89
268	51	76	0.78	51.67
269	52	86	0.88	52.56
270	53	128	1.31	53.87
271	54	97	1.00	54.87
272	55	94	0.97	55.84
273	56	95	0.98	56.81
274	57	93	0.96	57.77
275	58	98	1.01	58.77
276	59	101	1.04	59.81
277	60	98	1.01	60.82
278	61	87	0.89	61.71
279	62	82	0.84	62.55
280	63	108	1.11	63.66
281	64	117	1.20	64.87
282	65	96	0.99	65.85
283	66	80	0.82	66.67
284	67	107	1.10	67.77
285	68	64	0.66	68.43
286	69	102	1.05	69.48
287	70	81	0.83	70.31
288	71	92	0.95	71.26
289	72	94	0.97	72.22
290	73	88	0.90	73.13
291	74	75	0.77	73.90
292	74	94	0.97	74.86
293	75	89	0.91	75.78
294	76	87	0.89	76.67

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
295	77	94	0.97	77.64
296	78	69	0.71	78.34
297	79	75	0.77	79.11
298	79	64	0.66	79.77
299	80	72	0.74	80.51
300	81	77	0.79	81.30
301	82	95	0.98	82.28
302	83	51	0.52	82.80
303	83	102	1.05	83.85
304	84	69	0.71	84.56
305	85	80	0.82	85.38
306	86	62	0.64	86.02
307	86	52	0.53	86.55
308	87	64	0.66	87.21
309	87	48	0.49	87.70
310	88	68	0.70	88.40
311	89	35	0.36	88.76
312	89	79	0.81	89.57
313	90	36	0.37	89.94
314	90	42	0.43	90.37
315	91	47	0.48	90.86
316	91	53	0.54	91.40
317	92	40	0.41	91.81
318	92	46	0.47	92.28
319	93	48	0.49	92.78
320	93	48	0.49	93.27
321	94	56	0.58	93.85
322	94	14	0.14	93.99
323	94	50	0.51	94.50
324	95	22	0.23	94.73
325	95	28	0.29	95.02
326	95	27	0.28	95.29
327	95	35	0.36	95.65
328	96	30	0.31	95.96
329	96	24	0.25	96.21
330	96	34	0.35	96.56
331	97	9	0.09	96.65
332	97	43	0.44	97.09
333	97	7	0.07	97.16
334	97	40	0.41	97.58

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
335	98	24	0.25	97.82
336	98	17	0.17	98.00
337	98	10	0.10	98.10
338	98	6	0.06	98.16
339	98	28	0.29	98.45
340	99	11	0.11	98.56
341	99	10	0.10	98.66
342	99	13	0.13	98.80
343	99	15	0.15	98.95
344	99	3	0.03	98.98
345	99	8	0.08	99.07
346	99	9	0.09	99.16
347	99	7	0.07	99.23
348	99	4	0.04	99.27
349	99	17	0.17	99.45
350	99	13	0.13	99.58
351	99	10	0.10	99.68
352	99	5	0.05	99.73
356	99	9	0.09	99.83
358	99	13	0.13	99.96
360	99	4	0.04	100.00

**Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	6	0.09	0.09
122	1	5	0.08	0.17
124	1	6	0.09	0.26
128	1	4	0.06	0.32
129	1	4	0.06	0.38
130	1	3	0.05	0.43
131	1	4	0.06	0.49
132	1	2	0.03	0.52
133	1	1	0.02	0.54
134	1	1	0.02	0.55
135	1	3	0.05	0.60
136	1	1	0.02	0.61
137	1	3	0.05	0.66
138	1	3	0.05	0.71
139	1	2	0.03	0.74
140	1	4	0.06	0.80
141	1	8	0.12	0.92
142	1	7	0.11	1.03
144	1	5	0.08	1.11
145	1	6	0.09	1.20
146	1	4	0.06	1.26
148	1	8	0.12	1.38
149	1	4	0.06	1.44
150	1	6	0.09	1.54
151	2	5	0.08	1.61
152	2	8	0.12	1.74
153	2	5	0.08	1.81
154	2	3	0.05	1.86
155	2	11	0.17	2.03
156	2	2	0.03	2.06
157	2	6	0.09	2.15
158	2	8	0.12	2.27
159	2	13	0.20	2.47
160	3	6	0.09	2.56
161	3	16	0.25	2.81
162	3	9	0.14	2.95
163	3	11	0.17	3.12
164	3	8	0.12	3.24
165	3	6	0.09	3.33

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
166	3	14	0.21	3.55
167	4	8	0.12	3.67
168	4	8	0.12	3.79
169	4	9	0.14	3.93
170	4	13	0.20	4.13
171	4	18	0.28	4.41
172	5	18	0.28	4.68
173	5	6	0.09	4.78
174	5	9	0.14	4.91
175	5	10	0.15	5.07
176	5	9	0.14	5.21
177	5	18	0.28	5.48
178	6	17	0.26	5.74
179	6	24	0.37	6.11
180	6	24	0.37	6.48
181	7	16	0.25	6.73
182	7	24	0.37	7.09
183	7	13	0.20	7.29
184	7	23	0.35	7.65
185	8	13	0.20	7.85
186	8	27	0.41	8.26
187	8	7	0.11	8.37
188	9	27	0.41	8.78
189	9	7	0.11	8.89
190	9	19	0.29	9.18
191	9	19	0.29	9.47
192	10	17	0.26	9.74
193	10	21	0.32	10.06
194	10	12	0.18	10.24
195	10	21	0.32	10.57
196	11	27	0.41	10.98
197	11	23	0.35	11.33
198	11	21	0.32	11.66
199	12	17	0.26	11.92
200	12	18	0.28	12.19
201	12	16	0.25	12.44
202	13	28	0.43	12.87
203	13	30	0.46	13.33
204	13	16	0.25	13.57
205	14	17	0.26	13.84

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
206	14	19	0.29	14.13
207	14	32	0.49	14.62
208	15	25	0.38	15.00
209	15	21	0.32	15.33
210	16	29	0.45	15.77
211	16	20	0.31	16.08
212	16	23	0.35	16.43
213	17	22	0.34	16.77
214	17	22	0.34	17.11
215	17	26	0.40	17.51
216	18	22	0.34	17.84
217	18	25	0.38	18.23
218	18	34	0.52	18.75
219	19	31	0.48	19.23
220	19	32	0.49	19.72
221	20	39	0.60	20.32
222	20	23	0.35	20.67
223	21	40	0.61	21.28
224	22	32	0.49	21.78
225	22	27	0.41	22.19
226	22	40	0.61	22.80
227	23	39	0.60	23.40
228	24	35	0.54	23.94
229	24	45	0.69	24.63
230	25	38	0.58	25.21
231	25	34	0.52	25.74
232	26	34	0.52	26.26
233	27	45	0.69	26.95
234	27	42	0.64	27.60
235	28	39	0.60	28.19
236	28	35	0.54	28.73
237	29	44	0.68	29.41
238	30	47	0.72	30.13
239	31	52	0.80	30.93
240	31	47	0.72	31.65
241	32	46	0.71	32.36
242	33	49	0.75	33.11
243	34	56	0.86	33.97
244	34	52	0.80	34.77
245	35	61	0.94	35.70

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
246	36	72	1.11	36.81
247	37	54	0.83	37.64
248	38	44	0.68	38.31
249	39	47	0.72	39.04
250	39	43	0.66	39.70
251	40	55	0.84	40.54
252	41	49	0.75	41.29
253	42	43	0.66	41.95
254	42	60	0.92	42.87
255	43	69	1.06	43.93
256	44	60	0.92	44.86
257	45	60	0.92	45.78
258	46	49	0.75	46.53
259	47	63	0.97	47.50
260	48	51	0.78	48.28
261	49	63	0.97	49.25
262	50	59	0.91	50.15
263	51	62	0.95	51.11
264	52	78	1.20	52.30
265	53	59	0.91	53.21
266	54	57	0.88	54.08
267	55	59	0.91	54.99
268	56	70	1.07	56.07
269	57	72	1.11	57.17
270	58	74	1.14	58.31
271	59	65	1.00	59.31
272	60	77	1.18	60.49
273	61	61	0.94	61.43
274	62	74	1.14	62.56
275	63	59	0.91	63.47
276	64	77	1.18	64.65
277	65	50	0.77	65.42
278	66	73	1.12	66.54
279	67	69	1.06	67.60
280	68	65	1.00	68.60
281	69	84	1.29	69.89
282	70	79	1.21	71.10
283	72	66	1.01	72.11
284	73	56	0.86	72.97
285	73	66	1.01	73.99

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
286	75	70	1.07	75.06
287	76	74	1.14	76.20
288	77	51	0.78	76.98
289	77	64	0.98	77.96
290	78	56	0.86	78.82
291	79	58	0.89	79.71
292	80	52	0.80	80.51
293	81	50	0.77	81.28
294	82	61	0.94	82.22
295	83	48	0.74	82.95
296	83	38	0.58	83.54
297	84	49	0.75	84.29
298	85	31	0.48	84.77
299	85	52	0.80	85.57
300	86	36	0.55	86.12
301	86	46	0.71	86.82
302	87	38	0.58	87.41
303	88	56	0.86	88.27
304	89	31	0.48	88.74
305	89	32	0.49	89.24
306	90	42	0.64	89.88
307	90	26	0.40	90.28
308	91	40	0.61	90.89
309	91	21	0.32	91.22
310	91	26	0.40	91.62
311	92	14	0.21	91.83
312	92	45	0.69	92.52
313	93	20	0.31	92.83
314	93	23	0.35	93.18
315	93	22	0.34	93.52
316	94	27	0.41	93.93
317	94	31	0.48	94.41
318	95	18	0.28	94.69
319	95	22	0.34	95.02
320	95	16	0.25	95.27
321	95	20	0.31	95.58
322	96	6	0.09	95.67
323	96	27	0.41	96.08
324	96	11	0.17	96.25
325	96	15	0.23	96.48

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
326	97	12	0.18	96.67
327	97	21	0.32	96.99
328	97	14	0.21	97.21
329	97	10	0.15	97.36
330	98	20	0.31	97.67
331	98	6	0.09	97.76
332	98	18	0.28	98.03
333	98	3	0.05	98.08
334	98	11	0.17	98.25
335	98	13	0.20	98.45
336	99	14	0.21	98.66
337	99	6	0.09	98.76
339	99	9	0.14	98.89
340	99	5	0.08	98.97
341	99	4	0.06	99.03
342	99	6	0.09	99.12
343	99	8	0.12	99.25
345	99	7	0.11	99.36
346	99	5	0.08	99.43
347	99	3	0.05	99.48
348	99	2	0.03	99.51
349	99	6	0.09	99.60
350	99	7	0.11	99.71
351	99	3	0.05	99.75
352	99	4	0.06	99.82
356	99	6	0.09	99.91
358	99	5	0.08	99.98
360	99	1	0.02	100.00

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	4	0.01	0.01
123	1	5	0.02	0.03
126	1	3	0.01	0.04
128	1	5	0.02	0.06
130	1	1	0.00	0.06
131	1	4	0.01	0.07
132	1	5	0.02	0.09
135	1	2	0.01	0.09
136	1	0	0.00	0.09
137	1	5	0.02	0.11
138	1	3	0.01	0.12
139	1	3	0.01	0.13
140	1	8	0.03	0.16
141	1	0	0.00	0.16
142	1	1	0.00	0.16
143	1	1	0.00	0.16
144	1	3	0.01	0.17
145	1	0	0.00	0.17
146	1	7	0.02	0.19
147	1	4	0.01	0.21
148	1	5	0.02	0.22
149	1	6	0.02	0.24
150	1	7	0.02	0.27
151	1	3	0.01	0.28
152	1	0	0.00	0.28
153	1	7	0.02	0.30
154	1	2	0.01	0.30
155	1	16	0.05	0.36
156	2	4	0.01	0.37
157	2	11	0.04	0.41
158	2	7	0.02	0.43
159	2	15	0.05	0.48
160	2	6	0.02	0.50
161	2	14	0.05	0.54
162	2	14	0.05	0.59
163	3	19	0.06	0.65
164	3	13	0.04	0.69
165	3	15	0.05	0.74

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
166	3	16	0.05	0.79
167	3	22	0.07	0.86
168	3	22	0.07	0.93
169	3	13	0.04	0.98
170	3	23	0.07	1.05
171	4	19	0.06	1.11
172	4	35	0.11	1.23
173	4	20	0.06	1.29
174	4	27	0.09	1.38
175	4	14	0.05	1.42
176	4	37	0.12	1.54
177	4	8	0.03	1.57
178	4	28	0.09	1.66
179	5	14	0.05	1.71
180	5	27	0.09	1.79
181	5	20	0.06	1.86
182	5	32	0.10	1.96
183	5	15	0.05	2.01
184	5	25	0.08	2.09
185	5	22	0.07	2.16
186	5	23	0.07	2.24
187	5	20	0.06	2.30
188	6	28	0.09	2.39
189	6	24	0.08	2.47
190	6	42	0.14	2.61
191	6	29	0.09	2.70
192	6	33	0.11	2.81
193	6	35	0.11	2.92
194	6	45	0.15	3.07
195	7	35	0.11	3.18
196	7	44	0.14	3.32
197	7	41	0.13	3.46
198	7	48	0.16	3.61
199	7	42	0.14	3.75
200	8	59	0.19	3.94
201	8	50	0.16	4.10
202	8	42	0.14	4.24
203	8	63	0.20	4.44
204	9	47	0.15	4.59
205	9	53	0.17	4.77

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
206	9	47	0.15	4.92
207	9	49	0.16	5.08
208	10	47	0.15	5.23
209	10	60	0.19	5.42
210	10	53	0.17	5.60
211	10	79	0.26	5.85
212	11	82	0.27	6.12
213	11	77	0.25	6.37
214	11	87	0.28	6.65
215	12	92	0.30	6.95
216	12	102	0.33	7.28
217	13	79	0.26	7.54
218	13	98	0.32	7.85
219	13	91	0.30	8.15
220	14	92	0.30	8.45
221	14	94	0.30	8.75
222	15	97	0.31	9.07
223	15	126	0.41	9.47
224	15	127	0.41	9.89
225	16	133	0.43	10.32
226	16	130	0.42	10.74
227	17	132	0.43	11.17
228	17	147	0.48	11.64
229	18	139	0.45	12.09
230	18	148	0.48	12.57
231	19	186	0.60	13.18
232	20	168	0.54	13.72
233	20	153	0.50	14.22
234	21	162	0.53	14.74
235	21	159	0.52	15.26
236	22	164	0.53	15.79
237	23	192	0.62	16.41
238	23	238	0.77	17.18
239	24	214	0.69	17.88
240	25	220	0.71	18.59
241	26	220	0.71	19.31
242	26	217	0.70	20.01
243	27	223	0.72	20.73
244	28	246	0.80	21.53
245	28	213	0.69	22.22

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
246	29	289	0.94	23.16
247	30	254	0.82	23.98
248	31	258	0.84	24.82
249	32	270	0.88	25.69
250	33	313	1.01	26.71
251	33	221	0.72	27.42
252	34	316	1.02	28.45
253	35	307	1.00	29.44
254	36	308	1.00	30.44
255	37	354	1.15	31.59
256	38	272	0.88	32.47
257	39	334	1.08	33.56
258	40	287	0.93	34.49
259	41	347	1.13	35.61
260	42	300	0.97	36.58
261	43	326	1.06	37.64
262	44	333	1.08	38.72
263	45	278	0.90	39.62
264	46	397	1.29	40.91
265	47	315	1.02	41.93
266	48	356	1.15	43.09
267	49	336	1.09	44.17
268	50	278	0.90	45.08
269	51	397	1.29	46.36
270	52	308	1.00	47.36
271	53	377	1.22	48.58
272	54	338	1.10	49.68
273	55	342	1.11	50.79
274	56	370	1.20	51.99
275	57	305	0.99	52.98
276	58	431	1.40	54.38
277	59	269	0.87	55.25
278	60	336	1.09	56.34
279	61	373	1.21	57.55
280	62	299	0.97	58.52
281	63	398	1.29	59.81
282	64	332	1.08	60.88
283	65	350	1.13	62.02
284	66	384	1.25	63.26
285	67	312	1.01	64.27

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
286	68	318	1.03	65.31
287	69	401	1.30	66.61
288	70	281	0.91	67.52
289	71	313	1.01	68.53
290	72	357	1.16	69.69
291	73	221	0.72	70.41
292	74	360	1.17	71.57
293	75	310	1.01	72.58
294	76	225	0.73	73.31
295	76	351	1.14	74.45
296	77	218	0.71	75.15
297	78	219	0.71	75.86
298	79	365	1.18	77.05
299	80	222	0.72	77.77
300	80	279	0.90	78.67
301	81	276	0.89	79.57
302	82	237	0.77	80.33
303	83	245	0.79	81.13
304	83	262	0.85	81.98
305	84	144	0.47	82.45
306	85	261	0.85	83.29
307	85	260	0.84	84.13
308	86	127	0.41	84.55
309	86	261	0.85	85.39
310	87	197	0.64	86.03
311	88	195	0.63	86.66
312	88	193	0.63	87.29
313	89	244	0.79	88.08
314	89	138	0.45	88.53
315	90	159	0.52	89.04
316	90	153	0.50	89.54
317	91	172	0.56	90.10
318	91	237	0.77	90.87
319	92	89	0.29	91.15
320	92	203	0.66	91.81
321	93	67	0.22	92.03
322	93	138	0.45	92.48
323	94	213	0.69	93.17
324	94	103	0.33	93.50
325	94	77	0.25	93.75

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
326	94	70	0.23	93.98
327	95	147	0.48	94.46
328	95	75	0.24	94.70
329	96	196	0.64	95.33
330	96	111	0.36	95.69
331	96	20	0.06	95.76
332	96	75	0.24	96.00
333	97	107	0.35	96.35
334	97	126	0.41	96.76
335	97	28	0.09	96.85
336	97	22	0.07	96.92
337	97	65	0.21	97.13
338	98	59	0.19	97.32
339	98	132	0.43	97.75
340	98	97	0.31	98.06
341	98	9	0.03	98.09
342	98	46	0.15	98.24
343	98	41	0.13	98.38
344	99	85	0.28	98.65
346	99	14	0.05	98.70
349	99	138	0.45	99.14
350	99	92	0.30	99.44
353	99	44	0.14	99.58
360	99	128	0.42	100.00

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	1	0.00	0.00
122	1	5	0.02	0.02
124	1	1	0.00	0.03
128	1	6	0.02	0.05
130	1	4	0.02	0.06
132	1	1	0.00	0.07
133	1	2	0.01	0.08
134	1	3	0.01	0.09
135	1	1	0.00	0.09
136	1	5	0.02	0.11
137	1	3	0.01	0.12
138	1	3	0.01	0.13
139	1	2	0.01	0.14
140	1	3	0.01	0.15
141	1	3	0.01	0.16
143	1	3	0.01	0.17
144	1	5	0.02	0.19
145	1	4	0.02	0.21
146	1	15	0.06	0.27
147	1	10	0.04	0.30
148	1	20	0.08	0.38
149	1	7	0.03	0.41
150	1	14	0.05	0.46
151	1	21	0.08	0.54
152	1	3	0.01	0.55
153	1	23	0.09	0.64
154	1	15	0.06	0.69
155	1	37	0.14	0.83
156	1	25	0.09	0.93
157	1	33	0.13	1.05
158	1	32	0.12	1.18
159	2	34	0.13	1.30
160	2	33	0.13	1.43
161	2	46	0.17	1.60
162	2	42	0.16	1.76
163	2	33	0.13	1.89
164	3	39	0.15	2.04
165	3	44	0.17	2.20

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
166	3	51	0.19	2.40
167	3	36	0.14	2.53
168	3	36	0.14	2.67
169	4	30	0.11	2.78
170	4	58	0.22	3.00
171	4	49	0.19	3.19
172	4	56	0.21	3.40
173	5	36	0.14	3.54
174	5	63	0.24	3.78
175	5	66	0.25	4.03
176	5	66	0.25	4.28
177	6	49	0.19	4.46
178	6	75	0.28	4.75
179	6	55	0.21	4.96
180	7	73	0.28	5.23
181	7	82	0.31	5.54
182	7	98	0.37	5.91
183	8	91	0.34	6.26
184	8	82	0.31	6.57
185	9	117	0.44	7.01
186	9	85	0.32	7.34
187	10	115	0.44	7.77
188	10	75	0.28	8.06
189	11	130	0.49	8.55
190	11	122	0.46	9.01
191	12	133	0.50	9.52
192	12	117	0.44	9.96
193	13	159	0.60	10.56
194	14	137	0.52	11.08
195	14	175	0.66	11.75
196	15	154	0.58	12.33
197	16	142	0.54	12.87
198	16	149	0.56	13.43
199	17	150	0.57	14.00
200	18	193	0.73	14.73
201	18	135	0.51	15.24
202	19	209	0.79	16.04
203	20	175	0.66	16.70
204	20	190	0.72	17.42
205	21	181	0.69	18.11

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
206	22	213	0.81	18.91
207	23	172	0.65	19.57
208	24	234	0.89	20.45
209	25	218	0.83	21.28
210	25	222	0.84	22.12
211	26	217	0.82	22.94
212	27	237	0.90	23.84
213	28	234	0.89	24.73
214	29	242	0.92	25.65
215	30	255	0.97	26.61
216	31	240	0.91	27.52
217	32	232	0.88	28.40
218	33	231	0.88	29.28
219	34	248	0.94	30.22
220	35	263	1.00	31.22
221	36	244	0.93	32.14
222	37	274	1.04	33.18
223	38	265	1.00	34.19
224	39	235	0.89	35.08
225	40	281	1.07	36.14
226	41	278	1.05	37.20
227	42	266	1.01	38.20
228	43	259	0.98	39.19
229	44	288	1.09	40.28
230	45	277	1.05	41.33
231	46	269	1.02	42.35
232	47	291	1.10	43.45
233	48	272	1.03	44.48
234	49	277	1.05	45.53
235	50	275	1.04	46.57
236	51	277	1.05	47.62
237	52	280	1.06	48.69
238	53	303	1.15	49.84
239	54	291	1.10	50.94
240	55	327	1.24	52.18
241	57	307	1.16	53.34
242	58	300	1.14	54.48
243	59	317	1.20	55.68
244	60	320	1.21	56.89
245	61	278	1.05	57.95

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
246	62	313	1.19	59.13
247	63	235	0.89	60.03
248	64	287	1.09	61.11
249	65	278	1.05	62.17
250	66	301	1.14	63.31
251	67	301	1.14	64.45
252	68	294	1.11	65.56
253	69	259	0.98	66.55
254	70	295	1.12	67.67
255	71	259	0.98	68.65
256	72	259	0.98	69.63
257	73	240	0.91	70.54
258	74	276	1.05	71.59
259	75	248	0.94	72.53
260	75	265	1.00	73.53
261	76	233	0.88	74.41
262	77	276	1.05	75.46
263	78	217	0.82	76.28
264	79	242	0.92	77.20
265	80	224	0.85	78.05
266	80	260	0.99	79.03
267	81	205	0.78	79.81
268	82	206	0.78	80.59
269	83	214	0.81	81.40
270	83	226	0.86	82.26
271	84	194	0.74	83.00
272	85	189	0.72	83.71
273	85	193	0.73	84.44
274	86	198	0.75	85.20
275	87	174	0.66	85.86
276	87	151	0.57	86.43
277	88	164	0.62	87.05
278	88	161	0.61	87.66
279	89	151	0.57	88.23
280	89	128	0.49	88.72
281	90	137	0.52	89.24
282	90	135	0.51	89.75
283	91	141	0.53	90.28
284	91	122	0.46	90.75
285	92	133	0.50	91.25

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State	N-Count	Percent	Cumulative
286	92	124	0.47	91.72
287	93	122	0.46	92.18
288	93	121	0.46	92.64
289	93	104	0.39	93.04
290	94	81	0.31	93.34
291	94	100	0.38	93.72
292	94	89	0.34	94.06
293	95	98	0.37	94.43
294	95	77	0.29	94.72
295	95	103	0.39	95.11
296	96	70	0.27	95.38
297	96	72	0.27	95.65
298	96	53	0.20	95.85
299	96	70	0.27	96.12
300	97	67	0.25	96.37
301	97	41	0.16	96.53
302	97	70	0.27	96.79
303	97	43	0.16	96.96
304	97	54	0.20	97.16
305	97	47	0.18	97.34
306	98	46	0.17	97.51
307	98	47	0.18	97.69
308	98	51	0.19	97.88
309	98	38	0.14	98.03
310	98	31	0.12	98.15
311	98	26	0.10	98.24
312	98	27	0.10	98.35
313	99	15	0.06	98.40
314	99	42	0.16	98.56
315	99	26	0.10	98.66
316	99	25	0.09	98.76
317	99	39	0.15	98.90
318	99	18	0.07	98.97
319	99	19	0.07	99.04
320	99	24	0.09	99.14
321	99	22	0.08	99.22
322	99	17	0.06	99.28
323	99	17	0.06	99.35
324	99	12	0.05	99.39
325	99	10	0.04	99.43

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
326	99	12	0.05	99.48
327	99	8	0.03	99.51
328	99	9	0.03	99.54
329	99	16	0.06	99.60
330	99	8	0.03	99.63
331	99	13	0.05	99.68
332	99	6	0.02	99.70
333	99	11	0.04	99.75
334	99	4	0.02	99.76
335	99	9	0.03	99.80
336	99	13	0.05	99.84
337	99	2	0.01	99.85
338	99	7	0.03	99.88
339	99	3	0.01	99.89
340	99	2	0.01	99.90
341	99	7	0.03	99.92
342	99	5	0.02	99.94
345	99	3	0.01	99.95
346	99	1	0.00	99.96
348	99	4	0.02	99.97
350	99	1	0.00	99.98
352	99	2	0.01	99.98
353	99	1	0.00	99.99
358	99	2	0.01	100.00
360	99	1	0.00	100.00

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (Public & Charters, Only)**

Scale Score	State	N-Count	Percent	Cumulative
122	1	6	0.03	0.03
124	1	3	0.01	0.04
128	1	3	0.01	0.05
130	1	1	0.00	0.06
132	1	1	0.00	0.06
133	1	1	0.00	0.07
136	1	5	0.02	0.09
137	1	2	0.01	0.10
138	1	1	0.00	0.10
139	1	2	0.01	0.11
140	1	1	0.00	0.11
141	1	1	0.00	0.12
142	1	1	0.00	0.12
143	1	2	0.01	0.13
144	1	3	0.01	0.15
145	1	1	0.00	0.15
146	1	9	0.04	0.19
147	1	4	0.02	0.21
148	1	4	0.02	0.23
149	1	8	0.04	0.26
150	1	3	0.01	0.27
151	1	13	0.06	0.33
152	1	4	0.02	0.35
153	1	24	0.11	0.45
154	1	3	0.01	0.47
155	1	18	0.08	0.55
156	1	11	0.05	0.60
157	1	23	0.10	0.70
158	1	29	0.13	0.83
159	1	23	0.10	0.93
160	1	21	0.09	1.02
161	1	23	0.10	1.12
162	1	36	0.16	1.28
163	1	23	0.10	1.38
164	2	22	0.10	1.48
165	2	23	0.10	1.58
166	2	26	0.11	1.69
167	2	24	0.11	1.80

Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	2	29	0.13	1.93
169	2	29	0.13	2.06
170	2	41	0.18	2.24
171	3	22	0.10	2.33
172	3	29	0.13	2.46
173	3	32	0.14	2.60
174	3	38	0.17	2.77
175	3	29	0.13	2.90
176	4	43	0.19	3.09
177	4	31	0.14	3.23
178	4	35	0.15	3.38
179	4	31	0.14	3.52
180	4	44	0.19	3.71
181	5	35	0.15	3.87
182	5	41	0.18	4.05
183	5	39	0.17	4.22
184	5	55	0.24	4.46
185	6	56	0.25	4.71
186	6	40	0.18	4.89
187	6	45	0.20	5.08
188	6	44	0.19	5.28
189	7	56	0.25	5.53
190	7	30	0.13	5.66
191	7	46	0.20	5.86
192	8	49	0.22	6.08
193	8	54	0.24	6.32
194	8	51	0.23	6.54
195	8	43	0.19	6.73
196	9	50	0.22	6.95
197	9	63	0.28	7.23
198	9	61	0.27	7.50
199	10	66	0.29	7.79
200	10	67	0.30	8.09
201	10	69	0.30	8.39
202	11	69	0.30	8.69
203	11	58	0.26	8.95
204	11	75	0.33	9.28
205	12	77	0.34	9.62
206	12	80	0.35	9.97
207	13	58	0.26	10.23

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State	N-Count	Percent	Cumulative
208	13	89	0.39	10.62
209	13	53	0.23	10.86
210	14	73	0.32	11.18
211	14	66	0.29	11.47
212	14	84	0.37	11.84
213	15	76	0.34	12.18
214	15	88	0.39	12.57
215	16	108	0.48	13.04
216	16	98	0.43	13.47
217	17	83	0.37	13.84
218	17	98	0.43	14.27
219	18	98	0.43	14.71
220	18	93	0.41	15.12
221	19	110	0.49	15.60
222	19	95	0.42	16.02
223	20	112	0.49	16.52
224	20	104	0.46	16.97
225	21	109	0.48	17.46
226	22	111	0.49	17.95
227	22	138	0.61	18.55
228	23	126	0.56	19.11
229	23	117	0.52	19.63
230	24	124	0.55	20.17
231	25	143	0.63	20.81
232	25	122	0.54	21.34
233	26	153	0.68	22.02
234	27	134	0.59	22.61
235	27	140	0.62	23.23
236	28	133	0.59	23.81
237	29	167	0.74	24.55
238	29	154	0.68	25.23
239	30	161	0.71	25.94
240	31	167	0.74	26.68
241	32	165	0.73	27.41
242	32	171	0.75	28.16
243	33	172	0.76	28.92
244	34	173	0.76	29.68
245	35	168	0.74	30.43
246	35	190	0.84	31.26
247	36	209	0.92	32.19

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	37	206	0.91	33.10
249	38	187	0.83	33.92
250	39	258	1.14	35.06
251	40	200	0.88	35.94
252	41	227	1.00	36.95
253	42	209	0.92	37.87
254	43	248	1.09	38.96
255	44	216	0.95	39.92
256	45	240	1.06	40.97
257	46	206	0.91	41.88
258	47	276	1.22	43.10
259	48	226	1.00	44.10
260	49	240	1.06	45.16
261	50	254	1.12	46.28
262	51	258	1.14	47.42
263	52	256	1.13	48.55
264	53	225	0.99	49.54
265	54	227	1.00	50.54
266	55	282	1.24	51.79
267	56	238	1.05	52.84
268	57	276	1.22	54.06
269	58	234	1.03	55.09
270	59	270	1.19	56.28
271	60	248	1.09	57.37
272	62	271	1.20	58.57
273	63	307	1.35	59.93
274	64	300	1.32	61.25
275	65	244	1.08	62.33
276	66	266	1.17	63.50
277	67	258	1.14	64.64
278	68	294	1.30	65.94
279	69	253	1.12	67.05
280	70	238	1.05	68.10
281	71	277	1.22	69.33
282	73	253	1.12	70.44
283	74	249	1.10	71.54
284	75	249	1.10	72.64
285	76	253	1.12	73.76
286	76	223	0.98	74.74
287	77	255	1.13	75.87

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	78	247	1.09	76.96
289	79	247	1.09	78.05
290	80	249	1.10	79.15
291	81	222	0.98	80.13
292	82	205	0.90	81.03
293	83	206	0.91	81.94
294	84	207	0.91	82.85
295	85	197	0.87	83.72
296	86	199	0.88	84.60
297	86	188	0.83	85.43
298	87	160	0.71	86.14
299	88	163	0.72	86.86
300	88	195	0.86	87.72
301	89	132	0.58	88.30
302	90	155	0.68	88.98
303	90	117	0.52	89.50
304	91	146	0.64	90.14
305	91	120	0.53	90.67
306	92	126	0.56	91.23
307	93	106	0.47	91.70
308	93	110	0.49	92.18
309	93	132	0.58	92.77
310	94	116	0.51	93.28
311	94	91	0.40	93.68
312	95	108	0.48	94.16
313	95	77	0.34	94.50
314	95	89	0.39	94.89
315	96	79	0.35	95.24
316	96	73	0.32	95.56
317	96	87	0.38	95.94
318	97	69	0.30	96.25
319	97	59	0.26	96.51
320	97	53	0.23	96.74
321	97	67	0.30	97.04
322	97	33	0.15	97.18
323	98	53	0.23	97.42
324	98	47	0.21	97.63
325	98	40	0.18	97.80
326	98	54	0.24	98.04
327	98	30	0.13	98.17

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	98	22	0.10	98.27
329	99	50	0.22	98.49
330	99	26	0.11	98.61
331	99	40	0.18	98.78
332	99	13	0.06	98.84
333	99	26	0.11	98.95
334	99	10	0.04	99.00
335	99	33	0.15	99.14
336	99	35	0.15	99.30
337	99	5	0.02	99.32
338	99	23	0.10	99.42
339	99	5	0.02	99.44
340	99	11	0.05	99.49
341	99	16	0.07	99.56
342	99	16	0.07	99.63
343	99	11	0.05	99.68
344	99	3	0.01	99.70
345	99	19	0.08	99.78
346	99	6	0.03	99.81
348	99	14	0.06	99.87
350	99	9	0.04	99.91
351	99	5	0.02	99.93
352	99	5	0.02	99.95
353	99	1	0.00	99.96
358	99	9	0.04	100.00
360	99	1	0.00	100.00

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	1	0.01	0.01
124	1	2	0.01	0.02
128	1	1	0.01	0.02
129	1	2	0.01	0.03
130	1	3	0.02	0.05
134	1	2	0.01	0.06
135	1	1	0.01	0.07
136	1	1	0.01	0.07
137	1	3	0.02	0.09
139	1	1	0.01	0.09
141	1	6	0.03	0.13
142	1	1	0.01	0.13
143	1	3	0.02	0.15
144	1	3	0.02	0.16
145	1	3	0.02	0.18
146	1	4	0.02	0.20
147	1	7	0.04	0.24
148	1	4	0.02	0.26
149	1	1	0.01	0.27
150	1	12	0.07	0.33
151	1	3	0.02	0.35
152	1	17	0.09	0.44
153	1	4	0.02	0.46
154	1	14	0.08	0.54
155	1	11	0.06	0.60
156	1	9	0.05	0.65
157	1	29	0.16	0.81
158	1	10	0.05	0.86
159	1	36	0.20	1.06
160	1	33	0.18	1.24
161	1	25	0.14	1.38
162	2	37	0.20	1.58
163	2	25	0.14	1.71
164	2	30	0.16	1.88
165	2	21	0.11	1.99
166	2	31	0.17	2.16
167	2	29	0.16	2.32
168	3	16	0.09	2.41

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
169	3	28	0.15	2.56
170	3	32	0.17	2.74
171	3	31	0.17	2.90
172	3	35	0.19	3.10
173	3	27	0.15	3.24
174	4	26	0.14	3.39
175	4	30	0.16	3.55
176	4	33	0.18	3.73
177	4	46	0.25	3.98
178	5	29	0.16	4.14
179	5	51	0.28	4.42
180	5	44	0.24	4.66
181	6	56	0.31	4.96
182	6	51	0.28	5.24
183	6	56	0.31	5.55
184	7	48	0.26	5.81
185	7	67	0.37	6.18
186	8	55	0.30	6.48
187	8	39	0.21	6.69
188	8	57	0.31	7.00
189	9	46	0.25	7.25
190	9	58	0.32	7.57
191	10	70	0.38	7.95
192	10	64	0.35	8.30
193	11	69	0.38	8.68
194	11	56	0.31	8.98
195	12	62	0.34	9.32
196	12	59	0.32	9.64
197	13	62	0.34	9.98
198	13	68	0.37	10.35
199	14	49	0.27	10.62
200	14	63	0.34	10.96
201	15	76	0.41	11.38
202	15	69	0.38	11.76
203	16	74	0.40	12.16
204	16	64	0.35	12.51
205	17	74	0.40	12.91
206	17	83	0.45	13.37
207	18	79	0.43	13.80
208	19	76	0.41	14.21

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
209	19	73	0.40	14.61
210	20	68	0.37	14.98
211	20	69	0.38	15.36
212	21	86	0.47	15.83
213	21	101	0.55	16.38
214	22	89	0.49	16.87
215	22	121	0.66	17.53
216	23	98	0.54	18.06
217	24	124	0.68	18.74
218	24	100	0.55	19.29
219	25	114	0.62	19.91
220	26	109	0.60	20.50
221	26	117	0.64	21.14
222	27	116	0.63	21.78
223	28	100	0.55	22.32
224	28	118	0.64	22.97
225	29	129	0.70	23.67
226	30	113	0.62	24.29
227	31	124	0.68	24.96
228	31	125	0.68	25.65
229	32	118	0.64	26.29
230	33	123	0.67	26.96
231	33	138	0.75	27.72
232	34	124	0.68	28.39
233	35	175	0.96	29.35
234	36	135	0.74	30.09
235	37	146	0.80	30.88
236	38	168	0.92	31.80
237	38	161	0.88	32.68
238	39	128	0.70	33.38
239	40	156	0.85	34.23
240	41	169	0.92	35.15
241	42	165	0.90	36.05
242	43	158	0.86	36.92
243	43	168	0.92	37.83
244	44	185	1.01	38.84
245	45	163	0.89	39.73
246	46	196	1.07	40.80
247	47	188	1.03	41.83
248	48	171	0.93	42.77

Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
249	49	198	1.08	43.85
250	50	184	1.00	44.85
251	51	218	1.19	46.04
252	52	196	1.07	47.11
253	53	214	1.17	48.28
254	54	196	1.07	49.35
255	55	198	1.08	50.43
256	56	167	0.91	51.34
257	57	216	1.18	52.52
258	58	202	1.10	53.63
259	59	224	1.22	54.85
260	60	196	1.07	55.92
261	61	206	1.12	57.04
262	62	218	1.19	58.23
263	63	215	1.17	59.41
264	64	178	0.97	60.38
265	65	236	1.29	61.67
266	66	151	0.82	62.49
267	67	218	1.19	63.68
268	68	196	1.07	64.75
269	69	214	1.17	65.92
270	70	203	1.11	67.03
271	71	220	1.20	68.23
272	72	203	1.11	69.34
273	73	176	0.96	70.30
274	74	192	1.05	71.35
275	75	178	0.97	72.32
276	76	174	0.95	73.27
277	77	188	1.03	74.30
278	77	193	1.05	75.35
279	78	164	0.90	76.25
280	79	170	0.93	77.18
281	80	167	0.91	78.09
282	81	180	0.98	79.07
283	82	153	0.84	79.91
284	82	147	0.80	80.71
285	83	165	0.90	81.61
286	84	148	0.81	82.42
287	85	168	0.92	83.34
288	86	163	0.89	84.23

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
289	86	146	0.80	85.02
290	87	133	0.73	85.75
291	87	119	0.65	86.40
292	88	130	0.71	87.11
293	89	109	0.60	87.70
294	90	126	0.69	88.39
295	90	84	0.46	88.85
296	91	156	0.85	89.70
297	91	66	0.36	90.06
298	92	146	0.80	90.86
299	92	54	0.29	91.15
300	93	121	0.66	91.82
301	93	49	0.27	92.08
302	94	110	0.60	92.68
303	94	50	0.27	92.96
304	94	106	0.58	93.54
305	95	49	0.27	93.80
306	95	101	0.55	94.35
307	95	60	0.33	94.68
308	96	60	0.33	95.01
309	96	75	0.41	95.42
310	96	62	0.34	95.76
311	97	81	0.44	96.20
312	97	39	0.21	96.41
313	97	36	0.20	96.61
314	97	45	0.25	96.85
315	97	65	0.35	97.21
316	98	25	0.14	97.35
317	98	33	0.18	97.53
318	98	30	0.16	97.69
319	98	44	0.24	97.93
320	98	16	0.09	98.02
321	98	19	0.10	98.12
322	98	36	0.20	98.32
323	99	22	0.12	98.44
324	99	16	0.09	98.53
325	99	23	0.13	98.65
326	99	24	0.13	98.78
327	99	7	0.04	98.82
328	99	19	0.10	98.92

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
329	99	22	0.12	99.04
330	99	16	0.09	99.13
331	99	10	0.05	99.19
332	99	28	0.15	99.34
333	99	11	0.06	99.40
334	99	6	0.03	99.43
335	99	15	0.08	99.51
336	99	16	0.09	99.60
337	99	3	0.02	99.62
338	99	4	0.02	99.64
339	99	8	0.04	99.68
340	99	3	0.02	99.70
342	99	7	0.04	99.74
343	99	15	0.08	99.82
344	99	1	0.01	99.83
345	99	5	0.03	99.85
346	99	2	0.01	99.86
347	99	3	0.02	99.88
348	99	2	0.01	99.89
349	99	7	0.04	99.93
351	99	4	0.02	99.95
352	99	1	0.01	99.96
353	99	2	0.01	99.97
356	99	1	0.01	99.97
358	99	5	0.03	100.00

**Table 97. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	2	0.01	0.01
124	1	1	0.01	0.02
129	1	2	0.01	0.03
130	1	1	0.01	0.04
131	1	2	0.01	0.05
133	1	1	0.01	0.06
135	1	1	0.01	0.06
138	1	1	0.01	0.07
139	1	1	0.01	0.07
140	1	2	0.01	0.09
142	1	1	0.01	0.09
143	1	4	0.02	0.12
144	1	2	0.01	0.13
145	1	3	0.02	0.15
146	1	3	0.02	0.17
147	1	4	0.02	0.19
148	1	5	0.03	0.22
149	1	2	0.01	0.23
150	1	5	0.03	0.26
151	1	2	0.01	0.28
152	1	5	0.03	0.31
153	1	3	0.02	0.33
154	1	11	0.07	0.39
155	1	10	0.06	0.45
156	1	3	0.02	0.47
157	1	24	0.15	0.62
158	1	13	0.08	0.70
159	1	25	0.15	0.85
160	1	19	0.12	0.97
161	1	14	0.09	1.06
162	1	25	0.15	1.21
163	1	16	0.10	1.31
164	1	32	0.20	1.51
165	2	16	0.10	1.60
166	2	19	0.12	1.72
167	2	31	0.19	1.91
168	2	24	0.15	2.06
169	2	35	0.22	2.27

Table 97. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
170	2	29	0.18	2.45
171	3	30	0.18	2.64
172	3	34	0.21	2.85
173	3	32	0.20	3.04
174	3	29	0.18	3.22
175	4	34	0.21	3.43
176	4	38	0.23	3.66
177	4	27	0.17	3.83
178	4	41	0.25	4.08
179	5	29	0.18	4.26
180	5	27	0.17	4.42
181	5	48	0.29	4.72
182	6	47	0.29	5.01
183	6	39	0.24	5.25
184	6	37	0.23	5.48
185	7	32	0.20	5.67
186	7	37	0.23	5.90
187	7	37	0.23	6.13
188	8	51	0.31	6.44
189	8	46	0.28	6.72
190	9	48	0.29	7.02
191	9	40	0.25	7.26
192	9	35	0.22	7.48
193	10	60	0.37	7.85
194	10	34	0.21	8.06
195	11	44	0.27	8.33
196	11	49	0.30	8.63
197	11	40	0.25	8.87
198	12	40	0.25	9.12
199	12	44	0.27	9.39
200	12	41	0.25	9.64
201	13	42	0.26	9.90
202	13	50	0.31	10.21
203	14	62	0.38	10.59
204	14	50	0.31	10.90
205	15	48	0.29	11.19
206	15	55	0.34	11.53
207	15	47	0.29	11.82
208	16	45	0.28	12.09
209	16	44	0.27	12.36

**Table 97. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
210	17	53	0.33	12.69
211	17	60	0.37	13.06
212	17	51	0.31	13.37
213	18	40	0.25	13.62
214	18	61	0.37	13.99
215	19	53	0.33	14.32
216	19	56	0.34	14.66
217	20	64	0.39	15.06
218	20	72	0.44	15.50
219	20	61	0.37	15.87
220	21	64	0.39	16.27
221	21	76	0.47	16.73
222	22	63	0.39	17.12
223	22	79	0.49	17.61
224	23	68	0.42	18.02
225	23	75	0.46	18.49
226	24	75	0.46	18.95
227	25	74	0.45	19.40
228	25	72	0.44	19.84
229	26	82	0.50	20.35
230	26	65	0.40	20.75
231	27	85	0.52	21.27
232	27	92	0.57	21.84
233	28	97	0.60	22.43
234	28	87	0.53	22.97
235	29	93	0.57	23.54
236	30	87	0.53	24.07
237	30	96	0.59	24.66
238	31	97	0.60	25.26
239	32	89	0.55	25.81
240	32	93	0.57	26.38
241	33	93	0.57	26.95
242	33	95	0.58	27.53
243	34	99	0.61	28.14
244	35	116	0.71	28.85
245	35	126	0.77	29.63
246	36	131	0.81	30.43
247	37	103	0.63	31.07
248	38	113	0.69	31.76
249	38	113	0.69	32.45

Table 97. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
250	39	115	0.71	33.16
251	40	131	0.81	33.97
252	40	130	0.80	34.77
253	41	120	0.74	35.50
254	42	134	0.82	36.33
255	43	146	0.90	37.22
256	44	151	0.93	38.15
257	45	153	0.94	39.09
258	45	130	0.80	39.89
259	46	159	0.98	40.87
260	47	151	0.93	41.80
261	48	174	1.07	42.87
262	49	133	0.82	43.68
263	50	145	0.89	44.57
264	51	154	0.95	45.52
265	52	160	0.98	46.50
266	53	155	0.95	47.46
267	53	174	1.07	48.53
268	54	163	1.00	49.53
269	55	184	1.13	50.66
270	56	177	1.09	51.75
271	57	170	1.04	52.79
272	58	177	1.09	53.88
273	59	182	1.12	55.00
274	60	195	1.20	56.19
275	62	187	1.15	57.34
276	63	187	1.15	58.49
277	64	178	1.09	59.59
278	65	201	1.24	60.82
279	66	165	1.01	61.84
280	67	167	1.03	62.86
281	68	164	1.01	63.87
282	69	204	1.25	65.12
283	70	164	1.01	66.13
284	71	181	1.11	67.24
285	72	228	1.40	68.65
286	73	162	1.00	69.64
287	74	172	1.06	70.70
288	75	160	0.98	71.68
289	76	199	1.22	72.90

Table 97. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
290	77	189	1.16	74.07
291	78	163	1.00	75.07
292	79	163	1.00	76.07
293	80	140	0.86	76.93
294	81	194	1.19	78.12
295	82	121	0.74	78.87
296	82	191	1.17	80.04
297	83	98	0.60	80.64
298	84	214	1.32	81.96
299	85	102	0.63	82.58
300	86	156	0.96	83.54
301	86	90	0.55	84.10
302	87	182	1.12	85.21
303	88	99	0.61	85.82
304	88	151	0.93	86.75
305	89	89	0.55	87.30
306	90	146	0.90	88.19
307	90	106	0.65	88.85
308	91	110	0.68	89.52
309	91	114	0.70	90.22
310	92	107	0.66	90.88
311	93	102	0.63	91.51
312	93	73	0.45	91.96
313	93	86	0.53	92.48
314	94	84	0.52	93.00
315	94	110	0.68	93.68
316	95	63	0.39	94.06
317	95	64	0.39	94.46
318	96	74	0.45	94.91
319	96	72	0.44	95.35
320	96	31	0.19	95.54
321	96	32	0.20	95.74
322	97	76	0.47	96.21
323	97	44	0.27	96.48
324	97	23	0.14	96.62
325	97	38	0.23	96.85
326	97	42	0.26	97.11
327	98	29	0.18	97.29
328	98	38	0.23	97.52
329	98	35	0.22	97.74

**Table 97. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
330	98	37	0.23	97.97
331	98	12	0.07	98.04
332	98	43	0.26	98.30
333	99	22	0.14	98.44
334	99	17	0.10	98.54
335	99	19	0.12	98.66
336	99	36	0.22	98.88
337	99	20	0.12	99.00
338	99	9	0.06	99.06
339	99	34	0.21	99.27
340	99	2	0.01	99.28
341	99	12	0.07	99.35
342	99	9	0.06	99.41
343	99	23	0.14	99.55
344	99	4	0.02	99.58
345	99	9	0.06	99.63
346	99	3	0.02	99.65
347	99	5	0.03	99.68
348	99	4	0.02	99.71
349	99	13	0.08	99.78
350	99	9	0.06	99.84
351	99	6	0.04	99.88
352	99	2	0.01	99.89
353	99	3	0.02	99.91
356	99	7	0.04	99.95
358	99	4	0.02	99.98
360	99	4	0.02	100.00

**Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	1	0.01	0.01
122	1	2	0.01	0.02
124	1	2	0.01	0.03
129	1	1	0.01	0.04
130	1	1	0.01	0.05
132	1	1	0.01	0.05
135	1	2	0.01	0.07
136	1	1	0.01	0.07
138	1	1	0.01	0.08
139	1	0	0.00	0.08
142	1	0	0.00	0.08
143	1	1	0.01	0.09
144	1	1	0.01	0.09
146	1	4	0.03	0.12
147	1	2	0.01	0.13
148	1	2	0.01	0.15
149	1	5	0.03	0.18
150	1	3	0.02	0.20
151	1	8	0.05	0.25
152	1	1	0.01	0.26
153	1	12	0.08	0.34
154	1	6	0.04	0.38
155	1	10	0.07	0.45
156	1	9	0.06	0.51
157	1	9	0.06	0.57
158	1	7	0.05	0.61
159	1	10	0.07	0.68
160	1	15	0.10	0.78
161	1	12	0.08	0.86
162	1	25	0.17	1.02
163	2	14	0.09	1.12
164	2	14	0.09	1.21
165	2	23	0.15	1.36
166	2	12	0.08	1.44
167	2	21	0.14	1.58
168	2	17	0.11	1.70
169	2	35	0.23	1.93
170	3	32	0.21	2.14

Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
171	3	28	0.19	2.33
172	3	28	0.19	2.51
173	3	36	0.24	2.75
174	4	29	0.19	2.95
175	4	39	0.26	3.21
176	4	34	0.23	3.43
177	4	32	0.21	3.65
178	5	29	0.19	3.84
179	5	40	0.27	4.11
180	5	40	0.27	4.37
181	6	42	0.28	4.65
182	6	52	0.35	5.00
183	6	47	0.31	5.31
184	7	48	0.32	5.63
185	7	51	0.34	5.97
186	8	43	0.29	6.25
187	8	52	0.35	6.60
188	8	45	0.30	6.90
189	9	44	0.29	7.19
190	9	40	0.27	7.46
191	10	78	0.52	7.98
192	10	42	0.28	8.26
193	11	53	0.35	8.61
194	11	56	0.37	8.98
195	12	53	0.35	9.33
196	12	60	0.40	9.73
197	13	56	0.37	10.11
198	13	77	0.51	10.62
199	14	52	0.35	10.96
200	14	61	0.41	11.37
201	15	51	0.34	11.71
202	15	60	0.40	12.11
203	16	68	0.45	12.56
204	16	58	0.39	12.95
205	17	65	0.43	13.38
206	17	70	0.47	13.85
207	18	63	0.42	14.26
208	18	59	0.39	14.66
209	19	52	0.35	15.00
210	19	74	0.49	15.50

**Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
211	20	58	0.39	15.88
212	20	74	0.49	16.37
213	21	66	0.44	16.81
214	21	63	0.42	17.23
215	22	67	0.45	17.68
216	22	61	0.41	18.08
217	23	75	0.50	18.58
218	23	70	0.47	19.05
219	24	75	0.50	19.55
220	25	82	0.55	20.09
221	25	69	0.46	20.55
222	26	64	0.43	20.98
223	26	82	0.55	21.52
224	27	73	0.49	22.01
225	27	78	0.52	22.53
226	28	88	0.59	23.11
227	28	81	0.54	23.65
228	29	95	0.63	24.28
229	30	95	0.63	24.92
230	30	79	0.53	25.44
231	31	102	0.68	26.12
232	32	97	0.65	26.77
233	33	93	0.62	27.39
234	33	105	0.70	28.08
235	34	117	0.78	28.86
236	35	93	0.62	29.48
237	35	108	0.72	30.20
238	36	100	0.67	30.86
239	37	113	0.75	31.62
240	38	85	0.57	32.18
241	38	104	0.69	32.87
242	39	128	0.85	33.73
243	40	122	0.81	34.54
244	41	111	0.74	35.28
245	42	117	0.78	36.05
246	42	122	0.81	36.87
247	43	134	0.89	37.76
248	44	116	0.77	38.53
249	45	140	0.93	39.46
250	46	142	0.94	40.41

**Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	47	138	0.92	41.32
252	48	147	0.98	42.30
253	49	138	0.92	43.22
254	50	141	0.94	44.16
255	50	140	0.93	45.09
256	51	154	1.02	46.11
257	52	155	1.03	47.15
258	53	171	1.14	48.28
259	54	154	1.02	49.31
260	56	179	1.19	50.50
261	57	152	1.01	51.51
262	57	153	1.02	52.53
263	58	151	1.00	53.53
264	59	158	1.05	54.58
265	60	135	0.90	55.48
266	61	183	1.22	56.70
267	62	158	1.05	57.75
268	63	197	1.31	59.06
269	64	137	0.91	59.97
270	65	181	1.20	61.18
271	66	165	1.10	62.28
272	67	180	1.20	63.47
273	68	136	0.90	64.38
274	69	174	1.16	65.54
275	70	149	0.99	66.53
276	71	171	1.14	67.66
277	72	163	1.08	68.75
278	73	181	1.20	69.95
279	74	145	0.96	70.92
280	75	174	1.16	72.08
281	76	157	1.04	73.12
282	77	187	1.24	74.36
283	78	154	1.02	75.39
284	79	139	0.92	76.31
285	80	133	0.88	77.20
286	81	145	0.96	78.16
287	82	146	0.97	79.14
288	82	132	0.88	80.01
289	83	140	0.93	80.94
290	84	128	0.85	81.80

**Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
291	85	127	0.84	82.64
292	86	141	0.94	83.58
293	86	102	0.68	84.26
294	87	109	0.73	84.98
295	87	106	0.71	85.69
296	88	104	0.69	86.38
297	89	138	0.92	87.30
298	89	98	0.65	87.95
299	90	113	0.75	88.70
300	91	70	0.47	89.17
301	91	115	0.77	89.93
302	92	81	0.54	90.47
303	92	72	0.48	90.95
304	93	94	0.63	91.58
305	93	46	0.31	91.88
306	93	99	0.66	92.54
307	94	73	0.49	93.03
308	94	45	0.30	93.33
309	95	98	0.65	93.98
310	95	45	0.30	94.28
311	95	66	0.44	94.72
312	96	55	0.37	95.08
313	96	32	0.21	95.30
314	96	74	0.49	95.79
315	97	29	0.19	95.98
316	97	36	0.24	96.22
317	97	49	0.33	96.55
318	97	33	0.22	96.77
319	97	41	0.27	97.04
320	98	30	0.20	97.24
321	98	27	0.18	97.42
322	98	36	0.24	97.66
323	98	20	0.13	97.79
324	98	35	0.23	98.02
325	98	16	0.11	98.13
326	98	8	0.05	98.18
327	99	34	0.23	98.41
328	99	19	0.13	98.54
329	99	15	0.10	98.64
330	99	19	0.13	98.76

**Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
331	99	2	0.01	98.78
332	99	25	0.17	98.94
333	99	25	0.17	99.11
334	99	5	0.03	99.14
335	99	19	0.13	99.27
336	99	9	0.06	99.33
337	99	14	0.09	99.42
338	99	4	0.03	99.45
339	99	4	0.03	99.47
340	99	14	0.09	99.57
341	99	7	0.05	99.61
342	99	5	0.03	99.65
343	99	9	0.06	99.71
344	99	2	0.01	99.72
345	99	5	0.03	99.75
347	99	4	0.03	99.78
348	99	5	0.03	99.81
350	99	7	0.05	99.86
351	99	7	0.05	99.91
352	99	5	0.03	99.94
358	99	6	0.04	99.98
360	99	3	0.02	100.00

**Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	2	0.01	0.01
122	1	3	0.02	0.04
124	1	2	0.01	0.05
130	1	2	0.01	0.07
135	1	1	0.01	0.07
137	1	2	0.01	0.09
138	1	2	0.01	0.10
140	1	3	0.02	0.12
141	1	1	0.01	0.13
142	1	1	0.01	0.14
143	1	1	0.01	0.14
144	1	2	0.01	0.16
146	1	3	0.02	0.18
147	1	1	0.01	0.19
148	1	4	0.03	0.22
149	1	3	0.02	0.24
150	1	7	0.05	0.29
151	1	11	0.08	0.37
152	1	4	0.03	0.40
153	1	9	0.07	0.46
154	1	4	0.03	0.49
155	1	11	0.08	0.57
156	1	6	0.04	0.62
157	1	10	0.07	0.69
158	1	10	0.07	0.76
159	1	11	0.08	0.84
160	1	15	0.11	0.95
161	1	13	0.09	1.04
162	2	21	0.15	1.20
163	2	24	0.17	1.37
164	2	15	0.11	1.48
165	2	23	0.17	1.65
166	2	14	0.10	1.75
167	2	28	0.20	1.95
168	2	19	0.14	2.09
169	3	29	0.21	2.30
170	3	29	0.21	2.51
171	3	23	0.17	2.68

Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
172	3	33	0.24	2.91
173	4	33	0.24	3.15
174	4	26	0.19	3.34
175	4	30	0.22	3.56
176	4	37	0.27	3.83
177	5	41	0.30	4.12
178	5	30	0.22	4.34
179	5	44	0.32	4.66
180	6	33	0.24	4.90
181	6	38	0.28	5.18
182	6	47	0.34	5.52
183	7	33	0.24	5.76
184	7	54	0.39	6.15
185	7	44	0.32	6.47
186	8	53	0.38	6.85
187	8	56	0.41	7.26
188	9	47	0.34	7.60
189	9	53	0.38	7.98
190	9	44	0.32	8.30
191	10	54	0.39	8.69
192	10	35	0.25	8.95
193	11	50	0.36	9.31
194	11	41	0.30	9.61
195	12	49	0.36	9.96
196	12	60	0.43	10.40
197	13	43	0.31	10.71
198	13	53	0.38	11.09
199	13	32	0.23	11.32
200	14	43	0.31	11.64
201	14	45	0.33	11.96
202	15	49	0.36	12.32
203	15	64	0.46	12.78
204	15	45	0.33	13.11
205	16	66	0.48	13.59
206	16	59	0.43	14.01
207	17	53	0.38	14.40
208	17	66	0.48	14.88
209	18	45	0.33	15.20
210	18	70	0.51	15.71
211	19	61	0.44	16.15

**Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
212	19	65	0.47	16.62
213	20	76	0.55	17.17
214	21	65	0.47	17.65
215	21	71	0.51	18.16
216	22	43	0.31	18.47
217	22	58	0.42	18.89
218	23	62	0.45	19.34
219	23	57	0.41	19.75
220	24	73	0.53	20.28
221	24	80	0.58	20.86
222	25	86	0.62	21.49
223	25	73	0.53	22.02
224	26	64	0.46	22.48
225	27	64	0.46	22.94
226	27	64	0.46	23.41
227	28	65	0.47	23.88
228	28	73	0.53	24.41
229	29	77	0.56	24.97
230	29	61	0.44	25.41
231	30	75	0.54	25.95
232	30	79	0.57	26.53
233	31	78	0.57	27.09
234	32	89	0.65	27.74
235	32	82	0.59	28.33
236	33	74	0.54	28.87
237	34	87	0.63	29.50
238	34	95	0.69	30.19
239	35	93	0.67	30.86
240	36	82	0.59	31.46
241	36	94	0.68	32.14
242	37	91	0.66	32.80
243	38	83	0.60	33.40
244	38	94	0.68	34.08
245	39	93	0.67	34.75
246	40	83	0.60	35.36
247	40	120	0.87	36.23
248	41	125	0.91	37.13
249	42	106	0.77	37.90
250	43	121	0.88	38.78
251	44	113	0.82	39.60

**Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
252	45	99	0.72	40.31
253	45	109	0.79	41.10
254	46	115	0.83	41.94
255	47	113	0.82	42.76
256	48	136	0.99	43.74
257	49	104	0.75	44.50
258	49	114	0.83	45.32
259	50	101	0.73	46.06
260	51	146	1.06	47.11
261	52	137	0.99	48.11
262	53	119	0.86	48.97
263	54	116	0.84	49.81
264	55	136	0.99	50.80
265	56	122	0.88	51.68
266	56	142	1.03	52.71
267	57	129	0.94	53.65
268	58	147	1.07	54.71
269	59	115	0.83	55.55
270	60	148	1.07	56.62
271	61	132	0.96	57.58
272	62	151	1.09	58.67
273	63	122	0.88	59.55
274	64	158	1.15	60.70
275	65	148	1.07	61.77
276	66	150	1.09	62.86
277	67	123	0.89	63.75
278	68	163	1.18	64.93
279	69	142	1.03	65.96
280	70	147	1.07	67.03
281	71	142	1.03	68.06
282	72	143	1.04	69.10
283	73	137	0.99	70.09
284	74	173	1.25	71.34
285	75	132	0.96	72.30
286	76	152	1.10	73.40
287	77	124	0.90	74.30
288	78	140	1.01	75.32
289	79	142	1.03	76.34
290	80	149	1.08	77.42
291	81	135	0.98	78.40

Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
292	82	147	1.07	79.47
293	82	114	0.83	80.30
294	83	109	0.79	81.09
295	84	111	0.80	81.89
296	85	113	0.82	82.71
297	85	119	0.86	83.57
298	86	86	0.62	84.20
299	87	123	0.89	85.09
300	87	80	0.58	85.67
301	88	120	0.87	86.54
302	89	85	0.62	87.15
303	89	81	0.59	87.74
304	90	93	0.67	88.42
305	90	63	0.46	88.87
306	91	95	0.69	89.56
307	91	69	0.50	90.06
308	92	50	0.36	90.42
309	92	96	0.70	91.12
310	92	50	0.36	91.48
311	93	66	0.48	91.96
312	93	69	0.50	92.46
313	94	51	0.37	92.83
314	94	88	0.64	93.47
315	94	39	0.28	93.75
316	95	49	0.36	94.11
317	95	61	0.44	94.55
318	95	37	0.27	94.82
319	96	45	0.33	95.14
320	96	41	0.30	95.44
321	96	33	0.24	95.68
322	96	57	0.41	96.09
323	97	25	0.18	96.27
324	97	58	0.42	96.69
325	97	25	0.18	96.88
326	97	9	0.07	96.94
327	97	38	0.28	97.22
328	98	27	0.20	97.41
329	98	35	0.25	97.67
330	98	25	0.18	97.85
331	98	1	0.01	97.85

Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
332	98	41	0.30	98.15
333	98	21	0.15	98.30
334	99	7	0.05	98.35
335	99	27	0.20	98.55
336	99	14	0.10	98.65
337	99	39	0.28	98.93
338	99	8	0.06	98.99
339	99	9	0.07	99.06
340	99	15	0.11	99.17
341	99	18	0.13	99.30
342	99	8	0.06	99.35
343	99	14	0.10	99.46
344	99	1	0.01	99.46
345	99	12	0.09	99.55
346	99	1	0.01	99.56
347	99	12	0.09	99.64
348	99	11	0.08	99.72
350	99	11	0.08	99.80
351	99	9	0.07	99.87
352	99	4	0.03	99.90
358	99	8	0.06	99.96
360	99	6	0.04	100.00

**Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
122	1	1	0.01	0.01
128	1	1	0.01	0.02
130	1	1	0.01	0.02
134	1	3	0.02	0.05
137	1	2	0.02	0.06
139	1	2	0.02	0.08
140	1	5	0.04	0.11
141	1	1	0.01	0.12
142	1	1	0.01	0.13
143	1	3	0.02	0.15
145	1	2	0.02	0.17
146	1	2	0.02	0.18
147	1	1	0.01	0.19
148	1	5	0.04	0.23
149	1	4	0.03	0.26
150	1	2	0.02	0.27
151	1	13	0.10	0.37
152	1	2	0.02	0.39
153	1	8	0.06	0.45
154	1	13	0.10	0.55
155	1	12	0.09	0.64
156	1	16	0.12	0.76
157	1	9	0.07	0.83
158	1	14	0.11	0.94
159	1	23	0.18	1.11
160	1	19	0.14	1.26
161	1	23	0.18	1.43
162	2	24	0.18	1.62
163	2	24	0.18	1.80
164	2	25	0.19	1.99
165	2	23	0.18	2.16
166	2	32	0.24	2.41
167	3	24	0.18	2.59
168	3	36	0.27	2.87
169	3	30	0.23	3.09
170	3	31	0.24	3.33
171	4	30	0.23	3.56
172	4	42	0.32	3.88

**Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
173	4	41	0.31	4.19
174	5	55	0.42	4.61
175	5	28	0.21	4.82
176	5	43	0.33	5.15
177	5	29	0.22	5.37
178	6	51	0.39	5.76
179	6	48	0.37	6.13
180	6	53	0.40	6.53
181	7	38	0.29	6.82
182	7	38	0.29	7.11
183	8	62	0.47	7.58
184	8	33	0.25	7.84
185	8	51	0.39	8.22
186	9	46	0.35	8.57
187	9	45	0.34	8.92
188	10	57	0.43	9.35
189	10	53	0.40	9.76
190	11	54	0.41	10.17
191	11	59	0.45	10.62
192	12	45	0.34	10.96
193	12	46	0.35	11.31
194	12	54	0.41	11.72
195	13	39	0.30	12.02
196	13	56	0.43	12.45
197	14	42	0.32	12.77
198	14	53	0.40	13.17
199	15	55	0.42	13.59
200	15	49	0.37	13.96
201	16	52	0.40	14.36
202	16	67	0.51	14.87
203	17	46	0.35	15.22
204	17	51	0.39	15.61
205	18	60	0.46	16.07
206	18	74	0.56	16.63
207	19	55	0.42	17.05
208	19	44	0.34	17.39
209	20	56	0.43	17.81
210	20	57	0.43	18.25
211	21	71	0.54	18.79
212	21	56	0.43	19.21

**Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
213	22	60	0.46	19.67
214	22	67	0.51	20.18
215	23	46	0.35	20.53
216	23	60	0.46	20.99
217	24	71	0.54	21.53
218	25	72	0.55	22.08
219	25	64	0.49	22.57
220	26	56	0.43	23.00
221	26	58	0.44	23.44
222	27	68	0.52	23.96
223	27	59	0.45	24.41
224	28	61	0.46	24.87
225	28	80	0.61	25.48
226	29	62	0.47	25.95
227	29	62	0.47	26.43
228	30	82	0.63	27.05
229	30	73	0.56	27.61
230	31	96	0.73	28.34
231	32	79	0.60	28.94
232	32	83	0.63	29.57
233	33	91	0.69	30.27
234	34	81	0.62	30.88
235	34	73	0.56	31.44
236	35	89	0.68	32.12
237	36	88	0.67	32.79
238	36	83	0.63	33.42
239	37	87	0.66	34.09
240	38	96	0.73	34.82
241	39	86	0.66	35.47
242	39	108	0.82	36.30
243	40	100	0.76	37.06
244	41	98	0.75	37.80
245	42	108	0.82	38.63
246	42	99	0.75	39.38
247	43	114	0.87	40.25
248	44	110	0.84	41.09
249	45	127	0.97	42.06
250	46	103	0.79	42.84
251	46	98	0.75	43.59
252	47	130	0.99	44.58

**Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
253	48	118	0.90	45.48
254	49	130	0.99	46.47
255	50	120	0.91	47.39
256	51	137	1.04	48.43
257	52	129	0.98	49.41
258	53	133	1.01	50.43
259	54	129	0.98	51.41
260	55	140	1.07	52.48
261	56	119	0.91	53.38
262	57	117	0.89	54.28
263	58	116	0.88	55.16
264	58	131	1.00	56.16
265	59	135	1.03	57.19
266	60	140	1.07	58.25
267	62	160	1.22	59.47
268	63	148	1.13	60.60
269	64	137	1.04	61.65
270	65	139	1.06	62.71
271	66	141	1.07	63.78
272	67	122	0.93	64.71
273	67	134	1.02	65.73
274	68	130	0.99	66.72
275	69	136	1.04	67.76
276	70	161	1.23	68.99
277	72	162	1.23	70.22
278	73	138	1.05	71.27
279	74	135	1.03	72.30
280	75	133	1.01	73.32
281	75	108	0.82	74.14
282	76	125	0.95	75.09
283	77	149	1.14	76.23
284	78	134	1.02	77.25
285	79	119	0.91	78.16
286	80	125	0.95	79.11
287	81	127	0.97	80.08
288	82	112	0.85	80.93
289	82	116	0.88	81.81
290	83	110	0.84	82.65
291	84	91	0.69	83.35
292	84	115	0.88	84.22

**Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
293	85	81	0.62	84.84
294	86	111	0.85	85.69
295	87	76	0.58	86.27
296	87	99	0.75	87.02
297	88	113	0.86	87.88
298	89	71	0.54	88.42
299	89	69	0.53	88.95
300	90	80	0.61	89.56
301	90	63	0.48	90.04
302	90	65	0.50	90.53
303	91	61	0.46	91.00
304	91	55	0.42	91.42
305	92	54	0.41	91.83
306	92	74	0.56	92.39
307	93	46	0.35	92.74
308	93	60	0.46	93.20
309	93	53	0.40	93.61
310	94	40	0.30	93.91
311	94	55	0.42	94.33
312	95	62	0.47	94.80
313	95	37	0.28	95.08
314	95	52	0.40	95.48
315	96	52	0.40	95.88
316	96	22	0.17	96.04
317	96	42	0.32	96.36
318	96	36	0.27	96.64
319	97	18	0.14	96.78
320	97	18	0.14	96.91
321	97	38	0.29	97.20
322	98	12	0.09	97.29
323	98	29	0.22	97.52
324	98	34	0.26	97.77
325	98	14	0.11	97.88
326	98	21	0.16	98.04
327	98	33	0.25	98.29
328	99	5	0.04	98.33
329	99	27	0.21	98.54
330	99	17	0.13	98.67
331	99	6	0.05	98.71
332	99	22	0.17	98.88

**Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
333	99	31	0.24	99.12
334	99	2	0.02	99.13
335	99	16	0.12	99.25
336	99	7	0.05	99.31
337	99	3	0.02	99.33
338	99	12	0.09	99.42
339	99	4	0.03	99.45
340	99	2	0.02	99.47
341	99	20	0.15	99.62
342	99	6	0.05	99.66
343	99	6	0.05	99.71
344	99	6	0.05	99.76
345	99	6	0.05	99.80
346	99	1	0.01	99.81
347	99	4	0.03	99.84
348	99	1	0.01	99.85
349	99	3	0.02	99.87
350	99	7	0.05	99.92
351	99	2	0.02	99.94
352	99	3	0.02	99.96
357	99	3	0.02	99.98
360	99	2	0.02	100.00

**Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
131	1	1	0.01	0.01
134	1	1	0.01	0.02
139	1	2	0.02	0.03
140	1	1	0.01	0.04
141	1	1	0.01	0.05
143	1	3	0.02	0.07
145	1	3	0.02	0.10
146	1	3	0.02	0.12
147	1	2	0.02	0.14
148	1	1	0.01	0.15
149	1	5	0.04	0.19
150	1	3	0.02	0.21
151	1	6	0.05	0.26
152	1	1	0.01	0.27
153	1	6	0.05	0.32
154	1	12	0.10	0.42
155	1	13	0.11	0.52
156	1	13	0.11	0.63
157	1	11	0.09	0.72
158	1	19	0.16	0.88
159	1	16	0.13	1.01
160	1	18	0.15	1.15
161	1	17	0.14	1.29
162	2	22	0.18	1.47
163	2	21	0.17	1.64
164	2	25	0.20	1.85
165	2	32	0.26	2.11
166	2	22	0.18	2.29
167	3	24	0.20	2.49
168	3	36	0.29	2.78
169	3	20	0.16	2.95
170	3	31	0.25	3.20
171	4	38	0.31	3.51
172	4	29	0.24	3.75
173	4	26	0.21	3.96
174	4	42	0.34	4.30
175	5	27	0.22	4.52
176	5	44	0.36	4.89

**Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
177	5	40	0.33	5.21
178	6	42	0.34	5.56
179	6	28	0.23	5.79
180	6	36	0.29	6.08
181	6	47	0.38	6.46
182	7	43	0.35	6.82
183	7	54	0.44	7.26
184	8	56	0.46	7.72
185	8	54	0.44	8.16
186	9	33	0.27	8.43
187	9	47	0.38	8.81
188	9	47	0.38	9.20
189	10	44	0.36	9.56
190	10	57	0.47	10.02
191	11	54	0.44	10.47
192	11	53	0.43	10.90
193	12	54	0.44	11.34
194	12	64	0.52	11.86
195	13	48	0.39	12.26
196	13	59	0.48	12.74
197	14	49	0.40	13.14
198	14	53	0.43	13.57
199	14	55	0.45	14.03
200	15	46	0.38	14.40
201	15	53	0.43	14.84
202	16	52	0.43	15.26
203	16	62	0.51	15.77
204	17	54	0.44	16.21
205	17	56	0.46	16.67
206	18	69	0.56	17.23
207	18	48	0.39	17.63
208	19	57	0.47	18.09
209	19	49	0.40	18.49
210	19	47	0.38	18.88
211	20	55	0.45	19.33
212	20	55	0.45	19.78
213	21	60	0.49	20.27
214	21	58	0.47	20.74
215	22	56	0.46	21.20
216	22	57	0.47	21.67

**Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
217	23	66	0.54	22.21
218	24	57	0.47	22.67
219	24	75	0.61	23.29
220	25	61	0.50	23.79
221	25	52	0.43	24.21
222	26	48	0.39	24.61
223	26	76	0.62	25.23
224	27	72	0.59	25.82
225	27	65	0.53	26.35
226	28	55	0.45	26.80
227	28	85	0.70	27.49
228	29	62	0.51	28.00
229	29	62	0.51	28.51
230	30	67	0.55	29.06
231	31	72	0.59	29.65
232	31	68	0.56	30.20
233	32	82	0.67	30.87
234	32	70	0.57	31.45
235	33	84	0.69	32.13
236	34	62	0.51	32.64
237	34	81	0.66	33.30
238	35	81	0.66	33.97
239	36	82	0.67	34.64
240	36	73	0.60	35.23
241	37	75	0.61	35.85
242	37	78	0.64	36.49
243	38	75	0.61	37.10
244	39	101	0.83	37.93
245	40	76	0.62	38.55
246	40	90	0.74	39.28
247	41	76	0.62	39.91
248	42	82	0.67	40.58
249	42	86	0.70	41.28
250	43	91	0.74	42.03
251	44	105	0.86	42.89
252	44	87	0.71	43.60
253	45	88	0.72	44.32
254	46	97	0.79	45.11
255	47	96	0.79	45.90
256	48	116	0.95	46.85

**Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
257	48	102	0.83	47.68
258	49	101	0.83	48.51
259	50	103	0.84	49.35
260	51	112	0.92	50.27
261	52	105	0.86	51.13
262	53	94	0.77	51.89
263	53	101	0.83	52.72
264	54	110	0.90	53.62
265	55	106	0.87	54.49
266	56	105	0.86	55.35
267	57	119	0.97	56.32
268	58	130	1.06	57.38
269	59	102	0.83	58.22
270	59	114	0.93	59.15
271	60	131	1.07	60.22
272	61	107	0.88	61.10
273	62	124	1.01	62.11
274	63	126	1.03	63.15
275	64	124	1.01	64.16
276	65	105	0.86	65.02
277	66	109	0.89	65.91
278	67	103	0.84	66.75
279	68	123	1.01	67.76
280	68	107	0.88	68.64
281	69	124	1.01	69.65
282	70	99	0.81	70.46
283	71	111	0.91	71.37
284	72	113	0.92	72.29
285	73	120	0.98	73.28
286	74	98	0.80	74.08
287	75	112	0.92	74.99
288	75	112	0.92	75.91
289	76	114	0.93	76.84
290	77	98	0.80	77.65
291	78	103	0.84	78.49
292	79	113	0.92	79.41
293	80	93	0.76	80.17
294	81	116	0.95	81.12
295	81	66	0.54	81.66
296	82	117	0.96	82.62

**Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
297	83	90	0.74	83.36
298	83	90	0.74	84.09
299	84	92	0.75	84.85
300	85	83	0.68	85.52
301	85	72	0.59	86.11
302	86	86	0.70	86.82
303	87	77	0.63	87.45
304	87	78	0.64	88.09
305	88	93	0.76	88.85
306	89	93	0.76	89.61
307	89	49	0.40	90.01
308	90	70	0.57	90.58
309	90	58	0.47	91.06
310	91	61	0.50	91.56
311	91	60	0.49	92.05
312	92	49	0.40	92.45
313	92	37	0.30	92.75
314	93	60	0.49	93.24
315	93	58	0.47	93.72
316	93	27	0.22	93.94
317	94	60	0.49	94.43
318	94	55	0.45	94.88
319	95	32	0.26	95.14
320	96	33	0.27	95.41
321	96	59	0.48	95.89
322	96	15	0.12	96.02
323	96	35	0.29	96.30
324	97	43	0.35	96.65
325	97	19	0.16	96.81
326	97	30	0.25	97.05
327	97	51	0.42	97.47
328	98	9	0.07	97.55
329	98	36	0.29	97.84
330	98	23	0.19	98.03
331	98	4	0.03	98.06
332	98	23	0.19	98.25
333	99	30	0.25	98.49
334	99	4	0.03	98.53
335	99	25	0.20	98.73
336	99	7	0.06	98.79

**Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
337	99	7	0.06	98.85
338	99	19	0.16	99.00
339	99	15	0.12	99.12
340	99	3	0.02	99.15
341	99	27	0.22	99.37
342	99	5	0.04	99.41
343	99	5	0.04	99.45
344	99	10	0.08	99.53
345	99	1	0.01	99.54
346	99	2	0.02	99.56
347	99	13	0.11	99.66
348	99	4	0.03	99.70
349	99	3	0.02	99.72
350	99	9	0.07	99.80
351	99	4	0.03	99.83
352	99	1	0.01	99.84
353	99	3	0.02	99.86
357	99	10	0.08	99.94
360	99	7	0.06	100.00

**Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	5	0.03	0.03
122	1	4	0.02	0.05
124	1	3	0.02	0.07
129	1	2	0.01	0.08
131	1	2	0.01	0.10
133	1	1	0.01	0.10
134	1	1	0.01	0.11
135	1	2	0.01	0.12
137	1	4	0.02	0.14
138	1	0	0.00	0.14
139	1	2	0.01	0.16
140	1	1	0.01	0.16
141	1	3	0.02	0.18
143	1	4	0.02	0.21
144	1	8	0.05	0.25
145	1	6	0.04	0.29
146	1	8	0.05	0.34
147	1	1	0.01	0.34
148	1	9	0.05	0.40
149	1	3	0.02	0.42
150	1	9	0.05	0.47
151	1	4	0.02	0.50
152	1	5	0.03	0.53
153	1	13	0.08	0.60
154	1	9	0.05	0.66
155	1	18	0.11	0.77
156	1	7	0.04	0.81
157	1	27	0.16	0.97
158	1	15	0.09	1.06
159	1	33	0.20	1.26
160	1	28	0.17	1.43
161	1	49	0.30	1.73
162	2	21	0.13	1.85
163	2	32	0.19	2.05
164	2	34	0.21	2.25
165	2	58	0.35	2.60
166	3	40	0.24	2.84
167	3	41	0.25	3.09

**Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	3	45	0.27	3.36
169	3	36	0.22	3.58
170	4	60	0.36	3.94
171	4	63	0.38	4.32
172	4	61	0.37	4.69
173	5	38	0.23	4.92
174	5	76	0.46	5.38
175	5	64	0.39	5.77
176	6	81	0.49	6.25
177	6	79	0.48	6.73
178	7	84	0.51	7.24
179	7	85	0.51	7.75
180	8	79	0.48	8.23
181	8	79	0.48	8.71
182	9	96	0.58	9.29
183	9	83	0.50	9.79
184	10	87	0.53	10.31
185	10	107	0.65	10.96
186	11	108	0.65	11.61
187	11	92	0.56	12.17
188	12	120	0.72	12.89
189	13	90	0.54	13.43
190	13	84	0.51	13.94
191	14	119	0.72	14.66
192	14	104	0.63	15.29
193	15	96	0.58	15.87
194	16	110	0.66	16.53
195	16	109	0.66	17.19
196	17	116	0.70	17.89
197	17	116	0.70	18.59
198	18	101	0.61	19.20
199	19	91	0.55	19.75
200	19	102	0.62	20.36
201	20	96	0.58	20.94
202	20	126	0.76	21.71
203	21	86	0.52	22.22
204	22	100	0.60	22.83
205	22	102	0.62	23.44
206	23	104	0.63	24.07
207	23	95	0.57	24.65

**Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	24	112	0.68	25.32
209	24	108	0.65	25.97
210	25	111	0.67	26.64
211	26	107	0.65	27.29
212	26	128	0.77	28.06
213	27	90	0.54	28.61
214	28	120	0.72	29.33
215	28	115	0.69	30.02
216	29	91	0.55	30.57
217	30	118	0.71	31.29
218	30	92	0.56	31.84
219	31	119	0.72	32.56
220	31	73	0.44	33.00
221	32	103	0.62	33.62
222	33	112	0.68	34.30
223	33	106	0.64	34.94
224	34	105	0.63	35.57
225	34	97	0.59	36.16
226	35	112	0.68	36.84
227	36	95	0.57	37.41
228	36	113	0.68	38.09
229	37	129	0.78	38.87
230	38	96	0.58	39.45
231	38	100	0.60	40.05
232	39	110	0.66	40.72
233	40	113	0.68	41.40
234	40	90	0.54	41.94
235	41	121	0.73	42.67
236	42	112	0.68	43.35
237	42	107	0.65	44.00
238	43	121	0.73	44.73
239	44	112	0.68	45.40
240	44	108	0.65	46.05
241	45	104	0.63	46.68
242	46	121	0.73	47.41
243	47	117	0.71	48.12
244	47	117	0.71	48.83
245	48	122	0.74	49.56
246	49	114	0.69	50.25
247	49	121	0.73	50.98

**Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	50	134	0.81	51.79
249	51	120	0.72	52.51
250	52	125	0.75	53.27
251	52	126	0.76	54.03
252	53	132	0.80	54.83
253	54	118	0.71	55.54
254	55	135	0.82	56.35
255	56	126	0.76	57.12
256	56	130	0.78	57.90
257	57	120	0.72	58.62
258	58	120	0.72	59.35
259	59	145	0.88	60.22
260	60	124	0.75	60.97
261	60	122	0.74	61.71
262	61	137	0.83	62.54
263	62	114	0.69	63.23
264	63	121	0.73	63.96
265	64	118	0.71	64.67
266	64	143	0.86	65.53
267	65	110	0.66	66.20
268	66	123	0.74	66.94
269	67	126	0.76	67.70
270	68	130	0.78	68.48
271	68	131	0.79	69.27
272	69	115	0.69	69.97
273	70	123	0.74	70.71
274	71	144	0.87	71.58
275	72	136	0.82	72.40
276	73	133	0.80	73.21
277	73	115	0.69	73.90
278	74	106	0.64	74.54
279	75	107	0.65	75.19
280	76	126	0.76	75.95
281	76	117	0.71	76.65
282	77	117	0.71	77.36
283	78	103	0.62	77.98
284	79	131	0.79	78.77
285	79	118	0.71	79.48
286	80	105	0.63	80.12
287	81	113	0.68	80.80

**Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	81	116	0.70	81.50
289	82	110	0.66	82.17
290	83	101	0.61	82.77
291	83	128	0.77	83.55
292	84	109	0.66	84.21
293	85	113	0.68	84.89
294	85	97	0.59	85.47
295	86	116	0.70	86.17
296	87	92	0.56	86.73
297	87	104	0.63	87.36
298	88	67	0.40	87.76
299	88	99	0.60	88.36
300	89	84	0.51	88.87
301	89	86	0.52	89.39
302	90	65	0.39	89.78
303	90	78	0.47	90.25
304	91	75	0.45	90.70
305	91	60	0.36	91.06
306	92	75	0.45	91.52
307	92	52	0.31	91.83
308	92	90	0.54	92.37
309	93	43	0.26	92.63
310	93	68	0.41	93.04
311	93	50	0.30	93.35
312	94	80	0.48	93.83
313	94	30	0.18	94.01
314	94	49	0.30	94.31
315	95	67	0.40	94.71
316	95	61	0.37	95.08
317	95	53	0.32	95.40
318	96	35	0.21	95.61
319	96	56	0.34	95.95
320	96	28	0.17	96.12
321	96	51	0.31	96.43
322	97	13	0.08	96.50
323	97	64	0.39	96.89
324	97	22	0.13	97.02
325	97	31	0.19	97.21
326	97	28	0.17	97.38
327	98	43	0.26	97.64

**Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	98	36	0.22	97.86
329	98	15	0.09	97.95
330	98	42	0.25	98.20
331	98	8	0.05	98.25
332	98	32	0.19	98.44
333	99	7	0.04	98.48
334	99	34	0.21	98.69
335	99	14	0.08	98.77
336	99	18	0.11	98.88
337	99	7	0.04	98.93
338	99	8	0.05	98.97
339	99	23	0.14	99.11
340	99	11	0.07	99.18
341	99	13	0.08	99.26
342	99	10	0.06	99.32
343	99	27	0.16	99.48
344	99	4	0.02	99.50
345	99	10	0.06	99.57
346	99	3	0.02	99.58
347	99	9	0.05	99.64
348	99	1	0.01	99.64
349	99	14	0.08	99.73
350	99	4	0.02	99.75
351	99	10	0.06	99.81
352	99	6	0.04	99.85
356	99	7	0.04	99.89
358	99	12	0.07	99.96
360	99	6	0.04	100.00

**Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	2	0.02	0.02
122	1	2	0.02	0.03
124	1	1	0.01	0.04
130	1	2	0.02	0.05
131	1	1	0.01	0.06
137	1	2	0.02	0.08
138	1	1	0.01	0.08
139	1	1	0.01	0.09
140	1	2	0.02	0.11
141	1	5	0.04	0.14
142	1	1	0.01	0.15
143	1	1	0.01	0.16
144	1	1	0.01	0.17
145	1	1	0.01	0.17
146	1	5	0.04	0.21
147	1	2	0.02	0.23
148	1	5	0.04	0.26
149	1	1	0.01	0.27
150	1	6	0.05	0.32
151	1	0	0.00	0.32
152	1	3	0.02	0.34
153	1	5	0.04	0.38
154	1	6	0.05	0.42
155	1	5	0.04	0.46
156	1	1	0.01	0.47
157	1	11	0.08	0.55
158	1	12	0.09	0.64
159	1	16	0.12	0.76
160	1	5	0.04	0.80
161	1	13	0.10	0.90
162	1	11	0.08	0.98
163	1	14	0.11	1.09
164	1	11	0.08	1.17
165	1	17	0.13	1.30
166	1	18	0.14	1.44
167	1	13	0.10	1.53
168	2	11	0.08	1.62
169	2	16	0.12	1.74

**Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
170	2	19	0.14	1.88
171	2	21	0.16	2.04
172	2	24	0.18	2.22
173	2	10	0.08	2.30
174	2	23	0.17	2.47
175	3	22	0.17	2.64
176	3	22	0.17	2.80
177	3	32	0.24	3.04
178	3	30	0.23	3.27
179	3	30	0.23	3.50
180	4	46	0.35	3.84
181	4	39	0.29	4.14
182	4	35	0.26	4.40
183	5	33	0.25	4.65
184	5	31	0.23	4.89
185	5	37	0.28	5.17
186	5	48	0.36	5.53
187	6	42	0.32	5.85
188	6	58	0.44	6.28
189	7	49	0.37	6.66
190	7	52	0.39	7.05
191	7	49	0.37	7.42
192	8	39	0.29	7.71
193	8	49	0.37	8.08
194	8	49	0.37	8.45
195	9	51	0.39	8.84
196	9	67	0.51	9.34
197	10	71	0.54	9.88
198	10	53	0.40	10.28
199	11	65	0.49	10.77
200	11	51	0.39	11.16
201	11	60	0.45	11.61
202	12	79	0.60	12.21
203	12	52	0.39	12.60
204	13	53	0.40	13.00
205	13	75	0.57	13.57
206	14	60	0.45	14.02
207	14	58	0.44	14.46
208	15	65	0.49	14.95
209	15	66	0.50	15.45

**Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
210	16	72	0.54	15.99
211	16	70	0.53	16.52
212	17	87	0.66	17.18
213	17	73	0.55	17.73
214	18	72	0.54	18.27
215	18	74	0.56	18.83
216	19	97	0.73	19.56
217	20	72	0.54	20.11
218	20	88	0.66	20.77
219	21	67	0.51	21.28
220	21	60	0.45	21.73
221	22	84	0.63	22.37
222	22	52	0.39	22.76
223	23	82	0.62	23.38
224	23	84	0.63	24.01
225	24	94	0.71	24.72
226	25	94	0.71	25.43
227	25	93	0.70	26.14
228	26	67	0.51	26.64
229	27	106	0.80	27.44
230	27	85	0.64	28.09
231	28	96	0.73	28.81
232	29	93	0.70	29.51
233	29	95	0.72	30.23
234	30	106	0.80	31.03
235	31	95	0.72	31.75
236	32	109	0.82	32.57
237	32	110	0.83	33.40
238	33	132	1.00	34.40
239	34	96	0.73	35.13
240	35	114	0.86	35.99
241	36	95	0.72	36.70
242	36	93	0.70	37.41
243	37	104	0.79	38.19
244	38	106	0.80	38.99
245	39	119	0.90	39.89
246	40	108	0.82	40.71
247	40	115	0.87	41.58
248	41	116	0.88	42.45
249	42	97	0.73	43.19

**Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
250	43	95	0.72	43.90
251	44	89	0.67	44.58
252	44	101	0.76	45.34
253	45	130	0.98	46.32
254	46	114	0.86	47.18
255	47	103	0.78	47.96
256	48	128	0.97	48.93
257	49	108	0.82	49.74
258	50	110	0.83	50.57
259	50	118	0.89	51.47
260	51	96	0.73	52.19
261	52	111	0.84	53.03
262	53	138	1.04	54.07
263	54	110	0.83	54.90
264	55	88	0.66	55.57
265	56	124	0.94	56.50
266	57	117	0.88	57.39
267	57	102	0.77	58.16
268	58	106	0.80	58.96
269	59	133	1.00	59.96
270	60	119	0.90	60.86
271	61	73	0.55	61.41
272	62	114	0.86	62.28
273	63	134	1.01	63.29
274	63	98	0.74	64.03
275	64	103	0.78	64.81
276	65	112	0.85	65.65
277	66	118	0.89	66.54
278	67	102	0.77	67.31
279	68	96	0.73	68.04
280	68	124	0.94	68.98
281	69	114	0.86	69.84
282	70	114	0.86	70.70
283	71	111	0.84	71.54
284	72	138	1.04	72.58
285	73	129	0.97	73.55
286	74	93	0.70	74.26
287	75	107	0.81	75.06
288	76	104	0.79	75.85
289	76	112	0.85	76.70

**Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
290	77	95	0.72	77.41
291	78	94	0.71	78.12
292	79	88	0.66	78.79
293	79	91	0.69	79.48
294	80	98	0.74	80.22
295	81	99	0.75	80.96
296	82	94	0.71	81.67
297	82	114	0.86	82.54
298	83	55	0.42	82.95
299	84	105	0.79	83.74
300	84	78	0.59	84.33
301	85	128	0.97	85.30
302	86	62	0.47	85.77
303	86	98	0.74	86.51
304	87	84	0.63	87.14
305	88	81	0.61	87.75
306	88	55	0.42	88.17
307	89	67	0.51	88.68
308	89	99	0.75	89.42
309	90	47	0.36	89.78
310	90	95	0.72	90.50
311	91	40	0.30	90.80
312	91	97	0.73	91.53
313	92	29	0.22	91.75
314	92	62	0.47	92.22
315	93	62	0.47	92.69
316	93	54	0.41	93.10
317	93	40	0.30	93.40
318	94	50	0.38	93.78
319	94	67	0.51	94.28
320	94	30	0.23	94.51
321	95	55	0.42	94.92
322	95	12	0.09	95.01
323	95	71	0.54	95.55
324	96	25	0.19	95.74
325	96	45	0.34	96.08
326	96	27	0.20	96.28
327	96	41	0.31	96.59
328	97	35	0.26	96.86
329	97	16	0.12	96.98

**Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
330	97	43	0.32	97.30
331	97	10	0.08	97.38
332	98	40	0.30	97.68
333	98	7	0.05	97.73
334	98	32	0.24	97.98
335	98	21	0.16	98.13
336	98	43	0.32	98.46
337	98	6	0.05	98.50
338	99	14	0.11	98.61
339	99	34	0.26	98.87
340	99	6	0.05	98.91
341	99	22	0.17	99.08
342	99	12	0.09	99.17
343	99	34	0.26	99.43
344	99	3	0.02	99.45
345	99	8	0.06	99.51
346	99	7	0.05	99.56
347	99	3	0.02	99.58
348	99	3	0.02	99.61
349	99	19	0.14	99.75
350	99	6	0.05	99.80
351	99	3	0.02	99.82
352	99	2	0.02	99.83
356	99	7	0.05	99.89
358	99	11	0.08	99.97
360	99	4	0.03	100.00

**Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
122	1	3	0.04	0.04
124	1	2	0.02	0.06
128	1	2	0.02	0.08
130	1	1	0.01	0.09
132	1	1	0.01	0.11
133	1	1	0.01	0.12
134	1	1	0.01	0.13
137	1	1	0.01	0.14
138	1	1	0.01	0.15
139	1	2	0.02	0.18
140	1	1	0.01	0.19
142	1	1	0.01	0.20
143	1	1	0.01	0.21
144	1	1	0.01	0.22
148	1	2	0.02	0.25
150	1	5	0.06	0.31
151	1	3	0.04	0.34
152	1	1	0.01	0.35
153	1	3	0.04	0.39
155	1	1	0.01	0.40
156	1	3	0.04	0.44
157	1	6	0.07	0.51
158	1	2	0.02	0.53
159	1	8	0.09	0.62
160	1	1	0.01	0.64
161	1	8	0.09	0.73
162	1	3	0.04	0.76
163	1	3	0.04	0.80
164	1	5	0.06	0.86
165	1	8	0.09	0.95
166	1	7	0.08	1.04
167	1	6	0.07	1.11
168	1	10	0.12	1.22
169	1	5	0.06	1.28
170	1	4	0.05	1.33
171	1	10	0.12	1.45
172	1	14	0.16	1.61
173	2	10	0.12	1.73

**Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
174	2	11	0.13	1.86
175	2	9	0.11	1.96
176	2	6	0.07	2.03
177	2	6	0.07	2.11
178	2	13	0.15	2.26
179	2	15	0.18	2.43
180	3	13	0.15	2.59
181	3	13	0.15	2.74
182	3	18	0.21	2.95
183	3	18	0.21	3.16
184	3	23	0.27	3.43
185	4	11	0.13	3.56
186	4	18	0.21	3.78
187	4	18	0.21	3.99
188	4	12	0.14	4.13
189	4	17	0.20	4.33
190	5	19	0.22	4.55
191	5	17	0.20	4.75
192	5	22	0.26	5.01
193	5	26	0.31	5.32
194	6	10	0.12	5.43
195	6	23	0.27	5.70
196	6	28	0.33	6.03
197	7	31	0.36	6.40
198	7	26	0.31	6.70
199	7	19	0.22	6.93
200	7	25	0.29	7.22
201	8	25	0.29	7.52
202	8	32	0.38	7.89
203	8	30	0.35	8.25
204	9	35	0.41	8.66
205	9	36	0.42	9.08
206	9	37	0.44	9.52
207	10	20	0.24	9.75
208	10	17	0.20	9.95
209	10	28	0.33	10.28
210	11	37	0.44	10.72
211	11	21	0.25	10.96
212	11	32	0.38	11.34
213	12	37	0.44	11.77

**Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
214	12	44	0.52	12.29
215	12	33	0.39	12.68
216	13	37	0.44	13.11
217	13	39	0.46	13.57
218	14	39	0.46	14.03
219	14	52	0.61	14.64
220	15	30	0.35	15.00
221	15	39	0.46	15.46
222	16	47	0.55	16.01
223	16	32	0.38	16.38
224	16	42	0.49	16.88
225	17	45	0.53	17.41
226	17	43	0.51	17.91
227	18	60	0.71	18.62
228	19	47	0.55	19.17
229	19	55	0.65	19.82
230	20	47	0.55	20.37
231	20	41	0.48	20.85
232	21	58	0.68	21.54
233	22	45	0.53	22.07
234	22	62	0.73	22.79
235	23	55	0.65	23.44
236	24	62	0.73	24.17
237	24	59	0.69	24.86
238	25	65	0.76	25.63
239	26	54	0.64	26.26
240	26	62	0.73	26.99
241	27	70	0.82	27.82
242	28	59	0.69	28.51
243	29	61	0.72	29.23
244	30	64	0.75	29.98
245	30	60	0.71	30.69
246	31	60	0.71	31.39
247	32	70	0.82	32.22
248	33	82	0.96	33.18
249	34	82	0.96	34.14
250	35	61	0.72	34.86
251	35	58	0.68	35.54
252	36	85	1.00	36.54
253	37	72	0.85	37.39

**Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
254	38	66	0.78	38.17
255	39	85	1.00	39.17
256	40	92	1.08	40.25
257	41	65	0.76	41.01
258	41	73	0.86	41.87
259	42	84	0.99	42.86
260	43	86	1.01	43.87
261	44	87	1.02	44.90
262	45	80	0.94	45.84
263	46	86	1.01	46.85
264	47	81	0.95	47.80
265	48	97	1.14	48.94
266	49	94	1.11	50.05
267	50	90	1.06	51.11
268	51	66	0.78	51.88
269	52	78	0.92	52.80
270	53	107	1.26	54.06
271	54	88	1.04	55.09
272	55	84	0.99	56.08
273	56	85	1.00	57.08
274	57	78	0.92	58.00
275	58	88	1.04	59.03
276	59	92	1.08	60.12
277	60	91	1.07	61.19
278	61	76	0.89	62.08
279	62	70	0.82	62.90
280	63	98	1.15	64.06
281	64	98	1.15	65.21
282	65	86	1.01	66.22
283	66	69	0.81	67.03
284	67	94	1.11	68.14
285	68	61	0.72	68.85
286	69	93	1.09	69.95
287	70	70	0.82	70.77
288	71	85	1.00	71.77
289	72	81	0.95	72.72
290	73	74	0.87	73.59
291	74	64	0.75	74.35
292	74	87	1.02	75.37
293	75	81	0.95	76.32

**Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
294	76	77	0.91	77.23
295	77	78	0.92	78.15
296	78	56	0.66	78.80
297	79	59	0.69	79.50
298	79	58	0.68	80.18
299	80	62	0.73	80.91
300	81	66	0.78	81.69
301	82	81	0.95	82.64
302	83	41	0.48	83.12
303	83	93	1.09	84.22
304	84	63	0.74	84.96
305	85	72	0.85	85.80
306	86	56	0.66	86.46
307	86	43	0.51	86.97
308	87	58	0.68	87.65
309	87	47	0.55	88.20
310	88	61	0.72	88.92
311	89	24	0.28	89.20
312	89	74	0.87	90.07
313	90	29	0.34	90.41
314	90	38	0.45	90.86
315	91	41	0.48	91.34
316	91	49	0.58	91.92
317	92	37	0.44	92.35
318	92	40	0.47	92.83
319	93	43	0.51	93.33
320	93	35	0.41	93.74
321	94	48	0.56	94.31
322	94	12	0.14	94.45
323	94	43	0.51	94.95
324	95	17	0.20	95.15
325	95	21	0.25	95.40
326	95	24	0.28	95.68
327	95	34	0.40	96.08
328	96	23	0.27	96.35
329	96	19	0.22	96.58
330	96	28	0.33	96.91
331	97	5	0.06	96.97
332	97	32	0.38	97.34
333	97	5	0.06	97.40

**Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
334	97	32	0.38	97.78
335	98	19	0.22	98.00
336	98	13	0.15	98.15
337	98	7	0.08	98.24
338	98	5	0.06	98.29
339	98	25	0.29	98.59
340	99	8	0.09	98.68
341	99	8	0.09	98.78
342	99	9	0.11	98.88
343	99	13	0.15	99.04
344	99	1	0.01	99.05
345	99	6	0.07	99.12
346	99	6	0.07	99.19
347	99	5	0.06	99.25
348	99	4	0.05	99.29
349	99	13	0.15	99.45
350	99	11	0.13	99.58
351	99	7	0.08	99.66
352	99	4	0.05	99.71
356	99	9	0.11	99.81
358	99	13	0.15	99.96
360	99	3	0.04	100.00

**Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters, Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	4	0.07	0.07
122	1	5	0.08	0.15
124	1	6	0.10	0.25
128	1	4	0.07	0.32
129	1	4	0.07	0.39
130	1	3	0.05	0.44
131	1	4	0.07	0.51
132	1	2	0.03	0.54
133	1	1	0.02	0.56
134	1	1	0.02	0.58
135	1	3	0.05	0.63
136	1	1	0.02	0.65
137	1	3	0.05	0.70
138	1	3	0.05	0.75
139	1	2	0.03	0.78
140	1	4	0.07	0.85
141	1	7	0.12	0.97
142	1	7	0.12	1.09
144	1	5	0.08	1.17
145	1	6	0.10	1.27
146	1	4	0.07	1.34
148	1	8	0.14	1.48
149	1	4	0.07	1.55
150	1	4	0.07	1.61
151	2	4	0.07	1.68
152	2	8	0.14	1.82
153	2	5	0.08	1.90
154	2	3	0.05	1.95
155	2	11	0.19	2.14
156	2	2	0.03	2.17
157	2	6	0.10	2.28
158	2	8	0.14	2.41
159	2	13	0.22	2.63
160	3	6	0.10	2.73
161	3	13	0.22	2.96
162	3	8	0.14	3.09
163	3	10	0.17	3.26
164	3	8	0.14	3.40

**Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
165	3	6	0.10	3.50
166	3	13	0.22	3.72
167	4	7	0.12	3.84
168	4	7	0.12	3.96
169	4	8	0.14	4.09
170	4	12	0.20	4.30
171	4	16	0.27	4.57
172	5	16	0.27	4.84
173	5	4	0.07	4.91
174	5	6	0.10	5.01
175	5	8	0.14	5.15
176	5	8	0.14	5.28
177	5	18	0.31	5.59
178	6	13	0.22	5.81
179	6	23	0.39	6.20
180	6	21	0.36	6.56
181	7	12	0.20	6.76
182	7	19	0.32	7.08
183	7	12	0.20	7.29
184	7	21	0.36	7.64
185	8	13	0.22	7.86
186	8	26	0.44	8.31
187	8	7	0.12	8.43
188	9	26	0.44	8.87
189	9	6	0.10	8.97
190	9	17	0.29	9.26
191	9	19	0.32	9.58
192	10	17	0.29	9.87
193	10	20	0.34	10.21
194	10	12	0.20	10.41
195	10	20	0.34	10.75
196	11	27	0.46	11.21
197	11	20	0.34	11.55
198	11	20	0.34	11.89
199	12	16	0.27	12.16
200	12	16	0.27	12.43
201	12	13	0.22	12.66
202	13	26	0.44	13.10
203	13	26	0.44	13.54

**Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
204	13	15	0.25	13.79
205	14	17	0.29	14.08
206	14	18	0.31	14.39
207	14	31	0.53	14.91
208	15	24	0.41	15.32
209	15	18	0.31	15.63
210	16	28	0.48	16.10
211	16	19	0.32	16.43
212	16	22	0.37	16.80
213	17	19	0.32	17.12
214	17	21	0.36	17.48
215	17	22	0.37	17.85
216	18	21	0.36	18.21
217	18	21	0.36	18.57
218	18	30	0.51	19.08
219	19	25	0.42	19.50
220	19	28	0.48	19.98
221	20	34	0.58	20.55
222	20	22	0.37	20.93
223	21	37	0.63	21.56
224	22	24	0.41	21.96
225	22	23	0.39	22.35
226	22	35	0.59	22.95
227	23	36	0.61	23.56
228	24	31	0.53	24.09
229	24	40	0.68	24.77
230	25	35	0.59	25.36
231	25	32	0.54	25.90
232	26	32	0.54	26.45
233	27	42	0.71	27.16
234	27	40	0.68	27.84
235	28	33	0.56	28.40
236	28	30	0.51	28.91
237	29	39	0.66	29.57
238	30	41	0.70	30.27
239	31	49	0.83	31.10
240	31	41	0.70	31.80
241	32	45	0.76	32.56
242	33	41	0.70	33.26
243	34	51	0.87	34.13

**Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
244	34	48	0.82	34.94
245	35	55	0.93	35.88
246	36	64	1.09	36.96
247	37	51	0.87	37.83
248	38	42	0.71	38.54
249	39	45	0.76	39.31
250	39	41	0.70	40.00
251	40	52	0.88	40.89
252	41	46	0.78	41.67
253	42	40	0.68	42.35
254	42	57	0.97	43.32
255	43	67	1.14	44.45
256	44	54	0.92	45.37
257	45	56	0.95	46.32
258	46	44	0.75	47.07
259	47	59	1.00	48.07
260	48	51	0.87	48.94
261	49	58	0.99	49.92
262	50	55	0.93	50.86
263	51	56	0.95	51.81
264	52	71	1.21	53.02
265	53	51	0.87	53.88
266	54	54	0.92	54.80
267	55	53	0.90	55.70
268	56	67	1.14	56.84
269	57	63	1.07	57.91
270	58	65	1.10	59.01
271	59	59	1.00	60.01
272	60	68	1.16	61.17
273	61	54	0.92	62.09
274	62	66	1.12	63.21
275	63	53	0.90	64.11
276	64	69	1.17	65.28
277	65	47	0.80	66.08
278	66	57	0.97	67.05
279	67	61	1.04	68.08
280	68	60	1.02	69.10
281	69	73	1.24	70.34
282	70	65	1.10	71.45
283	72	58	0.99	72.43

**Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
284	73	48	0.82	73.25
285	73	61	1.04	74.28
286	75	59	1.00	75.28
287	76	62	1.05	76.34
288	77	49	0.83	77.17
289	77	55	0.93	78.10
290	78	48	0.82	78.92
291	79	50	0.85	79.77
292	80	46	0.78	80.55
293	81	44	0.75	81.30
294	82	58	0.99	82.28
295	83	43	0.73	83.01
296	83	36	0.61	83.62
297	84	41	0.70	84.32
298	85	28	0.48	84.80
299	85	42	0.71	85.51
300	86	33	0.56	86.07
301	86	42	0.71	86.78
302	87	34	0.58	87.36
303	88	52	0.88	88.25
304	89	25	0.42	88.67
305	89	31	0.53	89.20
306	90	42	0.71	89.91
307	90	24	0.41	90.32
308	91	38	0.65	90.96
309	91	20	0.34	91.30
310	91	24	0.41	91.71
311	92	14	0.24	91.95
312	92	42	0.71	92.66
313	93	19	0.32	92.98
314	93	20	0.34	93.32
315	93	20	0.34	93.66
316	94	22	0.37	94.04
317	94	30	0.51	94.55
318	95	17	0.29	94.84
319	95	19	0.32	95.16
320	95	14	0.24	95.40
321	95	20	0.34	95.74
322	96	4	0.07	95.80
323	96	26	0.44	96.25

**Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters, Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
324	96	8	0.14	96.38
325	96	12	0.20	96.59
326	97	9	0.15	96.74
327	97	19	0.32	97.06
328	97	9	0.15	97.21
329	97	9	0.15	97.37
330	98	19	0.32	97.69
331	98	4	0.07	97.76
332	98	16	0.27	98.03
333	98	3	0.05	98.08
334	98	11	0.19	98.27
335	98	9	0.15	98.42
336	99	12	0.20	98.62
337	99	4	0.07	98.69
339	99	9	0.15	98.84
340	99	4	0.07	98.91
341	99	4	0.07	98.98
342	99	6	0.10	99.08
343	99	6	0.10	99.18
345	99	7	0.12	99.30
346	99	5	0.08	99.39
347	99	3	0.05	99.44
348	99	2	0.03	99.47
349	99	6	0.10	99.58
350	99	7	0.12	99.69
351	99	3	0.05	99.75
352	99	3	0.05	99.80
356	99	6	0.10	99.90
358	99	5	0.08	99.98
360	99	1	0.02	100.00

APPENDIX A: ITEM MAPS

Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1		Speaking	PLD.1.S.K.1	Entering —Student does not respond or responds with words or short phrases to express thoughts, ideas and feelings.
2	Speaking	Constructed Response	1		Speaking	PLD.2.S.K.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
3	Speaking	Constructed Response	2		Speaking	PLD.3.S.K.2	Transitioning —Student can use simple and occasionally complex sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
4	Speaking	Constructed Response	2		Speaking	PLD.4.S.K.3	Expanding —Student can frequently use simple and complex sentences to ask questions about and describe people, places, and events in a story.
5	Speaking	Constructed Response	1		Speaking	PLD.1.S.K.1	Entering —Student does not respond or responds with words or short phrases to express thoughts, ideas, and feelings.

Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
6	Speaking	Constructed Response	1		Speaking	PLD.2.S.K.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
7	Speaking	Constructed Response	2		Speaking	PLD.3.S.K.4	Transitioning —Student can use simple and occasionally complex sentences to ask questions and make statements to provide an opinion or information about a topic.
8	Speaking	Constructed Response	2		Speaking	PLD.4.S.K.4	Expanding —Student can frequently use simple and complex sentences to ask questions and make statements to provide an opinion or information about a topic.
9	Speaking	Constructed Response	2		Speaking	PLD.5.S.K.2	Commanding —Student can consistently use complex sentences and fluid responses to ask questions and make statements to provide, seek, or clarify information about a topic.
10	Speaking	Constructed Response	1		Speaking	PLD.2.S.K.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
11	Speaking	Constructed Response	2		Speaking	PLD.3.S.K.1	Transitioning —Student can use simple and occasionally complex sentences to express thoughts, ideas, and feelings.

Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
12	Speaking	Constructed Response	2		Speaking	PLD.4.S.K.2	Expanding —Student can frequently use simple and complex sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
13	Speaking	Constructed Response	2		Speaking	PLD.5.S.K.3	Commanding —Student can consistently use complex sentences and fluid responses to ask questions about and describe people, places, and events in a story.
1	1	Multiple Choice	1	Story Order	Listening	PLD.5.L.K.2	Commanding —Student can identify most grade-appropriate complex sentences that describe individuals, feelings, and events in spoken discourse.
2	1	Multiple Choice	1	Character-Image Sorting	Listening	PLD.5.L.K.1	Commanding —Student can identify most grade-appropriate complex sentences that signal individuals, events, and a main topic in spoken discourse.
3	1	Multiple Choice	1	Words from Context	Listening	PLD.5.L.K.3	Commanding —Student can determine the meaning of all grade-appropriate vocabulary in spoken discourse.
4	1	Multiple Choice	1	Descriptions	Listening	PLD.5.L.K.2	Commanding —Student can identify most grade-appropriate complex sentences that describe individuals, feelings, and events in spoken discourse.

Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
5	1	Multiple Choice	1	Feelings-Image Sorting	Listening	PLD.5.L.K.2	Commanding —Student can identify most grade-appropriate complex sentences that describe individuals, feelings, and events in spoken discourse.
6	1	Multiple Choice	1	Words from Context	Listening	PLD.5.L.K.3	Commanding —Student can determine the meaning of all grade-appropriate vocabulary in spoken discourse.
7	1	Multiple Choice	1	Story Order	Listening	PLD.5.L.K.2	Commanding —Student can identify most grade-appropriate complex sentences that describe individuals, feelings, and events in spoken discourse.
8	1	Multiple Choice	1	Letter-Sound Recognition	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.
9	1	Multiple Choice	1	Sound-Letter Match	Reading	PLD.5.R.K.3	Commanding —Student can identify most basic features of print, sounds, and grade-appropriate words .
10	1	Multiple Choice	1	Sentence Reading	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.
11	1	Multiple Choice	1	Word Reading 1	Reading	PLD.5.R.K.3	Commanding —Student can identify most basic features of print, sounds, and grade-appropriate words .

Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
12	1	Multiple Choice	1	Word Reading 2	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.
13	1	Multiple Choice	1	Word Reading 2	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.
14	1	Constructed Response	1	Letter Writing	Writing	PLD.5.W.K.1	Commanding —Student can consistently produce comprehensible words, sequence letters, and separate words with spaces.
15	1	Constructed Response	1	Letter Writing	Writing	PLD.5.W.K.1	Commanding —Student can consistently produce comprehensible words, sequence letters, and separate words with spaces.
16	1	Constructed Response	1	Letter Writing	Writing	PLD.5.W.K.1	Commanding —Student can consistently produce comprehensible words, sequence letters, and separate words with spaces.
17	1	Constructed Response	1	Letter Writing	Writing	PLD.5.W.K.1	Commanding —Student can consistently produce comprehensible words, sequence letters, and separate words with spaces.
18	2	Multiple Choice	1	Dev. of Ideas-Image Sorting	Listening	PLD.5.L.K.5	Commanding —Students can determine how the structure of the language—through complex sentences— describes characters and events in spoken discourse.

Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
19	2	Multiple Choice	1	Feelings-Image Sorting	Listening	PLD.5.L.K.2	Commanding —Student can identify most grade-appropriate complex sentences that describe individuals, feelings, and events in spoken discourse.
20	2	Multiple Choice	1	Word Recognition	Listening	PLD.5.L.K.3	Commanding —Student can determine the meaning of all grade-appropriate vocabulary in spoken discourse.
21	2	Multiple Choice	1	Word Recognition	Listening	PLD.5.L.K.3	Commanding —Student can determine the meaning of all grade-appropriate vocabulary in spoken discourse.
22	2	Multiple Choice	1	Word Recognition	Listening	PLD.5.L.K.3	Commanding —Student can determine the meaning of all grade-appropriate vocabulary in spoken discourse.
23	2	Multiple Choice	1	Word Recognition	Listening	PLD.5.L.K.3	Commanding —Student can determine the meaning of all grade-appropriate vocabulary in spoken discourse.
24	2	Multiple Choice	1	Letter-Sound Recognition	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.
25	2	Multiple Choice	1	Sound-Letter Match	Reading	PLD.5.R.K.3	Commanding —Student can identify most basic features of print, sounds, and grade-appropriate words .
26	2	Multiple Choice	1	Alphabet Recognition	Reading	PLD.5.R.K.3	Commanding —Student can identify most basic features of print, sounds, and grade-appropriate words .

Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
27	2	Multiple Choice	1	Word Reading 2	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.
28	2	Multiple Choice	1	Word Reading 1	Reading	PLD.5.R.K.3	Commanding —Student can identify most basic features of print, sounds, and grade-appropriate words .
29	2	Multiple Choice	1	Sentence Reading	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.
30	2	Constructed Response	1	Word Writing	Writing	PLD.5.W.K.1	Commanding —Student can consistently produce comprehensible words, sequence letters, and separate words with spaces .
31	2	Constructed Response	1	Word Writing	Writing	PLD.5.W.K.1	Commanding —Student can consistently produce comprehensible words, sequence letters, and separate words with spaces .
32	2	Constructed Response	2	Sentence Writing	Writing	PLD.5.W.K.1	Commanding —Student can consistently produce comprehensible words, sequence letters, and separate words with spaces .
33	3	Multiple Choice	1	Main Topic-Image Sorting	Listening	PLD.5.L.K.1	Commanding —Student can identify most grade-appropriate complex sentences that signal individuals, events, and a main topic in spoken discourse.

Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
34	3	Multiple Choice	1	Character-Image Sorting	Listening	PLD.5.L.K.1	Commanding —Student can identify most grade-appropriate complex sentences that signal individuals, events, and a main topic in spoken discourse.
35	3	Multiple Choice	1	Descriptions	Listening	PLD.5.L.K.2	Commanding —Student can identify most grade-appropriate complex sentences that describe individuals, feelings, and events in spoken discourse.
36	3	Multiple Choice	1	Dev. of Story-Image Sorting	Listening	PLD.5.L.K.4	Commanding —Student can identify most grade-appropriate complex language structures that provide a description or a sequence of events in spoken discourse.
37	3	Multiple Choice	1	Main Topic-Image Sorting	Listening	PLD.5.L.K.1	Commanding —Student can identify most grade-appropriate complex sentences that signal individuals, events, and a main topic in spoken discourse.
38	3	Multiple Choice	1	Character-Image Sorting	Listening	PLD.5.L.K.1	Commanding —Student can identify most grade-appropriate complex sentences that signal individuals, events, and a main topic in spoken discourse.
39	3	Multiple Choice	1	Letter-Sound Recognition	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.

Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
40	3	Multiple Choice	1	Sound-Letter Match	Reading	PLD.5.R.K.3	Commanding —Student can identify most basic features of print, sounds, and grade-appropriate words.
41	3	Multiple Choice	1	Word Reading 1	Reading	PLD.5.R.K.3	Commanding —Student can identify most basic features of print, sounds, and grade-appropriate words.
42	3	Multiple Choice	1	Word Reading 1	Reading	PLD.5.R.K.3	Commanding —Student can identify most basic features of print, sounds, and grade-appropriate words.
43	3	Multiple Choice	1	Word Reading 2	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.
44	3	Multiple Choice	1	Word Reading 2	Reading	PLD.5.R.K.4	Commanding —Student can identify most one-to-one letter-sound correspondence and high frequency words in context.
45	3	Constructed Response	1	Word Writing	Writing	PLD.5.W.K.1	Commanding —Student can consistently produce comprehensible words, sequence letters, and separate words with spaces.
46	3	Constructed Response	1	Word Writing	Writing	PLD.5.W.K.1	Commanding —Student can consistently produce comprehensible words, sequence letters, and separate words with spaces.

Table A1. 2015 NYSESLAT Operational Test Information for Kindergarten (continued)							
*Performance Level Description/Target of Measurement							
Item Position	Test Session	Item Type	Points	Test Component	Modality	PLD/ToM*	Description
47	3	Short Constructed Response	4	Write a Story	Writing	PLD.5.W.K.2	Commanding —Student can use simple and occasionally compound sentences or drawings to provide descriptions and events to write a story or write about a topic.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.1.S.1-2.1	Entering —Student does not respond or responds with words or short phrases to express thoughts, ideas, and feelings or retell a story.
2	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
3	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.3	Transitioning —Student can use simple and occasionally complex sentences to ask questions about and describe people, places, and events in a story, including key details and feelings.
4	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.2	Expanding —Student can frequently use simple and complex sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
5	Speaking	Constructed Response	1	Speaking	PLD.1.S.1-2.1	Entering —Student does not respond or responds with words or short phrases to express thoughts, ideas, and feelings or retell a story.
6	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
7	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.2	Transitioning —Student can use simple and occasionally complex sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
8	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.4	Expanding —Student can frequently use both simple and complex sentences to ask questions and provide information, facts, or an opinion about a topic.

Table A2. 2015 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.4	Commanding —Student can consistently use both simple and complex sentences and fluid responses to ask questions and provide information, facts, or an opinion about a topic.
10	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, or clarify information about a topic.
11	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.1	Transitioning —Student can use simple and occasionally complex sentences to express connected thoughts, ideas, and feelings or retell a story.
12	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.3	Expanding —Student can frequently use both simple and complex sentences to ask questions about and describe people, places, and events in a story, including key details and feelings.
13	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.2	Commanding —Student can consistently use both simple and complex sentences and fluid responses to ask questions and make statements to provide, seek, or clarify information about a topic.
1	1	Multiple Choice	1	Listening	PLD.1.L.1-2.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, ideas, events, and the main topic or message in spoken discourse.
2	1	Multiple Choice	1	Listening	PLD.3.L.1-2.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or describe sequence and relationships in spoken discourse.

Table A2. 2015 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
3	1	Multiple Choice	1	Listening	PLD.4.L.1-2.3	Expanding —Students can determine the meaning of most grade-appropriate Tier 1 and some Tier 2 vocabulary in spoken discourse.
4	1	Multiple Choice	1	Listening	PLD.2.L.1-2.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or describe sequence and relationships in spoken discourse.
5	1	Multiple Choice	1	Listening	PLD.2.L.1-2.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or describe sequence and relationships in spoken discourse.
6	1	Multiple Choice	1	Listening	PLD.3.L.1-2.3	Transitioning —Students can determine the meaning of most grade-appropriate Tier 1 and a few Tier 2 vocabulary in spoken discourse.
7	1	Multiple Choice	1	Listening	PLD.4.L.1-2.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or describe sequence and relationships in spoken discourse.
8	1	Multiple Choice	1	Listening	PLD.5.L.1-2.5	Commanding —Student can determine how the structure of the language—through complex sentences— describes ideas, events, or relationships in spoken discourse.
9	1	Multiple Choice	1	Reading	PLD.3.R.1-2.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal a narrator, people, ideas, events, and the main topic or message in a grade-level text.

Table A2. 2015 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	1	Multiple Choice	1	Reading	PLD.4.R.1-2.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or describe key elements, sequence, and relationships in a grade-level text.
11	1	Multiple Choice	1	Reading	PLD.1.R.1-2.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal a narrator, people, ideas, events, and the main topic or message in a grade-level text.
12	1	Multiple Choice	1	Reading	PLD.1.R.1-2.2	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal or describe key elements, sequence, and relationships in a grade-level text.
13	1	Multiple Choice	1	Reading	PLD.3.R.1-2.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal a narrator, people, ideas, events, and the main topic or message in a grade-level text.
14	1	Multiple Choice	1	Reading	PLD.3.R.1-2.3	Transitioning —Student can determine the meaning of most grade-appropriate Tier 1 and a few Tier 2 vocabulary in a grade-level text.
15	1	Multiple Choice	1	Reading	PLD.4.R.1-2.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal a narrator, people, ideas, events, and the main topic or message in a grade-level text.

Table A2. 2015 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
16	1	Multiple Choice	1	Reading	PLD.5.R.1-2.2	Commanding —Student can identify most grade-appropriate complex sentences that signal or describe key elements, sequence, and relationships in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.1-2.2	Commanding —Student can consistently use grade-appropriate simple and compound sentences to describe detailed thoughts, feelings, and ideas in a written text.
18	2	Multiple Choice	1	Listening	PLD.1.L.1-2.2	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal or describe sequence and relationships in spoken discourse.
19	2	Multiple Choice	1	Listening	PLD.3.L.1-2.4	Transitioning —Student can identify most grade-appropriate simple and a few complex language structures that provide a description, a sequence of events, or relationships in spoken discourse.
20	2	Multiple Choice	1	Listening	PLD.4.L.1-2.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or describe sequence and relationships in spoken discourse.
21	2	Multiple Choice	1	Listening	PLD.1.L.1-2.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, ideas, events, and the main topic or message in spoken discourse.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
22	2	Multiple Choice	1	Listening	PLD.1.L.1-2.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, ideas, events, and the main topic or message in spoken discourse.
23	2	Multiple Choice	1	Listening	PLD.2.L.1-2.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or describe sequence and relationships in spoken discourse.
24	2	Multiple Choice	1	Listening	PLD.3.L.1-2.3	Transitioning —Students can determine the meaning of most grade-appropriate Tier 1 and a few Tier 2 vocabulary in spoken discourse.
25	2	Multiple Choice	1	Listening	PLD.5.L.1-2.5	Commanding —Student can determine how the structure of the language—through complex sentences— describes ideas, events, or relationships in spoken discourse.
26	2	Multiple Choice	1	Reading	PLD.1.R.1-2.3	Entering —Student cannot or can determine the meaning of a few grade-appropriate Tier 1 vocabulary in a grade-level text.
27	2	Multiple Choice	1	Reading	PLD.2.R.1-2.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or describe key elements, sequence, and relationships in a grade-level text.
28	2	Multiple Choice	1	Reading	PLD.4.R.1-2.4	Expanding —Student can identify most simple and some complex text structures that develop a story, description, a sequence of events, or relationships in grade-level texts.

Table A2. 2015 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
29	2	Multiple Choice	1	Reading	PLD.3.R.1-2.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal a narrator, people, ideas, events, and the main topic or message in a grade-level text.
30	2	Multiple Choice	1	Reading	PLD.2.R.1-2.3	Emerging —Student can determine the meaning of some grade-appropriate Tier 1 and a few Tier 2 vocabulary in a grade-level text.
31	2	Multiple Choice	1	Reading	PLD.3.R.1-2.3	Transitioning —Student can determine the meaning of most grade-appropriate Tier 1 and a few Tier 2 vocabulary in a grade-level text.
32	2	Multiple Choice	1	Reading	PLD.5.R.1-2.2	Commanding —Student can identify most grade-appropriate complex sentences that signal or describe key elements, sequence, and relationships in a grade-level text.
33	2	Multiple Choice	1	Reading	PLD.4.R.1-2.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or describe key elements, sequence, and relationships in a grade-level text.
34	2	Short Constructed Response	4	Writing	PLD.5.W.1-2.2	Commanding —Student can consistently use grade-appropriate simple and compound sentences to describe detailed thoughts, feelings, and ideas in a written text.
35	3	Multiple Choice	1	Listening	PLD.1.L.1-2.2	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal or describe sequence and relationships in spoken discourse.

Table A2. 2015 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
36	3	Multiple Choice	1	Listening	PLD.3.L.1-2.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal individuals, ideas, events, and the main topic or message in spoken discourse.
37	3	Multiple Choice	1	Listening	PLD.3.L.1-2.3	Transitioning —Students can determine the meaning of most grade-appropriate Tier 1 and a few Tier 2 vocabulary in spoken discourse.
38	3	Multiple Choice	1	Listening	PLD.4.L.1-2.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or describe sequence and relationships in spoken discourse.
39	3	Multiple Choice	1	Listening	PLD.1.L.1-2.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, ideas, events, and the main topic or message in spoken discourse.
40	3	Multiple Choice	1	Listening	PLD.1.L.1-2.3	Entering —Students cannot or can determine the meaning of a few grade-appropriate Tier 1 vocabulary in spoken discourse.
41	3	Multiple Choice	1	Listening	PLD.4.L.1-2.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal individuals, ideas, events, and the main topic or message in spoken discourse.
42	3	Multiple Choice	1	Listening	PLD.4.L.1-2.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or describe sequence and relationships in spoken discourse.

Table A2. 2015 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
43	3	Multiple Choice	1	Reading	PLD.2.R.1-2.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal a narrator, people, ideas, events, and the main topic or message in a grade-level text.
44	3	Multiple Choice	1	Reading	PLD.3.R.1-2.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal a narrator, people, ideas, events, and the main topic or message in a grade-level text.
45	3	Multiple Choice	1	Reading	PLD.3.R.1-2.3	Transitioning —Student can determine the meaning of most grade-appropriate Tier 1 and a few Tier 2 vocabulary in a grade-level text.
46	3	Multiple Choice	1	Reading	PLD.4.R.1-2.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or describe key elements, sequence, and relationships in a grade-level text.
47	3	Multiple Choice	1	Reading	PLD.4.R.1-2.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or describe key elements, sequence, and relationships in a grade-level text.
48	3	Multiple Choice	1	Reading	PLD.1.R.1-2.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal a narrator, people, ideas, events, and the main topic or message in a grade-level text.
49	3	Multiple Choice	1	Reading	PLD.1.R.1-2.3	Entering —Student cannot or can determine the meaning of a few grade-appropriate Tier 1 vocabulary in a grade-level text.

Table A2. 2015 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
50	3	Multiple Choice	1	Reading	PLD.2.R.1-2.3	Emerging —Student can determine the meaning of some grade-appropriate Tier 1 and a few Tier 2 vocabulary in a grade-level text.
51	3	Multiple Choice	1	Reading	PLD.3.R.1-2.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or describe key elements, sequence, and relationships in a grade-level text.
52	3	Multiple Choice	1	Reading	PLD.3.R.1-2.5	Transitioning —Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence— describes ideas, events, or relationships in grade-level texts.
53	3	Multiple Choice	1	Reading	PLD.5.R.1-2.2	Commanding —Student can identify most grade-appropriate complex sentences that signal or describe key elements, sequence, and relationships in a grade-level text.
54	3	Extended Constructed Response	4	Writing	PLD.5.W.1-2.4	Commanding —Student can consistently use grade-appropriate simple and compound sentences to provide an opinion with a reason, additional information, and closure to develop a topic.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.1.S.3-4.1	Entering —Student does not respond or responds with words or short phrases to express thoughts, ideas, and feelings, provide clarification, or retell a story.
2	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements linked to other comments to provide, seek, or clarify information about a topic.
3	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	Transitioning —Student can use simple and occasionally complex sentences to ask questions and make statements linked to other comments to provide, seek, or clarify information about a topic.
4	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.3	Expanding —Student can frequently use both simple and complex sentences to ask questions about and describe people, places, events, and situations in a story, including relevant key details and feelings.
5	Speaking	Constructed Response	1	Speaking	PLD.1.S.3-4.1	Entering —Student does not respond or responds with words or short phrases to express thoughts, ideas, and feelings, provide clarification, or retell a story.
6	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	Emerging —Student can use phrases and simple sentences, with details, to partially express thoughts, ideas, and feelings, provide clarification, or retell a story.
7	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.4	Transitioning —Student can use simple and occasionally complex sentences to ask questions about and provide information, facts, descriptive details, or an opinion to report on a topic.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
8	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.4	Expanding —Student can frequently use both simple and complex sentences to ask questions about and provide information, facts, descriptive details, or an opinion to report on a topic.
9	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.4	Commanding —Student can consistently use both complex sentences and fluid responses, with details, to ask questions about and provide information, facts, descriptive details, or an opinion to report on a topic.
10	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements linked to other comments to provide, seek, or clarify information about a topic.
11	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.3	Transitioning —Student can use simple and occasionally complex sentences to ask questions about and describe people, places, events, and situations in a story, including relevant key details and feelings.
12	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.4	Expanding —Student can frequently use both simple and complex sentences to ask questions about and provide information, facts, descriptive details, or an opinion to report on a topic.
13	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.4	Commanding —Student can consistently use both complex sentences and fluid responses, with details, to ask questions about and provide information, facts, descriptive details, or an opinion to report on a topic.

Table A3. 2015 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	1	Multiple Choice	1	Listening	PLD.1.L.3-4.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, ideas, concepts, events, and the main topic or message in spoken discourse.
2	1	Multiple Choice	1	Listening	PLD.3.L.3-4.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in spoken discourse.
3	1	Multiple Choice	1	Listening	PLD.4.L.3-4.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in spoken discourse.
4	1	Multiple Choice	1	Listening	PLD.1.L.3-4.2	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey key elements, sequence, connections, relationships, and point of view in spoken discourse.
5	1	Multiple Choice	1	Listening	PLD.1.L.3-4.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary in spoken discourse.
6	1	Multiple Choice	1	Listening	PLD.3.L.3-4.3	Transitioning —Student can determine most of the literal and a few of the figurative meanings of grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary in spoken discourse.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
7	1	Multiple Choice	1	Listening	PLD.1.L.3-4.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, ideas, concepts, events, and the main topic or message in spoken discourse.
8	1	Multiple Choice	1	Listening	PLD.3.L.3-4.4	Transitioning —Student can identify most grade-appropriate complex language structures that provide details, explain events, describe relationships, or develop a topic in spoken discourse.
9	1	Multiple Choice	1	Reading	PLD.2.R.3-4.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
10	1	Multiple Choice	1	Reading	PLD.2.R.3-4.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 and a few Tier 2 and Tier 3 vocabulary in a grade-level text.
11	1	Multiple Choice	1	Reading	PLD.3.R.3-4.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
12	1	Multiple Choice	1	Reading	PLD.2.R.3-4.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
13	1	Multiple Choice	1	Reading	PLD.1.R.3-4.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary in a grade-level text.
14	1	Multiple Choice	1	Reading	PLD.2.R.3-4.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.
15	1	Multiple Choice	1	Reading	PLD.2.R.3-4.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
16	1	Multiple Choice	1	Reading	PLD.2.R.3-4.4	Emerging —Student can identify some simple grade-appropriate text structures that provide details, explain events, describe relationships, or develop a topic in grade-level texts.
17	1	Short Constructed Response	4	Writing	PLD.5.W.3-4.2	Commanding —Student can consistently use grade-appropriate simple and complex sentences to describe detailed ideas and facts in a written text.
18	2	Multiple Choice	1	Listening	PLD.2.L.3-4.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, and point of view in spoken discourse.

Table A3. 2015 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
19	2	Multiple Choice	1	Listening	PLD.3.L.3-4.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal individuals, ideas, concepts, events, and the main topic or message in spoken discourse.
20	2	Multiple Choice	1	Listening	PLD.3.L.3-4.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal individuals, ideas, concepts, events, and the main topic or message in spoken discourse.
21	2	Multiple Choice	1	Listening	PLD.3.L.3-4.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal individuals, ideas, concepts, events, and the main topic or message in spoken discourse.
22	2	Multiple Choice	1	Listening	PLD.3.L.3-4.3	Transitioning —Student can determine most of the literal and a few of the figurative meanings of grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary in spoken discourse.
23	2	Multiple Choice	1	Listening	PLD.4.L.3-4.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal individuals, ideas, concepts, events, and the main topic or message in spoken discourse.
24	2	Multiple Choice	1	Listening	PLD.4.L.3-4.4	Expanding —Student can identify most grade-appropriate simple and some complex language structures that provide details, explain events, describe relationships, or develop a topic in spoken discourse.

Table A3. 2015 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
25	2	Multiple Choice	1	Listening	PLD.5.L.3-4.3	Commanding —Student can determine most of the literal and figurative meaning of grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary in spoken discourse.
26	2	Multiple Choice	1	Reading	PLD.1.R.3-4.2	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
27	2	Multiple Choice	1	Reading	PLD.2.R.3-4.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.
28	2	Multiple Choice	1	Reading	PLD.3.R.3-4.3	Transitioning —Student can determine most of the literal and a few of the figurative meanings of grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary in a grade-level text.
29	2	Multiple Choice	1	Reading	PLD.1.R.3-4.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.
30	2	Multiple Choice	1	Reading	PLD.2.R.3-4.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 and a few Tier 2 and Tier 3 vocabulary in a grade-level text.

Table A3. 2015 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
31	2	Multiple Choice	1	Reading	PLD.2.R.3-4.4	Emerging —Student can identify some simple grade-appropriate text structures that provide details, explain events, describe relationships, or develop a topic in grade-level texts.
32	2	Multiple Choice	1	Reading	PLD.3.R.3-4.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.
33	2	Multiple Choice	1	Reading	PLD.3.R.3-4.3	Transitioning —Student can determine most of the literal and a few of the figurative meanings of grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary in a grade-level text.
34	2	Short Constructed Response	4	Writing	PLD.5.W.3-4.2	Commanding —Student can consistently use grade-appropriate simple and complex sentences to describe detailed ideas and facts in a written text.
35	3	Multiple Choice	1	Listening	PLD.1.L.3-4.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, ideas, concepts, events, and the main topic or message in spoken discourse.
36	3	Multiple Choice	1	Listening	PLD.2.L.3-4.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal individuals, ideas, concepts, events, and the main topic or message in spoken discourse.

Table A3. 2015 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
37	3	Multiple Choice	1	Listening	PLD.3.L.3-4.5	Transitioning —Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence— develops details, connections, and topics in spoken discourse.
38	3	Multiple Choice	1	Listening	PLD.3.L.3-4.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in spoken discourse.
39	3	Multiple Choice	1	Listening	PLD.3.L.3-4.3	Transitioning —Student can determine most of the literal and a few of the figurative meanings of grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary , in spoken discourse.
40	3	Multiple Choice	1	Listening	PLD.4.L.3-4.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in spoken discourse.
41	3	Multiple Choice	1	Listening	PLD.4.L.3-4.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in spoken discourse.
42	3	Multiple Choice	1	Listening	PLD.5.L.3-4.4	Commanding —Student can identify most grade-appropriate complex language structures that provide details, explain events, describe relationships, or develop a topic in spoken discourse.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
43	3	Multiple Choice	1	Reading	PLD.1.R.3-4.2	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
44	3	Multiple Choice	1	Reading	PLD.2.R.3-4.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
45	3	Multiple Choice	1	Reading	PLD.3.R.3-4.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
46	3	Multiple Choice	1	Reading	PLD.4.R.3-4.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.
47	3	Multiple Choice	1	Reading	PLD.5.R.3-4.3	Commanding —Student can determine most of the literal and figurative meaning of grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary in a grade-level text.
48	3	Multiple Choice	1	Reading	PLD.1.R.3-4.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary in a grade-level text.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
49	3	Multiple Choice	1	Reading	PLD.2.R.3-4.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.
50	3	Multiple Choice	1	Reading	PLD.3.R.3-4.4	Transitioning —Student can identify most simple and a few complex grade-appropriate text structures that provide details, explain events, describe relationships, or develop a topic in grade-level texts.
51	3	Multiple Choice	1	Reading	PLD.1.R.3-4.2	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
52	3	Multiple Choice	1	Reading	PLD.4.R.3-4.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
53	3	Multiple Choice	1	Reading	PLD.3.R.3-4.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.
54	3	Extended Constructed Response	4	Writing	PLD.5.W.3-4.3	Commanding —Student can consistently use grade-appropriate simple and complex sentences to provide or refer to detailed descriptions, events in sequence, and closure to write a narrative.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.1.S.5-6.1	Entering —Student does not respond or responds with words or short phrases that may or may not express thoughts, ideas, and feelings, provide clarification, or summarize.
2	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, clarify, or summarize key information about a topic.
3	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.2	Transitioning —Student can use simple and occasionally complex sentences to ask questions and make statements to provide, seek, clarify, or summarize key information about a topic.
4	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.2	Expanding —Student can frequently use both simple and complex sentences to ask questions and make statements to provide, seek, clarify, or summarize key information about a topic.
5	Speaking	Constructed Response	1	Speaking	PLD.1.S.5-6.1	Entering —Student does not respond or responds with words or short phrases that may or may not express thoughts, ideas, and feelings, provide clarification, or summarize.
6	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, clarify, or summarize key information about a topic.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
7	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.4	Transitioning —Student can use simple and occasionally complex sentences to provide information, facts, descriptive details, or an opinion to report on or summarize a topic.
8	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.1	Expanding —Student can frequently use both simple and complex sentences, with details, to express connected ideas, thoughts, and feelings, provide clarification, or summarize.
9	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.4	Commanding —Student can consistently use both complex sentences and fluid responses to provide information, facts, descriptive details, or an opinion to report on or summarize a topic.
10	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.1	Emerging —Student can use phrases and simple sentences, with details, to partially express thoughts, ideas, and feelings, provide clarification, or summarize.
11	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.1	Transitioning —Student can use simple and occasionally complex sentences, with details, to express connected ideas, thoughts, and feelings, provide clarification, or summarize.
12	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.4	Expanding —Student can frequently use both simple and complex sentences to provide information, facts, descriptive details, or an opinion to report on or summarize a topic.

Table A4. 2015 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
13	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.4	Commanding —Student can consistently use both complex sentences and fluid responses to provide information, facts, descriptive details, or an opinion to report on or summarize a topic.
1	1	Multiple Choice	1	Listening	PLD.1.L.5-6.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, two or more main ideas, reasons, events, key details, and the message or theme in spoken discourse.
2	1	Multiple Choice	1	Listening	PLD.3.L.5-6.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2 vocabulary, including some figurative language, and some Tier 3 vocabulary in spoken discourse.
3	1	Multiple Choice	1	Listening	PLD.4.L.5-6.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal individuals, two or more main ideas, reasons, events, key details, and the message or theme in spoken discourse.
4	1	Multiple Choice	1	Listening	PLD.3.L.5-6.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2 vocabulary, including some figurative language, and some Tier 3 vocabulary in spoken discourse.

Table A4. 2015 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
5	1	Multiple Choice	1	Listening	PLD.3.L.5-6.5	Transitioning —Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence— develops or integrates details, connections, relationships, and topics in spoken discourse.
6	1	Multiple Choice	1	Listening	PLD.3.L.5-6.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in spoken discourse.
7	1	Multiple Choice	1	Listening	PLD.5.L.5-6.1	Commanding —Student can identify most grade-appropriate complex sentences that signal individuals, two or more main ideas, reasons, events, key details, and the message or theme in spoken discourse.
8	1	Multiple Choice	1	Listening	PLD.4.L.5-6.4	Expanding —Student can identify most grade-appropriate simple and some complex language structures that provide details or supportive information, explain events, describe relationships, or develop a topic in spoken discourse.
9	1	Multiple Choice	1	Reading	PLD.1.R.5-6.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal point of view, people, two or more main ideas, concepts, reasons, events, key details, and the message or theme in a grade-level text.

Table A4. 2015 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	1	Multiple Choice	1	Reading	PLD.3.R.5-6.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and some Tier 3 vocabulary in a grade-level text.
11	1	Multiple Choice	1	Reading	PLD.5.R.5-6.2	Commanding —Student can identify most grade-appropriate complex structures that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in a grade-level text.
12	1	Multiple Choice	1	Reading	PLD.2.R.5-6.1	Entering —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal point of view, people, two or more main ideas, concepts, reasons, events, key details, and the message or theme in a grade-level text.
13	1	Multiple Choice	1	Reading	PLD.2.R.5-6.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 and a few Tier 2 and Tier 3 vocabulary in a grade-level text.
14	1	Multiple Choice	1	Reading	PLD.2.R.5-6.1	Entering —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal point of view, people, two or more main ideas, concepts, reasons, events, key details, and the message or theme in a grade-level text.
15	1	Multiple Choice	1	Reading	PLD.4.R.5-6.4	Expanding —Student can identify most simple and some complex grade-appropriate structures that provide details or evidence, explain events, describe relationships, or develop a topic in grade-level texts.

Table A4. 2015 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
16	1	Multiple Choice	1	Reading	PLD.5.R.5-6.1	Commanding —Student can identify most grade-appropriate complex sentences that signal point of view, people, two or more main ideas, concepts, reasons, events, key details, and the message or theme in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.5-6.2	Commanding —Student can consistently use grade-appropriate simple and complex sentences to precisely describe detailed ideas and facts in a written text.
18	2	Multiple Choice	1	Listening	PLD.1.L.5-6.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary in spoken discourse.
19	2	Multiple Choice	1	Listening	PLD.5.L.5-6.2	Commanding —Student can identify most grade-appropriate complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in spoken discourse.
20	2	Multiple Choice	1	Listening	PLD.3.L.5-6.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal individuals, two or more main ideas, reasons, events, key details, and the message or theme in spoken discourse.
21	2	Multiple Choice	1	Listening	PLD.1.L.5-6.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, two or more main ideas, reasons, events, key details, and the message or theme in spoken discourse.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
22	2	Multiple Choice	1	Listening	PLD.1.L.5-6.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary in spoken discourse.
23	2	Multiple Choice	1	Listening	PLD.4.L.5-6.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal individuals, two or more main ideas, reasons, events, key details, and the message or theme in spoken discourse.
24	2	Multiple Choice	1	Listening	PLD.4.L.5-6.4	Expanding —Student can identify most grade-appropriate simple and some complex language structures that provide details or supportive information, explain events, describe relationships, or develop a topic in spoken discourse.
25	2	Multiple Choice	1	Listening	PLD.5.L.5-6.2	Commanding —Student can identify most grade-appropriate complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in spoken discourse.
26	2	Multiple Choice	1	Reading	PLD.1.R.5-6.2	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in a grade-level text.

Table A4. 2015 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
27	2	Multiple Choice	1	Reading	PLD.3.R.5-6.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal point of view, people, two or more main ideas, concepts, reasons, events, key details, and the message or theme in a grade-level text.
28	2	Multiple Choice	1	Reading	PLD.5.R.5-6.2	Commanding —Student can identify most grade-appropriate complex structures that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in a grade-level text.
29	2	Multiple Choice	1	Reading	PLD.1.R.5-6.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary in a grade-level text.
30	2	Multiple Choice	1	Reading	PLD.2.R.5-6.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 and a few Tier 2 and Tier 3 vocabulary in a grade-level text.
31	2	Multiple Choice	1	Reading	PLD.3.R.5-6.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal point of view, people, two or more main ideas, concepts, reasons, events, key details, and the message or theme in a grade-level text.
32	2	Multiple Choice	1	Reading	PLD.3.R.5-6.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in a grade-level text.

Table A4. 2015 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
33	2	Multiple Choice	1	Reading	PLD.4.R.5-6.3	Expanding —Student can determine some of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and some Tier 3 vocabulary in a grade-level text.
34	2	Short Constructed Response	4	Writing	PLD.5.W.5-6.2	Commanding —Student can consistently use grade-appropriate simple and complex sentences to precisely describe detailed ideas and facts in a written text.
35	3	Multiple Choice	1	Listening	PLD.2.L.5-6.2	Emerging —Student can identify some grade-appropriate words, phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in spoken discourse.
36	3	Multiple Choice	1	Listening	PLD.2.L.5-6.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 and a few Tier 2 and Tier 3 vocabulary in spoken discourse.
37	3	Multiple Choice	1	Listening	PLD.2.L.5-6.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 and a few Tier 2 and Tier 3 vocabulary in spoken discourse.
38	3	Multiple Choice	1	Listening	PLD.2.L.5-6.2	Emerging —Student can identify some grade-appropriate words, phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in spoken discourse.
39	3	Multiple Choice	1	Listening	PLD.2.L.5-6.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 and a few Tier 2 and Tier 3 vocabulary in spoken discourse.

Table A4. 2015 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
40	3	Multiple Choice	1	Listening	PLD.2.L.5-6.4	Emerging —Student can identify some grade-appropriate simple language structures that provide details or supportive information, explain events, describe relationships, or develop a topic in spoken discourse.
41	3	Multiple Choice	1	Listening	PLD.4.L.5-6.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal individuals, two or more main ideas, reasons, events, key details, and the message or theme in spoken discourse.
42	3	Multiple Choice	1	Listening	PLD.4.L.5-6.4	Expanding —Student can identify most grade-appropriate simple and some complex language structures that provide details or supportive information, explain events, describe relationships, or develop a topic in spoken discourse.
43	3	Multiple Choice	1	Reading	PLD.2.R.5-6.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple structures that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in a grade-level text.
44	3	Multiple Choice	1	Reading	PLD.3.R.5-6.5	Transitioning —Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence— develops details, connections, and topics in grade-level texts.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
45	3	Multiple Choice	1	Reading	PLD.4.R.5-6.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal point of view, people, two or more main ideas, concepts, reasons, events, key details, and the message or theme in a grade-level text.
46	3	Multiple Choice	1	Reading	PLD.4.R.5-6.3	Expanding —Student can determine some of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and some Tier 3 vocabulary in a grade-level text.
47	3	Multiple Choice	1	Reading	PLD.5.R.5-6.5	Commanding —Student can determine how the structure of grade-appropriate language—through complex sentences— develops or integrates details, connections, relationships, and topics in grade-level texts.
48	3	Multiple Choice	1	Reading	PLD.2.R.5-6.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 and a few Tier 2 and Tier 3 vocabulary in a grade-level text.
49	3	Multiple Choice	1	Reading	PLD.3.R.5-6.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and some Tier 3 vocabulary in a grade-level text.
50	3	Multiple Choice	1	Reading	PLD.4.R.5-6.3	Expanding —Student can determine some of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and some Tier 3 vocabulary in a grade-level text.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
51	3	Multiple Choice	1	Reading	PLD.4.R.5-6.2	Expanding —Student can identify most grade-appropriate simple and some complex structures that signal or convey key elements, sequence, connections, relationships, conclusions, and inferences in a grade-level text.
52	3	Multiple Choice	1	Reading	PLD.4.R.5-6.4	Expanding —Student can identify most simple and some complex grade-appropriate structures that provide details or evidence, explain events, describe relationships, or develop a topic in grade-level texts.
53	3	Multiple Choice	1	Reading	PLD.5.R.5-6.4	Commanding —Student can identify most complex grade-appropriate structures that provide details or evidence, explain events, describe relationships, or develop a topic in grade-level texts.
54	3	Extended Constructed Response	4	Writing	PLD.5.W.5-6.4	Commanding —Student can consistently use grade-appropriate simple and complex sentences to provide precisely stated and linked ideas, a variety of support, and closure to write about a topic.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.1.S.7-8.1	Entering —Student does not respond or responds with words or short phrases to express thoughts, ideas, and feelings, provide clarification, or summarize.
2	Speaking	Constructed Response	1	Speaking	PLD.2.S.7-8.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, clarify, summarize, or paraphrase key information about a topic.
3	Speaking	Constructed Response	2	Speaking	PLD.3.S.7-8.4	Transitioning —Student can use simple and occasionally complex sentences to provide, interpret, or justify information, facts, descriptive details or an opinion to report on or summarize a topic.
4	Speaking	Constructed Response	2	Speaking	PLD.4.S.7-8.4	Expanding —Student can frequently use both simple and complex sentences to provide, interpret, or justify information, facts, descriptive details, or an opinion to report on or summarize a topic.
5	Speaking	Constructed Response	1	Speaking	PLD.1.S.7-8.1	Entering —Student does not respond or responds with words or short phrases to express thoughts, ideas, and feelings, provide clarification, or summarize.
6	Speaking	Constructed Response	1	Speaking	PLD.2.S.7-8.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, clarify, summarize, or paraphrase key information about a topic.
7	Speaking	Constructed Response	2	Speaking	PLD.3.S.7-8.2	Transitioning —Student can use simple and occasionally complex sentences to ask questions and make statements to provide, seek, clarify, summarize, or paraphrase key information about a topic.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
8	Speaking	Constructed Response	2	Speaking	PLD.4.S.7-8.3	Expanding —Student can frequently use both simple and complex sentences to provide detailed descriptions about people, places, events, and situations, and recount or summarize a story using key details and sequential ideas.
9	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.4	Commanding —Student can consistently use both simple and complex sentences and fluid responses to provide, interpret, or justify information, facts, descriptive details, or an opinion to report on or summarize a topic.
10	Speaking	Constructed Response	1	Speaking	PLD.2.S.7-8.1	Emerging —Student can use phrases and simple sentences, with details to partially express thoughts, ideas, and feelings, provide clarification, or summarize.
11	Speaking	Constructed Response	2	Speaking	PLD.3.S.7-8.3	Transitioning —Student can use simple and occasionally complex sentences to provide detailed descriptions about people, places, events, and situations, and recount or summarize a story using key details and sequential ideas.
12	Speaking	Constructed Response	2	Speaking	PLD.4.S.7-8.3	Expanding —Student can frequently use both simple and complex sentences to provide detailed descriptions about people, places, events, and situations, and recount or summarize a story using key details and sequential ideas.

Table A5. 2015 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
13	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	Commanding —Student can consistently use both complex sentences to provide detailed descriptions about people, places, events, and situations, and recount or summarize a story using key details and sequential ideas.
1	1	Multiple Choice	1	Listening	PLD.3.L.7-8.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop spoken discourse, or provide summarization.
2	1	Multiple Choice	1	Listening	PLD.4.L.7-8.3	Expanding —Student can determine some of the figurative or connotative meaning of most grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary and its impact in spoken discourse.
3	1	Multiple Choice	1	Listening	PLD.5.L.7-8.1	Commanding —Student can identify most grade-appropriate complex sentences that signal individuals, two or more main ideas, reasons, evidence, events, key details, literary devices, and the message or theme in spoken discourse.
4	1	Multiple Choice	1	Listening	PLD.1.L.7-8.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary and its impact in spoken discourse.

Table A5. 2015 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
5	1	Multiple Choice	1	Listening	PLD.2.L.7-8.4	Emerging —Student can identify some grade-appropriate simple language structures that provide details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic in spoken discourse.
6	1	Multiple Choice	1	Listening	PLD.4.L.7-8.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop spoken discourse, or provide summarization.
7	1	Multiple Choice	1	Listening	PLD.2.L.7-8.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal individuals, two or more main ideas, reasons, evidence, events, key details, literary devices, and the message or theme in spoken discourse.
8	1	Multiple Choice	1	Listening	PLD.5.L.7-8.3	Commanding —Student can determine most of the figurative or connotative meaning of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary and its impact in spoken discourse.
9	1	Multiple Choice	1	Reading	PLD.1.R.7-8.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices, and the message or theme in grade-level text.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	1	Multiple Choice	1	Reading	PLD.4.R.7-8.3	Expanding —Student can determine some of the figurative or connotative meaning of most grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including its impact , in grade-level text.
11	1	Multiple Choice	1	Reading	PLD.5.R.7-8.4	Commanding —Student can identify most complex grade-appropriate text structures that provide details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic in grade-level texts.
12	1	Multiple Choice	1	Reading	PLD.1.R.7-8.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices, and the message or theme in grade-level text.
13	1	Multiple Choice	1	Reading	PLD.1.R.7-8.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary, including its impact , in grade-level text.
14	1	Multiple Choice	1	Reading	PLD.2.R.7-8.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices, and the message or theme in grade-level text.
15	1	Multiple Choice	1	Reading	PLD.2.R.7-8.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 , and a few Tier 2 and Tier 3 vocabulary, including its impact , in grade-level text.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
16	1	Multiple Choice	1	Reading	PLD.5.R.7-8.5	Commanding —Student can determine how the structure of grade-appropriate language—through complex sentences— develops or integrates details, connections, relationships, topics, and themes in grade-level texts.
17	1	Short Constructed Response	4	Writing	PLD.5.W.7-8.2	Commanding —Student can consistently use grade-appropriate simple and complex sentences, including grade-appropriate Tier 2 and Tier 3 vocabulary, to precisely describe detailed ideas and facts.
18	2	Multiple Choice	1	Listening	PLD.2.L.7-8.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal individuals, two or more main ideas, reasons, evidence, events, key details, literary devices, and the message or theme in spoken discourse.
19	2	Multiple Choice	1	Listening	PLD.3.L.7-8.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop spoken discourse, or provide summarization.
20	2	Multiple Choice	1	Listening	PLD.4.L.7-8.3	Expanding —Student can determine some of the figurative or connotative meaning of most grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary and its impact in spoken discourse.

Table A5. 2015 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
21	2	Multiple Choice	1	Listening	PLD.1.L.7-8.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, two or more main ideas, reasons, evidence, events, key details, literary devices, and the message or theme in spoken discourse.
22	2	Multiple Choice	1	Listening	PLD.2.L.7-8.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal individuals, two or more main ideas, reasons, evidence, events, key details, literary devices, and the message or theme in spoken discourse.
23	2	Multiple Choice	1	Listening	PLD.3.L.7-8.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop spoken discourse, or provide summarization.
24	2	Multiple Choice	1	Listening	PLD.3.L.7-8.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal individuals, two or more main ideas, reasons, evidence, events, key details, literary devices, and the message or theme in spoken discourse.
25	2	Multiple Choice	1	Listening	PLD.5.L.7-8.3	Commanding —Student can determine most of the figurative or connotative meaning of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary and its impact in spoken discourse.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
26	2	Multiple Choice	1	Reading	PLD.3.R.7-8.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop a grade-level text or provide summarization.
27	2	Multiple Choice	1	Reading	PLD.3.R.7-8.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including its impact , in grade-level text.
28	2	Multiple Choice	1	Reading	PLD.4.R.7-8.4	Expanding —Student can identify most simple and some complex grade-appropriate text structures that provide details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic in grade-level texts.
29	2	Multiple Choice	1	Reading	PLD.1.R.7-8.5	Entering —Student cannot or can determine how the structure of grade-appropriate language—through words— develops or integrates details, connections, relationships, topics, and themes in grade-level texts.
30	2	Multiple Choice	1	Reading	PLD.5.R.7-8.4	Commanding —Student can identify most complex grade-appropriate text structures that provide details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic in grade-level texts.

Table A5. 2015 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
31	2	Multiple Choice	1	Reading	PLD.3.R.7-8.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including its impact , in grade-level text.
32	2	Multiple Choice	1	Reading	PLD.4.R.7-8.4	Expanding —Student can identify most simple and some complex grade-appropriate text structures that provide details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic in grade-level texts.
33	2	Multiple Choice	1	Reading	PLD.5.R.7-8.5	Commanding —Student can determine how the structure of grade-appropriate language—through complex sentences— develops or integrates details, connections, relationships, topics, and themes in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.7-8.2	Commanding —Student can consistently use grade-appropriate simple and complex sentences, including grade-appropriate Tier 2 and Tier 3 vocabulary, to precisely describe detailed ideas and facts .
35	3	Multiple Choice	1	Listening	PLD.2.L.7-8.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal individuals, two or more main ideas, reasons, evidence, events, key details, literary devices, and the message or theme in spoken discourse.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
36	3	Multiple Choice	1	Listening	PLD.3.L.7-8.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop spoken discourse, or provide summarization.
37	3	Multiple Choice	1	Listening	PLD.5.L.7-8.2	Commanding —Student can identify most grade-appropriate complex sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop spoken discourse, or provide summarization.
38	3	Multiple Choice	1	Listening	PLD.2.L.7-8.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal individuals, two or more main ideas, reasons, evidence, events, key details, literary devices, and the message or theme in spoken discourse.
39	3	Multiple Choice	1	Listening	PLD.3.L.7-8.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop spoken discourse, or provide summarization.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
40	3	Multiple Choice	1	Listening	PLD.4.L.7-8.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal individuals, two or more main ideas, reasons, evidence, events, key details, literary devices, and the message or theme in spoken discourse.
41	3	Multiple Choice	1	Listening	PLD.3.L.7-8.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop spoken discourse, or provide summarization.
42	3	Multiple Choice	1	Listening	PLD.4.L.7-8.3	Expanding —Student can determine some of the figurative or connotative meaning of most grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary and its impact in spoken discourse.
43	3	Multiple Choice	1	Reading	PLD.3.R.7-8.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including its impact , in grade-level text.
44	3	Multiple Choice	1	Reading	PLD.4.R.7-8.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop a grade-level text or provide summarization.
45	3	Multiple Choice	1	Reading	PLD.1.R.7-8.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary, including its impact , in grade-level text.

Table A5. 2015 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
46	3	Multiple Choice	1	Reading	PLD.2.R.7-8.2	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop a grade-level text or provide summarization.
47	3	Multiple Choice	1	Reading	PLD.5.R.7-8.2	Commanding —Student can identify most grade-appropriate complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop a grade-level text or provide summarization.
48	3	Multiple Choice	1	Reading	PLD.1.R.7-8.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary, including its impact , in grade-level text.
49	3	Multiple Choice	1	Reading	PLD.2.R.7-8.4	Emerging —Student can identify some simple grade-appropriate text structures that provide details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic in grade-level texts.
50	3	Multiple Choice	1	Reading	PLD.4.R.7-8.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop a grade-level text or provide summarization.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
51	3	Multiple Choice	1	Reading	PLD.5.R.7-8.2	Commanding —Student can identify most grade-appropriate complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop a grade-level text or provide summarization.
52	3	Multiple Choice	1	Reading	PLD.2.R.7-8.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 , and a few Tier 2 and Tier 3 vocabulary, including its impact , in grade-level text.
53	3	Multiple Choice	1	Reading	PLD.4.R.7-8.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices, and the message or theme in grade-level text.
54	3	Extended Constructed Response	4	Writing	PLD.5.W.7-8.3	Commanding —Student can consistently use grade-appropriate simple and complex sentences to provide or refer to multiple characters, precise details, sequenced events, and closure to write a narrative.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.1.S.9-12.3	Entering —Student does not respond or responds with words or short phrases to describe people, places, events, and situations in detail, and recount or summarize a story using key details and sequential ideas.
2	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, clarify, summarize, or paraphrase or reflect on key information about a topic.
3	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.4	Transitioning —Student can use simple and occasionally complex sentences to provide, interpret, or evaluate information, facts, descriptive details, or an opinion to report on or summarize a topic.
4	Speaking	Constructed Response	2	Speaking	PLD.4.S.9-12.4	Expanding —Student can frequently use both simple and complex sentences to provide, interpret, or evaluate information, facts, descriptive details, or an opinion to report on or summarize a topic.
5	Speaking	Constructed Response	1	Speaking	PLD.1.S.9-12.1	Entering —Student does not respond or responds with words or short phrases to express thoughts, ideas, or feelings, provide clarification, or summarize.
6	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, clarify, summarize, or paraphrase or reflect on key information about a topic.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
7	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.4	Transitioning —Student can use simple and occasionally complex sentences to provide, interpret, or evaluate information, facts, descriptive details, or an opinion to report on or summarize a topic.
8	Speaking	Constructed Response	2	Speaking	PLD.4.S.9-12.4	Expanding —Student can frequently use both simple and complex sentences to provide, interpret, or evaluate information, facts, descriptive details, or an opinion to report on or summarize a topic.
9	Speaking	Constructed Response	2	Speaking	PLD.5.S.9-12.4	Commanding —Student can consistently use both complex sentences and fluid responses to provide, interpret, or evaluate information, facts, descriptive details, or an opinion to report on or summarize a topic.
10	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.2	Emerging —Student can use phrases and simple sentences to ask questions and make statements to provide, seek, clarify, summarize, or paraphrase or reflect on key information about a topic.
11	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.4	Transitioning —Student can use simple and occasionally complex sentences to provide, interpret, or evaluate information, facts, descriptive details, or an opinion to report on or summarize a topic.
12	Speaking	Constructed Response	2	Speaking	PLD.4.S.9-12.4	Expanding —Student can frequently use both simple and complex sentences to provide, interpret, or evaluate information, facts, descriptive details, or an opinion to report on or summarize a topic.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
13	Speaking	Constructed Response	2	Speaking	PLD.5.S.9-12.4	Commanding —Student can consistently use both complex sentences and fluid responses to provide, interpret, or evaluate information, facts, descriptive details, or an opinion to report on or summarize a topic.
1	1	Multiple Choice	1	Listening	PLD.1.L.9-12.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary, including its impact , in spoken discourse.
2	1	Multiple Choice	1	Listening	PLD.2.L.9-12.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.
3	1	Multiple Choice	1	Listening	PLD.3.L.9-12.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.
4	1	Multiple Choice	1	Listening	PLD.1.L.9-12.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.

Table A6. 2015 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
5	1	Multiple Choice	1	Listening	PLD.2.L.9-12.2	Emerging —Student can identify some grade-appropriate words, phrases, and a few simple sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop or refine spoken discourse or provide summarization.
6	1	Multiple Choice	1	Listening	PLD.2.L.9-12.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 , and a few Tier 2 and Tier 3 vocabulary, including its impact in spoken discourse.
7	1	Multiple Choice	1	Listening	PLD.4.L.9-12.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop or refine spoken discourse or provide summarization.
8	1	Multiple Choice	1	Listening	PLD.3.L.9-12.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.
9	1	Multiple Choice	1	Reading	PLD.2.R.9-12.2	Emerging —Student can identify some grade-appropriate words, phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop or refine a grade-level text or provide summarization.

Table A6. 2015 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	1	Multiple Choice	1	Reading	PLD.4.R.9-12.3	Expanding —Student can determine some of the figurative or connotative meaning of grade-appropriate Tier 1, Tier 2, and some Tier 3 vocabulary, including the cumulative meaning of words, and their impact in a grade-level text.
11	1	Multiple Choice	1	Reading	PLD.5.R.9-12.1	Commanding —Student can identify most grade-appropriate complex sentences that signal multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme in a grade-level text.
12	1	Multiple Choice	1	Reading	PLD.1.R.9-12.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme in a grade-level text.
13	1	Multiple Choice	1	Reading	PLD.2.R.9-12.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 , and a few Tier 2 and Tier 3 vocabulary, including its impact , in a grade-level text.
14	1	Multiple Choice	1	Reading	PLD.3.R.9-12.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme in a grade-level text.

Table A6. 2015 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
15	1	Multiple Choice	1	Reading	PLD.3.R.9-12.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including the cumulative meaning of words, and its impact , in a grade-level text.
16	1	Multiple Choice	1	Reading	PLD.3.R.9-12.4	Transitioning —Student can identify most simple and a few complex grade-appropriate text structures that provide details, characteristics, or supportive information, explain events or claims, describe relationships, develop a topic, or review information in grade-level texts.
17	1	Short Constructed Response	4	Writing	PLD.5.W.9-12.2	Commanding —Student can consistently use grade-appropriate simple and complex sentences, including Tier 2 and Tier 3 vocabulary, to precisely describe detailed ideas and facts in a written text.
18	2	Multiple Choice	1	Listening	PLD.3.L.9-12.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including the cumulative meaning of words, and its impact in spoken discourse.
19	2	Multiple Choice	1	Listening	PLD.2.L.9-12.2	Emerging —Student can identify some grade-appropriate words, phrases, and a few simple sentences that signal or convey sequence, connections, relationships, conclusions, and interactions that develop or refine spoken discourse or provide summarization.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
20	2	Multiple Choice	1	Listening	PLD.4.L.9-12.4	Expanding —Student can identify most grade-appropriate simple and some complex language structures that provide details, characteristics, or supportive information, explain events, claims, or relationships, develop a topic, or review information in spoken discourse.
21	2	Multiple Choice	1	Listening	PLD.1.L.9-12.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.
22	2	Multiple Choice	1	Listening	PLD.3.L.9-12.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including the cumulative meaning of words, and its impact in spoken discourse.
23	2	Multiple Choice	1	Listening	PLD.3.L.9-12.5	Transitioning —Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence— develops, integrates, or refines details, connections, relationships, topics, and themes in spoken discourse.
24	2	Multiple Choice	1	Listening	PLD.3.L.9-12.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
25	2	Multiple Choice	1	Listening	PLD.4.L.9-12.4	Expanding —Student can identify most grade-appropriate simple and some complex language structures that provide details, characteristics, or supportive information, explain events, claims, or relationships, develop a topic, or review information in spoken discourse.
26	2	Multiple Choice	1	Reading	PLD.1.R.9-12.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary, including its impact , in a grade-level text.
27	2	Multiple Choice	1	Reading	PLD.2.R.9-12.2	Emerging —Student can identify some grade-appropriate words, phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop or refine a grade-level text or provide summarization.
28	2	Multiple Choice	1	Reading	PLD.3.R.9-12.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including the cumulative meaning of words, and its impact , in a grade-level text.
29	2	Multiple Choice	1	Reading	PLD.2.R.9-12.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 , and a few Tier 2 and Tier 3 vocabulary, including its impact , in a grade-level text.
30	2	Multiple Choice	1	Reading	PLD.2.R.9-12.3	Emerging —Student can determine the literal meaning of some grade-appropriate Tier 1 , and a few Tier 2 and Tier 3 vocabulary, including its impact , in a grade-level text.

Table A6. 2015 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
31	2	Multiple Choice	1	Reading	PLD.3.R.9-12.1	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme in a grade-level text.
32	2	Multiple Choice	1	Reading	PLD.4.R.9-12.2	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop or refine a grade-level text or provide summarization.
33	2	Multiple Choice	1	Reading	PLD.5.R.9-12.1	Commanding —Student can identify most grade-appropriate complex sentences that signal multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme in a grade-level text.
34	2	Short Constructed Response	4	Writing	PLD.5.W.9-12.2	Commanding —Student can consistently use grade-appropriate simple and complex sentences, including Tier 2 and Tier 3 vocabulary, to precisely describe detailed ideas and facts in a written text.
35	3	Multiple Choice	1	Listening	PLD.1.L.9-12.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.

Table A6. 2015 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
36	3	Multiple Choice	1	Listening	PLD.1.L.9-12.2	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey sequence, connections, relationships, conclusions, and interactions that develop or refine spoken discourse or provide summarization.
37	3	Multiple Choice	1	Listening	PLD.4.L.9-12.1	Expanding —Student can identify most grade-appropriate simple and some complex sentences that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.
38	3	Multiple Choice	1	Listening	PLD.2.L.9-12.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.
39	3	Multiple Choice	1	Listening	PLD.3.L.9-12.5	Transitioning —Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence— develops, integrates, or refines details, connections, relationships, topics, and themes in spoken discourse.
40	3	Multiple Choice	1	Listening	PLD.1.L.9-12.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal characteristics of individuals or events, claims and evidence, key details, rhetorical devices, point of view, and the message or theme in spoken discourse.

Table A6. 2015 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
41	3	Multiple Choice	1	Listening	PLD.3.L.9-12.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including the cumulative meaning of words, and its impact in spoken discourse.
42	3	Multiple Choice	1	Listening	PLD.5.L.9-12.4	Commanding —Student can identify most grade-appropriate complex language structures that provide details, characteristics, or supportive information, explain events, claims, or relationships, develop a topic, or review information in spoken discourse.
43	3	Multiple Choice	1	Reading	PLD.1.R.9-12.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary, including its impact , in a grade-level text.
44	3	Multiple Choice	1	Reading	PLD.2.R.9-12.1	Emerging —Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme in a grade-level text.
45	3	Multiple Choice	1	Reading	PLD.4.R.9-12.3	Expanding —Student can determine some of the figurative or connotative meaning of grade-appropriate Tier 1, Tier 2, and some Tier 3 vocabulary, including the cumulative meaning of words, and their impact in a grade-level text.

Table A6. 2015 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
46	3	Multiple Choice	1	Reading	PLD.3.R.9-12.3	Transitioning —Student can determine most of the literal and a few of the figurative or connotative meanings of grade-appropriate Tier 1, Tier 2, and Tier 3 vocabulary, including the cumulative meaning of words, and its impact , in a grade-level text.
47	3	Multiple Choice	1	Reading	PLD.5.R.9-12.2	Commanding —Student can identify most grade-appropriate complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop or refine a grade-level text or provide summarization.
48	3	Multiple Choice	1	Reading	PLD.1.R.9-12.1	Entering —Student cannot or can identify a few grade-appropriate words or short phrases that signal multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme in a grade-level text.
49	3	Multiple Choice	1	Reading	PLD.1.R.9-12.3	Entering —Student cannot or can determine the literal meaning of some grade-appropriate Tier 1 vocabulary, including its impact , in a grade-level text.
50	3	Multiple Choice	1	Reading	PLD.2.R.9-12.2	Emerging —Student can identify some grade-appropriate words, phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop or refine a grade-level text or provide summarization.

Table A6. 2015 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
51	3	Multiple Choice	1	Reading	PLD.3.R.9-12.2	Transitioning —Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, conclusions, and interactions that develop or refine a grade-level text or provide summarization.
52	3	Multiple Choice	1	Reading	PLD.2.R.9-12.4	Emerging —Student can identify some simple grade-appropriate text structures that provide details, characteristics, or supportive information, explain events or claims, describe relationships, develop a topic, or review information in grade-level texts.
53	3	Multiple Choice	1	Reading	PLD.4.R.9-12.4	Expanding —Student can identify most simple and some complex grade-appropriate text structures that provide details, characteristics, or supportive information, explain events or claims, describe relationships, develop a topic, or review information in grade-level texts.
54	3	Extended Constructed Response	4	Writing	PLD.5.W.9-12.4	Commanding —Student can consistently use grade-appropriate simple and complex sentences to provide precise, well-chosen, cohesive claims and evidence, a variety of support, and closure to write about a topic.

APPENDIX B: ITEM-LEVEL STATISTICS**Table B1A. Item-Level Statistics: Listening and Speaking, Grade K (All Schools)**

	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	34,523	0.64	0.14	0.11	0.09		0.02	0.64	0.40
	2	MC	1	34,523	0.24	0.10	0.45	0.20		0.01	0.45	0.42
	3	MC	1	34,523	0.16	0.13	0.12	0.57		0.01	0.57	0.48
	4	MC	1	34,523	0.13	0.55	0.16	0.14		0.01	0.55	0.50
	5	MC	1	34,523	0.59	0.15	0.10	0.14		0.01	0.59	0.41
	6	MC	1	34,523	0.15	0.11	0.66	0.08		0.01	0.66	0.49
	7	MC	1	34,523	0.54	0.18	0.14	0.12		0.02	0.54	0.39
	8	MC	1	34,523	0.28	0.11	0.42	0.18		0.01	0.42	0.37
	9	MC	1	34,523	0.13	0.09	0.64	0.14		0.01	0.64	0.42
	10	MC	1	34,523	0.06	0.07	0.06	0.80		0.01	0.80	0.55
	11	MC	1	34,523	0.07	0.80	0.06	0.06		0.01	0.80	0.55
	12	MC	1	34,523	0.06	0.79	0.07	0.07		0.01	0.79	0.54
	13	MC	1	34,523	0.87	0.04	0.04	0.04		0.01	0.87	0.54
	14	MC	1	34,523	0.82	0.05	0.05	0.07		0.01	0.82	0.51
	15	MC	1	34,523	0.08	0.06	0.73	0.11		0.02	0.73	0.46
	16	MC	1	34,523	0.09	0.70	0.10	0.09		0.01	0.70	0.52
	17	MC	1	34,523	0.77	0.12	0.04	0.07		0.01	0.77	0.50
	18	MC	1	34,523	0.19	0.10	0.12	0.58		0.01	0.58	0.48
	19	MC	1	34,523	0.08	0.74	0.09	0.07		0.01	0.74	0.48
SPEAKING	1	CR	1	34,523	0.09	0.91				0.00	0.91	0.61
	2	CR	1	34,523	0.12	0.88				0.00	0.88	0.64
	3	CR	2	34,523	0.25	0.31	0.44			0.00	0.60	0.75
	4	CR	2	34,523	0.23	0.34	0.43			0.00	0.60	0.83
	5	CR	1	34,523	0.09	0.91				0.00	0.91	0.59
	6	CR	1	34,523	0.11	0.89				0.00	0.89	0.60
	7	CR	2	34,523	0.28	0.29	0.43			0.00	0.57	0.80
	8	CR	2	34,523	0.24	0.42	0.34			0.00	0.55	0.82
	9	CR	2	34,523	0.39	0.35	0.27			0.00	0.44	0.76
	10	CR	1	34,523	0.12	0.88				0.00	0.88	0.65
	11	CR	2	34,523	0.16	0.27	0.56			0.00	0.70	0.82
	12	CR	2	34,523	0.21	0.30	0.49			0.00	0.64	0.84
	13	CR	2	34,523	0.34	0.36	0.30			0.00	0.48	0.78

Table B1B. Item-Level Statistics: Reading and Writing, Grade K (All Schools)

	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	34,523	0.05	0.03	0.89	0.02		0.01	0.89	0.65
	2	MC	1	34,523	0.03	0.03	0.90	0.03		0.01	0.90	0.63
	3	MC	1	34,523	0.10	0.68	0.07	0.14		0.01	0.68	0.54
	4	MC	1	34,523	0.13	0.67	0.12	0.07		0.01	0.67	0.53
	5	MC	1	34,523	0.09	0.06	0.06	0.79		0.01	0.79	0.68
	6	MC	1	34,523	0.06	0.06	0.81	0.04		0.02	0.81	0.66
	7	MC	1	34,523	0.03	0.88	0.06	0.02		0.01	0.88	0.60
	8	MC	1	34,523	0.03	0.89	0.04	0.03		0.02	0.89	0.62
	9	MC	1	34,523	0.10	0.11	0.69	0.08		0.02	0.69	0.51
	10	MC	1	34,523	0.06	0.04	0.07	0.81		0.01	0.81	0.65
	11	MC	1	34,523	0.87	0.04	0.04	0.04		0.01	0.87	0.62
	12	MC	1	34,523	0.21	0.10	0.59	0.09		0.01	0.59	0.53
	13	MC	1	34,523	0.92	0.03	0.02	0.02		0.01	0.92	0.58
	14	MC	1	34,523	0.03	0.04	0.04	0.88		0.01	0.88	0.67
	15	MC	1	34,523	0.13	0.79	0.04	0.04		0.01	0.79	0.63
	16	MC	1	34,523	0.07	0.86	0.04	0.03		0.01	0.86	0.66
	17	MC	1	34,523	0.06	0.05	0.84	0.03		0.01	0.84	0.69
	18	MC	1	34,523	0.04	0.04	0.86	0.04		0.02	0.86	0.70
WRITING	1	CR	1	34,523	0.12	0.88				0.00	0.88	0.69
	2	CR	1	34,523	0.20	0.80				0.00	0.80	0.68
	3	CR	1	34,523	0.21	0.79				0.00	0.79	0.64
	4	CR	1	34,523	0.09	0.91				0.00	0.91	0.68
	5	CR	1	34,523	0.08	0.92				0.00	0.92	0.65
	6	CR	1	34,523	0.08	0.92				0.00	0.92	0.64
	7	CR	2	34,523	0.34	0.30	0.36			0.00	0.51	0.75
	8	CR	1	34,523	0.07	0.93				0.00	0.93	0.67
	9	CR	1	34,523	0.09	0.91				0.00	0.91	0.66
	10	CR	4	34,523	0.21	0.46	0.19	0.09	0.05	0.00	0.33	0.75

Table B2A. Item-Level Statistics: Listening and Speaking, Grade Band 1–2 (All Schools)

	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	56,451	0.60	0.11	0.16	0.12		0.00	0.60	0.45
	2	MC	1	56,451	0.11	0.56	0.17	0.15		0.00	0.56	0.47
	3	MC	1	56,451	0.08	0.09	0.75	0.07		0.01	0.75	0.46
	4	MC	1	56,451	0.07	0.11	0.49	0.32		0.01	0.49	0.50
	5	MC	1	56,451	0.17	0.55	0.06	0.21		0.00	0.55	0.53
	6	MC	1	56,451	0.14	0.10	0.08	0.67		0.00	0.67	0.51
	7	MC	1	56,451	0.15	0.59	0.12	0.14		0.01	0.59	0.47
	8	MC	1	56,451	0.57	0.14	0.14	0.14		0.01	0.57	0.45
	9	MC	1	56,451	0.17	0.12	0.05	0.65		0.01	0.65	0.51
	10	MC	1	56,451	0.09	0.06	0.34	0.51		0.01	0.51	0.44
	11	MC	1	56,451	0.47	0.14	0.13	0.25		0.01	0.47	0.36
	12	MC	1	56,451	0.12	0.08	0.75	0.05		0.01	0.75	0.45
	13	MC	1	56,451	0.78	0.03	0.14	0.05		0.01	0.78	0.45
	14	MC	1	56,451	0.08	0.06	0.23	0.63		0.01	0.63	0.42
	15	MC	1	56,451	0.15	0.12	0.59	0.13		0.01	0.59	0.48
	16	MC	1	56,451	0.67	0.08	0.10	0.14		0.01	0.67	0.49
	17	MC	1	56,451	0.09	0.74	0.10	0.07		0.01	0.74	0.55
	18	MC	1	56,451	0.05	0.07	0.09	0.78		0.01	0.78	0.52
	19	MC	1	56,451	0.66	0.07	0.11	0.16		0.01	0.66	0.57
	20	MC	1	56,451	0.11	0.12	0.17	0.59		0.01	0.59	0.47
	21	MC	1	56,451	0.11	0.10	0.40	0.38		0.01	0.40	0.33
	22	MC	1	56,451	0.16	0.50	0.11	0.22		0.01	0.50	0.44
	23	MC	1	56,451	0.11	0.16	0.62	0.11		0.01	0.62	0.51
	24	MC	1	56,451	0.18	0.21	0.12	0.48		0.01	0.48	0.32
SPEAKING	1	CR	1	56,451	0.08	0.92				0.00	0.92	0.62
	2	CR	1	56,451	0.09	0.91				0.00	0.91	0.63
	3	CR	2	56,451	0.11	0.21	0.68			0.00	0.79	0.80
	4	CR	2	56,451	0.26	0.36	0.38			0.00	0.56	0.71
	5	CR	1	56,451	0.07	0.93				0.00	0.93	0.61
	6	CR	1	56,451	0.12	0.88				0.00	0.88	0.66
	7	CR	2	56,451	0.09	0.22	0.69			0.00	0.80	0.82
	8	CR	2	56,451	0.13	0.24	0.63			0.00	0.75	0.84
	9	CR	2	56,451	0.19	0.33	0.48			0.00	0.65	0.78
	10	CR	1	56,451	0.08	0.92				0.00	0.92	0.63
	11	CR	2	56,451	0.12	0.21	0.67			0.00	0.78	0.82
	12	CR	2	56,451	0.21	0.31	0.49			0.00	0.64	0.81
	13	CR	2	56,451	0.23	0.33	0.44			0.00	0.60	0.76

Table B2B. Item-Level Statistics: Reading and Writing, Grade Band 1–2 (All Schools)

	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	56,451	0.17	0.15	0.52	0.14		0.01	0.52	0.50
	2	MC	1	56,451	0.16	0.14	0.11	0.58		0.01	0.58	0.59
	3	MC	1	56,451	0.19	0.19	0.46	0.13		0.03	0.46	0.53
	4	MC	1	56,451	0.13	0.05	0.23	0.56		0.02	0.56	0.60
	5	MC	1	56,451	0.54	0.18	0.13	0.12		0.03	0.54	0.47
	6	MC	1	56,451	0.17	0.54	0.14	0.14		0.01	0.54	0.57
	7	MC	1	56,451	0.21	0.15	0.48	0.15		0.01	0.48	0.42
	8	MC	1	56,451	0.48	0.14	0.18	0.18		0.02	0.48	0.42
	9	MC	1	56,451	0.21	0.06	0.59	0.14		0.01	0.59	0.62
	10	MC	1	56,451	0.21	0.40	0.20	0.17		0.01	0.40	0.47
	11	MC	1	56,451	0.51	0.28	0.13	0.07		0.02	0.51	0.48
	12	MC	1	56,451	0.25	0.16	0.12	0.46		0.01	0.46	0.54
	13	MC	1	56,451	0.22	0.40	0.15	0.22		0.02	0.40	0.39
	14	MC	1	56,451	0.10	0.59	0.22	0.07		0.02	0.59	0.46
	15	MC	1	56,451	0.32	0.16	0.31	0.18		0.03	0.32	0.25
	16	MC	1	56,451	0.46	0.24	0.13	0.15		0.02	0.46	0.50
	17	MC	1	56,451	0.24	0.23	0.19	0.34		0.01	0.34	0.37
	18	MC	1	56,451	0.39	0.18	0.22	0.19		0.01	0.39	0.42
	19	MC	1	56,451	0.25	0.44	0.18	0.12		0.01	0.44	0.51
	20	MC	1	56,451	0.22	0.20	0.40	0.17		0.02	0.40	0.37
	21	MC	1	56,451	0.52	0.15	0.15	0.16		0.02	0.52	0.58
	22	MC	1	56,451	0.22	0.38	0.17	0.23		0.01	0.38	0.24
	23	MC	1	56,451	0.29	0.19	0.34	0.15		0.02	0.34	0.36
	24	MC	1	56,451	0.19	0.40	0.17	0.22		0.02	0.40	0.36
	25	MC	1	56,451	0.20	0.18	0.10	0.50		0.02	0.50	0.39
	26	MC	1	56,451	0.38	0.21	0.28	0.12		0.02	0.38	0.29
	27	MC	1	56,451	0.41	0.21	0.20	0.16		0.02	0.41	0.43
WRITING	1	CR	4	56,451	0.23	0.29	0.27	0.15	0.06	0.00	0.38	0.89
	2	CR	4	56,451	0.22	0.26	0.26	0.19	0.07	0.00	0.41	0.90
	3	CR	4	56,451	0.30	0.32	0.23	0.12	0.04	0.00	0.32	0.88

Table B3A. Item-Level Statistics: Listening and Speaking, Grade Band 3–4 (All Schools)

	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	41,661	0.37	0.19	0.15	0.29		0.00	0.37	0.39
	2	MC	1	41,661	0.14	0.38	0.24	0.23		0.01	0.38	0.35
	3	MC	1	41,661	0.58	0.17	0.12	0.13		0.01	0.58	0.46
	4	MC	1	41,661	0.72	0.10	0.11	0.07		0.01	0.72	0.45
	5	MC	1	41,661	0.63	0.17	0.09	0.10		0.01	0.63	0.57
	6	MC	1	41,661	0.10	0.19	0.64	0.07		0.01	0.64	0.47
	7	MC	1	41,661	0.19	0.68	0.05	0.07		0.01	0.68	0.40
	8	MC	1	41,661	0.28	0.22	0.28	0.22		0.01	0.28	0.28
	9	MC	1	41,661	0.13	0.21	0.25	0.40		0.01	0.40	0.44
	10	MC	1	41,661	0.58	0.20	0.11	0.11		0.01	0.58	0.53
	11	MC	1	41,661	0.12	0.55	0.23	0.10		0.01	0.55	0.46
	12	MC	1	41,661	0.12	0.13	0.52	0.22		0.01	0.52	0.37
	13	MC	1	41,661	0.21	0.54	0.15	0.10		0.01	0.54	0.43
	14	MC	1	41,661	0.63	0.11	0.14	0.11		0.01	0.63	0.53
	15	MC	1	41,661	0.14	0.11	0.53	0.22		0.01	0.53	0.39
	16	MC	1	41,661	0.08	0.71	0.11	0.09		0.01	0.71	0.51
	17	MC	1	41,661	0.76	0.08	0.08	0.07		0.01	0.76	0.50
	18	MC	1	41,661	0.03	0.73	0.12	0.11		0.01	0.73	0.46
	19	MC	1	41,661	0.19	0.11	0.13	0.57		0.01	0.57	0.36
	20	MC	1	41,661	0.62	0.08	0.18	0.11		0.01	0.62	0.60
	21	MC	1	41,661	0.55	0.16	0.10	0.19		0.01	0.55	0.56
	22	MC	1	41,661	0.12	0.16	0.23	0.48		0.01	0.48	0.51
	23	MC	1	41,661	0.07	0.66	0.15	0.11		0.01	0.66	0.53
	24	MC	1	41,661	0.11	0.08	0.56	0.24		0.01	0.56	0.56
SPEAKING	1	CR	1	41,661	0.10	0.90				0.00	0.90	0.60
	2	CR	1	41,661	0.08	0.92				0.00	0.92	0.55
	3	CR	2	41,661	0.18	0.25	0.56			0.00	0.69	0.78
	4	CR	2	41,661	0.17	0.29	0.54			0.00	0.68	0.82
	5	CR	1	41,661	0.11	0.89				0.00	0.89	0.60
	6	CR	1	41,661	0.12	0.88				0.00	0.88	0.57
	7	CR	2	41,661	0.15	0.25	0.61			0.00	0.73	0.83
	8	CR	2	41,661	0.18	0.26	0.57			0.00	0.69	0.83
	9	CR	2	41,661	0.18	0.33	0.49			0.00	0.66	0.81
	10	CR	1	41,661	0.09	0.91				0.00	0.91	0.60
	11	CR	2	41,661	0.17	0.21	0.62			0.00	0.73	0.84
	12	CR	2	41,661	0.20	0.28	0.52			0.00	0.66	0.83
	13	CR	2	41,661	0.26	0.35	0.39			0.00	0.57	0.77

Table B3B. Item-Level Statistics: Reading and Writing, Grade Band 3–4 (All Schools)

	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	41,661	0.17	0.15	0.52	0.14		0.01	0.52	0.50
	2	MC	1	41,661	0.16	0.14	0.11	0.58		0.01	0.58	0.59
	3	MC	1	41,661	0.19	0.19	0.46	0.13		0.03	0.46	0.53
	4	MC	1	41,661	0.13	0.05	0.23	0.56		0.02	0.56	0.60
	5	MC	1	41,661	0.54	0.18	0.13	0.12		0.03	0.54	0.47
	6	MC	1	41,661	0.17	0.54	0.14	0.14		0.01	0.54	0.57
	7	MC	1	41,661	0.21	0.15	0.48	0.15		0.01	0.48	0.42
	8	MC	1	41,661	0.48	0.14	0.18	0.18		0.02	0.48	0.42
	9	MC	1	41,661	0.21	0.06	0.59	0.14		0.01	0.59	0.62
	10	MC	1	41,661	0.21	0.40	0.20	0.17		0.01	0.40	0.47
	11	MC	1	41,661	0.51	0.28	0.13	0.07		0.02	0.51	0.48
	12	MC	1	41,661	0.25	0.16	0.12	0.46		0.01	0.46	0.54
	13	MC	1	41,661	0.22	0.40	0.15	0.22		0.02	0.40	0.39
	14	MC	1	41,661	0.10	0.59	0.22	0.07		0.02	0.59	0.46
	15	MC	1	41,661	0.32	0.16	0.31	0.18		0.03	0.32	0.25
	16	MC	1	41,661	0.46	0.24	0.13	0.15		0.02	0.46	0.50
	17	MC	1	41,661	0.24	0.23	0.19	0.34		0.01	0.34	0.37
	18	MC	1	41,661	0.39	0.18	0.22	0.19		0.01	0.39	0.42
	19	MC	1	41,661	0.25	0.44	0.18	0.12		0.01	0.44	0.51
	20	MC	1	41,661	0.22	0.20	0.40	0.17		0.02	0.40	0.37
	21	MC	1	41,661	0.52	0.15	0.15	0.16		0.02	0.52	0.58
	22	MC	1	41,661	0.22	0.38	0.17	0.23		0.01	0.38	0.24
	23	MC	1	41,661	0.29	0.19	0.34	0.15		0.02	0.34	0.36
	24	MC	1	41,661	0.19	0.40	0.17	0.22		0.02	0.40	0.36
	25	MC	1	41,661	0.20	0.18	0.10	0.50		0.02	0.50	0.39
	26	MC	1	41,661	0.38	0.21	0.28	0.12		0.02	0.38	0.29
	27	MC	1	41,661	0.41	0.21	0.20	0.16		0.02	0.41	0.43
WRITING	1	CR	4	41,661	0.19	0.25	0.32	0.18	0.05	0.00	0.42	0.88
	2	CR	4	41,661	0.21	0.25	0.31	0.18	0.05	0.00	0.41	0.89
	3	CR	4	41,661	0.20	0.24	0.31	0.18	0.06	0.00	0.41	0.88

Table B4A. Item-Level Statistics: Listening and Speaking, Grade Band 5–6 (All Schools)

	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	35,280	0.10	0.53	0.32	0.05		0.00	0.53	0.47
	2	MC	1	35,280	0.11	0.12	0.73	0.05		0.00	0.73	0.49
	3	MC	1	35,280	0.21	0.54	0.15	0.09		0.01	0.54	0.42
	4	MC	1	35,280	0.17	0.08	0.13	0.61		0.01	0.61	0.45
	5	MC	1	35,280	0.56	0.16	0.09	0.19		0.01	0.56	0.58
	6	MC	1	35,280	0.11	0.14	0.13	0.61		0.01	0.61	0.49
	7	MC	1	35,280	0.22	0.42	0.23	0.12		0.01	0.42	0.42
	8	MC	1	35,280	0.31	0.37	0.14	0.16		0.01	0.37	0.36
	9	MC	1	35,280	0.21	0.50	0.09	0.19		0.00	0.50	0.43
	10	MC	1	35,280	0.08	0.10	0.23	0.58		0.01	0.58	0.42
	11	MC	1	35,280	0.45	0.07	0.37	0.10		0.01	0.45	0.32
	12	MC	1	35,280	0.11	0.70	0.11	0.08		0.01	0.70	0.51
	13	MC	1	35,280	0.71	0.09	0.12	0.08		0.01	0.71	0.57
	14	MC	1	35,280	0.10	0.29	0.35	0.25		0.01	0.35	0.36
	15	MC	1	35,280	0.08	0.68	0.12	0.10		0.01	0.68	0.49
	16	MC	1	35,280	0.13	0.17	0.50	0.19		0.01	0.50	0.48
	17	MC	1	35,280	0.49	0.10	0.18	0.22		0.01	0.49	0.48
	18	MC	1	35,280	0.12	0.75	0.09	0.04		0.01	0.75	0.39
	19	MC	1	35,280	0.10	0.17	0.09	0.63		0.01	0.63	0.51
	20	MC	1	35,280	0.14	0.58	0.19	0.07		0.01	0.58	0.44
	21	MC	1	35,280	0.06	0.09	0.06	0.78		0.01	0.78	0.54
	22	MC	1	35,280	0.22	0.11	0.57	0.10		0.01	0.57	0.38
	23	MC	1	35,280	0.42	0.22	0.15	0.21		0.01	0.42	0.37
	24	MC	1	35,280	0.46	0.21	0.14	0.18		0.01	0.46	0.40
SPEAKING	1	CR	1	35,280	0.06	0.94				0.00	0.94	0.49
	2	CR	1	35,280	0.11	0.89				0.00	0.89	0.64
	3	CR	2	35,280	0.11	0.21	0.69			0.00	0.79	0.83
	4	CR	2	35,280	0.15	0.25	0.60			0.00	0.72	0.84
	5	CR	1	35,280	0.06	0.94				0.00	0.94	0.50
	6	CR	1	35,280	0.14	0.86				0.00	0.86	0.70
	7	CR	2	35,280	0.19	0.24	0.57			0.00	0.69	0.82
	8	CR	2	35,280	0.13	0.21	0.66			0.00	0.77	0.85
	9	CR	2	35,280	0.20	0.33	0.47			0.00	0.64	0.80
	10	CR	1	35,280	0.09	0.91				0.00	0.91	0.63
	11	CR	2	35,280	0.13	0.22	0.65			0.00	0.76	0.84
	12	CR	2	35,280	0.20	0.29	0.50			0.00	0.65	0.82
	13	CR	2	35,280	0.23	0.29	0.48			0.00	0.62	0.79

Table B4B. Item-Level Statistics: Reading and Writing, Grade Band 5–6 (All Schools)

	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	35,280	0.29	0.08	0.11	0.51		0.00	0.51	0.49
	2	MC	1	35,280	0.16	0.12	0.68	0.04		0.00	0.68	0.52
	3	MC	1	35,280	0.19	0.52	0.14	0.13		0.01	0.52	0.50
	4	MC	1	35,280	0.13	0.09	0.11	0.67		0.01	0.67	0.60
	5	MC	1	35,280	0.14	0.13	0.10	0.62		0.01	0.62	0.58
	6	MC	1	35,280	0.32	0.11	0.16	0.41		0.01	0.41	0.42
	7	MC	1	35,280	0.18	0.11	0.60	0.11		0.01	0.60	0.61
	8	MC	1	35,280	0.15	0.56	0.17	0.11		0.01	0.56	0.55
	9	MC	1	35,280	0.59	0.16	0.06	0.19		0.01	0.59	0.46
	10	MC	1	35,280	0.06	0.56	0.26	0.11		0.01	0.56	0.44
	11	MC	1	35,280	0.20	0.15	0.17	0.47		0.01	0.47	0.49
	12	MC	1	35,280	0.64	0.17	0.08	0.09		0.01	0.64	0.41
	13	MC	1	35,280	0.10	0.20	0.10	0.59		0.01	0.59	0.53
	14	MC	1	35,280	0.16	0.15	0.20	0.48		0.01	0.48	0.50
	15	MC	1	35,280	0.24	0.20	0.46	0.10		0.01	0.46	0.48
	16	MC	1	35,280	0.14	0.56	0.18	0.10		0.01	0.56	0.48
	17	MC	1	35,280	0.73	0.09	0.11	0.07		0.01	0.73	0.52
	18	MC	1	35,280	0.17	0.65	0.12	0.06		0.01	0.65	0.59
	19	MC	1	35,280	0.15	0.11	0.54	0.19		0.01	0.54	0.52
	20	MC	1	35,280	0.60	0.14	0.10	0.15		0.01	0.60	0.61
	21	MC	1	35,280	0.21	0.49	0.16	0.13		0.01	0.49	0.44
	22	MC	1	35,280	0.22	0.12	0.50	0.14		0.01	0.50	0.41
	23	MC	1	35,280	0.65	0.11	0.15	0.09		0.01	0.65	0.60
	24	MC	1	35,280	0.10	0.13	0.09	0.68		0.01	0.68	0.62
	25	MC	1	35,280	0.23	0.37	0.20	0.19		0.01	0.37	0.33
	26	MC	1	35,280	0.12	0.17	0.55	0.15		0.01	0.55	0.56
	27	MC	1	35,280	0.14	0.14	0.17	0.54		0.01	0.54	0.59
WRITING	1	CR	4	35,280	0.21	0.21	0.29	0.20	0.08	0.00	0.43	0.90
	2	CR	4	35,280	0.20	0.22	0.27	0.22	0.10	0.00	0.45	0.91
	3	CR	4	35,280	0.19	0.19	0.29	0.23	0.09	0.00	0.46	0.90

Table B5A. Item-Level Statistics: Listening and Speaking, Grade Band 7–8 (All Schools)

	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	30,573	0.26	0.21	0.48	0.05		0.01	0.48	0.40
	2	MC	1	30,573	0.06	0.71	0.14	0.08		0.01	0.71	0.49
	3	MC	1	30,573	0.58	0.10	0.15	0.16		0.01	0.58	0.41
	4	MC	1	30,573	0.05	0.11	0.05	0.79		0.01	0.79	0.51
	5	MC	1	30,573	0.64	0.08	0.22	0.06		0.01	0.64	0.53
	6	MC	1	30,573	0.53	0.22	0.14	0.10		0.01	0.53	0.48
	7	MC	1	30,573	0.14	0.53	0.20	0.13		0.01	0.53	0.52
	8	MC	1	30,573	0.09	0.64	0.10	0.17		0.01	0.64	0.48
	9	MC	1	30,573	0.09	0.15	0.10	0.66		0.01	0.66	0.40
	10	MC	1	30,573	0.31	0.47	0.11	0.10		0.01	0.47	0.30
	11	MC	1	30,573	0.11	0.18	0.13	0.57		0.01	0.57	0.52
	12	MC	1	30,573	0.09	0.07	0.06	0.77		0.01	0.77	0.45
	13	MC	1	30,573	0.11	0.68	0.15	0.06		0.01	0.68	0.48
	14	MC	1	30,573	0.06	0.10	0.65	0.18		0.01	0.65	0.50
	15	MC	1	30,573	0.52	0.08	0.08	0.31		0.01	0.52	0.46
	16	MC	1	30,573	0.48	0.14	0.13	0.25		0.01	0.48	0.20
	17	MC	1	30,573	0.48	0.15	0.31	0.05		0.01	0.48	0.45
	18	MC	1	30,573	0.11	0.22	0.60	0.06		0.01	0.60	0.52
	19	MC	1	30,573	0.12	0.15	0.15	0.57		0.01	0.57	0.48
	20	MC	1	30,573	0.14	0.14	0.13	0.59		0.01	0.59	0.38
	21	MC	1	30,573	0.18	0.56	0.11	0.14		0.01	0.56	0.45
	22	MC	1	30,573	0.16	0.11	0.62	0.10		0.01	0.62	0.50
	23	MC	1	30,573	0.16	0.60	0.10	0.13		0.01	0.60	0.52
	24	MC	1	30,573	0.71	0.09	0.11	0.07		0.01	0.71	0.56
SPEAKING	1	CR	1	30,573	0.08	0.92				0.00	0.92	0.58
	2	CR	1	30,573	0.18	0.82				0.00	0.82	0.69
	3	CR	2	30,573	0.14	0.23	0.63			0.00	0.74	0.85
	4	CR	2	30,573	0.20	0.31	0.49			0.00	0.65	0.83
	5	CR	1	30,573	0.09	0.91				0.00	0.91	0.56
	6	CR	1	30,573	0.10	0.90				0.00	0.90	0.63
	7	CR	2	30,573	0.14	0.23	0.63			0.00	0.74	0.86
	8	CR	2	30,573	0.20	0.27	0.53			0.00	0.67	0.86
	9	CR	2	30,573	0.19	0.27	0.54			0.00	0.68	0.84
	10	CR	1	30,573	0.10	0.90				0.00	0.90	0.59
	11	CR	2	30,573	0.21	0.25	0.54			0.00	0.66	0.85
	12	CR	2	30,573	0.21	0.26	0.54			0.00	0.67	0.87
	13	CR	2	30,573	0.23	0.28	0.48			0.00	0.63	0.83

Table B5B. Item-Level Statistics: Reading and Writing, Grade Band 7–8 (All Schools)

	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	30,573	0.71	0.10	0.13	0.06		0.01	0.71	0.46
	2	MC	1	30,573	0.16	0.17	0.12	0.54		0.01	0.54	0.49
	3	MC	1	30,573	0.22	0.38	0.20	0.20		0.01	0.38	0.42
	4	MC	1	30,573	0.14	0.14	0.54	0.17		0.01	0.54	0.35
	5	MC	1	30,573	0.11	0.15	0.08	0.64		0.01	0.64	0.56
	6	MC	1	30,573	0.64	0.13	0.11	0.12		0.01	0.64	0.51
	7	MC	1	30,573	0.12	0.40	0.30	0.17		0.01	0.40	0.29
	8	MC	1	30,573	0.15	0.21	0.52	0.11		0.01	0.52	0.50
	9	MC	1	30,573	0.24	0.62	0.09	0.05		0.01	0.62	0.55
	10	MC	1	30,573	0.11	0.15	0.48	0.26		0.01	0.48	0.44
	11	MC	1	30,573	0.26	0.12	0.53	0.09		0.01	0.53	0.47
	12	MC	1	30,573	0.10	0.12	0.10	0.67		0.01	0.67	0.45
	13	MC	1	30,573	0.42	0.22	0.22	0.13		0.01	0.42	0.49
	14	MC	1	30,573	0.14	0.16	0.59	0.11		0.01	0.59	0.57
	15	MC	1	30,573	0.15	0.18	0.47	0.19		0.01	0.47	0.48
	16	MC	1	30,573	0.22	0.46	0.17	0.13		0.01	0.46	0.47
	17	MC	1	30,573	0.60	0.15	0.16	0.08		0.01	0.60	0.51
	18	MC	1	30,573	0.66	0.12	0.15	0.06		0.01	0.66	0.50
	19	MC	1	30,573	0.12	0.49	0.27	0.11		0.01	0.49	0.54
	20	MC	1	30,573	0.11	0.15	0.58	0.15		0.01	0.58	0.59
	21	MC	1	30,573	0.14	0.07	0.30	0.47		0.01	0.47	0.48
	22	MC	1	30,573	0.57	0.25	0.09	0.07		0.01	0.57	0.49
	23	MC	1	30,573	0.15	0.13	0.53	0.18		0.01	0.53	0.49
	24	MC	1	30,573	0.37	0.31	0.18	0.13		0.01	0.37	0.42
	25	MC	1	30,573	0.18	0.22	0.19	0.39		0.01	0.39	0.52
	26	MC	1	30,573	0.18	0.50	0.15	0.15		0.01	0.50	0.44
	27	MC	1	30,573	0.22	0.11	0.44	0.21		0.01	0.44	0.47
WRITING	1	CR	4	30,573	0.20	0.20	0.24	0.22	0.14	0.00	0.47	0.90
	2	CR	4	30,573	0.23	0.21	0.25	0.20	0.11	0.00	0.44	0.92
	3	CR	4	30,573	0.23	0.17	0.25	0.22	0.13	0.00	0.46	0.91

Table B6A. Item-Level Statistics: Listening and Speaking, Grade Band 9–12 (All Schools)

	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	48,859	0.09	0.54	0.08	0.28		0.02	0.54	0.43
	2	MC	1	48,859	0.13	0.63	0.17	0.06		0.02	0.63	0.52
	3	MC	1	48,859	0.49	0.21	0.17	0.12		0.02	0.49	0.49
	4	MC	1	48,859	0.03	0.05	0.78	0.12		0.01	0.78	0.57
	5	MC	1	48,859	0.25	0.14	0.51	0.09		0.02	0.51	0.50
	6	MC	1	48,859	0.77	0.12	0.06	0.03		0.02	0.77	0.55
	7	MC	1	48,859	0.67	0.09	0.11	0.11		0.02	0.67	0.59
	8	MC	1	48,859	0.50	0.20	0.10	0.19		0.02	0.50	0.49
	9	MC	1	48,859	0.12	0.16	0.10	0.60		0.02	0.60	0.47
	10	MC	1	48,859	0.08	0.19	0.49	0.22		0.02	0.49	0.35
	11	MC	1	48,859	0.18	0.44	0.16	0.19		0.02	0.44	0.31
	12	MC	1	48,859	0.57	0.07	0.20	0.14		0.02	0.57	0.57
	13	MC	1	48,859	0.09	0.67	0.12	0.11		0.02	0.67	0.26
	14	MC	1	48,859	0.08	0.22	0.14	0.54		0.02	0.54	0.25
	15	MC	1	48,859	0.17	0.44	0.33	0.05		0.02	0.44	0.28
	16	MC	1	48,859	0.07	0.15	0.64	0.12		0.02	0.64	0.42
	17	MC	1	48,859	0.25	0.07	0.50	0.16		0.02	0.50	0.44
	18	MC	1	48,859	0.59	0.15	0.08	0.15		0.02	0.59	0.55
	19	MC	1	48,859	0.14	0.33	0.37	0.14		0.02	0.37	0.36
	20	MC	1	48,859	0.07	0.09	0.77	0.05		0.02	0.77	0.53
	21	MC	1	48,859	0.10	0.28	0.07	0.52		0.02	0.52	0.59
	22	MC	1	48,859	0.62	0.20	0.10	0.06		0.02	0.62	0.47
	23	MC	1	48,859	0.16	0.42	0.20	0.20		0.02	0.42	0.48
	24	MC	1	48,859	0.09	0.10	0.08	0.71		0.02	0.71	0.56
SPEAKING	1	CR	1	48,859	0.05	0.95				0.00	0.95	0.42
	2	CR	1	48,859	0.11	0.89				0.00	0.89	0.59
	3	CR	2	48,859	0.19	0.28	0.53			0.00	0.67	0.81
	4	CR	2	48,859	0.14	0.24	0.62			0.00	0.74	0.84
	5	CR	1	48,859	0.07	0.93				0.00	0.93	0.48
	6	CR	1	48,859	0.24	0.76				0.00	0.76	0.74
	7	CR	2	48,859	0.19	0.25	0.56			0.00	0.69	0.87
	8	CR	2	48,859	0.21	0.23	0.56			0.00	0.68	0.88
	9	CR	2	48,859	0.29	0.29	0.42			0.00	0.57	0.84
	10	CR	1	48,859	0.11	0.89				0.00	0.89	0.59
	11	CR	2	48,859	0.25	0.29	0.46			0.00	0.60	0.84
	12	CR	2	48,859	0.26	0.28	0.46			0.00	0.60	0.86
	13	CR	2	48,859	0.32	0.29	0.39			0.00	0.53	0.82

Table B6B. Item-Level Statistics: Reading and Writing, Grade Band 9–12 (All Schools)

	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	48,859	0.27	0.51	0.10	0.12		0.01	0.51	0.41
	2	MC	1	48,859	0.16	0.19	0.46	0.18		0.02	0.46	0.48
	3	MC	1	48,859	0.27	0.16	0.14	0.41		0.02	0.41	0.51
	4	MC	1	48,859	0.07	0.16	0.10	0.65		0.02	0.65	0.50
	5	MC	1	48,859	0.10	0.08	0.65	0.14		0.02	0.65	0.39
	6	MC	1	48,859	0.21	0.63	0.06	0.08		0.02	0.63	0.45
	7	MC	1	48,859	0.17	0.15	0.09	0.57		0.02	0.57	0.49
	8	MC	1	48,859	0.23	0.16	0.50	0.08		0.02	0.50	0.43
	9	MC	1	48,859	0.19	0.65	0.07	0.07		0.02	0.65	0.55
	10	MC	1	48,859	0.12	0.12	0.45	0.29		0.02	0.45	0.46
	11	MC	1	48,859	0.08	0.08	0.67	0.15		0.02	0.67	0.45
	12	MC	1	48,859	0.22	0.13	0.12	0.52		0.02	0.52	0.50
	13	MC	1	48,859	0.10	0.63	0.15	0.09		0.02	0.63	0.47
	14	MC	1	48,859	0.14	0.13	0.57	0.14		0.02	0.57	0.49
	15	MC	1	48,859	0.45	0.16	0.17	0.19		0.03	0.45	0.45
	16	MC	1	48,859	0.52	0.17	0.10	0.18		0.03	0.52	0.38
	17	MC	1	48,859	0.18	0.14	0.10	0.57		0.02	0.57	0.49
	18	MC	1	48,859	0.10	0.57	0.10	0.20		0.02	0.57	0.53
	19	MC	1	48,859	0.27	0.20	0.11	0.40		0.02	0.40	0.50
	20	MC	1	48,859	0.10	0.13	0.67	0.08		0.02	0.67	0.46
	21	MC	1	48,859	0.32	0.20	0.23	0.21		0.03	0.32	0.33
	22	MC	1	48,859	0.66	0.13	0.07	0.12		0.03	0.66	0.52
	23	MC	1	48,859	0.24	0.12	0.50	0.12		0.03	0.50	0.53
	24	MC	1	48,859	0.26	0.45	0.13	0.14		0.03	0.45	0.51
	25	MC	1	48,859	0.09	0.21	0.43	0.24		0.03	0.43	0.42
	26	MC	1	48,859	0.14	0.27	0.10	0.46		0.03	0.46	0.33
	27	MC	1	48,859	0.48	0.11	0.23	0.15		0.03	0.48	0.39
WRITING	1	CR	4	48,859	0.23	0.19	0.23	0.22	0.14	0.00	0.46	0.90
	2	CR	4	48,859	0.22	0.20	0.24	0.22	0.13	0.00	0.46	0.90
	3	CR	4	48,859	0.25	0.17	0.23	0.22	0.13	0.00	0.45	0.90

APPENDIX C: IRT STATISTICS

Table C1A. IRT Statistics: Listening and Speaking, Kindergarten

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	30,088	-0.62	0.01	1.12	1.16	—
	2	30,088	0.19	0.01	1.03	1.15	—
	3	30,088	-0.33	0.01	1.00	1.00	—
	4	30,088	-0.26	0.01	0.98	0.97	—
	5	30,088	-0.41	0.01	1.10	1.14	—
	6	30,088	-0.70	0.01	0.99	0.97	—
	7	30,088	-0.25	0.01	1.12	1.17	—
	8	30,088	0.28	0.01	1.13	1.26	—
	9	30,088	-0.60	0.01	1.08	1.11	—
	10	30,088	-1.46	0.01	0.88	0.75	—
	11	30,088	-1.42	0.01	0.87	0.76	—
	12	30,088	-1.36	0.01	0.88	0.79	—
	13	30,088	-1.97	0.01	0.83	0.62	√
	14	30,088	-1.57	0.01	0.92	0.83	—
	15	30,088	-1.04	0.01	1.00	1.03	—
	16	30,088	-0.93	0.01	0.94	0.91	—
	17	30,088	-1.28	0.01	0.93	0.88	—
	18	30,088	-0.35	0.01	1.02	1.03	—
	19	30,088	-1.12	0.01	0.98	0.96	—
SPEAKING	1	30,103	-1.88	0.01	0.87	1.36	√
	2	30,103	-1.58	0.01	0.87	1.04	—
	3	30,103	-0.28	0.00	1.33	1.58	√
	4	30,103	-0.29	0.00	0.89	0.93	—
	5	30,103	-1.95	0.01	0.92	1.70	√
	6	30,103	-1.69	0.01	1.12	1.91	√
	7	30,103	-0.21	0.00	1.08	1.19	—
	8	30,103	-0.14	0.00	0.85	0.97	—
	9	30,103	0.22	0.00	0.97	1.42	√
	10	30,103	-1.51	0.01	0.97	1.29	—
	11	30,103	-0.63	0.00	0.93	0.99	—
	12	30,103	-0.44	0.00	0.88	0.83	—
	13	30,103	0.09	0.00	0.97	1.08	—

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

Table C1B. IRT Statistics: Reading and Writing, Kindergarten

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	30,088	-1.86	0.01	0.85	0.77	—
	2	30,088	-1.92	0.01	0.84	0.76	—
	3	30,088	-0.59	0.01	1.18	1.34	√
	4	30,088	-0.56	0.01	1.19	1.42	√
	5	30,088	-1.17	0.01	0.91	0.83	—
	6	30,088	-1.31	0.01	0.92	0.92	—
	7	30,088	-1.72	0.01	0.98	1.05	—
	8	30,088	-1.88	0.01	0.90	0.85	—
	9	30,088	-0.64	0.01	1.30	1.49	√
	10	30,088	-1.30	0.01	0.98	0.87	—
	11	30,088	-1.65	0.01	0.99	0.82	—
	12	30,088	-0.20	0.01	1.12	1.50	√
	13	30,088	-2.17	0.01	0.94	0.92	—
	14	30,088	-1.81	0.01	0.83	0.67	√
	15	30,088	-1.18	0.01	1.03	1.00	—
	16	30,088	-1.60	0.01	0.90	0.68	√
	17	30,088	-1.48	0.01	0.85	0.72	—
	18	30,088	-1.60	0.01	0.80	0.66	√
WRITING	1	30,099	-1.36	0.01	0.89	5.11	√
	2	30,099	-0.99	0.01	0.93	3.90	√
	3	30,099	-0.95	0.01	1.08	9.90	√
	4	30,099	-1.61	0.01	0.89	9.90	√
	5	30,099	-1.71	0.01	1.01	9.90	√
	6	30,099	-1.66	0.01	1.05	9.90	√
	7	30,099	-0.16	0.00	0.81	1.43	√
	8	30,099	-1.81	0.01	0.87	9.53	√
	9	30,099	-1.67	0.01	0.96	9.90	√
	10	30,099	0.64	0.00	0.92	1.04	—

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

Table C2A. IRT Statistics: Listening and Speaking, Grade Band 1–2

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	48,710	-0.40	0.01	1.03	1.02	—
	2	48,710	-0.28	0.01	1.01	1.01	—
	3	48,710	-1.20	0.01	0.96	0.96	—
	4	48,710	0.05	0.01	0.96	0.97	—
	5	48,710	-0.24	0.01	0.93	0.90	—
	6	48,710	-0.75	0.01	0.93	0.89	—
	7	48,710	-0.37	0.01	1.01	1.01	—
	8	48,710	-0.33	0.01	1.03	1.04	—
	9	48,710	-0.68	0.01	0.93	0.92	—
	10	48,710	-0.05	0.01	1.05	1.06	—
	11	48,710	0.11	0.01	1.15	1.21	—
	12	48,710	-1.14	0.01	0.97	1.02	—
	13	48,710	-1.34	0.01	0.95	0.89	—
	14	48,710	-0.57	0.01	1.07	1.08	—
	15	48,710	-0.41	0.01	0.98	0.96	—
	16	48,710	-0.78	0.01	0.95	0.93	—
	17	48,710	-1.07	0.01	0.87	0.78	—
	18	48,710	-1.32	0.01	0.88	0.75	—
	19	48,710	-0.72	0.01	0.87	0.79	—
	20	48,710	-0.43	0.01	1.01	0.99	—
	21	48,710	0.39	0.01	1.19	1.28	—
	22	48,710	-0.03	0.01	1.05	1.06	—
	23	48,710	-0.52	0.01	0.95	0.90	—
	24	48,710	0.05	0.01	1.22	1.31	√
SPEAKING	1	48,746	-2.00	0.01	1.01	0.69	√
	2	48,746	-1.83	0.01	0.94	0.73	—
	3	48,746	-1.04	0.00	1.06	1.09	—
	4	48,746	-0.09	0.00	1.24	1.42	√
	5	48,746	-1.95	0.01	1.00	0.78	—
	6	48,746	-1.57	0.01	1.09	1.21	—
	7	48,746	-1.08	0.00	0.91	0.99	—
	8	48,746	-0.84	0.00	0.85	0.80	—
	9	48,746	-0.40	0.00	1.01	1.03	—
	10	48,746	-1.89	0.01	1.00	0.98	—
	11	48,746	-0.94	0.00	0.95	0.95	—
	12	48,746	-0.40	0.00	0.91	0.90	—
	13	48,746	-0.24	0.00	1.02	1.06	—

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

Table C2B. IRT Statistics: Reading and Writing, Grade Band 1–2

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	48,694	-0.14	0.01	0.95	0.92	—
	2	48,694	-0.38	0.01	0.82	0.76	—
	3	48,694	0.15	0.01	0.92	0.89	—
	4	48,694	-0.26	0.01	0.81	0.76	—
	5	48,694	-0.22	0.01	0.97	0.95	—
	6	48,694	-0.21	0.01	0.85	0.79	—
	7	48,694	0.09	0.01	1.05	1.05	—
	8	48,694	0.04	0.01	1.04	1.05	—
	9	48,694	-0.43	0.01	0.79	0.73	—
	10	48,694	0.44	0.01	0.97	0.97	—
	11	48,694	-0.09	0.01	0.96	0.96	—
	12	48,694	0.13	0.01	0.90	0.87	—
	13	48,694	0.42	0.01	1.08	1.11	—
	14	48,694	-0.47	0.01	0.97	0.96	—
	15	48,694	0.86	0.01	1.22	1.39	√
	16	48,694	0.15	0.01	0.94	0.93	—
	17	48,694	0.77	0.01	1.10	1.17	—
	18	48,694	0.40	0.01	1.00	1.00	—
	19	48,694	0.28	0.01	0.94	0.93	—
	20	48,694	0.45	0.01	1.11	1.16	—
	21	48,694	-0.09	0.01	0.86	0.82	—
	22	48,694	0.58	0.01	1.26	1.34	√
	23	48,694	0.74	0.01	1.12	1.17	—
	24	48,694	0.43	0.01	1.10	1.13	—
	25	48,694	-0.04	0.01	1.07	1.08	—
	26	48,694	0.52	0.01	1.19	1.28	—
	27	48,694	0.41	0.01	1.03	1.04	—
WRITING	1	48,735	0.43	0.00	1.02	1.01	—
	2	48,735	0.28	0.00	0.92	0.92	—
	3	48,735	0.67	0.00	1.01	1.01	—

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

Table C3A. IRT Statistics: Listening and Speaking, Grade Band 3–4

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	36,156	0.56	0.01	1.07	1.18	—
	2	36,156	0.53	0.01	1.14	1.24	—
	3	36,156	-0.38	0.01	1.03	1.01	—
	4	36,156	-1.06	0.01	0.98	0.96	—
	5	36,156	-0.60	0.01	0.87	0.81	—
	6	36,156	-0.62	0.01	0.99	0.97	—
	7	36,156	-0.84	0.01	1.07	1.09	—
	8	36,156	1.05	0.01	1.17	1.45	√
	9	36,156	0.41	0.01	1.02	1.06	—
	10	36,156	-0.36	0.01	0.94	0.91	—
	11	36,156	-0.23	0.01	1.02	1.04	—
	12	36,156	-0.10	0.01	1.14	1.18	—
	13	36,156	-0.18	0.01	1.06	1.06	—
	14	36,156	-0.63	0.01	0.92	0.87	—
	15	36,156	-0.12	0.01	1.10	1.13	—
	16	36,156	-1.00	0.01	0.91	0.87	—
	17	36,156	-1.31	0.01	0.90	0.87	—
	18	36,156	-1.10	0.01	0.96	0.96	—
	19	36,156	-0.33	0.01	1.16	1.24	—
	20	36,156	-0.59	0.01	0.83	0.77	—
	21	36,156	-0.24	0.01	0.89	0.86	—
	22	36,156	0.07	0.01	0.95	0.95	—
	23	36,156	-0.79	0.01	0.90	0.85	—
	24	36,156	-0.29	0.01	0.90	0.87	—
SPEAKING	1	36,181	-1.77	0.01	1.00	0.75	—
	2	36,181	-1.99	0.01	1.05	1.10	—
	3	36,181	-0.61	0.00	1.15	1.19	—
	4	36,181	-0.61	0.00	0.94	0.97	—
	5	36,181	-1.71	0.01	1.08	0.72	—
	6	36,181	-1.58	0.01	1.27	2.65	√
	7	36,181	-0.78	0.00	0.94	0.97	—
	8	36,181	-0.66	0.00	0.95	0.93	—
	9	36,181	-0.51	0.00	1.00	0.98	—
	10	36,181	-1.84	0.01	0.89	0.99	—
	11	36,181	-0.79	0.00	0.90	0.86	—
	12	36,181	-0.49	0.00	0.87	0.85	—
	13	36,181	-0.15	0.00	1.04	1.06	—

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

Table C3B. IRT Statistics: Reading and Writing, Grade Band 3–4

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	36,145	0.63	0.01	1.13	1.21	—
	2	36,145	-0.59	0.01	0.97	0.96	—
	3	36,145	-0.18	0.01	0.91	0.87	—
	4	36,145	-0.71	0.01	0.95	0.91	—
	5	36,145	-0.21	0.01	1.04	1.03	—
	6	36,145	0.47	0.01	1.19	1.29	—
	7	36,145	0.16	0.01	1.03	1.05	—
	8	36,145	-0.06	0.01	1.01	0.99	—
	9	36,145	-0.62	0.01	1.01	1.03	—
	10	36,145	-0.10	0.01	1.01	1.00	—
	11	36,145	0.29	0.01	0.94	0.94	—
	12	36,145	-0.57	0.01	1.02	1.07	—
	13	36,145	-0.82	0.01	0.84	0.74	—
	14	36,145	-0.31	0.01	0.88	0.82	—
	15	36,145	0.35	0.01	1.07	1.10	—
	16	36,145	-0.34	0.01	0.88	0.83	—
	17	36,145	-0.66	0.01	1.10	1.20	—
	18	36,145	-0.90	0.01	0.97	1.01	—
	19	36,145	0.42	0.01	1.06	1.09	—
	20	36,145	-0.42	0.01	1.01	1.01	—
	21	36,145	0.01	0.01	0.96	0.94	—
	22	36,145	-0.66	0.01	0.97	0.96	—
	23	36,145	-0.05	0.01	1.01	1.02	—
	24	36,145	0.66	0.01	1.21	1.35	√
	25	36,145	-0.95	0.01	0.88	0.77	—
	26	36,145	0.38	0.01	1.00	1.03	—
	27	36,145	-0.10	0.01	0.93	0.90	—
WRITING	1	36,173	0.29	0.00	1.03	1.03	—
	2	36,173	0.32	0.00	0.92	0.92	—
	3	36,173	0.31	0.00	1.02	1.01	—

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

Table C4A. IRT Statistics: Listening and Speaking, Grade Band 5–6

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	30,193	-0.09	0.01	0.99	0.99	—
	2	30,193	-1.08	0.01	0.92	0.86	—
	3	30,193	-0.17	0.01	1.05	1.06	—
	4	30,193	-0.51	0.01	1.01	1.02	—
	5	30,193	-0.29	0.01	0.85	0.80	—
	6	30,193	-0.49	0.01	0.97	0.93	—
	7	30,193	0.32	0.01	1.00	1.04	—
	8	30,193	0.62	0.01	1.10	1.21	—
	9	30,193	-0.02	0.01	1.05	1.05	—
	10	30,193	-0.37	0.01	1.05	1.10	—
	11	30,193	0.19	0.01	1.17	1.22	—
	12	30,193	-0.92	0.01	0.92	0.85	—
	13	30,193	-0.98	0.01	0.83	0.73	—
	14	30,193	0.72	0.01	1.09	1.20	—
	15	30,193	-0.96	0.01	0.90	0.81	—
	16	30,193	-0.03	0.01	0.97	0.97	—
	17	30,193	0.04	0.01	0.97	0.97	—
	18	30,193	-1.18	0.01	1.02	1.16	—
	19	30,193	-0.57	0.01	0.93	0.89	—
	20	30,193	-0.35	0.01	1.02	1.03	—
	21	30,193	-1.41	0.01	0.83	0.70	—
	22	30,193	-0.31	0.01	1.10	1.14	—
	23	30,193	0.38	0.01	1.11	1.17	—
	24	30,193	0.13	0.01	1.06	1.08	—
SPEAKING	1	30,219	-2.12	0.01	1.34	1.86	√
	2	30,219	-1.63	0.01	0.94	0.95	—
	3	30,219	-1.04	0.01	0.95	1.07	—
	4	30,219	-0.77	0.01	0.94	0.90	—
	5	30,219	-2.10	0.01	1.31	1.50	√
	6	30,219	-1.34	0.01	0.92	0.89	—
	7	30,219	-0.61	0.00	1.05	1.04	—
	8	30,219	-0.96	0.01	0.87	0.80	—
	9	30,219	-0.35	0.00	1.03	1.06	—
	10	30,219	-1.73	0.01	0.93	1.33	√
	11	30,219	-0.91	0.01	1.00	1.00	—
	12	30,219	-0.42	0.00	0.96	0.97	—
	13	30,219	-0.29	0.00	1.01	1.00	—

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

Table C4B. IRT Statistics: Reading and Writing, Grade Band 5–6

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	30,193	-0.05	0.01	1.07	1.09	—
	2	30,193	-0.73	0.01	0.95	0.95	—
	3	30,193	-0.10	0.01	1.03	1.03	—
	4	30,193	-0.70	0.01	0.85	0.77	—
	5	30,193	-0.49	0.01	0.90	0.86	—
	6	30,193	0.40	0.01	1.15	1.26	—
	7	30,193	-0.41	0.01	0.86	0.77	—
	8	30,193	-0.27	0.01	0.96	0.94	—
	9	30,193	-0.42	0.01	1.07	1.09	—
	10	30,193	-0.30	0.01	1.11	1.12	—
	11	30,193	0.05	0.01	1.06	1.06	—
	12	30,193	-0.60	0.01	1.12	1.29	—
	13	30,193	-0.39	0.01	0.97	0.95	—
	14	30,193	0.03	0.01	1.05	1.06	—
	15	30,193	0.14	0.01	1.07	1.09	—
	16	30,193	-0.28	0.01	1.06	1.10	—
	17	30,193	-0.96	0.01	0.92	0.84	—
	18	30,193	-0.61	0.01	0.86	0.80	—
	19	30,193	-0.20	0.01	0.99	0.97	—
	20	30,193	-0.43	0.01	0.86	0.81	—
	21	30,193	0.00	0.01	1.12	1.15	—
	22	30,193	-0.04	0.01	1.18	1.26	—
	23	30,193	-0.63	0.01	0.86	0.78	—
	24	30,193	-0.77	0.01	0.81	0.72	—
	25	30,193	0.50	0.01	1.27	1.42	√
	26	30,193	-0.23	0.01	0.93	0.89	—
	27	30,193	-0.19	0.01	0.90	0.85	—
WRITING	1	30,210	0.26	0.00	1.00	1.00	—
	2	30,210	0.17	0.00	0.95	0.95	—
	3	30,210	0.14	0.00	1.00	1.00	—

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

Table C5A. IRT Statistics: Listening and Speaking, Grade Band 7–8

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	26,657	0.14	0.01	1.10	1.15	—
	2	26,657	-0.93	0.01	0.95	0.91	—
	3	26,657	-0.31	0.01	1.08	1.10	—
	4	26,657	-1.39	0.01	0.88	0.81	—
	5	26,657	-0.59	0.01	0.93	0.87	—
	6	26,657	-0.07	0.01	0.99	0.99	—
	7	26,657	-0.05	0.01	0.94	0.94	—
	8	26,657	-0.56	0.01	0.99	0.96	—
	9	26,657	-0.78	0.01	1.00	1.05	—
	10	26,657	0.13	0.01	1.21	1.28	—
	11	26,657	-0.26	0.01	0.94	0.92	—
	12	26,657	-1.31	0.01	0.93	0.95	—
	13	26,657	-0.79	0.01	0.98	0.97	—
	14	26,657	-0.67	0.01	0.95	0.94	—
	15	26,657	-1.69	0.02	0.90	0.75	—
	16	26,657	-0.02	0.01	1.28	1.42	√
	17	26,657	0.16	0.01	1.02	1.05	—
	18	26,657	-0.40	0.01	0.94	0.89	—
	19	26,657	-0.27	0.01	1.00	0.98	—
	20	26,657	-0.39	0.01	1.11	1.15	—
	21	26,657	-0.21	0.01	1.03	1.03	—
	22	26,657	-0.54	0.01	0.95	0.93	—
	23	26,657	-0.40	0.01	0.95	0.92	—
	24	26,657	-0.96	0.01	0.86	0.78	—
SPEAKING	1	26,688	-1.80	0.01	1.13	1.40	√
	2	26,688	-1.08	0.01	1.17	1.66	√
	3	26,688	-0.77	0.01	0.96	0.99	—
	4	26,688	-0.34	0.00	0.96	0.99	—
	5	26,688	-1.84	0.01	1.10	1.62	√
	6	26,688	-1.58	0.01	1.09	1.27	—
	7	26,688	-0.76	0.01	0.95	0.97	—
	8	26,688	-0.43	0.00	0.91	0.88	—
	9	26,688	-0.44	0.00	1.00	0.97	—
	10	26,688	-1.72	0.01	1.08	2.03	√
	11	26,688	-0.42	0.00	1.00	0.96	—
	12	26,688	-0.43	0.00	0.90	0.84	—
	13	26,688	-0.24	0.00	0.97	0.93	—

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

Table C5B. IRT Statistics: Reading and Writing, Grade Band 7–8

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	26,650	-0.87	0.01	0.96	0.92	—
	2	26,650	-0.19	0.01	0.98	0.97	—
	3	26,650	0.54	0.01	1.08	1.13	—
	4	26,650	-0.21	0.01	1.16	1.27	—
	5	26,650	-0.62	0.01	0.87	0.81	—
	6	26,650	-0.56	0.01	0.94	0.91	—
	7	26,650	0.46	0.01	1.28	1.38	√
	8	26,650	-0.07	0.01	0.98	0.97	—
	9	26,650	-0.49	0.01	0.90	0.84	—
	10	26,650	0.10	0.01	1.07	1.10	—
	11	26,650	-0.12	0.01	1.02	1.05	—
	12	26,650	-0.79	0.01	0.98	1.01	—
	13	26,650	0.35	0.01	1.00	1.02	—
	14	26,650	-0.35	0.01	0.88	0.82	—
	15	26,650	0.16	0.01	1.03	1.03	—
	16	26,650	0.14	0.01	1.03	1.05	—
	17	26,650	-0.44	0.01	0.94	0.92	—
	18	26,650	-0.72	0.01	0.93	0.91	—
	19	26,650	0.06	0.01	0.94	0.91	—
	20	26,650	-0.32	0.01	0.86	0.79	—
	21	26,650	0.12	0.01	1.01	1.01	—
	22	26,650	-0.29	0.01	1.00	1.00	—
	23	26,650	-0.16	0.01	0.98	0.97	—
	24	26,650	0.55	0.01	1.08	1.14	—
	25	26,650	0.47	0.01	0.97	0.98	—
	26	26,650	-0.02	0.01	1.05	1.08	—
	27	26,650	0.27	0.01	1.04	1.05	—
WRITING	1	26,679	0.14	0.00	1.10	1.09	—
	2	26,679	0.26	0.00	0.88	0.88	—
	3	26,679	0.18	0.00	0.98	0.97	—

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

Table C6A. IRT Statistics: Listening and Speaking, Grade Band 9–12

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	40,485	-0.14	0.01	1.06	1.09	—
	2	40,485	-0.58	0.01	0.93	0.88	—
	3	40,485	0.07	0.01	0.98	0.98	—
	4	40,485	-1.42	0.01	0.82	0.66	√
	5	40,485	-0.03	0.01	0.97	0.96	—
	6	40,485	-1.32	0.01	0.85	0.72	—
	7	40,485	-0.77	0.01	0.84	0.77	—
	8	40,485	0.03	0.01	0.98	0.97	—
	9	40,485	-0.51	0.01	0.99	0.97	—
	10	40,485	-0.02	0.01	1.13	1.19	—
	11	40,485	0.19	0.01	1.15	1.22	—
	12	40,485	-0.36	0.01	0.88	0.83	—
	13	40,485	-0.78	0.01	1.23	1.41	√
	14	40,485	-0.28	0.01	1.24	1.36	√
	15	40,485	0.32	0.01	1.24	1.35	√
	16	40,485	-0.67	0.01	1.05	1.01	—
	17	40,485	0.01	0.01	1.04	1.05	—
	18	40,485	-0.42	0.01	0.90	0.84	—
	19	40,485	-0.91	0.01	1.09	1.14	—
	20	40,485	-1.34	0.01	0.87	0.74	—
	21	40,485	-0.13	0.01	0.85	0.80	—
	22	40,485	-0.56	0.01	0.99	0.95	—
	23	40,485	0.34	0.01	0.97	0.98	—
	24	40,485	-1.01	0.01	0.86	0.76	—
SPEAKING	1	40,621	-2.27	0.01	1.26	4.82	√
	2	40,621	-1.60	0.01	0.96	1.23	—
	3	40,621	-0.49	0.00	1.29	1.34	√
	4	40,621	-0.74	0.00	0.98	0.99	—
	5	40,621	-1.98	0.01	1.06	4.10	√
	6	40,621	-0.79	0.01	1.04	1.12	—
	7	40,621	-0.56	0.00	0.88	0.85	—
	8	40,621	-0.51	0.00	0.82	0.75	—
	9	40,621	-0.10	0.00	0.91	0.86	—
	10	40,621	-1.53	0.01	1.14	2.37	√
	11	40,621	-0.24	0.00	1.00	0.95	—
	12	40,621	-0.23	0.00	0.87	0.82	—
	13	40,621	0.02	0.00	0.98	0.92	—

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

Table C6B. IRT Statistics: Reading and Writing, Grade Band 9–12

	Item #	N-Count	Rasch Difficulty	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	40,479	-0.02	0.01	1.09	1.14	—
	2	40,479	0.16	0.01	0.99	0.99	—
	3	40,479	0.41	0.01	0.95	0.96	—
	4	40,479	-0.70	0.01	0.94	0.92	—
	5	40,479	-0.72	0.01	1.06	1.14	—
	6	40,479	-0.62	0.01	0.99	0.99	—
	7	40,479	-0.43	0.01	0.95	0.93	—
	8	40,479	-0.05	0.01	1.05	1.07	—
	9	40,479	-0.70	0.01	0.87	0.81	—
	10	40,479	0.21	0.01	1.01	1.01	—
	11	40,479	-0.86	0.01	0.98	0.98	—
	12	40,479	-0.17	0.01	0.94	0.90	—
	13	40,479	-0.64	0.01	0.96	0.92	—
	14	40,479	-0.37	0.01	0.95	0.91	—
	15	40,479	0.18	0.01	1.02	1.03	—
	16	40,479	-0.16	0.01	1.10	1.11	—
	17	40,479	-0.33	0.01	0.98	0.95	—
	18	40,479	-0.34	0.01	0.92	0.88	—
	19	40,479	0.40	0.01	0.96	0.95	—
	20	40,479	-0.79	0.01	0.97	0.99	—
	21	40,479	0.80	0.01	1.15	1.27	—
	22	40,479	-0.74	0.01	0.91	0.84	—
	23	40,479	-0.01	0.01	0.93	0.91	—
	24	40,479	0.21	0.01	0.96	0.95	—
	25	40,479	0.18	0.01	1.03	1.03	—
	26	40,479	0.15	0.01	1.21	1.29	—
	27	40,479	0.04	0.01	1.09	1.10	—
WRITING	1	40,567	0.11	0.00	1.02	1.01	—
	2	40,567	0.10	0.00	0.96	0.95	—
	3	40,567	0.18	0.00	0.99	0.98	—

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

APPENDIX D: 2015 NYSESLAT Modality Raw Score to Scale Score Conversion

Table D1. 2015 NYSESLAT—Kindergarten Raw to Scale Score Conversion Chart

Grade K	
Listening	
Raw Score	Scale Score
0	30
1	33
2	38
3	42
4	45
5	47
6	49
7	51
8	53
9	55
10	57
11	59
12	60
13	62
14	65
15	67
16	70
17	74
18	79
19	90

Grade K	
Reading	
Raw Score	Scale Score
0	30
1	33
2	39
3	42
4	45
5	48
6	50
7	52
8	54
9	56
10	58
11	60
12	62
13	64
14	67
15	70
16	74
17	79
18	90

Grade K	
Speaking	
Raw Score	Scale Score
0	30
1	37
2	42
3	45
4	48
5	50
6	53
7	55
8	57
9	59
10	61
11	62
12	64
13	66
14	68
15	70
16	71
17	73
18	76
19	79
20	83
21	90

Grade K	
Writing	
Raw Score	Scale Score
0	30
1	35
2	39
3	41
4	43
5	45
6	47
7	49
8	52
9	55
10	59
11	64
12	70
13	80
14	90

Table D2. 2015 NYSESLAT—Grade Band 1–2 Raw to Scale Score Conversion Chart

Grades 1–2	
Listening	
Raw Score	Scale Score
0	30
1	32
2	38
3	41
4	44
5	46
6	48
7	49
8	51
9	52
10	53
11	55
12	56
13	57
14	59
15	60
16	61
17	63
18	65
19	66
20	68
21	71
22	74
23	80
24	90

Grades 1–2	
Reading	
Raw Score	Scale Score
0	30
1	32
2	38
3	42
4	45
5	47
6	49
7	51
8	53
9	54
10	55
11	57
12	58
13	59
14	61
15	62
16	63
17	65
18	66
19	67
20	69
21	71
22	73
23	75
24	78
25	82
26	88
27	90

Grades 1–2	
Speaking	
Raw Score	Scale Score
0	30
1	38
2	42
3	45
4	47
5	49
6	51
7	53
8	55
9	57
10	59
11	60
12	62
13	64
14	66
15	68
16	70
17	72
18	75
19	78
20	82
21	90

Grades 1–2	
Writing	
Raw Score	Scale Score
0	30
1	38
2	43
3	49
4	54
5	58
6	62
7	66
8	69
9	73
10	78
11	83
12	90

Table D3. 2015 NYSESLAT—Grade Band 3–4 Raw to Scale Score Conversion Chart

Grades 3–4	
Listening	
Raw Score	Scale Score
0	30
1	32
2	39
3	43
4	45
5	48
6	50
7	52
8	53
9	55
10	57
11	58
12	60
13	61
14	63
15	64
16	66
17	68
18	70
19	72
20	74
21	77
22	81
23	88
24	90

Grades 3–4	
Reading	
Raw Score	Scale Score
0	30
1	32
2	38
3	42
4	45
5	47
6	49
7	51
8	52
9	54
10	55
11	57
12	58
13	59
14	61
15	62
16	63
17	65
18	66
19	67
20	69
21	71
22	73
23	75
24	78
25	82
26	88
27	90

Grades 3–4	
Speaking	
Raw Score	Scale Score
0	30
1	38
2	42
3	46
4	48
5	50
6	52
7	54
8	56
9	58
10	59
11	61
12	63
13	64
14	66
15	68
16	70
17	72
18	74
19	77
20	82
21	90

Grades 3–4	
Writing	
Raw Score	Scale Score
0	30
1	37
2	43
3	47
4	52
5	56
6	60
7	65
8	69
9	73
10	77
11	83
12	90

Table D4. 2015 NYSESLAT—Grade Band 5–6 Raw to Scale Score Conversion Chart

Grades 5–6	
Listening	
Raw Score	Scale Score
0	30
1	32
2	39
3	43
4	46
5	48
6	50
7	52
8	54
9	55
10	57
11	59
12	60
13	62
14	63
15	65
16	66
17	68
18	70
19	72
20	75
21	77
22	81
23	88
24	90

Grades 5–6	
Reading	
Raw Score	Scale Score
0	30
1	32
2	38
3	41
4	43
5	45
6	47
7	48
8	50
9	51
10	52
11	53
12	55
13	56
14	57
15	58
16	59
17	60
18	61
19	63
20	64
21	65
22	67
23	69
24	72
25	75
26	80
27	90

Grades 5–6	
Speaking	
Raw Score	Scale Score
0	30
1	38
2	42
3	46
4	48
5	50
6	52
7	54
8	56
9	58
10	59
11	61
12	63
13	64
14	66
15	68
16	70
17	72
18	75
19	78
20	82
21	90

Grades 5–6	
Writing	
Raw Score	Scale Score
0	30
1	37
2	42
3	47
4	51
5	55
6	59
7	63
8	67
9	72
10	77
11	82
12	90

Table D5. 2015 NYSESLAT—Grade Band 7–8 Raw to Scale Score Conversion Chart

Grades 7–8	
Listening	
Raw Score	Scale Score
0	30
1	32
2	38
3	41
4	44
5	46
6	48
7	49
8	51
9	52
10	53
11	55
12	56
13	57
14	59
15	60
16	61
17	63
18	65
19	66
20	68
21	71
22	74
23	80
24	90

Grades 7–8	
Reading	
Raw Score	Scale Score
0	30
1	33
2	39
3	42
4	45
5	47
6	49
7	51
8	53
9	54
10	55
11	57
12	58
13	59
14	61
15	62
16	63
17	65
18	66
19	67
20	69
21	71
22	73
23	75
24	78
25	81
26	87
27	90

Grades 7–8	
Speaking	
Raw Score	Scale Score
0	30
1	38
2	42
3	45
4	48
5	51
6	53
7	55
8	56
9	58
10	60
11	62
12	63
13	65
14	67
15	69
16	71
17	73
18	75
19	78
20	83
21	90

Grades 7–8	
Writing	
Raw Score	Scale Score
0	30
1	38
2	43
3	48
4	52
5	56
6	59
7	63
8	67
9	72
10	76
11	82
12	90

Table D6. 2015 NYSESLAT—Grade Band 9–12 Raw to Scale Score Conversion Chart

Grades 9–12	
Listening	
Raw Score	Scale Score
0	30
1	32
2	39
3	43
4	46
5	48
6	50
7	52
8	54
9	56
10	57
11	59
12	60
13	62
14	63
15	65
16	66
17	68
18	70
19	72
20	74
21	77
22	81
23	88
24	90

Grades 9–12	
Reading	
Raw Score	Scale Score
0	30
1	32
2	38
3	42
4	45
5	47
6	49
7	51
8	52
9	54
10	55
11	57
12	58
13	59
14	61
15	62
16	63
17	65
18	66
19	67
20	69
21	71
22	73
23	75
24	78
25	82
26	88
27	90

Grades 9–12	
Speaking	
Raw Score	Scale Score
0	30
1	38
2	43
3	47
4	50
5	53
6	55
7	57
8	59
9	61
10	63
11	64
12	66
13	67
14	69
15	71
16	72
17	74
18	76
19	79
20	83
21	90

Grades 9–12	
Writing	
Raw Score	Scale Score
0	30
1	39
2	44
3	48
4	51
5	55
6	58
7	62
8	66
9	70
10	75
11	81
12	90

APPENDIX E: SCALE SCORE SUMMARY BY SUBGROUP**Table E1. Scale Score Summary by Subgroup: Kindergarten (All Schools)**

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
K	Female	16,867	267.19	271	41.71	52
K	Male	17,656	261.98	266	41.97	53
K	Asian	7,605	279.72	283	37.52	49
K	Black or African-American	1,164	267.71	271	38.78	51
K	Hispanic or Latino	18,844	267.41	269	34.97	45
K	American Indian or Alaska Native	131	247.66	266	60.50	117
K	Multiracial (not of Hispanic origin)	87	279.03	281	31.28	43
K	Native Hawaiian/Other Pacific Islander	93	272.18	274	36.58	46
K	White	6,599	238.26	237	52.17	74
K	NYC (1)	18,628	272.70	275	38.49	50
K	Big 4 Cities (2)	1,443	255.43	256	33.33	43
K	High Need Urban/Suburban (3)	3,960	263.15	265	34.89	44
K	High Need Rural (4)	223	266.87	269	33.32	42
K	Average Need (5)	3,450	271.23	272	32.42	41
K	Low Need (6)	1,629	276.72	278	32.99	43
K	Charter Schools (7)	1,508	282.85	284	29.94	40
K	Non-Public Schools (8)	3,682	208.89	212	40.32	65
K	0 Years ELL	20,013	267.13	268	35.17	44
K	1 Years ELL	13,483	233.90	235	50.75	74
K	2 Years ELL	698	280.31	284	38.14	49
K	3 Years ELL	165	263.88	264	39.45	51
K	4 Years ELL	88	283.18	284	36.41	45
K	5 Years ELL	3	273.51	277	40.54	54
K	6 Years ELL or More	73	267.13	268	35.17	44
K	Spanish	17,847	273.42	276	38.05	50
K	English	5,606	254.25	257	41.49	54
K	Chinese	3,916	246.40	262	56.64	79
K	Arabic	1,008	164.27	155	30.92	12
K	Bengali	920	157.69	154	23.11	9
K	Other Language	5,226	288.33	300	48.56	0
K	Students without Disabilities	30,378	266.01	270	42.22	53
K	Students with Disabilities	4,145	253.63	256	37.93	47

Table E2. Scale Score Summary by Subgroup: Grade 1 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
1	Female	14,452	238.09	238	34.79	47
1	Male	15,660	231.46	231	36.91	52
1	Asian	6,021	248.97	252	39.04	54
1	Black or African-American	1,128	233.56	233	34.86	51
1	Hispanic or Latino	16,611	233.78	234	32.23	44
1	American Indian or Alaska Native	81	239.69	242	37.29	56
1	Multiracial (not of Hispanic origin)	75	244.52	244	25.98	42
1	Native Hawaiian/Other Pacific Islander	73	234.60	234	32.40	50
1	White	6,123	222.88	221	38.35	53
1	NYC (1)	15,866	239.62	240	36.92	51
1	Big 4 Cities (2)	1,427	222.14	221	32.48	45
1	High Need Urban/Suburban (3)	3,643	230.38	231	30.44	42
1	High Need Rural (4)	169	238.79	238	30.05	40
1	Average Need (5)	2,860	239.75	240	31.17	41
1	Low Need (6)	1,340	244.58	245	34.28	47
1	Charter Schools (7)	1,072	247.23	248	27.12	36
1	Non-Public Schools (8)	3,735	211.11	209	33.65	44
1	0 Years ELL	16,831	233.53	234	32.30	44
1	1 Years ELL	4,227	219.38	218	35.74	50
1	2 Years ELL	8,372	252.78	257	39.83	53
1	3 Years ELL	483	230.89	231	36.90	52
1	4 Years ELL	143	250.27	253	36.20	51
1	5 Years ELL	4	241.09	241	38.07	54
1	6 Years ELL or More	52	233.53	234	32.30	44
1	Spanish	15,918	240.12	241	36.46	51
1	English	4,930	217.27	215	37.39	52
1	Chinese	3,170	232.79	233	31.70	44
1	Arabic	1,012	232.25	232	30.86	46
1	Bengali	705	226.52	228	23.60	29
1	Other Language	4,377	193.50	170	53.24	86
1	Students without Disabilities	25,902	236.76	238	36.31	50
1	Students with Disabilities	4,210	221.62	220	31.48	44

Table E3. Scale Score Summary by Subgroup: Grade 2 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
2	Female	12,541	261.42	265	36.59	47
2	Male	13,798	251.49	256	40.63	58
2	Asian	4,985	269.43	275	40.06	49
2	Black or African-American	997	253.73	258	40.11	55
2	Hispanic or Latino	14,593	257.23	262	35.94	46
2	American Indian or Alaska Native	97	262.32	264	37.17	46
2	Multiracial (not of Hispanic origin)	37	276.27	284	33.27	47
2	Native Hawaiian/Other Pacific Islander	82	255.91	267	39.63	45
2	White	5,548	241.91	243	41.20	61
2	NYC (1)	14,022	260.44	265	38.91	51
2	Big 4 Cities (2)	1,263	242.58	247	38.60	56
2	High Need Urban/Suburban (3)	3,142	256.86	262	35.51	45
2	High Need Rural (4)	159	254.90	258	35.63	48
2	Average Need (5)	2,354	265.60	269	33.80	41
2	Low Need (6)	1,078	269.04	274	35.67	44
2	Charter Schools (7)	640	270.53	272	24.93	32
2	Non-Public Schools (8)	3,681	232.07	230	38.07	56
2	0 Years ELL	14,486	260.82	266	38.57	50
2	1 Years ELL	2,261	230.61	227	41.47	65
2	2 Years ELL	2,850	248.42	253	41.46	59
2	3 Years ELL	5,993	258.82	263	34.31	47
2	4 Years ELL	690	254.42	257	31.29	41
2	5 Years ELL	18	227.06	249	50.35	96
2	6 Years ELL or More	41	245.78	257	44.87	51
2	Spanish	14,086	256.96	262	36.04	46
2	English	4,557	239.62	240	39.50	58
2	Chinese	2,682	274.48	281	39.52	46
2	Arabic	890	249.30	255	40.84	57
2	Bengali	602	270.32	275	38.10	53
2	Other Language	3,522	260.15	266	40.89	54
2	Students without Disabilities	21,647	259.02	265	39.36	52
2	Students with Disabilities	4,692	243.29	245	34.90	49

Table E4. Scale Score Summary by Subgroup: Grade 3 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
3	Female	10,109	251.15	253	37.18	50
3	Male	11,795	242.48	246	40.02	62
3	Asian	3,780	260.73	266	41.04	54
3	Black or African-American	919	248.52	251	38.44	55
3	Hispanic or Latino	11,904	248.52	252	35.86	48
3	American Indian or Alaska Native	42	253.10	262	42.72	55
3	Multiracial (not of Hispanic origin)	29	270.38	278	41.83	57
3	Native Hawaiian/Other Pacific Islander	76	250.45	252	37.93	51
3	White	5,154	230.72	226	39.13	60
3	NYC (1)	11,119	252.03	256	38.88	53
3	Big 4 Cities (2)	1,098	235.77	236	36.34	51
3	High Need Urban/Suburban (3)	2,768	248.55	252	35.51	46
3	High Need Rural (4)	142	248.00	250	33.54	44
3	Average Need (5)	1,971	255.02	259	35.03	44
3	Low Need (6)	818	259.60	263	37.55	45
3	Charter Schools (7)	398	265.62	267	28.86	36
3	Non-Public Schools (8)	3,590	221.13	216	34.44	50
3	0 Years ELL	10,937	252.02	256	38.95	53
3	1 Years ELL	1,971	216.08	209	38.28	56
3	2 Years ELL	1,604	249.69	252	36.75	52
3	3 Years ELL	2,184	237.14	234	39.77	62
3	4 Years ELL	4,765	249.79	252	33.28	46
3	5 Years ELL	384	248.88	250	29.41	39
3	6 Years ELL or More	59	210.95	200	37.20	53
3	Spanish	11,500	248.29	252	35.89	48
3	English	4,242	228.02	224	37.08	57
3	Chinese	1,933	265.55	273	42.02	51
3	Arabic	745	238.88	241	40.63	64
3	Bengali	461	263.04	268	36.03	48
3	Other Language	3,023	252.65	256	40.35	56
3	Students without Disabilities	17,346	248.80	254	40.17	59
3	Students with Disabilities	4,558	237.67	238	32.60	44

Table E5. Scale Score Summary by Subgroup: Grade 4 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
4	Female	9,050	262.44	268	39.40	53
4	Male	10,707	252.03	258	43.38	68
4	Asian	3,053	268.43	276	43.77	58
4	Black or African-American	880	259.66	263	38.84	50
4	Hispanic or Latino	10,830	260.28	267	39.31	52
4	American Indian or Alaska Native	47	262.57	257	45.78	63
4	Multiracial (not of Hispanic origin)	30	281.30	285	35.26	31
4	Native Hawaiian/Other Pacific Islander	75	257.47	265	45.31	63
4	White	4,842	240.92	240	42.50	71
4	NYC (1)	10,105	262.48	269	41.24	55
4	Big 4 Cities (2)	1,116	250.12	255	39.31	58
4	High Need Urban/Suburban (3)	2,244	259.01	265	39.52	53
4	High Need Rural (4)	126	259.40	263	34.87	53
4	Average Need (5)	1,676	266.88	274	38.20	47
4	Low Need (6)	708	272.09	277	40.39	51
4	Charter Schools (7)	297	281.29	282	28.88	38
4	Non-Public Schools (8)	3,485	230.89	228	38.18	62
4	0 Years ELL	9,348	261.37	268	41.75	55
4	1 Years ELL	1,657	228.37	219	44.62	70
4	2 Years ELL	1,719	257.02	262	42.02	64
4	3 Years ELL	1,135	264.40	268	36.59	52
4	4 Years ELL	2,029	244.42	249	42.62	73
4	5 Years ELL	3,473	262.50	267	35.28	48
4	6 Years ELL or More	396	258.36	264	37.77	49
4	Spanish	10,523	260.00	267	39.36	51
4	English	4,005	237.52	236	40.56	67
4	Chinese	1,411	270.62	279	45.19	56
4	Arabic	670	254.37	260	43.72	65
4	Bengali	447	272.44	280	39.35	53
4	Other Language	2,701	263.70	270	42.54	57
4	Students without Disabilities	15,332	257.88	266	43.71	65
4	Students with Disabilities	4,425	253.04	256	34.82	46

Table E6. Scale Score Summary by Subgroup: Grade 5 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
5	Female	8,395	256.07	260	37.66	50
5	Male	10,028	244.52	249	41.85	66
5	Asian	2,732	260.68	267	43.68	64
5	Black or African-American	935	252.96	257	37.31	52
5	Hispanic or Latino	10,011	253.33	259	37.73	51
5	American Indian or Alaska Native	47	260.17	266	34.62	33
5	Multiracial (not of Hispanic origin)	28	253.54	276	44.11	79
5	Native Hawaiian/Other Pacific Islander	57	254.93	262	38.43	53
5	White	4,613	234.81	234	40.64	63
5	NYC (1)	9,389	255.74	261	40.22	55
5	Big 4 Cities (2)	1,111	241.33	242	36.73	54
5	High Need Urban/Suburban (3)	1,933	250.50	256	37.94	53
5	High Need Rural (4)	109	252.00	257	34.39	49
5	Average Need (5)	1,477	259.58	264	35.86	46
5	Low Need (6)	592	267.42	272	39.88	51
5	Charter Schools (7)	419	264.32	265	27.94	38
5	Non-Public Schools (8)	3,393	226.45	226	36.99	56
5	0 Years ELL	8,682	254.18	259	40.33	55
5	1 Years ELL	1,630	218.94	209	42.79	64
5	2 Years ELL	1,207	255.40	258	39.91	56
5	3 Years ELL	1,056	256.66	259	37.67	54
5	4 Years ELL	1,282	238.89	241	42.61	71
5	5 Years ELL	1,469	249.90	252	32.97	46
5	6 Years ELL or More	3,097	253.63	257	34.22	48
5	Spanish	9,732	253.01	258	37.78	51
5	English	3,824	232.12	232	39.16	61
5	Chinese	1,120	265.76	273	46.11	65
5	Arabic	684	246.82	250	39.31	61
5	Bengali	412	262.10	268	39.76	54
5	Other Language	2,651	255.53	260	41.21	59
5	Students without Disabilities	13,943	250.70	257	42.31	64
5	Students with Disabilities	4,480	246.94	250	33.64	44

Table E7. Scale Score Summary by Subgroup: Grade 6 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
6	Female	7,643	260.52	264	39.69	54
6	Male	9,214	247.35	253	43.95	70
6	Asian	2,454	264.44	270	44.99	65
6	Black or African-American	964	258.69	262	39.35	51
6	Hispanic or Latino	9,282	255.23	262	40.82	58
6	American Indian or Alaska Native	33	255.00	254	41.87	59
6	Multiracial (not of Hispanic origin)	16	267.06	280	48.93	92
6	Native Hawaiian/Other Pacific Islander	49	260.51	260	40.92	64
6	White	4,059	240.78	242	42.86	67
6	NYC (1)	8,675	257.98	263	42.54	60
6	Big 4 Cities (2)	1,033	248.85	250	38.30	55
6	High Need Urban/Suburban (3)	1,826	251.68	259	42.01	61
6	High Need Rural (4)	108	260.48	267	40.25	57
6	Average Need (5)	1,236	260.88	268	39.34	51
6	Low Need (6)	462	271.34	280	44.37	59
6	Charter Schools (7)	454	272.96	276	28.63	34
6	Non-Public Schools (8)	3,063	233.65	233	40.25	64
6	0 Years ELL	8,082	256.61	262	42.63	61
6	1 Years ELL	1,638	219.46	208	46.22	67
6	2 Years ELL	1,197	255.37	258	42.45	63
6	3 Years ELL	847	265.68	270	37.77	54
6	4 Years ELL	932	249.54	251	42.32	61
6	5 Years ELL	493	259.37	266	38.54	62
6	6 Years ELL or More	3,668	257.80	263	34.68	48
6	Spanish	9,026	254.98	262	41.03	59
6	English	3,420	238.34	239	41.08	65
6	Chinese	1,007	268.23	276	47.90	73
6	Arabic	615	249.49	252	41.67	61
6	Bengali	403	264.46	270	44.54	61
6	Other Language	2,386	261.32	266	41.94	58
6	Students without Disabilities	12,854	253.16	259	44.68	68
6	Students with Disabilities	4,003	253.81	258	34.98	47

Table E8. Scale Score Summary by Subgroup: Grade 7 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
7	Female	7,264	257.42	263	40.01	53
7	Male	8,807	243.34	247	42.36	66
7	Asian	2,349	258.56	264	43.85	63
7	Black or African-American	883	253.76	258	38.84	51
7	Hispanic or Latino	8,782	249.70	256	40.81	58
7	American Indian or Alaska Native	39	259.26	256	38.58	47
7	Multiracial (not of Hispanic origin)	18	259.06	267	39.93	71
7	Native Hawaiian/Other Pacific Islander	56	256.29	259	39.70	62
7	White	3,944	243.30	244	42.75	66
7	NYC (1)	8,677	253.26	259	41.50	57
7	Big 4 Cities (2)	978	240.72	244	37.66	56
7	High Need Urban/Suburban (3)	1,493	243.87	250	41.02	63
7	High Need Rural (4)	73	252.33	260	38.81	47
7	Average Need (5)	1,082	254.30	259	41.77	59
7	Low Need (6)	482	264.38	271	43.74	60
7	Charter Schools (7)	335	274.30	275	27.10	30
7	Non-Public Schools (8)	2,951	238.23	237	42.22	65
7	0 Years ELL	8,036	252.20	258	41.91	59
7	1 Years ELL	1,521	221.73	210	44.38	66
7	2 Years ELL	1,247	245.64	251	44.42	66
7	3 Years ELL	826	260.99	261	38.57	55
7	4 Years ELL	810	245.60	243	37.75	61
7	5 Years ELL	386	254.68	257	35.56	49
7	6 Years ELL or More	3,245	255.76	259	36.28	47
7	Spanish	8,555	249.54	256	40.91	58
7	English	3,271	240.71	241	42.77	67
7	Chinese	955	260.11	267	45.69	64
7	Arabic	598	246.21	249	40.33	60
7	Bengali	368	264.73	270	40.62	55
7	Other Language	2,324	257.22	261	40.23	56
7	Students without Disabilities	12,354	248.99	254	44.01	69
7	Students with Disabilities	3,717	252.08	256	33.87	43

Table E9. Scale Score Summary by Subgroup: Grade 8 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
8	Female	6,674	260.36	266	43.38	61
8	Male	7,828	247.96	252	43.95	69
8	Asian	2,347	264.39	270	44.85	67
8	Black or African-American	962	258.66	263	40.52	57
8	Hispanic or Latino	7,894	250.05	256	43.05	66
8	American Indian or Alaska Native	38	256.37	265	45.57	78
8	Multiracial (not of Hispanic origin)	14	257.00	272	52.65	79
8	Native Hawaiian/Other Pacific Islander	48	258.88	266	41.92	58
8	White	3,199	253.08	256	45.82	72
8	NYC (1)	8,148	256.36	262	43.64	63
8	Big 4 Cities (2)	1,022	244.86	249	38.81	59
8	High Need Urban/Suburban (3)	1,388	244.63	251	43.83	73
8	High Need Rural (4)	84	250.52	259	42.79	65
8	Average Need (5)	957	253.92	257	43.84	68
8	Low Need (6)	441	267.83	276	46.78	62
8	Charter Schools (7)	181	277.19	276	27.03	33
8	Non-Public Schools (8)	2,281	248.88	250	46.54	75
8	0 Years ELL	7,139	254.03	260	44.14	64
8	1 Years ELL	1,421	226.53	217	46.26	70
8	2 Years ELL	1,342	256.64	260	42.90	66
8	3 Years ELL	987	255.95	263	47.62	65
8	4 Years ELL	559	268.25	273	35.09	51
8	5 Years ELL	246	262.01	263	37.43	47
8	6 Years ELL or More	2,808	260.60	265	38.77	55
8	Spanish	7,735	250.01	256	43.04	66
8	English	2,558	249.88	252	46.36	75
8	Chinese	977	267.36	273	45.49	67
8	Arabic	598	251.66	255	42.84	65
8	Bengali	365	271.69	280	43.32	57
8	Other Language	2,269	262.12	267	42.03	60
8	Students without Disabilities	11,419	253.72	259	45.89	72
8	Students with Disabilities	3,083	253.47	258	36.85	49

Table E10. Scale Score Summary by Subgroup: Grade 9 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
9	Female	7,944	248.77	252	44.02	67
9	Male	10,072	242.68	244	44.43	71
9	Asian	2,933	258.72	262	44.43	67
9	Black or African-American	1,288	252.63	254	40.04	60
9	Hispanic or Latino	11,033	237.95	238	44.30	72
9	American Indian or Alaska Native	85	239.51	241	41.28	74
9	Multiracial (not of Hispanic origin)	69	304.80	315	44.97	54
9	Native Hawaiian/Other Pacific Islander	76	260.24	262	35.60	54
9	White	2,532	256.66	261	38.67	52
9	NYC (1)	10,379	247.84	250	44.76	69
9	Big 4 Cities (2)	1,143	247.18	249	41.29	63
9	High Need Urban/Suburban (3)	2,362	227.41	221	41.86	67
9	High Need Rural (4)	103	249.31	248	42.54	72
9	Average Need (5)	1,552	238.64	236	45.91	78
9	Low Need (6)	663	247.79	249	50.33	89
9	Charter Schools (7)	361	266.89	268	31.28	42
9	Non-Public Schools (8)	1,453	255.92	261	35.70	45
9	0 Years ELL	9,195	244.95	247	45.05	71
9	1 Years ELL	2,826	216.83	208	40.50	53
9	2 Years ELL	1,820	246.69	247	42.99	69
9	3 Years ELL	1,110	263.57	266	37.78	53
9	4 Years ELL	602	272.51	275	37.21	54
9	5 Years ELL	270	264.87	268	35.09	51
9	6 Years ELL or More	2,193	263.74	267	30.85	38
9	Spanish	10,811	237.99	238	44.37	72
9	English	1,877	255.85	260	38.05	50
9	Chinese	1,218	260.43	267	45.85	69
9	Arabic	745	242.43	240	40.43	63
9	Bengali	502	258.32	260	43.02	63
9	Other Language	2,863	258.44	261	42.19	62
9	Students without Disabilities	15,207	243.93	245	45.28	72
9	Students with Disabilities	2,809	253.14	257	38.07	49

Table E11. Scale Score Summary by Subgroup: Grade 10 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
10	Female	6,732	259.07	262	40.97	59
10	Male	7,865	253.77	256	42.54	63
10	Asian	3,041	264.95	267	42.02	61
10	Black or African-American	1,131	263.86	265	38.19	54
10	Hispanic or Latino	8,075	250.33	253	41.70	65
10	American Indian or Alaska Native	59	240.98	239	46.83	78
10	Multiracial (not of Hispanic origin)	21	283.43	279	49.10	56
10	Native Hawaiian/Other Pacific Islander	62	264.89	269	42.30	65
10	White	2,208	261.69	265	40.43	54
10	NYC (1)	9,117	257.08	259	42.18	62
10	Big 4 Cities (2)	763	255.29	257	38.49	52
10	High Need Urban/Suburban (3)	1,599	243.42	245	41.84	65
10	High Need Rural (4)	63	260.21	265	38.85	62
10	Average Need (5)	950	256.31	257	40.68	61
10	Low Need (6)	530	266.28	267	43.41	69
10	Charter Schools (7)	216	275.76	274	29.65	42
10	Non-Public Schools (8)	1,359	258.71	264	40.40	52
10	0 Years ELL	7,972	254.95	256	42.41	62
10	1 Years ELL	1,163	237.97	234	45.21	69
10	2 Years ELL	1,834	252.46	251	42.33	63
10	3 Years ELL	1,073	264.29	266	38.74	55
10	4 Years ELL	622	269.76	273	36.82	57
10	5 Years ELL	199	272.22	276	35.71	45
10	6 Years ELL or More	1,734	266.56	270	34.64	40
10	Spanish	7,847	250.42	253	41.66	64
10	English	1,616	259.73	264	40.29	53
10	Chinese	1,514	265.96	269	45.17	69
10	Arabic	597	255.12	253	37.08	52
10	Bengali	485	268.79	270	38.08	55
10	Other Language	2,538	263.95	266	40.31	55
10	Students without Disabilities	12,471	256.54	258	42.25	62
10	Students with Disabilities	2,126	254.31	261	39.75	54

Table E12. Scale Score Summary by Subgroup: Grade 11 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
11	Female	4,882	267.21	270	38.76	54
11	Male	4,852	260.40	264	41.03	56
11	Asian	2,156	273.18	275	38.01	52
11	Black or African-American	809	273.60	276	35.41	46
11	Hispanic or Latino	4,932	257.18	261	39.93	56
11	American Indian or Alaska Native	35	238.17	234	43.89	73
11	Multiracial (not of Hispanic origin)	9	254.89	256	45.32	42
11	Native Hawaiian/Other Pacific Islander	46	259.91	267	41.76	59
11	White	1,747	267.09	269	41.02	55
11	NYC (1)	5,603	264.43	267	39.95	54
11	Big 4 Cities (2)	559	257.75	259	35.33	48
11	High Need Urban/Suburban (3)	1,013	253.78	257	38.87	55
11	High Need Rural (4)	48	266.48	268	38.18	43
11	Average Need (5)	756	265.40	270	39.73	56
11	Low Need (6)	411	276.80	280	41.40	52
11	Charter Schools (7)	112	272.36	275	29.42	44
11	Non-Public Schools (8)	1,232	265.83	268	42.07	56
11	0 Years ELL	4,660	263.08	266	40.70	55
11	1 Years ELL	832	252.32	253	44.72	71
11	2 Years ELL	1,000	261.75	263	40.17	56
11	3 Years ELL	1,040	265.34	270	39.35	56
11	4 Years ELL	536	276.58	279	36.81	57
11	5 Years ELL	235	272.75	277	34.89	45
11	6 Years ELL or More	1,431	266.95	268	35.12	47
11	Spanish	4,819	257.11	261	39.96	56
11	English	1,396	268.09	270	39.80	55
11	Chinese	1,015	278.18	281	38.35	51
11	Arabic	334	265.13	266	33.10	49
11	Bengali	340	267.51	271	40.72	57
11	Other Language	1,830	269.30	273	38.98	51
11	Students without Disabilities	8,404	266.61	269	38.98	54
11	Students with Disabilities	1,330	246.14	254	42.17	60

Table E13. Scale Score Summary by Subgroup: Grade 12 (All Schools)

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
12	Female	3,193	259.00	265	42.08	53
12	Male	3,319	253.50	259	44.49	59
12	Asian	1,464	262.38	267	42.04	52
12	Black or African-American	603	261.56	265	39.03	47
12	Hispanic or Latino	3,414	252.00	258	44.09	59
12	American Indian or Alaska Native	15	263.60	274	56.28	91
12	Multiracial (not of Hispanic origin)	5	241.40	258	69.72	122
12	Native Hawaiian/Other Pacific Islander	37	241.49	250	48.51	85
12	White	974	258.85	267	43.39	57
12	NYC (1)	4,159	251.65	258	44.90	60
12	Big 4 Cities (2)	469	258.55	263	37.90	47
12	High Need Urban/Suburban (3)	525	262.25	267	37.92	47
12	High Need Rural (4)	36	267.78	276	41.32	49
12	Average Need (5)	446	270.22	273	39.06	51
12	Low Need (6)	191	281.50	283	36.57	47
12	Charter Schools (7)	61	268.33	268	23.86	34
12	Non-Public Schools (8)	625	260.07	269	41.88	55
12	0 Years ELL	3,134	249.58	256	46.84	66
12	1 Years ELL	330	266.25	271	45.87	61
12	2 Years ELL	806	260.35	265	40.88	52
12	3 Years ELL	631	262.84	268	38.14	48
12	4 Years ELL	521	269.59	274	40.26	53
12	5 Years ELL	230	262.16	265	34.02	43
12	6 Years ELL or More	860	258.01	265	34.38	46
12	Spanish	3,360	251.32	257	44.34	60
12	English	713	268.54	273	35.72	49
12	Chinese	670	261.05	268	44.12	56
12	Arabic	191	265.05	269	35.69	50
12	Bengali	212	259.70	264	39.37	44
12	Other Language	1,366	257.59	264	44.16	53
12	Students without Disabilities	4,902	268.28	271	34.79	47
12	Students with Disabilities	1,610	219.41	217	46.26	73

APPENDIX F: PERFORMANCE PERCENTAGES BY SUBGROUP**Table F1. Performance Percentages by Subgroup: Kindergarten (All Schools)**

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
K	Female	16,867	11	16	13	46	14
K	Male	17,656	15	15	14	44	11
K	Asian	7,605	6	10	12	52	20
K	Black or African-American	1,164	9	17	15	47	12
K	Hispanic or Latino	18,844	8	16	16	49	11
K	American Indian or Alaska Native	131	30	12	6	40	11
K	Multiracial (not of Hispanic origin)	87	5	6	17	55	17
K	Native Hawaiian/Other Pacific Islander	93	8	12	10	59	12
K	White	6,599	36	20	10	25	10
K	NYC	18,628	8	14	13	48	16
K	Big 4 Cities	1,443	13	23	20	40	4
K	High Need Urban/Suburban	3,960	9	19	17	47	8
K	High Need Rural	223	9	15	15	54	8
K	Average Need	3,450	6	14	15	54	12
K	Low Need	1,629	5	11	14	56	15
K	Charter Schools	1,508	3	7	12	60	18
K	Non-Public Schools	3,682	57	26	8	8	1
K	0 Years ELL	20,013	8	13	13	49	16
K	1 Years ELL	13,483	19	20	15	40	8
K	2 Years ELL	698	26	12	11	41	10
K	3 Years ELL	165	90	5	2	4	NA
K	4 Years ELL	88	95	1	1	2	NA
K	5 Years ELL	3	NA	33	NA	33	33
K	6 Years ELL or More	73	19	18	15	40	8
K	Spanish	17,847	8	17	16	49	11
K	English	5,606	39	19	10	26	7
K	Chinese	3,916	6	10	11	52	21
K	Arabic	1,008	13	18	15	41	12
K	Bengali	920	5	8	9	54	23
K	Other Language	5,226	9	14	12	46	19
K	Students without Disabilities	30,378	13	15	13	46	14
K	Students with Disabilities	4,145	15	22	18	40	5

Table F2. Performance Percentages by Subgroup: Grade 1 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
1	Female	14,452	7	17	17	43	15
1	Male	15,660	12	20	16	38	12
1	Asian	6,021	8	12	12	41	28
1	Black or African-American	1,128	9	20	19	39	13
1	Hispanic or Latino	16,611	8	19	19	44	11
1	American Indian or Alaska Native	81	10	12	20	37	21
1	Multiracial (not of Hispanic origin)	75	NA	19	11	56	15
1	Native Hawaiian/Other Pacific Islander	73	8	19	18	45	10
1	White	6,123	19	24	17	32	9
1	NYC	15,866	8	17	15	42	18
1	Big 4 Cities	1,427	15	25	21	33	6
1	High Need Urban/Suburban	3,643	8	21	21	41	9
1	High Need Rural	169	4	14	21	50	10
1	Average Need	2,860	5	15	17	49	14
1	Low Need	1,340	5	13	15	47	20
1	Charter Schools	1,072	1	9	15	56	18
1	Non-Public Schools	3,735	26	29	19	24	1
1	0 Years ELL	16,831	8	16	15	43	18
1	1 Years ELL	4,227	23	25	17	30	5
1	2 Years ELL	8,372	8	20	20	42	10
1	3 Years ELL	483	6	25	18	42	10
1	4 Years ELL	143	2	26	27	43	2
1	5 Years ELL	4	75	NA	NA	NA	25
1	6 Years ELL or More	52	21	17	19	40	2
1	Spanish	15,918	8	19	19	44	11
1	English	4,930	20	25	19	32	5
1	Chinese	3,170	8	9	10	42	31
1	Arabic	1,012	12	22	16	38	13
1	Bengali	705	7	10	11	46	27
1	Other Language	4,377	8	16	15	40	21
1	Students without Disabilities	25,902	10	17	16	42	15
1	Students with Disabilities	4,210	12	30	20	31	6

Table F3. Performance Percentages by Subgroup: Grade 2 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
2	Female	12,541	7	10	10	52	21
2	Male	13,798	14	13	11	46	16
2	Asian	4,985	8	7	7	46	32
2	Black or African-American	997	12	13	10	47	19
2	Hispanic or Latino	14,593	9	11	11	53	17
2	American Indian or Alaska Native	97	7	7	9	49	27
2	Multiracial (not of Hispanic origin)	37	3	5	8	43	41
2	Native Hawaiian/Other Pacific Islander	82	13	7	6	55	18
2	White	5,548	20	18	13	41	9
2	NYC	14,022	9	10	10	49	22
2	Big 4 Cities	1,263	17	17	11	45	10
2	High Need Urban/Suburban	3,142	9	11	10	55	16
2	High Need Rural	159	9	9	13	53	16
2	Average Need	2,354	5	8	9	56	22
2	Low Need	1,078	5	7	9	52	27
2	Charter Schools	640	1	4	7	68	20
2	Non-Public Schools	3,681	24	23	14	36	2
2	0 Years ELL	14,486	9	10	10	50	22
2	1 Years ELL	2,261	28	22	11	31	7
2	2 Years ELL	2,850	15	15	11	48	10
2	3 Years ELL	5,993	7	11	11	54	17
2	4 Years ELL	690	7	11	14	56	12
2	5 Years ELL	18	33	6	6	50	6
2	6 Years ELL or More	41	17	10	10	56	7
2	Spanish	14,086	9	11	11	53	17
2	English	4,557	20	19	13	41	6
2	Chinese	2,682	7	5	5	45	38
2	Arabic	890	16	12	11	46	15
2	Bengali	602	6	7	9	46	32
2	Other Language	3,522	11	10	9	47	24
2	Students without Disabilities	21,647	10	10	9	50	20
2	Students with Disabilities	4,692	13	18	16	45	8

Table F4. Performance Percentages by Subgroup: Grade 3 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
3	Female	10,109	16	20	17	34	12
3	Male	11,795	26	18	15	31	9
3	Asian	3,780	14	13	13	38	22
3	Black or African-American	919	19	20	18	31	13
3	Hispanic or Latino	11,904	17	20	19	36	9
3	American Indian or Alaska Native	42	19	12	14	36	19
3	Multiracial (not of Hispanic origin)	29	10	7	24	17	41
3	Native Hawaiian/Other Pacific Islander	76	20	16	20	26	18
3	White	5,154	39	22	13	22	5
3	NYC	11,119	17	17	16	36	14
3	Big 4 Cities	1,098	27	26	16	25	5
3	High Need Urban/Suburban	2,768	16	21	19	35	9
3	High Need Rural	142	17	16	24	37	6
3	Average Need	1,971	13	16	19	40	13
3	Low Need	818	11	13	18	39	18
3	Charter Schools	398	4	12	20	47	17
3	Non-Public Schools	3,590	48	24	12	16	1
3	0 Years ELL	10,937	17	17	16	36	14
3	1 Years ELL	1,971	55	18	9	14	4
3	2 Years ELL	1,604	18	19	18	35	11
3	3 Years ELL	2,184	31	23	14	26	6
3	4 Years ELL	4,765	15	20	20	35	9
3	5 Years ELL	384	11	25	24	33	7
3	6 Years ELL or More	59	64	12	8	14	2
3	Spanish	11,500	17	20	18	36	9
3	English	4,242	41	23	13	20	3
3	Chinese	1,933	13	10	11	39	26
3	Arabic	745	29	19	15	28	9
3	Bengali	461	10	14	14	42	20
3	Other Language	3,023	18	16	16	33	16
3	Students without Disabilities	17,346	21	16	15	35	12
3	Students with Disabilities	4,558	23	29	20	24	4

Table F5. Performance Percentages by Subgroup: Grade 4 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
4	Female	9,050	14	12	12	41	20
4	Male	10,707	25	12	11	35	16
4	Asian	3,053	16	8	9	38	30
4	Black or African-American	880	16	11	15	41	17
4	Hispanic or Latino	10,830	16	12	13	41	19
4	American Indian or Alaska Native	47	15	15	19	28	23
4	Multiracial (not of Hispanic origin)	30	7	3	3	57	30
4	Native Hawaiian/Other Pacific Islander	75	19	20	5	35	21
4	White	4,842	35	16	11	30	8
4	NYC	10,105	16	11	11	40	22
4	Big 4 Cities	1,116	23	14	16	35	12
4	High Need Urban/Suburban	2,244	16	12	14	40	18
4	High Need Rural	126	15	16	10	43	17
4	Average Need	1,676	12	9	12	43	24
4	Low Need	708	11	8	9	40	31
4	Charter Schools	297	3	3	11	50	33
4	Non-Public Schools	3,485	42	18	11	27	1
4	0 Years ELL	9,348	17	11	11	40	22
4	1 Years ELL	1,657	50	13	10	19	9
4	2 Years ELL	1,719	20	14	11	35	20
4	3 Years ELL	1,135	13	13	13	42	19
4	4 Years ELL	2,029	30	14	12	36	8
4	5 Years ELL	3,473	13	12	14	43	18
4	6 Years ELL or More	396	16	14	12	43	15
4	Spanish	10,523	16	12	13	41	19
4	English	4,005	37	17	11	30	5
4	Chinese	1,411	16	7	7	37	33
4	Arabic	670	22	14	11	33	20
4	Bengali	447	11	11	8	37	33
4	Other Language	2,701	17	10	11	38	24
4	Students without Disabilities	15,332	22	11	10	37	20
4	Students with Disabilities	4,425	16	17	17	39	10

Table F6. Performance Percentages by Subgroup: Grade 5 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
5	Female	8,395	15	10	10	51	14
5	Male	10,028	28	9	9	42	11
5	Asian	2,732	18	7	8	43	24
5	Black or African-American	935	17	10	10	50	13
5	Hispanic or Latino	10,011	18	9	10	51	13
5	American Indian or Alaska Native	47	11	6	4	68	11
5	Multiracial (not of Hispanic origin)	28	25	14	NA	43	18
5	Native Hawaiian/Other Pacific Islander	57	18	7	16	42	18
5	White	4,613	35	12	11	36	6
5	NYC	9,389	18	8	9	49	17
5	Big 4 Cities	1,111	26	12	14	40	8
5	High Need Urban/Suburban	1,933	20	9	9	50	11
5	High Need Rural	109	15	13	10	55	7
5	Average Need	1,477	14	7	7	57	16
5	Low Need	592	11	7	7	50	25
5	Charter Schools	419	4	8	12	60	15
5	Non-Public Schools	3,393	41	14	12	32	1
5	0 Years ELL	8,682	19	8	9	48	16
5	1 Years ELL	1,630	56	9	7	23	5
5	2 Years ELL	1,207	19	10	10	44	18
5	3 Years ELL	1,056	16	10	10	47	16
5	4 Years ELL	1,282	34	11	9	37	10
5	5 Years ELL	1,469	15	12	13	54	6
5	6 Years ELL or More	3,097	15	10	10	54	10
5	Spanish	9,732	18	9	10	51	13
5	English	3,824	36	13	11	36	4
5	Chinese	1,120	17	6	7	38	32
5	Arabic	684	25	11	10	42	12
5	Bengali	412	15	7	8	48	22
5	Other Language	2,651	19	9	8	47	17
5	Students without Disabilities	13,943	24	8	8	45	15
5	Students with Disabilities	4,480	17	13	14	49	7

Table F7. Performance Percentages by Subgroup: Grade 6 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
6	Female	7,643	16	9	8	47	19
6	Male	9,214	30	8	7	41	14
6	Asian	2,454	19	8	7	39	28
6	Black or African-American	964	17	9	8	48	18
6	Hispanic or Latino	9,282	21	8	7	47	17
6	American Indian or Alaska Native	33	18	12	6	39	24
6	Multiracial (not of Hispanic origin)	16	25	6	6	38	25
6	Native Hawaiian/Other Pacific Islander	49	20	8	8	39	24
6	White	4,059	35	11	7	39	8
6	NYC	8,675	20	8	7	44	20
6	Big 4 Cities	1,033	24	12	11	42	12
6	High Need Urban/Suburban	1,826	25	8	7	45	16
6	High Need Rural	108	16	13	8	42	21
6	Average Need	1,236	17	6	6	51	19
6	Low Need	462	16	5	5	41	32
6	Charter Schools	454	5	5	6	63	21
6	Non-Public Schools	3,063	41	12	8	36	3
6	0 Years ELL	8,082	21	8	7	44	19
6	1 Years ELL	1,638	60	8	4	19	9
6	2 Years ELL	1,197	23	11	8	40	18
6	3 Years ELL	847	13	10	9	46	22
6	4 Years ELL	932	25	9	11	41	14
6	5 Years ELL	493	19	10	5	48	17
6	6 Years ELL or More	3,668	17	9	8	54	12
6	Spanish	9,026	22	8	7	47	17
6	English	3,420	36	11	8	39	6
6	Chinese	1,007	19	7	6	35	34
6	Arabic	615	27	13	7	39	14
6	Bengali	403	17	8	6	41	28
6	Other Language	2,386	19	8	7	44	22
6	Students without Disabilities	12,854	26	8	6	41	18
6	Students with Disabilities	4,003	17	10	10	53	10

Table F8. Performance Percentages by Subgroup: Grade 7 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
7	Female	7,264	20	13	12	36	20
7	Male	8,807	33	14	11	30	11
7	Asian	2,349	23	12	10	31	24
7	Black or African-American	883	22	14	14	36	15
7	Hispanic or Latino	8,782	26	14	12	34	15
7	American Indian or Alaska Native	39	23	10	18	31	18
7	Multiracial (not of Hispanic origin)	18	22	17	6	22	33
7	Native Hawaiian/Other Pacific Islander	56	23	14	11	32	20
7	White	3,944	35	15	10	29	10
7	NYC	8,677	23	13	12	34	18
7	Big 4 Cities	978	31	19	13	28	8
7	High Need Urban/Suburban	1,493	31	14	12	31	12
7	High Need Rural	73	23	19	4	38	15
7	Average Need	1,082	24	12	12	33	19
7	Low Need	482	20	9	10	32	29
7	Charter Schools	335	4	7	11	51	26
7	Non-Public Schools	2,951	40	16	10	28	6
7	0 Years ELL	8,036	25	13	11	34	17
7	1 Years ELL	1,521	61	10	6	13	10
7	2 Years ELL	1,247	31	13	12	28	16
7	3 Years ELL	826	17	17	12	31	24
7	4 Years ELL	810	34	17	11	25	14
7	5 Years ELL	386	20	15	16	34	15
7	6 Years ELL or More	3,245	19	16	13	42	10
7	Spanish	8,555	26	14	12	34	15
7	English	3,271	38	15	10	30	8
7	Chinese	955	22	12	10	29	27
7	Arabic	598	31	16	11	28	15
7	Bengali	368	17	10	11	33	29
7	Other Language	2,324	21	14	12	34	20
7	Students without Disabilities	12,354	30	13	10	31	17
7	Students with Disabilities	3,717	18	18	16	39	10

Table F9. Performance Percentages by Subgroup: Grade 8 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
8	Female	6,674	21	12	12	37	18
8	Male	7,828	32	14	11	34	10
8	Asian	2,347	21	11	10	35	23
8	Black or African-American	962	21	14	13	38	15
8	Hispanic or Latino	7,894	29	13	12	35	11
8	American Indian or Alaska Native	38	26	11	8	37	18
8	Multiracial (not of Hispanic origin)	14	36	7	NA	36	21
8	Native Hawaiian/Other Pacific Islander	48	21	10	17	35	17
8	White	3,199	29	14	10	34	12
8	NYC	8,148	24	13	11	36	15
8	Big 4 Cities	1,022	31	15	16	32	6
8	High Need Urban/Suburban	1,388	35	12	11	33	9
8	High Need Rural	84	30	10	13	35	13
8	Average Need	957	27	13	12	33	15
8	Low Need	441	19	9	9	39	24
8	Charter Schools	181	2	12	10	59	18
8	Non-Public Schools	2,281	33	14	10	33	9
8	0 Years ELL	7,139	26	13	11	35	14
8	1 Years ELL	1,421	56	13	7	16	8
8	2 Years ELL	1,342	26	14	11	34	16
8	3 Years ELL	987	24	12	13	35	16
8	4 Years ELL	559	12	15	10	46	17
8	5 Years ELL	246	14	15	18	38	15
8	6 Years ELL or More	2,808	20	12	14	44	10
8	Spanish	7,735	29	13	12	35	11
8	English	2,558	32	14	10	34	10
8	Chinese	977	20	10	10	34	26
8	Arabic	598	29	15	10	32	13
8	Bengali	365	16	8	11	37	28
8	Other Language	2,269	20	13	12	37	19
8	Students without Disabilities	11,419	29	12	10	34	15
8	Students with Disabilities	3,083	21	16	16	40	8

Table F10. Performance Percentages by Subgroup: Grade 9 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
9	Female	7,944	22	14	15	30	18
9	Male	10,072	27	15	15	27	16
9	Asian	2,933	17	11	15	29	28
9	Black or African-American	1,288	17	14	18	32	19
9	Hispanic or Latino	11,033	31	16	15	25	14
9	American Indian or Alaska Native	85	32	15	11	28	14
9	Multiracial (not of Hispanic origin)	69	4	4	3	16	72
9	Native Hawaiian/Other Pacific Islander	76	8	17	20	33	22
9	White	2,532	13	13	16	40	17
9	NYC	10,379	23	14	15	28	19
9	Big 4 Cities	1,143	20	16	18	29	17
9	High Need Urban/Suburban	2,362	40	17	14	20	9
9	High Need Rural	103	21	12	18	23	25
9	Average Need	1,552	32	16	13	23	16
9	Low Need	663	29	13	10	23	25
9	Charter Schools	361	4	9	18	46	23
9	Non-Public Schools	1,453	11	13	17	48	10
9	0 Years ELL	9,195	25	15	15	27	18
9	1 Years ELL	2,826	51	19	11	11	7
9	2 Years ELL	1,820	24	16	16	26	18
9	3 Years ELL	1,110	9	12	16	37	26
9	4 Years ELL	602	5	9	15	39	32
9	5 Years ELL	270	6	11	17	41	25
9	6 Years ELL or More	2,193	5	10	18	50	17
9	Spanish	10,811	31	16	14	25	14
9	English	1,877	13	13	17	43	14
9	Chinese	1,218	17	10	14	29	30
9	Arabic	745	24	19	18	25	15
9	Bengali	502	16	12	17	29	26
9	Other Language	2,863	15	12	16	32	25
9	Students without Disabilities	15,207	27	15	14	27	17
9	Students with Disabilities	2,809	14	12	19	39	16

Table F11. Performance Percentages by Subgroup: Grade 10 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
10	Female	6,732	19	14	15	32	20
10	Male	7,865	23	16	14	28	19
10	Asian	3,041	15	14	15	29	27
10	Black or African-American	1,131	13	15	17	32	23
10	Hispanic or Latino	8,075	26	16	14	28	16
10	American Indian or Alaska Native	59	37	15	12	22	14
10	Multiracial (not of Hispanic origin)	21	14	NA	5	38	43
10	Native Hawaiian/Other Pacific Islander	62	15	16	15	26	29
10	White	2,208	16	13	16	37	18
10	NYC	9,117	20	16	14	29	21
10	Big 4 Cities	763	18	16	19	31	16
10	High Need Urban/Suburban	1,599	32	15	15	24	13
10	High Need Rural	63	21	10	16	35	19
10	Average Need	950	21	15	16	28	20
10	Low Need	530	17	14	14	23	32
10	Charter Schools	216	1	12	18	41	28
10	Non-Public Schools	1,359	18	11	16	42	13
10	0 Years ELL	7,972	22	16	14	28	19
10	1 Years ELL	1,163	40	17	13	18	13
10	2 Years ELL	1,834	24	17	15	24	19
10	3 Years ELL	1,073	14	14	16	32	24
10	4 Years ELL	622	12	13	12	38	25
10	5 Years ELL	199	7	10	20	35	28
10	6 Years ELL or More	1,734	10	8	18	46	18
10	Spanish	7,847	25	16	14	28	16
10	English	1,616	18	12	16	40	15
10	Chinese	1,514	17	14	13	26	31
10	Arabic	597	17	20	20	26	17
10	Bengali	485	10	13	19	30	28
10	Other Language	2,538	15	13	16	31	24
10	Students without Disabilities	12,471	21	15	15	29	20
10	Students with Disabilities	2,126	19	13	16	36	14

Table F12. Performance Percentages by Subgroup: Grade 11 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
11	Female	4,882	12	17	12	38	21
11	Male	4,852	17	17	13	35	18
11	Asian	2,156	9	14	13	38	27
11	Black or African-American	809	8	13	11	45	24
11	Hispanic or Latino	4,932	19	19	13	35	15
11	American Indian or Alaska Native	35	43	20	3	29	6
11	Multiracial (not of Hispanic origin)	9	11	33	11	33	11
11	Native Hawaiian/Other Pacific Islander	46	17	13	9	39	22
11	White	1,747	12	18	13	37	20
11	NYC	5,603	14	16	12	37	20
11	Big 4 Cities	559	14	20	17	36	13
11	High Need Urban/Suburban	1,013	20	21	13	33	13
11	High Need Rural	48	10	15	17	40	19
11	Average Need	756	15	16	11	36	22
11	Low Need	411	11	11	10	35	33
11	Charter Schools	112	4	19	10	47	21
11	Non-Public Schools	1,232	13	18	12	38	19
11	0 Years ELL	4,660	15	16	13	37	19
11	1 Years ELL	832	26	18	11	28	17
11	2 Years ELL	1,000	16	18	13	34	19
11	3 Years ELL	1,040	15	17	11	37	21
11	4 Years ELL	536	5	17	10	42	25
11	5 Years ELL	235	8	14	12	43	23
11	6 Years ELL or More	1,431	9	18	15	42	17
11	Spanish	4,819	19	18	13	35	15
11	English	1,396	11	19	12	39	19
11	Chinese	1,015	8	11	12	37	32
11	Arabic	334	9	20	15	39	18
11	Bengali	340	11	19	11	37	23
11	Other Language	1,830	11	14	12	39	23
11	Students without Disabilities	8,404	13	17	12	37	21
11	Students with Disabilities	1,330	27	17	13	35	8

Table F13. Performance Percentages by Subgroup: Grade 12 (All Schools)

Grade	Subgroup	N-Count	Performance Levels				
			1	2	3	4	5
12	Female	3,193	17	17	12	41	14
12	Male	3,319	22	18	11	35	14
12	Asian	1,464	15	17	11	39	18
12	Black or African-American	603	13	16	17	39	16
12	Hispanic or Latino	3,414	22	19	12	35	13
12	American Indian or Alaska Native	15	27	NA	7	40	27
12	Multiracial (not of Hispanic origin)	5	40	NA	20	20	20
12	Native Hawaiian/Other Pacific Islander	37	32	14	11	32	11
12	White	974	19	17	8	45	11
12	NYC	4,159	23	18	12	34	13
12	Big 4 Cities	469	14	21	13	39	13
12	High Need Urban/Suburban	525	14	19	11	41	15
12	High Need Rural	36	17	8	8	44	22
12	Average Need	446	11	15	10	41	23
12	Low Need	191	6	10	8	40	37
12	Charter Schools	61	NA	18	26	41	15
12	Non-Public Schools	625	17	19	7	52	6
12	0 Years ELL	3,134	25	17	12	32	14
12	1 Years ELL	330	15	17	8	36	23
12	2 Years ELL	806	15	18	12	38	16
12	3 Years ELL	631	14	18	11	40	17
12	4 Years ELL	521	12	15	10	46	17
12	5 Years ELL	230	10	20	13	43	14
12	6 Years ELL or More	860	13	21	11	48	7
12	Spanish	3,360	23	19	12	34	13
12	English	713	9	19	9	52	12
12	Chinese	670	17	16	10	38	19
12	Arabic	191	9	21	12	42	16
12	Bengali	212	14	19	14	41	12
12	Other Language	1,366	19	14	13	37	17
12	Students without Disabilities	4,902	9	18	12	43	18
12	Students with Disabilities	1,610	51	17	9	20	3

APPENDIX G: EXIT RATE BY SUBGROUP**Table G1. Exit Rate by Subgroup: Kindergarten (All Schools)**

Grade	Subgroup	N-Count	Percent
K	Female	2,355	6.82
K	Male	2,021	5.85
K	Asian	1,559	4.52
K	Black or African-American	142	0.41
K	Hispanic or Latino	1,994	5.78
K	American Indian or Alaska Native	15	0.04
K	Multiracial (not of Hispanic origin)	15	0.04
K	Native Hawaiian/Other Pacific Islander	11	0.03
K	White	640	1.85
K	NYC	3,022	8.75
K	Big 4 Cities	64	0.19
K	High Need Urban/Suburban	316	0.92
K	High Need Rural	17	0.05
K	Average Need	398	1.15
K	Low Need	245	0.71
K	Charter Schools	275	0.80
K	Non-Public Schools	39	0.11
K	0 Years ELL	3,271	9.47
K	1 Years ELL	1,028	2.98
K	2 Years ELL	70	0.20
K	3 Years ELL	0	0.00
K	4 Years ELL	0	0.00
K	5 Years ELL	1	0.00
K	6 Years ELL or More	6	0.02
K	Spanish	1,888	5.47
K	English	368	1.07
K	Chinese	814	2.36
K	Arabic	125	0.36
K	Bengali	212	0.61
K	Other Language	969	2.81
K	Students without Disabilities	4,170	12.08
K	Students with Disabilities	206	0.60

Table G2. Exit Rate by Subgroup: Grade 1 (All Schools)

Grade	Subgroup	N-Count	Percent
1	Female	2,239	7.44
1	Male	1,949	6.47
1	Asian	1,667	5.54
1	Black or African-American	149	0.49
1	Hispanic or Latino	1,811	6.01
1	American Indian or Alaska Native	17	0.06
1	Multiracial (not of Hispanic origin)	11	0.04
1	Native Hawaiian/Other Pacific Islander	7	0.02
1	White	526	1.75
1	NYC	2,859	9.49
1	Big 4 Cities	88	0.29
1	High Need Urban/Suburban	314	1.04
1	High Need Rural	17	0.06
1	Average Need	403	1.34
1	Low Need	264	0.88
1	Charter Schools	197	0.65
1	Non-Public Schools	46	0.15
1	0 Years ELL	3,041	10.10
1	1 Years ELL	218	0.72
1	2 Years ELL	877	2.91
1	3 Years ELL	47	0.16
1	4 Years ELL	3	0.01
1	5 Years ELL	1	0.00
1	6 Years ELL or More	1	0.00
1	Spanish	1,722	5.72
1	English	246	0.82
1	Chinese	988	3.28
1	Arabic	128	0.43
1	Bengali	188	0.62
1	Other Language	916	3.04
1	Students without Disabilities	3,942	13.09
1	Students with Disabilities	246	0.82

Table G3. Exit Rate by Subgroup: Grade 2 (All Schools)

Grade	Subgroup	N-Count	Percent
2	Female	2,639	10.02
2	Male	2,149	8.16
2	Asian	1,609	6.11
2	Black or African-American	186	0.71
2	Hispanic or Latino	2,419	9.18
2	American Indian or Alaska Native	26	0.10
2	Multiracial (not of Hispanic origin)	15	0.06
2	Native Hawaiian/Other Pacific Islander	15	0.06
2	White	518	1.97
2	NYC	3,128	11.88
2	Big 4 Cities	120	0.46
2	High Need Urban/Suburban	492	1.87
2	High Need Rural	26	0.10
2	Average Need	521	1.98
2	Low Need	289	1.10
2	Charter Schools	127	0.48
2	Non-Public Schools	85	0.32
2	0 Years ELL	3,229	12.26
2	1 Years ELL	166	0.63
2	2 Years ELL	289	1.10
2	3 Years ELL	1,019	3.87
2	4 Years ELL	81	0.31
2	5 Years ELL	1	0.00
2	6 Years ELL or More	3	0.01
2	Spanish	2,328	8.84
2	English	289	1.10
2	Chinese	1,010	3.83
2	Arabic	131	0.50
2	Bengali	194	0.74
2	Other Language	836	3.17
2	Students without Disabilities	4,430	16.82
2	Students with Disabilities	358	1.36

Table G4. Exit Rate by Subgroup: Grade 3 (All Schools)

Grade	Subgroup	N-Count	Percent
3	Female	1,260	5.75
3	Male	1,100	5.02
3	Asian	824	3.76
3	Black or African-American	117	0.53
3	Hispanic or Latino	1,115	5.09
3	American Indian or Alaska Native	8	0.04
3	Multiracial (not of Hispanic origin)	12	0.05
3	Native Hawaiian/Other Pacific Islander	14	0.06
3	White	270	1.23
3	NYC	1,541	7.04
3	Big 4 Cities	60	0.27
3	High Need Urban/Suburban	258	1.18
3	High Need Rural	9	0.04
3	Average Need	255	1.16
3	Low Need	146	0.67
3	Charter Schools	68	0.31
3	Non-Public Schools	23	0.11
3	0 Years ELL	1,523	6.95
3	1 Years ELL	72	0.33
3	2 Years ELL	174	0.79
3	3 Years ELL	128	0.58
3	4 Years ELL	437	2.00
3	5 Years ELL	25	0.11
3	6 Years ELL or More	1	0.00
3	Spanish	1,072	4.89
3	English	139	0.63
3	Chinese	504	2.30
3	Arabic	69	0.32
3	Bengali	93	0.42
3	Other Language	483	2.21
3	Students without Disabilities	2,163	9.87
3	Students with Disabilities	197	0.90

Table G5. Exit Rate by Subgroup: Grade 4 (All Schools)

Grade	Subgroup	N-Count	Percent
4	Female	1,819	9.21
4	Male	1,752	8.87
4	Asian	919	4.65
4	Black or African-American	150	0.76
4	Hispanic or Latino	2,055	10.40
4	American Indian or Alaska Native	11	0.06
4	Multiracial (not of Hispanic origin)	9	0.05
4	Native Hawaiian/Other Pacific Islander	16	0.08
4	White	411	2.08
4	NYC	2,241	11.34
4	Big 4 Cities	139	0.70
4	High Need Urban/Suburban	403	2.04
4	High Need Rural	21	0.11
4	Average Need	400	2.02
4	Low Need	222	1.12
4	Charter Schools	97	0.49
4	Non-Public Schools	48	0.24
4	0 Years ELL	2,013	10.19
4	1 Years ELL	145	0.73
4	2 Years ELL	339	1.72
4	3 Years ELL	220	1.11
4	4 Years ELL	165	0.84
4	5 Years ELL	629	3.18
4	6 Years ELL or More	60	0.30
4	Spanish	1,972	9.98
4	English	210	1.06
4	Chinese	471	2.38
4	Arabic	132	0.67
4	Bengali	147	0.74
4	Other Language	639	3.23
4	Students without Disabilities	3,116	15.77
4	Students with Disabilities	455	2.30

Table G6. Exit Rate by Subgroup: Grade 5 (All Schools)

Grade	Subgroup	N-Count	Percent
5	Female	1,204	6.54
5	Male	1,148	6.23
5	Asian	660	3.58
5	Black or African-American	122	0.66
5	Hispanic or Latino	1,276	6.93
5	American Indian or Alaska Native	5	0.03
5	Multiracial (not of Hispanic origin)	5	0.03
5	Native Hawaiian/Other Pacific Islander	10	0.05
5	White	274	1.49
5	NYC	1,560	8.47
5	Big 4 Cities	89	0.48
5	High Need Urban/Suburban	216	1.17
5	High Need Rural	8	0.04
5	Average Need	231	1.25
5	Low Need	147	0.80
5	Charter Schools	64	0.35
5	Non-Public Schools	37	0.20
5	0 Years ELL	1,358	7.37
5	1 Years ELL	83	0.45
5	2 Years ELL	214	1.16
5	3 Years ELL	171	0.93
5	4 Years ELL	124	0.67
5	5 Years ELL	85	0.46
5	6 Years ELL or More	317	1.72
5	Spanish	1,221	6.63
5	English	145	0.79
5	Chinese	355	1.93
5	Arabic	83	0.45
5	Bengali	92	0.50
5	Other Language	456	2.48
5	Students without Disabilities	2,053	11.14
5	Students with Disabilities	299	1.62

Table G7. Exit Rate by Subgroup: Grade 6 (All Schools)

Grade	Subgroup	N-Count	Percent
6	Female	1,444	8.57
6	Male	1,311	7.78
6	Asian	688	4.08
6	Black or African-American	174	1.03
6	Hispanic or Latino	1,545	9.17
6	American Indian or Alaska Native	8	0.05
6	Multiracial (not of Hispanic origin)	4	0.02
6	Native Hawaiian/Other Pacific Islander	12	0.07
6	White	324	1.92
6	NYC	1,755	10.41
6	Big 4 Cities	123	0.73
6	High Need Urban/Suburban	284	1.68
6	High Need Rural	23	0.14
6	Average Need	234	1.39
6	Low Need	150	0.89
6	Charter Schools	94	0.56
6	Non-Public Schools	92	0.55
6	0 Years ELL	1,550	9.19
6	1 Years ELL	142	0.84
6	2 Years ELL	221	1.31
6	3 Years ELL	187	1.11
6	4 Years ELL	132	0.78
6	5 Years ELL	84	0.50
6	6 Years ELL or More	439	2.60
6	Spanish	1,500	8.90
6	English	190	1.13
6	Chinese	339	2.01
6	Arabic	88	0.52
6	Bengali	113	0.67
6	Other Language	525	3.11
6	Students without Disabilities	2,356	13.98
6	Students with Disabilities	399	2.37

Table G8. Exit Rate by Subgroup: Grade 7 (All Schools)

Grade	Subgroup	N-Count	Percent
7	Female	1,420	8.84
7	Male	1,003	6.24
7	Asian	575	3.58
7	Black or African-American	135	0.84
7	Hispanic or Latino	1,295	8.06
7	American Indian or Alaska Native	7	0.04
7	Multiracial (not of Hispanic origin)	6	0.04
7	Native Hawaiian/Other Pacific Islander	11	0.07
7	White	394	2.45
7	NYC	1,550	9.64
7	Big 4 Cities	81	0.50
7	High Need Urban/Suburban	183	1.14
7	High Need Rural	11	0.07
7	Average Need	205	1.28
7	Low Need	140	0.87
7	Charter Schools	88	0.55
7	Non-Public Schools	165	1.03
7	0 Years ELL	1,380	8.59
7	1 Years ELL	153	0.95
7	2 Years ELL	198	1.23
7	3 Years ELL	195	1.21
7	4 Years ELL	110	0.68
7	5 Years ELL	57	0.35
7	6 Years ELL or More	330	2.05
7	Spanish	1,265	7.87
7	English	246	1.53
7	Chinese	254	1.58
7	Arabic	87	0.54
7	Bengali	105	0.65
7	Other Language	466	2.90
7	Students without Disabilities	2,060	12.82
7	Students with Disabilities	363	2.26

Table G9. Exit Rate by Subgroup: Grade 8 (All Schools)

Grade	Subgroup	N-Count	Percent
8	Female	1,174	8.10
8	Male	771	5.32
8	Asian	545	3.76
8	Black or African-American	140	0.97
8	Hispanic or Latino	850	5.86
8	American Indian or Alaska Native	7	0.05
8	Multiracial (not of Hispanic origin)	3	0.02
8	Native Hawaiian/Other Pacific Islander	8	0.06
8	White	392	2.70
8	NYC	1,250	8.62
8	Big 4 Cities	65	0.45
8	High Need Urban/Suburban	126	0.87
8	High Need Rural	11	0.08
8	Average Need	143	0.99
8	Low Need	108	0.74
8	Charter Schools	32	0.22
8	Non-Public Schools	210	1.45
8	0 Years ELL	1,031	7.11
8	1 Years ELL	116	0.80
8	2 Years ELL	210	1.45
8	3 Years ELL	162	1.12
8	4 Years ELL	96	0.66
8	5 Years ELL	37	0.26
8	6 Years ELL or More	293	2.02
8	Spanish	827	5.70
8	English	250	1.72
8	Chinese	257	1.77
8	Arabic	79	0.54
8	Bengali	103	0.71
8	Other Language	429	2.96
8	Students without Disabilities	1,706	11.76
8	Students with Disabilities	239	1.65

Table G10. Exit Rate by Subgroup: Grade 9 (All Schools)

Grade	Subgroup	N-Count	Percent
9	Female	1,452	8.06
9	Male	1,614	8.96
9	Asian	814	4.52
9	Black or African-American	247	1.37
9	Hispanic or Latino	1,497	8.31
9	American Indian or Alaska Native	12	0.07
9	Multiracial (not of Hispanic origin)	50	0.28
9	Native Hawaiian/Other Pacific Islander	17	0.09
9	White	429	2.38
9	NYC	2,003	11.12
9	Big 4 Cities	189	1.05
9	High Need Urban/Suburban	205	1.14
9	High Need Rural	26	0.14
9	Average Need	241	1.34
9	Low Need	167	0.93
9	Charter Schools	84	0.47
9	Non-Public Schools	151	0.84
9	0 Years ELL	1,630	9.05
9	1 Years ELL	189	1.05
9	2 Years ELL	330	1.83
9	3 Years ELL	289	1.60
9	4 Years ELL	190	1.05
9	5 Years ELL	67	0.37
9	6 Years ELL or More	371	2.06
9	Spanish	1,475	8.19
9	English	261	1.45
9	Chinese	371	2.06
9	Arabic	110	0.61
9	Bengali	132	0.73
9	Other Language	717	3.98
9	Students without Disabilities	2,629	14.59
9	Students with Disabilities	437	2.43

Table G11. Exit Rate by Subgroup: Grade 10 (All Schools)

Grade	Subgroup	N-Count	Percent
10	Female	1,339	9.17
10	Male	1,469	10.06
10	Asian	827	5.67
10	Black or African-American	260	1.78
10	Hispanic or Latino	1,284	8.80
10	American Indian or Alaska Native	8	0.05
10	Multiracial (not of Hispanic origin)	9	0.06
10	Native Hawaiian/Other Pacific Islander	18	0.12
10	White	402	2.75
10	NYC	1,883	12.90
10	Big 4 Cities	123	0.84
10	High Need Urban/Suburban	206	1.41
10	High Need Rural	12	0.08
10	Average Need	186	1.27
10	Low Need	168	1.15
10	Charter Schools	60	0.41
10	Non-Public Schools	170	1.16
10	0 Years ELL	1,534	10.51
10	1 Years ELL	153	1.05
10	2 Years ELL	349	2.39
10	3 Years ELL	258	1.77
10	4 Years ELL	154	1.06
10	5 Years ELL	56	0.38
10	6 Years ELL or More	304	2.08
10	Spanish	1,251	8.57
10	English	237	1.62
10	Chinese	464	3.18
10	Arabic	102	0.70
10	Bengali	137	0.94
10	Other Language	617	4.23
10	Students without Disabilities	2,503	17.15
10	Students with Disabilities	305	2.09

Table G12. Exit Rate by Subgroup: Grade 11 (All Schools)

Grade	Subgroup	N-Count	Percent
11	Female	1,014	10.42
11	Male	867	8.91
11	Asian	581	5.97
11	Black or African-American	191	1.96
11	Hispanic or Latino	743	7.63
11	American Indian or Alaska Native	2	0.02
11	Multiracial (not of Hispanic origin)	1	0.01
11	Native Hawaiian/Other Pacific Islander	10	0.10
11	White	353	3.63
11	NYC	1,113	11.43
11	Big 4 Cities	72	0.74
11	High Need Urban/Suburban	132	1.36
11	High Need Rural	9	0.09
11	Average Need	169	1.74
11	Low Need	134	1.38
11	Charter Schools	23	0.24
11	Non-Public Schools	229	2.35
11	0 Years ELL	900	9.25
11	1 Years ELL	141	1.45
11	2 Years ELL	190	1.95
11	3 Years ELL	220	2.26
11	4 Years ELL	136	1.40
11	5 Years ELL	55	0.57
11	6 Years ELL or More	239	2.46
11	Spanish	722	7.42
11	English	272	2.79
11	Chinese	329	3.38
11	Arabic	59	0.61
11	Bengali	77	0.79
11	Other Language	422	4.34
11	Students without Disabilities	1,770	18.18
11	Students with Disabilities	111	1.14

Table G13. Exit Rate by Subgroup: Grade 12 (All Schools)

Grade	Subgroup	N-Count	Percent
12	Female	444	6.82
12	Male	477	7.32
12	Asian	269	4.13
12	Black or African-American	95	1.46
12	Hispanic or Latino	443	6.80
12	American Indian or Alaska Native	4	0.06
12	Multiracial (not of Hispanic origin)	1	0.02
12	Native Hawaiian/Other Pacific Islander	4	0.06
12	White	105	1.61
12	NYC	549	8.43
12	Big 4 Cities	63	0.97
12	High Need Urban/Suburban	80	1.23
12	High Need Rural	8	0.12
12	Average Need	103	1.58
12	Low Need	70	1.07
12	Charter Schools	9	0.14
12	Non-Public Schools	39	0.60
12	0 Years ELL	426	6.54
12	1 Years ELL	77	1.18
12	2 Years ELL	129	1.98
12	3 Years ELL	110	1.69
12	4 Years ELL	91	1.40
12	5 Years ELL	32	0.49
12	6 Years ELL or More	56	0.86
12	Spanish	427	6.56
12	English	82	1.26
12	Chinese	128	1.97
12	Arabic	31	0.48
12	Bengali	26	0.40
12	Other Language	227	3.49
12	Students without Disabilities	870	13.36
12	Students with Disabilities	51	0.78

APPENDIX H: DIF STATISTICS**Table H1. Results of DIF Analyses (All Schools)**

Grade Band	Modality	Item Number	DIF			
			Male/ Female	White/ Other	Hispanic/ Other	Asian/ Other
K	Listening	6	A	A	A	B-
	Listening	13	A	B+	A	A
	Listening	17	A	B+	A	A
	Speaking	1	A	C-	B+	C+
	Speaking	2	A	C-	B+	C+
	Reading	1	A	B+	A	A
	Reading	8	A	B+	B-	A
	Reading	12	A	B-	A	A
	Reading	13	A	C+	C-	A
	Reading	14	A	B+	B-	A
1-2	Listening	5	A	B-	A	A
	Listening	18	A	B+	A	A
	Reading	11	A	B+	A	A
	Reading	18	A	B+	A	A
3-4	Listening	4	A	B+	A	A
	Listening	5	A	A	A	B+
	Reading	5	A	B-	A	A
	Reading	18	A	B+	A	A
	Reading	20	A	B+	A	A
5-6	Listening	1	A	B-	A	A
	Listening	14	A	C-	A	A
	Listening	15	A	C+	B-	A
	Listening	18	A	A	B-	A
	Listening	20	A	B-	B+	A
	Listening	21	A	C+	C-	A
	Reading	5	A	A	A	B+
	Reading	6	A	B-	B+	A
	Reading	24	A	B+	B-	A
7-8	Listening	1	A	B-	A	A
	Listening	7	A	C-	A	A
	Listening	9	A	C+	B-	A
	Listening	11	A	A	A	C+
	Listening	12	A	C+	B-	A
	Listening	15	A	B+	A	A
	Listening	16	A	C+	B-	A
	Listening	17	A	C-	A	A
	Listening	18	A	A	A	B-

Table H2. Results of DIF Analyses (All Schools) (continued)

Grade Band	Modality	Item Number	DIF			
			Male/ Female	White/ Other	Hispanic/ Other	Asian / Other
	Reading	12	A	B+	A	A
	Reading	18	A	B+	A	A
	Listening	1	A	A	A	B+
	Listening	5	A	B-	A	A
	Listening	9	A	A	A	B-
	Listening	14	A	C+	A	A
	Listening	17	A	B-	A	A
	Listening	20	A	B+	A	A
	Listening	21	B+	A	A	A
	Speaking	5	A	B-	A	A
9–12	Reading	1	A	A	A	C+
	Reading	2	A	B-	A	A
	Reading	3	A	C-	A	A
	Reading	7	A	B+	A	A
	Reading	10	A	A	B+	A
	Reading	11	A	A	A	B-
	Reading	12	A	B+	A	A
	Reading	20	A	A	B-	B+
	Reading	23	A	A	A	B+

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

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