



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

2017 Operational Test Technical Report

Submitted by: MetriTech, Inc.
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OVERVIEW

This technical report for the 2017 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 and Scaling
8. Establishing NYSESLAT Performance Levels
9. Summary of the Operational Test Results

Chapter 1: Introduction

Chapter 1 contains background information on the 2017 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 English Language Arts.

Chapter 7: Calibration and Scaling

Chapter 7 explains the rationale for the Rasch IRT model that was implemented for the 2017 NYSESLAT. The processes of calibrating and linking the items onto the underlying IRT scale 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 both the 2016 and 2017 administrations are presented.

Chapter 8: Establishing NYSESLAT Performance Levels

Chapter 8 is a summary of how the performance levels were established for the 2017 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, 2015, 2016, and 2017 administrations of the NYSESLAT, as well as scale score, and the percentile rank frequency distribution for each grade level for 2017.

CHAPTER 1: INTRODUCTION

1.1 Background

The New York State Education Department (NYSED) administers the NYSESLAT to English Language Learner/Multilingual Learner (ELL/MLL) students in grades K–12, in compliance with the federal No Child Left Behind Act of 2001 (NCLB). This technical report details the 2017 operational administration of the NYSESLAT, carried out by MetriTech, Inc.

Title III of NCLB requires annual assessment of the English language skills of ELL/MLL 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/MLL 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 2017 NYSESLAT measures the Linguistic Demands necessary to meet the discipline-specific New York State curriculum standards at the corresponding grade band as required by NCLB. 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)¹. ToMs are what New York State designates as the standards measured by the spring 2017 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 Level Descriptions (PLDs)² allow a student’s English proficiency improvement to be measured annually.

To meet Federal and State requirements regarding the assessment of ELL/MLL 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,

¹ 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>

² 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>

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.

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 2015 (see *2015 Field Test Technical Report*). Based on the analysis of field test data, passages and items were selected for the construction of the 2017 operational NYSESLAT test forms.

1.2 Rationale and Purpose

All ELL/MLL students in grades K–12 are assessed each year, in order 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 that their ELL/MLL 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.

1.3 Test Use

The NYSESLAT is used when making classifications regarding language instructional programs and for accountability determinations. First, the test measures the level of English proficiency of all ELL/MLL 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 one of the criteria for exiting ELL/MLL students who score at the Commanding level from ESL/Bilingual programs. Students are also able to exit if they score Expanding and either a) 3 or 4 on the ELA 3–8 test, or b) 65 on the Regents Examination in English Language Arts.

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 principles 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).

The interested reader can also learn more about test accommodations on the NYSED's Office of Special Education web site (<http://www.p12.nysed.gov/specialed/>), which provides a list of approved accommodations.

Large Type

MetriTech applied large-type product specifications to ease the test-taking experience for students with a visual impairment 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

NYSESLAT Braille Checklists were produced for Kindergarten and grades 1–2, for use in assessing ELL/MLL students who are visually impaired and 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.

At grades 3–12, the NYSESLAT test booklets were produced in braille for ELL/MLL students who are visually impaired and use braille. Test development staff worked with the NYSED braille specialist to create the descriptions for all graphics that could not be brailled in the test booklets. These picture descriptions, with captions, were reviewed and approved by NYSED, along with all of the brailled test directions and test questions. Note that there was one item from the grades 7–8 Speaking modality that could not be adequately brailled and had to be removed from the braille version (with adjusted scoring). Orders for braille tests were placed by districts when NYSESLAT test materials were ordered.

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 2017 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 1 shows the total number of items and points for each modality by grade band for the 2017 NYSESLAT.

Table 1. Total Number of Items and Points for the 2017 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	12	21	12	21	12	21	12	21	12	21	12	21
Writing	8	14	3	12	3	12	3	12	3	12	3	12
Total	57	72	66	84	66	84	66	84	66	84	66	84

As shown in Table 1, the total number of items varies by grade band: Kindergarten has 57 items, and each of the remaining grade bands (1–2, 3–4, 5–6, 7–8, and 9–12) has 66 items.

The NYSESLAT consists entirely of items developed specifically for the assessment. The items on the 2017 NYSESLAT were developed in 2015 and field tested in the fall of 2015. Table 2 presents the operational test blueprint for the 2017 administration of the NYSESLAT.

Table 2. 2017 NYSESLAT Operational Test Design

2017 NYSESLAT Listening, Reading and Writing (Grades 1–12)							
Listening							
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
Reading							
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
Writing							
Session	Passage Length	Response Type	Number of Items by Grade Band				
			1–2	3–4	5–6	7–8	9–12
I	Short/Medium	SCR	1	1	1	1	1
II	Short/Medium	SCR	1	1	1	1	1
III	Medium/Long	ECR	1	1	1	1	1
Total Writing			3	3	3	3	3
Total Writing Points			12	12	12	12	12

MC4 = Multiple-Choice item with 4 response options
 SCR = 4-Point Short Constructed-Response Item
 ECR = 4-Point Extended Constructed-Response Item

Table 2. 2017 NYSESLAT Operational Test Design (continued)

2017 Operational NYSESLAT Listening, Reading and Writing (Kindergarten)			
Listening			
Passage Length	Item Type	Response Type	Number of Items
Medium	Story Order	MC3	1
	Character-Image Sorting	MC3	1
Medium	Descriptions	MC3	1
	Words from Context	MC3	1
Medium	Main Topic-Image Sorting	MC3	1
	Story Order	MC3	1
Medium	Dev. of Story-Image Sorting	MC3	1
	Descriptions	MC3	1
Long	Descriptions	MC3	1
	Story Order	MC3	1
	Words from Context	MC3	1
	Dev. of Story-Image Sorting	MC3	1
	Dev. of Ideas-Image Sorting	MC3	1
Stand-Alone Items	Main Topic-Image Sorting	MC3	1
	Character-Image Sorting	MC3	1
	Main Topic-Image Sorting	MC3	1
	Word Recognition	MC3	3
Total Listening			19
Total Listening Points			19
Reading			
Passage Length	Item Type	Response Type	Number of Items
Stand-Alone Items	Letter-Sound Recognition	MC3	3
	Sound-Letter Match	MC3	3
	Alphabet Recognition	MC3	1
	Word Reading 1	MC3	4
	Word Reading 2	MC3	5
	Sentence Reading	MC3	2
Total Reading			18
Total Reading Points			18
Writing			
	Item Type	Response Type	Number of Items
Stand-Alone Items	Letter Writing	CR1 (0–1)	4
	Word Writing	CR2 (0–2)	2
	Sentence Writing	CR2 (0–2)	1
Medium/Long	Write a Story	CR4 (0–4)	1
Total Writing			14
Total Writing Points			14

MC3 = 3-Option Multiple-Choice Item

CR1 = 1-Point Constructed-Response Item

CR2 = 2-Point Constructed-Response Item

CR4 = 4-Point Constructed-Response Item

Table 2. 2017 NYSESLAT Operational Test Design (continued)

2017 Operational NYSESLAT Speaking (Kindergarten–12)			
Section	Item Type	Response Type	Number of Items
I	Respond to Graphic/Text	CR1 (0–1)	1
	Respond to Graphic/Text	CR2 (0–2)	3
II	Respond to Graphic/Text	CR1 (0–1)	1
	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			12
Total Speaking Points			21

CR1 = 1-Point Constructed-Response Items

CR2 = 2-Point Constructed-Response Items

2.2 2017 Test Design

The 2017 tests are grounded in the New Bilingual Language Arts Progressions and measure the Targets of Measurement across the five performance levels.

Table 3 shows a comparison of the distribution of the Targets of Measurement for the 2016 and 2017 versions of the NYSESLAT operational test.

Tables 4 through 9 show the NYSESLAT test specification alignment with the Targets of Measurement by grade band for 2017.

Table 3. Historical Distribution of Targets of Measurement

Grade Band	ToMs	2016 Selection								2017 Selection							
		Listening		Reading		Writing		Speaking		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	# 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	5	26			10	71	3	14	6	32			10	71	3	14
	2	6	32			4	29	12	57	5	26			4	29	16	76
	3	5	26	8	44			2	10	6	32	7	39			2	10
	4	3	16	10	56			4	19	2	11	11	61				
	5																
	Total	19	100	18	100	14	100	21	100	19	100	18	100	14	100	21	100
1-2	1	6	25	9	33			3	14	8	33	10	37			9	43
	2	9	38	12	44	8	67	12	57	9	38	10	37	8	67	8	38
	3	6	25	6	22			2	10	6	25	4	15	4	33	4	19
	4	2	8	0	0	4	33	4	19	1	4	2	7				
	5	1	4	0	0							1	4				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100
3-4	1	8	33	8	30			4	19	9	38	7	26			1	5
	2	7	29	10	37	8	67	7	33	9	38	9	33	8	67	16	76
	3	6	25	4	15			4	19	4	17	7	26			4	19
	4	3	13	3	11	4	33	6	29	2	8	3	11	4	33		
	5			2	7							1	4				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100
5-6	1	10	42	9	33			4	19	9	42	8	30			4	19
	2	6	25	4	15	8	67	11	52	6	25	7	26	8	67	11	52
	3	5	21	7	26			2	10	6	25	8	30			6	29
	4	2	8	4	15	4	33	4	19	3	13	2	7	4	33		
	5	1	4	3	11							2	7				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100
7-8	1	5	21	7	26			6	29	7	29	6	22			7	33
	2	10	42	6	22	8	67	7	33	8	33	7	26	8	67	8	38
	3	8	33	8	30			6	29	6	25	6	22			6	29
	4	1	4	3	11	4	33	2	10	3	13	4	15	4	33		
	5			3	11							4	15				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100

Table 3. Historical Distribution of Targets of Measurement (continued)

Grade Band	ToMs	2016 Selection								2017 Selection							
		Listening		Reading		Writing		Speaking		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	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts
9-12	1	7	29	7	26			4	19	5	21	8	30			8	38
	2	8	33	5	19	8	67	8	38	9	38	6	22	8	67	9	43
	3	6	25	6	22			3	14	8	33	6	22			4	19
	4	3	13	6	22	4	33	6	29	2	8	4	15	4	33		
	5			3	11							3	11				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100

Table 4. 2017 Test Specification Alignment to ToMs—Grade K

ToMs	Total 2017		
	N Item	N Points	% Point
1	15	19	26.4
2	15	25	34.7
3	14	15	20.8
4	13	13	18.1
5	-	-	-
Total	57	72	100.0

Table 5. 2017 Test Specification Alignment to ToMs—Grade Band 1–2

ToMs	Total 2017		
	N Item	N Points	% Point
1	23	27	32.1
2	26	35	41.7
3	13	18	21.4
4	3	3	3.6
5	1	1	1.2
Total	66	84	100.0

Table 6. 2017 Test Specification Alignment to ToMs—Grade Band 3–4

ToMs	Total 2017		
	N Item	N Points	% Point
1	17	17	20.2
2	29	42	50
3	13	15	17.9
4	6	9	10.7
5	1	1	1.2
Total	66	84	100.0

Table 7. 2017 Test Specification Alignment to ToMs—Grade Band 5–6

ToMs	Total 2017		
	N Item	N Points	% Point
1	20	21	25
2	21	32	38.1
3	17	20	23.8
4	6	9	10.7
5	2	2	2.4
Total	66	84	100

Table 8. 2017 Test Specification Alignment to ToMs—Grade Band 7–8

ToMs	Total 2017		
	N Item	N Points	% Point
1	17	20	23.8
2	22	31	36.9
3	15	18	21.4
4	8	11	13.1
5	4	4	4.8
Total	66	84	100

Table 9. 2017 Test Specification Alignment to ToMs—Grade Band 9–12

ToMs	Total 2017		
	N Item	N Points	% Point
1	17	21	25
2	23	32	38.1
3	16	18	21.4
4	7	10	11.9
5	3	3	3.6
Total	66	84	100.0

2.3 Item Development and Review

All items field tested in 2015 for use on the 2017 operational NYSESLAT were written by professional writers with experience in the classroom and experience writing assessment content for ELL/MLL students. The MetriTech test development team conducted a series of two-hour

webinars to train passage 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 and the ELL/MLL population
- 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 the above 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 ELL/MLL students in the classroom.

2.4 Field Test

A stand-alone field test was administered to a representative sample of ELL/MLL students in New York State. For each grade band, 11 field test forms, each containing a Listening, Reading, and Writing section, and 3 Speaking field test forms were administered from October 13–October 23, 2015.

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, for field testing purposes. This logic applies to all grade bands.

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 2015 field test sampling plan and statistics are discussed in the *2015 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 2015 fall field test administration of the NYSESLAT were used for construction of the 2017 operational NYSESLAT test.

2.5 Test Construction

The 2017 NYSESLAT was administered operationally to six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Except for the linking test form, the operational test forms consisted of all new passages and items field tested in fall 2015.

The field-tested items for each grade band were calibrated concurrently. Item parameters obtained from the 2015 field test calibration were used to build new forms for the 2017 operational NYSESLAT test.

Selecting New Items

MetriTech’s Assessment Development team proposed the initial operational test forms by selecting passages and items by following the blueprint and specifications approved by NYSED and item/form selection guidelines provided by NYSED.

The selection criteria for the 2017 NYSESLAT operational passage and item sets reflected the test design specifications for the use of organizing Global Themes. Selection included consideration of such elements as passage length, distribution of ToMs and PLDs, 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, in order 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 clueing.
- 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 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 clueing of correct answers).
- General sequencing of difficulty was incorporated 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.

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 17 and 18).
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.

Table 10 presents the averages and standard deviations of the p -values for each of the grade bands and modalities.

Table 10. 2017 NYSESLAT Selection Summary—Classical Item Statistics (based on 2015 field test analyses)

Grade Band	Listening		Speaking		Reading		Writing	
	p -value	SD	p -value	SD	p -value	SD	p -value	SD
K	0.77	0.13	0.67	0.23	0.83	0.08	0.64	0.20
1–2	0.57	0.11	0.76	0.18	0.53	0.10	0.43	0.04
3–4	0.57	0.10	0.73	0.19	0.57	0.11	0.47	0.06
5–6	0.57	0.09	0.72	0.20	0.54	0.12	0.43	0.02
7–8	0.61	0.10	0.71	0.18	0.55	0.10	0.46	0.01
9–12	0.60	0.14	0.74	0.17	0.51	0.1	0.41	0.09

Test Construction Form Review Meeting

In December 2016, NYSED staff met with representatives from MetriTech, to review the test forms. Each non-linking passage and item set was discussed, and possible replacements were considered, both from a content perspective as well as a psychometric one. After this meeting, a revised set of forms were constructed for review by NYS educators at the Final Eyes meeting in January 2017.

CHAPTER 3: SCORING

3.1 Scoring of Constructed-Response Questions

Public school districts, charter schools, and religious and independent schools have several scoring model options for scoring the Writing constructed-response questions (shown in Table 11). 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 11. 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 religious and independent schools in an affiliation group (religious and independent or charter schools may participate in regional scoring with public school districts, and each religious and independent and charter school may be counted as one district).
2. Schools from two districts	a) Scorers from two school districts; b) Scorers from two religious and independent schools; c) Scorers from two charter schools; or d) A combination of scorers from two of the following: a school district, religious and independent 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 12.

Table 12. 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 2017 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 classification as to who can score these tests, after a review of the teacher’s certification and current 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 2017 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 2017 NYSESLAT Rubric and Scoring Training materials.

If a district, charter school, or religious and independent school chooses to hire a private contractor to score these tests, the district, charter school, or religious and independent 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 religious and independent 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. Re-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 audit 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, 25 applicants scored the NYSESLAT writing audit. Of this number, 48% had prior teaching experience or were currently teaching, 28% had post-baccalaureate degrees, and 100% had previously scored ELL assessments for the contractor.

In addition to meeting these requirements, 16 of the 25 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 four 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 2017 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 2017*.

CHAPTER 4: CLASSICAL ITEM-LEVEL STATISTICS

This chapter contains the summary of classical statistics for the spring 2017 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 2017. 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.

Analyses are based on data from all schools (i.e., public, charter, and religious and independent), and the 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 279,801 records), the following exclusion rules were applied:

1. Removed 246 duplicate records (279,555 records remained)
2. Removed 3,006 students with invalid scores (276,549 records remained; students must have had a valid score on all four modalities and have been tested with the appropriate grade level assessment, in order to receive a valid overall score)

Tables 13 and 14 contain counts of the number of valid student records analyzed in each test by grade band and grade level.

Table 13. N-Count by Grade Band (All Schools)

Grade Band	Final Sample Size
K	31,306
1–2	64,289
3–4	50,180
5–6	39,657
7–8	33,825
9–12	57,292
Total	276,549

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

Grade Level	Final Sample Size
K	31,306
1	31,272
2	33,017
3	26,888
4	23,292
5	20,781
6	18,876
7	17,544
8	16,281
9	20,586
10	17,729
11	12,114
12	6,863
Total	276,549

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 and 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 do 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 2017 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 preset 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)
- For multiple-choice items—the percentage of students who answered a multiple-choice item correctly along with the percentage of students who selected each of the other response options
- For constructed-response items—the percentage of students at each score point
- 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 15 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 15. Summary of Classical Item Difficulty and Item Discrimination Indices by Grade Band (All Schools)

Grade Band	Modality	N-Count	Item Difficulty (<i>p</i> -value)		Item Discrimination (item-total <i>r</i>)	
			Mean	SD	Mean	SD
K	Listening	31,306	0.73	0.13	0.50	0.06
	Reading	31,306	0.83	0.07	0.61	0.06
	Speaking	31,306	0.61	0.15	0.79	0.06
	Writing	31,306	0.64	0.20	0.72	0.09
	Total	31,306	0.72	0.15	0.63	0.13
1–2	Listening	64,289	0.60	0.10	0.46	0.06
	Reading	64,289	0.55	0.09	0.53	0.08
	Speaking	64,289	0.71	0.14	0.78	0.08
	Writing	64,289	0.44	0.03	0.92	0.00
	Total	64,289	0.59	0.12	0.57	0.15
3–4	Listening	50,180	0.58	0.09	0.45	0.08
	Reading	50,180	0.58	0.09	0.51	0.07
	Speaking	50,180	0.73	0.12	0.81	0.07
	Writing	50,180	0.43	0.02	0.91	0.01
	Total	50,180	0.60	0.12	0.56	0.17
5–6	Listening	39,657	0.58	0.09	0.46	0.07
	Reading	39,657	0.54	0.11	0.46	0.09
	Speaking	39,657	0.71	0.11	0.81	0.08
	Writing	39,657	0.44	0.01	0.91	0.01
	Total	39,657	0.58	0.12	0.55	0.18
7–8	Listening	33,825	0.60	0.11	0.48	0.07
	Reading	33,825	0.54	0.10	0.47	0.09
	Speaking	33,825	0.70	0.10	0.82	0.08
	Writing	33,825	0.48	0.02	0.92	0.00
	Total	33,825	0.59	0.12	0.56	0.17
9–12	Listening	57,292	0.59	0.11	0.49	0.09
	Reading	57,292	0.52	0.09	0.48	0.08
	Speaking	57,292	0.71	0.12	0.81	0.10
	Writing	57,292	0.47	0.04	0.91	0.00
	Total	57,292	0.58	0.12	0.56	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 are 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. 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, and remove any items in which bias is found.

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 16.

Table 16. 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. In this study, the corrected total score is used as the matching variable. These indexes are indicators of the degree to which members of one 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).

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 17 for multiple-choice items and in Table 18 for constructed-response items.

Table 17. 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 18. 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 H provides the DIF statistics for the 2017 operational items if one or more 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 19A provides sample sizes for different DIF groups by grade band for the Listening and Reading modalities. Table 19B provides sample sizes for different DIF groups by grade band for the Speaking and Writing modalities. Tables 20 through 23 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 19A. DIF Sample Sizes for DIF Groups (Listening & Reading)

DIF Group		K	1–2	3–4	5–6	7–8	9–12
Gender	Female	15,667	33,176	26,639	21,460	18,187	30,531
	Male	15,639	31,113	23,541	18,197	15,638	26,761
White vs. Non-White	White	6,549	13,605	11,451	9,769	7,573	8,481
	Non-White	24,757	50,684	38,729	29,888	26,252	48,811
Hispanics vs. Non-Hispanics	Hispanics	16,133	35,063	27,802	21,581	18,899	34,112
	Non-Hispanics	15,173	29,226	22,378	18,076	14,926	23,180
Asian vs. Non-Asian	Asian	7,168	12,486	8,237	5,838	4,983	9,445
	Non-Asian	24,138	51,803	41,943	33,819	28,842	47,847

Table 19B. DIF Sample Sizes for DIF Groups (Speaking & Writing)

DIF Group		K	1–2	3–4	5–6	7–8	9–12
Gender	Female	15,669	33,178	26,640	21,461	18,188	30,532
	Male	15,641	31,115	23,541	18,198	15,638	26,764
White vs. Non-White	White	6,549	13,605	11,452	9,770	7,573	8,482
	Non-White	24,761	50,688	38,729	29,889	26,253	48,814
Hispanics vs. Non-Hispanics	Hispanics	16,135	35,065	27,802	21,582	18,900	34,115
	Non-Hispanics	15,175	29,228	22,379	18,077	14,926	23,181
Asian vs. Non-Asian	Asian	7,168	12,488	8,237	5,838	4,983	9,445
	Non-Asian	24,142	51,805	41,944	33,821	28,843	47,851

Table 20. 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	1	1	0
	Speaking	12	0	0	0
	Reading	18	0	0	0
	Writing	8	0	0	0
1–2	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
3–4	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
5–6	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
7–8	Listening	24	1	1	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
9–12	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 425–426).

Table 21. 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	3	1	2
	Speaking	12	0	0	0
	Reading	18	5	4	1
	Writing	8	0	0	0
1-2	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	2	2	0
	Writing	3	0	0	0
3-4	Listening	24	1	1	0
	Speaking	12	0	0	0
	Reading	27	2	2	0
	Writing	3	0	0	0
5-6	Listening	24	2	2	0
	Speaking	12	0	0	0
	Reading	27	1	1	0
	Writing	3	0	0	0
7-8	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	1	1	0
	Writing	3	0	0	0
9-12	Listening	24	2	1	1
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 425–426).

Table 22. 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	1	0	1
	Speaking	12	0	0	0
	Reading	18	1	1	0
	Writing	8	0	0	0
1–2	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
3–4	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
5–6	Listening	24	1	1	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
7–8	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
9–12	Listening	24	1	1	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 425–426).

Table 23. 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	0	0	0
	Speaking	12	0	0	0
	Reading	18	0	0	0
	Writing	8	0	0	0
1–2	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
3–4	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
5–6	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	1	1	0
	Writing	3	0	0	0
7–8	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
9–12	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	2	2	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 425–426).

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 classification 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 an additional advantage in that it can be used to estimate the internal consistency of both dichotomous and polytomous (i.e., constructed-response) items. Coefficient alpha (α) 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 Tables 24 and 25 in Section 5.4. The reliability coefficients in Table 24 range from 0.82 to 0.95, with an average of 0.89. For Table 25, the range of reliability coefficients are from 0.79 to 0.96, with an average of 0.89. 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 Tables 24 and 25 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 Tables 24 and 25 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 24 and Table 25 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 24, the test reliability values of Listening, Speaking, Reading, and Writing across the six grade bands are between 0.79 and 0.96, 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 0.02 to 0.08, which is small. The SEM values of the four modalities across the six grade bands ranged from 0.98 to 2.64.

In Table 25, test reliability values of Listening, Speaking, Reading, and Writing across all grades are 0.79 or above, which is considered moderately high. The SEM_n and SEM values are small and within acceptable ranges for each grade.

Table 24. 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 <i>p</i>-value	SEMn	Reliability	SEM
K	Listening	19	19	31,306	13.95	3.93	0.73	0.02	0.82	1.65
	Reading	18	18	31,306	14.89	4.02	0.83	0.02	0.90	0.98
	Speaking	12	21	31,306	12.23	6.73	0.61	0.04	0.94	2.64
	Writing	8	14	31,306	7.71	3.94	0.64	0.02	0.85	1.55
1–2	Listening	24	24	64,289	14.36	5.25	0.60	0.02	0.83	2.14
	Reading	27	27	64,289	14.94	7.04	0.55	0.03	0.90	2.19
	Speaking	12	21	64,289	14.31	6.43	0.71	0.03	0.93	1.66
	Writing	3	12	64,289	5.27	3.37	0.44	0.01	0.91	1.00
3–4	Listening	24	24	50,180	13.96	5.25	0.58	0.02	0.83	2.17
	Reading	27	27	50,180	15.62	6.63	0.58	0.03	0.88	2.31
	Speaking	12	21	50,180	14.82	6.64	0.73	0.03	0.95	1.55
	Writing	3	12	50,180	5.22	3.35	0.43	0.01	0.90	1.06
5–6	Listening	24	24	39,657	13.83	5.30	0.58	0.03	0.83	2.16
	Reading	27	27	39,657	14.53	6.09	0.54	0.03	0.86	2.28
	Speaking	12	21	39,657	14.54	6.92	0.71	0.03	0.95	1.56
	Writing	3	12	39,657	5.30	3.38	0.44	0.02	0.90	1.07
7–8	Listening	24	24	33,825	14.41	5.46	0.60	0.03	0.85	2.11
	Reading	27	27	33,825	14.60	6.18	0.54	0.03	0.86	2.28
	Speaking	12	21	33,825	14.33	7.02	0.70	0.04	0.95	1.53
	Writing	3	12	33,825	5.75	3.63	0.48	0.02	0.91	1.08
9–12	Listening	24	24	57,292	14.20	5.60	0.59	0.02	0.86	2.09
	Reading	27	27	57,292	14.10	6.40	0.52	0.03	0.87	2.28
	Speaking	12	21	57,292	14.44	6.93	0.71	0.03	0.95	1.55
	Writing	3	12	57,292	5.69	3.72	0.47	0.02	0.90	1.20

Table 25. 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 <i>p</i> -value	SEMn	Reliability	SEM
K	Listening	19	19	31,306	13.95	3.93	0.73	0.02	0.82	1.65
	Reading	18	18	31,306	14.89	4.02	0.83	0.02	0.90	0.98
	Speaking	12	21	31,306	12.23	6.73	0.61	0.04	0.94	2.64
	Writing	8	14	31,306	7.71	3.94	0.64	0.02	0.85	1.55
1	Listening	24	24	31,272	12.72	4.88	0.53	0.03	0.79	2.22
	Reading	27	27	31,272	12.27	6.11	0.45	0.03	0.86	2.30
	Speaking	12	21	31,272	13.19	6.46	0.66	0.04	0.93	1.73
	Writing	3	12	31,272	4.31	3.07	0.36	0.02	0.90	0.98
2	Listening	24	24	33,017	15.90	5.12	0.66	0.03	0.84	2.06
	Reading	27	27	33,017	17.46	6.92	0.65	0.04	0.91	2.08
	Speaking	12	21	33,017	15.37	6.21	0.75	0.03	0.94	1.58
	Writing	3	12	33,017	6.19	3.39	0.52	0.02	0.91	1.03
3	Listening	24	24	26,888	13.46	5.11	0.56	0.03	0.82	2.20
	Reading	27	27	26,888	14.89	6.44	0.55	0.04	0.88	2.26
	Speaking	12	21	26,888	14.70	6.58	0.72	0.04	0.94	1.57
	Writing	3	12	26,888	4.93	3.22	0.41	0.02	0.89	1.06
4	Listening	24	24	23,292	14.53	5.35	0.61	0.04	0.84	2.13
	Reading	27	27	23,292	16.45	6.74	0.61	0.04	0.90	2.17
	Speaking	12	21	23,292	14.94	6.71	0.73	0.04	0.95	1.52
	Writing	3	12	23,292	5.54	3.46	0.46	0.02	0.91	1.07
5	Listening	24	24	20,781	13.52	5.17	0.56	0.04	0.82	2.18
	Reading	27	27	20,781	14.04	5.88	0.52	0.04	0.85	2.31
	Speaking	12	21	20,781	14.59	6.86	0.72	0.05	0.95	1.57
	Writing	3	12	20,781	5.14	3.29	0.43	0.02	0.90	1.05
6	Listening	24	24	18,876	14.16	5.43	0.59	0.04	0.86	2.06
	Reading	27	27	18,876	15.08	6.27	0.56	0.05	0.87	2.25
	Speaking	12	21	18,876	14.49	6.98	0.71	0.05	0.95	1.55
	Writing	3	12	18,876	5.48	3.47	0.46	0.03	0.90	1.08
7	Listening	24	24	17,544	14.16	5.40	0.59	0.04	0.85	2.12
	Reading	27	27	17,544	14.17	6.06	0.52	0.05	0.86	2.30
	Speaking	12	21	17,544	14.25	7.06	0.70	0.05	0.95	1.53
	Writing	3	12	17,544	5.60	3.58	0.47	0.03	0.91	1.06
8	Listening	24	24	16,281	14.69	5.51	0.61	0.04	0.86	2.09
	Reading	27	27	16,281	15.08	6.28	0.56	0.05	0.87	2.26
	Speaking	12	21	16,281	14.42	6.98	0.71	0.05	0.95	1.53
	Writing	3	12	16,281	5.91	3.68	0.49	0.03	0.91	1.09

Table 25. 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 <i>p</i> -value	SEMn	Reliability	SEM
9	Listening	24	24	20,586	13.21	5.47	0.55	0.04	0.85	2.14
	Reading	27	27	20,586	12.85	6.04	0.48	0.04	0.85	2.32
	Speaking	12	21	20,586	12.90	7.57	0.64	0.05	0.96	1.56
	Writing	3	12	20,586	4.90	3.73	0.41	0.03	0.90	1.16
10	Listening	24	24	17,729	14.80	5.42	0.62	0.04	0.85	2.08
	Reading	27	27	17,729	14.80	6.29	0.55	0.05	0.87	2.28
	Speaking	12	21	17,729	14.92	6.53	0.74	0.05	0.94	1.56
	Writing	3	12	17,729	6.02	3.65	0.50	0.03	0.89	1.22
11	Listening	24	24	12,114	15.47	5.38	0.64	0.05	0.86	2.04
	Reading	27	27	12,114	15.75	6.36	0.58	0.06	0.88	2.24
	Speaking	12	21	12,114	15.92	5.97	0.78	0.05	0.94	1.50
	Writing	3	12	12,114	6.57	3.52	0.55	0.03	0.87	1.25
12	Listening	24	24	6,863	13.41	6.12	0.56	0.07	0.89	2.07
	Reading	27	27	6,863	13.15	6.81	0.49	0.08	0.89	2.25
	Speaking	12	21	6,863	15.17	6.64	0.74	0.08	0.95	1.50
	Writing	3	12	6,863	5.64	3.72	0.47	0.04	0.89	1.21

The 2017 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 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 26 and 27 show the 2017 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 26. 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	31,306	267.24	45.99	0.95	10.49	0.96	9.46
1–2	64,289	251.71	44.24	0.95	9.95	0.97	8.19
3–4	50,180	255.45	45.26	0.95	10.07	0.97	8.44
5–6	39,657	252.79	43.15	0.95	9.98	0.96	8.15
7–8	33,825	254.48	45.23	0.95	10.21	0.97	8.16
9–12	57,292	256.93	46.97	0.95	10.39	0.97	8.66

Table 27. 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	31,306	267.24	45.99	0.95	10.49	0.96	9.46
1	31,272	237.38	39.18	0.93	10.13	0.96	8.19
2	33,017	265.28	44.48	0.95	9.75	0.97	8.15
3	26,888	251.58	43.58	0.95	10.06	0.96	8.38
4	23,292	259.91	46.72	0.95	10.06	0.97	8.34
5	20,781	250.79	41.85	0.94	9.95	0.96	8.08
6	18,876	255.00	44.44	0.95	10.01	0.97	8.14
7	17,544	252.40	44.45	0.95	10.20	0.97	8.10
8	16,281	256.73	45.95	0.95	10.21	0.97	8.23
9	20,586	246.07	47.34	0.95	10.59	0.97	8.52
10	17,729	262.17	44.81	0.95	10.23	0.96	8.66
11	12,114	269.36	43.36	0.95	10.00	0.96	8.74
12	6,863	254.05	49.85	0.96	10.51	0.97	8.83

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 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, in order 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. Religious and Independent 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 2016 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 an independent scoring of the writing prompt. The following sections and tables indicate the procedures that MetriTech conducted to ensure reliability and accurate scoring of the items.

To perform the audit, the scoring personnel and team leaders used 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. Raters had to qualify for scoring the audit by scoring sample papers prior to the actual audit scoring. Following this, team leaders rechecked raters throughout the process to maintain their accuracy.

Table 28 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. Unfortunately, by the time the matched audit sample had been merged into the data set, the percentage of the NYSESLAT population in the audit sample (per grade band) ranged from 8.30–9.37, short of the 10% target. Procedures for the 2018 writing audit sample will need to be adjusted to ensure that the audit meets the desired 10% targets per grade band.

Table 28. 2017 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	2,597	31,306	8.30
1–2	6,026	64,289	9.37
3–4	4,610	50,180	9.19
5–6	3,606	39,657	9.09
7–8	3,109	33,825	9.19
9–12	5,107	57,292	8.91
Total	25,055	276,549	9.06

Table 29 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 1–4 are worth a maximum of one point; items 5–7 are worth a maximum of two points, and item 8 is worth a maximum of four points. In the remaining grade bands, the maximum score for all items is four points.

The percent of exact agreement ranged from 97.00% to 99.30% for the one-point items, 81.10% to 90.30% for the two-point items, and 47.90% to 62.40% for the four-point items. The percent of adjacent agreement ranged from 0.70% to 3.00% for the one-point items and 34.50% to 41.40% for the four-point items. Items 5–7 in the Kindergarten test (two-point items) had an adjacent agreement that ranged from 9.30% to 18.30%. Exact plus adjacent agreement averaged 93.09% for the four-point items.

In addition to agreement ratings, Table 29 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 0.635 to 0.945, with the lowest correlation coming from the 9–12 grade band, and the highest coming from Kindergarten.

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 29 reports the weighted kappa statistic.

In Table 29, 17 of the 23 values fall in the “substantial agreement” category, and the remaining 6 values fall into the “almost perfect 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 29. Rater Agreement for Writing Items

Grade Band	Item	Max. Points	N-count	Pct Exact	Pct Adjacent	Pct Non-Adjacent	Intraclass Correlation	Confidence Interval		Weighted Kappa
								Lower Bound	Upper Bound	
K	1	1	2,597	99.30	0.70	0.00	.945	.941	.949	.945
	2	1	2,597	97.20	2.90	0.00	.892	.884	.900	.891
	3	1	2,597	98.30	1.70	0.00	.922	.916	.928	.922
	4	1	2,597	97.00	3.00	0.00	.885	.876	.893	.884
	5	2	2,597	90.30	9.30	0.40	.924	.919	.930	.924
	6	2	2,597	89.40	9.80	0.70	.914	.907	.920	.913
	7	2	2,597	81.10	18.30	0.50	.843	.831	.854	.831
	8	4	2,597	62.40	34.50	3.10	.772	.756	.787	.763
1-2	1	4	6,026	58.70	38.10	3.10	.789	.780	.799	.789
	2	4	6,026	59.40	36.90	3.80	.798	.788	.807	.797
	3	4	6,026	56.20	39.00	4.80	.778	.767	.787	.776
3-4	1	4	4,610	55.00	38.60	6.30	.715	.701	.729	.715
	2	4	4,610	56.60	37.90	5.50	.759	.746	.771	.759
	3	4	4,610	56.50	38.00	5.50	.744	.730	.756	.742
5-6	1	4	3,606	53.30	39.00	7.80	.712	.696	.728	.712
	2	4	3,606	55.80	38.40	5.90	.744	.729	.758	.744
	3	4	3,606	53.60	39.20	7.10	.730	.715	.745	.729
7-8	1	4	3,109	51.00	40.50	8.50	.721	.703	.737	.710
	2	4	3,109	55.10	37.70	7.30	.744	.728	.759	.734
	3	4	3,109	52.20	37.70	10.20	.703	.684	.720	.692
9-12	1	4	5,107	53.00	37.60	9.30	.718	.704	.731	.713
	2	4	5,107	47.90	41.40	10.80	.635	.618	.651	.633
	3	4	5,107	50.20	38.10	11.80	.663	.647	.678	.658

Table 30 provides the proportional distribution of the score point differences between MetriTech and local ratings by grade band and item. For Kindergarten, the percent of zero difference ranged from 97.00% to 99.30% for the one-point items, and 81.10% to 90.30% for the two-point items. For the single 4-point item at Kindergarten, 62.40% of the responses showed zero difference. For grades 1–12, the percent of zero difference ranged from 47.90% to 59.40%. By definition, zero difference is exact agreement.

Table 30. Percentages of Score Difference between Raters

Grade Band	Item #	Max.	N-count	Percent of Point Difference Score Difference (MetriTech minus local score)								
				-4	-3	-2	-1	0	1	2	3	4
K	1	1	2,597				0.50	99.30	0.20			
	2	1	2,597				2.30	97.20	0.60			
	3	1	2,597				1.20	98.30	0.50			
	4	1	2,597				2.40	97.00	0.60			
	5	2	2,597			0.30	5.90	90.30	3.40	0.10		
	6	2	2,597			0.60	6.50	89.40	3.30	0.10		
	7	2	2,597			0.50	15.30	81.10	3.00	<0.01		
	8	4	2,597		0.20	0.80	10.50	62.40	24.00	1.90	0.20	
1–2	1	4	6,026		<0.01	1.80	19.20	58.70	18.90	1.30	<0.01	<0.01
	2	4	6,026	<0.01	0.20	2.20	19.30	59.40	17.60	1.30	0.10	
	3	4	6,026	<0.01	0.20	1.70	16.00	56.20	23.00	2.80	0.10	
3–4	1	4	4,610	0.30	0.50	3.00	18.30	55.00	20.30	2.30	0.20	<0.01
	2	4	4,610	0.30	0.30	2.00	17.50	56.60	20.40	2.70	0.20	
	3	4	4,610	0.30	0.50	3.00	19.80	56.50	18.20	1.60	0.10	<0.01
5–6	1	4	3,606	0.20	0.50	4.40	18.50	53.30	20.50	2.70	<0.01	
	2	4	3,606	0.20	0.70	2.30	16.50	55.80	21.90	2.50	0.20	<0.01
	3	4	3,606	0.20	0.70	3.90	19.40	53.60	19.80	2.10	0.20	
7–8	1	4	3,109	0.50	0.90	5.00	25.30	51.00	15.20	1.90	0.20	
	2	4	3,109	0.9	1.10	3.90	23.40	55.10	14.30	1.30	0.10	
	3	4	3,109	1.00	1.50	5.30	22.90	52.20	14.80	2.20	0.20	<0.01
9–12	1	4	5,107	1.20	1.60	4.30	19.70	53.00	17.90	2.00	0.20	<0.01
	2	4	5,107	1.60	1.70	4.00	20.00	47.90	21.40	3.20	0.30	
	3	4	5,107	1.50	1.90	5.00	19.50	50.20	18.60	3.00	0.40	<0.01

Table 31 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 -0.22 to 0.16, and the SD ratio ranged from 0.95 to 1.16 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 (1.04) is close to 1.

Table 31. Comparison between Local and Audit Raters

Grade Band	Item	Local		MetriTech		Differences	
		Mean	SD	Mean	SD	Mean	SD Ratio
K	1	.93	.25	.93	.26	.00	0.96
	2	.85	.35	.84	.37	-.02	0.95
	3	.88	.32	.88	.33	-.01	0.97
	4	.85	.35	.84	.37	-.02	0.95
	5	1.18	.84	1.15	.85	-.03	0.99
	6	1.21	.84	1.17	.87	-.04	0.97
	7	.77	.79	.64	.76	-.13	1.04
	8	1.62	1.05	1.78	.98	.16	1.07
1-2	1	1.98	1.15	1.96	1.06	-.01	1.08
	2	1.76	1.15	1.72	1.14	-.04	1.01
	3	1.93	1.17	2.02	1.14	.09	1.03
3-4	1	1.85	1.16	1.83	1.10	-.02	1.05
	2	1.97	1.20	2.00	1.14	.03	1.05
	3	1.87	1.16	1.81	1.11	-.07	1.05
5-6	1	1.87	1.19	1.83	1.10	-.04	1.08
	2	1.84	1.19	1.87	1.13	.03	1.05
	3	1.82	1.21	1.76	1.15	-.06	1.05
7-8	1	1.98	1.29	1.77	1.13	-.21	1.14
	2	1.93	1.29	1.72	1.18	-.21	1.09
	3	1.85	1.34	1.63	1.16	-.22	1.16
9-12	1	2.04	1.35	1.88	1.27	-.15	1.06
	2	2.12	1.27	2.01	1.21	-.11	1.05
	3	1.80	1.33	1.65	1.25	-.15	1.06

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 2017 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, classification reliability evaluates the consistency of classification.

Consistency in classification (also referred to as classification 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. Classification 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. Classification consistency, therefore, is essentially a measure of the reliability of the classification classifications.

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.

Classification 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. Classification accuracy is, essentially, one piece of validity evidence for the test.

Techniques for estimating classification consistency and classification 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 classifications 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 2017 NYSESLAT.

One of the most important classification classifications 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 classification ("Achieves Commanding Status" versus "Does Not Achieve Commanding Status").

The conceptual basis of classification accuracy and classification consistency may be represented graphically as shown in Figures 1 and 2 (adapted from Young & Yoon, 1998).

In Figure 1, correct classifications occur when the classification made based on the average of all theoretical forms agrees with the classification 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 classifications based on the forms differ.

Figure 1. Classification Accuracy

		Classification made on the 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

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

Table 32 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 32 also presents the classification accuracy and consistency results for the “Achieves Commanding Status” cut scores for the overall scale score. Table 32 contains the following information:

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

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

Table 32 also illustrates the general rule that classification consistency is lower than classification accuracy. The classification accuracy estimates ranged from 0.95–0.98. The estimates of classification consistency ranged from 0.93–0.97. The estimates of False Positive rates ranged from 0.01–0.03, and the estimates of False Negative rates similarly ranged from 0.01–0.02 across all grades.

The last column in Table 32 shows the estimated kappa coefficient that results from the classification classification based on the overall scale score. Kappa represents classification agreement that is adjusted for chance. The range of the kappa statistic values was 0.67–0.76, which places them in either the moderate or substantial agreement range.

Table 32. Classification Accuracy and Consistency by Grade Level

Grade Level	Accuracy	False Positives	False Negatives	Consistency	Kappa
K	0.96	0.03	0.02	0.94	0.74
1	0.97	0.02	0.01	0.96	0.67
2	0.95	0.02	0.02	0.93	0.76
3	0.97	0.02	0.01	0.95	0.73
4	0.96	0.02	0.02	0.94	0.74
5	0.96	0.02	0.02	0.95	0.70
6	0.96	0.02	0.02	0.94	0.75
7	0.96	0.02	0.02	0.94	0.75
8	0.96	0.03	0.02	0.94	0.75
9	0.98	0.01	0.01	0.97	0.69
10	0.97	0.02	0.01	0.95	0.73
11	0.96	0.03	0.01	0.94	0.74
12	0.98	0.01	0.01	0.96	0.72

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 following³:

- 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 (BCCI). 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 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 specialists, 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).

³ The 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, in order 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 A6 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 33 and Table 34 show the intercorrelation of the four modalities by grade band and grade level. The evidence of internal structure of the 2017 NYSESLAT can also be illustrated by examining the point-biserial correlation coefficients in Appendix B and fit statistics (see Section 7.5 for discussion) in Appendix C.

Table 33. Intercorrelation between the Modalities and Total Scale Scores by Grade Band (All Schools)

Grade Band	Modality	Correlation Coefficient				
		Listening	Reading	Speaking	Writing	Total
K	Listening	1.00				
	Reading	0.57	1.00			
	Speaking	0.48	0.49	1.00		
	Writing	0.57	0.75	0.54	1.00	
	Total	0.77	0.85	0.80	0.87	1.00
1-2	Listening	1.00				
	Reading	0.74	1.00			
	Speaking	0.50	0.46	1.00		
	Writing	0.62	0.67	0.60	1.00	
	Total	0.81	0.83	0.80	0.88	1.00
3-4	Listening	1.00				
	Reading	0.75	1.00			
	Speaking	0.55	0.52	1.00		
	Writing	0.62	0.67	0.65	1.00	
	Total	0.82	0.83	0.84	0.89	1.00
5-6	Listening	1.00				
	Reading	0.76	1.00			
	Speaking	0.50	0.49	1.00		
	Writing	0.58	0.61	0.66	1.00	
	Total	0.80	0.79	0.85	0.88	1.00
7-8	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.48	0.49	1.00		
	Writing	0.58	0.63	0.66	1.00	
	Total	0.79	0.81	0.84	0.89	1.00
9-12	Listening	1.00				
	Reading	0.81	1.00			
	Speaking	0.54	0.50	1.00		
	Writing	0.63	0.63	0.67	1.00	
	Total	0.84	0.82	0.84	0.89	1.00

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

Grade Level	Modality	Correlation Coefficient				
		Listening	Reading	Speaking	Writing	Total
K	Listening	1.00				
	Reading	0.57	1.00			
	Speaking	0.48	0.49	1.00		
	Writing	0.57	0.75	0.54	1.00	
	Total	0.77	0.85	0.80	0.87	1.00
1	Listening	1.00				
	Reading	0.70	1.00			
	Speaking	0.50	0.40	1.00		
	Writing	0.61	0.62	0.54	1.00	
	Total	0.81	0.78	0.80	0.87	1.00
2	Listening	1.00				
	Reading	0.74	1.00			
	Speaking	0.53	0.48	1.00		
	Writing	0.62	0.68	0.61	1.00	
	Total	0.82	0.83	0.82	0.88	1.00
3	Listening	1.00				
	Reading	0.74	1.00			
	Speaking	0.49	0.44	1.00		
	Writing	0.58	0.62	0.59	1.00	
	Total	0.80	0.80	0.81	0.87	1.00
4	Listening	1.00				
	Reading	0.77	1.00			
	Speaking	0.53	0.49	1.00		
	Writing	0.63	0.66	0.66	1.00	
	Total	0.83	0.83	0.83	0.89	1.00
5	Listening	1.00				
	Reading	0.76	1.00			
	Speaking	0.50	0.45	1.00		
	Writing	0.59	0.60	0.64	1.00	
	Total	0.81	0.79	0.84	0.88	1.00
6	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.50	0.48	1.00		
	Writing	0.62	0.64	0.65	1.00	
	Total	0.82	0.81	0.83	0.89	1.00

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

Grade Level	Modality	Correlation Coefficient				
		Listening	Reading	Speaking	Writing	Total
7	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.48	0.48	1.00		
	Writing	0.60	0.63	0.64	1.00	
	Total	0.81	0.82	0.83	0.88	1.00
8	Listening	1.00				
	Reading	0.80	1.00			
	Speaking	0.48	0.50	1.00		
	Writing	0.63	0.66	0.65	1.00	
	Total	0.82	0.83	0.82	0.89	1.00
9	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.63	0.53	1.00		
	Writing	0.66	0.62	0.69	1.00	
	Total	0.86	0.80	0.87	0.88	1.00
10	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.58	0.50	1.00		
	Writing	0.62	0.62	0.62	1.00	
	Total	0.85	0.82	0.83	0.87	1.00
11	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.52	0.47	1.00		
	Writing	0.59	0.61	0.58	1.00	
	Total	0.85	0.83	0.79	0.86	1.00
12	Listening	1.00				
	Reading	0.84	1.00			
	Speaking	0.64	0.63	1.00		
	Writing	0.68	0.70	0.65	1.00	
	Total	0.88	0.88	0.85	0.88	1.00

Observations of the language proficiency assessment subtests in Table 33 are as follows:

- Listening and Speaking are moderately correlated across grade bands, ranging from 0.48–0.55.
- Listening and Reading are moderately correlated across grade bands, ranging from 0.57–0.81.
- Listening and Writing are moderately correlated across grade bands, ranging from 0.57–0.63.
- Speaking and Reading are moderately correlated across grade bands, ranging from 0.46–0.52.
- Speaking and Writing are moderately correlated across grade bands, ranging from 0.54–0.67.
- Reading and Writing are moderately correlated across grade bands, ranging from 0.61–0.75.

The results of these internal correlations follow what is theoretically expected, that the Listening and Reading subtests have the highest correlation range (from 0.57 to 0.81) across the six grade bands. The Speaking and Reading subtests have the lowest correlation range (from 0.46 to 0.52).

The following bullet list contains some observations regarding the NYSESLAT subtests and the results found in Table 34:

Grades K–12

- The correlation between Listening and Writing varies between 0.57 and 0.68.
- The correlation between Listening and Reading varies between 0.57 and 0.84.
- The correlation between Listening and Speaking varies between 0.48 and 0.64.
- The correlation between Speaking and Writing varies between 0.54 and 0.69.

Again, the internal correlations, and, thus, the internal structure of the test, follow theoretical expectations for the most part. The fact that the modality correlations are less than one affirms expectation 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 2017 and the New York State English Language Arts (ELA) Test in April 2017 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 2017 and the New York Regents Examination in English Language Arts in June 2017 were analyzed. The Regents Exam in English Language Arts 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 demonstrate proficiency on the grades 3–8 ELA Test and the Regents Exam in 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 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 35 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 0.64 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 0.65 to 0.72 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 35. 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	17,975	Listening	65.02	8.31	30	90	0.58
	17,975	Speaking	78.70	10.84	30	90	0.42
	17,975	Reading	63.74	10.10	30	90	0.71
	17,975	Writing	59.45	13.19	30	90	0.62
	17,975	R/W	123.19	21.00	60	180	0.73
	17,975	Total	266.90	34.26	131	360	0.72
4	14,570	Listening	67.14	8.50	30	90	0.57
	14,570	Speaking	80.38	10.45	30	90	0.39
	14,570	Reading	66.81	10.54	30	90	0.68
	14,570	Writing	63.11	13.48	30	90	0.58
	14,570	R/W	129.92	21.65	60	180	0.69
	14,570	Total	277.44	34.83	146	360	0.68
5	12,496	Listening	64.85	8.21	30	90	0.56
	12,496	Speaking	81.16	10.26	30	90	0.40
	12,496	Reading	60.23	7.32	30	90	0.64
	12,496	Writing	60.60	12.84	30	90	0.54
	12,496	R/W	120.83	17.97	60	180	0.64
	12,496	Total	266.84	30.89	120	357	0.65
6	10,997	Listening	65.85	8.68	30	90	0.60
	10,997	Speaking	80.83	11.43	30	90	0.42
	10,997	Reading	61.67	8.10	30	90	0.66
	10,997	Writing	62.58	13.84	30	90	0.54
	10,997	R/W	124.25	19.52	60	180	0.66
	10,997	Total	270.93	33.87	120	360	0.68
7	10,008	Listening	62.22	7.96	30	90	0.57
	10,008	Speaking	79.30	12.35	30	90	0.44
	10,008	Reading	62.98	8.70	30	90	0.63
	10,008	Writing	62.44	14.26	30	90	0.60
	10,008	R/W	125.42	20.56	60	180	0.68
	10,008	Total	266.95	34.87	129	360	0.69
8	9,173	Listening	63.16	8.24	30	90	0.56
	9,173	Speaking	79.00	12.82	30	90	0.45
	9,173	Reading	64.60	9.14	30	90	0.62
	9,173	Writing	63.54	14.94	30	90	0.60
	9,173	R/W	128.14	21.69	60	180	0.68
	9,173	Total	270.30	36.89	141	360	0.68

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 36 through 41 contain the frequency (percentage) distributions of the ELA performance level and the NYSESLAT performance level for each grade from grades 3–8. Students classified below Commanding on the NYSESLAT would not be expected to reach levels 3 or 4 on the ELA exam.

In Table 36, 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, the vast majority scored at either Level 1 or Level 2 on the State ELA Test. Of the students classified as Commanding on the NYSESLAT, about 54% were classified as either Level 1 or Level 2; about 46% scored at Levels 3 or 4 on the ELA Test.

Table 36. Grade 3: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 86)	Emerging (N=1,583)	Transitioning (N=4,838)	Expanding (N=9,110)	Commanding (N=2,358)
Level 1	98.84	98.67	89.87	48.91	9.97
Level 2	1.16	1.33	9.47	41.62	44.49
Level 3	0.00	0.00	0.62	9.33	43.26
Level 4	0.00	0.00	0.04	0.13	2.29
Total	100.00	100.00	100.00	100.00	100.00

In Table 37, the majority 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, 95% of them were classified as either Level 1 or Level 2 on the ELA Test: only 5% scored at either Level 3 or Level 4 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 73% of them were classified as either Level 1 or Level 2 on the ELA Test, while about 27% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 37. Grade 4: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 117)	Emerging (N=1,401)	Transitioning (N=3,103)	Expanding (N=7,596)	Commanding (N=2,353)
Level 1	99.05	96.98	88.46	51.81	13.27
Level 2	0.95	2.88	11.36	43.36	59.97
Level 3	0.00	0.14	0.18	4.47	23.32
Level 4	0.00	0.00	0.00	0.36	3.44
Total	100.00	100.00	100.00	100.00	100.00

In Table 38, 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, over 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, 37% of them were classified as Level 1, 52% as Level 2, and 11% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 38. Grade 5: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 60)	Emerging (N= 747)	Transitioning (N=3,476)	Expanding (N=6,686)	Commanding (N=1,527)
Level 1	100.00	98.93	96.72	76.31	37.07
Level 2	0.00	1.07	2.96	22.33	51.74
Level 3	0.00	0.00	0.29	1.30	9.89
Level 4	0.00	0.00	0.03	0.06	1.31
Total	100.00	100.00	100.00	100.00	100.00

In Table 39, almost all of the grade 6 students classified as Entering, Emerging, or Transitioning on the NYSESLAT scored at Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, over 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, 36% of them were classified as Level 1, 57% as Level 2, and about 7% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 39. Grade 6: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 144)	Emerging (N= 793)	Transitioning (N=2,416)	Expanding (N=5,637)	Commanding (N=2,007)
Level 1	99.31	99.75	97.97	79.24	36.47
Level 2	0.69	0.25	2.03	20.29	56.55
Level 3	0.00	0.00	0.00	0.43	5.73
Level 4	0.00	0.00	0.00	0.04	1.25
Total	100.00	100.00	100.00	100.00	100.00

In Table 40, the majority of the grade 7 students classified as Entering, Emerging, and Transitioning on the NYSESLAT were classified as Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, 68% of them were classified as Level 1 and 31% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 24% of them were classified as Level 1, 66% as Level 2, and 10% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 40. Grade 7: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 78)	Emerging (N= 733)	Transitioning (N=1,962)	Expanding (N=5,590)	Commanding (N=1,645)
Level 1	98.72	99.45	96.28	67.91	24.26
Level 2	1.28	0.55	3.47	31.29	66.02
Level 3	0.00	0.00	0.25	0.81	9.36
Level 4	0.00	0.00	0.00	0.00	0.36
Total	100.00	100.00	100.00	100.00	100.00

In Table 41, nearly all 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, 68% of them were classified as Level 1 and 30% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 27% of them were classified as Level 1, 61% as Level 2, and about 12% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 41. Grade 8: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 64)	Emerging (N= 746)	Transitioning (N=1,551)	Expanding (N=5,321)	Commanding (N=1,491)
Level 1	98.44	98.93	96.20	68.03	27.43
Level 2	0.00	0.94	3.80	30.41	60.76
Level 3	1.56	0.13	0.00	1.56	10.93
Level 4	0.00	0.00	0.00	0.00	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. In other words, ELL students classified as Commanding on the NYSESLAT were more likely to perform better on the 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 Examination in English Language Arts (Grades 10–12)

The spring 2017 NYSESLAT data file was matched with the June administration Regents Examination in English Language Arts data file by using state student ID numbers. A total of 12,205 ELL students (in grades 10–12) were matched to their June 2017 Regents Examination in English Language Arts results for these analyses.

The relationship between the NYSESLAT and Regents Examination in English Language Arts is examined in this section as evidence of external validity of the NYSESLAT for grades 10–12.

Table 42 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 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 42. Descriptive Statistics of the NYSESLAT Modalities' Scale Scores and Their Correlations with the Regents Examination in English Language Arts Total Scale Scores

Grade/ Grade Band	N-Count	Modality	SS Mean	SS SD	Min.	Max.	Correlation with Regents ELA
10	2,306	Listening	69.60	10.10	30	90	.52
	2,306	Reading	66.80	9.88	30	90	.56
	2,306	Speaking	79.87	11.89	30	90	.41
	2,306	Writing	64.88	14.81	30	90	.57
	2,306	R/W	131.68	21.99	60	180	.63
	2,306	Total	281.15	37.59	130	360	.65
11	6,942	Listening	68.81	9.42	30	90	.52
	6,942	Reading	66.63	9.39	30	90	.56
	6,942	Speaking	78.55	11.91	30	90	.46
	6,942	Writing	63.54	14.38	30	90	.55
	6,942	R/W	130.17	21.13	60	180	.62
	6,942	Total	277.54	36.47	120	360	.65
12	2,957	Listening	65.63	9.28	30	90	.35
	2,957	Reading	63.30	8.97	30	90	.39
	2,957	Speaking	77.36	11.76	30	90	.33
	2,957	Writing	60.50	13.66	30	90	.39
	2,957	R/W	123.80	19.97	60	180	.44
	2,957	Total	266.78	34.44	120	360	.46
10–12	12,205	Listening	68.19	9.63	30	90	.48
	12,205	Reading	65.86	9.50	30	90	.52
	12,205	Speaking	78.51	11.89	30	90	.42
	12,205	Writing	63.06	14.37	30	90	.52
	12,205	R/W	128.91	21.23	60	180	.58
	12,205	Total	275.62	36.57	120	360	.60

Table 43 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, and the total NYSESLAT scale scores for grades 10–12.

The correlation coefficients for the Regents Examination in English Language Arts scale scores and the NYSESLAT total scale score (across modalities) ranged from 0.46 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 than does any individual modality of the NYSESLAT scale scores.

Table 43. Descriptive Statistics of the NYSESLAT Total Scale Scores and Their Correlations with the Regents Examination in English Language Arts Total Scale Scores

Grade/ Grade Band	N-Count	Test	SS Mean	SS SD	Min.	Max.	Correlation with Regents ELA
10	2,306	Regents ELA	47.42	24.77	1	99	--
		Total NYSESLAT	281.15	37.59	130	360	.64
11	6,942	Regents ELA	49.14	24.68	1	98	--
		Total NYSESLAT	277.54	36.47	120	360	.65
12	2,957	Regents ELA	47.89	22.65	0	99	--
		Total NYSESLAT	266.78	34.44	120	360	.46
10–12	12,205	Regents ELA	48.51	24.23	0	99	--
		Total NYSESLAT	275.62	36.57	120	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 for grades 10–12. The results are presented in Table 44 through Table 46.

Table 44 shows that 42% of the grade 10 students who were classified as Commanding on the NYSESLAT were college ready, and 74% of them passed the Regents Examination in English Language Arts. The percentage of students who passed the Regents Examination in English Language Arts decreased to 34% for students at the Expanding level and to 7% for students at the Transitioning level.

Table 44. Grade 10: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts at Each NYSESLAT Performance Level

Regents ELA Exam	NYSESLAT Performance Levels				
	Entering (N = 26)	Emerging (N = 131)	Transitioning (N = 483)	Expanding (N = 1,295)	Commanding (N = 371)
College Ready (75–100)	0.0	0.8	1.4	11.8	42.3
Not College Ready (0–74)	100.0	99.2	98.6	88.2	57.7
Pass (65–100)	0.0	3.1	7.0	34.4	73.9
Fail (0–64)	100.0	96.9	93.0	65.6	26.1

Table 45 shows that of the grade 11 students who were classified as Commanding on the NYSESLAT, 52% were college ready, and 82% passed the Regents Examination in English Language Arts. The percentage of students who passed the Regents Examination in English Language Arts decreased to 42% for students at the Expanding level and to 10% for students at the Transitioning level.

Table 45. Grade 11: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts at Each NYSESLAT Performance Level

Regents ELA Exam	NYSESLAT Performance Levels				
	Entering (N = 49)	Emerging (N = 488)	Transitioning (N =1,611)	Expanding (N =3,918)	Commanding (N = 876)
College Ready (75–100)	0.00	1.23	2.55	14.98	51.60
Not College Ready (0–74)	100.00	98.77	97.45	85.02	48.40
Pass (65–100)	0.00	5.12	10.30	41.91	81.62
Fail (0–64)	100.00	94.88	89.70	58.09	18.38

Table 46 shows that of the grade 12 students who were classified as Commanding on the NYSESLAT, 42% were college ready, and 74% passed the Regents Examination in English Language Arts. The percentage of students who passed the Regents Examination in English Language Arts decreased to 37% for students at the Expanding level and to 21% for students at the Transitioning level.

Table 46. Grade 12: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts at Each NYSESLAT Performance Level

Regents ELA Exam	NYSESLAT Performance Levels				
	Entering (N = 31)	Emerging (N = 242)	Transitioning (N = 983)	Expanding (N = 1,541)	Commanding (N = 160)
College Ready (75–100)	0.00	3.31	5.39	11.49	41.88
Not College Ready (0–74)	100.00	96.69	94.61	88.51	58.13
Pass (65–100)	0.00	10.74	20.96	37.44	73.75
Fail (0–64)	100.00	89.26	79.04	62.56	26.25

Summary

The correlation analyses detailed above provide additional evidence of a moderately positive relationship between the 2017 NYSESLAT and the Regents Examination in English Language Arts. 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.

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 Examination in English Language Arts 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 2017 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.⁴

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:

$P_j(\theta_i)$ represents the probability of student i answering item j correctly.

b_j represents the difficulty of item j , and

θ_i represents the ability or English language proficiency level of the student.

For Listening and Reading, the Rasch model for dichotomous items was used. For Writing and Speaking, the Rasch model for polytomous items 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

⁴ Hambleton, R. K. (1989). In R. L. Linn Educational measurement (3rd Ed.). Washington, DC: NCME/AERA, 147–200.

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 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, High Need Urban/Suburban, High Need Rural, Average Need, and Low Need districts. Also, note that all schools, including public, religious and independent, and charter schools, were included in the calibration.

For the 2017 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 2017 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 47 provides target percentages based on NRC code, gender, ethnicity, and disability status from the 2016 NYSESLAT operational administration.

Table 48 shows the actual N-counts and percentages of students in each grade band by NRC category, based on the 80% data file from the 2017 NYSESLAT operational administration. The obtained percentages for each category were determined for each grade band and subgroup.

Table 49 shows the difference between the 2017 80% data file (in Table 47) and the target percentages (in Table 48) as evidence of the representativeness of the 2017 80% data file for item calibration. Note that there is no definitive criteria for comparing the percentage differences shown in Table 49, but as a general rule, it is preferable for the difference to be less than 5.0% (which all but one cell in the NRC 8 category were able to meet). There was a tendency to have slightly smaller percentages of students from New York City schools and a lower percentage from religious and independent schools in the 80% data file. A trend of slightly lower percentage of students from charter schools also was evidenced in the 80% data file.

Table 47. 2017 NYSESLAT Target Percentages by NRC and Grade Band (based on 2016 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	16,771	53.1	31,686	51.8	22,190	50.2	17,765	49.7	16,601	53.0	28,836	58.7
(2) Large Cities	1,388	4.4	3,045	5.0	2,455	5.6	2,203	6.2	2,069	6.6	3,004	6.1
(3) Urban-Suburban	3,593	11.4	7,378	12.1	5,435	12.3	3,975	11.1	3,294	10.5	6,014	12.2
(4) Rural	181	0.6	386	0.6	310	0.7	248	0.7	187	0.6	292	0.6
(5) Average	3,296	10.4	5,986	9.8	3,984	9.0	2,951	8.2	2,264	7.2	4,029	8.2
(6) Low	1,488	4.7	2,648	4.3	1,707	3.9	1,094	3.1	926	3.0	1,854	3.8
(7) Charter Schools	1,412	4.5	2,212	3.6	812	1.8	967	2.7	692	2.2	809	1.6
(8) Religious and Independent Schools	3,426	10.9	7,812	12.8	7,328	16.6	6,570	18.4	5,319	17.0	4,281	8.7

Table 48. 2017 NYSESLAT 80% Sample Percentages by NRC and Grade Band

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	15,631	51.5	31,986	50.5	23,747	49.2	18,069	47.5	16,373	49.4	30,962	55.5
(2) Large Cities	1,353	4.5	3,097	4.9	2,891	6.0	2,413	6.3	2,267	6.8	3,063	5.5
(3) Urban-Suburban	3,460	11.4	7,427	11.7	6,379	13.2	4,832	12.7	3,891	11.7	7,286	13.1
(4) Rural	218	0.7	396	0.6	323	0.7	286	0.8	227	0.7	333	0.6
(5) Average	3,379	11.1	6,632	10.5	4,839	10.0	3,569	9.4	2,645	8.0	5,117	9.2
(6) Low	1,554	5.1	2,923	4.6	2,102	4.4	1,429	3.8	1,075	3.2	2,295	4.1
(7) Charter Schools	1,551	5.1	2,597	4.1	1,184	2.5	926	2.4	837	2.5	1,020	1.8
(8) Religious and Independent Schools	2,823	9.3	7,031	11.1	5,427	11.3	5,119	13.5	4,323	13.0	3,180	5.7

Table 49. Differences between 2017 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	-1.6	-1.3	-1.0	-2.2	-3.6	-3.2
(2) Large Cities	0.1	-0.1	0.4	0.1	0.2	-0.6
(3) Urban-Suburban	0.0	-0.4	0.9	1.6	1.2	0.9
(4) Rural	0.1	0.0	0.0	0.1	0.1	0.0
(5) Average	0.7	0.7	1.0	1.2	0.8	1.0
(6) Low	0.4	0.3	0.5	0.7	0.2	0.3
(7) Charter Schools	0.6	0.5	0.7	-0.3	0.3	0.2
(8) Religious and Independent Schools	-1.6	-1.7	-5.3	-4.9	-4.0	-3.0

7.3 Linking the 2017 IRT Parameters onto the Underlying Rasch Scale

Item linking methods are used to place items that are calibrated from different test forms onto the same scale. For the 2017 NYSESLAT (grades 1–12), item linking was used to place the final IRT item parameter estimates onto the base-line scale that was established in 2015. Linking the 2017 scale onto the established scale involves the overlapping of a subset of items from the 2016 NYSESLAT on the 2017 version of NYSESLAT. These common (or anchor) items are used to link all of the remaining 2017 items onto the established scale. Approximately one-third of the 2017 test content within each of the modalities contained items that were overlapped from the spring 2016 test.

For NYSESLAT grades 1–12, a fixed common-precalibrated item parameter (FCIP) method was used. The FCIP approach (Li, Tam, and Tompkins, 2004) holds the anchor items fixed to their 2016 parameter values, and through the item calibration process, automatically places the unique 2017 items onto the underlying scale. Because all of the 2017 item parameter estimates are placed onto the underlying scale, the estimates of student proficiency, and the resulting scale scores, are directly comparable with those established on the 2016 version of NYSESLAT.

For each of the anchor items, an estimate of the displacement (or shift) in the Rasch item difficulty values of the anchor items (relative to the other items on the form) was provided as a part of the 2017 Rasch calibration process. After the initial calibration run, the WINSTEPS displacement values for all anchor items (within a test-level modality) were examined for absolute values greater than 0.30. If present, the item with the largest absolute displacement value was removed from anchored status but remained on the test form. Its difficulty value was subsequently re-estimated relative to the difficulties of the remaining anchored items. The WINSTEPS calibration was then rerun with the reduced anchor set, after which the displacement values were again checked for absolute values in excess of 0.30. If another was found, it was also removed from anchored status and the calibration rerun. This iterative procedure continued until all anchored items had displacements of 0.30 or less. Once the iterative procedure finishes, the parameters resulting from the final run are then in the operational metric, and the calibration analyses are complete. Only one item (a Speaking item on the grades 3–4 test) was identified as having drifted for the 2017 calibration analysis (with an initial displacement value of 0.3748). That item was removed from its anchor status, and the subsequent calibration did not indicate any additional item displacement issues.

For Kindergarten, due to revisions to that test between 2015 and 2016, the operational IRT scale values were established in the spring 2016 NYSESLAT operational administration.

7.4 Rasch Information

Appendix C contains the results of the operational items for the 2017 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 50 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 50. 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	-1.09	0.57	-1.94	0.00
	Reading	18	18	-1.53	0.45	-2.33	-0.49
	Speaking	12	21	-0.44	0.63	-1.56	0.61
	Writing	8	14	-0.58	0.77	-1.57	0.48
	Total	57	72	-1.02	0.71	-2.33	0.61
1–2	Listening	24	24	-0.37	0.43	-1.25	0.44
	Reading	27	27	-0.12	0.46	-1.03	0.71
	Speaking	12	21	-0.57	0.74	-1.70	0.37
	Writing	3	12	0.34	0.11	0.26	0.46
	Total	66	84	-0.27	0.54	-1.70	0.71
3–4	Listening	24	24	-0.32	0.42	-1.17	0.51
	Reading	27	27	-0.29	0.45	-1.43	0.49
	Speaking	12	21	-0.76	0.62	-1.73	0.11
	Writing	3	12	0.28	0.06	0.24	0.32
	Total	66	84	-0.37	0.50	-1.73	0.51
5–6	Listening	24	24	-0.30	0.44	-1.54	0.29
	Reading	27	27	-0.12	0.43	-0.76	0.68
	Speaking	12	21	-0.69	0.57	-1.59	0.03
	Writing	3	12	0.21	0.04	0.18	0.26
	Total	66	84	-0.27	0.50	-1.59	0.68
7–8	Listening	24	24	-0.35	0.54	-1.75	0.60
	Reading	27	27	-0.06	0.46	-1.09	0.82
	Speaking	12	21	-0.62	0.54	-1.60	-0.06
	Writing	3	12	0.19	0.08	0.12	0.27
	Total	66	84	-0.26	0.54	-1.75	0.82
9–12	Listening	24	24	-0.37	0.55	-1.38	0.58
	Reading	27	27	0.00	0.39	-0.87	0.79
	Speaking	12	21	-0.69	0.61	-1.68	0.05
	Writing	3	12	0.11	0.14	0.00	0.27
	Total	66	84	-0.26	0.55	-1.68	0.79

7.5 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). IRT fit 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—for example, some unexpectedly high scores for low-ability candidates and low scores for high-ability candidates.

To an extent, no empirical data set will 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 0–10% of the items were flagged for INFIT, but the percentage of misfit was greater for OUTFIT across grade bands. For the Kindergarten Writing modality, four out of the eight items (all of the letter-writing 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.

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

7.6 Test Characteristic Curves (TCCs) and Conditional Standard Error of Measurement Curves (CSEM) for 2016 and 2017

Test characteristic curves (TCCs) were obtained by modality for each grade band (odd-numbered figures from Figure 3 to Figure 49). 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. For grades 1–12, there is generally a very close correspondence between the 2016 TCC and the 2017 TCC for the Listening, Reading, and Writing modalities. In 2016 the Speaking modality shows an intentional shift of the TCC for grades 1–12, where the 2016 Speaking modality was a bit more difficult (i.e., shifted to the right) than the 2015 Speaking modality. This shift was based on slight modifications to that modality that were expected to make that portion of the test slightly more difficult.

The conditional standard error of measurement (CSEM) was obtained by modality for each grade band as well (even-numbered figures from Figure 4 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 51), 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. For grades 1–12, there is also a close correspondence between the 2016 CSEM and the 2017 CSEM.

Listening Test

Figure 3. TCC for Kindergarten Listening Test

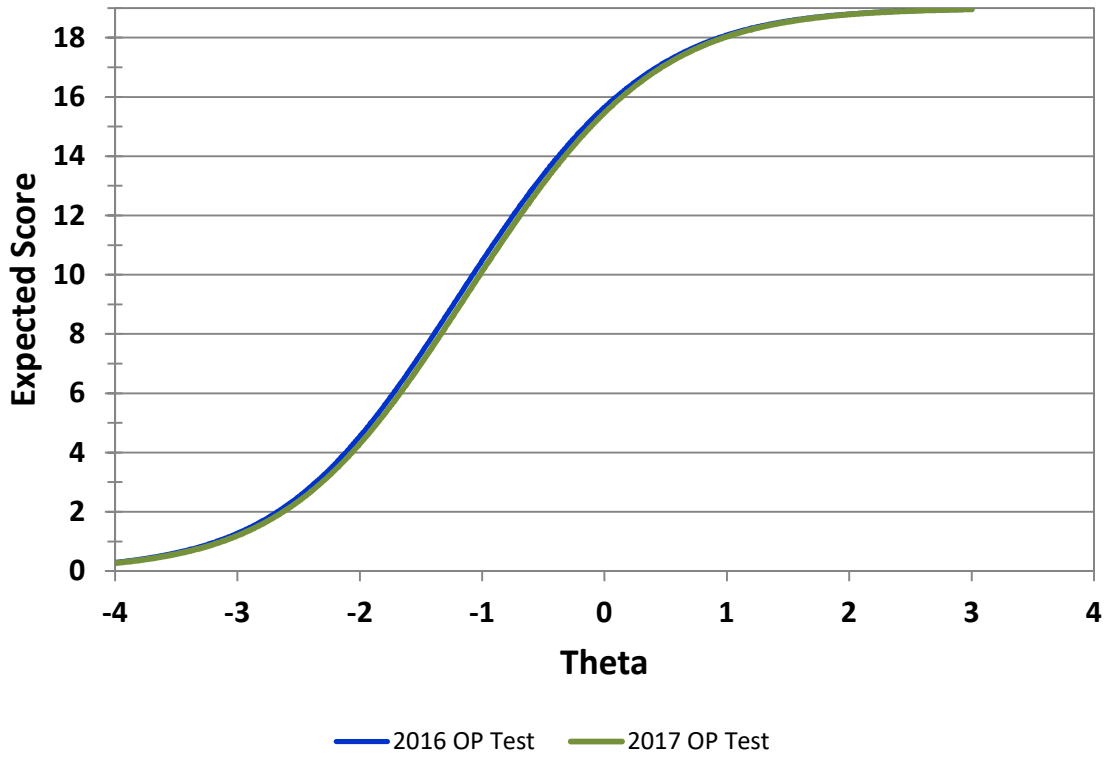


Figure 4. CSEM for Kindergarten Listening Test

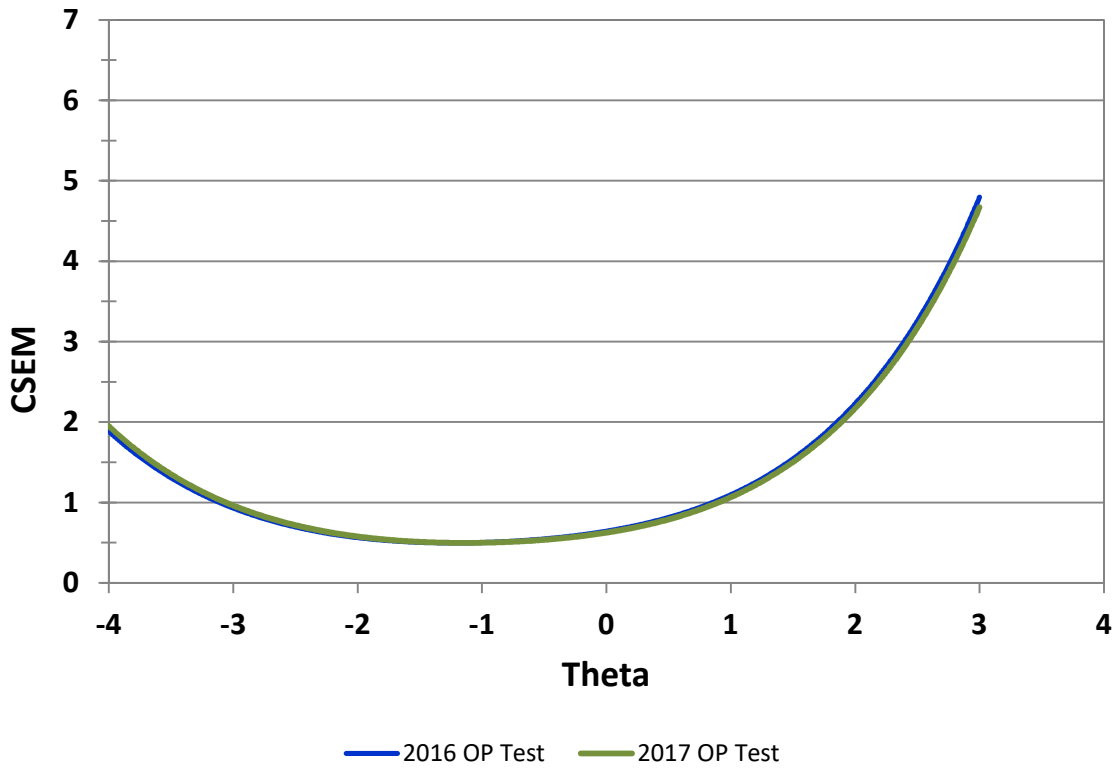


Figure 5. TCC for Grade Band 1–2 Listening Test

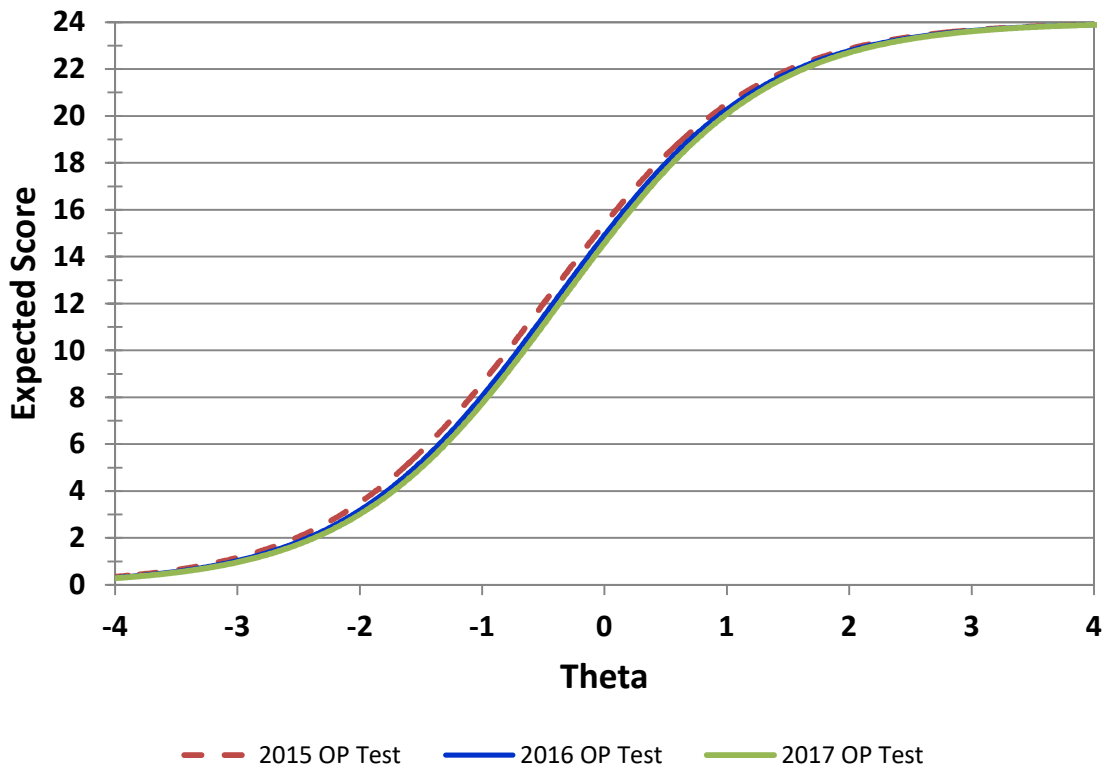


Figure 6. CSEM for Grade Band 1–2 Listening Test

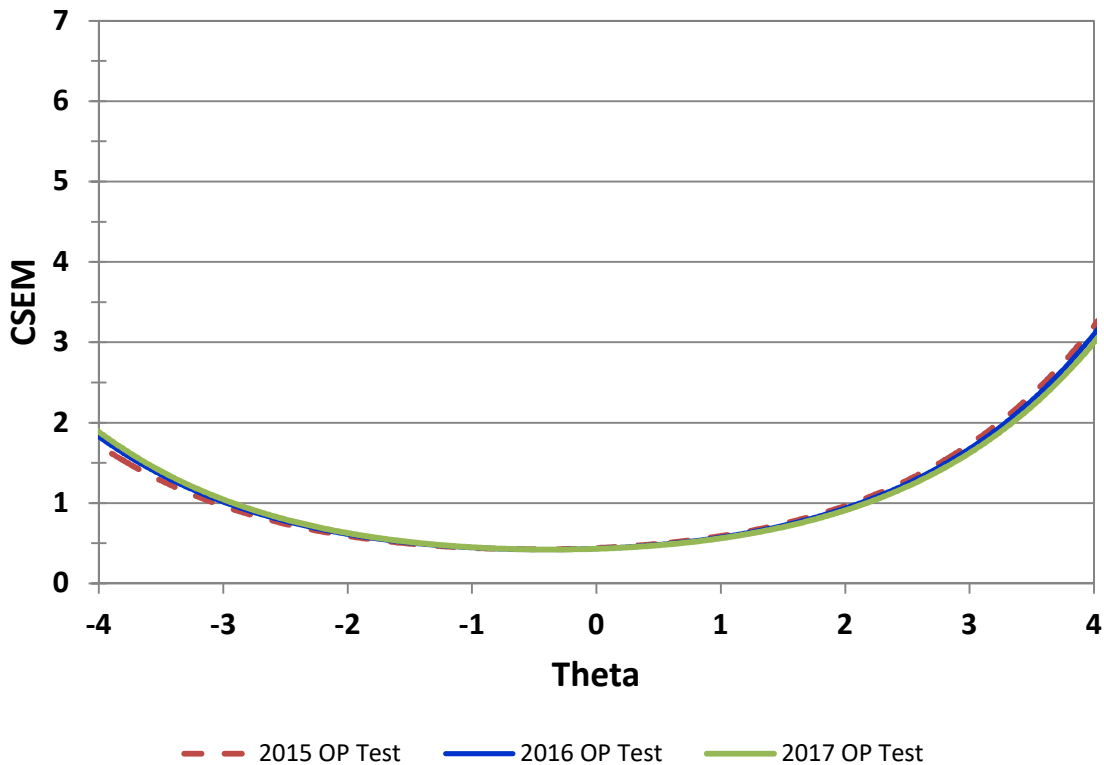


Figure 7. TCC for Grade Band 3–4 Listening Test

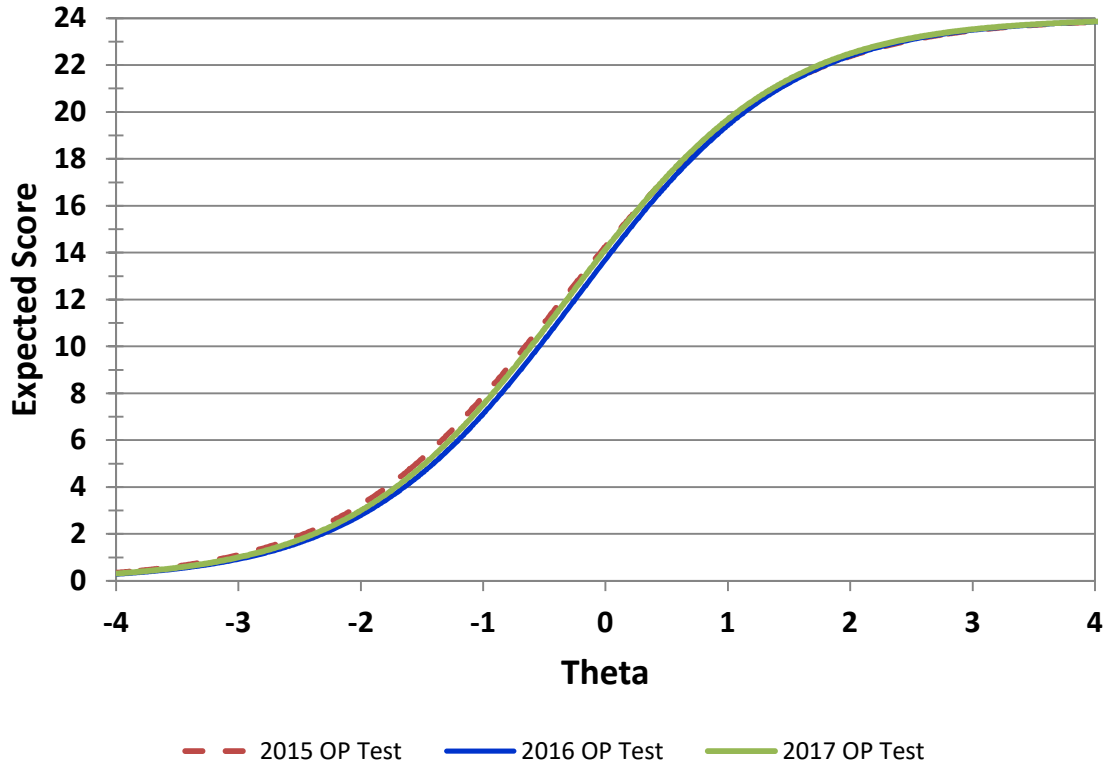


Figure 8. CSEM for Grade Band 3–4 Listening Test

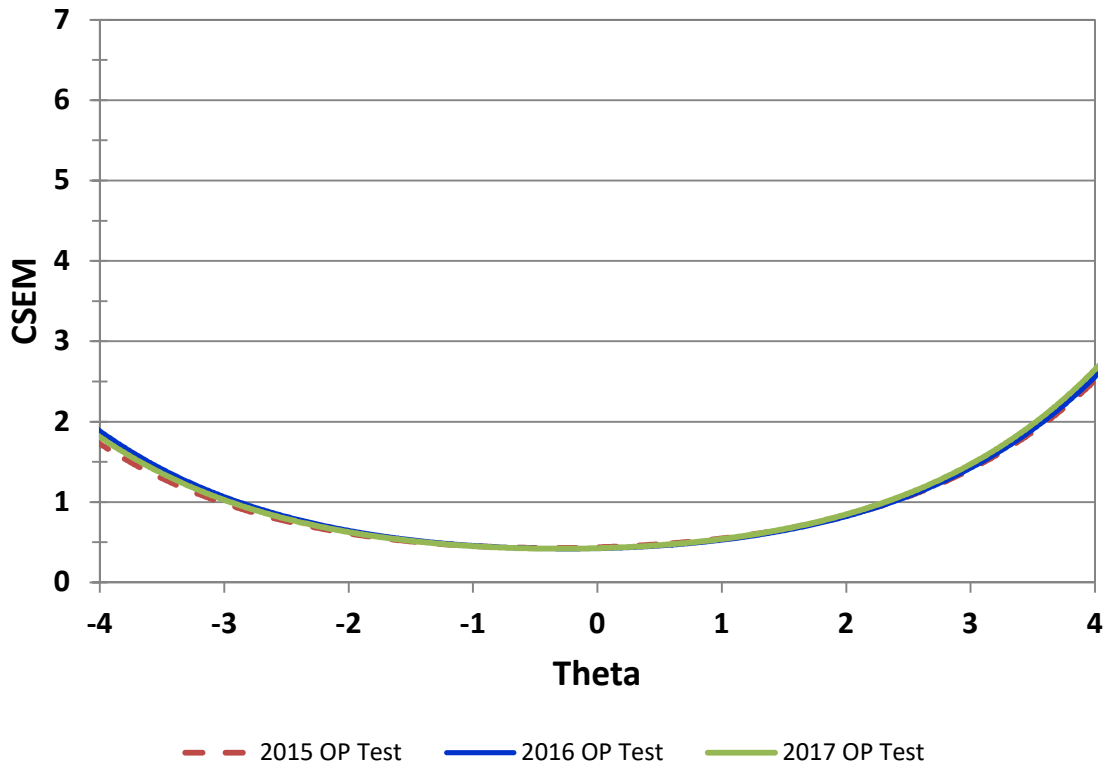


Figure 9. TCC for Grade Band 5–6 Listening Test

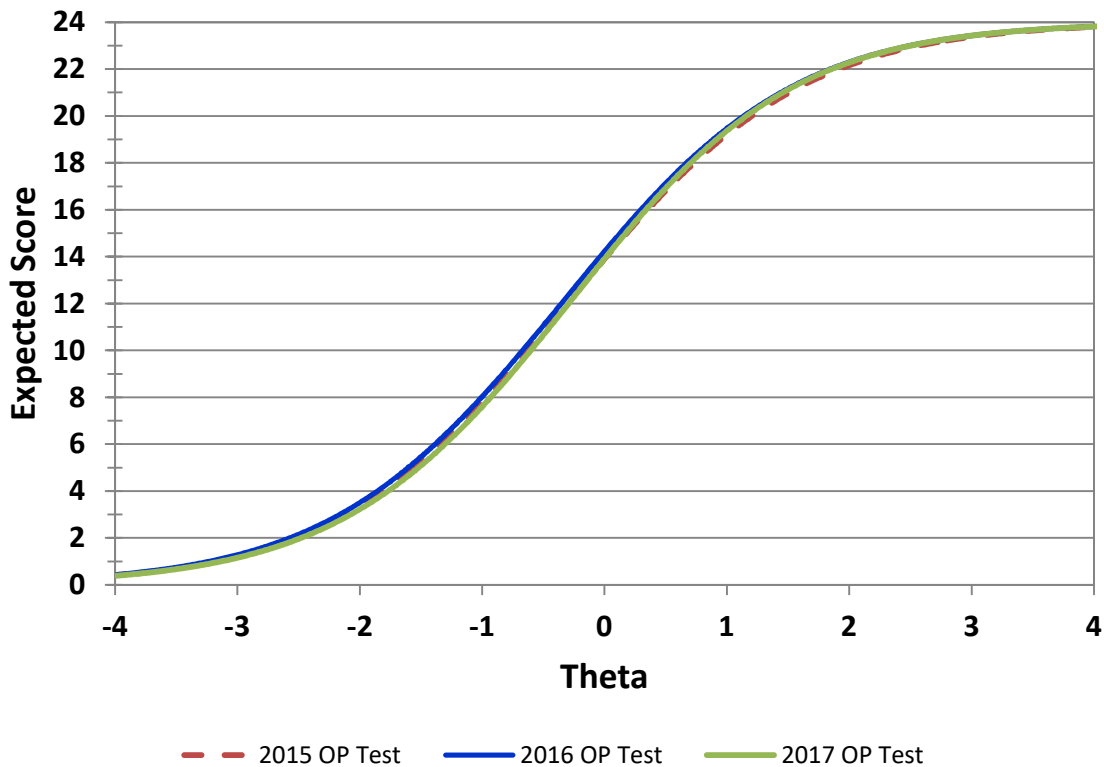


Figure 10. CSEM for Grade Band 5–6 Listening Test

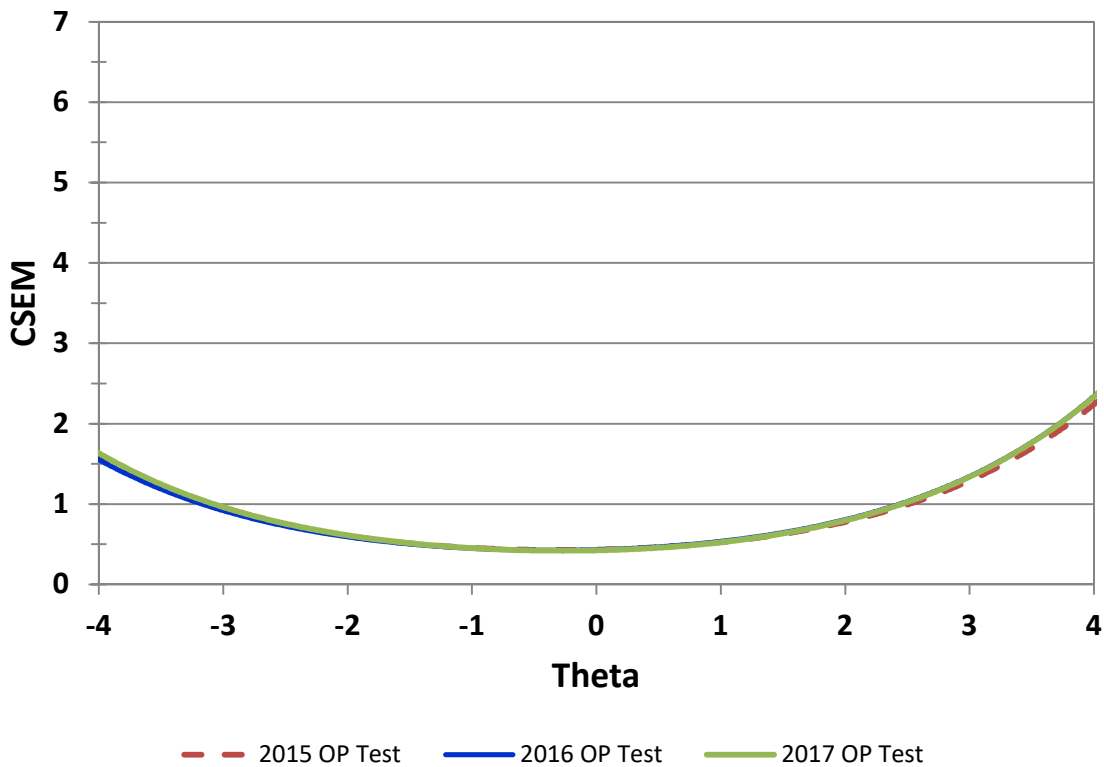


Figure 11. TCC for Grade Band 7–8 Listening Test

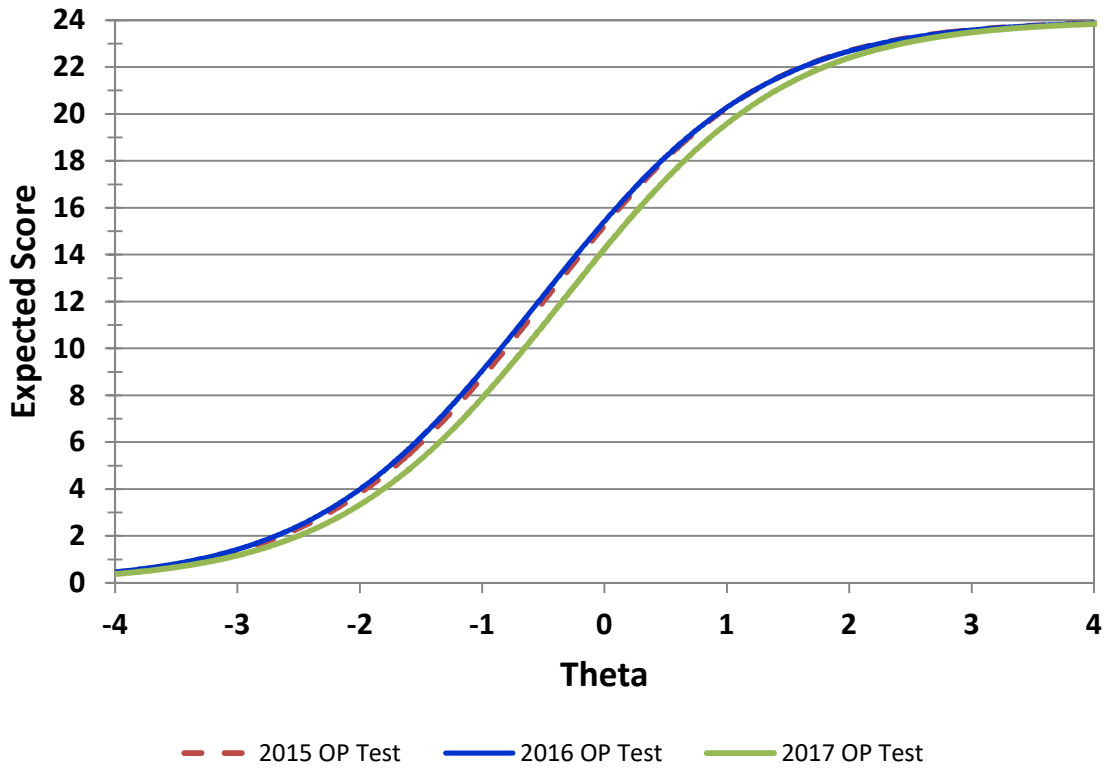


Figure 12. CSEM for Grade Band 7–8 Listening Test

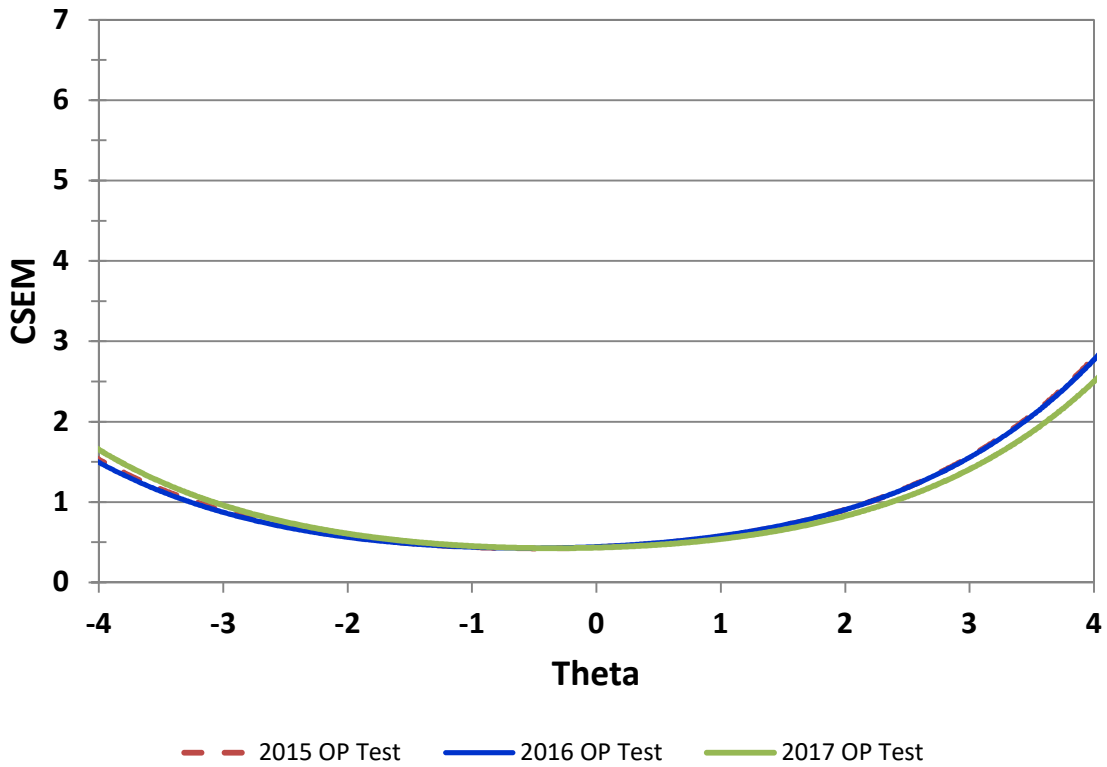


Figure 13. TCC for Grade Band 9–12 Listening Test

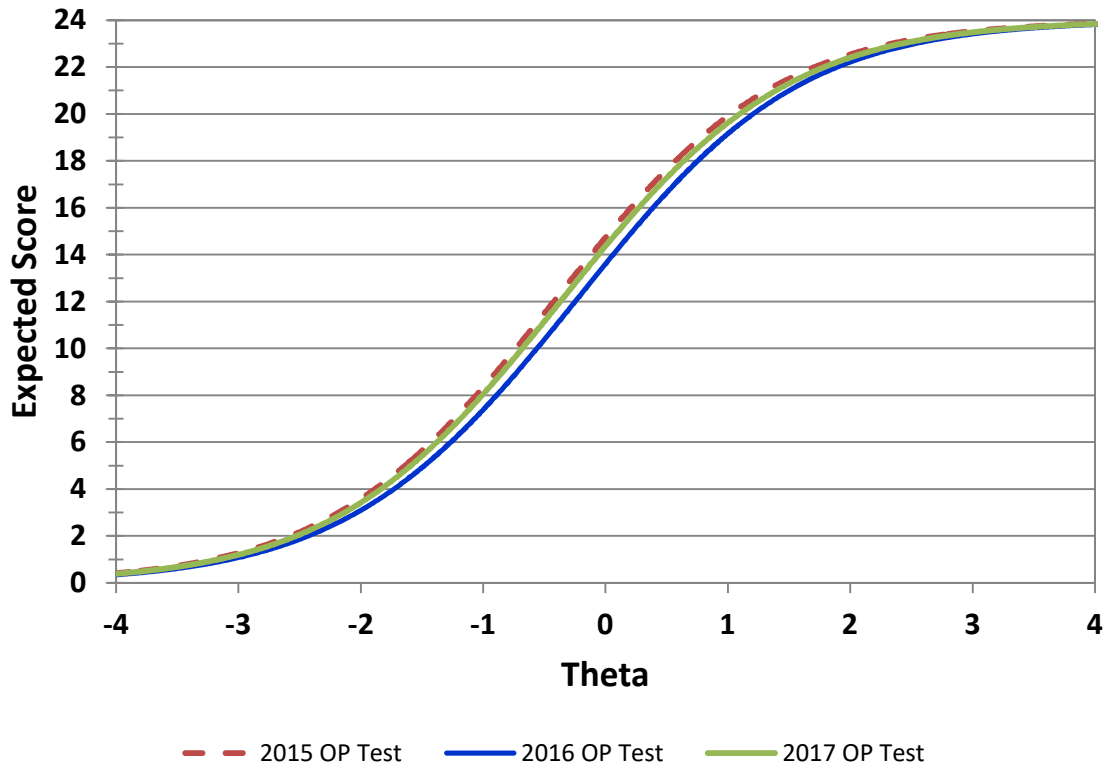
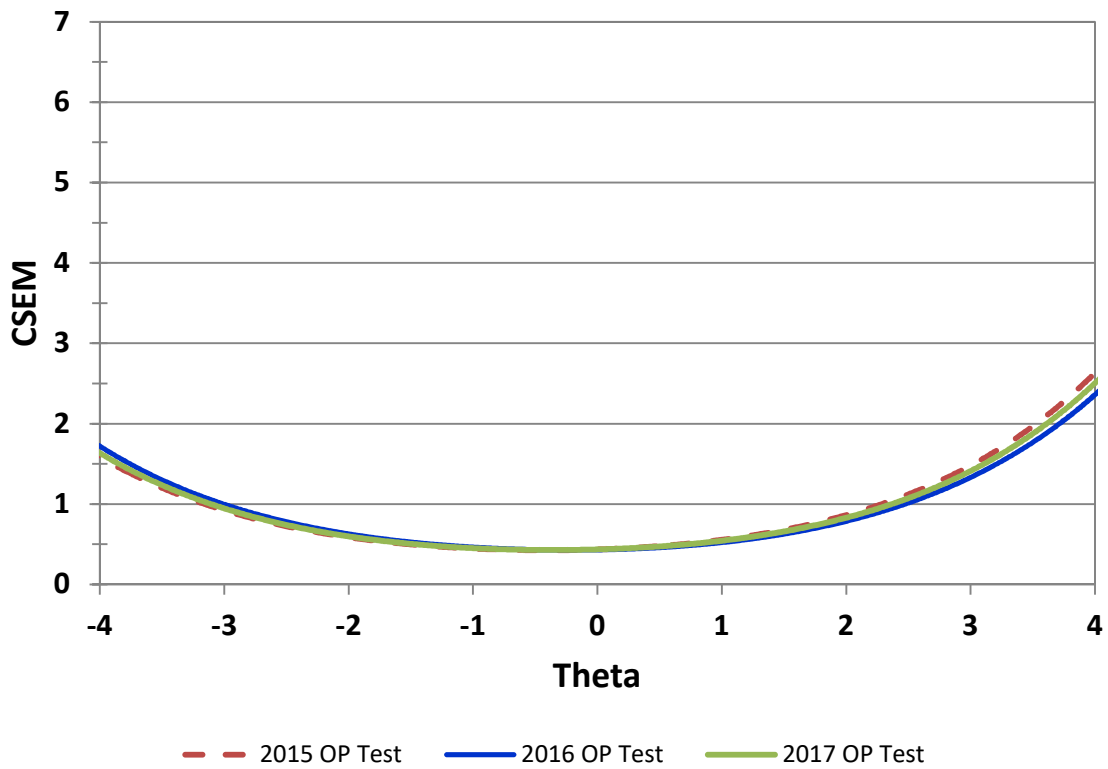


Figure 14. CSEM for Grade Band 9–12 Listening Test



Reading Test

Figure 15. TCC for Kindergarten Reading Test

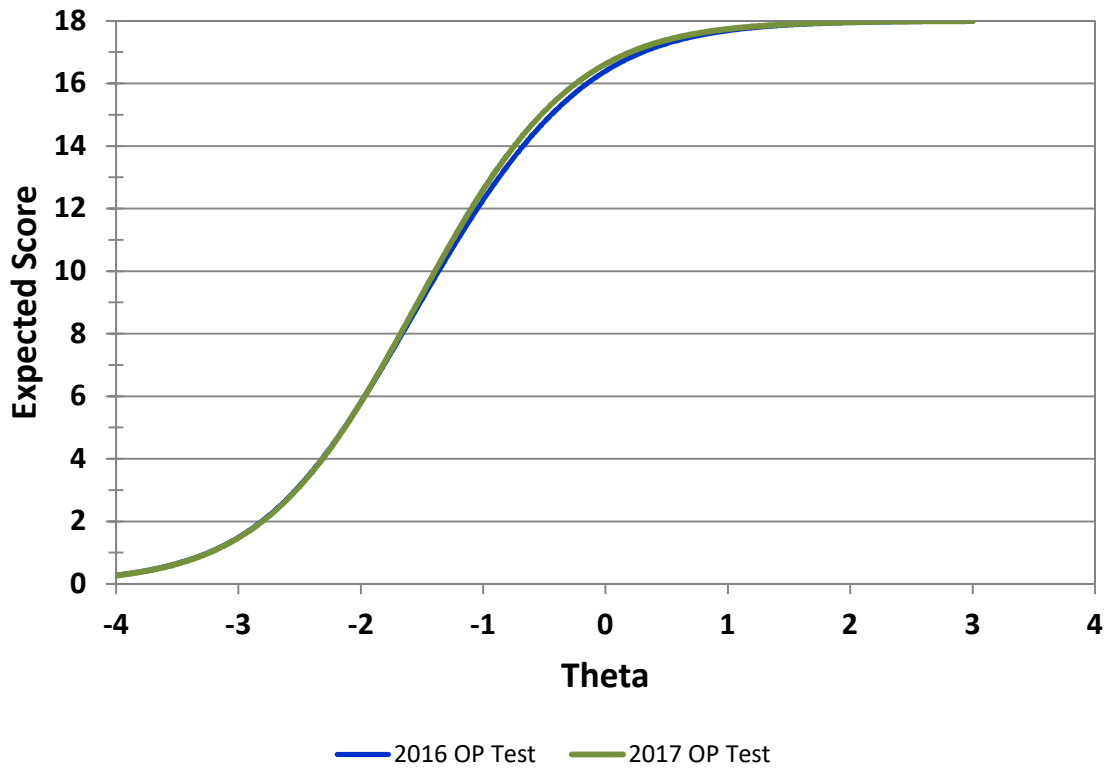


Figure 16. CSEM for Kindergarten Reading Test

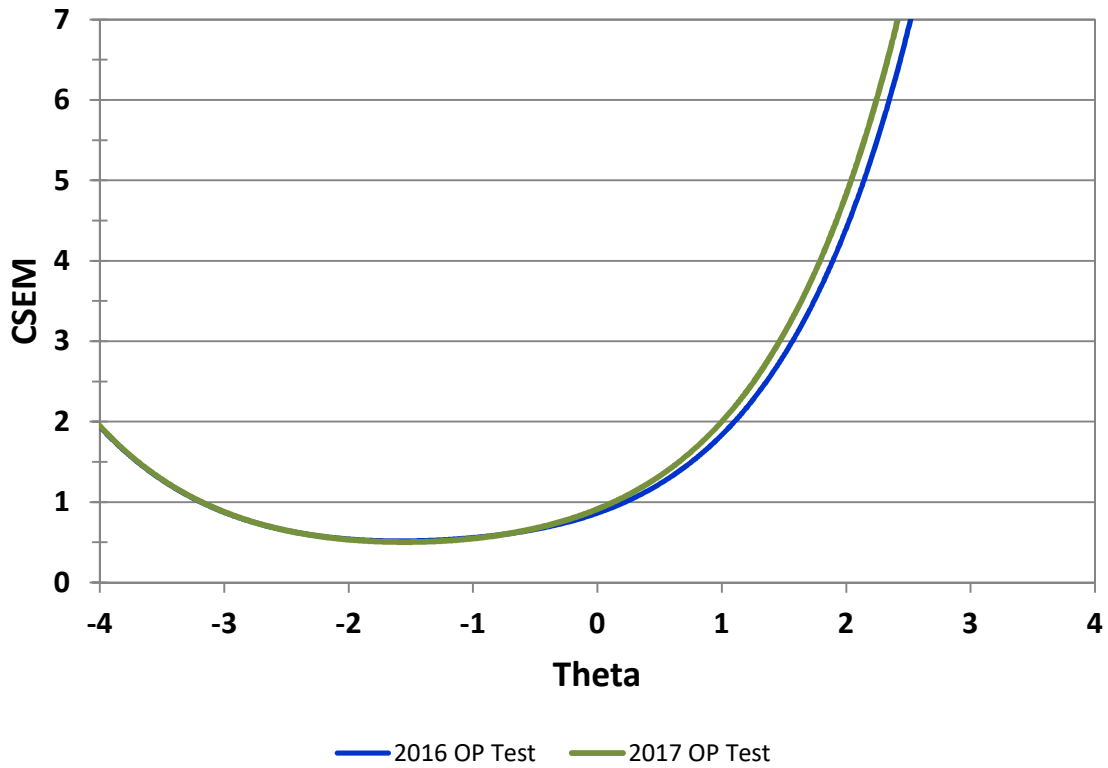


Figure 17. TCC for Grade Band 1–2 Reading Test

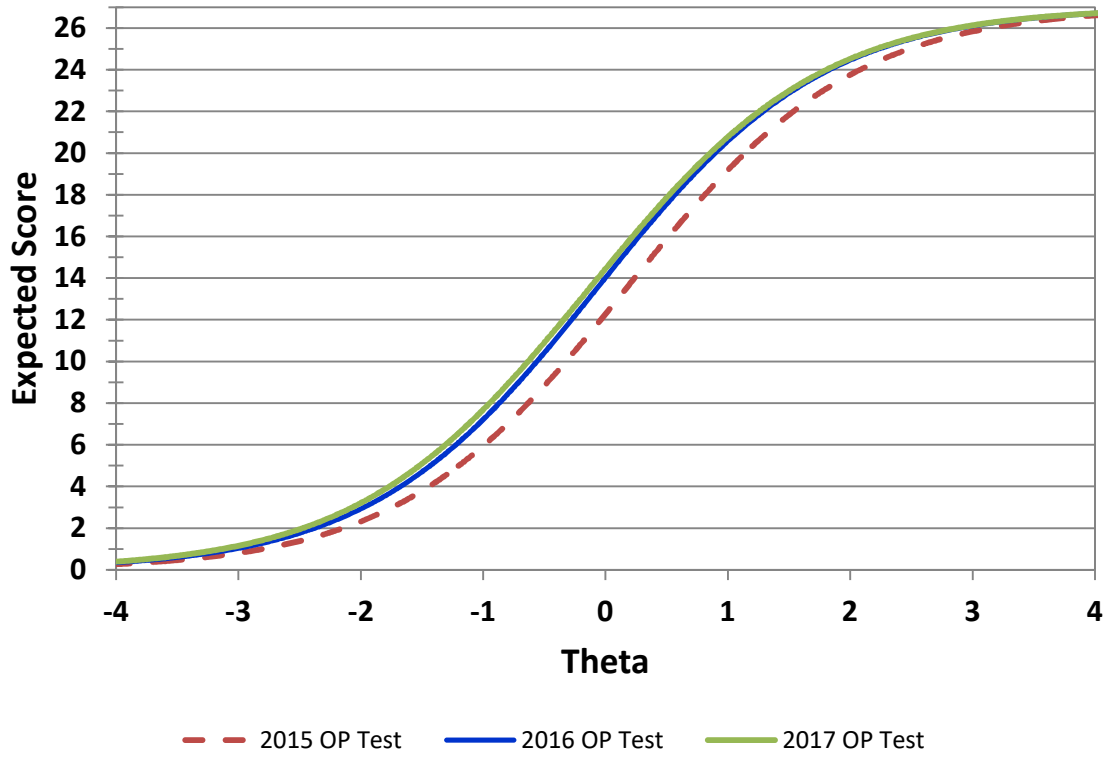


Figure 18. CSEM for Grade Band 1–2 Reading Test

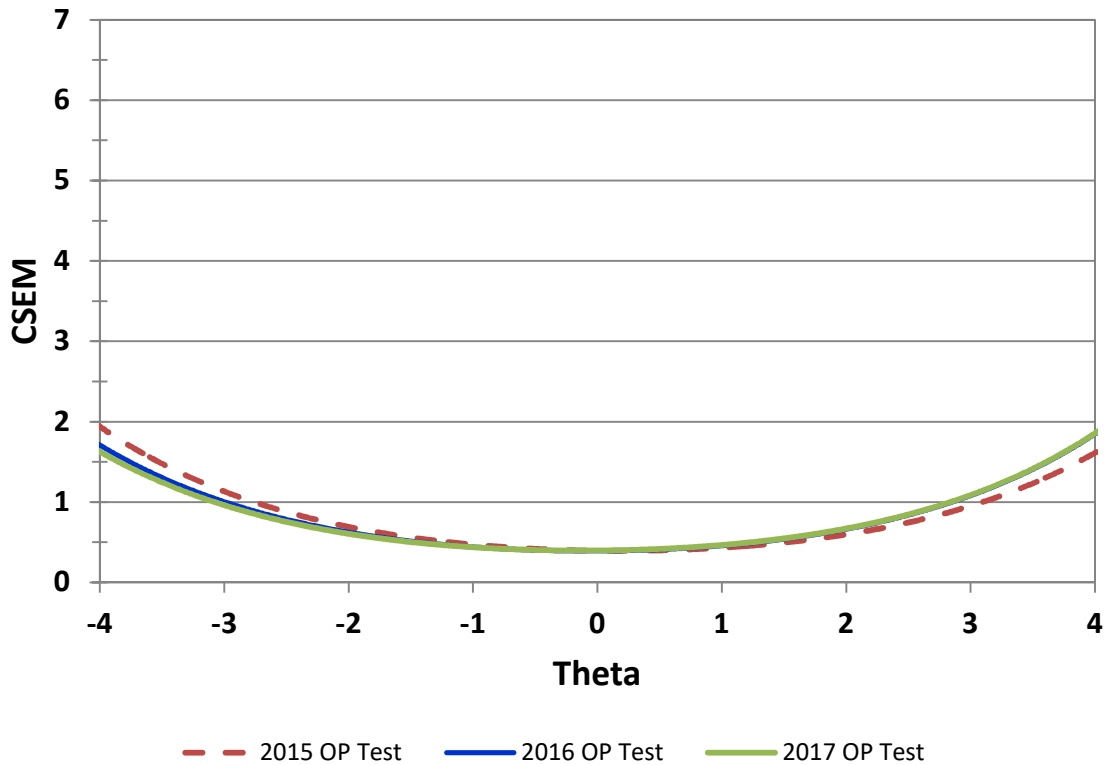


Figure 19. TCC for Grade Band 3–4 Reading Test

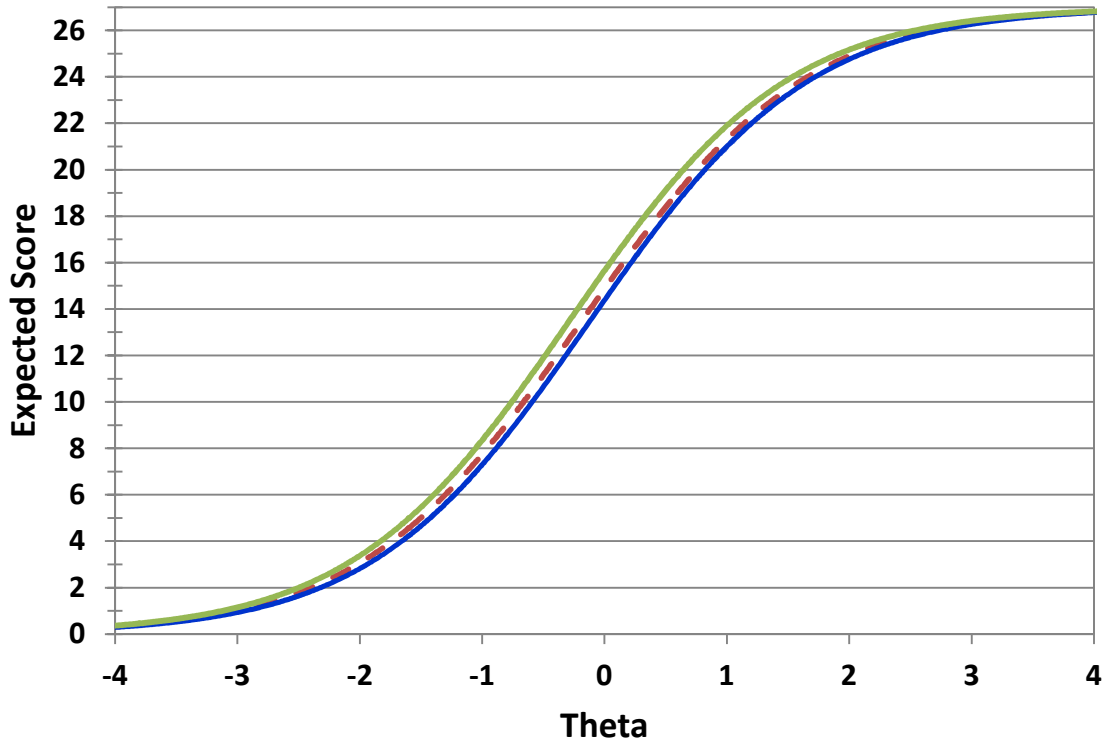


Figure 20. CSEM for Grade Band 3–4 Reading Test

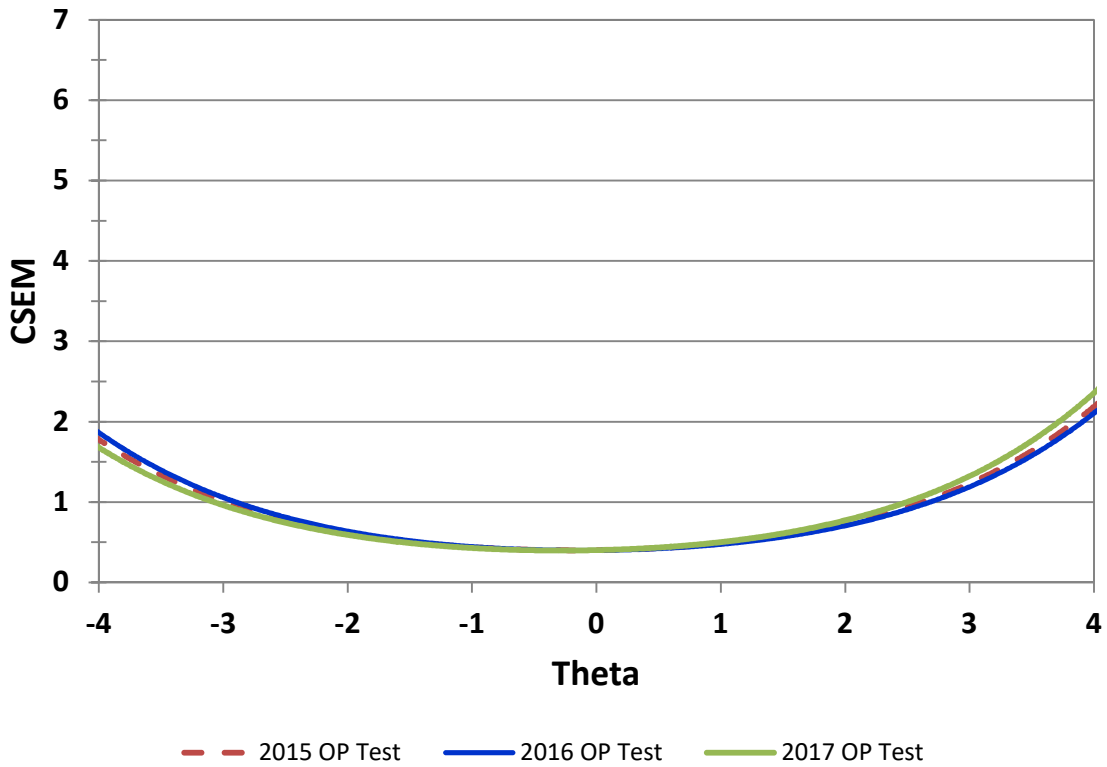


Figure 21. TCC for Grade Band 5–6 Reading Test

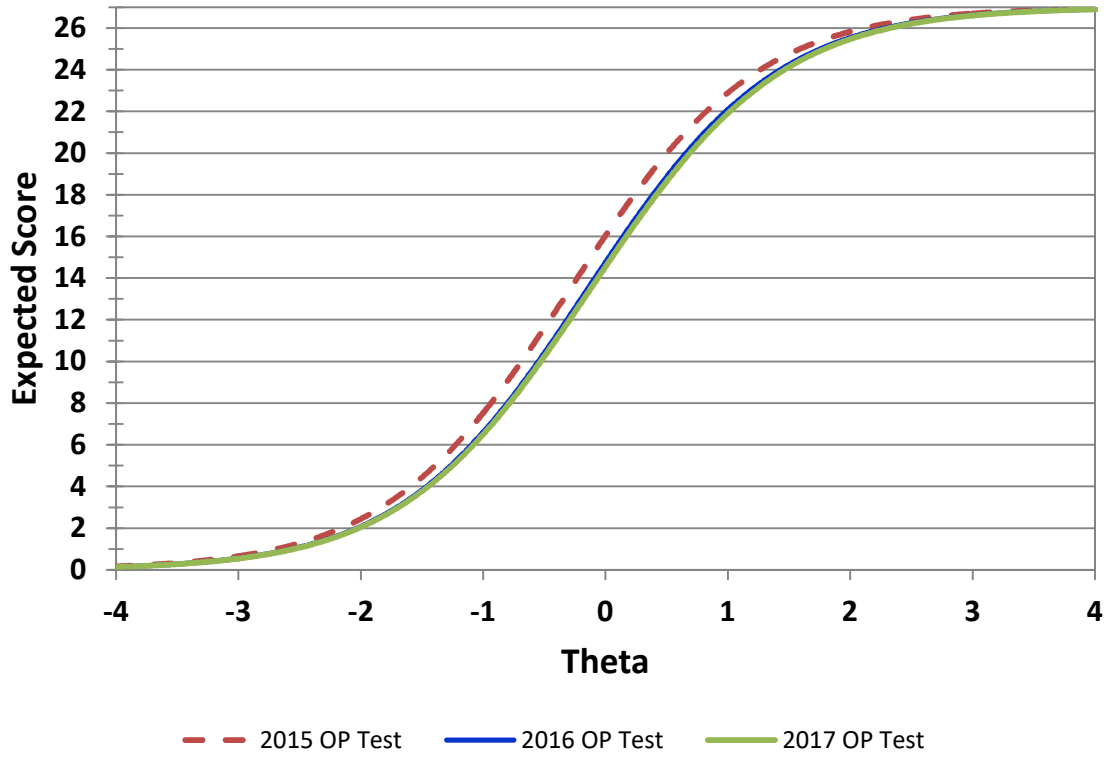


Figure 22. CSEM for Grade Band 5–6 Reading Test

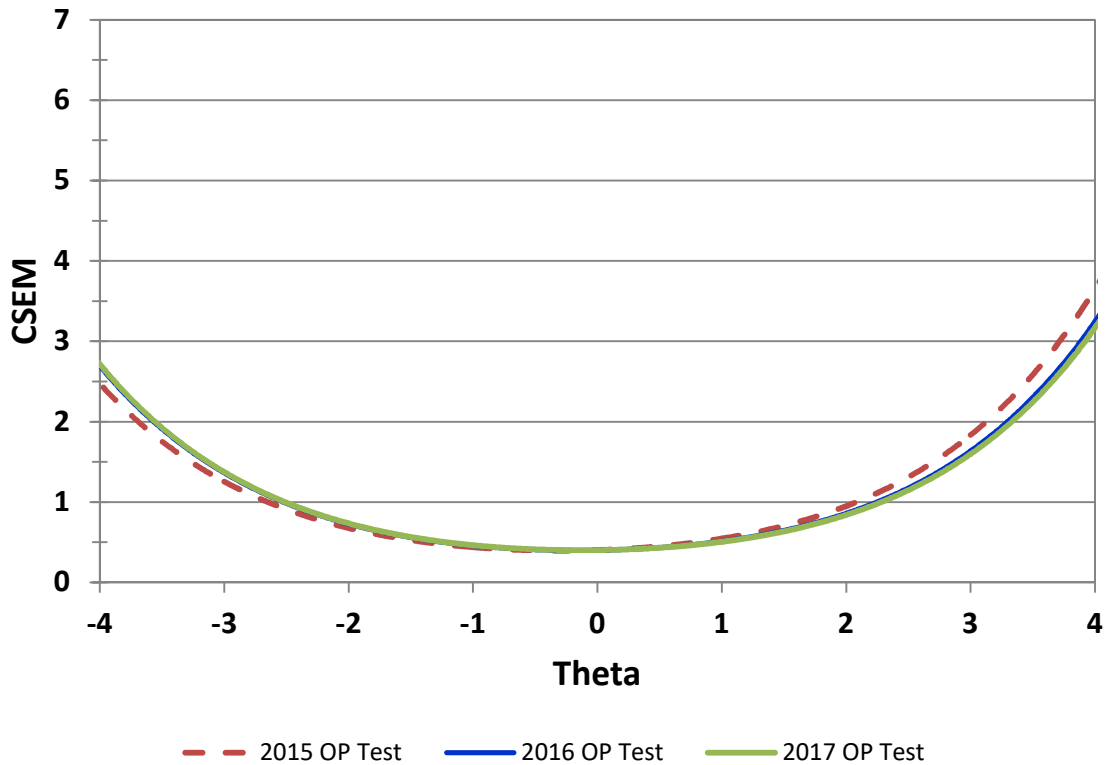


Figure 23. TCC for Grade Band 7–8 Reading Test

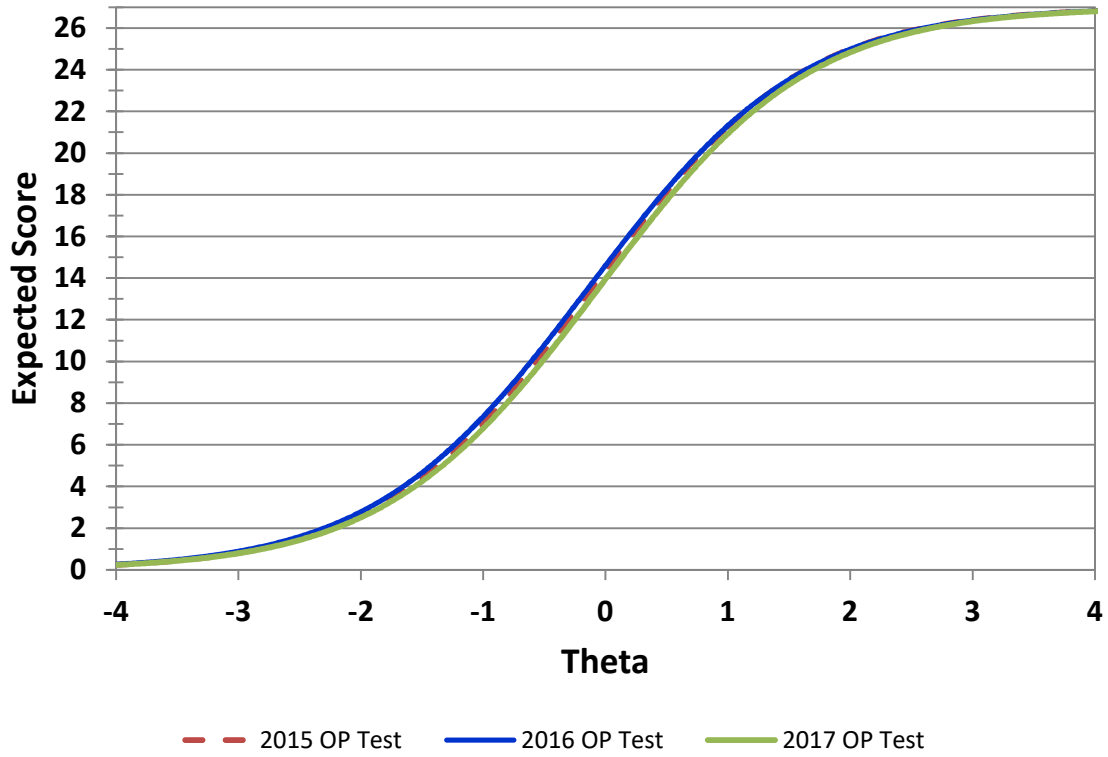


Figure 24. CSEM for Grade Band 7–8 Reading Test

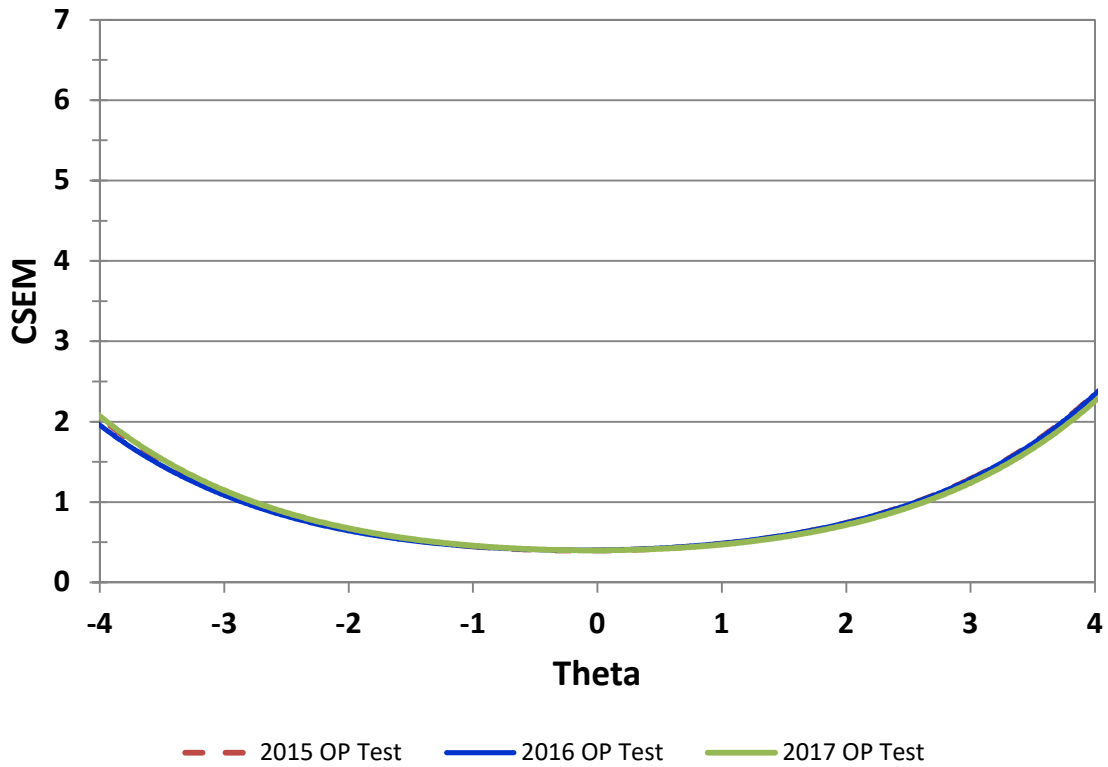


Figure 25. TCC for Grade Band 9–12 Reading Test

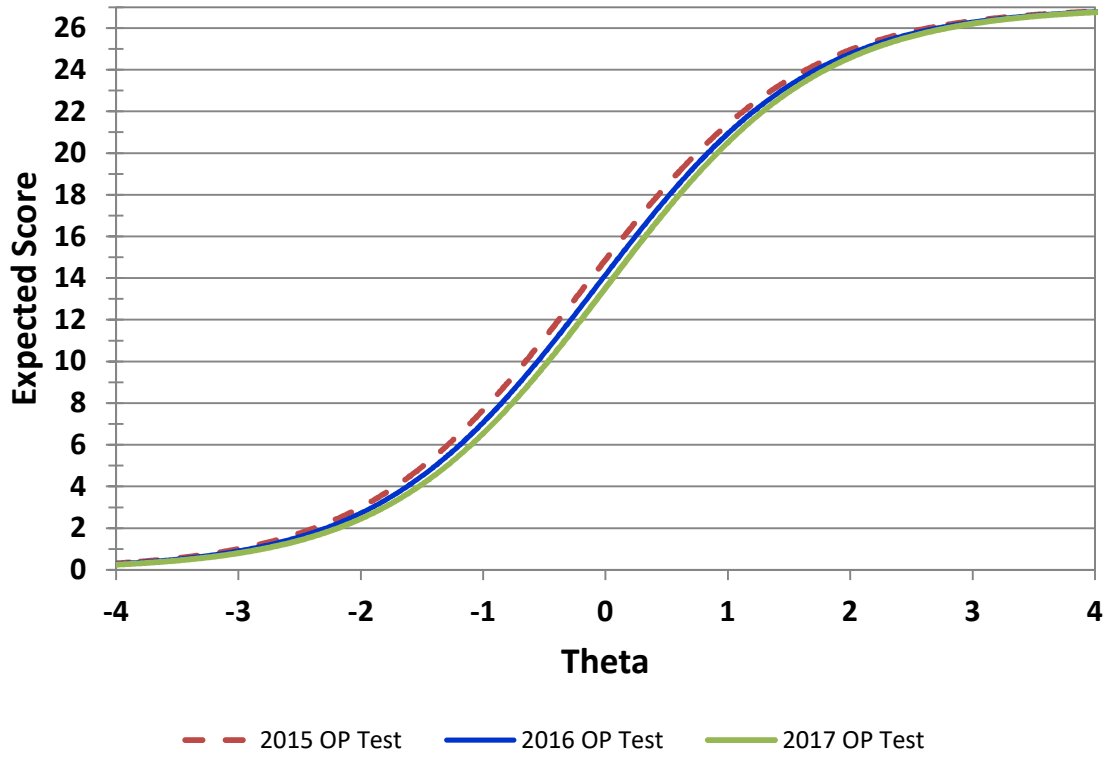
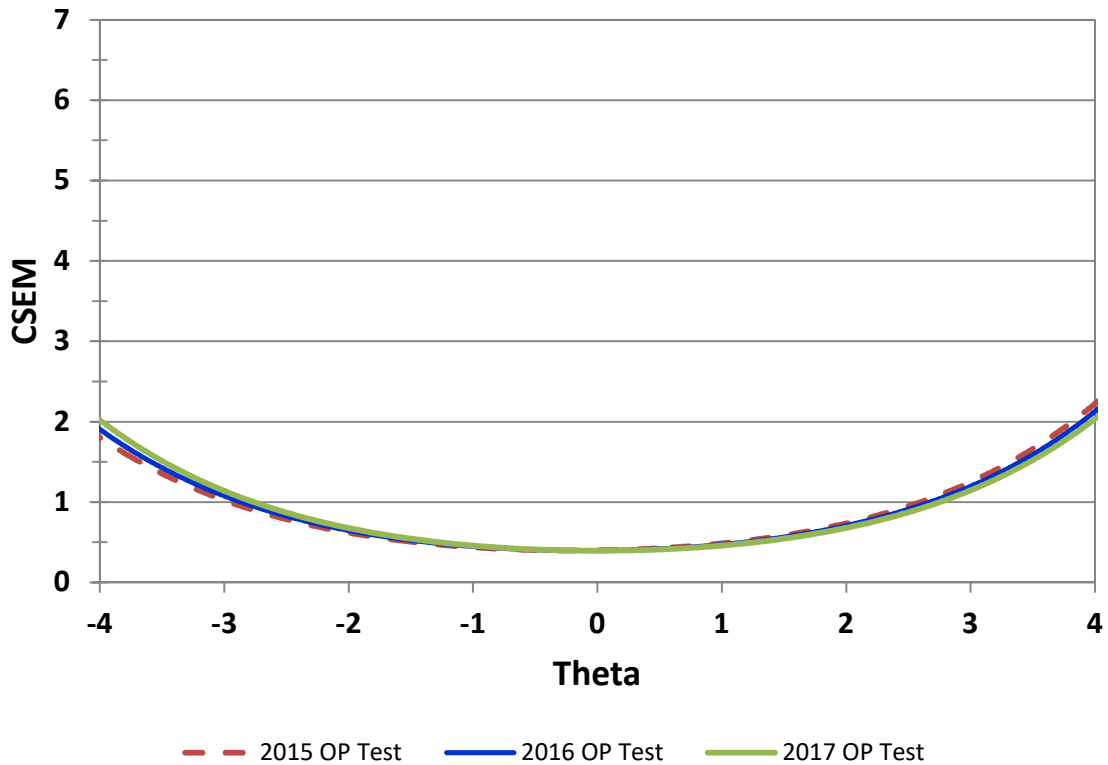


Figure 26. CSEM for Grade Band 9–12 Reading Test



Speaking Test

Figure 27. TCC for Kindergarten Speaking Test

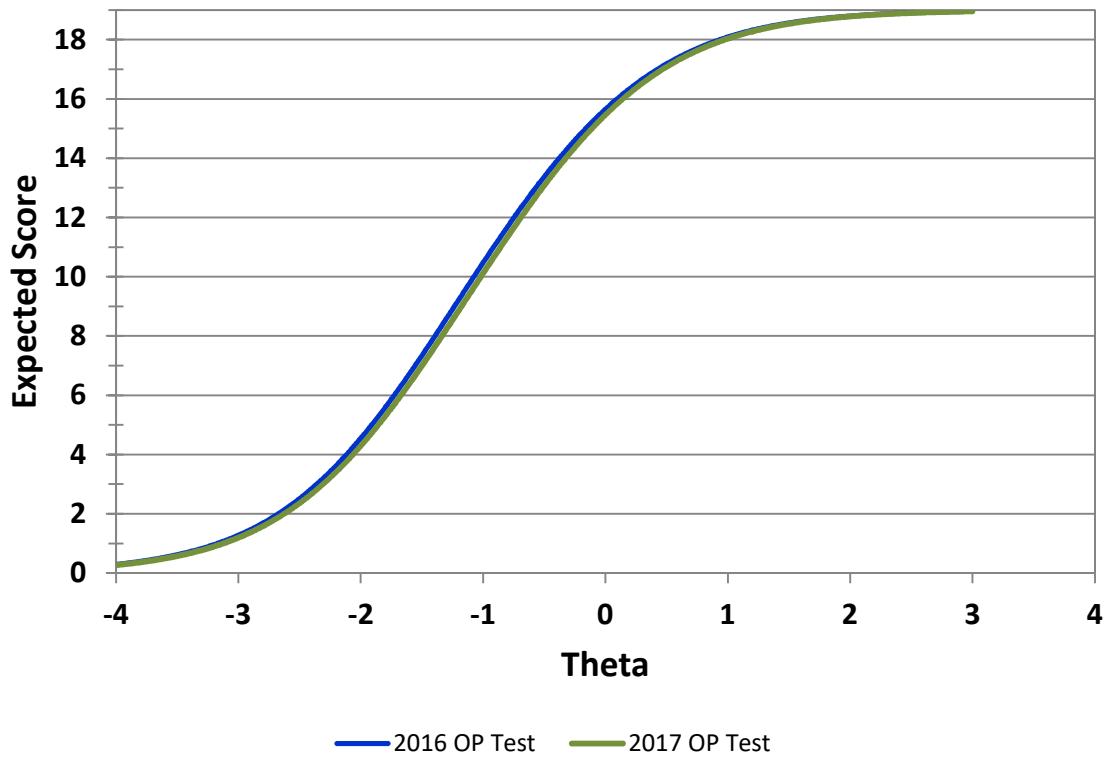


Figure 28. CSEM for Kindergarten Speaking Test

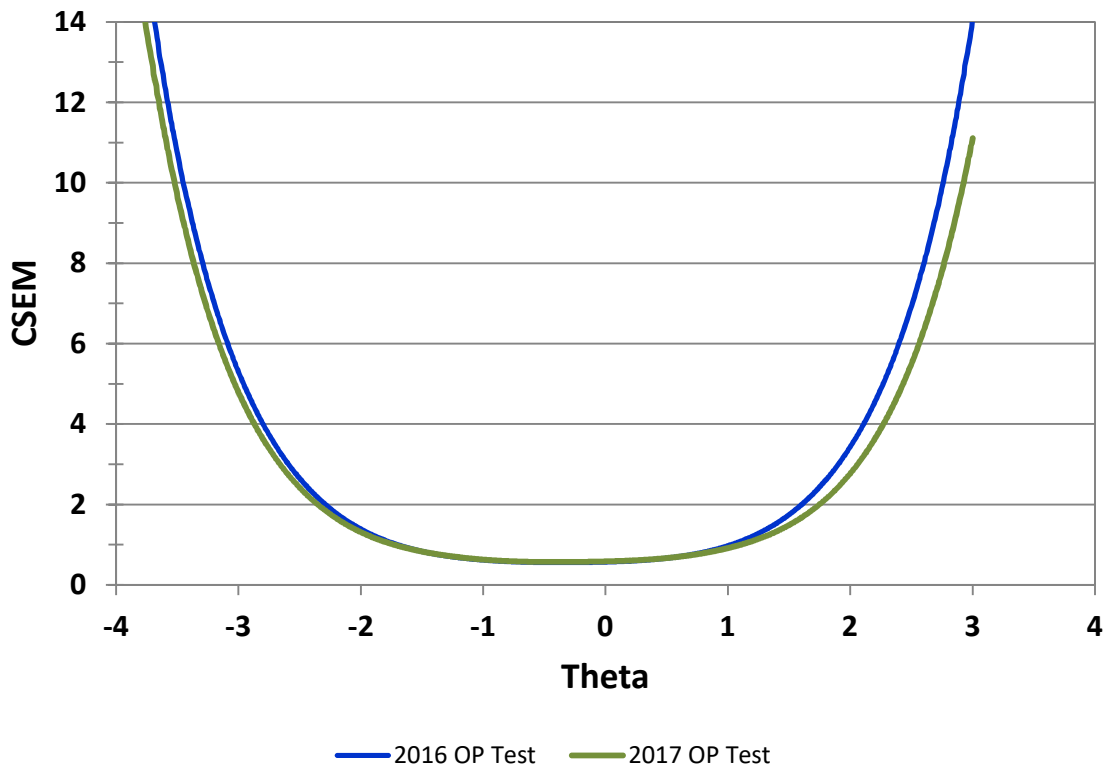


Figure 29. TCC for Grade Band 1–2 Speaking Test

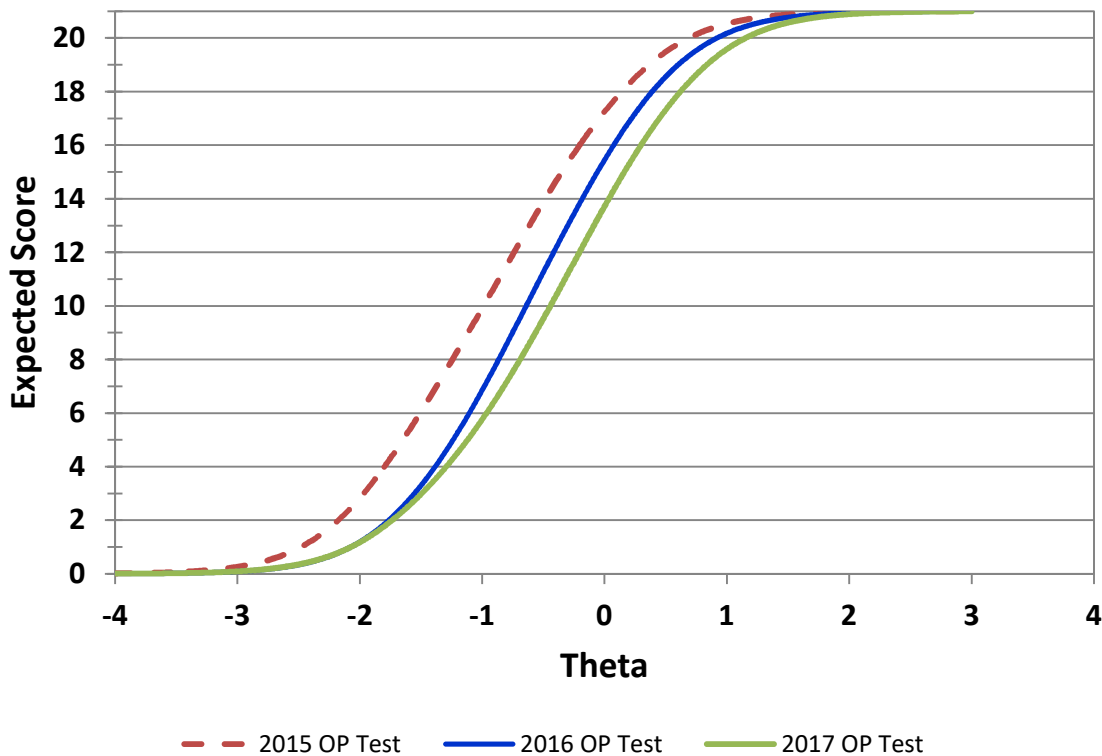


Figure 30. CSEM for Grade Band 1–2 Speaking Test

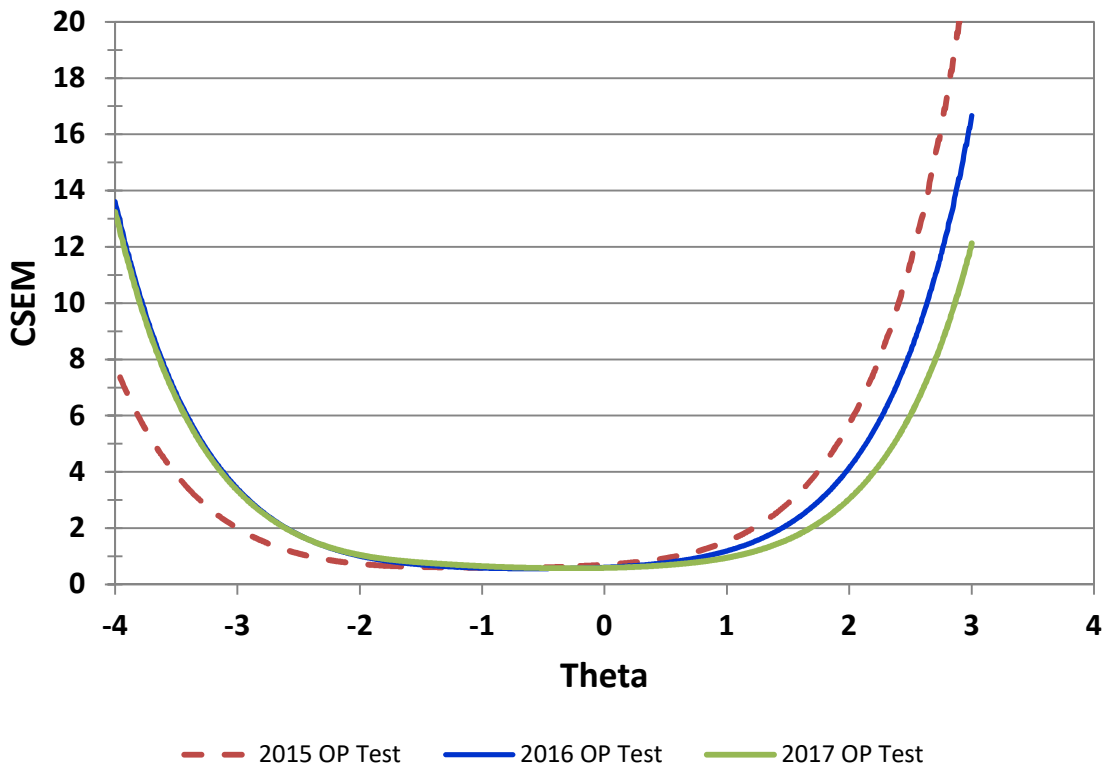


Figure 31. TCC for Grade Band 3–4 Speaking Test

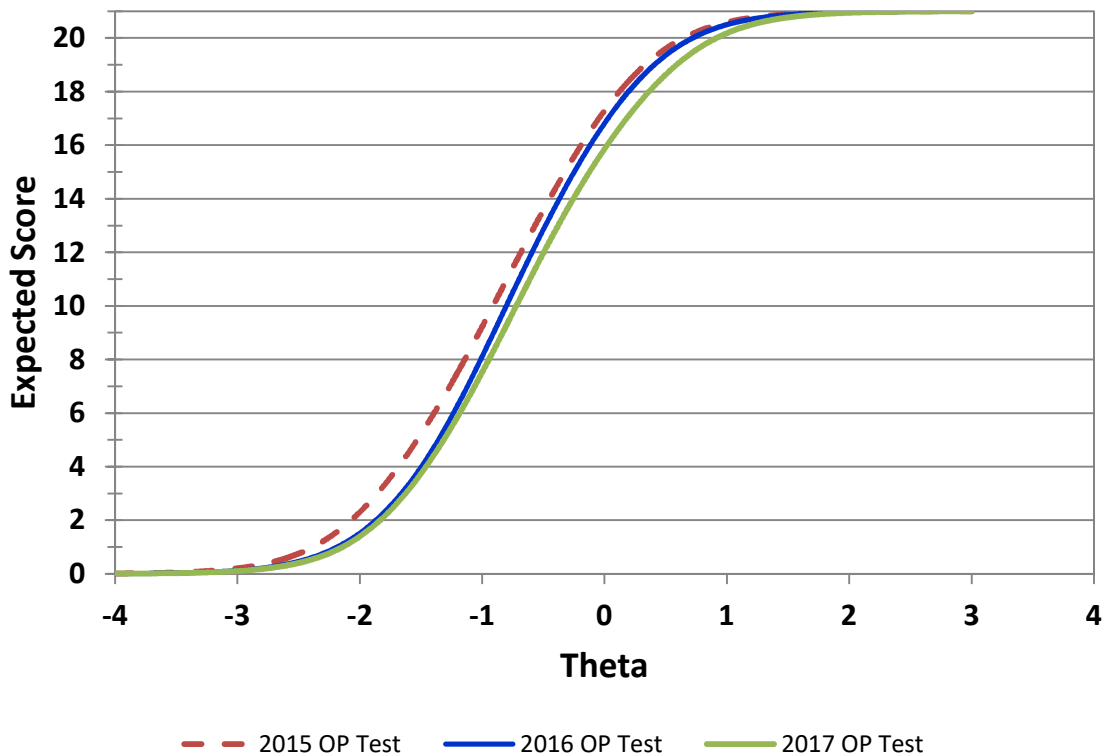


Figure 32. CSEM for Grade Band 3–4 Speaking Test

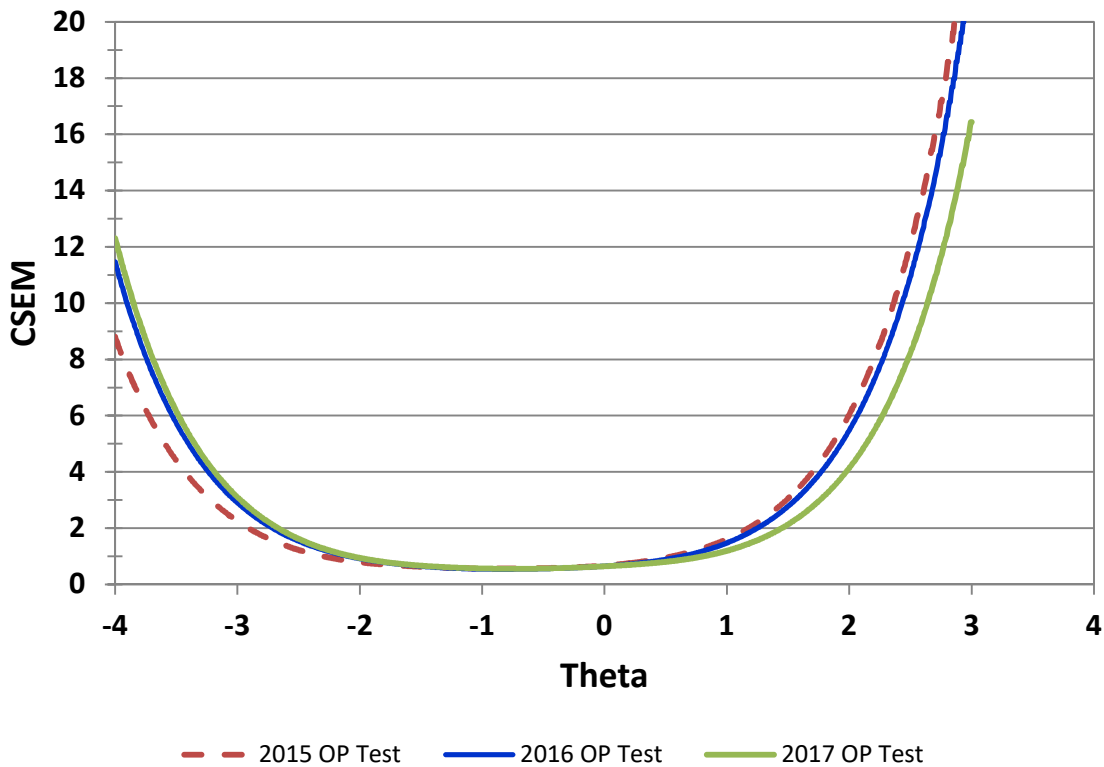


Figure 33. TCC for Grade Band 5–6 Speaking Test

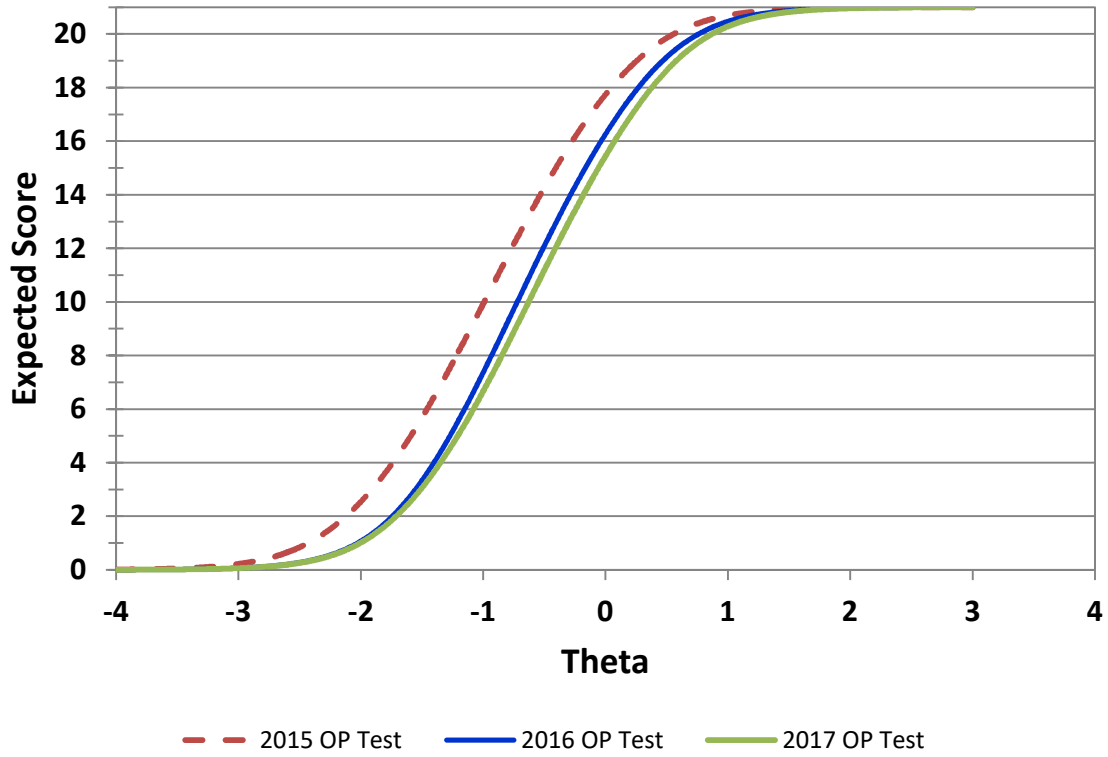


Figure 34. CSEM for Grade Band 5–6 Speaking Test

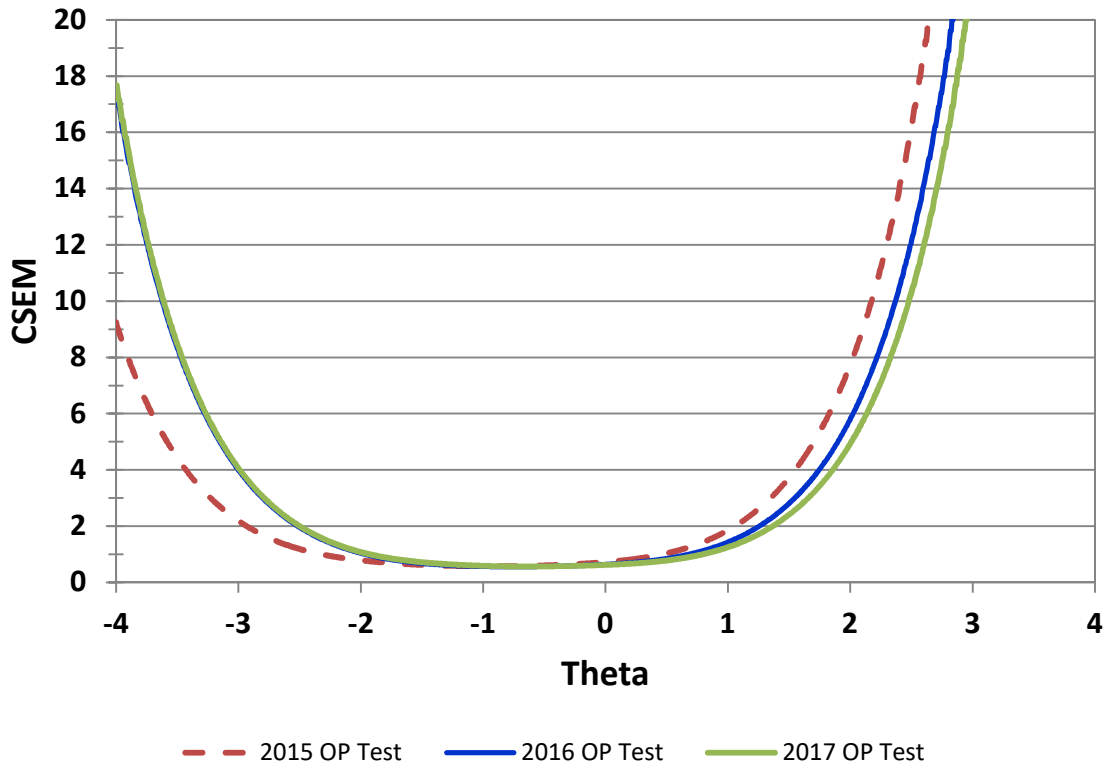


Figure 35. TCC for Grade Band 7–8 Speaking Test

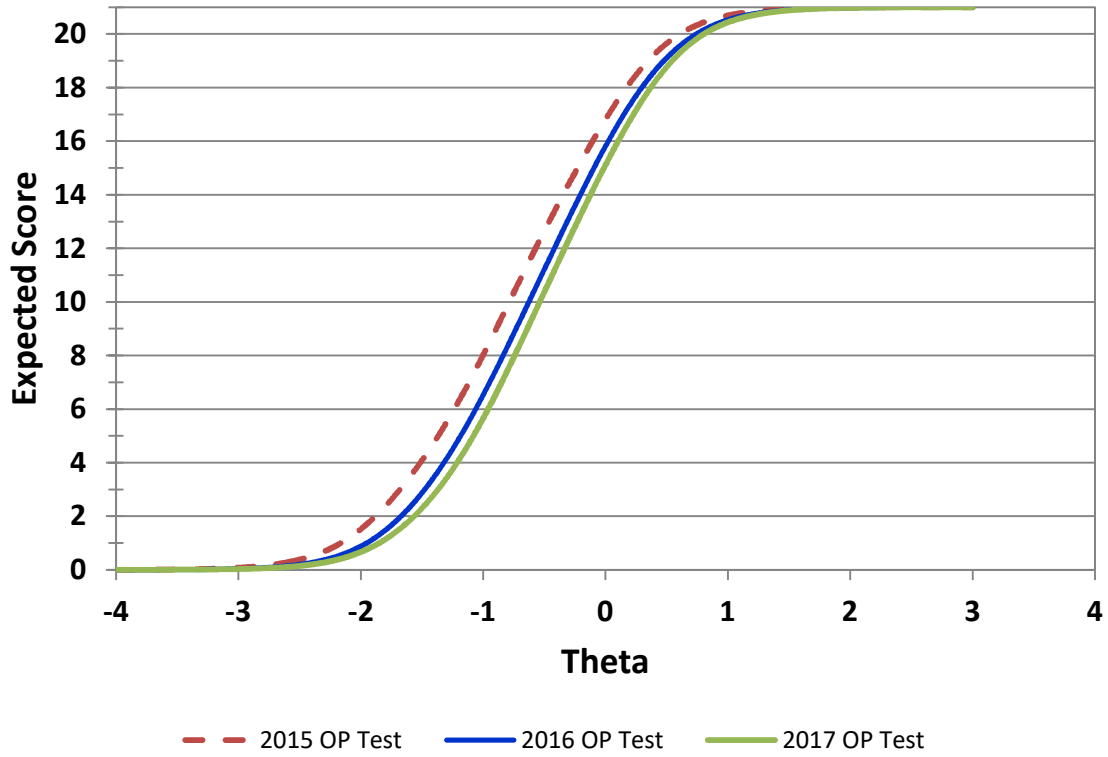


Figure 36. CSEM for Grade Band 7–8 Speaking Test

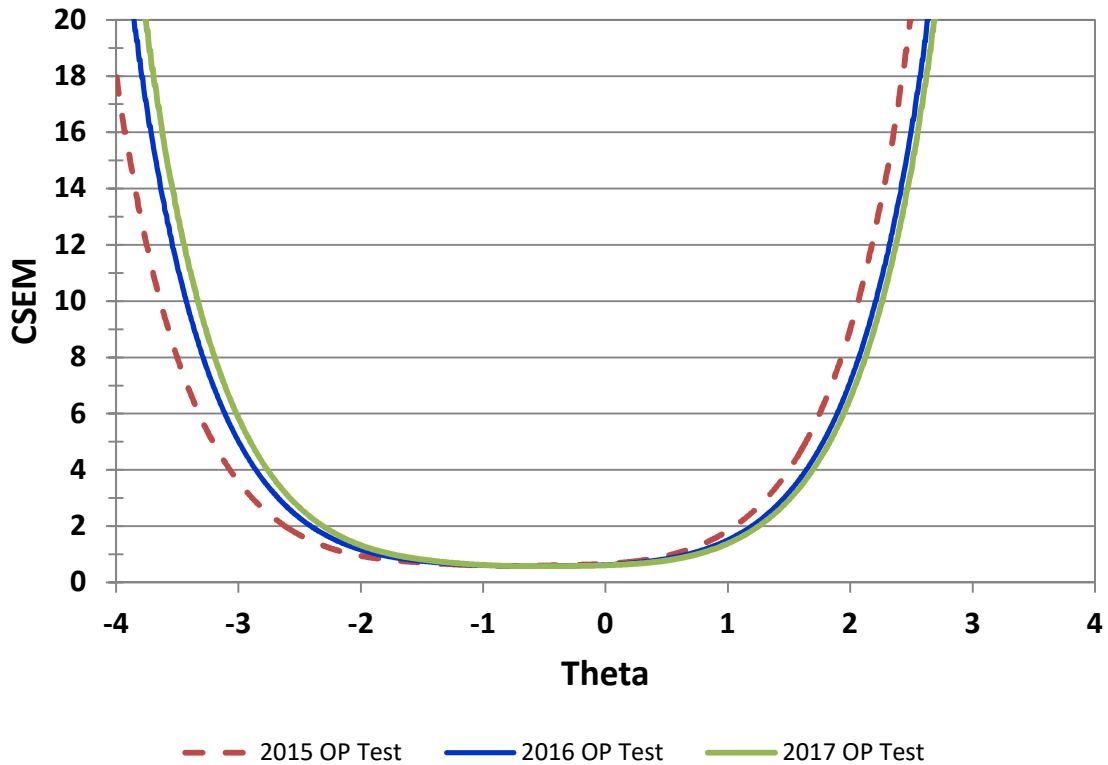


Figure 37. TCC for Grade Band 9–12 Speaking Test

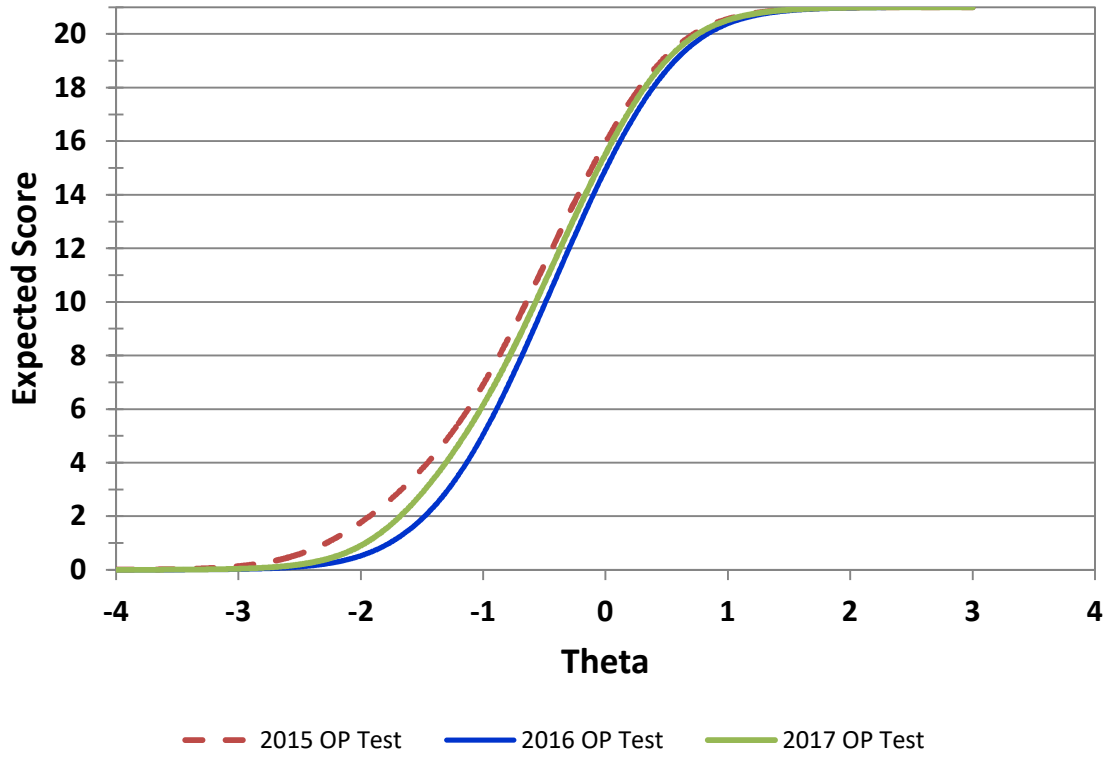
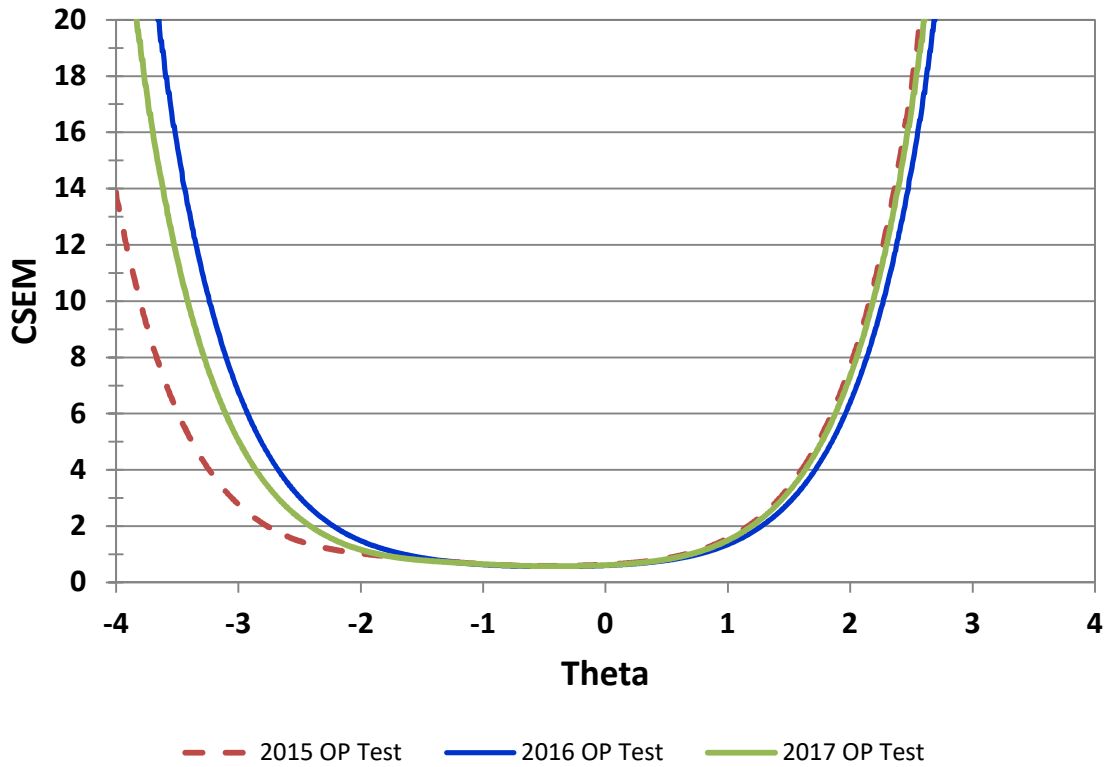


Figure 38. CSEM for Grade Band 9–12 Speaking Test



Writing Test

Figure 39. TCC for Kindergarten Writing Test

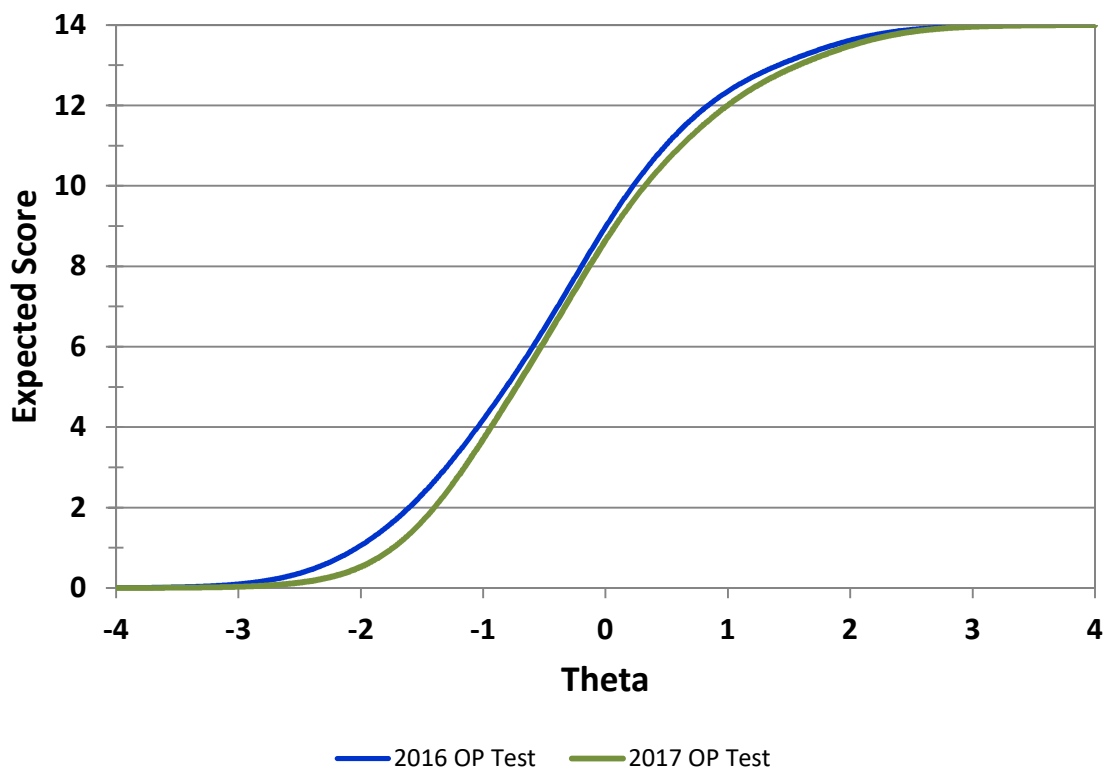


Figure 40. CSEM for Kindergarten Writing Test

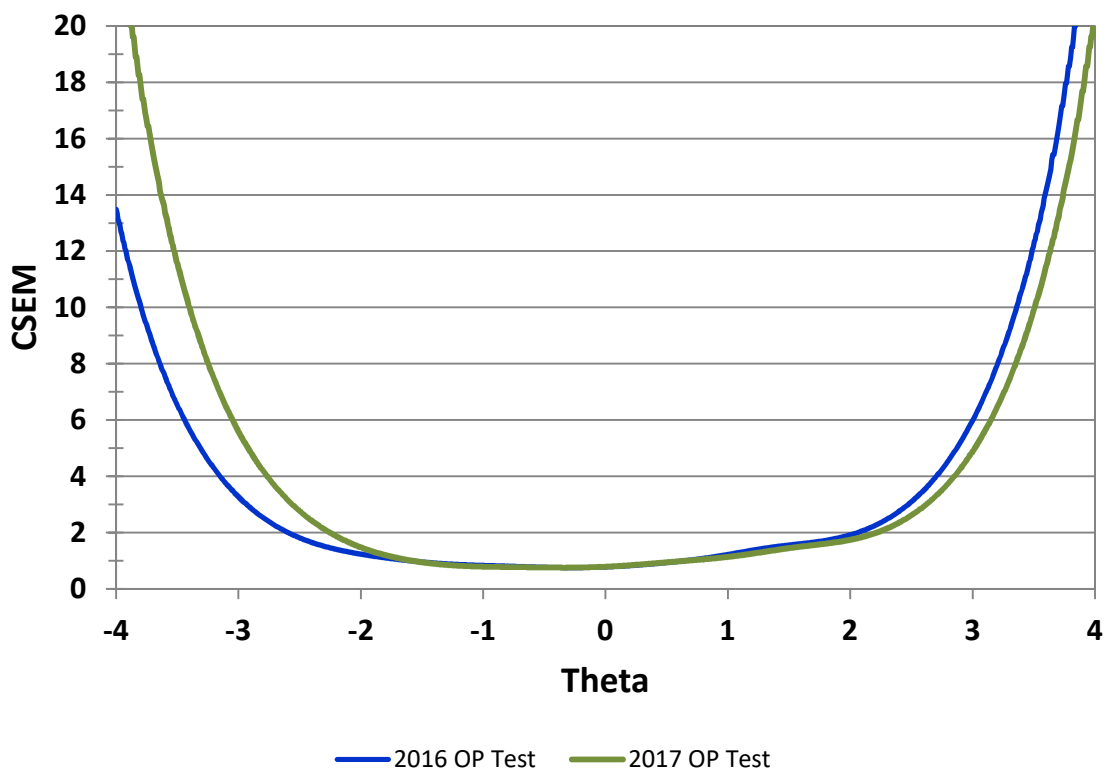


Figure 41. TCC for Grade Band 1–2 Writing Test

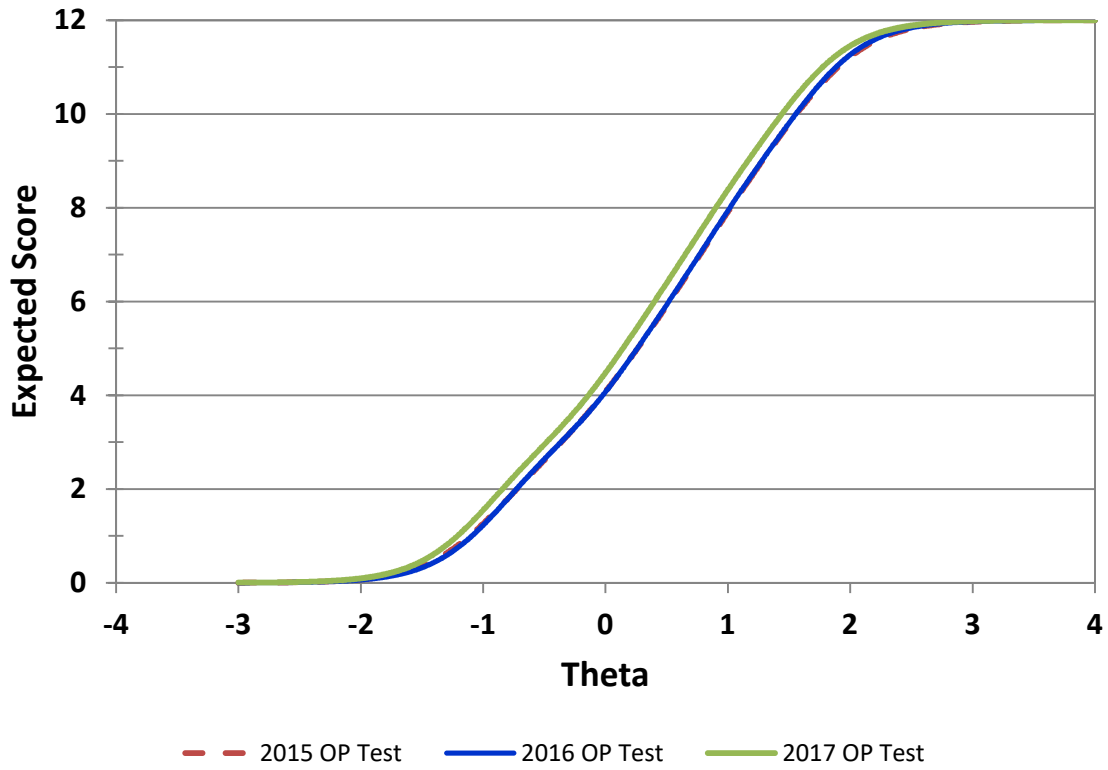


Figure 42. CSEM for Grade Band 1–2 Writing Test

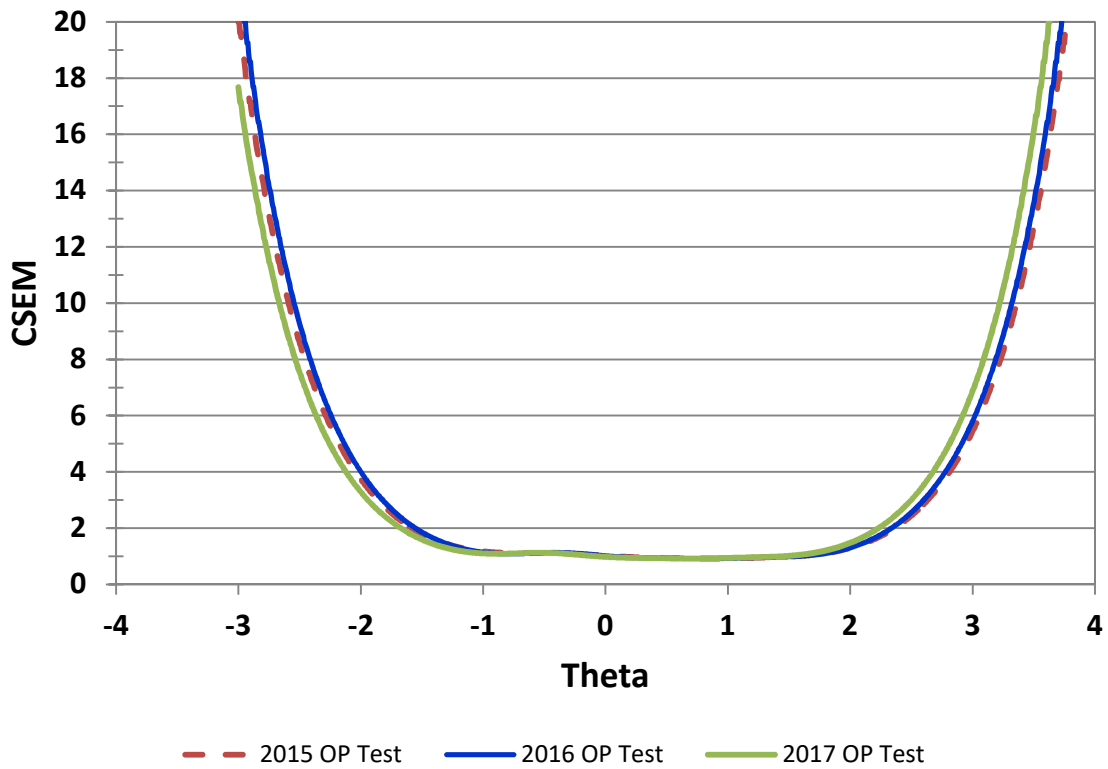
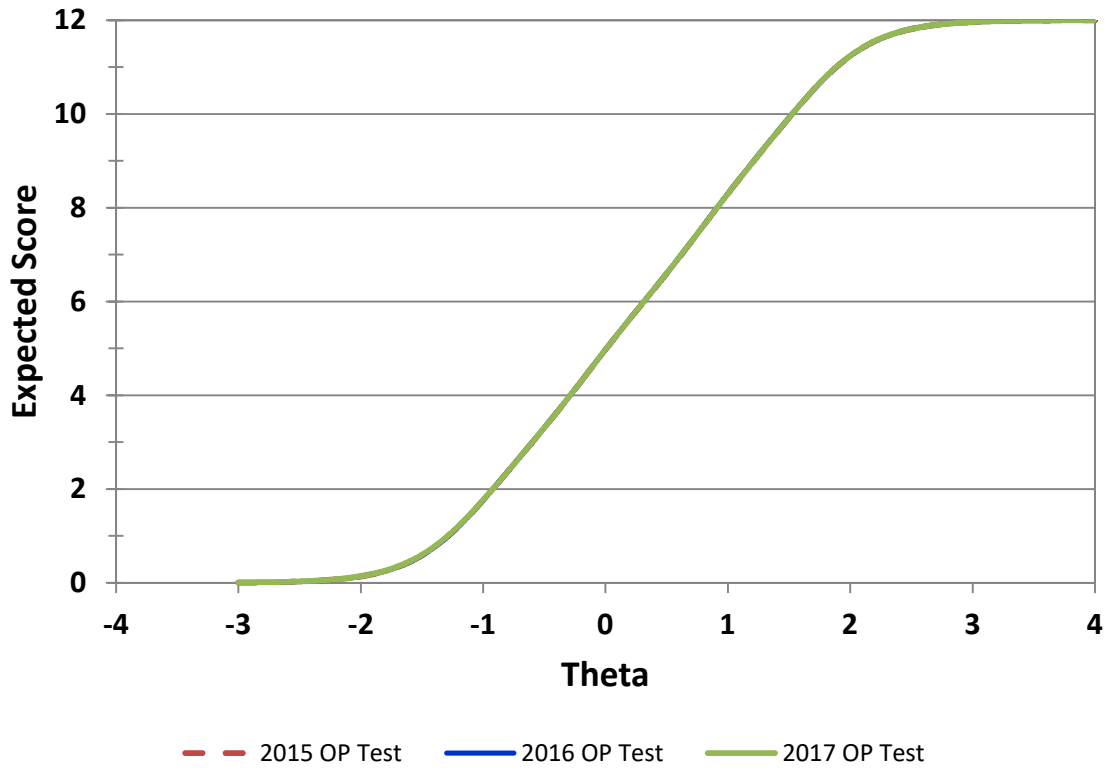


Figure 43. TCC for Grade Band 3–4 Writing Test



Note that function curves for all 3 years are plotted in Figures 43 and 44 - the curves are essentially on top of one another within the limits of graphical presentation.

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

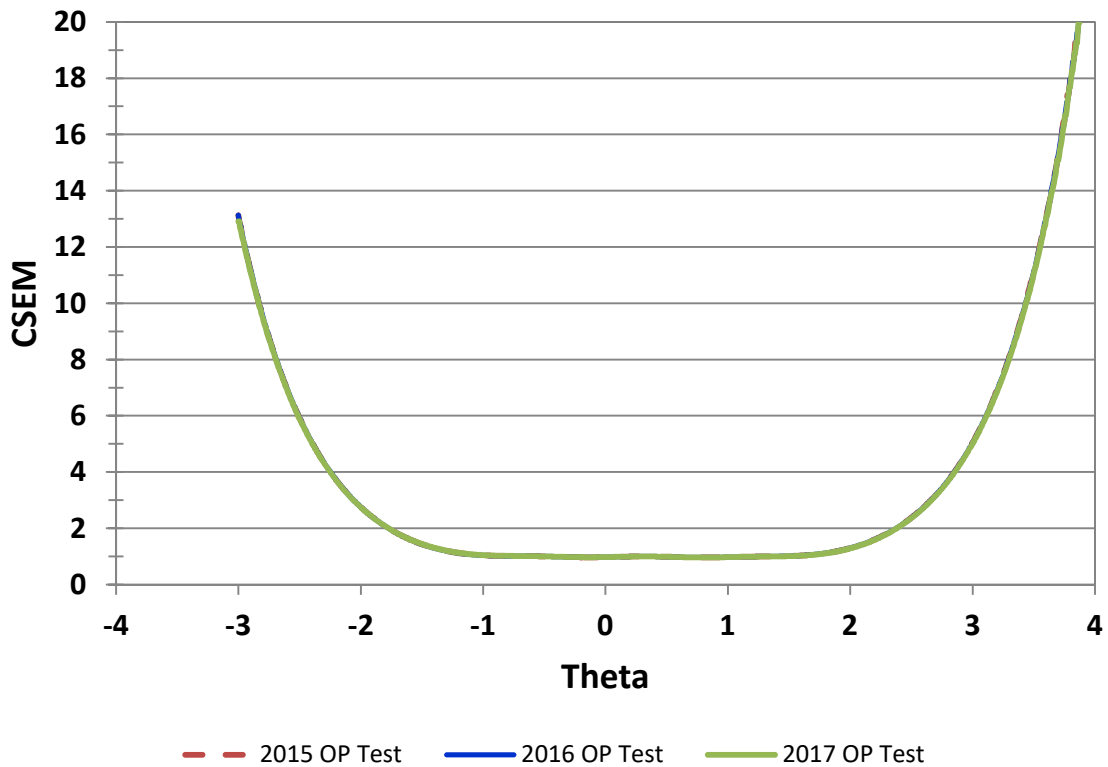


Figure 45. TCC for Grade Band 5–6 Writing Test

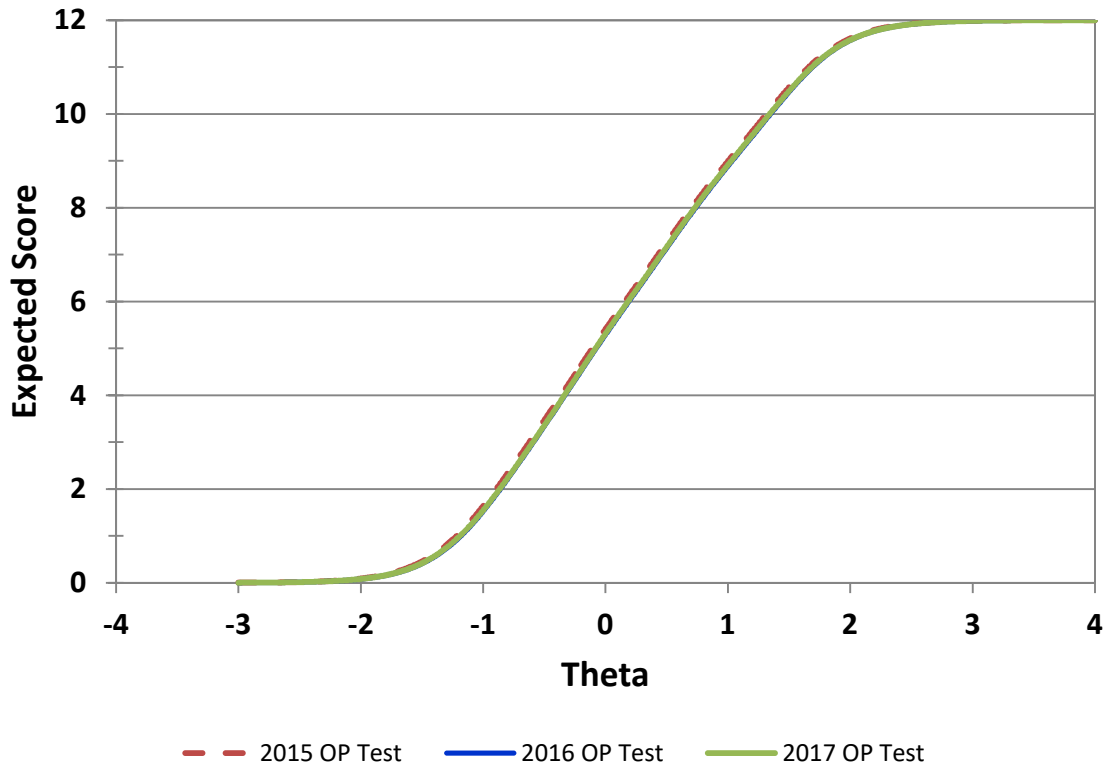


Figure 46. CSEM for Grade Band 5–6 Writing Test

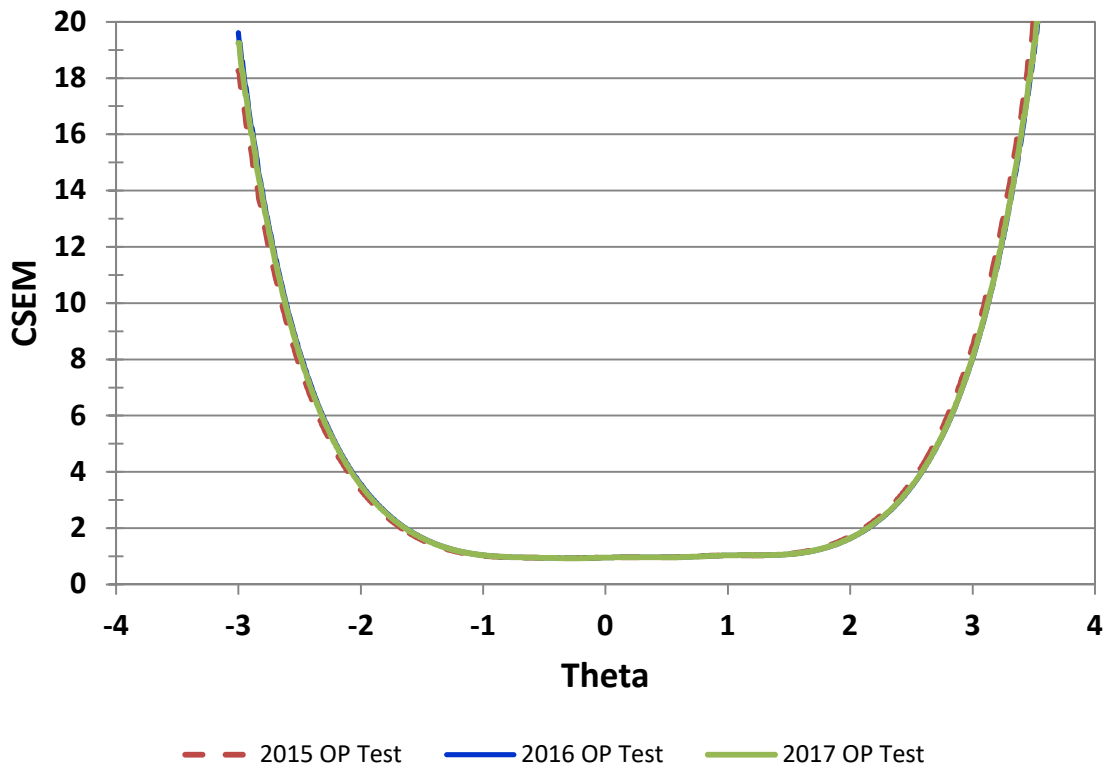


Figure 47. TCC for Grade Band 7–8 Writing Test

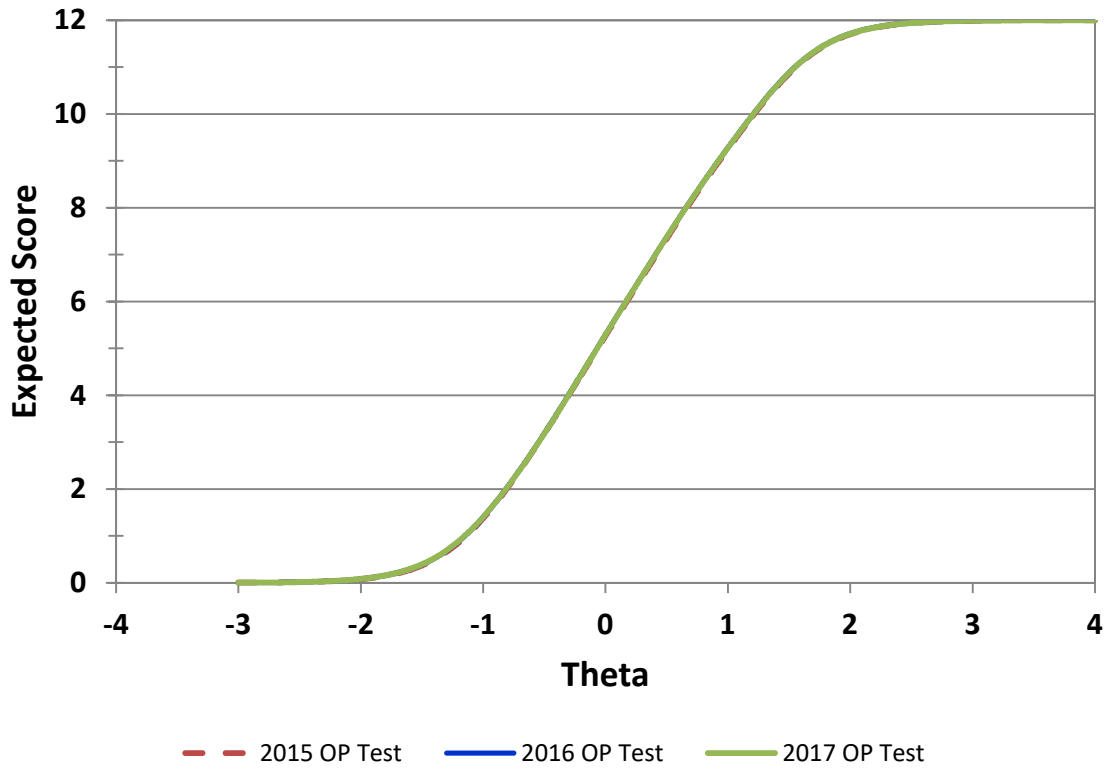


Figure 48. CSEM for Grade Band 7–8 Writing Test

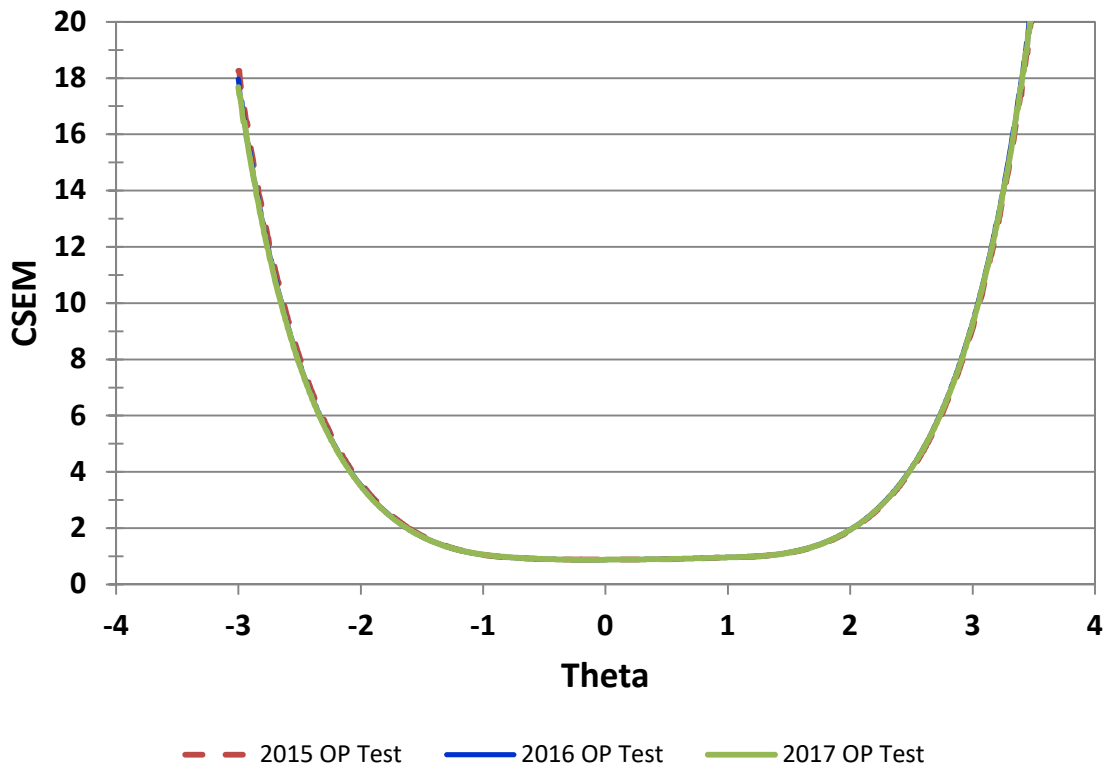


Figure 49. TCC for Grade Band 9–12 Writing Test

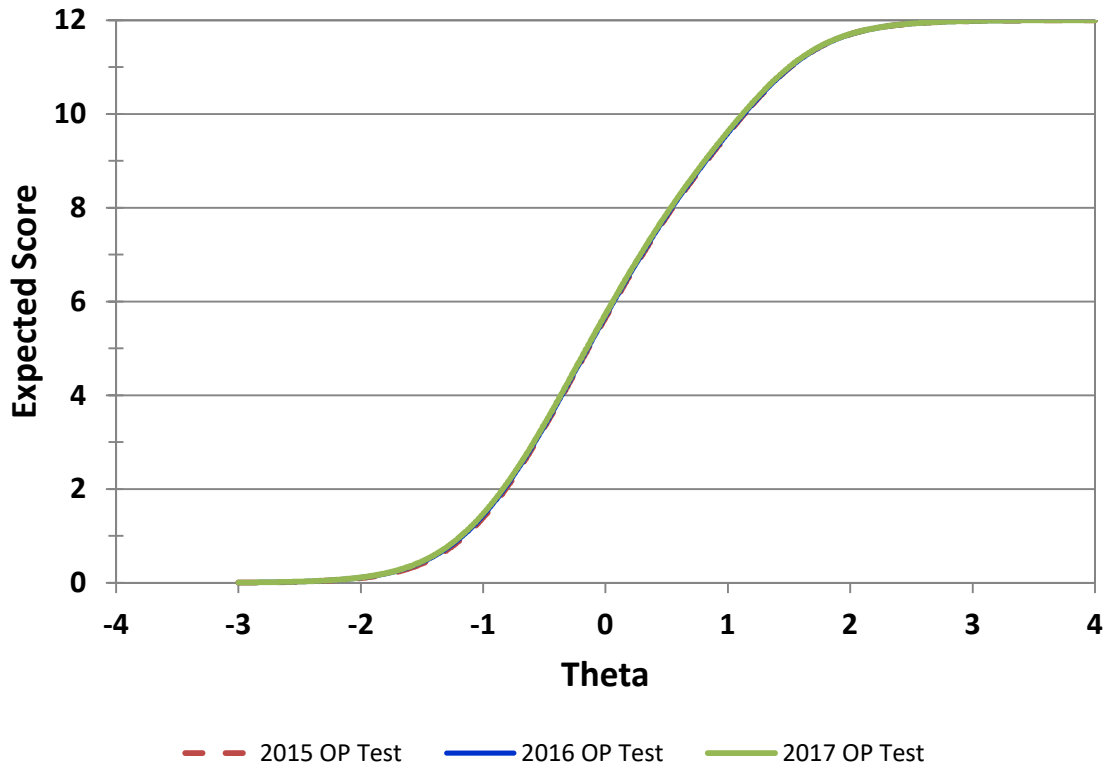
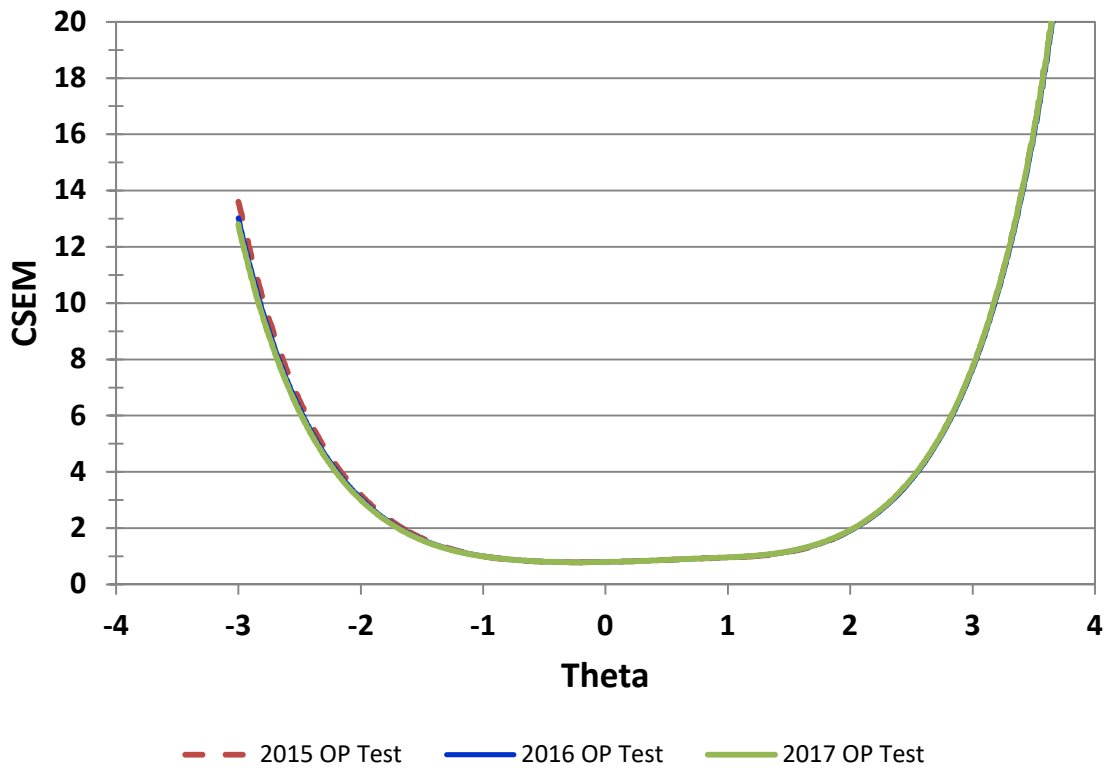


Figure 50. CSEM for Grade Band 9–12 Writing Test



7.7 The Scale Transformation Process

The 2017 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 NYSESLAT reporting scales, the 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 is 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:

$SS(\theta)$ is the scale score associated with ability estimate θ ,

θ is the IRT ability estimate associated with a given raw score, and

The B and A variables in Equation 10 are the appropriate scale transformation constants (slope and intercept, respectively) that will fix the LOSS at 30 and HOSS at 90.

The scale transformation constants are shown in the middle section of Table 51. For grades 1–12, the modality scaling was done based on the spring 2015 administration of NYSESLAT. For Kindergarten, the scale transformation constants were developed based on the spring 2016 administration since there were some changes to the NYSELAT test design for Kindergarten. 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 51). 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 51. Fixed LOSS/HOSS Scaling for the 2017 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	11.34	68.75	K	30	90	67.62	11.10
	1–2	0.00	1.00	9.07	60.56	1	30	90	58.45	7.99
						2	30	90	63.83	9.41
	3–4	0.00	1.00	9.96	63.22	3	30	90	62.83	9.30
						4	30	90	64.87	10.01
	5–6	0.00	1.00	9.58	62.97	5	30	90	62.94	9.56
						6	30	90	64.25	10.41
	7–8	0.00	1.00	8.61	60.40	7	30	90	61.12	9.47
						8	30	90	62.05	9.91
	9–12	0.00	1.00	9.92	64.34	9	30	90	63.17	10.60
						10	30	90	66.20	10.91
						11	30	90	67.45	11.04
12						30	90	63.12	12.68	
Reading	K	0.00	1.00	13.01	75.46	K	30	90	74.39	13.99
	1–2	0.00	1.00	9.31	58.42	1	30	90	55.75	10.11
						2	30	90	64.74	12.66
	3–4	0.00	1.00	9.69	61.73	3	30	90	61.52	10.61
						4	30	90	64.29	11.57
	5–6	0.00	1.00	9.88	59.01	5	30	90	58.66	8.22
						6	30	90	60.22	9.13
	7–8	0.00	1.00	10.12	61.14	7	30	90	61.73	9.80
						8	30	90	63.23	10.39
	9–12	0.00	1.00	9.77	61.75	9	30	90	60.93	9.74
						10	30	90	63.99	10.39
						11	30	90	65.43	10.73
12						30	90	60.86	12.03	

Table 51. Fixed LOSS/HOSS Scaling for the 2017 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	15.31	65.27	K	30	90	63.83	16.87
	1–2	0.00	1.00	14.10	72.53	1	30	90	71.38	16.03
						2	30	90	76.46	15.33
	3–4	0.00	1.00	14.56	72.60	3	30	90	72.26	16.50
						4	30	90	73.03	16.92
	5–6	0.00	1.00	14.90	73.99	5	30	90	73.71	16.81
						6	30	90	73.48	17.20
	7–8	0.00	1.00	16.20	72.70	7	30	90	72.20	17.57
						8	30	90	72.67	17.29
	9–12	0.00	1.00	15.06	72.26	9	30	90	68.54	18.57
						10	30	90	73.47	15.57
						11	30	90	75.62	14.35
12						30	90	73.54	16.57	
Writing	K	0.00	1.00	12.39	62.86	K	30	90	61.41	14.05
	1–2	0.00	1.00	14.94	54.22	1	30	90	51.79	14.41
						2	30	90	60.25	15.6
	3–4	0.00	1.00	14.27	55.71	3	30	90	54.97	15.2
						4	30	90	57.73	16.27
	5–6	0.00	1.00	15.65	56.48	5	30	90	55.48	15.26
						6	30	90	57.05	16.18
	7–8	0.00	1.00	16.26	56.54	7	30	90	57.36	16.31
						8	30	90	58.78	16.9
	9–12	0.00	1.00	16.02	56.92	9	30	90	53.43	16.58
						10	30	90	58.50	16.32
						11	30	90	60.86	15.77
12						30	90	56.54	16.76	

Table 51. Fixed LOSS/HOSS Scaling for the 2017 NYSESLAT (continued)

Modality	Scale Scores				
	Grade	Min	Max	Mean	SD
Overall	K	120	360	267.24	45.99
	1	120	360	237.38	39.18
	2	120	360	265.28	44.48
	3	120	360	251.58	43.58
	4	120	360	259.91	46.72
	5	120	360	250.79	41.85
	6	120	360	255.00	44.44
	7	120	360	252.40	44.45
	8	120	360	256.73	45.95
	9	120	360	246.07	47.34
	10	120	360	262.17	44.81
	11	120	360	269.36	43.36
12	120	360	254.05	49.85	

CHAPTER 8: ESTABLISHING NYSESLAT PERFORMANCE LEVELS

In 2015, the 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. This was done to ease the transition from the previous version of NYSESLAT and its performance standards. For more information on how performance standards were established for 2015, see Chapter 8 of the *2015 NYSESLAT Operational Test Technical Report*.

Since the previous NYSESLAT standards were empirically established (in 2013), new language standards (Targets of Measurement–ToMs) have been instituted, and new Performance Level Descriptions have been created. Beginning in 2015, the four modalities of the revised NYSESLAT (Speaking, Listening, Reading, and Writing) are now scaled separately. In addition, each student receives 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.

The tables in Appendix D (Tables D1 through D6) show the modality raw score to scale score relationship for the 2016 NYSESLAT. Please note that there are separate conversion charts for each modality in each of the six grade bands. Performance level cuts were established using public and charter school data.

The NYSESLAT standard setting meetings were held July 12–15, 2016, in Troy, New York, to establish cut scores for each grade for the operational NYSESLAT. The purpose of these meetings was to provide recommendations on performance level cut scores for the 2016 NYSESLAT. A separate policy panel meeting was held on July 22, 2016, to review the recommendations from the standard setting meetings and to offer independent advice and recommendations to the Commissioner regarding the NYSESLAT performance standards.

8.1 Final Performance Level Cut Points

The overall scale score ranges corresponding to each of the 2017 NYSESLAT performance levels are shown in Table 52. The scale score cuts (marking the beginning of each performance level) are the lower of the values in each of the ranges.

For detailed information on how the NYSESLAT performance levels were established in 2016, see chapter 8 of the *2016 NYSESLAT Operational Test Technical Report* for all details.

Table 52. Overall Scale Score Ranges Defining Each 2016 NYSESLAT Performance Level

Grade	2016 NYSESLAT Performance Level SS ranges				
	1	2	3	4	5
K*	120–212	213–244	245–263	264–315	316–360
1	120–170	171–215	216–251	252–295	296–360
2	120–180	181–227	228–264	265–307	308–360
3	120–170	171–216	217–258	259–303	304–360
4	120–181	182–228	229–265	266–310	311–360
5	120–172	173–214	215–257	258–300	301–360
6	120–180	181–219	220–258	259–300	301–360
7	120–169	170–212	213–249	250–299	300–360
8	120–169	170–212	213–249	250–305	306–360
9	120–175	176–220	221–262	263–317	318–360
10	120–175	176–220	221–262	263–317	318–360
11	120–178	179–220	221–262	263–317	318–360
12	120–178	179–220	221–262	263–317	318–360

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

* Kindergarten is based on an equipercentile match to 2015 grade K performance.

Grades 1–12 use standards resulting from the vertical articulation panel at the end of the 2016 standard setting meetings.

The scale score ranges shown in Table 52 result in the following percentages of students in each of the 2017 performance levels for public and charter schools (shown below in Table 53 and graphically in Figure 51).

Table 53. 2017 Obtained Performance Level Percentages

Grade	Percentage of Students by Performance Level (2016)				
	1	2	3	4	5
K	8	13	15	49	15
1	5	18	37	34	7
2	4	12	23	43	18
3	5	14	26	44	11
4	7	14	20	45	14
5	5	13	26	46	10
6	8	13	21	43	15
7	5	15	20	47	14
8	4	15	19	49	13
9	9	25	27	34	5
10	4	16	28	42	10
11	3	11	25	48	12
12	10	13	27	43	7

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

Figures 52–64 show the percentage of students in each of the NYSESLAT performance levels over the period of 2008–2017 (for public and charter school data only). It should be noted, however, that both the test itself and performance standards underwent changes beginning with the spring 2015 NYSESLAT administration (changing from four to five performance levels).

Figure 51. Across Grade Summary of Percentages of Students by Performance Level (2017)

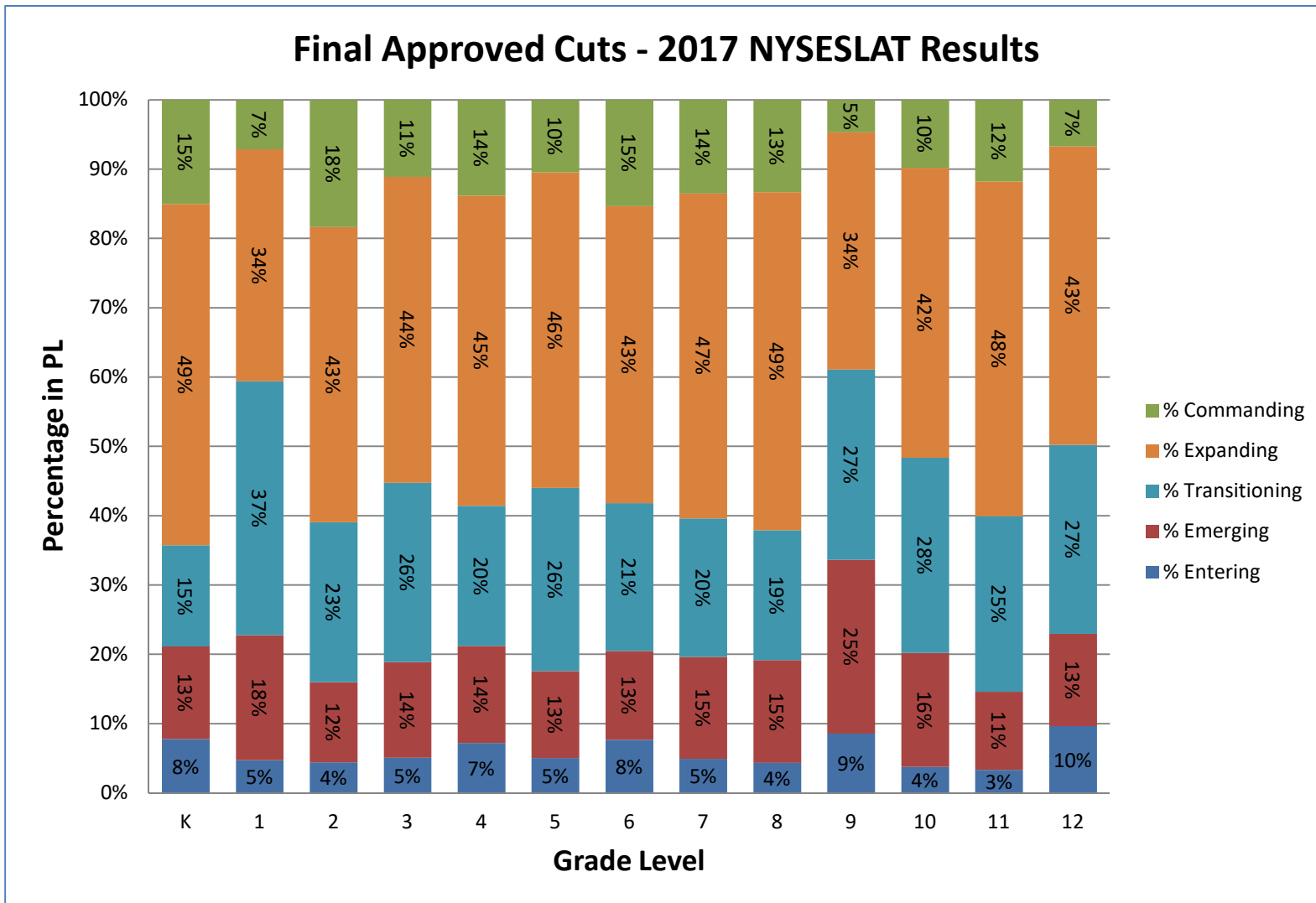


Figure 52. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Kindergarten)

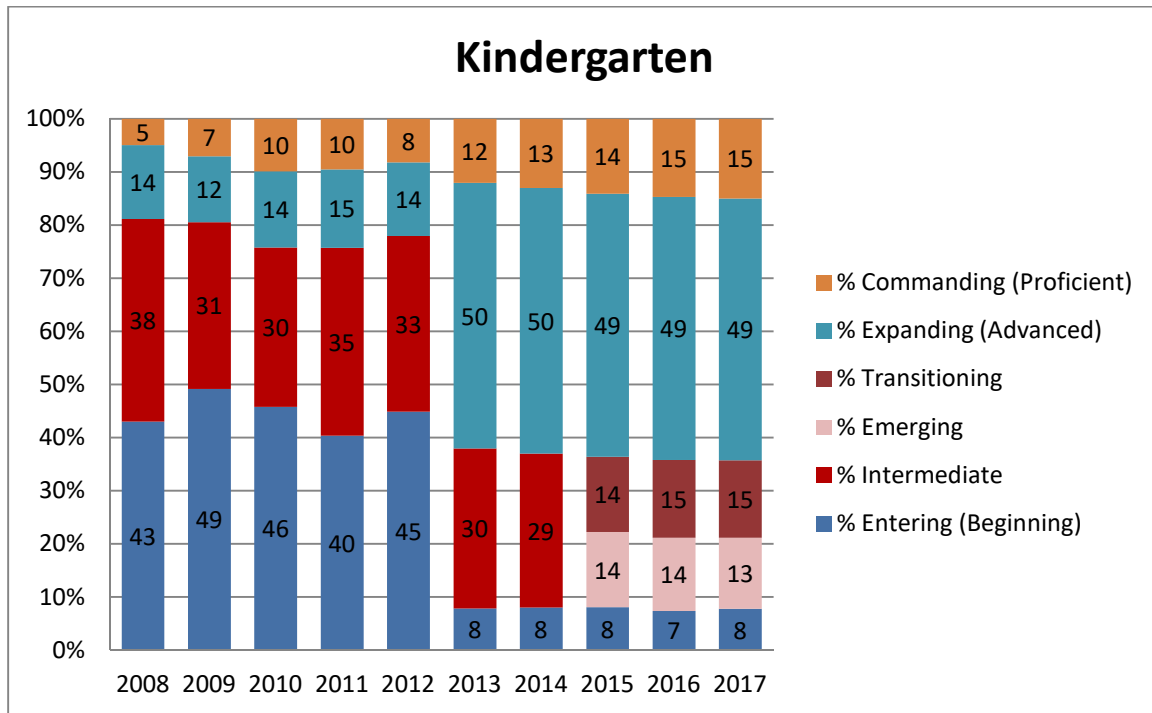


Figure 53. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 1)

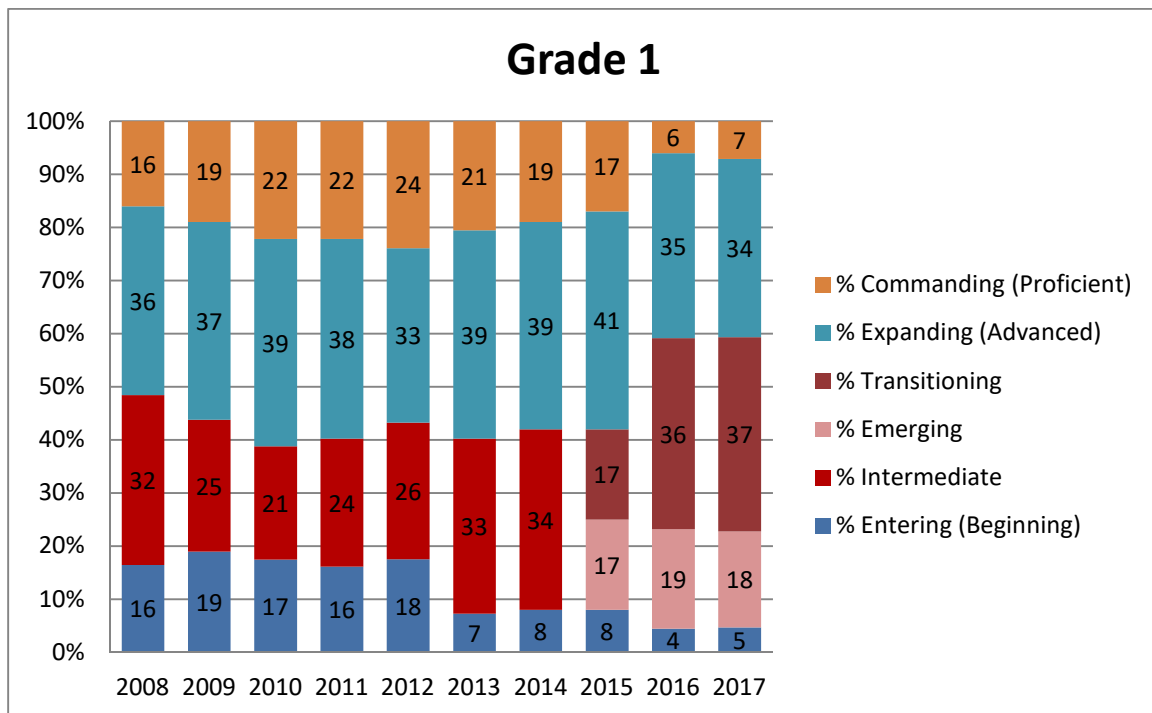


Figure 54. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 2)

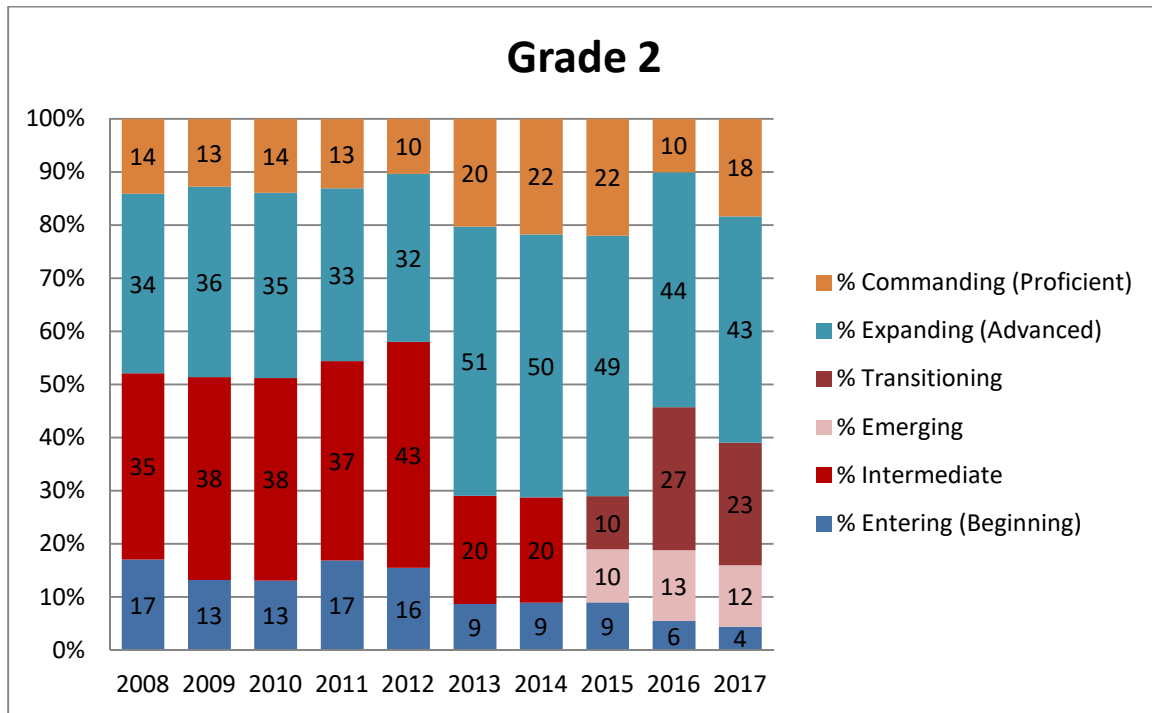


Figure 55. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 3)

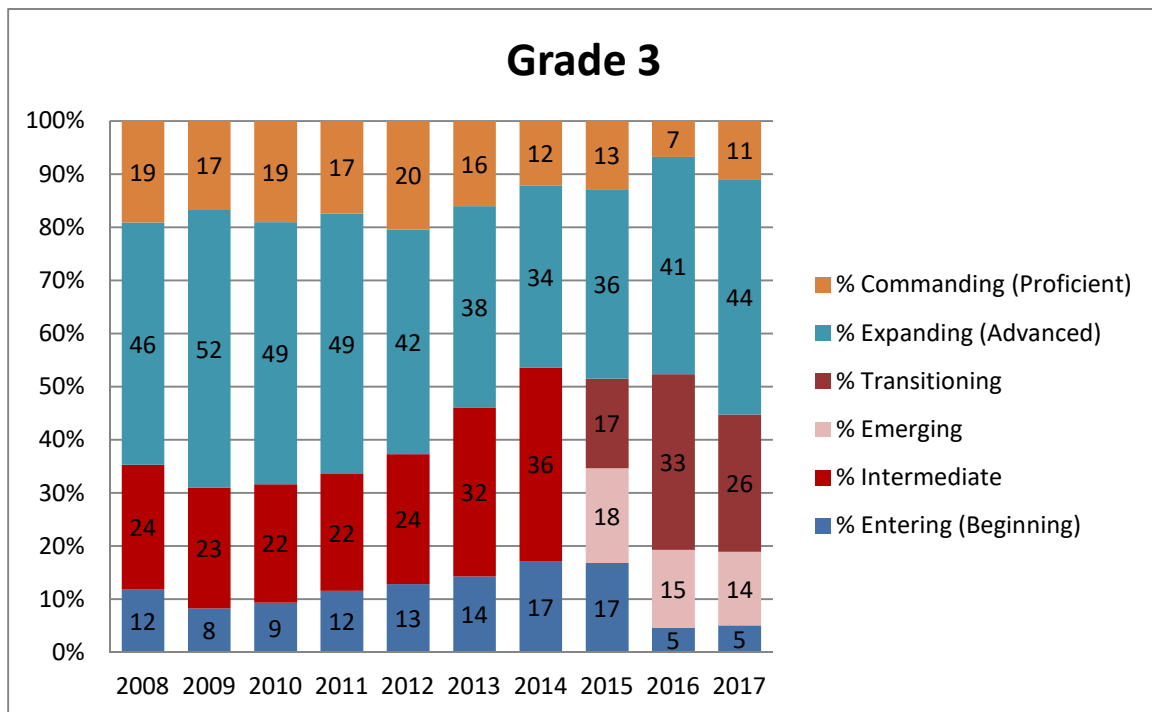


Figure 56. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 4)

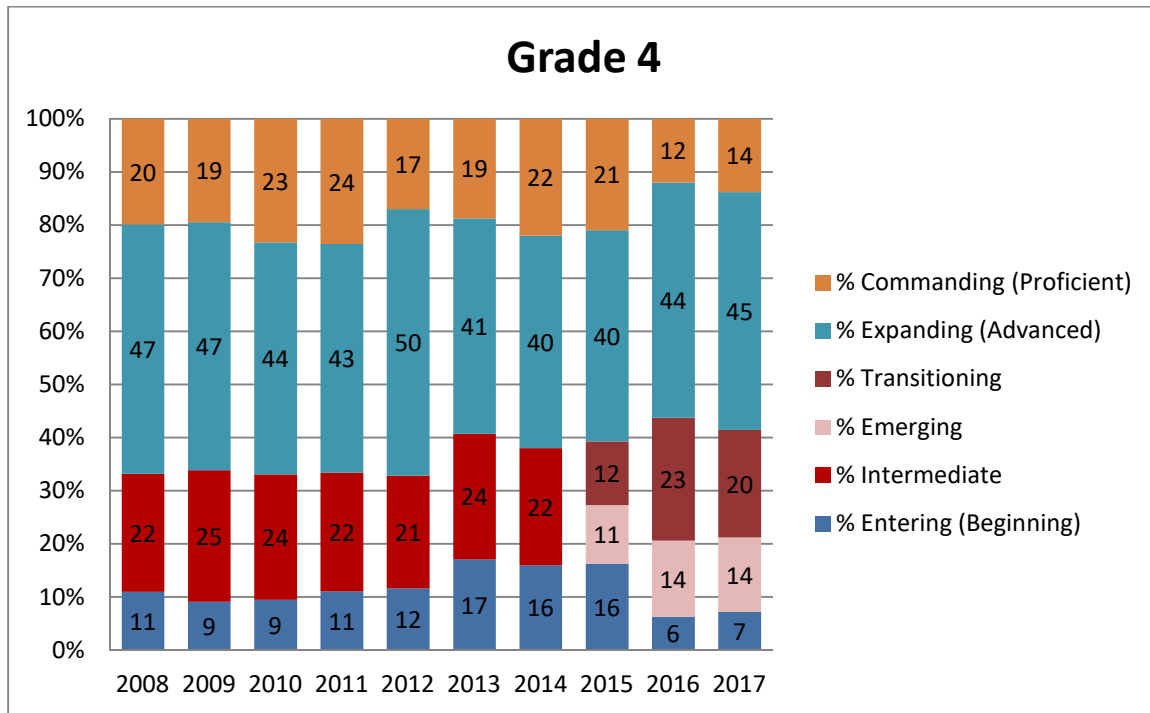


Figure 57. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 5)

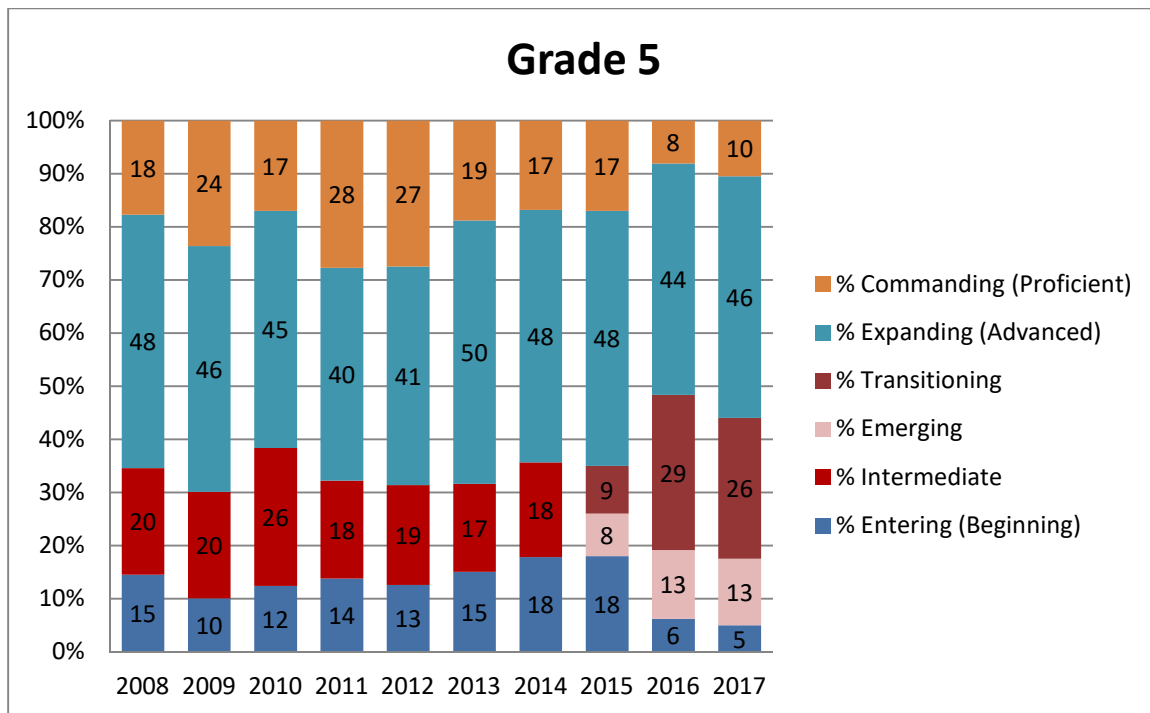


Figure 58. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 6)

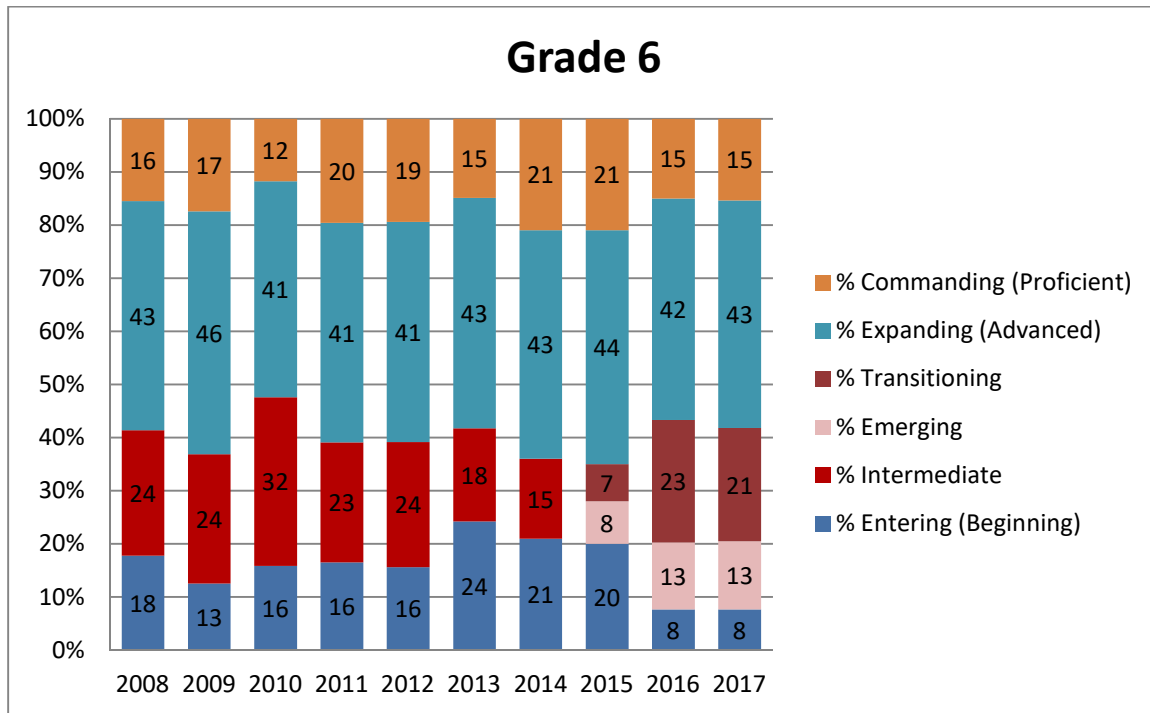


Figure 59. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 7)

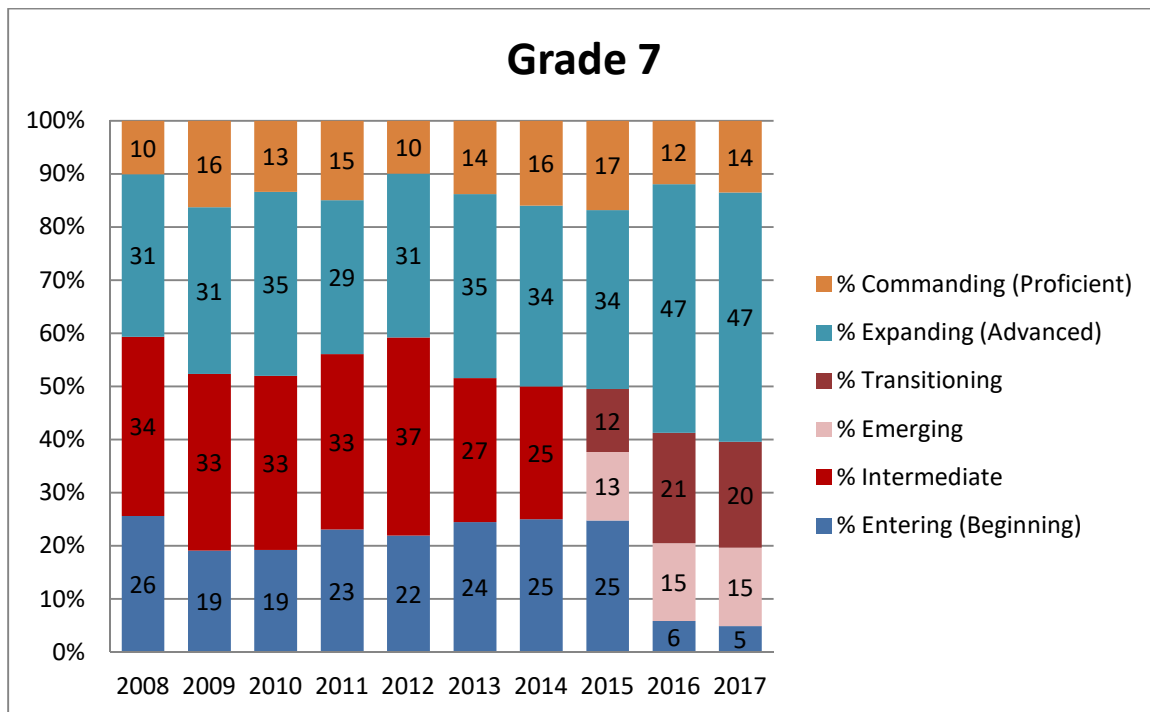


Figure 60. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 8)

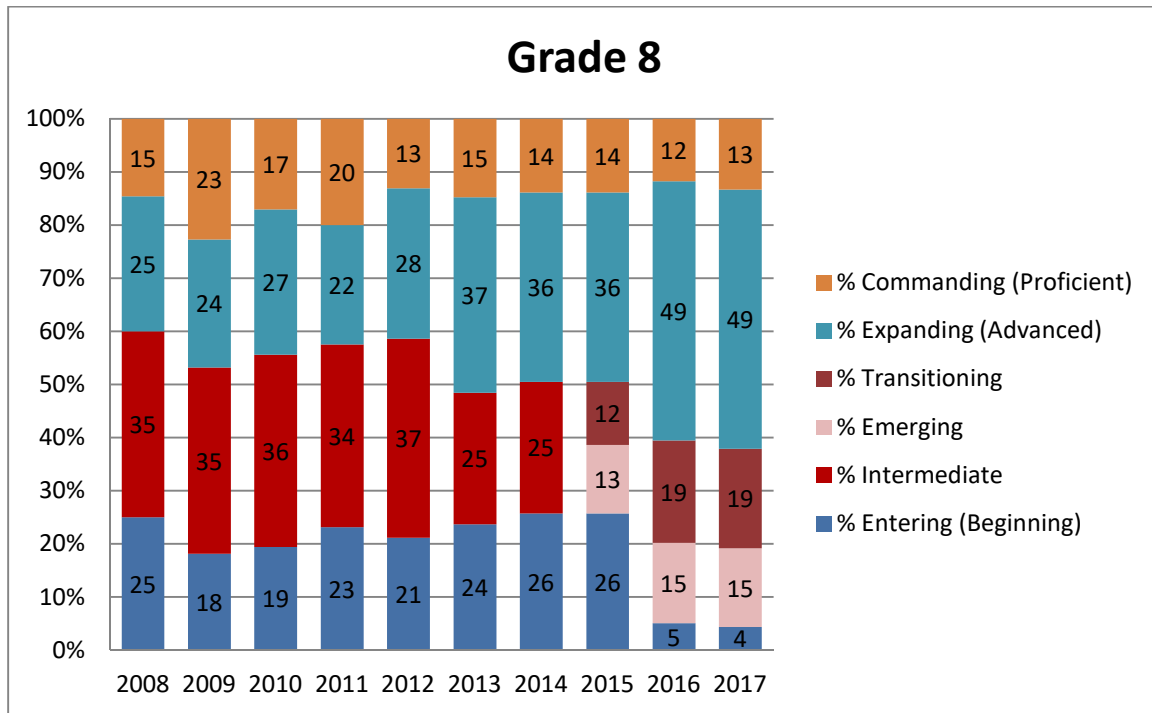


Figure 61. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 9)

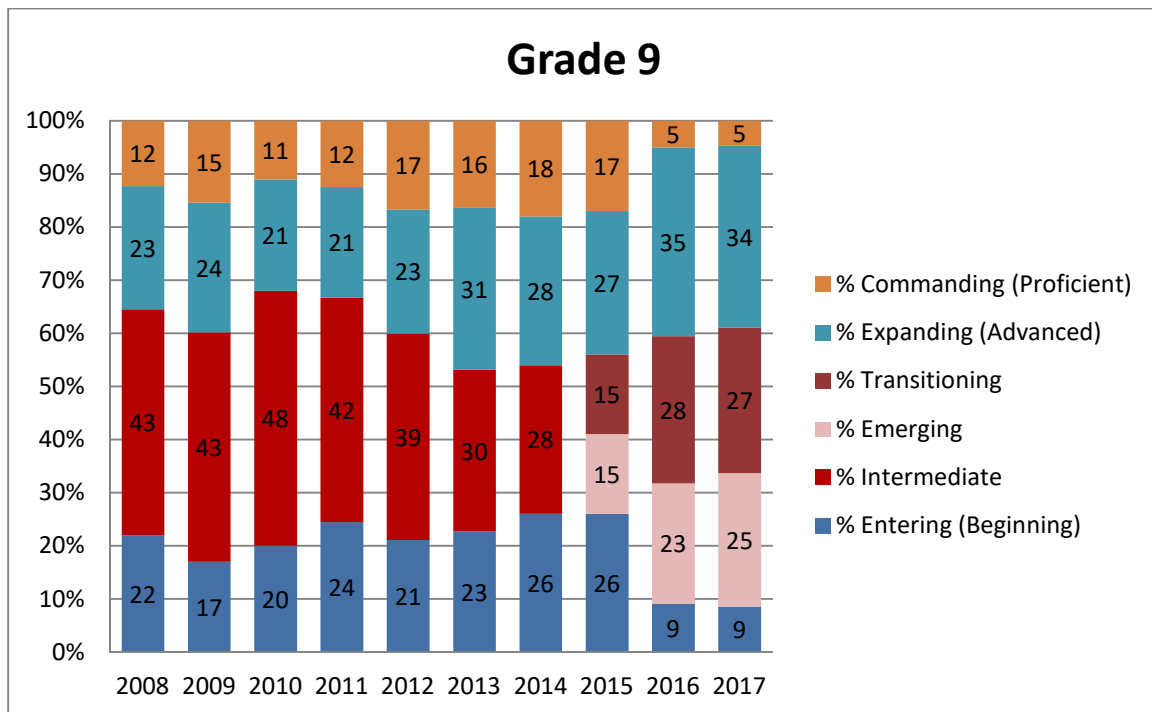


Figure 62. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 10)

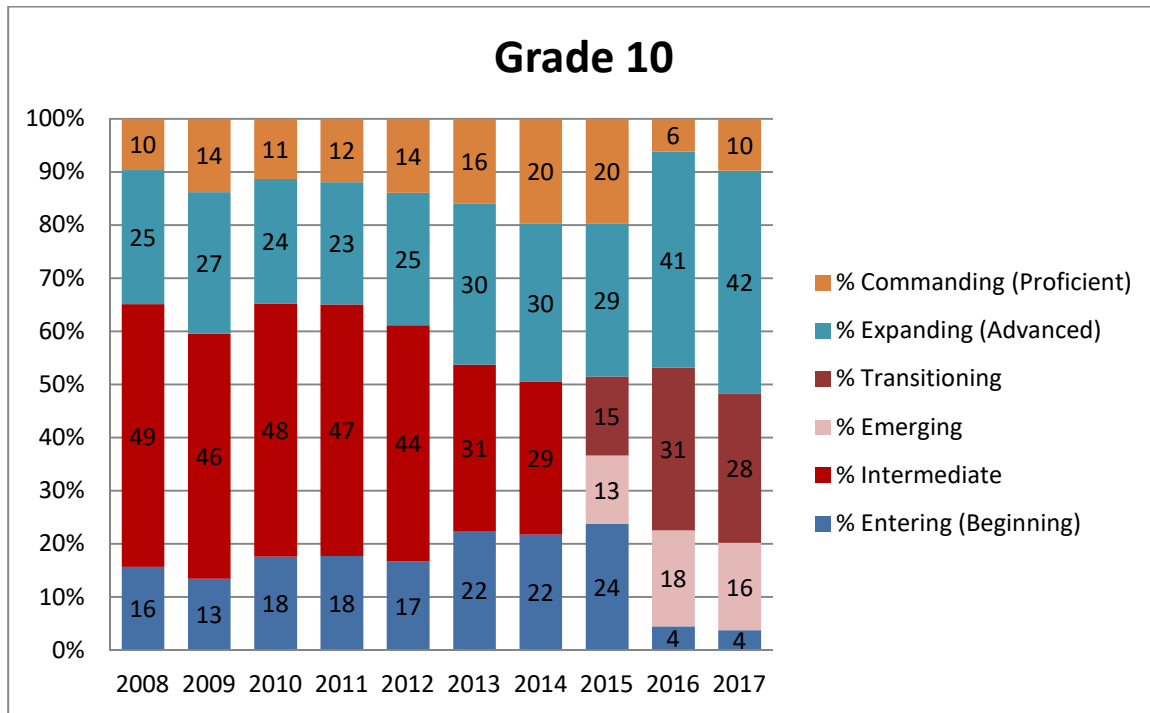


Figure 63. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 11)

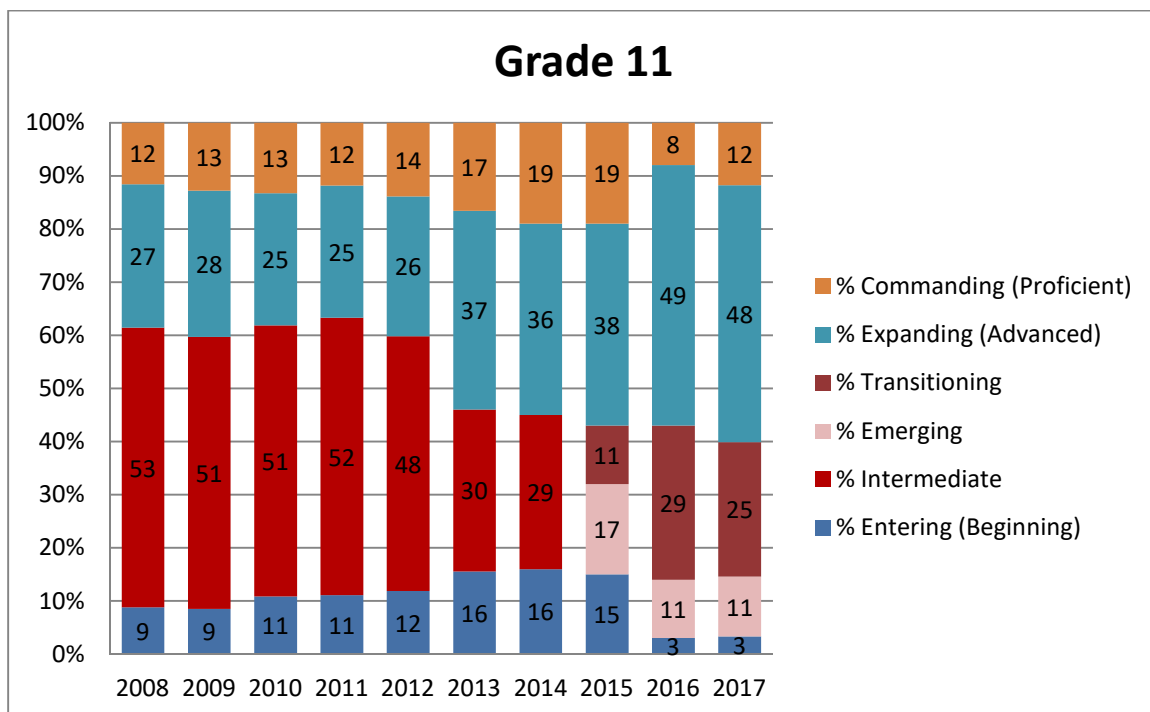
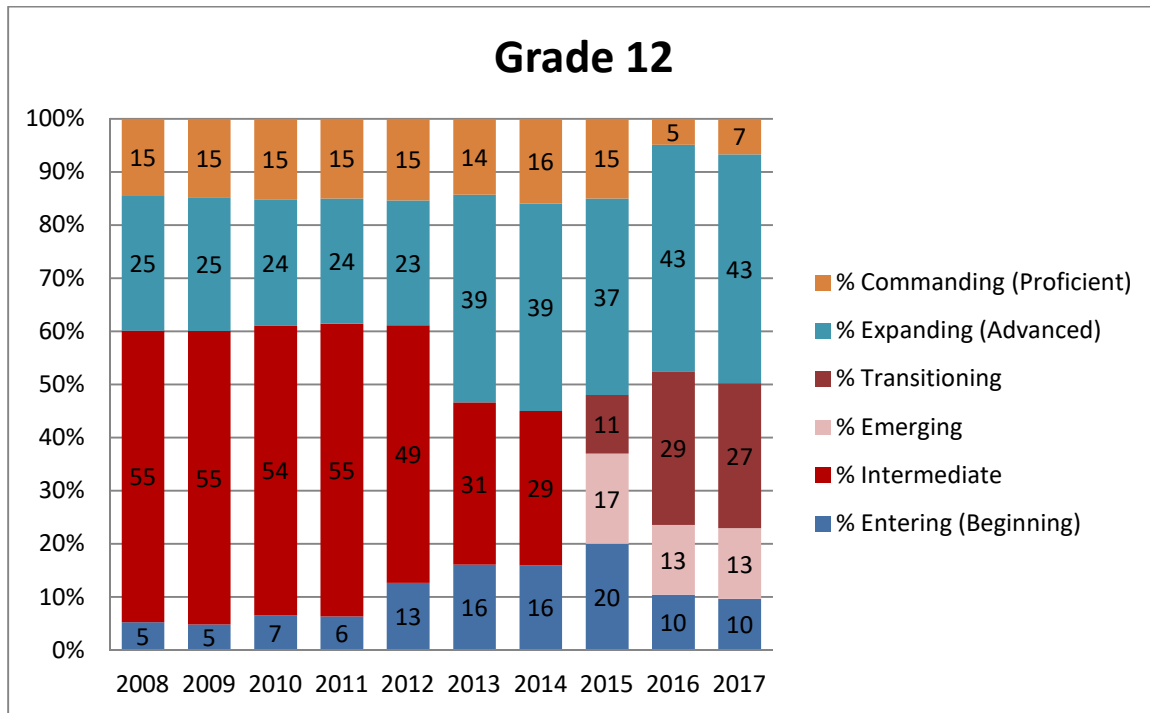


Figure 64. Historical Comparison of 2017 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 12)



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. Prior to the 2015 NYSESLAT, technical analyses presented results based on public and charter schools only. In this 2017 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 and (2) public and charter schools only. Also note that the term “exit rate” (in Tables 66–69) refers to N-counts and percentages of students in the Commanding performance level.

- Table 54 contains the raw score summary by grade band (All Schools), including sample size (N-count), the mean, median, range, and the standard deviation (SD) of the scale scores.
- Table 55 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 56 contains the raw score summary by grade level (All Schools).
- Table 57 contains the raw score summary by grade level (Public & Charters Only).
- Table 58 contains the scale score summary by grade band (All Schools).
- Table 59 contains the scale score summary by grade band (Public & Charters Only).
- Table 60 contains the scale score summary by grade level (All Schools).
- Table 61 contains the scale score summary by grade level (Public & Charters Only).
- Table 62 presents the percentage of students in each of the performance levels by grade band (All Schools).
- Table 63 presents the percentage of students in each of the performance levels by grade band (Public & Charters Only).
- Table 64 presents the percentage of students in each of the performance levels by grade level (All Schools).
- Table 65 presents the percentage of students in each of the performance levels by grade level (Public & Charters Only).
- Table 66 presents the exit rates of students in each of the performance levels by grade band for 2013–2017 (All Schools).
- Table 67 presents the exit rates of students in each of the performance levels by grade band for 2013–2017 (Public & Charters Only).
- Table 68 presents the exit rates of students in each of the performance levels by grade level for 2013–2017 (All Schools).
- Table 69 presents the exit rates of students in each of the performance levels by grade level for 2013–2017 (Public & Charters Only).
- Table 70 through Table 82 present the scale score frequency distribution and State percentile rank (PR) for each scale score point by grade level (All Schools).
- Table 83 through Table 95 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, Charter Schools, and Religious and Independent 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 54. Raw Score Summary by Grade Band (All Schools)

Grade Band	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	31,306	19	13.95	15	19	3.93
	Reading	31,306	18	14.89	17	18	4.02
	Speaking	31,306	21	12.23	14	21	6.73
	Writing	31,306	14	7.71	8	14	3.94
1-2	Listening	64,289	24	14.36	15	24	5.25
	Reading	64,289	27	14.94	14	27	7.04
	Speaking	64,289	21	14.31	16	21	6.43
	Writing	64,289	12	5.27	5	12	3.37
3-4	Listening	50,180	24	13.96	15	24	5.25
	Reading	50,180	27	15.62	16	27	6.63
	Speaking	50,180	21	14.82	17	21	6.64
	Writing	50,180	12	5.22	6	12	3.35
5-6	Listening	39,657	24	13.83	14	24	5.30
	Reading	39,657	27	14.53	15	27	6.09
	Speaking	39,657	21	14.54	17	21	6.92
	Writing	39,657	12	5.30	6	12	3.38
7-8	Listening	33,825	24	14.41	15	24	5.46
	Reading	33,825	27	14.60	15	27	6.18
	Speaking	33,825	21	14.33	17	21	7.02
	Writing	33,825	12	5.75	6	12	3.63
9-12	Listening	57,292	24	14.20	15	24	5.60
	Reading	57,292	27	14.10	14	27	6.40
	Speaking	57,292	21	14.44	17	21	6.93
	Writing	57,292	12	5.69	6	12	3.72

Table 55. Raw Score Summary by Grade Band (Public & Charters Only)

Grade Band	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	27,539	19	14.43	15	19	3.54
	Reading	27,539	18	15.56	17	18	3.30
	Speaking	27,539	21	13.17	15	21	6.23
	Writing	27,539	14	8.23	9	14	3.62
1-2	Listening	56,377	24	14.65	15	24	5.14
	Reading	56,377	27	15.22	15	27	7.05
	Speaking	56,377	21	15.26	17	21	5.93
	Writing	56,377	12	5.53	6	12	3.31
3-4	Listening	42,814	24	14.24	15	24	5.11
	Reading	42,814	27	15.95	17	27	6.57
	Speaking	42,814	21	15.83	18	21	6.22
	Writing	42,814	12	5.53	6	12	3.30
5-6	Listening	32,906	24	13.85	14	24	5.09
	Reading	32,906	27	14.61	15	27	5.95
	Speaking	32,906	21	15.53	18	21	6.67
	Writing	32,906	12	5.62	6	12	3.35
7-8	Listening	28,788	24	14.28	15	24	5.12
	Reading	28,788	27	14.49	14	27	5.96
	Speaking	28,788	21	14.80	18	21	7.08
	Writing	28,788	12	5.91	6	12	3.62
9-12	Listening	52,947	24	13.96	14	24	5.47
	Reading	52,947	27	13.85	13	27	6.28
	Speaking	52,947	21	14.38	17	21	7.04
	Writing	52,947	12	5.58	6	12	3.74

Table 56. Raw Score Summary by Grade Level (All Schools)

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	31,306	19	13.95	15	19	3.93
	Reading	31,306	18	14.89	17	18	4.02
	Speaking	31,306	21	12.23	14	21	6.73
	Writing	31,306	14	7.71	8	14	3.94
1	Listening	31,272	24	12.72	12	24	4.88
	Reading	31,272	27	12.27	11	27	6.11
	Speaking	31,272	21	13.19	15	21	6.46
	Writing	31,272	12	4.31	4	12	3.07
2	Listening	33,017	24	15.90	17	24	5.12
	Reading	33,017	27	17.46	19	27	6.92
	Speaking	33,017	21	15.37	18	21	6.21
	Writing	33,017	12	6.19	6	12	3.39
3	Listening	26,888	24	13.46	14	24	5.11
	Reading	26,888	27	14.89	15	27	6.44
	Speaking	26,888	21	14.70	17	21	6.58
	Writing	26,888	12	4.93	5	12	3.22
4	Listening	23,292	24	14.53	15	24	5.35
	Reading	23,292	27	16.45	18	27	6.74
	Speaking	23,292	21	14.94	18	21	6.71
	Writing	23,292	12	5.54	6	12	3.46
5	Listening	20,781	24	13.52	14	24	5.17
	Reading	20,781	27	14.04	14	27	5.88
	Speaking	20,781	21	14.59	17	21	6.86
	Writing	20,781	12	5.14	6	12	3.29
6	Listening	18,876	24	14.16	15	24	5.43
	Reading	18,876	27	15.08	15	27	6.27
	Speaking	18,876	21	14.49	17	21	6.98
	Writing	18,876	12	5.48	6	12	3.47
7	Listening	17,544	24	14.16	14	24	5.40
	Reading	17,544	27	14.17	14	27	6.06
	Speaking	17,544	21	14.25	17	21	7.06
	Writing	17,544	12	5.60	6	12	3.58
8	Listening	16,281	24	14.69	15	24	5.51
	Reading	16,281	27	15.08	15	27	6.28
	Speaking	16,281	21	14.42	17	21	6.98
	Writing	16,281	12	5.91	6	12	3.68

Table 56. Raw Score Summary by Grade Level (All Schools) (continued)

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	20,586	24	13.21	13	24	5.47
	Reading	20,586	27	12.85	12	27	6.04
	Speaking	20,586	21	12.90	15	21	7.57
	Writing	20,586	12	4.90	5	12	3.73
10	Listening	17,729	24	14.80	15	24	5.42
	Reading	17,729	27	14.80	15	27	6.29
	Speaking	17,729	21	14.92	17	21	6.53
	Writing	17,729	12	6.02	6	12	3.65
11	Listening	12,114	24	15.47	16	24	5.38
	Reading	12,114	27	15.75	16	27	6.36
	Speaking	12,114	21	15.92	18	21	5.97
	Writing	12,114	12	6.57	7	12	3.52
12	Listening	6,863	24	13.41	14	24	6.12
	Reading	6,863	27	13.15	13	27	6.81
	Speaking	6,863	21	15.17	18	21	6.64
	Writing	6,863	12	5.64	6	12	3.72

Table 57. Raw Score Summary by Grade Level (Public & Charters Only)

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	27,539	19	14.43	15	19	3.54
	Reading	27,539	18	15.56	17	18	3.30
	Speaking	27,539	21	13.17	15	21	6.23
	Writing	27,539	14	8.23	9	14	3.62
1	Listening	27,321	24	13.02	13	24	4.81
	Reading	27,321	27	12.50	11	27	6.17
	Speaking	27,321	21	14.12	16	21	6.05
	Writing	27,321	12	4.55	5	12	3.05
2	Listening	29,056	24	16.18	17	24	4.97
	Reading	29,056	27	17.77	20	27	6.86
	Speaking	29,056	21	16.33	18	21	5.61
	Writing	29,056	12	6.45	7	12	3.29
3	Listening	23,205	24	13.78	14	24	5.03
	Reading	23,205	27	15.24	16	27	6.44
	Speaking	23,205	21	15.66	18	21	6.17
	Writing	23,205	12	5.22	6	12	3.18
4	Listening	19,609	24	14.78	16	24	5.16
	Reading	19,609	27	16.80	18	27	6.62
	Speaking	19,609	21	16.04	19	21	6.28
	Writing	19,609	12	5.90	6	12	3.39
5	Listening	17,207	24	13.67	14	24	4.99
	Reading	17,207	27	14.22	14	27	5.76
	Speaking	17,207	21	15.71	18	21	6.47
	Writing	17,207	12	5.48	6	12	3.24
6	Listening	15,699	24	14.05	15	24	5.19
	Reading	15,699	27	15.04	15	27	6.12
	Speaking	15,699	21	15.34	18	21	6.87
	Writing	15,699	12	5.79	6	12	3.45
7	Listening	14,759	24	14.03	14	24	5.06
	Reading	14,759	27	14.03	14	27	5.84
	Speaking	14,759	21	14.85	18	21	7.04
	Writing	14,759	12	5.80	6	12	3.57
8	Listening	14,029	24	14.54	15	24	5.16
	Reading	14,029	27	14.97	15	27	6.05
	Speaking	14,029	21	14.74	18	21	7.11
	Writing	14,029	12	6.03	6	12	3.66

Table 57. Raw Score Summary by Grade Level (Public & Charters Only) (continued)

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	19,186	24	12.91	13	24	5.29
	Reading	19,186	27	12.55	12	27	5.88
	Speaking	19,186	21	12.75	15	21	7.67
	Writing	19,186	12	4.75	5	12	3.71
10	Listening	16,461	24	14.57	15	24	5.29
	Reading	16,461	27	14.56	14	27	6.21
	Speaking	16,461	21	14.90	17	21	6.63
	Writing	16,461	12	5.92	6	12	3.68
11	Listening	10,982	24	15.30	16	24	5.28
	Reading	10,982	27	15.52	16	27	6.25
	Speaking	10,982	21	15.98	19	21	6.05
	Writing	10,982	12	6.50	7	12	3.56
12	Listening	6,318	24	13.24	14	24	6.04
	Reading	6,318	27	13.01	13	27	6.73
	Speaking	6,318	21	15.18	18	21	6.71
	Writing	6,318	12	5.61	6	12	3.79

Table 58. Scale Score Summary by Grade Band (All Schools)

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	31,306	67.62	68	60	11.10
	Reading	31,306	74.39	78	60	13.99
	Speaking	31,306	63.83	67	60	16.87
	Writing	31,306	61.41	61	60	14.05
	Total	31,306	267.24	273	240	45.99
1–2	Listening	64,289	61.21	61	60	9.15
	Reading	64,289	60.37	58	60	12.34
	Speaking	64,289	73.99	77	60	15.88
	Writing	64,289	56.13	56	60	15.62
	Total	64,289	251.71	254	240	44.24
3–4	Listening	50,180	63.78	65	60	9.69
	Reading	50,180	62.80	62	60	11.15
	Speaking	50,180	72.62	75	60	16.70
	Writing	50,180	56.25	60	60	15.77
	Total	50,180	255.45	263	240	45.26
5–6	Listening	39,657	63.56	63	60	9.99
	Reading	39,657	59.40	60	60	8.70
	Speaking	39,657	73.60	77	60	17.00
	Writing	39,657	56.22	59	60	15.73
	Total	39,657	252.79	261	240	43.15
7–8	Listening	33,825	61.57	61	60	9.70
	Reading	33,825	62.45	63	60	10.12
	Speaking	33,825	72.43	76	60	17.44
	Writing	33,825	58.04	59	60	16.61
	Total	33,825	254.48	262	240	45.23
9–12	Listening	57,292	65.01	65	60	11.20
	Reading	57,292	62.82	62	60	10.62
	Speaking	57,292	72.16	75	60	16.83
	Writing	57,292	56.94	58	60	16.61
	Total	57,292	256.93	262	240	46.97

Table 59. Scale Score Summary by Grade Band (Public & Charters Only)

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	27,539	68.74	68	60	10.54
	Reading	27,539	76.39	78	60	12.70
	Speaking	27,539	66.19	69	60	15.44
	Writing	27,539	63.43	64	60	12.46
	Total	27,539	274.75	279	240	40.54
1–2	Listening	56,377	61.69	61	60	9.08
	Reading	56,377	60.84	59	60	12.41
	Speaking	56,377	76.18	79	60	14.59
	Writing	56,377	57.33	60	60	15.27
	Total	56,377	256.05	259	240	43.10
3–4	Listening	42,814	64.24	65	60	9.46
	Reading	42,814	63.31	64	60	11.11
	Speaking	42,814	74.89	78	60	16.16
	Writing	42,814	57.69	60	60	15.49
	Total	42,814	260.14	269	240	44.78
5–6	Listening	32,906	63.50	63	60	9.48
	Reading	32,906	59.43	60	60	8.44
	Speaking	32,906	75.77	80	60	16.73
	Writing	32,906	57.67	59	60	15.60
	Total	32,906	256.38	265	240	43.03
7–8	Listening	28,788	61.10	61	60	8.77
	Reading	28,788	62.19	61	60	9.66
	Speaking	28,788	73.46	79	60	17.80
	Writing	28,788	58.75	59	60	16.55
	Total	28,788	255.50	264	240	45.17
9–12	Listening	52,947	64.45	64	60	10.84
	Reading	52,947	62.37	61	60	10.40
	Speaking	52,947	72.03	75	60	17.18
	Writing	52,947	56.45	58	60	16.72
	Total	52,947	255.29	261	240	47.40

Table 60. Scale Score Summary by Grade Level (All Schools)

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	31,306	67.62	68	60	11.10
	Reading	31,306	74.39	78	60	13.99
	Speaking	31,306	63.83	67	60	16.87
	Writing	31,306	61.41	61	60	14.05
	Total	31,306	267.24	273	240	45.99
1	Listening	31,272	58.45	57	60	7.99
	Reading	31,272	55.75	54	60	10.11
	Speaking	31,272	71.38	75	60	16.03
	Writing	31,272	51.79	52	60	14.41
	Total	31,272	237.38	239	240	39.18
2	Listening	33,017	63.83	64	60	9.41
	Reading	33,017	64.74	65	60	12.66
	Speaking	33,017	76.46	81	60	15.33
	Writing	33,017	60.25	60	60	15.60
	Total	33,017	265.28	272	240	44.48
3	Listening	26,888	62.83	63	60	9.30
	Reading	26,888	61.52	61	60	10.61
	Speaking	26,888	72.26	75	60	16.50
	Writing	26,888	54.97	56	60	15.20
	Total	26,888	251.58	258	240	43.58
4	Listening	23,292	64.87	65	60	10.01
	Reading	23,292	64.29	65	60	11.57
	Speaking	23,292	73.03	78	60	16.92
	Writing	23,292	57.73	60	60	16.27
	Total	23,292	259.91	270	240	46.72
5	Listening	20,781	62.94	63	60	9.56
	Reading	20,781	58.66	58	60	8.22
	Speaking	20,781	73.71	77	60	16.81
	Writing	20,781	55.48	59	60	15.26
	Total	20,781	250.79	258	240	41.85
6	Listening	18,876	64.25	65	60	10.41
	Reading	18,876	60.22	60	60	9.13
	Speaking	18,876	73.48	77	60	17.20
	Writing	18,876	57.05	59	60	16.18
	Total	18,876	255.00	264	240	44.44
7	Listening	17,544	61.12	60	60	9.47
	Reading	17,544	61.73	61	60	9.80
	Speaking	17,544	72.20	76	60	17.57
	Writing	17,544	57.36	59	60	16.31
	Total	17,544	252.40	260	240	44.45

Table 60. Scale Score Summary by Grade Level (All Schools) (continued)

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	16,281	62.05	61	60	9.91
	Reading	16,281	63.23	63	60	10.39
	Speaking	16,281	72.67	76	60	17.29
	Writing	16,281	58.78	59	60	16.90
	Total	16,281	256.73	265	240	45.95
9	Listening	20,586	63.17	62	60	10.60
	Reading	20,586	60.93	60	60	9.74
	Speaking	20,586	68.54	71	60	18.57
	Writing	20,586	53.43	54	60	16.58
	Total	20,586	246.07	249	240	47.34
10	Listening	17,729	66.20	65	60	10.91
	Reading	17,729	63.99	64	60	10.39
	Speaking	17,729	73.47	75	60	15.57
	Writing	17,729	58.50	58	60	16.32
	Total	17,729	262.17	266	240	44.81
11	Listening	12,114	67.45	67	60	11.04
	Reading	12,114	65.43	65	60	10.73
	Speaking	12,114	75.62	77	60	14.35
	Writing	12,114	60.86	61	60	15.77
	Total	12,114	269.36	275	240	43.36
12	Listening	6,863	63.12	64	60	12.68
	Reading	6,863	60.86	61	60	12.03
	Speaking	6,863	73.54	77	60	16.57
	Writing	6,863	56.54	58	60	16.76
	Total	6,863	254.05	262	240	49.85

Table 61. Scale Score Summary by Grade Level (Public & Charters Only)

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	27,539	68.74	68	60	10.54
	Reading	27,539	76.39	78	60	12.70
	Speaking	27,539	66.19	69	60	15.44
	Writing	27,539	63.43	64	60	12.46
	Total	27,539	274.75	279	240	40.54
1	Listening	27,321	58.91	58	60	7.94
	Reading	27,321	56.12	54	60	10.23
	Speaking	27,321	73.57	77	60	14.79
	Writing	27,321	52.96	56	60	14.21
	Total	27,321	241.55	243	240	38.14
2	Listening	29,056	64.30	64	60	9.30
	Reading	29,056	65.28	66	60	12.63
	Speaking	29,056	78.64	81	60	13.96
	Writing	29,056	61.45	64	60	15.09
	Total	29,056	269.68	276	240	43.04
3	Listening	23,205	63.37	63	60	9.20
	Reading	23,205	62.06	62	60	10.69
	Speaking	23,205	74.39	78	60	15.93
	Writing	23,205	56.28	60	60	14.97
	Total	23,205	256.10	264	240	43.24
4	Listening	19,609	65.26	66	60	9.67
	Reading	19,609	64.79	65	60	11.41
	Speaking	19,609	75.49	81	60	16.40
	Writing	19,609	59.36	60	60	15.93
	Total	19,609	264.91	275	240	46.09
5	Listening	17,207	63.15	63	60	9.19
	Reading	17,207	58.85	58	60	8.04
	Speaking	17,207	76.18	80	60	16.23
	Writing	17,207	56.98	59	60	15.07
	Total	17,207	255.16	264	240	41.42
6	Listening	15,699	63.89	65	60	9.77
	Reading	15,699	60.07	60	60	8.82
	Speaking	15,699	75.33	80	60	17.26
	Writing	15,699	58.44	59	60	16.12
	Total	15,699	257.72	268	240	44.70
7	Listening	14,759	60.69	60	60	8.59
	Reading	14,759	61.46	61	60	9.36
	Speaking	14,759	73.53	79	60	17.81
	Writing	14,759	58.20	59	60	16.29
	Total	14,759	253.87	262	240	44.38

Table 61. Scale Score Summary by Grade Level (Public & Charters Only) (continued)

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	14,029	61.55	61	60	8.92
	Reading	14,029	62.96	63	60	9.91
	Speaking	14,029	73.38	79	60	17.80
	Writing	14,029	59.32	59	60	16.80
	Total	14,029	257.21	266	240	45.92
9	Listening	19,186	62.52	62	60	10.10
	Reading	19,186	60.43	60	60	9.41
	Speaking	19,186	68.17	71	60	18.90
	Writing	19,186	52.74	54	60	16.52
	Total	19,186	243.87	246	240	47.23
10	Listening	16,461	65.66	65	60	10.53
	Reading	16,461	63.57	62	60	10.22
	Speaking	16,461	73.43	75	60	15.85
	Writing	16,461	58.06	58	60	16.41
	Total	16,461	260.73	265	240	45.19
11	Listening	10,982	67.01	67	60	10.74
	Reading	10,982	64.99	65	60	10.49
	Speaking	10,982	75.79	80	60	14.61
	Writing	10,982	60.53	61	60	15.94
	Total	10,982	268.31	274	240	43.94
12	Listening	6,318	62.69	64	60	12.50
	Reading	6,318	60.56	61	60	11.96
	Speaking	6,318	73.54	77	60	16.90
	Writing	6,318	56.38	58	60	17.09
	Total	6,318	253.17	262	240	51.04

Table 62. 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	31,306	13.13	14.28	14.07	45.13	13.39
1-2	64,289	5.80	17.19	30.13	35.34	11.54
3-4	50,180	6.21	17.60	24.87	40.43	10.88
5-6	39,657	6.23	15.33	25.89	41.17	11.39
7-8	33,825	4.56	15.66	19.83	46.82	13.14
9-12	57,292	5.65	17.24	27.24	41.41	8.46
Total	276,549	6.58	16.49	24.89	40.87	11.16

Table 63. 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	27,539	7.78	13.36	14.57	49.26	15.03
1-2	56,377	4.55	14.72	29.61	38.20	12.91
3-4	42,814	6.02	13.93	23.26	44.43	12.35
5-6	32,906	6.28	12.68	24.00	44.24	12.80
7-8	28,788	4.62	14.78	19.38	47.78	13.44
9-12	52,947	6.10	18.13	27.19	40.58	7.99
Total	241,371	5.76	14.90	24.25	43.06	12.02

Table 64. 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	31,306	13.13	14.28	14.07	45.13	13.39
1	31,272	6.18	20.84	36.20	30.51	6.28
2	33,017	5.44	13.73	24.39	39.92	16.52
3	26,888	4.86	17.66	27.70	40.00	9.79
4	23,292	7.78	17.54	21.60	40.94	12.14
5	20,781	5.12	15.64	28.67	41.52	9.05
6	18,876	7.45	14.99	22.82	40.78	13.95
7	17,544	4.83	16.01	20.46	45.78	12.93
8	16,281	4.26	15.28	19.15	47.94	13.37
9	20,586	7.98	23.95	27.39	35.23	5.45
10	17,729	3.49	15.60	27.89	42.87	10.15
11	12,114	3.04	10.68	25.43	48.70	12.15
12	6,863	8.89	12.90	28.30	43.33	6.59
Total	276,549	6.58	16.49	24.89	40.87	11.16

Table 65. 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	27,539	7.78	13.36	14.57	49.26	15.03
1	27,321	4.72	18.05	36.59	33.52	7.12
2	29,056	4.39	11.60	23.05	42.60	18.36
3	23,205	5.05	13.85	25.83	44.16	11.11
4	19,609	7.18	14.03	20.21	44.75	13.83
5	17,207	5.01	12.54	26.47	45.51	10.47
6	15,699	7.66	12.83	21.30	42.86	15.35
7	14,759	4.89	14.74	19.97	46.87	13.52
8	14,029	4.33	14.82	18.75	48.75	13.34
9	19,186	8.54	25.11	27.42	34.22	4.71
10	16,461	3.74	16.45	28.15	41.87	9.79
11	10,982	3.33	11.25	25.31	48.32	11.78
12	6,318	9.64	13.30	27.27	43.08	6.71
Total	241,371	5.76	14.90	24.25	43.06	12.02

Table 66. Exit Rate by Grade Band for 2014–2017 (All Schools)

Grade Band	2014		2015		2016		2017	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,655	11.68	4,376	12.68	4,197	13.27	4,191	13.39
1–2	10,443	18.45	8,976	15.90	4,301	7.03	7,417	11.54
3–4	6,249	15.18	5,931	14.24	3,565	8.06	5,459	10.88
5–6	6,020	17.00	5,107	14.48	3,827	10.67	4,515	11.39
7–8	4,062	13.89	4,368	14.29	3,752	11.92	4,445	13.14
9–12	8,727	17.69	8,676	17.76	3,324	6.75	4,846	8.46
Total	39,156	16.11	37,434	15.13	22,966	9.05	30,873	11.16

Table 67. Exit Rate by Grade Band for 2014–2017 (Public & Charters Only)

Grade Band	2014		2015		2016		2017	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,532	12.91	4,337	14.06	4,156	14.74	4,140	15.03
1–2	10,141	20.63	8,845	18.04	4,198	7.87	7,279	12.91
3–4	6,012	17.27	5,860	16.94	3,419	9.26	5,289	12.35
5–6	5,627	19.18	4,978	17.27	3,380	11.54	4,212	12.80
7–8	3,586	14.59	3,993	15.76	3,101	11.85	3,868	13.44
9–12	8,325	18.33	8,087	18.30	2,686	5.97	4,233	7.99
Total	37,223	17.67	36,100	16.96	20,940	9.57	29,021	12.02

Table 68. Exit Rate by Grade Level for 2014–2017 (All Schools)

Grade	2014		2015		2015		2017	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,655	11.68	4,376	12.68	4,197	13.27	4,191	13.39
1	5,390	17.59	4,188	13.91	1,813	5.45	1,964	6.28
2	5,053	19.46	4,788	18.18	2,488	8.92	5,453	16.52
3	2,238	10.90	2,360	10.77	1,349	5.86	2,632	9.79
4	4,011	19.43	3,571	18.07	2,216	10.45	2,827	12.14
5	2,650	14.71	2,352	12.77	1,335	7.37	1,881	9.05
6	3,370	19.38	2,755	16.34	2,492	14.04	2,634	13.95
7	2,201	14.65	2,423	15.08	1,889	11.75	2,268	12.93
8	1,861	13.09	1,945	13.41	1,863	12.10	2,177	13.37
9	2,961	16.94	3,066	17.02	942	5.24	1,122	5.45
10	2,693	19.18	2,808	19.24	1,011	6.75	1,800	10.15
11	1,783	18.51	1,881	19.32	968	9.73	1,472	12.15
12	1,290	15.79	921	14.14	403	6.31	452	6.59
Total	39,156	16.11	37,434	15.13	22,966	9.05	30,873	11.16

Table 69. Exit Rate by Grade Level for 2014–2017 (Public & Charters Only)

Grade	2014		2015		2016		2017	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,532	12.91	4,337	14.06	4,156	14.74	4,140	15.03
1	5,226	19.45	4,142	15.70	1,778	6.06	1,945	7.12
2	4,915	22.05	4,703	20.76	2,420	10.07	5,334	18.36
3	2,136	12.39	2,337	12.76	1,310	6.77	2,577	11.11
4	3,876	22.06	3,523	21.65	2,109	11.99	2,712	13.83
5	2,502	16.94	2,315	15.40	1,183	8.07	1,802	10.47
6	3,125	21.46	2,663	19.31	2,197	15.02	2,410	15.35
7	1,948	15.68	2,258	17.21	1,574	11.93	1,996	13.52
8	1,638	13.48	1,735	14.20	1,527	11.77	1,872	13.34
9	2,859	17.76	2,915	17.60	838	5.04	903	4.71
10	2,581	19.83	2,638	19.93	850	6.17	1,612	9.79
11	1,670	19.00	1,652	19.43	714	8.14	1,294	11.78
12	1,215	16.16	882	14.98	284	4.88	424	6.71
Total	37,223	17.67	36,100	16.96	20,940	9.57	29,021	12.02

**Table 70. 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	23	0.1	0.1
126	1	3	0.0	0.1
129	1	1	0.0	0.1
132	1	1	0.0	0.1
133	1	4	0.0	0.1
134	1	1	0.0	0.1
136	1	3	0.0	0.1
138	1	14	0.0	0.2
139	1	3	0.0	0.2
140	1	4	0.0	0.2
142	1	7	0.0	0.2
143	1	8	0.0	0.2
144	1	7	0.0	0.3
145	1	8	0.0	0.3
146	1	5	0.0	0.3
147	1	19	0.1	0.4
148	1	34	0.1	0.5
149	1	15	0.0	0.5
150	1	14	0.0	0.6
151	1	47	0.2	0.7
152	1	2	0.0	0.7
153	1	85	0.3	1.0
154	1	4	0.0	1.0
155	1	76	0.2	1.2
156	1	32	0.1	1.3
157	1	86	0.3	1.6
158	2	69	0.2	1.8
159	2	51	0.2	2.0
160	2	128	0.4	2.4
161	2	9	0.0	2.4
162	3	153	0.5	2.9
163	3	32	0.1	3.0
164	3	119	0.4	3.4
165	3	57	0.2	3.6
166	4	99	0.3	3.9
167	4	88	0.3	4.2
168	4	50	0.2	4.3
169	4	79	0.3	4.6
170	5	30	0.1	4.7

**Table 70. 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
171	5	79	0.3	4.9
172	5	25	0.1	5.0
173	5	65	0.2	5.2
174	5	27	0.1	5.3
175	5	46	0.1	5.5
176	6	40	0.1	5.6
177	6	46	0.1	5.7
178	6	46	0.1	5.9
179	6	32	0.1	6.0
180	6	53	0.2	6.2
181	6	44	0.1	6.3
182	6	59	0.2	6.5
183	7	43	0.1	6.6
184	7	43	0.1	6.8
185	7	50	0.2	6.9
186	7	53	0.2	7.1
187	7	46	0.1	7.2
188	7	54	0.2	7.4
189	8	57	0.2	7.6
190	8	53	0.2	7.8
191	8	69	0.2	8.0
192	8	54	0.2	8.2
193	8	56	0.2	8.3
194	8	41	0.1	8.5
195	9	77	0.2	8.7
196	9	58	0.2	8.9
197	9	82	0.3	9.2
198	9	64	0.2	9.4
199	10	81	0.3	9.6
200	10	62	0.2	9.8
201	10	73	0.2	10.1
202	10	86	0.3	10.3
203	10	75	0.2	10.6
204	11	87	0.3	10.8
205	11	79	0.3	11.1
206	11	84	0.3	11.4
207	12	79	0.3	11.6
208	12	102	0.3	11.9
209	12	81	0.3	12.2
210	12	95	0.3	12.5

**Table 70. 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
211	13	94	0.3	12.8
212	13	101	0.3	13.1
213	13	88	0.3	13.4
214	14	83	0.3	13.7
215	14	118	0.4	14.1
216	14	107	0.3	14.4
217	15	115	0.4	14.8
218	15	106	0.3	15.1
219	15	97	0.3	15.4
220	16	114	0.4	15.8
221	16	119	0.4	16.2
222	16	104	0.3	16.5
223	17	126	0.4	16.9
224	17	124	0.4	17.3
225	18	131	0.4	17.7
226	18	113	0.4	18.1
227	18	135	0.4	18.5
228	19	128	0.4	18.9
229	19	129	0.4	19.3
230	20	158	0.5	19.8
231	20	146	0.5	20.3
232	21	161	0.5	20.8
233	21	151	0.5	21.3
234	22	179	0.6	21.9
235	22	141	0.5	22.3
236	23	172	0.5	22.9
237	23	162	0.5	23.4
238	24	176	0.6	23.9
239	24	171	0.5	24.5
240	25	162	0.5	25.0
241	25	188	0.6	25.6
242	26	170	0.5	26.1
243	26	179	0.6	26.7
244	27	218	0.7	27.4
245	28	208	0.7	28.1
246	28	176	0.6	28.6
247	29	202	0.6	29.3
248	30	194	0.6	29.9
249	30	239	0.8	30.7
250	31	235	0.8	31.4

**Table 70. 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
251	32	219	0.7	32.1
252	32	226	0.7	32.8
253	33	216	0.7	33.5
254	34	261	0.8	34.4
255	35	233	0.7	35.1
256	36	268	0.9	36.0
257	36	232	0.7	36.7
258	37	232	0.7	37.4
259	38	268	0.9	38.3
260	39	235	0.8	39.1
261	39	257	0.8	39.9
262	40	255	0.8	40.7
263	41	249	0.8	41.5
264	42	250	0.8	42.3
265	43	267	0.9	43.1
266	44	257	0.8	44.0
267	44	288	0.9	44.9
268	45	255	0.8	45.7
269	46	304	1.0	46.7
270	47	263	0.8	47.5
271	48	269	0.9	48.4
272	49	297	0.9	49.3
273	50	285	0.9	50.2
274	51	256	0.8	51.0
275	52	315	1.0	52.0
276	52	245	0.8	52.8
277	53	298	1.0	53.8
278	54	283	0.9	54.7
279	55	296	0.9	55.6
280	56	324	1.0	56.7
281	57	313	1.0	57.7
282	58	266	0.8	58.5
283	59	342	1.1	59.6
284	60	258	0.8	60.4
285	61	272	0.9	61.3
286	62	346	1.1	62.4
287	63	286	0.9	63.3
288	64	259	0.8	64.1
289	65	285	0.9	65.1
290	66	284	0.9	66.0

**Table 70. 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
291	66	280	0.9	66.9
292	67	297	0.9	67.8
293	68	228	0.7	68.5
294	69	300	1.0	69.5
295	70	303	1.0	70.5
296	71	293	0.9	71.4
297	72	246	0.8	72.2
298	73	367	1.2	73.4
299	74	198	0.6	74.0
300	74	310	1.0	75.0
301	75	225	0.7	75.7
302	76	315	1.0	76.7
303	77	234	0.7	77.4
304	78	310	1.0	78.4
305	79	175	0.6	79.0
306	80	315	1.0	80.0
307	80	244	0.8	80.8
308	81	270	0.9	81.6
309	82	228	0.7	82.4
310	83	243	0.8	83.2
311	83	188	0.6	83.8
312	84	202	0.6	84.4
313	85	247	0.8	85.2
314	86	217	0.7	85.9
315	86	230	0.7	86.6
316	87	158	0.5	87.1
317	87	208	0.7	87.8
318	88	189	0.6	88.4
319	89	200	0.6	89.0
320	89	106	0.3	89.4
321	90	205	0.7	90.0
322	90	89	0.3	90.3
323	91	197	0.6	90.9
324	91	144	0.5	91.4
325	92	207	0.7	92.1
326	92	105	0.3	92.4
327	93	99	0.3	92.7
328	93	89	0.3	93.0
329	93	182	0.6	93.6
330	94	108	0.3	93.9

**Table 70. 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
331	94	202	0.6	94.6
332	95	60	0.2	94.8
333	95	84	0.3	95.0
334	95	79	0.3	95.3
335	95	113	0.4	95.6
336	96	146	0.5	96.1
337	96	44	0.1	96.2
338	96	99	0.3	96.6
339	97	109	0.3	96.9
340	97	33	0.1	97.0
341	97	103	0.3	97.3
342	97	69	0.2	97.6
343	98	35	0.1	97.7
344	98	81	0.3	97.9
345	98	56	0.2	98.1
346	98	108	0.3	98.5
348	98	19	0.1	98.5
349	99	44	0.1	98.7
350	99	62	0.2	98.9
352	99	138	0.4	99.3
354	99	73	0.2	99.5
360	99	148	0.5	100.0

**Table 71. 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	147	0.5	0.5
121	1	5	0.0	0.5
124	1	7	0.0	0.5
125	1	2	0.0	0.5
129	1	5	0.0	0.5
130	1	1	0.0	0.5
132	1	2	0.0	0.5
133	1	8	0.0	0.6
134	1	3	0.0	0.6
135	1	3	0.0	0.6
136	1	3	0.0	0.6
137	1	2	0.0	0.6
138	1	10	0.0	0.6
139	1	3	0.0	0.6
140	1	7	0.0	0.7
141	1	7	0.0	0.7
142	1	8	0.0	0.7
143	1	5	0.0	0.7
144	1	14	0.0	0.8
145	1	7	0.0	0.8
146	1	19	0.1	0.9
147	1	17	0.1	0.9
148	1	20	0.1	1.0
149	1	24	0.1	1.1
150	1	14	0.0	1.1
151	1	58	0.2	1.3
152	1	46	0.1	1.4
153	2	87	0.3	1.7
154	2	43	0.1	1.8
155	2	97	0.3	2.2
156	2	77	0.2	2.4
157	3	84	0.3	2.7
158	3	91	0.3	3.0
159	3	83	0.3	3.2
160	3	104	0.3	3.6
161	4	98	0.3	3.9
162	4	96	0.3	4.2
163	4	114	0.4	4.5
164	5	99	0.3	4.9

**Table 71. 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
165	5	62	0.2	5.1
166	5	81	0.3	5.3
167	5	74	0.2	5.6
168	6	74	0.2	5.8
169	6	69	0.2	6.0
170	6	52	0.2	6.2
171	6	61	0.2	6.4
172	6	52	0.2	6.5
173	7	84	0.3	6.8
174	7	70	0.2	7.0
175	7	73	0.2	7.3
176	7	80	0.3	7.5
177	8	85	0.3	7.8
178	8	86	0.3	8.1
179	8	80	0.3	8.3
180	9	111	0.4	8.7
181	9	98	0.3	9.0
182	9	114	0.4	9.4
183	9	80	0.3	9.6
184	10	124	0.4	10.0
185	10	118	0.4	10.4
186	11	95	0.3	10.7
187	11	127	0.4	11.1
188	11	143	0.5	11.6
189	12	135	0.4	12.0
190	12	143	0.5	12.4
191	13	127	0.4	12.8
192	13	124	0.4	13.2
193	13	139	0.4	13.7
194	14	154	0.5	14.2
195	14	148	0.5	14.7
196	15	158	0.5	15.2
197	15	150	0.5	15.6
198	16	182	0.6	16.2
199	17	174	0.6	16.8
200	17	166	0.5	17.3
201	18	175	0.6	17.9
202	18	163	0.5	18.4
203	19	184	0.6	19.0
204	19	173	0.6	19.5

Table 71. 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
205	20	184	0.6	20.1
206	20	167	0.5	20.7
207	21	186	0.6	21.2
208	22	181	0.6	21.8
209	22	205	0.7	22.5
210	23	201	0.6	23.1
211	24	246	0.8	23.9
212	24	243	0.8	24.7
213	25	255	0.8	25.5
214	26	235	0.8	26.3
215	27	237	0.8	27.0
216	27	274	0.9	27.9
217	28	283	0.9	28.8
218	29	237	0.8	29.6
219	30	250	0.8	30.4
220	31	277	0.9	31.2
221	32	291	0.9	32.2
222	33	253	0.8	33.0
223	33	272	0.9	33.8
224	34	307	1.0	34.8
225	35	281	0.9	35.7
226	36	318	1.0	36.7
227	37	319	1.0	37.8
228	38	276	0.9	38.6
229	39	328	1.0	39.7
230	40	298	1.0	40.6
231	41	328	1.0	41.7
232	42	346	1.1	42.8
233	43	299	1.0	43.8
234	44	350	1.1	44.9
235	45	309	1.0	45.9
236	46	276	0.9	46.8
237	47	369	1.2	47.9
238	48	314	1.0	48.9
239	49	341	1.1	50.0
240	51	323	1.0	51.1
241	52	338	1.1	52.1
242	53	373	1.2	53.3
243	54	361	1.2	54.5
244	55	350	1.1	55.6

**Table 71. 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
245	56	320	1.0	56.6
246	57	344	1.1	57.7
247	58	333	1.1	58.8
248	59	327	1.0	59.8
249	60	363	1.2	61.0
250	62	362	1.2	62.2
251	63	329	1.1	63.2
252	64	339	1.1	64.3
253	65	303	1.0	65.3
254	66	286	0.9	66.2
255	67	305	1.0	67.2
256	68	308	1.0	68.1
257	69	340	1.1	69.2
258	70	277	0.9	70.1
259	71	288	0.9	71.0
260	71	275	0.9	71.9
261	72	310	1.0	72.9
262	73	288	0.9	73.8
263	74	276	0.9	74.7
264	75	269	0.9	75.6
265	76	245	0.8	76.3
266	77	271	0.9	77.2
267	78	266	0.9	78.1
268	79	275	0.9	78.9
269	79	250	0.8	79.7
270	80	233	0.7	80.5
271	81	221	0.7	81.2
272	82	215	0.7	81.9
273	82	240	0.8	82.7
274	83	224	0.7	83.4
275	84	213	0.7	84.0
276	84	237	0.8	84.8
277	85	204	0.7	85.5
278	86	208	0.7	86.1
279	86	179	0.6	86.7
280	87	173	0.6	87.3
281	87	148	0.5	87.7
282	88	174	0.6	88.3
283	89	189	0.6	88.9
284	89	140	0.4	89.3

**Table 71. 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
285	90	140	0.4	89.8
286	90	157	0.5	90.3
287	91	152	0.5	90.8
288	91	119	0.4	91.1
289	91	136	0.4	91.6
290	92	118	0.4	92.0
291	92	131	0.4	92.4
292	93	109	0.3	92.7
293	93	106	0.3	93.1
294	93	109	0.3	93.4
295	94	95	0.3	93.7
296	94	95	0.3	94.0
297	94	103	0.3	94.4
298	95	94	0.3	94.7
299	95	106	0.3	95.0
300	95	90	0.3	95.3
301	95	90	0.3	95.6
302	96	84	0.3	95.8
303	96	82	0.3	96.1
304	96	74	0.2	96.3
305	96	68	0.2	96.6
306	97	57	0.2	96.7
307	97	61	0.2	96.9
308	97	59	0.2	97.1
309	97	51	0.2	97.3
310	97	53	0.2	97.5
311	98	41	0.1	97.6
312	98	48	0.2	97.7
313	98	58	0.2	97.9
314	98	36	0.1	98.0
315	98	35	0.1	98.1
316	98	38	0.1	98.3
317	98	24	0.1	98.3
318	98	28	0.1	98.4
319	99	44	0.1	98.6
320	99	26	0.1	98.7
321	99	29	0.1	98.8
322	99	39	0.1	98.9
323	99	22	0.1	98.9
324	99	14	0.0	99.0

**Table 71. 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
325	99	41	0.1	99.1
326	99	19	0.1	99.2
327	99	13	0.0	99.2
328	99	18	0.1	99.3
329	99	8	0.0	99.3
330	99	12	0.0	99.3
331	99	35	0.1	99.5
332	99	10	0.0	99.5
333	99	9	0.0	99.5
334	99	12	0.0	99.6
335	99	3	0.0	99.6
336	99	15	0.0	99.6
337	99	18	0.1	99.7
338	99	1	0.0	99.7
339	99	7	0.0	99.7
340	99	14	0.0	99.7
341	99	4	0.0	99.8
342	99	11	0.0	99.8
343	99	1	0.0	99.8
344	99	2	0.0	99.8
345	99	12	0.0	99.8
346	99	13	0.0	99.9
348	99	4	0.0	99.9
349	99	2	0.0	99.9
350	99	3	0.0	99.9
351	99	10	0.0	99.9
354	99	5	0.0	100.0
355	99	3	0.0	100.0
359	99	2	0.0	100.0
360	99	8	0.0	100.0

**Table 72. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	108	0.3	0.3
121	1	1	0.0	0.3
124	1	3	0.0	0.3
129	1	4	0.0	0.4
132	1	1	0.0	0.4
133	1	8	0.0	0.4
134	1	1	0.0	0.4
135	1	1	0.0	0.4
136	1	2	0.0	0.4
137	1	3	0.0	0.4
138	1	5	0.0	0.4
140	1	3	0.0	0.4
141	1	7	0.0	0.4
142	1	2	0.0	0.5
143	1	6	0.0	0.5
144	1	12	0.0	0.5
145	1	4	0.0	0.5
146	1	7	0.0	0.5
147	1	8	0.0	0.6
148	1	18	0.1	0.6
149	1	29	0.1	0.7
150	1	12	0.0	0.7
151	1	32	0.1	0.8
152	1	21	0.1	0.9
153	1	49	0.1	1.1
154	1	18	0.1	1.1
155	1	75	0.2	1.3
156	1	54	0.2	1.5
157	2	52	0.2	1.7
158	2	74	0.2	1.9
159	2	72	0.2	2.1
160	2	70	0.2	2.3
161	2	64	0.2	2.5
162	3	67	0.2	2.7
163	3	70	0.2	2.9
164	3	56	0.2	3.1
165	3	55	0.2	3.3
166	3	56	0.2	3.4
167	3	45	0.1	3.6

Table 72. 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
168	4	46	0.1	3.7
169	4	38	0.1	3.8
170	4	46	0.1	4.0
171	4	43	0.1	4.1
172	4	39	0.1	4.2
173	4	55	0.2	4.4
174	4	42	0.1	4.5
175	5	50	0.2	4.6
176	5	58	0.2	4.8
177	5	56	0.2	5.0
178	5	50	0.2	5.1
179	5	43	0.1	5.3
180	5	55	0.2	5.4
181	6	54	0.2	5.6
182	6	58	0.2	5.8
183	6	60	0.2	6.0
184	6	70	0.2	6.2
185	6	60	0.2	6.4
186	6	48	0.1	6.5
187	7	63	0.2	6.7
188	7	59	0.2	6.9
189	7	76	0.2	7.1
190	7	75	0.2	7.3
191	7	62	0.2	7.5
192	8	75	0.2	7.7
193	8	63	0.2	7.9
194	8	80	0.2	8.2
195	8	72	0.2	8.4
196	9	82	0.2	8.6
197	9	78	0.2	8.9
198	9	78	0.2	9.1
199	9	93	0.3	9.4
200	9	68	0.2	9.6
201	10	77	0.2	9.8
202	10	89	0.3	10.1
203	10	97	0.3	10.4
204	11	93	0.3	10.7
205	11	86	0.3	10.9
206	11	75	0.2	11.2

Table 72. 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
207	11	90	0.3	11.4
208	12	106	0.3	11.8
209	12	109	0.3	12.1
210	12	123	0.4	12.5
211	13	122	0.4	12.8
212	13	107	0.3	13.2
213	13	118	0.4	13.5
214	14	102	0.3	13.8
215	14	136	0.4	14.2
216	14	105	0.3	14.6
217	15	132	0.4	15.0
218	15	119	0.4	15.3
219	15	120	0.4	15.7
220	16	121	0.4	16.0
221	16	140	0.4	16.5
222	17	146	0.4	16.9
223	17	146	0.4	17.4
224	18	143	0.4	17.8
225	18	138	0.4	18.2
226	18	158	0.5	18.7
227	19	162	0.5	19.2
228	19	157	0.5	19.6
229	20	195	0.6	20.2
230	20	154	0.5	20.7
231	21	176	0.5	21.2
232	22	189	0.6	21.8
233	22	148	0.4	22.3
234	22	155	0.5	22.7
235	23	180	0.5	23.3
236	24	171	0.5	23.8
237	24	194	0.6	24.4
238	25	175	0.5	24.9
239	25	182	0.6	25.5
240	26	183	0.6	26.0
241	26	187	0.6	26.6
242	27	179	0.5	27.1
243	27	204	0.6	27.7
244	28	208	0.6	28.4
245	29	209	0.6	29.0
246	29	236	0.7	29.7

Table 72. 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
247	30	220	0.7	30.4
248	31	238	0.7	31.1
249	31	227	0.7	31.8
250	32	213	0.6	32.4
251	33	255	0.8	33.2
252	34	237	0.7	33.9
253	34	269	0.8	34.7
254	35	237	0.7	35.5
255	36	256	0.8	36.2
256	37	265	0.8	37.0
257	37	272	0.8	37.9
258	38	271	0.8	38.7
259	39	267	0.8	39.5
260	40	277	0.8	40.3
261	41	260	0.8	41.1
262	42	285	0.9	42.0
263	42	260	0.8	42.8
264	43	263	0.8	43.6
265	44	306	0.9	44.5
266	45	293	0.9	45.4
267	46	292	0.9	46.3
268	47	296	0.9	47.2
269	48	267	0.8	48.0
270	48	290	0.9	48.8
271	49	284	0.9	49.7
272	50	293	0.9	50.6
273	51	322	1.0	51.6
274	52	308	0.9	52.5
275	53	302	0.9	53.4
276	54	307	0.9	54.3
277	55	330	1.0	55.3
278	56	291	0.9	56.2
279	57	334	1.0	57.2
280	58	331	1.0	58.2
281	59	299	0.9	59.1
282	60	303	0.9	60.1
283	61	336	1.0	61.1
284	62	357	1.1	62.2
285	63	292	0.9	63.0
286	64	321	1.0	64.0

Table 72. 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
287	65	334	1.0	65.0
288	66	340	1.0	66.1
289	67	358	1.1	67.1
290	68	299	0.9	68.1
291	69	328	1.0	69.0
292	70	318	1.0	70.0
293	70	314	1.0	71.0
294	71	298	0.9	71.9
295	72	330	1.0	72.9
296	73	313	0.9	73.8
297	74	299	0.9	74.7
298	75	320	1.0	75.7
299	76	338	1.0	76.7
300	77	306	0.9	77.6
301	78	296	0.9	78.5
302	79	268	0.8	79.3
303	80	258	0.8	80.1
304	81	314	1.0	81.1
305	81	278	0.8	81.9
306	82	250	0.8	82.7
307	83	267	0.8	83.5
308	84	261	0.8	84.3
309	85	206	0.6	84.9
310	85	263	0.8	85.7
311	86	216	0.7	86.3
312	87	218	0.7	87.0
313	87	260	0.8	87.8
314	88	205	0.6	88.4
315	89	155	0.5	88.9
316	89	214	0.6	89.5
317	90	182	0.6	90.1
318	90	169	0.5	90.6
319	91	212	0.6	91.2
320	92	179	0.5	91.8
321	92	157	0.5	92.3
322	93	228	0.7	92.9
323	93	115	0.3	93.3
324	93	124	0.4	93.7
325	94	171	0.5	94.2
326	94	117	0.4	94.5

Table 72. 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
327	95	138	0.4	95.0
328	95	142	0.4	95.4
329	95	46	0.1	95.5
330	96	111	0.3	95.9
331	96	175	0.5	96.4
332	96	59	0.2	96.6
333	97	72	0.2	96.8
334	97	87	0.3	97.1
335	97	37	0.1	97.2
336	97	102	0.3	97.5
337	98	126	0.4	97.9
338	98	18	0.1	97.9
339	98	59	0.2	98.1
340	98	124	0.4	98.5
341	99	37	0.1	98.6
342	99	71	0.2	98.8
343	99	3	0.0	98.8
344	99	11	0.0	98.8
345	99	80	0.2	99.1
346	99	73	0.2	99.3
347	99	2	0.0	99.3
348	99	2	0.0	99.3
349	99	20	0.1	99.4
350	99	21	0.1	99.4
351	99	86	0.3	99.7
354	99	14	0.0	99.7
355	99	28	0.1	99.8
359	99	13	0.0	99.9
360	99	44	0.1	100.0

**Table 73. 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	97	0.4	0.4
121	1	2	0.0	0.4
123	1	1	0.0	0.4
124	1	1	0.0	0.4
129	1	3	0.0	0.4
131	1	6	0.0	0.4
133	1	1	0.0	0.4
134	1	6	0.0	0.4
135	1	1	0.0	0.4
136	1	2	0.0	0.4
137	1	2	0.0	0.5
139	1	4	0.0	0.5
140	1	3	0.0	0.5
141	1	7	0.0	0.5
142	1	1	0.0	0.5
143	1	8	0.0	0.5
144	1	3	0.0	0.6
145	1	8	0.0	0.6
146	1	2	0.0	0.6
147	1	20	0.1	0.7
148	1	1	0.0	0.7
149	1	18	0.1	0.7
150	1	14	0.1	0.8
151	1	17	0.1	0.8
152	1	24	0.1	0.9
153	1	21	0.1	1.0
154	1	18	0.1	1.1
155	1	35	0.1	1.2
156	1	37	0.1	1.4
157	1	48	0.2	1.5
158	2	41	0.2	1.7
159	2	58	0.2	1.9
160	2	70	0.3	2.2
161	2	48	0.2	2.3
162	3	88	0.3	2.7
163	3	55	0.2	2.9
164	3	102	0.4	3.2

Table 73. 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
165	3	61	0.2	3.5
166	4	75	0.3	3.8
167	4	70	0.3	4.0
168	4	76	0.3	4.3
169	4	87	0.3	4.6
170	5	64	0.2	4.9
171	5	63	0.2	5.1
172	5	68	0.3	5.3
173	5	69	0.3	5.6
174	6	61	0.2	5.8
175	6	61	0.2	6.1
176	6	77	0.3	6.3
177	6	75	0.3	6.6
178	7	72	0.3	6.9
179	7	75	0.3	7.2
180	7	86	0.3	7.5
181	8	85	0.3	7.8
182	8	96	0.4	8.2
183	8	100	0.4	8.5
184	9	93	0.3	8.9
185	9	106	0.4	9.3
186	9	85	0.3	9.6
187	10	107	0.4	10.0
188	10	113	0.4	10.4
189	11	105	0.4	10.8
190	11	109	0.4	11.2
191	11	110	0.4	11.6
192	12	87	0.3	11.9
193	12	107	0.4	12.3
194	13	120	0.4	12.8
195	13	95	0.4	13.1
196	13	113	0.4	13.6
197	14	104	0.4	13.9
198	14	115	0.4	14.4
199	15	118	0.4	14.8
200	15	105	0.4	15.2
201	15	125	0.5	15.7
202	16	111	0.4	16.1
203	16	108	0.4	16.5

**Table 73. 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
204	17	109	0.4	16.9
205	17	133	0.5	17.4
206	18	115	0.4	17.8
207	18	108	0.4	18.2
208	18	136	0.5	18.7
209	19	112	0.4	19.1
210	19	116	0.4	19.6
211	20	127	0.5	20.0
212	20	132	0.5	20.5
213	21	102	0.4	20.9
214	21	134	0.5	21.4
215	22	138	0.5	21.9
216	22	162	0.6	22.5
217	23	136	0.5	23.0
218	23	154	0.6	23.6
219	24	124	0.5	24.1
220	24	137	0.5	24.6
221	25	141	0.5	25.1
222	25	151	0.6	25.7
223	26	129	0.5	26.1
224	26	140	0.5	26.7
225	27	126	0.5	27.1
226	27	133	0.5	27.6
227	28	126	0.5	28.1
228	28	147	0.5	28.6
229	29	154	0.6	29.2
230	30	150	0.6	29.8
231	30	165	0.6	30.4
232	31	176	0.7	31.0
233	31	175	0.7	31.7
234	32	174	0.6	32.3
235	33	179	0.7	33.0
236	33	176	0.7	33.6
237	34	166	0.6	34.3
238	35	146	0.5	34.8
239	35	174	0.6	35.5
240	36	164	0.6	36.1
241	36	188	0.7	36.8
242	37	222	0.8	37.6
243	38	202	0.8	38.3

**Table 73. 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
244	39	167	0.6	39.0
245	39	202	0.8	39.7
246	40	224	0.8	40.5
247	41	219	0.8	41.4
248	42	200	0.7	42.1
249	43	206	0.8	42.9
250	43	223	0.8	43.7
251	44	211	0.8	44.5
252	45	208	0.8	45.3
253	46	217	0.8	46.1
254	47	228	0.8	46.9
255	47	230	0.9	47.8
256	48	221	0.8	48.6
257	49	219	0.8	49.4
258	50	218	0.8	50.2
259	51	249	0.9	51.1
260	52	233	0.9	52.0
261	53	250	0.9	52.9
262	53	252	0.9	53.9
263	54	231	0.9	54.7
264	55	259	1.0	55.7
265	56	248	0.9	56.6
266	57	234	0.9	57.5
267	58	278	1.0	58.5
268	59	250	0.9	59.5
269	60	273	1.0	60.5
270	61	241	0.9	61.4
271	62	268	1.0	62.4
272	63	245	0.9	63.3
273	64	262	1.0	64.2
274	65	255	0.9	65.2
275	66	263	1.0	66.2
276	67	299	1.1	67.3
277	68	253	0.9	68.2
278	69	266	1.0	69.2
279	70	252	0.9	70.2
280	71	302	1.1	71.3
281	72	252	0.9	72.2
282	73	290	1.1	73.3
283	74	205	0.8	74.1

**Table 73. 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
284	75	278	1.0	75.1
285	76	254	0.9	76.0
286	77	284	1.1	77.1
287	78	225	0.8	77.9
288	78	268	1.0	78.9
289	79	233	0.9	79.8
290	80	242	0.9	80.7
291	81	248	0.9	81.6
292	82	219	0.8	82.4
293	83	228	0.8	83.3
294	84	170	0.6	83.9
295	84	246	0.9	84.8
296	85	153	0.6	85.4
297	86	289	1.1	86.5
298	87	139	0.5	87.0
299	87	239	0.9	87.9
300	88	116	0.4	88.3
301	89	211	0.8	89.1
302	89	123	0.5	89.5
303	90	179	0.7	90.2
304	90	111	0.4	90.6
305	91	165	0.6	91.2
306	91	122	0.5	91.7
307	92	163	0.6	92.3
308	92	106	0.4	92.7
309	93	187	0.7	93.4
310	94	114	0.4	93.8
311	94	113	0.4	94.2
312	94	99	0.4	94.6
313	95	90	0.3	94.9
314	95	92	0.3	95.3
315	95	93	0.3	95.6
316	96	73	0.3	95.9
317	96	111	0.4	96.3
318	96	72	0.3	96.6
319	97	53	0.2	96.8
320	97	53	0.2	97.0
321	97	67	0.2	97.2
322	97	72	0.3	97.5
323	98	40	0.1	97.6

Table 73. 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
324	98	58	0.2	97.9
325	98	37	0.1	98.0
326	98	39	0.1	98.1
327	98	58	0.2	98.3
328	98	28	0.1	98.5
329	98	19	0.1	98.5
330	99	64	0.2	98.8
331	99	35	0.1	98.9
332	99	19	0.1	99.0
333	99	19	0.1	99.0
334	99	60	0.2	99.3
335	99	11	0.0	99.3
336	99	26	0.1	99.4
337	99	15	0.1	99.4
338	99	13	0.0	99.5
339	99	7	0.0	99.5
340	99	39	0.1	99.7
341	99	7	0.0	99.7
342	99	5	0.0	99.7
343	99	19	0.1	99.8
344	99	7	0.0	99.8
346	99	6	0.0	99.8
347	99	12	0.0	99.9
349	99	2	0.0	99.9
350	99	6	0.0	99.9
351	99	5	0.0	99.9
353	99	4	0.0	99.9
356	99	5	0.0	100.0
357	99	5	0.0	100.0
360	99	6	0.0	100.0

**Table 74. 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	72	0.3	0.3
123	1	1	0.0	0.3
124	1	4	0.0	0.3
128	1	2	0.0	0.3
129	1	2	0.0	0.3
130	1	3	0.0	0.4
131	1	7	0.0	0.4
132	1	1	0.0	0.4
133	1	3	0.0	0.4
134	1	2	0.0	0.4
136	1	2	0.0	0.4
137	1	3	0.0	0.4
139	1	1	0.0	0.4
140	1	2	0.0	0.5
141	1	2	0.0	0.5
142	1	1	0.0	0.5
143	1	2	0.0	0.5
144	1	6	0.0	0.5
145	1	3	0.0	0.5
146	1	3	0.0	0.5
147	1	16	0.1	0.6
148	1	3	0.0	0.6
149	1	12	0.1	0.7
150	1	19	0.1	0.7
151	1	12	0.1	0.8
152	1	15	0.1	0.9
153	1	16	0.1	0.9
154	1	18	0.1	1.0
155	1	34	0.1	1.1
156	1	22	0.1	1.2
157	1	34	0.1	1.4
158	1	30	0.1	1.5
159	2	64	0.3	1.8
160	2	46	0.2	2.0
161	2	47	0.2	2.2
162	2	74	0.3	2.5
163	3	48	0.2	2.7
164	3	91	0.4	3.1
165	3	56	0.2	3.3

Table 74. 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
166	3	67	0.3	3.6
167	4	52	0.2	3.9
168	4	64	0.3	4.1
169	4	53	0.2	4.4
170	4	60	0.3	4.6
171	5	46	0.2	4.8
172	5	48	0.2	5.0
173	5	57	0.2	5.3
174	5	72	0.3	5.6
175	6	76	0.3	5.9
176	6	60	0.3	6.2
177	6	54	0.2	6.4
178	7	83	0.4	6.7
179	7	74	0.3	7.1
180	7	87	0.4	7.4
181	8	80	0.3	7.8
182	8	72	0.3	8.1
183	8	73	0.3	8.4
184	9	85	0.4	8.8
185	9	79	0.3	9.1
186	9	83	0.4	9.5
187	10	82	0.4	9.8
188	10	90	0.4	10.2
189	10	87	0.4	10.6
190	11	70	0.3	10.9
191	11	75	0.3	11.2
192	11	86	0.4	11.6
193	12	78	0.3	11.9
194	12	73	0.3	12.2
195	12	86	0.4	12.6
196	13	86	0.4	13.0
197	13	87	0.4	13.3
198	14	102	0.4	13.8
199	14	90	0.4	14.2
200	14	77	0.3	14.5
201	15	74	0.3	14.8
202	15	75	0.3	15.1
203	15	80	0.3	15.5
204	16	76	0.3	15.8
205	16	91	0.4	16.2

Table 74. 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
206	16	82	0.4	16.5
207	17	92	0.4	16.9
208	17	89	0.4	17.3
209	18	83	0.4	17.7
210	18	79	0.3	18.0
211	18	67	0.3	18.3
212	19	88	0.4	18.7
213	19	87	0.4	19.0
214	19	101	0.4	19.5
215	20	92	0.4	19.9
216	20	96	0.4	20.3
217	21	94	0.4	20.7
218	21	85	0.4	21.1
219	21	99	0.4	21.5
220	22	81	0.3	21.8
221	22	83	0.4	22.2
222	22	107	0.5	22.6
223	23	93	0.4	23.0
224	23	113	0.5	23.5
225	24	104	0.4	24.0
226	24	103	0.4	24.4
227	25	100	0.4	24.8
228	25	111	0.5	25.3
229	26	107	0.5	25.8
230	26	110	0.5	26.3
231	27	108	0.5	26.7
232	27	97	0.4	27.1
233	27	83	0.4	27.5
234	28	126	0.5	28.0
235	28	108	0.5	28.5
236	29	105	0.5	28.9
237	29	105	0.5	29.4
238	30	109	0.5	29.9
239	30	118	0.5	30.4
240	31	126	0.5	30.9
241	31	119	0.5	31.4
242	32	125	0.5	32.0
243	32	139	0.6	32.6
244	33	113	0.5	33.0
245	33	122	0.5	33.6

Table 74. 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
246	34	118	0.5	34.1
247	34	121	0.5	34.6
248	35	141	0.6	35.2
249	36	145	0.6	35.8
250	36	157	0.7	36.5
251	37	149	0.6	37.1
252	37	153	0.7	37.8
253	38	154	0.7	38.5
254	39	159	0.7	39.1
255	39	135	0.6	39.7
256	40	168	0.7	40.4
257	41	134	0.6	41.0
258	41	149	0.6	41.6
259	42	147	0.6	42.3
260	43	182	0.8	43.1
261	43	164	0.7	43.8
262	44	182	0.8	44.5
263	45	178	0.8	45.3
264	46	163	0.7	46.0
265	46	213	0.9	46.9
266	47	176	0.8	47.7
267	48	171	0.7	48.4
268	49	159	0.7	49.1
269	50	207	0.9	50.0
270	50	195	0.8	50.8
271	51	221	0.9	51.8
272	52	210	0.9	52.7
273	53	215	0.9	53.6
274	54	202	0.9	54.5
275	55	192	0.8	55.3
276	56	230	1.0	56.3
277	57	215	0.9	57.2
278	58	241	1.0	58.2
279	59	171	0.7	59.0
280	60	251	1.1	60.0
281	60	187	0.8	60.8
282	61	259	1.1	62.0
283	62	203	0.9	62.8
284	63	247	1.1	63.9
285	64	221	0.9	64.8

Table 74. 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
286	65	234	1.0	65.8
287	66	194	0.8	66.7
288	67	258	1.1	67.8
289	68	227	1.0	68.8
290	69	267	1.1	69.9
291	70	210	0.9	70.8
292	71	248	1.1	71.9
293	72	237	1.0	72.9
294	73	215	0.9	73.8
295	74	269	1.2	75.0
296	75	198	0.9	75.8
297	76	266	1.1	77.0
298	77	168	0.7	77.7
299	78	254	1.1	78.8
300	79	165	0.7	79.5
301	80	283	1.2	80.7
302	81	149	0.6	81.3
303	82	211	0.9	82.2
304	83	166	0.7	83.0
305	83	243	1.0	84.0
306	84	169	0.7	84.7
307	85	199	0.9	85.6
308	86	136	0.6	86.2
309	87	241	1.0	87.2
310	88	155	0.7	87.9
311	88	177	0.8	88.6
312	89	156	0.7	89.3
313	90	169	0.7	90.0
314	90	137	0.6	90.6
315	91	142	0.6	91.2
316	91	121	0.5	91.7
317	92	150	0.6	92.4
318	93	120	0.5	92.9
319	93	97	0.4	93.3
320	94	101	0.4	93.7
321	94	99	0.4	94.2
322	94	113	0.5	94.7
323	95	87	0.4	95.0
324	95	104	0.4	95.5
325	96	80	0.3	95.8

Table 74. 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
326	96	94	0.4	96.2
327	96	95	0.4	96.6
328	97	59	0.3	96.9
329	97	27	0.1	97.0
330	97	122	0.5	97.5
331	98	50	0.2	97.7
332	98	32	0.1	97.9
333	98	25	0.1	98.0
334	98	93	0.4	98.4
335	98	20	0.1	98.5
336	99	45	0.2	98.7
337	99	32	0.1	98.8
338	99	24	0.1	98.9
339	99	13	0.1	99.0
340	99	76	0.3	99.3
341	99	12	0.1	99.3
342	99	8	0.0	99.4
343	99	21	0.1	99.5
344	99	20	0.1	99.5
345	99	3	0.0	99.6
346	99	6	0.0	99.6
347	99	31	0.1	99.7
349	99	5	0.0	99.7
350	99	13	0.1	99.8
351	99	12	0.1	99.8
352	99	1	0.0	99.8
353	99	21	0.1	99.9
356	99	2	0.0	99.9
357	99	6	0.0	100.0
360	99	6	0.0	100.0

Table 75. 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	87	0.4	0.4
123	1	1	0.0	0.4
124	1	1	0.0	0.4
127	1	1	0.0	0.4
129	1	3	0.0	0.4
132	1	2	0.0	0.5
133	1	2	0.0	0.5
134	1	4	0.0	0.5
135	1	1	0.0	0.5
136	1	1	0.0	0.5
137	1	4	0.0	0.5
138	1	1	0.0	0.5
139	1	4	0.0	0.5
140	1	1	0.0	0.5
141	1	5	0.0	0.6
142	1	1	0.0	0.6
143	1	1	0.0	0.6
144	1	6	0.0	0.6
145	1	6	0.0	0.6
146	1	4	0.0	0.7
147	1	1	0.0	0.7
148	1	9	0.0	0.7
149	1	6	0.0	0.7
150	1	11	0.1	0.8
151	1	16	0.1	0.9
152	1	14	0.1	0.9
153	1	23	0.1	1.0
154	1	25	0.1	1.2
155	1	23	0.1	1.3
156	1	28	0.1	1.4
157	2	41	0.2	1.6
158	2	40	0.2	1.8
159	2	55	0.3	2.1
160	2	34	0.2	2.2
161	2	45	0.2	2.4
162	3	46	0.2	2.7
163	3	51	0.2	2.9
164	3	78	0.4	3.3
165	3	50	0.2	3.5

Table 75. 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
166	4	38	0.2	3.7
167	4	70	0.3	4.0
168	4	44	0.2	4.3
169	4	37	0.2	4.4
170	5	42	0.2	4.6
171	5	41	0.2	4.8
172	5	59	0.3	5.1
173	5	44	0.2	5.3
174	5	47	0.2	5.6
175	6	65	0.3	5.9
176	6	55	0.3	6.1
177	6	60	0.3	6.4
178	7	58	0.3	6.7
179	7	52	0.3	6.9
180	7	53	0.3	7.2
181	7	49	0.2	7.4
182	8	64	0.3	7.7
183	8	63	0.3	8.1
184	8	88	0.4	8.5
185	9	74	0.4	8.8
186	9	82	0.4	9.2
187	9	82	0.4	9.6
188	10	76	0.4	10.0
189	10	79	0.4	10.4
190	11	76	0.4	10.7
191	11	86	0.4	11.1
192	11	70	0.3	11.5
193	12	79	0.4	11.9
194	12	102	0.5	12.4
195	13	86	0.4	12.8
196	13	69	0.3	13.1
197	13	78	0.4	13.5
198	14	87	0.4	13.9
199	14	81	0.4	14.3
200	15	103	0.5	14.8
201	15	87	0.4	15.2
202	15	81	0.4	15.6
203	16	93	0.4	16.0
204	16	81	0.4	16.4
205	17	89	0.4	16.9

Table 75. 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
206	17	82	0.4	17.2
207	17	87	0.4	17.7
208	18	106	0.5	18.2
209	18	92	0.4	18.6
210	19	102	0.5	19.1
211	19	95	0.5	19.6
212	20	59	0.3	19.8
213	20	96	0.5	20.3
214	21	92	0.4	20.8
215	21	94	0.5	21.2
216	21	85	0.4	21.6
217	22	104	0.5	22.1
218	22	105	0.5	22.6
219	23	113	0.5	23.2
220	23	94	0.5	23.6
221	24	97	0.5	24.1
222	24	110	0.5	24.6
223	25	114	0.5	25.2
224	25	101	0.5	25.6
225	26	122	0.6	26.2
226	27	109	0.5	26.8
227	27	91	0.4	27.2
228	27	105	0.5	27.7
229	28	127	0.6	28.3
230	29	129	0.6	28.9
231	29	148	0.7	29.6
232	30	110	0.5	30.2
233	30	104	0.5	30.7
234	31	155	0.7	31.4
235	32	140	0.7	32.1
236	32	131	0.6	32.7
237	33	148	0.7	33.4
238	34	137	0.7	34.1
239	34	134	0.6	34.7
240	35	118	0.6	35.3
241	36	142	0.7	36.0
242	36	152	0.7	36.7
243	37	156	0.8	37.5
244	38	160	0.8	38.2
245	39	176	0.8	39.1

**Table 75. 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
246	40	166	0.8	39.9
247	40	155	0.7	40.6
248	41	199	1.0	41.6
249	42	157	0.8	42.4
250	43	165	0.8	43.1
251	44	189	0.9	44.1
252	45	183	0.9	44.9
253	45	169	0.8	45.7
254	46	182	0.9	46.6
255	47	201	1.0	47.6
256	48	191	0.9	48.5
257	49	190	0.9	49.4
258	50	184	0.9	50.3
259	51	210	1.0	51.3
260	52	204	1.0	52.3
261	53	187	0.9	53.2
262	54	199	1.0	54.2
263	55	190	0.9	55.1
264	56	208	1.0	56.1
265	57	222	1.1	57.1
266	58	214	1.0	58.2
267	59	216	1.0	59.2
268	60	214	1.0	60.2
269	61	213	1.0	61.3
270	62	215	1.0	62.3
271	63	255	1.2	63.5
272	64	228	1.1	64.6
273	65	216	1.0	65.7
274	66	220	1.1	66.7
275	67	216	1.0	67.8
276	68	213	1.0	68.8
277	69	238	1.1	69.9
278	70	202	1.0	70.9
279	72	243	1.2	72.1
280	73	222	1.1	73.1
281	74	227	1.1	74.2
282	75	224	1.1	75.3
283	76	245	1.2	76.5
284	77	212	1.0	77.5
285	78	177	0.9	78.4

Table 75. 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
286	79	204	1.0	79.3
287	80	182	0.9	80.2
288	81	203	1.0	81.2
289	82	208	1.0	82.2
290	83	197	0.9	83.1
291	84	146	0.7	83.9
292	84	242	1.2	85.0
293	85	184	0.9	85.9
294	86	182	0.9	86.8
295	87	156	0.8	87.5
296	88	128	0.6	88.1
297	89	168	0.8	89.0
298	89	135	0.6	89.6
299	90	177	0.9	90.5
300	91	103	0.5	90.9
301	91	153	0.7	91.7
302	92	120	0.6	92.3
303	93	116	0.6	92.8
304	93	112	0.5	93.4
305	94	94	0.5	93.8
306	94	107	0.5	94.3
307	95	79	0.4	94.7
308	95	102	0.5	95.2
309	95	55	0.3	95.5
310	96	85	0.4	95.9
311	96	58	0.3	96.2
312	96	78	0.4	96.5
313	97	55	0.3	96.8
314	97	62	0.3	97.1
315	97	42	0.2	97.3
316	97	39	0.2	97.5
317	98	57	0.3	97.8
318	98	45	0.2	98.0
319	98	40	0.2	98.2
320	98	26	0.1	98.3
321	98	41	0.2	98.5
322	99	22	0.1	98.6
323	99	37	0.2	98.8
324	99	20	0.1	98.9
325	99	25	0.1	99.0

Table 75. 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
326	99	16	0.1	99.1
327	99	36	0.2	99.2
328	99	10	0.0	99.3
329	99	13	0.1	99.3
330	99	13	0.1	99.4
331	99	26	0.1	99.5
332	99	7	0.0	99.6
333	99	5	0.0	99.6
334	99	11	0.1	99.6
335	99	3	0.0	99.7
336	99	7	0.0	99.7
337	99	4	0.0	99.7
338	99	5	0.0	99.7
339	99	5	0.0	99.8
340	99	12	0.1	99.8
341	99	1	0.0	99.8
342	99	3	0.0	99.8
343	99	6	0.0	99.9
344	99	8	0.0	99.9
345	99	2	0.0	99.9
347	99	1	0.0	99.9
348	99	1	0.0	99.9
349	99	8	0.0	100.0
351	99	4	0.0	100.0
352	99	1	0.0	100.0
353	99	1	0.0	100.0
357	99	1	0.0	100.0
360	99	1	0.0	100.0

**Table 76. 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	78	0.4	0.4
124	1	2	0.0	0.4
127	1	3	0.0	0.4
129	1	2	0.0	0.5
133	1	2	0.0	0.5
134	1	4	0.0	0.5
135	1	1	0.0	0.5
137	1	4	0.0	0.5
138	1	1	0.0	0.5
139	1	4	0.0	0.5
140	1	3	0.0	0.6
141	1	9	0.0	0.6
142	1	2	0.0	0.6
143	1	2	0.0	0.6
144	1	6	0.0	0.7
145	1	2	0.0	0.7
146	1	3	0.0	0.7
147	1	3	0.0	0.7
148	1	4	0.0	0.7
149	1	2	0.0	0.7
150	1	11	0.1	0.8
151	1	12	0.1	0.8
152	1	5	0.0	0.9
153	1	22	0.1	1.0
154	1	7	0.0	1.0
155	1	24	0.1	1.2
156	1	28	0.1	1.3
157	1	31	0.2	1.5
158	2	37	0.2	1.7
159	2	58	0.3	2.0
160	2	44	0.2	2.2
161	2	48	0.3	2.5
162	3	48	0.3	2.7
163	3	50	0.3	3.0
164	3	54	0.3	3.3
165	3	62	0.3	3.6
166	4	54	0.3	3.9
167	4	69	0.4	4.2
168	4	41	0.2	4.5

Table 76. 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
169	5	40	0.2	4.7
170	5	43	0.2	4.9
171	5	26	0.1	5.0
172	5	46	0.2	5.3
173	5	44	0.2	5.5
174	6	44	0.2	5.7
175	6	50	0.3	6.0
176	6	46	0.2	6.3
177	6	54	0.3	6.5
178	7	61	0.3	6.9
179	7	53	0.3	7.1
180	7	58	0.3	7.5
181	8	55	0.3	7.7
182	8	70	0.4	8.1
183	8	45	0.2	8.4
184	9	66	0.3	8.7
185	9	71	0.4	9.1
186	9	69	0.4	9.4
187	10	63	0.3	9.8
188	10	74	0.4	10.2
189	10	62	0.3	10.5
190	11	76	0.4	10.9
191	11	69	0.4	11.3
192	11	78	0.4	11.7
193	12	72	0.4	12.1
194	12	70	0.4	12.4
195	13	80	0.4	12.9
196	13	74	0.4	13.2
197	13	76	0.4	13.7
198	14	70	0.4	14.0
199	14	64	0.3	14.4
200	15	82	0.4	14.8
201	15	63	0.3	15.1
202	15	76	0.4	15.5
203	16	86	0.5	16.0
204	16	90	0.5	16.5
205	17	84	0.4	16.9
206	17	68	0.4	17.3
207	17	83	0.4	17.7
208	18	90	0.5	18.2

Table 76. 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
209	18	63	0.3	18.5
210	19	84	0.4	19.0
211	19	65	0.3	19.3
212	19	71	0.4	19.7
213	20	66	0.3	20.0
214	20	92	0.5	20.5
215	21	75	0.4	20.9
216	21	74	0.4	21.3
217	21	56	0.3	21.6
218	22	77	0.4	22.0
219	22	81	0.4	22.4
220	23	99	0.5	23.0
221	23	79	0.4	23.4
222	24	93	0.5	23.9
223	24	87	0.5	24.3
224	25	80	0.4	24.8
225	25	92	0.5	25.3
226	25	89	0.5	25.7
227	26	91	0.5	26.2
228	26	100	0.5	26.7
229	27	81	0.4	27.2
230	27	90	0.5	27.6
231	28	108	0.6	28.2
232	28	96	0.5	28.7
233	29	105	0.6	29.3
234	30	95	0.5	29.8
235	30	97	0.5	30.3
236	31	111	0.6	30.9
237	31	110	0.6	31.5
238	32	123	0.7	32.1
239	32	100	0.5	32.6
240	33	94	0.5	33.1
241	33	113	0.6	33.7
242	34	99	0.5	34.3
243	35	121	0.6	34.9
244	35	118	0.6	35.5
245	36	118	0.6	36.2
246	37	142	0.8	36.9
247	37	114	0.6	37.5
248	38	121	0.6	38.2

Table 76. 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
249	38	107	0.6	38.7
250	39	125	0.7	39.4
251	40	127	0.7	40.1
252	40	137	0.7	40.8
253	41	134	0.7	41.5
254	42	154	0.8	42.3
255	43	146	0.8	43.1
256	43	142	0.8	43.8
257	44	121	0.6	44.5
258	45	149	0.8	45.3
259	46	163	0.9	46.1
260	47	158	0.8	47.0
261	47	175	0.9	47.9
262	48	170	0.9	48.8
263	49	157	0.8	49.6
264	50	178	0.9	50.6
265	51	173	0.9	51.5
266	52	148	0.8	52.3
267	53	192	1.0	53.3
268	54	178	0.9	54.2
269	55	189	1.0	55.2
270	56	172	0.9	56.1
271	57	212	1.1	57.3
272	58	197	1.0	58.3
273	59	183	1.0	59.3
274	60	192	1.0	60.3
275	61	190	1.0	61.3
276	62	178	0.9	62.2
277	63	217	1.1	63.4
278	64	210	1.1	64.5
279	65	194	1.0	65.5
280	66	205	1.1	66.6
281	67	201	1.1	67.7
282	68	200	1.1	68.7
283	69	206	1.1	69.8
284	70	187	1.0	70.8
285	71	200	1.1	71.9
286	72	213	1.1	73.0
287	74	198	1.0	74.1
288	75	203	1.1	75.1

Table 76. 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
289	76	214	1.1	76.3
290	77	222	1.2	77.5
291	78	175	0.9	78.4
292	79	190	1.0	79.4
293	80	156	0.8	80.2
294	81	176	0.9	81.1
295	82	178	0.9	82.1
296	82	127	0.7	82.8
297	83	173	0.9	83.7
298	84	137	0.7	84.4
299	85	183	1.0	85.4
300	86	127	0.7	86.0
301	86	155	0.8	86.9
302	87	131	0.7	87.6
303	88	130	0.7	88.2
304	89	133	0.7	89.0
305	89	116	0.6	89.6
306	90	125	0.7	90.2
307	91	104	0.6	90.8
308	91	138	0.7	91.5
309	92	88	0.5	92.0
310	92	126	0.7	92.6
311	93	76	0.4	93.0
312	93	124	0.7	93.7
313	94	69	0.4	94.1
314	94	121	0.6	94.7
315	95	40	0.2	94.9
316	95	75	0.4	95.3
317	96	96	0.5	95.8
318	96	48	0.3	96.1
319	96	38	0.2	96.3
320	96	43	0.2	96.5
321	97	93	0.5	97.0
322	97	23	0.1	97.1
323	97	62	0.3	97.5
324	98	25	0.1	97.6
325	98	55	0.3	97.9
326	98	21	0.1	98.0
327	98	66	0.3	98.3
328	98	31	0.2	98.5

Table 76. 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
329	99	24	0.1	98.6
330	99	24	0.1	98.8
331	99	24	0.1	98.9
332	99	18	0.1	99.0
333	99	18	0.1	99.1
334	99	28	0.1	99.2
335	99	7	0.0	99.3
336	99	16	0.1	99.3
337	99	9	0.0	99.4
338	99	10	0.1	99.4
339	99	16	0.1	99.5
340	99	17	0.1	99.6
341	99	4	0.0	99.6
342	99	8	0.0	99.7
343	99	5	0.0	99.7
344	99	15	0.1	99.8
345	99	4	0.0	99.8
346	99	1	0.0	99.8
347	99	6	0.0	99.9
349	99	11	0.1	99.9
350	99	1	0.0	99.9
351	99	1	0.0	99.9
352	99	2	0.0	99.9
353	99	3	0.0	99.9
357	99	7	0.0	100.0
360	99	3	0.0	100.0

**Table 77. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	68	0.4	0.4
123	1	5	0.0	0.4
126	1	2	0.0	0.4
129	1	3	0.0	0.4
133	1	6	0.0	0.5
135	1	2	0.0	0.5
137	1	3	0.0	0.5
138	1	6	0.0	0.5
139	1	1	0.0	0.5
140	1	4	0.0	0.6
141	1	7	0.0	0.6
143	1	6	0.0	0.6
144	1	2	0.0	0.7
145	1	3	0.0	0.7
146	1	2	0.0	0.7
147	1	6	0.0	0.7
148	1	5	0.0	0.7
149	1	5	0.0	0.8
150	1	14	0.1	0.9
151	1	2	0.0	0.9
152	1	17	0.1	1.0
153	1	22	0.1	1.1
154	1	12	0.1	1.2
155	1	32	0.2	1.3
156	1	14	0.1	1.4
157	2	30	0.2	1.6
158	2	41	0.2	1.8
159	2	23	0.1	2.0
160	2	46	0.3	2.2
161	2	40	0.2	2.4
162	3	28	0.2	2.6
163	3	80	0.5	3.1
164	3	41	0.2	3.3
165	3	41	0.2	3.5
166	4	71	0.4	3.9
167	4	35	0.2	4.1
168	4	51	0.3	4.4
169	5	72	0.4	4.8
170	5	50	0.3	5.1

Table 77. 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
171	5	56	0.3	5.4
172	6	54	0.3	5.7
173	6	60	0.3	6.1
174	6	64	0.4	6.5
175	7	49	0.3	6.7
176	7	53	0.3	7.0
177	7	40	0.2	7.3
178	7	61	0.3	7.6
179	8	57	0.3	7.9
180	8	58	0.3	8.3
181	8	61	0.3	8.6
182	9	70	0.4	9.0
183	9	70	0.4	9.4
184	10	65	0.4	9.8
185	10	64	0.4	10.1
186	10	62	0.4	10.5
187	11	68	0.4	10.9
188	11	46	0.3	11.1
189	11	74	0.4	11.6
190	12	63	0.4	11.9
191	12	69	0.4	12.3
192	13	67	0.4	12.7
193	13	74	0.4	13.1
194	13	74	0.4	13.5
195	14	71	0.4	14.0
196	14	54	0.3	14.3
197	15	77	0.4	14.7
198	15	51	0.3	15.0
199	15	71	0.4	15.4
200	16	78	0.4	15.8
201	16	51	0.3	16.1
202	16	75	0.4	16.6
203	17	71	0.4	17.0
204	17	79	0.5	17.4
205	18	67	0.4	17.8
206	18	74	0.4	18.2
207	18	70	0.4	18.6
208	19	94	0.5	19.2
209	19	68	0.4	19.5
210	20	73	0.4	20.0

**Table 77. 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
211	20	76	0.4	20.4
212	21	79	0.5	20.8
213	21	81	0.5	21.3
214	22	70	0.4	21.7
215	22	88	0.5	22.2
216	22	82	0.5	22.7
217	23	75	0.4	23.1
218	23	75	0.4	23.5
219	24	81	0.5	24.0
220	24	67	0.4	24.4
221	25	76	0.4	24.8
222	25	79	0.5	25.3
223	26	87	0.5	25.7
224	26	79	0.5	26.2
225	26	83	0.5	26.7
226	27	91	0.5	27.2
227	27	65	0.4	27.6
228	28	110	0.6	28.2
229	28	81	0.5	28.6
230	29	98	0.6	29.2
231	30	105	0.6	29.8
232	30	111	0.6	30.4
233	31	92	0.5	31.0
234	31	109	0.6	31.6
235	32	100	0.6	32.2
236	32	92	0.5	32.7
237	33	92	0.5	33.2
238	33	92	0.5	33.7
239	34	115	0.7	34.4
240	35	110	0.6	35.0
241	35	116	0.7	35.7
242	36	126	0.7	36.4
243	37	112	0.6	37.0
244	37	129	0.7	37.8
245	38	115	0.7	38.4
246	39	113	0.6	39.1
247	39	127	0.7	39.8
248	40	135	0.8	40.6
249	41	130	0.7	41.3
250	42	125	0.7	42.0

Table 77. 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
251	42	131	0.7	42.8
252	43	140	0.8	43.6
253	44	144	0.8	44.4
254	45	156	0.9	45.3
255	46	138	0.8	46.0
256	46	143	0.8	46.9
257	47	129	0.7	47.6
258	48	163	0.9	48.5
259	49	130	0.7	49.3
260	50	153	0.9	50.1
261	51	166	0.9	51.1
262	52	163	0.9	52.0
263	53	168	1.0	53.0
264	53	141	0.8	53.8
265	54	174	1.0	54.8
266	55	173	1.0	55.8
267	56	160	0.9	56.7
268	57	163	0.9	57.6
269	58	165	0.9	58.5
270	59	161	0.9	59.5
271	60	155	0.9	60.3
272	61	177	1.0	61.3
273	62	182	1.0	62.4
274	63	177	1.0	63.4
275	64	150	0.9	64.2
276	65	164	0.9	65.2
277	66	208	1.2	66.4
278	67	173	1.0	67.4
279	68	161	0.9	68.3
280	69	199	1.1	69.4
281	70	179	1.0	70.4
282	71	183	1.0	71.5
283	72	177	1.0	72.5
284	73	171	1.0	73.5
285	74	158	0.9	74.4
286	75	182	1.0	75.4
287	76	177	1.0	76.4
288	77	178	1.0	77.4
289	78	163	0.9	78.3
290	79	190	1.1	79.4

Table 77. 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
291	80	148	0.8	80.3
292	81	190	1.1	81.4
293	82	150	0.9	82.2
294	83	141	0.8	83.0
295	83	155	0.9	83.9
296	84	150	0.9	84.8
297	85	146	0.8	85.6
298	86	113	0.6	86.2
299	87	148	0.8	87.1
300	87	120	0.7	87.8
301	88	111	0.6	88.4
302	89	123	0.7	89.1
303	89	123	0.7	89.8
304	90	74	0.4	90.2
305	91	105	0.6	90.8
306	91	88	0.5	91.3
307	92	84	0.5	91.8
308	92	88	0.5	92.3
309	93	86	0.5	92.8
310	93	94	0.5	93.3
311	94	83	0.5	93.8
312	94	86	0.5	94.3
313	94	47	0.3	94.6
314	95	74	0.4	95.0
315	95	71	0.4	95.4
316	96	81	0.5	95.8
317	96	43	0.2	96.1
318	96	63	0.4	96.4
319	97	42	0.2	96.7
320	97	71	0.4	97.1
321	97	39	0.2	97.3
322	97	29	0.2	97.5
323	98	37	0.2	97.7
324	98	34	0.2	97.9
325	98	18	0.1	98.0
326	98	46	0.3	98.2
327	98	9	0.1	98.3
328	98	29	0.2	98.5
329	99	28	0.2	98.6
330	99	29	0.2	98.8

Table 77. 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
331	99	20	0.1	98.9
332	99	29	0.2	99.1
333	99	6	0.0	99.1
334	99	29	0.2	99.3
335	99	14	0.1	99.3
336	99	14	0.1	99.4
337	99	10	0.1	99.5
338	99	14	0.1	99.6
339	99	8	0.0	99.6
340	99	7	0.0	99.6
341	99	1	0.0	99.7
342	99	1	0.0	99.7
343	99	11	0.1	99.7
344	99	11	0.1	99.8
345	99	1	0.0	99.8
346	99	5	0.0	99.8
348	99	5	0.0	99.8
349	99	9	0.1	99.9
350	99	4	0.0	99.9
351	99	1	0.0	99.9
352	99	4	0.0	99.9
354	99	3	0.0	100.0
358	99	2	0.0	100.0
360	99	4	0.0	100.0

**Table 78. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	78	0.5	0.5
123	1	2	0.0	0.5
126	1	1	0.0	0.5
129	1	6	0.0	0.5
132	1	3	0.0	0.6
133	1	2	0.0	0.6
135	1	1	0.0	0.6
137	1	2	0.0	0.6
138	1	2	0.0	0.6
140	1	2	0.0	0.6
141	1	6	0.0	0.6
142	1	3	0.0	0.7
143	1	5	0.0	0.7
144	1	1	0.0	0.7
145	1	3	0.0	0.7
146	1	5	0.0	0.7
147	1	4	0.0	0.8
148	1	7	0.0	0.8
149	1	9	0.1	0.9
150	1	8	0.0	0.9
151	1	2	0.0	0.9
152	1	15	0.1	1.0
153	1	7	0.0	1.1
154	1	4	0.0	1.1
155	1	32	0.2	1.3
156	1	6	0.0	1.3
157	1	25	0.2	1.5
158	2	34	0.2	1.7
159	2	14	0.1	1.8
160	2	50	0.3	2.1
161	2	23	0.1	2.2
162	2	32	0.2	2.4
163	3	46	0.3	2.7
164	3	24	0.1	2.8
165	3	33	0.2	3.1
166	3	62	0.4	3.4
167	4	40	0.2	3.7
168	4	44	0.3	3.9
169	4	50	0.3	4.3

**Table 78. 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
170	4	43	0.3	4.5
171	5	39	0.2	4.8
172	5	39	0.2	5.0
173	5	52	0.3	5.3
174	5	37	0.2	5.5
175	6	37	0.2	5.8
176	6	50	0.3	6.1
177	6	51	0.3	6.4
178	7	52	0.3	6.7
179	7	53	0.3	7.0
180	7	64	0.4	7.4
181	8	51	0.3	7.7
182	8	58	0.4	8.1
183	8	63	0.4	8.5
184	9	42	0.3	8.7
185	9	65	0.4	9.1
186	9	61	0.4	9.5
187	10	54	0.3	9.9
188	10	49	0.3	10.2
189	10	40	0.2	10.4
190	11	55	0.3	10.7
191	11	62	0.4	11.1
192	11	63	0.4	11.5
193	12	56	0.3	11.8
194	12	63	0.4	12.2
195	12	59	0.4	12.6
196	13	51	0.3	12.9
197	13	85	0.5	13.4
198	14	60	0.4	13.8
199	14	77	0.5	14.3
200	14	67	0.4	14.7
201	15	54	0.3	15.0
202	15	73	0.4	15.5
203	16	58	0.4	15.8
204	16	63	0.4	16.2
205	16	77	0.5	16.7
206	17	66	0.4	17.1
207	17	70	0.4	17.5
208	18	61	0.4	17.9
209	18	73	0.4	18.3

Table 78. 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
210	19	63	0.4	18.7
211	19	60	0.4	19.1
212	19	72	0.4	19.5
213	20	69	0.4	20.0
214	20	70	0.4	20.4
215	21	81	0.5	20.9
216	21	63	0.4	21.3
217	21	69	0.4	21.7
218	22	70	0.4	22.1
219	22	68	0.4	22.5
220	23	78	0.5	23.0
221	23	78	0.5	23.5
222	24	98	0.6	24.1
223	24	77	0.5	24.6
224	25	80	0.5	25.1
225	25	83	0.5	25.6
226	26	72	0.4	26.0
227	26	59	0.4	26.4
228	27	86	0.5	26.9
229	27	73	0.4	27.4
230	28	99	0.6	28.0
231	28	87	0.5	28.5
232	29	84	0.5	29.0
233	29	76	0.5	29.5
234	30	99	0.6	30.1
235	30	79	0.5	30.6
236	31	77	0.5	31.1
237	31	73	0.4	31.5
238	32	102	0.6	32.1
239	32	90	0.6	32.7
240	33	92	0.6	33.2
241	33	75	0.5	33.7
242	34	89	0.5	34.3
243	35	97	0.6	34.9
244	35	124	0.8	35.6
245	36	78	0.5	36.1
246	36	84	0.5	36.6
247	37	125	0.8	37.4
248	38	108	0.7	38.0
249	38	106	0.7	38.7

**Table 78. 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
250	39	123	0.8	39.4
251	40	119	0.7	40.2
252	41	107	0.7	40.8
253	41	109	0.7	41.5
254	42	131	0.8	42.3
255	43	115	0.7	43.0
256	43	118	0.7	43.7
257	44	101	0.6	44.4
258	45	121	0.7	45.1
259	46	142	0.9	46.0
260	46	97	0.6	46.6
261	47	130	0.8	47.4
262	48	142	0.9	48.2
263	49	131	0.8	49.0
264	49	113	0.7	49.7
265	50	134	0.8	50.6
266	51	136	0.8	51.4
267	52	111	0.7	52.1
268	52	124	0.8	52.8
269	53	142	0.9	53.7
270	54	173	1.1	54.8
271	55	153	0.9	55.7
272	56	138	0.8	56.6
273	57	149	0.9	57.5
274	58	148	0.9	58.4
275	59	133	0.8	59.2
276	60	148	0.9	60.1
277	61	160	1.0	61.1
278	62	164	1.0	62.1
279	63	149	0.9	63.0
280	64	167	1.0	64.0
281	65	151	0.9	65.0
282	65	171	1.1	66.0
283	66	136	0.8	66.9
284	67	142	0.9	67.7
285	68	167	1.0	68.8
286	69	183	1.1	69.9
287	70	141	0.9	70.7
288	71	186	1.1	71.9
289	72	166	1.0	72.9

**Table 78. 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
290	73	154	0.9	73.9
291	74	146	0.9	74.7
292	75	146	0.9	75.6
293	76	147	0.9	76.5
294	77	136	0.8	77.4
295	78	132	0.8	78.2
296	79	137	0.8	79.0
297	79	148	0.9	79.9
298	80	159	1.0	80.9
299	81	138	0.8	81.8
300	82	123	0.8	82.5
301	83	148	0.9	83.4
302	84	101	0.6	84.1
303	85	162	1.0	85.1
304	85	119	0.7	85.8
305	86	138	0.8	86.6
306	87	117	0.7	87.3
307	88	143	0.9	88.2
308	89	123	0.8	89.0
309	89	99	0.6	89.6
310	90	88	0.5	90.1
311	90	85	0.5	90.7
312	91	105	0.6	91.3
313	92	69	0.4	91.7
314	92	95	0.6	92.3
315	93	78	0.5	92.8
316	93	108	0.7	93.4
317	94	53	0.3	93.8
318	94	61	0.4	94.1
319	94	67	0.4	94.6
320	95	79	0.5	95.0
321	95	52	0.3	95.4
322	96	63	0.4	95.7
323	96	46	0.3	96.0
324	96	62	0.4	96.4
325	97	28	0.2	96.6
326	97	67	0.4	97.0
327	97	17	0.1	97.1
328	97	43	0.3	97.4
329	97	34	0.2	97.6

Table 78. 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
330	98	57	0.4	97.9
331	98	23	0.1	98.1
332	98	42	0.3	98.3
333	98	7	0.0	98.4
334	98	41	0.3	98.6
335	99	18	0.1	98.7
336	99	16	0.1	98.8
337	99	15	0.1	98.9
338	99	29	0.2	99.1
339	99	19	0.1	99.2
340	99	16	0.1	99.3
341	99	5	0.0	99.3
342	99	6	0.0	99.4
343	99	14	0.1	99.5
344	99	18	0.1	99.6
345	99	4	0.0	99.6
346	99	12	0.1	99.7
347	99	3	0.0	99.7
348	99	3	0.0	99.7
349	99	11	0.1	99.8
350	99	5	0.0	99.8
351	99	9	0.1	99.9
352	99	9	0.1	99.9
354	99	1	0.0	99.9
356	99	2	0.0	99.9
358	99	5	0.0	100.0
360	99	5	0.0	100.0

**Table 79. 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	89	0.4	0.4
123	1	3	0.0	0.4
124	1	1	0.0	0.5
127	1	1	0.0	0.5
129	1	3	0.0	0.5
130	1	2	0.0	0.5
133	1	12	0.1	0.5
136	1	2	0.0	0.5
137	1	11	0.1	0.6
139	1	2	0.0	0.6
140	1	10	0.0	0.7
141	1	3	0.0	0.7
142	1	1	0.0	0.7
143	1	15	0.1	0.8
144	1	2	0.0	0.8
145	1	6	0.0	0.8
146	1	8	0.0	0.8
147	1	4	0.0	0.9
148	1	3	0.0	0.9
149	1	5	0.0	0.9
150	1	24	0.1	1.0
151	1	5	0.0	1.0
152	1	15	0.1	1.1
153	1	19	0.1	1.2
154	1	12	0.1	1.3
155	1	27	0.1	1.4
156	1	27	0.1	1.5
157	2	31	0.2	1.7
158	2	33	0.2	1.8
159	2	25	0.1	1.9
160	2	90	0.4	2.4
161	2	15	0.1	2.5
162	3	64	0.3	2.8
163	3	75	0.4	3.1
164	3	68	0.3	3.5
165	4	105	0.5	4.0
166	4	60	0.3	4.3
167	5	117	0.6	4.8
168	5	67	0.3	5.2

**Table 79. 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	5	77	0.4	5.5
170	6	102	0.5	6.0
171	6	65	0.3	6.3
172	7	75	0.4	6.7
173	7	100	0.5	7.2
174	7	50	0.2	7.4
175	8	111	0.5	8.0
176	8	67	0.3	8.3
177	8	65	0.3	8.6
178	9	118	0.6	9.2
179	9	65	0.3	9.5
180	10	114	0.6	10.1
181	10	88	0.4	10.5
182	11	86	0.4	10.9
183	11	96	0.5	11.4
184	12	89	0.4	11.8
185	12	111	0.5	12.3
186	13	84	0.4	12.8
187	13	107	0.5	13.3
188	14	113	0.5	13.8
189	14	127	0.6	14.4
190	15	132	0.6	15.1
191	15	120	0.6	15.7
192	16	118	0.6	16.2
193	16	105	0.5	16.7
194	17	105	0.5	17.3
195	18	121	0.6	17.8
196	18	102	0.5	18.3
197	19	107	0.5	18.9
198	19	107	0.5	19.4
199	20	108	0.5	19.9
200	20	117	0.6	20.5
201	21	117	0.6	21.0
202	21	117	0.6	21.6
203	22	111	0.5	22.1
204	22	104	0.5	22.7
205	23	134	0.7	23.3
206	24	108	0.5	23.8
207	24	107	0.5	24.3
208	25	120	0.6	24.9

**Table 79. 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	25	119	0.6	25.5
210	26	125	0.6	26.1
211	26	83	0.4	26.5
212	27	118	0.6	27.1
213	27	117	0.6	27.7
214	28	111	0.5	28.2
215	28	116	0.6	28.8
216	29	114	0.6	29.3
217	30	132	0.6	30.0
218	30	147	0.7	30.7
219	31	136	0.7	31.3
220	32	123	0.6	31.9
221	32	115	0.6	32.5
222	33	133	0.6	33.1
223	33	123	0.6	33.7
224	34	116	0.6	34.3
225	35	121	0.6	34.9
226	35	129	0.6	35.5
227	36	105	0.5	36.0
228	36	143	0.7	36.7
229	37	139	0.7	37.4
230	38	110	0.5	37.9
231	38	148	0.7	38.6
232	39	115	0.6	39.2
233	40	143	0.7	39.9
234	40	119	0.6	40.5
235	41	117	0.6	41.0
236	41	131	0.6	41.7
237	42	136	0.7	42.3
238	43	127	0.6	43.0
239	43	144	0.7	43.7
240	44	152	0.7	44.4
241	45	125	0.6	45.0
242	45	133	0.6	45.6
243	46	135	0.7	46.3
244	47	112	0.5	46.8
245	47	139	0.7	47.5
246	48	141	0.7	48.2
247	49	158	0.8	49.0
248	49	133	0.6	49.6

**Table 79. 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	50	137	0.7	50.3
250	51	130	0.6	50.9
251	51	122	0.6	51.5
252	52	158	0.8	52.3
253	53	131	0.6	52.9
254	53	121	0.6	53.5
255	54	144	0.7	54.2
256	55	149	0.7	54.9
257	55	144	0.7	55.6
258	56	154	0.7	56.4
259	57	179	0.9	57.2
260	58	141	0.7	57.9
261	58	139	0.7	58.6
262	59	147	0.7	59.3
263	60	151	0.7	60.1
264	60	172	0.8	60.9
265	61	137	0.7	61.6
266	62	156	0.8	62.3
267	63	160	0.8	63.1
268	63	150	0.7	63.8
269	64	149	0.7	64.5
270	65	146	0.7	65.2
271	66	171	0.8	66.1
272	66	163	0.8	66.9
273	67	152	0.7	67.6
274	68	162	0.8	68.4
275	69	169	0.8	69.2
276	70	144	0.7	69.9
277	70	162	0.8	70.7
278	71	158	0.8	71.5
279	72	126	0.6	72.1
280	72	164	0.8	72.9
281	73	150	0.7	73.6
282	74	157	0.8	74.4
283	75	147	0.7	75.1
284	75	164	0.8	75.9
285	76	158	0.8	76.6
286	77	148	0.7	77.4
287	78	146	0.7	78.1
288	78	152	0.7	78.8

**Table 79. 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	79	140	0.7	79.5
290	80	163	0.8	80.3
291	81	136	0.7	80.9
292	81	151	0.7	81.7
293	82	135	0.7	82.3
294	83	136	0.7	83.0
295	83	149	0.7	83.7
296	84	134	0.7	84.4
297	85	111	0.5	84.9
298	85	141	0.7	85.6
299	86	113	0.5	86.1
300	86	111	0.5	86.7
301	87	121	0.6	87.3
302	88	110	0.5	87.8
303	88	100	0.5	88.3
304	89	111	0.5	88.8
305	89	118	0.6	89.4
306	90	111	0.5	89.9
307	90	117	0.6	90.5
308	91	91	0.4	91.0
309	91	111	0.5	91.5
310	92	92	0.4	91.9
311	92	87	0.4	92.4
312	93	88	0.4	92.8
313	93	52	0.3	93.0
314	93	93	0.5	93.5
315	94	79	0.4	93.9
316	94	53	0.3	94.1
317	94	85	0.4	94.5
318	95	60	0.3	94.8
319	95	78	0.4	95.2
320	95	62	0.3	95.5
321	96	83	0.4	95.9
322	96	53	0.3	96.2
323	96	47	0.2	96.4
324	97	42	0.2	96.6
325	97	61	0.3	96.9
326	97	54	0.3	97.2
327	97	50	0.2	97.4
328	97	22	0.1	97.5

**Table 79. 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	28	0.1	97.7
330	98	42	0.2	97.9
331	98	19	0.1	98.0
332	98	54	0.3	98.2
333	98	28	0.1	98.4
334	98	22	0.1	98.5
335	99	29	0.1	98.6
336	99	28	0.1	98.7
337	99	13	0.1	98.8
338	99	27	0.1	98.9
339	99	25	0.1	99.1
340	99	6	0.0	99.1
341	99	21	0.1	99.2
342	99	26	0.1	99.3
343	99	9	0.0	99.4
344	99	17	0.1	99.4
345	99	19	0.1	99.5
347	99	15	0.1	99.6
348	99	6	0.0	99.6
349	99	13	0.1	99.7
350	99	5	0.0	99.7
351	99	22	0.1	99.8
352	99	6	0.0	99.9
353	99	3	0.0	99.9
354	99	2	0.0	99.9
357	99	6	0.0	99.9
358	99	5	0.0	99.9
359	99	3	0.0	99.9
360	99	11	0.1	100.0

**Table 80. 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	58	0.3	0.3
123	1	3	0.0	0.3
124	1	2	0.0	0.4
127	1	1	0.0	0.4
128	1	1	0.0	0.4
129	1	2	0.0	0.4
130	1	1	0.0	0.4
133	1	10	0.1	0.4
136	1	2	0.0	0.5
137	1	6	0.0	0.5
140	1	3	0.0	0.5
143	1	4	0.0	0.5
144	1	1	0.0	0.5
145	1	1	0.0	0.5
146	1	1	0.0	0.5
147	1	6	0.0	0.6
148	1	2	0.0	0.6
149	1	1	0.0	0.6
150	1	8	0.0	0.6
151	1	2	0.0	0.6
152	1	7	0.0	0.7
153	1	9	0.1	0.7
154	1	4	0.0	0.8
155	1	6	0.0	0.8
156	1	11	0.1	0.9
157	1	14	0.1	0.9
158	1	12	0.1	1.0
159	1	3	0.0	1.0
160	1	17	0.1	1.1
161	1	4	0.0	1.1
162	1	26	0.1	1.3
163	1	24	0.1	1.4
164	1	23	0.1	1.6
165	2	37	0.2	1.8
166	2	22	0.1	1.9
167	2	46	0.3	2.1
168	2	24	0.1	2.3
169	2	17	0.1	2.4
170	3	51	0.3	2.7

**Table 80. 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	3	21	0.1	2.8
172	3	26	0.1	2.9
173	3	36	0.2	3.1
174	3	26	0.1	3.3
175	3	37	0.2	3.5
176	4	27	0.2	3.6
177	4	31	0.2	3.8
178	4	34	0.2	4.0
179	4	27	0.2	4.2
180	4	55	0.3	4.5
181	5	35	0.2	4.7
182	5	33	0.2	4.9
183	5	40	0.2	5.1
184	5	26	0.1	5.2
185	5	62	0.3	5.6
186	6	32	0.2	5.8
187	6	57	0.3	6.1
188	6	53	0.3	6.4
189	6	38	0.2	6.6
190	7	53	0.3	6.9
191	7	47	0.3	7.2
192	7	42	0.2	7.4
193	8	65	0.4	7.8
194	8	48	0.3	8.0
195	8	59	0.3	8.4
196	9	59	0.3	8.7
197	9	68	0.4	9.1
198	9	83	0.5	9.5
199	10	51	0.3	9.8
200	10	74	0.4	10.2
201	10	51	0.3	10.5
202	11	76	0.4	11.0
203	11	76	0.4	11.4
204	12	71	0.4	11.8
205	12	65	0.4	12.2
206	12	65	0.4	12.5
207	13	72	0.4	12.9
208	13	72	0.4	13.3
209	14	64	0.4	13.7
210	14	87	0.5	14.2

**Table 80. 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	14	79	0.4	14.6
212	15	76	0.4	15.1
213	15	85	0.5	15.5
214	16	68	0.4	15.9
215	16	112	0.6	16.6
216	17	90	0.5	17.1
217	17	79	0.4	17.5
218	18	100	0.6	18.1
219	18	78	0.4	18.5
220	19	100	0.6	19.1
221	19	96	0.5	19.6
222	20	92	0.5	20.1
223	20	108	0.6	20.8
224	21	92	0.5	21.3
225	22	95	0.5	21.8
226	22	101	0.6	22.4
227	23	99	0.6	22.9
228	23	110	0.6	23.6
229	24	109	0.6	24.2
230	24	93	0.5	24.7
231	25	108	0.6	25.3
232	26	107	0.6	25.9
233	26	108	0.6	26.5
234	27	114	0.6	27.2
235	27	120	0.7	27.8
236	28	110	0.6	28.5
237	29	104	0.6	29.0
238	29	107	0.6	29.6
239	30	126	0.7	30.4
240	31	115	0.6	31.0
241	31	120	0.7	31.7
242	32	98	0.6	32.2
243	33	109	0.6	32.9
244	33	91	0.5	33.4
245	34	122	0.7	34.1
246	34	138	0.8	34.8
247	35	154	0.9	35.7
248	36	128	0.7	36.4
249	37	137	0.8	37.2
250	38	126	0.7	37.9

**Table 80. 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	38	140	0.8	38.7
252	39	128	0.7	39.4
253	40	137	0.8	40.2
254	41	129	0.7	40.9
255	41	118	0.7	41.6
256	42	137	0.8	42.4
257	43	147	0.8	43.2
258	44	127	0.7	43.9
259	44	148	0.8	44.7
260	45	132	0.7	45.5
261	46	117	0.7	46.1
262	47	148	0.8	47.0
263	47	157	0.9	47.9
264	48	125	0.7	48.6
265	49	142	0.8	49.4
266	50	155	0.9	50.2
267	51	138	0.8	51.0
268	51	129	0.7	51.7
269	52	150	0.8	52.6
270	53	142	0.8	53.4
271	54	170	1.0	54.4
272	55	152	0.9	55.2
273	56	161	0.9	56.1
274	57	143	0.8	56.9
275	57	148	0.8	57.8
276	58	152	0.9	58.6
277	59	181	1.0	59.6
278	60	130	0.7	60.4
279	61	148	0.8	61.2
280	62	152	0.9	62.1
281	62	150	0.8	62.9
282	63	161	0.9	63.8
283	64	140	0.8	64.6
284	65	143	0.8	65.4
285	66	156	0.9	66.3
286	67	155	0.9	67.2
287	68	146	0.8	68.0
288	68	163	0.9	68.9
289	69	135	0.8	69.7
290	70	159	0.9	70.6

**Table 80. 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	71	144	0.8	71.4
292	72	146	0.8	72.2
293	73	146	0.8	73.0
294	73	150	0.8	73.9
295	74	143	0.8	74.7
296	75	145	0.8	75.5
297	76	147	0.8	76.3
298	77	140	0.8	77.1
299	77	128	0.7	77.8
300	78	125	0.7	78.5
301	79	143	0.8	79.4
302	80	141	0.8	80.1
303	80	115	0.6	80.8
304	81	149	0.8	81.6
305	82	115	0.6	82.3
306	83	114	0.6	82.9
307	83	156	0.9	83.8
308	84	97	0.5	84.4
309	85	124	0.7	85.1
310	85	124	0.7	85.8
311	86	97	0.5	86.3
312	87	135	0.8	87.1
313	87	75	0.4	87.5
314	88	112	0.6	88.1
315	88	102	0.6	88.7
316	89	89	0.5	89.2
317	90	116	0.7	89.8
318	90	68	0.4	90.2
319	90	76	0.4	90.7
320	91	101	0.6	91.2
321	92	106	0.6	91.8
322	92	84	0.5	92.3
323	92	74	0.4	92.7
324	93	73	0.4	93.1
325	93	70	0.4	93.5
326	94	85	0.5	94.0
327	94	92	0.5	94.5
328	95	45	0.3	94.8
329	95	42	0.2	95.0
330	95	68	0.4	95.4

**Table 80. 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	95	35	0.2	95.6
332	96	102	0.6	96.2
333	96	28	0.2	96.3
334	96	33	0.2	96.5
335	97	34	0.2	96.7
336	97	55	0.3	97.0
337	97	33	0.2	97.2
338	97	43	0.2	97.4
339	98	33	0.2	97.6
340	98	17	0.1	97.7
341	98	45	0.3	98.0
342	98	57	0.3	98.3
343	98	13	0.1	98.4
344	98	22	0.1	98.5
345	99	50	0.3	98.8
346	99	4	0.0	98.8
347	99	48	0.3	99.1
348	99	10	0.1	99.1
349	99	16	0.1	99.2
350	99	5	0.0	99.2
351	99	43	0.2	99.5
352	99	8	0.0	99.5
353	99	20	0.1	99.7
354	99	2	0.0	99.7
357	99	9	0.1	99.7
358	99	11	0.1	99.8
359	99	18	0.1	99.9
360	99	22	0.1	100.0

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	64	0.5	0.5
123	1	4	0.0	0.6
124	1	2	0.0	0.6
127	1	4	0.0	0.6
129	1	2	0.0	0.6
130	1	1	0.0	0.6
133	1	10	0.1	0.7
137	1	6	0.0	0.8
139	1	2	0.0	0.8
140	1	5	0.0	0.8
141	1	2	0.0	0.8
142	1	2	0.0	0.9
143	1	4	0.0	0.9
145	1	2	0.0	0.9
146	1	3	0.0	0.9
147	1	5	0.0	1.0
149	1	2	0.0	1.0
150	1	3	0.0	1.0
152	1	2	0.0	1.0
153	1	2	0.0	1.0
154	1	4	0.0	1.1
155	1	5	0.0	1.1
156	1	3	0.0	1.1
157	1	7	0.1	1.2
158	1	8	0.1	1.3
159	1	1	0.0	1.3
160	1	13	0.1	1.4
161	1	6	0.0	1.4
162	1	15	0.1	1.6
163	2	14	0.1	1.7
164	2	6	0.0	1.7
165	2	11	0.1	1.8
166	2	5	0.0	1.9
167	2	12	0.1	2.0
168	2	4	0.0	2.0
169	2	7	0.1	2.0
170	2	20	0.2	2.2
171	2	11	0.1	2.3
172	2	7	0.1	2.4

**Table 81. 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
173	2	14	0.1	2.5
174	3	9	0.1	2.6
175	3	17	0.1	2.7
176	3	11	0.1	2.8
177	3	18	0.1	2.9
178	3	13	0.1	3.0
179	3	7	0.1	3.1
180	3	26	0.2	3.3
181	3	12	0.1	3.4
182	3	15	0.1	3.5
183	4	24	0.2	3.7
184	4	12	0.1	3.8
185	4	22	0.2	4.0
186	4	23	0.2	4.2
187	4	25	0.2	4.4
188	4	20	0.2	4.6
189	5	34	0.3	4.9
190	5	33	0.3	5.1
191	5	18	0.1	5.3
192	5	25	0.2	5.5
193	6	29	0.2	5.7
194	6	22	0.2	5.9
195	6	28	0.2	6.1
196	6	26	0.2	6.3
197	6	28	0.2	6.6
198	7	29	0.2	6.8
199	7	18	0.1	7.0
200	7	26	0.2	7.2
201	7	28	0.2	7.4
202	8	29	0.2	7.7
203	8	40	0.3	8.0
204	8	33	0.3	8.3
205	8	30	0.2	8.5
206	9	39	0.3	8.8
207	9	27	0.2	9.0
208	9	43	0.4	9.4
209	10	35	0.3	9.7
210	10	41	0.3	10.0
211	10	33	0.3	10.3
212	11	50	0.4	10.7

**Table 81. 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
213	11	45	0.4	11.1
214	11	53	0.4	11.5
215	12	35	0.3	11.8
216	12	45	0.4	12.2
217	12	49	0.4	12.6
218	13	47	0.4	13.0
219	13	48	0.4	13.4
220	14	42	0.3	13.7
221	14	50	0.4	14.1
222	14	43	0.4	14.5
223	15	49	0.4	14.9
224	15	38	0.3	15.2
225	15	63	0.5	15.7
226	16	56	0.5	16.2
227	16	57	0.5	16.7
228	17	57	0.5	17.1
229	17	67	0.6	17.7
230	18	66	0.5	18.2
231	19	65	0.5	18.8
232	19	59	0.5	19.3
233	20	67	0.6	19.8
234	20	66	0.5	20.3
235	21	71	0.6	20.9
236	21	77	0.6	21.6
237	22	63	0.5	22.1
238	22	71	0.6	22.7
239	23	70	0.6	23.3
240	24	75	0.6	23.9
241	24	74	0.6	24.5
242	25	69	0.6	25.1
243	25	76	0.6	25.7
244	26	75	0.6	26.3
245	27	74	0.6	26.9
246	27	84	0.7	27.6
247	28	88	0.7	28.3
248	29	93	0.8	29.1
249	29	90	0.7	29.8
250	30	80	0.7	30.5
251	31	74	0.6	31.1
252	31	84	0.7	31.8

**Table 81. 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
253	32	83	0.7	32.5
254	33	81	0.7	33.2
255	34	97	0.8	34.0
256	34	92	0.8	34.7
257	35	81	0.7	35.4
258	36	90	0.7	36.1
259	36	86	0.7	36.8
260	37	89	0.7	37.6
261	38	85	0.7	38.3
262	39	106	0.9	39.2
263	40	113	0.9	40.1
264	41	109	0.9	41.0
265	41	87	0.7	41.7
266	42	108	0.9	42.6
267	43	104	0.9	43.5
268	44	105	0.9	44.3
269	45	127	1.0	45.4
270	46	97	0.8	46.2
271	47	100	0.8	47.0
272	48	122	1.0	48.0
273	48	104	0.9	48.9
274	49	120	1.0	49.9
275	50	113	0.9	50.8
276	51	142	1.2	52.0
277	52	109	0.9	52.9
278	53	120	1.0	53.8
279	54	115	0.9	54.8
280	55	111	0.9	55.7
281	56	118	1.0	56.7
282	57	100	0.8	57.5
283	58	122	1.0	58.5
284	59	133	1.1	59.6
285	60	116	1.0	60.6
286	61	114	0.9	61.5
287	62	119	1.0	62.5
288	63	113	0.9	63.4
289	64	114	0.9	64.4
290	65	110	0.9	65.3
291	66	128	1.1	66.3
292	67	101	0.8	67.2

**Table 81. 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
293	68	124	1.0	68.2
294	69	123	1.0	69.2
295	70	110	0.9	70.1
296	71	110	0.9	71.0
297	72	130	1.1	72.1
298	73	110	0.9	73.0
299	73	91	0.8	73.8
300	74	116	1.0	74.7
301	75	100	0.8	75.5
302	76	108	0.9	76.4
303	77	101	0.8	77.3
304	78	111	0.9	78.2
305	79	111	0.9	79.1
306	80	98	0.8	79.9
307	80	105	0.9	80.8
308	81	73	0.6	81.4
309	82	104	0.9	82.2
310	83	98	0.8	83.0
311	83	75	0.6	83.7
312	84	99	0.8	84.5
313	85	69	0.6	85.1
314	85	89	0.7	85.8
315	86	99	0.8	86.6
316	87	68	0.6	87.2
317	88	83	0.7	87.8
318	88	62	0.5	88.4
319	89	71	0.6	88.9
320	89	88	0.7	89.7
321	90	86	0.7	90.4
322	91	54	0.4	90.8
323	91	58	0.5	91.3
324	92	66	0.5	91.9
325	92	42	0.3	92.2
326	92	64	0.5	92.7
327	93	76	0.6	93.4
328	94	41	0.3	93.7
329	94	47	0.4	94.1
330	94	70	0.6	94.7
331	95	20	0.2	94.8
332	95	72	0.6	95.4

**Table 81. 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
333	96	23	0.2	95.6
334	96	30	0.2	95.9
335	96	33	0.3	96.1
336	96	57	0.5	96.6
337	97	17	0.1	96.7
338	97	41	0.3	97.1
339	97	16	0.1	97.2
340	97	20	0.2	97.4
341	97	29	0.2	97.6
342	98	36	0.3	97.9
343	98	12	0.1	98.0
344	98	19	0.2	98.2
345	98	43	0.4	98.5
346	99	2	0.0	98.5
347	99	33	0.3	98.8
348	99	20	0.2	99.0
349	99	8	0.1	99.0
350	99	7	0.1	99.1
351	99	40	0.3	99.4
352	99	10	0.1	99.5
353	99	12	0.1	99.6
354	99	4	0.0	99.6
357	99	13	0.1	99.8
358	99	8	0.1	99.8
359	99	9	0.1	99.9
360	99	13	0.1	100.0

**Table 82. 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	195	2.8	2.8
123	3	20	0.3	3.1
124	3	6	0.1	3.2
127	3	8	0.1	3.3
129	3	5	0.1	3.4
130	3	3	0.0	3.5
133	3	2	0.0	3.5
134	3	2	0.0	3.5
136	4	2	0.0	3.5
137	4	7	0.1	3.6
139	4	4	0.1	3.7
140	4	7	0.1	3.8
141	4	2	0.0	3.8
142	4	3	0.0	3.9
143	4	13	0.2	4.1
144	4	2	0.0	4.1
145	4	2	0.0	4.1
146	4	13	0.2	4.3
147	4	3	0.0	4.4
148	4	6	0.1	4.4
149	4	7	0.1	4.5
150	5	8	0.1	4.7
152	5	1	0.0	4.7
153	5	5	0.1	4.8
154	5	5	0.1	4.8
155	5	6	0.1	4.9
156	5	14	0.2	5.1
157	5	7	0.1	5.2
158	5	10	0.1	5.4
159	5	4	0.1	5.4
160	6	20	0.3	5.7
161	6	5	0.1	5.8
162	6	15	0.2	6.0
163	6	15	0.2	6.2
164	6	11	0.2	6.4
165	7	23	0.3	6.7
166	7	11	0.2	6.9
167	7	20	0.3	7.2
168	7	9	0.1	7.3

**Table 82. 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
169	7	7	0.1	7.4
170	7	11	0.2	7.6
171	8	10	0.1	7.7
172	8	8	0.1	7.8
173	8	11	0.2	8.0
174	8	11	0.2	8.1
175	8	17	0.2	8.4
176	8	7	0.1	8.5
177	9	14	0.2	8.7
178	9	13	0.2	8.9
179	9	15	0.2	9.1
180	9	25	0.4	9.5
181	10	18	0.3	9.7
182	10	16	0.2	10.0
183	10	12	0.2	10.1
184	10	12	0.2	10.3
185	10	15	0.2	10.5
186	11	16	0.2	10.8
187	11	17	0.2	11.0
188	11	13	0.2	11.2
189	11	16	0.2	11.4
190	12	18	0.3	11.7
191	12	15	0.2	11.9
192	12	20	0.3	12.2
193	12	18	0.3	12.5
194	13	17	0.2	12.7
195	13	15	0.2	12.9
196	13	27	0.4	13.3
197	14	24	0.3	13.7
198	14	24	0.3	14.0
199	14	22	0.3	14.4
200	14	14	0.2	14.6
201	15	18	0.3	14.8
202	15	24	0.3	15.2
203	15	26	0.4	15.5
204	16	15	0.2	15.8
205	16	34	0.5	16.3
206	16	28	0.4	16.7
207	17	28	0.4	17.1
208	17	23	0.3	17.4

**Table 82. 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
209	18	22	0.3	17.7
210	18	24	0.3	18.1
211	18	13	0.2	18.3
212	18	21	0.3	18.6
213	19	35	0.5	19.1
214	19	26	0.4	19.5
215	20	35	0.5	20.0
216	20	18	0.3	20.2
217	20	22	0.3	20.6
218	21	37	0.5	21.1
219	21	13	0.2	21.3
220	22	34	0.5	21.8
221	22	36	0.5	22.3
222	22	21	0.3	22.6
223	23	36	0.5	23.1
224	23	28	0.4	23.5
225	24	45	0.7	24.2
226	24	28	0.4	24.6
227	25	38	0.6	25.2
228	25	30	0.4	25.6
229	26	33	0.5	26.1
230	26	25	0.4	26.4
231	27	40	0.6	27.0
232	27	21	0.3	27.3
233	28	33	0.5	27.8
234	28	43	0.6	28.4
235	29	44	0.6	29.1
236	29	40	0.6	29.7
237	30	49	0.7	30.4
238	31	44	0.6	31.0
239	31	39	0.6	31.6
240	32	45	0.7	32.2
241	33	47	0.7	32.9
242	33	50	0.7	33.7
243	34	52	0.8	34.4
244	35	51	0.7	35.2
245	36	48	0.7	35.9
246	36	54	0.8	36.6
247	37	47	0.7	37.3
248	38	44	0.6	38.0

**Table 82. 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
249	38	65	0.9	38.9
250	39	57	0.8	39.7
251	40	57	0.8	40.6
252	41	54	0.8	41.4
253	42	55	0.8	42.2
254	43	64	0.9	43.1
255	43	54	0.8	43.9
256	44	64	0.9	44.8
257	45	53	0.8	45.6
258	46	57	0.8	46.4
259	47	59	0.9	47.3
260	48	51	0.7	48.0
261	48	58	0.8	48.9
262	49	83	1.2	50.1
263	51	71	1.0	51.1
264	52	60	0.9	52.0
265	53	72	1.0	53.0
266	54	66	1.0	54.0
267	54	65	0.9	54.9
268	55	69	1.0	56.0
269	56	68	1.0	56.9
270	57	66	1.0	57.9
271	58	68	1.0	58.9
272	59	71	1.0	59.9
273	60	63	0.9	60.8
274	61	72	1.0	61.9
275	62	69	1.0	62.9
276	63	63	0.9	63.8
277	64	55	0.8	64.6
278	65	63	0.9	65.5
279	66	53	0.8	66.3
280	67	60	0.9	67.2
281	68	60	0.9	68.1
282	69	71	1.0	69.1
283	70	63	0.9	70.0
284	70	52	0.8	70.8
285	71	60	0.9	71.6
286	72	69	1.0	72.7
287	73	63	0.9	73.6
288	74	72	1.0	74.6

**Table 82. 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
289	75	60	0.9	75.5
290	76	66	1.0	76.5
291	77	64	0.9	77.4
292	78	62	0.9	78.3
293	79	58	0.8	79.1
294	80	64	0.9	80.1
295	80	55	0.8	80.9
296	81	45	0.7	81.5
297	82	61	0.9	82.4
298	83	46	0.7	83.1
299	83	47	0.7	83.8
300	84	51	0.7	84.5
301	85	54	0.8	85.3
302	86	35	0.5	85.8
303	86	35	0.5	86.3
304	87	61	0.9	87.2
305	87	36	0.5	87.7
306	88	40	0.6	88.3
307	88	23	0.3	88.6
308	89	28	0.4	89.1
309	89	37	0.5	89.6
310	90	42	0.6	90.2
311	90	28	0.4	90.6
312	91	33	0.5	91.1
313	91	25	0.4	91.5
314	92	33	0.5	91.9
315	92	47	0.7	92.6
316	93	20	0.3	92.9
317	93	34	0.5	93.4
318	94	19	0.3	93.7
319	94	21	0.3	94.0
320	94	28	0.4	94.4
321	95	27	0.4	94.8
322	95	18	0.3	95.1
323	95	15	0.2	95.3
324	95	16	0.2	95.5
325	96	26	0.4	95.9
326	96	15	0.2	96.1
327	96	17	0.2	96.4
328	96	9	0.1	96.5

**Table 82. 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
329	97	16	0.2	96.7
330	97	18	0.3	97.0
331	97	7	0.1	97.1
332	97	27	0.4	97.5
333	98	7	0.1	97.6
334	98	11	0.2	97.7
335	98	9	0.1	97.9
336	98	8	0.1	98.0
337	98	15	0.2	98.2
338	98	9	0.1	98.3
339	98	12	0.2	98.5
340	99	7	0.1	98.6
341	99	12	0.2	98.8
342	99	7	0.1	98.9
343	99	1	0.0	98.9
344	99	2	0.0	98.9
345	99	7	0.1	99.0
347	99	10	0.1	99.2
348	99	2	0.0	99.2
349	99	6	0.1	99.3
350	99	2	0.0	99.3
351	99	12	0.2	99.5
352	99	6	0.1	99.6
353	99	2	0.0	99.6
357	99	8	0.1	99.7
358	99	1	0.0	99.8
359	99	3	0.0	99.8
360	99	14	0.2	100.0

**Table 83. 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	19	0.1	0.1
126	1	2	0.0	0.1
129	1	1	0.0	0.1
132	1	1	0.0	0.1
133	1	3	0.0	0.1
134	1	1	0.0	0.1
136	1	1	0.0	0.1
138	1	5	0.0	0.1
139	1	2	0.0	0.1
140	1	3	0.0	0.1
142	1	3	0.0	0.1
143	1	4	0.0	0.2
144	1	2	0.0	0.2
145	1	5	0.0	0.2
146	1	2	0.0	0.2
147	1	4	0.0	0.2
148	1	11	0.0	0.3
149	1	5	0.0	0.3
150	1	1	0.0	0.3
151	1	9	0.0	0.3
152	1	1	0.0	0.3
153	1	19	0.1	0.4
154	1	2	0.0	0.4
155	1	12	0.0	0.4
156	1	8	0.0	0.5
157	1	14	0.1	0.5
158	2	17	0.1	0.6
159	2	8	0.0	0.6
160	2	27	0.1	0.7
161	2	7	0.0	0.7
162	3	31	0.1	0.8
163	3	6	0.0	0.9
164	3	29	0.1	1.0
165	3	12	0.0	1.0
166	4	38	0.1	1.1
167	4	23	0.1	1.2
168	4	19	0.1	1.3
169	4	26	0.1	1.4
170	5	6	0.0	1.4

**Table 83. 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
171	5	46	0.2	1.6
172	5	7	0.0	1.6
173	5	34	0.1	1.7
174	5	8	0.0	1.8
175	5	27	0.1	1.9
176	6	26	0.1	1.9
177	6	21	0.1	2.0
178	6	30	0.1	2.1
179	6	22	0.1	2.2
180	6	37	0.1	2.3
181	6	34	0.1	2.5
182	6	36	0.1	2.6
183	7	31	0.1	2.7
184	7	27	0.1	2.8
185	7	34	0.1	2.9
186	7	36	0.1	3.1
187	7	36	0.1	3.2
188	7	38	0.1	3.3
189	8	40	0.1	3.5
190	8	38	0.1	3.6
191	8	48	0.2	3.8
192	8	40	0.1	3.9
193	8	34	0.1	4.1
194	8	30	0.1	4.2
195	9	50	0.2	4.4
196	9	41	0.1	4.5
197	9	53	0.2	4.7
198	9	48	0.2	4.9
199	10	55	0.2	5.1
200	10	40	0.1	5.2
201	10	47	0.2	5.4
202	10	53	0.2	5.6
203	10	50	0.2	5.8
204	11	46	0.2	5.9
205	11	55	0.2	6.1
206	11	54	0.2	6.3
207	12	59	0.2	6.5
208	12	67	0.2	6.8
209	12	60	0.2	7.0
210	12	62	0.2	7.2

**Table 83. 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
211	13	72	0.3	7.5
212	13	81	0.3	7.8
213	13	60	0.2	8.0
214	14	58	0.2	8.2
215	14	88	0.3	8.5
216	14	79	0.3	8.8
217	15	85	0.3	9.1
218	15	74	0.3	9.4
219	15	75	0.3	9.7
220	16	83	0.3	10.0
221	16	96	0.3	10.3
222	16	78	0.3	10.6
223	17	103	0.4	11.0
224	17	98	0.4	11.3
225	18	102	0.4	11.7
226	18	96	0.3	12.0
227	18	118	0.4	12.5
228	19	106	0.4	12.9
229	19	104	0.4	13.2
230	20	121	0.4	13.7
231	20	118	0.4	14.1
232	21	134	0.5	14.6
233	21	129	0.5	15.1
234	22	154	0.6	15.6
235	22	123	0.4	16.1
236	23	147	0.5	16.6
237	23	142	0.5	17.1
238	24	154	0.6	17.7
239	24	147	0.5	18.2
240	25	144	0.5	18.7
241	25	172	0.6	19.4
242	26	146	0.5	19.9
243	26	158	0.6	20.5
244	27	187	0.7	21.1
245	28	186	0.7	21.8
246	28	164	0.6	22.4
247	29	187	0.7	23.1
248	30	176	0.6	23.7
249	30	208	0.8	24.5
250	31	205	0.7	25.2

**Table 83. 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
251	32	202	0.7	26.0
252	32	211	0.8	26.7
253	33	194	0.7	27.4
254	34	236	0.9	28.3
255	35	211	0.8	29.1
256	36	238	0.9	29.9
257	36	215	0.8	30.7
258	37	215	0.8	31.5
259	38	243	0.9	32.4
260	39	217	0.8	33.1
261	39	239	0.9	34.0
262	40	235	0.9	34.9
263	41	231	0.8	35.7
264	42	237	0.9	36.6
265	43	244	0.9	37.5
266	44	241	0.9	38.3
267	44	266	1.0	39.3
268	45	236	0.9	40.2
269	46	288	1.0	41.2
270	47	246	0.9	42.1
271	48	254	0.9	43.0
272	49	273	1.0	44.0
273	50	266	1.0	45.0
274	51	235	0.9	45.8
275	52	302	1.1	46.9
276	52	227	0.8	47.7
277	53	287	1.0	48.8
278	54	273	1.0	49.8
279	55	287	1.0	50.8
280	56	307	1.1	51.9
281	57	300	1.1	53.0
282	58	254	0.9	53.9
283	59	329	1.2	55.1
284	60	241	0.9	56.0
285	61	260	0.9	57.0
286	62	332	1.2	58.2
287	63	277	1.0	59.2
288	64	246	0.9	60.1
289	65	274	1.0	61.1
290	66	274	1.0	62.1

**Table 83. 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
291	66	270	1.0	63.0
292	67	293	1.1	64.1
293	68	217	0.8	64.9
294	69	292	1.1	66.0
295	70	294	1.1	67.0
296	71	283	1.0	68.0
297	72	241	0.9	68.9
298	73	360	1.3	70.2
299	74	193	0.7	70.9
300	74	297	1.1	72.0
301	75	222	0.8	72.8
302	76	304	1.1	73.9
303	77	228	0.8	74.7
304	78	303	1.1	75.8
305	79	171	0.6	76.5
306	80	313	1.1	77.6
307	80	235	0.9	78.5
308	81	264	1.0	79.4
309	82	224	0.8	80.2
310	83	238	0.9	81.1
311	83	185	0.7	81.8
312	84	198	0.7	82.5
313	85	243	0.9	83.4
314	86	214	0.8	84.1
315	86	227	0.8	85.0
316	87	154	0.6	85.5
317	87	207	0.8	86.3
318	88	187	0.7	87.0
319	89	199	0.7	87.7
320	89	102	0.4	88.0
321	90	204	0.7	88.8
322	90	88	0.3	89.1
323	91	192	0.7	89.8
324	91	144	0.5	90.3
325	92	200	0.7	91.1
326	92	103	0.4	91.4
327	93	97	0.4	91.8
328	93	87	0.3	92.1
329	93	182	0.7	92.8
330	94	105	0.4	93.1

**Table 83. 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
331	94	199	0.7	93.9
332	95	60	0.2	94.1
333	95	83	0.3	94.4
334	95	77	0.3	94.7
335	95	109	0.4	95.1
336	96	145	0.5	95.6
337	96	44	0.2	95.7
338	96	99	0.4	96.1
339	97	107	0.4	96.5
340	97	33	0.1	96.6
341	97	102	0.4	97.0
342	97	69	0.3	97.2
343	98	35	0.1	97.4
344	98	81	0.3	97.7
345	98	55	0.2	97.9
346	98	108	0.4	98.2
348	98	19	0.1	98.3
349	99	44	0.2	98.5
350	99	62	0.2	98.7
352	99	137	0.5	99.2
354	99	73	0.3	99.5
360	99	148	0.5	100.0

**Table 84. 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	145	0.5	0.5
121	1	5	0.0	0.5
124	1	7	0.0	0.6
125	1	2	0.0	0.6
129	1	4	0.0	0.6
130	1	1	0.0	0.6
132	1	2	0.0	0.6
133	1	8	0.0	0.6
134	1	3	0.0	0.6
135	1	3	0.0	0.7
136	1	3	0.0	0.7
137	1	2	0.0	0.7
138	1	10	0.0	0.7
139	1	2	0.0	0.7
140	1	5	0.0	0.7
141	1	7	0.0	0.8
142	1	7	0.0	0.8
143	1	4	0.0	0.8
144	1	11	0.0	0.8
145	1	4	0.0	0.9
146	1	10	0.0	0.9
147	1	9	0.0	0.9
148	1	9	0.0	1.0
149	1	14	0.1	1.0
150	1	7	0.0	1.0
151	1	30	0.1	1.1
152	1	30	0.1	1.3
153	2	45	0.2	1.4
154	2	25	0.1	1.5
155	2	48	0.2	1.7
156	2	51	0.2	1.9
157	3	53	0.2	2.1
158	3	52	0.2	2.3
159	3	48	0.2	2.4
160	3	56	0.2	2.6
161	4	61	0.2	2.9
162	4	69	0.3	3.1
163	4	72	0.3	3.4
164	5	70	0.3	3.6

Table 84. 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
165	5	42	0.2	3.8
166	5	63	0.2	4.0
167	5	57	0.2	4.2
168	6	53	0.2	4.4
169	6	46	0.2	4.6
170	6	35	0.1	4.7
171	6	42	0.2	4.9
172	6	34	0.1	5.0
173	7	61	0.2	5.2
174	7	44	0.2	5.4
175	7	47	0.2	5.6
176	7	51	0.2	5.7
177	8	57	0.2	6.0
178	8	52	0.2	6.1
179	8	52	0.2	6.3
180	9	75	0.3	6.6
181	9	69	0.3	6.9
182	9	69	0.3	7.1
183	9	53	0.2	7.3
184	10	74	0.3	7.6
185	10	84	0.3	7.9
186	11	60	0.2	8.1
187	11	85	0.3	8.4
188	11	99	0.4	8.8
189	12	100	0.4	9.1
190	12	107	0.4	9.5
191	13	87	0.3	9.9
192	13	93	0.3	10.2
193	13	100	0.4	10.6
194	14	125	0.5	11.0
195	14	113	0.4	11.4
196	15	127	0.5	11.9
197	15	110	0.4	12.3
198	16	137	0.5	12.8
199	17	128	0.5	13.3
200	17	130	0.5	13.7
201	18	142	0.5	14.3
202	18	137	0.5	14.8
203	19	154	0.6	15.3
204	19	137	0.5	15.8

Table 84. 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
205	20	150	0.5	16.4
206	20	133	0.5	16.9
207	21	158	0.6	17.4
208	22	136	0.5	17.9
209	22	163	0.6	18.5
210	23	163	0.6	19.1
211	24	210	0.8	19.9
212	24	199	0.7	20.6
213	25	201	0.7	21.4
214	26	197	0.7	22.1
215	27	186	0.7	22.8
216	27	224	0.8	23.6
217	28	223	0.8	24.4
218	29	201	0.7	25.1
219	30	213	0.8	25.9
220	31	235	0.9	26.8
221	32	245	0.9	27.7
222	33	214	0.8	28.5
223	33	233	0.9	29.3
224	34	259	0.9	30.3
225	35	248	0.9	31.2
226	36	278	1.0	32.2
227	37	271	1.0	33.2
228	38	235	0.9	34.0
229	39	285	1.0	35.1
230	40	269	1.0	36.1
231	41	277	1.0	37.1
232	42	304	1.1	38.2
233	43	262	1.0	39.2
234	44	315	1.2	40.3
235	45	266	1.0	41.3
236	46	242	0.9	42.2
237	47	341	1.2	43.4
238	48	281	1.0	44.4
239	49	309	1.1	45.6
240	51	292	1.1	46.6
241	52	302	1.1	47.7
242	53	349	1.3	49.0
243	54	318	1.2	50.2
244	55	319	1.2	51.4

Table 84. 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
245	56	300	1.1	52.5
246	57	311	1.1	53.6
247	58	304	1.1	54.7
248	59	306	1.1	55.8
249	60	326	1.2	57.0
250	62	336	1.2	58.2
251	63	305	1.1	59.4
252	64	318	1.2	60.5
253	65	284	1.0	61.6
254	66	273	1.0	62.6
255	67	278	1.0	63.6
256	68	292	1.1	64.7
257	69	316	1.2	65.8
258	70	265	1.0	66.8
259	71	275	1.0	67.8
260	71	263	1.0	68.7
261	72	287	1.1	69.8
262	73	277	1.0	70.8
263	74	267	1.0	71.8
264	75	256	0.9	72.7
265	76	238	0.9	73.6
266	77	256	0.9	74.5
267	78	254	0.9	75.5
268	79	261	1.0	76.4
269	79	235	0.9	77.3
270	80	225	0.8	78.1
271	81	206	0.8	78.9
272	82	207	0.8	79.6
273	82	235	0.9	80.5
274	83	220	0.8	81.3
275	84	205	0.8	82.0
276	84	230	0.8	82.9
277	85	203	0.7	83.6
278	86	202	0.7	84.4
279	86	179	0.7	85.0
280	87	170	0.6	85.6
281	87	141	0.5	86.1
282	88	173	0.6	86.8
283	89	179	0.7	87.4
284	89	136	0.5	87.9

Table 84. 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
285	90	139	0.5	88.4
286	90	153	0.6	89.0
287	91	151	0.6	89.6
288	91	116	0.4	90.0
289	91	133	0.5	90.5
290	92	117	0.4	90.9
291	92	128	0.5	91.4
292	93	107	0.4	91.8
293	93	105	0.4	92.1
294	93	107	0.4	92.5
295	94	95	0.3	92.9
296	94	92	0.3	93.2
297	94	102	0.4	93.6
298	95	91	0.3	93.9
299	95	106	0.4	94.3
300	95	87	0.3	94.6
301	95	90	0.3	95.0
302	96	84	0.3	95.3
303	96	80	0.3	95.6
304	96	74	0.3	95.8
305	96	68	0.2	96.1
306	97	57	0.2	96.3
307	97	60	0.2	96.5
308	97	57	0.2	96.7
309	97	51	0.2	96.9
310	97	52	0.2	97.1
311	98	41	0.2	97.2
312	98	48	0.2	97.4
313	98	58	0.2	97.6
314	98	36	0.1	97.8
315	98	35	0.1	97.9
316	98	38	0.1	98.0
317	98	24	0.1	98.1
318	98	28	0.1	98.2
319	99	43	0.2	98.4
320	99	25	0.1	98.5
321	99	29	0.1	98.6
322	99	39	0.1	98.7
323	99	21	0.1	98.8
324	99	14	0.1	98.8

Table 84. 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
325	99	41	0.2	99.0
326	99	19	0.1	99.1
327	99	13	0.0	99.1
328	99	18	0.1	99.2
329	99	8	0.0	99.2
330	99	12	0.0	99.3
331	99	35	0.1	99.4
332	99	10	0.0	99.4
333	99	9	0.0	99.5
334	99	12	0.0	99.5
335	99	3	0.0	99.5
336	99	15	0.1	99.6
337	99	18	0.1	99.6
338	99	1	0.0	99.6
339	99	7	0.0	99.7
340	99	14	0.1	99.7
341	99	4	0.0	99.7
342	99	11	0.0	99.8
343	99	1	0.0	99.8
344	99	2	0.0	99.8
345	99	12	0.0	99.8
346	99	13	0.0	99.9
348	99	4	0.0	99.9
349	99	2	0.0	99.9
350	99	3	0.0	99.9
351	99	10	0.0	99.9
354	99	5	0.0	100.0
355	99	3	0.0	100.0
359	99	2	0.0	100.0
360	99	8	0.0	100.0

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	108	0.4	0.4
121	1	1	0.0	0.4
124	1	3	0.0	0.4
129	1	4	0.0	0.4
132	1	1	0.0	0.4
133	1	8	0.0	0.4
134	1	1	0.0	0.4
135	1	1	0.0	0.4
136	1	2	0.0	0.4
137	1	3	0.0	0.5
138	1	5	0.0	0.5
140	1	2	0.0	0.5
141	1	7	0.0	0.5
142	1	2	0.0	0.5
143	1	5	0.0	0.5
144	1	11	0.0	0.6
145	1	2	0.0	0.6
146	1	4	0.0	0.6
147	1	5	0.0	0.6
148	1	11	0.0	0.6
149	1	17	0.1	0.7
150	1	8	0.0	0.7
151	1	19	0.1	0.8
152	1	12	0.0	0.8
153	1	24	0.1	0.9
154	1	10	0.0	0.9
155	1	37	0.1	1.1
156	1	33	0.1	1.2
157	2	34	0.1	1.3
158	2	51	0.2	1.5
159	2	52	0.2	1.7
160	2	39	0.1	1.8
161	2	53	0.2	2.0
162	3	47	0.2	2.1
163	3	53	0.2	2.3
164	3	45	0.2	2.5
165	3	36	0.1	2.6
166	3	40	0.1	2.7
167	3	33	0.1	2.9

Table 85. 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	4	35	0.1	3.0
169	4	33	0.1	3.1
170	4	35	0.1	3.2
171	4	36	0.1	3.3
172	4	32	0.1	3.4
173	4	39	0.1	3.6
174	4	34	0.1	3.7
175	5	31	0.1	3.8
176	5	35	0.1	3.9
177	5	39	0.1	4.1
178	5	30	0.1	4.2
179	5	32	0.1	4.3
180	5	36	0.1	4.4
181	6	38	0.1	4.5
182	6	40	0.1	4.7
183	6	42	0.1	4.8
184	6	49	0.2	5.0
185	6	46	0.2	5.1
186	6	33	0.1	5.2
187	7	47	0.2	5.4
188	7	42	0.1	5.6
189	7	64	0.2	5.8
190	7	54	0.2	6.0
191	7	46	0.2	6.1
192	8	57	0.2	6.3
193	8	43	0.1	6.5
194	8	63	0.2	6.7
195	8	48	0.2	6.8
196	9	51	0.2	7.0
197	9	57	0.2	7.2
198	9	59	0.2	7.4
199	9	69	0.2	7.7
200	9	45	0.2	7.8
201	10	53	0.2	8.0
202	10	67	0.2	8.2
203	10	74	0.3	8.5
204	11	73	0.3	8.7
205	11	74	0.3	9.0
206	11	55	0.2	9.2
207	11	65	0.2	9.4

Table 85. 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
208	12	86	0.3	9.7
209	12	79	0.3	10.0
210	12	105	0.4	10.3
211	13	82	0.3	10.6
212	13	86	0.3	10.9
213	13	81	0.3	11.2
214	14	71	0.2	11.4
215	14	107	0.4	11.8
216	14	73	0.3	12.0
217	15	101	0.3	12.4
218	15	86	0.3	12.7
219	15	85	0.3	13.0
220	16	93	0.3	13.3
221	16	108	0.4	13.7
222	17	110	0.4	14.1
223	17	105	0.4	14.4
224	18	103	0.4	14.8
225	18	103	0.4	15.1
226	18	125	0.4	15.6
227	19	127	0.4	16.0
228	19	122	0.4	16.4
229	20	139	0.5	16.9
230	20	114	0.4	17.3
231	21	128	0.4	17.7
232	22	135	0.5	18.2
233	22	112	0.4	18.6
234	22	125	0.4	19.0
235	23	134	0.5	19.5
236	24	134	0.5	19.9
237	24	162	0.6	20.5
238	25	149	0.5	21.0
239	25	152	0.5	21.5
240	26	141	0.5	22.0
241	26	154	0.5	22.5
242	27	135	0.5	23.0
243	27	172	0.6	23.6
244	28	163	0.6	24.1
245	29	176	0.6	24.8
246	29	198	0.7	25.4
247	30	194	0.7	26.1

**Table 85. 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	31	203	0.7	26.8
249	31	187	0.6	27.4
250	32	180	0.6	28.1
251	33	214	0.7	28.8
252	34	197	0.7	29.5
253	34	219	0.8	30.2
254	35	207	0.7	30.9
255	36	220	0.8	31.7
256	37	225	0.8	32.5
257	37	237	0.8	33.3
258	38	238	0.8	34.1
259	39	233	0.8	34.9
260	40	247	0.9	35.8
261	41	224	0.8	36.5
262	42	249	0.9	37.4
263	42	233	0.8	38.2
264	43	245	0.8	39.0
265	44	278	1.0	40.0
266	45	252	0.9	40.9
267	46	265	0.9	41.8
268	47	269	0.9	42.7
269	48	244	0.8	43.5
270	48	266	0.9	44.5
271	49	260	0.9	45.4
272	50	261	0.9	46.2
273	51	291	1.0	47.3
274	52	284	1.0	48.2
275	53	289	1.0	49.2
276	54	291	1.0	50.2
277	55	300	1.0	51.3
278	56	269	0.9	52.2
279	57	313	1.1	53.3
280	58	309	1.1	54.3
281	59	286	1.0	55.3
282	60	286	1.0	56.3
283	61	318	1.1	57.4
284	62	331	1.1	58.5
285	63	277	1.0	59.5
286	64	301	1.0	60.5
287	65	315	1.1	61.6

Table 85. 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	66	320	1.1	62.7
289	67	342	1.2	63.9
290	68	279	1.0	64.8
291	69	314	1.1	65.9
292	70	299	1.0	66.9
293	70	301	1.0	68.0
294	71	284	1.0	69.0
295	72	315	1.1	70.0
296	73	305	1.0	71.1
297	74	286	1.0	72.1
298	75	312	1.1	73.2
299	76	313	1.1	74.2
300	77	293	1.0	75.2
301	78	288	1.0	76.2
302	79	254	0.9	77.1
303	80	247	0.9	78.0
304	81	307	1.1	79.0
305	81	270	0.9	79.9
306	82	238	0.8	80.8
307	83	257	0.9	81.6
308	84	254	0.9	82.5
309	85	203	0.7	83.2
310	85	256	0.9	84.1
311	86	211	0.7	84.8
312	87	210	0.7	85.5
313	87	251	0.9	86.4
314	88	203	0.7	87.1
315	89	141	0.5	87.6
316	89	209	0.7	88.3
317	90	177	0.6	88.9
318	90	166	0.6	89.5
319	91	205	0.7	90.2
320	92	173	0.6	90.8
321	92	155	0.5	91.3
322	93	223	0.8	92.1
323	93	111	0.4	92.5
324	93	121	0.4	92.9
325	94	170	0.6	93.5
326	94	116	0.4	93.9
327	95	136	0.5	94.3

**Table 85. 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	95	136	0.5	94.8
329	95	44	0.2	95.0
330	96	111	0.4	95.3
331	96	173	0.6	95.9
332	96	59	0.2	96.1
333	97	71	0.2	96.4
334	97	87	0.3	96.7
335	97	34	0.1	96.8
336	97	101	0.3	97.2
337	98	126	0.4	97.6
338	98	17	0.1	97.6
339	98	58	0.2	97.8
340	98	122	0.4	98.3
341	99	37	0.1	98.4
342	99	71	0.2	98.6
343	99	3	0.0	98.6
344	99	11	0.0	98.7
345	99	80	0.3	99.0
346	99	73	0.3	99.2
347	99	2	0.0	99.2
348	99	2	0.0	99.2
349	99	20	0.1	99.3
350	99	21	0.1	99.4
351	99	86	0.3	99.7
354	99	14	0.0	99.7
355	99	28	0.1	99.8
359	99	13	0.0	99.9
360	99	43	0.1	100.0

**Table 86. 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	97	0.4	0.4
121	1	2	0.0	0.4
123	1	1	0.0	0.4
124	1	1	0.0	0.4
129	1	3	0.0	0.4
131	1	6	0.0	0.5
133	1	1	0.0	0.5
134	1	6	0.0	0.5
135	1	1	0.0	0.5
136	1	2	0.0	0.5
137	1	2	0.0	0.5
139	1	4	0.0	0.5
140	1	2	0.0	0.6
141	1	7	0.0	0.6
142	1	1	0.0	0.6
143	1	7	0.0	0.6
144	1	3	0.0	0.6
145	1	8	0.0	0.7
146	1	2	0.0	0.7
147	1	18	0.1	0.7
148	1	1	0.0	0.8
149	1	18	0.1	0.8
150	1	14	0.1	0.9
151	1	15	0.1	1.0
152	1	20	0.1	1.0
153	1	19	0.1	1.1
154	1	16	0.1	1.2
155	1	34	0.1	1.3
156	1	34	0.1	1.5
157	1	43	0.2	1.7
158	2	35	0.2	1.8
159	2	54	0.2	2.1
160	2	61	0.3	2.3
161	2	42	0.2	2.5
162	3	72	0.3	2.8
163	3	51	0.2	3.0
164	3	91	0.4	3.4
165	3	53	0.2	3.7
166	4	69	0.3	3.9

**Table 86. 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
167	4	63	0.3	4.2
168	4	66	0.3	4.5
169	4	73	0.3	4.8
170	5	54	0.2	5.1
171	5	49	0.2	5.3
172	5	52	0.2	5.5
173	5	50	0.2	5.7
174	6	40	0.2	5.9
175	6	47	0.2	6.1
176	6	52	0.2	6.3
177	6	53	0.2	6.5
178	7	42	0.2	6.7
179	7	55	0.2	6.9
180	7	61	0.3	7.2
181	8	52	0.2	7.4
182	8	66	0.3	7.7
183	8	65	0.3	8.0
184	9	56	0.2	8.2
185	9	64	0.3	8.5
186	9	51	0.2	8.7
187	10	68	0.3	9.0
188	10	66	0.3	9.3
189	11	65	0.3	9.6
190	11	74	0.3	9.9
191	11	77	0.3	10.2
192	12	58	0.2	10.5
193	12	66	0.3	10.8
194	13	82	0.4	11.1
195	13	68	0.3	11.4
196	13	67	0.3	11.7
197	14	65	0.3	12.0
198	14	75	0.3	12.3
199	15	80	0.3	12.7
200	15	65	0.3	12.9
201	15	90	0.4	13.3
202	16	75	0.3	13.7
203	16	83	0.4	14.0
204	17	69	0.3	14.3
205	17	96	0.4	14.7
206	18	83	0.4	15.1

**Table 86. 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
207	18	76	0.3	15.4
208	18	95	0.4	15.8
209	19	74	0.3	16.1
210	19	80	0.3	16.5
211	20	87	0.4	16.9
212	20	90	0.4	17.2
213	21	67	0.3	17.5
214	21	98	0.4	18.0
215	22	106	0.5	18.4
216	22	114	0.5	18.9
217	23	95	0.4	19.3
218	23	110	0.5	19.8
219	24	86	0.4	20.2
220	24	103	0.4	20.6
221	25	101	0.4	21.0
222	25	112	0.5	21.5
223	26	89	0.4	21.9
224	26	106	0.5	22.4
225	27	90	0.4	22.7
226	27	100	0.4	23.2
227	28	94	0.4	23.6
228	28	112	0.5	24.1
229	29	117	0.5	24.6
230	30	118	0.5	25.1
231	30	128	0.6	25.6
232	31	133	0.6	26.2
233	31	133	0.6	26.8
234	32	137	0.6	27.4
235	33	144	0.6	28.0
236	33	143	0.6	28.6
237	34	142	0.6	29.2
238	35	104	0.4	29.7
239	35	142	0.6	30.3
240	36	126	0.5	30.8
241	36	145	0.6	31.4
242	37	186	0.8	32.2
243	38	163	0.7	32.9
244	39	145	0.6	33.6
245	39	161	0.7	34.3
246	40	181	0.8	35.0

**Table 86. 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
247	41	185	0.8	35.8
248	42	171	0.7	36.6
249	43	179	0.8	37.3
250	43	196	0.8	38.2
251	44	178	0.8	39.0
252	45	178	0.8	39.7
253	46	191	0.8	40.6
254	47	193	0.8	41.4
255	47	204	0.9	42.3
256	48	189	0.8	43.1
257	49	189	0.8	43.9
258	50	196	0.8	44.7
259	51	223	1.0	45.7
260	52	209	0.9	46.6
261	53	237	1.0	47.6
262	53	230	1.0	48.6
263	54	209	0.9	49.5
264	55	239	1.0	50.5
265	56	229	1.0	51.5
266	57	218	0.9	52.5
267	58	264	1.1	53.6
268	59	235	1.0	54.6
269	60	245	1.1	55.7
270	61	223	1.0	56.6
271	62	254	1.1	57.7
272	63	236	1.0	58.7
273	64	249	1.1	59.8
274	65	246	1.1	60.9
275	66	248	1.1	61.9
276	67	281	1.2	63.2
277	68	243	1.0	64.2
278	69	258	1.1	65.3
279	70	238	1.0	66.3
280	71	287	1.2	67.6
281	72	245	1.1	68.6
282	73	280	1.2	69.8
283	74	194	0.8	70.7
284	75	273	1.2	71.9
285	76	242	1.0	72.9
286	77	279	1.2	74.1

**Table 86. 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
287	78	215	0.9	75.0
288	78	260	1.1	76.1
289	79	224	1.0	77.1
290	80	236	1.0	78.1
291	81	242	1.0	79.2
292	82	213	0.9	80.1
293	83	220	0.9	81.0
294	84	167	0.7	81.8
295	84	241	1.0	82.8
296	85	151	0.7	83.4
297	86	281	1.2	84.7
298	87	131	0.6	85.2
299	87	234	1.0	86.2
300	88	115	0.5	86.7
301	89	206	0.9	87.6
302	89	122	0.5	88.1
303	90	175	0.8	88.9
304	90	107	0.5	89.4
305	91	161	0.7	90.0
306	91	120	0.5	90.6
307	92	161	0.7	91.3
308	92	103	0.4	91.7
309	93	185	0.8	92.5
310	94	111	0.5	93.0
311	94	105	0.5	93.4
312	94	96	0.4	93.8
313	95	89	0.4	94.2
314	95	91	0.4	94.6
315	95	93	0.4	95.0
316	96	69	0.3	95.3
317	96	108	0.5	95.8
318	96	72	0.3	96.1
319	97	52	0.2	96.3
320	97	52	0.2	96.5
321	97	67	0.3	96.8
322	97	70	0.3	97.1
323	98	38	0.2	97.3
324	98	55	0.2	97.5
325	98	37	0.2	97.7
326	98	38	0.2	97.9

**Table 86. 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
327	98	58	0.2	98.1
328	98	28	0.1	98.2
329	98	19	0.1	98.3
330	99	63	0.3	98.6
331	99	34	0.1	98.7
332	99	19	0.1	98.8
333	99	19	0.1	98.9
334	99	59	0.3	99.1
335	99	11	0.0	99.2
336	99	26	0.1	99.3
337	99	15	0.1	99.4
338	99	12	0.1	99.4
339	99	7	0.0	99.5
340	99	39	0.2	99.6
341	99	7	0.0	99.7
342	99	5	0.0	99.7
343	99	19	0.1	99.8
344	99	7	0.0	99.8
346	99	6	0.0	99.8
347	99	12	0.1	99.9
349	99	2	0.0	99.9
350	99	6	0.0	99.9
351	99	5	0.0	99.9
353	99	4	0.0	99.9
356	99	4	0.0	100.0
357	99	5	0.0	100.0
360	99	6	0.0	100.0

**Table 87. 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	72	0.4	0.4
123	1	1	0.0	0.4
124	1	4	0.0	0.4
128	1	2	0.0	0.4
129	1	2	0.0	0.4
130	1	3	0.0	0.4
131	1	7	0.0	0.5
132	1	1	0.0	0.5
133	1	3	0.0	0.5
134	1	2	0.0	0.5
136	1	2	0.0	0.5
137	1	3	0.0	0.5
140	1	2	0.0	0.5
141	1	2	0.0	0.5
142	1	1	0.0	0.5
143	1	1	0.0	0.6
144	1	5	0.0	0.6
145	1	3	0.0	0.6
146	1	3	0.0	0.6
147	1	16	0.1	0.7
148	1	3	0.0	0.7
149	1	12	0.1	0.8
150	1	16	0.1	0.8
151	1	9	0.0	0.9
152	1	10	0.1	0.9
153	1	15	0.1	1.0
154	1	17	0.1	1.1
155	1	32	0.2	1.3
156	1	19	0.1	1.4
157	1	30	0.2	1.5
158	1	29	0.1	1.7
159	2	58	0.3	2.0
160	2	43	0.2	2.2
161	2	42	0.2	2.4
162	2	68	0.3	2.7
163	3	41	0.2	3.0
164	3	83	0.4	3.4
165	3	47	0.2	3.6
166	3	58	0.3	3.9

Table 87. 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
167	4	39	0.2	4.1
168	4	51	0.3	4.4
169	4	43	0.2	4.6
170	4	47	0.2	4.8
171	5	34	0.2	5.0
172	5	40	0.2	5.2
173	5	37	0.2	5.4
174	5	41	0.2	5.6
175	6	46	0.2	5.8
176	6	40	0.2	6.0
177	6	30	0.2	6.2
178	7	46	0.2	6.4
179	7	44	0.2	6.7
180	7	50	0.3	6.9
181	8	52	0.3	7.2
182	8	36	0.2	7.4
183	8	47	0.2	7.6
184	9	55	0.3	7.9
185	9	46	0.2	8.1
186	9	52	0.3	8.4
187	10	42	0.2	8.6
188	10	52	0.3	8.9
189	10	58	0.3	9.2
190	11	43	0.2	9.4
191	11	56	0.3	9.7
192	11	63	0.3	10.0
193	12	56	0.3	10.3
194	12	48	0.2	10.5
195	12	52	0.3	10.8
196	13	54	0.3	11.1
197	13	64	0.3	11.4
198	14	63	0.3	11.7
199	14	59	0.3	12.0
200	14	57	0.3	12.3
201	15	50	0.3	12.5
202	15	47	0.2	12.8
203	15	61	0.3	13.1
204	16	46	0.2	13.3
205	16	58	0.3	13.6
206	16	57	0.3	13.9

Table 87. 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
207	17	70	0.4	14.3
208	17	58	0.3	14.6
209	18	63	0.3	14.9
210	18	55	0.3	15.2
211	18	45	0.2	15.4
212	19	62	0.3	15.7
213	19	60	0.3	16.0
214	19	66	0.3	16.4
215	20	63	0.3	16.7
216	20	65	0.3	17.0
217	21	60	0.3	17.3
218	21	64	0.3	17.6
219	21	73	0.4	18.0
220	22	55	0.3	18.3
221	22	61	0.3	18.6
222	22	74	0.4	19.0
223	23	60	0.3	19.3
224	23	81	0.4	19.7
225	24	73	0.4	20.1
226	24	71	0.4	20.4
227	25	69	0.4	20.8
228	25	81	0.4	21.2
229	26	85	0.4	21.6
230	26	78	0.4	22.0
231	27	80	0.4	22.4
232	27	69	0.4	22.8
233	27	58	0.3	23.1
234	28	98	0.5	23.6
235	28	65	0.3	23.9
236	29	73	0.4	24.3
237	29	84	0.4	24.7
238	30	73	0.4	25.1
239	30	86	0.4	25.5
240	31	95	0.5	26.0
241	31	86	0.4	26.5
242	32	94	0.5	26.9
243	32	94	0.5	27.4
244	33	94	0.5	27.9
245	33	103	0.5	28.4
246	34	88	0.4	28.9

Table 87. 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
247	34	106	0.5	29.4
248	35	113	0.6	30.0
249	36	114	0.6	30.6
250	36	119	0.6	31.2
251	37	123	0.6	31.8
252	37	122	0.6	32.4
253	38	117	0.6	33.0
254	39	124	0.6	33.7
255	39	117	0.6	34.2
256	40	136	0.7	34.9
257	41	105	0.5	35.5
258	41	124	0.6	36.1
259	42	125	0.6	36.7
260	43	141	0.7	37.5
261	43	140	0.7	38.2
262	44	161	0.8	39.0
263	45	147	0.7	39.8
264	46	137	0.7	40.5
265	46	189	1.0	41.4
266	47	155	0.8	42.2
267	48	139	0.7	42.9
268	49	137	0.7	43.6
269	50	178	0.9	44.5
270	50	172	0.9	45.4
271	51	190	1.0	46.4
272	52	190	1.0	47.3
273	53	185	0.9	48.3
274	54	186	0.9	49.2
275	55	175	0.9	50.1
276	56	207	1.1	51.2
277	57	195	1.0	52.2
278	58	215	1.1	53.3
279	59	151	0.8	54.0
280	60	218	1.1	55.1
281	60	170	0.9	56.0
282	61	239	1.2	57.2
283	62	186	0.9	58.2
284	63	226	1.2	59.3
285	64	203	1.0	60.4
286	65	213	1.1	61.5

Table 87. 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
287	66	179	0.9	62.4
288	67	238	1.2	63.6
289	68	210	1.1	64.7
290	69	249	1.3	65.9
291	70	197	1.0	66.9
292	71	237	1.2	68.1
293	72	224	1.1	69.3
294	73	201	1.0	70.3
295	74	258	1.3	71.6
296	75	181	0.9	72.5
297	76	257	1.3	73.9
298	77	156	0.8	74.6
299	78	239	1.2	75.9
300	79	155	0.8	76.7
301	80	270	1.4	78.0
302	81	141	0.7	78.8
303	82	204	1.0	79.8
304	83	159	0.8	80.6
305	83	231	1.2	81.8
306	84	167	0.9	82.6
307	85	191	1.0	83.6
308	86	130	0.7	84.3
309	87	228	1.2	85.4
310	88	144	0.7	86.2
311	88	171	0.9	87.0
312	89	151	0.8	87.8
313	90	161	0.8	88.6
314	90	130	0.7	89.3
315	91	132	0.7	90.0
316	91	117	0.6	90.6
317	92	145	0.7	91.3
318	93	108	0.6	91.9
319	93	88	0.4	92.3
320	94	99	0.5	92.8
321	94	96	0.5	93.3
322	94	108	0.6	93.8
323	95	85	0.4	94.3
324	95	100	0.5	94.8
325	96	80	0.4	95.2
326	96	90	0.5	95.7

**Table 87. 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
327	96	92	0.5	96.1
328	97	52	0.3	96.4
329	97	26	0.1	96.5
330	97	119	0.6	97.1
331	98	49	0.2	97.4
332	98	30	0.2	97.5
333	98	25	0.1	97.7
334	98	91	0.5	98.1
335	98	20	0.1	98.2
336	99	44	0.2	98.5
337	99	30	0.2	98.6
338	99	24	0.1	98.7
339	99	13	0.1	98.8
340	99	74	0.4	99.2
341	99	11	0.1	99.2
342	99	8	0.0	99.3
343	99	20	0.1	99.4
344	99	20	0.1	99.5
345	99	3	0.0	99.5
346	99	6	0.0	99.5
347	99	30	0.2	99.7
349	99	5	0.0	99.7
350	99	12	0.1	99.8
351	99	11	0.1	99.8
352	99	1	0.0	99.8
353	99	21	0.1	99.9
356	99	2	0.0	99.9
357	99	6	0.0	100.0
360	99	6	0.0	100.0

**Table 88. 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	87	0.5	0.5
123	1	1	0.0	0.5
124	1	1	0.0	0.5
127	1	1	0.0	0.5
129	1	3	0.0	0.5
132	1	2	0.0	0.6
133	1	2	0.0	0.6
134	1	4	0.0	0.6
135	1	1	0.0	0.6
136	1	1	0.0	0.6
137	1	4	0.0	0.6
138	1	1	0.0	0.6
139	1	4	0.0	0.7
140	1	1	0.0	0.7
141	1	5	0.0	0.7
142	1	1	0.0	0.7
143	1	1	0.0	0.7
144	1	6	0.0	0.7
145	1	6	0.0	0.8
146	1	3	0.0	0.8
147	1	1	0.0	0.8
148	1	8	0.0	0.8
149	1	3	0.0	0.9
150	1	8	0.0	0.9
151	1	13	0.1	1.0
152	1	8	0.0	1.0
153	1	16	0.1	1.1
154	1	17	0.1	1.2
155	1	22	0.1	1.3
156	1	23	0.1	1.5
157	2	31	0.2	1.7
158	2	29	0.2	1.8
159	2	45	0.3	2.1
160	2	24	0.1	2.2
161	2	36	0.2	2.4
162	3	42	0.2	2.7
163	3	37	0.2	2.9
164	3	65	0.4	3.3
165	3	40	0.2	3.5

Table 88. 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
166	4	29	0.2	3.7
167	4	54	0.3	4.0
168	4	35	0.2	4.2
169	4	30	0.2	4.4
170	5	35	0.2	4.6
171	5	31	0.2	4.7
172	5	45	0.3	5.0
173	5	32	0.2	5.2
174	5	31	0.2	5.4
175	6	47	0.3	5.6
176	6	37	0.2	5.9
177	6	41	0.2	6.1
178	7	33	0.2	6.3
179	7	30	0.2	6.5
180	7	32	0.2	6.7
181	7	37	0.2	6.9
182	8	34	0.2	7.1
183	8	45	0.3	7.3
184	8	58	0.3	7.7
185	9	51	0.3	8.0
186	9	57	0.3	8.3
187	9	51	0.3	8.6
188	10	46	0.3	8.9
189	10	47	0.3	9.1
190	11	39	0.2	9.4
191	11	56	0.3	9.7
192	11	42	0.2	9.9
193	12	54	0.3	10.2
194	12	61	0.4	10.6
195	13	55	0.3	10.9
196	13	51	0.3	11.2
197	13	50	0.3	11.5
198	14	57	0.3	11.8
199	14	58	0.3	12.2
200	15	71	0.4	12.6
201	15	51	0.3	12.9
202	15	45	0.3	13.1
203	16	67	0.4	13.5
204	16	60	0.3	13.9
205	17	67	0.4	14.3

Table 88. 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
206	17	54	0.3	14.6
207	17	65	0.4	15.0
208	18	70	0.4	15.4
209	18	57	0.3	15.7
210	19	73	0.4	16.1
211	19	69	0.4	16.5
212	20	37	0.2	16.7
213	20	71	0.4	17.1
214	21	68	0.4	17.5
215	21	70	0.4	18.0
216	21	66	0.4	18.3
217	22	71	0.4	18.7
218	22	76	0.4	19.2
219	23	82	0.5	19.7
220	23	56	0.3	20.0
221	24	60	0.3	20.3
222	24	69	0.4	20.7
223	25	95	0.6	21.3
224	25	67	0.4	21.7
225	26	76	0.4	22.1
226	27	77	0.4	22.6
227	27	61	0.4	22.9
228	27	77	0.4	23.4
229	28	93	0.5	23.9
230	29	90	0.5	24.4
231	29	110	0.6	25.1
232	30	79	0.5	25.5
233	30	79	0.5	26.0
234	31	119	0.7	26.7
235	32	100	0.6	27.3
236	32	105	0.6	27.9
237	33	106	0.6	28.5
238	34	109	0.6	29.1
239	34	96	0.6	29.7
240	35	91	0.5	30.2
241	36	110	0.6	30.9
242	36	126	0.7	31.6
243	37	123	0.7	32.3
244	38	123	0.7	33.0
245	39	146	0.8	33.9

Table 88. 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
246	40	132	0.8	34.6
247	40	127	0.7	35.4
248	41	165	1.0	36.3
249	42	119	0.7	37.0
250	43	132	0.8	37.8
251	44	151	0.9	38.7
252	45	156	0.9	39.6
253	45	137	0.8	40.4
254	46	141	0.8	41.2
255	47	162	0.9	42.1
256	48	165	1.0	43.1
257	49	160	0.9	44.0
258	50	154	0.9	44.9
259	51	182	1.1	46.0
260	52	180	1.0	47.0
261	53	161	0.9	48.0
262	54	177	1.0	49.0
263	55	166	1.0	49.9
264	56	184	1.1	51.0
265	57	196	1.1	52.2
266	58	182	1.1	53.2
267	59	195	1.1	54.3
268	60	195	1.1	55.5
269	61	193	1.1	56.6
270	62	195	1.1	57.7
271	63	229	1.3	59.1
272	64	207	1.2	60.3
273	65	195	1.1	61.4
274	66	198	1.2	62.6
275	67	191	1.1	63.7
276	68	186	1.1	64.7
277	69	214	1.2	66.0
278	70	184	1.1	67.1
279	72	224	1.3	68.4
280	73	205	1.2	69.5
281	74	205	1.2	70.7
282	75	198	1.2	71.9
283	76	226	1.3	73.2
284	77	196	1.1	74.3
285	78	159	0.9	75.3

Table 88. 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
286	79	194	1.1	76.4
287	80	165	1.0	77.4
288	81	192	1.1	78.5
289	82	193	1.1	79.6
290	83	184	1.1	80.7
291	84	136	0.8	81.4
292	84	228	1.3	82.8
293	85	165	1.0	83.7
294	86	173	1.0	84.7
295	87	153	0.9	85.6
296	88	119	0.7	86.3
297	89	157	0.9	87.2
298	89	126	0.7	88.0
299	90	169	1.0	88.9
300	91	100	0.6	89.5
301	91	148	0.9	90.4
302	92	113	0.7	91.0
303	93	115	0.7	91.7
304	93	111	0.6	92.4
305	94	92	0.5	92.9
306	94	98	0.6	93.5
307	95	75	0.4	93.9
308	95	101	0.6	94.5
309	95	54	0.3	94.8
310	96	81	0.5	95.3
311	96	56	0.3	95.6
312	96	75	0.4	96.0
313	97	53	0.3	96.3
314	97	59	0.3	96.7
315	97	40	0.2	96.9
316	97	39	0.2	97.1
317	98	54	0.3	97.5
318	98	40	0.2	97.7
319	98	39	0.2	97.9
320	98	24	0.1	98.1
321	98	38	0.2	98.3
322	99	19	0.1	98.4
323	99	35	0.2	98.6
324	99	19	0.1	98.7
325	99	24	0.1	98.8

Table 88. 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
326	99	15	0.1	98.9
327	99	35	0.2	99.1
328	99	8	0.0	99.2
329	99	13	0.1	99.3
330	99	11	0.1	99.3
331	99	24	0.1	99.5
332	99	7	0.0	99.5
333	99	4	0.0	99.5
334	99	10	0.1	99.6
335	99	3	0.0	99.6
336	99	7	0.0	99.6
337	99	4	0.0	99.7
338	99	5	0.0	99.7
339	99	4	0.0	99.7
340	99	12	0.1	99.8
341	99	1	0.0	99.8
342	99	3	0.0	99.8
343	99	6	0.0	99.8
344	99	8	0.0	99.9
345	99	2	0.0	99.9
347	99	1	0.0	99.9
348	99	1	0.0	99.9
349	99	8	0.0	100.0
351	99	4	0.0	100.0
352	99	1	0.0	100.0
353	99	1	0.0	100.0
357	99	1	0.0	100.0
360	99	1	0.0	100.0

**Table 89. 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	78	0.5	0.5
124	1	2	0.0	0.5
127	1	3	0.0	0.5
129	1	2	0.0	0.5
133	1	2	0.0	0.6
134	1	4	0.0	0.6
135	1	1	0.0	0.6
137	1	4	0.0	0.6
139	1	4	0.0	0.6
140	1	3	0.0	0.7
141	1	9	0.1	0.7
142	1	2	0.0	0.7
143	1	2	0.0	0.7
144	1	5	0.0	0.8
145	1	2	0.0	0.8
146	1	2	0.0	0.8
147	1	3	0.0	0.8
148	1	4	0.0	0.8
149	1	2	0.0	0.9
150	1	11	0.1	0.9
151	1	11	0.1	1.0
152	1	4	0.0	1.0
153	1	18	0.1	1.1
154	1	4	0.0	1.2
155	1	20	0.1	1.3
156	1	24	0.2	1.4
157	1	24	0.2	1.6
158	2	28	0.2	1.8
159	2	46	0.3	2.1
160	2	38	0.2	2.3
161	2	37	0.2	2.5
162	3	38	0.2	2.8
163	3	41	0.3	3.0
164	3	50	0.3	3.4
165	3	46	0.3	3.7
166	4	48	0.3	4.0
167	4	62	0.4	4.4
168	4	34	0.2	4.6
169	5	37	0.2	4.8

Table 89. 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
170	5	40	0.3	5.1
171	5	23	0.1	5.2
172	5	43	0.3	5.5
173	5	41	0.3	5.7
174	6	37	0.2	6.0
175	6	45	0.3	6.3
176	6	37	0.2	6.5
177	6	46	0.3	6.8
178	7	48	0.3	7.1
179	7	44	0.3	7.4
180	7	44	0.3	7.7
181	8	45	0.3	7.9
182	8	54	0.3	8.3
183	8	35	0.2	8.5
184	9	55	0.4	8.9
185	9	50	0.3	9.2
186	9	51	0.3	9.5
187	10	50	0.3	9.8
188	10	54	0.3	10.2
189	10	44	0.3	10.5
190	11	54	0.3	10.8
191	11	49	0.3	11.1
192	11	53	0.3	11.4
193	12	49	0.3	11.8
194	12	47	0.3	12.1
195	13	61	0.4	12.4
196	13	51	0.3	12.8
197	13	58	0.4	13.1
198	14	45	0.3	13.4
199	14	40	0.3	13.7
200	15	58	0.4	14.1
201	15	44	0.3	14.3
202	15	51	0.3	14.7
203	16	60	0.4	15.0
204	16	73	0.5	15.5
205	17	54	0.3	15.8
206	17	45	0.3	16.1
207	17	52	0.3	16.5
208	18	63	0.4	16.9
209	18	51	0.3	17.2

**Table 89. 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
210	19	54	0.3	17.5
211	19	44	0.3	17.8
212	19	48	0.3	18.1
213	20	44	0.3	18.4
214	20	67	0.4	18.8
215	21	54	0.3	19.2
216	21	53	0.3	19.5
217	21	37	0.2	19.7
218	22	54	0.3	20.1
219	22	63	0.4	20.5
220	23	72	0.5	21.0
221	23	55	0.4	21.3
222	24	74	0.5	21.8
223	24	64	0.4	22.2
224	25	56	0.4	22.5
225	25	68	0.4	23.0
226	25	63	0.4	23.4
227	26	70	0.4	23.8
228	26	74	0.5	24.3
229	27	57	0.4	24.7
230	27	62	0.4	25.0
231	28	88	0.6	25.6
232	28	78	0.5	26.1
233	29	77	0.5	26.6
234	30	71	0.5	27.0
235	30	72	0.5	27.5
236	31	82	0.5	28.0
237	31	88	0.6	28.6
238	32	98	0.6	29.2
239	32	76	0.5	29.7
240	33	77	0.5	30.2
241	33	89	0.6	30.8
242	34	74	0.5	31.2
243	35	97	0.6	31.8
244	35	88	0.6	32.4
245	36	91	0.6	33.0
246	37	118	0.8	33.7
247	37	84	0.5	34.3
248	38	87	0.6	34.8
249	38	91	0.6	35.4

**Table 89. 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
250	39	96	0.6	36.0
251	40	101	0.6	36.7
252	40	106	0.7	37.3
253	41	111	0.7	38.0
254	42	133	0.8	38.9
255	43	118	0.8	39.6
256	43	109	0.7	40.3
257	44	99	0.6	41.0
258	45	130	0.8	41.8
259	46	133	0.8	42.6
260	47	127	0.8	43.4
261	47	148	0.9	44.4
262	48	137	0.9	45.3
263	49	130	0.8	46.1
264	50	143	0.9	47.0
265	51	130	0.8	47.8
266	52	123	0.8	48.6
267	53	168	1.1	49.7
268	54	153	1.0	50.7
269	55	151	1.0	51.6
270	56	156	1.0	52.6
271	57	180	1.1	53.8
272	58	171	1.1	54.9
273	59	160	1.0	55.9
274	60	171	1.1	57.0
275	61	170	1.1	58.0
276	62	157	1.0	59.0
277	63	192	1.2	60.3
278	64	177	1.1	61.4
279	65	171	1.1	62.5
280	66	177	1.1	63.6
281	67	186	1.2	64.8
282	68	173	1.1	65.9
283	69	181	1.2	67.0
284	70	174	1.1	68.2
285	71	187	1.2	69.3
286	72	196	1.2	70.6
287	74	170	1.1	71.7
288	75	175	1.1	72.8
289	76	188	1.2	74.0

Table 89. 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
290	77	202	1.3	75.3
291	78	158	1.0	76.3
292	79	174	1.1	77.4
293	80	138	0.9	78.3
294	81	159	1.0	79.3
295	82	163	1.0	80.3
296	82	114	0.7	81.0
297	83	159	1.0	82.1
298	84	129	0.8	82.9
299	85	168	1.1	84.0
300	86	109	0.7	84.6
301	86	146	0.9	85.6
302	87	120	0.8	86.3
303	88	117	0.7	87.1
304	89	121	0.8	87.9
305	89	102	0.6	88.5
306	90	118	0.8	89.3
307	91	94	0.6	89.9
308	91	126	0.8	90.7
309	92	82	0.5	91.2
310	92	117	0.7	91.9
311	93	66	0.4	92.3
312	93	112	0.7	93.1
313	94	60	0.4	93.4
314	94	116	0.7	94.2
315	95	39	0.2	94.4
316	95	66	0.4	94.9
317	96	90	0.6	95.4
318	96	36	0.2	95.7
319	96	36	0.2	95.9
320	96	39	0.2	96.1
321	97	84	0.5	96.7
322	97	19	0.1	96.8
323	97	57	0.4	97.2
324	98	22	0.1	97.3
325	98	52	0.3	97.6
326	98	19	0.1	97.7
327	98	63	0.4	98.1
328	98	29	0.2	98.3
329	99	23	0.1	98.5

**Table 89. 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
330	99	22	0.1	98.6
331	99	23	0.1	98.8
332	99	18	0.1	98.9
333	99	15	0.1	99.0
334	99	26	0.2	99.1
335	99	7	0.0	99.2
336	99	15	0.1	99.3
337	99	7	0.0	99.3
338	99	10	0.1	99.4
339	99	15	0.1	99.5
340	99	16	0.1	99.6
341	99	3	0.0	99.6
342	99	7	0.0	99.6
343	99	4	0.0	99.7
344	99	14	0.1	99.8
345	99	4	0.0	99.8
346	99	1	0.0	99.8
347	99	6	0.0	99.8
349	99	11	0.1	99.9
352	99	2	0.0	99.9
353	99	3	0.0	99.9
357	99	7	0.0	100.0
360	99	3	0.0	100.0

**Table 90. 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
120	1	68	0.5	0.5
123	1	5	0.0	0.5
126	1	1	0.0	0.5
129	1	3	0.0	0.5
133	1	5	0.0	0.6
135	1	2	0.0	0.6
137	1	3	0.0	0.6
138	1	5	0.0	0.6
139	1	1	0.0	0.6
140	1	4	0.0	0.7
141	1	7	0.0	0.7
143	1	6	0.0	0.7
144	1	2	0.0	0.8
145	1	2	0.0	0.8
146	1	2	0.0	0.8
147	1	4	0.0	0.8
148	1	1	0.0	0.8
149	1	4	0.0	0.8
150	1	11	0.1	0.9
151	1	1	0.0	0.9
152	1	11	0.1	1.0
153	1	20	0.1	1.1
154	1	11	0.1	1.2
155	1	20	0.1	1.3
156	1	9	0.1	1.4
157	2	25	0.2	1.6
158	2	34	0.2	1.8
159	2	18	0.1	1.9
160	2	39	0.3	2.2
161	2	33	0.2	2.4
162	3	24	0.2	2.6
163	3	64	0.4	3.0
164	3	33	0.2	3.2
165	3	36	0.2	3.5
166	4	63	0.4	3.9
167	4	31	0.2	4.1
168	4	45	0.3	4.4
169	5	69	0.5	4.9
170	5	47	0.3	5.2

**Table 90. 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
171	5	52	0.4	5.6
172	6	48	0.3	5.9
173	6	53	0.4	6.2
174	6	55	0.4	6.6
175	7	38	0.3	6.9
176	7	42	0.3	7.2
177	7	31	0.2	7.4
178	7	44	0.3	7.7
179	8	44	0.3	8.0
180	8	42	0.3	8.3
181	8	51	0.3	8.6
182	9	50	0.3	8.9
183	9	56	0.4	9.3
184	10	50	0.3	9.7
185	10	49	0.3	10.0
186	10	48	0.3	10.3
187	11	53	0.4	10.7
188	11	35	0.2	10.9
189	11	53	0.4	11.3
190	12	46	0.3	11.6
191	12	49	0.3	11.9
192	13	53	0.4	12.3
193	13	52	0.4	12.6
194	13	53	0.4	13.0
195	14	52	0.4	13.3
196	14	43	0.3	13.6
197	15	62	0.4	14.0
198	15	38	0.3	14.3
199	15	49	0.3	14.6
200	16	57	0.4	15.0
201	16	38	0.3	15.3
202	16	61	0.4	15.7
203	17	53	0.4	16.1
204	17	61	0.4	16.5
205	18	51	0.3	16.8
206	18	59	0.4	17.2
207	18	59	0.4	17.6
208	19	72	0.5	18.1
209	19	54	0.4	18.5
210	20	49	0.3	18.8

Table 90. 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
211	20	62	0.4	19.2
212	21	62	0.4	19.6
213	21	62	0.4	20.1
214	22	54	0.4	20.4
215	22	70	0.5	20.9
216	22	64	0.4	21.3
217	23	57	0.4	21.7
218	23	60	0.4	22.1
219	24	67	0.5	22.6
220	24	59	0.4	23.0
221	25	56	0.4	23.4
222	25	65	0.4	23.8
223	26	68	0.5	24.3
224	26	59	0.4	24.7
225	26	67	0.5	25.1
226	27	72	0.5	25.6
227	27	51	0.3	25.9
228	28	92	0.6	26.6
229	28	70	0.5	27.0
230	29	81	0.5	27.6
231	30	84	0.6	28.2
232	30	95	0.6	28.8
233	31	72	0.5	29.3
234	31	94	0.6	29.9
235	32	85	0.6	30.5
236	32	79	0.5	31.0
237	33	79	0.5	31.6
238	33	74	0.5	32.1
239	34	97	0.7	32.7
240	35	95	0.6	33.4
241	35	97	0.7	34.0
242	36	103	0.7	34.7
243	37	91	0.6	35.3
244	37	112	0.8	36.1
245	38	100	0.7	36.8
246	39	88	0.6	37.4
247	39	110	0.7	38.1
248	40	117	0.8	38.9
249	41	102	0.7	39.6
250	42	106	0.7	40.3

**Table 90. 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
251	42	108	0.7	41.1
252	43	120	0.8	41.9
253	44	122	0.8	42.7
254	45	128	0.9	43.6
255	46	111	0.8	44.3
256	46	117	0.8	45.1
257	47	108	0.7	45.8
258	48	139	0.9	46.8
259	49	109	0.7	47.5
260	50	127	0.9	48.4
261	51	140	0.9	49.3
262	52	151	1.0	50.4
263	53	142	1.0	51.3
264	53	116	0.8	52.1
265	54	154	1.0	53.1
266	55	153	1.0	54.2
267	56	132	0.9	55.1
268	57	144	1.0	56.1
269	58	142	1.0	57.0
270	59	131	0.9	57.9
271	60	137	0.9	58.8
272	61	155	1.1	59.9
273	62	161	1.1	61.0
274	63	154	1.0	62.0
275	64	125	0.8	62.9
276	65	146	1.0	63.9
277	66	178	1.2	65.1
278	67	150	1.0	66.1
279	68	139	0.9	67.0
280	69	174	1.2	68.2
281	70	149	1.0	69.2
282	71	154	1.0	70.2
283	72	154	1.0	71.3
284	73	144	1.0	72.3
285	74	135	0.9	73.2
286	75	160	1.1	74.3
287	76	153	1.0	75.3
288	77	153	1.0	76.3
289	78	145	1.0	77.3
290	79	169	1.1	78.5

**Table 90. 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
291	80	127	0.9	79.3
292	81	168	1.1	80.5
293	82	134	0.9	81.4
294	83	122	0.8	82.2
295	83	139	0.9	83.1
296	84	135	0.9	84.1
297	85	132	0.9	85.0
298	86	96	0.7	85.6
299	87	129	0.9	86.5
300	87	111	0.8	87.2
301	88	98	0.7	87.9
302	89	108	0.7	88.6
303	89	107	0.7	89.3
304	90	61	0.4	89.8
305	91	95	0.6	90.4
306	91	77	0.5	90.9
307	92	66	0.4	91.4
308	92	80	0.5	91.9
309	93	79	0.5	92.5
310	93	89	0.6	93.1
311	94	75	0.5	93.6
312	94	76	0.5	94.1
313	94	45	0.3	94.4
314	95	67	0.5	94.8
315	95	59	0.4	95.2
316	96	70	0.5	95.7
317	96	36	0.2	96.0
318	96	58	0.4	96.3
319	97	34	0.2	96.6
320	97	64	0.4	97.0
321	97	35	0.2	97.2
322	97	25	0.2	97.4
323	98	31	0.2	97.6
324	98	33	0.2	97.9
325	98	14	0.1	97.9
326	98	42	0.3	98.2
327	98	7	0.0	98.3
328	98	27	0.2	98.5
329	99	25	0.2	98.6
330	99	26	0.2	98.8

**Table 90. 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
331	99	14	0.1	98.9
332	99	22	0.1	99.1
333	99	5	0.0	99.1
334	99	25	0.2	99.3
335	99	11	0.1	99.3
336	99	10	0.1	99.4
337	99	9	0.1	99.5
338	99	14	0.1	99.6
339	99	8	0.1	99.6
340	99	5	0.0	99.6
341	99	1	0.0	99.6
342	99	1	0.0	99.7
343	99	11	0.1	99.7
344	99	10	0.1	99.8
345	99	1	0.0	99.8
346	99	4	0.0	99.8
348	99	5	0.0	99.9
349	99	9	0.1	99.9
350	99	3	0.0	99.9
352	99	2	0.0	100.0
354	99	1	0.0	100.0
358	99	2	0.0	100.0
360	99	3	0.0	100.0

**Table 91. 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
120	1	78	0.6	0.6
123	1	2	0.0	0.6
126	1	1	0.0	0.6
129	1	5	0.0	0.6
132	1	3	0.0	0.6
133	1	2	0.0	0.6
135	1	1	0.0	0.7
137	1	2	0.0	0.7
138	1	2	0.0	0.7
140	1	2	0.0	0.7
141	1	5	0.0	0.7
142	1	2	0.0	0.7
143	1	5	0.0	0.8
145	1	3	0.0	0.8
146	1	4	0.0	0.8
147	1	1	0.0	0.8
148	1	6	0.0	0.9
149	1	6	0.0	0.9
150	1	7	0.0	1.0
151	1	2	0.0	1.0
152	1	11	0.1	1.1
153	1	5	0.0	1.1
154	1	1	0.0	1.1
155	1	26	0.2	1.3
156	1	4	0.0	1.3
157	1	18	0.1	1.5
158	2	31	0.2	1.7
159	2	11	0.1	1.8
160	2	43	0.3	2.1
161	2	19	0.1	2.2
162	2	28	0.2	2.4
163	3	38	0.3	2.7
164	3	23	0.2	2.8
165	3	28	0.2	3.0
166	3	59	0.4	3.4
167	4	36	0.3	3.7
168	4	41	0.3	4.0
169	4	47	0.3	4.3
170	4	38	0.3	4.6

**Table 91. 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
171	5	38	0.3	4.9
172	5	33	0.2	5.1
173	5	48	0.3	5.5
174	5	31	0.2	5.7
175	6	33	0.2	5.9
176	6	41	0.3	6.2
177	6	41	0.3	6.5
178	7	42	0.3	6.8
179	7	43	0.3	7.1
180	7	59	0.4	7.5
181	8	45	0.3	7.8
182	8	54	0.4	8.2
183	8	58	0.4	8.6
184	9	36	0.3	8.9
185	9	61	0.4	9.3
186	9	47	0.3	9.7
187	10	47	0.3	10.0
188	10	41	0.3	10.3
189	10	33	0.2	10.5
190	11	46	0.3	10.9
191	11	54	0.4	11.2
192	11	51	0.4	11.6
193	12	45	0.3	11.9
194	12	57	0.4	12.3
195	12	54	0.4	12.7
196	13	42	0.3	13.0
197	13	67	0.5	13.5
198	14	51	0.4	13.9
199	14	59	0.4	14.3
200	14	58	0.4	14.7
201	15	43	0.3	15.0
202	15	55	0.4	15.4
203	16	43	0.3	15.7
204	16	49	0.3	16.0
205	16	62	0.4	16.5
206	17	53	0.4	16.9
207	17	51	0.4	17.2
208	18	52	0.4	17.6
209	18	62	0.4	18.0
210	19	50	0.4	18.4

**Table 91. 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
211	19	51	0.4	18.8
212	19	55	0.4	19.2
213	20	58	0.4	19.6
214	20	54	0.4	20.0
215	21	64	0.5	20.4
216	21	50	0.4	20.8
217	21	59	0.4	21.2
218	22	53	0.4	21.6
219	22	54	0.4	21.9
220	23	73	0.5	22.5
221	23	69	0.5	23.0
222	24	77	0.5	23.5
223	24	60	0.4	23.9
224	25	62	0.4	24.4
225	25	69	0.5	24.9
226	26	59	0.4	25.3
227	26	56	0.4	25.7
228	27	71	0.5	26.2
229	27	64	0.5	26.7
230	28	84	0.6	27.3
231	28	67	0.5	27.7
232	29	70	0.5	28.2
233	29	65	0.5	28.7
234	30	89	0.6	29.3
235	30	73	0.5	29.8
236	31	68	0.5	30.3
237	31	60	0.4	30.8
238	32	92	0.7	31.4
239	32	76	0.5	32.0
240	33	79	0.6	32.5
241	33	61	0.4	33.0
242	34	75	0.5	33.5
243	35	82	0.6	34.1
244	35	109	0.8	34.8
245	36	68	0.5	35.3
246	36	73	0.5	35.9
247	37	108	0.8	36.6
248	38	96	0.7	37.3
249	38	84	0.6	37.9
250	39	96	0.7	38.6

**Table 91. 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
251	40	107	0.8	39.4
252	41	84	0.6	40.0
253	41	94	0.7	40.6
254	42	115	0.8	41.4
255	43	102	0.7	42.2
256	43	101	0.7	42.9
257	44	89	0.6	43.5
258	45	104	0.7	44.3
259	46	126	0.9	45.2
260	46	79	0.6	45.7
261	47	115	0.8	46.5
262	48	130	0.9	47.5
263	49	112	0.8	48.3
264	49	98	0.7	49.0
265	50	118	0.8	49.8
266	51	116	0.8	50.6
267	52	95	0.7	51.3
268	52	107	0.8	52.1
269	53	123	0.9	53.0
270	54	158	1.1	54.1
271	55	135	1.0	55.0
272	56	119	0.8	55.9
273	57	124	0.9	56.8
274	58	125	0.9	57.7
275	59	112	0.8	58.5
276	60	128	0.9	59.4
277	61	132	0.9	60.3
278	62	143	1.0	61.3
279	63	129	0.9	62.3
280	64	150	1.1	63.3
281	65	132	0.9	64.3
282	65	156	1.1	65.4
283	66	115	0.8	66.2
284	67	126	0.9	67.1
285	68	148	1.1	68.2
286	69	159	1.1	69.3
287	70	124	0.9	70.2
288	71	163	1.2	71.3
289	72	148	1.1	72.4
290	73	144	1.0	73.4

**Table 91. 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
291	74	136	1.0	74.4
292	75	128	0.9	75.3
293	76	133	0.9	76.2
294	77	121	0.9	77.1
295	78	125	0.9	78.0
296	79	125	0.9	78.9
297	79	136	1.0	79.9
298	80	140	1.0	80.9
299	81	119	0.8	81.7
300	82	107	0.8	82.5
301	83	133	0.9	83.4
302	84	88	0.6	84.0
303	85	137	1.0	85.0
304	85	106	0.8	85.8
305	86	124	0.9	86.7
306	87	100	0.7	87.4
307	88	131	0.9	88.3
308	89	113	0.8	89.1
309	89	90	0.6	89.7
310	90	76	0.5	90.3
311	90	79	0.6	90.9
312	91	94	0.7	91.5
313	92	58	0.4	91.9
314	92	83	0.6	92.5
315	93	71	0.5	93.0
316	93	94	0.7	93.7
317	94	45	0.3	94.0
318	94	53	0.4	94.4
319	94	54	0.4	94.8
320	95	70	0.5	95.3
321	95	43	0.3	95.6
322	96	53	0.4	96.0
323	96	36	0.3	96.2
324	96	53	0.4	96.6
325	97	25	0.2	96.8
326	97	56	0.4	97.2
327	97	8	0.1	97.2
328	97	37	0.3	97.5
329	97	26	0.2	97.7
330	98	50	0.4	98.0

**Table 91. 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
331	98	17	0.1	98.2
332	98	37	0.3	98.4
333	98	2	0.0	98.4
334	98	37	0.3	98.7
335	99	15	0.1	98.8
336	99	11	0.1	98.9
337	99	12	0.1	99.0
338	99	25	0.2	99.2
339	99	15	0.1	99.3
340	99	12	0.1	99.4
341	99	4	0.0	99.4
342	99	6	0.0	99.4
343	99	13	0.1	99.5
344	99	12	0.1	99.6
345	99	3	0.0	99.6
346	99	11	0.1	99.7
347	99	3	0.0	99.7
348	99	3	0.0	99.7
349	99	10	0.1	99.8
350	99	3	0.0	99.8
351	99	8	0.1	99.9
352	99	6	0.0	99.9
356	99	2	0.0	100.0
358	99	2	0.0	100.0
360	99	5	0.0	100.0

**Table 92. 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	89	0.5	0.5
123	1	3	0.0	0.5
124	1	1	0.0	0.5
127	1	1	0.0	0.5
129	1	3	0.0	0.5
130	1	2	0.0	0.5
133	1	12	0.1	0.6
136	1	2	0.0	0.6
137	1	11	0.1	0.6
139	1	2	0.0	0.7
140	1	10	0.1	0.7
141	1	3	0.0	0.7
142	1	1	0.0	0.7
143	1	15	0.1	0.8
144	1	2	0.0	0.8
145	1	6	0.0	0.8
146	1	8	0.0	0.9
147	1	4	0.0	0.9
148	1	3	0.0	0.9
149	1	5	0.0	1.0
150	1	24	0.1	1.1
151	1	5	0.0	1.1
152	1	15	0.1	1.2
153	1	19	0.1	1.3
154	1	12	0.1	1.3
155	1	27	0.1	1.5
156	1	27	0.1	1.6
157	2	31	0.2	1.8
158	2	33	0.2	2.0
159	2	25	0.1	2.1
160	2	90	0.5	2.6
161	2	15	0.1	2.6
162	3	64	0.3	3.0
163	3	75	0.4	3.4
164	3	68	0.4	3.7
165	4	104	0.5	4.3
166	4	60	0.3	4.6
167	5	117	0.6	5.2
168	5	67	0.3	5.5

**Table 92. 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
169	5	77	0.4	5.9
170	6	102	0.5	6.5
171	6	65	0.3	6.8
172	7	75	0.4	7.2
173	7	100	0.5	7.7
174	7	50	0.3	8.0
175	8	109	0.6	8.5
176	8	66	0.3	8.9
177	8	65	0.3	9.2
178	9	117	0.6	9.8
179	9	64	0.3	10.2
180	10	113	0.6	10.8
181	10	86	0.4	11.2
182	11	86	0.4	11.7
183	11	96	0.5	12.2
184	12	87	0.5	12.6
185	12	110	0.6	13.2
186	13	84	0.4	13.6
187	13	107	0.6	14.2
188	14	112	0.6	14.8
189	14	124	0.6	15.4
190	15	130	0.7	16.1
191	15	120	0.6	16.7
192	16	117	0.6	17.3
193	16	104	0.5	17.9
194	17	102	0.5	18.4
195	18	117	0.6	19.0
196	18	100	0.5	19.5
197	19	102	0.5	20.1
198	19	105	0.5	20.6
199	20	107	0.6	21.2
200	20	110	0.6	21.7
201	21	113	0.6	22.3
202	21	112	0.6	22.9
203	22	108	0.6	23.5
204	22	101	0.5	24.0
205	23	131	0.7	24.7
206	24	105	0.5	25.2
207	24	105	0.5	25.8
208	25	112	0.6	26.4

**Table 92. 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
209	25	119	0.6	27.0
210	26	122	0.6	27.6
211	26	81	0.4	28.0
212	27	111	0.6	28.6
213	27	116	0.6	29.2
214	28	110	0.6	29.8
215	28	109	0.6	30.4
216	29	112	0.6	30.9
217	30	127	0.7	31.6
218	30	140	0.7	32.3
219	31	132	0.7	33.0
220	32	121	0.6	33.7
221	32	111	0.6	34.2
222	33	129	0.7	34.9
223	33	120	0.6	35.5
224	34	114	0.6	36.1
225	35	115	0.6	36.7
226	35	124	0.6	37.4
227	36	103	0.5	37.9
228	36	137	0.7	38.6
229	37	137	0.7	39.3
230	38	105	0.5	39.9
231	38	134	0.7	40.6
232	39	109	0.6	41.1
233	40	131	0.7	41.8
234	40	109	0.6	42.4
235	41	115	0.6	43.0
236	41	123	0.6	43.6
237	42	128	0.7	44.3
238	43	120	0.6	44.9
239	43	135	0.7	45.6
240	44	145	0.8	46.4
241	45	114	0.6	47.0
242	45	127	0.7	47.6
243	46	124	0.6	48.3
244	47	100	0.5	48.8
245	47	131	0.7	49.5
246	48	126	0.7	50.2
247	49	143	0.7	50.9
248	49	122	0.6	51.5

**Table 92. 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
249	50	123	0.6	52.2
250	51	123	0.6	52.8
251	51	113	0.6	53.4
252	52	142	0.7	54.1
253	53	119	0.6	54.8
254	53	109	0.6	55.3
255	54	132	0.7	56.0
256	55	140	0.7	56.8
257	55	134	0.7	57.5
258	56	137	0.7	58.2
259	57	168	0.9	59.0
260	58	126	0.7	59.7
261	58	130	0.7	60.4
262	59	133	0.7	61.1
263	60	138	0.7	61.8
264	60	159	0.8	62.6
265	61	131	0.7	63.3
266	62	142	0.7	64.0
267	63	143	0.7	64.8
268	63	141	0.7	65.5
269	64	133	0.7	66.2
270	65	134	0.7	66.9
271	66	152	0.8	67.7
272	66	151	0.8	68.5
273	67	136	0.7	69.2
274	68	147	0.8	70.0
275	69	152	0.8	70.8
276	70	130	0.7	71.4
277	70	148	0.8	72.2
278	71	140	0.7	72.9
279	72	114	0.6	73.5
280	72	150	0.8	74.3
281	73	137	0.7	75.0
282	74	142	0.7	75.8
283	75	135	0.7	76.5
284	75	152	0.8	77.3
285	76	150	0.8	78.0
286	77	132	0.7	78.7
287	78	129	0.7	79.4
288	78	139	0.7	80.1

**Table 92. 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
289	79	126	0.7	80.8
290	80	150	0.8	81.6
291	81	122	0.6	82.2
292	81	137	0.7	82.9
293	82	124	0.6	83.6
294	83	120	0.6	84.2
295	83	137	0.7	84.9
296	84	123	0.6	85.5
297	85	99	0.5	86.1
298	85	134	0.7	86.8
299	86	94	0.5	87.3
300	86	103	0.5	87.8
301	87	104	0.5	88.3
302	88	97	0.5	88.8
303	88	88	0.5	89.3
304	89	99	0.5	89.8
305	89	110	0.6	90.4
306	90	91	0.5	90.9
307	90	106	0.6	91.4
308	91	83	0.4	91.8
309	91	104	0.5	92.4
310	92	83	0.4	92.8
311	92	75	0.4	93.2
312	93	78	0.4	93.6
313	93	44	0.2	93.8
314	93	79	0.4	94.3
315	94	76	0.4	94.7
316	94	47	0.2	94.9
317	94	76	0.4	95.3
318	95	48	0.3	95.5
319	95	59	0.3	95.9
320	95	46	0.2	96.1
321	96	68	0.4	96.4
322	96	47	0.2	96.7
323	96	43	0.2	96.9
324	97	36	0.2	97.1
325	97	52	0.3	97.4
326	97	43	0.2	97.6
327	97	39	0.2	97.8
328	97	21	0.1	97.9

**Table 92. 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
329	98	24	0.1	98.0
330	98	33	0.2	98.2
331	98	16	0.1	98.3
332	98	44	0.2	98.5
333	98	21	0.1	98.6
334	98	20	0.1	98.7
335	99	21	0.1	98.8
336	99	21	0.1	99.0
337	99	12	0.1	99.0
338	99	22	0.1	99.1
339	99	19	0.1	99.2
340	99	5	0.0	99.3
341	99	19	0.1	99.4
342	99	21	0.1	99.5
343	99	7	0.0	99.5
344	99	11	0.1	99.6
345	99	12	0.1	99.6
347	99	10	0.1	99.7
348	99	5	0.0	99.7
349	99	12	0.1	99.8
350	99	5	0.0	99.8
351	99	15	0.1	99.9
352	99	3	0.0	99.9
353	99	1	0.0	99.9
357	99	6	0.0	99.9
358	99	4	0.0	99.9
359	99	1	0.0	99.9
360	99	11	0.1	100.0

**Table 93. 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	58	0.4	0.4
123	1	3	0.0	0.4
124	1	2	0.0	0.4
127	1	1	0.0	0.4
128	1	1	0.0	0.4
129	1	2	0.0	0.4
130	1	1	0.0	0.4
133	1	10	0.1	0.5
136	1	2	0.0	0.5
137	1	6	0.0	0.5
140	1	3	0.0	0.5
143	1	4	0.0	0.6
144	1	1	0.0	0.6
145	1	1	0.0	0.6
146	1	1	0.0	0.6
147	1	6	0.0	0.6
148	1	2	0.0	0.6
149	1	1	0.0	0.6
150	1	8	0.0	0.7
151	1	2	0.0	0.7
152	1	7	0.0	0.7
153	1	9	0.1	0.8
154	1	4	0.0	0.8
155	1	6	0.0	0.9
156	1	10	0.1	0.9
157	1	14	0.1	1.0
158	1	12	0.1	1.1
159	1	3	0.0	1.1
160	1	17	0.1	1.2
161	1	4	0.0	1.2
162	1	26	0.2	1.4
163	1	24	0.1	1.5
164	1	23	0.1	1.7
165	2	37	0.2	1.9
166	2	22	0.1	2.0
167	2	45	0.3	2.3
168	2	24	0.1	2.4
169	2	17	0.1	2.5
170	3	51	0.3	2.9

**Table 93. 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
171	3	21	0.1	3.0
172	3	26	0.2	3.1
173	3	36	0.2	3.4
174	3	26	0.2	3.5
175	3	37	0.2	3.7
176	4	27	0.2	3.9
177	4	31	0.2	4.1
178	4	34	0.2	4.3
179	4	27	0.2	4.5
180	4	55	0.3	4.8
181	5	35	0.2	5.0
182	5	33	0.2	5.2
183	5	40	0.2	5.5
184	5	26	0.2	5.6
185	5	62	0.4	6.0
186	6	32	0.2	6.2
187	6	56	0.3	6.5
188	6	52	0.3	6.8
189	6	38	0.2	7.1
190	7	53	0.3	7.4
191	7	47	0.3	7.7
192	7	41	0.2	7.9
193	8	65	0.4	8.3
194	8	47	0.3	8.6
195	8	58	0.4	9.0
196	9	59	0.4	9.3
197	9	66	0.4	9.7
198	9	81	0.5	10.2
199	10	51	0.3	10.5
200	10	73	0.4	11.0
201	10	51	0.3	11.3
202	11	74	0.4	11.7
203	11	75	0.5	12.2
204	12	69	0.4	12.6
205	12	63	0.4	13.0
206	12	65	0.4	13.4
207	13	67	0.4	13.8
208	13	70	0.4	14.2
209	14	63	0.4	14.6
210	14	84	0.5	15.1

**Table 93. 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
211	14	75	0.5	15.6
212	15	75	0.5	16.0
213	15	83	0.5	16.5
214	16	67	0.4	16.9
215	16	104	0.6	17.6
216	17	89	0.5	18.1
217	17	77	0.5	18.6
218	18	99	0.6	19.2
219	18	72	0.4	19.6
220	19	97	0.6	20.2
221	19	94	0.6	20.8
222	20	85	0.5	21.3
223	20	102	0.6	21.9
224	21	89	0.5	22.4
225	22	91	0.6	23.0
226	22	97	0.6	23.6
227	23	96	0.6	24.2
228	23	106	0.6	24.8
229	24	104	0.6	25.4
230	24	90	0.5	26.0
231	25	106	0.6	26.6
232	26	102	0.6	27.3
233	26	105	0.6	27.9
234	27	106	0.6	28.5
235	27	113	0.7	29.2
236	28	101	0.6	29.8
237	29	100	0.6	30.4
238	29	98	0.6	31.0
239	30	120	0.7	31.8
240	31	108	0.7	32.4
241	31	117	0.7	33.1
242	32	92	0.6	33.7
243	33	102	0.6	34.3
244	33	76	0.5	34.8
245	34	110	0.7	35.4
246	34	127	0.8	36.2
247	35	146	0.9	37.1
248	36	119	0.7	37.8
249	37	128	0.8	38.6
250	38	115	0.7	39.3

**Table 93. 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
251	38	127	0.8	40.1
252	39	119	0.7	40.8
253	40	124	0.8	41.5
254	41	118	0.7	42.3
255	41	105	0.6	42.9
256	42	129	0.8	43.7
257	43	135	0.8	44.5
258	44	116	0.7	45.2
259	44	138	0.8	46.0
260	45	127	0.8	46.8
261	46	111	0.7	47.5
262	47	139	0.8	48.3
263	47	141	0.9	49.2
264	48	113	0.7	49.9
265	49	134	0.8	50.7
266	50	144	0.9	51.6
267	51	123	0.7	52.3
268	51	115	0.7	53.0
269	52	133	0.8	53.8
270	53	129	0.8	54.6
271	54	150	0.9	55.5
272	55	131	0.8	56.3
273	56	147	0.9	57.2
274	57	132	0.8	58.0
275	57	142	0.9	58.9
276	58	140	0.9	59.7
277	59	164	1.0	60.7
278	60	121	0.7	61.5
279	61	136	0.8	62.3
280	62	133	0.8	63.1
281	62	135	0.8	63.9
282	63	146	0.9	64.8
283	64	129	0.8	65.6
284	65	128	0.8	66.4
285	66	138	0.8	67.2
286	67	139	0.8	68.0
287	68	134	0.8	68.9
288	68	145	0.9	69.7
289	69	129	0.8	70.5
290	70	147	0.9	71.4

**Table 93. 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
291	71	132	0.8	72.2
292	72	134	0.8	73.0
293	73	138	0.8	73.9
294	73	136	0.8	74.7
295	74	128	0.8	75.5
296	75	139	0.8	76.3
297	76	132	0.8	77.1
298	77	129	0.8	77.9
299	77	112	0.7	78.6
300	78	110	0.7	79.2
301	79	132	0.8	80.0
302	80	126	0.8	80.8
303	80	108	0.7	81.5
304	81	139	0.8	82.3
305	82	98	0.6	82.9
306	83	104	0.6	83.5
307	83	140	0.9	84.4
308	84	82	0.5	84.9
309	85	116	0.7	85.6
310	85	105	0.6	86.2
311	86	91	0.6	86.8
312	87	119	0.7	87.5
313	87	66	0.4	87.9
314	88	99	0.6	88.5
315	88	92	0.6	89.1
316	89	80	0.5	89.6
317	90	107	0.7	90.2
318	90	64	0.4	90.6
319	90	71	0.4	91.0
320	91	88	0.5	91.6
321	92	94	0.6	92.1
322	92	77	0.5	92.6
323	92	67	0.4	93.0
324	93	66	0.4	93.4
325	93	63	0.4	93.8
326	94	77	0.5	94.3
327	94	82	0.5	94.8
328	95	38	0.2	95.0
329	95	38	0.2	95.2
330	95	65	0.4	95.6

**Table 93. 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
331	95	30	0.2	95.8
332	96	93	0.6	96.4
333	96	26	0.2	96.5
334	96	30	0.2	96.7
335	97	33	0.2	96.9
336	97	51	0.3	97.2
337	97	31	0.2	97.4
338	97	39	0.2	97.6
339	98	24	0.1	97.8
340	98	11	0.1	97.8
341	98	41	0.2	98.1
342	98	53	0.3	98.4
343	98	8	0.0	98.5
344	98	21	0.1	98.6
345	99	41	0.2	98.8
346	99	2	0.0	98.9
347	99	44	0.3	99.1
348	99	9	0.1	99.2
349	99	12	0.1	99.3
350	99	5	0.0	99.3
351	99	37	0.2	99.5
352	99	8	0.0	99.6
353	99	15	0.1	99.6
354	99	1	0.0	99.7
357	99	8	0.0	99.7
358	99	11	0.1	99.8
359	99	16	0.1	99.9
360	99	22	0.1	100.0

**Table 94. 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
120	1	64	0.6	0.6
123	1	4	0.0	0.6
124	1	2	0.0	0.6
127	1	4	0.0	0.7
129	1	2	0.0	0.7
130	1	1	0.0	0.7
133	1	10	0.1	0.8
137	1	6	0.1	0.8
139	1	2	0.0	0.9
140	1	5	0.0	0.9
141	1	2	0.0	0.9
142	1	2	0.0	0.9
143	1	4	0.0	1.0
145	1	2	0.0	1.0
146	1	3	0.0	1.0
147	1	5	0.0	1.1
149	1	2	0.0	1.1
150	1	3	0.0	1.1
152	1	2	0.0	1.1
153	1	2	0.0	1.2
154	1	4	0.0	1.2
155	1	5	0.0	1.2
156	1	3	0.0	1.3
157	1	6	0.1	1.3
158	1	8	0.1	1.4
159	1	1	0.0	1.4
160	1	13	0.1	1.5
161	1	6	0.1	1.6
162	1	15	0.1	1.7
163	2	14	0.1	1.8
164	2	6	0.1	1.9
165	2	11	0.1	2.0
166	2	5	0.0	2.0
167	2	12	0.1	2.1
168	2	4	0.0	2.2
169	2	7	0.1	2.2
170	2	20	0.2	2.4
171	2	11	0.1	2.5
172	2	7	0.1	2.6

**Table 94. 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
173	2	14	0.1	2.7
174	3	9	0.1	2.8
175	3	17	0.2	3.0
176	3	10	0.1	3.1
177	3	18	0.2	3.2
178	3	13	0.1	3.3
179	3	7	0.1	3.4
180	3	26	0.2	3.6
181	3	12	0.1	3.7
182	3	15	0.1	3.9
183	4	24	0.2	4.1
184	4	12	0.1	4.2
185	4	22	0.2	4.4
186	4	23	0.2	4.6
187	4	25	0.2	4.8
188	4	20	0.2	5.0
189	5	34	0.3	5.3
190	5	32	0.3	5.6
191	5	18	0.2	5.8
192	5	25	0.2	6.0
193	6	29	0.3	6.3
194	6	22	0.2	6.5
195	6	28	0.3	6.7
196	6	26	0.2	7.0
197	6	28	0.3	7.2
198	7	26	0.2	7.5
199	7	18	0.2	7.6
200	7	24	0.2	7.8
201	7	26	0.2	8.1
202	8	28	0.3	8.3
203	8	38	0.3	8.7
204	8	32	0.3	9.0
205	8	28	0.3	9.2
206	9	38	0.3	9.6
207	9	26	0.2	9.8
208	9	40	0.4	10.2
209	10	35	0.3	10.5
210	10	39	0.4	10.9
211	10	28	0.3	11.1
212	11	46	0.4	11.5

**Table 94. 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
213	11	45	0.4	11.9
214	11	47	0.4	12.4
215	12	33	0.3	12.7
216	12	43	0.4	13.1
217	12	43	0.4	13.4
218	13	43	0.4	13.8
219	13	44	0.4	14.2
220	14	37	0.3	14.6
221	14	46	0.4	15.0
222	14	38	0.3	15.3
223	15	47	0.4	15.8
224	15	36	0.3	16.1
225	15	56	0.5	16.6
226	16	51	0.5	17.1
227	16	51	0.5	17.5
228	17	50	0.5	18.0
229	17	62	0.6	18.6
230	18	55	0.5	19.1
231	19	58	0.5	19.6
232	19	51	0.5	20.1
233	20	57	0.5	20.6
234	20	58	0.5	21.1
235	21	65	0.6	21.7
236	21	71	0.6	22.3
237	22	56	0.5	22.8
238	22	65	0.6	23.4
239	23	65	0.6	24.0
240	24	69	0.6	24.7
241	24	70	0.6	25.3
242	25	61	0.6	25.9
243	25	74	0.7	26.5
244	26	67	0.6	27.1
245	27	65	0.6	27.7
246	27	73	0.7	28.4
247	28	84	0.8	29.2
248	29	84	0.8	29.9
249	29	83	0.8	30.7
250	30	75	0.7	31.4
251	31	66	0.6	32.0
252	31	78	0.7	32.7

**Table 94. 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
253	32	75	0.7	33.4
254	33	72	0.7	34.0
255	34	85	0.8	34.8
256	34	82	0.7	35.5
257	35	69	0.6	36.2
258	36	81	0.7	36.9
259	36	80	0.7	37.6
260	37	82	0.7	38.4
261	38	70	0.6	39.0
262	39	97	0.9	39.9
263	40	105	1.0	40.8
264	41	99	0.9	41.8
265	41	81	0.7	42.5
266	42	97	0.9	43.4
267	43	94	0.9	44.2
268	44	98	0.9	45.1
269	45	112	1.0	46.1
270	46	83	0.8	46.9
271	47	91	0.8	47.7
272	48	107	1.0	48.7
273	48	89	0.8	49.5
274	49	109	1.0	50.5
275	50	100	0.9	51.4
276	51	131	1.2	52.6
277	52	99	0.9	53.5
278	53	110	1.0	54.5
279	54	103	0.9	55.4
280	55	100	0.9	56.4
281	56	100	0.9	57.3
282	57	88	0.8	58.1
283	58	106	1.0	59.0
284	59	118	1.1	60.1
285	60	105	1.0	61.1
286	61	103	0.9	62.0
287	62	102	0.9	62.9
288	63	104	0.9	63.9
289	64	108	1.0	64.9
290	65	100	0.9	65.8
291	66	117	1.1	66.8
292	67	89	0.8	67.6

**Table 94. 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
293	68	113	1.0	68.7
294	69	108	1.0	69.7
295	70	101	0.9	70.6
296	71	103	0.9	71.5
297	72	112	1.0	72.5
298	73	99	0.9	73.4
299	73	86	0.8	74.2
300	74	104	0.9	75.2
301	75	87	0.8	76.0
302	76	99	0.9	76.9
303	77	90	0.8	77.7
304	78	99	0.9	78.6
305	79	106	1.0	79.5
306	80	89	0.8	80.4
307	80	91	0.8	81.2
308	81	66	0.6	81.8
309	82	95	0.9	82.7
310	83	86	0.8	83.4
311	83	69	0.6	84.1
312	84	89	0.8	84.9
313	85	62	0.6	85.4
314	85	80	0.7	86.2
315	86	90	0.8	87.0
316	87	58	0.5	87.5
317	88	77	0.7	88.2
318	88	55	0.5	88.7
319	89	65	0.6	89.3
320	89	80	0.7	90.0
321	90	79	0.7	90.8
322	91	47	0.4	91.2
323	91	55	0.5	91.7
324	92	59	0.5	92.2
325	92	35	0.3	92.5
326	92	61	0.6	93.1
327	93	60	0.5	93.6
328	94	34	0.3	94.0
329	94	44	0.4	94.4
330	94	64	0.6	94.9
331	95	17	0.2	95.1
332	95	61	0.6	95.6

**Table 94. 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
333	96	22	0.2	95.8
334	96	25	0.2	96.1
335	96	30	0.3	96.3
336	96	49	0.4	96.8
337	97	16	0.1	96.9
338	97	39	0.4	97.3
339	97	14	0.1	97.4
340	97	17	0.2	97.6
341	97	24	0.2	97.8
342	98	29	0.3	98.1
343	98	9	0.1	98.1
344	98	14	0.1	98.3
345	98	35	0.3	98.6
346	99	1	0.0	98.6
347	99	24	0.2	98.8
348	99	20	0.2	99.0
349	99	6	0.1	99.1
350	99	5	0.0	99.1
351	99	36	0.3	99.4
352	99	9	0.1	99.5
353	99	11	0.1	99.6
354	99	4	0.0	99.6
357	99	11	0.1	99.7
358	99	8	0.1	99.8
359	99	8	0.1	99.9
360	99	12	0.1	100.0

**Table 95. 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	195	3.1	3.1
123	3	20	0.3	3.4
124	3	6	0.1	3.5
127	3	8	0.1	3.6
129	3	5	0.1	3.7
130	3	3	0.0	3.8
133	3	2	0.0	3.8
134	3	2	0.0	3.8
136	4	2	0.0	3.8
137	4	7	0.1	4.0
139	4	4	0.1	4.0
140	4	7	0.1	4.1
141	4	2	0.0	4.2
142	4	3	0.0	4.2
143	4	13	0.2	4.4
144	4	2	0.0	4.4
145	4	2	0.0	4.5
146	4	13	0.2	4.7
147	4	3	0.0	4.7
148	4	6	0.1	4.8
149	4	7	0.1	4.9
150	5	8	0.1	5.1
152	5	1	0.0	5.1
153	5	5	0.1	5.2
154	5	5	0.1	5.2
155	5	6	0.1	5.3
156	5	14	0.2	5.6
157	5	7	0.1	5.7
158	5	10	0.2	5.8
159	5	4	0.1	5.9
160	6	20	0.3	6.2
161	6	5	0.1	6.3
162	6	15	0.2	6.5
163	6	15	0.2	6.8
164	6	11	0.2	6.9
165	7	23	0.4	7.3
166	7	11	0.2	7.5
167	7	20	0.3	7.8
168	7	9	0.1	7.9

**Table 95. 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
169	7	7	0.1	8.0
170	7	11	0.2	8.2
171	8	10	0.2	8.4
172	8	8	0.1	8.5
173	8	11	0.2	8.7
174	8	11	0.2	8.8
175	8	17	0.3	9.1
176	8	7	0.1	9.2
177	9	13	0.2	9.4
178	9	13	0.2	9.6
179	9	15	0.2	9.9
180	9	25	0.4	10.3
181	10	18	0.3	10.6
182	10	16	0.3	10.8
183	10	12	0.2	11.0
184	10	12	0.2	11.2
185	10	13	0.2	11.4
186	11	16	0.3	11.6
187	11	17	0.3	11.9
188	11	13	0.2	12.1
189	11	16	0.3	12.4
190	12	18	0.3	12.7
191	12	15	0.2	12.9
192	12	20	0.3	13.2
193	12	17	0.3	13.5
194	13	17	0.3	13.8
195	13	15	0.2	14.0
196	13	26	0.4	14.4
197	14	23	0.4	14.8
198	14	23	0.4	15.1
199	14	22	0.3	15.5
200	14	13	0.2	15.7
201	15	16	0.3	15.9
202	15	24	0.4	16.3
203	15	22	0.3	16.7
204	16	14	0.2	16.9
205	16	32	0.5	17.4
206	16	25	0.4	17.8
207	17	26	0.4	18.2
208	17	19	0.3	18.5

**Table 95. 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
209	18	22	0.3	18.9
210	18	20	0.3	19.2
211	18	12	0.2	19.4
212	18	18	0.3	19.6
213	19	34	0.5	20.2
214	19	25	0.4	20.6
215	20	32	0.5	21.1
216	20	15	0.2	21.3
217	20	22	0.3	21.7
218	21	35	0.6	22.2
219	21	12	0.2	22.4
220	22	33	0.5	22.9
221	22	35	0.6	23.5
222	22	19	0.3	23.8
223	23	34	0.5	24.3
224	23	22	0.3	24.7
225	24	42	0.7	25.3
226	24	24	0.4	25.7
227	25	35	0.6	26.3
228	25	29	0.5	26.7
229	26	32	0.5	27.2
230	26	25	0.4	27.6
231	27	36	0.6	28.2
232	27	19	0.3	28.5
233	28	32	0.5	29.0
234	28	39	0.6	29.6
235	29	41	0.6	30.3
236	29	36	0.6	30.8
237	30	46	0.7	31.6
238	31	38	0.6	32.2
239	31	35	0.6	32.7
240	32	41	0.6	33.4
241	33	37	0.6	34.0
242	33	39	0.6	34.6
243	34	46	0.7	35.3
244	35	46	0.7	36.0
245	36	40	0.6	36.7
246	36	47	0.7	37.4
247	37	43	0.7	38.1
248	38	41	0.6	38.7

**Table 95. 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
249	38	58	0.9	39.7
250	39	49	0.8	40.4
251	40	51	0.8	41.2
252	41	49	0.8	42.0
253	42	44	0.7	42.7
254	43	54	0.9	43.6
255	43	45	0.7	44.3
256	44	60	0.9	45.2
257	45	42	0.7	45.9
258	46	50	0.8	46.7
259	47	51	0.8	47.5
260	48	43	0.7	48.2
261	48	51	0.8	49.0
262	49	77	1.2	50.2
263	51	62	1.0	51.2
264	52	49	0.8	52.0
265	53	67	1.1	53.0
266	54	60	0.9	54.0
267	54	57	0.9	54.9
268	55	60	0.9	55.8
269	56	62	1.0	56.8
270	57	56	0.9	57.7
271	58	61	1.0	58.7
272	59	63	1.0	59.7
273	60	60	0.9	60.6
274	61	65	1.0	61.6
275	62	61	1.0	62.6
276	63	59	0.9	63.5
277	64	46	0.7	64.3
278	65	59	0.9	65.2
279	66	47	0.7	65.9
280	67	57	0.9	66.8
281	68	54	0.9	67.7
282	69	66	1.0	68.7
283	70	57	0.9	69.6
284	70	47	0.7	70.4
285	71	51	0.8	71.2
286	72	62	1.0	72.2
287	73	58	0.9	73.1
288	74	69	1.1	74.2

**Table 95. 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
289	75	53	0.8	75.0
290	76	63	1.0	76.0
291	77	56	0.9	76.9
292	78	61	1.0	77.9
293	79	52	0.8	78.7
294	80	60	0.9	79.6
295	80	53	0.8	80.5
296	81	40	0.6	81.1
297	82	59	0.9	82.1
298	83	43	0.7	82.7
299	83	46	0.7	83.5
300	84	46	0.7	84.2
301	85	46	0.7	84.9
302	86	32	0.5	85.4
303	86	33	0.5	85.9
304	87	60	0.9	86.9
305	87	35	0.6	87.4
306	88	38	0.6	88.1
307	88	23	0.4	88.4
308	89	26	0.4	88.8
309	89	34	0.5	89.4
310	90	40	0.6	90.0
311	90	26	0.4	90.4
312	91	30	0.5	90.9
313	91	24	0.4	91.3
314	92	32	0.5	91.8
315	92	43	0.7	92.5
316	93	20	0.3	92.8
317	93	33	0.5	93.3
318	94	18	0.3	93.6
319	94	20	0.3	93.9
320	94	26	0.4	94.3
321	95	25	0.4	94.7
322	95	18	0.3	95.0
323	95	15	0.2	95.2
324	95	16	0.3	95.5
325	96	24	0.4	95.9
326	96	13	0.2	96.1
327	96	17	0.3	96.3
328	96	9	0.1	96.5

**Table 95. 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
329	97	14	0.2	96.7
330	97	17	0.3	97.0
331	97	7	0.1	97.1
332	97	25	0.4	97.5
333	98	7	0.1	97.6
334	98	11	0.2	97.8
335	98	8	0.1	97.9
336	98	8	0.1	98.0
337	98	15	0.2	98.2
338	98	7	0.1	98.4
339	98	12	0.2	98.5
340	99	6	0.1	98.6
341	99	11	0.2	98.8
342	99	6	0.1	98.9
343	99	1	0.0	98.9
344	99	2	0.0	99.0
345	99	7	0.1	99.1
347	99	9	0.1	99.2
348	99	2	0.0	99.2
349	99	6	0.1	99.3
350	99	1	0.0	99.4
351	99	10	0.2	99.5
352	99	5	0.1	99.6
353	99	2	0.0	99.6
357	99	8	0.1	99.7
358	99	1	0.0	99.8
359	99	3	0.0	99.8
360	99	12	0.2	100.0

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APPENDIX A: ITEM MAPS

Table A1. 2017 NYSESLAT Operational Test Information for Kindergarten						
*Performance Level Description/Target of Measurement						
Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
1	Speaking	Constructed Response	1		PLD.2.S.K.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
2	Speaking	Constructed Response	2		PLD.3.S.K.2	Transitioning: Student uses simple sentences to describe or convey relevant details and narrate a story.
3	Speaking	Constructed Response	2		PLD.4.S.K.1	Expanding: Student uses simple and expanded sentences to ask questions and contribute to a conversation.
4	Speaking	Constructed Response	2		PLD.5.S.K.2	Commanding: Student uses simple and expanded sentences and fluid language to describe or convey relevant details and narrate a story.
5	Speaking	Constructed Response	1		PLD.2.S.K.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and/or partially narrate a story.
6	Speaking	Constructed Response	2		PLD.3.S.K.2	Transitioning: Student uses simple sentences to describe or convey relevant details and narrate a story.
7	Speaking	Constructed Response	2		PLD.4.S.K.2	Expanding: Student uses simple and expanded sentences to describe or convey relevant details and narrate a story.
8	Speaking	Constructed Response	2		PLD.5.S.K.3	Commanding: Student uses simple and expanded sentences and fluid language to provide an opinion about a topic.

Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
9	Speaking	Constructed Response	1		PLD.2.S.K.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and/or narrate a story.
10	Speaking	Constructed Response	2		PLD.3.S.K.2	Transitioning: Student uses simple sentences to describe or convey relevant details and narrate a story.
11	Speaking	Constructed Response	2		PLD.4.S.K.2	Expanding: Student uses simple and expanded sentences to describe or convey relevant details and narrate a story.
12	Speaking	Constructed Response	2		PLD.5.S.K.2	Commanding: Student uses simple and expanded sentences and fluid language to describe or convey relevant details and narrate a story.
1	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
2	Listening	Multiple-Choice	1	Words from context	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
3	Listening	Multiple-Choice	1	Words from context	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.

Table A1. 2017 NYSESLAT Operational Test Information for Kindergarten (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
4	Listening	Multiple-Choice	1	Character-Image Sorting	PLD.5.L.K.1	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
5	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
6	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
7	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
8	Listening	Multiple-Choice	1	Development of Story Image Sorting	PLD.5.L.K.4	Commanding: Student can identify a variety of illustrated simple or expanded sentences that together develop a story, a description, or a sequence of events in grade-level spoken discourse.
9	Listening	Multiple-Choice	1	Descriptions	PLD.5.L.K.2	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.

Table A1. 2017 NYSESLAT Operational Test Information for Kindergarten (continued)						
*Performance Level Description/Target of Measurement						
Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
10	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
11	Listening	Multiple-Choice	1	Development of Ideas Image Sorting	PLD.5.L.K.4	Commanding: Student can identify a variety of illustrated simple or expanded sentences that together develop a story, a description, or a sequence of events in grade-level spoken discourse.
12	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
13	Listening	Multiple-Choice	1	Character-Image Sorting	PLD.5.L.K.1	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
14	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
15	Listening	Multiple-Choice	1	Descriptions	PLD.5.L.K.2	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
16	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
17	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
18	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
19	Listening	Multiple-Choice	1	Words from context	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
1	Reading	Multiple-Choice	1	Letter-Sound Recognition	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
2	Reading	Multiple-Choice	1	Letter-Sound Recognition	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
3	Reading	Multiple-Choice	1	Letter-Sound Recognition	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
4	Reading	Multiple-Choice	1	Sound-Word Match	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words .

Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
5	Reading	Multiple-Choice	1	Sound-Word Match	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
6	Reading	Multiple-Choice	1	Sound-Word Match	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
7	Reading	Multiple-Choice	1	Alphabet Recognition	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
8	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
9	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
10	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
11	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
12	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.

Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
13	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
14	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
15	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
16	Reading	Multiple-Choice	1	Sentence Reading	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
17	Reading	Multiple-Choice	1	Sentence Reading	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
18	Reading	Multiple-Choice	1	Sentence Reading	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
1	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
2	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.

Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
3	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
4	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
5	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
6	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
7	Writing	Constructed Response	2	Sentence Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
8	Writing	Constructed Response	4	Write a Story	PLD.5.W.K.2	Commanding: Student uses drawings, simple, expanded, and/or compound sentences to sufficiently provide descriptions and events to write a story or write about a topic.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and/or partially narrate a story.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.1	Transitioning: Student uses simple and/or compound sentences to ask questions and contribute to a conversation.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.1	Expanding: Student uses simple, expanded, and/or compound sentences to ask questions and contribute to a conversation.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.2	Commanding: Student uses simple, expanded, and compound sentences and fluid language to describe or convey relevant details and narrate a story.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.2	Transitioning: Student uses simple and/or compound sentences to describe or convey relevant details and narrate a story.
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.2	Expanding: Student uses simple, expanded, and/or compound sentences to describe or convey relevant details and narrate a story.
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.3	Commanding: Student uses simple, expanded, and compound sentences and fluid language to provide details or facts about a topic and provide an opinion supported by a reason.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and/or partially narrate a story.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.1	Transitioning: Student uses simple and/or compound sentences to ask questions and contribute to a conversation.
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.3	Expanding: Student uses simple, expanded, and/or compound sentences to provide details or facts about a topic and provide an opinion supported by a reason.
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.1	Commanding: Student uses simple, expanded, and compound sentences and fluid language to ask questions and contribute to a conversation.
1	1	Multiple-Choice	1	Listening	PLD.1.L.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.3.L.1-2.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.4.L.1-2.3	Expanding: Student can determine the meaning of most Tier 1 and some Tier 2 words in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
4	1	Multiple-Choice	1	Listening	PLD.1.L.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.
5	1	Multiple-Choice	1	Listening	PLD.3.L.1-2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.3.L.1-2.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.
7	1	Multiple-Choice	1	Listening	PLD.4.L.1-2.2	Expanding: Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.4.L.1-2.2	Expanding: Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.1.R.1-2.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	1	Multiple-Choice	1	Reading	PLD.1.R.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.3.R.1-2.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.4.R.1-2.5	Expanding: Student can identify significant ideas, events, and/or relationships that are established by text structures (simple or some expanded sentences that work together to determine elements, connections, and topics) in grade-level texts.
14	1	Multiple-Choice	1	Reading	PLD.3.R.1-2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in a grade-level text.
15	1	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	Expanding: Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
16	1	Multiple-Choice	1	Reading	PLD.5.R.1-2.1	Commanding: Student can identify a variety of simple or expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.1-2.2	Commanding: Student uses grade-level words and phrases to sufficiently describe detailed thoughts, feelings, and ideas in a written text.
18	2	Multiple-Choice	1	Listening	PLD.1.L.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.2.L.1-2.3	Emerging: Student can determine the meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.
20	2	Multiple-Choice	1	Listening	PLD.5.L.1-2.4	Commanding: Student can identify a variety of simple or expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.1.L.1-2.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.

Table A2. 2017 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
22	2	Multiple-Choice	1	Listening	PLD.2.L.1-2.3	Emerging: Student can determine the meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.
23	2	Multiple-Choice	1	Listening	PLD.2.L.1-2.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.
24	2	Multiple-Choice	1	Listening	PLD.2.L.1-2.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.5.L.1-2.1	Commanding: Student can identify a variety of simple or expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.
26	2	Multiple-Choice	1	Reading	PLD.1.R.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
27	2	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
28	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	Expanding: Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
29	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.3	Expanding: Student can determine the meaning of most Tier 1 and some Tier 2 words in a grade-level text.
30	2	Multiple-Choice	1	Reading	PLD.5.R.1-2.2	Commanding: Student can identify a variety of simple or expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
31	2	Multiple-Choice	1	Reading	PLD.1.R.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
32	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	Expanding: Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
33	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.3	Expanding: Student can determine the meaning of most Tier 1 and some Tier 2 words in a grade-level text.
34	2	Short Constructed Response	4	Writing	PLD.5.W.1-2.2	Commanding: Student uses grade-level words and phrases to sufficiently describe detailed thoughts, feelings, and ideas in a written text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
35	3	Multiple-Choice	1	Listening	PLD.1.L.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.
36	3	Multiple-Choice	1	Listening	PLD.3.L.1-2.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.5.L.1-2.2	Commanding: Student can identify a variety of simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.4.L.1-2.2	Expanding: Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.2.L.1-2.3	Emerging: Student can determine the meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.3.L.1-2.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
41	3	Multiple-Choice	1	Listening	PLD.3.L.1-2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.4.L.1-2.2	Expanding: Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.1.R.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
44	3	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.3.R.1-2.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
46	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	Expanding: Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.

Table A2. 2017 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
47	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.3	Expanding: Student can determine the meaning of most Tier 1 and some Tier 2 words in a grade-level text.
48	3	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
49	3	Multiple-Choice	1	Reading	PLD.1.R.1-2.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.4	Expanding: Student can identify most simple or some expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level texts.
51	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.4	Expanding: Student can identify most simple or some expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level texts.
52	3	Multiple-Choice	1	Reading	PLD.3.R.1-2.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
53	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.1	Expanding: Student can identify most simple or some expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
54	3	Extended Constructed Response/ Narrative	4	Writing	PLD.5.W.1-2.3	Commanding: Student uses a variety of simple, expanded, and/or compound sentences to sufficiently provide descriptions with details and two or more events in sequence to write a story.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.2	Commanding: Student uses simple, expanded, and complex sentences and fluid language to describe or convey relevant details and narrate a story or process in sequence.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion supported by a reason.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion supported by a reason.
1	1	Multiple-Choice	1	Listening	PLD.3.L.3-4.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.3.L.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.5.L.3-4.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
4	1	Multiple-Choice	1	Listening	PLD.1.L.3-4.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
5	1	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.3.L.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
7	1	Multiple-Choice	1	Listening	PLD.4.L.3-4.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.3.L.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	1	Multiple-Choice	1	Reading	PLD.1.R.3-4.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
10	1	Multiple-Choice	1	Reading	PLD.2.R.3-4.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.2.R.3-4.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.1.R.3-4.3	Entering: Student may determine the literal meaning of some Tier 1 words in a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.1.R.3-4.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
14	1	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
15	1	Multiple-Choice	1	Reading	PLD.4.R.3-4.5	Expanding: Student can identify significant elements, relationships, and/or topics that are established by text structures (simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
16	1	Multiple-Choice	1	Reading	PLD.5.R.3-4.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.3-4.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently describe detailed ideas and facts in a written text.
18	2	Multiple-Choice	1	Listening	PLD.3.L.3-4.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
20	2	Multiple-Choice	1	Listening	PLD.5.L.3-4.3	Commanding: Student can determine most of the literal and figurative meanings of Tier 1 and some Tier 2 words in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.2.L.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.
22	2	Multiple-Choice	1	Listening	PLD.3.L.3-4.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
23	2	Multiple-Choice	1	Listening	PLD.3.L.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
24	2	Multiple-Choice	1	Listening	PLD.4.L.3-4.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
25	2	Multiple-Choice	1	Listening	PLD.4.L.3-4.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
26	2	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
27	2	Multiple-Choice	1	Reading	PLD.4.R.3-4.3	Expanding: Student can determine most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.
28	2	Multiple-Choice	1	Reading	PLD.5.R.3-4.2	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
29	2	Multiple-Choice	1	Reading	PLD.1.R.3-4.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea 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 Tier 1 and a few Tier 2 words in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
31	2	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
32	2	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.
33	2	Multiple-Choice	1	Reading	PLD.5.R.3-4.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.3-4.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently describe detailed ideas and facts in a written text.
35	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
36	3	Multiple-Choice	1	Listening	PLD.4.L.3-4.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
37	3	Multiple-Choice	1	Listening	PLD.3.L.3-4.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.3.L.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.4.L.3-4.3	Expanding: Student can determine most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words in grade-level spoken discourse.
41	3	Multiple-Choice	1	Listening	PLD.5.L.3-4.2	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.4.L.3-4.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
43	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.4	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level texts.
44	3	Multiple-Choice	1	Reading	PLD.2.R.3-4.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
46	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
48	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.4	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level texts.
49	3	Multiple-Choice	1	Reading	PLD.1.R.3-4.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.2.R.3-4.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
52	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.

Table A3. 2017 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
53	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.
54	3	Extended Constructed Response/Informational	4	Writing	PLD.5.W.3-4.4	Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide supported, relevant, connected ideas to develop an informational text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.2	Commanding: Student uses simple, expanded, and complex sentences and fluid language to describe or convey relevant details and narrate a story or process in sequence.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.3	Transitioning: Student uses simple and/or expanded sentences to analyze a topic and provide an opinion or a claim supported by reasons.
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion or a claim supported by reasons.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and partially narrate a story or process in sequence.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.1	Transitioning: Student uses simple and/or expanded sentences to ask questions and contribute to a conversation.
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion or a claim supported by reasons.
1	1	Multiple-Choice	1	Listening	PLD.1.L.5-6.3	Entering: Student may determine the literal meaning of some Tier 1 words in grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.3.L.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
3	1	Multiple-Choice	1	Listening	PLD.3.L.5-6.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.2.L.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
5	1	Multiple-Choice	1	Listening	PLD.1.L.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.3.L.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
7	1	Multiple-Choice	1	Listening	PLD.4.L.5-6.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.5.L.5-6.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
10	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
12	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 meanings of Tier 1 and Tier 2 words in a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.4.R.5-6.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
14	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
15	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
16	1	Multiple-Choice	1	Reading	PLD.5.R.5-6.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.5-6.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
18	2	Multiple-Choice	1	Listening	PLD.2.L.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.3.L.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.
20	2	Multiple-Choice	1	Listening	PLD.4.L.5-6.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.2.L.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
22	2	Multiple-Choice	1	Listening	PLD.3.L.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
23	2	Multiple-Choice	1	Listening	PLD.3.L.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.
24	2	Multiple-Choice	1	Listening	PLD.3.L.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.5.L.5-6.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
26	2	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
27	2	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
28	2	Multiple-Choice	1	Reading	PLD.4.R.5-6.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
29	2	Multiple-Choice	1	Reading	PLD.4.R.5-6.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
30	2	Multiple-Choice	1	Reading	PLD.5.R.5-6.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.
31	2	Multiple-Choice	1	Reading	PLD.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
32	2	Multiple-Choice	1	Reading	PLD.3.R.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text.
33	2	Multiple-Choice	1	Reading	PLD.4.R.5-6.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
34	2	Short Constructed Response	4	Writing	PLD.5.W.5-6.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
35	3	Multiple-Choice	1	Listening	PLD.2.L.5-6.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.
36	3	Multiple-Choice	1	Listening	PLD.4.L.5-6.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.4.L.5-6.4	Expanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.1.L.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.2.L.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
40	3	Multiple-Choice	1	Listening	PLD.3.L.5-6.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
41	3	Multiple-Choice	1	Listening	PLD.4.L.5-6.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.5.L.5-6.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
44	3	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
45	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.
46	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.5	Expanding: Student can identify significant elements, connections, relationships, and/or topics that are established by text structures (simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
48	3	Multiple-Choice	1	Reading	PLD.5.R.5-6.2	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
49	3	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
50	3	Multiple-Choice	1	Reading	PLD.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
52	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 meanings of Tier 1 and Tier 2 words in a grade-level text.
53	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.5	Expanding: Student can identify significant elements, connections, relationships, and/or topics that are established by text structures (simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
54	3	Extended Constructed Response/ Informational	4	Writing	PLD.5.W.5-6.4	Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precisely stated and linked ideas, a variety of support, and closure to develop an informational text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.7-8.1	Emerging: Student uses phrases and simple sentences to ask questions, paraphrase information, and contribute to a conversation.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.7-8.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.7-8.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.7-8.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and partially narrate a story or process in sequence.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.7-8.1	Transitioning: Student uses simple and/or expanded sentences to ask questions, paraphrase information, and contribute to a conversation.
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.7-8.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.7-8.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and partially narrate a story or process in sequence.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.7-8.1	Transitioning: Student uses simple and/or expanded sentences to ask questions, paraphrase information, and contribute to a conversation.
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.7-8.1	Expanding: Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation.
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.
1	1	Multiple-Choice	1	Listening	PLD.1.L.7-8.3	Entering: Student may determine the literal meaning of some Tier 1 words and their impact in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
2	1	Multiple-Choice	1	Listening	PLD.5.L.7-8.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.4.L.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.1.L.7-8.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
5	1	Multiple-Choice	1	Listening	PLD.2.L.7-8.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.3.L.7-8.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
7	1	Multiple-Choice	1	Listening	PLD.3.L.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.4.L.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.1.R.7-8.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.
10	1	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 Tier 1 and Tier 2 words and their impact in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.4.R.7-8.5	Expanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
12	1	Multiple-Choice	1	Reading	PLD.4.R.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
13	1	Multiple-Choice	1	Reading	PLD.5.R.7-8.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
14	1	Multiple-Choice	1	Reading	PLD.1.R.7-8.3	Entering: Student may determine the literal meaning of some Tier 1 words and their impact in a grade-level text.
15	1	Multiple-Choice	1	Reading	PLD.3.R.7-8.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.
16	1	Multiple-Choice	1	Reading	PLD.3.R.7-8.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.7-8.2	Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
18	2	Multiple-Choice	1	Listening	PLD.3.L.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.3.L.7-8.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.
20	2	Multiple-Choice	1	Listening	PLD.5.L.7-8.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.1.L.7-8.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.
22	2	Multiple-Choice	1	Listening	PLD.3.L.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
23	2	Multiple-Choice	1	Listening	PLD.2.L.7-8.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.
24	2	Multiple-Choice	1	Listening	PLD.3.L.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.4.L.7-8.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.
26	2	Multiple-Choice	1	Reading	PLD.1.R.7-8.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.
27	2	Multiple-Choice	1	Reading	PLD.2.R.7-8.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
28	2	Multiple-Choice	1	Reading	PLD.4.R.7-8.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text.
29	2	Multiple-Choice	1	Reading	PLD.1.R.7-8.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.
30	2	Multiple-Choice	1	Reading	PLD.3.R.7-8.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.
31	2	Multiple-Choice	1	Reading	PLD.4.R.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
32	2	Multiple-Choice	1	Reading	PLD.2.R.7-8.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
33	2	Multiple-Choice	1	Reading	PLD.5.R.7-8.5	Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.7-8.2	Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.
35	3	Multiple-Choice	1	Listening	PLD.2.L.7-8.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
36	3	Multiple-Choice	1	Listening	PLD.3.L.7-8.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
37	3	Multiple-Choice	1	Listening	PLD.4.L.7-8.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.2.L.7-8.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.2.L.7-8.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.3.L.7-8.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.
41	3	Multiple-Choice	1	Listening	PLD.4.L.7-8.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
42	3	Multiple-Choice	1	Listening	PLD.5.L.7-8.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.2.R.7-8.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.
44	3	Multiple-Choice	1	Reading	PLD.3.R.7-8.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.
45	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 Tier 1 and Tier 2 words and their impact in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
46	3	Multiple-Choice	1	Reading	PLD.3.R.7-8.5	Transitioning: Student can, with limited support, identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
47	3	Multiple-Choice	1	Reading	PLD.4.R.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
48	3	Multiple-Choice	1	Reading	PLD.1.R.7-8.2	Entering: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.
49	3	Multiple-Choice	1	Reading	PLD.2.R.7-8.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.2.R.7-8.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
51	3	Multiple-Choice	1	Reading	PLD.4.R.7-8.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.
52	3	Multiple-Choice	1	Reading	PLD.5.R.7-8.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.
53	3	Multiple-Choice	1	Reading	PLD.5.R.7-8.5	Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
54	3	Extended Constructed Response/ Informational	4	Writing	PLD.5.W.7-8.4	Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precisely stated and linked claims and evidence, a variety of support, and closure to develop an informational text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.1	Transitioning: Student uses simple and/or expanded sentences to ask questions, paraphrase information, and contribute to a conversation.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.9-12.1	Expanding: Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.9-12.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.

*Performance Level Description/Target of Measurement						
Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.9-12.1	Expanding: Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation.
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.9-12.1	Commanding: Student uses simple, expanded, and complex sentences and fluid language to ask questions, paraphrase information, and contribute to a conversation.
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.9-12.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.9-12.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	1	Multiple-Choice	1	Listening	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.1.L.9-12.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
3	1	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 Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.1.L.9-12.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
5	1	Multiple-Choice	1	Listening	PLD.3.L.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
7	1	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 Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
8	1	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 Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	1	Multiple-Choice	1	Reading	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
10	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 Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.4.R.9-12.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.3.R.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
13	1	Multiple-Choice	1	Reading	PLD.3.R.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
14	1	Multiple-Choice	1	Reading	PLD.4.R.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
15	1	Multiple-Choice	1	Reading	PLD.4.R.9-12.5	Expanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
16	1	Multiple-Choice	1	Reading	PLD.4.R.9-12.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.9-12.2	Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
18	2	Multiple-Choice	1	Listening	PLD.3.L.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.4.L.9-12.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
20	2	Multiple-Choice	1	Listening	PLD.4.L.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.

Table A6. 2017 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
22	2	Multiple-Choice	1	Listening	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
23	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 Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
24	2	Multiple-Choice	1	Listening	PLD.4.L.9-12.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.4.L.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
26	2	Multiple-Choice	1	Reading	PLD.4.R.9-12.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
27	2	Multiple-Choice	1	Reading	PLD.4.R.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
28	2	Multiple-Choice	1	Reading	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
29	2	Multiple-Choice	1	Reading	PLD.3.R.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
30	2	Multiple-Choice	1	Reading	PLD.4.R.9-12.5	Expanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
31	2	Multiple-Choice	1	Reading	PLD.2.R.9-12.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
32	2	Multiple-Choice	1	Reading	PLD.2.R.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.
33	2	Multiple-Choice	1	Reading	PLD.4.R.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.9-12.2	Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.
35	3	Multiple-Choice	1	Listening	PLD.2.L.9-12.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
36	3	Multiple-Choice	1	Listening	PLD.2.L.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
37	3	Multiple-Choice	1	Listening	PLD.4.L.9-12.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.1.L.9-12.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.4.L.9-12.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.5.L.9-12.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
41	3	Multiple-Choice	1	Listening	PLD.2.L.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.2.R.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.
44	3	Multiple-Choice	1	Reading	PLD.2.R.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
46	3	Multiple-Choice	1	Reading	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.4.R.9-12.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
48	3	Multiple-Choice	1	Reading	PLD.5.R.9-12.5	Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
49	3	Multiple-Choice	1	Reading	PLD.2.R.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.

Table A6. 2017 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
50	3	Multiple-Choice	1	Reading	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
52	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 Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.
53	3	Multiple-Choice	1	Reading	PLD.5.R.9-12.4	Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
54	3	Extended Constructed Response/ Informational	4	Writing	PLD.5.W.9-12.4	Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure to develop an informational text.

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	% Blank/Omit	<i>p</i> -value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	31,306	81	12	6			1	0.81	0.41	0.32
	2	MC	1	31,306	20	22	57			1	0.57	0.47	0.37
	3	MC	1	31,306	18	61	21			1	0.61	0.47	0.37
	4	MC	1	31,306	89	6	4			1	0.89	0.51	0.45
	5	MC	1	31,306	16	56	27			1	0.56	0.39	0.27
	6	MC	1	31,306	88	5	6			1	0.88	0.50	0.43
	7	MC	1	31,306	40	44	15			1	0.44	0.43	0.32
	8	MC	1	31,306	88	6	5			1	0.88	0.51	0.45
	9	MC	1	31,306	15	11	73			1	0.73	0.52	0.43
	10	MC	1	31,306	11	11	78			1	0.78	0.59	0.51
	11	MC	1	31,306	84	10	5			1	0.84	0.50	0.42
	12	MC	1	31,306	33	58	8			1	0.58	0.40	0.28
	13	MC	1	31,306	16	76	7			1	0.76	0.53	0.44
	14	MC	1	31,306	84	9	7			1	0.84	0.54	0.47
	15	MC	1	31,306	18	76	5			1	0.77	0.57	0.49
	16	MC	1	31,306	8	80	12			1	0.80	0.57	0.49
	17	MC	1	31,306	14	8	78			1	0.78	0.58	0.51
	18	MC	1	31,306	5	12	83			1	0.83	0.56	0.49
	19	MC	1	31,306	21	62	16			1	0.62	0.43	0.32
SPEAKING	1	CR	1	31,306	18	82				0	0.82	0.70	0.67
	2	CR	2	31,306	26	24	50			0	0.62	0.82	0.78
	3	CR	2	31,306	17	34	39			10	0.56	0.84	0.80
	4	CR	2	31,306	24	31	35			11	0.50	0.81	0.76
	5	CR	1	31,306	23	77				0	0.77	0.75	0.72
	6	CR	2	31,306	20	22	58			0	0.69	0.85	0.81
	7	CR	2	31,306	17	32	40			11	0.56	0.85	0.81
	8	CR	2	31,306	40	33	16			11	0.32	0.72	0.66
	9	CR	1	31,306	16	84				0	0.84	0.70	0.67
	10	CR	2	31,306	21	28	51			0	0.65	0.84	0.80
	11	CR	2	31,306	20	33	38			10	0.54	0.84	0.80
	12	CR	2	31,306	26	38	26			10	0.45	0.77	0.72

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	% Blank/Omit	p-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	31,306	6	4	90			1	0.90	0.65	0.60
	2	MC	1	31,306	4	93	3			0	0.93	0.55	0.51
	3	MC	1	31,306	7	4	88			1	0.88	0.56	0.50
	4	MC	1	31,306	5	88	6			1	0.88	0.59	0.53
	5	MC	1	31,306	5	90	4			1	0.90	0.61	0.56
	6	MC	1	31,306	5	5	89			1	0.89	0.63	0.58
	7	MC	1	31,306	8	81	10			1	0.81	0.51	0.43
	8	MC	1	31,306	8	8	84			1	0.84	0.70	0.65
	9	MC	1	31,306	12	80	8			1	0.80	0.63	0.56
	10	MC	1	31,306	8	7	84			1	0.84	0.69	0.64
	11	MC	1	31,306	10	6	83			1	0.83	0.72	0.67
	12	MC	1	31,306	81	11	7			1	0.81	0.59	0.52
	13	MC	1	31,306	86	7	6			1	0.86	0.59	0.53
	14	MC	1	31,306	12	10	77			1	0.77	0.68	0.62
	15	MC	1	31,306	13	80	6			1	0.80	0.61	0.54
	16	MC	1	31,306	80	10	10			1	0.80	0.52	0.44
	17	MC	1	31,306	23	13	63			1	0.63	0.53	0.43
	18	MC	1	31,306	15	10	74			1	0.74	0.59	0.51
WRITING	1	CR	1	31,306	13	87					0.86	0.62	0.56
	2	CR	1	31,306	20	79					0.79	0.66	0.60
	3	CR	1	31,306	18	81					0.81	0.65	0.59
	4	CR	1	31,306	20	78					0.78	0.64	0.57
	5	CR	2	31,306	31	24	44				0.56	0.81	0.71
	6	CR	2	31,306	29	23	47				0.58	0.81	0.71
	7	CR	2	31,306	48	28	22				0.36	0.79	0.69
	8	CR	4	31,306	19	41	19	13		6	0.36	0.81	0.66

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	% Blank/Omit	p-value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	64,289	55	18	16	11		1	0.55	0.44	0.35
	2	MC	1	64,289	6	67	21	6		1	0.67	0.44	0.37
	3	MC	1	64,289	17	19	47	16		1	0.47	0.51	0.43
	4	MC	1	64,289	5	62	4	28		1	0.62	0.51	0.44
	5	MC	1	64,289	13	16	58	13		1	0.58	0.46	0.38
	6	MC	1	64,289	64	15	7	13		1	0.64	0.37	0.29
	7	MC	1	64,289	19	14	11	55		1	0.55	0.40	0.31
	8	MC	1	64,289	23	55	9	12		1	0.55	0.45	0.36
	9	MC	1	64,289	9	6	75	9		1	0.75	0.55	0.49
	10	MC	1	64,289	15	13	6	66		1	0.66	0.30	0.21
	11	MC	1	64,289	20	9	10	60		1	0.60	0.52	0.44
	12	MC	1	64,289	4	13	4	79		1	0.79	0.46	0.40
	13	MC	1	64,289	16	54	6	23		1	0.54	0.45	0.37
	14	MC	1	64,289	12	8	15	64		1	0.64	0.48	0.40
	15	MC	1	64,289	8	63	12	15		1	0.63	0.55	0.48
	16	MC	1	64,289	25	53	13	9		1	0.53	0.42	0.33
	17	MC	1	64,289	13	5	9	72		1	0.72	0.50	0.43
	18	MC	1	64,289	6	66	5	23		1	0.66	0.43	0.35
	19	MC	1	64,289	11	15	25	47		1	0.47	0.43	0.35
	20	MC	1	64,289	20	41	10	28		1	0.41	0.45	0.37
	21	MC	1	64,289	5	10	75	10		1	0.75	0.57	0.51
	22	MC	1	64,289	52	18	14	15		1	0.52	0.44	0.36
	23	MC	1	64,289	59	17	8	15		1	0.59	0.43	0.35
	24	MC	1	64,289	17	18	47	18		1	0.47	0.44	0.36
SPEAKING	1	CR	1	64,289	11	89				0	0.89	0.67	0.64
	2	CR	2	64,289	19	22	59			0	0.70	0.80	0.75
	3	CR	2	64,289	12	22	60			7	0.70	0.84	0.80
	4	CR	2	64,289	14	28	52			7	0.66	0.82	0.78
	5	CR	1	64,289	10	90				0	0.90	0.64	0.62
	6	CR	2	64,289	18	20	62			0	0.72	0.82	0.77
	7	CR	2	64,289	20	30	44			7	0.58	0.82	0.77
	8	CR	2	64,289	29	29	35			7	0.49	0.77	0.71
	9	CR	1	64,289	10	90				0	0.90	0.64	0.62
	10	CR	2	64,289	12	20	68			0	0.78	0.82	0.78
	11	CR	2	64,289	18	22	53			7	0.64	0.85	0.80
	12	CR	2	64,289	24	32	36			7	0.53	0.80	0.75

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	% Blank/Omit	p-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	64,289	73	11	5	11		1	0.73	0.47	0.41
	2	MC	1	64,289	64	15	8	12		1	0.64	0.54	0.49
	3	MC	1	64,289	64	13	14	7		1	0.64	0.56	0.51
	4	MC	1	64,289	18	50	22	8		2	0.50	0.62	0.57
	5	MC	1	64,289	65	12	8	14		2	0.65	0.62	0.58
	6	MC	1	64,289	60	13	11	15		1	0.60	0.53	0.48
	7	MC	1	64,289	13	21	13	52		2	0.52	0.40	0.34
	8	MC	1	64,289	53	13	13	20		2	0.53	0.52	0.46
	9	MC	1	64,289	53	15	18	13		1	0.53	0.58	0.53
	10	MC	1	64,289	55	21	12	11		1	0.55	0.60	0.55
	11	MC	1	64,289	22	16	44	16		1	0.44	0.50	0.45
	12	MC	1	64,289	9	41	18	30		2	0.41	0.42	0.36
	13	MC	1	64,289	18	18	19	44		2	0.44	0.48	0.42
	14	MC	1	64,289	67	14	9	9		1	0.67	0.46	0.40
	15	MC	1	64,289	26	39	15	18		2	0.39	0.41	0.35
	16	MC	1	64,289	15	12	15	56		2	0.56	0.50	0.44
	17	MC	1	64,289	61	20	9	9		1	0.61	0.65	0.61
	18	MC	1	64,289	15	10	15	59		2	0.59	0.63	0.59
	19	MC	1	64,289	54	15	15	15		2	0.54	0.61	0.56
	20	MC	1	64,289	15	61	12	12		2	0.61	0.60	0.55
	21	MC	1	64,289	18	18	9	53		2	0.53	0.61	0.56
	22	MC	1	64,289	67	9	13	10		2	0.67	0.60	0.56
	23	MC	1	64,289	10	10	9	68		3	0.68	0.57	0.52
	24	MC	1	64,289	26	46	12	14		2	0.46	0.51	0.45
	25	MC	1	64,289	24	20	42	11		2	0.42	0.43	0.38
	26	MC	1	64,289	22	46	14	15		2	0.46	0.43	0.37
	27	MC	1	64,289	59	14	14	11		2	0.59	0.56	0.51
WRITING	1	CR	4	64,289	17	20	31	21	9	2	0.46	0.92	0.82
	2	CR	4	64,289	20	25	29	18	7	2	0.41	0.92	0.82
	3	CR	4	64,289	17	22	29	21	10	2	0.45	0.92	0.82

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	% Blank/Omit	<i>p</i> -value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	50,180	22	13	56	8		1	0.56	0.50	0.43
	2	MC	1	50,180	13	17	18	50		1	0.50	0.43	0.35
	3	MC	1	50,180	12	21	12	54		1	0.54	0.39	0.31
	4	MC	1	50,180	70	13	6	11		1	0.70	0.56	0.49
	5	MC	1	50,180	6	12	15	66		1	0.66	0.51	0.44
	6	MC	1	50,180	5	9	76	9		1	0.76	0.55	0.49
	7	MC	1	50,180	13	31	18	38		1	0.38	0.31	0.22
	8	MC	1	50,180	55	8	20	16		1	0.55	0.50	0.43
	9	MC	1	50,180	18	64	8	10		1	0.64	0.52	0.45
	10	MC	1	50,180	73	8	5	14		1	0.73	0.50	0.43
	11	MC	1	50,180	60	9	12	18		1	0.60	0.55	0.48
	12	MC	1	50,180	12	19	8	59		1	0.60	0.50	0.43
	13	MC	1	50,180	56	15	15	13		1	0.56	0.46	0.38
	14	MC	1	50,180	47	17	16	18		1	0.47	0.36	0.27
	15	MC	1	50,180	17	63	7	11		1	0.63	0.49	0.42
	16	MC	1	50,180	12	14	17	56		1	0.56	0.43	0.34
	17	MC	1	50,180	74	15	4	6		1	0.74	0.33	0.25
	18	MC	1	50,180	17	18	52	11		1	0.53	0.40	0.32
	19	MC	1	50,180	7	47	15	30		1	0.47	0.36	0.27
	20	MC	1	50,180	58	14	9	18		1	0.58	0.46	0.38
	21	MC	1	50,180	14	58	12	15		1	0.58	0.51	0.43
	22	MC	1	50,180	13	14	62	10		1	0.62	0.53	0.46
	23	MC	1	50,180	55	14	12	18		1	0.55	0.40	0.32
	24	MC	1	50,180	10	15	47	27		1	0.47	0.32	0.23
SPEAKING	1	CR	1	50,180	15	85				0	0.85	0.75	0.72
	2	CR	2	50,180	16	17	67			0	0.75	0.86	0.83
	3	CR	2	50,180	11	20	60			9	0.70	0.87	0.83
	4	CR	2	50,180	15	29	46			9	0.61	0.82	0.77
	5	CR	1	50,180	11	89				0	0.89	0.68	0.65
	6	CR	2	50,180	13	15	72			0	0.79	0.84	0.80
	7	CR	2	50,180	13	22	57			7	0.68	0.87	0.84
	8	CR	2	50,180	17	30	45			8	0.60	0.83	0.78
	9	CR	1	50,180	12	88				0	0.88	0.68	0.65
	10	CR	2	50,180	13	17	70			0	0.78	0.84	0.80
	11	CR	2	50,180	17	25	51			7	0.64	0.85	0.81
	12	CR	2	50,180	22	32	38			8	0.54	0.80	0.75

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	% Blank/Omit	<i>p</i> -value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	50,180	69	11	13	6		1	0.69	0.34	0.28
	2	MC	1	50,180	12	13	12	63		1	0.63	0.51	0.46
	3	MC	1	50,180	16	15	12	57		1	0.57	0.53	0.47
	4	MC	1	50,180	17	65	8	9		1	0.65	0.61	0.57
	5	MC	1	50,180	12	15	9	62		1	0.63	0.56	0.51
	6	MC	1	50,180	16	10	63	10		1	0.64	0.57	0.52
	7	MC	1	50,180	16	23	48	13		1	0.48	0.49	0.42
	8	MC	1	50,180	45	14	13	26		1	0.46	0.35	0.28
	9	MC	1	50,180	19	13	60	7		1	0.60	0.56	0.50
	10	MC	1	50,180	14	23	51	10		1	0.51	0.51	0.45
	11	MC	1	50,180	10	62	14	13		1	0.62	0.52	0.46
	12	MC	1	50,180	11	61	5	21		1	0.61	0.58	0.53
	13	MC	1	50,180	65	14	11	9		1	0.65	0.58	0.53
	14	MC	1	50,180	11	61	20	7		1	0.61	0.50	0.44
	15	MC	1	50,180	15	13	61	11		1	0.61	0.61	0.56
	16	MC	1	50,180	18	15	14	51		1	0.51	0.49	0.43
	17	MC	1	50,180	79	9	7	4		1	0.79	0.48	0.43
	18	MC	1	50,180	8	73	8	10		1	0.73	0.56	0.52
	19	MC	1	50,180	50	9	10	30		1	0.50	0.40	0.34
	20	MC	1	50,180	10	22	42	25		1	0.42	0.36	0.30
	21	MC	1	50,180	20	54	14	11		1	0.54	0.54	0.48
	22	MC	1	50,180	22	19	15	42		1	0.42	0.48	0.42
	23	MC	1	50,180	19	60	9	11		1	0.60	0.58	0.52
	24	MC	1	50,180	12	16	10	61		1	0.61	0.51	0.45
	25	MC	1	50,180	10	12	63	13		1	0.63	0.51	0.45
	26	MC	1	50,180	52	14	17	16		1	0.52	0.51	0.45
	27	MC	1	50,180	14	15	44	24		2	0.44	0.44	0.37
WRITING	1	CR	4	50,180	19	20	31	22	7	2	0.43	0.91	0.79
	2	CR	4	50,180	19	18	29	23	9	2	0.45	0.92	0.81
	3	CR	4	50,180	20	20	31	20	7	3	0.42	0.91	0.80

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	% Blank/Omit	<i>p</i> -value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	39,657	22	8	11	59		1	0.59	0.47	0.39
	2	MC	1	39,657	6	19	16	58		1	0.58	0.49	0.41
	3	MC	1	39,657	19	26	45	9		1	0.46	0.30	0.21
	4	MC	1	39,657	14	76	5	4		1	0.76	0.52	0.45
	5	MC	1	39,657	54	10	15	20		1	0.54	0.42	0.34
	6	MC	1	39,657	13	11	60	14		1	0.60	0.46	0.39
	7	MC	1	39,657	13	17	49	21		1	0.49	0.45	0.37
	8	MC	1	39,657	23	45	16	15		1	0.45	0.41	0.33
	9	MC	1	39,657	82	9	3	5		1	0.82	0.42	0.36
	10	MC	1	39,657	5	23	56	15		1	0.56	0.28	0.19
	11	MC	1	39,657	55	22	11	11		1	0.55	0.45	0.37
	12	MC	1	39,657	71	12	11	6		1	0.71	0.52	0.45
	13	MC	1	39,657	12	19	48	20		1	0.48	0.43	0.35
	14	MC	1	39,657	55	22	9	13		1	0.55	0.49	0.42
	15	MC	1	39,657	17	56	12	14		1	0.56	0.49	0.41
	16	MC	1	39,657	23	9	11	56		1	0.56	0.40	0.32
	17	MC	1	39,657	68	10	15	6		1	0.68	0.50	0.43
	18	MC	1	39,657	64	18	8	9		1	0.64	0.45	0.38
	19	MC	1	39,657	17	49	14	19		1	0.49	0.38	0.29
	20	MC	1	39,657	8	10	21	59		1	0.59	0.56	0.49
	21	MC	1	39,657	24	50	13	13		1	0.50	0.49	0.42
	22	MC	1	39,657	54	15	19	10		1	0.54	0.51	0.44
	23	MC	1	39,657	14	14	9	62		1	0.62	0.58	0.51
	24	MC	1	39,657	11	21	52	15		1	0.52	0.48	0.40
SPEAKING	1	CR	1	39,657	13	87				0	0.87	0.66	0.63
	2	CR	2	39,657	18	18	64			0	0.73	0.87	0.83
	3	CR	2	39,657	12	22	58			8	0.69	0.87	0.83
	4	CR	2	39,657	14	26	52			9	0.65	0.86	0.82
	5	CR	1	39,657	14	86				0	0.86	0.70	0.68
	6	CR	2	39,657	19	22	59			0	0.70	0.85	0.81
	7	CR	2	39,657	16	24	51			10	0.63	0.86	0.83
	8	CR	2	39,657	19	29	42			10	0.56	0.82	0.78
	9	CR	1	39,657	13	87				0	0.87	0.68	0.65
	10	CR	2	39,657	16	15	69			0	0.77	0.86	0.83
	11	CR	2	39,657	16	22	53			9	0.64	0.88	0.85
	12	CR	2	39,657	18	26	47			9	0.60	0.85	0.81

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	% Blank/Omit	p-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	39,657	30	12	52	5		1	0.52	0.39	0.32
	2	MC	1	39,657	8	12	23	56		1	0.56	0.50	0.44
	3	MC	1	39,657	18	23	43	15		1	0.43	0.42	0.35
	4	MC	1	39,657	23	16	44	16		1	0.44	0.35	0.28
	5	MC	1	39,657	24	40	13	21		1	0.40	0.31	0.24
	6	MC	1	39,657	7	14	69	9		1	0.69	0.61	0.56
	7	MC	1	39,657	15	18	54	12		1	0.54	0.55	0.49
	8	MC	1	39,657	20	14	25	39		2	0.39	0.37	0.30
	9	MC	1	39,657	10	16	9	64		1	0.64	0.58	0.52
	10	MC	1	39,657	17	44	20	17		1	0.44	0.41	0.34
	11	MC	1	39,657	33	19	34	12		1	0.34	0.36	0.29
	12	MC	1	39,657	14	12	15	57		1	0.58	0.46	0.40
	13	MC	1	39,657	38	20	19	21		1	0.38	0.33	0.25
	14	MC	1	39,657	63	8	18	10		1	0.63	0.34	0.27
	15	MC	1	39,657	12	15	64	7		1	0.64	0.61	0.56
	16	MC	1	39,657	15	50	18	14		1	0.51	0.39	0.32
	17	MC	1	39,657	12	8	11	68		1	0.68	0.50	0.44
	18	MC	1	39,657	65	9	18	6		1	0.65	0.50	0.44
	19	MC	1	39,657	11	15	62	10		1	0.62	0.57	0.51
	20	MC	1	39,657	10	67	10	11		1	0.67	0.52	0.46
	21	MC	1	39,657	20	12	53	14		1	0.53	0.50	0.43
	22	MC	1	39,657	29	14	43	13		1	0.43	0.43	0.36
	23	MC	1	39,657	11	70	8	9		1	0.70	0.54	0.48
	24	MC	1	39,657	17	56	12	14		1	0.56	0.53	0.47
	25	MC	1	39,657	64	11	15	8		2	0.64	0.46	0.39
	26	MC	1	39,657	13	20	56	9		2	0.56	0.61	0.56
	27	MC	1	39,657	21	37	16	25		2	0.37	0.41	0.34
WRITING	1	CR	4	39,657	18	19	30	23	8	2	0.45	0.91	0.79
	2	CR	4	39,657	19	18	30	22	8	2	0.44	0.92	0.82
	3	CR	4	39,657	20	20	29	22	8	2	0.43	0.91	0.79

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	% Blank/Omit	<i>p</i> -value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	33,825	85	4	6	3		1	0.85	0.45	0.39
	2	MC	1	33,825	68	10	13	8		1	0.68	0.45	0.38
	3	MC	1	33,825	8	18	41	32		1	0.41	0.46	0.38
	4	MC	1	33,825	13	11	65	10		1	0.65	0.50	0.43
	5	MC	1	33,825	57	19	6	17		1	0.57	0.48	0.41
	6	MC	1	33,825	6	70	9	13		1	0.70	0.56	0.50
	7	MC	1	33,825	10	14	61	15		1	0.61	0.42	0.35
	8	MC	1	33,825	12	20	9	58		1	0.58	0.51	0.44
	9	MC	1	33,825	68	18	8	5		1	0.68	0.47	0.40
	10	MC	1	33,825	11	7	7	73		1	0.73	0.59	0.53
	11	MC	1	33,825	9	15	15	59		1	0.59	0.50	0.43
	12	MC	1	33,825	68	16	9	7		1	0.68	0.49	0.42
	13	MC	1	33,825	26	12	9	52		2	0.52	0.50	0.43
	14	MC	1	33,825	12	20	57	10		1	0.57	0.50	0.43
	15	MC	1	33,825	68	9	12	9		1	0.68	0.55	0.49
	16	MC	1	33,825	11	40	30	18		2	0.40	0.44	0.36
	17	MC	1	33,825	12	32	46	9		1	0.47	0.25	0.16
	18	MC	1	33,825	12	9	70	8		1	0.70	0.54	0.48
	19	MC	1	33,825	19	46	8	25		1	0.46	0.40	0.32
	20	MC	1	33,825	15	15	60	8		2	0.60	0.50	0.43
	21	MC	1	33,825	62	14	8	13		2	0.62	0.50	0.43
	22	MC	1	33,825	12	8	13	65		2	0.65	0.53	0.46
	23	MC	1	33,825	49	14	20	15		2	0.49	0.40	0.32
	24	MC	1	33,825	16	54	15	13		2	0.54	0.48	0.41
SPEAKING	1	CR	1	33,825	12	88				0	0.88	0.66	0.63
	2	CR	2	33,825	17	20	63			0	0.73	0.86	0.83
	3	CR	2	33,825	10	23	58			9	0.69	0.88	0.85
	4	CR	2	33,825	17	28	46			10	0.60	0.85	0.81
	5	CR	1	33,825	13	87				0	0.87	0.67	0.64
	6	CR	2	33,825	20	24	56			0	0.68	0.85	0.81
	7	CR	2	33,825	13	22	54			10	0.65	0.88	0.85
	8	CR	2	33,825	16	26	47			11	0.60	0.86	0.83
	9	CR	1	33,825	17	83				0	0.83	0.74	0.71
	10	CR	2	33,825	19	22	60			0	0.70	0.87	0.84
	11	CR	2	33,825	12	24	51			12	0.64	0.88	0.84
	12	CR	2	33,825	16	28	44			12	0.58	0.86	0.82

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	% Blank/Omit	<i>p</i> -value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	33,825	7	8	73	11		1	0.73	0.47	0.41
	2	MC	1	33,825	10	66	10	13		1	0.66	0.52	0.46
	3	MC	1	33,825	10	11	51	27		1	0.51	0.46	0.39
	4	MC	1	33,825	55	11	16	17		1	0.55	0.51	0.44
	5	MC	1	33,825	18	62	10	9		1	0.62	0.54	0.48
	6	MC	1	33,825	68	15	10	6		2	0.68	0.57	0.51
	7	MC	1	33,825	15	10	50	23		2	0.50	0.51	0.45
	8	MC	1	33,825	20	13	54	12		2	0.54	0.54	0.48
	9	MC	1	33,825	10	4	9	75		1	0.75	0.57	0.52
	10	MC	1	33,825	28	52	12	6		1	0.52	0.42	0.35
	11	MC	1	33,825	48	10	10	31		1	0.48	0.37	0.30
	12	MC	1	33,825	7	14	67	10		2	0.67	0.49	0.43
	13	MC	1	33,825	14	21	58	6		2	0.58	0.59	0.53
	14	MC	1	33,825	16	52	23	8		2	0.52	0.52	0.46
	15	MC	1	33,825	26	12	48	13		2	0.48	0.23	0.15
	16	MC	1	33,825	48	21	13	16		2	0.48	0.47	0.41
	17	MC	1	33,825	27	13	51	8		2	0.51	0.47	0.40
	18	MC	1	33,825	20	21	9	49		2	0.49	0.50	0.43
	19	MC	1	33,825	23	21	42	12		2	0.42	0.34	0.27
	20	MC	1	33,825	17	15	58	9		2	0.58	0.48	0.42
	21	MC	1	33,825	22	22	13	42		2	0.42	0.41	0.34
	22	MC	1	33,825	6	14	11	67		2	0.67	0.54	0.48
	23	MC	1	33,825	59	9	10	20		2	0.59	0.51	0.45
	24	MC	1	33,825	11	13	23	52		2	0.52	0.50	0.43
	25	MC	1	33,825	18	18	43	19		2	0.43	0.53	0.47
	26	MC	1	33,825	39	32	17	10		2	0.39	0.30	0.23
	27	MC	1	33,825	21	16	34	27		2	0.34	0.35	0.28
WRITING	1	CR	4	33,825	17	17	26	25	13	2	0.49	0.92	0.82
	2	CR	4	33,825	18	16	26	25	12	2	0.48	0.93	0.83
	3	CR	4	33,825	20	17	25	24	12	2	0.46	0.92	0.81

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	% Blank/Omit	p-value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	57,292	70	6	5	17		2	0.70	0.51	0.45
	2	MC	1	57,292	43	17	30	7		2	0.43	0.43	0.36
	3	MC	1	57,292	8	17	25	47		2	0.47	0.42	0.34
	4	MC	1	57,292	12	13	9	64		3	0.64	0.47	0.40
	5	MC	1	57,292	7	19	62	10		3	0.62	0.44	0.36
	6	MC	1	57,292	39	11	23	24		3	0.39	0.50	0.43
	7	MC	1	57,292	8	33	7	49		3	0.49	0.53	0.46
	8	MC	1	57,292	10	8	70	9		3	0.71	0.54	0.48
	9	MC	1	57,292	11	7	75	4		3	0.75	0.57	0.51
	10	MC	1	57,292	45	18	20	14		3	0.45	0.37	0.29
	11	MC	1	57,292	7	30	13	47		3	0.47	0.51	0.44
	12	MC	1	57,292	14	48	21	13		3	0.48	0.54	0.47
	13	MC	1	57,292	15	8	6	67		3	0.67	0.56	0.50
	14	MC	1	57,292	7	8	49	33		3	0.49	0.46	0.39
	15	MC	1	57,292	61	17	9	10		3	0.61	0.53	0.46
	16	MC	1	57,292	52	14	13	18		3	0.52	0.57	0.51
	17	MC	1	57,292	79	7	6	5		3	0.79	0.54	0.48
	18	MC	1	57,292	18	60	15	4		3	0.60	0.56	0.50
	19	MC	1	57,292	12	19	6	60		3	0.60	0.57	0.51
	20	MC	1	57,292	8	19	66	4		3	0.66	0.22	0.14
	21	MC	1	57,292	11	5	9	72		3	0.72	0.55	0.50
	22	MC	1	57,292	15	5	72	4		3	0.73	0.43	0.36
	23	MC	1	57,292	7	21	14	56		3	0.56	0.37	0.29
	24	MC	1	57,292	66	12	9	9		3	0.66	0.54	0.47
SPEAKING	1	CR	1	57,292	13	87				0	0.87	0.67	0.65
	2	CR	2	57,292	18	22	60			0	0.71	0.85	0.82
	3	CR	2	57,292	15	24	51			10	0.63	0.87	0.84
	4	CR	2	57,292	14	25	50			11	0.63	0.88	0.85
	5	CR	1	57,292	12	89				0	0.88	0.65	0.62
	6	CR	2	57,292	13	19	68			0	0.78	0.84	0.81
	7	CR	2	57,292	13	22	56			9	0.67	0.90	0.87
	8	CR	2	57,292	18	26	47			9	0.60	0.87	0.84
	9	CR	1	57,292	11	89				0	0.89	0.63	0.60
	10	CR	2	57,292	16	22	63			0	0.73	0.86	0.83
	11	CR	2	57,292	19	23	48			10	0.60	0.87	0.84
	12	CR	2	57,292	23	25	42			10	0.54	0.85	0.81

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	% Blank/Omit	<i>p</i> -value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	57,292	71	10	9	7		2	0.71	0.51	0.46
	2	MC	1	57,292	8	21	15	54		2	0.54	0.53	0.47
	3	MC	1	57,292	24	19	40	15		2	0.40	0.35	0.28
	4	MC	1	57,292	10	12	67	9		3	0.67	0.52	0.46
	5	MC	1	57,292	13	57	15	12		3	0.57	0.49	0.43
	6	MC	1	57,292	19	50	18	10		3	0.50	0.37	0.30
	7	MC	1	57,292	26	18	40	14		3	0.40	0.44	0.37
	8	MC	1	57,292	50	8	13	26		3	0.50	0.51	0.45
	9	MC	1	57,292	47	11	19	20		3	0.48	0.33	0.26
	10	MC	1	57,292	11	15	20	50		3	0.50	0.61	0.55
	11	MC	1	57,292	21	53	11	13		3	0.53	0.52	0.46
	12	MC	1	57,292	10	19	53	15		3	0.53	0.49	0.42
	13	MC	1	57,292	23	42	10	22		3	0.42	0.35	0.28
	14	MC	1	57,292	18	10	16	53		3	0.53	0.57	0.51
	15	MC	1	57,292	44	28	18	8		3	0.44	0.46	0.39
	16	MC	1	57,292	7	9	58	23		3	0.58	0.54	0.48
	17	MC	1	57,292	12	11	67	8		3	0.67	0.58	0.52
	18	MC	1	57,292	12	11	56	18		3	0.56	0.53	0.47
	19	MC	1	57,292	60	15	10	11		3	0.60	0.54	0.48
	20	MC	1	57,292	13	57	13	14		3	0.57	0.50	0.44
	21	MC	1	57,292	24	23	14	35		3	0.35	0.32	0.25
	22	MC	1	57,292	15	21	11	49		3	0.49	0.42	0.35
	23	MC	1	57,292	15	52	20	9		3	0.52	0.55	0.50
	24	MC	1	57,292	12	10	18	56		3	0.56	0.58	0.52
	25	MC	1	57,292	16	16	57	7		4	0.57	0.56	0.51
	26	MC	1	57,292	16	19	54	7		4	0.54	0.49	0.42
	27	MC	1	57,292	14	38	24	21		4	0.39	0.36	0.29
WRITING	1	CR	4	57,292	20	16	22	24	16	3	0.48	0.91	0.79
	2	CR	4	57,292	16	15	25	26	14	3	0.50	0.91	0.80
	3	CR	4	57,292	24	18	22	22	12	3	0.43	0.91	0.79

APPENDIX C: IRT STATISTICS

Table C1A. IRT Statistics: Listening and Speaking, Kindergarten

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	30,366	-1.37		0.01	1.10	1.14	—
	2	30,366	-0.38		0.01	1.08	1.15	—
	3	30,366	-0.50		0.01	1.08	1.09	—
	4	30,366	-1.94		0.01	0.86	0.64	√
	5	30,366	-0.31		0.01	1.18	1.30	—
	6	30,366	-1.68	-0.19	0.01	0.77	0.61	√
	7	30,366	0.00	0.13	0.01	1.06	1.22	—
	8	30,366	-1.92	0.08	0.01	0.94	0.76	—
	9	30,366	-0.91	-0.11	0.01	0.94	0.93	—
	10	30,366	-1.24		0.01	0.87	0.75	—
	11	30,366	-1.58		0.01	0.95	0.87	—
	12	30,366	-0.41		0.01	1.19	1.28	—
	13	30,366	-1.13		0.01	0.96	0.97	—
	14	30,366	-1.47	-0.07	0.01	0.85	0.71	—
	15	30,366	-1.16		0.01	0.90	0.82	—
	16	30,366	-1.34		0.01	0.89	0.78	—
	17	30,366	-1.25	0.04	0.01	0.89	0.80	—
	18	30,366	-1.50		0.01	0.87	0.76	—
	19	30,366	-0.57		0.01	1.16	1.22	—
SPEAKING	1	30,366	-1.38	0.05	0.01	1.17	1.54	√
	2	30,366	-0.39	0.00	0.00	1.15	1.15	—
	3	30,366	-0.18	-0.01	0.00	0.95	0.93	—
	4	30,366	0.03	-0.02	0.00	1.03	1.00	—
	5	30,366	-1.00		0.01	0.97	0.87	—
	6	30,366	-0.68		0.01	0.95	0.93	—
	7	30,366	-0.22		0.00	0.91	0.87	—
	8	30,366	0.61		0.00	0.96	1.12	—
	9	30,366	-1.56		0.01	0.96	0.97	—
	10	30,366	-0.49		0.00	0.99	1.07	—
	11	30,366	-0.15		0.00	0.93	0.89	—
	12	30,366	0.17		0.00	1.06	1.13	—

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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	30,366	-2.01		0.01	0.79	0.72	—
	2	30,366	-2.33		0.01	0.87	0.75	—
	3	30,366	-1.86	-0.01	0.01	1.00	1.30	—
	4	30,366	-1.81		0.01	0.98	0.97	—
	5	30,366	-2.10	0.05	0.01	0.89	0.69	√
	6	30,366	-1.94		0.01	0.86	0.84	—
	7	30,366	-1.36		0.01	1.26	1.43	√
	8	30,366	-1.53		0.01	0.82	0.68	√
	9	30,366	-1.31		0.01	0.99	0.90	—
	10	30,366	-1.56	0.02	0.01	0.86	0.72	—
	11	30,366	-1.57	0.05	0.01	0.82	0.70	—
	12	30,366	-1.37		0.01	1.09	1.09	—
	13	30,366	-1.73		0.01	1.00	0.85	—
	14	30,366	-0.98	-0.13	0.01	0.87	0.83	—
	15	30,366	-1.28		0.01	1.04	0.98	—
	16	30,366	-1.30		0.01	1.24	1.31	√
	17	30,366	-0.49	0.07	0.01	1.27	1.53	√
	18	30,366	-0.97		0.01	1.13	1.18	—
WRITING	1	30,366	-1.57	0.07	0.01	1.04	4.31	√
	2	30,366	-1.06		0.01	0.99	2.26	√
	3	30,366	-1.17		0.01	0.98	2.34	√
	4	30,366	-1.14	0.11	0.01	1.19	6.24	√
	5	30,366	-0.21	-0.06	0.00	1.03	1.18	—
	6	30,366	-0.32		0.00	1.03	1.47	√
	7	30,366	0.37		0.00	0.96	0.86	—
	8	30,366	0.48		0.00	1.09	1.15	—

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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	63,030	-0.17		0.01	1.03	1.04	—
	2	63,030	-0.66		0.01	1.00	1.00	—
	3	63,030	0.16		0.01	0.95	0.95	—
	4	63,030	-0.46		0.01	0.94	0.90	—
	5	63,030	-0.28		0.01	1.00	0.99	—
	6	63,030	-0.56		0.01	1.09	1.17	—
	7	63,030	-0.16		0.01	1.09	1.10	—
	8	63,030	-0.15		0.01	1.03	1.05	—
	9	63,030	-1.08	0.01	0.01	0.85	0.73	—
	10	63,030	-0.59	-0.02	0.01	1.17	1.30	—
	11	63,030	-0.43	0.04	0.01	0.95	0.91	—
	12	63,030	-1.25	-0.05	0.01	0.90	0.85	—
	13	63,030	-0.10	-0.01	0.01	1.02	1.04	—
	14	63,030	-0.43	-0.11	0.01	0.96	0.93	—
	15	63,030	-0.52	0.02	0.01	0.89	0.84	—
	16	63,030	-0.07	0.01	0.01	1.07	1.09	—
	17	63,030	-0.93		0.01	0.92	0.87	—
	18	63,030	-0.61		0.01	1.02	1.10	—
	19	63,030	0.16		0.01	1.05	1.08	—
	20	63,030	0.44		0.01	1.02	1.05	—
	21	63,030	-1.04		0.01	0.84	0.72	—
	22	63,030	-0.03		0.01	1.03	1.04	—
	23	63,030	-0.34		0.01	1.04	1.05	—
	24	63,030	0.18		0.01	1.03	1.05	—
SPEAKING	1	63,352	-1.69	0.15	0.01	1.19	1.91	√
	2	63,352	-0.41	0.00	0.00	1.31	1.43	√
	3	63,352	-0.45	0.03	0.00	1.08	1.04	—
	4	63,352	-0.21	-0.02	0.00	1.10	1.09	—
	5	63,352	-1.70		0.01	0.96	1.27	—
	6	63,352	-0.48		0.00	1.20	1.19	—
	7	63,352	0.04		0.00	1.07	1.05	—
	8	63,352	0.37		0.00	1.12	1.15	—
	9	63,352	-1.64		0.01	1.04	1.33	√
	10	63,352	-0.79		0.00	1.05	1.16	—
	11	63,352	-0.18		0.00	1.03	0.92	—
	12	63,352	0.26		0.00	0.97	0.97	—

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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	62,967	-1.03		0.01	0.99	1.12	—
	2	62,967	-0.56		0.01	0.95	0.96	—
	3	62,967	-0.55		0.01	0.92	0.87	—
	4	62,967	0.15		0.01	0.89	0.86	—
	5	62,967	-0.59		0.01	0.83	0.73	—
	6	62,967	-0.35		0.01	0.98	1.04	—
	7	62,967	0.06		0.01	1.24	1.37	√
	8	62,967	0.03		0.01	1.05	1.04	—
	9	62,967	-0.04	0.04	0.01	0.94	0.88	—
	10	62,967	0.01	-0.10	0.01	0.91	0.87	—
	11	62,967	0.35	0.14	0.01	1.07	1.11	—
	12	62,967	0.54	0.07	0.01	1.19	1.27	—
	13	62,967	0.35	0.10	0.01	1.11	1.14	—
	14	62,967	-0.61	-0.10	0.01	1.04	1.06	—
	15	62,967	0.71	0.03	0.01	1.22	1.35	√
	16	62,967	-0.13	0.00	0.01	1.06	1.09	—
	17	62,967	-0.38		0.01	0.81	0.70	—
	18	62,967	-0.29		0.01	0.85	0.78	—
	19	62,967	-0.05		0.01	0.90	0.83	—
	20	62,967	-0.38		0.01	0.89	0.83	—
	21	62,967	-0.01		0.01	0.90	0.86	—
	22	62,967	-0.72		0.01	0.85	0.73	—
	23	62,967	-0.76		0.01	0.90	0.82	—
	24	62,967	0.37		0.01	1.06	1.08	—
	25	62,967	0.59		0.01	1.17	1.26	—
	26	62,967	0.35		0.01	1.20	1.29	—
	27	62,967	-0.30		0.01	0.95	0.92	—
WRITING	1	63,352	0.26		0.00	0.78	0.79	—
	2	63,352	0.46	0.01	0.00	0.81	0.81	—
	3	63,352	0.30		0.00	0.78	0.79	—

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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	48,010	-0.13	-0.06	0.01	0.95	0.92	—
	2	48,010	0.02	0.02	0.01	1.03	1.04	—
	3	48,010	-0.11	-0.01	0.01	1.07	1.09	—
	4	48,010	-0.82	0.00	0.01	0.86	0.78	—
	5	48,010	-0.66	0.04	0.01	0.94	0.90	—
	6	48,010	-1.17	0.00	0.01	0.85	0.72	—
	7	48,010	0.51	0.07	0.01	1.13	1.23	—
	8	48,010	-0.10	-0.05	0.01	0.95	0.93	—
	9	48,010	-0.56		0.01	0.92	0.88	—
	10	48,010	-1.01		0.01	0.92	0.90	—
	11	48,010	-0.39		0.01	0.88	0.84	—
	12	48,010	-0.37		0.01	0.94	0.92	—
	13	48,010	-0.21		0.01	1.01	1.01	—
	14	48,010	0.14		0.01	1.12	1.16	—
	15	48,010	-0.54		0.01	0.95	0.93	—
	16	48,010	-0.20		0.01	1.04	1.05	—
	17	48,010	-1.04		0.01	1.10	1.18	—
	18	48,010	-0.06		0.01	1.07	1.10	—
	19	48,010	0.20		0.01	1.11	1.15	—
	20	48,010	-0.30		0.01	1.00	0.99	—
	21	48,010	-0.31		0.01	0.94	0.91	—
	22	48,010	-0.49		0.01	0.91	0.88	—
	23	48,010	-0.16		0.01	1.07	1.09	—
	24	48,010	0.15		0.01	1.17	1.24	—
SPEAKING	1	48,224	-1.37		0.01	0.88	0.75	—
	2	48,224	-0.82		0.00	0.98	1.01	—
	3	48,224	-0.56		0.00	0.99	0.97	—
	4	48,224	-0.18		0.00	1.12	1.14	—
	5	48,224	-1.68	-0.07	0.01	0.90	0.74	—
	6	48,224	-1.07	0.02	0.00	1.09	1.31	√
	7	48,224	-0.46	-0.02	0.00	0.89	0.85	—
	8	48,224	-0.12	-0.01	0.00	1.01	1.04	—
	9	48,224	-1.73		0.01	1.09	1.19	—
	10	48,224	-0.98		0.00	1.06	1.29	—
	11	48,224	-0.28		0.00	1.00	0.98	—
	12	48,224	0.11		0.00	1.01	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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	47,978	-0.78	-0.02	0.01	1.18	1.35	√
	2	47,978	-0.54	0.05	0.01	1.00	1.00	—
	3	47,978	-0.21	0.01	0.01	0.99	0.96	—
	4	47,978	-0.58	-0.02	0.01	0.83	0.75	—
	5	47,978	-0.43	-0.06	0.01	0.91	0.88	—
	6	47,978	-0.49	-0.05	0.01	0.89	0.83	—
	7	47,978	0.24	-0.02	0.01	1.04	1.06	—
	8	47,978	0.22	0.07	0.01	1.24	1.32	√
	9	47,978	-0.38		0.01	0.93	0.94	—
	10	47,978	0.03		0.01	1.00	1.01	—
	11	47,978	-0.46		0.01	0.98	0.98	—
	12	47,978	-0.44		0.01	0.90	0.87	—
	13	47,978	-0.62		0.01	0.90	0.80	—
	14	47,978	-0.41		0.01	1.01	1.10	—
	15	47,978	-0.41		0.01	0.86	0.78	—
	16	47,978	0.06		0.01	1.03	1.03	—
	17	47,978	-1.43		0.01	0.93	0.87	—
	18	47,978	-1.05		0.01	0.86	0.75	—
	19	47,978	0.06		0.01	1.18	1.25	—
	20	47,978	0.49		0.01	1.20	1.33	√
	21	47,978	-0.09		0.01	0.96	0.94	—
	22	47,978	0.48		0.01	1.04	1.09	—
	23	47,978	-0.38		0.01	0.91	0.84	—
	24	47,978	-0.41		0.01	1.00	0.97	—
	25	47,978	-0.55		0.01	1.00	0.99	—
	26	47,978	-0.01		0.01	1.02	1.02	—
	27	47,978	0.34		0.01	1.11	1.16	—
WRITING	1	48,224	0.32	0.00	0.00	0.97	0.96	—
	2	48,224	0.24		0.00	0.88	0.88	—
	3	48,224	0.37		0.00	0.85	0.86	—

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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	37,805	-0.34		0.01	0.99	0.98	—
	2	37,805	-0.32		0.01	0.97	0.96	—
	3	37,805	0.26		0.01	1.19	1.28	—
	4	37,805	-1.18		0.01	0.89	0.80	—
	5	37,805	-0.10		0.01	1.05	1.06	—
	6	37,805	-0.42		0.01	0.99	1.00	—
	7	37,805	0.13		0.01	1.01	1.02	—
	8	37,805	0.29		0.01	1.06	1.08	—
	9	37,805	-1.54	-0.08	0.01	0.91	0.84	—
	10	37,805	-0.15	-0.06	0.01	1.22	1.29	—
	11	37,805	-0.24	0.05	0.01	1.02	1.03	—
	12	37,805	-0.84	-0.07	0.01	0.88	0.82	—
	13	37,805	0.14	0.01	0.01	1.04	1.05	—
	14	37,805	-0.20	0.02	0.01	0.97	0.96	—
	15	37,805	-0.24	0.02	0.01	0.97	0.97	—
	16	37,805	-0.25	0.03	0.01	1.07	1.11	—
	17	37,805	-0.80		0.01	0.93	0.88	—
	18	37,805	-0.60		0.01	1.00	0.98	—
	19	37,805	0.10		0.01	1.10	1.13	—
	20	37,805	-0.34		0.01	0.88	0.84	—
	21	37,805	0.09		0.01	0.96	0.95	—
	22	37,805	-0.15		0.01	0.94	0.94	—
	23	37,805	-0.50		0.01	0.86	0.80	—
	24	37,805	-0.03		0.01	0.98	0.97	—
SPEAKING	1	38,012	-1.59	-0.03	0.01	1.15	1.99	√
	2	38,012	-0.73	0.02	0.00	1.05	1.09	—
	3	38,012	-0.50	0.00	0.00	1.04	1.04	—
	4	38,012	-0.32	-0.02	0.00	1.06	1.04	—
	5	38,012	-1.48		0.01	0.96	1.41	√
	6	38,012	-0.57		0.00	1.17	1.35	√
	7	38,012	-0.24		0.00	0.98	0.95	—
	8	38,012	0.03		0.00	1.11	1.15	—
	9	38,012	-1.56		0.01	1.11	1.18	—
	10	38,012	-0.90		0.01	1.00	0.91	—
	11	38,012	-0.30		0.00	0.92	0.86	—
	12	38,012	-0.12		0.00	1.03	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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	37,767	-0.06		0.01	1.11	1.15	—
	2	37,767	-0.19		0.01	0.96	0.96	—
	3	37,767	0.30		0.01	1.06	1.09	—
	4	37,767	0.26		0.01	1.15	1.21	—
	5	37,767	0.42		0.01	1.19	1.27	—
	6	37,767	-0.71		0.01	0.79	0.67	√
	7	37,767	-0.11		0.01	0.90	0.87	—
	8	37,767	0.44		0.01	1.11	1.18	—
	9	37,767	-0.49	-0.01	0.01	0.86	0.79	—
	10	37,767	0.20	0.05	0.01	1.07	1.09	—
	11	37,767	0.68	-0.04	0.01	1.13	1.26	—
	12	37,767	-0.25	0.01	0.01	1.01	1.00	—
	13	37,767	0.47	0.02	0.01	1.17	1.26	—
	14	37,767	-0.41	-0.06	0.01	1.14	1.18	—
	15	37,767	-0.48	-0.01	0.01	0.81	0.73	—
	16	37,767	-0.08	0.09	0.01	1.11	1.16	—
	17	37,767	-0.65		0.01	0.93	0.93	—
	18	37,767	-0.55		0.01	0.94	0.94	—
	19	37,767	-0.43		0.01	0.87	0.80	—
	20	37,767	-0.64		0.01	0.92	0.84	—
	21	37,767	-0.08		0.01	0.97	0.96	—
	22	37,767	0.30		0.01	1.04	1.07	—
	23	37,767	-0.76		0.01	0.88	0.81	—
	24	37,767	-0.19		0.01	0.93	0.92	—
	25	37,767	-0.49		0.01	1.00	0.99	—
	26	37,767	-0.18		0.01	0.83	0.77	—
	27	37,767	0.54		0.01	1.05	1.12	—
WRITING	1	38,012	0.18	0.00	0.00	0.92	0.92	—
	2	38,012	0.20	0.00	0.00	0.79	0.79	—
	3	38,012	0.26	0.00	0.00	0.96	0.95	—

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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	32,934	-1.75		0.01	0.92	0.79	—
	2	32,934	-0.71		0.01	1.02	1.07	—
	3	32,934	0.52		0.01	1.01	1.07	—
	4	32,934	-0.55		0.01	0.98	0.93	—
	5	32,934	-0.17		0.01	1.02	1.01	—
	6	32,934	-0.82		0.01	0.88	0.78	—
	7	32,934	-0.36		0.01	1.08	1.15	—
	8	32,934	-0.23		0.01	0.96	0.94	—
	9	32,934	-0.63	-0.10	0.01	0.97	0.93	—
	10	32,934	-1.04	0.08	0.01	0.87	0.72	—
	11	32,934	-0.25	-0.03	0.01	0.98	0.97	—
	12	32,934	-0.73	0.04	0.01	0.98	1.01	—
	13	32,934	0.12	-0.08	0.01	0.99	0.99	—
	14	32,934	-0.19	0.01	0.01	0.99	0.98	—
	15	32,934	-0.81	0.09	0.01	0.93	0.85	—
	16	32,934	0.60	-0.02	0.01	1.05	1.12	—
	17	32,934	0.28		0.01	1.32	1.47	√
	18	32,934	-0.80		0.01	0.91	0.86	—
	19	32,934	0.31		0.01	1.12	1.18	—
	20	32,934	-0.33		0.01	0.98	0.97	—
	21	32,934	-0.44		0.01	0.98	0.97	—
	22	32,934	-0.56		0.01	0.93	0.90	—
	23	32,934	0.18		0.01	1.12	1.17	—
	24	32,934	-0.04		0.01	1.01	1.00	—
SPEAKING	1	33,135	-1.60	0.03	0.01	1.25	2.28	√
	2	33,135	-0.66	-0.01	0.00	1.12	1.18	—
	3	33,135	-0.50	0.00	0.00	0.96	0.93	—
	4	33,135	-0.09	-0.02	0.00	1.06	1.07	—
	5	33,135	-1.54		0.01	1.09	1.87	√
	6	33,135	-0.44		0.00	1.24	1.31	√
	7	33,135	-0.34		0.00	0.94	0.88	—
	8	33,135	-0.14		0.00	1.00	0.98	—
	9	33,135	-1.19		0.01	1.03	1.18	—
	10	33,135	-0.55		0.00	1.01	1.02	—
	11	33,135	-0.27		0.00	0.97	0.91	—
	12	33,135	-0.06		0.00	0.94	0.91	—

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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	32,904	-0.89		0.01	0.96	0.91	—
	2	32,904	-0.57		0.01	0.92	0.89	—
	3	32,904	0.07		0.01	1.02	1.04	—
	4	32,904	-0.08		0.01	0.96	0.96	—
	5	32,904	-0.38		0.01	0.92	0.86	—
	6	32,904	-0.66		0.01	0.86	0.77	—
	7	32,904	0.13		0.01	0.96	0.93	—
	8	32,904	-0.05		0.01	0.92	0.90	—
	9	32,904	-1.09	0.06	0.01	0.84	0.69	√
	10	32,904	0.15	-0.09	0.01	1.08	1.10	—
	11	32,904	0.31	-0.12	0.01	1.15	1.19	—
	12	32,904	-0.63	-0.01	0.01	0.95	0.95	—
	13	32,904	-0.18	-0.02	0.01	0.86	0.80	—
	14	32,904	0.03	0.02	0.01	0.94	0.92	—
	15	32,904	0.08	0.13	0.01	1.32	1.46	√
	16	32,904	0.19	-0.01	0.01	1.00	1.01	—
	17	32,904	0.08		0.01	1.02	1.02	—
	18	32,904	0.17		0.01	0.98	0.98	—
	19	32,904	0.44		0.01	1.17	1.24	—
	20	32,904	-0.20		0.01	0.99	1.00	—
	21	32,904	0.45		0.01	1.08	1.12	—
	22	32,904	-0.63		0.01	0.89	0.87	—
	23	32,904	-0.27		0.01	0.96	0.91	—
	24	32,904	0.03		0.01	0.98	0.98	—
	25	32,904	0.42		0.01	0.93	0.92	—
	26	32,904	0.59		0.01	1.22	1.31	√
	27	32,904	0.82		0.01	1.12	1.24	—
WRITING	1	33,135	0.12		0.00	0.84	0.85	—
	2	33,135	0.17	-0.01	0.00	0.79	0.79	—
	3	33,135	0.27		0.00	0.87	0.87	—

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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	55,059	-0.88		0.01	0.95	0.92	—
	2	55,059	0.38		0.01	1.07	1.15	—
	3	55,059	0.22		0.01	1.10	1.16	—
	4	55,059	-0.59		0.01	1.01	1.05	—
	5	55,059	-0.45		0.01	1.08	1.08	—
	6	55,059	0.58		0.01	0.95	1.01	—
	7	55,059	0.14		0.01	0.96	0.96	—
	8	55,059	-0.90		0.01	0.92	0.85	—
	9	55,059	-1.19	0.02	0.01	0.87	0.76	—
	10	55,059	0.25	0.04	0.01	1.18	1.26	—
	11	55,059	0.20	0.00	0.01	0.98	0.97	—
	12	55,059	0.21	-0.03	0.01	0.95	0.94	—
	13	55,059	-0.83	0.11	0.01	0.94	0.87	—
	14	55,059	0.09	0.03	0.01	1.05	1.08	—
	15	55,059	-0.39	-0.04	0.01	0.95	0.91	—
	16	55,059	0.02	-0.04	0.01	0.90	0.87	—
	17	55,059	-1.38		0.01	0.88	0.77	—
	18	55,059	-0.38		0.01	0.91	0.88	—
	19	55,059	-0.38		0.01	0.90	0.86	—
	20	55,059	-0.68		0.01	1.33	1.64	√
	21	55,059	-1.00		0.01	0.89	0.80	—
	22	55,059	-1.02		0.01	1.05	1.10	—
	23	55,059	-0.19		0.01	1.18	1.26	—
	24	55,059	-0.69		0.01	0.93	0.90	—
SPEAKING	1	55,821	-1.49		0.01	1.07	2.17	√
	2	55,821	-0.59		0.00	1.18	1.28	—
	3	55,821	-0.26		0.00	0.97	0.95	—
	4	55,821	-0.25		0.00	0.91	0.87	—
	5	55,821	-1.65	0.04	0.01	1.11	2.64	√
	6	55,821	-0.90	-0.02	0.00	1.06	1.24	—
	7	55,821	-0.43	-0.01	0.00	0.83	0.78	—
	8	55,821	-0.16	-0.01	0.00	0.93	0.90	—
	9	55,821	-1.68		0.01	1.16	3.93	√
	10	55,821	-0.71		0.00	1.05	1.15	—
	11	55,821	-0.16		0.00	0.91	0.83	—
	12	55,821	0.05		0.00	0.89	0.80	—

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	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	54,995	-0.87		0.01	0.92	0.82	—
	2	54,995	-0.06		0.01	0.95	0.94	—
	3	54,995	0.53		0.01	1.18	1.26	—
	4	54,995	-0.67		0.01	0.93	0.85	—
	5	54,995	-0.21		0.01	0.99	0.95	—
	6	54,995	0.09		0.01	1.15	1.20	—
	7	54,995	0.55		0.01	1.06	1.09	—
	8	54,995	0.11		0.01	0.97	0.96	—
	9	54,995	0.23	-0.03	0.01	1.21	1.29	—
	10	54,995	0.09	0.00	0.01	0.85	0.80	—
	11	54,995	-0.02	-0.01	0.01	0.96	0.93	—
	12	54,995	-0.10	0.06	0.01	1.00	1.02	—
	13	54,995	0.46	0.00	0.01	1.18	1.24	—
	14	54,995	-0.04	0.02	0.01	0.90	0.86	—
	15	54,995	0.36	0.01	0.01	1.04	1.05	—
	16	54,995	-0.24	0.00	0.01	0.93	0.88	—
	17	54,995	-0.65		0.01	0.85	0.78	—
	18	54,995	-0.16		0.01	0.94	0.92	—
	19	54,995	-0.36		0.01	0.92	0.88	—
	20	54,995	-0.20		0.01	0.98	0.95	—
	21	54,995	0.79		0.01	1.20	1.33	√
	22	54,995	0.12		0.01	1.09	1.12	—
	23	54,995	0.00		0.01	0.92	0.88	—
	24	54,995	-0.17		0.01	0.88	0.82	—
	25	54,995	-0.21		0.01	0.90	0.85	—
	26	54,995	-0.10		0.01	1.00	1.01	—
	27	54,995	0.61		0.01	1.16	1.21	—
WRITING	1	55,821	0.07		0.00	0.98	0.96	—
	2	55,821	0.00	-0.01	0.00	0.88	0.88	—
	3	55,821	0.27		0.00	0.93	0.93	—

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

APPENDIX D: 2017 NYSESLAT Modality Raw Score to Scale Score Conversion**Table D1. 2017 NYSESLAT—Kindergarten Raw to Scale Score Conversion Chart**

Grade K	
Listening	
Raw Score	Scale Score
0	30
1	33
2	39
3	43
4	45
5	48
6	50
7	52
8	54
9	55
10	57
11	59
12	61
13	63
14	65
15	68
16	70
17	74
18	80
19	90

Grade K	
Reading	
Raw Score	Scale Score
0	30
1	33
2	39
3	43
4	45
5	48
6	50
7	52
8	54
9	56
10	57
11	59
12	61
13	63
14	66
15	69
16	72
17	78
18	90

Grade K	
Writing	
Raw Score	Scale Score
0	30
1	41
2	46
3	49
4	51
5	54
6	56
7	59
8	61
9	64
10	67
11	71
12	75
13	82
14	90

Grade K	
Speaking	
Raw Score	Scale Score
0	30
1	37
2	42
3	45
4	48
5	50
6	52
7	54
8	56
9	58
10	60
11	61
12	63
13	65
14	67
15	69
16	71
17	73
18	76
19	79
20	84
21	90

Table D2. 2017 NYSESLAT—Grade Band 1–2 Raw to Scale Score Conversion Chart

Grades 1–2	
Listening	
Raw Score	Scale Score
0	30
1	34
2	39
3	42
4	45
5	47
6	49
7	50
8	52
9	53
10	55
11	56
12	57
13	58
14	60
15	61
16	63
17	64
18	66
19	67
20	69
21	72
22	75
23	81
24	90

Grades 1–2	
Reading	
Raw Score	Scale Score
0	30
1	31
2	35
3	39
4	42
5	44
6	46
7	48
8	50
9	51
10	53
11	54
12	55
13	57
14	58
15	59
16	61
17	62
18	63
19	65
20	66
21	68
22	70
23	73
24	75
25	79
26	85
27	90

Grades 1–2	
Writing	
Raw Score	Scale Score
0	30
1	36
2	42
3	47
4	52
5	56
6	60
7	64
8	68
9	72
10	76
11	81
12	90

Grades 1–2	
Speaking	
Raw Score	Scale Score
0	30
1	43
2	48
3	51
4	54
5	57
6	59
7	61
8	63
9	65
10	66
11	68
12	70
13	71
14	73
15	75
16	77
17	79
18	81
19	84
20	89
21	90

Appendix D: Modality Raw Score to Scale Score Conversion Charts

Table D3. 2017 NYSESLAT—Grade Band 3–4 Raw to Scale Score Conversion Chart

Grades 3–4	
Listening	
Raw Score	Scale Score
0	30
1	33
2	39
3	43
4	46
5	49
6	51
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	87
24	90

Grades 3–4	
Reading	
Raw Score	Scale Score
0	30
1	31
2	38
3	41
4	44
5	46
6	48
7	50
8	52
9	53
10	54
11	56
12	57
13	58
14	60
15	61
16	62
17	64
18	65
19	66
20	68
21	70
22	72
23	74
24	77
25	80
26	86
27	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

Grades 3–4	
Speaking	
Raw Score	Scale Score
0	30
1	41
2	46
3	49
4	51
5	53
6	55
7	57
8	59
9	60
10	62
11	64
12	65
13	67
14	69
15	71
16	73
17	75
18	78
19	81
20	86
21	90

Table D4. 2017 NYSESLAT—Grade Band 5–6 Raw to Scale Score Conversion Chart

Grades 5–6	
Listening	
Raw Score	Scale Score
0	30
1	33
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	87
24	90

Grades 5–6	
Reading	
Raw Score	Scale Score
0	30
1	34
2	39
3	42
4	45
5	47
6	48
7	50
8	51
9	53
10	54
11	55
12	56
13	57
14	58
15	60
16	61
17	62
18	63
19	64
20	66
21	67
22	69
23	71
24	73
25	77
26	82
27	90

Grades 5–6	
Writing	
Raw Score	Scale Score
0	30
1	38
2	43
3	47
4	51
5	55
6	59
7	64
8	68
9	73
10	77
11	83
12	90

Grades 5–6	
Speaking	
Raw Score	Scale Score
0	30
1	44
2	49
3	51
4	54
5	56
6	58
7	60
8	61
9	63
10	65
11	66
12	68
13	70
14	71
15	73
16	75
17	77
18	80
19	83
20	87
21	90

Table D5. 2017 NYSESLAT—Grade Band 7–8 Raw to Scale Score Conversion Chart

Grades 7–8	
Listening	
Raw Score	Scale Score
0	30
1	33
2	39
3	42
4	45
5	47
6	49
7	50
8	52
9	53
10	55
11	56
12	57
13	59
14	60
15	61
16	63
17	64
18	66
19	68
20	70
21	72
22	76
23	81
24	90

Grades 7–8	
Reading	
Raw Score	Scale Score
0	30
1	33
2	39
3	43
4	45
5	48
6	50
7	51
8	53
9	54
10	56
11	57
12	59
13	60
14	61
15	63
16	64
17	65
18	67
19	68
20	70
21	71
22	73
23	76
24	78
25	82
26	88
27	90

Grades 7–8	
Writing	
Raw Score	Scale Score
0	30
1	38
2	43
3	48
4	52
5	55
6	59
7	63
8	67
9	72
10	76
11	82
12	90

Grades 7–8	
Speaking	
Raw Score	Scale Score
0	30
1	43
2	47
3	51
4	53
5	55
6	57
7	59
8	61
9	62
10	64
11	66
12	67
13	69
14	71
15	72
16	74
17	76
18	79
19	82
20	86
21	90

Appendix D: Modality Raw Score to Scale Score Conversion Charts

Table D6. 2017 NYSESLAT—Grade Band 9–12 Raw to Scale Score Conversion Chart

Grades 9–12	
Listening	
Raw Score	Scale Score
0	30
1	33
2	39
3	43
4	46
5	49
6	51
7	53
8	54
9	56
10	58
11	59
12	61
13	62
14	64
15	65
16	67
17	69
18	71
19	73
20	75
21	78
22	82
23	88
24	90

Grades 9–12	
Reading	
Raw Score	Scale Score
0	30
1	34
2	40
3	44
4	47
5	49
6	51
7	53
8	54
9	56
10	57
11	59
12	60
13	61
14	62
15	64
16	65
17	66
18	68
19	69
20	71
21	72
22	74
23	77
24	79
25	83
26	89
27	90

Grades 9–12	
Writing	
Raw Score	Scale Score
0	30
1	38
2	43
3	48
4	51
5	54
6	58
7	61
8	65
9	70
10	75
11	81
12	90

Grades 9–12	
Speaking	
Raw Score	Scale Score
0	30
1	43
2	47
3	50
4	53
5	55
6	57
7	59
8	60
9	62
10	64
11	65
12	67
13	68
14	70
15	71
16	73
17	75
18	77
19	80
20	84
21	90

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
K	Female	15,639	268.57	275	45.83	59
K	Male	15,667	265.92	272	46.11	61
K	Asian	7,168	283.88	289	40.25	53
K	Black or African-American	1,191	270.47	275	42.18	54
K	Hispanic or Latino	16,133	270.86	274	39.08	52
K	American Indian or Alaska Native	108	272.55	272	36.48	53
K	Multiracial (not of Hispanic origin)	78	285.71	291	40.89	46
K	Native Hawaiian/Other Pacific Islander	79	264.97	271	43.56	55
K	White	6,549	239.25	242	55.34	90
K	NYC (1)	15,621	277.60	281	40.01	53
K	Big 4 Cities (2)	1,354	259.19	264	41.44	55
K	High Need Urban/Suburban (3)	3,463	266.36	270	41.27	55
K	High Need Rural (4)	218	266.80	268	39.71	47
K	Average Need (5)	3,380	273.53	277	38.00	49
K	Low Need (6)	1,555	279.88	284	36.67	48
K	Charter Schools (7)	1,551	289.42	291	32.22	42
K	Religious and Independent Schools (8)	3,767	287.82	1038	169.00	0
K	0 Years ELL	1,969	275.73	284	45.68	55
K	1 Years ELL	27,830	267.98	273	44.65	59
K	2 Years ELL	1,205	253.30	268	57.71	91
K	3 Years ELL	166	175.66	167	32.66	16
K	4 Years ELL	32	172.97	165	27.41	22
K	5 Years ELL	15	165.73	162	12.46	21
K	6 Years ELL or More	89	158.83	155	146.00	1
K	Spanish	15,376	270.45	274	39.22	51
K	English	5,443	234.34	236	54.28	92
K	Chinese	3,673	284.82	290	40.17	52
K	Arabic	1,213	260.36	265	43.98	62
K	Bengali	792	285.98	291	41.34	52
K	Other Language	4,809	279.46	285	42.47	55
K	Students without Disabilities	27,533	268.31	275	46.48	60
K	Students with Disabilities	3,773	259.43	262	41.41	55

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
1	Female	15,152	240.37	242	37.26	48
1	Male	16,120	234.58	237	40.70	55
1	Asian	6,232	253.10	256	40.48	52
1	Black or African-American	1,196	235.07	238	39.95	52
1	Hispanic or Latino	16,756	237.45	239	35.34	45
1	American Indian or Alaska Native	104	240.94	249	45.56	54
1	Multiracial (not of Hispanic origin)	78	237.29	243	41.77	48
1	Native Hawaiian/Other Pacific Islander	83	236.88	244	47.56	72
1	White	6,823	223.20	224	41.06	59
1	NYC (1)	15,537	244.02	245	38.05	49
1	Big 4 Cities (2)	1,500	226.70	227	33.83	47
1	High Need Urban/Suburban (3)	3,482	233.39	235	34.96	46
1	High Need Rural (4)	175	237.11	240	32.74	45
1	Average Need (5)	3,242	244.82	246	34.36	44
1	Low Need (6)	1,431	253.29	254	35.22	46
1	Charter Schools (7)	1,330	255.46	255	29.09	39
1	Religious and Independent Schools (8)	3,951	253.90	846	153.00	0
1	0 Years ELL	1,635	239.28	248	44.46	53
1	1 Years ELL	7,330	214.54	213	39.88	58
1	2 Years ELL	20,037	245.84	246	34.77	46
1	3 Years ELL	2,014	236.59	242	40.30	48
1	4 Years ELL	122	230.08	232	27.51	32
1	5 Years ELL	66	215.05	220	37.77	52
1	6 Years ELL or More	68	220.12	220	39.95	59
1	Spanish	16,267	237.10	239	35.55	45
1	English	4,936	217.02	218	37.27	54
1	Chinese	3,062	256.24	260	42.13	52
1	Arabic	1,314	228.94	230	38.88	58
1	Bengali	758	253.57	256	39.08	48
1	Other Language	4,935	246.73	250	40.65	52
1	Students without Disabilities	26,367	239.40	242	39.15	51
1	Students with Disabilities	4,905	226.55	228	37.50	44

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
2	Female	15,961	269.63	276	42.24	55
2	Male	17,056	261.21	268	46.10	62
2	Asian	6,254	283.11	292	42.56	52
2	Black or African-American	1,374	260.25	267	45.10	64
2	Hispanic or Latino	18,307	266.15	272	41.43	52
2	American Indian or Alaska Native	135	247.17	256	56.57	105
2	Multiracial (not of Hispanic origin)	77	280.40	290	44.36	42
2	Native Hawaiian/Other Pacific Islander	88	267.89	284	51.23	69
2	White	6,782	247.66	250	46.66	68
2	NYC (1)	16,445	272.01	278	41.95	54
2	Big 4 Cities (2)	1,649	251.00	254	43.83	65
2	High Need Urban/Suburban (3)	3,949	264.07	271	41.08	54
2	High Need Rural (4)	221	267.01	269	35.18	45
2	Average Need (5)	3,395	274.70	279	39.70	49
2	Low Need (6)	1,492	282.31	288	38.54	48
2	Charter Schools (7)	1,267	285.16	287	28.36	39
2	Religious and Independent Schools (8)	3,961	283.59	804	156.00	-1
2	0 Years ELL	1,461	266.93	280	50.00	53
2	1 Years ELL	4,910	230.79	228	48.26	74
2	2 Years ELL	4,915	256.78	258	45.25	64
2	3 Years ELL	19,316	276.12	281	37.92	49
2	4 Years ELL	2,131	266.33	271	39.40	46
2	5 Years ELL	206	258.67	268	41.51	53
2	6 Years ELL or More	78	244.49	256	53.22	89
2	Spanish	17,769	265.69	272	41.68	52
2	English	4,987	244.63	247	44.80	63
2	Chinese	3,015	286.73	295	42.46	49
2	Arabic	1,380	251.81	256	48.03	73
2	Bengali	847	282.64	296	46.43	48
2	Other Language	5,019	272.22	280	44.03	59
2	Students without Disabilities	27,358	268.28	276	44.41	57
2	Students with Disabilities	5,659	250.78	255	41.89	53

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
3	Female	12,796	255.00	260	41.48	56
3	Male	14,092	248.48	256	45.19	70
3	Asian	4,542	263.13	273	45.67	61
3	Black or African-American	1,256	245.30	251	44.02	66
3	Hispanic or Latino	15,018	255.06	262	41.39	54
3	American Indian or Alaska Native	69	265.97	271	45.30	60
3	Multiracial (not of Hispanic origin)	45	277.07	279	28.46	40
3	Native Hawaiian/Other Pacific Islander	72	244.25	258	45.84	77
3	White	5,886	234.87	233	42.40	65
3	NYC (1)	12,793	258.20	266	43.01	58
3	Big 4 Cities (2)	1,533	239.90	242	41.84	64
3	High Need Urban/Suburban (3)	3,461	253.47	261	41.18	54
3	High Need Rural (4)	177	248.53	251	36.46	58
3	Average Need (5)	2,601	262.31	268	38.25	44
3	Low Need (6)	1,187	266.26	272	39.09	48
3	Charter Schools (7)	783	274.38	277	27.76	35
3	Religious and Independent Schools (8)	3,683	272.43	771	155.00	-1
3	0 Years ELL	988	250.73	267	51.72	73
3	1 Years ELL	4,385	217.49	210	45.40	69
3	2 Years ELL	2,706	247.10	248	45.26	72
3	3 Years ELL	3,664	250.41	252	42.15	64
3	4 Years ELL	12,937	263.90	269	36.22	46
3	5 Years ELL	2,014	256.55	260	37.47	48
3	6 Years ELL or More	194	238.63	242	42.40	69
3	Spanish	14,564	254.66	262	41.57	54
3	English	4,396	232.36	230	37.96	57
3	Chinese	2,057	266.84	278	47.58	58
3	Arabic	1,256	239.30	245	47.56	82
3	Bengali	621	264.19	273	44.86	56
3	Other Language	3,994	255.58	263	45.40	66
3	Students without Disabilities	21,551	253.82	262	44.00	64
3	Students with Disabilities	5,337	242.54	246	40.59	53

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
4	Female	10,745	265.26	273	43.68	58
4	Male	12,547	255.33	265	48.72	77
4	Asian	3,695	270.39	283	48.57	63
4	Black or African-American	1,080	253.54	261	46.01	71
4	Hispanic or Latino	12,784	264.38	274	44.36	57
4	American Indian or Alaska Native	71	270.25	281	42.24	59
4	Multiracial (not of Hispanic origin)	30	276.03	285	39.86	40
4	Native Hawaiian/Other Pacific Islander	67	263.46	284	53.52	90
4	White	5,565	243.65	243	46.71	75
4	NYC (1)	10,947	266.24	276	45.32	61
4	Big 4 Cities (2)	1,377	250.37	257	45.18	72
4	High Need Urban/Suburban (3)	2,918	265.08	276	44.92	57
4	High Need Rural (4)	146	262.93	270	41.52	60
4	Average Need (5)	2,243	271.39	279	42.64	49
4	Low Need (6)	916	277.71	287	41.20	47
4	Charter Schools (7)	401	285.24	285	24.47	31
4	Religious and Independent Schools (8)	3,683	282.83	599	193.00	0
4	0 Years ELL	624	250.93	270	55.47	96
4	1 Years ELL	4,188	227.30	220	50.39	83
4	2 Years ELL	2,388	251.48	254	48.15	80
4	3 Years ELL	1,827	267.96	274	42.45	65
4	4 Years ELL	2,839	262.34	268	43.17	60
4	5 Years ELL	9,731	273.10	281	39.08	48
4	6 Years ELL or More	1,695	267.21	275	40.17	47
4	Spanish	12,451	264.07	274	44.53	57
4	English	4,238	240.84	240	43.28	69
4	Chinese	1,588	271.02	286	51.06	64
4	Arabic	1,110	245.85	253	51.60	89
4	Bengali	527	271.51	283	46.89	62
4	Other Language	3,378	266.08	276	47.44	65
4	Students without Disabilities	17,954	260.92	272	48.01	73
4	Students with Disabilities	5,338	256.52	263	41.92	53

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
5	Female	9,558	256.29	262	38.86	50
5	Male	11,223	246.11	254	43.70	67
5	Asian	3,031	259.83	269	43.49	58
5	Black or African-American	1,096	248.83	257	41.13	58
5	Hispanic or Latino	11,287	254.73	263	40.01	50
5	American Indian or Alaska Native	43	248.88	256	45.84	78
5	Multiracial (not of Hispanic origin)	34	256.38	258	46.57	49
5	Native Hawaiian/Other Pacific Islander	74	250.99	254	40.40	57
5	White	5,216	237.41	238	41.79	66
5	NYC (1)	9,420	256.14	264	40.72	54
5	Big 4 Cities (2)	1,237	243.93	248	39.38	63
5	High Need Urban/Suburban (3)	2,634	254.93	263	39.48	49
5	High Need Rural (4)	157	257.72	265	34.36	43
5	Average Need (5)	1,917	262.84	270	37.05	44
5	Low Need (6)	787	268.73	277	38.03	44
5	Charter Schools (7)	388	269.24	271	27.52	36
5	Religious and Independent Schools (8)	3,574	266.50	757	178.00	0
5	0 Years ELL	583	237.64	249	50.85	88
5	1 Years ELL	3,884	220.15	214	44.72	69
5	2 Years ELL	2,234	247.29	248	42.76	67
5	3 Years ELL	1,619	258.26	261	37.24	55
5	4 Years ELL	1,410	264.04	268	35.25	46
5	5 Years ELL	3,257	251.26	258	40.49	56
5	6 Years ELL or More	7,794	263.91	269	32.56	39
5	Spanish	10,981	254.30	263	40.10	51
5	English	4,015	235.78	237	38.90	60
5	Chinese	1,260	257.16	268	46.25	65
5	Arabic	1,012	238.64	239	44.83	75
5	Bengali	443	260.70	271	47.15	59
5	Other Language	3,070	257.87	266	42.42	58
5	Students without Disabilities	15,728	250.97	259	43.09	65
5	Students with Disabilities	5,053	250.23	256	37.74	43

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
6	Female	8,639	261.15	269	42.61	55
6	Male	10,237	249.80	258	45.28	70
6	Asian	2,807	261.59	272	46.58	65
6	Black or African-American	1,059	255.55	264	42.49	58
6	Hispanic or Latino	10,294	256.94	267	44.03	58
6	American Indian or Alaska Native	63	253.05	258	46.45	71
6	Multiracial (not of Hispanic origin)	22	260.09	282	57.81	93
6	Native Hawaiian/Other Pacific Islander	78	244.33	256	54.91	91
6	White	4,553	246.58	250	42.93	68
6	NYC (1)	8,645	258.04	268	44.26	62
6	Big 4 Cities (2)	1,193	250.85	257	40.22	60
6	High Need Urban/Suburban (3)	2,197	258.56	269	42.39	56
6	High Need Rural (4)	129	259.12	264	34.20	41
6	Average Need (5)	1,653	263.21	273	43.97	55
6	Low Need (6)	642	273.12	282	42.41	48
6	Charter Schools (7)	538	274.65	277	29.52	36
6	Religious and Independent Schools (8)	3,177	272.15	872	156.00	-1
6	0 Years ELL	903	251.40	264	50.22	74
6	1 Years ELL	3,687	221.64	214	47.36	76
6	2 Years ELL	2,310	247.98	247	43.36	65
6	3 Years ELL	1,592	264.34	270	39.49	56
6	4 Years ELL	1,266	272.46	278	35.64	46
6	5 Years ELL	1,486	259.34	269	43.05	61
6	6 Years ELL or More	7,632	267.97	274	35.26	41
6	Spanish	10,069	256.68	267	44.10	59
6	English	3,484	245.46	249	41.23	65
6	Chinese	1,126	256.95	271	50.68	73
6	Arabic	908	243.72	249	46.91	76
6	Bengali	455	266.79	277	44.28	61
6	Other Language	2,834	261.69	270	43.44	61
6	Students without Disabilities	14,381	254.67	264	45.67	70
6	Students with Disabilities	4,495	256.03	264	40.23	46

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
7	Female	8,035	259.22	267	42.15	55
7	Male	9,509	246.64	254	45.52	70
7	Asian	2,592	258.68	267	45.97	66
7	Black or African-American	1,067	251.31	256	44.01	67
7	Hispanic or Latino	9,596	252.79	262	43.41	59
7	American Indian or Alaska Native	47	260.83	285	45.95	69
7	Multiracial (not of Hispanic origin)	22	269.05	273	39.69	52
7	Native Hawaiian/Other Pacific Islander	67	239.99	247	52.07	81
7	White	4,153	247.89	254	45.29	71
7	NYC (1)	8,250	255.98	264	43.87	62
7	Big 4 Cities (2)	1,168	243.62	249	40.60	61
7	High Need Urban/Suburban (3)	2,004	250.91	261	43.78	62
7	High Need Rural (4)	115	251.06	253	39.38	53
7	Average Need (5)	1,411	259.62	268	42.31	59
7	Low Need (6)	593	260.29	268	43.41	57
7	Charter Schools (7)	493	270.61	273	29.26	37
7	Religious and Independent Schools (8)	2,785	268.02	856	160.00	-1
7	0 Years ELL	838	246.04	259	49.91	76
7	1 Years ELL	3,659	221.53	214	47.70	75
7	2 Years ELL	2,061	243.55	242	44.31	69
7	3 Years ELL	1,700	262.43	265	38.52	53
7	4 Years ELL	1,081	265.32	268	35.82	49
7	5 Years ELL	1,220	259.14	268	42.81	60
7	6 Years ELL or More	6,985	266.33	272	35.13	41
7	Spanish	9,434	252.60	262	43.45	59
7	English	3,100	246.13	252	43.99	69
7	Chinese	1,023	254.91	262	49.69	80
7	Arabic	918	242.09	247	46.68	77
7	Bengali	426	263.28	274	45.47	56
7	Other Language	2,643	259.93	267	43.60	61
7	Students without Disabilities	13,356	251.70	259	45.66	71
7	Students with Disabilities	4,188	254.63	262	40.26	47

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
8	Female	7,603	262.09	270	44.30	61
8	Male	8,678	252.04	259	46.84	73
8	Asian	2,391	264.47	273	46.44	64
8	Black or African-American	1,045	256.05	265	44.48	66
8	Hispanic or Latino	9,303	255.32	264	45.12	66
8	American Indian or Alaska Native	56	243.88	245	46.71	69
8	Multiracial (not of Hispanic origin)	11	261.55	273	47.19	72
8	Native Hawaiian/Other Pacific Islander	55	250.64	253	55.23	77
8	White	3,420	255.66	261	47.54	73
8	NYC (1)	8,092	259.69	267	44.43	65
8	Big 4 Cities (2)	1,106	249.78	257	43.85	69
8	High Need Urban/Suburban (3)	1,888	250.13	259	45.13	70
8	High Need Rural (4)	112	257.53	268	44.30	62
8	Average Need (5)	1,233	263.87	271	43.97	62
8	Low Need (6)	482	271.12	280	44.09	55
8	Charter Schools (7)	344	281.12	285	30.74	35
8	Religious and Independent Schools (8)	2,252	277.86	945	164.00	-1
8	0 Years ELL	761	250.59	263	53.67	87
8	1 Years ELL	3,404	225.83	217	49.67	81
8	2 Years ELL	2,145	250.00	250	45.19	73
8	3 Years ELL	1,563	263.54	266	41.49	59
8	4 Years ELL	1,368	266.13	270	37.98	54
8	5 Years ELL	1,118	273.46	278	34.52	44
8	6 Years ELL or More	5,922	270.59	278	37.66	45
8	Spanish	9,127	254.86	263	45.19	67
8	English	2,528	256.23	263	45.76	69
8	Chinese	922	262.04	271	49.51	68
8	Arabic	871	242.70	243	47.93	81
8	Bengali	422	267.37	275	47.35	65
8	Other Language	2,411	265.48	274	44.51	58
8	Students without Disabilities	12,633	256.20	263	46.54	72
8	Students with Disabilities	3,648	258.57	268	43.78	51

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
9	Female	9,269	251.86	256	46.77	71
9	Male	11,317	241.33	243	47.28	76
9	Asian	3,029	257.98	261	44.85	67
9	Black or African-American	1,676	249.51	251	43.81	66
9	Hispanic or Latino	12,660	239.05	241	47.42	79
9	American Indian or Alaska Native	85	243.08	242	45.26	68
9	Multiracial (not of Hispanic origin)	52	293.98	299	44.41	61
9	Native Hawaiian/Other Pacific Islander	97	259.07	263	47.09	74
9	White	2,987	260.64	264	44.96	64
9	NYC (1)	11,190	248.27	252	45.98	71
9	Big 4 Cities (2)	1,154	252.53	257	42.90	67
9	High Need Urban/Suburban (3)	2,818	231.20	228	45.66	76
9	High Need Rural (4)	121	248.24	256	42.57	64
9	Average Need (5)	2,014	237.12	234	48.15	82
9	Low Need (6)	780	243.15	244	51.01	89
9	Charter Schools (7)	466	272.81	276	34.59	45
9	Religious and Independent Schools (8)	1,400	269.66	1196	152.00	-1
9	0 Years ELL	1,310	243.88	250	52.97	83
9	1 Years ELL	7,145	220.14	213	43.75	61
9	2 Years ELL	2,681	237.32	234	43.65	62
9	3 Years ELL	1,784	256.45	258	40.60	57
9	4 Years ELL	1,191	262.89	266	39.89	55
9	5 Years ELL	1,289	264.24	267	36.74	49
9	6 Years ELL or More	5,186	274.93	279	36.27	42
9	Spanish	12,453	238.76	240	47.44	78
9	English	1,799	270.32	273	40.88	56
9	Chinese	1,226	256.35	259	47.71	71
9	Arabic	1,289	234.16	230	42.49	63
9	Bengali	563	259.30	265	45.48	66
9	Other Language	3,256	259.19	262	43.40	64
9	Students without Disabilities	17,114	243.89	244	47.64	77
9	Students with Disabilities	3,472	256.82	265	44.33	50

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
10	Female	8,381	265.70	270	44.15	63
10	Male	9,348	259.00	262	45.17	66
10	Asian	3,111	270.61	274	43.85	63
10	Black or African-American	1,468	266.68	269	39.74	57
10	Hispanic or Latino	10,398	255.29	259	45.40	68
10	American Indian or Alaska Native	84	275.12	275	41.59	55
10	Multiracial (not of Hispanic origin)	34	287.88	294	41.89	62
10	Native Hawaiian/Other Pacific Islander	78	274.67	278	40.78	57
10	White	2,556	276.14	280	40.83	56
10	NYC (1)	10,288	264.08	267	43.37	64
10	Big 4 Cities (2)	921	265.63	270	39.50	58
10	High Need Urban/Suburban (3)	2,229	248.59	252	45.77	73
10	High Need Rural (4)	112	259.11	267	38.46	52
10	Average Need (5)	1,457	261.58	264	44.03	66
10	Low Need (6)	695	268.01	272	44.97	67
10	Charter Schools (7)	313	284.78	288	33.84	46
10	Religious and Independent Schools (8)	1,268	281.02	1145	167.00	-1
10	0 Years ELL	927	261.37	268	51.81	75
10	1 Years ELL	3,656	242.50	240	47.34	71
10	2 Years ELL	3,578	251.62	251	42.84	62
10	3 Years ELL	2,207	262.77	263	42.00	61
10	4 Years ELL	1,399	271.84	274	40.00	56
10	5 Years ELL	1,397	273.58	278	40.66	55
10	6 Years ELL or More	4,565	279.59	284	37.47	44
10	Spanish	10,282	255.09	259	45.44	68
10	English	1,560	278.56	281	36.58	51
10	Chinese	1,472	268.44	271	47.15	72
10	Arabic	821	262.56	263	42.23	63
10	Bengali	559	273.32	277	42.71	57
10	Other Language	3,035	272.50	276	41.20	55
10	Students without Disabilities	15,120	262.89	266	44.36	66
10	Students with Disabilities	2,609	257.98	268	47.15	58

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
11	Female	5,917	271.10	276	42.69	57
11	Male	6,197	267.70	273	43.92	60
11	Asian	2,084	278.95	283	39.98	52
11	Black or African-American	947	275.86	279	37.34	48
11	Hispanic or Latino	7,040	263.22	269	44.94	63
11	American Indian or Alaska Native	56	276.21	287	52.32	44
11	Multiracial (not of Hispanic origin)	19	267.95	280	54.84	74
11	Native Hawaiian/Other Pacific Islander	65	276.92	278	37.34	48
11	White	1,903	277.89	281	39.49	53
11	NYC (1)	6,587	273.77	278	39.87	55
11	Big 4 Cities (2)	617	268.44	270	38.00	54
11	High Need Urban/Suburban (3)	1,506	256.59	260	44.19	69
11	High Need Rural (4)	57	262.02	269	38.26	42
11	Average Need (5)	1,098	270.36	273	41.46	59
11	Low Need (6)	576	277.16	282	42.72	61
11	Charter Schools (7)	184	282.95	286	34.07	45
11	Religious and Independent Schools (8)	1,132	278.00	1161	163.00	-1
11	0 Years ELL	666	267.53	277	52.37	65
11	1 Years ELL	1,912	255.24	258	50.71	74
11	2 Years ELL	1,695	268.57	271	42.96	62
11	3 Years ELL	2,364	268.24	271	40.39	59
11	4 Years ELL	1,247	269.91	274	39.79	55
11	5 Years ELL	1,025	277.38	282	37.77	49
11	6 Years ELL or More	3,205	276.64	282	39.48	46
11	Spanish	6,900	262.99	269	44.99	63
11	English	1,347	278.98	281	37.14	52
11	Chinese	909	279.22	284	41.41	54
11	Arabic	512	271.35	275	39.67	53
11	Bengali	375	278.62	281	37.02	43
11	Other Language	2,071	277.84	282	40.52	51
11	Students without Disabilities	10,392	272.33	276	41.13	58
11	Students with Disabilities	1,722	251.48	263	51.41	64

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
12	Female	3,194	256.63	263	46.83	55
12	Male	3,669	251.82	262	52.24	67
12	Asian	1,221	262.91	269	49.29	56
12	Black or African-American	511	260.40	270	47.11	51
12	Hispanic or Latino	4,014	249.79	258	50.67	67
12	American Indian or Alaska Native	34	226.76	257	75.14	138
12	Multiracial (not of Hispanic origin)	5	275.80	279	26.10	46
12	Native Hawaiian/Other Pacific Islander	43	224.44	238	65.98	110
12	White	1,035	259.03	263	43.97	48
12	NYC (1)	3,193	267.67	270	37.87	49
12	Big 4 Cities (2)	379	260.73	265	41.55	50
12	High Need Urban/Suburban (3)	731	257.98	263	39.52	53
12	High Need Rural (4)	43	272.12	276	40.14	46
12	Average Need (5)	548	274.61	278	36.71	46
12	Low Need (6)	244	285.40	290	39.57	51
12	Charter Schools (7)	57	281.12	286	35.31	36
12	Religious and Independent Schools (8)	545	271.75	1247	163.00	-1
12	0 Years ELL	448	231.47	233	62.65	94
12	1 Years ELL	639	246.25	261	67.59	90
12	2 Years ELL	653	269.23	272	44.54	60
12	3 Years ELL	851	266.31	271	43.05	53
12	4 Years ELL	1,118	263.00	268	41.22	49
12	5 Years ELL	871	256.29	262	41.27	49
12	6 Years ELL or More	2,283	246.53	256	48.48	66
12	Spanish	3,950	249.08	258	50.93	67
12	English	709	266.23	266	32.92	41
12	Chinese	492	259.69	271	54.07	64
12	Arabic	276	262.59	270	44.50	45
12	Bengali	223	252.73	264	53.05	67
12	Other Language	1,213	259.16	267	51.10	58
12	Students without Disabilities	4,782	269.98	272	36.74	48
12	Students with Disabilities	2,081	217.45	220	56.31	87

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
K	Female	15,639	12	14	14	46	14
K	Male	15,667	14	15	14	44	13
K	Asian	7,168	6	10	12	51	22
K	Black or African-American	1,191	10	14	14	49	14
K	Hispanic or Latino	16,133	8	15	16	49	11
K	American Indian or Alaska Native	108	5	17	21	45	12
K	Multiracial (not of Hispanic origin)	78	8	3	9	58	23
K	Native Hawaiian/Other Pacific Islander	79	13	16	14	42	15
K	White	6,549	34	17	11	29	9
K	NYC	15,621	7	13	14	49	17
K	Big 4 Cities	1,354	14	19	16	45	6
K	High Need Urban/Suburban	3,463	11	17	16	46	11
K	High Need Rural	218	10	13	20	47	10
K	Average Need	3,380	7	14	16	51	12
K	Low Need	1,555	5	11	14	54	16
K	Charter Schools	1,551	2	7	10	59	21
K	Religious and Independent Schools	3,767	52	21	10	15	1
K	0 Years ELL	1,969	11	10	11	51	18
K	1 Years ELL	27,830	12	15	15	45	13
K	2 Years ELL	1,205	26	8	12	42	12
K	3 Years ELL	166	93	3	0	3	1
K	4 Years ELL	32	94	0	3	3	0
K	5 Years ELL	15	100	0	0	0	0
K	6 Years ELL or More	89	20	16	11	43	10
K	Spanish	15,376	8	15	16	49	11
K	English	5,443	37	18	11	27	7
K	Chinese	3,673	6	9	12	51	23
K	Arabic	1,213	16	18	15	42	10
K	Bengali	792	6	9	10	50	25
K	Other Language	4,809	8	11	12	49	20
K	Students without Disabilities	27,533	13	14	13	46	14
K	Students with Disabilities	3,773	13	20	19	41	7

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
1	Female	15,152	4	19	38	32	7
1	Male	16,120	8	22	35	29	6
1	Asian	6,232	4	13	29	41	14
1	Black or African-American	1,196	7	22	35	30	6
1	Hispanic or Latino	16,756	5	20	40	31	4
1	American Indian or Alaska Native	104	9	15	30	38	9
1	Multiracial (not of Hispanic origin)	78	6	17	36	36	5
1	Native Hawaiian/Other Pacific Islander	83	11	23	28	27	12
1	White	6,823	12	31	33	20	4
1	NYC	15,537	4	18	36	34	8
1	Big 4 Cities	1,500	6	31	40	21	2
1	High Need Urban/Suburban	3,482	6	23	40	28	3
1	High Need Rural	175	3	22	44	27	4
1	Average Need	3,242	3	15	39	37	6
1	Low Need	1,431	2	10	35	41	11
1	Charter Schools	1,330	0	7	37	46	9
1	Religious and Independent Schools	3,951	16	40	33	10	0
1	0 Years ELL	1,635	11	13	31	38	8
1	1 Years ELL	7,330	16	37	29	16	3
1	2 Years ELL	20,037	2	16	39	35	8
1	3 Years ELL	2,014	10	15	37	33	5
1	4 Years ELL	122	6	15	61	19	0
1	5 Years ELL	66	18	29	38	14	2
1	6 Years ELL or More	68	12	35	31	19	3
1	Spanish	16,267	5	20	40	31	4
1	English	4,936	13	34	35	16	2
1	Chinese	3,062	5	11	26	42	17
1	Arabic	1,314	7	30	34	25	4
1	Bengali	758	3	12	30	42	13
1	Other Language	4,935	5	16	32	37	10
1	Students without Disabilities	26,367	6	19	35	32	7
1	Students with Disabilities	4,905	7	28	41	21	3

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
2	Female	15,961	4	12	24	42	18
2	Male	17,056	7	15	25	38	15
2	Asian	6,254	3	8	16	42	32
2	Black or African-American	1,374	6	18	23	40	13
2	Hispanic or Latino	18,307	4	12	26	43	14
2	American Indian or Alaska Native	135	19	14	24	26	17
2	Multiracial (not of Hispanic origin)	77	4	9	10	49	27
2	Native Hawaiian/Other Pacific Islander	88	9	14	16	39	23
2	White	6,782	10	23	29	29	10
2	NYC	16,445	4	11	23	42	20
2	Big 4 Cities	1,649	6	24	28	32	10
2	High Need Urban/Suburban	3,949	5	13	27	43	12
2	High Need Rural	221	2	12	29	45	12
2	Average Need	3,395	3	9	22	46	20
2	Low Need	1,492	2	6	18	47	27
2	Charter Schools	1,267	0	2	20	56	22
2	Religious and Independent Schools	3,961	13	29	34	20	3
2	0 Years ELL	1,461	11	8	17	46	19
2	1 Years ELL	4,910	17	32	24	20	7
2	2 Years ELL	4,915	6	20	29	32	14
2	3 Years ELL	19,316	2	8	23	46	20
2	4 Years ELL	2,131	4	9	29	46	11
2	5 Years ELL	206	4	19	24	43	9
2	6 Years ELL or More	78	19	17	19	35	10
2	Spanish	17,769	5	12	26	43	14
2	English	4,987	10	23	31	28	7
2	Chinese	3,015	4	6	14	41	35
2	Arabic	1,380	9	23	25	32	12
2	Bengali	847	5	6	13	43	33
2	Other Language	5,019	4	13	20	41	22
2	Students without Disabilities	27,358	5	13	22	41	19
2	Students with Disabilities	5,659	6	19	35	33	6

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
3	Female	12,796	4	14	30	42	10
3	Male	14,092	6	21	26	39	9
3	Asian	4,542	4	13	20	44	18
3	Black or African-American	1,256	6	20	29	37	7
3	Hispanic or Latino	15,018	5	13	28	45	9
3	American Indian or Alaska Native	69	4	9	23	43	20
3	Multiracial (not of Hispanic origin)	45	0	2	20	60	18
3	Native Hawaiian/Other Pacific Islander	72	11	22	17	44	6
3	White	5,886	5	32	33	24	6
3	NYC	12,793	4	14	25	44	13
3	Big 4 Cities	1,533	6	25	32	31	5
3	High Need Urban/Suburban	3,461	6	13	28	45	8
3	High Need Rural	177	3	17	36	41	3
3	Average Need	2,601	3	9	26	51	11
3	Low Need	1,187	3	8	25	48	17
3	Charter Schools	783	0	3	22	62	12
3	Religious and Independent Schools	3,683	4	42	39	14	1
3	0 Years ELL	988	13	12	17	48	10
3	1 Years ELL	4,385	17	38	25	16	4
3	2 Years ELL	2,706	4	26	28	30	12
3	3 Years ELL	3,664	3	20	32	34	10
3	4 Years ELL	12,937	1	10	27	50	11
3	5 Years ELL	2,014	3	10	34	45	7
3	6 Years ELL or More	194	7	24	35	29	5
3	Spanish	14,564	5	13	28	45	9
3	English	4,396	3	35	37	22	4
3	Chinese	2,057	5	11	17	45	22
3	Arabic	1,256	8	28	23	34	8
3	Bengali	621	5	11	18	48	18
3	Other Language	3,994	5	16	25	41	13
3	Students without Disabilities	21,551	5	17	25	42	11
3	Students with Disabilities	5,337	6	18	39	33	4

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
4	Female	10,745	6	14	23	44	13
4	Male	12,547	10	20	20	38	11
4	Asian	3,695	7	13	17	43	20
4	Black or African-American	1,080	9	21	23	39	9
4	Hispanic or Latino	12,784	7	13	21	47	12
4	American Indian or Alaska Native	71	4	13	24	39	20
4	Multiracial (not of Hispanic origin)	30	3	10	13	60	13
4	Native Hawaiian/Other Pacific Islander	67	10	19	10	43	16
4	White	5,565	10	29	25	27	8
4	NYC	10,947	7	14	20	45	15
4	Big 4 Cities	1,377	8	24	26	35	7
4	High Need Urban/Suburban	2,918	8	13	20	46	13
4	High Need Rural	146	5	19	21	46	10
4	Average Need	2,243	6	9	20	50	15
4	Low Need	916	3	9	18	51	19
4	Charter Schools	401	0	2	16	69	13
4	Religious and Independent Schools	3,683	11	36	29	21	3
4	0 Years ELL	624	20	12	15	44	10
4	1 Years ELL	4,188	23	32	19	20	6
4	2 Years ELL	2,388	7	29	23	29	12
4	3 Years ELL	1,827	3	18	22	41	17
4	4 Years ELL	2,839	5	16	27	39	12
4	5 Years ELL	9,731	3	10	20	52	14
4	6 Years ELL or More	1,695	4	9	26	50	10
4	Spanish	12,451	7	14	21	46	12
4	English	4,238	9	32	27	26	5
4	Chinese	1,588	9	11	15	43	22
4	Arabic	1,110	14	25	20	31	11
4	Bengali	527	6	14	19	42	20
4	Other Language	3,378	7	15	19	42	16
4	Students without Disabilities	17,954	8	18	19	41	14
4	Students with Disabilities	5,338	6	17	30	41	7

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
5	Female	9,558	4	11	30	45	10
5	Male	11,223	6	19	27	39	8
5	Asian	3,031	4	13	23	43	17
5	Black or African-American	1,096	5	16	30	42	7
5	Hispanic or Latino	11,287	5	11	28	48	8
5	American Indian or Alaska Native	43	2	28	21	35	14
5	Multiracial (not of Hispanic origin)	34	6	3	41	35	15
5	Native Hawaiian/Other Pacific Islander	74	3	15	39	31	12
5	White	5,216	6	26	34	27	6
5	NYC	9,420	4	13	26	45	11
5	Big 4 Cities	1,237	5	22	32	36	5
5	High Need Urban/Suburban	2,634	5	12	27	48	8
5	High Need Rural	157	3	8	31	52	8
5	Average Need	1,917	3	7	24	53	12
5	Low Need	787	3	8	19	52	18
5	Charter Schools	388	0	3	27	59	11
5	Religious and Independent Schools	3,574	6	31	39	22	2
5	0 Years ELL	583	15	18	23	37	7
5	1 Years ELL	3,884	16	34	27	18	5
5	2 Years ELL	2,234	3	23	31	31	12
5	3 Years ELL	1,619	1	13	33	40	13
5	4 Years ELL	1,410	1	7	30	48	14
5	5 Years ELL	3,257	3	17	30	42	8
5	6 Years ELL or More	7,794	2	6	28	56	9
5	Spanish	10,981	5	12	28	47	8
5	English	4,015	5	27	37	28	4
5	Chinese	1,260	6	14	21	42	17
5	Arabic	1,012	7	27	28	29	9
5	Bengali	443	5	11	25	39	20
5	Other Language	3,070	4	14	25	43	14
5	Students without Disabilities	15,728	5	17	26	41	10
5	Students with Disabilities	5,053	5	10	37	43	5

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
6	Female	8,639	6	10	23	44	16
6	Male	10,237	8	19	23	38	12
6	Asian	2,807	7	13	20	39	21
6	Black or African-American	1,059	6	15	24	43	12
6	Hispanic or Latino	10,294	8	12	21	44	14
6	American Indian or Alaska Native	63	2	24	25	30	19
6	Multiracial (not of Hispanic origin)	22	18	5	14	32	32
6	Native Hawaiian/Other Pacific Islander	78	13	21	19	29	18
6	White	4,553	7	22	27	33	10
6	NYC	8,645	7	13	21	42	16
6	Big 4 Cities	1,193	6	18	27	39	9
6	High Need Urban/Suburban	2,197	8	12	20	47	13
6	High Need Rural	129	2	13	26	51	8
6	Average Need	1,653	7	10	19	45	19
6	Low Need	642	5	7	16	46	26
6	Charter Schools	538	0	4	21	57	18
6	Religious and Independent Schools	3,177	6	26	30	31	7
6	0 Years ELL	903	14	13	19	40	14
6	1 Years ELL	3,687	23	30	21	18	6
6	2 Years ELL	2,310	6	21	30	30	12
6	3 Years ELL	1,592	2	13	26	41	19
6	4 Years ELL	1,266	2	7	22	48	22
6	5 Years ELL	1,486	3	19	19	43	17
6	6 Years ELL or More	7,632	2	7	22	53	15
6	Spanish	10,069	8	13	22	44	14
6	English	3,484	6	23	29	34	8
6	Chinese	1,126	11	12	18	37	20
6	Arabic	908	10	22	25	31	12
6	Bengali	455	4	11	22	39	24
6	Other Language	2,834	5	13	21	42	18
6	Students without Disabilities	14,381	8	17	21	39	16
6	Students with Disabilities	4,495	6	9	29	48	9

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
7	Female	8,035	3	12	19	50	15
7	Male	9,509	6	19	22	42	11
7	Asian	2,592	4	15	18	44	19
7	Black or African-American	1,067	4	18	23	42	13
7	Hispanic or Latino	9,596	5	14	21	49	11
7	American Indian or Alaska Native	47	2	19	11	47	21
7	Multiracial (not of Hispanic origin)	22	0	9	18	50	23
7	Native Hawaiian/Other Pacific Islander	67	10	19	22	36	12
7	White	4,153	5	21	21	41	12
7	NYC	8,250	4	15	19	46	15
7	Big 4 Cities	1,168	5	20	27	42	6
7	High Need Urban/Suburban	2,004	6	15	20	48	10
7	High Need Rural	115	3	16	27	47	8
7	Average Need	1,411	3	13	18	50	16
7	Low Need	593	5	11	18	50	17
7	Charter Schools	493	0	4	17	66	13
7	Religious and Independent Schools	2,785	5	23	23	40	10
7	0 Years ELL	838	10	17	16	46	11
7	1 Years ELL	3,659	15	35	22	22	7
7	2 Years ELL	2,061	3	24	28	32	12
7	3 Years ELL	1,700	1	9	24	49	17
7	4 Years ELL	1,081	1	7	23	52	17
7	5 Years ELL	1,220	1	17	16	49	17
7	6 Years ELL or More	6,985	2	7	17	60	14
7	Spanish	9,434	5	14	21	49	11
7	English	3,100	5	21	23	41	10
7	Chinese	1,023	5	18	17	37	21
7	Arabic	918	6	26	20	37	11
7	Bengali	426	4	11	17	48	21
7	Other Language	2,643	3	13	20	46	18
7	Students without Disabilities	13,356	5	18	20	43	14
7	Students with Disabilities	4,188	4	10	22	56	8

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
8	Female	7,603	3	12	19	50	16
8	Male	8,678	5	18	20	46	11
8	Asian	2,391	4	12	17	48	19
8	Black or African-American	1,045	4	17	17	52	10
8	Hispanic or Latino	9,303	4	15	19	49	11
8	American Indian or Alaska Native	56	11	18	23	41	7
8	Multiracial (not of Hispanic origin)	11	0	36	0	45	18
8	Native Hawaiian/Other Pacific Islander	55	7	15	25	35	18
8	White	3,420	4	17	20	43	15
8	NYC	8,092	3	14	19	48	15
8	Big 4 Cities	1,106	4	20	20	48	8
8	High Need Urban/Suburban	1,888	6	17	20	49	8
8	High Need Rural	112	5	13	17	52	13
8	Average Need	1,233	3	12	17	51	17
8	Low Need	482	3	9	13	51	23
8	Charter Schools	344	0	4	9	67	19
8	Religious and Independent Schools	2,252	4	18	22	43	14
8	0 Years ELL	761	10	17	15	45	14
8	1 Years ELL	3,404	12	35	22	24	8
8	2 Years ELL	2,145	3	21	26	37	13
8	3 Years ELL	1,563	1	11	23	47	17
8	4 Years ELL	1,368	1	8	23	53	16
8	5 Years ELL	1,118	1	5	16	62	17
8	6 Years ELL or More	5,922	2	6	14	63	15
8	Spanish	9,127	5	15	19	49	11
8	English	2,528	4	17	21	45	14
8	Chinese	922	5	13	19	44	19
8	Arabic	871	6	25	24	36	10
8	Bengali	422	4	9	19	44	24
8	Other Language	2,411	3	12	15	53	17
8	Students without Disabilities	12,633	4	17	19	45	15
8	Students with Disabilities	3,648	5	9	18	59	9

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
9	Female	9,269	6	21	28	38	7
9	Male	11,317	9	26	27	33	4
9	Asian	3,029	4	18	29	41	8
9	Black or African-American	1,676	5	23	31	36	5
9	Hispanic or Latino	12,660	11	27	26	32	3
9	American Indian or Alaska Native	85	6	27	32	29	6
9	Multiracial (not of Hispanic origin)	52	0	8	12	46	35
9	Native Hawaiian/Other Pacific Islander	97	2	22	26	42	8
9	White	2,987	3	17	29	40	11
9	NYC	11,190	7	23	28	37	5
9	Big 4 Cities	1,154	3	23	29	40	5
9	High Need Urban/Suburban	2,818	13	32	27	26	3
9	High Need Rural	121	9	18	26	46	1
9	Average Need	2,014	12	30	23	31	4
9	Low Need	780	11	25	25	33	5
9	Charter Schools	466	1	7	28	56	8
9	Religious and Independent Schools	1,400	0	8	27	49	16
9	0 Years ELL	1,310	13	21	25	35	7
9	1 Years ELL	7,145	15	42	25	15	3
9	2 Years ELL	2,681	7	31	35	23	4
9	3 Years ELL	1,784	3	17	34	41	6
9	4 Years ELL	1,191	2	14	30	46	7
9	5 Years ELL	1,289	2	9	34	49	6
9	6 Years ELL or More	5,186	2	6	23	61	9
9	Spanish	12,453	11	27	26	32	3
9	English	1,799	2	11	27	48	13
9	Chinese	1,226	6	18	28	38	10
9	Arabic	1,289	7	34	32	24	3
9	Bengali	563	3	18	27	44	8
9	Other Language	3,256	3	17	30	42	8
9	Students without Disabilities	17,114	8	27	27	32	6
9	Students with Disabilities	3,472	7	11	29	50	3

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
10	Female	8,381	3	14	27	45	11
10	Male	9,348	4	17	29	41	9
10	Asian	3,111	2	12	27	44	15
10	Black or African-American	1,468	2	11	30	47	10
10	Hispanic or Latino	10,398	5	19	29	40	7
10	American Indian or Alaska Native	84	2	7	26	45	19
10	Multiracial (not of Hispanic origin)	34	0	3	24	50	24
10	Native Hawaiian/Other Pacific Islander	78	0	13	21	50	17
10	White	2,556	2	8	25	51	15
10	NYC	10,288	2	15	28	43	11
10	Big 4 Cities	921	1	12	30	49	8
10	High Need Urban/Suburban	2,229	7	23	29	36	6
10	High Need Rural	112	3	13	31	52	1
10	Average Need	1,457	3	17	29	41	10
10	Low Need	695	2	15	26	42	14
10	Charter Schools	313	1	3	19	60	17
10	Religious and Independent Schools	1,268	0	4	25	56	15
10	0 Years ELL	927	7	16	23	41	14
10	1 Years ELL	3,656	8	27	31	28	6
10	2 Years ELL	3,578	3	22	34	33	7
10	3 Years ELL	2,207	2	15	33	40	10
10	4 Years ELL	1,399	1	10	28	48	13
10	5 Years ELL	1,397	2	9	25	52	13
10	6 Years ELL or More	4,565	2	5	20	60	13
10	Spanish	10,282	5	19	29	40	7
10	English	1,560	1	6	24	55	14
10	Chinese	1,472	3	14	28	38	17
10	Arabic	821	2	14	33	40	10
10	Bengali	559	3	9	25	49	15
10	Other Language	3,035	2	10	26	49	14
10	Students without Disabilities	15,120	3	16	28	42	11
10	Students with Disabilities	2,609	7	13	25	50	6

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
11	Female	5,917	3	10	25	50	13
11	Male	6,197	3	11	26	48	11
11	Asian	2,084	1	6	23	53	17
11	Black or African-American	947	2	5	26	56	11
11	Hispanic or Latino	7,040	4	14	27	46	10
11	American Indian or Alaska Native	56	7	4	13	64	13
11	Multiracial (not of Hispanic origin)	19	5	11	26	42	16
11	Native Hawaiian/Other Pacific Islander	65	3	2	23	62	11
11	White	1,903	1	7	25	51	17
11	NYC	6,587	2	9	25	52	13
11	Big 4 Cities	617	1	9	32	49	9
11	High Need Urban/Suburban	1,506	4	20	28	40	8
11	High Need Rural	57	4	11	28	56	2
11	Average Need	1,098	2	10	27	48	13
11	Low Need	576	2	10	20	51	17
11	Charter Schools	184	1	3	21	62	13
11	Religious and Independent Schools	1,132	0	5	27	52	16
11	0 Years ELL	666	7	10	21	47	15
11	1 Years ELL	1,912	7	19	27	35	12
11	2 Years ELL	1,695	1	14	28	44	13
11	3 Years ELL	2,364	2	12	30	46	11
11	4 Years ELL	1,247	2	10	28	50	11
11	5 Years ELL	1,025	1	6	22	57	13
11	6 Years ELL or More	3,205	3	5	21	59	12
11	Spanish	6,900	4	14	27	46	10
11	English	1,347	1	6	26	52	16
11	Chinese	909	2	5	23	52	17
11	Arabic	512	2	7	29	50	12
11	Bengali	375	1	5	22	59	13
11	Other Language	2,071	2	7	22	53	16
11	Students without Disabilities	10,392	2	10	25	49	13
11	Students with Disabilities	1,722	11	13	26	46	4

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
12	Female	3,194	7	12	30	44	7
12	Male	3,669	11	14	27	43	6
12	Asian	1,221	7	9	26	47	11
12	Black or African-American	511	7	9	26	51	6
12	Hispanic or Latino	4,014	10	15	28	41	5
12	American Indian or Alaska Native	34	32	12	15	32	9
12	Multiracial (not of Hispanic origin)	5	0	0	20	80	0
12	Native Hawaiian/Other Pacific Islander	43	28	16	14	37	5
12	White	1,035	5	11	33	45	6
12	NYC	3,193	2	9	31	50	8
12	Big 4 Cities	379	5	9	32	48	6
12	High Need Urban/Suburban	731	4	13	31	47	4
12	High Need Rural	43	2	7	19	60	12
12	Average Need	548	1	9	23	55	12
12	Low Need	244	2	4	19	57	19
12	Charter Schools	57	2	5	14	68	11
12	Religious and Independent Schools	545	0	8	40	46	5
12	0 Years ELL	448	20	25	20	27	8
12	1 Years ELL	639	19	10	22	35	14
12	2 Years ELL	653	4	9	28	46	13
12	3 Years ELL	851	4	10	26	51	9
12	4 Years ELL	1,118	4	9	31	49	6
12	5 Years ELL	871	5	12	34	46	3
12	6 Years ELL or More	2,283	11	16	29	41	3
12	Spanish	3,950	10	15	29	41	5
12	English	709	1	8	36	50	6
12	Chinese	492	10	11	22	46	11
12	Arabic	276	6	8	29	50	7
12	Bengali	223	10	13	26	44	7
12	Other Language	1,213	8	11	26	46	9
12	Students without Disabilities	4,782	1	8	30	52	9
12	Students with Disabilities	2,081	26	24	24	24	2

APPENDIX G: EXIT RATE BY SUBGROUP**Table G.1: Exit Rate by Subgroup–Kindergarten (All Schools)**

Grade	Subgroup	N-Count	Percent
K	Female	2,169	6.93
K	Male	2,022	6.46
K	Asian	1,586	5.07
K	Black or African-American	161	0.51
K	Hispanic or Latino	1,831	5.85
K	American Indian or Alaska Native	13	0.04
K	Multiracial (not of Hispanic origin)	18	0.06
K	Native Hawaiian/Other Pacific Islander	12	0.04
K	White	570	1.82
K	NYC	2,665	8.52
K	Big 4 Cities	78	0.25
K	High Need Urban/Suburban	367	1.17
K	High Need Rural	21	0.07
K	Average Need	413	1.32
K	Low Need	245	0.78
K	Charter Schools	332	1.06
K	Religious and Independent Schools	51	0.16
K	0 Years ELL	353	1.13
K	1 Years ELL	3,684	11.77
K	2 Years ELL	143	0.46
K	3 Years ELL	2	0.01
K	4 Years ELL	0	0.00
K	5 Years ELL	0	0.00
K	6 Years ELL or More	9	0.03
K	Spanish	1,720	5.49
K	English	360	1.15
K	Chinese	836	2.67
K	Arabic	118	0.38
K	Bengali	195	0.62
K	Other Language	962	3.07
K	Students without Disabilities	3,917	12.51
K	Students with Disabilities	274	0.88

Table G.2: Exit Rate by Subgroup–Grade 1 (All Schools)

Grade	Subgroup	N-Count	Percent
1	Female	1,036	3.31
1	Male	928	2.97
1	Asian	859	2.75
1	Black or African-American	72	0.23
1	Hispanic or Latino	724	2.32
1	American Indian or Alaska Native	9	0.03
1	Multiracial (not of Hispanic origin)	4	0.01
1	Native Hawaiian/Other Pacific Islander	10	0.03
1	White	286	0.91
1	NYC	1,303	4.17
1	Big 4 Cities	28	0.09
1	High Need Urban/Suburban	116	0.37
1	High Need Rural	7	0.02
1	Average Need	199	0.64
1	Low Need	157	0.50
1	Charter Schools	125	0.40
1	Religious and Independent Schools	19	0.06
1	0 Years ELL	123	0.39
1	1 Years ELL	198	0.63
1	2 Years ELL	1,532	4.90
1	3 Years ELL	108	0.35
1	4 Years ELL	0	0.00
1	5 Years ELL	1	0.00
1	6 Years ELL or More	2	0.01
1	Spanish	693	2.22
1	English	98	0.31
1	Chinese	508	1.62
1	Arabic	56	0.18
1	Bengali	101	0.32
1	Other Language	508	1.62
1	Students without Disabilities	1,828	5.85
1	Students with Disabilities	136	0.43

Table G.3: Exit Rate by Subgroup–Grade 2 (All Schools)

Grade	Subgroup	N-Count	Percent
2	Female	2,916	8.83
2	Male	2,537	7.68
2	Asian	1,991	6.03
2	Black or African-American	182	0.55
2	Hispanic or Latino	2,554	7.74
2	American Indian or Alaska Native	23	0.07
2	Multiracial (not of Hispanic origin)	21	0.06
2	Native Hawaiian/Other Pacific Islander	20	0.06
2	White	662	2.01
2	NYC	3,294	10.53
2	Big 4 Cities	157	0.50
2	High Need Urban/Suburban	484	1.55
2	High Need Rural	26	0.08
2	Average Need	684	2.19
2	Low Need	397	1.27
2	Charter Schools	273	0.87
2	Religious and Independent Schools	119	0.38
2	0 Years ELL	276	0.84
2	1 Years ELL	320	0.97
2	2 Years ELL	670	2.03
2	3 Years ELL	3,922	11.88
2	4 Years ELL	238	0.72
2	5 Years ELL	19	0.06
2	6 Years ELL or More	8	0.02
2	Spanish	2,458	7.44
2	English	372	1.13
2	Chinese	1,067	3.23
2	Arabic	168	0.51
2	Bengali	277	0.84
2	Other Language	1,111	3.36
2	Students without Disabilities	5,108	15.47
2	Students with Disabilities	345	1.04

Table G.4: Exit Rate by Subgroup–Grade 3 (All Schools)

Grade	Subgroup	N-Count	Percent
3	Female	1,320	4.91
3	Male	1,312	4.88
3	Asian	824	3.06
3	Black or African-American	88	0.33
3	Hispanic or Latino	1,337	4.97
3	American Indian or Alaska Native	14	0.05
3	Multiracial (not of Hispanic origin)	8	0.03
3	Native Hawaiian/Other Pacific Islander	4	0.01
3	White	357	1.33
3	NYC	1,618	5.17
3	Big 4 Cities	83	0.27
3	High Need Urban/Suburban	271	0.87
3	High Need Rural	5	0.02
3	Average Need	289	0.92
3	Low Need	196	0.63
3	Charter Schools	96	0.31
3	Religious and Independent Schools	55	0.18
3	0 Years ELL	96	0.36
3	1 Years ELL	183	0.68
3	2 Years ELL	333	1.24
3	3 Years ELL	380	1.41
3	4 Years ELL	1,482	5.51
3	5 Years ELL	148	0.55
3	6 Years ELL or More	10	0.04
3	Spanish	1,280	4.76
3	English	164	0.61
3	Chinese	454	1.69
3	Arabic	96	0.36
3	Bengali	113	0.42
3	Other Language	525	1.95
3	Students without Disabilities	2,412	8.97
3	Students with Disabilities	220	0.82

Table G.5: Exit Rate by Subgroup–Grade 4 (All Schools)

Grade	Subgroup	N-Count	Percent
4	Female	1,398	6.00
4	Male	1,429	6.14
4	Asian	752	3.23
4	Black or African-American	92	0.39
4	Hispanic or Latino	1,493	6.41
4	American Indian or Alaska Native	14	0.06
4	Multiracial (not of Hispanic origin)	4	0.02
4	Native Hawaiian/Other Pacific Islander	11	0.05
4	White	461	1.98
4	NYC	1,619	5.18
4	Big 4 Cities	100	0.32
4	High Need Urban/Suburban	380	1.22
4	High Need Rural	14	0.04
4	Average Need	333	1.06
4	Low Need	176	0.56
4	Charter Schools	54	0.17
4	Religious and Independent Schools	115	0.37
4	0 Years ELL	61	0.26
4	1 Years ELL	257	1.10
4	2 Years ELL	293	1.26
4	3 Years ELL	303	1.30
4	4 Years ELL	350	1.50
4	5 Years ELL	1,401	6.01
4	6 Years ELL or More	162	0.70
4	Spanish	1,462	6.28
4	English	228	0.98
4	Chinese	357	1.53
4	Arabic	117	0.50
4	Bengali	107	0.46
4	Other Language	556	2.39
4	Students without Disabilities	2,480	10.65
4	Students with Disabilities	347	1.49

Table G.6: Exit Rate by Subgroup–Grade 5 (All Schools)

Grade	Subgroup	N-Count	Percent
5	Female	949	4.57
5	Male	932	4.48
5	Asian	505	2.43
5	Black or African-American	74	0.36
5	Hispanic or Latino	949	4.57
5	American Indian or Alaska Native	6	0.03
5	Multiracial (not of Hispanic origin)	5	0.02
5	Native Hawaiian/Other Pacific Islander	9	0.04
5	White	333	1.60
5	NYC	1,069	3.42
5	Big 4 Cities	65	0.21
5	High Need Urban/Suburban	217	0.69
5	High Need Rural	12	0.04
5	Average Need	234	0.75
5	Low Need	139	0.44
5	Charter Schools	42	0.13
5	Religious and Independent Schools	79	0.25
5	0 Years ELL	41	0.20
5	1 Years ELL	191	0.92
5	2 Years ELL	260	1.25
5	3 Years ELL	207	1.00
5	4 Years ELL	192	0.92
5	5 Years ELL	276	1.33
5	6 Years ELL or More	714	3.44
5	Spanish	900	4.33
5	English	157	0.76
5	Chinese	212	1.02
5	Arabic	87	0.42
5	Bengali	89	0.43
5	Other Language	436	2.10
5	Students without Disabilities	1,637	7.88
5	Students with Disabilities	244	1.17

Table G.7: Exit Rate by Subgroup–Grade 6 (All Schools)

Grade	Subgroup	N-Count	Percent
6	Female	1,410	7.47
6	Male	1,224	6.48
6	Asian	593	3.14
6	Black or African-American	126	0.67
6	Hispanic or Latino	1,417	7.51
6	American Indian or Alaska Native	12	0.06
6	Multiracial (not of Hispanic origin)	7	0.04
6	Native Hawaiian/Other Pacific Islander	14	0.07
6	White	465	2.46
6	NYC	1,385	4.43
6	Big 4 Cities	112	0.36
6	High Need Urban/Suburban	287	0.92
6	High Need Rural	10	0.03
6	Average Need	315	1.01
6	Low Need	166	0.53
6	Charter Schools	95	0.30
6	Religious and Independent Schools	224	0.72
6	0 Years ELL	130	0.69
6	1 Years ELL	238	1.26
6	2 Years ELL	288	1.53
6	3 Years ELL	298	1.58
6	4 Years ELL	283	1.50
6	5 Years ELL	246	1.30
6	6 Years ELL or More	1,151	6.10
6	Spanish	1,376	7.29
6	English	290	1.54
6	Chinese	230	1.22
6	Arabic	109	0.58
6	Bengali	111	0.59
6	Other Language	518	2.74
6	Students without Disabilities	2,245	11.89
6	Students with Disabilities	389	2.06

Table G.8: Exit Rate by Subgroup–Grade 7 (All Schools)

Grade	Subgroup	N-Count	Percent
7	Female	1,232	7.02
7	Male	1,036	5.91
7	Asian	501	2.86
7	Black or African-American	144	0.82
7	Hispanic or Latino	1,097	6.25
7	American Indian or Alaska Native	10	0.06
7	Multiracial (not of Hispanic origin)	5	0.03
7	Native Hawaiian/Other Pacific Islander	8	0.05
7	White	503	2.87
7	NYC	1,277	4.08
7	Big 4 Cities	74	0.24
7	High Need Urban/Suburban	206	0.66
7	High Need Rural	9	0.03
7	Average Need	220	0.70
7	Low Need	98	0.31
7	Charter Schools	64	0.20
7	Religious and Independent Schools	272	0.87
7	0 Years ELL	91	0.52
7	1 Years ELL	257	1.46
7	2 Years ELL	253	1.44
7	3 Years ELL	282	1.61
7	4 Years ELL	181	1.03
7	5 Years ELL	204	1.16
7	6 Years ELL or More	1,000	5.70
7	Spanish	1,072	6.11
7	English	315	1.80
7	Chinese	217	1.24
7	Arabic	101	0.58
7	Bengali	88	0.50
7	Other Language	475	2.71
7	Students without Disabilities	1,920	10.94
7	Students with Disabilities	348	1.98

Table G.9: Exit Rate by Subgroup–Grade 8 (All Schools)

Grade	Subgroup	N-Count	Percent
8	Female	1,187	7.29
8	Male	990	6.08
8	Asian	464	2.85
8	Black or African-American	109	0.67
8	Hispanic or Latino	1,064	6.54
8	American Indian or Alaska Native	4	0.02
8	Multiracial (not of Hispanic origin)	2	0.01
8	Native Hawaiian/Other Pacific Islander	10	0.06
8	White	524	3.22
8	NYC	1,195	3.82
8	Big 4 Cities	86	0.28
8	High Need Urban/Suburban	150	0.48
8	High Need Rural	15	0.05
8	Average Need	207	0.66
8	Low Need	113	0.36
8	Charter Schools	65	0.21
8	Religious and Independent Schools	305	0.98
8	0 Years ELL	104	0.64
8	1 Years ELL	267	1.64
8	2 Years ELL	276	1.70
8	3 Years ELL	266	1.63
8	4 Years ELL	214	1.31
8	5 Years ELL	190	1.17
8	6 Years ELL or More	860	5.28
8	Spanish	1,033	6.34
8	English	363	2.23
8	Chinese	176	1.08
8	Arabic	85	0.52
8	Bengali	100	0.61
8	Other Language	420	2.58
8	Students without Disabilities	1,844	11.33
8	Students with Disabilities	333	2.05

Table G.10: Exit Rate by Subgroup–Grade 9 (All Schools)

Grade	Subgroup	N-Count	Percent
9	Female	665	3.23
9	Male	457	2.22
9	Asian	241	1.17
9	Black or African-American	88	0.43
9	Hispanic or Latino	437	2.12
9	American Indian or Alaska Native	5	0.02
9	Multiracial (not of Hispanic origin)	18	0.09
9	Native Hawaiian/Other Pacific Islander	8	0.04
9	White	325	1.58
9	NYC	608	1.94
9	Big 4 Cities	56	0.18
9	High Need Urban/Suburban	74	0.24
9	High Need Rural	1	0.00
9	Average Need	82	0.26
9	Low Need	39	0.12
9	Charter Schools	35	0.11
9	Religious and Independent Schools	219	0.70
9	0 Years ELL	88	0.43
9	1 Years ELL	187	0.91
9	2 Years ELL	109	0.53
9	3 Years ELL	108	0.52
9	4 Years ELL	87	0.42
9	5 Years ELL	77	0.37
9	6 Years ELL or More	466	2.26
9	Spanish	433	2.10
9	English	232	1.13
9	Chinese	122	0.59
9	Arabic	36	0.17
9	Bengali	43	0.21
9	Other Language	256	1.24
9	Students without Disabilities	1,001	4.86
9	Students with Disabilities	121	0.59

Table G.11: Exit Rate by Subgroup–Grade 10 (All Schools)

Grade	Subgroup	N-Count	Percent
10	Female	946	5.34
10	Male	854	4.82
10	Asian	469	2.65
10	Black or African-American	141	0.80
10	Hispanic or Latino	760	4.29
10	American Indian or Alaska Native	16	0.09
10	Multiracial (not of Hispanic origin)	8	0.05
10	Native Hawaiian/Other Pacific Islander	13	0.07
10	White	393	2.22
10	NYC	1,101	3.52
10	Big 4 Cities	70	0.22
10	High Need Urban/Suburban	132	0.42
10	High Need Rural	1	0.00
10	Average Need	151	0.48
10	Low Need	97	0.31
10	Charter Schools	53	0.17
10	Religious and Independent Schools	188	0.60
10	0 Years ELL	129	0.73
10	1 Years ELL	234	1.32
10	2 Years ELL	252	1.42
10	3 Years ELL	230	1.30
10	4 Years ELL	183	1.03
10	5 Years ELL	178	1.00
10	6 Years ELL or More	594	3.35
10	Spanish	750	4.23
10	English	221	1.25
10	Chinese	248	1.40
10	Arabic	83	0.47
10	Bengali	82	0.46
10	Other Language	416	2.35
10	Students without Disabilities	1,650	9.31
10	Students with Disabilities	150	0.85

Table G.12: Exit Rate by Subgroup–Grade 11 (All Schools)

Grade	Subgroup	N-Count	Percent
11	Female	767	6.33
11	Male	705	5.82
11	Asian	345	2.85
11	Black or African-American	108	0.89
11	Hispanic or Latino	687	5.67
11	American Indian or Alaska Native	7	0.06
11	Multiracial (not of Hispanic origin)	3	0.02
11	Native Hawaiian/Other Pacific Islander	7	0.06
11	White	315	2.60
11	NYC	850	2.72
11	Big 4 Cities	55	0.18
11	High Need Urban/Suburban	123	0.39
11	High Need Rural	1	0.00
11	Average Need	142	0.45
11	Low Need	98	0.31
11	Charter Schools	24	0.08
11	Religious and Independent Schools	178	0.57
11	0 Years ELL	100	0.83
11	1 Years ELL	233	1.92
11	2 Years ELL	227	1.87
11	3 Years ELL	264	2.18
11	4 Years ELL	132	1.09
11	5 Years ELL	137	1.13
11	6 Years ELL or More	379	3.13
11	Spanish	662	5.46
11	English	214	1.77
11	Chinese	159	1.31
11	Arabic	60	0.50
11	Bengali	48	0.40
11	Other Language	329	2.72
11	Students without Disabilities	1,396	11.52
11	Students with Disabilities	76	0.63

Table G.13: Exit Rate by Subgroup–Grade 12 (All Schools)

Grade	Subgroup	N-Count	Percent
12	Female	220	3.21
12	Male	232	3.38
12	Asian	132	1.92
12	Black or African-American	32	0.47
12	Hispanic or Latino	217	3.16
12	American Indian or Alaska Native	3	0.04
12	Multiracial (not of Hispanic origin)	0	0.00
12	Native Hawaiian/Other Pacific Islander	2	0.03
12	White	66	0.96
12	NYC	247	0.79
12	Big 4 Cities	22	0.07
12	High Need Urban/Suburban	29	0.09
12	High Need Rural	5	0.02
12	Average Need	66	0.21
12	Low Need	46	0.15
12	Charter Schools	6	0.02
12	Religious and Independent Schools	28	0.09
12	0 Years ELL	35	0.51
12	1 Years ELL	90	1.31
12	2 Years ELL	88	1.28
12	3 Years ELL	78	1.14
12	4 Years ELL	71	1.03
12	5 Years ELL	25	0.36
12	6 Years ELL or More	65	0.95
12	Spanish	208	3.03
12	English	40	0.58
12	Chinese	54	0.79
12	Arabic	20	0.29
12	Bengali	16	0.23
12	Other Language	114	1.66
12	Students without Disabilities	419	6.11
12	Students with Disabilities	33	0.48

APPENDIX H: DIF STATISTICS

The DIF classification categories in Table H1 are defined below (see section 4.2 of this report for additional detail).

DIF Classification for Multiple-Choice Items (Listening and Reading)

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$

DIF Classification for Constructed-Response Items (Speaking and Writing)

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.

Table H1. Results of DIF Analyses (All Schools)

Grade Band	Modality	Item Number	DIF			
			Male/ Female	White/ Other	Hispanic/ Other	Asian/ Other
K	Listening	8	A	B+	A	A
	Listening	12	A	C-	A	A
	Listening	13	B+	C+	C-	A
	Reading	1	A	B+	B-	A
	Reading	5	A	B-	A	A
1-2	Listening	3	A	B+	A	A
	Listening	8	A	B+	A	A
	Listening	10	A	C+	B-	A
	Listening	14	A	B-	A	A
	Listening	15	A	B-	A	A
	Reading	26	A	A	A	B+
3-4	Listening	24	A	B+	A	A
	Reading	6	A	B-	A	A
	Reading	7	B+	A	A	A
5-6	Listening	3	A	B+	A	A
	Reading	11	A	B-	A	A
7-8	Listening	6	A	B+	A	A
	Listening	22	A	B-	A	A
	Reading	4	A	C-	B+	A
	Reading	13	A	B+	A	A
9-12	Listening	11	A	B+	A	A
	Reading	7	A	A	A	B+
	Reading	13	A	A	A	B+

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