

**NEW YORK STATE
TESTING PROGRAM**

**ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST
(NYSESLAT)**

2008 ADMINISTRATION

TECHNICAL MANUAL

SUBMITTED BY

PEARSON

MARCH 2009



TABLE OF CONTENTS

| | |
|---|-----|
| TABLE OF CONTENTS | ii |
| TABLES..... | iv |
| FIGURES | vii |
| OVERVIEW OF THIS MANUAL | 1 |
| PART 1: INTRODUCTION..... | 3 |
| 1.1 Background | 3 |
| 1.2 Rationale and Purpose..... | 4 |
| 1.3 Recommended Test Use..... | 4 |
| 1.4 Test Accommodations..... | 4 |
| Large Type..... | 5 |
| Braille | 5 |
| PART 2: TEST DESIGN AND DEVELOPMENT..... | 6 |
| 2.1 Overview..... | 6 |
| 2.2 Test Blueprint and Specifications by Modality and Grade Span..... | 6 |
| 2.3 Test Mapping and Specification by New York State Learning Standards for English as a Second Language..... | 10 |
| 2.4 Item Development and Review Processes..... | 13 |
| 2.5 Field Test | 13 |
| 2.6 Test Construction..... | 14 |
| Psychometric Guidelines for Operational Item Selection and Form Construction | 15 |
| Testing Written Language..... | 16 |
| Testing Oral Language..... | 17 |
| PART 3: SCORING | 18 |
| 3.1 NYSESLAT Range Finding..... | 18 |
| 3.2 Operational File..... | 19 |
| 3.3 Rater Training | 19 |
| 3.4 Inter-Rater and Intra-Rater Reliability | 19 |
| PART 4: CLASSICAL ITEM-LEVEL STATISTICS | 20 |
| 4.1 Item-Level Descriptive Statistics | 20 |
| 4.2 Differential Item Functioning | 22 |
| Summary of DIF Analyses..... | 25 |
| PART 5: RELIABILITY | 26 |
| 5.1 Internal Consistency Reliability..... | 26 |
| 5.2 Classical SEM (based on Classical Test Theory)..... | 26 |
| 5.3 Standard Error of the Mean (SEMn)..... | 27 |
| 5.4 Conditional SEM (Based on Item Response Theory) | 28 |
| 5.5 Summary of Descriptive and Reliability Statistics..... | 29 |
| 5.6 Inter-Rater Reliability | 33 |
| Inter-Rater Agreement | 34 |
| Intraclass Correlation | 34 |
| Kappa Coefficient..... | 35 |
| Summary | 38 |
| 5.7 Reliability of Classification Decision at Proficient Cut | 38 |
| PART 6: VALIDITY..... | 42 |
| 6.1 Content Validity..... | 42 |
| 6.2 Internal Structure..... | 43 |
| Validity of the Scoring Structure via Confirmatory Factor Analyses (CFA)..... | 47 |
| 6.3 External Structure | 48 |
| 6.3.1 Relationship with the New York English Language Assessment | 49 |

| | |
|--|-----|
| Correlations and Other Descriptive Statistics..... | 49 |
| Proficiency Level | 52 |
| Summary | 55 |
| 6.3.2 Relationship with the New York State Regents Examination in Comprehensive English..... | 56 |
| Correlations and Other Descriptive Statistics..... | 56 |
| Proficiency Level Classification | 58 |
| Summary | 59 |
| PART 7: CALIBRATION, EQUATING, AND SCALING | 60 |
| 7.1 Item Response Model and Rationale for Use..... | 60 |
| 7.2 Evidence of Model Fit..... | 60 |
| 7.3 Description of Calibration Sample, Process, and Results | 61 |
| Calibration Sample..... | 61 |
| Calibration Process | 61 |
| 7.4 Equating of the NYSESLAT..... | 62 |
| Equating Method and Rationale..... | 62 |
| Common Item Linking Design..... | 63 |
| Anchor Item Evaluation | 64 |
| Stability of Anchor Items | 64 |
| TCC and Standard Error Curves Comparison..... | 65 |
| 7.5 Scaling of the NYSESLAT | 71 |
| Raw Score-to-Scale Score Tables | 71 |
| 7.6 Rasch Information..... | 72 |
| PART 8: STANDARD SETTING | 74 |
| 8.1 Introduction..... | 74 |
| 8.2 Standard-Setting Model | 74 |
| 8.3 Committees of Panelists..... | 74 |
| 8.4 Performance Levels and Cut Scores..... | 75 |
| 8.5 Standard-Setting Process..... | 75 |
| Review of the Assessment | 76 |
| Experience the Assessment | 76 |
| Scoring the Assessment | 76 |
| Review of Student Performance | 76 |
| Three Rounds of Rating | 76 |
| 8.6 Summary Statistics for the Three Rounds of Ratings | 77 |
| 8.7 Post-Standard-Setting Analyses..... | 77 |
| 8.8 Final Performance-Level Cut Points | 78 |
| PART 9: SUMMARY OF OPERATIONAL TEST RESULTS..... | 79 |
| APPENDIX A: ITEM MAP FOR 2008 NYSESLAT | 85 |
| APPENDIX B: ITEM LEVEL STATISTICS BY GRADE SPAN..... | 128 |
| APPENDIX C: RAW SCORE TO SCALE SCORE CONVERSION TABLES | 138 |
| APPENDIX D: IRT STATISTICS..... | 151 |
| APPENDIX E: ITEM INFORMATION AT DIFFERENT CUT POINTS BY GRADES | 161 |
| APPENDIX F: CONFIRMATORY FACTOR ANALYSIS FOR THE 2008 NYSESLAT..... | 187 |
| APPENDIX G: SCALE SCORE SUMMARY BY SUBGROUPS..... | 197 |
| APPENDIX H: PROFICIENCY PERCENTAGES | 223 |
| APPENDIX I: EXIT RATE BY SUBGROUP | 262 |
| APPENDIX J: DIF CATEGORIES FOR OPERATIONAL ITEMS | 275 |
| APPENDIX K: REFERENCES | 277 |

TABLES

| | | |
|------------|---|----|
| Table 2.1 | 2008 NYSESLAT Operational Test Blueprint..... | 7 |
| Table 2.2 | 2008 Test Specifications by Modality and Grade Span | 9 |
| Table 2.3 | Maximum Number of Points by Modality and Grade Span | 9 |
| Table 2.4 | Test Specifications for New York State ESL Learning Standards by Grade Span | 10 |
| Table 2.5 | Item Mapping by New York State ESL Learning Standards and Performance Indicators | 11 |
| Table 2.6 | Four Year Sampling Matrix for the NYSESLAT Field Test..... | 14 |
| Table 4.1 | Summary of Classical Item Difficulty and Item Discrimination Indices for Each Grade Span | 21 |
| Table 4.2 | DIF Classification for Constructed-Response Items | 23 |
| Table 4.3 | DIF Classification for Multiple-Choice Items | 24 |
| Table 4.4 | Results of DIF Analyses for 2008 Operational Test Items..... | 25 |
| Table 5.1 | Descriptive Statistics and Reliability by Grade Span and Modality..... | 30 |
| Table 5.2 | Descriptive Statistics and Reliability by Grade and Modality | 31 |
| Table 5.3 | Audit Sample | 34 |
| Table 5.4 | Rater Agreement for Pre-writing and Writing Prompts | 35 |
| Table 5.5 | Percentages of the Score Difference Between Raters | 36 |
| Table 5.6 | Comparison Between Local and Pearson Raters..... | 37 |
| Table 5.7 | Classification Accuracy and Consistency by Grade..... | 41 |
| Table 6.1 | Intercorrelation Among the Modalities by Grade Span | 44 |
| Table 6.2 | Intercorrelation Among the Modalities by Grade | 44 |
| Table 6.3 | Global Fit Indices for the One- and Two-Factor Models (Grades K–1) | 47 |
| Table 6.4 | Global Fit Indices for the One- and Two-Factor Models (Grades 2–4) | 48 |
| Table 6.5 | Global Fit Indices for the One- and Two-Factor Models (Grades 5–6) | 48 |
| Table 6.6 | Global Fit Indices for the One- and Two-Factor Models (Grades 7–8)..... | 48 |
| Table 6.7 | Global Fit Indices for the One- and Two-Factor Models (Grades 9–12)..... | 48 |
| Table 6.8 | Descriptive Statistics of the New York ELA and NYSESLAT Total Raw Scores of Reading, Writing, and Listening | 50 |
| Table 6.9 | Descriptive Statistics of the New York ELA and NYSESLAT Combined Scale Scores of Listening/Speaking and Reading/Writing | 51 |
| Table 6.10 | Grade 3: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level..... | 54 |
| Table 6.11 | Grade 4: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level..... | 54 |
| Table 6.12 | Grade 5: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level..... | 54 |
| Table 6.13 | Grade 6: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level..... | 55 |
| Table 6.14 | Grade 7: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level..... | 55 |
| Table 6.15 | Grade 8: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level..... | 55 |
| Table 6.16 | Descriptive Statistics of the NYSESLAT Raw Scores of Listening, Speaking, Reading, and Writing Modalities and Their Correlations with the Regents English Exam Total Scale Scores | 56 |
| Table 6.17 | Descriptive Statistics of the NYSESLAT Scale Scores of Listening/Speaking, Reading/Writing Modalities, and Total Scale Scores and Their Correlations with the Regents English Exam Total Scale Scores | 57 |
| Table 6.18 | Grade 10: Percentage of ELLs Passing and Failing the Regents English Exam at Each of the NYSESLAT Proficiency Level..... | 58 |
| Table 6.19 | Grade 11: Percentage of ELLs Passing and Failing the Regents English Exam at Each of the NYSESLAT Proficiency Level..... | 58 |
| Table 6.20 | Grade 12: Percentage of ELLs Passing and Failing the Regents English Exam at Each of the NYSESLAT Proficiency Level..... | 59 |
| Table 7.1 | Common Items as Anchor Items by Modality Combination and Grade Span | 65 |
| Table 7.2 | Average Rasch Difficulty by Grade Span and Modality..... | 73 |
| Table 8.1 | Panel Composition for Standard-Setting Committees..... | 75 |
| Table 8.2 | Final Performance-Level Cut Points for Listening and Speaking..... | 78 |
| Table 8.3 | Final Performance-Level Cut Points for Reading and Writing..... | 78 |
| Table 9.1 | Raw Score Summary by Grade | 80 |
| Table 9.2 | Raw Score Summary by Grade Span..... | 80 |
| Table 9.3 | Scale Score Summary by Grade..... | 81 |
| Table 9.4 | Scale Score Summary by Grade Span..... | 81 |
| Table 9.5 | Percentage of Students in Each Proficiency Level by Grade | 82 |
| Table 9.6 | Percentage of Students in Each Proficiency Level by Grade Span | 83 |
| Table 9.7 | Exit Rate by Grade for 2006, 2007, and 2008 Administrations | 83 |

| | |
|---|-----|
| Table 9.8 Exit Rate by Grade Span for 2006, 2007, and 2008 Administrations | 84 |
| APPENDIX A: ITEM MAP FOR 2008 NYSESLAT | |
| A.1: 2008 NYSESLAT Operational Test Information | 85 |
| A.2: Item Specification | 117 |
| APPENDIX B: ITEM LEVEL STATISTICS BY GRADE SPAN | |
| B.1: Kindergarten – Grade 1 | 128 |
| B.2: Grade 2 – Grade 4 | 130 |
| B.3: Grade 5 – Grade 6 | 132 |
| B.4: Grade 7 – Grade 8 | 134 |
| B.5: Grade 9 – Grade 12 | 136 |
| APPENDIX C: RAW SCORE TO SCALE SCORE CONVERSION TABLES | |
| C.1: Kindergarten – Grade 1 | 138 |
| C.2: Grade 2 – Grade 4 | 141 |
| C.3: Grade 5 – Grade 6 | 143 |
| C.4: Grade 7 – Grade 8 | 145 |
| C.5: Grade 9 – Grade 12 | 148 |
| APPENDIX D: IRT STATISTICS | |
| D.1: Kindergarten – Grade 1 | 151 |
| D.2: Grade 2 – Grade 4 | 153 |
| D.3: Grade 5 – Grade 6 | 155 |
| D.4: Grade 7 – Grade 8 | 157 |
| D.5: Grade 9 – Grade 12 | 159 |
| APPENDIX E: ITEM INFORMATION AT DIFFERENT CUT POINTS BY GRADES | |
| E.1: Kindergarten – Grade 1 | 161 |
| E.2: Grade 2 – Grade 4 | 165 |
| E.3: Grade 5 – Grade 6 | 171 |
| E.4: Grade 7 – Grade 8 | 175 |
| E.5: Grade 9 – Grade 12 | 179 |
| APPENDIX F: CONFIRMATORY FACTOR ANALYSIS FOR THE 2008 NYSESLAT | |
| Table F.1 Maximum Number of Points by Modality and Grade Span for the 2008 NYSESLAT | 187 |
| Table F.2a Summary Statistics | 190 |
| Table F.2b Factor Loading Estimates for the One- and Two-Factor Models | 191 |
| Table F.2c Global Fit Indices for the One- and Two-Factor Models | 191 |
| Table F.3a Summary Statistics | 191 |
| Table F.3b Factor Loading Estimates for the One- and Two-Factor Models | 192 |
| Table F.3c Global Fit Indices for the One- and Two-Factor Models | 192 |
| Table F.4a Summary Statistics | 192 |
| Table F.4b Factor Loading Estimates for the One- and Two-Factor Models | 193 |
| Table F.4c Global Fit Indices for the One- and Two-Factor Models | 193 |
| Table F.5a Summary Statistics | 193 |
| Table F.5b Factor Loading Estimates for the One- and Two-Factor Models | 194 |
| Table F.5c Global Fit Indices for the One- and Two-Factor Models | 194 |
| Table F.6a Summary Statistics | 194 |
| Table F.6b Factor Loading Estimates for the One- and Two-Factor Models | 195 |
| Table F.6c Global Fit Indices for the One- and Two-Factor Models | 195 |
| APPENDIX G: SCALE SCORE SUMMARY BY SUBGROUPS | |
| G.1: Kindergarten | 197 |
| G.2: Grade 1 | 199 |
| G.3: Grade 2 | 201 |
| G.4: Grade 3 | 203 |
| G.5: Grade 4 | 205 |
| G.6: Grade 5 | 207 |

| | |
|---------------------|-----|
| G.7: Grade 6..... | 209 |
| G.8: Grade 7..... | 211 |
| G.9: Grade 8..... | 213 |
| G.10: Grade 9..... | 215 |
| G.11: Grade 10..... | 217 |
| G.12: Grade 11..... | 219 |
| G.13: Grade 12..... | 221 |

APPENDIX H: PROFICIENCY PERCENTAGES

| | |
|------------------------|-----|
| H.1: Kindergarten..... | 223 |
| H.2: Grade 1..... | 226 |
| H.3: Grade 2..... | 229 |
| H.4: Grade 3..... | 232 |
| H.5: Grade 4..... | 235 |
| H.6: Grade 5..... | 238 |
| H.7: Grade 6..... | 241 |
| H.8: Grade 7..... | 244 |
| H.9: Grade 8..... | 247 |
| H.10: Grade 9..... | 250 |
| H.11: Grade 10..... | 253 |
| H.12: Grade 11..... | 256 |
| H.13: Grade 12..... | 259 |

APPENDIX I: EXIT RATE BY SUBGROUP

| | |
|------------------------|-----|
| I.1: Kindergarten..... | 262 |
| I.2: Grade 1..... | 263 |
| I.3: Grade 2..... | 264 |
| I.4: Grade 3..... | 265 |
| I.5: Grade 4..... | 266 |
| I.6: Grade 5..... | 267 |
| I.7: Grade 6..... | 268 |
| I.8: Grade 7..... | 269 |
| I.9: Grade 8..... | 270 |
| I.10: Grade 9..... | 271 |
| I.11: Grade 10..... | 272 |
| I.12: Grade 11..... | 273 |
| I.13: Grade 12..... | 274 |

APPENDIX J: DIF CATEGORIES FOR OPERATIONAL ITEMS

| | |
|--|-----|
| Table J.1 Results of DIF Analyses..... | 275 |
|--|-----|

FIGURES

| | | |
|-------------|--|-----|
| Figure 5.1 | Classification Accuracy | 39 |
| Figure 5.2 | Classification Consistency | 39 |
| Figure 7.1 | 2008 TCC Listening/Speaking Grade Span 1–5 | 66 |
| Figure 7.2 | 2008 TCC Reading/Writing Grade Span 1–5 | 66 |
| Figure 7.3 | 2006-07-08 TCC Listening/Speaking Grade Span 1 | 66 |
| Figure 7.4 | 2006-07-08 TCC Listening/Speaking Grade Span 2 | 66 |
| Figure 7.5 | 2006-07-08 TCC Listening/Speaking Grade Span 3 | 67 |
| Figure 7.6 | 2006-07-08 TCC Listening/Speaking Grade Span 4 | 67 |
| Figure 7.7 | 2006-07-08 TCC Listening/Speaking Grade Span 5 | 67 |
| Figure 7.8 | 2006-07-08 SE Curves Listening/Speaking Grade Span 1 | 67 |
| Figure 7.9 | 2006-07-08 SE Curves Listening/Speaking Grade Span 2 | 68 |
| Figure 7.10 | 2006-07-08 SE Curves Listening/Speaking Grade Span 3 | 68 |
| Figure 7.11 | 2006-07-08 SE Curves Listening/Speaking Grade Span 4 | 68 |
| Figure 7.12 | 2006-07-08 SE Curves Listening/Speaking Grade Span 5 | 68 |
| Figure 7.13 | 2006-07-08 TCC Reading/Writing Grade Span 1 | 69 |
| Figure 7.14 | 2006-07-08 TCC Reading/Writing Grade Span 2 | 69 |
| Figure 7.15 | 2006-07-08 TCC Reading/Writing Grade Span 3 | 69 |
| Figure 7.16 | 2006-07-08 TCC Reading/Writing Grade Span 4 | 69 |
| Figure 7.17 | 2006-07-08 TCC Reading/Writing Grade Span 5 | 70 |
| Figure 7.18 | 2006-07-08 SE Curves Reading/Writing Grade Span 1 | 70 |
| Figure 7.19 | 2006-07-08 SE Curves Reading/Writing Grade Span 2 | 70 |
| Figure 7.20 | 2006-07-08 SE Curves Reading/Writing Grade Span 3 | 70 |
| Figure 7.21 | 2006-07-08 SE Curves Reading/Writing Grade Span 4 | 71 |
| Figure 7.22 | 2006-07-08 SE Curves Reading/Writing Grade Span 5 | 71 |
| Figure F.1 | Path Diagram for the One-Factor Model | 189 |
| Figure F.2 | Path Diagram for the Two-Factor Model | 190 |

OVERVIEW OF THIS MANUAL

This New York State English as a Second Language Achievement Test (NYSESLAT) Technical Manual for the 2008 administration is organized around nine major parts: Introduction; Test Design and Development; Scoring; Classical Item-Level Statistics; Reliability; Validity; Calibration, Equating, and Scaling (CES); Standard Setting; and Summary of Operational Test Results. An overview of this manual is provided below.

Part 1 Introduction

Part 1 presents the background for the NYSESLAT, its rationale and purpose, recommended test use, and test accommodations. Test accommodations include large type and Braille.

Part 2 Test Design and Development

Part 2 describes the test development process of the NYSESLAT. It includes test specifications, item development and review processes, item field testing, and test construction.

Part 3 Scoring

Part 3 provides a description of the scoring process. It includes a description of the range finding meeting in Albany, New York, in 2008. It also provides information about the audit-scoring process that was conducted on a ten-percent sample, and a description of rater training and inter-rater reliability.

Part 4 Classical Item-Level Statistics

Part 4 provides item-level descriptive statistics based on Classical Test Theory (CTT).

Part 5 Reliability

Part 5 explains the internal consistency reliability, classical Standard Error of Measurement (SEM), conditional SEM based on IRT, and inter-rater reliability. It also provides results of the inter-rater and intra-rater reliability, the rater agreement analyses, the reliability of each of the four modalities, and the reliability of the classification decision at the proficient cut.

Part 6 Validity

Part 6 describes the validity studies that were conducted. It includes evidence of validity based on test content, internal structure, and relationships to other variables.

Part 7 Calibration, Equating, and Scaling

Part 7 explains the Rasch and Partial Credit Models and provides sample-item characteristic curves for a one-step item and a two-step item. It also includes the process of the calibration, equating, and scaling of the 2008 administration of the NYSESLAT. Part 7 also explains the rationale for the use of the IRT model. It includes the IRT model fit statistics and the average Rasch difficulty of the subtests.

Part 8 Standard Setting

Part 8 presents the standard-setting process that was followed to establish the performance level cuts. It includes the standard-setting model, the standard-setting process, summary statistics for the round-by-round ratings, evaluation results, post-standard-setting analyses, and final performance-level cut points.

Part 9 Summary of Operational Test Results

Part 9 presents the raw score summary, scale score summary, percentage of students in each performance category, and exit rate for the 2006, 2007, and 2008 administrations of the NYSESLAT.

PART 1: INTRODUCTION

1.1 Background

Title III of the Federal *No Child Left Behind* (NCLB) Act of 2001 requires annual assessment of the English language skills of limited English proficient (LEP) students. Section 3121(d)(1) explains that 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.” 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.” New York State regulations also require annual assessment of LEP students using a state-approved assessment.

NCLB requires that the annual assessment of LEP students be based on specific student achievement objectives. Section 3122(a)(1) states that “each State educational agency or specially qualified agency receiving a grant under subpart 1 shall develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children’s development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards.” Section 3113(b)(2) explains that the “standards and objectives for raising the level of English proficiency [will be] derived from the four recognized domains of speaking, listening, reading, and writing, and [will be] aligned with achievement of the challenging State academic content and student academic achievement standards” set out in Title I of the Act.

The New York State Education Department (NYSED) developed *Learning Standards for English as a Second Language* to meet the requirements of NCLB. New York’s learning standards and performance indicators (achievement objectives) for English as a Second Language (ESL) students are derived from the domains of speaking, listening, reading, and writing, and they align with the State’s English Language Arts standards. New York’s ESL learning standards and performance indicators are organized in four grade spans: Pre-K–1, 2–4, 5–8, and 9–12. To meet Federal and State requirements regarding the assessment of LEP students, NYSED requested test development, research, and scoring based on the State’s *Learning Standards for English as a Second Language*. Accordingly, the New York State English as a Second Language Achievement Test (NYSESLAT) was developed with four subtests—Speaking, Listening, Reading, and Writing—in each of five grade spans: K–1, 2–4, 5–6, 7–8, and 9–12. Individual test items match to specific ESL learning standards and performance indicators. In addition, the test was developed in accordance with the Standards for Educational and Psychological Testing (American Educational Research Association, 1999) and New York State testing requirements. The test is consistent with the principles of Universal Design, which means that the test is as accessible as possible to all populations, including special needs students. The test is also consistent with applicable federal and state testing requirements.

In response to NYSED’s request, Pearson¹ offered a solution with two distinct phases. With respect to the first phase, custom items were developed and used to create the 2008 NYSESLAT

¹Pearson purchased Harcourt Assessment, Inc. in 2008. Pearson is now the vendor for the NYSESLAT.

operational forms. Anchor items were pulled from the 2007 test and also used to produce custom forms for the 2008 test administration. With respect to the second phase, brand new custom items will be developed for the 2009 test administration.

1.2 Rationale and Purpose

The New York State Board of Regents has established learning standards for all English language learners attending New York State schools. NCLB mandates that all English language learners from kindergarten through grade 12 be assessed every year to measure their English language proficiency in speaking, listening, reading, and writing, and that their annual progress toward proficiency be tracked. In compliance with this directive, NYSED developed an annual test that measures student progress toward meeting the state's ESL learning standards. This test is the NYSESLAT. The NYSESLAT helps schools determine which instructional standards teachers must devote time to in order to ensure their English language learners fully acquire the language proficiency that will prepare them for success in the classroom. The purpose of the test is to measure annual student improvement in achieving English language proficiency in order to ultimately exit an ESL or bilingual education program, move into an English Language Arts classroom, and function successfully without any additional support.

1.3 Recommended Test Use

The NYSESLAT is used to make decisions for language instructional programs and accountability determinations. First, the test is used to measure the level of English proficiency of all English language learners in listening, speaking, reading, and writing. The English proficiency level, as measured by the NYSESLAT, is used by school districts to decide the type and amount of instructional services to which the students are entitled. Second, the NYSESLAT is used to measure students' annual progress toward learning English and attaining English language proficiency; it determines whether school districts and the State meet the required progress and attainment targets, as defined in the New York State Title III accountability system. Third, the NYSESLAT is used as the sole criteria for exiting ELLs who score at the proficient level from the ESL/Bilingual programs.

1.4 Test Accommodations

All test items are developed following the guidelines of Universal Design. Adherence to these guidelines ensures that the assessments are accessible and valid for the widest range of students, including students with disabilities. Applying universal test design during the development process helps eliminate the need to address after-the-fact accommodations, and universal test design provides a better assessment for all students. Checklists are used to review every item to ensure that each is built with consideration of the following: equitable use, flexibility in use, simple intuitive design, perceptible information, tolerance for error, low physical effort, and size and span for approach and use. During forms construction, Pearson utilizes in-house content and fairness experts to ensure that the forms are pulled with concepts of Universal Design in mind. Pearson stringently reviews forms for special populations—such as visually or hearing-impaired students—to ensure that items are fair, reliable, and accessible to all.

Large Type

Pearson has standardized large-type product specifications that ease the test-taking experience for visually impaired children who require large type. One front size (i.e., a minimum 18-point type for items and passages, and a font size no larger than 24-point type for titles) is produced for each grade span. Pages are printed in black only and on a cream-colored, non-glare vellum stock to ease readability of pages. Covers are printed on heavier stock to provide stiffness to the booklets, which protects interior text pages. Plastic spiral binding makes turning of pages easy to accomplish.

Braille

Pearson produces a Braille version of the NYSESLAT for blind children. Pearson creates the Braille version of the NYSESLAT using certified and experienced transcribers who can work with the multiple codes, rules, and guidelines. Pearson produces Braille forms for each NYSESLAT subtest and grade span. For the K–1 grade span, a checklist is provided rather than a Braille test.

If a content area is difficult to Braille, Pearson determines, with content specialists, if there are other ways that the construct could be worded or measured. To adapt some items, pictures are described. Care is taken not to convey the correct answer but to give a description that would enable the student to ascertain the correct answer.

PART 2: TEST DESIGN AND DEVELOPMENT

2.1 Overview

To meet the requirements of Title III of the Federal *No Child Left Behind* (NCLB) Act and of New York State regulations regarding the assessment of limited English proficient students, NYSED developed *Learning Standards for English as a Second Language*, a comprehensive set of ESL learning standards and performance indicators in the four domains of speaking, listening, reading, and writing. NYSED then requested test development, research, and scoring based on these standards. The NYSESLAT consists of a test in each of the five grade spans (K–1, 2–4, 5–6, 7–8, 9–12). The five tests are vertically scaled and each consists of four subtests: listening, speaking, reading, and writing. The tests are designed to assess the English language skills of English language learners in grades K–12 and to capture their progress toward achieving full English language proficiency. The tests were developed in accordance with the Standards for Educational and Psychological Testing (American Educational Research Association, 1999) and New York State testing requirements. The test is consistent with the principles of Universal Design, making it as accessible as possible to all populations, including special needs students, and is also consistent with applicable federal and state testing requirements.

2.2 Test Blueprint and Specifications by Modality and Grade Span

The NYSESLAT is divided into four basic domains or modalities—Speaking, Listening, Reading, and Writing—for grades K–12. It includes multiple-choice, constructed-response, short-response, and extended-response items. The total number of items per grade span varies. For grade span K–1, there are a total of 70 items; for grade span 2–4, there are a total of 80 items; and for grade spans 5–6, 7–8, and 9–12, there are a total of 87 items each.

The Speaking modality has 16 constructed-response items for all grade spans. The Listening and Reading modalities consist of only multiple-choice items. The number of items for the Listening modality varies from 24–25 for the different grade spans. The number of items for the Reading modality varies from 15–27 for the different grade spans. The number of items for the Writing modality ranges from 15–19 for the various grade spans. The Writing modality is composed of the following parts:

- Multiple-choice section that assesses English language learners’ understanding of the principles of written English at the phoneme, word, and sentence levels
- Developmental writing items (K–1 only)
- Pre-writing activity (grades 2–12)
- Extended response to graphic-based prompt (grades K–12).

The operational test blueprint for the 2008 administration of the NYSESLAT is presented in Table 2.1. Test specifications by modality and grade span are shown in Table 2.2. Table 2.3 provides the maximum number of points by modality and grade span. Table 2.4 provides a breakdown of the number of items based on New York State’s ESL learning standards and grade spans. The 2008 test design consists of all custom developed items for the NYSESLAT.

**Table 2.1
2008 NYSESLAT Operational Test Blueprint**

| NYSESLAT 2008 Operational Test Blueprint | | | | | | | |
|--|---|-----------------|-----------|-----------|-----------|-----------|---|
| Strand | Cluster | Number of Items | | | | | Notes |
| | | K-1 | 2-4 | 5-6 | 7-8 | 9-12 | |
| Listening | Word/Sentence Comprehension | 14 | 10 | 3 | 3 | 3 | All items in this strand are multiple-choice items with 0-1 score points. |
| | Comprehension of Conversational Language | 10 | 9 | 12 | 12 | 12 | |
| | Synthesizing Information (Task-Based Listening) | | 5 | 10 | 10 | 10 | |
| Number of Items | | 24 | 24 | 25 | 25 | 25 | |
| Number of Points | | 24 | 24 | 25 | 25 | 25 | |
| Reading | Word Reading | 11 | | | | | |
| | Sentence Reading | 2 | | | | | |
| | Short Passages with Questions | 2 | | | | | |
| | Word/Sentence Reading | | 7 | 3 | 3 | 3 | |
| | Comprehension | | 17 | 24 | 24 | 24 | |
| Number of Items | | 15 | 24 | 27 | 27 | 27 | |
| Number of Points | | 15 | 24 | 27 | 27 | 27 | |

Table 2.1 (Continued)
2008 NYSESLAT Operational Test Blueprint

| NYSESLAT 2008 Operational Test Blueprint | | | | | | | |
|--|------------------------|-----------------|------------|------------|------------|------------|---|
| Strand | Cluster | Number of Items | | | | | Notes |
| | | K-1 | 2-4 | 5-6 | 7-8 | 9-12 | |
| Writing Conventions | Phonemic Understanding | 6 | 4 | 2 | 2 | 2 | All items in this strand are multiple-choice items with 0, 1 score points. |
| | Mechanics & Structure | | 8 | 13 | 13 | 13 | |
| Writing | Developmental Writing | 8 | | | | | Level K-1 has 8 CR items with 0-2 score points. |
| | Pre-writing | | 3 | 3 | 3 | 3 | Each of the Levels 2-4, 5-6, 7-8, and 9-12 has 3 CR items with 0-2 score points. |
| | Extended Response | 1 | 1 | 1 | 1 | 1 | Each of the five levels has one ER item. The ER item for Level K-1 has 0-2 score points. The ER items for the Levels 2-4, 5-6, 7-8, and 9-12 each has 0-4 score points. |
| Number of Items | | 15 | 16 | 19 | 19 | 19 | |
| Number of Points | | 24 | 22 | 25 | 25 | 25 | |
| Speaking | Sentence Completion | 5 | 5 | 5 | 5 | 5 | Each of the five levels has 5 SS items with 0-2 score points in this cluster. |
| | Storytelling | 1 | 1 | 1 | 1 | 1 | Each of the five levels has 1 SE item with 0-4 score points in this cluster. |
| | Picture Description | 5 | 5 | 5 | 5 | 5 | Each of the five levels has 5 SS items with 0-2 score points in this cluster. |
| | Social Interaction | 5 | 5 | 5 | 5 | 5 | Each of the five levels has 5 SS items with 0-2 score points in this cluster. |
| Number of Items | | 16 | 16 | 16 | 16 | 16 | |
| Number of Points | | 34 | 34 | 34 | 34 | 34 | |
| Total Number of Items | | 70 | 80 | 87 | 87 | 87 | |
| Total Number of Points | | 97 | 104 | 111 | 111 | 111 | |

Table 2.2
2008 Test Specifications by Modality and Grade Span

| Number of Items and Passages in NYSESLAT Subtests | | | | | | | |
|---|----------|-----------|-------------|---------------------|-------------|----------------------------|--------------------------------------|
| Grade Span | Speaking | Listening | Reading | Writing | | | Total Number of Items per Grade Span |
| | | | | Writing Conventions | Pre-writing | Writing Prompt | |
| | CR | MC | MC/Passages | MC | SR | CR/ER | |
| K-1 | 16 | 24 | 15/0 | 6 | 0 | 8 CR (Dev. Writing) + 1 ER | 70 |
| 2-4 | 16 | 24 | 24/5 | 12 | 3 | 1 ER | 80 |
| 5-6 | 16 | 25 | 27/5 | 15 | 3 | 1 ER | 87 |
| 7-8 | 16 | 25 | 27/5 | 15 | 3 | 1 ER | 87 |
| 9-12 | 16 | 25 | 27/5 | 15 | 3 | 1 ER | 87 |

Table 2.3
Maximum Number of Points by Modality and Grade Span

| Maximum Number of Points in NYSESLAT Subtests | | | | | | | |
|---|----------|-----------|-------------|---------------------|-------------|-----------------------------|---------------------------------------|
| Grade Span | Speaking | Listening | Reading | Writing | | | Total Number of Points per Grade Span |
| | | | | Writing Conventions | Pre-writing | Writing Prompt | |
| | CR | MC | MC/Passages | MC | SR | CR/ER | |
| K-1 | 34 | 24 | 15/0 | 6 | 0 | 16 CR (Dev. Writing) + 2 ER | 97 |
| 2-4 | 34 | 24 | 24/5 | 12 | 6 | 4 | 104 |
| 5-6 | 34 | 25 | 27/5 | 15 | 6 | 4 | 111 |
| 7-8 | 34 | 25 | 27/5 | 15 | 6 | 4 | 111 |
| 9-12 | 34 | 25 | 27/5 | 15 | 6 | 4 | 111 |

Table 2.4
Test Specifications for New York State ESL Learning Standards by Grade Span

| Grade Span | Standard* | Number of Items | Percent of Total Items | Number of Score Points | Percent of Total Points |
|------------|-------------------|-----------------|------------------------|------------------------|-------------------------|
| K-1 | 1 | 45 | 64 | 60 | 62 |
| | 2 | 2 | 3 | 2 | 2 |
| | 3 | 9 | 13 | 11 | 11 |
| | 4 | 9 | 13 | 16 | 16 |
| | 5 | 5 | 7 | 8 | 8 |
| | Total Test | | 70 | 100 | 97 |
| 2-4 | 1 | 57 | 71 | 67 | 64 |
| | 2 | 7 | 9 | 7 | 7 |
| | 3 | 9 | 11 | 18 | 17 |
| | 4 | 6 | 8 | 11 | 11 |
| | 5 | 1 | 1 | 1 | 1 |
| | Total Test | | 80 | 100 | 104 |
| 5-6 | 1 | 47 | 54 | 53 | 48 |
| | 2 | 12 | 14 | 15 | 14 |
| | 3 | 10 | 11 | 17 | 15 |
| | 4 | 12 | 14 | 19 | 17 |
| | 5 | 6 | 7 | 7 | 6 |
| | Total Test | | 87 | 100 | 111 |
| 7-8 | 1 | 57 | 66 | 74 | 67 |
| | 2 | 11 | 13 | 11 | 10 |
| | 3 | 5 | 6 | 8 | 7 |
| | 4 | 14 | 16 | 18 | 16 |
| | 5 | 0 | 0 | 0 | 0 |
| | Total test | | 87 | 100 | 111 |
| 9-12 | 1 | 42 | 48 | 50 | 45 |
| | 2 | 10 | 11 | 10 | 9 |
| | 3 | 7 | 8 | 10 | 9 |
| | 4 | 22 | 25 | 35 | 32 |
| | 5 | 6 | 7 | 6 | 5 |
| | Total Test | | 87 | 100 | 111 |

*Standard 1: Students will listen, speak, read, and write in English for information and understanding. Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation. Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction. Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

2.3 Test Mapping and Specification by New York State Learning Standards for English as a Second Language

Table 2.5 provides an item mapping summary, and Appendix A.1 provides, in detail, the 2008 item mapping by New York State Learning Standards for each item within each grade span and modality. Item specifications are presented in Appendix A.2.

Table 2.5
Item Mapping by New York State ESL Learning Standards and Performance Indicators

| Grade Span | Subtest | Standards | Performance Indicators | Items in Subtest | Percentage of Subtest Score |
|------------|---------------------|------------|------------------------|---------------------------------------|-----------------------------|
| K-1 | Speaking | Standard 1 | PI 9, 5 | 1, 2, 5, 6, 11 | 35 |
| | | Standard 3 | PI 1 | 3 | 6 |
| | | Standard 4 | PI 3, 4, 5 | 7, 9, 12-16 | 41 |
| | | Standard 5 | PI 2, 4, 6 | 4, 8, 10 | 18 |
| | Listening | Standard 1 | PI 1, 2, 16 | 1, 4, 6-9, 12, 14, 15, 17, 18, 20, 24 | 54 |
| | | Standard 2 | PI 2 | 21 | 4 |
| | | Standard 3 | PI 1, 9 | 2, 3, 5, 10, 11, 13, 22 | 29 |
| | | Standard 4 | PI 9 | 19 | 4 |
| | | Standard 5 | PI 2 | 16, 23 | 8 |
| | Reading | Standard 1 | PI 1, 11, 16 | 1-13 | 87 |
| | | Standard 2 | PI 2 | 15 | 7 |
| | | Standard 4 | PI 9 | 14 | 7 |
| | Writing Conventions | Standard 1 | PI 12 | 1-6 | 25 |
| | Writing | Standard 1 | PI 11, 12 | 1-8 | 67 |
| Standard 3 | | PI 1 | 9 | 8 | |
| 2-4 | Speaking | Standard 1 | PI 9, 12 | 1, 3-6, 16 | 41 |
| | | Standard 3 | PI 1 | 7-11 | 29 |
| | | Standard 4 | PI 3, 9 | 2, 12-15 | 29 |
| | Listening | Standard 1 | PI 1, 2, 6, 16 | 1-16, 18-24 | 96 |
| | | Standard 4 | PI 3 | 17 | 4 |
| | Reading | Standard 1 | PI 1, 6, 16 | 1-8, 10, 11, 15, 18-21 | 63 |
| | | Standard 2 | PI 2, 3, 4, 5 | 12-14, 17, 22-24 | 29 |
| | | Standard 3 | PI 5 | 9 | 4 |
| | | Standard 5 | PI 6 | 16 | 4 |
| | Writing Conventions | Standard 1 | PI 12, 16 | 1-5, 7-12 | 50 |
| | | Standard 3 | PI 6 | 6 | 5 |
| | Writing | Standard 1 | PI 1, 7 | 1, 2 | 18 |
| | | Standard 3 | PI 1 | Pre-writing 3 Writing 1 | 27 |
| 5-6 | Speaking | Standard 1 | PI 5, 6, 9, 12 | 2, 4, 8, 10-12 | 35 |
| | | Standard 2 | 8 | 6 | 12 |
| | | Standard 3 | 1 | 16 | 6 |
| | | Standard 4 | PI 3, 8 | 1, 3, 7, 9, 13-15 | 41 |
| | | Standard 5 | 3 | 5 | 6 |
| | Listening | Standard 1 | PI 1 | 1-5, 9, 10, 12, 16-19, 23-25 | 60 |
| | | Standard 3 | PI 2, 5, 9 | 6, 15, 21 | 12 |
| | | Standard 4 | PI 3, 4, 8, 10 | 7, 8, 11, 14, 20 | 20 |
| | | Standard 5 | PI 1, 2 | 13, 22 | 8 |

Table 2.5 (Continued)
Item Mapping by New York State ESL Learning Standards and Performance Indicators

| Grade Span | Subtest | Standards | Performance Indicators | Items in Subtest | Percentage of Subtest Score |
|------------|---------------------|------------|------------------------|------------------------------|-----------------------------|
| | Reading | Standard 1 | PI 1, 6 | 1-5, 7, 10-14 | 41 |
| | | Standard 2 | PI 1, 2, 4, 5, 12 | 15-21, 23, 25-27 | 41 |
| | | Standard 3 | PI 5 | 6, 8 | 7 |
| | | Standard 5 | PI 3, 6 | 9, 22, 24 | 11 |
| | Writing Conventions | Standard 1 | PI 12 | 1-15 | 60 |
| | Writing | Standard 3 | PI 1 | Pre-writing 1-3 Writing 1 | 40 |
| 7-8 | Speaking | Standard 1 | PI 5, 6, 7, 8, 9, 12 | 1-8, 12, 13, 15, 16 | 76 |
| | | Standard 4 | PI 3, 5 | 9-11, 14 | 24 |
| | Listening | Standard 1 | PI 1, 3, 6, 10, 16 | 1-4, 6-16, 18-23 | 84 |
| | | Standard 2 | PI 3 | 5 | 4 |
| | | Standard 4 | PI 7 | 17, 24, 25 | 12 |
| | Reading | Standard 1 | PI 1, 6, 16 | 1-7, 9, 10, 12-18 | 59 |
| | | Standard 2 | PI 2, 5 | 8, 19-27 | 37 |
| | | Standard 3 | PI 5 | 11 | 4 |
| | Writing Conventions | Standard 1 | PI 6, 12 | 1, 2, 5, 6, 8 | 20 |
| | | Standard 3 | PI 4, 8 | 3, 4, 7 | 12 |
| | | Standard 4 | PI 9, 11 | 9-15 | 28 |
| | Writing | Standard 1 | PI 1, 5 | Pre-writing 1-3 | 24 |
| Standard 3 | | PI 6 | Writing 1 | 16 | |
| 9-12 | Speaking | Standard 1 | PI 2, 9 | 2, 3, 6 | 24 |
| | | Standard 4 | PI 3, 5 | 1, 4, 5, 7-16 | 76 |
| | Listening | Standard 1 | PI 1, 2, 6, 9, 10 | 1, 3, 10, 14, 23-25 | 28 |
| | | Standard 2 | PI 2, 6 | 2, 4 | 8 |
| | | Standard 3 | PI 9 | 6, 11 | 8 |
| | | Standard 4 | PI, 4, 7 | 5, 7, 16-22 | 36 |
| | | Standard 5 | PI 1, 2 | 8, 9, 12, 13, 15 | 20 |
| | Reading | Standard 1 | PI 1, 4, 6, 16 | 1-12, 18, 19, 23 | 56 |
| | | Standard 2 | PI 2, 4, 5 | 13, 14, 16, 17, 24-27 | 30 |
| | | Standard 3 | PI 1, 5, 9 | 15, 20-22 | 15 |
| | Writing Conventions | Standard 1 | PI 12, 15 | 1-9, 11-15 | 56 |
| | | Standard 5 | PI 1 | 10 | 4 |
| | Writing | Standard 1 | PI 11 | Pre-writing 1-3 | 24 |
| | | Standard 3 | PI 1 | Writing 1 | 16 |

2.4 Item Development and Review Processes

All items on the 2008 NYSESLAT were written by educators of English language learners, including a number of New York State teachers. An Item Writers' Training Guide was sent out to all item writers to assist them in developing the items. In addition, Pearson Specialists were available via phone and/or e-mail to answer any questions the item writers had. Assessment specialists at Pearson reviewed the passages and items, and in accordance with the item specifications, the assessment specialists ensured the following:

- Absence of bias and sensitive topics in passages
- Item soundness can be interpreted as item validity. An item's soundness is based on the idea that the information derived from an item and its consequences are true or valid.
- Absence of bias in items
- Appropriateness of topic, vocabulary, and language structure for each grade span
- Items matched to the intended New York State Learning Standards for English as a Second Language

The Reading passages were then reviewed by a committee of New York State ESL teachers. Each test question was also reviewed by grade-level ESL educators from New York State. Only those passages and test questions judged to be of acceptable quality and fair to students from the various ethnic/cultural backgrounds of those who presently live in New York State were approved for use. In addition to the committee reviews, a "Final Eyes" review was conducted by a separate group of New York teachers, to ensure items were error-free and appropriate. After items were field tested, New York teachers were invited to a range-finding session, during which they reviewed potential anchor papers and select practice sets that were used to aid teachers in scoring the 2008 NYSESLAT test.

Anchor items serve the purpose of providing statistics that help equate tests from one year to the next, so that the scaled scores between them are comparable. Anchor item selection criteria are described on p. 65.

2.5 Field Test

Pearson constructed, and NYSED reviewed and approved, stand-alone field test forms that were administered to a representative sample of limited English proficient students around New York State. There were a total of two field test forms at each grade span, and each form was split into four mini forms for the four modalities (Listening, Speaking, Reading, and Writing). Each modality mini form is administered to a representative sample of New York State schools. The field tests are conducted in all New York State schools with ELL populations. To accommodate the field test needs, school districts have been divided into four stratified random samples (S1, S2, S3, S4), using the Need/Resource Capacity Index as the strata. Each of the four samples is assigned to administer a field test in one modality each year. The field test assignments systematically rotate among the field test samples each year (see Table 2.6). For example, districts in Sample 2 (S2) were assigned to administer a field test in listening in 2007. In 2008, the same Sample 2 districts were assigned to administer a field test in Writing.

Table 2.6
Four Year Sampling Matrix for the NYSESLAT Field Test

| Field Test Form | 2006 | 2007 | 2008 | 2009 |
|-----------------|------|------|------|------|
| Listening | S1 | S2 | S3 | S4 |
| Speaking | S2 | S3 | S4 | S1 |
| Reading | S3 | S4 | S1 | S2 |
| Writing | S4 | S1 | S2 | S3 |

Data from the 2008 field test administration informed construction of the 2009 NYSESLAT operational test. The 2008 field-testing sampling plan and statistics and the 2009 sampling plan presented to NYSED by Pearson are discussed in the *2008 NYSESLAT Fall Field Test Technical Report*.

2.6 Test Construction

Items selected for the 2008 NYSESLAT represented a complete range of difficulty at all grade levels from K–12. Items ranged from easier ones with high p-values that were primarily aimed at measuring the skills of students with very limited ability in English to items with fairly low p-values that were aimed at measuring the skills of students with advanced ability in English. The number of both multiple-choice and constructed-response items increased at each proficiency level, meeting the requirements of the NYSED.

The selection criteria for choosing items for the 2008 NYSESLAT operational forms included the following: item content, skill measured, item difficulty, gender balance, and ethnic balance. Content considerations include having a variety of settings and activities represented in items; having a mix of people, animals, and objects represented; and ensuring that there is no content overlap within a subtest or across subtests in the same grade span. Skills measured varied by subtest and by sections within a subtest. For example, the Word/Sentence Reading items in the first section of the Reading subtest for grades 2–12 tested the ability of students to read a mixture of nouns, verbs, noun phrases, verb phrases, adjectives and adjective phrases sometimes, and adverbs occasionally. The Reading Comprehension items in the second section of the grades 2–12 Reading subtest tested the ability of students to identify the main idea or the topic of a passage, to understand details in a passage, to make inferences based on information in a passage, to infer the meaning of a word from context, to infer the author’s purpose, and to understand why information was organized or presented in a particular way in a passage. Similar specific content criteria were applied for the other subtests. As explained above, items ranged from easier ones with high p-values to items with fairly low p-values. The difficulty level of Reading passages, as distinct from the difficulty of the Reading Comprehension items on the passages, was a criterion, as well, for the Reading subtest. Finally, gender and ethnic balance was considered in item selection. The people represented in the items across a subtest represented a balance of males and females and a variety of ethnic backgrounds. Differential Item Functioning (DIF) analyses, described in Section 4.2, were performed to identify potential items that needed to be scrutinized for item bias. None of the items that showed DIF were considered by content specialists to be biased on the basis of either gender or ethnicity.

The process for constructing the 2008 NYSESLAT operational forms was as follows: As soon as Pearson had clean statistics from the spring 2007 field test, Pearson ESL assessment specialists reviewed all items from the field test and pulled operational forms based on the above criteria. In

addition to the spring 2007 field test items, items were pulled from the 2007 operational test to be used as anchor items in the 2008 operational test. The anchor items were necessary for placing the 2008 operational items on the NYSESLAT established scale and constituted, roughly, 25% of the items in each subtest. The previously indicated selection criteria for the non-anchor items (unique items) apply to anchor items as well. Pearson produced draft operational forms that were then presented to NYSED. A joint Pearson-NYSED team reviewed the forms, following all item-selection criteria, and made various changes to the draft forms. Final forms were then reviewed by Pearson ESL assessment specialists, editorial staff, psychometricians, and quality control staff, as well as by NYSED.

Psychometric Guidelines for Operational Item Selection and Form Construction

Statistical considerations included item difficulty and other statistical characteristics of the items. P-values were distributed between approximately 0.30 to 0.95, with fewer items at the extremes of difficulty and more items of moderate difficulty. In addition to selecting items with appropriate p-values, staff members were given the following instructions during the item selection and form construction process:

- A. Item Statistics:
 - 1. Check item difficulty.
 - 2. Check the range of item difficulty: items should be flagged if p-value is < 0.30 or > 0.95 .
 - 3. Check the point-biserial range: try to avoid items with pt. biserial < 0.30 .
 - 4. Check the omit rate: watch for items with an omit rate $> 5\%$.
 - 5. 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 during the operational test construction.
- B. There are no changes to items once the item is field tested.
- C. Tests are built using the following statistical targets:
 - 1. Average p-value comparison between spring '08 form and spring '07 form. The average p-values should be similar to one another; and
 - 2. Average p-value comparison between anchor item set for spring 2008 and the entire spring 2007 test. The average p-values should be similar to one another.
- D. The total number of items at each level and the number of items within each strand must follow the test blueprint.

In general, flagged items should be avoided. However, the match to blueprint and content considerations should take priority over statistical targets in most circumstances.

Testing Written Language

A fundamental consideration in constructing the NYSESLAT is the language that is being tested. While the test developer's native-speaker intuition provides choices about what language is tested, more rigorous methods in language choice are applied to provide consistency across the forms of the five grade spans and to create a vertical structure within each form wherein language ranges from the most simple—that which is first acquired by non-native speakers—to advanced language that would indicate a level of English proficiency sufficient for participation in regular academic classes.

For the NYSESLAT (a test designed to assess students at all proficiency levels—beginning, intermediate, and advanced within each grade span), this vertical development of the language tested allows the test to discriminate more finely among students at different stages of language acquisition. Being able to accurately identify students at different levels of language development provides better information to classroom teachers, who must find the most effective way to help their students reach proficiency. It also provides the very important evidence of students' progress toward proficiency, which is required by the NCLB legislation.

To determine the appropriate language for Reading passages, Pearson assessment specialists, editorial staff, and item and passage writers applied the Flesch-Kincaid grade-level readability analyses to all Reading passages. Readability measures are primarily based on factors such as the number of words in the sentences and the number of letters or syllables per word. Additionally, ESL assessment specialists also evaluated the coherence of a passage, the use of anaphora, vocabulary difficulty, sentence and text structure, and concreteness and abstractness. Finally, input from the New York State teacher committee that reviewed the passages was considered. It is the sum of these analyses and evaluations that determines the appropriateness of the language of a passage.

There is a gradual increase in difficulty from passage to passage at every grade span. Each form includes beginner-level passages, as well as passages that are representative of on-grade Reading passages found on English Language Arts reading tests. Pearson uses the *Educational Developmental Laboratory (EDL) Core Vocabularies in Reading, Mathematics, Science, and Social Studies*, published by Steck-Vaughn, to help determine age- and grade-appropriate language for English language learner items and stimuli for the oral-language subtests. Furthermore, Pearson ESL assessment specialists and editors ensure that the language in all stimuli and items, from kindergarten through grade 12, is both topic- and age-appropriate for test takers.

Testing Oral Language

Recognizing that oral language structure and vocabulary in English differ vastly from the written language, issues of oral language assessment among kindergarten through grade 12 English language learners have been the subject of special investigation at Pearson. Pearson's English language proficiency professionals have conducted research on the item types that appear in the NYSESLAT Speaking and Listening subtests by presenting examples of these item types to English language learners in cognitive laboratories. This setting allows for careful observation and recording of student responses and student reactions to items. Outcomes of this procedure led to the following important design decisions:

- Item types
- Number of items
- Length of pauses between items
- Use of recorded stimuli
- Recording student spoken responses

The Speaking and Listening subtests of the NYSESLAT are based on these decisions. To ensure that the language in the Speaking and Listening stimuli and items reflect current spoken language as much as possible, Speaking and Listening scripts are submitted to a read-aloud proofing process with English language learner assessment specialists and editors. Additionally, for the oral components of the NYSESLAT to be relevant, the Speaking and Listening subtests had to have predictive validity for academic achievement. Therefore, both academic and social languages are integral components of the Speaking and Listening subtests of the NYSESLAT.

PART 3: SCORING

This part describes the process for scoring the field test, Operational Test, and Audit. All field test scoring is done by Pearson at the San Antonio site. For field test scoring, each grade span had at least one team of five readers scoring. A 10 percent check score (2nd reading) was done by team leaders. Anchors, training sets, and rubrics were used as scoring guides. Readers scored Pre-writing (PW) 1, 2, then 3 successively. If questions arose during scoring, usually the problem was discussed by the group, in order to maintain consistency in scoring. The operational test scoring was done by New York State teachers. The final operational test data set was provided by the New York State Data Repository, with rubrics and training material as scoring aids. An audit of the operational test was done by Pearson readers at the San Antonio site. Ten percent of the total operational responses are scored in this audit. The same check-score procedures used in scoring the field test are used in the audit scoring. The details of the scoring process for operational items are described below.

3.1 NYSESLAT Range Finding

Range finding was held in Albany on July 9–12, 2008, before field test items were scored by Pearson. The participants included

- one full-time Pearson supervisor and five temporary Pearson Performance Assessment Scoring Center (PASC) facilitators (one for each grade span: K–1, 2–4, 5–6, 7–8, and 9–12);
- three New York State Education Department representatives, who greeted participants and showed support for the range-finding process. Two of the three NYSED representatives participated in range finding; and
- four teachers and/or education department representatives for each grade span.

Teachers were informed of the selection process for “paper-pulling.” At Pearson, facilitators were teamed with a second developer, and this team read several hundred papers to find clear-cut, typical examples of score points to share with New York teachers. This range of papers also contained exemplars for training sets to make scoring clear.

Either the facilitators or their partners had participated in scoring the field test prior to range finding and were well-acquainted with the rubric, prompts, and papers reviewed during scoring. Sample responses for each item were sorted into preliminary range sets. These sets were presented at the range-finding meeting in Albany.

Three Pre-writing items and one writing prompt were reviewed per grade span. Each group of teachers read three assembled sets of sample papers per item. Two sets ranged from possible low to high responses, and one set was a mixed range of papers. Each set included at least 15 papers.

Teachers read and assigned scores to each paper and then, as a group, discussed the scores they gave. The group came to a consensus of how each paper should be scored. After coming to agreement about the scores, the group discussed the merits of each paper and selected which would be used as training sets. They used the rubric as their scoring guide.

Pearson's PASC facilitators documented discussions and decisions made at each grade-span session. This documentation helped guide the facilitator in later preparing annotations for each anchor paper selected within each grade span.

The anchor sets contained three examples of each score point, and the annotations explained the reasoning that was used to assign the given score point. Training sets included papers that helped to discriminate the difference between "line papers." A variety of examples were used to show other types of responses different from the anchors, as well as those similar to anchor papers. Through this process, the papers chosen were carefully reviewed and compared to assure consistency.

3.2 Operational File

The operational file for the spring 2008 NYSESLAT came from the New York State Data Repository after scoring was completed. The file was verified by Pearson's Quality Assurance (QA) Department to ensure data accuracy, based on the description values in the file layout. Sections 3.3 through 3.4 indicate the procedures that Pearson conducted to assure reliable and accurate scoring of the items.

3.3 Rater Training

The accuracy of scoring was monitored by training team leaders who are experienced, proficient readers. These team leaders successfully completed a two-day general team leader training workshop and had the experience of training as Room Directors for many custom projects. These trainers are seasoned Performance Assessment Scoring Center (PASC) readers who have vast experience in all facets of scoring. They carefully monitored the scoring and accuracy of their teams of readers. All responses received a single reading with at least 10 percent getting a second reading to monitor for reliability and accuracy. Team leaders independently gave the check score. All readers maintained at least an 88 % agreement rate.

All PASC readers have a minimum of a bachelor's degree and have successfully completed generalized workshops in performance assessment scoring before ever being considered as a potential reader for a specific project such as NYSESLAT. Training of readers is based on anchors and training sets that are part of the sampler incorporated into the training procedures for operational scoring done by New York teachers. The sets were developed by New York teachers during range finding in July 2008.

3.4 Inter-Rater and Intra-Rater Reliability

All readers were trained to score to the same scale to ensure accurate, consistent, reliable scoring. PASC adhered to stringent criteria in its general screening, training, and qualifying procedures as preliminary measures for obtaining high levels of consistency and reliability. Team leaders conducted "read behinds," reading the same booklets after readers, to check for accuracy of scores. Also, 10 % of all booklets were "second" read by the training team leader to check accuracy. If individuals were not "on track," retraining ensued, as these readers were being systematically too lenient or too harsh in their ratings, or varied unsystematically and unpredictably from other raters and deviated from the training standards in their scores. The statistics of rater reliability are presented in Section 5.6.

PART 4: CLASSICAL ITEM-LEVEL STATISTICS

4.1 Item-Level Descriptive Statistics

This section presents the raw score summary statistics for all items in the spring 2008 administration of the NYSESLAT within the framework of Classical Test Theory. The compiled file from the New York State Data Repository was used to obtain all raw score statistics. The p-value for each item is defined as the proportion of students that answer an item correctly for the multiple-choice items. A high p-value means that an item is easy; a low p-value means that an item is difficult. For the constructed-response items, the p-value is reported as the average number of points out of the maximum number of possible points.

The point-biserial correlation for each item is an index of the association between the item-score and the total-test score. It shows the ability of the item to discriminate between low-ability and high-ability students. An item with a high point-biserial correlation discriminates more effectively between the low and the high ability students than a low point-biserial correlation.

The item-level statistics for the operational 2008 NYSESLAT are presented in Appendices B.1–B.5 by grade span. The tables are grouped by Listening/Speaking and Reading/Writing modality combinations. The following item information and statistics are presented for each item:

- Item number
- Item format (multiple-choice, constructed-response, short-response, or extended-response)
- Maximum number of possible points
- N-count (number of students)
- Response options for multiple-choice items and percentage of students obtaining each score point for constructed-response items
- Omits (percentage of students omitting an item)
- P-value for multiple-choice items (percentage of examinees that answered the item correctly)
- Point Biserial (index of discrimination between high and low scoring students)

Items that are too easy or too difficult are flagged on the basis of their p-values. Such items do not provide adequate information, and their inclusion serves a limited purpose in the measurement process. However, the NYSESLAT, being a standard-referenced examination, allows exception to the rule if the item is deemed absolutely necessary by content experts. Although there is no consensus as to what is an acceptable p-value, the guiding policy during item review and form building is to choose a p-value ≤ 0.90 and ≥ 0.30 .

As explained above, the point biserial is another index that indicates the statistical suitability of an item for inclusion in the examination. Since it is an index of correlation of the item to the total test, one would expect a larger point biserial to indicate a desirable value for item inclusion. However, in the context of form building, items are selected not only for their adherence in measuring the underlying trait—unidimensionality (high correlation), but also on the basis of local independence of the item (low correlation). Very high correlation, in fact, may mean a redundancy of the item; that is, the item performs the same function as some other items. On the

other hand, too low a value for the point-biserial may indicate a “shaky” association of the item with the underlying trait.

For the NYSESLAT, the upper limit of the point-biserial is fixed at 0.80, while the lower limit is fixed at 0.25. Although there is seldom an occurrence of the upper limit violation for the NYSESLAT examination, the negative value of the point-biserial is stringently observed, since this may indicate a wrong key during the scoring process or an item with a very bad distractor or distractors. These items are never used in the form-building process. Once again, the setting of the upper and lower limits is subjective and may be acceptable in many cases, especially if the examination of the response pattern for each distractor shows a negative point-biserial with the positive value being only for the correct answer.

As can be seen in Appendix B, with the exception of some high p-values, all the items fall well within our pre-set level of acceptance both in terms of the p-value and the point-biserial. The mean p-values and point-biserial indices, based on the calibration sample, are presented in Table 4.1. The mean p-values and point-biserial indices at each grade span for the combined modalities of Listening/Speaking and Reading/Writing are in the middle range and are acceptable.

Table 4.1

Summary of Classical Item Difficulty and Item Discrimination Indices for Each Grade Span

| Grade Span | Modality | N-count | Item Difficulty | | Item Discrimination | |
|------------|------------------------|---------|-----------------|------|---------------------|------|
| | | | Mean | SD | Mean | SD |
| K-1 | Listening | 49884 | 0.87 | 0.10 | 0.30 | 0.08 |
| | Speaking | 49916 | 0.79 | 0.06 | 0.62 | 0.05 |
| | Reading | 49864 | 0.73 | 0.13 | 0.43 | 0.07 |
| | Writing | 49916 | 0.79 | 0.16 | 0.50 | 0.19 |
| | Listening and Speaking | 49884 | 0.84 | 0.09 | 0.43 | 0.17 |
| | Reading and Writing | 49864 | 0.76 | 0.15 | 0.47 | 0.14 |
| 2-4 | Listening | 59143 | 0.82 | 0.11 | 0.32 | 0.08 |
| | Speaking | 59183 | 0.87 | 0.05 | 0.61 | 0.05 |
| | Reading | 59133 | 0.76 | 0.16 | 0.40 | 0.10 |
| | Writing | 59179 | 0.78 | 0.13 | 0.45 | 0.09 |
| | Listening and Speaking | 59143 | 0.84 | 0.09 | 0.44 | 0.16 |
| | Reading and Writing | 59133 | 0.77 | 0.15 | 0.42 | 0.10 |
| 5-6 | Listening | 25975 | 0.79 | 0.12 | 0.39 | 0.11 |
| | Speaking | 25997 | 0.87 | 0.04 | 0.68 | 0.05 |
| | Reading | 25974 | 0.74 | 0.14 | 0.39 | 0.10 |
| | Writing | 25996 | 0.76 | 0.17 | 0.43 | 0.07 |
| | Listening and Speaking | 25975 | 0.82 | 0.10 | 0.50 | 0.17 |
| | Reading and Writing | 25974 | 0.74 | 0.15 | 0.40 | 0.10 |
| 7-8 | Listening | 22854 | 0.68 | 0.13 | 0.35 | 0.09 |
| | Speaking | 22902 | 0.82 | 0.04 | 0.72 | 0.04 |
| | Reading | 22851 | 0.65 | 0.14 | 0.38 | 0.11 |
| | Writing | 22902 | 0.75 | 0.13 | 0.43 | 0.11 |
| | Listening and Speaking | 22854 | 0.74 | 0.12 | 0.49 | 0.20 |
| | Reading and Writing | 22851 | 0.69 | 0.15 | 0.40 | 0.11 |
| 9-12 | Listening | 37673 | 0.71 | 0.12 | 0.43 | 0.07 |
| | Speaking | 37807 | 0.80 | 0.04 | 0.69 | 0.04 |
| | Reading | 37664 | 0.67 | 0.17 | 0.29 | 0.11 |
| | Writing | 37808 | 0.74 | 0.12 | 0.41 | 0.10 |
| | Listening and Speaking | 37673 | 0.75 | 0.10 | 0.53 | 0.14 |
| | Reading and Writing | 37664 | 0.70 | 0.15 | 0.34 | 0.12 |

4.2 Differential Item Functioning

Differential Item Functioning (DIF) analyses are often used to identify potential items that need to be scrutinized for item bias. DIF statistical procedures compute the probability that one demographic group is more likely to answer an item correctly than another group, when the groups are equally able. This information is useful in reviewing items and tests for potential bias in items. However, DIF does not necessarily indicate the existence of bias. As such, the flagging of an item for DIF must be evaluated substantively for bias indication.

Since the NYSESLAT included constructed-response items that were polytomously scored, the Mantel-Haenszel odds ratio α could not be used as a DIF index for all the items in the form. Instead, a generalization of the Mantel-Haenszel (1959) procedure for ordered categories, the *Mantel Statistic* (Mantel, 1963), was used for the assessment of DIF in the mixed-format examinations. The Mantel Chi-square involves comparing the mean for two groups, conditional on a matching variable. It has one degree of freedom under the null hypothesis of no conditional association between group membership and response. For dichotomous items, the Mantel statistic reduces to the usual Mantel-Haenszel Chi-square statistic (without continuity correction).

The Mantel statistic has the following mathematical formulation:

$$\text{Mantel Chi-square} = \frac{\left(\sum_K F_K - \sum_K E(F_K)\right)^2}{\sum_K \text{Var}(F_K)}, \quad (1)$$

where F_K represents the sum of scores for the focal group at the k th level of the matching variable, E represents the expected, and Var represents the variance of F_K .

$$F_K = \sum_T y_T n_{FTK}, \quad (2)$$

where y_T represents the T scores that can be obtained on the item, while n_{FTK} denotes the number of focal group members who are on the k th level of the matching variable and received an item score of y_T . The expectation of F_K under the hypothesis of no association is

$$E(F_K) = \frac{n_{F+K}}{n_{++K}} \sum_T y_T n_{+TK}. \quad (3)$$

The Mantel-Haenszel and the Mantel statistic, however, offer a significance test of the presence of DIF without an indication of the direction of DIF (i.e., whether in favor of the reference or the comparison group). The statistic is less likely to indicate an association in which the pattern of association for some of the strata is in the opposite direction of the patterns displayed by other strata. On the other hand, as a significance test, its power increases with the number of responses in the two groups of comparison.

Standardized Mean Difference (SMD) is a summary statistic to accompany the Mantel approach (Dorans and Schmitt, 1991). This statistic compares the means of the reference and focal groups, adjusting for differences in the distribution of the reference and focal group members across the values of the matching variable.

Mathematically, SMD is defined as follows:

$$SMD = \sum_k p_{Fk} m_{Fk} - \sum_k p_{Rk} m_{Rk}, \quad (4)$$

where

$$p_{Fk} = \frac{n_{F+k}}{n_{F++}} \quad (5)$$

is the proportion of the focal group members who are at the k^{th} level of the matching variable and

$$m_{Fk} = \frac{1}{n_{F+k} (\sum_t y_t n_{Ftk})} \quad (6)$$

is the mean item score of the focal group members at the k^{th} level, and m_{Rk} is the analogous value for the reference group. As can be seen from the equation above, the *SMD* is the difference between the unweighted item mean of the focal group and the weighted item mean of the reference group. The weights for the reference group are applied to compensate for differences in the number of students in the reference and focal groups (within each level of ability). A negative *SMD* value implies that the focal group has a lower mean item score than the reference group, conditional on the matching variable.

For the DIF classification of constructed-response items, the *SMD* is divided by the total group item standard deviation to obtain an effect-size value for the *SMD*. This effect-size *SMD* is then examined in conjunction with the Mantel χ^2 to obtain *DIF* classifications as shown in Table 4.2 below. DIF is categorized as “no DIF” (AA), “moderate DIF” (BB), or “large DIF” (CC).

Table 4.2
DIF Classification for Constructed-Response Items

| Category | Description | Criterion |
|----------|---------------------|---|
| AA | No <i>DIF</i> | Non-significant Mantel χ^2 or Significant Mantel χ^2 and $ SMD/SD \leq .17$ |
| BB | Moderate <i>DIF</i> | Significant Mantel χ^2 and $.17 < SMD/SD \leq .25$ |
| CC | Large <i>DIF</i> | Significant Mantel χ^2 and $.25 < SMD/SD $ |

Note: SD is the total group standard deviation of the item score in its original metric.

For multiple-choice items, the Mantel-Haenszel Chi-square (M-H χ^2) is used in conjunction with the M-H odds ratio (transformed to what ETS calls the Delta Scale (D)). To calculate the

delta, the odds ratio should be obtained first. The odds of a correct response (proportion passing divided by proportion failing) is P/Q (i.e., $P/[1-P]$). The odds ratio is simply the odds of a correct response of the reference group divided by the odds of a correct response of the focal group. For a given item, the odds ratio is defined as follows:

$$\alpha_{M-H} = \frac{P_r / Q_r}{P_f / Q_f}. \quad (7)$$

The corresponding null hypothesis is that the odds of getting the item correct are equal for the two groups (the odds ratio is equal to 1):

$$H_0: \alpha_{M-H} = \frac{P_r / Q_r}{P_f / Q_f} = 1. \quad (8)$$

In order to make the odds ratio symmetrical around zero with its range being in the interval $-\infty$ to $+\infty$, the odds ratio is transformed into a log odds ratio, as per the following:

$$\beta_{M-H} = \ln(\alpha_{M-H}). \quad (9)$$

The simple natural logarithm transformation of this odds ratio is symmetrical about zero (zero has the interpretation of equal odds). This DIF measure is a signed index where a positive value signifies DIF in favor of the reference group, while a negative value indicates DIF in favor of the focal group. β_{M-H} is amenable to linear transformations to other interval scale metrics (Camilli & Shepard, 1994). This fact is utilized by ETS to transform β_{M-H} to their Delta Scale metric (D), via:

$$D = -2.35 \cdot \beta_{M-H}. \quad (10)$$

The quantity D represents the apparent difference in the difficulty of the items in the Delta metric for the two groups whose performance is being compared. The following table depicts DIF classifications for MC items based on the M-H χ^2 and the item Delta Scale difference value (D):

Table 4.3
DIF Classification for Multiple-Choice Items

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

For the NYSESLAT, DIF analysis was completed on both gender and ethnic groups. For the gender DIF analysis, female students were considered the focal group while male students were considered the reference group. Three ethnic DIF analyses were conducted. Asian, Hispanic, and Caucasian 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 (e.g., African-American students). The

same focal and reference groups were used in the DIF analysis of field test items, provided enough n-counts were available for the comparison.

In the separate *2008 Field Test Technical Report*, DIF analysis results for each grade span by form for the field test items were provided, while Appendix J of this report provides the same information for the operational items. The > sign next to the DIF category indicates that the item is in favor of the reference group, while the < sign indicates that the item is in favor of the focal group.

Summary of DIF Analyses

Tables 4.4 provides a summary of DIF analysis of operational test items, including n-counts for each DIF analysis group and number of items flagged by both SMD and/or Mantel for the constructed items and ETS Delta Scale metric (D) and M-H criteria for multiple-choice items (see details in Table 4.2 and Table 4.3). All items flagged for DIF were carefully reviewed during operational test construction. Only those items that passed the reviews were included in the operational tests. It is important to note that DIF does not indicate bias. None of the items showing moderate or large DIF in Table 4.4 were identified as “biased” by the content specialists.

Table 4.4
Results of DIF Analyses for 2008 Operational Test Items

| Grade Span | Modality | N-Counts | Total Number of DIF Items | Total Number of Moderate DIF Items | Total Number of Large DIF Items |
|------------|--------------------|----------|---------------------------|------------------------------------|---------------------------------|
| K-1 | Listening/Speaking | 48968 | 1 | 1 | 0 |
| | Reading/Writing | 49132 | 1 | 0 | 1 |
| 2-4 | Listening/Speaking | 58250 | 3 | 3 | 0 |
| | Reading/Writing | 56019 | 2 | 2 | 0 |
| 5-6 | Listening/Speaking | 25497 | 5 | 3 | 2 |
| | Reading/Writing | 24411 | 7 | 5 | 2 |
| 7-8 | Listening/Speaking | 22216 | 9 | 5 | 4 |
| | Reading/Writing | 20401 | 15 | 10 | 5 |
| 9-12 | Listening/Speaking | 36845 | 8 | 5 | 3 |
| | Reading/Writing | 34882 | 15 | 10 | 5 |

Note: Detailed results can be found in Appendix J.

PART 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. Several methods can be used to estimate the internal consistency of a test. One approach is to split all test questions into two groups and then correlate student scores on the two half-tests. This is known as a split-half estimate of reliability. This method avoids the implications of any changes in the individual by administering only a single test. If scores have a high rate of correlation on the two half-tests, it can be concluded that the test questions complement one another, function well as a group, and measure similar concepts. This also suggests that measurement error is minimal.

However, in the split-half method, the decision about which questions contribute to each score of the half-test can have an impact on the resulting correlation. Therefore, Pearson uses Cronbach's coefficient alpha statistic (Cronbach, 1951) to avoid this concern about the split-half method. The coefficient alpha is the average split-half correlation based on all possible divisions of a test into two parts. The coefficient alpha can be used to estimate the internal consistency of both dichotomously- (right or wrong, 0 or 1 score values) and polytomously- (a wide range of score values) scored test items. Coefficient alpha is computed by the following formula:

$$\alpha = \frac{I}{I-1} \left(1 - \frac{\sum_i s_i^2}{S_x^2} \right) \quad (11)$$

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.

Cronbach's coefficient alpha reliability statistic was calculated and is presented in Tables 5.1 and 5.2 in Section 5.5. Reliability values of close to or more than 0.90 are considered to be high, and the test is considered a reliable test.

5.2 Classical SEM (based on Classical Test Theory)

Since no assessment measures ability with perfect consistency, it is useful to take into account the likely amount of measurement errors. One way to describe the inconsistency of assessment results is to assess a student on multiple occasions and note how much the scores vary. Repeatedly measuring a student can only be done hypothetically. However, if you could assess a student on multiple occasions, you would obtain a collection of the student's obtained scores. The scores would cluster around an average value. The standard deviation, or spread, of these obtained scores is known as the standard error of measurement (SEM).

The SEM is another index of reliability and provides an estimate of the amount of error in an individual's observed test score. The individual's observed total score is considered the estimate of the person's true score. Because the standard error of measurement is inversely related to the reliability of a test, the greater the reliability, the less the standard error of measurement, and the more confidence one may have in the accuracy, or precision, of the observed test score. The measurement error is commonly expressed in terms of standard deviation units; that is, the standard error of measurement is the standard deviation of the measurement error distribution. The standard error of measurement is calculated with the following equation:

$$SEM = SD\sqrt{1-r_{xx}} \Leftrightarrow s_e = s_x\sqrt{1-\frac{s_t^2}{s_x^2}} \quad (12)$$

where

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

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

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

s_t^2 is the estimate of σ_T^2 , and

s_x^2 is the estimate of σ_X^2 .

The SEM s are presented in Tables 5.1 and 5.2 in Section 5.5. The smaller the SEM s (close to 0), the higher the quality of the test will be.

5.3 Standard Error of the Mean (SEMn)

The standard error of the mean, on the other hand, is an estimate of the magnitude of sampling error associated with the sample mean in the estimation of the population mean. This expected standard mean of sampling errors of the mean is called the standard error of the mean (SEMn) and is defined as follows:

$$SEMn = \frac{\sigma}{\sqrt{n}} \quad (13)$$

where $SEMn$ is the standard error of the mean, σ is the standard deviation of the population, and n is the number of responses in each sample.

The $SEMn$ s are presented in Tables 5.1 and 5.2 in Section 5.5. The more accurate the estimation of the population mean, the smaller the $SEMn$ values will be.

5.4 Conditional SEM (Based on Item Response Theory)

Unlike the SEM based on the classical test theory, the SEM based on the item response theory (IRT) is not the same for all persons. For example, if a person gets either a few or a large number of items correct (extreme score), the standard error is greater than if the person gets a moderate number of items correct. This implies that the standard error of measurement depends on the total score (Andrich & Luo, 2004).

Under the Rasch model, the SEM for each person is as follows:

$$\sigma_{\hat{\beta}} = \frac{1}{\sqrt{\sum_{i=1}^L p_{vi}(1-p_{vi})}} \quad (14)$$

where

v is subscript for a person,

i is subscript for an item,

L is length of the test,

$\hat{\beta}$ is ability estimate, and

P_{vi} is the probability that a person answers an item correctly. It is defined as follows:

$$P_{vi} = \frac{e^{\beta_v - \delta_i}}{1 + e^{\beta_v - \delta_i}} \quad (15)$$

where β_v is person v 's ability, and δ_i is the difficulty of the item.

A confidence band can be used in interpreting the ability estimate. For example, an approximate 68% confidence interval for $\hat{\beta}$ is given by

$$\hat{\beta} \pm SEM \quad (16)$$

Note that the standard error for item difficulty is smallest when the probability of passing is close to the probability of failing. That is, when an item is near the threshold level for many persons in the sample, the standard error is small (Embretson & Reise, 2000).

According to the general consensus in measurement, an aspect for the popularity of IRT methods in analyzing data is based on the fact that classical statistics assume equivalency of students and item measurements for all examinees and items in a test. IRT methods allow for the differentiation of varied student and item performances in estimating the reliability of the measurement (Crocker & Algina, 1986). As evidenced by Equation 13 on p.27, one reason for the fluctuation in the standard errors of students is that they are a function of the n-counts. As such, the standard errors for each of the ability score estimates are smallest in the middle of the score distribution (where most examinees perform) and greatest for estimates in the extreme, where subsequently lower numbers of students perform on a test, and thus produce less precise

estimates. It is for this reason that IRT estimates with individual standard errors at score points, i.e., conditioned on theta (student ability estimates), are preferred to classical SEMs, which do not differentiate between the precision of student estimates at different levels of performances.

The conditional standard errors of measurement are presented in the raw score to scale score conversion tables in Appendix C. Appendix D shows the IRT statistics.

5.5 Summary of Descriptive and Reliability Statistics

Tables 5.1 and 5.2 provide the raw score descriptive statistics and reliabilities by grade span and grade level. The tables include the following information:

- Number of items
- Maximum number of possible points
- Number of students
- Means and standard deviations in raw scores
- Mean p-values
- Standard error of the mean (SEMn)
- Cronbach's alpha internal consistency reliability
- Standard error of measurement (SEM)

In analyzing the information provided in Tables 5.1 and 5.2, the measures of reliability should be examined by keeping to the general trend that associates greater reliability with a lower error index for that particular measure. In Table 5.1, the test reliability values of Listening/Speaking and Reading/Writing across the five grade spans are all above or around 0.90, which is a strong indication that the test forms were constructed in good quality. The SEMn values of Listening/Speaking and Reading/Writing across the five grade spans ranged from 0.04 to 0.09, which is very small and acceptable. The SEM values of Listening/Speaking and Reading/Writing across the five grade spans ranged from 2.34 to 3.12, which are also acceptable. Of course, if an item has, for example, a SEMn greater than the standard deviation of the mean, then the relevancy of the information would be questioned, which might be the result of an outlier or outliers.

In Table 5.2, most test reliability values of Listening/Speaking and Reading/Writing across the twelve grades are all above or around 0.90. The reliability for Grade K Reading/Writing may seem a little low in comparison to the other reliability values, but this is most likely due to the students' ages, as they just started learning reading and writing, even in their mother language. This may also be explained by the relatively erratic learning of reading and writing English in kindergarten, which could be based on students being in a new environment, missing their homes, or the level of learning to read and write at home (which may not be the same for all students), etc. This kind of reasoning seems plausible because it is the same reason that kindergarten students are separated from other grade levels and tested on their own by other states (e.g., MI). The SEMn and SEM values are small and within acceptable ranges at each grade level.

Table 5.1
Descriptive Statistics and Reliability by Grade Span and Modality

| Grade | Test | Number of Items | Max Points | N-Count | RS Mean | SD | Mean P-value | SEMn | Reliability | SEM |
|-------|------------------------|-----------------|------------|---------|---------|-------|--------------|------|-------------|------|
| K-1 | Listening | 24 | 24 | 49884 | 20.67 | 3.37 | 0.86 | 0.02 | 0.80 | 1.51 |
| | Speaking | 16 | 34 | 49916 | 26.23 | 7.57 | 0.77 | 0.03 | 0.94 | 1.87 |
| | Reading | 15 | 15 | 49864 | 10.85 | 3.33 | 0.72 | 0.01 | 0.80 | 1.47 |
| | Writing | 15 | 24 | 49916 | 18.09 | 5.04 | 0.75 | 0.02 | 0.88 | 1.77 |
| | Listening and Speaking | 40 | 58 | 49884 | 46.91 | 10.07 | 0.81 | 0.05 | 0.93 | 2.67 |
| | Reading and Writing | 30 | 39 | 49864 | 28.95 | 7.88 | 0.74 | 0.04 | 0.91 | 2.34 |
| 2-4 | Listening | 24 | 24 | 59143 | 19.49 | 3.84 | 0.81 | 0.02 | 0.80 | 1.70 |
| | Speaking | 16 | 34 | 59183 | 28.98 | 6.63 | 0.85 | 0.03 | 0.94 | 1.58 |
| | Reading | 24 | 24 | 59133 | 17.73 | 4.89 | 0.74 | 0.02 | 0.87 | 1.78 |
| | Writing | 16 | 22 | 59179 | 15.86 | 4.87 | 0.72 | 0.02 | 0.86 | 1.82 |
| | Listening and Speaking | 40 | 58 | 59143 | 48.48 | 9.58 | 0.84 | 0.04 | 0.93 | 2.51 |
| | Reading and Writing | 40 | 46 | 59133 | 33.60 | 9.24 | 0.73 | 0.04 | 0.92 | 2.58 |
| 5-6 | Listening | 25 | 25 | 25975 | 19.57 | 4.63 | 0.78 | 0.03 | 0.85 | 1.78 |
| | Speaking | 16 | 34 | 25997 | 28.69 | 7.57 | 0.84 | 0.05 | 0.96 | 1.55 |
| | Reading | 27 | 27 | 25974 | 19.24 | 5.52 | 0.71 | 0.03 | 0.87 | 2.01 |
| | Writing | 19 | 25 | 25996 | 16.92 | 5.29 | 0.68 | 0.03 | 0.86 | 1.96 |
| | Listening and Speaking | 41 | 59 | 25975 | 48.28 | 11.34 | 0.82 | 0.07 | 0.95 | 2.59 |
| | Reading and Writing | 46 | 52 | 25974 | 36.17 | 10.17 | 0.70 | 0.06 | 0.92 | 2.84 |
| 7-8 | Listening | 25 | 25 | 22854 | 16.83 | 5.02 | 0.67 | 0.03 | 0.83 | 2.06 |
| | Speaking | 16 | 34 | 22902 | 26.76 | 9.00 | 0.79 | 0.06 | 0.97 | 1.67 |
| | Reading | 27 | 27 | 22851 | 16.82 | 5.90 | 0.62 | 0.04 | 0.86 | 2.17 |
| | Writing | 19 | 25 | 22902 | 16.53 | 6.01 | 0.66 | 0.04 | 0.88 | 2.09 |
| | Listening and Speaking | 41 | 59 | 22854 | 43.62 | 12.86 | 0.74 | 0.09 | 0.95 | 2.98 |
| | Reading and Writing | 46 | 52 | 22851 | 33.38 | 11.11 | 0.64 | 0.07 | 0.92 | 3.07 |
| 9-12 | Listening | 25 | 25 | 37673 | 17.72 | 5.68 | 0.71 | 0.03 | 0.89 | 1.92 |
| | Speaking | 16 | 34 | 37807 | 26.70 | 8.23 | 0.79 | 0.04 | 0.96 | 1.70 |
| | Reading | 27 | 27 | 37664 | 17.54 | 4.73 | 0.65 | 0.02 | 0.79 | 2.19 |
| | Writing | 19 | 25 | 37808 | 17.25 | 5.78 | 0.69 | 0.03 | 0.86 | 2.15 |
| | Listening and Speaking | 41 | 59 | 37673 | 44.48 | 12.74 | 0.75 | 0.07 | 0.95 | 2.82 |
| | Reading and Writing | 46 | 52 | 37664 | 34.86 | 9.62 | 0.67 | 0.05 | 0.89 | 3.12 |

Note: The data file used in the table above is the final research file. The total n-counts for grades K-12 are 198,969. The statistics presented in the table are based on the n-counts after cleaning (removal of duplicate cases, off-level cases, and all records with Strand Raw Score = 0 or > 900).

Table 5.2
Descriptive Statistics and Reliability by Grade and Modality

| Grade | Test | Number of Items | Max Points | N-Count | RS | | Mean | | | |
|-------|------------------------|--------------------|---------------|---------|-------|-------|---------|------|-------------|------|
| | | | | | Mean | SD | P-value | SEMn | Reliability | SEM |
| K | Listening | 24 | 24 | 24126 | 19.53 | 3.61 | 0.81 | 0.02 | 0.78 | 1.70 |
| | Speaking | 16 | 34 | 24146 | 24.16 | 7.90 | 0.71 | 0.05 | 0.94 | 2.00 |
| | Reading | 15 | 15 | 24115 | 9.02 | 2.96 | 0.60 | 0.02 | 0.68 | 1.68 |
| | Writing | 15 | 24 | 24146 | 15.50 | 4.82 | 0.65 | 0.03 | 0.86 | 1.82 |
| | Listening and Speaking | 40 | 58 | 24126 | 43.71 | 10.45 | 0.75 | 0.07 | 0.92 | 2.90 |
| | Reading and Writing | 30 | 39 | 24115 | 24.53 | 7.10 | 0.63 | 0.05 | 0.87 | 2.52 |
| 1 | Listening | 24 | 24 | 25758 | 21.74 | 2.72 | 0.91 | 0.02 | 0.78 | 1.29 |
| | Speaking | 16 | 34 | 25770 | 28.17 | 6.70 | 0.83 | 0.04 | 0.93 | 1.71 |
| | Reading | 15 | 15 | 25749 | 12.56 | 2.68 | 0.84 | 0.02 | 0.79 | 1.23 |
| | Writing | 15 | 24 | 25770 | 20.52 | 3.91 | 0.85 | 0.02 | 0.85 | 1.52 |
| | Listening and Speaking | 40 | 58 | 25758 | 49.92 | 8.69 | 0.86 | 0.05 | 0.92 | 2.39 |
| | Reading and Writing | 30 | 39 | 25749 | 33.08 | 6.13 | 0.85 | 0.04 | 0.90 | 1.98 |
| 2 | Listening | 24 | 24 | 23063 | 18.45 | 3.92 | 0.77 | 0.03 | 0.78 | 1.83 |
| | Speaking | 16 | 34 | 23083 | 28.39 | 6.61 | 0.83 | 0.04 | 0.94 | 1.66 |
| | Reading | 24 | 24 | 23060 | 16.03 | 4.88 | 0.67 | 0.03 | 0.85 | 1.92 |
| | Writing | 16 | 22 | 23083 | 14.27 | 4.92 | 0.65 | 0.03 | 0.84 | 1.94 |
| | Listening and Speaking | 40 | 58 | 23063 | 46.85 | 9.49 | 0.81 | 0.06 | 0.92 | 2.66 |
| | Reading and Writing | 40 | 46 | 23060 | 30.31 | 9.21 | 0.66 | 0.06 | 0.91 | 2.76 |
| 3 | Listening | 24 | 24 | 19404 | 19.88 | 3.66 | 0.83 | 0.03 | 0.80 | 1.65 |
| | Speaking | 16 | 34 | 19412 | 29.26 | 6.48 | 0.86 | 0.05 | 0.94 | 1.55 |
| | Reading | 24 | 24 | 19396 | 18.37 | 4.68 | 0.77 | 0.03 | 0.86 | 1.73 |
| | Writing | 16 | 22 | 19410 | 16.48 | 4.65 | 0.75 | 0.03 | 0.86 | 1.75 |
| | Listening and Speaking | 40 | 58 | 19404 | 49.14 | 9.34 | 0.85 | 0.07 | 0.93 | 2.45 |
| | Reading and Writing | 40 | 46 | 19396 | 34.86 | 8.81 | 0.76 | 0.06 | 0.92 | 2.49 |
| 4 | Listening | 24 | 24 | 16676 | 20.47 | 3.58 | 0.85 | 0.03 | 0.81 | 1.55 |
| | Speaking | 16 | 34 | 16688 | 29.47 | 6.77 | 0.87 | 0.05 | 0.95 | 1.50 |
| | Reading | 24 | 24 | 16677 | 19.34 | 4.40 | 0.81 | 0.03 | 0.87 | 1.62 |
| | Writing | 16 | 22 | 16686 | 17.33 | 4.42 | 0.79 | 0.03 | 0.86 | 1.68 |
| | Listening and Speaking | 40 | 58 | 16676 | 49.95 | 9.65 | 0.86 | 0.07 | 0.94 | 2.36 |
| | Reading and Writing | 40 | 46 | 16677 | 36.68 | 8.33 | 0.80 | 0.06 | 0.92 | 2.36 |
| 5 | Listening | 25 | 25 | 13797 | 19.64 | 4.43 | 0.79 | 0.04 | 0.84 | 1.78 |
| | Speaking | 16 | 34 | 13807 | 29.06 | 7.11 | 0.85 | 0.06 | 0.95 | 1.53 |
| | Reading | 27 | 27 | 13796 | 19.17 | 5.44 | 0.71 | 0.05 | 0.86 | 2.02 |
| | Writing | 19 | 25 | 13807 | 16.93 | 5.14 | 0.68 | 0.04 | 0.86 | 1.95 |
| | Listening and Speaking | 41 | 59 | 13797 | 48.71 | 10.66 | 0.83 | 0.09 | 0.94 | 2.56 |
| | Reading and Writing | 46 | 52 | 13796 | 36.11 | 9.93 | 0.69 | 0.08 | 0.92 | 2.83 |
| 6 | Listening | 25 | 25 | 12178 | 19.50 | 4.84 | 0.78 | 0.04 | 0.87 | 1.77 |
| | Speaking | 16 | 34 | 12190 | 28.28 | 8.04 | 0.83 | 0.07 | 0.96 | 1.57 |
| | Reading | 27 | 27 | 12178 | 19.33 | 5.61 | 0.72 | 0.05 | 0.87 | 2.00 |
| | Writing | 19 | 25 | 12189 | 16.89 | 5.45 | 0.68 | 0.05 | 0.87 | 1.98 |
| | Listening and Speaking | 41 | 59 | 12178 | 47.80 | 12.05 | 0.81 | 0.11 | 0.95 | 2.63 |
| | Reading and Writing | 46 | 52 | 12178 | 36.24 | 10.42 | 0.70 | 0.09 | 0.93 | 2.85 |

Table 5.2 (Continued)
Descriptive Statistics and Reliability by Grade and Modality

| Grade | Test | Number of Items | Max Points | N-Count | RS | | Mean | | | SEM |
|-------|------------------------|--------------------|---------------|---------|-------|-------|---------|------|-------------|------|
| | | | | | Mean | SD | P-value | SEMn | Reliability | |
| 7 | Listening | 25 | 25 | 11806 | 16.56 | 4.94 | 0.66 | 0.05 | 0.82 | 2.08 |
| | Speaking | 16 | 34 | 11833 | 26.87 | 8.97 | 0.79 | 0.08 | 0.97 | 1.67 |
| | Reading | 27 | 27 | 11806 | 16.32 | 5.84 | 0.60 | 0.05 | 0.86 | 2.20 |
| | Writing | 19 | 25 | 11833 | 16.31 | 6.02 | 0.65 | 0.06 | 0.88 | 2.09 |
| | Listening and Speaking | 41 | 59 | 11806 | 43.47 | 12.76 | 0.74 | 0.12 | 0.94 | 3.00 |
| | Reading and Writing | 46 | 52 | 11806 | 32.66 | 11.05 | 0.63 | 0.10 | 0.92 | 3.08 |
| 8 | Listening | 25 | 25 | 11048 | 17.12 | 5.08 | 0.68 | 0.05 | 0.84 | 2.04 |
| | Speaking | 16 | 34 | 11069 | 26.64 | 9.03 | 0.78 | 0.09 | 0.97 | 1.67 |
| | Reading | 27 | 27 | 11045 | 17.36 | 5.92 | 0.64 | 0.06 | 0.87 | 2.15 |
| | Writing | 19 | 25 | 11069 | 16.76 | 5.99 | 0.67 | 0.06 | 0.88 | 2.10 |
| | Listening and Speaking | 41 | 59 | 11048 | 43.78 | 12.98 | 0.74 | 0.12 | 0.95 | 2.97 |
| | Reading and Writing | 46 | 52 | 11045 | 34.15 | 11.11 | 0.66 | 0.11 | 0.92 | 3.05 |
| 9 | Listening | 25 | 25 | 13122 | 16.57 | 6.27 | 0.66 | 0.05 | 0.90 | 1.97 |
| | Speaking | 16 | 34 | 13163 | 25.08 | 9.62 | 0.74 | 0.08 | 0.97 | 1.75 |
| | Reading | 27 | 27 | 13121 | 16.27 | 4.95 | 0.60 | 0.04 | 0.80 | 2.24 |
| | Writing | 19 | 25 | 13164 | 15.81 | 6.33 | 0.63 | 0.06 | 0.88 | 2.20 |
| | Listening and Speaking | 41 | 59 | 13122 | 41.70 | 14.80 | 0.71 | 0.13 | 0.96 | 2.96 |
| | Reading and Writing | 46 | 52 | 13121 | 32.13 | 10.43 | 0.62 | 0.09 | 0.91 | 3.20 |
| 10 | Listening | 25 | 25 | 11808 | 17.26 | 5.63 | 0.69 | 0.05 | 0.88 | 1.97 |
| | Speaking | 16 | 34 | 11844 | 26.27 | 7.99 | 0.77 | 0.07 | 0.95 | 1.75 |
| | Reading | 27 | 27 | 11801 | 17.33 | 4.57 | 0.64 | 0.04 | 0.77 | 2.21 |
| | Writing | 19 | 25 | 11844 | 16.93 | 5.61 | 0.68 | 0.05 | 0.85 | 2.18 |
| | Listening and Speaking | 41 | 59 | 11808 | 43.58 | 12.44 | 0.74 | 0.11 | 0.95 | 2.87 |
| | Reading and Writing | 46 | 52 | 11801 | 34.31 | 9.27 | 0.66 | 0.09 | 0.88 | 3.15 |
| 11 | Listening | 25 | 25 | 7737 | 18.83 | 4.90 | 0.75 | 0.06 | 0.86 | 1.86 |
| | Speaking | 16 | 34 | 7761 | 28.25 | 6.51 | 0.83 | 0.07 | 0.94 | 1.65 |
| | Reading | 27 | 27 | 7736 | 18.77 | 4.26 | 0.70 | 0.05 | 0.75 | 2.13 |
| | Writing | 19 | 25 | 7761 | 18.66 | 4.96 | 0.75 | 0.06 | 0.83 | 2.04 |
| | Listening and Speaking | 41 | 59 | 7737 | 47.14 | 10.09 | 0.80 | 0.11 | 0.93 | 2.66 |
| | Reading and Writing | 46 | 52 | 7736 | 37.49 | 8.25 | 0.72 | 0.09 | 0.87 | 2.99 |
| 12 | Listening | 25 | 25 | 5006 | 20.08 | 4.11 | 0.80 | 0.06 | 0.82 | 1.75 |
| | Speaking | 16 | 34 | 5039 | 29.58 | 5.58 | 0.87 | 0.08 | 0.93 | 1.52 |
| | Reading | 27 | 27 | 5006 | 19.48 | 4.00 | 0.72 | 0.06 | 0.73 | 2.08 |
| | Writing | 19 | 25 | 5039 | 19.58 | 4.50 | 0.78 | 0.06 | 0.81 | 1.96 |
| | Listening and Speaking | 41 | 59 | 5006 | 49.78 | 8.01 | 0.84 | 0.11 | 0.90 | 2.47 |
| | Reading and Writing | 46 | 52 | 5006 | 39.20 | 7.31 | 0.75 | 0.10 | 0.84 | 2.89 |

Note: The data file used in the table above is the final research file. The total n-counts for grades K–12 are 198,969. The statistics presented in the table are based on the n-counts after cleaning (removal of duplicate cases, off-level cases, and all records with Strand Raw Score = 0 or > 900).

5.6 Inter-Rater Reliability

Another source of measurement error results in the evaluation of student work. Inter-rater reliability investigates the extent to which examinees would obtain the same score if the assessment task is scored two or more times by the same rater or different raters. One way to estimate this type of reliability is to have two raters score each student's paper and then obtain the correlation. In this case, consistency is defined as the similarity of student's rank orderings by two raters. Another way to obtain evidence of inter-rater reliability is to calculate the percent agreement between raters. If raters always agree in their assignment of scores, there is 100% agreement. If raters never agree in their assignment of scores, there is 0% agreement. The choice between using a correlation coefficient or percent agreement depends upon whether students' absolute (actual) or relative (rank order) score level is important for a particular interpretation and use.

Audit scoring of the operational test conducted by PASC readers consists of only open-ended items. Personnel selected as team leaders are usually the same people who have participated in the range finding process and are familiar with the New York State Test. Training consists of a review of the same scoring materials used by the New York State teachers for scoring the full operational test. Readers are tested by scoring sample papers prior to actual audit scoring. Once qualified, readers are check-scored by team leaders to maintain their accuracy.

To ensure that local teachers apply the same rigorous scoring standards as intended by the New York State Education Department (NYSED), and to provide evidence of inter-rater reliability, the Department requires that Pearson rescore 10% of all test papers after each test administration.

The selection of the 10% audit sample for each grade span followed a stratified random selection procedure based on the Need/Resource Category, which divided the State schools into six categories: New York City, Big 4 Cities (Buffalo, Rochester, Syracuse, and Yonkers), High Need Urban/Suburbs, High Need Rural, Average Need, and Low Need.

Target values were calculated for each level using the percentage of enrollment data for each of the above classifications and was applied to the level targets for '10% Plus 40% Over Sample.' Since the sample selection level was by school, enrollment data collected for the spring 2008 administration was used to select schools for the sampling and analysis, with the goal of acquiring at least 95% but no more than 105% of the target count for each grade span.

These schools returned their booklets to Pearson for rescoring. The following sections (or tables) indicate the procedures that Pearson conducted to ensure reliability and accurate scoring of the items.

Table 5.3 provides the audit sample information regarding the number of students obtained for the rater analyses after merging the auditing file (Accudata) and final research file. The Accudata and the research file were merged according to student ID (SID). The N-counts in the table are based on 78% of the Accudata file from auditing, matching the research file data base. The percentage of the audit sample ranged from 6% to 17% across the five grade spans.

Table 5.3
Audit Sample

| Grade Span | Number of Students in Audit Sample after Merging ¹ | Number of Students in Population by Grade Span | Percentage of Total Population ² |
|------------|---|--|---|
| K-1 | 4123 | 50430 | 8 |
| 2-4 | 3874 | 59704 | 6 |
| 5-6 | 4021 | 26464 | 15 |
| 7-8 | 4033 | 23339 | 17 |
| 9-12 | 3297 | 39032 | 8 |
| Total | 19348 | 198969 | 10 |

Note 1: There are 5,408 Accudata students that did not merge with the final research file and 313 Accudata students that did merge with the final research file but had missing data.

Note 2: Percentage of Total Population = Number of Students in Audit Sample/Number of students in final research file.

Inter-Rater Agreement

Table 5.4 provides the rater agreement for the Pre-writing and Writing constructed-response items between local raters and Pearson raters. The Pearson 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 results are presented by grade span and items. For Grades K-1, items 1-9 were scored 2. For Grades 2-12, items 1-3 were scored 0, 1, or 2, and item 4 was scored 0, 1, 2, 3, or 4. The following are the descriptions of the rater-agreement variable:

Exact: 0 Score Point Difference between Local and Pearson Raters

Adjacent: +/-1 Score Point Difference between Local and Pearson Raters

Non-Adjacent: +/-2 Score Point Difference between Local and Pearson Raters

In Table 5.4, for the 2-point items, the percent of exact rating ranged from 54.14 to 97.28 across all the grade spans. The percent of adjacent rating ranged from 2.04 to 42.75. The total percent of the exact and adjacent ratings ranged from 89.80 to 99.93. The percent of exact rating is relatively low for item 4 (Grade 2-12) because it has a greater range (0-4). The percent of exact rating ranged from 43.46 to 54.16 across the four grade spans. And the percent of adjacent rating ranged from 39.00 to 45.95. The total percent of the exact and adjacent ratings for the four point items ranged from 89.41 to 95.46.

The table also provides the intraclass correlations between the local raters and Pearson raters, Weighted Kappa coefficient, the asymptotic standard error (ASE) of the Weighted Kappa coefficient, and its lower and upper 95 percent confidence limits.

Intraclass Correlation

The Intraclass correlation assesses rating reliability by comparing the variability of different ratings of the same subject to the total variation across all ratings and all subjects. The intraclass correlations in Table 5.4 were calculated by using the random and fixed effects model introduced by Shrout and Fleiss (1979) to measure the agreement of the local and Pearson raters. The SAS

program from Douglas Steinley and Philip Karl Wood (2000) was modified so that large student samples could be used for the analyses. The intraclass correlations ranged from 0.45 to 0.94 across all the grade spans. The lowest correlations occurred at Grade Span 5–6.

Kappa Coefficient

Kappa coefficient is an index of measuring the rater agreement with the value always less than or equal to 1. A value of 1 implies perfect agreement, and values less than 1 imply less than perfect agreement. In rare situations, Weighted Kappa can be negative. This is a sign that the two observers agreed less than would be expected just by chance. It is also rare that we get perfect agreement. Different people have different interpretations as to what is a good level of agreement.

Here is one interpretation of the Weighted Kappa coefficient (Altman DG. Practical Statistics for Medical Research, 1991, page 404).

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

In Table 5.4, the values of the Weighted Kappa across grade spans indicate that, in most cases, the rater agreement ranges within moderate agreement to very good agreement, using the interpretation rule above. Two exceptions are those for items 2 and 3 in Grade Span 5–6, which indicated only fair agreement and the values of which were 0.35 and 0.38, respectively. The asymptotic standard error (ASE) of the Kappa coefficient and its lower and upper 95 percent confidence limits indicate that the errors of the Kappa coefficient are very small and within limited range.

**Table 5.4
Rater Agreement for Pre-writing and Writing Prompts**

| Grade Span | Item | Max Point | N-count | Exact | Adjacent | Non-Adjacent | Intraclass Correlation | Weighted Kappa | ASE | 95% Confidence Limits | |
|------------|------|-----------|---------|-------|----------|--------------|------------------------|----------------|------|-----------------------|-------|
| | | | | | | | | | | Lower | Upper |
| K-1 | 1 | 2 | 4123 | 83.90 | 16.03 | 0.07 | 0.73 | 0.70 | 0.01 | 0.68 | 0.72 |
| | 2 | 2 | 4123 | 86.56 | 13.34 | 0.10 | 0.80 | 0.75 | 0.01 | 0.73 | 0.77 |
| | 3 | 2 | 4123 | 96.85 | 2.67 | 0.49 | 0.90 | 0.87 | 0.01 | 0.84 | 0.89 |
| | 4 | 2 | 4123 | 97.28 | 2.04 | 0.68 | 0.91 | 0.86 | 0.01 | 0.83 | 0.89 |
| | 5 | 2 | 4123 | 93.62 | 5.85 | 0.53 | 0.94 | 0.91 | 0.01 | 0.90 | 0.92 |
| | 6 | 2 | 4123 | 92.17 | 7.64 | 0.19 | 0.92 | 0.88 | 0.01 | 0.87 | 0.90 |
| | 7 | 2 | 4123 | 80.23 | 19.35 | 0.41 | 0.85 | 0.77 | 0.01 | 0.76 | 0.79 |
| | 8 | 2 | 4123 | 80.31 | 19.28 | 0.41 | 0.85 | 0.77 | 0.01 | 0.76 | 0.79 |
| | 9 | 2 | 4123 | 78.73 | 20.81 | 0.46 | 0.83 | 0.75 | 0.01 | 0.74 | 0.77 |
| 2-4 | 1 | 2 | 3874 | 87.22 | 11.00 | 1.78 | 0.76 | 0.70 | 0.01 | 0.68 | 0.73 |
| | 2 | 2 | 3874 | 82.06 | 16.37 | 1.57 | 0.73 | 0.65 | 0.01 | 0.63 | 0.68 |
| | 3 | 2 | 3874 | 84.62 | 13.58 | 1.81 | 0.85 | 0.77 | 0.01 | 0.75 | 0.79 |
| | 4 | 4 | 3874 | 54.16 | 41.30 | 4.54 | 0.67 | 0.50 | 0.01 | 0.48 | 0.52 |

Table 5.4 (Continued)
Rater Agreement for Pre-writing and Writing Prompts

| Grade Span | Item | Max Point | N-count | Exact | Adjacent | Non-Adjacent | Intraclass Correlation | Weighted Kappa | ASE | 95% Confidence Limits | |
|------------|------|-----------|---------|-------|----------|--------------|------------------------|----------------|------|-----------------------|-------|
| | | | | | | | | | | Lower | Upper |
| 5-6 | 1 | 2 | 4021 | 76.30 | 22.66 | 1.04 | 0.65 | 0.55 | 0.01 | 0.52 | 0.58 |
| | 2 | 2 | 4021 | 55.01 | 42.75 | 2.24 | 0.45 | 0.35 | 0.01 | 0.33 | 0.38 |
| | 3 | 2 | 4021 | 54.14 | 35.66 | 10.20 | 0.45 | 0.38 | 0.01 | 0.36 | 0.40 |
| | 4 | 4 | 4021 | 48.40 | 41.71 | 9.90 | 0.55 | 0.41 | 0.01 | 0.39 | 0.43 |
| 7-8 | 1 | 2 | 4033 | 86.51 | 12.47 | 1.02 | 0.88 | 0.83 | 0.01 | 0.81 | 0.84 |
| | 2 | 2 | 4033 | 74.06 | 22.56 | 3.37 | 0.74 | 0.68 | 0.01 | 0.66 | 0.70 |
| | 3 | 2 | 4033 | 61.32 | 33.35 | 5.33 | 0.59 | 0.51 | 0.01 | 0.49 | 0.53 |
| | 4 | 4 | 4033 | 52.91 | 39.00 | 8.08 | 0.71 | 0.56 | 0.01 | 0.54 | 0.58 |
| 9-12 | 1 | 2 | 3297 | 91.20 | 8.28 | 0.52 | 0.88 | 0.84 | 0.01 | 0.82 | 0.85 |
| | 2 | 2 | 3297 | 82.83 | 15.47 | 1.70 | 0.80 | 0.73 | 0.01 | 0.71 | 0.75 |
| | 3 | 2 | 3297 | 76.58 | 19.93 | 3.49 | 0.79 | 0.72 | 0.01 | 0.70 | 0.74 |
| | 4 | 4 | 3297 | 43.46 | 45.95 | 10.59 | 0.67 | 0.47 | 0.01 | 0.46 | 0.49 |

Note: The stats in the table are based on the merged file between Accudata (auditing) and Pearson’s data base (final research file). The Accudata and Research file were merged by SIDs. The Ns in the table are based on the 78% of the Accudata file from auditing to match to the Pearson’s data base.

Table 5.5 provides the frequency distribution of the score-point differences between the local raters’ and Pearson raters’ scores by grade span. For the 2-point items, the percentage of 0 differences ranged from 54 to 97. The percentage of 1 score-point difference ranged from 90 to 100. For the 4-point items, the percentage of 0 differences ranged from 43 to 54. The above evidence indicates that the rater-agreement percentage is higher for the 2-point item than the 4-point item.

Table 5.5
Percentages of the Score Difference Between Raters

| Grade Span | Item | Percentage of Point Difference | | | | | | | | |
|------------|------|--|----|----|----|----|----|---|---|---|
| | | Score Difference (Local score minus Pearson score) | | | | | | | | |
| | | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
| K-1 | 1 | | | 0 | 6 | 84 | 10 | 0 | | |
| | 2 | | | 0 | 5 | 87 | 8 | 0 | | |
| | 3 | | | 0 | 1 | 97 | 1 | 0 | | |
| | 4 | | | 0 | 1 | 97 | 1 | 0 | | |
| | 5 | | | 0 | 3 | 94 | 3 | 0 | | |
| | 6 | | | 0 | 3 | 92 | 5 | 0 | | |
| | 7 | | | 0 | 8 | 80 | 11 | 0 | | |
| | 8 | | | 0 | 7 | 80 | 12 | 0 | | |
| | 9 | | | 0 | 13 | 79 | 8 | 0 | | |

Table 5.5 (Continued)
Percentages of the Score Difference Between Raters

| Grade Span | Item | Percentage of Point Difference | | | | | | | | |
|------------|------|--|----|----|----|----|----|----|---|---|
| | | Score Difference (Local score minus Pearson score) | | | | | | | | |
| | | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
| 2-4 | 1 | | | 0 | 2 | 87 | 9 | 1 | | |
| | 2 | | | 0 | 5 | 82 | 11 | 1 | | |
| | 3 | | | 1 | 5 | 85 | 8 | 1 | | |
| | 4 | | 0 | 2 | 19 | 54 | 22 | 2 | 0 | |
| 5-6 | 1 | | | 0 | 3 | 76 | 19 | 1 | | |
| | 2 | | | 0 | 10 | 55 | 33 | 2 | | |
| | 3 | | | 0 | 4 | 54 | 32 | 10 | | |
| | 4 | | | 0 | 11 | 48 | 30 | 8 | 1 | 0 |
| 7-8 | 1 | | | 1 | 6 | 87 | 7 | 0 | | |
| | 2 | | | 0 | 5 | 74 | 18 | 3 | | |
| | 3 | | | 0 | 6 | 61 | 28 | 5 | | |
| | 4 | 0 | 0 | 1 | 9 | 53 | 30 | 7 | 1 | 0 |
| 9-12 | 1 | | | 0 | 4 | 91 | 4 | 0 | | |
| | 2 | | | 1 | 6 | 83 | 9 | 1 | | |
| | 3 | | | 1 | 8 | 77 | 12 | 3 | | |
| | 4 | 0 | 0 | 0 | 10 | 43 | 36 | 10 | 0 | 0 |

Table 5.6 provides the mean and standard deviation of each item for both the local raters and the Pearson raters. There is a column for the local raters, a column for Pearson raters, and a third column for the difference of the mean scores and ratio of standard deviations between the local and Pearson raters. The largest mean difference (0.47) occurred at Grade Spans 5-6 (item 3) and 9-12 (item 4), and SD ratio ranged from 0.87 to 1.43. For most items, the mean difference is close to 0, and SD ratio is close to 1, which is a strong indication of rater agreement.

Table 5.6
Comparison Between Local and Pearson Raters

| Grade Span | Item | Local | | Pearson | | Differences | |
|------------|------|-------|------|---------|------|-------------|----------|
| | | Mean | SD | Mean | SD | Mean | SD Ratio |
| K-1 | 1 | 1.45 | 0.54 | 1.40 | 0.54 | 0.05 | 1.01 |
| | 2 | 1.52 | 0.55 | 1.50 | 0.55 | 0.02 | 1.01 |
| | 3 | 1.85 | 0.48 | 1.85 | 0.47 | 0.00 | 1.02 |
| | 4 | 1.87 | 0.45 | 1.87 | 0.46 | 0.00 | 0.99 |
| | 5 | 1.40 | 0.73 | 1.40 | 0.73 | 0.00 | 1.00 |
| | 6 | 1.28 | 0.66 | 1.26 | 0.67 | 0.02 | 0.99 |
| | 7 | 1.11 | 0.81 | 1.09 | 0.81 | 0.03 | 1.00 |
| | 8 | 1.12 | 0.81 | 1.07 | 0.81 | 0.05 | 1.01 |
| | 9 | 0.92 | 0.81 | 0.98 | 0.81 | -0.06 | 1.01 |
| 2-4 | 1 | 1.75 | 0.56 | 1.66 | 0.64 | 0.09 | 0.88 |
| | 2 | 1.67 | 0.60 | 1.59 | 0.66 | 0.08 | 0.92 |
| | 3 | 1.49 | 0.78 | 1.45 | 0.81 | 0.04 | 0.95 |
| | 4 | 1.90 | 1.03 | 1.87 | 0.86 | 0.04 | 1.20 |

Table 5.6 (Continued)
Comparison Between Local and Pearson Raters

| Grade Span | Item | Local | | Pearson | | Differences | |
|------------|------|-------|------|---------|------|-------------|----------|
| | | Mean | SD | Mean | SD | Mean | SD Ratio |
| 5–6 | 1 | 1.73 | 0.56 | 1.56 | 0.65 | 0.17 | 0.87 |
| | 2 | 1.15 | 0.74 | 0.89 | 0.57 | 0.26 | 1.30 |
| | 3 | 0.97 | 0.82 | 0.50 | 0.72 | 0.47 | 1.14 |
| | 4 | 1.65 | 1.09 | 1.27 | 0.76 | 0.38 | 1.43 |
| 7–8 | 1 | 1.36 | 0.83 | 1.36 | 0.84 | 0.01 | 0.99 |
| | 2 | 1.25 | 0.81 | 1.07 | 0.85 | 0.18 | 0.95 |
| | 3 | 1.10 | 0.79 | 0.78 | 0.79 | 0.31 | 1.00 |
| | 4 | 1.78 | 1.21 | 1.43 | 1.01 | 0.36 | 1.20 |
| 9–12 | 1 | 1.64 | 0.65 | 1.64 | 0.65 | 0.00 | 1.00 |
| | 2 | 1.53 | 0.72 | 1.51 | 0.73 | 0.02 | 0.99 |
| | 3 | 1.15 | 0.88 | 1.08 | 0.90 | 0.08 | 0.98 |
| | 4 | 2.44 | 1.23 | 1.98 | 0.95 | 0.47 | 1.30 |

Summary

The evidence of inter-rater reliability statistics (percentage of agreement, intraclass correlation, Weighted Kappa coefficient, percentage of score point difference, and mean difference) indicated that the local raters and Pearson raters generally have good agreement regarding the NYSESLAT scores. However, for a few items (e.g., Item 3 in grade span 5–6), the agreement between local raters and Pearson raters was poor. In these cases, the local raters generally gave higher scores than those given by Pearson raters. To improve the agreement between local raters and Pearson raters in later administrations, the scoring guides may need to be improved or the teachers who score the test may need to be trained better, or both.

5.7 Reliability of Classification Decision at Proficient Cut

Based on the NYSESLAT scale scores, student performance is classified into one of four proficiency levels. While it is always important to know the reliability of student scores in any examination, it is of even greater importance to assess the reliability of the decisions based on these scores. Evaluation of the reliability of classification decisions is performed through estimation of the probabilities of correct and consistent classification of student performance. Procedures from Livingston and Lewis (1995) were applied to derive measures of the accuracy and consistency of the classifications. Brief descriptions of the procedures used and results obtained are presented in this section.

The accuracy of decisions is the extent to which decisions would agree with those that would be made if each student could somehow be tested with all possible forms of the examination. The consistency of decisions is the extent to which decisions would agree with the decisions that would have been made if the students had taken a parallel form of the NYSESLAT, equal in difficulty and covering the same content as the form they actually took. These ideas are shown schematically in Figures 5.1 and 5.2. Please note that the term Achieves Proficient Status refers to the proficient category on the Listening/Speaking and Reading/Writing combinations score, and the term Does Not Achieve Proficient Status refers to all categories below proficient status.

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

Note: Adapted from Young and Yoon (1998).

Figure 5.1: Classification Accuracy

| | | | |
|-------------------------------------|------------------------------------|-------------------------------------|----------------------------|
| | | Decision made on the 2nd form taken | |
| | | Does Not Achieve Proficient Status | Achieves Proficient Status |
| Decision made on the 1st form taken | Does Not Achieve Proficient Status | Correct Classification | Misclassification |
| | Achieves Proficient Status | Misclassification | Correct Classification |

Note: Adapted from Young and Yoon (1998).

Figure 5.2: Classification Consistency

In Figure 5.1, accurate classifications occur when the decision made on the basis of the all-forms average agrees with the decision made on the basis of the form actually taken.

Misclassifications occur when, for example, a student who actually accomplished Does Not Achieve Proficient Status on the basis of his or her all-forms average is classified incorrectly as accomplishing Achieves Proficient Status. Consistent classification occurs (Figure 5.2) when two forms agree on the classification of a student as either Achieves Proficient Status or Does Not Achieve Proficient Status, whereas inconsistent classification occurs when the decisions made by the forms differ.

These analyses make use of the techniques outlined and implemented by Hanson (1991), Haertel (1996), Livingston and Lewis (1995), and Young and Yoon (1998). The software developed by Hanson (1995) was used for the analyses. Estimates of decision accuracy and consistency were made for the Achieves Proficient Status cut points on the Listening/Speaking and Reading/Writing scores reported in the NYSESLAT.

The table also includes the proportions of False Positive and False Negative classifications. The sum of values of Accuracy, False Positive, and False Negative is equal to 1.00, but due to rounding, the table values may or may not equal 1.00. False Positive and False Negative classifications refer to the mismatch between student true scores and observed scores. The False Positive value is the proportion of student scores misclassified to the category Achieves Proficient Status when student scores do not meet proficient status. The False Negative value is the proportion of student scores misclassified to the category Does Not Achieve Proficient Status when student scores actually do meet proficient status.

Table 5.7 presents the results of the decision accuracy and consistency of the Achieves Proficient Status cut scores for the Listening/Speaking and Reading/Writing scores. The table contains the following:

- Accuracy
- False positives
- False negatives
- Consistency

Decision accuracy refers to the agreement between the classifications based on the form actually taken and the classifications that would be made if each student could somehow be tested with all possible forms (or true score) of the examination. For example, for K students, 85% of the classifications for Listening/Speaking at the proficiency level were accurate, while 6% percent of the students were classified as proficient when they were not. Nine percent of students were classified as not proficient when they were proficient. For Listening/Speaking combination proficiency level classification, the accuracy of the classification for Listening/Speaking at the proficiency level ranged from 70% to 91% across all grade levels. For Reading/Writing combination proficiency level classification, the accuracy ranged from 85% to 96% across all the grade levels.

Decision consistency refers to the agreement between the classifications based on the form actually taken and the classifications that would be made on the basis of an alternate form. For example, for K students, the chance that students were classified the same was 81% for Listening /Speaking. For the Listening/Speaking combination proficiency level classifications, the consistency ranged from 64% to 88% across all the grade levels. For the Reading/Writing combination proficiency level classifications, the consistency ranged from 78% to 95% across all the grade levels. Both decision accuracy and consistency for the proficiency level were higher for the Reading/Writing combination than those for the Listening/Speaking. The table also illustrates the general rule that decision consistency is less than decision accuracy. This is understandable, since decision consistency is dependent on a single alternate form, while accuracy relates to the agreement of the assessment classification with the classification on multiple forms, where the variation on a single form would be subsumed under the overall variation based on countless multiple forms to produce true scores.

The false positive ranged from 5% to 23% for Listening/Speaking and 2% to 10% for Reading/Writing across all the grade levels. The false negative ranged from 0% to 24% for Listening/Speaking and 1% to 10% for Reading/Writing across all the grade levels. Relatively speaking, more attention should be paid to the high false positives values, because we don't like to see high percentages of students who were not proficient classified as proficient and exit the program. Generally speaking, the NYSESLAT shows much higher percentages of accuracy and consistency in comparison to the false positive and negative percentages.

Table 5.7
Classification Accuracy and Consistency by Grade

| Grade | Test | Accuracy | False Positives | False Negatives | Consistency |
|-------|------------------------|----------|-----------------|-----------------|-------------|
| K | Listening and Speaking | 0.85 | 0.06 | 0.09 | 0.81 |
| | Reading and Writing | 0.96 | 0.02 | 0.01 | 0.95 |
| 1 | Listening and Speaking | 0.80 | 0.20 | 0.00 | 0.72 |
| | Reading and Writing | 0.85 | 0.08 | 0.07 | 0.82 |
| 2 | Listening and Speaking | 0.84 | 0.06 | 0.11 | 0.76 |
| | Reading and Writing | 0.91 | 0.04 | 0.04 | 0.88 |
| 3 | Listening and Speaking | 0.70 | 0.06 | 0.24 | 0.64 |
| | Reading and Writing | 0.91 | 0.05 | 0.05 | 0.87 |
| 4 | Listening and Speaking | 0.72 | 0.11 | 0.17 | 0.66 |
| | Reading and Writing | 0.85 | 0.05 | 0.10 | 0.78 |
| 5 | Listening and Speaking | 0.72 | 0.12 | 0.16 | 0.66 |
| | Reading and Writing | 0.89 | 0.05 | 0.05 | 0.85 |
| 6 | Listening and Speaking | 0.77 | 0.23 | 0.00 | 0.72 |
| | Reading and Writing | 0.85 | 0.10 | 0.04 | 0.81 |
| 7 | Listening and Speaking | 0.82 | 0.18 | 0.00 | 0.77 |
| | Reading and Writing | 0.93 | 0.04 | 0.03 | 0.91 |
| 8 | Listening and Speaking | 0.85 | 0.07 | 0.08 | 0.79 |
| | Reading and Writing | 0.90 | 0.04 | 0.05 | 0.87 |
| 9 | Listening and Speaking | 0.90 | 0.05 | 0.05 | 0.86 |
| | Reading and Writing | 0.92 | 0.04 | 0.03 | 0.90 |
| 10 | Listening and Speaking | 0.91 | 0.06 | 0.03 | 0.88 |
| | Reading and Writing | 0.92 | 0.05 | 0.02 | 0.90 |
| 11 | Listening and Speaking | 0.86 | 0.07 | 0.08 | 0.80 |
| | Reading and Writing | 0.91 | 0.06 | 0.03 | 0.88 |
| 12 | Listening and Speaking | 0.91 | 0.05 | 0.04 | 0.88 |
| | Reading and Writing | 0.87 | 0.09 | 0.04 | 0.83 |

Note: The data file used in the table above is the final research file. The total n-counts for grades K–12 are 198,969. The stats presented in the table are based on the n-counts after cleaning (removal of duplicate cases, off-level cases, and all records with Strand Raw Score = 0 or > 900). Additionally, cases with missing grade are also removed.

PART 6: VALIDITY

Assessments constructed from Pearson support the validity-related standards set forth in the Standards for Educational and Psychological Testing. Our judgments about test validity are based on the following sources of evidence of validity²:

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

6.1 Content Validity

Evidence of validity based on test content is revealed by the extent to which the material on the test represents an appropriate sampling of skills, knowledge, and understanding of the domain tested. The *New York State Learning Standards for English as a Second Language* defines the skills, knowledge, and understanding which are expected for English language learner (ELL) children in New York State. There are several steps involved in aligning NYSESLAT items and test forms to these standards in order to ensure the content validity of the test.

Pearson psychometricians and ELL assessment specialists, with input from NYSED assessment and content specialists, developed a test blueprint that includes a range of item types that can measure all those standards and performance indicators from the *New York State Learning Standards for English as a Second Language* that are measurable on a standardized test. (Pearson ELL assessment specialists, working with committees of New York State ESL teachers, identified performance indicators that were designed for classroom use only, and thus could not be measured in a standardized test.)

When NYSESLAT item writers received item writing assignments, they were instructed to use NYSESLAT item type specifications in conjunction with the *New York State Learning Standards for English as a Second Language* to guide their writing, and then to identify a particular standard and performance indicator that best matches what each item is measuring. When items were reviewed by committees of New York State teachers, an integral part of the review process was discussion of and agreement on the standard and performance indicator assigned to each item.

²The page number in the parenthesis is the page number in the Standards for Educational and Psychological Testing, 1999.

The assigned standards and performance indicators were one of several criteria (e.g., item statistics, content diversity, gender and ethnic balance, etc.) that were then considered by Pearson ELL assessment specialists and NYSED assessment and content specialists during forms construction to ensure that forms reflected broad coverage of the *Learning Standards*. After forms construction was completed, item maps were developed for each form to show this coverage item by item. ELL assessment specialists at Pearson and content specialists at NYSED reviewed the item maps to confirm the alignment of a given form to the *New York State Learning Standards for English as a Second Language*. The item mapping provided in Table 6.1 below and Appendices A.2–A.3 gives concrete evidence for the alignment to the *New York State Learning Standards for English as a Second Language*.

6.2 Internal Structure

An assessment procedure should not be a random collection of assessment tasks or test questions. Each task in the assessment should contribute positively to the total result. The interrelationship among the tasks on an assessment is known as the internal structure of the assessment. Typical questions that investigate the relationships among assessment parts (Nitko, 2004) include:

- 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?

In order to investigate the answers to these questions, correlations based on raw scores were obtained from the four modalities. Tables 6.1 and 6.2 present the intercorrelation among the four modalities by grade span and grade. The evidence of internal structure of the 2008 NYSESLAT is also depicted by the point-biserial correlation coefficient and fit statistics. Appendices B.1–B.5 and D.1–D.5 provide these statistics for the 2008 NYSESLAT administration.

Table 6.1
Intercorrelation Among the Modalities by Grade Span

| Grade Span | Test | Correlation | | Coefficient | |
|------------|-----------|-------------|----------|-------------|---------|
| | | Listening | Speaking | Reading | Writing |
| K-1 | Listening | 1.00 | | | |
| | Speaking | 0.65 | 1.00 | | |
| | Reading | 0.55 | 0.49 | 1.00 | |
| | Writing | 0.58 | 0.53 | 0.77 | 1.00 |
| 2-4 | Listening | 1.00 | | | |
| | Speaking | 0.66 | 1.00 | | |
| | Reading | 0.66 | 0.54 | 1.00 | |
| | Writing | 0.69 | 0.62 | 0.80 | 1.00 |
| 5-6 | Listening | 1.00 | | | |
| | Speaking | 0.72 | 1.00 | | |
| | Reading | 0.70 | 0.57 | 1.00 | |
| | Writing | 0.74 | 0.67 | 0.77 | 1.00 |
| 7-8 | Listening | 1.00 | | | |
| | Speaking | 0.67 | 1.00 | | |
| | Reading | 0.69 | 0.56 | 1.00 | |
| | Writing | 0.73 | 0.72 | 0.75 | 1.00 |
| 9-12 | Listening | 1.00 | | | |
| | Speaking | 0.69 | 1.00 | | |
| | Reading | 0.66 | 0.54 | 1.00 | |
| | Writing | 0.74 | 0.70 | 0.70 | 1.00 |

Note: The data file used in the table above is the final research file. The total n-counts for grades K-12 are 198,969. The statistics presented in the table are based on raw scores with the n-counts after cleaning (removal of duplicate cases, off-level cases, and all records with Strand Raw Score = 0 or > 900). Additionally, cases with a missing grade are also removed.

Table 6.2
Intercorrelation Among the Modalities by Grade

| Grade | Test | Correlation | | Coefficient | |
|-------|-----------|-------------|----------|-------------|---------|
| | | Listening | Speaking | Reading | Writing |
| K | Listening | 1.00 | | | |
| | Speaking | 0.60 | 1.00 | | |
| | Reading | 0.43 | 0.36 | 1.00 | |
| | Writing | 0.48 | 0.43 | 0.66 | 1.00 |
| 1 | Listening | 1.00 | | | |
| | Speaking | 0.64 | 1.00 | | |
| | Reading | 0.52 | 0.51 | 1.00 | |
| | Writing | 0.54 | 0.54 | 0.74 | 1.00 |
| 2 | Listening | 1.00 | | | |
| | Speaking | 0.61 | 1.00 | | |
| | Reading | 0.60 | 0.49 | 1.00 | |
| | Writing | 0.64 | 0.58 | 0.77 | 1.00 |
| 3 | Listening | 1.00 | | | |
| | Speaking | 0.68 | 1.00 | | |
| | Reading | 0.65 | 0.56 | 1.00 | |
| | Writing | 0.68 | 0.64 | 0.79 | 1.00 |

Table 6.2 (Continued)
Intercorrelation Among the Modalities by Grade

| Grade | Test | Correlation | | Coefficient | |
|-------|-----------|-------------|----------|-------------|---------|
| | | Listening | Speaking | Reading | Writing |
| 4 | Listening | 1.00 | | | |
| | Speaking | 0.72 | 1.00 | | |
| | Reading | 0.67 | 0.60 | 1.00 | |
| | Writing | 0.72 | 0.70 | 0.79 | 1.00 |
| 5 | Listening | 1.00 | | | |
| | Speaking | 0.70 | 1.00 | | |
| | Reading | 0.68 | 0.55 | 1.00 | |
| | Writing | 0.73 | 0.65 | 0.77 | 1.00 |
| 6 | Listening | 1.00 | | | |
| | Speaking | 0.74 | 1.00 | | |
| | Reading | 0.71 | 0.59 | 1.00 | |
| | Writing | 0.76 | 0.69 | 0.78 | 1.00 |
| 7 | Listening | 1.00 | | | |
| | Speaking | 0.67 | 1.00 | | |
| | Reading | 0.68 | 0.56 | 1.00 | |
| | Writing | 0.72 | 0.72 | 0.75 | 1.00 |
| 8 | Listening | 1.00 | | | |
| | Speaking | 0.68 | 1.00 | | |
| | Reading | 0.70 | 0.58 | 1.00 | |
| | Writing | 0.74 | 0.72 | 0.75 | 1.00 |
| 9 | Listening | 1.00 | | | |
| | Speaking | 0.74 | 1.00 | | |
| | Reading | 0.68 | 0.59 | 1.00 | |
| | Writing | 0.77 | 0.76 | 0.72 | 1.00 |
| 10 | Listening | 1.00 | | | |
| | Speaking | 0.68 | 1.00 | | |
| | Reading | 0.63 | 0.52 | 1.00 | |
| | Writing | 0.72 | 0.68 | 0.68 | 1.00 |
| 11 | Listening | 1.00 | | | |
| | Speaking | 0.59 | 1.00 | | |
| | Reading | 0.60 | 0.43 | 1.00 | |
| | Writing | 0.68 | 0.60 | 0.64 | 1.00 |
| 12 | Listening | 1.00 | | | |
| | Speaking | 0.46 | 1.00 | | |
| | Reading | 0.53 | 0.35 | 1.00 | |
| | Writing | 0.55 | 0.48 | 0.58 | 1.00 |

Note: The data file used in the table above is the final research file. The total n-counts for grades K–12 are 198,969. The stats presented in the table are based on the n-counts after cleaning (removal of duplicate cases, off-level cases, and all records with Strand Raw Score = 0 or > 900). Additionally, cases with missing grade are also removed.

Observations of language proficiency assessment subtests in Table 6.1:

- Listening and Speaking are moderately correlated for Grades K–12 ranging from 0.65–0.72.
- Listening and Reading are moderately correlated for Grades K–12 ranging from 0.55–0.70.
- Reading and Writing are moderately correlated for Grades K–12 ranging from 0.70–0.80.
- Speaking and Writing are moderately correlated for Grades K–12 ranging from 0.53–0.72.
- The language domain pairs of Listening and Speaking and Reading and Writing are moderately to highly correlated, while Speaking and Reading are not highly correlated.

Generally speaking, the internal correlations based on grade spans are within expectation. The Reading and Writing subtests have the highest correlation range (from 0.70 to 0.80) across the five grade spans. Speaking and Reading subtests have the lowest correlation range (from 0.49 to 0.57). Listening and Speaking, Listening and Reading, Listening and Writing, and Speaking and Writing have correlation ranges between 0.53 and 0.74.

Observations of language proficiency assessment subtests in Table 6.2:

Kindergarten

- Students in this age group do not usually read or write yet, but can have Listening and Speaking skills. The expected outcome is that neither Reading nor Writing will correlate highly with Listening or Speaking.
- In Table 6.2, for kindergarten students, Speaking and Listening have a correlation of 0.60, and Reading and Writing have a correlation of 0.66. Speaking and Reading have a low correlation of 0.36, Listening and Reading have a low correlation of 0.43, Speaking and Writing have a correlation of 0.43, and Listening and Writing have a correlation of 0.48.

Grades 1–8

- A steady increase in the correlation (from 0.54 to 0.74) between Writing and Listening is observed.
- A possible explanation (personal communication with Pearson content specialists) is that, in general, students during this age span experience expanding use and development in their Writing skills. At the same time, demands on the Listening skills of this age group remain fairly static with only moderate development.

Grades 9–12

- A steady decrease in the correlation (from 0.77 to 0.55) between Writing and Listening is observed.
- A possible explanation (personal communication with Pearson content specialists) is that by high school, there is an increased focus on use of writing skills, especially an increased focus on academic content. Requirements of high-school age student listening skills also increase, but not at nearly as steep of a curve as writing.
- Similar arguments may be made for the correlational behavior between Speaking and Writing in grades 1–12. There is a steady increase in the correlation (from 0.54 to 0.72) for Grades 1–8, and there is a steady decrease in the correlation from (0.76 to 0.48) for Grades 9–12.

Generally speaking, the internal correlations based on grade levels are within expectation. The Reading and Writing subtests have the highest correlation range (from 0.48 to 0.79) across the thirteen grades. Speaking and Reading have the lowest correlations range (from 0.35 to 0.60). Listening and Speaking, Listening and Reading, Listening and Writing, and Speaking and Writing have correlation ranges between 0.43 and 0.77.

Validity of the Scoring Structure via Confirmatory Factor Analyses (CFA)

In order to assess the validity of the scoring structure, i.e., Speaking and Listening as one score and Reading and Writing as the other, a confirmatory factor analysis was undertaken with the 2008 full population data in order to compare the two-factor modality combinations with the unidimensional model (i.e., the total test providing a single score).

The 2008 NYSESLAT scoring dimensionality tests produced results that substantiate the use of the two-factor model in reporting IRT scores. With the exception of the 7–8 and 9–12 grade spans, the two-factor model provided a similar fit to the data as the one-factor unidimensional model as measured by global indices of fit. The unidimensional scoring model for the 7–8 and 9–12 grade spans, however, did not outweigh the use of the two-factor model in terms of model-fit and, as such, there was no clear preference of one model over the other for these two grade spans. This pattern, however, was justifiable by content experts as a distinct demarcation of modalities for younger students for whom a marked differentiation did exist between their Speaking and Listening ability as compared to their Reading and Writing ability. This differentiation, according to content experts, blurs for students in the higher grades. (See Tables 6.3-6.7 below; Appendix F provides the 2008 CFA analyses in their entirety.)

Table 6.3**Global Fit Indices for the One- and Two-Factor Models (Grades K–1)**

| Fit Indices | One-Factor Model | Two-Factor Model |
|--------------------|-------------------------|-------------------------|
| Chi-square | 9448.550 | 32.920 |
| GFI | 0.910 | 1.000 |
| AGFI | 0.570 | 1.000 |
| RMR | 0.072 | 0.002 |
| RMSEA | 0.310 | 0.025 |

Note: χ^2 with 2 *df*, *p*=0.00 for the one-factor model and χ^2 with 1 *df*, *p*=0.00 for the two-factor model.

Table 6.4
Global Fit Indices for the One- and Two-Factor Models (Grades 2–4)

| Fit Indices | One-Factor Model | Two-Factor Model |
|-------------|------------------|------------------|
| Chi-square | 6042.620 | 708.390 |
| GFI | 0.950 | 0.990 |
| AGFI | 0.760 | 0.940 |
| RMR | 0.041 | 0.010 |
| RMSEA | 0.230 | 0.110 |

Note: χ^2 with 2 *df*, *p*=0.00 for the one-factor model and χ^2 with 1 *df*, *p*=0.00 for the two-factor model.

Table 6.5
Global Fit Indices for the One- and Two-Factor Models (Grades 5–6)

| Fit Indices | One-Factor Model | Two-Factor Model |
|-------------|------------------|------------------|
| Chi-square | 2498.160 | 442.710 |
| GFI | 0.950 | 0.990 |
| AGFI | 0.770 | 0.920 |
| RMR | 0.032 | 0.012 |
| RMSEA | 0.220 | 0.130 |

Note: χ^2 with 2 *df*, *p*=0.00 for the one-factor model and χ^2 with 1 *df*, *p*=0.00 for the two-factor model.

Table 6.6
Global Fit Indices for the One- and Two-Factor Models (Grades 7–8)

| Fit Indices | One-Factor Model | Two-Factor Model |
|-------------|------------------|------------------|
| Chi-square | 1339.050 | 1032.930 |
| GFI | 0.970 | 0.980 |
| AGFI | 0.870 | 0.780 |
| RMR | 0.025 | 0.021 |
| RMSEA | 0.160 | 0.210 |

Note: χ^2 with 2 *df*, *p*=0.00 for the one-factor model and χ^2 with 1 *df*, *p*=0.00 for the two-factor model.

Table 6.7
Global Fit Indices for the One- and Two-Factor Models (Grades 9–12)

| Fit Indices | One-Factor Model | Two-Factor Model |
|-------------|------------------|------------------|
| Chi-square | 1467.590 | 837.550 |
| GFI | 0.980 | 0.990 |
| AGFI | 0.910 | 0.890 |
| RMR | 0.022 | 0.016 |
| RMSEA | 0.140 | 0.150 |

Note: χ^2 with 2 *df*, *p*=0.00 for the one-factor model and χ^2 with 1 *df*, *p*=0.00 for the two-factor model.

Overall, there seemed to be a decrease in the precision of model-fit for the two-factor model as one progressed from the lower grade spans to the higher ones.

6.3 External Structure

In order to ascertain the external structure of the NYSESLAT vis-à-vis an external criterion, data from two other tests were used. For ELLs in grades 3–8, data from those who took both the NYSESLAT in May 2008 and the New York State English Language Assessment (ELA) in

January 2008 were analyzed. In New York State, all ELLs, except for the first year ESL students, are required to take the ELA test. For ELLs in grades 10–12, data from those who took both the NYSESLAT in May 2008 and the New York State Regents Examination in Comprehensive English (Regents English exam) in June 2008 were analyzed. The Regents English exam is an end-of-course exam. All high school students, including ELLs, are required to pass the Regents English exam for the high school graduation requirement. Students can take the exam in any grade, although most students take the exam in grade 11.

The purpose of the NYSESLAT is to measure annual student progress in achieving English language proficiency in order to ultimately exit an ESL or bilingual program. It is also expected that ELLs who score proficient on the NYSESLAT will be able to function successfully in mainstream education programs and have the same chance as their English proficient counterparts to pass the required state examinations. It is, therefore, hypothesized that a relationship exists between the NYSESLAT and the ELA test/Regents English exam--- that is, those who perform well on the NYSESLAT are generally expected to perform well on the ELA test or the Regents English exam.

6.3.1 Relationship with the New York English Language Assessment

Correlations and Other Descriptive Statistics

Table 6.8 gives the sample size, minimum and maximum observed scores, means, standard deviations, and correlation between the New York ELA test and NYSESLAT raw score total of Reading, Writing, and Listening for each grade from Grade 3 to Grade 8. Table 6.9 gives the sample size, minimum and maximum observed scores, means, standard deviations, and correlation between the New York ELA test and NYSESLAT combined scale scores of Listening and Speaking, and Reading and Writing for each grade from Grade 3 to Grade 8.

The correlations between New York ELA test and NYSESLAT raw score total of the three modalities (Reading, Writing, and Listening) ranged from 0.67 to 0.73 across the six grades. The correlations are positive between the two tests, which are within expectation because the modalities tested are Reading, Writing, and Listening for the New York ELA test, and the total raw scores include those three modalities also. The correlations between New York ELA test and NYSESLAT combined scale scores of the four modalities ranged from 0.64 to 0.71 across the six grades. The correlations in Table 6.9 are positive, but slightly lower than the correlations in Table 6.8, which is within expectation because the NYSESLAT total combined scale scores include the Speaking modality, whereas the New York ELA test does not include the speaking part.

Generally speaking, the correlation analyses provide evidence that the external structure check of the NYSESLAT with respect to the New York State ELA ascertains a positive relationship (moderate) between the two examinations (see Table 6.8 and Table 6.9 above). This indicates that higher scores on the NYSESLAT are associated with higher scores on the ELA for each grade.

Table 6.8
Descriptive Statistics of the New York ELA and NYSESLAT Total Raw Scores of
Reading, Writing, and Listening

| Grade | N | Test | Mean | SD | Sample Min. | Sample Max. | Correlation |
|-------|-------|--------------------|------|----|-------------|-------------|-------------|
| 3 | 17250 | NYSESLAT Raw | 57 | 9 | 8 | 70 | 0.73 |
| | | NY ELA Scale Score | 638 | 32 | 475 | 780 | |
| 4 | 14510 | NYSESLAT Raw | 59 | 8 | 10 | 70 | 0.72 |
| | | NY ELA Scale Score | 630 | 36 | 430 | 775 | |
| 5 | 11695 | NYSESLAT Raw | 58 | 11 | 7 | 77 | 0.67 |
| | | NY ELA Scale Score | 636 | 29 | 495 | 795 | |
| 6 | 10008 | NYSESLAT Raw | 59 | 11 | 2 | 77 | 0.72 |
| | | NY ELA Scale Score | 627 | 28 | 480 | 785 | |
| 7 | 9368 | NYSESLAT Raw | 53 | 13 | 11 | 77 | 0.70 |
| | | NY ELA Scale Score | 627 | 30 | 470 | 729 | |
| 8 | 8651 | NYSESLAT Raw | 55 | 13 | 9 | 77 | 0.72 |
| | | NY ELA Scale Score | 609 | 36 | 430 | 726 | |

Table 6.9
Descriptive Statistics of the New York ELA and NYSESLAT Combined Scale Scores of Listening/Speaking and Reading/Writing

| Grade | N | Test | Mean | SD | Sample Min. | Sample Max. | Correlation |
|-------|-------|----------------------|------|----|-------------|-------------|-------------|
| 3 | 17250 | NYSESLAT Scale Score | 1338 | 78 | 992 | 1602 | 0.68 |
| | | NY ELA Scale Score | 638 | 32 | 475 | 780 | |
| 4 | 14510 | NYSESLAT Scale Score | 1363 | 79 | 1012 | 1602 | 0.67 |
| | | NY ELA Scale Score | 630 | 36 | 430 | 775 | |
| 5 | 11695 | NYSESLAT Scale Score | 1363 | 71 | 1059 | 1645 | 0.64 |
| | | NY ELA Scale Score | 636 | 29 | 495 | 795 | |
| 6 | 10008 | NYSESLAT Scale Score | 1368 | 76 | 1041 | 1645 | 0.69 |
| | | NY ELA Scale Score | 627 | 28 | 480 | 785 | |
| 7 | 9368 | NYSESLAT Scale Score | 1367 | 72 | 1083 | 1676 | 0.68 |
| | | NY ELA Scale Score | 627 | 30 | 470 | 729 | |
| 8 | 8651 | NYSESLAT Scale Score | 1378 | 80 | 1099 | 1676 | 0.71 |
| | | NY ELA Scale Score | 609 | 36 | 430 | 726 | |

Proficiency Level

In order to know the classification distribution at each proficiency level of both ELA and NYSESLAT tests, the percentage distributions of ELA proficiency level by NYSESLAT proficiency level at each grade level are presented in Tables 6.10–6.15.

Table 6.10 shows that for those Grade 3 students who were classified as beginning students on the NYSESLAT, 99% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as intermediate students on the NYSESLAT, 95% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as advanced students on the NYSESLAT test, 65% of them were classified as not proficient (Level 1 and Level 2) on the ELA test, and 35 % of them were classified as proficient on the ELA test. For those students who were classified as proficient students on the NYSESLAT, 31% of them were classified as not proficient (Level 1 and Level 2) on the ELA test; and 69% of them were classified as proficient on the ELA test.

Table 6.11 shows that for those Grade 4 students who were classified as beginning students on the NYSESLAT, 99% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as intermediate students on the NYSESLAT, 96% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as advanced students on the NYSESLAT test, 69% of them were classified as not proficient (Level 1 and Level 2) on the ELA test, and 31% of them were classified as proficient on the ELA test. For those students who were classified as proficient students on the NYSESLAT, 35% of them were classified as not proficient (Level 1 and Level 2) on the ELA test; and 65% of them were classified as proficient on the ELA test.

Table 6.12 shows that for those Grade 5 students who were classified as beginning students on the NYSESLAT, 97% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as intermediate students on the NYSESLAT, 94% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as advanced students on the NYSESLAT test, 65% of them were classified as not proficient (Level 1 and Level 2) on the ELA test, and 35% of them were classified as proficient on the ELA test. For those students who were classified as proficient students on the NYSESLAT, 30% of them were classified as not proficient (Level 1 and Level 2) on the ELA test; and 70% of them were classified as proficient on the ELA test.

Table 6.13 shows that for those Grade 6 students who were classified as beginning students on the NYSESLAT, 100% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as intermediate students on the NYSESLAT, 99% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as advanced students on the NYSESLAT test, 86% of them were classified as not proficient (Level 1 and Level 2) on the ELA test, and 14% of them were classified as proficient on the ELA test. For those students who were classified as proficient students on the NYSESLAT, 56% of them were classified as not proficient (Level 1 and Level 2) on the ELA test; and 44% of them were classified as proficient on the ELA test.

Table 6.14 shows that for those Grade 7 students who were classified as beginning students on the NYSESLAT, 100% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as intermediate students on the

NYSESLAT, 95% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as advanced students on the NYSESLAT test, 76% of them were classified as not proficient (Level 1 and Level 2) on the ELA test, and 24% of them were classified as proficient on the ELA test. For those students who were classified as proficient students on the NYSESLAT, 38% of them were classified as not proficient (Level 1 and Level 2) on the ELA test; and 62% of them were classified as proficient on the ELA test.

Table 6.15 shows that for those Grade 8 students who were classified as beginning students on the NYSESLAT, 100% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as intermediate students on the NYSESLAT, 100% of them were also classified as not proficient (Level 1 and Level 2) on the ELA test. For those students who were classified as advanced students on the NYSESLAT test, 94% of them were classified as not proficient (Level 1 and Level 2) on the ELA test, and 6% of them were classified as proficient on the ELA test. For those students who were classified as proficient students on the NYSESLAT, 74% of them were classified as not proficient (Level 1 and Level 2) on the ELA test; and 25% of them were classified as proficient on the ELA test.

Generally speaking, about 94%–100% of students who were classified as beginning and intermediate on the NYSESLAT test were also classified as not proficient (Level 1 and Level 2) by the ELA cut scores across the six grade levels. About 65%–94% of students who were classified as advanced on the NYSESLAT test were also classified as not proficient (Level 1 and Level 2) by the ELA cut scores across the six grade levels. About 6%–35% of students who were classified as advanced on the NYSESLAT test were classified as proficient by the ELA cut scores across the six grade levels. The higher the grade level, the lower the percentage. About 31%–74% of students who were classified as proficient on the NYSESLAT test were classified as not proficient by the ELA cut scores across the six grade levels. About 25%–70% of students who were classified as proficient on the NYSESLAT test were also classified as proficient by the ELA cut scores across the six grade levels. The higher the grade level, the lower the percentage. In general, all the evidence above indicates that those ELLs who scored well on the NYSESLAT also scored well on the ELA test, and those who did not score well on the NYSESLAT also did not perform well on the ELA test.

Table 6.10
Grade 3: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level

| | NYSESLAT Proficiency Levels | | | |
|----------------|-----------------------------|--------------------------|----------------------|------------------------|
| | Beginning (N=1227) | Intermediate (N=3952) | Advanced (N=8460) | Proficient (N=3611) |
| Level 1 on ELA | 88% | 42% | 5% | 1% |
| Level 2 on ELA | 11% | 53% | 60% | 30% |
| Level 3 on ELA | 1% | 5% | 34% | 66% |
| Level 4 on ELA | 0% | 0% | 1% | 3% |
| Total | 100% | 100% | 100% | 100% |

Table 6.11
Grade 4: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level

| | NYSESLAT Proficiency Levels | | | |
|----------------|-----------------------------|--------------------------|----------------------|------------------------|
| | Beginning (N=806) | Intermediate (N=3065) | Advanced (N=7414) | Proficient (N=3224) |
| Level 1 on ELA | 92% | 58% | 12% | 2% |
| Level 2 on ELA | 7% | 38% | 57% | 33% |
| Level 3 on ELA | 1% | 4% | 31% | 64% |
| Level 4 on ELA | 0% | 0% | 0% | 1% |
| Total | 100% | 100% | 100% | 100% |

Table 6.12
Grade 5: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level

| | NYSESLAT Proficiency Levels | | | |
|----------------|-----------------------------|--------------------------|----------------------|------------------------|
| | Beginning (N=960) | Intermediate (N=2240) | Advanced (N=6142) | Proficient (N=2350) |
| Level 1 on ELA | 54% | 22% | 2% | 0% |
| Level 2 on ELA | 43% | 72% | 63% | 30% |
| Level 3 on ELA | 3% | 6% | 35% | 69% |
| Level 4 on ELA | 0% | 0% | 0% | 1% |
| Total | 100% | 100% | 100% | 100% |

Table 6.13
Grade 6: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level

| | NYSESLAT Proficiency Levels | | | |
|----------------|-----------------------------|--------------------------|----------------------|------------------------|
| | Beginning (N=848) | Intermediate (N=2704) | Advanced (N=4221) | Proficient (N=1384) |
| Level 1 on ELA | 63% | 18% | 1% | 0% |
| Level 2 on ELA | 37% | 81% | 85% | 56% |
| Level 3 on ELA | 0% | 1% | 14% | 44% |
| Level 4 on ELA | 0% | 0% | 0% | 0% |
| Total | 100% | 100% | 100% | 100% |

Table 6.14
Grade 7: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level

| | NYSESLAT Proficiency Levels | | | |
|----------------|-----------------------------|--------------------------|----------------------|------------------------|
| | Beginning (N=1564) | Intermediate (N=3349) | Advanced (N=3341) | Proficient (N=1108) |
| Level 1 on ELA | 48% | 9% | 1% | 0% |
| Level 2 on ELA | 52% | 86% | 75% | 38% |
| Level 3 on ELA | 0% | 5% | 24% | 62% |
| Level 4 on ELA | 0% | 0% | 0% | 0% |
| Total | 100% | 100% | 100% | 100% |

Table 6.15
Grade 8: Percentage of ELLs Scoring at Each ELA Level by NYSESLAT Proficiency Level

| | NYSESLAT Proficiency Levels | | | |
|----------------|-----------------------------|--------------------------|----------------------|------------------------|
| | Beginning (N=1428) | Intermediate (N=3149) | Advanced (N=2566) | Proficient (N=1501) |
| Level 1 on ELA | 90% | 45% | 8% | 2% |
| Level 2 on ELA | 10% | 55% | 86% | 73% |
| Level 3 on ELA | 0% | 0% | 6% | 25% |
| Level 4 on ELA | 0% | 0% | 0% | 0% |
| Total | 100% | 100% | 100% | 100% |

Summary

The correlation analyses provide evidence of a positive relationship between the NYSESLAT and the ELA assessment (ranging from 0.67 to 0.73). This indicates that higher scores on the NYSESLAT are associated with higher scores on the ELA. The ELA test and the NYSESLAT tests were developed to serve different populations of students. Thus, it is not surprising that we see only a moderate, rather than a high, positive correlation between the two tests.

The analysis also confirms the validity of the NYSESLAT cut score in that about 96% to 100% (across six grade levels) of those who scored at the proficiency level on NYSESLAT test also

were classified as Level 2 or Level 3 (proficient) by the ELA test. On the other hand, the high percentages of students who were classified as not proficient by both tests is a strong indication that students who cannot do well on one test also did not perform well on the other test.

6.3.2 Relationship with the New York State Regents Examination in Comprehensive English

Correlations and Other Descriptive Statistics

Table 6.16 shows the sample size, maximum score points, minimum and maximum observed scores, means, standard deviations, and correlation between the New York Regents English exam and each of the NYSESLAT modalities raw score, and the total raw scores of Reading, Writing, and Listening for grades 10 through 12. Table 6.17 presents the sample size, minimum and maximum observed scores, means, standard deviations, and correlation between the New York Regents English exam and the combined scale scores of Listening/Speaking and Reading/Writing, and total scale scores of the four modalities (Listening/Speaking/Reading/Writing) for grades 10 through 12.

Table 6.16
Descriptive Statistics of the NYSESLAT Raw Scores of Listening, Speaking, Reading, and Writing Modalities and Their Correlations with the Regents English Exam Total Scale Scores

| Grade | N | Test | Max Points | Mean | SD | Sample Min. | Sample Max. | Correlation with Regents English |
|-------|-------|----------------|------------|-------|-------|-------------|-------------|----------------------------------|
| 10 | 2038 | Listening | 25 | 19.23 | 4.44 | 2 | 25 | 0.46 |
| | | Speaking | 34 | 28.97 | 5.96 | 0 | 34 | 0.37 |
| | | Reading | 27 | 18.47 | 3.96 | 6 | 27 | 0.53 |
| | | Writing | 25 | 18.70 | 4.49 | 0 | 25 | 0.57 |
| | | LI/RD/WR Total | 77 | 56.40 | 10.87 | 13 | 77 | 0.62 |
| 11 | 5498 | Listening | 25 | 19.76 | 4.18 | 1 | 25 | 0.47 |
| | | Speaking | 34 | 29.35 | 5.21 | 0 | 34 | 0.35 |
| | | Reading | 27 | 19.39 | 3.91 | 1 | 27 | 0.56 |
| | | Writing | 25 | 19.57 | 4.13 | 0 | 25 | 0.58 |
| | | LI/RD/WR Total | 77 | 58.72 | 10.35 | 15 | 77 | 0.64 |
| 12 | 3276 | Listening | 25 | 19.66 | 4.06 | 2 | 25 | 0.35 |
| | | Speaking | 34 | 29.28 | 5.28 | 0 | 34 | 0.27 |
| | | Reading | 27 | 19.11 | 3.88 | 1 | 27 | 0.44 |
| | | Writing | 25 | 19.26 | 4.15 | 0 | 25 | 0.45 |
| | | LI/RD/WR Total | 77 | 58.04 | 9.98 | 15 | 76 | 0.50 |
| 10–12 | 10812 | Listening | 25 | 19.63 | 4.20 | 1 | 25 | 0.43 |
| | | Speaking | 34 | 29.26 | 5.38 | 0 | 34 | 0.33 |
| | | Reading | 27 | 19.13 | 3.92 | 1 | 27 | 0.52 |
| | | Writing | 25 | 19.31 | 4.22 | 0 | 25 | 0.54 |
| | | LI/RD/WR Total | 77 | 58.08 | 10.38 | 13 | 77 | 0.59 |

Table 6.17
Descriptive Statistics of the NYSESLAT Scale Scores of Listening/Speaking, Reading/Writing Modalities, and Total Scale Scores and Their Correlations with the Regents English Exam Total Scale Scores

| Grade | N | Test | Mean | SD | Sample Min. | Sample Max. | Correlation with Regents English |
|-------|-------|------------------------|---------|-------|-------------|-------------|----------------------------------|
| 10 | 2038 | Regents English | 48.16 | 20.59 | 0 | 94 | – |
| | | Listening and Speaking | 715.50 | 47.47 | 539 | 847 | 0.44 |
| | | Reading and Writing | 702.13 | 30.82 | 591 | 859 | 0.61 |
| | | Total NYSESLAT | 1417.63 | 70.19 | 1157 | 1657 | 0.57 |
| 11 | 5498 | Regents English | 57.95 | 18.21 | 1 | 99 | – |
| | | Listening and Speaking | 719.46 | 45.30 | 553 | 847 | 0.43 |
| | | Reading and Writing | 710.17 | 32.06 | 591 | 859 | 0.63 |
| | | Total NYSESLAT | 1429.63 | 69.09 | 1184 | 1706 | 0.58 |
| 12 | 3276 | Regents English | 61.67 | 14.71 | 1 | 99 | – |
| | | Listening and Speaking | 717.30 | 42.78 | 553 | 847 | 0.33 |
| | | Reading and Writing | 706.98 | 30.07 | 591 | 859 | 0.50 |
| | | Total NYSESLAT | 1424.28 | 64.37 | 1183 | 1657 | 0.45 |
| 10–12 | 10812 | Regents English | 57.23 | 18.32 | 0 | 99 | – |
| | | Listening and Speaking | 718.06 | 44.99 | 539 | 847 | 0.40 |
| | | Reading and Writing | 707.69 | 31.38 | 591 | 859 | 0.59 |
| | | Total NYSESLAT | 1425.75 | 68.05 | 1157 | 1706 | 0.54 |

The correlations between the scale scores of the Regents English exam and the NYSESLAT raw score total of the three modalities (Reading, Writing, and Listening) ranged from 0.50 to 0.64 across the three grade levels, which is higher than the correlations between the scale scores of the Regents English exam and any modality of the NYSESLAT raw scores. Additionally it is within expectation that the correlations between the scale scores of the Regents English exam and the NYSESLAT combined raw scores of Reading/Writing are higher than the correlations between the scale scores of the Regents English exam and the NYSESLAT combined raw scores of Listening/Speaking.

The correlations between the scale scores of the Regents English exam and the NYSESLAT combined scale scores of the four modalities ranged from 0.45 to 0.58 across the three grade levels. The correlations in Table 6.17 are positive, but slightly lower than the correlations in Table 6.16, which are within expectation because the NYSESLAT total combined scale scores include the Speaking modality, whereas the Regents English exam does not include the speaking component. Additionally it is within expectation that the correlations between the scale scores of the Regents English exam and the NYSESLAT combined scale scores of Reading/Writing are higher than the correlations between the scale scores of the Regents English exam and the NYSESLAT combined scale scores of Listening/Speaking.

Generally speaking, the correlation analyses provide evidence that the external structure check of the NYSESLAT, with respect to the Regents English exam, ascertains a positive relationship (moderate) between the two examinations for grades 10–12.

Proficiency Level Classification

The classification distribution in relation to passing/failing the Regents English exam by NYSESLAT proficiency level was also examined. The results are presented in Tables 6.18–6.20.

Table 6.18 shows that 67.6% of the grade 10 students who scored proficient on the NYSESLAT passed the Regents English exam. The percentage of students who passed the Regents English exam decreased to 38.9% for students at the advanced level, and 15.2% for students at the intermediate and beginning levels.

Table 6.18
Grade 10: Percentage of ELLs Passing/Failing the Regents English Exam at Each of NYSESLAT Proficiency Level

| Regents English Exam | NYSESLAT Proficiency Levels | | | |
|----------------------|-----------------------------|----------------------|------------------|--------------------|
| | Beginning (N=107) | Intermediate (N=988) | Advanced (N=699) | Proficient (N=244) |
| Pass | 0% | 15% | 39% | 68% |
| Fail | 100% | 85% | 61% | 32% |
| Total | 100% | 100% | 100% | 100% |

Table 6.19 shows that the grade 11 students who were classified as proficient on the NYSESLAT, 87.1% passed the Regents English exam. For those students who were classified as advanced students on the NYSESLAT test, 66.3% passed. For those students who were classified at the beginning and intermediate levels on the NYSESLAT, the percentage of students passing the Regents English were 3.5% and 29.2% respectively.

Table 6.19
Grade 11: Percentage of ELLs Passing/Failing the Regents English Exam at Each of NYSESLAT Proficiency Level

| Regents English Exam | NYSESLAT Proficiency Levels | | | |
|----------------------|-----------------------------|-----------------------|-------------------|--------------------|
| | Beginning (N=232) | Intermediate (N=2843) | Advanced (N=1711) | Proficient (N=712) |
| Pass | 3% | 29% | 66% | 87% |
| Fail | 97% | 71% | 34% | 13% |
| Total | 100% | 100% | 100% | 100% |

Table 6.20 shows that the grade 12 students who were classified as proficient on the NYSESLAT, 84.6% passed the Regents English exam. For those students who were classified as advanced students on the NYSESLAT test, 75.2% passed. For those students who were classified at the beginning and intermediate levels on the NYSESLAT, the percentage of students passing the Regents English were 19.7% and 47.7% respectively.

Table 6.20
Grade 12: Percentage of ELLs Passing/Failing the Regents English Exam at Each of NYSESLAT Proficiency Level

| Regents English Exam | NYSESLAT Proficiency Levels | | | |
|----------------------|-----------------------------|-----------------------|------------------|--------------------|
| | Beginning (N=173) | Intermediate (N=2016) | Advanced (N=749) | Proficient (N=338) |
| Pass | 20% | 48% | 75% | 85% |
| Fail | 80% | 52% | 25% | 15% |
| Total | 100% | 100% | 100% | 100% |

Summary

The correlation analyses provide evidence of a moderate to positive relationship between the NYSESLAT and the Regents English exam. The evidence suggests that the higher NYSESLAT scores are associated with higher scores on the Regents English exam required for high school graduation.

The analyses also confirm the validity of the NYSESLAT cut score, in that ELLs who were classified as proficient on the NYSESLAT had higher chance of passing the Regents English exam than ELLs who were below the proficient level on the NYSESLAT.

PART 7: CALIBRATION, EQUATING, AND SCALING

This part introduces the IRT models and the processes that were used to calibrate, equate, and scale the NYSESLAT using these IRT models.

The Rasch model (Rasch, 1960) for dichotomous items and the Partial Credit Model (PCM) (Masters, 1982) for polytomous items were used to calibrate, equate, and scale the NYSESLAT. These measurement 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 statistical software used to calibrate and scale the NYSESLAT was *Winsteps* Version 3.29 (Linacre & Wright, 2000).

7.1 Item Response Model and Rational for Use

In addition to reporting raw score summary statistics and item level statistics using the classical test theory (CTT), the items on the NYSESLAT test were also analyzed within the framework of Item Response Theory (IRT). The Rasch model (Rasch, 1960) for dichotomous items and the Partial Credit Model (Masters, 1982) for polytomous items were used for developing, scoring, and reporting the NYSESLAT assessment. These models were recommended for several reasons.

First, the NYSESLAT vertical scale was created based on the pre-existing SELP vertical scale that was developed using the Rasch model. By using SELP items with known Rasch item difficulties, Pearson was able to create the NYSESLAT vertical scale in a timely fashion.

Second, the sample size requirements for calibration, scaling, and equating under the Rasch and Partial Credit models are significantly smaller than they are for other IRT models. For example, the Rasch model requires on the order of 400 examinees per form for equating versus approximately 1,500 examinees per form under the 3PL IRT model (Kolen and Brennan, 2004, p. 288).

Finally, for the requirements of the NYSESLAT program, the Rasch model has one characteristic that makes it very useful. There exists a one-to-one relationship between raw scores and scale scores. That is, a student who answers a certain number of items correctly will receive the same scale score as a second student with the same raw score, regardless of which particular items within the test form were answered correctly. These reasons lead Pearson to recommend that for the NYSESLAT the Rasch model be adopted as the IRT methodology.

7.2 Evidence of Model Fit

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

The OUTFIT and the INFIT statistics are used in order to ascertain the suitability of the data for constructing variables and making measures with the Rasch model. These fit statistics are mean square standardized residuals for item by person responses averaged over persons and partitioned between ability groups (OUTFIT) and within ability groups (INFIT). When the observed item characteristic curve (ICC) departs from the expected ICC from a reference value of 1, there is an expectation of high ability students failing on an easy item or low ability students succeeding on a difficult one. The OUTFIT mean square evaluates the agreement between the observed ICC and the best fitting Rasch model curve over the ability sub-groups. It is a standardized outlier-sensitive mean square fit statistic, 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, which summarizes the degree of misfit remaining within ability groups after the between-group misfit has been removed from the total. The INFIT, therefore, is a standardized information-weighted mean square statistic, which is more sensitive to unexpected responses to items near the person's ability level.

OUTFIT mean-squares are influenced by outliers and are usually easy to diagnose and remedy. INFIT mean-squares, on the other hand, are influenced by response patterns and are harder to diagnose and remedy. In general, mean-squares near 1.0 indicate little distortion of the measurement system, while values less than 1.0 indicate that observations are too predictable (redundancy, model overfit). Values greater than 1.0 indicate unpredictability (unmodeled noise, model underfit).

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

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

The OUTFIT and the INFIT statistics are presented in the item statistics tables in Appendices D.1–D.5.

7.3 Description of Calibration Sample, Process, and Results

Calibration Sample

An equating sample (Near 100% of the population) that was used for the equating analyses represented the ELL population in all six need/resource categories: NYC, Big Four, and High Need Urban/Suburban, Rural, Average Need, and Low Need districts.

Calibration Process

The separate scales, one for Speaking/Listening and one for Reading/Writing, were then obtained by taking the item parameters for those separate combinations and using them to create

raw score-to-scale score tables. Finally, when these calibrations and scales were completed, the items field tested for the 2008 administration were calibrated to the 2007 vertical scale.

A more detailed outline of the procedure follows:

- The *Winsteps* software program was used to conduct the item calibration, fixing the item parameters for the anchor set items to the 2007 scale values.
- The results of this calibration were used as the operational item parameters to create the preliminary scales for the NYSESLAT spring 2008 administration. Item estimates of the common items from the 2007 administration were used as anchors to place the 2008 scale to the established 2007 vertical scale. The final reporting scale was derived from the vertical scale using a linear transformation.

7.4 Equating of the NYSESLAT

Equating Method and Rationale

In 2008, the 2007 NYSESLAT vertical scale was used to establish the 2008 NYSESLAT scale. The common item, non-equivalent groups design, was used for 2008 and 2007 equating because it is one of the most practical of the various designs used for equating. This design does not, for example, require large sample sizes necessary for the random groups design or a concern toward student fatigue by using the single group design (Kolen and Brennan, 1995), which makes the common items non-equivalent groups design a very popular choice for large scale assessments.

The common-item, non-equivalent groups design necessitates the inclusion of items that are common to both administrations that would allow the linking of the tests and/or forms to be placed on the same scale. There are several methods used for this item response theory (IRT) scale transformation. Kolen and Brennan (2004) provide several IRT scale transformation methods that include the Mean/Mean, Mean/Sigma, Haebara, and the Stocking-Lord methods. For the Rasch model, the equating constant of scale transformation is often used by researchers and practitioners alike. A fairly common practice among psychometricians is to use a method called “the anchor or the fixed parameter method.” In this method, the common items whose calibrations are known (either through a previous-year calibration or a separate calibration of the form) are anchored or fixed to their known estimates during calibration of the other forms that are to be put on the scale of the first form. In treating these common item parameters as known, they are not estimated, and the remaining item parameters (for the uncommon items) are forced onto the same scale as the anchored (fixed) items (Hanson & Béguin, 1999; Linacre, 2003; Taherbhai & Seo, 2007). For the NYSESLAT, the fixed method of scale transformation was used. This transformation was achieved with the *Winsteps* program that calibrated the items with the use of the two IRT models discussed above.

As Kolen and Brennan (1995) state, “After the item parameters are on the same scale, IRT true score equating can be used to relate number-correct scores on Form X and Form Y. In this process, the true score associated on one form associated with a given θ is considered to be equivalent to the true score on another form associated with that θ ” (p.175). Furthermore, observed scores can easily be substituted for true scores because doing so has been justified in IRT by the observation that the true score conversions are similar to observed score conversions (Lord & Wingersky, 1984). True score equating was used for the NYSESLAT by the application

of the Newton-Raphson method for finding the roots of the non-linear function associated in the true score equating process. This procedure allows observed scores to be matched to their respective theta values, which in turn are converted to more acceptable scale score values (see scale score transformation to the SELP scale equations on p. 56). These thetas for the different forms/tests are on the same scale as established by the scale transformation method discussed above. By applying the true score equating process, the 2008 NYSESLAT was successfully equated to the 2007 NYSESLAT while maintaining the established 2007 common vertical scale, which was based on the 2006 common vertical scale and the 2005 SELP scale.

In establishing the 2008 vertical scale, the data file used for the calibration and equating of the NYSESLAT had 198,697 cases, which was near 100% of the final operational research file (total N=198,969) that Pearson received from New York. The calibration/equating data was representative of the population covering New York City, and the Big Four Cities (Buffalo, Syracuse, Rochester, and Yonkers).

Thus by fixing the known parameters of the common set of items between the two years, the items on the 2008 operational form were calibrated, and the newly administered items were then located on the 2007 scale. Once the scale locations of the 2008 NYSESLAT were known, IRT true score equating was used to relate the raw scores on the 2008 NYSESLAT to the 2007 scale. In this process, the true score on the NYSESLAT with a given level of examinee ability was considered to be an equivalent true score on the 2007 test associated with that level of examinee ability (Kolen and Brennan, 2004, p. 178).

Common Item Linking Design

As explained in the previous section, the common item design is contingent upon the use of items that are common on two administrations, i.e., between the examination that is already placed on the established scale and the one that is to be placed on that scale. Alternatively, one can use items on the current examination that have already been placed on an established scale. These items then act as anchor items to place the new form on the existing scale.

For the NYSESLAT, Pearson used the pre-existing 2007 vertical scale³ that was used to create the NYSESLAT vertical scale of 2008. For the 2008 administration, the common items between 2007 and 2008 were the anchor items on the 2008 NYSESLAT and were, as explained earlier, fixed to the parameter values from the pre-existing vertical scale of 2007. That is, the common items between 2007 and 2008 were used as anchor items between the two years. Any remaining non-common items on the NYSESLAT were calibrated together with the anchor items using the Rasch and Partial Credit models. Fixing the values of the anchor items prior to calibration resulted in the item difficulty and step parameters of all the items being placed on the same ability metric.

³ For additional details of how the 2007 vertical scale was established, please see the *2007 NYSESLAT Technical Manual*. Pearson, Inc.

Anchor Item Evaluation

There are some general guidelines (2008 NYSESLAT Form Construction Specifications) in the use of anchor items. These guidelines are as follows:

- Use an adequate number of anchor items.
- Anchor items selected for linking the two forms need to represent a miniature version of the test in terms of content.
- Anchor items need to appear in the same or similar locations as they do in the test that we are equating to.
- Anchor items are expected to have strong statistical properties (e.g., point-biserial > 0.30) and span the range of difficulty including easy, medium, and difficult items. The mean difficulty (p-value/Rasch difficulty values) of the 2008 anchor items should be very similar to the mean difficulty of the 2007 operational test.

Stability of Anchor Items

The stability of the common item parameters was examined prior to their use as anchor items in the equating. There are various methods of evaluating anchor item stability. Most of them are based on how much of a difference exists between the parameters on the established scale and those on the transformed scale. Since the *Winsteps* program provides “Displacement” values for the common items that are anchored, a check of these values can be used to exclude items from being anchor items. Items that exceed the displacement value of 0.30, for example, can be excluded as anchor items and the process is repeated until all displacement values are less than or equal to 0.30. Another criterion is that the total number of anchor items needs to be at least 20% of the total number of items for each modality combination. If the 20% anchor item criteria are not met, then a slightly higher displacement value of 0.50 will be used. There are no true or correct procedures that can be applied in excluding common items as anchor items. A balance has to be determined between the minimum items desired in the anchor pool and the number of common items that are excluded from being anchor items. However, as a general rule, since the number of anchor items used in equating is an important criterion in the stability of the linking procedure, many psychometricians recommend no more than 20% of the common items be excluded from being anchor items (e.g., Huynh, 2000).

For the 2008 NYSESLAT, we used the displacement value of 0.30 (as is done by many large-scale assessments) for an item to be considered as an outlier. We used this criterion consistently across all the grade spans. For all grade spans, the overall numbers of anchor items were around 25% of the total items. See Table 7.1 for the number of items excluded for each modality combination by grade span.

Items that were excluded from being anchor items had their parameters estimated and the new estimate became the adjusted item parameter in the item bank for future use.

Table 7.1
Common Items as Anchor Items by Modality Combination and Grade Span

| Grade Span | Modality Combination | Total Number of Items | Common Items¹ (2007 and 2008) | Percentage of Total Items | Anchor Items (2007 and 2008) | Percentage of Total Items |
|-------------------|-----------------------------|------------------------------|---|----------------------------------|-------------------------------------|----------------------------------|
| K-1 | Listening/Speaking | 40 | 10 | 0.25 | 10 | 0.25 |
| | Reading/Writing | 30 | 8 | 0.27 | 8 | 0.27 |
| 2-4 | Listening/Speaking | 40 | 10 | 0.25 | 10 | 0.25 |
| | Reading/Writing | 40 | 10 | 0.25 | 9 | 0.23 |
| 5-6 | Listening/Speaking | 41 | 10 | 0.24 | 10 | 0.24 |
| | Reading/Writing | 46 | 11 | 0.24 | 10 | 0.22 |
| 7-8 | Listening/Speaking | 41 | 11 | 0.27 | 10 | 0.24 |
| | Reading/Writing | 46 | 12 | 0.26 | 12 | 0.26 |
| 9-12 | Listening/Speaking | 41 | 11 | 0.27 | 11 | 0.27 |
| | Reading/Writing | 46 | 13 | 0.28 | 13 | 0.28 |

Note 1: Common items are the same items appearing in both 2007 and 2008 operational tests.

TCC and Standard Error Curves Comparison

In order to ascertain the maintenance of the scale across years, comparisons between the 2006, 2007, and 2008 administrations' Test Characteristic Curves (TCC) and Standard Error Curves (SE Curves) were examined with respect to their alignment at each level of administration. For TCCs, the x-axis represents the thetas, or students' abilities, with the y-axis representing the expected score based on the number or proportion of items correctly solved by students. TCCs represent the relative difficulty of a given test form, with TCCs on the right representing more difficult test forms. Measurement error is associated with every test score. The standard error of measurement (SEM) can be used to obtain a range within which a student's true score is likely to fall. The x-axis represents the thetas, or students' abilities, with the y-axis representing the SEM.

All the 2006, 2007, and 2008 TCC plots (See Figures 7.4 & 7.5) indicate that the TCC shifts to the right with each progression of grade span across the Listening/Speaking and Reading/Writing vertical scales. The shift to the right with the corresponding increase in grade span clearly indicates that both the Listening/Speaking and Reading/Writing tests are ordinal across the grade spans (see Figures 7.4 & 7.5). The TCC alignment at each grade span seems within our realm of acceptance (See Figures 7.6-7.10 & 7.16-7.20 for all the 2006, 2007, and 2008 plots). Overall, the alignment of TCCs among 2006, 2007, and 2008 align well and the TCCs align better for the middle and higher portions of the curve than at the tail portion of the curves.

The differences in terms of the SE curves among 2006, 2007, and 2008 for both the Listening/Speaking and Reading/Writing tests are very minimal across all the grade spans (See Figures 7.11-7.15 & 7.21-7.25). The noticeable differences occur only at the tail portion of the SE curves.

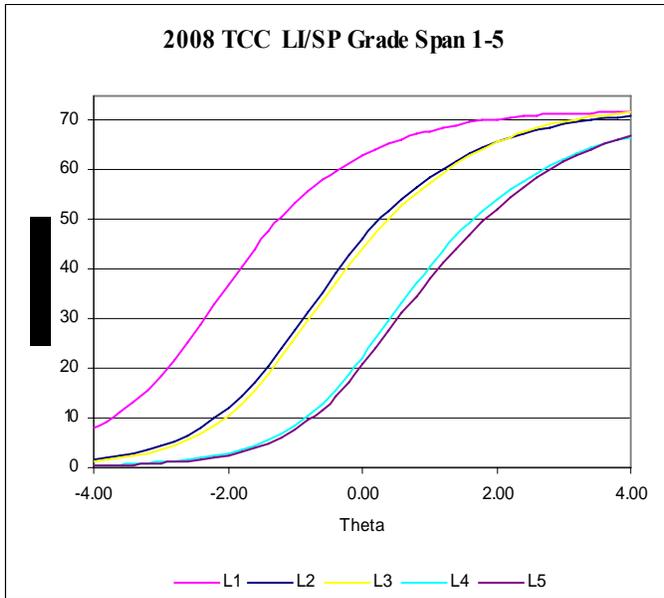


Figure 7.1
2008 TCC LI/SP Grade Span 1-5

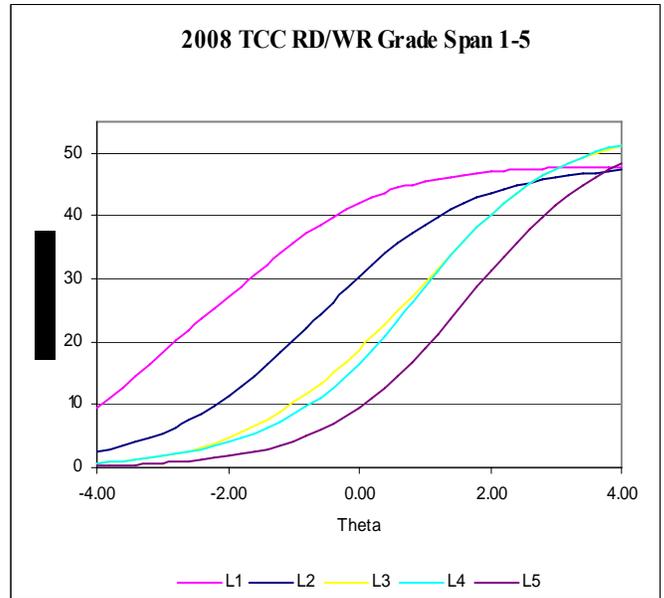


Figure 7.2
2008 TCC RD/WR Grade Span 1-5

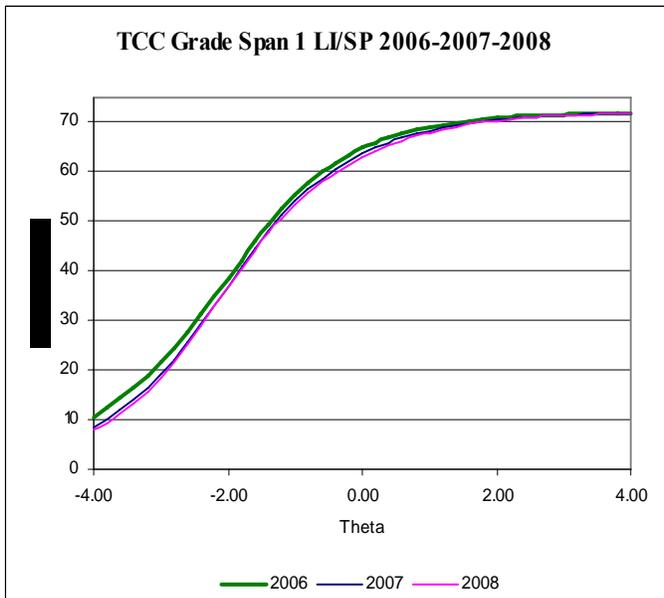


Figure 7.3
2006-07-08 TCC LI/SP Grade Span 1

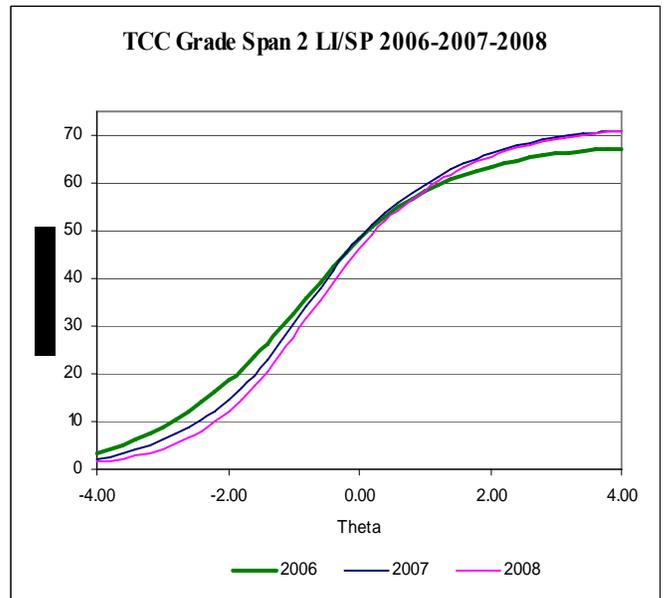


Figure 7.4
2006-07-08 TCC LI/SP Grade Span 2

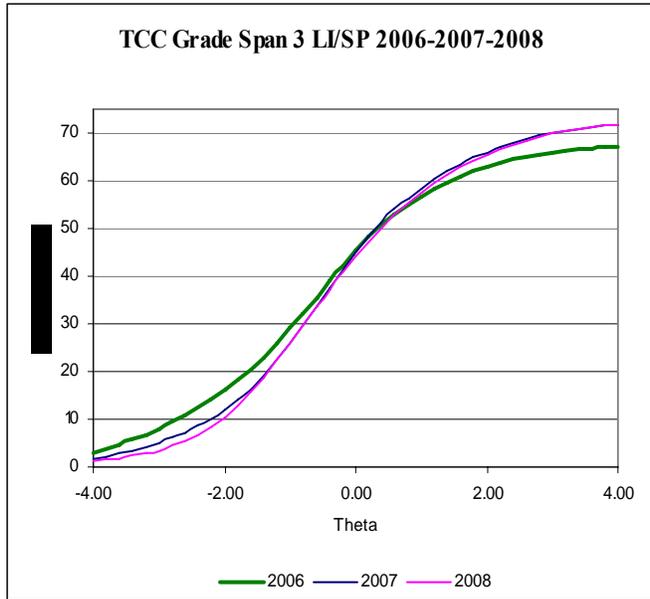


Figure 7.5
2006-07-08 TCC LI/SP Grade Span 3

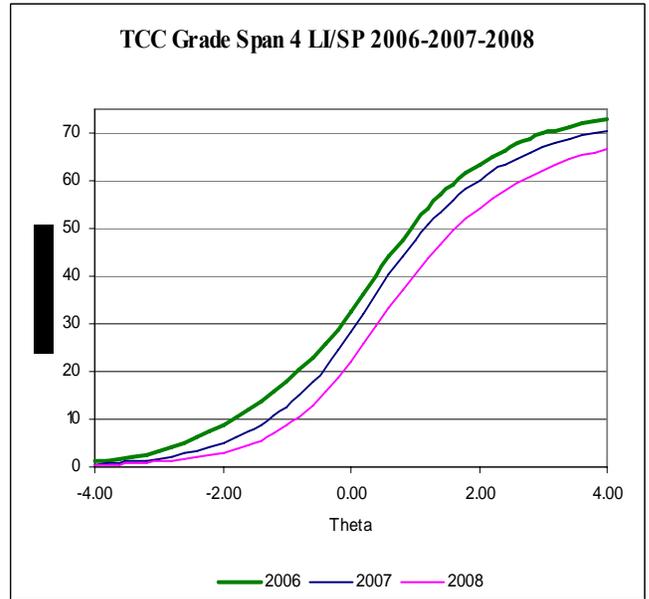


Figure 7.6
2006-07-08 TCC LI/SP Grade Span 4

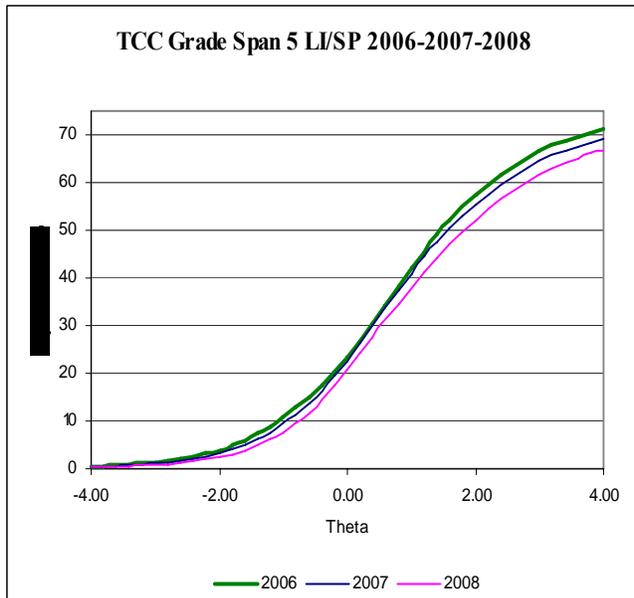


Figure 7.7
2006-07-08 TCC LI/SP Grade Span 5

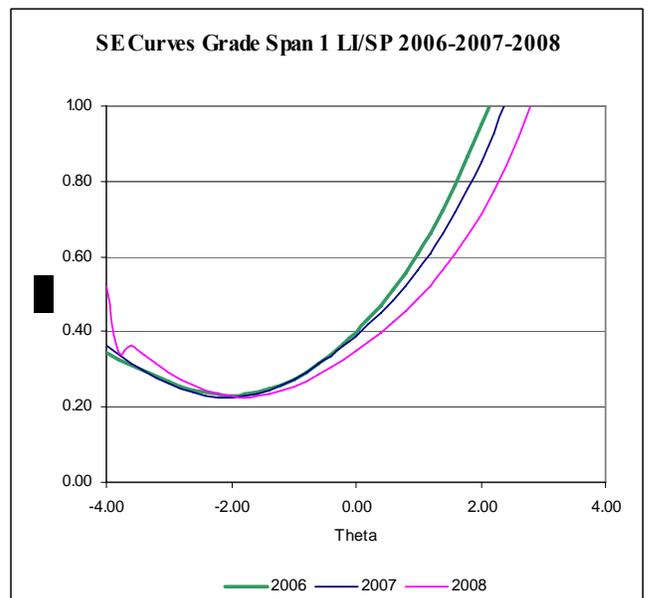


Figure 7.8
2006-07-08 SE Curves LI/SP Grade Span 1

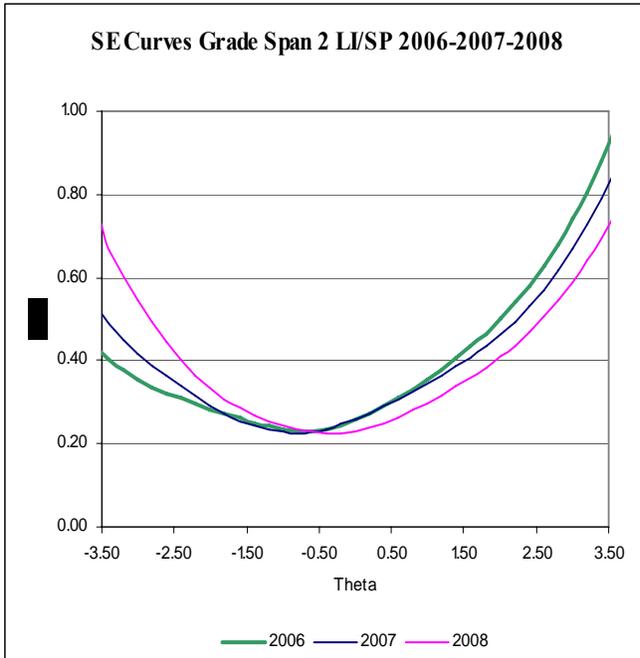


Figure 7.9
2006-07-08 SE Curves LI/SP Grade Span 2

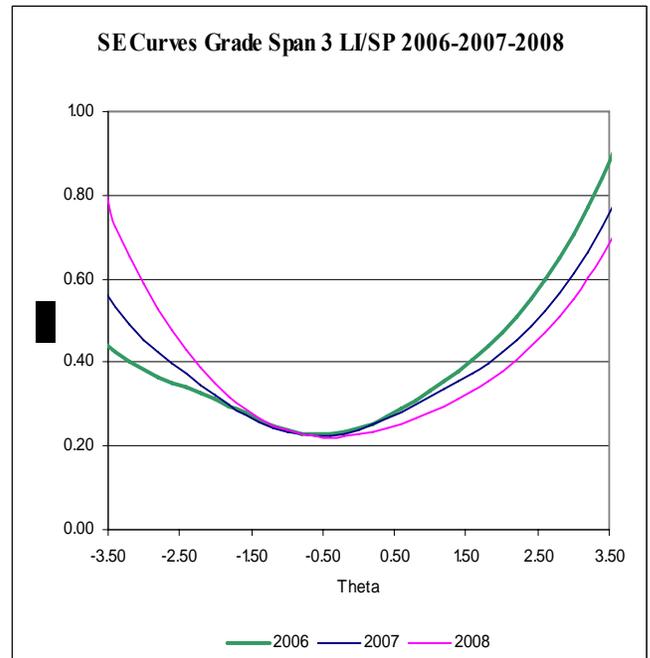


Figure 7.10
2006-07-08 SE Curves LI/SP Grade Span 3

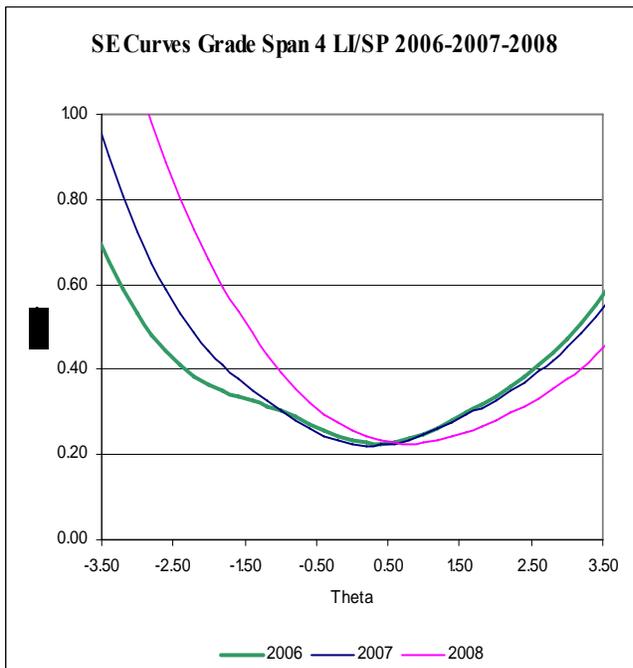


Figure 7.11
2006-07-08 SE Curves LI/SP Grade Span 4

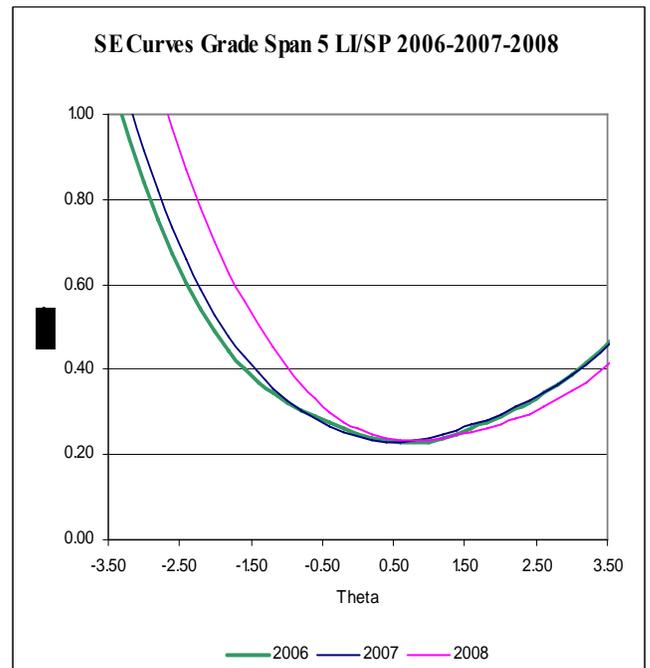


Figure 7.12
2006-07-08 SE Curves LI/SP Grade Span 5

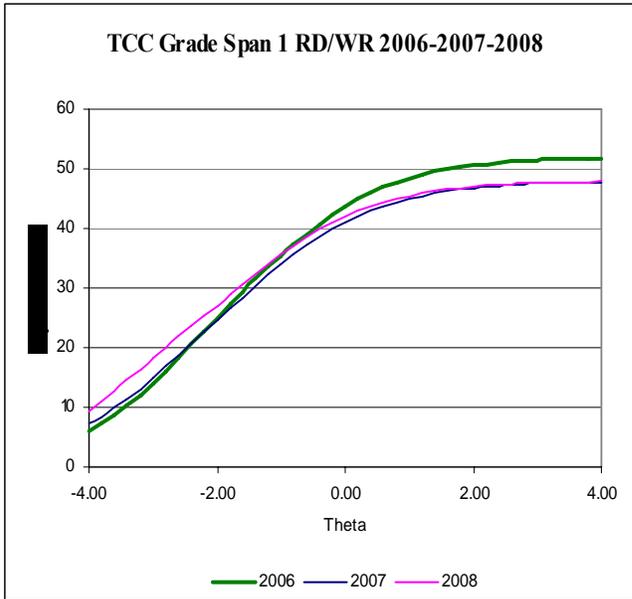


Figure 7.13
2006-07-08 TCC RD/WR Grade Span 1

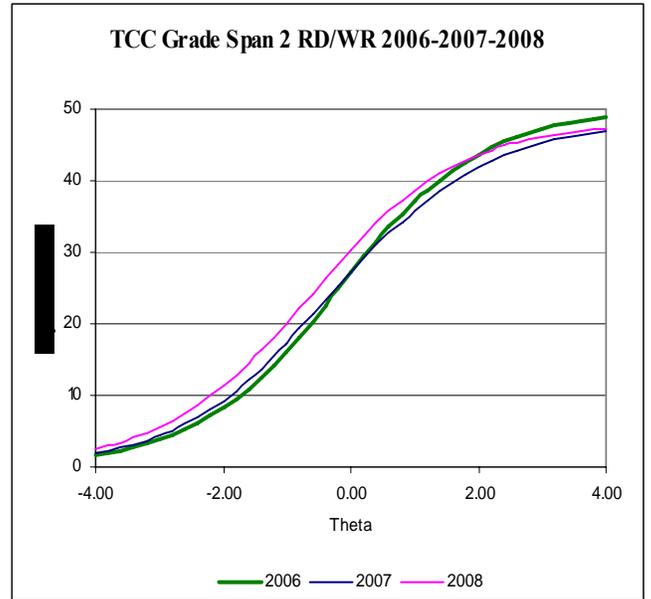


Figure 7.14
2006-07-08 TCC RD/WR Grade Span 2

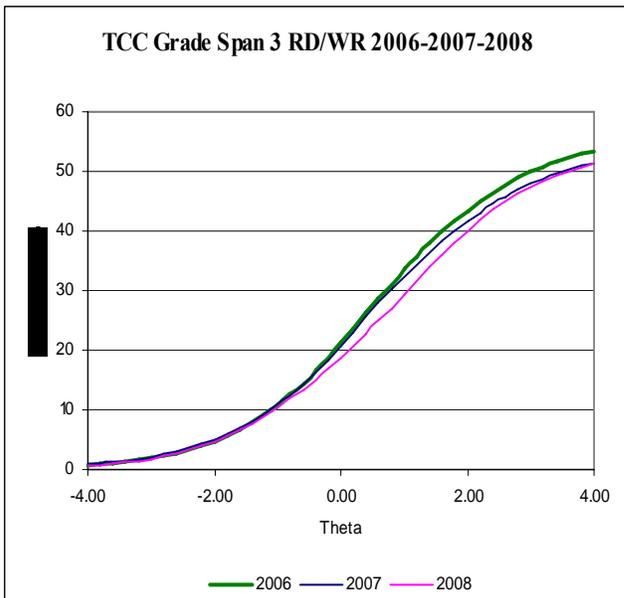


Figure 7.15
2006-07-08 TCC RD/WR Grade Span 3

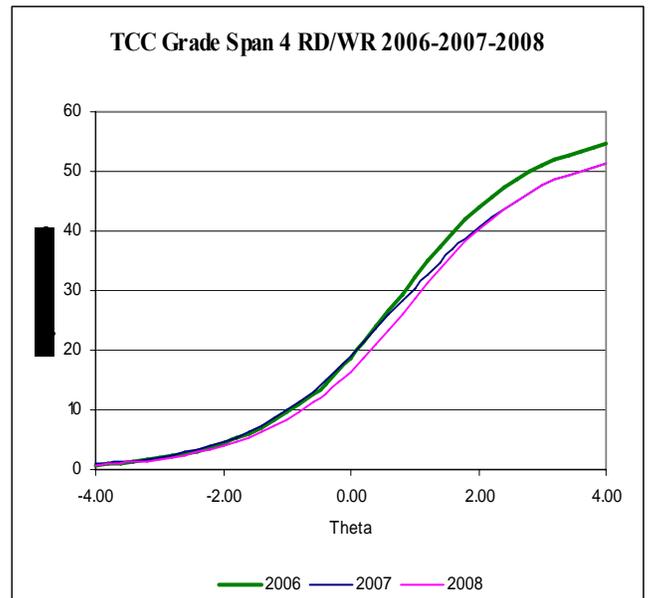


Figure 7.16
2006-07-08 TCC RD/WR Grade Span 4

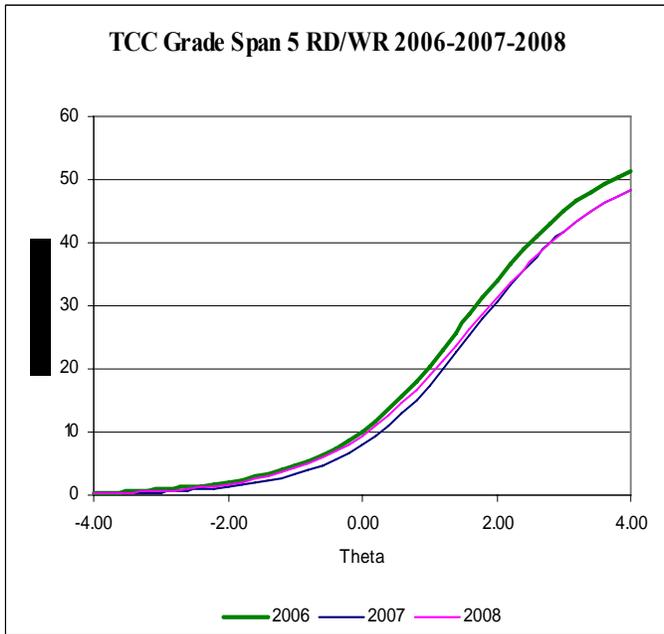


Figure 7.17
2006-07-08 TCC RD/WR Grade Span 5

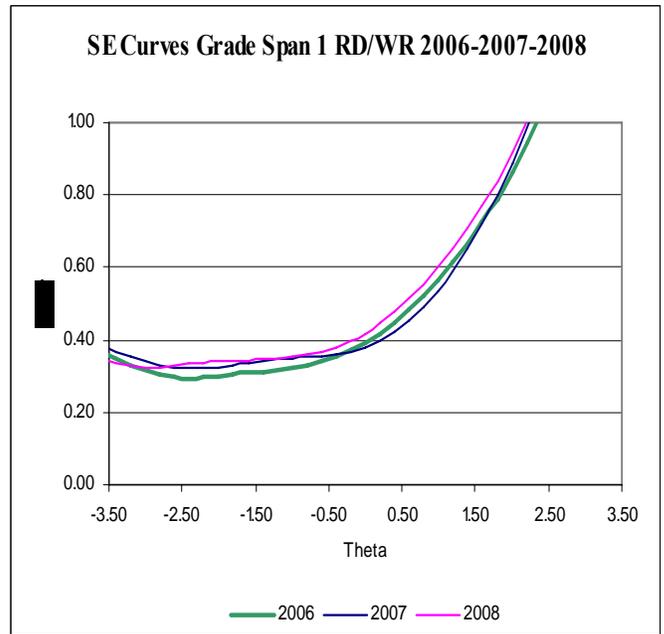


Figure 7.18
2006-07-08 SE Curves RD/WR Grade Span 1

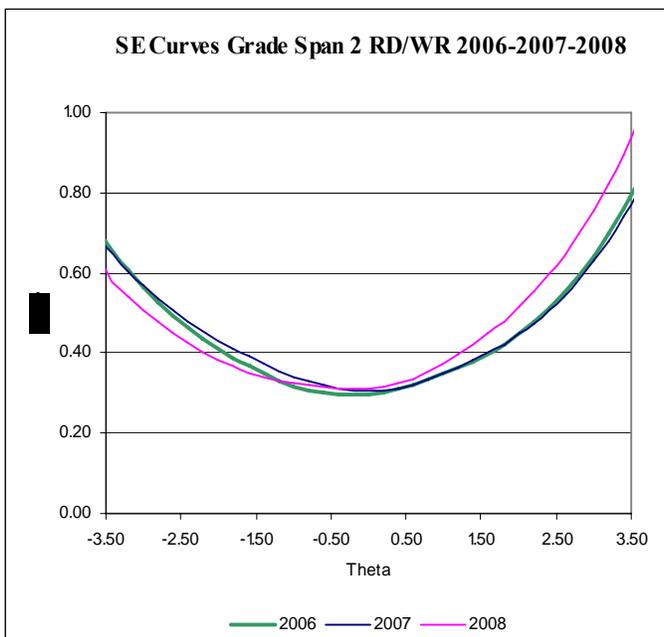


Figure 7.19
2006-07-08 SE Curves RD/WR Grade Span 2

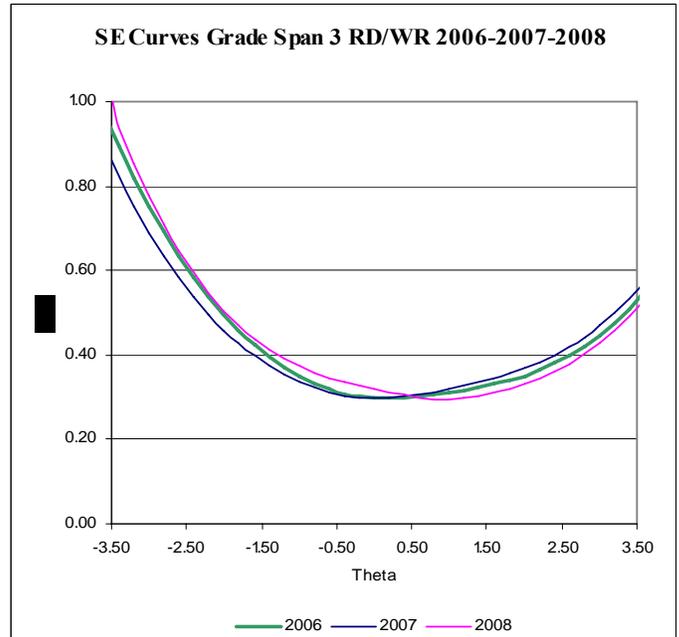


Figure 7.20
2006-07-08 SE Curves RD/WR Grade Span 3

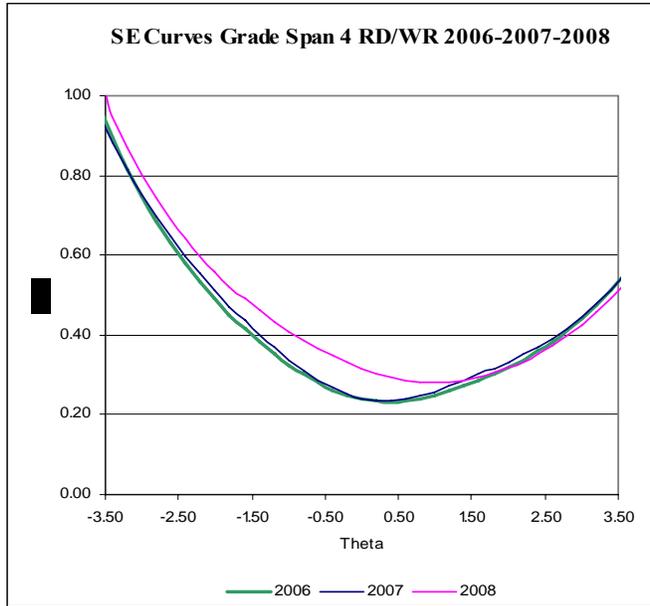


Figure 7.21
2006-07-08 SE Curves RD/WR Grade Span 4

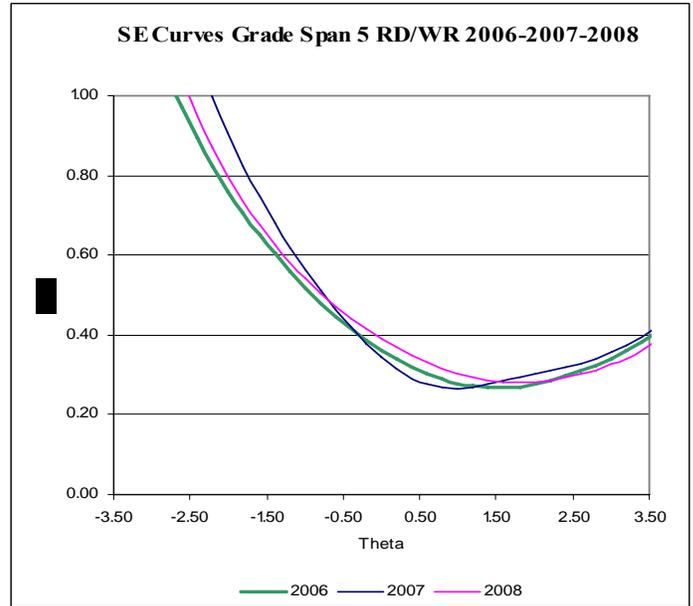


Figure 7.22
2006-07-08 SE Curves RD/WR Grade Span 5

7.5 Scaling of the NYSESLAT

As explained earlier, the NYSESLAT vertical scale was created based on the pre-existing 2007 vertical scale. The measurement of students’ progress across years is augmented by the use of such a vertical scale. Since student abilities and item parameters are placed on an *equated* vertical scale, year-to-year progress in language proficiency for students who are administered the NYSESLAT for the three consecutive years can also be measured and documented. On this scale, a scale score of 500, for example, is greater than 490 and less than 510, irrespective of the students’ grade levels and the year of administration. The scale score estimate of students, therefore, becomes an indication of the progress they have made over the previous year’s estimate.

The NYSESLAT scaling procedure involves linear transformations of the raw score points into scale score points. These transformations do not give more weight to particular subtests, and they change neither the rank ordering of students nor their performance level classification. Linear transformation constants are utilized. The following equation was used to derive the scale scores:

$$\text{Scale Score} = 35 * (\text{theta}) + 600 \quad (17)$$

In the above equation, theta was derived from item parameters that have been adjusted for the test form and grade span level.

Raw Score-to-Scale Score Tables

The final reporting scales were used to produce raw score-to-scale score conversion tables for the Speaking/Listening and Reading/Writing combinations. Appendices C.1–C.5 provides the

raw-to-scale score conversion tables for the Speaking/Listening and Reading/Writing combinations by grade span.

7.6 Rasch Information

Table 7.2 presents the grade span, the modality, the number of items in each modality, the maximum number of points attainable for each modality, and the average Rasch difficulty for each modality. Appendix E includes item information at different cut points at each grade level.

Appendix D contains the results of the operational items for the NYSESLAT. The following IRT item parameters are presented for each item grouped by Listening/Speaking and Reading/Writing combinations:

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

Table 7.2
Average Rasch Difficulty by Grade Span and Modality

| Grade Span | Test | Number of Items | Max Points | Average Rasch Difficulty |
|-------------------|------------------------|------------------------|-------------------|---------------------------------|
| K-1 | Listening | 24 | 24 | -2.44 |
| | Speaking | 16 | 34 | -1.68 |
| | Reading | 15 | 15 | -2.08 |
| | Writing | 15 | 24 | -2.74 |
| | Listening and Speaking | 40 | 58 | -2.14 |
| | Reading and Writing | 30 | 39 | -2.41 |
| | Total | 70 | 97 | -2.25 |
| 2-4 | Listening | 24 | 24 | -0.07 |
| | Speaking | 16 | 34 | -0.58 |
| | Reading | 24 | 24 | -0.60 |
| | Writing | 16 | 22 | -0.59 |
| | Listening and Speaking | 40 | 58 | -0.27 |
| | Reading and Writing | 40 | 46 | -0.60 |
| | Total | 80 | 104 | -0.43 |
| 5-6 | Listening | 25 | 25 | 0.14 |
| | Speaking | 16 | 34 | -0.46 |
| | Reading | 27 | 27 | 0.75 |
| | Writing | 19 | 25 | 0.58 |
| | Listening and Speaking | 41 | 59 | -0.10 |
| | Reading and Writing | 46 | 52 | 0.68 |
| | Total | 87 | 111 | 0.31 |
| 7-8 | Listening | 25 | 25 | 1.43 |
| | Speaking | 16 | 34 | 0.60 |
| | Reading | 27 | 27 | 1.08 |
| | Writing | 19 | 25 | 0.46 |
| | Listening and Speaking | 41 | 59 | 1.10 |
| | Reading and Writing | 46 | 51 | 0.82 |
| | Total | 87 | 111 | 0.95 |
| 9-12 | Listening | 25 | 25 | 1.50 |
| | Speaking | 16 | 34 | 0.78 |
| | Reading | 27 | 27 | 1.83 |
| | Writing | 19 | 25 | 1.50 |
| | Listening and Speaking | 41 | 59 | 1.22 |
| | Reading and Writing | 46 | 51 | 1.69 |
| | Total | 87 | 111 | 1.47 |

Note: The statistics above are based on the equating sample (invalid cases were removed after cleaning procedures).

PART 8: STANDARD SETTING

8.1 Introduction

As the contractor for the New York State English as a Second Language Achievement Test (NYSESLAT), Pearson organized a performance standard-setting meeting. The standard-setting sessions were conducted in Albany, New York, from March 28 to April 1, 2005. The purpose of this meeting was to provide preliminary recommendations on performance cut scores for the NYSESLAT.

For each group, there was one psychometrics staff member from Pearson to facilitate the technical part of the standard setting. In addition, a content specialist from Pearson and a NYSED official were present to provide support during the standard-setting sessions.

8.2 Standard-Setting Model

Item mapping is a well-established method available for establishing performance standards. The item-mapping procedure is capable of incorporating both multiple-choice and constructed-response items into the same process (Mitzel, H.C., Lewis, D.M., & Green, D.R., 2001). It has several other favorable characteristics, including:

- simplifying the judgment task by reducing the cognitive load required by panelists.
- connecting the judgment task of setting cut scores with the measurement model.
- connecting content with performance level descriptors.

The item-mapping procedure orders items for each test into a booklet according to the difficulty of the items, which is determined by IRT scaling techniques. Easy items are placed in the beginning of the booklet, and subsequent items become increasingly more difficult as the booklet progresses. Passages, rubrics, and sample student responses are placed in the booklet for reference purposes. Panelists are also provided with test blueprints and various other materials, including performance level descriptors, scoring rubrics, test booklets, and anchor papers.

8.3 Committees of Panelists

Five standard-setting committees were established to set the cut scores for the five grade spans of the NYSESLAT. As indicated in Table 8.1, the first group recommended standards on grades K–1; the second group recommended standards on grades 2–4; the third group recommended standards on grades 5–6; the fourth group recommended standards on grades 7–8; and the fifth group recommended standards on grades 9–12.

The panel members were New York State certified ESL, English language arts, bilingual education, and bilingual special education teachers who were familiar with the content standards. The NYSESLAT panelists were recruited by NYSED to participate in the standard-setting meeting. The panelists possess knowledge of working with students with limited English proficiency and represent all regions of the state of New York. Other educational stakeholders, such as administrators, curriculum specialists, NYSED members, and members of the professional community were also included, as per recommendations. These additional members tend to provide valuable insights from their area of expertise and help strengthen the consequential validity argument during panel discussions.

Table 8.1
Panel Composition for Standard-Setting Committees

| Grade | Group | Number of Judges |
|-------|-------|------------------|
| K-1 | 1 | 20 |
| 2-4 | 2 | 20 |
| 5-6 | 3 | 18 |
| 7-8 | 4 | 13 |
| 9-12 | 5 | 16 |

8.4 Performance Levels and Cut Scores

For the NYSESLAT, four performance levels are required, and they respond to three cut scores. The four performance levels are:

- Beginning
- Intermediate
- Advanced
- Proficient

The three cut scores are:

- Intermediate (between the Beginning and Intermediate performance levels)
- Advanced (between the Intermediate and Advanced performance levels)
- Proficient (between the Advanced and Proficient performance levels)

To set the three cut points, the item-mapping procedure was utilized. The standard-setting process is described below.

8.5 Standard-Setting Process

The standard setting began with introductions from the NYSED, Pearson, and panelists. This was followed by a presentation by the lead facilitator on the role of the panelists in the standard-setting process: setting performance standards and placing cut scores. The goal was to familiarize panelists with the standard-setting process and the item-mapping procedure. This session took place in a large group setting (all five groups together).

After the orientation, the panelists were separated into specific breakout rooms according to their group assignments. Each group/room was led by a facilitator who was an expert in the standard-setting methodology. Assessment specialists rotated from group to group in order to provide content support. In addition, the panel members were further divided into three smaller table groups within their grade spans, each composed of five to seven members. These small groups

worked independently but had the opportunity to collaborate with the other table groups in their grade span during the standard-setting process. The following sequences of tasks were followed.

Review of the Assessment

The first task was to review the assessment blueprint. This was done in order for the panelists to gain an understanding of what the assessment was intended to measure. Discussions about the assessment content, the use of different item types, and the number of questions were conducted. The panel members further defined the general performance level descriptors into specific descriptors to help the panel members come to a shared understanding about what it meant to be performing at each of the performance levels. The facilitator led this discussion with support from the assessment specialist who floated between the rooms.

Experience the Assessment

Next, the panel members had an opportunity to experience the assessment administered at the grade span assigned to them. This was an effective way to demonstrate to the panelists the knowledge and skills that students must possess to obtain a high score. It is assumed that panelists are likely to set more realistic performance standards if they experience the assessment themselves.

Scoring the Assessment

After the panelists finished taking the assessment, they were provided with an answer key to grade their test. The panelists scored their own assessments using the scoring rubrics and answer key provided. The scoring process offered an opportunity for the panelist to develop an understanding of the scoring of open-ended responses. They were provided with exemplars of score points. A discussion session followed the scoring of the assessment.

Review of Student Performance Levels

Panelists reviewed the previously established definitions of performance levels (Appendices F.3–F.4, 2006 NYSESLAT Technical Report). Then they discussed the performance levels. The goal was to help panelists clearly distinguish between student performance levels. Panelists' suggestions were related to the performance standards and content frameworks. The suggestions were retained for reference during the standard-setting process. Panelists reviewed definitions and offered illustrative suggestions for the Beginning, Intermediate, Advanced, and Proficient performance standards. After all the performance levels were reviewed, a discussion session was held. The focus was on the characteristics and interrelationships of performance standards.

Three Rounds of Ratings

The actual standard setting proceeded in three rounds. Each round was designed to foster increased consensus among panelists, although reaching consensus was not necessary. Panelists expressed their cut score judgment by placing a marker on the item that a student at that threshold of a performance level should master. One marker was placed for each cut score. There were three cut points.

During the Round 1 ratings, each panelist began by setting his/her three cut scores. The data were captured for each panelist. Before the Round 2 ratings, panelists were provided feedback on the Round 1 cut score positions of all panelists and their group medians. The panelists then discussed the Round 1 results. After the discussions, the Round 2 cuts were made, followed by further discussions. At this point, the panelists were provided with information about the percentage of students who would be classified in each of the performance levels, if those cuts were to be implemented.

In order to promote consistency across the grade spans, the groups came together to discuss the process and results of their assigned grades among all grade spans. Panelists then got back into their breakout groups and proceeded to make their Round 3 ratings. The median cut scores of the panelists then served as the starting point for the decision-makers on establishing the cut scores for the assessment.

8.6 Summary Statistics for the Three Rounds of Ratings

Appendix F.2 (2006 NYSESLAT Technical Report) provides the summary statistics for the round-by-round results by grade of the three performance level cuts. The statistics include the range, the raw score mean and standard deviation, the standard error of the mean, the median, standard error of the median, and the interquartile range.

8.7 Post-Standard-Setting Analyses

The median scores from the standard-setting committees were used as the recommended cuts. The cut scores were based on the total NYSESLAT score. After the standard-setting meetings, Pearson performed several post-standard-setting analyses. The first step was to look up the equivalent scale scores corresponding to the raw score cuts recommended by the committees. Graphs were then plotted using the grades as the independent variable and scale score as the dependent variable. The three cut points were then plotted on the same graph to show that the cuts were monotonically increasing from the lower cuts to the higher cuts. Some technical adjustments were made to the recommended cuts. Any adjustments made were within one standard error of the median. A quadratic equation was then applied to the scaled cut scores across all 13 grades, K–12. Further analyses were performed to smooth the cuts. This was done in order to ensure that there are no reversals.

Next, the proportion of the three cut points in raw score points based on the total test was applied to the Listening/Speaking and Reading/Writing combinations for each of the grades. Impact analysis was conducted on the 2005 operational data. The percentage of students falling into each of the performance levels was calculated for each grade if those cut points were adopted. This information was provided to the NYSED to help them make their final decisions on the cut points for the Listening/Speaking and Reading/Writing combinations.

8.8 Final Performance-Level Cut Points

The final cut points adopted by NYSED for the 2008 administration of the NYSESLAT for the Listening/Speaking and Reading/Writing combinations in raw score points, scale score, and theta metric are presented in Table 8.2 and Table 8.3. There are three cut points which correspond to four performance levels. Any score below the Intermediate cut point is the Beginning performance level.

Table 8.2
Final Performance-Level Cut Points for Listening and Speaking

| Grade | Listening & Speaking | | | | | | | | |
|-------|----------------------|----|----|-------------|-----|-----|-------|-------|------|
| | Raw Score | | | Scale Score | | | Theta | | |
| | I | A | P | I | A | P | I | A | P |
| K | 23 | 42 | 51 | 511 | 573 | 616 | -2.55 | -0.76 | 0.47 |
| 1 | 26 | 45 | 55 | 520 | 582 | 649 | -2.28 | -0.52 | 1.39 |
| 2 | 15 | 34 | 50 | 543 | 602 | 661 | -1.63 | 0.06 | 1.73 |
| 3 | 19 | 37 | 52 | 555 | 611 | 675 | -1.27 | 0.31 | 2.14 |
| 4 | 22 | 40 | 53 | 567 | 621 | 684 | -0.95 | 0.59 | 2.39 |
| 5 | 25 | 42 | 54 | 579 | 631 | 686 | -0.59 | 0.89 | 2.46 |
| 6 | 28 | 44 | 55 | 587 | 639 | 696 | -0.37 | 1.11 | 2.74 |
| 7 | 17 | 36 | 50 | 597 | 651 | 703 | -0.08 | 1.45 | 2.95 |
| 8 | 20 | 39 | 50 | 605 | 661 | 703 | 0.15 | 1.74 | 2.95 |
| 9 | 24 | 42 | 51 | 623 | 678 | 715 | 0.66 | 2.23 | 3.28 |
| 10 | 26 | 45 | 52 | 628 | 686 | 721 | 0.80 | 2.44 | 3.46 |
| 11 | 28 | 47 | 53 | 635 | 694 | 728 | 1.00 | 2.68 | 3.66 |
| 12 | 30 | 49 | 53 | 640 | 704 | 728 | 1.14 | 2.96 | 3.66 |

Table 8.3
Final Performance-Level Cut Points for Reading and Writing

| Grade | Reading & Writing | | | | | | | | |
|-------|-------------------|----|----|-------------|-----|-----|-------|-------|------|
| | Raw Score | | | Scale Score | | | Theta | | |
| | I | A | P | I | A | P | I | A | P |
| K | 24 | 31 | 35 | 537 | 582 | 609 | -1.79 | -0.52 | 0.25 |
| 1 | 28 | 35 | 38 | 559 | 609 | 655 | -1.17 | 0.25 | 1.58 |
| 2 | 21 | 33 | 40 | 571 | 623 | 663 | -0.82 | 0.64 | 1.81 |
| 3 | 23 | 35 | 42 | 580 | 630 | 679 | -0.57 | 0.86 | 2.25 |
| 4 | 25 | 37 | 43 | 589 | 642 | 691 | -0.33 | 1.19 | 2.61 |
| 5 | 24 | 35 | 44 | 620 | 660 | 704 | 0.56 | 1.73 | 2.98 |
| 6 | 25 | 37 | 45 | 623 | 668 | 710 | 0.66 | 1.94 | 3.15 |
| 7 | 25 | 38 | 46 | 629 | 674 | 710 | 0.83 | 2.13 | 3.15 |
| 8 | 26 | 40 | 46 | 632 | 682 | 710 | 0.92 | 2.34 | 3.15 |
| 9 | 21 | 38 | 44 | 643 | 698 | 726 | 1.21 | 2.80 | 3.60 |
| 10 | 22 | 39 | 45 | 646 | 702 | 732 | 1.30 | 2.91 | 3.78 |
| 11 | 23 | 41 | 46 | 649 | 711 | 739 | 1.39 | 3.16 | 3.97 |
| 12 | 24 | 42 | 46 | 652 | 715 | 739 | 1.48 | 3.30 | 3.97 |

Note: The statistics in the above two tables were based on the valid cases in the equating sample.

I = Intermediate, A = Advanced, P = Proficient.

PART 9: SUMMARY OF OPERATIONAL TEST RESULTS

This part presents both the raw score and scale score summaries for each of the reporting combinations (Listening/Speaking and Reading/Writing). Table 9.1 presents the raw score summary by grade. Table 9.2 presents the raw score summary by grade span. Table 9.3 presents the scale score summary by grade. Table 9.4 presents the scale score summary by grade span. Tables 9.1 through 9.4 include the sample size (N-count), the mean, median, interquartile range (IQR), range, and the standard deviation (SD). Table 9.5 presents the percentage of students in each of the proficiency levels by grade. Table 9.6 presents the percentage of students in each of the proficiency levels by grade span. The overall proficiency level is defined by the lower of the two proficiency level designations (e.g., Listening/Speaking level=3, Reading/Writing level=4, Overall level=3). Table 9.7 presents the exit rate by grade for 2006, 2007, and 2008; and Table 9.8 presents the exit rate for 2006, 2007, and 2008. These two tables include N-counts and the percentage of English language learners receiving exit status after scoring at the Proficient Level (level 4) on both the LS and RW modality combinations.

Additionally, similar types of analyses (See Appendices G, H, and I) were done, according to the following subgroups:

- Gender
- Ethnicity (American Indian or Alaska Native, Black or African-American, Asian, Native Hawaiian/other Pacific Islander, Hispanic or Latino, White, and Multi-Racial [not Hispanic origin])
- Needs/Resource Group (NYC, Big Four Cities, High Need Urban/Suburban, High Need Rural, Average Need, Low Need, Charter Schools)
- Five major languages background (Arabic, Bengali, Chinese, English, Spanish), language missing, and other languages
- Number of years with LEP
- Students with disabilities (Autism, Emotional Disturbance, Learning Disability, Mental Retardation, Deafness, Hearing Impairment, Speech or Language Impairment, Visual Impairment, Orthopedic Impairment, other health impairment, multiple disabilities, Traumatic Brain Injury).

Table 9.1
Raw Score Summary by Grade

| Grade | Test | N-count | Mean | Median | IQR | Range | SD |
|-------|------------------------|---------|-------|--------|-----|-------|-------|
| K | Listening and Speaking | 24110 | 43.71 | 46 | 12 | 0~58 | 10.44 |
| | Reading and Writing | 24110 | 24.53 | 25 | 10 | 0~39 | 7.10 |
| 1 | Listening and Speaking | 25747 | 49.92 | 52 | 9 | 0~58 | 8.67 |
| | Reading and Writing | 25747 | 33.09 | 35 | 8 | 0~39 | 6.13 |
| 2 | Listening and Speaking | 23052 | 46.86 | 49 | 9 | 0~58 | 9.49 |
| | Reading and Writing | 23052 | 30.31 | 32 | 14 | 0~46 | 9.20 |
| 3 | Listening and Speaking | 19395 | 49.15 | 52 | 8 | 0~58 | 9.32 |
| | Reading and Writing | 19395 | 34.86 | 38 | 10 | 0~46 | 8.80 |
| 4 | Listening and Speaking | 16673 | 49.95 | 53 | 7 | 0~58 | 9.65 |
| | Reading and Writing | 16673 | 36.68 | 40 | 8 | 0~46 | 8.32 |
| 5 | Listening and Speaking | 13790 | 48.72 | 52 | 8 | 0~59 | 10.64 |
| | Reading and Writing | 13790 | 36.12 | 39 | 12 | 0~52 | 9.92 |
| 6 | Listening and Speaking | 12176 | 47.81 | 52 | 11 | 0~59 | 12.04 |
| | Reading and Writing | 12176 | 36.24 | 39 | 14 | 0~52 | 10.42 |
| 7 | Listening and Speaking | 11799 | 43.47 | 48 | 13 | 0~59 | 12.75 |
| | Reading and Writing | 11799 | 32.67 | 34 | 18 | 0~52 | 11.04 |
| 8 | Listening and Speaking | 11040 | 43.79 | 49 | 15 | 0~59 | 12.97 |
| | Reading and Writing | 11040 | 34.16 | 37 | 17 | 2~52 | 11.11 |
| 9 | Listening and Speaking | 13115 | 41.71 | 47 | 23 | 0~59 | 14.79 |
| | Reading and Writing | 13115 | 32.14 | 34 | 17 | 1~52 | 10.43 |
| 10 | Listening and Speaking | 11796 | 43.58 | 47 | 18 | 1~59 | 12.44 |
| | Reading and Writing | 11796 | 34.32 | 36 | 14 | 1~52 | 9.26 |
| 11 | Listening and Speaking | 7732 | 47.16 | 50 | 13 | 0~59 | 10.06 |
| | Reading and Writing | 7732 | 37.50 | 39 | 11 | 3~52 | 8.24 |
| 12 | Listening and Speaking | 5003 | 49.79 | 52 | 10 | 2~59 | 7.98 |
| | Reading and Writing | 5003 | 39.21 | 41 | 10 | 2~52 | 7.29 |

Table 9.2
Raw Score Summary by Grade Span

| Grade | Test | N-count | Mean | Median | IQR | Range | SD |
|-------|------------------------|---------|-------|--------|-----|-------|-------|
| K-1 | Listening and Speaking | 49857 | 46.92 | 50 | 11 | 0~58 | 10.06 |
| | Reading and Writing | 49857 | 28.95 | 30 | 12 | 0~39 | 7.88 |
| 2-4 | Listening and Speaking | 59120 | 48.48 | 51 | 9 | 0~58 | 9.57 |
| | Reading and Writing | 59120 | 33.60 | 36 | 13 | 0~46 | 9.24 |
| 5-6 | Listening and Speaking | 25966 | 48.29 | 52 | 9 | 0~59 | 11.33 |
| | Reading and Writing | 25966 | 36.18 | 39 | 13 | 0~52 | 10.16 |
| 7-8 | Listening and Speaking | 22839 | 43.63 | 48 | 15 | 0~59 | 12.86 |
| | Reading and Writing | 22839 | 33.39 | 35 | 18 | 0~52 | 11.10 |
| 9-12 | Listening and Speaking | 37646 | 44.49 | 49 | 16 | 0~59 | 12.73 |
| | Reading and Writing | 37646 | 34.86 | 37 | 13 | 0~52 | 9.61 |

Note: The data file used in Tables 9.1 and 9.2, above, is the final research file. The total n-counts for grades K-12 are 198,969. The stats presented in the table are based on the n-counts after cleaning (removal of duplicate cases, off-level cases, and all records with Strand Raw Score = 0 or > 900).

Table 9.3
Scale Score Summary by Grade

| Grade | Test | N-count | Mean | Median | IQR | Range | SD |
|-------|------------------------|---------|--------|--------|-----|---------|-------|
| K | Listening and Speaking | 24110 | 590.63 | 590 | 56 | 320~748 | 50.05 |
| | Reading and Writing | 24110 | 547.41 | 546 | 56 | 316~720 | 45.15 |
| 1 | Listening and Speaking | 25747 | 630.87 | 625 | 76 | 320~748 | 56.57 |
| | Reading and Writing | 25747 | 618.50 | 615 | 95 | 367~720 | 60.28 |
| 2 | Listening and Speaking | 23052 | 660.52 | 659 | 49 | 381~798 | 47.18 |
| | Reading and Writing | 23052 | 618.41 | 619 | 67 | 371~804 | 48.73 |
| 3 | Listening and Speaking | 19395 | 675.97 | 678 | 58 | 381~798 | 50.62 |
| | Reading and Writing | 19395 | 645.82 | 653 | 62 | 371~804 | 52.42 |
| 4 | Listening and Speaking | 16673 | 684.22 | 686 | 64 | 381~798 | 54.41 |
| | Reading and Writing | 16673 | 659.34 | 668 | 60 | 422~804 | 53.86 |
| 5 | Listening and Speaking | 13790 | 672.85 | 676 | 48 | 385~801 | 50.89 |
| | Reading and Writing | 13790 | 671.26 | 677 | 53 | 419~844 | 44.97 |
| 6 | Listening and Speaking | 12176 | 670.84 | 676 | 68 | 385~801 | 56.67 |
| | Reading and Writing | 12176 | 672.91 | 677 | 63 | 419~844 | 48.09 |
| 7 | Listening and Speaking | 11799 | 685.23 | 694 | 53 | 428~839 | 49.60 |
| | Reading and Writing | 11799 | 659.31 | 659 | 66 | 421~837 | 45.15 |
| 8 | Listening and Speaking | 11040 | 688.59 | 698 | 63 | 428~839 | 52.64 |
| | Reading and Writing | 11040 | 666.32 | 669 | 64 | 471~837 | 47.21 |
| 9 | Listening and Speaking | 13115 | 690.57 | 697 | 92 | 427~847 | 64.17 |
| | Reading and Writing | 13115 | 683.78 | 687 | 59 | 458~859 | 39.91 |
| 10 | Listening and Speaking | 11796 | 695.90 | 697 | 77 | 427~847 | 55.05 |
| | Reading and Writing | 11796 | 691.71 | 694 | 51 | 533~859 | 36.01 |
| 11 | Listening and Speaking | 7732 | 711.10 | 711 | 67 | 427~847 | 50.12 |
| | Reading and Writing | 7732 | 704.63 | 705 | 45 | 458~859 | 35.32 |
| 12 | Listening and Speaking | 5003 | 723.47 | 722 | 63 | 518~847 | 45.42 |
| | Reading and Writing | 5003 | 711.18 | 714 | 44 | 507~859 | 32.30 |

Table 9.4
Scale Score Summary by Grade Span

| Grade | Test | N-count | Mean | Median | IQR | Range | SD |
|-------|------------------------|---------|--------|--------|-----|---------|-------|
| K-1 | Listening and Speaking | 49857 | 611.41 | 611 | 66 | 320~748 | 57.17 |
| | Reading and Writing | 49857 | 584.12 | 575 | 87 | 316~720 | 64.22 |
| 2-4 | Listening and Speaking | 59120 | 672.27 | 671 | 62 | 381~798 | 51.40 |
| | Reading and Writing | 59120 | 638.95 | 640 | 75 | 371~804 | 54.25 |
| 5-6 | Listening and Speaking | 25966 | 671.91 | 676 | 52 | 385~801 | 53.69 |
| | Reading and Writing | 25966 | 672.03 | 677 | 59 | 419~844 | 46.46 |
| 7-8 | Listening and Speaking | 22839 | 686.85 | 694 | 63 | 428~839 | 51.12 |
| | Reading and Writing | 22839 | 662.70 | 663 | 68 | 421~837 | 46.29 |
| 9-12 | Listening and Speaking | 37646 | 700.83 | 706 | 71 | 427~847 | 57.52 |
| | Reading and Writing | 37646 | 694.19 | 697 | 48 | 458~859 | 38.16 |

Note: 1. Generally speaking, the mean for each grade/grade span should increase from one grade/grade span to the next higher grade/grade span in a similar manner, as shown in Table 8.2 and Table 8.3 of this manual, which depicts increases across the grade levels. However, due to artifacts of the population whereby some grades/grade spans may have a greater percentage of higher scoring students than the next higher grade/grade span, the mean for the lower grade/grade span can be higher than the next higher grades/grade spans.

2. The statistics in Tables 9.3 and 9.4 are based on the final research file. The total n-counts for grade K-12 are 198,969. The stats presented in the table are based on the n-counts after cleaning (removal of duplicate cases, off-level cases, and all records with Strand Raw Score = 0 or > 900).

Table 9.5
Percentage of Students in Each Proficiency Level by Grade

| Grade | Test | Proficiency Levels | | | |
|-------|------------------------|--------------------|--------------|----------|------------|
| | | Beginning | Intermediate | Advanced | Proficient |
| K | Listening and Speaking | 5.52 | 26.39 | 39.50 | 28.59 |
| | Reading and Writing | 42.19 | 36.74 | 13.34 | 7.74 |
| | Overall | 42.99 | 38.16 | 13.91 | 4.94 |
| 1 | Listening and Speaking | 3.15 | 13.63 | 48.60 | 34.62 |
| | Reading and Writing | 15.93 | 29.61 | 27.52 | 26.94 |
| | Overall | 16.47 | 31.95 | 35.53 | 16.05 |
| 2 | Listening and Speaking | 1.92 | 6.55 | 41.78 | 49.76 |
| | Reading and Writing | 16.98 | 34.95 | 32.13 | 15.94 |
| | Overall | 17.08 | 35.03 | 33.77 | 14.12 |
| 3 | Listening and Speaking | 2.66 | 5.38 | 38.56 | 53.41 |
| | Reading and Writing | 11.67 | 23.41 | 42.10 | 22.82 |
| | Overall | 11.81 | 23.51 | 45.56 | 19.12 |
| 4 | Listening and Speaking | 3.55 | 6.45 | 34.63 | 55.37 |
| | Reading and Writing | 10.67 | 22.16 | 43.36 | 23.82 |
| | Overall | 10.95 | 22.25 | 46.92 | 19.88 |
| 5 | Listening and Speaking | 5.47 | 9.88 | 43.59 | 41.07 |
| | Reading and Writing | 14.02 | 19.35 | 42.02 | 24.62 |
| | Overall | 14.54 | 20.04 | 47.72 | 17.71 |
| 6 | Listening and Speaking | 8.89 | 12.80 | 44.22 | 34.09 |
| | Reading and Writing | 16.71 | 23.07 | 37.08 | 23.14 |
| | Overall | 17.75 | 23.66 | 43.07 | 15.52 |
| 7 | Listening and Speaking | 6.54 | 14.04 | 37.33 | 42.08 |
| | Reading and Writing | 25.42 | 33.69 | 29.42 | 11.48 |
| | Overall | 25.60 | 33.72 | 30.58 | 10.10 |
| 8 | Listening and Speaking | 7.74 | 18.41 | 27.62 | 46.23 |
| | Reading and Writing | 24.41 | 35.02 | 24.44 | 16.13 |
| | Overall | 25.00 | 34.97 | 25.46 | 14.57 |
| 9 | Listening and Speaking | 15.61 | 24.12 | 19.98 | 40.30 |
| | Reading and Writing | 17.23 | 45.28 | 23.39 | 14.09 |
| | Overall | 21.97 | 42.52 | 23.22 | 12.29 |
| 10 | Listening and Speaking | 10.91 | 31.42 | 22.86 | 34.81 |
| | Reading and Writing | 11.18 | 50.04 | 26.42 | 12.35 |
| | Overall | 15.69 | 49.40 | 25.23 | 9.68 |
| 11 | Listening and Speaking | 5.73 | 30.28 | 25.94 | 38.05 |
| | Reading and Writing | 5.92 | 51.28 | 27.29 | 15.51 |
| | Overall | 8.78 | 52.63 | 26.99 | 11.60 |
| 12 | Listening and Speaking | 2.82 | 29.30 | 20.49 | 47.39 |
| | Reading and Writing | 3.58 | 51.55 | 26.00 | 18.87 |
| | Overall | 5.28 | 54.81 | 25.40 | 14.51 |

Table 9.6
Percentage of Students in Each Proficiency Level by Grade Span

| Grade | Test | Proficiency Levels | | | |
|-------|------------------------|--------------------|--------------|----------|------------|
| | | Beginning | Intermediate | Advanced | Proficient |
| K-1 | Listening and Speaking | 4.29 | 19.80 | 44.20 | 31.71 |
| | Reading and Writing | 28.63 | 33.05 | 20.66 | 17.65 |
| | Overall | 29.30 | 34.95 | 25.07 | 10.68 |
| 2-4 | Listening and Speaking | 2.62 | 6.13 | 38.71 | 52.54 |
| | Reading and Writing | 13.46 | 27.56 | 38.57 | 20.42 |
| | Overall | 13.62 | 27.65 | 41.35 | 17.38 |
| 5-6 | Listening and Speaking | 7.07 | 11.25 | 43.88 | 37.80 |
| | Reading and Writing | 15.28 | 21.09 | 39.70 | 23.92 |
| | Overall | 16.04 | 21.74 | 45.54 | 16.68 |
| 7-8 | Listening and Speaking | 7.12 | 16.16 | 32.64 | 44.09 |
| | Reading and Writing | 24.93 | 34.33 | 27.01 | 13.73 |
| | Overall | 25.31 | 34.33 | 28.11 | 12.26 |
| 9-12 | Listening and Speaking | 10.41 | 28.36 | 22.17 | 39.06 |
| | Reading and Writing | 11.20 | 48.84 | 25.49 | 14.47 |
| | Overall | 15.08 | 48.38 | 24.91 | 11.63 |

Note: The statistics in Tables 9.5 and 9.6 are based on the final research file. The total n-counts for grade K-12 are 198,969. The stats presented in the table are based on the n-counts after cleaning (removal of duplicate cases, off-level cases, and all records with Strand Raw Score = 0 or > 900).

Table 9.7
Exit Rate by Grade for 2006, 2007, and 2008 Administrations

| Grade | 2006 | | 2007 | | 2008 | |
|-------|---------|---------|---------|---------|---------|---------|
| | N-Count | Percent | N-Count | Percent | N-Count | Percent |
| K | 1265 | 5.21 | 1069 | 4.41 | 1191 | 4.94 |
| 1 | 4166 | 16.17 | 3265 | 12.62 | 4132 | 16.05 |
| 2 | 4081 | 17.59 | 2514 | 11.53 | 3256 | 14.12 |
| 3 | 3692 | 19.41 | 3567 | 18.51 | 3708 | 19.12 |
| 4 | 3124 | 20.86 | 3486 | 21.69 | 3314 | 19.88 |
| 5 | 2564 | 19.17 | 1935 | 14.72 | 2442 | 17.71 |
| 6 | 1765 | 15.88 | 1447 | 12.63 | 1890 | 15.52 |
| 7 | 1706 | 13.79 | 866 | 7.98 | 1192 | 10.10 |
| 8 | 2150 | 17.52 | 1473 | 12.77 | 1608 | 14.57 |
| 9 | 1909 | 13.05 | 1589 | 12.23 | 1612 | 12.29 |
| 10 | 1822 | 14.15 | 1222 | 10.66 | 1142 | 9.68 |
| 11 | 1021 | 14.78 | 725 | 10.58 | 897 | 11.60 |
| 12 | 345 | 12.50 | 407 | 12.45 | 726 | 14.51 |
| Total | 29610 | 15.27 | 23565 | 12.48 | 27110 | 13.85 |

Table 9.8
Exit Rate by Grade Span for 2006, 2007, and 2008 Administrations

| Grade | 2006 | | 2007 | | 2008 | |
|-------|---------|---------|---------|---------|---------|---------|
| | N-Count | Percent | N-Count | Percent | N-Count | Percent |
| K-1 | 5431 | 10.85 | 4334 | 8.65 | 5323 | 10.68 |
| 2-4 | 10897 | 19.05 | 9567 | 16.74 | 10278 | 17.38 |
| 5-6 | 4329 | 17.68 | 3382 | 13.75 | 4332 | 16.68 |
| 7-8 | 3856 | 15.65 | 2339 | 10.45 | 2800 | 12.26 |
| 9-12 | 5097 | 13.71 | 3943 | 11.40 | 4377 | 11.63 |
| Total | 29610 | 15.27 | 23565 | 12.48 | 27110 | 13.85 |

APPENDIX A: ITEM MAP FOR 2008 NYSESLAT

A.1: 2008 NYSESLAT Operational Test Information

Grades K–1

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|------------------------|--------------|----------------|----------------------|--|---------------------|
| Speaking | | | | | |
| 1 | SS | 2 | 1 | Convey information, using some organizational patterns and structures. | Sentence Completion |
| 2 | SS | 2 | 1 | Convey information, using some organizational patterns and structures. | Sentence Completion |
| 3 | SS | 2 | 3 | Form and express responses to ideas through reading, listening, viewing, discussing, and writing. | Sentence Completion |
| 4 | SS | 2 | 5 | Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own. | Sentence Completion |
| 5 | SS | 2 | 1 | Convey information, using some organizational patterns and structures. | Sentence Completion |
| 6 | SE | 4 | 1 | Convey information, using some organizational patterns and structures. | Storytelling |
| 7 | SS | 2 | 4 | Explain actions, choices, and decisions in social and classroom situations. | Picture Description |
| 8 | SS | 2 | 5 | Demonstrate familiarity with some U.S. cultural referents at the local and national levels. | Picture Description |
| 9 | SS | 2 | 4 | Explain actions, choices, and decisions in social and classroom situations. | Picture Description |
| 10 | SS | 2 | 5 | Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately. | Picture Description |
| 11 | SS | 2 | 1 | Explain actions, choices, and decisions in social and classroom situations. | Picture Description |
| 12 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 13 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 14 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 15 | SS | 2 | 4 | Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. | Social Interaction |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades K–1

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|-----------------------------|
| Speaking | | | | | |
| 16 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| Listening | | | | | |
| 1 | MC | 1 | 1 | View, listen to, read, gather, organize, and discuss information from various sources. | Word/Sentence Comprehension |
| 2 | MC | 1 | 3 | Apply learning strategies to explore a variety of materials. | Word/Sentence Comprehension |
| 3 | MC | 1 | 3 | Form and express responses to ideas through reading, listening, viewing, discussing, and writing. | Word/Sentence Comprehension |
| 4 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. | Word/Sentence Comprehension |
| 5 | MC | 1 | 3 | Form and express responses to ideas through reading, listening, viewing, discussing, and writing. | Word/Sentence Comprehension |
| 6 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. | Word/Sentence Comprehension |
| 7 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 8 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. | Word/Sentence Comprehension |
| 9 | MC | 1 | 1 | View, listen to, read, gather, organize, and discuss information from various sources. | Word/Sentence Comprehension |
| 10 | MC | 1 | 3 | Form and express responses to ideas through reading, listening, viewing, discussing, and writing. | Word/Sentence Comprehension |
| 11 | MC | 1 | 3 | Form and express responses to ideas through reading, listening, viewing, discussing, and writing. | Word/Sentence Comprehension |
| 12 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. | Word/Sentence Comprehension |
| 13 | MC | 1 | 3 | Form and express responses to ideas through reading, listening, viewing, discussing, and writing. | Word/Sentence Comprehension |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades K–1

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|--|
| Listening | | | | | |
| 14 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 15 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. | Comprehension of Conversational Language |
| 16 | MC | 1 | 5 | Demonstrate familiarity with some U.S. cultural referents at the local and national levels. | Comprehension of Conversational Language |
| 17 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 18 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 19 | MC | 1 | 4 | Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. | Comprehension of Conversational Language |
| 20 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 21 | MC | 1 | 2 | Use basic reading and listening strategies to make literary text comprehensible and meaningful. | Comprehension of Conversational Language |
| 22 | MC | 1 | 3 | Form and express responses to ideas through reading, listening, viewing, discussing, and writing. | Comprehension of Conversational Language |
| 23 | MC | 1 | 5 | Demonstrate familiarity with some U.S. cultural referents at the local and national levels. | Comprehension of Conversational Language |
| 24 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| Reading | | | | | |
| 1 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word Reading |
| 2 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word Reading |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades K–1

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|-----------------------------|
| Reading | | | | | |
| 3 | MC | 1 | 1 | Express and develop ideas and understanding, using some elements of the "writing process." | Word Reading |
| 4 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word Reading |
| 5 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word Reading |
| 6 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word Reading |
| 7 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word Reading |
| 8 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word Reading |
| 9 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. | Word Reading |
| 10 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word Reading |
| 11 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Word Reading |
| 12 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Sentence Reading |
| 13 | MC | 1 | 1 | Identify and use basic reading and listening strategies to make text comprehensible and meaningful. | Sentence Reading |
| 14 | MC | 1 | 4 | Use appropriate vocabulary, language and interaction styles for various audiences and social and school situations. | Short Passage with Question |
| 15 | MC | 1 | 2 | Use basic reading and listening strategies to make literary text comprehensible and meaningful. | Short Passage with Question |
| Writing | | | | | |
| 1 | MC | 1 | 1 | Become familiar with some conventions of American English. | Phonemic Understanding |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades K-1**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|------------------------|
| Writing | | | | | |
| 2 | MC | 1 | 1 | Become familiar with some conventions of American English. | Phonemic Understanding |
| 3 | MC | 1 | 1 | Become familiar with some conventions of American English. | Phonemic Understanding |
| 4 | MC | 1 | 1 | Become familiar with some conventions of American English. | Phonemic Understanding |
| 5 | MC | 1 | 1 | Become familiar with some conventions of American English. | Phonemic Understanding |
| 6 | MC | 1 | 1 | Become familiar with some conventions of American English. | Phonemic Understanding |
| 7 | CR | 2 | 1 | Become familiar with some conventions of American English. | Developmental Writing |
| 8 | CR | 2 | 1 | Become familiar with some conventions of American English. | Developmental Writing |
| 9 | CR | 2 | 1 | Become familiar with some conventions of American English. | Developmental Writing |
| 10 | CR | 2 | 1 | Express and develop ideas and understanding, using some elements of the "writing process." | Developmental Writing |
| 11 | CR | 2 | 1 | Become familiar with some conventions of American English. | Developmental Writing |
| 12 | CR | 2 | 1 | Become familiar with some conventions of American English. | Developmental Writing |
| 13 | CR | 2 | 1 | Become familiar with some conventions of American English. | Developmental Writing |
| 14 | CR | 2 | 1 | Become familiar with some conventions of American English. | Developmental Writing |
| 15 | ER | 2 | 3 | Form and express responses to ideas through reading, listening, viewing, discussing, and writing. | Extended Response |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 2–4**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|---------------------|
| Speaking | | | | | |
| 1 | SS | 2 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Sentence Completion |
| 2 | SS | 2 | 4 | Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations. | Sentence Completion |
| 3 | SS | 2 | 1 | Convey information, using a variety of organizational patterns and structures. | Sentence Completion |
| 4 | SS | 2 | 1 | Convey information, using a variety of organizational patterns and structures. | Sentence Completion |
| 5 | SS | 2 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Sentence Completion |
| 6 | SE | 4 | 1 | Convey information, using a variety of organizational patterns and structures. | Storytelling |
| 7 | SS | 2 | 3 | Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. | Picture Description |
| 8 | SS | 2 | 3 | Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. | Picture Description |
| 9 | SS | 2 | 3 | Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. | Picture Description |
| 10 | SS | 2 | 3 | Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. | Picture Description |
| 11 | SS | 2 | 3 | Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. | Picture Description |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 2–4

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|--|
| Speaking | | | | | |
| 12 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 13 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 14 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 15 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 16 | SS | 2 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Social Interaction |
| Listening | | | | | |
| 1 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral texts comprehensible and meaningful. | Word/Sentence Comprehension |
| 2 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 3 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 4 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 5 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 6 | MC | 1 | 1 | Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. | Word/Sentence Comprehension |
| 7 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 8 | MC | 1 | 1 | Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. | Word/Sentence Comprehension |
| 9 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 10 | MC | 1 | 1 | Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. | Word/Sentence Comprehension |
| 11 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 2–4**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|--|
| Listening | | | | | |
| 12 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 13 | MC | 1 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Comprehension of Conversational Language |
| 14 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 15 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 16 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 17 | MC | 1 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Comprehension of Conversational Language |
| 18 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 19 | MC | 1 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Comprehension of Conversational Language |
| 20 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 21 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 22 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 23 | MC | 1 | 1 | Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. | Task-based Listening |
| 24 | MC | 1 | 1 | Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. | Task-based Listening |
| Reading | | | | | |
| 1 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 2 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 3 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Word/Sentence Reading |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 2–4**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|-----------------------|
| Reading | | | | | |
| 4 | MC | 1 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Word/Sentence Reading |
| 5 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 6 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 7 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 8 | MC | 1 | 1 | Apply learning strategies to acquire information and make written texts comprehensible and meaningful. | Comprehension |
| 9 | MC | 1 | 3 | Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text. | Comprehension |
| 10 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 11 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 12 | MC | 1 | 2 | Identify and use reading strategies to make literary text comprehensible and meaningful. | Comprehension |
| 13 | MC | 1 | 2 | Locate and identify key literary elements in texts and relate those elements to those in other works and to students' own experiences. | Comprehension |
| 14 | MC | 1 | 2 | Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level; understand and interpret text presented orally and in written form. | Comprehension |
| 15 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 16 | MC | 1 | 5 | Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender ability, generations, etc.) including the students' own. | Comprehension |
| 17 | MC | 1 | 2 | Identify and use reading strategies to make literary text comprehensible and meaningful. | Comprehension |
| 18 | MC | 1 | 1 | Apply learning strategies to acquire information and make written texts comprehensible and meaningful. | Comprehension |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 2–4

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|------------------------|
| Reading | | | | | |
| 19 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 20 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 21 | MC | 1 | 1 | Apply learning strategies to acquire information and make written texts comprehensible and meaningful. | Comprehension |
| 22 | MC | 1 | 2 | Recognize some features that distinguish some genres and use those features to aid comprehension. | Comprehension |
| 23 | MC | 1 | 2 | Identify and use reading strategies to make literary text comprehensible and meaningful. | Comprehension |
| 24 | MC | 1 | 2 | Locate and identify key literary elements in texts and relate those elements to those in other works and to students' own experiences. | Comprehension |
| Writing | | | | | |
| 1 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral texts comprehensible and meaningful. | Phonemic Understanding |
| 2 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral texts comprehensible and meaningful. | Phonemic Understanding |
| 3 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Phonemic Understanding |
| 4 | MC | 1 | 1 | Apply learning strategies to acquire information and make oral texts comprehensible and meaningful. | Phonemic Understanding |
| 5 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Mechanics & Structure |
| 6 | MC | 1 | 3 | Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). | Mechanics & Structure |
| 7 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Mechanics & Structure |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 2–4**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|-----------------------|
| Writing | | | | | |
| 8 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Mechanics & Structure |
| 9 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Mechanics & Structure |
| 10 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Mechanics & Structure |
| 11 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Mechanics & Structure |
| 12 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English. | Mechanics & Structure |
| 13 | CR | 2 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Pre-Writing |
| 14 | CR | 2 | 1 | Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. | Pre-Writing |
| 15 | CR | 2 | 3 | Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. | Pre-Writing |
| 16 | ER | 4 | 3 | Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. | Writing |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 5–6**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|---------------------|
| Speaking | | | | | |
| 1 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Sentence Completion |
| 2 | SS | 2 | 1 | Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. | Sentence Completion |
| 3 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Sentence Completion |
| 4 | SS | 2 | 1 | Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. | Sentence Completion |
| 5 | SS | 2 | 5 | Recognize and share cross-cultural experiences and ideas, and connect with those of others. | Sentence Completion |
| 6 | SE | 4 | 2 | Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing or speaking styles appropriate to different audiences, purposes, and settings. | Storytelling |
| 7 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Picture Description |
| 8 | SS | 2 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Picture Description |
| 9 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Picture Description |
| 10 | SS | 2 | 1 | Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. | Picture Description |
| 11 | SS | 2 | 1 | Explain actions, choices, and decisions in social and academic situations. | Picture Description |
| 12 | SS | 2 | 1 | Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. | Social Interaction |
| 13 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 14 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 5–6**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|--|
| Speaking | | | | | |
| 15 | SS | 2 | 4 | Negotiate and manage interactions to accomplish social and classroom tasks. | Social Interaction |
| 16 | SS | 2 | 3 | Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. | Social Interaction |
| Listening | | | | | |
| 1 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 2 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 3 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 4 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 5 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 6 | MC | 1 | 3 | Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. | Comprehension of Conversational Language |
| 7 | MC | 1 | 4 | Listen, attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic purposes. | Comprehension of Conversational Language |
| 8 | MC | 1 | 4 | Request and provide information and assistance, orally or in writing, for personal, social and academic purposes. | Comprehension of Conversational Language |
| 9 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 10 | MC | 1 | 1 | Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English. | Comprehension of Conversational Language |
| 11 | MC | 1 | 4 | Negotiate and manage interactions to accomplish social and classroom tasks. | Comprehension of Conversational Language |
| 12 | MC | 1 | 1 | Demonstrate understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English. | Comprehension of Conversational Language |
| 13 | MC | 1 | 5 | Demonstrate understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English. | Comprehension of Conversational Language |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 5–6**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|--|
| Listening | | | | | |
| 14 | MC | 1 | 4 | Negotiate and manage interactions to accomplish social and classroom tasks. | Comprehension of Conversational Language |
| 15 | MC | 1 | 3 | Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose text. | Comprehension of Conversational Language |
| 16 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 17 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 18 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 19 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 20 | MC | 1 | 4 | Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). | Task-based Listening |
| 21 | MC | 1 | 3 | Apply learning strategies to examine and interpret a variety of materials. | Task-based Listening |
| 22 | MC | 1 | 5 | Demonstrate understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native communities. | Task-based Listening |
| 23 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 24 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 25 | MC | 1 | 1 | Identify and use listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| Reading | | | | | |
| 1 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 2 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 3 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 4 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 5–6**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|----------------|
| Reading | | | | | |
| 5 | MC | 1 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Comprehension |
| 6 | MC | 1 | 3 | Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. | Comprehension |
| 7 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 8 | MC | 1 | 3 | Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. | Comprehension |
| 9 | MC | 1 | 5 | Recognize and demonstrate appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. | Comprehension |
| 10 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 11 | MC | 1 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Comprehension |
| 12 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 13 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 14 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 15 | MC | 1 | 2 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 16 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 17 | MC | 1 | 2 | Apply learning strategies to comprehend and make inferences about literature and produce literary responses. | Comprehension |
| 18 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 19 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 5–6**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|------------------------|
| Reading | | | | | |
| 20 | MC | 1 | 2 | Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences. | Comprehension |
| 21 | MC | 1 | 2 | Read, listen to, view, write about, and discuss texts and performances from a wide range of authors, subjects and genres. | Comprehension |
| 22 | MC | 1 | 5 | Recognize and share cross-cultural experiences and ideas, and connect with those of others. | Comprehension |
| 23 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 24 | MC | 1 | 5 | Recognize and share cross-cultural experiences and ideas, and connect with those of others. | Comprehension |
| 25 | MC | 1 | 2 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 26 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 27 | MC | 1 | 2 | Apply learning strategies to comprehend and make inferences about literature and produce literary responses. | Comprehension |
| Writing | | | | | |
| 1 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Phonemic Understanding |
| 2 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Phonemic Understanding |
| 3 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 4 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 5–6**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|-----------------------|
| Writing | | | | | |
| 5 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 6 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 7 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 8 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 9 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 10 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 11 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 12 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 13 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 14 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 15 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 5–6

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|------------------------|--------------|----------------|----------------------|--|-------------|
| Writing | | | | | |
| 16 | CR | 2 | 3 | Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. | Pre-Writing |
| 17 | CR | 2 | 3 | Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. | Pre-Writing |
| 18 | CR | 2 | 3 | Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. | Pre-Writing |
| 19 | ER | 4 | 3 | Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. | Writing |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 7–8

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|------------------------|--------------|----------------|----------------------|---|---------------------|
| Speaking | | | | | |
| 1 | SS | 2 | 1 | Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. | Sentence Completion |
| 2 | SS | 2 | 1 | Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. | Sentence Completion |
| 3 | SS | 2 | 1 | Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. | Sentence Completion |
| 4 | SS | 2 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Sentence Completion |
| 5 | SS | 2 | 1 | Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. | Sentence Completion |
| 6 | SE | 4 | 1 | Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. | Storytelling |
| 7 | SS | 2 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Picture Description |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 7–8**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|--|
| Speaking | | | | | |
| 8 | SS | 2 | 1 | Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. | Picture Description |
| 9 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic contexts. | Picture Description |
| 10 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic contexts. | Picture Description |
| 11 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic situations. | Picture Description |
| 12 | SS | 2 | 1 | Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. | Social Interaction |
| 13 | SS | 2 | 1 | Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. | Social Interaction |
| 14 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 15 | SS | 2 | 1 | Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. | Social Interaction |
| 16 | SS | 2 | 1 | Select a focus, organizational structure, and point of view for oral and written presentations, and justify this selection. | Social Interaction |
| Listening | | | | | |
| 1 | MC | 1 | 1 | Apply learning strategies to acquire information and make texts comprehensible and meaningful. | Word/Sentence Comprehension |
| 2 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 3 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 4 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 5 | MC | 1 | 2 | Identify and explain the distinguishing features of the major genre. And use those features to aid comprehension, interpretation, and discussion of literature. | Comprehension of Conversational Language |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 7–8

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|--|
| Listening | | | | | |
| 6 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 7 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 8 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 9 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 10 | MC | 1 | 1 | Select information appropriate to the purpose of the investigation, relate ideas from one written or spoken source to another, and exclude nonessential information. | Comprehension of Conversational Language |
| 11 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 12 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 13 | MC | 1 | 1 | Make and support inferences about information and ideas with references to features in oral and written texts. | Comprehension of Conversational Language |
| 14 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 15 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 16 | MC | 1 | 1 | Make and support inferences about information and ideas with references to features in oral and written texts. | Task-based Listening |
| 17 | MC | 1 | 4 | Follow oral directions to participate in classroom and social activities, and provide directions to peers in selected interactions. | Task-based Listening |
| 18 | MC | 1 | 1 | Distinguish between fact and opinion, relevant and irrelevant information, and exclude nonessential information in oral and written presentations. | Task-based Listening |
| 19 | MC | 1 | 1 | Make and support inferences about information and ideas with references to features in oral and written texts. | Task-based Listening |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 7–8

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|-----------------------|
| Listening | | | | | |
| 20 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 21 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 22 | MC | 1 | 1 | Distinguish between fact and opinion, relevant and irrelevant information, and exclude nonessential information in oral and written presentations. | Task-based Listening |
| 23 | MC | 1 | 1 | Distinguish between fact and opinion, relevant and irrelevant information, and exclude nonessential information in oral and written presentations. | Task-based Listening |
| 24 | MC | 1 | 4 | Follow oral directions to participate in classroom and social activities, and provide directions to peers in selected interactions. | Task-based Listening |
| 25 | MC | 1 | 4 | Follow oral directions to participate in classroom and social activities, and provide directions to peers in selected interactions. | Task-based Listening |
| Reading | | | | | |
| 1 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 2 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 3 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 4 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 5 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 6 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 7 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 7–8

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|----------------|
| Reading | | | | | |
| 8 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 9 | MC | 1 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Comprehension |
| 10 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 11 | MC | 1 | 3 | Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. | Comprehension |
| 12 | MC | 1 | 1 | Apply learning strategies to acquire information and make texts comprehensible and meaningful. | Comprehension |
| 13 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 14 | MC | 1 | 1 | Apply learning strategies to acquire information and make texts comprehensible and meaningful. | Comprehension |
| 15 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 16 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 17 | MC | 1 | 1 | Apply learning strategies to acquire information and make texts comprehensible and meaningful. | Comprehension |
| 18 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 19 | MC | 1 | 2 | Identify and use reading and listening strategies to make literary text comprehensible and meaningful. | Comprehension |
| 20 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 21 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 7–8

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|------------------------|
| Reading | | | | | |
| 22 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 23 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 24 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 25 | MC | 1 | 2 | Identify and use reading and listening strategies to make literary text comprehensible and meaningful. | Comprehension |
| 26 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. | Comprehension |
| 27 | MC | 1 | 2 | Identify and use reading and listening strategies to make literary text comprehensible and meaningful. | Comprehension |
| Writing | | | | | |
| 1 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Phonemic Understanding |
| 2 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Phonemic Understanding |
| 3 | MC | 1 | 3 | Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations. | Mechanics & Structure |
| 4 | MC | 1 | 3 | Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations. | Mechanics & Structure |
| 5 | MC | 1 | 1 | Make and support inferences about information and ideas with reference to features in oral and written text. | Mechanics & Structure |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 7–8**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|-----------------------|
| Writing | | | | | |
| 6 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 7 | MC | 1 | 3 | Evaluate students' own and others' work individually and collaboratively, on the basis of a variety of criteria. | Mechanics & Structure |
| 8 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 9 | MC | 1 | 4 | Discover alternative ways of saying things in social and classroom interactions. | Mechanics & Structure |
| 10 | MC | 1 | 4 | Discover alternative ways of saying things in social and classroom interactions. | Mechanics & Structure |
| 11 | MC | 1 | 4 | Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. | Mechanics & Structure |
| 12 | MC | 1 | 4 | Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. | Mechanics & Structure |
| 13 | MC | 1 | 4 | Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. | Mechanics & Structure |
| 14 | MC | 1 | 4 | Discover alternative ways of saying things in social and classroom interactions. | Mechanics & Structure |
| 15 | MC | 1 | 4 | Discover alternative ways of saying things in social and classroom interactions. | Mechanics & Structure |
| 16 | CR | 2 | 1 | Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. | Pre-Writing |
| 17 | CR | 2 | 1 | Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. | Pre-Writing |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 7–8**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|----------------|
| Writing | | | | | |
| 18 | CR | 2 | 1 | Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. | Pre-Writing |
| 19 | ER | 4 | 3 | Speak and write, using the conventions and features of American English, to effectively influence and audience (e.g., to persuade, negotiate, argue). | Writing |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grades 9–12**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|---------------------|
| Speaking | | | | | |
| 1 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic situations. | Sentence Completion |
| 2 | SS | 2 | 1 | Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. | Sentence Completion |
| 3 | SS | 2 | 1 | Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. | Sentence Completion |
| 4 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic situations. | Sentence Completion |
| 5 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic situations. | Sentence Completion |
| 6 | SE | 4 | 1 | Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. | Storytelling |
| 7 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic situations. | Picture Description |
| 8 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Picture Description |
| 9 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic situations. | Picture Description |
| 10 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic situations. | Picture Description |
| 11 | SS | 2 | 4 | Explain actions, choices, and decisions in social and academic situations. | Picture Description |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 9–12

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|--|
| Speaking | | | | | |
| 12 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 13 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 14 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 15 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| 16 | SS | 2 | 4 | Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. | Social Interaction |
| Listening | | | | | |
| 1 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 2 | MC | 1 | 2 | Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning. | Word/Sentence Comprehension |
| 3 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Comprehension |
| 4 | MC | 1 | 2 | Apply reading and listening strategies to make literary texts comprehensible and meaningful. | Comprehension of Conversational Language |
| 5 | MC | 1 | 4 | Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. | Comprehension of Conversational Language |
| 6 | MC | 1 | 3 | Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. | Comprehension of Conversational Language |
| 7 | MC | 1 | 4 | Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. | Comprehension of Conversational Language |
| 8 | MC | 1 | 5 | Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used. | Comprehension of Conversational Language |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 9–12

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|--|
| Listening | | | | | |
| 9 | MC | 1 | 5 | Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used. | Comprehension of Conversational Language |
| 10 | MC | 1 | 1 | Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. | Comprehension of Conversational Language |
| 11 | MC | 1 | 3 | Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. | Comprehension of Conversational Language |
| 12 | MC | 1 | 5 | Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native communities. | Comprehension of Conversational Language |
| 13 | MC | 1 | 5 | Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native communities. | Comprehension of Conversational Language |
| 14 | MC | 1 | 1 | Make and support inferences about information and ideas with references to features in oral and written text. | Comprehension of Conversational Language |
| 15 | MC | 1 | 5 | Identify and use listening strategies to make text comprehensible and meaningful. | Comprehension of Conversational Language |
| 16 | MC | 1 | 4 | Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. | Task-based Listening |
| 17 | MC | 1 | 4 | Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. | Task-based Listening |
| 18 | MC | 1 | 4 | Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. | Task-based Listening |
| 19 | MC | 1 | 4 | Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. | Task-based Listening |
| 20 | MC | 1 | 4 | Listen attentively, take turns speaking, and build on other's ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. | Task-based Listening |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 9–12

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|-----------------------|
| Listening | | | | | |
| 21 | MC | 1 | 4 | Listen attentively, take turns speaking, and build on other's ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. | Task-based Listening |
| 22 | MC | 1 | 4 | Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. | Task-based Listening |
| 23 | MC | 1 | 1 | Distinguish between fact and opinion, relevant and irrelevant information, and exclude nonessential information in oral and written presentations. | Task-based Listening |
| 24 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Task-based Listening |
| 25 | MC | 1 | 1 | Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. | Task-based Listening |
| Reading | | | | | |
| 1 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 2 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 3 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Word/Sentence Reading |
| 4 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 5 | MC | 1 | 1 | Apply learning strategies to acquire information and make texts comprehensible and meaningful. | Comprehension |
| 6 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 7 | MC | 1 | 1 | Apply learning strategies to acquire information and make texts comprehensible and meaningful. | Comprehension |
| 8 | MC | 1 | 1 | Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. | Comprehension |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 9–12

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|------------------------|--------------|----------------|----------------------|--|---------------|
| Reading | | | | | |
| 9 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 10 | MC | 1 | 1 | Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. | Comprehension |
| 11 | MC | 1 | 1 | Identify and use reading and listening strategies to make text comprehensible and meaningful. | Comprehension |
| 12 | MC | 1 | 1 | Make and support inferences about information and ideas with references to features in oral and written text. | Comprehension |
| 13 | MC | 1 | 2 | Apply reading strategies to make literary text comprehensible and meaningful. | Comprehension |
| 14 | MC | 1 | 2 | Apply reading strategies to make literary text comprehensible and meaningful. | Comprehension |
| 15 | MC | 1 | 3 | Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. | Comprehension |
| 16 | MC | 1 | 2 | Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students and experiences. | Comprehension |
| 17 | MC | 1 | 2 | Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meaning. | Comprehension |
| 18 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 19 | MC | 1 | 1 | Identify and use reading strategies to make text comprehensible and meaningful. | Comprehension |
| 20 | MC | 1 | 3 | Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating, information;; make inferences about a writer's or speaker's point of view. | Comprehension |
| 21 | MC | 1 | 3 | Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. | Comprehension |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 9–12

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|---|------------------------|
| Reading | | | | | |
| 22 | MC | 1 | 3 | Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. | Comprehension |
| 23 | MC | 1 | 1 | Apply learning strategies to acquire information and make texts comprehensible and meaningful. | Comprehension |
| 24 | MC | 1 | 2 | Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. | Comprehension |
| 25 | MC | 1 | 2 | Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. | Comprehension |
| 26 | MC | 1 | 2 | Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. | Comprehension |
| 27 | MC | 1 | 2 | Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. | Comprehension |
| Writing | | | | | |
| 1 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Phonemic Understanding |
| 2 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Phonemic Understanding |
| 3 | MC | 1 | 1 | Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. | Mechanics & Structure |
| 4 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |

A.1: 2008 NYSESLAT Operational Test Information (Continued)**Grade 9–12**

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|-----------------------|
| Writing | | | | | |
| 5 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 6 | MC | 1 | 1 | Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. | Mechanics & Structure |
| 7 | MC | 1 | 1 | Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. | Mechanics & Structure |
| 8 | MC | 1 | 1 | Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. | Mechanics & Structure |
| 9 | MC | 1 | 1 | Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. | Mechanics & Structure |
| 10 | MC | 1 | 5 | Demonstrate understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used. | Mechanics & Structure |
| 11 | MC | 1 | 1 | Convey information and ideas through written language, using conventions and features of American English appropriate to audience and purpose. | Mechanics & Structure |
| 12 | MC | 1 | 1 | Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. | Mechanics & Structure |
| 13 | MC | 1 | 1 | Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. | Mechanics & Structure |

A.1: 2008 NYSESLAT Operational Test Information (Continued)
Grades 9–12

| Modality / Position | Item Type | Score Point | Learning Standard | Performance Indicator | Cluster |
|--------------------------------|----------------------|------------------------|------------------------------|--|-----------------------|
| Writing | | | | | |
| 14 | MC | 1 | 1 | Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. | Mechanics & Structure |
| 15 | MC | 1 | 1 | Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. | Mechanics & Structure |
| 16 | CR | 2 | 1 | Use the process of prewriting, drafting, revising, peer editing, and proofreading (the "writing process") to produce well-constructed informational texts. | Pre-Writing |
| 17 | CR | 2 | 1 | Use the process of prewriting, drafting, revising, peer editing, and proofreading (the "writing process") to produce well-constructed informational texts. | Pre-Writing |
| 18 | CR | 2 | 1 | Use the process of prewriting, drafting, revising, peer editing, and proofreading (the "writing process") to produce well-constructed informational texts. | Pre-Writing |
| 19 | ER | 4 | 3 | Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. | Writing |

A.2: Item Specification**LISTENING: Word/Sentence Comprehension, grades K–1**

The test taker must choose which of three letters represents the first sound in a word. These items measure phonemic discrimination, and are designed especially to test students who are just beginning to learn the sound system in English.

| Item Component | Description of Component |
|----------------|--|
| Stimulus | -- |
| Stem | closed stem question: “What is the first sound in the word _____?” |
| Answer options | 3 answer options consisting of 3 individual letter graphics |
| Graphic | -- |

LISTENING: Word/Sentence Comprehension, all grades

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

| Item Component | Description of Component |
|----------------|---|
| Stimulus | -- |
| Stem | closed stem question, maximum 15 words: “Which picture shows _____?” ; “Which girl is _____?” ; “Which building is where _____?” ; etc. |
| Answer options | 3 answer options consisting of 3 small individual graphics lettered A–C |
| Graphic | -- |

A.2: Item Specification (Continued)**LISTENING: Comprehension of Conversational Language, all grades**

The test taker listens to someone speaking (a monologue) in a situation where a person would naturally be speaking without expecting a response from the listener, e.g., a teacher talking to a class, someone making an announcement over a loudspeaker, or someone briefly describing an event. These items measure comprehension of main ideas and details and the ability to make inferences. The language tested should simulate authentic conversational English. The language level should be at the upper level of the grade span.

| Item Component | Description of Component |
|----------------|---|
| Stimulus | simulated authentic conversation with one person speaking; 20–30 words (grades K–1), 40–50 words (grades 2–4), 50–60 words (grades 5–8), 55–70 words (grades 9–12); there is one item per stimulus (grades K–6) or two items per stimulus (grades 7–12) |
| Stem | closed stem question, maximum 15 words |
| Answer options | 3 answer options consisting of 3 small individual graphics lettered A–C (grades K–4) or 4 text answer options of one to eight words (grades 2–12; both formats are used in grades 2–4) |
| Graphic | -- |

LISTENING: Synthesizing Information (Task-based Listening), grades 2–12

The test taker is required to perform—through imagined manipulation of the graphics provided—real-world tasks. The test taker must comprehend discrete information and details and then synthesize the information to perform the tasks. The language tested should simulate authentic conversational English. The language level should be at the upper level of the grade span.

| Item Component | Description of Component |
|-------------------|---|
| Advance organizer | 1–2 sentence description of an authentic context for the set of items; maximum 25 words; description will appear in test booklet with a large overview graphic depicting the scenario |
| Stimulus | simulated authentic conversation with one person speaking; 40–50 words (grades 2–4), 50–60 words (grades 5–8), 55–70 words (grades 9–12), with distractor material embedded; there is one item per stimulus |
| Stem | closed stem question, maximum 15 words |

A.2: Item Specification (Continued)**LISTENING: Synthesizing Information (Task-based Listening), grades 2–12**

The test taker is required to perform—through imagined manipulation of the graphics provided—real-world tasks. The test taker must comprehend discrete information and details and then synthesize the information to perform the tasks. The language tested should simulate authentic conversational English. The language level should be at the upper level of the grade span.

| Item Component | Description of Component |
|----------------|---|
| Answer options | 4 answer options consisting of either 4 small individual graphics lettered A–D or 1 large graphic with 4 options lettered A–D |
| Graphic | large overview graphic depicting the scenario and containing elements of the items |

READING: Word Reading, grades K–1

The test taker reads a question, looks at a small graphic, and must choose which of three words correctly identifies the graphic. These items measure word recognition skills. This item type is especially designed to test students at lower levels of proficiency.

| Item Component | Description of Component |
|----------------|--|
| Stimulus | graphic (below) |
| Stem | closed stem question, maximum 10 words: “What do you see?” and “What is the boy doing?” (grades K–1); “Which word tells what is in the picture?” and “Which word tells what the girl is holding?” (grades 2–4); etc. |
| Answer options | 3 answer options consisting of 1 word each |
| Graphic | graphic depicting correct answer option |

A.2: Item Specification (Continued)**READING: Sentence Reading, grades K–1**

The test taker reads a question that includes a descriptive phrase, or several descriptive sentences followed by a question, and must choose which of three graphics correctly represents what is described. These items measure basic phrase and sentence comprehension.

| Item Component | Description of Component |
|----------------|--|
| Stimulus | (optional) description of context with distractor material embedded; maximum 25 words |
| Stem | closed stem question, maximum 10 words: “Which one tells you _____?”; “Which one can you _____?”; etc. |
| Answer options | 3 answer options consisting of 3 small individual graphics |
| Graphic | -- |

READING: Short Passage with Question, grades K–1

The test taker reads a brief passage and answers one question about the passage. These items measure comprehension of main ideas and details and the ability to make inferences.

| Item Component | Description of Component |
|----------------|--|
| Stimulus | fictional, descriptive, informational, or functional passage; maximum 30 words |
| Stem | closed stem question, maximum 10 words |
| Answer options | 3 answer options consisting of 3 small individual graphics |
| Graphic | -- |

A.2: Item Specification (Continued)**READING: Word/Sentence Reading, grades 2–12**

The test taker reads a question that includes a key word or a descriptive phrase, or several descriptive sentences followed by a question, and must choose which of three graphics correctly represents what is named or described. These items measure word recognition skills and basic phrase and sentence comprehension.

| Item Component | Description of Component |
|----------------|--|
| Stimulus | (optional) description of context with distractor material embedded; maximum 25 words |
| Stem | closed stem question, maximum 10 words: “Which picture shows _____?”; “Which person is _____?”; etc. |
| Answer options | 3 answer options consisting of small individual graphics |
| Graphic | -- |

READING: Comprehension, grades 2–12

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

| Item Component | Description of Component |
|----------------|--|
| Stimulus | fictional, descriptive, informational, or functional passage; maximum 200 words (grades 2–4), 250 words (grades 5–8), or 350 words (grades 9–12) |
| Stem | closed stem question, maximum 20 words |
| Answer options | 4 answer options consisting of 1 word, phrase, or sentence each, maximum 15 words |
| Graphic | -- |

A.2: Item Specification (Continued)**WRITING CONVENTIONS: Phonemic Understanding, grades K–1**

The test taker listens to a question, looks at a small graphic, and must choose which of three letters or letter blends correctly relates to the graphic. These items measure understanding of phonemes as they relate to writing. This item type is especially designed to test students at beginning levels of proficiency, who often read and write based on phonics rules.

| Item Component | Description of Component |
|----------------|---|
| Stimulus | -- |
| Stem | closed stem question: “Which letter(s) begin(s)/end(s) the word _____?” |
| Answer options | 3 answer options consisting of 1 letter each or 1 letter blend each |
| Graphic | graphic depicting the word that begins or ends with the correct answer option |

WRITING CONVENTIONS: Phonemic Understanding, grades 2–12

The test taker reads a question, looks at a small graphic, and must choose which of three words correctly identifies the graphic. These items measure understanding of phonemes as they relate to writing. This item type is especially designed to test students at lower levels of proficiency, who often read and write based on phonics rules.

| Item Component | Description of Component |
|----------------|---|
| Stimulus | -- |
| Stem | closed stem question: “Which word goes with the picture?” |
| Answer options | 3 answer options consisting of 1 word each |
| Graphic | graphic depicting correct answer option |

A.2: Item Specification (Continued)**WRITING CONVENTIONS: Mechanics and Structure Type 1, grades 2–12**

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

| Item Component | Description of Component |
|----------------|--|
| Stimulus | -- |
| Stem | closed stem question: “Which sentence is correct?” |
| Answer options | 3 answer options (grades K–1) or 4 answer options (grades 2–12) consisting of 1 sentence (or sentence fragment) each, maximum 20 words |
| Graphic | -- |

WRITING CONVENTIONS: Mechanics and Structure Type 2, grades 2–12

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

| Item Component | Description of Component |
|----------------|--|
| Stimulus | 1–2 sentences with part of the sentence underlined; maximum 15 words (grades 2–8) or 25 words (grades 9–12) |
| Stem | closed stem question: “Which answer is correct?” |
| Answer options | 4 answer options consisting of 3 phrases to replace underlined part of stimulus and 1 “Correct as is” option |
| Graphic | -- |

WRITING: Sentence Copying, grades K–1

The test taker must copy a full sentence. (The sentence may be a question.) These items measure understanding of basic mechanical skills.

| Item Component | Description of Component |
|----------------|---|
| Prompt | a complete sentence five to seven words in length |
| Graphic | -- |

A.2: Item Specification (Continued)**WRITING: Letter Writing, grades K–1**

The test taker must write a spoken letter. These items measure understanding of basic mechanical skills.

| Item Component | Description of Component |
|----------------|--|
| Prompt | a word that starts with the letter to be written |
| Graphic | -- |

WRITING: Word Writing, grades K–1

The test taker must write a word that is dictated. Word dictations are accompanied by a graphic representation of the dictated word. These items measure understanding of basic mechanical skills.

| Item Component | Description of Component |
|----------------|--|
| Prompt | a word that can be clearly represented in graphic form |
| Graphic | graphic depicting the dictated word |

WRITING: Sentence Writing, grades K–1

The test taker must write a sentence that is dictated. (The sentence may be a question.) These items measure understanding of basic mechanical skills.

| Item Component | Description of Component |
|----------------|---|
| Prompt | a complete sentence four to six words in length |
| Graphic | -- |

A.2: Item Specification (Continued)**PRE-WRITING: grades 2–12**

The test taker briefly responds to three short questions related to a subsequent Writing item in order to generate ideas for the Writing item.

| Item Component | Description of Component |
|----------------|---|
| Prompt | 3 questions that relate to the topic of the subsequent Writing item |
| Graphic | -- |

WRITING: Extended Response: Description and/or Narrative, grades K–2

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

| Item Component | Description of Component |
|----------------|--|
| Prompt | graphic and directions: “Look at the picture. Write about what you see in the picture. Tell a story about this picture.” |
| Graphic | 1 large graphic (drawing for K–1, photograph for 2–6) |

WRITING: Extended Response: Exposition, grades 2–12

The test taker compares and/or discusses activities of a particular type. This item measures the ability to use vocabulary, grammar, features of extended discourse, and other writing conventions correctly and appropriately to write an expository essay.

| Item Component | Description of Component |
|----------------|---|
| Prompt | graphics and directions: “Write about Write an essay about” |
| Graphic | 2 graphics (photographs) depicting related activities or situations |

A.2: Item Specification (Continued)**SPEAKING: Repeat/Read Aloud, all grades**

The test taker hears and reads a word, phrase, or sentence and then repeats it. These items measure pronunciation and fluency.

| Item Component | Description of Component |
|----------------|---|
| Prompt | a word, phrase, or sentence, one to six words in length |
| Graphic | -- |

SPEAKING: Sentence Completion, all grades

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

| Item Component | Description of Component |
|----------------|---|
| Prompt | graphic and beginning of a sentence, maximum 10 words |
| Graphic | graphic depicting a recognizable scene or activity |

SPEAKING: Story-Telling, all grades

The test taker must present a brief narrative based on three graphics that show a sequence of events. This item measures pronunciation, intonation, rhythm, fluency, and the ability to use vocabulary, grammar, and discourse organizational features correctly and appropriately.

| Item Component | Description of Component |
|----------------|--|
| Prompt | graphics |
| Graphic | 3 sequenced graphics labeled First (1), Next (2), Last (3) |

A.2: Item Specification (Continued)**SPEAKING: Social Interaction, all grades**

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

| Item Component | Description of Component |
|----------------|--|
| Prompt | a question or statement, maximum 10 words, requiring a rejoinder |
| Graphic | -- |

APPENDIX B: ITEM LEVEL STATISTICS BY GRADE SPAN

B.1: Kindergarten–Grade 1

Listening and Speaking

| | Item Number | Item Format | Max Points | N-count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|-----------|-------------|-------------|------------|---------|--------|--------|--------|--------|--------|--------|---------|----------------|
| LI | 1 | MC | 1 | 49918 | 0 | 75 | 23 | 2 | 0 | 0 | 0.75 | 0.16 |
| | 2 | MC | 1 | 49918 | 0 | 3 | 3 | 94 | 0 | 1 | 0.94 | 0.43 |
| | 3 | MC | 1 | 49918 | 0 | 97 | 1 | 2 | 0 | 1 | 0.97 | 0.35 |
| | 4 | MC | 1 | 49918 | 0 | 95 | 2 | 2 | 0 | 0 | 0.95 | 0.31 |
| | 5 | MC | 1 | 49918 | 0 | 5 | 93 | 2 | 0 | 1 | 0.93 | 0.47 |
| | 6 | MC | 1 | 49918 | 0 | 88 | 7 | 4 | 0 | 1 | 0.88 | 0.43 |
| | 7 | MC | 1 | 49918 | 0 | 4 | 2 | 94 | 0 | 0 | 0.94 | 0.47 |
| | 8 | MC | 1 | 49918 | 0 | 2 | 5 | 93 | 0 | 0 | 0.93 | 0.37 |
| | 9 | MC | 1 | 49918 | 0 | 2 | 94 | 3 | 0 | 0 | 0.94 | 0.38 |
| | 10 | MC | 1 | 49918 | 0 | 8 | 2 | 89 | 0 | 0 | 0.89 | 0.44 |
| | 11 | MC | 1 | 49918 | 0 | 80 | 11 | 8 | 0 | 1 | 0.80 | 0.36 |
| | 12 | MC | 1 | 49918 | 0 | 22 | 73 | 4 | 0 | 1 | 0.73 | 0.34 |
| | 13 | MC | 1 | 49918 | 0 | 87 | 12 | 1 | 0 | 0 | 0.87 | 0.24 |
| | 14 | MC | 1 | 49918 | 0 | 16 | 83 | 1 | 0 | 0 | 0.83 | 0.43 |
| | 15 | MC | 1 | 49918 | 0 | 3 | 95 | 1 | 0 | 0 | 0.95 | 0.36 |
| | 16 | MC | 1 | 49918 | 0 | 97 | 1 | 2 | 0 | 1 | 0.97 | 0.29 |
| | 17 | MC | 1 | 49918 | 0 | 12 | 87 | 1 | 0 | 0 | 0.87 | 0.41 |
| | 18 | MC | 1 | 49918 | 0 | 14 | 1 | 84 | 0 | 0 | 0.84 | 0.30 |
| | 19 | MC | 1 | 49918 | 0 | 91 | 5 | 4 | 0 | 1 | 0.91 | 0.39 |
| | 20 | MC | 1 | 49918 | 0 | 10 | 6 | 84 | 0 | 1 | 0.84 | 0.50 |
| | 21 | MC | 1 | 49918 | 0 | 80 | 12 | 7 | 0 | 1 | 0.80 | 0.25 |
| | 22 | MC | 1 | 49918 | 0 | 8 | 18 | 74 | 0 | 1 | 0.74 | 0.34 |
| | 23 | MC | 1 | 49918 | 0 | 7 | 84 | 8 | 0 | 1 | 0.84 | 0.38 |
| | 24 | MC | 1 | 49918 | 0 | 13 | 30 | 57 | 0 | 1 | 0.57 | 0.35 |
| SP | 1 | SS | 2 | 49918 | 9 | 27 | 64 | 0 | 0 | 0 | 0.77 | 0.69 |
| | 2 | SS | 2 | 49918 | 7 | 41 | 52 | 0 | 0 | 0 | 0.72 | 0.70 |
| | 3 | SS | 2 | 49918 | 7 | 23 | 70 | 0 | 0 | 0 | 0.82 | 0.66 |
| | 4 | SS | 2 | 49918 | 8 | 41 | 50 | 0 | 0 | 0 | 0.71 | 0.68 |
| | 5 | SS | 2 | 49918 | 5 | 37 | 58 | 0 | 0 | 0 | 0.76 | 0.69 |
| | 6 | SE | 4 | 49918 | 5 | 9 | 25 | 35 | 26 | 0 | 0.67 | 0.82 |
| | 7 | SS | 2 | 49918 | 4 | 25 | 71 | 0 | 0 | 0 | 0.83 | 0.74 |
| | 8 | SS | 2 | 49918 | 5 | 32 | 63 | 0 | 0 | 0 | 0.79 | 0.72 |
| | 9 | SS | 2 | 49918 | 5 | 36 | 59 | 0 | 0 | 0 | 0.77 | 0.74 |
| | 10 | SS | 2 | 49918 | 6 | 42 | 52 | 0 | 0 | 0 | 0.73 | 0.70 |
| | 11 | SS | 2 | 49918 | 5 | 33 | 63 | 0 | 0 | 0 | 0.79 | 0.75 |
| | 12 | SS | 2 | 49918 | 6 | 12 | 82 | 0 | 0 | 0 | 0.88 | 0.70 |
| | 13 | SS | 2 | 49918 | 12 | 18 | 70 | 0 | 0 | 0 | 0.79 | 0.69 |
| | 14 | SS | 2 | 49918 | 6 | 7 | 87 | 0 | 0 | 0 | 0.90 | 0.69 |
| | 15 | SS | 2 | 49918 | 14 | 27 | 59 | 0 | 0 | 0 | 0.73 | 0.69 |
| | 16 | SS | 2 | 49918 | 7 | 32 | 61 | 0 | 0 | 0 | 0.77 | 0.69 |

Note: The data file used in Tables B.1–B.5 was based on the final research file (N=198,969) after cleaning (removal of duplicate cases, off-level cases, and all records with Strand Raw Score = 0 or > 900).

B.1: Kindergarten–Grade 1**Reading and Writing**

| | Item Number | Item Format | Max Points | N- count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|-----------|----------------|----------------|---------------|-------------|--------|--------|--------|--------|--------|-----------|---------|-------------------|
| RD | 1 | MC | 1 | 49900 | 0 | 89 | 7 | 3 | 0 | 1 | 0.89 | 0.42 |
| | 2 | MC | 1 | 49900 | 0 | 6 | 2 | 91 | 0 | 0 | 0.91 | 0.47 |
| | 3 | MC | 1 | 49900 | 0 | 12 | 83 | 4 | 0 | 0 | 0.83 | 0.55 |
| | 4 | MC | 1 | 49900 | 0 | 22 | 19 | 58 | 0 | 1 | 0.58 | 0.53 |
| | 5 | MC | 1 | 49900 | 0 | 20 | 75 | 4 | 0 | 1 | 0.75 | 0.55 |
| | 6 | MC | 1 | 49900 | 0 | 88 | 7 | 5 | 0 | 1 | 0.88 | 0.44 |
| | 7 | MC | 1 | 49900 | 0 | 21 | 73 | 5 | 0 | 1 | 0.73 | 0.47 |
| | 8 | MC | 1 | 49900 | 0 | 85 | 9 | 5 | 0 | 1 | 0.85 | 0.42 |
| | 9 | MC | 1 | 49900 | 0 | 65 | 24 | 11 | 0 | 1 | 0.65 | 0.38 |
| | 10 | MC | 1 | 49900 | 0 | 15 | 75 | 9 | 0 | 1 | 0.75 | 0.58 |
| | 11 | MC | 1 | 49900 | 0 | 27 | 14 | 59 | 0 | 1 | 0.59 | 0.61 |
| | 12 | MC | 1 | 49900 | 0 | 17 | 72 | 9 | 0 | 1 | 0.72 | 0.44 |
| | 13 | MC | 1 | 49900 | 0 | 64 | 23 | 11 | 0 | 2 | 0.64 | 0.49 |
| | 14 | MC | 1 | 49900 | 0 | 13 | 38 | 47 | 0 | 2 | 0.47 | 0.44 |
| | 15 | MC | 1 | 49900 | 0 | 25 | 60 | 13 | 0 | 2 | 0.60 | 0.37 |
| WR | 1 | MC | 1 | 49900 | 0 | 89 | 7 | 3 | 0 | 1 | 0.89 | 0.39 |
| | 2 | MC | 1 | 49900 | 0 | 5 | 4 | 90 | 0 | 1 | 0.90 | 0.48 |
| | 3 | MC | 1 | 49900 | 0 | 6 | 88 | 6 | 0 | 1 | 0.88 | 0.51 |
| | 4 | MC | 1 | 49900 | 0 | 3 | 3 | 93 | 0 | 1 | 0.93 | 0.46 |
| | 5 | MC | 1 | 49900 | 0 | 4 | 92 | 3 | 0 | 1 | 0.92 | 0.47 |
| | 6 | MC | 1 | 49900 | 0 | 88 | 4 | 8 | 0 | 1 | 0.88 | 0.36 |
| | 7 | CR | 2 | 49900 | 3 | 45 | 52 | 0 | 0 | 0 | 0.75 | 0.48 |
| | 8 | CR | 2 | 49900 | 3 | 39 | 58 | 0 | 0 | 0 | 0.77 | 0.48 |
| | 9 | CR | 2 | 49900 | 5 | 4 | 91 | 0 | 0 | 0 | 0.93 | 0.47 |
| | 10 | CR | 2 | 49900 | 5 | 3 | 93 | 0 | 0 | 0 | 0.94 | 0.46 |
| | 11 | CR | 2 | 49900 | 15 | 28 | 57 | 0 | 0 | 0 | 0.71 | 0.73 |
| | 12 | CR | 2 | 49900 | 13 | 45 | 42 | 0 | 0 | 0 | 0.64 | 0.73 |
| | 13 | CR | 2 | 49900 | 28 | 31 | 40 | 0 | 0 | 0 | 0.56 | 0.84 |
| | 14 | CR | 2 | 49900 | 29 | 30 | 41 | 0 | 0 | 0 | 0.56 | 0.85 |
| | 15 | ER | 2 | 49900 | 36 | 31 | 33 | 0 | 0 | 0 | 0.48 | 0.81 |

B.2: Grade 2–Grade 4**Listening and Speaking**

| | Item Number | Item Format | Max Points | N- count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|-----------|----------------|----------------|---------------|-------------|--------|--------|--------|--------|--------|-----------|---------|-------------------|
| LI | 1 | MC | 1 | 59189 | 0 | 2 | 92 | 6 | 0 | 0 | 0.92 | 0.36 |
| | 2 | MC | 1 | 59189 | 0 | 91 | 5 | 4 | 0 | 0 | 0.91 | 0.39 |
| | 3 | MC | 1 | 59189 | 0 | 96 | 3 | 1 | 0 | 0 | 0.96 | 0.51 |
| | 4 | MC | 1 | 59189 | 0 | 3 | 95 | 2 | 0 | 0 | 0.95 | 0.44 |
| | 5 | MC | 1 | 59189 | 0 | 6 | 12 | 82 | 0 | 0 | 0.82 | 0.29 |
| | 6 | MC | 1 | 59189 | 0 | 13 | 81 | 6 | 0 | 0 | 0.81 | 0.30 |
| | 7 | MC | 1 | 59189 | 0 | 73 | 19 | 7 | 0 | 0 | 0.73 | 0.36 |
| | 8 | MC | 1 | 59189 | 0 | 3 | 2 | 95 | 0 | 0 | 0.95 | 0.46 |
| | 9 | MC | 1 | 59189 | 0 | 94 | 3 | 3 | 0 | 0 | 0.94 | 0.36 |
| | 10 | MC | 1 | 59189 | 0 | 70 | 15 | 15 | 0 | 0 | 0.70 | 0.26 |
| | 11 | MC | 1 | 59189 | 0 | 5 | 4 | 4 | 87 | 0 | 0.87 | 0.43 |
| | 12 | MC | 1 | 59189 | 0 | 72 | 11 | 5 | 11 | 1 | 0.72 | 0.42 |
| | 13 | MC | 1 | 59189 | 0 | 4 | 10 | 3 | 83 | 0 | 0.83 | 0.43 |
| | 14 | MC | 1 | 59189 | 0 | 16 | 6 | 61 | 16 | 1 | 0.61 | 0.38 |
| | 15 | MC | 1 | 59189 | 0 | 7 | 11 | 76 | 6 | 0 | 0.76 | 0.42 |
| | 16 | MC | 1 | 59189 | 0 | 5 | 72 | 11 | 11 | 1 | 0.72 | 0.42 |
| | 17 | MC | 1 | 59189 | 0 | 7 | 10 | 64 | 19 | 1 | 0.64 | 0.36 |
| | 18 | MC | 1 | 59189 | 0 | 5 | 4 | 31 | 60 | 1 | 0.60 | 0.22 |
| | 19 | MC | 1 | 59189 | 0 | 9 | 6 | 9 | 76 | 1 | 0.76 | 0.32 |
| | 20 | MC | 1 | 59189 | 0 | 10 | 2 | 86 | 2 | 0 | 0.86 | 0.31 |
| | 21 | MC | 1 | 59189 | 0 | 82 | 5 | 4 | 7 | 1 | 0.82 | 0.35 |
| | 22 | MC | 1 | 59189 | 0 | 7 | 2 | 2 | 88 | 1 | 0.88 | 0.44 |
| | 23 | MC | 1 | 59189 | 0 | 1 | 92 | 4 | 2 | 1 | 0.92 | 0.34 |
| | 24 | MC | 1 | 59189 | 0 | 2 | 10 | 81 | 5 | 1 | 0.81 | 0.60 |
| SP | 1 | SS | 2 | 59189 | 6 | 23 | 72 | 0 | 0 | 0 | 0.83 | 0.73 |
| | 2 | SS | 2 | 59189 | 4 | 19 | 77 | 0 | 0 | 0 | 0.86 | 0.68 |
| | 3 | SS | 2 | 59189 | 3 | 12 | 85 | 0 | 0 | 0 | 0.91 | 0.73 |
| | 4 | SS | 2 | 59189 | 2 | 11 | 87 | 0 | 0 | 0 | 0.92 | 0.74 |
| | 5 | SS | 2 | 59189 | 2 | 10 | 88 | 0 | 0 | 0 | 0.93 | 0.67 |
| | 6 | SE | 4 | 59189 | 3 | 3 | 17 | 39 | 38 | 0 | 0.76 | 0.80 |
| | 7 | SS | 2 | 59189 | 6 | 28 | 66 | 0 | 0 | 0 | 0.80 | 0.72 |
| | 8 | SS | 2 | 59189 | 3 | 21 | 76 | 0 | 0 | 0 | 0.86 | 0.73 |
| | 9 | SS | 2 | 59189 | 4 | 31 | 65 | 0 | 0 | 0 | 0.81 | 0.71 |
| | 10 | SS | 2 | 59189 | 3 | 21 | 76 | 0 | 0 | 0 | 0.87 | 0.70 |
| | 11 | SS | 2 | 59189 | 6 | 37 | 57 | 0 | 0 | 0 | 0.76 | 0.68 |
| | 12 | SS | 2 | 59189 | 5 | 13 | 81 | 0 | 0 | 0 | 0.88 | 0.72 |
| | 13 | SS | 2 | 59189 | 6 | 11 | 83 | 0 | 0 | 0 | 0.89 | 0.73 |
| | 14 | SS | 2 | 59189 | 6 | 17 | 77 | 0 | 0 | 0 | 0.86 | 0.73 |
| | 15 | SS | 2 | 59189 | 3 | 9 | 88 | 0 | 0 | 0 | 0.93 | 0.67 |
| | 16 | SS | 2 | 59189 | 6 | 13 | 81 | 0 | 0 | 0 | 0.88 | 0.66 |

B.2: Grade 2–Grade 4**Reading and Writing**

| | Item Number | Item Format | Max Points | N- count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|-----------|----------------|----------------|---------------|-------------|--------|--------|--------|--------|--------|-----------|---------|-------------------|
| RD | 1 | MC | 1 | 59179 | 0 | 9 | 3 | 88 | 0 | 0 | 0.88 | 0.46 |
| | 2 | MC | 1 | 59179 | 0 | 2 | 96 | 1 | 0 | 0 | 0.96 | 0.30 |
| | 3 | MC | 1 | 59179 | 0 | 94 | 3 | 2 | 0 | 0 | 0.94 | 0.47 |
| | 4 | MC | 1 | 59179 | 0 | 3 | 4 | 92 | 0 | 0 | 0.92 | 0.45 |
| | 5 | MC | 1 | 59179 | 0 | 91 | 4 | 4 | 0 | 0 | 0.91 | 0.40 |
| | 6 | MC | 1 | 59179 | 0 | 2 | 91 | 6 | 0 | 0 | 0.91 | 0.47 |
| | 7 | MC | 1 | 59179 | 0 | 5 | 3 | 92 | 0 | 0 | 0.92 | 0.51 |
| | 8 | MC | 1 | 59179 | 0 | 87 | 2 | 3 | 6 | 1 | 0.87 | 0.48 |
| | 9 | MC | 1 | 59179 | 0 | 9 | 7 | 19 | 63 | 1 | 0.63 | 0.40 |
| | 10 | MC | 1 | 59179 | 0 | 7 | 64 | 7 | 21 | 1 | 0.64 | 0.54 |
| | 11 | MC | 1 | 59179 | 0 | 29 | 37 | 22 | 10 | 1 | 0.37 | 0.26 |
| | 12 | MC | 1 | 59179 | 0 | 27 | 23 | 44 | 6 | 1 | 0.44 | 0.38 |
| | 13 | MC | 1 | 59179 | 0 | 6 | 4 | 6 | 83 | 1 | 0.83 | 0.52 |
| | 14 | MC | 1 | 59179 | 0 | 9 | 6 | 72 | 13 | 1 | 0.72 | 0.53 |
| | 15 | MC | 1 | 59179 | 0 | 8 | 6 | 5 | 80 | 1 | 0.80 | 0.64 |
| | 16 | MC | 1 | 59179 | 0 | 77 | 6 | 10 | 6 | 1 | 0.77 | 0.56 |
| | 17 | MC | 1 | 59179 | 0 | 59 | 27 | 6 | 8 | 1 | 0.59 | 0.42 |
| | 18 | MC | 1 | 59179 | 0 | 12 | 58 | 11 | 18 | 1 | 0.58 | 0.53 |
| | 19 | MC | 1 | 59179 | 0 | 10 | 10 | 10 | 69 | 1 | 0.69 | 0.47 |
| | 20 | MC | 1 | 59179 | 0 | 15 | 7 | 12 | 64 | 1 | 0.64 | 0.55 |
| | 21 | MC | 1 | 59179 | 0 | 6 | 69 | 15 | 9 | 1 | 0.69 | 0.59 |
| | 22 | MC | 1 | 59179 | 0 | 8 | 14 | 7 | 70 | 1 | 0.70 | 0.55 |
| | 23 | MC | 1 | 59179 | 0 | 69 | 6 | 15 | 9 | 1 | 0.69 | 0.55 |
| | 24 | MC | 1 | 59179 | 0 | 12 | 12 | 61 | 14 | 1 | 0.61 | 0.49 |
| WR | 1 | MC | 1 | 59179 | 0 | 8 | 80 | 12 | 0 | 0 | 0.80 | 0.47 |
| | 2 | MC | 1 | 59179 | 0 | 97 | 2 | 1 | 0 | 0 | 0.97 | 0.36 |
| | 3 | MC | 1 | 59179 | 0 | 13 | 7 | 79 | 0 | 0 | 0.79 | 0.48 |
| | 4 | MC | 1 | 59179 | 0 | 83 | 9 | 8 | 0 | 0 | 0.83 | 0.47 |
| | 5 | MC | 1 | 59179 | 0 | 6 | 8 | 7 | 79 | 0 | 0.79 | 0.62 |
| | 6 | MC | 1 | 59179 | 0 | 58 | 8 | 12 | 21 | 1 | 0.58 | 0.41 |
| | 7 | MC | 1 | 59179 | 0 | 7 | 4 | 85 | 4 | 0 | 0.85 | 0.60 |
| | 8 | MC | 1 | 59179 | 0 | 26 | 64 | 4 | 5 | 1 | 0.64 | 0.50 |
| | 9 | MC | 1 | 59179 | 0 | 8 | 16 | 7 | 69 | 1 | 0.69 | 0.59 |
| | 10 | MC | 1 | 59179 | 0 | 27 | 11 | 5 | 56 | 1 | 0.56 | 0.50 |
| | 11 | MC | 1 | 59179 | 0 | 4 | 6 | 84 | 5 | 1 | 0.84 | 0.52 |
| | 12 | MC | 1 | 59179 | 0 | 4 | 83 | 7 | 5 | 1 | 0.83 | 0.51 |
| | 13 | CR | 2 | 59179 | 8 | 14 | 79 | 0 | 0 | 0 | 0.85 | 0.65 |
| | 14 | CR | 2 | 59179 | 9 | 20 | 71 | 0 | 0 | 0 | 0.81 | 0.69 |
| | 15 | CR | 2 | 59179 | 19 | 17 | 64 | 0 | 0 | 0 | 0.73 | 0.65 |
| | 16 | ER | 4 | 59179 | 11 | 23 | 36 | 23 | 7 | 0 | 0.48 | 0.75 |

B.3: Grade 5–Grade 6

Listening and Speaking

| | Item Number | Item Format | Max Points | N-count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|----|-------------|-------------|------------|---------|--------|--------|--------|--------|--------|--------|---------|----------------|
| LI | 1 | MC | 1 | 26011 | 0 | 1 | 4 | 94 | 0 | 0 | 0.94 | 0.56 |
| | 2 | MC | 1 | 26011 | 0 | 91 | 8 | 2 | 0 | 0 | 0.91 | 0.44 |
| | 3 | MC | 1 | 26011 | 0 | 14 | 70 | 16 | 0 | 0 | 0.70 | 0.45 |
| | 4 | MC | 1 | 26011 | 0 | 4 | 2 | 93 | 2 | 0 | 0.93 | 0.54 |
| | 5 | MC | 1 | 26011 | 0 | 2 | 2 | 3 | 92 | 0 | 0.92 | 0.47 |
| | 6 | MC | 1 | 26011 | 0 | 87 | 6 | 4 | 3 | 0 | 0.87 | 0.53 |
| | 7 | MC | 1 | 26011 | 0 | 4 | 3 | 4 | 88 | 0 | 0.88 | 0.63 |
| | 8 | MC | 1 | 26011 | 0 | 13 | 73 | 10 | 3 | 0 | 0.73 | 0.32 |
| | 9 | MC | 1 | 26011 | 0 | 4 | 8 | 8 | 79 | 0 | 0.79 | 0.44 |
| | 10 | MC | 1 | 26011 | 0 | 3 | 89 | 4 | 4 | 0 | 0.89 | 0.64 |
| | 11 | MC | 1 | 26011 | 0 | 12 | 75 | 8 | 5 | 0 | 0.75 | 0.39 |
| | 12 | MC | 1 | 26011 | 0 | 68 | 11 | 17 | 4 | 0 | 0.68 | 0.30 |
| | 13 | MC | 1 | 26011 | 0 | 64 | 6 | 18 | 11 | 0 | 0.64 | 0.45 |
| | 14 | MC | 1 | 26011 | 0 | 3 | 6 | 11 | 79 | 0 | 0.79 | 0.49 |
| | 15 | MC | 1 | 26011 | 0 | 12 | 12 | 64 | 11 | 0 | 0.64 | 0.36 |
| | 16 | MC | 1 | 26011 | 0 | 26 | 5 | 62 | 6 | 0 | 0.62 | 0.35 |
| | 17 | MC | 1 | 26011 | 0 | 2 | 90 | 5 | 2 | 0 | 0.90 | 0.56 |
| | 18 | MC | 1 | 26011 | 0 | 87 | 4 | 5 | 4 | 0 | 0.87 | 0.53 |
| | 19 | MC | 1 | 26011 | 0 | 3 | 3 | 88 | 5 | 0 | 0.88 | 0.49 |
| | 20 | MC | 1 | 26011 | 0 | 13 | 65 | 6 | 16 | 0 | 0.65 | 0.40 |
| | 21 | MC | 1 | 26011 | 0 | 22 | 26 | 1 | 50 | 0 | 0.50 | 0.29 |
| | 22 | MC | 1 | 26011 | 0 | 2 | 1 | 14 | 83 | 0 | 0.83 | 0.36 |
| | 23 | MC | 1 | 26011 | 0 | 16 | 65 | 10 | 9 | 0 | 0.65 | 0.22 |
| | 24 | MC | 1 | 26011 | 0 | 75 | 7 | 10 | 7 | 0 | 0.75 | 0.37 |
| | 25 | MC | 1 | 26011 | 0 | 7 | 6 | 85 | 2 | 0 | 0.85 | 0.50 |
| SP | 1 | SS | 2 | 26011 | 5 | 19 | 77 | 0 | 0 | 0 | 0.86 | 0.78 |
| | 2 | SS | 2 | 26011 | 5 | 22 | 73 | 0 | 0 | 0 | 0.84 | 0.77 |
| | 3 | SS | 2 | 26011 | 4 | 22 | 74 | 0 | 0 | 0 | 0.85 | 0.75 |
| | 4 | SS | 2 | 26011 | 4 | 20 | 76 | 0 | 0 | 0 | 0.86 | 0.68 |
| | 5 | SS | 2 | 26011 | 8 | 21 | 71 | 0 | 0 | 0 | 0.81 | 0.76 |
| | 6 | SE | 4 | 26011 | 3 | 4 | 14 | 33 | 46 | 0 | 0.79 | 0.83 |
| | 7 | SS | 2 | 26011 | 6 | 21 | 74 | 0 | 0 | 0 | 0.84 | 0.77 |
| | 8 | SS | 2 | 26011 | 4 | 17 | 79 | 0 | 0 | 0 | 0.87 | 0.79 |
| | 9 | SS | 2 | 26011 | 4 | 20 | 76 | 0 | 0 | 0 | 0.86 | 0.79 |
| | 10 | SS | 2 | 26011 | 4 | 21 | 76 | 0 | 0 | 0 | 0.86 | 0.77 |
| | 11 | SS | 2 | 26011 | 5 | 23 | 72 | 0 | 0 | 0 | 0.83 | 0.77 |
| | 12 | SS | 2 | 26011 | 4 | 12 | 84 | 0 | 0 | 0 | 0.90 | 0.70 |
| | 13 | SS | 2 | 26011 | 5 | 10 | 85 | 0 | 0 | 0 | 0.90 | 0.76 |
| | 14 | SS | 2 | 26011 | 6 | 7 | 86 | 0 | 0 | 0 | 0.90 | 0.78 |
| | 15 | SS | 2 | 26011 | 12 | 17 | 71 | 0 | 0 | 0 | 0.80 | 0.73 |
| | 16 | SS | 2 | 26011 | 11 | 21 | 69 | 0 | 0 | 0 | 0.79 | 0.77 |

B.3: Grade 5–Grade 6

Reading and Writing

| | Item Number | Item Format | Max Points | N-count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|----|-------------|-------------|------------|---------|--------|--------|--------|--------|--------|--------|---------|----------------|
| RD | 1 | MC | 1 | 26010 | 0 | 87 | 4 | 9 | 0 | 0 | 0.87 | 0.44 |
| | 2 | MC | 1 | 26010 | 0 | 3 | 94 | 3 | 0 | 0 | 0.94 | 0.43 |
| | 3 | MC | 1 | 26010 | 0 | 7 | 7 | 86 | 0 | 0 | 0.86 | 0.39 |
| | 4 | MC | 1 | 26010 | 0 | 3 | 82 | 3 | 12 | 0 | 0.82 | 0.37 |
| | 5 | MC | 1 | 26010 | 0 | 4 | 3 | 87 | 5 | 0 | 0.87 | 0.52 |
| | 6 | MC | 1 | 26010 | 0 | 7 | 8 | 9 | 75 | 0 | 0.75 | 0.58 |
| | 7 | MC | 1 | 26010 | 0 | 13 | 76 | 5 | 6 | 0 | 0.76 | 0.57 |
| | 8 | MC | 1 | 26010 | 0 | 19 | 6 | 9 | 66 | 0 | 0.66 | 0.37 |
| | 9 | MC | 1 | 26010 | 0 | 12 | 4 | 75 | 8 | 0 | 0.75 | 0.59 |
| | 10 | MC | 1 | 26010 | 0 | 80 | 6 | 10 | 3 | 0 | 0.80 | 0.52 |
| | 11 | MC | 1 | 26010 | 0 | 8 | 8 | 67 | 17 | 0 | 0.67 | 0.47 |
| | 12 | MC | 1 | 26010 | 0 | 70 | 13 | 8 | 9 | 0 | 0.70 | 0.56 |
| | 13 | MC | 1 | 26010 | 0 | 9 | 23 | 8 | 59 | 0 | 0.59 | 0.40 |
| | 14 | MC | 1 | 26010 | 0 | 73 | 11 | 4 | 12 | 0 | 0.73 | 0.56 |
| | 15 | MC | 1 | 26010 | 0 | 5 | 86 | 5 | 4 | 0 | 0.86 | 0.55 |
| | 16 | MC | 1 | 26010 | 0 | 79 | 6 | 6 | 9 | 0 | 0.79 | 0.58 |
| | 17 | MC | 1 | 26010 | 0 | 29 | 9 | 55 | 6 | 0 | 0.55 | 0.23 |
| | 18 | MC | 1 | 26010 | 0 | 27 | 13 | 15 | 45 | 0 | 0.45 | 0.41 |
| | 19 | MC | 1 | 26010 | 0 | 12 | 6 | 74 | 7 | 0 | 0.74 | 0.30 |
| | 20 | MC | 1 | 26010 | 0 | 7 | 11 | 79 | 3 | 0 | 0.79 | 0.50 |
| | 21 | MC | 1 | 26010 | 0 | 20 | 73 | 4 | 3 | 0 | 0.73 | 0.58 |
| | 22 | MC | 1 | 26010 | 0 | 64 | 7 | 15 | 14 | 0 | 0.64 | 0.54 |
| | 23 | MC | 1 | 26010 | 0 | 14 | 56 | 21 | 9 | 0 | 0.56 | 0.45 |
| | 24 | MC | 1 | 26010 | 0 | 10 | 35 | 17 | 37 | 0 | 0.37 | 0.22 |
| | 25 | MC | 1 | 26010 | 0 | 80 | 8 | 5 | 7 | 0 | 0.80 | 0.41 |
| | 26 | MC | 1 | 26010 | 0 | 6 | 47 | 32 | 15 | 0 | 0.47 | 0.33 |
| | 27 | MC | 1 | 26010 | 0 | 10 | 8 | 9 | 72 | 0 | 0.72 | 0.45 |
| WR | 1 | MC | 1 | 26010 | 0 | 9 | 87 | 4 | 0 | 0 | 0.87 | 0.47 |
| | 2 | MC | 1 | 26010 | 0 | 6 | 4 | 90 | 0 | 0 | 0.90 | 0.42 |
| | 3 | MC | 1 | 26010 | 0 | 49 | 26 | 9 | 15 | 0 | 0.49 | 0.38 |
| | 4 | MC | 1 | 26010 | 0 | 7 | 8 | 58 | 27 | 0 | 0.58 | 0.39 |
| | 5 | MC | 1 | 26010 | 0 | 6 | 2 | 89 | 2 | 0 | 0.89 | 0.47 |
| | 6 | MC | 1 | 26010 | 0 | 8 | 8 | 5 | 79 | 0 | 0.79 | 0.51 |
| | 7 | MC | 1 | 26010 | 0 | 7 | 81 | 6 | 6 | 0 | 0.81 | 0.57 |
| | 8 | MC | 1 | 26010 | 0 | 3 | 14 | 7 | 75 | 0 | 0.75 | 0.55 |
| | 9 | MC | 1 | 26010 | 0 | 89 | 3 | 6 | 2 | 0 | 0.89 | 0.50 |
| | 10 | MC | 1 | 26010 | 0 | 9 | 3 | 5 | 83 | 0 | 0.83 | 0.61 |
| | 11 | MC | 1 | 26010 | 0 | 5 | 5 | 85 | 5 | 0 | 0.85 | 0.51 |
| | 12 | MC | 1 | 26010 | 0 | 86 | 5 | 4 | 5 | 0 | 0.86 | 0.55 |
| | 13 | MC | 1 | 26010 | 0 | 5 | 13 | 68 | 13 | 1 | 0.68 | 0.55 |
| | 14 | MC | 1 | 26010 | 0 | 87 | 3 | 4 | 6 | 1 | 0.87 | 0.50 |
| | 15 | MC | 1 | 26010 | 0 | 9 | 53 | 5 | 33 | 1 | 0.53 | 0.37 |
| | 16 | CR | 2 | 26010 | 7 | 18 | 75 | 0 | 0 | 0 | 0.84 | 0.65 |
| | 17 | CR | 2 | 26010 | 24 | 42 | 35 | 0 | 0 | 0 | 0.56 | 0.62 |
| | 18 | CR | 2 | 26010 | 36 | 34 | 30 | 0 | 0 | 0 | 0.47 | 0.58 |
| | 19 | ER | 4 | 26010 | 18 | 31 | 32 | 15 | 5 | 0 | 0.40 | 0.71 |

B.4: Grade 7–Grade 8

Listening and Speaking

| | Item Number | Item Format | Max Points | N-count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|----|-------------|-------------|------------|---------|--------|--------|--------|--------|--------|--------|---------|----------------|
| LI | 1 | MC | 1 | 22868 | 0 | 2 | 3 | 95 | 0 | 0 | 0.95 | 0.44 |
| | 2 | MC | 1 | 22868 | 0 | 2 | 6 | 92 | 0 | 0 | 0.92 | 0.42 |
| | 3 | MC | 1 | 22868 | 0 | 84 | 13 | 3 | 0 | 0 | 0.84 | 0.39 |
| | 4 | MC | 1 | 22868 | 0 | 8 | 17 | 64 | 11 | 0 | 0.64 | 0.41 |
| | 5 | MC | 1 | 22868 | 0 | 49 | 19 | 21 | 11 | 1 | 0.49 | 0.33 |
| | 6 | MC | 1 | 22868 | 0 | 6 | 73 | 9 | 11 | 0 | 0.73 | 0.52 |
| | 7 | MC | 1 | 22868 | 0 | 4 | 13 | 64 | 18 | 0 | 0.64 | 0.39 |
| | 8 | MC | 1 | 22868 | 0 | 15 | 58 | 10 | 17 | 1 | 0.58 | 0.35 |
| | 9 | MC | 1 | 22868 | 0 | 14 | 9 | 21 | 55 | 0 | 0.55 | 0.30 |
| | 10 | MC | 1 | 22868 | 0 | 5 | 11 | 16 | 68 | 0 | 0.68 | 0.44 |
| | 11 | MC | 1 | 22868 | 0 | 6 | 12 | 62 | 20 | 0 | 0.62 | 0.44 |
| | 12 | MC | 1 | 22868 | 0 | 18 | 5 | 48 | 28 | 0 | 0.48 | 0.31 |
| | 13 | MC | 1 | 22868 | 0 | 12 | 73 | 8 | 6 | 0 | 0.73 | 0.48 |
| | 14 | MC | 1 | 22868 | 0 | 57 | 22 | 14 | 7 | 1 | 0.57 | 0.35 |
| | 15 | MC | 1 | 22868 | 0 | 26 | 12 | 47 | 14 | 1 | 0.47 | 0.25 |
| | 16 | MC | 1 | 22868 | 0 | 71 | 11 | 10 | 7 | 0 | 0.71 | 0.44 |
| | 17 | MC | 1 | 22868 | 0 | 5 | 15 | 78 | 2 | 0 | 0.78 | 0.39 |
| | 18 | MC | 1 | 22868 | 0 | 5 | 77 | 13 | 5 | 0 | 0.77 | 0.40 |
| | 19 | MC | 1 | 22868 | 0 | 61 | 11 | 20 | 8 | 0 | 0.61 | 0.38 |
| | 20 | MC | 1 | 22868 | 0 | 6 | 80 | 4 | 9 | 0 | 0.80 | 0.58 |
| | 21 | MC | 1 | 22868 | 0 | 70 | 19 | 6 | 5 | 0 | 0.70 | 0.40 |
| | 22 | MC | 1 | 22868 | 0 | 29 | 59 | 7 | 4 | 0 | 0.59 | 0.25 |
| | 23 | MC | 1 | 22868 | 0 | 19 | 9 | 66 | 5 | 0 | 0.66 | 0.41 |
| | 24 | MC | 1 | 22868 | 0 | 19 | 53 | 23 | 4 | 0 | 0.53 | 0.20 |
| | 25 | MC | 1 | 22868 | 0 | 10 | 5 | 5 | 80 | 0 | 0.80 | 0.51 |
| SP | 1 | SS | 2 | 22868 | 8 | 25 | 67 | 0 | 0 | 0 | 0.79 | 0.77 |
| | 2 | SS | 2 | 22868 | 7 | 23 | 70 | 0 | 0 | 0 | 0.82 | 0.79 |
| | 3 | SS | 2 | 22868 | 12 | 22 | 67 | 0 | 0 | 0 | 0.78 | 0.81 |
| | 4 | SS | 2 | 22868 | 10 | 24 | 66 | 0 | 0 | 0 | 0.78 | 0.80 |
| | 5 | SS | 2 | 22868 | 9 | 26 | 65 | 0 | 0 | 0 | 0.78 | 0.77 |
| | 6 | SE | 4 | 22868 | 7 | 8 | 21 | 32 | 32 | 0 | 0.69 | 0.85 |
| | 7 | SS | 2 | 22868 | 7 | 26 | 67 | 0 | 0 | 0 | 0.80 | 0.79 |
| | 8 | SS | 2 | 22868 | 6 | 24 | 70 | 0 | 0 | 0 | 0.82 | 0.78 |
| | 9 | SS | 2 | 22868 | 8 | 22 | 71 | 0 | 0 | 0 | 0.81 | 0.81 |
| | 10 | SS | 2 | 22868 | 5 | 23 | 72 | 0 | 0 | 0 | 0.83 | 0.78 |
| | 11 | SS | 2 | 22868 | 6 | 19 | 75 | 0 | 0 | 0 | 0.84 | 0.79 |
| | 12 | SS | 2 | 22868 | 11 | 23 | 67 | 0 | 0 | 0 | 0.78 | 0.77 |
| | 13 | SS | 2 | 22868 | 13 | 22 | 65 | 0 | 0 | 0 | 0.76 | 0.81 |
| | 14 | SS | 2 | 22868 | 7 | 14 | 79 | 0 | 0 | 0 | 0.86 | 0.74 |
| | 15 | SS | 2 | 22868 | 9 | 17 | 74 | 0 | 0 | 0 | 0.83 | 0.75 |
| | 16 | SS | 2 | 22868 | 18 | 17 | 65 | 0 | 0 | 0 | 0.74 | 0.81 |

B.4: Grade 7–Grade 8

Reading and Writing

| | Item Number | Item Format | Max Points | N-count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|-----------|-------------|-------------|------------|---------|--------|--------|--------|--------|--------|--------|---------|----------------|
| RD | 1 | MC | 1 | 22865 | 0 | 89 | 9 | 2 | 0 | 0 | 0.89 | 0.44 |
| | 2 | MC | 1 | 22865 | 0 | 4 | 93 | 3 | 0 | 0 | 0.93 | 0.39 |
| | 3 | MC | 1 | 22865 | 0 | 89 | 5 | 6 | 0 | 0 | 0.89 | 0.43 |
| | 4 | MC | 1 | 22865 | 0 | 79 | 7 | 12 | 2 | 0 | 0.79 | 0.44 |
| | 5 | MC | 1 | 22865 | 0 | 11 | 66 | 9 | 13 | 0 | 0.66 | 0.50 |
| | 6 | MC | 1 | 22865 | 0 | 66 | 20 | 11 | 3 | 0 | 0.66 | 0.11 |
| | 7 | MC | 1 | 22865 | 0 | 4 | 14 | 61 | 21 | 0 | 0.61 | 0.41 |
| | 8 | MC | 1 | 22865 | 0 | 16 | 51 | 14 | 18 | 0 | 0.51 | 0.56 |
| | 9 | MC | 1 | 22865 | 0 | 10 | 60 | 18 | 12 | 0 | 0.60 | 0.54 |
| | 10 | MC | 1 | 22865 | 0 | 25 | 14 | 9 | 52 | 0 | 0.52 | 0.40 |
| | 11 | MC | 1 | 22865 | 0 | 7 | 19 | 57 | 17 | 0 | 0.57 | 0.46 |
| | 12 | MC | 1 | 22865 | 0 | 48 | 8 | 31 | 13 | 0 | 0.48 | 0.49 |
| | 13 | MC | 1 | 22865 | 0 | 76 | 11 | 6 | 7 | 0 | 0.76 | 0.56 |
| | 14 | MC | 1 | 22865 | 0 | 8 | 14 | 10 | 67 | 1 | 0.67 | 0.48 |
| | 15 | MC | 1 | 22865 | 0 | 57 | 10 | 20 | 12 | 0 | 0.57 | 0.45 |
| | 16 | MC | 1 | 22865 | 0 | 19 | 12 | 59 | 9 | 0 | 0.59 | 0.50 |
| | 17 | MC | 1 | 22865 | 0 | 15 | 19 | 12 | 55 | 0 | 0.55 | 0.48 |
| | 18 | MC | 1 | 22865 | 0 | 52 | 12 | 16 | 19 | 0 | 0.52 | 0.34 |
| | 19 | MC | 1 | 22865 | 0 | 22 | 14 | 56 | 9 | 0 | 0.56 | 0.52 |
| | 20 | MC | 1 | 22865 | 0 | 16 | 54 | 10 | 20 | 0 | 0.54 | 0.54 |
| | 21 | MC | 1 | 22865 | 0 | 17 | 65 | 10 | 7 | 0 | 0.65 | 0.48 |
| | 22 | MC | 1 | 22865 | 0 | 6 | 7 | 9 | 77 | 0 | 0.77 | 0.51 |
| | 23 | MC | 1 | 22865 | 0 | 23 | 9 | 54 | 14 | 0 | 0.54 | 0.48 |
| | 24 | MC | 1 | 22865 | 0 | 26 | 17 | 12 | 45 | 1 | 0.45 | 0.36 |
| | 25 | MC | 1 | 22865 | 0 | 22 | 26 | 36 | 16 | 0 | 0.36 | 0.18 |
| | 26 | MC | 1 | 22865 | 0 | 9 | 63 | 19 | 9 | 0 | 0.63 | 0.51 |
| | 27 | MC | 1 | 22865 | 0 | 22 | 12 | 9 | 57 | 0 | 0.57 | 0.38 |
| WR | 1 | MC | 1 | 22865 | 0 | 7 | 88 | 4 | 0 | 0 | 0.88 | 0.40 |
| | 2 | MC | 1 | 22865 | 0 | 96 | 2 | 2 | 0 | 0 | 0.96 | 0.33 |
| | 3 | MC | 1 | 22865 | 0 | 4 | 6 | 9 | 81 | 0 | 0.81 | 0.55 |
| | 4 | MC | 1 | 22865 | 0 | 17 | 4 | 58 | 21 | 0 | 0.58 | 0.45 |
| | 5 | MC | 1 | 22865 | 0 | 9 | 78 | 9 | 4 | 0 | 0.78 | 0.48 |
| | 6 | MC | 1 | 22865 | 0 | 83 | 3 | 9 | 5 | 0 | 0.83 | 0.54 |
| | 7 | MC | 1 | 22865 | 0 | 56 | 11 | 11 | 22 | 0 | 0.56 | 0.41 |
| | 8 | MC | 1 | 22865 | 0 | 5 | 25 | 50 | 20 | 0 | 0.50 | 0.35 |
| | 9 | MC | 1 | 22865 | 0 | 13 | 79 | 5 | 3 | 0 | 0.79 | 0.56 |
| | 10 | MC | 1 | 22865 | 0 | 4 | 4 | 28 | 65 | 0 | 0.65 | 0.46 |
| | 11 | MC | 1 | 22865 | 0 | 8 | 12 | 70 | 10 | 0 | 0.70 | 0.55 |
| | 12 | MC | 1 | 22865 | 0 | 11 | 80 | 4 | 4 | 0 | 0.80 | 0.56 |
| | 13 | MC | 1 | 22865 | 0 | 8 | 11 | 4 | 77 | 1 | 0.77 | 0.55 |
| | 14 | MC | 1 | 22865 | 0 | 21 | 5 | 67 | 6 | 1 | 0.67 | 0.42 |
| | 15 | MC | 1 | 22865 | 0 | 6 | 4 | 10 | 80 | 1 | 0.80 | 0.58 |
| | 16 | CR | 2 | 22865 | 21 | 19 | 60 | 0 | 0 | 0 | 0.70 | 0.71 |
| | 17 | CR | 2 | 22865 | 24 | 28 | 48 | 0 | 0 | 0 | 0.62 | 0.71 |
| | 18 | CR | 2 | 22865 | 28 | 37 | 35 | 0 | 0 | 0 | 0.53 | 0.66 |
| | 19 | ER | 4 | 22865 | 18 | 24 | 30 | 21 | 8 | 0 | 0.44 | 0.78 |

B.5: Grade 9–Grade 12**Listening and Speaking**

| | Item Number | Item Format | Max Points | N- count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|----|----------------|----------------|---------------|-------------|--------|--------|--------|--------|--------|-----------|---------|-------------------|
| LI | 1 | MC | 1 | 37798 | 0 | 87 | 7 | 5 | 0 | 1 | 0.87 | 0.49 |
| | 2 | MC | 1 | 37798 | 0 | 84 | 5 | 10 | 0 | 1 | 0.84 | 0.50 |
| | 3 | MC | 1 | 37798 | 0 | 7 | 87 | 6 | 0 | 1 | 0.87 | 0.47 |
| | 4 | MC | 1 | 37798 | 0 | 8 | 82 | 5 | 5 | 0 | 0.82 | 0.46 |
| | 5 | MC | 1 | 37798 | 0 | 13 | 13 | 69 | 4 | 0 | 0.69 | 0.48 |
| | 6 | MC | 1 | 37798 | 0 | 11 | 13 | 61 | 13 | 1 | 0.61 | 0.41 |
| | 7 | MC | 1 | 37798 | 0 | 26 | 40 | 14 | 19 | 1 | 0.40 | 0.23 |
| | 8 | MC | 1 | 37798 | 0 | 70 | 9 | 11 | 10 | 1 | 0.70 | 0.41 |
| | 9 | MC | 1 | 37798 | 0 | 13 | 5 | 4 | 77 | 1 | 0.77 | 0.51 |
| | 10 | MC | 1 | 37798 | 0 | 7 | 84 | 6 | 3 | 1 | 0.84 | 0.47 |
| | 11 | MC | 1 | 37798 | 0 | 9 | 5 | 13 | 72 | 1 | 0.72 | 0.49 |
| | 12 | MC | 1 | 37798 | 0 | 12 | 12 | 71 | 5 | 1 | 0.71 | 0.50 |
| | 13 | MC | 1 | 37798 | 0 | 57 | 20 | 17 | 5 | 1 | 0.57 | 0.34 |
| | 14 | MC | 1 | 37798 | 0 | 20 | 8 | 66 | 6 | 1 | 0.66 | 0.47 |
| | 15 | MC | 1 | 37798 | 0 | 5 | 8 | 6 | 80 | 1 | 0.80 | 0.53 |
| | 16 | MC | 1 | 37798 | 0 | 9 | 82 | 4 | 5 | 0 | 0.82 | 0.45 |
| | 17 | MC | 1 | 37798 | 0 | 12 | 9 | 64 | 15 | 1 | 0.64 | 0.49 |
| | 18 | MC | 1 | 37798 | 0 | 7 | 9 | 28 | 55 | 1 | 0.55 | 0.44 |
| | 19 | MC | 1 | 37798 | 0 | 72 | 13 | 4 | 9 | 1 | 0.72 | 0.62 |
| | 20 | MC | 1 | 37798 | 0 | 70 | 7 | 7 | 14 | 1 | 0.70 | 0.54 |
| | 21 | MC | 1 | 37798 | 0 | 15 | 12 | 10 | 63 | 1 | 0.63 | 0.45 |
| | 22 | MC | 1 | 37798 | 0 | 4 | 5 | 85 | 6 | 1 | 0.85 | 0.46 |
| | 23 | MC | 1 | 37798 | 0 | 14 | 13 | 8 | 64 | 1 | 0.64 | 0.53 |
| | 24 | MC | 1 | 37798 | 0 | 23 | 60 | 10 | 7 | 1 | 0.60 | 0.42 |
| | 25 | MC | 1 | 37798 | 0 | 70 | 12 | 7 | 10 | 1 | 0.70 | 0.47 |
| SP | 1 | SS | 2 | 37798 | 6 | 22 | 73 | 0 | 0 | 0 | 0.84 | 0.74 |
| | 2 | SS | 2 | 37798 | 7 | 31 | 62 | 0 | 0 | 0 | 0.78 | 0.75 |
| | 3 | SS | 2 | 37798 | 4 | 31 | 65 | 0 | 0 | 0 | 0.81 | 0.68 |
| | 4 | SS | 2 | 37798 | 8 | 31 | 61 | 0 | 0 | 0 | 0.77 | 0.73 |
| | 5 | SS | 2 | 37798 | 10 | 22 | 68 | 0 | 0 | 0 | 0.79 | 0.76 |
| | 6 | SE | 4 | 37798 | 3 | 6 | 19 | 33 | 39 | 0 | 0.75 | 0.84 |
| | 7 | SS | 2 | 37798 | 8 | 38 | 54 | 0 | 0 | 0 | 0.73 | 0.74 |
| | 8 | SS | 2 | 37798 | 4 | 30 | 66 | 0 | 0 | 0 | 0.81 | 0.74 |
| | 9 | SS | 2 | 37798 | 4 | 25 | 71 | 0 | 0 | 0 | 0.84 | 0.72 |
| | 10 | SS | 2 | 37798 | 5 | 25 | 69 | 0 | 0 | 0 | 0.82 | 0.75 |
| | 11 | SS | 2 | 37798 | 7 | 32 | 61 | 0 | 0 | 0 | 0.77 | 0.76 |
| | 12 | SS | 2 | 37798 | 8 | 25 | 67 | 0 | 0 | 0 | 0.79 | 0.73 |
| | 13 | SS | 2 | 37798 | 6 | 22 | 72 | 0 | 0 | 0 | 0.83 | 0.71 |
| | 14 | SS | 2 | 37798 | 5 | 19 | 76 | 0 | 0 | 0 | 0.86 | 0.72 |
| | 15 | SS | 2 | 37798 | 15 | 25 | 60 | 0 | 0 | 0 | 0.72 | 0.74 |
| | 16 | SS | 2 | 37798 | 16 | 21 | 63 | 0 | 0 | 0 | 0.73 | 0.77 |

B.5: Grade 9–Grade 12**Reading and Writing**

| | Item Number | Item Format | Max Points | N- count | % at 0 | % at 1 | % at 2 | % at 3 | % at 4 | % Omit | P-value | Point Biserial |
|----|----------------|----------------|---------------|-------------|--------|--------|--------|--------|--------|-----------|---------|-------------------|
| RD | 1 | MC | 1 | 37789 | 0 | 6 | 4 | 89 | 0 | 0 | 0.89 | 0.38 |
| | 2 | MC | 1 | 37789 | 0 | 86 | 10 | 4 | 0 | 0 | 0.86 | 0.42 |
| | 3 | MC | 1 | 37789 | 0 | 88 | 8 | 4 | 0 | 0 | 0.88 | 0.29 |
| | 4 | MC | 1 | 37789 | 0 | 2 | 93 | 2 | 2 | 0 | 0.93 | 0.34 |
| | 5 | MC | 1 | 37789 | 0 | 26 | 5 | 5 | 64 | 1 | 0.64 | 0.39 |
| | 6 | MC | 1 | 37789 | 0 | 50 | 3 | 30 | 17 | 0 | 0.50 | 0.43 |
| | 7 | MC | 1 | 37789 | 0 | 9 | 66 | 23 | 2 | 0 | 0.66 | 0.27 |
| | 8 | MC | 1 | 37789 | 0 | 8 | 8 | 2 | 81 | 0 | 0.81 | 0.33 |
| | 9 | MC | 1 | 37789 | 0 | 14 | 7 | 5 | 72 | 0 | 0.72 | 0.49 |
| | 10 | MC | 1 | 37789 | 0 | 10 | 13 | 73 | 4 | 1 | 0.73 | 0.34 |
| | 11 | MC | 1 | 37789 | 0 | 19 | 69 | 10 | 1 | 0 | 0.69 | 0.52 |
| | 12 | MC | 1 | 37789 | 0 | 6 | 21 | 63 | 10 | 0 | 0.63 | 0.33 |
| | 13 | MC | 1 | 37789 | 0 | 9 | 7 | 7 | 76 | 1 | 0.76 | 0.43 |
| | 14 | MC | 1 | 37789 | 0 | 3 | 86 | 5 | 5 | 1 | 0.86 | 0.35 |
| | 15 | MC | 1 | 37789 | 0 | 4 | 16 | 63 | 16 | 1 | 0.63 | 0.44 |
| | 16 | MC | 1 | 37789 | 0 | 15 | 52 | 18 | 14 | 1 | 0.52 | 0.38 |
| | 17 | MC | 1 | 37789 | 0 | 67 | 12 | 18 | 3 | 1 | 0.67 | 0.11 |
| | 18 | MC | 1 | 37789 | 0 | 13 | 71 | 10 | 5 | 1 | 0.71 | 0.48 |
| | 19 | MC | 1 | 37789 | 0 | 47 | 18 | 22 | 12 | 1 | 0.47 | 0.46 |
| | 20 | MC | 1 | 37789 | 0 | 5 | 16 | 71 | 7 | 1 | 0.71 | 0.35 |
| | 21 | MC | 1 | 37789 | 0 | 22 | 9 | 26 | 43 | 1 | 0.43 | 0.28 |
| | 22 | MC | 1 | 37789 | 0 | 54 | 31 | 6 | 9 | 1 | 0.54 | 0.36 |
| | 23 | MC | 1 | 37789 | 0 | 12 | 16 | 66 | 5 | 1 | 0.66 | 0.53 |
| | 24 | MC | 1 | 37789 | 0 | 48 | 14 | 23 | 14 | 1 | 0.48 | 0.35 |
| | 25 | MC | 1 | 37789 | 0 | 22 | 36 | 30 | 12 | 1 | 0.36 | 0.11 |
| | 26 | MC | 1 | 37789 | 0 | 10 | 32 | 17 | 39 | 1 | 0.39 | 0.19 |
| | 27 | MC | 1 | 37789 | 0 | 20 | 18 | 40 | 20 | 1 | 0.40 | 0.29 |
| WR | 1 | MC | 1 | 37789 | 0 | 3 | 3 | 94 | 0 | 0 | 0.94 | 0.37 |
| | 2 | MC | 1 | 37789 | 0 | 90 | 6 | 4 | 0 | 1 | 0.90 | 0.44 |
| | 3 | MC | 1 | 37789 | 0 | 6 | 5 | 4 | 84 | 1 | 0.84 | 0.44 |
| | 4 | MC | 1 | 37789 | 0 | 75 | 16 | 2 | 6 | 0 | 0.75 | 0.44 |
| | 5 | MC | 1 | 37789 | 0 | 11 | 8 | 73 | 8 | 1 | 0.73 | 0.44 |
| | 6 | MC | 1 | 37789 | 0 | 7 | 7 | 80 | 5 | 1 | 0.80 | 0.53 |
| | 7 | MC | 1 | 37789 | 0 | 17 | 66 | 13 | 4 | 1 | 0.66 | 0.42 |
| | 8 | MC | 1 | 37789 | 0 | 16 | 5 | 3 | 75 | 1 | 0.75 | 0.60 |
| | 9 | MC | 1 | 37789 | 0 | 9 | 76 | 9 | 5 | 1 | 0.76 | 0.43 |
| | 10 | MC | 1 | 37789 | 0 | 8 | 79 | 10 | 3 | 0 | 0.79 | 0.52 |
| | 11 | MC | 1 | 37789 | 0 | 5 | 11 | 70 | 14 | 1 | 0.70 | 0.51 |
| | 12 | MC | 1 | 37789 | 0 | 12 | 16 | 11 | 61 | 1 | 0.61 | 0.49 |
| | 13 | MC | 1 | 37789 | 0 | 65 | 9 | 13 | 12 | 1 | 0.65 | 0.56 |
| | 14 | MC | 1 | 37789 | 0 | 51 | 9 | 6 | 33 | 1 | 0.51 | 0.31 |
| | 15 | MC | 1 | 37789 | 0 | 10 | 14 | 22 | 53 | 1 | 0.53 | 0.38 |
| | 16 | CR | 2 | 37789 | 11 | 19 | 69 | 0 | 0 | 0 | 0.79 | 0.64 |
| | 17 | CR | 2 | 37789 | 17 | 23 | 61 | 0 | 0 | 0 | 0.72 | 0.65 |
| | 18 | CR | 2 | 37789 | 35 | 22 | 43 | 0 | 0 | 0 | 0.54 | 0.60 |
| | 19 | ER | 4 | 37789 | 11 | 14 | 27 | 29 | 19 | 0 | 0.58 | 0.78 |

APPENDIX C: RAW SCORE TO SCALE SCORE CONVERSION TABLES

C.1: Kindergarten–Grade 1

Listening and Speaking

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|-----------|---------|------|-------------|--------|
| 0 | -8.00 | 2.01 | 320 | 70 |
| 1 | -6.58 | 1.02 | 370 | 36 |
| 2 | -5.85 | 0.73 | 395 | 26 |
| 3 | -5.40 | 0.61 | 411 | 21 |
| 4 | -5.08 | 0.54 | 422 | 19 |
| 5 | -4.81 | 0.49 | 431 | 17 |
| 6 | -4.59 | 0.45 | 439 | 16 |
| 7 | -4.40 | 0.43 | 446 | 15 |
| 8 | -4.22 | 0.41 | 452 | 14 |
| 9 | -4.07 | 0.39 | 458 | 14 |
| 10 | -3.92 | 0.38 | 463 | 13 |
| 11 | -3.78 | 0.36 | 468 | 13 |
| 12 | -3.65 | 0.35 | 472 | 12 |
| 13 | -3.53 | 0.34 | 476 | 12 |
| 14 | -3.42 | 0.34 | 480 | 12 |
| 15 | -3.31 | 0.33 | 484 | 12 |
| 16 | -3.20 | 0.32 | 488 | 11 |
| 17 | -3.10 | 0.32 | 492 | 11 |
| 18 | -2.99 | 0.31 | 495 | 11 |
| 19 | -2.90 | 0.31 | 499 | 11 |
| 20 | -2.80 | 0.31 | 502 | 11 |
| 21 | -2.71 | 0.30 | 505 | 11 |
| 22 | -2.62 | 0.30 | 508 | 11 |
| 23 | -2.53 | 0.30 | 512 | 10 |
| 24 | -2.44 | 0.30 | 515 | 10 |
| 25 | -2.35 | 0.30 | 518 | 10 |
| 26 | -2.26 | 0.30 | 521 | 10 |
| 27 | -2.17 | 0.30 | 524 | 10 |
| 28 | -2.08 | 0.30 | 527 | 10 |
| 29 | -2.00 | 0.30 | 530 | 10 |
| 30 | -1.91 | 0.30 | 533 | 10 |
| 31 | -1.82 | 0.30 | 536 | 10 |
| 32 | -1.73 | 0.30 | 539 | 10 |
| 33 | -1.64 | 0.30 | 542 | 11 |
| 34 | -1.55 | 0.30 | 546 | 11 |
| 35 | -1.46 | 0.30 | 549 | 11 |
| 36 | -1.37 | 0.31 | 552 | 11 |
| 37 | -1.27 | 0.31 | 555 | 11 |
| 38 | -1.18 | 0.31 | 559 | 11 |

C.1: Kindergarten–Grade 1**Listening and Speaking**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 39 | -1.08 | 0.32 | 562 | 11 |
| 40 | -0.97 | 0.32 | 566 | 11 |
| 41 | -0.87 | 0.33 | 570 | 11 |
| 42 | -0.76 | 0.33 | 573 | 12 |
| 43 | -0.65 | 0.34 | 577 | 12 |
| 44 | -0.53 | 0.35 | 581 | 12 |
| 45 | -0.41 | 0.35 | 586 | 12 |
| 46 | -0.28 | 0.36 | 590 | 13 |
| 47 | -0.14 | 0.37 | 595 | 13 |
| 48 | 0.00 | 0.39 | 600 | 14 |
| 49 | 0.16 | 0.40 | 605 | 14 |
| 50 | 0.32 | 0.42 | 611 | 15 |
| 51 | 0.51 | 0.44 | 618 | 15 |
| 52 | 0.71 | 0.47 | 625 | 16 |
| 53 | 0.95 | 0.50 | 633 | 18 |
| 54 | 1.23 | 0.55 | 643 | 19 |
| 55 | 1.57 | 0.62 | 655 | 22 |
| 56 | 2.03 | 0.75 | 671 | 26 |
| 57 | 2.79 | 1.03 | 697 | 36 |
| 58 | 4.22 | 2.02 | 748 | 71 |

Note: The statistics in Tables C.1–C.5 were based on the equating sample (Total N=198,697). Invalid cases were removed after cleaning procedures.

*C.1: Kindergarten–Grade 1***Reading and Writing**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 0 | -8.11 | 2.02 | 316 | 71 |
| 1 | -6.65 | 1.04 | 367 | 37 |
| 2 | -5.87 | 0.76 | 394 | 27 |
| 3 | -5.39 | 0.64 | 411 | 22 |
| 4 | -5.03 | 0.56 | 424 | 20 |
| 5 | -4.75 | 0.51 | 434 | 18 |
| 6 | -4.51 | 0.47 | 442 | 17 |
| 7 | -4.30 | 0.45 | 450 | 16 |
| 8 | -4.11 | 0.42 | 456 | 15 |
| 9 | -3.94 | 0.41 | 462 | 14 |
| 10 | -3.77 | 0.40 | 468 | 14 |
| 11 | -3.62 | 0.39 | 473 | 14 |
| 12 | -3.47 | 0.38 | 478 | 13 |
| 13 | -3.33 | 0.38 | 484 | 13 |
| 14 | -3.18 | 0.38 | 489 | 13 |
| 15 | -3.04 | 0.38 | 494 | 13 |
| 16 | -2.90 | 0.38 | 499 | 13 |
| 17 | -2.75 | 0.38 | 504 | 13 |
| 18 | -2.61 | 0.38 | 509 | 13 |
| 19 | -2.46 | 0.38 | 514 | 13 |
| 20 | -2.31 | 0.39 | 519 | 13 |
| 21 | -2.16 | 0.39 | 524 | 14 |
| 22 | -2.01 | 0.39 | 530 | 14 |
| 23 | -1.86 | 0.39 | 535 | 14 |
| 24 | -1.71 | 0.39 | 540 | 14 |
| 25 | -1.55 | 0.40 | 546 | 14 |
| 26 | -1.39 | 0.40 | 551 | 14 |
| 27 | -1.23 | 0.40 | 557 | 14 |
| 28 | -1.07 | 0.41 | 563 | 14 |
| 29 | -0.89 | 0.42 | 569 | 15 |
| 30 | -0.72 | 0.43 | 575 | 15 |
| 31 | -0.53 | 0.44 | 582 | 15 |
| 32 | -0.32 | 0.46 | 589 | 16 |
| 33 | -0.10 | 0.48 | 596 | 17 |
| 34 | 0.14 | 0.51 | 605 | 18 |
| 35 | 0.43 | 0.56 | 615 | 20 |
| 36 | 0.78 | 0.63 | 627 | 22 |
| 37 | 1.24 | 0.75 | 643 | 26 |
| 38 | 1.99 | 1.03 | 670 | 36 |
| 39 | 3.42 | 2.01 | 720 | 70 |

C.2: Grade 2–Grade 4**Listening and Speaking**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 0 | -6.27 | 2.01 | 381 | 70 |
| 1 | -4.85 | 1.02 | 430 | 36 |
| 2 | -4.12 | 0.73 | 456 | 26 |
| 3 | -3.68 | 0.61 | 471 | 21 |
| 4 | -3.35 | 0.54 | 483 | 19 |
| 5 | -3.09 | 0.49 | 492 | 17 |
| 6 | -2.87 | 0.45 | 500 | 16 |
| 7 | -2.68 | 0.42 | 506 | 15 |
| 8 | -2.51 | 0.40 | 512 | 14 |
| 9 | -2.35 | 0.39 | 518 | 13 |
| 10 | -2.21 | 0.37 | 523 | 13 |
| 11 | -2.08 | 0.36 | 527 | 13 |
| 12 | -1.95 | 0.35 | 532 | 12 |
| 13 | -1.83 | 0.34 | 536 | 12 |
| 14 | -1.72 | 0.33 | 540 | 12 |
| 15 | -1.62 | 0.32 | 543 | 11 |
| 16 | -1.51 | 0.32 | 547 | 11 |
| 17 | -1.41 | 0.31 | 551 | 11 |
| 18 | -1.32 | 0.31 | 554 | 11 |
| 19 | -1.22 | 0.30 | 557 | 11 |
| 20 | -1.13 | 0.30 | 560 | 11 |
| 21 | -1.04 | 0.30 | 564 | 10 |
| 22 | -0.95 | 0.30 | 567 | 10 |
| 23 | -0.87 | 0.29 | 570 | 10 |
| 24 | -0.78 | 0.29 | 573 | 10 |
| 25 | -0.70 | 0.29 | 576 | 10 |
| 26 | -0.61 | 0.29 | 579 | 10 |
| 27 | -0.53 | 0.29 | 582 | 10 |
| 28 | -0.44 | 0.29 | 584 | 10 |
| 29 | -0.36 | 0.29 | 587 | 10 |
| 30 | -0.28 | 0.29 | 590 | 10 |
| 31 | -0.19 | 0.29 | 593 | 10 |
| 32 | -0.11 | 0.29 | 596 | 10 |
| 33 | -0.02 | 0.29 | 599 | 10 |
| 34 | 0.07 | 0.30 | 602 | 10 |
| 35 | 0.15 | 0.30 | 605 | 10 |
| 36 | 0.24 | 0.30 | 609 | 11 |
| 37 | 0.33 | 0.30 | 612 | 11 |
| 38 | 0.43 | 0.31 | 615 | 11 |
| 39 | 0.52 | 0.31 | 618 | 11 |
| 40 | 0.62 | 0.31 | 622 | 11 |
| 41 | 0.72 | 0.32 | 625 | 11 |
| 42 | 0.82 | 0.33 | 629 | 11 |
| 43 | 0.93 | 0.33 | 633 | 12 |
| 44 | 1.04 | 0.34 | 637 | 12 |
| 45 | 1.16 | 0.35 | 641 | 12 |
| 46 | 1.28 | 0.36 | 645 | 12 |
| 47 | 1.41 | 0.37 | 649 | 13 |
| 48 | 1.55 | 0.38 | 654 | 13 |
| 49 | 1.70 | 0.39 | 659 | 14 |
| 50 | 1.86 | 0.41 | 665 | 14 |

C.2: Grade 2–Grade 4**Listening and Speaking**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|-----------|---------|------|-------------|--------|
| 51 | 2.04 | 0.43 | 671 | 15 |
| 52 | 2.23 | 0.46 | 678 | 16 |
| 53 | 2.46 | 0.49 | 686 | 17 |
| 54 | 2.73 | 0.54 | 695 | 19 |
| 55 | 3.06 | 0.61 | 707 | 21 |
| 56 | 3.51 | 0.74 | 723 | 26 |
| 57 | 4.25 | 1.02 | 749 | 36 |
| 58 | 5.67 | 2.01 | 798 | 70 |

Reading and Writing

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|-----------|---------|------|-------------|--------|
| 0 | -6.54 | 2.02 | 371 | 71 |
| 1 | -5.09 | 1.04 | 422 | 36 |
| 2 | -4.32 | 0.76 | 449 | 26 |
| 3 | -3.85 | 0.64 | 465 | 22 |
| 4 | -3.49 | 0.56 | 478 | 20 |
| 5 | -3.20 | 0.52 | 488 | 18 |
| 6 | -2.95 | 0.48 | 497 | 17 |
| 7 | -2.73 | 0.45 | 504 | 16 |
| 8 | -2.53 | 0.43 | 511 | 15 |
| 9 | -2.35 | 0.42 | 518 | 15 |
| 10 | -2.19 | 0.40 | 523 | 14 |
| 11 | -2.03 | 0.39 | 529 | 14 |
| 12 | -1.88 | 0.38 | 534 | 13 |
| 13 | -1.74 | 0.37 | 539 | 13 |
| 14 | -1.61 | 0.36 | 544 | 13 |
| 15 | -1.48 | 0.36 | 548 | 13 |
| 16 | -1.35 | 0.35 | 553 | 12 |
| 17 | -1.22 | 0.35 | 557 | 12 |
| 18 | -1.10 | 0.35 | 561 | 12 |
| 19 | -0.99 | 0.34 | 566 | 12 |
| 20 | -0.87 | 0.34 | 570 | 12 |
| 21 | -0.75 | 0.34 | 574 | 12 |
| 22 | -0.64 | 0.34 | 578 | 12 |
| 23 | -0.52 | 0.34 | 582 | 12 |
| 24 | -0.41 | 0.34 | 586 | 12 |
| 25 | -0.30 | 0.34 | 590 | 12 |
| 26 | -0.18 | 0.34 | 594 | 12 |
| 27 | -0.06 | 0.34 | 598 | 12 |
| 28 | 0.05 | 0.34 | 602 | 12 |
| 29 | 0.17 | 0.35 | 606 | 12 |
| 30 | 0.30 | 0.35 | 610 | 12 |
| 31 | 0.42 | 0.36 | 615 | 13 |
| 32 | 0.55 | 0.37 | 619 | 13 |
| 33 | 0.69 | 0.37 | 624 | 13 |
| 34 | 0.83 | 0.38 | 629 | 13 |
| 35 | 0.98 | 0.39 | 634 | 14 |
| 36 | 1.15 | 0.41 | 640 | 14 |
| 37 | 1.32 | 0.42 | 646 | 15 |
| 38 | 1.51 | 0.44 | 653 | 16 |

C.2: Grade 2–Grade 4**Reading and Writing**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 39 | 1.71 | 0.47 | 660 | 16 |
| 40 | 1.95 | 0.50 | 668 | 17 |
| 41 | 2.21 | 0.54 | 677 | 19 |
| 42 | 2.53 | 0.59 | 689 | 21 |
| 43 | 2.92 | 0.67 | 702 | 23 |
| 44 | 3.46 | 0.80 | 721 | 28 |
| 45 | 4.31 | 1.08 | 751 | 38 |
| 46 | 5.84 | 2.05 | 804 | 72 |

C.3: Grade 5–Grade 6**Listening and Speaking**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 0 | -6.14 | 2.01 | 385 | 70 |
| 1 | -4.72 | 1.02 | 435 | 36 |
| 2 | -3.99 | 0.73 | 460 | 26 |
| 3 | -3.55 | 0.61 | 476 | 21 |
| 4 | -3.23 | 0.54 | 487 | 19 |
| 5 | -2.97 | 0.49 | 496 | 17 |
| 6 | -2.75 | 0.45 | 504 | 16 |
| 7 | -2.56 | 0.42 | 511 | 15 |
| 8 | -2.39 | 0.40 | 516 | 14 |
| 9 | -2.23 | 0.39 | 522 | 13 |
| 10 | -2.09 | 0.37 | 527 | 13 |
| 11 | -1.96 | 0.36 | 532 | 13 |
| 12 | -1.83 | 0.35 | 536 | 12 |
| 13 | -1.71 | 0.34 | 540 | 12 |
| 14 | -1.60 | 0.33 | 544 | 12 |
| 15 | -1.49 | 0.32 | 548 | 11 |
| 16 | -1.39 | 0.32 | 551 | 11 |
| 17 | -1.29 | 0.31 | 555 | 11 |
| 18 | -1.19 | 0.31 | 558 | 11 |
| 19 | -1.10 | 0.31 | 562 | 11 |
| 20 | -1.01 | 0.30 | 565 | 11 |
| 21 | -0.92 | 0.30 | 568 | 10 |
| 22 | -0.83 | 0.30 | 571 | 10 |
| 23 | -0.74 | 0.29 | 574 | 10 |
| 24 | -0.65 | 0.29 | 577 | 10 |
| 25 | -0.57 | 0.29 | 580 | 10 |
| 26 | -0.49 | 0.29 | 583 | 10 |
| 27 | -0.40 | 0.29 | 586 | 10 |
| 28 | -0.32 | 0.29 | 589 | 10 |
| 29 | -0.23 | 0.29 | 592 | 10 |
| 30 | -0.15 | 0.29 | 595 | 10 |
| 31 | -0.07 | 0.29 | 598 | 10 |
| 32 | 0.02 | 0.29 | 601 | 10 |
| 33 | 0.10 | 0.29 | 603 | 10 |
| 34 | 0.18 | 0.29 | 606 | 10 |
| 35 | 0.27 | 0.29 | 609 | 10 |
| 36 | 0.36 | 0.29 | 612 | 10 |

C.3: Grade 5–Grade 6**Listening and Speaking**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 37 | 0.44 | 0.30 | 616 | 10 |
| 38 | 0.53 | 0.30 | 619 | 10 |
| 39 | 0.62 | 0.30 | 622 | 11 |
| 40 | 0.71 | 0.31 | 625 | 11 |
| 41 | 0.81 | 0.31 | 628 | 11 |
| 42 | 0.91 | 0.31 | 632 | 11 |
| 43 | 1.01 | 0.32 | 635 | 11 |
| 44 | 1.11 | 0.32 | 639 | 11 |
| 45 | 1.22 | 0.33 | 643 | 12 |
| 46 | 1.33 | 0.34 | 647 | 12 |
| 47 | 1.45 | 0.35 | 651 | 12 |
| 48 | 1.57 | 0.36 | 655 | 13 |
| 49 | 1.70 | 0.37 | 660 | 13 |
| 50 | 1.85 | 0.38 | 665 | 13 |
| 51 | 2.00 | 0.40 | 670 | 14 |
| 52 | 2.17 | 0.42 | 676 | 15 |
| 53 | 2.36 | 0.45 | 683 | 16 |
| 54 | 2.58 | 0.49 | 690 | 17 |
| 55 | 2.84 | 0.53 | 699 | 19 |
| 56 | 3.16 | 0.61 | 711 | 21 |
| 57 | 3.60 | 0.73 | 726 | 26 |
| 58 | 4.33 | 1.02 | 752 | 36 |
| 59 | 5.74 | 2.01 | 801 | 70 |

Reading and Writing

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 0 | -5.17 | 2.01 | 419 | 70 |
| 1 | -3.74 | 1.03 | 469 | 36 |
| 2 | -3.00 | 0.74 | 495 | 26 |
| 3 | -2.54 | 0.62 | 511 | 22 |
| 4 | -2.20 | 0.55 | 523 | 19 |
| 5 | -1.93 | 0.50 | 533 | 17 |
| 6 | -1.70 | 0.46 | 541 | 16 |
| 7 | -1.50 | 0.44 | 548 | 15 |
| 8 | -1.32 | 0.41 | 554 | 14 |
| 9 | -1.15 | 0.40 | 560 | 14 |
| 10 | -1.00 | 0.38 | 565 | 13 |
| 11 | -0.86 | 0.37 | 570 | 13 |
| 12 | -0.73 | 0.36 | 575 | 13 |
| 13 | -0.60 | 0.35 | 579 | 12 |
| 14 | -0.48 | 0.34 | 583 | 12 |
| 15 | -0.36 | 0.34 | 587 | 12 |
| 16 | -0.25 | 0.33 | 591 | 12 |
| 17 | -0.14 | 0.33 | 595 | 12 |
| 18 | -0.03 | 0.33 | 599 | 11 |
| 19 | 0.07 | 0.32 | 603 | 11 |
| 20 | 0.18 | 0.32 | 606 | 11 |
| 21 | 0.28 | 0.32 | 610 | 11 |
| 22 | 0.38 | 0.32 | 613 | 11 |
| 23 | 0.48 | 0.32 | 617 | 11 |

C.3: Grade 5–Grade 6**Reading and Writing**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 24 | 0.58 | 0.32 | 620 | 11 |
| 25 | 0.68 | 0.32 | 624 | 11 |
| 26 | 0.78 | 0.32 | 627 | 11 |
| 27 | 0.88 | 0.32 | 631 | 11 |
| 28 | 0.98 | 0.32 | 634 | 11 |
| 29 | 1.08 | 0.32 | 638 | 11 |
| 30 | 1.18 | 0.32 | 641 | 11 |
| 31 | 1.28 | 0.32 | 645 | 11 |
| 32 | 1.39 | 0.33 | 649 | 11 |
| 33 | 1.50 | 0.33 | 652 | 12 |
| 34 | 1.60 | 0.33 | 656 | 12 |
| 35 | 1.72 | 0.34 | 660 | 12 |
| 36 | 1.83 | 0.34 | 664 | 12 |
| 37 | 1.95 | 0.35 | 668 | 12 |
| 38 | 2.08 | 0.36 | 673 | 12 |
| 39 | 2.20 | 0.36 | 677 | 13 |
| 40 | 2.34 | 0.37 | 682 | 13 |
| 41 | 2.48 | 0.38 | 687 | 13 |
| 42 | 2.63 | 0.40 | 692 | 14 |
| 43 | 2.80 | 0.41 | 698 | 14 |
| 44 | 2.97 | 0.43 | 704 | 15 |
| 45 | 3.16 | 0.45 | 711 | 16 |
| 46 | 3.38 | 0.48 | 718 | 17 |
| 47 | 3.63 | 0.51 | 727 | 18 |
| 48 | 3.92 | 0.56 | 737 | 20 |
| 49 | 4.27 | 0.64 | 750 | 22 |
| 50 | 4.75 | 0.76 | 766 | 27 |
| 51 | 5.53 | 1.04 | 793 | 36 |
| 52 | 6.98 | 2.02 | 844 | 71 |

C.4: Grade 7–Grade 8**Listening and Speaking**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 0 | -4.92 | 2.01 | 428 | 70 |
| 1 | -3.50 | 1.02 | 478 | 36 |
| 2 | -2.77 | 0.74 | 503 | 26 |
| 3 | -2.32 | 0.61 | 519 | 21 |
| 4 | -1.99 | 0.54 | 530 | 19 |
| 5 | -1.73 | 0.49 | 539 | 17 |
| 6 | -1.51 | 0.45 | 547 | 16 |
| 7 | -1.32 | 0.42 | 554 | 15 |
| 8 | -1.15 | 0.40 | 560 | 14 |
| 9 | -0.99 | 0.38 | 565 | 13 |
| 10 | -0.85 | 0.37 | 570 | 13 |
| 11 | -0.72 | 0.36 | 575 | 12 |
| 12 | -0.60 | 0.35 | 579 | 12 |
| 13 | -0.48 | 0.34 | 583 | 12 |
| 14 | -0.37 | 0.33 | 587 | 11 |
| 15 | -0.27 | 0.32 | 591 | 11 |

C.4: Grade 7–Grade 8**Listening and Speaking**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 16 | -0.17 | 0.31 | 594 | 11 |
| 17 | -0.07 | 0.31 | 598 | 11 |
| 18 | 0.02 | 0.30 | 601 | 11 |
| 19 | 0.11 | 0.30 | 604 | 10 |
| 20 | 0.20 | 0.30 | 607 | 10 |
| 21 | 0.29 | 0.29 | 610 | 10 |
| 22 | 0.37 | 0.29 | 613 | 10 |
| 23 | 0.46 | 0.29 | 616 | 10 |
| 24 | 0.54 | 0.29 | 619 | 10 |
| 25 | 0.62 | 0.28 | 622 | 10 |
| 26 | 0.70 | 0.28 | 625 | 10 |
| 27 | 0.78 | 0.28 | 627 | 10 |
| 28 | 0.86 | 0.28 | 630 | 10 |
| 29 | 0.94 | 0.28 | 633 | 10 |
| 30 | 1.02 | 0.28 | 636 | 10 |
| 31 | 1.10 | 0.28 | 638 | 10 |
| 32 | 1.18 | 0.28 | 641 | 10 |
| 33 | 1.26 | 0.28 | 644 | 10 |
| 34 | 1.34 | 0.28 | 647 | 10 |
| 35 | 1.42 | 0.29 | 650 | 10 |
| 36 | 1.50 | 0.29 | 653 | 10 |
| 37 | 1.58 | 0.29 | 655 | 10 |
| 38 | 1.67 | 0.29 | 658 | 10 |
| 39 | 1.76 | 0.30 | 661 | 10 |
| 40 | 1.84 | 0.30 | 665 | 10 |
| 41 | 1.93 | 0.30 | 668 | 11 |
| 42 | 2.03 | 0.31 | 671 | 11 |
| 43 | 2.13 | 0.31 | 674 | 11 |
| 44 | 2.23 | 0.32 | 678 | 11 |
| 45 | 2.33 | 0.33 | 682 | 11 |
| 46 | 2.44 | 0.33 | 685 | 12 |
| 47 | 2.55 | 0.34 | 689 | 12 |
| 48 | 2.68 | 0.35 | 694 | 12 |
| 49 | 2.80 | 0.37 | 698 | 13 |
| 50 | 2.94 | 0.38 | 703 | 13 |
| 51 | 3.10 | 0.40 | 708 | 14 |
| 52 | 3.26 | 0.42 | 714 | 15 |
| 53 | 3.45 | 0.45 | 721 | 16 |
| 54 | 3.67 | 0.48 | 728 | 17 |
| 55 | 3.92 | 0.53 | 737 | 19 |
| 56 | 4.24 | 0.61 | 749 | 21 |
| 57 | 4.68 | 0.73 | 764 | 26 |
| 58 | 5.41 | 1.02 | 789 | 36 |
| 59 | 6.82 | 2.01 | 839 | 70 |

C.4: Grade 7–Grade 8**Reading and Writing**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 0 | -5.13 | 2.02 | 421 | 71 |
| 1 | -3.68 | 1.04 | 471 | 36 |
| 2 | -2.90 | 0.76 | 498 | 27 |
| 3 | -2.43 | 0.63 | 515 | 22 |
| 4 | -2.07 | 0.56 | 527 | 20 |
| 5 | -1.79 | 0.51 | 537 | 18 |
| 6 | -1.55 | 0.47 | 546 | 17 |
| 7 | -1.34 | 0.45 | 553 | 16 |
| 8 | -1.15 | 0.42 | 560 | 15 |
| 9 | -0.98 | 0.40 | 566 | 14 |
| 10 | -0.82 | 0.39 | 571 | 14 |
| 11 | -0.68 | 0.38 | 576 | 13 |
| 12 | -0.54 | 0.36 | 581 | 13 |
| 13 | -0.41 | 0.35 | 586 | 12 |
| 14 | -0.29 | 0.35 | 590 | 12 |
| 15 | -0.17 | 0.34 | 594 | 12 |
| 16 | -0.06 | 0.33 | 598 | 12 |
| 17 | 0.05 | 0.33 | 602 | 11 |
| 18 | 0.16 | 0.32 | 605 | 11 |
| 19 | 0.26 | 0.32 | 609 | 11 |
| 20 | 0.36 | 0.32 | 613 | 11 |
| 21 | 0.46 | 0.31 | 616 | 11 |
| 22 | 0.55 | 0.31 | 619 | 11 |
| 23 | 0.65 | 0.31 | 623 | 11 |
| 24 | 0.74 | 0.31 | 626 | 11 |
| 25 | 0.84 | 0.31 | 629 | 11 |
| 26 | 0.93 | 0.31 | 633 | 11 |
| 27 | 1.02 | 0.31 | 636 | 11 |
| 28 | 1.12 | 0.31 | 639 | 11 |
| 29 | 1.21 | 0.31 | 642 | 11 |
| 30 | 1.31 | 0.31 | 646 | 11 |
| 31 | 1.40 | 0.31 | 649 | 11 |
| 32 | 1.50 | 0.31 | 652 | 11 |
| 33 | 1.59 | 0.31 | 656 | 11 |
| 34 | 1.69 | 0.32 | 659 | 11 |
| 35 | 1.80 | 0.32 | 663 | 11 |
| 36 | 1.90 | 0.33 | 667 | 11 |
| 37 | 2.01 | 0.33 | 670 | 12 |
| 38 | 2.12 | 0.34 | 674 | 12 |
| 39 | 2.24 | 0.35 | 678 | 12 |
| 40 | 2.36 | 0.35 | 683 | 12 |
| 41 | 2.49 | 0.36 | 687 | 13 |
| 42 | 2.63 | 0.38 | 692 | 13 |
| 43 | 2.78 | 0.39 | 697 | 14 |
| 44 | 2.94 | 0.41 | 703 | 14 |
| 45 | 3.11 | 0.43 | 709 | 15 |
| 46 | 3.31 | 0.46 | 716 | 16 |
| 47 | 3.54 | 0.49 | 724 | 17 |
| 48 | 3.80 | 0.54 | 733 | 19 |
| 49 | 4.14 | 0.62 | 745 | 22 |
| 50 | 4.59 | 0.74 | 761 | 26 |

C.4: Grade 7–Grade 8**Reading and Writing**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|-----------|---------|------|-------------|--------|
| 51 | 5.34 | 1.03 | 787 | 36 |
| 52 | 6.77 | 2.01 | 837 | 70 |

C.5: Grade 9–Grade 12**Listening and Speaking**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|-----------|---------|------|-------------|--------|
| 0 | -4.94 | 2.01 | 427 | 70 |
| 1 | -3.52 | 1.02 | 477 | 36 |
| 2 | -2.79 | 0.73 | 502 | 26 |
| 3 | -2.34 | 0.61 | 518 | 21 |
| 4 | -2.02 | 0.54 | 529 | 19 |
| 5 | -1.75 | 0.49 | 539 | 17 |
| 6 | -1.53 | 0.46 | 546 | 16 |
| 7 | -1.33 | 0.43 | 553 | 15 |
| 8 | -1.16 | 0.41 | 559 | 14 |
| 9 | -1.00 | 0.39 | 565 | 14 |
| 10 | -0.85 | 0.38 | 570 | 13 |
| 11 | -0.72 | 0.37 | 575 | 13 |
| 12 | -0.59 | 0.36 | 580 | 12 |
| 13 | -0.46 | 0.35 | 584 | 12 |
| 14 | -0.34 | 0.34 | 588 | 12 |
| 15 | -0.23 | 0.33 | 592 | 12 |
| 16 | -0.12 | 0.33 | 596 | 11 |
| 17 | -0.02 | 0.32 | 599 | 11 |
| 18 | 0.08 | 0.32 | 603 | 11 |
| 19 | 0.18 | 0.31 | 606 | 11 |
| 20 | 0.28 | 0.31 | 610 | 11 |
| 21 | 0.37 | 0.31 | 613 | 11 |
| 22 | 0.47 | 0.30 | 616 | 11 |
| 23 | 0.56 | 0.30 | 620 | 11 |
| 24 | 0.65 | 0.30 | 623 | 10 |
| 25 | 0.74 | 0.30 | 626 | 10 |
| 26 | 0.82 | 0.30 | 629 | 10 |
| 27 | 0.91 | 0.29 | 632 | 10 |
| 28 | 1.00 | 0.29 | 635 | 10 |
| 29 | 1.08 | 0.29 | 638 | 10 |
| 30 | 1.17 | 0.29 | 641 | 10 |
| 31 | 1.25 | 0.29 | 644 | 10 |
| 32 | 1.34 | 0.29 | 647 | 10 |
| 33 | 1.42 | 0.29 | 650 | 10 |
| 34 | 1.51 | 0.29 | 653 | 10 |
| 35 | 1.59 | 0.29 | 656 | 10 |
| 36 | 1.68 | 0.29 | 659 | 10 |
| 37 | 1.77 | 0.30 | 662 | 10 |
| 38 | 1.86 | 0.30 | 665 | 10 |
| 39 | 1.95 | 0.30 | 668 | 11 |
| 40 | 2.04 | 0.30 | 671 | 11 |
| 41 | 2.13 | 0.31 | 675 | 11 |

C.5: Grade 9–Grade 12**Listening and Speaking**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 42 | 2.23 | 0.31 | 678 | 11 |
| 43 | 2.33 | 0.32 | 681 | 11 |
| 44 | 2.43 | 0.32 | 685 | 11 |
| 45 | 2.54 | 0.33 | 689 | 12 |
| 46 | 2.65 | 0.34 | 693 | 12 |
| 47 | 2.76 | 0.35 | 697 | 12 |
| 48 | 2.89 | 0.36 | 701 | 12 |
| 49 | 3.02 | 0.37 | 706 | 13 |
| 50 | 3.16 | 0.38 | 711 | 13 |
| 51 | 3.31 | 0.40 | 716 | 14 |
| 52 | 3.48 | 0.42 | 722 | 15 |
| 53 | 3.67 | 0.45 | 728 | 16 |
| 54 | 3.89 | 0.49 | 736 | 17 |
| 55 | 4.15 | 0.53 | 745 | 19 |
| 56 | 4.47 | 0.61 | 756 | 21 |
| 57 | 4.91 | 0.73 | 772 | 26 |
| 58 | 5.64 | 1.02 | 797 | 36 |
| 59 | 7.05 | 2.01 | 847 | 70 |

Reading and Writing

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 0 | -4.07 | 2.01 | 458 | 70 |
| 1 | -2.65 | 1.02 | 507 | 36 |
| 2 | -1.91 | 0.74 | 533 | 26 |
| 3 | -1.45 | 0.62 | 549 | 22 |
| 4 | -1.12 | 0.54 | 561 | 19 |
| 5 | -0.85 | 0.49 | 570 | 17 |
| 6 | -0.62 | 0.46 | 578 | 16 |
| 7 | -0.43 | 0.43 | 585 | 15 |
| 8 | -0.25 | 0.41 | 591 | 14 |
| 9 | -0.09 | 0.39 | 597 | 14 |
| 10 | 0.06 | 0.38 | 602 | 13 |
| 11 | 0.20 | 0.37 | 607 | 13 |
| 12 | 0.33 | 0.35 | 611 | 12 |
| 13 | 0.45 | 0.35 | 616 | 12 |
| 14 | 0.57 | 0.34 | 620 | 12 |
| 15 | 0.68 | 0.33 | 624 | 12 |
| 16 | 0.79 | 0.33 | 627 | 11 |
| 17 | 0.89 | 0.32 | 631 | 11 |
| 18 | 0.99 | 0.32 | 635 | 11 |
| 19 | 1.09 | 0.31 | 638 | 11 |
| 20 | 1.19 | 0.31 | 642 | 11 |
| 21 | 1.28 | 0.31 | 645 | 11 |
| 22 | 1.37 | 0.30 | 648 | 11 |
| 23 | 1.47 | 0.30 | 651 | 11 |
| 24 | 1.56 | 0.30 | 655 | 11 |
| 25 | 1.65 | 0.30 | 658 | 11 |
| 26 | 1.74 | 0.30 | 661 | 11 |

C.5: Grade 9–Grade 12**Reading and Writing**

| Raw Score | Measure | SE | Scale Score | SE(SS) |
|------------------|----------------|-----------|--------------------|---------------|
| 27 | 1.83 | 0.30 | 664 | 11 |
| 28 | 1.92 | 0.30 | 667 | 11 |
| 29 | 2.01 | 0.30 | 670 | 11 |
| 30 | 2.10 | 0.30 | 674 | 11 |
| 31 | 2.19 | 0.30 | 677 | 11 |
| 32 | 2.29 | 0.31 | 680 | 11 |
| 33 | 2.38 | 0.31 | 683 | 11 |
| 34 | 2.48 | 0.31 | 687 | 11 |
| 35 | 2.58 | 0.32 | 690 | 11 |
| 36 | 2.68 | 0.32 | 694 | 11 |
| 37 | 2.78 | 0.33 | 697 | 11 |
| 38 | 2.89 | 0.33 | 701 | 12 |
| 39 | 3.00 | 0.34 | 705 | 12 |
| 40 | 3.12 | 0.35 | 709 | 12 |
| 41 | 3.24 | 0.36 | 714 | 12 |
| 42 | 3.37 | 0.37 | 718 | 13 |
| 43 | 3.52 | 0.38 | 723 | 13 |
| 44 | 3.67 | 0.40 | 728 | 14 |
| 45 | 3.84 | 0.42 | 734 | 15 |
| 46 | 4.03 | 0.45 | 741 | 16 |
| 47 | 4.24 | 0.48 | 749 | 17 |
| 48 | 4.50 | 0.53 | 758 | 19 |
| 49 | 4.82 | 0.61 | 769 | 21 |
| 50 | 5.26 | 0.73 | 784 | 26 |
| 51 | 5.99 | 1.02 | 810 | 36 |
| 52 | 7.40 | 2.01 | 859 | 70 |

APPENDIX D: IRT STATISTICS

D.1: Kindergarten–Grade 1

Listening and Speaking

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|----|------|---------|---------------------|------|---------------|----------------|--------|
| LI | 1 | 46780 | -1.17 | 0.01 | 1.46 | 2.03 | √ |
| | 2 | 46780 | -3.39 | 0.02 | 0.96 | 0.95 | -- |
| | 3 | 46780 | -4.10 | 0.03 | 0.98 | 0.92 | -- |
| | 4 | 46780 | -3.67 | 0.02 | 1.06 | 1.09 | -- |
| | 5 | 46780 | -2.97 | 0.02 | 0.86 | 0.68 | -- |
| | 6 | 46780 | -2.45 | 0.02 | 1.03 | 1.00 | -- |
| | 7 | 46780 | -3.33 | 0.02 | 0.93 | 0.77 | -- |
| | 8 | 46780 | -3.23 | 0.02 | 1.10 | 1.29 | -- |
| | 9 | 46780 | -3.46 | 0.02 | 1.00 | 1.46 | -- |
| | 10 | 46780 | -2.60 | 0.02 | 1.01 | 1.15 | -- |
| | 11 | 46780 | -1.58 | 0.01 | 1.15 | 1.27 | -- |
| | 12 | 46780 | -1.09 | 0.01 | 1.23 | 1.56 | -- |
| | 13 | 46780 | -2.19 | 0.02 | 1.26 | 1.85 | -- |
| | 14 | 46780 | -1.83 | 0.01 | 1.06 | 1.08 | -- |
| | 15 | 46780 | -3.68 | 0.02 | 1.01 | 1.18 | -- |
| | 16 | 46780 | -4.11 | 0.03 | 1.04 | 1.33 | -- |
| | 17 | 46780 | -2.23 | 0.02 | 1.05 | 1.18 | -- |
| | 18 | 46780 | -1.98 | 0.01 | 1.20 | 1.55 | -- |
| | 19 | 46780 | -2.48 | 0.02 | 0.90 | 0.91 | -- |
| | 20 | 46780 | -1.98 | 0.01 | 0.97 | 1.15 | -- |
| | 21 | 46780 | -1.56 | 0.01 | 1.29 | 1.57 | -- |
| | 22 | 46780 | -1.35 | 0.01 | 1.32 | 1.61 | -- |
| | 23 | 46780 | -1.98 | 0.01 | 1.12 | 1.30 | -- |
| | 24 | 46780 | -0.06 | 0.01 | 1.22 | 1.41 | -- |
| SP | 1 | 46780 | -1.51 | 0.01 | 0.93 | 0.90 | -- |
| | 2 | 46780 | -1.17 | 0.01 | 0.78 | 0.74 | -- |
| | 3 | 46780 | -1.87 | 0.01 | 0.97 | 1.08 | -- |
| | 4 | 46780 | -1.22 | 0.01 | 0.88 | 0.86 | -- |
| | 5 | 46780 | -1.80 | 0.01 | 0.88 | 0.84 | -- |
| | 6 | 46780 | -0.85 | 0.01 | 0.77 | 0.78 | -- |
| | 7 | 46780 | -2.33 | 0.01 | 0.79 | 0.71 | -- |
| | 8 | 46780 | -1.81 | 0.01 | 0.76 | 0.70 | -- |
| | 9 | 46780 | -1.91 | 0.01 | 0.78 | 0.73 | -- |
| | 10 | 46780 | -1.62 | 0.01 | 0.84 | 0.82 | -- |
| | 11 | 46780 | -2.06 | 0.01 | 0.76 | 0.69 | -- |
| | 12 | 46780 | -2.33 | 0.01 | 0.87 | 0.74 | -- |
| | 13 | 46780 | -1.39 | 0.01 | 0.94 | 0.92 | -- |
| | 14 | 46780 | -2.30 | 0.01 | 0.84 | 0.68 | -- |
| | 15 | 46780 | -1.07 | 0.01 | 0.92 | 0.85 | -- |
| | 16 | 46780 | -1.67 | 0.01 | 0.91 | 0.90 | -- |

Note: “√” indicates that the item was flagged as misfit; “--” indicates that the item was not flagged.

Reading and Writing

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|-----------|------|---------|---------------------|------|---------------|----------------|--------|
| RD | 1 | 45392 | -3.45 | 0.02 | 1.00 | 0.84 | -- |
| | 2 | 45392 | -3.86 | 0.02 | 0.88 | 0.66 | -- |
| | 3 | 45392 | -2.87 | 0.01 | 0.88 | 0.83 | -- |
| | 4 | 45392 | -0.82 | 0.01 | 1.07 | 1.15 | -- |
| | 5 | 45392 | -2.21 | 0.01 | 0.96 | 1.01 | -- |
| | 6 | 45392 | -3.34 | 0.02 | 0.98 | 0.82 | -- |
| | 7 | 45392 | -2.05 | 0.01 | 1.12 | 1.25 | -- |
| | 8 | 45392 | -3.05 | 0.01 | 1.06 | 0.83 | -- |
| | 9 | 45392 | -1.45 | 0.01 | 1.28 | 1.46 | -- |
| | 10 | 45392 | -2.23 | 0.01 | 0.92 | 0.78 | -- |
| | 11 | 45392 | -1.21 | 0.01 | 0.94 | 0.87 | -- |
| | 12 | 45392 | -1.99 | 0.01 | 1.16 | 1.05 | -- |
| | 13 | 45392 | -1.10 | 0.01 | 1.07 | 1.11 | -- |
| | 14 | 45392 | -0.36 | 0.01 | 1.22 | 1.45 | -- |
| | 15 | 45392 | -1.17 | 0.01 | 1.35 | 1.53 | -- |
| WR | 1 | 45392 | -3.59 | 0.02 | 1.03 | 1.07 | -- |
| | 2 | 45392 | -3.48 | 0.02 | 0.76 | 0.60 | -- |
| | 3 | 45392 | -3.40 | 0.02 | 0.90 | 0.68 | -- |
| | 4 | 45392 | -4.29 | 0.02 | 0.86 | 0.54 | -- |
| | 5 | 45392 | -3.76 | 0.02 | 0.69 | 0.49 | -- |
| | 6 | 45392 | -3.40 | 0.02 | 1.08 | 1.47 | -- |
| | 7 | 45392 | -3.01 | 0.01 | 1.31 | 1.41 | -- |
| | 8 | 45392 | -3.09 | 0.01 | 1.29 | 1.58 | -- |
| | 9 | 45392 | -3.51 | 0.01 | 1.02 | 1.35 | -- |
| | 10 | 45392 | -3.62 | 0.01 | 0.97 | 1.66 | -- |
| | 11 | 45392 | -1.91 | 0.01 | 0.87 | 0.89 | -- |
| | 12 | 45392 | -1.63 | 0.01 | 0.85 | 0.90 | -- |
| | 13 | 45392 | -0.94 | 0.01 | 0.59 | 0.56 | -- |
| | 14 | 45392 | -0.95 | 0.01 | 0.57 | 0.53 | -- |
| | 15 | 45392 | -0.45 | 0.01 | 0.65 | 0.61 | -- |

D.2: Grade 2–Grade 4**Listening and Speaking**

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|-----------|------|---------|---------------------|------|---------------|----------------|--------|
| LI | 1 | 56438 | -1.04 | 0.02 | 1.07 | 1.07 | -- |
| | 2 | 56438 | -0.88 | 0.02 | 1.07 | 1.02 | -- |
| | 3 | 56438 | -1.80 | 0.02 | 0.71 | 0.43 | -- |
| | 4 | 56438 | -1.82 | 0.02 | 0.95 | 0.78 | -- |
| | 5 | 56438 | 0.14 | 0.01 | 1.25 | 1.58 | -- |
| | 6 | 56438 | 0.25 | 0.01 | 1.21 | 1.36 | -- |
| | 7 | 56438 | 0.77 | 0.01 | 1.14 | 1.22 | -- |
| | 8 | 56438 | -1.66 | 0.02 | 0.93 | 0.83 | -- |
| | 9 | 56438 | -1.75 | 0.02 | 1.28 | 1.40 | -- |
| | 10 | 56438 | 1.03 | 0.01 | 1.24 | 1.42 | -- |
| | 11 | 56438 | -0.36 | 0.01 | 1.05 | 0.94 | -- |
| | 12 | 56438 | 0.85 | 0.01 | 1.07 | 1.14 | -- |
| | 13 | 56438 | 0.00 | 0.01 | 1.06 | 1.24 | -- |
| | 14 | 56438 | 1.52 | 0.01 | 1.05 | 1.14 | -- |
| | 15 | 56438 | 0.60 | 0.01 | 1.06 | 1.12 | -- |
| | 16 | 56438 | 0.83 | 0.01 | 1.07 | 1.09 | -- |
| | 17 | 56438 | 1.13 | 0.01 | 1.17 | 1.26 | -- |
| | 18 | 56438 | 1.61 | 0.01 | 1.34 | 1.60 | -- |
| | 19 | 56438 | 0.77 | 0.01 | 1.11 | 1.19 | -- |
| | 20 | 56438 | -0.26 | 0.01 | 1.20 | 1.46 | -- |
| | 21 | 56438 | 0.07 | 0.01 | 1.15 | 1.27 | -- |
| | 22 | 56438 | -0.52 | 0.01 | 1.03 | 1.01 | -- |
| | 23 | 56438 | -1.16 | 0.02 | 1.15 | 1.48 | -- |
| | 24 | 56438 | 0.04 | 0.01 | 0.89 | 0.75 | -- |
| SP | 1 | 56438 | -0.15 | 0.01 | 0.81 | 0.74 | -- |
| | 2 | 56438 | -0.52 | 0.01 | 0.90 | 0.88 | -- |
| | 3 | 56438 | -1.16 | 0.01 | 0.78 | 0.66 | -- |
| | 4 | 56438 | -1.53 | 0.01 | 0.76 | 0.57 | -- |
| | 5 | 56438 | -1.43 | 0.01 | 0.88 | 0.83 | -- |
| | 6 | 56438 | 0.28 | 0.01 | 0.79 | 0.79 | -- |
| | 7 | 56438 | 0.03 | 0.01 | 0.79 | 0.73 | -- |
| | 8 | 56438 | -0.81 | 0.01 | 0.79 | 0.69 | -- |
| | 9 | 56438 | -0.35 | 0.01 | 0.81 | 0.76 | -- |
| | 10 | 56438 | -0.98 | 0.01 | 0.83 | 0.73 | -- |
| | 11 | 56438 | 0.18 | 0.01 | 0.84 | 0.81 | -- |
| | 12 | 56438 | -0.40 | 0.01 | 0.83 | 0.70 | -- |
| | 13 | 56438 | -0.60 | 0.01 | 0.93 | 0.83 | -- |
| | 14 | 56438 | -0.20 | 0.01 | 0.81 | 0.73 | -- |
| | 15 | 56438 | -1.23 | 0.01 | 0.93 | 0.80 | -- |
| | 16 | 56438 | -0.36 | 0.01 | 0.99 | 0.93 | -- |

Reading and Writing

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|-----------|------|---------|------------------|------|------------|-------------|--------|
| RD | 1 | 55562 | -1.61 | 0.02 | 0.97 | 0.90 | -- |
| | 2 | 55562 | -3.14 | 0.03 | 1.00 | 1.06 | -- |
| | 3 | 55562 | -2.48 | 0.02 | 0.70 | 0.37 | -- |
| | 4 | 55562 | -2.30 | 0.02 | 0.94 | 0.75 | -- |
| | 5 | 55562 | -1.90 | 0.02 | 0.90 | 1.22 | -- |
| | 6 | 55562 | -2.15 | 0.02 | 0.94 | 0.67 | -- |
| | 7 | 55562 | -2.37 | 0.02 | 0.90 | 0.59 | -- |
| | 8 | 55562 | -1.55 | 0.02 | 0.96 | 0.91 | -- |
| | 9 | 55562 | 0.39 | 0.01 | 1.2 | 1.31 | -- |
| | 10 | 55562 | 0.33 | 0.01 | 0.97 | 0.92 | -- |
| | 11 | 55562 | 1.94 | 0.01 | 1.29 | 1.64 | -- |
| | 12 | 55562 | 1.52 | 0.01 | 1.11 | 1.27 | -- |
| | 13 | 55562 | -1.07 | 0.01 | 0.95 | 0.79 | -- |
| | 14 | 55562 | -0.14 | 0.01 | 0.98 | 0.90 | -- |
| | 15 | 55562 | -1.04 | 0.01 | 0.90 | 0.66 | -- |
| | 16 | 55562 | -0.62 | 0.01 | 0.93 | 0.81 | -- |
| | 17 | 55562 | 0.20 | 0.01 | 1.27 | 1.33 | -- |
| | 18 | 55562 | 0.73 | 0.01 | 0.94 | 0.92 | -- |
| | 19 | 55562 | 0.05 | 0.01 | 1.08 | 1.20 | -- |
| | 20 | 55562 | 0.33 | 0.01 | 0.93 | 0.84 | -- |
| | 21 | 55562 | 0.03 | 0.01 | 0.89 | 0.78 | -- |
| | 22 | 55562 | -0.08 | 0.01 | 0.96 | 0.90 | -- |
| | 23 | 55562 | 0.02 | 0.01 | 0.96 | 0.91 | -- |
| | 24 | 55562 | 0.52 | 0.01 | 1.01 | 1.02 | -- |
| WR | 1 | 55562 | -0.82 | 0.01 | 1.04 | 1.16 | -- |
| | 2 | 55562 | -3.61 | 0.03 | 0.95 | 0.84 | -- |
| | 3 | 55562 | -0.47 | 0.01 | 0.94 | 0.83 | -- |
| | 4 | 55562 | -1.02 | 0.01 | 1.01 | 0.92 | -- |
| | 5 | 55562 | -0.65 | 0.01 | 0.79 | 0.63 | -- |
| | 6 | 55562 | 1.06 | 0.01 | 1.13 | 1.21 | -- |
| | 7 | 55562 | -1.30 | 0.01 | 0.84 | 0.64 | -- |
| | 8 | 55562 | 0.31 | 0.01 | 1.03 | 1.06 | -- |
| | 9 | 55562 | 0.05 | 0.01 | 0.88 | 0.77 | -- |
| | 10 | 55562 | 0.82 | 0.01 | 1.01 | 1.04 | -- |
| | 11 | 55562 | -1.17 | 0.01 | 0.95 | 0.88 | -- |
| | 12 | 55562 | -1.07 | 0.01 | 0.98 | 1.11 | -- |
| | 13 | 55562 | -1.55 | 0.01 | 1.02 | 1.07 | -- |
| | 14 | 55562 | -1.11 | 0.01 | 0.98 | 1.04 | -- |
| | 15 | 55562 | -0.15 | 0.01 | 1.21 | 1.25 | -- |
| | 16 | 55562 | 1.19 | 0.01 | 0.97 | 0.96 | -- |

D.3: Grade 5–Grade 6**Listening and Speaking**

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|-----------|-------------|----------------|-----------------------------|-----------|-----------------------|------------------------|---------------|
| LI | 1 | 24914 | -1.77 | 0.03 | 0.86 | 0.48 | -- |
| | 2 | 24914 | -1.08 | 0.03 | 1.13 | 1.52 | -- |
| | 3 | 24914 | 1.04 | 0.02 | 1.02 | 1.08 | -- |
| | 4 | 24914 | -1.45 | 0.03 | 0.91 | 0.68 | -- |
| | 5 | 24914 | -1.31 | 0.03 | 1.02 | 1.12 | -- |
| | 6 | 24914 | -0.48 | 0.02 | 0.99 | 0.99 | -- |
| | 7 | 24914 | -0.48 | 0.02 | 0.75 | 0.60 | -- |
| | 8 | 24914 | 0.82 | 0.02 | 1.26 | 1.38 | -- |
| | 9 | 24914 | 0.30 | 0.02 | 1.13 | 1.17 | -- |
| | 10 | 24914 | -0.71 | 0.02 | 0.79 | 0.53 | -- |
| | 11 | 24914 | 0.67 | 0.02 | 1.18 | 1.31 | -- |
| | 12 | 24914 | 1.14 | 0.02 | 1.31 | 1.52 | -- |
| | 13 | 24914 | 1.34 | 0.02 | 1.03 | 1.09 | -- |
| | 14 | 24914 | 0.02 | 0.02 | 1.19 | 1.24 | -- |
| | 15 | 24914 | 1.37 | 0.02 | 1.15 | 1.3 | -- |
| | 16 | 24914 | 1.49 | 0.02 | 1.20 | 1.35 | -- |
| | 17 | 24914 | -0.98 | 0.03 | 0.93 | 0.85 | -- |
| | 18 | 24914 | -0.55 | 0.02 | 0.99 | 0.94 | -- |
| | 19 | 24914 | -0.63 | 0.02 | 1.04 | 0.91 | -- |
| | 20 | 24914 | 1.09 | 0.02 | 1.19 | 1.30 | -- |
| | 21 | 24914 | 1.93 | 0.01 | 1.23 | 1.48 | -- |
| | 22 | 24914 | 0.02 | 0.02 | 1.23 | 1.46 | -- |
| | 23 | 24914 | 1.32 | 0.02 | 1.37 | 1.67 | -- |
| | 24 | 24914 | 0.66 | 0.02 | 1.22 | 1.36 | -- |
| | 25 | 24914 | -0.27 | 0.02 | 1.04 | 0.95 | -- |
| SP | 1 | 24914 | -0.68 | 0.02 | 0.74 | 0.61 | -- |
| | 2 | 24914 | -0.27 | 0.01 | 0.70 | 0.61 | -- |
| | 3 | 24914 | -0.86 | 0.02 | 0.79 | 0.67 | -- |
| | 4 | 24914 | -0.71 | 0.02 | 0.92 | 0.96 | -- |
| | 5 | 24914 | 0.01 | 0.01 | 0.81 | 0.72 | -- |
| | 6 | 24914 | 0.00 | 0.01 | 0.79 | 0.79 | -- |
| | 7 | 24914 | -0.39 | 0.01 | 0.78 | 0.69 | -- |
| | 8 | 24914 | -0.86 | 0.02 | 0.72 | 0.60 | -- |
| | 9 | 24914 | -0.77 | 0.02 | 0.73 | 0.64 | -- |
| | 10 | 24914 | -0.89 | 0.02 | 0.75 | 0.66 | -- |
| | 11 | 24914 | -0.28 | 0.01 | 0.73 | 0.69 | -- |
| | 12 | 24914 | -1.01 | 0.02 | 0.95 | 0.86 | -- |
| | 13 | 24914 | -0.88 | 0.02 | 0.79 | 0.62 | -- |
| | 14 | 24914 | -0.58 | 0.02 | 0.74 | 0.56 | -- |
| | 15 | 24914 | 0.38 | 0.01 | 0.93 | 0.85 | -- |
| | 16 | 24914 | 0.34 | 0.01 | 0.77 | 0.68 | -- |

Reading and Writing

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|-----------|------|---------|------------------|------|------------|-------------|--------|
| RD | 1 | 24342 | -0.38 | 0.02 | 0.98 | 0.98 | -- |
| | 2 | 24342 | -1.52 | 0.03 | 0.93 | 0.50 | -- |
| | 3 | 24342 | -0.21 | 0.02 | 1.04 | 1.18 | -- |
| | 4 | 24342 | 0.12 | 0.02 | 1.09 | 1.26 | -- |
| | 5 | 24342 | -0.49 | 0.02 | 0.89 | 0.85 | -- |
| | 6 | 24342 | 0.62 | 0.02 | 0.88 | 0.77 | -- |
| | 7 | 24342 | 0.51 | 0.02 | 0.88 | 0.81 | -- |
| | 8 | 24342 | 1.27 | 0.02 | 1.15 | 1.20 | -- |
| | 9 | 24342 | 0.57 | 0.02 | 0.88 | 0.79 | -- |
| | 10 | 24342 | 0.22 | 0.02 | 0.93 | 0.82 | -- |
| | 11 | 24342 | 1.16 | 0.02 | 1.01 | 1.04 | -- |
| | 12 | 24342 | 0.98 | 0.02 | 0.91 | 0.86 | -- |
| | 13 | 24342 | 1.63 | 0.01 | 1.08 | 1.10 | -- |
| | 14 | 24342 | 0.76 | 0.02 | 0.90 | 0.80 | -- |
| | 15 | 24342 | -0.48 | 0.02 | 0.91 | 0.73 | -- |
| | 16 | 24342 | 0.31 | 0.02 | 0.87 | 0.76 | -- |
| | 17 | 24342 | 1.69 | 0.01 | 1.33 | 1.47 | -- |
| | 18 | 24342 | 2.37 | 0.01 | 1.03 | 1.08 | -- |
| | 19 | 24342 | 0.53 | 0.02 | 1.33 | 1.52 | -- |
| | 20 | 24342 | 0.38 | 0.02 | 0.96 | 0.90 | -- |
| | 21 | 24342 | 0.74 | 0.02 | 0.89 | 0.79 | -- |
| | 22 | 24342 | 1.34 | 0.02 | 0.93 | 0.89 | -- |
| | 23 | 24342 | 1.80 | 0.01 | 1.01 | 1.04 | -- |
| | 24 | 24342 | 2.86 | 0.01 | 1.19 | 1.54 | -- |
| | 25 | 24342 | 0.30 | 0.02 | 1.08 | 1.09 | -- |
| | 26 | 24342 | 2.33 | 0.01 | 1.13 | 1.23 | -- |
| | 27 | 24342 | 0.86 | 0.02 | 1.04 | 1.10 | -- |
| WR | 1 | 24342 | -0.44 | 0.02 | 0.95 | 0.77 | -- |
| | 2 | 24342 | -0.47 | 0.02 | 0.77 | 0.62 | -- |
| | 3 | 24342 | 2.16 | 0.01 | 1.08 | 1.13 | -- |
| | 4 | 24342 | 1.73 | 0.01 | 1.09 | 1.13 | -- |
| | 5 | 24342 | -0.61 | 0.02 | 0.82 | 0.71 | -- |
| | 6 | 24342 | 0.30 | 0.02 | 0.96 | 0.84 | -- |
| | 7 | 24342 | 0.11 | 0.02 | 0.88 | 0.78 | -- |
| | 8 | 24342 | 0.57 | 0.02 | 0.95 | 0.92 | -- |
| | 9 | 24342 | -0.33 | 0.02 | 0.73 | 0.56 | -- |
| | 10 | 24342 | -0.15 | 0.02 | 0.84 | 0.62 | -- |
| | 11 | 24342 | -0.24 | 0.02 | 0.93 | 0.82 | -- |
| | 12 | 24342 | -0.03 | 0.02 | 0.73 | 0.57 | -- |
| | 13 | 24342 | 1.33 | 0.02 | 0.87 | 0.81 | -- |
| | 14 | 24342 | -0.52 | 0.02 | 0.94 | 0.82 | -- |
| | 15 | 24342 | 1.99 | 0.01 | 1.12 | 1.18 | -- |
| | 16 | 24342 | -0.89 | 0.02 | 0.96 | 0.89 | -- |
| | 17 | 24342 | 1.70 | 0.01 | 1.04 | 1.02 | -- |
| | 18 | 24342 | 2.22 | 0.01 | 1.08 | 1.09 | -- |
| | 19 | 24342 | 2.66 | 0.01 | 0.92 | 0.92 | -- |

D.4: Grade 7–Grade 8

Listening and Speaking

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|----|------|---------|---------------------|------|---------------|----------------|--------|
| LI | 1 | 22051 | -1.38 | 0.04 | 0.92 | 0.44 | -- |
| | 2 | 22051 | -0.62 | 0.03 | 1.01 | 0.68 | -- |
| | 3 | 22051 | 0.35 | 0.02 | 1.14 | 1.21 | -- |
| | 4 | 22051 | 1.79 | 0.02 | 1.12 | 1.16 | -- |
| | 5 | 22051 | 2.66 | 0.02 | 1.17 | 1.35 | -- |
| | 6 | 22051 | 0.95 | 0.02 | 1.10 | 1.10 | -- |
| | 7 | 22051 | 1.60 | 0.02 | 1.22 | 1.26 | -- |
| | 8 | 22051 | 2.17 | 0.02 | 1.22 | 1.33 | -- |
| | 9 | 22051 | 2.33 | 0.02 | 1.28 | 1.45 | -- |
| | 10 | 22051 | 1.36 | 0.02 | 1.18 | 1.18 | -- |
| | 11 | 22051 | 1.77 | 0.02 | 1.11 | 1.14 | -- |
| | 12 | 22051 | 2.69 | 0.02 | 1.17 | 1.45 | -- |
| | 13 | 22051 | 1.23 | 0.02 | 1.05 | 1.02 | -- |
| | 14 | 22051 | 2.20 | 0.02 | 1.21 | 1.31 | -- |
| | 15 | 22051 | 2.78 | 0.02 | 1.25 | 1.58 | -- |
| | 16 | 22051 | 1.38 | 0.02 | 1.10 | 1.12 | -- |
| | 17 | 22051 | 0.88 | 0.02 | 1.17 | 1.25 | -- |
| | 18 | 22051 | 0.90 | 0.02 | 1.15 | 1.14 | -- |
| | 19 | 22051 | 1.99 | 0.02 | 1.16 | 1.23 | -- |
| | 20 | 22051 | 0.52 | 0.02 | 0.96 | 0.88 | -- |
| | 21 | 22051 | 1.29 | 0.02 | 1.21 | 1.30 | -- |
| | 22 | 22051 | 2.09 | 0.02 | 1.35 | 1.52 | -- |
| | 23 | 22051 | 1.68 | 0.02 | 1.14 | 1.19 | -- |
| | 24 | 22051 | 2.43 | 0.02 | 1.36 | 1.66 | -- |
| | 25 | 22051 | 0.64 | 0.02 | 1.00 | 0.91 | -- |
| SP | 1 | 22051 | 0.52 | 0.01 | 0.77 | 0.72 | -- |
| | 2 | 22051 | 0.48 | 0.01 | 0.66 | 0.60 | -- |
| | 3 | 22051 | 0.86 | 0.01 | 0.69 | 0.62 | -- |
| | 4 | 22051 | 0.74 | 0.01 | 0.71 | 0.63 | -- |
| | 5 | 22051 | 0.77 | 0.01 | 0.73 | 0.68 | -- |
| | 6 | 22051 | 1.37 | 0.01 | 0.71 | 0.72 | -- |
| | 7 | 22051 | 0.34 | 0.01 | 0.70 | 0.65 | -- |
| | 8 | 22051 | 0.48 | 0.01 | 0.64 | 0.56 | -- |
| | 9 | 22051 | 0.38 | 0.01 | 0.66 | 0.57 | -- |
| | 10 | 22051 | -0.06 | 0.02 | 0.72 | 0.63 | -- |
| | 11 | 22051 | 0.03 | 0.02 | 0.71 | 0.59 | -- |
| | 12 | 22051 | 0.79 | 0.01 | 0.78 | 0.72 | -- |
| | 13 | 22051 | 1.01 | 0.01 | 0.68 | 0.59 | -- |
| | 14 | 22051 | 0.12 | 0.02 | 0.80 | 0.64 | -- |
| | 15 | 22051 | 0.40 | 0.01 | 0.83 | 0.72 | -- |
| | 16 | 22051 | 1.30 | 0.01 | 0.69 | 0.58 | -- |

Reading and Writing

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|-----------|------|---------|---------------------|------|---------------|----------------|--------|
| RD | 1 | 20362 | -1.02 | 0.03 | 0.92 | 0.71 | -- |
| | 2 | 20362 | -1.54 | 0.03 | 0.93 | 0.62 | -- |
| | 3 | 20362 | -0.83 | 0.03 | 0.86 | 0.74 | -- |
| | 4 | 20362 | 0.06 | 0.02 | 1.01 | 1.08 | -- |
| | 5 | 20362 | 0.91 | 0.02 | 0.99 | 0.93 | -- |
| | 6 | 20362 | 1.07 | 0.02 | 1.45 | 1.86 | -- |
| | 7 | 20362 | 1.31 | 0.02 | 1.07 | 1.06 | -- |
| | 8 | 20362 | 1.75 | 0.02 | 0.87 | 0.83 | -- |
| | 9 | 20362 | 1.23 | 0.02 | 0.95 | 0.96 | -- |
| | 10 | 20362 | 1.80 | 0.02 | 1.07 | 1.09 | -- |
| | 11 | 20362 | 1.52 | 0.02 | 0.99 | 0.98 | -- |
| | 12 | 20362 | 1.94 | 0.02 | 0.96 | 0.97 | -- |
| | 13 | 20362 | 0.22 | 0.02 | 0.88 | 0.74 | -- |
| | 14 | 20362 | 0.93 | 0.02 | 0.98 | 0.91 | -- |
| | 15 | 20362 | 1.62 | 0.02 | 1.01 | 1.00 | -- |
| | 16 | 20362 | 1.39 | 0.02 | 0.94 | 0.89 | -- |
| | 17 | 20362 | 1.70 | 0.02 | 0.98 | 0.96 | -- |
| | 18 | 20362 | 1.64 | 0.02 | 1.16 | 1.19 | -- |
| | 19 | 20362 | 1.53 | 0.02 | 0.94 | 0.92 | -- |
| | 20 | 20362 | 1.61 | 0.02 | 0.91 | 0.88 | -- |
| | 21 | 20362 | 1.04 | 0.02 | 0.99 | 0.94 | -- |
| | 22 | 20362 | 0.18 | 0.02 | 0.93 | 0.79 | -- |
| | 23 | 20362 | 1.65 | 0.02 | 0.98 | 0.98 | -- |
| | 24 | 20362 | 2.17 | 0.02 | 1.10 | 1.18 | -- |
| | 25 | 20362 | 2.69 | 0.02 | 1.32 | 1.58 | -- |
| | 26 | 20362 | 1.12 | 0.02 | 0.97 | 0.95 | -- |
| | 27 | 20362 | 1.51 | 0.02 | 1.09 | 1.09 | -- |
| WR | 1 | 20362 | -0.82 | 0.03 | 0.98 | 0.93 | -- |
| | 2 | 20362 | -2.37 | 0.05 | 0.99 | 0.69 | -- |
| | 3 | 20362 | -0.18 | 0.02 | 0.87 | 0.69 | -- |
| | 4 | 20362 | 1.41 | 0.02 | 1.04 | 1.07 | -- |
| | 5 | 20362 | 0.10 | 0.02 | 0.97 | 0.93 | -- |
| | 6 | 20362 | -0.44 | 0.02 | 0.88 | 0.69 | -- |
| | 7 | 20362 | 1.42 | 0.02 | 1.10 | 1.13 | -- |
| | 8 | 20362 | 1.86 | 0.02 | 1.17 | 1.23 | -- |
| | 9 | 20362 | 0.02 | 0.02 | 0.84 | 0.72 | -- |
| | 10 | 20362 | 1.08 | 0.02 | 1.04 | 1.06 | -- |
| | 11 | 20362 | 0.80 | 0.02 | 0.88 | 0.82 | -- |
| | 12 | 20362 | -0.13 | 0.02 | 0.87 | 0.76 | -- |
| | 13 | 20362 | 0.14 | 0.02 | 0.91 | 0.87 | -- |
| | 14 | 20362 | 0.86 | 0.02 | 1.07 | 1.16 | -- |
| | 15 | 20362 | -0.15 | 0.02 | 0.85 | 0.67 | -- |
| | 16 | 20362 | 0.58 | 0.01 | 0.97 | 0.85 | -- |
| | 17 | 20362 | 0.98 | 0.01 | 0.96 | 0.91 | -- |
| | 18 | 20362 | 1.49 | 0.01 | 1.05 | 1.04 | -- |
| | 19 | 20362 | 2.01 | 0.01 | 0.90 | 0.89 | -- |

D.5: Grade 9–Grade 12

Listening and Speaking

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|-----------|------|---------|---------------------|------|---------------|----------------|--------|
| LI | 1 | 36137 | 0.18 | 0.02 | 1.01 | 0.80 | -- |
| | 2 | 36137 | 0.10 | 0.02 | 1.27 | 1.12 | -- |
| | 3 | 36137 | 0.23 | 0.02 | 1.04 | 0.93 | -- |
| | 4 | 36137 | 0.72 | 0.02 | 1.08 | 1.14 | -- |
| | 5 | 36137 | 1.72 | 0.01 | 1.11 | 1.20 | -- |
| | 6 | 36137 | 2.24 | 0.01 | 1.23 | 1.42 | -- |
| | 7 | 36137 | 3.51 | 0.01 | 1.43 | 2.17 | √ |
| | 8 | 36137 | 1.66 | 0.01 | 1.24 | 1.37 | -- |
| | 9 | 36137 | 1.15 | 0.01 | 1.06 | 1.06 | -- |
| | 10 | 36137 | 0.12 | 0.02 | 1.27 | 1.67 | -- |
| | 11 | 36137 | 1.69 | 0.01 | 1.06 | 1.01 | -- |
| | 12 | 36137 | 1.63 | 0.01 | 1.08 | 1.11 | -- |
| | 13 | 36137 | 2.51 | 0.01 | 1.29 | 1.57 | -- |
| | 14 | 36137 | 1.93 | 0.01 | 1.15 | 1.28 | -- |
| | 15 | 36137 | 0.94 | 0.02 | 0.99 | 0.94 | -- |
| | 16 | 36137 | 0.75 | 0.02 | 1.12 | 1.08 | -- |
| | 17 | 36137 | 2.07 | 0.01 | 1.08 | 1.13 | -- |
| | 18 | 36137 | 2.64 | 0.01 | 1.16 | 1.30 | -- |
| | 19 | 36137 | 1.51 | 0.01 | 0.90 | 0.83 | -- |
| | 20 | 36137 | 1.51 | 0.01 | 1.05 | 1.03 | -- |
| | 21 | 36137 | 2.20 | 0.01 | 1.17 | 1.25 | -- |
| | 22 | 36137 | 0.47 | 0.02 | 1.07 | 1.03 | -- |
| | 23 | 36137 | 2.06 | 0.01 | 1.02 | 1.02 | -- |
| | 24 | 36137 | 2.34 | 0.01 | 1.19 | 1.34 | -- |
| | 25 | 36137 | 1.69 | 0.01 | 1.13 | 1.23 | -- |
| SP | 1 | 36137 | 0.39 | 0.01 | 0.79 | 0.68 | -- |
| | 2 | 36137 | 0.82 | 0.01 | 0.79 | 0.74 | -- |
| | 3 | 36137 | 0.55 | 0.01 | 0.82 | 0.79 | -- |
| | 4 | 36137 | 0.95 | 0.01 | 0.86 | 0.80 | -- |
| | 5 | 36137 | 0.95 | 0.01 | 0.79 | 0.75 | -- |
| | 6 | 36137 | 1.00 | 0.01 | 0.74 | 0.74 | -- |
| | 7 | 36137 | 1.14 | 0.01 | 0.79 | 0.76 | -- |
| | 8 | 36137 | 0.58 | 0.01 | 0.72 | 0.65 | -- |
| | 9 | 36137 | 0.11 | 0.01 | 0.81 | 0.75 | -- |
| | 10 | 36137 | 0.45 | 0.01 | 0.77 | 0.71 | -- |
| | 11 | 36137 | 0.90 | 0.01 | 0.76 | 0.72 | -- |
| | 12 | 36137 | 0.86 | 0.01 | 0.86 | 0.80 | -- |
| | 13 | 36137 | 0.56 | 0.01 | 0.82 | 0.70 | -- |
| | 14 | 36137 | 0.21 | 0.01 | 0.78 | 0.65 | -- |
| | 15 | 36137 | 1.53 | 0.01 | 0.88 | 0.83 | -- |
| | 16 | 36137 | 1.52 | 0.01 | 0.81 | 0.73 | -- |

Reading and Writing

| | Item | N-count | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Misfit |
|-----------|------|---------|---------------------|------|---------------|----------------|--------|
| RD | 1 | 34839 | 0.21 | 0.02 | 0.95 | 0.77 | -- |
| | 2 | 34839 | 0.30 | 0.02 | 1.12 | 1.00 | -- |
| | 3 | 34839 | 0.31 | 0.02 | 1.04 | 1.14 | -- |
| | 4 | 34839 | -0.55 | 0.03 | 0.97 | 0.96 | -- |
| | 5 | 34839 | 2.01 | 0.01 | 1.02 | 1.00 | -- |
| | 6 | 34839 | 2.72 | 0.01 | 0.97 | 0.96 | -- |
| | 7 | 34839 | 1.95 | 0.01 | 1.14 | 1.17 | -- |
| | 8 | 34839 | 0.92 | 0.02 | 1.05 | 1.10 | -- |
| | 9 | 34839 | 1.51 | 0.01 | 0.93 | 0.86 | -- |
| | 10 | 34839 | 1.55 | 0.01 | 1.07 | 1.13 | -- |
| | 11 | 34839 | 1.69 | 0.01 | 0.90 | 0.86 | -- |
| | 12 | 34839 | 2.10 | 0.01 | 1.09 | 1.11 | -- |
| | 13 | 34839 | 1.29 | 0.01 | 0.97 | 0.90 | -- |
| | 14 | 34839 | 0.46 | 0.02 | 1.01 | 1.04 | -- |
| | 15 | 34839 | 2.06 | 0.01 | 0.97 | 0.97 | -- |
| | 16 | 34839 | 2.63 | 0.01 | 1.03 | 1.04 | -- |
| | 17 | 34839 | 1.97 | 0.01 | 1.29 | 1.42 | -- |
| | 18 | 34839 | 1.76 | 0.01 | 0.88 | 0.79 | -- |
| | 19 | 34839 | 2.86 | 0.01 | 0.93 | 0.92 | -- |
| | 20 | 34839 | 1.51 | 0.01 | 1.12 | 1.15 | -- |
| | 21 | 34839 | 3.01 | 0.01 | 1.11 | 1.16 | -- |
| | 22 | 34839 | 2.49 | 0.01 | 1.05 | 1.06 | -- |
| | 23 | 34839 | 1.90 | 0.01 | 0.89 | 0.82 | -- |
| | 24 | 34839 | 2.85 | 0.01 | 1.04 | 1.05 | -- |
| | 25 | 34839 | 3.50 | 0.01 | 1.26 | 1.46 | -- |
| | 26 | 34839 | 3.29 | 0.01 | 1.19 | 1.31 | -- |
| | 27 | 34839 | 3.23 | 0.01 | 1.09 | 1.15 | -- |
| WR | 1 | 34839 | -0.62 | 0.03 | 0.95 | 0.74 | -- |
| | 2 | 34839 | 0.15 | 0.02 | 0.85 | 0.62 | -- |
| | 3 | 34839 | 0.60 | 0.02 | 0.95 | 0.93 | -- |
| | 4 | 34839 | 1.49 | 0.01 | 0.92 | 0.89 | -- |
| | 5 | 34839 | 1.74 | 0.01 | 0.90 | 0.87 | -- |
| | 6 | 34839 | 1.00 | 0.02 | 0.88 | 0.75 | -- |
| | 7 | 34839 | 1.93 | 0.01 | 1.00 | 1.02 | -- |
| | 8 | 34839 | 1.28 | 0.01 | 0.82 | 0.68 | -- |
| | 9 | 34839 | 1.35 | 0.01 | 0.96 | 0.97 | -- |
| | 10 | 34839 | 1.07 | 0.01 | 0.89 | 0.79 | -- |
| | 11 | 34839 | 1.73 | 0.01 | 0.89 | 0.84 | -- |
| | 12 | 34839 | 2.08 | 0.01 | 0.96 | 0.94 | -- |
| | 13 | 34839 | 2.03 | 0.01 | 0.84 | 0.80 | -- |
| | 14 | 34839 | 2.70 | 0.01 | 1.10 | 1.13 | -- |
| | 15 | 34839 | 2.59 | 0.01 | 1.05 | 1.09 | -- |
| | 16 | 34839 | 0.95 | 0.01 | 0.94 | 0.85 | -- |
| | 17 | 34839 | 1.54 | 0.01 | 0.96 | 0.90 | -- |
| | 18 | 34839 | 2.51 | 0.01 | 1.04 | 1.02 | -- |
| | 19 | 34839 | 2.17 | 0.01 | 0.82 | 0.82 | -- |

**APPENDIX E: ITEM INFORMATION AT DIFFERENT CUT POINTS
BY GRADES**

E.1: Kindergarten–Grade 1

Grade K

Listening and Speaking

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|---------------------|---|-------------------------------------|---------------------------------------|
| LI | 1 | -1.17 | 0.16 | 0.24 | 0.14 |
| | 2 | -3.39 | 0.21 | 0.06 | 0.02 |
| | 3 | -4.10 | 0.14 | 0.03 | 0.01 |
| | 4 | -3.67 | 0.19 | 0.05 | 0.02 |
| | 5 | -2.97 | 0.24 | 0.09 | 0.03 |
| | 6 | -2.45 | 0.25 | 0.13 | 0.05 |
| | 7 | -3.33 | 0.22 | 0.07 | 0.02 |
| | 8 | -3.23 | 0.22 | 0.07 | 0.02 |
| | 9 | -3.46 | 0.20 | 0.06 | 0.02 |
| | 10 | -2.60 | 0.25 | 0.12 | 0.04 |
| | 11 | -1.58 | 0.20 | 0.21 | 0.10 |
| | 12 | -1.09 | 0.15 | 0.24 | 0.14 |
| | 13 | -2.19 | 0.24 | 0.16 | 0.06 |
| | 14 | -1.83 | 0.22 | 0.19 | 0.08 |
| | 15 | -3.68 | 0.18 | 0.05 | 0.02 |
| | 16 | -4.11 | 0.14 | 0.03 | 0.01 |
| | 17 | -2.23 | 0.24 | 0.15 | 0.06 |
| | 18 | -1.98 | 0.23 | 0.18 | 0.07 |
| | 19 | -2.48 | 0.25 | 0.13 | 0.05 |
| | 20 | -1.98 | 0.23 | 0.18 | 0.07 |
| | 21 | -1.56 | 0.20 | 0.21 | 0.10 |
| | 22 | -1.35 | 0.18 | 0.23 | 0.12 |
| | 23 | -1.98 | 0.23 | 0.18 | 0.07 |
| | 24 | -0.06 | 0.07 | 0.22 | 0.23 |
| SP | 1 | -1.51 | 0.19 | 0.22 | 0.11 |
| | 2 | -1.17 | 0.16 | 0.24 | 0.14 |
| | 3 | -1.87 | 0.22 | 0.19 | 0.08 |
| | 4 | -1.22 | 0.17 | 0.24 | 0.13 |
| | 5 | -1.80 | 0.22 | 0.19 | 0.09 |
| | 6 | -0.85 | 0.13 | 0.25 | 0.17 |
| | 7 | -2.33 | 0.25 | 0.14 | 0.05 |
| | 8 | -1.81 | 0.22 | 0.19 | 0.08 |
| | 9 | -1.91 | 0.23 | 0.18 | 0.08 |
| | 10 | -1.62 | 0.20 | 0.21 | 0.10 |
| | 11 | -2.06 | 0.24 | 0.17 | 0.07 |
| | 12 | -2.33 | 0.25 | 0.14 | 0.05 |
| | 13 | -1.39 | 0.18 | 0.23 | 0.12 |
| | 14 | -2.30 | 0.25 | 0.15 | 0.06 |

Grade K
Listening and Speaking

| Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| 15 | -1.07 | 0.15 | 0.24 | 0.15 |
| 16 | -1.67 | 0.21 | 0.20 | 0.09 |

Note: The statistics in Tables E.1–E.5 were based on the equating sample (total N=198,697). Invalid cases were removed after cleaning procedures.

Grade K

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| RD | 1 | -3.45 | 0.13 | 0.05 | 0.02 |
| | 2 | -3.86 | 0.10 | 0.03 | 0.02 |
| | 3 | -2.87 | 0.19 | 0.08 | 0.04 |
| | 4 | -0.82 | 0.20 | 0.24 | 0.19 |
| | 5 | -2.21 | 0.24 | 0.13 | 0.07 |
| | 6 | -3.34 | 0.14 | 0.05 | 0.03 |
| | 7 | -2.05 | 0.25 | 0.15 | 0.08 |
| | 8 | -3.05 | 0.17 | 0.07 | 0.03 |
| | 9 | -1.45 | 0.24 | 0.20 | 0.13 |
| | 10 | -2.23 | 0.24 | 0.13 | 0.07 |
| | 11 | -1.21 | 0.23 | 0.22 | 0.15 |
| | 12 | -1.99 | 0.25 | 0.15 | 0.09 |
| | 13 | -1.10 | 0.22 | 0.23 | 0.16 |
| | 14 | -0.36 | 0.16 | 0.25 | 0.23 |
| | 15 | -1.17 | 0.23 | 0.23 | 0.16 |
| WR | 1 | -3.59 | 0.12 | 0.04 | 0.02 |
| | 2 | -3.48 | 0.13 | 0.05 | 0.02 |
| | 3 | -3.40 | 0.14 | 0.05 | 0.02 |
| | 4 | -4.29 | 0.07 | 0.02 | 0.01 |
| | 5 | -3.76 | 0.11 | 0.04 | 0.02 |
| | 6 | -3.40 | 0.14 | 0.05 | 0.02 |
| | 7 | -3.01 | 0.18 | 0.07 | 0.04 |
| | 8 | -3.09 | 0.17 | 0.07 | 0.03 |
| | 9 | -3.51 | 0.13 | 0.05 | 0.02 |
| | 10 | -3.62 | 0.12 | 0.04 | 0.02 |
| | 11 | -1.91 | 0.25 | 0.16 | 0.09 |
| | 12 | -1.63 | 0.25 | 0.19 | 0.11 |
| | 13 | -0.94 | 0.21 | 0.24 | 0.18 |
| | 14 | -0.95 | 0.21 | 0.24 | 0.18 |
| | 15 | -0.45 | 0.16 | 0.25 | 0.22 |

Grade 1**Listening and Speaking**

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|-------------|-----------------------------|---|---|---|
| LI | 1 | -1.17 | 0.19 | 0.23 | 0.07 |
| | 2 | -3.39 | 0.19 | 0.05 | 0.01 |
| | 3 | -4.10 | 0.12 | 0.03 | 0.00 |
| | 4 | -3.67 | 0.16 | 0.04 | 0.01 |
| | 5 | -2.97 | 0.22 | 0.07 | 0.01 |
| | 6 | -2.45 | 0.25 | 0.11 | 0.02 |
| | 7 | -3.33 | 0.19 | 0.05 | 0.01 |
| | 8 | -3.23 | 0.20 | 0.06 | 0.01 |
| | 9 | -3.46 | 0.18 | 0.05 | 0.01 |
| | 10 | -2.60 | 0.24 | 0.10 | 0.02 |
| | 11 | -1.58 | 0.22 | 0.19 | 0.05 |
| | 12 | -1.09 | 0.18 | 0.23 | 0.07 |
| | 13 | -2.19 | 0.25 | 0.13 | 0.03 |
| | 14 | -1.83 | 0.24 | 0.17 | 0.04 |
| | 15 | -3.68 | 0.16 | 0.04 | 0.01 |
| | 16 | -4.11 | 0.12 | 0.03 | 0.00 |
| | 17 | -2.23 | 0.25 | 0.13 | 0.03 |
| | 18 | -1.98 | 0.24 | 0.15 | 0.03 |
| | 19 | -2.48 | 0.25 | 0.11 | 0.02 |
| | 20 | -1.98 | 0.24 | 0.15 | 0.03 |
| | 21 | -1.56 | 0.22 | 0.19 | 0.05 |
| | 22 | -1.35 | 0.20 | 0.21 | 0.06 |
| | 23 | -1.98 | 0.24 | 0.15 | 0.03 |
| | 24 | -0.06 | 0.09 | 0.24 | 0.15 |
| SP | 1 | -1.51 | 0.22 | 0.20 | 0.05 |
| | 2 | -1.17 | 0.19 | 0.23 | 0.07 |
| | 3 | -1.87 | 0.24 | 0.16 | 0.04 |
| | 4 | -1.22 | 0.19 | 0.22 | 0.06 |
| | 5 | -1.80 | 0.24 | 0.17 | 0.04 |
| | 6 | -0.85 | 0.16 | 0.24 | 0.09 |
| | 7 | -2.33 | 0.25 | 0.12 | 0.02 |
| | 8 | -1.81 | 0.24 | 0.17 | 0.04 |
| | 9 | -1.91 | 0.24 | 0.16 | 0.03 |
| | 10 | -1.62 | 0.22 | 0.19 | 0.04 |
| | 11 | -2.06 | 0.25 | 0.15 | 0.03 |
| | 12 | -2.33 | 0.25 | 0.12 | 0.02 |
| | 13 | -1.39 | 0.21 | 0.21 | 0.06 |
| | 14 | -2.30 | 0.25 | 0.12 | 0.02 |
| | 15 | -1.07 | 0.18 | 0.23 | 0.07 |
| | 16 | -1.67 | 0.23 | 0.18 | 0.04 |

Grade 1

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| RD | 1 | -3.45 | 0.08 | 0.02 | 0.01 |
| | 2 | -3.86 | 0.06 | 0.02 | 0.00 |
| | 3 | -2.87 | 0.13 | 0.04 | 0.01 |
| | 4 | -0.82 | 0.24 | 0.19 | 0.08 |
| | 5 | -2.21 | 0.19 | 0.07 | 0.02 |
| | 6 | -3.34 | 0.09 | 0.03 | 0.01 |
| | 7 | -2.05 | 0.21 | 0.08 | 0.03 |
| | 8 | -3.05 | 0.11 | 0.03 | 0.01 |
| | 9 | -1.45 | 0.25 | 0.13 | 0.04 |
| | 10 | -2.23 | 0.19 | 0.07 | 0.02 |
| | 11 | -1.21 | 0.25 | 0.15 | 0.05 |
| | 12 | -1.99 | 0.21 | 0.09 | 0.03 |
| | 13 | -1.10 | 0.25 | 0.16 | 0.06 |
| | 14 | -0.36 | 0.21 | 0.23 | 0.11 |
| | 15 | -1.17 | 0.25 | 0.16 | 0.06 |
| WR | 1 | -3.59 | 0.07 | 0.02 | 0.01 |
| | 2 | -3.48 | 0.08 | 0.02 | 0.01 |
| | 3 | -3.40 | 0.09 | 0.02 | 0.01 |
| | 4 | -4.29 | 0.04 | 0.01 | 0.00 |
| | 5 | -3.76 | 0.07 | 0.02 | 0.00 |
| | 6 | -3.40 | 0.09 | 0.02 | 0.01 |
| | 7 | -3.01 | 0.12 | 0.04 | 0.01 |
| | 8 | -3.09 | 0.11 | 0.03 | 0.01 |
| | 9 | -3.51 | 0.08 | 0.02 | 0.01 |
| | 10 | -3.62 | 0.07 | 0.02 | 0.01 |
| | 11 | -1.91 | 0.22 | 0.09 | 0.03 |
| | 12 | -1.63 | 0.24 | 0.11 | 0.04 |
| | 13 | -0.94 | 0.25 | 0.18 | 0.07 |
| | 14 | -0.95 | 0.25 | 0.18 | 0.07 |
| | 15 | -0.45 | 0.22 | 0.22 | 0.10 |

E.2: Grade 2–Grade 4**Grade 2****Listening and Speaking**

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| LI | 1 | -1.04 | 0.23 | 0.19 | 0.06 |
| | 2 | -0.88 | 0.22 | 0.20 | 0.06 |
| | 3 | -1.80 | 0.25 | 0.12 | 0.03 |
| | 4 | -1.82 | 0.25 | 0.11 | 0.03 |
| | 5 | 0.14 | 0.12 | 0.25 | 0.14 |
| | 6 | 0.25 | 0.11 | 0.25 | 0.15 |
| | 7 | 0.77 | 0.08 | 0.22 | 0.20 |
| | 8 | -1.66 | 0.25 | 0.13 | 0.03 |
| | 9 | -1.75 | 0.25 | 0.12 | 0.03 |
| | 10 | 1.03 | 0.06 | 0.20 | 0.22 |
| | 11 | -0.36 | 0.17 | 0.24 | 0.10 |
| | 12 | 0.85 | 0.07 | 0.21 | 0.21 |
| | 13 | 0.00 | 0.14 | 0.25 | 0.13 |
| | 14 | 1.52 | 0.04 | 0.15 | 0.25 |
| | 15 | 0.60 | 0.09 | 0.23 | 0.18 |
| | 16 | 0.83 | 0.07 | 0.22 | 0.21 |
| | 17 | 1.13 | 0.06 | 0.19 | 0.23 |
| | 18 | 1.61 | 0.04 | 0.14 | 0.25 |
| | 19 | 0.77 | 0.08 | 0.22 | 0.20 |
| | 20 | -0.26 | 0.16 | 0.24 | 0.11 |
| | 21 | 0.07 | 0.13 | 0.25 | 0.13 |
| | 22 | -0.52 | 0.19 | 0.23 | 0.09 |
| | 23 | -1.16 | 0.24 | 0.18 | 0.05 |
| | 24 | 0.04 | 0.13 | 0.25 | 0.13 |
| SP | 1 | -0.15 | 0.15 | 0.25 | 0.11 |
| | 2 | -0.52 | 0.19 | 0.23 | 0.09 |
| | 3 | -1.16 | 0.24 | 0.18 | 0.05 |
| | 4 | -1.53 | 0.25 | 0.14 | 0.04 |
| | 5 | -1.43 | 0.25 | 0.15 | 0.04 |
| | 6 | 0.28 | 0.11 | 0.25 | 0.15 |
| | 7 | 0.03 | 0.13 | 0.25 | 0.13 |
| | 8 | -0.81 | 0.21 | 0.21 | 0.07 |
| | 9 | -0.35 | 0.17 | 0.24 | 0.10 |
| | 10 | -0.98 | 0.23 | 0.19 | 0.06 |
| | 11 | 0.18 | 0.12 | 0.25 | 0.14 |
| | 12 | -0.40 | 0.17 | 0.24 | 0.10 |
| | 13 | -0.60 | 0.19 | 0.22 | 0.08 |
| | 14 | -0.20 | 0.16 | 0.25 | 0.11 |
| | 15 | -1.23 | 0.24 | 0.17 | 0.05 |
| | 16 | -0.36 | 0.17 | 0.24 | 0.10 |

Grade 2

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|-------------|-----------------------------|---|---|---|
| RD | 1 | -1.61 | 0.22 | 0.09 | 0.03 |
| | 2 | -3.14 | 0.08 | 0.02 | 0.01 |
| | 3 | -2.48 | 0.13 | 0.04 | 0.01 |
| | 4 | -2.30 | 0.15 | 0.05 | 0.02 |
| | 5 | -1.90 | 0.19 | 0.07 | 0.02 |
| | 6 | -2.15 | 0.17 | 0.05 | 0.02 |
| | 7 | -2.37 | 0.14 | 0.04 | 0.01 |
| | 8 | -1.55 | 0.22 | 0.09 | 0.03 |
| | 9 | 0.39 | 0.18 | 0.25 | 0.16 |
| | 10 | 0.33 | 0.18 | 0.24 | 0.15 |
| | 11 | 1.94 | 0.06 | 0.17 | 0.25 |
| | 12 | 1.52 | 0.08 | 0.21 | 0.24 |
| | 13 | -1.07 | 0.25 | 0.13 | 0.05 |
| | 14 | -0.14 | 0.22 | 0.22 | 0.11 |
| | 15 | -1.04 | 0.25 | 0.13 | 0.05 |
| | 16 | -0.62 | 0.25 | 0.17 | 0.07 |
| | 17 | 0.20 | 0.19 | 0.24 | 0.14 |
| | 18 | 0.73 | 0.14 | 0.25 | 0.19 |
| | 19 | 0.05 | 0.21 | 0.23 | 0.13 |
| | 20 | 0.33 | 0.18 | 0.24 | 0.15 |
| | 21 | 0.03 | 0.21 | 0.23 | 0.12 |
| | 22 | -0.08 | 0.22 | 0.22 | 0.11 |
| | 23 | 0.02 | 0.21 | 0.23 | 0.12 |
| | 24 | 0.52 | 0.16 | 0.25 | 0.17 |
| WR | 1 | -0.82 | 0.25 | 0.15 | 0.06 |
| | 2 | -3.61 | 0.05 | 0.01 | 0.00 |
| | 3 | -0.47 | 0.24 | 0.19 | 0.08 |
| | 4 | -1.02 | 0.25 | 0.13 | 0.05 |
| | 5 | -0.65 | 0.25 | 0.17 | 0.07 |
| | 6 | 1.06 | 0.11 | 0.24 | 0.22 |
| | 7 | -1.30 | 0.24 | 0.11 | 0.04 |
| | 8 | 0.31 | 0.18 | 0.24 | 0.15 |
| | 9 | 0.05 | 0.21 | 0.23 | 0.12 |
| | 10 | 0.82 | 0.14 | 0.25 | 0.20 |
| | 11 | -1.17 | 0.24 | 0.12 | 0.05 |
| | 12 | -1.07 | 0.25 | 0.13 | 0.05 |
| | 13 | -1.55 | 0.22 | 0.09 | 0.03 |
| | 14 | -1.11 | 0.24 | 0.13 | 0.05 |
| | 15 | -0.15 | 0.22 | 0.21 | 0.11 |
| | 16 | 1.19 | 0.10 | 0.23 | 0.23 |

Grade 3

Listening and Speaking

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| LI | 1 | -1.04 | 0.25 | 0.16 | 0.04 |
| | 2 | -0.88 | 0.24 | 0.18 | 0.04 |
| | 3 | -1.80 | 0.23 | 0.10 | 0.02 |
| | 4 | -1.82 | 0.23 | 0.09 | 0.02 |
| | 5 | 0.14 | 0.16 | 0.25 | 0.10 |
| | 6 | 0.25 | 0.15 | 0.25 | 0.11 |
| | 7 | 0.77 | 0.10 | 0.24 | 0.16 |
| | 8 | -1.66 | 0.24 | 0.11 | 0.02 |
| | 9 | -1.75 | 0.24 | 0.10 | 0.02 |
| | 10 | 1.03 | 0.08 | 0.22 | 0.19 |
| | 11 | -0.36 | 0.20 | 0.22 | 0.07 |
| | 12 | 0.85 | 0.10 | 0.23 | 0.17 |
| | 13 | 0.00 | 0.17 | 0.24 | 0.09 |
| | 14 | 1.52 | 0.05 | 0.18 | 0.23 |
| | 15 | 0.60 | 0.12 | 0.24 | 0.15 |
| | 16 | 0.83 | 0.10 | 0.23 | 0.17 |
| | 17 | 1.13 | 0.08 | 0.21 | 0.20 |
| | 18 | 1.61 | 0.05 | 0.17 | 0.23 |
| | 19 | 0.77 | 0.10 | 0.24 | 0.16 |
| | 20 | -0.26 | 0.20 | 0.23 | 0.08 |
| | 21 | 0.07 | 0.16 | 0.25 | 0.10 |
| | 22 | -0.52 | 0.22 | 0.21 | 0.06 |
| | 23 | -1.16 | 0.25 | 0.15 | 0.03 |
| | 24 | 0.04 | 0.17 | 0.25 | 0.10 |
| SP | 1 | -0.15 | 0.19 | 0.24 | 0.08 |
| | 2 | -0.52 | 0.22 | 0.21 | 0.06 |
| | 3 | -1.16 | 0.25 | 0.15 | 0.03 |
| | 4 | -1.53 | 0.25 | 0.12 | 0.02 |
| | 5 | -1.43 | 0.25 | 0.13 | 0.03 |
| | 6 | 0.28 | 0.14 | 0.25 | 0.12 |
| | 7 | 0.03 | 0.17 | 0.25 | 0.10 |
| | 8 | -0.81 | 0.24 | 0.19 | 0.05 |
| | 9 | -0.35 | 0.20 | 0.22 | 0.07 |
| | 10 | -0.98 | 0.24 | 0.17 | 0.04 |
| | 11 | 0.18 | 0.15 | 0.25 | 0.11 |
| | 12 | -0.40 | 0.21 | 0.22 | 0.07 |
| | 13 | -0.60 | 0.22 | 0.20 | 0.06 |
| | 14 | -0.20 | 0.19 | 0.23 | 0.08 |
| | 15 | -1.23 | 0.25 | 0.15 | 0.03 |
| | 16 | -0.36 | 0.20 | 0.22 | 0.07 |

Grade 3

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|---------------------|---|-------------------------------------|---------------------------------------|
| RD | 1 | -1.61 | 0.19 | 0.07 | 0.02 |
| | 2 | -3.14 | 0.07 | 0.02 | 0.00 |
| | 3 | -2.48 | 0.11 | 0.03 | 0.01 |
| | 4 | -2.30 | 0.13 | 0.04 | 0.01 |
| | 5 | -1.90 | 0.17 | 0.06 | 0.02 |
| | 6 | -2.15 | 0.14 | 0.04 | 0.01 |
| | 7 | -2.37 | 0.12 | 0.04 | 0.01 |
| | 8 | -1.55 | 0.20 | 0.08 | 0.02 |
| | 9 | 0.39 | 0.20 | 0.24 | 0.12 |
| | 10 | 0.33 | 0.21 | 0.23 | 0.11 |
| | 11 | 1.94 | 0.07 | 0.19 | 0.24 |
| | 12 | 1.52 | 0.10 | 0.22 | 0.22 |
| | 13 | -1.07 | 0.24 | 0.11 | 0.03 |
| | 14 | -0.14 | 0.24 | 0.20 | 0.08 |
| | 15 | -1.04 | 0.24 | 0.11 | 0.03 |
| | 16 | -0.62 | 0.25 | 0.15 | 0.05 |
| | 17 | 0.20 | 0.22 | 0.22 | 0.10 |
| | 18 | 0.73 | 0.17 | 0.25 | 0.15 |
| | 19 | 0.05 | 0.23 | 0.21 | 0.09 |
| | 20 | 0.33 | 0.21 | 0.23 | 0.11 |
| | 21 | 0.03 | 0.23 | 0.21 | 0.09 |
| | 22 | -0.08 | 0.24 | 0.20 | 0.08 |
| | 23 | 0.02 | 0.23 | 0.21 | 0.09 |
| | 24 | 0.52 | 0.19 | 0.24 | 0.13 |
| WR | 1 | -0.82 | 0.25 | 0.13 | 0.04 |
| | 2 | -3.61 | 0.04 | 0.01 | 0.00 |
| | 3 | -0.47 | 0.25 | 0.17 | 0.06 |
| | 4 | -1.02 | 0.24 | 0.11 | 0.04 |
| | 5 | -0.65 | 0.25 | 0.15 | 0.05 |
| | 6 | 1.06 | 0.14 | 0.25 | 0.18 |
| | 7 | -1.30 | 0.22 | 0.09 | 0.03 |
| | 8 | 0.31 | 0.21 | 0.23 | 0.11 |
| | 9 | 0.05 | 0.23 | 0.21 | 0.09 |
| | 10 | 0.82 | 0.16 | 0.25 | 0.16 |
| | 11 | -1.17 | 0.23 | 0.10 | 0.03 |
| | 12 | -1.07 | 0.24 | 0.11 | 0.03 |
| | 13 | -1.55 | 0.20 | 0.08 | 0.02 |
| | 14 | -1.11 | 0.23 | 0.11 | 0.03 |
| | 15 | -0.15 | 0.24 | 0.20 | 0.08 |
| | 16 | 1.19 | 0.13 | 0.24 | 0.19 |

Grade 4

Listening and Speaking

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|---------------------|---|-------------------------------------|---------------------------------------|
| LI | 1 | -1.04 | 0.25 | 0.14 | 0.03 |
| | 2 | -0.88 | 0.25 | 0.15 | 0.04 |
| | 3 | -1.80 | 0.21 | 0.08 | 0.01 |
| | 4 | -1.82 | 0.21 | 0.08 | 0.01 |
| | 5 | 0.14 | 0.19 | 0.24 | 0.09 |
| | 6 | 0.25 | 0.18 | 0.24 | 0.09 |
| | 7 | 0.77 | 0.13 | 0.25 | 0.14 |
| | 8 | -1.66 | 0.22 | 0.09 | 0.02 |
| | 9 | -1.75 | 0.21 | 0.08 | 0.02 |
| | 10 | 1.03 | 0.11 | 0.24 | 0.16 |
| | 11 | -0.36 | 0.23 | 0.20 | 0.06 |
| | 12 | 0.85 | 0.12 | 0.25 | 0.15 |
| | 13 | 0.00 | 0.20 | 0.23 | 0.08 |
| | 14 | 1.52 | 0.07 | 0.20 | 0.21 |
| | 15 | 0.60 | 0.14 | 0.25 | 0.12 |
| | 16 | 0.83 | 0.12 | 0.25 | 0.14 |
| | 17 | 1.13 | 0.10 | 0.23 | 0.17 |
| | 18 | 1.61 | 0.07 | 0.19 | 0.22 |
| | 19 | 0.77 | 0.13 | 0.25 | 0.14 |
| | 20 | -0.26 | 0.22 | 0.21 | 0.06 |
| | 21 | 0.07 | 0.19 | 0.23 | 0.08 |
| | 22 | -0.52 | 0.24 | 0.19 | 0.05 |
| | 23 | -1.16 | 0.25 | 0.13 | 0.03 |
| | 24 | 0.04 | 0.20 | 0.23 | 0.08 |
| SP | 1 | -0.15 | 0.21 | 0.22 | 0.07 |
| | 2 | -0.52 | 0.24 | 0.19 | 0.05 |
| | 3 | -1.16 | 0.25 | 0.13 | 0.03 |
| | 4 | -1.53 | 0.23 | 0.10 | 0.02 |
| | 5 | -1.43 | 0.24 | 0.10 | 0.02 |
| | 6 | 0.28 | 0.17 | 0.24 | 0.10 |
| | 7 | 0.03 | 0.20 | 0.23 | 0.08 |
| | 8 | -0.81 | 0.25 | 0.16 | 0.04 |
| | 9 | -0.35 | 0.23 | 0.20 | 0.06 |
| | 10 | -0.98 | 0.25 | 0.14 | 0.03 |
| | 11 | 0.18 | 0.18 | 0.24 | 0.09 |
| | 12 | -0.40 | 0.23 | 0.20 | 0.05 |
| | 13 | -0.60 | 0.24 | 0.18 | 0.05 |
| | 14 | -0.20 | 0.22 | 0.21 | 0.06 |
| | 15 | -1.23 | 0.25 | 0.12 | 0.03 |
| | 16 | -0.36 | 0.23 | 0.20 | 0.06 |

Grade 4

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| RD | 1 | -1.61 | 0.17 | 0.05 | 0.01 |
| | 2 | -3.14 | 0.05 | 0.01 | 0.00 |
| | 3 | -2.48 | 0.09 | 0.02 | 0.01 |
| | 4 | -2.30 | 0.11 | 0.03 | 0.01 |
| | 5 | -1.90 | 0.14 | 0.04 | 0.01 |
| | 6 | -2.15 | 0.12 | 0.03 | 0.01 |
| | 7 | -2.37 | 0.10 | 0.03 | 0.01 |
| | 8 | -1.55 | 0.18 | 0.06 | 0.02 |
| | 9 | 0.39 | 0.22 | 0.21 | 0.09 |
| | 10 | 0.33 | 0.22 | 0.21 | 0.08 |
| | 11 | 1.94 | 0.09 | 0.22 | 0.22 |
| | 12 | 1.52 | 0.12 | 0.24 | 0.19 |
| | 13 | -1.07 | 0.22 | 0.09 | 0.02 |
| | 14 | -0.14 | 0.25 | 0.17 | 0.06 |
| | 15 | -1.04 | 0.22 | 0.09 | 0.02 |
| | 16 | -0.62 | 0.24 | 0.12 | 0.04 |
| | 17 | 0.20 | 0.23 | 0.20 | 0.08 |
| | 18 | 0.73 | 0.19 | 0.24 | 0.11 |
| | 19 | 0.05 | 0.24 | 0.18 | 0.07 |
| | 20 | 0.33 | 0.22 | 0.21 | 0.08 |
| | 21 | 0.03 | 0.24 | 0.18 | 0.07 |
| | 22 | -0.08 | 0.25 | 0.17 | 0.06 |
| | 23 | 0.02 | 0.24 | 0.18 | 0.06 |
| | 24 | 0.52 | 0.21 | 0.22 | 0.10 |
| WR | 1 | -0.82 | 0.24 | 0.10 | 0.03 |
| | 2 | -3.61 | 0.03 | 0.01 | 0.00 |
| | 3 | -0.47 | 0.25 | 0.13 | 0.04 |
| | 4 | -1.02 | 0.22 | 0.09 | 0.03 |
| | 5 | -0.65 | 0.24 | 0.12 | 0.04 |
| | 6 | 1.06 | 0.16 | 0.25 | 0.14 |
| | 7 | -1.30 | 0.20 | 0.07 | 0.02 |
| | 8 | 0.31 | 0.23 | 0.21 | 0.08 |
| | 9 | 0.05 | 0.24 | 0.18 | 0.07 |
| | 10 | 0.82 | 0.18 | 0.24 | 0.12 |
| | 11 | -1.17 | 0.21 | 0.08 | 0.02 |
| | 12 | -1.07 | 0.22 | 0.09 | 0.02 |
| | 13 | -1.55 | 0.18 | 0.06 | 0.02 |
| | 14 | -1.11 | 0.22 | 0.08 | 0.02 |
| | 15 | -0.15 | 0.25 | 0.16 | 0.06 |
| | 16 | 1.19 | 0.15 | 0.25 | 0.16 |

E.3: Grade 5–Grade 6**Grade 5****Listening and Speaking**

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|---------------------|---|-------------------------------------|---------------------------------------|
| LI | 1 | -1.77 | 0.18 | 0.06 | 0.01 |
| | 2 | -1.08 | 0.24 | 0.11 | 0.03 |
| | 3 | 1.04 | 0.14 | 0.25 | 0.16 |
| | 4 | -1.45 | 0.21 | 0.08 | 0.02 |
| | 5 | -1.31 | 0.22 | 0.09 | 0.02 |
| | 6 | -0.48 | 0.25 | 0.16 | 0.05 |
| | 7 | -0.48 | 0.25 | 0.16 | 0.05 |
| | 8 | 0.82 | 0.16 | 0.25 | 0.14 |
| | 9 | 0.30 | 0.21 | 0.23 | 0.09 |
| | 10 | -0.71 | 0.25 | 0.14 | 0.04 |
| | 11 | 0.67 | 0.17 | 0.25 | 0.12 |
| | 12 | 1.14 | 0.13 | 0.25 | 0.17 |
| | 13 | 1.34 | 0.11 | 0.24 | 0.19 |
| | 14 | 0.02 | 0.23 | 0.21 | 0.07 |
| | 15 | 1.37 | 0.11 | 0.24 | 0.19 |
| | 16 | 1.49 | 0.10 | 0.23 | 0.20 |
| | 17 | -0.98 | 0.24 | 0.12 | 0.03 |
| | 18 | -0.55 | 0.25 | 0.15 | 0.04 |
| | 19 | -0.63 | 0.25 | 0.15 | 0.04 |
| | 20 | 1.09 | 0.13 | 0.25 | 0.16 |
| | 21 | 1.93 | 0.07 | 0.19 | 0.23 |
| | 22 | 0.02 | 0.23 | 0.21 | 0.07 |
| | 23 | 1.32 | 0.11 | 0.24 | 0.18 |
| | 24 | 0.66 | 0.17 | 0.25 | 0.12 |
| | 25 | -0.27 | 0.24 | 0.18 | 0.06 |
| SP | 1 | -0.68 | 0.25 | 0.14 | 0.04 |
| | 2 | -0.27 | 0.24 | 0.18 | 0.06 |
| | 3 | -0.86 | 0.25 | 0.13 | 0.03 |
| | 4 | -0.71 | 0.25 | 0.14 | 0.04 |
| | 5 | 0.01 | 0.23 | 0.21 | 0.07 |
| | 6 | 0.00 | 0.23 | 0.21 | 0.07 |
| | 7 | -0.39 | 0.25 | 0.17 | 0.05 |
| | 8 | -0.86 | 0.25 | 0.13 | 0.03 |
| | 9 | -0.77 | 0.25 | 0.13 | 0.04 |
| | 10 | -0.89 | 0.24 | 0.12 | 0.03 |
| | 11 | -0.28 | 0.24 | 0.18 | 0.06 |
| | 12 | -1.01 | 0.24 | 0.11 | 0.03 |
| | 13 | -0.88 | 0.24 | 0.12 | 0.03 |
| | 14 | -0.58 | 0.25 | 0.15 | 0.04 |
| | 15 | 0.38 | 0.20 | 0.23 | 0.10 |
| | 16 | 0.34 | 0.20 | 0.23 | 0.10 |

Grade 5

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|-------------|-------------------------|---|---|---|
| RD | 1 | -0.38 | 0.20 | 0.10 | 0.03 |
| | 2 | -1.52 | 0.10 | 0.04 | 0.01 |
| | 3 | -0.21 | 0.22 | 0.11 | 0.04 |
| | 4 | 0.12 | 0.24 | 0.14 | 0.05 |
| | 5 | -0.49 | 0.19 | 0.09 | 0.03 |
| | 6 | 0.62 | 0.25 | 0.19 | 0.08 |
| | 7 | 0.51 | 0.25 | 0.18 | 0.07 |
| | 8 | 1.27 | 0.22 | 0.24 | 0.13 |
| | 9 | 0.57 | 0.25 | 0.18 | 0.08 |
| | 10 | 0.22 | 0.24 | 0.15 | 0.06 |
| | 11 | 1.16 | 0.23 | 0.23 | 0.12 |
| | 12 | 0.98 | 0.24 | 0.22 | 0.11 |
| | 13 | 1.63 | 0.19 | 0.25 | 0.16 |
| | 14 | 0.76 | 0.25 | 0.20 | 0.09 |
| | 15 | -0.48 | 0.19 | 0.09 | 0.03 |
| | 16 | 0.31 | 0.25 | 0.16 | 0.06 |
| | 17 | 1.69 | 0.18 | 0.25 | 0.17 |
| | 18 | 2.37 | 0.12 | 0.23 | 0.23 |
| | 19 | 0.53 | 0.25 | 0.18 | 0.07 |
| | 20 | 0.38 | 0.25 | 0.16 | 0.06 |
| | 21 | 0.74 | 0.25 | 0.20 | 0.09 |
| | 22 | 1.34 | 0.22 | 0.24 | 0.14 |
| | 23 | 1.80 | 0.17 | 0.25 | 0.18 |
| | 24 | 2.86 | 0.08 | 0.19 | 0.25 |
| | 25 | 0.30 | 0.25 | 0.16 | 0.06 |
| | 26 | 2.33 | 0.12 | 0.23 | 0.23 |
| | 27 | 0.86 | 0.24 | 0.21 | 0.10 |
| WR | 1 | -0.44 | 0.20 | 0.09 | 0.03 |
| | 2 | -0.47 | 0.19 | 0.09 | 0.03 |
| | 3 | 2.16 | 0.14 | 0.24 | 0.21 |
| | 4 | 1.73 | 0.18 | 0.25 | 0.17 |
| | 5 | -0.61 | 0.18 | 0.08 | 0.03 |
| | 6 | 0.30 | 0.25 | 0.16 | 0.06 |
| | 7 | 0.11 | 0.24 | 0.14 | 0.05 |
| | 8 | 0.57 | 0.25 | 0.18 | 0.08 |
| | 9 | -0.33 | 0.21 | 0.10 | 0.03 |
| | 10 | -0.15 | 0.22 | 0.11 | 0.04 |
| | 11 | -0.24 | 0.21 | 0.11 | 0.04 |
| | 12 | -0.03 | 0.23 | 0.12 | 0.04 |
| | 13 | 1.33 | 0.22 | 0.24 | 0.14 |
| | 14 | -0.52 | 0.19 | 0.09 | 0.03 |
| | 15 | 1.99 | 0.16 | 0.25 | 0.20 |
| | 16 | -0.89 | 0.15 | 0.06 | 0.02 |
| | 17 | 1.70 | 0.18 | 0.25 | 0.17 |
| | 18 | 2.22 | 0.13 | 0.24 | 0.22 |
| | 19 | 2.66 | 0.10 | 0.20 | 0.24 |

Grade 6

Listening and Speaking

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| LI | 1 | -1.77 | 0.16 | 0.05 | 0.01 |
| | 2 | -1.08 | 0.22 | 0.09 | 0.02 |
| | 3 | 1.04 | 0.16 | 0.25 | 0.13 |
| | 4 | -1.45 | 0.19 | 0.07 | 0.01 |
| | 5 | -1.31 | 0.20 | 0.07 | 0.02 |
| | 6 | -0.48 | 0.25 | 0.14 | 0.04 |
| | 7 | -0.48 | 0.25 | 0.14 | 0.04 |
| | 8 | 0.82 | 0.18 | 0.24 | 0.11 |
| | 9 | 0.30 | 0.22 | 0.21 | 0.07 |
| | 10 | -0.71 | 0.24 | 0.12 | 0.03 |
| | 11 | 0.67 | 0.19 | 0.24 | 0.10 |
| | 12 | 1.14 | 0.15 | 0.25 | 0.14 |
| | 13 | 1.34 | 0.13 | 0.25 | 0.16 |
| | 14 | 0.02 | 0.24 | 0.19 | 0.06 |
| | 15 | 1.37 | 0.13 | 0.25 | 0.16 |
| | 16 | 1.49 | 0.12 | 0.24 | 0.17 |
| | 17 | -0.98 | 0.23 | 0.10 | 0.02 |
| | 18 | -0.55 | 0.25 | 0.13 | 0.03 |
| | 19 | -0.63 | 0.25 | 0.13 | 0.03 |
| | 20 | 1.09 | 0.15 | 0.25 | 0.14 |
| | 21 | 1.93 | 0.08 | 0.21 | 0.21 |
| | 22 | 0.02 | 0.24 | 0.19 | 0.06 |
| | 23 | 1.32 | 0.13 | 0.25 | 0.16 |
| | 24 | 0.66 | 0.19 | 0.24 | 0.10 |
| | 25 | -0.27 | 0.25 | 0.16 | 0.04 |
| SP | 1 | -0.68 | 0.24 | 0.12 | 0.03 |
| | 2 | -0.27 | 0.25 | 0.16 | 0.04 |
| | 3 | -0.86 | 0.24 | 0.11 | 0.03 |
| | 4 | -0.71 | 0.24 | 0.12 | 0.03 |
| | 5 | 0.01 | 0.24 | 0.19 | 0.06 |
| | 6 | 0.00 | 0.24 | 0.19 | 0.06 |
| | 7 | -0.39 | 0.25 | 0.15 | 0.04 |
| | 8 | -0.86 | 0.24 | 0.11 | 0.03 |
| | 9 | -0.77 | 0.24 | 0.11 | 0.03 |
| | 10 | -0.89 | 0.23 | 0.11 | 0.03 |
| | 11 | -0.28 | 0.25 | 0.16 | 0.04 |
| | 12 | -1.01 | 0.23 | 0.10 | 0.02 |
| | 13 | -0.88 | 0.23 | 0.11 | 0.03 |
| | 14 | -0.58 | 0.25 | 0.13 | 0.03 |
| | 15 | 0.38 | 0.22 | 0.22 | 0.08 |
| | 16 | 0.34 | 0.22 | 0.22 | 0.08 |

Grade 6
Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|---------------------|---|-------------------------------------|---------------------------------------|
| RD | 1 | -0.38 | 0.19 | 0.08 | 0.03 |
| | 2 | -1.52 | 0.09 | 0.03 | 0.01 |
| | 3 | -0.21 | 0.21 | 0.09 | 0.03 |
| | 4 | 0.12 | 0.23 | 0.12 | 0.04 |
| | 5 | -0.49 | 0.18 | 0.07 | 0.02 |
| | 6 | 0.62 | 0.25 | 0.17 | 0.07 |
| | 7 | 0.51 | 0.25 | 0.16 | 0.06 |
| | 8 | 1.27 | 0.23 | 0.22 | 0.11 |
| | 9 | 0.57 | 0.25 | 0.16 | 0.07 |
| | 10 | 0.22 | 0.24 | 0.13 | 0.05 |
| | 11 | 1.16 | 0.23 | 0.22 | 0.11 |
| | 12 | 0.98 | 0.24 | 0.20 | 0.09 |
| | 13 | 1.63 | 0.20 | 0.24 | 0.15 |
| | 14 | 0.76 | 0.25 | 0.18 | 0.08 |
| | 15 | -0.48 | 0.18 | 0.08 | 0.03 |
| | 16 | 0.31 | 0.24 | 0.14 | 0.05 |
| | 17 | 1.69 | 0.19 | 0.25 | 0.15 |
| | 18 | 2.37 | 0.13 | 0.24 | 0.22 |
| | 19 | 0.53 | 0.25 | 0.16 | 0.06 |
| | 20 | 0.38 | 0.25 | 0.14 | 0.06 |
| | 21 | 0.74 | 0.25 | 0.18 | 0.08 |
| | 22 | 1.34 | 0.22 | 0.23 | 0.12 |
| | 23 | 1.80 | 0.18 | 0.25 | 0.16 |
| | 24 | 2.86 | 0.09 | 0.20 | 0.24 |
| | 25 | 0.30 | 0.24 | 0.14 | 0.05 |
| | 26 | 2.33 | 0.13 | 0.24 | 0.21 |
| | 27 | 0.86 | 0.25 | 0.19 | 0.08 |
| WR | 1 | -0.44 | 0.19 | 0.08 | 0.03 |
| | 2 | -0.47 | 0.18 | 0.08 | 0.03 |
| | 3 | 2.16 | 0.15 | 0.25 | 0.20 |
| | 4 | 1.73 | 0.19 | 0.25 | 0.16 |
| | 5 | -0.61 | 0.17 | 0.07 | 0.02 |
| | 6 | 0.30 | 0.24 | 0.14 | 0.05 |
| | 7 | 0.11 | 0.23 | 0.12 | 0.04 |
| | 8 | 0.57 | 0.25 | 0.16 | 0.07 |
| | 9 | -0.33 | 0.20 | 0.08 | 0.03 |
| | 10 | -0.15 | 0.21 | 0.10 | 0.03 |
| | 11 | -0.24 | 0.21 | 0.09 | 0.03 |
| | 12 | -0.03 | 0.22 | 0.11 | 0.04 |
| | 13 | 1.33 | 0.22 | 0.23 | 0.12 |
| | 14 | -0.52 | 0.18 | 0.07 | 0.02 |
| | 15 | 1.99 | 0.17 | 0.25 | 0.18 |
| | 16 | -0.89 | 0.14 | 0.05 | 0.02 |
| | 17 | 1.70 | 0.19 | 0.25 | 0.15 |
| | 18 | 2.22 | 0.14 | 0.25 | 0.20 |
| | 19 | 2.66 | 0.11 | 0.22 | 0.24 |

E.4: Grade 7–Grade 8**Grade 7****Listening and Speaking**

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|---------------------|---|-------------------------------------|---------------------------------------|
| LI | 1 | -1.38 | 0.17 | 0.05 | 0.01 |
| | 2 | -0.62 | 0.23 | 0.10 | 0.03 |
| | 3 | 0.35 | 0.24 | 0.19 | 0.06 |
| | 4 | 1.79 | 0.12 | 0.24 | 0.18 |
| | 5 | 2.66 | 0.06 | 0.18 | 0.24 |
| | 6 | 0.95 | 0.19 | 0.23 | 0.10 |
| | 7 | 1.60 | 0.13 | 0.25 | 0.16 |
| | 8 | 2.17 | 0.09 | 0.22 | 0.22 |
| | 9 | 2.33 | 0.08 | 0.21 | 0.23 |
| | 10 | 1.36 | 0.15 | 0.25 | 0.14 |
| | 11 | 1.77 | 0.12 | 0.24 | 0.18 |
| | 12 | 2.69 | 0.06 | 0.17 | 0.25 |
| | 13 | 1.23 | 0.17 | 0.25 | 0.13 |
| | 14 | 2.20 | 0.08 | 0.22 | 0.22 |
| | 15 | 2.78 | 0.05 | 0.17 | 0.25 |
| | 16 | 1.38 | 0.15 | 0.25 | 0.14 |
| | 17 | 0.88 | 0.20 | 0.23 | 0.10 |
| | 18 | 0.90 | 0.20 | 0.23 | 0.10 |
| | 19 | 1.99 | 0.10 | 0.23 | 0.20 |
| | 20 | 0.52 | 0.23 | 0.20 | 0.07 |
| | 21 | 1.29 | 0.16 | 0.25 | 0.13 |
| | 22 | 2.09 | 0.09 | 0.23 | 0.21 |
| | 23 | 1.68 | 0.13 | 0.25 | 0.17 |
| | 24 | 2.43 | 0.07 | 0.20 | 0.23 |
| | 25 | 0.64 | 0.22 | 0.21 | 0.08 |
| SP | 1 | 0.52 | 0.23 | 0.20 | 0.07 |
| | 2 | 0.48 | 0.23 | 0.20 | 0.07 |
| | 3 | 0.86 | 0.20 | 0.23 | 0.10 |
| | 4 | 0.74 | 0.21 | 0.22 | 0.09 |
| | 5 | 0.77 | 0.21 | 0.22 | 0.09 |
| | 6 | 1.37 | 0.15 | 0.25 | 0.14 |
| | 7 | 0.34 | 0.24 | 0.19 | 0.06 |
| | 8 | 0.48 | 0.23 | 0.20 | 0.07 |
| | 9 | 0.38 | 0.24 | 0.19 | 0.07 |
| | 10 | -0.06 | 0.25 | 0.15 | 0.04 |
| | 11 | 0.03 | 0.25 | 0.16 | 0.05 |
| | 12 | 0.79 | 0.21 | 0.22 | 0.09 |
| | 13 | 1.01 | 0.19 | 0.24 | 0.11 |
| | 14 | 0.12 | 0.25 | 0.17 | 0.05 |
| | 15 | 0.40 | 0.24 | 0.19 | 0.07 |
| | 16 | 1.30 | 0.16 | 0.25 | 0.13 |

Grade 7

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| RD | 1 | -1.02 | 0.12 | 0.04 | 0.01 |
| | 2 | -1.54 | 0.08 | 0.02 | 0.01 |
| | 3 | -0.83 | 0.13 | 0.05 | 0.02 |
| | 4 | 0.06 | 0.22 | 0.10 | 0.04 |
| | 5 | 0.91 | 0.25 | 0.18 | 0.09 |
| | 6 | 1.07 | 0.25 | 0.19 | 0.10 |
| | 7 | 1.31 | 0.24 | 0.21 | 0.12 |
| | 8 | 1.75 | 0.20 | 0.24 | 0.16 |
| | 9 | 1.23 | 0.24 | 0.21 | 0.11 |
| | 10 | 1.80 | 0.20 | 0.24 | 0.16 |
| | 11 | 1.52 | 0.22 | 0.23 | 0.14 |
| | 12 | 1.94 | 0.19 | 0.25 | 0.18 |
| | 13 | 0.22 | 0.23 | 0.11 | 0.05 |
| | 14 | 0.93 | 0.25 | 0.18 | 0.09 |
| | 15 | 1.62 | 0.21 | 0.23 | 0.15 |
| | 16 | 1.39 | 0.23 | 0.22 | 0.13 |
| | 17 | 1.70 | 0.21 | 0.24 | 0.15 |
| | 18 | 1.64 | 0.21 | 0.24 | 0.15 |
| | 19 | 1.53 | 0.22 | 0.23 | 0.14 |
| | 20 | 1.61 | 0.22 | 0.23 | 0.15 |
| | 21 | 1.04 | 0.25 | 0.19 | 0.10 |
| | 22 | 0.18 | 0.23 | 0.11 | 0.05 |
| | 23 | 1.65 | 0.21 | 0.24 | 0.15 |
| | 24 | 2.17 | 0.16 | 0.25 | 0.20 |
| | 25 | 2.69 | 0.12 | 0.23 | 0.24 |
| | 26 | 1.12 | 0.24 | 0.20 | 0.10 |
| | 27 | 1.51 | 0.22 | 0.23 | 0.14 |
| WR | 1 | -0.82 | 0.14 | 0.05 | 0.02 |
| | 2 | -2.37 | 0.04 | 0.01 | 0.00 |
| | 3 | -0.18 | 0.20 | 0.08 | 0.03 |
| | 4 | 1.41 | 0.23 | 0.22 | 0.13 |
| | 5 | 0.10 | 0.22 | 0.10 | 0.04 |
| | 6 | -0.44 | 0.17 | 0.07 | 0.03 |
| | 7 | 1.42 | 0.23 | 0.22 | 0.13 |
| | 8 | 1.86 | 0.19 | 0.25 | 0.17 |
| | 9 | 0.02 | 0.21 | 0.10 | 0.04 |
| | 10 | 1.08 | 0.25 | 0.19 | 0.10 |
| | 11 | 0.80 | 0.25 | 0.17 | 0.08 |
| | 12 | -0.13 | 0.20 | 0.09 | 0.03 |
| | 13 | 0.14 | 0.22 | 0.11 | 0.04 |
| | 14 | 0.86 | 0.25 | 0.17 | 0.08 |
| | 15 | -0.15 | 0.20 | 0.08 | 0.03 |
| | 16 | 0.58 | 0.25 | 0.14 | 0.07 |
| | 17 | 0.98 | 0.25 | 0.18 | 0.09 |
| | 18 | 1.49 | 0.22 | 0.23 | 0.13 |
| | 19 | 2.01 | 0.18 | 0.25 | 0.18 |

Grade 8

Listening and Speaking

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| LI | 1 | -1.38 | 0.15 | 0.04 | 0.01 |
| | 2 | -0.62 | 0.22 | 0.08 | 0.03 |
| | 3 | 0.35 | 0.25 | 0.16 | 0.06 |
| | 4 | 1.79 | 0.14 | 0.25 | 0.18 |
| | 5 | 2.66 | 0.07 | 0.20 | 0.24 |
| | 6 | 0.95 | 0.21 | 0.21 | 0.10 |
| | 7 | 1.60 | 0.15 | 0.25 | 0.16 |
| | 8 | 2.17 | 0.10 | 0.24 | 0.22 |
| | 9 | 2.33 | 0.09 | 0.23 | 0.23 |
| | 10 | 1.36 | 0.18 | 0.24 | 0.14 |
| | 11 | 1.77 | 0.14 | 0.25 | 0.18 |
| | 12 | 2.69 | 0.07 | 0.20 | 0.25 |
| | 13 | 1.23 | 0.19 | 0.23 | 0.13 |
| | 14 | 2.20 | 0.10 | 0.24 | 0.22 |
| | 15 | 2.78 | 0.06 | 0.19 | 0.25 |
| | 16 | 1.38 | 0.17 | 0.24 | 0.14 |
| | 17 | 0.88 | 0.22 | 0.21 | 0.10 |
| | 18 | 0.90 | 0.22 | 0.21 | 0.10 |
| | 19 | 1.99 | 0.12 | 0.25 | 0.20 |
| | 20 | 0.52 | 0.24 | 0.18 | 0.07 |
| | 21 | 1.29 | 0.18 | 0.24 | 0.13 |
| | 22 | 2.09 | 0.11 | 0.24 | 0.21 |
| | 23 | 1.68 | 0.15 | 0.25 | 0.17 |
| | 24 | 2.43 | 0.08 | 0.22 | 0.23 |
| | 25 | 0.64 | 0.24 | 0.19 | 0.08 |
| SP | 1 | 0.52 | 0.24 | 0.18 | 0.07 |
| | 2 | 0.48 | 0.24 | 0.17 | 0.07 |
| | 3 | 0.86 | 0.22 | 0.21 | 0.10 |
| | 4 | 0.74 | 0.23 | 0.20 | 0.09 |
| | 5 | 0.77 | 0.23 | 0.20 | 0.09 |
| | 6 | 1.37 | 0.18 | 0.24 | 0.14 |
| | 7 | 0.34 | 0.25 | 0.16 | 0.06 |
| | 8 | 0.48 | 0.24 | 0.17 | 0.07 |
| | 9 | 0.38 | 0.25 | 0.16 | 0.07 |
| | 10 | -0.06 | 0.25 | 0.12 | 0.04 |
| | 11 | 0.03 | 0.25 | 0.13 | 0.05 |
| | 12 | 0.79 | 0.23 | 0.20 | 0.09 |
| | 13 | 1.01 | 0.21 | 0.22 | 0.11 |
| | 14 | 0.12 | 0.25 | 0.14 | 0.05 |
| | 15 | 0.40 | 0.25 | 0.16 | 0.07 |
| | 16 | 1.30 | 0.18 | 0.24 | 0.13 |

Grade 8

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| RD | 1 | -1.02 | 0.11 | 0.03 | 0.01 |
| | 2 | -1.54 | 0.07 | 0.02 | 0.01 |
| | 3 | -0.83 | 0.13 | 0.04 | 0.02 |
| | 4 | 0.06 | 0.21 | 0.08 | 0.04 |
| | 5 | 0.91 | 0.25 | 0.16 | 0.09 |
| | 6 | 1.07 | 0.25 | 0.17 | 0.10 |
| | 7 | 1.31 | 0.24 | 0.19 | 0.12 |
| | 8 | 1.75 | 0.21 | 0.23 | 0.16 |
| | 9 | 1.23 | 0.24 | 0.19 | 0.11 |
| | 10 | 1.80 | 0.21 | 0.23 | 0.16 |
| | 11 | 1.52 | 0.23 | 0.21 | 0.14 |
| | 12 | 1.94 | 0.19 | 0.24 | 0.18 |
| | 13 | 0.22 | 0.22 | 0.10 | 0.05 |
| | 14 | 0.93 | 0.25 | 0.16 | 0.09 |
| | 15 | 1.62 | 0.22 | 0.22 | 0.15 |
| | 16 | 1.39 | 0.24 | 0.20 | 0.13 |
| | 17 | 1.70 | 0.22 | 0.23 | 0.15 |
| | 18 | 1.64 | 0.22 | 0.22 | 0.15 |
| | 19 | 1.53 | 0.23 | 0.21 | 0.14 |
| | 20 | 1.61 | 0.22 | 0.22 | 0.15 |
| | 21 | 1.04 | 0.25 | 0.17 | 0.10 |
| | 22 | 0.18 | 0.22 | 0.09 | 0.05 |
| | 23 | 1.65 | 0.22 | 0.22 | 0.15 |
| | 24 | 2.17 | 0.17 | 0.25 | 0.20 |
| | 25 | 2.69 | 0.12 | 0.24 | 0.24 |
| | 26 | 1.12 | 0.25 | 0.18 | 0.10 |
| | 27 | 1.51 | 0.23 | 0.21 | 0.14 |
| WR | 1 | -0.82 | 0.13 | 0.04 | 0.02 |
| | 2 | -2.37 | 0.03 | 0.01 | 0.00 |
| | 3 | -0.18 | 0.19 | 0.07 | 0.03 |
| | 4 | 1.41 | 0.24 | 0.20 | 0.13 |
| | 5 | 0.10 | 0.21 | 0.09 | 0.04 |
| | 6 | -0.44 | 0.16 | 0.06 | 0.03 |
| | 7 | 1.42 | 0.23 | 0.20 | 0.13 |
| | 8 | 1.86 | 0.20 | 0.24 | 0.17 |
| | 9 | 0.02 | 0.21 | 0.08 | 0.04 |
| | 10 | 1.08 | 0.25 | 0.17 | 0.10 |
| | 11 | 0.80 | 0.25 | 0.15 | 0.08 |
| | 12 | -0.13 | 0.19 | 0.07 | 0.03 |
| | 13 | 0.14 | 0.22 | 0.09 | 0.04 |
| | 14 | 0.86 | 0.25 | 0.15 | 0.08 |
| | 15 | -0.15 | 0.19 | 0.07 | 0.03 |
| | 16 | 0.58 | 0.24 | 0.13 | 0.07 |
| | 17 | 0.98 | 0.25 | 0.16 | 0.09 |
| | 18 | 1.49 | 0.23 | 0.21 | 0.13 |
| | 19 | 2.01 | 0.19 | 0.24 | 0.18 |

*E.5: Grade 9–Grade 12***Grade 9****Listening and Speaking**

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|---------------------|---|-------------------------------------|---------------------------------------|
| LI | 1 | 0.18 | 0.24 | 0.10 | 0.04 |
| | 2 | 0.10 | 0.23 | 0.10 | 0.04 |
| | 3 | 0.23 | 0.24 | 0.11 | 0.04 |
| | 4 | 0.72 | 0.25 | 0.15 | 0.07 |
| | 5 | 1.72 | 0.19 | 0.23 | 0.14 |
| | 6 | 2.24 | 0.14 | 0.25 | 0.19 |
| | 7 | 3.51 | 0.05 | 0.17 | 0.25 |
| | 8 | 1.66 | 0.20 | 0.23 | 0.14 |
| | 9 | 1.15 | 0.24 | 0.19 | 0.09 |
| | 10 | 0.12 | 0.23 | 0.10 | 0.04 |
| | 11 | 1.69 | 0.19 | 0.23 | 0.14 |
| | 12 | 1.63 | 0.20 | 0.23 | 0.14 |
| | 13 | 2.51 | 0.12 | 0.25 | 0.22 |
| | 14 | 1.93 | 0.17 | 0.24 | 0.16 |
| | 15 | 0.94 | 0.25 | 0.17 | 0.08 |
| | 16 | 0.75 | 0.25 | 0.15 | 0.07 |
| | 17 | 2.07 | 0.16 | 0.25 | 0.18 |
| | 18 | 2.64 | 0.11 | 0.24 | 0.23 |
| | 19 | 1.51 | 0.21 | 0.22 | 0.12 |
| | 20 | 1.51 | 0.21 | 0.22 | 0.12 |
| | 21 | 2.20 | 0.15 | 0.25 | 0.19 |
| | 22 | 0.47 | 0.25 | 0.13 | 0.05 |
| | 23 | 2.06 | 0.16 | 0.25 | 0.18 |
| | 24 | 2.34 | 0.13 | 0.25 | 0.20 |
| | 25 | 1.69 | 0.19 | 0.23 | 0.14 |
| SP | 1 | 0.39 | 0.25 | 0.12 | 0.05 |
| | 2 | 0.82 | 0.25 | 0.16 | 0.07 |
| | 3 | 0.55 | 0.25 | 0.13 | 0.06 |
| | 4 | 0.95 | 0.24 | 0.17 | 0.08 |
| | 5 | 0.95 | 0.24 | 0.17 | 0.08 |
| | 6 | 1.00 | 0.24 | 0.18 | 0.08 |
| | 7 | 1.14 | 0.24 | 0.19 | 0.09 |
| | 8 | 0.58 | 0.25 | 0.14 | 0.06 |
| | 9 | 0.11 | 0.23 | 0.10 | 0.04 |
| | 10 | 0.45 | 0.25 | 0.12 | 0.05 |
| | 11 | 0.90 | 0.25 | 0.17 | 0.08 |
| | 12 | 0.86 | 0.25 | 0.16 | 0.08 |
| | 13 | 0.56 | 0.25 | 0.13 | 0.06 |
| | 14 | 0.21 | 0.24 | 0.10 | 0.04 |
| | 15 | 1.53 | 0.21 | 0.22 | 0.13 |
| | 16 | 1.52 | 0.21 | 0.22 | 0.13 |

Grade 9

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|---------------------|---|-------------------------------------|---------------------------------------|
| RD | 1 | 0.21 | 0.20 | 0.06 | 0.03 |
| | 2 | 0.30 | 0.20 | 0.07 | 0.03 |
| | 3 | 0.31 | 0.21 | 0.07 | 0.03 |
| | 4 | -0.55 | 0.12 | 0.03 | 0.02 |
| | 5 | 2.01 | 0.21 | 0.22 | 0.14 |
| | 6 | 2.72 | 0.15 | 0.25 | 0.21 |
| | 7 | 1.95 | 0.22 | 0.21 | 0.13 |
| | 8 | 0.92 | 0.24 | 0.12 | 0.06 |
| | 9 | 1.51 | 0.24 | 0.17 | 0.10 |
| | 10 | 1.55 | 0.24 | 0.17 | 0.10 |
| | 11 | 1.69 | 0.24 | 0.19 | 0.11 |
| | 12 | 2.10 | 0.21 | 0.22 | 0.15 |
| | 13 | 1.29 | 0.25 | 0.15 | 0.08 |
| | 14 | 0.46 | 0.22 | 0.08 | 0.04 |
| | 15 | 2.06 | 0.21 | 0.22 | 0.15 |
| | 16 | 2.63 | 0.16 | 0.25 | 0.20 |
| | 17 | 1.97 | 0.22 | 0.21 | 0.14 |
| | 18 | 1.76 | 0.23 | 0.19 | 0.12 |
| | 19 | 2.86 | 0.14 | 0.25 | 0.22 |
| | 20 | 1.51 | 0.24 | 0.17 | 0.10 |
| | 21 | 3.01 | 0.12 | 0.25 | 0.23 |
| | 22 | 2.49 | 0.17 | 0.24 | 0.19 |
| | 23 | 1.90 | 0.22 | 0.21 | 0.13 |
| | 24 | 2.85 | 0.14 | 0.25 | 0.22 |
| | 25 | 3.50 | 0.08 | 0.22 | 0.25 |
| | 26 | 3.29 | 0.10 | 0.24 | 0.24 |
| | 27 | 3.23 | 0.10 | 0.24 | 0.24 |
| WR | 1 | -0.62 | 0.12 | 0.03 | 0.01 |
| | 2 | 0.15 | 0.19 | 0.06 | 0.03 |
| | 3 | 0.60 | 0.23 | 0.09 | 0.05 |
| | 4 | 1.49 | 0.25 | 0.17 | 0.10 |
| | 5 | 1.74 | 0.23 | 0.19 | 0.12 |
| | 6 | 1.00 | 0.25 | 0.12 | 0.06 |
| | 7 | 1.93 | 0.22 | 0.21 | 0.13 |
| | 8 | 1.28 | 0.25 | 0.15 | 0.08 |
| | 9 | 1.35 | 0.25 | 0.15 | 0.09 |
| | 10 | 1.07 | 0.25 | 0.13 | 0.07 |
| | 11 | 1.73 | 0.23 | 0.19 | 0.12 |
| | 12 | 2.08 | 0.21 | 0.22 | 0.15 |
| | 13 | 2.03 | 0.21 | 0.22 | 0.14 |
| | 14 | 2.70 | 0.15 | 0.25 | 0.21 |
| | 15 | 2.59 | 0.16 | 0.25 | 0.20 |
| | 16 | 0.95 | 0.25 | 0.12 | 0.06 |
| | 17 | 1.54 | 0.24 | 0.17 | 0.10 |
| | 18 | 2.51 | 0.17 | 0.24 | 0.19 |
| | 19 | 2.17 | 0.20 | 0.23 | 0.16 |

Grade 10

Listening and Speaking

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|---------------------|---|-------------------------------------|---------------------------------------|
| LI | 1 | 0.18 | 0.23 | 0.09 | 0.03 |
| | 2 | 0.10 | 0.22 | 0.08 | 0.03 |
| | 3 | 0.23 | 0.23 | 0.09 | 0.04 |
| | 4 | 0.72 | 0.25 | 0.13 | 0.06 |
| | 5 | 1.72 | 0.20 | 0.22 | 0.13 |
| | 6 | 2.24 | 0.15 | 0.25 | 0.18 |
| | 7 | 3.51 | 0.06 | 0.19 | 0.25 |
| | 8 | 1.66 | 0.21 | 0.22 | 0.12 |
| | 9 | 1.15 | 0.24 | 0.17 | 0.08 |
| | 10 | 0.12 | 0.22 | 0.08 | 0.03 |
| | 11 | 1.69 | 0.21 | 0.22 | 0.12 |
| | 12 | 1.63 | 0.21 | 0.21 | 0.12 |
| | 13 | 2.51 | 0.13 | 0.25 | 0.20 |
| | 14 | 1.93 | 0.18 | 0.23 | 0.15 |
| | 15 | 0.94 | 0.25 | 0.15 | 0.07 |
| | 16 | 0.75 | 0.25 | 0.13 | 0.06 |
| | 17 | 2.07 | 0.17 | 0.24 | 0.16 |
| | 18 | 2.64 | 0.12 | 0.25 | 0.21 |
| | 19 | 1.51 | 0.22 | 0.20 | 0.11 |
| | 20 | 1.51 | 0.22 | 0.20 | 0.11 |
| | 21 | 2.20 | 0.16 | 0.25 | 0.17 |
| | 22 | 0.47 | 0.24 | 0.11 | 0.05 |
| | 23 | 2.06 | 0.17 | 0.24 | 0.16 |
| | 24 | 2.34 | 0.15 | 0.25 | 0.19 |
| | 25 | 1.69 | 0.21 | 0.22 | 0.12 |
| SP | 1 | 0.39 | 0.24 | 0.10 | 0.04 |
| | 2 | 0.82 | 0.25 | 0.14 | 0.06 |
| | 3 | 0.55 | 0.25 | 0.11 | 0.05 |
| | 4 | 0.95 | 0.25 | 0.15 | 0.07 |
| | 5 | 0.95 | 0.25 | 0.15 | 0.07 |
| | 6 | 1.00 | 0.25 | 0.15 | 0.07 |
| | 7 | 1.14 | 0.24 | 0.17 | 0.08 |
| | 8 | 0.58 | 0.25 | 0.12 | 0.05 |
| | 9 | 0.11 | 0.22 | 0.08 | 0.03 |
| | 10 | 0.45 | 0.24 | 0.11 | 0.04 |
| | 11 | 0.90 | 0.25 | 0.15 | 0.07 |
| | 12 | 0.86 | 0.25 | 0.14 | 0.06 |
| | 13 | 0.56 | 0.25 | 0.11 | 0.05 |
| | 14 | 0.21 | 0.23 | 0.09 | 0.04 |
| | 15 | 1.53 | 0.22 | 0.20 | 0.11 |
| | 16 | 1.52 | 0.22 | 0.20 | 0.11 |

Grade 10**Reading and Writing**

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| RD | 1 | 0.21 | 0.19 | 0.06 | 0.03 |
| | 2 | 0.30 | 0.20 | 0.06 | 0.03 |
| | 3 | 0.31 | 0.20 | 0.06 | 0.03 |
| | 4 | -0.55 | 0.12 | 0.03 | 0.01 |
| | 5 | 2.01 | 0.22 | 0.21 | 0.12 |
| | 6 | 2.72 | 0.16 | 0.25 | 0.19 |
| | 7 | 1.95 | 0.23 | 0.20 | 0.12 |
| | 8 | 0.92 | 0.24 | 0.11 | 0.05 |
| | 9 | 1.51 | 0.25 | 0.16 | 0.08 |
| | 10 | 1.55 | 0.25 | 0.16 | 0.09 |
| | 11 | 1.69 | 0.24 | 0.18 | 0.10 |
| | 12 | 2.10 | 0.21 | 0.21 | 0.13 |
| | 13 | 1.29 | 0.25 | 0.14 | 0.07 |
| | 14 | 0.46 | 0.21 | 0.07 | 0.03 |
| | 15 | 2.06 | 0.22 | 0.21 | 0.13 |
| | 16 | 2.63 | 0.17 | 0.25 | 0.18 |
| | 17 | 1.97 | 0.22 | 0.20 | 0.12 |
| | 18 | 1.76 | 0.24 | 0.18 | 0.10 |
| | 19 | 2.86 | 0.14 | 0.25 | 0.20 |
| | 20 | 1.51 | 0.25 | 0.16 | 0.09 |
| | 21 | 3.01 | 0.13 | 0.25 | 0.22 |
| | 22 | 2.49 | 0.18 | 0.24 | 0.17 |
| | 23 | 1.90 | 0.23 | 0.20 | 0.11 |
| | 24 | 2.85 | 0.14 | 0.25 | 0.20 |
| | 25 | 3.50 | 0.09 | 0.23 | 0.25 |
| | 26 | 3.29 | 0.11 | 0.24 | 0.24 |
| | 27 | 3.23 | 0.11 | 0.24 | 0.23 |
| WR | 1 | -0.62 | 0.11 | 0.03 | 0.01 |
| | 2 | 0.15 | 0.18 | 0.06 | 0.03 |
| | 3 | 0.60 | 0.22 | 0.08 | 0.04 |
| | 4 | 1.49 | 0.25 | 0.16 | 0.08 |
| | 5 | 1.74 | 0.24 | 0.18 | 0.10 |
| | 6 | 1.00 | 0.24 | 0.11 | 0.05 |
| | 7 | 1.93 | 0.23 | 0.20 | 0.12 |
| | 8 | 1.28 | 0.25 | 0.14 | 0.07 |
| | 9 | 1.35 | 0.25 | 0.14 | 0.07 |
| | 10 | 1.07 | 0.25 | 0.12 | 0.06 |
| | 11 | 1.73 | 0.24 | 0.18 | 0.10 |
| | 12 | 2.08 | 0.22 | 0.21 | 0.13 |
| | 13 | 2.03 | 0.22 | 0.21 | 0.13 |
| | 14 | 2.70 | 0.16 | 0.25 | 0.19 |
| | 15 | 2.59 | 0.17 | 0.24 | 0.18 |
| | 16 | 0.95 | 0.24 | 0.11 | 0.05 |
| | 17 | 1.54 | 0.25 | 0.16 | 0.09 |
| | 18 | 2.51 | 0.18 | 0.24 | 0.17 |
| | 19 | 2.17 | 0.21 | 0.22 | 0.14 |

Grade 11**Listening and Speaking**

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|---------------------|---|-------------------------------------|---------------------------------------|
| LI | 1 | 0.18 | 0.21 | 0.07 | 0.03 |
| | 2 | 0.10 | 0.21 | 0.07 | 0.03 |
| | 3 | 0.23 | 0.22 | 0.07 | 0.03 |
| | 4 | 0.72 | 0.25 | 0.11 | 0.05 |
| | 5 | 1.72 | 0.22 | 0.20 | 0.11 |
| | 6 | 2.24 | 0.17 | 0.24 | 0.16 |
| | 7 | 3.51 | 0.07 | 0.21 | 0.25 |
| | 8 | 1.66 | 0.22 | 0.20 | 0.11 |
| | 9 | 1.15 | 0.25 | 0.15 | 0.07 |
| | 10 | 0.12 | 0.21 | 0.07 | 0.03 |
| | 11 | 1.69 | 0.22 | 0.20 | 0.11 |
| | 12 | 1.63 | 0.23 | 0.19 | 0.10 |
| | 13 | 2.51 | 0.15 | 0.25 | 0.18 |
| | 14 | 1.93 | 0.20 | 0.22 | 0.13 |
| | 15 | 0.94 | 0.25 | 0.13 | 0.06 |
| | 16 | 0.75 | 0.25 | 0.11 | 0.05 |
| | 17 | 2.07 | 0.19 | 0.23 | 0.14 |
| | 18 | 2.64 | 0.14 | 0.25 | 0.19 |
| | 19 | 1.51 | 0.23 | 0.18 | 0.09 |
| | 20 | 1.51 | 0.23 | 0.18 | 0.09 |
| | 21 | 2.20 | 0.18 | 0.24 | 0.15 |
| | 22 | 0.47 | 0.23 | 0.09 | 0.04 |
| | 23 | 2.06 | 0.19 | 0.23 | 0.14 |
| | 24 | 2.34 | 0.16 | 0.24 | 0.17 |
| | 25 | 1.69 | 0.22 | 0.20 | 0.11 |
| SP | 1 | 0.39 | 0.23 | 0.08 | 0.04 |
| | 2 | 0.82 | 0.25 | 0.12 | 0.05 |
| | 3 | 0.55 | 0.24 | 0.10 | 0.04 |
| | 4 | 0.95 | 0.25 | 0.13 | 0.06 |
| | 5 | 0.95 | 0.25 | 0.13 | 0.06 |
| | 6 | 1.00 | 0.25 | 0.13 | 0.06 |
| | 7 | 1.14 | 0.25 | 0.15 | 0.07 |
| | 8 | 0.58 | 0.24 | 0.10 | 0.04 |
| | 9 | 0.11 | 0.21 | 0.07 | 0.03 |
| | 10 | 0.45 | 0.23 | 0.09 | 0.04 |
| | 11 | 0.90 | 0.25 | 0.12 | 0.06 |
| | 12 | 0.86 | 0.25 | 0.12 | 0.05 |
| | 13 | 0.56 | 0.24 | 0.10 | 0.04 |
| | 14 | 0.21 | 0.21 | 0.07 | 0.03 |
| | 15 | 1.53 | 0.23 | 0.18 | 0.09 |
| | 16 | 1.52 | 0.23 | 0.18 | 0.09 |

Grade 11

Reading and Writing

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|------|---------------------|---|-------------------------------------|---------------------------------------|
| RD | 1 | 0.21 | 0.18 | 0.05 | 0.02 |
| | 2 | 0.30 | 0.19 | 0.05 | 0.02 |
| | 3 | 0.31 | 0.19 | 0.05 | 0.02 |
| | 4 | -0.55 | 0.11 | 0.02 | 0.01 |
| | 5 | 2.01 | 0.23 | 0.18 | 0.11 |
| | 6 | 2.72 | 0.16 | 0.24 | 0.17 |
| | 7 | 1.95 | 0.23 | 0.18 | 0.10 |
| | 8 | 0.92 | 0.24 | 0.09 | 0.04 |
| | 9 | 1.51 | 0.25 | 0.14 | 0.07 |
| | 10 | 1.55 | 0.25 | 0.14 | 0.08 |
| | 11 | 1.69 | 0.24 | 0.15 | 0.08 |
| | 12 | 2.10 | 0.22 | 0.19 | 0.12 |
| | 13 | 1.29 | 0.25 | 0.12 | 0.06 |
| | 14 | 0.46 | 0.20 | 0.06 | 0.03 |
| | 15 | 2.06 | 0.22 | 0.19 | 0.11 |
| | 16 | 2.63 | 0.17 | 0.23 | 0.16 |
| | 17 | 1.97 | 0.23 | 0.18 | 0.10 |
| | 18 | 1.76 | 0.24 | 0.16 | 0.09 |
| | 19 | 2.86 | 0.15 | 0.24 | 0.19 |
| | 20 | 1.51 | 0.25 | 0.14 | 0.07 |
| | 21 | 3.01 | 0.14 | 0.25 | 0.20 |
| | 22 | 2.49 | 0.19 | 0.22 | 0.15 |
| | 23 | 1.90 | 0.23 | 0.17 | 0.10 |
| | 24 | 2.85 | 0.15 | 0.24 | 0.19 |
| | 25 | 3.50 | 0.10 | 0.24 | 0.24 |
| | 26 | 3.29 | 0.11 | 0.25 | 0.22 |
| | 27 | 3.23 | 0.12 | 0.25 | 0.22 |
| WR | 1 | -0.62 | 0.10 | 0.02 | 0.01 |
| | 2 | 0.15 | 0.17 | 0.04 | 0.02 |
| | 3 | 0.60 | 0.21 | 0.07 | 0.03 |
| | 4 | 1.49 | 0.25 | 0.13 | 0.07 |
| | 5 | 1.74 | 0.24 | 0.16 | 0.09 |
| | 6 | 1.00 | 0.24 | 0.09 | 0.05 |
| | 7 | 1.93 | 0.23 | 0.18 | 0.10 |
| | 8 | 1.28 | 0.25 | 0.12 | 0.06 |
| | 9 | 1.35 | 0.25 | 0.12 | 0.06 |
| | 10 | 1.07 | 0.24 | 0.10 | 0.05 |
| | 11 | 1.73 | 0.24 | 0.16 | 0.09 |
| | 12 | 2.08 | 0.22 | 0.19 | 0.11 |
| | 13 | 2.03 | 0.23 | 0.18 | 0.11 |
| | 14 | 2.70 | 0.17 | 0.24 | 0.17 |
| | 15 | 2.59 | 0.18 | 0.23 | 0.16 |
| | 16 | 0.95 | 0.24 | 0.09 | 0.04 |
| | 17 | 1.54 | 0.25 | 0.14 | 0.07 |
| | 18 | 2.51 | 0.19 | 0.23 | 0.15 |
| | 19 | 2.17 | 0.22 | 0.20 | 0.12 |

Grade 12

Listening and Speaking

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|----|------|------------------|--------------------------------------|----------------------------------|------------------------------------|
| LI | 1 | 0.18 | 0.20 | 0.05 | 0.03 |
| | 2 | 0.10 | 0.19 | 0.05 | 0.03 |
| | 3 | 0.23 | 0.20 | 0.06 | 0.03 |
| | 4 | 0.72 | 0.24 | 0.09 | 0.05 |
| | 5 | 1.72 | 0.23 | 0.17 | 0.11 |
| | 6 | 2.24 | 0.19 | 0.22 | 0.16 |
| | 7 | 3.51 | 0.08 | 0.23 | 0.25 |
| | 8 | 1.66 | 0.23 | 0.17 | 0.11 |
| | 9 | 1.15 | 0.25 | 0.12 | 0.07 |
| | 10 | 0.12 | 0.19 | 0.05 | 0.03 |
| | 11 | 1.69 | 0.23 | 0.17 | 0.11 |
| | 12 | 1.63 | 0.24 | 0.17 | 0.10 |
| | 13 | 2.51 | 0.16 | 0.24 | 0.18 |
| | 14 | 1.93 | 0.21 | 0.19 | 0.13 |
| | 15 | 0.94 | 0.25 | 0.10 | 0.06 |
| | 16 | 0.75 | 0.24 | 0.09 | 0.05 |
| | 17 | 2.07 | 0.20 | 0.21 | 0.14 |
| | 18 | 2.64 | 0.15 | 0.24 | 0.19 |
| | 19 | 1.51 | 0.24 | 0.15 | 0.09 |
| | 20 | 1.51 | 0.24 | 0.15 | 0.09 |
| | 21 | 2.20 | 0.19 | 0.22 | 0.15 |
| | 22 | 0.47 | 0.22 | 0.07 | 0.04 |
| | 23 | 2.06 | 0.20 | 0.21 | 0.14 |
| | 24 | 2.34 | 0.18 | 0.23 | 0.17 |
| | 25 | 1.69 | 0.23 | 0.17 | 0.11 |
| SP | 1 | 0.39 | 0.22 | 0.07 | 0.04 |
| | 2 | 0.82 | 0.24 | 0.09 | 0.05 |
| | 3 | 0.55 | 0.23 | 0.08 | 0.04 |
| | 4 | 0.95 | 0.25 | 0.10 | 0.06 |
| | 5 | 0.95 | 0.25 | 0.10 | 0.06 |
| | 6 | 1.00 | 0.25 | 0.11 | 0.06 |
| | 7 | 1.14 | 0.25 | 0.12 | 0.07 |
| | 8 | 0.58 | 0.23 | 0.08 | 0.04 |
| | 9 | 0.11 | 0.19 | 0.05 | 0.03 |
| | 10 | 0.45 | 0.22 | 0.07 | 0.04 |
| | 11 | 0.90 | 0.25 | 0.10 | 0.06 |
| | 12 | 0.86 | 0.25 | 0.10 | 0.05 |
| | 13 | 0.56 | 0.23 | 0.08 | 0.04 |
| | 14 | 0.21 | 0.20 | 0.06 | 0.03 |
| | 15 | 1.53 | 0.24 | 0.16 | 0.09 |
| | 16 | 1.52 | 0.24 | 0.15 | 0.09 |

Grade 12**Reading and Writing**

| | Item | Rasch Difficulty | Item Information at Intermediate Cut | Item Information at Advanced Cut | Item Information at Proficient Cut |
|-----------|-------------|-----------------------------|---|---|---|
| RD | 1 | 0.21 | 0.17 | 0.04 | 0.02 |
| | 2 | 0.30 | 0.18 | 0.05 | 0.02 |
| | 3 | 0.31 | 0.18 | 0.05 | 0.02 |
| | 4 | -0.55 | 0.10 | 0.02 | 0.01 |
| | 5 | 2.01 | 0.23 | 0.17 | 0.11 |
| | 6 | 2.72 | 0.17 | 0.23 | 0.17 |
| | 7 | 1.95 | 0.24 | 0.16 | 0.10 |
| | 8 | 0.92 | 0.23 | 0.08 | 0.04 |
| | 9 | 1.51 | 0.25 | 0.12 | 0.07 |
| | 10 | 1.55 | 0.25 | 0.13 | 0.08 |
| | 11 | 1.69 | 0.25 | 0.14 | 0.08 |
| | 12 | 2.10 | 0.23 | 0.18 | 0.12 |
| | 13 | 1.29 | 0.25 | 0.10 | 0.06 |
| | 14 | 0.46 | 0.19 | 0.05 | 0.03 |
| | 15 | 2.06 | 0.23 | 0.17 | 0.11 |
| | 16 | 2.63 | 0.18 | 0.22 | 0.16 |
| | 17 | 1.97 | 0.24 | 0.17 | 0.10 |
| | 18 | 1.76 | 0.25 | 0.15 | 0.09 |
| | 19 | 2.86 | 0.16 | 0.24 | 0.19 |
| | 20 | 1.51 | 0.25 | 0.12 | 0.07 |
| | 21 | 3.01 | 0.15 | 0.24 | 0.20 |
| | 22 | 2.49 | 0.20 | 0.21 | 0.15 |
| | 23 | 1.90 | 0.24 | 0.16 | 0.10 |
| | 24 | 2.85 | 0.16 | 0.24 | 0.19 |
| | 25 | 3.50 | 0.10 | 0.25 | 0.24 |
| | 26 | 3.29 | 0.12 | 0.25 | 0.22 |
| | 27 | 3.23 | 0.13 | 0.25 | 0.22 |
| WR | 1 | -0.62 | 0.10 | 0.02 | 0.01 |
| | 2 | 0.15 | 0.16 | 0.04 | 0.02 |
| | 3 | 0.60 | 0.21 | 0.06 | 0.03 |
| | 4 | 1.49 | 0.25 | 0.12 | 0.07 |
| | 5 | 1.74 | 0.25 | 0.14 | 0.09 |
| | 6 | 1.00 | 0.24 | 0.08 | 0.05 |
| | 7 | 1.93 | 0.24 | 0.16 | 0.10 |
| | 8 | 1.28 | 0.25 | 0.10 | 0.06 |
| | 9 | 1.35 | 0.25 | 0.11 | 0.06 |
| | 10 | 1.07 | 0.24 | 0.09 | 0.05 |
| | 11 | 1.73 | 0.25 | 0.14 | 0.09 |
| | 12 | 2.08 | 0.23 | 0.18 | 0.11 |
| | 13 | 2.03 | 0.23 | 0.17 | 0.11 |
| | 14 | 2.70 | 0.18 | 0.23 | 0.17 |
| | 15 | 2.59 | 0.19 | 0.22 | 0.16 |
| | 16 | 0.95 | 0.23 | 0.08 | 0.04 |
| | 17 | 1.54 | 0.25 | 0.12 | 0.07 |
| | 18 | 2.51 | 0.19 | 0.21 | 0.15 |
| | 19 | 2.17 | 0.22 | 0.18 | 0.12 |

APPENDIX F: CONFIRMATORY FACTOR ANALYSIS FOR THE 2008 NYSESLAT

New York State regulations, under Federal Title III of the *No Child Left Behind* (NCLB) Act of 2001, require annual assessment of limited English proficient students using the New York State English as a Second Language Achievement Test (NYSESLAT) as a state-approved assessment tool. This test has been developed in accordance with the Standards for Educational and Psychological Testing (American Educational Research Association, 1999) and the New York State testing requirements, within the principles and consistency of Universal Design and applicable federal and state testing requirements. To meet these requirements, the test was developed for five grade spans (K–1, 2–4, 5–6, 7–8, and 9–12) in four modalities, i.e., Speaking, Listening, Reading, and Writing, to assess the English language proficiency of students from kindergarten through grade 12 who are English language learners.

The maximum number of points by modality and grade span for the 2008 Administration is depicted in the following table:

Table F.1
Maximum Number of Points by Modality and Grade Span for the 2008 NYSESLAT

| Maximum Number of Points in NYSESLAT Subtests | | | | | | | |
|---|----------|-----------|---------|---------------------|-------------|-----------------------------|------------------------|
| Grade Span | Speaking | Listening | Reading | Writing | | | Total Number of Points |
| | | | | Writing Conventions | Pre-Writing | Writing Prompt | |
| | CR | MC | MC | MC | SR | CR/ER | |
| K–1 | 34 | 24 | 15 | 6 | 0 | 16 CR (Dev. Writing) + 2 ER | 97 |
| 2–4 | 34 | 24 | 24 | 12 | 6 | 4 | 104 |
| 5–6 | 34 | 25 | 27 | 15 | 6 | 4 | 111 |
| 7–8 | 34 | 25 | 27 | 15 | 6 | 4 | 111 |
| 9–12 | 34 | 25 | 27 | 15 | 6 | 4 | 111 |

F.1: Reporting of the NYSESLAT Scores

The NYSESLAT scores are reported on two different scales, i.e., a scale that is a combination of Speaking and Listening modalities and another which is a combination of the Reading and Writing modalities. In 2008, the New York State Department of Education (NYSDE) expressed an interest in examining the dimensionality of the data, with an eye toward the reporting of scores on a single English Language Performance Achievement (ELPA) score.

In order to test the assumption of unidimensionality and compare it with the currently used two-dimensional model, a confirmatory factor analysis was used to examine the factor loadings based on the different combinations of the observed variables.

F.2: Method and Process

Since the primary interest of this study was to compare the current reporting structure with an alternate preconceived unidimensional structure, a confirmatory factor model was the obvious choice for analysis from the various other factor models available.

This study, therefore, tested the following two structures:

- A one-factor model with the latent variable being ELPA (English Language Proficiency Assessment)
- A two-factor model that tested the current structure of Speaking and Listening as one factor (SPKLIS), and Reading, Writing Conventions (WRCON), and Writing Constructed-Response items (WRCR, Pre-writing + Writing Prompt) as the other factor (WRTRD)

The results of these confirmatory factor analyses are based on the 2008 data set, and they are based on the full population responses.

Since this study was not intended to assess the appropriateness of individual item loading on the different modality factors, all items were collapsed within their respective modality to produce five scores for each individual student, i.e., for Speaking, Listening, Reading, Writing Conventions (WRCON), and Writing Constructed-Response Items (WRCR).

The factor loadings for the one- and the two-factor models were therefore based on subtests of Speaking, Listening, Reading, WRCON, and WRCR.

For the NYSESLAT, since the items were collapsed to produce the subtests discussed above, there were five modality measures that extend from a low of 6 scoring categories for the Writing Conventions to a high of 34 categories for the Speaking subtest across all grade spans. The subtests can therefore be looked upon as polytomously scored items.

Furthermore, as stated by Jöreskog and Sörbom (1995a), for ordered categorical data that are not normally distributed but assumed to reflect normally distributed underlying variables, a better way to estimate the population correlations is by using polychoric correlation coefficients. With this in mind, polychoric correlations were used with the ML estimation procedure in this study.

Although there are various methods to evaluate the confirmatory factor model, a more global approach was used to assess the relative performance of the different models. The most commonly used indices were referenced in this study, i.e., the goodness-of-fit index (GFI), the adjusted-goodness-of-fit index (AGFI), the root-mean-squared residual (RMR) and the root-mean-squared error of approximation (RMSEA), and the χ^2 index. However, a general consensus as to which of these methods is best does not exist, and no special weight is given to any of the indices outlined above in this study.

According to Swygert, et al. (2001), in the case of the overall fit of the model, the χ^2 index should not be seen as much as a test of significance for the null of no difference in the fit of the model to the data but should be used as an indication of how far the data deviate from the model. High values indicate large deviance and small values indicate small deviance. Furthermore, large sample sizes will generally produce larger Chi-square values.

The GFI and AGFI indices have a range of 0 to 1, where values closer to 1 indicate a better fit of the model to the data. On the other hand, the RMR is an index produced by the average of the fitted residuals. Hu and Bentler (1999) suggest $RMR < 0.06$ as acceptable. Similarly, Hu and Bentler (1999) suggest < 0.05 as acceptable for the RMSEA, which is a measure of the goodness of fit with known distribution properties. On the other hand, Browne and Cudeck (1993) and MacCallum, Browne, and Sugawara suggest $RMSEA \leq 0.05$ as close model fit, values ranging from 0.06 to 0.08 as adequate fit, those between 0.09 and 0.10 as mediocre fit, and values greater than 0.10 as poor fit.

The path diagrams for the one- and the two-factor models are shown in Figures F.1 and F.2:

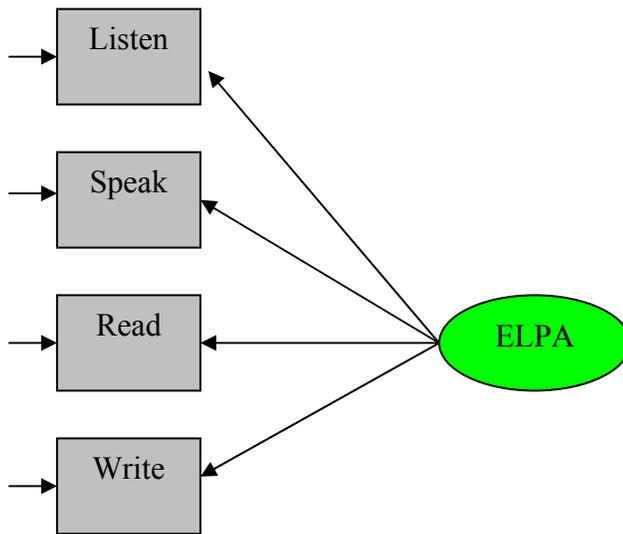


Figure F.1 Path Diagram for the One-Factor Model

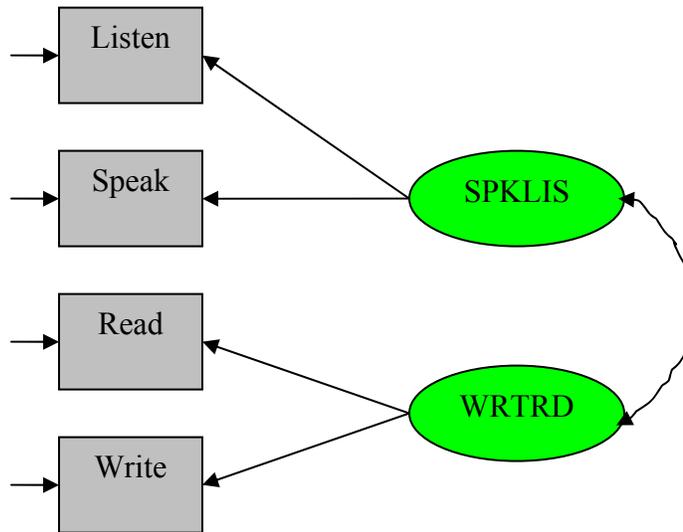


Figure F.2 Path Diagram for the Two-Factor Model

The structural equation modeling together with the polychoric correlation coefficients and ML estimation procedures were implemented by the use of Jöreskog's and Sörbom's Lisrel, version 8.71, computer program. The latent variable is standardized.

F.3: Results and Comments

Grade Span K-1

The summary statistics are provided in Table F.2a. Factor loadings for the one- and the two-factor models are provided in Table F.2b with the fit indices for the two models displayed in Table F.2c.

Table F.2a
Summary Statistics

| Variable | N-count | Mean | SD | Skewness | Kurtosis | Minimum | Maximum |
|----------|---------|-------|------|----------|----------|---------|---------|
| Listen | 49860 | 20.67 | 3.36 | -1.80 | 4.17 | 0.00 | 24.00 |
| Speak | 49860 | 26.24 | 7.55 | -1.51 | 2.27 | 0.00 | 34.00 |
| Read | 49860 | 10.85 | 3.32 | -0.47 | -0.72 | 0.00 | 15.00 |
| Write | 49860 | 18.10 | 5.02 | -0.90 | 0.30 | 0.00 | 24.00 |

Table F.2b
Factor Loading Estimates for the One- and Two-Factor Models

| Modalities | One-Factor Model | Two-Factor Model | |
|------------|------------------|------------------|-------------|
| | Λ | Λ_1 | Λ_2 |
| Listen | 0.69 | 0.84 | – |
| Speak | 0.63 | 0.77 | – |
| Read | 0.85 | – | 0.85 |
| Write | 0.89 | – | 0.91 |
| | | Correlation | 0.76 |

Table F.2c
Global Fit Indices for the One- and Two-Factor Models

| Fit Indices | One-Factor Model | Two-Factor Model |
|-------------|------------------|------------------|
| Chi-square | 9448.550 | 32.920 |
| GFI | 0.910 | 1.000 |
| AGFI | 0.570 | 1.000 |
| RMR | 0.072 | 0.002 |
| RMSEA | 0.310 | 0.025 |

Note: χ^2 with 2 *df*, $p=0.00$ for the one-factor model and χ^2 with 1 *df*, $p=0.00$ for the two-factor model.

For the one-factor model, the values of GFI and AGFI are 0.910 and 0.570, respectively, and the RMR = 0.072 and the RMSEA = 0.310 are not sufficiently small, indicating that the model fit leaves much to be desired. The Chi-square value is also sufficiently large and significant with 5 degrees of freedom, suggesting a revision of the model for a better fit.

In keeping with the current dimensionality of the test, the two-factor model with the loading of Speaking and Listening on one factor (SPKLIS), and the Writing Conventions and Writing Constructed-Response and Reading on the second factor (WRTRD) was estimated. The results indicate a great improvement in fit of the model to the data. The rather weak loading of the Listening modality (0.69) is considerably improved with the two-factor model to 0.84. Although the *p*-value of the Chi-square is still in the range of significance at the 0.05 level of rejection ($\chi^2 = 32.92$, $p = 0.00$), the Chi-square itself is reduced tremendously. The RMR and RMSEA values have decreased a great deal to 0.002 and 0.025 respectively, and the GFI as well as the AGFI are at their peak of 1.000.

Grade Span 2–4

The summary statistics are provided in Table F.3a. Factor loadings for the one- and the two-factor models are provided in Table F.3b with the fit indices for the two models displayed in Table F.3c.

Table F.3a
Summary Statistics

| Variable | N-count | Mean | SD | Skewness | Kurtosis | Minimum | Maximum |
|----------|---------|-------|------|----------|----------|---------|---------|
| Listen | 59147 | 19.49 | 3.84 | -1.44 | 2.30 | 0.00 | 24.00 |
| Speak | 59147 | 28.99 | 6.61 | -2.42 | 6.56 | 0.00 | 34.00 |
| Read | 59147 | 17.73 | 4.89 | -0.86 | 0.00 | 0.00 | 15.00 |
| Write | 59147 | 15.87 | 4.86 | -1.09 | 0.48 | 0.00 | 22.00 |

Table F.3b
Factor Loading Estimates for the One- and Two-Factor Models

| Modalities | One-Factor Model | Two-Factor Model | |
|-------------|------------------|------------------|-------------|
| | Λ | Λ_1 | Λ_2 |
| Listen | 0.78 | 0.87 | – |
| Speak | 0.69 | 0.76 | – |
| Read | 0.85 | – | 0.86 |
| Write | 0.91 | – | 0.93 |
| Correlation | | | 0.87 |

Table F.3c
Global Fit Indices for the One- and Two-Factor Models

| Fit Indices | One-Factor Model | Two-Factor Model |
|-------------|------------------|------------------|
| Chi-square | 6042.620 | 708.390 |
| GFI | 0.950 | 0.990 |
| AGFI | 0.760 | 0.940 |
| RMR | 0.041 | 0.010 |
| RMSEA | 0.230 | 0.110 |

Note: χ^2 with 2 *df*, $p=0.00$ for the one-factor model and χ^2 with 1 *df*, $p=0.00$ for the two-factor model.

The fit of the model to the data is very poor with the one-factor model. The Chi-square value is extremely large ($\chi^2 = 6042.62$ with 5 *df*, $p = 0.00$). The value of GFI is 0.950 with a poor value for the AGFI, i.e., 0.760. The RMR is acceptable at 0.041, while the RMSEA is large at 0.230. A summary of the fit indices suggest that an alternate model is justifiable.

With the two-factor model, the Chi-square reduces substantially to 708.390 (with 4 *df*, $p = 0.00$). All the other fit indices also react positively with the GFI value increasing to 0.990. Although the two-factor model shows substantial improvement over the one-factor model, the low values of RMR = 0.010 and RMSEA = 0.110 and the acceptable value of AGFI = 0.940 suggest that the two-factor model is a substantial improvement over the one-factor model and is an acceptable model.

Grade Span 5–6

The summary statistics are provided in Table F.4a. Factor loadings for the one- and the two-factor models are provided in Table F.4b with the fit indices for the two models displayed in Table F.4c.

Table F.4a
Summary Statistics

| Variable | N-count | Mean | SD | Skewness | Kurtosis | Minimum | Maximum |
|----------|---------|-------|------|----------|----------|---------|---------|
| Listen | 25982 | 19.57 | 4.63 | -1.48 | 1.87 | 0.00 | 25.00 |
| Speak | 25982 | 28.71 | 7.53 | -2.16 | 4.47 | 0.00 | 34.00 |
| Read | 25982 | 19.24 | 5.52 | -0.85 | -0.15 | 0.00 | 27.00 |
| Write | 25982 | 16.93 | 5.27 | -0.91 | 0.17 | 0.00 | 25.00 |

Table F.4b
Factor Loading Estimates for the One- and Two-Factor Models

| Modalities | One-Factor Model | | Two-Factor Model | |
|------------|------------------|-------------|------------------|------|
| | Λ | Λ_1 | Λ_2 | |
| Listen | 0.86 | 0.91 | – | |
| Speak | 0.76 | 0.79 | – | |
| Read | 0.83 | – | 0.84 | |
| Write | 0.89 | – | 0.92 | |
| | | Correlation | | 0.90 |

Table F.4c
Global Fit Indices for the One- and Two-Factor Models

| Fit Indices | One-Factor Model | Two-Factor Model |
|-------------|------------------|------------------|
| Chi-square | 2498.160 | 442.710 |
| GFI | 0.950 | 0.990 |
| AGFI | 0.770 | 0.920 |
| RMR | 0.032 | 0.012 |
| RMSEA | 0.220 | 0.130 |

Note: χ^2 with 2 *df*, $p=0.00$ for the one-factor model and χ^2 with 1 *df*, $p=0.00$ for the two-factor model.

The fit of the models to the data for the 5–6 grade span follows the same trend as the 2–4 grade span dimensionality tests with substantial reduction in the Chi-square from the one- to the two-factor model ($\chi^2 = 442.710$ with 4 *df*, $p = 0.00$ for the two-factor model). The RMR and the RMSEA also show a reduction. Similarly, there is an improvement for the GFI and the AGFI with the GFI showing a healthy value of 0.990.

Grade Span 7–8

The summary statistics are provided in Table F.5a. Factor loadings for the one- and the two-factor models are provided in Table F.5b with the fit indices for the two models displayed in Table F.5c.

Table F.5a
Summary Statistics

| Variable | N-count | Mean | SD | Skewness | Kurtosis | Minimum | Maximum |
|----------|---------|-------|------|----------|----------|---------|---------|
| Listen | 22854 | 16.83 | 5.02 | -0.70 | -0.23 | 0.00 | 25.00 |
| Speak | 22854 | 26.80 | 8.95 | -1.51 | 1.42 | 0.00 | 34.00 |
| Read | 22854 | 16.82 | 5.90 | -0.24 | -1.01 | 0.00 | 27.00 |
| Write | 22854 | 16.56 | 5.97 | -0.71 | -0.51 | 0.00 | 25.00 |

Table F.5b
Factor Loading Estimates for the One- and Two-Factor Models

| Modalities | One-Factor Model | Two-Factor Model | |
|------------|------------------|------------------|-------------|
| | Λ | Λ_1 | Λ_2 |
| Listen | 0.83 | 0.85 | – |
| Speak | 0.77 | 0.79 | – |
| Read | 0.81 | – | 0.81 |
| Write | 0.91 | – | 0.92 |
| | | Correlation | 0.96 |

Table F.5c
Global Fit Indices for the One- and Two-Factor Models

| Fit Indices | One-Factor Model | Two-Factor Model |
|-------------|------------------|------------------|
| Chi-square | 1339.050 | 1032.930 |
| GFI | 0.970 | 0.980 |
| AGFI | 0.870 | 0.780 |
| RMR | 0.025 | 0.021 |
| RMSEA | 0.160 | 0.210 |

Note: χ^2 with 2 *df*, $p=0.00$ for the one-factor model and χ^2 with 1 *df*, $p=0.00$ for the two-factor model.

There does not seem to be much improvement in the 7–8 grade span for the two-factor model when compared to the one-factor model. The Chi-square only sees a minor decrease from the one-factor value of 1339.050 with 5 *df* to 1032.930 with 4 degrees of freedom. However, mixed results are obtained for the other fit indices. For example, GFI and RMR both show slightly improved results over their counterparts in the one-factor model, while the AGFI and RMSEA indicate slightly poorer fit.

Grade Span 9–12

The summary statistics are provided in Table F.6a. Factor loadings for the one- and the two-factor models are provided in Table F.6b with the fit indices for the two models displayed in Table F.6c.

Table F.6a
Summary Statistics

| Variable | N-count | Mean | SD | Skewness | Kurtosis | Minimum | Maximum |
|----------|---------|-------|------|----------|----------|---------|---------|
| Listen | 37648 | 17.72 | 5.68 | -0.77 | -0.42 | 0.00 | 25.00 |
| Speak | 37648 | 26.77 | 8.12 | -1.36 | 1.27 | 0.00 | 34.00 |
| Read | 37648 | 17.55 | 4.73 | -0.45 | -0.28 | 0.00 | 27.00 |
| Write | 37648 | 17.32 | 5.69 | -0.84 | -0.17 | 0.00 | 25.00 |

Table F.6b
Factor Loading Estimates for the One- and Two-Factor Models

| Modalities | One-Factor Model | Two-Factor Model | |
|------------|------------------|------------------|-------------|
| | Λ | Λ_1 | Λ_2 |
| Listen | 0.85 | 0.87 | – |
| Speak | 0.78 | 0.80 | – |
| Read | 0.77 | – | 0.77 |
| Write | 0.89 | – | 0.91 |
| | | Correlation | 0.95 |

Table F.6c
Global Fit Indices for the One- and Two-Factor Models

| Fit Indices | One-Factor Model | Two-Factor Model |
|-------------|------------------|------------------|
| Chi-square | 1467.590 | 837.55 0 |
| GFI | 0.980 | 0.990 |
| AGFI | 0.910 | 0.890 |
| RMR | 0.022 | 0.016 |
| RMSEA | 0.140 | 0.150 |

Note: χ^2 with 2 *df*, $p=0.00$ for the one-factor model and χ^2 with 1 *df*, $p=0.00$ for the two-factor model.

Similar to the 2006 and 2007 data, 7–8 grade span results and the 9–12 grade span data also did not show much improvement with the two-factor model over the one-factor model. The factor loadings remain almost identical with the use of the two-factor model in comparison to their loadings on the one-factor model. Although, the Chi-square reduced ($\chi^2 = 1467.590$ with 5 *df* for the one-factor model and $\chi^2 = 837.550$ with 4 *df* for the two-factor model), most other fit indices did not change much from the one-factor to the two-factor model.

F.4: Conclusion

Overall, the 2008 NYSESLAT dimensionality tests, with the use of Confirmatory Factor Analysis, produced results that substantiate the use of the two-factor model in reporting IRT scores, i.e., Speaking and Listening as one score and Writing Conventions and Writing Constructed-Response Items and Reading as the other. With the exception of the 7–8 and the 9–12 grade spans, the two-factor model provided a better fit to the data than the one-factor unidimensional model as measured by global indices of fit.

If one were to accept the recommendations of Browne et al. (1993) and MacCallum et al. (1996) for the evaluation of the RMSEA as a fit index, and Hu and Bentler (1999) for the RMR index, in conjunction with acceptable values of other fit indices, then the two-factor model for the K–1 grade span has the most acceptable fit of the model to the data. Besides having acceptable RMR and RMSEA under the various criteria discussed above, the GFI and the AGFI for grade span K–1 were 1.000.

In the 2–4 and the 5–6 grade spans, the unidimensionality of the NYSESLAT scoring cannot be justifiable because of substantial improvement of the two-factor model fit to the data over the unidimensional model.

With respect to the analysis of the 7–8 and the 9–12 grade span tests, the factor loadings based on the one-factor model remain much the same when they are loaded on two-factors. Since the two-factor model does not show any improvement over the fit of the one-factor model, it could

be left alone to preserve the status quo of the NYSESLAT, at least for the next few years. Extra care could also be taken with an eye towards content and substantive issues in selecting items for the future.

APPENDIX G: SCALE SCORE SUMMARY BY SUBGROUPS

G.1: Kindergarten

Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| K | LS | Female | 11502 | 592.74 | 595 | 50.70 | 59 |
| K | LS | Male | 12608 | 588.71 | 590 | 49.37 | 56 |
| K | LS | American Indian or Alaska Native | 47 | 593.34 | 586 | 54.90 | 78 |
| K | LS | Black or African American | 940 | 587.64 | 590 | 53.81 | 56 |
| K | LS | Asian | 5001 | 588.72 | 590 | 52.24 | 59 |
| K | LS | Native Hawaiian/Other Pacific Islander | 22 | 577.73 | 586 | 39.62 | 41 |
| K | LS | Hispanic or Latino | 15850 | 589.44 | 590 | 48.21 | 56 |
| K | LS | White | 2213 | 604.80 | 605 | 53.99 | 60 |
| K | LS | Multiracial (not Hispanic origin) | 37 | 596.11 | 590 | 44.31 | 63 |
| K | LS | NYC | 15347 | 590.35 | 590 | 51.52 | 56 |
| K | LS | Big 4 Cities | 1169 | 579.56 | 586 | 46.96 | 50 |
| K | LS | High Need Urban/Suburban | 2799 | 588.11 | 586 | 46.78 | 49 |
| K | LS | High Need Rural | 158 | 585.53 | 586 | 46.55 | 45 |
| K | LS | Average Need | 2394 | 597.63 | 595 | 46.92 | 55 |
| K | LS | Low Need | 1457 | 596.39 | 595 | 46.35 | 55 |
| K | LS | Charter Schools | 130 | 597.96 | 593 | 34.93 | 52 |
| K | LS | 0 Years LEP | 14660 | 589.71 | 590 | 51.45 | 59 |
| K | LS | 1 Years LEP | 9235 | 592.41 | 590 | 47.68 | 52 |
| K | LS | Arabic | 572 | 590.87 | 590 | 54.54 | 66 |
| K | LS | Bengali | 649 | 592.78 | 590 | 48.59 | 63 |
| K | LS | Chinese | 1104 | 588.22 | 586 | 52.12 | 56 |
| K | LS | English | 1764 | 596.15 | 595 | 47.24 | 55 |
| K | LS | Spanish | 14155 | 588.83 | 590 | 48.43 | 56 |
| K | LS | Other Language | 4690 | 593.02 | 595 | 54.45 | 63 |
| K | LS | Students with Disabilities | 2367 | 572.95 | 573 | 44.33 | 51 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|--------------|-------------|--|----------------|-------------|---------------|-----------|------------|
| K | RW | Female | 11502 | 552.09 | 551 | 44.69 | 51 |
| K | RW | Male | 12608 | 543.14 | 540 | 45.13 | 55 |
| K | RW | American Indian or Alaska Native | 47 | 553.98 | 557 | 50.70 | 58 |
| K | RW | Black or African American | 940 | 537.97 | 535 | 46.83 | 59 |
| K | RW | Asian | 5001 | 565.20 | 563 | 50.31 | 61 |
| K | RW | Native Hawaiian/Other Pacific Islander | 22 | 528.91 | 524 | 35.33 | 37 |
| K | RW | Hispanic or Latino | 15850 | 541.78 | 540 | 41.50 | 55 |
| K | RW | White | 2213 | 551.75 | 551 | 46.15 | 56 |
| K | RW | Multiracial (not Hispanic origin) | 37 | 538.16 | 535 | 38.63 | 55 |
| K | RW | NYC | 15347 | 551.93 | 551 | 46.74 | 63 |
| K | RW | Big 4 Cities | 1169 | 531.85 | 530 | 39.44 | 53 |
| K | RW | High Need Urban/Suburban | 2799 | 537.08 | 535 | 38.76 | 49 |
| K | RW | High Need Rural | 158 | 534.15 | 535 | 39.60 | 54 |
| K | RW | Average Need | 2394 | 542.00 | 540 | 39.99 | 44 |
| K | RW | Low Need | 1457 | 546.07 | 546 | 46.98 | 55 |
| K | RW | Charter Schools | 130 | 556.25 | 557 | 40.27 | 58 |
| K | RW | 0 Years LEP | 14660 | 551.63 | 551 | 46.73 | 56 |
| K | RW | 1 Years LEP | 9235 | 541.05 | 540 | 41.72 | 49 |
| K | RW | Arabic | 572 | 545.35 | 546 | 47.87 | 61 |
| K | RW | Bengali | 649 | 564.51 | 563 | 51.45 | 66 |
| K | RW | Chinese | 1104 | 571.50 | 569 | 50.36 | 56 |
| K | RW | English | 1764 | 538.58 | 540 | 39.56 | 49 |
| K | RW | Spanish | 14155 | 542.56 | 540 | 41.92 | 55 |
| K | RW | Other Language | 4690 | 558.93 | 557 | 49.29 | 65 |
| K | RW | Students with Disabilities | 2367 | 526.98 | 524 | 42.92 | 52 |

G.2: Grade 1
Listening and Speaking

| Grade | Test | | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 1 | LS | Female | 12222 | 632.17 | 633 | 56.54 | 71 |
| 1 | LS | Male | 13525 | 629.70 | 625 | 56.57 | 60 |
| 1 | LS | American Indian or Alaska Native | 38 | 636.53 | 638 | 45.79 | 44 |
| 1 | LS | Black or African American | 1114 | 622.42 | 618 | 56.49 | 65 |
| 1 | LS | Asian | 4805 | 632.39 | 633 | 60.66 | 71 |
| 1 | LS | Native Hawaiian/Other Pacific Islander | 12 | 644.42 | 629 | 66.41 | 102 |
| 1 | LS | Hispanic or Latino | 17358 | 628.70 | 625 | 54.57 | 60 |
| 1 | LS | White | 2399 | 647.34 | 643 | 59.33 | 86 |
| 1 | LS | Multiracial (not Hispanic origin) | 21 | 634.33 | 643 | 59.97 | 71 |
| 1 | LS | NYC | 16693 | 630.29 | 625 | 57.20 | 76 |
| 1 | LS | Big 4 Cities | 1361 | 616.47 | 618 | 57.17 | 57 |
| 1 | LS | High Need Urban/Suburban | 2989 | 624.81 | 618 | 54.83 | 65 |
| 1 | LS | High Need Rural | 162 | 635.65 | 633 | 43.61 | 44 |
| 1 | LS | Average Need | 2367 | 640.47 | 633 | 53.68 | 66 |
| 1 | LS | Low Need | 1437 | 643.04 | 633 | 53.92 | 60 |
| 1 | LS | Charter Schools | 113 | 638.75 | 633 | 40.14 | 50 |
| 1 | LS | 0 Years LEP | 14513 | 628.95 | 625 | 57.62 | 60 |
| 1 | LS | 1 Years LEP | 3475 | 619.54 | 618 | 61.74 | 69 |
| 1 | LS | 2 Years LEP | 7638 | 639.96 | 633 | 50.27 | 66 |
| 1 | LS | Arabic | 565 | 627.09 | 625 | 60.01 | 81 |
| 1 | LS | Bengali | 668 | 633.42 | 633 | 53.58 | 50 |
| 1 | LS | Chinese | 832 | 632.70 | 633 | 59.36 | 71 |
| 1 | LS | English | 1441 | 638.92 | 633 | 52.94 | 66 |
| 1 | LS | Spanish | 15804 | 627.78 | 625 | 54.62 | 60 |
| 1 | LS | Other Language | 5344 | 636.18 | 633 | 61.39 | 71 |
| 1 | LS | Students with Disabilities | 2953 | 612.87 | 611 | 50.62 | 62 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|--------------|-------------|--|----------------|-------------|---------------|-----------|------------|
| 1 | RW | Female | 12222 | 624.61 | 627 | 59.28 | 88 |
| 1 | RW | Male | 13525 | 612.97 | 615 | 60.64 | 68 |
| 1 | RW | American Indian or Alaska Native | 38 | 637.42 | 635 | 63.65 | 131 |
| 1 | RW | Black or African American | 1114 | 600.98 | 601 | 62.57 | 86 |
| 1 | RW | Asian | 4805 | 643.96 | 643 | 59.77 | 115 |
| 1 | RW | Native Hawaiian/Other Pacific Islander | 12 | 650.50 | 643 | 48.92 | 80 |
| 1 | RW | Hispanic or Latino | 17358 | 611.27 | 605 | 58.08 | 68 |
| 1 | RW | White | 2399 | 627.49 | 627 | 60.10 | 81 |
| 1 | RW | Multiracial (not Hispanic origin) | 21 | 615.52 | 615 | 48.51 | 47 |
| 1 | RW | NYC | 16693 | 620.27 | 615 | 60.51 | 88 |
| 1 | RW | Big 4 Cities | 1361 | 596.68 | 589 | 62.75 | 86 |
| 1 | RW | High Need Urban/Suburban | 2989 | 610.20 | 605 | 59.30 | 74 |
| 1 | RW | High Need Rural | 162 | 611.56 | 605 | 50.33 | 68 |
| 1 | RW | Average Need | 2367 | 619.66 | 615 | 57.44 | 88 |
| 1 | RW | Low Need | 1437 | 631.80 | 627 | 57.40 | 81 |
| 1 | RW | Charter Schools | 113 | 627.03 | 627 | 53.08 | 47 |
| 1 | RW | 0 Years LEP | 14513 | 619.04 | 615 | 61.00 | 95 |
| 1 | RW | 1 Years LEP | 3475 | 610.73 | 605 | 63.27 | 74 |
| 1 | RW | 2 Years LEP | 7638 | 621.39 | 615 | 57.05 | 88 |
| 1 | RW | Arabic | 565 | 608.97 | 605 | 61.16 | 74 |
| 1 | RW | Bengali | 668 | 636.25 | 643 | 55.12 | 65 |
| 1 | RW | Chinese | 832 | 651.01 | 643 | 57.76 | 105 |
| 1 | RW | English | 1441 | 616.75 | 615 | 59.22 | 95 |
| 1 | RW | Spanish | 15804 | 610.72 | 605 | 57.99 | 74 |
| 1 | RW | Other Language | 5344 | 635.05 | 643 | 62.65 | 74 |
| 1 | RW | Students with Disabilities | 2953 | 585.82 | 582 | 57.71 | 69 |

G.3: Grade 2
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 2 | LS | Female | 10711 | 662.06 | 665 | 47.60 | 49 |
| 2 | LS | Male | 12341 | 659.18 | 659 | 46.77 | 53 |
| 2 | LS | American Indian or Alaska Native | 27 | 661.74 | 654 | 44.88 | 41 |
| 2 | LS | Black or African American | 1125 | 650.86 | 654 | 49.44 | 53 |
| 2 | LS | Asian | 4392 | 665.59 | 671 | 51.55 | 54 |
| 2 | LS | Native Hawaiian/Other Pacific Islander | 9 | 645.22 | 633 | 66.25 | 47 |
| 2 | LS | Hispanic or Latino | 15590 | 658.20 | 659 | 44.82 | 53 |
| 2 | LS | White | 1888 | 673.80 | 671 | 50.37 | 62 |
| 2 | LS | Multiracial (not Hispanic origin) | 21 | 649.43 | 649 | 54.22 | 90 |
| 2 | LS | NYC | 15075 | 658.60 | 659 | 46.36 | 53 |
| 2 | LS | Big 4 Cities | 1219 | 648.01 | 649 | 50.11 | 56 |
| 2 | LS | High Need Urban/Suburban | 2692 | 657.57 | 659 | 44.98 | 53 |
| 2 | LS | High Need Rural | 165 | 669.01 | 671 | 44.80 | 50 |
| 2 | LS | Average Need | 2068 | 671.65 | 671 | 47.47 | 50 |
| 2 | LS | Low Need | 1236 | 680.48 | 678 | 49.36 | 53 |
| 2 | LS | Charter Schools | 75 | 665.92 | 659 | 32.84 | 37 |
| 2 | LS | 0 Years LEP | 13079 | 658.07 | 659 | 46.85 | 53 |
| 2 | LS | 1 Years LEP | 2083 | 640.75 | 645 | 57.61 | 69 |
| 2 | LS | 2 Years LEP | 2803 | 667.54 | 665 | 43.42 | 54 |
| 2 | LS | 3 Years LEP | 4981 | 671.77 | 671 | 40.66 | 50 |
| 2 | LS | Arabic | 544 | 652.84 | 654 | 49.79 | 53 |
| 2 | LS | Bengali | 591 | 669.50 | 671 | 43.94 | 50 |
| 2 | LS | Chinese | 620 | 663.52 | 665 | 49.09 | 58 |
| 2 | LS | English | 1286 | 668.49 | 665 | 43.65 | 50 |
| 2 | LS | Spanish | 14507 | 657.51 | 659 | 44.66 | 53 |
| 2 | LS | Other Language | 4589 | 664.68 | 665 | 53.31 | 58 |
| 2 | LS | Students with Disabilities | 3372 | 645.23 | 645 | 39.63 | 49 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|--------------|-------------|--|----------------|-------------|---------------|-----------|------------|
| 2 | RW | Female | 10711 | 623.40 | 624 | 48.36 | 59 |
| 2 | RW | Male | 12341 | 614.08 | 615 | 48.64 | 64 |
| 2 | RW | American Indian or Alaska Native | 27 | 626.96 | 629 | 50.76 | 56 |
| 2 | RW | Black or African American | 1125 | 603.34 | 602 | 51.94 | 64 |
| 2 | RW | Asian | 4392 | 635.77 | 634 | 51.49 | 62 |
| 2 | RW | Native Hawaiian/Other Pacific Islander | 9 | 624.44 | 615 | 55.57 | 58 |
| 2 | RW | Hispanic or Latino | 15590 | 613.17 | 615 | 45.75 | 64 |
| 2 | RW | White | 1888 | 630.21 | 629 | 51.54 | 62 |
| 2 | RW | Multiracial (not Hispanic origin) | 21 | 613.62 | 619 | 55.61 | 74 |
| 2 | RW | NYC | 15075 | 616.15 | 619 | 47.05 | 60 |
| 2 | RW | Big 4 Cities | 1219 | 605.06 | 606 | 52.09 | 70 |
| 2 | RW | High Need Urban/Suburban | 2692 | 616.54 | 619 | 46.35 | 60 |
| 2 | RW | High Need Rural | 165 | 626.13 | 624 | 49.84 | 62 |
| 2 | RW | Average Need | 2068 | 629.64 | 629 | 54.24 | 66 |
| 2 | RW | Low Need | 1236 | 640.60 | 640 | 51.04 | 63 |
| 2 | RW | Charter Schools | 75 | 623.83 | 619 | 35.03 | 48 |
| 2 | RW | 0 Years LEP | 13079 | 615.54 | 619 | 46.71 | 60 |
| 2 | RW | 1 Years LEP | 2083 | 607.28 | 606 | 56.37 | 80 |
| 2 | RW | 2 Years LEP | 2803 | 625.84 | 624 | 50.93 | 66 |
| 2 | RW | 3 Years LEP | 4981 | 626.90 | 629 | 47.23 | 55 |
| 2 | RW | Arabic | 544 | 611.18 | 610 | 50.62 | 69 |
| 2 | RW | Bengali | 591 | 635.07 | 634 | 45.34 | 62 |
| 2 | RW | Chinese | 620 | 641.11 | 640 | 52.25 | 69 |
| 2 | RW | English | 1286 | 624.41 | 624 | 51.66 | 63 |
| 2 | RW | Spanish | 14507 | 612.68 | 615 | 45.35 | 58 |
| 2 | RW | Other Language | 4589 | 628.19 | 629 | 53.47 | 62 |
| 2 | RW | Students with Disabilities | 3372 | 590.41 | 590 | 44.36 | 62 |

G.4: Grade 3
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 3 | LS | Female | 8842 | 677.07 | 678 | 50.87 | 53 |
| 3 | LS | Male | 10553 | 675.04 | 678 | 50.39 | 58 |
| 3 | LS | American Indian or Alaska Native | 29 | 659.31 | 678 | 49.83 | 49 |
| 3 | LS | Black or African American | 995 | 665.88 | 671 | 53.85 | 54 |
| 3 | LS | Asian | 3235 | 678.16 | 686 | 57.41 | 58 |
| 3 | LS | Native Hawaiian/Other Pacific Islander | 3 | 623.00 | 612 | 50.41 | 99 |
| 3 | LS | Hispanic or Latino | 13567 | 674.98 | 678 | 48.29 | 58 |
| 3 | LS | White | 1556 | 687.10 | 686 | 51.05 | 64 |
| 3 | LS | Multiracial (not Hispanic origin) | 10 | 645.70 | 665 | 68.02 | 63 |
| 3 | LS | NYC | 13057 | 675.70 | 678 | 50.48 | 58 |
| 3 | LS | Big 4 Cities | 1149 | 664.50 | 671 | 53.78 | 54 |
| 3 | LS | High Need Urban/Suburban | 2146 | 671.49 | 671 | 47.66 | 50 |
| 3 | LS | High Need Rural | 113 | 678.42 | 678 | 45.15 | 48 |
| 3 | LS | Average Need | 1559 | 683.84 | 686 | 50.31 | 53 |
| 3 | LS | Low Need | 895 | 688.32 | 686 | 51.22 | 58 |
| 3 | LS | Charter Schools | 83 | 678.70 | 671 | 35.06 | 36 |
| 3 | LS | 0 Years LEP | 11812 | 676.22 | 678 | 50.80 | 53 |
| 3 | LS | 1 Years LEP | 1602 | 643.57 | 649 | 62.73 | 81 |
| 3 | LS | 2 Years LEP | 1447 | 679.09 | 678 | 45.14 | 58 |
| 3 | LS | 3 Years LEP | 1038 | 681.95 | 678 | 41.31 | 53 |
| 3 | LS | 4 Years LEP | 3413 | 687.63 | 686 | 40.50 | 48 |
| 3 | LS | Arabic | 450 | 664.61 | 671 | 51.96 | 54 |
| 3 | LS | Bengali | 442 | 683.47 | 686 | 52.70 | 69 |
| 3 | LS | Chinese | 404 | 673.59 | 678 | 60.38 | 60 |
| 3 | LS | English | 1005 | 684.87 | 686 | 46.93 | 48 |
| 3 | LS | Spanish | 12557 | 674.25 | 678 | 48.09 | 58 |
| 3 | LS | Other Language | 3852 | 678.15 | 686 | 56.24 | 58 |
| 3 | LS | Students with Disabilities | 3613 | 666.88 | 665 | 42.73 | 54 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|--------------|-------------|--|----------------|-------------|---------------|-----------|------------|
| 3 | RW | Female | 8842 | 651.94 | 660 | 51.72 | 65 |
| 3 | RW | Male | 10553 | 640.69 | 646 | 52.47 | 67 |
| 3 | RW | American Indian or Alaska Native | 29 | 636.14 | 646 | 51.29 | 58 |
| 3 | RW | Black or African American | 995 | 631.70 | 634 | 58.92 | 74 |
| 3 | RW | Asian | 3235 | 659.09 | 668 | 55.18 | 60 |
| 3 | RW | Native Hawaiian/Other Pacific Islander | 3 | 630.00 | 619 | 42.58 | 83 |
| 3 | RW | Hispanic or Latino | 13567 | 642.48 | 646 | 50.30 | 67 |
| 3 | RW | White | 1556 | 656.79 | 660 | 53.48 | 60 |
| 3 | RW | Multiracial (not Hispanic origin) | 10 | 604.40 | 612 | 53.62 | 81 |
| 3 | RW | NYC | 13057 | 644.80 | 653 | 51.21 | 62 |
| 3 | RW | Big 4 Cities | 1149 | 629.36 | 634 | 59.21 | 74 |
| 3 | RW | High Need Urban/Suburban | 2146 | 645.71 | 653 | 51.42 | 62 |
| 3 | RW | High Need Rural | 113 | 649.04 | 653 | 51.78 | 53 |
| 3 | RW | Average Need | 1559 | 654.25 | 660 | 54.63 | 65 |
| 3 | RW | Low Need | 895 | 664.11 | 668 | 53.80 | 68 |
| 3 | RW | Charter Schools | 83 | 655.46 | 653 | 37.34 | 48 |
| 3 | RW | 0 Years LEP | 11812 | 645.03 | 653 | 50.64 | 62 |
| 3 | RW | 1 Years LEP | 1602 | 621.06 | 624 | 65.58 | 94 |
| 3 | RW | 2 Years LEP | 1447 | 650.32 | 653 | 52.45 | 70 |
| 3 | RW | 3 Years LEP | 1038 | 655.18 | 660 | 51.03 | 65 |
| 3 | RW | 4 Years LEP | 3413 | 655.98 | 660 | 47.18 | 60 |
| 3 | RW | Arabic | 450 | 636.38 | 646 | 59.07 | 79 |
| 3 | RW | Bengali | 442 | 662.08 | 668 | 50.69 | 68 |
| 3 | RW | Chinese | 404 | 659.93 | 668 | 56.43 | 55 |
| 3 | RW | English | 1005 | 649.76 | 653 | 52.79 | 58 |
| 3 | RW | Spanish | 12557 | 642.07 | 646 | 50.11 | 67 |
| 3 | RW | Other Language | 3852 | 652.92 | 660 | 56.18 | 65 |
| 3 | RW | Students with Disabilities | 3613 | 619.23 | 619 | 48.67 | 67 |

G.5: Grade 4
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|------|
| 4 | LS | Female | 7601 | 683.36 | 686 | 55.53 | 64 |
| 4 | LS | Male | 9072 | 684.94 | 686 | 53.44 | 64 |
| 4 | LS | American Indian or Alaska Native | 34 | 684.41 | 686 | 70.50 | 69 |
| 4 | LS | Black or African American | 965 | 677.01 | 678 | 56.71 | 62 |
| 4 | LS | Asian | 2537 | 679.46 | 686 | 62.01 | 74 |
| 4 | LS | Native Hawaiian/Other Pacific Islander | 8 | 661.13 | 665 | 50.19 | 69.5 |
| 4 | LS | Hispanic or Latino | 11920 | 685.27 | 686 | 52.30 | 64 |
| 4 | LS | White | 1203 | 690.02 | 695 | 54.04 | 64 |
| 4 | LS | Multiracial (not Hispanic origin) | 6 | 625.83 | 620 | 67.17 | 57 |
| 4 | LS | NYC | 11664 | 684.34 | 686 | 53.89 | 64 |
| 4 | LS | Big 4 Cities | 938 | 673.34 | 678 | 59.30 | 66 |
| 4 | LS | High Need Urban/Suburban | 1731 | 680.11 | 686 | 53.34 | 53 |
| 4 | LS | High Need Rural | 103 | 693.96 | 686 | 47.87 | 64 |
| 4 | LS | Average Need | 1180 | 690.43 | 695 | 54.32 | 64 |
| 4 | LS | Low Need | 675 | 693.62 | 695 | 56.66 | 58 |
| 4 | LS | Charter Schools | 56 | 692.79 | 686 | 41.21 | 44 |
| 4 | LS | 0 Years LEP | 10376 | 685.54 | 686 | 54.22 | 64 |
| 4 | LS | 1 Years LEP | 1659 | 646.45 | 649 | 63.33 | 77 |
| 4 | LS | 2 Years LEP | 1281 | 685.41 | 686 | 48.36 | 53 |
| 4 | LS | 3 Years LEP | 496 | 691.75 | 686 | 42.24 | 58 |
| 4 | LS | 4 Years LEP | 661 | 694.61 | 695 | 41.59 | 52 |
| 4 | LS | 5 Years LEP | 2131 | 702.16 | 695 | 41.83 | 52 |
| 4 | LS | Arabic | 416 | 672.42 | 678 | 58.39 | 70 |
| 4 | LS | Bengali | 294 | 686.01 | 686 | 55.95 | 64 |
| 4 | LS | Chinese | 292 | 670.87 | 678 | 64.39 | 86 |
| 4 | LS | English | 721 | 692.78 | 695 | 49.33 | 58 |
| 4 | LS | Spanish | 11143 | 684.75 | 686 | 52.35 | 48 |
| 4 | LS | Other Language | 3259 | 681.85 | 686 | 60.00 | 69 |
| 4 | LS | Students with Disabilities | 3736 | 681.86 | 678 | 43.44 | 53 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|------|
| 4 | RW | Female | 7601 | 664.07 | 668 | 53.93 | 68 |
| 4 | RW | Male | 9072 | 655.38 | 660 | 53.49 | 65 |
| 4 | RW | American Indian or Alaska Native | 34 | 653.24 | 657 | 60.90 | 79 |
| 4 | RW | Black or African American | 965 | 644.24 | 653 | 57.30 | 83 |
| 4 | RW | Asian | 2537 | 668.13 | 677 | 60.27 | 68 |
| 4 | RW | Native Hawaiian/Other Pacific Islander | 8 | 655.00 | 656.5 | 42.66 | 50.5 |
| 4 | RW | Hispanic or Latino | 11920 | 658.09 | 660 | 51.51 | 60 |
| 4 | RW | White | 1203 | 665.96 | 668 | 55.48 | 68 |
| 4 | RW | Multiracial (not Hispanic origin) | 6 | 579.00 | 578 | 46.61 | 58 |
| 4 | RW | NYC | 11664 | 658.72 | 668 | 52.93 | 60 |
| 4 | RW | Big 4 Cities | 938 | 643.95 | 653 | 57.93 | 67 |
| 4 | RW | High Need Urban/Suburban | 1731 | 658.42 | 668 | 53.93 | 60 |
| 4 | RW | High Need Rural | 103 | 660.17 | 660 | 44.02 | 55 |
| 4 | RW | Average Need | 1180 | 667.16 | 677 | 55.93 | 68 |
| 4 | RW | Low Need | 675 | 677.11 | 677 | 55.04 | 75 |
| 4 | RW | Charter Schools | 56 | 663.66 | 668 | 49.17 | 49 |
| 4 | RW | 0 Years LEP | 10376 | 659.31 | 668 | 52.26 | 60 |
| 4 | RW | 1 Years LEP | 1659 | 632.05 | 634 | 64.65 | 95 |
| 4 | RW | 2 Years LEP | 1281 | 662.49 | 668 | 53.75 | 73 |
| 4 | RW | 3 Years LEP | 496 | 671.32 | 668 | 51.23 | 62 |
| 4 | RW | 4 Years LEP | 661 | 667.82 | 668 | 49.83 | 62 |
| 4 | RW | 5 Years LEP | 2131 | 674.20 | 677 | 45.08 | 56 |
| 4 | RW | Arabic | 416 | 645.04 | 653 | 60.02 | 83 |
| 4 | RW | Bengali | 294 | 669.29 | 677 | 55.19 | 62 |
| 4 | RW | Chinese | 292 | 663.90 | 668 | 65.33 | 76 |
| 4 | RW | English | 721 | 662.78 | 668 | 55.29 | 73 |
| 4 | RW | Spanish | 11143 | 657.84 | 660 | 51.19 | 60 |
| 4 | RW | Other Language | 3259 | 663.49 | 668 | 59.46 | 73 |
| 4 | RW | Students with Disabilities | 3736 | 639.46 | 640 | 47.98 | 58 |

G.6: Grade 5
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 5 | LS | Female | 6205 | 672.42 | 676 | 50.38 | 48 |
| 5 | LS | Male | 7585 | 673.21 | 676 | 51.30 | 48 |
| 5 | LS | American Indian or Alaska Native | 17 | 697.65 | 699 | 60.35 | 69 |
| 5 | LS | Black or African American | 873 | 666.21 | 670 | 49.32 | 56 |
| 5 | LS | Asian | 2173 | 666.85 | 676 | 55.52 | 60 |
| 5 | LS | Native Hawaiian/Other Pacific Islander | 7 | 686.00 | 670 | 42.88 | 66 |
| 5 | LS | Hispanic or Latino | 9725 | 673.89 | 676 | 49.62 | 48 |
| 5 | LS | White | 991 | 681.32 | 683 | 51.85 | 56 |
| 5 | LS | Multiracial (not Hispanic origin) | 4 | 646.50 | 639 | 48.94 | 73 |
| 5 | LS | NYC | 9887 | 673.03 | 676 | 50.52 | 48 |
| 5 | LS | Big 4 Cities | 822 | 660.79 | 670 | 54.80 | 64 |
| 5 | LS | High Need Urban/Suburban | 1278 | 670.18 | 676 | 50.71 | 52 |
| 5 | LS | High Need Rural | 78 | 680.74 | 683 | 50.65 | 46 |
| 5 | LS | Average Need | 890 | 677.45 | 683 | 53.82 | 60 |
| 5 | LS | Low Need | 511 | 682.67 | 683 | 45.98 | 51 |
| 5 | LS | Charter Schools | 55 | 689.64 | 690 | 27.19 | 41 |
| 5 | LS | 0 Years LEP | 8563 | 674.64 | 683 | 50.89 | 44 |
| 5 | LS | 1 Years LEP | 1590 | 640.94 | 647 | 57.80 | 70 |
| 5 | LS | 2 Years LEP | 1205 | 670.71 | 670 | 44.56 | 56 |
| 5 | LS | 3 Years LEP | 397 | 678.25 | 676 | 41.36 | 44 |
| 5 | LS | 4 Years LEP | 337 | 684.49 | 683 | 38.85 | 51 |
| 5 | LS | 5 Years LEP | 444 | 688.32 | 683 | 32.79 | 35 |
| 5 | LS | 6 Years LEP or More | 1198 | 694.61 | 690 | 35.99 | 41 |
| 5 | LS | Arabic | 341 | 659.76 | 665 | 53.19 | 74 |
| 5 | LS | Bengali | 231 | 684.20 | 690 | 49.68 | 56 |
| 5 | LS | Chinese | 270 | 653.65 | 660 | 62.99 | 74 |
| 5 | LS | English | 501 | 684.06 | 683 | 44.93 | 46 |
| 5 | LS | Spanish | 9165 | 673.33 | 676 | 49.72 | 48 |
| 5 | LS | Other Language | 2836 | 671.50 | 676 | 52.61 | 52 |
| 5 | LS | Students with Disabilities | 3301 | 675.39 | 676 | 37.57 | 44 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|--------------|-------------|--|----------------|-------------|---------------|-----------|------------|
| 5 | RW | Female | 6205 | 675.96 | 682 | 45.23 | 55 |
| 5 | RW | Male | 7585 | 667.41 | 673 | 44.38 | 57 |
| 5 | RW | American Indian or Alaska Native | 17 | 682.88 | 687 | 46.84 | 34 |
| 5 | RW | Black or African American | 873 | 664.21 | 673 | 46.74 | 67 |
| 5 | RW | Asian | 2173 | 679.02 | 687 | 50.16 | 59 |
| 5 | RW | Native Hawaiian/Other Pacific Islander | 7 | 716.14 | 727 | 38.19 | 64 |
| 5 | RW | Hispanic or Latino | 9725 | 669.47 | 677 | 42.80 | 53 |
| 5 | RW | White | 991 | 677.61 | 682 | 49.01 | 59 |
| 5 | RW | Multiracial (not Hispanic origin) | 4 | 646.50 | 615 | 69.52 | 81 |
| 5 | RW | NYC | 9887 | 670.91 | 677 | 44.17 | 53 |
| 5 | RW | Big 4 Cities | 822 | 656.76 | 666 | 46.60 | 68 |
| 5 | RW | High Need Urban/Suburban | 1278 | 670.65 | 677 | 45.59 | 53 |
| 5 | RW | High Need Rural | 78 | 678.19 | 690 | 46.61 | 55 |
| 5 | RW | Average Need | 890 | 677.17 | 682 | 46.09 | 52 |
| 5 | RW | Low Need | 511 | 688.94 | 692 | 46.06 | 54 |
| 5 | RW | Charter Schools | 55 | 686.62 | 687 | 32.87 | 47 |
| 5 | RW | 0 Years LEP | 8563 | 671.10 | 677 | 43.34 | 53 |
| 5 | RW | 1 Years LEP | 1590 | 653.63 | 652 | 53.24 | 79 |
| 5 | RW | 2 Years LEP | 1205 | 675.13 | 677 | 48.08 | 59 |
| 5 | RW | 3 Years LEP | 397 | 680.98 | 682 | 46.27 | 59 |
| 5 | RW | 4 Years LEP | 337 | 682.85 | 687 | 41.50 | 55 |
| 5 | RW | 5 Years LEP | 444 | 683.57 | 687 | 36.92 | 36 |
| 5 | RW | 6 Years LEP or More | 1198 | 681.59 | 682 | 35.87 | 44 |
| 5 | RW | Arabic | 341 | 654.63 | 660 | 49.28 | 75 |
| 5 | RW | Bengali | 231 | 688.26 | 692 | 44.80 | 54 |
| 5 | RW | Chinese | 270 | 674.39 | 684.5 | 55.44 | 70 |
| 5 | RW | English | 501 | 677.78 | 682 | 42.62 | 48 |
| 5 | RW | Spanish | 9165 | 669.08 | 677 | 42.79 | 57 |
| 5 | RW | Other Language | 2836 | 677.42 | 682 | 48.45 | 62 |
| 5 | RW | Students with Disabilities | 3301 | 657.73 | 660 | 38.33 | 56 |

G.7: Grade 6
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 6 | LS | Female | 5456 | 669.42 | 676 | 56.70 | 56 |
| 6 | LS | Male | 6720 | 672.00 | 676 | 56.63 | 64 |
| 6 | LS | American Indian or Alaska Native | 8 | 663.50 | 677 | 71.76 | 64 |
| 6 | LS | Black or African American | 847 | 664.34 | 670 | 51.69 | 64 |
| 6 | LS | Asian | 2049 | 661.22 | 670 | 61.15 | 74 |
| 6 | LS | Native Hawaiian/Other Pacific Islander | 5 | 651.20 | 655 | 40.59 | 27 |
| 6 | LS | Hispanic or Latino | 8424 | 672.68 | 683 | 55.59 | 64 |
| 6 | LS | White | 837 | 683.24 | 690 | 56.59 | 71 |
| 6 | LS | Multiracial (not Hispanic origin) | 6 | 593.83 | 589 | 51.67 | 92 |
| 6 | LS | NYC | 8515 | 668.61 | 676 | 56.18 | 56 |
| 6 | LS | Big 4 Cities | 813 | 669.45 | 676 | 58.75 | 60 |
| 6 | LS | High Need Urban/Suburban | 1168 | 673.52 | 683 | 58.65 | 64 |
| 6 | LS | High Need Rural | 64 | 673.86 | 683 | 56.77 | 60 |
| 6 | LS | Average Need | 848 | 677.78 | 690 | 56.64 | 56 |
| 6 | LS | Low Need | 506 | 682.96 | 690 | 50.65 | 56 |
| 6 | LS | Charter Schools | 28 | 686.14 | 687 | 48.11 | 34 |
| 6 | LS | 0 Years LEP | 7094 | 670.28 | 676 | 57.30 | 64 |
| 6 | LS | 1 Years LEP | 1621 | 639.50 | 643 | 60.65 | 73 |
| 6 | LS | 2 Years LEP | 1263 | 671.79 | 670 | 47.64 | 56 |
| 6 | LS | 3 Years LEP | 429 | 683.92 | 683 | 45.35 | 56 |
| 6 | LS | 4 Years LEP | 320 | 692.09 | 690 | 43.44 | 41 |
| 6 | LS | 5 Years LEP | 217 | 696.18 | 690 | 36.72 | 35 |
| 6 | LS | 6 Years LEP or More | 1177 | 702.09 | 699 | 38.08 | 50 |
| 6 | LS | Arabic | 293 | 659.86 | 670 | 59.43 | 77 |
| 6 | LS | Bengali | 201 | 669.71 | 676 | 60.31 | 68 |
| 6 | LS | Chinese | 264 | 643.82 | 651 | 63.22 | 92 |
| 6 | LS | English | 432 | 687.28 | 690 | 49.16 | 46 |
| 6 | LS | Spanish | 7950 | 671.89 | 683 | 55.11 | 52 |
| 6 | LS | Other Language | 2601 | 667.25 | 676 | 58.08 | 76 |
| 6 | LS | Students with Disabilities | 2771 | 678.85 | 683 | 41.09 | 44 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|--------------|-------------|--|----------------|-------------|---------------|-----------|------------|
| 6 | RW | Female | 5456 | 677.62 | 682 | 47.69 | 62 |
| 6 | RW | Male | 6720 | 669.08 | 673 | 48.07 | 66 |
| 6 | RW | American Indian or Alaska Native | 8 | 662.00 | 655 | 55.07 | 98 |
| 6 | RW | Black or African American | 847 | 665.51 | 673 | 50.59 | 67 |
| 6 | RW | Asian | 2049 | 677.69 | 687 | 55.30 | 77 |
| 6 | RW | Native Hawaiian/Other Pacific Islander | 5 | 654.40 | 660 | 39.95 | 30 |
| 6 | RW | Hispanic or Latino | 8424 | 671.83 | 677 | 45.74 | 63 |
| 6 | RW | White | 837 | 680.05 | 687 | 47.73 | 59 |
| 6 | RW | Multiracial (not Hispanic origin) | 6 | 630.67 | 647 | 38.77 | 69 |
| 6 | RW | NYC | 8515 | 670.12 | 677 | 47.17 | 66 |
| 6 | RW | Big 4 Cities | 813 | 667.49 | 677 | 50.72 | 66 |
| 6 | RW | High Need Urban/Suburban | 1168 | 676.78 | 682 | 47.48 | 62 |
| 6 | RW | High Need Rural | 64 | 678.55 | 687 | 53.68 | 52 |
| 6 | RW | Average Need | 848 | 680.96 | 687 | 48.13 | 55 |
| 6 | RW | Low Need | 506 | 695.58 | 698 | 47.94 | 54 |
| 6 | RW | Charter Schools | 28 | 689.14 | 692 | 40.53 | 67 |
| 6 | RW | 0 Years LEP | 7094 | 670.96 | 677 | 46.61 | 63 |
| 6 | RW | 1 Years LEP | 1621 | 654.03 | 652 | 53.17 | 79 |
| 6 | RW | 2 Years LEP | 1263 | 675.84 | 677 | 48.18 | 66 |
| 6 | RW | 3 Years LEP | 429 | 688.16 | 692 | 47.42 | 58 |
| 6 | RW | 4 Years LEP | 320 | 693.17 | 692 | 46.54 | 52 |
| 6 | RW | 5 Years LEP | 217 | 698.24 | 698 | 41.81 | 41 |
| 6 | RW | 6 Years LEP or More | 1177 | 692.34 | 692 | 35.78 | 38 |
| 6 | RW | Arabic | 293 | 657.65 | 664 | 50.98 | 81 |
| 6 | RW | Bengali | 201 | 681.30 | 682 | 56.97 | 73 |
| 6 | RW | Chinese | 264 | 668.16 | 673 | 55.34 | 87 |
| 6 | RW | English | 432 | 684.96 | 687 | 45.25 | 47 |
| 6 | RW | Spanish | 7950 | 671.01 | 677 | 45.31 | 63 |
| 6 | RW | Other Language | 2601 | 676.53 | 682 | 52.00 | 70 |
| 6 | RW | Students with Disabilities | 2771 | 663.61 | 668 | 40.25 | 54 |

G.8: Grade 7
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 7 | LS | Female | 5299 | 686.37 | 694 | 50.16 | 60 |
| 7 | LS | Male | 6500 | 684.30 | 694 | 49.12 | 56 |
| 7 | LS | American Indian or Alaska Native | 21 | 697.48 | 689 | 44.83 | 63 |
| 7 | LS | Black or African American | 818 | 680.96 | 685 | 46.31 | 64 |
| 7 | LS | Asian | 1945 | 677.35 | 685 | 54.42 | 70 |
| 7 | LS | Native Hawaiian/Other Pacific Islander | 7 | 696.29 | 703 | 43.61 | 46 |
| 7 | LS | Hispanic or Latino | 8193 | 686.42 | 694 | 48.73 | 49 |
| 7 | LS | White | 810 | 696.31 | 703 | 46.35 | 47 |
| 7 | LS | Multiracial (not Hispanic origin) | 5 | 638.00 | 633 | 55.15 | 34 |
| 7 | LS | NYC | 8590 | 684.41 | 694 | 49.21 | 53 |
| 7 | LS | Big 4 Cities | 720 | 679.58 | 685 | 47.55 | 59 |
| 7 | LS | High Need Urban/Suburban | 1022 | 680.49 | 694 | 53.54 | 71 |
| 7 | LS | High Need Rural | 77 | 710.13 | 714 | 36.74 | 43 |
| 7 | LS | Average Need | 733 | 692.03 | 698 | 49.58 | 56 |
| 7 | LS | Low Need | 420 | 698.26 | 703 | 47.72 | 54 |
| 7 | LS | Charter Schools | 25 | 714.08 | 721 | 22.38 | 30 |
| 7 | LS | 0 Years LEP | 7061 | 686.11 | 694 | 49.67 | 49 |
| 7 | LS | 1 Years LEP | 1727 | 659.02 | 661 | 53.66 | 79 |
| 7 | LS | 2 Years LEP | 1251 | 685.80 | 685 | 43.92 | 56 |
| 7 | LS | 3 Years LEP | 380 | 697.25 | 698 | 39.20 | 47 |
| 7 | LS | 4 Years LEP | 275 | 702.14 | 703 | 31.35 | 36 |
| 7 | LS | 5 Years LEP | 205 | 707.81 | 708 | 32.40 | 39 |
| 7 | LS | 6 Years LEP or More | 843 | 714.63 | 714 | 30.59 | 43 |
| 7 | LS | Arabic | 297 | 676.78 | 682 | 47.43 | 61 |
| 7 | LS | Bengali | 202 | 694.06 | 698 | 41.37 | 47 |
| 7 | LS | Chinese | 280 | 666.09 | 665 | 49.39 | 70 |
| 7 | LS | English | 432 | 700.75 | 708 | 42.73 | 46 |
| 7 | LS | Spanish | 7780 | 685.32 | 694 | 48.63 | 49 |
| 7 | LS | Other Language | 2449 | 682.72 | 689 | 53.26 | 61 |
| 7 | LS | Students with Disabilities | 2276 | 693.68 | 694 | 34.58 | 40 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|--------------|-------------|--|----------------|-------------|---------------|-----------|------------|
| 7 | RW | Female | 5299 | 662.75 | 667 | 44.97 | 59 |
| 7 | RW | Male | 6500 | 656.50 | 659 | 45.11 | 64 |
| 7 | RW | American Indian or Alaska Native | 21 | 665.14 | 656 | 43.05 | 77 |
| 7 | RW | Black or African American | 818 | 652.94 | 654 | 45.73 | 64 |
| 7 | RW | Asian | 1945 | 659.97 | 663 | 50.11 | 74 |
| 7 | RW | Native Hawaiian/Other Pacific Islander | 7 | 675.57 | 667 | 79.01 | 32 |
| 7 | RW | Hispanic or Latino | 8193 | 658.81 | 659 | 43.67 | 58 |
| 7 | RW | White | 810 | 669.21 | 670 | 44.89 | 64 |
| 7 | RW | Multiracial (not Hispanic origin) | 5 | 617.80 | 613 | 52.15 | 47 |
| 7 | RW | NYC | 8590 | 657.99 | 659 | 44.20 | 61 |
| 7 | RW | Big 4 Cities | 720 | 647.22 | 649 | 45.43 | 70 |
| 7 | RW | High Need Urban/Suburban | 1022 | 657.38 | 663 | 45.32 | 69 |
| 7 | RW | High Need Rural | 77 | 675.31 | 678 | 40.53 | 48 |
| 7 | RW | Average Need | 733 | 669.01 | 674 | 45.83 | 67 |
| 7 | RW | Low Need | 420 | 680.32 | 683 | 49.00 | 67 |
| 7 | RW | Charter Schools | 25 | 696.56 | 687 | 42.28 | 29 |
| 7 | RW | 0 Years LEP | 7061 | 659.29 | 663 | 43.41 | 58 |
| 7 | RW | 1 Years LEP | 1727 | 641.60 | 636 | 48.46 | 69 |
| 7 | RW | 2 Years LEP | 1251 | 660.04 | 659 | 47.65 | 66 |
| 7 | RW | 3 Years LEP | 380 | 673.13 | 674 | 46.35 | 63 |
| 7 | RW | 4 Years LEP | 275 | 676.59 | 678 | 39.61 | 51 |
| 7 | RW | 5 Years LEP | 205 | 675.89 | 678 | 40.55 | 51 |
| 7 | RW | 6 Years LEP or More | 843 | 679.10 | 678 | 35.74 | 47 |
| 7 | RW | Arabic | 297 | 644.57 | 642 | 44.48 | 69 |
| 7 | RW | Bengali | 202 | 671.78 | 670 | 46.20 | 64 |
| 7 | RW | Chinese | 280 | 650.95 | 648 | 47.11 | 71 |
| 7 | RW | English | 432 | 671.38 | 674 | 41.86 | 55 |
| 7 | RW | Spanish | 7780 | 657.68 | 659 | 43.50 | 61 |
| 7 | RW | Other Language | 2449 | 661.59 | 663 | 48.61 | 71 |
| 7 | RW | Students with Disabilities | 2276 | 651.24 | 652 | 36.47 | 48 |

G.9: Grade 8
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 8 | LS | Female | 5079 | 689.18 | 698 | 53.56 | 66 |
| 8 | LS | Male | 5961 | 688.08 | 694 | 51.85 | 63 |
| 8 | LS | American Indian or Alaska Native | 14 | 711.07 | 711 | 41.56 | 25 |
| 8 | LS | Black or African American | 724 | 683.84 | 692 | 49.07 | 59 |
| 8 | LS | Asian | 2010 | 684.20 | 689 | 54.69 | 74 |
| 8 | LS | Native Hawaiian/Other Pacific Islander | 3 | 725.00 | 737 | 31.75 | 60 |
| 8 | LS | Hispanic or Latino | 7531 | 688.78 | 698 | 52.54 | 63 |
| 8 | LS | White | 752 | 702.95 | 708 | 48.36 | 63 |
| 8 | LS | Multiracial (not Hispanic origin) | 6 | 616.33 | 620 | 68.10 | 87 |
| 8 | LS | NYC | 8063 | 687.58 | 694 | 52.22 | 63 |
| 8 | LS | Big 4 Cities | 658 | 683.21 | 694 | 53.64 | 71 |
| 8 | LS | High Need Urban/Suburban | 922 | 683.59 | 694 | 54.86 | 74 |
| 8 | LS | High Need Rural | 76 | 715.18 | 714 | 53.79 | 62 |
| 8 | LS | Average Need | 725 | 695.86 | 703 | 51.29 | 63 |
| 8 | LS | Low Need | 392 | 699.70 | 703 | 49.12 | 57 |
| 8 | LS | Charter Schools | 12 | 721.50 | 721 | 23.32 | 32 |
| 8 | LS | 0 Years LEP | 6288 | 690.97 | 698 | 52.73 | 56 |
| 8 | LS | 1 Years LEP | 1783 | 661.53 | 661 | 52.58 | 73 |
| 8 | LS | 2 Years LEP | 1360 | 684.04 | 685 | 47.46 | 61 |
| 8 | LS | 3 Years LEP | 430 | 700.35 | 703 | 44.15 | 57 |
| 8 | LS | 4 Years LEP | 269 | 707.83 | 708 | 37.72 | 43 |
| 8 | LS | 5 Years LEP | 203 | 720.28 | 721 | 38.23 | 34 |
| 8 | LS | 6 Years LEP or More | 652 | 724.26 | 728 | 35.15 | 46 |
| 8 | LS | Arabic | 289 | 680.50 | 685 | 52.57 | 80 |
| 8 | LS | Bengali | 189 | 704.50 | 703 | 51.97 | 69 |
| 8 | LS | Chinese | 284 | 669.02 | 665 | 56.06 | 67 |
| 8 | LS | English | 345 | 704.10 | 708 | 48.35 | 59 |
| 8 | LS | Spanish | 7188 | 688.05 | 698 | 52.23 | 63 |
| 8 | LS | Other Language | 2442 | 688.65 | 694 | 52.61 | 63 |
| 8 | LS | Students with Disabilities | 1814 | 699.36 | 703 | 37.85 | 43 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 8 | RW | Female | 5079 | 668.68 | 670 | 47.03 | 67 |
| 8 | RW | Male | 5961 | 664.31 | 667 | 47.27 | 68 |
| 8 | RW | American Indian or Alaska Native | 14 | 679.07 | 674 | 45.44 | 57 |
| 8 | RW | Black or African American | 724 | 662.22 | 663 | 46.19 | 68 |
| 8 | RW | Asian | 2010 | 669.26 | 670 | 50.00 | 70 |
| 8 | RW | Native Hawaiian/Other Pacific Islander | 3 | 709.00 | 724 | 60.90 | 119 |
| 8 | RW | Hispanic or Latino | 7531 | 664.69 | 667 | 46.32 | 68 |
| 8 | RW | White | 752 | 678.89 | 683 | 46.61 | 63 |
| 8 | RW | Multiracial (not Hispanic origin) | 6 | 597.50 | 574 | 46.47 | 76 |
| 8 | RW | NYC | 8063 | 664.96 | 667 | 45.99 | 64 |
| 8 | RW | Big 4 Cities | 658 | 654.33 | 656 | 50.04 | 76 |
| 8 | RW | High Need Urban/Suburban | 922 | 663.83 | 667 | 47.49 | 68 |
| 8 | RW | High Need Rural | 76 | 684.70 | 692 | 50.77 | 50 |
| 8 | RW | Average Need | 725 | 674.07 | 678 | 48.44 | 70 |
| 8 | RW | Low Need | 392 | 689.40 | 692 | 46.94 | 61 |
| 8 | RW | Charter Schools | 12 | 683.83 | 681 | 24.01 | 42 |
| 8 | RW | 0 Years LEP | 6288 | 667.10 | 670 | 45.66 | 61 |
| 8 | RW | 1 Years LEP | 1783 | 649.45 | 646 | 48.56 | 70 |
| 8 | RW | 2 Years LEP | 1360 | 664.34 | 667 | 48.21 | 68 |
| 8 | RW | 3 Years LEP | 430 | 677.66 | 683 | 47.24 | 74 |
| 8 | RW | 4 Years LEP | 269 | 678.60 | 678 | 45.23 | 63 |
| 8 | RW | 5 Years LEP | 203 | 688.30 | 692 | 40.84 | 57 |
| 8 | RW | 6 Years LEP or More | 652 | 689.39 | 687 | 38.86 | 49 |
| 8 | RW | Arabic | 289 | 654.08 | 656 | 49.30 | 71 |
| 8 | RW | Bengali | 189 | 683.23 | 683 | 47.51 | 67 |
| 8 | RW | Chinese | 284 | 657.89 | 654 | 51.08 | 75 |
| 8 | RW | English | 345 | 676.94 | 678 | 47.27 | 63 |
| 8 | RW | Spanish | 7188 | 663.75 | 667 | 45.71 | 68 |
| 8 | RW | Other Language | 2442 | 671.48 | 674 | 48.62 | 64 |
| 8 | RW | Students with Disabilities | 1814 | 658.00 | 659 | 38.73 | 50 |

G.10: Grade 9
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 9 | LS | Female | 5803 | 690.92 | 697 | 63.42 | 89 |
| 9 | LS | Male | 7312 | 690.30 | 697 | 64.76 | 92 |
| 9 | LS | American Indian or Alaska Native | 12 | 681.33 | 670 | 50.80 | 81 |
| 9 | LS | Black or African American | 1058 | 691.74 | 693 | 58.34 | 86 |
| 9 | LS | Asian | 2653 | 679.27 | 678 | 63.55 | 87 |
| 9 | LS | Native Hawaiian/Other Pacific Islander | 10 | 712.80 | 717 | 49.56 | 75 |
| 9 | LS | Hispanic or Latino | 8420 | 691.64 | 701 | 64.76 | 92 |
| 9 | LS | White | 936 | 712.48 | 719 | 60.10 | 81 |
| 9 | LS | Multiracial (not Hispanic origin) | 26 | 657.85 | 638 | 70.03 | 106 |
| 9 | LS | NYC | 9514 | 691.69 | 697 | 63.78 | 89 |
| 9 | LS | Big 4 Cities | 645 | 694.71 | 706 | 68.35 | 101 |
| 9 | LS | High Need Urban/Suburban | 1206 | 678.76 | 681 | 63.11 | 93 |
| 9 | LS | High Need Rural | 83 | 697.31 | 711 | 63.15 | 86 |
| 9 | LS | Average Need | 921 | 690.87 | 697 | 64.14 | 89 |
| 9 | LS | Low Need | 451 | 690.51 | 697 | 62.94 | 86 |
| 9 | LS | Charter Schools | 8 | 714.13 | 706 | 33.47 | 68 |
| 9 | LS | 0 Years LEP | 7406 | 695.91 | 706 | 65.50 | 95 |
| 9 | LS | 1 Years LEP | 2491 | 657.16 | 653 | 59.20 | 81 |
| 9 | LS | 2 Years LEP | 1587 | 686.87 | 685 | 55.44 | 75 |
| 9 | LS | 3 Years LEP | 443 | 705.59 | 706 | 51.24 | 65 |
| 9 | LS | 4 Years LEP | 299 | 715.81 | 722 | 46.24 | 60 |
| 9 | LS | 5 Years LEP | 227 | 730.59 | 728 | 41.00 | 50 |
| 9 | LS | 6 Years LEP or More | 567 | 742.13 | 736 | 36.50 | 34 |
| 9 | LS | Arabic | 341 | 680.11 | 678 | 62.81 | 84 |
| 9 | LS | Bengali | 266 | 685.97 | 689 | 61.95 | 84 |
| 9 | LS | Chinese | 366 | 664.88 | 665 | 62.44 | 78 |
| 9 | LS | English | 405 | 703.29 | 711 | 59.04 | 83 |
| 9 | LS | Spanish | 7941 | 691.54 | 701 | 64.57 | 92 |
| 9 | LS | Other Language | 3351 | 689.98 | 693 | 63.16 | 89 |
| 9 | LS | Students with Disabilities | 1094 | 717.35 | 722 | 47.92 | 52 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|--------------|-------------|--|----------------|-------------|---------------|-----------|------------|
| 9 | RW | Female | 5803 | 685.14 | 687 | 38.67 | 56 |
| 9 | RW | Male | 7312 | 682.70 | 687 | 40.84 | 58 |
| 9 | RW | American Indian or Alaska Native | 12 | 684.17 | 692 | 36.72 | 47 |
| 9 | RW | Black or African American | 1058 | 683.94 | 687 | 38.19 | 54 |
| 9 | RW | Asian | 2653 | 683.55 | 683 | 42.48 | 59 |
| 9 | RW | Native Hawaiian/Other Pacific Islander | 10 | 698.90 | 709 | 34.96 | 40 |
| 9 | RW | Hispanic or Latino | 8420 | 682.60 | 687 | 39.10 | 54 |
| 9 | RW | White | 936 | 695.18 | 701 | 39.66 | 53 |
| 9 | RW | Multiracial (not Hispanic origin) | 26 | 666.35 | 667 | 46.14 | 74 |
| 9 | RW | NYC | 9514 | 683.85 | 687 | 38.96 | 51 |
| 9 | RW | Big 4 Cities | 645 | 681.20 | 687 | 44.84 | 69 |
| 9 | RW | High Need Urban/Suburban | 1206 | 677.18 | 677 | 39.47 | 61 |
| 9 | RW | High Need Rural | 83 | 686.59 | 690 | 37.70 | 50 |
| 9 | RW | Average Need | 921 | 686.49 | 690 | 41.08 | 56 |
| 9 | RW | Low Need | 451 | 693.74 | 694 | 43.78 | 64 |
| 9 | RW | Charter Schools | 8 | 719.13 | 714 | 11.19 | 12 |
| 9 | RW | 0 Years LEP | 7406 | 685.48 | 690 | 38.81 | 56 |
| 9 | RW | 1 Years LEP | 2491 | 669.00 | 667 | 40.93 | 59 |
| 9 | RW | 2 Years LEP | 1587 | 682.70 | 680 | 39.78 | 54 |
| 9 | RW | 3 Years LEP | 443 | 693.24 | 697 | 38.82 | 51 |
| 9 | RW | 4 Years LEP | 299 | 696.60 | 697 | 35.11 | 49 |
| 9 | RW | 5 Years LEP | 227 | 703.18 | 705 | 34.82 | 43 |
| 9 | RW | 6 Years LEP or More | 567 | 710.01 | 709 | 28.72 | 34 |
| 9 | RW | Arabic | 341 | 668.44 | 667 | 39.98 | 55 |
| 9 | RW | Bengali | 266 | 681.74 | 680 | 37.87 | 51 |
| 9 | RW | Chinese | 366 | 682.35 | 683 | 45.58 | 58 |
| 9 | RW | English | 405 | 690.83 | 694 | 38.54 | 51 |
| 9 | RW | Spanish | 7941 | 682.47 | 687 | 38.94 | 54 |
| 9 | RW | Other Language | 3351 | 687.19 | 690 | 40.97 | 56 |
| 9 | RW | Students with Disabilities | 1094 | 688.01 | 690 | 34.80 | 39 |

G.11: Grade 10
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 10 | LS | Female | 5452 | 695.84 | 697 | 54.07 | 77 |
| 10 | LS | Male | 6344 | 695.95 | 697 | 55.89 | 77 |
| 10 | LS | American Indian or Alaska Native | 24 | 669.46 | 668 | 53.26 | 63 |
| 10 | LS | Black or African American | 1085 | 700.72 | 701 | 48.23 | 68 |
| 10 | LS | Asian | 2960 | 683.23 | 681 | 54.14 | 69 |
| 10 | LS | Native Hawaiian/Other Pacific Islander | 3 | 712.33 | 706 | 56.77 | 113 |
| 10 | LS | Hispanic or Latino | 6790 | 698.22 | 701 | 55.73 | 74 |
| 10 | LS | White | 892 | 715.61 | 716 | 51.73 | 60 |
| 10 | LS | Multiracial (not Hispanic origin) | 42 | 684.62 | 681 | 50.36 | 60 |
| 10 | LS | NYC | 8994 | 695.00 | 697 | 55.24 | 80 |
| 10 | LS | Big 4 Cities | 421 | 702.22 | 706 | 55.28 | 68 |
| 10 | LS | High Need Urban/Suburban | 884 | 689.98 | 693 | 56.97 | 75 |
| 10 | LS | High Need Rural | 58 | 706.97 | 704 | 50.28 | 58 |
| 10 | LS | Average Need | 759 | 701.86 | 706 | 52.42 | 65 |
| 10 | LS | Low Need | 495 | 703.83 | 706 | 47.09 | 61 |
| 10 | LS | Charter Schools | 9 | 729.22 | 728 | 39.97 | 50 |
| 10 | LS | 0 Years LEP | 6373 | 700.30 | 706 | 57.35 | 74 |
| 10 | LS | 1 Years LEP | 2331 | 676.31 | 675 | 50.32 | 62 |
| 10 | LS | 2 Years LEP | 1798 | 689.59 | 689 | 49.37 | 66 |
| 10 | LS | 3 Years LEP | 435 | 705.39 | 706 | 46.41 | 53 |
| 10 | LS | 4 Years LEP | 301 | 715.74 | 716 | 42.15 | 56 |
| 10 | LS | 5 Years LEP | 168 | 730.64 | 728 | 42.37 | 53 |
| 10 | LS | 6 Years LEP or More | 333 | 737.69 | 736 | 38.72 | 40 |
| 10 | LS | Arabic | 311 | 698.78 | 701 | 52.87 | 66 |
| 10 | LS | Bengali | 250 | 695.14 | 697 | 49.76 | 69 |
| 10 | LS | Chinese | 496 | 671.12 | 668 | 49.69 | 60 |
| 10 | LS | English | 379 | 707.40 | 711 | 50.59 | 61 |
| 10 | LS | Spanish | 6458 | 698.05 | 701 | 55.92 | 77 |
| 10 | LS | Other Language | 3606 | 693.61 | 693 | 54.11 | 69 |
| 10 | LS | Students with Disabilities | 795 | 718.14 | 722 | 45.80 | 52 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 10 | RW | Female | 5452 | 693.04 | 694 | 34.91 | 48 |
| 10 | RW | Male | 6344 | 690.58 | 694 | 36.89 | 51 |
| 10 | RW | American Indian or Alaska Native | 24 | 676.67 | 684 | 34.15 | 44 |
| 10 | RW | Black or African American | 1085 | 691.28 | 690 | 33.72 | 44 |
| 10 | RW | Asian | 2960 | 692.58 | 694 | 38.50 | 51 |
| 10 | RW | Native Hawaiian/Other Pacific Islander | 3 | 706.67 | 694 | 97.62 | 194 |
| 10 | RW | Hispanic or Latino | 6790 | 690.28 | 694 | 35.23 | 47 |
| 10 | RW | White | 892 | 700.70 | 701 | 34.14 | 46 |
| 10 | RW | Multiracial (not Hispanic origin) | 42 | 690.48 | 689 | 40.23 | 59 |
| 10 | RW | NYC | 8994 | 691.12 | 694 | 35.49 | 47 |
| 10 | RW | Big 4 Cities | 421 | 685.31 | 690 | 38.07 | 56 |
| 10 | RW | High Need Urban/Suburban | 884 | 686.10 | 690 | 36.37 | 48 |
| 10 | RW | High Need Rural | 58 | 694.05 | 699 | 37.29 | 59 |
| 10 | RW | Average Need | 759 | 698.52 | 701 | 37.12 | 49 |
| 10 | RW | Low Need | 495 | 702.91 | 705 | 35.68 | 48 |
| 10 | RW | Charter Schools | 9 | 706.11 | 709 | 27.65 | 31 |
| 10 | RW | 0 Years LEP | 6373 | 693.09 | 697 | 35.21 | 48 |
| 10 | RW | 1 Years LEP | 2331 | 684.97 | 683 | 38.03 | 48 |
| 10 | RW | 2 Years LEP | 1798 | 687.57 | 687 | 36.27 | 53 |
| 10 | RW | 3 Years LEP | 435 | 698.69 | 697 | 34.38 | 46 |
| 10 | RW | 4 Years LEP | 301 | 702.64 | 705 | 33.43 | 48 |
| 10 | RW | 5 Years LEP | 168 | 706.13 | 709 | 26.42 | 35 |
| 10 | RW | 6 Years LEP or More | 333 | 710.28 | 709 | 27.96 | 31 |
| 10 | RW | Arabic | 311 | 686.54 | 690 | 34.60 | 50 |
| 10 | RW | Bengali | 250 | 690.66 | 690 | 34.71 | 54 |
| 10 | RW | Chinese | 496 | 691.60 | 687 | 39.57 | 51 |
| 10 | RW | English | 379 | 699.82 | 701 | 34.72 | 46 |
| 10 | RW | Spanish | 6458 | 690.01 | 694 | 35.13 | 47 |
| 10 | RW | Other Language | 3606 | 694.17 | 694 | 36.90 | 48 |
| 10 | RW | Students with Disabilities | 795 | 689.35 | 694 | 32.73 | 39 |

G.12: Grade 11
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 11 | LS | Female | 3836 | 709.79 | 711 | 50.44 | 67 |
| 11 | LS | Male | 3896 | 712.40 | 711 | 49.77 | 64 |
| 11 | LS | American Indian or Alaska Native | 11 | 698.73 | 701 | 57.01 | 137 |
| 11 | LS | Black or African American | 691 | 714.04 | 711 | 44.64 | 51 |
| 11 | LS | Asian | 2080 | 707.00 | 706 | 48.43 | 61 |
| 11 | LS | Native Hawaiian/Other Pacific Islander | 3 | 661.67 | 681 | 66.15 | 128 |
| 11 | LS | Hispanic or Latino | 4386 | 710.73 | 711 | 51.48 | 67 |
| 11 | LS | White | 538 | 727.60 | 728 | 47.81 | 59 |
| 11 | LS | Multiracial (not Hispanic origin) | 23 | 691.39 | 711 | 58.24 | 72 |
| 11 | LS | NYC | 5598 | 711.86 | 711 | 49.86 | 67 |
| 11 | LS | Big 4 Cities | 274 | 708.95 | 706 | 53.49 | 70 |
| 11 | LS | High Need Urban/Suburban | 649 | 704.21 | 706 | 53.77 | 65 |
| 11 | LS | High Need Rural | 48 | 704.21 | 706 | 42.70 | 46 |
| 11 | LS | Average Need | 607 | 713.28 | 716 | 49.86 | 64 |
| 11 | LS | Low Need | 415 | 711.18 | 711 | 48.68 | 64 |
| 11 | LS | Charter Schools | 8 | 695.13 | 685 | 34.31 | 61 |
| 11 | LS | 0 Years LEP | 3770 | 717.67 | 716 | 51.11 | 60 |
| 11 | LS | 1 Years LEP | 1314 | 690.02 | 689 | 48.98 | 63 |
| 11 | LS | 2 Years LEP | 1486 | 705.46 | 706 | 46.16 | 61 |
| 11 | LS | 3 Years LEP | 459 | 711.81 | 711 | 43.33 | 55 |
| 11 | LS | 4 Years LEP | 260 | 718.01 | 722 | 42.11 | 54 |
| 11 | LS | 5 Years LEP | 149 | 731.17 | 728 | 44.14 | 55 |
| 11 | LS | 6 Years LEP or More | 250 | 739.51 | 741 | 41.23 | 61 |
| 11 | LS | Arabic | 151 | 723.86 | 722 | 39.50 | 44 |
| 11 | LS | Bengali | 185 | 713.69 | 711 | 43.90 | 60 |
| 11 | LS | Chinese | 362 | 700.41 | 697 | 49.16 | 60 |
| 11 | LS | English | 255 | 717.15 | 716 | 50.88 | 56 |
| 11 | LS | Spanish | 4102 | 711.04 | 716 | 51.84 | 67 |
| 11 | LS | Other Language | 2389 | 711.41 | 711 | 48.10 | 55 |
| 11 | LS | Students with Disabilities | 487 | 717.57 | 716 | 45.79 | 48 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|--------------|-------------|--|----------------|-------------|---------------|-----------|------------|
| 11 | RW | Female | 3836 | 704.80 | 705 | 34.91 | 45 |
| 11 | RW | Male | 3896 | 704.47 | 705 | 35.72 | 48 |
| 11 | RW | American Indian or Alaska Native | 11 | 696.64 | 697 | 34.18 | 48 |
| 11 | RW | Black or African American | 691 | 701.44 | 701 | 33.28 | 43 |
| 11 | RW | Asian | 2080 | 708.13 | 709 | 36.53 | 41 |
| 11 | RW | Native Hawaiian/Other Pacific Islander | 3 | 680.33 | 694 | 33.65 | 63 |
| 11 | RW | Hispanic or Latino | 4386 | 702.44 | 705 | 34.45 | 43 |
| 11 | RW | White | 538 | 713.54 | 714 | 37.11 | 44 |
| 11 | RW | Multiracial (not Hispanic origin) | 23 | 701.26 | 701 | 45.99 | 48 |
| 11 | RW | NYC | 5598 | 704.93 | 705 | 34.82 | 45 |
| 11 | RW | Big 4 Cities | 274 | 692.89 | 692 | 39.66 | 54 |
| 11 | RW | High Need Urban/Suburban | 649 | 700.43 | 701 | 35.23 | 43 |
| 11 | RW | High Need Rural | 48 | 699.81 | 694 | 32.70 | 43 |
| 11 | RW | Average Need | 607 | 708.83 | 709 | 36.15 | 47 |
| 11 | RW | Low Need | 415 | 707.86 | 709 | 38.08 | 51 |
| 11 | RW | Charter Schools | 8 | 697.63 | 699 | 14.64 | 11 |
| 11 | RW | 0 Years LEP | 3770 | 705.08 | 705 | 33.75 | 45 |
| 11 | RW | 1 Years LEP | 1314 | 699.58 | 701 | 38.30 | 46 |
| 11 | RW | 2 Years LEP | 1486 | 706.03 | 705 | 37.79 | 48 |
| 11 | RW | 3 Years LEP | 459 | 705.68 | 705 | 34.25 | 45 |
| 11 | RW | 4 Years LEP | 260 | 706.94 | 705 | 33.41 | 41 |
| 11 | RW | 5 Years LEP | 149 | 708.98 | 714 | 30.10 | 38 |
| 11 | RW | 6 Years LEP or More | 250 | 711.51 | 714 | 30.16 | 34 |
| 11 | RW | Arabic | 151 | 704.81 | 705 | 27.90 | 36 |
| 11 | RW | Bengali | 185 | 702.30 | 701 | 34.66 | 43 |
| 11 | RW | Chinese | 362 | 709.10 | 705 | 36.04 | 41 |
| 11 | RW | English | 255 | 707.27 | 709 | 35.87 | 51 |
| 11 | RW | Spanish | 4102 | 702.42 | 705 | 34.92 | 43 |
| 11 | RW | Other Language | 2389 | 707.66 | 709 | 36.07 | 45 |
| 11 | RW | Students with Disabilities | 487 | 689.78 | 694 | 30.62 | 39 |

G.13: Grade 12
Listening and Speaking

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 12 | LS | Female | 2628 | 721.78 | 722 | 46.04 | 52 |
| 12 | LS | Male | 2375 | 725.33 | 722 | 44.66 | 59 |
| 12 | LS | American Indian or Alaska Native | 12 | 707.00 | 809 | 45.38 | 48 |
| 12 | LS | Black or African American | 461 | 727.84 | 728 | 38.78 | 50 |
| 12 | LS | Asian | 1378 | 717.18 | 716 | 44.84 | 60 |
| 12 | LS | Native Hawaiian/Other Pacific Islander | 2 | 716.00 | 716 | 0.00 | 0 |
| 12 | LS | Hispanic or Latino | 2744 | 724.26 | 722 | 46.67 | 63 |
| 12 | LS | White | 387 | 735.71 | 736 | 42.81 | 45 |
| 12 | LS | Multiracial (not Hispanic origin) | 19 | 720.37 | 711 | 39.24 | 56 |
| 12 | LS | NYC | 3566 | 721.54 | 722 | 45.38 | 52 |
| 12 | LS | Big 4 Cities | 194 | 717.89 | 716 | 45.76 | 56 |
| 12 | LS | High Need Urban/Suburban | 368 | 726.15 | 728 | 43.14 | 55 |
| 12 | LS | High Need Rural | 25 | 721.80 | 716 | 45.16 | 43 |
| 12 | LS | Average Need | 436 | 731.23 | 728 | 46.53 | 50 |
| 12 | LS | Low Need | 281 | 730.74 | 728 | 43.90 | 50 |
| 12 | LS | Charter Schools | 2 | 784.50 | 785 | 88.39 | 13 |
| 12 | LS | 0 Years LEP | 2637 | 725.59 | 722 | 45.44 | 59 |
| 12 | LS | 1 Years LEP | 554 | 709.45 | 711 | 45.02 | 58 |
| 12 | LS | 2 Years LEP | 845 | 713.75 | 711 | 43.62 | 51 |
| 12 | LS | 3 Years LEP | 268 | 726.12 | 722 | 43.48 | 55 |
| 12 | LS | 4 Years LEP | 285 | 732.95 | 728 | 44.07 | 55 |
| 12 | LS | 5 Years LEP | 150 | 739.40 | 736 | 36.98 | 40 |
| 12 | LS | 6 Years LEP or More | 241 | 744.47 | 745 | 40.55 | 50 |
| 12 | LS | Arabic | 113 | 723.23 | 716 | 40.18 | 52 |
| 12 | LS | Bengali | 113 | 723.44 | 716 | 45.23 | 63 |
| 12 | LS | Chinese | 265 | 711.17 | 711 | 44.66 | 55 |
| 12 | LS | English | 173 | 732.68 | 728 | 41.56 | 45 |
| 12 | LS | Spanish | 2572 | 723.96 | 722 | 46.74 | 63 |
| 12 | LS | Other Language | 1575 | 722.48 | 722 | 44.07 | 52 |
| 12 | LS | Students with Disabilities | 366 | 719.24 | 722 | 47.21 | 52 |

Reading and Writing

| Grade | Test | Group | N-count | Mean | Median | SD | IQR |
|-------|------|--|---------|--------|--------|-------|-----|
| 12 | RW | Female | 2628 | 711.25 | 714 | 32.44 | 44 |
| 12 | RW | Male | 2375 | 711.11 | 714 | 32.15 | 38 |
| 12 | RW | American Indian or Alaska Native | 12 | 703.58 | 707 | 24.13 | 35 |
| 12 | RW | Black or African American | 461 | 710.09 | 714 | 32.92 | 38 |
| 12 | RW | Asian | 1378 | 715.41 | 714 | 32.06 | 40 |
| 12 | RW | Native Hawaiian/Other Pacific Islander | 2 | 738.50 | 738.5 | 14.85 | 21 |
| 12 | RW | Hispanic or Latino | 2744 | 708.63 | 709 | 32.30 | 38 |
| 12 | RW | White | 387 | 715.28 | 714 | 30.65 | 37 |
| 12 | RW | Multiracial (not Hispanic origin) | 19 | 717.42 | 714 | 34.86 | 62 |
| 12 | RW | NYC | 3566 | 709.93 | 709 | 32.05 | 38 |
| 12 | RW | Big 4 Cities | 194 | 697.19 | 701 | 33.12 | 49 |
| 12 | RW | High Need Urban/Suburban | 368 | 711.80 | 714 | 32.16 | 40 |
| 12 | RW | High Need Rural | 25 | 700.32 | 697 | 30.98 | 35 |
| 12 | RW | Average Need | 436 | 718.49 | 718 | 31.71 | 33 |
| 12 | RW | Low Need | 281 | 721.78 | 723 | 32.71 | 40 |
| 12 | RW | Charter Schools | 2 | 727.50 | 728 | 19.09 | 27 |
| 12 | RW | 0 Years LEP | 2637 | 709.36 | 709 | 31.42 | 38 |
| 12 | RW | 1 Years LEP | 554 | 711.79 | 714 | 35.68 | 44 |
| 12 | RW | 2 Years LEP | 845 | 712.43 | 714 | 34.05 | 44 |
| 12 | RW | 3 Years LEP | 268 | 714.44 | 718 | 32.97 | 39 |
| 12 | RW | 4 Years LEP | 285 | 715.33 | 718 | 28.91 | 37 |
| 12 | RW | 5 Years LEP | 150 | 718.70 | 723 | 26.07 | 33 |
| 12 | RW | 6 Years LEP or More | 241 | 713.56 | 714 | 27.55 | 31 |
| 12 | RW | Arabic | 113 | 704.07 | 705 | 29.82 | 40 |
| 12 | RW | Bengali | 113 | 708.08 | 709 | 26.47 | 29 |
| 12 | RW | Chinese | 265 | 718.70 | 723 | 33.37 | 44 |
| 12 | RW | English | 173 | 712.66 | 714 | 30.26 | 37 |
| 12 | RW | Spanish | 2572 | 708.76 | 709 | 32.60 | 38 |
| 12 | RW | Other Language | 1575 | 713.84 | 714 | 32.18 | 40 |
| 12 | RW | Students with Disabilities | 366 | 693.06 | 694 | 32.61 | 40 |

APPENDIX H: PROFICIENCY PERCENTAGES

H.1: Kindergarten

Listening and Speaking

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| K | LS | Female | 11502 | 5.36 | 25.24 | 38.78 | 30.62 |
| K | LS | Male | 12608 | 5.66 | 27.43 | 40.16 | 26.74 |
| K | LS | American Indian or Alaska Native | 47 | 8.51 | 27.66 | 29.79 | 34.04 |
| K | LS | Black or African American | 940 | 7.55 | 26.06 | 38.62 | 27.77 |
| K | LS | Asian | 5001 | 6.46 | 26.91 | 39.27 | 27.35 |
| K | LS | Native Hawaiian/Other Pacific Islander | 22 | 9.09 | 27.27 | 54.55 | 9.09 |
| K | LS | Hispanic or Latino | 15850 | 5.30 | 27.27 | 40.12 | 27.31 |
| K | LS | White | 2213 | 4.02 | 18.98 | 36.06 | 40.94 |
| K | LS | Multiracial (not Hispanic origin) | 37 | 2.70 | 24.32 | 37.84 | 35.14 |
| K | LS | NYC | 15347 | 6.04 | 26.88 | 37.74 | 29.34 |
| K | LS | Big 4 Cities | 1169 | 8.55 | 28.57 | 42.09 | 20.79 |
| K | LS | High Need Urban/Suburban | 2799 | 5.07 | 28.62 | 41.55 | 24.76 |
| K | LS | High Need Rural | 158 | 5.70 | 23.42 | 48.10 | 22.78 |
| K | LS | Average Need | 2394 | 3.09 | 22.60 | 42.15 | 32.16 |
| K | LS | Low Need | 1457 | 3.02 | 22.10 | 44.27 | 30.61 |
| K | LS | Charter Schools | 130 | 0.77 | 19.23 | 49.23 | 30.77 |
| K | LS | 0 Years LEP | 14660 | 6.20 | 27.16 | 37.76 | 28.88 |
| K | LS | 1 Years LEP | 9235 | 4.36 | 24.95 | 42.32 | 28.37 |
| K | LS | Arabic | 572 | 6.29 | 25.70 | 37.59 | 30.42 |
| K | LS | Bengali | 649 | 4.31 | 26.35 | 39.60 | 29.74 |
| K | LS | Chinese | 1104 | 5.98 | 27.63 | 41.03 | 25.36 |
| K | LS | English | 1764 | 3.23 | 24.55 | 41.10 | 31.12 |
| K | LS | Spanish | 14155 | 5.60 | 27.44 | 39.87 | 27.09 |
| K | LS | Other Language | 4690 | 6.44 | 24.39 | 37.21 | 31.96 |
| K | LS | Students with Disabilities | 2367 | 6.93 | 40.85 | 37.43 | 14.79 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| K | RW | Female | 11502 | 37.74 | 38.38 | 14.95 | 8.92 |
| K | RW | Male | 12608 | 46.25 | 35.23 | 11.87 | 6.65 |
| K | RW | American Indian or Alaska Native | 47 | 34.04 | 31.91 | 25.53 | 8.51 |
| K | RW | Black or African American | 940 | 51.28 | 33.51 | 9.36 | 5.85 |
| K | RW | Asian | 5001 | 28.65 | 35.35 | 19.70 | 16.30 |
| K | RW | Native Hawaiian/Other Pacific Islander | 22 | 63.64 | 22.73 | 13.64 | – |
| K | RW | Hispanic or Latino | 15850 | 46.59 | 37.22 | 11.23 | 4.96 |
| K | RW | White | 2213 | 37.23 | 38.00 | 15.54 | 9.22 |
| K | RW | Multiracial (not Hispanic origin) | 37 | 51.35 | 35.14 | 10.81 | 2.70 |
| K | RW | NYC | 15347 | 38.54 | 36.44 | 15.29 | 9.73 |
| K | RW | Big 4 Cities | 1169 | 56.37 | 33.45 | 7.96 | 2.22 |
| K | RW | High Need Urban/Suburban | 2799 | 50.23 | 38.01 | 8.82 | 2.93 |
| K | RW | High Need Rural | 158 | 51.27 | 38.61 | 7.59 | 2.53 |
| K | RW | Average Need | 2394 | 45.70 | 38.97 | 10.48 | 4.85 |
| K | RW | Low Need | 1457 | 44.41 | 35.35 | 12.42 | 7.82 |
| K | RW | Charter Schools | 130 | 35.38 | 38.46 | 17.69 | 8.46 |
| K | RW | 0 Years LEP | 14660 | 38.75 | 36.46 | 15.23 | 9.56 |
| K | RW | 1 Years LEP | 9235 | 47.44 | 37.23 | 10.35 | 4.98 |
| K | RW | Arabic | 572 | 44.93 | 33.39 | 13.64 | 8.04 |
| K | RW | Bengali | 649 | 29.28 | 36.06 | 18.49 | 16.18 |
| K | RW | Chinese | 1104 | 24.73 | 36.32 | 19.66 | 19.29 |
| K | RW | English | 1764 | 48.81 | 37.30 | 10.43 | 3.46 |
| K | RW | Spanish | 14155 | 45.96 | 37.17 | 11.62 | 5.25 |
| K | RW | Other Language | 4690 | 32.56 | 36.27 | 17.91 | 13.26 |
| K | RW | Students with Disabilities | 2367 | 63.08 | 27.59 | 6.17 | 3.17 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| K | Overall | Female | 11502 | 38.56 | 40.12 | 15.53 | 5.79 |
| K | Overall | Male | 12608 | 47.04 | 36.37 | 12.43 | 4.16 |
| K | Overall | American Indian or Alaska Native | 47 | 36.17 | 29.79 | 27.66 | 6.38 |
| K | Overall | Black or African American | 940 | 51.49 | 33.83 | 10.74 | 3.94 |
| K | Overall | Asian | 5001 | 29.79 | 39.11 | 22.02 | 9.08 |
| K | Overall | Native Hawaiian/Other Pacific Islander | 22 | 68.18 | 18.18 | 13.64 | – |
| K | Overall | Hispanic or Latino | 15850 | 47.36 | 38.13 | 11.24 | 3.27 |
| K | Overall | White | 2213 | 37.73 | 38.45 | 15.82 | 8.00 |
| K | Overall | Multiracial (not Hispanic origin) | 37 | 51.35 | 35.14 | 10.81 | 2.70 |
| K | Overall | NYC | 15347 | 39.58 | 38.36 | 15.92 | 6.14 |
| K | Overall | Big 4 Cities | 1169 | 57.06 | 33.53 | 8.30 | 1.11 |
| K | Overall | High Need Urban/Suburban | 2799 | 50.70 | 38.12 | 9.07 | 2.11 |
| K | Overall | High Need Rural | 158 | 51.90 | 37.97 | 8.86 | 1.27 |
| K | Overall | Average Need | 2394 | 46.03 | 39.39 | 11.07 | 3.51 |
| K | Overall | Low Need | 1457 | 44.61 | 37.06 | 13.80 | 4.53 |
| K | Overall | Charter Schools | 130 | 35.38 | 40.00 | 19.23 | 5.38 |
| K | Overall | 0 Years LEP | 14660 | 39.82 | 38.42 | 15.78 | 5.99 |
| K | Overall | 1 Years LEP | 9235 | 47.84 | 37.82 | 10.97 | 3.37 |
| K | Overall | Arabic | 572 | 45.28 | 33.92 | 14.16 | 6.64 |
| K | Overall | Bengali | 649 | 29.74 | 39.29 | 20.03 | 10.94 |
| K | Overall | Chinese | 1104 | 26.45 | 39.67 | 23.37 | 10.51 |
| K | Overall | English | 1764 | 48.98 | 38.32 | 10.43 | 2.27 |
| K | Overall | Spanish | 14155 | 46.79 | 38.09 | 11.64 | 3.48 |
| K | Overall | Other Language | 4690 | 33.54 | 38.76 | 19.45 | 8.25 |
| K | Overall | Students with Disabilities | 2367 | 63.67 | 28.52 | 6.29 | 1.52 |

H.2: Grade 1**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 1 | LS | Female | 12222 | 3.17 | 13.00 | 48.10 | 35.73 |
| 1 | LS | Male | 13525 | 3.13 | 14.20 | 49.04 | 33.62 |
| 1 | LS | American Indian or Alaska Native | 38 | – | 7.89 | 57.89 | 34.21 |
| 1 | LS | Black or African American | 1114 | 4.22 | 16.61 | 49.55 | 29.62 |
| 1 | LS | Asian | 4805 | 3.95 | 13.92 | 45.10 | 37.02 |
| 1 | LS | Native Hawaiian/Other Pacific Islander | 12 | – | 16.67 | 41.67 | 41.67 |
| 1 | LS | Hispanic or Latino | 17358 | 2.91 | 13.99 | 50.65 | 32.45 |
| 1 | LS | White | 2399 | 2.83 | 9.13 | 40.35 | 47.69 |
| 1 | LS | Multiracial (not Hispanic origin) | 21 | 4.76 | 19.05 | 28.57 | 47.62 |
| 1 | LS | NYC | 16693 | 3.37 | 14.09 | 47.74 | 34.80 |
| 1 | LS | Big 4 Cities | 1361 | 5.95 | 17.34 | 52.17 | 24.54 |
| 1 | LS | High Need Urban/Suburban | 2989 | 3.01 | 16.13 | 51.76 | 29.11 |
| 1 | LS | High Need Rural | 162 | – | 9.88 | 57.41 | 32.72 |
| 1 | LS | Average Need | 2367 | 1.73 | 9.55 | 48.75 | 39.97 |
| 1 | LS | Low Need | 1437 | 1.46 | 9.46 | 46.49 | 42.59 |
| 1 | LS | Charter Schools | 113 | – | 3.54 | 59.29 | 37.17 |
| 1 | LS | 0 Years LEP | 14513 | 3.69 | 14.46 | 47.75 | 34.10 |
| 1 | LS | 1 Years LEP | 3475 | 6.50 | 17.61 | 46.16 | 29.73 |
| 1 | LS | 2 Years LEP | 7638 | 0.52 | 10.19 | 51.32 | 37.97 |
| 1 | LS | Arabic | 565 | 3.89 | 17.17 | 45.84 | 33.10 |
| 1 | LS | Bengali | 668 | 2.54 | 10.48 | 51.95 | 35.03 |
| 1 | LS | Chinese | 832 | 3.49 | 13.46 | 46.03 | 37.02 |
| 1 | LS | English | 1441 | 1.25 | 11.73 | 47.26 | 39.76 |
| 1 | LS | Spanish | 15804 | 3.04 | 14.27 | 50.80 | 31.89 |
| 1 | LS | Other Language | 5344 | 3.91 | 13.08 | 42.61 | 40.40 |
| 1 | LS | Students with Disabilities | 2953 | 2.64 | 24.25 | 51.95 | 21.16 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 1 | RW | Female | 12222 | 12.91 | 28.60 | 28.35 | 30.13 |
| 1 | RW | Male | 13525 | 18.66 | 30.51 | 26.77 | 24.05 |
| 1 | RW | American Indian or Alaska Native | 38 | 10.53 | 26.32 | 23.68 | 39.47 |
| 1 | RW | Black or African American | 1114 | 25.49 | 30.25 | 25.22 | 19.03 |
| 1 | RW | Asian | 4805 | 8.6 | 18.29 | 29.05 | 44.06 |
| 1 | RW | Native Hawaiian/Other Pacific Islander | 12 | – | 16.67 | 50 | 33.33 |
| 1 | RW | Hispanic or Latino | 17358 | 17.92 | 32.97 | 27.11 | 22.00 |
| 1 | RW | White | 2399 | 12.05 | 27.72 | 28.35 | 31.89 |
| 1 | RW | Multiracial (not Hispanic origin) | 21 | 9.52 | 33.33 | 38.10 | 19.05 |
| 1 | RW | NYC | 16693 | 15.52 | 28.49 | 28.04 | 27.95 |
| 1 | RW | Big 4 Cities | 1361 | 28.51 | 31.67 | 20.94 | 18.88 |
| 1 | RW | High Need Urban/Suburban | 2989 | 19.00 | 32.75 | 26.16 | 22.08 |
| 1 | RW | High Need Rural | 162 | 11.73 | 44.44 | 25.31 | 18.52 |
| 1 | RW | Average Need | 2367 | 13.05 | 32.66 | 28.31 | 25.98 |
| 1 | RW | Low Need | 1437 | 9.88 | 27.00 | 29.02 | 34.10 |
| 1 | RW | Charter Schools | 113 | 7.96 | 28.32 | 39.82 | 23.89 |
| 1 | RW | 0 Years LEP | 14513 | 16.19 | 28.67 | 27.69 | 27.45 |
| 1 | RW | 1 Years LEP | 3475 | 20.49 | 29.78 | 25.55 | 24.17 |
| 1 | RW | 2 Years LEP | 7638 | 13.20 | 31.20 | 28.19 | 27.42 |
| 1 | RW | Arabic | 565 | 20.88 | 32.39 | 25.49 | 21.24 |
| 1 | RW | Bengali | 668 | 8.08 | 21.11 | 35.18 | 35.63 |
| 1 | RW | Chinese | 832 | 6.13 | 16.47 | 28.61 | 48.80 |
| 1 | RW | English | 1441 | 15.48 | 32.62 | 26.30 | 25.61 |
| 1 | RW | Spanish | 15804 | 18.22 | 32.90 | 27.23 | 21.65 |
| 1 | RW | Other Language | 5344 | 11.62 | 21.88 | 27.79 | 38.72 |
| 1 | RW | Students with Disabilities | 2953 | 32.64 | 36.84 | 18.86 | 11.65 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 1 | Overall | Female | 12222 | 13.55 | 31.17 | 37.29 | 17.99 |
| 1 | Overall | Male | 13525 | 19.11 | 32.66 | 33.94 | 14.29 |
| 1 | Overall | American Indian or Alaska Native | 38 | 10.53 | 26.32 | 39.47 | 23.68 |
| 1 | Overall | Black or African American | 1114 | 25.94 | 32.50 | 30.16 | 11.40 |
| 1 | Overall | Asian | 4805 | 9.34 | 22.93 | 43.12 | 24.60 |
| 1 | Overall | Native Hawaiian/Other Pacific Islander | 12 | – | 25.00 | 50.00 | 25.00 |
| 1 | Overall | Hispanic or Latino | 17358 | 18.41 | 34.84 | 33.94 | 12.81 |
| 1 | Overall | White | 2399 | 12.51 | 29.01 | 34.14 | 24.34 |
| 1 | Overall | Multiracial (not Hispanic origin) | 21 | 14.29 | 28.57 | 42.86 | 14.29 |
| 1 | Overall | NYC | 16693 | 16.12 | 30.99 | 36.36 | 16.53 |
| 1 | Overall | Big 4 Cities | 1361 | 29.10 | 33.28 | 28.21 | 9.40 |
| 1 | Overall | High Need Urban/Suburban | 2989 | 19.57 | 34.99 | 33.56 | 11.88 |
| 1 | Overall | High Need Rural | 162 | 11.73 | 45.68 | 30.25 | 12.35 |
| 1 | Overall | Average Need | 2367 | 13.22 | 34.56 | 34.22 | 18.00 |
| 1 | Overall | Low Need | 1437 | 10.23 | 30.13 | 38.20 | 21.43 |
| 1 | Overall | Charter Schools | 113 | 7.96 | 28.32 | 52.21 | 11.50 |
| 1 | Overall | 0 Years LEP | 14513 | 16.83 | 31.19 | 35.86 | 16.12 |
| 1 | Overall | 1 Years LEP | 3475 | 21.41 | 32.72 | 32.14 | 13.73 |
| 1 | Overall | 2 Years LEP | 7638 | 13.35 | 32.95 | 36.58 | 17.11 |
| 1 | Overall | Arabic | 565 | 21.95 | 32.21 | 32.04 | 13.81 |
| 1 | Overall | Bengali | 668 | 8.68 | 23.20 | 48.35 | 19.76 |
| 1 | Overall | Chinese | 832 | 6.73 | 22.24 | 44.47 | 26.56 |
| 1 | Overall | English | 1441 | 15.75 | 34.00 | 32.41 | 17.83 |
| 1 | Overall | Spanish | 15804 | 18.73 | 34.84 | 34.00 | 12.43 |
| 1 | Overall | Other Language | 5344 | 12.26 | 25.43 | 38.29 | 24.03 |
| 1 | Overall | Students with Disabilities | 2953 | 33.08 | 39.25 | 21.74 | 5.93 |

H.3: Grade 2**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 2 | LS | Female | 10711 | 2.02 | 6.17 | 39.94 | 51.87 |
| 2 | LS | Male | 12341 | 1.83 | 6.87 | 43.38 | 47.92 |
| 2 | LS | American Indian or Alaska Native | 27 | – | 3.70 | 51.85 | 44.44 |
| 2 | LS | Black or African American | 1125 | 2.76 | 10.04 | 48.09 | 39.11 |
| 2 | LS | Asian | 4392 | 2.41 | 6.81 | 34.40 | 56.38 |
| 2 | LS | Native Hawaiian/Other Pacific Islander | 9 | – | 22.22 | 55.56 | 22.22 |
| 2 | LS | Hispanic or Latino | 15590 | 1.79 | 6.46 | 44.37 | 47.38 |
| 2 | LS | White | 1888 | 1.38 | 4.40 | 33.58 | 60.65 |
| 2 | LS | Multiracial (not Hispanic origin) | 21 | – | 19.05 | 38.10 | 42.86 |
| 2 | LS | NYC | 15075 | 2.01 | 6.93 | 42.51 | 48.54 |
| 2 | LS | Big 4 Cities | 1219 | 3.45 | 10.50 | 47.42 | 38.64 |
| 2 | LS | High Need Urban/Suburban | 2692 | 1.78 | 6.09 | 46.40 | 45.73 |
| 2 | LS | High Need Rural | 165 | 1.82 | 2.42 | 38.18 | 57.58 |
| 2 | LS | Average Need | 2068 | 1.02 | 4.88 | 34.77 | 59.33 |
| 2 | LS | Low Need | 1236 | 0.89 | 3.56 | 29.13 | 66.42 |
| 2 | LS | Charter Schools | 75 | – | 1.33 | 50.67 | 48.00 |
| 2 | LS | 0 Years LEP | 13079 | 2.23 | 7.08 | 42.27 | 48.42 |
| 2 | LS | 1 Years LEP | 2083 | 6.34 | 14.74 | 42.63 | 36.29 |
| 2 | LS | 2 Years LEP | 2803 | 0.21 | 4.50 | 42.10 | 53.19 |
| 2 | LS | 3 Years LEP | 4981 | 0.02 | 2.75 | 39.99 | 57.24 |
| 2 | LS | Arabic | 544 | 2.76 | 7.17 | 49.26 | 40.81 |
| 2 | LS | Bengali | 591 | 0.85 | 6.09 | 31.13 | 61.93 |
| 2 | LS | Chinese | 620 | 2.10 | 6.29 | 39.19 | 52.42 |
| 2 | LS | English | 1286 | 0.39 | 5.05 | 39.74 | 54.82 |
| 2 | LS | Spanish | 14507 | 1.85 | 6.57 | 44.63 | 46.96 |
| 2 | LS | Other Language | 4589 | 2.51 | 7.47 | 35.74 | 54.28 |
| 2 | LS | Students with Disabilities | 3372 | 0.86 | 9.70 | 58.87 | 30.58 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 2 | RW | Female | 10711 | 14.08 | 33.97 | 33.65 | 18.30 |
| 2 | RW | Male | 12341 | 19.50 | 35.80 | 30.81 | 13.90 |
| 2 | RW | American Indian or Alaska Native | 27 | 11.11 | 29.63 | 40.74 | 18.52 |
| 2 | RW | Black or African American | 1125 | 26.93 | 36.98 | 26.40 | 9.69 |
| 2 | RW | Asian | 4392 | 10.54 | 25.52 | 36.75 | 27.19 |
| 2 | RW | Native Hawaiian/Other Pacific Islander | 9 | 11.11 | 44.44 | 11.11 | 33.33 |
| 2 | RW | Hispanic or Latino | 15590 | 18.65 | 37.93 | 31.24 | 12.19 |
| 2 | RW | White | 1888 | 12.24 | 31.25 | 32.04 | 24.47 |
| 2 | RW | Multiracial (not Hispanic origin) | 21 | 28.57 | 23.81 | 38.10 | 9.52 |
| 2 | RW | NYC | 15075 | 17.54 | 36.32 | 31.99 | 14.16 |
| 2 | RW | Big 4 Cities | 1219 | 25.10 | 35.85 | 28.22 | 10.83 |
| 2 | RW | High Need Urban/Suburban | 2692 | 17.76 | 35.70 | 32.28 | 14.26 |
| 2 | RW | High Need Rural | 165 | 13.94 | 33.33 | 30.30 | 22.42 |
| 2 | RW | Average Need | 2068 | 14.07 | 28.97 | 33.32 | 23.65 |
| 2 | RW | Low Need | 1236 | 8.58 | 24.60 | 35.84 | 30.99 |
| 2 | RW | Charter Schools | 75 | 4.00 | 46.67 | 36.00 | 13.33 |
| 2 | RW | 0 Years LEP | 13079 | 17.65 | 36.51 | 32.13 | 13.72 |
| 2 | RW | 1 Years LEP | 2083 | 27.65 | 31.73 | 25.83 | 14.79 |
| 2 | RW | 2 Years LEP | 2803 | 14.56 | 32.29 | 32.39 | 20.76 |
| 2 | RW | 3 Years LEP | 4981 | 11.85 | 33.71 | 34.71 | 19.73 |
| 2 | RW | Arabic | 544 | 22.79 | 36.76 | 26.10 | 14.34 |
| 2 | RW | Bengali | 591 | 8.12 | 28.93 | 37.73 | 25.21 |
| 2 | RW | Chinese | 620 | 9.35 | 25.00 | 33.71 | 31.94 |
| 2 | RW | English | 1286 | 15.71 | 31.80 | 32.89 | 19.60 |
| 2 | RW | Spanish | 14507 | 18.72 | 38.21 | 31.21 | 11.87 |
| 2 | RW | Other Language | 4589 | 14.06 | 28.83 | 34.02 | 23.10 |
| 2 | RW | Students with Disabilities | 3372 | 34.93 | 40.95 | 19.22 | 4.89 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 2 | Overall | Female | 10711 | 14.22 | 34.09 | 35.60 | 16.10 |
| 2 | Overall | Male | 12341 | 19.56 | 35.85 | 32.18 | 12.41 |
| 2 | Overall | American Indian or Alaska Native | 27 | 11.11 | 29.63 | 40.74 | 18.52 |
| 2 | Overall | Black or African American | 1125 | 27.02 | 36.98 | 27.38 | 8.62 |
| 2 | Overall | Asian | 4392 | 10.68 | 25.64 | 39.55 | 24.13 |
| 2 | Overall | Native Hawaiian/Other Pacific Islander | 9 | 11.11 | 44.44 | 33.33 | 11.11 |
| 2 | Overall | Hispanic or Latino | 15590 | 18.75 | 37.99 | 32.56 | 10.70 |
| 2 | Overall | White | 1888 | 12.24 | 31.41 | 33.95 | 22.40 |
| 2 | Overall | Multiracial (not Hispanic origin) | 21 | 28.57 | 23.81 | 38.10 | 9.52 |
| 2 | Overall | NYC | 15075 | 17.66 | 36.39 | 33.41 | 12.54 |
| 2 | Overall | Big 4 Cities | 1219 | 25.43 | 35.77 | 29.61 | 9.19 |
| 2 | Overall | High Need Urban/Suburban | 2692 | 17.79 | 35.85 | 34.25 | 12.11 |
| 2 | Overall | High Need Rural | 165 | 13.94 | 33.33 | 32.73 | 20.00 |
| 2 | Overall | Average Need | 2068 | 14.07 | 29.06 | 35.49 | 21.37 |
| 2 | Overall | Low Need | 1236 | 8.58 | 24.68 | 38.03 | 28.72 |
| 2 | Overall | Charter Schools | 75 | 4.00 | 46.67 | 37.33 | 12.00 |
| 2 | Overall | 0 Years LEP | 13079 | 17.77 | 36.57 | 33.57 | 12.10 |
| 2 | Overall | 1 Years LEP | 2083 | 27.89 | 31.83 | 27.65 | 12.63 |
| 2 | Overall | 2 Years LEP | 2803 | 14.59 | 32.47 | 34.68 | 18.27 |
| 2 | Overall | 3 Years LEP | 4981 | 11.85 | 33.77 | 36.48 | 17.91 |
| 2 | Overall | Arabic | 544 | 22.79 | 36.95 | 28.13 | 12.13 |
| 2 | Overall | Bengali | 591 | 8.12 | 28.93 | 39.42 | 23.52 |
| 2 | Overall | Chinese | 620 | 9.35 | 25.65 | 37.42 | 27.58 |
| 2 | Overall | English | 1286 | 15.79 | 31.88 | 35.69 | 16.64 |
| 2 | Overall | Spanish | 14507 | 18.83 | 38.27 | 32.47 | 10.43 |
| 2 | Overall | Other Language | 4589 | 14.19 | 28.90 | 36.13 | 20.79 |
| 2 | Overall | Students with Disabilities | 3372 | 34.99 | 41.04 | 20.05 | 3.91 |

H.4: Grade 3**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 3 | LS | Female | 8842 | 2.79 | 5.03 | 37.22 | 54.95 |
| 3 | LS | Male | 10553 | 2.54 | 5.67 | 39.68 | 52.12 |
| 3 | LS | American Indian or Alaska Native | 29 | 6.90 | 6.90 | 34.48 | 51.72 |
| 3 | LS | Black or African American | 995 | 4.42 | 8.64 | 41.01 | 45.93 |
| 3 | LS | Asian | 3235 | 3.96 | 6.68 | 31.90 | 57.47 |
| 3 | LS | Native Hawaiian/Other Pacific Islander | 3 | – | 33.33 | 33.33 | 33.33 |
| 3 | LS | Hispanic or Latino | 13567 | 2.35 | 4.81 | 40.96 | 51.88 |
| 3 | LS | White | 1556 | 1.35 | 5.46 | 29.95 | 63.24 |
| 3 | LS | Multiracial (not Hispanic origin) | 10 | 10.00 | 10.00 | 40.00 | 40.00 |
| 3 | LS | NYC | 13057 | 2.68 | 5.34 | 38.76 | 53.22 |
| 3 | LS | Big 4 Cities | 1149 | 5.13 | 7.66 | 40.38 | 46.82 |
| 3 | LS | High Need Urban/Suburban | 2146 | 2.10 | 6.01 | 44.13 | 47.76 |
| 3 | LS | High Need Rural | 113 | 1.77 | 5.31 | 38.05 | 54.87 |
| 3 | LS | Average Need | 1559 | 1.73 | 4.49 | 33.74 | 60.04 |
| 3 | LS | Low Need | 895 | 2.01 | 4.69 | 28.72 | 64.58 |
| 3 | LS | Charter Schools | 83 | – | 2.41 | 51.81 | 45.78 |
| 3 | LS | 0 Years LEP | 11812 | 2.90 | 5.12 | 37.71 | 54.27 |
| 3 | LS | 1 Years LEP | 1602 | 9.61 | 17.54 | 42.13 | 30.71 |
| 3 | LS | 2 Years LEP | 1447 | 0.35 | 4.15 | 43.88 | 51.62 |
| 3 | LS | 3 Years LEP | 1038 | 0.39 | 2.70 | 41.04 | 55.88 |
| 3 | LS | 4 Years LEP | 3413 | 0.06 | 1.76 | 36.83 | 61.35 |
| 3 | LS | Arabic | 450 | 3.56 | 10.22 | 40.89 | 45.33 |
| 3 | LS | Bengali | 442 | 2.71 | 4.52 | 33.48 | 59.28 |
| 3 | LS | Chinese | 404 | 6.19 | 5.45 | 32.18 | 56.19 |
| 3 | LS | English | 1005 | 0.80 | 3.48 | 37.71 | 58.01 |
| 3 | LS | Spanish | 12557 | 2.41 | 4.88 | 41.40 | 51.31 |
| 3 | LS | Other Language | 3852 | 3.43 | 7.35 | 32.04 | 57.19 |
| 3 | LS | Students with Disabilities | 3613 | 1.02 | 6.17 | 51.90 | 40.91 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 3 | RW | Female | 8842 | 9.56 | 20.75 | 43.12 | 26.57 |
| 3 | RW | Male | 10553 | 13.45 | 25.64 | 41.24 | 19.67 |
| 3 | RW | American Indian or Alaska Native | 29 | 20.69 | 10.34 | 51.72 | 17.24 |
| 3 | RW | Black or African American | 995 | 18.69 | 28.64 | 33.87 | 18.79 |
| 3 | RW | Asian | 3235 | 9.46 | 15.77 | 40.71 | 34.06 |
| 3 | RW | Native Hawaiian/Other Pacific Islander | 3 | – | 66.67 | 33.33 | – |
| 3 | RW | Hispanic or Latino | 13567 | 12.04 | 25.40 | 42.99 | 19.56 |
| 3 | RW | White | 1556 | 8.23 | 18.83 | 42.35 | 30.59 |
| 3 | RW | Multiracial (not Hispanic origin) | 10 | 40.00 | 20.00 | 30.00 | 10.00 |
| 3 | RW | NYC | 13057 | 11.76 | 23.93 | 42.35 | 21.97 |
| 3 | RW | Big 4 Cities | 1149 | 20.19 | 27.76 | 36.12 | 15.93 |
| 3 | RW | High Need Urban/Suburban | 2146 | 11.28 | 22.69 | 44.45 | 21.58 |
| 3 | RW | High Need Rural | 113 | 9.73 | 23.89 | 42.48 | 23.89 |
| 3 | RW | Average Need | 1559 | 9.75 | 21.10 | 40.67 | 28.48 |
| 3 | RW | Low Need | 895 | 7.49 | 16.42 | 40.00 | 36.09 |
| 3 | RW | Charter Schools | 83 | 1.20 | 24.10 | 53.01 | 21.69 |
| 3 | RW | 0 Years LEP | 11812 | 11.46 | 23.71 | 43.03 | 21.79 |
| 3 | RW | 1 Years LEP | 1602 | 28.96 | 26.34 | 27.84 | 16.85 |
| 3 | RW | 2 Years LEP | 1447 | 9.74 | 23.91 | 39.53 | 26.81 |
| 3 | RW | 3 Years LEP | 1038 | 8.38 | 21.10 | 42.20 | 28.32 |
| 3 | RW | 4 Years LEP | 3413 | 5.83 | 21.39 | 46.91 | 25.87 |
| 3 | RW | Arabic | 450 | 18.44 | 21.78 | 38.22 | 21.56 |
| 3 | RW | Bengali | 442 | 7.69 | 15.61 | 39.14 | 37.56 |
| 3 | RW | Chinese | 404 | 9.65 | 15.10 | 42.82 | 32.43 |
| 3 | RW | English | 1005 | 9.95 | 21.79 | 44.38 | 23.88 |
| 3 | RW | Spanish | 12557 | 12.18 | 25.57 | 42.94 | 19.30 |
| 3 | RW | Other Language | 3852 | 10.88 | 19.24 | 40.01 | 29.88 |
| 3 | RW | Students with Disabilities | 3613 | 21.59 | 36.87 | 33.05 | 8.50 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 3 | Overall | Female | 8842 | 9.75 | 20.84 | 47.08 | 22.33 |
| 3 | Overall | Male | 10553 | 13.53 | 25.75 | 44.29 | 16.43 |
| 3 | Overall | American Indian or Alaska Native | 29 | 20.69 | 13.79 | 48.28 | 17.24 |
| 3 | Overall | Black or African American | 995 | 18.79 | 28.74 | 36.48 | 15.98 |
| 3 | Overall | Asian | 3235 | 9.77 | 16.01 | 44.98 | 29.24 |
| 3 | Overall | Native Hawaiian/Other Pacific Islander | 3 | – | 66.67 | 33.33 | – |
| 3 | Overall | Hispanic or Latino | 13567 | 12.15 | 25.46 | 46.41 | 15.99 |
| 3 | Overall | White | 1556 | 8.29 | 18.89 | 45.31 | 27.51 |
| 3 | Overall | Multiracial (not Hispanic origin) | 10 | 40.00 | 20.00 | 30.00 | 10.00 |
| 3 | Overall | NYC | 13057 | 11.90 | 24.00 | 45.65 | 18.44 |
| 3 | Overall | Big 4 Cities | 1149 | 20.28 | 27.85 | 38.29 | 13.58 |
| 3 | Overall | High Need Urban/Suburban | 2146 | 11.37 | 22.93 | 49.02 | 16.68 |
| 3 | Overall | High Need Rural | 113 | 10.62 | 23.01 | 49.56 | 16.81 |
| 3 | Overall | Average Need | 1559 | 9.94 | 21.17 | 43.23 | 25.66 |
| 3 | Overall | Low Need | 895 | 7.49 | 16.65 | 45.03 | 30.84 |
| 3 | Overall | Charter Schools | 83 | 1.20 | 24.10 | 61.45 | 13.25 |
| 3 | Overall | 0 Years LEP | 11812 | 11.62 | 23.76 | 46.35 | 18.26 |
| 3 | Overall | 1 Years LEP | 1602 | 29.34 | 26.65 | 29.84 | 14.17 |
| 3 | Overall | 2 Years LEP | 1447 | 9.74 | 24.19 | 43.54 | 22.53 |
| 3 | Overall | 3 Years LEP | 1038 | 8.48 | 21.19 | 46.15 | 24.18 |
| 3 | Overall | 4 Years LEP | 3413 | 5.83 | 21.48 | 51.22 | 21.48 |
| 3 | Overall | Arabic | 450 | 18.67 | 22.00 | 40.22 | 19.11 |
| 3 | Overall | Bengali | 442 | 8.14 | 15.38 | 42.76 | 33.71 |
| 3 | Overall | Chinese | 404 | 10.15 | 15.10 | 47.77 | 26.98 |
| 3 | Overall | English | 1005 | 9.95 | 21.99 | 47.76 | 20.30 |
| 3 | Overall | Spanish | 12557 | 12.29 | 25.64 | 46.35 | 15.73 |
| 3 | Overall | Other Language | 3852 | 11.06 | 19.50 | 43.67 | 25.78 |
| 3 | Overall | Students with Disabilities | 3613 | 21.67 | 36.89 | 34.60 | 6.84 |

H.5: Grade 4**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 4 | LS | Female | 7601 | 3.92 | 6.53 | 34.57 | 54.98 |
| 4 | LS | Male | 9072 | 3.24 | 6.38 | 34.68 | 55.70 |
| 4 | LS | American Indian or Alaska Native | 34 | 5.88 | 8.82 | 29.41 | 55.88 |
| 4 | LS | Black or African American | 965 | 4.04 | 9.84 | 37.41 | 48.70 |
| 4 | LS | Asian | 2537 | 5.36 | 9.50 | 32.16 | 52.98 |
| 4 | LS | Native Hawaiian/Other Pacific Islander | 8 | – | 12.50 | 62.50 | 25.00 |
| 4 | LS | Hispanic or Latino | 11920 | 3.24 | 5.47 | 35.33 | 55.96 |
| 4 | LS | White | 1203 | 2.33 | 6.73 | 30.67 | 60.27 |
| 4 | LS | Multiracial (not Hispanic origin) | 6 | 16.67 | 33.33 | 33.33 | 16.67 |
| 4 | LS | NYC | 11664 | 3.56 | 6.33 | 34.47 | 55.65 |
| 4 | LS | Big 4 Cities | 938 | 5.01 | 10.66 | 34.86 | 49.47 |
| 4 | LS | High Need Urban/Suburban | 1731 | 3.93 | 6.01 | 39.23 | 50.84 |
| 4 | LS | High Need Rural | 103 | – | 1.94 | 42.72 | 55.34 |
| 4 | LS | Average Need | 1180 | 2.80 | 5.51 | 31.95 | 59.75 |
| 4 | LS | Low Need | 675 | 2.52 | 5.93 | 29.48 | 62.07 |
| 4 | LS | Charter Schools | 56 | – | 3.57 | 35.71 | 60.71 |
| 4 | LS | 0 Years LEP | 10376 | 3.79 | 5.80 | 33.07 | 57.34 |
| 4 | LS | 1 Years LEP | 1659 | 10.91 | 19.47 | 40.99 | 28.63 |
| 4 | LS | 2 Years LEP | 1281 | 0.70 | 6.64 | 41.37 | 51.29 |
| 4 | LS | 3 Years LEP | 496 | 0.40 | 2.02 | 41.33 | 56.25 |
| 4 | LS | 4 Years LEP | 661 | – | 3.18 | 36.61 | 60.21 |
| 4 | LS | 5 Years LEP | 2131 | 0.09 | 1.27 | 30.92 | 67.71 |
| 4 | LS | Arabic | 416 | 4.33 | 12.98 | 36.54 | 46.15 |
| 4 | LS | Bengali | 294 | 2.72 | 7.48 | 35.37 | 54.42 |
| 4 | LS | Chinese | 292 | 7.19 | 10.96 | 34.25 | 47.60 |
| 4 | LS | English | 721 | 1.39 | 3.88 | 34.81 | 59.92 |
| 4 | LS | Spanish | 11143 | 3.32 | 5.57 | 35.48 | 55.63 |
| 4 | LS | Other Language | 3259 | 4.57 | 8.84 | 32.22 | 54.37 |
| 4 | LS | Students with Disabilities | 3736 | 0.72 | 5.25 | 46.20 | 47.83 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 4 | RW | Female | 7601 | 9.60 | 19.60 | 44.03 | 26.76 |
| 4 | RW | Male | 9072 | 11.56 | 24.29 | 42.79 | 21.35 |
| 4 | RW | American Indian or Alaska Native | 34 | 14.71 | 23.53 | 44.12 | 17.65 |
| 4 | RW | Black or African American | 965 | 16.99 | 27.67 | 38.45 | 16.89 |
| 4 | RW | Asian | 2537 | 10.80 | 16.55 | 39.61 | 33.03 |
| 4 | RW | Native Hawaiian/Other Pacific Islander | 8 | 12.50 | 12.50 | 62.50 | 12.50 |
| 4 | RW | Hispanic or Latino | 11920 | 10.24 | 23.08 | 44.87 | 21.81 |
| 4 | RW | White | 1203 | 9.23 | 20.28 | 40.32 | 30.17 |
| 4 | RW | Multiracial (not Hispanic origin) | 6 | 50.00 | 50.00 | – | – |
| 4 | RW | NYC | 11664 | 10.66 | 22.39 | 43.90 | 23.06 |
| 4 | RW | Big 4 Cities | 938 | 16.95 | 25.05 | 42.22 | 15.78 |
| 4 | RW | High Need Urban/Suburban | 1731 | 11.03 | 22.07 | 43.56 | 23.34 |
| 4 | RW | High Need Rural | 103 | 4.85 | 26.21 | 51.46 | 17.48 |
| 4 | RW | Average Need | 1180 | 9.07 | 21.27 | 39.07 | 30.59 |
| 4 | RW | Low Need | 675 | 6.07 | 15.85 | 41.04 | 37.04 |
| 4 | RW | Charter Schools | 56 | 7.14 | 19.64 | 51.79 | 21.43 |
| 4 | RW | 0 Years LEP | 10376 | 10.16 | 22.03 | 44.73 | 23.08 |
| 4 | RW | 1 Years LEP | 1659 | 26.82 | 28.33 | 29.05 | 15.79 |
| 4 | RW | 2 Years LEP | 1281 | 10.07 | 22.56 | 39.66 | 27.71 |
| 4 | RW | 3 Years LEP | 496 | 5.04 | 22.38 | 42.74 | 29.84 |
| 4 | RW | 4 Years LEP | 661 | 5.90 | 20.42 | 46.44 | 27.23 |
| 4 | RW | 5 Years LEP | 2131 | 3.33 | 18.16 | 49.46 | 29.05 |
| 4 | RW | Arabic | 416 | 18.51 | 25.96 | 35.82 | 19.71 |
| 4 | RW | Bengali | 294 | 9.18 | 16.33 | 41.50 | 32.99 |
| 4 | RW | Chinese | 292 | 14.04 | 16.44 | 40.75 | 28.77 |
| 4 | RW | English | 721 | 9.71 | 21.50 | 41.89 | 26.91 |
| 4 | RW | Spanish | 11143 | 10.27 | 23.01 | 45.21 | 21.51 |
| 4 | RW | Other Language | 3259 | 11.48 | 19.76 | 39.28 | 29.49 |
| 4 | RW | Students with Disabilities | 3736 | 14.72 | 35.63 | 39.05 | 10.60 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 4 | Overall | Female | 7601 | 9.84 | 19.80 | 48.49 | 21.87 |
| 4 | Overall | Male | 9072 | 11.88 | 24.31 | 45.60 | 18.21 |
| 4 | Overall | American Indian or Alaska Native | 34 | 14.71 | 23.53 | 47.06 | 14.71 |
| 4 | Overall | Black or African American | 965 | 17.41 | 27.46 | 40.31 | 14.82 |
| 4 | Overall | Asian | 2537 | 11.31 | 16.91 | 44.86 | 26.92 |
| 4 | Overall | Native Hawaiian/Other Pacific Islander | 8 | 12.50 | 12.50 | 62.50 | 12.50 |
| 4 | Overall | Hispanic or Latino | 11920 | 10.48 | 23.14 | 48.20 | 18.19 |
| 4 | Overall | White | 1203 | 9.39 | 20.45 | 44.06 | 26.10 |
| 4 | Overall | Multiracial (not Hispanic origin) | 6 | 50.00 | 50.00 | – | – |
| 4 | Overall | NYC | 11664 | 10.97 | 22.40 | 47.38 | 19.25 |
| 4 | Overall | Big 4 Cities | 938 | 17.06 | 25.37 | 43.92 | 13.65 |
| 4 | Overall | High Need Urban/Suburban | 1731 | 11.32 | 22.13 | 48.58 | 17.97 |
| 4 | Overall | High Need Rural | 103 | 4.85 | 27.18 | 52.43 | 15.53 |
| 4 | Overall | Average Need | 1180 | 9.07 | 21.69 | 42.03 | 27.20 |
| 4 | Overall | Low Need | 675 | 6.22 | 16.59 | 45.78 | 31.41 |
| 4 | Overall | Charter Schools | 56 | 7.14 | 19.64 | 55.36 | 17.86 |
| 4 | Overall | 0 Years LEP | 10376 | 10.51 | 21.99 | 48.15 | 19.34 |
| 4 | Overall | 1 Years LEP | 1659 | 27.25 | 28.57 | 32.61 | 11.57 |
| 4 | Overall | 2 Years LEP | 1281 | 10.15 | 23.26 | 43.40 | 23.19 |
| 4 | Overall | 3 Years LEP | 496 | 5.24 | 22.58 | 47.98 | 24.19 |
| 4 | Overall | 4 Years LEP | 661 | 5.90 | 21.18 | 50.08 | 22.84 |
| 4 | Overall | 5 Years LEP | 2131 | 3.33 | 18.25 | 53.26 | 25.15 |
| 4 | Overall | Arabic | 416 | 18.75 | 26.20 | 37.26 | 17.79 |
| 4 | Overall | Bengali | 294 | 9.18 | 16.67 | 49.32 | 24.83 |
| 4 | Overall | Chinese | 292 | 15.41 | 15.75 | 44.18 | 24.66 |
| 4 | Overall | English | 721 | 9.71 | 22.05 | 44.38 | 23.86 |
| 4 | Overall | Spanish | 11143 | 10.50 | 23.05 | 48.62 | 17.82 |
| 4 | Overall | Other Language | 3259 | 11.91 | 19.98 | 43.69 | 24.42 |
| 4 | Overall | Students with Disabilities | 3736 | 14.78 | 35.79 | 40.66 | 8.78 |

H.6: Grade 5**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 5 | LS | Female | 6205 | 5.41 | 9.49 | 44.80 | 40.29 |
| 5 | LS | Male | 7585 | 5.51 | 10.19 | 42.60 | 41.70 |
| 5 | LS | American Indian or Alaska Native | 17 | 5.88 | 5.88 | 17.65 | 70.59 |
| 5 | LS | Black or African American | 873 | 5.73 | 12.83 | 46.85 | 34.59 |
| 5 | LS | Asian | 2173 | 7.46 | 13.12 | 41.88 | 37.55 |
| 5 | LS | Native Hawaiian/Other Pacific Islander | 7 | – | 14.29 | 42.86 | 42.86 |
| 5 | LS | Hispanic or Latino | 9725 | 5.14 | 8.90 | 44.33 | 41.62 |
| 5 | LS | White | 991 | 4.14 | 9.59 | 37.74 | 48.54 |
| 5 | LS | Multiracial (not Hispanic origin) | 4 | – | 50.00 | 25.00 | 25.00 |
| 5 | LS | NYC | 9887 | 5.31 | 9.63 | 44.08 | 40.98 |
| 5 | LS | Big 4 Cities | 822 | 9.25 | 14.72 | 42.70 | 33.33 |
| 5 | LS | High Need Urban/Suburban | 1278 | 6.26 | 10.17 | 45.23 | 38.34 |
| 5 | LS | High Need Rural | 78 | 7.69 | 2.56 | 42.31 | 47.44 |
| 5 | LS | Average Need | 890 | 5.17 | 9.66 | 39.66 | 45.51 |
| 5 | LS | Low Need | 511 | 2.15 | 8.41 | 40.12 | 49.32 |
| 5 | LS | Charter Schools | 55 | – | – | 41.82 | 58.18 |
| 5 | LS | 0 Years LEP | 8563 | 5.64 | 8.14 | 43.22 | 43.00 |
| 5 | LS | 1 Years LEP | 1590 | 14.21 | 24.47 | 40.44 | 20.88 |
| 5 | LS | 2 Years LEP | 1205 | 2.66 | 13.28 | 50.29 | 33.78 |
| 5 | LS | 3 Years LEP | 397 | 1.01 | 10.58 | 48.11 | 40.30 |
| 5 | LS | 4 Years LEP | 337 | 0.30 | 7.42 | 43.62 | 48.66 |
| 5 | LS | 5 Years LEP | 444 | – | 2.25 | 49.55 | 48.20 |
| 5 | LS | 6 Years LEP or More | 1198 | 0.08 | 2.25 | 40.57 | 57.10 |
| 5 | LS | Arabic | 341 | 7.62 | 20.23 | 39.30 | 32.84 |
| 5 | LS | Bengali | 231 | 2.60 | 11.26 | 33.77 | 52.38 |
| 5 | LS | Chinese | 270 | 14.81 | 11.85 | 43.70 | 29.63 |
| 5 | LS | English | 501 | 2.99 | 5.39 | 41.72 | 49.90 |
| 5 | LS | Spanish | 9165 | 5.24 | 9.10 | 44.53 | 41.13 |
| 5 | LS | Other Language | 2836 | 5.78 | 11.18 | 43.41 | 39.63 |
| 5 | LS | Students with Disabilities | 3301 | 1.15 | 8.82 | 53.44 | 36.59 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 5 | RW | Female | 6205 | 11.96 | 18.02 | 41.48 | 28.54 |
| 5 | RW | Male | 7585 | 15.70 | 20.44 | 42.45 | 21.41 |
| 5 | RW | American Indian or Alaska Native | 17 | 5.88 | 11.76 | 47.06 | 35.29 |
| 5 | RW | Black or African American | 873 | 19.13 | 21.19 | 38.60 | 21.08 |
| 5 | RW | Asian | 2173 | 13.99 | 14.45 | 37.14 | 34.42 |
| 5 | RW | Native Hawaiian/Other Pacific Islander | 7 | – | 14.29 | 14.29 | 71.43 |
| 5 | RW | Hispanic or Latino | 9725 | 13.61 | 20.78 | 43.48 | 22.13 |
| 5 | RW | White | 991 | 13.62 | 14.53 | 41.68 | 30.17 |
| 5 | RW | Multiracial (not Hispanic origin) | 4 | 50.00 | 25.00 | – | 25.00 |
| 5 | RW | NYC | 9887 | 13.83 | 19.73 | 42.31 | 24.13 |
| 5 | RW | Big 4 Cities | 822 | 22.75 | 21.41 | 41.12 | 14.72 |
| 5 | RW | High Need Urban/Suburban | 1278 | 14.32 | 19.72 | 41.47 | 24.49 |
| 5 | RW | High Need Rural | 78 | 12.82 | 15.38 | 41.03 | 30.77 |
| 5 | RW | Average Need | 890 | 12.36 | 16.52 | 40.67 | 30.45 |
| 5 | RW | Low Need | 511 | 7.05 | 13.50 | 41.88 | 37.57 |
| 5 | RW | Charter Schools | 55 | 3.64 | 16.36 | 43.64 | 36.36 |
| 5 | RW | 0 Years LEP | 8563 | 13.43 | 19.04 | 43.82 | 23.72 |
| 5 | RW | 1 Years LEP | 1590 | 28.74 | 23.84 | 28.55 | 18.87 |
| 5 | RW | 2 Years LEP | 1205 | 13.44 | 20.83 | 36.02 | 29.71 |
| 5 | RW | 3 Years LEP | 397 | 10.58 | 18.39 | 38.54 | 32.49 |
| 5 | RW | 4 Years LEP | 337 | 8.90 | 16.91 | 41.25 | 32.94 |
| 5 | RW | 5 Years LEP | 444 | 4.50 | 13.74 | 53.60 | 28.15 |
| 5 | RW | 6 Years LEP or More | 1198 | 4.76 | 17.20 | 50.33 | 27.71 |
| 5 | RW | Arabic | 341 | 26.10 | 22.58 | 33.43 | 17.89 |
| 5 | RW | Bengali | 231 | 8.23 | 12.99 | 36.80 | 41.99 |
| 5 | RW | Chinese | 270 | 19.63 | 11.85 | 35.93 | 32.59 |
| 5 | RW | English | 501 | 9.58 | 16.57 | 46.51 | 27.35 |
| 5 | RW | Spanish | 9165 | 13.77 | 20.97 | 43.46 | 21.80 |
| 5 | RW | Other Language | 2836 | 13.68 | 15.66 | 39.10 | 31.56 |
| 5 | RW | Students with Disabilities | 3301 | 17.36 | 28.96 | 41.71 | 11.97 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 5 | Overall | Female | 6205 | 12.62 | 18.68 | 48.99 | 19.71 |
| 5 | Overall | Male | 7585 | 16.11 | 21.15 | 46.67 | 16.07 |
| 5 | Overall | American Indian or Alaska Native | 17 | 5.88 | 11.76 | 52.94 | 29.41 |
| 5 | Overall | Black or African American | 873 | 19.70 | 21.19 | 44.33 | 14.78 |
| 5 | Overall | Asian | 2173 | 14.77 | 16.38 | 46.48 | 22.37 |
| 5 | Overall | Native Hawaiian/Other Pacific Islander | 7 | – | 14.29 | 42.86 | 42.86 |
| 5 | Overall | Hispanic or Latino | 9725 | 14.13 | 21.23 | 48.50 | 16.13 |
| 5 | Overall | White | 991 | 13.62 | 15.44 | 45.81 | 25.13 |
| 5 | Overall | Multiracial (not Hispanic origin) | 4 | 50.00 | 25.00 | – | 25.00 |
| 5 | Overall | NYC | 9887 | 14.35 | 20.42 | 47.87 | 17.36 |
| 5 | Overall | Big 4 Cities | 822 | 23.48 | 22.02 | 44.04 | 10.46 |
| 5 | Overall | High Need Urban/Suburban | 1278 | 15.10 | 19.80 | 49.06 | 16.04 |
| 5 | Overall | High Need Rural | 78 | 14.10 | 14.10 | 48.72 | 23.08 |
| 5 | Overall | Average Need | 890 | 12.70 | 17.64 | 46.29 | 23.37 |
| 5 | Overall | Low Need | 511 | 7.05 | 15.26 | 50.68 | 27.01 |
| 5 | Overall | Charter Schools | 55 | 3.64 | 16.36 | 52.73 | 27.27 |
| 5 | Overall | 0 Years LEP | 8563 | 14.03 | 19.51 | 49.19 | 17.27 |
| 5 | Overall | 1 Years LEP | 1590 | 29.69 | 25.85 | 32.08 | 12.39 |
| 5 | Overall | 2 Years LEP | 1205 | 13.69 | 21.91 | 45.06 | 19.34 |
| 5 | Overall | 3 Years LEP | 397 | 10.83 | 18.39 | 47.86 | 22.92 |
| 5 | Overall | 4 Years LEP | 337 | 9.20 | 18.40 | 47.18 | 25.22 |
| 5 | Overall | 5 Years LEP | 444 | 4.50 | 14.41 | 61.04 | 20.05 |
| 5 | Overall | 6 Years LEP or More | 1198 | 4.76 | 17.28 | 56.26 | 21.70 |
| 5 | Overall | Arabic | 341 | 26.69 | 22.58 | 37.54 | 13.20 |
| 5 | Overall | Bengali | 231 | 8.23 | 13.85 | 45.89 | 32.03 |
| 5 | Overall | Chinese | 270 | 21.48 | 12.96 | 47.41 | 18.15 |
| 5 | Overall | English | 501 | 9.78 | 17.17 | 51.70 | 21.36 |
| 5 | Overall | Spanish | 9165 | 14.30 | 21.42 | 48.47 | 15.81 |
| 5 | Overall | Other Language | 2836 | 14.17 | 17.10 | 46.86 | 21.86 |
| 5 | Overall | Students with Disabilities | 3301 | 17.54 | 29.54 | 43.87 | 9.06 |

H.7: Grade 6**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 6 | LS | Female | 5456 | 9.18 | 12.83 | 44.83 | 33.16 |
| 6 | LS | Male | 6720 | 8.66 | 12.77 | 43.72 | 34.85 |
| 6 | LS | American Indian or Alaska Native | 8 | 12.50 | – | 50.00 | 37.50 |
| 6 | LS | Black or African American | 847 | 7.20 | 19.13 | 48.41 | 25.27 |
| 6 | LS | Asian | 2049 | 13.18 | 16.84 | 39.82 | 30.16 |
| 6 | LS | Native Hawaiian/Other Pacific Islander | 5 | – | 20.00 | 60.00 | 20.00 |
| 6 | LS | Hispanic or Latino | 8424 | 8.26 | 11.37 | 45.33 | 35.03 |
| 6 | LS | White | 837 | 6.21 | 10.87 | 39.43 | 43.49 |
| 6 | LS | Multiracial (not Hispanic origin) | 6 | 50.00 | 16.67 | 33.33 | – |
| 6 | LS | NYC | 8515 | 9.22 | 13.39 | 45.27 | 32.12 |
| 6 | LS | Big 4 Cities | 813 | 9.84 | 13.65 | 44.28 | 32.23 |
| 6 | LS | High Need Urban/Suburban | 1168 | 9.59 | 10.45 | 41.61 | 38.36 |
| 6 | LS | High Need Rural | 64 | 9.38 | 10.94 | 40.63 | 39.06 |
| 6 | LS | Average Need | 848 | 7.19 | 11.08 | 40.45 | 41.27 |
| 6 | LS | Low Need | 506 | 4.35 | 11.66 | 42.69 | 41.30 |
| 6 | LS | Charter Schools | 28 | 3.57 | 3.57 | 57.14 | 35.71 |
| 6 | LS | 0 Years LEP | 7094 | 9.80 | 11.05 | 45.09 | 34.06 |
| 6 | LS | 1 Years LEP | 1621 | 18.94 | 26.47 | 38.37 | 16.22 |
| 6 | LS | 2 Years LEP | 1263 | 3.96 | 17.58 | 48.46 | 30.01 |
| 6 | LS | 3 Years LEP | 429 | 2.10 | 11.42 | 46.85 | 39.63 |
| 6 | LS | 4 Years LEP | 320 | 1.56 | 7.19 | 44.38 | 46.88 |
| 6 | LS | 5 Years LEP | 217 | – | 5.07 | 46.54 | 48.39 |
| 6 | LS | 6 Years LEP or More | 1177 | 0.17 | 3.06 | 41.46 | 55.31 |
| 6 | LS | Arabic | 293 | 11.26 | 19.45 | 40.27 | 29.01 |
| 6 | LS | Bengali | 201 | 10.45 | 12.44 | 42.29 | 34.83 |
| 6 | LS | Chinese | 264 | 20.08 | 22.35 | 36.74 | 20.83 |
| 6 | LS | English | 432 | 4.17 | 7.18 | 44.91 | 43.75 |
| 6 | LS | Spanish | 7950 | 8.29 | 11.75 | 45.65 | 34.31 |
| 6 | LS | Other Language | 2601 | 9.88 | 15.84 | 42.25 | 32.03 |
| 6 | LS | Students with Disabilities | 2771 | 1.84 | 10.79 | 55.36 | 32.01 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 6 | RW | Female | 5456 | 14.41 | 21.37 | 37.61 | 26.61 |
| 6 | RW | Male | 6720 | 18.59 | 24.45 | 36.65 | 20.31 |
| 6 | RW | American Indian or Alaska Native | 8 | 25.00 | 37.50 | – | 37.50 |
| 6 | RW | Black or African American | 847 | 21.96 | 23.85 | 34.83 | 19.36 |
| 6 | RW | Asian | 2049 | 18.89 | 19.47 | 30.8 | 30.84 |
| 6 | RW | Native Hawaiian/Other Pacific Islander | 5 | 20.00 | 60.00 | – | 20.00 |
| 6 | RW | Hispanic or Latino | 8424 | 15.88 | 24.17 | 38.81 | 21.14 |
| 6 | RW | White | 837 | 14.22 | 19.35 | 38.23 | 28.20 |
| 6 | RW | Multiracial (not Hispanic origin) | 6 | 33.33 | 66.67 | – | – |
| 6 | RW | NYC | 8515 | 17.79 | 24.47 | 36.75 | 20.99 |
| 6 | RW | Big 4 Cities | 813 | 20.79 | 20.66 | 35.67 | 22.88 |
| 6 | RW | High Need Urban/Suburban | 1168 | 14.47 | 21.49 | 38.10 | 25.94 |
| 6 | RW | High Need Rural | 64 | 14.06 | 17.19 | 46.88 | 21.88 |
| 6 | RW | Average Need | 848 | 12.74 | 20.40 | 39.86 | 27.00 |
| 6 | RW | Low Need | 506 | 8.30 | 14.62 | 35.77 | 41.30 |
| 6 | RW | Charter Schools | 28 | 7.14 | 25.00 | 28.57 | 39.29 |
| 6 | RW | 0 Years LEP | 7094 | 17.14 | 23.17 | 38.75 | 20.93 |
| 6 | RW | 1 Years LEP | 1621 | 31.34 | 28.99 | 22.70 | 16.96 |
| 6 | RW | 2 Years LEP | 1263 | 13.86 | 27.71 | 32.30 | 26.13 |
| 6 | RW | 3 Years LEP | 429 | 9.09 | 19.35 | 38.69 | 32.87 |
| 6 | RW | 4 Years LEP | 320 | 7.19 | 17.81 | 37.81 | 37.19 |
| 6 | RW | 5 Years LEP | 217 | 3.23 | 14.75 | 47.47 | 34.56 |
| 6 | RW | 6 Years LEP or More | 1177 | 4.16 | 13.93 | 49.79 | 32.12 |
| 6 | RW | Arabic | 293 | 27.30 | 24.57 | 31.74 | 16.38 |
| 6 | RW | Bengali | 201 | 15.42 | 22.39 | 25.87 | 36.32 |
| 6 | RW | Chinese | 264 | 23.86 | 22.73 | 27.65 | 25.76 |
| 6 | RW | English | 432 | 9.49 | 18.29 | 42.82 | 29.40 |
| 6 | RW | Spanish | 7950 | 16.29 | 24.33 | 38.82 | 20.57 |
| 6 | RW | Other Language | 2601 | 17.49 | 20.72 | 34.10 | 27.68 |
| 6 | RW | Students with Disabilities | 2771 | 16.56 | 31.04 | 40.92 | 11.48 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 6 | Overall | Female | 5456 | 15.78 | 21.96 | 45.16 | 17.10 |
| 6 | Overall | Male | 6720 | 19.35 | 25.04 | 41.37 | 14.24 |
| 6 | Overall | American Indian or Alaska Native | 8 | 25.00 | 37.50 | 12.50 | 25.00 |
| 6 | Overall | Black or African American | 847 | 22.90 | 24.68 | 40.61 | 11.81 |
| 6 | Overall | Asian | 2049 | 20.20 | 21.13 | 39.63 | 19.03 |
| 6 | Overall | Native Hawaiian/Other Pacific Islander | 5 | 20.00 | 60.00 | – | 20.00 |
| 6 | Overall | Hispanic or Latino | 8424 | 16.90 | 24.44 | 44.23 | 14.42 |
| 6 | Overall | White | 837 | 14.70 | 20.43 | 43.13 | 21.74 |
| 6 | Overall | Multiracial (not Hispanic origin) | 6 | 50.00 | 50.00 | – | – |
| 6 | Overall | NYC | 8515 | 18.88 | 24.99 | 42.49 | 13.63 |
| 6 | Overall | Big 4 Cities | 813 | 21.40 | 21.89 | 41.45 | 15.25 |
| 6 | Overall | High Need Urban/Suburban | 1168 | 15.67 | 21.23 | 44.95 | 18.15 |
| 6 | Overall | High Need Rural | 64 | 15.63 | 15.63 | 51.56 | 17.19 |
| 6 | Overall | Average Need | 848 | 13.56 | 21.11 | 45.64 | 19.69 |
| 6 | Overall | Low Need | 506 | 8.89 | 17.00 | 46.25 | 27.87 |
| 6 | Overall | Charter Schools | 28 | 7.14 | 25.00 | 46.43 | 21.43 |
| 6 | Overall | 0 Years LEP | 7094 | 18.23 | 23.57 | 44.49 | 13.72 |
| 6 | Overall | 1 Years LEP | 1621 | 33.56 | 29.73 | 26.71 | 9.99 |
| 6 | Overall | 2 Years LEP | 1263 | 14.73 | 28.90 | 39.27 | 17.10 |
| 6 | Overall | 3 Years LEP | 429 | 9.32 | 21.21 | 45.69 | 23.78 |
| 6 | Overall | 4 Years LEP | 320 | 7.19 | 18.44 | 48.13 | 26.25 |
| 6 | Overall | 5 Years LEP | 217 | 3.23 | 15.21 | 57.60 | 23.96 |
| 6 | Overall | 6 Years LEP or More | 1177 | 4.25 | 14.44 | 56.67 | 24.64 |
| 6 | Overall | Arabic | 293 | 27.99 | 25.60 | 33.79 | 12.63 |
| 6 | Overall | Bengali | 201 | 17.41 | 20.90 | 35.82 | 25.87 |
| 6 | Overall | Chinese | 264 | 25.76 | 25.00 | 37.12 | 12.12 |
| 6 | Overall | English | 432 | 9.72 | 18.75 | 50.69 | 20.83 |
| 6 | Overall | Spanish | 7950 | 17.30 | 24.63 | 44.23 | 13.85 |
| 6 | Overall | Other Language | 2601 | 18.57 | 22.30 | 41.33 | 17.80 |
| 6 | Overall | Students with Disabilities | 2771 | 16.60 | 32.01 | 43.49 | 7.90 |

H.8: Grade 7**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 7 | LS | Female | 5299 | 6.55 | 13.66 | 35.80 | 43.99 |
| 7 | LS | Male | 6500 | 6.54 | 14.35 | 38.58 | 40.52 |
| 7 | LS | American Indian or Alaska Native | 21 | – | 4.76 | 61.90 | 33.33 |
| 7 | LS | Black or African American | 818 | 4.52 | 21.15 | 38.39 | 35.94 |
| 7 | LS | Asian | 1945 | 9.20 | 19.18 | 35.27 | 36.35 |
| 7 | LS | Native Hawaiian/Other Pacific Islander | 7 | – | 14.29 | 28.57 | 57.14 |
| 7 | LS | Hispanic or Latino | 8193 | 6.48 | 12.33 | 38.01 | 43.18 |
| 7 | LS | White | 810 | 2.96 | 11.85 | 34.07 | 51.11 |
| 7 | LS | Multiracial (not Hispanic origin) | 5 | 20.00 | 60.00 | – | 20.00 |
| 7 | LS | NYC | 8590 | 6.48 | 14.09 | 38.50 | 40.93 |
| 7 | LS | Big 4 Cities | 720 | 7.22 | 16.11 | 40.56 | 36.11 |
| 7 | LS | High Need Urban/Suburban | 1022 | 9.78 | 15.95 | 32.58 | 41.68 |
| 7 | LS | High Need Rural | 77 | – | 7.79 | 28.57 | 63.64 |
| 7 | LS | Average Need | 733 | 5.73 | 12.01 | 33.15 | 49.11 |
| 7 | LS | Low Need | 420 | 3.33 | 11.43 | 30.71 | 54.52 |
| 7 | LS | Charter Schools | 25 | – | – | 28.00 | 72.00 |
| 7 | LS | 0 Years LEP | 7061 | 7.00 | 12.05 | 37.71 | 43.24 |
| 7 | LS | 1 Years LEP | 1727 | 13.67 | 28.89 | 34.86 | 22.58 |
| 7 | LS | 2 Years LEP | 1251 | 2.32 | 18.15 | 41.73 | 37.81 |
| 7 | LS | 3 Years LEP | 380 | 0.53 | 10.79 | 41.32 | 47.37 |
| 7 | LS | 4 Years LEP | 275 | 0.36 | 5.45 | 41.82 | 52.36 |
| 7 | LS | 5 Years LEP | 205 | 0.49 | 4.39 | 33.17 | 61.95 |
| 7 | LS | 6 Years LEP or More | 843 | – | 0.95 | 31.44 | 67.62 |
| 7 | LS | Arabic | 297 | 5.05 | 21.55 | 40.07 | 33.33 |
| 7 | LS | Bengali | 202 | 1.98 | 11.88 | 43.07 | 43.07 |
| 7 | LS | Chinese | 280 | 7.14 | 32.14 | 35.00 | 25.71 |
| 7 | LS | English | 432 | 3.01 | 9.03 | 30.79 | 57.18 |
| 7 | LS | Spanish | 7780 | 6.56 | 12.71 | 38.62 | 42.11 |
| 7 | LS | Other Language | 2449 | 7.96 | 16.90 | 34.46 | 40.67 |
| 7 | LS | Students with Disabilities | 2276 | 1.19 | 7.47 | 50.13 | 41.21 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 7 | RW | Female | 5299 | 22.83 | 33.08 | 31.50 | 12.59 |
| 7 | RW | Male | 6500 | 27.52 | 34.18 | 27.72 | 10.57 |
| 7 | RW | American Indian or Alaska Native | 21 | 28.57 | 23.81 | 33.33 | 14.29 |
| 7 | RW | Black or African American | 818 | 31.05 | 34.96 | 23.35 | 10.64 |
| 7 | RW | Asian | 1945 | 28.23 | 30.08 | 26.79 | 14.91 |
| 7 | RW | Native Hawaiian/Other Pacific Islander | 7 | 14.29 | 42.86 | 28.57 | 14.29 |
| 7 | RW | Hispanic or Latino | 8193 | 24.86 | 34.60 | 30.25 | 10.29 |
| 7 | RW | White | 810 | 18.40 | 32.10 | 33.46 | 16.05 |
| 7 | RW | Multiracial (not Hispanic origin) | 5 | 60.00 | 20.00 | 20.00 | – |
| 7 | RW | NYC | 8590 | 25.84 | 34.89 | 28.93 | 10.34 |
| 7 | RW | Big 4 Cities | 720 | 32.08 | 36.39 | 24.86 | 6.67 |
| 7 | RW | High Need Urban/Suburban | 1022 | 28.18 | 29.94 | 31.31 | 10.57 |
| 7 | RW | High Need Rural | 77 | 10.39 | 35.06 | 42.86 | 11.69 |
| 7 | RW | Average Need | 733 | 21.28 | 28.51 | 31.51 | 18.69 |
| 7 | RW | Low Need | 420 | 15.24 | 25.00 | 34.29 | 25.48 |
| 7 | RW | Charter Schools | 25 | – | 24.00 | 52.00 | 24.00 |
| 7 | RW | 0 Years LEP | 7061 | 24.01 | 35.33 | 30.41 | 10.25 |
| 7 | RW | 1 Years LEP | 1727 | 44.82 | 27.79 | 18.59 | 8.80 |
| 7 | RW | 2 Years LEP | 1251 | 26.86 | 33.81 | 25.66 | 13.67 |
| 7 | RW | 3 Years LEP | 380 | 15.26 | 31.58 | 33.95 | 19.21 |
| 7 | RW | 4 Years LEP | 275 | 8.00 | 37.45 | 37.82 | 16.73 |
| 7 | RW | 5 Years LEP | 205 | 14.15 | 28.78 | 39.02 | 18.05 |
| 7 | RW | 6 Years LEP or More | 843 | 7.59 | 33.57 | 41.76 | 17.08 |
| 7 | RW | Arabic | 297 | 37.71 | 33.00 | 22.90 | 6.40 |
| 7 | RW | Bengali | 202 | 19.80 | 31.68 | 31.19 | 17.33 |
| 7 | RW | Chinese | 280 | 32.86 | 34.64 | 21.43 | 11.07 |
| 7 | RW | English | 432 | 15.74 | 33.33 | 34.03 | 16.90 |
| 7 | RW | Spanish | 7780 | 25.58 | 34.94 | 29.82 | 9.67 |
| 7 | RW | Other Language | 2449 | 25.97 | 30.75 | 28.46 | 14.82 |
| 7 | RW | Students with Disabilities | 2276 | 25.13 | 46.40 | 24.65 | 3.82 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 7 | Overall | Female | 5299 | 23.00 | 33.23 | 32.59 | 11.17 |
| 7 | Overall | Male | 6500 | 27.71 | 34.12 | 28.94 | 9.23 |
| 7 | Overall | American Indian or Alaska Native | 21 | 28.57 | 23.81 | 33.33 | 14.29 |
| 7 | Overall | Black or African American | 818 | 31.17 | 35.09 | 24.33 | 9.41 |
| 7 | Overall | Asian | 1945 | 28.48 | 30.08 | 28.59 | 12.85 |
| 7 | Overall | Native Hawaiian/Other Pacific Islander | 7 | 14.29 | 42.86 | 28.57 | 14.29 |
| 7 | Overall | Hispanic or Latino | 8193 | 25.03 | 34.63 | 31.26 | 9.08 |
| 7 | Overall | White | 810 | 18.52 | 32.22 | 34.81 | 14.44 |
| 7 | Overall | Multiracial (not Hispanic origin) | 5 | 60.00 | 20.00 | 20.00 | – |
| 7 | Overall | NYC | 8590 | 26.02 | 34.95 | 30.07 | 8.96 |
| 7 | Overall | Big 4 Cities | 720 | 32.22 | 36.39 | 25.42 | 5.97 |
| 7 | Overall | High Need Urban/Suburban | 1022 | 28.47 | 29.94 | 32.09 | 9.49 |
| 7 | Overall | High Need Rural | 77 | 10.39 | 35.06 | 42.86 | 11.69 |
| 7 | Overall | Average Need | 733 | 21.56 | 28.24 | 33.15 | 17.05 |
| 7 | Overall | Low Need | 420 | 15.24 | 25.24 | 36.43 | 23.10 |
| 7 | Overall | Charter Schools | 25 | – | 24.00 | 52.00 | 24.00 |
| 7 | Overall | 0 Years LEP | 7061 | 24.20 | 35.35 | 31.54 | 8.91 |
| 7 | Overall | 1 Years LEP | 1727 | 45.17 | 27.97 | 19.05 | 7.82 |
| 7 | Overall | 2 Years LEP | 1251 | 26.94 | 33.81 | 27.42 | 11.83 |
| 7 | Overall | 3 Years LEP | 380 | 15.26 | 31.58 | 35.26 | 17.89 |
| 7 | Overall | 4 Years LEP | 275 | 8.00 | 37.45 | 40.00 | 14.55 |
| 7 | Overall | 5 Years LEP | 205 | 14.15 | 28.78 | 40.98 | 16.10 |
| 7 | Overall | 6 Years LEP or More | 843 | 7.59 | 33.57 | 42.94 | 15.90 |
| 7 | Overall | Arabic | 297 | 38.05 | 32.66 | 23.91 | 5.39 |
| 7 | Overall | Bengali | 202 | 20.30 | 31.19 | 34.65 | 13.86 |
| 7 | Overall | Chinese | 280 | 32.86 | 34.64 | 22.86 | 9.64 |
| 7 | Overall | English | 432 | 15.97 | 33.56 | 35.19 | 15.28 |
| 7 | Overall | Spanish | 7780 | 25.75 | 34.95 | 30.82 | 8.48 |
| 7 | Overall | Other Language | 2449 | 26.17 | 30.91 | 29.77 | 13.15 |
| 7 | Overall | Students with Disabilities | 2276 | 25.18 | 46.53 | 25.13 | 3.16 |

H.9: Grade 8**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 8 | LS | Female | 5079 | 8.01 | 18.35 | 26.66 | 46.98 |
| 8 | LS | Male | 5961 | 7.50 | 18.47 | 28.43 | 45.60 |
| 8 | LS | American Indian or Alaska Native | 14 | – | 14.29 | 7.14 | 78.57 |
| 8 | LS | Black or African American | 724 | 8.15 | 18.65 | 33.15 | 40.06 |
| 8 | LS | Asian | 2010 | 7.76 | 24.03 | 27.86 | 40.35 |
| 8 | LS | Native Hawaiian/Other Pacific Islander | 3 | – | – | 33.33 | 66.67 |
| 8 | LS | Hispanic or Latino | 7531 | 8.15 | 17.29 | 27.26 | 47.30 |
| 8 | LS | White | 752 | 3.06 | 14.49 | 25.53 | 56.91 |
| 8 | LS | Multiracial (not Hispanic origin) | 6 | 33.33 | 33.33 | 33.33 | – |
| 8 | LS | NYC | 8063 | 7.96 | 18.44 | 28.17 | 45.43 |
| 8 | LS | Big 4 Cities | 658 | 8.81 | 22.19 | 26.44 | 42.55 |
| 8 | LS | High Need Urban/Suburban | 922 | 10.30 | 19.31 | 26.14 | 44.25 |
| 8 | LS | High Need Rural | 76 | 3.95 | 2.63 | 28.95 | 64.47 |
| 8 | LS | Average Need | 725 | 5.52 | 17.52 | 25.52 | 51.45 |
| 8 | LS | Low Need | 392 | 3.06 | 15.31 | 30.61 | 51.02 |
| 8 | LS | Charter Schools | 12 | – | – | 16.67 | 83.33 |
| 8 | LS | 0 Years LEP | 6288 | 8.32 | 14.89 | 27.13 | 49.67 |
| 8 | LS | 1 Years LEP | 1783 | 14.08 | 34.55 | 28.15 | 23.22 |
| 8 | LS | 2 Years LEP | 1360 | 4.41 | 25.96 | 32.21 | 37.43 |
| 8 | LS | 3 Years LEP | 430 | 1.86 | 15.58 | 32.09 | 50.47 |
| 8 | LS | 4 Years LEP | 269 | 0.37 | 8.55 | 31.60 | 59.48 |
| 8 | LS | 5 Years LEP | 203 | 0.49 | 5.42 | 18.72 | 75.37 |
| 8 | LS | 6 Years LEP or More | 652 | 0.31 | 2.76 | 20.09 | 76.84 |
| 8 | LS | Arabic | 289 | 6.23 | 29.07 | 27.68 | 37.02 |
| 8 | LS | Bengali | 189 | 2.12 | 15.87 | 29.63 | 52.38 |
| 8 | LS | Chinese | 284 | 12.32 | 33.80 | 25.70 | 28.17 |
| 8 | LS | English | 345 | 3.77 | 13.04 | 23.77 | 59.42 |
| 8 | LS | Spanish | 7188 | 8.28 | 17.40 | 27.67 | 46.65 |
| 8 | LS | Other Language | 2442 | 7.13 | 19.45 | 28.58 | 44.84 |
| 8 | LS | Students with Disabilities | 1814 | 1.71 | 10.69 | 36.66 | 50.94 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 8 | RW | Female | 5079 | 22.76 | 34.89 | 25.16 | 17.19 |
| 8 | RW | Male | 5961 | 25.82 | 35.13 | 23.82 | 15.23 |
| 8 | RW | American Indian or Alaska Native | 14 | 7.14 | 57.14 | 21.43 | 14.29 |
| 8 | RW | Black or African American | 724 | 25.28 | 37.71 | 24.03 | 12.98 |
| 8 | RW | Asian | 2010 | 24.38 | 32.24 | 23.58 | 19.80 |
| 8 | RW | Native Hawaiian/Other Pacific Islander | 3 | – | 33.33 | – | 66.67 |
| 8 | RW | Hispanic or Latino | 7531 | 25.10 | 35.72 | 24.38 | 14.81 |
| 8 | RW | White | 752 | 16.89 | 32.45 | 28.06 | 22.61 |
| 8 | RW | Multiracial (not Hispanic origin) | 6 | 66.67 | 33.33 | – | – |
| 8 | RW | NYC | 8063 | 24.67 | 36.75 | 23.81 | 14.77 |
| 8 | RW | Big 4 Cities | 658 | 33.43 | 30.85 | 25.23 | 10.49 |
| 8 | RW | High Need Urban/Suburban | 922 | 26.46 | 33.41 | 25.27 | 14.86 |
| 8 | RW | High Need Rural | 76 | 9.21 | 31.58 | 38.16 | 21.05 |
| 8 | RW | Average Need | 725 | 21.24 | 30.48 | 24.69 | 23.59 |
| 8 | RW | Low Need | 392 | 12.76 | 26.02 | 28.83 | 32.40 |
| 8 | RW | Charter Schools | 12 | – | 50.00 | 41.67 | 8.33 |
| 8 | RW | 0 Years LEP | 6288 | 22.52 | 36.77 | 25.21 | 15.51 |
| 8 | RW | 1 Years LEP | 1783 | 40.38 | 32.87 | 16.26 | 10.49 |
| 8 | RW | 2 Years LEP | 1360 | 27.06 | 34.41 | 22.72 | 15.81 |
| 8 | RW | 3 Years LEP | 430 | 18.84 | 28.37 | 26.98 | 25.81 |
| 8 | RW | 4 Years LEP | 269 | 12.64 | 37.55 | 29.74 | 20.07 |
| 8 | RW | 5 Years LEP | 203 | 8.87 | 30.05 | 33.00 | 28.08 |
| 8 | RW | 6 Years LEP or More | 652 | 6.75 | 30.67 | 37.42 | 25.15 |
| 8 | RW | Arabic | 289 | 33.56 | 36.68 | 18.69 | 11.07 |
| 8 | RW | Bengali | 189 | 14.81 | 34.92 | 21.69 | 28.57 |
| 8 | RW | Chinese | 284 | 33.80 | 33.45 | 19.01 | 13.73 |
| 8 | RW | English | 345 | 17.68 | 32.46 | 27.25 | 22.61 |
| 8 | RW | Spanish | 7188 | 25.42 | 36.28 | 24.12 | 14.18 |
| 8 | RW | Other Language | 2442 | 21.54 | 33.17 | 25.80 | 19.49 |
| 8 | RW | Students with Disabilities | 1814 | 24.20 | 47.79 | 20.40 | 7.61 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 8 | Overall | Female | 5079 | 23.49 | 34.71 | 26.30 | 15.50 |
| 8 | Overall | Male | 5961 | 26.29 | 35.20 | 24.74 | 13.77 |
| 8 | Overall | American Indian or Alaska Native | 14 | 7.14 | 57.14 | 21.43 | 14.29 |
| 8 | Overall | Black or African American | 724 | 25.97 | 37.98 | 25.55 | 10.50 |
| 8 | Overall | Asian | 2010 | 25.07 | 32.34 | 25.02 | 17.56 |
| 8 | Overall | Native Hawaiian/Other Pacific Islander | 3 | – | 33.33 | – | 66.67 |
| 8 | Overall | Hispanic or Latino | 7531 | 25.71 | 35.55 | 25.26 | 13.49 |
| 8 | Overall | White | 752 | 16.89 | 32.98 | 28.99 | 21.14 |
| 8 | Overall | Multiracial (not Hispanic origin) | 6 | 66.67 | 33.33 | – | – |
| 8 | Overall | NYC | 8063 | 25.31 | 36.65 | 24.68 | 13.36 |
| 8 | Overall | Big 4 Cities | 658 | 33.74 | 31.00 | 25.38 | 9.88 |
| 8 | Overall | High Need Urban/Suburban | 922 | 27.33 | 32.97 | 26.68 | 13.02 |
| 8 | Overall | High Need Rural | 76 | 9.21 | 31.58 | 39.47 | 19.74 |
| 8 | Overall | Average Need | 725 | 21.52 | 30.90 | 26.07 | 21.52 |
| 8 | Overall | Low Need | 392 | 13.01 | 26.53 | 31.89 | 28.57 |
| 8 | Overall | Charter Schools | 12 | – | 50.00 | 41.67 | 8.33 |
| 8 | Overall | 0 Years LEP | 6288 | 23.20 | 36.50 | 26.16 | 14.14 |
| 8 | Overall | 1 Years LEP | 1783 | 41.17 | 33.20 | 16.99 | 8.64 |
| 8 | Overall | 2 Years LEP | 1360 | 27.35 | 35.00 | 23.53 | 14.12 |
| 8 | Overall | 3 Years LEP | 430 | 19.07 | 28.60 | 29.30 | 23.02 |
| 8 | Overall | 4 Years LEP | 269 | 12.64 | 37.55 | 31.60 | 18.22 |
| 8 | Overall | 5 Years LEP | 203 | 9.36 | 29.56 | 34.98 | 26.11 |
| 8 | Overall | 6 Years LEP or More | 652 | 6.90 | 30.52 | 38.50 | 24.08 |
| 8 | Overall | Arabic | 289 | 33.56 | 38.06 | 17.99 | 10.38 |
| 8 | Overall | Bengali | 189 | 14.81 | 34.92 | 24.87 | 25.40 |
| 8 | Overall | Chinese | 284 | 34.15 | 35.21 | 17.96 | 12.68 |
| 8 | Overall | English | 345 | 18.26 | 32.17 | 28.70 | 20.87 |
| 8 | Overall | Spanish | 7188 | 26.02 | 36.13 | 24.99 | 12.87 |
| 8 | Overall | Other Language | 2442 | 22.28 | 33.05 | 27.40 | 17.28 |
| 8 | Overall | Students with Disabilities | 1814 | 24.42 | 47.68 | 21.06 | 6.84 |

H.10: Grade 9**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 9 | LS | Female | 5803 | 15.42 | 23.83 | 20.09 | 40.65 |
| 9 | LS | Male | 7312 | 15.75 | 24.34 | 19.89 | 40.02 |
| 9 | LS | American Indian or Alaska Native | 12 | 8.33 | 50.00 | – | 41.67 |
| 9 | LS | Black or African American | 1058 | 11.72 | 28.73 | 21.36 | 38.19 |
| 9 | LS | Asian | 2653 | 18.66 | 29.78 | 21.49 | 30.08 |
| 9 | LS | Native Hawaiian/Other Pacific Islander | 10 | – | 20.00 | 30.00 | 50.00 |
| 9 | LS | Hispanic or Latino | 8420 | 16.12 | 22.14 | 19.48 | 42.27 |
| 9 | LS | White | 936 | 6.62 | 19.98 | 19.34 | 54.06 |
| 9 | LS | Multiracial (not Hispanic origin) | 26 | 30.77 | 38.46 | – | 30.77 |
| 9 | LS | NYC | 9514 | 14.97 | 24.23 | 20.14 | 40.67 |
| 9 | LS | Big 4 Cities | 645 | 17.83 | 19.38 | 17.52 | 45.27 |
| 9 | LS | High Need Urban/Suburban | 1206 | 19.57 | 27.86 | 18.82 | 33.75 |
| 9 | LS | High Need Rural | 83 | 12.05 | 20.48 | 18.07 | 49.40 |
| 9 | LS | Average Need | 921 | 15.42 | 21.72 | 22.69 | 40.17 |
| 9 | LS | Low Need | 451 | 12.86 | 28.82 | 19.07 | 39.25 |
| 9 | LS | Charter Schools | 8 | – | – | 62.50 | 37.50 |
| 9 | LS | 0 Years LEP | 7406 | 15.08 | 20.56 | 19.09 | 45.26 |
| 9 | LS | 1 Years LEP | 2491 | 27.66 | 36.73 | 17.98 | 17.62 |
| 9 | LS | 2 Years LEP | 1587 | 11.22 | 32.83 | 24.20 | 31.76 |
| 9 | LS | 3 Years LEP | 443 | 5.64 | 23.02 | 25.96 | 45.37 |
| 9 | LS | 4 Years LEP | 299 | 2.68 | 17.06 | 26.09 | 54.18 |
| 9 | LS | 5 Years LEP | 227 | 0.88 | 6.17 | 27.75 | 65.20 |
| 9 | LS | 6 Years LEP or More | 567 | 0.53 | 1.59 | 17.11 | 80.78 |
| 9 | LS | Arabic | 341 | 14.37 | 35.48 | 19.65 | 30.50 |
| 9 | LS | Bengali | 266 | 14.66 | 28.95 | 24.06 | 32.33 |
| 9 | LS | Chinese | 366 | 23.50 | 34.15 | 22.13 | 20.22 |
| 9 | LS | English | 405 | 10.62 | 19.75 | 19.75 | 49.88 |
| 9 | LS | Spanish | 7941 | 16.09 | 22.20 | 19.39 | 42.31 |
| 9 | LS | Other Language | 3351 | 14.53 | 27.22 | 20.83 | 37.42 |
| 9 | LS | Students with Disabilities | 1094 | 4.30 | 11.61 | 26.42 | 57.68 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 9 | RW | Female | 5803 | 15.75 | 45.68 | 24.76 | 13.80 |
| 9 | RW | Male | 7312 | 18.41 | 44.97 | 22.31 | 14.32 |
| 9 | RW | American Indian or Alaska Native | 12 | 16.67 | 58.33 | 16.67 | 8.33 |
| 9 | RW | Black or African American | 1058 | 15.12 | 47.45 | 23.82 | 13.61 |
| 9 | RW | Asian | 2653 | 18.47 | 44.48 | 20.81 | 16.25 |
| 9 | RW | Native Hawaiian/Other Pacific Islander | 10 | 20.00 | 10.00 | 50.00 | 20.00 |
| 9 | RW | Hispanic or Latino | 8420 | 17.80 | 46.01 | 23.42 | 12.77 |
| 9 | RW | White | 936 | 10.47 | 38.78 | 30.24 | 20.51 |
| 9 | RW | Multiracial (not Hispanic origin) | 26 | 34.62 | 46.15 | 7.69 | 11.54 |
| 9 | RW | NYC | 9514 | 16.59 | 46.37 | 23.78 | 13.26 |
| 9 | RW | Big 4 Cities | 645 | 22.95 | 37.36 | 24.34 | 15.35 |
| 9 | RW | High Need Urban/Suburban | 1206 | 21.89 | 46.77 | 20.07 | 11.28 |
| 9 | RW | High Need Rural | 83 | 15.66 | 44.58 | 25.30 | 14.46 |
| 9 | RW | Average Need | 921 | 16.07 | 42.78 | 24.43 | 16.72 |
| 9 | RW | Low Need | 451 | 14.63 | 38.80 | 20.84 | 25.72 |
| 9 | RW | Charter Schools | 8 | – | – | 75.00 | 25.00 |
| 9 | RW | 0 Years LEP | 7406 | 15.91 | 44.77 | 25.49 | 13.83 |
| 9 | RW | 1 Years LEP | 2491 | 28.46 | 48.45 | 13.69 | 9.39 |
| 9 | RW | 2 Years LEP | 1587 | 15.63 | 50.85 | 19.79 | 13.74 |
| 9 | RW | 3 Years LEP | 443 | 11.51 | 40.86 | 27.54 | 20.09 |
| 9 | RW | 4 Years LEP | 299 | 7.02 | 44.48 | 28.09 | 20.40 |
| 9 | RW | 5 Years LEP | 227 | 4.85 | 39.65 | 32.16 | 23.35 |
| 9 | RW | 6 Years LEP or More | 567 | 3.00 | 27.87 | 40.39 | 28.75 |
| 9 | RW | Arabic | 341 | 26.69 | 48.39 | 20.23 | 4.69 |
| 9 | RW | Bengali | 266 | 14.29 | 51.50 | 22.18 | 12.03 |
| 9 | RW | Chinese | 366 | 20.77 | 43.44 | 21.04 | 14.75 |
| 9 | RW | English | 405 | 10.62 | 46.42 | 24.69 | 18.27 |
| 9 | RW | Spanish | 7941 | 17.87 | 45.99 | 23.62 | 12.52 |
| 9 | RW | Other Language | 3351 | 15.37 | 43.90 | 23.16 | 17.58 |
| 9 | RW | Students with Disabilities | 1094 | 11.52 | 49.45 | 27.97 | 11.06 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 9 | Overall | Female | 5803 | 20.89 | 42.84 | 24.54 | 11.74 |
| 9 | Overall | Male | 7312 | 22.84 | 42.26 | 22.17 | 12.73 |
| 9 | Overall | American Indian or Alaska Native | 12 | 16.67 | 58.33 | 16.67 | 8.33 |
| 9 | Overall | Black or African American | 1058 | 19.94 | 46.12 | 21.64 | 12.29 |
| 9 | Overall | Asian | 2653 | 24.24 | 42.18 | 20.58 | 13.00 |
| 9 | Overall | Native Hawaiian/Other Pacific Islander | 10 | 20.00 | 10.00 | 60.00 | 10.00 |
| 9 | Overall | Hispanic or Latino | 8420 | 22.51 | 42.67 | 23.42 | 11.40 |
| 9 | Overall | White | 936 | 12.82 | 38.03 | 30.77 | 18.38 |
| 9 | Overall | Multiracial (not Hispanic origin) | 26 | 34.62 | 46.15 | 7.69 | 11.54 |
| 9 | Overall | NYC | 9514 | 21.29 | 43.75 | 23.43 | 11.53 |
| 9 | Overall | Big 4 Cities | 645 | 26.51 | 34.88 | 23.72 | 14.88 |
| 9 | Overall | High Need Urban/Suburban | 1206 | 27.53 | 42.95 | 19.24 | 10.28 |
| 9 | Overall | High Need Rural | 83 | 16.87 | 44.58 | 24.10 | 14.46 |
| 9 | Overall | Average Need | 921 | 20.20 | 40.07 | 24.86 | 14.88 |
| 9 | Overall | Low Need | 451 | 18.40 | 38.14 | 24.61 | 18.85 |
| 9 | Overall | Charter Schools | 8 | – | – | 87.50 | 12.50 |
| 9 | Overall | 0 Years LEP | 7406 | 20.62 | 42.03 | 25.05 | 12.30 |
| 9 | Overall | 1 Years LEP | 2491 | 36.29 | 43.52 | 13.33 | 6.86 |
| 9 | Overall | 2 Years LEP | 1587 | 19.53 | 48.46 | 20.42 | 11.59 |
| 9 | Overall | 3 Years LEP | 443 | 12.87 | 41.31 | 29.12 | 16.70 |
| 9 | Overall | 4 Years LEP | 299 | 7.69 | 44.82 | 27.76 | 19.73 |
| 9 | Overall | 5 Years LEP | 227 | 5.29 | 39.65 | 32.60 | 22.47 |
| 9 | Overall | 6 Years LEP or More | 567 | 3.35 | 27.87 | 41.09 | 27.69 |
| 9 | Overall | Arabic | 341 | 29.91 | 46.04 | 19.94 | 4.11 |
| 9 | Overall | Bengali | 266 | 20.30 | 47.37 | 23.31 | 9.02 |
| 9 | Overall | Chinese | 366 | 27.87 | 42.90 | 18.58 | 10.66 |
| 9 | Overall | English | 405 | 14.57 | 43.70 | 23.95 | 17.78 |
| 9 | Overall | Spanish | 7941 | 22.57 | 42.68 | 23.57 | 11.18 |
| 9 | Overall | Other Language | 3351 | 20.35 | 42.11 | 22.65 | 14.89 |
| 9 | Overall | Students with Disabilities | 1094 | 11.88 | 49.36 | 28.70 | 10.05 |

H.11: Grade 10**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 10 | LS | Female | 5452 | 10.53 | 32.01 | 22.87 | 34.59 |
| 10 | LS | Male | 6344 | 11.24 | 30.91 | 22.86 | 34.99 |
| 10 | LS | American Indian or Alaska Native | 24 | 16.67 | 45.83 | 20.83 | 16.67 |
| 10 | LS | Black or African American | 1085 | 6.08 | 33.18 | 23.87 | 36.87 |
| 10 | LS | Asian | 2960 | 14.26 | 39.73 | 21.52 | 24.49 |
| 10 | LS | Native Hawaiian/Other Pacific Islander | 3 | – | 33.33 | 33.33 | 33.33 |
| 10 | LS | Hispanic or Latino | 6790 | 11.00 | 28.54 | 22.81 | 37.64 |
| 10 | LS | White | 892 | 4.60 | 22.53 | 26.91 | 45.96 |
| 10 | LS | Multiracial (not Hispanic origin) | 42 | 16.67 | 45.24 | 14.29 | 23.81 |
| 10 | LS | NYC | 8994 | 11.31 | 32.04 | 22.34 | 34.31 |
| 10 | LS | Big 4 Cities | 421 | 8.79 | 28.50 | 24.23 | 38.48 |
| 10 | LS | High Need Urban/Suburban | 884 | 13.80 | 33.26 | 21.15 | 31.79 |
| 10 | LS | High Need Rural | 58 | 3.45 | 29.31 | 29.31 | 37.93 |
| 10 | LS | Average Need | 759 | 8.56 | 27.80 | 25.82 | 37.81 |
| 10 | LS | Low Need | 495 | 5.25 | 28.48 | 29.90 | 36.36 |
| 10 | LS | Charter Schools | 9 | – | 22.22 | – | 77.78 |
| 10 | LS | 0 Years LEP | 6373 | 11.49 | 26.71 | 21.75 | 40.06 |
| 10 | LS | 1 Years LEP | 2331 | 15.06 | 43.84 | 22.65 | 18.45 |
| 10 | LS | 2 Years LEP | 1798 | 9.29 | 40.32 | 23.97 | 26.42 |
| 10 | LS | 3 Years LEP | 435 | 3.91 | 29.66 | 31.49 | 34.94 |
| 10 | LS | 4 Years LEP | 301 | 1.33 | 22.59 | 29.57 | 46.51 |
| 10 | LS | 5 Years LEP | 168 | – | 15.48 | 23.21 | 61.31 |
| 10 | LS | 6 Years LEP or More | 333 | 0.60 | 6.01 | 22.22 | 71.17 |
| 10 | LS | Arabic | 311 | 7.40 | 33.44 | 27.01 | 32.15 |
| 10 | LS | Bengali | 250 | 9.60 | 34.80 | 23.60 | 32.00 |
| 10 | LS | Chinese | 496 | 15.52 | 49.40 | 18.75 | 16.33 |
| 10 | LS | English | 379 | 6.60 | 25.07 | 26.91 | 41.42 |
| 10 | LS | Spanish | 6458 | 11.16 | 28.48 | 22.70 | 37.66 |
| 10 | LS | Other Language | 3606 | 10.82 | 34.66 | 22.74 | 31.78 |
| 10 | LS | Students with Disabilities | 795 | 4.15 | 16.48 | 25.91 | 53.46 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 10 | RW | Female | 5452 | 9.72 | 50.55 | 27.53 | 12.20 |
| 10 | RW | Male | 6344 | 12.44 | 49.61 | 25.47 | 12.48 |
| 10 | RW | American Indian or Alaska Native | 24 | 20.83 | 62.50 | 12.50 | 4.17 |
| 10 | RW | Black or African American | 1085 | 9.77 | 53.73 | 24.79 | 11.71 |
| 10 | RW | Asian | 2960 | 11.55 | 49.43 | 24.19 | 14.83 |
| 10 | RW | Native Hawaiian/Other Pacific Islander | 3 | 33.33 | 33.33 | – | 33.33 |
| 10 | RW | Hispanic or Latino | 6790 | 11.84 | 50.49 | 27.05 | 10.62 |
| 10 | RW | White | 892 | 6.28 | 43.95 | 31.61 | 18.16 |
| 10 | RW | Multiracial (not Hispanic origin) | 42 | 11.90 | 50.00 | 23.81 | 14.29 |
| 10 | RW | NYC | 8994 | 11.00 | 51.48 | 25.92 | 11.61 |
| 10 | RW | Big 4 Cities | 421 | 18.53 | 45.84 | 25.65 | 9.98 |
| 10 | RW | High Need Urban/Suburban | 884 | 14.14 | 52.04 | 24.43 | 9.39 |
| 10 | RW | High Need Rural | 58 | 12.07 | 48.28 | 22.41 | 17.24 |
| 10 | RW | Average Need | 759 | 8.56 | 45.19 | 27.40 | 18.84 |
| 10 | RW | Low Need | 495 | 8.28 | 36.36 | 35.35 | 20.00 |
| 10 | RW | Charter Schools | 9 | – | 33.33 | 55.56 | 11.11 |
| 10 | RW | 0 Years LEP | 6373 | 10.26 | 49.29 | 28.13 | 12.32 |
| 10 | RW | 1 Years LEP | 2331 | 15.53 | 53.63 | 19.78 | 11.07 |
| 10 | RW | 2 Years LEP | 1798 | 13.18 | 53.62 | 22.69 | 10.51 |
| 10 | RW | 3 Years LEP | 435 | 7.13 | 48.97 | 26.90 | 17.01 |
| 10 | RW | 4 Years LEP | 301 | 4.65 | 43.19 | 32.89 | 19.27 |
| 10 | RW | 5 Years LEP | 168 | 2.38 | 39.88 | 41.07 | 16.67 |
| 10 | RW | 6 Years LEP or More | 333 | 2.10 | 33.03 | 45.95 | 18.92 |
| 10 | RW | Arabic | 311 | 11.58 | 55.95 | 24.44 | 8.04 |
| 10 | RW | Bengali | 250 | 8.00 | 58.00 | 22.40 | 11.60 |
| 10 | RW | Chinese | 496 | 12.70 | 50.40 | 21.17 | 15.73 |
| 10 | RW | English | 379 | 6.60 | 43.80 | 34.04 | 15.57 |
| 10 | RW | Spanish | 6458 | 11.92 | 50.84 | 26.80 | 10.44 |
| 10 | RW | Other Language | 3606 | 10.32 | 48.61 | 25.87 | 15.20 |
| 10 | RW | Students with Disabilities | 795 | 10.06 | 55.60 | 26.29 | 8.05 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 10 | Overall | Female | 5452 | 14.49 | 50.04 | 25.92 | 9.56 |
| 10 | Overall | Male | 6344 | 16.72 | 48.85 | 24.64 | 9.79 |
| 10 | Overall | American Indian or Alaska Native | 24 | 29.17 | 54.17 | 12.50 | 4.17 |
| 10 | Overall | Black or African American | 1085 | 12.81 | 54.01 | 23.23 | 9.95 |
| 10 | Overall | Asian | 2960 | 18.11 | 50.64 | 21.08 | 10.17 |
| 10 | Overall | Native Hawaiian/Other Pacific Islander | 3 | 33.33 | 33.33 | – | 33.33 |
| 10 | Overall | Hispanic or Latino | 6790 | 16.02 | 48.70 | 26.52 | 8.75 |
| 10 | Overall | White | 892 | 8.18 | 44.62 | 32.17 | 15.02 |
| 10 | Overall | Multiracial (not Hispanic origin) | 42 | 16.67 | 54.76 | 21.43 | 7.14 |
| 10 | Overall | NYC | 8994 | 15.83 | 50.87 | 24.22 | 9.08 |
| 10 | Overall | Big 4 Cities | 421 | 20.67 | 45.13 | 25.89 | 8.31 |
| 10 | Overall | High Need Urban/Suburban | 884 | 18.55 | 49.77 | 24.21 | 7.47 |
| 10 | Overall | High Need Rural | 58 | 13.79 | 48.28 | 22.41 | 15.52 |
| 10 | Overall | Average Need | 759 | 12.65 | 44.66 | 27.40 | 15.28 |
| 10 | Overall | Low Need | 495 | 10.51 | 37.78 | 37.98 | 13.74 |
| 10 | Overall | Charter Schools | 9 | – | 33.33 | 55.56 | 11.11 |
| 10 | Overall | 0 Years LEP | 6373 | 15.09 | 48.52 | 26.42 | 9.96 |
| 10 | Overall | 1 Years LEP | 2331 | 21.58 | 52.34 | 18.70 | 7.38 |
| 10 | Overall | 2 Years LEP | 1798 | 17.02 | 53.28 | 21.30 | 8.40 |
| 10 | Overall | 3 Years LEP | 435 | 8.28 | 50.57 | 28.74 | 12.41 |
| 10 | Overall | 4 Years LEP | 301 | 5.32 | 43.85 | 35.55 | 15.28 |
| 10 | Overall | 5 Years LEP | 168 | 2.38 | 42.26 | 40.48 | 14.88 |
| 10 | Overall | 6 Years LEP or More | 333 | 2.70 | 33.03 | 46.55 | 17.72 |
| 10 | Overall | Arabic | 311 | 13.83 | 56.59 | 23.79 | 5.79 |
| 10 | Overall | Bengali | 250 | 14.00 | 55.20 | 21.20 | 9.60 |
| 10 | Overall | Chinese | 496 | 20.56 | 52.42 | 17.34 | 9.68 |
| 10 | Overall | English | 379 | 9.76 | 43.54 | 32.45 | 14.25 |
| 10 | Overall | Spanish | 6458 | 16.18 | 48.99 | 26.28 | 8.55 |
| 10 | Overall | Other Language | 3606 | 15.03 | 49.83 | 23.77 | 11.37 |
| 10 | Overall | Students with Disabilities | 795 | 11.19 | 55.35 | 26.04 | 7.42 |

H.12: Grade 11**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 11 | LS | Female | 3836 | 6.26 | 31.41 | 25.36 | 36.97 |
| 11 | LS | Male | 3896 | 5.21 | 29.16 | 26.51 | 39.12 |
| 11 | LS | American Indian or Alaska Native | 11 | 18.18 | 27.27 | 27.27 | 27.27 |
| 11 | LS | Black or African American | 691 | 2.60 | 29.38 | 31.84 | 36.18 |
| 11 | LS | Asian | 2080 | 5.14 | 35.72 | 26.88 | 32.26 |
| 11 | LS | Native Hawaiian/Other Pacific Islander | 3 | 33.33 | 33.33 | 33.33 | – |
| 11 | LS | Hispanic or Latino | 4386 | 6.79 | 29.14 | 24.62 | 39.44 |
| 11 | LS | White | 538 | 2.60 | 19.70 | 25.28 | 52.42 |
| 11 | LS | Multiracial (not Hispanic origin) | 23 | 13.04 | 30.43 | 30.43 | 26.09 |
| 11 | LS | NYC | 5598 | 5.50 | 30.01 | 26.26 | 38.23 |
| 11 | LS | Big 4 Cities | 274 | 8.39 | 31.02 | 21.90 | 38.69 |
| 11 | LS | High Need Urban/Suburban | 649 | 8.47 | 32.51 | 24.04 | 34.98 |
| 11 | LS | High Need Rural | 48 | 4.17 | 35.42 | 35.42 | 25.00 |
| 11 | LS | Average Need | 607 | 5.27 | 30.15 | 22.08 | 42.50 |
| 11 | LS | Low Need | 415 | 5.06 | 28.92 | 29.16 | 36.87 |
| 11 | LS | Charter Schools | 8 | – | 62.50 | – | 37.50 |
| 11 | LS | 0 Years LEP | 3770 | 5.41 | 24.30 | 26.29 | 44.01 |
| 11 | LS | 1 Years LEP | 1314 | 11.19 | 42.77 | 25.27 | 20.78 |
| 11 | LS | 2 Years LEP | 1486 | 4.58 | 38.09 | 25.37 | 31.97 |
| 11 | LS | 3 Years LEP | 459 | 2.18 | 33.55 | 30.28 | 33.99 |
| 11 | LS | 4 Years LEP | 260 | 1.54 | 27.31 | 27.31 | 43.85 |
| 11 | LS | 5 Years LEP | 149 | 0.67 | 19.46 | 20.13 | 59.73 |
| 11 | LS | 6 Years LEP or More | 250 | 0.40 | 11.20 | 24.00 | 64.40 |
| 11 | LS | Arabic | 151 | 0.66 | 17.88 | 35.10 | 46.36 |
| 11 | LS | Bengali | 185 | 3.78 | 29.19 | 30.27 | 36.76 |
| 11 | LS | Chinese | 362 | 5.80 | 43.09 | 25.69 | 25.41 |
| 11 | LS | English | 255 | 4.71 | 26.67 | 28.24 | 40.39 |
| 11 | LS | Spanish | 4102 | 6.87 | 29.03 | 24.55 | 39.54 |
| 11 | LS | Other Language | 2389 | 4.23 | 31.81 | 27.58 | 36.38 |
| 11 | LS | Students with Disabilities | 487 | 4.11 | 20.53 | 31.01 | 44.35 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 11 | RW | Female | 3836 | 5.24 | 52.50 | 26.75 | 15.51 |
| 11 | RW | Male | 3896 | 6.60 | 50.08 | 27.82 | 15.50 |
| 11 | RW | American Indian or Alaska Native | 11 | 18.18 | 45.45 | 18.18 | 18.18 |
| 11 | RW | Black or African American | 691 | 5.35 | 56.73 | 26.34 | 11.58 |
| 11 | RW | Asian | 2080 | 5.10 | 49.18 | 26.88 | 18.85 |
| 11 | RW | Native Hawaiian/Other Pacific Islander | 3 | 33.33 | 66.67 | – | – |
| 11 | RW | Hispanic or Latino | 4386 | 6.52 | 52.60 | 27.25 | 13.63 |
| 11 | RW | White | 538 | 4.09 | 42.01 | 30.86 | 23.05 |
| 11 | RW | Multiracial (not Hispanic origin) | 23 | 17.39 | 43.48 | 26.09 | 13.04 |
| 11 | RW | NYC | 5598 | 5.47 | 51.55 | 27.71 | 15.27 |
| 11 | RW | Big 4 Cities | 274 | 13.87 | 52.92 | 20.07 | 13.14 |
| 11 | RW | High Need Urban/Suburban | 649 | 8.01 | 54.70 | 24.35 | 12.94 |
| 11 | RW | High Need Rural | 48 | 2.08 | 64.58 | 22.92 | 10.42 |
| 11 | RW | Average Need | 607 | 5.93 | 45.30 | 29.32 | 19.44 |
| 11 | RW | Low Need | 415 | 5.54 | 47.47 | 26.51 | 20.48 |
| 11 | RW | Charter Schools | 8 | – | 87.50 | 12.50 | – |
| 11 | RW | 0 Years LEP | 3770 | 5.33 | 51.17 | 28.94 | 14.56 |
| 11 | RW | 1 Years LEP | 1314 | 8.75 | 53.27 | 23.44 | 14.54 |
| 11 | RW | 2 Years LEP | 1486 | 5.92 | 50.94 | 24.63 | 18.51 |
| 11 | RW | 3 Years LEP | 459 | 5.23 | 52.94 | 26.36 | 15.47 |
| 11 | RW | 4 Years LEP | 260 | 3.85 | 52.31 | 26.92 | 16.92 |
| 11 | RW | 5 Years LEP | 149 | 3.36 | 45.64 | 37.58 | 13.42 |
| 11 | RW | 6 Years LEP or More | 250 | 3.20 | 44.00 | 34.80 | 18.00 |
| 11 | RW | Arabic | 151 | 2.65 | 56.95 | 27.81 | 12.58 |
| 11 | RW | Bengali | 185 | 6.49 | 56.76 | 22.16 | 14.59 |
| 11 | RW | Chinese | 362 | 4.14 | 51.38 | 25.14 | 19.34 |
| 11 | RW | English | 255 | 5.49 | 49.41 | 25.10 | 20.00 |
| 11 | RW | Spanish | 4102 | 6.73 | 52.15 | 27.52 | 13.60 |
| 11 | RW | Other Language | 2389 | 5.15 | 48.72 | 28.25 | 17.87 |
| 11 | RW | Students with Disabilities | 487 | 9.24 | 66.94 | 20.33 | 3.49 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 11 | Overall | Female | 3836 | 8.63 | 53.47 | 25.96 | 11.94 |
| 11 | Overall | Male | 3896 | 8.93 | 51.80 | 28.00 | 11.27 |
| 11 | Overall | American Indian or Alaska Native | 11 | 27.27 | 45.45 | 18.18 | 9.09 |
| 11 | Overall | Black or African American | 691 | 7.38 | 56.44 | 27.06 | 9.12 |
| 11 | Overall | Asian | 2080 | 7.84 | 53.08 | 26.49 | 12.60 |
| 11 | Overall | Native Hawaiian/Other Pacific Islander | 3 | 33.33 | 66.67 | – | – |
| 11 | Overall | Hispanic or Latino | 4386 | 9.87 | 52.87 | 26.68 | 10.58 |
| 11 | Overall | White | 538 | 4.46 | 44.24 | 31.60 | 19.70 |
| 11 | Overall | Multiracial (not Hispanic origin) | 23 | 17.39 | 47.83 | 30.43 | 4.35 |
| 11 | Overall | NYC | 5598 | 8.41 | 53.20 | 27.05 | 11.34 |
| 11 | Overall | Big 4 Cities | 274 | 17.52 | 51.09 | 20.44 | 10.95 |
| 11 | Overall | High Need Urban/Suburban | 649 | 11.71 | 53.62 | 24.19 | 10.48 |
| 11 | Overall | High Need Rural | 48 | 6.25 | 60.42 | 29.17 | 4.17 |
| 11 | Overall | Average Need | 607 | 8.07 | 47.61 | 29.16 | 15.16 |
| 11 | Overall | Low Need | 415 | 6.99 | 49.64 | 29.16 | 14.22 |
| 11 | Overall | Charter Schools | 8 | – | 87.50 | 12.50 | – |
| 11 | Overall | 0 Years LEP | 3770 | 8.01 | 52.02 | 28.51 | 11.46 |
| 11 | Overall | 1 Years LEP | 1314 | 14.23 | 55.02 | 21.46 | 9.28 |
| 11 | Overall | 2 Years LEP | 1486 | 8.14 | 53.77 | 24.90 | 13.19 |
| 11 | Overall | 3 Years LEP | 459 | 6.32 | 54.47 | 27.89 | 11.33 |
| 11 | Overall | 4 Years LEP | 260 | 5.38 | 52.31 | 28.46 | 13.85 |
| 11 | Overall | 5 Years LEP | 149 | 4.03 | 46.98 | 36.91 | 12.08 |
| 11 | Overall | 6 Years LEP or More | 250 | 3.60 | 44.40 | 37.20 | 14.80 |
| 11 | Overall | Arabic | 151 | 3.31 | 59.60 | 28.48 | 8.61 |
| 11 | Overall | Bengali | 185 | 8.11 | 57.30 | 22.70 | 11.89 |
| 11 | Overall | Chinese | 362 | 8.01 | 55.52 | 24.03 | 12.43 |
| 11 | Overall | English | 255 | 7.84 | 50.20 | 27.45 | 14.51 |
| 11 | Overall | Spanish | 4102 | 10.04 | 52.56 | 26.89 | 10.51 |
| 11 | Overall | Other Language | 2389 | 7.37 | 51.61 | 28.21 | 12.81 |
| 11 | Overall | Students with Disabilities | 487 | 10.27 | 66.53 | 20.53 | 2.67 |

H.13: Grade 12**Listening and Speaking**

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|--------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 12 | LS | Female | 2628 | 3.04 | 30.44 | 20.40 | 46.12 |
| 12 | LS | Male | 2375 | 2.57 | 28.04 | 20.59 | 48.80 |
| 12 | LS | American Indian or Alaska Native | 12 | 8.33 | 33.33 | 25.00 | 33.33 |
| 12 | LS | Black or African American | 461 | 1.52 | 22.13 | 25.38 | 50.98 |
| 12 | LS | Asian | 1378 | 3.19 | 35.27 | 21.99 | 39.55 |
| 12 | LS | Native Hawaiian/Other Pacific Islander | 2 | – | – | 100.00 | – |
| 12 | LS | Hispanic or Latino | 2744 | 3.10 | 28.64 | 18.99 | 49.27 |
| 12 | LS | White | 387 | 1.03 | 20.67 | 19.38 | 58.91 |
| 12 | LS | Multiracial (not Hispanic origin) | 19 | – | 42.11 | 21.05 | 36.84 |
| 12 | LS | NYC | 3566 | 2.80 | 31.74 | 20.61 | 44.84 |
| 12 | LS | Big 4 Cities | 194 | 3.61 | 35.05 | 17.53 | 43.81 |
| 12 | LS | High Need Urban/Suburban | 368 | 2.72 | 23.37 | 18.75 | 55.16 |
| 12 | LS | High Need Rural | 25 | – | 40.00 | 20.00 | 40.00 |
| 12 | LS | Average Need | 436 | 2.98 | 20.41 | 20.41 | 56.19 |
| 12 | LS | Low Need | 281 | 3.20 | 18.86 | 23.13 | 54.80 |
| 12 | LS | Charter Schools | 2 | – | – | 50.00 | 50.00 |
| 12 | LS | 0 Years LEP | 2637 | 2.50 | 28.37 | 20.36 | 48.77 |
| 12 | LS | 1 Years LEP | 554 | 5.96 | 37.91 | 20.76 | 35.38 |
| 12 | LS | 2 Years LEP | 845 | 3.20 | 37.28 | 20.95 | 38.58 |
| 12 | LS | 3 Years LEP | 268 | 1.87 | 25.75 | 25.37 | 47.01 |
| 12 | LS | 4 Years LEP | 285 | 0.35 | 25.96 | 20.35 | 53.33 |
| 12 | LS | 5 Years LEP | 150 | – | 15.33 | 21.33 | 63.33 |
| 12 | LS | 6 Years LEP or More | 241 | 1.24 | 10.37 | 14.94 | 73.44 |
| 12 | LS | Arabic | 113 | – | 37.17 | 18.58 | 44.25 |
| 12 | LS | Bengali | 113 | 0.88 | 33.63 | 25.66 | 39.82 |
| 12 | LS | Chinese | 265 | 4.91 | 38.11 | 22.26 | 34.72 |
| 12 | LS | English | 173 | 2.31 | 16.76 | 20.81 | 60.12 |
| 12 | LS | Spanish | 2572 | 3.11 | 29.04 | 19.05 | 48.79 |
| 12 | LS | Other Language | 1575 | 2.60 | 29.71 | 22.48 | 45.21 |
| 12 | LS | Students with Disabilities | 366 | 4.64 | 31.69 | 19.95 | 43.72 |

Reading and Writing

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|------|--|---------|--------------------|-------|-------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 12 | RW | Female | 2628 | 3.42 | 51.33 | 26.41 | 18.84 |
| 12 | RW | Male | 2375 | 3.75 | 51.79 | 25.56 | 18.91 |
| 12 | RW | American Indian or Alaska Native | 12 | – | 75.00 | 16.67 | 8.33 |
| 12 | RW | Black or African American | 461 | 4.34 | 51.63 | 27.33 | 16.70 |
| 12 | RW | Asian | 1378 | 2.47 | 48.69 | 25.18 | 23.66 |
| 12 | RW | Native Hawaiian/Other Pacific Islander | 2 | – | – | 50.00 | 50.00 |
| 12 | RW | Hispanic or Latino | 2744 | 4.26 | 53.21 | 25.87 | 16.65 |
| 12 | RW | White | 387 | 1.81 | 49.61 | 28.94 | 19.64 |
| 12 | RW | Multiracial (not Hispanic origin) | 19 | 5.26 | 47.37 | 15.79 | 31.58 |
| 12 | RW | NYC | 3566 | 3.56 | 53.76 | 24.82 | 17.86 |
| 12 | RW | Big 4 Cities | 194 | 10.31 | 57.22 | 23.20 | 9.28 |
| 12 | RW | High Need Urban/Suburban | 368 | 3.53 | 51.63 | 26.90 | 17.93 |
| 12 | RW | High Need Rural | 25 | 8.00 | 56.00 | 24.00 | 12.00 |
| 12 | RW | Average Need | 436 | 2.52 | 41.74 | 31.42 | 24.31 |
| 12 | RW | Low Need | 281 | 2.14 | 39.86 | 29.54 | 28.47 |
| 12 | RW | Charter Schools | 2 | – | 50.00 | – | 50.00 |
| 12 | RW | 0 Years LEP | 2637 | 3.49 | 54.23 | 25.48 | 16.80 |
| 12 | RW | 1 Years LEP | 554 | 4.87 | 49.82 | 22.20 | 23.10 |
| 12 | RW | 2 Years LEP | 845 | 3.55 | 51.12 | 23.67 | 21.66 |
| 12 | RW | 3 Years LEP | 268 | 4.10 | 43.66 | 29.85 | 22.39 |
| 12 | RW | 4 Years LEP | 285 | 2.11 | 46.32 | 33.68 | 17.89 |
| 12 | RW | 5 Years LEP | 150 | 0.67 | 44.00 | 32.67 | 22.67 |
| 12 | RW | 6 Years LEP or More | 241 | 2.90 | 49.38 | 31.12 | 16.60 |
| 12 | RW | Arabic | 113 | 3.54 | 61.95 | 20.35 | 14.16 |
| 12 | RW | Bengali | 113 | 1.77 | 61.06 | 23.89 | 13.27 |
| 12 | RW | Chinese | 265 | 3.40 | 39.25 | 30.19 | 27.17 |
| 12 | RW | English | 173 | 4.05 | 49.13 | 30.64 | 16.18 |
| 12 | RW | Spanish | 2572 | 4.20 | 53.46 | 25.31 | 17.03 |
| 12 | RW | Other Language | 1575 | 2.92 | 50.16 | 25.97 | 20.95 |
| 12 | RW | Students with Disabilities | 366 | 7.92 | 68.31 | 17.49 | 6.28 |

Overall

| Grade | Test | Group | N-count | Proficiency Levels | | | |
|-------|---------|--|---------|--------------------|-------|--------|-------|
| | | | | 1 | 2 | 3 | 4 |
| 12 | Overall | Female | 2628 | 5.25 | 54.60 | 25.57 | 14.57 |
| 12 | Overall | Male | 2375 | 5.31 | 55.03 | 25.22 | 14.44 |
| 12 | Overall | American Indian or Alaska Native | 12 | 8.33 | 66.67 | 25.00 | – |
| 12 | Overall | Black or African American | 461 | 4.99 | 53.80 | 26.68 | 14.53 |
| 12 | Overall | Asian | 1378 | 4.79 | 55.52 | 25.04 | 14.66 |
| 12 | Overall | Native Hawaiian/Other Pacific Islander | 2 | – | – | 100.00 | – |
| 12 | Overall | Hispanic or Latino | 2744 | 6.01 | 54.85 | 25.07 | 14.07 |
| 12 | Overall | White | 387 | 2.07 | 53.49 | 26.87 | 17.57 |
| 12 | Overall | Multiracial (not Hispanic origin) | 19 | 5.26 | 47.37 | 31.58 | 15.79 |
| 12 | Overall | NYC | 3566 | 5.27 | 57.52 | 23.89 | 13.32 |
| 12 | Overall | Big 4 Cities | 194 | 11.86 | 56.70 | 23.71 | 7.73 |
| 12 | Overall | High Need Urban/Suburban | 368 | 5.16 | 52.72 | 26.36 | 15.76 |
| 12 | Overall | High Need Rural | 25 | 8.00 | 60.00 | 24.00 | 8.00 |
| 12 | Overall | Average Need | 436 | 4.36 | 44.95 | 30.73 | 19.95 |
| 12 | Overall | Low Need | 281 | 3.91 | 42.70 | 32.38 | 21.00 |
| 12 | Overall | Charter Schools | 2 | – | 50.00 | – | 50.00 |
| 12 | Overall | 0 Years LEP | 2637 | 4.85 | 57.26 | 24.69 | 13.20 |
| 12 | Overall | 1 Years LEP | 554 | 8.84 | 53.43 | 22.20 | 15.52 |
| 12 | Overall | 2 Years LEP | 845 | 5.92 | 55.74 | 22.49 | 15.86 |
| 12 | Overall | 3 Years LEP | 268 | 5.60 | 46.64 | 29.85 | 17.91 |
| 12 | Overall | 4 Years LEP | 285 | 2.11 | 50.53 | 33.68 | 13.68 |
| 12 | Overall | 5 Years LEP | 150 | 0.67 | 46.67 | 34.00 | 18.67 |
| 12 | Overall | 6 Years LEP or More | 241 | 3.73 | 49.79 | 30.71 | 15.77 |
| 12 | Overall | Arabic | 113 | 3.54 | 63.72 | 20.35 | 12.39 |
| 12 | Overall | Bengali | 113 | 2.65 | 61.06 | 25.66 | 10.62 |
| 12 | Overall | Chinese | 265 | 6.79 | 48.68 | 29.81 | 14.72 |
| 12 | Overall | English | 173 | 5.20 | 50.87 | 29.48 | 14.45 |
| 12 | Overall | Spanish | 2572 | 5.95 | 55.25 | 24.46 | 14.35 |
| 12 | Overall | Other Language | 1575 | 4.57 | 55.49 | 25.27 | 14.67 |
| 12 | Overall | Students with Disabilities | 366 | 9.56 | 68.58 | 16.67 | 5.19 |

APPENDIX I: EXIT RATE BY SUBGROUP

I.1: Kindergarten

| Grade | Group | N-count | Percent |
|--------------|-----------------------------------|----------------|----------------|
| K | Female | 666 | 5.79 |
| K | Male | 525 | 4.16 |
| K | American Indian or Alaska Native | 3 | 6.38 |
| K | Black or African American | 37 | 3.94 |
| K | Asian | 454 | 9.08 |
| K | Hispanic or Latino | 519 | 3.27 |
| K | White | 177 | 8.00 |
| K | Multiracial (not Hispanic origin) | 1 | 2.70 |
| K | NYC | 943 | 6.14 |
| K | Big 4 Cities | 13 | 1.11 |
| K | High Need Urban/Suburban | 59 | 2.11 |
| K | High Need Rural | 2 | 1.27 |
| K | Average Need | 84 | 3.51 |
| K | Low Need | 66 | 4.53 |
| K | Charter Schools | 7 | 5.38 |
| K | 0 Years LEP | 878 | 5.99 |
| K | 1 Years LEP | 311 | 3.37 |
| K | Arabic | 38 | 6.64 |
| K | Bengali | 71 | 10.94 |
| K | Chinese | 116 | 10.51 |
| K | English | 40 | 2.27 |
| K | Spanish | 492 | 3.48 |
| K | Other Language | 387 | 8.25 |
| K | Students with Disabilities | 36 | 1.52 |

1.2: Grade 1

| Grade | Group | N-count | Percent |
|--------------|--|----------------|----------------|
| 1 | Female | 2199 | 17.99 |
| 1 | Male | 1933 | 14.29 |
| 1 | American Indian or Alaska Native | 9 | 23.68 |
| 1 | Black or African American | 127 | 11.40 |
| 1 | Asian | 1182 | 24.60 |
| 1 | Native Hawaiian/Other Pacific Islander | 3 | 25.00 |
| 1 | Hispanic or Latino | 2224 | 12.81 |
| 1 | White | 584 | 24.34 |
| 1 | Multiracial (not Hispanic origin) | 3 | 14.29 |
| 1 | NYC | 2759 | 16.53 |
| 1 | Big 4 Cities | 128 | 9.40 |
| 1 | High Need Urban/Suburban | 355 | 11.88 |
| 1 | High Need Rural | 20 | 12.35 |
| 1 | Average Need | 426 | 18.00 |
| 1 | Low Need | 308 | 21.43 |
| 1 | Charter Schools | 13 | 11.50 |
| 1 | 0 Years LEP | 2339 | 16.12 |
| 1 | 1 Years LEP | 477 | 13.73 |
| 1 | 2 Years LEP | 1307 | 17.11 |
| 1 | Arabic | 78 | 13.81 |
| 1 | Bengali | 132 | 19.76 |
| 1 | Chinese | 221 | 26.56 |
| 1 | English | 257 | 17.83 |
| 1 | Spanish | 1965 | 12.43 |
| 1 | Other Language | 1284 | 24.03 |
| 1 | Students with Disabilities | 175 | 5.93 |

I.3: Grade 2

| Grade | Group | N-count | Percent |
|--------------|--|----------------|----------------|
| 2 | Female | 1724 | 16.10 |
| 2 | Male | 1532 | 12.41 |
| 2 | American Indian or Alaska Native | 5 | 18.52 |
| 2 | Black or African American | 97 | 8.62 |
| 2 | Asian | 1060 | 24.13 |
| 2 | Native Hawaiian/Other Pacific Islander | 1 | 11.11 |
| 2 | Hispanic or Latino | 1668 | 10.70 |
| 2 | White | 423 | 22.40 |
| 2 | Multiracial (not Hispanic origin) | 2 | 9.52 |
| 2 | NYC | 1890 | 12.54 |
| 2 | Big 4 Cities | 112 | 9.19 |
| 2 | High Need Urban/Suburban | 326 | 12.11 |
| 2 | High Need Rural | 33 | 20.00 |
| 2 | Average Need | 442 | 21.37 |
| 2 | Low Need | 355 | 28.72 |
| 2 | Charter Schools | 9 | 12.00 |
| 2 | 0 Years LEP | 1582 | 12.10 |
| 2 | 1 Years LEP | 263 | 12.63 |
| 2 | 2 Years LEP | 512 | 18.27 |
| 2 | 3 Years LEP | 892 | 17.91 |
| 2 | Arabic | 66 | 12.13 |
| 2 | Bengali | 139 | 23.52 |
| 2 | Chinese | 171 | 27.58 |
| 2 | English | 214 | 16.64 |
| 2 | Spanish | 1513 | 10.43 |
| 2 | Other Language | 954 | 20.79 |
| 2 | Students with Disabilities | 132 | 3.91 |

I.4: Grade 3

| Grade | Group | N-count | Percent |
|--------------|-----------------------------------|----------------|----------------|
| 3 | Female | 1974 | 22.33 |
| 3 | Male | 1734 | 16.43 |
| 3 | American Indian or Alaska Native | 5 | 17.24 |
| 3 | Black or African American | 159 | 15.98 |
| 3 | Asian | 946 | 29.24 |
| 3 | Hispanic or Latino | 2169 | 15.99 |
| 3 | White | 428 | 27.51 |
| 3 | Multiracial (not Hispanic origin) | 1 | 10.00 |
| 3 | NYC | 2408 | 18.44 |
| 3 | Big 4 Cities | 156 | 13.58 |
| 3 | High Need Urban/Suburban | 358 | 16.68 |
| 3 | High Need Rural | 19 | 16.81 |
| 3 | Average Need | 400 | 25.66 |
| 3 | Low Need | 276 | 30.84 |
| 3 | Charter Schools | 11 | 13.25 |
| 3 | 0 Years LEP | 2157 | 18.26 |
| 3 | 1 Years LEP | 227 | 14.17 |
| 3 | 2 Years LEP | 326 | 22.53 |
| 3 | 3 Years LEP | 251 | 24.18 |
| 3 | 4 Years LEP | 733 | 21.48 |
| 3 | Arabic | 86 | 19.11 |
| 3 | Bengali | 149 | 33.71 |
| 3 | Chinese | 109 | 26.98 |
| 3 | English | 204 | 20.30 |
| 3 | Spanish | 1975 | 15.73 |
| 3 | Other Language | 993 | 25.78 |
| 3 | Students with Disabilities | 247 | 6.84 |

I.5: Grade 4

| Grade | Group | N-count | Percent |
|--------------|--|----------------|----------------|
| 4 | Female | 1662 | 21.87 |
| 4 | Male | 1652 | 18.21 |
| 4 | American Indian or Alaska Native | 5 | 14.7 |
| 4 | Black or African American | 143 | 14.8 |
| 4 | Asian | 683 | 26.92 |
| 4 | Native Hawaiian/Other Pacific Islander | 1 | 12.50 |
| 4 | Hispanic or Latino | 2168 | 18.2 |
| 4 | White | 314 | 26.1 |
| 4 | NYC | 2245 | 19.25 |
| 4 | Big 4 Cities | 128 | 13.65 |
| 4 | High Need Urban/Suburban | 311 | 17.97 |
| 4 | High Need Rural | 16 | 15.53 |
| 4 | Average Need | 321 | 27.20 |
| 4 | Low Need | 212 | 31.41 |
| 4 | Charter Schools | 10 | 17.86 |
| 4 | 0 Years LEP | 2007 | 19.34 |
| 4 | 1 Years LEP | 192 | 11.57 |
| 4 | 2 Years LEP | 297 | 23.19 |
| 4 | 3 Years LEP | 120 | 24.19 |
| 4 | 4 Years LEP | 151 | 22.84 |
| 4 | 5 Years LEP | 536 | 25.15 |
| 4 | Arabic | 74 | 17.79 |
| 4 | Bengali | 73 | 24.83 |
| 4 | Chinese | 72 | 24.66 |
| 4 | English | 172 | 23.86 |
| 4 | Spanish | 1986 | 17.82 |
| 4 | Other Language | 796 | 24.42 |
| 4 | Students with Disabilities | 328 | 8.78 |

1.6: Grade 5

| Grade | Group | N-count | Percent |
|--------------|--|----------------|----------------|
| 5 | Female | 1223 | 19.71 |
| 5 | Male | 1219 | 16.07 |
| 5 | American Indian or Alaska Native | 5 | 29.41 |
| 5 | Black or African American | 129 | 14.78 |
| 5 | Asian | 486 | 22.37 |
| 5 | Native Hawaiian/Other Pacific Islander | 3 | 42.86 |
| 5 | Hispanic or Latino | 1569 | 16.13 |
| 5 | White | 249 | 25.13 |
| 5 | Multiracial (not Hispanic origin) | 1 | 25.00 |
| 5 | NYC | 1716 | 17.36 |
| 5 | Big 4 Cities | 86 | 10.46 |
| 5 | High Need Urban/Suburban | 205 | 16.04 |
| 5 | High Need Rural | 18 | 23.08 |
| 5 | Average Need | 208 | 23.37 |
| 5 | Low Need | 138 | 27.01 |
| 5 | Charter Schools | 15 | 27.27 |
| 5 | 0 Years LEP | 1479 | 17.27 |
| 5 | 1 Years LEP | 197 | 12.39 |
| 5 | 2 Years LEP | 233 | 19.34 |
| 5 | 3 Years LEP | 91 | 22.92 |
| 5 | 4 Years LEP | 85 | 25.22 |
| 5 | 5 Years LEP | 89 | 20.05 |
| 5 | 6 Years LEP or More | 260 | 21.70 |
| 5 | Arabic | 45 | 13.20 |
| 5 | Bengali | 74 | 32.03 |
| 5 | Chinese | 49 | 18.15 |
| 5 | English | 107 | 21.36 |
| 5 | Spanish | 1449 | 15.81 |
| 5 | Other Language | 620 | 21.86 |
| 5 | Students with Disabilities | 299 | 9.06 |

1.7: Grade 6

| Grade | Group | N-count | Percent |
|--------------|--|----------------|----------------|
| 6 | Female | 933 | 17.10 |
| 6 | Male | 957 | 14.24 |
| 6 | American Indian or Alaska Native | 2 | 25.00 |
| 6 | Black or African American | 100 | 11.81 |
| 6 | Asian | 390 | 19.03 |
| 6 | Native Hawaiian/Other Pacific Islander | 1 | 20.00 |
| 6 | Hispanic or Latino | 1215 | 14.42 |
| 6 | White | 182 | 21.74 |
| 6 | NYC | 1161 | 13.63 |
| 6 | Big 4 Cities | 124 | 15.25 |
| 6 | High Need Urban/Suburban | 212 | 18.15 |
| 6 | High Need Rural | 11 | 17.19 |
| 6 | Average Need | 167 | 19.69 |
| 6 | Low Need | 141 | 27.87 |
| 6 | Charter Schools | 6 | 21.43 |
| 6 | 0 Years LEP | 973 | 13.72 |
| 6 | 1 Years LEP | 162 | 9.99 |
| 6 | 2 Years LEP | 216 | 17.10 |
| 6 | 3 Years LEP | 102 | 23.78 |
| 6 | 4 Years LEP | 84 | 26.25 |
| 6 | 5 Years LEP | 52 | 23.96 |
| 6 | 6 Years LEP or More | 290 | 24.64 |
| 6 | Arabic | 37 | 12.63 |
| 6 | Bengali | 52 | 25.87 |
| 6 | Chinese | 32 | 12.12 |
| 6 | English | 90 | 20.83 |
| 6 | Spanish | 1101 | 13.85 |
| 6 | Other Language | 463 | 17.80 |
| 6 | Students with Disabilities | 219 | 7.90 |

I.8: Grade 7

| Grade | Group | N-count | Percent |
|--------------|--|----------------|----------------|
| 7 | Female | 592 | 11.17 |
| 7 | Male | 600 | 9.23 |
| 7 | American Indian or Alaska Native | 3 | 14.29 |
| 7 | Black or African American | 77 | 9.41 |
| 7 | Asian | 250 | 12.85 |
| 7 | Native Hawaiian/Other Pacific Islander | 1 | 14.29 |
| 7 | Hispanic or Latino | 744 | 9.08 |
| 7 | White | 117 | 14.44 |
| 7 | NYC | 770 | 8.96 |
| 7 | Big 4 Cities | 43 | 5.97 |
| 7 | High Need Urban/Suburban | 97 | 9.49 |
| 7 | High Need Rural | 9 | 11.69 |
| 7 | Average Need | 125 | 17.05 |
| 7 | Low Need | 97 | 23.10 |
| 7 | Charter Schools | 6 | 24.00 |
| 7 | 0 Years LEP | 629 | 8.91 |
| 7 | 1 Years LEP | 135 | 7.82 |
| 7 | 2 Years LEP | 148 | 11.83 |
| 7 | 3 Years LEP | 68 | 17.89 |
| 7 | 4 Years LEP | 40 | 14.55 |
| 7 | 5 Years LEP | 33 | 16.10 |
| 7 | 6 Years LEP or More | 134 | 15.90 |
| 7 | Arabic | 16 | 5.39 |
| 7 | Bengali | 28 | 13.86 |
| 7 | Chinese | 27 | 9.64 |
| 7 | English | 66 | 15.28 |
| 7 | Spanish | 660 | 8.48 |
| 7 | Other Language | 322 | 13.15 |
| 7 | Students with Disabilities | 72 | 3.16 |

I.9: Grade 8

| Grade | Group | N-count | Percent |
|--------------|--|----------------|----------------|
| 8 | Female | 787 | 15.50 |
| 8 | Male | 821 | 13.77 |
| 8 | American Indian or Alaska Native | 2 | 14.29 |
| 8 | Black or African American | 76 | 10.50 |
| 8 | Asian | 353 | 17.56 |
| 8 | Native Hawaiian/Other Pacific Islander | 2 | 66.67 |
| 8 | Hispanic or Latino | 1016 | 13.49 |
| 8 | White | 159 | 21.14 |
| 8 | NYC | 1077 | 13.36 |
| 8 | Big 4 Cities | 65 | 9.88 |
| 8 | High Need Urban/Suburban | 120 | 13.02 |
| 8 | High Need Rural | 15 | 19.74 |
| 8 | Average Need | 156 | 21.52 |
| 8 | Low Need | 112 | 28.57 |
| 8 | Charter Schools | 1 | 8.33 |
| 8 | 0 Years LEP | 889 | 14.14 |
| 8 | 1 Years LEP | 154 | 8.64 |
| 8 | 2 Years LEP | 192 | 14.12 |
| 8 | 3 Years LEP | 99 | 23.02 |
| 8 | 4 Years LEP | 49 | 18.22 |
| 8 | 5 Years LEP | 53 | 26.11 |
| 8 | 6 Years LEP or More | 157 | 24.08 |
| 8 | Arabic | 30 | 10.38 |
| 8 | Bengali | 48 | 25.40 |
| 8 | Chinese | 36 | 12.68 |
| 8 | English | 72 | 20.87 |
| 8 | Spanish | 925 | 12.87 |
| 8 | Other Language | 422 | 17.28 |
| 8 | Students with Disabilities | 124 | 6.84 |

I.10: Grade 9

| Grade | Group | N-count | Percent |
|--------------|--|----------------|----------------|
| 9 | Female | 681 | 11.74 |
| 9 | Male | 931 | 12.73 |
| 9 | American Indian or Alaska Native | 1 | 8.33 |
| 9 | Black or African American | 130 | 12.29 |
| 9 | Asian | 345 | 13.00 |
| 9 | Native Hawaiian/Other Pacific Islander | 1 | 10.00 |
| 9 | Hispanic or Latino | 960 | 11.40 |
| 9 | White | 172 | 18.38 |
| 9 | Multiracial (not Hispanic origin) | 3 | 11.54 |
| 9 | NYC | 1097 | 11.53 |
| 9 | Big 4 Cities | 96 | 14.88 |
| 9 | High Need Urban/Suburban | 124 | 10.28 |
| 9 | High Need Rural | 12 | 14.46 |
| 9 | Average Need | 137 | 14.88 |
| 9 | Low Need | 85 | 18.85 |
| 9 | Charter Schools | 1 | 12.50 |
| 9 | 0 Years LEP | 911 | 12.30 |
| 9 | 1 Years LEP | 171 | 6.86 |
| 9 | 2 Years LEP | 184 | 11.59 |
| 9 | 3 Years LEP | 74 | 16.70 |
| 9 | 4 Years LEP | 59 | 19.73 |
| 9 | 5 Years LEP | 51 | 22.47 |
| 9 | 6 Years LEP or More | 157 | 27.69 |
| 9 | Arabic | 14 | 4.11 |
| 9 | Bengali | 24 | 9.02 |
| 9 | Chinese | 39 | 10.66 |
| 9 | English | 72 | 17.78 |
| 9 | Spanish | 888 | 11.18 |
| 9 | Other Language | 499 | 14.89 |
| 9 | Students with Disabilities | 110 | 10.05 |

I.11: Grade 10

| Grade | Group | N-count | Percent |
|--------------|--|----------------|----------------|
| 10 | Female | 521 | 9.56 |
| 10 | Male | 621 | 9.79 |
| 10 | American Indian or Alaska Native | 1 | 4.17 |
| 10 | Black or African American | 108 | 9.95 |
| 10 | Asian | 301 | 10.17 |
| 10 | Native Hawaiian/Other Pacific Islander | 1 | 33.33 |
| 10 | Hispanic or Latino | 594 | 8.75 |
| 10 | White | 134 | 15.02 |
| 10 | Multiracial (not Hispanic origin) | 3 | 7.14 |
| 10 | NYC | 817 | 9.08 |
| 10 | Big 4 Cities | 35 | 8.31 |
| 10 | High Need Urban/Suburban | 66 | 7.47 |
| 10 | High Need Rural | 9 | 15.52 |
| 10 | Average Need | 116 | 15.28 |
| 10 | Low Need | 68 | 13.74 |
| 10 | Charter Schools | 1 | 11.11 |
| 10 | 0 Years LEP | 635 | 9.96 |
| 10 | 1 Years LEP | 172 | 7.38 |
| 10 | 2 Years LEP | 151 | 8.40 |
| 10 | 3 Years LEP | 54 | 12.41 |
| 10 | 4 Years LEP | 46 | 15.28 |
| 10 | 5 Years LEP | 25 | 14.88 |
| 10 | 6 Years LEP or More | 59 | 17.72 |
| 10 | Arabic | 18 | 5.79 |
| 10 | Bengali | 24 | 9.60 |
| 10 | Chinese | 48 | 9.68 |
| 10 | English | 54 | 14.25 |
| 10 | Spanish | 552 | 8.55 |
| 10 | Other Language | 410 | 11.37 |
| 10 | Students with Disabilities | 59 | 7.42 |

I.12: Grade 11

| Grade | Group | N-count | Percent |
|--------------|-----------------------------------|----------------|----------------|
| 11 | Female | 458 | 11.94 |
| 11 | Male | 439 | 11.27 |
| 11 | American Indian or Alaska Native | 1 | 9.09 |
| 11 | Black or African American | 63 | 9.12 |
| 11 | Asian | 262 | 12.60 |
| 11 | Hispanic or Latino | 464 | 10.58 |
| 11 | White | 106 | 19.70 |
| 11 | Multiracial (not Hispanic origin) | 1 | 4.35 |
| 11 | NYC | 635 | 11.34 |
| 11 | Big 4 Cities | 30 | 10.95 |
| 11 | High Need Urban/Suburban | 68 | 10.48 |
| 11 | High Need Rural | 2 | 4.17 |
| 11 | Average Need | 92 | 15.16 |
| 11 | Low Need | 59 | 14.22 |
| 11 | 0 Years LEP | 432 | 11.46 |
| 11 | 1 Years LEP | 122 | 9.28 |
| 11 | 2 Years LEP | 196 | 13.19 |
| 11 | 3 Years LEP | 52 | 11.33 |
| 11 | 4 Years LEP | 36 | 13.85 |
| 11 | 5 Years LEP | 18 | 12.08 |
| 11 | 6 Years LEP or More | 37 | 14.80 |
| 11 | Arabic | 13 | 8.61 |
| 11 | Bengali | 22 | 11.89 |
| 11 | Chinese | 45 | 12.43 |
| 11 | English | 37 | 14.51 |
| 11 | Spanish | 431 | 10.51 |
| 11 | Other Language | 306 | 12.81 |
| 11 | Students with Disabilities | 13 | 2.67 |

I.13: Grade 12

| Grade | Group | N-count | Percent |
|--------------|-----------------------------------|----------------|----------------|
| 12 | Female | 383 | 14.57 |
| 12 | Male | 343 | 14.44 |
| 12 | Black or African American | 67 | 14.53 |
| 12 | Asian | 202 | 14.66 |
| 12 | Hispanic or Latino | 386 | 14.07 |
| 12 | White | 68 | 17.57 |
| 12 | Multiracial (not Hispanic origin) | 3 | 15.79 |
| 12 | NYC | 475 | 13.32 |
| 12 | Big 4 Cities | 15 | 7.73 |
| 12 | High Need Urban/Suburban | 58 | 15.76 |
| 12 | High Need Rural | 2 | 8.00 |
| 12 | Average Need | 87 | 19.95 |
| 12 | Low Need | 59 | 21.00 |
| 12 | Charter Schools | 1 | 50.00 |
| 12 | 0 Years LEP | 348 | 13.20 |
| 12 | 1 Years LEP | 86 | 15.52 |
| 12 | 2 Years LEP | 134 | 15.86 |
| 12 | 3 Years LEP | 48 | 17.91 |
| 12 | 4 Years LEP | 39 | 13.68 |
| 12 | 5 Years LEP | 28 | 18.67 |
| 12 | 6 Years LEP or More | 38 | 15.77 |
| 12 | Arabic | 14 | 12.39 |
| 12 | Bengali | 12 | 10.62 |
| 12 | Chinese | 39 | 14.72 |
| 12 | English | 25 | 14.45 |
| 12 | Spanish | 369 | 14.35 |
| 12 | Other Language | 231 | 14.67 |
| 12 | Students with Disabilities | 19 | 5.19 |

APPENDIX J: DIF CATEGORIES FOR OPERATIONAL ITEMS

Table J.1 Results of DIF Analyses

| Grade Span | Modality | Item Seq. Number | DIF– Male/Female | DIF– Asian/Other | DIF– Hispanic/Other | DIF– White/Other |
|------------|--------------------|------------------|------------------|------------------|---------------------|------------------|
| K–1 | Listening/Speaking | 1 | A | <B | A | A |
| | | 27 | AA | <CC | >BB | AA |
| 2–4 | Listening/Speaking | 1 | A | <B | A | A |
| | | 20 | A | >B | A | A |
| | | 27 | AA | >BB | AA | AA |
| 2–4 | Reading/Writing | 32 | A | A | A | <B |
| | | 39 | AA | >BB | <BB | AA |
| 5–6 | Listening/Speaking | 20 | A | <B | A | A |
| | | 27 | AA | >BB | AA | AA |
| | | 28 | AA | >BB | AA | AA |
| | | 29 | AA | >CC | AA | AA |
| | | 30 | AA | >CC | AA | AA |
| | | 42 | A | <B | A | A |
| 5–6 | Reading/Writing | 23 | A | <B | A | A |
| | | 29 | A | A | A | <B |
| | | 33 | A | <B | A | A |
| | | 34 | A | >B | A | A |
| | | 36 | A | >C | A | A |
| | | 41 | A | >C | <B | A |
| | | 42 | A | <B | A | A |
| 7–8 | Listening/Speaking | 1 | A | <B | >C | <C |
| | | 2 | >B | >C | A | A |
| | | 7 | A | <B | A | A |
| | | 10 | A | <B | A | A |
| | | 18 | A | <B | A | A |
| | | 22 | A | <C | A | A |
| | | 24 | A | <B | A | A |
| | | 26 | AA | >CC | <BB | AA |
| | | 40 | AA | >BB | AA | AA |
| | | 7–8 | Reading/Writing | 1 | A | <C |
| 6 | A | | | <B | >B | A |
| 18 | A | | | A | <B | >B |
| 22 | <B | | | A | A | A |
| 24 | A | | | <B | A | A |
| 27 | A | | | A | <B | >B |
| 28 | A | | | >B | A | A |
| 29 | A | | | A | A | <B |
| 31 | A | | | A | A | <B |
| 35 | A | | | <C | >B | A |
| 36 | A | | | <C | >C | <C |

Table J.1 Results of DIF Analyses (Continued)

| Grade Span | Modality | Item Seq. Number | DIF– Male/Female | DIF– Asian/Other | DIF– Hispanic/Other | DIF– White/Other |
|-------------------|--------------------|-------------------------|-------------------------|-------------------------|----------------------------|-------------------------|
| 7–8 | Reading/Writing | 37 | A | >C | <C | A |
| | | 38 | A | A | A | <B |
| | | 39 | A | A | A | <B |
| | | 42 | A | >C | <B | A |
| 9–12 | Listening/Speaking | 1 | A | A | A | <C |
| | | 2 | A | A | A | <B |
| | | 5 | A | <C | >B | A |
| | | 9 | A | <B | A | A |
| | | 10 | A | <C | A | A |
| | | 15 | A | <B | >B | A |
| | | 23 | A | <B | A | A |
| | | 24 | A | <B | >B | A |
| 9–12 | Reading/Writing | 1 | A | <C | >C | A |
| | | 3 | A | >C | <C | >C |
| | | 4 | A | <B | A | A |
| | | 5 | A | <B | >B | A |
| | | 10 | A | >C | <C | >B |
| | | 26 | A | <B | A | A |
| | | 30 | A | A | A | <B |
| | | 31 | A | <C | >C | <B |
| | | 32 | A | <B | A | A |
| | | 33 | A | <B | >C | A |
| | | 34 | A | >B | A | <B |
| | | 37 | A | A | >B | A |
| | | 38 | A | <B | A | A |
| | | 41 | A | <B | A | A |
| 42 | A | >B | A | A | | |

Note: > indicates in favor of Males or Other groups while < indicates in favor of the focal groups (i.e., Female, Asian, Hispanic, and White).

APPENDIX K: REFERENCES

- Altman, D. G. (1991). *Practical statistics for medical research*. Chapman and Hall/CRC. 404.
- Andrich, A., & Luo, G. (2004). *Modern measurement and analysis in social science*. Perth, Western Australia: Murdoch University.
- American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, D.C.: American Psychological Association.
- Browne, M. W. (1982). "Covariance structures." In D. M. Hawkins (Ed.), *Topics in applied multivariate analysis*. Cambridge: Cambridge University Press. 72–141.
- Camilli, G., & Shepard, L. A. (1994). *Methods for Identifying biased test items*. Thousand Oaks, CA: Sage.
- Crocker, L. & Algina, J. (1986). *Introduction to Classical and Modern Test Theory*. Orland, FL: Holt, Rinehart and Winston.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika* 16: 297–334.
- Embretson, S. & Reise, S. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Haertel, E. H. (1996). "Estimating the decision consistency from a single administration of a performance assessment battery." *A Report on the National Board of Professional Teaching Standards McGEN Assessment*. Palo Alto, CA: Stanford University.
- Hanson, B. A. & Beguin, A. A. (1999). *Obtaining a common scale for IRT item parameters using separate versus concurrent estimation in the common item nonequivalent groups equating design*. Paper presented at the meeting of the National Council on Measurement in Education in Montreal.
- Hanson, B. A. (1995). *USmooth: A program for smoothing univariate test score distribution (Version 1.5)*. Iowa City, IA: American College Testing.
- Hanson, B. A. (1991). *Method of moments estimates for the four-parameter beta compound binomial model and the calculation of classification consistency indexes*. ACT Research Report 91–5. Iowa City, IA: American College Testing.
- Hu, M. & Bentler, P. M. (1999). "Cut off criteria for fit indexes in covariance structure analysis: conventional criteria versus new alternatives." *Structural Equation Modeling* 6: 1–55.
- Huynh, H. (2000). Robust linking for PACT assessments. *South Carolina PACT Technical Report*.

- Jöreskog, K. G. & Sörbom, D. (1995a). *Liseral 8 user's reference guide*. Chicago: Scientific Software, Inc.
- Jöreskog, K. G. & Sörbom, D. (2004). *Liseral 8.7 for windows/computer software*. Lincolnwood, IL: Scientific Software International, Inc.
- Kolen, M. J. & Brennan, R. L. (1995). *Test equating methods and practices*. New York: Springer-Verlag.
- Kolen, M. J. & Brennan R. L. (2004). *Test equating, scaling, and linking: methods and practices* (2nd ed.). New York: Springer-Verlag.
- Linacre, J. M. & Wright, B. D. (2000). *A user's guide to WINSTEPS: Rasch-model computer program*. Chicago: MESA Press
- Linacre, J. M. (2003). *A user's guide to WINSTEPS: MINISTEP: Rasch-Model Computer Program*. Chicago: MESA Press.
- Livingston, S. A. & Lewis, C. (1995). Estimating the consistency and accuracy of classifications based on test scores. *Journal of Educational Measurement* 32: 179–1987.
- Lord, F. M. & Wingersky, M. S. (1984). Comparison of IRT true-score and equipercentile observed-score “equatings”. *Applied Psychological Measurement* 8: 452–461.
- MacCallum, R. C., Browne, M. & Sugawara, H. M. (1996). Power analysis and determination of sample size for covariance structure modeling. *Psychological Methods* 2(1): 130–149.
- Mantel, N., & Haenszel, W. (1959). Statistical aspects of the analysis of data from retrospective studies of disease. *Journal of the National Cancer Institute*, 22, 719–748.
- Mantel, N. (1963). Chi-square tests with one degree of freedom: Extension of the Mantel-Haenszel procedure. *Journal of the American Statistical Association*, 58, 690–700.
- Masters, G. N. (1982). “A Rasch model for partial credit scoring”. *Psychometrika* 47: 149–174.
- Mitzel, H.C., Lewis, D.M. & Green, D.R. (2001). The bookmark procedure. In G. J. Cizek (Ed.), *Setting performance standards: concepts, methods, and perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates. 249–282.
- Nitko, A. J. (2004). *Educational assessment of students* (4th Ed.). Upper Saddle River, NJ: Pearson Education Inc.
- Rasch, G. (1980). *Probabilistic models for some intelligence and attainment tests*. Chicago: University of Chicago Press.
- Rasch, G. (1960). *Probabilistic models for some intelligence and attainment tests*. Copenhagen: Danish Institute for Educational Research.

- Shrout, P. E. & Fleiss, J. L. (1979). Intraclass correlations: uses in assessing rater reliability. *Psychological Bulletin* 86(2): 420–428.
- Steinley, D. & Wood, P. (2000). *Icc.sas—a program to calculate intraclass correlations and confidence intervals*. Columbia, MO: University of Missouri.
- Swygert, K. A., McLeod, L. D. & Thissen, D. (2001). Factor analysis for items or testlets scored in more than two categories. In D. Thissen and H. Wainer (Eds.), *Test scoring*. Mahwah, NJ: Lawrence Erlbaum Associates. 217–250.
- Taherbhai, H. & Seo, D. (2007). Comparing concurrent vs. fixed parameter equating with common items, Using the Rasch dichotomous and the partial credit models in a mixed-item format test. *Journal of Applied Measurement* 8(1).
- Thissen, D. & Steinberg, L. (1983). *A response model for multiple choice items*. *Psychometric technical report 1*. Chicago: National Opinion Research Center.
- Young, M. J. & Yoon, B. (1998, April). Estimating the consistency and accuracy of classifications in a standards-referenced assessment. *CSE technical report 475*. Los Angeles: University of California, Center for the Study of Evaluation, Standards, and Student Testing.