

**NEW YORK STATE
TESTING PROGRAM**

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

2005 ADMINISTRATION

**TECHNICAL MANUAL
(APPENDICES)**

**SUBMITTED BY
HARCOURT ASSESSMENT, INC.**

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APPENDIX A: ITEM MAP

A.1: Kindergarten – Grade 1

Listening

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
1	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
2	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
3	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
4	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
5	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
6	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
7	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
8	Word/Sentence Comprehension	1 Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1 Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
9	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1 Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
10	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1 Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
11	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1 Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
12	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding.	2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. 5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.
13	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding.	2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. 5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.
14	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding.	2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. 5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
15	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding. C9	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding.	2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. 5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.
16	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
17	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
18	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
19	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
20	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding.	2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. 5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.
21	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
22	Word/ Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1 Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for language production.
23	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding.	2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. 5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.
24	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding.	2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. 5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.

Speaking

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
1	Unscored				
2	Unscored				
3	Unscored				
4	Repeat/Read Aloud Items 4-8: 2/11 not a strong match. DB	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Develop comprehension of text to prepare to read aloud. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. 6. Understand and use some basic oral communication strategies in American English.
5	Repeat/Read Aloud Items 4-8: 2/11 not a strong match. DB	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Develop comprehension of text to prepare to read aloud. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. 6. Understand and use some basic oral communication strategies in American English.
6	Repeat/Read Aloud Items 4-8: 2/11 not a strong match. DB	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Develop comprehension of text to prepare to read aloud. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. 6. Understand and use some basic oral communication strategies in American English.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
7	Repeat/Read Aloud Items 4-8: 2/11 not a strong match. DB	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Develop comprehension of text to prepare to read aloud. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. 6. Understand and use some basic oral communication strategies in American English.
8	Repeat/Read Aloud Items 4-8: 2/11 not a strong match. DB	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Develop comprehension of text to prepare to read aloud. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. 6. Understand and use some basic oral communication strategies in American English.
9	Sentence Completion Items 9-13: I think 4/8, 9 are perfect for these items. DB	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using some organizational patterns and structures. 12. Become familiar with some conventions of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	6. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. 15. Apply self-monitoring and self-correcting strategies for language production.
10	Sentence Completion Items 9-13: I think 4/8, 9 are perfect for these items. DB	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using some organizational patterns and structures. 12. Become familiar with some conventions of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	6. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. 15. Apply self-monitoring and self-correcting strategies for language production.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
11	Sentence Completion Items 9-13: I think 4/8, 9 are perfect for these items. DB	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using some organizational patterns and structures. 12. Become familiar with some conventions of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	6. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. 15. Apply self-monitoring and self-correcting strategies for language production.
12	Sentence Completion Items 9-13: I think 4/8, 9 are perfect for these items. DB	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using some organizational patterns and structures. 12. Become familiar with some conventions of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	6. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. 15. Apply self-monitoring and self-correcting strategies for language production.
13	Sentence Completion Items 9-13: I think 4/8, 9 are perfect for these items. DB	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using some organizational patterns and structures. 12. Become familiar with some conventions of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	6. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. 15. Apply self-monitoring and self-correcting strategies for language production.
14	Storytelling	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	8. Create personal stories, using appropriate vocabulary and elements the literature students have read or heard. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	10. Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
15	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.
16	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.
17	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.
18	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.
19	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.

Reading

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
2	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
3	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
4	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
5	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
6	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
7	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
8	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
9	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
10	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
11	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
12	Word Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English.
13	Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to questions to obtain and provide information and meaning.
14	Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to questions to obtain and provide information and meaning.
15	Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to questions to obtain and provide information and meaning.

Writing Conventions

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
2	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
3	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
4	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					written texts comprehensible and meaningful.
5	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
6	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
7	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
8	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					information and make oral and written texts comprehensible and meaningful.
9	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
10	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
11	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
12	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					acquire information and make oral and written texts comprehensible and meaningful.
13	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	5. Recognize how structural features affect readers' and listeners' understanding and appreciation of text. 8. Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions.	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. 9. Convey information, using organizational patterns and structures.
14	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	5. Recognize how structural features affect readers' and listeners' understanding and appreciation of text. 8. Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions.	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. 9. Convey information, using organizational patterns and structures.
15	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	5. Recognize how structural features affect readers' and listeners' understanding and appreciation of text. 8. Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions.	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. 9. Convey information, using organizational patterns and structures.

A.2: Grade 2 – Grade 4

Listening

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
2	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
3	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
4	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
5	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
6	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
7	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
8	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
9	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
10	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
11	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
12	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.	1. Students will listen, speak, and write in English for information and understanding.	3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another.
13	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
14	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
15	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
16	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
17	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and	1. Students will listen, speak, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		understanding.	oral communication features, and understand the contexts in which they are used appropriately.		and written text.
18	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
19	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
20	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
21	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
22	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	8. Negotiate and manage interactions to accomplish social and classroom tasks.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
23	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	8. Negotiate and manage interactions to accomplish social and classroom tasks.
24	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	8. Negotiate and manage interactions to accomplish social and classroom tasks.
25	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	8. Negotiate and manage interactions to accomplish social and classroom tasks.
26	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	8. Negotiate and manage interactions to accomplish social and classroom tasks.

Speaking

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Unscored				
2	Unscored				
3	Unscored				
4	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.	1. Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English.
5	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.	1. Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English.
6	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.	1. Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English.
7	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing,	1. Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		response, enjoyment, and expression.	discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.		features of American English.
8	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.	1. Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English.
9	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.
10	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			grammar, vocabulary, pronunciation, and intonation.		
11	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.
12	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.
13	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation.		
14	Storytelling	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	8. Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 1. Students will listen, speak, read, and write in English for information and understanding.	10. Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and punctuation in speaking. 7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic areas.
15	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.
16	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
17	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.
18	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.
19	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.

Reading

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
2	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
3	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
4	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
5	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
6	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
7	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
8	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
9	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
10	Passages/ Comprehension Questions	2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful. 5 Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form.		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
11	Passages/ Comprehension Questions	2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful. 5 Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form.		
12	Passages/ Comprehension Questions	2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful. 5 Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form.		
13	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
14	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
15	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
16	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
17	Passages/ Comprehension Questions	2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful. 5 Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form.		
18	Passages/ Comprehension Questions	2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful. 5 Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form.		
19	Passages/ Comprehension Questions	2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful. 5 Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form.		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
20	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5 Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.		
21	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5 Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.		
22	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3 Recognize and share cross-cultural experiences, and ideas, and connect with those of others. 6 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups, including students' own.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.
23	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
24	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		and understanding.	make written texts comprehensible and meaningful.		
25	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
26	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		

Writing Conventions

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation...		
2	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation...		
3	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation...		
4	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation...		
5	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies ... to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					written presentation.
6	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies ... to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
7	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies ... to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
8	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies ... to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
9	Structure	4. Students will listen, speak, read, and write in English for	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ...	1. Students will listen, speak, read, and write in English for Information and	12. Convey information and ideas through written language, using conventions

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions.	understanding.	and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
10	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
11	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
12	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.

A.3: Grade 5 – Grade 6

Listening

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
2	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
3	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
4	Word/Sentence Comprehension	1 Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
5	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
6	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
7	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
8	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
				varieties of English.	audiences and formal and informal social or school situations, noticing how intention is realized through language.
9	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
10	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
11	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
12	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
13	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
				varieties of English.	audiences and formal and informal social or school situations, noticing how intention is realized through language.
14	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
15	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
16	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	5. Students will demonstrate cross-cultural knowledge and understanding. 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
17	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	
18	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	
19	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text	

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			directions to peers in selected interactions.	comprehensible and meaningful.	
20	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	
21	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	
22	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	
23	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					audiences and formal and informal social or school situations, noticing how intention is realized through language.
24	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
25	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
26	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral and written directions to participate in classroom and social activities and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.

Speaking

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Unscored				
2	Unscored				
3	Unscored				
4	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.	
5	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.	
6	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and	

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
				oral and written presentation, using established criteria for effective presentation of information.	
7	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.	
8	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	
9	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and	

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
				formal and informal social or school situations, noticing how intention is realized through language.	
10	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.	
11	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.	
12	Sentence Completion	1. Students will listen, speak, read, and write in English for information	9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. 12. Convey information and	4. Students will listen, speak, read, and write in English for classroom and social interaction.	

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		and understanding.	ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.	
13	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.	
14	Storytelling	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	8. Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of [speaking] styles appropriate to different audiences, purposes, and settings. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for information and understanding. 9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures.	1. Students will listen, speak, read, and write in English for information and understanding. 7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic and content areas.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
15	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.	
16	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.	
17	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various	

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
				audiences and formal and informal social or school situations, noticing how intention is realized through language.	
18	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.	
19	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction. 9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.	

Reading

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
2	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
3	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
4	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
5	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
6	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			meaningful.		
7	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, and evaluate how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for information and understanding. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
8	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, and evaluate how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.
9	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, and evaluate how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.
10	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment,	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies	1. Students will listen, speak, read, and write in English for information and understanding. 16. Apply learning strategies to	

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		and expression.	to comprehend and make inferences about literature and produce literary responses.	acquire information and make texts comprehensible and meaningful.	
11	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	1. Students will listen, speak, read, and write in English for information and understanding. 6. Make and support inferences about information and ideas with reference to features in oral and written text.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.
12	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for information and understanding.	5. Recognize, explain, and evaluate how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.
13	Passages/ Comprehension Questions	1. Students will listen, speak read, and write in English for critical analysis and evaluation.	4 Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.
14	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and	5. Recognize, explain, and evaluate how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a	1. Students will listen, speak, read, and write in English for information and understanding. 16. Apply learning	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		evaluation.	variety of materials.	strategies to acquire information and make texts comprehensible and meaningful.	2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.
15	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, and evaluate how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.
16	Passages/ Comprehension Questions	4. Students will listen, speak read, and write in English for classroom and social interaction.	7 Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	
17	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences and ideas, and connect with those of others. 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.
18	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences and ideas, and connect with those of others. 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures	1. Students will listen, speak, read, and write in English for information and understanding. 16. Apply learning strategies to	

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			and groups.	acquire information and make texts comprehensible and meaningful.	
19	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	1. Students will listen, speak, read, and write in English for information and understanding. 6. Make and support inferences about information and ideas with reference to features in oral and written text.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression. 4. Locate and identify selected literary elements and techniques in texts and relate those elements to those other works and to students' own experiences.
20	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.		
21	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.
22	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and	5. Recognize, explain, and evaluate how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use	1. Students will listen, speak, read, and write in English for Information and understanding. 3. Select

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		evaluation.	variety of materials.	reading and listening strategies to make text comprehensible and meaningful.	information appropriate to the purpose of the investigation, relate ideas from one written or spoken source to another, and exclude nonessential information.
23	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, and evaluate how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding. 6. Make and support inferences about information and ideas with reference to features in oral and written text.	
24	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.D32	1. Students will listen, speak, read, and write in English for information and understanding. 6. Make and support inferences about information and ideas with reference to features in oral and written text.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
25	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, and evaluate how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding. 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. 2. Identify and use reading and listening strategies to make literary text comprehensible

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					and meaningful.
26	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	1. Students will listen, speak, read, and write in English for information and understanding. 6. Make and support inferences about information and ideas with reference to features in oral and written text.	1. Students will listen, speak, read, and write in English for information and understanding. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Writing Conventions

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.		
2	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.		
3	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.		
4	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.		
5	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
				American English appropriate to audience and purpose.	presentation, using established criteria for effective presentation of information.
6	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
7	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
8	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
				language, using conventions and features of American English appropriate to audience and purpose.	accurate language production and oral and written presentation, using established criteria for effective presentation of information.
9	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
10	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
11	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. 11. Discover alternative	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			ways of saying things in social and classroom interactions.	language, using conventions and features of American English appropriate to audience and purpose.	accurate language production and oral and written presentation, using established criteria for effective presentation of information.
12	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
13	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
14	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. 11. Discover alternative	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			ways of saying things in social and classroom interactions.	language, using conventions and features of American English appropriate to audience and purpose.	accurate language production and oral and written presentation, using established criteria for effective presentation of information.
15	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
16	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding. 12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.	1. Students will listen, speak, read, and write in English for information and understanding. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.

A.4: Grade 7 – Grade 8

Listening

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
2	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
3	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
4	Word/Sentence Comprehension	1 Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
5	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
6	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.
7	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.
8	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
9	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
10	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.
11	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 6 Make and support inferences about information and ideas with reference to features in oral text.
12	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.
13	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.
14	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		understanding.	oral communication features, and understand the contexts in which they are used appropriately.		strategies to acquire information and make texts comprehensible and meaningful.
15	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.
16	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
17	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
18	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		interaction.	social activities.		acquire information and make texts comprehensible and meaningful.
19	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.
20	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.
21	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.
22	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
23	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
24	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
25	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.
26	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
27	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Speaking

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
1	Unscored				
2	Unscored				
3	Unscored				
4	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for information and understanding.	12 Convey information and ideas through spoken language, using conventions and features of American English. 15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.
5	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for information and understanding.	12 Convey information and ideas through spoken language, using conventions and features of American English. 15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.
6	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for information and understanding.	12 Convey information and ideas through spoken language, using conventions and features of American English. 15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.
7	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing,	1. Students will listen, speak, read, and write in English for information and understanding.	12 Convey information and ideas through spoken language, using conventions and features of

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
		response, enjoyment, and expression.	discussing, listening to, or producing literary texts and essays.		American English. 15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.
8	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	1. Students will listen, speak, read, and write in English for information and understanding.	12 Convey information and ideas through spoken language, using conventions and features of American English. 15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.
9	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. 12. Convey information and ideas through spoken language, using conventions and features of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.
10	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. 12. Convey information and ideas through spoken language, using conventions and features of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.
11	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. 12. Convey information and ideas through spoken language, using conventions and features of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.
12	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. 12. Convey information and ideas through spoken language, using conventions and features of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
13	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. 12. Convey information and ideas through spoken language, using conventions and features of American English.	1. Students will listen, speak, read, and write in English for information and understanding.	15 Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation.
14	Storytelling	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	8. Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre. 11. Apply self-monitoring and self-correcting strategies while producing literary texts.	1. Students will listen, speak, read, and write in English for information and understanding.	7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. 9. Convey and organize information, using a variety of organizational patterns and structures.
15	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
16	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standards	Secondary Performance Indicators
17	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
18	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.
19	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.

Reading

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
2	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
3	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
4	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
5	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.		
6	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment,	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences and ideas, and connect with those of others.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		and expression.	to comprehend and make inferences about literature and produce literary responses.		
7	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meaning. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences and ideas, and connect with those of others.
8	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.
9	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meaning. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences and ideas, and connect with those of others.
10	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meaning. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, and evaluate a variety of materials.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
11	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.
12	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meaning. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.
13	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meaning. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, and evaluate a variety of materials.
14	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences, and ideas, and connect with those of others. 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups, including the students' own.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					meaning. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.
15	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, and evaluate a variety of materials.
16	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	2. Identify and use reading strategies to make literary text comprehensible and meaningful. 4. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences.
17	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meaning. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, and evaluate a variety of materials.
18	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in	1. Students will listen, speak, read, and write in English for information and	6. Make and support inferences about information and ideas with reference to

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		literary response, enjoyment, and expression.	written form, including literal and implied meanings. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	understanding.	features in written text.
19	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meaning. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, and evaluate a variety of materials.
20	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences, and ideas, and connect with those of others. 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups, including the students' own.	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, and evaluate a variety of materials.
21	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences, and ideas, and connect with those of others. 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups, including the students' own.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.
22	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend and make inferences about literature	1. Students will listen, speak, read, and write in English for information and understanding.	6. Make and support inferences about information and ideas with reference to features in written text.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			and produce literary responses.		
23	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences, and ideas, and connect with those of others. 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups, including the students' own.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make written texts comprehensible and meaningful.
24	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meaning. 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, and evaluate a variety of materials.
25	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.
26	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
27	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.
28	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.
29	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize and explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. 9. Apply learning strategies to examine and interpret a variety of materials.	1. Students will listen, speak, read, and write in English for information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.

Writing Conventions

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Phonemic Understanding	1. Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.		
2	Phonemic Understanding	1. Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.		
3	Phonemic Understanding	1. Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.		
4	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
5	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			and evaluations.		monitoring and self-correcting strategies for accurate language production and written presentation.
6	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
7	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
8	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies to effectively express opinions and evaluations.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
9	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
10	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
11	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
12	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					strategies for accurate language production and written presentation.
13	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
14	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.
15	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
16	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations. 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation.

A.5: Grade 9 – Grade 12

Listening

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
2	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
3	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
4	Word/Sentence Comprehension	1 Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		
5	Word/Sentence Comprehension	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
6	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.
7	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.
8	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.
9	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
10	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.
11	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1 Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.
12	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.
13	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
14	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.
15	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.
16	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.
17	Comprehension of Conversational Language	5. Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 3. Select information appropriate to the purpose of the investigation with suitable supporting material.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
18	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
19	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
20	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
21	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
22	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
23	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
24	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
25	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
26	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
27	Synthesizing Information	4. Students will listen, speak, read, and write in English for classroom and social interaction.	4. Listen attentively...when engaged in pair, group, or full class discussions on personal, social, and academic topics. 7. Follow oral directions to participate in classroom and social activities.	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading and listening strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Speaking

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Unscored				
2	Unscored				
3	Unscored				
4	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
5	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
6	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
7	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
8	Repeat/Read Aloud	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and	6. Read aloud with confidence, accuracy, and fluency. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		expression.	include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.		audience and purpose. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.
9	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation.	4 Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.
10	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation.	4 Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
11	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation.	4 Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.
12	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation.	4 Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.
13	Sentence Completion	1. Students will listen, speak, read, and write in English for information and understanding.	9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. 12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary,	4 Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
			pronunciation, and intonation.		
14	Storytelling	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	8. Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard. 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.		
15	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.		
16	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.		
17	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.		

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
18	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.		
19	Social Interaction	4. Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 8. Negotiate and manage interactions to accomplish social and classroom tasks.		

Reading

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	1. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.
2	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	1. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
3	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.	3. Students will listen, speak, read, and write in English for critical analysis and evaluation	1. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.
4	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	1. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.
5	Word/Sentence Reading	1. Students will listen, speak, read, and write in English for Information and understanding.	1. Identify and use reading strategies to make text comprehensible and meaningful. 16. Apply learning strategies to acquire information and make written texts comprehensible and meaningful.	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	1. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.
6	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	6 Make and support inferences about information and ideas with reference to features in oral and written text.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	4. Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences.
7	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	10 Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations.	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	4. Evaluate students' own and others' work individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation.
8	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.
9	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		analysis and evaluation.	9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.		meaning.
10	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses.	1. Students will listen, speak, read, and write in English for Information and understanding.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
11	Passages/ Comprehension Questions	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	6. Make and support inferences about information and ideas with reference to features in oral and written text.
12	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences, and ideas, and connect with those of others. 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups.	1. Students will listen, speak, read, and write in English for Information and understanding.	4. Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information.
13	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
14	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.
15	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	6 Make and support inferences about information and ideas with reference to features in oral and written text.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	4. Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences.
16	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	6 Make and support inferences about information and ideas with reference to features in oral and written text.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	4. Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences.
17	Passages/ Comprehension Questions	4. Students will listen, speak, read, and write in English for classroom and social interaction.	7 Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	4. Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information.
18	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information	6 Make and support inferences about information and ideas with reference to features in oral and written text.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and	4. Locate and identify a wide range of significant literary elements and techniques in texts and use

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		and understanding.		expression.	those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences.
19	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in C13English for critical analysis and evaluation.	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.
20	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences, and ideas, and connect with those of others. 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups.	1. Students will listen, speak, read, and write in English for Information and understanding.	4. Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information.
21	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.
22	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
23	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.
24	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	6 Make and support inferences about information and ideas with reference to features in oral and written text.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	4. Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences.
25	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.
26	Passages/ Comprehension Questions	3. Students will listen, speak read, and write in English for critical analysis and evaluation.	5. Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners understanding and appreciation of text. 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.	1. Students will listen, speak, read, and write in English for Information and understanding.	5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.
27	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	6 Make and support inferences about information and ideas with reference to features in oral and written text.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	4. Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work,

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					comparing and contrasting the work to other works and to students' own experiences.
28	Passages/ Comprehension Questions	5. Students will demonstrate cross-cultural knowledge and understanding.	3. Recognize and share across-cultural experiences, and ideas, and connect with those of others. 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups.	1. Students will listen, speak, read, and write in English for Information and understanding.	4. Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information.
29	Passages/ Comprehension Questions	1. Students will listen, speak, read, and write in English for Information and understanding.	6 Make and support inferences about information and ideas with reference to features in oral and written text.	2. Students will listen, speak, read and write in English for literary response, enjoyment, and expression.	4. Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences.

Writing Conventions

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
1	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation...	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses.
2	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation...	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses.
3	Phonemic Understanding	1. Students will listen, speak, read, and write in English for Information and understanding.	12. Convey information and ideas through written language, using conventions and features of American English. 15. Apply self-monitoring and self-correcting strategies for accurate language production and written presentation...	2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. 12. Apply learning

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses.
4	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies ... to effectively express opinions and evaluations.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.
5	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies ... to effectively express opinions and evaluations.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.
6	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies ... to effectively express opinions and evaluations.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.
7	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies ... to effectively express opinions and evaluations.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
8	Structure	3. Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Write using the conventions and features of American English to effectively influence an audience. 8. Apply self-monitoring and self-correcting strategies ... to effectively express opinions and evaluations.	4. Students will listen, speak, read, and write in English for classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions. 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.
9	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
10	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
11	Structure	4. Students will listen, speak, read, and write in English for	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ...	1. Students will listen, speak, read, and write in English for Information and	15. Apply self-monitoring and self-correcting strategies for accurate language

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
		classroom and social interaction.	11. Discover alternative ways of saying things in social and classroom interactions.	understanding.	production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
12	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
13	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
14	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
15	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.
16	Structure	4. Students will listen, speak, read, and write in English for classroom and social interaction.	9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations ... 11. Discover alternative ways of saying things in social and classroom interactions.	1. Students will listen, speak, read, and write in English for Information and understanding.	15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make texts

Item Position	Cluster	Primary Standard	Primary Performance Indicators	Secondary Standard	Secondary Performance Indicators
					comprehensible and meaningful.

A.6: Item Specs

Listening

LISTENING: Sound Recognition, Grades K–4	
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	Stem: “What is the first sound in the word _____?”
Answer Options	Three answer options consisting of three individual letter graphics
Graphic	—

LISTENING: Word/Sentence Comprehension, All Levels	
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
Answer Options	Three answer options consisting of three small individual graphics lettered A–C
Graphic	—

LISTENING: Comprehension of Conversational Language, All Levels

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 or someone making an announcement over a loudspeaker. 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 either one item per stimulus (K–6) or two to three items per stimulus (7–2)
Stem	Closed stem question; maximum 15 words
Answer Options	Three answer options consisting of three small individual graphics lettered A–C (K–1) or four text answer options of one to eight words (2–12)
Graphic	—

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

The test taker is required to perform real-world tasks through imagined manipulation of the graphics provided. 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	One- to two-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; one item per stimulus
Stem	Closed stem question; maximum 15 words
Answer Options	Four answer options consisting of either four small individual graphics lettered A–D or one large graphic with four options lettered A–D
Graphic	Large overview graphic depicting the scenario and containing elements of the items

Writing Conventions

WRITING CONVENTIONS: Phonemic Understanding, K–1

The test taker listens to a question, looks at a small graphic, and chooses which of three letters 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	Stem: “Which letter begins/ends the word _____?”
Answer Options	Three answer options consisting of one letter each
Graphic	—

WRITING CONVENTIONS: Sentence Copying, K–1

The test taker must copy a full sentence. These items measure understanding of basic mechanical skills.

Item Component	Description of Component
Stimulus	A complete sentence four to six words in length
Stem	—
Answer Options	—
Graphic	—

WRITING CONVENTIONS: Word/Sentence Writing, K-1

The test taker writes a word or sentence that is dictated. Word dictations are accompanied by a graphic representing the dictated word. These items measure understanding of basic mechanical skills.

Item Component	Description of Component
Stimulus	A word or complete sentence
Stem	—
Answer Options	—
Graphic	Graphic depicting the dictated word

WRITING CONVENTIONS: Phonemic Understanding, 2-12

The test taker reads a question, looks at a small graphic, and chooses 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	Stem: “Which word goes with the picture?”
Answer Options	Three answer options consisting of one word each
Graphic	Graphic depicting correct answer option

WRITING CONVENTIONS: Mechanics and Structure – Type 1, 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	Stem: “Which sentence is correct?”
Answer Options	Four answer options consisting of one sentence (or sentence fragment) each, unless a short second sentence is necessary for context; 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	One or two sentences with part of the sentence underlined; maximum 15 words (Grades 2–8) or 25 words (Grades 9–12)
Stem	Stem: “Which answer is correct?”
Answer Options	Four answer options consisting of three phrases to replace underlined part of stimulus and one “Correct as is” option
Graphic	—

Reading

READING: Word Reading, Grades K–4

The test taker reads a question, looks at a small graphic, and chooses 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	—
Stem	Closed stem question; maximum 10 words
Answer Options	Three answer options consisting of one word each
Graphic	Small graphic depicting correct answer option

READING: Sentence Reading, Grades K–4

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
Answer Options	Three answer options consisting of three small individual graphics
Graphic	—

READING: Short Passages with Questions, Grades K–1

The test taker reads a brief passage and answers one or two questions 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 75 words
Stem	Closed stem question; maximum 15 words
Answer Options	Three answer options consisting of one sentence or phrase each; maximum 15 words
Graphic	—

READING: Word/Sentence Reading, Grades 5–12

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
Answer Options	Three answer options consisting of three 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	Four answer options consisting of one word, phrase, or sentence each; maximum 15 words
Graphic	—

Pre-Writing

PRE-WRITING: Grades 2–12	
The test taker briefly responds to three short prompts related to the subsequent Writing item in order to generate ideas for the Writing item.	
Item Component	Description of Component
Stimulus	Three Pre-Writing prompts that vary depending on the Writing prompt
Stem	—
Answer Options	—
Graphic	—

Writing

WRITING: Extended Response: Description and/or Narrative, Grades 2–6	
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 tell a story.	
Item Component	Description of Component
Stimulus	Writing prompt: “Look at the picture. Write about what you see in the picture. Tell a story about this picture.”
Stem	—
Answer Options	—
Graphic	One large graphic (photograph)

WRITING: Extended Response: Opinion and Persuasion, Grades 7–12

The test taker compares two different activities and explains why a person might choose one activity over the other. This item measures the ability to use vocabulary, grammar, features of extended discourse, and other writing conventions correctly and appropriately to compare, contrast, and persuade.

Item Component	Description of Component
Stimulus	Writing prompt: “There are different/many ways to... [refer to what the graphics are generally depicting]. Look at the pictures. How are they the same? How are they different? Why would a person like one of these better than the other? Give as many reasons as you can.”
Stem	—
Answer Options	—
Graphic	Two graphics (photographs) depicting activities or situations

Speaking

SPEAKING: Repeat/Read Aloud, All Levels

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
Stimulus	Printed and spoken word, phrase, or sentence; one to six words (for student to repeat)
Stem	—
Answer Options	—
Graphic	—

SPEAKING: Sentence Completion, All Levels

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
Stimulus	—
Stem	Printed and spoken open stem; maximum 10 words (for student to complete)
Answer Options	—
Graphic	Graphic depicting how stem can be completed

SPEAKING: Story-Telling, All Levels

The test taker presents 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
Stimulus	—
Stem	—
Answer Options	—
Graphic	Three sequenced graphics telling a story; graphics are labeled First (1), Next (2), Last (3)

SPEAKING: Social Interaction, All Levels

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
Stimulus	—
Stem	Closed stem question or statement; maximum 10 words, requiring a rejoinder
Answer Options	—
Graphic	—

APPENDIX B: ITEM LEVEL STATISTICS BY LEVEL

B.1: Kindergarten – Grade 1

Listening and Speaking

	Item #	Item Format	Max Points	N Count	0	1	2	3	4	Omit	P-Value	Point Biserial ¹
Listening	1	MC	1	49872	-	90	5	2	-	3	0.90	0.35
	2	MC	1	49872	-	4	4	89	-	3	0.89	0.44
	3	MC	1	49872	-	96	1	0	-	2	0.96	0.40
	4	MC	1	49872	-	92	4	2	-	3	0.92	0.35
	5	MC	1	49872	-	1	95	1	-	2	0.95	0.48
	6	MC	1	49872	-	2	95	1	-	2	0.95	0.51
	7	MC	1	49872	-	4	1	93	-	2	0.93	0.46
	8	MC	1	49872	-	2	5	91	-	2	0.91	0.51
	9	MC	1	49872	-	2	96	1	-	2	0.96	0.50
	10	MC	1	49872	-	95	2	1	-	2	0.95	0.36
	11	MC	1	49872	-	6	5	87	-	2	0.87	0.40
	12	MC	1	49872	-	32	56	9	-	2	0.56	0.30
	13	MC	1	49872	-	7	72	19	-	2	0.72	0.24
	14	MC	1	49872	-	16	60	22	-	3	0.16	-0.05
	15	MC	1	49872	-	3	91	4	-	2	0.91	0.35
	16	MC	1	49872	-	4	2	92	-	2	0.92	0.51
	17	MC	1	49872	-	4	92	2	-	2	0.92	0.40
	18	MC	1	49872	-	87	7	4	-	2	0.87	0.29
	19	MC	1	49872	-	2	88	7	-	2	0.88	0.46
	20	MC	1	49872	-	13	72	13	-	2	0.72	0.32
	21	MC	1	49872	-	96	1	1	-	2	0.96	0.42
	22	MC	1	49872	-	1	4	93	-	2	0.93	0.42
	23	MC	1	49872	-	5	6	86	-	2	0.86	0.40
	24	MC	1	49872	-	2	17	77	-	3	0.77	0.33
Speaking	1	C1	2	49872	1	4	93	-	-	2	1.94	0.46
	2	C1	2	49872	1	4	93	-	-	2	1.94	0.48
	3	C1	2	49872	1	6	92	-	-	2	1.92	0.51
	4	C1	2	49872	3	11	84	-	-	2	1.82	0.56
	5	C1	2	49872	2	14	82	-	-	2	1.81	0.57
	6	C1	2	49872	8	27	64	-	-	2	1.57	0.67
	7	C1	2	49872	8	36	55	-	-	2	1.47	0.64
	8	C1	2	49872	9	31	59	-	-	2	1.52	0.67
	9	C1	2	49872	6	29	63	-	-	2	1.57	0.63
	10	C1	2	49872	7	27	64	-	-	2	1.58	0.67
	11	C1	4	49872	8	12	29	30	20	2	2.42	0.69
	12	C1	2	49872	12	22	64	-	-	2	1.53	0.59
	13	C1	2	49872	10	19	69	-	-	2	1.59	0.67
	14	C1	2	49872	15	23	60	-	-	2	1.45	0.64
	15	C1	2	49872	7	16	75	-	-	2	1.69	0.63
	16	C1	2	49872	15	25	58	-	-	2	1.44	0.64

1. The negative point biserials, in the above table, indicate that some SELP items did not discriminate well between low and high ability students. Negative point biserials can often be an indication of items that were miskeyed during scoring. However, such was not the case with these items.

Reading and Writing

	Item #	Item Format	Max Points	N-Count	0	1	2	3	4	Omit	P-Value	Point Biserial ¹
Reading	1	MC	1	49872	-	14	5	79	-	3	0.79	0.45
	2	MC	1	49872	-	17	18	62	-	3	0.62	0.39
	3	MC	1	49872	-	21	54	21	-	3	0.54	0.26
	4	MC	1	49872	-	22	67	8	-	3	0.67	0.37
	5	MC	1	49872	-	86	7	4	-	3	0.86	0.14
	6	MC	1	49872	-	18	74	5	-	3	0.74	0.41
	7	MC	1	49872	-	15	10	71	-	3	0.71	0.46
	8	MC	1	49872	-	73	11	13	-	3	0.73	0.07
	9	MC	1	49872	-	17	17	62	-	4	0.62	0.43
	10	MC	1	49872	-	63	22	12	-	3	0.63	0.02
	11	MC	1	49872	-	14	10	73	-	3	0.73	0.44
	12	MC	1	49872	-	36	19	41	-	4	0.41	0.35
	13	MC	1	49872	-	6	32	59	-	4	0.59	0.31
	14	MC	1	49872	-	32	23	40	-	5	0.32	-0.03
	15	MC	1	49872	-	34	47	14	-	5	0.47	0.22
Writing	1	MC	1	49872	-	84	7	6	-	3	0.84	0.13
	2	MC	1	49872	-	23	13	62	-	3	0.62	0.39
	3	MC	1	49872	-	62	21	15	-	3	0.62	0.06
	4	MC	1	49872	-	17	39	40	-	4	0.40	0.26
	5	MC	1	49872	-	22	51	23	-	3	0.51	0.17
	6	MC	1	49872	-	60	21	16	-	3	0.60	0.04
	7	MC	1	49872	-	69	19	9	-	4	0.69	0.08
	8	MC	1	49872	-	28	59	10	-	3	0.59	0.33
	9	MC	1	49872	-	83	7	8	-	3	0.83	0.14
	10	MC	1	49872	-	11	63	23	-	3	0.63	0.29
	11	MC	1	49872	-	43	25	28	-	3	0.43	0.05
	12	MC	1	49872	-	15	34	48	-	4	0.48	0.33
	13	MC	1	49872	-	32	21	43	-	5	0.43	0.35
	14	MC	1	49872	-	26	18	51	-	5	0.51	0.38
	15	MC	1	49872	-	24	54	16	-	5	0.54	0.31

1. The negative point biserials, in the above table, indicate that Some SELP items did not discriminate well between low and high ability students. Negative point biserials can often be an indication of items that were miskeyed during scoring. However, such was not the case with these items.

B.2: Grade 2 – Grade 4

Listening and Speaking

	Item #	Item Format	Max Points	N-Count	0	1	2	3	4	Omit	P-Value	Point Biserial
Listening	1	MC	1	50573	-	1	5	91	-	3	0.91	0.36
	2	MC	1	50573	-	93	1	2	-	3	0.94	0.38
	3	MC	1	50573	-	31	1	64	-	3	0.65	0.30
	4	MC	1	50573	-	84	3	9	-	3	0.84	0.34
	5	MC	1	50573	-	2	95	1	-	3	0.95	0.52
	6	MC	1	50573	-	1	2	95	-	3	0.95	0.55
	7	MC	1	50573	-	1	1	95	-	3	0.96	0.51
	8	MC	1	50573	-	88	2	7	-	3	0.88	0.33
	9	MC	1	50573	-	31	51	16	-	3	0.51	0.16
	10	MC	1	50573	-	1	2	94	-	3	0.95	0.44
	11	MC	1	50573	-	5	84	8	-	3	0.85	0.34
	12	MC	1	50573	-	62	17	18	-	3	0.62	0.14
	13	MC	1	50573	-	9	57	19	12	3	0.57	0.15
	14	MC	1	50573	-	18	9	11	59	3	0.59	0.32
	15	MC	1	50573	-	3	10	73	10	3	0.73	0.26
	16	MC	1	50573	-	57	17	9	13	3	0.57	0.11
	17	MC	1	50573	-	10	52	27	8	3	0.52	0.11
	18	MC	1	50573	-	11	6	7	74	3	0.74	0.40
	19	MC	1	50573	-	63	10	11	13	3	0.63	0.12
	20	MC	1	50573	-	8	62	13	13	3	0.62	0.19
	21	MC	1	50573	-	18	23	48	7	3	0.49	0.21
	22	MC	1	50573	-	2	3	80	12	4	0.80	0.23
	23	MC	1	50573	-	13	9	54	21	4	0.54	0.25
	24	MC	1	50573	-	3	3	10	80	4	0.81	0.31
	25	MC	1	50573	-	46	32	3	15	3	0.46	0.13
	26	MC	1	50573	-	76	7	9	5	3	0.76	0.23
Speaking	1	C1	2	50573	1	6	91	-	-	2	1.92	0.42
	2	C1	2	50573	1	2	95	-	-	2	1.96	0.44
	3	C1	2	50573	1	8	88	-	-	2	1.89	0.48
	4	C1	2	50573	1	4	93	-	-	2	1.94	0.48
	5	C1	2	50573	2	10	85	-	-	2	1.85	0.56
	6	C1	2	50573	5	13	80	-	-	2	1.77	0.59
	7	C1	2	50573	9	21	67	-	-	2	1.59	0.54
	8	C1	2	50573	8	19	70	-	-	2	1.64	0.55
	9	C1	2	50573	7	17	74	-	-	2	1.68	0.56
	10	C1	2	50573	7	19	72	-	-	3	1.67	0.57
	11	C1	4	50573	5	4	17	33	38	2	2.98	0.60
	12	C1	2	50573	4	9	85	-	-	3	1.84	0.56
	13	C1	2	50573	9	19	70	-	-	2	1.62	0.55
	14	C1	2	50573	9	18	71	-	-	2	1.64	0.54
	15	C1	2	50573	7	16	74	-	-	2	1.69	0.56
	16	C1	2	50573	5	9	84	-	-	2	1.81	0.58

Reading and Writing

	Item #	Item Format	Max Points	N-Count	0	1	2	3	4	Omit	P-Value	Point Biserial ¹
Reading	1	MC	1	50573	-	3	2	93	-	3	0.93	0.37
	2	MC	1	50573	-	6	88	4	-	3	0.88	0.32
	3	MC	1	50573	-	3	88	6	-	3	0.88	0.32
	4	MC	1	50573	-	89	6	2	-	3	0.90	0.33
	5	MC	1	50573	-	3	2	92	-	3	0.92	0.39
	6	MC	1	50573	-	71	4	22	-	3	0.71	0.24
	7	MC	1	50573	-	10	76	11	-	3	0.76	0.29
	8	MC	1	50573	-	72	12	13	-	3	0.72	0.23
	9	MC	1	50573	-	9	71	17	-	3	0.71	0.22
	10	MC	1	50573	-	10	73	6	8	3	0.73	0.31
	11	MC	1	50573	-	10	15	9	62	4	0.62	0.33
	12	MC	1	50573	-	8	8	67	14	4	0.67	0.31
	13	MC	1	50573	-	17	21	52	6	4	0.52	0.29
	14	MC	1	50573	-	71	9	8	8	4	0.71	0.23
	15	MC	1	50573	-	31	25	25	15	4	0.25	0.11
	16	MC	1	50573	-	10	21	20	46	4	0.46	0.26
	17	MC	1	50573	-	30	6	8	53	4	0.53	0.35
	18	MC	1	50573	-	22	14	52	8	4	0.52	0.29
	19	MC	1	50573	-	16	9	13	58	4	0.58	0.34
	20	MC	1	50573	-	50	11	16	19	4	0.51	0.12
	21	MC	1	50573	-	25	37	14	20	4	0.37	0.15
	22	MC	1	50573	-	42	14	29	10	4	0.30	0.21
	23	MC	1	50573	-	27	16	16	36	5	0.36	0.25
	24	MC	1	50573	-	15	19	35	27	4	0.35	0.18
	25	MC	1	50573	-	34	12	16	34	5	0.34	0.19
	26	MC	1	50573	-	30	28	15	23	4	0.30	0.07
Writing	1	MC	1	50573	-	92	2	3	-	3	0.92	0.25
	2	MC	1	50573	-	2	2	93	-	3	0.93	0.36
	3	MC	1	50573	-	10	4	83	-	3	0.83	0.29
	4	MC	1	50573	-	86	7	4	-	3	0.86	0.27
	5	MC	1	50573	-	8	64	10	15	3	0.64	0.19
	6	MC	1	50573	-	12	7	5	72	3	0.72	0.33
	7	MC	1	50573	-	9	12	11	65	3	0.65	0.30
	8	MC	1	50573	-	7	15	58	17	3	0.58	0.21
	9	MC	1	50573	-	7	67	7	16	3	0.67	0.21
	10	MC	1	50573	-	45	6	29	16	3	0.45	0.07
	11	MC	1	50573	-	52	7	12	25	3	0.53	0.06
	12	MC	1	50573	-	24	5	17	50	4	0.24	-0.06
	13	C1	2	50573	12	31	55	-	-	3	1.45	0.39
	14	C1	2	50573	14	26	57	-	-	3	1.45	0.39
	15	C1	2	50573	14	31	52	-	-	3	1.39	0.39
	16	C2	4	50573	10	14	31	26	15	3	2.23	0.40

1. The negative point biserials, in the above table, indicate that some SELP items did not discriminate well between low and high ability students. Negative point biserials can often be an indication of items that were miskeyed during scoring. However, such was not the case with these items.

B.3: Grade 5 – Grade 6

Listening and Speaking

	Item #	Item Format	Max Points	N-Count	0	1	2	3	4	Omit	P-Value	Point Biserial
Listening	1	MC	1	23233	-	93	2	2	-	3	0.93	0.45
	2	MC	1	23233	-	2	93	2	-	3	0.93	0.45
	3	MC	1	23233	-	92	3	1	-	3	0.92	0.49
	4	MC	1	23233	-	7	3	87	-	3	0.87	0.36
	5	MC	1	23233	-	6	13	78	-	4	0.78	0.45
	6	MC	1	23233	-	34	11	15	37	4	0.37	0.19
	7	MC	1	23233	-	26	11	37	22	4	0.37	0.16
	8	MC	1	23233	-	6	57	20	14	4	0.57	0.27
	9	MC	1	23233	-	4	70	6	17	4	0.70	0.31
	10	MC	1	23233	-	36	4	7	49	4	0.49	0.33
	11	MC	1	23233	-	83	4	3	6	4	0.83	0.41
	12	MC	1	23233	-	5	10	69	12	4	0.70	0.33
	13	MC	1	23233	-	5	82	5	5	4	0.82	0.34
	14	MC	1	23233	-	16	6	12	64	4	0.64	0.38
	15	MC	1	23233	-	9	77	7	4	4	0.77	0.38
	16	MC	1	23233	-	74	10	7	6	4	0.74	0.35
	17	MC	1	23233	-	82	3	5	6	4	0.82	0.40
	18	MC	1	23233	-	4	75	10	7	4	0.75	0.40
	19	MC	1	23233	-	44	16	11	25	4	0.44	0.14
	20	MC	1	23233	-	3	18	4	72	4	0.72	0.32
	21	MC	1	23233	-	14	26	47	10	4	0.47	0.25
	22	MC	1	23233	-	9	6	6	75	4	0.75	0.41
	23	MC	1	23233	-	77	3	13	3	4	0.77	0.39
	24	MC	1	23233	-	10	3	6	78	4	0.78	0.45
	25	MC	1	23233	-	3	7	84	2	4	0.84	0.52
	26	MC	1	23233	-	5	44	8	39	4	0.45	0.12
Speaking	1	C1	2	23233	1	9	86	-	-	3	1.88	0.46
	2	C1	2	23233	1	6	90	-	-	3	1.91	0.49
	3	C1	2	23233	2	9	87	-	-	3	1.88	0.52
	4	C1	2	23233	2	6	89	-	-	3	1.90	0.53
	5	C1	2	23233	3	15	79	-	-	3	1.79	0.57
	6	C2	2	23233	9	22	65	-	-	4	1.58	0.61
	7	C2	2	23233	10	23	63	-	-	4	1.55	0.61
	8	C2	2	23233	7	15	75	-	-	3	1.71	0.62
	9	C2	2	23233	11	17	68	-	-	3	1.59	0.62
	10	C2	2	23233	9	18	70	-	-	4	1.63	0.61
	11	C3	4	23233	7	5	15	27	42	4	2.94	0.65
	12	C4	2	23233	9	11	77	-	-	4	1.71	0.62
	13	C4	2	23233	10	13	73	-	-	4	1.65	0.62
	14	C4	2	23233	10	10	76	-	-	4	1.68	0.61
	15	C4	2	23233	9	12	75	-	-	4	1.69	0.63
	16	C4	2	23233	10	11	75	-	-	4	1.67	0.63

Reading and Writing

	Item #	Item Format	Max Points	N-Count	0	1	2	3	4	Omit	P-Value	Point Biserial
Reading	1	MC	1	23233	-	91	3	3	-	3	0.91	0.36
	2	MC	1	23233	-	2	93	2	-	3	0.93	0.38
	3	MC	1	23233	-	91	3	3	-	3	0.91	0.41
	4	MC	1	23233	-	4	4	88	-	3	0.88	0.44
	5	MC	1	23233	-	89	5	4	-	3	0.89	0.40
	6	MC	1	23233	-	11	13	73	-	3	0.73	0.35
	7	MC	1	23233	-	12	9	7	68	3	0.68	0.42
	8	MC	1	23233	-	7	52	9	28	4	0.53	0.19
	9	MC	1	23233	-	11	9	68	8	4	0.68	0.38
	10	MC	1	23233	-	7	24	3	62	3	0.63	0.34
	11	MC	1	23233	-	41	7	44	4	3	0.44	0.16
	12	MC	1	23233	-	9	11	62	15	4	0.62	0.34
	13	MC	1	23233	-	49	16	22	10	4	0.49	0.18
	14	MC	1	23233	-	10	17	9	60	4	0.60	0.41
	15	MC	1	23233	-	19	36	19	22	4	0.36	0.17
	16	MC	1	23233	-	12	16	58	10	4	0.58	0.32
	17	MC	1	23233	-	58	18	5	16	4	0.58	0.13
	18	MC	1	23233	-	7	12	52	26	4	0.52	0.26
	19	MC	1	23233	-	23	51	10	12	4	0.52	0.22
	20	MC	1	23233	-	17	40	17	23	4	0.40	0.13
	21	MC	1	23233	-	15	8	6	67	4	0.67	0.42
	22	MC	1	23233	-	25	35	22	14	4	0.35	0.19
	23	MC	1	23233	-	39	16	15	27	4	0.27	0.21
	24	MC	1	23233	-	14	11	17	54	4	0.54	0.31
	25	MC	1	23233	-	73	10	9	4	4	0.73	0.22
	26	MC	1	23233	-	13	12	12	59	4	0.59	0.36
Writing	1	MC	1	23233	-	88	5	3	-	3	0.88	0.35
	2	MC	1	23233	-	4	3	90	-	3	0.90	0.39
	3	MC	1	23233	-	2	93	2	-	3	0.93	0.39
	4	MC	1	23233	-	71	7	18	-	4	0.72	0.23
	5	MC	1	23233	-	5	7	11	74	4	0.74	0.41
	6	MC	1	23233	-	4	5	85	4	4	0.85	0.42
	7	MC	1	23233	-	9	74	5	9	4	0.74	0.37
	8	MC	1	23233	-	8	7	6	76	4	0.76	0.46
	9	MC	1	23233	-	9	3	62	22	4	0.62	0.32
	10	MC	1	23233	-	62	9	10	15	4	0.62	0.23
	11	MC	1	23233	-	12	6	3	75	4	0.75	0.48
	12	MC	1	23233	-	7	60	16	13	4	0.61	0.27
	13	MC	1	23233	-	5	6	20	65	4	0.65	0.37
	14	MC	1	23233	-	9	70	14	4	4	0.70	0.37
	15	MC	1	23233	-	45	15	10	25	4	0.45	0.11
	16	MC	1	23233	-	5	3	59	30	4	0.59	0.14
	17	C1	2	23233	11	33	52	-	-	3	1.43	0.48
	18	C1	2	23233	11	24	62	-	-	3	1.53	0.51
	19	C1	2	23233	13	26	57	-	-	3	1.45	0.51
	20	C2	4	23233	10	11	28	28	20	3	2.39	0.52

B.4: Grade 7 – Grade 8

Listening and Speaking

	Item #	Item Format	Max Points	N-Count	0	1	2	3	4	Omit	P-Value	Point Biserial
Listening	1	MC	1	23995	-	1	5	89	-	5	0.89	0.44
	2	MC	1	23995	-	86	7	2	-	5	0.86	0.44
	3	MC	1	23995	-	2	90	3	-	5	0.90	0.37
	4	MC	1	23995	-	87	3	5	-	5	0.87	0.46
	5	MC	1	23995	-	5	9	81	-	5	0.82	0.48
	6	MC	1	23995	-	15	22	8	49	5	0.49	0.32
	7	MC	1	23995	-	20	38	23	14	5	0.38	0.07
	8	MC	1	23995	-	9	39	13	34	5	0.39	0.12
	9	MC	1	23995	-	8	13	68	6	5	0.68	0.35
	10	MC	1	23995	-	49	6	27	13	5	0.49	0.12
	11	MC	1	23995	-	26	12	14	43	5	0.43	0.30
	12	MC	1	23995	-	17	65	8	5	5	0.65	0.36
	13	MC	1	23995	-	43	18	23	11	5	0.43	0.18
	14	MC	1	23995	-	14	9	66	6	5	0.66	0.32
	15	MC	1	23995	-	15	12	9	60	5	0.60	0.45
	16	MC	1	23995	-	30	8	50	7	5	0.50	0.28
	17	MC	1	23995	-	39	20	20	17	5	0.39	0.00
	18	MC	1	23995	-	61	10	20	3	5	0.61	0.28
	19	MC	1	23995	-	8	30	52	5	5	0.53	0.27
	20	MC	1	23995	-	9	24	34	27	5	0.27	0.21
	21	MC	1	23995	-	12	67	11	5	5	0.67	0.41
	22	MC	1	23995	-	59	7	25	5	5	0.59	0.25
	23	MC	1	23995	-	8	64	18	5	5	0.64	0.34
	24	MC	1	23995	-	15	6	8	66	5	0.66	0.44
	25	MC	1	23995	-	5	6	72	12	5	0.72	0.36
	26	MC	1	23995	-	45	13	17	20	5	0.45	0.16
	27	MC	1	23995	-	2	2	5	86	5	0.86	0.47
Speaking	1	C1	2	23995	1	15	79	-	-	5	1.81	0.41
	2	C1	2	23995	2	11	83	-	-	5	1.85	0.46
	3	C1	2	23995	2	9	84	-	-	5	1.87	0.47
	4	C1	2	23995	2	11	82	-	-	5	1.85	0.51
	5	C1	2	23995	2	12	81	-	-	5	1.84	0.50
	6	C2	2	23995	11	24	60	-	-	5	1.52	0.59
	7	C2	2	23995	12	21	62	-	-	5	1.53	0.60
	8	C2	2	23995	9	21	65	-	-	5	1.58	0.57
	9	C2	2	23995	10	23	62	-	-	5	1.55	0.59
	10	C2	2	23995	10	15	70	-	-	5	1.63	0.59
	11	C3	4	23995	8	6	16	27	38	5	2.86	0.64
	12	C4	2	23995	6	9	80	-	-	5	1.78	0.55
	13	C4	2	23995	9	10	76	-	-	5	1.71	0.58
	14	C4	2	23995	11	12	72	-	-	5	1.65	0.59
	15	C4	2	23995	11	11	73	-	-	5	1.65	0.60
	16	C4	2	23995	10	13	72	-	-	5	1.65	0.59

Reading and Writing

	Item #	Item Format	Max Points	N-Count	0	1	2	3	4	Omit	P-Value	Point Biserial
Reading	1	MC	1	23995	-	93	2	0	-	5	0.93	0.40
	2	MC	1	23995	-	72	13	10	-	5	0.72	0.29
	3	MC	1	23995	-	3	90	2	-	5	0.90	0.39
	4	MC	1	23995	-	87	2	6	-	5	0.88	0.35
	5	MC	1	23995	-	8	8	80	-	5	0.80	0.37
	6	MC	1	23995	-	22	15	7	52	5	0.52	0.37
	7	MC	1	23995	-	9	77	6	4	5	0.77	0.34
	8	MC	1	23995	-	11	5	12	67	5	0.67	0.37
	9	MC	1	23995	-	13	9	68	5	5	0.68	0.35
	10	MC	1	23995	-	11	6	15	63	5	0.63	0.37
	11	MC	1	23995	-	4	3	67	21	5	0.67	0.30
	12	MC	1	23995	-	21	52	10	12	5	0.52	0.21
	13	MC	1	23995	-	13	8	7	67	5	0.67	0.39
	14	MC	1	23995	-	41	22	23	9	5	0.41	0.19
	15	MC	1	23995	-	10	22	10	53	5	0.53	0.34
	16	MC	1	23995	-	6	6	80	3	5	0.81	0.39
	17	MC	1	23995	-	6	28	36	26	5	0.36	0.11
	18	MC	1	23995	-	8	65	6	16	5	0.65	0.32
	19	MC	1	23995	-	7	6	12	70	5	0.71	0.42
	20	MC	1	23995	-	46	19	12	18	5	0.19	0.13
	21	MC	1	23995	-	37	11	6	41	5	0.41	0.30
	22	MC	1	23995	-	11	44	29	11	5	0.44	0.13
	23	MC	1	23995	-	16	10	50	18	5	0.51	0.33
	24	MC	1	23995	-	9	17	32	37	5	0.37	0.25
	25	MC	1	23995	-	14	15	17	50	5	0.50	0.33
	26	MC	1	23995	-	11	14	10	59	5	0.59	0.37
	27	MC	1	23995	-	53	11	15	16	5	0.53	0.24
	28	MC	1	23995	-	15	54	12	13	5	0.55	0.24
	29	MC	1	23995	-	11	9	67	7	5	0.67	0.31
Writing	1	MC	1	23995	-	7	83	6	-	5	0.83	0.31
	2	MC	1	23995	-	87	4	4	-	5	0.87	0.32
	3	MC	1	23995	-	2	2	91	-	5	0.91	0.37
	4	MC	1	23995	-	11	2	3	79	5	0.80	0.36
	5	MC	1	23995	-	76	6	6	7	5	0.77	0.31
	6	MC	1	23995	-	5	5	7	79	5	0.79	0.38
	7	MC	1	23995	-	4	80	9	2	5	0.80	0.29
	8	MC	1	23995	-	13	5	63	14	5	0.63	0.29
	9	MC	1	23995	-	12	14	10	59	5	0.59	0.32
	10	MC	1	23995	-	8	7	40	39	5	0.39	0.21
	11	MC	1	23995	-	71	12	3	10	5	0.71	0.20
12	MC	1	23995	-	3	8	76	7	5	0.77	0.29	
13	MC	1	23995	-	16	67	5	8	5	0.67	0.29	
14	MC	1	23995	-	3	70	9	13	5	0.70	0.28	
15	MC	1	23995	-	69	6	9	11	5	0.69	0.23	
16	MC	1	23995	-	41	19	6	29	5	0.41	0.04	
17	C1	2	23995	9	21	65	-	-	5	1.58	0.43	
18	C1	2	23995	14	29	53	-	-	5	1.41	0.44	
19	C1	2	23995	14	25	56	-	-	5	1.45	0.44	
20	C2	4	23995	11	14	29	26	15	5	2.21	0.46	

B.5: Grade 9 – Grade 12

Listening and Speaking

	Item #	Item Format	Max Points	N-Count	0	1	2	3	4	Omit	P-Value	Point Biserial
Listening	1	MC	1	50573	-	72	3	3	-	22	0.73	0.62
	2	MC	1	50573	-	3	2	73	-	22	0.74	0.65
	3	MC	1	50573	-	60	6	12	-	22	0.61	0.45
	4	MC	1	50573	-	4	68	6	-	22	0.69	0.58
	5	MC	1	50573	-	72	4	1	-	22	0.73	0.64
	6	MC	1	50573	-	38	26	11	3	22	0.26	0.21
	7	MC	1	50573	-	14	8	27	29	23	0.29	0.30
	8	MC	1	50573	-	11	9	56	2	22	0.57	0.41
	9	MC	1	50573	-	6	51	15	5	23	0.52	0.34
	10	MC	1	50573	-	57	3	4	14	22	0.57	0.40
	11	MC	1	50573	-	20	10	31	17	22	0.31	0.27
	12	MC	1	50573	-	38	4	6	30	22	0.30	0.25
	13	MC	1	50573	-	58	14	3	2	22	0.59	0.44
	14	MC	1	50573	-	12	6	16	43	22	0.44	0.41
	15	MC	1	50573	-	9	53	6	10	22	0.53	0.41
	16	MC	1	50573	-	16	8	49	4	23	0.50	0.40
	17	MC	1	50573	-	6	12	8	51	23	0.52	0.47
	18	MC	1	50573	-	2	10	8	58	22	0.59	0.48
	19	MC	1	50573	-	24	30	19	5	22	0.24	0.11
	20	MC	1	50573	-	4	21	8	45	22	0.46	0.41
	21	MC	1	50573	-	48	14	11	4	22	0.49	0.29
	22	MC	1	50573	-	8	53	4	12	22	0.54	0.40
	23	MC	1	50573	-	20	34	9	15	22	0.34	0.29
	24	MC	1	50573	-	2	7	45	24	22	0.46	0.21
	25	MC	1	50573	-	48	2	13	14	22	0.49	0.32
	26	MC	1	50573	-	9	5	61	3	22	0.62	0.54
	27	MC	1	50573	-	25	11	18	22	22	0.23	0.25
Speaking	1	C1	2	50573	1	12	67	-	-	20	1.83	0.26
	2	C1	2	50573	1	7	72	-	-	20	1.90	0.25
	3	C1	2	50573	1	17	62	-	-	20	1.77	0.29
	4	C1	2	50573	1	11	68	-	-	20	1.84	0.31
	5	C1	2	50573	1	11	67	-	-	20	1.83	0.31
	6	C2	2	50573	5	23	52	-	-	20	1.59	0.36
	7	C2	2	50573	10	25	45	-	-	20	1.44	0.36
	8	C2	2	50573	6	23	51	-	-	20	1.57	0.35
	9	C2	2	50573	5	15	59	-	-	20	1.68	0.35
	10	C2	2	50573	9	23	48	-	-	20	1.49	0.34
	11	C3	4	50573	3	5	15	26	31	20	2.97	0.40
	12	C4	2	50573	7	15	57	-	-	20	1.62	0.36
	13	C4	2	50573	8	14	58	-	-	20	1.64	0.37
	14	C4	2	50573	6	14	59	-	-	20	1.67	0.37
	15	C4	2	50573	4	13	63	-	-	20	1.73	0.36
	16	C4	2	50573	8	8	64	-	-	20	1.70	0.37

Reading and Writing

	Item #	Item Format	Max Points	N-Count	0	1	2	3	4	Omit	P-Value	Point Biserial
Reading	1	MC	1	50573	-	77	2	0	-	21	0.78	0.62
	2	MC	1	50573	-	1	77	0	-	21	0.78	0.65
	3	MC	1	50573	-	0	1	77	-	21	0.78	0.65
	4	MC	1	50573	-	70	3	6	-	21	0.71	0.47
	5	MC	1	50573	-	6	70	3	-	21	0.71	0.49
	6	MC	1	50573	-	2	60	8	9	21	0.61	0.30
	7	MC	1	50573	-	16	8	9	46	21	0.46	0.35
	8	MC	1	50573	-	1	2	70	5	21	0.71	0.48
	9	MC	1	50573	-	9	8	5	56	21	0.57	0.41
	10	MC	1	50573	-	4	7	15	52	22	0.52	0.37
	11	MC	1	50573	-	6	64	6	2	21	0.65	0.44
	12	MC	1	50573	-	2	6	3	68	21	0.69	0.51
	13	MC	1	50573	-	9	10	44	14	21	0.45	0.28
	14	MC	1	50573	-	52	3	20	4	21	0.53	0.28
	15	MC	1	50573	-	4	59	8	8	22	0.59	0.32
	16	MC	1	50573	-	18	35	22	4	21	0.36	0.27
	17	MC	1	50573	-	66	4	5	4	22	0.66	0.42
	18	MC	1	50573	-	27	9	6	36	22	0.37	0.33
	19	MC	1	50573	-	2	65	9	1	22	0.66	0.44
	20	MC	1	50573	-	14	9	3	52	22	0.53	0.40
	21	MC	1	50573	-	47	11	12	8	22	0.48	0.29
	22	MC	1	50573	-	9	10	47	12	22	0.47	0.29
	23	MC	1	50573	-	3	5	8	63	22	0.63	0.48
	24	MC	1	50573	-	56	8	8	6	22	0.56	0.31
	25	MC	1	50573	-	5	8	59	6	22	0.60	0.40
	26	MC	1	50573	-	59	6	6	7	22	0.59	0.38
	27	MC	1	50573	-	8	9	50	11	22	0.50	0.34
	28	MC	1	50573	-	5	12	5	55	22	0.56	0.40
	29	MC	1	50573	-	7	54	10	6	22	0.55	0.34
Writing	1	MC	1	50573	-	4	72	3	-	21	0.73	0.36
	2	MC	1	50573	-	2	1	76	-	21	0.77	0.41
	3	MC	1	50573	-	78	1	1	-	21	0.78	0.43
	4	MC	1	50573	-	4	4	5	67	21	0.67	0.33
	5	MC	1	50573	-	2	70	4	3	21	0.71	0.31
	6	MC	1	50573	-	28	3	32	16	21	0.28	0.05
	7	MC	1	50573	-	2	4	68	5	21	0.69	0.36
	8	MC	1	50573	-	8	12	14	44	21	0.45	0.25
	9	MC	1	50573	-	67	3	3	6	21	0.68	0.25
	10	MC	1	50573	-	11	12	50	6	21	0.50	0.26
	11	MC	1	50573	-	4	26	6	43	21	0.43	0.28
	12	MC	1	50573	-	7	54	8	10	21	0.55	0.21
	13	MC	1	50573	-	10	31	9	29	21	0.32	0.12
	14	MC	1	50573	-	8	5	17	50	21	0.50	0.31
	15	MC	1	50573	-	18	39	6	16	21	0.40	0.16
	16	MC	1	50573	-	4	53	19	4	21	0.19	0.10
	17	C1	2	50573	6	21	52	-	-	21	1.58	0.32
	18	C1	2	50573	9	22	48	-	-	21	1.48	0.33
	19	C1	2	50573	11	23	45	-	-	21	1.42	0.33
	20	C2	4	50573	7	9	21	25	17	21	2.46	0.36

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	-8.08	2.01	317	70
1	-6.67	1.01	367	35
2	-5.95	0.73	392	25
3	-5.51	0.60	407	21
4	-5.19	0.53	418	18
5	-4.94	0.48	427	17
6	-4.73	0.44	434	16
7	-4.54	0.42	441	15
8	-4.38	0.40	447	14
9	-4.23	0.38	452	13
10	-4.09	0.36	457	13
11	-3.96	0.35	461	12
12	-3.84	0.34	465	12
13	-3.73	0.34	470	12
14	-3.62	0.33	473	12
15	-3.51	0.33	477	11
16	-3.40	0.32	481	11
17	-3.30	0.32	484	11
18	-3.20	0.31	488	11
19	-3.11	0.31	491	11
20	-3.01	0.31	495	11
21	-2.92	0.31	498	11
22	-2.82	0.31	501	11
23	-2.73	0.30	504	11
24	-2.64	0.30	508	11
25	-2.55	0.30	511	11
26	-2.46	0.30	514	11
27	-2.37	0.30	517	10
28	-2.28	0.30	520	10
29	-2.19	0.30	523	10
30	-2.10	0.30	527	10
31	-2.01	0.30	530	10
32	-1.92	0.30	533	10
33	-1.83	0.30	536	10
34	-1.74	0.30	539	10
35	-1.65	0.30	542	11
36	-1.56	0.30	545	11
37	-1.47	0.30	549	11
38	-1.38	0.31	552	11
39	-1.28	0.31	555	11

Raw Score	Measure	SE	Scale Score	SE(SS)
40	-1.18	0.31	559	11
41	-1.08	0.32	562	11
42	-0.98	0.32	566	11
43	-0.87	0.33	569	12
44	-0.76	0.34	573	12
45	-0.65	0.35	577	12
46	-0.52	0.36	582	12
47	-0.39	0.37	586	13
48	-0.25	0.38	591	13
49	-0.10	0.40	596	14
50	0.07	0.42	602	15
51	0.25	0.45	609	16
52	0.47	0.48	616	17
53	0.71	0.52	625	18
54	1.01	0.58	635	20
55	1.39	0.66	649	23
56	1.93	0.81	667	28
57	2.80	1.11	698	39
58	4.38	2.07	753	72

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

Reading and Writing

Raw Score	Measure	SE	Scale Score	SE(SS)
0	-6.47	2.02	373	71
1	-5.04	1.03	424	36
2	-4.28	0.75	450	26
3	-3.81	0.63	467	22
4	-3.45	0.56	479	20
5	-3.16	0.52	489	18
6	-2.91	0.48	498	17
7	-2.69	0.46	506	16
8	-2.49	0.44	513	15
9	-2.30	0.43	519	15
10	-2.12	0.42	526	15
11	-1.95	0.41	532	14
12	-1.79	0.40	537	14
13	-1.63	0.40	543	14
14	-1.47	0.39	548	14
15	-1.32	0.39	554	14
16	-1.17	0.39	559	14
17	-1.01	0.40	565	14
18	-0.85	0.40	570	14
19	-0.69	0.40	576	14
20	-0.52	0.41	582	14
21	-0.35	0.42	588	15
22	-0.16	0.44	594	15
23	0.03	0.45	601	16
24	0.25	0.48	609	17
25	0.49	0.51	617	18
26	0.77	0.55	627	19
27	1.12	0.62	639	22
28	1.58	0.75	655	26
29	2.33	1.03	681	36
30	3.75	2.01	731	70

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

C.2: Grade 2 – Grade 4

Listening and Speaking

Raw Score	Measure	SE	Scale Score	SE(SS)
0	-6.24	2.00	382	70.00
1	-4.84	1.01	430	35.00
2	-4.14	0.72	455	25.00
3	-3.72	0.59	470	21.00
4	-3.42	0.52	480	18.00
5	-3.18	0.47	489	16.00
6	-2.98	0.43	496	15.00
7	-2.80	0.41	502	14.00
8	-2.65	0.38	507	13.00
9	-2.50	0.37	512	13.00
10	-2.37	0.36	517	12.00
11	-2.25	0.34	521	12.00
12	-2.13	0.34	525	12.00
13	-2.02	0.33	529	11.00
14	-1.92	0.32	533	11.00
15	-1.82	0.32	536	11.00
16	-1.72	0.31	540	11.00
17	-1.63	0.30	543	11.00
18	-1.54	0.30	546	11.00
19	-1.45	0.30	549	10.00
20	-1.36	0.29	552	10.00
21	-1.27	0.29	555	10.00
22	-1.19	0.29	558	10.00
23	-1.11	0.28	561	10.00
24	-1.03	0.28	564	10.00
25	-0.95	0.28	567	10.00
26	-0.87	0.28	570	10.00
27	-0.79	0.28	572	10.00
28	-0.72	0.28	575	10.00
29	-0.64	0.28	578	10.00
30	-0.56	0.28	580	10.00
31	-0.49	0.28	583	10.00
32	-0.41	0.28	586	10.00
33	-0.34	0.28	588	10.00
34	-0.26	0.28	591	10.00
35	-0.18	0.28	594	10.00
36	-0.10	0.28	596	10.00
37	-0.02	0.28	599	10.00
38	0.06	0.29	602	10.00
39	0.14	0.29	605	10.00
40	0.23	0.29	608	10.00
41	0.31	0.30	611	10.00
42	0.40	0.30	614	11.00
43	0.50	0.31	617	11.00
44	0.59	0.31	621	11.00
45	0.69	0.32	624	11.00
46	0.79	0.33	628	11.00
47	0.90	0.33	632	12.00

Raw Score	Measure	SE	Scale Score	SE(SS)
48	1.02	0.34	636	12.00
49	1.14	0.35	640	12.00
50	1.27	0.37	644	13.00
51	1.41	0.38	649	13.00
52	1.56	0.40	655	14.00
53	1.73	0.42	661	15.00
54	1.92	0.45	667	16.00
55	2.14	0.48	675	17.00
56	2.39	0.53	684	19.00
57	2.72	0.61	695	21.00
58	3.16	0.73	710	26.00
59	3.88	1.02	736	36.00
60	5.30	2.01	785	70.00

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

Reading and Writing

Raw Score	Measure	SE	Scale Score	SE(SS)
0	-5.61	2.02	404	71
1	-4.16	1.04	454	36
2	-3.40	0.76	481	26
3	-2.92	0.64	498	22
4	-2.56	0.57	510	20
5	-2.27	0.52	520	18
6	-2.02	0.48	529	17
7	-1.80	0.46	537	16
8	-1.61	0.43	544	15
9	-1.43	0.42	550	15
10	-1.26	0.40	556	14
11	-1.11	0.39	561	14
12	-0.96	0.38	566	13
13	-0.82	0.37	571	13
14	-0.69	0.36	576	12
15	-0.57	0.35	580	12
16	-0.45	0.34	584	12
17	-0.33	0.34	589	12
18	-0.21	0.34	592	12
19	-0.10	0.33	596	12
20	0.01	0.33	600	12
21	0.11	0.33	604	11
22	0.22	0.33	608	11
23	0.33	0.33	611	11
24	0.43	0.33	615	11
25	0.54	0.33	619	11
26	0.64	0.33	623	11
27	0.75	0.33	626	11
28	0.86	0.33	630	12
29	0.97	0.33	634	12
30	1.08	0.33	638	12
31	1.19	0.34	642	12
32	1.31	0.34	646	12
33	1.43	0.35	650	12
34	1.55	0.35	654	12
35	1.68	0.36	659	13
36	1.81	0.37	663	13
37	1.95	0.38	668	13
38	2.10	0.39	673	14
39	2.25	0.40	679	14
40	2.42	0.42	685	15
41	2.61	0.44	691	15
42	2.81	0.46	698	16
43	3.04	0.50	706	17
44	3.31	0.55	716	19

Raw Score	Measure	SE	Scale Score	SE(SS)
45	3.65	0.62	728	22
46	4.10	0.74	743	26
47	4.84	1.02	769	36
48	6.26	2.01	819	70

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

C.3: Grade 5 – Grade 6

Listening and Speaking

Raw Score	Measure	SE	Scale Score	SE(SS)
0	-5.98	2.00	391	70
1	-4.58	1.01	440	35
2	-3.88	0.72	464	25
3	-3.46	0.59	479	21
4	-3.15	0.52	490	18
5	-2.91	0.47	498	16
6	-2.71	0.43	505	15
7	-2.53	0.41	511	14
8	-2.38	0.39	517	13
9	-2.23	0.37	522	13
10	-2.10	0.35	526	12
11	-1.98	0.34	531	12
12	-1.87	0.33	535	12
13	-1.76	0.32	538	11
14	-1.66	0.32	542	11
15	-1.56	0.31	545	11
16	-1.47	0.30	549	11
17	-1.38	0.30	552	10
18	-1.29	0.29	555	10
19	-1.21	0.29	558	10
20	-1.13	0.28	561	10
21	-1.05	0.28	563	10
22	-0.97	0.28	566	10
23	-0.89	0.28	569	10
24	-0.81	0.27	571	10
25	-0.74	0.27	574	10
26	-0.67	0.27	577	9
27	-0.59	0.27	579	9
28	-0.52	0.27	582	9
29	-0.45	0.27	584	9
30	-0.37	0.27	587	9
31	-0.30	0.27	590	9
32	-0.23	0.27	592	10
33	-0.15	0.27	595	10
34	-0.08	0.28	597	10
35	0.00	0.28	600	10
36	0.08	0.28	603	10
37	0.16	0.28	605	10
38	0.24	0.29	608	10
39	0.32	0.29	611	10
40	0.41	0.30	614	10
41	0.50	0.30	617	11
42	0.59	0.31	621	11
43	0.68	0.31	624	11
44	0.78	0.32	627	11
45	0.89	0.33	631	11
46	1.00	0.34	635	12
47	1.11	0.35	639	12

Raw Score	Measure	SE	Scale Score	SE(SS)
48	1.24	0.36	643	12
49	1.37	0.37	648	13
50	1.51	0.38	653	13
51	1.67	0.40	658	14
52	1.83	0.42	664	15
53	2.02	0.44	671	15
54	2.23	0.47	678	16
55	2.46	0.51	686	18
56	2.74	0.55	696	19
57	3.09	0.63	708	22
58	3.56	0.75	724	26
59	4.31	1.03	751	36
60	5.74	2.02	801	71

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

Reading and Writing

Raw Score	Measure	SE	Scale Score	SE(SS)
0	-5.07	2.01	422	70
1	-3.64	1.03	473	36
2	-2.89	0.75	499	26
3	-2.43	0.63	515	22
4	-2.08	0.55	527	19
5	-1.80	0.51	537	18
6	-1.56	0.47	545	16
7	-1.35	0.44	553	16
8	-1.17	0.42	559	15
9	-1.00	0.41	565	14
10	-0.84	0.39	571	14
11	-0.69	0.38	576	13
12	-0.55	0.37	581	13
13	-0.42	0.36	585	12
14	-0.29	0.35	590	12
15	-0.18	0.34	594	12
16	-0.06	0.34	598	12
17	0.05	0.33	602	12
18	0.16	0.33	606	11
19	0.26	0.32	609	11
20	0.36	0.32	613	11
21	0.46	0.31	616	11
22	0.56	0.31	620	11
23	0.66	0.31	623	11
24	0.76	0.31	626	11
25	0.85	0.31	630	11
26	0.95	0.31	633	11
27	1.04	0.31	636	11
28	1.14	0.31	640	11
29	1.23	0.31	643	11
30	1.33	0.31	647	11
31	1.43	0.31	650	11
32	1.52	0.32	653	11
33	1.63	0.32	657	11
34	1.73	0.32	660	11
35	1.83	0.32	664	11
36	1.94	0.33	668	12
37	2.05	0.33	672	12
38	2.16	0.34	676	12
39	2.28	0.35	680	12
40	2.40	0.36	684	12
41	2.53	0.37	689	13
42	2.67	0.38	694	13
43	2.82	0.39	699	14
44	2.98	0.41	704	14
45	3.15	0.43	710	15
46	3.35	0.45	717	16

Raw Score	Measure	SE	Scale Score	SE(SS)
47	3.57	0.49	725	17
48	3.83	0.54	734	19
49	4.16	0.61	745	21
50	4.60	0.73	761	26
51	5.33	1.02	787	36
52	6.74	2.01	836	70

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

C.4: Grade 7 – Grade 8

Listening and Speaking

Raw Score	Measure	SE	Scale Score	SE(SS)
0	-5.17	2.00	419	70
1	-3.77	1.01	468	35
2	-3.05	0.72	493	25
3	-2.63	0.59	508	21
4	-2.32	0.52	519	18
5	-2.08	0.47	527	16
6	-1.88	0.43	534	15
7	-1.70	0.41	540	14
8	-1.55	0.38	546	13
9	-1.41	0.37	551	13
10	-1.28	0.35	555	12
11	-1.16	0.34	559	12
12	-1.05	0.33	563	11
13	-0.94	0.32	567	11
14	-0.84	0.31	570	11
15	-0.75	0.31	574	11
16	-0.66	0.30	577	10
17	-0.57	0.29	580	10
18	-0.48	0.29	583	10
19	-0.40	0.29	586	10
20	-0.32	0.28	589	10
21	-0.24	0.28	592	10
22	-0.16	0.28	594	10
23	-0.08	0.28	597	10
24	-0.01	0.28	600	10
25	0.07	0.28	602	10
26	0.15	0.28	605	10
27	0.22	0.27	608	10
28	0.30	0.27	610	10
29	0.37	0.28	613	10
30	0.45	0.28	616	10
31	0.53	0.28	618	10
32	0.60	0.28	621	10
33	0.68	0.28	624	10
34	0.76	0.28	627	10
35	0.84	0.28	629	10
36	0.92	0.29	632	10
37	1.00	0.29	635	10
38	1.09	0.29	638	10
39	1.17	0.30	641	10
40	1.26	0.30	644	10
41	1.35	0.30	647	11
42	1.45	0.31	651	11
43	1.54	0.31	654	11
44	1.64	0.32	657	11
45	1.74	0.32	661	11
46	1.85	0.33	665	12
47	1.96	0.34	669	12

Raw Score	Measure	SE	Scale Score	SE(SS)
48	2.08	0.34	673	12
49	2.20	0.35	677	12
50	2.33	0.36	682	13
51	2.47	0.38	686	13
52	2.61	0.39	691	14
53	2.77	0.41	697	14
54	2.95	0.43	703	15
55	3.15	0.46	710	16
56	3.37	0.49	718	17
57	3.64	0.54	727	19
58	3.97	0.62	739	22
59	4.42	0.74	755	26
60	5.16	1.02	781	36
61	6.59	2.01	830	70

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

Reading and Writing

Raw Score	Measure	SE	Scale Score	SE(SS)
0	-4.95	2.02	427	71
1	-3.52	1.03	477	36
2	-2.76	0.75	503	26
3	-2.30	0.62	519	22
4	-1.96	0.55	531	19
5	-1.68	0.50	541	18
6	-1.45	0.46	549	16
7	-1.25	0.44	556	15
8	-1.07	0.41	563	14
9	-0.90	0.40	568	14
10	-0.75	0.38	574	13
11	-0.61	0.37	579	13
12	-0.48	0.36	583	12
13	-0.36	0.35	587	12
14	-0.24	0.34	592	12
15	-0.13	0.33	595	12
16	-0.02	0.32	599	11
17	0.08	0.32	603	11
18	0.18	0.31	606	11
19	0.28	0.31	610	11
20	0.37	0.31	613	11
21	0.47	0.30	616	11
22	0.56	0.30	620	11
23	0.65	0.30	623	10
24	0.74	0.30	626	10
25	0.83	0.30	629	10
26	0.92	0.30	632	10
27	1.01	0.30	635	10
28	1.09	0.30	638	10
29	1.18	0.30	641	10
30	1.27	0.30	644	10
31	1.36	0.30	648	10
32	1.45	0.30	651	11
33	1.54	0.30	654	11
34	1.63	0.31	657	11
35	1.73	0.31	660	11
36	1.82	0.31	664	11
37	1.92	0.32	667	11
38	2.02	0.32	671	11
39	2.13	0.32	674	11
40	2.23	0.33	678	12
41	2.34	0.34	682	12
42	2.46	0.34	686	12
43	2.58	0.35	690	12
44	2.71	0.36	695	13
45	2.85	0.38	700	13
46	2.99	0.39	705	14
47	3.15	0.41	710	14
48	3.33	0.43	716	15
49	3.52	0.45	723	16
50	3.74	0.49	731	17
51	4.01	0.54	740	19

Raw Score	Measure	SE	Scale Score	SE(SS)
52	4.33	0.61	752	21
53	4.78	0.73	767	26
54	5.51	1.02	793	36
55	6.93	2.01	842	70

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

C.5: Grade 9 – Grade 12

Listening and Speaking

Raw Score	Measure	SE	Scale Score	SE(SS)
0	-4.45	2.00	444	70
1	-3.05	1.01	493	35
2	-2.34	0.72	518	25
3	-1.92	0.59	533	21
4	-1.62	0.51	543	18
5	-1.38	0.46	552	16
6	-1.19	0.43	558	15
7	-1.02	0.40	564	14
8	-0.87	0.38	570	13
9	-0.73	0.36	574	13
10	-0.61	0.34	579	12
11	-0.49	0.33	583	12
12	-0.39	0.32	586	11
13	-0.29	0.31	590	11
14	-0.19	0.30	593	11
15	-0.10	0.30	596	10
16	-0.02	0.29	599	10
17	0.07	0.29	602	10
18	0.15	0.28	605	10
19	0.22	0.28	608	10
20	0.30	0.27	611	10
21	0.37	0.27	613	9
22	0.45	0.27	616	9
23	0.52	0.27	618	9
24	0.59	0.26	621	9
25	0.66	0.26	623	9
26	0.73	0.26	625	9
27	0.80	0.26	628	9
28	0.86	0.26	630	9
29	0.93	0.26	633	9
30	1.00	0.26	635	9
31	1.07	0.26	638	9
32	1.14	0.27	640	9
33	1.21	0.27	642	9
34	1.29	0.27	645	9
35	1.36	0.27	648	10
36	1.44	0.28	650	10
37	1.51	0.28	653	10
38	1.59	0.28	656	10
39	1.67	0.29	659	10
40	1.76	0.29	662	10
41	1.84	0.30	665	10
42	1.93	0.30	668	11
43	2.03	0.31	671	11
44	2.12	0.31	674	11
45	2.23	0.32	678	11
46	2.33	0.33	682	12
47	2.44	0.34	686	12

Raw Score	Measure	SE	Scale Score	SE(SS)
48	2.56	0.35	690	12
49	2.68	0.36	694	12
50	2.82	0.37	699	13
51	2.96	0.38	704	13
52	3.11	0.40	709	14
53	3.28	0.42	715	15
54	3.46	0.44	721	15
55	3.66	0.47	728	16
56	3.89	0.50	736	18
57	4.17	0.55	746	19
58	4.51	0.62	758	22
59	4.96	0.74	774	26
60	5.71	1.03	800	36
61	7.14	2.01	850	70

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

Reading and Writing

Raw Score	Measure	SE	Scale Score	SE(SS)
0	-4.40	2.01	446	70
1	-2.98	1.02	496	36
2	-2.24	0.74	522	26
3	-1.79	0.62	537	22
4	-1.45	0.54	549	19
5	-1.18	0.50	559	17
6	-0.96	0.46	567	16
7	-0.76	0.43	573	15
8	-0.58	0.41	580	14
9	-0.42	0.39	585	14
10	-0.27	0.38	591	13
11	-0.13	0.37	595	13
12	0.00	0.36	600	12
13	0.12	0.35	604	12
14	0.24	0.34	608	12
15	0.35	0.33	612	12
16	0.46	0.32	616	11
17	0.56	0.32	620	11
18	0.66	0.31	623	11
19	0.76	0.31	627	11
20	0.85	0.31	630	11
21	0.95	0.30	633	11
22	1.04	0.30	636	11
23	1.13	0.30	639	10
24	1.21	0.30	643	10
25	1.30	0.30	646	10
26	1.39	0.29	649	10
27	1.48	0.29	652	10
28	1.56	0.29	655	10
29	1.65	0.30	658	10
30	1.74	0.30	661	10
31	1.83	0.30	664	10
32	1.91	0.30	667	10
33	2.00	0.30	670	11
34	2.09	0.30	673	11
35	2.19	0.31	677	11
36	2.28	0.31	680	11
37	2.38	0.31	683	11
38	2.48	0.32	687	11
39	2.58	0.32	690	11
40	2.69	0.33	694	12
41	2.80	0.34	698	12
42	2.91	0.34	702	12
43	3.04	0.35	706	12
44	3.16	0.36	711	13
45	3.30	0.37	715	13
46	3.44	0.39	721	14
47	3.60	0.41	726	14
48	3.78	0.43	732	15
49	3.97	0.46	739	16
50	4.19	0.49	747	17
51	4.46	0.54	756	19

Raw Score	Measure	SE	Scale Score	SE(SS)
52	4.79	0.61	768	21
53	5.23	0.74	783	26
54	5.97	1.02	809	36
55	7.39	2.01	858	70

Note: The scale scores in the above table are a revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005.

APPENDIX D: IRT

D.1: Kindergarten – Grade 1

Listening and Speaking

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Difficulty	In Fit	Out Fit
Listening	1	36492	-3.05	0.02	1.25	1.34
	2	36492	-2.69	0.02	1.05	1.02
	3	36492	-4.22	0.03	0.97	0.80
	4	36492	-3.09	0.02	1.09	1.03
	5	36492	-4.02	0.03	0.91	0.86
	6	36492	-3.76	0.03	0.89	0.69
	7	36492	-3.42	0.02	0.99	1.19
	8	36492	-2.90	0.02	0.94	0.74
	9	36492	-3.98	0.03	0.90	0.66
	10	36492	-3.65	0.03	0.92	0.94
	11	36492	-2.40	0.02	1.11	1.30
	12	36492	-0.10	0.01	1.22	1.46
	13	36492	-1.28	0.01	1.31	1.53
	14	36492	2.44	0.02	1.41	7.31
	15	36492	-3.34	0.02	1.37	1.69
	16	36492	-3.11	0.02	0.97	0.85
	17	36492	-3.50	0.02	1.36	1.86
	18	36492	-2.54	0.02	1.21	1.46
	19	36492	-2.07	0.02	0.81	0.65
	20	36492	-1.61	0.01	1.44	1.72
	21	36492	-4.04	0.03	0.96	0.72
	22	36492	-3.73	0.03	1.44	1.76
	23	36492	-2.39	0.02	1.11	1.27
	24	36492	-1.69	0.01	1.26	1.48
Speaking	1	36492	-3.61	0.02	1.04	0.83
	2	36492	-3.56	0.02	1.01	0.83
	3	36492	-3.46	0.02	0.93	0.54
	4	36492	-2.16	0.01	0.78	0.52
	5	36492	-2.83	0.01	0.90	0.68
	6	36492	-1.47	0.01	0.74	0.62
	7	36492	-1.33	0.01	0.77	0.71
	8	36492	-1.31	0.01	0.71	0.64
	9	36492	-1.56	0.01	0.76	0.69
	10	36492	-1.46	0.01	0.73	0.64
	11	36492	-0.61	0.01	0.82	0.85
	12	36492	-1.09	0.01	0.93	0.83
	13	36492	-1.40	0.01	0.74	0.61
	14	36492	-1.06	0.01	0.83	0.73
	15	36492	-1.74	0.01	0.79	0.63
	16	36492	-1.04	0.01	0.83	0.73

Reading and Writing

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Diff	In Fit	Out Fit
Reading	1	35980	-2.52	0.01	0.90	0.85
	2	35980	-1.42	0.01	0.89	0.83
	3	35980	-1.24	0.01	1.09	1.12
	4	35980	-1.90	0.01	0.94	0.82
	5	35980	-3.29	0.02	1.02	0.74
	6	35980	-2.33	0.01	0.89	0.67
	7	35980	-1.89	0.01	0.82	0.67
	8	35980	-1.87	0.01	0.91	0.75
	9	35980	-1.10	0.01	0.82	0.72
	10	35980	-1.46	0.01	1.09	1.01
	11	35980	-2.01	0.01	0.80	0.65
	12	35980	-0.15	0.01	1.05	1.10
	13	35980	-1.18	0.01	1.01	0.97
	14	35980	0.17	0.01	1.40	1.67
	15	35980	-0.58	0.01	1.17	1.20
Writing	1	35980	-2.54	0.01	0.77	0.61
	2	35980	-1.39	0.01	0.90	0.83
	3	35980	-1.58	0.01	1.01	0.94
	4	35980	-0.22	0.01	1.20	1.28
	5	35980	-0.34	0.01	1.66	1.88
	6	35980	-1.02	0.01	1.05	1.00
	7	35980	-1.87	0.01	1.01	0.95
	8	35980	-1.21	0.01	1.00	0.97
	9	35980	-2.80	0.02	0.90	0.68
	10	35980	-1.34	0.01	0.84	0.74
	11	35980	-0.37	0.01	1.05	1.10
	12	35980	-0.66	0.01	1.12	1.13
	13	35980	-0.56	0.01	0.96	0.95
	14	35980	-0.64	0.01	0.96	0.95
	15	35980	-0.70	0.01	0.93	0.89

D.2: Grade 2 – Grade 4

Listening and Speaking

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Difficulty	In Fit	Out Fit
Listening	1	38445	-1.55	0.02	1.07	0.98
	2	38445	-2.00	0.02	1.02	0.73
	3	38445	0.71	0.01	1.06	1.15
	4	38445	-0.78	0.02	0.97	0.85
	5	38445	-2.40	0.03	0.92	0.54
	6	38445	-2.30	0.02	0.89	0.45
	7	38445	-2.62	0.03	0.93	0.64
	8	38445	-1.14	0.02	0.99	0.80
	9	38445	1.35	0.01	1.17	1.43
	10	38445	-2.21	0.02	1.02	0.76
	11	38445	-0.72	0.02	1.02	0.97
	12	38445	0.68	0.01	1.14	1.24
	13	38445	1.01	0.01	1.14	1.28
	14	38445	0.91	0.01	1.03	1.07
	15	38445	-0.19	0.01	1.28	1.37
	16	38445	0.99	0.01	1.12	1.23
	17	38445	0.95	0.01	1.24	1.41
	18	38445	-0.48	0.01	1.27	1.24
	19	38445	0.36	0.01	1.23	1.30
	20	38445	0.49	0.01	1.15	1.20
	21	38445	1.01	0.01	1.17	1.27
	22	38445	-0.64	0.01	1.34	1.66
	23	38445	0.95	0.01	1.07	1.13
	24	38445	-0.48	0.01	1.19	1.38
	25	38445	1.42	0.01	1.03	1.10
	26	38445	-0.08	0.01	1.06	1.06
Speaking	1	38445	-2.17	0.02	0.96	0.74
	2	38445	-2.32	0.02	0.90	0.47
	3	38445	-1.95	0.02	0.86	0.61
	4	38445	-2.11	0.02	0.83	0.41
	5	38445	-0.86	0.01	0.51	0.36
	6	38445	-0.59	0.01	0.57	0.45
	7	38445	0.07	0.01	0.70	0.62
	8	38445	0.01	0.01	0.65	0.57
	9	38445	-0.32	0.01	0.69	0.59
	10	38445	-0.14	0.01	0.64	0.58
	11	38445	0.20	0.01	0.74	0.76
	12	38445	-1.11	0.01	0.75	0.60
	13	38445	-0.28	0.01	0.76	0.70
	14	38445	-0.29	0.01	0.80	0.72
	15	38445	-0.47	0.01	0.78	0.67
	16	38445	-0.95	0.01	0.69	0.53

Reading and Writing

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Diff	In Fit	Out Fit
Reading	1	38702	-1.97	0.02	0.80	0.61
	2	38702	-1.08	0.02	0.76	0.54
	3	38702	-1.46	0.02	0.87	0.61
	4	38702	-1.63	0.02	0.80	0.46
	5	38702	-1.92	0.02	0.83	0.53
	6	38702	0.45	0.01	0.80	0.75
	7	38702	-0.04	0.01	0.80	0.70
	8	38702	0.00	0.01	0.90	0.86
	9	38702	0.00	0.01	1.04	1.02
	10	38702	0.07	0.01	0.77	0.66
	11	38702	0.59	0.01	0.93	0.88
	12	38702	0.28	0.01	0.87	0.79
	13	38702	0.82	0.01	0.93	0.91
	14	38702	0.00	0.01	0.94	0.84
	15	38702	2.42	0.01	1.12	1.75
	16	38702	1.18	0.01	1.19	1.29
	17	38702	0.98	0.01	0.92	0.89
	18	38702	1.16	0.01	0.96	0.97
	19	38702	0.95	0.01	0.90	0.87
	20	38702	1.06	0.01	1.07	1.10
	21	38702	2.10	0.01	1.21	1.58
	22	38702	1.95	0.01	1.05	1.28
	23	38702	1.57	0.01	1.08	1.21
	24	38702	1.82	0.01	1.12	1.31
	25	38702	2.03	0.01	1.36	1.89
	26	38702	2.10	0.01	1.06	1.36
Writing	1	38702	-2.22	0.02	0.93	0.82
	2	38702	-2.26	0.02	0.87	0.50
	3	38702	-0.71	0.01	0.94	0.94
	4	38702	-0.69	0.01	0.69	0.51
	5	38702	0.48	0.01	1.00	1.01
	6	38702	0.45	0.01	0.92	0.90
	7	38702	0.43	0.01	0.97	1.01
	8	38702	0.82	0.01	1.06	1.13
	9	38702	0.03	0.01	0.97	0.90
	10	38702	1.42	0.01	1.05	1.16
	11	38702	1.06	0.01	1.14	1.25
	12	38702	2.53	0.01	1.25	2.23
	13	38702	0.05	0.01	0.75	0.72
	14	38702	0.09	0.01	0.73	0.69
	15	38702	0.26	0.01	0.74	0.71
	16	38702	1.01	0.01	0.78	0.78

D.3: Grade 5 – Grade 6

Listening and Speaking

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Diff	In Fit	Out Fit
Listening	1	18580	-1.82	0.03	1.01	0.52
	2	18580	-1.78	0.03	1.05	0.80
	3	18580	-2.18	0.03	1.18	0.70
	4	18580	-1.45	0.03	1.57	1.90
	5	18580	-0.38	0.02	1.09	1.12
	6	18580	2.19	0.02	1.33	2.61
	7	18580	2.22	0.02	1.33	2.52
	8	18580	0.96	0.02	1.15	1.29
	9	18580	0.71	0.02	1.06	1.12
	10	18580	1.68	0.02	1.18	1.50
	11	18580	-0.37	0.02	0.90	0.77
	12	18580	0.45	0.02	1.15	1.21
	13	18580	-0.42	0.02	1.14	1.10
	14	18580	0.68	0.02	1.17	1.23
	15	18580	0.29	0.02	0.97	0.91
	16	18580	0.13	0.02	1.03	1.02
	17	18580	-0.68	0.02	1.04	0.98
	18	18580	0.17	0.02	0.95	0.91
	19	18580	1.89	0.02	1.21	1.75
	20	18580	0.23	0.02	1.34	1.53
	21	18580	1.71	0.02	1.22	1.67
	22	18580	0.04	0.02	1.14	1.15
	23	18580	-0.11	0.02	0.98	0.87
	24	18580	-0.01	0.02	1.00	0.95
	25	18580	-0.48	0.02	0.80	0.59
	26	18580	2.27	0.02	1.37	2.10
Speaking	1	18580	-1.49	0.02	0.87	0.79
	2	18580	-2.16	0.02	1.02	0.59
	3	18580	-1.73	0.02	0.85	0.55
	4	18580	-1.90	0.02	0.80	0.38
	5	18580	-1.14	0.02	0.71	0.52
	6	18580	-0.39	0.02	0.83	0.72
	7	18580	-0.30	0.01	0.80	0.74
	8	18580	-0.83	0.02	0.74	0.59
	9	18580	-0.26	0.01	0.77	0.69
	10	18580	-0.48	0.02	0.80	0.77
	11	18580	0.14	0.01	0.88	0.88
	12	18580	-0.50	0.02	0.71	0.57
	13	18580	-0.06	0.01	0.66	0.54
	14	18580	-0.57	0.02	0.80	0.67
	15	18580	-0.39	0.02	0.67	0.52
	16	18580	-0.25	0.01	0.65	0.48

Reading and Writing

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Diff	In Fit	Out Fit
Reading	1	18578	-1.19	0.03	0.88	0.47
	2	18578	-1.61	0.03	0.89	0.86
	3	18578	-1.07	0.03	0.81	0.40
	4	18578	-0.63	0.02	0.81	0.49
	5	18578	-1.29	0.03	1.22	0.83
	6	18578	0.63	0.02	0.98	0.98
	7	18578	1.20	0.02	0.85	0.81
	8	18578	1.84	0.02	1.11	1.20
	9	18578	0.88	0.02	0.92	0.86
	10	18578	1.18	0.02	1.09	1.08
	11	18578	2.31	0.02	1.46	1.87
	12	18578	1.23	0.02	0.96	0.96
	13	18578	1.84	0.02	1.11	1.19
	14	18578	1.75	0.02	0.88	0.89
	15	18578	2.65	0.02	1.12	1.52
	16	18578	1.71	0.02	1.04	1.11
	17	18578	1.44	0.02	1.29	1.42
	18	18578	1.84	0.02	1.06	1.12
	19	18578	1.82	0.02	1.13	1.22
	20	18578	2.65	0.02	1.24	1.72
	21	18578	1.38	0.02	0.87	0.82
	22	18578	2.37	0.02	1.06	1.27
	23	18578	2.75	0.02	1.10	1.51
	24	18578	1.42	0.02	1.17	1.20
	25	18578	0.71	0.02	1.11	1.13
	26	18578	1.44	0.02	1.04	1.02
Writing	1	18578	-0.81	0.03	0.90	0.59
	2	18578	-1.00	0.03	0.84	0.79
	3	18578	-1.32	0.03	0.85	0.49
	4	18578	0.66	0.02	1.10	1.15
	5	18578	0.36	0.02	0.98	0.96
	6	18578	-0.45	0.02	0.91	0.74
	7	18578	0.61	0.02	0.85	0.78
	8	18578	0.45	0.02	0.78	0.70
	9	18578	1.36	0.02	0.91	0.88
	10	18578	1.38	0.02	0.99	1.00
	11	18578	0.38	0.02	0.81	0.67
	12	18578	1.41	0.02	0.95	0.95
	13	18578	0.64	0.02	1.12	1.17
	14	18578	0.86	0.02	0.84	0.80
	15	18578	2.53	0.02	1.20	1.62
	16	18578	1.11	0.02	1.35	1.48
	17	18578	0.73	0.01	0.86	0.86
	18	18578	0.55	0.01	0.73	0.67
	19	18578	0.78	0.01	0.75	0.72
	20	18578	1.52	0.01	0.85	0.85

D.4: Grade 7 – Grade 8

Listening and Speaking

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Diff	In Fit	Out Fit
Listening	1	19885	-0.84	0.03	1.09	0.74
	2	19885	-0.67	0.02	1.09	0.75
	3	19885	-1.24	0.03	1.38	1.51
	4	19885	-0.63	0.02	0.96	0.61
	5	19885	-0.67	0.02	1.35	1.03
	6	19885	1.66	0.02	1.22	1.34
	7	19885	2.59	0.02	1.36	2.13
	8	19885	2.56	0.02	1.24	1.75
	9	19885	0.91	0.02	1.18	1.22
	10	19885	1.99	0.02	1.27	1.66
	11	19885	2.36	0.02	1.14	1.45
	12	19885	0.94	0.02	1.14	1.13
	13	19885	2.30	0.02	1.10	1.41
	14	19885	0.48	0.02	1.47	1.58
	15	19885	1.13	0.02	1.02	0.98
	16	19885	1.71	0.02	1.25	1.41
	17	19885	2.27	0.02	1.48	1.94
	18	19885	1.42	0.02	1.08	1.12
	19	19885	1.55	0.02	1.22	1.36
	20	19885	3.23	0.02	1.13	1.98
	21	19885	1.05	0.02	0.96	0.90
	22	19885	1.56	0.02	1.14	1.21
	23	19885	1.12	0.02	1.10	1.15
	24	19885	1.22	0.02	0.97	0.97
	25	19885	0.70	0.02	1.09	1.05
	26	19885	1.66	0.02	1.31	1.43
	27	19885	-0.42	0.02	1.03	0.79
Speaking	1	19885	-0.62	0.02	0.90	0.98
	2	19885	-0.81	0.02	0.82	0.62
	3	19885	-0.68	0.02	0.72	0.48
	4	19885	-0.69	0.02	0.70	0.49
	5	19885	-0.49	0.02	0.67	0.48
	6	19885	0.60	0.01	0.77	0.69
	7	19885	0.80	0.01	0.68	0.60
	8	19885	0.25	0.01	0.90	0.80
	9	19885	0.61	0.01	0.72	0.64
	10	19885	0.37	0.01	0.72	0.59
	11	19885	0.87	0.01	0.82	0.79
	12	19885	0.01	0.01	0.67	0.47
	13	19885	0.14	0.01	0.66	0.53
	14	19885	0.35	0.01	0.68	0.59
	15	19885	0.43	0.01	0.70	0.51
	16	19885	0.29	0.01	0.75	0.57

Reading and Writing

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Diff	In Fit	Out Fit
Reading	1	19831	-1.97	0.04	0.92	0.53
	2	19831	0.56	0.02	0.94	0.90
	3	19831	-1.09	0.03	0.84	0.42
	4	19831	-0.82	0.03	0.85	0.47
	5	19831	0.27	0.02	0.79	0.68
	6	19831	1.83	0.02	0.90	0.89
	7	19831	0.29	0.02	0.93	0.82
	8	19831	0.91	0.02	1.00	0.96
	9	19831	0.76	0.02	1.01	0.96
	10	19831	1.48	0.02	0.96	0.95
	11	19831	0.56	0.02	1.17	1.12
	12	19831	1.59	0.02	1.20	1.26
	13	19831	1.31	0.02	0.91	0.88
	14	19831	2.42	0.02	1.08	1.27
	15	19831	1.92	0.02	1.04	1.09
	16	19831	0.09	0.02	0.87	0.73
	17	19831	2.30	0.02	1.37	1.60
	18	19831	1.07	0.02	0.88	0.79
	19	19831	0.75	0.02	0.85	0.71
	20	19831	3.22	0.02	1.03	1.55
	21	19831	2.63	0.02	1.17	1.48
	22	19831	1.81	0.02	1.35	1.45
	23	19831	2.22	0.02	0.99	1.06
	24	19831	2.63	0.02	1.19	1.49
	25	19831	1.85	0.02	1.03	1.05
	26	19831	1.35	0.02	1.05	1.03
	27	19831	2.18	0.02	0.99	1.04
	28	19831	1.73	0.02	1.07	1.08
	29	19831	1.17	0.02	1.02	0.95
Writing	1	19831	-0.42	0.02	1.02	0.84
	2	19831	-0.59	0.02	0.83	0.53
	3	19831	-1.12	0.03	0.83	0.47
	4	19831	0.00	0.02	1.00	1.02
	5	19831	0.32	0.02	0.80	0.68
	6	19831	0.05	0.02	0.86	0.69
	7	19831	0.05	0.02	0.93	0.87
	8	19831	1.34	0.02	0.94	0.92
	9	19831	1.73	0.02	1.01	1.05
	10	19831	2.14	0.02	1.21	1.34
	11	19831	0.64	0.02	1.04	1.11
	12	19831	0.40	0.02	0.93	0.89
	13	19831	1.20	0.02	0.88	0.84
	14	19831	1.05	0.02	0.86	0.84
	15	19831	1.05	0.02	0.90	0.82
	16	19831	2.43	0.02	1.33	1.55
	17	19831	0.46	0.01	0.83	0.76
	18	19831	0.94	0.01	0.87	0.84
	19	19831	0.90	0.01	0.83	0.79
	20	19831	1.84	0.01	0.99	0.99

D.5: Grade 9 – Grade 12

Listening and Speaking

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Diff	In Fit	Out Fit
Listening	1	36802	-0.17	0.02	1.17	0.79
	2	36802	-0.09	0.02	1.11	0.80
	3	36802	1.05	0.01	1.05	1.01
	4	36802	0.59	0.01	0.95	0.72
	5	36802	0.25	0.02	0.91	0.62
	6	36802	3.36	0.01	1.18	1.79
	7	36802	2.78	0.01	1.08	1.21
	8	36802	1.15	0.01	1.24	1.26
	9	36802	1.86	0.01	1.15	1.23
	10	36802	1.05	0.01	1.13	1.07
	11	36802	3.04	0.01	1.11	1.48
	12	36802	3.09	0.01	1.29	1.74
	13	36802	1.05	0.01	1.12	1.11
	14	36802	2.13	0.01	0.98	1.03
	15	36802	1.86	0.01	1.01	1.07
	16	36802	1.88	0.01	1.12	1.19
	17	36802	2.06	0.01	0.93	0.98
	18	36802	1.52	0.01	0.99	0.99
	19	36802	3.47	0.01	1.35	2.04
	20	36802	2.11	0.01	1.01	1.06
	21	36802	1.89	0.01	1.18	1.28
	22	36802	1.28	0.01	1.17	1.18
	23	36802	2.83	0.01	1.09	1.33
	24	36802	2.17	0.01	1.44	1.69
	25	36802	1.96	0.01	1.07	1.14
	26	36802	1.11	0.01	0.91	0.79
	27	36802	3.60	0.01	1.15	1.85
Speaking	1	36802	-0.29	0.01	0.97	0.79
	2	36802	-0.24	0.01	0.80	0.53
	3	36802	0.11	0.01	0.81	0.70
	4	36802	-0.05	0.01	0.75	0.58
	5	36802	0.18	0.01	0.68	0.51
	6	36802	0.69	0.01	0.82	0.75
	7	36802	1.04	0.01	0.95	0.88
	8	36802	0.75	0.01	0.82	0.77
	9	36802	0.62	0.01	0.73	0.66
	10	36802	1.07	0.01	0.87	0.81
	11	36802	1.25	0.01	0.80	0.82
	12	36802	0.81	0.01	0.75	0.67
	13	36802	0.76	0.01	0.75	0.62
	14	36802	0.84	0.01	0.64	0.52
	15	36802	0.77	0.01	0.57	0.47
	16	36802	0.78	0.01	0.72	0.56

Reading and Writing

	Item #	N-Count	Rasch Difficulty	Standard Error of Rasch Diff	In Fit	Out Fit
Reading	1	36348	-0.54	0.02	0.87	0.60
	2	36348	-0.52	0.02	0.84	0.45
	3	36348	-0.34	0.02	0.79	0.41
	4	36348	-0.02	0.02	1.12	0.91
	5	36348	0.06	0.02	1.08	0.95
	6	36348	1.56	0.01	1.10	1.17
	7	36348	2.30	0.01	0.98	0.95
	8	36348	0.47	0.02	0.83	0.72
	9	36348	1.33	0.01	1.00	0.97
	10	36348	2.41	0.01	1.01	1.04
	11	36348	1.47	0.01	0.74	0.64
	12	36348	0.66	0.01	0.78	0.59
	13	36348	2.59	0.01	1.11	1.18
	14	36348	1.93	0.01	1.04	1.04
	15	36348	1.37	0.01	1.09	1.27
	16	36348	3.25	0.01	1.03	1.19
	17	36348	0.88	0.01	0.85	0.79
	18	36348	2.73	0.01	0.97	0.97
	19	36348	0.94	0.01	0.83	0.72
	20	36348	1.93	0.01	0.92	0.87
	21	36348	2.28	0.01	0.98	0.97
	22	36348	2.37	0.01	1.11	1.13
	23	36348	1.42	0.01	0.73	0.60
	24	36348	1.47	0.01	1.10	1.15
	25	36348	1.16	0.01	1.05	1.04
	26	36348	1.31	0.01	0.94	0.87
	27	36348	1.82	0.01	1.08	1.06
	28	36348	1.59	0.01	0.98	0.93
	29	36348	1.66	0.01	1.02	0.98
Writing	1	36348	0.15	0.02	0.96	0.81
	2	36348	-0.20	0.02	0.79	0.59
	3	36348	-0.90	0.02	1.17	0.62
	4	36348	0.73	0.01	1.02	1.03
	5	36348	0.80	0.01	0.86	0.78
	6	36348	3.06	0.01	1.35	1.68
	7	36348	1.02	0.01	0.76	0.59
	8	36348	2.50	0.01	1.15	1.26
	9	36348	0.85	0.01	1.03	1.03
	10	36348	2.06	0.01	1.07	1.09
	11	36348	2.55	0.01	1.08	1.15
	12	36348	1.66	0.01	1.18	1.25
	13	36348	3.09	0.01	1.19	1.53
	14	36348	2.46	0.01	0.96	0.97
	15	36348	2.77	0.01	1.18	1.37
	16	36348	3.93	0.01	1.23	1.97
	17	36348	1.13	0.01	1.02	0.94
	18	36348	1.45	0.01	1.01	0.93
	19	36348	1.64	0.01	1.04	1.00
	20	36348	2.19	0.01	1.16	1.17

APPENDIX E: STANDARD-SETTING MATERIALS

E.1: Standard-Setting Meeting Agendas

Groups 1, 3, and 4 (Grade Spans K–1, 5–6, and 7–8)

	Time	Agenda Topic	Group
Mon	1:00–1:30	Check-in (30min)	All
	1:30–1:45	Welcome and Introductions (15 min)	All
	1:45–2:45	Orientation to Standard Setting (60 min)	All
	2:45–3:00	Break (15 min)	All
	3:00–5:00	Experience Test	Break-out
Tues	8:00–8:30	Continental Breakfast	All
	8:30–9:30	Develop Common Understanding of Proficiency Levels Test 1	Break-out
	9:30–10:30	Round 1 Ratings for Test 1	Break-out
	10:30–11:30	Develop Common Understanding of Proficiency Levels Test 2	Break-out
	11:30–12:30	Round 1 Ratings for Test 2	Break-out
	12:30–1:30	Lunch	All
	1:30–3:00	Round 2 Ratings for Test 1	Break-out
	3:00–4:30	Round 2 Ratings for Test 2	Break-out
Wed	8:00–8:30	Continental Breakfast	All
	8:30–10:30	Combined Discussion Between All Groups	All
	10:30–12:00	Review of Round 2 Ratings for Test 1 + Final Round of Ratings for Test 1	Break-out
	12:00–1:00	Lunch	All
	1:00–2:30	Review of Round 2 Ratings for Test 2 + Final Round of Ratings for Test 2	Break-out
	2:30–3:00	Review Final Ratings for Test 1 and Test 2 + Debriefing	

Group 2 (Grade Span 2–4)

	Time	Agenda Topic	Group
Mon	1:00–1:30	Check-in (30min)	All
	1:30–1:45	Welcome and Introductions (15 min)	All
	1:45–2:45	Orientation to Standard Setting (60 min)	All
	2:45–3:00	Break (15 min)	All
	3:00–5:00	Experience Test	Break-out
Tues	8:00–8:30	Continental Breakfast	All
	8:30–9:30	Develop Common Understanding of Proficiency Levels Test 1	Break-out
	9:30–10:30	Round 1 Ratings for Test 1	Break-out
	10:30–11:30	Develop Common Understanding of Proficiency Levels Test 2	Break-out
	11:30–12:30	Round 1 Ratings for Test 2	Break-out
	12:30–1:30	Lunch	All
	1:30–2:30	Develop Common Understanding of Proficiency Levels Test 3	Break-out
	2:30–3:30	Round 1 Ratings for Test 3	Break-out
3:30–5:00	Round 2 Ratings for Test 1	Break-out	
Wed	8:00–8:30	Continental Breakfast	All
	8:30–10:30	Combined Discussion Between All Groups	All
	10:30–12:00	Round 2 Ratings for Test 2	Break-out
	12:00–1:00	Lunch	All
	1:00–2:30	Round 2 Ratings for Test 3	Break-out
	2:30–4:30	Review of Round 2 Ratings for Test 1 + Final Round of Ratings for Test 1	Break-out
Thurs	8:00–8:30	Continental Breakfast	All
	8:30–10:30	Review of Round 2 Ratings for Test 2 + Final Round of Ratings for Test 2	Break-out
	10:30–12:00	Review of Round 2 Ratings for Test 3 + Final Round of Ratings for Test 3	Break-out
	12:00–12:30	Review Final Ratings for Test 1, Test 2 and Test 3 + Debriefing	Break-out

Group 5 (Grade Span 9–12)

	Time	Agenda Topic	Group
Mon	1:00–1:30	Check-in	All
	1:30–1:45	Welcome and Introductions	All
	1:45–2:45	Orientation to Standard Setting	All
	2:45–3:00	Break	All
	3:00–5:00	Experience Test	Break-out
Tues	8:00–8:30	Continental Breakfast	All
	8:30–9:30	Develop Common Understanding of Proficiency Levels Test 1	Break-out
	9:30–10:30	Round 1 Ratings for Test 1	Break-out
	10:30–11:30	Develop Common Understanding of Proficiency Levels Test 2	Break-out
	11:30–12:30	Round 1 Ratings for Test 2	Break-out
	12:30–1:30	Lunch	All
	1:30–2:30	Develop Common Understanding of Proficiency Levels Test 3	Break-out
	2:30–3:30	Round 1 Ratings for Test 3	Break-out
3:30–5:00	Round 1 Ratings for Test 4	Break-out	
Wed	8:00–8:30	Continental Breakfast	All
	8:30–10:30	Combined discussion between all groups	All
	10:30–12:00	Round 2 Ratings for Test 1	Break-out
	12:00–1:00	Lunch	All
	1:00–2:00	Round 2 Ratings for Test 2	Break-out
	2:00–3:00	Round 2 Ratings for Test 3	
	3:00–4:00	Round 2 Ratings for Test 4	
Thurs	8:00–8:30	Continental Breakfast	All
	8:30–10:30	Review of Round 2 Ratings for Test 1 + Final Round of Ratings for Test 1	
	10:30–12:00	Review of Round 2 Ratings for Test 2 + Final Round of Ratings for Test 2	Break-out
	12:00–1:00	Lunch	
	1:00–2:00	Review of Round 2 Ratings for Test 3 + Final Round of Ratings for Test 3	Break-out
	2:00–3:00	Review of Round 2 Ratings for Test 4 + Final Round of Ratings for Test 4	Break-out
	3:00–4:00	Review Final Ratings for Test 1, Test 2, Test 3 and Test 4 + Debriefing	Break-out

E.2: Summary Statistics by Round

	No. of Committee Members	Intermediate Cut Scores			Advanced Cut Scores			Proficient Cut Scores		
		Round 1	Round 2	Round 3	Round 1	Round 2	Round 3	Round 1	Round 2	Round 3
Kinder	20									
Range		7-44	11-41	21-40	14-76	45-64	45-64	39-88	67-81	67-84
Mean		26.1	28.3	32.6	50.6	57.3	59.6	69.4	76.0	77.4
SD		10.0	9.7	5.1	13.5	6.4	6.1	10.8	3.9	4.1
SEMean		2.3	2.2	1.1	3.1	1.4	1.4	2.5	0.9	0.9
Median		27	27	35	49	59	62	73	77	78
SEMedian		2.9	2.7	1.4	3.9	1.8	1.7	3.1	1.1	1.1
IQR		14.0	16.8	6.3	18.0	10.3	4.5	11.0	5.3	5.0
1st Grade	20									
Range		10-63	10-68	21-64	35-79	46-79	64-79	64-88	78-88	79-88
Mean		34.7	44.4	48.3	60.1	72.0	74.0	78.8	84.3	84.9
SD		13.6	15.9	13.4	12.2	7.5	3.8	6.4	3.2	2.4
SEMean		3.1	3.6	3.0	2.8	1.7	0.9	1.5	0.7	0.5
Median		32	43	47	61	75	75	78	86	86
SEMedian		3.9	4.4	3.8	3.5	2.1	1.1	1.9	0.9	0.7
IQR		10.5	21.8	24.3	17.0	6.0	4.8	4.5	3.5	2.3
2nd Grade	20									
Range		10-83	21-35	21-38	30-89	49-73	51-69	45-98	66-98	73-98
Mean		30.4	26.4	28.5	61.5	63.3	62.8	78.8	83.7	82.5
SD		18.2	4.3	3.9	16.1	6.8	4.7	14.4	10.1	5.5
SEMean		4.1	1.0	0.9	3.6	1.5	1.1	3.2	2.3	1.2
Median		26	27	29	66	66	66	82	87	84
SEMedian		5.1	1.2	1.1	4.5	1.9	1.3	4.0	2.8	1.5
IQR		21.8	6.3	4.3	18.8	7.0	6.5	19.0	19.0	2.8
3rd Grade	20									
Range		12-75	17-44	24-41	17-88	49-76	62-76	64-102	78-101	78-101
Mean		36.2	31.8	34.8	66.5	66.8	70.8	88.7	91.2	94.2
SD		16.9	8.8	4.6	18.2	7.6	4.4	11.3	7.8	5.0
SEMean		3.8	2.0	1.0	4.1	1.7	1.0	2.5	1.7	1.1
Median		36	34	36	67	67	72	90	96	95
SEMedian		4.7	2.5	1.3	5.1	2.1	1.2	3.2	2.2	1.4
IQR		23.0	20.0	5.5	25.8	10.5	8.3	17.3	13.3	5.3
4th Grade	20									
Range		12-91	25-59	25-55	62-98	66-85	66-86	79-102	90-101	94-101
Mean		46.9	43.5	42.5	77.6	78.1	80.1	95.6	98.3	98.9
SD		18.6	9.4	6.5	9.3	6.1	4.7	7.7	2.9	1.7
SEMean		4.2	2.1	1.4	2.1	1.4	1.0	1.7	0.7	0.4
Median		41	42	41	78	81	81	100	99	99
SEMedian		5.2	2.6	1.8	2.6	1.7	1.3	2.2	0.8	0.5
IQR		26.3	16.5	6.5	14.8	8.0	5.0	8.3	4.0	2.0
5th Grade	18									
Range		23-80	28-40	28-40	52-89	53-86	53-69	80-102	83-95	86-97
Mean		40.9	37.7	36.2	68.1	60.5	60.8	91.2	88.2	93.5
SD		13.8	4.1	4.5	10.4	8.2	5.8	5.7	4.1	3.4
SEMean		3.2	1.0	1.0	2.4	1.9	1.4	1.3	1.0	0.8
Median		42	39	39	67	58	59	90	90	95
SEMedian		4.1	1.2	1.3	3.1	2.4	1.7	1.7	1.2	1.0
IQR		15.5	1.0	5.8	12.5	12.0	9.5	7.0	8.0	2.8

	No. of Committee Members	Intermediate Cut Scores			Advanced Cut Scores			Proficient Cut Scores		
		Round 1	Round 2	Round 3	Round 1	Round 2	Round 3	Round 1	Round 2	Round 3
6th Grade	18									
Range		8-65	25-52	31-44	54-90	53-78	58-79	82-106	86-96	92-99
Mean		39.8	42.3	39.7	73.3	69.2	69.9	94.5	93.1	96.7
SD		15.1	8.0	2.8	11.2	7.6	6.3	6.0	2.5	2.2
SEMean		3.5	1.9	0.7	2.6	1.8	1.5	1.4	0.6	0.5
Median		36	39	39	74	66	68	94	94	97
SEMedian		4.4	2.4	0.8	3.3	2.2	1.9	1.8	0.7	0.6
IQR		23.5	13.0	2.0	14.8	13.0	10.5	6.8	3.0	1.0
7th Grade	13									
Range		32-74	36-61	48-57	63-95	70-80	73-75	89-109	94-104	97-103
Mean		52.9	51.5	51.6	78.0	74.0	74.3	100.5	100.5	99.9
SD		12.9	9.6	2.5	10.3	3.6	0.8	6.5	3.3	1.6
SEMean		3.6	2.7	0.7	2.9	1.0	0.2	1.8	0.9	0.4
Median		53	53	52	75	75	74	102	100	100
SEMedian		4.5	3.3	0.9	3.6	1.3	0.3	2.3	1.1	0.5
IQR		18.0	21.0	3.0	17.0	6.0	1.0	7.0	6.0	0.0
8th Grade	13									
Range		32-74	49-64	48-61	63-95	71-84	74-79	91-109	100-106	100-105
Mean		55.8	56.2	55.9	78.4	77.0	77.6	103.7	103.9	103.8
SD		12.2	6.1	3.7	9.1	4.6	1.2	4.4	1.7	1.6
SEMean		3.4	1.7	1.0	2.5	1.3	0.3	1.2	0.5	0.5
Median		54	58	57	77	77	78	105	105	105
SEMedian		4.2	2.1	1.3	3.2	1.6	0.4	1.5	0.6	0.6
IQR		18.0	12.0	4.0	5.0	8.0	0.0	3.0	2.0	2.0
9th Grade	16									
Range		12-61	30-50	30-48	42-93	47-84	47-85	54-110	87-105	88-103
Mean		34.2	38.7	41.4	67.0	68.6	75.0	87.2	95.8	97.4
SD		18.1	7.1	4.4	20.1	15.9	11.6	19.1	7.2	5.2
SEMean		4.5	1.8	1.1	5.0	4.0	2.9	4.8	1.8	1.3
Median		37	40	42	62	77	82	92	96	100
SEMedian		5.7	2.2	1.4	6.3	5.0	3.6	6.0	2.3	1.6
IQR		28.0	16.0	4.0	36.5	35.0	13.3	28.8	14.0	6.3
10th Grade	16									
Range		6-72	41-64	42-64	23-90	65-85	65-89	39-104	86-106	100-103
Mean		41.9	49.7	50.6	68.3	76.4	81.4	92.8	100.4	101.8
SD		20.9	9.1	8.0	21.1	8.7	7.5	17.2	4.3	1.5
SEMean		5.2	2.3	2.0	5.3	2.2	1.9	4.3	1.1	0.4
Median		45	47	47	68	82	83	101	100	103
SEMedian		6.6	2.8	2.5	6.6	2.7	2.4	5.4	1.4	0.5
IQR		29.5	19.0	14.3	35.0	18.0	7.3	14.0	3.0	3.0
11th Grade	16									
Range		20-100	42-100	45-70	41-102	78-102	78-92	47-108	103-107	102-106
Mean		51.8	56.8	56.4	75.0	85.8	85.2	98.7	104.6	104.9
SD		22.9	15.8	9.2	20.1	6.7	4.7	15.9	1.5	1.3
SEMean		5.7	3.9	2.3	5.0	1.7	1.2	4.0	0.4	0.3
Median		49	50	53	78	87	87	104	105	105
SEMedian		7.2	4.9	2.9	6.3	2.1	1.5	5.0	0.5	0.4
IQR		25.8	24.0	19.3	32.0	12.0	8.5	3.5	3.0	2.0

	No. of Committee Members	Intermediate Cut Scores			Advanced Cut Scores			Proficient Cut Scores		
		Round 1	Round 2	Round 3	Round 1	Round 2	Round 3	Round 1	Round 2	Round 3
12th Grade	16									
Range		20-102	43-102	54-79	47-105	54-105	83-99	103-110	103-110	98-110
Mean		61.3	63.8	61.0	85.6	88.4	89.8	107.2	107.3	105.7
SD		21.4	14.2	7.7	17.1	10.9	4.6	2.3	2.6	3.0
SEMean		5.3	3.6	1.9	4.3	2.7	1.2	0.6	0.6	0.8
Median		57	62	56	91	90	91	107	108	107
SEMedian		6.7	4.5	2.4	5.3	3.4	1.4	0.7	0.8	1.0
IQR		31.3	14.0	9.5	14.8	7.3	5.8	3.3	4.3	3.3

E.3: Description of ESL Proficiency Levels

Beginning-Level ESL: Listening

LOW-BEGINNING

- Students at this low-beginning level of ESL can recognize a very limited number of common individual words and learned phrases, even in a predictable context and on everyday personal topics.
- Students can understand greetings and some simple instructions and depend on gestures and other contextual clues.
- Students require extensive assistance to make language comprehensible.

MID-BEGINNING

- Students at this mid-beginning stage can understand a number of individual words, common social phrases, and simple short sentences on topics of immediate personal relevance or related to the immediate physical environment.
- Students can understand simple personal information questions and simple commands or directions related to the immediate context.
- Students continue to struggle to understand simple instructions without clear contextual clues.
- Students at this stage continue to rely on visual support and other assistance.
- Students frequently understand some short, previously learned words or phrases, particularly through use of cognates or when the situation strongly supports understanding, although they can rarely understand an on-going message.
- Students usually require repetition, rephrasing, or modified speech.

HIGH-BEGINNING

- Students can understand key words, formulaic phrases, and most short sentences in simple, predictable conversations on topics of immediate personal relevance.
- Students understand questions related to personal experience and requests related to the immediate context.
- Students frequently need assistance to comprehend meaning and sometimes may understand the main idea of short simple speech on familiar topics.
- Students can sometimes understand an on-going message but still often require repetition, rephrasing, or modified speech.

Beginning-Level ESL: Speaking

LOW-BEGINNING

- Students demonstrate little or no functional communicative ability in English.
- Students demonstrate almost no control of basic grammar structures and verb tenses and have a very limited vocabulary.
- Students depend greatly on gestures in expressing meaning and may also switch to first language at times.
- Students' pronunciation difficulties may significantly impede communication.

MID-BEGINNING

- Students can communicate in face-to-face interactions in a very limited way, using single words and short, learned phrases sufficient for meeting simple needs and for expressing basic courtesies.
- Students demonstrate little control of basic grammar structures and verb tenses and continue to depend on gestures in expressing meaning.
- Students' pronunciation difficulties may significantly impede communication.
- Students frequently need assistance and are often misunderstood even by attentive listeners.
- Students' speech is characterized by frequent pauses and occasionally by use of native language.

HIGH-BEGINNING

- Students can communicate basic immediate needs and simple personal experiences with some difficulty in short, informal face-to-face conversations.
- Students can describe a situation or tell a simple story, using a variety of short sentences.
- Students demonstrate some control of basic grammar and can use basic time expressions to communicate past events with limited accuracy.
- Students demonstrate adequate vocabulary for everyday communication that relates to familiar topics.
- Students can ask and answer simple questions and initiate and respond to simple statements.
- Students can sometimes recombine learned material in original ways, although with limited grammatical accuracy.
- Students are sometimes misunderstood even by attentive listeners.

Beginning-Level ESL: Reading

LOW-BEGINNING

- Students are limited in their ability to meaningfully decode words and interpret sound-symbol relationships in English.
- Students may be able to read isolated words, common phrases, and familiar public signs with visual support.

MID-BEGINNING

- Students can read familiar person and place names, common public signs, and simple texts, especially if related to immediate needs.
- Students can find information in a simple text with clear format and layout.
- Students can match illustrations to short sentences containing some familiar words.
- Students may understand clearly related sentences when context, background knowledge, or visual information supports meaning.
- Punctuation clues rarely support students' comprehension.

HIGH-BEGINNING

- Students usually read slowly, word by word.
- Students understand many common words and/or phrases and can phonetically decode familiar and some unfamiliar words.
- Students sometimes understand new words and phrases in context or through cognates.
- Students sometimes understand common sentence connectors.
- Students can sometimes locate facts and specific details in short, simple texts with clear layout.
- Students often understand related sentences when context, prior knowledge, or visual information supports meaning.
- Punctuation clues begin to support students' comprehension.

Beginning-Level ESL: Writing

LOW-BEGINNING

- Students have few or no practical writing skills in English.
- Students' limited knowledge of English and English spelling conventions limits their ability to write down unfamiliar words.
- Students are sometimes able to write isolated words and/or common phrases, and may be able to copy/record time, addresses, names, and numbers.

MID-BEGINNING

- Students can write a few phrases about themselves and family or other highly familiar information, such as a simple description.
- Students have minimal practical writing skills in English and demonstrate limited awareness of sound-letter correspondence and mechanics.
- Students can write some familiar numbers, letters, and words and can write down basic personal identification information.

HIGH-BEGINNING

- Students have gained some practical writing skills in English, yet have limited independent expression.
- Students demonstrate some awareness of sound-letter correspondence and mechanics and can produce sentences and short phrases that have been previously learned or that relate to familiar topics.
- Students use simple vocabulary and sentence structure, and their writing is often characterized by errors not made by native English writers.

Intermediate-Level ESL: Listening

LOW-INTERMEDIATE

- Students can recognize many topics by familiar words and phrases.
- Students understand simple, short, direct questions related to personal experience and general knowledge and can understand many everyday instructions and directions related to the immediate context.
- With strong support and clear context, students often understand new information.
- Students can sometimes identify the main idea and details when listening to an extended speech on a familiar topic.
- Students benefit from repetition or rephrasing.

MID-INTERMEDIATE

- Students can understand with some effort the overall message of oral discourse in moderately demanding contexts, including media broadcasts and personally relevant topics.
- Students may require repetition, rephrasing, or some modifications of speech for unfamiliar topics.
- Students can understand a range of common vocabulary and a very limited number of idioms.
- Students can understand simple, short, predictable phone messages but have limited ability to understand extended speech on the phone and sometimes in person.
- Students sometimes understand new information in brief personal interactions.
- Students can often identify details when listening to extended speech and usually understand natural speech when the situation is familiar or fulfills immediate needs.

HIGH-INTERMEDIATE

- Students can usually understand main ideas and identify key words and important details in oral discourse in sustained personal interactions.
- Students understand language in moderately demanding contexts, such as audiotapes and media broadcasts on everyday topics.
- Students can understand a range of common vocabulary and a limited number of idioms.
- Students comprehend contextualized, short sets of instructions and directions but may still need repetition.
- Students can understand simple, short, predictable phone messages.
- Students sometimes understand speech on abstract or academic topics, although this understanding is often affected by length, topic familiarity, and cultural knowledge.
- Students show evidence of understanding inferences.

Intermediate-Level ESL: Speaking

LOW-INTERMEDIATE

- Students can maintain a face-to-face conversation on a familiar topic, using a variety of simple structures and even some complex ones.
- Students' speech demonstrates a range of common words, some low-frequency vocabulary, and a limited number of idioms, although they may avoid topics with unfamiliar vocabulary.
- Students' speech may include occasional word-for-word translations, and they sometimes have to repeat themselves to be understood by the general public.
- Students correctly use a limited range of grammatical structures, and grammar and pronunciation errors are frequent and sometimes impede communication.
- Students occasionally express original ideas with limited grammatical accuracy and much circumlocution regarding low-frequency vocabulary.
- Students continue to employ use of gestures and rely less frequently on visuals to communicate.

MID-INTERMEDIATE

- Students can communicate in social situations and in some less routine situations on familiar topics of personal relevance.
- Students can communicate facts and ideas in some detail, adding details or rephrasing messages to facilitate conversation.
- Students can use a variety of structures with some omission or reduction of elements such as articles.
- Grammar and pronunciation errors are still common and may sometimes impede communication, especially when the students are speaking about academic topics.
- Students demonstrate a range of everyday vocabulary and some common phrases and idioms.
- Students' use of more academic vocabulary may be characterized by inappropriate word choice and awkward phrasing.
- Students' discourse is reasonably fluent, but hesitations and pauses are still frequent.
- Students may rely too heavily on familiar grammatical structures and vocabulary to communicate message.

HIGH-INTERMEDIATE

- Students can communicate somewhat comfortably and spontaneously in many common daily situations, participating in informal conversations and some formal conversations with some confidence.
- Students can speak on familiar concrete and academic topics at a descriptive level, using a variety of vocabulary resources, although sometimes inappropriately.
- Grammar and pronunciation errors are relatively frequent but rarely impede communication.
- Students' discourse is reasonably fluent but with frequent self-corrections and/or rephrasing to facilitate communication.
- Students demonstrate control over most basic and many complex grammatical structures and have a growing inventory of common idiomatic language.
- Students at this stage can usually be understood by attentive listeners.

Intermediate-Level ESL: Reading

LOW-INTERMEDIATE

- Students can typically read a simple two- to three-paragraph text within mostly familiar, mostly predictable context of daily life and experience, or a simple narrative, occasionally understanding the main idea of a text when content and language are familiar.
- Students read word-by-word or in short phrases and can understand most common words and/or phrases.
- Students can often locate facts and some details in short, simple texts and sometimes understand new information from texts with familiar language.
- Students occasionally understand common cultural references.

MID-INTERMEDIATE

- Students can understand the purpose, main ideas, and some details in some shorter authentic and academic texts.
- Students can find specific, detailed information in prose texts and get specific details from routine texts, such as a set of instructions.
- Students can read text with language that is mostly concrete and factual, with some abstract, conceptual, and technical vocabulary items.
- Students can read with some fluency and speed, but often need to reread to clarify.
- Students sometimes understand the meaning of new words, phrases, or idioms from context, and can sometimes distinguish between main and supporting ideas.
- Students rarely understand texts that are grammatically complex or on unfamiliar topics.

HIGH-INTERMEDIATE

- Students can understand main ideas, key words, and important details in lengthier social and academic texts.
- Students can read printed or handwritten notes, letters, and schedules.
- Students can often get new information about familiar topics from reading texts with clear organization.
- Students can read simple texts on familiar academic topics with some fluency and speed, often understanding the meaning of new words from context.
- Students can usually distinguish between main and supporting ideas in texts that are accessible because of familiar content and/or language.
- Students sometimes understand texts that are grammatically complex or deal with unfamiliar topics.
- Students often understand common cultural references in texts.

Intermediate-Level ESL: Writing

LOW-INTERMEDIATE

- Students can write simple descriptions and narrations of events, stories, and plans about themselves and family or other highly familiar topics.
- Students use familiar vocabulary and structures and often exhibit a lack of control over grammar, vocabulary, punctuation, and spelling.
- Students can write original short texts and demonstrate some evidence of organizational ability in their writing.
- Students can write on some concrete and familiar topics and write short messages such as postcards, notes, directions, and letters.

MID-INTERMEDIATE

- Students can effectively convey an idea, opinion, feeling, or experience in a simple paragraph, though their writing often exhibits a lack of strong control over grammar, vocabulary, punctuation, and spelling.
- Students can write short letters and notes on a familiar topic and reproduce in writing simple information they have received orally or visually.
- Students demonstrate some effective control over writing when reproducing information.
- When creating their own texts, students' language remains simple, and some phrases may be characterized by nonnative English word combinations.
- Students can write on a variety of familiar topics and write original short texts, using familiar vocabulary and structures.
- Students demonstrate some evidence of organizational ability.

HIGH-INTERMEDIATE

- Students can effectively convey familiar information in familiar standard formats.
- Students can effectively reproduce information received orally or visually and can take simple notes from short oral presentations or from reference materials.
- Students demonstrate good control over simple structures but have difficulty with some complex structures and produce some nonstandard word combinations.
- Students can write about topics relating to personal and academic interests and show some ability to write organized and developed text.
- Students use some cohesive devices appropriately and display some control of sentence structure and punctuation to indicate sentence boundaries and separation of ideas.
- Students sometimes use inappropriate vocabulary and word forms.

Advanced-Level ESL: Listening

LOW-ADVANCED

- Students can usually comprehend main points and most important details in oral discourse in moderately demanding language contexts, including media broadcasts.
- Students often cannot sustain understanding of conceptually or linguistically complex speech and require slower speech, repetitions, and rewording.
- Students often understand implications beyond surface meaning.
- Students recognize but do not always understand an expanded inventory of concrete and idiomatic language.
- Students can understand more complex indirect questions about personal experience, familiar topics, and general knowledge.
- Students can understand short, predictable phone messages on familiar matters but have problems understanding unknown details on unfamiliar matters.
- Students have some difficulty following a faster conversation between native speakers.
- Students' understanding of speech continues to be affected by length, topic familiarity, and cultural knowledge.

HIGH-ADVANCED

- Students can comprehend many important aspects of oral language on social and academic topics, such as main points, most details, speaker's purpose, attitudes, levels of formality, and inferences.
- Students can comprehend an expanded range of concrete, abstract, and conceptual language and can sustain understanding of conceptually or linguistically complex speech.
- Students can understand sufficient vocabulary, idioms, colloquial expressions, and cultural references to understand detailed stories of general popular interest.
- Students often have difficulty following rapid, colloquial, or idiomatic speech between native English speakers.
- Students' understanding of English is much less frequently affected by length, topic familiarity, and cultural knowledge.

Advanced-Level ESL: Speaking

LOW-ADVANCED

- Students can communicate effectively in most daily social and school situations.
- Students can initiate and participate in conversations with confidence, speaking on familiar social and academic topics.
- Students can provide more nuanced descriptions, opinions, and explanations, using a wide variety of concrete and abstract vocabulary and some technical vocabulary.
- Students attempt to use precise word choice to communicate shades of meaning.
- Grammar and pronunciation errors still arise but rarely impede communication.
- Students' speech is reasonably fluent, and they are usually easily understood by native English speakers.

- Students have control over most basic and complex grammatical structures and demonstrate increased understanding of use of situational and culturally appropriate language.

HIGH-ADVANCED

- Students can confidently make prepared academic presentations.
- Students' speech is fluent; they use a sophisticated range of vocabulary, including technical vocabulary, in both formal and informal settings.
- Students demonstrate mastery of almost all grammatical structures.
- Grammar, vocabulary, and pronunciation errors very rarely impede communication.
- Students usually use precise word choice to communicate shades of meaning.
- Students can actively and effectively engage in extended discussions in most social and academic situations.
- Students use greater language resources to analyze, problem solve, and make decisions.
- Students are easily understood by native speakers of English.

Advanced-Level ESL: Reading

LOW-ADVANCED

- Students can understand main ideas, key words, and important details in lengthier passages in a wider range of personal and academic texts.
- Students can usually adjust reading rate according to the content of the text, are able to use a wide range of complex textual cues to comprehend the meaning and structure of a text, including punctuation clues.
- Students can understand most new words, given a clear context.
- Students usually make appropriate low-level inferences, understand figurative language, and understand the author's purpose, point of view, and tone.
- Students often understand texts that are either conceptually or linguistically complex.

HIGH-ADVANCED

- Students can grasp main ideas, key words, and important details in a wide range of authentic social and academic texts.
- Students read most texts fluently, including grade-appropriate academic texts, adjusting reading rate according to the text.
- Students usually understand texts that are conceptually and/or linguistically complex and make appropriate inferences when necessary.
- Students understand the author's purpose, point of view, tone and often figurative language.

Advanced-Level ESL: Writing

LOW-ADVANCED

- Students can construct coherent paragraphs on familiar concrete topics, with clear main ideas and some supporting details, and with a developing sense of audience.
- Students can effectively join two or three paragraphs into larger text.
- Students sometimes produce written discourse patterns in lengthier texts that are typical for their first language rather than typical for English.
- Students can write effectively about a variety of topics, including academic topics, and usually display clear organization and development.
- Students display an awareness of audience and purpose.
- Students demonstrate control of most kinds of sentence structure, yet continue to make some errors in grammar, vocabulary, and punctuation. These errors, however, rarely interfere with communication.

HIGH-ADVANCED

- Students can link sentences and paragraphs to form coherent texts to express ideas on familiar concrete and abstract topics with clear main ideas and with an appropriate sense of audience.
- Students demonstrate good control over common sentence patterns, coordination, subordination, spelling, and mechanics.
- Students continue to have occasional difficulty with some complex structures, naturalness of phrases and expressions, organization, and style.
- Students can write about a variety of topics and use a variety of sentence structures for stylistic purposes.
- Students make some errors in grammar, vocabulary, and punctuation, but these do not interfere with communication.

E.4: Description of English Proficient Level LEP/ELLs for the Four Language Modalities

Proficient-Level ESL: Reading English

- Students read English fluently and confidently and reflect upon a wide range of grade-appropriate English language texts.
- Students identify and interpret relevant data, facts, and main ideas in English literary and informational texts.
- Students comprehend and analyze the author’s purpose, point of view, tone, and figurative language and appropriate inferences in English.
- Students analyze experiences, ideas, information, and issues presented by others in printed English languages text, using a variety of established criteria.
- Students demonstrate inference and “beyond the text” understanding of grade-level written English language texts.
- Students interpret, predict, draw conclusions, categorize, and make connections to their own lives and other texts.

Proficient-Level ESL: Writing English

- Students utilize standard written English to express ideas on a grade-appropriate level by using varied sentence structure, language patterns, and descriptive language.
- Students apply appropriate grade-level strategies to produce a variety of English language written products that demonstrate an awareness of audience, purpose, point of view, tone, and sense of voice.
- Students use written English language to acquire, interpret, apply, and transmit information.
- Students present, in written English language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.
- Students use written English for effective social communication with a wide variety of people.
- Students integrate conventions of English language grammar, usage, spelling, capitalization, and punctuation to communicate effectively about various topics. (Minor errors in spelling grammar or punctuation do not interfere with comprehension.)
- Students self-monitor and edit their English language written work.
- Students write literary, interpretive, and responsive essays for personal expression.

Proficient-Level ESL: Listening in English

- Students interpret important features of oral English language, at their grade level, relating to social academic topics and can discriminate between what is and what is not relevant.
- Students distinguish, conceptually or linguistically, complex oral English language expected of their grade level of fluent and/or native English speakers.
- Students comprehend grade-level English vocabulary, idioms, colloquial expressions, and apply their prior knowledge to grasp complex ideas expressed in English
- Students listen to spoken English for a variety of purposes, including to acquire information and to take notes.

Proficient-Level ESL: Speaking English

- Students select precise and descriptive grade-level vocabulary to participate actively in both social and academic English language settings.
- Students make use of standard English to communicate their ideas effectively in an organized and cohesive manner by adjusting to the social context to make themselves understood in English
- Students utilize a variety of oral standard English language resources to analyze, problem solve, make decisions, and communicate shades of meaning in English.
- Students use oral standard English language to acquire, interpret, apply, and transmit information
- Students present, in oral standard English language, their opinions and judgments on experiences, ideas, information, and issues.
- Students use the English language for effective social communication in socially and culturally appropriate manners.

Understanding English

- Students use the English language in socially and culturally appropriate manners with an understanding of the cultural impact on academic materials of varying genres.

E.5: Evaluation Results

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST STANDARD SETTING EVALUATION FORM MARCH 28–APRIL 1, 2005

The purpose of this Evaluation Form is to obtain your opinions about the standard-setting process. Your opinions are important in helping us to evaluate the training, process, and results of the New York State ESL Achievement Test standard setting. Please do not put your name on this Evaluation Form. We want your opinions to remain anonymous. Thank you for taking time to complete this Evaluation Form.

1. *We would like your opinions concerning the level of success of various components of the standard-setting process. Place an "X" in the column that reflects your opinion about the level of effectiveness of these various components of the standard-setting process:*

	Not Effective	Partially Effective	Effective	Very Effective
a. General training	8	36	33	11
b. Review of descriptors	9	25	34	16
c. Review of the test	2	10	35	40
d. Table group discussion	0	1	29	58
e. Entire group discussion	3	10	19	56
f. Role of the facilitator	10	20	35	24

2. *How suitable were the facilities for the standard setting?
(Circle one)*

a. Highly suitable	49
b. Somewhat suitable	36
c. Not suitable at all	3

3. Do you have any additional comments about the facilities?

4. Please indicate your opinion regarding the amount of time that was spent on each of the following activities.

	Too Little Time	About Right	Too Much Time
a. Do you think that enough time was allotted for training to help prepare you for making your ratings in the ordered item booklet?	41	47	1
b. Do you think that enough time was allotted to make your <i>first</i> round of ratings in the ordered item booklets?	13	74	1
c. Do you think that enough time was allotted to make your <i>second</i> round of ratings in the ordered item booklets?	1	82	6
d. Do you think that enough time was allotted for discussion with <i>your table</i> group after the <i>first</i> round of ratings?	3	83	3
e. Do you think that enough time was allotted for discussion with <i>your table</i> group after the <i>second</i> round of ratings?	4	80	5
f. Do you think that enough time was allotted for discussion with <i>the entire</i> group after the <i>first</i> round of ratings?	15	66	7
g. Do you think that enough time was allotted for discussion with <i>the entire</i> group after the <i>second</i> round of ratings?	8	72	9

5. *Please indicate the importance that you placed on the following factors in selecting your final round of ratings in the ordered item booklets.*

	Not Important	Somewhat Important	Important	Very Important
a. Performance level descriptors	4	17	26	36
b. Content of test items	1	5	24	57
c. Difficulty level of items	2	4	22	58
d. Your own classroom experience	0	2	19	64
e. Feedback from your table group	0	2	42	43
f. Feedback from the facilitator	14	35	24	14
g. Feedback from room discussions	2	21	36	28
h. Ability values	6	8	27	43

Please share any additional comments:

6. Please indicate your level of confidence on the following questions.

	Very Confident	Confident	Somewhat Confident	Not Confident at All
a. How confident are you in the placement of <i>your</i> final cut points?	41	34	11	0
b. How confident are you in the final cut points that were generated by the group as a whole?	24	33	27	2
c. How confident are you in the text of the performance level descriptors?	18	46	15	0
d. How confident are you that the item-mapping standard-setting method has been an effective process for classifying student performance?	22	26	32	6

7. *Would you welcome the opportunity to be a panel member at a future standard setting?* **Yes** **No**
81 6

8. *In your opinion, would other educators benefit from the opportunity to attend a staff development workshop on the results of this standard setting?* **Yes** **No**
79 8

Please share any other comments:

Thank you for your cooperation.

E.6: Final Performance Level Cut Points

Grade	Listening & Speaking								
	Raw Score			Scale Score			Theta		
	I	A	P	I	A	P	I	A	P
K	25	44	52	511	573	616	-2.55	-0.76	0.47
1	28	46	55	520	582	649	-2.28	-0.52	1.39
2	17	38	53	543	602	661	-1.63	0.06	1.73
3	21	41	55	555	611	675	-1.27	0.31	2.14
4	25	44	56	567	621	684	-0.95	0.59	2.39
5	27	45	55	579	631	686	-0.59	0.89	2.46
6	30	47	56	587	639	696	-0.37	1.11	2.74
7	23	42	54	597	651	703	-0.08	1.45	2.95
8	26	45	54	605	661	703	0.15	1.74	2.95
9	25	45	53	623	678	715	0.66	2.23	3.28
10	27	47	54	628	686	721	0.80	2.44	3.46
11	30	49	55	635	694	728	1.00	2.68	3.66
12	32	51	55	640	704	728	1.14	2.96	3.66

Grade	Reading & Writing								
	Raw Score			Scale Score			Theta		
	I	A	P	I	A	P	I	A	P
K	12	20	24	537	582	609	-1.79	-0.52	0.25
1	16	24	28	559	609	655	-1.17	0.25	1.58
2	13	26	36	571	623	663	-0.82	0.64	1.81
3	15	28	39	580	630	679	-0.57	0.86	2.25
4	17	31	41	589	642	691	-0.33	1.19	2.61
5	22	34	44	620	660	704	0.56	1.73	2.98
6	23	36	45	623	668	710	0.66	1.94	3.15
7	25	39	47	629	674	710	0.83	2.13	3.15
8	26	41	47	632	682	710	0.92	2.34	3.15
9	24	41	47	643	698	726	1.21	2.80	3.60
10	25	42	48	646	702	732	1.30	2.91	3.78
11	26	44	49	649	711	739	1.39	3.16	3.97
12	27	45	49	652	715	739	1.48	3.30	3.97

Note:

- I = Intermediate
A = Advanced
P = Proficient
- The *scale* score cuts in the above table are based on the revised version of the ones that were posted on the NYSED site (www.emsc.nysed.gov/osa/nyseslat/home.shtml) in 2005. The *raw* score cuts, however, are the same as those that were posted previously.

APPENDIX F: ITEM INFORMATION AT DIFFERENT CUT POINTS BY GRADES

F.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
Listening	1	-3.05	0.24	0.08	0.03
	2	-2.69	0.25	0.11	0.04
	3	-4.22	0.13	0.03	0.01
	4	-3.09	0.23	0.08	0.03
	5	-4.02	0.15	0.04	0.01
	6	-3.76	0.18	0.05	0.01
	7	-3.42	0.21	0.06	0.02
	8	-2.90	0.24	0.09	0.03
	9	-3.98	0.16	0.04	0.01
	10	-3.65	0.19	0.05	0.02
	11	-2.40	0.25	0.14	0.05
	12	-0.10	0.07	0.22	0.23
	13	-1.28	0.17	0.23	0.13
	14	2.44	0.01	0.04	0.11
	15	-3.34	0.21	0.07	0.02
	16	-3.11	0.23	0.08	0.03
	17	-3.50	0.20	0.06	0.02
	18	-2.54	0.25	0.12	0.04
	19	-2.07	0.24	0.17	0.07
	20	-1.61	0.20	0.21	0.10
	21	-4.04	0.15	0.03	0.01
	22	-3.73	0.18	0.05	0.01
	23	-2.39	0.25	0.14	0.05
	24	-1.69	0.21	0.20	0.09
Speaking	1	-3.61	0.19	0.05	0.02
	2	-3.56	0.20	0.05	0.02
	3	-3.46	0.20	0.06	0.02
	4	-2.16	0.24	0.16	0.06
	5	-2.83	0.25	0.10	0.03
	6	-1.47	0.19	0.22	0.11
	7	-1.33	0.18	0.23	0.12
	8	-1.31	0.17	0.23	0.12
	9	-1.56	0.20	0.21	0.10
	10	-1.46	0.19	0.22	0.11
	11	-0.61	0.11	0.25	0.19
	12	-1.09	0.15	0.24	0.14
	13	-1.40	0.18	0.23	0.12
	14	-1.06	0.15	0.24	0.15
	15	-1.74	0.21	0.20	0.09
	16	-1.04	0.15	0.25	0.15

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-2.52	0.22	0.11	0.06
	2	-1.42	0.24	0.21	0.13
	3	-1.24	0.23	0.22	0.15
	4	-1.90	0.25	0.16	0.09
	5	-3.29	0.15	0.06	0.03
	6	-2.33	0.23	0.12	0.07
	7	-1.89	0.25	0.16	0.09
	8	-1.87	0.25	0.16	0.10
	9	-1.10	0.22	0.23	0.16
	10	-1.46	0.24	0.20	0.13
	11	-2.01	0.25	0.15	0.09
	12	-0.15	0.14	0.24	0.24
	13	-1.18	0.23	0.22	0.16
	14	0.17	0.11	0.22	0.25
	15	-0.58	0.18	0.25	0.21
Writing	1	-2.54	0.22	0.10	0.05
	2	-1.39	0.24	0.21	0.14
	3	-1.58	0.25	0.19	0.12
	4	-0.22	0.14	0.24	0.24
	5	-0.34	0.15	0.25	0.23
	6	-1.02	0.22	0.24	0.17
	7	-1.87	0.25	0.16	0.10
	8	-1.21	0.23	0.22	0.15
	9	-2.80	0.20	0.08	0.04
	10	-1.34	0.24	0.21	0.14
	11	-0.37	0.16	0.25	0.23
	12	-0.66	0.18	0.25	0.20
	13	-0.56	0.18	0.25	0.21
	14	-0.64	0.18	0.25	0.21
	15	-0.70	0.19	0.25	0.20

Grade 1

Listening and Speaking

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Listening	1	-3.05	0.22	0.07	0.01
	2	-2.69	0.24	0.09	0.02
	3	-4.22	0.11	0.02	0.00
	4	-3.09	0.21	0.07	0.01
	5	-4.02	0.13	0.03	0.00
	6	-3.76	0.15	0.04	0.01
	7	-3.42	0.18	0.05	0.01
	8	-2.90	0.23	0.08	0.01
	9	-3.98	0.13	0.03	0.00
	10	-3.65	0.16	0.04	0.01
	11	-2.40	0.25	0.11	0.02
	12	-0.10	0.09	0.24	0.15
	13	-1.28	0.20	0.22	0.06
	14	2.44	0.01	0.05	0.19
	15	-3.34	0.19	0.05	0.01
	16	-3.11	0.21	0.06	0.01
	17	-3.50	0.18	0.05	0.01
	18	-2.54	0.25	0.10	0.02
	19	-2.07	0.25	0.14	0.03
	20	-1.61	0.22	0.19	0.05
	21	-4.04	0.13	0.03	0.00
	22	-3.73	0.15	0.04	0.01
	23	-2.39	0.25	0.12	0.02
	24	-1.69	0.23	0.18	0.04
Speaking	1	-3.61	0.17	0.04	0.01
	2	-3.56	0.17	0.04	0.01
	3	-3.46	0.18	0.05	0.01
	4	-2.16	0.25	0.14	0.03
	5	-2.83	0.23	0.08	0.01
	6	-1.47	0.21	0.20	0.05
	7	-1.33	0.20	0.21	0.06
	8	-1.31	0.20	0.21	0.06
	9	-1.56	0.22	0.19	0.05
	10	-1.46	0.21	0.20	0.05
	11	-0.61	0.13	0.25	0.10
	12	-1.09	0.18	0.23	0.07
	13	-1.40	0.21	0.21	0.05
	14	-1.06	0.18	0.23	0.07
	15	-1.74	0.23	0.18	0.04
	16	-1.04	0.17	0.23	0.07

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-2.52	0.16	0.06	0.02
	2	-1.42	0.25	0.13	0.05
	3	-1.24	0.25	0.15	0.05
	4	-1.90	0.22	0.09	0.03
	5	-3.29	0.10	0.03	0.01
	6	-2.33	0.18	0.07	0.02
	7	-1.89	0.22	0.09	0.03
	8	-1.87	0.22	0.10	0.03
	9	-1.10	0.25	0.16	0.06
	10	-1.46	0.24	0.13	0.04
	11	-2.01	0.21	0.09	0.03
	12	-0.15	0.19	0.24	0.13
	13	-1.18	0.25	0.16	0.06
	14	0.17	0.16	0.25	0.16
	15	-0.58	0.23	0.21	0.09
Writing	1	-2.54	0.16	0.05	0.02
	2	-1.39	0.25	0.14	0.05
	3	-1.58	0.24	0.12	0.04
	4	-0.22	0.20	0.24	0.12
	5	-0.34	0.21	0.23	0.11
	6	-1.02	0.25	0.17	0.06
	7	-1.87	0.22	0.10	0.03
	8	-1.21	0.25	0.15	0.05
	9	-2.80	0.14	0.04	0.01
	10	-1.34	0.25	0.14	0.05
	11	-0.37	0.21	0.23	0.11
	12	-0.66	0.23	0.20	0.09
	13	-0.56	0.23	0.21	0.09
	14	-0.64	0.23	0.21	0.09
	15	-0.70	0.24	0.20	0.08

F.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
Listening	1	-1.55	0.25	0.14	0.03
	2	-2.00	0.24	0.10	0.02
	3	0.71	0.08	0.23	0.19
	4	-0.78	0.21	0.21	0.07
	5	-2.40	0.22	0.07	0.02
	6	-2.30	0.22	0.08	0.02
	7	-2.62	0.20	0.06	0.01
	8	-1.14	0.24	0.18	0.05
	9	1.35	0.05	0.17	0.24
	10	-2.21	0.23	0.08	0.02
	11	-0.72	0.20	0.22	0.07
	12	0.68	0.08	0.23	0.19
	13	1.01	0.06	0.20	0.22
	14	0.91	0.07	0.21	0.21
	15	-0.19	0.16	0.25	0.11
	16	0.99	0.06	0.20	0.22
	17	0.95	0.07	0.21	0.22
	18	-0.48	0.18	0.23	0.09
	19	0.36	0.11	0.24	0.16
	20	0.49	0.10	0.24	0.17
	21	1.01	0.06	0.20	0.22
	22	-0.64	0.20	0.22	0.08
	23	0.95	0.07	0.21	0.22
	24	-0.48	0.18	0.23	0.09
	25	1.42	0.04	0.16	0.24
	26	-0.08	0.14	0.25	0.12
Speaking	1	-2.17	0.23	0.09	0.02
	2	-2.32	0.22	0.08	0.02
	3	-1.95	0.24	0.10	0.02
	4	-2.11	0.24	0.09	0.02
	5	-0.86	0.22	0.20	0.06
	6	-0.59	0.19	0.23	0.08
	7	0.07	0.13	0.25	0.13
	8	0.01	0.14	0.25	0.13
	9	-0.32	0.17	0.24	0.10
	10	-0.14	0.15	0.25	0.12
	11	0.20	0.12	0.25	0.15
	12	-1.11	0.23	0.18	0.05
	13	-0.28	0.16	0.24	0.10
	14	-0.29	0.16	0.24	0.10
	15	-0.47	0.18	0.23	0.09
	16	-0.95	0.22	0.20	0.06

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-1.97	0.18	0.06	0.02
	2	-1.08	0.25	0.13	0.05
	3	-1.46	0.23	0.10	0.04
	4	-1.63	0.21	0.09	0.03
	5	-1.92	0.19	0.07	0.02
	6	0.45	0.17	0.25	0.16
	7	-0.04	0.22	0.22	0.12
	8	0.00	0.21	0.23	0.12
	9	0.00	0.21	0.23	0.12
	10	0.07	0.21	0.23	0.13
	11	0.59	0.16	0.25	0.18
	12	0.28	0.19	0.24	0.15
	13	0.82	0.14	0.25	0.20
	14	0.00	0.21	0.23	0.12
	15	2.42	0.04	0.12	0.23
	16	1.18	0.10	0.23	0.23
	17	0.98	0.12	0.24	0.21
	18	1.16	0.11	0.23	0.23
	19	0.95	0.12	0.24	0.21
	20	1.06	0.11	0.24	0.22
	21	2.10	0.05	0.15	0.24
	22	1.95	0.06	0.17	0.25
	23	1.57	0.08	0.20	0.25
	24	1.82	0.06	0.18	0.25
	25	2.03	0.05	0.16	0.25
	26	2.10	0.05	0.15	0.24
Writing	1	-2.22	0.16	0.05	0.02
	2	-2.26	0.15	0.05	0.02
	3	-0.71	0.25	0.16	0.07
	4	-0.69	0.25	0.17	0.07
	5	0.48	0.17	0.25	0.17
	6	0.45	0.17	0.25	0.16
	7	0.43	0.17	0.25	0.16
	8	0.82	0.14	0.25	0.20
	9	0.03	0.21	0.23	0.12
	10	1.42	0.09	0.22	0.24
	11	1.06	0.11	0.24	0.22
	12	2.53	0.03	0.11	0.22
	13	0.05	0.21	0.23	0.13
	14	0.09	0.20	0.23	0.13
	15	0.26	0.19	0.24	0.14
	16	1.01	0.12	0.24	0.21

Grade 3

Listening and Speaking

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Listening	1	-1.55	0.25	0.12	0.02
	2	-2.00	0.22	0.08	0.02
	3	0.71	0.11	0.24	0.16
	4	-0.78	0.24	0.19	0.05
	5	-2.40	0.18	0.06	0.01
	6	-2.30	0.19	0.06	0.01
	7	-2.62	0.16	0.05	0.01
	8	-1.14	0.25	0.15	0.03
	9	1.35	0.06	0.19	0.21
	10	-2.21	0.20	0.07	0.01
	11	-0.72	0.23	0.19	0.05
	12	0.68	0.11	0.24	0.15
	13	1.01	0.08	0.22	0.18
	14	0.91	0.09	0.23	0.18
	15	-0.19	0.19	0.23	0.08
	16	0.99	0.09	0.22	0.18
	17	0.95	0.09	0.23	0.18
	18	-0.48	0.21	0.21	0.06
	19	0.36	0.14	0.25	0.12
	20	0.49	0.13	0.25	0.14
	21	1.01	0.08	0.22	0.18
	22	-0.64	0.23	0.20	0.05
	23	0.95	0.09	0.23	0.18
	24	-0.48	0.21	0.21	0.06
	25	1.42	0.06	0.19	0.22
	26	-0.08	0.18	0.24	0.09
Speaking	1	-2.17	0.21	0.07	0.01
	2	-2.32	0.19	0.06	0.01
	3	-1.95	0.22	0.09	0.02
	4	-2.11	0.21	0.08	0.01
	5	-0.86	0.24	0.18	0.05
	6	-0.59	0.22	0.21	0.06
	7	0.07	0.16	0.25	0.10
	8	0.01	0.17	0.24	0.10
	9	-0.32	0.20	0.23	0.07
	10	-0.14	0.18	0.24	0.08
	11	0.20	0.15	0.25	0.11
	12	-1.11	0.25	0.16	0.04
	13	-0.28	0.20	0.23	0.08
	14	-0.29	0.20	0.23	0.07
	15	-0.47	0.21	0.22	0.06
	16	-0.95	0.24	0.17	0.04

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-1.97	0.16	0.05	0.01
	2	-1.08	0.23	0.11	0.03
	3	-1.46	0.21	0.08	0.02
	4	-1.63	0.19	0.07	0.02
	5	-1.92	0.16	0.06	0.02
	6	0.45	0.19	0.24	0.12
	7	-0.04	0.23	0.21	0.08
	8	0.00	0.23	0.21	0.09
	9	0.00	0.23	0.21	0.09
	10	0.07	0.23	0.21	0.09
	11	0.59	0.18	0.25	0.13
	12	0.28	0.21	0.23	0.11
	13	0.82	0.16	0.25	0.16
	14	0.00	0.23	0.21	0.09
	15	2.42	0.05	0.14	0.25
	16	1.18	0.13	0.24	0.19
	17	0.98	0.14	0.25	0.17
	18	1.16	0.13	0.24	0.19
	19	0.95	0.15	0.25	0.17
	20	1.06	0.14	0.25	0.18
	21	2.10	0.06	0.17	0.25
	22	1.95	0.07	0.19	0.24
	23	1.57	0.09	0.22	0.22
	24	1.82	0.08	0.20	0.24
	25	2.03	0.06	0.18	0.25
26	2.10	0.06	0.17	0.25	
Writing	1	-2.22	0.13	0.04	0.01
	2	-2.26	0.13	0.04	0.01
	3	-0.71	0.25	0.14	0.05
	4	-0.69	0.25	0.14	0.05
	5	0.48	0.19	0.24	0.12
	6	0.45	0.20	0.24	0.12
	7	0.43	0.20	0.24	0.12
	8	0.82	0.16	0.25	0.16
	9	0.03	0.23	0.21	0.09
	10	1.42	0.11	0.23	0.21
	11	1.06	0.14	0.25	0.18
	12	2.53	0.04	0.13	0.25
	13	0.05	0.23	0.21	0.09
	14	0.09	0.22	0.22	0.09
	15	0.26	0.21	0.23	0.11
	16	1.01	0.14	0.25	0.17

Grade 4

Listening and Speaking

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Listening	1	-1.55	0.23	0.09	0.02
	2	-2.00	0.19	0.06	0.01
	3	0.71	0.13	0.25	0.13
	4	-0.78	0.25	0.16	0.04
	5	-2.40	0.15	0.05	0.01
	6	-2.30	0.16	0.05	0.01
	7	-2.62	0.13	0.04	0.01
	8	-1.14	0.25	0.13	0.03
	9	1.35	0.08	0.22	0.19
	10	-2.21	0.17	0.05	0.01
	11	-0.72	0.25	0.17	0.04
	12	0.68	0.14	0.25	0.13
	13	1.01	0.11	0.24	0.16
	14	0.91	0.12	0.24	0.15
	15	-0.19	0.22	0.22	0.07
	16	0.99	0.11	0.24	0.16
	17	0.95	0.11	0.24	0.15
	18	-0.48	0.24	0.19	0.05
	19	0.36	0.17	0.25	0.10
	20	0.49	0.15	0.25	0.11
	21	1.01	0.11	0.24	0.16
	22	-0.64	0.24	0.17	0.04
	23	0.95	0.11	0.24	0.15
	24	-0.48	0.24	0.19	0.05
	25	1.42	0.08	0.21	0.20
	26	-0.08	0.21	0.22	0.07
Speaking	1	-2.17	0.18	0.06	0.01
	2	-2.32	0.16	0.05	0.01
	3	-1.95	0.20	0.07	0.01
	4	-2.11	0.18	0.06	0.01
	5	-0.86	0.25	0.15	0.04
	6	-0.59	0.24	0.18	0.05
	7	0.07	0.20	0.23	0.08
	8	0.01	0.20	0.23	0.08
	9	-0.32	0.23	0.20	0.06
	10	-0.14	0.21	0.22	0.07
	11	0.20	0.18	0.24	0.09
	12	-1.11	0.25	0.13	0.03
	13	-0.28	0.22	0.21	0.06
	14	-0.29	0.22	0.21	0.06
	15	-0.47	0.24	0.19	0.05
	16	-0.95	0.25	0.15	0.03

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-1.97	0.14	0.04	0.01
	2	-1.08	0.22	0.08	0.02
	3	-1.46	0.18	0.06	0.02
	4	-1.63	0.17	0.05	0.01
	5	-1.92	0.14	0.04	0.01
	6	0.45	0.22	0.22	0.09
	7	-0.04	0.24	0.18	0.06
	8	0.00	0.24	0.18	0.06
	9	0.00	0.24	0.18	0.06
	10	0.07	0.24	0.19	0.07
	11	0.59	0.20	0.23	0.10
	12	0.28	0.23	0.20	0.08
	13	0.82	0.18	0.24	0.12
	14	0.00	0.24	0.18	0.06
	15	2.42	0.06	0.17	0.25
	16	1.18	0.15	0.25	0.16
	17	0.98	0.17	0.25	0.14
	18	1.16	0.15	0.25	0.15
	19	0.95	0.17	0.25	0.13
	20	1.06	0.16	0.25	0.14
	21	2.10	0.07	0.20	0.23
	22	1.95	0.08	0.22	0.22
	23	1.57	0.11	0.24	0.19
	24	1.82	0.09	0.23	0.21
	25	2.03	0.08	0.21	0.23
	26	2.10	0.07	0.20	0.23
Writing	1	-2.22	0.11	0.03	0.01
	2	-2.26	0.11	0.03	0.01
	3	-0.71	0.24	0.11	0.03
	4	-0.69	0.24	0.12	0.03
	5	0.48	0.21	0.22	0.10
	6	0.45	0.22	0.22	0.09
	7	0.43	0.22	0.22	0.09
	8	0.82	0.18	0.24	0.12
	9	0.03	0.24	0.18	0.07
	10	1.42	0.13	0.25	0.18
	11	1.06	0.16	0.25	0.14
	12	2.53	0.05	0.16	0.25
	13	0.05	0.24	0.18	0.07
	14	0.09	0.24	0.19	0.07
	15	0.26	0.23	0.20	0.08
	16	1.01	0.16	0.25	0.14

F.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
Listening	1	-1.82	0.17	0.06	0.01
	2	-1.78	0.18	0.06	0.01
	3	-2.18	0.14	0.04	0.01
	4	-1.45	0.21	0.08	0.02
	5	-0.38	0.25	0.17	0.05
	6	2.19	0.06	0.17	0.25
	7	2.22	0.05	0.17	0.25
	8	0.96	0.14	0.25	0.15
	9	0.71	0.17	0.25	0.13
	10	1.68	0.09	0.22	0.22
	11	-0.37	0.25	0.17	0.05
	12	0.45	0.19	0.24	0.10
	13	-0.42	0.25	0.17	0.05
	14	0.68	0.17	0.25	0.12
	15	0.29	0.21	0.23	0.09
	16	0.13	0.22	0.22	0.08
	17	-0.68	0.25	0.14	0.04
	18	0.17	0.22	0.22	0.08
	19	1.89	0.07	0.20	0.23
	20	0.23	0.21	0.22	0.09
	21	1.71	0.08	0.21	0.22
	22	0.04	0.23	0.21	0.07
	23	-0.11	0.24	0.20	0.07
	24	-0.01	0.23	0.21	0.07
	25	-0.48	0.25	0.16	0.05
	26	2.27	0.05	0.16	0.25
Speaking	1	-1.49	0.21	0.08	0.02
	2	-2.16	0.14	0.04	0.01
	3	-1.73	0.18	0.06	0.01
	4	-1.90	0.17	0.05	0.01
	5	-1.14	0.23	0.10	0.03
	6	-0.39	0.25	0.17	0.05
	7	-0.30	0.24	0.18	0.06
	8	-0.83	0.25	0.13	0.03
	9	-0.26	0.24	0.18	0.06
	10	-0.48	0.25	0.16	0.05
	11	0.14	0.22	0.22	0.08
	12	-0.50	0.25	0.16	0.05
	13	-0.06	0.23	0.20	0.07
	14	-0.57	0.25	0.15	0.04
	15	-0.39	0.25	0.17	0.05
	16	-0.25	0.24	0.18	0.06

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-1.19	0.13	0.05	0.01
	2	-1.61	0.09	0.03	0.01
	3	-1.07	0.14	0.05	0.02
	4	-0.63	0.18	0.08	0.03
	5	-1.29	0.12	0.04	0.01
	6	0.63	0.25	0.19	0.08
	7	1.20	0.23	0.23	0.12
	8	1.84	0.17	0.25	0.18
	9	0.88	0.24	0.21	0.10
	10	1.18	0.23	0.23	0.12
	11	2.31	0.13	0.23	0.22
	12	1.23	0.22	0.24	0.13
	13	1.84	0.17	0.25	0.18
	14	1.75	0.18	0.25	0.17
	15	2.65	0.10	0.20	0.24
	16	1.71	0.18	0.25	0.17
	17	1.44	0.21	0.24	0.15
	18	1.84	0.17	0.25	0.18
	19	1.82	0.17	0.25	0.18
	20	2.65	0.10	0.20	0.24
	21	1.38	0.21	0.24	0.14
	22	2.37	0.12	0.23	0.23
	23	2.75	0.09	0.19	0.25
	24	1.42	0.21	0.24	0.14
	25	0.71	0.25	0.20	0.09
	26	1.44	0.21	0.24	0.15
Writing	1	-0.81	0.16	0.07	0.02
	2	-1.00	0.14	0.06	0.02
	3	-1.32	0.11	0.04	0.01
	4	0.66	0.25	0.19	0.08
	5	0.36	0.25	0.16	0.06
	6	-0.45	0.20	0.09	0.03
	7	0.61	0.25	0.19	0.08
	8	0.45	0.25	0.17	0.07
	9	1.36	0.21	0.24	0.14
	10	1.38	0.21	0.24	0.14
	11	0.38	0.25	0.16	0.06
	12	1.41	0.21	0.24	0.14
	13	0.64	0.25	0.19	0.08
	14	0.86	0.24	0.21	0.10
	15	2.53	0.11	0.21	0.24
	16	1.11	0.23	0.23	0.12
	17	0.73	0.25	0.20	0.09
	18	0.55	0.25	0.18	0.07
	19	0.78	0.25	0.20	0.09
	20	1.52	0.20	0.25	0.15

Grade 6

Listening and Speaking

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Listening	1	-1.82	0.15	0.05	0.01
	2	-1.78	0.16	0.05	0.01
	3	-2.18	0.12	0.03	0.01
	4	-1.45	0.19	0.07	0.01
	5	-0.38	0.25	0.15	0.04
	6	2.19	0.07	0.19	0.23
	7	2.22	0.07	0.19	0.23
	8	0.96	0.16	0.25	0.12
	9	0.71	0.19	0.24	0.10
	10	1.68	0.10	0.23	0.19
	11	-0.37	0.25	0.15	0.04
	12	0.45	0.21	0.22	0.08
	13	-0.42	0.25	0.15	0.04
	14	0.68	0.19	0.24	0.10
	15	0.29	0.22	0.21	0.07
	16	0.13	0.23	0.20	0.06
	17	-0.68	0.24	0.12	0.03
	18	0.17	0.23	0.20	0.07
	19	1.89	0.09	0.22	0.21
	20	0.23	0.23	0.21	0.07
	21	1.71	0.10	0.23	0.19
	22	0.04	0.24	0.19	0.06
	23	-0.11	0.25	0.18	0.05
	24	-0.01	0.24	0.19	0.06
	25	-0.48	0.25	0.14	0.04
	26	2.27	0.06	0.18	0.24
Speaking	1	-1.49	0.19	0.06	0.01
	2	-2.16	0.12	0.04	0.01
	3	-1.73	0.16	0.05	0.01
	4	-1.90	0.15	0.04	0.01
	5	-1.14	0.22	0.09	0.02
	6	-0.39	0.25	0.15	0.04
	7	-0.30	0.25	0.16	0.04
	8	-0.83	0.24	0.11	0.03
	9	-0.26	0.25	0.16	0.05
	10	-0.48	0.25	0.14	0.04
	11	0.14	0.23	0.20	0.06
	12	-0.50	0.25	0.14	0.04
	13	-0.06	0.24	0.18	0.05
	14	-0.57	0.25	0.13	0.03
	15	-0.39	0.25	0.15	0.04
	16	-0.25	0.25	0.16	0.05

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-1.19	0.12	0.04	0.01
	2	-1.61	0.08	0.03	0.01
	3	-1.07	0.13	0.04	0.01
	4	-0.63	0.17	0.07	0.02
	5	-1.29	0.11	0.04	0.01
	6	0.63	0.25	0.17	0.07
	7	1.20	0.23	0.22	0.11
	8	1.84	0.18	0.25	0.17
	9	0.88	0.25	0.19	0.08
	10	1.18	0.23	0.22	0.11
	11	2.31	0.14	0.24	0.21
	12	1.23	0.23	0.22	0.11
	13	1.84	0.18	0.25	0.17
	14	1.75	0.19	0.25	0.16
	15	2.65	0.11	0.22	0.23
	16	1.71	0.19	0.25	0.16
	17	1.44	0.22	0.24	0.13
	18	1.84	0.18	0.25	0.17
	19	1.82	0.18	0.25	0.17
	20	2.65	0.11	0.22	0.23
	21	1.38	0.22	0.23	0.12
	22	2.37	0.13	0.24	0.22
	23	2.75	0.10	0.21	0.24
	24	1.42	0.22	0.23	0.13
	25	0.71	0.25	0.18	0.07
	26	1.44	0.22	0.23	0.13
Writing	1	-0.81	0.15	0.06	0.02
	2	-1.00	0.13	0.05	0.02
	3	-1.32	0.11	0.04	0.01
	4	0.66	0.25	0.17	0.07
	5	0.36	0.24	0.14	0.05
	6	-0.45	0.19	0.08	0.03
	7	0.61	0.25	0.17	0.07
	8	0.45	0.25	0.15	0.06
	9	1.36	0.22	0.23	0.12
	10	1.38	0.22	0.23	0.12
	11	0.38	0.25	0.14	0.06
	12	1.41	0.22	0.23	0.13
	13	0.64	0.25	0.17	0.07
	14	0.86	0.25	0.19	0.08
	15	2.53	0.12	0.23	0.23
	16	1.11	0.24	0.21	0.10
	17	0.73	0.25	0.18	0.08
	18	0.55	0.25	0.16	0.06
	19	0.78	0.25	0.18	0.08
	20	1.52	0.21	0.24	0.14

F.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
Listening	1	-0.84	0.22	0.08	0.02
	2	-0.67	0.23	0.10	0.03
	3	-1.24	0.18	0.06	0.01
	4	-0.63	0.23	0.10	0.03
	5	-0.67	0.23	0.10	0.03
	6	1.66	0.13	0.25	0.17
	7	2.59	0.06	0.18	0.24
	8	2.56	0.06	0.19	0.24
	9	0.91	0.20	0.23	0.10
	10	1.99	0.10	0.23	0.20
	11	2.36	0.07	0.20	0.23
	12	0.94	0.19	0.23	0.10
	13	2.30	0.08	0.21	0.23
	14	0.48	0.23	0.20	0.07
	15	1.13	0.18	0.24	0.12
	16	1.71	0.12	0.25	0.17
	17	2.27	0.08	0.21	0.22
	18	1.42	0.15	0.25	0.15
	19	1.55	0.14	0.25	0.16
	20	3.23	0.03	0.12	0.25
	21	1.05	0.19	0.24	0.11
	22	1.56	0.14	0.25	0.16
	23	1.12	0.18	0.24	0.12
	24	1.22	0.17	0.25	0.13
	25	0.70	0.22	0.22	0.09
	26	1.66	0.13	0.25	0.17
	27	-0.42	0.24	0.12	0.03
Speaking	1	-0.62	0.23	0.10	0.03
	2	-0.81	0.22	0.09	0.02
	3	-0.68	0.23	0.09	0.03
	4	-0.69	0.23	0.09	0.02
	5	-0.49	0.24	0.11	0.03
	6	0.60	0.22	0.21	0.08
	7	0.80	0.21	0.23	0.09
	8	0.25	0.24	0.18	0.06
	9	0.61	0.22	0.21	0.08
	10	0.37	0.24	0.19	0.07
	11	0.87	0.20	0.23	0.10
	12	0.01	0.25	0.15	0.05
	13	0.14	0.25	0.17	0.05
	14	0.35	0.24	0.19	0.06
	15	0.43	0.23	0.19	0.07
	16	0.29	0.24	0.18	0.06

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-1.97	0.05	0.02	0.01
	2	0.56	0.25	0.14	0.07
	3	-1.09	0.11	0.04	0.01
	4	-0.82	0.14	0.05	0.02
	5	0.27	0.23	0.12	0.05
	6	1.83	0.20	0.24	0.17
	7	0.29	0.23	0.12	0.05
	8	0.91	0.25	0.18	0.09
	9	0.76	0.25	0.16	0.08
	10	1.48	0.23	0.23	0.13
	11	0.56	0.25	0.14	0.07
	12	1.59	0.22	0.23	0.14
	13	1.31	0.24	0.21	0.12
	14	2.42	0.14	0.24	0.22
	15	1.92	0.19	0.25	0.17
	16	0.09	0.22	0.10	0.04
	17	2.30	0.15	0.25	0.21
	18	1.07	0.25	0.19	0.10
	19	0.75	0.25	0.16	0.08
	20	3.22	0.08	0.19	0.25
	21	2.63	0.12	0.23	0.23
	22	1.81	0.20	0.24	0.16
	23	2.22	0.16	0.25	0.20
	24	2.63	0.12	0.23	0.23
	25	1.85	0.19	0.25	0.17
	26	1.35	0.23	0.22	0.12
	27	2.18	0.16	0.25	0.20
	28	1.73	0.21	0.24	0.16
	29	1.17	0.24	0.20	0.11
Writing	1	-0.42	0.17	0.07	0.03
	2	-0.59	0.16	0.06	0.02
	3	-1.12	0.11	0.04	0.01
	4	0.00	0.21	0.09	0.04
	5	0.32	0.23	0.12	0.05
	6	0.05	0.22	0.10	0.04
	7	0.05	0.22	0.10	0.04
	8	1.34	0.23	0.21	0.12
	9	1.73	0.21	0.24	0.16
	10	2.14	0.17	0.25	0.20
	11	0.64	0.25	0.15	0.07
	12	0.40	0.24	0.13	0.06
	13	1.20	0.24	0.20	0.11
	14	1.05	0.25	0.19	0.10
	15	1.05	0.25	0.19	0.10
	16	2.43	0.14	0.24	0.22
	17	0.46	0.24	0.13	0.06
	18	0.94	0.25	0.18	0.09
	19	0.90	0.25	0.18	0.09
	20	1.84	0.20	0.24	0.17

Grade 8

Listening and Speaking

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Listening	1	-0.84	0.20	0.07	0.02
	2	-0.67	0.21	0.08	0.03
	3	-1.24	0.16	0.05	0.01
	4	-0.63	0.22	0.08	0.03
	5	-0.67	0.21	0.08	0.03
	6	1.66	0.15	0.25	0.17
	7	2.59	0.07	0.21	0.24
	8	2.56	0.08	0.21	0.24
	9	0.91	0.22	0.21	0.10
	10	1.99	0.12	0.25	0.20
	11	2.36	0.09	0.23	0.23
	12	0.94	0.21	0.21	0.10
	13	2.30	0.09	0.23	0.23
	14	0.48	0.24	0.17	0.07
	15	1.13	0.20	0.23	0.12
	16	1.71	0.14	0.25	0.17
	17	2.27	0.10	0.23	0.22
	18	1.42	0.17	0.24	0.15
	19	1.55	0.16	0.25	0.16
	20	3.23	0.04	0.15	0.25
	21	1.05	0.21	0.22	0.11
	22	1.56	0.16	0.25	0.16
	23	1.12	0.20	0.23	0.12
	24	1.22	0.19	0.23	0.13
	25	0.70	0.23	0.19	0.09
	26	1.66	0.15	0.25	0.17
	27	-0.42	0.23	0.09	0.03
Speaking	1	-0.62	0.22	0.08	0.03
	2	-0.81	0.20	0.07	0.02
	3	-0.68	0.21	0.07	0.03
	4	-0.69	0.21	0.07	0.02
	5	-0.49	0.23	0.09	0.03
	6	0.60	0.24	0.18	0.08
	7	0.80	0.23	0.20	0.09
	8	0.25	0.25	0.15	0.06
	9	0.61	0.24	0.18	0.08
	10	0.37	0.25	0.16	0.07
	11	0.87	0.22	0.21	0.10
	12	0.01	0.25	0.13	0.05
	13	0.14	0.25	0.14	0.05
	14	0.35	0.25	0.16	0.06
	15	0.43	0.25	0.17	0.07
	16	0.29	0.25	0.15	0.06

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-1.97	0.05	0.01	0.01
	2	0.56	0.24	0.12	0.07
	3	-1.09	0.10	0.03	0.01
	4	-0.82	0.13	0.04	0.02
	5	0.27	0.23	0.10	0.05
	6	1.83	0.20	0.23	0.17
	7	0.29	0.23	0.10	0.05
	8	0.91	0.25	0.16	0.09
	9	0.76	0.25	0.14	0.08
	10	1.48	0.23	0.21	0.13
	11	0.56	0.24	0.12	0.07
	12	1.59	0.22	0.22	0.14
	13	1.31	0.24	0.19	0.12
	14	2.42	0.15	0.25	0.22
	15	1.92	0.20	0.24	0.17
	16	0.09	0.21	0.09	0.04
	17	2.30	0.16	0.25	0.21
	18	1.07	0.25	0.17	0.10
	19	0.75	0.25	0.14	0.08
	20	3.22	0.08	0.21	0.25
	21	2.63	0.13	0.24	0.23
	22	1.81	0.21	0.23	0.16
	23	2.22	0.17	0.25	0.20
	24	2.63	0.13	0.24	0.23
	25	1.85	0.20	0.24	0.17
	26	1.35	0.24	0.20	0.12
	27	2.18	0.17	0.25	0.20
	28	1.73	0.21	0.23	0.16
	29	1.17	0.25	0.18	0.11
Writing	1	-0.42	0.16	0.06	0.03
	2	-0.59	0.15	0.05	0.02
	3	-1.12	0.10	0.03	0.01
	4	0.00	0.20	0.08	0.04
	5	0.32	0.23	0.10	0.05
	6	0.05	0.21	0.08	0.04
	7	0.05	0.21	0.08	0.04
	8	1.34	0.24	0.20	0.12
	9	1.73	0.21	0.23	0.16
	10	2.14	0.18	0.25	0.20
	11	0.64	0.25	0.13	0.07
	12	0.40	0.23	0.11	0.06
	13	1.20	0.25	0.18	0.11
	14	1.05	0.25	0.17	0.10
	15	1.05	0.25	0.17	0.10
	16	2.43	0.15	0.25	0.22
	17	0.46	0.24	0.12	0.06
	18	0.94	0.25	0.16	0.09
	19	0.90	0.25	0.16	0.09
	20	1.84	0.20	0.23	0.17

F.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
Listening	1	-0.17	0.21	0.08	0.03
	2	-0.09	0.22	0.08	0.03
	3	1.05	0.24	0.18	0.09
	4	0.59	0.25	0.14	0.06
	5	0.25	0.24	0.11	0.04
	6	3.36	0.06	0.18	0.25
	7	2.78	0.10	0.23	0.23
	8	1.15	0.24	0.19	0.09
	9	1.86	0.18	0.24	0.16
	10	1.05	0.24	0.18	0.09
	11	3.04	0.08	0.21	0.25
	12	3.09	0.07	0.21	0.25
	13	1.05	0.24	0.18	0.09
	14	2.13	0.15	0.25	0.18
	15	1.86	0.18	0.24	0.16
	16	1.88	0.18	0.24	0.16
	17	2.06	0.16	0.25	0.18
	18	1.52	0.21	0.22	0.13
	19	3.47	0.05	0.17	0.25
	20	2.11	0.15	0.25	0.18
	21	1.89	0.17	0.24	0.16
	22	1.28	0.23	0.20	0.10
	23	2.83	0.09	0.23	0.24
	24	2.17	0.15	0.25	0.19
	25	1.96	0.17	0.25	0.17
	26	1.11	0.24	0.19	0.09
	27	3.60	0.05	0.16	0.24
Speaking	1	-0.29	0.20	0.07	0.03
	2	-0.24	0.21	0.07	0.03
	3	0.11	0.23	0.10	0.04
	4	-0.05	0.22	0.08	0.03
	5	0.18	0.24	0.10	0.04
	6	0.69	0.25	0.15	0.06
	7	1.04	0.24	0.18	0.09
	8	0.75	0.25	0.15	0.07
	9	0.62	0.25	0.14	0.06
	10	1.07	0.24	0.18	0.09
	11	1.25	0.23	0.20	0.10
	12	0.81	0.25	0.16	0.07
	13	0.76	0.25	0.15	0.07
	14	0.84	0.25	0.16	0.07
	15	0.77	0.25	0.15	0.07
	16	0.78	0.25	0.15	0.07

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-0.54	0.13	0.03	0.02
	2	-0.52	0.13	0.03	0.02
	3	-0.34	0.14	0.04	0.02
	4	-0.02	0.17	0.05	0.03
	5	0.06	0.18	0.06	0.03
	6	1.56	0.24	0.17	0.10
	7	2.30	0.19	0.24	0.17
	8	0.47	0.22	0.08	0.04
	9	1.33	0.25	0.15	0.08
	10	2.41	0.18	0.24	0.18
	11	1.47	0.25	0.17	0.09
	12	0.66	0.23	0.09	0.05
	13	2.59	0.16	0.25	0.20
	14	1.93	0.22	0.21	0.13
	15	1.37	0.25	0.16	0.09
	16	3.25	0.10	0.24	0.24
	17	0.88	0.24	0.11	0.06
	18	2.73	0.15	0.25	0.21
	19	0.94	0.25	0.12	0.06
	20	1.93	0.22	0.21	0.13
	21	2.28	0.19	0.23	0.17
	22	2.37	0.18	0.24	0.18
	23	1.42	0.25	0.16	0.09
	24	1.47	0.25	0.17	0.09
	25	1.16	0.25	0.14	0.07
	26	1.31	0.25	0.15	0.08
	27	1.82	0.23	0.20	0.12
	28	1.59	0.24	0.18	0.10
	29	1.66	0.24	0.18	0.11
Writing	1	0.15	0.19	0.06	0.03
	2	-0.20	0.16	0.05	0.02
	3	-0.90	0.10	0.02	0.01
	4	0.73	0.24	0.10	0.05
	5	0.80	0.24	0.10	0.05
	6	3.06	0.12	0.25	0.23
	7	1.02	0.25	0.12	0.07
	8	2.50	0.17	0.24	0.19
	9	0.85	0.24	0.11	0.06
	10	2.06	0.21	0.22	0.15
	11	2.55	0.16	0.25	0.19
	12	1.66	0.24	0.18	0.11
	13	3.09	0.12	0.24	0.23
	14	2.46	0.17	0.24	0.18
	15	2.77	0.14	0.25	0.21
	16	3.93	0.06	0.18	0.24
	17	1.13	0.25	0.13	0.07
	18	1.45	0.25	0.16	0.09
	19	1.64	0.24	0.18	0.11
	20	2.19	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
Listening	1	-0.17	0.20	0.06	0.03
	2	-0.09	0.21	0.07	0.03
	3	1.05	0.25	0.16	0.08
	4	0.59	0.25	0.12	0.05
	5	0.25	0.23	0.09	0.04
	6	3.36	0.07	0.20	0.25
	7	2.78	0.11	0.24	0.22
	8	1.15	0.24	0.17	0.08
	9	1.86	0.19	0.23	0.14
	10	1.05	0.25	0.16	0.08
	11	3.04	0.09	0.23	0.24
	12	3.09	0.08	0.23	0.24
	13	1.05	0.25	0.16	0.08
	14	2.13	0.17	0.24	0.17
	15	1.86	0.19	0.23	0.14
	16	1.88	0.19	0.23	0.14
	17	2.06	0.17	0.24	0.16
	18	1.52	0.22	0.20	0.11
	19	3.47	0.06	0.19	0.25
	20	2.11	0.17	0.24	0.16
	21	1.89	0.19	0.23	0.14
	22	1.28	0.24	0.18	0.09
	23	2.83	0.10	0.24	0.23
	24	2.17	0.16	0.25	0.17
	25	1.96	0.18	0.24	0.15
	26	1.11	0.24	0.17	0.08
	27	3.60	0.05	0.18	0.25
Speaking	1	-0.29	0.19	0.06	0.02
	2	-0.24	0.19	0.06	0.02
	3	0.11	0.22	0.08	0.03
	4	-0.05	0.21	0.07	0.03
	5	0.18	0.23	0.09	0.04
	6	0.69	0.25	0.13	0.06
	7	1.04	0.25	0.16	0.08
	8	0.75	0.25	0.13	0.06
	9	0.62	0.25	0.12	0.05
	10	1.07	0.25	0.16	0.08
	11	1.25	0.24	0.18	0.09
	12	0.81	0.25	0.14	0.06
	13	0.76	0.25	0.13	0.06
	14	0.84	0.25	0.14	0.06
	15	0.77	0.25	0.13	0.06
	16	0.78	0.25	0.13	0.06

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-0.54	0.12	0.03	0.01
	2	-0.52	0.12	0.03	0.01
	3	-0.34	0.14	0.04	0.02
	4	-0.02	0.17	0.05	0.02
	5	0.06	0.17	0.05	0.02
	6	1.56	0.25	0.16	0.09
	7	2.30	0.20	0.23	0.15
	8	0.47	0.21	0.07	0.03
	9	1.33	0.25	0.14	0.07
	10	2.41	0.19	0.24	0.16
	11	1.47	0.25	0.15	0.08
	12	0.66	0.23	0.09	0.04
	13	2.59	0.17	0.24	0.18
	14	1.93	0.23	0.20	0.12
	15	1.37	0.25	0.15	0.08
	16	3.25	0.11	0.24	0.23
	17	0.88	0.24	0.10	0.05
	18	2.73	0.16	0.25	0.19
	19	0.94	0.24	0.11	0.05
	20	1.93	0.23	0.20	0.12
	21	2.28	0.20	0.23	0.15
	22	2.37	0.19	0.23	0.16
	23	1.42	0.25	0.15	0.08
	24	1.47	0.25	0.15	0.08
	25	1.16	0.25	0.13	0.06
	26	1.31	0.25	0.14	0.07
	27	1.82	0.23	0.19	0.11
	28	1.59	0.24	0.17	0.09
	29	1.66	0.24	0.17	0.10
Writing	1	0.15	0.18	0.06	0.03
	2	-0.20	0.15	0.04	0.02
	3	-0.90	0.09	0.02	0.01
	4	0.73	0.23	0.09	0.04
	5	0.80	0.23	0.10	0.05
	6	3.06	0.13	0.25	0.22
	7	1.02	0.25	0.11	0.06
	8	2.50	0.18	0.24	0.17
	9	0.85	0.24	0.10	0.05
	10	2.06	0.22	0.21	0.13
	11	2.55	0.17	0.24	0.17
	12	1.66	0.24	0.17	0.10
	13	3.09	0.12	0.25	0.22
	14	2.46	0.18	0.24	0.17
	15	2.77	0.15	0.25	0.20
	16	3.93	0.06	0.19	0.25
	17	1.13	0.25	0.12	0.06
	18	1.45	0.25	0.15	0.08
	19	1.64	0.24	0.17	0.09
	20	2.19	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
Listening	1	-0.17	0.18	0.05	0.02
	2	-0.09	0.19	0.06	0.02
	3	1.05	0.25	0.14	0.06
	4	0.59	0.24	0.10	0.04
	5	0.25	0.22	0.07	0.03
	6	3.36	0.08	0.22	0.24
	7	2.78	0.12	0.25	0.21
	8	1.15	0.25	0.15	0.07
	9	1.86	0.21	0.21	0.12
	10	1.05	0.25	0.14	0.06
	11	3.04	0.10	0.24	0.23
	12	3.09	0.10	0.24	0.23
	13	1.05	0.25	0.14	0.06
	14	2.13	0.18	0.23	0.15
	15	1.86	0.21	0.21	0.12
	16	1.88	0.21	0.21	0.12
	17	2.06	0.19	0.23	0.14
	18	1.52	0.23	0.18	0.09
	19	3.47	0.07	0.21	0.25
	20	2.11	0.19	0.23	0.14
	21	1.89	0.21	0.22	0.12
	22	1.28	0.25	0.16	0.08
	23	2.83	0.12	0.25	0.21
	24	2.17	0.18	0.23	0.15
	25	1.96	0.20	0.22	0.13
	26	1.11	0.25	0.14	0.07
	27	3.60	0.06	0.20	0.25
Speaking	1	-0.29	0.17	0.05	0.02
	2	-0.24	0.17	0.05	0.02
	3	0.11	0.21	0.07	0.03
	4	-0.05	0.19	0.06	0.02
	5	0.18	0.21	0.07	0.03
	6	0.69	0.24	0.11	0.05
	7	1.04	0.25	0.14	0.06
	8	0.75	0.25	0.11	0.05
	9	0.62	0.24	0.10	0.04
	10	1.07	0.25	0.14	0.06
	11	1.25	0.25	0.16	0.08
	12	0.81	0.25	0.12	0.05
	13	0.76	0.25	0.11	0.05
	14	0.84	0.25	0.12	0.05
	15	0.77	0.25	0.11	0.05
	16	0.78	0.25	0.11	0.05

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-0.54	0.11	0.02	0.01
	2	-0.52	0.11	0.02	0.01
	3	-0.34	0.13	0.03	0.01
	4	-0.02	0.16	0.04	0.02
	5	0.06	0.17	0.04	0.02
	6	1.56	0.25	0.14	0.08
	7	2.30	0.20	0.21	0.13
	8	0.47	0.20	0.06	0.03
	9	1.33	0.25	0.12	0.06
	10	2.41	0.19	0.22	0.14
	11	1.47	0.25	0.13	0.07
	12	0.66	0.22	0.07	0.03
	13	2.59	0.18	0.23	0.16
	14	1.93	0.23	0.17	0.10
	15	1.37	0.25	0.12	0.06
	16	3.25	0.12	0.25	0.22
	17	0.88	0.23	0.08	0.04
	18	2.73	0.16	0.24	0.17
	19	0.94	0.24	0.09	0.04
	20	1.93	0.23	0.17	0.10
	21	2.28	0.21	0.21	0.13
	22	2.37	0.20	0.21	0.14
	23	1.42	0.25	0.13	0.07
	24	1.47	0.25	0.13	0.07
	25	1.16	0.25	0.10	0.05
	26	1.31	0.25	0.12	0.06
	27	1.82	0.24	0.16	0.09
	28	1.59	0.25	0.14	0.08
	29	1.66	0.25	0.15	0.08
Writing	1	0.15	0.17	0.04	0.02
	2	-0.20	0.14	0.03	0.01
	3	-0.90	0.08	0.02	0.01
	4	0.73	0.22	0.07	0.04
	5	0.80	0.23	0.08	0.04
	6	3.06	0.13	0.25	0.20
	7	1.02	0.24	0.09	0.05
	8	2.50	0.19	0.22	0.15
	9	0.85	0.23	0.08	0.04
	10	2.06	0.22	0.19	0.11
	11	2.55	0.18	0.23	0.16
	12	1.66	0.25	0.15	0.08
	13	3.09	0.13	0.25	0.21
	14	2.46	0.19	0.22	0.15
	15	2.77	0.16	0.24	0.18
	16	3.93	0.07	0.22	0.25
	17	1.13	0.25	0.10	0.05
	18	1.45	0.25	0.13	0.07
	19	1.64	0.25	0.15	0.08
	20	2.19	0.21	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
Listening	1	-0.17	0.17	0.04	0.02
	2	-0.09	0.18	0.04	0.02
	3	1.05	0.25	0.11	0.06
	4	0.59	0.23	0.08	0.04
	5	0.25	0.21	0.06	0.03
	6	3.36	0.09	0.24	0.24
	7	2.78	0.14	0.25	0.21
	8	1.15	0.25	0.12	0.07
	9	1.86	0.22	0.19	0.12
	10	1.05	0.25	0.11	0.06
	11	3.04	0.11	0.25	0.23
	12	3.09	0.11	0.25	0.23
	13	1.05	0.25	0.11	0.06
	14	2.13	0.20	0.21	0.15
	15	1.86	0.22	0.19	0.12
	16	1.88	0.22	0.19	0.12
	17	2.06	0.20	0.21	0.14
	18	1.52	0.24	0.15	0.09
	19	3.47	0.08	0.23	0.25
	20	2.11	0.20	0.21	0.14
	21	1.89	0.22	0.19	0.12
	22	1.28	0.25	0.13	0.08
	23	2.83	0.13	0.25	0.21
	24	2.17	0.19	0.22	0.15
	25	1.96	0.21	0.20	0.13
	26	1.11	0.25	0.12	0.07
	27	3.60	0.07	0.23	0.25
Speaking	1	-0.29	0.16	0.04	0.02
	2	-0.24	0.16	0.04	0.02
	3	0.11	0.19	0.05	0.03
	4	-0.05	0.18	0.04	0.02
	5	0.18	0.20	0.06	0.03
	6	0.69	0.24	0.08	0.05
	7	1.04	0.25	0.11	0.06
	8	0.75	0.24	0.09	0.05
	9	0.62	0.23	0.08	0.04
	10	1.07	0.25	0.11	0.06
	11	1.25	0.25	0.13	0.08
	12	0.81	0.24	0.09	0.05
	13	0.76	0.24	0.09	0.05
	14	0.84	0.24	0.10	0.05
	15	0.77	0.24	0.09	0.05
	16	0.78	0.24	0.09	0.05

Reading and Writing

	Item #	Rasch Difficulty	Item Information at Intermediate Cut	Item Information at Advanced Cut	Item Information at Proficient Cut
Reading	1	-0.54	0.10	0.02	0.01
	2	-0.52	0.10	0.02	0.01
	3	-0.34	0.12	0.02	0.01
	4	-0.02	0.15	0.03	0.02
	5	0.06	0.16	0.04	0.02
	6	1.56	0.25	0.13	0.08
	7	2.30	0.21	0.20	0.13
	8	0.47	0.20	0.05	0.03
	9	1.33	0.25	0.11	0.06
	10	2.41	0.20	0.21	0.14
	11	1.47	0.25	0.12	0.07
	12	0.66	0.21	0.06	0.03
	13	2.59	0.19	0.22	0.16
	14	1.93	0.24	0.16	0.10
	15	1.37	0.25	0.11	0.06
	16	3.25	0.12	0.25	0.22
	17	0.88	0.23	0.08	0.04
	18	2.73	0.17	0.23	0.17
	19	0.94	0.23	0.08	0.04
	20	1.93	0.24	0.16	0.10
	21	2.28	0.21	0.19	0.13
	22	2.37	0.21	0.20	0.14
	23	1.42	0.25	0.12	0.07
	24	1.47	0.25	0.12	0.07
	25	1.16	0.24	0.09	0.05
	26	1.31	0.25	0.11	0.06
	27	1.82	0.24	0.15	0.09
	28	1.59	0.25	0.13	0.08
	29	1.66	0.25	0.14	0.08
Writing	1	0.15	0.17	0.04	0.02
	2	-0.20	0.13	0.03	0.01
	3	-0.90	0.08	0.01	0.01
	4	0.73	0.22	0.07	0.04
	5	0.80	0.22	0.07	0.04
	6	3.06	0.14	0.25	0.20
	7	1.02	0.24	0.08	0.05
	8	2.50	0.19	0.21	0.15
	9	0.85	0.23	0.07	0.04
	10	2.06	0.23	0.17	0.11
	11	2.55	0.19	0.22	0.16
	12	1.66	0.25	0.14	0.08
	13	3.09	0.14	0.25	0.21
	14	2.46	0.20	0.21	0.15
	15	2.77	0.17	0.23	0.18
	16	3.93	0.07	0.23	0.25
	17	1.13	0.24	0.09	0.05
	18	1.45	0.25	0.12	0.07
	19	1.64	0.25	0.13	0.08
	20	2.19	0.22	0.19	0.12

APPENDIX G: REFERENCES

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