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

2016 Operational Test Technical Report

Submitted by: MetriTech, Inc.
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OVERVIEW

This technical report for the 2016 operational (OP) administration of the New York State English as a Second Language Achievement Test (NYSESLAT) has nine chapters:

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

Chapter 1: Introduction

Chapter 1 contains background information on the 2016 NYSESLAT, including the rationale, purpose, and recommended use of the assessment. It also describes the available test accommodations, with information on the large type and braille versions of the test.

Chapter 2: Test Design and Development

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

Chapter 3: Scoring

Chapter 3 discusses the scoring of constructed-response questions and describes the scoring audit conducted on a sample of approximately 10% of the operational Writing responses.

Chapter 4: Classical Item-Level Statistics

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

Chapter 5: Reliability

Chapter 5 relays reliability information of the assessment, including internal consistency reliability, and the classical standard error of measurement (SEM). It also provides results of the inter-rater reliability of the 10% scoring audit.

Chapter 6: Validity

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

Chapter 7: Calibration and Scaling

Chapter 7 explains the rationale for the Rasch IRT model that was implemented for the 2016 NYSESLAT. The processes of calibrating and linking the items onto the underlying IRT scale are presented. A summary of the average Rasch difficulty of the four subtests (Listening, Speaking, Reading, and Writing) is presented, as well as an explanation of model fit (details shown in Appendix C). Finally, the test characteristic curves (TCCs) and conditional standard error of measurement curves (CSEMs) for both the 2015 and 2016 administrations are presented.

Chapter 8: Establishing NYSESLAT Performance Levels

Chapter 8 is a summary of how the performance levels were established for the 2016 NYSESLAT.

Chapter 9: Summary of the Operational Test Results

Chapter 9 contains raw score and scale score summaries, as well as the percentage of students in each performance category (Listening, Speaking, Reading, and Writing). It also contains exit rates for the 2013, 2014, 2015, and 2016 administrations of the NYSESLAT, as well as scale score and the percentile rank frequency distribution for each grade level for 2016.

CHAPTER 1: INTRODUCTION

1.1 Background

The New York State Education Department (NYSED) administers the NYSESLAT to English Language Learner/Multilingual Learner (ELL/MLL) students in Grades K–12, in compliance with the federal No Child Left Behind Act of 2001 (NCLB). This technical report details the 2016 operational administration of the NYSESLAT, carried out by MetriTech, Inc.

Title III of NCLB requires annual assessment of the English language skills of ELL/MLL students. According to section 3121(d)(1), each state must use evaluation measures designed to assess "the progress of children in attaining English proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English" (No Child Left Behind [NCLB], 2002). NCLB requires demonstrated annual improvement in English proficiency for such students, in order for them to meet "challenging State academic content and student academic achievement standards." NCLB also requires that the annual assessment of ELL students be based on specific student achievement objectives. Section 3113(b)(2) states that the "agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1)" (NCLB, 2002).

The spring 2016 NYSESLAT measures the Linguistic Demands necessary to meet the discipline-specific New York curriculum standards at the corresponding grade band as required by NCLB. The Linguistic Demands are derived from the New Language Arts Progressions of the Bilingual Common Core Initiative (BCCI)[1]. In the classroom, the Linguistic Demands identify the words, phrases, and forms of language that students need to understand and use in order to meet discipline-specific standards in Grades K–12 across all four modalities (Listening, Speaking, Reading, and Writing).

The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (ToMs)[2]. ToMs are what New York State designates as the standards measured by the spring 2016 NYSESLAT. In order to capture performance with the necessary level of precision, every grade-band ToM has been delineated across five levels—Entering, Emerging, Transitioning, Expanding, and Commanding—which reflect a continuum of English language acquisition that culminates in Commanding. Together with the ToMs, these five Performance

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

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

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

To meet federal and State requirements regarding the assessment of ELL students, NYSED requested test development, research, and scoring based on the State's New Language Arts Progressions. As in past years, the NYSESLAT consists of four modalities (Speaking, Listening, Reading, and Writing) in each of six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Individual test items align to specific ToMs and PLDs, and the test was developed in accordance with the Standards for Educational and Psychological Testing (American Educational Research Association, 2014) and New York State testing requirements, as well as other applicable federal and state requirements.

The Board of Regents adopted the Common Core Learning Standards (CCLS) in January 2011. The NYSESLAT was to be aligned to the CCLS in two phases. The first phase occurred in 2013 and 2014. The Phase 1 NYSESLAT transition program introduced new item types, in order to make the test somewhat more academically challenging. The Phase 1 NYSESLAT was more closely aligned to the Common Core Learning Standards and reflected a greater emphasis on academic and classroom content. The goal of the Phase 2 NYSESLAT that commenced in January 2014 is to create a revised test that is fully aligned to the CCLS and the Bilingual New Language Arts Progressions to assess ELL students.

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

Items were developed and field tested in the fall of 2015 (see *2015 Field Test Technical Report*). Based on the analysis of field test data, passages and items were selected for the construction of the 2016 operational NYSESLAT test forms.

1.2 Rationale and Purpose

The New York State Board of Regents approved the Blueprint for ELL Success (BELLS) and the Bilingual Common Core Initiative (BCCI) to ensure that all ELL students attending New York State schools are college- and career-ready upon graduation. Based on NCLB mandates, and because each student's annual progress toward proficiency must be tracked, all ELL students in Grades K–12 are assessed each year, in order to measure academic English language proficiency in Listening, Speaking, Reading, and Writing. The NYSESLAT helps schools and teachers determine the type of English language instructional support that their ELL students need to fully acquire the language proficiency that will prepare them for success in the classroom. The purpose of the NYSESLAT is to measure annual student improvement in

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

achieving English language proficiency in order for students to ultimately exit ELL status and move into mainstream English programs.

1.3 Test Use

The NYSESLAT is used when making decisions regarding language instructional programs and for accountability determinations. First, the test measures the level of English proficiency of all ELL students in Listening, Speaking, Reading, and Writing. School districts then use these data to decide the type and amount of instructional services to which the students are entitled. Second, the NYSESLAT measures students' annual progress toward learning English and attaining academic English language proficiency. It determines whether school districts and the State meet the required progress and attainment targets as defined in the New York State Title III accountability system. Third, the NYSESLAT is used as one the criteria for exiting ELL students who score at the Commanding level from ESL/Bilingual programs. Students are also able to exit if they score Expanding and either a) 3or 4 on the ELA 3-8 test, or b) 65 on the Regents ELA test.

1.4 Test Accommodations

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

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

Large Type

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

Braille

NYSESLAT Braille Checklists were produced for Kindergarten and at Grades 1–2 for use in assessing ELL students who are visually impaired and use braille. Students were assessed based on teacher observations in the four language modalities of Speaking, Listening, Reading, and Writing. Each Checklist contained skill descriptions, by ToM, for the five performance levels.

At Grades 3–12, the NYSESLAT test booklets were produced in braille for ELL students who are visually impaired and use braille. Test development staff worked with the NYSED braille specialist, in order to create the descriptions for all graphics in the test booklets that couldn't be brailled. These picture descriptions, with captions, were reviewed and approved by NYSED, along with all of the brailled test directions and test questions. Note that there was one item from

the grades 7–8 Speaking modality that could not be adequately brailled and had to be removed from the braille version (with adjusted scoring). Orders for braille tests were placed by districts when NYSESLAT test materials were ordered.

CHAPTER 2: TEST DESIGN AND DEVELOPMENT

2.1 Test Blueprint and Specifications

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

The 2016 NYSESLAT, following the format of the 2015 NYSESLAT, is divided into four modalities (Speaking, Listening, Reading, and Writing) for each of the six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12.

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

Table 1 shows the total number of items and points for each modality, by grade band, for the 2016 NYSESLAT.

Table 1. Total Number of Items and Points for the 2016 NYSESLAT

	Grade Band											
	K		1–2		3–4		5–6		7–8		9–12	
Modality	**#Items**	**#Pts.**	**#Items**	**#Pts.**	**#Items**	**#Pts.**	**#Items**	**#Pts.**	**#Items**	**#Pts.**	**#Items**	**#Pts.**
Listening	19	19	24	24	24	24	24	24	24	24	24	24
Reading	18	18	27	27	27	27	27	27	27	27	27	27
Speaking	12	21	12	21	12	21	12	21	12	21	12	21
Writing	8	14	3	12	3	12	3	12	3	12	3	12
Total	57	72	66	84	66	84	66	84	66	84	66	84

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

The NYSESLAT consists entirely of items developed specifically for the assessment. The items on the 2016 NYSESLAT were developed in 2015 and field tested in the fall of 2015. Table 2 presents the operational test blueprint for the 2016 administration of the NYSESLAT.

Table 2. 2016 NYSESLAT Operational Test Design

2016 Operational NYSESLAT Listening (Grades 1–12)							
			Number of Items by Grade Band				
Session	**Passage Length**	**Response Type**	**1–2**	**3–4**	**5–6**	**7–8**	**9–12**
I	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
II	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
III	Short	MC4	4	3	3	3	3
	Long	MC4	4	5	5	5	5
		Total Listening	24	24	24	24	24
		Total Listening Points	**24**	**24**	**24**	**24**	**24**

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

2016 Operational NYSESLAT Reading (Grades 1–12)							
			Number of Items by Grade Band				
Session	**Passage Length**	**Response Type**	**1–2**	**3–4**	**5–6**	**7–8**	**9–12**
I	Short	MC4	3	3	3	3	3
	Medium	MC4	5	5	5	5	5
II	Short	MC4	3	3	3	3	3
	Medium	MC4	5	5	5	5	5
III	Medium	MC4	5	5	5	5	5
	Long	MC4	6	6	6	6	6
		Total Reading	27	27	27	27	27
		Total Reading Points	**27**	**27**	**27**	**27**	**27**

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

2016 Operational NYSESLAT Writing (Grades 1–12)						
		Number of Items by Grade Band				
Session	**Response Type**	**1–2**	**3–4**	**5–6**	**7–8**	**9–12**
I	SCR	1	1	1	1	1
II	SCR	1	1	1	1	1
III	ECR	1	1	1	1	1
	Total Writing	3	3	3	3	3
	Total Writing Points	**12**	**12**	**12**	**12**	**12**

SCR = 4-Point Short Constructed-Response Item
ECR = 4-Point Extended Constructed-Response Item

Table 2. 2016 NYSESLAT Operational Test Design (continued)

2016 Operational NYSESLAT Listening (Kindergarten)			
Passage Length	**Item Type**	**Response Type**	**Number of Items**
Medium	Story Order	MC3	1
	Character-Image Sorting	MC3	1
Medium	Descriptions	MC3	1
	Words from Context	MC3	1
Medium	Main Topic-Image Sorting	MC3	1
	Story Order	MC3	1
Medium	Dev. of Story-Image Sorting	MC3	1
	Descriptions	MC3	1
Long	Descriptions	MC3	1
	Story Order	MC3	1
	Words from Context	MC3	1
	Dev. of Story-Image Sorting	MC3	1
	Dev. of Ideas-Image Sorting	MC3	1
Stand-Alone Items	Main Topic-Image Sorting	MC3	1
	Character-Image Sorting	MC3	1
	Main Topic-Image Sorting	MC3	1
	Word Recognition	MC3	1
	Word Recognition	MC3	1
	Word Recognition	MC3	1
		Total Listening	**19**
		Total Listening Points	**19**

MC3 = 3-Option Multiple-Choice Item

Table 2. 2016 NYSESLAT Operational Test Design (continued)

2016 Operational NYSESLAT Reading (Kindergarten)		
Item Type	**Response Type**	**Number of Items**
Letter-Sound Recognition	MC3	3
Sound-Letter Match	MC3	3
Alphabet Recognition	MC3	1
Word Reading 1	MC3	4
Word Reading 2	MC3	5
Sentence Reading	MC3	2
	Total Reading	**18**
	Total Reading Points	**18**

MC3 = 3-Option Multiple-Choice Item

2016 Operational NYSESLAT Writing (Kindergarten)		
Item Type	**Response Type**	**Number of Items**
Letter Writing	CR1 (0–1)	4
Word Writing	CR2 (0–2)	2
Sentence Writing	CR2 (0–2)	1
Write a Story	CR4 (0–4)	1
	Total Writing	8
	Total Writing Points	**14**

CR1 = 1-Point Constructed-Response Items
CR2 = 2-Point Constructed-Response Items
CR4 = 4-Point Constructed-Response Items

Table 2. 2016 NYSESLAT Operational Test Design (continued)

2016 Operational NYSESLAT Speaking (Kindergarten–12)			
Section	**Item Type**	**Response Type**	**Number of Items**
I	Respond to Graphic/Text	CR1 (0-1)	1
	Respond to Graphic/Text	CR2 (0-2)	3
II	Respond to Graphic/Text	CR1 (0-1)	1
	Respond to Graphic/Text	CR2 (0-2)	3
III	Respond to Graphic/Text	CR1 (0-1)	1
	Respond to Graphic/Text	CR2 (0-2)	3
		Total Speaking	12
		Total Speaking Points	**21**

CR1 = 1-Point Constructed-Response Items

CR2 = 2-Point Constructed-Response Items

2.2 2016 Test Design Refinements

The basic test design in 2016 was an extension of the design implemented in 2015. The 2016 tests continued to be grounded in the New Bilingual Language Arts Progressions and measured the Targets of Measurement across the five performance levels.

There were only four significant test design changes in 2016. Three were at Kindergarten, and one affected the Speaking modality across grade bands. The latter was the result of an analysis of the 2015 Speaking test results that were discussed at the December 2015 Speaking Summit. The analysis of the Speaking test difficulty level led to the decision to add an item targeting the Commanding performance level in place of two test items targeting the Entering performance level.

The most significant refinement adopted for the 2016 Kindergarten test was the decision to test all four modalities (Speaking, Listening, Reading, and Writing) independently. This is an approach that now differs from the integrated modality approach used for Grades 1–12. In addition, it was decided that presenting three answer choices for each multiple-choice question, instead of four, was more typical, and appropriate, for testing at the Kindergarten level. The third change that occurred was to the Kindergarten item types assessed in the Writing test. It was decided, based on educator feedback and item performance data, to no longer include the Word Copying item type. The data showed that most Kindergarten ELLs were proficient at copying words, and these results did not provide any additional useful proficiency information. Appendix A (Tables A1–A6) provides the item mapping for the 2016 NYSESLAT for each item by grade band and modality.

Table 3 shows a historical comparison between the 2014–2015 and the 2015–2016 versions of the NYSESLAT.

Tables 4 through 9 show the NYSESLAT test specification alignment with the Targets of Measurement, by grade band, for 2016.

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

Grade Band	ToMs	2015 Selection								2016 Selection							
		Listening		Reading		Writing		Speaking		Listening		Reading		Writing		Speaking	
		# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts
K	1	6	32			10	71	4	19	5	26			10	71	3	14
	2	6	32			4	29	9	43	6	32			4	29	12	57
	3	4	21	8	44			4	19	5	26	8	44			2	10
	4	3	16	10	56			4	19	3	16	10	56			4	19
	5																
	Total	19	100	18	100	14	100	21	100	19	100	18	100	14	100	21	100
1–2	1	6	25	8	30			4	19	6	25	9	33			3	14
	2	10	42	10	37	8	67	9	43	9	38	12	44	8	67	12	57
	3	5	21	7	26			4	19	6	25	6	22			2	10
	4	1	4	1	4	4	33	4	19	2	8	0	0	4	33	4	19
	5	2	8	1	4					1	4	0	0				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100
3–4	1	8	33	7	26			3	14	8	33	8	30			4	19
	2	7	29	10	37	8	67	4	19	7	29	10	37	8	67	7	33
	3	5	21	7	26	4	33	4	19	6	25	4	15			4	19
	4	3	13	3	11			10	48	3	13	3	11	4	33	6	29
	5	1	4									2	7				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100
5–6	1	7	29	7	26			7	33	10	42	9	33			4	19
	2	5	21	6	22	8	67	6	29	6	25	4	15	8	67	11	52
	3	7	29	9	33					5	21	7	26			2	10
	4	4	17	3	11	4	33	8	38	2	8	4	15	4	33	4	19
	5	1	4	2	7					1	4	3	11				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100
7–8	1	9	38	4	15			3	14	5	21	7	26			6	29
	2	8	33	6	22	8	67	4	19	10	42	6	22	8	67	7	33
	3	6	25	9	33	4	33	8	38	8	33	8	30			6	29
	4	1	4	5	19			6	29	1	4	3	11	4	33	2	10
	5			3	11							3	11				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100

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

Grade Band	ToMs	2015 Selection								2016 Selection							
		Listening		Reading		Writing		Speaking		Listening		Reading		Writing		Speaking	
		# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts	# of Score Pts	% of Total Pts
9–12	1	10	42	7	26			1	5	7	29	7	26			4	19
	2	4	17	6	22	8	67	3	14	8	33	5	19	8	67	8	38
	3	5	21	11	41			1	5	6	25	6	22			3	14
	4	3	13	3	11	4	33	16	76	3	13	6	22	4	33	6	29
	5	2	8									3	11				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100

Table 4. 2016 Test Specification Alignment to ToMs—Grade K

ToMs	Total 2016		
	N Item	N Points	% Point
1	14	18	25.0
2	14	22	30.6
3	14	15	20.8
4	15	17	23.6
5	-	-	-
Total	57	72	100.0

Table 5. 2016 Test Specification Alignment to ToMs—Grade Band 1–2

ToMs	Total 2016		
	N Item	N Points	% Point
1	18	20	23.8
2	29	39	46.4
3	13	14	16.7
4	5	10	11.9
5	1	1	1.2
Total	66	84	100.0

Table 6. 2016 Test Specification Alignment to ToMs—Grade Band 3–4

ToMs	Total 2016		
	N Item	N Points	% Point
1	19	20	23.8
2	23	32	38.1
3	12	14	16.7
4	10	16	19.0
5	2	2	2.4
Total	66	84	100.0

Table 7. 2016 Test Specification Alignment to ToMs—Grade Band 5–6

ToMs	Total 2016		
	N Item	N Points	% Point
1	21	23	27.3
2	19	29	34.5
3	13	14	16.7
4	9	14	16.7
5	4	4	4.7
Total	66	84	100.0

Table 8. 2016 Test Specification Alignment to ToMs—Grade Band 7–8

ToMs	Total 2016		
	N Item	N Points	% Point
1	16	18	21.4
2	22	31	36.9
3	19	22	26.2
4	6	10	11.9
5	3	3	3.5
Total	66	84	100.0

Table 9. 2016 Test Specification Alignment to ToMs—Grade Band 9–12

ToMs	Total 2016		
	N Item	N Points	% Point
1	16	18	21.4
2	20	29	34.5
3	14	15	17.9
4	13	19	22.6
5	3	3	3.6
Total	66	84	100.0

2.3 Item Development and Review

All items field tested in 2015 for use on the 2016 operational NYSESLAT were written by professional writers with experience in the classroom and experience writing assessment content for ELL students. The MetriTech test development team conducted a series of two-hour

webinars, in order to train passage writers and item writers. A variety of training materials were prepared, including the Targets of Measurement (ToMs), the Performance Level Descriptions (PLDs), sample passages and items, a training PowerPoint, NYSESLAT-specific Passage and Item Writing Guidelines, and Passage and Item Review Checklists. Passages and items were written in the MetriTech proprietary item bank, MTADS, allowing for all passages and items to be saved electronically, along with every edit applied throughout the development cycle. MetriTech development, content, and ESL specialists were trained to support the writers developing the passages and items, and were available via phone and e-mail to answer any questions. Subsequently, all passages and items went through multiple rounds of review and revision. MetriTech hired and trained content and ESL specialists to conduct an initial review of passages and items and to edit the passages and items. These reviewers used detailed Passage and Item Review Checklists. Following the initial review of the passages and items submitted by the writers, MetriTech content and ESL specialists reviewed the passages and items, using an additional set of Passage and Item Review Checklists. All Passage and Item Review Checklists were accessed in MTADS, thus allowing an electronic record to be kept of the reviews. The multi-step, lengthy, and intensive review and editing process ensured the following:

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

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

2.4 Field Test

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

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

The forms for each grade band were distributed to representative samples of schools, with each student given only one field test form. Details for the 2015 field test sampling plan and statistics are discussed in the *2015 NYSESLAT Field Test Technical Report*.

The field test forms were constructed to mirror the presentation of passages and items in the operational test booklets. The items and data from the 2015 fall field test administration of the NYSESLAT were used for construction of the 2016 operational NYSESLAT test.

2.5 Test Construction

The 2016 NYSESLAT was administered operationally to six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. The operational test forms consisted of all new passages and items field tested in fall 2014.

The field tested items for each grade band were calibrated concurrently. Item parameters obtained from the 2015 field test calibration were used to build new forms for the 2016 operational NYSESLAT test forms.

Selecting New Items

MetriTech's Assessment Development team proposed the initial operational test forms by selecting passages and items from those field tested in fall 2015 by following the blueprint and specifications approved by NYSED and item/form selection guidelines provided by NYSED.

The selection criteria for the 2016 NYSESLAT operational passage and item sets reflected the test design specifications for use of organizing Global Themes for the Phase 2 NYSESLAT. Selection included consideration of such elements as passage length, distribution of ToMs and PLDs, and content. Content considerations included having a variety of settings and activities represented in items; having a mix of people, animals, and objects represented; and ensuring that no content overlapped within a subtest or across subtests in the same grade band. The ToMs measured varied by subtest, and difficulty level usually increased from the first item in a set to the last. In addition, the means and standard deviations of the modality and total scores, as well as Rasch values, were used as reference, in order to facilitate item selection and form construction.

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

- To the extent possible, select items representing an appropriate distribution across ToMs and PLDs.
- To the extent possible, use items with no DIF flags, a good discrimination index (.25 or greater), and an acceptable p-value range (between .30 and .95).
- Avoid items with more than 5% omission rates.
- Avoid clueing.
- Attempt to have an even distribution of correct answers across choices (A–D).

Building the Test Maps

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

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

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

Table 10. 2016 NYSESLAT Selection Summary—Classical Item Statistics (based on 2015 field test analyses)

Grade Band	Listening		Speaking		Reading		Writing	
	P-value	SD	P-value	SD	P-value	SD	P-value	SD
K	0.72*	0.14*	0.68	0.21	0.85*	0.10*	0.69	0.18
1–2	0.60	0.11	0.78	0.16	0.51	0.07	0.35	0.60
3–4	0.54	0.09	0.79	0.16	0.54	0.11	0.44	0.03
5–6	0.58	0.12	0.74	0.17	0.53	0.10	0.44	0.07
7–8	0.62	0.12	0.71	0.19	0.55	0.11	0.44	0.03
9–12	0.57	0.12	0.70	0.20	0.52	0.10	0.44	0.19

*****Estimate only. The average is of all items (19 Listening, 18 Reading), but 6 from each modality are carryover items that lost a distractor.

Psychometric Review

MetriTech's psychometricians conducted a psychometric review of the proposed item selection and gave feedback to the Development team. Iterations between the two groups occurred as necessary for each grade band.

Statistical considerations included item difficulty, item discrimination, and potential bias; i.e., *p*-values, point biserial correlation coefficients, and differential item functioning (DIF) statistics, respectively. (See Chapter 4 for more information on item-level statistics.) During the item selection and forms construction process, the Development team was given the following instructions:

1. Item Statistics:
    a. Check the range of item difficulty: Items should be flagged if the p-value is < 0.30 or > 0.95.
    b. Check the point-biserial range: Try to avoid items with a point biserial < 0.30.
    c. Check the omit rate: Watch for items with an omit rate > 5%.
    d. Avoid items with a DIF bias flag. If it is necessary to select an item with a DIF flag, then it needs to be reviewed carefully for content. The DIF bias flag criteria are explained in detail in Chapter 4 (see Tables 16 and 17).
2. No changes to an item are allowed once it has been field tested.

3. The total number of items for each ToM and PLD, and the number of items within each modality, must meet the test design.
4. In general, flagged items should be avoided. However, the match to ToM and PLD distributions should take priority over statistical targets in most circumstances.

Test Construction Review by NYSED

Finally, the proposed passage and item selection and sequencing for each test form was reviewed electronically for content and psychometric characteristics by NYSED. The objective of this activity was to finalize the item selection for the 2016 operational test forms. NYSED edits, changes, and comments were provided to MetriTech, discussed with NYSED, and applied to the test forms.

CHAPTER 3: SCORING

3.1 Scoring of Constructed-Response Questions

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

Public school districts, charter schools, and nonpublic schools have several scoring model options for the Writing constructed-response questions (shown in Table 11). Regardless of the scoring model being used, a minimum of three scorers is necessary to score the Writing constructed-response questions of each student's test. To comply with a State requirement, however, none of the scorers assigned to score a student's test responses may be that student's teacher. In order to maximize the number of teachers scoring test booklets from any one teacher's class or any one school, test booklets must be randomized prior to assignment to scorers.

Table 11. Scoring Model Options for Constructed-Response Questions

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

Scoring options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different, depending on the score model option, as shown in Table 12.

Table 12. Responsibilities of Individuals in Scoring Operations

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

Selecting and Assigning Teachers for the Scoring Committees

A scoring committee is made up of teachers chosen to score the short and extended constructed-response questions on the 2016 NYSESLAT. Each scoring committee must have a minimum of three scorers. It is recommended that each scoring site have a minimum of two scoring committees. School administrators make the final decision as to who can score these tests, after a review of the teacher's certification and present teaching assignment(s). Criteria to consider when choosing scoring committee members are listed below.

General Requirements for Scoring Committee Members

■ Experience with scoring constructed-response questions, including use of rubrics;

■ Experience using holistic rubrics;

■ Content area expertise;

■ One or more years of teaching the specified or adjacent grade levels;

■ Familiarity with the 2016 NYSESLAT Rubric and Scoring Training materials;

■ Retired teachers and active or retired school administrators, as well as certified teachers who are currently working as teacher assistants, may score the short- and extended-response questions if they have familiarity with the 2016 NYSESLAT Rubric and Scoring Training materials.

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

3.2 Scoring Audit: 10% of the Operational Writing Responses

This section describes the scoring processes for the operational test audit. Re-scoring of 10% of the operational Writing constructed responses (i.e., the scoring audit) was conducted at MetriTech's scoring center in Champaign, Illinois. Experienced MetriTech scoring directors and team leaders conducted the training and monitoring.

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

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

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

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

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

Ultimately, 36 applicants scored the NYSESLAT writing audit. Of this number, 39% had prior teaching experience or were currently teaching, 28% had post-baccalaureate degrees, and 100% had previously scored ELL assessments for the contractor.

In addition to meeting these requirements, 21 of the 36 scorers were members of the lead scoring staff (master scorers, trainers, and table leaders) who had extensive scoring experience. Master scorers, for example, had multiple years of experience and had worked with scoring protocols for multiple ELL scoring programs and states. Table leaders, whose role is to respond to questions and issues of scorers as they arise during scoring, usually had at least two years' experience.

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

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

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

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

To measure inter-rater reliability and ensure that local New York State teachers applied the same rigorous scoring standards across the State as intended by NYSED, MetriTech performed an audit on approximately 10% of all Writing tests, at the request of NYSED, by computing rater agreement based on local readers' ratings and MetriTech readers' ratings. A merged data file was created based on the local ratings (i.e., the final 2016 NYSESLAT data provided by NYSED) and MetriTech ratings (i.e., the sample of Writing items scored by MetriTech raters). The data were merged using Student State ID to ensure perfect student match and removal of duplicates. (See Chapter 5 for more information on inter-rater reliability.) For a detailed discussion about the 10% audit of the operational Writing responses, please refer to the *NYSESLAT 10% Audit Report for 2016*.

CHAPTER 4: CLASSICAL ITEM-LEVEL STATISTICS

This chapter contains the summary of classical statistics for the spring 2016 operational NYSESLAT forms. The data file used for this analysis was the 100% (all schools) student data file compiled by the NYSED data team and provided to MetriTech in June 2016. The summary statistics are based on Classical Test Theory (CTT) and include information such as the *p*-values, the point-biserial correlations, and Differential Item Functioning (DIF) statistics.

Beginning with the spring 2016 operational NYSESLAT administration, these analyses are based on data from all schools (e.g., public, charter, and religious and independent) rather than only on data from public and charter schools, as has been done with previous NYSESLAT technical reports. Operational administration results in Chapter 9 are presented both for all schools and, separately, for public and charter schools.

Using the 100% (all schools) data file received from NYSED (containing 256,550 records), the following exclusion rules were applied:

1. Removed students with invalid scores (253,859 records remained; students must have had a valid score on all four modalities and have been tested with the appropriate grade-level assessment, in order to receive a valid overall score)
2. Removed 204 duplicate records (253,655 records remained)

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

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

Grade Band	Final Sample Size
K	31,629
1–2	61,170
3–4	44,249
5–6	35,853
7–8	31,479
9–12	49,275
Total	253,655

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

Grade Level	Final Sample Size
K	31,629
1	33,268
2	27,902
3	23,035
4	21,214
5	18,102
6	17,751
7	16,082
8	15,397
9	17,964
10	14,979
11	9,944
12	6,388
Total	253,655

4.1 Item-Level Descriptive Statistics

A p-value is an indication of an item's difficulty and ranges from 0 to 1. For multiple-choice items, it represents the proportion of students that answer an item correctly. Higher *p*-values indicate that the items are easier, while lower *p*-values indicate that the items are more difficult. For constructed-response items, the *p*-value is reported as the item mean divided by the maximum number of possible points. Operational *p*-values were distributed between approximately 0.30 and 0.95, with fewer items at the extremes of difficulty and more items of moderate difficulty.

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

Item-level statistics for the 2016 operational NYSESLAT are presented in Appendix B by grade band. With the exception of a few high *p*-values and low item-total correlation values, all items fell well within the preset level of acceptance, both in terms of the *p*-value and point-biserial. The following item information and statistics are presented for each item:

- Item number
- Item type: multiple choice (MC) or constructed response (CR)
- Maximum number of possible points
- N-count (number of students)
- For multiple-choice items—the percentage of students who answered a multiple-choice item correctly along with the percentage of students who selected each of the other response options
- For constructed-response items—the percentage of students at each score point
- Omits (percentage of students omitting an item)
- *P*-value
- Item-total correlation

Items that are too easy or too difficult during field testing are flagged based on their *p*-values, because items like these provide inadequate information. The inclusion of items outside of the predefined difficulty range is typically not beneficial to the measurement process, but, because the NYSESLAT is a standard-referenced assessment, content experts may determine that the inclusion of specific items is necessary.

Table 15 presents the mean *p*-values and item-total correlation coefficients by grade band. The mean p-values and item-total correlations for each grade band in the four modalities (Listening, Speaking, Reading, and Writing) are between the upper and lower limits for the acceptable range of these values.

Table 15. Summary of Classical Item Difficulty and Item Discrimination Indices by Grade Band (All Schools)

Grade Band	Modality	N-Count	Item Difficulty (p-value)		Item Discrimination (item-total *r*)	
			Mean	SD	Mean	SD
K	Listening	31,629	0.75	0.12	0.51	0.07
	Reading	31,629	0.82	0.08	0.60	0.07
	Speaking	31,629	0.61	0.14	0.78	0.07
	Writing	31,629	0.68	0.21	0.70	0.13
	Total	31,629	0.73	0.15	0.62	0.13
1–2	Listening	61,170	0.59	0.09	0.47	0.06
	Reading	61,170	0.51	0.07	0.47	0.09
	Speaking	61,170	0.71	0.11	0.78	0.06
	Writing	61,170	0.39	0.01	0.91	0.00
	Total	61,170	0.57	0.12	0.55	0.16
3–4	Listening	44,249	0.55	0.09	0.46	0.06
	Reading	44,249	0.52	0.10	0.49	0.08
	Speaking	44,249	0.73	0.10	0.79	0.09
	Writing	44,249	0.42	0.01	0.90	0.00
	Total	44,249	0.57	0.12	0.55	0.16
5–6	Listening	35,853	0.58	0.11	0.47	0.07
	Reading	35,853	0.53	0.10	0.48	0.09
	Speaking	35,853	0.72	0.10	0.80	0.07
	Writing	35,853	0.44	0.01	0.91	0.01
	Total	35,853	0.58	0.13	0.56	0.17
7–8	Listening	31,479	0.62	0.11	0.50	0.05
	Reading	31,479	0.55	0.11	0.47	0.10
	Speaking	31,479	0.71	0.11	0.81	0.09
	Writing	31,479	0.46	0.01	0.91	0.01
	Total	31,479	0.60	0.12	0.56	0.16
9–12	Listening	49,275	0.56	0.11	0.51	0.06
	Reading	49,275	0.53	0.10	0.47	0.07
	Speaking	49,275	0.68	0.12	0.81	0.08
	Writing	49,275	0.47	0.03	0.51	0.00
	Total	49,275	0.57	0.12	0.56	0.16

4.2 Differential Item Functioning (DIF)

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

DIF analyses are statistical procedures used to flag items for potential bias. However, a significant DIF result is not, in itself, evidence of bias. In general, DIF statistics are used to compute the probability that one demographic group is more likely to correctly answer an item than is another group or subgroup, after having controlled for group differences in ability (e.g., an item that seems to be easy for female students, but not for male students whose overall performance on the test is similar). Results of DIF analyses are made available to content/bias experts, who can then determine whether bias, in fact, exists, and remove any items in which bias is found.

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

For the MH procedure, the examinees are split into a focal group, which is typically of prime interest, and a reference group. Each group is then further divided into *K* matched ability groups, often on the basis of total test raw score. That is, all examinees obtaining a raw score of 10 represent one matched ability group, for example. Then, for an item, *j*, the data from the kth level of reference and focal group members can be arranged as a 2 x 2 table, as shown in Table 16.

Table 16. Mantel-Haenszel Data Structure

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

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

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

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

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

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

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

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

where

M_{Fs} and M_{Rs} are the mean item scores for the focal and reference groups conditional on test score (s), and

P_{Fs} is the proportion of the focal group members conditional on test score (s).

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

For each test item in each DIF comparison, the outcome is classified into one of three categories. The categories used in this report are a modification of what are commonly referred to as the Educational Testing Service (ETS) DIF categories, which are widely accepted in the field of psychometrics for the categorization of DIF severity. These classifications are shown in Table 17 for multiple-choice items and in Table 18 for constructed-response items.

Table 17. DIF Classification for Multiple-Choice Items

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

Table 18. DIF Classification for Constructed-Response Items

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

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

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

Appendix H provides the DIF statistics for the 2016 operational items if one or more of the DIF categories is other than A. The + sign next to the DIF category indicates that the item favors the reference group, while the - sign indicates that the item favors the focal group.

Summary of the DIF Analyses

Table 19 provides sample sizes for different DIF groups by grade band. Tables 20 through 23 present the summary of the DIF analyses of operational test items, including n-counts for each DIF analysis group and the number of items flagged by the MH procedure or SMD.

Table 19. DIF Sample Sizes for DIF Groups

DIF Group		K	1–2	3–4	5–6	7–8	9–12
Gender	Female	16,420	31,711	23,760	19,411	17,012	25,969
	Male	15,209	29,459	20,489	16,442	14,467	23,306
White vs. Non-White	White	6,166	12,521	10,439	8,884	7,233	7,254
	Non-White	25,463	48,649	33,810	26,969	24,246	42,021
Hispanics vs. Non-Hispanics	Hispanics	17,183	33,999	24,333	19,610	17,579	28,959
	Non-Hispanics	14,446	27,171	19,916	16,243	13,900	20,316
Asian vs. Non-Asian	Asian	6,933	11,744	7,195	5,168	4,566	8,635
	Non-Asian	24,696	49,426	37,054	30,685	26,913	40,640

Table 20. Results of DIF Analyses for the Operational Test Items (Male vs. Female)

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

Note: Detailed results are located in Appendix H (pages 440–441).

Table 21. Results of DIF Analyses for the Operational Test Items (White vs. Non-White)

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

Note: Detailed results are located in Appendix H (pages 440–441).

Table 22. Results of DIF Analyses for the Operational Test Items (Hispanic vs. Non-Hispanic)

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

Note: Detailed results are located in Appendix H (pages 440–441).

Table 23. Results of DIF Analyses for the Operational Test Items (Asian vs. Non-Asian)

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

Note: Detailed results are located in Appendix H (pages 440–441).

CHAPTER 5: RELIABILITY

5.1 Internal Consistency Reliability

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

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

Coefficient alpha is the average split-half correlation based on all possible divisions of a test into two parts. Coefficient alpha has the additional advantage in that it can be used to estimate the internal consistency of both dichotomous and polytomous (i.e., constructed-response) items. Coefficient alpha (α) is computed using the following formula:

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

where:

I is the number of items on the test,

S_i^2 is the variance of item *i*, and

S_X^2 is the total test variance.

MetriTech calculated Cronbach's coefficient alpha reliability statistic, found in Table 24 and Table 25 in Section 5.4. The reliability coefficients in Table 24 range from 0.83 to 0.95, with an average of 0.89. For Table 25, the range of reliability coefficients are from 0.82 to 0.96, with an average of 0.89. These levels of internal consistency reliability are moderately high; therefore, the NYSESLAT may be considered a reliable test.

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

Because perfect measurement of ability is not possible, it is important to analyze the amount of measurement error on an assessment. Psychometricians think about the reliability of an assessment as the ability of a test to produce the same results consistently. For example, if a student repeatedly took the same assessment and theoretically was unable to remember its contents, that student should earn roughly the same score. Obviously, this cannot be done. The standard error of measurement (SEM) is a theoretical estimate of the standard deviation of such a

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

The SEM is inversely related to the reliability of a test because the greater the reliability, the lower the SEM will be. Hence, an observed test score has more accuracy or precision when the SEM is small. The SEM is calculated using the following equation:

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

where:

SEM is the standard error of measurement,

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

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

The SEMs are presented in Table 24 and Table 25 in Section 5.4. The smaller the SEMs (closer to 0), the higher the quality of the test will be.

5.3 Standard Error of the Mean (SEMn)

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

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

where:

SEMn is the standard error of the mean,

σ is the standard deviation of the population, and

n is the number of responses in each sample.

The SEMn values are presented in Table 24 and Table 25 in Section 5.4. The more accurate the estimation of the population mean, the smaller the SEMn values will be.

5.4 Summary of the Descriptive and Reliability Statistics

Table 24 and Table 25 provide descriptive statistics for the raw score and reliabilities by grade band and grade level. The tables contain the following:

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

In analyzing the information provided in these tables, the measures of reliability should be examined by keeping to the general trend that greater reliability is associated with a lower error for that particular measure. In Table 24, the test reliability values of Listening, Speaking, Reading, and Writing across the six grade bands are between 0.83 and 0.95, which is a strong indication that the test forms are of good quality. The SEMn values of the four modalities across the six grade bands ranged from 0.01 to 0.04, which is small. The SEM values of the four modalities across the six grade bands ranged from 1.01 to 2.31.

In Table 25, test reliability values of Listening, Speaking, Reading, and Writing across all grades are 0.82 or above, which is considered moderately high. The SEMn and SEM values are small and within acceptable ranges for each grade.

Table 24. RS Descriptive Statistics and Reliability by Modality and Grade Band (All Schools)

Grade Band	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean P-value	SEMn	Reliability	SEM
K	Listening	19	19	31,629	13.46	5.87	0.75	0.02	0.83	1.62
	Reading	18	18	31,629	14.24	6.15	0.82	0.02	0.89	1.31
	Speaking	12	21	31,629	13.88	6.94	0.61	0.04	0.94	1.67
	Writing	8	14	31,629	5.60	3.57	0.68	0.02	0.83	1.53
1–2	Listening	24	24	61,170	14.21	5.39	0.59	0.02	0.84	2.14
	Reading	27	27	61,170	13.84	6.33	0.51	0.03	0.87	2.31
	Speaking	12	21	61,170	14.59	6.39	0.71	0.03	0.94	1.60
	Writing	3	12	61,170	4.63	3.20	0.39	0.01	0.90	1.01
3–4	Listening	24	24	44,249	13.25	5.44	0.55	0.03	0.84	2.17
	Reading	27	27	44,249	14.16	6.49	0.52	0.03	0.88	2.26
	Speaking	12	21	44,249	15.03	6.41	0.73	0.03	0.94	1.54
	Writing	3	12	44,249	5.04	3.21	0.42	0.02	0.89	1.07
5–6	Listening	24	24	35,853	13.92	5.43	0.58	0.03	0.85	2.13
	Reading	27	27	35,853	14.37	6.39	0.53	0.03	0.87	2.27
	Speaking	12	21	35,853	14.81	6.62	0.72	0.03	0.95	1.55
	Writing	3	12	35,853	5.22	3.35	0.44	0.02	0.90	1.07
7–8	Listening	24	24	31,479	14.97	5.70	0.62	0.03	0.87	2.05
	Reading	27	27	31,479	14.74	6.17	0.55	0.03	0.86	2.27
	Speaking	12	21	31,479	14.42	6.81	0.71	0.04	0.95	1.56
	Writing	3	12	31,479	5.53	3.61	0.46	0.02	0.90	1.16
9–12	Listening	24	24	49,275	13.46	5.87	0.56	0.03	0.87	2.09
	Reading	27	27	49,275	14.24	6.15	0.53	0.03	0.86	2.29
	Speaking	12	21	49,275	13.88	6.94	0.68	0.03	0.95	1.55
	Writing	3	12	49,275	5.60	3.57	0.47	0.02	0.89	1.20

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

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean P-value	SEMn	Reliability	SEM
K	Listening	19	19	31,629	14.23	3.95	0.75	0.02	0.83	1.62
	Reading	18	18	31,629	14.82	3.96	0.82	0.02	0.89	1.31
	Speaking	12	21	31,629	12.26	6.71	0.61	0.04	0.94	1.67
	Writing	8	14	31,629	8.21	3.75	0.68	0.02	0.83	1.53
1	Listening	24	24	33,268	13.01	5.13	0.54	0.03	0.82	2.11
	Reading	27	27	33,268	12.06	5.67	0.45	0.03	0.83	1.88
	Speaking	12	21	33,268	14.06	6.39	0.69	0.04	0.93	1.59
	Writing	3	12	33,268	4.00	3.01	0.33	0.02	0.90	1.23
2	Listening	24	24	27,902	15.64	5.34	0.65	0.03	0.85	2.06
	Reading	27	27	27,902	15.95	6.43	0.59	0.04	0.88	2.24
	Speaking	12	21	27,902	15.24	6.33	0.74	0.04	0.94	1.53
	Writing	3	12	27,902	5.39	3.26	0.45	0.02	0.90	1.05
3	Listening	24	24	23,035	12.44	5.17	0.52	0.03	0.82	2.21
	Reading	27	27	23,035	13.15	6.12	0.49	0.04	0.86	2.30
	Speaking	12	21	23,035	14.75	6.38	0.72	0.04	0.94	1.57
	Writing	3	12	23,035	4.67	3.04	0.39	0.02	0.88	1.06
4	Listening	24	24	21,214	14.13	5.59	0.59	0.04	0.86	2.13
	Reading	27	27	21,214	15.25	6.69	0.56	0.05	0.89	2.21
	Speaking	12	21	21,214	15.34	6.44	0.75	0.04	0.95	1.51
	Writing	3	12	21,214	5.44	3.33	0.45	0.02	0.89	1.09
5	Listening	24	24	18,102	13.53	5.28	0.56	0.04	0.83	2.15
	Reading	27	27	18,102	13.70	6.16	0.51	0.05	0.86	2.29
	Speaking	12	21	18,102	14.62	6.59	0.72	0.05	0.94	1.57
	Writing	3	12	18,102	4.98	3.21	0.42	0.02	0.89	1.06
6	Listening	24	24	17,751	14.32	5.55	0.60	0.04	0.86	2.10
	Reading	27	27	17,751	15.06	6.53	0.56	0.05	0.88	2.24
	Speaking	12	21	17,751	14.99	6.64	0.73	0.05	0.95	1.53
	Writing	3	12	17,751	5.47	3.46	0.46	0.03	0.90	1.08
7	Listening	24	24	16,082	14.74	5.67	0.61	0.04	0.87	2.06
	Reading	27	27	16,082	14.29	6.04	0.53	0.05	0.86	2.29
	Speaking	12	21	16,082	14.36	6.82	0.71	0.05	0.95	1.58
	Writing	3	12	16,082	5.38	3.53	0.45	0.03	0.89	1.16
8	Listening	24	24	15,397	15.22	5.73	0.63	0.05	0.87	2.03
	Reading	27	27	15,397	15.21	6.27	0.56	0.05	0.87	2.25
	Speaking	12	21	15,397	14.47	6.80	0.71	0.05	0.95	1.55
	Writing	3	12	15,397	5.69	3.69	0.47	0.03	0.90	1.15

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

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean P-value	SEMn	Reliability	SEM
9	Listening	24	24	17,964	12.88	5.92	0.54	0.04	0.87	2.10
	Reading	27	27	17,964	13.43	5.95	0.50	0.04	0.85	2.32
	Speaking	12	21	17,964	12.83	7.51	0.63	0.06	0.96	1.55
	Writing	3	12	17,964	4.97	3.57	0.41	0.03	0.89	1.18
10	Listening	24	24	14,979	13.63	5.73	0.57	0.05	0.87	2.10
	Reading	27	27	14,979	14.56	6.02	0.54	0.05	0.85	2.30
	Speaking	12	21	14,979	14.09	6.70	0.69	0.05	0.95	1.57
	Writing	3	12	14,979	5.64	3.47	0.47	0.03	0.88	1.21
11	Listening	24	24	9,944	14.65	5.61	0.61	0.06	0.86	2.06
	Reading	27	27	9,944	15.68	6.05	0.58	0.06	0.86	2.27
	Speaking	12	21	9,944	15.26	5.97	0.75	0.06	0.93	1.53
	Writing	3	12	9,944	6.61	3.37	0.55	0.03	0.87	1.22
12	Listening	24	24	6,388	12.82	6.11	0.53	0.08	0.88	2.07
	Reading	27	27	6,388	13.54	6.68	0.50	0.08	0.89	2.25
	Speaking	12	21	6,388	14.25	6.78	0.70	0.08	0.95	1.55
	Writing	3	12	6,388	5.71	3.73	0.48	0.05	0.90	1.21

The 2016 NYSESLAT overall scale score is a summed composite of the four modality scale scores as follows:

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

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

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

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

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

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

When a mixture of dichotomous and polytomous items makes up a total test score, the stratified coefficient alpha is often used so that the different test components are given equal weight, and any unique score variance attributable to the constructed-response items can be factored into the reliability measure. Tables 26 and 27 show the 2016 NYSESLAT overall scale score descriptive statistics, including both the standard and stratified versions of coefficient alpha reliability. As the tables show, the stratified alpha reliability measure always results in a slightly higher estimate of reliability (and lower scale score SEM). The two estimates, however, are both very close, and, in all cases, the estimate of reliability for the overall NYSESLAT score is good. The SEM for the overall scale score is less than 10 points, using the stratified coefficient alpha, and only slightly higher with the standard coefficient alpha.

Table 26. Overall Scale Score Descriptive Statistics and Reliability by Grade Band (All Schools)

Grade Band	N-Count	SS Mean	SS SD	Reliability	SS SEM	Stratified Reliability	Stratified SS SEM
K	31,629	267.77	44.62	0.95	10.27	0.96	9.36
1–2	61,170	246.20	41.80	0.94	9.80	0.96	8.08
3–4	44,249	252.37	43.20	0.95	9.92	0.96	8.35
5–6	35,853	251.33	43.22	0.95	9.83	0.96	8.16
7–8	31,479	251.83	45.73	0.95	10.14	0.97	8.48
9–12	49,275	255.21	46.31	0.95	10.12	0.97	8.59

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

Grade Level	N-Count	SS Mean	SS SD	Reliability	SS SEM	Stratified Reliability	Stratified SS SEM
K	31,629	267.77	44.62	0.95	10.27	0.96	9.36
1	33,268	237.24	38.73	0.93	9.94	0.96	8.05
2	27,902	256.89	42.81	0.95	9.66	0.96	8.09
3	23,035	246.71	40.47	0.94	9.92	0.96	8.31
4	21,214	258.51	45.18	0.95	9.90	0.97	8.36
5	18,102	247.88	41.56	0.94	9.82	0.96	8.14
6	17,751	254.85	44.57	0.95	9.83	0.97	8.18
7	16,082	249.71	44.72	0.95	10.11	0.96	8.48
8	15,397	254.03	46.66	0.95	10.16	0.97	8.47
9	17,964	247.68	47.56	0.95	10.25	0.97	8.51
10	14,979	257.06	43.81	0.95	9.88	0.96	8.53
11	9,944	267.47	41.77	0.95	9.74	0.96	8.59
12	6,388	252.93	50.61	0.96	10.49	0.97	8.86

5.5 Inter-Rater Reliability

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

Inter-rater reliability investigates the extent to which students would receive the same score if they were scored again by either the same rater or by different raters. Inter-rater reliability is commonly evaluated in two ways. One approach is to estimate the correlation between any two scorers. The higher the correlation, the greater the confidence that we can place in the accuracy of the score. A second type of evidence for inter-rater reliability is to examine the percentage of agreement between raters. If all scorers produced error-free scores, the result would be a 100% match in their assignment of scores. The greater the scorer error, the lower the score agreement found between raters.

10% Scoring Audit

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

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

Target values were calculated for each level by using the percentage of enrollment data for each of the above classifications. The values were then applied to the level targets for "10% Sample." Because the sample selection level was by school, enrollment data collected for the spring 2015 administration were used to select schools for the sampling and analysis, with the goal of acquiring at least 95%, but no more than 105%, of the target count for each grade band. These schools returned their booklets to MetriTech for rescoring. The following sections and tables indicate the procedures that MetriTech conducted to ensure reliability and accurate scoring of the items.

To perform the audit, scoring personnel and team leaders were typically the same people who had participated in the rangefinding process and were familiar with the NYSESLAT. All training was done using the same scoring materials as those used by the New York State teachers for scoring the operational test. Raters had to qualify for scoring the audit by scoring sample papers

prior to the actual audit scoring. Following this, team leaders rechecked raters throughout the process to maintain their accuracy.

Table 28 provides the audit sample information regarding the number of students obtained for the rater analyses after merging the auditing file and the final research file. The audit data and the research file were merged by student ID (SID). MetriTech selected the stratified random sample to achieve the desired percentage (about 10%) of the full population.

Table 28. 2016 Audit Sample

Grade Band	Number of Students in Audit Sample after Merging	Number of Students in Population by Grade Band	Percent of Total Population
K	4,839	31,629	15.30
1–2	9,808	61,170	16.03
3–4	7,003	44,249	15.83
5–6	4,988	35,853	13.91
7–8	4,437	31,479	14.10
9–12	7,369	29,275	25.17
Total	38,444	253,655	15.16

Table 29 provides, by grade band and item, the rater agreement for the Writing constructed-response items between local raters and MetriTech raters. The MetriTech raters scored the items independently. When the two raters assigned the same score to a student's paper, the agreement rating was denoted as *exact* (i.e., perfect agreement). Ratings that differed by exactly one score point were denoted as *adjacent*. Ratings that differed by two or more score points were denoted as *non-adjacent.* The following are the descriptions of the rater agreement variable:

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

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

The percent of exact agreement ranged from 94.56% to 98.54% for the one-point items, 81.02% to 89.14% for the two-point items, and 45.23% to 56.48% for the four-point items. The percent of adjacent agreement ranged from 1.46% to 5.04% for the one-point items and 39.11% to 43.37% for the four-point items. Items 5–7 in the Kindergarten test (two-point items) had an adjacent agreement that ranged from 10.45% to 18.38%. Exact plus adjacent agreement averaged 93.22% for the four-point items.

In addition to agreement ratings, Table 29 also includes the intraclass correlation between the local raters and MetriTech raters, the lower and upper 95% confidence limits of the intraclass correlation, and the weighted kappa coefficient.

Intraclass Correlation

The intraclass correlation is an assessment of consistency of measurements made by different scorers. It represents the proportion of consistent variance in the total system that is the proportion of variance attributable to examinees rather than to raters. For purposes of calculations here, both examinees and scorers were treated as random factors. The intraclass correlations ranged from 0.624 to 0.910, with the lowest correlation coming from the 7–8 grade band, and the highest coming from Kindergarten.

Kappa Coefficient

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

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

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

When scoring categories are assumed to be ordinal, kappa can be weighted (Fleiss and Cohen, 1973) so that a larger discrepancy is weighted more heavily than a discrepancy of only one point on the scale, for example. Table 29 reports the weighted kappa statistic.

In Table 29, 17 of the 23 values fall in the “substantial agreement” category, and the remaining 6 values fall into the “almost perfect agreement” category, using the above interpretation guide. The conclusion would be that the scoring of the NYSESLAT Writing items by teachers in the field is generally consistent with the audit scoring.

Table 29. Rater Agreement for Writing Items

Grade Band	Item	Max. Points	N-count	Pct Exact	Pct Adjacent	Pct Non-Adjacent	Intraclass Correlation	Confidence Interval Lower Bound	Confidence Interval Upper Bound	Weighted Kappa
K	1	1	4,832	98.54	1.46	0.00	.898	.892	.903	.898
	2	1	4,832	98.12	1.88	0.00	.729	.715	.742	.729
	3	1	4,832	94.56	5.04	0.00	.819	.810	.828	.816
	4	1	4,832	96.39	3.61	0.00	.873	.866	.879	.871
	5	2	4,832	87.50	11.81	0.69	.906	.900	.911	.903
	6	2	4,832	89.14	10.45	0.39	.910	.905	.915	.909
	7	2	4,832	81.02	18.38	0.61	.842	.833	.850	.833
	8	4	4,827	54.64	42.02	3.33	.744	.730	.756	.736
1–2	1	4	9,737	54.72	40.74	4.31	.717	.707	.727	.711
	2	4	9,714	54.95	40.41	4.60	.732	.722	.741	.730
	3	4	9,720	53.03	42.33	4.62	.742	.732	.750	.730
3–4	1	4	6,929	52.02	41.13	6.82	.692	.679	.704	.688
	2	4	6,925	54.15	39.98	5.83	.700	.688	.712	.698
	3	4	6,922	56.48	39.11	4.25	.713	.701	.725	.713
5–6	1	4	4,569	47.77	42.66	9.50	.639	.622	.656	.635
	2	4	4,897	53.42	40.28	6.29	.707	.693	.721	.707
	3	4	4,907	51.92	42.60	5.44	.706	.691	.720	.704
7–8	1	4	4,385	45.88	41.55	12.34	.624	.605	.642	.609
	2	4	4,331	52.96	41.16	5.86	.755	.742	.768	.753
	3	4	4,331	54.20	40.89	4.69	.762	.749	.774	.757
9–12	1	4	7,276	49.03	41.62	9.27	.706	.694	.717	.698
	2	4	7,177	47.93	43.37	8.55	.635	.621	.649	.626
	3	4	7,204	45.23	43.30	11.41	.661	.647	.674	.649

Table 30 provides the proportional distribution of the score point differences between MetriTech and local ratings by grade band and item. For Kindergarten, the percent of zero difference ranged from 96.39% to 98.54% for the one-point items, and 81.02% to 89.14% for the two-point items. For the single 4-point item at Kindergarten, 54.64% of the responses showed zero difference. For grades 1–12, the percent of zero difference ranged from 45.23% to 56.48%. By definition, zero difference is exact agreement.

Table 30. Percentages of Score Difference between Raters

				Percent of Point Difference Score Difference (MetriTech minus local score)								
Grade Band	**Item #**	**Max.**	**N-count**	**–4**	**–3**	**–2**	**–1**	**0**	**1**	**2**	**3**	**4**
K	1	1	4,832				1.06	98.54	0.40			
	2	1	4,832				1.19	98.12	0.69			
	3	1	4,832				4.10	94.56	0.94			
	4	1	4,832				2.90	96.39	0.71			
	5	2	4,832			0.43	9.13	87.50	2.68	0.26		
	6	2	4,832			0.24	7.48	89.14	2.97	0.15		
	7	2	4,832			0.52	14.60	81.02	3.78	0.09		
	8	4	4,827		0.02	1.69	13.77	54.64	28.25	1.56	0.06	
1–2	1	4	9,737	0.01	0.11	1.61	14.91	54.72	25.83	2.50	0.08	
	2	4	9,714		0.09	2.36	16.32	54.95	24.09	2.12	0.03	
	3	4	9,720		0.06	1.45	13.37	53.03	28.96	3.01	0.09	0.01
3–4	1	4	6,929	0.04	0.54	4.46	22.98	52.02	18.15	1.77	0.01	
	2	4	6,925		0.18	3.73	21.82	54.15	18.16	1.80	0.12	
	3	4	6,922		0.22	2.72	19.80	56.48	19.31	1.24	0.07	
5–6	1	4	4,569	0.18	1.03	5.26	24.16	47.77	18.50	2.94	0.07	0.02
	2	4	4,897	0.04	0.31	3.57	20.11	53.42	20.17	2.33	0.02	0.02
	3	4	4,907	0.04	0.21	2.39	17.14	51.92	25.46	2.70	0.10	
7–8	1	4	4,385	0.42	1.62	7.91	26.54	45.88	15.01	2.18	0.19	0.02
	2	4	4,331		0.33	3.47	23.47	52.96	17.69	1.90	0.16	
	3	4	4,331		0.28	3.33	25.40	54.20	15.49	1.04	0.02	0.02
9–12	1	4	7,276	0.10	0.86	6.01	25.11	49.03	16.51	2.06	0.24	
	2	4	7,177	0.14	0.78	5.40	26.78	47.93	16.59	2.04	0.16	0.03
	3	4	7,204	0.10	1.30	7.38	26.44	45.23	16.86	2.48	0.14	0.01

Table 31 provides the mean and standard deviation (SD) of each item for the local raters, the audit (MetriTech) raters, and the mean difference and standard deviation ratio between the two. The mean difference ranged from -0.27 to 0.19, and the SD ratio ranged from 1.00 to 1.28 across all items. This is a good indication of rater agreement, since the average of the mean difference column (-0.05) is close to 0, and the average of the SD ratio column (1.11) is close to 1.

Table 31. Comparison between Local and Audit Raters

Grade Band	Item	Local Mean	Local SD	MetriTech Mean	MetriTech SD	Differences Mean	Differences SD Ratio
K	1	0.92	0.27	0.92	0.27	-0.01	1.01
	2	0.96	0.20	0.96	0.19	-0.01	1.01
	3	0.84	0.36	0.82	0.38	-0.03	1.01
	4	0.83	0.38	0.82	0.38	-0.02	1.01
	5	1.14	0.85	1.12	0.89	-0.07	1.00
	6	1.10	0.85	1.10	0.85	-0.05	1.01
	7	0.93	0.80	0.85	0.78	-0.12	1.00
	8	1.61	1.14	1.81	0.91	0.14	1.00
1–2	1	1.62	1.17	1.79	1.05	0.14	1.11
	2	1.60	1.13	1.70	1.01	0.07	1.12
	3	1.59	1.13	1.81	1.00	0.19	1.13
3–4	1	1.76	1.16	1.68	1.01	-0.12	1.15
	2	1.75	1.16	1.72	0.96	-0.07	1.21
	3	1.77	1.17	1.79	0.99	-0.03	1.18
5–6	1	1.74	1.22	1.64	1.02	-0.13	1.20
	2	1.78	1.19	1.78	0.98	-0.03	1.21
	3	1.75	1.20	1.88	0.94	0.09	1.28
7–8	1	1.94	1.30	1.70	1.14	-0.27	1.14
	2	1.88	1.25	1.81	1.11	-0.09	1.13
	3	1.82	1.32	1.73	1.16	-0.14	1.14
9–12	1	1.96	1.32	1.88	1.14	-0.18	1.16
	2	2.10	1.23	2.02	1.02	-0.18	1.21
	3	1.80	1.29	1.68	1.10	-0.23	1.17

Summary of the 10% Audit Inter-Rater Reliability

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

5.6 Accuracy and Consistency of Performance Level Classifications

The 2016 NYSESLAT overall scale scores are used to categorize student performance into one of the five performance levels (Entering, Emerging, Transitioning, Expanding, and Commanding).

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

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

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

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

Techniques for estimating decision consistency and accuracy have been outlined by Hanson (1991), Haertel (1996), Livingston & Lewis (1995), and Young & Yoon (1998). The procedures developed by Livingston & Lewis (1995) were used in assessing the reliability of classification decisions based on only a single test form administration. The BB-CLASS software was used to derive measures of the accuracy and consistency of the classifications for the 2016 NYSESLAT.

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

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

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

Figure 1. Classification Accuracy

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

Figure 2. Classification Consistency

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

Table 32 contains the proportions of False Positive and False Negative classifications. The sum of the Accuracy, False Positive, and False Negative values should be equal to 1.00. However, because of rounding, the table values may not always equal 1.00. False Positive and False Negative classifications refer to the mismatch between student true scores and observed scores.

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

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

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

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

Table 32 also illustrates the general rule that decision consistency is lower than decision accuracy. The decision accuracy estimates ranged from 0.96–0.98. The estimates of decision consistency ranged from 0.94–0.97. The estimates of False Positive rates ranged from 0.01–0.03, and the estimates of False Negative rates similarly ranged from 0.01–0.02 across all grades.

The last column in Table 32 shows the estimated kappa coefficient that results from the classification decision based on the overall scale score. Kappa represents classification agreement that is adjusted for chance. The range of the kappa statistic values was 0.66–0.75, which places them in either the moderate or substantial agreement range.

Table 32. Classification Accuracy and Consistency by Grade Level

Grade Level	Accuracy	False Positives	False Negatives	Consistency	Kappa
K	0.96	0.03	0.02	0.94	0.75
1	0.97	0.01	0.01	0.96	0.66
2	0.97	0.01	0.02	0.95	0.72
3	0.97	0.01	0.01	0.96	0.67
4	0.96	0.02	0.01	0.95	0.73
5	0.97	0.01	0.02	0.95	0.68
6	0.96	0.02	0.02	0.94	0.75
7	0.96	0.02	0.02	0.95	0.74
8	0.96	0.02	0.02	0.94	0.74
9	0.98	0.01	0.01	0.97	0.69
10	0.97	0.02	0.01	0.96	0.71
11	0.97	0.02	0.01	0.95	0.73
12	0.98	0.01	0.01	0.96	0.71

CHAPTER 6: VALIDITY

Assessments constructed by MetriTech support the criteria set forth in the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014). The judgments made in this technical report regarding test validity are based upon the following[4]:

- Test content: "an analysis of the relationship between a test's content and the construct that it is intended to measure" (p. 14)
- Internal structure: "the degree to which the relationships between test items and test components conform to the construct on which the proposed test score interpretations are based" (p. 16)
- Relationships to other variables: "analyses of the relationship of test scores to variables external to the test" (p. 16)

6.1 Content Validity

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

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

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

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

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

Following form construction, item maps were created for each form, to show this coverage. NYSED staff members reviewed the item maps to confirm the alignment of a given form to the ToMs and PLDs. This item mapping is detailed in Tables A1 through A6 of Appendix A as evidence for the alignment to the ToMs and PLDs.

6.2 Internal Structure

A coherent assessment selects tasks for inclusion that contribute positively to the total result. One way of providing evidence for this is to assess the interrelationship of the tasks for the test, referred to as the internal structure of the assessment. The following questions are often posed to investigate the internal structure of education assessments (Nitko, 2004):

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

Correlations based on raw scores of the four modalities (Speaking, Listening, Reading, and Writing) were calculated to investigate the answers to these questions. Table 33 and Table 34 show the intercorrelation of the four modalities by grade band and grade level. The evidence of internal structure of the 2016 NYSESLAT can also be illustrated by examining the point-biserial correlation coefficients in Appendix B and fit statistics (see Section 7.5 for discussion) in Appendix C.

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

Grade Band	Modality	Correlation Coefficient				
		Listening	Reading	Speaking	Writing	Total
K	Listening	1.00				
	Reading	0.58	1.00			
	Speaking	0.49	0.49	1.00		
	Writing	0.55	0.74	0.54	1.00	
	Total	0.77	0.85	0.80	0.86	1.00
1–2	Listening	1.00				
	Reading	0.74	1.00			
	Speaking	0.52	0.44	1.00		
	Writing	0.63	0.67	0.58	1.00	
	Total	0.82	0.81	0.80	0.88	1.00
3–4	Listening	1.00				
	Reading	0.76	1.00			
	Speaking	0.51	0.47	1.00		
	Writing	0.61	0.65	0.62	1.00	
	Total	0.82	0.82	0.82	0.88	1.00
5–6	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.50	0.47	1.00		
	Writing	0.61	0.62	0.64	1.00	
	Total	0.82	0.80	0.83	0.88	1.00
7–8	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.48	0.49	1.00		
	Writing	0.62	0.65	0.64	1.00	
	Total	0.81	0.83	0.82	0.89	1.00
9–12	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.60	0.53	1.00		
	Writing	0.64	0.63	0.65	1.00	
	Total	0.86	0.83	0.85	0.87	1.00

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

Grade Level	Modality	Correlation Coefficient				
		Listening	Reading	Speaking	Writing	Total
K	Listening	1.00				
	Reading	0.58	1.00			
	Speaking	0.49	0.49	1.00		
	Writing	0.55	0.74	0.54	1.00	
	Total	0.77	0.85	0.80	0.86	1.00
1	Listening	1.00				
	Reading	0.70	1.00			
	Speaking	0.50	0.40	1.00		
	Writing	0.61	0.62	0.54	1.00	
	Total	0.81	0.78	0.80	0.87	1.00
2	Listening	1.00				
	Reading	0.74	1.00			
	Speaking	0.53	0.48	1.00		
	Writing	0.62	0.68	0.61	1.00	
	Total	0.82	0.83	0.82	0.88	1.00
3	Listening	1.00				
	Reading	0.74	1.00			
	Speaking	0.49	0.44	1.00		
	Writing	0.58	0.62	0.59	1.00	
	Total	0.80	0.80	0.81	0.87	1.00
4	Listening	1.00				
	Reading	0.77	1.00			
	Speaking	0.53	0.49	1.00		
	Writing	0.63	0.66	0.66	1.00	
	Total	0.83	0.83	0.83	0.89	1.00
5	Listening	1.00				
	Reading	0.76	1.00			
	Speaking	0.50	0.45	1.00		
	Writing	0.59	0.60	0.64	1.00	
	Total	0.81	0.79	0.84	0.88	1.00
6	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.50	0.48	1.00		
	Writing	0.62	0.64	0.65	1.00	
	Total	0.82	0.81	0.83	0.89	1.00

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

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

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

- Listening and Speaking are moderately correlated across grade bands, ranging from 0.48–0.60.
- Listening and Reading are moderately correlated across grade bands, ranging from 0.58–0.79.
- Listening and Writing are moderately correlated across grade bands, ranging from 0.55–0.64.
- Speaking and Reading are moderately correlated across grade bands, ranging from 0.44–0.53.
- Speaking and Writing are moderately correlated across grade bands, ranging from 0.54–0.65.
- Reading and Writing are moderately correlated across grade bands, ranging from 0.62–0.74.

The results of these internal correlations follow what is theoretically expected, that the Listening and Reading subtests have the highest correlation range (from 0.58 to 0.79) across the six grade bands. The Speaking and Reading subtests have the lowest correlation range (from 0.44 to 0.53).

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

<u>Grades 1–12</u>

- The correlation between Listening and Writing varies between 0.55 and 0.68.
- The correlation between Listening and Reading varies between 0.58 and 0.84.
- The correlation between Listening and Speaking varies between 0.48 and 0.64.
- The correlation between Speaking and Writing varies between 0.54 and 0.69.

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

6.3 External Structure

An additional source of validity evidence is sometimes called external criterion validity. To provide evidence of this, the relationship of the NYSESLAT with an external criterion was assessed. In particular, the data from two other tests were used. For ELL students in grades 3–8, data from those who took both the NYSESLAT in May 2016 and the New York State English Language Arts (ELA) Test in April 2016 were examined. In New York State, all ELL students, with the exception of first-year ELL students, must take the ELA Test. For ELL students in grades 10–12, data from those who took both the NYSESLAT in May 2016 and the New York State Regents Comprehensive Examination in English (Regents Comprehensive Exam in English) in June 2016 were analyzed. The Regents Comprehensive Exam in English is an end-of-course exam that all high school students, including ELL students, are required to pass as a high school graduation requirement. Students may take the exam in any grade, but most students take the exam in grade 11.

Because the NYSESLAT is intended to be a measure of annual student progress in the achievement of academic English language proficiency, it should be expected that ELL students who score proficient on the NYSESLAT would be able to perform well in mainstream

classrooms. Therefore, they should, in theory, have a similar chance to demonstrate proficiency on grades 3–8 ELA Test and the Regents Comprehensive Exam in English as those native English speakers who are required to take the State examinations. Hence, there should be a positive relationship between the NYSESLAT and the grades 3–8 ELA Test and the Regents Comprehensive Exam in English, wherein those who perform well on the NYSESLAT are generally expected to perform well on the English component of the other two State testing programs.

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

Table 35 gives the sample size, minimum and maximum observed scores, means, standard deviations, and the correlation between the ELA Test and the NYSESLAT overall scale score for each grade from grades 3–8.

The correlations between the ELA Test and the NYSESLAT scale scores of the two modalities (Reading and Writing) ranged from 0.57 to 0.71 across the six grades. The correlations are positive between the two tests, which is logical, since the modalities tested in the NYSESLAT are the same as those in the ELA Test. The correlations between the ELA Test and the NYSESLAT total scale score ranged from 0.65 to 0.73 across the six grades. It is worth noting that the NYSESLAT total combined scale scores include the Listening and Speaking modalities, while the ELA Test does not include Listening and Speaking portions.

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

Table 35. Descriptive Statistics of the NYSESLAT Scale Scores of All Modalities and Their Correlation with the ELA Test Total Scale Scores

Grade	N-Count	Modality	SS Mean	SS SD	Sample Min.	Sample Max.	Correlation with ELA
3	15,351	Listening	63.39	8.37	30	90	0.62
	15,351	Speaking	77.15	10.79	30	90	0.35
	15,351	Reading	61.83	9.05	30	90	0.71
	15,351	Writing	57.65	12.50	30	90	0.63
	15,351	R/W	119.48	19.43	60	180	0.74
	15,351	Total	260.01	32.09	123	360	0.73
4	13,620	Listening	66.87	9.12	30	90	0.59
	13,620	Speaking	79.41	10.77	30	90	0.35
	13,620	Reading	65.79	10.10	30	90	0.68
	13,620	Writing	62.12	12.97	30	90	0.59
	13,620	R/W	127.91	20.84	60	180	0.69
	13,620	Total	274.19	34.59	124	360	0.68
5	10,941	Listening	64.34	8.37	30	90	0.61
	10,941	Speaking	79.38	10.55	30	90	0.41
	10,941	Reading	59.37	7.76	30	90	0.68
	10,941	Writing	59.05	12.68	30	90	0.61
	10,941	R/W	118.42	18.34	60	180	0.71
	10,941	Total	262.14	31.47	120	353	0.71
6	10,759	Listening	65.67	8.91	30	90	0.63
	10,759	Speaking	80.21	10.78	30	90	0.39
	10,759	Reading	61.40	8.49	30	90	0.68
	10,759	Writing	61.72	13.97	30	90	0.60
	10,759	R/W	123.12	20.28	60	180	0.70
	10,759	Total	269.00	34.27	140	360	0.70
7	9,306	Listening	61.93	8.34	30	90	0.57
	9,306	Speaking	78.35	12.30	30	90	0.40
	9,306	Reading	62.31	8.42	30	90	0.61
	9,306	Writing	60.73	14.29	30	90	0.57
	9,306	R/W	123.04	20.50	60	180	0.65
	9,306	Total	263.32	35.12	138	360	0.65
8	9,143	Listening	62.92	8.74	30	90	0.61
	9,143	Speaking	78.16	12.69	30	90	0.44
	9,143	Reading	64.00	8.93	30	90	0.64
	9,143	Writing	62.19	14.95	30	90	0.60
	9,143	R/W	126.19	21.58	60	180	0.68
	9,143	Total	267.27	37.10	120	360	0.69

Performance Level Comparisons

As an additional way to demonstrate the positive relationship of student success on both exams, a cross tabulation of the performance levels of the ELA Test and NYSESLAT was performed. Tables 36 and 37 contain the frequency (percentage) distributions of the ELA performance level and the NYSESLAT performance level for each grade from grades 3–8. Students classified below Commanding on the NYSESLAT would not be expected to reach levels 3 or 4 on the ELA exam.

In Table 36, close to100% of the grade 3 students classified as Entering or Emerging on the NYSESLAT scored at Level 1 on the State ELA Test. Of the students classified as Transitioning and Expanding on the NYSESLAT, the vast majority of them scored at either Level 1 or Level 2 on the State ELA Test. Of the students classified as Commanding on the NYSESLAT, about 54% of them were classified as either Level 1 or Level 2; about 46% scored at Levels 3 or 4 on the ELA Test.

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

	NYSESLAT Performance Levels				
ELA Test	**Entering (N= 46)**	**Emerging (N=1,504)**	**Transitioning (N=5,487)**	**Expanding (N=7,137)**	**Commanding (N=1,177)**
Level 1	100.00	98.47	88.37	44.91	7.73
Level 2	0.00	1.53	11.04	46.20	46.30
Level 3	0.00	0.00	0.56	8.84	43.16
Level 4	0.00	0.00	0.02	0.06	2.80
Total	100.00	100.00	100.00	100.00	100.00

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

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

	NYSESLAT Performance Levels				
ELA Test	**Entering (N= 105)**	**Emerging (N=1,423)**	**Transitioning (N=3,370)**	**Expanding (N=6,891)**	**Commanding (N=1,831)**
Level 1	99.05	96.98	88.46	51.81	13.27
Level 2	0.95	2.88	11.36	43.36	59.97
Level 3	0.00	0.14	0.18	4.47	23.32
Level 4	0.00	0.00	0.00	0.36	3.44
Total	100.00	100.00	100.00	100.00	100.00

In Table 38, almost all of the grade 5 students classified as Entering, Emerging, and Transitioning on the NYSESLAT scored at Level 1 on the ELA Test. Of the students who classified as Expanding on the NYSESLAT, 99% of them were classified as either Level 1 or Level 2 on the ELA Test. Of the students who classified as Commanding on the NYSESLAT, 39% of them were classified as Level 1, 48% as Level 2, and 13% of them were classified as either Level 3 or Level 4 on the ELA Test.

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

	NYSESLAT Performance Levels				
ELA Test	**Entering (N= 68)**	**Emerging (N= 850)**	**Transitioning (N=3,418)**	**Expanding (N=5,605)**	**Commanding (N=1,000)**
Level 1	100.00	99.76	98.30	82.78	39.10
Level 2	0.00	0.24	1.64	15.97	48.30
Level 3	0.00	0.00	0.06	1.21	11.30
Level 4	0.00	0.00	0.00	0.04	1.30
Total	100.00	100.00	100.00	100.00	100.00

In Table 39, almost all the grade 6 students classified as Entering, Emerging, or Transitioning on the NYSESLAT scored at Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, 99% of them were classified as either Level 1 or Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 30% of them were classified as Level 1, 60% as Level 2, and about 10% of them were classified as either Level 3 or Level 4 on the ELA Test.

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

	NYSESLAT Performance Levels				
ELA Test	**Entering (N= 127)**	**Emerging (N= 881)**	**Transitioning (N=2,647)**	**Expanding (N=5,256)**	**Commanding (N=1,848)**
Level 1	100.00	99.55	96.45	71.99	29.55
Level 2	0.00	0.45	3.55	27.15	59.90
Level 3	0.00	0.00	0.00	0.78	9.04
Level 4	0.00	0.00	0.00	0.08	1.52
Total	100.00	100.00	100.00	100.00	100.00

In Table 40, the majority of the grade 7 students classified as Entering, Emerging, and Transitioning on the NYSESLAT were classified as Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, 79% of them were classified as Level 1 and 21% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 39% of them were classified as Level 1, 56% as Level 2, and 5% of them were classified as either Level 3 or Level 4 on the ELA Test.

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

	NYSESLAT Performance Levels				
ELA Test	**Entering (N= 84)**	**Emerging (N= 807)**	**Transitioning (N=1,951)**	**Expanding (N=5,183)**	**Commanding (N=1,281)**
Level 1	100.00	99.75	97.44	79.22	38.95
Level 2	0.00	0.25	2.56	20.51	55.66
Level 3	0.00	0.00	0.00	0.27	5.00
Level 4	0.00	0.00	0.00	0.00	0.39
Total	100.00	100.00	100.00	100.00	100.00

In Table 41, nearly all of the grade 8 students classified as Entering, Emerging, or Transitioning on the NYSESLAT were classified as Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, 74% of them were classified as Level 1 and 25% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 30% of them were classified as Level 1, 62% as Level 2, and about 8% of them were classified as either Level 3 or Level 4 on the ELA Test.

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

	NYSESLAT Performance Levels				
ELA Test	**Entering (N= 61)**	**Emerging (N= 790)**	**Transitioning (N=1,743)**	**Expanding (N=5,287)**	**Commanding (N=1,262)**
Level 1	100.00	99.49	98.05	74.41	30.19
Level 2	0.00	0.51	1.95	24.85	62.04
Level 3	0.00	0.00	0.00	0.74	7.61
Level 4	0.00	0.00	0.00	0.00	0.16
Total	100.00	100.00	100.00	100.00	100.00

Summary

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

In addition to the evidence of a positive correlation between the two assessments, these analyses also confirm the validity of inferences made based upon the NYSESLAT cut scores. In other words, ELL students classified as Commanding on the NYSESLAT were more likely to perform better on the ELA test, when compared to ELL students who scored below the Commanding level on the NYSESLAT.

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

Beginning in June 2015, New York high school students had the option of taking the Regents Comprehensive Examination in English, the Regents Examination in English Language Arts (Common Core), or both. The spring 2016 NYSESLAT data file was matched with the June administration Regents data file by using state student ID. Overall, 92.8% of the matched ELL students took the June 2016 Regents Comprehensive Examination in English, compared to only 7.2% of the matched ELL students taking the June 2016 Regents Examination in English Language Arts (Common Core). A total of 1,612 ELL students (in grades 10–12) took both of the June 2016 Regents English exams.

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

Table 42 contains the sample size, minimum and maximum observed scale scores, scale score means, scale score standard deviations, and the correlation between the Regents Comprehensive Examination in English (June administration) and the NYSESLAT modalities' scale scores, as well as the total scale scores for grades 10–12. Also shown is the combined Reading/Writing (R/W) scale score information.

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

Grade/ Grade Band	N-Count	Modality	SS Mean	SS SD	Min.	Max.	Correlation with Regents Comp Exam
10	108	Listening	64.76	8.27	50	90	0.43
	108	Reading	62.72	8.17	39	90	0.47
	108	Speaking	74.77	14.05	30	30	0.50
	108	Writing	56.41	14.12	30	30	0.56
	108	R/W	119.13	19.14	69	69	0.61
	108	Total	258.66	35.50	175	175	0.63
11	448	Listening	65.99	8.62	40	40	0.42
	448	Reading	63.88	8.41	39	39	0.50
	448	Speaking	76.12	11.72	30	30	0.35
	448	Writing	59.77	13.17	30	30	0.44
	448	R/W	123.64	19.14	77	77	0.52
	448	Total	265.75	33.34	172	172	0.53
12	1,846	Listening	64.19	8.41	30	30	0.36
	1,846	Reading	62.45	7.66	30	30	0.35
	1,846	Speaking	76.28	11.30	30	30	0.35
	1,846	Writing	59.59	12.19	30	30	0.40
	1,846	R/W	122.04	17.18	60	60	0.44
	1,846	Total	262.51	30.04	162	162	0.48
10–12	2,402	Listening	64.55	8.47	30	30	0.37
	2,402	Reading	62.73	7.84	30	30	0.38
	2,402	Speaking	76.19	11.51	30	30	0.36
	2,402	Writing	59.48	12.49	30	30	0.42
	2,402	R/W	122.21	17.67	60	60	0.46
	2,402	Total	262.94	30.97	162	162	0.50

Table 43 presents the sample size, minimum and maximum total scores, scale score means, scale score standard deviations, the correlation between the Regents Comprehensive Examination in English, and the total NYSESLAT scale scores for grades 10–12.

The correlation coefficients for the Regents Comprehensive Examination in English scale scores and the NYSESLAT total scale score (across modalities) ranged from 0.48 to 0.63 across the three grades (10, 11, and 12). Within a grade, the total NYSESLAT scale score is more highly correlated with the Regents Comprehensive Examination in English scale score than any individual modality NYSESLAT scale scores.

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

Grade/ Grade Band	N-Count	Test	SS Mean	SS SD	Min	Max	Correlation with Regents Comp Exam
10	108	Regents Comp	43.61	18.24	4	80	--
		Total NYSESLAT	258.66	35.50	175	327	0.63
11	448	Regents Comp	48.39	18.07	4	85	--
		Total NYSESLAT	265.75	33.34	172	351	0.53
12	1,846	Regents Comp	51.32	16.38	4	87	--
		Total NYSESLAT	262.51	30.04	162	352	0.48
10–12	2,402	Regents Comp	50.43	16.89	4	87	--
		Total NYSESLAT	262.94	30.97	162	352	0.50

Performance Level Classification

The classification percentages on the NYSESLAT by performance level were also compared to outcomes on the Regents Comprehensive Examination in English for grades 10–12. The results are presented in Table 44 through Table 46.

Table 44 shows that 25% of the grade 10 students who were classified as Commanding on the NYSESLAT were college ready, and 75% of them passed the Regents Comprehensive Examination in English. The percentage of students who passed the Regents Comprehensive Examination in English decreased to 25% for students at the Expanding level, and to only about 3% for students at the Transitioning level.

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

	NYSESLAT Performance Levels				
Regents Comp Exam	Entering (N = 1)	Emerging (N = 15)	Transitioning (N = 36)	Expanding (N = 52)	Commanding (N = 4)
College Ready (75–100)	0.00	0.00	0.00	5.77	25.00
Not College Ready (0–74)	100.00	100.00	100.00	94.23	75.00
Pass (65–100)	0.00	6.67	2.78	25.00	75.00
Fail (0–64)	100.00	93.33	97.22	75.00	25.00

Table 45 shows that of the grade 11 students who were classified as Commanding on the NYSESLAT, 42% were college ready, and 83% passed the Regents Comprehensive Examination in English. The percentage of students who passed the Regents Comprehensive

Examination in English decreased to 32% for students at the Expanding level and to 10% for students at the Transitioning level.

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

	NYSESLAT Performance Levels				
Regents Comp Exam	**Entering (N = 2)**	**Emerging (N = 40)**	**Transitioning (N = 160)**	**Expanding (N = 222)**	**Commanding (N = 24)**
College Ready (75–100)	0.00	0.00	2.50	5.41	41.67
Not College Ready (0–74)	100.00	100.00	97.50	94.59	58.33
Pass (65–100)	0.00	5.00	10.00	31.53	83.33
Fail (0–64)	100.00	95.00	90.00	68.47	16.67

Table 46 shows that of the grade 12 students who were classified as Commanding on the NYSESLAT, 22% were college ready, and 65% passed the Regents Comprehensive Examination in English. The percentage of students who passed the Regents Comprehensive Examination in English decreased to 33% for students at the Expanding level and to 16% for students at the Transitioning level.

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

	NYSESLAT Performance Levels				
Regents Comp Exam	**Entering (N = 9)**	**Emerging (N = 145)**	**Transitioning (N = 745)**	**Expanding (N = 893)**	**Commanding (N = 54)**
College Ready (75–100)	0.00	2.07	2.55	6.16	22.22
Not College Ready (0–74)	100.00	97.93	97.45	93.84	77.78
Pass (65–100)	0.00	11.03	16.11	33.03	64.81
Fail (0–64)	100.00	88.97	83.89	66.97	35.19

Summary

The correlation analyses detailed above provide additional evidence of a moderate, positive relationship between the 2016 NYSESLAT and the Regents Comprehensive Examination in English. Furthermore, the evidence suggests, as do other analyses, that higher NYSESLAT scores are associated with higher scores on the Regents Comprehensive Examination in English.

In addition to the evidence of a positive correlation between the two assessments, these analyses also confirm the validity of inferences made based upon the NYSESLAT cut scores. In other words, ELL students classified as Commanding on the NYSESLAT were more likely to pass the Regents Comprehensive Examination in English, when compared to ELL students who scored below the Commanding level on the NYSESLAT.

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

Table 47 contains the sample size, minimum and maximum observed scale scores, scale score means, scale score standard deviations, and the correlation between the Regents Examination in English Language Arts (Common Core) and the NYSESLAT modalities' scale scores, as well as the total scale scores for grades 10–12. Also shown is the combined Reading/Writing (R/W) scale score information.

Table 47. Descriptive Statistics of the NYSESLAT Modalities' Scale Scores and Their Correlations with the Regents Examination in English Language Arts (Common Core) Total Scale Scores

Grade/ Grade Band	N-Count	Modality	SS Mean	SS SD	Min.	Max.	Correlation with Regents ELA (CC)
10	1,830	Listening	69.47	9.27	34	90	.46
	1,830	Reading	66.13	9.13	30	90	.50
	1,830	Speaking	78.97	11.76	30	90	.40
	1,830	Writing	63.26	13.65	30	90	.49
	1,830	R/W	129.39	20.06	60	180	.56
	1,830	Total	277.83	35.11	143	358	.58
11	5,368	Listening	68.05	9.03	30	90	.47
	5,368	Reading	65.68	8.58	33	90	.51
	5,368	Speaking	77.79	11.30	30	90	.41
	5,368	Writing	63.91	12.81	30	90	.51
	5,368	R/W	129.58	18.83	69	180	.58
	5,368	Total	275.42	33.14	148	360	.60
12	2,007	Listening	64.77	8.32	30	90	.36
	2,007	Reading	63.01	7.69	30	90	.39
	2,007	Speaking	76.70	10.94	30	90	.34
	2,007	Writing	61.06	12.51	30	90	.45
	2,007	R/W	124.06	17.69	60	180	.48
	2,007	Total	265.54	30.41	164	357	.50
10–12	9,205	Listening	67.62	9.07	30	90	.44
	9,205	Reading	65.18	8.59	30	90	.48
	9,205	Speaking	77.79	11.34	30	90	.39
	9,205	Writing	63.16	12.96	30	90	.49
	9,205	R/W	128.34	18.97	60	180	.55
	9,205	Total	273.75	33.27	143	360	.57

Table 48 presents the sample size, minimum and maximum total scores, scale score means, scale score standard deviations, the correlation between the Regents Examination in English Language Arts (Common Core), and the total NYSESLAT scale scores for grades 10–12.

The correlation coefficients for the Regents Examination in English Language Arts (Common Core) scale scores and the NYSESLAT total scale score (across modalities) ranged from 0.50 to 0.60 across the three grades (10, 11, and 12). Within a grade, the combined modalities have higher correlations between the scale scores of the Regents Examination in English Language Arts (Common Core) than does any individual modality of the NYSESLAT scale scores.

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

Grade/ Grade Band	N-Count	Test	SS Mean	SS SD	Min	Max	Correlation with Regents ELA (CC)
10	1,830	Regents ELA (CC)	48.96	24.73	0	92	--
		Total NYSESLAT	277.83	35.11	143	358	.58
11	5,368	Regents ELA (CC)	51.92	23.68	0	97	--
		Total NYSESLAT	275.42	33.14	148	360	.60
12	2,007	Regents ELA (CC)	50.67	22.46	0	93	--
		Total NYSESLAT	265.54	30.41	164	357	.50
10–12	9,205	Regents ELA (CC)	51.06	23.66	0	97	--
		Total NYSESLAT	273.75	33.27	143	360	.57

Performance Level Classification

The classification percentages on the NYSESLAT by performance level were also compared to outcomes on the Regents Examination in English Language Arts (Common Core) for grades 10–12. The results are presented in Table 49 through Table 51.

Table 49 shows that 54% of the grade 10 students who were classified as Commanding on the NYSESLAT were college ready, and 73% of them passed the Regents Examination in English Language Arts (Common Core). The percentage of students who passed the Regents Examination in English Language Arts (Common Core) decreased to 39% for students at the Expanding level and to 13% for students at the Transitioning level.

Table 49. Grade 10: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts (Common Core) at Each NYSESLAT Performance Level

	NYSESLAT Performance Levels				
Regents ELA (CC) Exam	Entering (N = 12)	Emerging (N = 113)	Transitioning (N = 431)	Expanding (N =1,072)	Commanding (N = 202)
College Ready (75–100)	0.00	0.00	5.10	15.67	53.96
Not College Ready (0–74)	100.00	100.00	94.90	84.33	46.04
Pass (65–100)	8.33	6.19	12.53	39.46	73.27
Fail (0–64)	91.67	93.81	87.47	60.54	26.73

Table 50 shows that of the grade 11 students who were classified as Commanding on the NYSESLAT, 52% were college ready, and 81% passed the Regents Examination in English Language Arts (Common Core). The percentage of students who passed the Regents Examination in English Language Arts (Common Core) decreased to 47% for students at the Expanding level and to 16% for students at the Transitioning level.

Table 50. Grade 11: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts (Common Core) at Each NYSESLAT Performance Level

	NYSESLAT Performance Levels				
Regents ELA (CC) Exam	**Entering (N = 24)**	**Emerging (N = 292)**	**Transitioning (N =1,444)**	**Expanding (N =3,114)**	**Commanding (N = 494)**
College Ready (75–100)	0.00	0.68	4.71	19.08	51.82
Not College Ready (0–74)	100.00	99.32	95.29	80.92	48.18
Pass (65–100)	0.00	3.77	15.51	46.98	80.57
Fail (0–64)	100.00	96.23	84.49	53.02	19.43

Table 51 shows that of the grade 12 students who were classified as Commanding on the NYSESLAT, 49% were college ready, and 79% passed the Regents Examination in English Language Arts (Common Core). The percentage of students who passed the Regents Examination in English Language Arts (Common Core) decreased to 46% for students at the Expanding level and to 19% for students at the Transitioning level.

Table 51. Grade 12: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts (Common Core) at Each NYSESLAT Performance Level

	NYSESLAT Performance Levels				
Regents ELA (CC) Exam	**Entering (N = 8)**	**Emerging (N = 136)**	**Transitioning (N = 756)**	**Expanding (N = 1,027)**	**Commanding (N = 80)**
College Ready (75–100)	0.00	2.94	5.82	17.62	48.75
Not College Ready (0–74)	100.00	97.06	94.18	82.38	51.25
Pass (65–100)	0.00	9.56	19.44	46.15	78.75
Fail (0–64)	100.00	90.44	80.56	53.85	21.25

Summary

The correlation analyses detailed above provide additional evidence of a moderately positive relationship between the 2016 NYSESLAT and the Regents Examination in English Language Arts (Common Core). Furthermore, the evidence suggests, as other analyses do, that higher NYSESLAT scores are associated with higher scores on the Regents Examination in English Language Arts (Common Core).

In addition to the evidence of a positive correlation between the two assessments, these analyses also confirm the validity of inferences made based upon the NYSESLAT cut scores. The ELL students classified as Commanding on the NYSESLAT were more likely to pass the Regents Examination in English Language Arts (Common Core), when compared to ELL students who scored below the Commanding level on the NYSESLAT.

CHAPTER 7: CALIBRATION AND SCALING

This chapter describes the Item Response Theory (IRT) models and the processes used to calibrate and scale the NYSESLAT. The Rasch model (Rasch, 1960) and the Rasch rating scale model (Masters, 1982) were used to calibrate and scale the NYSESLAT. The Rasch model was used for dichotomous items, and the Rasch rating scale model was used for polytomous items. These IRT models are regularly used to construct test forms for scaling and equating, and to develop and maintain large item banks. All item and test analyses, including item-fit analysis, scaling, equating, diagnosis, and performance prediction, were accomplished within this framework. The previous vendor used WINSTEPS Version 3.68.1 to calibrate and scale the NYSESLAT. MetriTech performed IRT analysis using the WINSTEPS item calibration software (version 3.81.0; Linacre, 2014) to estimate the item parameters and scale the 2016 NYSESLAT.

7.1 Item Response Model and Rationale for Use

Item response theory (IRT) attempts to explain a test taker's response to an item in terms of a set of item characteristics (also called item parameters) and the test taker's English language proficiency level. A key feature of IRT is that an important item characteristic—difficulty—is expressed on the same scale as that test taker's proficiency.[5]

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

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

where:

Pj(θi) represents the probability of student i answering item j correctly.

b_j represents the difficulty of item *j*, and

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

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For Listening and Reading, the Rasch model for dichotomous items was used. For Writing and Speaking, the Rasch model for polytomous items was used. The scale on which Rasch item difficulty is reported is the opposite of that on which classical item *p*-values are reported, in that smaller (negative) numbers represent easier items, and larger (positive) numbers represent more difficult items.

When item calibration is performed, the resulting scale values are determined by fixing the zero point to some reference. In the standard Rasch scaling approach, the zero point is traditionally set to the average of the test item difficulties. In an item response theory scaling approach, the zero point is traditionally set to the average of the person ability measures, and the increment of one logit is also set to equal the standard deviation of person ability measures. The essential

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

difference in the two approaches is how the resulting scale values are represented, but each approach produces results that lie within a linear transformation of each other.

NYSED requires that student ability measures outside the range of ±3.5 logits be adjusted to avoid extreme gaps in scale scores in the tails of the distribution, since those student measures are poorly estimated. The advantage of using an ability-centered approach is that it results in fewer student proficiency estimates that require adjustment.

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

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

1. The 2014 (and prior) NYSESLAT assessments were developed using the Rasch model.
2. The sample size requirements for calibration, scaling, and equating under the Rasch model and Rasch rating scale model are significantly smaller than they are for other IRT models. For example, the Rasch model requires approximately 400 students per form for equating versus approximately 1,500 students perform under the 3PL IRT model (Kolen and Brennan, 2004).
3. For the requirements of the NYSESLAT program, the Rasch model has a one-to-one relationship between raw scores and scale scores. That is, a student who answers a certain number of items correctly (within a modality) will receive the same modality scale score as a second student with the same modality raw score, regardless of which particular items were answered correctly.

7.2 Description of the Calibration Sample and Process

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

For the 2016 NYSESLAT operational analysis, calibrations were conducted by modality (Listening, Reading, Writing, and Speaking) within each of the six grade bands. Consequently, there were 24 separate calibration runs. No anchor or embedded field test items were included in the 2016 operational NYSESLAT forms. WINSTEPS version 3.81.0 was used for calibration.

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

Table 52 provides target percentages based on NRC code, gender, ethnicity, and disability status from the 2015 NYSESLAT operational administration.

Table 53 shows the actual N-counts and percentages of students in each grade band by NRC category, based on the 80% data file from the 2016 NYSESLAT operational administration. The obtained percentages for each category were determined for each grade band and subgroup.

Table 54 shows the difference between the 2016 80% data file (in Table 52) and the target percentages (in Table 53) as evidence of the representativeness of the 2016 80% data file for item calibration. Note that there is no definitive criterion for comparing the percentage differences shown in Table 54. There was a tendency to have slightly larger percentages of students from New York City schools and a lower percentage from religious and independent schools in the 80% data file. A lower percentage of students from charter schools was also evidenced in the 80% data file.

Table 52. 2016 NYSESLAT Target Percentages by NRC and Grade Band (based on 2015 NYSESLAT operational data for all schools)

	Grade Band											
	K		1–2		3–4		5–6		7–8		9–12	
NRC Code	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	18,628	54.0	29,888	52.9	21,224	50.9	18,064	51.2	16,825	55.0	29,258	62.5
(2) Large Cities	1,443	4.2	2,690	4.8	2,214	5.3	2,144	6.1	2,000	6.5	2,934	6.3
(3) Urban-Suburban	3,960	11.5	6,785	12.0	5,012	12.0	3,759	10.7	2,881	9.4	5,499	10.4
(4) Rural	223	0.6	328	0.6	268	0.6	217	0.6	157	0.5	250	0.5
(5) Average	3,450	10.0	5,214	9.2	3,647	8.8	2,713	7.7	2,039	6.7	3,704	6.8
(6) Low	1,629	4.7	2,418	4.3	1,526	3.7	1,054	3.0	923	3.0	1,795	3.3
(7) Charter Schools	1,508	4.4	1,712	3.0	695	1.7	873	2.5	516	1.7	750	1.4
(8) Religious and Independent Schools	3,682	10.7	7,416	13.1	7,075	17.0	6,456	18.3	5,232	17.1	4,669	8.8

Table 53. 2016 NYSESLAT 80% Sample Percentages by NRC and Grade Band (based on 2016 NYSESLAT operational 80% data for all schools)

	Grade Band											
	K		1–2		3–4		5–6		7–8		9–12	
NRC Code	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	16,463	62.5	30,598	61.6	21,576	59.5	17,106	58.7	15,894	61.5	26,234	64.0
(2) Large Cities	1,407	5.3	3,062	6.2	2,466	6.8	2,219	7.6	2,087	8.1	3,079	7.5
(3) Urban-Suburban	2,484	9.4	4,801	9.7	3,887	10.7	2,882	9.9	2,289	8.9	3,896	9.5
(4) Rural	183	0.7	387	0.8	308	0.8	245	0.8	188	0.7	295	0.7
(5) Average	3,160	12.0	5,686	11.5	3,796	10.5	2,833	9.7	2,189	8.5	4,044	9.9
(6) Low	1,248	4.7	2,141	4.3	1,360	3.8	883	3.0	775	3.0	1,552	3.8
(7) Charter Schools	197	0.7	233	0.5	136	0.4	77	0.3	71	0.3	126	0.3
(8) Religious and Independent Schools	1,184	4.5	2,729	5.5	2,727	7.5	2,884	9.9	2,355	9.1	1,779	4.5

Table 54. Differences between 2016 NYSESLAT 80% Sample Percentages and Target Percentages by NRC and Grade Band

	Grade Band					
	K	**1–2**	**3–4**	**5–6**	**7–8**	**9–12**
NRC Code	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct
(1) New York City	8.5	8.7	8.6	7.5	6.5	1.5
(2) Large Cities	1.1	1.4	1.5	1.5	1.6	1.2
(3) Urban-Suburban	-2.1	-2.3	-1.3	-0.8	-0.5	-0.9
(4) Rural	0.1	0.2	0.2	0.2	0.2	0.2
(5) Average	2.0	2.3	1.7	2.0	1.8	3.1
(6) Low	0.0	0.0	0.1	0.0	0.0	0.5
(7) Charter Schools	-3.7	-2.5	-1.3	-2.2	-1.4	-1.1
(8) Religious and Independent Schools	-6.2	-7.6	-9.5	-8.4	-8.0	-4.3

7.3 Linking the 2016 IRT Parameters onto the Underlying Rasch Scale

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

For NYSESLAT grades 1–12, a fixed common-precalibrated item parameter (FCIP) method was used. The FCIP approach (Li, Tam, and Tompkins, 2004) holds the anchor items fixed to their 2015 parameter values, and, through the item calibration process, automatically places the unique 2016 items onto the underlying scale. Because all of the 2016 item parameter estimates are placed onto the underlying scale, the estimates of student proficiency, and the resulting scale scores, are directly comparable with those established on the 2015 version of NYSESLAT.

For each of the anchor items, an estimate of the displacement (or shift) in the Rasch item difficulty values of the anchor items (relative to the other items on the form) was provided as a part of the 2016 Rasch calibration process. After the initial calibration run, the WINSTEPS displacement values for all anchor items (within a test-level modality) were examined for absolute values greater than 0.30. If present, the item with the largest absolute displacement value was removed from anchored status but remained on the test form. Its difficulty value was subsequently re-estimated relative to the difficulties of the remaining anchored items. The Winsteps calibration was then rerun with the reduced anchor set, after which the displacement values were again checked for absolute values in excess of 0.30. If another was found, it was also removed from anchored status and the calibration rerun. This iterative procedure continued until all anchored items had displacements of 0.30 or less. Once the iterative procedure finishes, the parameters resulting from the final run are then in the operational metric, and the calibration analyses are complete. Only one item (a Speaking item on the grades 3–4 test) was identified as having drifted for the 2016 calibration analysis (with an initial displacement value of 0.3748). That item was removed from its anchor status, and the subsequent calibration did not indicate any additional item displacement issues.

For Kindergarten, due to revisions to that test, the operational IRT scale was re-established as part of the 2016 calibration (therefore, no Kindergarten items were fixed to spring 2015 scale values).

7.4 Rasch Information

Appendix C contains the results of the operational items for the 2016 NYSESLAT. The following IRT item parameters are presented for each item grouped by modality (Listening, Speaking, Reading, and Writing):

- N-count (number of students)
- Rasch item difficulty (RID) value
- Standard error (SE) of Rasch difficulty
- MNSQ INFIT: Standardized information-weighted mean-square fit statistic, which is sensitive to unexpected behavior affecting responses to items near the person’s ability level

- MNSQ OUTFIT: Standardized outlier-sensitive mean-square fit statistic, which is sensitive to unexpected behavior by persons on items far from the person's ability level
- Flag of misfit

Table 55 presents the number of items, the maximum number of points attainable, the average and standard deviation of Rasch item difficulty values, and the minimum and maximum Rasch item difficulty values for each modality by grade band.

Table 55. Average, Standard Deviation, Minimum, and Maximum of Rasch Difficulty Values by Grade Band and Modality

Grade Band	Modality	Number of Items	Max. Points	Average RID	SD of RID	Min RID	Max RID
K	Listening	19	19	-1.14	0.58	-1.92	0.00
	Reading	18	18	-1.49	0.54	-2.25	-0.49
	Speaking	12	21	-0.45	0.54	-1.38	0.21
	Writing	8	14	-0.74	0.86	-2.11	0.34
	Total	57	72	-1.05	0.71	-2.25	0.34
1–2	Listening	24	24	-0.42	0.43	-1.25	0.40
	Reading	27	27	-0.07	0.35	-0.72	0.71
	Speaking	12	21	-0.69	0.58	-1.69	0.23
	Writing	3	12	0.45	0.02	0.43	0.48
	Total	66	84	-0.29	0.50	-1.69	0.71
3–4	Listening	24	24	-0.25	0.40	-1.17	0.51
	Reading	27	27	-0.11	0.46	-0.82	0.95
	Speaking	12	21	-0.84	0.53	-1.89	-0.12
	Writing	3	12	0.31	0.02	0.28	0.32
	Total	66	84	-0.28	0.53	-1.89	0.95
5–6	Listening	24	24	-0.36	0.54	-1.54	0.62
	Reading	27	27	-0.14	0.40	-0.78	0.68
	Speaking	12	21	-0.76	0.50	-1.59	-0.08
	Writing	3	12	0.22	0.03	0.20	0.26
	Total	66	84	-0.32	0.52	-1.59	0.68
7–8	Listening	24	24	-0.54	0.54	-1.49	0.60
	Reading	27	27	-0.15	0.50	-1.09	0.81
	Speaking	12	21	-0.71	0.56	-1.65	-0.02
	Writing	3	12	0.19	0.06	0.14	0.25
	Total	66	84	-0.38	0.57	-1.65	0.81
9–12	Listening	24	24	-0.26	0.56	-1.42	0.75
	Reading	27	27	-0.09	0.42	-1.09	0.75
	Speaking	12	21	-0.54	0.51	-1.65	0.16
	Writing	3	12	0.12	0.13	0.00	0.26
	Total	66	84	-0.22	0.51	-1.65	0.75

7.5 Evidence of Model Fit

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

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

When item-fit indices are lower than 0.7, they do not discriminate well and show a greater-than-expected degree of consistency. Similarly, a fit value higher than 1.3 indicates an inconsistency in how students are performing (scoring) on the item; e.g., some unexpectedly high scores for low-ability candidates and low scores for high-ability candidates.

To an extent, no empirical data set will fit the IRT model perfectly. The percentage of items flagged for INFIT and OUTFIT varied depending on the grade band and subtest. In general, around 0–4% of the items were flagged for INFIT, but the percentage of misfit was greater for OUTFIT across grade bands. For the Kindergarten Writing modality, four out of the eight items (all of the letter-writing items) were flagged based on the OUTFIT criteria (as can be seen in Appendix C). The OUTFIT mean square is sensitive to unexpected responses by persons on items that are relatively very easy or very hard for them. In the case of the 2016 Kindergarten Writing test, the four letter-writing items were all scored dichotomously and appeared to be easy for the students.

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

7.6 Test Characteristic Curves (TCCs) and Conditional Standard Error of Measurement Curves (CSEM) for 2015 and 2016

Test characteristic curves (TCCs) were obtained by modality for each grade band (odd-numbered figures between Figure 3 and Figure 50). For TCCs, the *x*-axis represents the thetas, or student abilities, and the *y*-axis represents the expected score based on the number of items correctly solved by students. TCCs represent the relative difficulty of a given test form, with TCCs on the right representing more difficult test forms. For grades 1–12, there is generally a very close correspondence between the 2015 TCC and the 2016 TCC for the Listening, Reading, and Writing modalities. The Speaking modality shows a shift of the TCC for grades 1–12, where the 2016 Speaking modality was a bit more difficult (i.e., shifted to the right) than the 2015 Speaking modality. This shift was based on slight modifications to that modality that were expected to make that portion of the test slightly more difficult.

The conditional standard error of measurement (CSEM) was obtained by modality for each grade band, as well (even-numbered figures between Figure 3 and Figure 50). The *x*-axis represents the thetas, and the *y*-axis represents the CSEM. When theta is close to the mean Rasch item difficulty value (shown in Table 55), the CSEM is the smallest; when theta is either larger or smaller than the mean Rasch item difficulty, the magnitude of CSEM increases, which indicates less information. For grades 1–12, there is also a close correspondence between the 2015 CSEM and the 2016 CSEM.

Listening Test

Figure 3. TCC for Kindergarten Listening Test

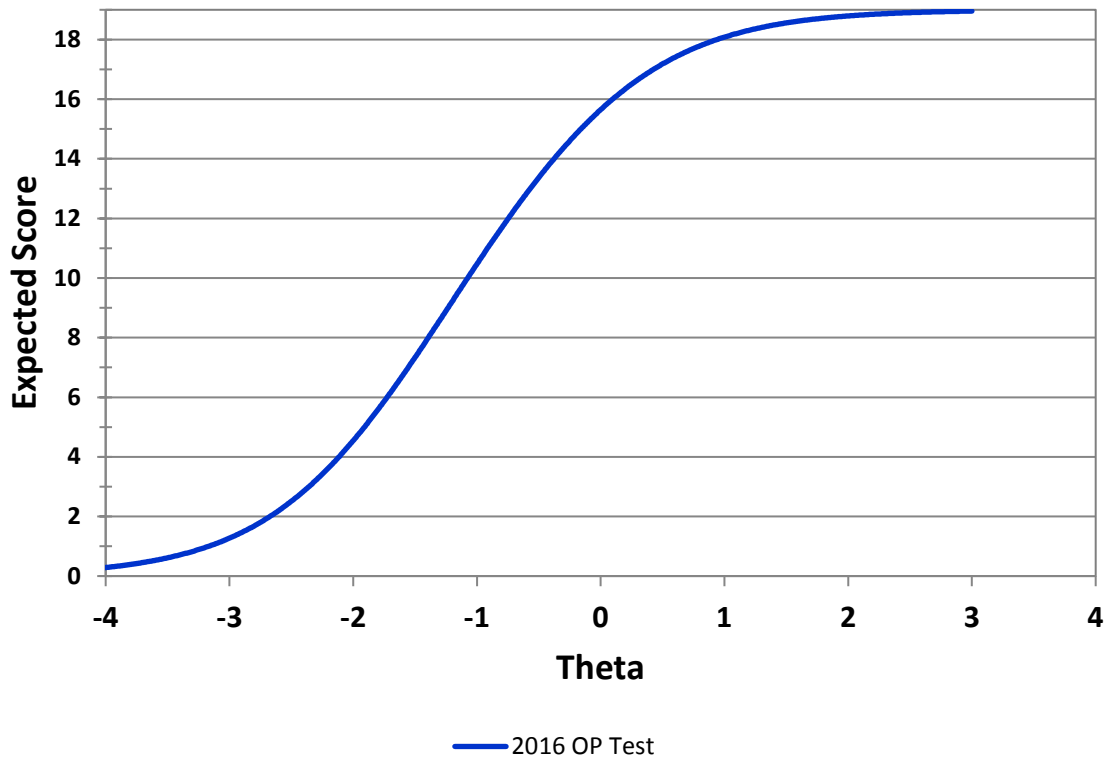


Figure 4. CSEM for Kindergarten Listening Test

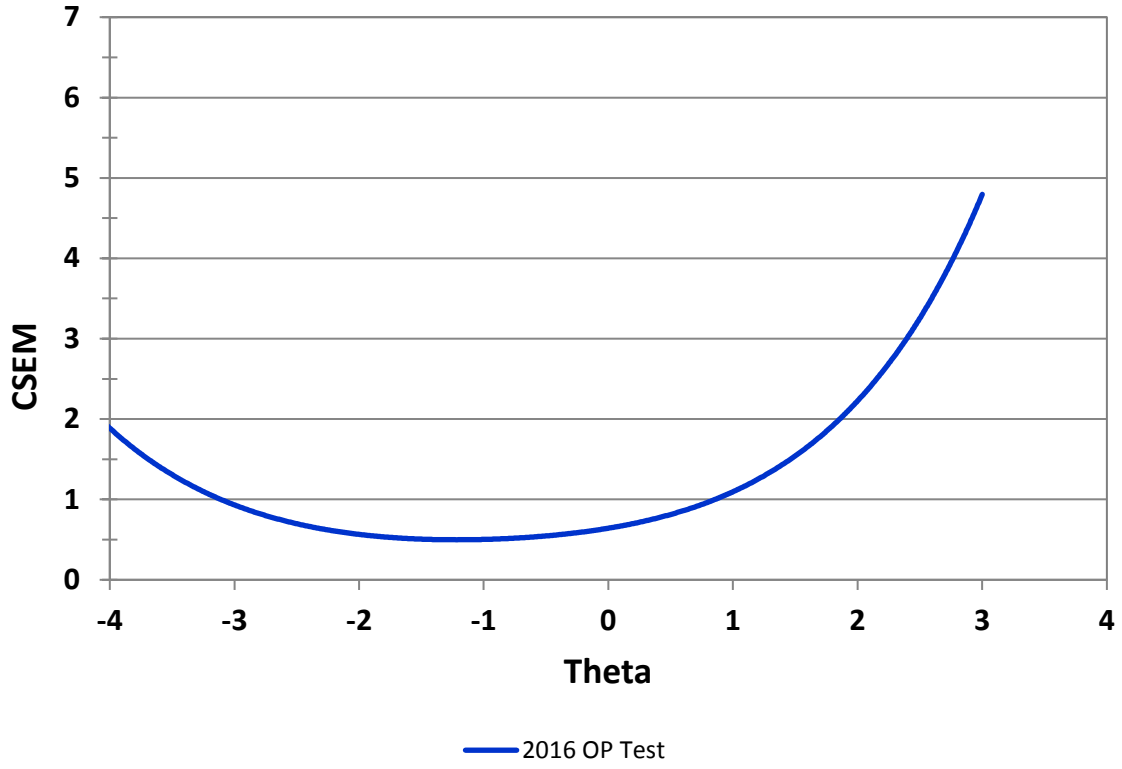


Figure 5. TCC for Grade Band 1–2 Listening Test

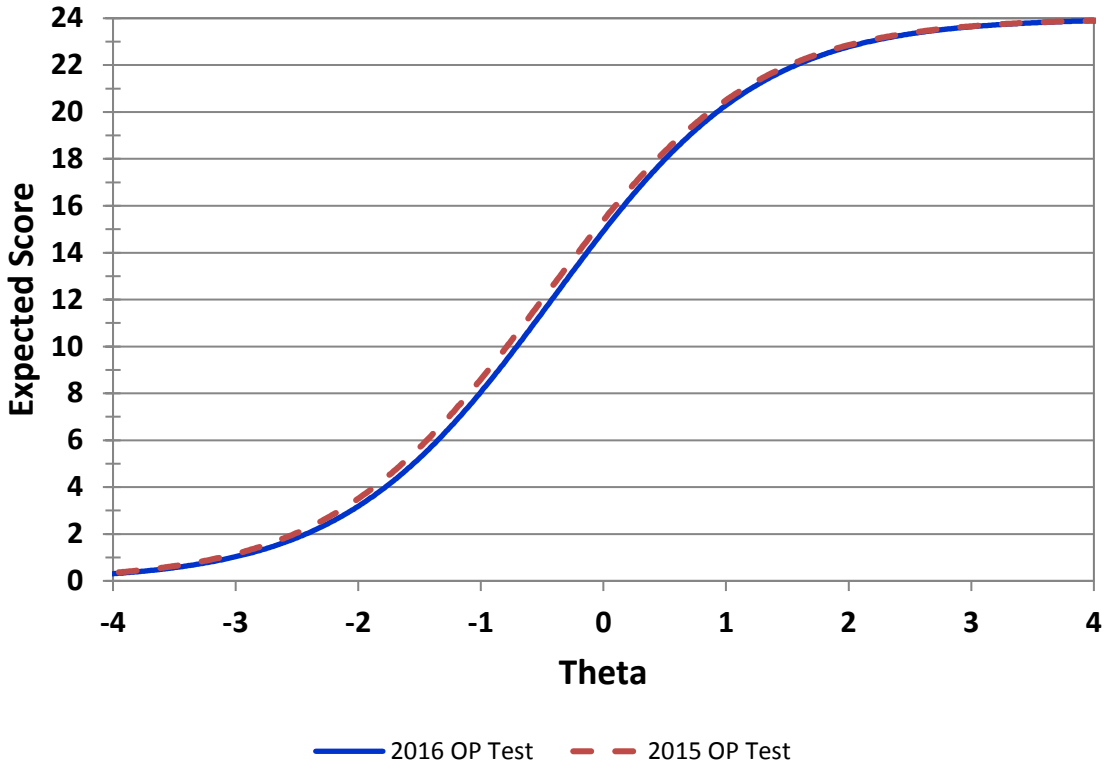


Figure 6. CSEM for Grade Band 1–2 Listening Test

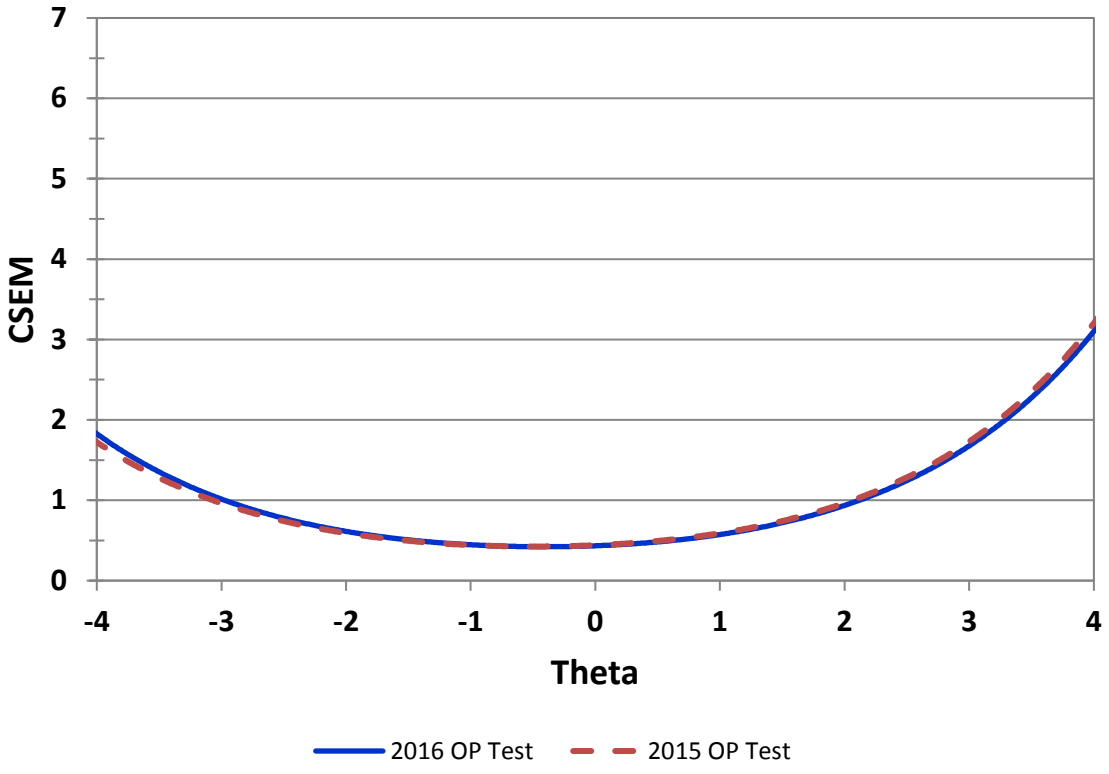


Figure 7. TCC for Grade Band 3–4 Listening Test

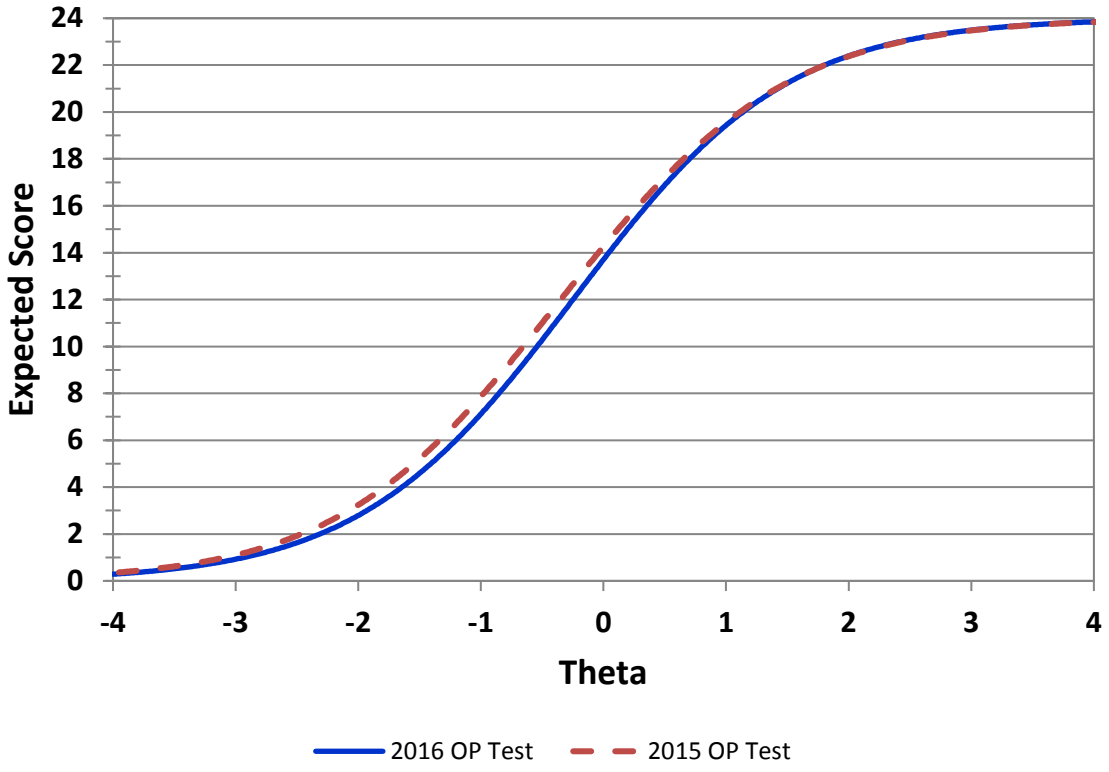


Figure 8. CSEM for Grade Band 3–4 Listening Test

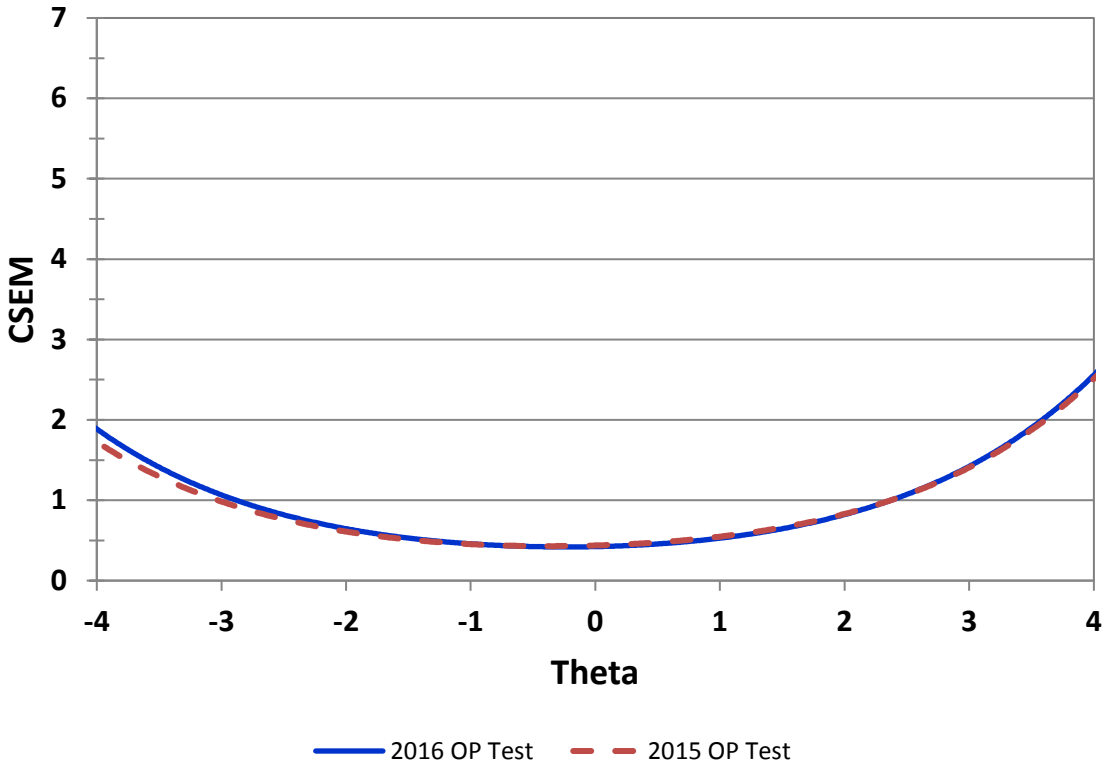


Figure 9. TCC for Grade Band 5–6 Listening Test

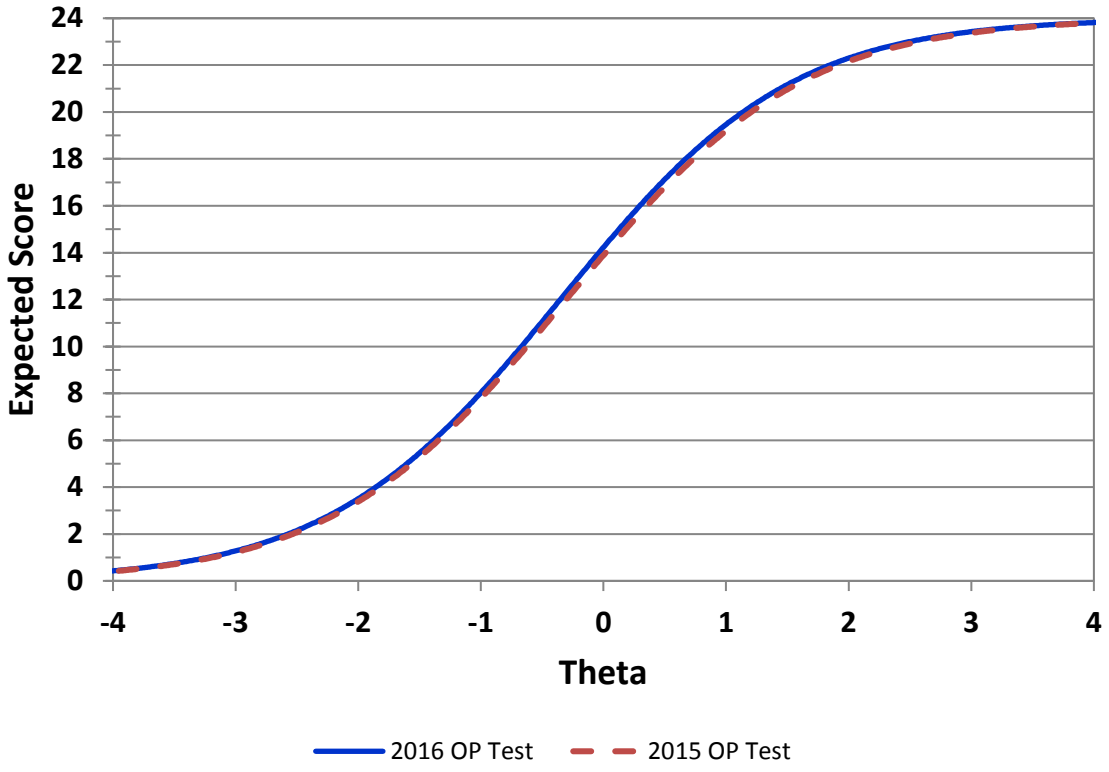


Figure 10. CSEM for Grade Band 5–6 Listening Test

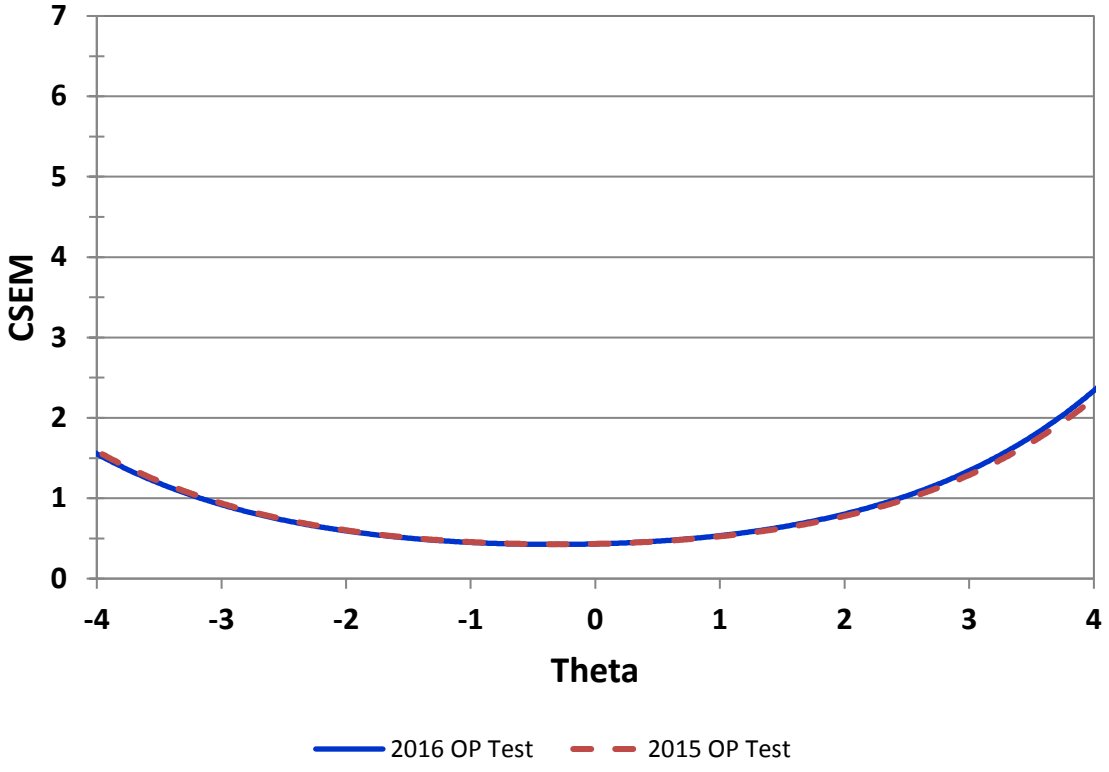


Figure 11. TCC for Grade Band 7–8 Listening Test

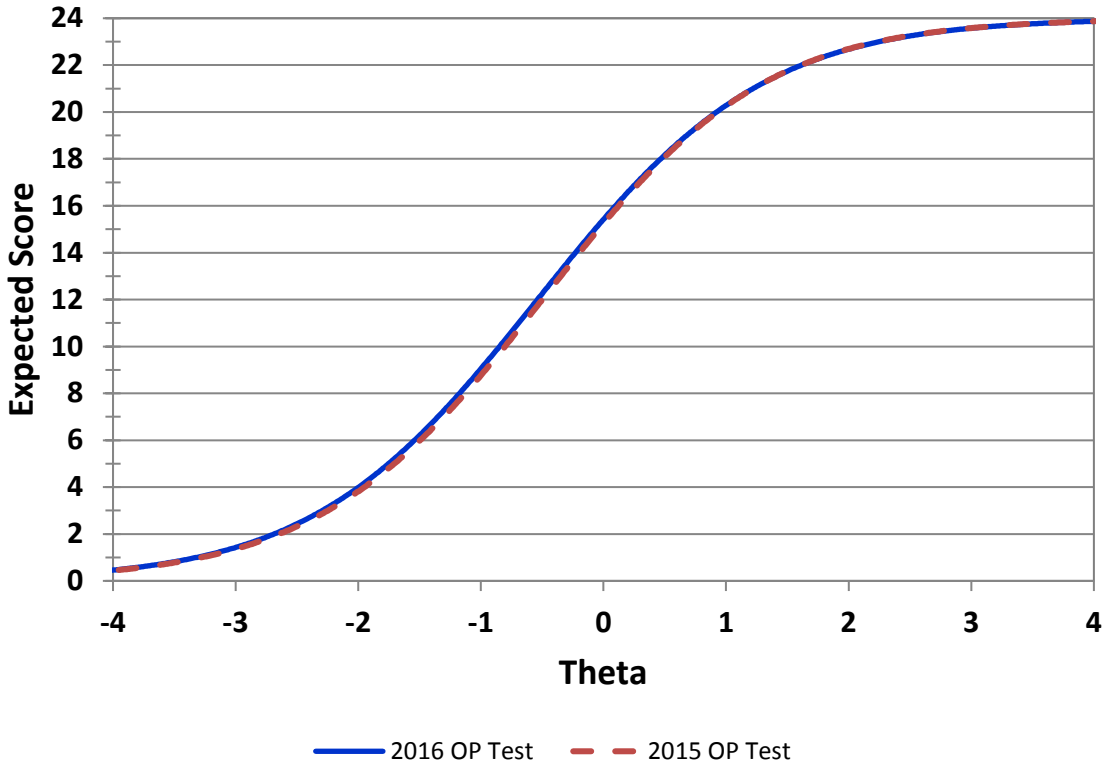


Figure 12. CSEM for Grade Band 7–8 Listening Test

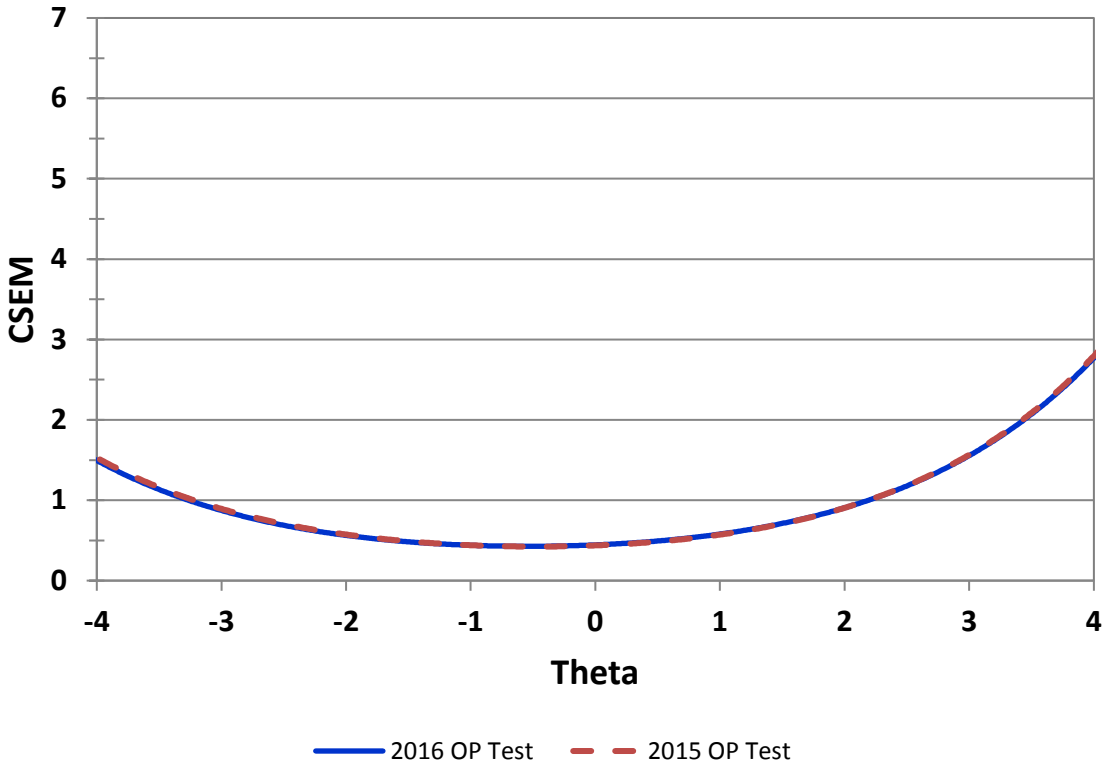


Figure 13. TCC for Grade Band 9–12 Listening Test

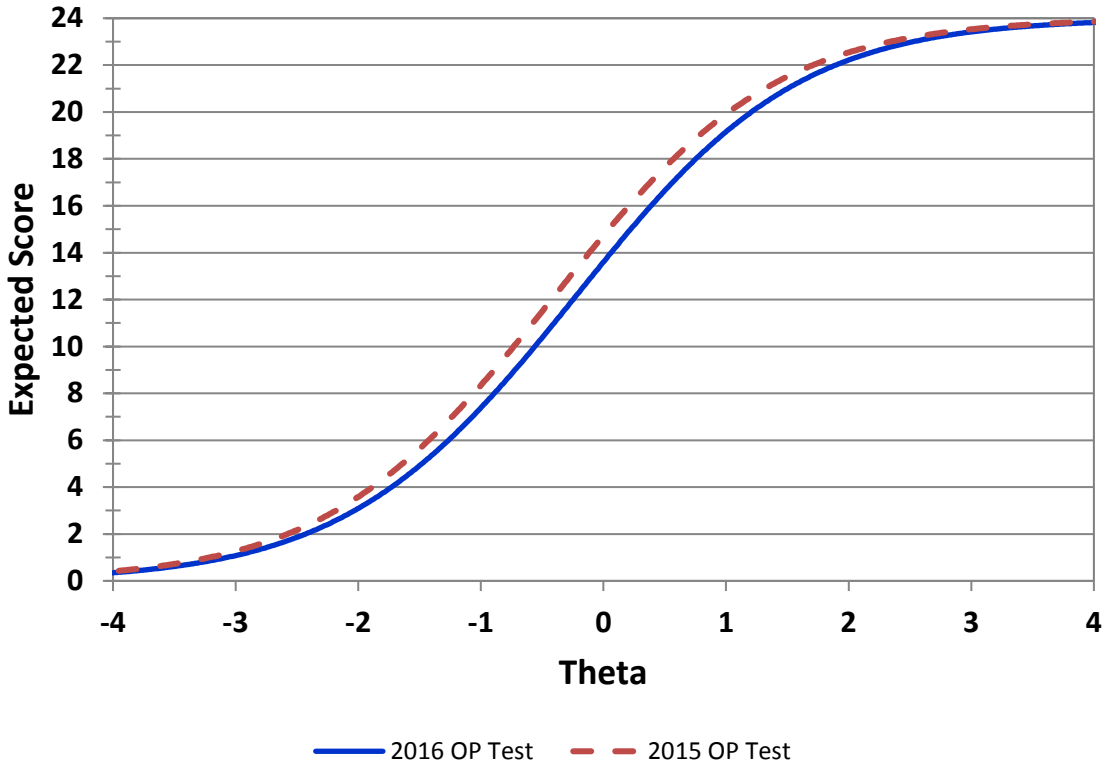
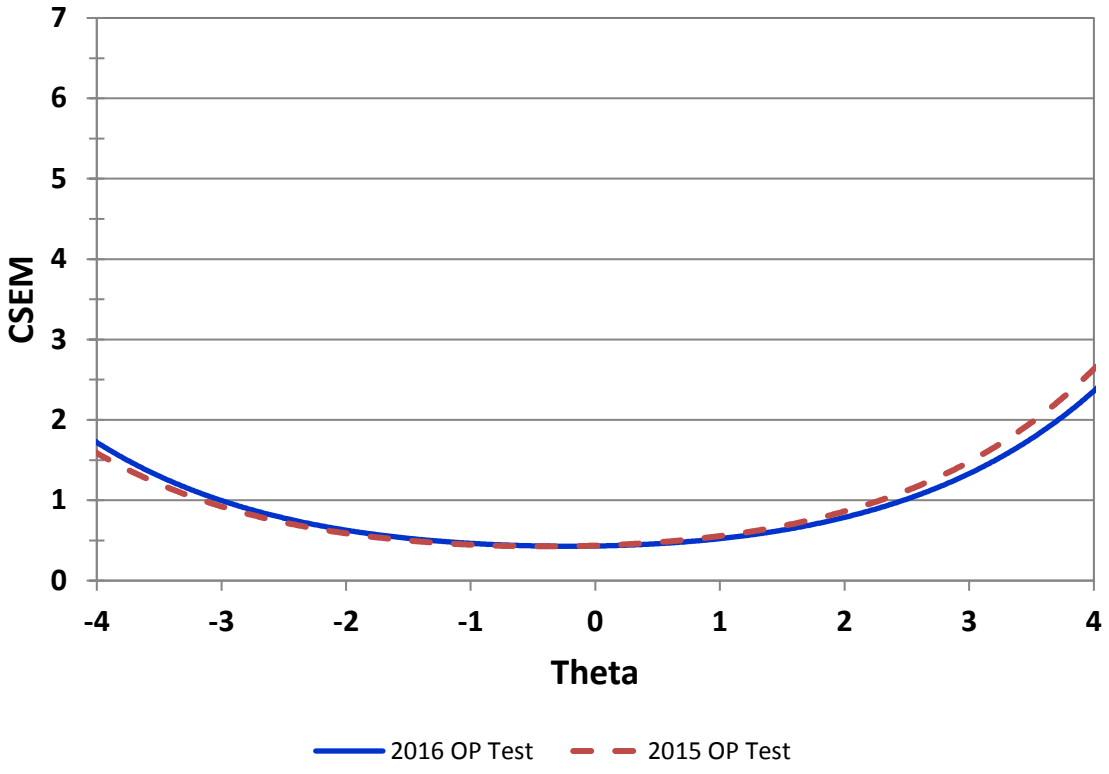


Figure 14. CSEM for Grade Band 9–12 Listening Test



Reading Test

Figure 15. TCC for Kindergarten Reading Test

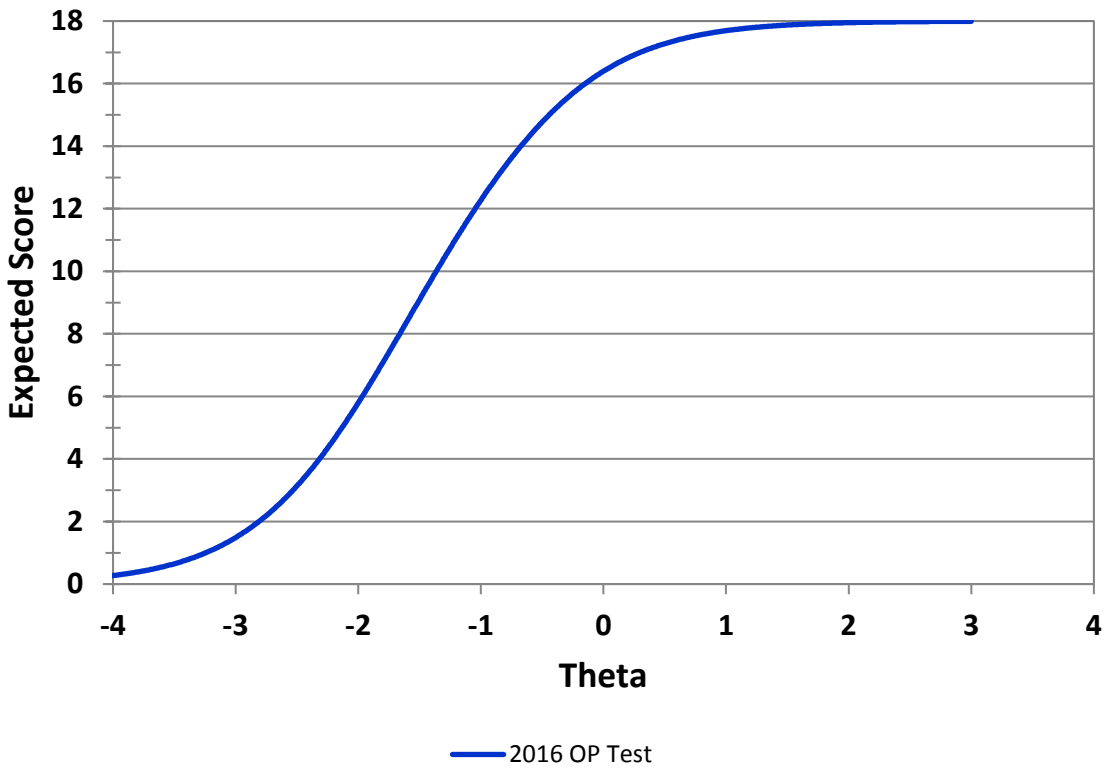


Figure 16. CSEM for Kindergarten Reading Test

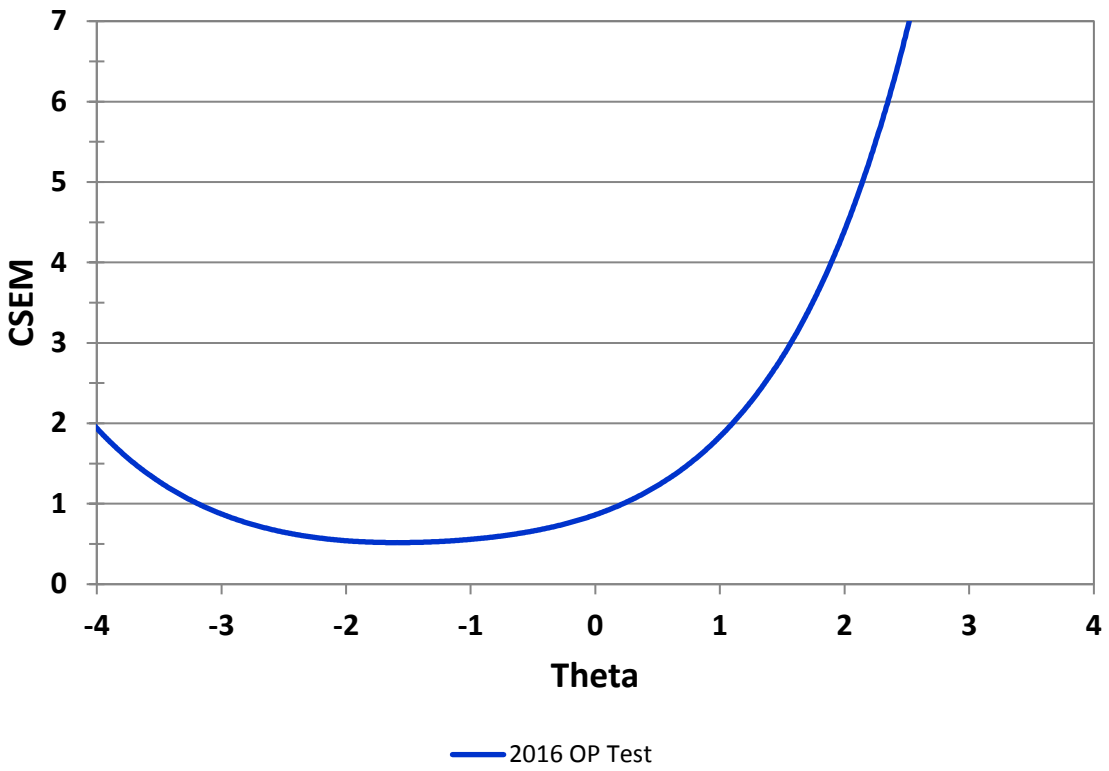


Figure 17. TCC for Grade Band 1–2 Reading Test

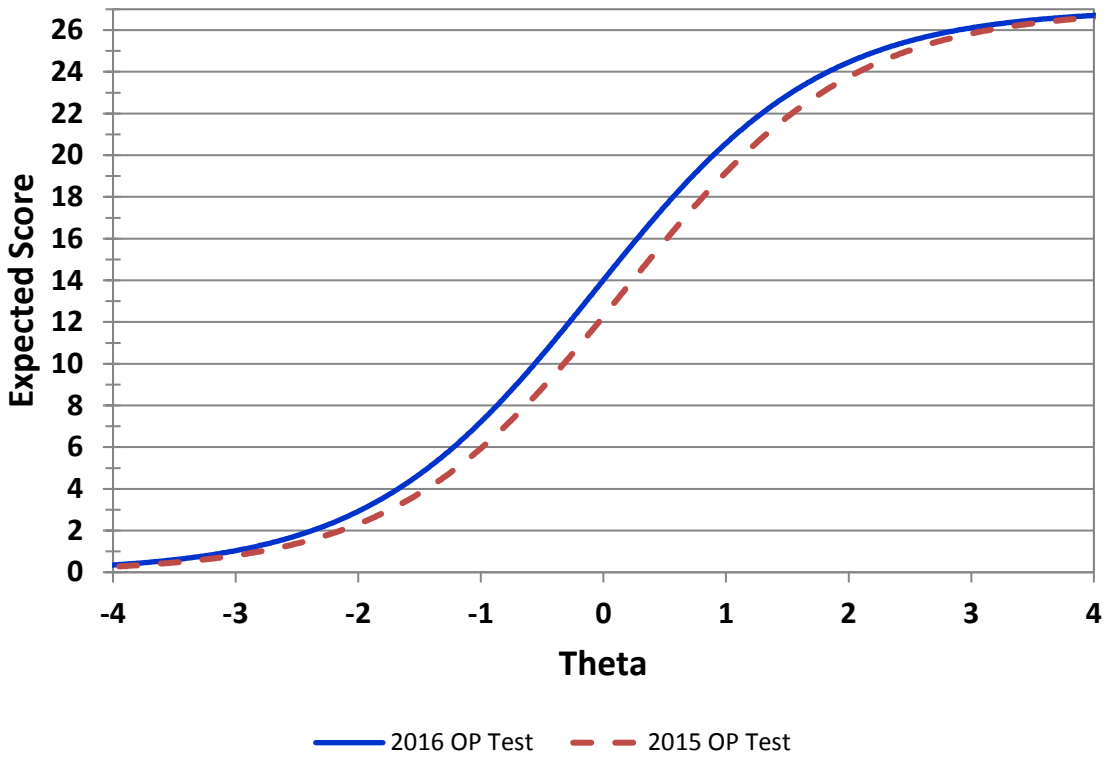


Figure 18. CSEM for Grade Band 1–2 Reading Test

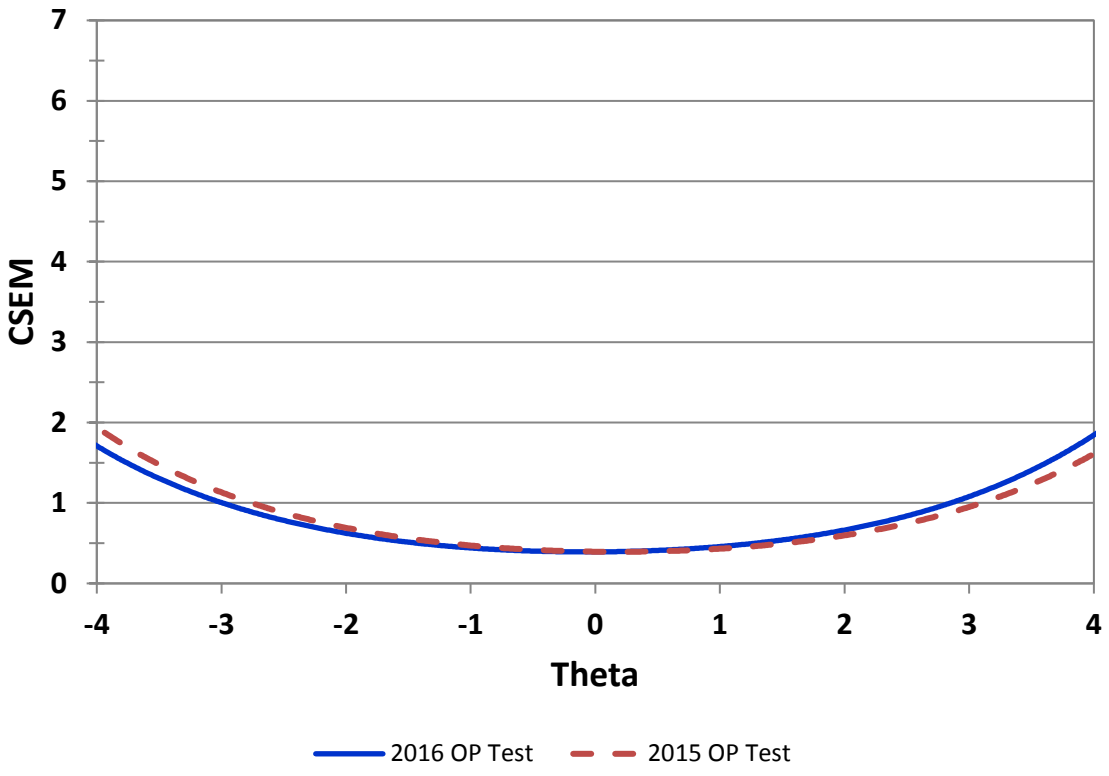


Figure 19. TCC for Grade Band 3–4 Reading Test

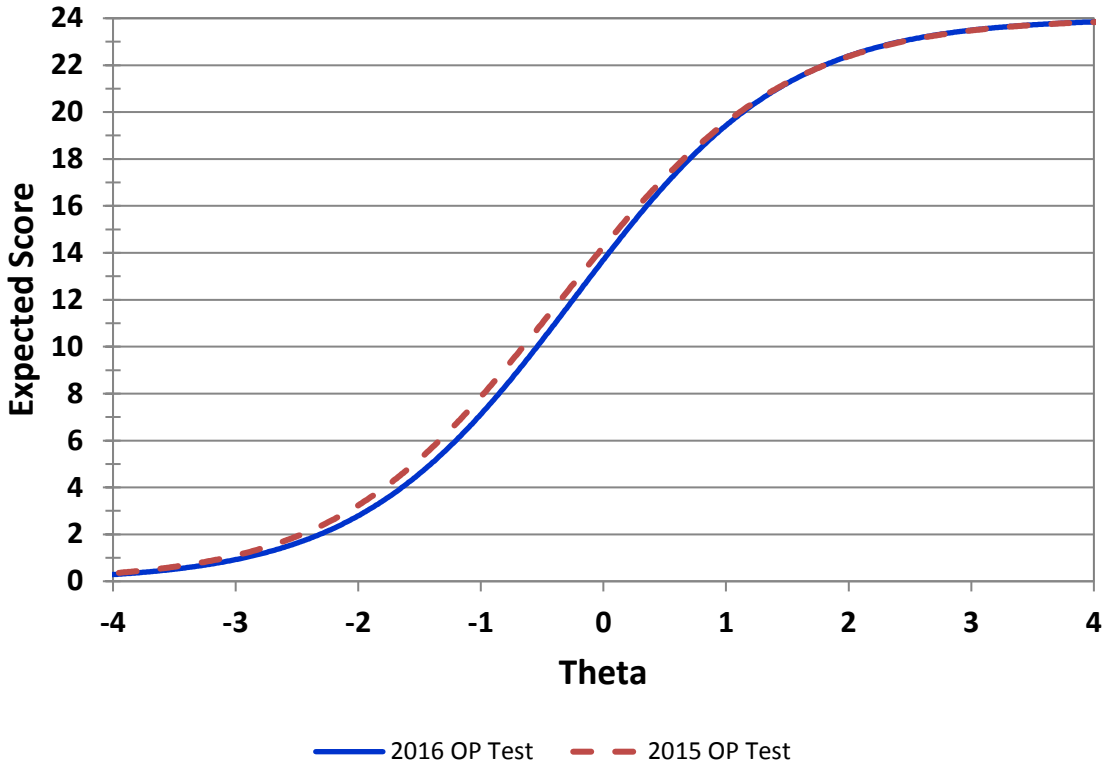


Figure 20. CSEM for Grade Band 3–4 Reading Test

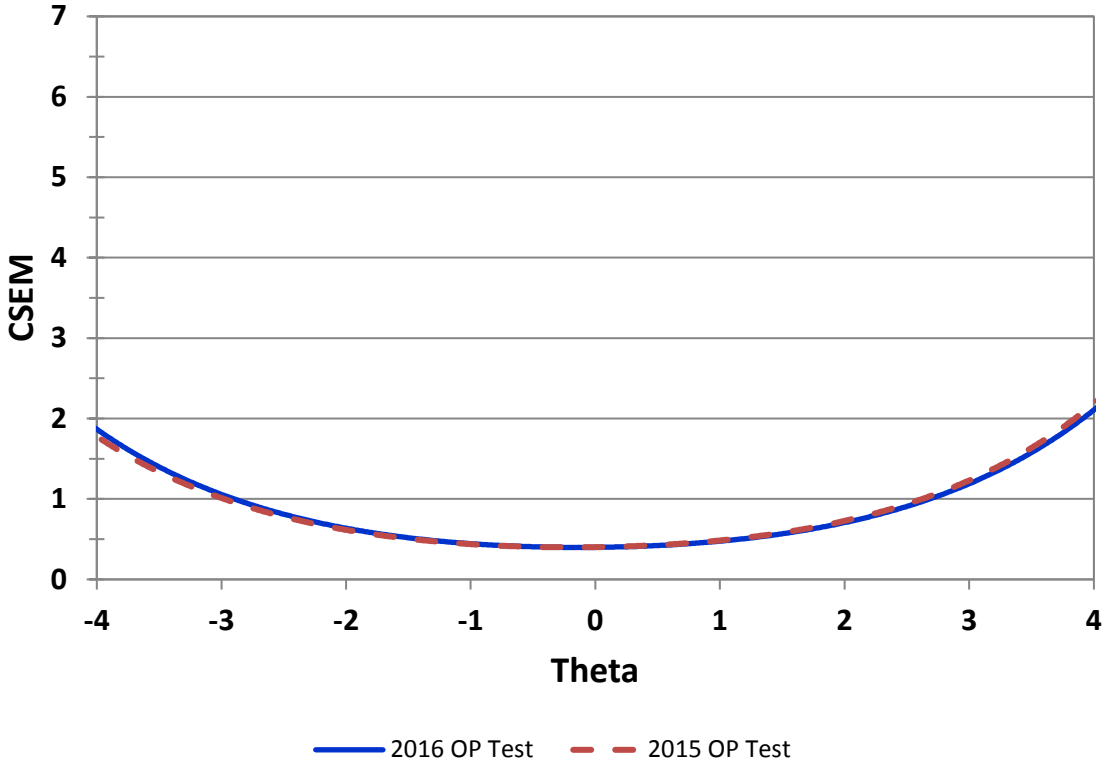


Figure 21. TCC for Grade Band 5–6 Reading Test

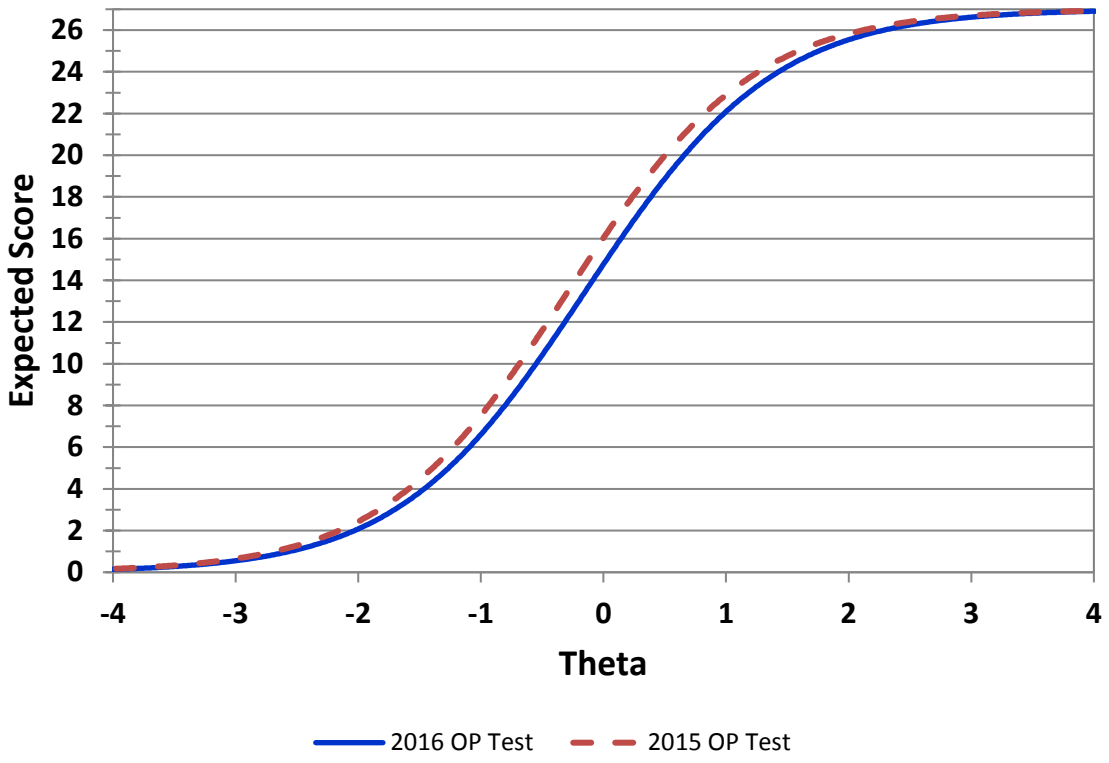


Figure 22. CSEM for Grade Band 5–6 Reading Test

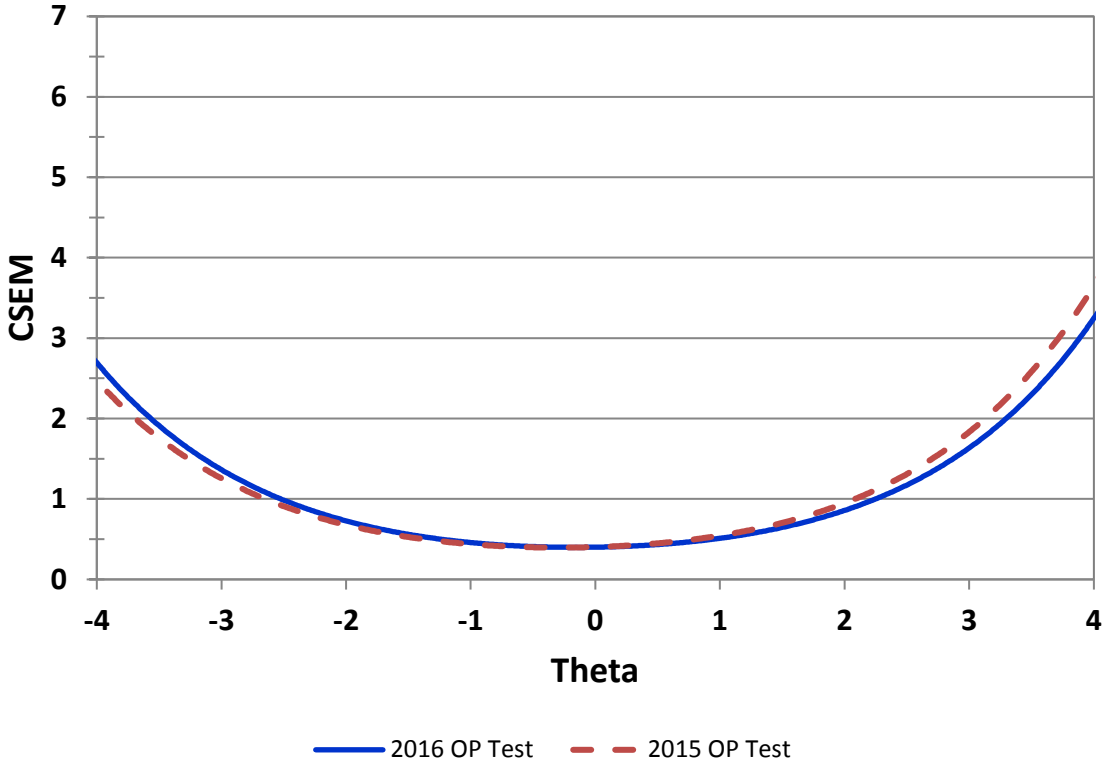


Figure 23. TCC for Grade Band 7–8 Reading Test

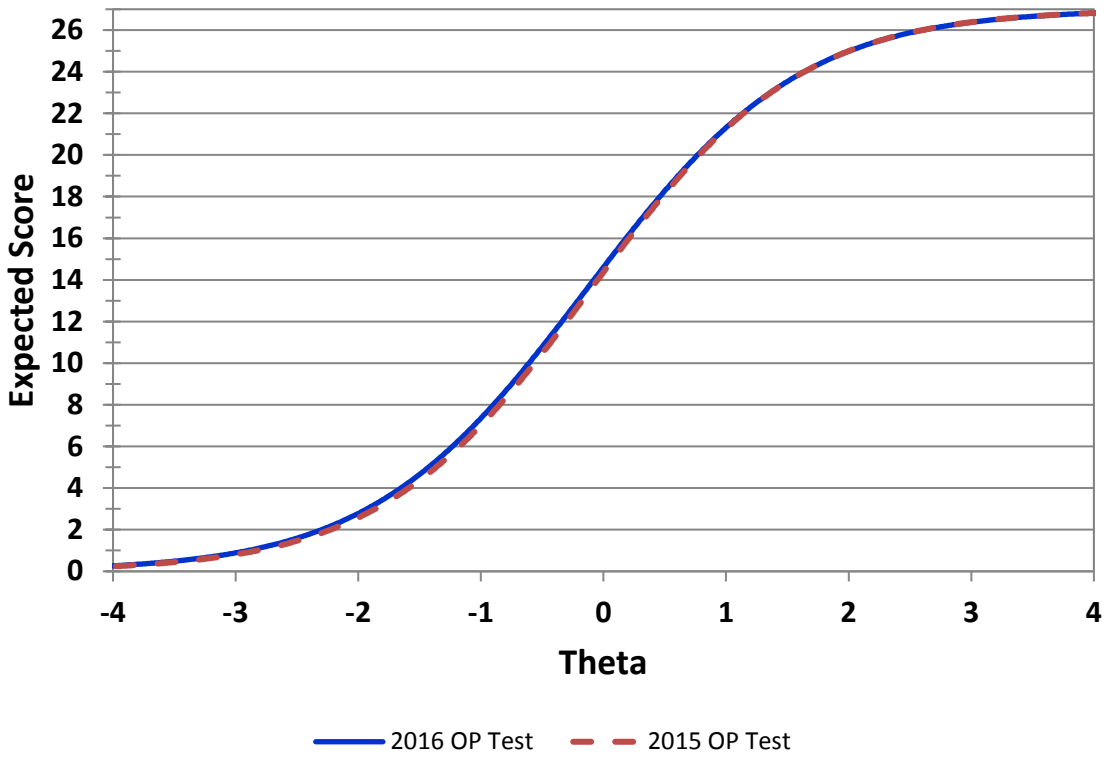


Figure 24. CSEM for Grade Band 7–8 Reading Test

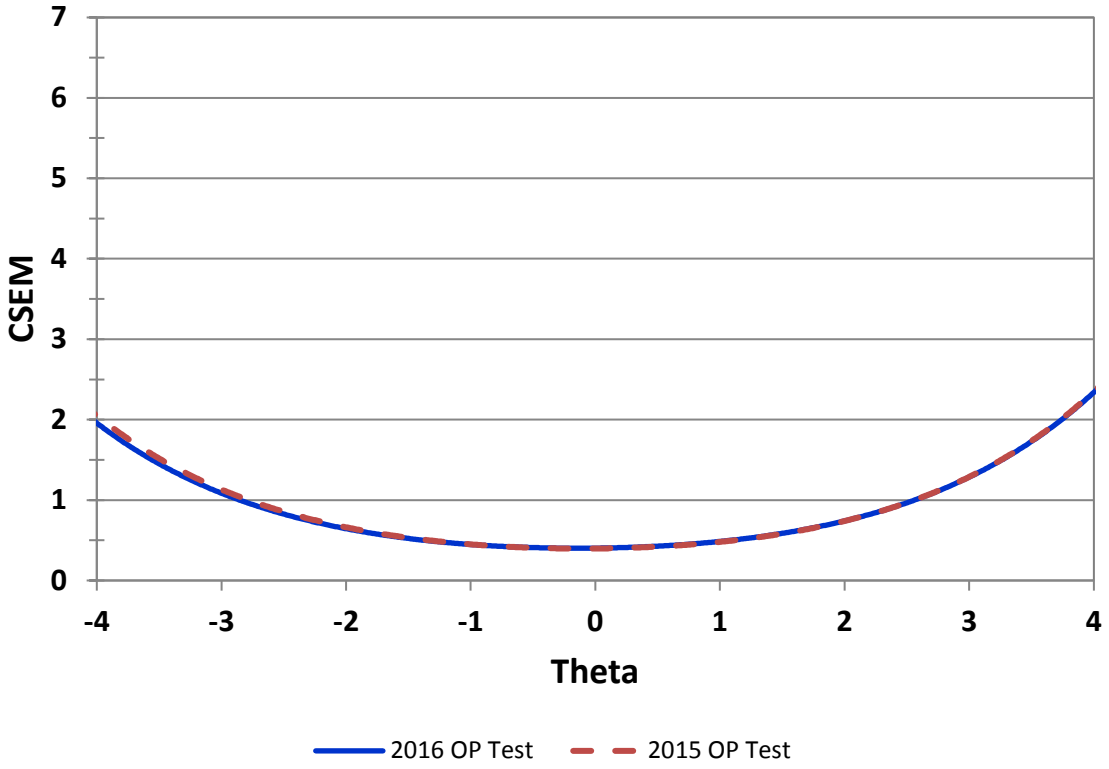


Figure 25. TCC for Grade Band 9–12 Reading Test

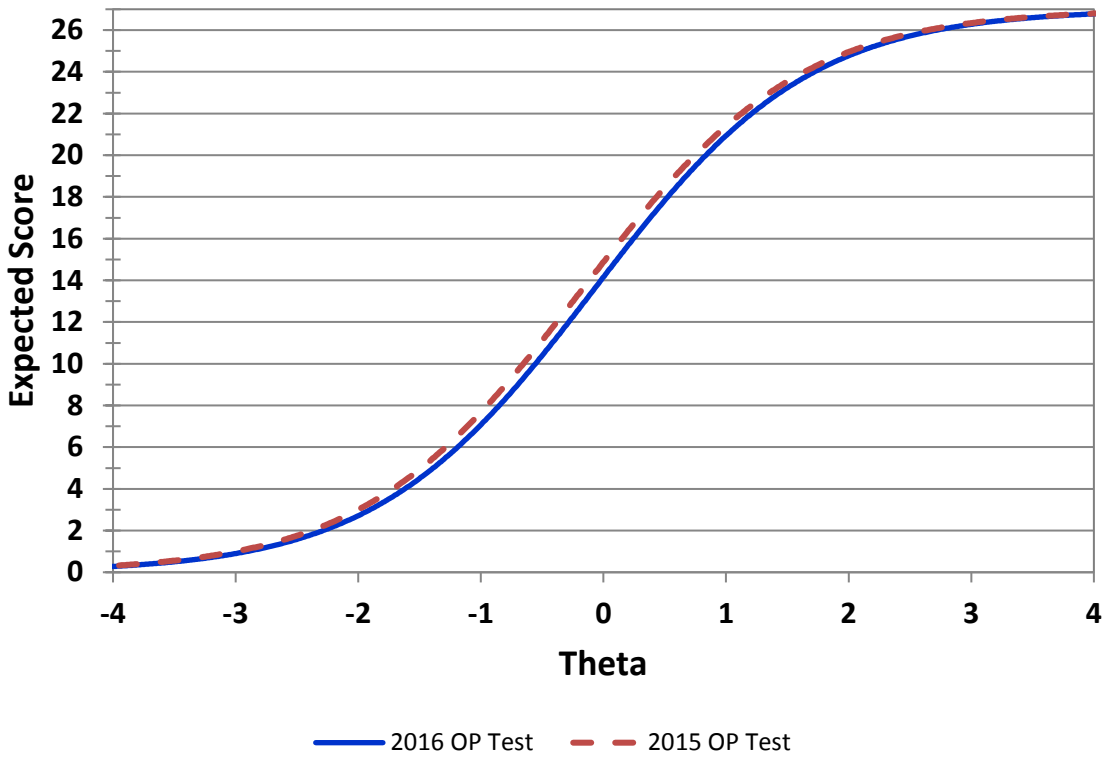
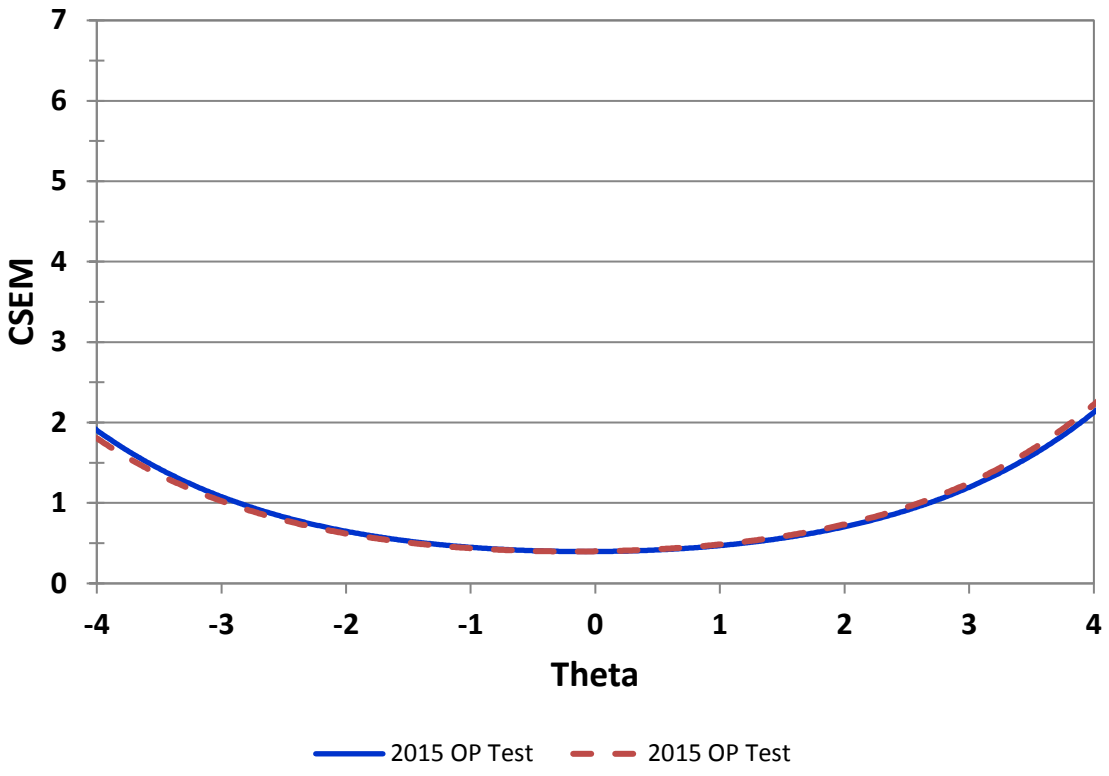


Figure 26. CSEM for Grade Band 9–12 Reading Test



Speaking Test

Figure 27. TCC for Kindergarten Speaking Test

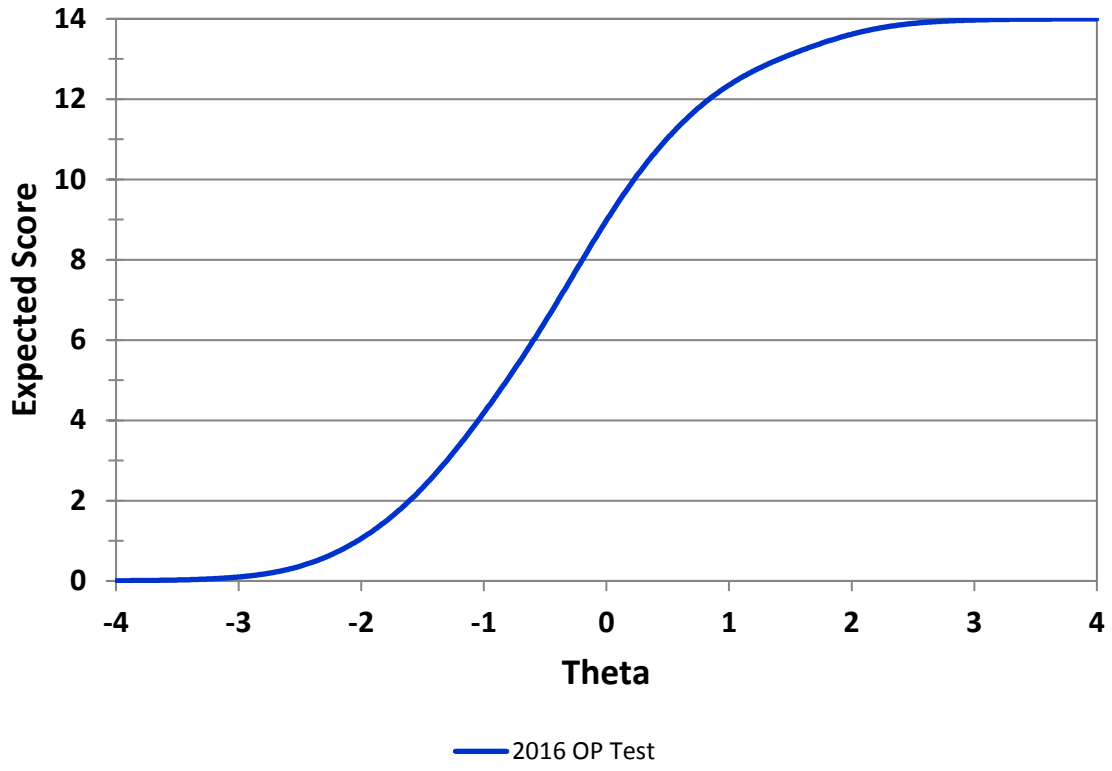


Figure 28. CSEM for Kindergarten Speaking Test

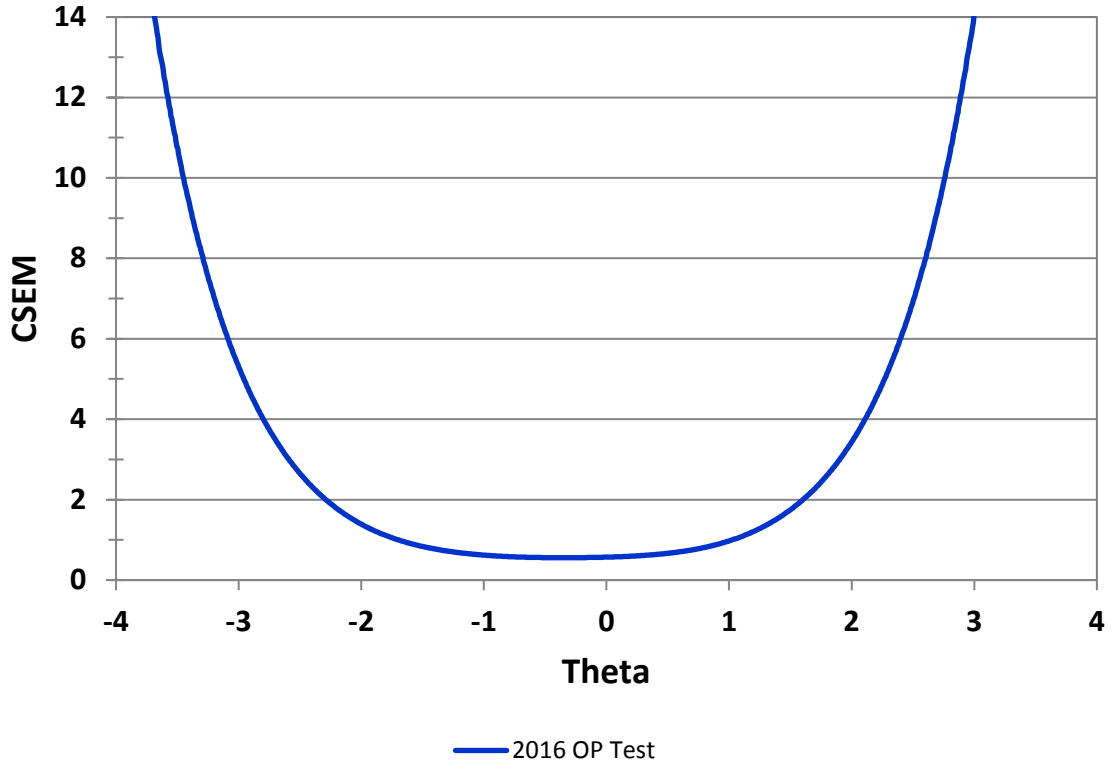


Figure 29. TCC for Grade Band 1–2 Speaking Test

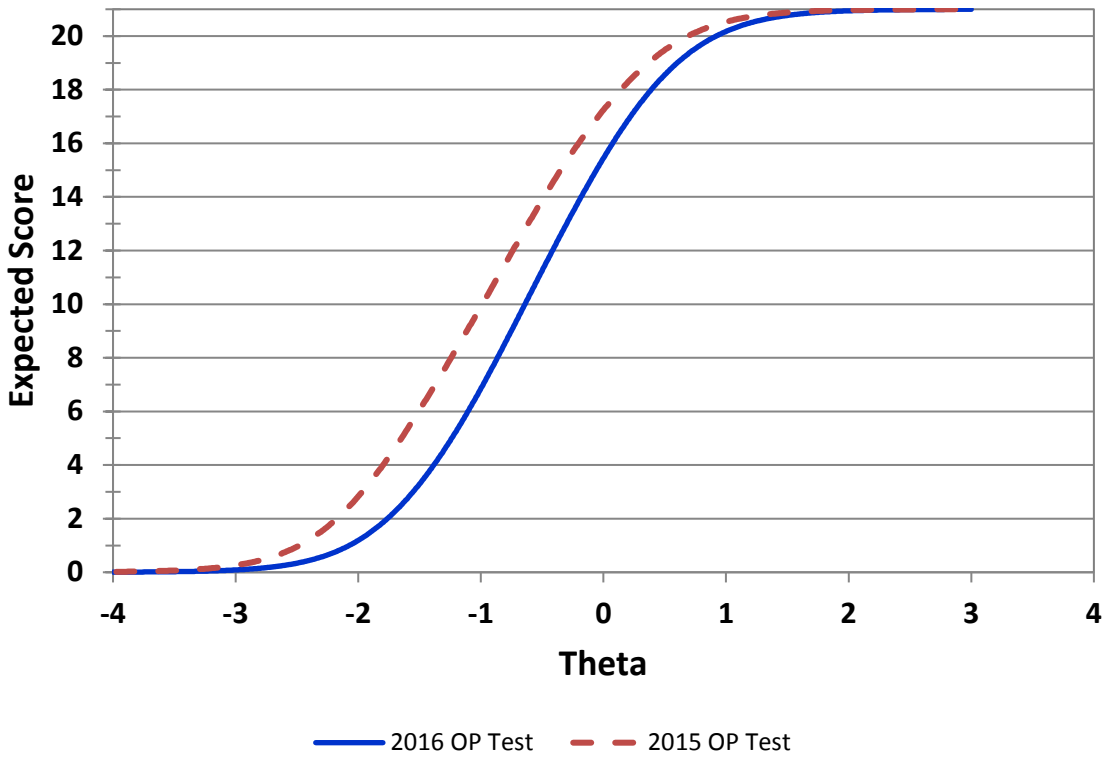


Figure 30. CSEM for Grade Band 1–2 Speaking Test

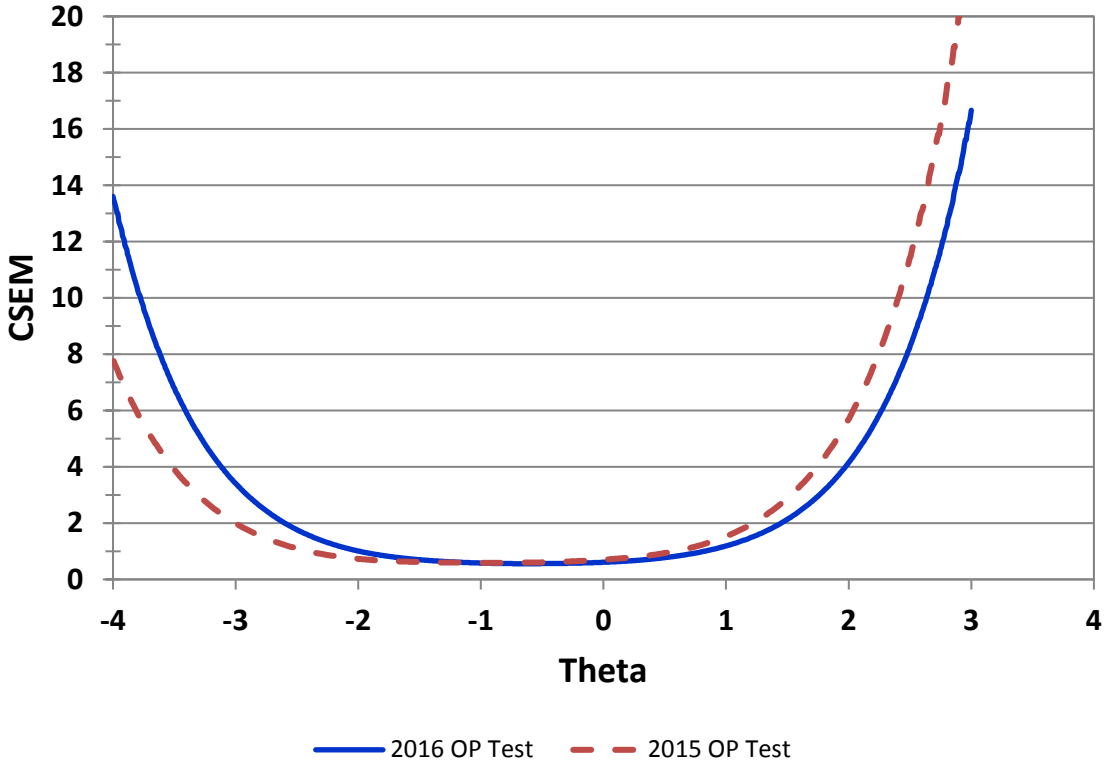


Figure 31. TCC for Grade Band 3–4 Speaking Test

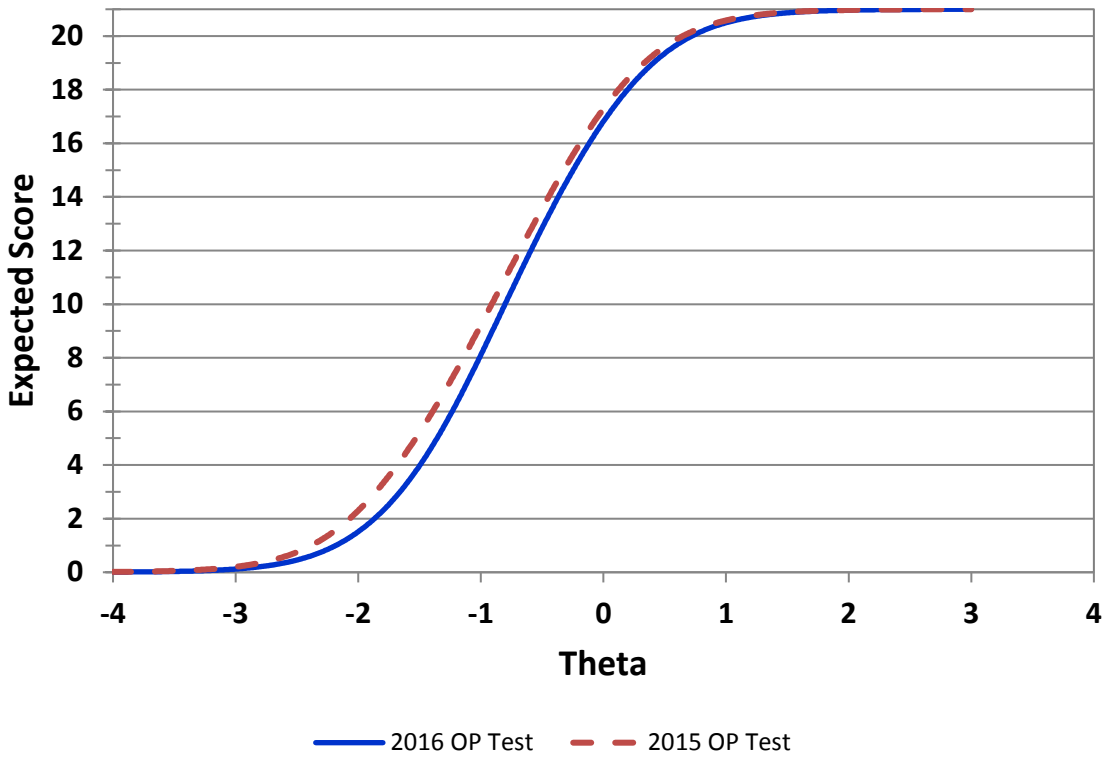


Figure 32. CSEM for Grade Band 3–4 Speaking Test

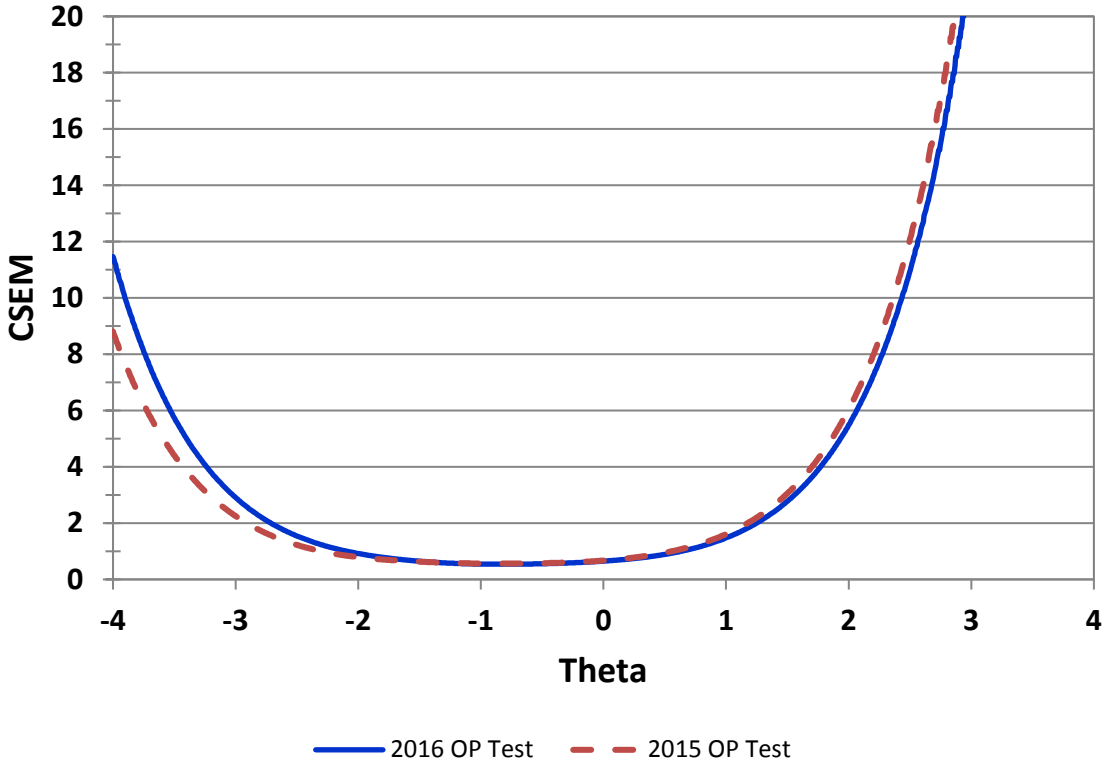


Figure 33. TCC for Grade Band 5–6 Speaking Test

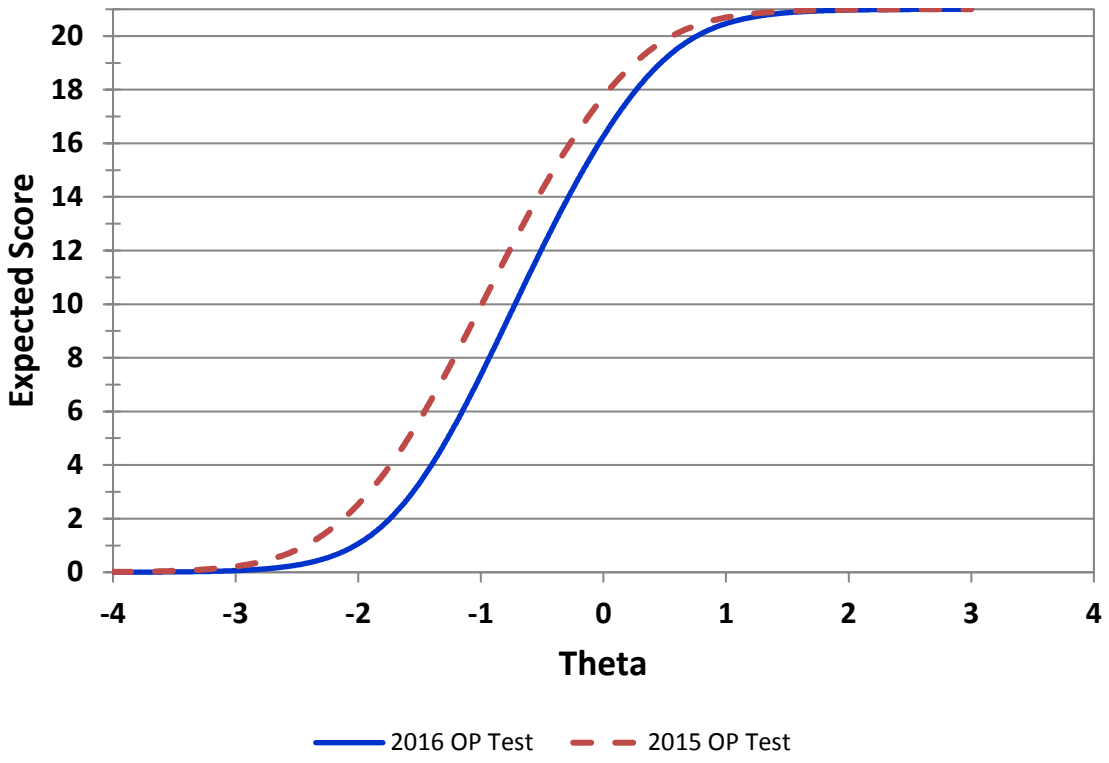


Figure 34. CSEM for Grade Band 5–6 Speaking Test

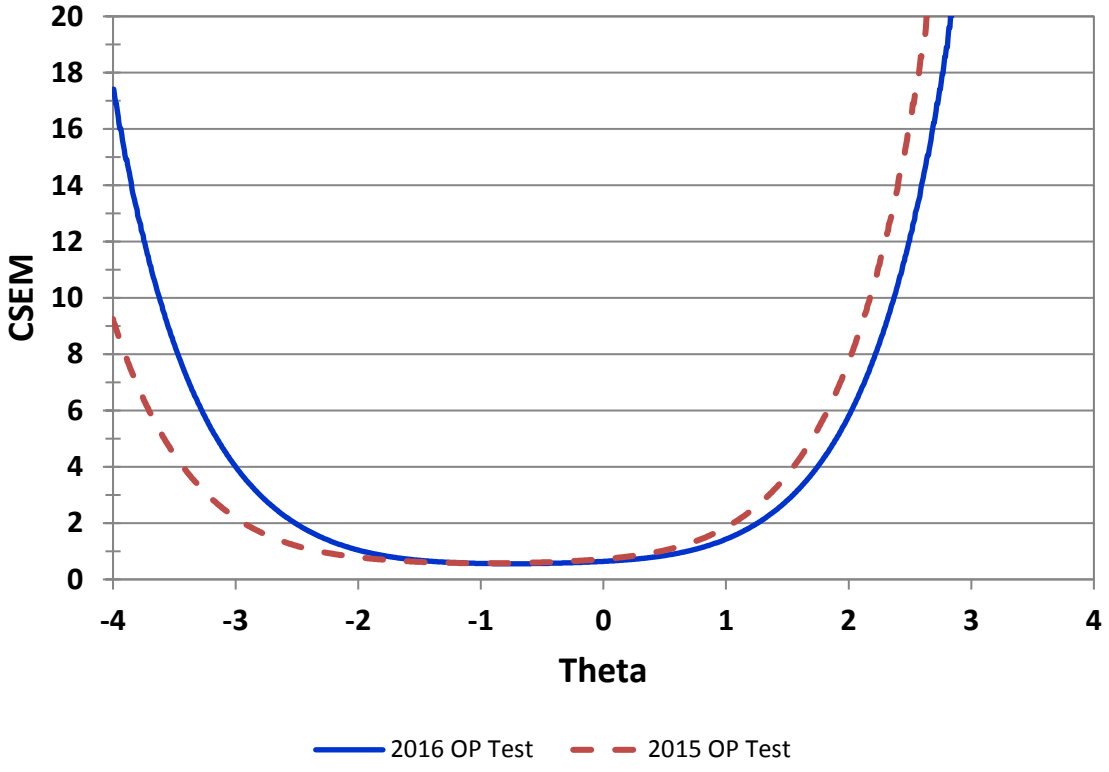


Figure 35. TCC for Grade Band 7–8 Speaking Test

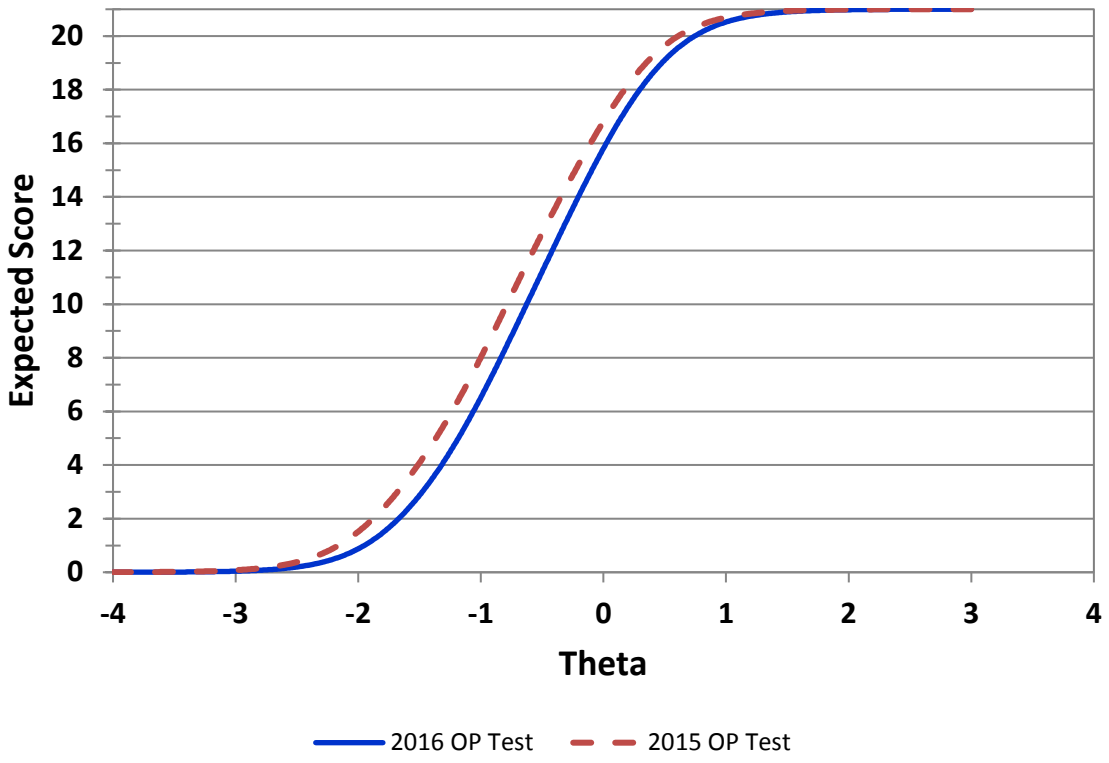


Figure 36. CSEM for Grade Band 7–8 Speaking Test

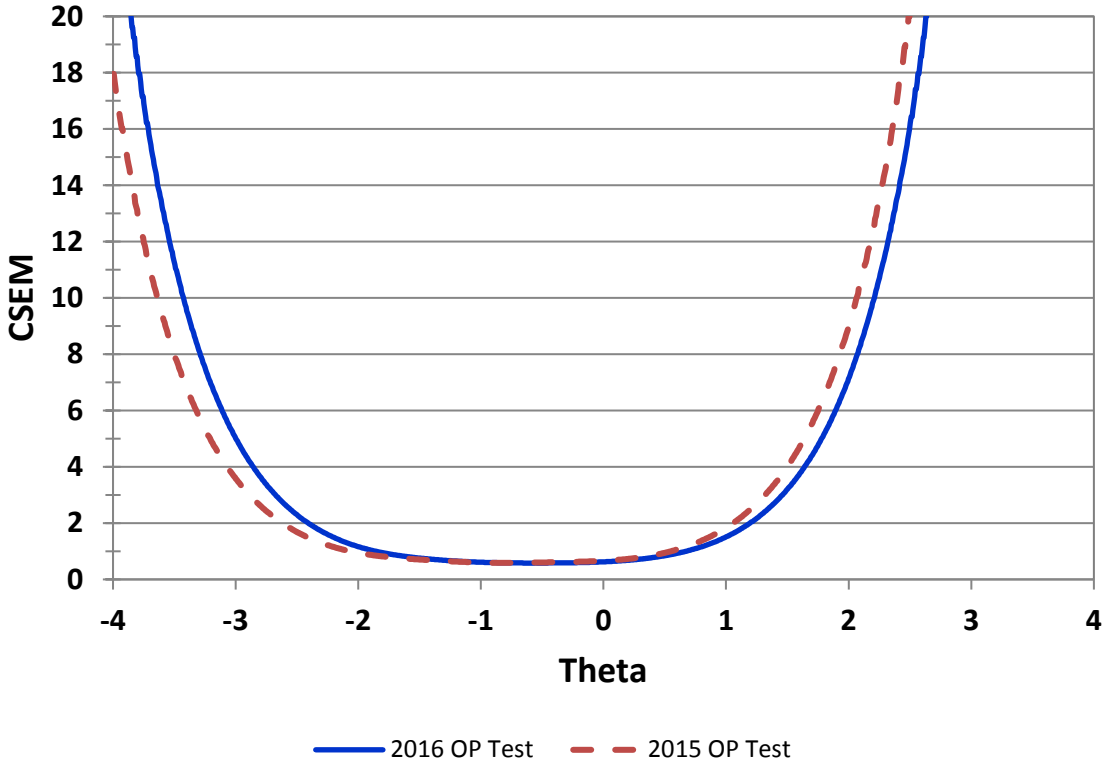


Figure 37. TCC for Grade Band 9–12 Speaking Test

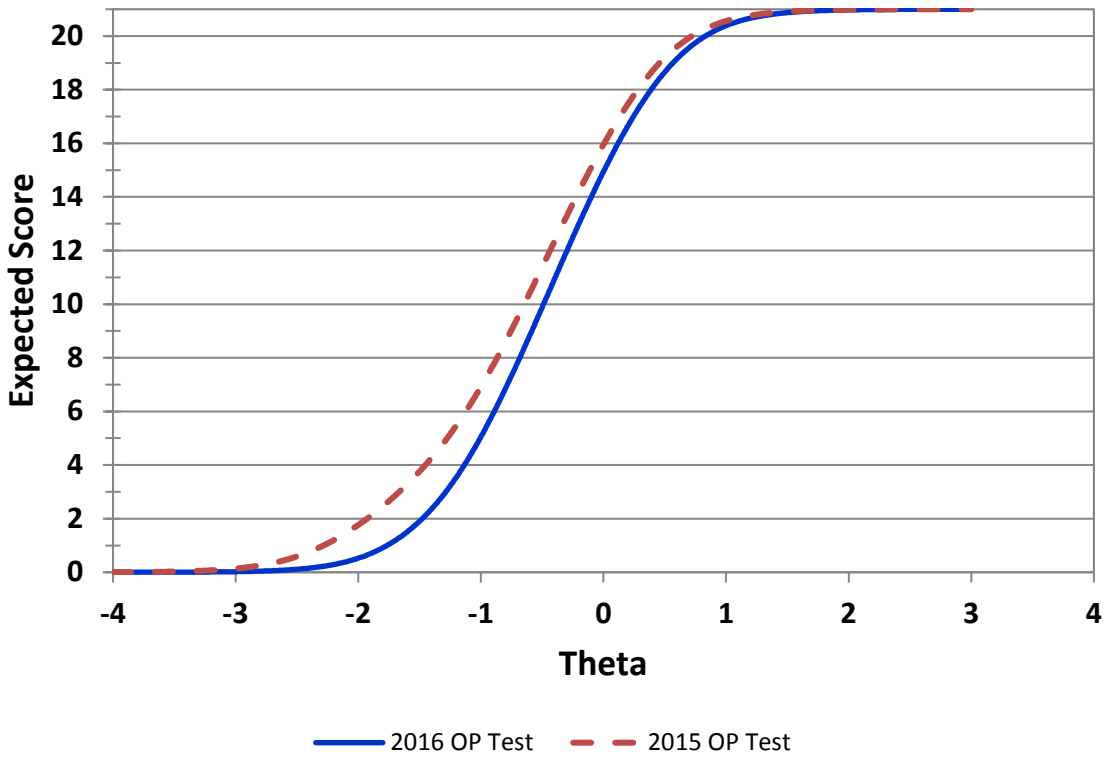
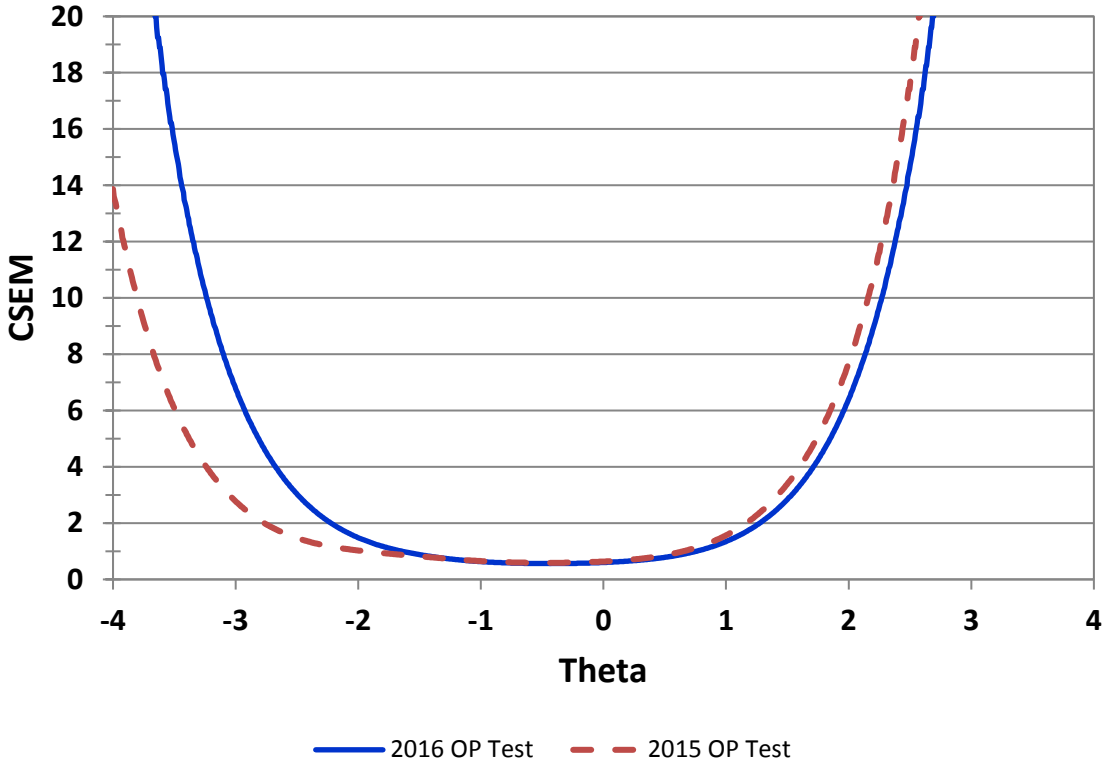


Figure 38. CSEM for Grade Band 9–12 Speaking Test



Writing Test

Figure 39. TCC for Kindergarten Writing Test

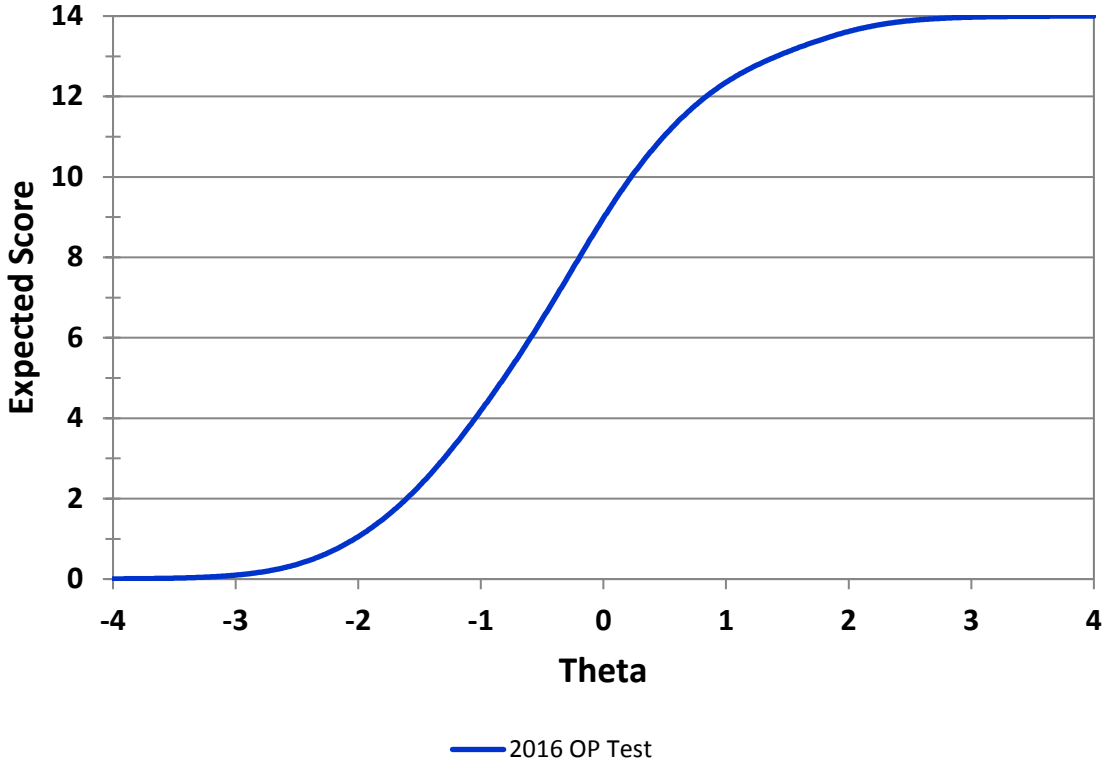


Figure 40. CSEM for Kindergarten Writing Test

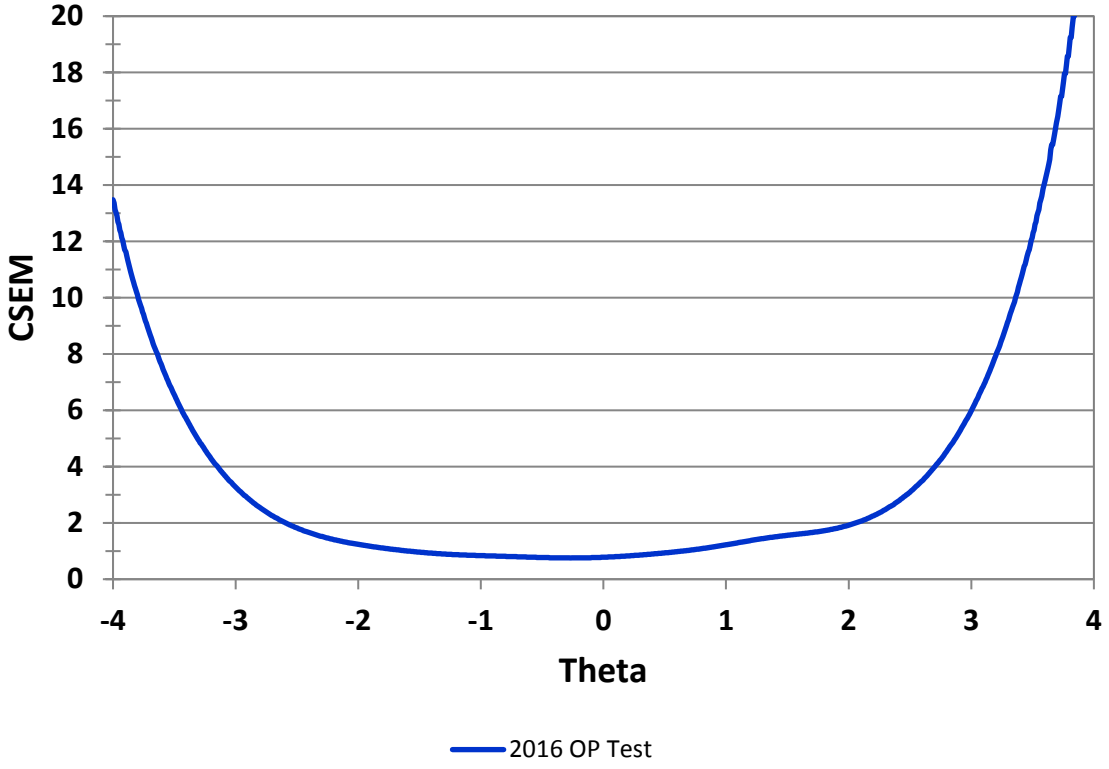


Figure 41. TCC for Grade Band 1–2 Writing Test

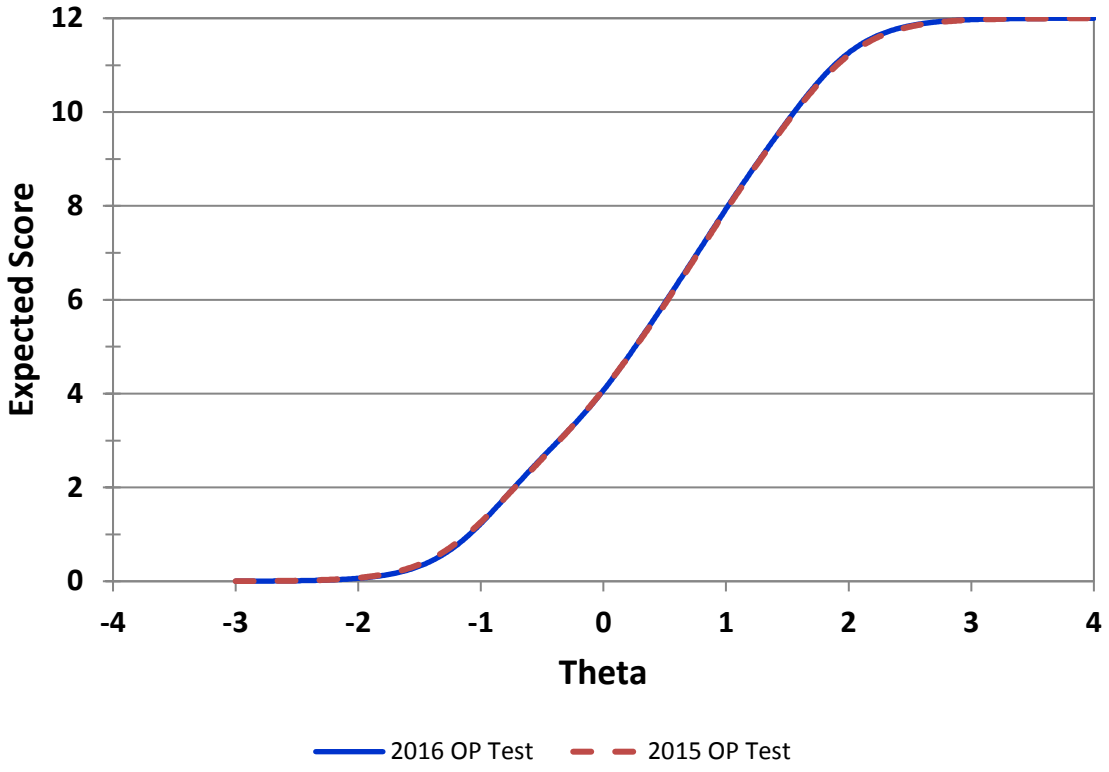


Figure 42. CSEM for Grade Band 1–2 Writing Test

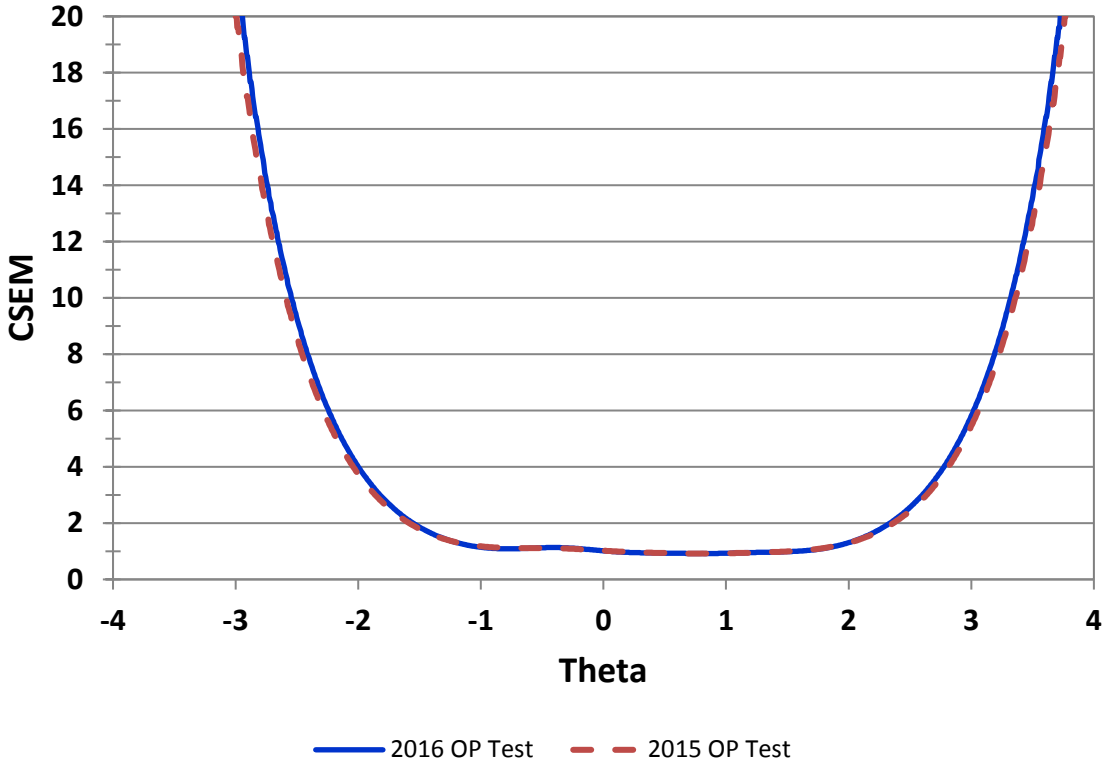


Figure 43. TCC for Grade Band 3–4 Writing Test

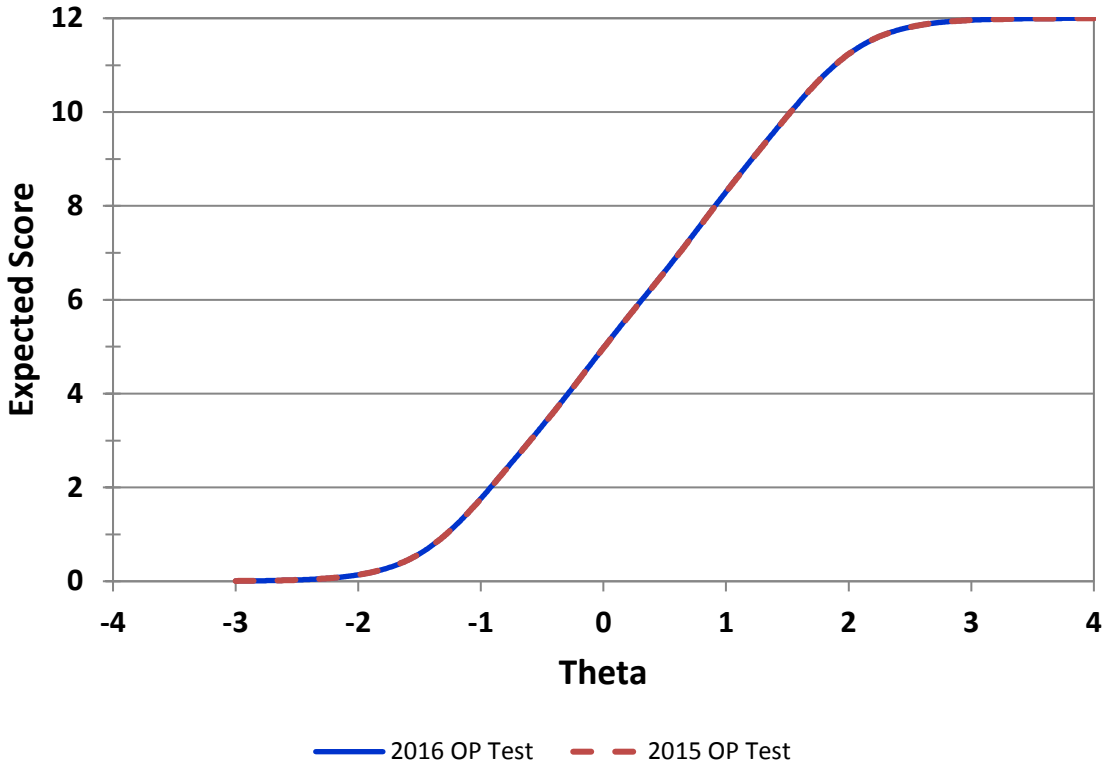


Figure 44. CSEM for Grade Band 3–4 Writing Test

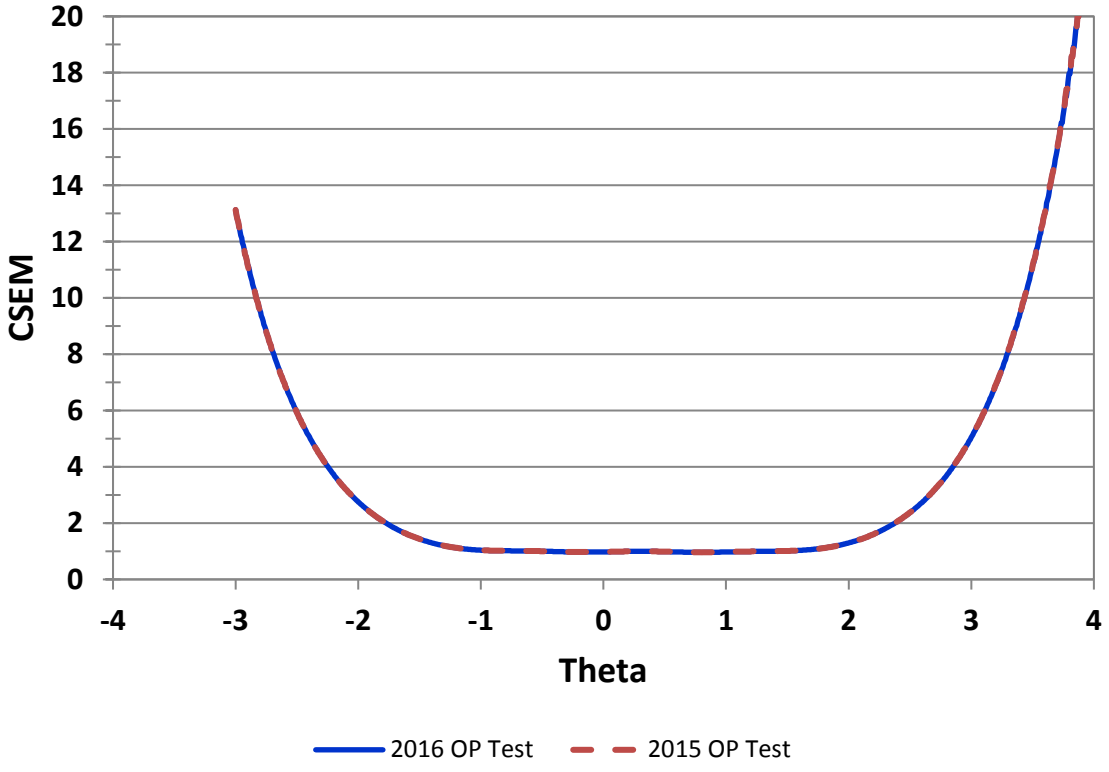


Figure 45. TCC for Grade Band 5–6 Writing Test

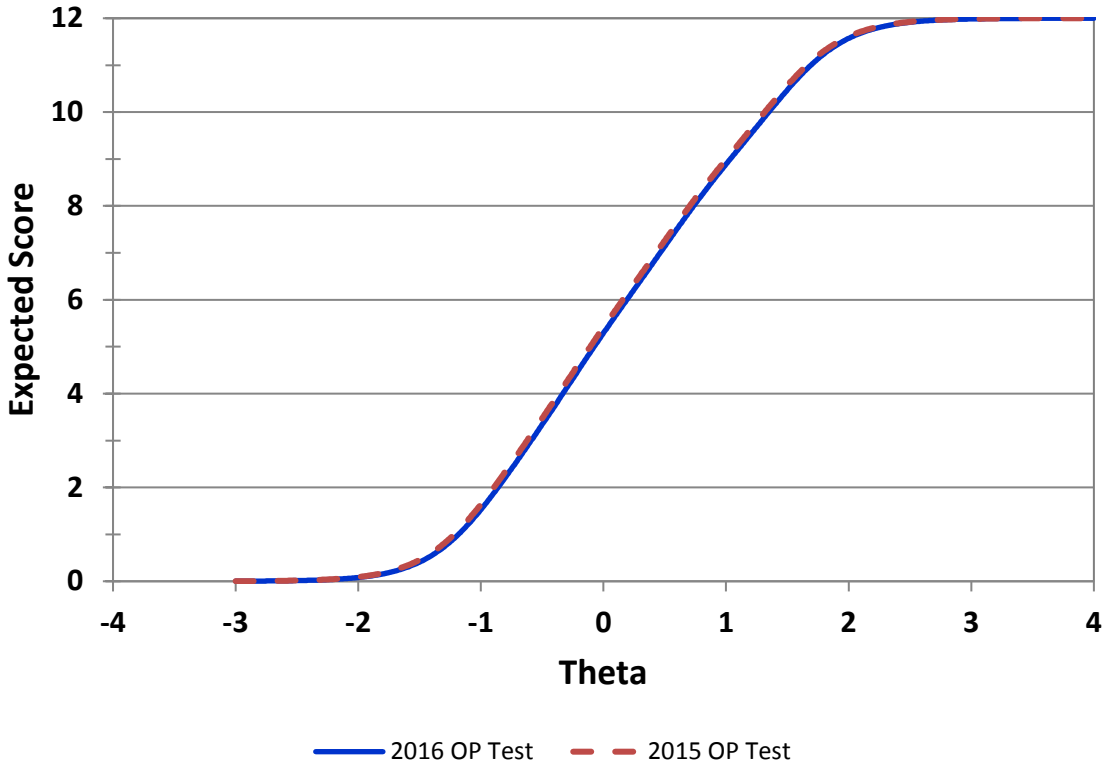


Figure 46. CSEM for Grade Band 5–6 Writing Test

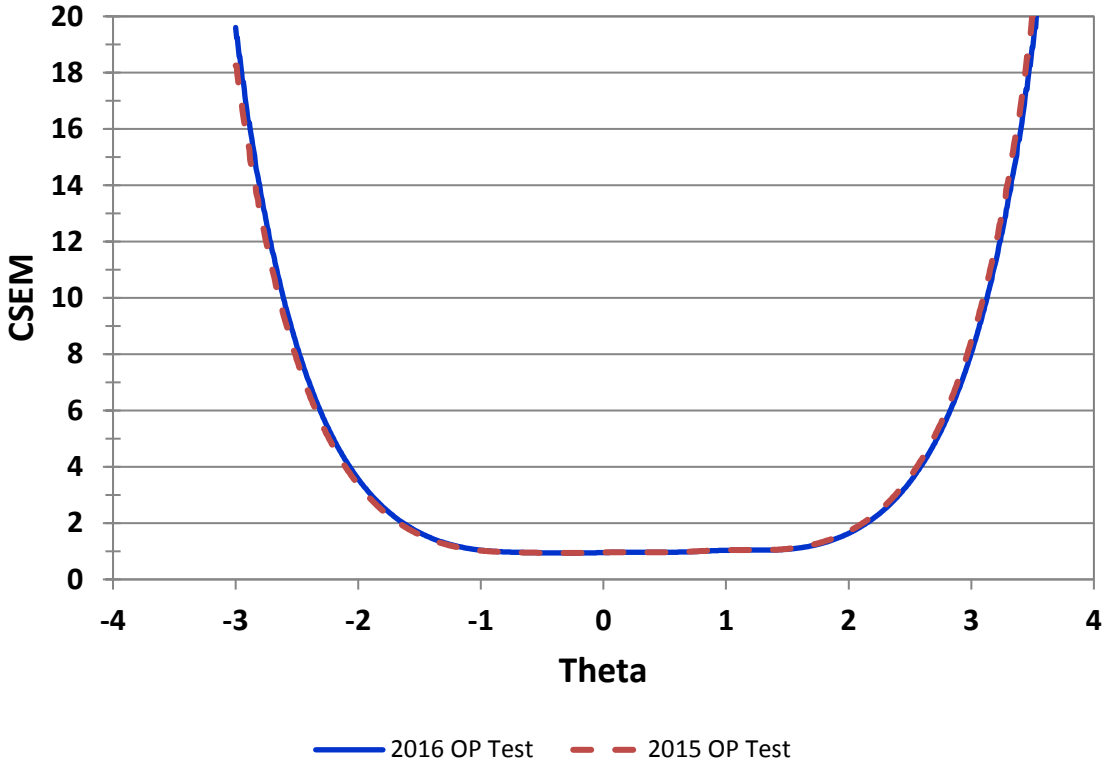


Figure 47. TCC for Grade Band 7–8 Writing Test

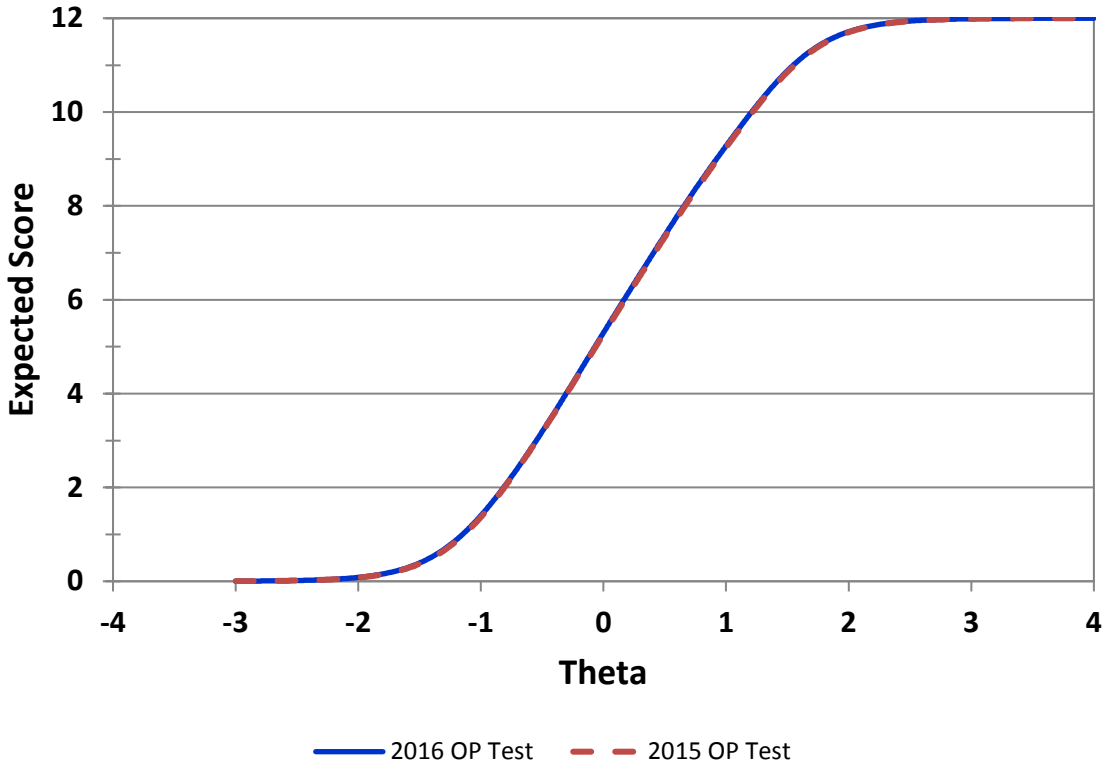


Figure 48. CSEM for Grade Band 7–8 Writing Test

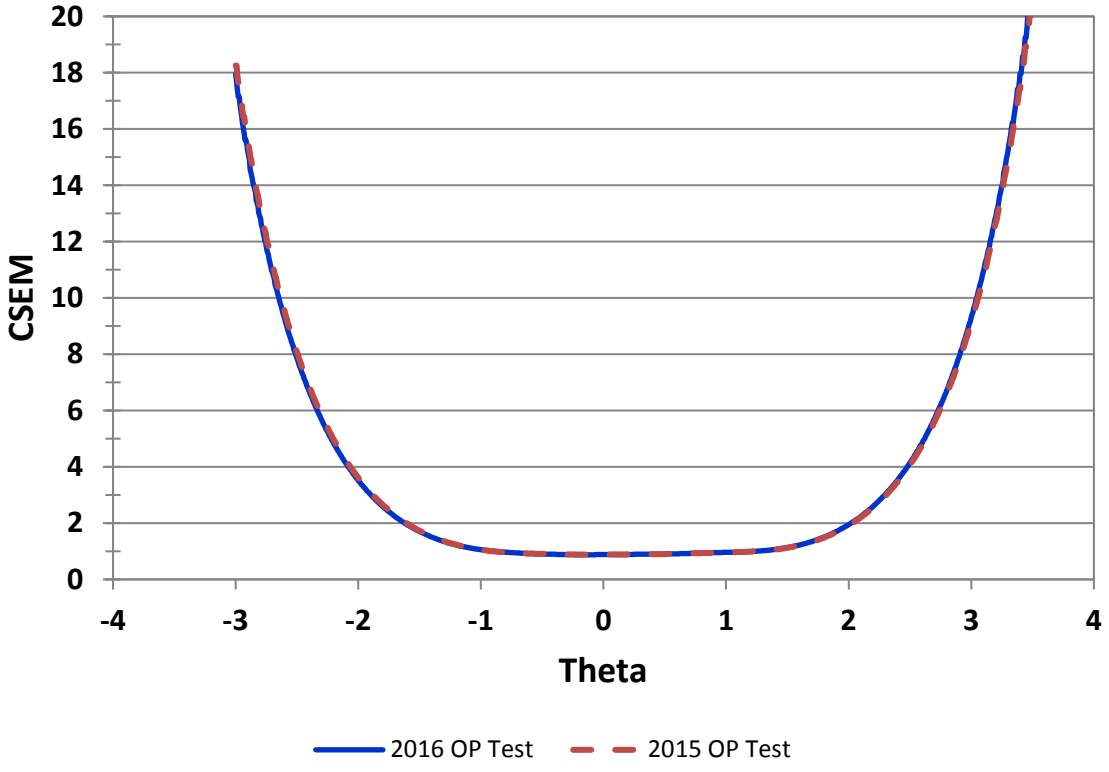


Figure 49. TCC for Grade Band 9–12 Writing Test

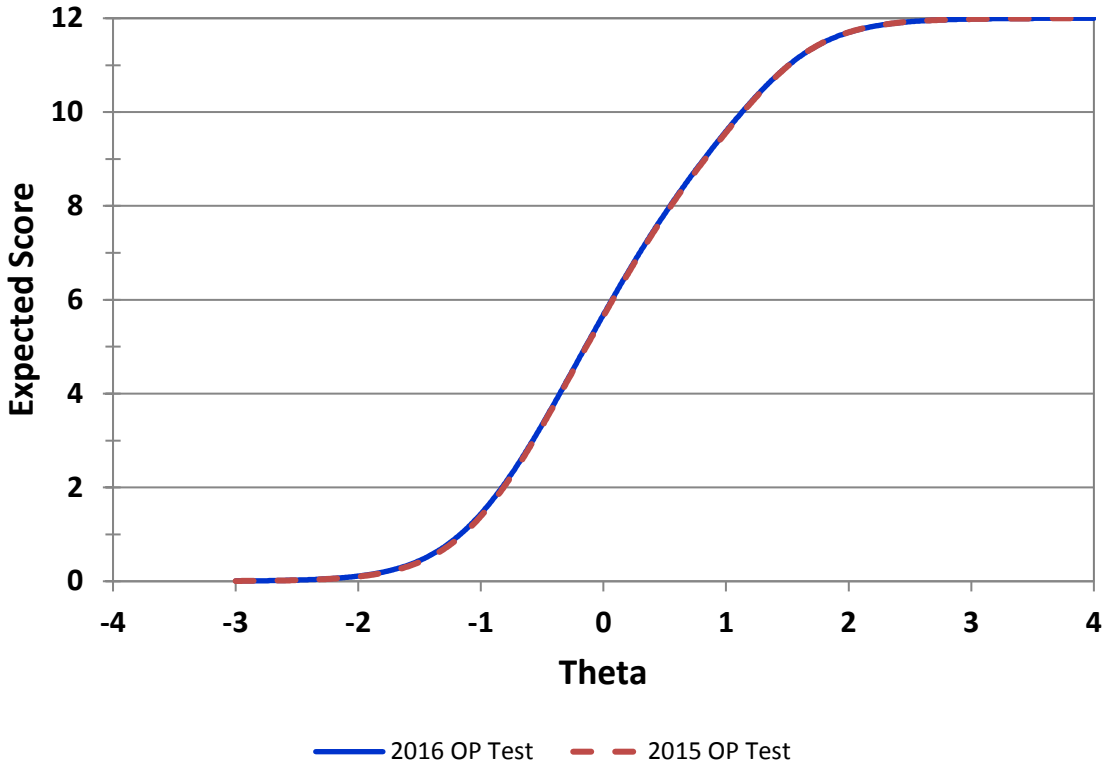
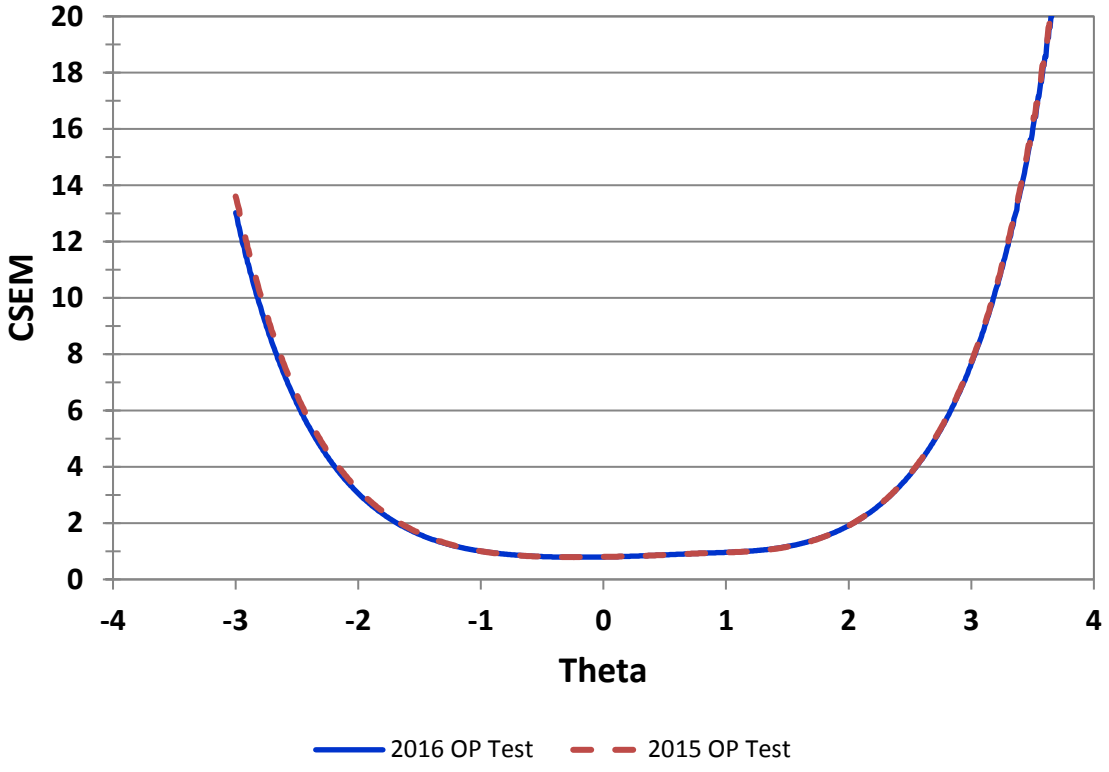


Figure 50. CSEM for Grade Band 9–12 Writing Test



7.7 The Scale Transformation Process

The 2016 NYSESLAT is scaled at the individual modality level. The modality raw scores are converted to scale scores for reporting. The four modality scale scores are then summed to produce the overall scale score.

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

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

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

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

where:

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

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

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

The scale transformation constants are shown in the middle section of Table 56. For grades 1–12, the modality scaling was done based on the spring 2015 administration of NYSESLAT. For Kindergarten, the scale transformation constants were developed based on the spring 2016 administration, since there were some changes to the NYSELAT test design for Kindergarten. Note that, since the overall scale score is a summed composite of the individual modality scale scores, it does not have any scale transformation, or item calibration information, associated with it (see Table 56). Also note that, by determining the scale transformation constants based on the fixed LOSS/HOSS method, the resulting scale score means and standard deviations are not equal, even though the range of scale scores is the same across all modalities and grade levels.

Table 56. Fixed LOSS/HOSS Scaling for the 2016 NYSESLAT

Modality	Grade Band	θ Scale		Scale Transformation Constants		Scale Scores				
		Mean	SD	Slope	Intercept	Grade	Min	Max	Mean	SD
Listening	K	0.00	1.00	11.34	68.75	K	30	90	68.00	11.58
	1–2	0.00	1.00	9.07	60.56	1	30	90	58.45	8.51
						2	30	90	62.89	9.65
	3–4	0.00	1.00	9.96	63.22	3	30	90	61.53	9.34
						4	30	90	64.64	10.52
	5–6	0.00	1.00	9.58	62.97	5	30	90	62.52	9.94
						6	30	90	64.13	10.74
	7–8	0.00	1.00	8.61	60.40	7	30	90	60.71	10.51
						8	30	90	61.71	10.91
	9–12	0.00	1.00	9.92	64.34	9	30	90	63.70	11.43
						10	30	90	65.12	11.15
						11	30	90	67.04	11.18
						12	30	90	63.16	12.69
Reading	K	0.00	1.00	13.01	75.46	K	30	90	74.38	13.49
	1–2	0.00	1.00	9.31	58.42	1	30	90	55.86	8.91
						2	30	90	61.93	10.67
	3–4	0.00	1.00	9.69	61.73	3	30	90	60.30	9.76
						4	30	90	63.75	11.13
	5–6	0.00	1.00	9.88	59.01	5	30	90	58.08	8.79
						6	30	90	60.09	9.59
	7–8	0.00	1.00	10.12	61.14	7	30	90	61.04	9.90
						8	30	90	62.65	10.55
	9–12	0.00	1.00	9.77	61.75	9	30	90	60.99	9.70
						10	30	90	62.75	9.94
						11	30	90	64.52	10.25
						12	30	90	60.66	11.88

Table 56. Fixed LOSS/HOSS Scaling for the 2016 NYSESLAT (continued)

Modality	Grade Band	θ Scale		Scale Transformation Constants		Scale Scores				
		Mean	SD	Slope	Intercept	Grade	Min	Max	Mean	SD
Speaking	K	0.00	1.00	15.31	65.27	K	30	90	63.60	16.31
	1–2	0.00	1.00	14.10	72.53	1	30	90	71.12	15.38
						2	30	90	74.02	15.54
	3–4	0.00	1.00	14.56	72.60	3	30	90	71.05	15.63
						4	30	90	72.80	16.11
	5–6	0.00	1.00	14.90	73.99	5	30	90	72.46	16.21
						6	30	90	73.54	16.36
	7–8	0.00	1.00	16.20	72.70	7	30	90	71.56	16.90
						8	30	90	71.86	16.86
	9–12	0.00	1.00	15.06	72.26	9	30	90	68.89	18.37
						10	30	90	72.10	15.57
						11	30	90	74.62	13.78
						12	30	90	72.03	16.58
Writing	K	0.00	1.00	12.39	62.86	K	30	90	61.79	13.05
	1–2	0.00	1.00	14.94	54.22	1	30	90	51.80	14.54
						2	30	90	58.05	15.12
	3–4	0.00	1.00	14.27	55.71	3	30	90	53.83	14.36
						4	30	90	57.32	15.59
	5–6	0.00	1.00	15.65	56.48	5	30	90	54.82	14.94
						6	30	90	57.08	16.20
	7–8	0.00	1.00	16.26	56.54	7	30	90	56.41	16.08
						8	30	90	57.82	16.91
	9–12	0.00	1.00	16.02	56.92	9	30	90	54.11	15.81
						10	30	90	57.09	15.24
						11	30	90	61.29	15.01
						12	30	90	57.07	16.81

Table 56. Fixed LOSS/HOSS Scaling for the 2016 NYSESLAT (continued)

Modality	Grade	Scale Scores Min	Max	Mean	SD
Overall	K	120	360	267.77	44.62
	1	120	360	237.24	38.73
	2	120	360	256.89	42.81
	3	120	360	246.71	40.47
	4	120	360	258.51	45.18
	5	120	360	247.88	41.56
	6	120	360	254.85	44.57
	7	120	360	249.71	44.72
	8	120	360	254.03	46.66
	9	120	360	247.68	47.56
	10	120	360	257.06	43.81
	11	120	360	267.47	41.77
	12	120	360	252.93	50.61

CHAPTER 8: ESTABLISHING NYSESLAT PERFORMANCE LEVELS

In 2015, the overall scale score performance level cuts were established using an equipercentile methodology, so that the percentages of students in the performance levels were comparable to the 2014 NYSESLAT results. This was done to ease the transition from the previous version of NYSESLAT and its performance standards. For more information on how performance standards were established for 2015, see Chapter 8 of the *2015 NYSESLAT Operational Test Technical Report*.

Since the previous NYSESLAT standards were empirically established (in 2013), new language standards (Targets of Measurement–ToMs) have been instituted, and new Performance Level Descriptions have been created. Beginning in 2015, the four modalities of the revised NYSESLAT (Speaking, Listening, Reading, and Writing) are now scaled separately. In addition, each student receives an overall scale score for the test, which is the sum of the student's scale scores for all four modalities. For example, if a student earned a scale score of 60 in each of the four modalities, the student's overall scale score would be 240. Determination of a student's English performance level (Entering, Emerging, Transitioning, Expanding, or Commanding) is based on the overall scale score. A student must obtain a valid score on all four modalities.

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

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

8.1 Panelists

The July 2016 standard setting meetings consisted of five panels (K–2, 3–4, 5–6, 7–8, and 9–12), and each panel was comprised of 11–12 educators. The panelists, recruited by NYSED, were ENL educators familiar with the Targets of Measurement (ToMs), the Performance Level Descriptions (PLDs), and the NYSESLAT test design and administration. Every attempt was made to include the following types of panelists:

- Educators who have experience working with ELL students and have administered NYSESLAT
- K–12 content area teachers who have worked primarily with general education students
- Special educators who have worked with ELLs with disabilities
- No more than one administrator per panel

The panels were each comprised of educators who were representative of the grade band groups to which they were assigned (e.g., a Kindergarten teacher was placed in the K–2 group). Table 57 shows the actual number of panelists who participated in the July 2016 NYSESLAT standard setting.

Table 57. Number of Panelists by Grade Band for the 2016 Standard Setting

Grade Band	N
K–2	12
3–4	12
5–6	11
7–8	12
9–12	11

A list summarizing the areas of the state represented by the educators who participated in the July 2016 standard setting meetings is provided in Appendix I.

Each panel was assisted by a MetriTech facilitator. The facilitators for grades K–8 were all highly experienced in managing NYS educator review committee meetings. This prior experience in working with NYS educators meant that the facilitators understood the expectations that educators generally bring to these types of meetings. All facilitators had received extremely positive evaluation reviews for their previous work with New York educators. The grades 9–12 panel was facilitated by Dr. Steven Ferrara, who has a long history of facilitating standard setting meetings, using a variety of methodologies—in particular, the item descriptor (ID) matching methodology that was used for NYSESLAT. Table 58 shows the breakdown of facilitators by grade band.

Table 58. Facilitators for 2016 Standard Setting Grade Band Groups

Grade Band	Facilitator
K–2	Carolyn Nixon
3–4	Shelby Koehne
5–6	Priscilla Kron
7–8	Sehar Azad
9–12	Steven Ferrara

8.2 Security of Standard Setting Materials

All data and copies of testing materials were safeguarded during the meetings by ensuring that the meeting materials were locked in a secure location when not in use. This included all Ordered Item Booklets (OIBs), rating documentation, evaluation forms, and other standard setting materials. All computers and flash drives containing assessment-related materials were also locked in a secure location, when not in use.

Panelists were made aware of the necessity of maintaining the security of all materials that would be shared with them during the standard setting meetings. Panelists were also required to sign a non-disclosure form regarding what types of material should not be shared with others outside of the standard setting meetings.

8.3 Performance Level Descriptions (PLDs)

The Performance Level Descriptions for each of the grade bands were the NYSESLAT PLDs integrated across all ToMs for each of the NYSESLAT performance levels. The information included in the integrated PLDs strikes a balance between including sufficient detail to differentiate between performance levels, while at the same time supporting the panelists' holistic view of students' linguistic abilities at a given performance level. The PLDs are provided in Appendix L.

8.4 Cut Scores

A cut score is the minimum overall scale score a student must attain in order to be placed in a certain performance level, and they are determined between two adjacent performance levels. Therefore, the five performance levels—Entering, Emerging, Transitioning, Expanding, and Commanding—correspond to the following four cut scores:

- Emerging (between the Entering and Emerging performance levels)
- Transitioning (between the Emerging and Transitioning performance levels)
- Expanding (between the Transitioning and Expanding performance levels)
- Commanding (between the Expanding and Commanding performance levels)

It is important to note that cut scores (and therefore performance levels) are established for each grade level. Specifically, after the standard setting workshop, four cut scores will be determined for each grade for the overall scale score: one for Emerging, one for Transitioning, one for Expanding, and one for Commanding.

Establishing cut points in a standard setting typically involves a number of rounds or iterations. Each round is intended to help increase consensus and reduce differences between the panelists. Best psychometric practice for standard setting typically involves three rounds of panelist judgments, feedback, and discussion, which should all occur during the process.

Multiple rounds of discussion allow panelists to revisit the standards that they have previously set, and the panelists' subsequent judgments are informed using empirical data to give feedback (e.g., percentage of students classified into each achievement level given a proposed cut score and minimum, maximum, mean, and median cut scores proposed by the group). Once the predetermined number of rounds is completed, the final cut score recommendations are established. Based on the recommendations from the standard setting panel and technical advisors, the Commissioner of Education selects the final cut scores for the operational examinations.

8.5 Threshold Regions

The standard setting process consists of panelists reviewing each item and following the standard setting process of item descriptor matching to determine which PLD best aligns with the item. Threshold regions are those areas where the panelist classifications of items into performance levels begins to fluctuate between the current performance level and the next performance level. The items shaded in dark gray in Figure 51 (i.e., item numbers 9–12) represent items constituting a threshold region, a span of items where matches between response requirements and the PLDs are not clear (items within the threshold region may alternate between one performance level and the next higher performance level). In the example shown in the figure, items 1–8 are consistently classified in the lowest performance level, while items 13 and above are consistently classified as matching a higher performance level. Items in a threshold region may show alternating performance level classifications or align with characteristics of two consecutive performance levels. Panelists are instructed to establish their cut points within the threshold region. Items below the cut point correspond to the current performance level, and the items above the cut point correspond to the next higher performance level.

8.6 Standard Setting Method

Numerous discussions were held throughout 2016 between NYSED and MetriTech standard setting experts regarding an appropriate standard setting method for the NYSESLAT. NYSED reviewed and commented on various iterations of the standard setting plan, looking at different standard setting methodologies. NYSED provided guidance and direction to MetriTech about how to best match an appropriate standard setting method given the challenges of the NYSESLAT test design. In addition, NYSED also sought advice from two of its Technical Advisory Committee (TAC) members. The TAC members recognized the aspects of the NYSESLAT program that added to the complexity of identifying an optimal standard setting approach and gave generously of their time and expertise. MetriTech analyzed and integrated all of the varying ideas, advice, and considerations to determine the most defensible standard setting methodology for the NYSESLAT. The ID matching method, which allowed the empirical placement of four cuts in the lowest grade of a band, best addressed the standard setting constraints, particularly the issue of time, imposed by the unique characteristics of the 2016 NYSESLAT. Specifically, the selected method was uniquely suited to address the following:

- separate scaling of modalities;
- short modality OIBs;
- unavailability of Speaking student responses from the 2016 test administration;
- time constraint of only three days in which to complete the basic portion of the standard setting process (i.e., excluding the vertical articulation); and
- inadvisability of using Item Mapping/Bookmarking methodology for both multiple-choice and constructed-response items.

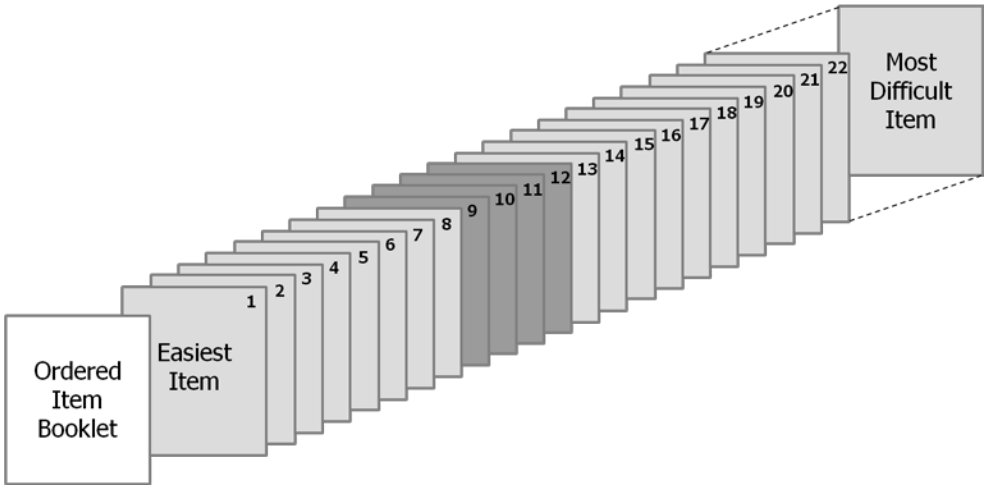
The item-descriptor (ID) matching method was selected for use to establish performance standards for the 2016 NYSESLAT assessment. The ID matching method is capable of

including both multiple-choice and constructed-response items within the same process (Ferrara & Lewis, 2012). Its other favorable characteristics include the following:

- capitalizes on panelists' English as a New Language (ENL) expertise, including the ability to identify what English Language Learners (ELLs) need to know and be able to do to meet the linguistic demands of the classroom and in assessment situations;
- is conceptually similar to the item mapping method (which has been used in other NYSED assessments);
- does not require panelists to consider the probability of successful responses by ELLs;
- does not require panelists to consider "hypothetical" ELL students who are just barely at a performance level;
- is designed to reduce the time required to complete the standard setting process;
- is more robust to minor fluctuations in item parameters; and
- tends to make panelists feel more comfortable with the standard setting process.

The ID matching procedure allows ordering of items in Ordered Item Booklets by modality according to their difficulty level. This is accomplished using either IRT difficulty or Rasch Andrich Threshold Values following the estimation of item and category step parameters.

Figure 51. Ordered Item Booklet (within a modality and grade band)



The Listening and Reading OIBs were ordered by the Rasch item difficulties, whereas the Writing OIBs were ordered by difficulty level of the prompt-specific score points in ascending order. Exemplar student papers were provided at score points 1–4 (none at score point 0) to aid panelists in evaluating the student performance required at each of the score points. Speaking OIBs were assembled by student responses in Rasch scaled difficulty order by score point. Audio files of exemplar student responses at the score point (1 or 2) and transcripts of those responses were also provided.

Panelists began with the lowest grade within a specific level of the NYSESLAT test (i.e., a grade band) and followed instructions to place four cuts (overall scale score values that mark the beginning, or boundary, of each performance level) within each modality's OIB. Accompanying the Listening and Reading OIBs (and also used for Writing) were passage booklets. Through the use of these booklets, passages to which an item or prompt was attached did not have to be repeated in the OIB. The Speaking and Writing OIBs included student responses at each score point of the scoring rubric. The scoring rubrics did not contain item targeted performance level labels, but simply showed Score point 1, Score point 2, etc. The exemplar Speaking responses came from the 2015 field test administration. The exemplar student responses for Writing were also from the 2015 field test administration. However, in both instances, the items/prompts were those used in the 2016 operational tests. Exemplar papers were readily available because they had been carefully selected for use in the 2016 NYSESLAT Scoring Guides and Training Sets (for Speaking and Writing). Unlike those in the training sets, however, the exemplar papers in the OIBs did not contain annotations.

Panelists used the NYSESLAT Performance Level Descriptions developed and approved by NYSED. The PLDs exist for each grade band by modality and serve as the basis for development of all NYSESLAT test items, with each item targeted to a single PLD. The PLDs have been integrated across Targets of Measurement (ToMs) to provide overarching PLD sets by grade band and modality that describe the linguistic demands that ELLs can meet at a particular performance level. The PLDs provided a sufficient amount of detail for panelists to use in differentiating their item matches, while not overwhelming them with unnecessary information. The NYSESLAT PLDs are provided in Appendix L. The agendas for the standard setting and vertical articulation meetings are provided in Appendix J.

Reading and Listening items, as well as Speaking and Writing prompts, were ordered by difficulty in the OIBs. The 2016 administration 80% data file was used to provide the item and score-point IRT information for ordering the OIBs.

For Reading and Listening, the OIBs featured one item per page. Each page contained the multiple-choice item stem, answer choices, accompanying graphics (if any), and answer key. The OIBs for Writing and Speaking included the prompt (Writing) and item stimulus and input (Speaking), the scoring rubric with performance labels removed, and sample student responses for each score point. Separate sets of response pages, reflecting difficulty, were used for each score point.

For the Speaking modality, the ID matching process used in Round 1 necessitated the use of audio clips and audio transcripts of student responses, which made it slightly different from and more complex than the Reading, Listening, and Writing ID matching processes. Panelists made a first pass through the Speaking OIB as a group, so that audio response clips for each item could be played at the same time for everyone. The panelists were, with absolutely no discussion,

instructed to independently consider the linguistic ability and language production needed to attain a certain score point. The panelists were then required to match those English proficiency skills to a PLD. Once this match had been completed, it was recorded on the appropriate item map. As the end of the OIB was reached, panelists were instructed to return to page 1, read the audio response transcripts for each item, and record their ID matches on the Speaking item map form. Panelists were instructed to make independent judgments without discussion.

Before beginning Rounds 2 and 3, a selection of audio response clips from Round 1 was played again at the request of the panelists.

8.7 Item Maps for Standard Setting

The item map was the form that panelists used to record the ID match for each item, identify the threshold regions, and identify the cut point within each threshold region. For the item map form, items were ordered as they appeared in the OIB. Each row in the item map corresponds to a page in the OIB for Listening and Reading, or a prompt/score point for Writing and Speaking. The form was constructed in such as way that the panelists could use the same form across all three rounds of standard setting. Panelists used the item map forms as they matched item response demands to PLDs. The item maps (forms) used for standard setting are presented in Appendix K. Table 59 shows an example of a multiple-choice item map for the Reading modality at the grades 3–4 test level. Note that, although a specific level of the test may span two or more grades, the cuts themselves are established by grade. In this example, a set of cut points would be determined for grade 3 and another set of cuts for grade 4. Panelists were instructed to mark their recommended cuts for Entering, Emerging, Transitioning, Expanding, or Commanding levels in the “Item-Descriptor Matches” columns. As seen in the example, clear matches between groups of items and a given PLD occurred in some sequences of items. The shaded rows show groups of items representing the threshold regions, where matches between response requirements and the PLDs alternate between the two adjacent performance levels, and the matches are not as clear.

This allowed panelists to place a cut between Entering/Emerging, Emerging/Transitioning, Transitioning/Expanding, and Expanding/Commanding for a total of four cuts for each modality at each grade level. The item map has a column for noting the cut score for Round 1, Round 2, and Round 3. It also includes one or more columns for use when the panel moved to the subsequent grades within the test level.

In addition to indicating the item-descriptor match and locating the threshold regions between performance levels, panelists used the “Round 1 Cut Score” (or “Round 2 Cut Score,” or “Final Cut Score”) column to identify the placement of each of the four cuts after completing the ID matching. The MetriTech psychometrician then entered the cut score item numbers into modality analysis spreadsheets and calculated the median modality cut score recommendations as well as generating room reports, which would be provided to panelists as feedback prior to beginning subsequent rounds of judgments.

Table 59. Example Grade Band 3–4 Reading Item Map

OIB Page #	Item # on Original Test	Item-Descriptor Matches	Round 1 Cut Score	Round 2 Cut Score	Final Cut Score	Grade 4 Cut Score
1	30	EN				
2	9	EN				
3	26	EM				
4	12	EN	EM	EM		
5	29	EM			EM	EM
6	10	EM				
7	14	T				
8	53	EM	T			
9	13	EM		T	T	
10	33	T				T
11	31	T				
12	49	T				
13	50	E				
14	11	T				
15	46	T	E	E		
16	27	E			E	
17	43	T				E
18	48	E				
19	44	E				
20	16	E				
21	15	E				
22	28	C		C	C	
23	32	E	C			C
24	51	E				
25	45	C				
26	47	C				
27	52	C				

EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

8.8 Standard Setting Process

The first step in the standard setting process was to acquaint panelists with the NYSESLAT test content. For grades 1–12, panelists were provided a Speaking section as well as two Listening/Reading/Writing (L/R/W) sessions of the 2016 operational test booklets to complete. Panelists were then asked to consider each item from the perspective of ELLs who had skills and English proficiency defined by the PLDs.

Taking the operational test ensured that panelists were familiar with test directions and items before beginning the ID matching process. It also served to remind the panelists of the differences in administration procedures for each modality. These differences add some complexity to how the OIBs were constructed and how the material was presented to the panels.

Next, the facilitators reviewed the ID matching process in detail. In particular, they reviewed the following key aspects of the standard setting process:

<u>Item Response Demands</u>

1) What linguistic capabilities are required to respond successfully to this item?
2) What makes this item more difficult than all previous items?

<u>Matching Task</u>

3) Which PLD do this item's response demands most closely match?

These questions were slightly rephrased for Writing and Speaking and were also displayed prominently in each room:

<u>Score Point Response Demands</u>

1) What linguistic and language production capabilities are required to obtain a Score Point 1 (or 2, 3, or 4)?
2) What makes obtaining this score point more difficult than all previous score points?

<u>Matching Task</u>

3) Which PLD most closely matches the response demands for the Score Point 1 (or 2, 3, or 4)?

All panelists' questions were answered by the facilitators, as this was a critical point in the standard setting training. The primary questions were posted on the walls of each room, where panelists could see them and easily reference them throughout the standard setting process.

The facilitator then explained the item map form. Panelists were given two short practice OIBs consisting of multiple-choice (Reading) and constructed-response (Writing) NYSESLAT items, respectively, from the lowest grade level in their grade band, along with practice item map forms. The panel then practiced the ID matching procedure, discussed their matches, and asked questions, at which time they were instructed on how to place their cut scores in the threshold regions. Once all questions had been answered, panelists were prepared to begin using the ID matching method to place four cuts in each modality OIB for the lowest grade in their band.

With the exception of Kindergarten, the panelists engaged in the item-descriptor matching process four times within a round—once for each modality's OIB, beginning with the lowest grade in their assigned grade band. Note, however, that the K–2 panel began the process with grade 1, followed by grade 2. The Kindergarten standards were addressed following completion of grades 1 and 2. Panelists began by considering the Reading OIB, followed by Listening, then Writing, and, finally, Speaking. This allowed panelists to become proficient in the ID matching process before addressing the Speaking modality, which was more complex due to the use of audio clips of exemplar student responses.

Panelists considered each item (and the accompanying scoring rubric showing score points without performance level labels for constructed-response items in Writing and Speaking). Each panelist was tasked with determining the linguistic capabilities and language production necessary to successfully answer each item (i.e., item response requirements as related to the language demands for NYSESLAT). The panelist would then match those language requirements to the NYSESLAT Performance Level Descriptions (PLDs).

As panelists matched items and PLDs, sequences or groups of items emerged in which items in one group more closely matched one PLD, while items in the next sequence more closely matched the next adjacent PLD. These boundaries, or "threshold regions," began to emerge during this process. Table 59 in Section 8.7 provides an example of a completed item map for grades 3–4 Reading. The item map for Listening uses the same configuration. The format of the item map for Speaking and Writing is more complex because those modalities consist of constructed-response items. Table 60 shows an example of the format for the grades 3–4 Writing item map. The format for the Speaking modality uses the same configuration as that for Writing.

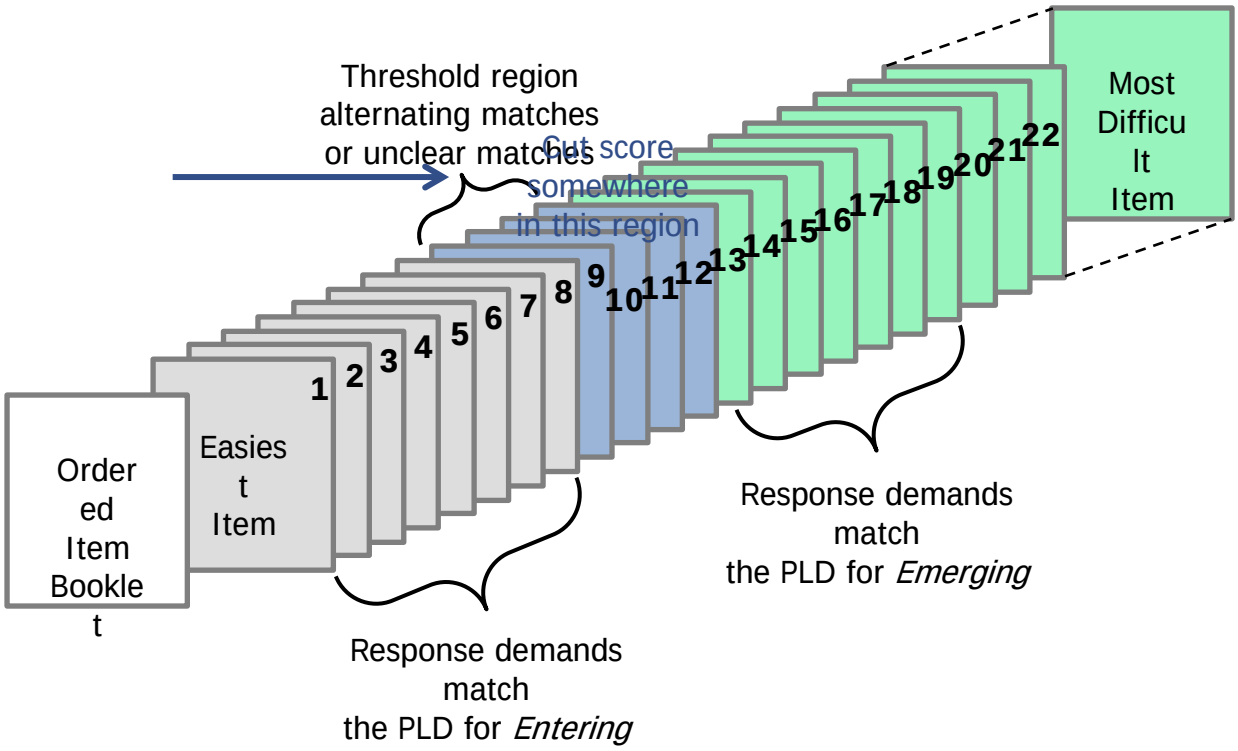
Table 60. Example Grade Band 3–4 Writing Item Map

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 4 Cut
1	17	1					
5	34	1					
9	54	1					
13	54	2					
17	17	2					
21	34	2					
25	54	3					
29	17	3					
33	34	3					
37	54	4					
43	17	4					
47	34	4					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

Panelists made their item-descriptor matches independently. For each modality, panelists determined where they would place cut scores in the threshold regions. Panelists placed the four cuts in each modality's OIB and recorded the cuts on the item map form before giving it to the facilitator at the end of the round.

Figure 52. Determining Where to Place a Cut within the OIB



An item map for each modality was provided to panelists; this was used to record their individual item-descriptor matches. Panelists typically placed the cut score in their identified threshold region (shown in gray for the example in Table 59 and represented in blue in Figure 52). In subsequent rounds of matching item response requirements to PLDs, panelists adjusted their cut scores by determining blocks of items (as opposed to reconsidering individual items) that most closely matched the PLDs. This aspect of the methodology, considering blocks of items in subsequent rounds, helped to reduce the time required to complete the standard setting process.

During days 1, 2, and 3 of the meetings, the panelists applied the item-descriptor matching standard setting methodology to determine four performance level cut scores (per grade level). The final day of the meeting, a subset of panelists worked to articulate the recommended cut scores for each grade level.

8.9 Modality Thresholds

It should be noted that Modality Thresholds are no longer used for NYSESLAT. This means that, beginning with the Spring 2016 NYSESLAT administration, students are only required to attain an overall scale score (across all four modalities) that falls within the scoring range for the Commanding performance level.

8.10 Cut Scores from the 2016 NYSESLAT Standard Setting

Tables 61–64 present the final recommended cut scores (i.e., the median of panelists' recommended cuts) from the standard setting and vertical articulation panels—each number in the tables represents an Ordered Item Booklet (OIB) page number.

Plots showing individual panelist OIB recommendations as well as the median recommendations are shown in Appendix M. Also shown in the Appendix M tables and plot charts is the standard error of the median panelist recommendation. The estimated standard error of the median (MacCann & Stanley, 2004) for the panelist recommendations is given by the following equation:

$$\hat{\sigma}_{Median} = 1.253 \frac{S}{\sqrt{n}} \qquad \text{(Equation 11)}$$

where S is the unbiased standard deviation of the individual panelists' recommendations, and n is the number of panelists. The standard error of the median is subject to more sampling fluctuations, and is therefore less efficient than the sampling error of the mean. It is about 25% larger than the standard error of the mean $\left(S/\sqrt{n}\right)$.

Note that there were three rounds to the standard setting for the lowest grade level within a grade band. Subsequent grade levels within a grade band had only two rounds, since the lower grade level is used as a starting point.

The vertical articulation panel, consisting of 16 panelists representative of all the individual standard setting panels, convened on the day following the conclusion of the standard setting activities. The vertical articulation panel was generally comfortable with the results from the five standard setting panels, but did express that they wanted to revisit the Kindergarten recommendations. The results of the post-vertical articulation round are shown in the far right column in Tables 61–64.

Table 61. Listening Modality Standard Setting Panel Recommended Cut Scores (OIB Page Numbers)

	Round 1				Round 2				Round 3				Post Vertical Articulation			
Grade	**1 / 2**	**2 / 3**	**3 / 4**	**4 / 5**	**1 / 2**	**2 / 3**	**3 / 4**	**4 / 5**	**1 / 2**	**2 / 3**	**3 / 4**	**4 / 5**	**1 / 2**	**2 / 3**	**3 / 4**	**4 / 5**
K	5	9	12	16	5	9	12	16	5	9	13	16	5	10	14	17
1	3	8	14	20	3	8	16	21	4	9	15	21				
2	4	9	15	21	5	11	17	22								
3	2	7	15	20	3	7	15	20	3	7	14	20				
4	3	7	14	20	4	10	15	21								
5	3	8	15	21	4	8	15	20	4	8	15	20				
6	4	8	15	20	5	10	15	20								
7	3	7	16	22	3	7	16	21	3	8	16	21				
8	3	8	16	21	3	8	16	22								
9	4	9	16	22	3	9	16	22	3	9	16	22				
10	3	9	16	22	3	9	16	22								
11	3	9	16	22	4	9	16	22								
12	3	9	16	22	4	9	16	22								

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

Table 62. Reading Modality Standard Setting Panel Recommended Cut Scores (OIB Page Numbers)

	Round 1				Round 2				Round 3				Post Vertical Articulation			
Grade	**1 / 2**	**2 / 3**	**3 / 4**	**4 / 5**	**1 / 2**	**2 / 3**	**3 / 4**	**4 / 5**	**1 / 2**	**2 / 3**	**3 / 4**	**4 / 5**	**1 / 2**	**2 / 3**	**3 / 4**	**4 / 5**
K	5	8	13	16	5	9	13	16	5	9	13	16	5	9	14	17
1	2	8	15	22	3	8	15	22	3	8	15	22				
2	3	8	15	22	5	11	18	24								
3	2	9	16	22	3	10	16	22	3	10	16	22				
4	3	10	16	22	5	11	17	24								
5	3	6	18	23	3	8	18	23	3	8	17	23				
6	3	8	17	23	5	9	18	23								
7	4	9	15	24	4	9	15	24	4	9	15	24				
8	4	9	15	24	4	9	15	25								
9	4	8	16	24	4	8	16	24	4	8	16	24				
10	4	8	16	24	4	8	16	24								
11	4	8	16	24	4	8	16	24								
12	4	8	16	24	4	8	16	24								

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

Table 63. Speaking Modality Standard Setting Panel Recommended Cut Scores (OIB Page Numbers)

	Round 1				Round 2				Round 3				Post Vertical Articulation			
Grade	1 / 2	2 / 3	3 / 4	4 / 5	1 / 2	2 / 3	3 / 4	4 / 5	1 / 2	2 / 3	3 / 4	4 / 5	1 / 2	2 / 3	3 / 4	4 / 5
K		8	14	19		8	14	19		8	14	19		8	14	19
1		7	11	18		7	11	18		7	11	18				
2		7	11	18		8	13	19								
3		7	14	19		7	11	19		7	13	19				
4		7	13	19		8	14	19								
5		8	13	18		8	13	18		8	13	18				
6		8	13	18		8	13	18								
7		7	11	17		7	11	17		7	11	17				
8		7	11	17		7	11	17								
9		8	13	19		7	13	19		7	13	19				
10		7	13	19		7	13	19								
11		7	13	19		7	13	19								
12		7	13	19		7	13	19								

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

Table 64. Writing Modality Standard Setting Panel Recommended Cut Scores (OIB Page Numbers)

	Round 1				Round 2				Round 3				Post Vertical Articulation			
Grade	1 / 2	2 / 3	3 / 4	4 / 5	1 / 2	2 / 3	3 / 4	4 / 5	1 / 2	2 / 3	3 / 4	4 / 5	1 / 2	2 / 3	3 / 4	4 / 5
K		6	8	11		6	9	11		6	9	11		6	9	11
1		4	7	10		4	7	10		4	7	10				
2		4	7	10		5	8	10								
3		4	7	10		4	7	10		4	7	10				
4		4	7	10		5	8	10								
5		4	7	10		4	7	10		4	7	10				
6		4	7	10		4	7	10								
7		4	7	10		4	7	10		4	7	10				
8		4	7	10		4	7	10								
9		4	7	10		4	7	10		4	7	10				
10		4	7	10		4	7	10								
11		4	7	10		4	7	10								
12		4	7	10		4	7	10								

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

8.11 Impact Data

Impact data based on the 2016 operational data files (public and charter schools, only) were presented to panelists, following completion of Round 1 for the lowest grade in the grade band and after Round 2 for all grades. It consisted of graphical and tabular information on the proportion of students that would be assigned to each of the performance levels for the overall population and disaggregated by gender for each grade within the grade band. These data were presented for informational purposes, and allowed the panelists an opportunity for any discussions and adjustments to their cut score recommendations during Rounds 2 and 3.

The raw student total scores were used in the presentation of the impact data. Using the cut points established during the standard setting process, the total raw points for each student allowed for classification into performance levels. Counts of students in each performance level were presented graphically for review by the panel after Rounds 1 and 2.

8.12 Vertical Articulation

A subset of the panelists was identified to attend a fourth day of standard setting devoted to the vertical articulation activity. Three panelists from each of the five standard setting panels, for a total of 15 panelists, participated in the Vertical Articulation (VA) panel. The goal of the VA panel was to establish consistency in percentages at a performance level across grades. The agenda for the vertical articulation meeting is provided in Appendix J.

These panelists considered the recommended cuts and performance level percentages on the total scale for each grade (K–12). The panelists paid particular attention to the Expanding/Commanding (E/C) cut and the percentage of students at the Commanding level. The VA panel also examined the cuts and made recommendations regarding any adjustments of the cuts.

The panelists from each grade band represented their group and were able to describe the discussions and collective perspective that led to arriving at their final cuts. The independent sets of cuts should reflect appropriate expectations for ELLs at each grade level and consistency of performance standards across grade levels.

The vertical articulation activity provided a mechanism to adjust performance level cuts, where necessary, to accomplish the smoothing of performance levels across grades. Panelists had access to the OIBs, the Round 3 modality cuts, and graphic representations of the standards across grades to inform their recommendations. These materials enabled panelists to consider both the linguistic requirements underlying the original Round 3 cuts as well as the relative position of cuts across grades when adjusting the Expanding/Commanding cuts on the total scale.

8.13 Policy Panel

A policy panel made up of six ENL policy representatives from around the State, including Long Island; New York City; Western New York; and Central New York, was convened the week after the standard setting meetings to provide additional perspective and recommendations to the Commissioner. A total of eight panelists were invited to attend the online policy panel meeting, but two of the selected panelists did not participate on the day of the meeting. The panelists were recruited from the ELL Leadership Council, which is run by the Office of Bilingual Education and World Languages and offers guidance on ENL issues throughout the State.

Table 65. List of Participants for the Policy Panel Meeting

Panelist	Region of State
Lyda Ragonese	Western NY
Chastity Beato	Central NY
Wanda Ortiz-Rivera	Long Island
Priscilla Zarate	NYC
Sarah Rowan	Long Island
Richard Bellis	NYC

The policy panel participated in a WebEx online meeting on July 22, 2016. Grade-by-grade impact data (i.e., percentages of ENL students in each performance level that would result from the recommendations of the standard setting meetings) were reviewed and discussed by the panelists.

Next, the panelists were asked to indicate whether they were comfortable with the grade impact data based on the standard setting meeting final recommended cuts (yes/no). The policy panel was reluctant to make adjustments to the recommended cuts, given that it had taken four days of standard setting meetings to determine the cuts. In general, however, the policy panel did express that the percentages of students in “Entering” and also in “Commanding” seemed to be somewhat low, from their perspective.

The policy panel was also asked about their preference between the use of a non-compensatory versus a compensatory model for determining whether a student should be classified as belonging in the Commanding performance level. The policy panelists, like the vertical articulation panelists, expressed a preference for the adoption of the simpler compensatory approach.

Panelists were also asked to consider the potential timeline for introducing the recommended NYSESLAT performance standards; in other words, whether they supported implementation of the recommended performance standards to be immediate, delayed, or phased in. Part of this consideration involved weighing how the shift from the 2015 NYSESLAT performance standards might affect the ability of districts and schools to provide optimal ENL services to students in accordance with their English proficiency.

All panelists were aware that their feedback on these issues would be presented to the Commissioner (in addition to the results of the standard setting and vertical articulation meetings) as part of the factors to be considered in determining optimal performance standards for the 2016 NYSESLAT.

8.14 Final Performance Level Cut Points

The overall scale score ranges corresponding to each of the 2016 NYSESLAT performance levels are shown in Table 66. The scale score cuts (marking the beginning of each performance level) are the lower of the values in each of the ranges.

Table 66. Overall Scale Score Ranges Defining Each 2016 NYSESLAT Performance Level

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

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

* *Kindergarten is based on an equipercentile match to 2015 grade K performance.*
Grades 1–12 use standards resulting from the vertical articulation panel at the end of the 2016 standard setting meetings.

The scale score ranges shown in Table 66 result in the following percentages of students in each of the 2016 performance levels for public and charter schools (shown below in Table 67 and graphically in Figure 53).

Table 67. 2016 Obtained Performance Level Percentages

	Percentage of Students by Performance Level (2016)				
Grade	**1**	**2**	**3**	**4**	**5**
K	7	14	15	49	15
1	4	19	36	35	6
2	6	13	27	44	10
3	5	15	33	41	7
4	6	14	23	44	12
5	6	13	29	44	8
6	8	13	23	42	15
7	6	15	21	47	12
8	5	15	19	49	12
9	9	23	28	35	5
10	4	18	31	41	6
11	3	11	29	49	8
12	10	13	29	43	5

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

Figures 54–66 show the percentage of students in each of the NYSESLAT performance levels over the period of 2008–2016 (for public and charter school data only). It should be noted, however, that both the test itself and performance standards underwent changes beginning with the spring 2015 NYSESLAT administration (changing from four to five performance levels).

Figure 53. Across Grade Summary of Percentages of Students by Performance Level (2016) Based on the Final Standard Setting Panel Recommended Cuts and Applying the Overall Scale Score Cut as Classification for the "Commanding" Level

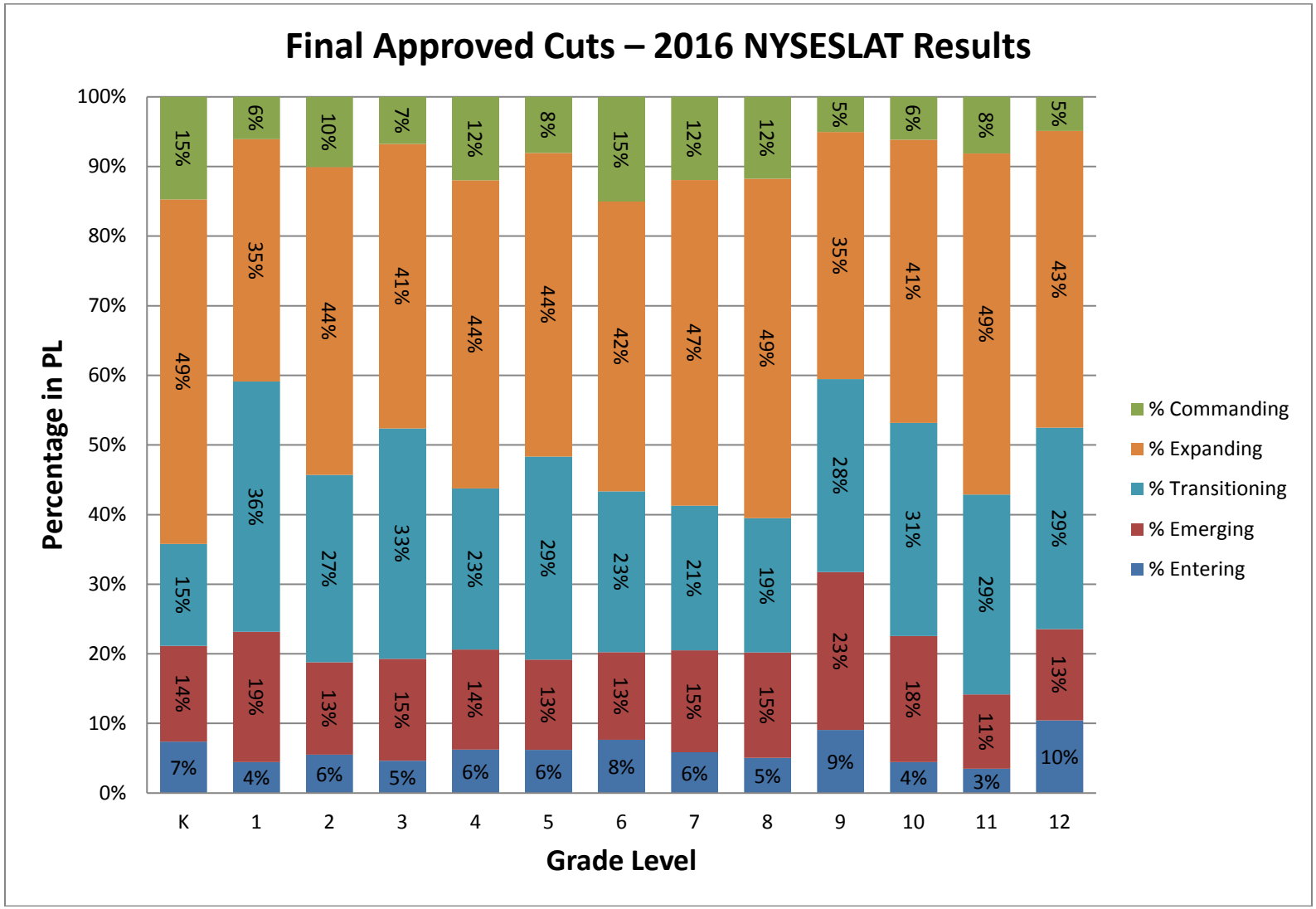


Figure 54. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Kindergarten)

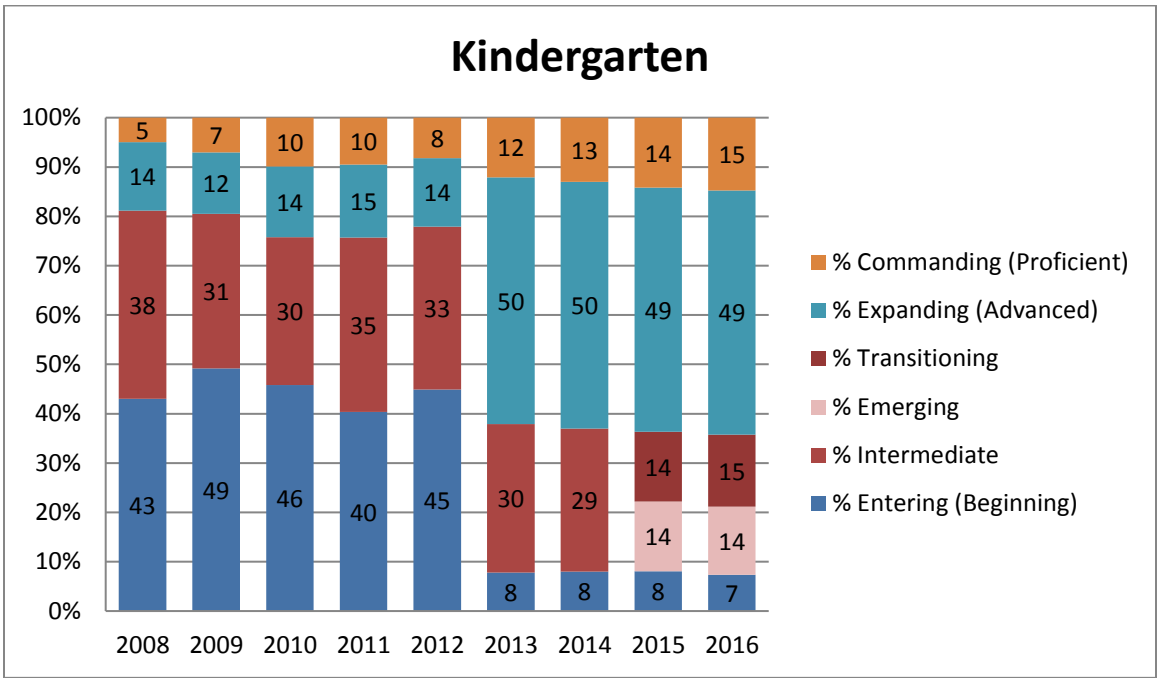


Figure 55. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 1)

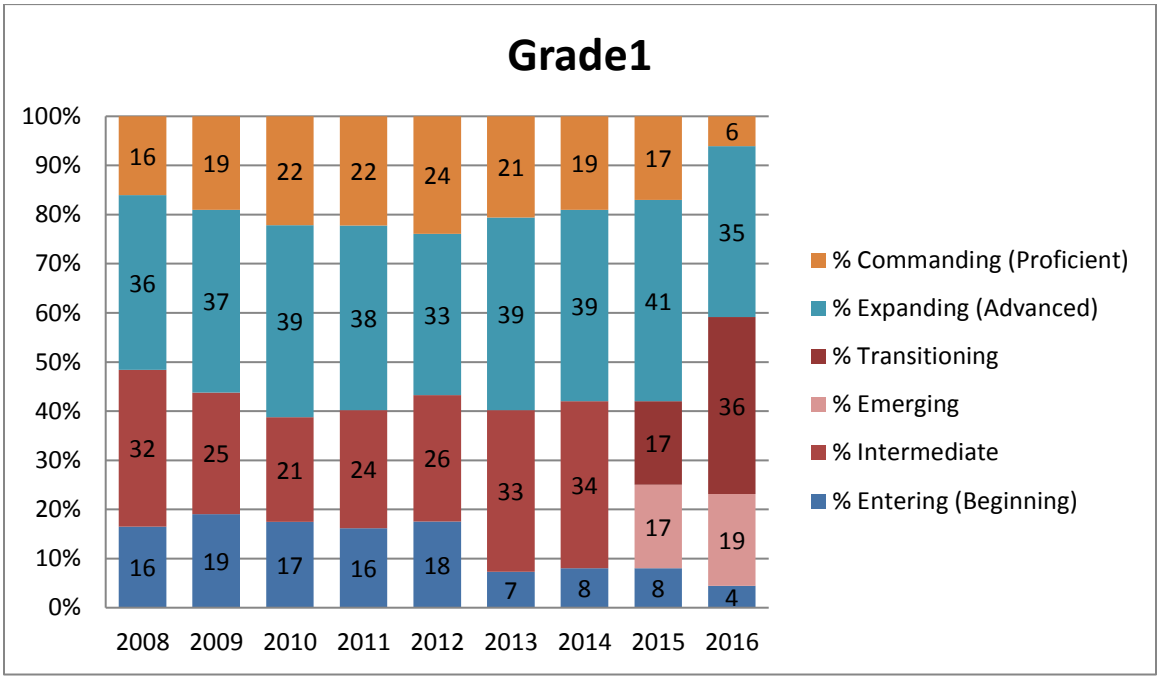


Figure 56. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 2)

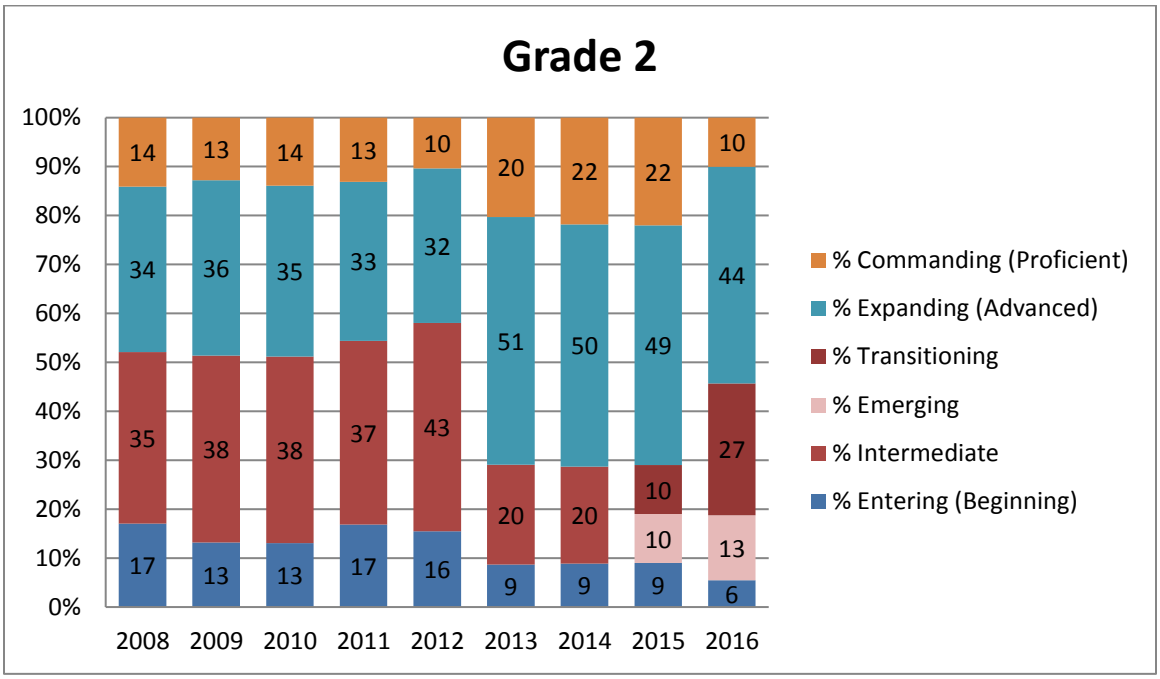


Figure 57. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 3)

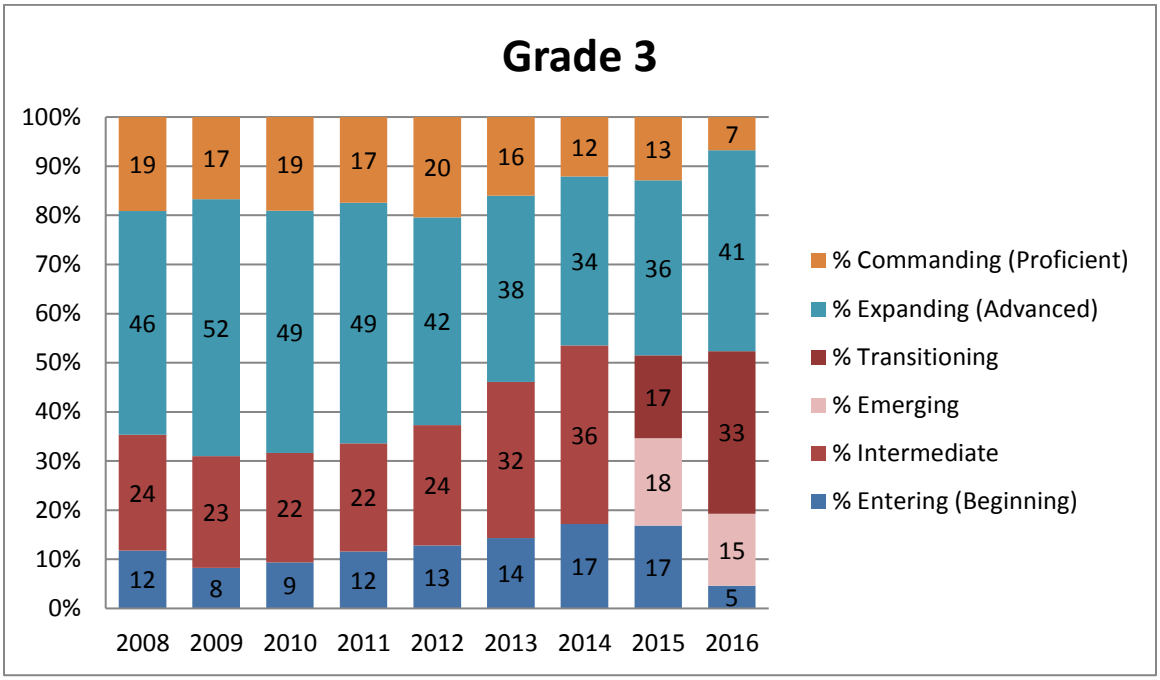


Figure 58. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 4)

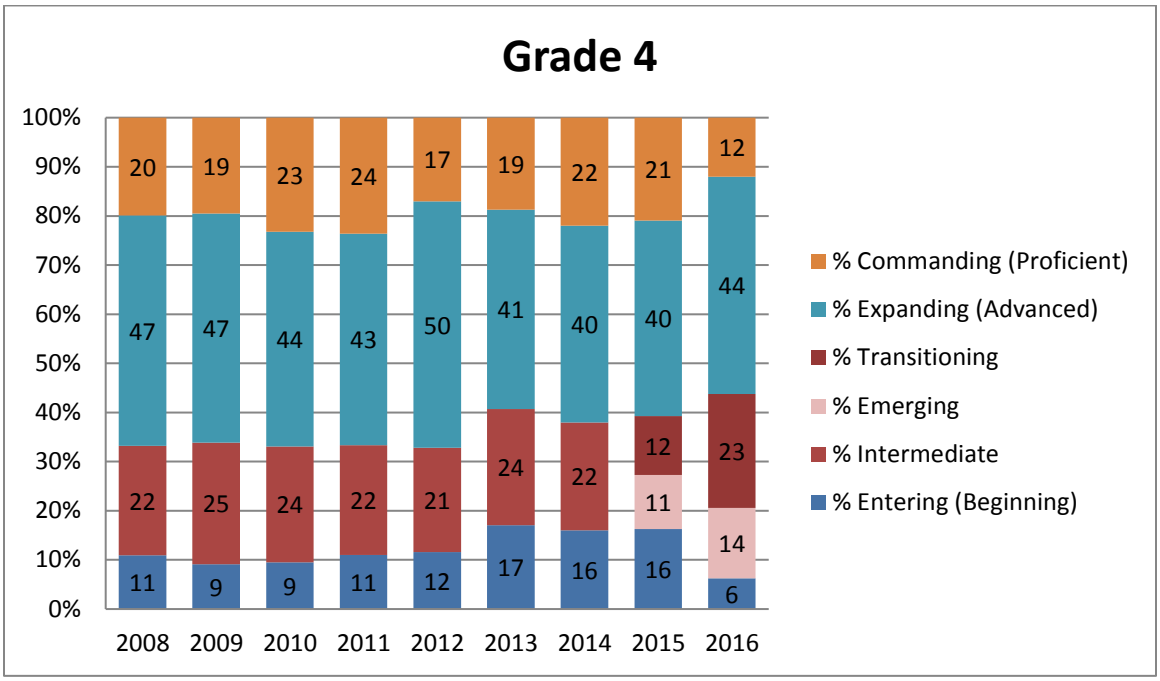


Figure 59. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 5)

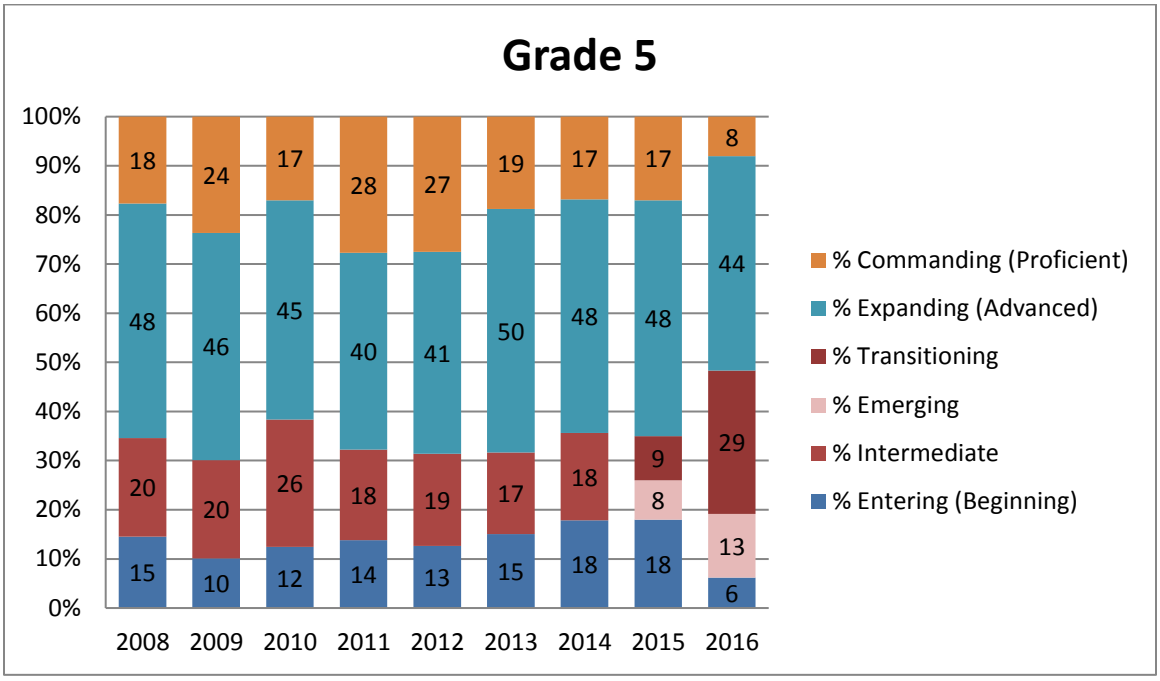


Figure 60. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 6)

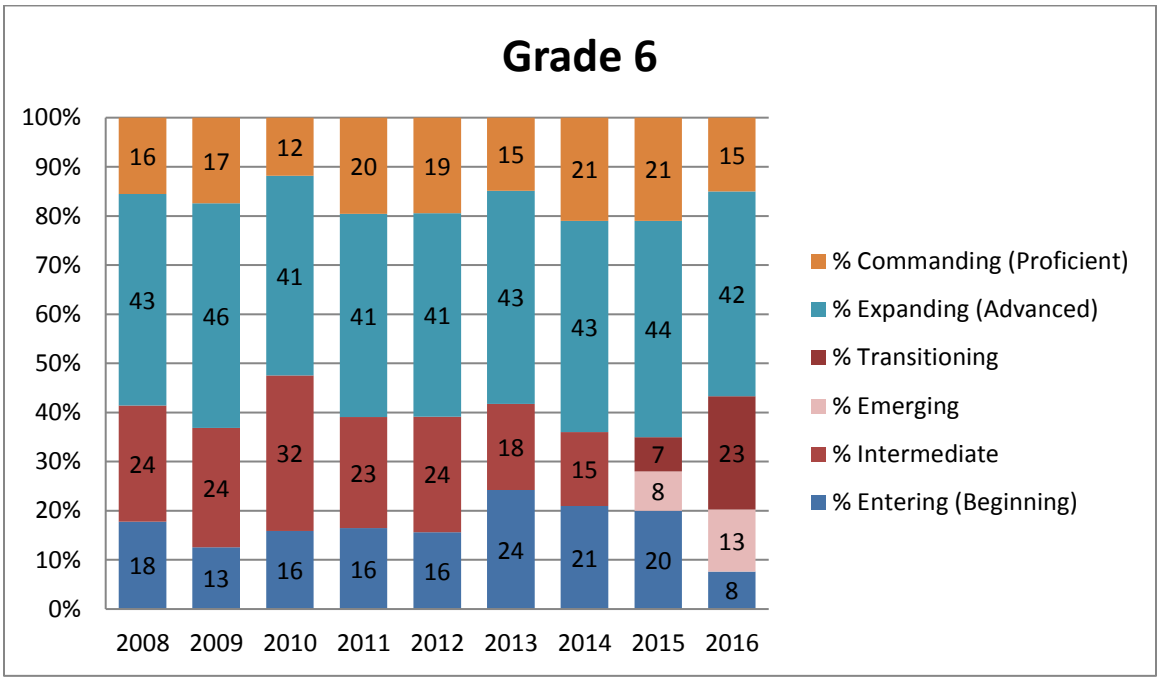


Figure 61. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 7)

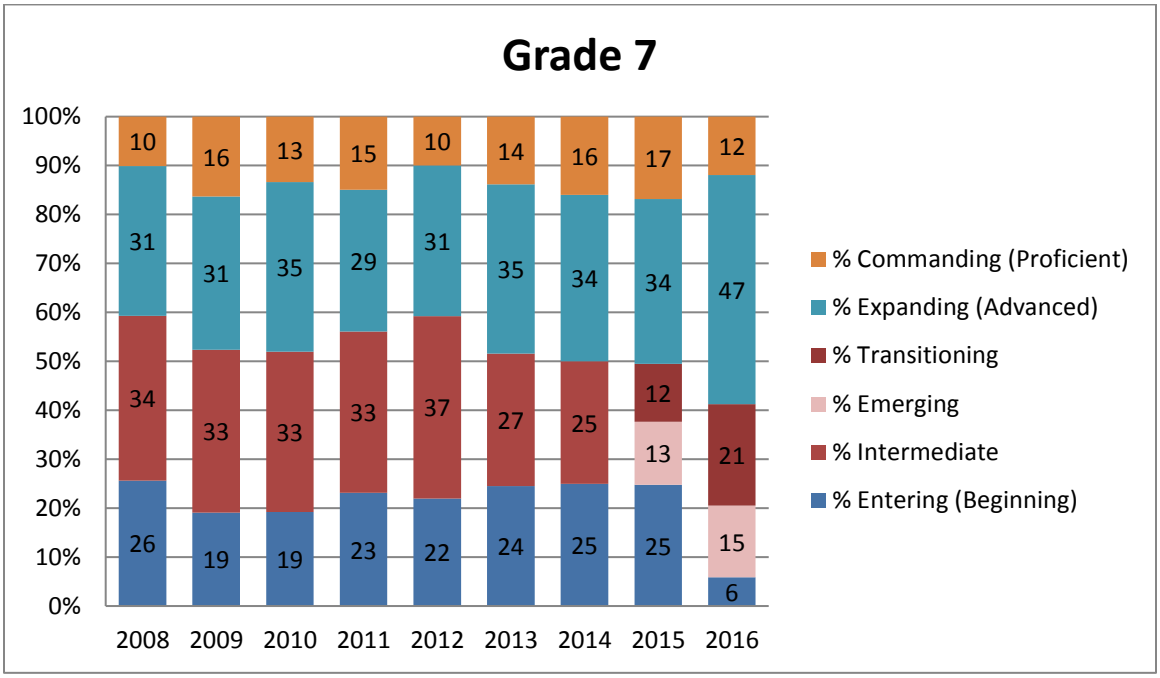


Figure 62. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 8)

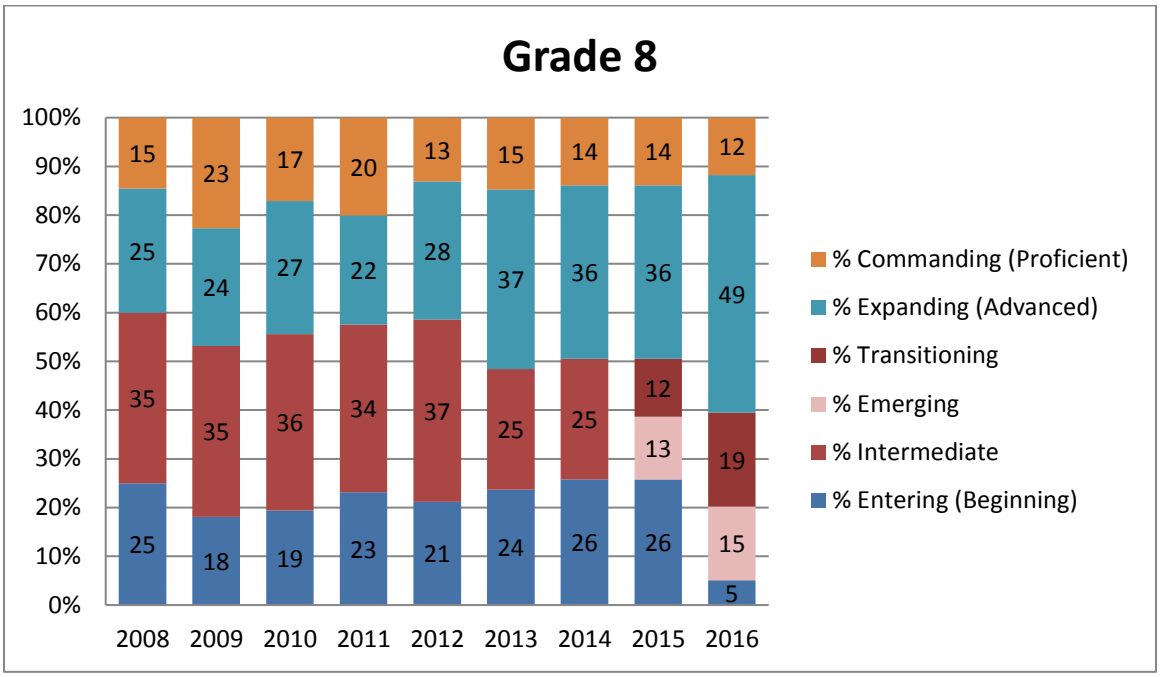


Figure 63. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 9)

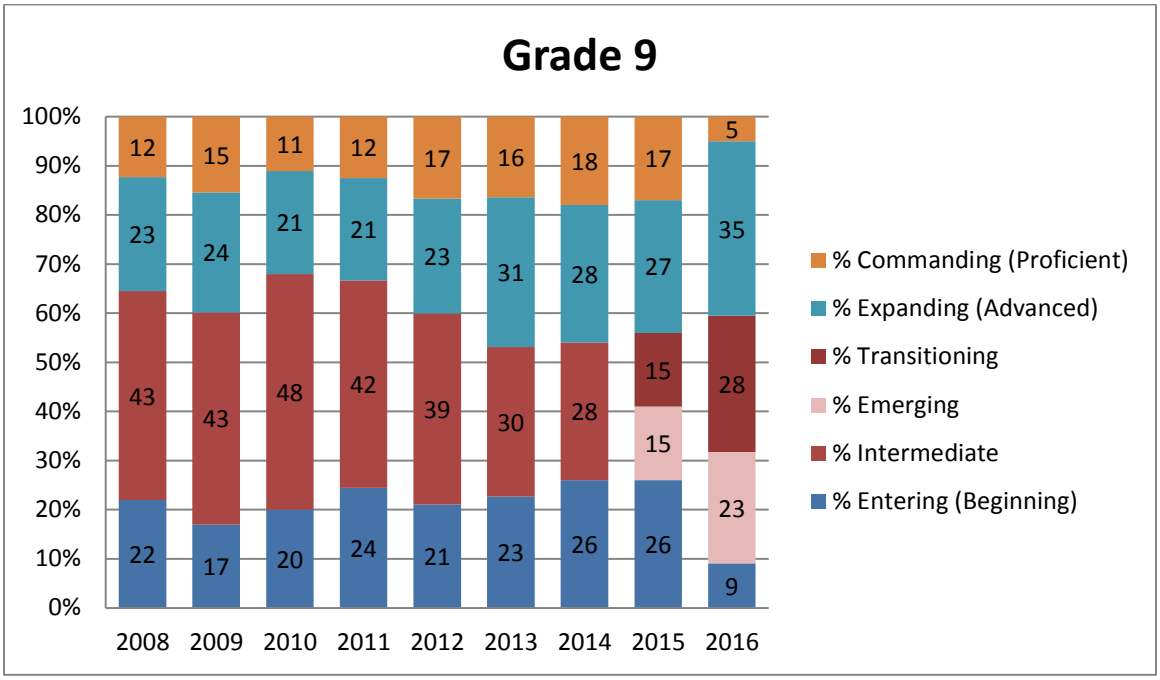


Figure 64. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 10)

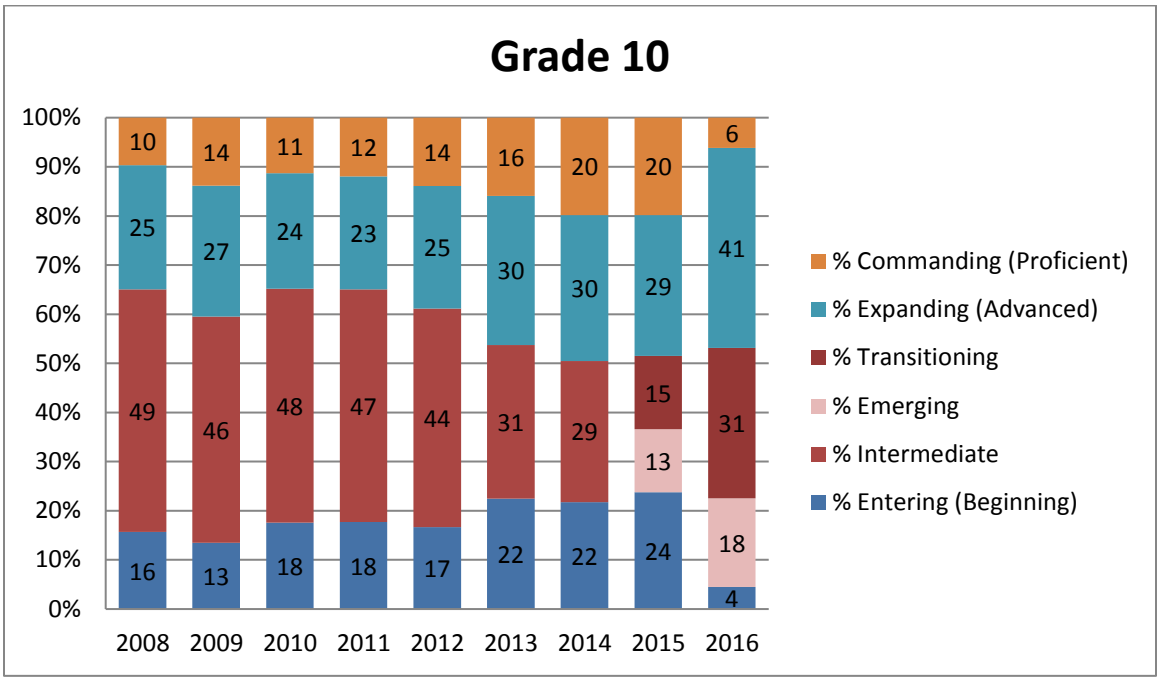


Figure 65. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 11)

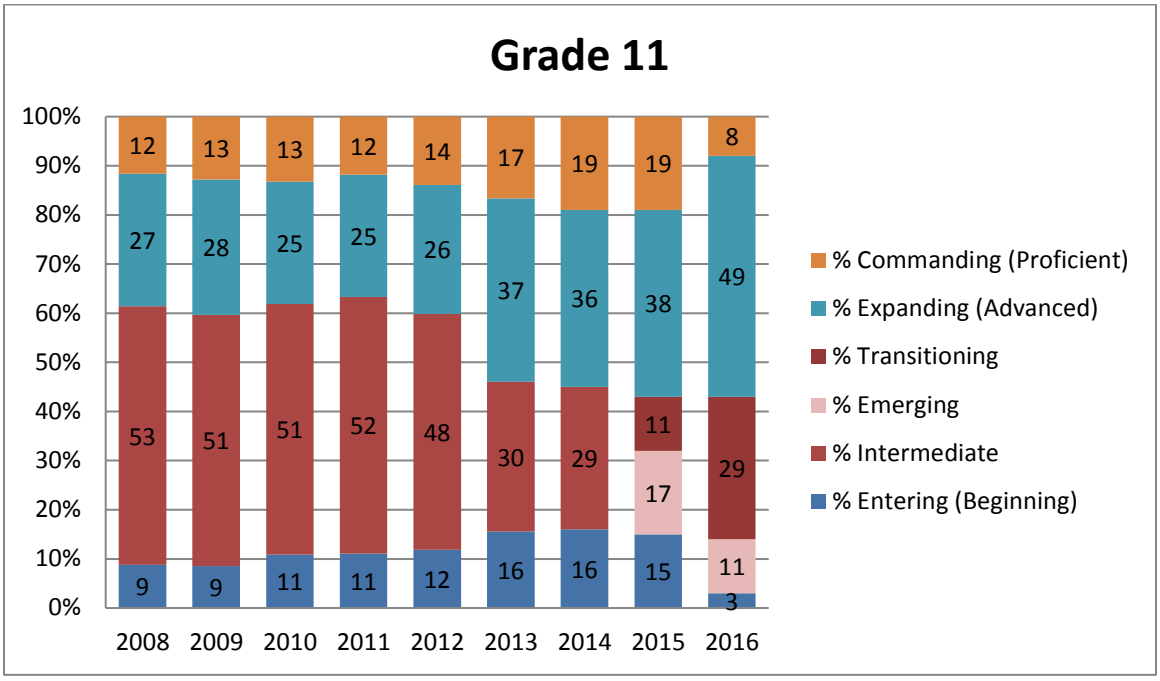
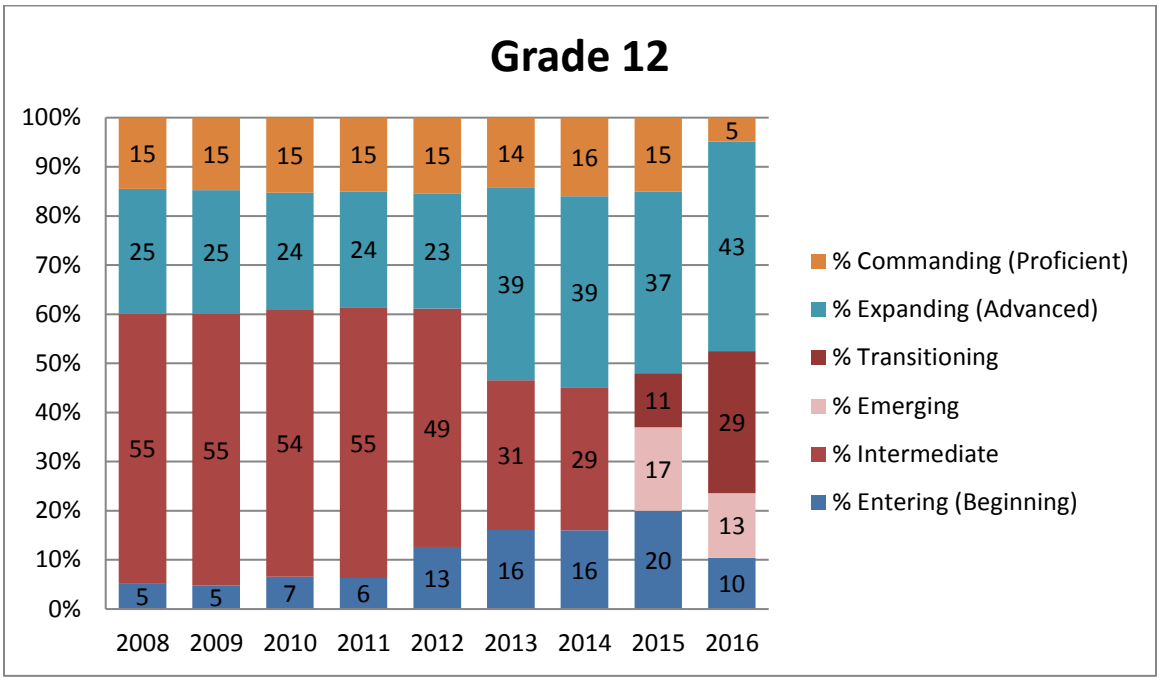


Figure 66. Historical Comparison of 2016 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 12)



CHAPTER 9: SUMMARY OF THE OPERATIONAL TEST RESULTS

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

Please note that, beginning in 2015, the operational test results are presented both for all schools and, separately, for public and charter schools. Previous NYSESLAT technical analyses presented results based on public and charter schools, only. In this 2016 technical report, all analyses outside of this chapter are based on all schools. For this chapter, however, results are presented based on both (1) all schools as well as (2) public and charter schools, only. Also note that the term "exit rate" (in tables 80-83) refers to N-counts and percentages of students in the Commanding performance level.

- Table 68 contains the raw score summary by grade band (All Schools) including sample size (N-count), the mean, median, range, and the standard deviation (SD) of the scale scores.
- Table 69 contains the raw score summary by grade band (Public & Charters, Only) including sample size (N-count), the mean, median, interquartile range (IQR), range, and the standard deviation (SD) of the scale scores.
- Table 70 contains the raw score summary by grade level (All Schools).
- Table 71 contains the raw score summary by grade level (Public & Charters, Only).
- Table 72 contains the scale score summary by grade band (All Schools).
- Table 73 contains the scale score summary by grade band (Public & Charters, Only).
- Table 74 contains the scale score summary by grade level (All Schools).
- Table 75 contains the scale score summary by grade level (Public & Charters, Only).
- Table 76 presents the percentage of students in each of the performance levels by grade band (All Schools).
- Table 77 presents the percentage of students in each of the performance levels by grade band (Public & Charters, Only).
- Table 78 presents the percentage of students in each of the performance levels by grade level (All Schools).
- Table 79 presents the percentage of students in each of the performance levels by grade level (Public & Charters, Only).
- Table 80 presents the exit rates of students in each of the performance levels by grade band for 2013–2016 (All Schools).
- Table 81 presents the exit rates of students in each of the performance levels by grade band for 2013–2016 (Public & Charters, Only).
- Table 82 presents the exit rates of students in each of the performance levels by grade level for 2013–2016 (All Schools).
- Table 83 presents the exit rates of students in each of the performance levels by grade level for 2013–2016 (Public & Charters, Only).
- Table 84 through Table 96 present the scale score frequency distribution and state percentile rank (PR) for each scale score point by grade level (All Schools).
- Table 97 through Table 109 present the scale score frequency distribution and State percentile rank (PR) for each scale score point by grade level (Public & Charters, Only).

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

- **Gender:** Male/Female
- **Ethnicity:** American Indian or Alaska Native, Black or African American, Asian, Native Hawaiian/other Pacific Islander, Hispanic or Latino, White, and Multiracial (not of Hispanic origin)
- **Needs/Resource Categories (NRC):** NYC, Large City, High Need Urban/Suburban, High Need Rural, Average Need, Low Need, and Charter Schools
- **Six major language backgrounds:** Spanish, English, Chinese, Arabic, Bengali, and Other Language
- **Number of years as an ELL:** less than 1 year; 1 year; 2 years; 3 years; 4 years; 5 years; 6 or more years
- **Students with disabilities:** Yes/No – Autism, emotional disturbance, learning disability, mental retardation, deafness, hearing impairment, speech or language impairment, visual impairment, orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury

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

Grade Band	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	31,629	19	14.23	15	19	3.95
	Reading	31,629	18	14.82	16	18	3.96
	Speaking	31,629	21	12.26	14	21	6.71
	Writing	31,629	14	8.21	9	14	3.75
1–2	Listening	61,170	24	14.21	15	24	5.39
	Reading	61,170	27	13.84	13	27	6.33
	Speaking	61,170	21	14.59	17	21	6.39
	Writing	61,170	12	4.63	5	12	3.20
3–4	Listening	44,249	24	13.25	13	24	5.44
	Reading	44,249	27	14.16	14	27	6.49
	Speaking	44,249	21	15.03	18	21	6.41
	Writing	44,249	12	5.04	5	12	3.21
5–6	Listening	35,853	24	13.92	14	24	5.43
	Reading	35,853	27	14.37	14	27	6.39
	Speaking	35,853	21	14.81	17	21	6.62
	Writing	35,853	12	5.22	6	12	3.35
7–8	Listening	31,479	24	14.97	16	24	5.70
	Reading	31,479	27	14.74	15	27	6.17
	Speaking	31,479	21	14.42	17	21	6.81
	Writing	31,479	12	5.53	6	12	3.61
9–12	Listening	49,275	24	13.46	14	24	5.87
	Reading	49,275	27	14.24	14	27	6.15
	Speaking	49,275	21	13.88	16	21	6.94
	Writing	49,275	12	5.60	6	12	3.57

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

Grade Band	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	28,203	19	14.69	15	19	3.54
	Reading	28,203	18	15.47	17	18	3.27
	Speaking	28,203	21	13.11	14	21	6.29
	Writing	28,203	14	8.67	9	14	3.44
1–2	Listening	53,358	24	14.52	15	24	5.26
	Reading	53,358	27	14.10	13	27	6.35
	Speaking	53,358	21	15.56	18	21	5.84
	Writing	53,358	12	4.86	5	12	3.16
3–4	Listening	36,921	24	13.52	14	24	5.32
	Reading	36,921	27	14.37	14	27	6.45
	Speaking	36,921	21	16.12	18	21	6.00
	Writing	36,921	12	5.35	6	12	3.15
5–6	Listening	29,283	24	13.92	14	24	5.20
	Reading	29,283	27	14.38	15	27	6.22
	Speaking	29,283	21	15.69	18	21	6.47
	Writing	29,283	12	5.46	6	12	3.30
7–8	Listening	26,160	24	14.92	16	24	5.24
	Reading	26,160	27	14.69	15	27	5.86
	Speaking	26,160	21	15.01	18	21	6.87
	Writing	26,160	12	5.68	6	12	3.61
9–12	Listening	44,994	24	13.04	13	24	5.68
	Reading	44,994	27	13.89	14	27	5.99
	Speaking	44,994	21	13.77	16	21	7.11
	Writing	44,994	12	5.45	6	12	3.57

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	31,629	19	14.23	15	19	3.95
	Reading	31,629	18	14.82	16	18	3.96
	Speaking	31,629	21	12.26	14	21	6.71
	Writing	31,629	14	8.21	9	14	3.75
1	Listening	33,268	24	13.01	13	24	5.13
	Reading	33,268	27	12.06	11	27	5.67
	Speaking	33,268	21	14.06	16	21	6.39
	Writing	33,268	12	4.00	4	12	3.01
2	Listening	27,902	24	15.64	17	24	5.34
	Reading	27,902	27	15.95	17	27	6.43
	Speaking	27,902	21	15.24	18	21	6.33
	Writing	27,902	12	5.39	6	12	3.26
3	Listening	23,035	24	12.44	12	24	5.17
	Reading	23,035	27	13.15	13	27	6.12
	Speaking	23,035	21	14.75	17	21	6.38
	Writing	23,035	12	4.67	5	12	3.04
4	Listening	21,214	24	14.13	15	24	5.59
	Reading	21,214	27	15.25	16	27	6.69
	Speaking	21,214	21	15.34	18	21	6.44
	Writing	21,214	12	5.44	6	12	3.33
5	Listening	18,102	24	13.53	14	24	5.28
	Reading	18,102	27	13.70	14	27	6.16
	Speaking	18,102	21	14.62	17	21	6.59
	Writing	18,102	12	4.98	5	12	3.21
6	Listening	17,751	24	14.32	15	24	5.55
	Reading	17,751	27	15.06	16	27	6.53
	Speaking	17,751	21	14.99	18	21	6.64
	Writing	17,751	12	5.47	6	12	3.46
7	Listening	16,082	24	14.74	15	24	5.67
	Reading	16,082	27	14.29	15	27	6.04
	Speaking	16,082	21	14.36	17	21	6.82
	Writing	16,082	12	5.38	6	12	3.53
8	Listening	15,397	24	15.22	16	24	5.73
	Reading	15,397	27	15.21	16	27	6.27
	Speaking	15,397	21	14.47	17	21	6.80
	Writing	15,397	12	5.69	6	12	3.69

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	17,964	24	12.88	13	24	5.92
	Reading	17,964	27	13.43	13	27	5.95
	Speaking	17,964	21	12.83	15	21	7.51
	Writing	17,964	12	4.97	5	12	3.57
10	Listening	14,979	24	13.63	14	24	5.73
	Reading	14,979	27	14.56	14	27	6.02
	Speaking	14,979	21	14.09	16	21	6.70
	Writing	14,979	12	5.64	6	12	3.47
11	Listening	9,944	24	14.65	15	24	5.61
	Reading	9,944	27	15.68	16	27	6.05
	Speaking	9,944	21	15.26	17	21	5.97
	Writing	9,944	12	6.61	7	12	3.37
12	Listening	6,388	24	12.82	13	24	6.11
	Reading	6,388	27	13.54	14	27	6.68
	Speaking	6,388	21	14.25	17	21	6.78
	Writing	6,388	12	5.71	6	12	3.73

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	28,203	19	14.69	15	19	3.54
	Reading	28,203	18	15.47	17	18	3.27
	Speaking	28,203	21	13.11	14	21	6.29
	Writing	28,203	14	8.67	9	14	3.44
1	Listening	29,320	24	13.34	13	24	5.04
	Reading	29,320	27	12.31	11	27	5.73
	Speaking	29,320	21	14.98	17	21	5.85
	Writing	29,320	12	4.21	4	12	2.98
2	Listening	24,038	24	15.97	17	24	5.15
	Reading	24,038	27	16.29	17	27	6.38
	Speaking	24,038	21	16.27	18	21	5.75
	Writing	24,038	12	5.65	6	12	3.19
3	Listening	19,338	24	12.71	13	24	5.09
	Reading	19,338	27	13.31	13	27	6.11
	Speaking	19,338	21	15.79	18	21	5.99
	Writing	19,338	12	4.91	5	12	3.00
4	Listening	17,583	24	14.41	15	24	5.43
	Reading	17,583	27	15.53	16	27	6.61
	Speaking	17,583	21	16.47	19	21	6.00
	Writing	17,583	12	5.83	6	12	3.25
5	Listening	14,656	24	13.59	14	24	5.08
	Reading	14,656	27	13.73	14	27	5.99
	Speaking	14,656	21	15.57	18	21	6.44
	Writing	14,656	12	5.22	6	12	3.15
6	Listening	14,627	24	14.25	15	24	5.29
	Reading	14,627	27	15.03	15	27	6.37
	Speaking	14,627	21	15.81	19	21	6.50
	Writing	14,627	12	5.70	6	12	3.43
7	Listening	13,189	24	14.68	15	24	5.21
	Reading	13,189	27	14.24	14	27	5.73
	Speaking	13,189	21	15.05	18	21	6.86
	Writing	13,189	12	5.55	6	12	3.53
8	Listening	12,971	24	15.16	16	24	5.25
	Reading	12,971	27	15.15	16	27	5.95
	Speaking	12,971	21	14.97	18	21	6.89
	Writing	12,971	12	5.81	6	12	3.68

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	16,624	24	12.51	12	24	5.77
	Reading	16,624	27	13.12	12	27	5.78
	Speaking	16,624	21	12.64	15	21	7.67
	Writing	16,624	12	4.85	5	12	3.58
10	Listening	13,776	24	13.25	14	24	5.57
	Reading	13,776	27	14.25	14	27	5.88
	Speaking	13,776	21	13.95	16	21	6.83
	Writing	13,776	12	5.53	6	12	3.47
11	Listening	8,776	24	14.20	15	24	5.37
	Reading	8,776	27	15.31	15	27	5.86
	Speaking	8,776	21	15.30	17	21	6.12
	Writing	8,776	12	6.44	7	12	3.36
12	Listening	5,818	24	12.28	13	24	5.84
	Reading	5,818	27	13.09	13	27	6.49
	Speaking	5,818	21	14.23	17	21	6.96
	Writing	5,818	12	5.46	6	12	3.69

Table 72. Scale Score Summary by Grade Band (All Schools)

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	31,629	68.00	67	60	11.58
	Reading	31,629	74.38	74	60	13.49
	Speaking	31,629	63.60	66	60	16.31
	Writing	31,629	61.79	63	60	13.05
	Total	31,629	267.77	273	240	44.62
1–2	Listening	61,170	60.48	61	60	9.31
	Reading	61,170	58.63	57	60	10.21
	Speaking	61,170	72.44	76	60	15.52
	Writing	61,170	54.65	58	60	15.13
	Total	61,170	246.20	250	240	41.80
3–4	Listening	44,249	63.02	62	60	10.05
	Reading	44,249	61.95	61	60	10.58
	Speaking	44,249	71.89	75	60	15.89
	Writing	44,249	55.50	56	60	15.06
	Total	44,249	252.37	257	240	43.20
5–6	Listening	35,853	63.31	63	60	10.38
	Reading	35,853	59.08	58	60	9.25
	Speaking	35,853	73.00	76	60	16.30
	Writing	35,853	55.94	59	60	15.62
	Total	35,853	251.33	258	240	43.22
7–8	Listening	31,479	61.20	61	60	10.72
	Reading	31,479	61.82	62	60	10.25
	Speaking	31,479	71.70	75	60	16.89
	Writing	31,479	57.10	59	60	16.51
	Total	31,479	251.83	260	240	45.73
9–12	Listening	49,275	64.74	65	60	11.55
	Reading	49,275	62.20	62	60	10.29
	Speaking	49,275	71.43	74	60	16.59
	Writing	49,275	56.85	58	60	15.83
	Total	49,275	255.21	261	240	46.31

Table 73. Scale Score Summary by Grade Band (Public & Charters, Only)

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	28,203	69.07	67	60	10.94
	Reading	28,203	76.32	79	60	12.17
	Speaking	28,203	65.69	66	60	15.14
	Writing	28,203	63.47	63	60	11.78
	Total	28,203	274.55	278	240	39.65
1–2	Listening	53,358	60.96	61	60	9.18
	Reading	53,358	59.02	57	60	10.28
	Speaking	53,358	74.58	78	60	14.41
	Writing	53,358	55.77	58	60	14.82
	Total	53,358	250.33	254	240	40.70
3–4	Listening	36,921	63.45	64	60	9.85
	Reading	36,921	62.23	61	60	10.54
	Speaking	36,921	74.29	75	60	15.47
	Writing	36,921	56.92	60	60	14.79
	Total	36,921	256.89	263	240	43.04
5–6	Listening	29,283	63.19	63	60	9.83
	Reading	29,283	58.98	59	60	8.93
	Speaking	29,283	74.92	78	60	16.38
	Writing	29,283	56.96	59	60	15.43
	Total	29,283	254.06	262	240	43.40
7–8	Listening	26,160	60.69	61	60	9.37
	Reading	26,160	61.61	62	60	9.57
	Speaking	26,160	73.06	77	60	17.30
	Writing	26,160	57.74	59	60	16.48
	Total	26,160	253.10	261	240	45.33
9–12	Listening	44,994	63.81	63	60	10.99
	Reading	44,994	61.57	62	60	9.91
	Speaking	44,994	71.18	74	60	17.05
	Writing	44,994	56.15	58	60	15.79
	Total	44,994	252.71	259	240	46.42

Table 74. Scale Score Summary by Grade Level (All Schools)

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	31,629	68.00	67	60	11.58
	Reading	31,629	74.38	74	60	13.49
	Speaking	31,629	63.60	66	60	16.31
	Writing	31,629	61.79	63	60	13.05
	Total	31,629	267.77	273	240	44.62
1	Listening	33,268	58.45	58	60	8.51
	Reading	33,268	55.86	55	60	8.91
	Speaking	33,268	71.12	74	60	15.38
	Writing	33,268	51.80	54	60	14.54
	Total	33,268	237.24	240	240	38.73
2	Listening	27,902	62.89	64	60	9.65
	Reading	27,902	61.93	62	60	10.67
	Speaking	27,902	74.02	78	60	15.54
	Writing	27,902	58.05	62	60	15.12
	Total	27,902	256.89	264	240	42.81
3	Listening	23,035	61.53	61	60	9.34
	Reading	23,035	60.30	60	60	9.76
	Speaking	23,035	71.05	73	60	15.63
	Writing	23,035	53.83	56	60	14.36
	Total	23,035	246.71	251	240	40.47
4	Listening	21,214	64.64	65	60	10.52
	Reading	21,214	63.75	64	60	11.13
	Speaking	21,214	72.80	75	60	16.11
	Writing	21,214	57.32	60	60	15.59
	Total	21,214	258.51	266	240	45.18
5	Listening	18,102	62.52	63	60	9.94
	Reading	18,102	58.08	58	60	8.79
	Speaking	18,102	72.46	76	60	16.21
	Writing	18,102	54.82	55	60	14.94
	Total	18,102	247.88	255	240	41.56
6	Listening	17,751	64.13	64	60	10.74
	Reading	17,751	60.09	60	60	9.59
	Speaking	17,751	73.54	78	60	16.36
	Writing	17,751	57.08	59	60	16.20
	Total	17,751	254.85	263	240	44.57
7	Listening	16,082	60.71	60	60	10.51
	Reading	16,082	61.04	62	60	9.90
	Speaking	16,082	71.56	75	60	16.90
	Writing	16,082	56.41	59	60	16.08
	Total	16,082	249.71	257	240	44.72

Table 74. Scale Score Summary by Grade Level (All Schools) (continued)

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	15,397	61.71	61	60	10.91
	Reading	15,397	62.65	63	60	10.55
	Speaking	15,397	71.86	75	60	16.86
	Writing	15,397	57.82	59	60	16.91
	Total	15,397	254.03	262	240	46.66
9	Listening	17,964	63.70	63	60	11.43
	Reading	17,964	60.99	60	60	9.70
	Speaking	17,964	68.89	72	60	18.37
	Writing	17,964	54.11	55	60	15.81
	Total	17,964	247.68	253	240	47.56
10	Listening	14,979	65.12	65	60	11.15
	Reading	14,979	62.75	62	60	9.94
	Speaking	14,979	72.10	74	60	15.57
	Writing	14,979	57.09	58	60	15.24
	Total	14,979	257.06	261	240	43.81
11	Listening	9,944	67.04	67	60	11.18
	Reading	9,944	64.52	64	60	10.25
	Speaking	9,944	74.62	76	60	13.78
	Writing	9,944	61.29	62	60	15.01
	Total	9,944	267.47	273	240	41.77
12	Listening	6,388	63.16	63	60	12.69
	Reading	6,388	60.66	62	60	11.88
	Speaking	6,388	72.03	76	60	16.58
	Writing	6,388	57.07	58	60	16.81
	Total	6,388	252.93	263	240	50.61

Table 75. Scale Score Summary by Grade Level (Public & Charters, Only)

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	28,203	69.07	67	60	10.94
	Reading	28,203	76.32	79	60	12.17
	Speaking	28,203	65.69	66	60	15.14
	Writing	28,203	63.47	63	60	11.78
	Total	28,203	274.55	278	240	39.65
1	Listening	29,320	58.95	58	60	8.44
	Reading	29,320	56.21	55	60	9.03
	Speaking	29,320	73.18	76	60	14.19
	Writing	29,320	52.87	54	60	14.29
	Total	29,320	241.20	244	240	37.60
2	Listening	24,038	63.41	64	60	9.45
	Reading	24,038	62.45	62	60	10.66
	Speaking	24,038	76.30	78	60	14.48
	Writing	24,038	59.31	62	60	14.68
	Total	24,038	261.46	269	240	41.57
3	Listening	19,338	61.96	62	60	9.23
	Reading	19,338	60.51	60	60	9.76
	Speaking	19,338	73.29	75	60	15.27
	Writing	19,338	54.96	56	60	14.13
	Total	19,338	250.72	256	240	40.59
4	Listening	17,583	65.08	65	60	10.25
	Reading	17,583	64.13	64	60	11.02
	Speaking	17,583	75.39	79	60	15.62
	Writing	17,583	59.08	60	60	15.19
	Total	17,583	263.68	272	240	44.61
5	Listening	14,656	62.54	63	60	9.52
	Reading	14,656	58.03	58	60	8.47
	Speaking	14,656	74.51	78	60	16.30
	Writing	14,656	55.82	59	60	14.67
	Total	14,656	250.90	259	237	41.76
6	Listening	14,627	63.85	64	60	10.08
	Reading	14,627	59.94	59	60	9.26
	Speaking	14,627	75.33	81	60	16.46
	Writing	14,627	58.10	59	60	16.09
	Total	14,627	257.22	266	240	44.76
7	Listening	13,189	60.24	60	60	9.22
	Reading	13,189	60.86	60	60	9.27
	Speaking	13,189	73.12	77	60	17.30
	Writing	13,189	57.14	59	60	16.08
	Total	13,189	251.36	260	240	44.50

Table 75. Scale Score Summary by Grade Level (Public & Charters, Only) (continued)

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	12,971	61.15	61	60	9.50
	Reading	12,971	62.38	63	60	9.81
	Speaking	12,971	73.00	77	60	17.30
	Writing	12,971	58.35	59	60	16.85
	Total	12,971	254.88	263	240	46.09
9	Listening	16,624	62.91	62	60	10.98
	Reading	16,624	60.46	59	60	9.35
	Speaking	16,624	68.46	72	60	18.83
	Writing	16,624	53.58	55	60	15.90
	Total	16,624	245.42	249	240	47.84
10	Listening	13,776	64.30	65	60	10.66
	Reading	13,776	62.20	62	60	9.60
	Speaking	13,776	71.83	74	60	15.91
	Writing	13,776	56.58	58	60	15.27
	Total	13,776	254.91	259	240	43.91
11	Listening	8,776	65.97	67	60	10.43
	Reading	8,776	63.81	63	60	9.76
	Speaking	8,776	74.80	76	60	14.15
	Writing	8,776	60.50	62	60	14.83
	Total	8,776	265.07	270	240	41.57
12	Listening	5,818	61.96	63	60	11.99
	Reading	5,818	59.84	60	60	11.53
	Speaking	5,818	71.96	76	60	17.07
	Writing	5,818	55.90	58	60	16.54
	Total	5,818	249.66	260	240	50.49

Table 76. Percentage of Students in Each Performance Level by Grade Band (All Schools)

		Performance Level (Percent)				
Grade Band	**N-count**	**Entering**	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
K	31,629	12.49	14.54	14.06	45.64	13.27
1–2	61,170	6.11	19.29	31.78	35.80	7.03
3–4	44,249	5.38	18.72	29.51	38.34	8.06
5–6	35,853	6.66	15.39	27.47	39.80	10.67
7–8	31,479	5.43	16.37	20.24	46.04	11.92
9–12	49,275	6.23	16.70	28.08	42.25	6.75
Total	253,655	6.79	17.18	26.41	40.56	9.05

Table 77. Percentage of Students in Each Performance Level by Grade Band (Public & Charters, Only)

		Performance Level (Percent)				
Grade Band	**N-count**	**Entering**	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
K	28,203	7.38	13.76	14.65	49.48	14.74
1–2	53,358	4.94	16.25	31.89	39.06	7.87
3–4	36,921	5.41	14.50	28.35	42.48	9.26
5–6	29,283	6.93	12.79	26.13	42.61	11.54
7–8	26,160	5.46	14.90	20.02	47.76	11.85
9–12	44,994	6.75	17.70	28.95	40.63	5.97
Total	218,919	6.03	15.31	26.28	42.81	9.57

Table 78. Percentage of Students in Each Performance Level by Grade Level (All Schools)

Grade Level	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	31,629	12.49	14.54	14.06	45.64	13.27
1	33,268	5.72	21.80	35.19	31.84	5.45
2	27,902	6.57	16.29	27.72	40.51	8.92
3	23,035	4.22	18.74	34.31	36.87	5.86
4	21,214	6.63	18.70	24.30	39.92	10.45
5	18,102	5.98	15.76	30.88	40.02	7.37
6	17,751	7.35	15.02	24.00	39.58	14.04
7	16,082	5.77	16.31	21.40	44.78	11.75
8	15,397	5.08	16.43	19.02	47.37	12.10
9	17,964	8.41	21.58	27.29	37.49	5.24
10	14,979	4.15	17.06	29.75	42.30	6.75
11	9,944	3.25	10.16	27.07	49.79	9.73
12	6,388	9.61	12.37	27.94	43.77	6.31
Total	253,655	6.79	17.18	26.41	40.56	9.05

Table 79. Percentage of Students in Each Performance Level by Grade Level (Public & Charters, Only)

Grade Level	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	28,203	7.38	13.76	14.65	49.48	14.74
1	29,320	4.47	18.70	35.95	34.82	6.06
2	24,038	5.50	13.27	26.93	44.23	10.07
3	19,338	4.64	14.62	33.10	40.86	6.77
4	17,583	6.25	14.36	23.13	44.26	11.99
5	14,656	6.22	12.96	29.17	43.58	8.07
6	14,627	7.64	12.61	23.09	41.64	15.02
7	13,189	5.85	14.67	20.76	46.79	11.93
8	12,971	5.07	15.13	19.27	48.75	11.77
9	16,624	9.07	22.69	27.71	35.49	5.04
10	13,776	4.46	18.08	30.62	40.66	6.17
11	8,776	3.49	10.70	28.70	48.97	8.14
12	5,818	10.45	13.11	28.91	42.64	4.88
Total	218,919	6.03	15.31	26.28	42.81	9.57

Table 80. Exit Rate by Grade Band for 2013–2016 (All Schools)

Grade Band	2013		2014		2015		2016	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,307	11.61	3,655	11.68	4,376	12.68	4,197	13.27
1–2	9,774	19.58	10,443	18.45	8,976	15.90	4,301	7.03
3–4	6,263	16.42	6,249	15.18	5,931	14.24	3,565	8.06
5–6	5,079	16.23	6,020	17.00	5,107	14.48	3,827	10.67
7–8	3,714	13.84	4,062	13.89	4,368	14.29	3,752	11.92
9–12	7,516	16.24	8,727	17.69	8,676	17.76	3,324	6.75
Total	35,653	16.14	39,156	16.11	37,434	15.13	22,966	9.05

Table 81. Exit Rate by Grade Band for 2013–2016 (Public & Charters, Only)

Grade Band	2013		2014		2015		2016	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	3,289	12.05	3,532	12.91	4,337	14.06	4,156	14.74
1–2	9,694	20.43	10,141	20.63	8,845	18.04	4,198	7.87
3–4	6,174	17.25	6,012	17.27	5,860	16.94	3,419	9.26
5–6	4,947	17.02	5,627	19.18	4,978	17.27	3,380	11.54
7–8	3,565	14.26	3,586	14.59	3,993	15.76	3,101	11.85
9–12	7,017	15.89	8,325	18.33	8,087	18.30	2,686	5.97
Total	34,686	16.24	37,223	17.67	36,100	16.96	20,940	9.57

Table 82. Exit Rate by Grade Level for 2013–2016 (All Schools)

	2013		2014		2015		2016	
Grade	**N-Count**	**Percent**	**N-Count**	**Percent**	**N-Count**	**Percent**	**N-Count**	**Percent**
K	3,307	11.61	3,655	11.68	4,376	12.68	4,197	13.27
1	5,549	19.77	5,390	17.59	4,188	13.91	1,813	5.45
2	4,225	19.34	5,053	19.46	4,788	18.18	2,488	8.92
3	3,139	15.24	2,238	10.90	2,360	10.77	1,349	5.86
4	3,124	17.81	4,011	19.43	3,571	18.07	2,216	10.45
5	3,108	17.83	2,650	14.71	2,352	12.77	1,335	7.37
6	1,971	14.22	3,370	19.38	2,755	16.34	2,492	14.04
7	1,756	13.30	2,201	14.65	2,423	15.08	1,889	11.75
8	1,958	14.37	1,861	13.09	1,945	13.41	1,863	12.10
9	2,539	16.47	2,961	16.94	3,066	17.02	942	5.24
10	2,125	16.44	2,693	19.18	2,808	19.24	1,011	6.75
11	1,675	16.99	1,783	18.51	1,881	19.32	968	9.73
12	1,177	14.57	1,290	15.79	921	14.14	403	6.31
Total	35,653	16.14	39,156	16.11	37,434	15.13	22,966	9.05

Table 83. Exit Rate by Grade Level for 2013–2016 (Public & Charters, Only)

	2013		2014		2015		2016	
Grade	**N-Count**	**Percent**	**N-Count**	**Percent**	**N-Count**	**Percent**	**N-Count**	**Percent**
K	3,289	12.05	3,532	12.91	4,337	14.06	4,156	14.74
1	5,515	20.56	5,226	19.45	4,142	15.70	1,778	6.06
2	4,179	20.27	4,915	22.05	4,703	20.76	2,420	10.07
3	3,107	16.00	2,136	12.39	2,337	12.76	1,310	6.77
4	3,067	18.74	3,876	22.06	3,523	21.65	2,109	11.99
5	3,047	18.71	2,502	16.94	2,315	15.40	1,183	8.07
6	1,900	14.88	3,125	21.46	2,663	19.31	2,197	15.02
7	1,681	13.80	1,948	15.68	2,258	17.21	1,574	11.93
8	1,884	14.70	1,638	13.48	1,735	14.20	1,527	11.77
9	2,424	16.35	2,859	17.76	2,915	17.60	838	5.04
10	1,963	15.86	2,581	19.83	2,638	19.93	850	6.17
11	1,537	16.56	1,670	19.00	1,652	19.43	714	8.14
12	1,093	14.25	1,215	16.16	882	14.98	284	4.88
Total	34,686	16.62	37,223	17.67	36,100	16.96	20,940	9.57

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	4	0.0	0.0
123	1	3	0.0	0.0
126	1	1	0.0	0.0
128	1	2	0.0	0.0
131	1	2	0.0	0.0
132	1	3	0.0	0.0
135	1	3	0.0	0.1
137	1	2	0.0	0.1
138	1	5	0.0	0.1
139	1	1	0.0	0.1
140	1	2	0.0	0.1
141	1	10	0.0	0.1
142	1	4	0.0	0.1
143	1	7	0.0	0.2
144	1	6	0.0	0.2
145	1	6	0.0	0.2
146	1	13	0.0	0.2
147	1	9	0.0	0.3
148	1	26	0.1	0.3
149	1	3	0.0	0.4
150	1	59	0.2	0.5
151	1	2	0.0	0.5
152	1	46	0.1	0.7
153	1	19	0.1	0.8
154	1	46	0.1	0.9
155	1	46	0.1	1.0
156	1	50	0.2	1.2
157	1	55	0.2	1.4
158	1	36	0.1	1.5
159	2	75	0.2	1.7
160	2	35	0.1	1.8
161	2	103	0.3	2.2
162	2	24	0.1	2.2
163	2	92	0.3	2.5
164	3	15	0.0	2.6
165	3	111	0.4	2.9
166	3	24	0.1	3.0
167	3	77	0.2	3.2
168	3	27	0.1	3.3

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
169	3	69	0.2	3.6
170	4	25	0.1	3.6
171	4	62	0.2	3.8
172	4	34	0.1	3.9
173	4	57	0.2	4.1
174	4	37	0.1	4.2
175	4	37	0.1	4.3
176	4	37	0.1	4.5
177	5	44	0.1	4.6
178	5	50	0.2	4.8
179	5	35	0.1	4.9
180	5	47	0.1	5.0
181	5	57	0.2	5.2
182	5	50	0.2	5.4
183	5	58	0.2	5.5
184	6	47	0.1	5.7
185	6	52	0.2	5.9
186	6	59	0.2	6.0
187	6	53	0.2	6.2
188	6	59	0.2	6.4
189	6	57	0.2	6.6
190	7	46	0.1	6.7
191	7	57	0.2	6.9
192	7	74	0.2	7.1
193	7	49	0.2	7.3
194	7	66	0.2	7.5
195	8	54	0.2	7.7
196	8	65	0.2	7.9
197	8	64	0.2	8.1
198	8	77	0.2	8.3
199	8	73	0.2	8.6
200	9	85	0.3	8.8
201	9	86	0.3	9.1
202	9	77	0.2	9.3
203	9	95	0.3	9.6
204	10	81	0.3	9.9
205	10	106	0.3	10.2
206	10	102	0.3	10.6
207	11	105	0.3	10.9
208	11	106	0.3	11.2

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
209	11	111	0.4	11.6
210	12	95	0.3	11.9
211	12	88	0.3	12.1
212	12	110	0.3	12.5
213	13	107	0.3	12.8
214	13	104	0.3	13.2
215	13	119	0.4	13.5
216	14	101	0.3	13.9
217	14	103	0.3	14.2
218	14	95	0.3	14.5
219	15	89	0.3	14.8
220	15	132	0.4	15.2
221	15	133	0.4	15.6
222	16	124	0.4	16.0
223	16	111	0.4	16.3
224	17	148	0.5	16.8
225	17	145	0.5	17.3
226	17	129	0.4	17.7
227	18	155	0.5	18.2
228	18	134	0.4	18.6
229	19	177	0.6	19.2
230	19	154	0.5	19.6
231	20	110	0.3	20.0
232	20	144	0.5	20.4
233	21	162	0.5	21.0
234	21	152	0.5	21.4
235	22	171	0.5	22.0
236	22	156	0.5	22.5
237	23	175	0.6	23.0
238	23	167	0.5	23.6
239	24	172	0.5	24.1
240	24	181	0.6	24.7
241	25	183	0.6	25.2
242	26	180	0.6	25.8
243	26	194	0.6	26.4
244	27	191	0.6	27.0
245	27	203	0.6	27.7
246	28	210	0.7	28.3
247	29	183	0.6	28.9
248	29	208	0.7	29.6

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
249	30	201	0.6	30.2
250	31	234	0.7	30.9
251	31	239	0.8	31.7
252	32	240	0.8	32.5
253	33	267	0.8	33.3
254	34	207	0.7	34.0
255	34	242	0.8	34.7
256	35	221	0.7	35.4
257	36	274	0.9	36.3
258	37	226	0.7	37.0
259	37	240	0.8	37.8
260	38	256	0.8	38.6
261	39	249	0.8	39.4
262	40	286	0.9	40.3
263	41	261	0.8	41.1
264	42	281	0.9	42.0
265	42	263	0.8	42.8
266	43	298	0.9	43.8
267	44	303	1.0	44.7
268	45	295	0.9	45.6
269	46	268	0.8	46.5
270	47	270	0.9	47.3
271	48	295	0.9	48.3
272	49	283	0.9	49.2
273	50	312	1.0	50.2
274	51	290	0.9	51.1
275	52	302	1.0	52.0
276	53	323	1.0	53.1
277	54	278	0.9	53.9
278	54	299	0.9	54.9
279	55	305	1.0	55.8
280	56	287	0.9	56.7
281	57	289	0.9	57.7
282	58	287	0.9	58.6
283	59	319	1.0	59.6
284	60	301	1.0	60.5
285	61	296	0.9	61.5
286	62	313	1.0	62.5
287	63	303	1.0	63.4
288	64	296	0.9	64.3

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
289	65	322	1.0	65.4
290	66	306	1.0	66.3
291	67	274	0.9	67.2
292	68	307	1.0	68.2
293	69	326	1.0	69.2
294	70	347	1.1	70.3
295	71	232	0.7	71.0
296	72	374	1.2	72.2
297	73	296	0.9	73.2
298	74	272	0.9	74.0
299	74	270	0.9	74.9
300	75	242	0.8	75.6
301	76	335	1.1	76.7
302	77	200	0.6	77.3
303	78	327	1.0	78.4
304	79	241	0.8	79.1
305	80	255	0.8	79.9
306	80	237	0.7	80.7
307	81	249	0.8	81.5
308	82	249	0.8	82.2
309	83	210	0.7	82.9
310	83	247	0.8	83.7
311	84	135	0.4	84.1
312	85	313	1.0	85.1
313	85	114	0.4	85.5
314	86	207	0.7	86.1
315	86	192	0.6	86.7
316	87	214	0.7	87.4
317	88	204	0.6	88.1
318	88	77	0.2	88.3
319	89	257	0.8	89.1
320	89	197	0.6	89.7
321	90	178	0.6	90.3
322	90	79	0.2	90.5
323	91	247	0.8	91.3
324	92	123	0.4	91.7
325	92	125	0.4	92.1
326	92	144	0.5	92.6
327	93	140	0.4	93.0
328	93	181	0.6	93.6

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
329	94	39	0.1	93.7
330	94	112	0.4	94.1
331	94	140	0.4	94.5
332	95	175	0.6	95.1
333	95	67	0.2	95.3
334	95	121	0.4	95.6
335	96	50	0.2	95.8
336	96	115	0.4	96.2
337	96	66	0.2	96.4
338	96	30	0.1	96.5
339	97	197	0.6	97.1
340	97	45	0.1	97.2
341	97	51	0.2	97.4
342	98	88	0.3	97.7
343	98	101	0.3	98.0
344	98	88	0.3	98.3
347	98	49	0.2	98.4
349	99	102	0.3	98.8
350	99	166	0.5	99.3
352	99	69	0.2	99.5
360	99	160	0.5	100.0

Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	167	0.5	0.5
121	1	3	0.0	0.5
123	1	5	0.0	0.5
124	1	2	0.0	0.5
128	1	2	0.0	0.5
129	1	4	0.0	0.6
130	1	2	0.0	0.6
133	1	20	0.1	0.6
134	1	1	0.0	0.6
135	1	3	0.0	0.6
136	1	3	0.0	0.6
138	1	10	0.0	0.7
139	1	5	0.0	0.7
140	1	4	0.0	0.7
141	1	6	0.0	0.7
142	1	10	0.0	0.7
143	1	6	0.0	0.8
144	1	14	0.0	0.8
145	1	5	0.0	0.8
146	1	6	0.0	0.8
147	1	35	0.1	0.9
148	1	12	0.0	1.0
149	1	45	0.1	1.1
150	1	23	0.1	1.2
151	1	46	0.1	1.3
152	1	44	0.1	1.5
153	2	56	0.2	1.6
154	2	86	0.3	1.9
155	2	79	0.2	2.1
156	2	73	0.2	2.3
157	2	86	0.3	2.6
158	3	64	0.2	2.8
159	3	81	0.2	3.0
160	3	140	0.4	3.5
161	4	84	0.3	3.7
162	4	81	0.2	3.9
163	4	98	0.3	4.2
164	4	69	0.2	4.4
165	5	67	0.2	4.7

Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
166	5	73	0.2	4.9
167	5	69	0.2	5.1
168	5	71	0.2	5.3
169	5	64	0.2	5.5
170	6	79	0.2	5.7
171	6	48	0.1	5.9
172	6	81	0.2	6.1
173	6	73	0.2	6.3
174	6	76	0.2	6.6
175	7	85	0.3	6.8
176	7	106	0.3	7.1
177	7	75	0.2	7.4
178	8	106	0.3	7.7
179	8	99	0.3	8.0
180	8	92	0.3	8.2
181	8	138	0.4	8.7
182	9	112	0.3	9.0
183	9	125	0.4	9.4
184	10	133	0.4	9.8
185	10	136	0.4	10.2
186	10	151	0.5	10.6
187	11	126	0.4	11.0
188	11	136	0.4	11.4
189	12	148	0.4	11.9
190	12	136	0.4	12.3
191	13	173	0.5	12.8
192	13	160	0.5	13.3
193	14	171	0.5	13.8
194	14	147	0.4	14.2
195	15	182	0.5	14.8
196	15	160	0.5	15.3
197	16	175	0.5	15.8
198	16	197	0.6	16.4
199	17	164	0.5	16.9
200	17	195	0.6	17.5
201	18	180	0.5	18.0
202	18	211	0.6	18.6
203	19	192	0.6	19.2
204	20	231	0.7	19.9
205	20	197	0.6	20.5

Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
206	21	203	0.6	21.1
207	21	218	0.7	21.8
208	22	205	0.6	22.4
209	23	242	0.7	23.1
210	23	219	0.7	23.8
211	24	244	0.7	24.5
212	25	246	0.7	25.2
213	26	250	0.8	26.0
214	26	252	0.8	26.7
215	27	257	0.8	27.5
216	28	248	0.7	28.3
217	29	292	0.9	29.1
218	30	244	0.7	29.9
219	30	256	0.8	30.6
220	31	257	0.8	31.4
221	32	308	0.9	32.3
222	33	282	0.8	33.2
223	34	298	0.9	34.1
224	35	288	0.9	35.0
225	35	313	0.9	35.9
226	36	322	1.0	36.9
227	37	319	1.0	37.8
228	38	322	1.0	38.8
229	39	324	1.0	39.8
230	40	340	1.0	40.8
231	41	317	1.0	41.7
232	42	318	1.0	42.7
233	43	319	1.0	43.7
234	44	316	0.9	44.6
235	45	352	1.1	45.7
236	46	328	1.0	46.6
237	47	356	1.1	47.7
238	48	332	1.0	48.7
239	49	366	1.1	49.8
240	50	343	1.0	50.8
241	51	375	1.1	52.0
242	53	348	1.0	53.0
243	54	325	1.0	54.0
244	55	383	1.2	55.1
245	56	379	1.1	56.3

Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
246	57	378	1.1	57.4
247	58	352	1.1	58.5
248	59	340	1.0	59.5
249	60	365	1.1	60.6
250	61	356	1.1	61.7
251	62	345	1.0	62.7
252	63	324	1.0	63.7
253	64	347	1.0	64.7
254	65	355	1.1	65.8
255	66	321	1.0	66.8
256	67	333	1.0	67.8
257	68	300	0.9	68.7
258	69	329	1.0	69.6
259	70	319	1.0	70.6
260	71	314	0.9	71.6
261	72	314	0.9	72.5
262	73	313	0.9	73.4
263	74	329	1.0	74.4
264	75	282	0.8	75.3
265	76	280	0.8	76.1
266	77	316	0.9	77.1
267	78	302	0.9	78.0
268	78	295	0.9	78.9
269	79	253	0.8	79.6
270	80	270	0.8	80.4
271	81	260	0.8	81.2
272	82	262	0.8	82.0
273	82	281	0.8	82.8
274	83	238	0.7	83.6
275	84	251	0.8	84.3
276	85	239	0.7	85.0
277	85	227	0.7	85.7
278	86	204	0.6	86.3
279	87	203	0.6	86.9
280	87	226	0.7	87.6
281	88	200	0.6	88.2
282	89	189	0.6	88.8
283	89	184	0.6	89.3
284	90	181	0.5	89.9
285	90	170	0.5	90.4

Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
286	91	176	0.5	90.9
287	91	148	0.4	91.4
288	92	150	0.5	91.8
289	92	160	0.5	92.3
290	93	129	0.4	92.7
291	93	135	0.4	93.1
292	93	127	0.4	93.5
293	94	136	0.4	93.9
294	94	108	0.3	94.2
295	94	113	0.3	94.6
296	95	112	0.3	94.9
297	95	85	0.3	95.1
298	95	107	0.3	95.5
299	96	81	0.2	95.7
300	96	97	0.3	96.0
301	96	76	0.2	96.2
302	96	73	0.2	96.4
303	97	61	0.2	96.6
304	97	62	0.2	96.8
305	97	61	0.2	97.0
306	97	56	0.2	97.2
307	97	49	0.1	97.3
308	97	60	0.2	97.5
309	98	65	0.2	97.7
310	98	36	0.1	97.8
311	98	47	0.1	97.9
312	98	38	0.1	98.1
313	98	62	0.2	98.2
314	98	31	0.1	98.3
315	98	37	0.1	98.4
316	98	31	0.1	98.5
317	99	40	0.1	98.7
318	99	26	0.1	98.7
319	99	25	0.1	98.8
320	99	21	0.1	98.9
321	99	28	0.1	99.0
322	99	30	0.1	99.1
323	99	20	0.1	99.1
324	99	15	0.0	99.2
325	99	17	0.1	99.2

Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
326	99	20	0.1	99.3
327	99	11	0.0	99.3
328	99	26	0.1	99.4
329	99	6	0.0	99.4
330	99	16	0.0	99.4
331	99	12	0.0	99.5
332	99	21	0.1	99.5
333	99	9	0.0	99.6
334	99	14	0.0	99.6
335	99	15	0.0	99.7
336	99	4	0.0	99.7
337	99	12	0.0	99.7
338	99	8	0.0	99.7
339	99	7	0.0	99.8
340	99	10	0.0	99.8
341	99	7	0.0	99.8
342	99	9	0.0	99.8
343	99	3	0.0	99.8
344	99	2	0.0	99.8
345	99	13	0.0	99.9
346	99	2	0.0	99.9
347	99	7	0.0	99.9
349	99	8	0.0	99.9
350	99	3	0.0	99.9
351	99	1	0.0	99.9
352	99	4	0.0	100.0
355	99	9	0.0	100.0
360	99	5	0.0	100.0

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	131	0.5	0.5
123	1	1	0.0	0.5
124	1	1	0.0	0.5
129	1	6	0.0	0.5
130	1	2	0.0	0.5
132	1	1	0.0	0.5
133	1	8	0.0	0.5
134	1	1	0.0	0.5
135	1	3	0.0	0.6
136	1	1	0.0	0.6
138	1	11	0.0	0.6
139	1	2	0.0	0.6
140	1	4	0.0	0.6
141	1	6	0.0	0.6
142	1	3	0.0	0.6
143	1	3	0.0	0.7
144	1	12	0.0	0.7
145	1	8	0.0	0.7
146	1	6	0.0	0.8
147	1	19	0.1	0.8
148	1	10	0.0	0.9
149	1	23	0.1	0.9
150	1	16	0.1	1.0
151	1	38	0.1	1.1
152	1	26	0.1	1.2
153	1	42	0.2	1.4
154	1	53	0.2	1.6
155	2	48	0.2	1.7
156	2	47	0.2	1.9
157	2	89	0.3	2.2
158	2	53	0.2	2.4
159	2	38	0.1	2.6
160	3	96	0.3	2.9
161	3	40	0.1	3.0
162	3	56	0.2	3.2
163	3	67	0.2	3.5
164	4	43	0.2	3.6
165	4	47	0.2	3.8
166	4	57	0.2	4.0

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	4	53	0.2	4.2
168	4	46	0.2	4.4
169	4	43	0.2	4.5
170	5	50	0.2	4.7
171	5	52	0.2	4.9
172	5	43	0.2	5.0
173	5	61	0.2	5.3
174	5	49	0.2	5.4
175	6	54	0.2	5.6
176	6	58	0.2	5.8
177	6	44	0.2	6.0
178	6	54	0.2	6.2
179	6	58	0.2	6.4
180	6	50	0.2	6.6
181	7	54	0.2	6.8
182	7	57	0.2	7.0
183	7	60	0.2	7.2
184	7	56	0.2	7.4
185	8	74	0.3	7.6
186	8	74	0.3	7.9
187	8	67	0.2	8.2
188	8	69	0.2	8.4
189	9	66	0.2	8.6
190	9	88	0.3	9.0
191	9	67	0.2	9.2
192	9	72	0.3	9.5
193	10	76	0.3	9.7
194	10	69	0.2	10.0
195	10	81	0.3	10.3
196	10	77	0.3	10.5
197	11	58	0.2	10.7
198	11	93	0.3	11.1
199	11	61	0.2	11.3
200	12	98	0.4	11.6
201	12	83	0.3	11.9
202	12	91	0.3	12.3
203	12	82	0.3	12.6
204	13	83	0.3	12.9
205	13	126	0.5	13.3

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
206	14	104	0.4	13.7
207	14	105	0.4	14.1
208	14	108	0.4	14.5
209	15	112	0.4	14.9
210	15	114	0.4	15.3
211	15	100	0.4	15.6
212	16	101	0.4	16.0
213	16	85	0.3	16.3
214	17	128	0.5	16.7
215	17	124	0.4	17.2
216	17	116	0.4	17.6
217	18	119	0.4	18.0
218	18	116	0.4	18.4
219	19	137	0.5	18.9
220	19	117	0.4	19.4
221	20	116	0.4	19.8
222	20	127	0.5	20.2
223	20	124	0.4	20.7
224	21	146	0.5	21.2
225	21	145	0.5	21.7
226	22	140	0.5	22.2
227	23	178	0.6	22.9
228	23	142	0.5	23.4
229	24	172	0.6	24.0
230	24	175	0.6	24.6
231	25	175	0.6	25.2
232	26	151	0.5	25.8
233	26	140	0.5	26.3
234	27	161	0.6	26.9
235	27	173	0.6	27.5
236	28	163	0.6	28.1
237	28	163	0.6	28.6
238	29	172	0.6	29.3
239	30	180	0.6	29.9
240	30	190	0.7	30.6
241	31	183	0.7	31.2
242	32	193	0.7	31.9
243	32	208	0.7	32.7
244	33	202	0.7	33.4
245	34	189	0.7	34.1

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
246	34	202	0.7	34.8
247	35	223	0.8	35.6
248	36	205	0.7	36.3
249	37	223	0.8	37.1
250	38	237	0.8	38.0
251	38	194	0.7	38.7
252	39	226	0.8	39.5
253	40	219	0.8	40.3
254	41	230	0.8	41.1
255	42	251	0.9	42.0
256	42	248	0.9	42.9
257	43	250	0.9	43.8
258	44	283	1.0	44.8
259	45	265	0.9	45.7
260	46	222	0.8	46.5
261	47	272	1.0	47.5
262	48	294	1.1	48.6
263	49	286	1.0	49.6
264	50	272	1.0	50.6
265	51	278	1.0	51.6
266	52	274	1.0	52.6
267	53	283	1.0	53.6
268	54	280	1.0	54.6
269	55	260	0.9	55.5
270	56	318	1.1	56.6
271	57	274	1.0	57.6
272	58	270	1.0	58.6
273	59	293	1.1	59.6
274	60	319	1.1	60.8
275	61	304	1.1	61.9
276	62	290	1.0	62.9
277	63	301	1.1	64.0
278	64	267	1.0	64.9
279	66	326	1.2	66.1
280	67	285	1.0	67.1
281	68	311	1.1	68.3
282	69	326	1.2	69.4
283	70	299	1.1	70.5
284	71	293	1.1	71.5
285	72	302	1.1	72.6

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
286	73	311	1.1	73.7
287	74	294	1.1	74.8
288	75	315	1.1	75.9
289	76	261	0.9	76.9
290	77	214	0.8	77.6
291	78	305	1.1	78.7
292	79	244	0.9	79.6
293	80	281	1.0	80.6
294	81	227	0.8	81.4
295	82	262	0.9	82.4
296	83	235	0.8	83.2
297	84	241	0.9	84.1
298	85	254	0.9	85.0
299	85	190	0.7	85.6
300	86	222	0.8	86.4
301	87	194	0.7	87.1
302	88	235	0.8	88.0
303	88	159	0.6	88.6
304	89	210	0.8	89.3
305	90	137	0.5	89.8
306	90	178	0.6	90.4
307	91	181	0.6	91.1
308	91	137	0.5	91.6
309	92	177	0.6	92.2
310	92	110	0.4	92.6
311	93	148	0.5	93.1
312	93	123	0.4	93.6
313	94	163	0.6	94.2
314	94	61	0.2	94.4
315	95	88	0.3	94.7
316	95	101	0.4	95.1
317	95	149	0.5	95.6
318	96	68	0.2	95.8
319	96	73	0.3	96.1
320	96	69	0.2	96.3
321	96	77	0.3	96.6
322	97	104	0.4	97.0
323	97	68	0.2	97.2
324	97	52	0.2	97.4
325	97	39	0.1	97.6

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
326	98	78	0.3	97.8
327	98	50	0.2	98.0
328	98	69	0.2	98.3
329	98	16	0.1	98.3
330	98	53	0.2	98.5
331	99	28	0.1	98.6
332	99	59	0.2	98.8
333	99	21	0.1	98.9
334	99	30	0.1	99.0
335	99	22	0.1	99.1
336	99	35	0.1	99.2
337	99	32	0.1	99.3
338	99	13	0.0	99.4
339	99	15	0.1	99.4
340	99	20	0.1	99.5
341	99	14	0.1	99.5
342	99	15	0.1	99.6
343	99	15	0.1	99.7
344	99	1	0.0	99.7
345	99	23	0.1	99.7
346	99	2	0.0	99.7
347	99	15	0.1	99.8
349	99	11	0.0	99.8
350	99	8	0.0	99.9
352	99	7	0.0	99.9
355	99	17	0.1	100.0
360	99	12	0.0	100.0

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	134	0.6	0.6
123	1	4	0.0	0.6
124	1	6	0.0	0.6
127	1	5	0.0	0.6
129	1	1	0.0	0.7
130	1	6	0.0	0.7
131	1	5	0.0	0.7
133	1	10	0.0	0.7
134	1	3	0.0	0.8
135	1	3	0.0	0.8
137	1	2	0.0	0.8
138	1	3	0.0	0.8
139	1	2	0.0	0.8
141	1	10	0.0	0.8
142	1	5	0.0	0.9
143	1	6	0.0	0.9
144	1	2	0.0	0.9
145	1	2	0.0	0.9
146	1	10	0.0	1.0
147	1	4	0.0	1.0
148	1	4	0.0	1.0
149	1	3	0.0	1.0
150	1	14	0.1	1.1
151	1	1	0.0	1.1
152	1	22	0.1	1.2
153	1	15	0.1	1.2
154	1	27	0.1	1.3
155	1	25	0.1	1.4
156	1	15	0.1	1.5
157	2	39	0.2	1.7
158	2	4	0.0	1.7
159	2	69	0.3	2.0
160	2	12	0.1	2.1
161	2	72	0.3	2.4
162	2	33	0.1	2.5
163	3	58	0.3	2.8
164	3	43	0.2	2.9

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
165	3	55	0.2	3.2
166	3	53	0.2	3.4
167	3	28	0.1	3.5
168	4	78	0.3	3.9
169	4	27	0.1	4.0
170	4	53	0.2	4.2
171	4	45	0.2	4.4
172	5	55	0.2	4.7
173	5	45	0.2	4.9
174	5	51	0.2	5.1
175	5	58	0.3	5.3
176	5	38	0.2	5.5
177	6	56	0.2	5.7
178	6	51	0.2	6.0
179	6	64	0.3	6.2
180	6	59	0.3	6.5
181	7	57	0.2	6.7
182	7	84	0.4	7.1
183	7	69	0.3	7.4
184	8	86	0.4	7.8
185	8	79	0.3	8.1
186	8	80	0.3	8.5
187	9	77	0.3	8.8
188	9	87	0.4	9.2
189	9	102	0.4	9.6
190	10	82	0.4	10.0
191	10	81	0.4	10.3
192	11	97	0.4	10.7
193	11	101	0.4	11.2
194	11	98	0.4	11.6
195	12	93	0.4	12.0
196	12	102	0.4	12.5
197	13	112	0.5	12.9
198	13	103	0.4	13.4
199	14	90	0.4	13.8
200	14	125	0.5	14.3
201	15	96	0.4	14.7
202	15	128	0.6	15.3
203	16	112	0.5	15.8

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
204	16	126	0.5	16.3
205	17	107	0.5	16.8
206	17	128	0.6	17.4
207	18	124	0.5	17.9
208	18	140	0.6	18.5
209	19	110	0.5	19.0
210	19	115	0.5	19.5
211	20	133	0.6	20.1
212	20	136	0.6	20.6
213	21	136	0.6	21.2
214	22	140	0.6	21.8
215	22	150	0.7	22.5
216	23	108	0.5	23.0
217	23	153	0.7	23.6
218	24	118	0.5	24.1
219	25	171	0.7	24.9
220	25	127	0.6	25.4
221	26	162	0.7	26.1
222	26	147	0.6	26.8
223	27	142	0.6	27.4
224	28	173	0.8	28.1
225	28	143	0.6	28.8
226	29	175	0.8	29.5
227	30	140	0.6	30.1
228	31	177	0.8	30.9
229	31	165	0.7	31.6
230	32	195	0.8	32.5
231	33	166	0.7	33.2
232	34	177	0.8	33.9
233	34	197	0.9	34.8
234	35	174	0.8	35.6
235	36	185	0.8	36.4
236	37	192	0.8	37.2
237	38	177	0.8	38.0
238	38	179	0.8	38.7
239	39	206	0.9	39.6
240	40	190	0.8	40.5
241	41	193	0.8	41.3
242	42	180	0.8	42.1
243	43	197	0.9	42.9

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
244	43	197	0.9	43.8
245	44	201	0.9	44.7
246	45	217	0.9	45.6
247	46	224	1.0	46.6
248	47	220	1.0	47.5
249	48	232	1.0	48.5
250	49	191	0.8	49.4
251	50	220	1.0	50.3
252	51	210	0.9	51.2
253	52	210	0.9	52.1
254	53	242	1.1	53.2
255	54	216	0.9	54.1
256	55	244	1.1	55.2
257	56	242	1.1	56.2
258	57	236	1.0	57.3
259	58	251	1.1	58.4
260	59	234	1.0	59.4
261	60	242	1.1	60.4
262	61	239	1.0	61.5
263	62	217	0.9	62.4
264	63	206	0.9	63.3
265	64	225	1.0	64.3
266	65	231	1.0	65.3
267	66	238	1.0	66.3
268	67	243	1.1	67.4
269	68	207	0.9	68.3
270	69	235	1.0	69.3
271	70	220	1.0	70.2
272	71	183	0.8	71.0
273	71	199	0.9	71.9
274	72	219	1.0	72.9
275	73	232	1.0	73.9
276	74	224	1.0	74.8
277	75	217	0.9	75.8
278	76	210	0.9	76.7
279	77	225	1.0	77.7
280	78	214	0.9	78.6
281	79	216	0.9	79.5
282	80	220	1.0	80.5
283	81	174	0.8	81.2

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
284	82	201	0.9	82.1
285	83	204	0.9	83.0
286	83	185	0.8	83.8
287	84	182	0.8	84.6
288	85	192	0.8	85.4
289	86	146	0.6	86.1
290	86	185	0.8	86.9
291	87	177	0.8	87.6
292	88	162	0.7	88.3
293	89	165	0.7	89.0
294	89	139	0.6	89.7
295	90	124	0.5	90.2
296	91	144	0.6	90.8
297	91	116	0.5	91.3
298	92	139	0.6	91.9
299	92	101	0.4	92.4
300	93	134	0.6	92.9
301	93	101	0.4	93.4
302	94	94	0.4	93.8
303	94	82	0.4	94.1
304	94	83	0.4	94.5
305	95	100	0.4	94.9
306	95	68	0.3	95.2
307	95	92	0.4	95.6
308	96	67	0.3	95.9
309	96	70	0.3	96.2
310	96	38	0.2	96.4
311	97	59	0.3	96.6
312	97	45	0.2	96.8
313	97	74	0.3	97.2
314	97	47	0.2	97.4
315	97	50	0.2	97.6
316	98	42	0.2	97.8
317	98	38	0.2	97.9
318	98	32	0.1	98.1
319	98	30	0.1	98.2
320	98	44	0.2	98.4
321	98	30	0.1	98.5
322	99	23	0.1	98.6
323	99	26	0.1	98.7

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
324	99	14	0.1	98.8
325	99	27	0.1	98.9
326	99	34	0.1	99.1
327	99	15	0.1	99.1
328	99	24	0.1	99.2
329	99	5	0.0	99.3
330	99	18	0.1	99.3
331	99	11	0.0	99.4
332	99	20	0.1	99.5
333	99	4	0.0	99.5
334	99	14	0.1	99.5
335	99	9	0.0	99.6
336	99	17	0.1	99.7
337	99	3	0.0	99.7
338	99	10	0.0	99.7
339	99	2	0.0	99.7
340	99	5	0.0	99.7
341	99	3	0.0	99.8
342	99	5	0.0	99.8
343	99	7	0.0	99.8
344	99	2	0.0	99.8
345	99	10	0.0	99.9
347	99	2	0.0	99.9
348	99	4	0.0	99.9
349	99	5	0.0	99.9
350	99	2	0.0	99.9
351	99	4	0.0	99.9
352	99	1	0.0	99.9
353	99	1	0.0	99.9
355	99	6	0.0	100.0
357	99	1	0.0	100.0
358	99	4	0.0	100.0
360	99	2	0.0	100.0

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	113	0.5	0.5
124	1	4	0.0	0.6
127	1	3	0.0	0.6
129	1	3	0.0	0.6
130	1	2	0.0	0.6
131	1	10	0.0	0.6
133	1	5	0.0	0.7
134	1	2	0.0	0.7
135	1	7	0.0	0.7
137	1	4	0.0	0.7
138	1	4	0.0	0.7
139	1	2	0.0	0.7
140	1	5	0.0	0.8
141	1	3	0.0	0.8
142	1	2	0.0	0.8
143	1	6	0.0	0.8
144	1	3	0.0	0.8
145	1	3	0.0	0.9
146	1	7	0.0	0.9
147	1	6	0.0	0.9
148	1	6	0.0	0.9
149	1	1	0.0	0.9
150	1	16	0.1	1.0
151	1	1	0.0	1.0
152	1	12	0.1	1.1
153	1	9	0.0	1.1
154	1	18	0.1	1.2
155	1	19	0.1	1.3
156	1	8	0.0	1.3
157	1	47	0.2	1.6
158	2	5	0.0	1.6
159	2	52	0.2	1.8
160	2	17	0.1	1.9
161	2	57	0.3	2.2
162	2	23	0.1	2.3
163	2	52	0.2	2.5
164	3	58	0.3	2.8
165	3	46	0.2	3.0
166	3	66	0.3	3.3

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	3	23	0.1	3.4
168	4	60	0.3	3.7
169	4	34	0.2	3.9
170	4	62	0.3	4.2
171	4	38	0.2	4.4
172	4	57	0.3	4.6
173	5	39	0.2	4.8
174	5	43	0.2	5.0
175	5	37	0.2	5.2
176	5	38	0.2	5.4
177	6	56	0.3	5.6
178	6	47	0.2	5.8
179	6	61	0.3	6.1
180	6	52	0.2	6.4
181	7	53	0.2	6.6
182	7	63	0.3	6.9
183	7	41	0.2	7.1
184	7	67	0.3	7.4
185	8	67	0.3	7.8
186	8	55	0.3	8.0
187	8	62	0.3	8.3
188	8	56	0.3	8.6
189	9	73	0.3	8.9
190	9	57	0.3	9.2
191	9	79	0.4	9.6
192	10	57	0.3	9.8
193	10	74	0.3	10.2
194	10	74	0.3	10.5
195	11	84	0.4	10.9
196	11	79	0.4	11.3
197	12	92	0.4	11.7
198	12	73	0.3	12.1
199	12	73	0.3	12.4
200	13	99	0.5	12.9
201	13	86	0.4	13.3
202	13	84	0.4	13.7
203	14	60	0.3	14.0
204	14	89	0.4	14.4
205	15	82	0.4	14.8
206	15	62	0.3	15.1

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	15	73	0.3	15.4
208	16	104	0.5	15.9
209	16	93	0.4	16.3
210	17	94	0.4	16.8
211	17	90	0.4	17.2
212	17	98	0.5	17.7
213	18	85	0.4	18.1
214	18	77	0.4	18.4
215	19	98	0.5	18.9
216	19	116	0.5	19.4
217	20	110	0.5	20.0
218	20	87	0.4	20.4
219	21	91	0.4	20.8
220	21	87	0.4	21.2
221	21	117	0.6	21.8
222	22	105	0.5	22.2
223	23	100	0.5	22.7
224	23	117	0.6	23.3
225	24	109	0.5	23.8
226	24	120	0.6	24.4
227	25	102	0.5	24.8
228	25	105	0.5	25.3
229	26	108	0.5	25.8
230	26	121	0.6	26.4
231	27	120	0.6	27.0
232	27	113	0.5	27.5
233	28	90	0.4	27.9
234	28	115	0.5	28.5
235	29	115	0.5	29.0
236	29	126	0.6	29.6
237	30	124	0.6	30.2
238	30	107	0.5	30.7
239	31	115	0.5	31.2
240	32	127	0.6	31.8
241	32	123	0.6	32.4
242	33	118	0.6	33.0
243	33	150	0.7	33.7
244	34	133	0.6	34.3
245	35	134	0.6	34.9
246	35	128	0.6	35.5

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	36	131	0.6	36.2
248	37	143	0.7	36.8
249	37	140	0.7	37.5
250	38	149	0.7	38.2
251	39	132	0.6	38.8
252	39	150	0.7	39.5
253	40	160	0.8	40.3
254	41	164	0.8	41.1
255	41	161	0.8	41.8
256	42	151	0.7	42.5
257	43	174	0.8	43.3
258	44	165	0.8	44.1
259	44	145	0.7	44.8
260	45	168	0.8	45.6
261	46	180	0.8	46.4
262	47	174	0.8	47.3
263	48	153	0.7	48.0
264	48	176	0.8	48.8
265	49	173	0.8	49.6
266	50	187	0.9	50.5
267	51	186	0.9	51.4
268	52	166	0.8	52.2
269	53	188	0.9	53.1
270	54	196	0.9	54.0
271	54	193	0.9	54.9
272	55	169	0.8	55.7
273	56	200	0.9	56.6
274	57	205	1.0	57.6
275	58	192	0.9	58.5
276	59	172	0.8	59.3
277	60	188	0.9	60.2
278	61	178	0.8	61.0
279	61	169	0.8	61.8
280	62	222	1.0	62.9
281	63	214	1.0	63.9
282	64	202	1.0	64.8
283	65	226	1.1	65.9
284	66	228	1.1	67.0
285	68	219	1.0	68.0
286	69	229	1.1	69.1

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	70	205	1.0	70.1
288	71	200	0.9	71.0
289	71	189	0.9	71.9
290	72	237	1.1	73.0
291	74	195	0.9	73.9
292	74	203	1.0	74.9
293	75	199	0.9	75.8
294	76	191	0.9	76.7
295	77	179	0.8	77.6
296	78	181	0.9	78.4
297	79	165	0.8	79.2
298	80	216	1.0	80.2
299	81	162	0.8	81.0
300	81	167	0.8	81.8
301	82	172	0.8	82.6
302	83	194	0.9	83.5
303	84	201	0.9	84.4
304	85	153	0.7	85.2
305	86	175	0.8	86.0
306	86	177	0.8	86.8
307	87	184	0.9	87.7
308	88	124	0.6	88.3
309	89	170	0.8	89.1
310	89	101	0.5	89.6
311	90	142	0.7	90.2
312	90	100	0.5	90.7
313	91	143	0.7	91.4
314	92	99	0.5	91.8
315	92	127	0.6	92.4
316	93	125	0.6	93.0
317	93	102	0.5	93.5
318	94	108	0.5	94.0
319	94	67	0.3	94.3
320	95	71	0.3	94.7
321	95	99	0.5	95.1
322	95	63	0.3	95.4
323	96	61	0.3	95.7
324	96	69	0.3	96.0
325	96	54	0.3	96.3
326	97	93	0.4	96.7

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	97	34	0.2	96.9
328	97	75	0.4	97.2
329	97	22	0.1	97.4
330	98	63	0.3	97.6
331	98	27	0.1	97.8
332	98	59	0.3	98.1
333	98	25	0.1	98.2
334	98	28	0.1	98.3
335	98	21	0.1	98.4
336	99	61	0.3	98.7
337	99	20	0.1	98.8
338	99	39	0.2	99.0
339	99	25	0.1	99.1
340	99	18	0.1	99.2
341	99	11	0.1	99.2
342	99	26	0.1	99.3
343	99	20	0.1	99.4
344	99	15	0.1	99.5
345	99	26	0.1	99.6
346	99	2	0.0	99.6
347	99	6	0.0	99.7
348	99	4	0.0	99.7
349	99	14	0.1	99.8
350	99	4	0.0	99.8
351	99	14	0.1	99.8
352	99	4	0.0	99.9
353	99	10	0.0	99.9
355	99	7	0.0	99.9
357	99	6	0.0	100.0
358	99	4	0.0	100.0
360	99	3	0.0	100.0

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	103	0.6	0.6
122	1	7	0.0	0.6
132	1	7	0.0	0.6
134	1	1	0.0	0.7
135	1	6	0.0	0.7
137	1	2	0.0	0.7
138	1	6	0.0	0.7
140	1	3	0.0	0.7
141	1	3	0.0	0.8
142	1	4	0.0	0.8
143	1	2	0.0	0.8
144	1	5	0.0	0.8
145	1	6	0.0	0.9
146	1	2	0.0	0.9
147	1	15	0.1	1.0
148	1	6	0.0	1.0
149	1	10	0.1	1.0
150	1	28	0.2	1.2
152	1	18	0.1	1.3
153	1	34	0.2	1.5
154	2	14	0.1	1.6
155	2	39	0.2	1.8
156	2	35	0.2	2.0
157	2	52	0.3	2.3
158	2	49	0.3	2.5
159	3	36	0.2	2.7
160	3	97	0.5	3.3
161	3	39	0.2	3.5
162	4	55	0.3	3.8
163	4	45	0.2	4.0
164	4	44	0.2	4.3
165	4	40	0.2	4.5
166	5	39	0.2	4.7
167	5	35	0.2	4.9
168	5	42	0.2	5.1
169	5	43	0.2	5.4
170	5	45	0.2	5.6
171	6	30	0.2	5.8
172	6	35	0.2	6.0

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools)

(continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
173	6	38	0.2	6.2
174	6	36	0.2	6.4
175	6	29	0.2	6.5
176	7	34	0.2	6.7
177	7	32	0.2	6.9
178	7	61	0.3	7.2
179	7	40	0.2	7.5
180	8	62	0.3	7.8
181	8	42	0.2	8.0
182	8	53	0.3	8.3
183	8	46	0.3	8.6
184	9	43	0.2	8.8
185	9	62	0.3	9.2
186	9	47	0.3	9.4
187	10	64	0.4	9.8
188	10	44	0.2	10.0
189	10	65	0.4	10.4
190	11	73	0.4	10.8
191	11	56	0.3	11.1
192	11	60	0.3	11.4
193	12	72	0.4	11.8
194	12	74	0.4	12.2
195	12	75	0.4	12.7
196	13	78	0.4	13.1
197	13	73	0.4	13.5
198	14	90	0.5	14.0
199	14	73	0.4	14.4
200	15	75	0.4	14.8
201	15	77	0.4	15.2
202	15	90	0.5	15.7
203	16	88	0.5	16.2
204	16	76	0.4	16.6
205	17	78	0.4	17.1
206	17	87	0.5	17.5
207	18	104	0.6	18.1
208	18	93	0.5	18.6
209	19	100	0.6	19.2
210	19	78	0.4	19.6
211	20	101	0.6	20.2

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools)

(continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
212	20	95	0.5	20.7
213	21	89	0.5	21.2
214	21	99	0.5	21.7
215	22	104	0.6	22.3
216	23	75	0.4	22.7
217	23	94	0.5	23.2
218	24	92	0.5	23.7
219	24	112	0.6	24.4
220	25	91	0.5	24.9
221	25	100	0.6	25.4
222	26	98	0.5	26.0
223	26	115	0.6	26.6
224	27	98	0.5	27.1
225	27	115	0.6	27.8
226	28	101	0.6	28.3
227	29	101	0.6	28.9
228	29	132	0.7	29.6
229	30	119	0.7	30.3
230	31	118	0.7	30.9
231	31	114	0.6	31.6
232	32	109	0.6	32.2
233	32	94	0.5	32.7
234	33	112	0.6	33.3
235	34	137	0.8	34.1
236	34	106	0.6	34.6
237	35	123	0.7	35.3
238	36	118	0.7	36.0
239	36	137	0.8	36.7
240	37	127	0.7	37.4
241	38	161	0.9	38.3
242	39	160	0.9	39.2
243	40	142	0.8	40.0
244	40	147	0.8	40.8
245	41	127	0.7	41.5
246	42	158	0.9	42.4
247	43	166	0.9	43.3
248	44	130	0.7	44.0
249	45	178	1.0	45.0
250	45	157	0.9	45.9

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools)

(continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	46	184	1.0	46.9
252	47	168	0.9	47.8
253	48	177	1.0	48.8
254	49	163	0.9	49.7
255	50	189	1.0	50.7
256	51	174	1.0	51.7
257	52	166	0.9	52.6
258	53	176	1.0	53.6
259	54	185	1.0	54.6
260	55	203	1.1	55.7
261	56	174	1.0	56.7
262	57	178	1.0	57.7
263	58	221	1.2	58.9
264	59	204	1.1	60.0
265	61	225	1.2	61.3
266	62	189	1.0	62.3
267	63	208	1.1	63.5
268	64	200	1.1	64.6
269	65	176	1.0	65.5
270	66	195	1.1	66.6
271	67	206	1.1	67.7
272	68	209	1.2	68.9
273	69	208	1.1	70.0
274	71	165	0.9	71.0
275	71	184	1.0	72.0
276	72	172	1.0	72.9
277	74	203	1.1	74.0
278	75	166	0.9	75.0
279	76	193	1.1	76.0
280	77	189	1.0	77.1
281	78	192	1.1	78.1
282	79	206	1.1	79.3
283	80	150	0.8	80.1
284	81	180	1.0	81.1
285	82	146	0.8	81.9
286	82	184	1.0	82.9
287	83	165	0.9	83.8
288	84	143	0.8	84.6
289	85	174	1.0	85.6

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools)

(continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
290	86	148	0.8	86.4
291	87	146	0.8	87.2
292	88	127	0.7	87.9
293	88	132	0.7	88.6
294	89	132	0.7	89.4
295	90	108	0.6	90.0
296	90	116	0.6	90.6
297	91	90	0.5	91.1
298	91	101	0.6	91.7
299	92	106	0.6	92.2
300	92	69	0.4	92.6
301	93	103	0.6	93.2
302	93	70	0.4	93.6
303	94	90	0.5	94.1
304	94	65	0.4	94.4
305	95	67	0.4	94.8
306	95	67	0.4	95.2
307	95	46	0.3	95.4
308	96	71	0.4	95.8
309	96	39	0.2	96.0
310	96	50	0.3	96.3
311	97	69	0.4	96.7
312	97	52	0.3	97.0
313	97	57	0.3	97.3
314	97	28	0.2	97.5
315	98	25	0.1	97.6
316	98	51	0.3	97.9
317	98	22	0.1	98.0
318	98	31	0.2	98.2
319	98	14	0.1	98.2
320	98	30	0.2	98.4
321	99	38	0.2	98.6
322	99	21	0.1	98.7
323	99	15	0.1	98.8
324	99	14	0.1	98.9
325	99	19	0.1	99.0
326	99	20	0.1	99.1
327	99	23	0.1	99.2
328	99	7	0.0	99.3

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools)

(continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
329	99	7	0.0	99.3
330	99	16	0.1	99.4
331	99	14	0.1	99.5
332	99	12	0.1	99.5
333	99	5	0.0	99.6
334	99	7	0.0	99.6
335	99	4	0.0	99.6
336	99	11	0.1	99.7
337	99	4	0.0	99.7
338	99	1	0.0	99.7
339	99	7	0.0	99.8
340	99	4	0.0	99.8
341	99	1	0.0	99.8
342	99	6	0.0	99.8
343	99	5	0.0	99.9
344	99	2	0.0	99.9
345	99	7	0.0	99.9
348	99	4	0.0	99.9
349	99	3	0.0	99.9
350	99	2	0.0	100.0
351	99	3	0.0	100.0
352	99	1	0.0	100.0
353	99	2	0.0	100.0
357	99	2	0.0	100.0
360	99	1	0.0	100.0

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	70	0.4	0.4
122	1	5	0.0	0.4
124	1	1	0.0	0.4
126	1	1	0.0	0.4
128	1	3	0.0	0.5
129	1	1	0.0	0.5
132	1	4	0.0	0.5
134	1	8	0.0	0.5
135	1	1	0.0	0.5
137	1	2	0.0	0.5
138	1	3	0.0	0.6
140	1	8	0.0	0.6
141	1	2	0.0	0.6
142	1	2	0.0	0.6
143	1	6	0.0	0.7
144	1	6	0.0	0.7
145	1	8	0.0	0.7
146	1	1	0.0	0.7
147	1	5	0.0	0.8
148	1	4	0.0	0.8
149	1	18	0.1	0.9
150	1	21	0.1	1.0
151	1	1	0.0	1.0
152	1	20	0.1	1.1
153	1	36	0.2	1.3
154	1	9	0.1	1.4
155	1	37	0.2	1.6
156	2	32	0.2	1.8
157	2	29	0.2	1.9
158	2	54	0.3	2.2
159	2	36	0.2	2.4
160	3	76	0.4	2.9
161	3	39	0.2	3.1
162	3	43	0.2	3.3
163	3	50	0.3	3.6
164	4	71	0.4	4.0
165	4	42	0.2	4.3
166	4	36	0.2	4.5
167	5	43	0.2	4.7

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	5	33	0.2	4.9
169	5	33	0.2	5.1
170	5	27	0.2	5.2
171	5	36	0.2	5.4
172	6	28	0.2	5.6
173	6	37	0.2	5.8
174	6	39	0.2	6.0
175	6	30	0.2	6.2
176	6	42	0.2	6.4
177	7	38	0.2	6.6
178	7	49	0.3	6.9
179	7	39	0.2	7.1
180	7	40	0.2	7.4
181	8	75	0.4	7.8
182	8	55	0.3	8.1
183	8	54	0.3	8.4
184	9	40	0.2	8.6
185	9	50	0.3	8.9
186	9	51	0.3	9.2
187	9	60	0.3	9.5
188	10	63	0.4	9.9
189	10	64	0.4	10.2
190	10	54	0.3	10.5
191	11	49	0.3	10.8
192	11	55	0.3	11.1
193	11	64	0.4	11.5
194	12	55	0.3	11.8
195	12	72	0.4	12.2
196	12	61	0.3	12.5
197	13	71	0.4	12.9
198	13	67	0.4	13.3
199	14	69	0.4	13.7
200	14	63	0.4	14.1
201	14	49	0.3	14.3
202	15	83	0.5	14.8
203	15	75	0.4	15.2
204	15	61	0.3	15.6
205	16	67	0.4	16.0
206	16	70	0.4	16.3
207	17	74	0.4	16.8

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	17	78	0.4	17.2
209	17	76	0.4	17.6
210	18	85	0.5	18.1
211	18	86	0.5	18.6
212	19	97	0.5	19.1
213	19	71	0.4	19.5
214	20	73	0.4	20.0
215	20	82	0.5	20.4
216	21	73	0.4	20.8
217	21	85	0.5	21.3
218	22	96	0.5	21.8
219	22	94	0.5	22.4
220	23	82	0.5	22.8
221	23	97	0.5	23.4
222	24	78	0.4	23.8
223	24	76	0.4	24.3
224	24	81	0.5	24.7
225	25	91	0.5	25.2
226	26	96	0.5	25.8
227	26	91	0.5	26.3
228	27	81	0.5	26.7
229	27	80	0.5	27.2
230	27	100	0.6	27.7
231	28	97	0.5	28.3
232	29	97	0.5	28.8
233	29	78	0.4	29.3
234	30	99	0.6	29.8
235	30	85	0.5	30.3
236	31	102	0.6	30.9
237	31	98	0.6	31.4
238	32	109	0.6	32.1
239	32	112	0.6	32.7
240	33	119	0.7	33.4
241	34	104	0.6	33.9
242	34	109	0.6	34.6
243	35	111	0.6	35.2
244	36	123	0.7	35.9
245	36	131	0.7	36.6
246	37	102	0.6	37.2
247	38	126	0.7	37.9

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	38	116	0.7	38.5
249	39	139	0.8	39.3
250	40	109	0.6	39.9
251	40	146	0.8	40.8
252	41	120	0.7	41.4
253	42	149	0.8	42.3
254	43	136	0.8	43.1
255	43	134	0.8	43.8
256	44	151	0.9	44.7
257	45	150	0.8	45.5
258	46	156	0.9	46.4
259	47	156	0.9	47.3
260	48	132	0.7	48.0
261	48	156	0.9	48.9
262	49	145	0.8	49.7
263	50	157	0.9	50.6
264	51	187	1.1	51.6
265	52	137	0.8	52.4
266	53	150	0.8	53.3
267	54	195	1.1	54.4
268	55	161	0.9	55.3
269	56	194	1.1	56.4
270	57	166	0.9	57.3
271	58	166	0.9	58.2
272	59	207	1.2	59.4
273	60	186	1.0	60.4
274	61	159	0.9	61.3
275	62	191	1.1	62.4
276	63	180	1.0	63.4
277	64	195	1.1	64.5
278	65	165	0.9	65.4
279	66	154	0.9	66.3
280	67	187	1.1	67.4
281	68	183	1.0	68.4
282	69	165	0.9	69.3
283	70	170	1.0	70.3
284	71	199	1.1	71.4
285	72	182	1.0	72.4
286	73	194	1.1	73.5
287	74	185	1.0	74.6

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	75	155	0.9	75.4
289	76	195	1.1	76.5
290	77	177	1.0	77.5
291	78	181	1.0	78.6
292	79	149	0.8	79.4
293	80	171	1.0	80.4
294	81	154	0.9	81.2
295	82	124	0.7	81.9
296	82	172	1.0	82.9
297	83	112	0.6	83.5
298	84	160	0.9	84.4
299	85	142	0.8	85.2
300	86	130	0.7	86.0
301	86	128	0.7	86.7
302	87	117	0.7	87.3
303	88	137	0.8	88.1
304	88	112	0.6	88.7
305	89	97	0.5	89.3
306	90	113	0.6	89.9
307	90	75	0.4	90.3
308	91	134	0.8	91.1
309	91	71	0.4	91.5
310	92	106	0.6	92.1
311	92	93	0.5	92.6
312	93	69	0.4	93.0
313	93	99	0.6	93.6
314	94	52	0.3	93.9
315	94	76	0.4	94.3
316	95	88	0.5	94.8
317	95	74	0.4	95.2
318	95	83	0.5	95.7
319	96	37	0.2	95.9
320	96	72	0.4	96.3
321	96	70	0.4	96.7
322	97	43	0.2	96.9
323	97	46	0.3	97.2
324	97	29	0.2	97.3
325	97	45	0.3	97.6
326	98	45	0.3	97.9
327	98	33	0.2	98.0

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	98	33	0.2	98.2
329	98	21	0.1	98.3
330	98	34	0.2	98.5
331	99	13	0.1	98.6
332	99	23	0.1	98.7
333	99	12	0.1	98.8
334	99	29	0.2	99.0
335	99	10	0.1	99.0
336	99	25	0.1	99.2
337	99	13	0.1	99.2
338	99	7	0.0	99.3
339	99	13	0.1	99.4
340	99	21	0.1	99.5
341	99	2	0.0	99.5
342	99	9	0.1	99.5
343	99	25	0.1	99.7
344	99	3	0.0	99.7
345	99	7	0.0	99.7
346	99	3	0.0	99.7
347	99	2	0.0	99.8
348	99	4	0.0	99.8
349	99	9	0.1	99.8
350	99	1	0.0	99.8
351	99	3	0.0	99.9
352	99	10	0.1	99.9
353	99	5	0.0	99.9
355	99	1	0.0	99.9
357	99	3	0.0	100.0
360	99	7	0.0	100.0

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	74	0.5	0.5
122	1	3	0.0	0.5
124	1	3	0.0	0.5
127	1	4	0.0	0.5
128	1	2	0.0	0.5
131	1	6	0.0	0.6
132	1	2	0.0	0.6
133	1	2	0.0	0.6
135	1	6	0.0	0.6
136	1	1	0.0	0.6
137	1	2	0.0	0.7
138	1	1	0.0	0.7
139	1	7	0.0	0.7
140	1	1	0.0	0.7
141	1	1	0.0	0.7
142	1	2	0.0	0.7
143	1	7	0.0	0.8
144	1	2	0.0	0.8
145	1	8	0.0	0.8
146	1	3	0.0	0.9
147	1	16	0.1	1.0
148	1	7	0.0	1.0
149	1	17	0.1	1.1
150	1	14	0.1	1.2
151	1	20	0.1	1.3
152	1	17	0.1	1.4
153	1	17	0.1	1.5
154	2	36	0.2	1.7
155	2	29	0.2	1.9
156	2	26	0.2	2.1
157	2	50	0.3	2.4
158	3	30	0.2	2.6
159	3	56	0.3	2.9
160	3	30	0.2	3.1
161	3	43	0.3	3.4
162	4	46	0.3	3.7
163	4	35	0.2	3.9
164	4	54	0.3	4.2
165	4	45	0.3	4.5

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
166	5	57	0.4	4.9
167	5	56	0.3	5.2
168	5	55	0.3	5.6
169	6	35	0.2	5.8
170	6	43	0.3	6.0
171	6	44	0.3	6.3
172	6	43	0.3	6.6
173	7	38	0.2	6.8
174	7	47	0.3	7.1
175	7	49	0.3	7.4
176	8	49	0.3	7.7
177	8	39	0.2	8.0
178	8	45	0.3	8.2
179	8	50	0.3	8.5
180	9	70	0.4	9.0
181	9	53	0.3	9.3
182	9	53	0.3	9.6
183	10	49	0.3	9.9
184	10	45	0.3	10.2
185	10	53	0.3	10.6
186	11	72	0.4	11.0
187	11	59	0.4	11.4
188	12	67	0.4	11.8
189	12	53	0.3	12.1
190	12	63	0.4	12.5
191	13	81	0.5	13.0
192	13	54	0.3	13.4
193	14	65	0.4	13.8
194	14	66	0.4	14.2
195	14	68	0.4	14.6
196	15	82	0.5	15.1
197	15	68	0.4	15.5
198	16	66	0.4	15.9
199	16	72	0.4	16.4
200	17	67	0.4	16.8
201	17	69	0.4	17.2
202	17	56	0.3	17.6
203	18	67	0.4	18.0
204	18	71	0.4	18.4
205	19	68	0.4	18.9

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
206	19	79	0.5	19.3
207	20	77	0.5	19.8
208	20	81	0.5	20.3
209	21	68	0.4	20.7
210	21	63	0.4	21.1
211	21	67	0.4	21.6
212	22	84	0.5	22.1
213	22	84	0.5	22.6
214	23	69	0.4	23.0
215	23	84	0.5	23.6
216	24	69	0.4	24.0
217	24	88	0.5	24.5
218	25	82	0.5	25.0
219	25	100	0.6	25.7
220	26	68	0.4	26.1
221	26	79	0.5	26.6
222	27	93	0.6	27.2
223	27	84	0.5	27.7
224	28	97	0.6	28.3
225	29	95	0.6	28.9
226	29	64	0.4	29.3
227	30	90	0.6	29.8
228	30	74	0.5	30.3
229	31	86	0.5	30.8
230	31	75	0.5	31.3
231	32	87	0.5	31.8
232	32	87	0.5	32.4
233	33	83	0.5	32.9
234	33	87	0.5	33.4
235	34	93	0.6	34.0
236	34	102	0.6	34.6
237	35	97	0.6	35.2
238	36	88	0.5	35.8
239	36	103	0.6	36.4
240	37	114	0.7	37.1
241	37	96	0.6	37.7
242	38	89	0.6	38.3
243	39	107	0.7	39.0
244	39	117	0.7	39.7
245	40	123	0.8	40.4

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
246	41	132	0.8	41.3
247	42	105	0.7	41.9
248	42	148	0.9	42.8
249	43	102	0.6	43.5
250	44	131	0.8	44.3
251	45	123	0.8	45.1
252	45	136	0.8	45.9
253	46	132	0.8	46.7
254	47	149	0.9	47.6
255	48	132	0.8	48.5
256	49	141	0.9	49.3
257	50	131	0.8	50.2
258	51	145	0.9	51.1
259	51	130	0.8	51.9
260	52	175	1.1	53.0
261	53	136	0.8	53.8
262	54	143	0.9	54.7
263	55	150	0.9	55.6
264	56	150	0.9	56.6
265	57	170	1.1	57.6
266	58	144	0.9	58.5
267	59	133	0.8	59.3
268	60	159	1.0	60.3
269	61	142	0.9	61.2
270	62	155	1.0	62.2
271	63	168	1.0	63.2
272	64	156	1.0	64.2
273	65	162	1.0	65.2
274	66	169	1.1	66.2
275	67	187	1.2	67.4
276	68	157	1.0	68.4
277	69	150	0.9	69.3
278	70	129	0.8	70.1
279	71	174	1.1	71.2
280	72	154	1.0	72.2
281	73	165	1.0	73.2
282	74	172	1.1	74.3
283	75	141	0.9	75.1
284	76	154	1.0	76.1
285	77	156	1.0	77.1

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
286	78	150	0.9	78.0
287	79	179	1.1	79.1
288	80	138	0.9	80.0
289	80	164	1.0	81.0
290	81	126	0.8	81.8
291	82	122	0.8	82.5
292	83	148	0.9	83.4
293	84	115	0.7	84.2
294	85	133	0.8	85.0
295	85	101	0.6	85.6
296	86	115	0.7	86.3
297	87	100	0.6	87.0
298	87	102	0.6	87.6
299	88	107	0.7	88.3
300	89	97	0.6	88.9
301	89	131	0.8	89.7
302	90	95	0.6	90.3
303	91	104	0.6	90.9
304	91	88	0.5	91.5
305	92	63	0.4	91.8
306	92	80	0.5	92.3
307	93	79	0.5	92.8
308	93	70	0.4	93.3
309	93	62	0.4	93.7
310	94	65	0.4	94.1
311	94	72	0.4	94.5
312	95	65	0.4	94.9
313	95	51	0.3	95.2
314	95	57	0.4	95.6
315	96	62	0.4	96.0
316	96	38	0.2	96.2
317	96	44	0.3	96.5
318	97	40	0.2	96.7
319	97	43	0.3	97.0
320	97	36	0.2	97.2
321	97	58	0.4	97.6
322	98	22	0.1	97.7
323	98	34	0.2	97.9
324	98	29	0.2	98.1
325	98	29	0.2	98.3

Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
326	98	9	0.1	98.3
327	98	43	0.3	98.6
328	99	11	0.1	98.7
329	99	17	0.1	98.8
330	99	16	0.1	98.9
331	99	10	0.1	98.9
332	99	18	0.1	99.1
333	99	16	0.1	99.2
334	99	9	0.1	99.2
335	99	21	0.1	99.3
336	99	4	0.0	99.4
337	99	6	0.0	99.4
338	99	11	0.1	99.5
339	99	3	0.0	99.5
340	99	15	0.1	99.6
341	99	10	0.1	99.7
342	99	11	0.1	99.7
343	99	4	0.0	99.7
344	99	3	0.0	99.8
345	99	6	0.0	99.8
346	99	1	0.0	99.8
347	99	1	0.0	99.8
348	99	8	0.0	99.9
350	99	7	0.0	99.9
351	99	4	0.0	99.9
352	99	2	0.0	99.9
358	99	6	0.0	100.0
360	99	3	0.0	100.0

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	61	0.4	0.4
122	1	4	0.0	0.4
124	1	1	0.0	0.4
127	1	2	0.0	0.4
129	1	3	0.0	0.5
130	1	1	0.0	0.5
131	1	7	0.0	0.5
133	1	2	0.0	0.5
134	1	1	0.0	0.5
135	1	2	0.0	0.5
136	1	2	0.0	0.6
137	1	1	0.0	0.6
139	1	4	0.0	0.6
141	1	4	0.0	0.6
143	1	4	0.0	0.6
144	1	4	0.0	0.7
145	1	7	0.0	0.7
146	1	5	0.0	0.7
147	1	11	0.1	0.8
148	1	9	0.1	0.9
149	1	9	0.1	0.9
150	1	10	0.1	1.0
151	1	17	0.1	1.1
152	1	15	0.1	1.2
153	1	16	0.1	1.3
154	1	27	0.2	1.5
155	2	17	0.1	1.6
156	2	24	0.2	1.8
157	2	48	0.3	2.1
158	2	13	0.1	2.1
159	2	50	0.3	2.5
160	3	38	0.2	2.7
161	3	50	0.3	3.0
162	3	35	0.2	3.3
163	3	36	0.2	3.5
164	4	39	0.3	3.8
165	4	43	0.3	4.0
166	4	35	0.2	4.3
167	4	40	0.3	4.5

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	5	62	0.4	4.9
169	5	23	0.1	5.1
170	5	44	0.3	5.4
171	5	37	0.2	5.6
172	6	40	0.3	5.9
173	6	47	0.3	6.2
174	6	45	0.3	6.5
175	7	52	0.3	6.8
176	7	48	0.3	7.1
177	7	45	0.3	7.4
178	8	58	0.4	7.8
179	8	40	0.3	8.0
180	8	53	0.3	8.4
181	9	53	0.3	8.7
182	9	47	0.3	9.0
183	9	72	0.5	9.5
184	10	61	0.4	9.9
185	10	48	0.3	10.2
186	10	75	0.5	10.7
187	11	51	0.3	11.0
188	11	63	0.4	11.4
189	12	65	0.4	11.9
190	12	55	0.4	12.2
191	12	68	0.4	12.7
192	13	56	0.4	13.0
193	13	54	0.4	13.4
194	14	64	0.4	13.8
195	14	59	0.4	14.2
196	14	75	0.5	14.7
197	15	54	0.4	15.0
198	15	56	0.4	15.4
199	16	70	0.5	15.8
200	16	69	0.4	16.3
201	16	66	0.4	16.7
202	17	63	0.4	17.1
203	17	76	0.5	17.6
204	18	64	0.4	18.0
205	18	60	0.4	18.4
206	19	81	0.5	18.9
207	19	66	0.4	19.4

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	20	70	0.5	19.8
209	20	57	0.4	20.2
210	20	79	0.5	20.7
211	21	66	0.4	21.1
212	21	58	0.4	21.5
213	22	68	0.4	22.0
214	22	71	0.5	22.4
215	23	76	0.5	22.9
216	23	68	0.4	23.3
217	24	73	0.5	23.8
218	24	66	0.4	24.3
219	25	79	0.5	24.8
220	25	89	0.6	25.3
221	26	60	0.4	25.7
222	26	66	0.4	26.2
223	26	65	0.4	26.6
224	27	67	0.4	27.0
225	27	66	0.4	27.4
226	28	86	0.6	28.0
227	28	76	0.5	28.5
228	29	75	0.5	29.0
229	29	70	0.5	29.4
230	30	75	0.5	29.9
231	30	75	0.5	30.4
232	31	87	0.6	31.0
233	31	79	0.5	31.5
234	32	78	0.5	32.0
235	32	73	0.5	32.5
236	33	86	0.6	33.0
237	33	88	0.6	33.6
238	34	67	0.4	34.0
239	34	79	0.5	34.6
240	35	94	0.6	35.2
241	35	97	0.6	35.8
242	36	86	0.6	36.4
243	37	106	0.7	37.0
244	37	100	0.6	37.7
245	38	81	0.5	38.2
246	39	100	0.6	38.9
247	39	81	0.5	39.4

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	40	88	0.6	40.0
249	40	88	0.6	40.5
250	41	104	0.7	41.2
251	42	93	0.6	41.8
252	42	116	0.8	42.6
253	43	113	0.7	43.3
254	44	103	0.7	44.0
255	44	120	0.8	44.7
256	45	110	0.7	45.5
257	46	117	0.8	46.2
258	47	121	0.8	47.0
259	47	126	0.8	47.8
260	48	125	0.8	48.6
261	49	119	0.8	49.4
262	50	127	0.8	50.2
263	51	131	0.9	51.1
264	51	98	0.6	51.7
265	52	138	0.9	52.6
266	53	120	0.8	53.4
267	54	140	0.9	54.3
268	55	130	0.8	55.2
269	56	122	0.8	55.9
270	56	139	0.9	56.8
271	57	140	0.9	57.8
272	58	143	0.9	58.7
273	59	165	1.1	59.8
274	60	138	0.9	60.7
275	61	152	1.0	61.6
276	62	134	0.9	62.5
277	63	144	0.9	63.4
278	64	121	0.8	64.2
279	65	156	1.0	65.2
280	66	135	0.9	66.1
281	67	157	1.0	67.1
282	68	167	1.1	68.2
283	69	144	0.9	69.2
284	70	135	0.9	70.0
285	70	138	0.9	70.9
286	71	149	1.0	71.9
287	73	185	1.2	73.1

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	74	130	0.8	73.9
289	74	137	0.9	74.8
290	75	125	0.8	75.7
291	76	144	0.9	76.6
292	77	154	1.0	77.6
293	78	129	0.8	78.4
294	79	133	0.9	79.3
295	80	114	0.7	80.0
296	81	162	1.1	81.1
297	82	144	0.9	82.0
298	82	126	0.8	82.8
299	83	140	0.9	83.7
300	84	105	0.7	84.4
301	85	143	0.9	85.4
302	86	106	0.7	86.0
303	86	103	0.7	86.7
304	87	87	0.6	87.3
305	88	96	0.6	87.9
306	88	109	0.7	88.6
307	89	101	0.7	89.3
308	90	85	0.6	89.8
309	90	92	0.6	90.4
310	91	87	0.6	91.0
311	91	78	0.5	91.5
312	92	82	0.5	92.0
313	92	82	0.5	92.6
314	93	64	0.4	93.0
315	93	75	0.5	93.5
316	94	48	0.3	93.8
317	94	69	0.4	94.2
318	94	61	0.4	94.6
319	95	54	0.4	95.0
320	95	48	0.3	95.3
321	96	82	0.5	95.8
322	96	33	0.2	96.0
323	96	46	0.3	96.3
324	96	49	0.3	96.6
325	97	38	0.2	96.9
326	97	24	0.2	97.0
327	97	57	0.4	97.4

Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	97	17	0.1	97.5
329	98	57	0.4	97.9
330	98	34	0.2	98.1
331	98	17	0.1	98.2
332	98	20	0.1	98.4
333	98	20	0.1	98.5
334	99	21	0.1	98.6
335	99	31	0.2	98.8
336	99	7	0.0	98.9
337	99	10	0.1	98.9
338	99	17	0.1	99.0
339	99	3	0.0	99.1
340	99	14	0.1	99.1
341	99	20	0.1	99.3
342	99	11	0.1	99.4
343	99	9	0.1	99.4
344	99	4	0.0	99.4
345	99	8	0.1	99.5
346	99	6	0.0	99.5
347	99	1	0.0	99.5
348	99	22	0.1	99.7
350	99	12	0.1	99.8
351	99	8	0.1	99.8
352	99	1	0.0	99.8
353	99	1	0.0	99.8
355	99	2	0.0	99.8
358	99	14	0.1	99.9
360	99	12	0.1	100.0

Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	94	0.5	0.5
123	1	3	0.0	0.5
124	1	7	0.0	0.6
127	1	3	0.0	0.6
129	1	1	0.0	0.6
130	1	2	0.0	0.6
133	1	6	0.0	0.6
134	1	3	0.0	0.7
136	1	4	0.0	0.7
137	1	7	0.0	0.7
138	1	1	0.0	0.7
139	1	3	0.0	0.7
140	1	5	0.0	0.8
142	1	7	0.0	0.8
143	1	13	0.1	0.9
144	1	7	0.0	0.9
145	1	2	0.0	0.9
146	1	12	0.1	1.0
147	1	8	0.0	1.0
148	1	5	0.0	1.1
149	1	5	0.0	1.1
150	1	24	0.1	1.2
151	1	7	0.0	1.3
152	1	23	0.1	1.4
153	1	28	0.2	1.6
154	2	17	0.1	1.7
155	2	38	0.2	1.9
156	2	25	0.1	2.0
157	2	39	0.2	2.2
158	2	42	0.2	2.5
159	3	45	0.3	2.7
160	3	87	0.5	3.2
161	3	12	0.1	3.3
162	4	109	0.6	3.9
163	4	48	0.3	4.1
164	4	66	0.4	4.5
165	5	76	0.4	4.9
166	5	68	0.4	5.3
167	5	71	0.4	5.7

Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	6	62	0.3	6.0
169	6	66	0.4	6.4
170	7	58	0.3	6.7
171	7	50	0.3	7.0
172	7	83	0.5	7.5
173	8	55	0.3	7.8
174	8	57	0.3	8.1
175	8	56	0.3	8.4
176	9	75	0.4	8.8
177	9	61	0.3	9.2
178	9	96	0.5	9.7
179	10	54	0.3	10.0
180	10	80	0.4	10.4
181	11	54	0.3	10.7
182	11	63	0.4	11.1
183	11	78	0.4	11.5
184	12	53	0.3	11.8
185	12	85	0.5	12.3
186	12	70	0.4	12.7
187	13	95	0.5	13.2
188	13	79	0.4	13.7
189	14	83	0.5	14.1
190	14	74	0.4	14.5
191	15	88	0.5	15.0
192	15	87	0.5	15.5
193	16	82	0.5	16.0
194	16	69	0.4	16.3
195	17	85	0.5	16.8
196	17	83	0.5	17.3
197	18	102	0.6	17.8
198	18	73	0.4	18.3
199	18	67	0.4	18.6
200	19	91	0.5	19.1
201	19	72	0.4	19.5
202	20	77	0.4	20.0
203	20	94	0.5	20.5
204	21	86	0.5	21.0
205	21	79	0.4	21.4
206	22	90	0.5	21.9
207	22	92	0.5	22.4

Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	23	102	0.6	23.0
209	23	99	0.6	23.5
210	24	108	0.6	24.1
211	24	85	0.5	24.6
212	25	113	0.6	25.2
213	26	110	0.6	25.9
214	26	105	0.6	26.4
215	27	104	0.6	27.0
216	27	108	0.6	27.6
217	28	104	0.6	28.2
218	28	103	0.6	28.8
219	29	100	0.6	29.3
220	30	118	0.7	30.0
221	30	92	0.5	30.5
222	31	109	0.6	31.1
223	31	122	0.7	31.8
224	32	122	0.7	32.5
225	33	96	0.5	33.0
226	33	104	0.6	33.6
227	34	104	0.6	34.2
228	34	111	0.6	34.8
229	35	107	0.6	35.4
230	36	108	0.6	36.0
231	36	113	0.6	36.6
232	37	103	0.6	37.2
233	37	81	0.5	37.6
234	38	109	0.6	38.2
235	38	91	0.5	38.7
236	39	92	0.5	39.2
237	40	105	0.6	39.8
238	40	119	0.7	40.5
239	41	109	0.6	41.1
240	41	110	0.6	41.7
241	42	130	0.7	42.4
242	43	112	0.6	43.1
243	43	135	0.8	43.8
244	44	135	0.8	44.6
245	45	91	0.5	45.1
246	45	126	0.7	45.8
247	46	117	0.7	46.4

Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	47	141	0.8	47.2
249	48	119	0.7	47.9
250	48	119	0.7	48.5
251	49	133	0.7	49.3
252	50	125	0.7	50.0
253	50	96	0.5	50.5
254	51	137	0.8	51.3
255	52	125	0.7	52.0
256	52	141	0.8	52.7
257	53	127	0.7	53.5
258	54	148	0.8	54.3
259	55	135	0.8	55.0
260	55	133	0.7	55.8
261	56	124	0.7	56.5
262	57	146	0.8	57.3
263	58	133	0.7	58.0
264	58	131	0.7	58.7
265	59	129	0.7	59.5
266	60	156	0.9	60.3
267	61	150	0.8	61.2
268	62	145	0.8	62.0
269	62	144	0.8	62.8
270	63	140	0.8	63.5
271	64	160	0.9	64.4
272	65	130	0.7	65.2
273	66	135	0.8	65.9
274	66	137	0.8	66.7
275	67	168	0.9	67.6
276	68	139	0.8	68.4
277	69	137	0.8	69.1
278	70	146	0.8	70.0
279	70	151	0.8	70.8
280	71	138	0.8	71.6
281	72	127	0.7	72.3
282	73	165	0.9	73.2
283	74	142	0.8	74.0
284	74	136	0.8	74.7
285	75	132	0.7	75.5
286	76	165	0.9	76.4
287	77	138	0.8	77.2

Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	78	132	0.7	77.9
289	78	135	0.8	78.7
290	79	153	0.9	79.5
291	80	151	0.8	80.3
292	81	119	0.7	81.0
293	81	131	0.7	81.7
294	82	123	0.7	82.4
295	83	122	0.7	83.1
296	83	128	0.7	83.8
297	84	139	0.8	84.6
298	85	134	0.7	85.3
299	86	94	0.5	85.9
300	86	122	0.7	86.5
301	87	95	0.5	87.1
302	87	125	0.7	87.8
303	88	109	0.6	88.4
304	89	99	0.6	88.9
305	89	93	0.5	89.4
306	90	117	0.7	90.1
307	90	83	0.5	90.5
308	91	103	0.6	91.1
309	91	96	0.5	91.7
310	92	67	0.4	92.0
311	92	90	0.5	92.5
312	93	56	0.3	92.8
313	93	100	0.6	93.4
314	94	56	0.3	93.7
315	94	79	0.4	94.1
316	94	40	0.2	94.4
317	95	69	0.4	94.8
318	95	53	0.3	95.1
319	95	66	0.4	95.4
320	96	59	0.3	95.7
321	96	45	0.3	96.0
322	96	39	0.2	96.2
323	96	36	0.2	96.4
324	97	60	0.3	96.7
325	97	25	0.1	96.9
326	97	30	0.2	97.1
327	97	30	0.2	97.2

Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	97	40	0.2	97.4
329	98	24	0.1	97.6
330	98	44	0.2	97.8
331	98	26	0.1	98.0
332	98	23	0.1	98.1
333	98	34	0.2	98.3
334	98	20	0.1	98.4
335	98	30	0.2	98.6
336	99	20	0.1	98.7
337	99	19	0.1	98.8
338	99	18	0.1	98.9
339	99	27	0.2	99.0
340	99	20	0.1	99.1
341	99	5	0.0	99.2
342	99	28	0.2	99.3
343	99	9	0.1	99.4
344	99	9	0.1	99.4
345	99	17	0.1	99.5
346	99	11	0.1	99.6
347	99	4	0.0	99.6
348	99	6	0.0	99.6
349	99	11	0.1	99.7
350	99	4	0.0	99.7
351	99	14	0.1	99.8
352	99	11	0.1	99.9
353	99	5	0.0	99.9
357	99	8	0.0	99.9
358	99	6	0.0	100.0
359	99	4	0.0	100.0
360	99	2	0.0	100.0

Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	72	0.5	0.5
124	1	3	0.0	0.5
127	1	2	0.0	0.5
129	1	2	0.0	0.5
130	1	2	0.0	0.5
133	1	3	0.0	0.6
136	1	6	0.0	0.6
137	1	3	0.0	0.6
139	1	2	0.0	0.6
140	1	2	0.0	0.6
143	1	4	0.0	0.7
144	1	2	0.0	0.7
145	1	1	0.0	0.7
146	1	5	0.0	0.7
147	1	3	0.0	0.7
148	1	3	0.0	0.8
149	1	1	0.0	0.8
150	1	5	0.0	0.8
152	1	10	0.1	0.9
153	1	17	0.1	1.0
154	1	3	0.0	1.0
155	1	18	0.1	1.1
156	1	10	0.1	1.2
157	1	18	0.1	1.3
158	1	15	0.1	1.4
159	1	17	0.1	1.5
160	2	24	0.2	1.7
161	2	3	0.0	1.7
162	2	31	0.2	1.9
163	2	11	0.1	2.0
164	2	30	0.2	2.2
165	2	22	0.1	2.3
166	2	28	0.2	2.5
167	3	30	0.2	2.7
168	3	25	0.2	2.9
169	3	26	0.2	3.1
170	3	29	0.2	3.3
171	3	23	0.2	3.4
172	4	32	0.2	3.6

Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
173	4	25	0.2	3.8
174	4	21	0.1	3.9
175	4	32	0.2	4.1
176	4	36	0.2	4.4
177	4	21	0.1	4.5
178	5	40	0.3	4.8
179	5	28	0.2	5.0
180	5	42	0.3	5.3
181	5	19	0.1	5.4
182	6	38	0.3	5.6
183	6	45	0.3	5.9
184	6	36	0.2	6.2
185	6	52	0.3	6.5
186	7	35	0.2	6.8
187	7	44	0.3	7.1
188	7	46	0.3	7.4
189	8	50	0.3	7.7
190	8	44	0.3	8.0
191	8	39	0.3	8.3
192	8	45	0.3	8.6
193	9	58	0.4	8.9
194	9	44	0.3	9.2
195	9	67	0.4	9.7
196	10	51	0.3	10.0
197	10	71	0.5	10.5
198	11	55	0.4	10.9
199	11	58	0.4	11.2
200	11	60	0.4	11.6
201	12	58	0.4	12.0
202	12	52	0.3	12.4
203	13	59	0.4	12.8
204	13	71	0.5	13.3
205	13	55	0.4	13.6
206	14	82	0.5	14.2
207	14	64	0.4	14.6
208	15	83	0.6	15.1
209	15	55	0.4	15.5
210	16	70	0.5	16.0
211	16	69	0.5	16.4
212	17	77	0.5	17.0

Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
213	17	84	0.6	17.5
214	18	73	0.5	18.0
215	18	68	0.5	18.5
216	19	72	0.5	18.9
217	19	89	0.6	19.5
218	20	75	0.5	20.0
219	20	78	0.5	20.6
220	21	97	0.6	21.2
221	21	81	0.5	21.7
222	22	81	0.5	22.3
223	23	92	0.6	22.9
224	23	92	0.6	23.5
225	24	82	0.5	24.1
226	24	78	0.5	24.6
227	25	87	0.6	25.2
228	25	73	0.5	25.6
229	26	92	0.6	26.3
230	27	108	0.7	27.0
231	27	93	0.6	27.6
232	28	104	0.7	28.3
233	29	102	0.7	29.0
234	29	100	0.7	29.6
235	30	105	0.7	30.3
236	31	110	0.7	31.1
237	31	89	0.6	31.7
238	32	118	0.8	32.5
239	33	108	0.7	33.2
240	34	120	0.8	34.0
241	34	118	0.8	34.8
242	35	96	0.6	35.4
243	36	114	0.8	36.2
244	37	120	0.8	37.0
245	37	110	0.7	37.7
246	38	104	0.7	38.4
247	39	105	0.7	39.1
248	39	99	0.7	39.8
249	40	122	0.8	40.6
250	41	121	0.8	41.4
251	42	101	0.7	42.1
252	42	110	0.7	42.8

Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
253	43	116	0.8	43.6
254	44	115	0.8	44.3
255	45	104	0.7	45.0
256	45	134	0.9	45.9
257	46	101	0.7	46.6
258	47	133	0.9	47.5
259	48	126	0.8	48.3
260	49	106	0.7	49.0
261	50	147	1.0	50.0
262	50	139	0.9	51.0
263	51	142	0.9	51.9
264	52	120	0.8	52.7
265	53	122	0.8	53.5
266	54	145	1.0	54.5
267	55	113	0.8	55.2
268	56	146	1.0	56.2
269	57	123	0.8	57.0
270	57	124	0.8	57.9
271	58	120	0.8	58.7
272	59	111	0.7	59.4
273	60	144	1.0	60.4
274	61	141	0.9	61.3
275	62	135	0.9	62.2
276	63	118	0.8	63.0
277	63	143	1.0	63.9
278	64	133	0.9	64.8
279	65	152	1.0	65.9
280	66	154	1.0	66.9
281	67	132	0.9	67.8
282	68	125	0.8	68.6
283	69	132	0.9	69.5
284	70	143	1.0	70.4
285	71	117	0.8	71.2
286	72	125	0.8	72.0
287	72	123	0.8	72.9
288	73	134	0.9	73.8
289	74	118	0.8	74.6
290	75	140	0.9	75.5
291	76	138	0.9	76.4
292	77	118	0.8	77.2

Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
293	78	120	0.8	78.0
294	78	104	0.7	78.7
295	79	132	0.9	79.6
296	80	105	0.7	80.3
297	81	127	0.8	81.1
298	82	116	0.8	81.9
299	82	126	0.8	82.7
300	83	120	0.8	83.5
301	84	103	0.7	84.2
302	85	124	0.8	85.1
303	85	94	0.6	85.7
304	86	113	0.8	86.4
305	87	92	0.6	87.0
306	87	112	0.7	87.8
307	88	87	0.6	88.4
308	89	77	0.5	88.9
309	89	78	0.5	89.4
310	90	85	0.6	90.0
311	90	81	0.5	90.5
312	91	66	0.4	91.0
313	91	86	0.6	91.5
314	92	52	0.3	91.9
315	92	93	0.6	92.5
316	93	49	0.3	92.8
317	93	63	0.4	93.3
318	93	67	0.4	93.7
319	94	68	0.5	94.2
320	94	51	0.3	94.5
321	95	59	0.4	94.9
322	95	55	0.4	95.3
323	95	40	0.3	95.5
324	96	49	0.3	95.8
325	96	32	0.2	96.1
326	96	54	0.4	96.4
327	97	24	0.2	96.6
328	97	36	0.2	96.8
329	97	42	0.3	97.1
330	97	35	0.2	97.3
331	97	30	0.2	97.5
332	98	23	0.2	97.7

Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
333	98	47	0.3	98.0
334	98	8	0.1	98.1
335	98	14	0.1	98.2
336	98	21	0.1	98.3
337	98	18	0.1	98.4
338	98	22	0.1	98.6
339	99	17	0.1	98.7
340	99	16	0.1	98.8
341	99	18	0.1	98.9
342	99	28	0.2	99.1
343	99	9	0.1	99.1
344	99	13	0.1	99.2
345	99	25	0.2	99.4
346	99	4	0.0	99.4
347	99	5	0.0	99.5
348	99	13	0.1	99.5
349	99	10	0.1	99.6
350	99	4	0.0	99.6
351	99	20	0.1	99.8
352	99	6	0.0	99.8
353	99	7	0.0	99.9
354	99	1	0.0	99.9
355	99	1	0.0	99.9
357	99	10	0.1	99.9
358	99	4	0.0	100.0
359	99	2	0.0	100.0
360	99	3	0.0	100.0

Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	56	0.6	0.6
123	1	3	0.0	0.6
124	1	4	0.0	0.6
127	1	1	0.0	0.6
130	1	3	0.0	0.7
134	1	1	0.0	0.7
136	1	2	0.0	0.7
138	1	1	0.0	0.7
139	1	2	0.0	0.7
140	1	4	0.0	0.8
142	1	1	0.0	0.8
143	1	5	0.1	0.8
144	1	2	0.0	0.9
147	1	5	0.1	0.9
148	1	2	0.0	0.9
149	1	5	0.1	1.0
150	1	3	0.0	1.0
151	1	1	0.0	1.0
152	1	3	0.0	1.0
153	1	6	0.1	1.1
154	1	3	0.0	1.1
155	1	5	0.1	1.2
156	1	2	0.0	1.2
157	1	5	0.1	1.3
158	1	7	0.1	1.3
159	1	6	0.1	1.4
160	1	11	0.1	1.5
161	2	1	0.0	1.5
162	2	14	0.1	1.6
163	2	4	0.0	1.7
164	2	12	0.1	1.8
165	2	10	0.1	1.9
166	2	5	0.1	2.0
167	2	20	0.2	2.2
168	2	6	0.1	2.2
169	2	7	0.1	2.3
170	2	4	0.0	2.3
171	2	10	0.1	2.4
172	2	8	0.1	2.5

Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
173	3	8	0.1	2.6
174	3	7	0.1	2.7
175	3	15	0.2	2.8
176	3	12	0.1	2.9
177	3	15	0.2	3.1
178	3	16	0.2	3.2
179	3	5	0.1	3.3
180	3	18	0.2	3.5
181	4	13	0.1	3.6
182	4	22	0.2	3.8
183	4	12	0.1	4.0
184	4	7	0.1	4.0
185	4	13	0.1	4.2
186	4	7	0.1	4.2
187	4	12	0.1	4.3
188	4	14	0.1	4.5
189	5	20	0.2	4.7
190	5	12	0.1	4.8
191	5	11	0.1	4.9
192	5	19	0.2	5.1
193	5	21	0.2	5.3
194	5	24	0.2	5.6
195	6	21	0.2	5.8
196	6	19	0.2	6.0
197	6	19	0.2	6.2
198	6	14	0.1	6.3
199	6	16	0.2	6.5
200	7	20	0.2	6.7
201	7	23	0.2	6.9
202	7	17	0.2	7.1
203	7	38	0.4	7.4
204	8	24	0.2	7.7
205	8	28	0.3	8.0
206	8	27	0.3	8.2
207	8	36	0.4	8.6
208	9	22	0.2	8.8
209	9	30	0.3	9.1
210	9	37	0.4	9.5
211	10	30	0.3	9.8
212	10	34	0.3	10.1

Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
213	10	29	0.3	10.4
214	11	33	0.3	10.8
215	11	40	0.4	11.2
216	11	47	0.5	11.6
217	12	39	0.4	12.0
218	12	52	0.5	12.6
219	13	43	0.4	13.0
220	13	42	0.4	13.4
221	14	48	0.5	13.9
222	14	56	0.6	14.5
223	15	43	0.4	14.9
224	15	36	0.4	15.2
225	15	40	0.4	15.6
226	16	53	0.5	16.2
227	16	52	0.5	16.7
228	17	59	0.6	17.3
229	18	49	0.5	17.8
230	18	43	0.4	18.2
231	18	42	0.4	18.6
232	19	58	0.6	19.2
233	19	53	0.5	19.8
234	20	58	0.6	20.3
235	21	47	0.5	20.8
236	21	59	0.6	21.4
237	22	60	0.6	22.0
238	22	70	0.7	22.7
239	23	62	0.6	23.3
240	24	78	0.8	24.1
241	24	58	0.6	24.7
242	25	62	0.6	25.3
243	26	68	0.7	26.0
244	26	63	0.6	26.6
245	27	78	0.8	27.4
246	28	64	0.6	28.1
247	28	65	0.7	28.7
248	29	71	0.7	29.4
249	30	67	0.7	30.1
250	30	62	0.6	30.7
251	31	67	0.7	31.4
252	32	72	0.7	32.1

Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
253	33	83	0.8	33.0
254	33	88	0.9	33.9
255	34	66	0.7	34.5
256	35	65	0.7	35.2
257	36	82	0.8	36.0
258	36	92	0.9	36.9
259	37	96	1.0	37.9
260	38	85	0.9	38.7
261	39	79	0.8	39.5
262	40	93	0.9	40.5
263	41	107	1.1	41.6
264	42	90	0.9	42.5
265	43	92	0.9	43.4
266	44	91	0.9	44.3
267	45	85	0.9	45.2
268	46	89	0.9	46.0
269	46	89	0.9	46.9
270	47	92	0.9	47.9
271	48	84	0.8	48.7
272	49	108	1.1	49.8
273	50	108	1.1	50.9
274	51	96	1.0	51.9
275	52	105	1.1	52.9
276	53	101	1.0	53.9
277	54	97	1.0	54.9
278	55	107	1.1	56.0
279	57	106	1.1	57.0
280	58	111	1.1	58.2
281	59	96	1.0	59.1
282	60	126	1.3	60.4
283	61	99	1.0	61.4
284	62	99	1.0	62.4
285	63	110	1.1	63.5
286	64	96	1.0	64.5
287	65	98	1.0	65.4
288	66	89	0.9	66.3
289	67	107	1.1	67.4
290	68	99	1.0	68.4
291	69	107	1.1	69.5
292	70	110	1.1	70.6

Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
293	71	86	0.9	71.5
294	72	99	1.0	72.4
295	73	96	1.0	73.4
296	74	77	0.8	74.2
297	75	111	1.1	75.3
298	76	94	0.9	76.2
299	77	102	1.0	77.3
300	78	89	0.9	78.2
301	79	79	0.8	79.0
302	79	103	1.0	80.0
303	80	80	0.8	80.8
304	81	84	0.8	81.6
305	82	63	0.6	82.3
306	83	72	0.7	83.0
307	83	80	0.8	83.8
308	84	67	0.7	84.5
309	85	68	0.7	85.2
310	86	65	0.7	85.8
311	86	70	0.7	86.5
312	87	63	0.6	87.2
313	88	73	0.7	87.9
314	88	53	0.5	88.4
315	89	66	0.7	89.1
316	89	45	0.5	89.5
317	90	72	0.7	90.3
318	91	52	0.5	90.8
319	91	52	0.5	91.3
320	92	44	0.4	91.8
321	92	55	0.6	92.3
322	93	44	0.4	92.7
323	93	34	0.3	93.1
324	93	50	0.5	93.6
325	94	30	0.3	93.9
326	94	63	0.6	94.5
327	95	44	0.4	95.0
328	95	41	0.4	95.4
329	96	30	0.3	95.7
330	96	54	0.5	96.2
331	96	29	0.3	96.5
332	97	29	0.3	96.8

Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
333	97	40	0.4	97.2
334	97	14	0.1	97.4
335	97	20	0.2	97.6
336	98	19	0.2	97.7
337	98	16	0.2	97.9
338	98	15	0.2	98.1
339	98	18	0.2	98.2
340	98	5	0.1	98.3
341	98	8	0.1	98.4
342	99	30	0.3	98.7
343	99	12	0.1	98.8
344	99	13	0.1	98.9
345	99	15	0.2	99.1
346	99	9	0.1	99.2
347	99	4	0.0	99.2
348	99	11	0.1	99.3
349	99	7	0.1	99.4
350	99	2	0.0	99.4
351	99	16	0.2	99.6
352	99	7	0.1	99.6
353	99	5	0.1	99.7
355	99	2	0.0	99.7
357	99	6	0.1	99.8
358	99	6	0.1	99.8
359	99	7	0.1	99.9
360	99	10	0.1	100.0

Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	230	3.6	3.6
123	4	3	0.0	3.6
124	4	12	0.2	3.8
127	4	2	0.0	3.9
129	4	2	0.0	3.9
130	4	4	0.1	4.0
133	4	6	0.1	4.1
134	4	5	0.1	4.1
136	4	9	0.1	4.3
137	4	6	0.1	4.4
138	4	1	0.0	4.4
139	4	3	0.0	4.4
140	4	7	0.1	4.5
142	5	2	0.0	4.6
143	5	8	0.1	4.7
144	5	1	0.0	4.7
145	5	1	0.0	4.7
146	5	10	0.2	4.9
147	5	8	0.1	5.0
148	5	3	0.0	5.1
149	5	7	0.1	5.2
150	5	9	0.1	5.3
151	5	2	0.0	5.3
152	5	8	0.1	5.5
153	6	14	0.2	5.7
154	6	4	0.1	5.7
155	6	12	0.2	5.9
156	6	5	0.1	6.0
157	6	8	0.1	6.1
158	6	4	0.1	6.2
159	6	9	0.1	6.3
160	6	12	0.2	6.5
162	7	25	0.4	6.9
163	7	9	0.1	7.1
164	7	19	0.3	7.4
165	7	9	0.1	7.5
166	8	22	0.3	7.8
167	8	14	0.2	8.1
168	8	10	0.2	8.2

Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
169	8	11	0.2	8.4
170	8	11	0.2	8.6
171	9	7	0.1	8.7
172	9	9	0.1	8.8
173	9	9	0.1	9.0
174	9	9	0.1	9.1
175	9	8	0.1	9.2
176	9	10	0.2	9.4
177	9	6	0.1	9.5
178	10	9	0.1	9.6
179	10	12	0.2	9.8
180	10	18	0.3	10.1
181	10	20	0.3	10.4
182	11	20	0.3	10.7
183	11	17	0.3	11.0
184	11	11	0.2	11.1
185	11	9	0.1	11.3
186	11	13	0.2	11.5
187	12	8	0.1	11.6
188	12	21	0.3	11.9
189	12	24	0.4	12.3
190	12	15	0.2	12.6
191	13	22	0.3	12.9
192	13	16	0.3	13.1
193	13	18	0.3	13.4
194	14	17	0.3	13.7
195	14	14	0.2	13.9
196	14	14	0.2	14.1
197	14	17	0.3	14.4
198	14	11	0.2	14.6
199	15	23	0.4	14.9
200	15	19	0.3	15.2
201	15	19	0.3	15.5
202	16	24	0.4	15.9
203	16	20	0.3	16.2
204	16	23	0.4	16.6
205	17	20	0.3	16.9
206	17	23	0.4	17.3
207	17	12	0.2	17.4
208	18	22	0.3	17.8

Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
209	18	13	0.2	18.0
210	18	22	0.3	18.3
211	18	14	0.2	18.6
212	19	32	0.5	19.1
213	19	17	0.3	19.3
214	19	18	0.3	19.6
215	20	26	0.4	20.0
216	20	26	0.4	20.4
217	21	24	0.4	20.8
218	21	26	0.4	21.2
219	21	26	0.4	21.6
220	22	24	0.4	22.0
221	22	21	0.3	22.3
222	23	31	0.5	22.8
223	23	24	0.4	23.2
224	23	38	0.6	23.8
225	24	30	0.5	24.2
226	24	34	0.5	24.8
227	25	23	0.4	25.1
228	25	40	0.6	25.8
229	26	27	0.4	26.2
230	26	33	0.5	26.7
231	27	23	0.4	27.1
232	27	40	0.6	27.7
233	28	39	0.6	28.3
234	29	34	0.5	28.8
235	29	27	0.4	29.2
236	30	45	0.7	29.9
237	30	46	0.7	30.7
238	31	41	0.6	31.3
239	32	36	0.6	31.9
240	32	46	0.7	32.6
241	33	39	0.6	33.2
242	33	37	0.6	33.8
243	34	39	0.6	34.4
244	35	39	0.6	35.0
245	35	50	0.8	35.8
246	36	57	0.9	36.7
247	37	52	0.8	37.5
248	38	47	0.7	38.2

Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
249	39	64	1.0	39.2
250	40	50	0.8	40.0
251	41	69	1.1	41.1
252	41	36	0.6	41.7
253	42	43	0.7	42.3
254	43	54	0.8	43.2
255	44	44	0.7	43.9
256	44	60	0.9	44.8
257	45	58	0.9	45.7
258	46	34	0.5	46.2
259	47	52	0.8	47.1
260	48	62	1.0	48.0
261	49	61	1.0	49.0
262	49	60	0.9	49.9
263	50	57	0.9	50.8
264	51	65	1.0	51.8
265	52	59	0.9	52.8
266	53	61	1.0	53.7
267	54	64	1.0	54.7
268	55	65	1.0	55.7
269	56	63	1.0	56.7
270	57	56	0.9	57.6
271	58	63	1.0	58.6
272	59	65	1.0	59.6
273	60	68	1.1	60.7
274	61	62	1.0	61.6
275	62	73	1.1	62.8
276	63	69	1.1	63.9
277	64	61	1.0	64.8
278	65	60	0.9	65.7
279	66	62	1.0	66.7
280	67	64	1.0	67.7
281	68	72	1.1	68.8
282	69	58	0.9	69.8
283	70	61	1.0	70.7
284	71	72	1.1	71.8
285	72	65	1.0	72.9
286	73	63	1.0	73.8
287	74	61	1.0	74.8
288	75	58	0.9	75.7

Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
289	76	42	0.7	76.4
290	77	60	0.9	77.3
291	78	55	0.9	78.2
292	79	59	0.9	79.1
293	80	66	1.0	80.1
294	81	52	0.8	80.9
295	81	53	0.8	81.8
296	82	42	0.7	82.4
297	83	44	0.7	83.1
298	83	40	0.6	83.7
299	84	42	0.7	84.4
300	85	49	0.8	85.2
301	85	39	0.6	85.8
302	86	42	0.7	86.4
303	87	30	0.5	86.9
304	87	52	0.8	87.7
305	88	32	0.5	88.2
306	89	42	0.7	88.9
307	89	32	0.5	89.4
308	90	51	0.8	90.2
309	90	25	0.4	90.6
310	91	29	0.5	91.0
311	91	39	0.6	91.6
312	92	31	0.5	92.1
313	92	28	0.4	92.5
314	93	15	0.2	92.8
315	93	30	0.5	93.3
316	93	13	0.2	93.5
317	94	15	0.2	93.7
318	94	19	0.3	94.0
319	94	23	0.4	94.3
320	95	21	0.3	94.7
321	95	29	0.5	95.1
322	95	17	0.3	95.4
323	95	12	0.2	95.6
324	96	16	0.3	95.8
325	96	11	0.2	96.0
326	96	31	0.5	96.5
327	97	21	0.3	96.8
328	97	18	0.3	97.1

Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
329	97	16	0.3	97.4
330	97	10	0.2	97.5
331	98	10	0.2	97.7
332	98	6	0.1	97.8
333	98	14	0.2	98.0
334	98	6	0.1	98.1
335	98	5	0.1	98.2
336	98	7	0.1	98.3
337	98	9	0.1	98.4
338	98	10	0.2	98.6
339	99	9	0.1	98.7
340	99	5	0.1	98.8
341	99	3	0.0	98.8
342	99	9	0.1	99.0
343	99	3	0.0	99.0
344	99	3	0.0	99.1
345	99	6	0.1	99.2
346	99	8	0.1	99.3
347	99	1	0.0	99.3
348	99	3	0.0	99.3
349	99	8	0.1	99.5
350	99	1	0.0	99.5
351	99	6	0.1	99.6
352	99	8	0.1	99.7
353	99	6	0.1	99.8
357	99	2	0.0	99.8
358	99	4	0.1	99.9
359	99	3	0.0	99.9
360	99	4	0.1	100.0

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	4	0.0	0.0
123	1	3	0.0	0.0
126	1	0	0.0	0.0
128	1	2	0.0	0.0
131	1	2	0.0	0.0
132	1	3	0.0	0.0
135	1	1	0.0	0.1
137	1	2	0.0	0.1
138	1	1	0.0	0.1
139	1	1	0.0	0.1
140	1	1	0.0	0.1
141	1	4	0.0	0.1
142	1	3	0.0	0.1
143	1	4	0.0	0.1
144	1	2	0.0	0.1
145	1	3	0.0	0.1
146	1	4	0.0	0.1
147	1	4	0.0	0.2
148	1	7	0.0	0.2
149	1	2	0.0	0.2
150	1	15	0.1	0.2
151	1	0	0.0	0.2
152	1	8	0.0	0.3
153	1	4	0.0	0.3
154	1	13	0.0	0.3
155	1	9	0.0	0.4
156	1	8	0.0	0.4
157	1	4	0.0	0.4
158	1	11	0.0	0.4
159	2	11	0.0	0.5
160	2	11	0.0	0.5
161	2	21	0.1	0.6
162	2	10	0.0	0.6
163	2	21	0.1	0.7
164	3	7	0.0	0.7
165	3	33	0.1	0.8
166	3	9	0.0	0.9
167	3	35	0.1	1.0
168	3	12	0.0	1.0

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
169	3	26	0.1	1.1
170	4	6	0.0	1.2
171	4	23	0.1	1.2
172	4	15	0.1	1.3
173	4	31	0.1	1.4
174	4	23	0.1	1.5
175	4	19	0.1	1.6
176	4	26	0.1	1.6
177	5	20	0.1	1.7
178	5	33	0.1	1.8
179	5	18	0.1	1.9
180	5	37	0.1	2.0
181	5	28	0.1	2.1
182	5	34	0.1	2.2
183	5	42	0.1	2.4
184	6	36	0.1	2.5
185	6	22	0.1	2.6
186	6	38	0.1	2.7
187	6	31	0.1	2.8
188	6	42	0.1	3.0
189	6	38	0.1	3.1
190	7	28	0.1	3.2
191	7	42	0.1	3.4
192	7	45	0.2	3.5
193	7	28	0.1	3.6
194	7	41	0.1	3.8
195	8	27	0.1	3.9
196	8	39	0.1	4.0
197	8	38	0.1	4.2
198	8	44	0.2	4.3
199	8	40	0.1	4.4
200	9	60	0.2	4.7
201	9	49	0.2	4.8
202	9	50	0.2	5.0
203	9	52	0.2	5.2
204	10	52	0.2	5.4
205	10	69	0.2	5.6
206	10	74	0.3	5.9
207	11	64	0.2	6.1
208	11	76	0.3	6.4

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
209	11	72	0.3	6.6
210	12	64	0.2	6.9
211	12	64	0.2	7.1
212	12	80	0.3	7.4
213	13	75	0.3	7.6
214	13	83	0.3	7.9
215	13	89	0.3	8.3
216	14	74	0.3	8.5
217	14	67	0.2	8.8
218	14	72	0.3	9.0
219	15	64	0.2	9.2
220	15	100	0.4	9.6
221	15	102	0.4	10.0
222	16	92	0.3	10.3
223	16	90	0.3	10.6
224	17	110	0.4	11.0
225	17	116	0.4	11.4
226	17	109	0.4	11.8
227	18	132	0.5	12.3
228	18	113	0.4	12.7
229	19	158	0.6	13.2
230	19	129	0.5	13.7
231	20	97	0.3	14.0
232	20	127	0.5	14.5
233	21	142	0.5	15.0
234	21	132	0.5	15.4
235	22	153	0.5	16.0
236	22	139	0.5	16.5
237	23	159	0.6	17.0
238	23	151	0.5	17.6
239	24	159	0.6	18.1
240	24	165	0.6	18.7
241	25	164	0.6	19.3
242	26	163	0.6	19.9
243	26	175	0.6	20.5
244	27	179	0.6	21.1
245	27	188	0.7	21.8
246	28	192	0.7	22.5
247	29	161	0.6	23.1
248	29	194	0.7	23.7

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
249	30	182	0.6	24.4
250	31	218	0.8	25.2
251	31	219	0.8	25.9
252	32	225	0.8	26.7
253	33	247	0.9	27.6
254	34	188	0.7	28.3
255	34	228	0.8	29.1
256	35	207	0.7	29.8
257	36	246	0.9	30.7
258	37	213	0.8	31.4
259	37	221	0.8	32.2
260	38	238	0.8	33.1
261	39	239	0.8	33.9
262	40	274	1.0	34.9
263	41	252	0.9	35.8
264	42	265	0.9	36.7
265	42	245	0.9	37.6
266	43	287	1.0	38.6
267	44	284	1.0	39.6
268	45	280	1.0	40.6
269	46	257	0.9	41.5
270	47	252	0.9	42.4
271	48	282	1.0	43.4
272	49	265	0.9	44.4
273	50	298	1.1	45.4
274	51	281	1.0	46.4
275	52	288	1.0	47.4
276	53	311	1.1	48.5
277	54	261	0.9	49.5
278	54	292	1.0	50.5
279	55	295	1.0	51.5
280	56	277	1.0	52.5
281	57	276	1.0	53.5
282	58	278	1.0	54.5
283	59	309	1.1	55.6
284	60	298	1.1	56.6
285	61	283	1.0	57.6
286	62	295	1.0	58.7
287	63	291	1.0	59.7
288	64	282	1.0	60.7

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
289	65	312	1.1	61.8
290	66	295	1.0	62.9
291	67	265	0.9	63.8
292	68	294	1.0	64.9
293	69	315	1.1	66.0
294	70	336	1.2	67.2
295	71	231	0.8	68.0
296	72	368	1.3	69.3
297	73	294	1.0	70.3
298	74	266	0.9	71.3
299	74	262	0.9	72.2
300	75	236	0.8	73.0
301	76	323	1.1	74.2
302	77	195	0.7	74.9
303	78	322	1.1	76.0
304	79	237	0.8	76.9
305	80	251	0.9	77.7
306	80	232	0.8	78.6
307	81	248	0.9	79.4
308	82	245	0.9	80.3
309	83	202	0.7	81.0
310	83	244	0.9	81.9
311	84	135	0.5	82.4
312	85	310	1.1	83.5
313	85	112	0.4	83.9
314	86	204	0.7	84.6
315	86	188	0.7	85.3
316	87	211	0.7	86.0
317	88	198	0.7	86.7
318	88	77	0.3	87.0
319	89	253	0.9	87.9
320	89	192	0.7	88.6
321	90	176	0.6	89.2
322	90	79	0.3	89.5
323	91	243	0.9	90.3
324	92	121	0.4	90.8
325	92	122	0.4	91.2
326	92	143	0.5	91.7
327	93	140	0.5	92.2
328	93	179	0.6	92.8

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
329	94	39	0.1	93.0
330	94	112	0.4	93.4
331	94	140	0.5	93.9
332	95	174	0.6	94.5
333	95	66	0.2	94.7
334	95	121	0.4	95.1
335	96	49	0.2	95.3
336	96	113	0.4	95.7
337	96	66	0.2	96.0
338	96	29	0.1	96.1
339	97	195	0.7	96.7
340	97	45	0.2	96.9
341	97	51	0.2	97.1
342	98	88	0.3	97.4
343	98	101	0.4	97.8
344	98	88	0.3	98.1
347	98	49	0.2	98.2
349	99	102	0.4	98.6
350	99	166	0.6	99.2
352	99	69	0.2	99.4
360	99	159	0.6	100.0

Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	167	0.6	0.6
121	1	3	0.0	0.6
123	1	5	0.0	0.6
124	1	2	0.0	0.6
128	1	2	0.0	0.6
129	1	4	0.0	0.6
130	1	2	0.0	0.6
133	1	20	0.1	0.7
134	1	1	0.0	0.7
135	1	3	0.0	0.7
136	1	3	0.0	0.7
138	1	10	0.0	0.8
139	1	4	0.0	0.8
140	1	3	0.0	0.8
141	1	6	0.0	0.8
142	1	8	0.0	0.8
143	1	6	0.0	0.8
144	1	12	0.0	0.9
145	1	3	0.0	0.9
146	1	5	0.0	0.9
147	1	30	0.1	1.0
148	1	8	0.0	1.0
149	1	28	0.1	1.1
150	1	16	0.1	1.2
151	1	28	0.1	1.3
152	1	27	0.1	1.4
153	2	33	0.1	1.5
154	2	49	0.2	1.7
155	2	45	0.2	1.8
156	2	49	0.2	2.0
157	2	56	0.2	2.2
158	3	42	0.1	2.3
159	3	52	0.2	2.5
160	3	85	0.3	2.8
161	4	64	0.2	3.0
162	4	59	0.2	3.2
163	4	60	0.2	3.4
164	4	47	0.2	3.6
165	5	49	0.2	3.7

Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
166	5	40	0.1	3.9
167	5	50	0.2	4.0
168	5	41	0.1	4.2
169	5	35	0.1	4.3
170	6	49	0.2	4.5
171	6	25	0.1	4.6
172	6	49	0.2	4.7
173	6	43	0.1	4.9
174	6	47	0.2	5.0
175	7	44	0.2	5.2
176	7	54	0.2	5.4
177	7	50	0.2	5.5
178	8	63	0.2	5.8
179	8	59	0.2	6.0
180	8	58	0.2	6.1
181	8	82	0.3	6.4
182	9	76	0.3	6.7
183	9	77	0.3	7.0
184	10	88	0.3	7.3
185	10	96	0.3	7.6
186	10	111	0.4	8.0
187	11	86	0.3	8.3
188	11	102	0.3	8.6
189	12	112	0.4	9.0
190	12	107	0.4	9.3
191	13	129	0.4	9.8
192	13	124	0.4	10.2
193	14	123	0.4	10.6
194	14	118	0.4	11.0
195	15	135	0.5	11.5
196	15	115	0.4	11.9
197	16	142	0.5	12.4
198	16	148	0.5	12.9
199	17	114	0.4	13.3
200	17	165	0.6	13.8
201	18	140	0.5	14.3
202	18	168	0.6	14.9
203	19	161	0.5	15.4
204	20	197	0.7	16.1
205	20	166	0.6	16.7

Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
206	21	169	0.6	17.2
207	21	183	0.6	17.9
208	22	161	0.5	18.4
209	23	206	0.7	19.1
210	23	178	0.6	19.7
211	24	194	0.7	20.4
212	25	192	0.7	21.0
213	26	206	0.7	21.7
214	26	209	0.7	22.5
215	27	211	0.7	23.2
216	28	213	0.7	23.9
217	29	251	0.9	24.8
218	30	206	0.7	25.5
219	30	202	0.7	26.1
220	31	218	0.7	26.9
221	32	261	0.9	27.8
222	33	248	0.8	28.6
223	34	252	0.9	29.5
224	35	248	0.8	30.3
225	35	281	1.0	31.3
226	36	271	0.9	32.2
227	37	272	0.9	33.1
228	38	285	1.0	34.1
229	39	282	1.0	35.1
230	40	306	1.0	36.1
231	41	279	1.0	37.1
232	42	293	1.0	38.1
233	43	289	1.0	39.1
234	44	281	1.0	40.0
235	45	332	1.1	41.1
236	46	296	1.0	42.2
237	47	332	1.1	43.3
238	48	308	1.1	44.3
239	49	330	1.1	45.5
240	50	311	1.1	46.5
241	51	342	1.2	47.7
242	53	323	1.1	48.8
243	54	310	1.1	49.8
244	55	354	1.2	51.1
245	56	355	1.2	52.3

Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
246	57	358	1.2	53.5
247	58	335	1.1	54.6
248	59	318	1.1	55.7
249	60	337	1.1	56.9
250	61	336	1.1	58.0
251	62	325	1.1	59.1
252	63	301	1.0	60.1
253	64	330	1.1	61.3
254	65	335	1.1	62.4
255	66	313	1.1	63.5
256	67	319	1.1	64.6
257	68	286	1.0	65.5
258	69	316	1.1	66.6
259	70	297	1.0	67.6
260	71	291	1.0	68.6
261	72	298	1.0	69.6
262	73	299	1.0	70.7
263	74	320	1.1	71.8
264	75	272	0.9	72.7
265	76	269	0.9	73.6
266	77	303	1.0	74.6
267	78	291	1.0	75.6
268	78	285	1.0	76.6
269	79	246	0.8	77.4
270	80	262	0.9	78.3
271	81	248	0.8	79.2
272	82	251	0.9	80.0
273	82	270	0.9	81.0
274	83	231	0.8	81.7
275	84	245	0.8	82.6
276	85	233	0.8	83.4
277	85	214	0.7	84.1
278	86	197	0.7	84.8
279	87	198	0.7	85.5
280	87	222	0.8	86.2
281	88	198	0.7	86.9
282	89	184	0.6	87.5
283	89	182	0.6	88.1
284	90	180	0.6	88.7
285	90	168	0.6	89.3

Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
286	91	171	0.6	89.9
287	91	147	0.5	90.4
288	92	147	0.5	90.9
289	92	156	0.5	91.4
290	93	126	0.4	91.9
291	93	135	0.5	92.3
292	93	124	0.4	92.7
293	94	134	0.5	93.2
294	94	103	0.4	93.6
295	94	111	0.4	93.9
296	95	110	0.4	94.3
297	95	84	0.3	94.6
298	95	105	0.4	95.0
299	96	79	0.3	95.2
300	96	96	0.3	95.6
301	96	75	0.3	95.8
302	96	73	0.2	96.1
303	97	61	0.2	96.3
304	97	60	0.2	96.5
305	97	60	0.2	96.7
306	97	55	0.2	96.9
307	97	49	0.2	97.0
308	97	60	0.2	97.2
309	98	64	0.2	97.5
310	98	35	0.1	97.6
311	98	47	0.2	97.7
312	98	37	0.1	97.9
313	98	59	0.2	98.1
314	98	31	0.1	98.2
315	98	37	0.1	98.3
316	98	31	0.1	98.4
317	99	39	0.1	98.5
318	99	26	0.1	98.6
319	99	24	0.1	98.7
320	99	21	0.1	98.8
321	99	28	0.1	98.9
322	99	30	0.1	99.0
323	99	19	0.1	99.0
324	99	15	0.1	99.1
325	99	17	0.1	99.1

Table 98. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
326	99	19	0.1	99.2
327	99	10	0.0	99.2
328	99	25	0.1	99.3
329	99	6	0.0	99.3
330	99	16	0.1	99.4
331	99	10	0.0	99.4
332	99	21	0.1	99.5
333	99	9	0.0	99.5
334	99	13	0.0	99.6
335	99	14	0.0	99.6
336	99	4	0.0	99.6
337	99	12	0.0	99.7
338	99	8	0.0	99.7
339	99	7	0.0	99.7
340	99	8	0.0	99.8
341	99	7	0.0	99.8
342	99	8	0.0	99.8
343	99	3	0.0	99.8
344	99	2	0.0	99.8
345	99	13	0.0	99.9
346	99	2	0.0	99.9
347	99	7	0.0	99.9
349	99	6	0.0	99.9
350	99	3	0.0	99.9
351	99	1	0.0	99.9
352	99	4	0.0	100.0
355	99	8	0.0	100.0
360	99	5	0.0	100.0

Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	129	0.5	0.5
123	1	1	0.0	0.5
124	1	1	0.0	0.5
129	1	6	0.0	0.6
130	1	2	0.0	0.6
132	1	1	0.0	0.6
133	1	8	0.0	0.6
134	1	1	0.0	0.6
135	1	3	0.0	0.6
136	1	1	0.0	0.6
138	1	10	0.0	0.7
139	1	2	0.0	0.7
140	1	3	0.0	0.7
141	1	6	0.0	0.7
142	1	1	0.0	0.7
143	1	3	0.0	0.7
144	1	9	0.0	0.8
145	1	7	0.0	0.8
146	1	5	0.0	0.8
147	1	14	0.1	0.9
148	1	8	0.0	0.9
149	1	20	0.1	1.0
150	1	12	0.0	1.1
151	1	31	0.1	1.2
152	1	22	0.1	1.3
153	1	30	0.1	1.4
154	1	37	0.2	1.6
155	2	38	0.2	1.7
156	2	29	0.1	1.8
157	2	63	0.3	2.1
158	2	32	0.1	2.2
159	2	25	0.1	2.3
160	3	66	0.3	2.6
161	3	22	0.1	2.7
162	3	37	0.2	2.8
163	3	44	0.2	3.0
164	4	25	0.1	3.1
165	4	29	0.1	3.3
166	4	43	0.2	3.4

Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	4	38	0.2	3.6
168	4	34	0.1	3.7
169	4	30	0.1	3.9
170	5	34	0.1	4.0
171	5	44	0.2	4.2
172	5	32	0.1	4.3
173	5	41	0.2	4.5
174	5	31	0.1	4.6
175	6	31	0.1	4.7
176	6	40	0.2	4.9
177	6	33	0.1	5.1
178	6	35	0.1	5.2
179	6	42	0.2	5.4
180	6	32	0.1	5.5
181	7	32	0.1	5.6
182	7	40	0.2	5.8
183	7	38	0.2	6.0
184	7	39	0.2	6.1
185	8	49	0.2	6.3
186	8	49	0.2	6.5
187	8	44	0.2	6.7
188	8	44	0.2	6.9
189	9	44	0.2	7.1
190	9	65	0.3	7.4
191	9	39	0.2	7.5
192	9	51	0.2	7.7
193	10	54	0.2	7.9
194	10	50	0.2	8.2
195	10	48	0.2	8.4
196	10	46	0.2	8.5
197	11	38	0.2	8.7
198	11	70	0.3	9.0
199	11	39	0.2	9.2
200	12	62	0.3	9.4
201	12	63	0.3	9.7
202	12	63	0.3	9.9
203	12	59	0.2	10.2
204	13	63	0.3	10.5
205	13	92	0.4	10.8
206	14	71	0.3	11.1

Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	14	76	0.3	11.4
208	14	74	0.3	11.8
209	15	78	0.3	12.1
210	15	81	0.3	12.4
211	15	60	0.2	12.7
212	16	72	0.3	13.0
213	16	57	0.2	13.2
214	17	85	0.4	13.6
215	17	96	0.4	14.0
216	17	87	0.4	14.3
217	18	79	0.3	14.6
218	18	80	0.3	15.0
219	19	108	0.4	15.4
220	19	93	0.4	15.8
221	20	89	0.4	16.2
222	20	83	0.3	16.5
223	20	98	0.4	16.9
224	21	102	0.4	17.4
225	21	106	0.4	17.8
226	22	109	0.5	18.3
227	23	125	0.5	18.8
228	23	108	0.4	19.2
229	24	131	0.5	19.8
230	24	142	0.6	20.4
231	25	129	0.5	20.9
232	26	118	0.5	21.4
233	26	106	0.4	21.8
234	27	120	0.5	22.3
235	27	129	0.5	22.9
236	28	137	0.6	23.4
237	28	123	0.5	23.9
238	29	142	0.6	24.5
239	30	139	0.6	25.1
240	30	146	0.6	25.7
241	31	141	0.6	26.3
242	32	166	0.7	27.0
243	32	161	0.7	27.7
244	33	166	0.7	28.4
245	34	159	0.7	29.0
246	34	162	0.7	29.7

Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	35	193	0.8	30.5
248	36	173	0.7	31.2
249	37	191	0.8	32.0
250	38	203	0.8	32.9
251	38	162	0.7	33.5
252	39	187	0.8	34.3
253	40	195	0.8	35.1
254	41	206	0.9	36.0
255	42	208	0.9	36.8
256	42	214	0.9	37.7
257	43	216	0.9	38.6
258	44	246	1.0	39.7
259	45	238	1.0	40.6
260	46	198	0.8	41.5
261	47	242	1.0	42.5
262	48	268	1.1	43.6
263	49	257	1.1	44.7
264	50	252	1.0	45.7
265	51	253	1.1	46.8
266	52	243	1.0	47.8
267	53	258	1.1	48.8
268	54	259	1.1	49.9
269	55	230	1.0	50.9
270	56	290	1.2	52.1
271	57	261	1.1	53.2
272	58	248	1.0	54.2
273	59	271	1.1	55.3
274	60	293	1.2	56.5
275	61	284	1.2	57.7
276	62	272	1.1	58.9
277	63	285	1.2	60.0
278	64	252	1.0	61.1
279	66	303	1.3	62.4
280	67	266	1.1	63.5
281	68	295	1.2	64.7
282	69	306	1.3	66.0
283	70	285	1.2	67.1
284	71	277	1.2	68.3
285	72	286	1.2	69.5
286	73	283	1.2	70.7

Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	74	288	1.2	71.9
288	75	291	1.2	73.1
289	76	245	1.0	74.1
290	77	202	0.8	74.9
291	78	298	1.2	76.2
292	79	229	1.0	77.1
293	80	265	1.1	78.2
294	81	217	0.9	79.1
295	82	251	1.0	80.2
296	83	223	0.9	81.1
297	84	229	1.0	82.1
298	85	245	1.0	83.1
299	85	182	0.8	83.8
300	86	205	0.9	84.7
301	87	188	0.8	85.5
302	88	228	0.9	86.4
303	88	154	0.6	87.1
304	89	207	0.9	87.9
305	90	135	0.6	88.5
306	90	171	0.7	89.2
307	91	178	0.7	89.9
308	91	136	0.6	90.5
309	92	173	0.7	91.2
310	92	103	0.4	91.6
311	93	143	0.6	92.2
312	93	116	0.5	92.7
313	94	160	0.7	93.4
314	94	60	0.2	93.6
315	95	86	0.4	94.0
316	95	93	0.4	94.4
317	95	143	0.6	95.0
318	96	64	0.3	95.2
319	96	71	0.3	95.5
320	96	64	0.3	95.8
321	96	75	0.3	96.1
322	97	103	0.4	96.5
323	97	68	0.3	96.8
324	97	52	0.2	97.0
325	97	39	0.2	97.2
326	98	76	0.3	97.5

Table 99. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	98	50	0.2	97.7
328	98	68	0.3	98.0
329	98	14	0.1	98.1
330	98	53	0.2	98.3
331	99	28	0.1	98.4
332	99	59	0.2	98.7
333	99	20	0.1	98.7
334	99	30	0.1	98.9
335	99	21	0.1	99.0
336	99	33	0.1	99.1
337	99	32	0.1	99.2
338	99	13	0.1	99.3
339	99	15	0.1	99.3
340	99	20	0.1	99.4
341	99	14	0.1	99.5
342	99	14	0.1	99.5
343	99	15	0.1	99.6
344	99	1	0.0	99.6
345	99	23	0.1	99.7
346	99	2	0.0	99.7
347	99	15	0.1	99.8
349	99	11	0.0	99.8
350	99	8	0.0	99.9
352	99	7	0.0	99.9
355	99	17	0.1	100.0
360	99	12	0.0	100.0

Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	134	0.7	0.7
123	1	4	0.0	0.7
124	1	6	0.0	0.7
127	1	5	0.0	0.8
129	1	1	0.0	0.8
130	1	6	0.0	0.8
131	1	5	0.0	0.8
133	1	10	0.1	0.9
134	1	3	0.0	0.9
135	1	3	0.0	0.9
137	1	2	0.0	0.9
138	1	3	0.0	0.9
139	1	2	0.0	1.0
141	1	10	0.1	1.0
142	1	5	0.0	1.0
143	1	6	0.0	1.1
144	1	2	0.0	1.1
145	1	2	0.0	1.1
146	1	10	0.1	1.1
147	1	3	0.0	1.1
148	1	4	0.0	1.2
149	1	3	0.0	1.2
150	1	12	0.1	1.2
151	1	1	0.0	1.3
152	1	21	0.1	1.4
153	1	14	0.1	1.4
154	1	26	0.1	1.6
155	1	23	0.1	1.7
156	1	15	0.1	1.8
157	2	37	0.2	2.0
158	2	2	0.0	2.0
159	2	66	0.3	2.3
160	2	12	0.1	2.4
161	2	67	0.3	2.7
162	2	28	0.1	2.9
163	3	55	0.3	3.1
164	3	36	0.2	3.3
165	3	48	0.2	3.6
166	3	48	0.2	3.8

Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	3	25	0.1	4.0
168	4	68	0.4	4.3
169	4	24	0.1	4.4
170	4	41	0.2	4.6
171	4	38	0.2	4.8
172	5	38	0.2	5.0
173	5	29	0.1	5.2
174	5	33	0.2	5.4
175	5	35	0.2	5.5
176	5	26	0.1	5.7
177	6	46	0.2	5.9
178	6	31	0.2	6.1
179	6	46	0.2	6.3
180	6	34	0.2	6.5
181	7	36	0.2	6.7
182	7	49	0.3	6.9
183	7	45	0.2	7.2
184	8	50	0.3	7.4
185	8	50	0.3	7.7
186	8	52	0.3	7.9
187	9	51	0.3	8.2
188	9	61	0.3	8.5
189	9	56	0.3	8.8
190	10	50	0.3	9.1
191	10	52	0.3	9.3
192	11	62	0.3	9.7
193	11	64	0.3	10.0
194	11	62	0.3	10.3
195	12	62	0.3	10.6
196	12	62	0.3	11.0
197	13	65	0.3	11.3
198	13	60	0.3	11.6
199	14	61	0.3	11.9
200	14	93	0.5	12.4
201	15	63	0.3	12.7
202	15	75	0.4	13.1
203	16	74	0.4	13.5
204	16	79	0.4	13.9
205	17	62	0.3	14.2
206	17	88	0.5	14.7

Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	18	79	0.4	15.1
208	18	108	0.6	15.6
209	19	81	0.4	16.1
210	19	72	0.4	16.4
211	20	93	0.5	16.9
212	20	92	0.5	17.4
213	21	87	0.4	17.8
214	22	93	0.5	18.3
215	22	103	0.5	18.9
216	23	80	0.4	19.3
217	23	103	0.5	19.8
218	24	74	0.4	20.2
219	25	126	0.7	20.8
220	25	89	0.5	21.3
221	26	114	0.6	21.9
222	26	113	0.6	22.5
223	27	110	0.6	23.0
224	28	121	0.6	23.7
225	28	108	0.6	24.2
226	29	122	0.6	24.9
227	30	105	0.5	25.4
228	31	133	0.7	26.1
229	31	130	0.7	26.8
230	32	153	0.8	27.5
231	33	136	0.7	28.3
232	34	127	0.7	28.9
233	34	158	0.8	29.7
234	35	136	0.7	30.4
235	36	137	0.7	31.1
236	37	148	0.8	31.9
237	38	151	0.8	32.7
238	38	139	0.7	33.4
239	39	171	0.9	34.3
240	40	147	0.8	35.0
241	41	157	0.8	35.9
242	42	150	0.8	36.6
243	43	170	0.9	37.5
244	43	169	0.9	38.4
245	44	170	0.9	39.3
246	45	185	1.0	40.2

Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	46	201	1.0	41.3
248	47	182	0.9	42.2
249	48	195	1.0	43.2
250	49	171	0.9	44.1
251	50	194	1.0	45.1
252	51	183	0.9	46.0
253	52	189	1.0	47.0
254	53	207	1.1	48.1
255	54	195	1.0	49.1
256	55	214	1.1	50.2
257	56	208	1.1	51.3
258	57	210	1.1	52.4
259	58	224	1.2	53.5
260	59	206	1.1	54.6
261	60	222	1.1	55.7
262	61	206	1.1	56.8
263	62	205	1.1	57.9
264	63	179	0.9	58.8
265	64	204	1.1	59.8
266	65	207	1.1	60.9
267	66	214	1.1	62.0
268	67	225	1.2	63.2
269	68	194	1.0	64.2
270	69	215	1.1	65.3
271	70	203	1.0	66.4
272	71	164	0.8	67.2
273	71	184	1.0	68.2
274	72	212	1.1	69.2
275	73	213	1.1	70.3
276	74	207	1.1	71.4
277	75	202	1.0	72.5
278	76	195	1.0	73.5
279	77	210	1.1	74.6
280	78	206	1.1	75.6
281	79	202	1.0	76.7
282	80	211	1.1	77.8
283	81	161	0.8	78.6
284	82	189	1.0	79.6
285	83	191	1.0	80.6
286	83	177	0.9	81.5

Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	84	174	0.9	82.4
288	85	180	0.9	83.3
289	86	141	0.7	84.0
290	86	179	0.9	85.0
291	87	168	0.9	85.8
292	88	152	0.8	86.6
293	89	156	0.8	87.4
294	89	132	0.7	88.1
295	90	119	0.6	88.7
296	91	138	0.7	89.4
297	91	112	0.6	90.0
298	92	133	0.7	90.7
299	92	98	0.5	91.2
300	93	130	0.7	91.9
301	93	96	0.5	92.4
302	94	87	0.4	92.8
303	94	78	0.4	93.2
304	94	83	0.4	93.7
305	95	92	0.5	94.1
306	95	67	0.3	94.5
307	95	87	0.4	94.9
308	96	65	0.3	95.3
309	96	69	0.4	95.6
310	96	38	0.2	95.8
311	97	59	0.3	96.1
312	97	45	0.2	96.4
313	97	72	0.4	96.7
314	97	47	0.2	97.0
315	97	48	0.2	97.2
316	98	41	0.2	97.4
317	98	38	0.2	97.6
318	98	32	0.2	97.8
319	98	29	0.1	97.9
320	98	43	0.2	98.2
321	98	30	0.2	98.3
322	99	21	0.1	98.4
323	99	26	0.1	98.6
324	99	14	0.1	98.6
325	99	26	0.1	98.8
326	99	33	0.2	98.9

Table 100. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	99	15	0.1	99.0
328	99	23	0.1	99.1
329	99	4	0.0	99.2
330	99	16	0.1	99.2
331	99	10	0.1	99.3
332	99	20	0.1	99.4
333	99	4	0.0	99.4
334	99	12	0.1	99.5
335	99	8	0.0	99.5
336	99	16	0.1	99.6
337	99	3	0.0	99.6
338	99	10	0.1	99.7
339	99	2	0.0	99.7
340	99	5	0.0	99.7
341	99	3	0.0	99.7
342	99	5	0.0	99.7
343	99	6	0.0	99.8
344	99	2	0.0	99.8
345	99	10	0.1	99.8
347	99	2	0.0	99.9
348	99	3	0.0	99.9
349	99	5	0.0	99.9
350	99	2	0.0	99.9
351	99	4	0.0	99.9
352	99	1	0.0	99.9
353	99	1	0.0	99.9
355	99	6	0.0	100.0
357	99	1	0.0	100.0
358	99	4	0.0	100.0
360	99	2	0.0	100.0

Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	113	0.6	0.6
124	1	4	0.0	0.7
127	1	2	0.0	0.7
129	1	3	0.0	0.7
130	1	2	0.0	0.7
131	1	10	0.1	0.8
133	1	5	0.0	0.8
134	1	2	0.0	0.8
135	1	7	0.0	0.8
137	1	4	0.0	0.9
138	1	4	0.0	0.9
139	1	2	0.0	0.9
140	1	5	0.0	0.9
141	1	3	0.0	0.9
142	1	2	0.0	1.0
143	1	6	0.0	1.0
144	1	1	0.0	1.0
145	1	3	0.0	1.0
146	1	7	0.0	1.1
147	1	5	0.0	1.1
148	1	6	0.0	1.1
149	1	1	0.0	1.1
150	1	16	0.1	1.2
151	1	1	0.0	1.2
152	1	9	0.1	1.3
153	1	7	0.0	1.3
154	1	14	0.1	1.4
155	1	17	0.1	1.5
156	1	7	0.0	1.5
157	1	37	0.2	1.7
158	2	2	0.0	1.7
159	2	43	0.2	2.0
160	2	14	0.1	2.1
161	2	47	0.3	2.3
162	2	17	0.1	2.4
163	2	41	0.2	2.7
164	3	51	0.3	3.0
165	3	35	0.2	3.2
166	3	56	0.3	3.5

Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	3	17	0.1	3.6
168	4	48	0.3	3.8
169	4	26	0.1	4.0
170	4	40	0.2	4.2
171	4	28	0.2	4.4
172	4	42	0.2	4.6
173	5	29	0.2	4.8
174	5	30	0.2	5.0
175	5	25	0.1	5.1
176	5	24	0.1	5.2
177	6	40	0.2	5.5
178	6	32	0.2	5.6
179	6	38	0.2	5.9
180	6	33	0.2	6.0
181	7	36	0.2	6.3
182	7	37	0.2	6.5
183	7	27	0.2	6.6
184	7	40	0.2	6.8
185	8	43	0.2	7.1
186	8	33	0.2	7.3
187	8	37	0.2	7.5
188	8	34	0.2	7.7
189	9	49	0.3	8.0
190	9	39	0.2	8.2
191	9	43	0.2	8.4
192	10	37	0.2	8.6
193	10	44	0.3	8.9
194	10	49	0.3	9.2
195	11	52	0.3	9.5
196	11	49	0.3	9.7
197	12	50	0.3	10.0
198	12	45	0.3	10.3
199	12	45	0.3	10.5
200	13	66	0.4	10.9
201	13	52	0.3	11.2
202	13	54	0.3	11.5
203	14	33	0.2	11.7
204	14	51	0.3	12.0
205	15	55	0.3	12.3
206	15	35	0.2	12.5

Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	15	53	0.3	12.8
208	16	65	0.4	13.2
209	16	56	0.3	13.5
210	17	51	0.3	13.8
211	17	58	0.3	14.1
212	17	63	0.4	14.5
213	18	51	0.3	14.8
214	18	46	0.3	15.0
215	19	63	0.4	15.4
216	19	75	0.4	15.8
217	20	72	0.4	16.2
218	20	58	0.3	16.5
219	21	66	0.4	16.9
220	21	57	0.3	17.2
221	21	74	0.4	17.7
222	22	74	0.4	18.1
223	23	65	0.4	18.5
224	23	83	0.5	18.9
225	24	75	0.4	19.4
226	24	75	0.4	19.8
227	25	70	0.4	20.2
228	25	76	0.4	20.6
229	26	78	0.4	21.1
230	26	90	0.5	21.6
231	27	77	0.4	22.0
232	27	85	0.5	22.5
233	28	61	0.3	22.8
234	28	73	0.4	23.2
235	29	84	0.5	23.7
236	29	97	0.6	24.3
237	30	84	0.5	24.8
238	30	80	0.5	25.2
239	31	81	0.5	25.7
240	32	96	0.5	26.2
241	32	96	0.5	26.8
242	33	90	0.5	27.3
243	33	118	0.7	27.9
244	34	98	0.6	28.5
245	35	108	0.6	29.1
246	35	109	0.6	29.7

Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	36	104	0.6	30.3
248	37	113	0.6	31.0
249	37	119	0.7	31.6
250	38	116	0.7	32.3
251	39	107	0.6	32.9
252	39	117	0.7	33.6
253	40	136	0.8	34.4
254	41	119	0.7	35.0
255	41	134	0.8	35.8
256	42	120	0.7	36.5
257	43	147	0.8	37.3
258	44	142	0.8	38.1
259	44	126	0.7	38.8
260	45	143	0.8	39.7
261	46	152	0.9	40.5
262	47	149	0.8	41.4
263	48	126	0.7	42.1
264	48	151	0.9	42.9
265	49	141	0.8	43.7
266	50	164	0.9	44.7
267	51	159	0.9	45.6
268	52	145	0.8	46.4
269	53	156	0.9	47.3
270	54	165	0.9	48.2
271	54	176	1.0	49.2
272	55	149	0.8	50.1
273	56	177	1.0	51.1
274	57	190	1.1	52.2
275	58	178	1.0	53.2
276	59	155	0.9	54.1
277	60	168	1.0	55.0
278	61	158	0.9	55.9
279	61	158	0.9	56.8
280	62	206	1.2	58.0
281	63	199	1.1	59.1
282	64	190	1.1	60.2
283	65	202	1.1	61.3
284	66	208	1.2	62.5
285	68	213	1.2	63.7
286	69	208	1.2	64.9

Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	70	188	1.1	66.0
288	71	189	1.1	67.1
289	71	170	1.0	68.0
290	72	219	1.2	69.3
291	74	180	1.0	70.3
292	74	194	1.1	71.4
293	75	186	1.1	72.5
294	76	170	1.0	73.4
295	77	164	0.9	74.4
296	78	174	1.0	75.4
297	79	154	0.9	76.2
298	80	203	1.2	77.4
299	81	148	0.8	78.2
300	81	156	0.9	79.1
301	82	162	0.9	80.0
302	83	184	1.0	81.1
303	84	191	1.1	82.2
304	85	144	0.8	83.0
305	86	166	0.9	83.9
306	86	170	1.0	84.9
307	87	173	1.0	85.9
308	88	119	0.7	86.6
309	89	163	0.9	87.5
310	89	92	0.5	88.0
311	90	138	0.8	88.8
312	90	96	0.5	89.3
313	91	136	0.8	90.1
314	92	94	0.5	90.6
315	92	120	0.7	91.3
316	93	121	0.7	92.0
317	93	93	0.5	92.5
318	94	103	0.6	93.1
319	94	60	0.3	93.5
320	95	69	0.4	93.9
321	95	92	0.5	94.4
322	95	62	0.4	94.7
323	96	60	0.3	95.1
324	96	66	0.4	95.5
325	96	52	0.3	95.8
326	97	87	0.5	96.2

Table 101. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	97	31	0.2	96.4
328	97	73	0.4	96.8
329	97	21	0.1	97.0
330	98	60	0.3	97.3
331	98	27	0.2	97.5
332	98	56	0.3	97.8
333	98	22	0.1	97.9
334	98	27	0.2	98.0
335	98	20	0.1	98.2
336	99	56	0.3	98.5
337	99	20	0.1	98.6
338	99	35	0.2	98.8
339	99	22	0.1	98.9
340	99	18	0.1	99.0
341	99	11	0.1	99.1
342	99	26	0.1	99.2
343	99	20	0.1	99.3
344	99	14	0.1	99.4
345	99	25	0.1	99.6
346	99	2	0.0	99.6
347	99	6	0.0	99.6
348	99	4	0.0	99.6
349	99	14	0.1	99.7
350	99	4	0.0	99.7
351	99	14	0.1	99.8
352	99	4	0.0	99.8
353	99	9	0.1	99.9
355	99	7	0.0	99.9
357	99	5	0.0	100.0
358	99	4	0.0	100.0
360	99	3	0.0	100.0

Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	0	0.0	0.0
122	1	7	0.0	0.8
132	1	7	0.0	0.8
134	1	1	0.0	0.8
135	1	5	0.0	0.8
137	1	2	0.0	0.9
138	1	5	0.0	0.9
140	1	3	0.0	0.9
141	1	3	0.0	0.9
142	1	3	0.0	0.9
143	1	2	0.0	1.0
144	1	5	0.0	1.0
145	1	6	0.0	1.0
146	1	2	0.0	1.1
147	1	14	0.1	1.1
148	1	6	0.0	1.2
149	1	8	0.1	1.2
150	1	23	0.2	1.4
152	1	16	0.1	1.5
153	1	29	0.2	1.7
154	2	8	0.1	1.8
155	2	35	0.2	2.0
156	2	33	0.2	2.2
157	2	42	0.3	2.5
158	2	41	0.3	2.8
159	3	27	0.2	3.0
160	3	82	0.6	3.5
161	3	31	0.2	3.7
162	4	43	0.3	4.0
163	4	42	0.3	4.3
164	4	31	0.2	4.5
165	4	32	0.2	4.8
166	5	26	0.2	4.9
167	5	26	0.2	5.1
168	5	35	0.2	5.3
169	5	36	0.2	5.6
170	5	37	0.3	5.8
171	6	24	0.2	6.0
172	6	31	0.2	6.2

Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
173	6	29	0.2	6.4
174	6	32	0.2	6.6
175	6	20	0.1	6.8
176	7	27	0.2	7.0
177	7	26	0.2	7.1
178	7	46	0.3	7.5
179	7	31	0.2	7.7
180	8	50	0.3	8.0
181	8	28	0.2	8.2
182	8	39	0.3	8.5
183	8	35	0.2	8.7
184	9	29	0.2	8.9
185	9	45	0.3	9.2
186	9	32	0.2	9.4
187	10	51	0.3	9.8
188	10	27	0.2	10.0
189	10	46	0.3	10.3
190	11	58	0.4	10.7
191	11	38	0.3	10.9
192	11	42	0.3	11.2
193	12	48	0.3	11.5
194	12	50	0.3	11.9
195	12	49	0.3	12.2
196	13	54	0.4	12.6
197	13	41	0.3	12.9
198	14	59	0.4	13.3
199	14	46	0.3	13.6
200	15	44	0.3	13.9
201	15	56	0.4	14.3
202	15	55	0.4	14.6
203	16	55	0.4	15.0
204	16	50	0.3	15.4
205	17	50	0.3	15.7
206	17	53	0.4	16.1
207	18	69	0.5	16.5
208	18	52	0.4	16.9
209	19	58	0.4	17.3
210	19	52	0.4	17.6
211	20	54	0.4	18.0
212	20	50	0.3	18.3

Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
213	21	61	0.4	18.8
214	21	62	0.4	19.2
215	22	63	0.4	19.6
216	23	49	0.3	19.9
217	23	59	0.4	20.3
218	24	57	0.4	20.7
219	24	67	0.5	21.2
220	25	65	0.4	21.6
221	25	68	0.5	22.1
222	26	58	0.4	22.5
223	26	76	0.5	23.0
224	27	58	0.4	23.4
225	27	74	0.5	23.9
226	28	72	0.5	24.4
227	29	68	0.5	24.9
228	29	91	0.6	25.5
229	30	83	0.6	26.1
230	31	93	0.6	26.7
231	31	79	0.5	27.2
232	32	85	0.6	27.8
233	32	69	0.5	28.3
234	33	84	0.6	28.9
235	34	114	0.8	29.6
236	34	79	0.5	30.2
237	35	96	0.7	30.8
238	36	104	0.7	31.5
239	36	112	0.8	32.3
240	37	94	0.6	32.9
241	38	141	1.0	33.9
242	39	124	0.8	34.8
243	40	117	0.8	35.5
244	40	116	0.8	36.3
245	41	97	0.7	37.0
246	42	136	0.9	37.9
247	43	136	0.9	38.9
248	44	103	0.7	39.6
249	45	141	1.0	40.5
250	45	133	0.9	41.4
251	46	149	1.0	42.4
252	47	140	1.0	43.4

Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
253	48	148	1.0	44.4
254	49	132	0.9	45.3
255	50	157	1.1	46.4
256	51	145	1.0	47.4
257	52	143	1.0	48.3
258	53	153	1.0	49.4
259	54	154	1.1	50.4
260	55	173	1.2	51.6
261	56	151	1.0	52.7
262	57	153	1.0	53.7
263	58	199	1.4	55.1
264	59	179	1.2	56.3
265	61	204	1.4	57.7
266	62	165	1.1	58.8
267	63	186	1.3	60.1
268	64	178	1.2	61.3
269	65	150	1.0	62.3
270	66	178	1.2	63.5
271	67	178	1.2	64.7
272	68	177	1.2	65.9
273	69	183	1.2	67.2
274	71	145	1.0	68.2
275	71	159	1.1	69.3
276	72	151	1.0	70.3
277	74	174	1.2	71.5
278	75	152	1.0	72.5
279	76	171	1.2	73.7
280	77	166	1.1	74.8
281	78	166	1.1	75.9
282	79	181	1.2	77.2
283	80	131	0.9	78.1
284	81	151	1.0	79.1
285	82	129	0.9	80.0
286	82	165	1.1	81.1
287	83	151	1.0	82.1
288	84	129	0.9	83.0
289	85	154	1.1	84.1
290	86	132	0.9	85.0
291	87	135	0.9	85.9
292	88	116	0.8	86.7

Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
293	88	122	0.8	87.5
294	89	121	0.8	88.3
295	90	97	0.7	89.0
296	90	104	0.7	89.7
297	91	81	0.6	90.3
298	91	87	0.6	90.9
299	92	93	0.6	91.5
300	92	63	0.4	91.9
301	93	99	0.7	92.6
302	93	64	0.4	93.0
303	94	81	0.6	93.6
304	94	59	0.4	94.0
305	95	62	0.4	94.4
306	95	55	0.4	94.8
307	95	38	0.3	95.1
308	96	62	0.4	95.5
309	96	37	0.3	95.7
310	96	44	0.3	96.0
311	97	63	0.4	96.5
312	97	42	0.3	96.7
313	97	52	0.4	97.1
314	97	26	0.2	97.3
315	98	25	0.2	97.4
316	98	42	0.3	97.7
317	98	20	0.1	97.9
318	98	26	0.2	98.0
319	98	12	0.1	98.1
320	98	25	0.2	98.3
321	99	30	0.2	98.5
322	99	20	0.1	98.6
323	99	14	0.1	98.7
324	99	13	0.1	98.8
325	99	13	0.1	98.9
326	99	16	0.1	99.0
327	99	21	0.1	99.2
328	99	7	0.0	99.2
329	99	6	0.0	99.3
330	99	15	0.1	99.4
331	99	14	0.1	99.5
332	99	10	0.1	99.5

Table 102. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
333	99	3	0.0	99.5
334	99	7	0.0	99.6
335	99	4	0.0	99.6
336	99	10	0.1	99.7
337	99	4	0.0	99.7
338	99	0	0.0	99.7
339	99	6	0.0	99.8
340	99	4	0.0	99.8
341	99	0	0.0	99.8
342	99	5	0.0	99.8
343	99	4	0.0	99.8
344	99	1	0.0	99.8
345	99	7	0.0	99.9
348	99	3	0.0	99.9
349	99	3	0.0	99.9
350	99	2	0.0	100.0
351	99	3	0.0	100.0
352	99	1	0.0	100.0
353	99	1	0.0	100.0
357	99	2	0.0	100.0
360	99	0	0.0	100.0

Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	70	0.5	0.5
122	1	5	0.0	0.5
124	1	1	0.0	0.5
126	1	1	0.0	0.5
128	1	3	0.0	0.5
129	1	1	0.0	0.6
132	1	3	0.0	0.6
134	1	8	0.1	0.6
135	1	1	0.0	0.6
137	1	2	0.0	0.6
138	1	3	0.0	0.7
140	1	8	0.1	0.7
141	1	2	0.0	0.7
142	1	2	0.0	0.8
143	1	6	0.0	0.8
144	1	6	0.0	0.8
145	1	7	0.0	0.9
146	1	1	0.0	0.9
147	1	5	0.0	0.9
148	1	3	0.0	0.9
149	1	16	0.1	1.1
150	1	16	0.1	1.2
151	1	1	0.0	1.2
152	1	16	0.1	1.3
153	1	31	0.2	1.5
154	1	6	0.0	1.5
155	1	30	0.2	1.7
156	2	28	0.2	1.9
157	2	23	0.2	2.1
158	2	47	0.3	2.4
159	2	33	0.2	2.6
160	3	68	0.5	3.1
161	3	35	0.2	3.3
162	3	37	0.3	3.6
163	3	43	0.3	3.9
164	4	58	0.4	4.3
165	4	38	0.3	4.5
166	4	33	0.2	4.8
167	5	37	0.3	5.0

Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	5	30	0.2	5.2
169	5	30	0.2	5.4
170	5	21	0.1	5.6
171	5	29	0.2	5.8
172	6	19	0.1	5.9
173	6	28	0.2	6.1
174	6	31	0.2	6.3
175	6	28	0.2	6.5
176	6	36	0.2	6.7
177	7	34	0.2	7.0
178	7	36	0.2	7.2
179	7	28	0.2	7.4
180	7	33	0.2	7.6
181	8	58	0.4	8.0
182	8	48	0.3	8.4
183	8	34	0.2	8.6
184	9	27	0.2	8.8
185	9	38	0.3	9.0
186	9	40	0.3	9.3
187	9	47	0.3	9.6
188	10	42	0.3	9.9
189	10	45	0.3	10.2
190	10	31	0.2	10.4
191	11	32	0.2	10.7
192	11	39	0.3	10.9
193	11	45	0.3	11.2
194	12	37	0.3	11.5
195	12	51	0.3	11.8
196	12	43	0.3	12.1
197	13	49	0.3	12.5
198	13	46	0.3	12.8
199	14	44	0.3	13.1
200	14	35	0.2	13.3
201	14	35	0.2	13.6
202	15	57	0.4	13.9
203	15	48	0.3	14.3
204	15	44	0.3	14.6
205	16	50	0.3	14.9
206	16	47	0.3	15.2
207	17	43	0.3	15.5

Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	17	46	0.3	15.8
209	17	48	0.3	16.2
210	18	59	0.4	16.6
211	18	57	0.4	17.0
212	19	67	0.5	17.4
213	19	53	0.4	17.8
214	20	54	0.4	18.2
215	20	61	0.4	18.6
216	21	51	0.3	18.9
217	21	54	0.4	19.3
218	22	64	0.4	19.7
219	22	76	0.5	20.3
220	23	66	0.5	20.7
221	23	68	0.5	21.2
222	24	59	0.4	21.6
223	24	54	0.4	21.9
224	24	60	0.4	22.3
225	25	68	0.5	22.8
226	26	73	0.5	23.3
227	26	74	0.5	23.8
228	27	59	0.4	24.2
229	27	67	0.5	24.7
230	27	82	0.6	25.2
231	28	73	0.5	25.7
232	29	79	0.5	26.3
233	29	60	0.4	26.7
234	30	76	0.5	27.2
235	30	60	0.4	27.6
236	31	80	0.5	28.2
237	31	73	0.5	28.7
238	32	89	0.6	29.3
239	32	80	0.5	29.8
240	33	90	0.6	30.4
241	34	85	0.6	31.0
242	34	86	0.6	31.6
243	35	85	0.6	32.2
244	36	103	0.7	32.9
245	36	112	0.8	33.7
246	37	81	0.6	34.2
247	38	104	0.7	34.9

Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	38	84	0.6	35.5
249	39	108	0.7	36.2
250	40	87	0.6	36.8
251	40	120	0.8	37.6
252	41	98	0.7	38.3
253	42	125	0.9	39.2
254	43	117	0.8	40.0
255	43	116	0.8	40.8
256	44	126	0.9	41.6
257	45	120	0.8	42.4
258	46	130	0.9	43.3
259	47	127	0.9	44.2
260	48	100	0.7	44.9
261	48	133	0.9	45.8
262	49	113	0.8	46.6
263	50	135	0.9	47.5
264	51	158	1.1	48.6
265	52	109	0.7	49.3
266	53	128	0.9	50.2
267	54	165	1.1	51.3
268	55	139	1.0	52.3
269	56	164	1.1	53.4
270	57	143	1.0	54.4
271	58	148	1.0	55.4
272	59	182	1.2	56.6
273	60	162	1.1	57.7
274	61	141	1.0	58.7
275	62	150	1.0	59.7
276	63	157	1.1	60.8
277	64	176	1.2	62.0
278	65	139	1.0	63.0
279	66	131	0.9	63.8
280	67	166	1.1	65.0
281	68	166	1.1	66.1
282	69	150	1.0	67.1
283	70	147	1.0	68.1
284	71	174	1.2	69.3
285	72	166	1.1	70.5
286	73	172	1.2	71.6
287	74	154	1.1	72.7

Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	75	141	1.0	73.7
289	76	167	1.1	74.8
290	77	164	1.1	75.9
291	78	162	1.1	77.0
292	79	129	0.9	77.9
293	80	155	1.1	79.0
294	81	128	0.9	79.9
295	82	116	0.8	80.6
296	82	155	1.1	81.7
297	83	100	0.7	82.4
298	84	143	1.0	83.4
299	85	123	0.8	84.2
300	86	113	0.8	85.0
301	86	112	0.8	85.7
302	87	103	0.7	86.4
303	88	125	0.9	87.3
304	88	96	0.7	88.0
305	89	78	0.5	88.5
306	90	99	0.7	89.2
307	90	59	0.4	89.6
308	91	113	0.8	90.3
309	91	63	0.4	90.8
310	92	100	0.7	91.5
311	92	80	0.5	92.0
312	93	58	0.4	92.4
313	93	93	0.6	93.0
314	94	49	0.3	93.4
315	94	72	0.5	93.9
316	95	79	0.5	94.4
317	95	64	0.4	94.8
318	95	72	0.5	95.3
319	96	32	0.2	95.6
320	96	67	0.5	96.0
321	96	60	0.4	96.4
322	97	39	0.3	96.7
323	97	42	0.3	97.0
324	97	26	0.2	97.2
325	97	37	0.3	97.4
326	98	39	0.3	97.7
327	98	30	0.2	97.9

Table 103. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	98	29	0.2	98.1
329	98	17	0.1	98.2
330	98	29	0.2	98.4
331	99	12	0.1	98.5
332	99	21	0.1	98.6
333	99	12	0.1	98.7
334	99	27	0.2	98.9
335	99	7	0.0	98.9
336	99	22	0.2	99.1
337	99	12	0.1	99.2
338	99	6	0.0	99.2
339	99	11	0.1	99.3
340	99	20	0.1	99.4
341	99	2	0.0	99.4
342	99	8	0.1	99.5
343	99	22	0.2	99.6
344	99	2	0.0	99.7
345	99	7	0.0	99.7
346	99	3	0.0	99.7
347	99	2	0.0	99.7
348	99	3	0.0	99.8
349	99	8	0.1	99.8
350	99	1	0.0	99.8
351	99	3	0.0	99.8
352	99	10	0.1	99.9
353	99	4	0.0	99.9
355	99	1	0.0	99.9
357	99	2	0.0	100.0
360	99	7	0.0	100.0

Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	74	0.6	0.6
122	1	3	0.0	0.6
124	1	3	0.0	0.6
127	1	4	0.0	0.6
128	1	2	0.0	0.7
131	1	6	0.0	0.7
132	1	2	0.0	0.7
133	1	2	0.0	0.7
135	1	6	0.0	0.8
136	1	1	0.0	0.8
137	1	2	0.0	0.8
138	1	1	0.0	0.8
139	1	7	0.1	0.9
140	1	1	0.0	0.9
141	1	1	0.0	0.9
142	1	2	0.0	0.9
143	1	6	0.0	0.9
144	1	2	0.0	0.9
145	1	7	0.1	1.0
146	1	2	0.0	1.0
147	1	11	0.1	1.1
148	1	6	0.0	1.1
149	1	14	0.1	1.3
150	1	12	0.1	1.3
151	1	12	0.1	1.4
152	1	9	0.1	1.5
153	1	15	0.1	1.6
154	2	23	0.2	1.8
155	2	24	0.2	2.0
156	2	16	0.1	2.1
157	2	41	0.3	2.4
158	3	25	0.2	2.6
159	3	44	0.3	2.9
160	3	24	0.2	3.1
161	3	34	0.3	3.4
162	4	43	0.3	3.7
163	4	26	0.2	3.9
164	4	49	0.4	4.3
165	4	39	0.3	4.6

Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
166	5	53	0.4	5.0
167	5	50	0.4	5.3
168	5	45	0.3	5.7
169	6	22	0.2	5.8
170	6	32	0.2	6.1
171	6	37	0.3	6.4
172	6	36	0.3	6.6
173	7	30	0.2	6.9
174	7	37	0.3	7.1
175	7	40	0.3	7.5
176	8	38	0.3	7.7
177	8	26	0.2	7.9
178	8	32	0.2	8.2
179	8	36	0.3	8.5
180	9	55	0.4	8.9
181	9	34	0.3	9.1
182	9	41	0.3	9.4
183	10	39	0.3	9.7
184	10	37	0.3	10.0
185	10	39	0.3	10.3
186	11	55	0.4	10.7
187	11	46	0.3	11.1
188	12	47	0.4	11.4
189	12	42	0.3	11.8
190	12	48	0.4	12.1
191	13	56	0.4	12.5
192	13	41	0.3	12.9
193	14	51	0.4	13.2
194	14	46	0.3	13.6
195	14	45	0.3	13.9
196	15	56	0.4	14.4
197	15	47	0.4	14.7
198	16	50	0.4	15.1
199	16	50	0.4	15.5
200	17	48	0.4	15.8
201	17	49	0.4	16.2
202	17	44	0.3	16.5
203	18	44	0.3	16.9
204	18	52	0.4	17.3
205	19	47	0.4	17.6

Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
206	19	56	0.4	18.0
207	20	52	0.4	18.4
208	20	62	0.5	18.9
209	21	57	0.4	19.3
210	21	43	0.3	19.7
211	21	47	0.4	20.0
212	22	65	0.5	20.5
213	22	59	0.4	21.0
214	23	47	0.4	21.3
215	23	64	0.5	21.8
216	24	53	0.4	22.2
217	24	62	0.5	22.7
218	25	59	0.4	23.1
219	25	82	0.6	23.7
220	26	52	0.4	24.1
221	26	57	0.4	24.6
222	27	69	0.5	25.1
223	27	64	0.5	25.6
224	28	76	0.6	26.2
225	29	65	0.5	26.7
226	29	39	0.3	26.9
227	30	81	0.6	27.6
228	30	60	0.5	28.0
229	31	68	0.5	28.5
230	31	63	0.5	29.0
231	32	66	0.5	29.5
232	32	74	0.6	30.1
233	33	70	0.5	30.6
234	33	68	0.5	31.1
235	34	77	0.6	31.7
236	34	88	0.7	32.4
237	35	77	0.6	33.0
238	36	74	0.6	33.5
239	36	81	0.6	34.1
240	37	88	0.7	34.8
241	37	81	0.6	35.4
242	38	68	0.5	35.9
243	39	88	0.7	36.6
244	39	107	0.8	37.4
245	40	106	0.8	38.2

Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
246	41	112	0.8	39.1
247	42	81	0.6	39.7
248	42	125	0.9	40.6
249	43	87	0.7	41.3
250	44	115	0.9	42.1
251	45	102	0.8	42.9
252	45	106	0.8	43.7
253	46	112	0.8	44.6
254	47	128	1.0	45.5
255	48	110	0.8	46.4
256	49	118	0.9	47.3
257	50	111	0.8	48.1
258	51	125	0.9	49.1
259	51	115	0.9	49.9
260	52	153	1.2	51.1
261	53	113	0.9	52.0
262	54	116	0.9	52.8
263	55	127	1.0	53.8
264	56	129	1.0	54.8
265	57	141	1.1	55.8
266	58	124	0.9	56.8
267	59	113	0.9	57.6
268	60	138	1.0	58.7
269	61	125	0.9	59.6
270	62	126	1.0	60.6
271	63	150	1.1	61.7
272	64	140	1.1	62.8
273	65	143	1.1	63.9
274	66	146	1.1	65.0
275	67	157	1.2	66.2
276	68	134	1.0	67.2
277	69	127	1.0	68.1
278	70	107	0.8	69.0
279	71	152	1.2	70.1
280	72	137	1.0	71.2
281	73	146	1.1	72.3
282	74	148	1.1	73.4
283	75	124	0.9	74.3
284	76	133	1.0	75.3
285	77	126	1.0	76.3

Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
286	78	134	1.0	77.3
287	79	163	1.2	78.5
288	80	117	0.9	79.4
289	80	143	1.1	80.5
290	81	109	0.8	81.3
291	82	97	0.7	82.1
292	83	132	1.0	83.1
293	84	94	0.7	83.8
294	85	114	0.9	84.6
295	85	87	0.7	85.3
296	86	98	0.7	86.0
297	87	86	0.7	86.7
298	87	85	0.6	87.3
299	88	95	0.7	88.1
300	89	85	0.6	88.7
301	89	112	0.8	89.6
302	90	76	0.6	90.1
303	91	87	0.7	90.8
304	91	70	0.5	91.3
305	92	49	0.4	91.7
306	92	70	0.5	92.2
307	93	70	0.5	92.8
308	93	58	0.4	93.2
309	93	52	0.4	93.6
310	94	53	0.4	94.0
311	94	60	0.5	94.4
312	95	53	0.4	94.9
313	95	44	0.3	95.2
314	95	51	0.4	95.6
315	96	52	0.4	96.0
316	96	31	0.2	96.2
317	96	37	0.3	96.5
318	97	31	0.2	96.7
319	97	29	0.2	96.9
320	97	27	0.2	97.1
321	97	54	0.4	97.6
322	98	15	0.1	97.7
323	98	32	0.2	97.9
324	98	27	0.2	98.1
325	98	24	0.2	98.3

Table 104. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
326	98	5	0.0	98.3
327	98	35	0.3	98.6
328	99	10	0.1	98.7
329	99	13	0.1	98.8
330	99	15	0.1	98.9
331	99	8	0.1	98.9
332	99	16	0.1	99.1
333	99	13	0.1	99.2
334	99	7	0.1	99.2
335	99	20	0.2	99.4
336	99	3	0.0	99.4
337	99	5	0.0	99.4
338	99	10	0.1	99.5
339	99	1	0.0	99.5
340	99	13	0.1	99.6
341	99	5	0.0	99.7
342	99	9	0.1	99.7
343	99	1	0.0	99.7
344	99	3	0.0	99.7
345	99	4	0.0	99.8
346	99	1	0.0	99.8
347	99	0	0.0	99.8
348	99	8	0.1	99.8
350	99	6	0.0	99.9
351	99	4	0.0	99.9
352	99	2	0.0	99.9
358	99	5	0.0	100.0
360	99	3	0.0	100.0

Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	61	0.5	0.5
122	1	4	0.0	0.5
124	1	1	0.0	0.5
127	1	2	0.0	0.5
129	1	3	0.0	0.5
130	1	1	0.0	0.6
131	1	7	0.1	0.6
133	1	2	0.0	0.6
134	1	1	0.0	0.6
135	1	2	0.0	0.6
136	1	2	0.0	0.7
137	1	1	0.0	0.7
139	1	2	0.0	0.7
141	1	3	0.0	0.7
143	1	4	0.0	0.7
144	1	2	0.0	0.8
145	1	6	0.0	0.8
146	1	5	0.0	0.8
147	1	10	0.1	0.9
148	1	6	0.0	1.0
149	1	5	0.0	1.0
150	1	9	0.1	1.1
151	1	15	0.1	1.2
152	1	9	0.1	1.3
153	1	13	0.1	1.4
154	1	20	0.2	1.5
155	2	12	0.1	1.6
156	2	18	0.1	1.7
157	2	37	0.3	2.0
158	2	10	0.1	2.1
159	2	39	0.3	2.4
160	3	33	0.3	2.7
161	3	45	0.3	3.0
162	3	30	0.2	3.2
163	3	30	0.2	3.5
164	4	34	0.3	3.7
165	4	39	0.3	4.0
166	4	28	0.2	4.2
167	4	36	0.3	4.5

Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	5	54	0.4	4.9
169	5	17	0.1	5.1
170	5	35	0.3	5.3
171	5	31	0.2	5.6
172	6	36	0.3	5.9
173	6	27	0.2	6.1
174	6	35	0.3	6.3
175	7	41	0.3	6.7
176	7	38	0.3	6.9
177	7	36	0.3	7.2
178	8	48	0.4	7.6
179	8	31	0.2	7.8
180	8	36	0.3	8.1
181	9	33	0.3	8.4
182	9	31	0.2	8.6
183	9	62	0.5	9.1
184	10	52	0.4	9.5
185	10	39	0.3	9.8
186	10	64	0.5	10.3
187	11	36	0.3	10.6
188	11	44	0.3	10.9
189	12	45	0.3	11.2
190	12	45	0.3	11.6
191	12	55	0.4	12.0
192	13	47	0.4	12.4
193	13	45	0.3	12.7
194	14	49	0.4	13.1
195	14	47	0.4	13.5
196	14	60	0.5	13.9
197	15	42	0.3	14.2
198	15	41	0.3	14.6
199	16	55	0.4	15.0
200	16	49	0.4	15.4
201	16	44	0.3	15.7
202	17	49	0.4	16.1
203	17	59	0.5	16.5
204	18	53	0.4	16.9
205	18	46	0.4	17.3
206	19	57	0.4	17.7
207	19	51	0.4	18.1

Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	20	57	0.4	18.6
209	20	47	0.4	18.9
210	20	62	0.5	19.4
211	21	56	0.4	19.8
212	21	47	0.4	20.2
213	22	55	0.4	20.6
214	22	57	0.4	21.1
215	23	59	0.5	21.5
216	23	53	0.4	21.9
217	24	63	0.5	22.4
218	24	55	0.4	22.8
219	25	60	0.5	23.3
220	25	74	0.6	23.9
221	26	48	0.4	24.2
222	26	56	0.4	24.7
223	26	56	0.4	25.1
224	27	61	0.5	25.6
225	27	56	0.4	26.0
226	28	68	0.5	26.5
227	28	68	0.5	27.1
228	29	66	0.5	27.6
229	29	59	0.5	28.0
230	30	61	0.5	28.5
231	30	65	0.5	29.0
232	31	74	0.6	29.6
233	31	71	0.5	30.1
234	32	68	0.5	30.6
235	32	62	0.5	31.1
236	33	74	0.6	31.7
237	33	79	0.6	32.3
238	34	60	0.5	32.8
239	34	72	0.6	33.3
240	35	84	0.6	34.0
241	35	82	0.6	34.6
242	36	76	0.6	35.2
243	37	95	0.7	35.9
244	37	90	0.7	36.6
245	38	68	0.5	37.1
246	39	81	0.6	37.8
247	39	69	0.5	38.3

Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	40	79	0.6	38.9
249	40	76	0.6	39.5
250	41	86	0.7	40.1
251	42	84	0.6	40.8
252	42	105	0.8	41.6
253	43	108	0.8	42.4
254	44	88	0.7	43.1
255	44	103	0.8	43.9
256	45	97	0.7	44.7
257	46	103	0.8	45.4
258	47	112	0.9	46.3
259	47	120	0.9	47.2
260	48	109	0.8	48.1
261	49	104	0.8	48.9
262	50	114	0.9	49.8
263	51	109	0.8	50.6
264	51	85	0.7	51.3
265	52	116	0.9	52.1
266	53	106	0.8	53.0
267	54	121	0.9	53.9
268	55	112	0.9	54.8
269	56	104	0.8	55.6
270	56	115	0.9	56.4
271	57	113	0.9	57.3
272	58	119	0.9	58.2
273	59	144	1.1	59.3
274	60	114	0.9	60.2
275	61	133	1.0	61.3
276	62	111	0.9	62.1
277	63	128	1.0	63.1
278	64	100	0.8	63.9
279	65	137	1.1	64.9
280	66	114	0.9	65.8
281	67	137	1.1	66.9
282	68	157	1.2	68.1
283	69	127	1.0	69.0
284	70	113	0.9	69.9
285	70	121	0.9	70.9
286	71	126	1.0	71.8
287	73	162	1.2	73.1

Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	74	113	0.9	73.9
289	74	112	0.9	74.8
290	75	108	0.8	75.6
291	76	131	1.0	76.6
292	77	142	1.1	77.7
293	78	108	0.8	78.6
294	79	119	0.9	79.5
295	80	103	0.8	80.3
296	81	140	1.1	81.4
297	82	113	0.9	82.2
298	82	106	0.8	83.1
299	83	123	0.9	84.0
300	84	84	0.6	84.7
301	85	124	1.0	85.6
302	86	89	0.7	86.3
303	86	92	0.7	87.0
304	87	74	0.6	87.6
305	88	85	0.7	88.2
306	88	91	0.7	88.9
307	89	87	0.7	89.6
308	90	71	0.5	90.1
309	90	74	0.6	90.7
310	91	65	0.5	91.2
311	91	65	0.5	91.7
312	92	66	0.5	92.2
313	92	73	0.6	92.8
314	93	54	0.4	93.2
315	93	64	0.5	93.7
316	94	31	0.2	93.9
317	94	62	0.5	94.4
318	94	46	0.4	94.8
319	95	49	0.4	95.2
320	95	36	0.3	95.4
321	96	70	0.5	96.0
322	96	21	0.2	96.1
323	96	34	0.3	96.4
324	96	43	0.3	96.7
325	97	29	0.2	96.9
326	97	21	0.2	97.1
327	97	45	0.3	97.5

Table 105. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	97	14	0.1	97.6
329	98	53	0.4	98.0
330	98	28	0.2	98.2
331	98	12	0.1	98.3
332	98	16	0.1	98.4
333	98	14	0.1	98.5
334	99	17	0.1	98.6
335	99	24	0.2	98.8
336	99	5	0.0	98.9
337	99	6	0.0	98.9
338	99	14	0.1	99.0
339	99	2	0.0	99.0
340	99	10	0.1	99.1
341	99	19	0.1	99.3
342	99	11	0.1	99.3
343	99	7	0.1	99.4
344	99	3	0.0	99.4
345	99	6	0.0	99.5
346	99	5	0.0	99.5
347	99	1	0.0	99.5
348	99	20	0.2	99.7
350	99	11	0.1	99.8
351	99	8	0.1	99.8
352	99	0	0.0	99.8
353	99	1	0.0	99.8
355	99	2	0.0	99.8
358	99	13	0.1	99.9
360	99	8	0.1	100.0

Table 106. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	94	0.6	0.6
123	1	3	0.0	0.6
124	1	7	0.0	0.6
127	1	3	0.0	0.6
129	1	1	0.0	0.6
130	1	2	0.0	0.7
133	1	6	0.0	0.7
134	1	3	0.0	0.7
136	1	4	0.0	0.7
137	1	7	0.0	0.8
138	1	1	0.0	0.8
139	1	3	0.0	0.8
140	1	5	0.0	0.8
142	1	7	0.0	0.9
143	1	13	0.1	1.0
144	1	7	0.0	1.0
145	1	2	0.0	1.0
146	1	12	0.1	1.1
147	1	8	0.0	1.1
148	1	5	0.0	1.2
149	1	5	0.0	1.2
150	1	24	0.1	1.3
151	1	7	0.0	1.4
152	1	23	0.1	1.5
153	1	28	0.2	1.7
154	2	17	0.1	1.8
155	2	38	0.2	2.0
156	2	25	0.2	2.2
157	2	39	0.2	2.4
158	2	42	0.3	2.7
159	3	45	0.3	2.9
160	3	87	0.5	3.4
161	3	12	0.1	3.5
162	4	108	0.6	4.2
163	4	48	0.3	4.5
164	4	66	0.4	4.9
165	5	76	0.5	5.3
166	5	68	0.4	5.7
167	5	71	0.4	6.1

Table 106. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	6	62	0.4	6.5
169	6	66	0.4	6.9
170	7	58	0.3	7.3
171	7	50	0.3	7.6
172	7	83	0.5	8.1
173	8	54	0.3	8.4
174	8	57	0.3	8.7
175	8	56	0.3	9.1
176	9	75	0.5	9.5
177	9	61	0.4	9.9
178	9	95	0.6	10.5
179	10	54	0.3	10.8
180	10	80	0.5	11.3
181	11	54	0.3	11.6
182	11	63	0.4	12.0
183	11	77	0.5	12.4
184	12	53	0.3	12.8
185	12	85	0.5	13.3
186	12	70	0.4	13.7
187	13	93	0.6	14.2
188	13	78	0.5	14.7
189	14	82	0.5	15.2
190	14	74	0.4	15.7
191	15	88	0.5	16.2
192	15	86	0.5	16.7
193	16	81	0.5	17.2
194	16	69	0.4	17.6
195	17	85	0.5	18.1
196	17	83	0.5	18.6
197	18	101	0.6	19.2
198	18	69	0.4	19.6
199	18	64	0.4	20.0
200	19	83	0.5	20.5
201	19	71	0.4	20.9
202	20	73	0.4	21.4
203	20	91	0.5	21.9
204	21	84	0.5	22.4
205	21	77	0.5	22.9
206	22	85	0.5	23.4
207	22	88	0.5	23.9

Table 106. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	23	97	0.6	24.5
209	23	97	0.6	25.1
210	24	103	0.6	25.7
211	24	81	0.5	26.2
212	25	110	0.7	26.9
213	26	104	0.6	27.5
214	26	97	0.6	28.1
215	27	104	0.6	28.7
216	27	105	0.6	29.3
217	28	100	0.6	29.9
218	28	97	0.6	30.5
219	29	94	0.6	31.1
220	30	111	0.7	31.8
221	30	89	0.5	32.3
222	31	107	0.6	32.9
223	31	116	0.7	33.6
224	32	118	0.7	34.3
225	33	91	0.5	34.9
226	33	96	0.6	35.5
227	34	102	0.6	36.1
228	34	103	0.6	36.7
229	35	99	0.6	37.3
230	36	102	0.6	37.9
231	36	106	0.6	38.6
232	37	102	0.6	39.2
233	37	81	0.5	39.7
234	38	104	0.6	40.3
235	38	84	0.5	40.8
236	39	88	0.5	41.3
237	40	102	0.6	41.9
238	40	114	0.7	42.6
239	41	104	0.6	43.2
240	41	101	0.6	43.8
241	42	118	0.7	44.6
242	43	107	0.6	45.2
243	43	127	0.8	46.0
244	44	130	0.8	46.7
245	45	85	0.5	47.3
246	45	117	0.7	48.0
247	46	112	0.7	48.6

Table 106. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	47	129	0.8	49.4
249	48	107	0.6	50.1
250	48	105	0.6	50.7
251	49	120	0.7	51.4
252	50	119	0.7	52.1
253	50	88	0.5	52.7
254	51	125	0.8	53.4
255	52	121	0.7	54.1
256	52	130	0.8	54.9
257	53	119	0.7	55.6
258	54	139	0.8	56.5
259	55	125	0.8	57.2
260	55	117	0.7	57.9
261	56	117	0.7	58.6
262	57	140	0.8	59.5
263	58	119	0.7	60.2
264	58	117	0.7	60.9
265	59	120	0.7	61.6
266	60	140	0.8	62.5
267	61	133	0.8	63.3
268	62	135	0.8	64.1
269	62	123	0.7	64.8
270	63	131	0.8	65.6
271	64	138	0.8	66.4
272	65	117	0.7	67.1
273	66	116	0.7	67.8
274	66	124	0.7	68.6
275	67	148	0.9	69.5
276	68	128	0.8	70.2
277	69	120	0.7	71.0
278	70	129	0.8	71.7
279	70	139	0.8	72.6
280	71	122	0.7	73.3
281	72	108	0.6	73.9
282	73	147	0.9	74.8
283	74	123	0.7	75.6
284	74	120	0.7	76.3
285	75	116	0.7	77.0
286	76	143	0.9	77.9
287	77	123	0.7	78.6

Table 106. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	78	114	0.7	79.3
289	78	122	0.7	80.0
290	79	131	0.8	80.8
291	80	136	0.8	81.6
292	81	102	0.6	82.2
293	81	118	0.7	82.9
294	82	109	0.7	83.6
295	83	97	0.6	84.2
296	83	109	0.7	84.8
297	84	118	0.7	85.5
298	85	114	0.7	86.2
299	86	83	0.5	86.7
300	86	103	0.6	87.3
301	87	80	0.5	87.8
302	87	109	0.7	88.5
303	88	90	0.5	89.0
304	89	94	0.6	89.6
305	89	81	0.5	90.1
306	90	104	0.6	90.7
307	90	73	0.4	91.1
308	91	83	0.5	91.6
309	91	77	0.5	92.1
310	92	59	0.4	92.5
311	92	79	0.5	92.9
312	93	48	0.3	93.2
313	93	84	0.5	93.7
314	94	41	0.2	94.0
315	94	71	0.4	94.4
316	94	32	0.2	94.6
317	95	60	0.4	95.0
318	95	49	0.3	95.3
319	95	61	0.4	95.6
320	96	51	0.3	95.9
321	96	38	0.2	96.2
322	96	32	0.2	96.3
323	96	30	0.2	96.5
324	97	53	0.3	96.8
325	97	20	0.1	97.0
326	97	29	0.2	97.1
327	97	22	0.1	97.3

Table 106. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	97	35	0.2	97.5
329	98	21	0.1	97.6
330	98	40	0.2	97.9
331	98	23	0.1	98.0
332	98	19	0.1	98.1
333	98	30	0.2	98.3
334	98	16	0.1	98.4
335	98	24	0.1	98.5
336	99	19	0.1	98.6
337	99	17	0.1	98.7
338	99	17	0.1	98.8
339	99	26	0.2	99.0
340	99	17	0.1	99.1
341	99	4	0.0	99.1
342	99	27	0.2	99.3
343	99	9	0.1	99.3
344	99	9	0.1	99.4
345	99	17	0.1	99.5
346	99	10	0.1	99.6
347	99	4	0.0	99.6
348	99	6	0.0	99.6
349	99	11	0.1	99.7
350	99	3	0.0	99.7
351	99	14	0.1	99.8
352	99	11	0.1	99.9
353	99	5	0.0	99.9
357	99	7	0.0	99.9
358	99	6	0.0	100.0
359	99	4	0.0	100.0
360	99	2	0.0	100.0

Table 107. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	72	0.5	0.5
124	1	3	0.0	0.5
127	1	2	0.0	0.6
129	1	2	0.0	0.6
130	1	2	0.0	0.6
133	1	3	0.0	0.6
136	1	6	0.0	0.7
137	1	3	0.0	0.7
139	1	2	0.0	0.7
140	1	2	0.0	0.7
143	1	4	0.0	0.7
144	1	2	0.0	0.7
145	1	1	0.0	0.8
146	1	5	0.0	0.8
147	1	3	0.0	0.8
148	1	3	0.0	0.8
149	1	1	0.0	0.8
150	1	5	0.0	0.9
152	1	10	0.1	1.0
153	1	17	0.1	1.1
154	1	3	0.0	1.1
155	1	17	0.1	1.2
156	1	10	0.1	1.3
157	1	18	0.1	1.4
158	1	15	0.1	1.5
159	1	17	0.1	1.7
160	2	24	0.2	1.8
161	2	3	0.0	1.9
162	2	30	0.2	2.1
163	2	11	0.1	2.1
164	2	28	0.2	2.4
165	2	22	0.2	2.5
166	2	28	0.2	2.7
167	3	30	0.2	2.9
168	3	25	0.2	3.1
169	3	26	0.2	3.3
170	3	29	0.2	3.5
171	3	22	0.2	3.7
172	4	31	0.2	3.9

Table 107. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
173	4	25	0.2	4.1
174	4	21	0.2	4.2
175	4	32	0.2	4.5
176	4	36	0.3	4.7
177	4	21	0.2	4.9
178	5	39	0.3	5.2
179	5	28	0.2	5.4
180	5	42	0.3	5.7
181	5	19	0.1	5.8
182	6	37	0.3	6.1
183	6	45	0.3	6.4
184	6	36	0.3	6.7
185	6	51	0.4	7.0
186	7	34	0.2	7.3
187	7	44	0.3	7.6
188	7	45	0.3	7.9
189	8	50	0.4	8.3
190	8	42	0.3	8.6
191	8	38	0.3	8.9
192	8	45	0.3	9.2
193	9	57	0.4	9.6
194	9	44	0.3	9.9
195	9	66	0.5	10.4
196	10	51	0.4	10.8
197	10	70	0.5	11.3
198	11	54	0.4	11.7
199	11	58	0.4	12.1
200	11	60	0.4	12.5
201	12	57	0.4	13.0
202	12	52	0.4	13.3
203	13	56	0.4	13.7
204	13	70	0.5	14.2
205	13	55	0.4	14.6
206	14	82	0.6	15.2
207	14	63	0.5	15.7
208	15	81	0.6	16.3
209	15	55	0.4	16.7
210	16	69	0.5	17.2
211	16	68	0.5	17.7
212	17	74	0.5	18.2

Table 107. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
213	17	81	0.6	18.8
214	18	73	0.5	19.3
215	18	62	0.5	19.8
216	19	68	0.5	20.3
217	19	84	0.6	20.9
218	20	69	0.5	21.4
219	20	71	0.5	21.9
220	21	89	0.6	22.5
221	21	75	0.5	23.1
222	22	79	0.6	23.7
223	23	87	0.6	24.3
224	23	86	0.6	24.9
225	24	79	0.6	25.5
226	24	76	0.6	26.0
227	25	85	0.6	26.7
228	25	69	0.5	27.2
229	26	88	0.6	27.8
230	27	105	0.8	28.6
231	27	90	0.7	29.2
232	28	99	0.7	29.9
233	29	99	0.7	30.7
234	29	98	0.7	31.4
235	30	93	0.7	32.0
236	31	102	0.7	32.8
237	31	86	0.6	33.4
238	32	114	0.8	34.2
239	33	105	0.8	35.0
240	34	103	0.7	35.7
241	34	113	0.8	36.6
242	35	92	0.7	37.2
243	36	105	0.8	38.0
244	37	113	0.8	38.8
245	37	105	0.8	39.6
246	38	98	0.7	40.3
247	39	98	0.7	41.0
248	39	94	0.7	41.7
249	40	114	0.8	42.5
250	41	117	0.8	43.4
251	42	98	0.7	44.1
252	42	98	0.7	44.8

Table 107. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
253	43	112	0.8	45.6
254	44	111	0.8	46.4
255	45	99	0.7	47.1
256	45	123	0.9	48.0
257	46	93	0.7	48.7
258	47	125	0.9	49.6
259	48	120	0.9	50.5
260	49	98	0.7	51.2
261	50	140	1.0	52.2
262	50	134	1.0	53.2
263	51	128	0.9	54.1
264	52	114	0.8	54.9
265	53	115	0.8	55.8
266	54	134	1.0	56.7
267	55	107	0.8	57.5
268	56	135	1.0	58.5
269	57	113	0.8	59.3
270	57	113	0.8	60.1
271	58	106	0.8	60.9
272	59	103	0.7	61.6
273	60	131	1.0	62.6
274	61	127	0.9	63.5
275	62	118	0.9	64.4
276	63	109	0.8	65.2
277	63	126	0.9	66.1
278	64	120	0.9	66.9
279	65	137	1.0	67.9
280	66	138	1.0	68.9
281	67	113	0.8	69.8
282	68	120	0.9	70.6
283	69	119	0.9	71.5
284	70	127	0.9	72.4
285	71	107	0.8	73.2
286	72	113	0.8	74.0
287	72	107	0.8	74.8
288	73	117	0.8	75.6
289	74	106	0.8	76.4
290	75	121	0.9	77.3
291	76	112	0.8	78.1
292	77	102	0.7	78.8

Table 107. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
293	78	103	0.7	79.6
294	78	95	0.7	80.3
295	79	116	0.8	81.1
296	80	86	0.6	81.8
297	81	112	0.8	82.6
298	82	106	0.8	83.3
299	82	107	0.8	84.1
300	83	104	0.8	84.9
301	84	88	0.6	85.5
302	85	110	0.8	86.3
303	85	74	0.5	86.8
304	86	106	0.8	87.6
305	87	74	0.5	88.1
306	87	96	0.7	88.8
307	88	71	0.5	89.4
308	89	61	0.4	89.8
309	89	68	0.5	90.3
310	90	72	0.5	90.8
311	90	70	0.5	91.3
312	91	55	0.4	91.7
313	91	72	0.5	92.2
314	92	47	0.3	92.6
315	92	78	0.6	93.2
316	93	39	0.3	93.4
317	93	54	0.4	93.8
318	93	50	0.4	94.2
319	94	55	0.4	94.6
320	94	43	0.3	94.9
321	95	47	0.3	95.2
322	95	48	0.3	95.6
323	95	33	0.2	95.8
324	96	44	0.3	96.2
325	96	27	0.2	96.3
326	96	47	0.3	96.7
327	97	16	0.1	96.8
328	97	31	0.2	97.0
329	97	32	0.2	97.3
330	97	32	0.2	97.5
331	97	26	0.2	97.7
332	98	22	0.2	97.8

Table 107. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
333	98	40	0.3	98.1
334	98	8	0.1	98.2
335	98	11	0.1	98.3
336	98	18	0.1	98.4
337	98	15	0.1	98.5
338	98	19	0.1	98.6
339	99	16	0.1	98.8
340	99	15	0.1	98.9
341	99	17	0.1	99.0
342	99	23	0.2	99.2
343	99	8	0.1	99.2
344	99	12	0.1	99.3
345	99	23	0.2	99.5
346	99	4	0.0	99.5
347	99	5	0.0	99.5
348	99	10	0.1	99.6
349	99	8	0.1	99.7
350	99	1	0.0	99.7
351	99	16	0.1	99.8
352	99	5	0.0	99.8
353	99	5	0.0	99.9
354	99	1	0.0	99.9
355	99	0	0.0	99.9
357	99	10	0.1	99.9
358	99	3	0.0	100.0
359	99	1	0.0	100.0
360	99	3	0.0	100.0

Table 108. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	55	0.6	0.6
123	1	3	0.0	0.7
124	1	4	0.0	0.7
127	1	1	0.0	0.7
130	1	3	0.0	0.8
134	1	1	0.0	0.8
136	1	2	0.0	0.8
138	1	1	0.0	0.8
139	1	1	0.0	0.8
140	1	3	0.0	0.8
142	1	1	0.0	0.9
143	1	4	0.0	0.9
144	1	2	0.0	0.9
147	1	5	0.1	1.0
148	1	2	0.0	1.0
149	1	5	0.1	1.1
150	1	3	0.0	1.1
151	1	1	0.0	1.1
152	1	3	0.0	1.1
153	1	6	0.1	1.2
154	1	3	0.0	1.2
155	1	5	0.1	1.3
156	1	1	0.0	1.3
157	1	5	0.1	1.4
158	1	7	0.1	1.4
159	1	5	0.1	1.5
160	1	11	0.1	1.6
161	2	1	0.0	1.6
162	2	10	0.1	1.8
163	2	4	0.0	1.8
164	2	12	0.1	1.9
165	2	9	0.1	2.0
166	2	4	0.0	2.1
167	2	19	0.2	2.3
168	2	6	0.1	2.4
169	2	6	0.1	2.4
170	2	3	0.0	2.5
171	2	10	0.1	2.6
172	2	7	0.1	2.7

Table 108. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
173	3	8	0.1	2.8
174	3	7	0.1	2.8
175	3	14	0.2	3.0
176	3	12	0.1	3.1
177	3	15	0.2	3.3
178	3	16	0.2	3.5
179	3	5	0.1	3.5
180	3	16	0.2	3.7
181	4	13	0.1	3.9
182	4	21	0.2	4.1
183	4	10	0.1	4.2
184	4	7	0.1	4.3
185	4	13	0.1	4.5
186	4	7	0.1	4.5
187	4	11	0.1	4.7
188	4	14	0.2	4.8
189	5	17	0.2	5.0
190	5	12	0.1	5.2
191	5	11	0.1	5.3
192	5	18	0.2	5.5
193	5	21	0.2	5.7
194	5	23	0.3	6.0
195	6	19	0.2	6.2
196	6	19	0.2	6.4
197	6	17	0.2	6.6
198	6	14	0.2	6.8
199	6	15	0.2	6.9
200	7	20	0.2	7.2
201	7	22	0.3	7.4
202	7	17	0.2	7.6
203	7	36	0.4	8.0
204	8	22	0.3	8.3
205	8	25	0.3	8.6
206	8	23	0.3	8.8
207	8	32	0.4	9.2
208	9	20	0.2	9.4
209	9	30	0.3	9.8
210	9	32	0.4	10.1
211	10	27	0.3	10.4
212	10	32	0.4	10.8

Table 108. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
213	10	24	0.3	11.1
214	11	30	0.3	11.4
215	11	40	0.5	11.9
216	11	41	0.5	12.3
217	12	36	0.4	12.7
218	12	48	0.5	13.3
219	13	40	0.5	13.7
220	13	39	0.4	14.2
221	14	41	0.5	14.7
222	14	46	0.5	15.2
223	15	38	0.4	15.6
224	15	33	0.4	16.0
225	15	40	0.5	16.4
226	16	51	0.6	17.0
227	16	49	0.6	17.6
228	17	52	0.6	18.2
229	18	47	0.5	18.7
230	18	40	0.5	19.2
231	18	41	0.5	19.6
232	19	55	0.6	20.3
233	19	47	0.5	20.8
234	20	52	0.6	21.4
235	21	45	0.5	21.9
236	21	57	0.6	22.6
237	22	56	0.6	23.2
238	22	66	0.8	23.9
239	23	58	0.7	24.6
240	24	78	0.9	25.5
241	24	55	0.6	26.1
242	25	53	0.6	26.7
243	26	66	0.8	27.5
244	26	56	0.6	28.1
245	27	76	0.9	29.0
246	28	60	0.7	29.7
247	28	65	0.7	30.4
248	29	67	0.8	31.2
249	30	65	0.7	31.9
250	30	60	0.7	32.6
251	31	58	0.7	33.2
252	32	64	0.7	34.0

Table 108. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
253	33	79	0.9	34.9
254	33	82	0.9	35.8
255	34	62	0.7	36.5
256	35	60	0.7	37.2
257	36	75	0.9	38.1
258	36	89	1.0	39.1
259	37	87	1.0	40.1
260	38	84	1.0	41.0
261	39	74	0.8	41.9
262	40	90	1.0	42.9
263	41	98	1.1	44.0
264	42	88	1.0	45.0
265	43	85	1.0	46.0
266	44	87	1.0	47.0
267	45	76	0.9	47.8
268	46	83	0.9	48.8
269	46	79	0.9	49.7
270	47	83	0.9	50.6
271	48	72	0.8	51.4
272	49	96	1.1	52.5
273	50	99	1.1	53.7
274	51	91	1.0	54.7
275	52	85	1.0	55.7
276	53	87	1.0	56.7
277	54	84	1.0	57.6
278	55	99	1.1	58.8
279	57	99	1.1	59.9
280	58	101	1.2	61.0
281	59	77	0.9	61.9
282	60	109	1.2	63.1
283	61	90	1.0	64.2
284	62	92	1.0	65.2
285	63	99	1.1	66.4
286	64	82	0.9	67.3
287	65	88	1.0	68.3
288	66	73	0.8	69.1
289	67	87	1.0	70.1
290	68	91	1.0	71.1
291	69	90	1.0	72.2
292	70	95	1.1	73.3

Table 108. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
293	71	72	0.8	74.1
294	72	86	1.0	75.1
295	73	80	0.9	76.0
296	74	66	0.8	76.7
297	75	93	1.1	77.8
298	76	72	0.8	78.6
299	77	82	0.9	79.5
300	78	78	0.9	80.4
301	79	68	0.8	81.2
302	79	88	1.0	82.2
303	80	62	0.7	82.9
304	81	73	0.8	83.7
305	82	51	0.6	84.3
306	83	62	0.7	85.0
307	83	62	0.7	85.7
308	84	59	0.7	86.4
309	85	57	0.6	87.1
310	86	59	0.7	87.7
311	86	58	0.7	88.4
312	87	49	0.6	88.9
313	88	65	0.7	89.7
314	88	41	0.5	90.2
315	89	56	0.6	90.8
316	89	37	0.4	91.2
317	90	57	0.6	91.9
318	91	37	0.4	92.3
319	91	40	0.5	92.7
320	92	32	0.4	93.1
321	92	40	0.5	93.6
322	93	36	0.4	94.0
323	93	23	0.3	94.2
324	93	37	0.4	94.7
325	94	19	0.2	94.9
326	94	54	0.6	95.5
327	95	31	0.4	95.8
328	95	30	0.3	96.2
329	96	20	0.2	96.4
330	96	33	0.4	96.8
331	96	17	0.2	97.0
332	97	23	0.3	97.2

Table 108. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
333	97	27	0.3	97.6
334	97	10	0.1	97.7
335	97	16	0.2	97.8
336	98	17	0.2	98.0
337	98	13	0.1	98.2
338	98	13	0.1	98.3
339	98	10	0.1	98.5
340	98	3	0.0	98.5
341	98	7	0.1	98.6
342	99	23	0.3	98.8
343	99	8	0.1	98.9
344	99	9	0.1	99.0
345	99	11	0.1	99.1
346	99	5	0.1	99.2
347	99	4	0.0	99.2
348	99	8	0.1	99.3
349	99	6	0.1	99.4
350	99	0	0.0	99.4
351	99	16	0.2	99.6
352	99	6	0.1	99.7
353	99	4	0.0	99.7
355	99	2	0.0	99.7
357	99	5	0.1	99.8
358	99	6	0.1	99.9
359	99	5	0.1	99.9
360	99	8	0.1	100.0

Table 109. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters, Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	228	3.9	3.9
123	4	3	0.1	4.0
124	4	12	0.2	4.2
127	4	2	0.0	4.2
129	4	2	0.0	4.2
130	4	4	0.1	4.3
133	4	6	0.1	4.4
134	4	5	0.1	4.5
136	4	9	0.2	4.7
137	4	6	0.1	4.8
138	4	1	0.0	4.8
139	4	3	0.1	4.8
140	4	7	0.1	5.0
142	5	2	0.0	5.0
143	5	8	0.1	5.1
144	5	1	0.0	5.1
145	5	1	0.0	5.2
146	5	9	0.2	5.3
147	5	8	0.1	5.4
148	5	3	0.1	5.5
149	5	7	0.1	5.6
150	5	9	0.2	5.8
151	5	2	0.0	5.8
152	5	8	0.1	5.9
153	6	14	0.2	6.2
154	6	4	0.1	6.3
155	6	12	0.2	6.5
156	6	5	0.1	6.5
157	6	8	0.1	6.7
158	6	4	0.1	6.8
159	6	9	0.2	6.9
160	6	11	0.2	7.1
162	7	25	0.4	7.5
163	7	9	0.2	7.7
164	7	19	0.3	8.0
165	7	7	0.1	8.1
166	8	22	0.4	8.5
167	8	14	0.2	8.7
168	8	10	0.2	8.9

Table 109. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
169	8	11	0.2	9.1
170	8	11	0.2	9.3
171	9	7	0.1	9.4
172	9	9	0.2	9.6
173	9	9	0.2	9.7
174	9	9	0.2	9.9
175	9	8	0.1	10.0
176	9	10	0.2	10.2
177	9	6	0.1	10.3
178	10	9	0.2	10.5
179	10	12	0.2	10.7
180	10	18	0.3	11.0
181	10	20	0.3	11.3
182	11	20	0.3	11.7
183	11	17	0.3	11.9
184	11	11	0.2	12.1
185	11	9	0.2	12.3
186	11	13	0.2	12.5
187	12	8	0.1	12.7
188	12	21	0.4	13.0
189	12	23	0.4	13.4
190	12	15	0.3	13.7
191	13	22	0.4	14.0
192	13	16	0.3	14.3
193	13	18	0.3	14.6
194	14	17	0.3	14.9
195	14	14	0.2	15.2
196	14	14	0.2	15.4
197	14	17	0.3	15.7
198	14	11	0.2	15.9
199	15	22	0.4	16.3
200	15	19	0.3	16.6
201	15	19	0.3	16.9
202	16	24	0.4	17.3
203	16	18	0.3	17.6
204	16	23	0.4	18.0
205	17	20	0.3	18.4
206	17	22	0.4	18.8
207	17	10	0.2	18.9
208	18	22	0.4	19.3

Table 109. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
209	18	13	0.2	19.5
210	18	22	0.4	19.9
211	18	13	0.2	20.1
212	19	30	0.5	20.6
213	19	15	0.3	20.9
214	19	17	0.3	21.2
215	20	21	0.4	21.6
216	20	22	0.4	21.9
217	21	23	0.4	22.3
218	21	25	0.4	22.8
219	21	25	0.4	23.2
220	22	22	0.4	23.6
221	22	19	0.3	23.9
222	23	29	0.5	24.4
223	23	24	0.4	24.8
224	23	38	0.7	25.5
225	24	28	0.5	25.9
226	24	31	0.5	26.5
227	25	23	0.4	26.9
228	25	34	0.6	27.4
229	26	26	0.4	27.9
230	26	29	0.5	28.4
231	27	21	0.4	28.8
232	27	38	0.7	29.4
233	28	35	0.6	30.0
234	29	34	0.6	30.6
235	29	26	0.4	31.0
236	30	43	0.7	31.8
237	30	44	0.8	32.5
238	31	38	0.7	33.2
239	32	34	0.6	33.8
240	32	39	0.7	34.4
241	33	38	0.7	35.1
242	33	34	0.6	35.7
243	34	39	0.7	36.4
244	35	37	0.6	37.0
245	35	48	0.8	37.8
246	36	55	0.9	38.8
247	37	46	0.8	39.5
248	38	42	0.7	40.3

Table 109. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
249	39	61	1.0	41.3
250	40	47	0.8	42.1
251	41	66	1.1	43.3
252	41	35	0.6	43.9
253	42	39	0.7	44.5
254	43	52	0.9	45.4
255	44	43	0.7	46.2
256	44	55	0.9	47.1
257	45	56	1.0	48.1
258	46	33	0.6	48.6
259	47	49	0.8	49.5
260	48	57	1.0	50.5
261	49	59	1.0	51.5
262	49	58	1.0	52.5
263	50	52	0.9	53.4
264	51	63	1.1	54.5
265	52	57	1.0	55.4
266	53	58	1.0	56.4
267	54	60	1.0	57.5
268	55	62	1.1	58.5
269	56	60	1.0	59.6
270	57	54	0.9	60.5
271	58	60	1.0	61.5
272	59	59	1.0	62.5
273	60	60	1.0	63.6
274	61	57	1.0	64.5
275	62	70	1.2	65.7
276	63	62	1.1	66.8
277	64	55	0.9	67.8
278	65	55	0.9	68.7
279	66	56	1.0	69.7
280	67	60	1.0	70.7
281	68	65	1.1	71.8
282	69	53	0.9	72.7
283	70	53	0.9	73.6
284	71	63	1.1	74.7
285	72	55	0.9	75.7
286	73	54	0.9	76.6
287	74	54	0.9	77.5
288	75	50	0.9	78.4

Table 109. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
289	76	37	0.6	79.0
290	77	51	0.9	79.9
291	78	49	0.8	80.7
292	79	51	0.9	81.6
293	80	58	1.0	82.6
294	81	44	0.8	83.4
295	81	42	0.7	84.1
296	82	35	0.6	84.7
297	83	40	0.7	85.4
298	83	33	0.6	85.9
299	84	39	0.7	86.6
300	85	38	0.7	87.3
301	85	34	0.6	87.8
302	86	36	0.6	88.5
303	87	28	0.5	88.9
304	87	43	0.7	89.7
305	88	28	0.5	90.2
306	89	38	0.7	90.8
307	89	26	0.4	91.3
308	90	46	0.8	92.1
309	90	17	0.3	92.4
310	91	24	0.4	92.8
311	91	33	0.6	93.3
312	92	25	0.4	93.8
313	92	24	0.4	94.2
314	93	11	0.2	94.4
315	93	22	0.4	94.7
316	93	9	0.2	94.9
317	94	13	0.2	95.1
318	94	15	0.3	95.4
319	94	18	0.3	95.7
320	95	17	0.3	96.0
321	95	22	0.4	96.4
322	95	13	0.2	96.6
323	95	8	0.1	96.7
324	96	14	0.2	97.0
325	96	9	0.2	97.1
326	96	23	0.4	97.5
327	97	17	0.3	97.8
328	97	14	0.2	98.0

Table 109. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters, Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
329	97	12	0.2	98.2
330	97	6	0.1	98.3
331	98	7	0.1	98.5
332	98	3	0.1	98.5
333	98	10	0.2	98.7
334	98	5	0.1	98.8
335	98	5	0.1	98.9
336	98	4	0.1	98.9
337	98	3	0.1	99.0
338	98	6	0.1	99.1
339	99	4	0.1	99.2
340	99	3	0.1	99.2
341	99	3	0.1	99.3
342	99	5	0.1	99.3
343	99	3	0.1	99.4
344	99	2	0.0	99.4
345	99	5	0.1	99.5
346	99	6	0.1	99.6
347	99	1	0.0	99.6
348	99	2	0.0	99.7
349	99	4	0.1	99.7
350	99	1	0.0	99.8
351	99	2	0.0	99.8
352	99	5	0.1	99.9
353	99	1	0.0	99.9
357	99	2	0.0	99.9
358	99	1	0.0	99.9
359	99	2	0.0	100.0
360	99	1	0.0	100.0

APPENDIX A: ITEM MAPS

Table A1. 2016 NYSESLAT Operational Test Information for Kindergarten
***Performance Level Description/Target of Measurement**

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

Table A1. 2016 NYSESLAT Operational Test Information for Kindergarten (continued)
***Performance Level Description/Target of Measurement**

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
10	Speaking	Constructed Response	2		PLD.3.S.K.2	**Transitioning:** Student uses simple sentences **to describe or convey relevant details and narrate a story.**
11	Speaking	Constructed Response	2		PLD.4.S.K.2	**Expanding:** Student uses simple and expanded sentences **to describe or convey relevant details and narrate a story.**
12	Speaking	Constructed Response	2		PLD.5.S.K.3	**Commanding:** Student uses simple and expanded sentences and fluid language **to provide an opinion about a topic.**
1	Listening	Multiple choice	1	Story Order	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
2	Listening	Multiple choice	1	Character - Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse.
3	Listening	Multiple choice	1	Descriptions	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
4	Listening	Multiple choice	1	Words from Context	PLD.5.L.K.3	**Commanding:** Student can determine **the meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse.

Table A1. 2016 NYSESLAT Operational Test Information for Kindergarten (continued)
***Performance Level Description/Target of Measurement**

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
5	Listening	Multiple choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse.
6	Listening	Multiple choice	1	Story Order	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
7	Listening	Multiple choice	1	Development of Story - Image Sorting	PLD.5.L.K.4	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that, **together, develop a story, a description, or a sequence of events** in grade-level spoken discourse.
8	Listening	Multiple choice	1	Descriptions	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
9	Listening	Multiple choice	1	Descriptions	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
10	Listening	Multiple choice	1	Story Order	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.

Table A1. 2016 NYSESLAT Operational Test Information for Kindergarten (continued)
***Performance Level Description/Target of Measurement**

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
11	Listening	Multiple choice	1	Words from Context	PLD.5.L.K.3	**Commanding:** Student can determine **the meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
12	Listening	Multiple choice	1	Development of Story - Image Sorting	PLD.5.L.K.4	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that, **together, develop a story, a description, or a sequence of events** in grade-level spoken discourse.
13	Listening	Multiple choice	1	Development of Ideas - Image Sorting	PLD.5.L.K.4	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that, **together, develop a story, a description, or a sequence of events** in grade-level spoken discourse.
14	Listening	Multiple choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse.
15	Listening	Multiple choice	1	Character - Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse.
16	Listening	Multiple choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse.

Table A1. 2016 NYSESLAT Operational Test Information for Kindergarten (continued)
***Performance Level Description/Target of Measurement**

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

Table A1. 2016 NYSESLAT Operational Test Information for Kindergarten (continued)
***Performance Level Description/Target of Measurement**

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

Table A1. 2016 NYSESLAT Operational Test Information for Kindergarten (continued)
***Performance Level Description/Target of Measurement**

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

Table A1. 2016 NYSESLAT Operational Test Information for Kindergarten (continued)
***Performance Level Description/Target of Measurement**

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

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2
*Performance Level Description/Target of Measurement

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

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

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

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
4	1	Multiple choice	1	Listening	PLD.2.L.1-2.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
5	1	Multiple choice	1	Listening	PLD.2.L.1-2.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
6	1	Multiple choice	1	Listening	PLD.3.L.1-2.3	**Transitioning:** Student can determine **the meanings of most Tier 1 and a few Tier 2 words** in grade-level spoken discourse.
7	1	Multiple choice	1	Listening	PLD.4.L.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
8	1	Multiple choice	1	Listening	PLD.5.L.1-2.5	**Commanding:** Student can determine how the structure of the language—through complex sentences—**describes ideas, events, or relationships** in spoken discourse.
9	1	Multiple choice	1	Reading	PLD.1.R.1-2.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	1	Multiple choice	1	Reading	PLD.3.R.1-2.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
11	1	Multiple choice	1	Reading	PLD.3.R.1-2.3	**Transitioning:** Student can determine **the meanings of most Tier 1 and a few Tier 2 words** in a grade-level text.
12	1	Multiple choice	1	Reading	PLD.4.R.1-2.1	**Expanding:** Student can identify most simple or some expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
13	1	Multiple choice	1	Reading	PLD.5.R.1-2.2	**Commanding:** Student can identify a variety of simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
14	1	Multiple choice	1	Reading	PLD.3.R.1-2.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
15	1	Multiple choice	1	Reading	PLD.4.R.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

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

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

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

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

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

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

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

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
41	3	Multiple choice	1	Listening	PLD.4.L.1-2.4	**Expanding:** Student can identify most simple or some expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level spoken discourse.
42	3	Multiple choice	1	Listening	PLD.5.L.1-2.2	**Commanding:** Student can identify a variety of simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
43	3	Multiple choice	1	Reading	PLD.3.R.1-2.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
44	3	Multiple choice	1	Reading	PLD.2.R.1-2.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
45	3	Multiple choice	1	Reading	PLD.2.R.1-2.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
46	3	Multiple choice	1	Reading	PLD.4.R.1-2.3	**Expanding:** Student can determine **the meanings of most Tier 1 and some Tier 2 words** in a grade-level text.

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
47	3	Multiple choice	1	Reading	PLD.3.R.1-2.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
48	3	Multiple choice	1	Reading	PLD.3.R.1-2.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
49	3	Multiple choice	1	Reading	PLD.2.R.1-2.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
50	3	Multiple choice	1	Reading	PLD.3.R.1-2.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
51	3	Multiple choice	1	Reading	PLD.2.R.1-2.3	**Emerging:** Student can determine **the meanings of some Tier 1 and a few Tier 2 words** in a grade-level text.
52	3	Multiple choice	1	Reading	PLD.4.R.1-2.3	**Expanding:** Student can determine **the meanings of most Tier 1 and some Tier 2 words** in a grade-level text.

Table A2. 2016 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
53	3	Multiple choice	1	Reading	PLD.4.R.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
54	3	Extended Constructed Response/ Informational	4	Writing	PLD.5.W.1-2.4	**Commanding:** Student can use a variety of simple, expanded, and/or compound sentences to sufficiently **provide an opinion with a reason and additional information** to develop an informational text.

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.3	**Transitioning:** Student uses simple and/or expanded sentences **to analyze a topic and provide an opinion supported by a reason.**
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.3	**Expanding:** Student uses simple, expanded, and/or complex sentences **to analyze a topic and provide an opinion supported by a reason.**
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic and provide an opinion supported by a reason.**
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.2	**Emerging:** Student uses phrases and simple sentences **to describe or convey some relevant details and partially narrate a story or process in sequence.**
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	**Transitioning:** Student uses simple and/or expanded sentences **to describe or convey relevant details and narrate a story or process in sequence.**
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	**Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.**
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic and provide an opinion supported by a reason.**
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

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

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

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

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

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

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

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

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
20	2	Multiple choice	1	Listening	PLD.3.L.3-4.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse.
21	2	Multiple choice	1	Listening	PLD.3.L.3-4.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse.
22	2	Multiple choice	1	Listening	PLD.3.L.3-4.3	**Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
23	2	Multiple choice	1	Listening	PLD.4.L.3-4.1	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse.
24	2	Multiple choice	1	Listening	PLD.4.L.3-4.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level spoken discourse.
25	2	Multiple choice	1	Listening	PLD.5.L.3-4.3	**Commanding:** Student can determine **most of the literal and figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse.

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
26	2	Multiple choice	1	Reading	PLD.1.R.3-4.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text.
27	2	Multiple choice	1	Reading	PLD.2.R.3-4.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text.
28	2	Multiple choice	1	Reading	PLD.3.R.3-4.3	**Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in a grade-level text.
29	2	Multiple choice	1	Reading	PLD.1.R.3-4.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text.
30	2	Multiple choice	1	Reading	PLD.2.R.3-4.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words** in a grade-level text.
31	2	Multiple choice	1	Reading	PLD.2.R.3-4.4	**Emerging:** Student can identify some simple grade-appropriate text structures that **provide details, explain events, describe relationships, or develop a topic** in grade-level texts.

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
32	2	Multiple choice	1	Reading	PLD.3.R.3-4.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text.
33	2	Multiple choice	1	Reading	PLD.3.R.3-4.3	**Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in a grade-level text.
34	2	Short Constructed Response	4	Writing	PLD.5.W.3-4.2	**Commanding:** Student can use words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently **describe detailed ideas and facts** in a written text.
35	3	Multiple choice	1	Listening	PLD.2.L.3-4.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse.
36	3	Multiple choice	1	Listening	PLD.4.L.3-4.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse.
37	3	Multiple choice	1	Listening	PLD.5.L.3-4.3	**Commanding:** Student can determine **most of the literal and figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
38	3	Multiple choice	1	Listening	PLD.2.L.3-4.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words** in grade-level spoken discourse.

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
39	3	Multiple choice	1	Listening	PLD.3.L.3-4.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse.
40	3	Multiple choice	1	Listening	PLD.4.L.3-4.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that, **together, develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level spoken discourse.
41	3	Multiple choice	1	Listening	PLD.3.L.3-4.3	**Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
42	3	Multiple choice	1	Listening	PLD.5.L.3-4.2	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse.
43	3	Multiple choice	1	Reading	PLD.2.R.3-4.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text.

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
44	3	Multiple choice	1	Reading	PLD.3.R.3-4.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text.
45	3	Multiple choice	1	Reading	PLD.4.R.3-4.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text.
46	3	Multiple choice	1	Reading	PLD.3.R.3-4.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text.
47	3	Multiple choice	1	Reading	PLD.5.R.3-4.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level texts.
48	3	Multiple choice	1	Reading	PLD.4.R.3-4.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that, **together, develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level texts.
49	3	Multiple choice	1	Reading	PLD.1.R.3-4.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text.

Table A3. 2016 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
50	3	Multiple choice	1	Reading	PLD.2.R.3-4.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text.
51	3	Multiple choice	1	Reading	PLD.4.R.3-4.1	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text.
52	3	Multiple choice	1	Reading	PLD.5.R.3-4.5	**Commanding:** Student can identify **significant elements, relationships, and/or topics that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.
53	3	Multiple choice	1	Reading	PLD.1.R.3-4.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text.
54	3	Extended Constructed Response/ Informational	4	Writing	PLD.5.W.3-4.4	**Commanding:** Student can use a variety of simple, expanded, and complex sentences to sufficiently **provide supported, relevant, connected ideas** to develop an informational text.

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6
*Performance Level Description/Target of Measurement

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

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.1	**Transitioning:** Student uses simple and/or expanded sentences **to ask questions and contribute to a conversation.**
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.1	**Expanding:** Student uses simple, expanded, and/or complex sentences **to ask questions and contribute to a conversation.**
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic and provide an opinion or a claim supported by reasons**.
1	1	Multiple choice	1	Listening	PLD.1.L.5-6.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse.
2	1	Multiple choice	1	Listening	PLD.3.L.5-6.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in grade-level spoken discourse.
3	1	Multiple choice	1	Listening	PLD.4.L.5-6.1	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse.

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
4	1	Multiple choice	1	Listening	PLD.3.L.5-6.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and** **Tier 2 words** in grade-level spoken discourse.
5	1	Multiple choice	1	Listening	PLD.3.L.5-6.5	**Transitioning:** Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence—**develops or integrates details, connections, relationships, and topics** in spoken discourse.
6	1	Multiple choice	1	Listening	PLD.3.L.5-6.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse.
7	1	Multiple choice	1	Listening	PLD.5.L.5-6.1	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse.
8	1	Multiple choice	1	Listening	PLD.4.L.5-6.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that, **together, develop a story or a topic, a description, evidence, events, or a relationship** in grade-level spoken discourse.

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	1	Multiple choice	1	Reading	PLD.2.R.5-6.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text.
10	1	Multiple choice	1	Reading	PLD.2.R.5-6.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words** in a grade-level text.
11	1	Multiple choice	1	Reading	PLD.2.R.5-6.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text.
12	1	Multiple choice	1	Reading	PLD.4.R.5-6.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that, **together, develop a story or a topic, a description, evidence, events, or a relationship** in grade-level texts.
13	1	Multiple choice	1	Reading	PLD.5.R.5-6.1	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text.

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
14	1	Multiple choice	1	Reading	PLD.1.R.5-6.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text.
15	1	Multiple choice	1	Reading	PLD.3.R.5-6.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in a grade-level text.
16	1	Multiple choice	1	Reading	PLD.5.R.5-6.2	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.5-6.2	**Commanding:** Student can use words and phrases, including Tier 1 and grade-level Tier 2 words, to **precisely describe detailed ideas and facts** in a written text.
18	2	Multiple choice	1	Listening	PLD.2.L.5-6.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse.

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
19	2	Multiple choice	1	Listening	PLD.3.L.5-6.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in grade-level spoken discourse.
20	2	Multiple choice	1	Listening	PLD.4.L.5-6.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse.
21	2	Multiple choice	1	Listening	PLD.2.L.5-6.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse.
22	2	Multiple choice	1	Listening	PLD.3.L.5-6.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse.
23	2	Multiple choice	1	Listening	PLD.3.L.5-6.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in grade-level spoken discourse.

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

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

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

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

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
35	3	Multiple choice	1	Listening	PLD.2.L.5-6.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse.
36	3	Multiple choice	1	Listening	PLD.3.L.5-6.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse.
37	3	Multiple choice	1	Listening	PLD.4.L.5-6.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse.
38	3	Multiple choice	1	Listening	PLD.2.L.5-6.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse.

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
39	3	Multiple choice	1	Listening	PLD.3.L.5-6.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse.
40	3	Multiple choice	1	Listening	PLD.4.L.5-6.1	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse.
41	3	Multiple choice	1	Listening	PLD.4.L.5-6.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse.
42	3	Multiple choice	1	Listening	PLD.5.L.5-6.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that, **together, develop a story or a topic, a description, evidence, events, or a relationship** in grade-level spoken discourse.
43	3	Multiple choice	1	Reading	PLD.1.R.5-6.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text.

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
44	3	Multiple choice	1	Reading	PLD.3.R.5-6.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in a grade-level text.
45	3	Multiple choice	1	Reading	PLD.2.R.5-6.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words** in a grade-level text.
46	3	Multiple choice	1	Reading	PLD.4.R.5-6.5	**Expanding:** Student can identify **significant elements, connections, relationships, and/or topics that are established** by text structures (**simple or some expanded or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.
47	3	Multiple choice	1	Reading	PLD.5.R.5-6.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that, **together, develop a story or a topic, a description, evidence, events, or a relationship** in grade-level texts.
48	3	Multiple choice	1	Reading	PLD.1.R.5-6.3	**Entering:** Student may determine **the literal meanings of some Tier 1 words** in a grade-level text.
49	3	Multiple choice	1	Reading	PLD.3.R.5-6.5	**Transitioning:** Student can, with limited support, identify **significant elements, connections, relationships, and/or topics that are established** by text structures (**phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.

Table A4. 2016 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
50	3	Multiple choice	1	Reading	PLD.4.R.5-6.5	**Expanding:** Student can identify **significant elements, connections, relationships, and/or topics that are established** by text structures (**simple or some expanded or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.
51	3	Multiple choice	1	Reading	PLD.4.R.5-6.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text.
52	3	Multiple choice	1	Reading	PLD.5.R.5-6.1	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text.
53	3	Multiple choice	1	Reading	PLD.4.R.5-6.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that, **together, develop a story or a topic, a description, evidence, events, or a relationship** in grade-level texts.
54	3	Extended Constructed Response/ Informational	4	Writing	PLD.5.W.5-6.4	**Commanding:** Student can use a variety of simple, expanded, and complex sentences to sufficiently **provide precisely stated and linked ideas, a variety of support, and closure** to develop an informational text.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8
*Performance Level Description/Target of Measurement

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

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.**
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.7-8.1	**Emerging:** Student uses phrases and simple sentences **to ask questions, paraphrase information, and contribute to a conversation.**
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.7-8.1	**Transitioning:** Student uses simple and/or expanded sentences **to ask questions, paraphrase information, and contribute to a conversation.**
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.7-8.1	**Expanding:** Student uses simple, expanded, and/or complex sentences **to ask questions, paraphrase information, and contribute to a conversation.**
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.**
1	1	Multiple choice	1	Listening	PLD.3.L.7-8.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
2	1	Multiple choice	1	Listening	PLD.4.L.7-8.3	**Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their effects** on grade-level spoken discourse.
3	1	Multiple choice	1	Listening	PLD.5.L.7-8.1	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in grade-level spoken discourse.
4	1	Multiple choice	1	Listening	PLD.1.L.7-8.3	**Entering:** Student may determine **the literal meanings of some Tier 1 words and their effects on** grade-level spoken discourse.
5	1	Multiple choice	1	Listening	PLD.2.L.7-8.4	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that, **together, develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse.
6	1	Multiple choice	1	Listening	PLD.4.L.7-8.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
7	1	Multiple choice	1	Listening	PLD.2.L.7-8.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in grade-level spoken discourse.
8	1	Multiple choice	1	Listening	PLD.5.L.7-8.3	**Commanding:** Student can determine **most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words and their effects on** grade-level spoken discourse.
9	1	Multiple choice	1	Reading	PLD.1.R.7-8.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text.
10	1	Multiple choice	1	Reading	PLD.1.R.7-8.3	**Entering:** Student may determine **the literal meanings of some Tier 1 words and their effects on** a grade-level text.
11	1	Multiple choice	1	Reading	PLD.2.R.7-8.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
12	1	Multiple choice	1	Reading	PLD.2.R.7-8.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words and their effects on** a grade-level text.
13	1	Multiple choice	1	Reading	PLD.5.R.7-8.5	**Commanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.
14	1	Multiple choice	1	Reading	PLD.1.R.7-8.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text.
15	1	Multiple choice	1	Reading	PLD.4.R.7-8.3	**Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their effects on** a grade-level text.
16	1	Multiple choice	1	Reading	PLD.5.R.7-8.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
17	1	Short Constructed Response	4	Writing	PLD.5.W.7-8.2	**Commanding:** Student can use words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text.
18	2	Multiple choice	1	Listening	PLD.3.L.7-8.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their effects on grade-level** spoken discourse.
19	2	Multiple choice	1	Listening	PLD.3.L.7-8.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse.
20	2	Multiple choice	1	Listening	PLD.5.L.7-8.1	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in grade-level spoken discourse.
21	2	Multiple choice	1	Listening	PLD.1.L.7-8.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
22	2	Multiple choice	1	Listening	PLD.3.L.7-8.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their effects on grade-level** spoken discourse.
23	2	Multiple choice	1	Listening	PLD.2.L.7-8.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse.
24	2	Multiple choice	1	Listening	PLD.3.L.7-8.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their effects on grade-level** spoken discourse.
25	2	Multiple choice	1	Listening	PLD.4.L.7-8.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse.
26	2	Multiple choice	1	Reading	PLD.1.R.7-8.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
27	2	Multiple choice	1	Reading	PLD.2.R.7-8.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text.
28	2	Multiple choice	1	Reading	PLD.4.R.7-8.3	**Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their effects on** a grade-level text.
29	2	Multiple choice	1	Reading	PLD.1.R.7-8.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text.
30	2	Multiple choice	1	Reading	PLD.3.R.7-8.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text.
31	2	Multiple choice	1	Reading	PLD.4.R.7-8.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
32	2	Multiple choice	1	Reading	PLD.2.R.7-8.3	**Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their effects on** a grade-level text.
33	2	Multiple choice	1	Reading	PLD.5.R.7-8.5	**Commanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.7-8.2	**Commanding:** Student can use words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text.
35	3	Multiple choice	1	Listening	PLD.2.L.7-8.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in grade-level spoken discourse.
36	3	Multiple choice	1	Listening	PLD.3.L.7-8.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

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

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
42	3	Multiple choice	1	Listening	PLD.5.L.7-8.2	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse.
43	3	Multiple choice	1	Reading	PLD.1.R.7-8.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text.
44	3	Multiple choice	1	Reading	PLD.2.R.7-8.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text.
45	3	Multiple choice	1	Reading	PLD.2.R.7-8.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text.
46	3	Multiple choice	1	Reading	PLD.3.R.7-8.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their effects on** a grade-level text.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
47	3	Multiple choice	1	Reading	PLD.4.R.7-8.3	**Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their effects on** a grade-level text.
48	3	Multiple choice	1	Reading	PLD.2.R.7-8.3	**Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their effects on** a grade-level text.
49	3	Multiple choice	1	Reading	PLD.3.R.7-8.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text.
50	3	Multiple choice	1	Reading	PLD.4.R.7-8.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text.
51	3	Multiple choice	1	Reading	PLD.5.R.7-8.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.
52	3	Multiple choice	1	Reading	PLD.3.R.7-8.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text.

Table A5. 2016 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
53	3	Multiple choice	1	Reading	PLD.5.R.7-8.5	**Commanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.
54	3	Extended Constructed Response/ Informational	4	Writing	PLD.5.W.7-8.4	**Commanding:** Student can use a variety of simple, expanded, and complex sentences to sufficiently **provide precisely stated and linked claims and evidence, a variety of support, and closure** to develop an informational text.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12
*Performance Level Description/Target of Measurement

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

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.9-12.1	**Expanding:** Student uses simple, expanded, and/or complex sentences **to ask questions, paraphrase information, and contribute to a conversation.**
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.9-12.1	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to ask questions, paraphrase information, and contribute to a conversation.**
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.3	**Emerging:** Student uses phrases and simple sentences **to partially analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.**
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.2	**Transitioning:** Student uses simple and/or expanded sentences **to describe or convey relevant details and narrate a story or process in sequence.**
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.9-12.2	**Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.**
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.9-12.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.**
1	1	Multiple choice	1	Listening	PLD.1.L.9-12.3	**Entering:** Student may determine **the literal meanings of some Tier 1 words and their effect on grade-level** spoken discourse.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
2	1	Multiple choice	1	Listening	PLD.2.L.9-12.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.
3	1	Multiple choice	1	Listening	PLD.3.L.9-12.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.
4	1	Multiple choice	1	Listening	PLD.1.L.9-12.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.
5	1	Multiple choice	1	Listening	PLD.2.L.9-12.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
6	1	Multiple choice	1	Listening	PLD.2.L.9-12.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words and their effects on grade-level** spoken discourse.
7	1	Multiple choice	1	Listening	PLD.4.L.9-12.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.
8	1	Multiple choice	1	Listening	PLD.3.L.9-12.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.
9	1	Multiple choice	1	Reading	PLD.1.R.9-12.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text.
10	1	Multiple choice	1	Reading	PLD.2.R.9-12.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words and their effects on** a grade-level text.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
11	1	Multiple choice	1	Reading	PLD.3.R.9-12.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text.
12	1	Multiple choice	1	Reading	PLD.3.R.9-12.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their effects on** a grade-level text.
13	1	Multiple choice	1	Reading	PLD.3.R.9-12.4	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that, **together, develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.
14	1	Multiple choice	1	Reading	PLD.2.R.9-12.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
15	1	Multiple choice	1	Reading	PLD.4.R.9-12.3	**Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their effects on** a grade-level text.
16	1	Multiple choice	1	Reading	PLD.5.R.9-12.1	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.9-12.2	**Commanding:** Student can use words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text.
18	2	Multiple choice	1	Listening	PLD.3.L.9-12.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.
19	2	Multiple choice	1	Listening	PLD.4.L.9-12.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
20	2	Multiple choice	1	Listening	PLD.4.L.9-12.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that, **together, develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse.
21	2	Multiple choice	1	Listening	PLD.3.L.9-12.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.
22	2	Multiple choice	1	Listening	PLD.3.L.9-12.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.
23	2	Multiple choice	1	Listening	PLD.3.L.9-12.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their effect on grade-level** spoken discourse.
24	2	Multiple choice	1	Listening	PLD.4.L.9-12.3	**Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their effect on grade-level** spoken discourse.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
25	2	Multiple choice	1	Listening	PLD.4.L.9-12.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse.
26	2	Multiple choice	1	Reading	PLD.4.R.9-12.1	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text.
27	2	Multiple choice	1	Reading	PLD.4.R.9-12.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that, **together, develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.
28	2	Multiple choice	1	Reading	PLD.3.R.9-12.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
29	2	Multiple choice	1	Reading	PLD.3.R.9-12.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text.
30	2	Multiple choice	1	Reading	PLD.4.R.9-12.5	**Expanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**most simple or some expanded or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.
31	2	Multiple choice	1	Reading	PLD.2.R.9-12.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text.
32	2	Multiple choice	1	Reading	PLD.2.R.9-12.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words and their effects on** a grade-level text.
33	2	Multiple choice	1	Reading	PLD.4.R.9-12.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that, **together, develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
34	2	Short Constructed Response	4	Writing	PLD.5.W.9-12.2	**Commanding:** Student can use words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text.
35	3	Multiple choice	1	Listening	PLD.2.L.9-12.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words and their effects on grade-level** spoken discourse.
36	3	Multiple choice	1	Listening	PLD.3.L.9-12.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.
37	3	Multiple choice	1	Listening	PLD.3.L.9-12.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.
38	3	Multiple choice	1	Listening	PLD.2.L.9-12.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
39	3	Multiple choice	1	Listening	PLD.4.L.9-12.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.
40	3	Multiple choice	1	Listening	PLD.3.L.9-12.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their effects on grade-level** spoken discourse.
41	3	Multiple choice	1	Listening	PLD.4.L.9-12.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.
42	3	Multiple choice	1	Listening	PLD.5.L.9-12.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that, **together, develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse.
43	3	Multiple choice	1	Reading	PLD.1.R.9-12.3	**Entering:** Student may determine **the literal meanings of some Tier 1 words and their effects on** a grade-level text.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
44	3	Multiple choice	1	Reading	PLD.5.R.9-12.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that, **together, develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.
45	3	Multiple choice	1	Reading	PLD.4.R.9-12.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text.
46	3	Multiple choice	1	Reading	PLD.4.R.9-12.2	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text.
47	3	Multiple choice	1	Reading	PLD.5.R.9-12.5	**Commanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.
48	3	Multiple choice	1	Reading	PLD.1.R.9-12.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
49	3	Multiple choice	1	Reading	PLD.2.R.9-12.3	**Emerging:** Student can determine **the literal meanings of some Tier 1 and a few Tier 2 words and their effects on** a grade-level text.
50	3	Multiple choice	1	Reading	PLD.3.R.9-12.4	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that, **together, develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.
51	3	Multiple choice	1	Reading	PLD.3.R.9-12.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text.
52	3	Multiple choice	1	Reading	PLD.4.R.9-12.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.
53	3	Multiple choice	1	Reading	PLD.5.R.9-12.5	**Commanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.

Table A6. 2016 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

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

APPENDIX B: ITEM-LEVEL STATISTICS

Table B1A. Item-Level Statistics: Listening and Speaking, Grade K (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	31,629	61	18	20			1	0.61	0.36	0.25
	2	MC	1	31,629	24	56	18			1	0.56	0.41	0.30
	3	MC	1	31,629	15	70	15			1	0.70	0.50	0.41
	4	MC	1	31,629	16	11	72			1	0.72	0.50	0.41
	5	MC	1	31,629	85	6	8			1	0.85	0.51	0.44
	6	MC	1	31,629	32	50	17			1	0.50	0.44	0.33
	7	MC	1	31,629	89	5	6			0	0.89	0.51	0.44
	8	MC	1	31,629	15	13	71			1	0.71	0.51	0.42
	9	MC	1	31,629	83	10	6			1	0.83	0.51	0.43
	10	MC	1	31,629	56	17	26			1	0.56	0.38	0.26
	11	MC	1	31,629	12	12	75			1	0.75	0.54	0.46
	12	MC	1	31,629	6	87	6			1	0.87	0.49	0.42
	13	MC	1	31,629	13	14	72			1	0.72	0.61	0.53
	14	MC	1	31,629	82	10	7			1	0.82	0.57	0.50
	15	MC	1	31,629	8	87	5			1	0.87	0.58	0.52
	16	MC	1	31,629	80	12	8			1	0.80	0.57	0.50
	17	MC	1	31,629	13	7	79			1	0.79	0.58	0.51
	18	MC	1	31,629	9	84	6			1	0.84	0.54	0.47
	19	MC	1	31,629	9	85	5			1	0.85	0.52	0.45
SPEAKING	1	CR	1	31,629	14	83	0			4	0.83	0.67	0.64
	2	CR	2	31,629	20	26	48			6	0.61	0.80	0.75
	3	CR	2	31,629	19	36	36			2	0.54	0.82	0.78
	4	CR	2	31,629	26	32	32			2	0.49	0.80	0.75
	5	CR	1	31,629	15	82	0			3	0.82	0.64	0.61
	6	CR	2	31,629	21	29	45			5	0.59	0.82	0.78
	7	CR	2	31,629	17	40	35			2	0.54	0.84	0.80
	8	CR	2	31,629	27	35	29			2	0.46	0.81	0.76
	9	CR	1	31,629	17	79	0			4	0.79	0.70	0.66
	10	CR	2	31,629	17	29	49			5	0.64	0.82	0.78
	11	CR	2	31,629	15	30	46			1	0.61	0.85	0.81
	12	CR	2	31,629	30	34	26			2	0.43	0.79	0.74

Table B1B. Item-Level Statistics: Reading and Writing, Grade K (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	31,629	89	60	55			1	0.89	0.60	0.55
	2	MC	1	31,629	88	58	52			1	0.88	0.58	0.52
	3	MC	1	31,629	91	54	48			1	0.91	0.54	0.48
	4	MC	1	31,629	89	64	59			1	0.89	0.64	0.59
	5	MC	1	31,629	91	63	58			1	0.91	0.63	0.58
	6	MC	1	31,629	88	67	62			1	0.88	0.67	0.62
	7	MC	1	31,629	71	47	37			1	0.71	0.47	0.37
	8	MC	1	31,629	69	49	39			1	0.69	0.49	0.39
	9	MC	1	31,629	86	65	59			1	0.86	0.65	0.59
	10	MC	1	31,629	85	67	62			1	0.85	0.67	0.62
	11	MC	1	31,629	88	66	60			0	0.88	0.66	0.60
	12	MC	1	31,629	87	65	60			1	0.87	0.65	0.60
	13	MC	1	31,629	83	66	60			1	0.83	0.66	0.60
	14	MC	1	31,629	75	64	57			1	0.75	0.64	0.57
	15	MC	1	31,629	80	62	55			1	0.80	0.62	0.55
	16	MC	1	31,629	85	68	62			1	0.85	0.68	0.62
	17	MC	1	31,629	65	53	43			1	0.65	0.53	0.43
	18	MC	1	31,629	73	52	43			1	0.73	0.52	0.43
WRITING	1	CR	1	31,629	10	89				1	0.89	0.59	0.53
	2	CR	1	31,629	6	93				1	0.93	0.51	0.45
	3	CR	1	31,629	17	82				1	0.82	0.64	0.58
	4	CR	1	31,629	18	81				1	0.81	0.61	0.54
	5	CR	2	31,629	29	25	44			1	0.57	0.80	0.69
	6	CR	2	31,629	30	25	44			2	0.56	0.81	0.71
	7	CR	2	31,629	34	37	27			1	0.46	0.82	0.73
	8	CR	4	31,629	17	34	27	15	6	1	0.39	0.82	0.68

Table B2A. Item-Level Statistics: Listening and Speaking, Grade Band 1–2 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	61,170	60	11	16	11		1	0.61	0.44	0.36
	2	MC	1	61,170	11	56	16	15		1	0.56	0.47	0.39
	3	MC	1	61,170	8	8	76	7		1	0.76	0.48	0.41
	4	MC	1	61,170	7	11	49	32		1	0.49	0.52	0.44
	5	MC	1	61,170	16	56	6	21		1	0.56	0.52	0.45
	6	MC	1	61,170	14	10	8	67		1	0.67	0.53	0.47
	7	MC	1	61,170	15	59	11	13		1	0.60	0.48	0.41
	8	MC	1	61,170	56	14	14	14		1	0.56	0.45	0.37
	9	MC	1	61,170	9	6	73	11		1	0.73	0.56	0.50
	10	MC	1	61,170	16	13	6	63		1	0.63	0.29	0.21
	11	MC	1	61,170	20	10	10	59		1	0.59	0.51	0.43
	12	MC	1	61,170	4	15	5	76		1	0.76	0.46	0.40
	13	MC	1	61,170	16	52	6	25		1	0.52	0.43	0.35
	14	MC	1	61,170	14	10	16	59		1	0.59	0.44	0.37
	15	MC	1	61,170	8	62	13	16		1	0.62	0.55	0.48
	16	MC	1	61,170	25	51	14	9		1	0.51	0.39	0.30
	17	MC	1	61,170	12	20	59	8		1	0.59	0.50	0.42
	18	MC	1	61,170	71	12	6	10		1	0.71	0.50	0.44
	19	MC	1	61,170	13	20	16	50		1	0.50	0.50	0.42
	20	MC	1	61,170	16	12	52	20		1	0.52	0.48	0.40
	21	MC	1	61,170	15	7	6	71		1	0.71	0.55	0.48
	22	MC	1	61,170	15	18	12	53		1	0.53	0.44	0.36
	23	MC	1	61,170	47	28	11	13		1	0.47	0.39	0.31
	24	MC	1	61,170	30	15	13	40		1	0.40	0.33	0.24
SPEAKING	1	CR	1	61,170	9	88				3	0.88	0.68	0.65
	2	CR	2	61,170	16	25	54			5	0.67	0.78	0.72
	3	CR	2	61,170	12	25	55			2	0.68	0.83	0.79
	4	CR	2	61,170	15	32	46			1	0.62	0.80	0.75
	5	CR	1	61,170	10	86	3			0	0.86	0.69	0.66
	6	CR	2	61,170	8	17	72			3	0.81	0.82	0.78
	7	CR	2	61,170	9	20	65			1	0.75	0.85	0.82
	8	CR	2	61,170	13	30	51			1	0.66	0.82	0.77
	9	CR	1	61,170	15	81	4			0	0.81	0.71	0.67
	10	CR	2	61,170	13	24	59			4	0.71	0.83	0.79
	11	CR	2	61,170	16	29	47			2	0.61	0.83	0.78
	12	CR	2	61,170	24	33	34			2	0.50	0.77	0.72

Table B2B. Item-Level Statistics: Reading and Writing, Grade Band 1–2 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	61,170	14	5	20	58		3	0.58	0.59	0.54
	2	MC	1	61,170	55	19	12	12		2	0.55	0.49	0.42
	3	MC	1	61,170	15	55	14	15		2	0.55	0.58	0.53
	4	MC	1	61,170	20	13	49	15		2	0.49	0.42	0.35
	5	MC	1	61,170	48	14	19	17		2	0.48	0.42	0.35
	6	MC	1	61,170	18	16	50	14		2	0.50	0.52	0.45
	7	MC	1	61,170	17	14	11	56		2	0.56	0.61	0.55
	8	MC	1	61,170	18	18	48	13		3	0.48	0.54	0.48
	9	MC	1	61,170	51	15	19	14		1	0.51	0.54	0.48
	10	MC	1	61,170	50	23	13	12		1	0.50	0.56	0.50
	11	MC	1	61,170	22	17	43	17		2	0.43	0.48	0.42
	12	MC	1	61,170	9	39	19	31		2	0.39	0.41	0.35
	13	MC	1	61,170	18	19	19	42		2	0.42	0.44	0.37
	14	MC	1	61,170	62	15	11	11		2	0.62	0.43	0.37
	15	MC	1	61,170	27	36	16	19		2	0.36	0.37	0.30
	16	MC	1	61,170	15	13	17	53		2	0.53	0.47	0.40
	17	MC	1	61,170	54	22	11	12		1	0.54	0.43	0.37
	18	MC	1	61,170	26	49	13	11		1	0.49	0.20	0.12
	19	MC	1	61,170	10	64	11	13		2	0.64	0.55	0.49
	20	MC	1	61,170	16	15	45	22		2	0.45	0.46	0.39
	21	MC	1	61,170	54	14	17	13		2	0.54	0.52	0.46
	22	MC	1	61,170	50	14	15	19		2	0.50	0.26	0.18
	23	MC	1	61,170	57	20	12	10		2	0.57	0.52	0.46
	24	MC	1	61,170	21	16	46	12		5	0.46	0.41	0.35
	25	MC	1	61,170	14	61	12	11		2	0.61	0.57	0.51
	26	MC	1	61,170	17	18	15	47		2	0.47	0.51	0.45
	27	MC	1	61,170	13	12	9	64		2	0.64	0.52	0.46
WRITING	1	CR	4	61,170	20	26	28	16	6	3	0.39	0.91	0.80
	2	CR	4	61,170	20	26	30	16	5	3	0.39	0.92	0.81
	3	CR	4	61,170	21	27	28	16	5	3	0.38	0.91	0.80

Table B3A. Item-Level Statistics: Listening and Speaking, Grade Band 3–4 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	44,249	23	14	53	8		1	0.53	0.48	0.40
	2	MC	1	44,249	13	17	19	50		1	0.50	0.45	0.37
	3	MC	1	44,249	12	22	13	52		1	0.52	0.41	0.33
	4	MC	1	44,249	68	13	6	11		1	0.68	0.54	0.47
	5	MC	1	44,249	6	13	16	64		1	0.64	0.50	0.42
	6	MC	1	44,249	5	10	74	10		1	0.74	0.54	0.47
	7	MC	1	44,249	13	30	17	38		1	0.38	0.33	0.25
	8	MC	1	44,249	53	8	20	17		1	0.53	0.48	0.41
	9	MC	1	44,249	13	20	27	38		1	0.38	0.44	0.36
	10	MC	1	44,249	57	20	12	10		1	0.57	0.51	0.44
	11	MC	1	44,249	11	56	21	10		1	0.56	0.46	0.39
	12	MC	1	44,249	12	13	52	22		1	0.52	0.36	0.28
	13	MC	1	44,249	20	54	14	10		1	0.54	0.44	0.36
	14	MC	1	44,249	63	11	13	11		1	0.63	0.53	0.46
	15	MC	1	44,249	13	10	52	22		1	0.53	0.41	0.33
	16	MC	1	44,249	8	72	11	8		1	0.72	0.52	0.46
	17	MC	1	44,249	14	64	7	13		1	0.64	0.48	0.40
	18	MC	1	44,249	21	12	14	53		1	0.53	0.47	0.39
	19	MC	1	44,249	17	16	17	48		1	0.48	0.46	0.38
	20	MC	1	44,249	9	20	57	12		1	0.57	0.49	0.41
	21	MC	1	44,249	17	10	15	57		2	0.57	0.45	0.37
	22	MC	1	44,249	20	45	16	17		1	0.45	0.44	0.36
	23	MC	1	44,249	52	22	14	11		1	0.52	0.48	0.41
	24	MC	1	44,249	17	15	52	15		1	0.52	0.52	0.45
SPEAKING	1	CR	1	44,249	15	83				2	0.83	0.62	0.58
	2	CR	2	44,249	12	22	62			3	0.73	0.84	0.80
	3	CR	2	44,249	11	23	59			2	0.70	0.85	0.81
	4	CR	2	44,249	11	29	53			1	0.68	0.84	0.80
	5	CR	1	44,249	9	88				3	0.88	0.69	0.66
	6	CR	2	44,249	10	17	70			3	0.79	0.84	0.80
	7	CR	2	44,249	13	26	53			2	0.66	0.85	0.81
	8	CR	2	44,249	17	33	42			2	0.58	0.80	0.74
	9	CR	1	44,249	8	89				3	0.89	0.66	0.63
	10	CR	2	44,249	12	26	59			3	0.72	0.82	0.78
	11	CR	2	44,249	10	23	61			1	0.72	0.87	0.84
	12	CR	2	44,249	15	32	47			2	0.63	0.83	0.78

Table B3B. Item-Level Statistics: Reading and Writing, Grade Band 3–4 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	44,249	68	12	13	6		1	0.68	0.34	0.27
	2	MC	1	44,249	12	14	12	61		1	0.61	0.51	0.45
	3	MC	1	44,249	16	15	12	55		1	0.55	0.54	0.48
	4	MC	1	44,249	18	63	8	9		1	0.63	0.60	0.55
	5	MC	1	44,249	13	16	10	59		1	0.60	0.56	0.51
	6	MC	1	44,249	17	10	61	10		2	0.61	0.57	0.52
	7	MC	1	44,249	16	24	45	13		2	0.46	0.50	0.44
	8	MC	1	44,249	45	14	13	26		2	0.45	0.36	0.29
	9	MC	1	44,249	25	6	3	65		1	0.65	0.46	0.40
	10	MC	1	44,249	53	13	14	19		1	0.53	0.48	0.42
	11	MC	1	44,249	22	20	14	43		2	0.43	0.52	0.47
	12	MC	1	44,249	8	63	19	8		2	0.63	0.46	0.40
	13	MC	1	44,249	8	15	66	9		2	0.66	0.57	0.52
	14	MC	1	44,249	15	57	12	15		2	0.57	0.59	0.54
	15	MC	1	44,249	30	14	13	42		2	0.42	0.42	0.35
	16	MC	1	44,249	58	14	12	13		2	0.58	0.57	0.51
	17	MC	1	44,249	17	50	25	8		1	0.50	0.56	0.50
	18	MC	1	44,249	46	22	11	20		2	0.46	0.48	0.42
	19	MC	1	44,249	30	38	13	17		2	0.38	0.42	0.36
	20	MC	1	44,249	16	12	55	15		2	0.55	0.57	0.51
	21	MC	1	44,249	19	29	38	12		2	0.38	0.40	0.34
	22	MC	1	44,249	19	49	17	13		2	0.49	0.50	0.44
	23	MC	1	44,249	55	16	11	16		2	0.55	0.54	0.49
	24	MC	1	44,249	17	13	14	55		2	0.55	0.54	0.48
	25	MC	1	44,249	21	39	20	18		2	0.39	0.36	0.29
	26	MC	1	44,249	18	32	18	30		2	0.30	0.31	0.25
	27	MC	1	44,249	14	58	13	12		2	0.58	0.50	0.44
WRITING	1	CR	4	44,249	18	22	31	20	6	3	0.42	0.90	0.77
	2	CR	4	44,249	18	23	31	19	6	3	0.41	0.91	0.79
	3	CR	4	44,249	18	22	31	20	6	3	0.42	0.90	0.78

Table B4A. Item-Level Statistics: Listening and Speaking, Grade Band 5–6 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	35,853	10	56	29	5		1	0.56	0.52	0.44
	2	MC	1	35,853	11	11	73	5		1	0.73	0.51	0.44
	3	MC	1	35,853	20	54	16	9		1	0.54	0.44	0.36
	4	MC	1	35,853	16	7	13	63		1	0.63	0.46	0.38
	5	MC	1	35,853	54	17	9	19		1	0.55	0.57	0.50
	6	MC	1	35,853	11	13	12	62		1	0.62	0.50	0.43
	7	MC	1	35,853	21	41	24	13		1	0.42	0.44	0.36
	8	MC	1	35,853	30	37	15	17		1	0.37	0.36	0.27
	9	MC	1	35,853	80	10	3	6		1	0.80	0.42	0.36
	10	MC	1	35,853	5	24	54	15		1	0.54	0.26	0.17
	11	MC	1	35,853	56	22	11	10		1	0.56	0.47	0.39
	12	MC	1	35,853	68	13	12	6		1	0.68	0.51	0.44
	13	MC	1	35,853	12	20	48	18		1	0.48	0.45	0.37
	14	MC	1	35,853	55	22	9	14		1	0.55	0.49	0.42
	15	MC	1	35,853	17	56	12	15		1	0.56	0.47	0.40
	16	MC	1	35,853	24	9	11	55		1	0.55	0.37	0.29
	17	MC	1	35,853	8	72	13	6		1	0.72	0.52	0.46
	18	MC	1	35,853	20	66	8	5		1	0.66	0.53	0.46
	19	MC	1	35,853	24	10	43	22		1	0.43	0.48	0.40
	20	MC	1	35,853	9	77	5	9		1	0.77	0.56	0.50
	21	MC	1	35,853	11	15	14	58		1	0.59	0.52	0.45
	22	MC	1	35,853	61	11	17	9		1	0.62	0.59	0.52
	23	MC	1	35,853	7	14	21	57		1	0.57	0.54	0.47
	24	MC	1	35,853	46	13	10	29		1	0.46	0.34	0.26
SPEAKING	1	CR	1	35,853	10	87				3	0.87	0.67	0.64
	2	CR	2	35,853	13	20	63			4	0.73	0.85	0.82
	3	CR	2	35,853	11	25	56			1	0.68	0.84	0.80
	4	CR	2	35,853	14	29	49			1	0.64	0.84	0.79
	5	CR	1	35,853	11	86				4	0.86	0.70	0.67
	6	CR	2	35,853	14	23	58			4	0.70	0.84	0.79
	7	CR	2	35,853	6	18	68			1	0.77	0.86	0.82
	8	CR	2	35,853	12	31	49			1	0.65	0.83	0.79
	9	CR	1	35,853	10	86	0			4	0.86	0.71	0.68
	10	CR	2	35,853	12	18	66			4	0.75	0.85	0.82
	11	CR	2	35,853	15	27	49			2	0.62	0.83	0.79
	12	CR	2	35,853	17	31	43			2	0.58	0.81	0.76

Table B4B. Item-Level Statistics: Reading and Writing, Grade Band 5–6 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	35,853	13	7	9	71		1	0.71	0.59	0.54
	2	MC	1	35,853	13	12	10	64		1	0.64	0.58	0.52
	3	MC	1	35,853	33	10	14	43		1	0.43	0.42	0.35
	4	MC	1	35,853	17	10	62	10		1	0.62	0.62	0.57
	5	MC	1	35,853	13	61	16	9		1	0.61	0.55	0.50
	6	MC	1	35,853	28	10	13	47		1	0.47	0.49	0.43
	7	MC	1	35,853	19	13	62	5		1	0.62	0.54	0.48
	8	MC	1	35,853	19	50	14	15		2	0.50	0.50	0.44
	9	MC	1	35,853	11	17	9	62		1	0.62	0.58	0.53
	10	MC	1	35,853	16	44	21	18		1	0.44	0.42	0.35
	11	MC	1	35,853	34	20	33	12		1	0.33	0.35	0.28
	12	MC	1	35,853	15	12	15	56		1	0.56	0.46	0.40
	13	MC	1	35,853	38	20	20	20		1	0.38	0.32	0.25
	14	MC	1	35,853	60	9	19	11		1	0.60	0.30	0.23
	15	MC	1	35,853	13	16	62	8		1	0.62	0.62	0.57
	16	MC	1	35,853	15	51	18	14		2	0.51	0.40	0.33
	17	MC	1	35,853	16	61	14	7		1	0.61	0.48	0.42
	18	MC	1	35,853	29	47	16	7		1	0.47	0.48	0.42
	19	MC	1	35,853	8	13	61	16		1	0.61	0.62	0.57
	20	MC	1	35,853	35	26	17	21		1	0.35	0.36	0.29
	21	MC	1	35,853	43	24	19	12		1	0.43	0.40	0.33
	22	MC	1	35,853	12	69	9	9		1	0.69	0.60	0.55
	23	MC	1	35,853	14	57	8	18		1	0.57	0.50	0.44
	24	MC	1	35,853	16	17	17	49		1	0.49	0.55	0.49
	25	MC	1	35,853	49	16	19	14		2	0.49	0.46	0.39
	26	MC	1	35,853	25	48	14	11		2	0.48	0.41	0.34
	27	MC	1	35,853	54	11	14	20		2	0.54	0.48	0.42
WRITING	1	CR	4	35,853	19	21	29	20	8	4	0.43	0.91	0.79
	2	CR	4	35,853	17	20	31	22	7	3	0.44	0.92	0.82
	3	CR	4	35,853	17	20	30	21	8	3	0.44	0.91	0.79

Table B5A. Item-Level Statistics: Listening and Speaking, Grade Band 7–8 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	31,479	25	22	48	4		1	0.48	0.40	0.33
	2	MC	1	31,479	6	72	14	7		1	0.72	0.51	0.45
	3	MC	1	31,479	57	10	15	16		1	0.57	0.42	0.35
	4	MC	1	31,479	5	10	5	79		1	0.79	0.53	0.47
	5	MC	1	31,479	63	8	22	6		1	0.63	0.53	0.47
	6	MC	1	31,479	53	22	14	10		1	0.53	0.47	0.40
	7	MC	1	31,479	14	53	21	12		1	0.53	0.53	0.47
	8	MC	1	31,479	9	63	10	17		1	0.63	0.50	0.43
	9	MC	1	31,479	65	20	8	6		1	0.65	0.46	0.39
	10	MC	1	31,479	12	8	7	72		1	0.72	0.59	0.53
	11	MC	1	31,479	9	16	16	57		1	0.57	0.49	0.42
	12	MC	1	31,479	66	16	9	7		1	0.66	0.50	0.44
	13	MC	1	31,479	26	14	9	50		1	0.50	0.48	0.41
	14	MC	1	31,479	11	21	56	10		1	0.56	0.51	0.44
	15	MC	1	31,479	68	9	12	9		1	0.68	0.57	0.51
	16	MC	1	31,479	11	40	30	17		1	0.40	0.40	0.33
	17	MC	1	31,479	7	7	77	8		1	0.77	0.53	0.48
	18	MC	1	31,479	68	10	12	9		1	0.68	0.54	0.48
	19	MC	1	31,479	10	64	17	8		1	0.64	0.51	0.44
	20	MC	1	31,479	4	7	79	9		1	0.79	0.55	0.49
	21	MC	1	31,479	62	8	6	23		1	0.62	0.53	0.47
	22	MC	1	31,479	74	8	9	7		1	0.75	0.57	0.51
	23	MC	1	31,479	10	63	12	13		1	0.64	0.53	0.47
	24	MC	1	31,479	18	12	47	21		2	0.47	0.45	0.37
SPEAKING	1	CR	1	31,479	10	87				3	0.87	0.66	0.63
	2	CR	2	31,479	14	22	60			4	0.71	0.85	0.81
	3	CR	2	31,479	11	25	55			1	0.67	0.87	0.84
	4	CR	2	31,479	17	30	43			2	0.58	0.83	0.79
	5	CR	1	31,479	10	87				3	0.87	0.65	0.62
	6	CR	2	31,479	12	20	64			3	0.74	0.85	0.81
	7	CR	2	31,479	13	24	54			2	0.66	0.87	0.83
	8	CR	2	31,479	12	26	53			1	0.67	0.86	0.82
	9	CR	1	31,479	11	86				3	0.86	0.69	0.66
	10	CR	2	31,479	16	22	58			4	0.68	0.85	0.81
	11	CR	2	31,479	14	25	51			2	0.63	0.87	0.83
	12	CR	2	31,479	19	30	41			2	0.56	0.83	0.79

Table B5B. Item-Level Statistics: Reading and Writing, Grade Band 7–8 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	31,479	15	13	55	16		1	0.55	0.38	0.31
	2	MC	1	31,479	10	12	7	70		1	0.70	0.57	0.52
	3	MC	1	31,479	68	11	9	10		1	0.68	0.53	0.47
	4	MC	1	31,479	10	44	29	15		1	0.44	0.32	0.25
	5	MC	1	31,479	14	19	56	9		1	0.56	0.51	0.45
	6	MC	1	31,479	65	10	16	8		1	0.65	0.53	0.47
	7	MC	1	31,479	17	18	13	51		1	0.51	0.48	0.41
	8	MC	1	31,479	19	37	20	23		2	0.37	0.40	0.33
	9	MC	1	31,479	11	5	9	74		1	0.74	0.58	0.53
	10	MC	1	31,479	30	49	14	7		1	0.49	0.40	0.33
	11	MC	1	31,479	44	10	11	33		1	0.44	0.35	0.28
	12	MC	1	31,479	7	15	66	10		1	0.66	0.49	0.43
	13	MC	1	31,479	14	22	56	6		2	0.56	0.56	0.50
	14	MC	1	31,479	17	51	23	8		1	0.51	0.50	0.44
	15	MC	1	31,479	25	12	50	12		2	0.50	0.27	0.19
	16	MC	1	31,479	46	22	13	17		2	0.46	0.46	0.39
	17	MC	1	31,479	15	8	70	6		1	0.70	0.62	0.57
	18	MC	1	31,479	57	24	11	7		1	0.57	0.58	0.53
	19	MC	1	31,479	10	18	56	14		2	0.56	0.57	0.52
	20	MC	1	31,479	67	17	7	7		2	0.67	0.53	0.47
	21	MC	1	31,479	11	16	60	12		2	0.60	0.57	0.51
	22	MC	1	31,479	68	12	9	9		2	0.68	0.56	0.51
	23	MC	1	31,479	19	20	42	17		2	0.42	0.36	0.29
	24	MC	1	31,479	13	20	52	14		2	0.52	0.50	0.44
	25	MC	1	31,479	23	22	20	33		2	0.33	0.36	0.29
	26	MC	1	31,479	18	49	15	17		2	0.49	0.43	0.36
	27	MC	1	31,479	18	39	23	17		2	0.39	0.35	0.28
WRITING	1	CR	4	31,479	18	18	25	24	12	3	0.47	0.90	0.78
	2	CR	4	31,479	18	18	26	23	11	3	0.46	0.92	0.82
	3	CR	4	31,479	21	19	23	22	12	3	0.45	0.91	0.80

Table B6A. Item-Level Statistics: Listening and Speaking, Grade Band 9–12 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	49,275	9	55	8	26		2	0.55	0.44	0.37
	2	MC	1	49,275	11	64	18	5		2	0.64	0.56	0.50
	3	MC	1	49,275	49	21	17	12		2	0.49	0.52	0.45
	4	MC	1	49,275	3	5	78	12		2	0.78	0.59	0.54
	5	MC	1	49,275	24	13	53	8		2	0.53	0.54	0.47
	6	MC	1	49,275	77	12	6	3		2	0.77	0.56	0.51
	7	MC	1	49,275	67	9	10	11		2	0.67	0.60	0.55
	8	MC	1	49,275	51	19	9	19		2	0.51	0.54	0.47
	9	MC	1	49,275	12	7	74	4		2	0.74	0.52	0.46
	10	MC	1	49,275	45	19	20	14		3	0.45	0.35	0.28
	11	MC	1	49,275	7	30	14	46		3	0.46	0.51	0.44
	12	MC	1	49,275	15	47	22	14		3	0.47	0.53	0.46
	13	MC	1	49,275	15	9	6	68		3	0.68	0.56	0.50
	14	MC	1	49,275	7	8	49	33		3	0.49	0.50	0.44
	15	MC	1	49,275	59	19	9	9		3	0.59	0.52	0.46
	16	MC	1	49,275	51	15	12	19		3	0.51	0.56	0.50
	17	MC	1	49,275	15	14	48	19		3	0.48	0.45	0.38
	18	MC	1	49,275	52	16	16	13		3	0.52	0.54	0.47
	19	MC	1	49,275	12	59	20	6		3	0.59	0.40	0.33
	20	MC	1	49,275	10	65	16	6		3	0.65	0.43	0.36
	21	MC	1	49,275	21	22	19	34		3	0.34	0.36	0.29
	22	MC	1	49,275	20	43	25	10		3	0.43	0.45	0.38
	23	MC	1	49,275	10	12	63	12		3	0.63	0.60	0.55
	24	MC	1	49,275	17	50	14	16		3	0.50	0.54	0.48
SPEAKING	1	CR	1	49,275	16	80				4	0.80	0.74	0.71
	2	CR	2	49,275	14	23	59			4	0.70	0.86	0.83
	3	CR	2	49,275	10	22	56			1	0.68	0.88	0.85
	4	CR	2	49,275	17	28	42			1	0.56	0.85	0.81
	5	CR	1	49,275	9	88				3	0.88	0.62	0.59
	6	CR	2	49,275	10	21	66			3	0.77	0.82	0.79
	7	CR	2	49,275	12	24	54			1	0.67	0.88	0.85
	8	CR	2	49,275	17	28	45			1	0.59	0.86	0.82
	9	CR	1	49,275	13	83				4	0.83	0.71	0.68
	10	CR	2	49,275	17	26	54			4	0.67	0.86	0.82
	11	CR	2	49,275	18	30	40			1	0.55	0.85	0.81
	12	CR	2	49,275	22	30	35			2	0.50	0.82	0.78

Table B6B. Item-Level Statistics: Reading and Writing, Grade Band 9–12 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/ Omit	P-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	49,275	6	15	8	69		2	0.69	0.50	0.44
	2	MC	1	49,275	8	7	68	15		2	0.69	0.37	0.31
	3	MC	1	49,275	19	67	4	8		2	0.67	0.45	0.39
	4	MC	1	49,275	15	12	8	64		2	0.64	0.47	0.40
	5	MC	1	49,275	22	17	52	8		2	0.52	0.44	0.37
	6	MC	1	49,275	27	48	10	13		2	0.48	0.41	0.34
	7	MC	1	49,275	16	18	45	19		2	0.45	0.49	0.42
	8	MC	1	49,275	26	16	15	40		2	0.40	0.49	0.43
	9	MC	1	49,275	45	11	19	21		3	0.45	0.31	0.23
	10	MC	1	49,275	12	16	20	49		3	0.49	0.59	0.53
	11	MC	1	49,275	21	52	11	13		3	0.52	0.51	0.44
	12	MC	1	49,275	10	19	53	15		3	0.53	0.48	0.41
	13	MC	1	49,275	24	40	10	23		3	0.40	0.33	0.26
	14	MC	1	49,275	19	11	15	52		3	0.52	0.55	0.49
	15	MC	1	49,275	43	29	18	8		3	0.43	0.44	0.38
	16	MC	1	49,275	7	9	56	25		3	0.56	0.52	0.45
	17	MC	1	49,275	63	17	6	11		3	0.63	0.45	0.39
	18	MC	1	49,275	15	14	34	33		3	0.34	0.39	0.32
	19	MC	1	49,275	51	22	9	14		3	0.51	0.48	0.41
	20	MC	1	49,275	9	65	12	10		3	0.65	0.55	0.49
	21	MC	1	49,275	10	16	16	54		3	0.54	0.54	0.48
	22	MC	1	49,275	74	9	7	7		3	0.74	0.51	0.46
	23	MC	1	49,275	22	17	10	48		4	0.48	0.38	0.31
	24	MC	1	49,275	11	15	29	42		4	0.42	0.49	0.42
	25	MC	1	49,275	16	53	19	7		4	0.53	0.49	0.43
	26	MC	1	49,275	16	18	48	14		4	0.48	0.49	0.43
	27	MC	1	49,275	51	19	15	11		4	0.51	0.45	0.38
WRITING	1	CR	4	49,275	18	18	24	23	13		0.47	0.90	0.78
	2	CR	4	49,275	14	16	27	27	13		0.50	0.90	0.79
	3	CR	4	49,275	21	19	24	22	10		0.43	0.90	0.77

APPENDIX C: IRT STATISTICS

Table C1A. IRT Statistics: Listening and Speaking, Kindergarten

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	26,234	-0.44		0.01	1.24	1.33	√
	2	26,234	-0.24		0.01	1.12	1.22	—
	3	26,234	-0.82		0.01	1.02	1.01	—
	4	26,234	-0.97		0.01	1.04	1.04	—
	5	26,234	-1.68		0.01	0.96	0.85	—
	6	26,234	0.00		0.01	1.07	1.19	—
	7	26,234	-1.92		0.01	0.91	0.80	—
	8	26,234	-0.91		0.01	1.03	1.07	—
	9	26,234	-1.49		0.01	0.97	0.90	—
	10	26,234	-0.27		0.01	1.23	1.36	√
	11	26,234	-1.11		0.01	0.99	0.95	—
	12	26,234	-1.76		0.01	0.95	0.89	—
	13	26,234	-0.94		0.01	0.87	0.79	—
	14	26,234	-1.47		0.01	0.89	0.75	—
	15	26,234	-1.76		0.01	0.84	0.61	√
	16	26,234	-1.33		0.01	0.90	0.81	—
	17	26,234	-1.25		0.01	0.91	0.84	—
	18	26,234	-1.58		0.01	0.90	0.78	—
	19	26,234	-1.68		0.01	0.93	0.83	—
SPEAKING	1	26,323	-1.38		0.01	1.03	1.36	√
	2	26,323	-0.39		0.00	1.21	1.25	—
	3	26,323	-0.18		0.00	0.98	0.98	—
	4	26,323	0.03		0.00	1.01	0.98	—
	5	26,323	-1.30		0.01	1.23	1.80	√
	6	26,323	-0.33		0.00	1.02	1.06	—
	7	26,323	-0.18		0.00	0.82	0.84	—
	8	26,323	0.12		0.00	0.91	0.91	—
	9	26,323	-1.12		0.01	1.02	1.20	—
	10	26,323	-0.49		0.00	1.02	1.13	—
	11	26,323	-0.42		0.00	0.91	0.86	—
	12	26,323	0.21		0.00	0.93	0.93	—

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

Table C1B. IRT Statistics: Reading and Writing, Kindergarten

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	26,243	-1.92		0.01	0.96	0.92	—
	2	26,243	-1.86		0.01	1.03	1.34	√
	3	26,243	-2.25		0.02	1.01	1.15	—
	4	26,243	-2.00		0.01	0.86	0.78	—
	5	26,243	-2.10		0.02	0.84	0.65	√
	6	26,243	-1.86		0.01	0.83	0.65	√
	7	26,243	-0.73		0.01	1.31	1.58	√
	8	26,243	-0.69		0.01	1.25	1.40	√
	9	26,243	-1.69		0.01	0.90	0.74	—
	10	26,243	-1.56		0.01	0.87	0.73	—
	11	26,243	-1.88		0.01	0.86	0.63	√
	12	26,243	-1.75		0.01	0.83	0.62	√
	13	26,243	-1.47		0.01	0.90	0.80	—
	14	26,243	-0.98		0.01	0.95	0.90	—
	15	26,243	-1.25		0.01	0.99	0.90	—
	16	26,243	-1.57		0.01	0.85	0.73	—
	17	26,243	-0.49		0.01	1.15	1.32	√
	18	26,243	-0.85		0.01	1.19	1.23	—
WRITING	1	26,313	-1.57		0.01	0.91	2.17	√
	2	26,313	-2.11		0.02	1.07	9.21	√
	3	26,313	-1.14		0.01	0.97	1.47	√
	4	26,313	-1.06		0.01	1.10	3.00	√
	5	26,313	-0.24		0.00	1.02	1.21	—
	6	26,313	-0.21		0.00	0.97	1.06	—
	7	26,313	0.08		0.00	0.82	0.81	—
	8	26,313	0.34		0.00	0.97	1.01	—

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

Table C2A. IRT Statistics: Listening and Speaking, Grade Band 1–2

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	49,524	-0.40	0.00	0.01	1.03	1.03	—
	2	49,524	-0.28	0.04	0.01	1.01	1.01	—
	3	49,524	-1.20	-0.04	0.01	0.92	0.90	—
	4	49,524	0.05	0.00	0.01	0.94	0.93	—
	5	49,524	-0.24	-0.01	0.01	0.93	0.90	—
	6	49,524	-0.75	-0.02	0.01	0.90	0.86	—
	7	49,524	-0.37	-0.04	0.01	0.98	0.97	—
	8	49,524	-0.33	0.04	0.01	1.04	1.07	—
	9	49,524	-1.08		0.01	0.87	0.76	—
	10	49,524	-0.59		0.01	1.22	1.35	√
	11	49,524	-0.43		0.01	0.96	0.92	—
	12	49,524	-1.25		0.01	0.95	0.93	—
	13	49,524	-0.10		0.01	1.06	1.08	—
	14	49,524	-0.43		0.01	1.04	1.05	—
	15	49,524	-0.52		0.01	0.90	0.86	—
	16	49,524	-0.07		0.01	1.11	1.15	—
	17	49,524	-0.42		0.01	0.98	0.97	—
	18	49,524	-0.98		0.01	0.93	0.92	—
	19	49,524	-0.05		0.01	0.97	0.95	—
	20	49,524	-0.10		0.01	0.99	0.99	—
	21	49,524	-0.99		0.01	0.89	0.79	—
	22	49,524	-0.16		0.01	1.04	1.05	—
	23	49,524	0.12		0.01	1.08	1.14	—
	24	49,524	0.40		0.01	1.17	1.26	—
SPEAKING	1	49,635	-1.69		0.01	0.92	0.94	—
	2	49,635	-0.41		0.00	1.34	1.47	√
	3	49,635	-0.45		0.00	1.02	0.97	—
	4	49,635	-0.21		0.00	1.06	1.08	—
	5	49,635	-1.57	0.11	0.01	1.21	1.43	√
	6	49,635	-1.08	-0.04	0.00	0.94	0.96	—
	7	49,635	-0.84	0.01	0.00	0.90	0.84	—
	8	49,635	-0.40	0.02	0.00	1.00	1.01	—
	9	49,635	-1.06		0.01	1.12	1.50	√
	10	49,635	-0.59		0.00	1.03	1.07	—
	11	49,635	-0.20		0.00	0.93	0.89	—
	12	49,635	0.23		0.00	0.91	0.92	—

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

Table C2B. IRT Statistics: Reading and Writing, Grade Band 1–2

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	49,490	-0.26	-0.13	0.01	0.84	0.79	—
	2	49,490	-0.22	-0.02	0.01	0.99	0.97	—
	3	49,490	-0.21	-0.03	0.01	0.86	0.80	—
	4	49,490	0.09	-0.06	0.01	1.08	1.11	—
	5	49,490	0.04	0.03	0.01	1.07	1.11	—
	6	49,490	-0.14	0.14	0.01	0.96	0.95	—
	7	49,490	-0.38	0.11	0.01	0.85	0.78	—
	8	49,490	0.15	-0.09	0.01	0.93	0.90	—
	9	49,490	-0.04		0.01	0.91	0.87	—
	10	49,490	0.01		0.01	0.90	0.88	—
	11	49,490	0.35		0.01	0.99	0.99	—
	12	49,490	0.54		0.01	1.08	1.12	—
	13	49,490	0.35		0.01	1.06	1.08	—
	14	49,490	-0.61		0.01	1.03	1.05	—
	15	49,490	0.71		0.01	1.14	1.22	—
	16	49,490	-0.13		0.01	1.01	1.02	—
	17	49,490	-0.16		0.01	1.05	1.03	—
	18	49,490	-0.01		0.01	1.36	1.55	√
	19	49,490	-0.67		0.01	0.88	0.84	—
	20	49,490	0.25		0.01	1.04	1.05	—
	21	49,490	-0.21		0.01	0.94	0.93	—
	22	49,490	-0.06		0.01	1.29	1.37	√
	23	49,490	-0.30		0.01	0.93	0.89	—
	24	49,490	0.15		0.01	1.08	1.10	—
	25	49,490	-0.57		0.01	0.87	0.77	—
	26	49,490	0.14		0.01	0.96	0.95	—
	27	49,490	-0.72		0.01	0.91	0.86	—
WRITING	1	49,622	0.43	0.01	0.00	0.86	0.86	—
	2	49,622	0.46		0.00	0.76	0.77	—
	3	49,622	0.48		0.00	0.81	0.81	—

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

Table C3A. IRT Statistics: Listening and Speaking, Grade Band 3–4

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	36,171	-0.13		0.01	1.00	1.00	—
	2	36,171	0.02		0.01	1.03	1.04	—
	3	36,171	-0.11		0.01	1.08	1.10	—
	4	36,171	-0.82		0.01	0.90	0.84	—
	5	36,171	-0.66		0.01	0.96	0.93	—
	6	36,171	-1.17		0.01	0.88	0.78	—
	7	36,171	0.51		0.01	1.15	1.24	—
	8	36,171	-0.10		0.01	0.98	0.99	—
	9	36,171	0.41	0.04	0.01	1.00	1.02	—
	10	36,171	-0.36	0.02	0.01	0.96	0.94	—
	11	36,171	-0.23	-0.05	0.01	0.99	1.00	—
	12	36,171	-0.10	0.02	0.01	1.15	1.21	—
	13	36,171	-0.18	-0.01	0.01	1.04	1.04	—
	14	36,171	-0.63	0.00	0.01	0.92	0.87	—
	15	36,171	-0.12	-0.01	0.01	1.07	1.10	—
	16	36,171	-1.00	-0.05	0.01	0.88	0.83	—
	17	36,171	-0.63		0.01	0.99	0.98	—
	18	36,171	-0.13		0.01	1.01	1.01	—
	19	36,171	0.06		0.01	1.01	1.01	—
	20	36,171	-0.28		0.01	0.98	0.98	—
	21	36,171	-0.34		0.01	1.03	1.02	—
	22	36,171	0.19		0.01	1.02	1.04	—
	23	36,171	-0.15		0.01	0.96	0.96	—
	24	36,171	-0.09		0.01	0.93	0.91	—
SPEAKING	1	36,253	-1.16	0.00	0.01	1.50	2.65	√
	2	36,253	-0.78	0.00	0.00	0.98	1.08	—
	3	36,253	-0.66	0.01	0.00	0.95	0.95	—
	4	36,253	-0.51	-0.03	0.00	0.94	0.91	—
	5	36,253	-1.68		0.01	0.86	0.49	√
	6	36,253	-1.07		0.01	0.96	1.02	—
	7	36,253	-0.46		0.00	0.90	0.86	—
	8	36,253	-0.12		0.00	0.98	0.98	—
	9	36,253	-1.89		0.01	1.07	1.10	—
	10	36,253	-0.71		0.00	1.09	1.28	—
	11	36,253	-0.75		0.00	0.81	0.77	—
	12	36,253	-0.32		0.00	0.93	0.90	—

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

Table C3B. IRT Statistics: Reading and Writing, Grade Band 3–4

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	36,148	-0.78		0.01	1.15	1.29	—
	2	36,148	-0.54		0.01	0.97	0.97	—
	3	36,148	-0.21		0.01	0.95	0.94	—
	4	36,148	-0.58		0.01	0.83	0.76	—
	5	36,148	-0.43		0.01	0.91	0.87	—
	6	36,148	-0.49		0.01	0.89	0.82	—
	7	36,148	0.24		0.01	1.00	1.00	—
	8	36,148	0.22		0.01	1.20	1.27	—
	9	36,148	-0.62	-0.08	0.01	1.02	1.05	—
	10	36,148	-0.10	-0.04	0.01	1.03	1.04	—
	11	36,148	0.29	0.04	0.01	0.97	0.96	—
	12	36,148	-0.57	-0.06	0.01	1.02	1.10	—
	13	36,148	-0.82	0.05	0.01	0.88	0.81	—
	14	36,148	-0.31	0.01	0.01	0.86	0.79	—
	15	36,148	0.35	0.04	0.01	1.11	1.15	—
	16	36,148	-0.34	-0.05	0.01	0.89	0.83	—
	17	36,148	0.02		0.01	0.92	0.89	—
	18	36,148	0.16		0.01	1.03	1.04	—
	19	36,148	0.55		0.01	1.08	1.15	—
	20	36,148	-0.21		0.01	0.90	0.85	—
	21	36,148	0.60		0.01	1.10	1.20	—
	22	36,148	0.03		0.01	0.99	0.97	—
	23	36,148	-0.27		0.01	0.93	0.89	—
	24	36,148	-0.23		0.01	0.94	0.90	—
	25	36,148	0.49		0.01	1.17	1.26	—
	26	36,148	0.95		0.01	1.21	1.38	√
	27	36,148	-0.44		0.01	0.98	0.95	—
WRITING	1	36,248	0.32		0.00	0.98	0.97	—
	2	36,248	0.32	0.01	0.00	0.86	0.86	—
	3	36,248	0.28		0.00	0.87	0.87	—

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

Table C4A. IRT Statistics: Listening and Speaking, Grade Band 5–6

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	29,080	-0.09	-0.12	0.01	0.97	0.96	—
	2	29,080	-1.08	-0.01	0.01	0.92	0.86	—
	3	29,080	-0.17	0.02	0.01	1.04	1.06	—
	4	29,080	-0.51	-0.07	0.01	1.02	1.01	—
	5	29,080	-0.29	0.10	0.01	0.88	0.85	—
	6	29,080	-0.49	-0.03	0.01	0.98	0.94	—
	7	29,080	0.32	0.11	0.01	1.00	1.04	—
	8	29,080	0.62	0.04	0.01	1.10	1.22	—
	9	29,080	-1.54		0.01	1.00	1.04	—
	10	29,080	-0.15		0.01	1.26	1.38	√
	11	29,080	-0.24		0.01	1.02	1.03	—
	12	29,080	-0.84		0.01	0.95	0.93	—
	13	29,080	0.14		0.01	1.03	1.05	—
	14	29,080	-0.20		0.01	0.99	0.98	—
	15	29,080	-0.24		0.01	1.00	1.00	—
	16	29,080	-0.25		0.01	1.13	1.17	—
	17	29,080	-1.06		0.01	0.92	0.91	—
	18	29,080	-0.70		0.01	0.93	0.88	—
	19	29,080	0.44		0.01	0.97	0.99	—
	20	29,080	-1.33		0.01	0.85	0.74	—
	21	29,080	-0.35		0.01	0.95	0.94	—
	22	29,080	-0.50		0.01	0.86	0.81	—
	23	29,080	-0.29		0.01	0.93	0.90	—
	24	29,080	0.23		0.01	1.16	1.21	—
SPEAKING	1	29,127	-1.59		0.01	1.23	1.80	√
	2	29,127	-0.73		0.01	1.01	1.00	—
	3	29,127	-0.50		0.01	1.03	1.01	—
	4	29,127	-0.32	-0.08	0.00	1.00	0.98	—
	5	29,127	-1.34	0.00	0.01	0.99	1.23	—
	6	29,127	-0.61	-0.02	0.01	1.07	1.15	—
	7	29,127	-0.96	0.01	0.01	0.91	0.82	—
	8	29,127	-0.35	-0.08	0.00	1.01	1.01	—
	9	29,127	-1.50		0.01	1.01	1.59	√
	10	29,127	-0.83		0.01	1.00	0.92	—
	11	29,127	-0.25		0.00	0.99	0.95	—
	12	29,127	-0.08		0.00	1.00	0.97	—

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

Table C4B. IRT Statistics: Reading and Writing, Grade Band 5–6

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	29,061	-0.70	-0.08	0.01	0.79	0.69	√
	2	29,061	-0.49	0.00	0.01	0.87	0.80	—
	3	29,061	0.40	-0.02	0.01	1.12	1.22	—
	4	29,061	-0.41	0.01	0.01	0.80	0.72	—
	5	29,061	-0.27	-0.08	0.01	0.90	0.85	—
	6	29,061	-0.05	0.00	0.01	1.01	1.00	—
	7	29,061	-0.73	-0.02	0.01	1.03	1.02	—
	8	29,061	-0.10	0.01	0.01	1.00	0.98	—
	9	29,061	-0.49		0.01	0.88	0.83	—
	10	29,061	0.20		0.01	1.09	1.11	—
	11	29,061	0.68		0.01	1.14	1.28	—
	12	29,061	-0.25		0.01	1.04	1.04	—
	13	29,061	0.47		0.01	1.20	1.31	√
	14	29,061	-0.41		0.01	1.26	1.38	√
	15	29,061	-0.48		0.01	0.82	0.74	—
	16	29,061	-0.08		0.01	1.11	1.16	—
	17	29,061	-0.47		0.01	0.99	1.03	—
	18	29,061	0.12		0.01	1.01	1.01	—
	19	29,061	-0.45		0.01	0.82	0.74	—
	20	29,061	0.60		0.01	1.14	1.26	—
	21	29,061	0.22		0.01	1.10	1.14	—
	22	29,061	-0.78		0.01	0.81	0.74	—
	23	29,061	-0.32		0.01	0.99	0.97	—
	24	29,061	0.04		0.01	0.93	0.90	—
	25	29,061	0.06		0.01	1.01	1.00	—
	26	29,061	0.07		0.01	1.11	1.16	—
	27	29,061	-0.19		0.01	1.00	1.02	—
WRITING	1	29,120	0.26	0.01	0.00	0.92	0.92	—
	2	29,120	0.20		0.00	0.77	0.78	—
	3	29,120	0.21		0.00	0.92	0.92	—

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

Table C5A. IRT Statistics: Listening and Speaking, Grade Band 7–8

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	25,813	0.14	0.01	0.01	1.17	1.24	—
	2	25,813	-0.93	-0.08	0.01	0.95	0.92	—
	3	25,813	-0.31	0.05	0.01	1.15	1.21	—
	4	25,813	-1.39	-0.09	0.01	0.87	0.81	—
	5	25,813	-0.59	0.03	0.01	0.97	0.93	—
	6	25,813	-0.07	0.03	0.01	1.05	1.07	—
	7	25,813	-0.05	0.04	0.01	0.96	0.96	—
	8	25,813	-0.56	0.01	0.01	1.02	1.01	—
	9	25,813	-0.63		0.01	1.04	1.04	—
	10	25,813	-1.04		0.01	0.88	0.76	—
	11	25,813	-0.25		0.01	1.03	1.04	—
	12	25,813	-0.73		0.01	0.98	1.00	—
	13	25,813	0.12		0.01	1.06	1.09	—
	14	25,813	-0.19		0.01	1.00	1.01	—
	15	25,813	-0.81		0.01	0.92	0.84	—
	16	25,813	0.60		0.01	1.13	1.26	—
	17	25,813	-1.35		0.01	0.92	0.86	—
	18	25,813	-0.80		0.01	0.96	0.93	—
	19	25,813	-0.57		0.01	1.01	1.00	—
	20	25,813	-1.49		0.01	0.87	0.77	—
	21	25,813	-0.47		0.01	0.97	0.94	—
	22	25,813	-1.19		0.01	0.89	0.78	—
	23	25,813	-0.56		0.01	0.96	0.93	—
	24	25,813	0.23		0.01	1.08	1.12	—
SPEAKING	1	25,839	-1.60		0.01	1.13	2.30	√
	2	25,839	-0.66		0.01	1.18	1.29	—
	3	25,839	-0.50		0.01	0.96	0.93	—
	4	25,839	-0.09		0.00	1.01	1.03	—
	5	25,839	-1.65		0.01	1.21	2.70	√
	6	25,839	-0.76	-0.05	0.01	1.06	1.12	—
	7	25,839	-0.43	0.02	0.00	0.97	0.92	—
	8	25,839	-0.44	0.00	0.00	1.04	0.99	—
	9	25,839	-1.47		0.01	1.09	2.19	√
	10	25,839	-0.56		0.01	1.09	1.05	—
	11	25,839	-0.32		0.00	0.94	0.86	—
	12	25,839	-0.02		0.00	0.96	0.91	—

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

Table C5B. IRT Statistics: Reading and Writing, Grade Band 7–8

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	25,810	-0.21	0.03	0.01	1.14	1.22	—
	2	25,810	-0.62	-0.25	0.01	0.80	0.73	—
	3	25,810	-0.56	-0.17	0.01	0.89	0.85	—
	4	25,810	0.46	-0.11	0.01	1.22	1.29	—
	5	25,810	-0.07	-0.15	0.01	0.95	0.93	—
	6	25,810	-0.87	0.29	0.01	1.05	1.01	—
	7	25,810	-0.19	0.20	0.01	1.03	1.02	—
	8	25,810	0.54	0.12	0.01	1.03	1.09	—
	9	25,810	-1.09		0.01	0.84	0.71	—
	10	25,810	0.15		0.01	1.09	1.12	—
	11	25,810	0.31		0.01	1.16	1.22	—
	12	25,810	-0.63		0.01	0.97	0.97	—
	13	25,810	-0.18		0.01	0.88	0.85	—
	14	25,810	0.03		0.01	0.96	0.95	—
	15	25,810	0.08		0.01	1.29	1.38	√
	16	25,810	0.19		0.01	1.02	1.04	—
	17	25,810	-0.86		0.01	0.80	0.70	—
	18	25,810	-0.21		0.01	0.88	0.83	—
	19	25,810	-0.19		0.01	0.88	0.84	—
	20	25,810	-0.69		0.01	0.92	0.87	—
	21	25,810	-0.37		0.01	0.88	0.83	—
	22	25,810	-0.78		0.01	0.88	0.81	—
	23	25,810	0.41		0.01	1.14	1.21	—
	24	25,810	-0.03		0.01	0.97	0.96	—
	25	25,810	0.81		0.01	1.11	1.23	—
	26	25,810	0.13		0.01	1.05	1.06	—
	27	25,810	0.50		0.01	1.12	1.20	—
WRITING	1	25,842	0.14	-0.01	0.00	1.07	1.06	—
	2	25,842	0.17		0.00	0.89	0.88	—
	3	25,842	0.25		0.00	0.97	0.97	—

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

Table C6A. IRT Statistics: Listening and Speaking, Grade Band 9–12

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	40,899	-0.14	-0.03	0.01	1.11	1.16	—
	2	40,899	-0.58	-0.05	0.01	0.92	0.86	—
	3	40,899	0.07	0.05	0.01	0.99	0.99	—
	4	40,899	-1.42	0.01	0.01	0.82	0.65	√
	5	40,899	-0.03	-0.06	0.01	0.98	0.97	—
	6	40,899	-1.32	-0.02	0.01	0.86	0.73	—
	7	40,899	-0.77	-0.01	0.01	0.85	0.77	—
	8	40,899	0.03	-0.02	0.01	0.98	0.97	—
	9	40,899	-1.19		0.01	0.93	0.87	—
	10	40,899	0.25		0.01	1.21	1.28	—
	11	40,899	0.20		0.01	1.02	1.01	—
	12	40,899	0.21		0.01	0.99	0.99	—
	13	40,899	-0.83		0.01	0.92	0.86	—
	14	40,899	0.09		0.01	1.03	1.03	—
	15	40,899	-0.39		0.01	1.00	0.98	—
	16	40,899	0.02		0.01	0.93	0.92	—
	17	40,899	0.12		0.01	1.09	1.15	—
	18	40,899	-0.06		0.01	0.96	0.93	—
	19	40,899	-0.37		0.01	1.17	1.21	—
	20	40,899	-0.69		0.01	1.09	1.16	—
	21	40,899	0.75		0.01	1.16	1.30	—
	22	40,899	0.39		0.01	1.08	1.15	—
	23	40,899	-0.59		0.01	0.87	0.79	—
	24	40,899	0.05		0.01	0.97	0.95	—
SPEAKING	1	40,995	-0.79	-0.03	0.01	0.97	0.89	—
	2	40,995	-0.56	-0.05	0.00	0.96	0.97	—
	3	40,995	-0.51	0.05	0.00	0.86	0.84	—
	4	40,995	-0.10	0.01	0.00	0.91	0.86	—
	5	40,995	-1.65		0.01	1.19	5.39	√
	6	40,995	-0.90		0.00	1.10	1.29	—
	7	40,995	-0.43		0.00	0.84	0.81	—
	8	40,995	-0.16		0.00	0.93	0.89	—
	9	40,995	-1.13		0.01	1.10	1.55	√
	10	40,995	-0.43		0.00	1.05	1.07	—
	11	40,995	0.00		0.00	0.89	0.85	—
	12	40,995	0.16		0.00	0.93	0.86	—

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

Table C6B. IRT Statistics: Reading and Writing, Grade Band 9–12

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	40,882	-0.70	-0.13	0.01	0.90	0.88	—
	2	40,882	-0.72	-0.09	0.01	1.05	1.13	—
	3	40,882	-0.62	-0.12	0.01	0.96	0.96	—
	4	40,882	-0.43	-0.19	0.01	0.93	0.92	—
	5	40,882	-0.05	0.01	0.01	1.04	1.06	—
	6	40,882	-0.02	0.20	0.01	1.09	1.15	—
	7	40,882	0.16	0.12	0.01	0.98	0.98	—
	8	40,882	0.41	0.08	0.01	0.97	0.98	—
	9	40,882	0.23		0.01	1.18	1.26	—
	10	40,882	0.09		0.01	0.86	0.81	—
	11	40,882	-0.02		0.01	0.96	0.94	—
	12	40,882	-0.10		0.01	0.99	0.99	—
	13	40,882	0.46		0.01	1.17	1.24	—
	14	40,882	-0.04		0.01	0.91	0.88	—
	15	40,882	0.36		0.01	1.03	1.04	—
	16	40,882	-0.24		0.01	0.94	0.91	—
	17	40,882	-0.53		0.01	0.99	1.03	—
	18	40,882	0.75		0.01	1.06	1.13	—
	19	40,882	-0.02		0.01	1.00	0.99	—
	20	40,882	-0.63		0.01	0.88	0.81	—
	21	40,882	-0.16		0.01	0.92	0.89	—
	22	40,882	-1.09		0.01	0.89	0.84	—
	23	40,882	0.11		0.01	1.10	1.12	—
	24	40,882	0.40		0.01	0.97	0.97	—
	25	40,882	-0.10		0.01	0.98	0.96	—
	26	40,882	0.09		0.01	0.97	0.95	—
	27	40,882	-0.01		0.01	1.02	1.03	—
WRITING	1	40,973	0.11	0.00	0.00	0.95	0.93	—
	2	40,973	0.00		0.00	0.85	0.86	—
	3	40,973	0.26		0.00	0.90	0.91	—

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

APPENDIX D: 2016 NYSESLAT Modality Raw Score to Scale Score Conversion

Table D1. 2016 NYSESLAT—Kindergarten Raw to Scale Score Conversion Chart

Grade K Listening	
Raw Score	Scale Score
0	30
1	33
2	38
3	42
4	45
5	47
6	49
7	51
8	53
9	55
10	57
11	58
12	60
13	62
14	64
15	67
16	70
17	74
18	79
19	90

Grade K Reading	
Raw Score	Scale Score
0	30
1	33
2	39
3	43
4	45
5	48
6	50
7	52
8	54
9	56
10	58
11	60
12	62
13	64
14	67
15	70
16	74
17	79
18	90

Grade K Writing	
Raw Score	Scale Score
0	30
1	38
2	43
3	47
4	50
5	53
6	55
7	58
8	60
9	63
10	66
11	69
12	73
13	80
14	90

Grade K Speaking	
Raw Score	Scale Score
0	30
1	38
2	43
3	46
4	48
5	50
6	52
7	54
8	56
9	58
10	59
11	61
12	63
13	64
14	66
15	68
16	70
17	72
18	74
19	77
20	82
21	90

Table D2. 2016 NYSESLAT—Grade Band 1–2 Raw to Scale Score Conversion Chart

Grades 1–2 Listening	
Raw Score	**Scale Score**
0	30
1	33
2	39
3	42
4	44
5	47
6	48
7	50
8	51
9	53
10	54
11	55
12	57
13	58
14	59
15	61
16	62
17	64
18	65
19	67
20	69
21	71
22	75
23	80
24	90

Grades 1–2 Reading	
Raw Score	**Scale Score**
0	30
1	31
2	36
3	40
4	43
5	45
6	47
7	49
8	50
9	52
10	53
11	55
12	56
13	57
14	58
15	60
16	61
17	62
18	64
19	65
20	67
21	68
22	70
23	73
24	75
25	79
26	85
27	90

Grades 1–2 Writing	
Raw Score	**Scale Score**
0	30
1	38
2	43
3	49
4	54
5	58
6	62
7	66
8	69
9	73
10	77
11	82
12	90

Grades 1–2 Speaking	
Raw Score	**Scale Score**
0	30
1	43
2	48
3	51
4	53
5	55
6	57
7	59
8	60
9	62
10	64
11	65
12	67
13	68
14	70
15	72
16	74
17	76
18	78
19	81
20	85
21	90

Table D3. 2016 NYSESLAT—Grade Band 3–4 Raw to Scale Score Conversion Chart

Grades 3–4 Listening	
Raw Score	**Scale Score**
0	30
1	34
2	40
3	44
4	47
5	49
6	51
7	53
8	55
9	56
10	58
11	59
12	61
13	62
14	64
15	65
16	67
17	68
18	70
19	72
20	75
21	77
22	81
23	87
24	90

Grades 3–4 Reading	
Raw Score	**Scale Score**
0	30
1	33
2	39
3	43
4	46
5	48
6	50
7	52
8	53
9	55
10	56
11	57
12	59
13	60
14	61
15	63
16	64
17	65
18	67
19	68
20	70
21	71
22	73
23	76
24	78
25	82
26	88
27	90

Grades 3–4 Writing	
Raw Score	**Scale Score**
0	30
1	37
2	43
3	47
4	52
5	56
6	60
7	65
8	69
9	73
10	77
11	83
12	90

Grades 3–4 Speaking	
Raw Score	**Scale Score**
0	30
1	41
2	45
3	48
4	51
5	53
6	55
7	56
8	58
9	59
10	61
11	62
12	64
13	66
14	67
15	69
16	71
17	73
18	75
19	79
20	83
21	90

Table D4. 2016 NYSESLAT—Grade Band 5–6 Raw to Scale Score Conversion Chart

Grades 5–6 Listening	
Raw Score	**Scale Score**
0	30
1	32
2	38
3	42
4	45
5	48
6	50
7	52
8	53
9	55
10	57
11	58
12	60
13	61
14	63
15	64
16	66
17	68
18	69
19	71
20	74
21	77
22	81
23	87
24	90

Grades 5–6 Reading	
Raw Score	**Scale Score**
0	30
1	34
2	39
3	42
4	45
5	47
6	48
7	50
8	51
9	52
10	54
11	55
12	56
13	57
14	58
15	59
16	60
17	62
18	63
19	64
20	66
21	67
22	69
23	71
24	73
25	76
26	82
27	90

Grades 5–6 Writing	
Raw Score	**Scale Score**
0	30
1	38
2	43
3	47
4	51
5	55
6	59
7	64
8	68
9	73
10	78
11	83
12	90

Grades 5–6 Speaking	
Raw Score	**Scale Score**
0	30
1	44
2	48
3	51
4	53
5	55
6	57
7	59
8	60
9	62
10	63
11	65
12	66
13	68
14	70
15	72
16	73
17	76
18	78
19	81
20	85
21	90

Table D5. 2016 NYSESLAT—Grade Band 7–8 Raw to Scale Score Conversion Chart

Grades 7–8 Listening	
Raw Score	**Scale Score**
0	30
1	32
2	37
3	41
4	43
5	45
6	47
7	49
8	50
9	52
10	53
11	54
12	56
13	57
14	58
15	60
16	61
17	63
18	64
19	66
20	68
21	71
22	74
23	80
24	90

Grades 7–8 Reading	
Raw Score	**Scale Score**
0	30
1	32
2	38
3	42
4	44
5	47
6	49
7	50
8	52
9	54
10	55
11	56
12	58
13	59
14	60
15	62
16	63
17	64
18	66
19	67
20	69
21	71
22	73
23	75
24	78
25	81
26	88
27	90

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

Grades 7–8 Speaking	
Raw Score	**Scale Score**
0	30
1	41
2	46
3	49
4	51
5	54
6	56
7	57
8	59
9	61
10	63
11	64
12	66
13	68
14	69
15	71
16	73
17	75
18	77
19	80
20	85
21	90

Table D6. 2016 NYSESLAT—Grade Band 9–12 Raw to Scale Score Conversion Chart

Grades 9–12 Listening	
Raw Score	**Scale Score**
0	30
1	34
2	40
3	44
4	47
5	50
6	52
7	54
8	56
9	57
10	59
11	60
12	62
13	63
14	65
15	67
16	68
17	70
18	72
19	74
20	76
21	79
22	83
23	89
24	90

Grades 9–12 Reading	
Raw Score	**Scale Score**
0	30
1	33
2	39
3	43
4	46
5	48
6	50
7	52
8	53
9	55
10	56
11	58
12	59
13	60
14	62
15	63
16	64
17	65
18	67
19	68
20	70
21	72
22	74
23	76
24	79
25	82
26	88
27	90

Grades 9–12 Writing	
Raw Score	**Scale Score**
0	30
1	38
2	44
3	48
4	51
5	55
6	58
7	62
8	66
9	70
10	75
11	81
12	90

Grades 9–12 Speaking	
Raw Score	**Scale Score**
0	30
1	46
2	50
3	53
4	55
5	57
6	59
7	60
8	62
9	63
10	65
11	66
12	68
13	69
14	71
15	72
16	74
17	76
18	78
19	81
20	85
21	90

APPENDIX E: SCALE SCORE SUMMARY BY SUBGROUP

Table E.1—Scale Score Summary by Subgroup : Kindergarten

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
K	Female	15,209	270.88	276	43.61	56
K	Male	16,420	264.88	271	45.34	62
K	Asian	6,933	282.08	287	39.93	51
K	Black or African-American	1,074	270.71	276	43.86	59
K	Hispanic or Latino	17,183	271.30	274	38.09	50
K	American Indian or Alaska Native	110	277.05	281	45.11	66
K	Multiracial (not of Hispanic origin)	87	270.91	270	40.28	59
K	Native Hawaiian/Other Pacific Islander	76	265.25	269	43.45	61
K	White	6,166	241.12	242	54.59	88
K	NYC (1)	16,771	275.11	278	40.85	54
K	Big 4 Cities (2)	1,388	258.08	260	39.68	55
K	High Need Urban/Suburban (3)	3,593	270.19	275	40.02	54
K	High Need Rural (4)	181	265.88	270	40.09	55
K	Average Need (5)	3,296	276.17	279	34.96	46
K	Low Need (6)	1,488	279.27	283	34.59	46
K	Charter Schools (7)	1,412	287.56	289	31.49	40
K	Non-Public Schools (8)	3,426	211.89	207	43.97	72
K	0 Years ELL	17,430	275.84	279	40.47	17,430
K	1 Years ELL	12,885	260.79	266	44.56	12,885
K	2 Years ELL	1,002	240.46	257	60.96	1,002
K	3 Years ELL	126	163.96	159	23.77	126
K	4 Years ELL	92	162.90	160	21.71	92
K	5 Years ELL	0	NA	NA	NA	NA
K	6 Years ELL or More	94	259.76	260	34.94	46
K	Spanish	16,167	271.02	274	38.39	51
K	English	5,209	236.26	237	52.90	88
K	Chinese	3,448	283.01	288	40.37	52
K	Arabic	1,065	262.65	265	45.65	65
K	Bengali	811	285.93	289	39.94	53
K	Other Language	4,929	277.84	283	41.51	54
K	Students without Disabilities	27,605	269.16	275	45.14	58
K	Students with Disabilities	4,024	258.20	261	39.51	53

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
1	Female	16,127	240.55	242	37.01	49
1	Male	17,141	234.12	237	40.03	55
1	Asian	6,753	254.00	259	40.20	49
1	Black or African-American	1,241	234.41	238	39.45	53
1	Hispanic or Latino	18,428	236.86	239	34.30	44
1	American Indian or Alaska Native	130	222.62	223	40.93	68
1	Multiracial (not of Hispanic origin)	83	253.08	254	43.84	44
1	Native Hawaiian/Other Pacific Islander	89	250.09	257	47.22	63
1	White	6,544	221.45	220	41.37	61
1	NYC (1)	17,518	241.76	245	39.69	52
1	Big 4 Cities (2)	1,584	223.92	225	34.35	48
1	High Need Urban/Suburban (3)	3,846	234.52	236	32.97	43
1	High Need Rural (4)	225	237.41	241	30.75	42
1	Average Need (5)	3,320	244.75	246	32.95	42
1	Low Need (6)	1,470	251.27	252	35.41	43
1	Charter Schools (7)	1,347	254.67	255	27.53	36
1	Non-Public Schools (8)	3,948	207.77	207	34.01	49
1	0 Years ELL	3,970	224.85	230	45.90	71
1	1 Years ELL	17,399	240.34	242	38.91	53
1	2 Years ELL	11,003	237.06	239	34.76	46
1	3 Years ELL	620	240.61	243	33.09	45
1	4 Years ELL	161	222.09	227	34.38	56
1	5 Years ELL	11	194.82	186	41.66	75
1	6 Years ELL or More	104	216.74	218	35.59	44
1	Spanish	17,628	236.54	239	34.50	45
1	English	5,253	217.92	217	38.10	56
1	Chinese	3,484	258.27	264	41.02	49
1	Arabic	1,182	230.32	234	41.75	59
1	Bengali	838	251.20	257	42.34	47
1	Other Language	4,883	244.80	249	40.14	53
1	Students without Disabilities	28,206	239.84	243	38.50	52
1	Students with Disabilities	5,062	222.76	225	36.74	46

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
2	Female	13,332	262.04	268	39.57	50
2	Male	14,570	252.18	260	45.05	63
2	Asian	4,991	268.83	279	44.76	53
2	Black or African-American	1,149	254.09	262	43.91	57
2	Hispanic or Latino	15,571	259.51	266	39.10	49
2	American Indian or Alaska Native	73	258.51	275	46.87	64
2	Multiracial (not of Hispanic origin)	53	278.38	280	28.58	34
2	Native Hawaiian/Other Pacific Islander	88	256.84	271	52.33	65
2	White	5,977	240.43	242	45.19	67
2	NYC (1)	14,168	260.57	269	43.55	54
2	Big 4 Cities (2)	1,461	243.52	249	40.05	58
2	High Need Urban/Suburban (3)	3,532	260.57	266	37.83	48
2	High Need Rural (4)	161	260.24	268	38.00	40
2	Average Need (5)	2,666	268.41	273	37.12	43
2	Low Need (6)	1,178	271.21	276	39.07	46
2	Charter Schools (7)	865	275.95	277	27.18	33
2	Non-Public Schools (8)	3,864	228.44	229	39.27	57
2	0 Years ELL	2,743	232.38	236	52.39	92
2	1 Years ELL	4,590	242.45	244	46.96	71
2	2 Years ELL	11,030	266.01	271	37.61	49
2	3 Years ELL	8,706	260.82	266	38.42	47
2	4 Years ELL	687	259.14	266	38.42	43
2	5 Years ELL	90	239.94	233	39.59	70
2	6 Years ELL or More	56	233.80	246	53.60	99
2	Spanish	14,884	259.00	265	39.37	50
2	English	4,825	238.41	240	42.43	61
2	Chinese	2,403	272.79	283	45.64	49
2	Arabic	1,126	248.53	257	47.61	69
2	Bengali	645	269.47	280	44.61	52
2	Other Language	4,019	262.07	271	44.40	55
2	Students without Disabilities	22,967	259.78	268	42.56	55
2	Students with Disabilities	4,935	243.45	248	41.37	53

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
3	Female	10,702	251.16	255	38.63	51
3	Male	12,333	242.85	247	41.62	62
3	Asian	3,841	257.85	266	43.91	58
3	Black or African-American	965	243.50	248	41.48	61
3	Hispanic or Latino	12,745	249.45	254	38.20	49
3	American Indian or Alaska Native	80	251.70	261	40.32	59
3	Multiracial (not of Hispanic origin)	30	256.60	266	41.88	42
3	Native Hawaiian/Other Pacific Islander	74	249.12	258	46.17	60
3	White	5,300	232.46	230	39.00	57
3	NYC (1)	11,626	250.03	256	42.30	56
3	Big 4 Cities (2)	1,284	235.76	238	37.91	55
3	High Need Urban/Suburban (3)	2,809	249.88	254	37.30	50
3	High Need Rural (4)	150	251.93	257	35.43	46
3	Average Need (5)	2,052	255.33	259	36.20	45
3	Low Need (6)	902	261.15	266	38.57	50
3	Charter Schools (7)	503	273.11	273	26.95	33
3	Non-Public Schools (8)	3,697	225.74	223	32.57	47
3	0 Years ELL	2,171	221.96	215	50.95	87
3	1 Years ELL	3,426	230.96	230	44.03	67
3	2 Years ELL	2,544	250.36	254	40.73	58
3	3 Years ELL	7,779	257.10	260	34.94	46
3	4 Years ELL	6,363	249.51	252	34.84	49
3	5 Years ELL	664	247.76	249	33.44	45
3	6 Years ELL or More	88	237.05	243	43.00	60
3	Spanish	12,216	248.83	254	38.48	50
3	English	4,354	231.78	230	35.56	54
3	Chinese	1,820	262.33	273	45.25	58
3	Arabic	944	236.35	241	45.08	70
3	Bengali	511	255.71	263	44.46	55
3	Other Language	3,190	251.71	258	42.60	60
3	Students without Disabilities	18,002	249.37	255	40.73	58
3	Students with Disabilities	5,033	237.21	240	38.01	48

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
4	Female	9,787	264.30	271	42.48	57
4	Male	11,427	253.55	261	46.81	72
4	Asian	3,354	271.67	284	48.31	63
4	Black or African-American	978	257.89	266	45.25	63
4	Hispanic or Latino	11,588	262.26	270	42.35	55
4	American Indian or Alaska Native	46	256.15	265	48.20	79
4	Multiracial (not of Hispanic origin)	24	254.04	269	55.40	71
4	Native Hawaiian/Other Pacific Islander	85	258.25	268	46.61	71
4	White	5,139	241.63	240	44.40	67
4	NYC (1)	10,564	262.79	272	46.56	62
4	Big 4 Cities (2)	1,171	248.23	251	42.29	65
4	High Need Urban/Suburban (3)	2,626	264.73	272	40.55	52
4	High Need Rural (4)	160	262.30	266	38.63	54
4	Average Need (5)	1,932	269.25	276	40.16	50
4	Low Need (6)	805	276.34	284	42.33	49
4	Charter Schools (7)	309	279.63	282	29.52	41
4	Non-Public Schools (8)	3,631	233.46	231	39.14	57
4	0 Years ELL	1,908	226.36	219	54.08	91
4	1 Years ELL	3,229	239.71	237	48.88	78
4	2 Years ELL	2,011	261.79	268	46.50	74
4	3 Years ELL	2,698	272.17	279	39.15	52
4	4 Years ELL	5,538	265.50	273	41.85	54
4	5 Years ELL	5,258	265.41	270	36.44	50
4	6 Years ELL or More	572	264.90	268	34.27	47
4	Spanish	11,107	261.63	270	42.64	56
4	English	4,237	240.67	239	41.54	62
4	Chinese	1,515	274.21	288	50.18	62
4	Arabic	875	246.90	253	49.92	77
4	Bengali	458	270.83	283	51.18	63
4	Other Language	3,022	265.68	275	46.16	63
4	Students without Disabilities	16,234	260.79	270	46.05	68
4	Students with Disabilities	4,980	251.09	256	41.35	54

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
5	Female	8,236	254.57	261	39.55	49
5	Male	9,866	242.30	249	42.38	62
5	Asian	2,636	253.29	263	45.19	62
5	Black or African-American	907	247.04	254	41.82	56
5	Hispanic or Latino	9,801	251.05	259	40.01	49
5	American Indian or Alaska Native	55	240.71	247	47.43	71
5	Multiracial (not of Hispanic origin)	41	260.59	265	51.02	60
5	Native Hawaiian/Other Pacific Islander	74	240.88	257	52.90	83
5	White	4,588	238.25	237	40.62	60
5	NYC (1)	8,925	249.99	259	43.59	58
5	Big 4 Cities (2)	1,101	239.63	244	38.68	53
5	High Need Urban/Suburban (3)	2,043	251.34	259	38.47	47
5	High Need Rural (4)	125	250.00	253	34.42	43
5	Average Need (5)	1,504	255.23	261	38.38	45
5	Low Need (6)	580	263.92	269	38.78	47
5	Charter Schools (7)	355	269.09	271	26.81	35
5	Non-Public Schools (8)	3,446	235.05	232	38.15	55
5	0 Years ELL	1,875	217.77	210	49.22	78
5	1 Years ELL	2,940	227.79	226	46.66	74
5	2 Years ELL	2,046	251.19	253	38.80	56
5	3 Years ELL	1,527	259.58	264	36.00	44
5	4 Years ELL	1,939	253.11	259	39.34	60
5	5 Years ELL	3,532	261.55	266	32.77	37
5	6 Years ELL or More	4,243	255.53	260	32.23	42
5	Spanish	9,455	250.42	258	40.21	50
5	English	3,828	238.53	238	38.65	57
5	Chinese	1,108	252.69	264	47.93	65
5	Arabic	750	237.34	242	44.66	70
5	Bengali	402	255.44	267	46.29	63
5	Other Language	2,559	252.29	260	43.29	59
5	Students without Disabilities	13,679	248.67	256	42.66	63
5	Students with Disabilities	4,423	245.45	252	37.89	44

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
6	Female	8,206	263.34	271	42.55	52
6	Male	9,545	247.54	254	44.98	68
6	Asian	2,532	259.00	268	46.68	64
6	Black or African-American	988	256.46	263	44.31	62
6	Hispanic or Latino	9,809	257.27	267	43.69	57
6	American Indian or Alaska Native	46	263.85	283	47.95	53
6	Multiracial (not of Hispanic origin)	24	271.75	290	51.94	98
6	Native Hawaiian/Other Pacific Islander	56	252.45	259	48.93	57
6	White	4,296	246.33	249	44.13	68
6	NYC (1)	8,840	254.87	264	46.49	64
6	Big 4 Cities (2)	1,102	248.14	254	39.69	56
6	High Need Urban/Suburban (3)	1,932	257.75	267	41.94	54
6	High Need Rural (4)	123	263.79	272	46.89	62
6	Average Need (5)	1,447	264.76	274	42.17	50
6	Low Need (6)	514	271.54	278	44.59	53
6	Charter Schools (7)	612	274.61	275	30.12	39
6	Non-Public Schools (8)	3,124	243.72	245	41.93	66
6	0 Years ELL	2,088	224.51	217	52.34	90
6	1 Years ELL	2,810	232.38	230	49.02	79
6	2 Years ELL	1,599	256.14	258	41.09	63
6	3 Years ELL	1,774	265.22	268	37.09	53
6	4 Years ELL	1,209	262.14	270	42.00	61
6	5 Years ELL	1,304	266.05	272	38.57	44
6	6 Years ELL or More	6,967	266.70	272	35.64	44
6	Spanish	9,471	256.57	266	43.88	58
6	English	3,472	247.82	251	42.54	66
6	Chinese	963	255.37	267	49.55	72
6	Arabic	776	246.60	254	46.50	70
6	Bengali	412	262.30	269	47.03	61
6	Other Language	2,657	258.95	267	45.42	64
6	Students without Disabilities	13,316	255.48	264	45.97	69
6	Students with Disabilities	4,435	252.93	259	40.04	49

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
7	Female	7,367	257.96	265	42.48	55
7	Male	8,715	242.74	249	45.38	70
7	Asian	2,276	256.20	264	45.53	64
7	Black or African-American	939	252.70	260	43.15	59
7	Hispanic or Latino	8,906	249.84	258	43.76	61
7	American Indian or Alaska Native	37	236.70	242	55.27	90
7	Multiracial (not of Hispanic origin)	15	256.67	258	46.34	69
7	Native Hawaiian/Other Pacific Islander	49	250.96	263	55.31	79
7	White	3,860	244.96	249	46.00	72
7	NYC (1)	8,223	250.88	259	45.40	64
7	Big 4 Cities (2)	996	243.38	249	40.62	60
7	High Need Urban/Suburban (3)	1,775	245.76	255	43.81	66
7	High Need Rural (4)	108	253.55	258	37.30	44
7	Average Need (5)	1,171	257.16	265	43.39	58
7	Low Need (6)	466	266.35	274	42.46	53
7	Charter Schools (7)	398	274.23	276	28.91	35
7	Non-Public Schools (8)	2,893	242.23	244	44.96	72
7	0 Years ELL	1,965	225.69	220	49.81	83
7	1 Years ELL	2,954	227.62	223	48.96	79
7	2 Years ELL	1,675	249.72	251	42.08	63
7	3 Years ELL	1,562	260.77	263	38.91	53
7	4 Years ELL	1,270	251.95	257	42.20	68
7	5 Years ELL	762	261.30	271	41.77	48
7	6 Years ELL or More	5,894	263.89	269	35.04	40
7	Spanish	8,607	249.08	258	43.67	61
7	English	3,231	244.09	248	44.77	72
7	Chinese	894	252.73	264	49.86	72
7	Arabic	710	240.63	245	47.62	79
7	Bengali	382	260.65	271	46.52	61
7	Other Language	2,258	259.98	266	42.97	56
7	Students without Disabilities	12,250	249.40	257	45.71	71
7	Students with Disabilities	3,832	250.73	259	41.38	47

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
8	Female	7,100	262.01	270	44.32	60
8	Male	8,297	247.21	254	47.53	75
8	Asian	2,290	261.27	269	46.36	66
8	Black or African-American	955	256.04	263	43.84	61
8	Hispanic or Latino	8,673	253.49	262	45.93	67
8	American Indian or Alaska Native	35	259.11	271	37.20	46
8	Multiracial (not of Hispanic origin)	16	248.69	253	41.45	56
8	Native Hawaiian/Other Pacific Islander	55	252.27	264	49.88	69
8	White	3,373	249.95	257	48.96	80
8	NYC (1)	8,378	256.01	265	46.63	66
8	Big 4 Cities (2)	1,073	242.30	248	45.01	69
8	High Need Urban/Suburban (3)	1,519	249.97	258	44.60	67
8	High Need Rural (4)	79	256.63	266	44.04	48
8	Average Need (5)	1,093	256.90	265	44.73	69
8	Low Need (6)	460	261.84	271	46.84	62
8	Charter Schools (7)	294	278.53	280	31.21	38
8	Non-Public Schools (8)	2,426	249.51	257	49.37	83
8	0 Years ELL	1,906	228.58	220	51.88	87
8	1 Years ELL	2,685	233.00	228	50.17	82
8	2 Years ELL	1,927	248.79	253	47.16	72
8	3 Years ELL	1,623	264.75	268	40.10	55
8	4 Years ELL	974	264.95	272	42.29	56
8	5 Years ELL	775	264.22	270	39.76	53
8	6 Years ELL or More	5,507	268.41	275	37.60	44
8	Spanish	8,376	252.48	261	45.81	67
8	English	2,724	251.56	261	48.89	81
8	Chinese	899	260.96	270	49.36	71
8	Arabic	714	245.22	248	45.37	71
8	Bengali	361	264.15	271	45.95	60
8	Other Language	2,323	260.97	268	45.17	61
8	Students without Disabilities	11,876	253.15	261	47.73	76
8	Students with Disabilities	3,521	257.02	265	42.73	50

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
9	Female	8,178	252.13	259	46.71	70
9	Male	9,786	243.96	247	47.95	74
9	Asian	2,828	255.84	260	46.31	68
9	Black or African-American	1,429	252.50	257	42.56	61
9	Hispanic or Latino	10,978	240.79	244	48.20	76
9	American Indian or Alaska Native	75	253.04	259	45.49	66
9	Multiracial (not of Hispanic origin)	62	298.76	302	42.27	60
9	Native Hawaiian/Other Pacific Islander	94	246.23	246	45.58	63
9	White	2,498	264.59	271	42.03	56
9	NYC (1)	10,163	248.04	253	47.82	72
9	Big 4 Cities (2)	1,207	250.46	253	42.93	64
9	High Need Urban/Suburban (3)	2,412	231.67	230	46.79	77
9	High Need Rural (4)	126	245.29	242	43.50	62
9	Average Need (5)	1,607	239.12	240	48.23	82
9	Low Need (6)	684	246.86	253	52.87	87
9	Charter Schools (7)	386	273.74	277	31.73	44
9	Non-Public Schools (8)	1,340	275.78	280	32.89	45
9	0 Years ELL	3,470	227.18	221	49.50	76
9	1 Years ELL	4,101	223.85	217	46.82	70
9	2 Years ELL	2,256	246.35	245	42.68	62
9	3 Years ELL	1,853	259.71	263	40.69	57
9	4 Years ELL	1,104	267.71	271	40.06	54
9	5 Years ELL	773	269.57	274	36.94	44
9	6 Years ELL or More	4,407	272.76	278	35.35	40
9	Spanish	10,680	240.38	243	48.08	76
9	English	1,772	269.88	276	39.82	50
9	Chinese	1,142	254.52	258	48.93	74
9	Arabic	909	241.36	242	44.05	65
9	Bengali	517	258.93	265	44.05	62
9	Other Language	2,944	258.12	262	44.13	63
9	Students without Disabilities	14,927	246.28	249	47.92	75
9	Students with Disabilities	3,037	254.57	264	45.15	53

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
10	Female	7,005	261.20	266	43.32	61
10	Male	7,974	253.43	257	43.91	64
10	Asian	2,672	261.38	266	43.42	60
10	Black or African-American	1,139	265.16	268	38.52	54
10	Hispanic or Latino	8,927	251.16	254	44.38	66
10	American Indian or Alaska Native	74	252.97	263	47.63	51
10	Multiracial (not of Hispanic origin)	25	279.80	286	44.66	63
10	Native Hawaiian/Other Pacific Islander	78	270.08	274	38.75	55
10	White	2,064	271.94	278	39.34	55
10	NYC (1)	9,008	256.67	261	44.15	62
10	Big 4 Cities (2)	812	255.49	259	40.68	59
10	High Need Urban/Suburban (3)	1,855	241.81	244	43.84	69
10	High Need Rural (4)	76	247.33	251	44.04	57
10	Average Need (5)	1,166	255.64	258	41.29	61
10	Low Need (6)	572	260.11	261	42.37	63
10	Charter Schools (7)	250	280.60	283	31.61	43
10	Non-Public Schools (8)	1,203	281.71	287	34.03	45
10	0 Years ELL	1,924	249.16	250	49.01	76
10	1 Years ELL	3,408	244.26	243	45.28	67
10	2 Years ELL	2,734	247.70	247	41.09	59
10	3 Years ELL	1,906	261.79	265	38.88	55
10	4 Years ELL	980	269.47	274	39.66	53
10	5 Years ELL	658	274.01	279	34.69	44
10	6 Years ELL or More	3,369	272.54	279	39.34	43
10	Spanish	8,648	250.21	253	44.16	64
10	English	1,510	277.52	284	37.40	51
10	Chinese	1,232	259.36	265	46.85	67
10	Arabic	653	259.70	261	38.10	55
10	Bengali	458	265.02	270	38.49	55
10	Other Language	2,478	265.19	269	41.20	57
10	Students without Disabilities	12,789	258.07	261	42.98	64
10	Students with Disabilities	2,190	251.21	261	47.96	60

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
11	Female	4,992	271.36	276	40.92	53
11	Male	4,952	263.54	268	42.26	57
11	Asian	1,879	272.97	276	38.17	48
11	Black or African-American	775	272.29	275	35.77	44
11	Hispanic or Latino	5,522	261.08	266	42.83	58
11	American Indian or Alaska Native	47	267.30	277	55.81	59
11	Multiracial (not of Hispanic origin)	11	278.27	280	45.35	40
11	Native Hawaiian/Other Pacific Islander	45	266.11	278	48.41	46
11	White	1,665	280.17	286	39.97	49
11	NYC (1)	5,706	266.44	271	41.93	54
11	Big 4 Cities (2)	558	264.32	270	38.10	52
11	High Need Urban/Suburban (3)	1,140	254.81	260	41.72	59
11	High Need Rural (4)	51	265.98	277	40.06	58
11	Average Need (5)	760	264.47	268	39.11	52
11	Low Need (6)	403	274.63	278	41.64	57
11	Charter Schools (7)	123	282.77	285	27.35	33
11	Non-Public Schools (8)	1,168	285.47	292	38.85	47
11	0 Years ELL	796	266.56	271	47.13	63
11	1 Years ELL	1,763	260.61	263	45.86	68
11	2 Years ELL	1,874	263.71	265	38.55	55
11	3 Years ELL	1,643	265.60	268	36.88	50
11	4 Years ELL	842	271.10	276	40.97	52
11	5 Years ELL	503	269.16	275	41.70	48
11	6 Years ELL or More	2,523	274.99	283	41.33	45
11	Spanish	5,351	260.46	265	42.67	58
11	English	1,304	281.71	288	39.18	50
11	Chinese	807	275.92	279	38.82	48
11	Arabic	367	264.85	268	38.15	45
11	Bengali	329	271.44	277	39.15	44
11	Other Language	1,786	274.04	278	38.82	48
11	Students without Disabilities	8,409	270.56	274	39.23	55
11	Students with Disabilities	1,535	250.51	263	50.36	65

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
12	Female	3,131	258.25	267	48.70	58
12	Male	3,257	247.81	258	51.88	65
12	Asian	1,256	253.48	262	47.64	52
12	Black or African-American	499	261.38	268	44.70	49
12	Hispanic or Latino	3,532	247.77	258	50.97	65
12	American Indian or Alaska Native	29	236.90	269	63.15	86
12	Multiracial (not of Hispanic origin)	5	251.60	257	25.34	43
12	Native Hawaiian/Other Pacific Islander	40	217.45	221	65.26	109
12	White	1,027	267.70	277	50.85	61
12	NYC (1)	3,959	243.81	256	54.19	70
12	Big 4 Cities (2)	427	257.45	262	39.32	49
12	High Need Urban/Suburban (3)	607	257.79	261	37.73	48
12	High Need Rural (4)	39	257.36	273	46.65	70
12	Average Need (5)	496	268.61	274	33.10	43
12	Low Need (6)	195	279.93	284	38.75	47
12	Charter Schools (7)	50	272.48	278	29.11	42
12	Non-Public Schools (8)	570	286.22	290	38.34	48
12	0 Years ELL	178	258.48	274	58.18	71
12	1 Years ELL	705	263.81	271	50.32	63
12	2 Years ELL	831	259.78	265	45.48	54
12	3 Years ELL	1,151	256.85	263	42.92	49
12	4 Years ELL	831	260.95	269	47.89	52
12	5 Years ELL	546	251.47	260	47.07	51
12	6 Years ELL or More	2,146	241.39	255	55.25	78
12	Spanish	3,484	247.19	257	51.32	65
12	English	713	281.69	286	39.15	50
12	Chinese	528	251.00	262	51.03	56
12	Arabic	225	262.47	272	44.22	46
12	Bengali	238	248.21	258	51.76	51
12	Other Language	1,200	252.48	261	49.36	59
12	Students without Disabilities	4,419	271.23	273	34.40	45
12	Students with Disabilities	1,969	211.85	211	56.73	93

APPENDIX F: PERFORMANCE PERCENTAGES BY SUBGROUP

Table F.1—Proficiency Percentages by Subgroup: Kindergarten Overall

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	1	**2**	**3**	**4**	**5**
K	Female	15,209	10	14	14	47	15
K	Male	16,420	14	15	14	44	12
K	Asian	6,933	6	11	11	51	21
K	Black or African-American	1,074	11	14	12	48	14
K	Hispanic or Latino	17,183	7	15	16	49	12
K	American Indian or Alaska Native	110	12	10	15	41	22
K	Multiracial (not of Hispanic origin)	87	9	17	15	44	15
K	Native Hawaiian/Other Pacific Islander	76	17	13	13	45	12
K	White	6,166	34	17	11	29	9
K	NYC	16,771	8	14	14	48	16
K	Big 4 Cities	1,388	13	22	18	42	6
K	High Need Urban/Suburban	3,593	9	15	15	49	12
K	High Need Rural	181	11	17	14	46	11
K	Average Need	3,296	5	12	16	55	12
K	Low Need	1,488	4	11	14	57	14
K	Charter Schools	1,412	2	7	11	61	19
K	Non-Public Schools	3,426	55	21	9	14	1
K	0 Years ELL	17,430	7	13	14	49	17
K	1 Years ELL	12,885	16	17	14	43	10
K	2 Years ELL	1,002	33	9	11	39	8
K	3 Years ELL	126	97	0	0	2	1
K	4 Years ELL	92	98	0	0	1	1
K	5 Years ELL	0	0	0	0	0	0
K	6 Years ELL or More	94	9	24	23	38	5
K	Spanish	16,167	8	15	16	49	12
K	English	5,209	37	17	11	28	7
K	Chinese	3,448	6	10	11	51	22
K	Arabic	1,065	16	16	15	40	12
K	Bengali	811	5	10	12	49	24
K	Other Language	4,929	7	13	12	50	18
K	Students without Disabilities	27,605	13	13	13	46	14
K	Students with Disabilities	4,024	12	23	18	41	6

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
1	Female	16,127	4	19	37	34	6
1	Male	17,141	7	24	34	30	5
1	Asian	6,753	4	12	26	45	13
1	Black or African-American	1,241	7	23	35	31	4
1	Hispanic or Latino	18,428	4	21	41	31	3
1	American Indian or Alaska Native	130	12	35	27	25	2
1	Multiracial (not of Hispanic origin)	83	6	7	30	43	13
1	Native Hawaiian/Other Pacific Islander	89	7	18	13	48	13
1	White	6,544	12	34	29	21	4
1	NYC	17,518	5	19	34	35	7
1	Big 4 Cities	1,584	7	34	37	21	1
1	High Need Urban/Suburban	3,846	4	23	43	28	2
1	High Need Rural	225	3	19	43	34	1
1	Average Need	3,320	3	15	39	38	5
1	Low Need	1,470	2	11	35	41	10
1	Charter Schools	1,347	0	7	38	50	5
1	Non-Public Schools	3,948	15	45	30	10	1
1	0 Years ELL	3,970	16	25	27	27	4
1	1 Years ELL	17,399	5	21	34	34	7
1	2 Years ELL	11,003	4	21	40	31	4
1	3 Years ELL	620	3	19	40	33	5
1	4 Years ELL	161	11	24	43	20	1
1	5 Years ELL	11	45	27	9	18	0
1	6 Years ELL or More	104	11	38	38	13	1
1	Spanish	17,628	4	21	41	31	3
1	English	5,253	12	37	32	17	2
1	Chinese	3,484	4	10	22	46	17
1	Arabic	1,182	10	25	32	29	4
1	Bengali	838	5	12	28	44	11
1	Other Language	4,883	5	17	31	39	8
1	Students without Disabilities	28,206	5	20	34	34	6
1	Students with Disabilities	5,062	7	32	39	19	2

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
2	Female	13,332	4	14	29	44	10
2	Male	14,570	9	19	27	38	8
2	Asian	4,991	6	11	19	47	17
2	Black or African-American	1,149	7	17	28	40	8
2	Hispanic or Latino	15,571	5	14	30	44	7
2	American Indian or Alaska Native	73	8	14	23	47	8
2	Multiracial (not of Hispanic origin)	53	0	6	21	62	11
2	Native Hawaiian/Other Pacific Islander	88	13	11	24	34	18
2	White	5,977	11	27	29	26	6
2	NYC	14,168	6	14	26	43	11
2	Big 4 Cities	1,461	8	24	34	30	4
2	High Need Urban/Suburban	3,532	4	14	31	44	7
2	High Need Rural	161	4	12	31	47	6
2	Average Need	2,666	3	9	27	50	11
2	Low Need	1,178	3	9	23	50	15
2	Charter Schools	865	1	3	27	58	11
2	Non-Public Schools	3,864	13	35	33	17	2
2	0 Years ELL	2,743	23	22	20	28	6
2	1 Years ELL	4,590	11	27	26	27	8
2	2 Years ELL	11,030	2	13	27	46	11
2	3 Years ELL	8,706	4	13	31	44	8
2	4 Years ELL	687	6	9	32	46	6
2	5 Years ELL	90	3	42	24	27	3
2	6 Years ELL or More	56	23	21	16	34	5
2	Spanish	14,884	5	14	30	44	7
2	English	4,825	11	29	31	25	4
2	Chinese	2,403	7	9	16	49	20
2	Arabic	1,126	12	19	27	35	8
2	Bengali	645	5	10	20	48	17
2	Other Language	4,019	6	14	24	42	13
2	Students without Disabilities	22,967	6	15	26	43	10
2	Students with Disabilities	4,935	7	24	36	29	4

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
3	Female	10,702	4	14	36	40	6
3	Male	12,333	5	23	33	34	5
3	Asian	3,841	5	13	25	45	12
3	Black or African-American	965	5	21	34	35	5
3	Hispanic or Latino	12,745	4	14	37	40	5
3	American Indian or Alaska Native	80	4	18	24	49	6
3	Multiracial (not of Hispanic origin)	30	7	7	30	47	10
3	Native Hawaiian/Other Pacific Islander	74	9	11	30	39	11
3	White	5,300	4	33	36	23	4
3	NYC	11,626	5	15	32	41	7
3	Big 4 Cities	1,284	5	26	39	27	2
3	High Need Urban/Suburban	2,809	4	14	36	40	5
3	High Need Rural	150	3	11	39	41	6
3	Average Need	2,052	3	10	36	44	6
3	Low Need	902	2	10	29	46	12
3	Charter Schools	503	0	2	24	61	12
3	Non-Public Schools	3,697	2	40	41	16	1
3	0 Years ELL	2,171	19	32	20	23	5
3	1 Years ELL	3,426	8	32	32	22	6
3	2 Years ELL	2,544	3	18	33	38	8
3	3 Years ELL	7,779	2	11	35	46	7
3	4 Years ELL	6,363	1	17	39	39	4
3	5 Years ELL	664	1	17	43	34	5
3	6 Years ELL or More	88	9	20	39	27	5
3	Spanish	12,216	4	15	37	40	5
3	English	4,354	2	34	39	22	3
3	Chinese	1,820	5	11	20	48	15
3	Arabic	944	10	23	30	32	4
3	Bengali	511	5	13	26	44	11
3	Other Language	3,190	4	17	29	40	9
3	Students without Disabilities	18,002	4	18	32	39	7
3	Students with Disabilities	5,033	5	21	44	28	2

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
4	Female	9,787	5	14	26	44	11
4	Male	11,427	8	22	23	37	10
4	Asian	3,354	7	13	17	42	21
4	Black or African-American	978	6	19	25	42	9
4	Hispanic or Latino	11,588	6	14	25	46	9
4	American Indian or Alaska Native	46	7	24	20	39	11
4	Multiracial (not of Hispanic origin)	24	8	21	13	54	4
4	Native Hawaiian/Other Pacific Islander	85	6	25	19	35	15
4	White	5,139	9	33	28	24	7
4	NYC	10,564	7	15	22	43	13
4	Big 4 Cities	1,171	8	24	30	34	5
4	High Need Urban/Suburban	2,626	5	13	26	46	10
4	High Need Rural	160	3	19	28	42	9
4	Average Need	1,932	4	11	24	49	12
4	Low Need	805	5	8	18	49	20
4	Charter Schools	309	1	3	24	60	12
4	Non-Public Schools	3,631	8	40	30	19	3
4	0 Years ELL	1,908	26	29	17	21	7
4	1 Years ELL	3,229	14	30	24	24	9
4	2 Years ELL	2,011	4	23	22	36	16
4	3 Years ELL	2,698	2	12	23	48	14
4	4 Years ELL	5,538	5	13	24	46	11
4	5 Years ELL	5,258	1	16	28	46	8
4	6 Years ELL or More	572	2	12	33	47	6
4	Spanish	11,107	6	15	25	45	9
4	English	4,237	8	34	29	25	5
4	Chinese	1,515	8	11	15	41	25
4	Arabic	875	12	23	24	32	9
4	Bengali	458	6	13	15	44	22
4	Other Language	3,022	5	16	21	42	15
4	Students without Disabilities	16,234	7	18	22	41	12
4	Students with Disabilities	4,980	6	21	33	36	5

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
5	Female	8,236	5	11	31	45	9
5	Male	9,866	7	20	31	36	6
5	Asian	2,636	6	14	25	42	13
5	Black or African-American	907	6	15	31	42	6
5	Hispanic or Latino	9,801	6	12	31	45	7
5	American Indian or Alaska Native	55	5	29	22	31	13
5	Multiracial (not of Hispanic origin)	41	5	15	22	37	22
5	Native Hawaiian/Other Pacific Islander	74	14	16	20	39	11
5	White	4,588	6	25	35	28	6
5	NYC	8,925	7	14	27	43	8
5	Big 4 Cities	1,101	7	19	38	33	4
5	High Need Urban/Suburban	2,043	6	12	31	47	6
5	High Need Rural	125	2	15	44	33	6
5	Average Need	1,504	5	10	31	45	10
5	Low Need	580	4	6	27	49	14
5	Charter Schools	355	0	4	29	56	11
5	Non-Public Schools	3,446	5	28	38	25	4
5	0 Years ELL	1,875	22	31	23	18	6
5	1 Years ELL	2,940	14	28	28	23	6
5	2 Years ELL	2,046	3	16	36	36	9
5	3 Years ELL	1,527	2	9	30	49	10
5	4 Years ELL	1,939	3	15	30	42	10
5	5 Years ELL	3,532	2	6	30	54	8
5	6 Years ELL or More	4,243	1	11	35	48	6
5	Spanish	9,455	6	12	31	45	6
5	English	3,828	5	24	37	28	5
5	Chinese	1,108	9	13	22	42	14
5	Arabic	750	9	22	30	33	6
5	Bengali	402	5	16	21	43	14
5	Other Language	2,559	5	15	27	41	11
5	Students without Disabilities	13,679	6	17	28	40	9
5	Students with Disabilities	4,423	5	13	40	40	3

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
6	Female	8,206	6	9	22	44	18
6	Male	9,545	9	20	25	36	11
6	Asian	2,532	7	14	22	38	19
6	Black or African-American	988	7	15	25	38	15
6	Hispanic or Latino	9,809	8	12	23	43	14
6	American Indian or Alaska Native	46	7	9	22	41	22
6	Multiracial (not of Hispanic origin)	24	0	29	8	29	33
6	Native Hawaiian/Other Pacific Islander	56	7	14	27	38	14
6	White	4,296	7	23	27	32	11
6	NYC	8,840	9	14	23	40	15
6	Big 4 Cities	1,102	6	18	31	37	8
6	High Need Urban/Suburban	1,932	7	11	24	46	12
6	High Need Rural	123	7	12	17	41	23
6	Average Need	1,447	6	10	19	47	18
6	Low Need	514	5	8	17	43	26
6	Charter Schools	612	0	4	24	52	19
6	Non-Public Schools	3,124	6	26	28	30	9
6	0 Years ELL	2,088	26	25	18	21	9
6	1 Years ELL	2,810	17	26	24	24	9
6	2 Years ELL	1,599	3	18	30	35	15
6	3 Years ELL	1,774	2	10	29	41	18
6	4 Years ELL	1,209	2	18	22	40	18
6	5 Years ELL	1,304	4	8	23	50	16
6	6 Years ELL or More	6,967	2	9	24	50	15
6	Spanish	9,471	8	12	24	43	13
6	English	3,472	6	22	28	33	11
6	Chinese	963	11	13	20	37	18
6	Arabic	776	10	19	25	35	11
6	Bengali	412	6	12	22	38	22
6	Other Language	2,657	6	16	22	38	18
6	Students without Disabilities	13,316	8	16	21	38	16
6	Students with Disabilities	4,435	6	12	32	43	8

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
7	Female	7,367	4	11	20	50	15
7	Male	8,715	7	21	23	41	9
7	Asian	2,276	5	14	21	44	17
7	Black or African-American	939	5	14	22	47	13
7	Hispanic or Latino	8,906	6	15	21	48	10
7	American Indian or Alaska Native	37	11	24	19	32	14
7	Multiracial (not of Hispanic origin)	15	0	20	20	27	33
7	Native Hawaiian/Other Pacific Islander	49	10	10	20	43	16
7	White	3,860	6	22	23	38	12
7	NYC	8,223	6	15	21	46	12
7	Big 4 Cities	996	5	18	27	43	6
7	High Need Urban/Suburban	1,775	7	17	21	47	8
7	High Need Rural	108	3	13	22	55	7
7	Average Need	1,171	5	12	20	48	15
7	Low Need	466	3	11	15	47	24
7	Charter Schools	398	0	2	14	66	17
7	Non-Public Schools	2,893	5	24	24	36	11
7	0 Years ELL	1,965	16	30	20	27	8
7	1 Years ELL	2,954	13	30	21	27	8
7	2 Years ELL	1,675	3	18	27	41	11
7	3 Years ELL	1,562	2	9	25	46	17
7	4 Years ELL	1,270	1	21	23	41	14
7	5 Years ELL	762	4	7	20	55	14
7	6 Years ELL or More	5,894	2	6	19	60	13
7	Spanish	8,607	6	15	21	48	10
7	English	3,231	5	22	24	38	11
7	Chinese	894	8	14	20	41	17
7	Arabic	710	7	22	22	38	10
7	Bengali	382	4	13	18	45	20
7	Other Language	2,258	4	11	20	47	18
7	Students without Disabilities	12,250	6	18	21	42	13
7	Students with Disabilities	3,832	6	10	24	54	7

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
8	Female	7,100	4	12	18	52	15
8	Male	8,297	6	20	20	44	10
8	Asian	2,290	4	13	18	48	17
8	Black or African-American	955	4	15	21	50	10
8	Hispanic or Latino	8,673	5	16	19	49	11
8	American Indian or Alaska Native	35	0	17	17	60	6
8	Multiracial (not of Hispanic origin)	16	6	13	25	50	6
8	Native Hawaiian/Other Pacific Islander	55	9	11	20	49	11
8	White	3,373	5	22	19	41	13
8	NYC	8,378	5	15	19	49	13
8	Big 4 Cities	1,073	6	21	23	43	6
8	High Need Urban/Suburban	1,519	6	17	20	50	8
8	High Need Rural	79	6	13	16	54	10
8	Average Need	1,093	4	16	20	48	13
8	Low Need	460	5	11	18	50	17
8	Charter Schools	294	0	3	11	68	18
8	Non-Public Schools	2,426	5	23	18	40	14
8	0 Years ELL	1,906	14	32	18	28	9
8	1 Years ELL	2,685	10	30	23	28	10
8	2 Years ELL	1,927	5	19	24	41	11
8	3 Years ELL	1,623	1	9	23	51	15
8	4 Years ELL	974	2	11	18	53	16
8	5 Years ELL	775	2	9	20	56	14
8	6 Years ELL or More	5,507	2	8	15	63	13
8	Spanish	8,376	5	16	19	49	10
8	English	2,724	5	22	17	42	14
8	Chinese	899	6	13	17	44	19
8	Arabic	714	5	20	25	41	8
8	Bengali	361	4	11	17	51	17
8	Other Language	2,323	4	12	19	50	15
8	Students without Disabilities	11,876	5	18	19	44	13
8	Students with Disabilities	3,521	5	10	19	58	8

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
9	Female	8,178	7	19	27	42	6
9	Male	9,786	9	24	28	34	5
9	Asian	2,828	5	18	28	41	7
9	Black or African-American	1,429	4	20	32	41	4
9	Hispanic or Latino	10,978	11	25	27	33	4
9	American Indian or Alaska Native	75	4	19	31	43	4
9	Multiracial (not of Hispanic origin)	62	0	5	11	42	42
9	Native Hawaiian/Other Pacific Islander	94	5	24	35	29	6
9	White	2,498	3	13	26	50	7
9	NYC	10,163	8	22	28	37	6
9	Big 4 Cities	1,207	4	22	31	38	5
9	High Need Urban/Suburban	2,412	15	28	28	27	2
9	High Need Rural	126	6	24	31	35	5
9	Average Need	1,607	12	26	27	32	4
9	Low Need	684	11	23	23	36	7
9	Charter Schools	386	0	5	30	59	6
9	Non-Public Schools	1,340	0	8	22	62	8
9	0 Years ELL	3,470	16	34	25	20	5
9	1 Years ELL	4,101	17	36	25	19	3
9	2 Years ELL	2,256	5	24	36	31	4
9	3 Years ELL	1,853	3	14	33	44	6
9	4 Years ELL	1,104	2	10	29	51	8
9	5 Years ELL	773	2	8	28	55	7
9	6 Years ELL or More	4,407	2	6	23	63	6
9	Spanish	10,680	11	25	27	33	4
9	English	1,772	3	10	23	56	8
9	Chinese	1,142	8	19	27	38	9
9	Arabic	909	7	26	32	32	3
9	Bengali	517	4	16	27	46	7
9	Other Language	2,944	4	17	30	43	7
9	Students without Disabilities	14,927	9	23	27	35	6
9	Students with Disabilities	3,037	7	13	29	47	3

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
10	Female	7,005	4	15	28	45	8
10	Male	7,974	5	19	31	40	5
10	Asian	2,672	3	15	28	45	8
10	Black or African-American	1,139	2	11	32	48	8
10	Hispanic or Latino	8,927	5	20	31	38	5
10	American Indian or Alaska Native	74	7	14	30	49	1
10	Multiracial (not of Hispanic origin)	25	4	4	24	52	16
10	Native Hawaiian/Other Pacific Islander	78	1	10	26	50	13
10	White	2,064	2	9	25	53	11
10	NYC	9,008	4	17	30	42	7
10	Big 4 Cities	812	3	18	33	42	5
10	High Need Urban/Suburban	1,855	8	25	32	31	3
10	High Need Rural	76	7	18	36	36	4
10	Average Need	1,166	3	19	32	41	5
10	Low Need	572	2	16	34	40	9
10	Charter Schools	250	0	4	23	61	12
10	Non-Public Schools	1,203	0	5	20	61	13
10	0 Years ELL	1,924	7	24	28	33	9
10	1 Years ELL	3,408	7	25	32	30	6
10	2 Years ELL	2,734	3	23	37	31	4
10	3 Years ELL	1,906	2	13	33	46	6
10	4 Years ELL	980	2	10	27	52	10
10	5 Years ELL	658	1	5	26	59	8
10	6 Years ELL or More	3,369	3	6	22	61	8
10	Spanish	8,648	5	21	32	37	5
10	English	1,510	1	7	21	58	12
10	Chinese	1,232	5	16	27	43	9
10	Arabic	653	1	15	35	43	6
10	Bengali	458	2	12	28	51	7
10	Other Language	2,478	2	12	29	48	9
10	Students without Disabilities	12,789	3	18	30	42	7
10	Students with Disabilities	2,190	8	14	29	45	4

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
11	Female	4,992	3	9	25	52	11
11	Male	4,952	4	11	29	48	8
11	Asian	1,879	4	13	30	46	7
11	Black or African-American	775	11	4	19	55	11
11	Hispanic or Latino	5,522	9	0	18	64	9
11	American Indian or Alaska Native	47	7	9	20	60	4
11	Multiracial (not of Hispanic origin)	11	2	6	19	56	17
11	Native Hawaiian/Other Pacific Islander	45	4	13	30	46	7
11	White	1,665	11	4	19	55	11
11	NYC	5,706	4	10	29	49	9
11	Big 4 Cities	558	2	11	31	50	6
11	High Need Urban/Suburban	1,140	5	16	30	44	4
11	High Need Rural	51	6	10	18	63	4
11	Average Need	760	2	12	31	48	7
11	Low Need	403	2	10	23	50	16
11	Charter Schools	123	0	1	20	70	10
11	Non-Public Schools	1,168	1	6	15	56	22
11	0 Years ELL	796	4	13	25	43	15
11	1 Years ELL	1,763	5	15	30	40	11
11	2 Years ELL	1,874	2	11	34	45	7
11	3 Years ELL	1,643	2	10	32	50	7
11	4 Years ELL	842	3	9	25	52	12
11	5 Years ELL	503	4	8	25	55	9
11	6 Years ELL or More	2,523	4	6	19	60	11
11	Spanish	5,351	4	13	30	45	7
11	English	1,304	1	7	18	55	19
11	Chinese	807	2	6	25	53	14
11	Arabic	367	3	7	33	51	5
11	Bengali	329	3	7	23	60	8
11	Other Language	1,786	2	6	25	55	11
11	Students without Disabilities	8,409	2	10	27	50	11
11	Students with Disabilities	1,535	11	13	26	46	4

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
12	Female	3,131	8	11	27	47	7
12	Male	3,257	12	14	29	40	5
12	Asian	1,256	9	10	32	43	6
12	Black or African-American	499	6	9	29	49	7
12	Hispanic or Latino	3,532	11	14	29	42	4
12	American Indian or Alaska Native	29	17	17	14	48	3
12	Multiracial (not of Hispanic origin)	5	0	20	40	40	0
12	Native Hawaiian/Other Pacific Islander	40	30	20	15	28	8
12	White	1,027	7	9	20	50	14
12	NYC	3,959	14	14	28	40	4
12	Big 4 Cities	427	4	11	35	46	4
12	High Need Urban/Suburban	607	4	12	36	44	5
12	High Need Rural	39	5	21	10	62	3
12	Average Need	496	1	7	30	57	5
12	Low Need	195	2	6	21	54	16
12	Charter Schools	50	0	4	30	60	6
12	Non-Public Schools	570	1	5	18	55	21
12	0 Years ELL	178	12	11	20	44	13
12	1 Years ELL	705	7	11	25	44	14
12	2 Years ELL	831	6	11	30	46	7
12	3 Years ELL	1,151	5	11	33	46	5
12	4 Years ELL	831	7	8	29	47	8
12	5 Years ELL	546	10	10	32	44	4
12	6 Years ELL or More	2,146	15	16	24	40	4
12	Spanish	3,484	11	14	29	41	4
12	English	713	2	6	20	55	18
12	Chinese	528	12	10	28	43	6
12	Arabic	225	5	8	24	57	6
12	Bengali	238	12	10	33	38	7
12	Other Language	1,200	9	12	30	43	6
12	Students without Disabilities	4,419	1	6	31	53	9
12	Students with Disabilities	1,969	29	26	22	22	1

APPENDIX G: EXIT RATE BY SUBGROUP

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

Grade	Subgroup	N-Count	Percent
K	Female	2,215	7.00
K	Male	1,982	6.27
K	Asian	1,427	4.51
K	Black or African-American	155	0.49
K	Hispanic or Latino	2,012	6.36
K	American Indian or Alaska Native	24	0.08
K	Multiracial (not of Hispanic origin)	13	0.04
K	Native Hawaiian/Other Pacific Islander	9	0.03
K	White	557	1.76
K	NYC	2,742	8.69
K	Big 4 Cities	82	0.26
K	High Need Urban/Suburban	426	1.35
K	High Need Rural	20	0.06
K	Average Need	392	1.24
K	Low Need	203	0.64
K	Charter Schools	273	0.87
K	Non-Public Schools	41	0.13
K	0 Years ELL	2,878	9.10
K	1 Years ELL	1,231	3.89
K	2 Years ELL	81	0.26
K	3 Years ELL	1	0.00
K	4 Years ELL	1	0.00
K	5 Years ELL	5	0.02
K	6 Years ELL or More	2,878	9.10
K	Spanish	1,902	6.01
K	English	348	1.10
K	Chinese	757	2.39
K	Arabic	129	0.41
K	Bengali	197	0.62
K	Other Language	864	2.73
K	Students without Disabilities	3,945	12.47
K	Students with Disabilities	252	0.80

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

Grade	Subgroup	N-Count	Percent
1	Female	938	2.82
1	Male	875	2.63
1	Asian	891	2.68
1	Black or African-American	48	0.14
1	Hispanic or Latino	590	1.77
1	American Indian or Alaska Native	3	0.01
1	Multiracial (not of Hispanic origin)	11	0.03
1	Native Hawaiian/Other Pacific Islander	12	0.04
1	White	258	0.78
1	NYC	1,271	3.82
1	Big 4 Cities	19	0.06
1	High Need Urban/Suburban	85	0.26
1	High Need Rural	3	0.01
1	Average Need	176	0.53
1	Low Need	151	0.45
1	Charter Schools	73	0.22
1	Non-Public Schools	35	0.11
1	0 Years ELL	174	0.52
1	1 Years ELL	1,196	3.60
1	2 Years ELL	413	1.24
1	3 Years ELL	28	0.08
1	4 Years ELL	1	0.00
1	5 Years ELL	0	0.00
1	6 Years ELL or More	1	0.00
1	Spanish	555	1.67
1	English	123	0.37
1	Chinese	582	1.75
1	Arabic	50	0.15
1	Bengali	94	0.28
1	Other Language	409	1.23
1	Students without Disabilities	1,735	5.22
1	Students with Disabilities	78	0.23

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

Grade	Subgroup	N-Count	Percent
2	Female	1,309	4.69
2	Male	1,179	4.23
2	Asian	848	3.04
2	Black or African-American	87	0.31
2	Hispanic or Latino	1,140	4.09
2	American Indian or Alaska Native	6	0.02
2	Multiracial (not of Hispanic origin)	6	0.02
2	Native Hawaiian/Other Pacific Islander	16	0.06
2	White	385	1.38
2	NYC	1,513	5.42
2	Big 4 Cities	59	0.21
2	High Need Urban/Suburban	264	0.95
2	High Need Rural	10	0.04
2	Average Need	301	1.08
2	Low Need	180	0.65
2	Charter Schools	93	0.33
2	Non-Public Schools	68	0.24
2	0 Years ELL	167	0.60
2	1 Years ELL	375	1.34
2	2 Years ELL	1,209	4.33
2	3 Years ELL	688	2.47
2	4 Years ELL	43	0.15
2	5 Years ELL	3	0.01
2	6 Years ELL or More	3	0.01
2	Spanish	1,072	3.84
2	English	204	0.73
2	Chinese	484	1.73
2	Arabic	92	0.33
2	Bengali	107	0.38
2	Other Language	529	1.90
2	Students without Disabilities	2,313	8.29
2	Students with Disabilities	175	0.63

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

Grade	Subgroup	N-Count	Percent
3	Female	686	2.98
3	Male	663	2.88
3	Asian	479	2.08
3	Black or African-American	53	0.23
3	Hispanic or Latino	607	2.64
3	American Indian or Alaska Native	5	0.02
3	Multiracial (not of Hispanic origin)	3	0.01
3	Native Hawaiian/Other Pacific Islander	8	0.03
3	White	194	0.84
3	NYC	827	3.59
3	Big 4 Cities	31	0.13
3	High Need Urban/Suburban	138	0.60
3	High Need Rural	9	0.04
3	Average Need	133	0.58
3	Low Need	110	0.48
3	Charter Schools	62	0.27
3	Non-Public Schools	39	0.17
3	0 Years ELL	119	0.52
3	1 Years ELL	190	0.82
3	2 Years ELL	210	0.91
3	3 Years ELL	524	2.27
3	4 Years ELL	272	1.18
3	5 Years ELL	30	0.13
3	6 Years ELL or More	4	0.02
3	Spanish	564	2.45
3	English	111	0.48
3	Chinese	279	1.21
3	Arabic	40	0.17
3	Bengali	57	0.25
3	Other Language	298	1.29
3	Students without Disabilities	1,239	5.38
3	Students with Disabilities	110	0.48

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

Grade	Subgroup	N-Count	Percent
4	Female	1,098	5.18
4	Male	1,118	5.27
4	Asian	716	3.38
4	Black or African-American	86	0.41
4	Hispanic or Latino	1,048	4.94
4	American Indian or Alaska Native	5	0.02
4	Multiracial (not of Hispanic origin)	1	0.00
4	Native Hawaiian/Other Pacific Islander	13	0.06
4	White	347	1.64
4	NYC	1,351	6.37
4	Big 4 Cities	56	0.26
4	High Need Urban/Suburban	260	1.23
4	High Need Rural	15	0.07
4	Average Need	233	1.10
4	Low Need	157	0.74
4	Charter Schools	37	0.17
4	Non-Public Schools	107	0.50
4	0 Years ELL	134	0.63
4	1 Years ELL	276	1.30
4	2 Years ELL	312	1.47
4	3 Years ELL	389	1.83
4	4 Years ELL	628	2.96
4	5 Years ELL	442	2.08
4	6 Years ELL or More	35	0.16
4	Spanish	992	4.68
4	English	202	0.95
4	Chinese	385	1.81
4	Arabic	76	0.36
4	Bengali	101	0.48
4	Other Language	460	2.17
4	Students without Disabilities	1,983	9.35
4	Students with Disabilities	233	1.10

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

Grade	Subgroup	N-Count	Percent
5	Female	736	4.07
5	Male	599	3.31
5	Asian	334	1.85
5	Black or African-American	51	0.28
5	Hispanic or Latino	644	3.56
5	American Indian or Alaska Native	7	0.04
5	Multiracial (not of Hispanic origin)	9	0.05
5	Native Hawaiian/Other Pacific Islander	8	0.04
5	White	282	1.56
5	NYC	750	4.15
5	Big 4 Cities	43	0.24
5	High Need Urban/Suburban	113	0.63
5	High Need Rural	8	0.04
5	Average Need	146	0.81
5	Low Need	83	0.46
5	Charter Schools	39	0.22
5	Non-Public Schools	152	0.84
5	0 Years ELL	115	0.64
5	1 Years ELL	189	1.04
5	2 Years ELL	192	1.06
5	3 Years ELL	152	0.84
5	4 Years ELL	185	1.02
5	5 Years ELL	267	1.47
5	6 Years ELL or More	235	1.30
5	Spanish	596	3.29
5	English	193	1.07
5	Chinese	152	0.84
5	Arabic	48	0.27
5	Bengali	57	0.31
5	Other Language	289	1.60
5	Students without Disabilities	1,199	6.62
5	Students with Disabilities	136	0.75

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

Grade	Subgroup	N-Count	Percent
6	Female	1,472	8.29
6	Male	1,020	5.75
6	Asian	472	2.66
6	Black or African-American	151	0.85
6	Hispanic or Latino	1,363	7.68
6	American Indian or Alaska Native	10	0.06
6	Multiracial (not of Hispanic origin)	8	0.05
6	Native Hawaiian/Other Pacific Islander	8	0.05
6	White	480	2.70
6	NYC	1,322	7.47
6	Big 4 Cities	87	0.49
6	High Need Urban/Suburban	231	1.31
6	High Need Rural	28	0.16
6	Average Need	266	1.50
6	Low Need	133	0.75
6	Charter Schools	119	0.67
6	Non-Public Schools	295	1.67
6	0 Years ELL	186	1.05
6	1 Years ELL	262	1.48
6	2 Years ELL	240	1.35
6	3 Years ELL	325	1.83
6	4 Years ELL	223	1.26
6	5 Years ELL	203	1.14
6	6 Years ELL or More	1,053	5.93
6	Spanish	1,276	7.19
6	English	390	2.20
6	Chinese	176	0.99
6	Arabic	89	0.50
6	Bengali	90	0.51
6	Other Language	471	2.65
6	Students without Disabilities	2,150	12.11
6	Students with Disabilities	342	1.93

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

Grade	Subgroup	N-Count	Percent
7	Female	1,102	6.85
7	Male	787	4.89
7	Asian	389	2.42
7	Black or African-American	120	0.75
7	Hispanic or Latino	899	5.59
7	American Indian or Alaska Native	5	0.03
7	Multiracial (not of Hispanic origin)	5	0.03
7	Native Hawaiian/Other Pacific Islander	8	0.05
7	White	463	2.88
7	NYC	1,004	6.26
7	Big 4 Cities	62	0.39
7	High Need Urban/Suburban	137	0.85
7	High Need Rural	8	0.05
7	Average Need	181	1.13
7	Low Need	112	0.70
7	Charter Schools	68	0.42
7	Non-Public Schools	315	1.97
7	0 Years ELL	159	0.99
7	1 Years ELL	251	1.56
7	2 Years ELL	185	1.15
7	3 Years ELL	269	1.67
7	4 Years ELL	179	1.11
7	5 Years ELL	105	0.65
7	6 Years ELL or More	741	4.61
7	Spanish	834	5.19
7	English	353	2.20
7	Chinese	156	0.97
7	Arabic	71	0.44
7	Bengali	75	0.47
7	Other Language	400	2.49
7	Students without Disabilities	1,627	10.12
7	Students with Disabilities	262	1.63

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

Grade	Subgroup	N-Count	Percent
8	Female	1,073	6.97
8	Male	790	5.13
8	Asian	386	2.51
8	Black or African-American	100	0.65
8	Hispanic or Latino	924	6.00
8	American Indian or Alaska Native	2	0.01
8	Multiracial (not of Hispanic origin)	1	0.01
8	Native Hawaiian/Other Pacific Islander	6	0.04
8	White	444	2.88
8	NYC	1,069	6.98
8	Big 4 Cities	64	0.42
8	High Need Urban/Suburban	115	0.75
8	High Need Rural	8	0.05
8	Average Need	139	0.91
8	Low Need	76	0.50
8	Charter Schools	53	0.35
8	Non-Public Schools	336	2.19
8	0 Years ELL	163	1.06
8	1 Years ELL	260	1.69
8	2 Years ELL	215	1.40
8	3 Years ELL	251	1.63
8	4 Years ELL	157	1.02
8	5 Years ELL	105	0.68
8	6 Years ELL or More	712	4.62
8	Spanish	840	5.46
8	English	388	2.52
8	Chinese	173	1.12
8	Arabic	58	0.38
8	Bengali	62	0.40
8	Other Language	342	2.22
8	Students without Disabilities	1,580	10.26
8	Students with Disabilities	283	1.84

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

Grade	Subgroup	N-Count	Percent
9	Female	458	2.55
9	Male	484	2.69
9	Asian	212	1.18
9	Black or African-American	61	0.34
9	Hispanic or Latino	447	2.49
9	American Indian or Alaska Native	3	0.02
9	Multiracial (not of Hispanic origin)	26	0.14
9	Native Hawaiian/Other Pacific Islander	6	0.03
9	White	187	1.04
9	NYC	581	3.24
9	Big 4 Cities	58	0.32
9	High Need Urban/Suburban	57	0.32
9	High Need Rural	6	0.03
9	Average Need	62	0.35
9	Low Need	49	0.27
9	Charter Schools	25	0.14
9	Non-Public Schools	104	0.58
9	0 Years ELL	187	1.04
9	1 Years ELL	136	0.76
9	2 Years ELL	100	0.56
9	3 Years ELL	116	0.65
9	4 Years ELL	92	0.51
9	5 Years ELL	51	0.28
9	6 Years ELL or More	260	1.45
9	Spanish	433	2.41
9	English	146	0.81
9	Chinese	99	0.55
9	Arabic	29	0.16
9	Bengali	34	0.19
9	Other Language	201	1.12
9	Students without Disabilities	839	4.67
9	Students with Disabilities	103	0.57

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

Grade	Subgroup	N-Count	Percent
10	Female	576	3.85
10	Male	435	2.90
10	Asian	223	1.49
10	Black or African-American	87	0.58
10	Hispanic or Latino	467	3.12
10	American Indian or Alaska Native	1	0.01
10	Multiracial (not of Hispanic origin)	4	0.03
10	Native Hawaiian/Other Pacific Islander	10	0.07
10	White	219	1.46
10	NYC	611	4.09
10	Big 4 Cities	37	0.25
10	High Need Urban/Suburban	63	0.42
10	High Need Rural	3	0.02
10	Average Need	57	0.38
10	Low Need	49	0.33
10	Charter Schools	30	0.20
10	Non-Public Schools	161	1.08
10	0 Years ELL	165	1.10
10	1 Years ELL	202	1.35
10	2 Years ELL	122	0.81
10	3 Years ELL	114	0.76
10	4 Years ELL	95	0.63
10	5 Years ELL	52	0.35
10	6 Years ELL or More	261	1.74
10	Spanish	429	2.86
10	English	186	1.24
10	Chinese	108	0.72
10	Arabic	36	0.24
10	Bengali	31	0.21
10	Other Language	221	1.48
10	Students without Disabilities	933	6.23
10	Students with Disabilities	78	0.52

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

Grade	Subgroup	N-Count	Percent
11	Female	574	5.77
11	Male	394	3.96
11	Asian	207	2.08
11	Black or African-American	59	0.59
11	Hispanic or Latino	412	4.14
11	American Indian or Alaska Native	5	0.05
11	Multiracial (not of Hispanic origin)	1	0.01
11	Native Hawaiian/Other Pacific Islander	2	0.02
11	White	282	2.84
11	NYC	502	5.07
11	Big 4 Cities	33	0.33
11	High Need Urban/Suburban	48	0.48
11	High Need Rural	2	0.02
11	Average Need	54	0.54
11	Low Need	63	0.64
11	Charter Schools	12	0.12
11	Non-Public Schools	254	2.56
11	0 Years ELL	116	1.17
11	1 Years ELL	186	1.87
11	2 Years ELL	130	1.31
11	3 Years ELL	110	1.11
11	4 Years ELL	97	0.98
11	5 Years ELL	44	0.44
11	6 Years ELL or More	285	2.87
11	Spanish	375	3.77
11	English	242	2.43
11	Chinese	113	1.14
11	Arabic	20	0.20
11	Bengali	26	0.26
11	Other Language	192	1.93
11	Students without Disabilities	908	9.13
11	Students with Disabilities	60	0.60

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

Grade	Subgroup	N-Count	Percent
12	Female	225	3.52
12	Male	178	2.79
12	Asian	71	1.11
12	Black or African-American	36	0.56
12	Hispanic or Latino	150	2.35
12	American Indian or Alaska Native	1	0.02
12	Multiracial (not of Hispanic origin)	0	0.00
12	Native Hawaiian/Other Pacific Islander	3	0.05
12	White	142	2.22
12	NYC	177	2.79
12	Big 4 Cities	17	0.27
12	High Need Urban/Suburban	28	0.44
12	High Need Rural	1	0.02
12	Average Need	26	0.41
12	Low Need	32	0.50
12	Charter Schools	3	0.05
12	Non-Public Schools	119	1.88
12	0 Years ELL	23	0.36
12	1 Years ELL	98	1.53
12	2 Years ELL	57	0.89
12	3 Years ELL	54	0.85
12	4 Years ELL	70	1.10
12	5 Years ELL	21	0.33
12	6 Years ELL or More	80	1.25
12	Spanish	146	2.29
12	English	126	1.97
12	Chinese	32	0.50
12	Arabic	13	0.20
12	Bengali	16	0.25
12	Other Language	70	1.10
12	Students without Disabilities	378	5.92
12	Students with Disabilities	25	0.39

APPENDIX H: DIF STATISTICS

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

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

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

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

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

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

Table H1. Results of DIF Analyses (All Schools)

Grade Band	Modality	Item Number	DIF			
			Male/ Female	White/ Other	Hispanic/ Other	Asian/ Other
K	Listening	2	A	B-	A	A
	Listening	6	A	B-	A	A
	Listening	11	A	A	A	B-
	Speaking	2	A	B-	A	A
	Speaking	3	A	B-	A	A
	Speaking	4	A	B-	A	A
	Speaking	6	A	B-	A	A
	Reading	2	A	C+	A	A
	Reading	3	A	C+	C-	A
	Reading	4	A	B+	B-	A
	Writing	8	A	B+	A	A
1–2	Listening	1	A	B-	A	A
	Listening	5	A	B-	A	A
	Speaking	10	A	A	B-	A
	Reading	14	A	B+	A	A
3–4	Listening	5	B-	A	A	A
	Listening	6	A	A	B-	A
	Listening	20	A	C-	A	A
	Listening	23	A	B+	A	A
	Speaking	3	A	A	B-	A
	Speaking	7	A	A	B-	A
	Reading	7	A	B-	A	A
	Reading	27	A	B+	A	A
5–6	Listening	1	A	B-	A	A
	Listening	5	A	B+	B-	A
	Listening	19	A	C-	B+	A
	Reading	1	A	B+	B-	A
	Reading	11	A	A	A	B+
7–8	Listening	7	A	A	A	B+
	Listening	9	B-	A	A	A
	Listening	13	A	B-	A	A
	Listening	16	A	B-	A	A
	Listening	17	A	B+	A	A
	Listening	19	A	A	A	B+
	Listening	20	A	B+	A	A
	Listening	22	A	B+	A	A

Table H1. Results of DIF Analyses (All Schools) (continued)

Grade Band	Modality	Item Number	DIF			
			Male/ Female	White/ Other	Hispanic/ Other	Asian / Other
7–8	Speaking	18	B-	A	A	A
	Reading	9	A	B+	A	A
	Reading	10	A	B-	A	A
	Reading	19	A	B-	A	A
9–12	Listening	1	A	A	B-	B+
	Listening	9	A	B+	A	A
	Listening	14	A	B-	A	A
	Listening	16	A	A	B-	A
	Listening	20	A	B+	A	A
	Listening	21	A	A	A	B-
	Speaking	7	A	B+	A	A
	Speaking	8	A	C+	A	A
	Reading	4	A	B+	A	A
	Reading	6	A	A	B-	C+
	Reading	8	A	B-	A	A
	Reading	17	A	A	B-	B+
	Reading	22	A	A	A	B-
	Reading	23	A	B+	C-	C+
	Reading	25	A	A	B+	B-

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

APPENDIX I: PARTICIPANTS IN 2016 STANDARD SETTING MEETINGS

Table I1. Participants in 2016 NYSESLAT Standard Setting Meetings

2016 Standard Setting Participants					
#	Grade Band	3 Day Mtg Participants	4 Day Mtg Participants	# of Participants	Region
Group Facilitator and Room					
Carolyn Nixon - Sage II					
1	K & 1–2	1		1	Western
2	K & 1–2	5	1	6	Capital District
3	K & 1–2	1	1	2	New York City
4	K & 1–2	2		2	Long Island
5	K & 1–2		1	1	Central
Total				12	
Group Facilitator and Room					
Shelby Koehne - Cassat Boardroom					
1	3–4	2	1	3	Mid-Hudson
2	3–4	1	1	2	Capital District
3	3–4	1		1	New York City
4	3–4	1		1	Central
5	3–4	2		2	Long Island
6	3–4		1	1	Lower Hudson
7	3–4		1	1	Long Island
Total				11	
Group Facilitator and Room					
Priscilla Kron - Roebling Library					
1	5–6	2		2	Western
2	5–6	1		1	Mid-Hudson
3	5–6	2		2	New York City
4	5–6	1		1	Central
5	5–6	1	1	2	Long Island
6	5–6	1	2	3	Lower Hudson
Total				11	

Table I1. Participants in 2016 NYSESLAT Standard Setting Meetings (continued)

2016 Standard Setting Participants					
#	Grade Band	3 Day Mtg Participants	4 Day Mtg Participants	# of Participants	Region
Group Facilitator and Room					
Sehar Azad - Sage I					
1	7–8	2		2	Western
2	7–8	1		1	Mid-Hudson
3	7–8	3	1	4	New York City
4	7–8	1	2	3	Capital District
5	7–8	1		1	Long Island
6	7–8	1		1	Lower Hudson
Total				12	
Group Facilitator and Room					
Steve Ferrara - Fitzroy					
1	9–12	1		1	Western
2	9–12	1		1	Southern Tier
3	9–12	2	1	3	New York City
4	9–12	1	1	2	Capital District
5	9–12	3	1	4	Long Island
Total				11	

APPENDIX J: STANDARD SETTING MEETING AGENDAS

NYSESLAT Performance Standard Setting
July 12–14, 2016
AGENDA

Day 1 – AM

8:30 – 9:00 **Welcome, Introductions, Logistics** (NYSED, MetriTech)

- Standard Setting in the overall 2015-16 assessment and reporting schedule
- Next steps when Standard Setting meeting finishes
- Logistics – expenses/honoraria, schedule

9:00 – 10:15 **Orientation to the Process of Setting Student Performance Standards**

- Agenda for the three days
- Who's in the room and what are their roles: NYSED, MetriTech staff
- What does it mean to set "performance standards"?
- Overview of the *general* process of setting standards
- Process of placing cut scores to segment a continuum of proficiency
- Errors of classification in any measurement process
- Rules for Judgments
- The 4 keys to making good judgments:
  - Judgments vs. Data
  - "Should" vs. "Will"
  - All ELL students in New York State, not just *your* students
  - Linguistic capabilities needed by ELLs to answer items successfully

10:15 – 10:30 **BREAK**; panels move to grade grouping rooms (K-2, 3-4, 5-6, 7-8, 9-12)

10:30 – 10:45 **Introductions of facilitator and panelists**

- Review of Day 1 Agenda

10:45 – 11:30 **Definitions and Description of Performance Standards**

- Purpose and Import of the Performance Level Descriptions (PLDs)
  - Crucial for I.D. Matching, the method we are using
  - Format of Documents
- Performance Level Descriptions for the first grade in the band, all modalities
  - What linguistic capabilities do these students have as presented in the PLDs?
  - What distinguishes Commanding from Expanding?
  - For Writing/Speaking – Entering column; no 0 Score Points in OIBs
  - What do the other levels mean?
- Review, discuss, and "internalize" the descriptions

11:30 – 12:15 **LUNCH**

Day 1 – PM

12:15 – 12:45 "Experience" the Actual NYSESLAT assessment for a grade band

- NYSESLAT administered in three L/R/W sessions and Speaking
- OIB is a complete modality – all items in a single OIB
- "Take" the NYSESLAT – Session 1 L/R/W, Session 3 Writing only; Speaking
- Answer the questions, make notes
- Answer panelist questions

12:45 – 1:45 Orientation to the I.D. Matching Standard-Setting Methodology

- "Mechanics" of setting standards using the ***I.D. Matching*** procedure
    - What is the panelists' task?
- Major features of the "ID Matching" method
    - Item Map Form
    - 3 Primary Questions
    - Matching and making cuts
    - Threshold Regions
- How the ordered-item review booklets are sequenced – Binder content
- Panelists will begin by recommending 4 cuts for Reading and Listening; 3 cuts for Writing and Speaking (no 0 Score Points in OIBs), and only for the lowest grade in the grade band

1:45 – 2:30 "Practice Exercise" – warming up for the standard-setting activity

- Group match 1 – 2 practice items to demonstrate the procedure
- Reading and Writing
- Item Map forms
- Reading Passage booklet
- Collect panelist cuts; discuss only 1 or 2 (Emerging/Transitioning and/or Expanding/Commanding)

2:30 – 2:45 BREAK

2:45 – 3:00 Preparation for Round 1 Judgments – Reminders

- Review Binder – Item Map and OIBs, PLDs and Passage Books;
- Step 1: Look at items/score point one-by-one
- Step 2: Match to PLD (Remember to ask Key Questions)
- Step 3: Record Match on Item Map Form
- Step 4: Identify and consider Threshold region
- Step 5: Record cuts in Round 1 column
- Rules for ratings – anonymity, independence, mechanics, material security

3:00 – 4:45 (or completion) **First Round of Panelists' Work**

Panelists work independently – R/L/W, listen together to Speaking audio clips, turn in each modality Item Map form to facilitator as completed (one for each modality), and leave for the day when finished.

Day 2 – AM

8:30 – 9:15 Whole Group Review of Round 1 Issues and Problems

- Questions/Observations of panelists to the process in Round 1
- Clarification of general issues and "mechanics" of the process
- Panels move to grade grouping rooms (K-2, 3-4, 5-6, 7-8, 9-12)

9:15 – 10:45 Feedback & Discussion of Round 1 Judgments

- Feedback on Round 1 – Graphical portrayal of all panelists' judgments by modality
- Meaning of Round 1 judgments -- distribution of cuts, median/mean cut
- Discussion of WHY's for Round 1 (what led panelists to set the standard they did?)
- Problems, issues, confusions, rationales for preliminary cuts
- Discussion of selected items on extremes and near the middle of the Round 1 distribution
- "Shaping" of panelists' judgments, focusing on critical considerations (*threshold* performance, "should *vs*. will," PLDs, I.D. Matching procedures, etc.)

10:45 – 11:00 BREAK

11:00 – 11:30 Preparing for Round 2 Judgments

- Student performance data by item (*p* values)
- What the data *mean* and why they are useful, but only minimally so, in setting student performance standards
- Purpose of Rounds 2 & 3 – reflection, and comfort, *not* consensus
- Reminder of key considerations in making the judgments
- Review of use of Item Map for Rounds 2 and 3

11:30 – 12:30 (or completion) **Round 2 of Panelists' Work**

- Independent work to adjust cuts in threshold region by modality
- Turn in Item Maps to Facilitator

12:30 – 1:45 LUNCH

Day 2 – PM

1:45 – 3:00 Review of Round 2 Judgments

- Questions/Observations of judges on the process
- *Implications* of the preliminary cuts –
    - Estimated statewide "impact data" by performance level, Total scale
    - Meaning of the cuts and potential impact
- Feedback and discussions much like that after Round 1
- Discussion of selected items

3:00 – 3:15 BREAK

3:15 – 4:00 (or completion) **Final Round of Judgments**
(Panelists are free to depart for the day as they finish work; turn in their Item Map and ID Matching Recording Forms to the facilitator)

Day 3 – AM

8:30 – 9:15 **Setting the Stage for the next-higher grade**

- Presentation of the lower grade cuts applied to the higher grade as a starting point in discussion

9:15 – 10:00 **Discussion of how (if) standards should differ at the next-higher grade**

- Arguments for/against retaining standards between grades
- Arguments in favor/against raising standards between grades

10:00 – 10:15 **Mechanics of recommending standards for the next-higher grade**

- Focus on cut between Expanding and Commanding
- Item Map form and use with the next higher grade(s)
- Indicating recommendations
- Reminder of key considerations

10:15 – 10:30 **BREAK**

10:30 – 12:00 **Initial recommendations for standards at the next-higher grade**

12:00 – 1:30 **LUNCH**

Day 3 – PM

1:30 – 2:00 **Presentation of panel recommendations for the next-higher grade**

- Display of recommendations by panelist
- Discussion of total scale cut recommendations
- Panel interaction/discussion

2:00 – 2:30 **Final recommendations for next-higher grade cuts**

2:30 – 3:00 **Evaluation and Wrap-up**

- Distribute session evaluation
- Thanks from the NYSED and MetriTech
- Panelists are free to depart as they complete and submit the Evaluation

NYSESLAT Performance Standard Setting

Vertical Articulation Committee

July 15, 2016

AGENDA

MORNING

8:30 – 9:00 **Overview of Vertical Articulation Procedure**

9:00 – 10:15 **Review of Round 3 Total Scale Score Cuts and Impact Data, K – Grades 12**

10:15 – 10:30 **BREAK**

10:30 – 11:00 **Identification and Discussion of Cuts/Grades Needing Articulation**

11:00 – 11:15 **Discussion of Options A and B; Writing and Speaking Entering/Emerging Cut**

11:15 – Noon **Return to OIBs and Review/Adjustment of Cuts Identified for Adjustment**

Noon – 1:00 **LUNCH**

AFTERNOON

1:00 – 1:45 **Review and Discussion; Adjusted Total Scale Score Cuts and Impact Data**

1:45 – 2:00 **Wrap Up and Thank You**

APPENDIX K: STANDARD SETTING ITEM MAPS

NYSESLAT Standard Setting
Listening Item Map – Grade K

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut
1	7				
2	15				
3	12				
4	19				
5	5				
6	18				
7	9				
8	14				
9	16				
10	17				
11	11				
12	4				
13	13				
14	8				
15	3				
16	1				
17	10				
18	2				
19	6				

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Reading Item Map – Grade K

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut
1	3				
2	5				
3	4				
4	1				
5	11				
6	2				
7	6				
8	12				
9	9				
10	16				
11	10				
12	13				
13	15				
14	14				
15	18				
16	7				
17	8				
18	17				

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Speaking Item Map – Grade K

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut
1	1	1				
3	5	1				
5	9	1				
7	11	1				
9	10	1				
11	2	1				
13	6	1				
15	7	1				
17	3	1				
19	4	1				
21	8	1				
23	12	1				
25	10	2				
27	2	2				
29	6	2				
31	11	2				
33	7	2				
35	3	2				
37	4	2				
39	8	2				
41	12	2				

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Writing Item Map – Grade K

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut
1	2	1				
3	1	1				
5	8	1				
9	3	1				
11	4	1				
13	5	1				
17	6	1				
21	7	1				
25	8	2				
29	5	2				
33	6	2				
37	7	2				
41	8	3				
45	8	4				

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Listening Item Map – Grade 1

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 2 Cut
1	21					
2	3					
3	18					
4	39					
5	36					
6	6					
7	19					
8	24					
9	23					
10	20					
11	35					
12	1					
13	7					
14	8					
15	2					
16	5					
17	40					
18	38					
19	22					
20	25					
21	37					
22	4					
23	41					
24	42					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Reading Item Map – Grade 1

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 2 Cut
1	53					
2	45					
3	31					
4	51					
5	15					
6	49					
7	9					
8	10					
9	47					
10	11					
11	43					
12	14					
13	33					
14	48					
15	26					
16	44					
17	27					
18	13					
19	12					
20	52					
21	16					
22	50					
23	46					
24	30					
25	28					
26	29					
27	32					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Speaking Item Map – Grade 1

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 2 Cut
1	1	1					
3	5	1					
5	6	1					
7	7	1					
9	9	1					
11	10	1					
13	3	1					
15	8	1					
17	2	1					
19	11	1					
21	4	1					
23	6	2					
25	7	2					
27	12	1					
29	10	2					
31	3	2					
33	2	2					
35	8	2					
37	4	2					
39	11	2					
41	12	2					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Writing Item Map – Grade 1

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 2 Cut
1	17	1					
5	34	1					
9	54	1					
13	17	2					
17	34	2					
21	54	2					
25	54	3					
32	17	3					
36	34	3					
40	17	4					
44	54	4					
51	34	4					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Listening Item Map – Grade 3

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 4 Cut
1	6					
2	25					
3	4					
4	5					
5	35					
6	23					
7	19					
8	39					
9	38					
10	20					
11	22					
12	41					
13	1					
14	36					
15	24					
16	3					
17	8					
18	21					
19	42					
20	2					
21	37					
22	40					
23	18					
24	7					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Reading Item Map – Grade 3

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 4 Cut
1	30					
2	9					
3	26					
4	12					
5	29					
6	10					
7	14					
8	53					
9	13					
10	33					
11	31					
12	49					
13	50					
14	11					
15	46					
16	27					
17	43					
18	48					
19	44					
20	16					
21	15					
22	28					
23	32					
24	51					
25	45					
26	47					
27	52					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Speaking Item Map – Grade 3

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 4 Cut
1	9	1					
3	5	1					
5	6	1					
7	11	1					
9	2	1					
11	1	1					
13	3	1					
15	10	1					
17	4	1					
19	7	1					
21	12	1					
23	6	2					
25	8	1					
27	2	2					
29	10	2					
31	11	2					
33	3	2					
35	7	2					
37	4	2					
39	12	2					
41	8	2					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Writing Item Map – Grade 3

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 4 Cut
1	17	1					
5	34	1					
9	54	1					
13	54	2					
17	17	2					
21	34	2					
25	54	3					
29	17	3					
33	34	3					
37	54	4					
43	17	4					
47	34	4					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Listening Item Map – Grade 5

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 6 Cut
1	18					
2	38					
3	2					
4	35					
5	21					
6	36					
7	4					
8	40					
9	6					
10	39					
11	5					
12	41					
13	25					
14	20					
15	24					
16	23					
17	3					
18	19					
19	1					
20	22					
21	42					
22	7					
23	37					
24	8					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Reading Item Map – Grade 5

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 6 Cut
1	48					
2	15					
3	9					
4	10					
5	26					
6	32					
7	43					
8	45					
9	12					
10	31					
11	49					
12	13					
13	29					
14	53					
15	16					
16	33					
17	14					
18	50					
19	51					
20	52					
21	44					
22	27					
23	47					
24	11					
25	30					
26	46					
27	28					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Speaking Item Map – Grade 5

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 6 Cut
1	1	1					
3	9	1					
5	7	1					
7	5	1					
9	10	1					
11	2	1					
13	6	1					
15	3	1					
17	8	1					
19	4	1					
21	11	1					
23	12	1					
25	7	2					
27	10	2					
29	2	2					
31	6	2					
33	3	2					
35	8	2					
37	4	2					
39	11	2					
41	12	2					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Writing Item Map – Grade 5

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 6 Cut
1	34	1					
5	54	1					
9	17	1					
13	54	2					
17	34	2					
21	17	2					
25	54	3					
31	34	3					
35	17	3					
39	34	4					
43	54	4					
50	17	4					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Listening Item Map – Grade 7

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 8 Cut
1	38					
2	4					
3	35					
4	40					
5	19					
6	2					
7	24					
8	36					
9	21					
10	18					
11	5					
12	37					
13	41					
14	8					
15	39					
16	3					
17	20					
18	23					
19	6					
20	7					
21	22					
22	1					
23	42					
24	25					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Reading Item Map – Grade 7

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 8 Cut
1	26					
2	14					
3	43					
4	48					
5	46					
6	29					
7	10					
8	11					
9	47					
10	44					
11	9					
12	45					
13	15					
14	30					
15	13					
16	50					
17	31					
18	32					
19	52					
20	27					
21	33					
22	28					
23	49					
24	12					
25	53					
26	16					
27	51					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Speaking Item Map – Grade 7

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 8 Cut
1	5	1					
3	1	1					
5	9	1					
7	6	1					
9	2	1					
11	10	1					
13	3	1					
15	8	1					
17	7	1					
19	11	1					
21	4	1					
23	12	1					
25	6	2					
27	2	2					
29	10	2					
31	3	2					
33	8	2					
35	7	2					
37	11	2					
39	4	2					
41	12	2					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Writing Item Map – Grade 7

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 8 Cut
1	17	1					
5	34	1					
9	54	1					
13	17	2					
17	34	2					
21	54	2					
25	17	3					
29	34	3					
33	54	3					
40	17	4					
44	34	4					
48	54	4					

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Listening Item Map – Grade 9

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 10 Cut	Grade 11 Cut	Grade 12 Cut
1	4							
2	6							
3	18							
4	22							
5	7							
6	38							
7	41							
8	2							
9	24							
10	37							
11	1							
12	36							
13	5							
14	25							
15	8							
16	42							
17	3							
18	23							
19	35							
20	20							
21	21							
22	19							
23	40							
24	39							

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Reading Item Map – Grade 9

Binder #_____

OIB Page #	Item # on Original Test	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 10 Cut	Grade 11 Cut	Grade 12 Cut
1	48							
2	10							
3	9							
4	46							
5	11							
6	43							
7	12							
8	33							
9	47							
10	29							
11	51							
12	13							
13	31							
14	28							
15	14							
16	45							
17	53							
18	52							
19	27							
20	49							
21	15							
22	26							
23	32							
24	50							
25	16							
26	30							
27	44							

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Speaking Item Map – Grade 9

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 10 Cut	Grade 11 Cut	Grade 12 Cut
1	5	1							
3	6	1							
5	9	1							
7	2	1							
9	3	1							
11	10	1							
13	7	1							
15	1	1							
17	8	1							
19	4	1							
21	6	2							
23	11	1							
25	12	1							
27	2	2							
29	3	2							
31	7	2							
33	10	2							
35	8	2							
37	4	2							
39	11	2							
41	12	2							

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

NYSESLAT Standard Setting
Writing Item Map – Grade 9

Binder #_____

OIB Page #	Item # on Original Test	Score Point	Item - Descriptor Matches	Round 1 Cut	Round 2 Cut	Final Cut	Grade 10 Cut	Grade 11 Cut	Grade 12 Cut
1	34	1							
5	17	1							
9	54	1							
13	34	2							
17	17	2							
21	54	2							
25	34	3							
29	17	3							
33	54	3							
40	34	4							
44	17	4							
48	54	4							

Performance Levels: EN = Entering, EM = Emerging, T = Transitioning, E = Expanding, C = Commanding

APPENDIX L: NYSESLAT PERFORMANCE LEVEL DESCRIPTIONS

2016 LISTENING Performance Level Descriptions — Grade Kindergarten				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few illustrated words, short phrases, or predictable sentences	Some illustrated words, phrases, or a few simple sentences	Most illustrated phrases, simple sentences, or a few expanded sentences	Most illustrated simple or some expanded sentences	A variety of illustrated simple or expanded sentences
Provided with substantial support, a student at this level can understand the language in grade-level spoken discourse needed to[6]:	**Provided with moderate support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**
Determine the meaning of a few Tier 1 grade-level words	Determine the meaning of some Tier 1 and a few Tier 2 grade-level words	Determine the meaning of most Tier 1 and a few Tier 2 grade-level words	Determine the meaning of most Tier 1 and some Tier 2 grade-level words	Determine the meaning of Tier 1 and some Tier 2 grade-level words
Identify an *explicit* character, place, action, or a main idea (topic)	Identify an *important* character, place, action, or a main idea (topic)	Identify *important* characters, places, actions, or a main idea (topic)	Identify characters, places, actions, or a main idea (topic)	
Identify or describe an *explicit* event in a sequence		Identify or describe *important* events in a sequence		
Identify or describe an *explicit* detail	Identify or describe a key detail	Identify or describe key details		
Identify or describe an *explicit* relationship	Identify or describe an *important* relationship		Identify or describe relationships	
		Identify *simple* language structures that develop a story, events, or descriptions	Identify language structures that develop a story, events, or descriptions	

[6] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

2016 READING Performance Level Descriptions — Grade Kindergarten				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can understand the language in context needed to:	**Provided with moderate support, a student at this level can understand the language in context needed to:**	**Provided with limited support, a student at this level can understand the language in context needed to:**	**A student at this level can understand the language in context needed to:**	**A student at this level can understand the language in context needed to:**
Identify a *basic* feature of print, a sound, or a grade-appropriate word	Identify a few *basic* features of print, sounds, or grade-appropriate words	Identify some *basic* features of print, sounds, or a few grade-appropriate words	Identify most *basic* features of print, sounds, or some grade-appropriate words	Identify most *basic* features of print, sounds, or grade-appropriate words
Identify a few one-to-one letter-sound correspondences or high-frequency grade-appropriate words	Identify some one-to-one letter-sound correspondences or a few high-frequency grade-appropriate words	Identify most one-to-one letter-sound correspondences or a few high-frequency grade-appropriate words	Identify most one-to-one letter-sound correspondences or some high-frequency grade-appropriate words	Identify most one-to-one letter-sound correspondences or high-frequency grade-appropriate words

2016 SPEAKING Performance Level Descriptions — Grade Kindergarten				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
One word, language that is entirely other than English, or unintelligible language	Multiple words, phrases, or simple sentences	Phrases, a simple sentence and possibly multiple simple sentences	Connected simple and possibly expanded sentences	Connected expanded sentences Fluid language
	Frequent errors that may obscure meaning	Occasional errors in words and structure that may obscure some meaning	Infrequent errors in words and structure that may obscure some meaning	No errors or infrequent errors that do not obscure meaning
In spoken discourse, a student at this level is unable to express thoughts and ideas to:	**In spoken discourse, a student at this level is able to *partially* express thoughts and ideas to[7]:**	**In spoken discourse, a student at this level is able to express *complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *connected and complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *fluid and complete* thoughts and ideas to:**
Narrate, describe, or discuss information	Narrate a story			
	Describe a detail	Describe a few details	Describe some details	Describe some relevant details using linking words and phrases
	Discuss a topic, which may be supported by an opinion		Discuss a topic supported by an opinion	

[7] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's oral production is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 WRITING Performance Level Descriptions — Grade Kindergarten				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
Unintelligible language or language that is entirely other than English	A recognizable, correct letter	A recognizable, correct letter		
		A recognizable word with most letters sequenced correctly	A recognizable word with most letters sequenced correctly	A recognizable, correct word with all letters sequenced correctly
		A sentence with most words in the correct order	A sentence with most words in the correct order	A sentence with all words in the correct order
		Grade-appropriate spelling that demonstrates phonemic awareness	Grade-appropriate spelling that demonstrates phonemic awareness	Grade-appropriate spelling that demonstrates phonemic awareness
In a written text, a student at this level is unable to produce:	**In a written text, a student at this level is able to produce[8]:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**
Words, short phrases, or drawings	Words, phrases, and/or predictable sentences, and possible drawings **OR** Only drawings	Phrases and simple sentences, and possible drawings **OR** Only very detailed drawings	Simple and/or expanded sentences, and possible drawings	Simple and/or expanded sentences, and one or more compound or complex sentence, and possible drawings
Descriptions or events	*Minimal* descriptions or events	*Some* descriptions and events	*Partial* descriptions and events	Descriptions and events
	Many errors that often obscure meaning	Some errors that occasionally obscure meaning	Few errors that rarely obscure meaning	Minimal or no errors that obscure meaning
	Words that are unclear but meaning is evident	Words are mostly clear	Words are clear	
	Possible inventive spelling	Possible inventive spelling	Possible inventive spelling	Possible inventive spelling

[8] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student produces or responds with the elements in the column to the left.

2016 LISTENING Performance Level Descriptions — Grades 1–2				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded sentences	Most simple or some expanded sentences	A variety of simple or expanded sentences
Provided with substantial support, a student at this level can understand the language in grade-level spoken discourse needed to[9]:	**Provided with moderate support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**
Determine the meaning of a few Tier 1 grade-level words	Determine the meaning of some Tier 1 and a few Tier 2 grade-level words	Determine the meaning of most Tier 1 and a few Tier 2 grade-level words	Determine the meaning of most Tier 1 and some Tier 2 grade-level words	Determine the meaning of Tier 1 and some Tier 2 grade-level words
Identify an *explicit* individual, place, action, or main idea (topic)	Identify an *important* individual, place, action, or main idea (topic)	Identify *important* individuals, places, actions, or a main idea (topic)	Identify individuals, places, actions, or a main idea (topic)	
Identify or describe an *explicit* event in a sequence		Identify or describe *important* events in a sequence		
Identify or describe an *explicit* detail	Identify or describe a key detail	Identify or describe key details		
Identify or describe an *explicit* relationship	Identify or describe an *important* relationship		Identify or describe relationships	
		Identify *simple* language structures that develop a story or descriptions	Identify language structures that develop a story or descriptions	

[9] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

2016 READING Performance Level Descriptions — Grades 1–2				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded sentences	Most simple or some expanded sentences	A variety of simple or expanded sentences
Provided with substantial support, a student at this level can understand the language in grade-level text needed to[10]:	**Provided with moderate support, a student at this level can understand the language in grade-level text needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**
Determine the meaning of a few Tier 1 grade-level words	Determine the meaning of some Tier 1 and a few Tier 2 grade-level words	Determine the meaning of most Tier 1 and a few Tier 2 grade-level words	Determine the meaning of most Tier 1 and some Tier 2 grade-level words	Determine the meaning of Tier 1 and some Tier 2 grade-level words
Identify an *explicit* individual, place, action, or main idea (topic)	Identify an *important* individual, place, action, or main idea (topic)	Identify *important* individuals, places, actions, or a main idea (topic)	Identify individuals, places, actions, or a main idea (topic)	
Identify or describe an *explicit* event in a sequence		Identify or describe *important* events in a sequence		
Identify or describe an *explicit* detail	Identify or describe a key detail	Identify or describe key details		
Identify or describe an *explicit* relationship	Identify or describe an *important* relationship		Identify or describe relationships	
		Identify *simple* text structures that develop a story or relationships	Identify text structures that develop a story or relationships	
		Identify a significant topic that is established by *simple* text structures	Identify a significant topic that is established by text structures	

[10] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

2016 SPEAKING Performance Level Descriptions — Grades 1–2				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
One word, language that is entirely other than English, or unintelligible language	Multiple words, phrases, or simple sentences	Phrases, a simple sentence and possibly multiple simple sentences	Connected simple and possibly expanded sentences	Connected expanded sentences Fluid language
	Frequent errors that may obscure meaning	Occasional errors in words and structure that may obscure some meaning	Infrequent errors in words and structure that may obscure some meaning	No errors or infrequent errors that do not obscure meaning
In spoken discourse, a student at this level is unable to express thoughts and ideas to:	**In spoken discourse, a student at this level is able to *partially* express thoughts and ideas to[11]:**	**In spoken discourse, a student at this level is able to express *complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *connected and complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *fluid and complete* thoughts and ideas to:**
Narrate, describe, or discuss information	Narrate a story			
	Describe a few details	Describe some details		Describe relevant details using linking words and phrases
	Discuss a topic, which may be supported by a detail, a fact, or an opinion	Discuss a topic, which may be supported by a detail, a fact, or an opinion with a reason	Discuss a topic supported by details, facts, or an opinion with a reason	

[11] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's oral production is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 WRITING Performance Level Descriptions — Grades 1–2				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
Words or short phrases	Words, phrases, and occasionally simple sentences	Simple sentences and occasionally expanded and/or compound sentences	Simple, expanded, and/or compound sentences	A variety of simple, expanded, and/or compound sentences
The most frequent words	Common words and short phrases	A few grade-level words and phrases	Some grade-level words and phrases	Many grade-level words and phrases
Numerous errors; Errors that totally obscure meaning	Many errors; Errors that often obscure meaning	Occasional errors; Errors that may obscure meaning	Few errors; Errors that rarely obscure meaning	Infrequent errors; Errors that do not obscure meaning
In a written text, a student at this level is unable to produce:	**In a written text, a student at this level is able to produce[12]:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**
An introduction or completion of a thought or an idea	A *basic* introduction or completion of thoughts or ideas	A *limited* introduction and/or completion of thoughts and ideas	A *partial* introduction and completion of thoughts and ideas	
	Basic development of descriptions or two or more events in sequence		*Partial* development of descriptions with details and two or more events in sequence	
	Basic development of an opinion or additional information	*Limited* development of an opinion with reasons or additional information		*Sufficient* development of an opinion with varied reasons and additional information

[12] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's writing is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 LISTENING Performance Level Descriptions — Grades 3–4				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded or complex sentences	Most simple or some expanded or complex sentences	A variety of simple, expanded, or complex sentences
		Ideas within phrases and a few sentences	Ideas within multiple sentences	Ideas within a variety of sentences
		How *simple* language structures develop a story, events, or descriptions	How language structures develop a story, events, or descriptions	
Provided with substantial support, a student at this level can understand the language in grade-level spoken discourse needed to[13]:	**Provided with moderate support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**
Determine the literal meaning of some Tier 1 grade-level words	Determine the literal meaning of some Tier 1 and a few Tier 2 grade-level words	Determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 grade-level words	Determine most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 grade-level words	Determine most of the literal and figurative meanings of Tier 1 and some Tier 2 grade-level words
Identify an *explicit* individual, place, action, concept, or main idea (topic)	Identify an *important* individual, place, action, concept, or main idea (topic)	Identify *important* individuals, places, actions, concepts; or a main idea (topic) or *important* message	Identify individuals, places, actions, concepts; or a main idea (topic) or *important* message	
Identify or describe an *explicit* event in a sequence		Identify or describe *important* events in a sequence		
Identify or describe an *explicit* detail	Identify or describe a key detail	Identify or describe key details		
Identify or describe an *explicit* relationship	Identify or describe an *important* relationship		Identify or describe relationships	

[13] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

2016 READING Performance Level Descriptions — Grades 3–4				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded or complex sentences	Most simple or some expanded or complex sentences	A variety of simple, expanded, or complex sentences
		Ideas within phrases and a few sentences	Ideas within multiple sentences	Ideas within a variety of sentences
		How *simple* text structures develop a story, events, or descriptions	How text structures develop a story, events, or descriptions	
		How a significant topic is established by *simple* text structures	How a significant topic is established by text structures	
Provided with substantial support, a student at this level can understand the language in grade-level text needed to[14]:	**Provided with moderate support, a student at this level can understand the language in grade-level text needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**
Determine the literal meaning of some Tier 1 grade-level words	Determine the literal meaning of some Tier 1 and a few Tier 2 grade-level words	Determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 grade-level words	Determine most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 grade-level words	Determine most of the literal and figurative meanings of Tier 1 and some Tier 2 grade-level words
Identify an *explicit* individual, place, action, concept, or main idea (topic)	Identify an *important* individual, place, action, concept, or main idea (topic)	Identify *important* individuals, places, actions, concepts; or a main idea (topic) or an *important* message	Identify individuals, places, actions, concepts; or a main idea (topic) or an *important* message	
Identify or describe an *explicit* event in a sequence		Identify or describe *important* events in a sequence		
Identify or describe an *explicit* detail	Identify or describe a key detail	Identify or describe key details		
Identify or describe an *explicit* relationship	Identify or describe an *important* relationship		Identify or describe relationship	

[14] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

2016 SPEAKING Performance Level Descriptions — Grades 3–4				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
One word, language that is entirely other than English, or unintelligible language	Multiple words, phrases, or simple sentences	Phrases, a simple sentence and possibly multiple simple sentences	Connected simple and possibly expanded sentences	Connected expanded sentences Fluid language
	Frequent errors that may obscure meaning	Occasional errors in words and structure that may obscure some meaning	Infrequent errors in words and structure that may obscure some meaning	No errors or infrequent errors that do not obscure meaning
In spoken discourse, a student at this level is unable to express thoughts and ideas to:	**In spoken discourse, a student at this level is able to *partially* express thoughts and ideas to[15]:**	**In spoken discourse, a student at this level is able to express *complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *connected and complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *fluid and complete* thoughts and ideas to:**
Narrate, describe, or discuss information	Narrate a story or a process in sequence			
	Describe some details	Describe some relevant details	Describe relevant details	Describe relevant details using linking words and phrases
	Discuss a topic, which may be supported by an opinion or a reason		Discuss a topic supported by an opinion with a reason	

[15] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's oral production is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 WRITING Performance Level Descriptions — Grades 3–4				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
Words or short phrases	Words, phrases, and simple sentences	Simple sentences, and occasionally expanded and/or complex sentences	Simple, expanded, and/or complex sentences	A variety of simple, expanded, and complex sentences
The most frequent Tier 1 words or predictable phrases	Tier 1 and common Tier 2 grade-level words	Tier 1 and a few Tier 2 grade-level words	Tier 1 and some Tier 2 grade-level words	Tier 1 and many Tier 2 grade-level words
Numerous errors; Errors that totally obscure meaning	Many errors; Errors that often obscure meaning	Occasional errors; Errors that may obscure meaning	Few errors; Errors that rarely obscure meaning	Infrequent errors; Errors that do not obscure meaning
In a written text, a student at this level is unable to produce:	**In a written text, a student at this level is able to produce[16]:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**
An introduction, development, or completion of a thought or an idea	*Basic* introduction, development, or completion of thoughts or ideas	*Limited* introduction, development, and/or completion of linked thoughts and ideas	*Partial* introduction, development, and completion of linked thoughts and ideas	*Sufficient* introduction, development, and completion of linked thoughts and ideas
	Basic development of descriptions or events in sequence		*Partial* development of detailed descriptions and events in sequence	
	Basic descriptions of ideas, facts, or both	*Minimally* detailed descriptions of ideas, facts, or both		*Sufficiently* detailed descriptions of ideas and facts
	Basic development of connected ideas	*Limited* development of supported, relevant, and/or connected ideas	*Partial* development of supported, relevant, and/or connected ideas	*Sufficient* development of supported, relevant, and connected ideas

[16] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's writing is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 LISTENING Performance Level Descriptions — Grades 5–6				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded or complex sentences	Most simple or some expanded or complex sentences	A variety of simple, expanded, or complex sentences
		Ideas within phrases and a few sentences	Ideas within multiple sentences	Ideas within a variety of sentences
	How *basic* language structures develop a topic, details, or relationships	How *simple* language structures develop a topic, details, or relationships	How language structures develop a topic, details, or relationships	
Provided with substantial support, a student at this level can understand the language in grade-level spoken discourse needed to[17]:	**Provided with moderate support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**
Determine the literal meaning of some Tier 1 grade-level words	Determine the literal meaning of some Tier 1 and a few Tier 2 grade-level words	Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 grade-level words	Determine most of the literal and some of the figurative meanings of Tier 1 and Tier 2 grade-level words	Determine most of the literal or figurative meanings of Tier 1 and Tier 2 grade-level words
Identify an *explicit* individual, setting, concept, or main idea	Identify an *important* individual, setting, concept, main idea, or a supporting idea	Identify *important* individuals, settings, concepts, or a main or supporting idea	Identify individuals, settings, concepts, or a main or supporting idea	
Identify or describe an *explicit* event in a sequence		Identify or describe *important* events in a sequence		
Identify or describe an *explicit* detail	Identify or describe a key detail or additional information	Identify or describe key details or additional information		
Identify or describe an *explicit* relationship or conclusion	Identify or describe an *important* relationship or conclusion		Identify or describe relationships or conclusions	

[17] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

2016 READING Performance Level Descriptions — Grades 5–6				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded or complex sentences	Most simple or some expanded or complex sentences	A variety of simple, expanded, or complex sentences
		Ideas within phrases and a few sentences	Ideas within multiple sentences	Ideas within a variety of sentences
	How *basic* text structures develop a topic, details, or relationships	How *simple* text structures develop a topic, details, or relationships	How text structures develop a topic, details, or relationships	
	How a significant relationship or topic is established by *basic* text structures	How a significant relationship or topic is established by *simple* text structures	How a significant relationship or topic is established by text structures	
Provided with substantial support, a student at this level can understand the language in grade-level text needed to[18]:	**Provided with moderate support, a student at this level can understand the language in grade-level text needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**
Determine the literal meaning of some Tier 1 grade-level words	Determine the literal meaning of some Tier 1 and a few Tier 2 grade-level words	Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 grade-level words	Determine most of the literal and some of the figurative meanings of Tier 1 and Tier 2 grade-level words	Determine most of the literal or figurative meanings of Tier 1 and Tier 2 grade-level words
Identify an *explicit* individual, setting, concept, or main idea	Identify an *important* individual, setting, concept, main idea, or supporting idea	Identify *important* individuals, settings, concepts, or a main or supporting idea	Identify individuals, settings, concepts, or a main or supporting idea	
Identify or describe an *explicit* event in a sequence		Identify or describe *important* events in a sequence		
Identify or describe an *explicit* detail	Identify or describe a key detail or additional information	Identify or describe key details or additional information		
Identify or describe an *explicit* relationship or conclusion	Identify or describe an *important* relationship or conclusion		Identify or describe relationships or conclusions	

[18] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

2016 SPEAKING Performance Level Descriptions — Grades 5–6				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
One word, language that is entirely other than English, or unintelligible language	Multiple words, phrases, or simple sentences	Phrases, a simple sentence and possibly multiple simple sentences	Connected simple and possibly expanded sentences	Connected expanded sentences Fluid language
	Frequent errors that may obscure meaning	Occasional errors in words and structure that may obscure some meaning	Infrequent errors in words and structure that may obscure some meaning	No errors or infrequent errors that do not obscure meaning
In spoken discourse, a student at this level is unable to express thoughts and ideas to:	**In spoken discourse, a student at this level is able to *partially* express thoughts and ideas to[19]:**	**In spoken discourse, a student at this level is able to express *complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *connected and complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *fluid and complete* thoughts and ideas to:**
Narrate, describe, or discuss information	Narrate a story or describe a process in sequence			
	Describe details	Describe relevant details		Describe relevant details using linking words and phrases
	Discuss a topic, or an opinion or a claim, which may be supported by a reason		Discuss a topic, or an opinion or a claim supported by reasons	

[19] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's oral production is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 WRITING Performance Level Descriptions — Grades 5–6				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
Word or short phrases	Words, phrases, and simple sentences	Simple sentences, and occasionally expanded and/or complex sentences	Simple, expanded, and/or complex sentences	A variety of simple, expanded, and complex sentences
The most frequent Tier 1 words or predictable phrases	Tier 1 and common Tier 2 grade-level words	Tier 1 and a few Tier 2 grade-level words	Tier 1 and some Tier 2 grade-level words	Tier 1 and many Tier 2 grade-level words
Numerous errors; Errors that totally obscure meaning	Many errors; Errors that often obscure meaning	Occasional errors; Errors that may obscure meaning	Few errors; Errors that rarely obscure meaning	Infrequent errors; Errors that do not obscure meaning
In a written text, a student at this level is unable to produce:	**In a written text, a student at this level is able to produce[20]:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**
Orientation, development of ideas, or closure	*Basic* orientation, development of ideas, or closure	*Limited* orientation, development of ideas, and/or closure	*Partial* orientation, logical development of ideas, and closure	*Sufficient* orientation, logical development of ideas, and closure
	Basic development of ideas using transitions		*Partial* development of ideas using transitions	
	Basic descriptions of ideas, facts, or both	*Minimally* detailed descriptions of ideas, facts, or both		*Sufficiently* detailed descriptions of ideas and facts
	Basic development of ideas, support, or closure	*Limited* development of linked ideas, a variety of support, and/or closure	*Partial* development of linked ideas, a variety of support, and/or closure	*Sufficient* development of precisely stated and linked ideas, a variety of support, and closure

[20] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's writing is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 LISTENING Performance Level Descriptions — Grades 7–8				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded or complex sentences	Most simple or some expanded or complex sentences	A variety of simple, expanded, or complex sentences
		Ideas within phrases and a few sentences	Ideas within multiple sentences	Ideas within a variety of sentences
	How *basic* language structures develop a topic, evidence, details, or relationships	How *simple* language structures develop a topic, evidence, details, or relationships	How language structures develop a topic, evidence, details, or relationships	
Provided with substantial support, a student at this level can understand the language in grade-level spoken discourse needed to[21]:	**Provided with moderate support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**
Determine the literal meaning of some Tier 1 grade-level words and their impact	Determine the literal meaning of some Tier 1 and a few Tier 2 grade-level words and their impact	Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 grade-level words and their impact	Determine most of the literal and some of the figurative meanings of Tier 1 and Tier 2 grade-level words and their impact	Determine most of the literal or figurative meanings of Tier 1 and Tier 2 grade-level words and their impact
Identify an *explicit* individual, setting, evidence, concept, main idea, or supporting idea	Identify an *important* individual, setting, evidence, concept, main idea, or supporting idea		Identify individuals, settings, evidence, concepts, or main or supporting ideas	
Identify or describe an *explicit* event in a sequence		Identify or describe *important* events in a sequence		
Identify or describe an *explicit* detail or result	Identify or describe a key detail or an *important* result		Identify or describe key details or results	
Identify or describe an *explicit* relationship or conclusion		Identify or describe *important* relationships or conclusions		

[21] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

2016 READING Performance Level Descriptions — Grades 7–8				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded or complex sentences	Most simple or some expanded or complex sentences	A variety of simple, expanded, or complex sentences
		Ideas within phrases and a few sentences	Ideas within multiple sentences	Ideas within a variety of sentences
	How *basic* text structures develop a topic, evidence, details, or relationships	How *simple* text structures develop a topic, evidence, details, or relationships	How text structures develop a topic, evidence, details, or relationships	
	How a significant relationship or topic is established by *basic* text structures	How a significant relationship or topic is established by *simple* text structures	How a significant relationship or topic is established by text structures	
Provided with substantial support, a student at this level can understand the language in grade-level text needed to[22]:	**Provided with moderate support, a student at this level can understand the language in grade-level text needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**
Determine the literal meaning of some Tier 1 grade-level words and their impact	Determine the literal meaning of some Tier 1 and a few Tier 2 grade-level words and their impact	Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 grade-level words and their impact	Determine most of the literal and some of the figurative meanings of Tier 1 and Tier 2 grade-level words and their impact	Determine most of the literal or figurative meanings of Tier 1 and Tier 2 grade-level words and their impact
Identify an *explicit* individual, setting, evidence, concept, main idea, or supporting idea	Identify an *important* individual, setting, evidence, concept, main idea, or supporting idea		Identify individuals, settings, evidence, concepts, or main or supporting ideas	
Identify or describe an *explicit* event in a sequence		Identify or describe *important* events in a sequence		
Identify or describe an *explicit* detail or result	Identify or describe key details or an *important* result		Identify or describe key details or results	
Identify or describe an *explicit* relationship or conclusion		Identify or describe *important* relationships or conclusions		

[22] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

2016 SPEAKING Performance Level Descriptions — Grades 7–8				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
One word, language that is entirely other than English, or unintelligible language	Multiple words, phrases, or simple sentences	Phrases, a simple sentence and possibly multiple simple sentences	Connected simple and possibly expanded sentences	Connected expanded sentences Fluid language
	Frequent errors that may obscure meaning	Occasional errors in words and structure that may obscure some meaning	Infrequent errors in words and structure that may obscure some meaning	No errors or infrequent errors that do not obscure meaning
In spoken discourse, a student at this level is unable to express thoughts and ideas to:	**In spoken discourse, a student at this level is able to *partially* express thoughts and ideas to[23]:**	**In spoken discourse, a student at this level is able to express *complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *connected and complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *fluid and complete* thoughts and ideas to:**
Narrate, describe, or discuss information	Narrate a story or describe a process in sequence			
	Describe details	Describe relevant details		Describe relevant details using linking words and phrases
	Discuss a topic, facts, or evidence; or an opinion or a claim, which may be supported by a reason		Discuss a topic, facts, or evidence; or an opinion or a claim supported by reasons	

[23] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's oral production is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 WRITING Performance Level Descriptions — Grades 7–8				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
Words or short phrases	Words, phrases, and simple sentences	Simple sentences, and occasionally expanded and/or complex sentences	Simple, expanded, and/or complex sentences	A variety of simple, expanded, and complex sentences
Common Tier 1 and Tier 2 grade-level words or short phrases	Tier 1 and common Tier 2 grade-level words	Tier 1 and a few Tier 2 and Tier 3 grade-level words	Tier 1 and some Tier 2 and Tier 3 grade-level words	Tier 1 and many Tier 2 and Tier 3 grade-level words
Numerous errors; Errors that totally obscure meaning	Many errors; Errors that often obscure meaning	Occasional errors; Errors that may obscure meaning	Few errors; Errors that rarely obscure meaning	Infrequent errors; Errors that do not obscure meaning
In a written text, a student at this level is unable to produce:	**In a written text, a student at this level is able to produce[24]:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**
Orientation, development or organization of information, or closure	*Basic* orientation, development of ideas, or closure	*Limited* orientation, development of ideas, transitions, and/or closure	*Partial* orientation, development of ideas, transitions, and closure	*Sufficient* orientation, development of ideas, transitions, and closure
	Basic development of organized or connected ideas		*Partial* development of logically organized and connected ideas	
	Basic descriptions of ideas, facts, or both	*Minimally* detailed descriptions of ideas, facts, or both		*Sufficiently* detailed descriptions of ideas and facts
	Basic development of claims and evidence, support, or closure	*Limited* development of linked claims and evidence, a variety of support, and/or closure	*Partial* development of linked claims and evidence, a variety of support, and/or closure	*Sufficient* development of precisely stated and linked claims and evidence, a variety of support, and closure

[24] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's writing is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 LISTENING Performance Level Descriptions — Grades 9–12				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded or complex sentences	Most simple or some expanded or complex sentences	A variety of simple, expanded, or complex sentences
		Ideas within phrases and a few sentences	Ideas within multiple sentences	Ideas within a variety of sentences
	How *basic* language structures develop a topic, a claim and evidence, details, or relationships	How *simple* language structures develop a topic, a claim and evidence, details, or relationships	How language structures develop a topic, a claim and evidence, details, or relationships	
	How a significant relationship or topic is established by *basic* language structures	How a significant relationship or topic is established by *simple* language structures	How a significant relationship or topic is established by language structures	
Provided with substantial support, a student at this level can understand the language in grade-level spoken discourse needed to[25]:	**Provided with moderate support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**	**A student at this level can understand the language in grade-level spoken discourse needed to:**
Determine the literal meaning of some Tier 1 grade-level words and their impact	Determine the literal meaning of some Tier 1 and a few Tier 2 grade-level words and their impact	Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 grade-level words, including their cumulative meanings, and their impact	Determine most of the literal and some of the figurative meanings of Tier 1 and Tier 2 grade-level words, including their cumulative meanings, and their impact	Determine most of the literal or figurative meanings of Tier 1 and Tier 2 grade-level words, including their cumulative meanings, and their impact
Identify an *explicit* aspect of an individual, evidence, or message	Identify an *important* aspect of an individual, evidence, message, or theme		Identify aspects of individuals, evidence, messages, or themes	
Identify or describe an *explicit* event or temporal marker in a sequence		Identify or describe *important* events or temporal markers in a sequence		
Identify or describe an *explicit* detail, reason, or result	Identify or describe a key detail or an *important* reason or result		Identify or describe key details, reasons, or results	

[25] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

Identify or describe an *explicit* relationship or conclusion		Identify or describe *important* relationships or conclusions		

2016 READING Performance Level Descriptions — Grades 9–12

Entering	Emerging	Transitioning	Expanding	Commanding
Provided with substantial support, a student at this level can demonstrate understanding of:	**Provided with moderate support, a student at this level can demonstrate understanding of:**	**Provided with limited support, a student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**	**A student at this level can demonstrate understanding of:**
A few words, short phrases, or predictable sentences	Some words, phrases, or a few simple sentences	Most phrases, simple sentences, or a few expanded or complex sentences	Most simple or some expanded or complex sentences	A variety of simple, expanded, or complex sentences
		Ideas within phrases and a few sentences	Ideas within multiple sentences	Ideas within a variety of sentences
	How *basic* text structures develop a topic, a claim and evidence, details, or relationships	How *simple* text structures develop a topic, a claim and evidence, details, or relationships	How text structures develop a topic, a claim and evidence, details, or relationships	
	How a significant relationship or topic is established by *basic* text structures	How a significant relationship or topic is established by *simple* text structures	How a significant relationship or topic is established by text structures	
Provided with substantial support, a student at this level can understand the language in grade-level text needed to[26]:	**Provided with moderate support, a student at this level can understand the language in grade-level text needed to:**	**Provided with limited support, a student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**	**A student at this level can understand the language in grade-level text needed to:**
Determine the literal meaning of some Tier 1 grade-level words and their impact	Determine the literal meaning of some Tier 1 and a few Tier 2 grade-level words and their impact	Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 grade-level words, including their cumulative meanings, and their impact	Determine most of the literal and some of the figurative meanings of Tier 1 and Tier 2 grade-level words, including their cumulative meanings, and their impact	Determine most of the literal or figurative meanings of Tier 1 and Tier 2 grade-level words, including their cumulative meanings, and their impact
Identify an *explicit* aspect of an individual, evidence, concept, or message	Identify an *important* aspect of an individual, evidence, concept, message, or theme		Identify aspects of individuals, evidence, concepts, messages, or themes	
Identify or describe an *explicit* event or temporal marker in a sequence		Identify or describe *important* events or temporal markers in a sequence		
Identify or describe an *explicit* detail, reason, or result	Identify or describe a key detail or an *important* reason or result		Identify or describe key details, reasons, or results	

[26] An underlying assumption is that student language knowledge and skills shown at lower performance levels are also present at the higher performance levels. Where no elements are indicated, it is expected that a student understands the elements in the column to the left.

Identify or describe an *explicit* relationship or conclusion		Identify or describe *important* relationships or conclusions		

2016 SPEAKING Performance Level Descriptions — Grades 9–12				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
One word, language that is entirely other than English, or unintelligible language	Multiple words, phrases, or simple sentences	Phrases, a simple sentence and possibly multiple simple sentences	Connected simple and possibly expanded sentences	Connected expanded sentences Fluid language
	Frequent errors that may obscure meaning	Occasional errors in words and structure that may obscure some meaning	Infrequent errors in words and structure that may obscure some meaning	No errors or infrequent errors that do not obscure meaning
In spoken discourse, a student at this level is unable to express thoughts and ideas to:	**In spoken discourse, a student at this level is able to *partially* express thoughts and ideas to[27]:**	**In spoken discourse, a student at this level is able to express *complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *connected and complete* thoughts and ideas to:**	**In spoken discourse, a student at this level is able to express *fluid and complete* thoughts and ideas to:**
Narrate, describe, or discuss information	Narrate a story or describe a process in sequence			
	Describe details	Describe relevant details		Describe relevant details using linking words and phrases
	Discuss a topic, facts, or evidence; or an opinion or a claim, which may be supported by a reason		Discuss a topic, facts, or evidence; or an opinion or a claim supported by reasons	

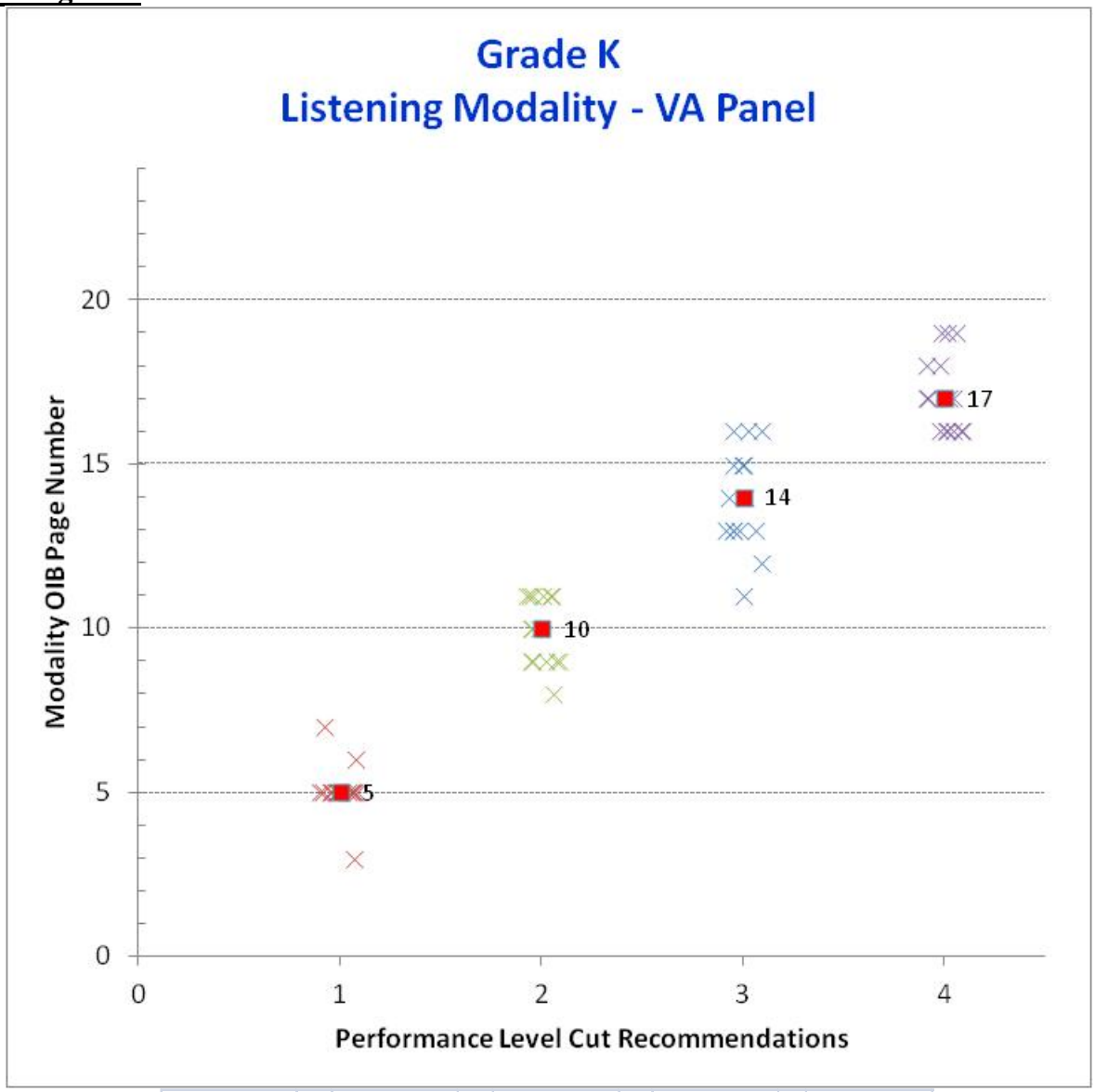
[27] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's oral production is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

2016 WRITING Performance Level Descriptions — Grades 9–12				
Entering	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
A student at this level does not respond or responds with:	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**	**A student at this level responds with:**
Words or short phrases	Words, phrases, and simple sentences	Simple sentences, and occasionally expanded and/or complex sentences	Simple, expanded, and/or complex sentences	A variety of simple, expanded, and complex sentences
Common Tier 1 and Tier 2 grade-level words or short phrases	Tier 1 and common Tier 2 grade-level words	Tier 1 and a few Tier 2 and Tier 3 grade-level words	Tier 1 and some Tier 2 and Tier 3 grade-level words	Tier 1 and many Tier 2 and Tier 3 grade-level words
Numerous errors; Errors that totally obscure meaning	Many errors; Errors that often obscure meaning	Occasional errors; Errors that may obscure meaning	Few errors; Errors that rarely obscure meaning	Infrequent errors; Errors that do not obscure meaning
In a written text, a student at this level is unable to produce:	**In a written text, a student at this level is able to produce[28]:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**	**In a written text, a student at this level is able to produce:**
Orientation, development or organization of information, or closure	*Basic* orientation, development of ideas, or closure	*Limited* orientation, development of ideas, transitions, and/or closure	*Partial* orientation, development of ideas, transitions, and closure	*Sufficient* orientation, development of ideas, transitions, and closure
	Basic development of organized or connected ideas		*Partial* development of logically organized and connected ideas	
	Basic descriptions of ideas, facts, or both	*Minimally* detailed descriptions of ideas, facts, or both		*Sufficiently* detailed descriptions of ideas and facts
	Basic development of claims and evidence, support, or closure	*Limited* development of linked claims and evidence, a variety of support, and/or closure	*Partial* development of linked claims and evidence, a variety of support, and/or closure	*Sufficient* development of precisely stated and linked claims and evidence, a variety of support, and closure

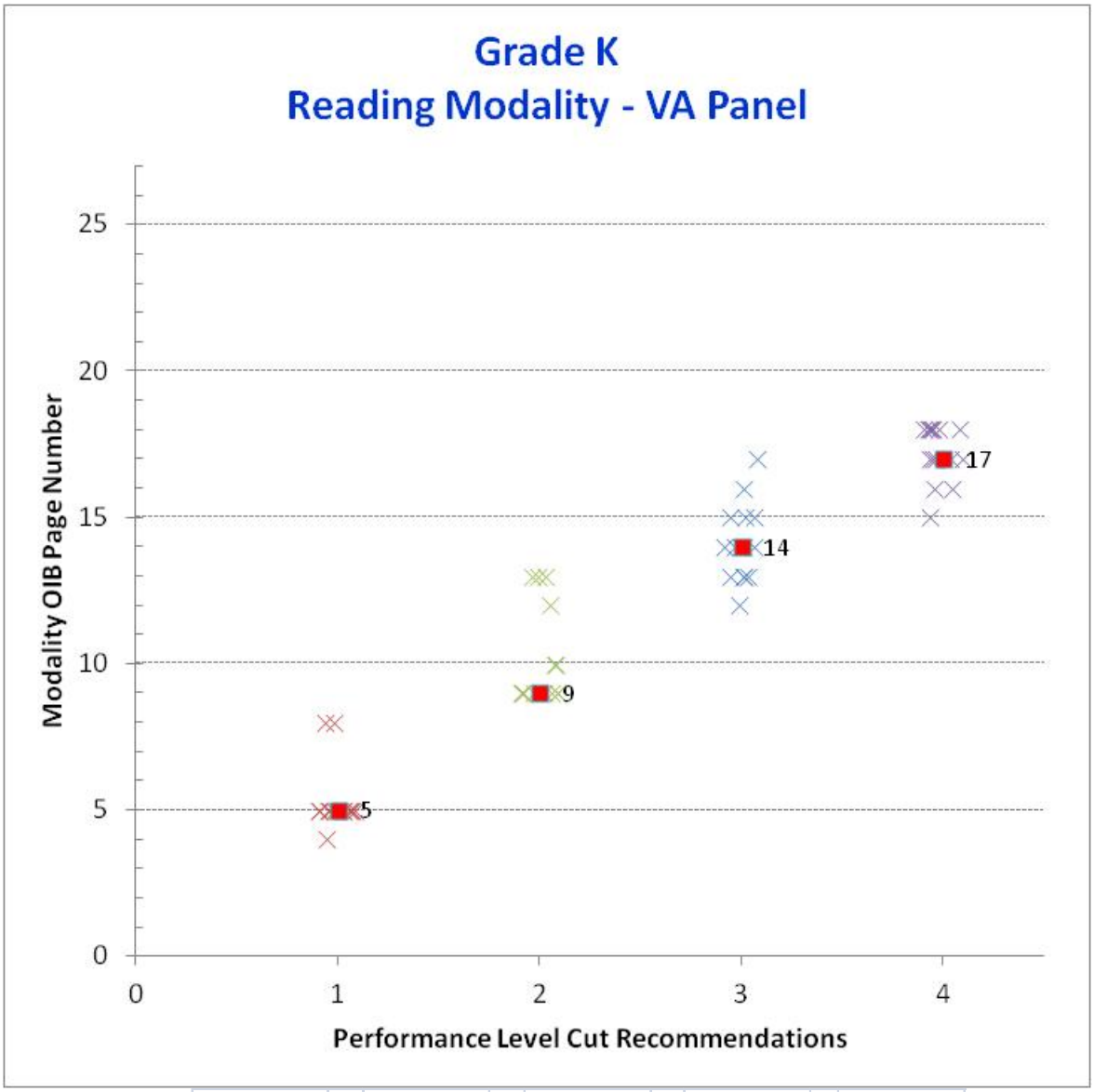
[28] An underlying assumption is that the degree of student language knowledge and skills is similar within a performance level. When no element is indicated, it is expected that a student's writing is characterized by the element to the left, but with the degree of specificity (basic, limited, partial, sufficient) typical of the performance level.

APPENDIX M: STANDARD SETTING RECOMMENDED PERFORMANCE LEVEL CUTS BY MODALITY AND GRADE LEVEL

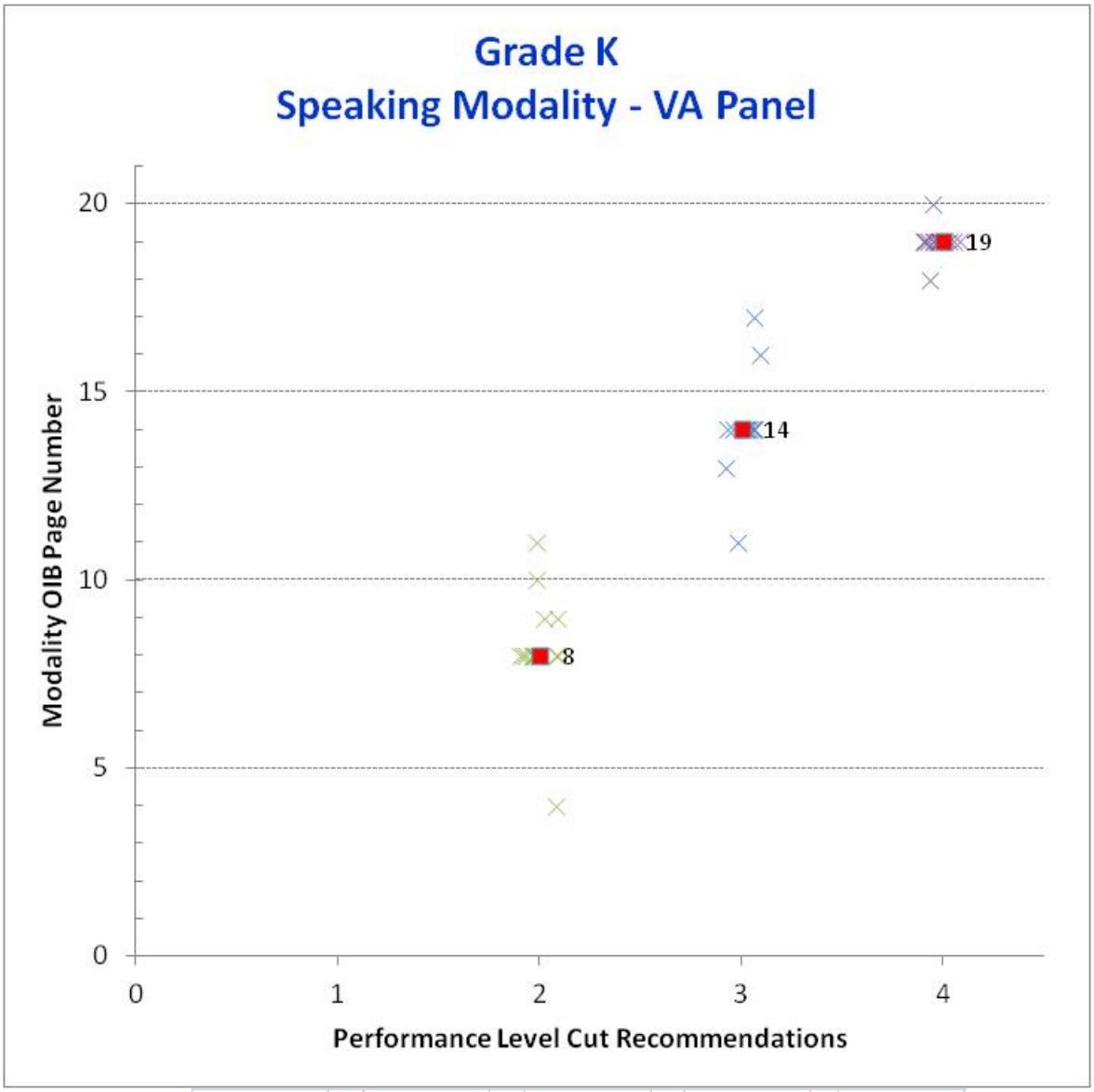
Kindergarten



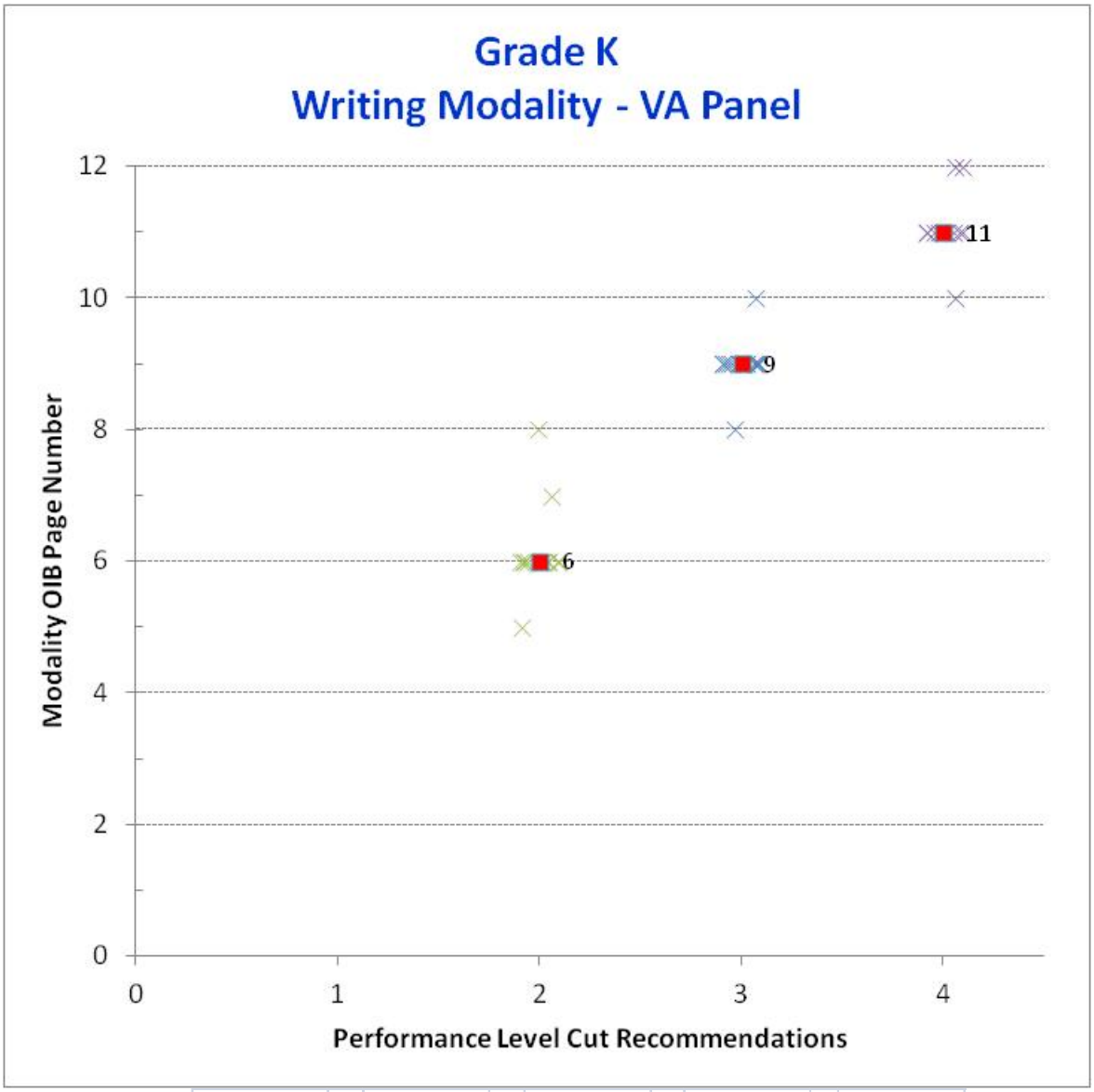
	1	2	3	4
Median	**5**	**10**	**14**	**17**
Lowest	3	8	11	16
Highest	7	11	16	19
SEJ	0.24	0.32	0.47	0.36



	1	2	3	4
Median	**5**	**9**	**14**	**17**
Lowest	4	9	12	15
Highest	8	13	17	18
SEJ	0.34	0.51	0.40	0.30

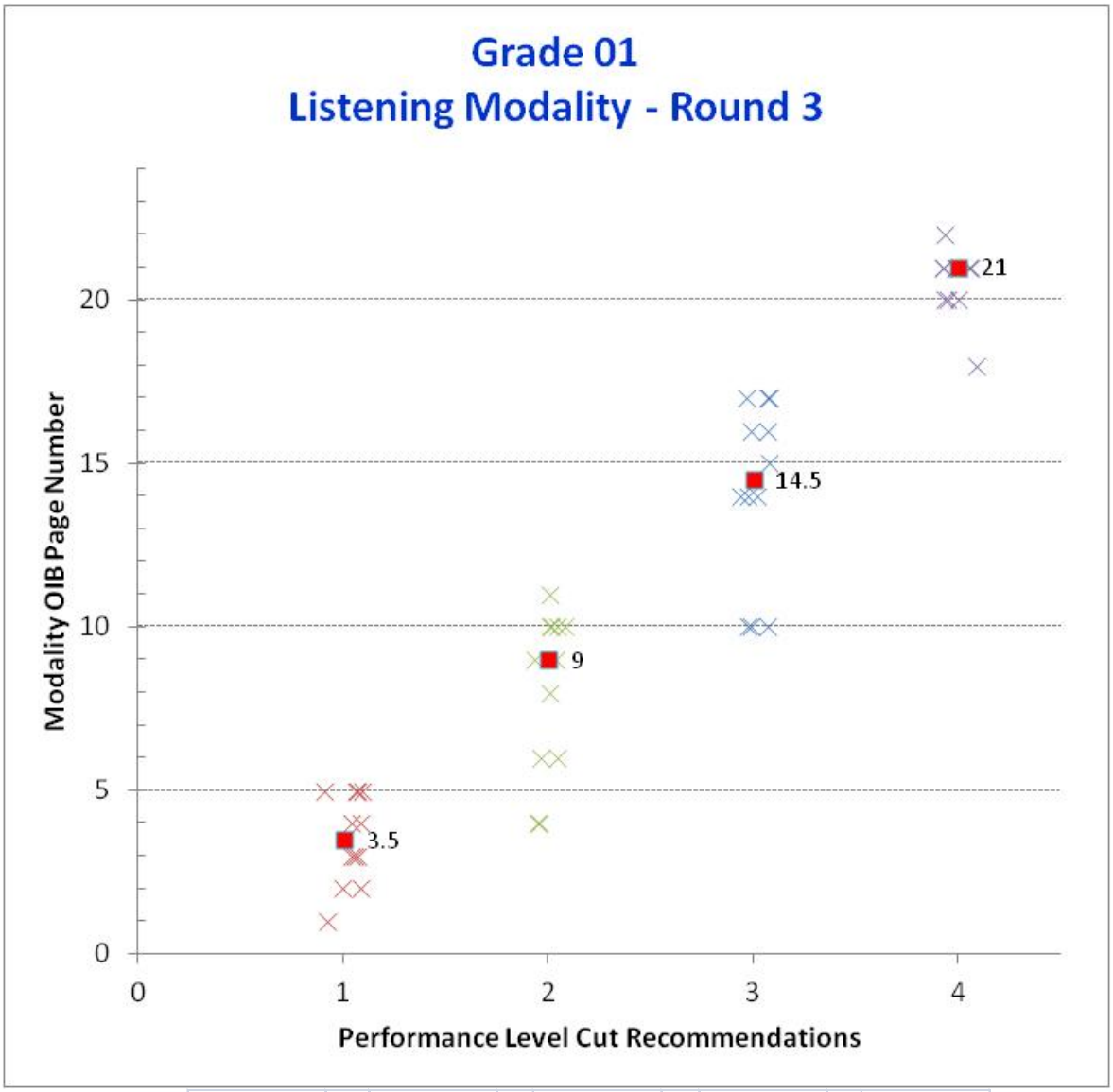


	1	2	3	4
Median		**8**	**14**	**19**
Lowest		4	11	18
Highest		11	17	20
SEJ		0.45	0.39	0.11

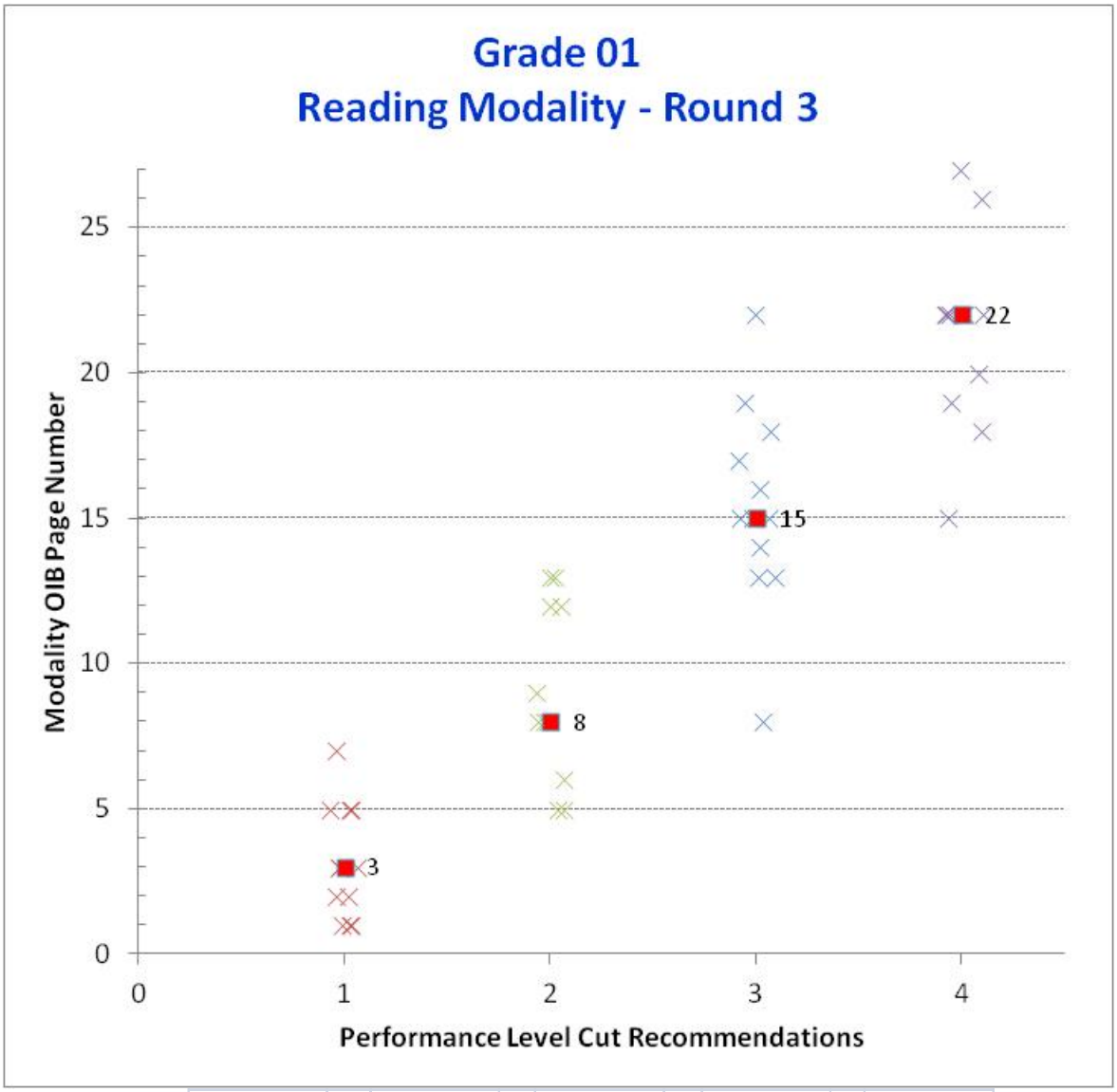


	1	2	3	4
Median		**6**	**9**	**11**
Lowest	0	5	8	10
Highest	0	8	10	13
SEJ	0.00	0.19	0.11	0.28

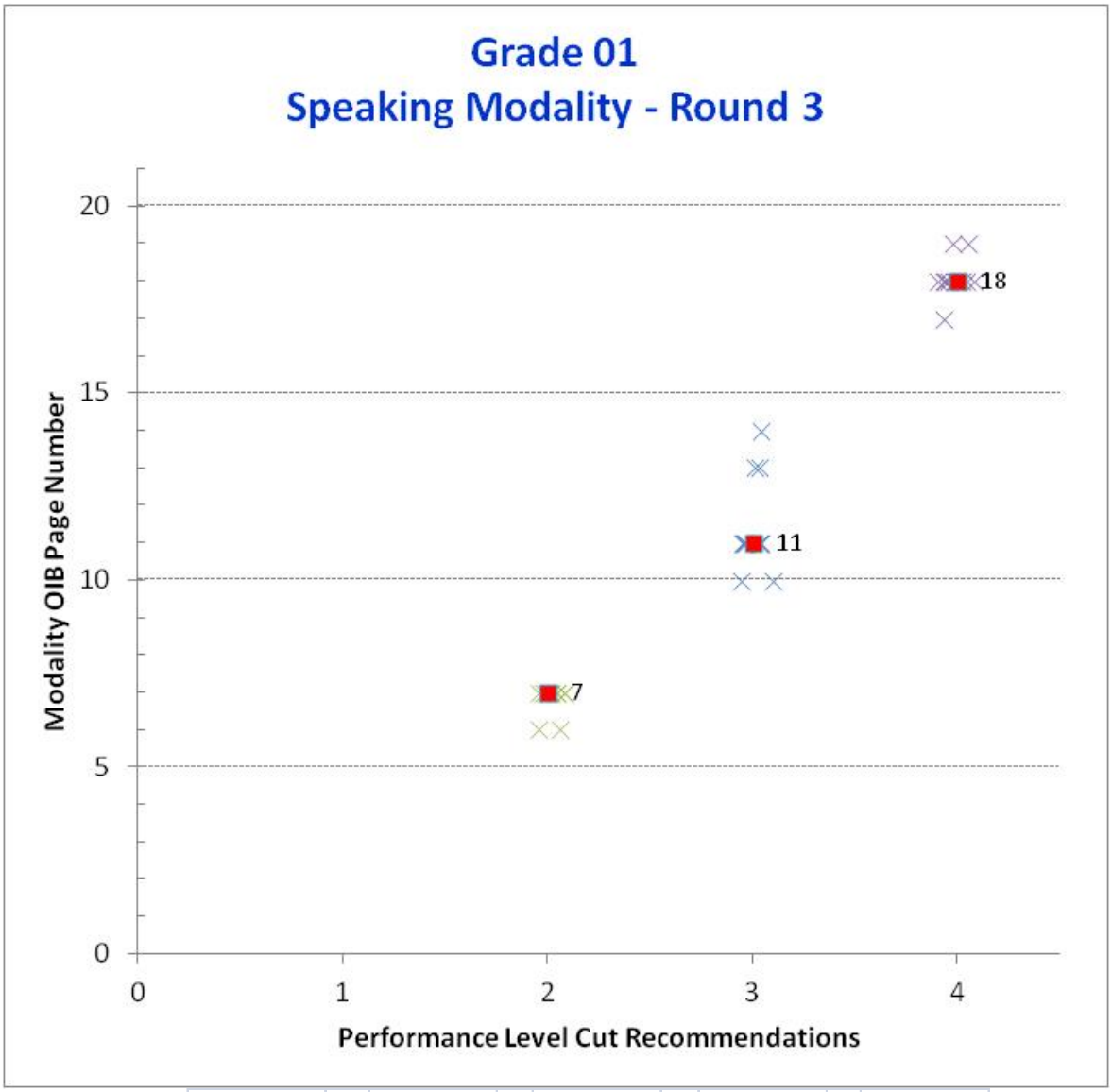
Grade 1



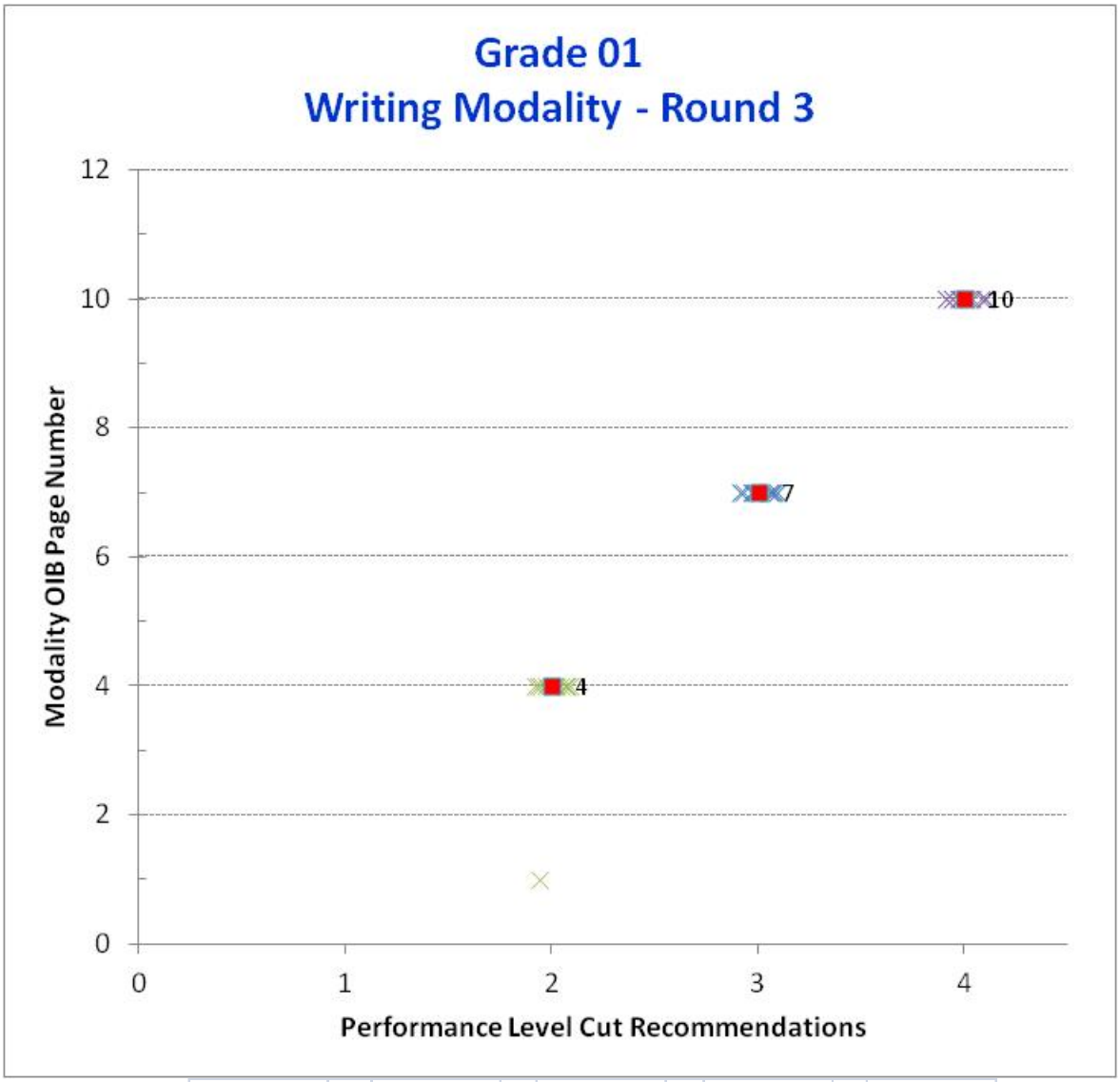
	1	2	3	4
Median	**4**	**9**	**15**	**21**
Lowest	1	4	10	18
Highest	5	11	17	22
SEJ	0.50	0.89	1.00	0.36



	1	2	3	4
Median	**3**	**8**	**15**	**22**
Lowest	1	5	8	15
Highest	7	13	22	27
SEJ	0.70	1.06	1.27	1.17

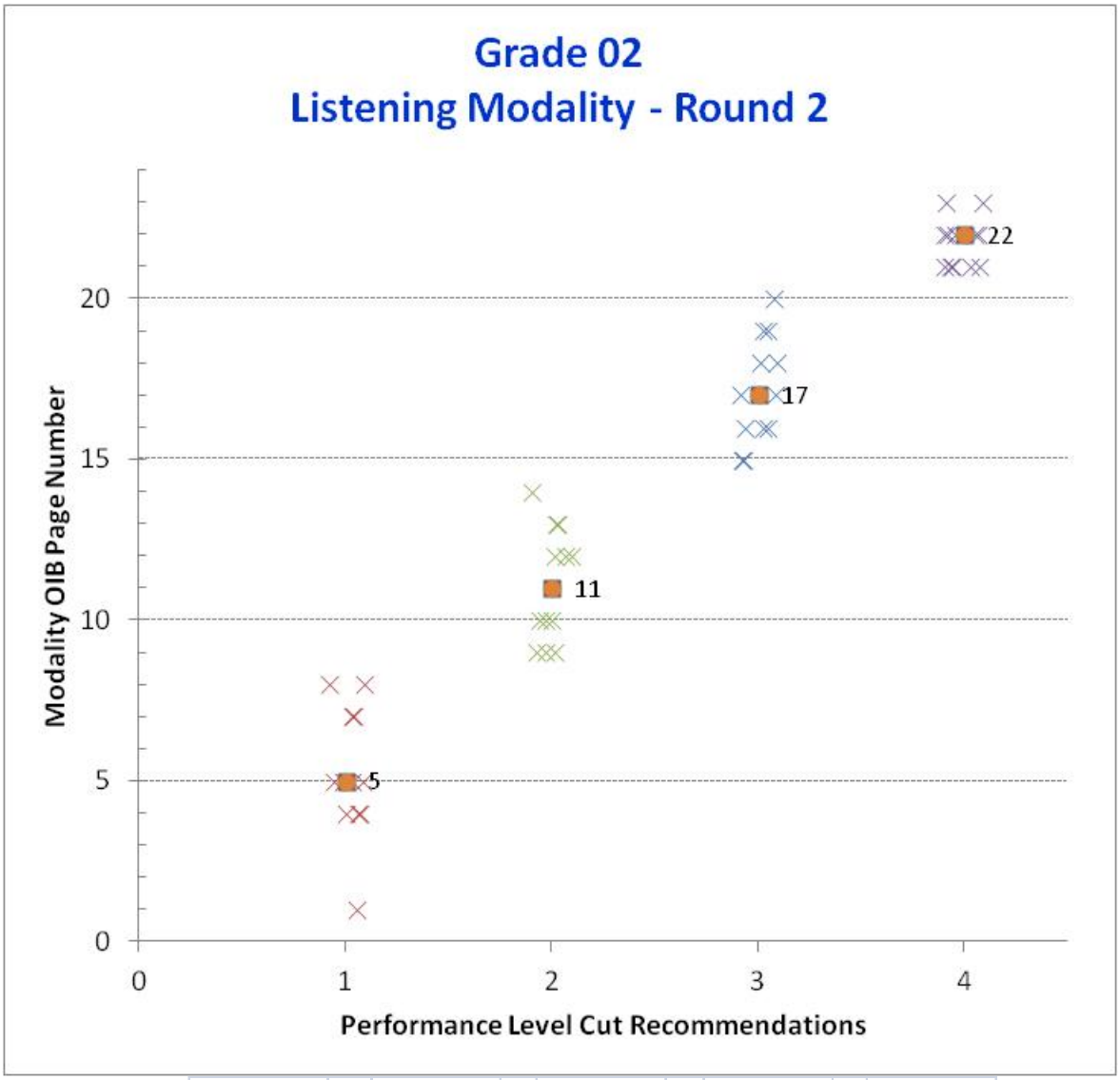


	1	2	3	4
Median		**7**	**11**	**18**
Lowest		6	10	17
Highest		7	14	19
SEJ		0.14	0.45	0.19

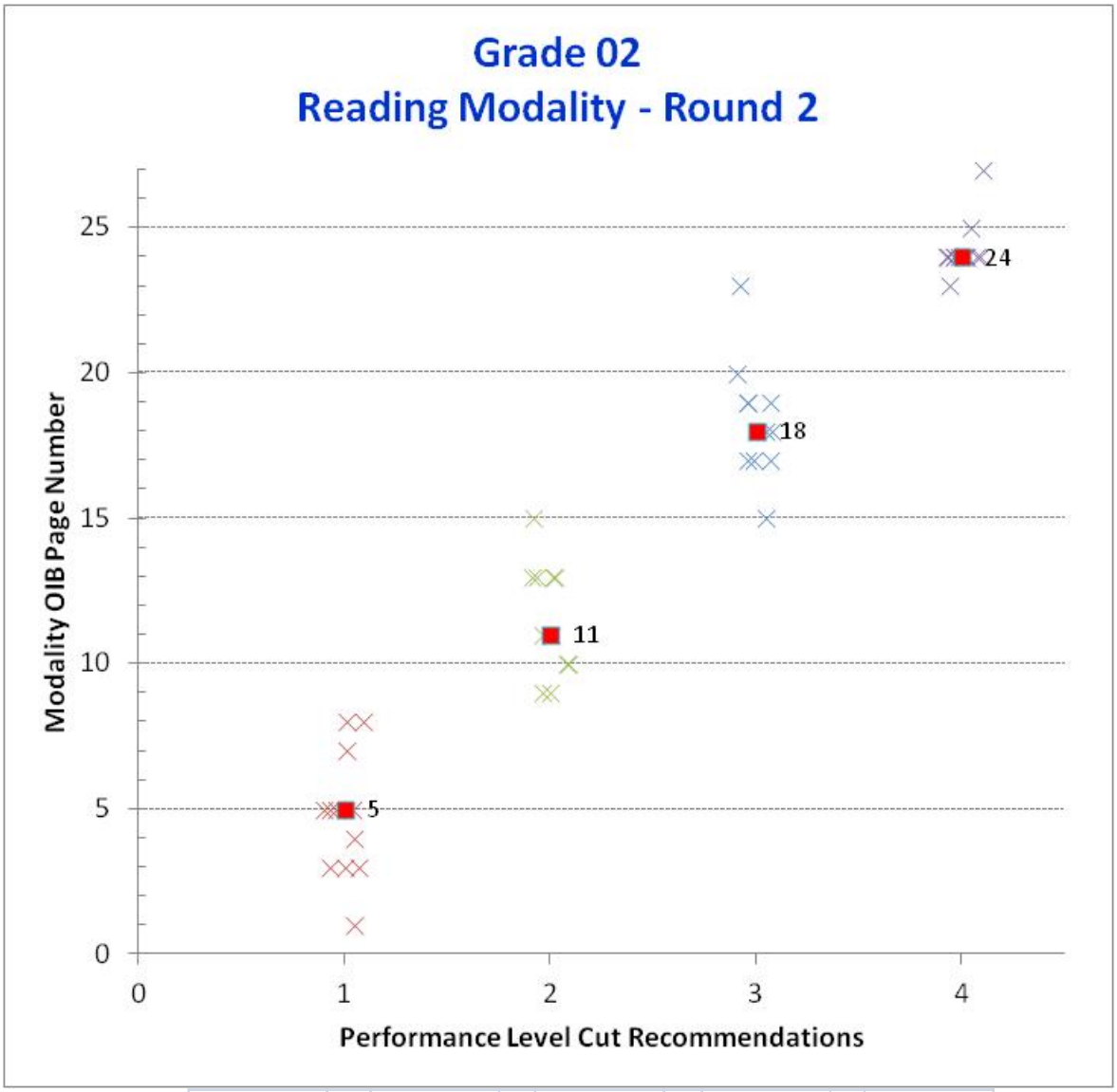


	1	2	3	4
Median		**4**	**7**	**10**
Lowest	0	1	7	10
Highest	0	4	7	10
SEJ	0.00	0.31	0.00	0.00

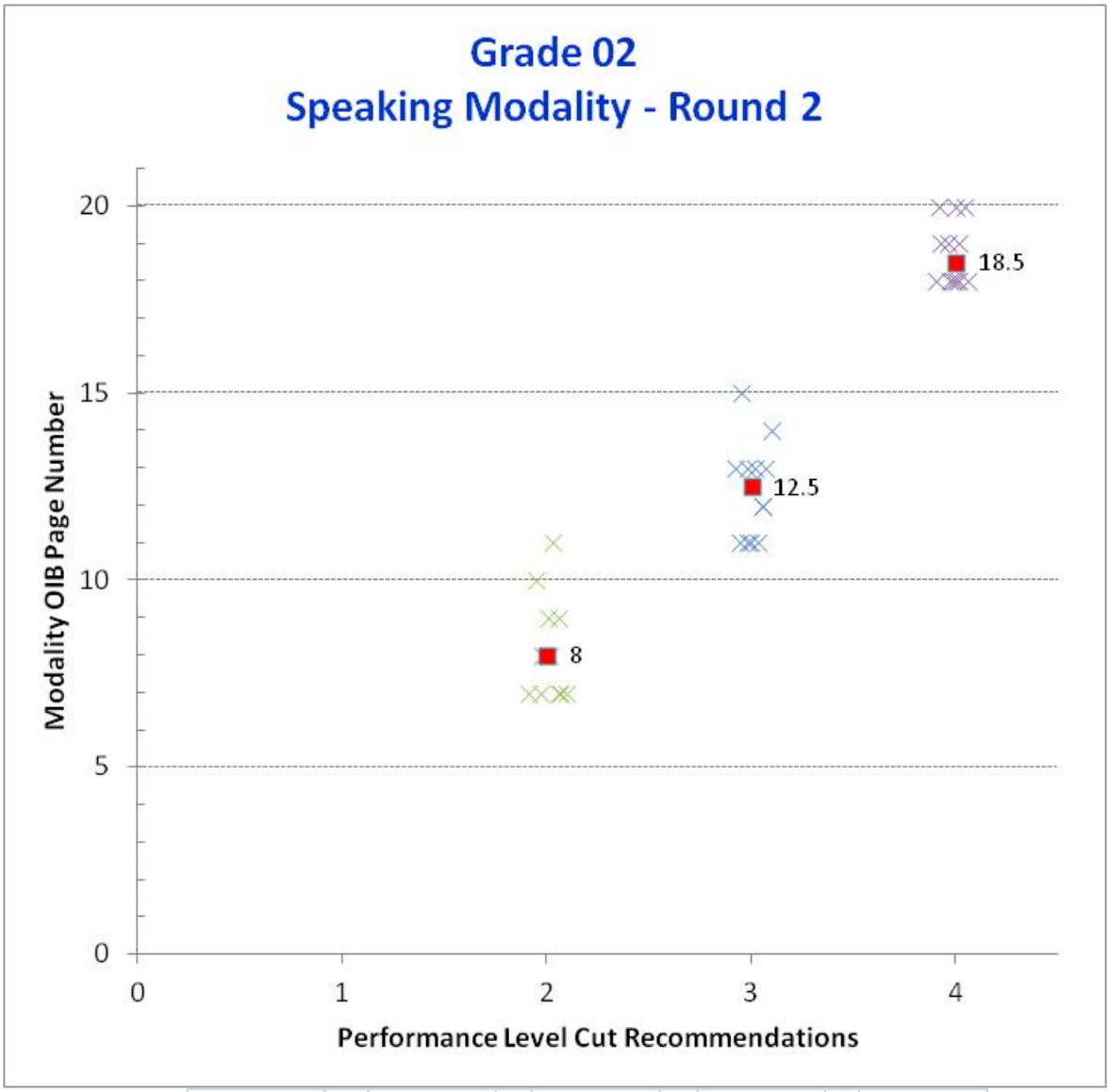
Grade 2



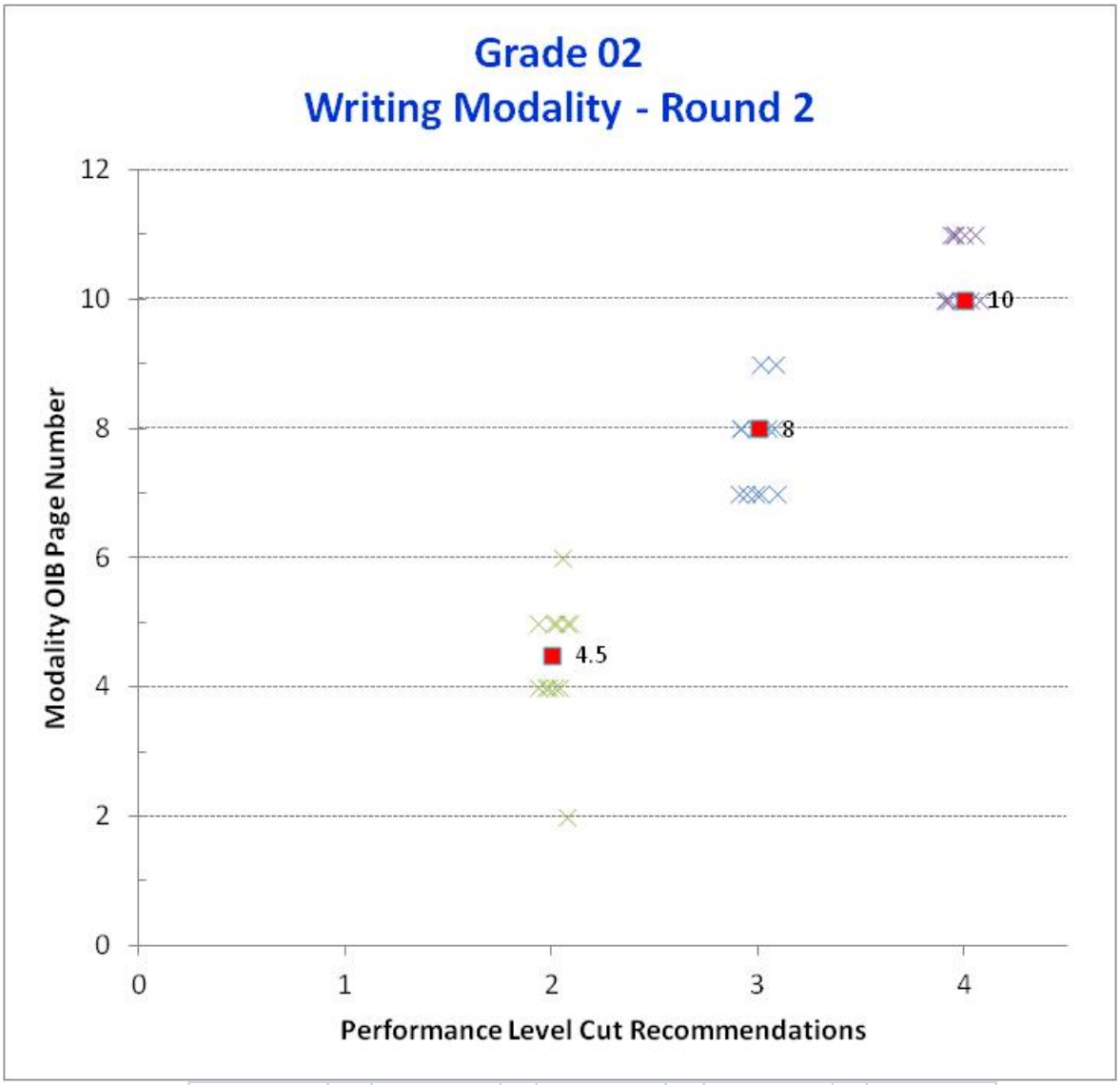
	1	2	3	4
Median	**5**	**11**	**17**	**22**
Lowest	1	9	15	21
Highest	8	14	20	23
SEJ	0.73	0.64	0.59	0.27



	1	2	3	4
Median	**5**	**11**	**18**	**24**
Lowest	1	9	15	23
Highest	8	15	23	27
SEJ	0.77	0.68	0.71	0.35

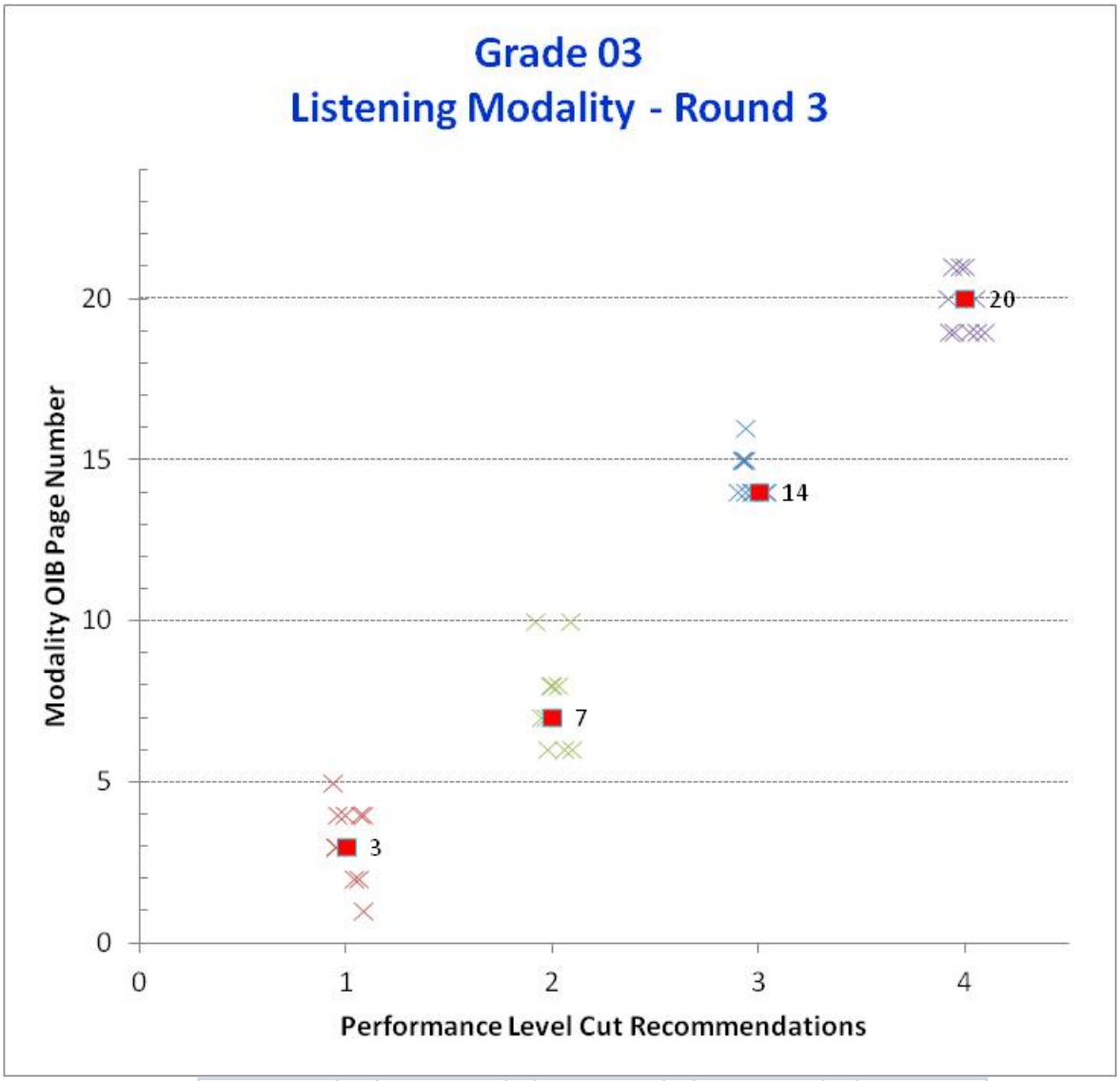


	1	2	3	4
Median		**8**	**13**	**19**
Lowest		7	11	18
Highest		11	15	20
SEJ		0.48	0.47	0.31

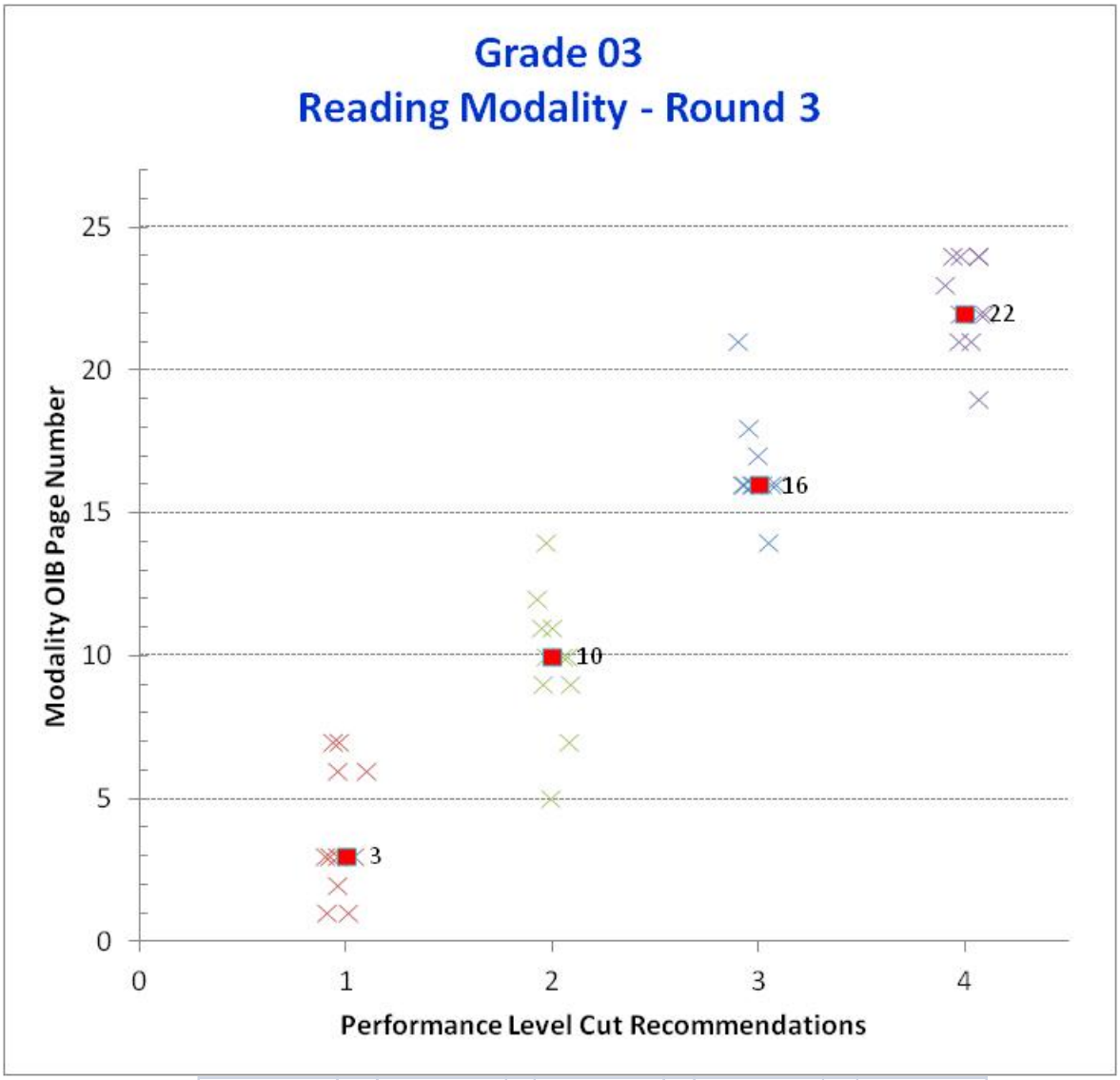


	1	2	3	4
Median		**5**	**8**	**10**
Lowest		2	7	10
Highest		6	9	11
SEJ		0.36	0.27	0.19

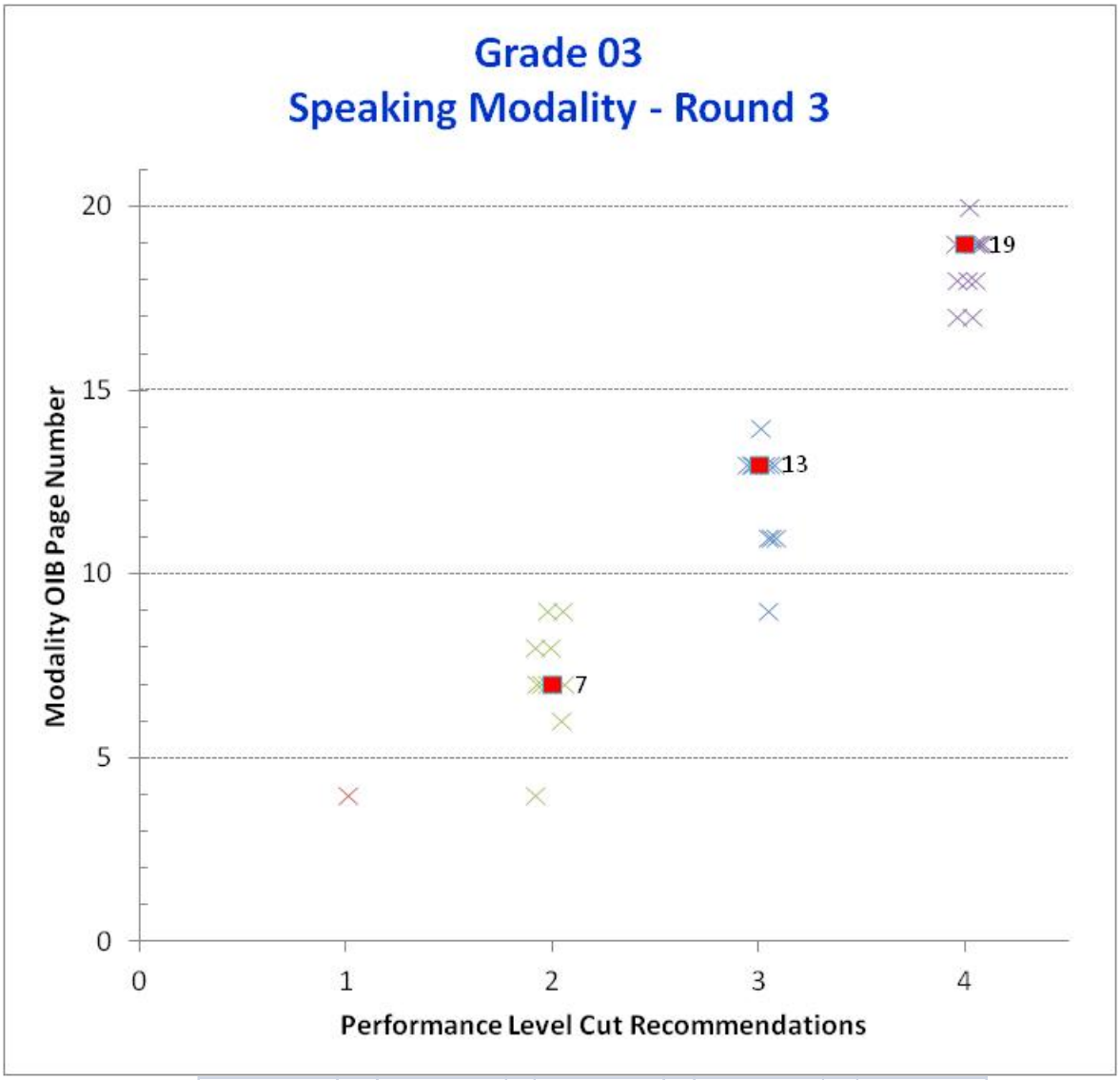
Grade 3



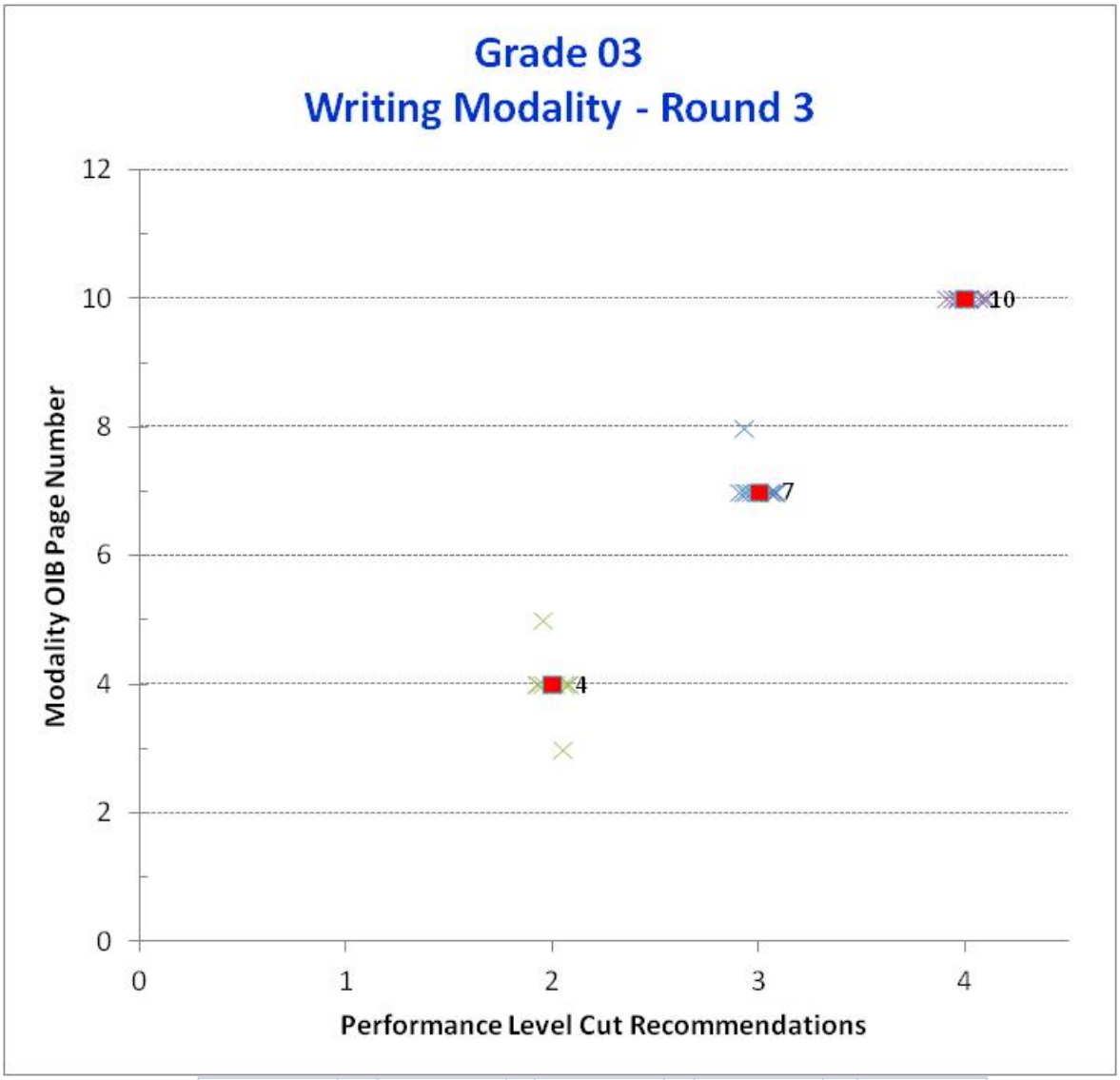
	1	2	3	4
Median	**3**	**7**	**14**	**20**
Lowest	1	6	14	19
Highest	5	10	16	21
SEJ	0.44	0.54	0.26	0.33



	1	2	3	4
Median	**3**	**10**	**16**	**22**
Lowest	1	5	14	19
Highest	7	14	21	24
SEJ	0.86	0.91	0.66	0.62

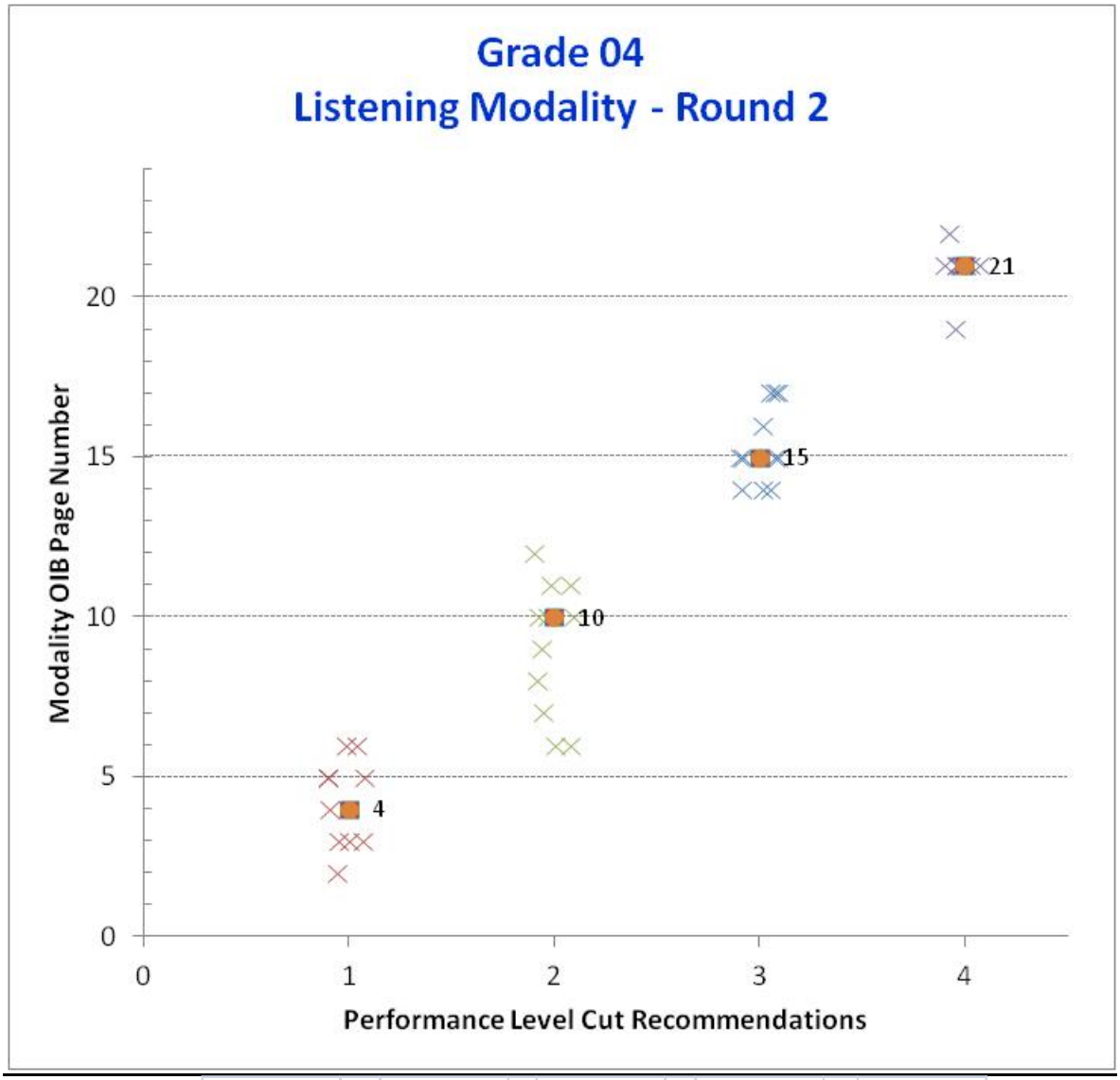


	1	2	3	4
Median		**7**	**13**	**19**
Lowest		4	9	17
Highest		9	14	20
SEJ		0.53	0.56	0.35

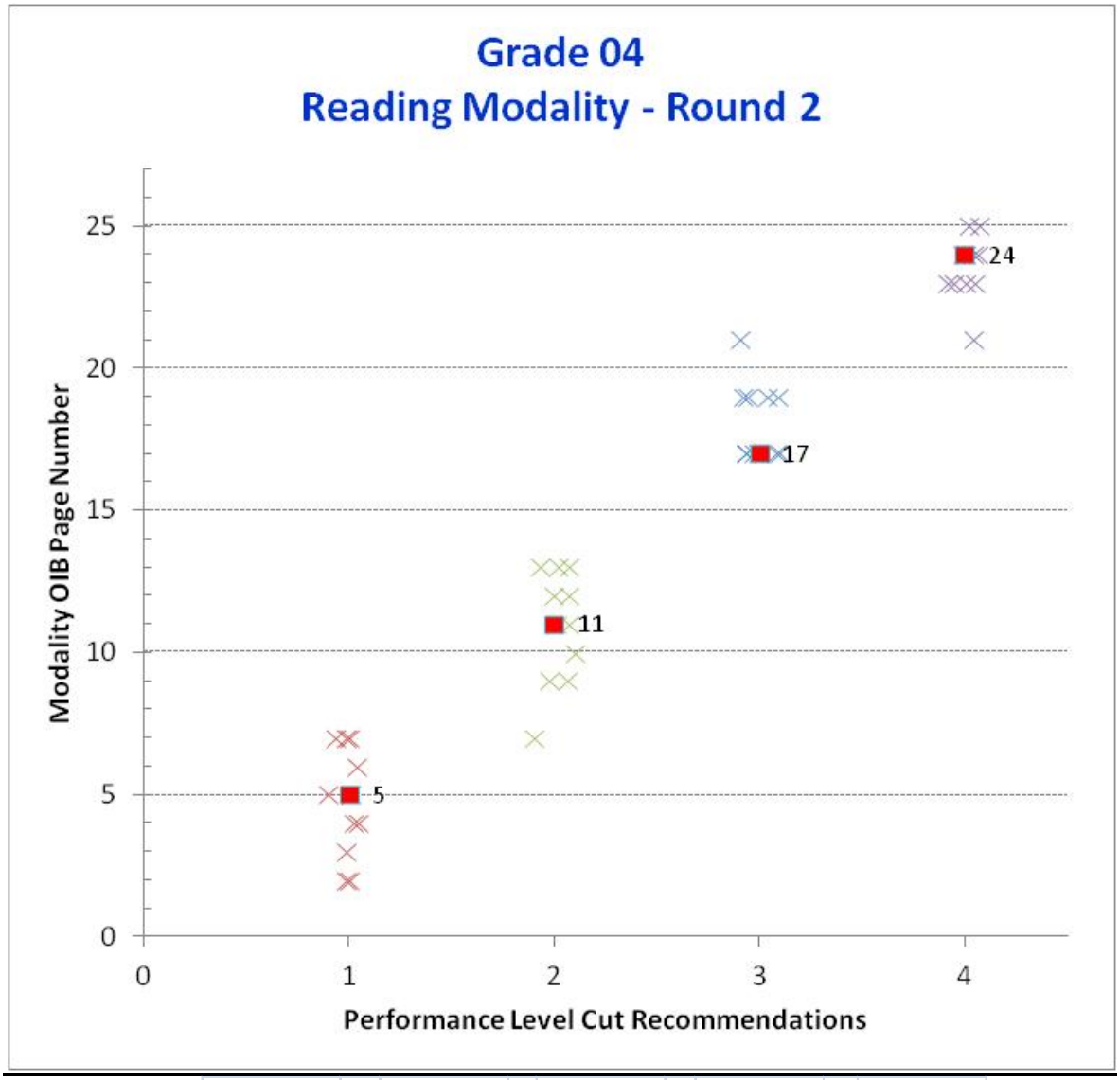


	1	2	3	4
Median		**4**	**7**	**10**
Lowest		3	7	10
Highest		5	8	10
SEJ		0.17	0.11	0.00

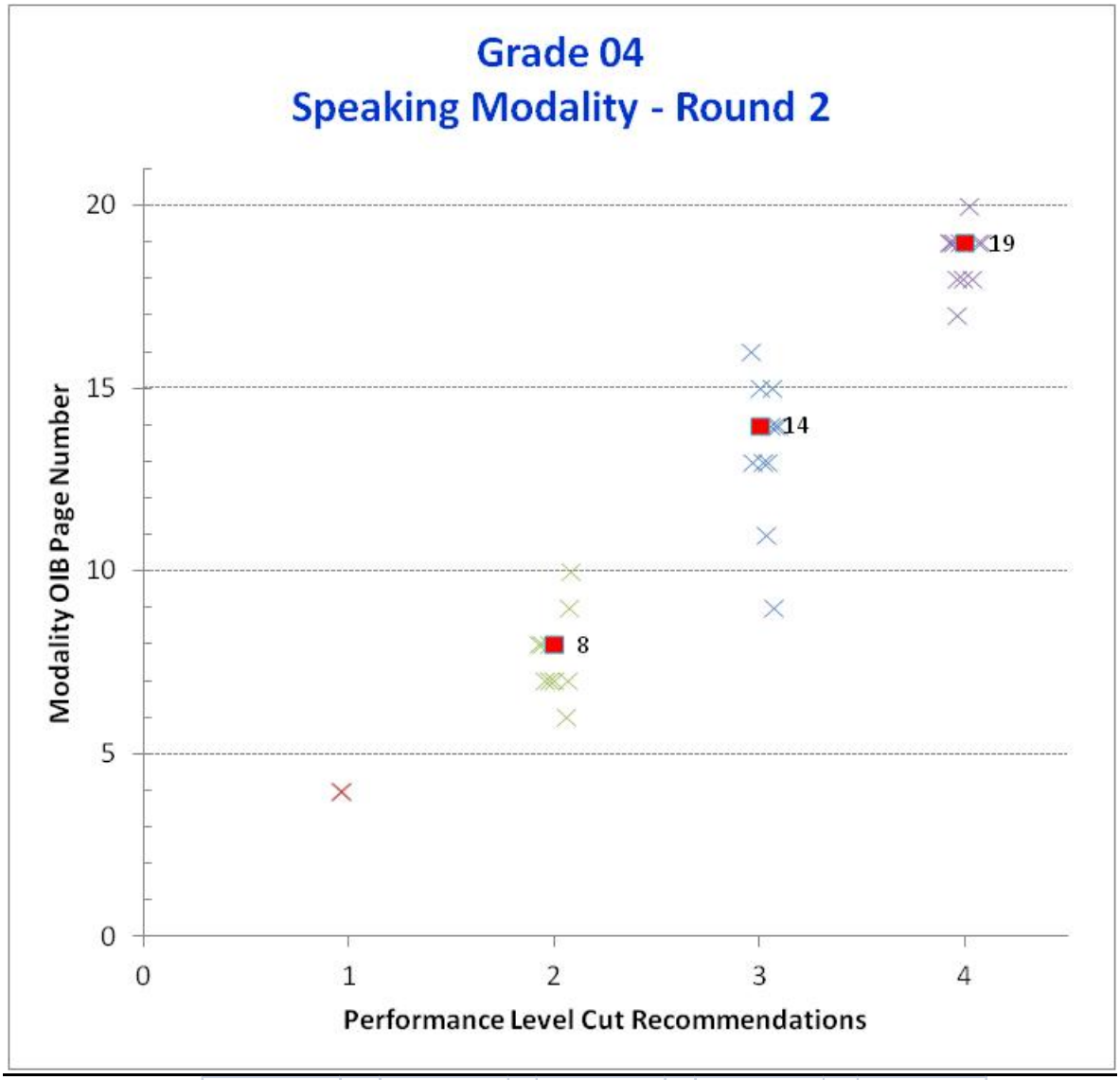
Grade 4



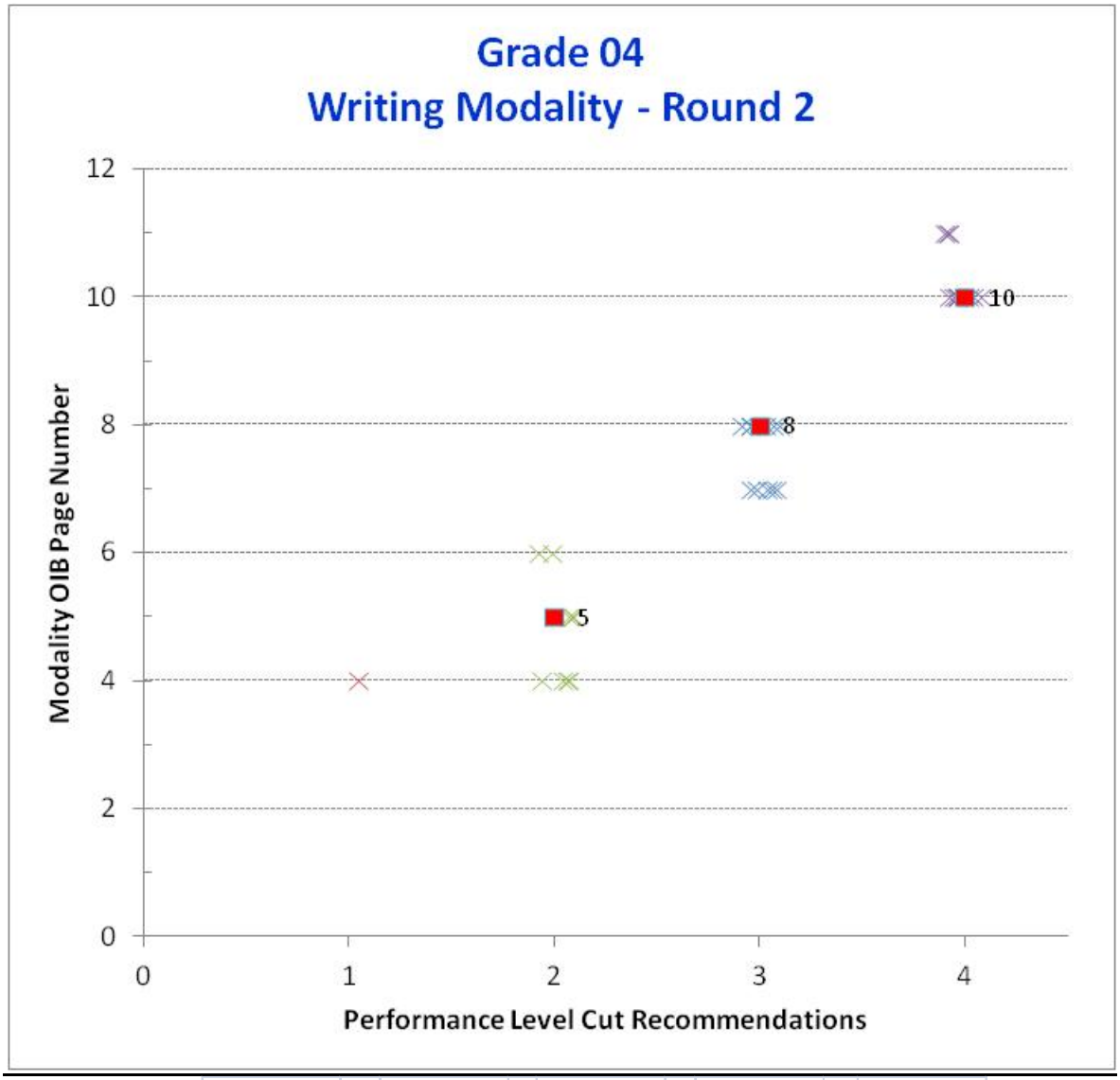
	1	2	3	4
Median	**4**	**10**	**15**	**21**
Lowest	2	6	14	19
Highest	6	12	17	22
SEJ	0.50	0.78	0.46	0.26



	1	2	3	4
Median	**5**	**11**	**17**	**24**
Lowest	2	7	17	21
Highest	7	13	21	25
SEJ	0.72	0.75	0.52	0.43

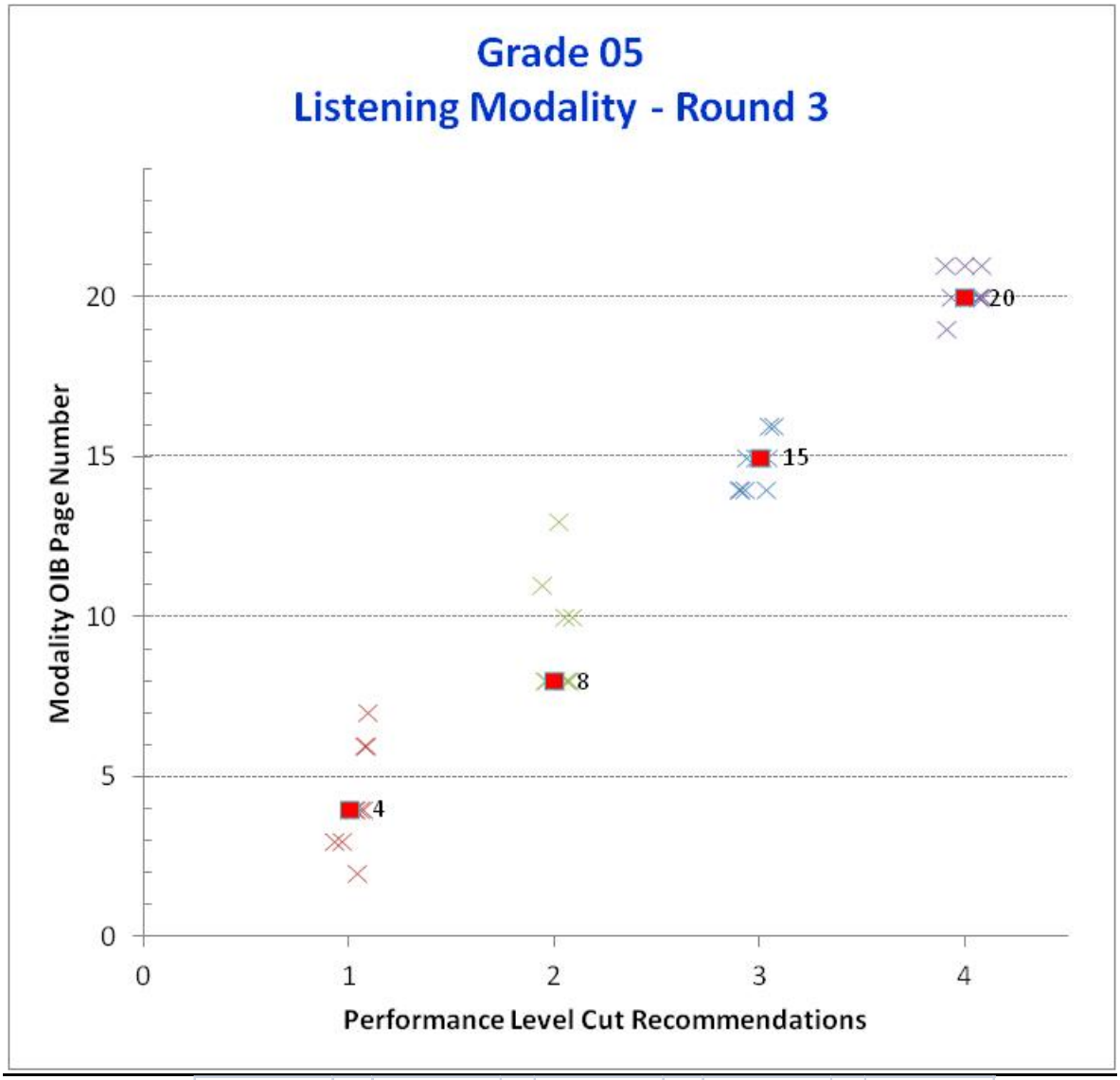


	1	2	3	4
Median		**8**	**14**	**19**
Lowest		6	9	17
Highest		10	16	20
SEJ		0.42	0.74	0.31

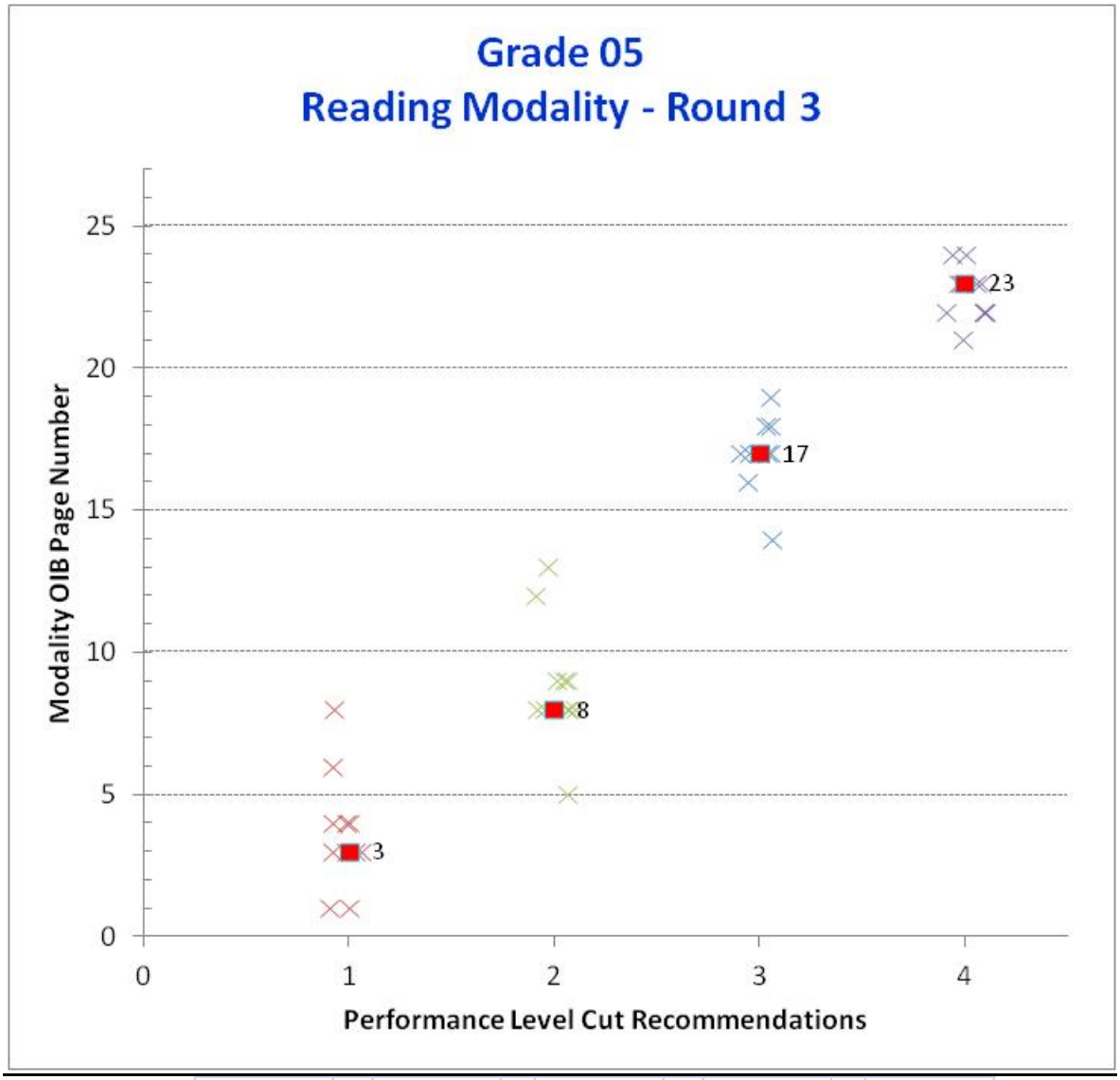


	1	2	3	4
Median		**5**	**8**	**10**
Lowest		4	7	10
Highest		6	8	11
SEJ		0.28	0.20	0.18

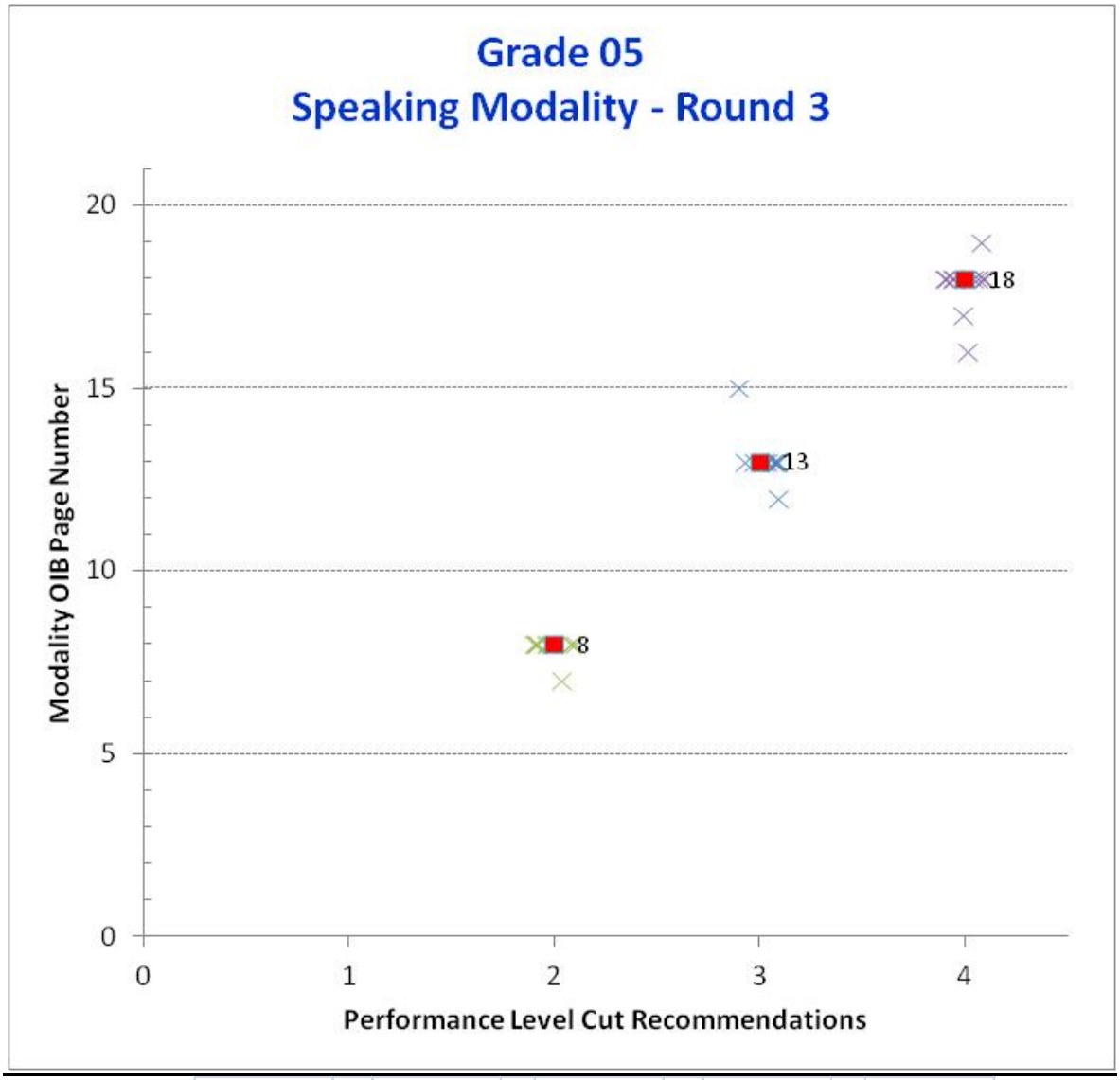
Grade 5



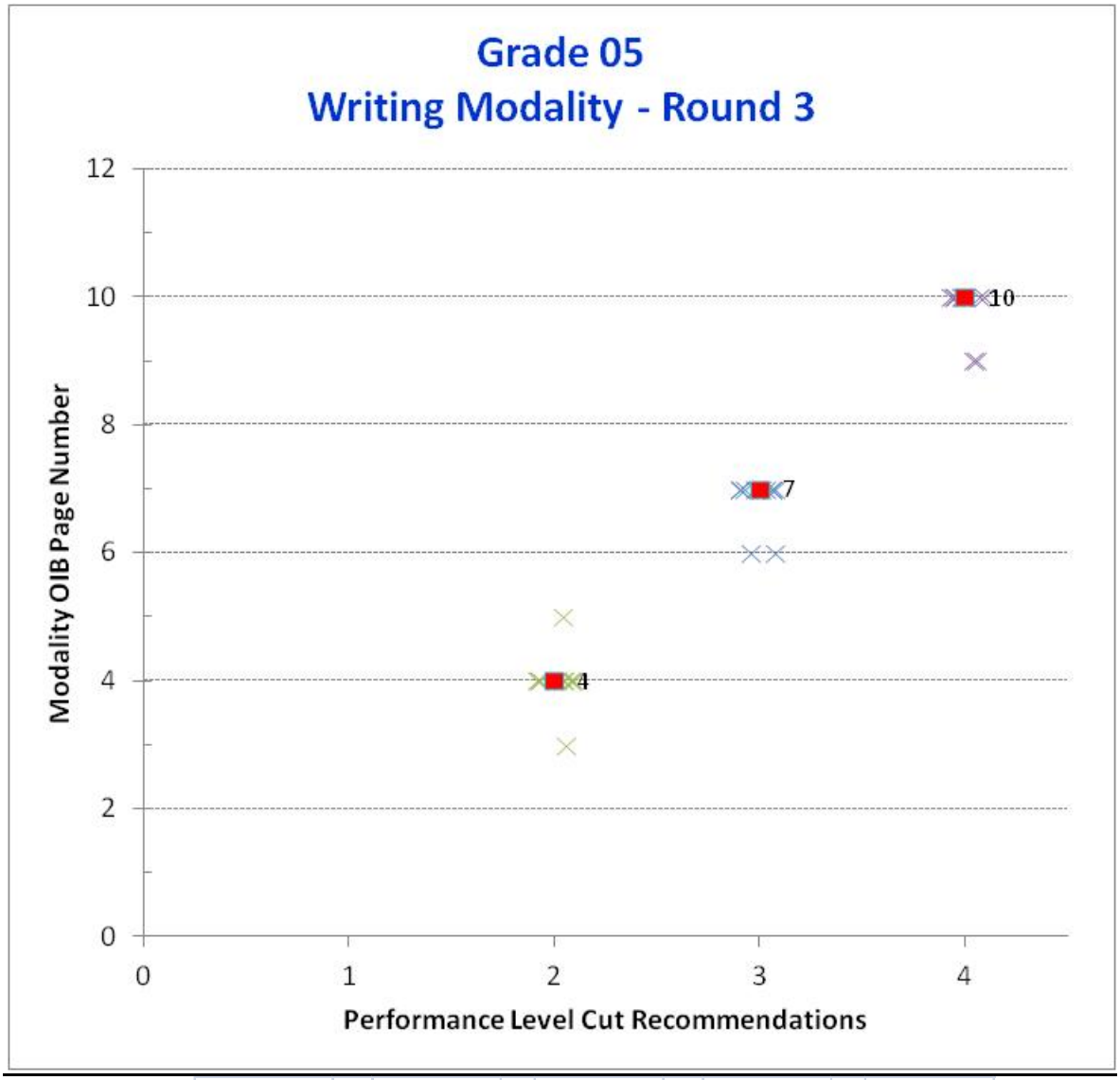
	1	2	3	4
Median	**4**	**8**	**15**	**20**
Lowest	2	8	14	19
Highest	7	13	16	21
SEJ	0.56	0.64	0.28	0.23



	1	2	3	4
Median	**3**	**8**	**17**	**23**
Lowest	1	5	14	21
Highest	8	13	19	24
SEJ	0.76	0.81	0.48	0.35

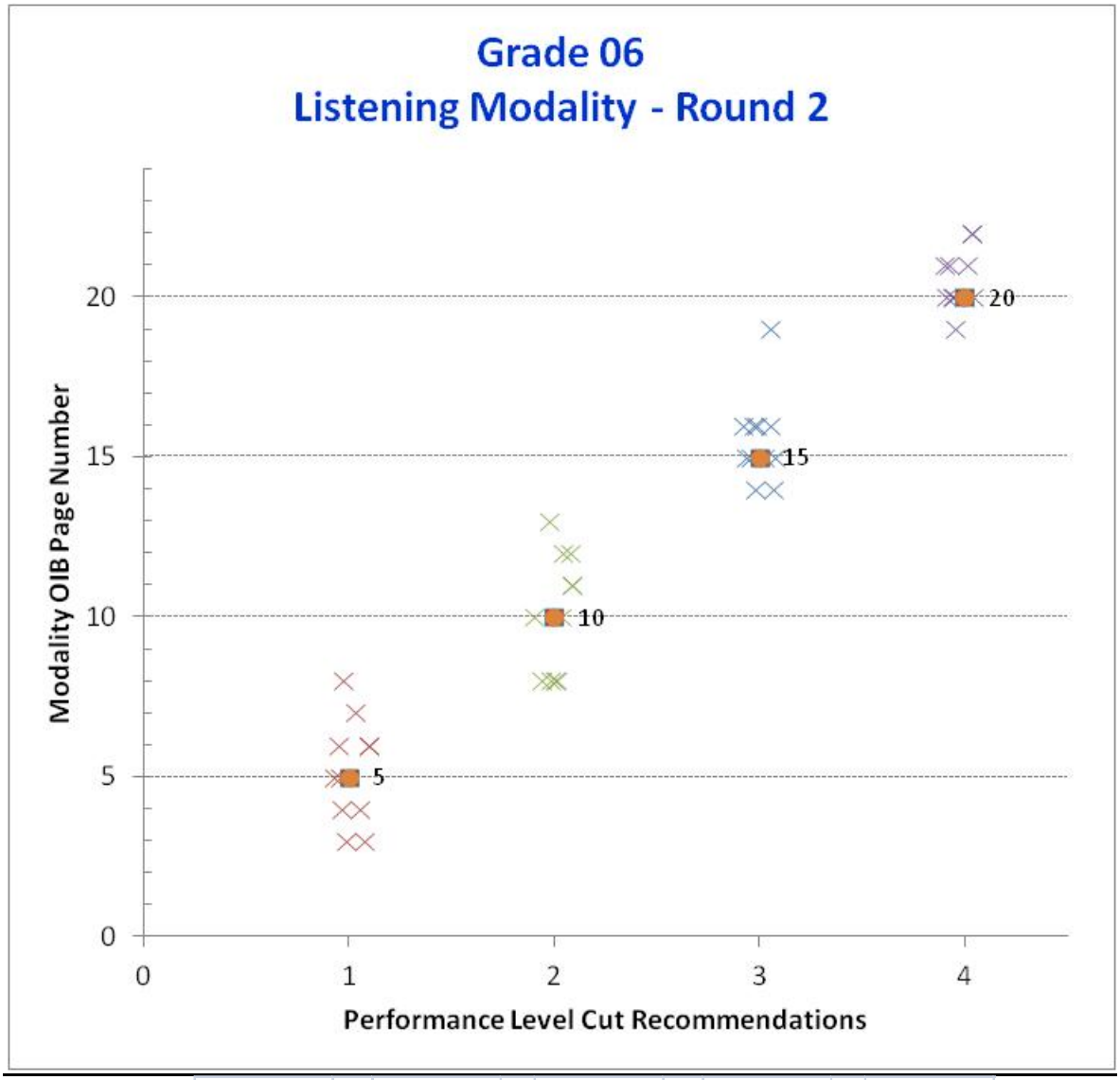


	1	2	3	4
Median		**8**	**13**	**18**
Lowest		7	12	16
Highest		8	15	19
SEJ		0.11	0.26	0.28

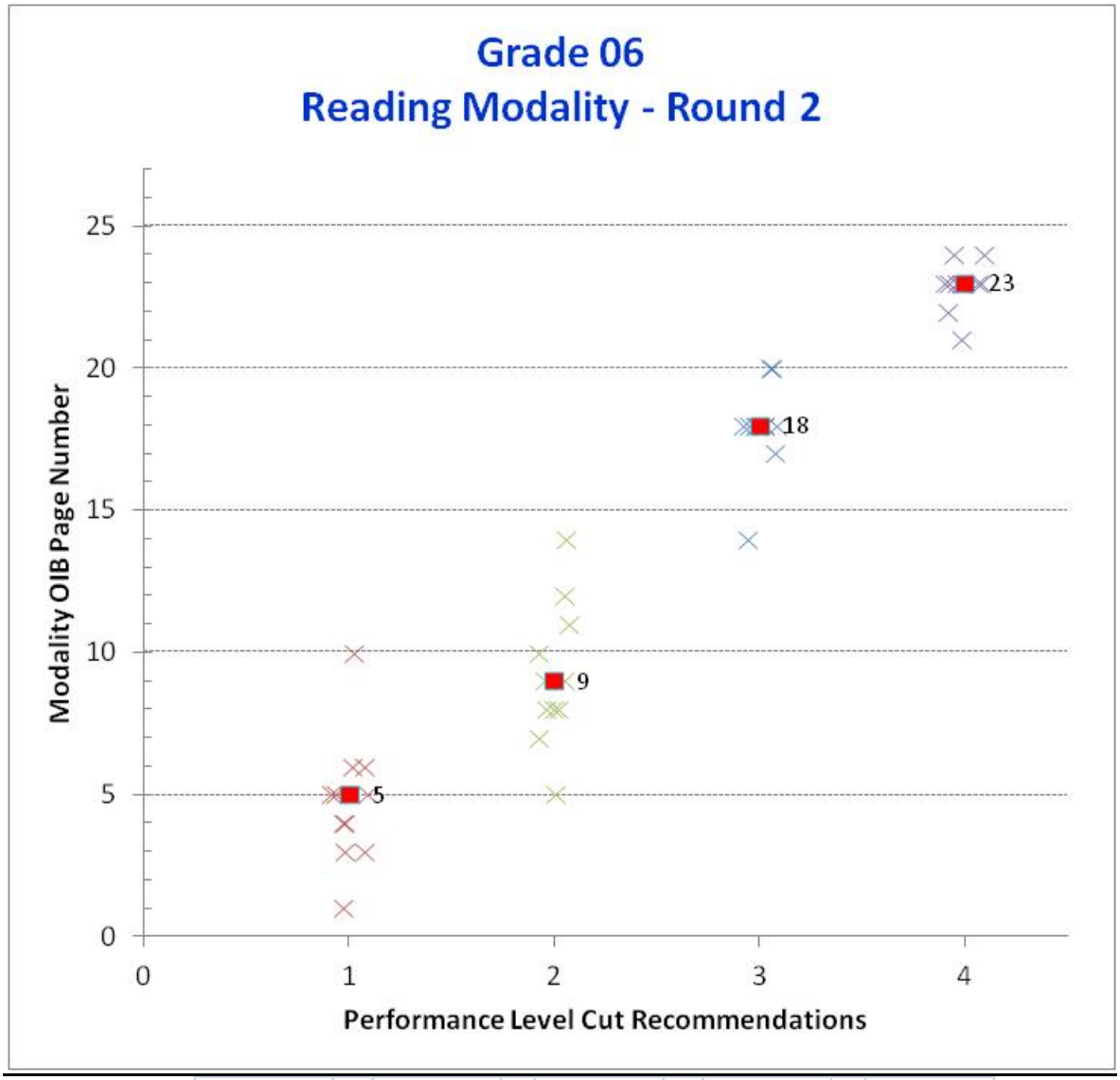


	1	2	3	4
Median		**4**	**7**	**10**
Lowest		3	6	9
Highest		5	7	10
SEJ		0.17	0.15	0.15

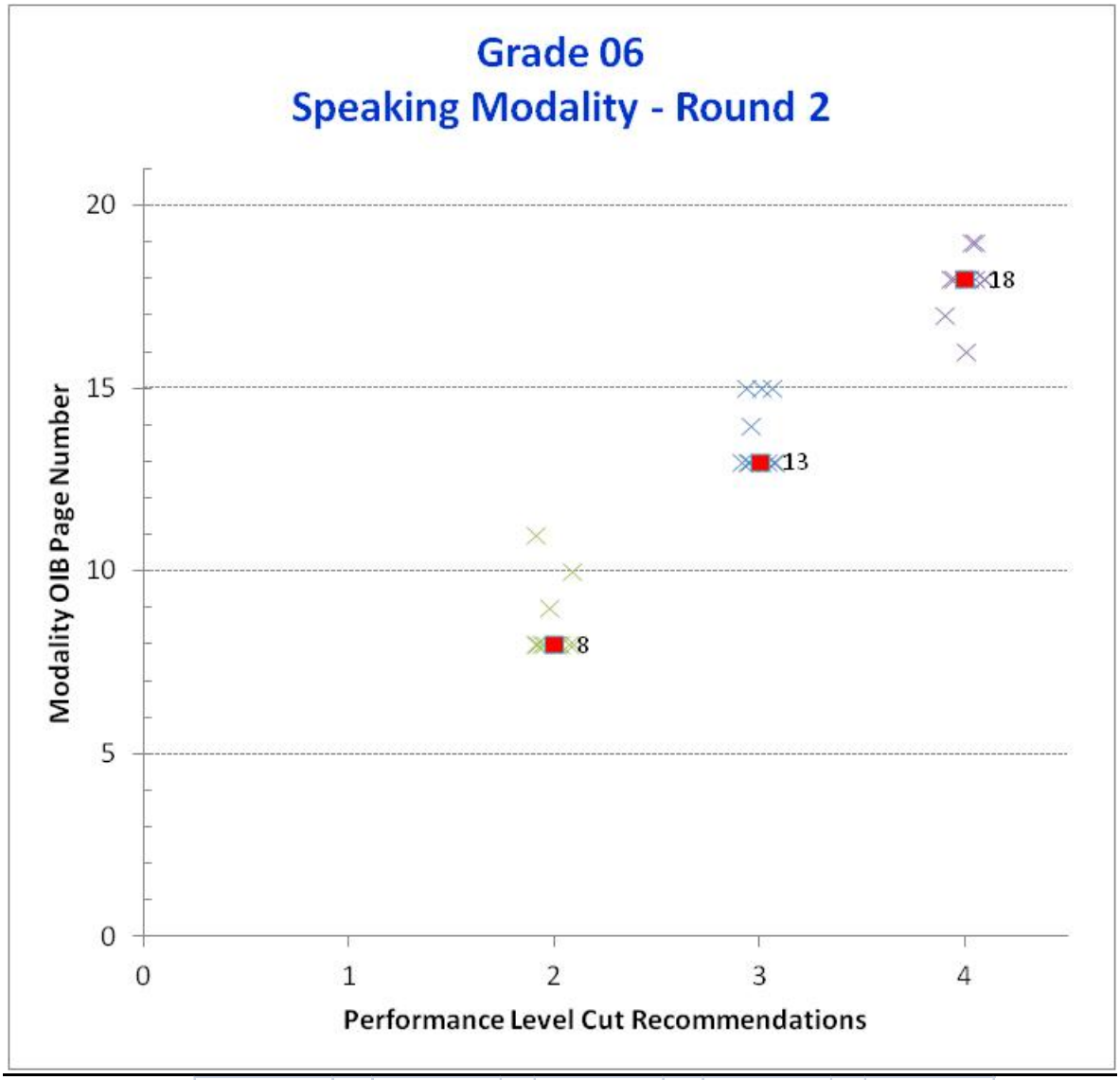
Grade 6



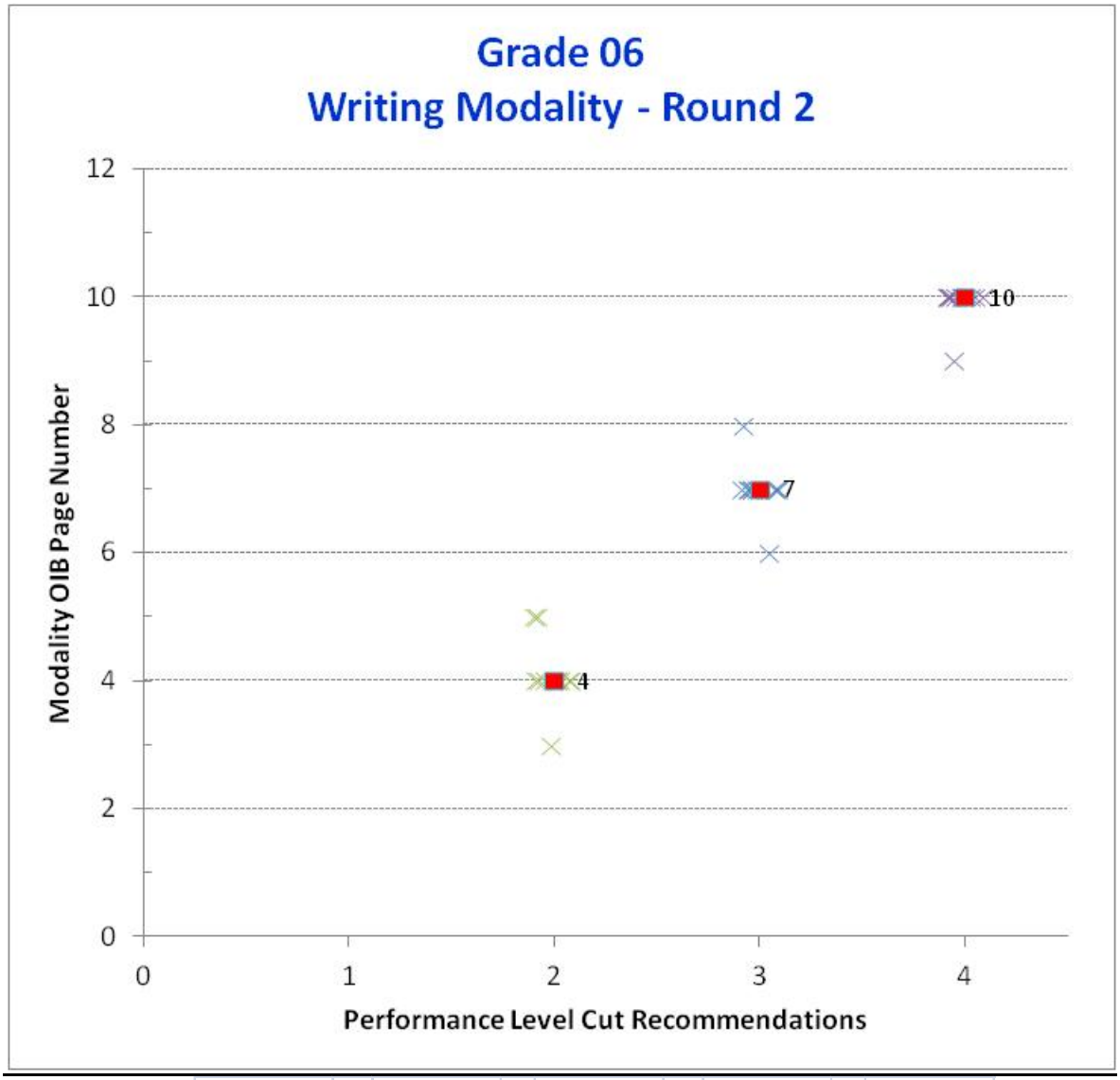
	1	2	3	4
Median	**5**	**10**	**15**	**20**
Lowest	3	8	14	19
Highest	8	13	19	22
SEJ	0.60	0.71	0.52	0.35



	1	2	3	4
Median	**5**	**9**	**18**	**23**
Lowest	1	5	14	21
Highest	10	14	20	24
SEJ	0.86	0.94	0.60	0.31

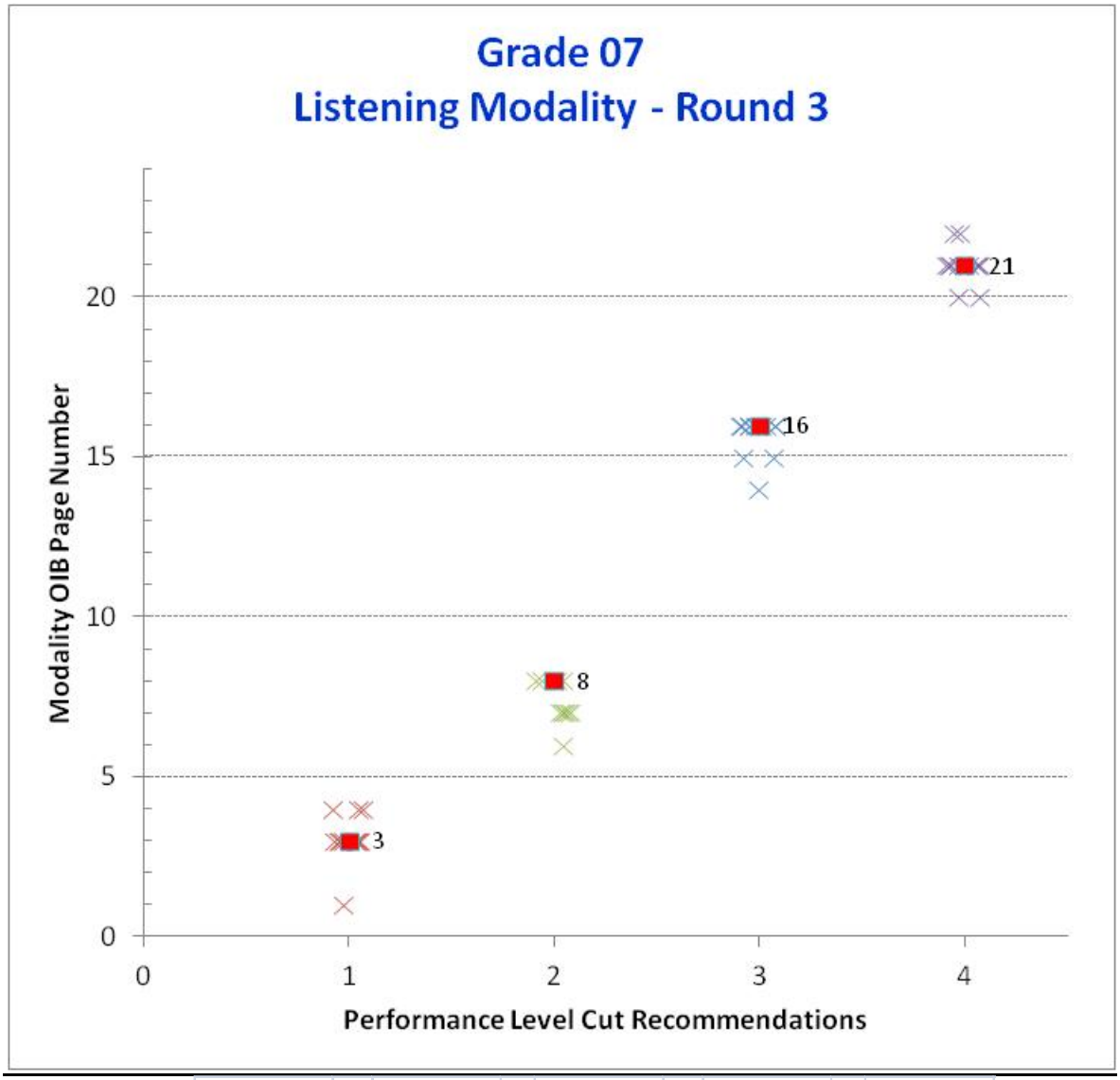


	1	2	3	4
Median		**8**	**13**	**18**
Lowest		8	13	16
Highest		11	15	19
SEJ		0.39	0.35	0.31

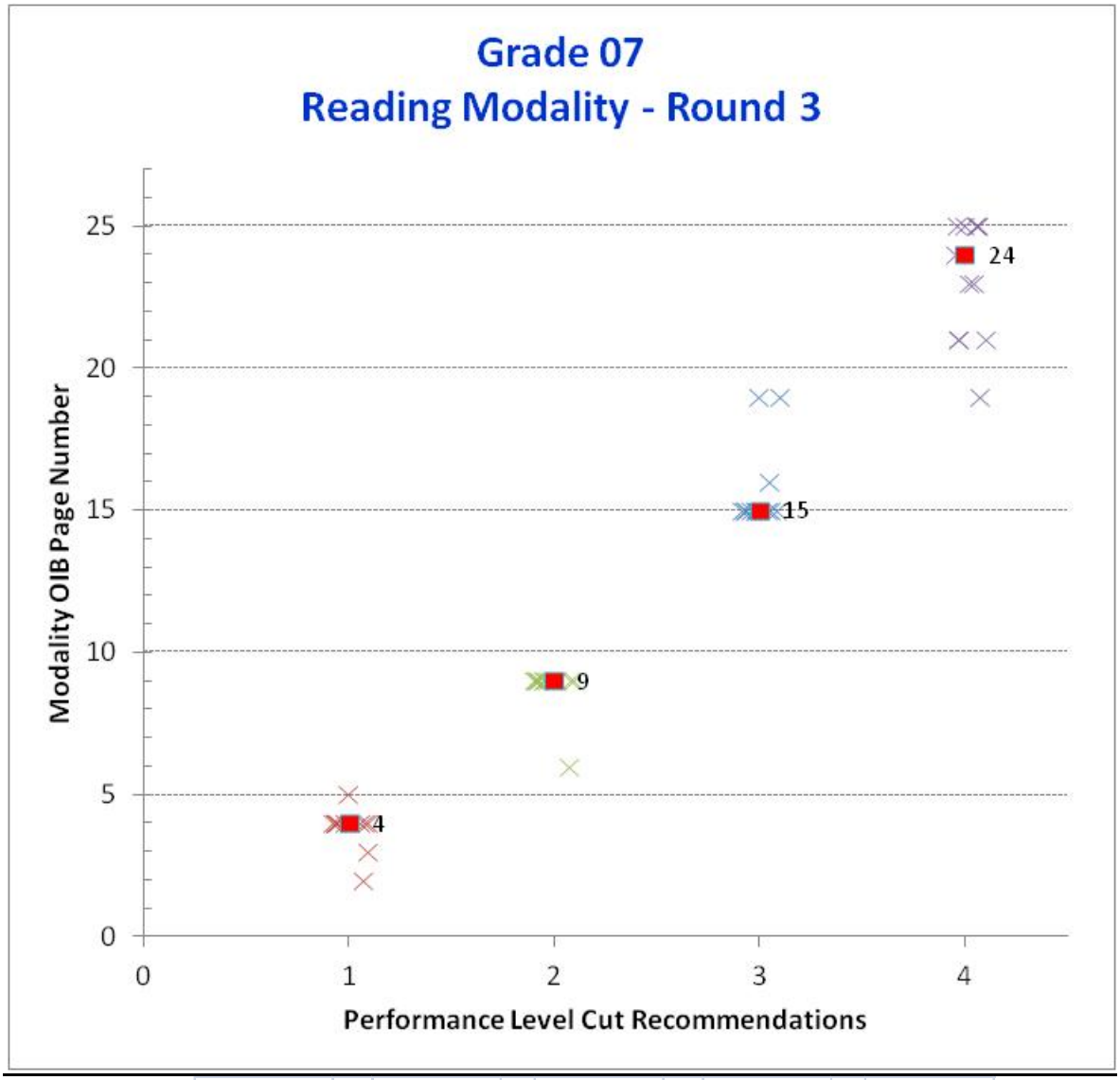


	1	2	3	4
Median		**4**	**7**	**10**
Lowest		3	6	9
Highest		5	8	10
SEJ		0.20	0.17	0.11

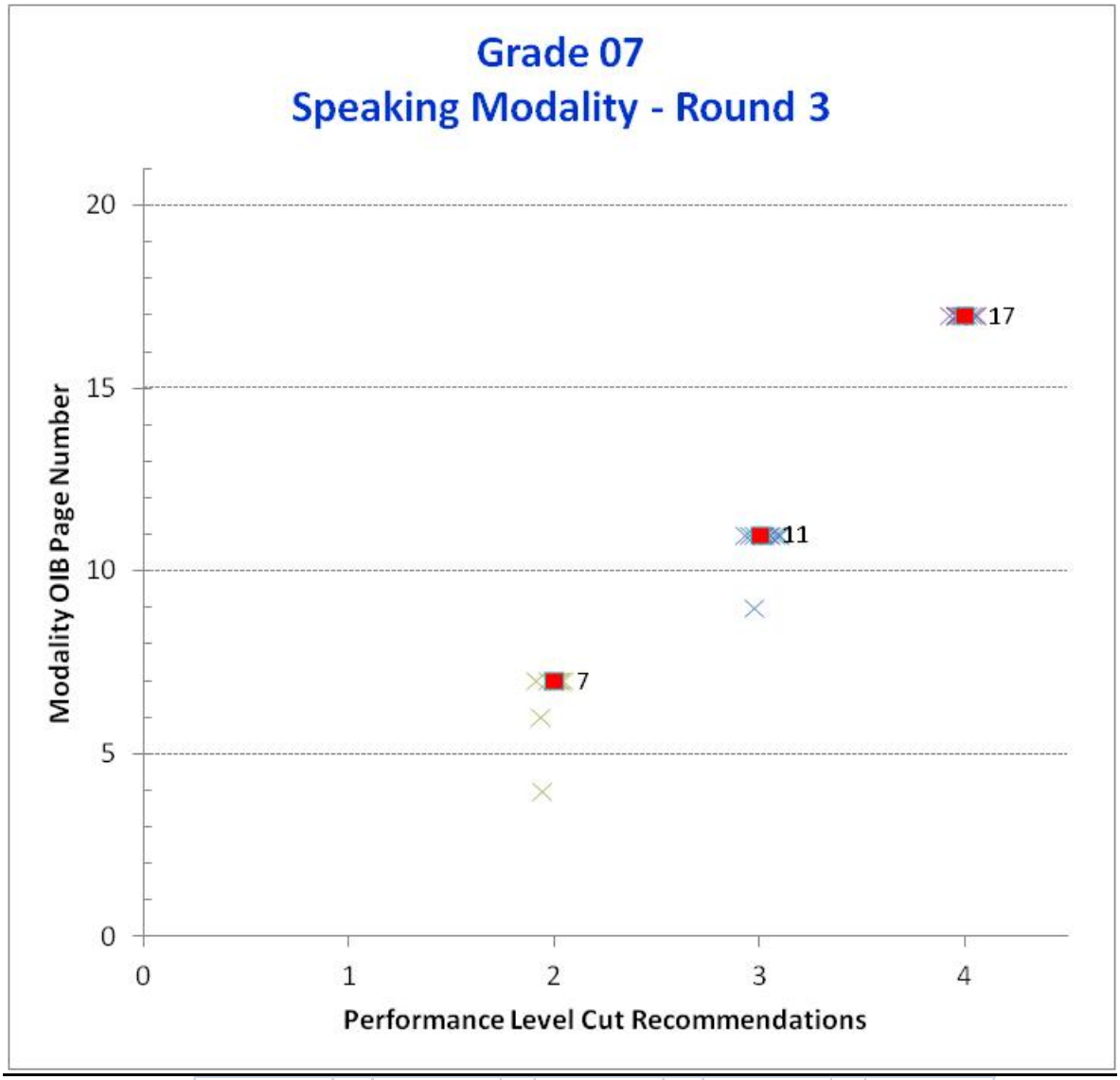
Grade 7



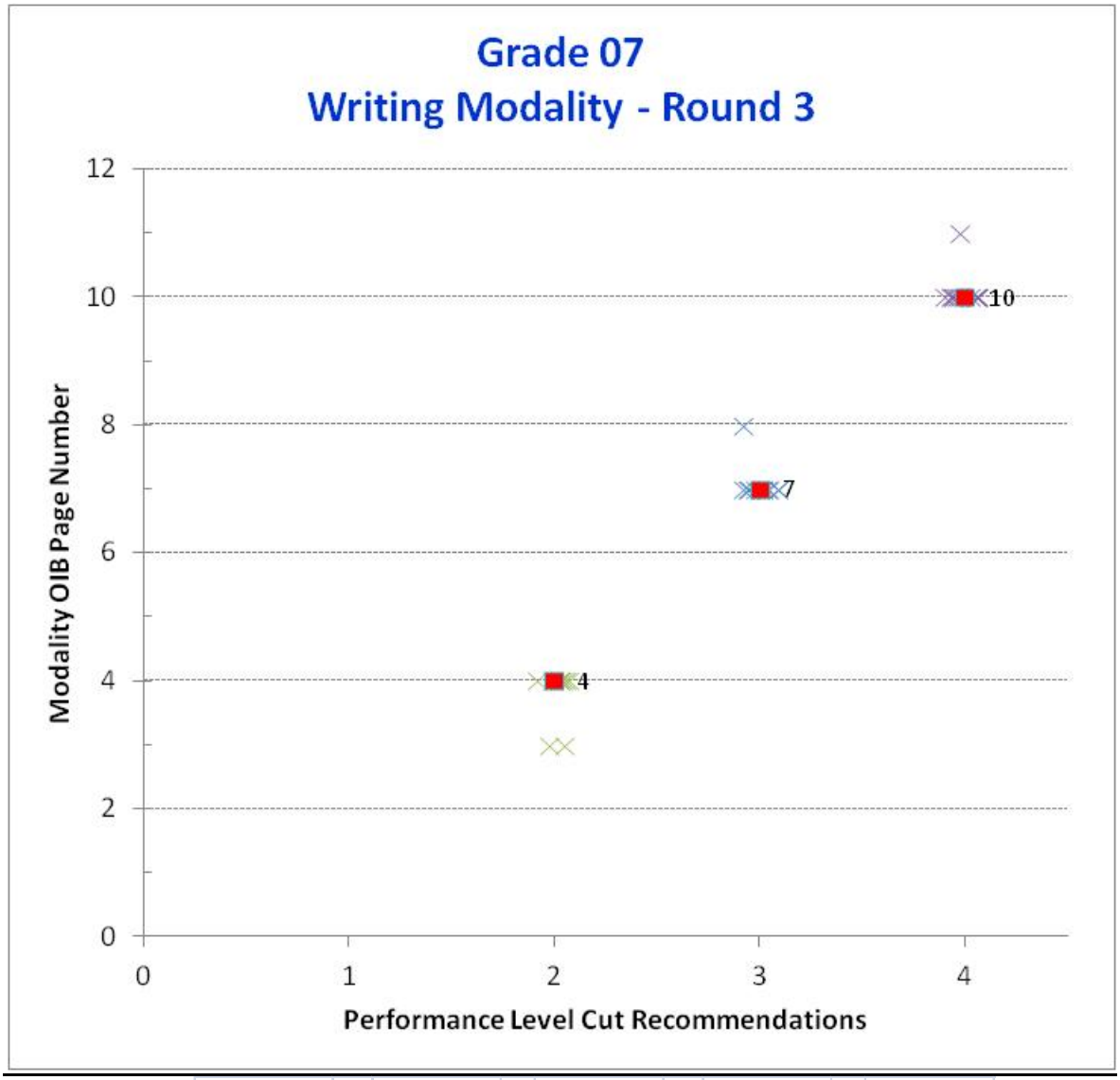
	1	2	3	4
Median	**3**	**8**	**16**	**21**
Lowest	1	6	14	20
Highest	4	8	16	22
SEJ	0.29	0.24	0.24	0.22



	1	2	3	4
Median	**4**	**9**	**15**	**24**
Lowest	2	6	15	19
Highest	5	9	19	25
SEJ	0.26	0.31	0.56	0.76

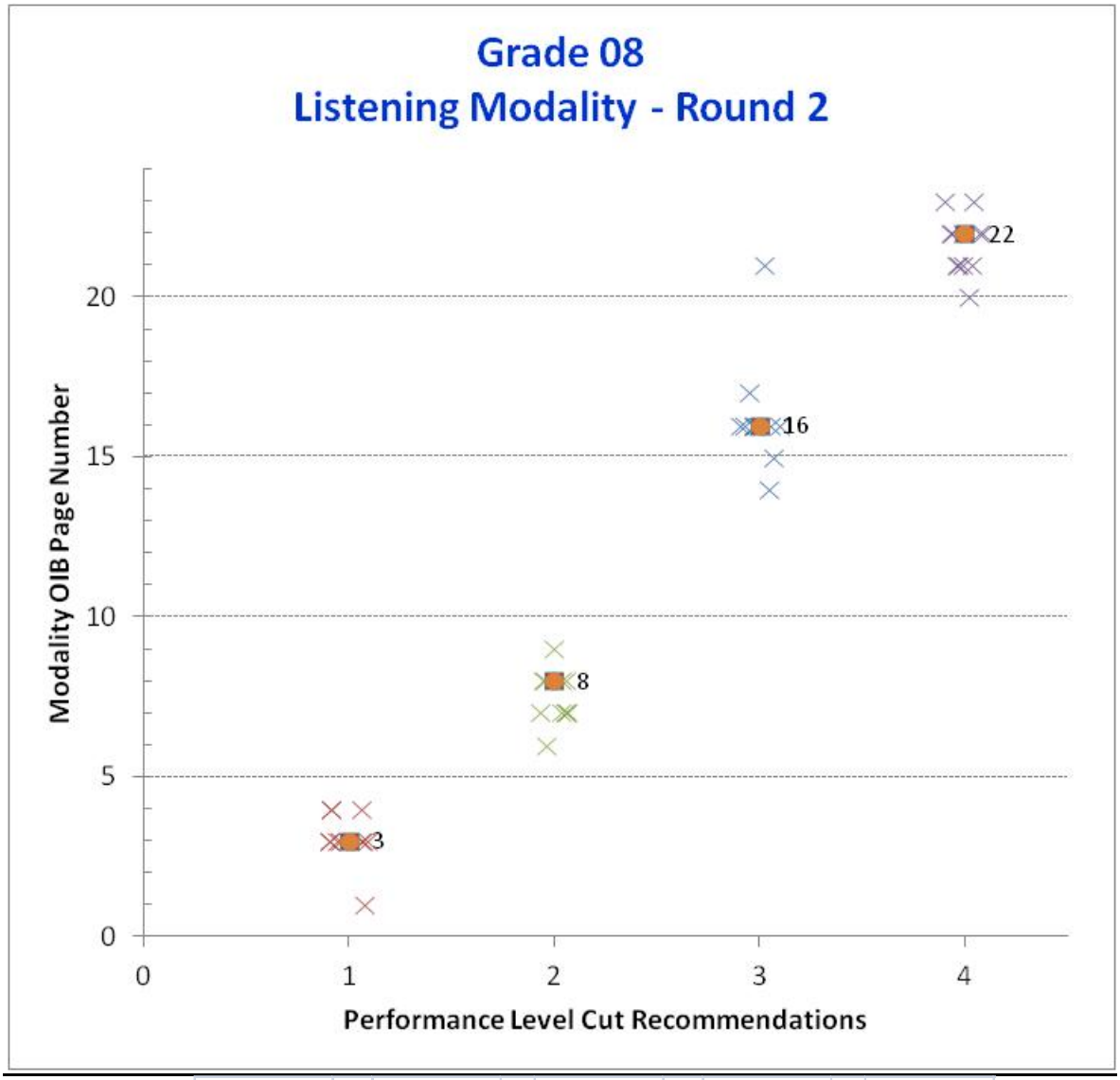


	1	2	3	4
Median		**7**	**11**	**17**
Lowest		4	9	17
Highest		7	11	17
SEJ		0.32	0.21	0.00

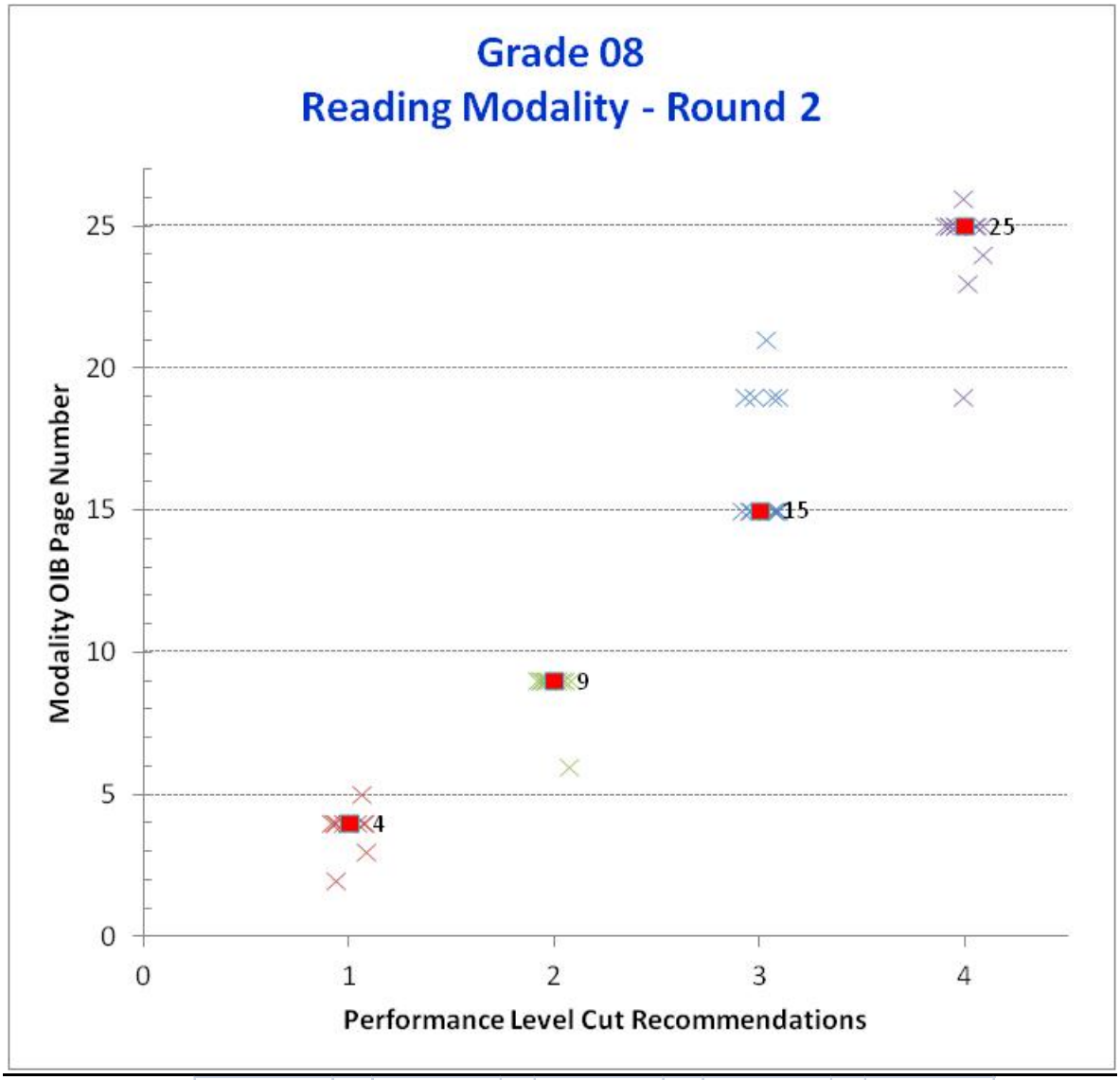


	1	2	3	4
Median		**4**	**7**	**10**
Lowest		3	7	10
Highest		4	8	11
SEJ		0.14	0.10	0.10

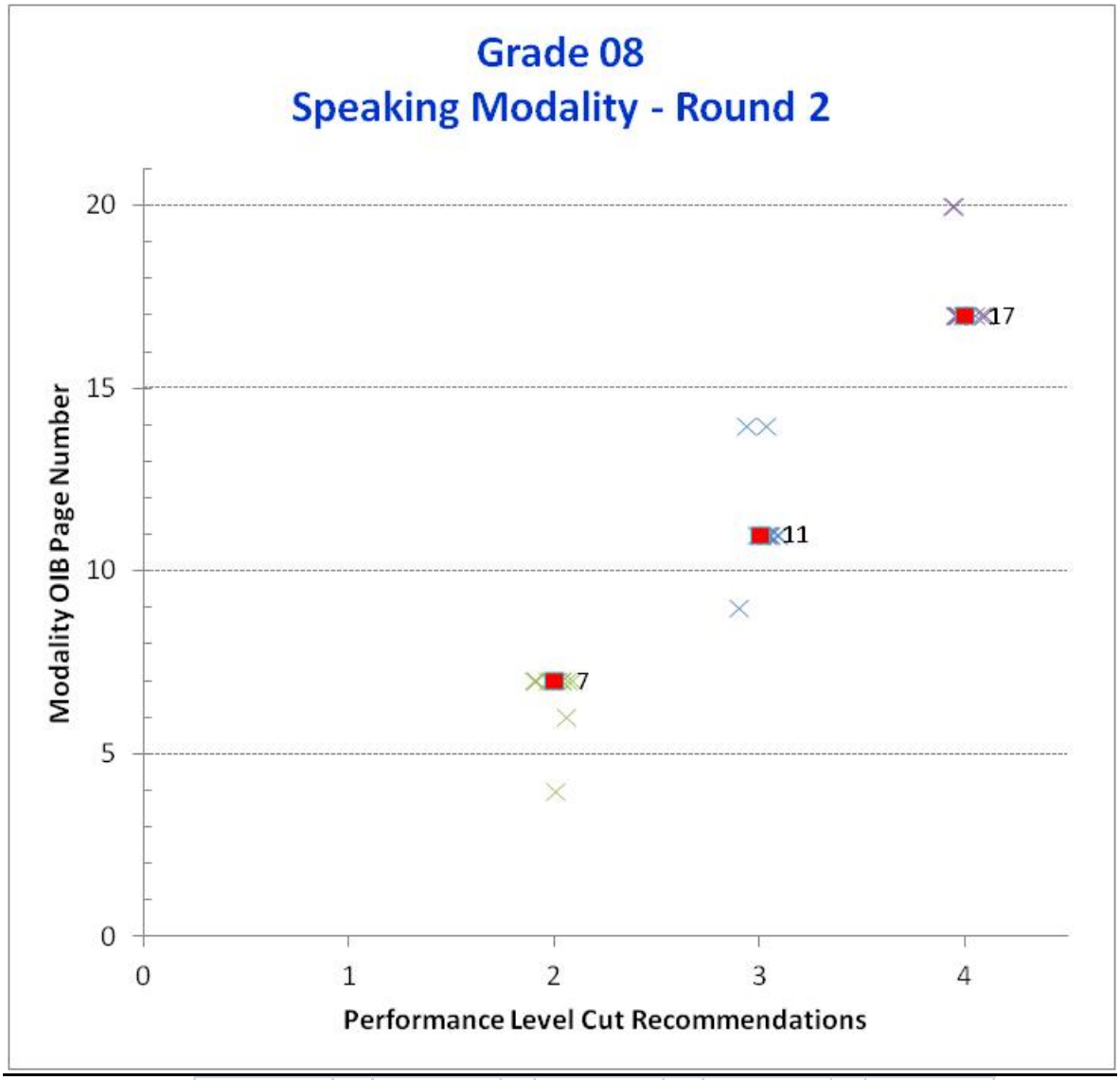
Grade 8



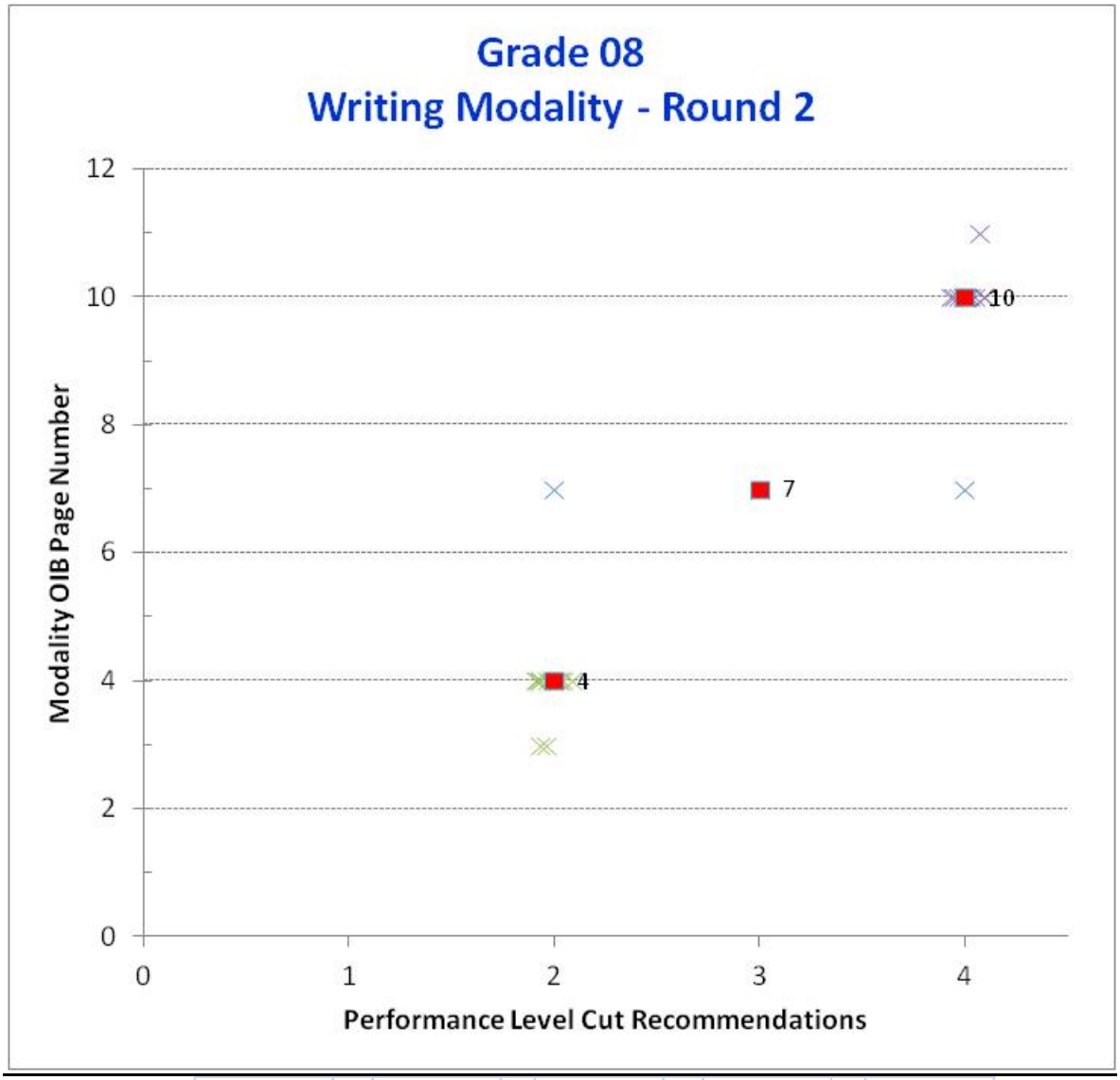
	1	2	3	4
Median	**3**	**8**	**16**	**22**
Lowest	1	6	14	20
Highest	4	9	21	23
SEJ	0.29	0.29	0.60	0.32



	1	2	3	4
Median	**4**	**9**	**15**	**25**
Lowest	2	6	15	19
Highest	5	9	21	26
SEJ	0.26	0.31	0.84	0.66

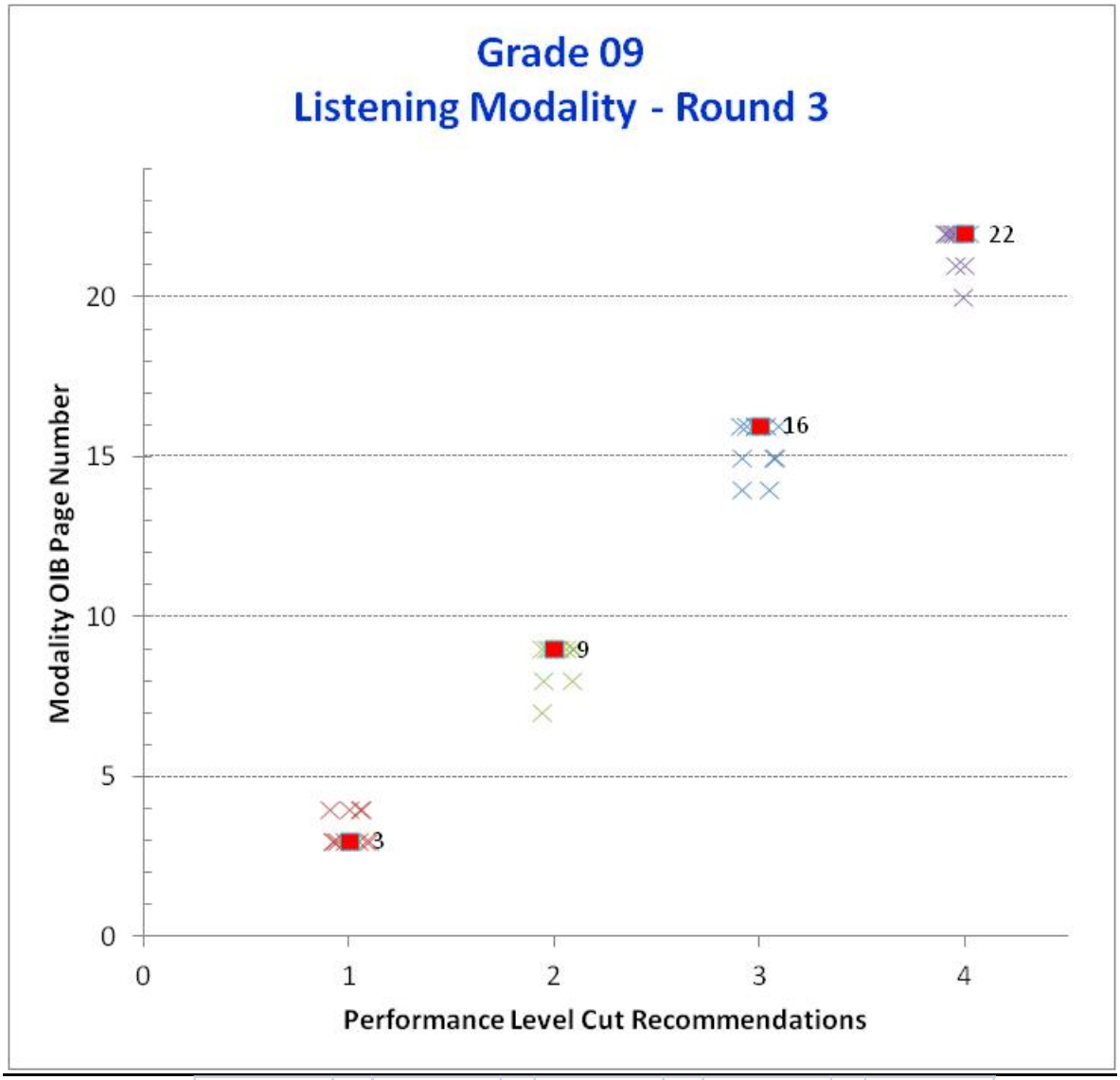


	1	2	3	4
Median		**7**	**11**	**17**
Lowest		4	9	17
Highest		7	14	20
SEJ		0.32	0.50	0.42

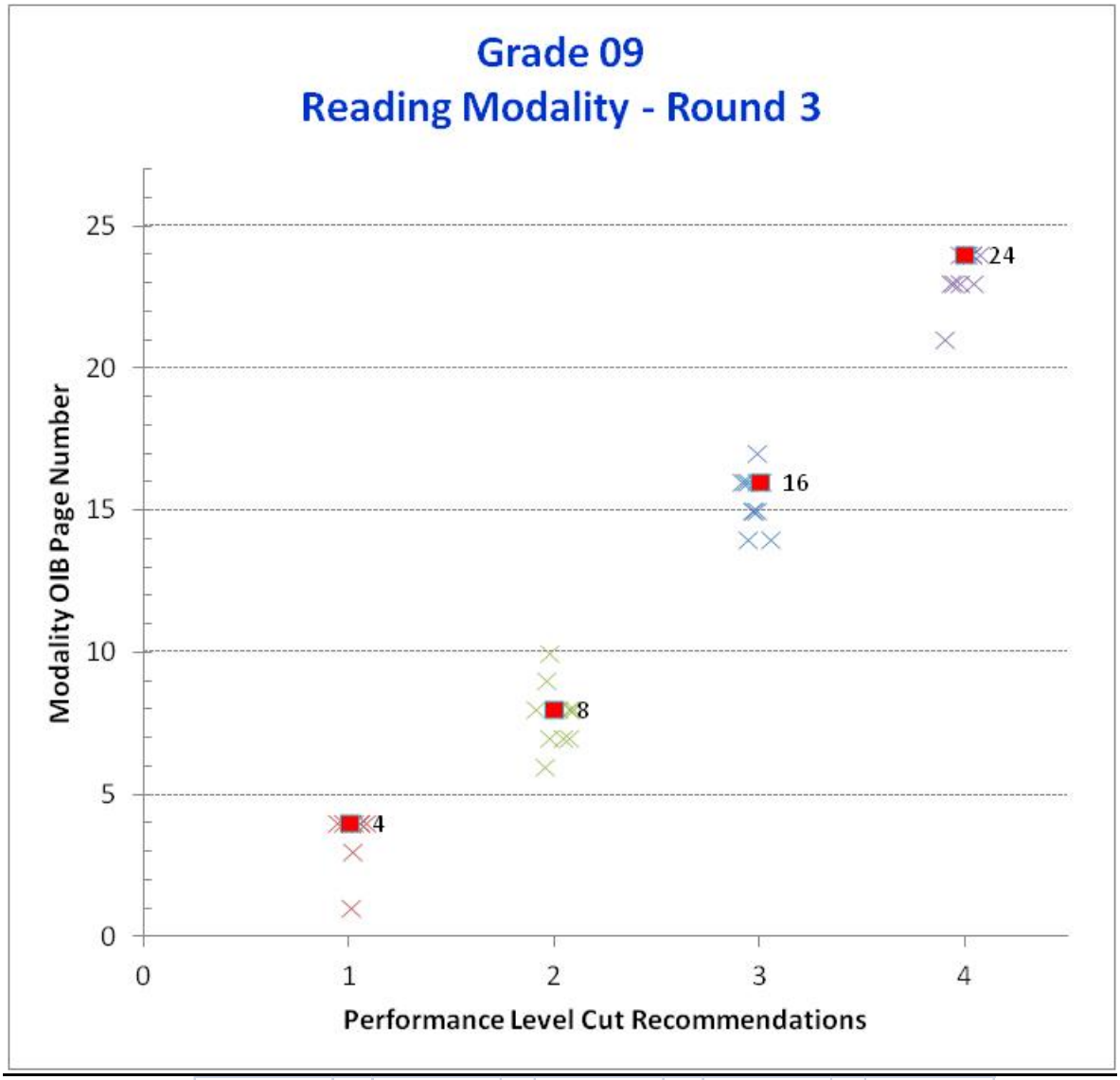


	1	2	3	4
Median		**4**	**7**	**10**
Lowest		3	7	10
Highest		4	8	11
SEJ		0.14	0.10	0.10

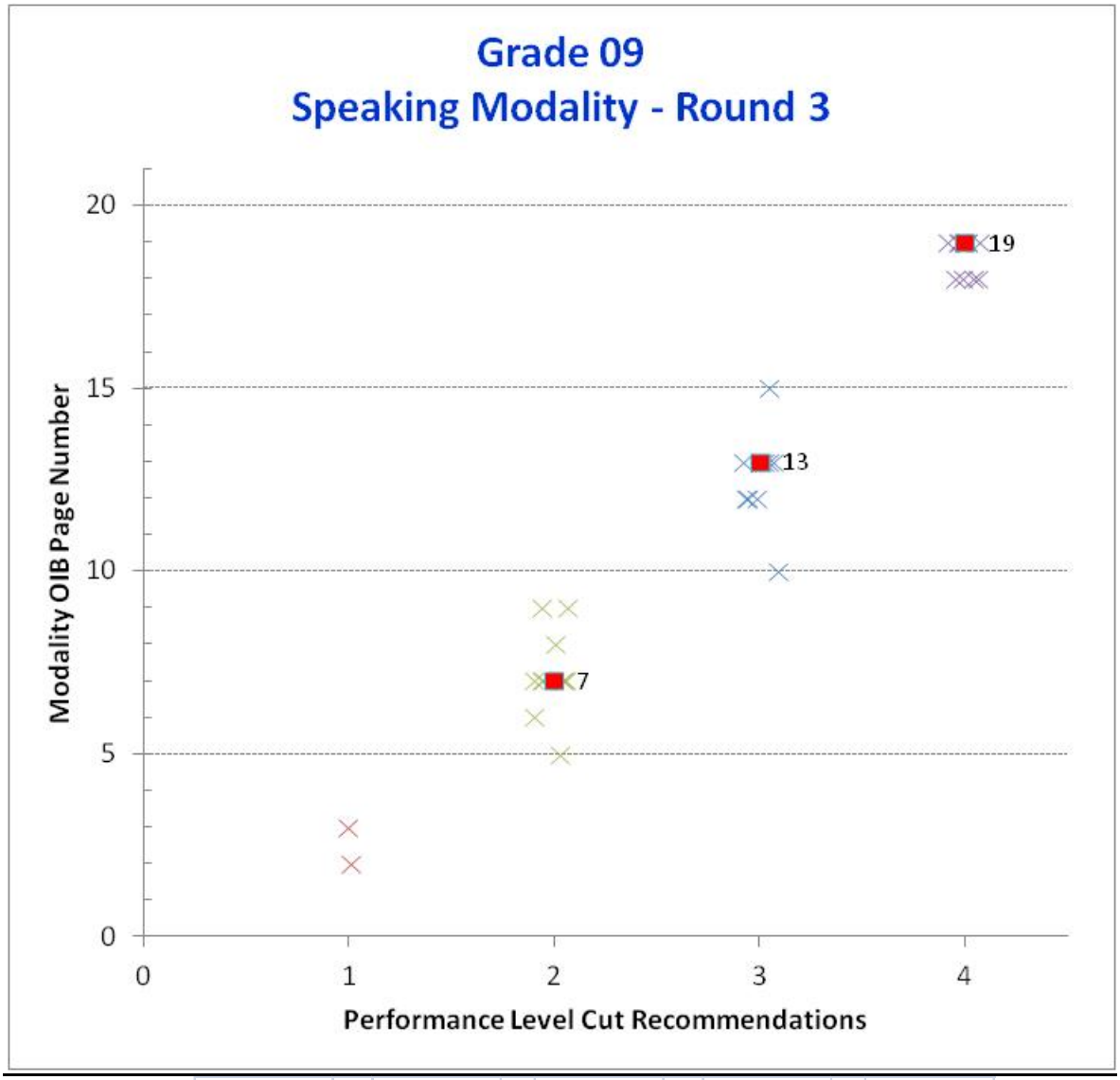
Grade 9



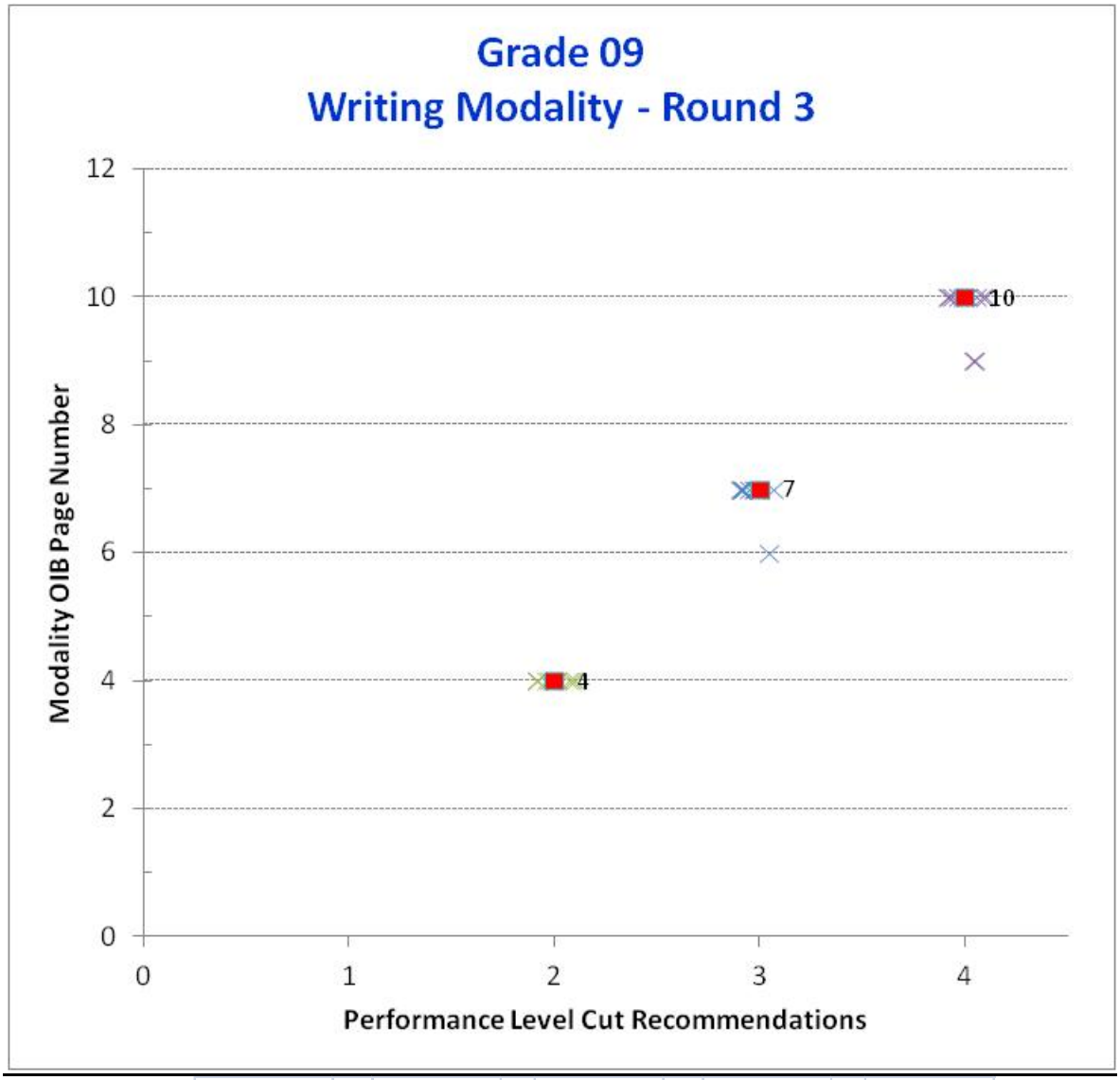
	1	2	3	4
Median	**3**	**9**	**16**	**22**
Lowest	3	7	14	20
Highest	4	9	16	22
SEJ	0.19	0.25	0.31	0.25



	1	2	3	4
Median	**4**	**8**	**16**	**24**
Lowest	1	6	14	21
Highest	4	10	17	24
SEJ	0.35	0.41	0.35	0.35

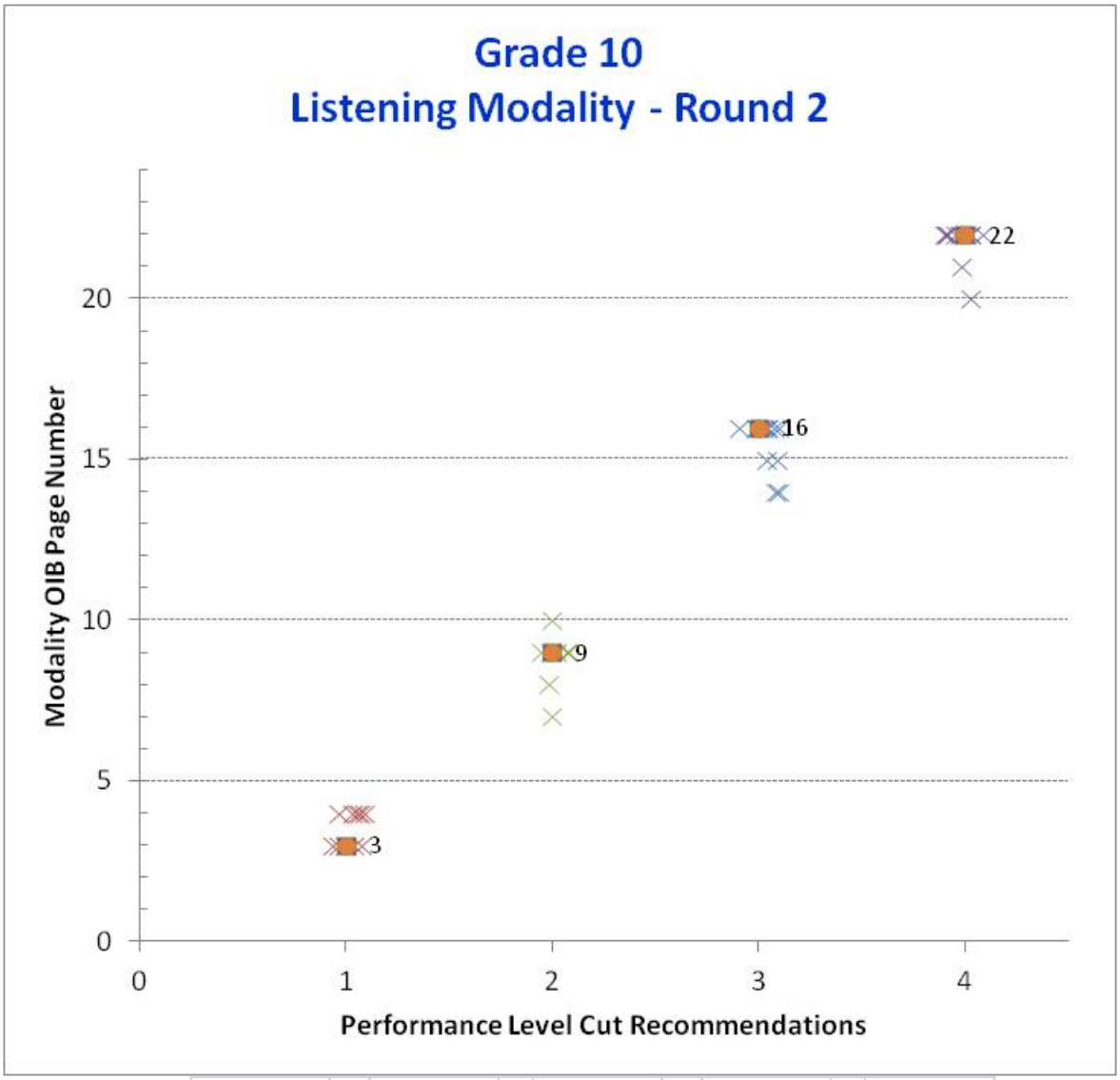


	1	2	3	4
Median		**7**	**13**	**19**
Lowest		5	10	18
Highest		9	15	19
SEJ		0.44	0.46	0.19

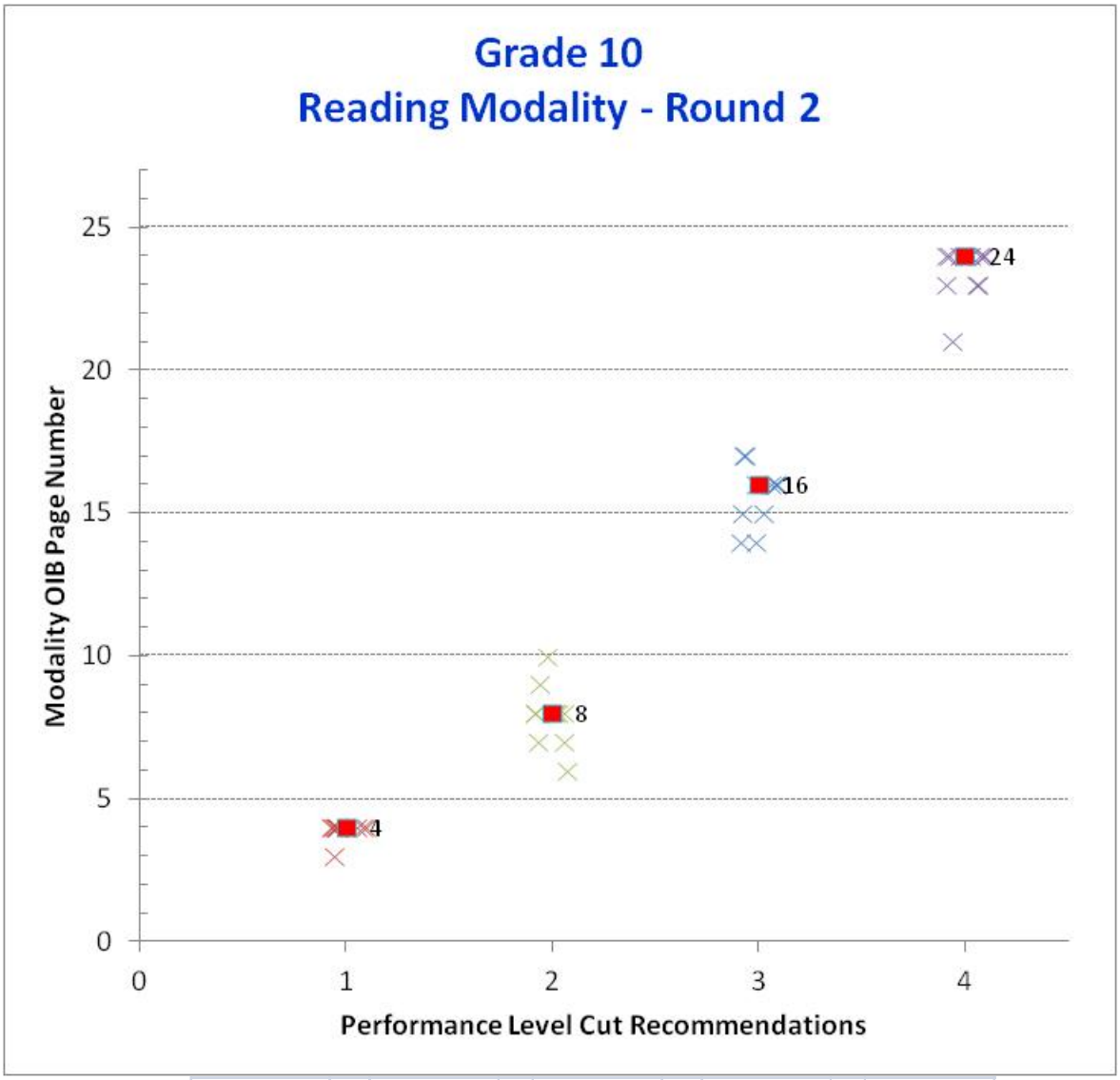


	1	2	3	4
Median		**4**	**7**	**10**
Lowest	0	4	6	9
Highest	0	4	7	10
SEJ	0.00	0.00	0.11	0.15

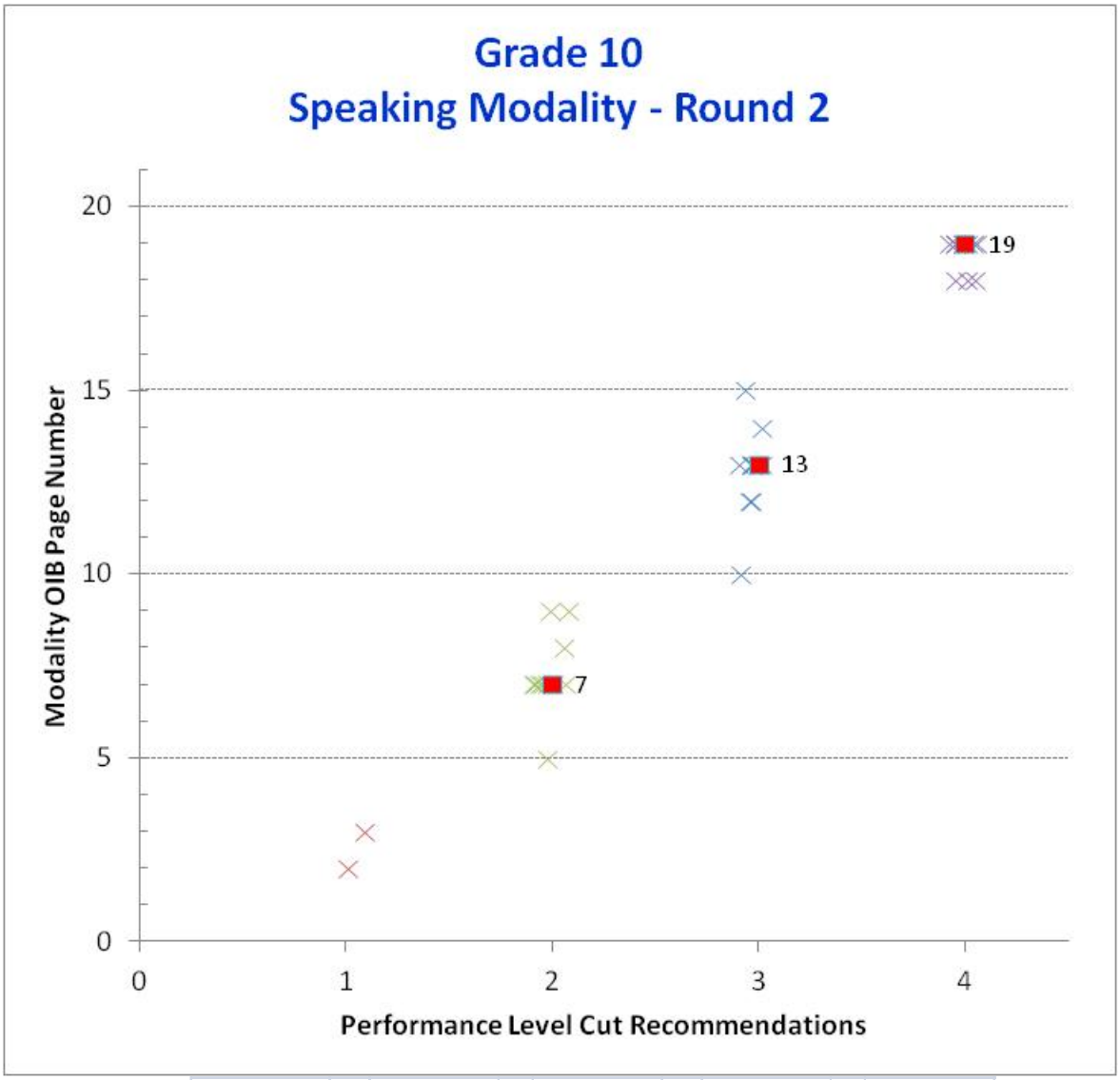
Grade 10



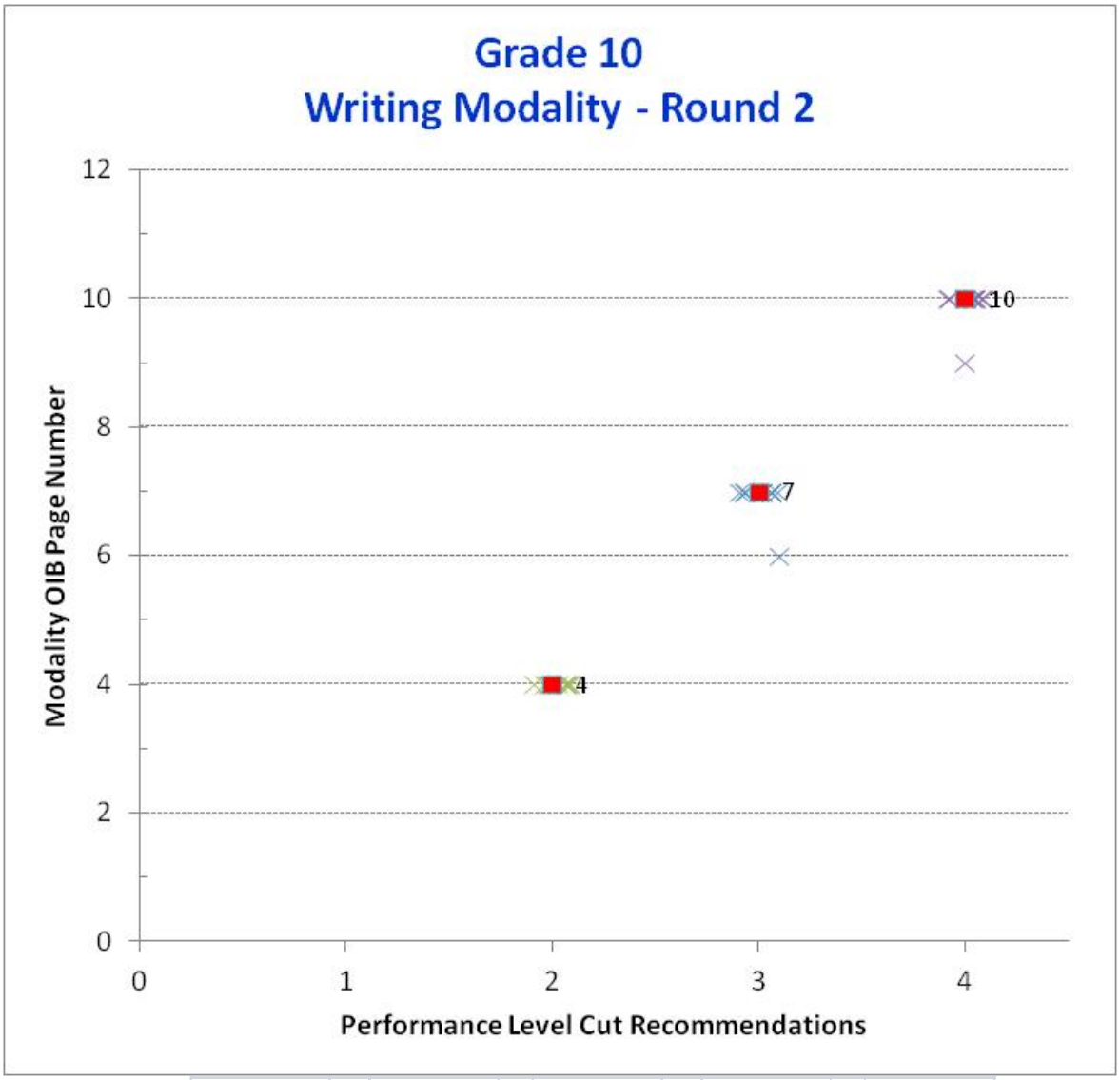
	1	2	3	4
Median	**3**	**9**	**16**	**22**
Lowest	3	7	14	20
Highest	4	10	16	22
SEJ	0.20	0.28	0.31	0.24



	1	2	3	4
Median	**4**	**8**	**16**	**24**
Lowest	3	6	14	21
Highest	4	10	17	24
SEJ	0.11	0.39	0.39	0.35

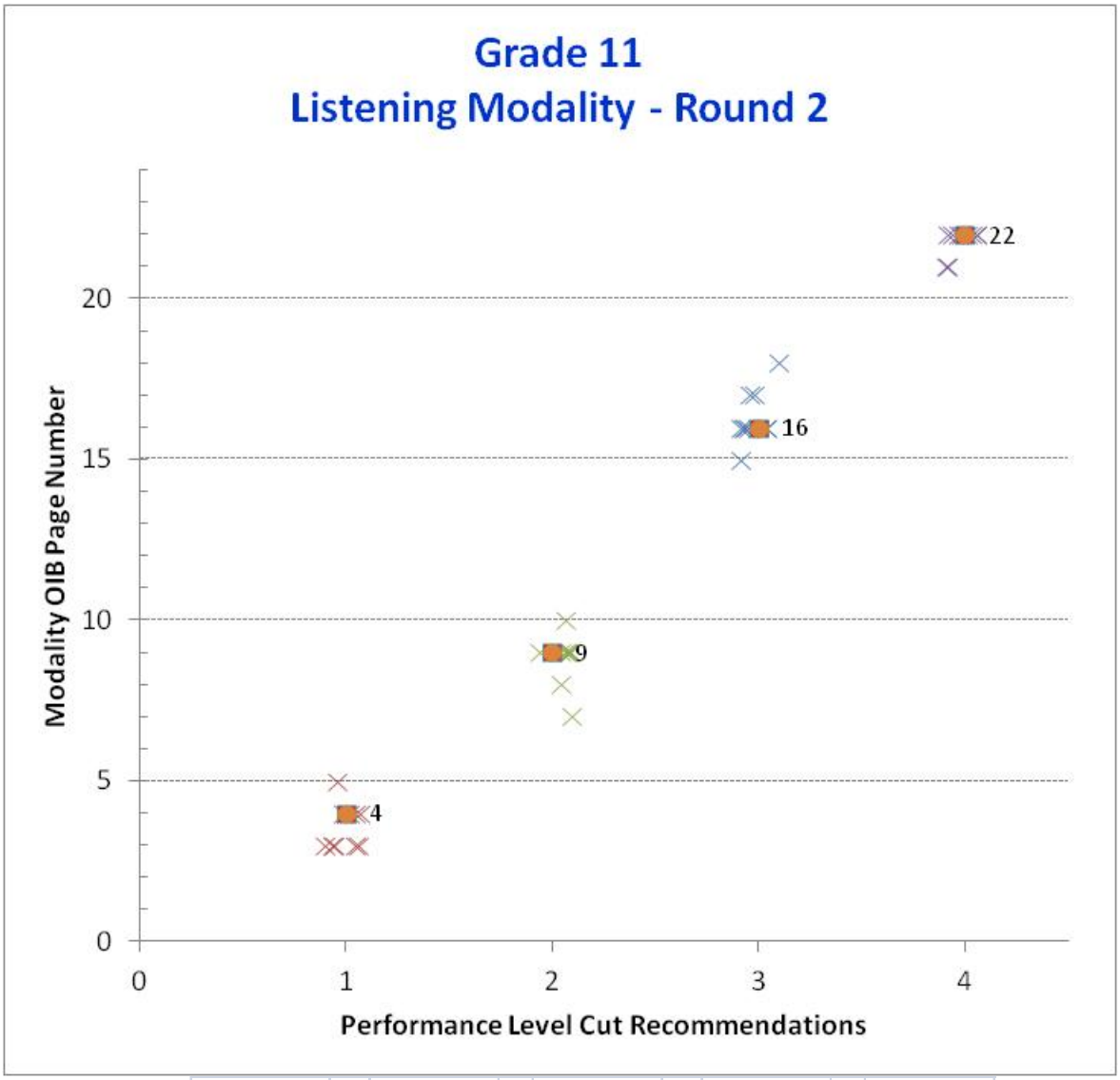


	1	2	3	4
Median		**7**	**13**	**19**
Lowest		5	10	18
Highest		9	15	19
SEJ		0.42	0.47	0.18

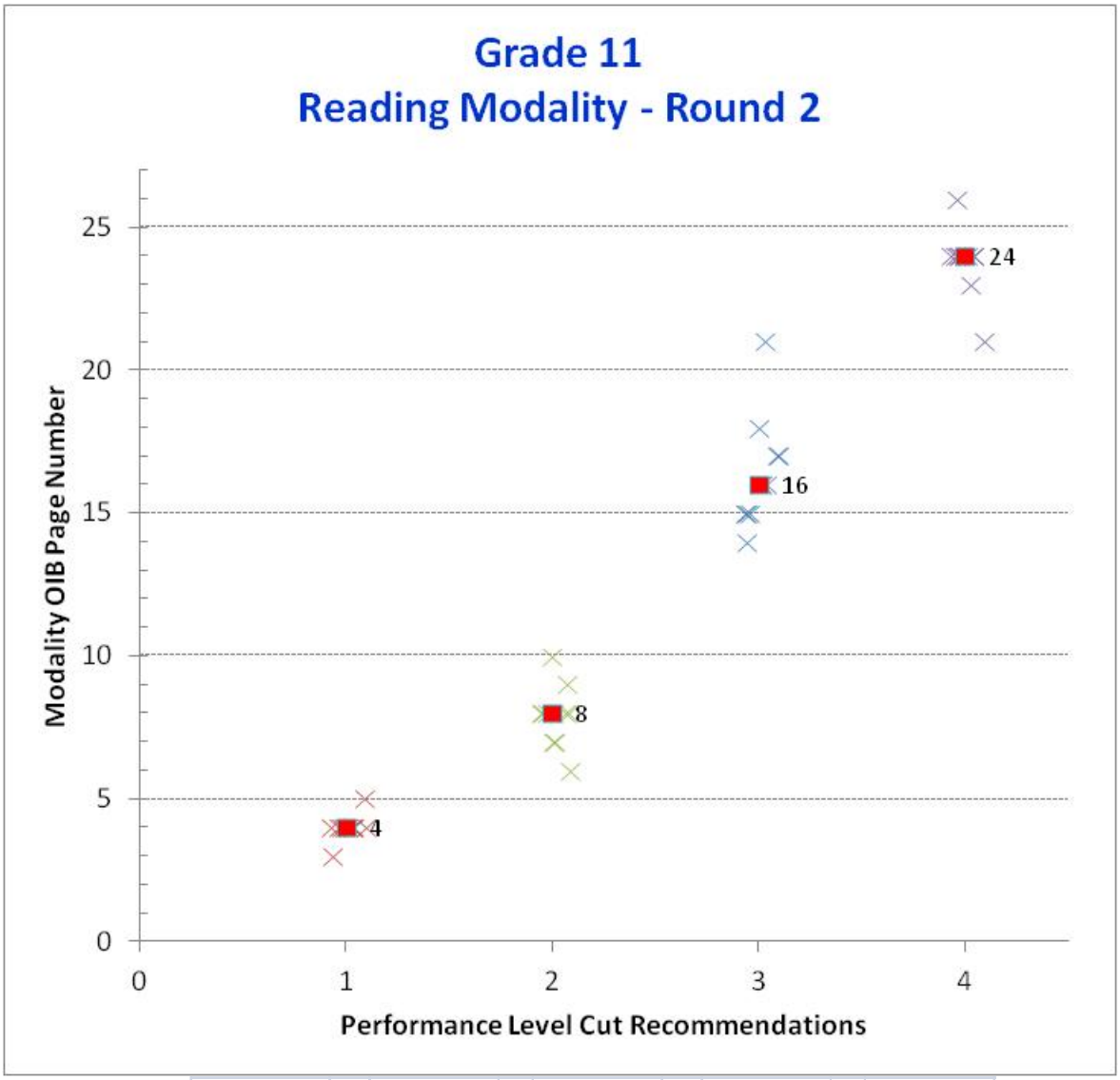


	1	2	3	4
Median		**4**	**7**	**10**
Lowest		4	6	9
Highest		4	7	10
SEJ		0.00	0.11	0.11

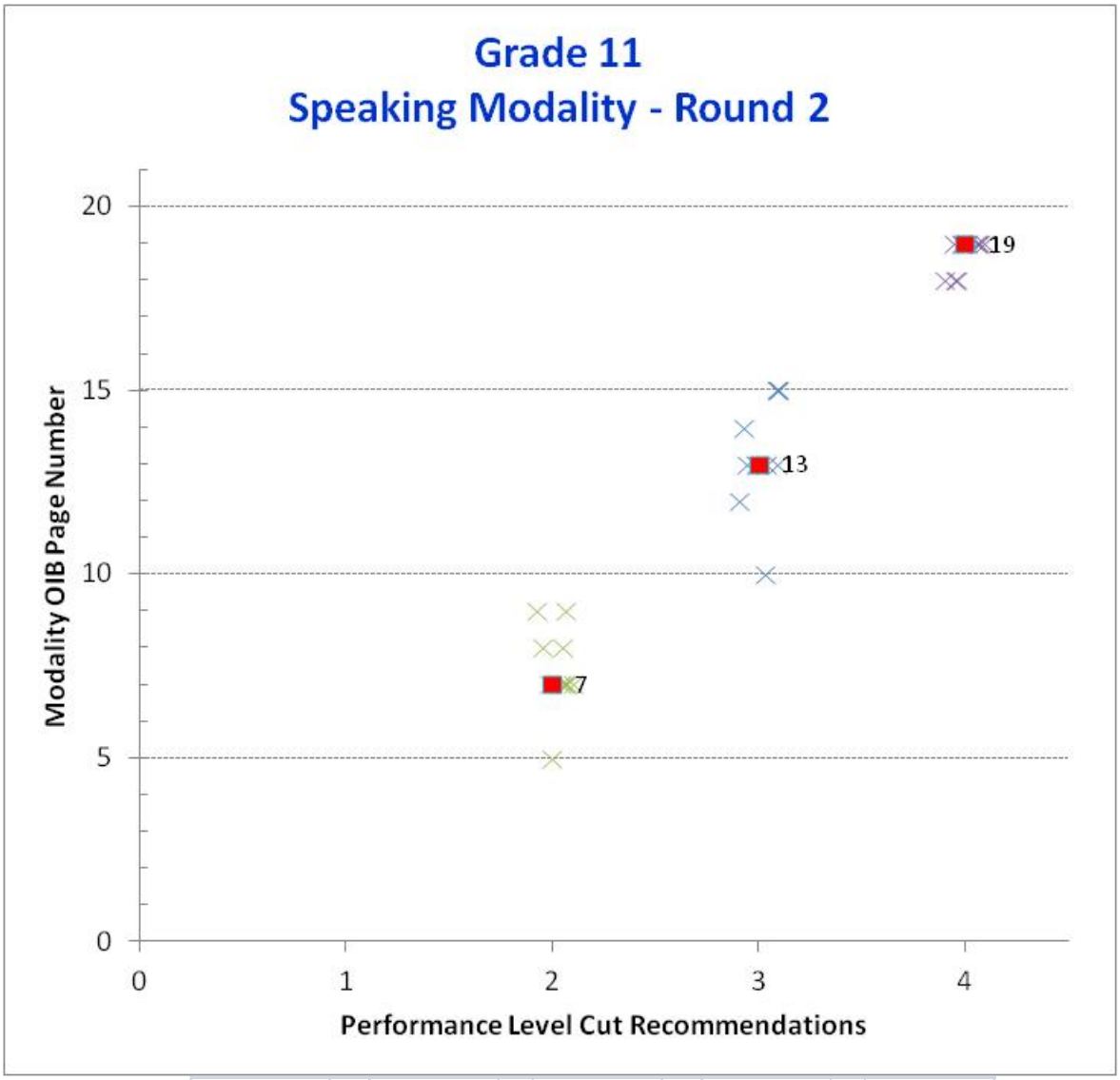
Grade 11



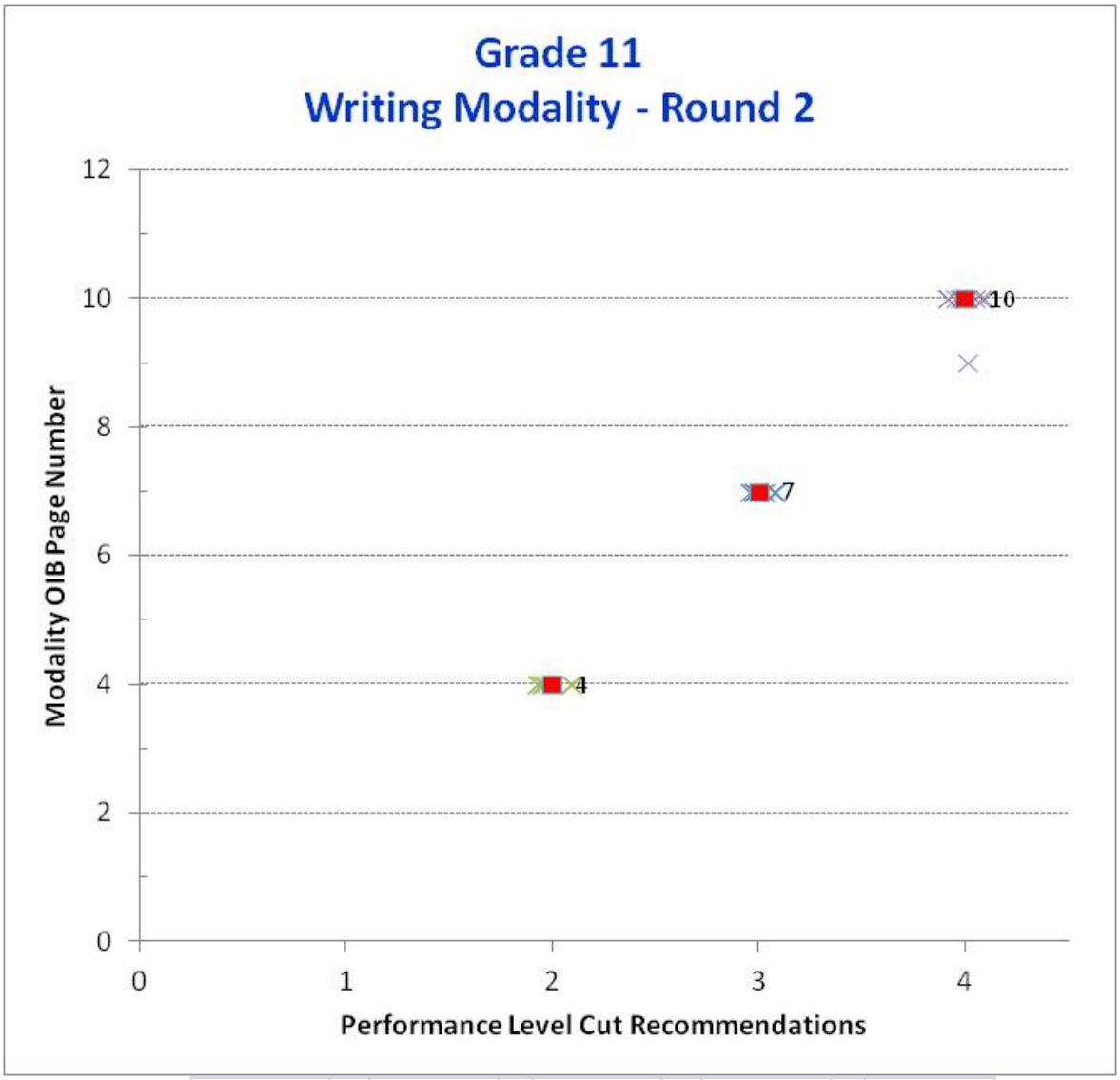
	1	2	3	4
Median	**4**	**9**	**16**	**22**
Lowest	3	7	15	21
Highest	5	10	18	22
SEJ	0.25	0.28	0.30	0.15



	1	2	3	4
Median	**4**	**8**	**16**	**24**
Lowest	3	6	14	21
Highest	5	10	21	26
SEJ	0.17	0.39	0.72	0.44

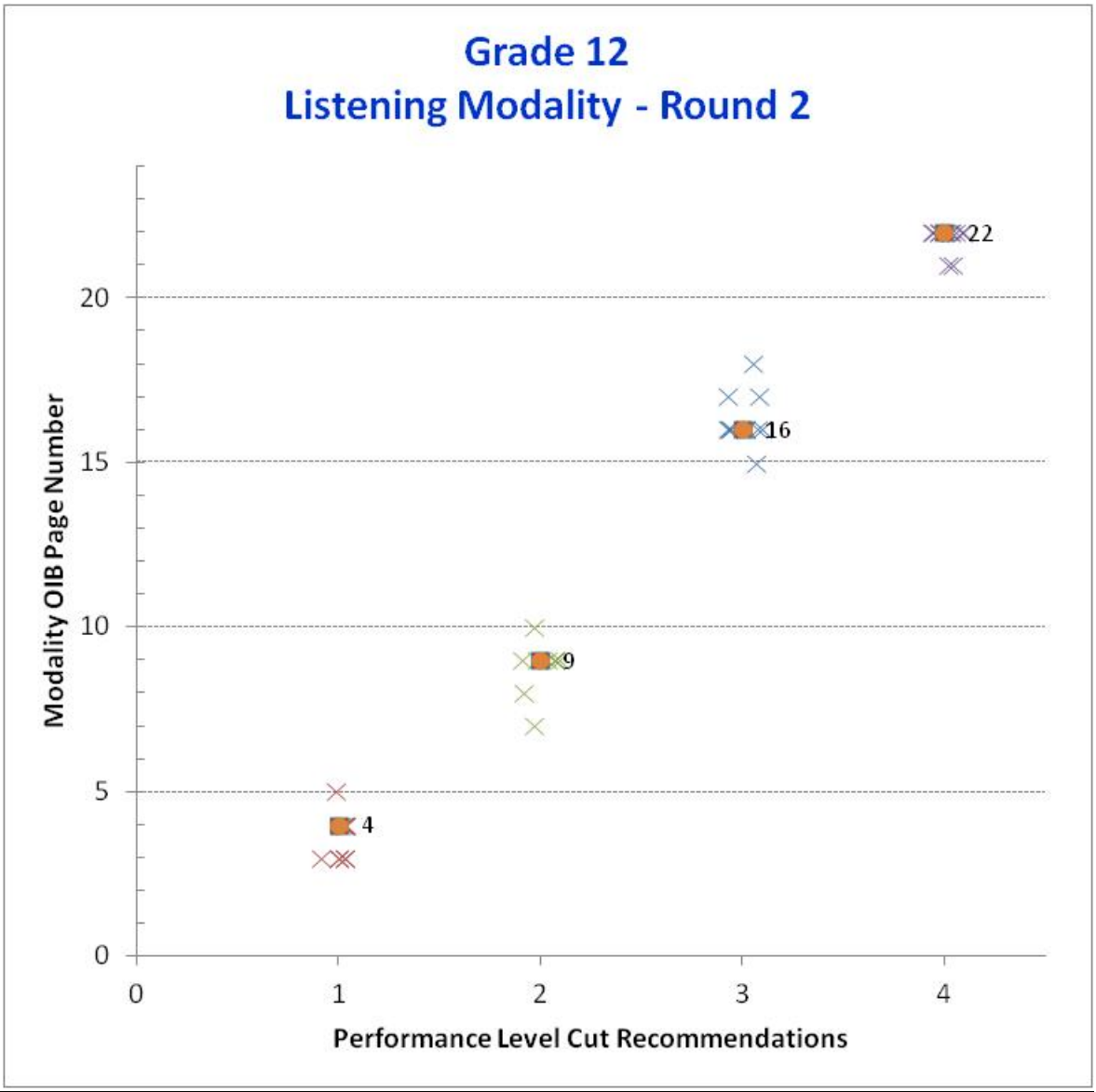


	1	2	3	4
Median		**7**	**13**	**19**
Lowest		5	10	18
Highest		9	15	19
SEJ		0.42	0.56	0.18

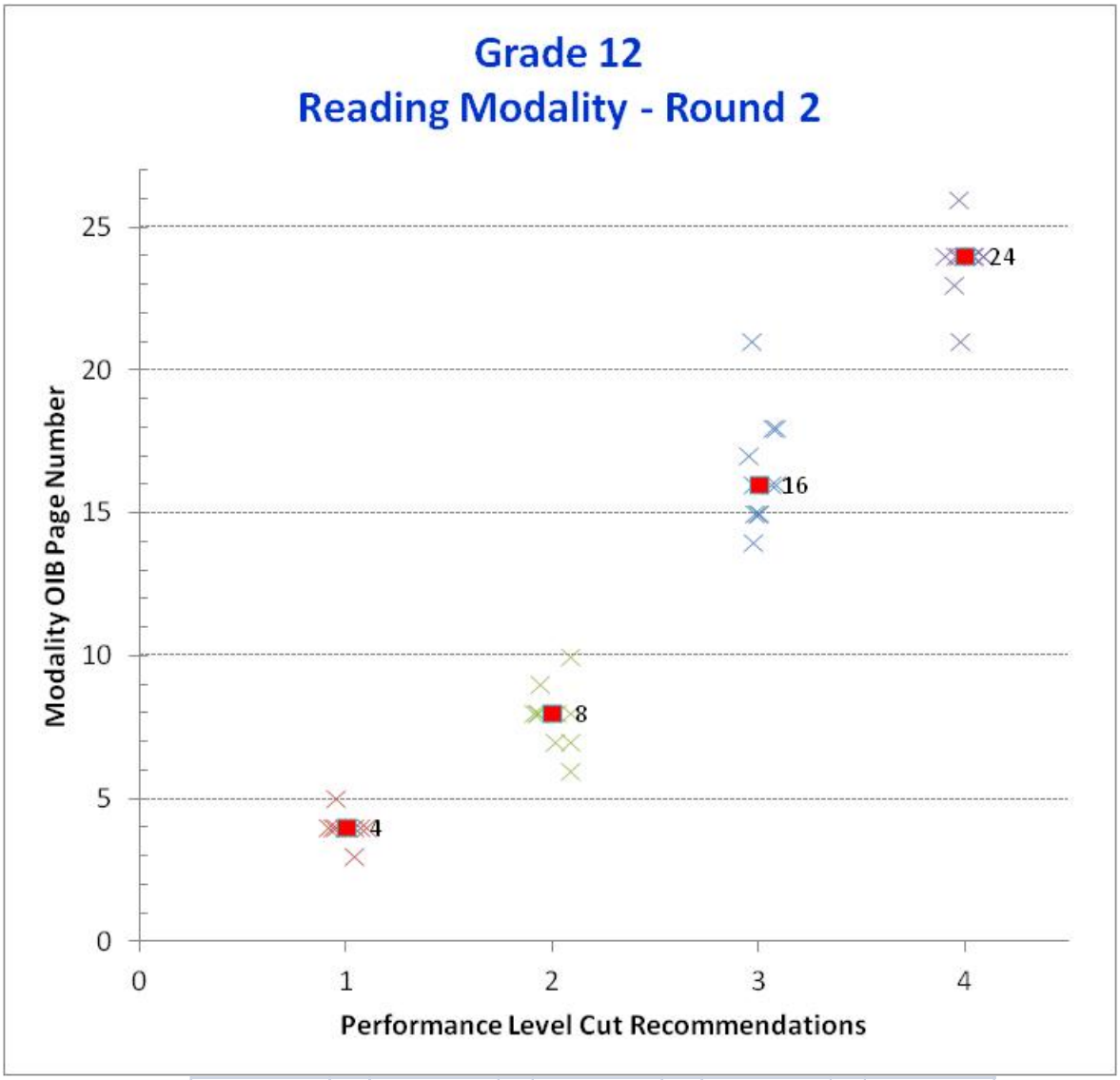


	1	2	3	4
Median		**4**	**7**	**10**
Lowest	0	4	7	9
Highest	0	4	7	10
SEJ	0.00	0.00	0.00	0.11

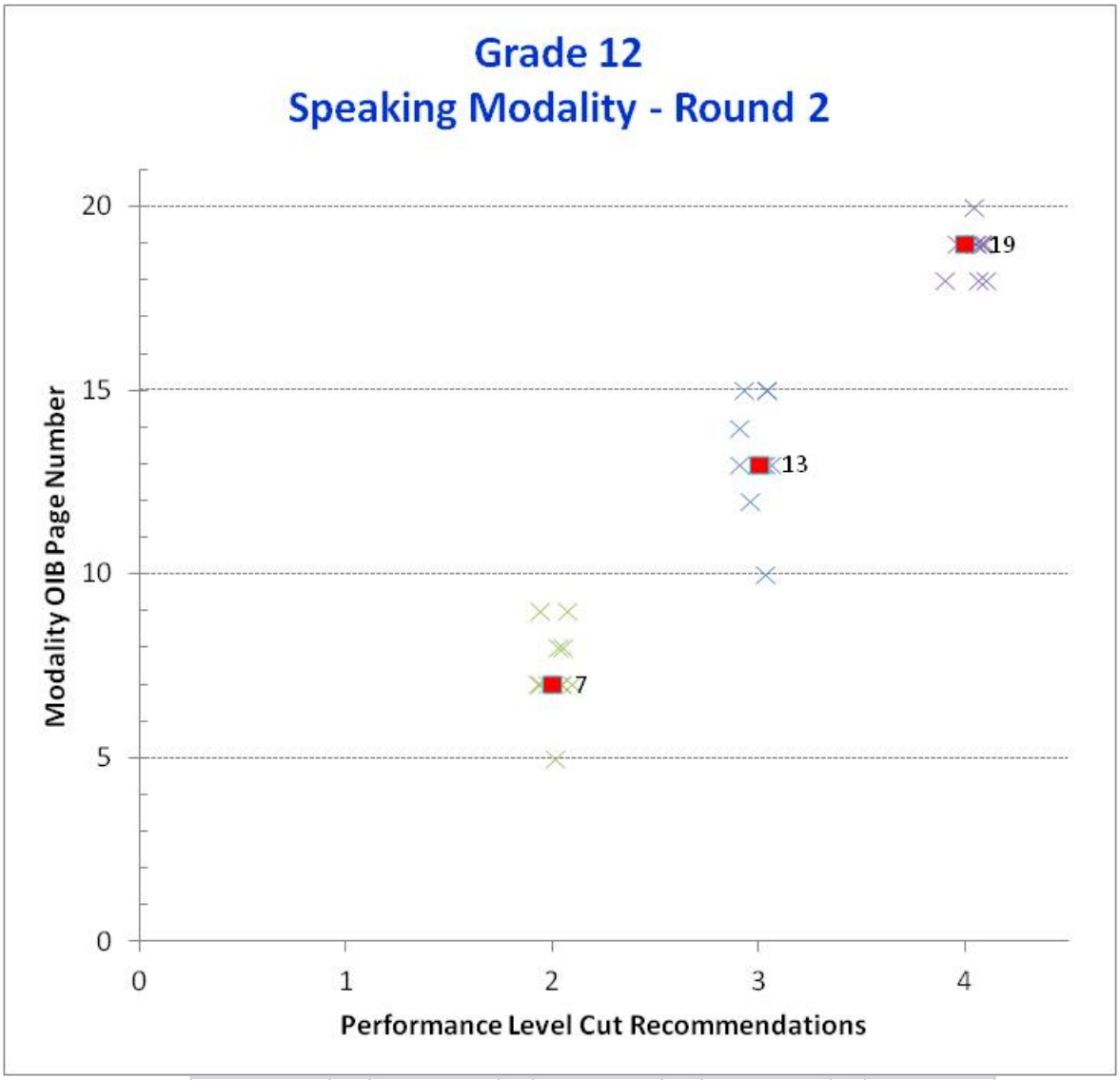
Grade 12



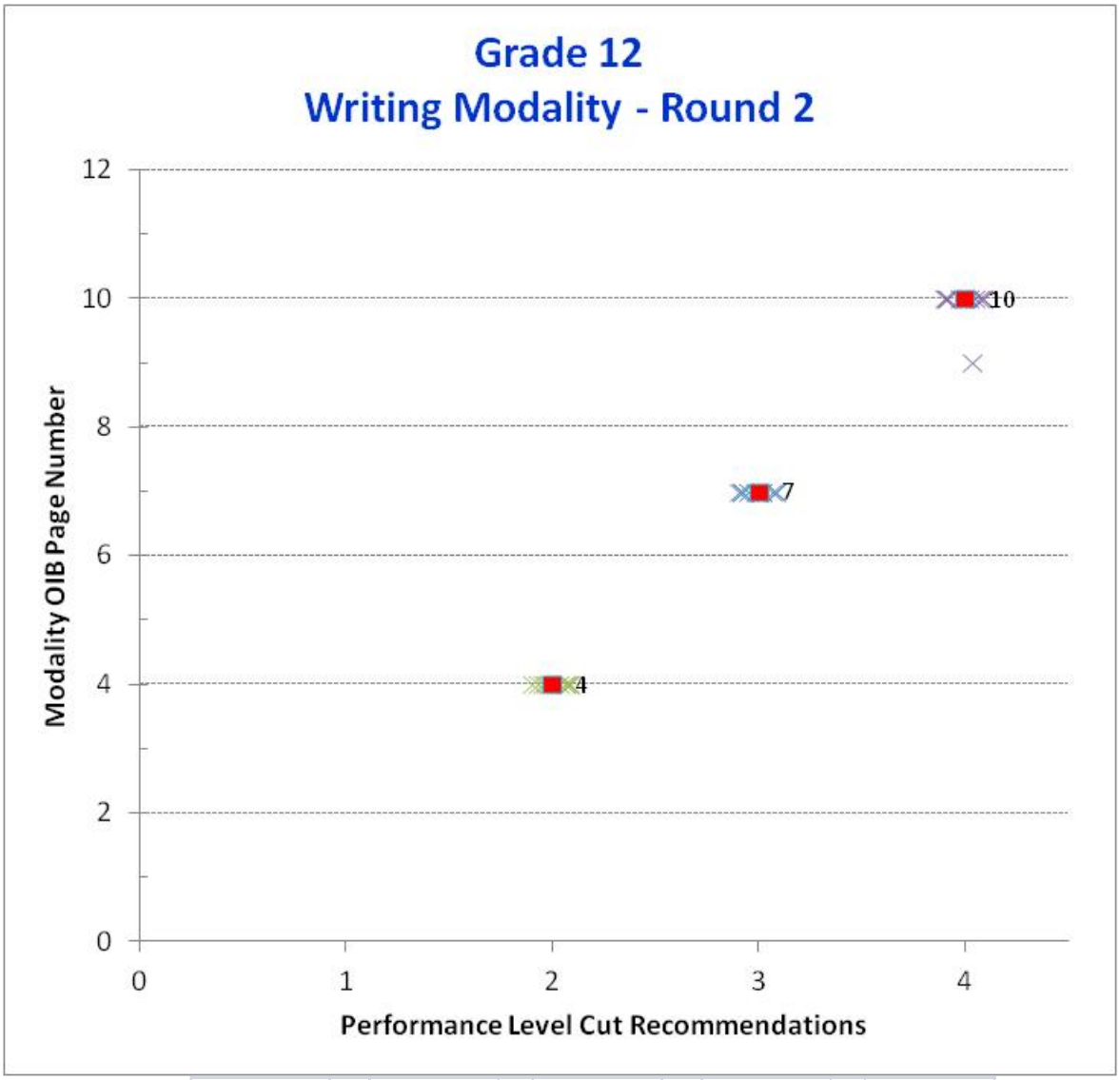
	1	2	3	4
Median	**4**	**9**	**16**	**22**
Lowest	3	7	15	21
Highest	5	10	18	22
SEJ	0.25	0.28	0.30	0.15



	1	2	3	4
Median	**4**	**8**	**16**	**24**
Lowest	3	6	14	21
Highest	5	10	21	26
SEJ	0.17	0.39	0.74	0.44



	1	2	3	4
Median		**7**	**13**	**19**
Lowest		5	10	18
Highest		9	15	20
SEJ		0.42	0.56	0.23



	1	2	3	4
Median		**4**	**7**	**10**
Lowest		4	7	9
Highest		4	7	10
SEJ		0.00	0.00	0.11

APPENDIX N: REFERENCES

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