



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

2018 Operational Test Technical Report

Submitted by: MetriTech, Inc.
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OVERVIEW

This technical report for the 2018 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 2018 NYSESLAT, including the rationale, purpose, and recommended use of the assessment. It also describes the available test accommodations, with information on the large type and braille versions of the test.

Chapter 2: Test Design and Development

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

Chapter 3: Scoring

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

Chapter 4: Classical Item-Level Statistics

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

Chapter 5: Reliability

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

Chapter 6: Validity

Chapter 6 describes the collected evidence of validity based on the test’s content, internal structure, and external structure, which examines the relationships between the NYSESLAT and both the New York State English Language Arts (ELA) Test (administered in Grades 3–8). and the New York State Regents Examination in English Language Arts.

Chapter 7: Calibration and Scaling

Chapter 7 explains the rationale for the Rasch IRT model that was implemented for the 2018 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 the 2016–2018 administrations are presented.

Chapter 8: Establishing NYSESLAT Performance Levels

Chapter 8 is a summary of how the performance levels were established for the 2018 NYSESLAT.

Chapter 9: Summary of the Operational Test Results

Chapter 9 contains raw score and scale score summaries, as well as the percentage of students in each performance category (Listening, Speaking, Reading, and Writing). It also contains exit rates for the 2013, 2014, 2015, 2016, 2017, and 2018 administrations of the NYSESLAT, as well as scale score, and the percentile rank frequency distribution for each grade level for 2018.

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 2018 operational administration of the NYSESLAT, carried out by MetriTech, Inc.

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

The spring 2018 NYSESLAT measures the Linguistic Demands necessary to meet the discipline-specific New York State curriculum standards at the corresponding grade band as required by NCLB. In the classroom, the Linguistic Demands identify the words, phrases, and forms of language that students need to understand and use in order to meet discipline-specific standards in K–12 across all four modalities (Listening, Speaking, Reading, and Writing).

The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (ToMs)¹. ToMs are what New York State designates as the standards measured by the spring 2018 NYSESLAT. In order to capture performance with the necessary level of precision, every grade-band ToM has been delineated across five levels—Entering, Emerging, Transitioning, Expanding, and Commanding—which reflect a continuum of English language acquisition that culminates in Commanding. Together with the ToMs, these five Performance Level Descriptions (PLDs)² allow a student’s English proficiency improvement to be measured annually.

To meet Federal and State requirements regarding the assessment of ELL/MLL students, NYSED requested test development, research, and scoring based on the State’s New Language Arts Progressions. As in past years, the NYSESLAT consists of four modalities (Speaking, Listening, Reading, and Writing) in each of six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12.

¹ For more information about Targets of Measurement, see <https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-targets-measurement>

² For more information about Performance Level Descriptions, see <https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-performance-level>

Individual test items align to specific ToMs and PLDs, and the test was developed in accordance with the Standards for Educational and Psychological Testing (American Educational Research Association, 2014) and New York State testing requirements, as well as other applicable Federal and State requirements.

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

Items were developed and field tested in the spring of 2017 (see *2017 Field Test Technical Report*). Based on the analysis of field test data, passages and items were selected for the construction of the 2018 operational NYSESLAT test forms.

1.2 Rationale and Purpose

All ELL/MLL students in grades K–12 are assessed each year, in order to measure academic English language proficiency in Listening, Speaking, Reading, and Writing. The NYSESLAT helps schools and teachers determine the type of English language instructional support that their ELL/MLL students need to fully acquire the language proficiency that will prepare them for success in the classroom. The purpose of the NYSESLAT is to measure annual student improvement in achieving English language proficiency, in order for students to ultimately exit ELL/MLL status and move into English mainstream programs.

1.3 Test Use

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

1.4 Test Accommodations

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

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

Large Type

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

Braille

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

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

CHAPTER 2: TEST DESIGN AND DEVELOPMENT

2.1 Test Blueprint and Specifications

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

The 2018 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.

At Kindergarten, the Listening, Reading, and Writing tests are administered by modality to groups of students, with Listening given first, followed by Reading and then Writing. At Grades 1–12, the Listening, Reading and Writing modalities are administered in three sessions over the course of three test days. Each session consists of one Global Theme of Listening, Reading, and Writing items. At Kindergarten and Grades 1–12, Speaking is administered individually and can be given at any point during the testing window.

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 2018 NYSESLAT.

Table 1. Total Number of Items and Points for the 2018 NYSESLAT

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

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

The NYSESLAT consists entirely of items developed specifically for the assessment. The items on the 2018 NYSESLAT were developed in 2016 and field tested in the fall of 2017. Table 2 presents the operational test blueprint for the 2018 administration of the NYSESLAT.

Table 2. 2018 NYSESLAT Operational Test Design

2018 Operational NYSESLAT Listening, Reading, and Writing (Kindergarten)			
Listening			
Passage Length	Item Type	Response Type	Number of Items
Medium	Main Topic-Image Sorting	MC3	1
	Words from Context	MC3	1
Medium	Words from Context	MC3	1
	Character-Image Sorting	MC3	1
	Story Order	MC3	1
Medium	Dev.of Story Image Sorting	MC3	1
	Story Order	MC3	1
Medium	Dev. of Ideas Image Sorting	MC3	1
	Main Topic-Image Sorting	MC3	1
Long	Main Topic-Image Sorting	MC3	1
	Story Order	MC3	1
	Character-Image Sorting	MC3	1
	Descriptions	MC3	1
Stand-Alone Items	Character-Image Sorting	MC3	1
	Descriptions	MC3	1
	Story Order	MC3	1
	Word Recognition	MC3	2
	Words from Context	MC3	1
Total Listening			19
Total Listening Points			19
Reading			
Passage Length	Item Type	Response Type	Number of Items
Stand-Alone Items	Letter-Sound Recognition	MC3	2
	Sound-Letter Match	MC3	2
	Alphabet Recognition	MC3	1
	Word Reading 1	MC3	4
	Word Reading 2	MC3	4
	Sentence Reading	MC3	3
	Sentence Reading 2	MC3	2
Total Reading			18
Total Reading Points			18
Writing			
	Item Type	Response Type	Number of Items
Stand-Alone Items	Letter Writing	CR1 (0–1)	4
	Word Writing	CR2 (0–2)	2
	Sentence Writing	CR2 (0–2)	1
Medium/Long	Write a Story	CR4 (0–4)	1
Total Writing			8
Total Writing Points			14

MC3 = 3-Option Multiple-Choice Item

CR1 = 1-Point Constructed-Response Item

CR2 = 2-Point Constructed-Response Item

CR4 = 4-Point Constructed-Response Item

Table 2. 2018 NYSESLAT Operational Test Design (continued)

2018 NYSESLAT Listening, Reading, and Writing (Grades 1–12)							
Listening							
Session	Passage Length	Response Type	Number of Items by Grade Band				
			1–2	3–4	5–6	7–8	9–12
I	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
II	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
III	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
Total Listening			24	24	24	24	24
Total Listening Points			24	24	24	24	24
Reading							
Session	Passage Length	Response Type	Number of Items by Grade Band				
			1–2	3–4	5–6	7–8	9–12
I	Short	MC4	3	3	3	3	3
	Medium	MC4	5	5	5	5	5
II	Short	MC4	3	3	3	3	3
	Medium	MC4	5	5	5	5	5
III	Medium	MC4	5	5	5	5	5
	Long	MC4	6	6	6	6	6
Total Reading			27	27	27	27	27
Total Reading Points			27	27	27	27	27
Writing							
Session	Passage Length	Response Type	Number of Items by Grade Band				
			1–2	3–4	5–6	7–8	9–12
I	Short/Medium	SCR	1	1	1	1	1
II	Short/Medium	SCR	1	1	1	1	1
III	Medium/Long	ECR	1	1	1	1	1
Total Writing			3	3	3	3	3
Total Writing Points			12	12	12	12	12

MC4 = 4-Option Multiple-Choice Item

SCR = 4-Point Short Constructed-Response Item

ECR = 4-Point Extended Constructed-Response Item

Table 2. 2018 NYSESLAT Operational Test Design (continued)

2018 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 Item

CR2 = 2-Point Constructed-Response Item

2.2 2018 Test Design

The 2018 tests are grounded in the New Bilingual Language Arts Progressions and measure the Targets of Measurement across the five performance levels.

Table 3 shows a comparison of the distribution of the Targets of Measurement for the 2017 and 2018 versions of the NYSESLAT operational test. A description of the Targets of Measurement can be found here:

<https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-targets-measurement>

Tables 4 through 9 show the NYSESLAT test specification alignment with the Targets of Measurement (ToMs) by grade band for 2018.

Table 3. Historical Distribution of Targets of Measurement

Grade Band	ToMs	2017 Selection								2018 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	3	14	6	32			10	71	5	24
	2	5	26			4	29	16	76	5	26			4	29	10	48
	3	6	32	7	39			2	10	6	32	7	39			6	29
	4	2	11	11	61					2	11	11	61				
	5																
	Total	19	100	18	100	14	100	21	100	19	100	18	100	14	100	21	100
1-2	1	8	33	10	37			9	43	7	29	10	37			3	14
	2	9	38	10	37	8	67	8	38	10	42	8	30	8	67	10	48
	3	6	25	4	15	4	33	4	19	4	17	4	15			8	38
	4	1	4	2	7					3	13	3	11	4	33		
	5			1	4							2	7				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100
3-4	1	9	38	7	26			1	5	7	29	5	19			3	14
	2	9	38	9	33	8	67	16	76	8	33	7	26	8	67	14	67
	3	4	17	7	26			4	19	7	29	10	37	4	33	4	19
	4	2	8	3	11	4	33			2	8	2	7				
	5			1	4							3	11				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100
5-6	1	9	38	8	30			4	19	8	33	6	22			8	38
	2	6	25	7	26	8	67	11	52	9	38	9	33	8	67	5	24
	3	6	25	8	30			6	29	5	21	7	26			8	38
	4	3	13	2	7	4	33			2	8	2	7	4	33		
	5			2	7							3	11				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100
7-8	1	7	29	6	22			7	33	7	29	6	22			8	38
	2	8	33	7	26	8	67	8	38	7	29	7	26	8	67	9	43
	3	6	25	6	22			6	29	6	25	5	19			4	19
	4	3	13	4	15	4	33			4	17	5	19	4	33		
	5			4	15							4	15				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100

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

Grade Band	ToMs	2017 Selection								2018 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	5	21	8	30			8	38	6	25	5	19			7	33
	2	9	38	6	22	8	67	9	43	8	33	9	33	8	67	4	19
	3	8	33	6	22			4	19	8	33	6	22			10	48
	4	2	8	4	15	4	33			2	8	3	11	4	33		
	5			3	11							4	15				
	Total	24	100	27	100	12	100	21	100	24	100	27	100	12	100	21	100

Table 4. 2018 Test Specification Alignment to ToMs—Grade K

ToMs	Total 2018		
	N Item	N Points	% Points
1	16	21	29.2
2	13	20	27.8
3	15	18	25.0
4	13	13	18.1
5	-	-	-
Total	57	72	100.0

Table 5. 2018 Test Specification Alignment to ToMs—Grade Band 1–2

ToMs	Total 2018		
	N Item	N Points	% Points
1	19	20	23.8
2	26	36	42.9
3	12	16	19.0
4	7	10	11.9
5	2	2	2.4
Total	66	84	100.0

Table 6. 2018 Test Specification Alignment to ToMs—Grade Band 3–4

ToMs	Total 2018		
	N Item	N Points	% Points
1	14	15	17.9
2	25	37	44.0
3	20	25	29.8
4	4	4	4.8
5	3	3	3.6
Total	66	84	100.0

Table 7. 2018 Test Specification Alignment to ToMs—Grade Band 5–6

ToMs	Total 2018		
	N Item	N Points	% Points
1	19	22	26.2
2	23	31	36.9
3	16	20	23.8
4	5	8	9.5
5	3	3	3.6
Total	66	84	100.0

Table 8. 2018 Test Specification Alignment to ToMs—Grade Band 7–8

ToMs	Total 2018		
	N Item	N Points	% Points
1	18	21	25.0
2	21	31	36.9
3	13	15	17.9
4	10	13	15.5
5	4	4	4.8
Total	66	84	100.0

Table 9. 2018 Test Specification Alignment to ToMs—Grade Band 9–12

ToMs	Total 2018		
	N Item	N Points	% Points
1	15	17	20.2
2	26	38	45.2
3	15	16	19.0
4	6	9	10.7
5	4	4	4.8
Total	66	84	100.0

2.3 Item Development and Review

All items field tested in 2017 for use on the 2018 operational NYSESLAT were written by professional writers with experience in the classroom and experience writing assessment content for ELL/MLL students. The MetriTech test development team conducted a series of two-hour webinars to train passage and item writers. A variety of training materials were prepared, including the Targets of Measurement (ToMs), the Performance Level Descriptions (PLDs), sample passages and items, a training PowerPoint, NYSESLAT-specific Passage and Item Writing Guidelines, and Passage and Item Review Checklists. Passages and items were written in the MetriTech proprietary item bank, MTADS, allowing for all passages and items to be saved electronically along with every edit applied throughout the development cycle. MetriTech development, content, and ESL specialists were trained to support the writers developing the passages and items, and were available via phone and e-mail to answer any questions. Subsequently, all passages and items went through multiple rounds of review and revision. MetriTech hired and trained content and ESL specialists to conduct an initial review of passages and items and to edit the passages and items. These reviewers used detailed Content and ESL Review Checklists. Following the initial review of the passages and items, MetriTech content and ESL specialists reviewed the passages and items, using an additional set of Passage and Item Review Checklists. All Passage and Item Review Checklists were accessed in MTADS, thus allowing an electronic record to be kept of the reviews. The multi-step, lengthy, and intensive review and editing process ensured the following:

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

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

2.4 Field Test

A stand-alone field test was administered from February 27–March 10, 2017 to a representative sample of ELL/MLL students in New York State. For students in grades 1–12, there were 4 field test forms, each containing a Listening, Reading, and Writing section, and 2 Speaking field test forms. For Kindergarten the items were field tested by modality. Each student was administered items from only one modality. For Kindergarten, there was one field test form for Listening, one field test form for Reading, two field test forms for Writing, and two Speaking field test forms.

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 2017 field test sampling plan and statistics are discussed in the *2017 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 2017 field test administration of the NYSESLAT were used for construction of the 2018 operational NYSESLAT test.

2.5 Test Construction

The 2018 NYSESLAT was administered operationally to six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Except for the linking test form, the operational test forms consisted of all new passages and items field tested in spring 2017.

The field-tested items for each grade band were calibrated concurrently. Item parameters obtained from the 2017 field test calibration were used to build new forms for the 2018 operational NYSESLAT.

Selecting New Items

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

The selection criteria for the 2018 NYSESLAT operational passage and item sets reflected the test design specifications for the use of organizing Global Themes. Selection included consideration of such elements as passage length, distribution of ToMs and PLDs, and content. Content considerations included having a variety of settings and activities represented in passages; having a mix of people, animals, and objects represented; and ensuring that no content overlapped within a subtest or across subtests within the same grade band. The ToMs measured varied by subtest, and difficulty level usually increased from the first item in a set to the last. In addition, the means and standard deviations of the modality and total scores, as well as Rasch values, were used as reference in order to facilitate item selection and form construction.

MetriTech used the following guidelines, in order to ensure the quality of the assessment:

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

Building the Test Maps

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

In building the operational 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 (Grade K, A–C; all other grades, A–D).
- There was a balance in the key (e.g., no more than three in a row of the same answer key position).
- Point values were accurate.
- The items worked together in the form (e.g., no clueing of correct answers).
- General sequencing of difficulty was incorporated within passage and item sets, when possible—beginning with the easiest items, progressing to medium, and then the most difficult.
- General sequencing of difficulty for Speaking followed the Speaking Test Design.

Psychometric Review

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

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

1. Item Statistics:
 - a. Check the range of item difficulty: Items should be flagged if the p -value is < 0.30 or > 0.95 .
 - b. Check the point-biserial range: Try to avoid items with a point-biserial < 0.30 .
 - c. Check the omit rate: Watch for items with an omit rate $> 5\%$.
 - d. Avoid items with a DIF bias flag. If it is necessary to select an item with a DIF flag, then it needs to be reviewed carefully for content. The DIF bias flag criteria are explained in detail in Chapter 4 (see Tables 17 and 18).
2. No changes to an item are allowed once it has been field tested.
3. The total number of items for each ToM and PLD, and the number of items within each modality, must meet the test design.
4. In general, flagged items should be avoided. However, the match to ToM and PLD distributions should take priority over statistical targets in most circumstances.

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

Table 10. 2018 NYSESLAT Selection Summary—Classical Item Statistics (based on 2017 field test analyses)

Grade Band	Listening		Speaking		Reading		Writing	
	p -value	SD						
K	0.73	0.13	0.59	0.16	0.83	0.07	0.56	0.19
1–2	0.60	0.10	0.69	0.14	0.55	0.09	0.44	0.03
3–4	0.58	0.09	0.72	0.12	0.58	0.09	0.44	0.02
5–6	0.58	0.09	0.70	0.11	0.54	0.11	0.45	0.01
7–8	0.60	0.11	0.68	0.10	0.54	0.10	0.48	0.02
9–12	0.59	0.11	0.68	0.12	0.52	0.09	0.47	0.04

Test Construction Form Review Meeting

In December 2017, NYSED staff met with representatives from MetriTech to review the test forms. Each non-linking passage and item set was discussed and possible replacements were considered, both from a content perspective as well as a psychometric one. After this meeting, a revised set of forms was constructed for review by NYS educators at the Final Eyes meeting in January 2018.

CHAPTER 3: SCORING

3.1 Scoring of Constructed-Response Questions

Public school districts, charter, and religious and independent schools have several scoring model options for scoring the Writing constructed-response questions (shown in Table 11).

Table 11. Scoring Model Options for Constructed-Response Questions

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

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.

3.2 Selecting and Assigning Teachers for the Scoring Committees

Each school is responsible for making the necessary arrangements for scoring the NYSESLAT. To ensure accurate and reliable results, scorers must become thoroughly familiar with the procedures before scoring the test.

Persons responsible for scoring the NYSESLAT should be:

- teachers or administrators;
- able to carry out standard examination procedures; and
- specially trained in scoring the NYSESLAT.

The principal is responsible for making the final determination as to whether or not a teacher may score the NYSESLAT after a review of the teacher's certification and current teaching assignment(s).

All student responses to the constructed-response Writing prompts must be scored by committees of teachers. No teacher who is a student's English as a New Language, Bilingual Education, or English Language Arts teacher may score any of the constructed-response questions in that student's test booklets. 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.

The Kindergarten NYSESLAT will be administered by modality; thus, the Writing modality is contained in its own test booklet. This Writing booklet includes eight short constructed-response writing tasks. The task of scoring student responses must be divided among a minimum of three scorers, so that no single teacher scores more than three writing tasks per student.

The Grades 1–12 NYSESLAT is composed of three Listening/Reading/Writing test sessions. Each session contains one constructed-response writing task. Student responses to the three Writing tasks on the test must be divided among three scorers, so that no single teacher scores more than one constructed-response task per student.

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/MLL 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, 31 applicants scored the NYSESLAT writing audit. Of this number, 48% had prior teaching experience or were currently teaching, 31% had post-baccalaureate degrees, and 100% had previously scored ELL/MLL assessments for the contractor.

In addition to meeting these requirements, 17 of the 31 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/MLL scoring programs and states. Table leaders, whose role is to respond to the questions and issues of scorers as they arise during scoring, usually had at least four years of experience.

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

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

The training began by orienting the scorer to the scoring process and the use of the computer. The scorers then encountered modules that addressed the NYSESLAT Writing rubric for each grade band 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.

Once 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 2018 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 IDs to ensure perfect student match and removal of duplicates. (See Chapter 5 for more information on inter-rater reliability.)

CHAPTER 4: CLASSICAL ITEM-LEVEL STATISTICS

This chapter contains the summary of classical statistics for the spring 2018 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 2018. The summary statistics are based on Classical Test Theory (CTT) and include information such as the p -values, the point-biserial correlations, and Differential Item Functioning (DIF) statistics.

Analyses are based on data from all schools (i.e., public, charter, and religious and independent), and the operational administration results in Chapter 9 are presented both for all schools and, separately, for public and charter schools.

Using the 100% (all schools) data file received from NYSED (containing 283,444 records), the following exclusion rules were applied:

1. Removed 281 duplicate records (283,163 records remained)
2. Removed 3,069 students with invalid scores (280,094 records remained; students must have had a valid score on all four modalities and have been tested with the appropriate grade-level assessment in order to receive a valid overall score)

Tables 12 and 13 contain counts of the number of valid student records in each test by grade band and grade level for the 2018 operational data analysis.

Table 12. N-Count by Grade Band (All Schools)

Grade Band	Final Sample Size
K	30,981
1–2	60,444
3–4	54,030
5–6	41,958
7–8	34,487
9–12	58,194
Total	280,094

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

Grade Level	Final Sample Size
K	30,981
1	29,771
2	30,673
3	28,757
4	25,273
5	21,761
6	20,197
7	17,767
8	16,720
9	18,987
10	18,489
11	13,259
12	7,459
Total	280,094

4.1 Item-Level Descriptive Statistics

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

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

Item-level statistics for the 2018 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 14 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 14. Summary of Classical Item Difficulty and Item Discrimination Indices by Grade Band (All Schools)

Grade Band	Modality	N-Count	Item Difficulty (<i>p</i> -value)		Item Discrimination (item-total <i>r</i>)	
			Mean	SD	Mean	SD
K	Listening	30,981	0.75	0.11	0.46	0.04
	Reading	30,981	0.81	0.08	0.55	0.05
	Speaking	30,981	0.61	0.17	0.76	0.05
	Writing	30,981	0.66	0.18	0.72	0.09
	Total	30,981	0.73	0.15	0.59	0.13
1–2	Listening	60,444	0.64	0.10	0.47	0.05
	Reading	60,444	0.56	0.08	0.55	0.06
	Speaking	60,444	0.71	0.13	0.77	0.06
	Writing	60,444	0.46	0.01	0.92	0.00
	Total	60,444	0.61	0.11	0.58	0.14
3–4	Listening	54,030	0.60	0.11	0.45	0.07
	Reading	54,030	0.60	0.11	0.51	0.07
	Speaking	54,030	0.77	0.09	0.78	0.07
	Writing	54,030	0.50	0.02	0.92	0.00
	Total	54,030	0.63	0.12	0.56	0.16
5–6	Listening	41,958	0.60	0.13	0.46	0.07
	Reading	41,958	0.53	0.11	0.44	0.08
	Speaking	41,958	0.75	0.10	0.78	0.07
	Writing	41,958	0.51	0.03	0.91	0.01
	Total	41,958	0.60	0.13	0.53	0.17
7–8	Listening	34,487	0.63	0.10	0.48	0.05
	Reading	34,487	0.58	0.09	0.49	0.06
	Speaking	34,487	0.74	0.10	0.79	0.08
	Writing	34,487	0.48	0.02	0.91	0.00
	Total	34,487	0.62	0.11	0.56	0.15
9–12	Listening	58,194	0.59	0.11	0.49	0.06
	Reading	58,194	0.57	0.10	0.48	0.05
	Speaking	58,194	0.72	0.11	0.79	0.08
	Writing	58,194	0.51	0.01	0.91	0.00
	Total	58,194	0.60	0.12	0.56	0.15

4.2 Differential Item Functioning (DIF)

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

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

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

For the M-H procedure, the examinees are split into a focal group, which is typically of prime interest, and a reference group. Each group is then further divided into K matched ability groups, often on the basis of total test raw score. That is, all examinees obtaining a raw score of 10 represent one matched ability group, for example. Then, for an item, j , the data from the k^{th} level of reference and focal group members can be arranged as a 2×2 table, as shown in Table 15.

Table 15. 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 M-H odds ratio estimate, α_{M-H} , for item j compares the two groups in terms of their odds of answering the item correctly, and is given as follows:

$$\alpha_{M-H} = \frac{\sum_k \frac{A_k D_k}{n_{Tk}}}{\sum_k \frac{B_k C_k}{n_{Tk}}} \quad (\text{Equation 1})$$

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

$$\Delta_{M-H} = -2.35 \log_e(\alpha_{M-H}). \quad (\text{Equation 2})$$

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

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

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

where:

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

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

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

For each test item in each DIF comparison, the outcome is classified into one of three categories. The categories used in this report are a modification of what are commonly referred to as the Educational Testing Service (ETS) DIF categories, which are widely accepted in the field of psychometrics for the categorization of DIF severity. These classifications are shown in Table 16 for multiple-choice items and in Table 17 for constructed-response items.

Table 16. DIF Classification for Multiple-Choice Items

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

Note: Significance for M-H χ^2 (df = 1) statistic was set at the $p < 0.05$ level.

Table 17. DIF Classification for Constructed-Response Items

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

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

Significance for M-H χ^2 (df = 1) statistic was set at the $p < 0.05$ level.

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 2018 operational items if one or more of the DIF categories are 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 18 provides sample sizes for different DIF groups by grade band for the Listening and Reading modalities. Table 19 provides sample sizes for different DIF groups by grade band for the Speaking and Writing modalities. Tables 20 through 23 present the summary of the DIF analyses of operational test items, including n-counts for each DIF analysis group and the number of items flagged by the M-H procedure or SMD.

Table 18. DIF Sample Sizes for DIF Groups (Listening & Reading)

DIF Group		K	1–2	3–4	5–6	7–8	9–12
Gender	Female	15,043	29,337	25,414	19,257	15,908	27,493
	Male	15,940	31,108	28,616	22,701	18,583	30,702
White vs. Non-White	White	6,538	13,825	12,543	10,654	8,075	8,925
	Non-White	24,445	46,620	41,487	31,304	26,416	49,270
Hispanics vs. Non-Hispanics	Hispanics	15,526	32,111	30,045	22,830	19,135	34,728
	Non-Hispanics	15,457	28,334	23,985	19,128	15,356	23,467
Asian vs. Non-Asian	Asian	7,446	11,575	8,471	5,926	4,918	9,052
	Non-Asian	23,537	48,870	45,559	36,032	29,573	49,143

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

DIF Group		K	1–2	3–4	5–6	7–8	9–12
Gender	Female	15,044	29,341	25,416	19,257	15,909	27,493
	Male	15,942	31,109	28,616	22,703	18,585	30,703
White vs. Non-White	White	6,538	13,827	12,544	10,655	8,077	8,925
	Non-White	24,448	46,623	41,488	31,305	26,417	49,271
Hispanics vs. Non-Hispanics	Hispanics	15,528	32,114	30,046	22,831	19,136	34,729
	Non-Hispanics	15,458	28,336	23,986	19,129	15,358	23,467
Asian vs. Non-Asian	Asian	7,447	11,575	8,471	5,926	4,918	9,052
	Non-Asian	23,539	48,875	45,561	36,034	29,576	49,144

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	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
5-6	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	1	1	0
	Writing	3	0	0	0
7-8	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	1	1	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 443–445).

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

Note: Detailed results are located in Appendix H (pages 443–445).

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	3	1	2
	Writing	8	0	0	0
1-2	Listening	24	1	1	0
	Speaking	12	0	0	0
	Reading	27	1	1	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	3	3	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
7-8	Listening	24	3	2	1
	Speaking	12	0	0	0
	Reading	27	1	1	0
	Writing	3	0	0	0
9-12	Listening	24	2	0	2
	Speaking	12	0	0	0
	Reading	27	1	1	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 443–445).

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

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

Note: Detailed results are located in Appendix H (pages 443–445).

CHAPTER 5: RELIABILITY

5.1 Internal Consistency Reliability

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

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

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

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

where:

I is the number of items on the test,

s_i^2 is the variance of item i , and

S_x^2 is the total test variance.

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

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

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

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

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

where:

SEM is the standard error of measurement,

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

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

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

5.3 Standard Error of the Mean (SEMn)

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

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

where:

SEMn is the standard error of the mean,

σ is the standard deviation of the population, and

n is the number of responses in each sample.

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

5.4 Summary of the Descriptive and Reliability Statistics

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

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

In analyzing the information provided in these tables, the measures of reliability should be examined by keeping to the general trend that greater reliability is associated with a lower error for that particular measure. In Table 24, the test reliability values of Listening, Speaking, Reading, and Writing across the six grade bands are between 0.82 and 0.95, which is a strong indication that the test forms are of good quality. The SEM_n values of the four modalities across the six grade bands ranged from 0.01 to 0.04, which is small. The SEM values of the four modalities across the six grade bands ranged from 0.96 to 2.54.

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 SEM_n and SEM values are small and within acceptable ranges for each grade.

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

Grade Band	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean <i>p</i>-value	SEMn	Reliability	SEM
K	Listening	19	19	30,981	14.21	3.88	0.75	0.02	0.82	1.65
	Reading	18	18	30,981	14.67	3.98	0.81	0.02	0.88	1.02
	Speaking	12	21	30,981	12.20	6.55	0.61	0.04	0.93	2.54
	Writing	8	14	30,981	8.16	4.01	0.66	0.02	0.85	1.55
1-2	Listening	24	24	60,444	15.37	5.45	0.64	0.02	0.86	2.06
	Reading	27	27	60,444	15.24	7.42	0.56	0.03	0.92	2.14
	Speaking	12	21	60,444	14.37	6.49	0.71	0.03	0.94	1.63
	Writing	3	12	60,444	5.49	3.36	0.46	0.01	0.92	0.96
3-4	Listening	24	24	54,030	14.32	5.22	0.60	0.02	0.83	2.13
	Reading	27	27	54,030	16.32	6.68	0.60	0.03	0.90	2.16
	Speaking	12	21	54,030	15.73	6.33	0.77	0.03	0.95	1.48
	Writing	3	12	54,030	6.03	3.35	0.50	0.01	0.91	0.98
5-6	Listening	24	24	41,958	14.42	5.29	0.60	0.03	0.84	2.09
	Reading	27	27	41,958	14.42	5.93	0.53	0.03	0.85	2.30
	Speaking	12	21	41,958	15.37	6.44	0.75	0.03	0.95	1.51
	Writing	3	12	41,958	6.13	3.42	0.51	0.02	0.90	1.07
7-8	Listening	24	24	34,487	15.01	5.56	0.63	0.03	0.86	2.07
	Reading	27	27	34,487	15.69	6.49	0.58	0.03	0.88	2.24
	Speaking	12	21	34,487	15.07	6.64	0.74	0.04	0.95	1.53
	Writing	3	12	34,487	5.80	3.57	0.48	0.02	0.90	1.15
9-12	Listening	24	24	58,194	14.18	5.74	0.59	0.02	0.87	2.08
	Reading	27	27	58,194	15.38	6.33	0.57	0.03	0.87	2.25
	Speaking	12	21	58,194	14.68	6.71	0.72	0.03	0.95	1.54
	Writing	3	12	58,194	6.08	3.65	0.51	0.02	0.90	1.15

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

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean <i>p</i> -value	SEMn	Reliability	SEM
K	Listening	19	19	30,981	14.21	3.88	0.75	0.02	0.82	1.65
	Reading	18	18	30,981	14.67	3.98	0.81	0.02	0.88	1.02
	Speaking	12	21	30,981	12.20	6.55	0.61	0.04	0.93	2.54
	Writing	8	14	30,981	8.16	4.01	0.66	0.02	0.85	1.55
1	Listening	24	24	29,771	13.73	5.19	0.57	0.03	0.83	2.16
	Reading	27	27	29,771	12.63	6.63	0.47	0.04	0.89	2.25
	Speaking	12	21	29,771	13.51	6.50	0.67	0.04	0.93	1.68
	Writing	3	12	29,771	4.62	3.13	0.38	0.02	0.91	0.93
2	Listening	24	24	30,673	16.96	5.22	0.71	0.03	0.86	1.95
	Reading	27	27	30,673	17.78	7.27	0.66	0.04	0.94	1.78
	Speaking	12	21	30,673	15.21	6.36	0.74	0.04	0.92	1.78
	Writing	3	12	30,673	6.34	3.36	0.53	0.02	0.91	0.99
3	Listening	24	24	28,757	13.84	5.05	0.58	0.03	0.82	2.16
	Reading	27	27	28,757	15.65	6.53	0.58	0.04	0.89	2.20
	Speaking	12	21	28,757	15.65	6.30	0.76	0.04	0.94	1.49
	Writing	3	12	28,757	5.80	3.22	0.48	0.02	0.91	0.98
4	Listening	24	24	25,273	14.86	5.36	0.62	0.03	0.85	2.09
	Reading	27	27	25,273	17.08	6.77	0.63	0.04	0.90	2.11
	Speaking	12	21	25,273	15.82	6.36	0.77	0.04	0.95	1.47
	Writing	3	12	25,273	6.28	3.48	0.52	0.02	0.92	0.99
5	Listening	24	24	21,761	14.10	5.14	0.59	0.03	0.83	2.12
	Reading	27	27	21,761	13.86	5.72	0.51	0.04	0.83	2.33
	Speaking	12	21	21,761	15.37	6.38	0.75	0.04	0.94	1.54
	Writing	3	12	21,761	6.02	3.35	0.50	0.02	0.90	1.04
6	Listening	24	24	20,197	14.76	5.42	0.62	0.04	0.85	2.07
	Reading	27	27	20,197	15.02	6.09	0.56	0.04	0.86	2.28
	Speaking	12	21	20,197	15.37	6.50	0.75	0.05	0.95	1.50
	Writing	3	12	20,197	6.25	3.48	0.52	0.02	0.90	1.10
7	Listening	24	24	17,767	14.66	5.51	0.61	0.04	0.86	2.10
	Reading	27	27	17,767	15.15	6.39	0.56	0.05	0.88	2.26
	Speaking	12	21	17,767	14.97	6.61	0.73	0.05	0.95	1.55
	Writing	3	12	17,767	5.62	3.49	0.47	0.03	0.90	1.13
8	Listening	24	24	16,720	15.38	5.59	0.64	0.04	0.87	2.05
	Reading	27	27	16,720	16.26	6.53	0.60	0.05	0.89	2.21
	Speaking	12	21	16,720	15.19	6.66	0.74	0.05	0.95	1.50
	Writing	3	12	16,720	5.99	3.63	0.50	0.03	0.90	1.17

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

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean <i>p</i> -value	SEMn	Reliability	SEM
9	Listening	24	24	18,987	13.44	5.67	0.56	0.04	0.86	2.11
	Reading	27	27	18,987	14.28	6.06	0.53	0.04	0.86	2.30
	Speaking	12	21	18,987	13.60	7.29	0.67	0.05	0.95	1.56
	Writing	3	12	18,987	5.43	3.71	0.45	0.03	0.91	1.13
10	Listening	24	24	18,489	14.52	5.68	0.60	0.04	0.87	2.07
	Reading	27	27	18,489	15.87	6.21	0.59	0.05	0.87	2.24
	Speaking	12	21	18,489	14.81	6.55	0.73	0.05	0.94	1.56
	Writing	3	12	18,489	6.23	3.61	0.52	0.03	0.90	1.16
11	Listening	24	24	13,259	15.33	5.53	0.64	0.05	0.86	2.04
	Reading	27	27	13,259	16.92	6.20	0.63	0.05	0.88	2.19
	Speaking	12	21	13,259	15.86	5.88	0.77	0.05	0.93	1.52
	Writing	3	12	13,259	6.94	3.41	0.58	0.03	0.88	1.17
12	Listening	24	24	7,459	13.18	6.00	0.55	0.07	0.88	2.08
	Reading	27	27	7,459	14.20	6.80	0.53	0.08	0.89	2.22
	Speaking	12	21	7,459	15.00	6.54	0.73	0.08	0.95	1.52
	Writing	3	12	7,459	5.90	3.66	0.49	0.04	0.90	1.15

The 2018 NYSESLAT overall scale score is a summed composite of the four modality scale scores as follows:

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

where:

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

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

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

where:

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

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

When a mixture of dichotomous and polytomous items make up a total test score, the stratified coefficient alpha is often used so that the different test components are given equal weight, and any unique score variance attributable to the constructed-response items can be factored into the reliability measure. Tables 26 and 27 show the 2018 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	30,981	269.19	44.85	0.95	10.32	0.96	9.40
1–2	60,444	251.86	45.60	0.95	9.89	0.97	8.09
3–4	54,030	260.37	44.78	0.95	9.81	0.97	8.03
5–6	41,958	257.26	42.06	0.94	9.95	0.96	8.09
7–8	34,487	257.71	45.40	0.95	9.95	0.97	8.40
9–12	58,194	260.79	46.25	0.95	10.13	0.97	8.50

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	30,981	269.19	44.85	0.95	10.32	0.96	9.40
1	29,771	238.15	40.80	0.94	9.91	0.96	8.02
2	30,673	265.17	46.07	0.96	9.77	0.97	8.15
3	28,757	256.86	42.77	0.95	9.75	0.97	8.00
4	25,273	264.37	46.72	0.96	9.80	0.97	8.03
5	21,761	255.25	40.69	0.94	9.88	0.96	8.00
6	20,197	259.43	43.39	0.95	9.99	0.96	8.20
7	17,767	255.05	44.33	0.95	9.91	0.96	8.34
8	16,720	260.54	46.35	0.95	10.05	0.97	8.45
9	18,987	252.17	46.73	0.95	10.45	0.97	8.42
10	18,489	263.65	45.15	0.95	10.10	0.96	8.51
11	13,259	272.08	42.69	0.95	9.73	0.96	8.53
12	7,459	255.62	48.78	0.96	10.23	0.97	8.59

5.5 Inter-Rater Reliability

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

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

10% Scoring Audit

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

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

Target values were calculated for each level by using the percentage of enrollment data for each of the above classifications. The values were then applied to the level targets for “10% Sample.” Because the sample selection level was by school, enrollment data collected for the spring 2018 administration were used to select schools for the sampling and analysis, with the goal of acquiring at least 95%, but no more than 105%, of the target count for each grade band. These schools returned their booklets to MetriTech for an independent scoring of the writing responses. The following sections and tables indicate the procedures that MetriTech conducted to ensure reliability and accurate scoring of the items.

To perform the audit, all scoring personnel and team leaders used were familiar with the NYSESLAT. 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 writing 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. By the time the matched audit sample had been merged into the data set, the percentage of the NYSESLAT population in the audit sample (per grade band) ranged from 9.93–10.15, all very close to the 10% target.

Table 28. 2018 Audit Sample

Grade Band	Number of Students in Audit Sample after Merging	Number of Students in Population by Grade Band	Percent of Total Population
K	3,127	30,981	10.09
1–2	6,025	60,444	9.97
3–4	5,436	54,030	10.06
5–6	4,243	41,958	10.11
7–8	3,500	34,487	10.15
9–12	5,776	58,194	9.93
Total	28,107	280,094	10.03

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 96.96% to 98.50% for the one-point items, 83.53% to 93.44% for the two-point items, and 46.26% to 57.60% for the four-point items. The percent of adjacent agreement ranged from 0.45% to 3.04% for the one-point items and 38.73% to 45.33% for the four-point items. Items 5–7 in the Kindergarten test (two-point items) had an adjacent agreement that ranged from 6.25% to 15.87%. Exact plus adjacent agreement averaged 94.82% 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 0.70 to 0.95, with the lowest correlation coming from the 5–6 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, 16 of the 23 values fall in the “substantial agreement” category, and the remaining 7 values fall into the “almost perfect agreement” category, using the above interpretation guide. The conclusion would be that the scoring of the NYSESLAT Writing items by teachers in the field is generally consistent with the audit scoring.

Table 29. Rater Agreement for Writing Items

Grade Band	Item	Max. Points	N-count	Pct Exact	Pct Adjacent	Pct Non-Adjacent	Intraclass Correlation	Confidence Interval		Weighted Kappa
								Lower Bound	Upper Bound	
K	1	1	3,127	98.50	1.50		0.93	0.92	0.93	0.93
	2	1	3,127	96.96	3.04		0.88	0.87	0.89	0.88
	3	1	3,127	98.50	0.45		0.93	0.92	0.93	0.93
	4	1	3,127	98.37	1.63		0.89	0.89	0.90	0.89
	5	2	2,686	91.85	7.59	0.56	0.93	0.93	0.94	0.93
	6	2	2,560	93.44	6.25	0.31	0.95	0.95	0.95	0.95
	7	2	3,126	83.53	15.87	0.61	0.88	0.87	0.89	0.88
	8	4	2,538	57.60	38.73	3.66	0.77	0.75	0.78	0.75
1–2	1	4	4,996	56.14	40.31	3.54	0.78	0.77	0.79	0.77
	2	4	4,906	54.26	41.85	3.89	0.76	0.75	0.77	0.75
	3	4	4,922	55.49	39.82	4.69	0.77	0.75	0.78	0.76
3–4	1	4	4,391	54.93	41.36	3.71	0.75	0.74	0.76	0.75
	2	4	4,297	54.85	40.82	4.33	0.74	0.73	0.76	0.74
	3	4	4,189	56.12	40.11	3.77	0.77	0.75	0.78	0.76
5–6	1	4	3,178	46.26	45.15	8.59	0.70	0.69	0.72	0.69
	2	4	3,285	51.84	42.40	5.75	0.76	0.75	0.78	0.74
	3	4	3,148	51.87	43.17	4.96	0.77	0.76	0.78	0.75
7–8	1	4	2,764	47.43	45.33	7.24	0.71	0.69	0.73	0.71
	2	4	2,716	48.82	43.04	8.14	0.72	0.71	0.74	0.72
	3	4	2,732	55.20	39.57	5.23	0.80	0.78	0.81	0.79
9–12	1	4	4,716	53.71	41.24	5.05	0.78	0.77	0.79	0.78
	2	4	4,729	51.96	42.40	5.65	0.76	0.75	0.77	0.76
	3	4	4,646	53.85	41.52	4.63	0.77	0.76	0.78	0.77

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 96.96% to 98.50% for the one-point items, and 83.53% to 93.44% for the two-point items. For the single 4-point item at Kindergarten, 57.60% of the responses showed zero difference. For grades 1–12, the percent of zero difference ranged from 46.26% to 56.14%. By definition, zero difference is exact agreement.

Table 30. Percentages of Score Difference between Raters

Grade Band	Item #	Max	N-count	Percent of Point Difference Score Difference (MetriTech minus local score)								
				-4	-3	-2	-1	0	1	2	3	4
K	1	1	3,127				1.12	98.50	0.38			
	2	1	3,127				2.30	96.96	0.74			
	3	1	3,127				1.06	98.50	0.45			
	4	1	3,127				0.99	98.37	0.64			
	5	2	2,686			0.45	5.70	91.85	1.90	0.11		
	6	2	2,560			0.27	4.84	93.44	1.41	0.04		
	7	2	3,126			0.45	11.74	83.53	4.13	0.16		
	8	4	2,538			0.63	10.68	57.60	28.05	2.84	0.20	
1–2	1	4	4,996		0.02	1.50	15.29	56.14	25.02	1.88	0.12	0.02
	2	4	4,906		0.06	1.06	16.49	54.26	25.36	2.67	0.10	
	3	4	4,922		0.08	1.38	14.61	55.49	25.21	3.07	0.12	0.04
3–4	1	4	4,391			0.14	1.80	18.40	54.93	22.96	1.59	0.18
	2	4	4,297	0.02	0.09	2.00	18.92	54.85	21.90	1.89	0.30	0.02
	3	4	4,189		0.12	1.67	17.38	56.12	22.73	1.74	0.24	
5–6	1	4	3,178			0.19	1.95	14.57	46.26	30.59	6.23	0.22
	2	4	3,285			0.03	0.76	12.48	51.84	29.92	4.47	0.49
	3	4	3,148			0.06	0.35	12.71	51.87	30.46	4.45	0.10
7–8	1	4	2,764	0.04	0.40	2.17	20.69	47.43	24.64	4.34	0.29	
	2	4	2,716	0.26	0.81	2.80	20.07	48.82	22.97	4.09	0.18	
	3	4	2,732		0.04	1.17	17.31	55.20	22.25	3.73	0.29	
9–12	1	4	4,716	0.02	0.19	2.14	18.60	53.71	22.65	2.52	0.15	0.02
	2	4	4,729	0.04	0.15	1.78	17.02	51.96	25.38	3.51	0.15	0.02
	3	4	4,646	0.02	0.17	2.35	21.39	53.85	20.12	1.96	0.13	

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 -0.08 to 0.26, and the SD ratio ranged from 0.12 to 0.91 across all items. The results in the table show relatively good rater agreement.

Table 31. Comparison between Local and Audit Raters

Grade Band	Item	Local		MetriTech		Differences	
		Mean	SD	Mean	SD	Mean	SD Ratio
K	1	0.89	0.32	0.88	0.32	-0.01	0.12
	2	0.86	0.35	0.84	0.37	-0.02	0.17
	3	0.89	0.32	0.88	0.32	-0.01	0.12
	4	0.92	0.27	0.91	0.28	0.00	0.13
	5	1.30	0.82	1.27	0.84	-0.04	0.31
	6	1.20	0.86	1.16	0.88	-0.04	0.27
	7	1.05	0.85	0.97	0.88	-0.08	0.42
	8	1.80	1.12	2.04	0.94	0.22	0.70
1-2	1	2.06	1.17	2.15	1.03	0.11	0.74
	2	2.00	1.14	2.10	1.02	0.12	0.75
	3	1.99	1.17	2.14	1.05	0.14	0.76
3-4	1	2.13	1.12	2.17	1.05	0.04	0.76
	2	2.10	1.14	2.14	1.05	0.03	0.78
	3	2.26	1.13	2.33	1.07	0.06	0.75
5-6	1	2.04	1.16	2.28	1.10	0.25	0.87
	2	2.21	1.17	2.47	1.10	0.26	0.78
	3	2.30	1.16	2.56	1.06	0.26	0.76
7-8	1	2.14	1.23	2.22	1.06	0.08	0.88
	2	1.95	1.29	2.01	1.17	0.03	0.91
	3	2.03	1.28	2.16	1.17	0.11	0.78
9-12	1	2.08	1.28	2.19	1.15	0.05	0.80
	2	2.01	1.22	2.17	1.13	0.12	0.81
	3	2.11	1.25	2.13	1.08	-0.02	0.79

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, with Exact plus Adjacent percent agreement (based on Table 29) ranging from 91.42% to 100% and the mean difference between local and MetriTech raters (in Table 31) at 0.26 or less.

5.6 Accuracy and Consistency of Performance Level Classifications

The 2018 NYSESLAT overall scale scores are used to categorize student performance into one of the five performance levels (Entering, Emerging, Transitioning, Expanding, and Commanding).

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

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

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 the student received is consistent with the classification the student would have received on a parallel form. This is akin to the exact agreement rate in inter-rater reliability, and the expectation is that this probability would be high.

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

Techniques for estimating classification consistency and classification accuracy have been outlined by Hanson (1991), Haertel (1996), Livingston & Lewis (1995), and Young & Yoon (1998). The procedures developed by Livingston & Lewis (1995) were used in assessing the reliability of classifications based on only a single test form administration. The BB-CLASS software was used to derive measures of the accuracy and consistency of the classifications for the 2018 NYSESLAT.

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

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

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

Figure 1. Classification Accuracy

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

Figure 2. Classification Consistency

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

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

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

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

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

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

Table 32 also illustrates the general rule that classification consistency is lower than classification accuracy. The classification accuracy estimates ranged from 0.95–0.98. The estimates of classification consistency ranged from 0.93–0.96. The estimates of False Positive rates ranged from 0.01–0.03, and the estimates of False Negative rates similarly ranged from 0.01–0.03 across all grades.

The last column in Table 32 shows the estimated kappa coefficient that results from the classification based on the overall scale score. Kappa represents classification agreement that is adjusted for chance. The range of the kappa statistic values was 0.68–0.78, which places them all in the 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	0.02	0.01	0.96	0.68
2	0.95	0.02	0.03	0.93	0.76
3	0.96	0.02	0.02	0.95	0.74
4	0.96	0.02	0.02	0.94	0.78
5	0.96	0.02	0.02	0.94	0.70
6	0.95	0.02	0.03	0.93	0.76
7	0.96	0.02	0.02	0.94	0.76
8	0.95	0.03	0.02	0.93	0.76
9	0.97	0.02	0.01	0.96	0.71
10	0.96	0.02	0.01	0.95	0.74
11	0.96	0.03	0.01	0.94	0.75
12	0.98	0.01	0.01	0.96	0.72

CHAPTER 6: VALIDITY

Assessments constructed by MetriTech support the criteria set forth in the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014). The judgments made in this technical report regarding test validity are based upon the following³:

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

6.1 Content Validity

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

MetriTech psychometricians, test development experts, and ESL specialists, based on specifications from NYSED, developed a test blueprint (see Chapter 2 for further details) that includes items that measure all 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 experts, ESL specialists, NYSED assessment specialists, and NYSED content specialists during form construction. Scrutiny of test forms by

³ The page numbers in parentheses refer to the page numbers in the Standards for Educational and Psychological Testing, 2014.

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).

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

6.2 Internal Structure

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

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

Modality Intercorrelations

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 2018 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	0.61	1.00			
	Speaking	0.47	0.49	1.00		
	Writing	0.58	0.75	0.53	1.00	
	Total	0.78	0.86	0.79	0.87	1.00
1-2	Listening	1.00				
	Reading	0.74	1.00			
	Speaking	0.49	0.43	1.00		
	Writing	0.63	0.65	0.58	1.00	
	Total	0.83	0.83	0.78	0.87	1.00
3-4	Listening	1.00				
	Reading	0.76	1.00			
	Speaking	0.55	0.52	1.00		
	Writing	0.64	0.68	0.64	1.00	
	Total	0.83	0.84	0.83	0.89	1.00
5-6	Listening	1.00				
	Reading	0.75	1.00			
	Speaking	0.51	0.47	1.00		
	Writing	0.58	0.60	0.65	1.00	
	Total	0.81	0.78	0.84	0.88	1.00
7-8	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.49	0.51	1.00		
	Writing	0.58	0.64	0.66	1.00	
	Total	0.80	0.83	0.83	0.89	1.00
9-12	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.56	0.50	1.00		
	Writing	0.61	0.62	0.65	1.00	
	Total	0.84	0.83	0.83	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	0.61	1.00			
	Speaking	0.47	0.49	1.00		
	Writing	0.58	0.75	0.53	1.00	
	Total	0.78	0.86	0.79	0.87	1.00
1	Listening	1.00				
	Reading	0.68	1.00			
	Speaking	0.46	0.37	1.00		
	Writing	0.59	0.59	0.54	1.00	
	Total	0.80	0.78	0.78	0.86	1.00
2	Listening	1.00				
	Reading	0.74	1.00			
	Speaking	0.49	0.46	1.00		
	Writing	0.61	0.66	0.61	1.00	
	Total	0.82	0.84	0.79	0.87	1.00
3	Listening	1.00				
	Reading	0.75	1.00			
	Speaking	0.53	0.50	1.00		
	Writing	0.61	0.66	0.62	1.00	
	Total	0.82	0.83	0.83	0.88	1.00
4	Listening	1.00				
	Reading	0.77	1.00			
	Speaking	0.57	0.55	1.00		
	Writing	0.65	0.69	0.66	1.00	
	Total	0.84	0.85	0.84	0.89	1.00
5	Listening	1.00				
	Reading	0.74	1.00			
	Speaking	0.50	0.47	1.00		
	Writing	0.58	0.59	0.64	1.00	
	Total	0.80	0.78	0.84	0.88	1.00
6	Listening	1.00				
	Reading	0.76	1.00			
	Speaking	0.52	0.48	1.00		
	Writing	0.58	0.60	0.66	1.00	
	Total	0.81	0.79	0.84	0.88	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	0.49	0.50	1.00		
	Writing	0.57	0.63	0.66	1.00	
	Total	0.79	0.82	0.84	0.88	1.00
8	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.49	0.52	1.00		
	Writing	0.59	0.65	0.67	1.00	
	Total	0.80	0.83	0.83	0.89	1.00
9	Listening	1.00				
	Reading	0.77	1.00			
	Speaking	0.56	0.49	1.00		
	Writing	0.61	0.61	0.67	1.00	
	Total	0.83	0.80	0.85	0.88	1.00
10	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.55	0.49	1.00		
	Writing	0.60	0.61	0.65	1.00	
	Total	0.84	0.83	0.83	0.87	1.00
11	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.52	0.47	1.00		
	Writing	0.58	0.60	0.61	1.00	
	Total	0.84	0.83	0.80	0.86	1.00
12	Listening	1.00				
	Reading	0.83	1.00			
	Speaking	0.60	0.58	1.00		
	Writing	0.64	0.66	0.64	1.00	
	Total	0.87	0.87	0.84	0.87	1.00

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

- Listening and Reading are moderately correlated across grade bands, ranging from 0.61–0.79.
- Listening and Speaking are moderately correlated across grade bands, ranging from 0.47–0.56.
- Listening and Writing are moderately correlated across grade bands, ranging from 0.58–0.64.
- Reading and Writing are moderately correlated across grade bands, ranging from 0.60–0.75.
- Speaking and Reading are moderately correlated across grade bands, ranging from 0.43–0.52.
- Speaking and Writing are moderately correlated across grade bands, ranging from 0.53–0.66.

The results of these internal correlations follow what is theoretically expected, that the Listening and Reading subtests have the highest correlation range (from 0.61 to 0.79) across the six grade bands. The Speaking and Reading subtests have the lowest correlation range (from 0.43 to 0.52).

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

Grades K–12

- The correlation between Listening and Reading varies between 0.61 and 0.83.
- The correlation between Listening and Speaking varies between 0.46 and 0.60.
- The correlation between Listening and Writing varies between 0.52 and 0.65.
- The correlation between Reading and Writing varies between 0.59 and 0.75.
- The correlation between Speaking and Reading varies between 0.37 and 0.58.
- The correlation between Speaking and Writing varies between 0.53 and 0.67.

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.

Dimensionality Analysis

The current NYSESLAT is based on the use of the underlying Rasch model at the individual modality level. A key assumption in this psychometric model is that the modality is essentially unidimensional.

A dimensionality analysis was conducted to verify that the unidimensionality assumption holds for each of the four modalities. The analysis begins with decomposition of the modality item intercorrelations with a principal components analysis (PCA).

For each grade band, the item intercorrelation matrices were determined. The current analysis was done using Pearson correlations (Phi correlations). Performing PCA of a matrix using Pearson correlations can sometimes result in a phantom difficulty component when the items are multiple-choice. In that situation, the use of Tetrachoric correlations may be preferable. However, a review of the results from the (Pearson) correlations for the Listening and Reading

modalities does not suggest the presence of a second component that was significantly greater than the default 1.0 Eigenvalue cutoff, so there did not appear to be a reason for re-analysis using Tetrachoric correlations. A review of the scree plots (in Figures 3–26), showing the Eigenvalues resulting from the PCA, verify that the NYSESLAT modalities are essentially unidimensional.

Figure 3. Principal Component Analysis Scree Plot – Gr. K Listening Modality

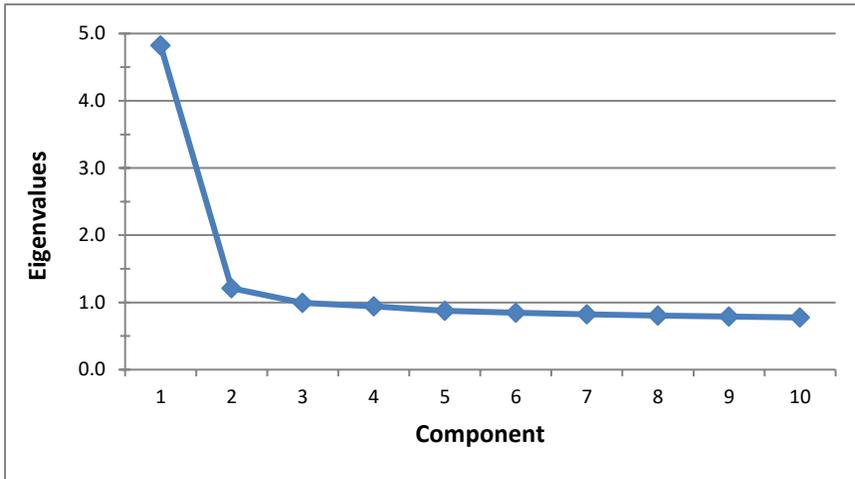


Figure 4. Principal Component Analysis Scree Plot – Gr. 1–2 Listening Modality

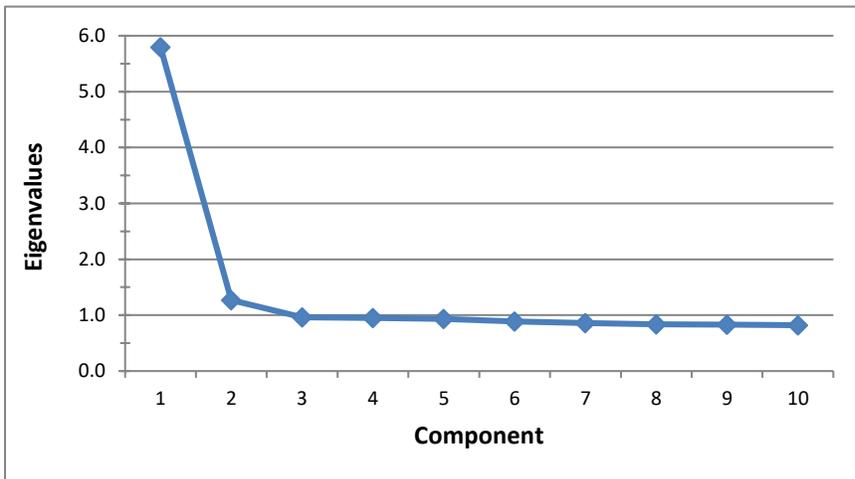


Figure 5. Principal Component Analysis Scree Plot – Gr. 3–4 Listening Modality

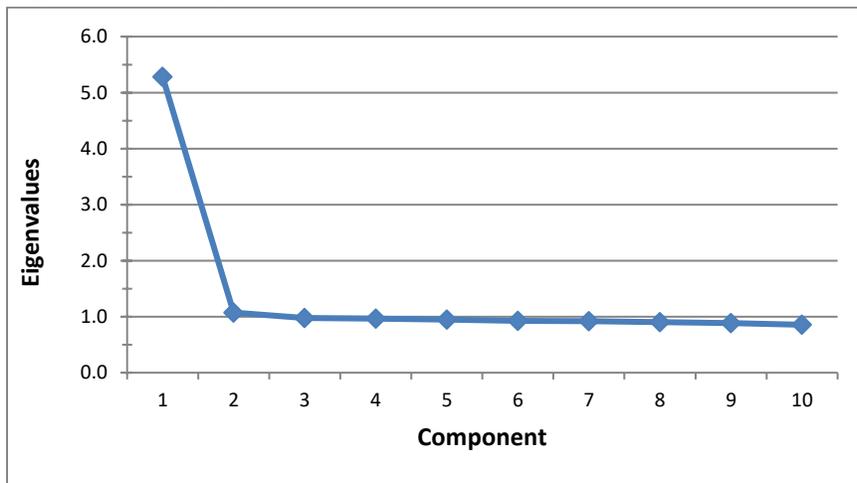


Figure 6. Principal Component Analysis Scree Plot – Gr. 5–6 Listening Modality

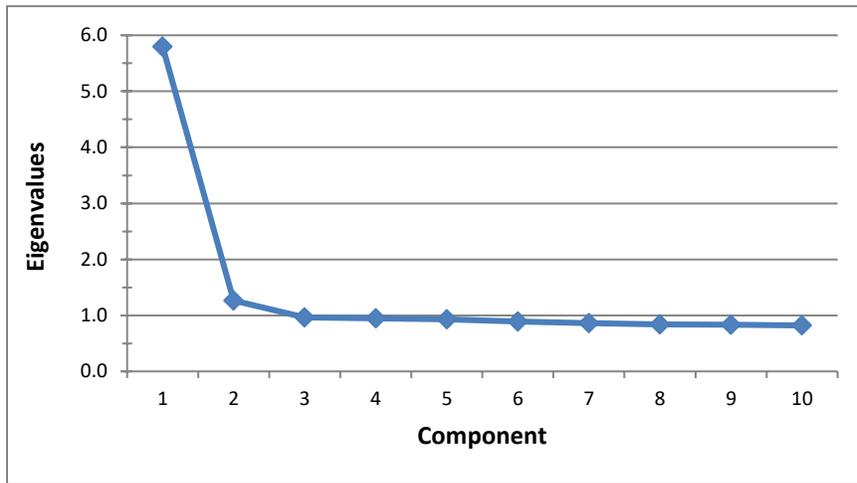


Figure 7. Principal Component Analysis Scree Plot – Gr. 7–8 Listening Modality

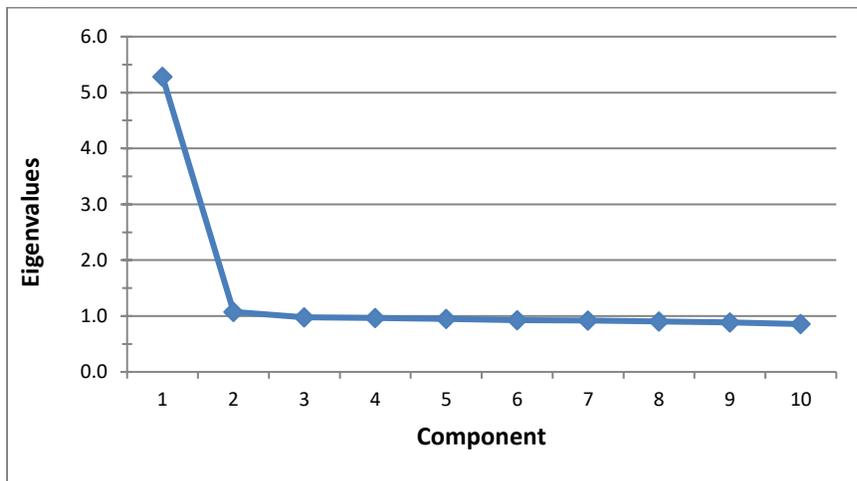


Figure 8. Principal Component Analysis Scree Plot – Gr. 9–12 Listening Modality

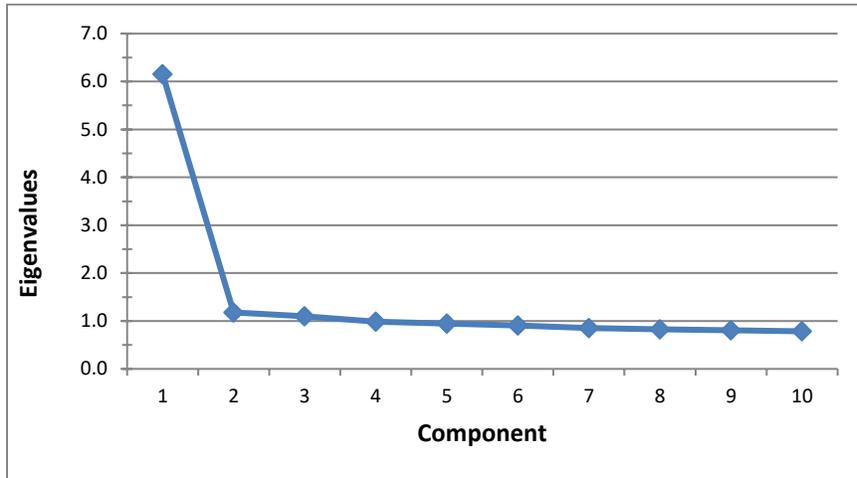


Figure 9. Principal Component Analysis Scree Plot – Gr. K Reading Modality

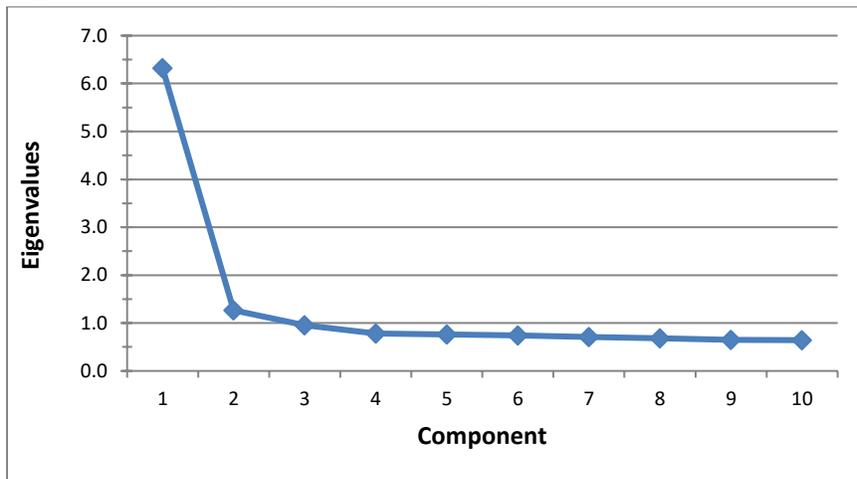


Figure 10. Principal Component Analysis Scree Plot – Gr. 1–2 Reading Modality

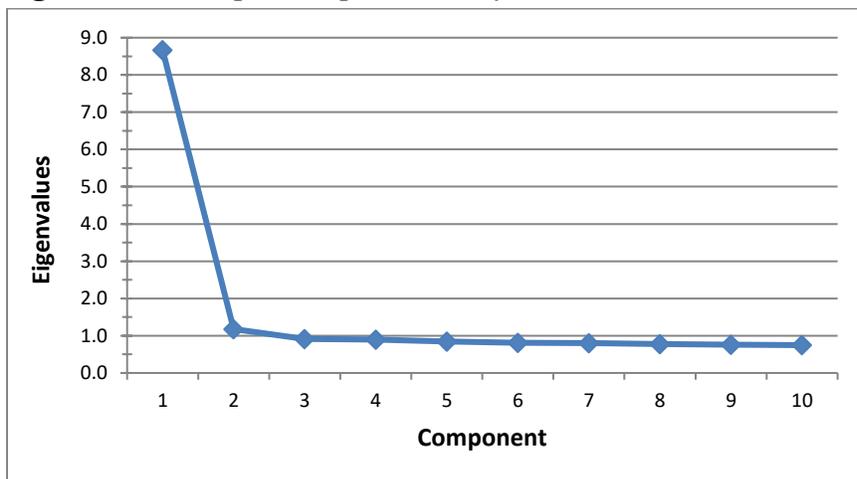


Figure 11. Principal Component Analysis Scree Plot – Gr. 3–4 Reading Modality

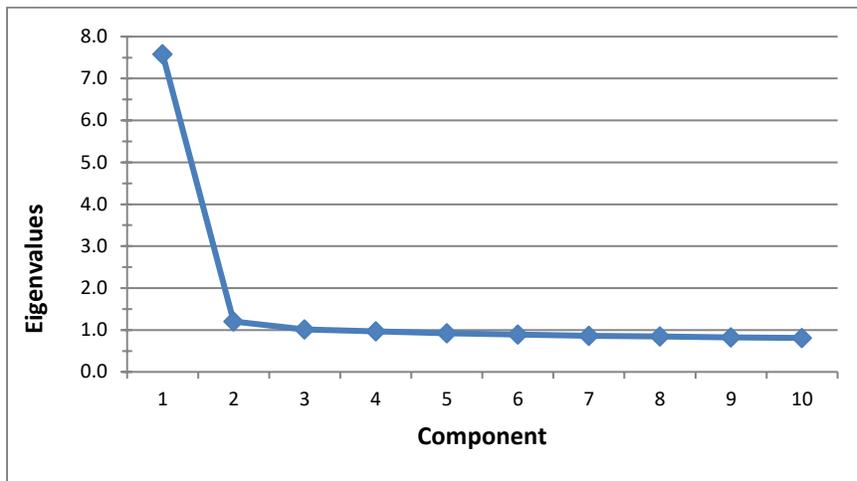


Figure 12. Principal Component Analysis Scree Plot – Gr. 5–6 Reading Modality

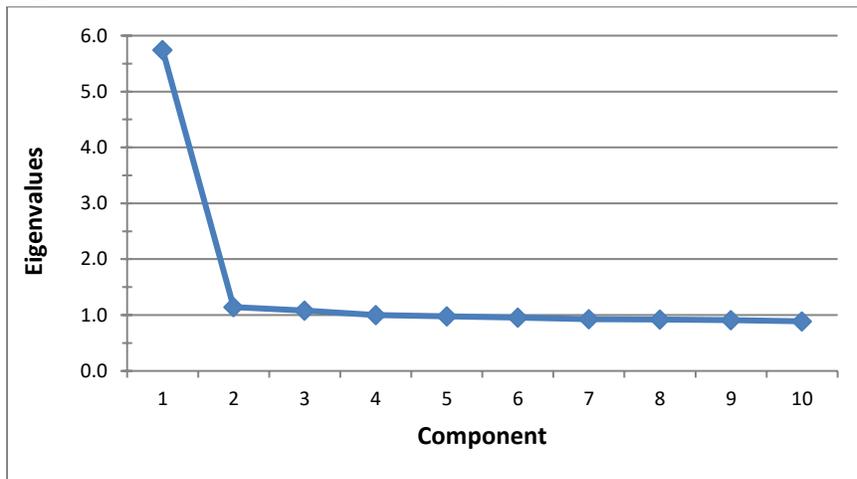


Figure 13. Principal Component Analysis Scree Plot – Gr. 7–8 Reading Modality

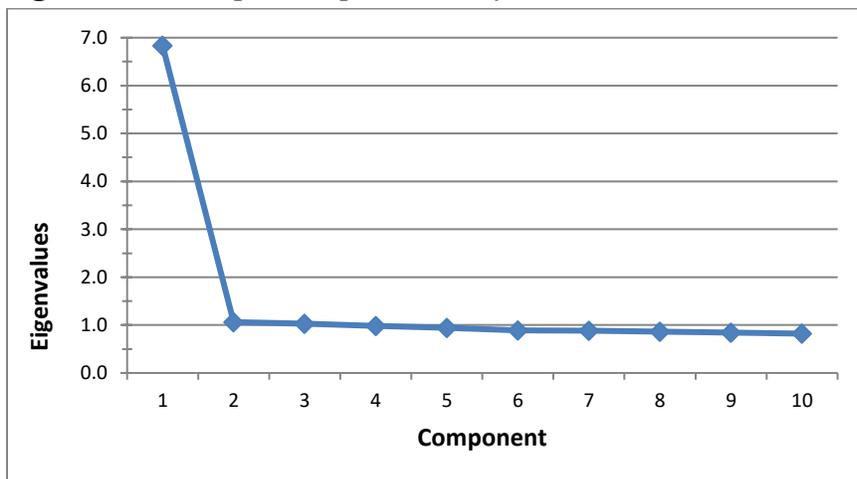


Figure 14. Principal Component Analysis Scree Plot – Gr. 9–12 Reading Modality

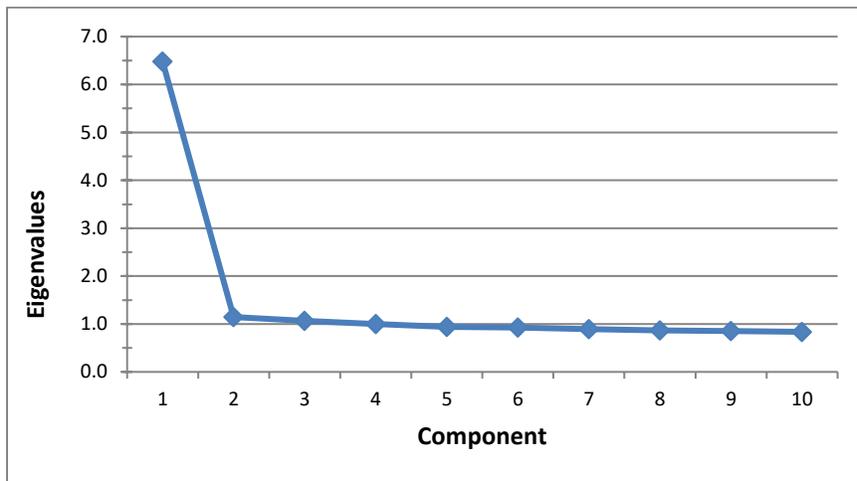


Figure 15. Principal Component Analysis Scree Plot – Gr. K Speaking Modality

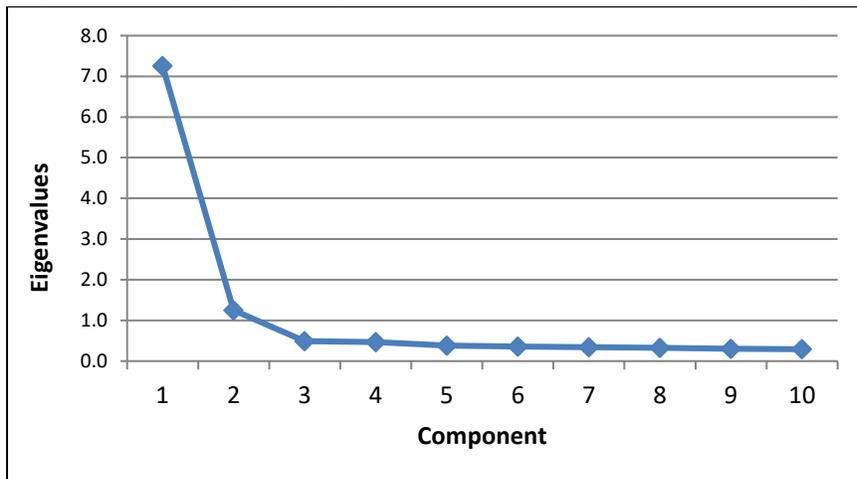


Figure 16. Principal Component Analysis Scree Plot – Gr. 1–2 Speaking Modality

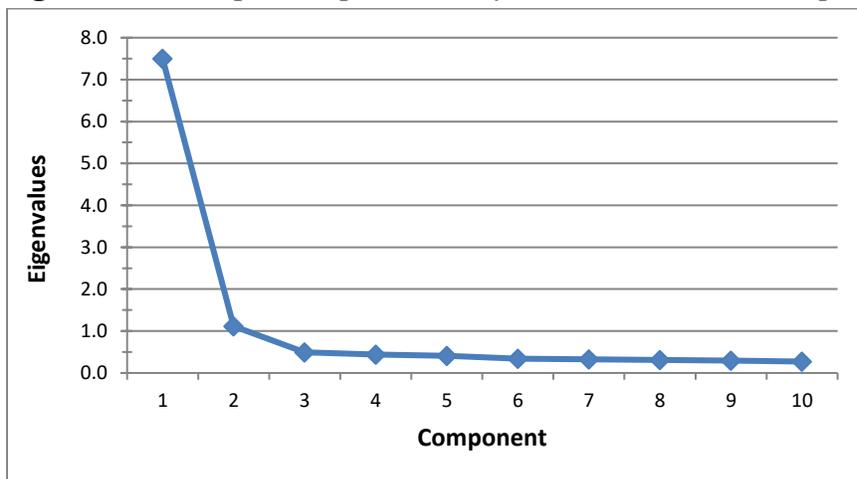


Figure 17. Principal Component Analysis Scree Plot – Gr. 3–4 Speaking Modality

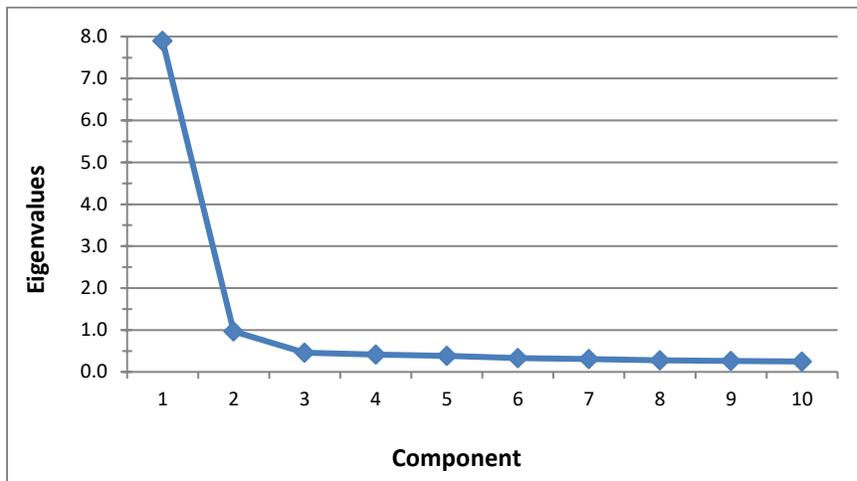


Figure 18. Principal Component Analysis Scree Plot – Gr. 5–6 Speaking Modality

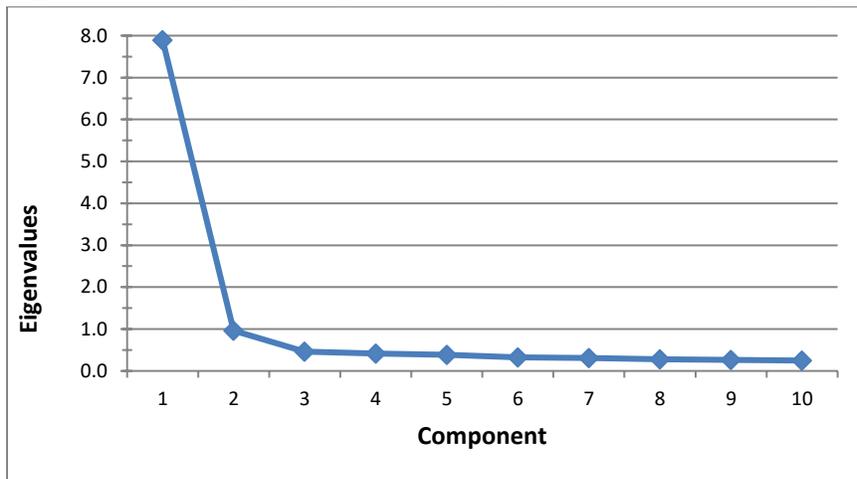


Figure 19. Principal Component Analysis Scree Plot – Gr. 7–8 Speaking Modality

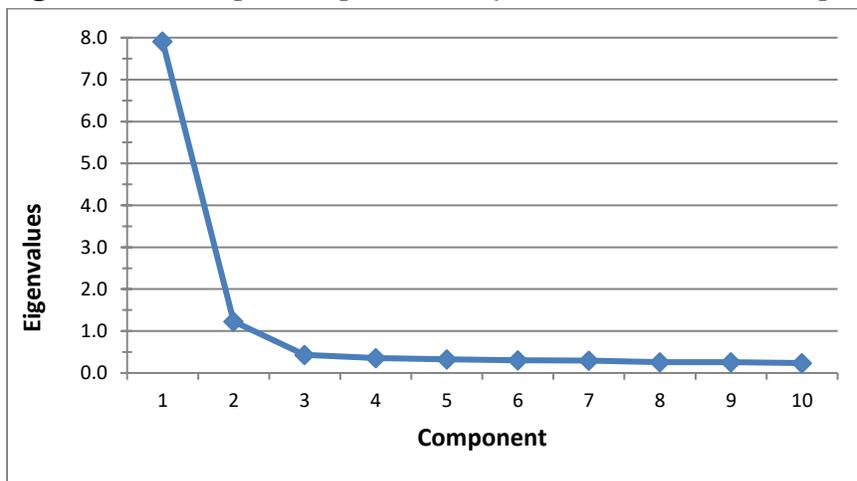


Figure 20. Principal Component Analysis Scree Plot – Gr. 9–12 Speaking Modality

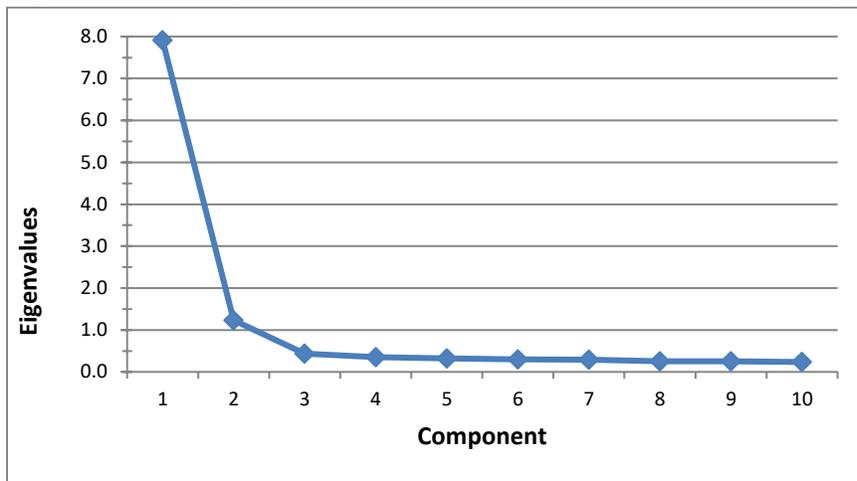


Figure 21. Principal Component Analysis Scree Plot – Gr. K Writing Modality

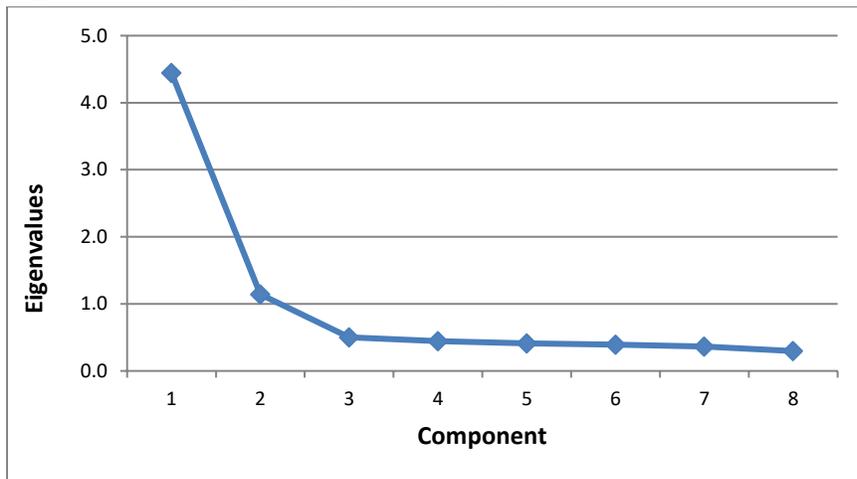


Figure 22. Principal Component Analysis Scree Plot – Gr. 1–2 Writing Modality

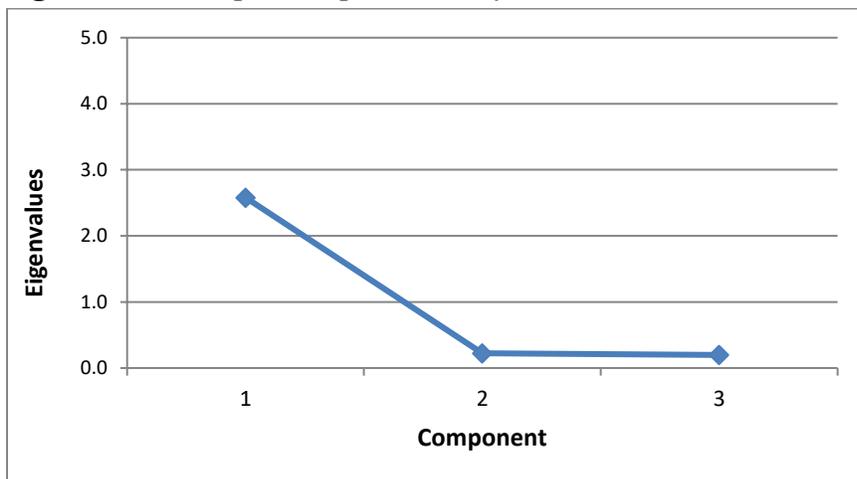


Figure 23. Principal Component Analysis Scree Plot – Gr. 3–4 Writing Modality

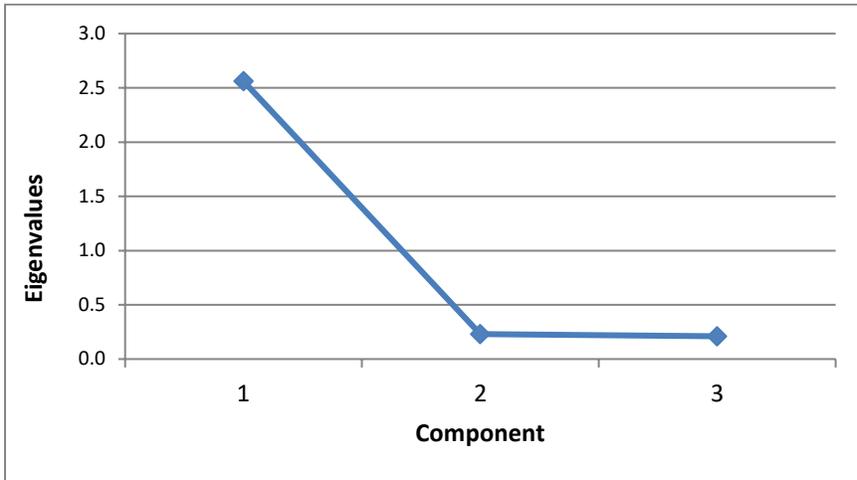


Figure 24. Principal Component Analysis Scree Plot – Gr. 5–6 Writing Modality

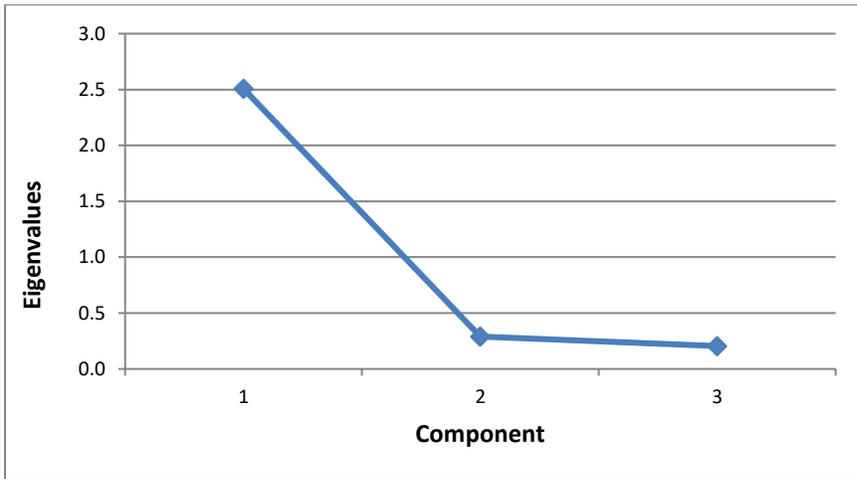


Figure 25. Principal Component Analysis Scree Plot – Gr. 7–8 Writing Modality

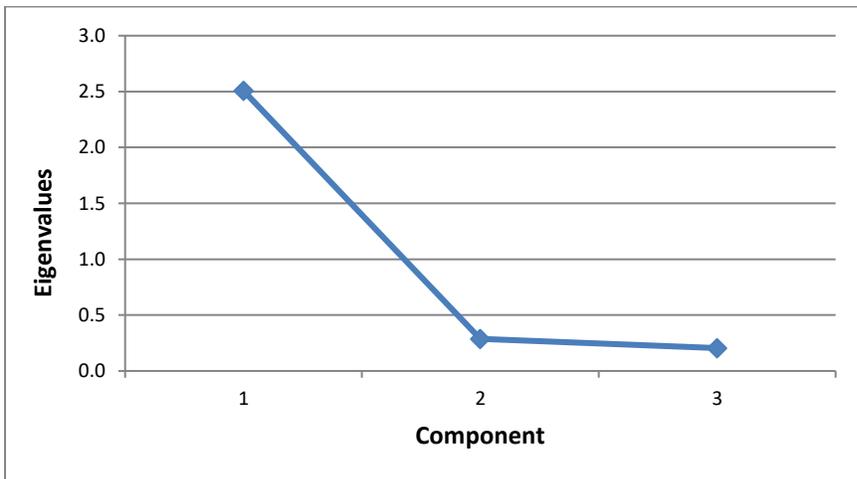
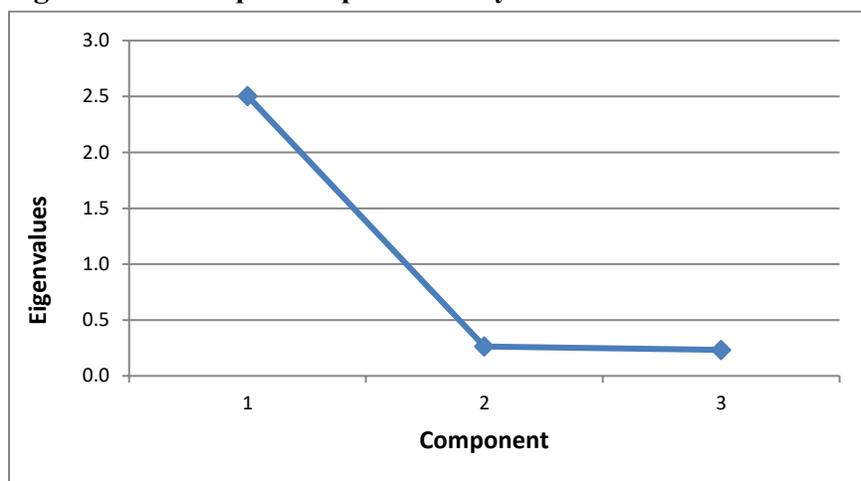


Figure 26. Principal Component Analysis Scree Plot – Gr. 9–12 Writing Modality



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/MLL students in grades 3–8, data from those who took both the NYSESLAT in May 2018 and the New York State English Language Arts (ELA) Test in April 2018 were examined. In New York State, all ELL/MLL students, with the exception of first-year ELL/MLL students, must take the ELA Test. For ELL/MLL students in grades 10–12, data from those who took both the NYSESLAT in May 2018 and the New York Regents Examination in English Language Arts in June 2018 were analyzed. The Regents Exam in English Language Arts is an end-of-course exam that all high school students, including ELL/MLL 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/MLL students who score proficient on the NYSESLAT would be able to perform well in mainstream classrooms. Therefore, they should, in theory, have a similar chance to demonstrate proficiency on the grades 3–8 ELA Test and the Regents Exam in English as those native English speakers who are required to take the State examinations. Hence, there should be a positive relationship between the NYSESLAT and the grades 3–8 ELA Test and the Regents Exam in English, wherein those who perform well on the NYSESLAT are generally expected to perform well on the English component of the other two State testing programs.

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

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

The correlations between the ELA Test and the NYSESLAT scale scores of the two modalities (Reading and Writing) ranged from 0.56 to 0.68 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 0.66 to 0.72 across the six grades. It is worth noting that the NYSESLAT total combined scale scores include the Listening and Speaking modalities, while the ELA Test does not include Listening and Speaking portions.

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

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

Grade	N-Count	Modality	SS Mean	SS SD	Sample Min.	Sample Max.	Correlation with ELA
3	21,167	Listening	65.01	8.58	30	90	0.57
	21,167	Reading	64.27	10.46	30	90	0.67
	21,167	Speaking	79.03	11.20	30	90	0.36
	21,167	Writing	60.44	13.04	30	90	0.58
	21,167	R/W	124.72	21.12	60	180	0.69
	21,167	Total	268.76	34.72	120	360	0.68
4	17,657	Listening	67.54	9.15	30	90	0.58
	17,657	Reading	67.50	10.95	30	90	0.66
	17,657	Speaking	79.93	11.42	30	90	0.38
	17,657	Writing	63.47	13.79	30	90	0.56
	17,657	R/W	130.98	22.40	60	180	0.66
	17,657	Total	278.44	37.01	143	360	0.66
5	14,693	Listening	65.05	8.90	30	90	0.57
	14,693	Reading	60.21	7.31	30	90	0.62
	14,693	Speaking	80.60	11.01	30	90	0.43
	14,693	Writing	61.09	13.09	30	90	0.58
	14,693	R/W	121.30	18.07	60	180	0.67
	14,693	Total	266.95	32.04	120	360	0.68
6	13,588	Listening	66.52	9.77	30	90	0.60
	13,588	Reading	61.90	8.21	30	90	0.65
	13,588	Speaking	80.48	11.59	30	90	0.43
	13,588	Writing	62.56	14.10	30	90	0.59
	13,588	R/W	124.46	19.92	60	180	0.69
	13,588	Total	271.46	35.18	120	360	0.70
7	11,485	Listening	62.41	8.79	30	90	0.61
	11,485	Reading	63.44	9.95	30	90	0.66
	11,485	Speaking	78.73	12.94	30	90	0.47
	11,485	Writing	61.77	14.65	30	90	0.60
	11,485	R/W	125.21	22.06	60	180	0.70
	11,485	Total	266.35	37.86	134	356	0.71

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

Grade	N-Count	Modality	SS Mean	SS SD	Sample Min.	Sample Max.	Correlation with ELA
8	10,964	Listening	63.74	9.44	30	90	0.62
	10,964	Reading	65.34	10.63	30	90	0.68
	10,964	Speaking	78.74	13.33	30	90	0.48
	10,964	Writing	63.11	15.53	30	90	0.63
	10,964	R/W	128.45	23.64	60	180	0.72
	10,964	Total	270.93	40.39	136	360	0.72

Performance Level Comparisons

As an additional way to demonstrate the positive relationship of student success on both exams, a cross tabulation of the performance levels of the ELA Test and NYSESLAT was performed. Tables 36 through 41 contain the frequency (percentage) distributions of the ELA performance level and the NYSESLAT performance level for each grade from grades 3–8. Students classified below Commanding on the NYSESLAT would not be expected to reach levels 3 or 4 on the ELA exam.

In Table 36, close to 100% of the grade 3 students classified as Entering or Emerging on the NYSESLAT scored at Level 1 on the State ELA Test. Of the students classified as Transitioning and Expanding on the NYSESLAT, the majority scored at either Level 1 or Level 2 on the State ELA Test. Of the students classified as Commanding on the NYSESLAT, about 44% were classified as either Level 1 or Level 2; about 56% scored at Levels 3 or 4 on the ELA Test.

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

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 118)	Emerging (N=1,782)	Transitioning (N=5,191)	Expanding (N=11,058)	Commanding (N=3,018)
Level 1	95.76	89.28	70.85	28.19	5.27
Level 2	4.24	10.27	27.41	52.50	38.57
Level 3		0.45	1.73	19.03	52.82
Level 4				0.29	3.35
Total	100.00	100.00	100.00	100.00	100.00

In Table 37, nearly all of the grade 4 students classified as Entering, Emerging, or Transitioning on the NYSESLAT scored at Level 1 on the State ELA Test. Of the students classified as Expanding on the NYSESLAT, 91% of them were classified as either Level 1 or Level 2 on the ELA Test: only 9% scored at either Level 3 or Level 4 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 65% of them were classified as either Level 1 or Level 2 on the ELA Test, while about 35% of them were classified as either Level 3 or Level 4 on the ELA Test.

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

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 209)	Emerging (N=1,775)	Transitioning (N=3,387)	Expanding (N=9,022)	Commanding (N=3,264)
Level 1	98.09	94.70	80.66	41.30	11.76
Level 2	1.91	5.13	18.36	49.80	52.91
Level 3		0.17	0.94	8.35	29.50
Level 4			0.03	0.55	5.82
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, about 98% 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, 47% as Level 2, and 14% of them were classified as either Level 3 or Level 4 on the ELA Test.

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

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 109)	Emerging (N= 1,012)	Transitioning (N=3,645)	Expanding (N=8,138)	Commanding (N=1,789)
Level 1	100.00	99.31	96.93	77.38	39.13
Level 2		0.69	2.88	20.32	46.73
Level 3			0.19	2.19	12.86
Level 4				0.11	1.29
Total	100.00	100.00	100.00	100.00	100.00

In Table 39, almost all of the grade 6 students classified as Entering, Emerging, or Transitioning on the NYSESLAT scored at Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, more than 96% of them were classified as either Level 1 or Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 32% of them were classified as Level 1, 44% as Level 2, and about 23% of them were classified as either Level 3 or Level 4 on the ELA Test.

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

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 171)	Emerging (N=1,133)	Transitioning (N=2,864)	Expanding (N=6,673)	Commanding (N=2,747)
Level 1	98.83	99.47	96.96	74.22	32.36
Level 2	1.17	0.35	2.79	21.89	44.23
Level 3		0.18	0.24	3.46	18.60
Level 4				0.42	4.81
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, or 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 20% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 38% of them were classified as Level 1, 50% as Level 2, and 12% of them were classified as either Level 3 or Level 4 on the ELA Test.

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

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 91)	Emerging (N= 1,172)	Transitioning (N=2,145)	Expanding (N=5,901)	Commanding (N=2,176)
Level 1	100.00	99.91	97.62	78.97	37.59
Level 2		0.09	2.19	19.86	50.28
Level 3			0.14	1.12	11.26
Level 4			0.05	0.05	0.87
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, 63% of them were classified as Level 1 and 35% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 21% of them were classified as Level 1, 61% as Level 2, and about 18% of them were classified as either Level 3 or Level 4 on the ELA Test.

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

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 110)	Emerging (N=1,043)	Transitioning (N=1,889)	Expanding (N=5,690)	Commanding (N=2,232)
Level 1	100.00	98.75	94.81	62.93	20.92
Level 2		1.15	5.03	34.78	60.80
Level 3		0.10	0.16	2.21	16.58
Level 4				0.07	1.70
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/MLL students classified as Commanding on the NYSESLAT were more likely to perform better on the ELA test as compared to ELL/MLL students who scored below the Commanding level on the NYSESLAT.

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

The spring 2018 NYSESLAT data file was matched with the June administration Regents Examination in English Language Arts data file by using state student ID numbers. A total of 14,020 ELL/MLL students (in grades 10–12) were matched to their June 2018 Regents Examination in English Language Arts results for these analyses.

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

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

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

Grade/ Grade Band	N-Count	Modality	SS Mean	SS SD	Min.	Max.	Correlation with Regents ELA
10	2,753	Listening	69.67	10.15	30	90	0.51
	2,753	Reading	67.26	9.78	30	90	0.55
	2,753	Speaking	79.23	12.43	30	90	0.43
	2,753	Writing	64.34	14.86	30	90	0.55
	2,753	R/W	131.60	21.92	60	180	0.62
	2,753	Total	280.50	38.32	153	360	0.63
11	7,785	Listening	69.01	10.10	30	90	0.51
	7,785	Reading	67.09	9.78	30	90	0.56
	7,785	Speaking	78.63	11.93	30	90	0.43
	7,785	Writing	64.37	13.85	30	90	0.55
	7,785	R/W	131.46	20.95	60	180	0.62
	7,785	Total	279.09	36.86	120	360	0.63
12	3,482	Listening	64.93	9.34	30	90	0.34
	3,482	Reading	63.37	8.98	30	90	0.37
	3,482	Speaking	76.87	11.97	30	90	0.32
	3,482	Writing	60.03	13.32	30	90	0.40
	3,482	R/W	123.40	19.62	60	180	0.44
	3,482	Total	265.21	34.28	136	358	0.45

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

Grade/ Grade Band	N-Count	Modality	SS Mean	SS SD	Min.	Max.	Correlation with Regents ELA
10–12	14,020	Listening	68.12	10.10	30	90	0.46
	14,020	Reading	66.20	9.72	30	90	0.51
	14,020	Speaking	78.31	12.07	30	90	0.40
	14,020	Writing	63.29	14.05	30	90	0.51
	14,020	R/W	129.49	21.11	60	180	0.57
	14,020	Total	275.92	37.05	120	360	0.58

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

The correlation coefficients for the Regents Examination in English Language Arts scale scores and the NYSESLAT total scale score (across modalities) ranged from 0.45 to 0.63 across the three grades (10, 11, and 12). Within a grade, the combined modalities have higher correlations between the scale scores of the Regents Examination in English Language Arts than does any individual modality of the NYSESLAT scale scores.

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

Grade/ Grade Band	N-Count	Test	SS Mean	SS SD	Min.	Max.	Correlation with Regents ELA
10	2,753	Regents ELA	43.63	22.33	0	97	--
		Total NYSESLAT	280.50	38.32	153	360	0.63
11	7,785	Regents ELA	47.32	22.18	0	99	--
		Total NYSESLAT	279.09	36.86	120	360	0.63
12	3,482	Regents ELA	45.96	20.71	0	96	--
		Total NYSESLAT	265.21	34.28	136	358	0.45
10–12	14,020	Regents ELA	46.26	21.90	0	99	--
		Total NYSESLAT	275.92	37.05	120	360	0.58

Performance Level Classification

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

Table 44 shows that 24% of the grade 10 students who were classified as Commanding on the NYSESLAT were college ready, and 58% of them passed the Regents Examination in English Language Arts. The percentage of students who passed the Regents Examination in English Language Arts decreased to 23% for students at the Expanding level and to 6% for students at the Transitioning level.

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

Regents ELA Exam	NYSESLAT Performance Levels				
	Entering (N = 28)	Emerging (N = 194)	Transitioning (N = 558)	Expanding (N =1,518)	Commanding (N = 455)
College Ready (75–100)	0.0	0.5	0.9	5.5	24.2
Not College Ready (0–74)	100.0	99.5	99.1	94.5	75.8
Pass (65–100)	0.0	3.6	5.9	23.4	58.0
Fail (0–64)	100.0	96.4	94.1	76.6	42.0

Table 45 shows that of the grade 11 students who were classified as Commanding on the NYSESLAT, 33% were college ready, and 66% passed the Regents Examination in English Language Arts. The percentage of students who passed the Regents Examination in English Language Arts decreased to 32% for students at the Expanding level and to 9% for students at the Transitioning level.

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

Regents ELA Exam	NYSESLAT Performance Levels				
	Entering (N = 63)	Emerging (N = 491)	Transitioning (N =1,754)	Expanding (N =4,363)	Commanding (N = 1,114)
College Ready (75–100)	0.0	0.2	2.1	8.4	32.8
Not College Ready (0–74)	100.0	99.8	97.9	91.6	67.2
Pass (65–100)	4.8	2.4	9.2	31.7	66.4
Fail (0–64)	95.2	97.6	90.8	68.3	33.6

Table 46 shows that of the grade 12 students who were classified as Commanding on the NYSESLAT, 28% were college ready, and 63% passed the Regents Examination in English Language Arts. The percentage of students who passed the Regents Examination in English Language Arts decreased to 31% for students at the Expanding level and to 14% for students at the Transitioning level.

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

Regents ELA Exam	NYSESLAT Performance Levels				
	Entering (N = 44)	Emerging (N = 311)	Transitioning (N = 1,170)	Expanding (N = 1,775)	Commanding (N = 182)
College Ready (75–100)	0.0	3.5	4.0	8.1	28.0
Not College Ready (0–74)	100.0	96.5	96.0	91.9	72.0
Pass (65–100)	9.1	11.6	14.4	30.8	62.6
Fail (0–64)	90.9	88.4	85.6	69.2	37.4

Summary

The correlation analyses detailed above provide additional evidence of a moderately positive relationship between the 2018 NYSESLAT and the Regents Examination in English Language Arts. Furthermore, the evidence suggests, as other analyses do, that higher NYSESLAT scores are associated with higher scores on the Regents Examination in English Language Arts.

In addition to the evidence of a positive correlation between the two assessments, these analyses also confirm the validity of inferences made based upon the NYSESLAT cut scores. The ELL/MLL students classified as Commanding on the NYSESLAT were more likely to pass the Regents Examination in English Language Arts as compared to ELL/MLL 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 2018 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 (Hambleton, 1989).

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

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

where:

- $P_j(\theta_i)$ represents the probability of student i answering item j correctly,
- b_j represents the difficulty of item j , and
- θ_i represents the ability or English language proficiency level of the student.

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

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

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

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

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

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

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

7.2 Description of the Calibration Sample and Process

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

For the 2018 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. WINSTEPS version 3.81.0 was used for calibration.

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

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

Table 48 shows the actual N-counts and percentages of students in each grade band by NRC category, based on the 80% data file from the 2018 NYSESLAT operational administration. The obtained percentages for each category were determined for each grade band and subgroup.

Table 49 shows the difference between the 2018 80% data file (in Table 49) and the target percentages (in Table 48) as evidence of the representativeness of the 2018 80% data file for item calibration. Note that the difference values shown in Table 49 are based on the exact percentages (i.e., not rounded) shown in Tables 48 and 49. As a result, the difference values in Table 49 may differ by $|0.01|$ from results one would get if one used the rounded values (shown in Tables 48 and 49). Note also that there is no definitive criterion for comparing the percentage differences shown in Table 49, but as a general rule, it is preferable for the difference to be less than 5.0%, which all but one cell were able to meet. There was a tendency to have smaller percentages of students from religious and independent schools in the 80% data file.

Table 47. 2018 NYSESLAT Target Percentages by NRC and Grade Band (based on 2017 NYSESLAT operational data for all schools)

NRC Code	Grade Band											
	K		1-2		3-4		5-6		7-8		9-12	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	15,621	50.5	31,982	50.7	23,740	48.6	18,065	47.2	16,342	50.6	31,258	57.1
(2) Large Cities	1,354	4.4	3,149	5.0	2,910	6.0	2,430	6.3	2,274	7.0	3,071	5.6
(3) Urban-Suburban	3,463	11.2	7,431	11.8	6,379	13.1	4,831	12.6	3,892	12.0	7,284	13.3
(4) Rural	218	0.7	396	0.6	323	0.7	286	0.7	227	0.7	333	0.6
(5) Average	3,380	10.9	6,637	10.5	4,844	9.9	3,570	9.3	2,644	8.2	5,117	9.4
(6) Low	1,555	5.0	2,923	4.6	2,103	4.3	1,429	3.7	1,075	3.3	2,295	4.2
(7) Charter Schools	1,551	5.0	2,597	4.1	1,184	2.4	926	2.4	837	2.6	1,020	1.9
(8) Religious and Independent Schools	3,767	12.2	7,912	12.6	7,366	15.1	6,751	17.6	5,037	15.6	4,345	7.9

Table 48. 2018 NYSESLAT 80% Sample Percentages by NRC and Grade Band

NRC Code	Grade Band											
	K		1-2		3-4		5-6		7-8		9-12	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	28,867	53.2	25,069	50.1	18,596	48.7	15,915	46.8	31,228	48.4	14,748	54.7
(2) Large Cities	3,020	4.2	3,137	5.2	2,636	6.1	2,426	6.6	3,910	7.4	1,161	6.9
(3) Urban-Suburban	6,725	11.4	6,731	11.7	5,064	13.1	3,987	12.7	7,258	12.1	3,176	12.7
(4) Rural	390	0.7	405	0.7	328	0.8	264	0.8	408	0.8	200	0.7
(5) Average	6,355	12.2	5,401	11.0	3,975	10.5	2,846	10.0	5,185	8.7	3,378	9.1
(6) Low	2,866	6.1	2,285	5.0	1,524	4.4	1,251	3.8	2,445	3.8	1,687	4.3
(7) Charter Schools	2,646	6.4	1,551	4.6	1,012	3.0	870	2.5	1,093	2.6	1,775	1.9
(8) Religious and Independent Schools	5,467	4.2	5,528	9.5	5,173	10.7	3,857	13.0	3,418	11.7	1,159	6.0

Table 49. Differences between 2018 NYSESLAT 80% Sample Percentages and Target Percentages by NRC and Grade Band

NRC Code	Grade Band					
	K	1-2	3-4	5-6	7-8	9-12
	Actual - Target Pct					
(1) New York City	2.6	-0.6	0.1	-0.4	-2.1	-2.4
(2) Large Cities	-0.2	0.2	0.1	0.3	0.3	1.2
(3) Urban-Suburban	0.2	-0.1	0.0	0.1	0.1	-0.6
(4) Rural	0.0	0.0	0.1	0.1	0.1	0.1
(5) Average	1.2	0.5	0.6	0.7	0.5	-0.3
(6) Low	1.0	0.3	0.1	0.1	0.5	0.1
(7) Charter Schools	1.4	0.5	0.6	0.1	0.1	0.1
(8) Religious and Independent Schools	-8.0	-3.1	-4.4	-4.6	-3.8	-2.0

7.3 Linking the 2018 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 2018 NYSESLAT, item linking was used to place the final IRT item parameter estimates onto the base-line scale that was established in 2015 for grades 1–12 and in 2016 for Kindergarten. Linking the 2018 scale onto the established scale involves the overlapping of a subset of items from the 2017 NYSESLAT on the 2018 version of NYSESLAT. These common (or anchor) items are used to link all of the remaining 2018 items onto the established scale. Approximately one-third of the 2018 test content within each of the modalities contained items that were overlapped from the spring 2017 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 2017 parameter values and, through the item calibration process, automatically places the unique 2018 items onto the underlying scale. Because all of the 2018 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 2017 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 2018 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. Fortunately, there were no item displacement issues for the 2018 calibration analyses.

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

7.4 Rasch Information

Appendix C contains the results of the operational items for the 2018 NYSESLAT. The following IRT item parameters are presented for each item grouped by modality (Listening, Speaking, Reading, and Writing):

- N-count (number of students)
- Rasch item difficulty (RID) value
- Standard error (SE) of Rasch difficulty
- MNSQ INFIT: Standardized information-weighted mean-square fit statistic, which is sensitive to unexpected behavior affecting responses to items near the person's ability level
- MNSQ OUTFIT: Standardized outlier-sensitive mean-square fit statistic, which is sensitive to unexpected behavior by persons on items far from the person's ability level
- Flag of misfit

Table 50 presents the number of items, the maximum number of points attainable, the average and standard deviation of Rasch item difficulty values, and the minimum and maximum Rasch item difficulty values for each modality by grade band.

Table 50. Average, Standard Deviation, Minimum, and Maximum of Rasch Difficulty Values by Grade Band and Modality

Grade Band	Modality	Number of Items	Max. Points	Average RID	SD of RID	Min RID	Max RID
K	Listening	19	19	-1.09	0.53	-1.94	-0.19
	Reading	18	18	-1.39	0.47	-2.18	-0.40
	Speaking	12	21	-0.35	0.66	-1.32	0.61
	Writing	8	14	-0.64	0.66	-1.46	0.25
	Total	57	72	-0.97	0.68	-2.18	0.61
1–2	Listening	24	24	-0.58	0.47	-1.85	0.16
	Reading	27	27	-0.21	0.46	-1.49	0.46
	Speaking	12	21	-0.53	0.63	-1.70	0.37
	Writing	3	12	0.29	0.02	0.26	0.31
	Total	66	84	-0.58	0.47	-1.85	0.16
3–4	Listening	24	24	-0.34	0.54	-1.50	0.69
	Reading	27	27	-0.33	0.54	-1.27	0.61
	Speaking	12	21	-0.77	0.49	-1.64	-0.10
	Writing	3	12	0.16	0.08	0.07	0.24
	Total	66	84	-0.34	0.54	-1.50	0.69
5–6	Listening	24	24	-0.38	0.66	-1.73	0.79
	Reading	27	27	-0.06	0.40	-0.97	0.56
	Speaking	12	21	-0.65	0.51	-1.48	0.09
	Writing	3	12	0.05	0.12	-0.04	0.18
	Total	66	84	-0.38	0.66	-1.73	0.79
7–8	Listening	24	24	-0.44	0.51	-1.75	0.70
	Reading	27	27	-0.21	0.40	-0.96	0.37
	Speaking	12	21	-0.66	0.56	-1.54	-0.01
	Writing	3	12	0.21	0.09	0.12	0.30
	Total	66	84	-0.44	0.51	-1.75	0.70
9–12	Listening	24	24	-0.31	0.54	-1.49	0.58
	Reading	27	27	-0.16	0.47	-0.94	0.64
	Speaking	12	21	-0.54	0.51	-1.49	0.13
	Writing	3	12	0.06	0.03	0.03	0.09
	Total	66	84	-0.31	0.54	-1.49	0.58

7.5 Evidence of Model Fit

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

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

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

To an extent, no empirical data set will fit the IRT model perfectly. The percentage of items flagged for item fit varied depending on the grade band and subtest. None of the items were flagged for INFIT. For grades 1–12, less than 10% of the items were flagged for OUTFIT across grade bands. The OUTFIT mean square is sensitive to unexpected responses by persons on items that are relatively very easy or very hard for them. Note that for the Kindergarten Writing modality, five out of the eight items (four of those were letter-writing items) were flagged based on the OUTFIT criteria (as can be seen in Appendix C).

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 2015–2018

Test characteristic curves (TCCs) were obtained by modality for each grade band (odd-numbered figures from Figure 27 to Figure 74). 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 2015–2018 TCCs for the Listening, Reading, and Writing modalities. In 2016, the Speaking modality shows an intentional shift of the TCC for grades 1–12, where the 2016 Speaking modality was a bit more difficult (i.e., shifted to the right) than the 2015 Speaking modality. This shift was based on slight modifications to that modality that were expected to make that portion of the test slightly more difficult.

The conditional standard error of measurement (CSEM) was obtained by modality for each grade band as well (even-numbered figures from Figure 27 through Figure 74). The x -axis represents the thetas, and the y -axis represents the CSEM. When theta is close to the mean Rasch item difficulty value (shown in Table 51), the CSEM is the smallest; when theta is either larger or smaller than the mean Rasch item difficulty, the magnitude of CSEM increases, which indicates less information. For grades 1–12, there is also a close correspondence between the 2015–2018 CSEMs.

Listening Test

Figure 27. TCC for Kindergarten Listening Test

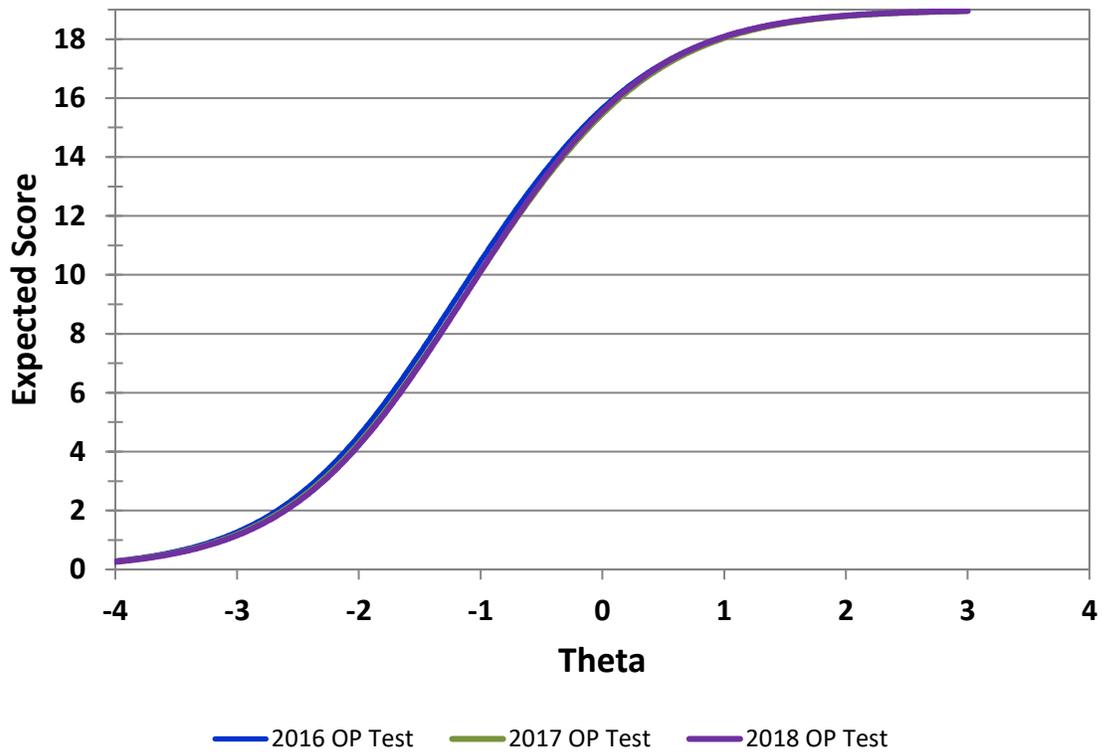


Figure 28. CSEM for Kindergarten Listening Test

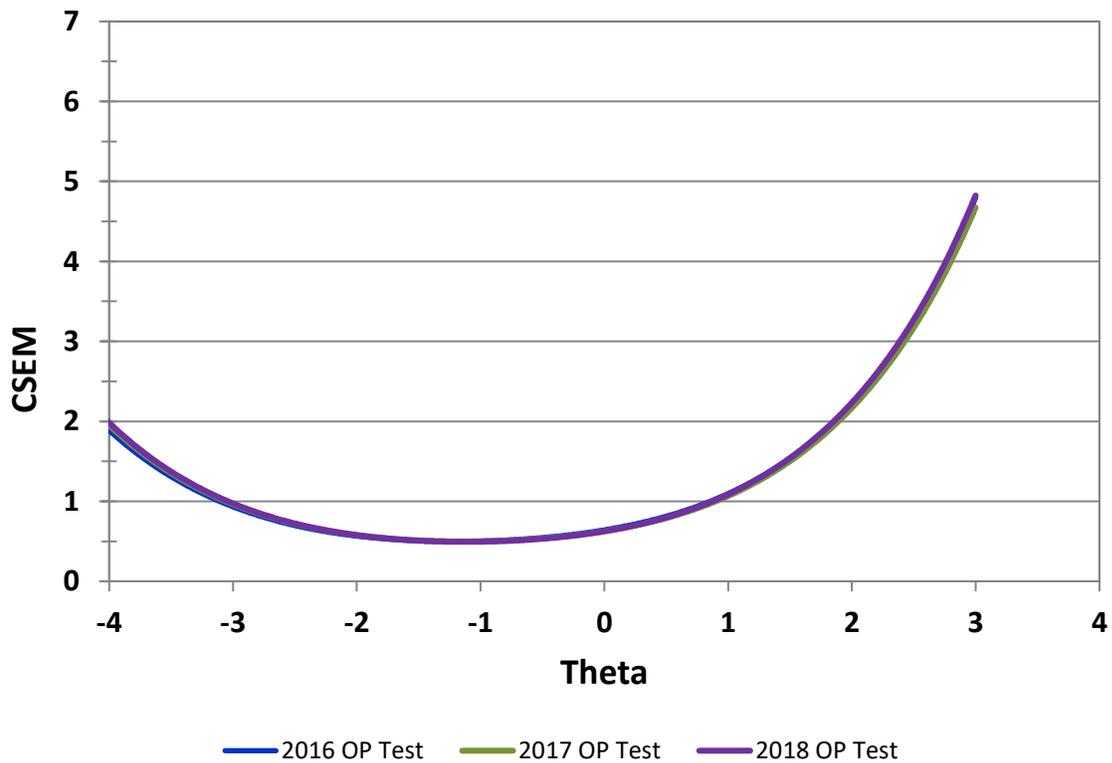


Figure 29. TCC for Grade Band 1–2 Listening Test

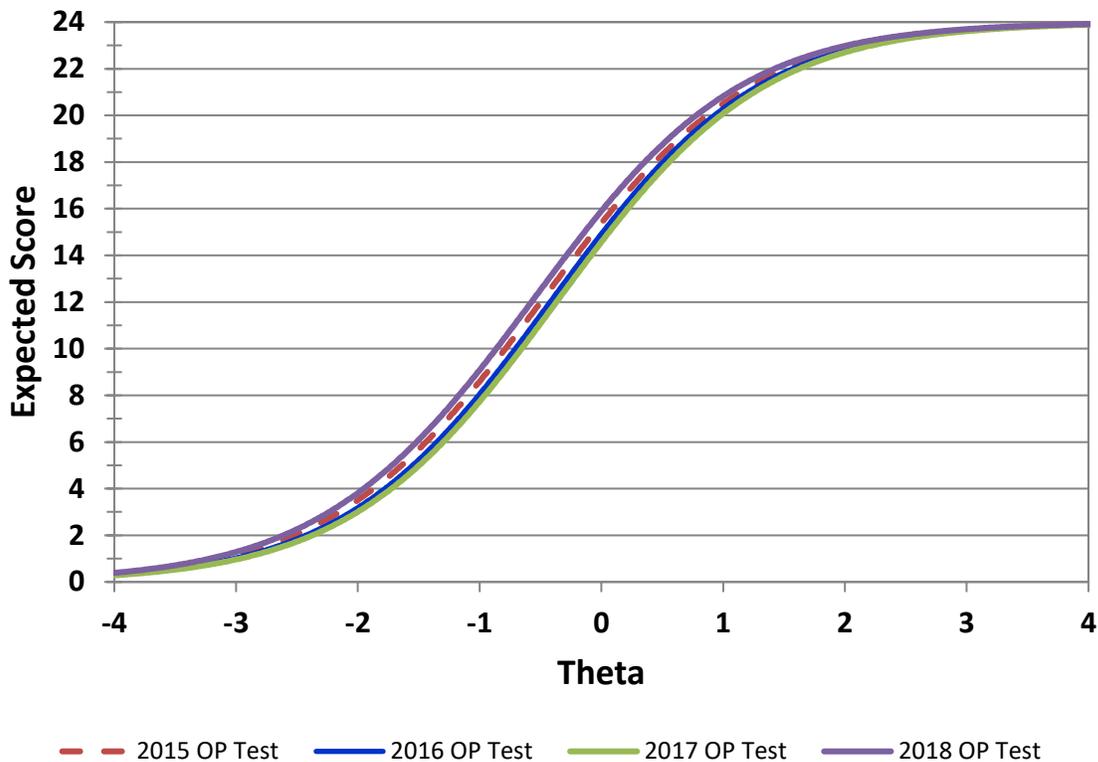


Figure 30. CSEM for Grade Band 1–2 Listening Test

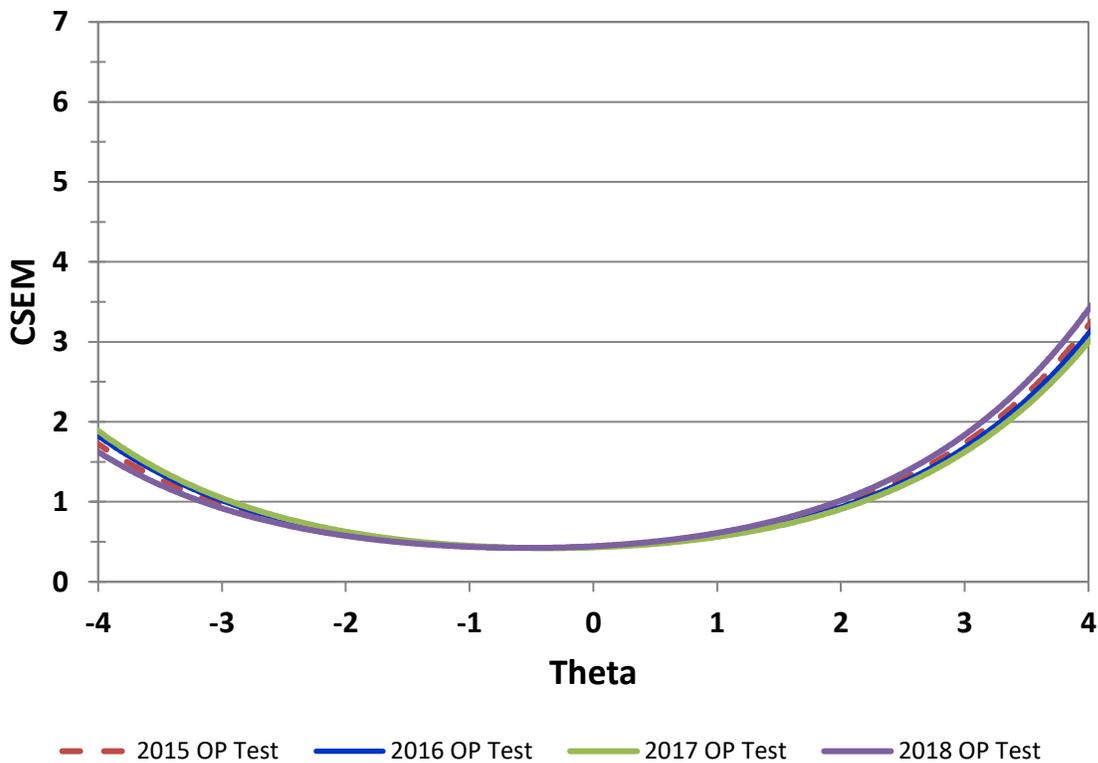


Figure 31. TCC for Grade Band 3–4 Listening Test

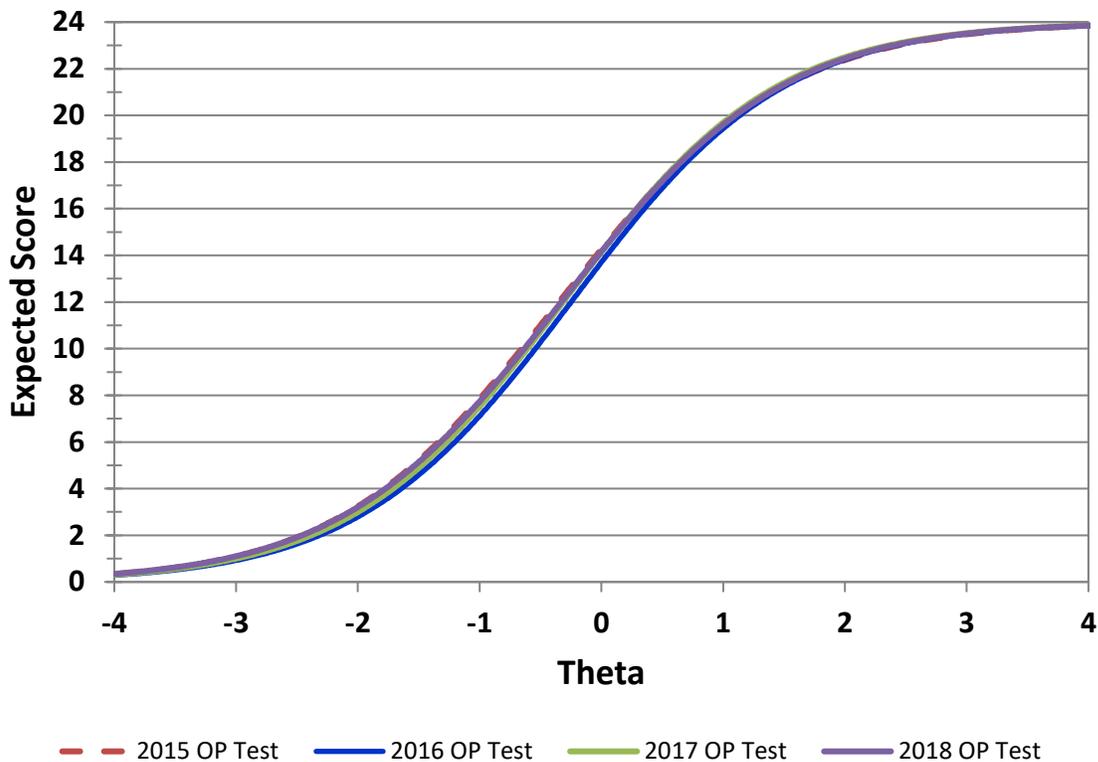


Figure 32. CSEM for Grade Band 3–4 Listening Test

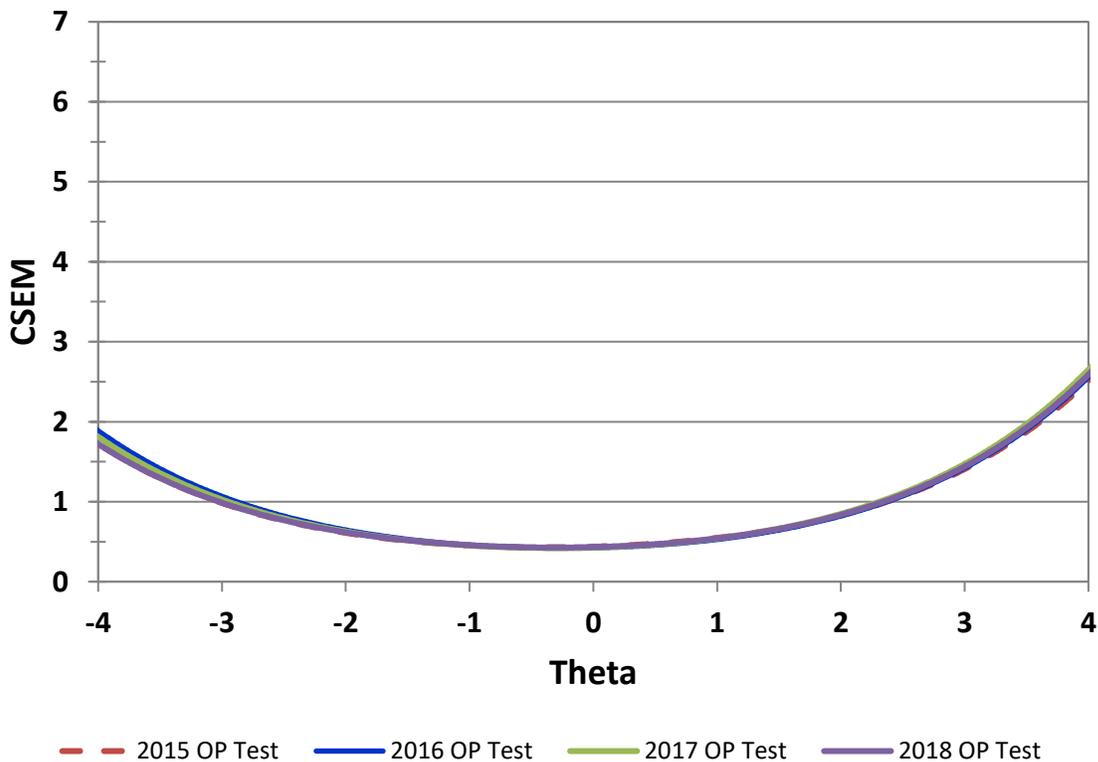


Figure 33. TCC for Grade Band 5–6 Listening Test

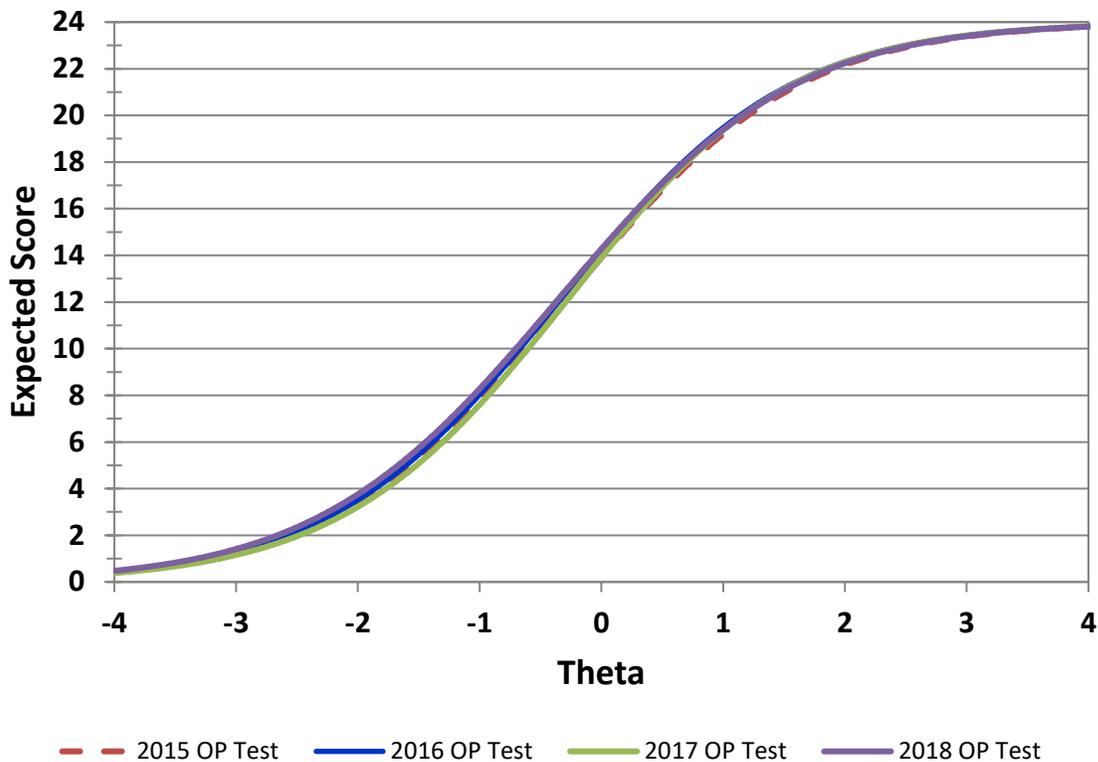


Figure 34. CSEM for Grade Band 5–6 Listening Test

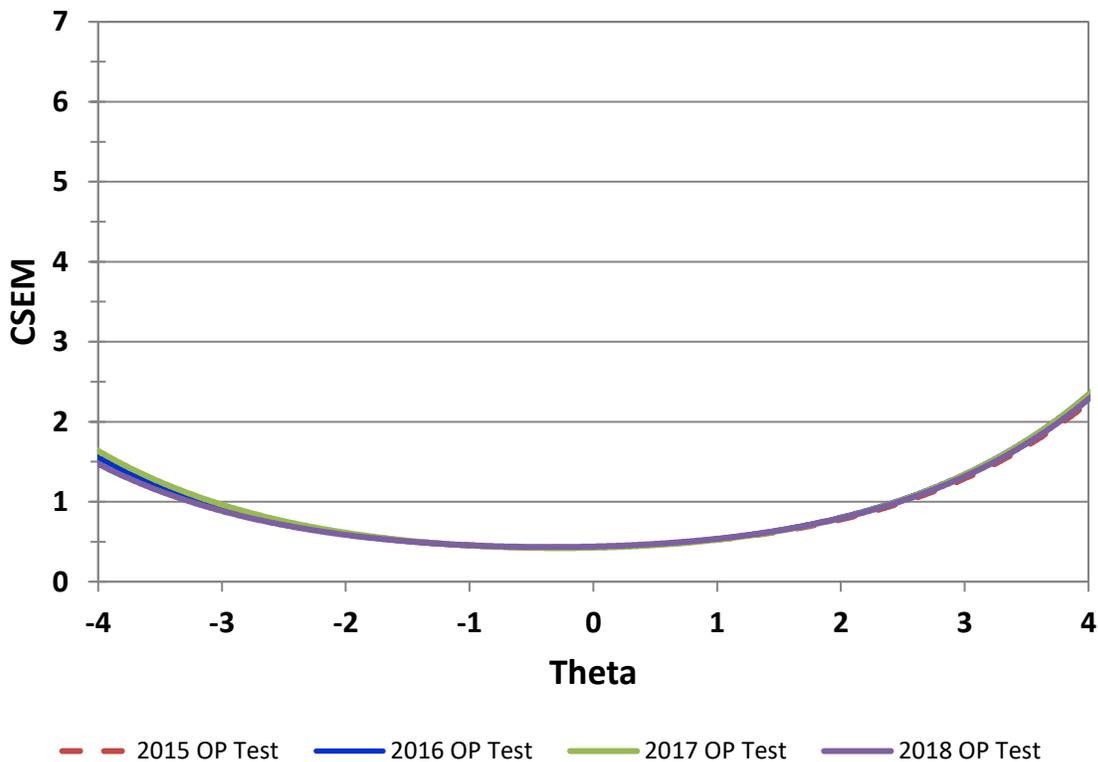


Figure 35. TCC for Grade Band 7–8 Listening Test

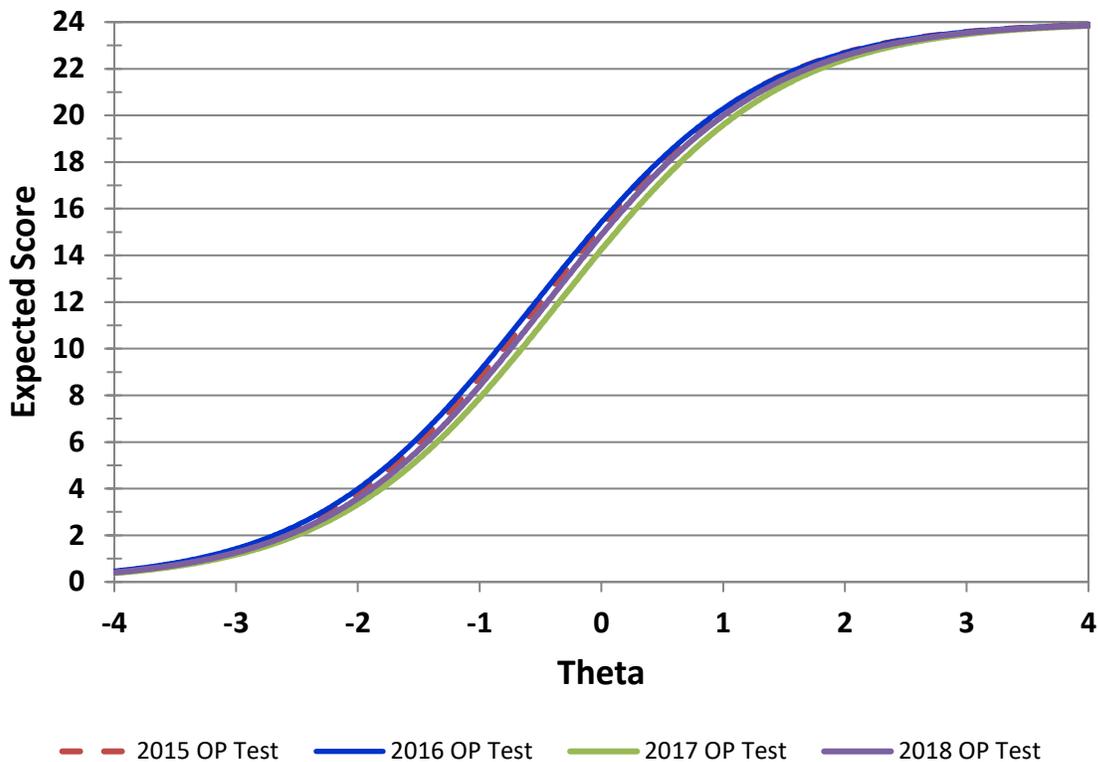


Figure 36. CSEM for Grade Band 7–8 Listening Test

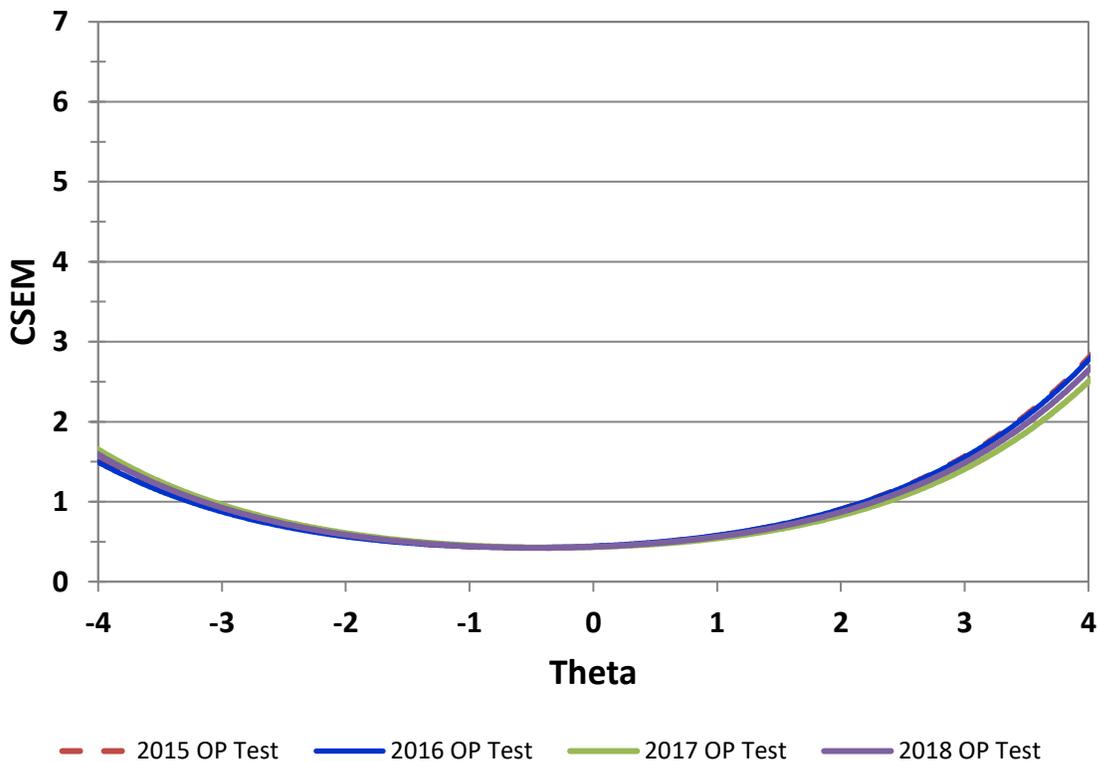


Figure 37. TCC for Grade Band 9–12 Listening Test

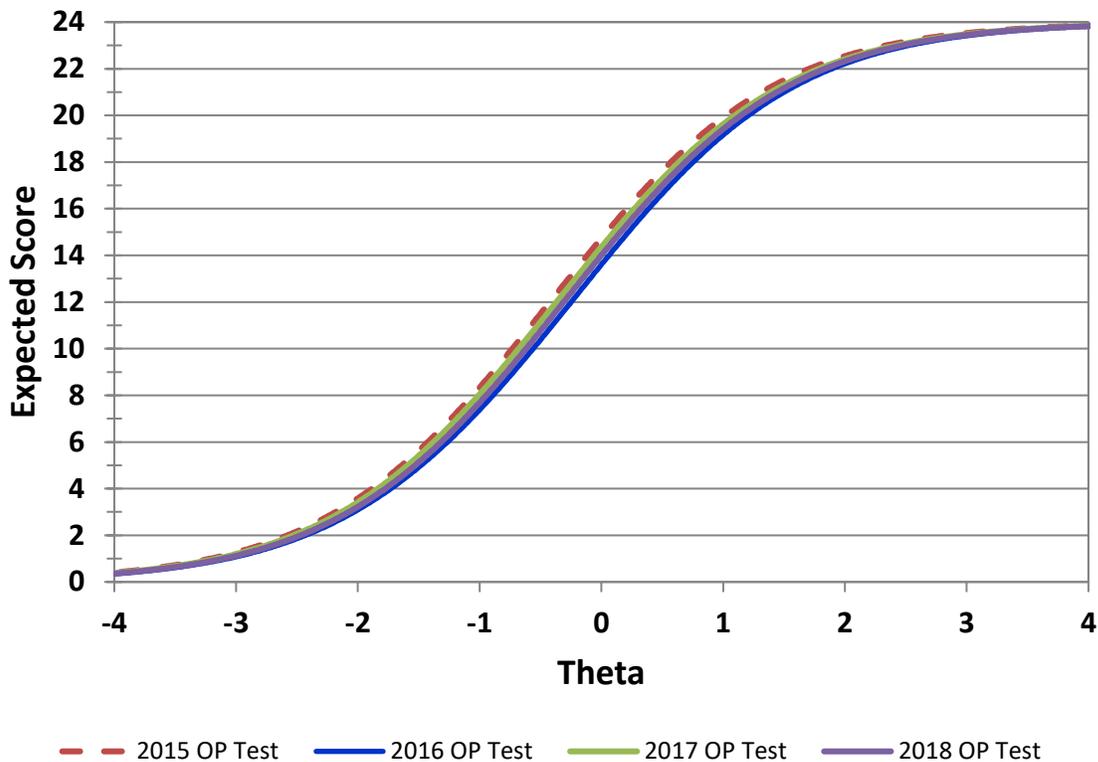
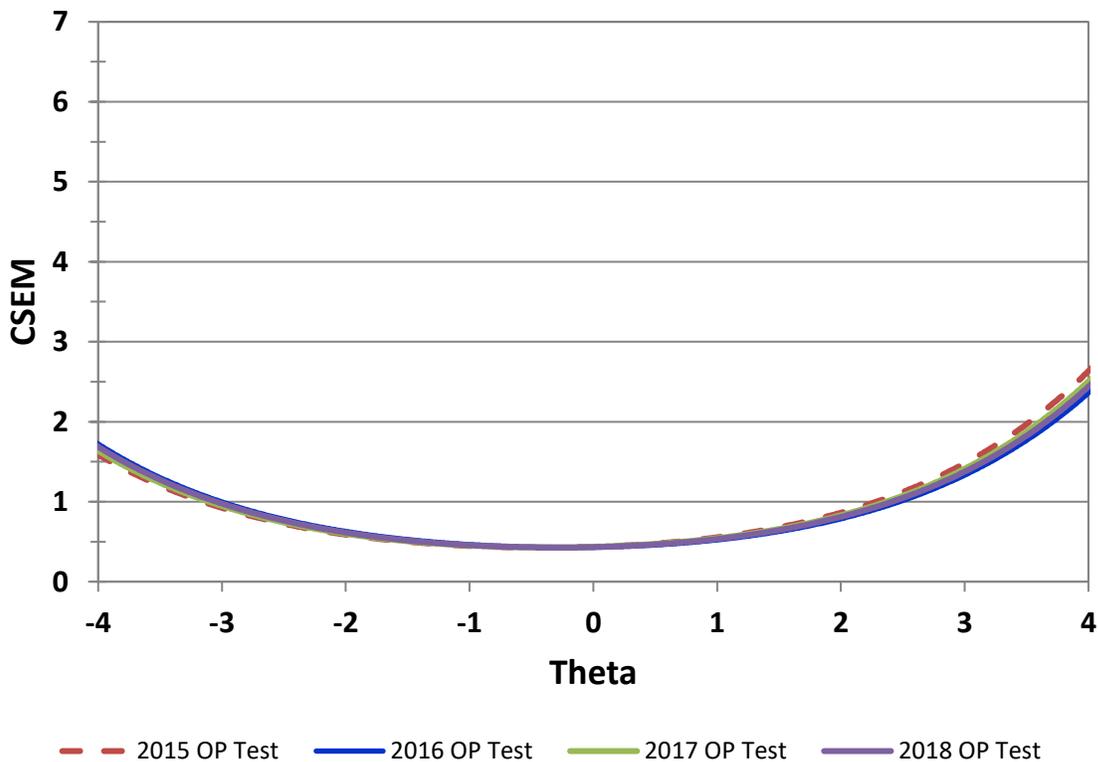


Figure 38. CSEM for Grade Band 9–12 Listening Test



Reading Test

Figure 39. TCC for Kindergarten Reading Test

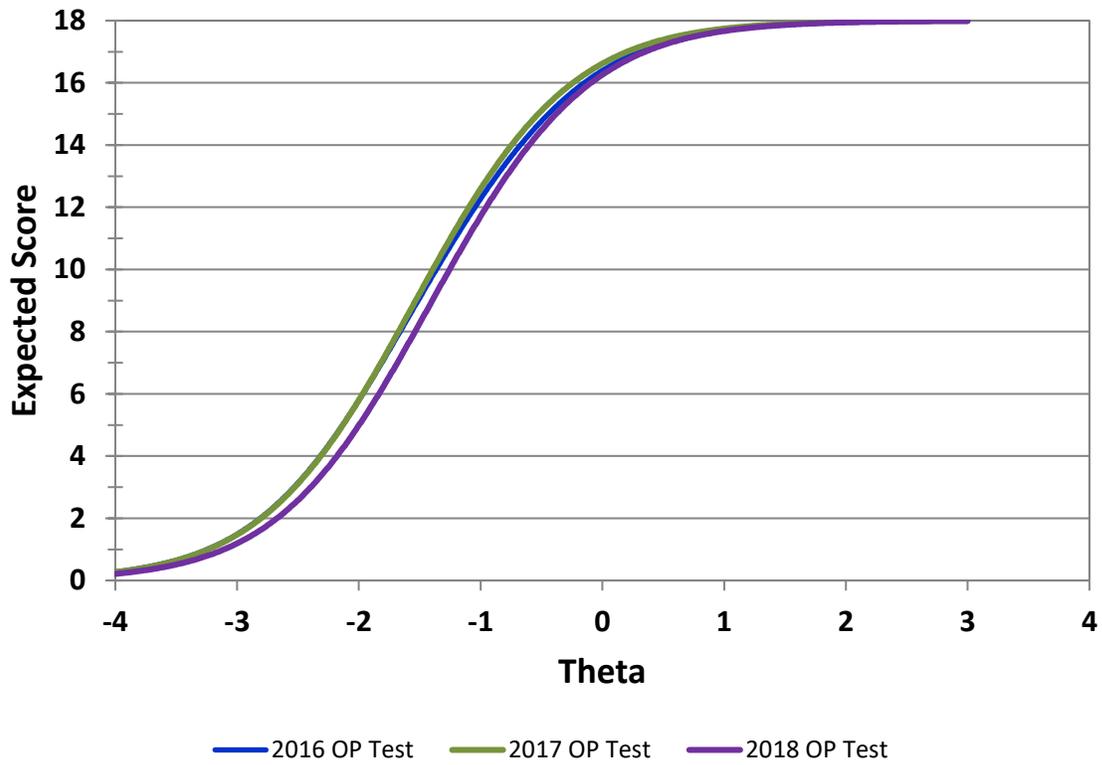


Figure 40. CSEM for Kindergarten Reading Test

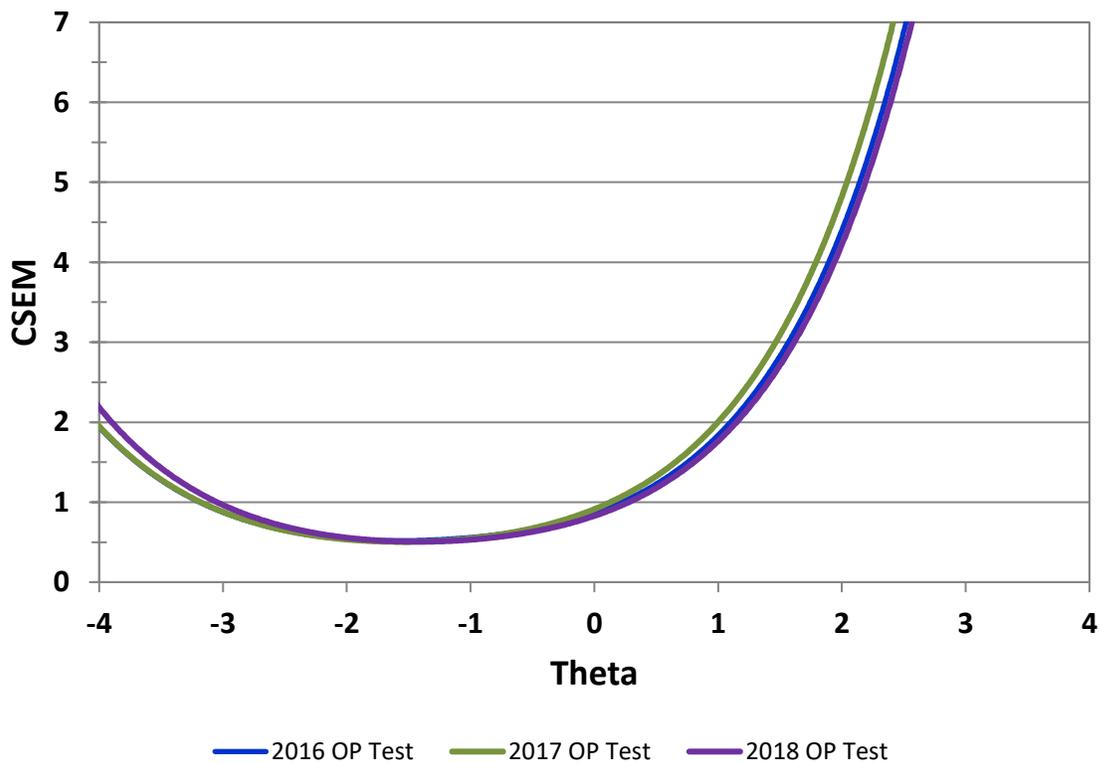


Figure 41. TCC for Grade Band 1–2 Reading Test

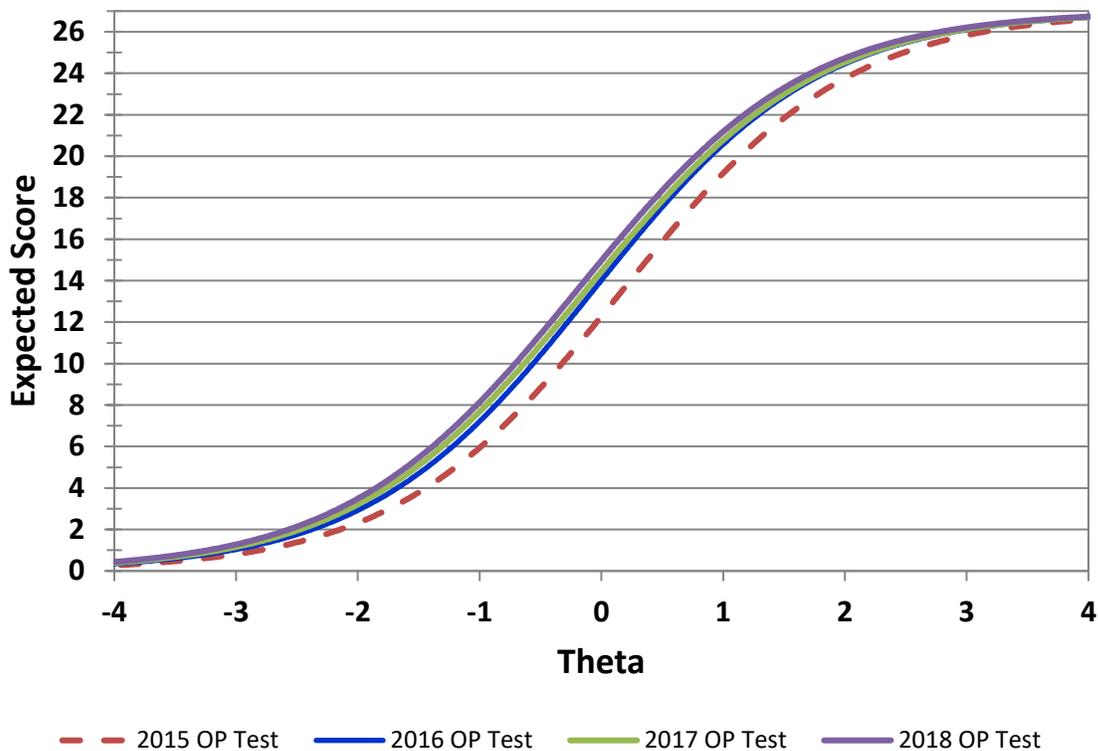


Figure 42. CSEM for Grade Band 1–2 Reading Test

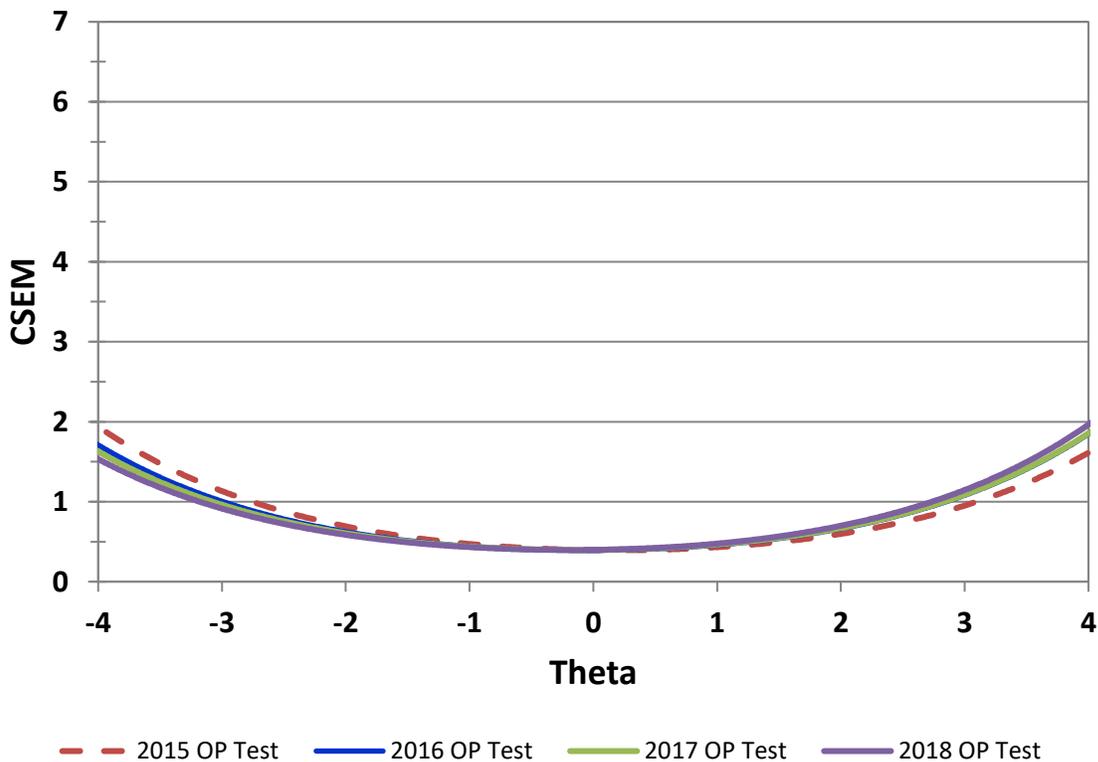


Figure 43. TCC for Grade Band 3–4 Reading Test

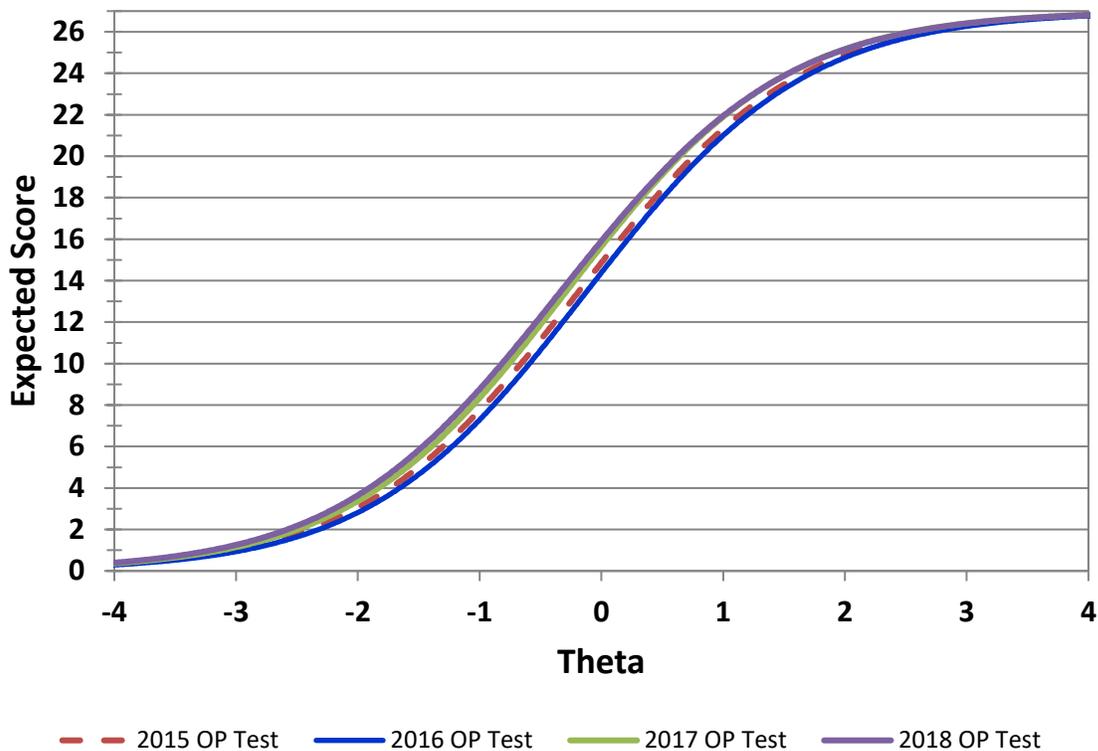


Figure 44. CSEM for Grade Band 3–4 Reading Test

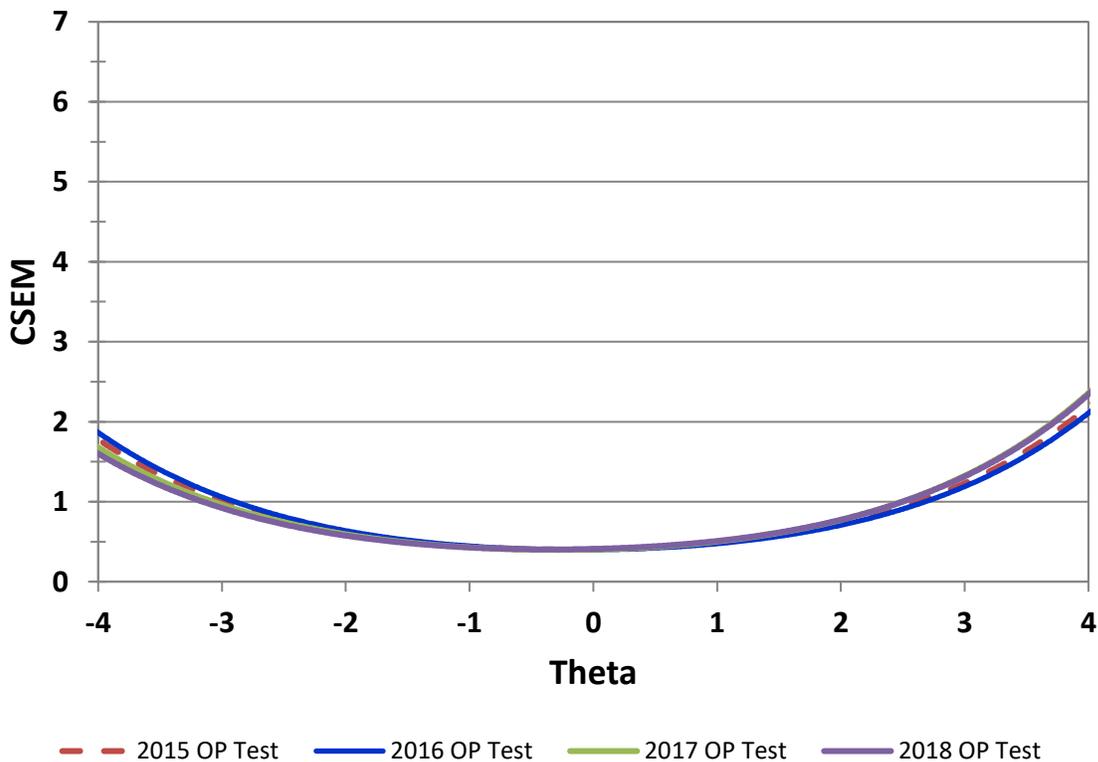


Figure 45. TCC for Grade Band 5–6 Reading Test

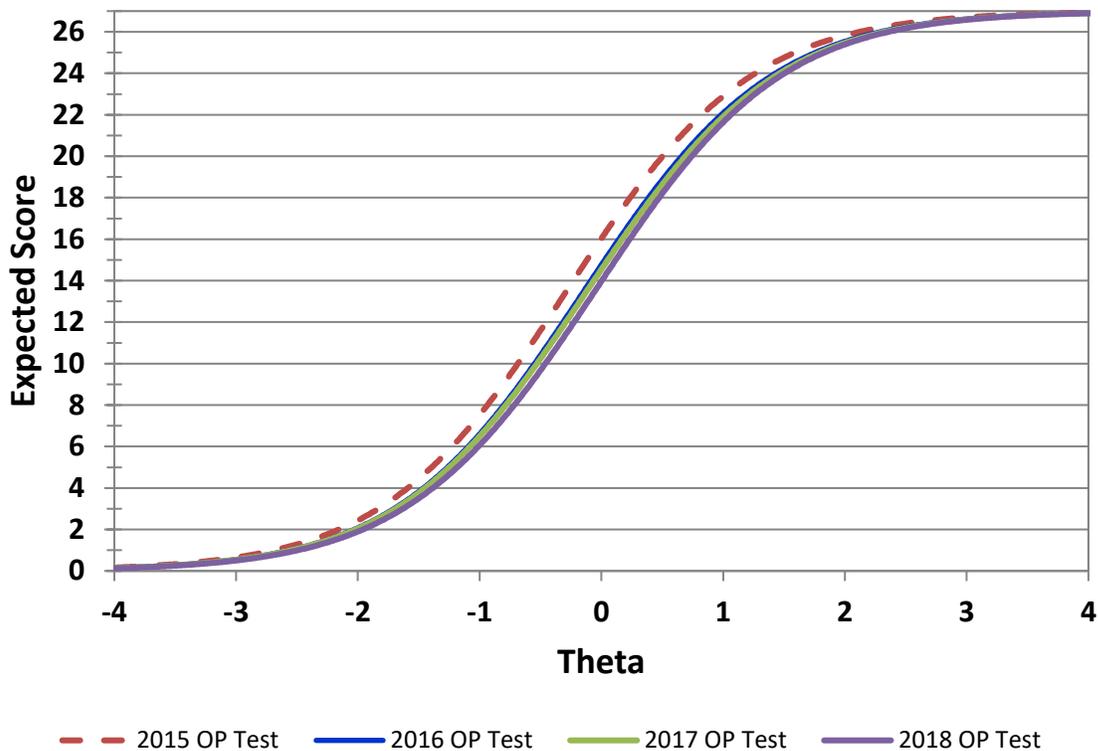


Figure 46. CSEM for Grade Band 5–6 Reading Test

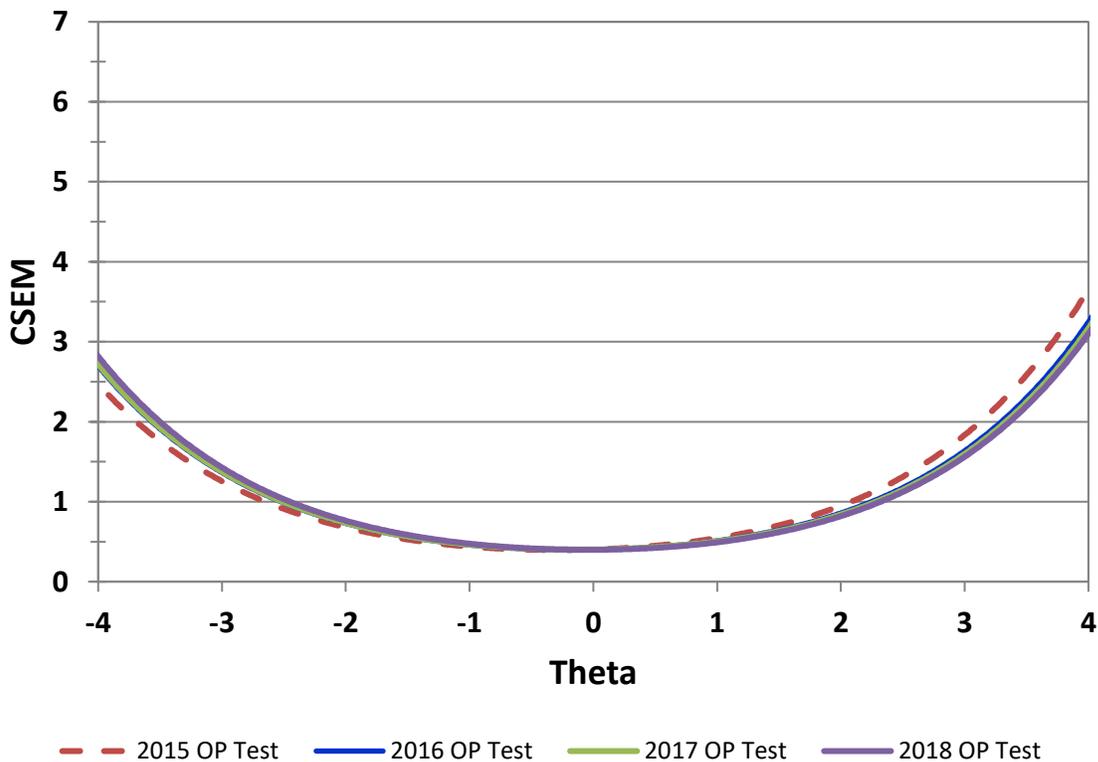


Figure 47. TCC for Grade Band 7–8 Reading Test

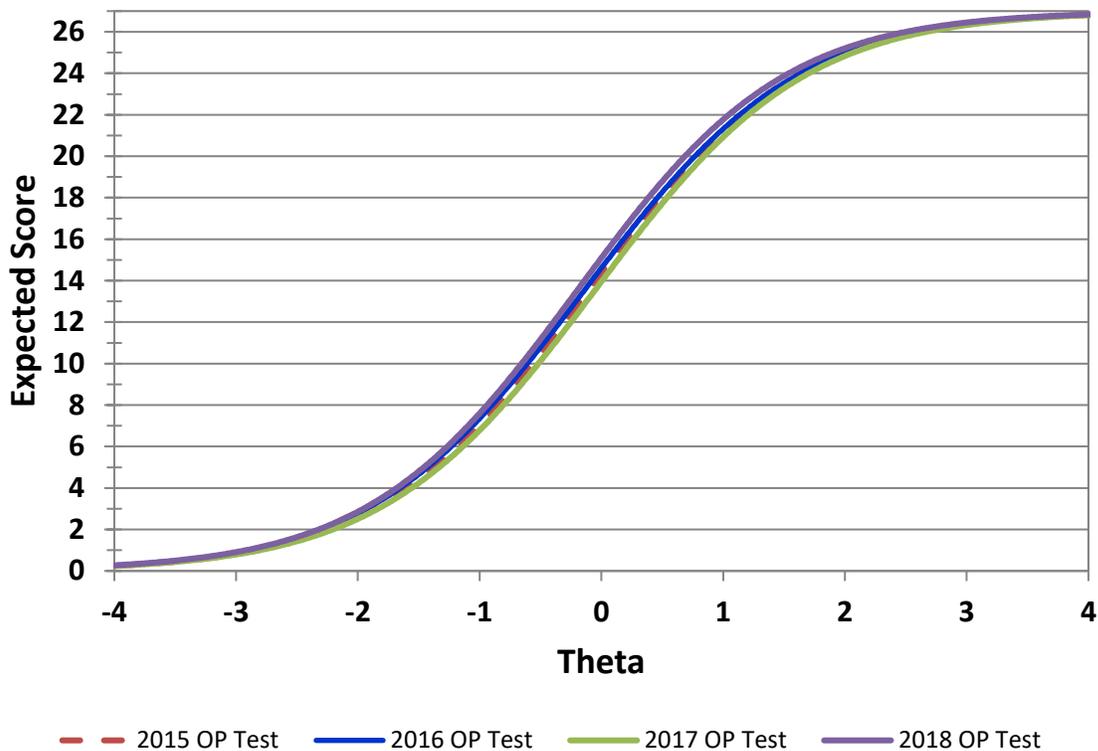


Figure 48. CSEM for Grade Band 7–8 Reading Test

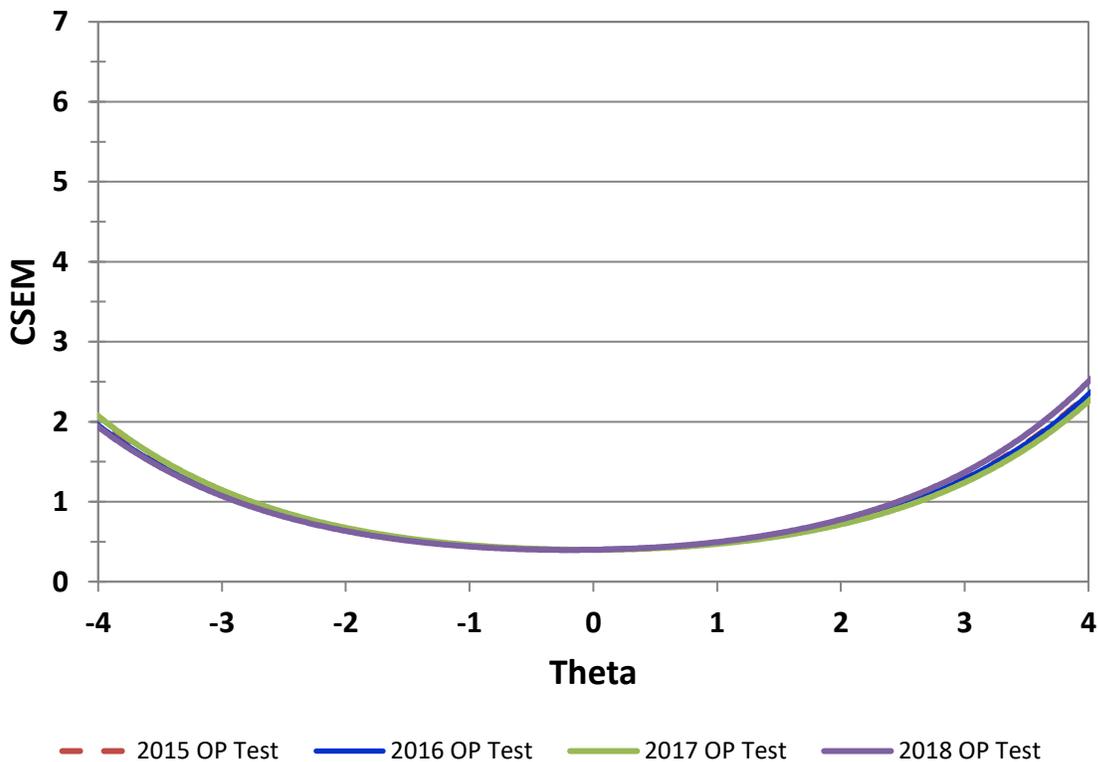


Figure 49. TCC for Grade Band 9–12 Reading Test

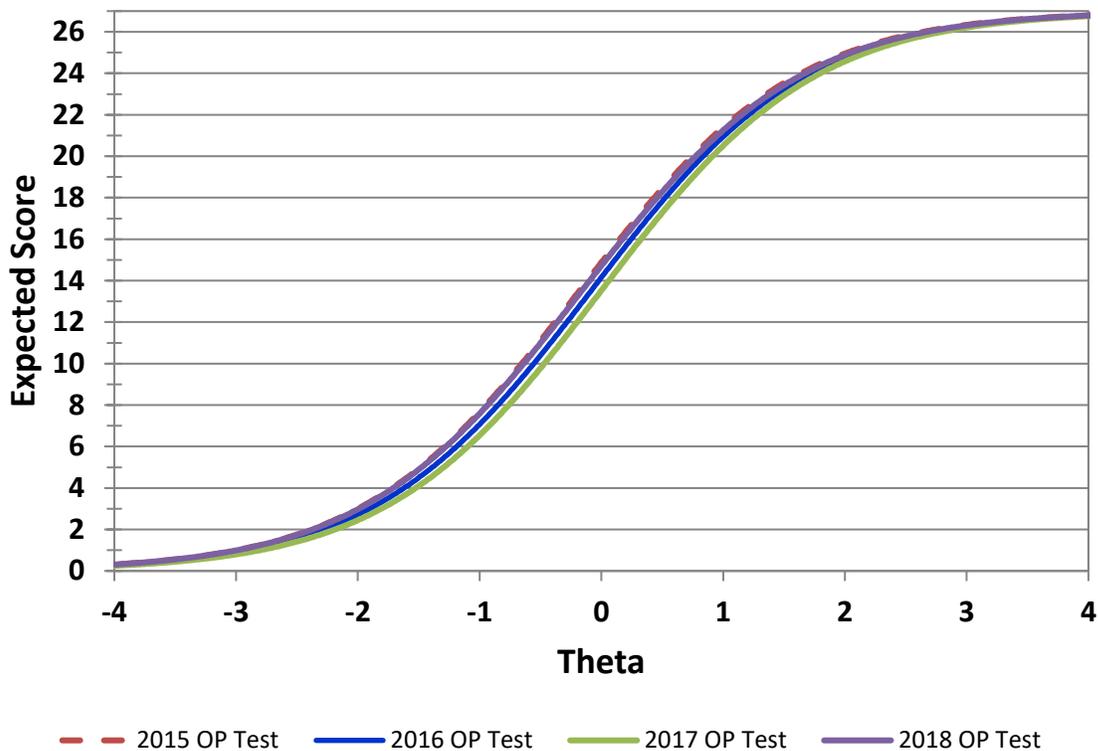
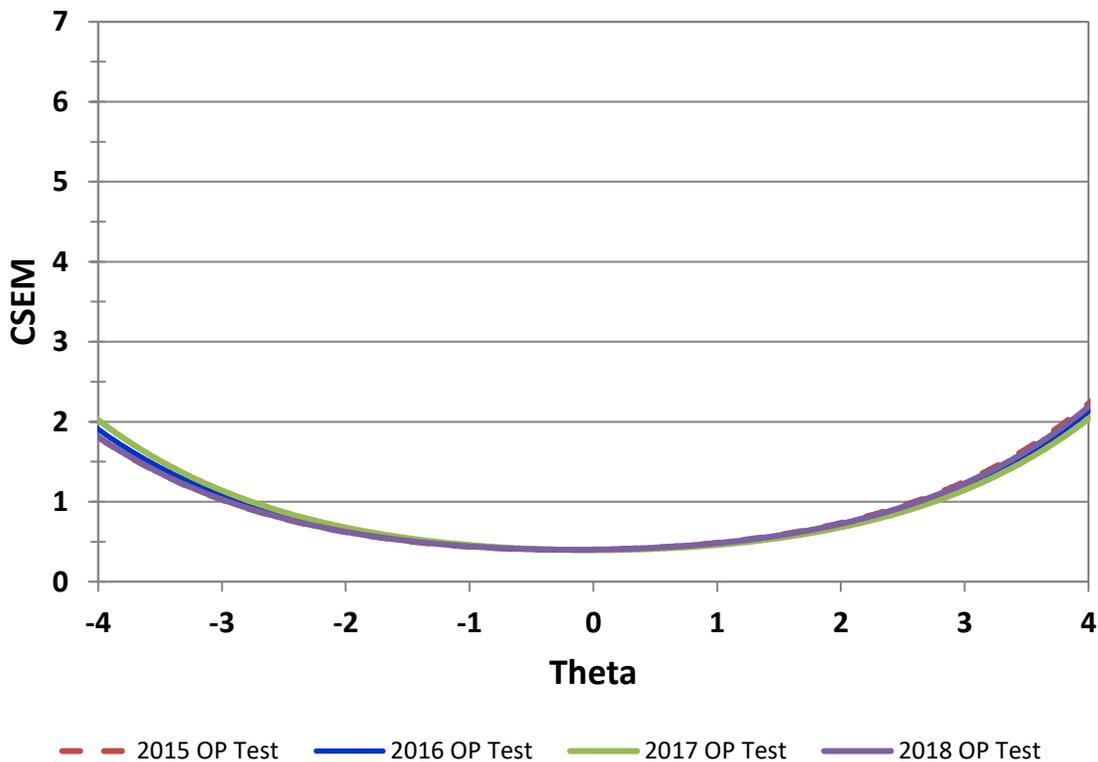


Figure 50. CSEM for Grade Band 9–12 Reading Test



Speaking Test

Figure 51. TCC for Kindergarten Speaking Test

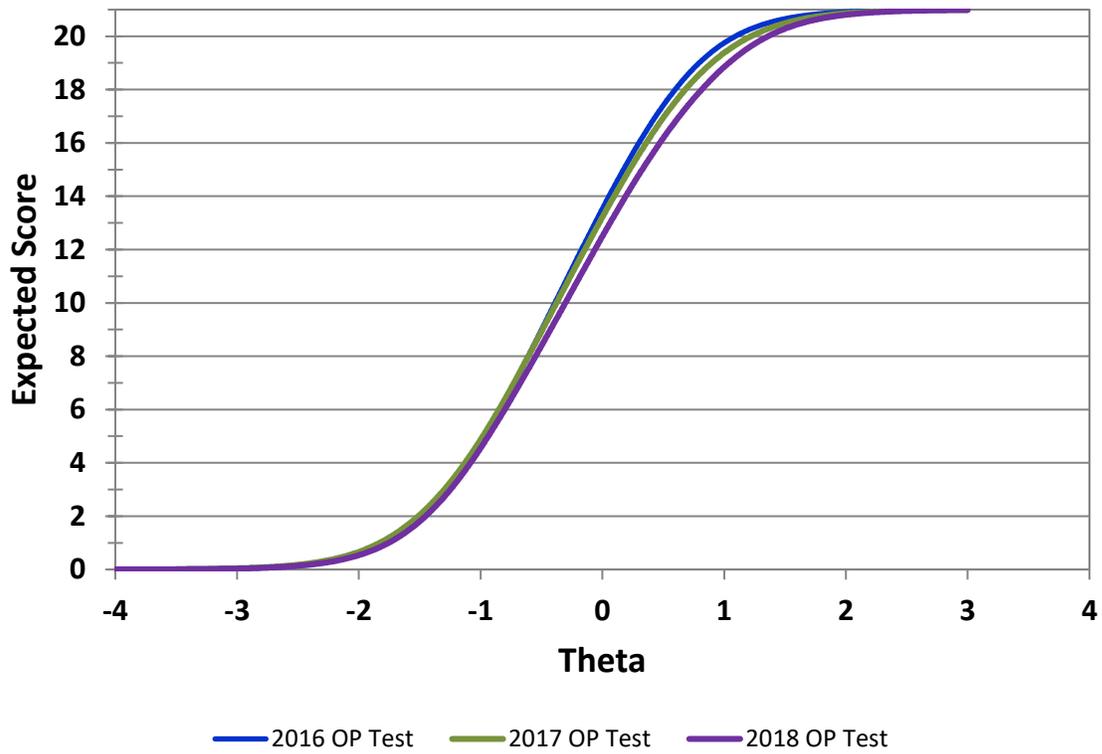


Figure 52. CSEM for Kindergarten Speaking Test

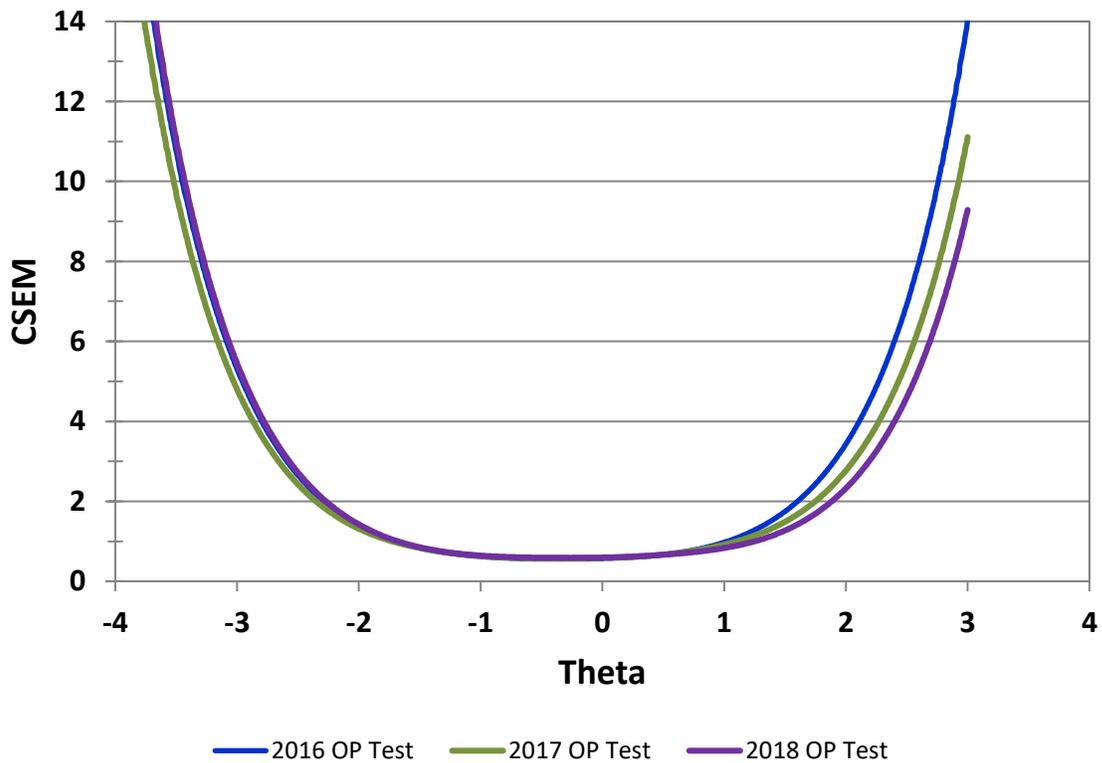


Figure 53. TCC for Grade Band 1–2 Speaking Test

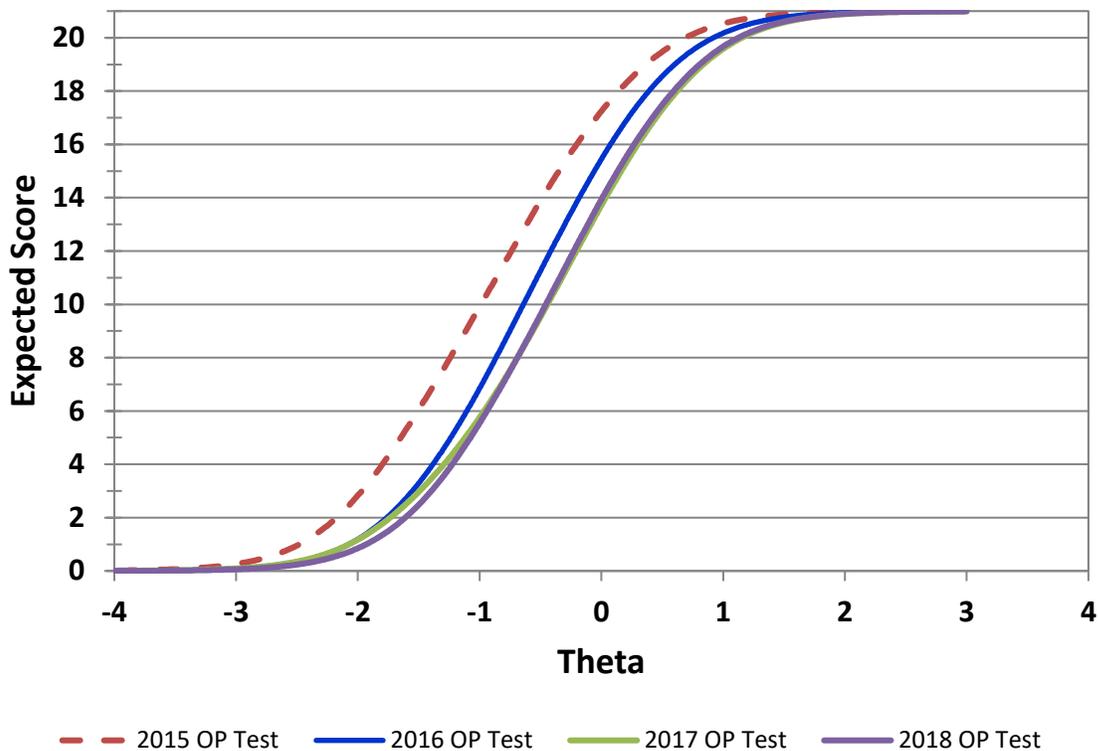


Figure 54. CSEM for Grade Band 1–2 Speaking Test

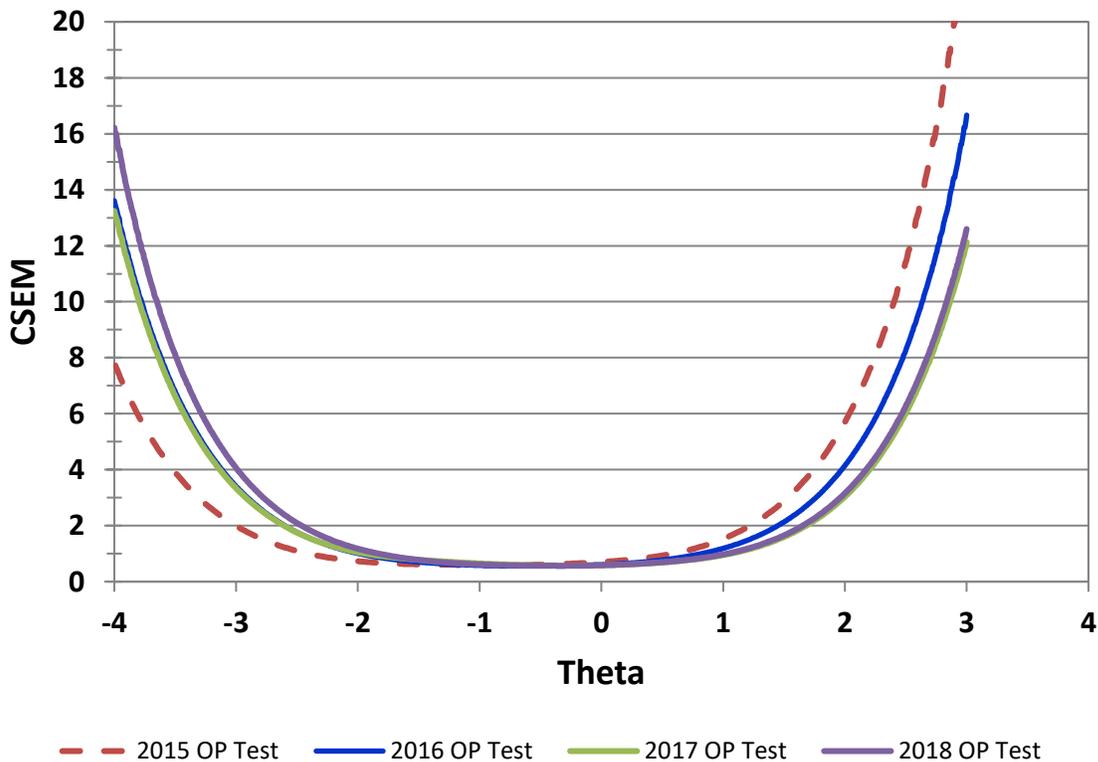


Figure 55. TCC for Grade Band 3–4 Speaking Test

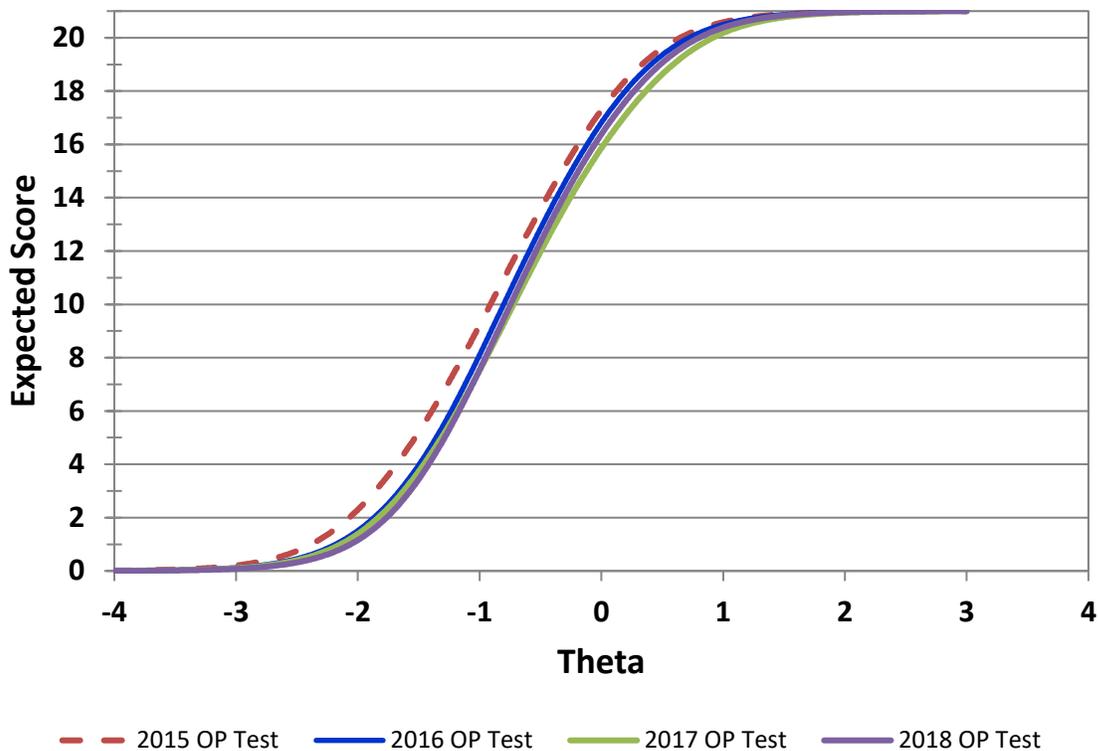


Figure 56. CSEM for Grade Band 3–4 Speaking Test

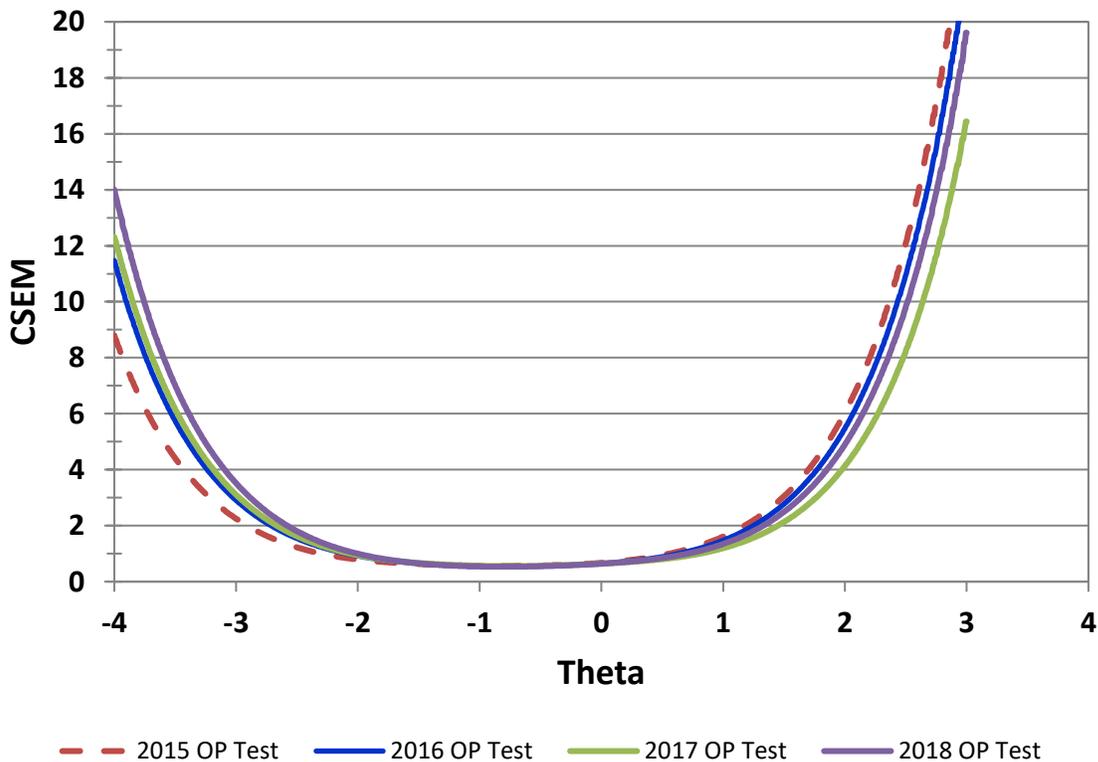


Figure 57. TCC for Grade Band 5–6 Speaking Test

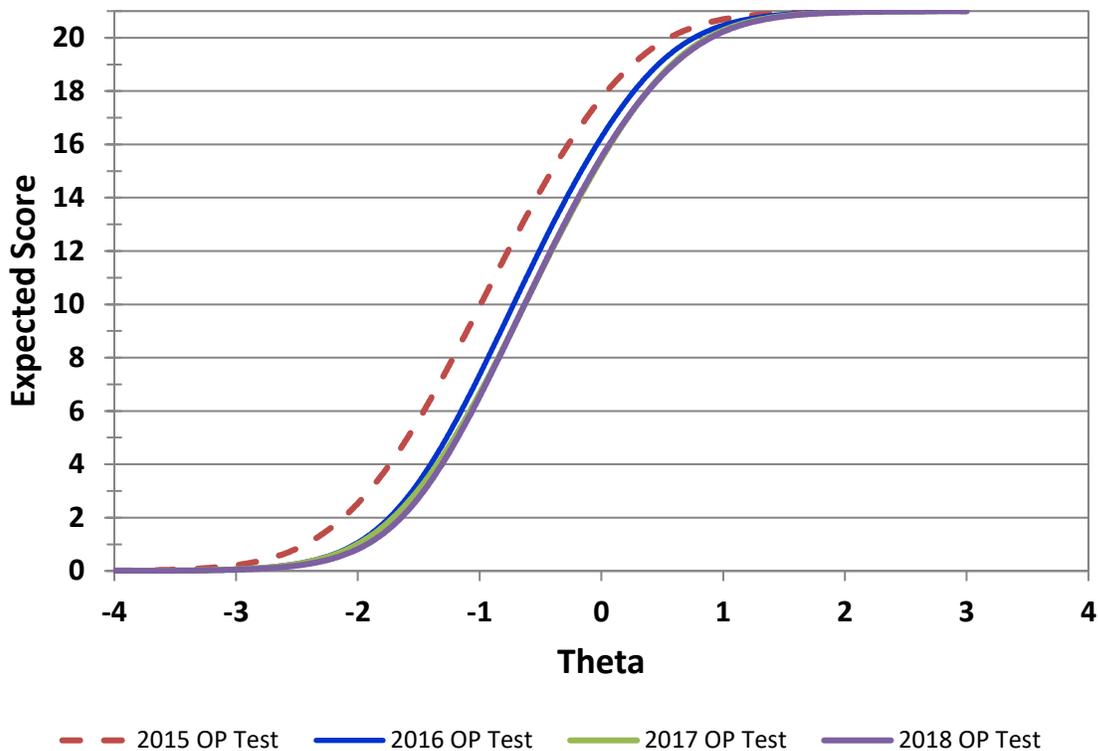


Figure 58. CSEM for Grade Band 5–6 Speaking Test

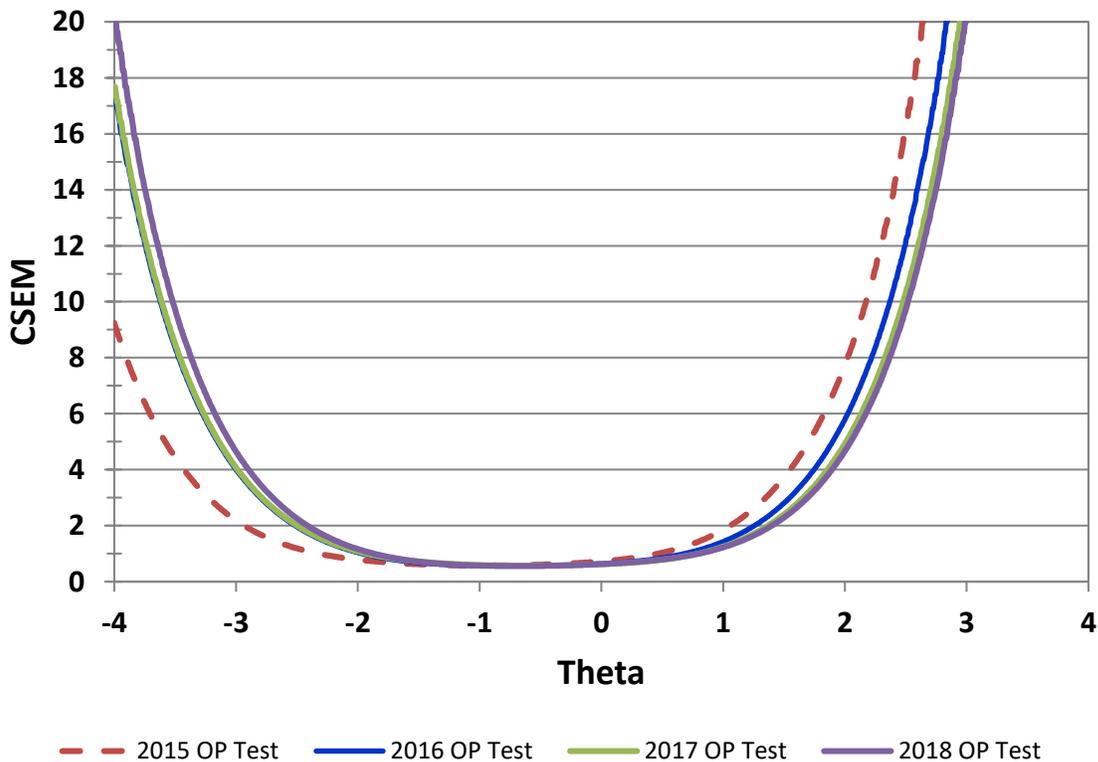


Figure 59. TCC for Grade Band 7–8 Speaking Test

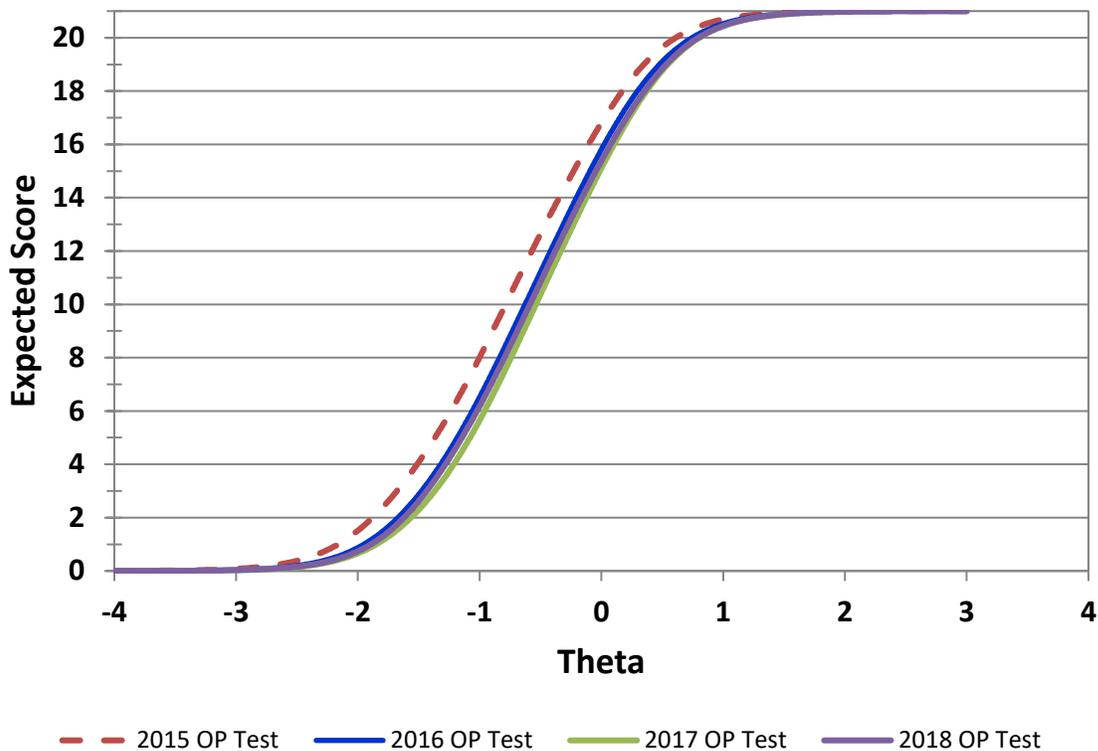


Figure 60. CSEM for Grade Band 7–8 Speaking Test

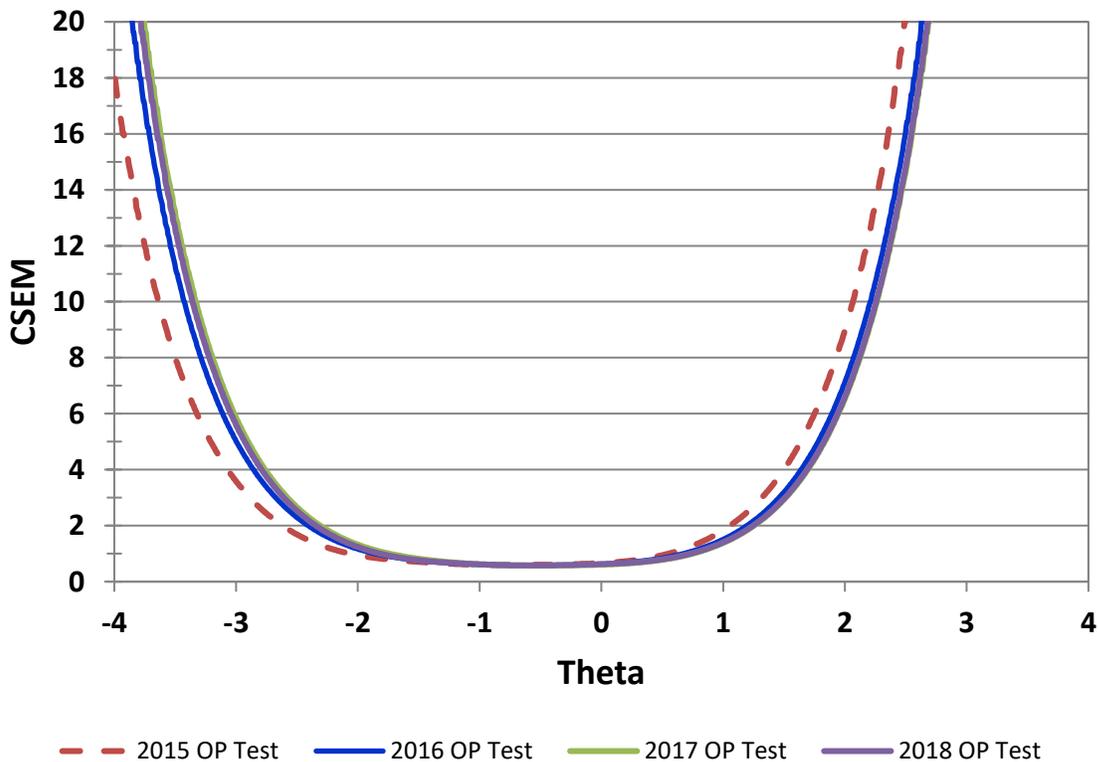


Figure 61. TCC for Grade Band 9–12 Speaking Test

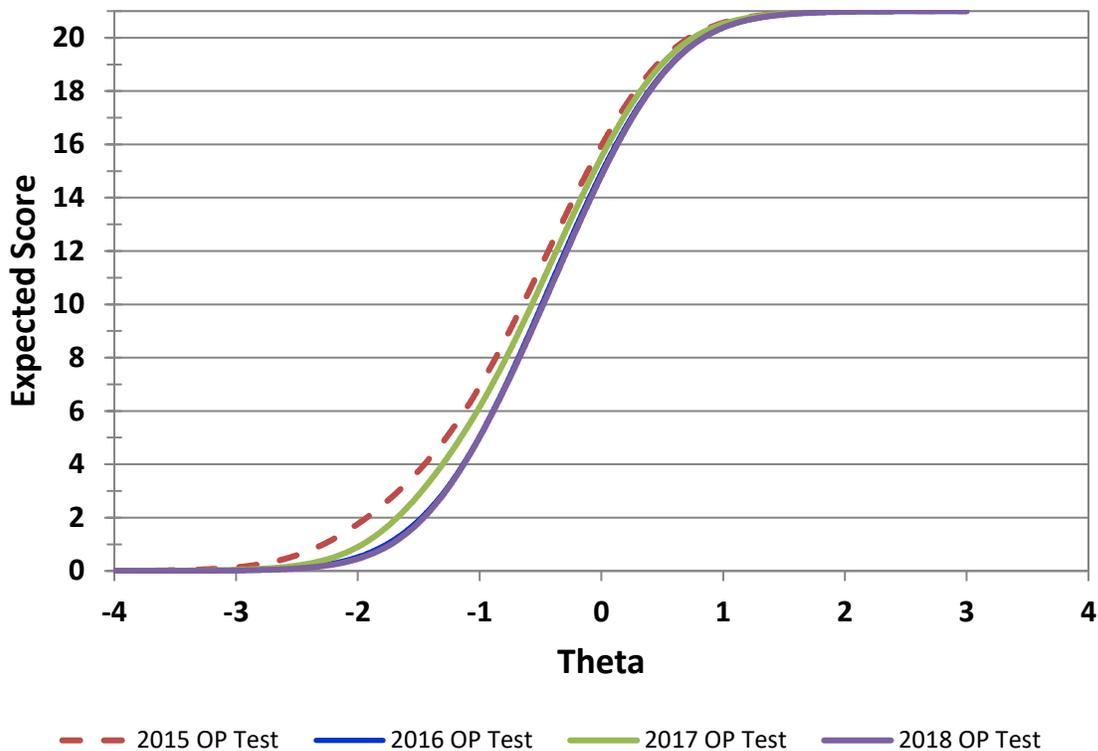
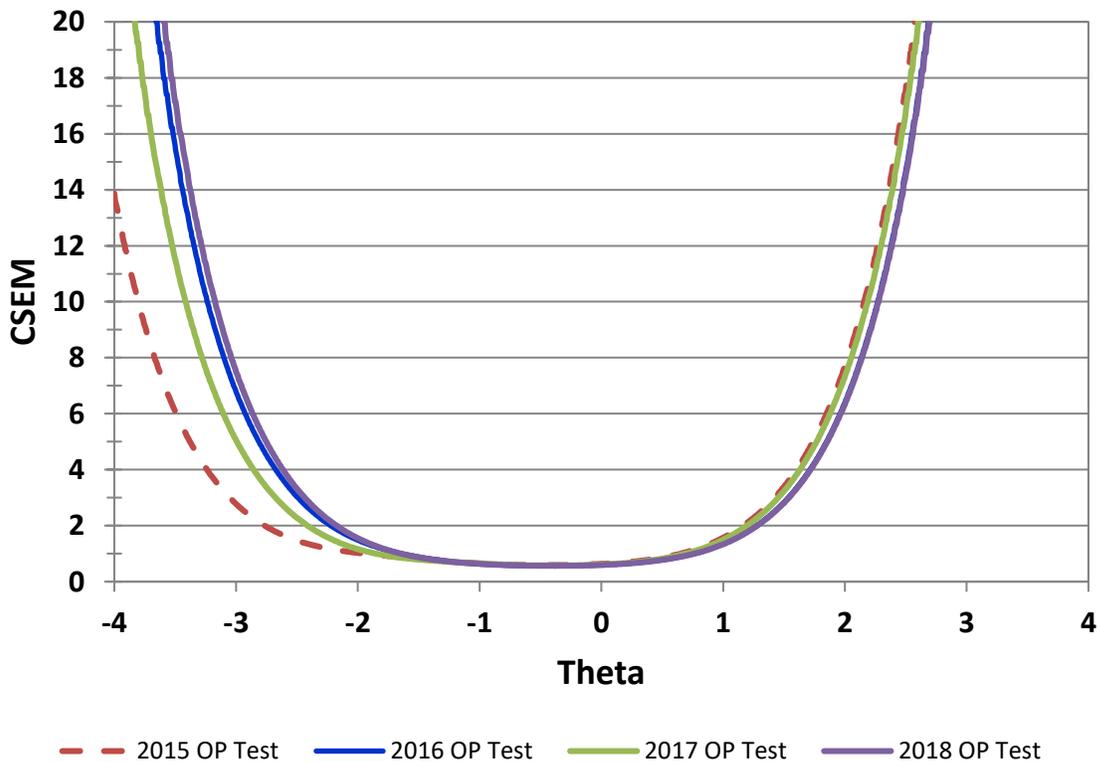


Figure 62. CSEM for Grade Band 9–12 Speaking Test



Writing Test

Figure 63. TCC for Kindergarten Writing Test

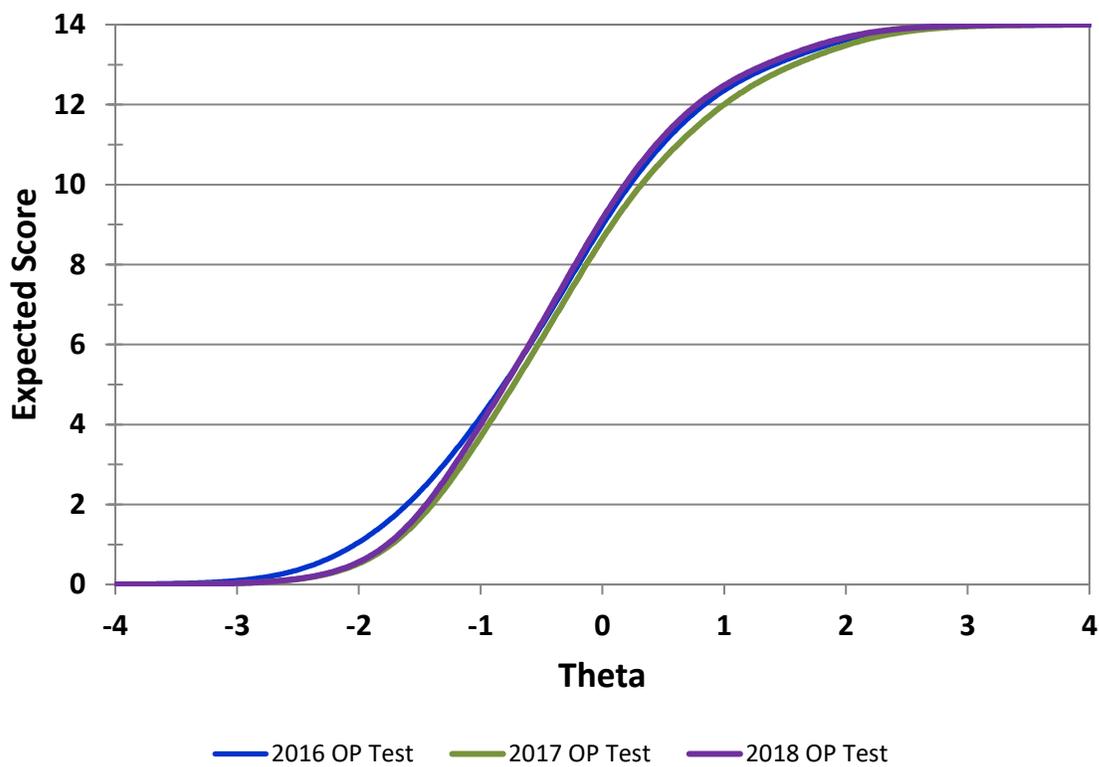


Figure 64. CSEM for Kindergarten Writing Test

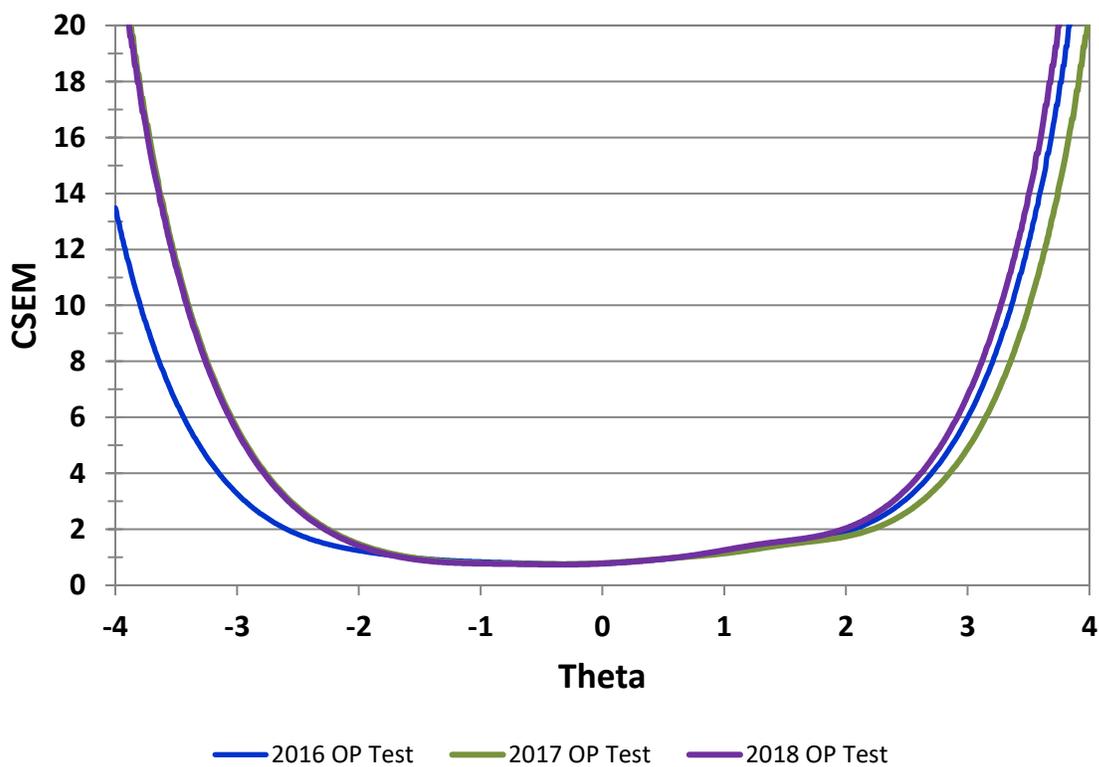


Figure 65. TCC for Grade Band 1–2 Writing Test

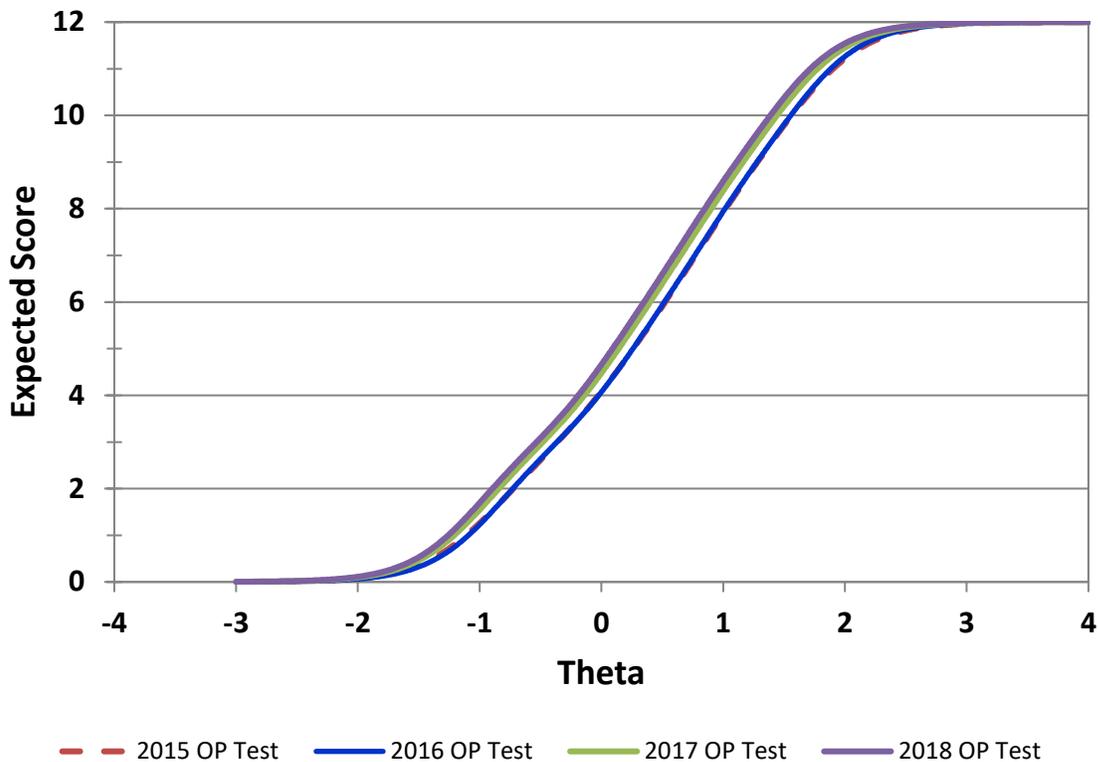


Figure 66. CSEM for Grade Band 1–2 Writing Test

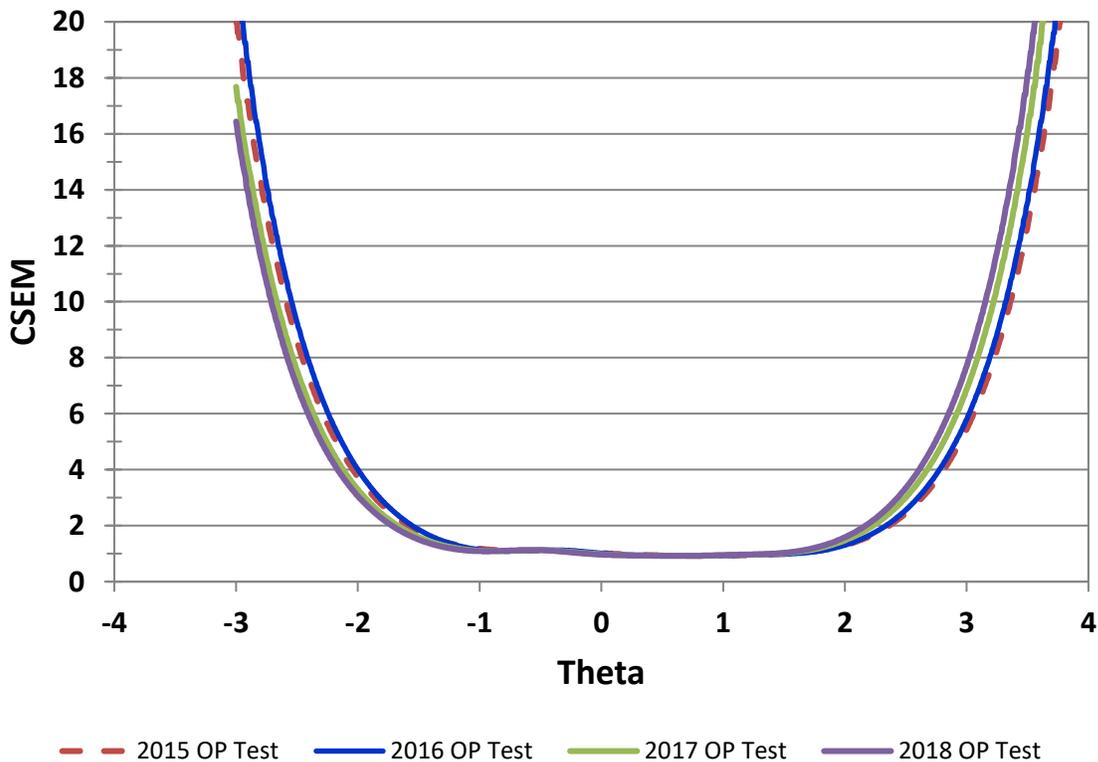


Figure 67. TCC for Grade Band 3–4 Writing Test

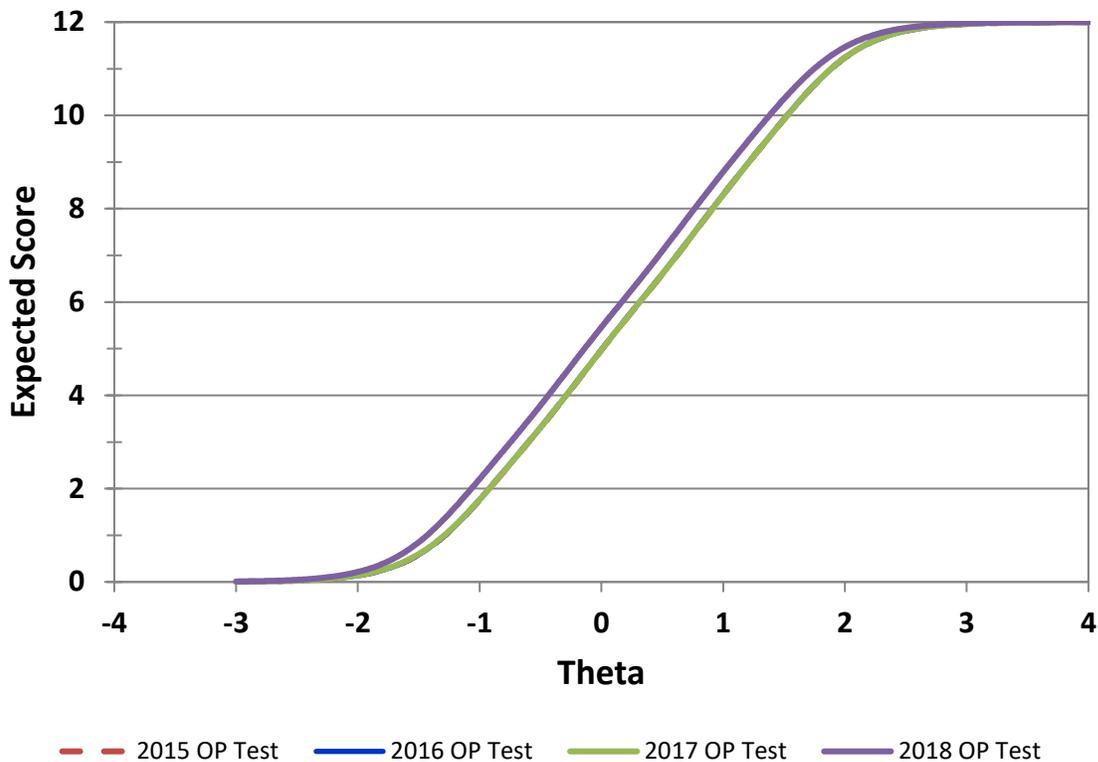


Figure 68. CSEM for Grade Band 3–4 Writing Test

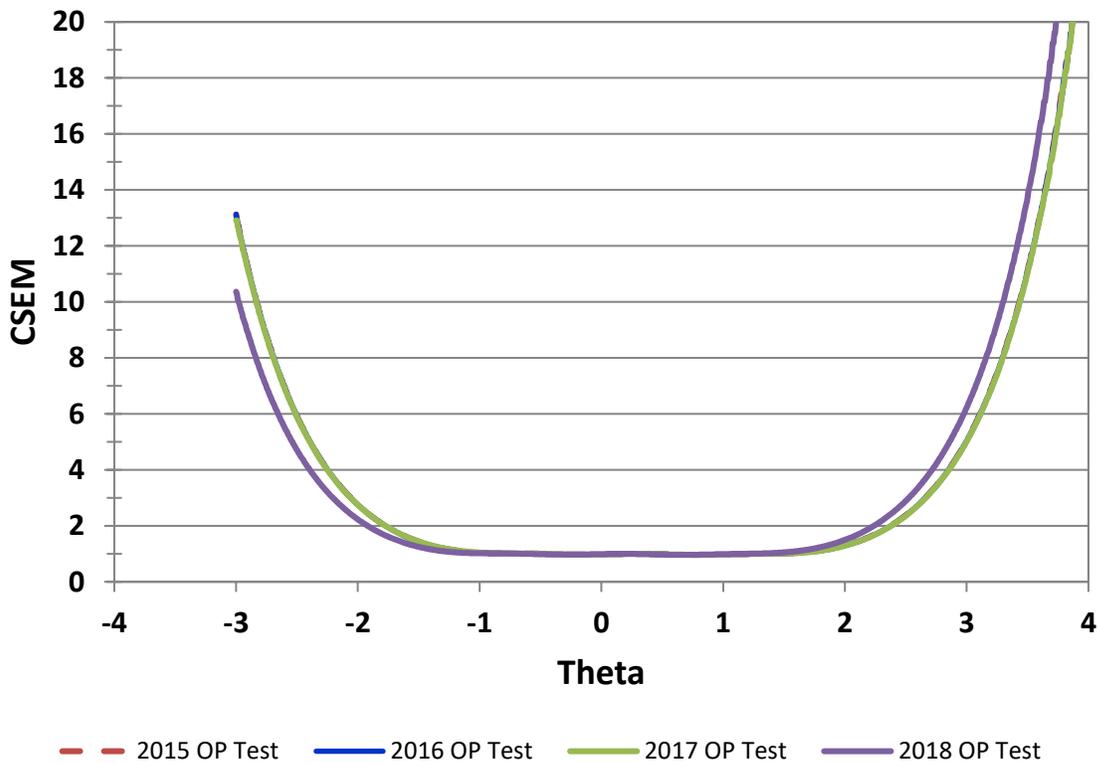


Figure 69. TCC for Grade Band 5–6 Writing Test

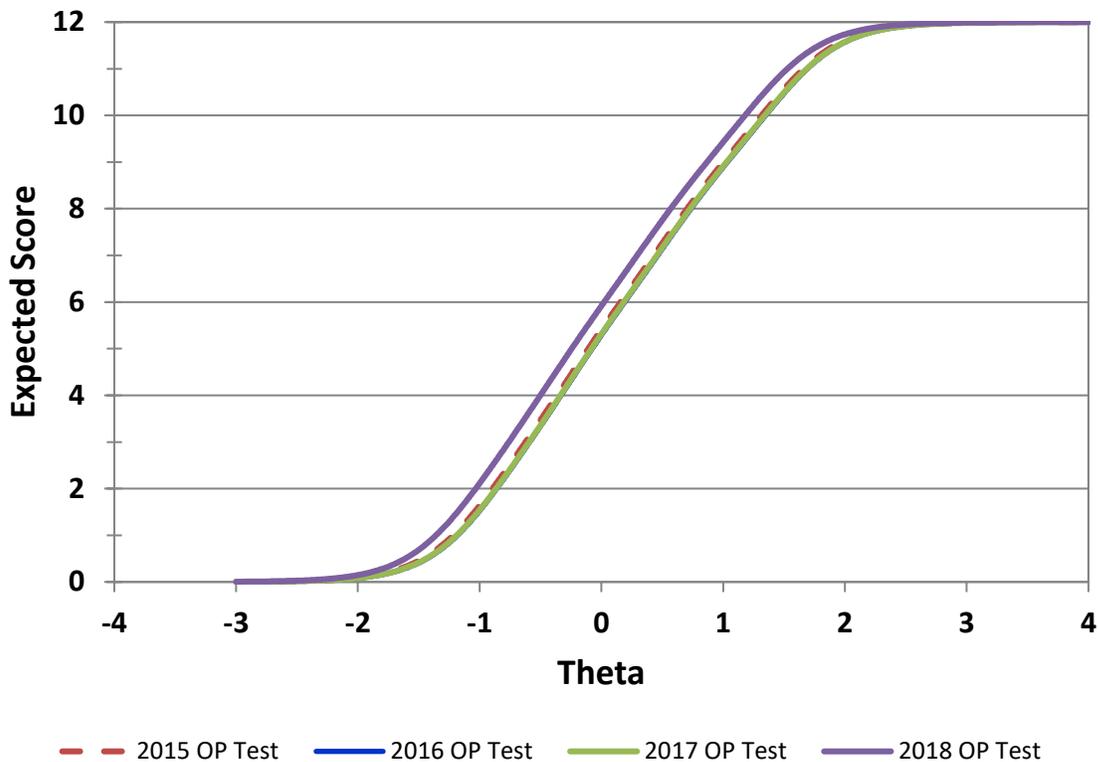


Figure 70. CSEM for Grade Band 5–6 Writing Test

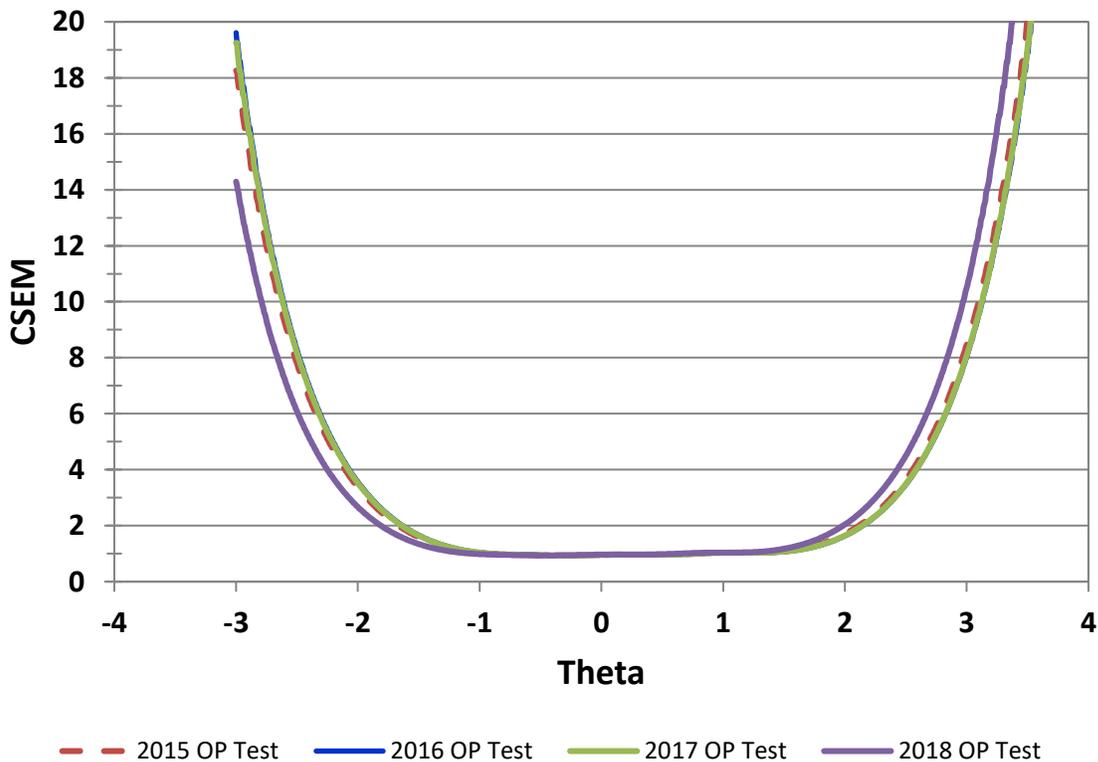


Figure 71. TCC for Grade Band 7–8 Writing Test

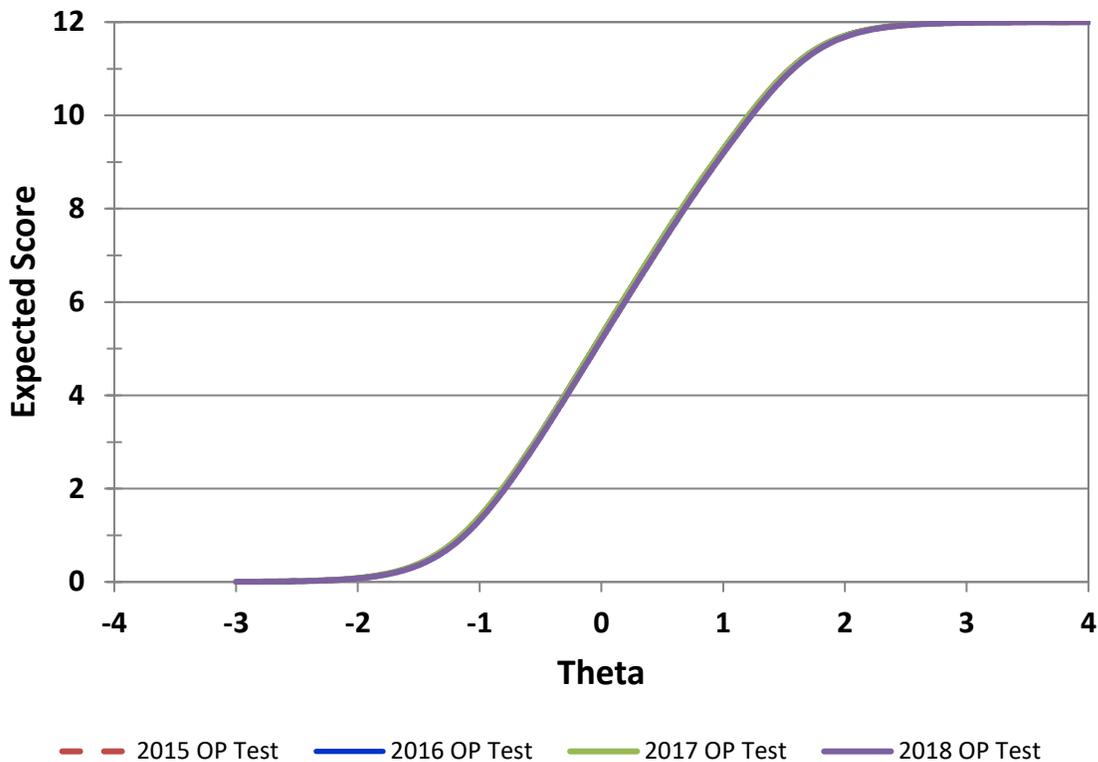


Figure 72. CSEM for Grade Band 7–8 Writing Test

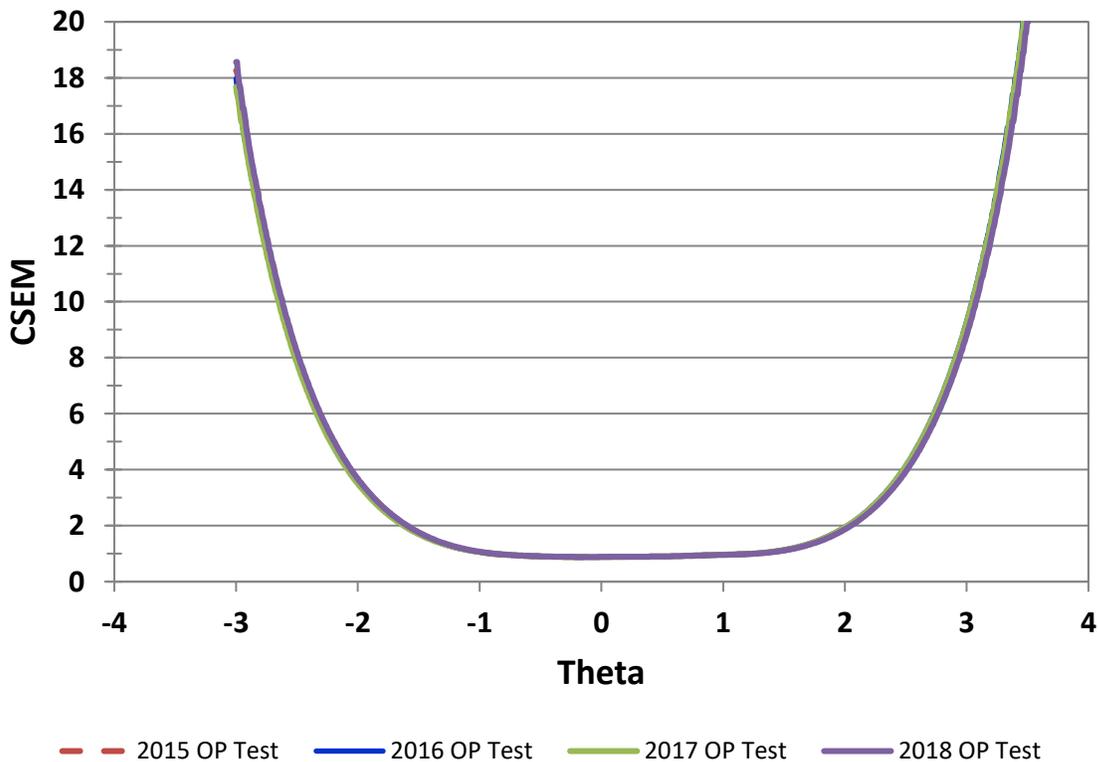


Figure 73. TCC for Grade Band 9–12 Writing Test

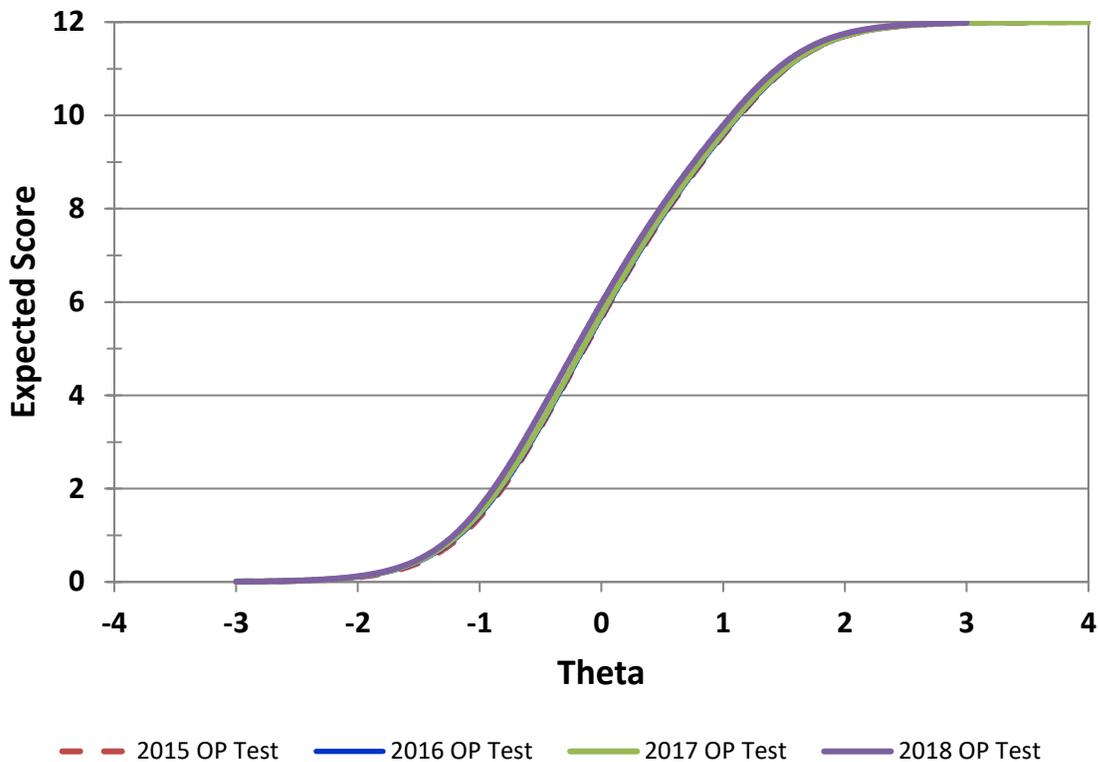
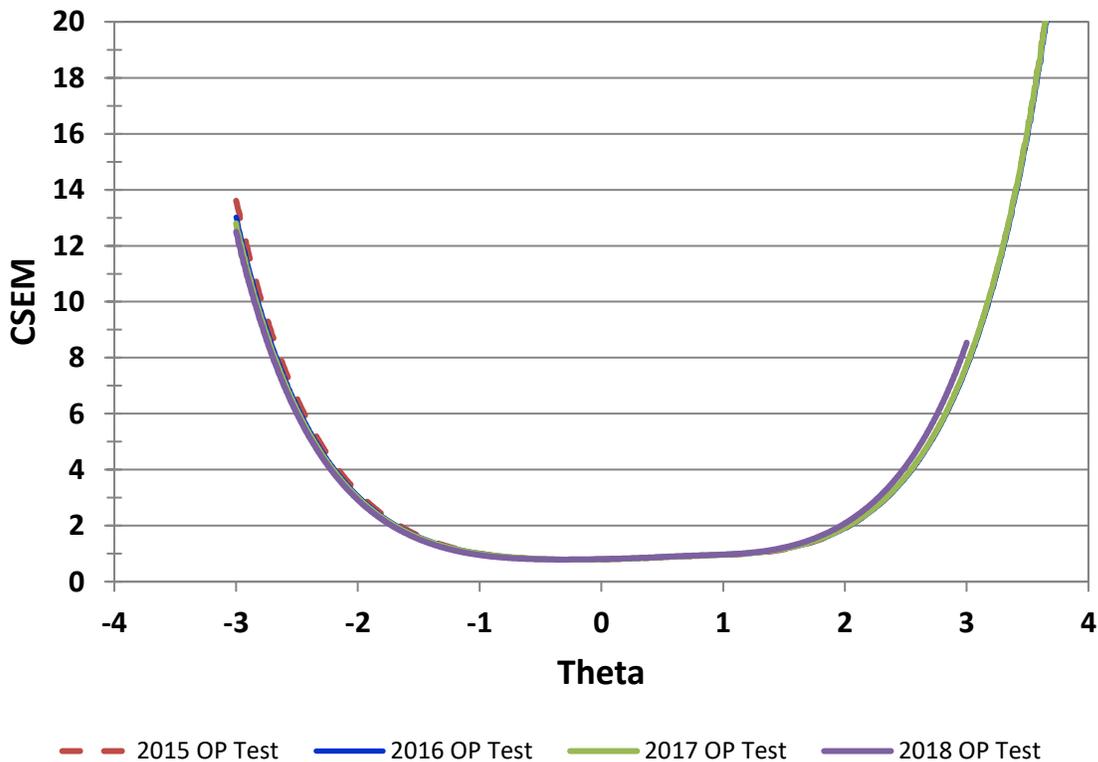


Figure 74. CSEM for Grade Band 9–12 Writing Test



7.7 The Scale Transformation Process

The 2018 NYSESLAT is scaled at the individual modality level. The modality raw scores are converted to scale scores for reporting. The four modality scale scores are then summed to produce the overall scale score.

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

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

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

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

where:

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

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

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

The scale transformation constants are shown in the middle section of Table 51. For grades 1–12, the modality scaling was done based on the spring 2015 administration of the NYSESLAT. For Kindergarten, the scale transformation constants were developed based on the spring 2016 administration, since there were some changes to the NYSESLAT test design for Kindergarten. Note that since the overall scale score is a summed composite of the individual modality scale scores, it does not have any scale transformation, or item calibration information, associated with it (see Table 51). Also note that by determining the scale transformation constants based on the fixed LOSS/HOSS method, the resulting scale score means and standard deviations are not equal, even though the range of scale scores is the same across all modalities and grade levels.

Table 51. Fixed LOSS/HOSS Scaling for the 2018 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	68.12	10.96
	1–2	0.00	1.00	9.07	60.56	1	30	90	58.34	9.04
						2	30	90	64.43	10.58
	3–4	0.00	1.00	9.96	63.22	3	30	90	63.26	9.41
						4	30	90	65.30	10.29
	5–6	0.00	1.00	9.58	62.97	5	30	90	63.42	10.00
						6	30	90	64.86	10.89
	7–8	0.00	1.00	8.61	60.40	7	30	90	61.29	9.79
						8	30	90	62.68	10.28
	9–12	0.00	1.00	9.92	64.34	9	30	90	64.25	11.21
						10	30	90	66.43	11.55
						11	30	90	67.90	11.44
12						30	90	63.35	12.43	
Reading	K	0.00	1.00	13.01	75.46	K	30	90	74.68	13.26
	1–2	0.00	1.00	9.31	58.42	1	30	90	55.54	11.28
						2	30	90	64.86	13.73
	3–4	0.00	1.00	9.69	61.73	3	30	90	62.35	11.04
						4	30	90	65.02	11.90
	5–6	0.00	1.00	9.88	59.01	5	30	90	58.99	7.89
						6	30	90	60.64	8.77
	7–8	0.00	1.00	10.12	61.14	7	30	90	62.00	10.57
						8	30	90	63.96	11.16
	9–12	0.00	1.00	9.77	61.75	9	30	90	61.67	10.05
						10	30	90	64.33	10.73
						11	30	90	66.04	10.96
12						30	90	61.16	12.07	

Table 51. Fixed LOSS/HOSS Scaling for the 2018 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	64.94	16.51
	1–2	0.00	1.00	14.10	72.53	1	30	90	71.80	15.91
						2	30	90	75.79	15.68
	3–4	0.00	1.00	14.56	72.60	3	30	90	74.21	15.64
						4	30	90	74.78	15.99
	5–6	0.00	1.00	14.90	73.99	5	30	90	75.48	15.72
						6	30	90	75.45	16.19
	7–8	0.00	1.00	16.20	72.70	7	30	90	73.70	16.51
						8	30	90	74.22	16.75
	9–12	0.00	1.00	15.06	72.26	9	30	90	70.97	17.64
						10	30	90	74.06	15.28
						11	30	90	76.28	13.73
12						30	90	73.94	16.01	
Writing	K	0.00	1.00	12.39	62.86	K	30	90	61.45	13.72
	1–2	0.00	1.00	14.94	54.22	1	30	90	52.46	14.42
						2	30	90	60.09	15.36
	3–4	0.00	1.00	14.27	55.71	3	30	90	57.04	14.80
						4	30	90	59.27	16.15
	5–6	0.00	1.00	15.65	56.48	5	30	90	57.35	15.18
						6	30	90	58.48	15.89
	7–8	0.00	1.00	16.26	56.54	7	30	90	58.06	15.96
						8	30	90	59.69	16.69
	9–12	0.00	1.00	16.02	56.92	9	30	90	55.28	16.36
						10	30	90	58.83	16.00
						11	30	90	61.86	15.23
12						30	90	57.18	16.25	

Table 51. Fixed LOSS/HOSS Scaling for the 2018 NYSESLAT (continued)

Modality	Scale Scores				
	Grade	Min	Max	Mean	SD
Overall	K	120	360	269.19	44.85
	1	120	360	238.15	40.80
	2	120	360	265.17	46.07
	3	120	360	256.86	42.77
	4	120	360	264.37	46.63
	5	120	360	255.25	40.69
	6	120	360	259.43	43.39
	7	120	360	255.05	44.33
	8	120	360	260.54	46.35
	9	120	360	252.17	46.73
	10	120	360	263.65	45.15
	11	120	360	272.08	42.69
12	120	360	255.62	48.78	

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 *2016 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 2018 NYSESLAT. Please note that there are separate conversion charts for each modality in each of the six grade bands. Performance level cuts were established using public and charter school data.

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

8.1 Final Performance Level Cut Points

The overall scale score ranges corresponding to each of the 2018 NYSESLAT performance levels are shown in Table 52. The scale score cuts (marking the beginning of each performance level) are the lower of the values in each of the ranges.

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

Table 52. Overall Scale Score Ranges Defining Each 2018 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 52 result in the following percentages of students in each of the 2018 performance levels for public and charter schools (shown below in Table 53 and graphically in Figure 75).

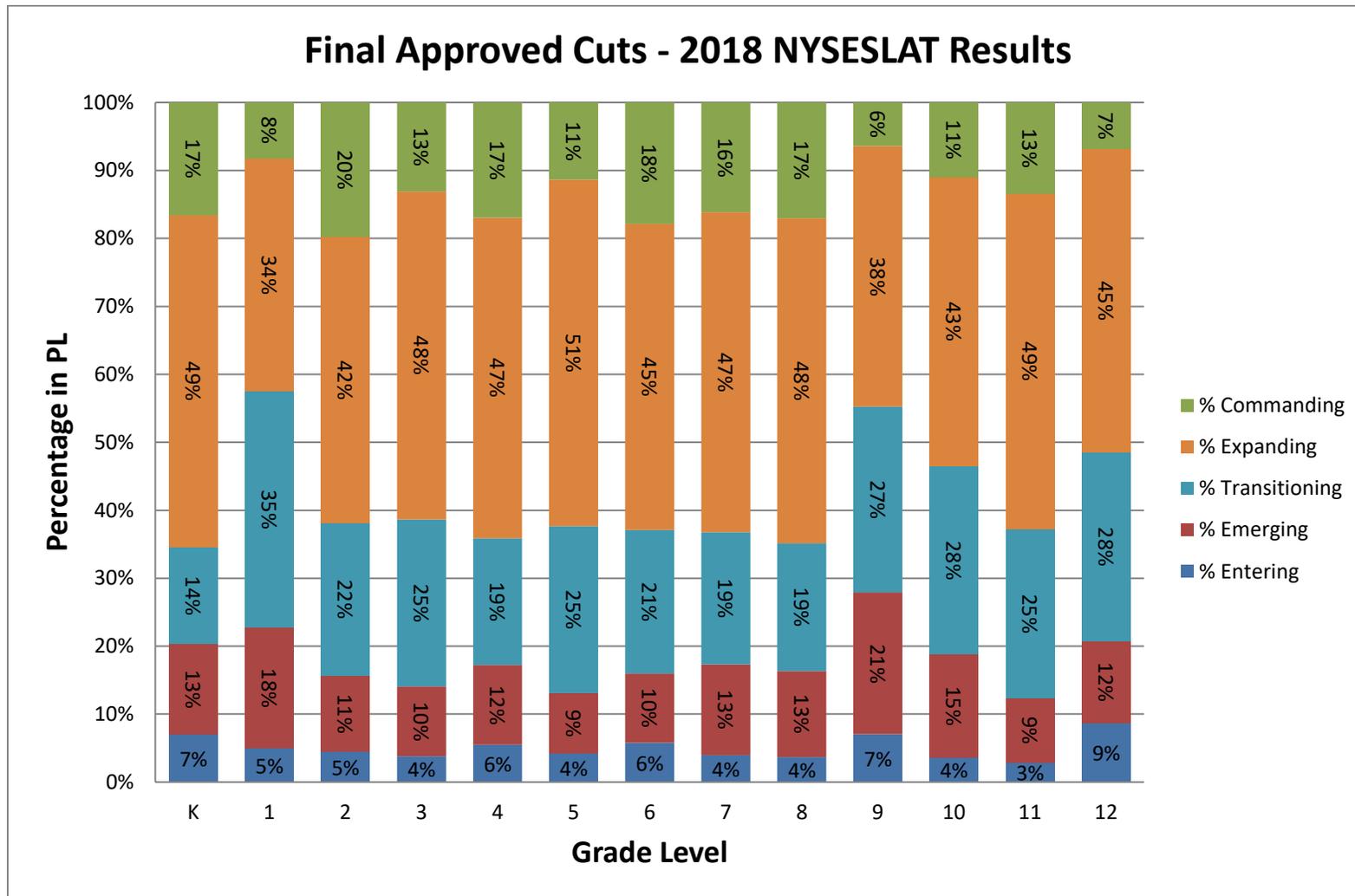
Table 53. 2018 Obtained Performance Level Percentages

Grade	Percentage of Students by Performance Level (2018)				
	1	2	3	4	5
K	7	13	14	49	17
1	5	18	35	34	8
2	5	11	22	42	20
3	4	10	25	48	13
4	6	12	19	47	17
5	4	9	25	51	11
6	6	10	21	45	18
7	4	13	19	47	16
8	4	13	19	48	17
9	7	21	27	38	6
10	4	15	28	43	11
11	3	9	25	49	13
12	9	12	28	45	7

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

Figure 75 shows the percentage of students in each of the NYSESLAT performance levels for the 2018 operational administration.

Figure 75. Across Grade Summary of Percentages of Students by Performance Level (2018)



Figures 76–88 show the percentage of students in each of the NYSESLAT performance levels over the period of 2010–2018 (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. The prior version of NYSESLAT (2014 and earlier) had four proficiency levels (Beginning, Intermediate, Advanced, and Proficient), whereas beginning with the 2015 NYSESLAT, there are five proficiency levels (Entering, Emerging, Transitioning, Expanding, and Commanding).

Figure 76. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Kindergarten)

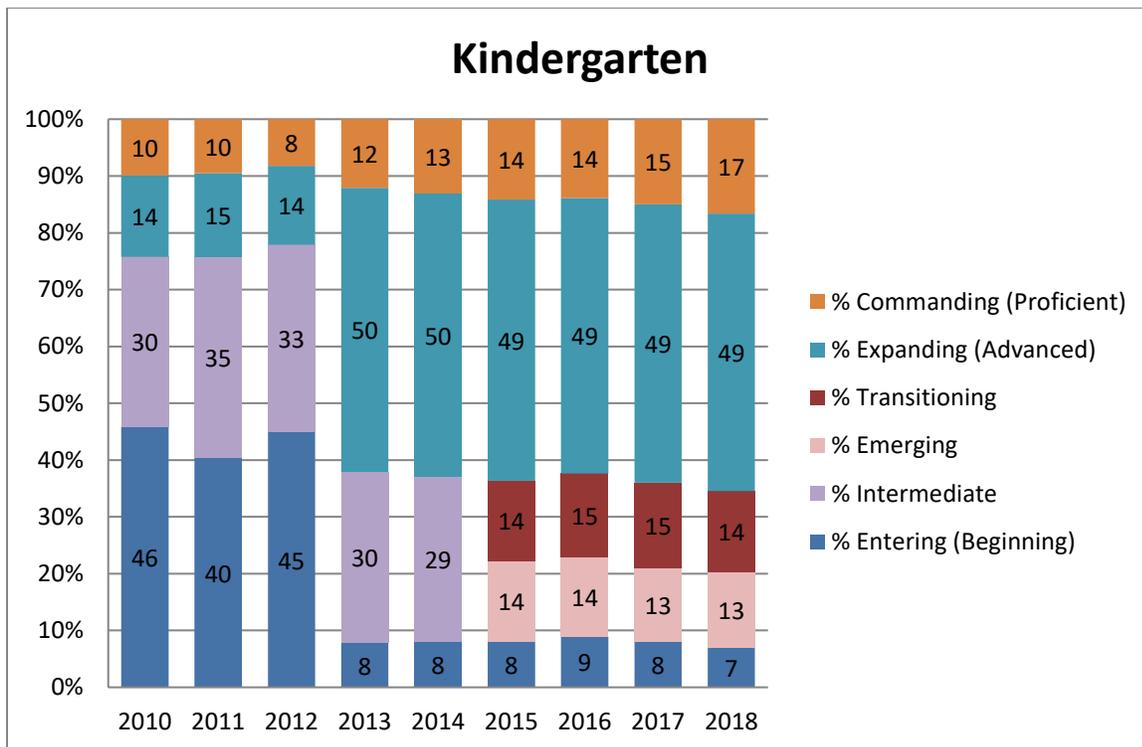


Figure 77. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 1)

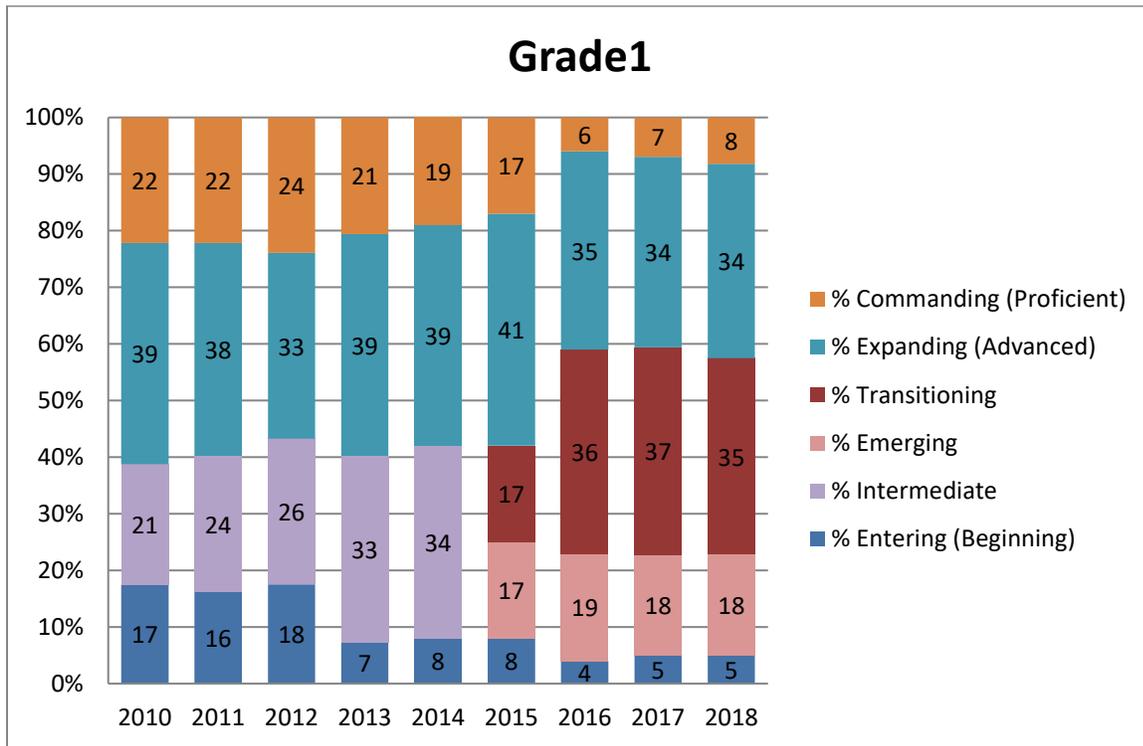


Figure 78. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 2)

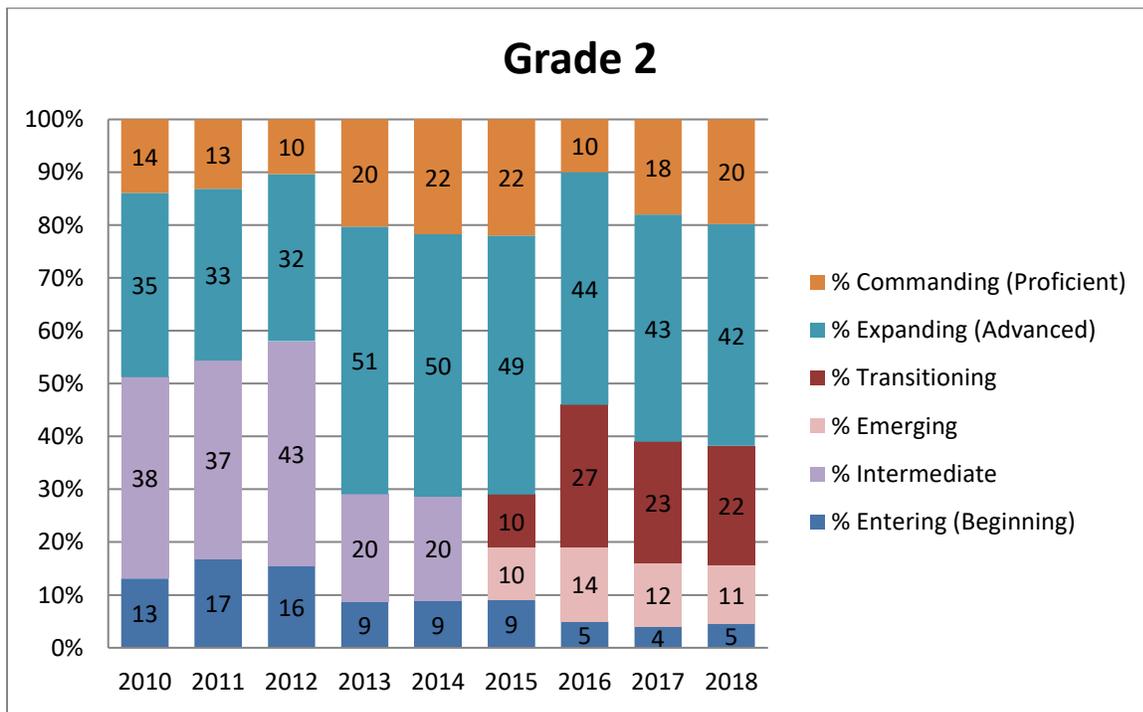


Figure 79. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 3)

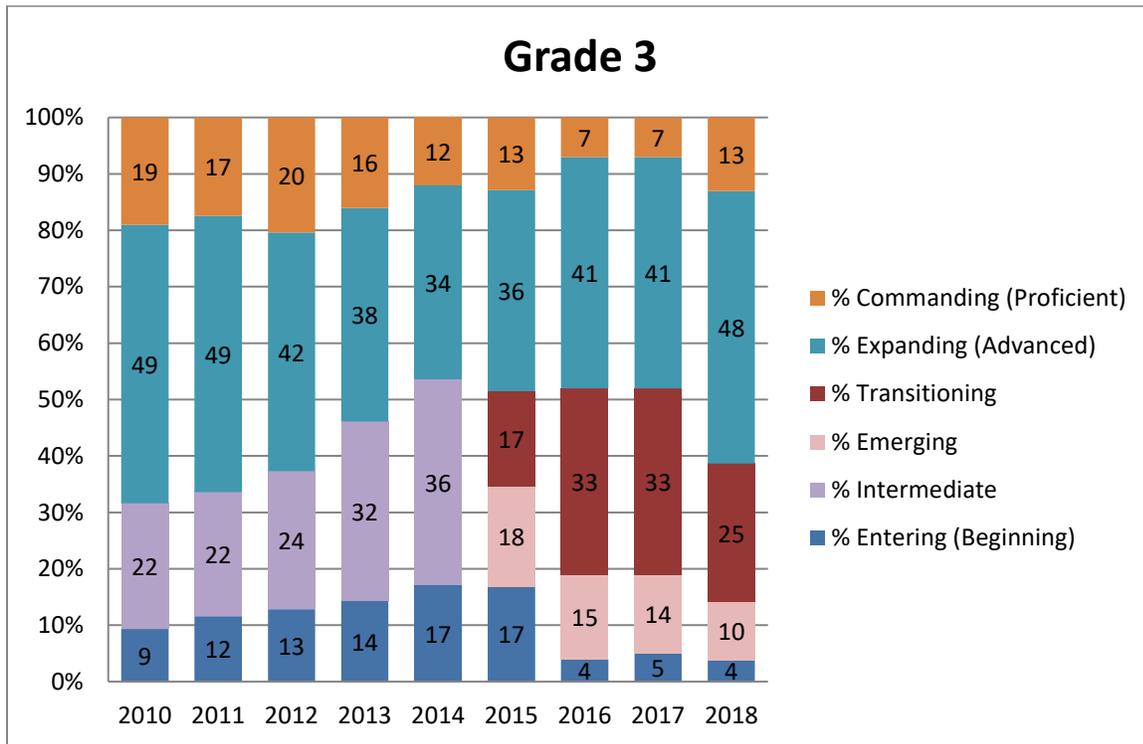


Figure 80. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 4)

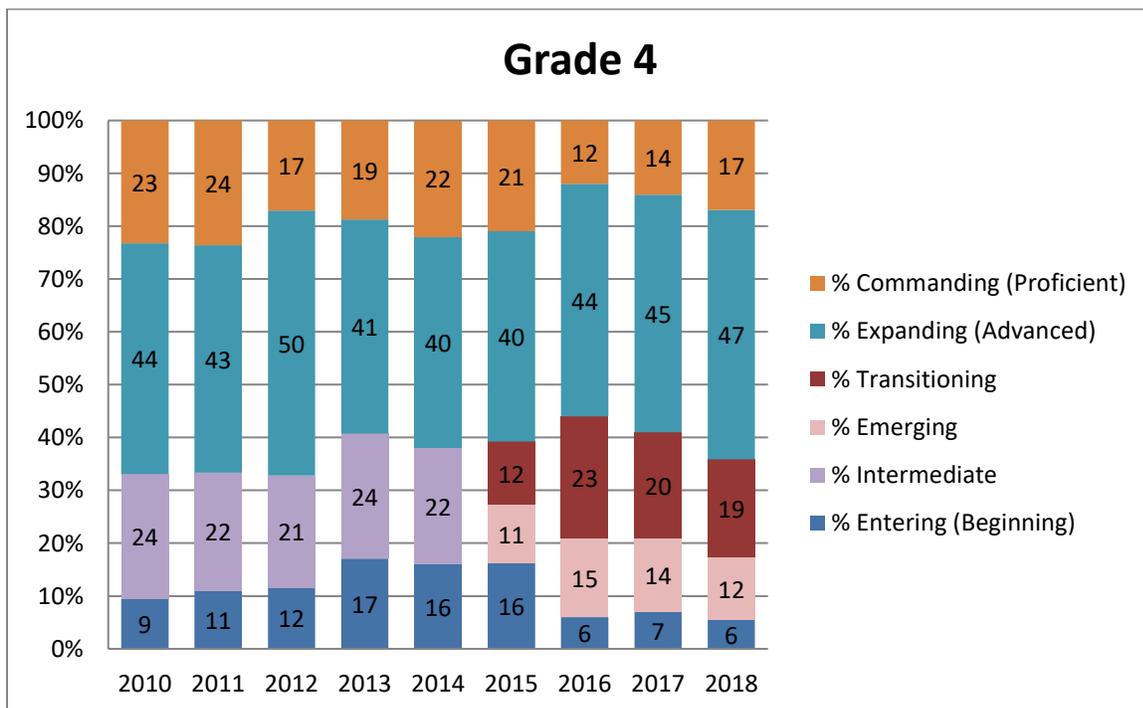


Figure 81. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 5)

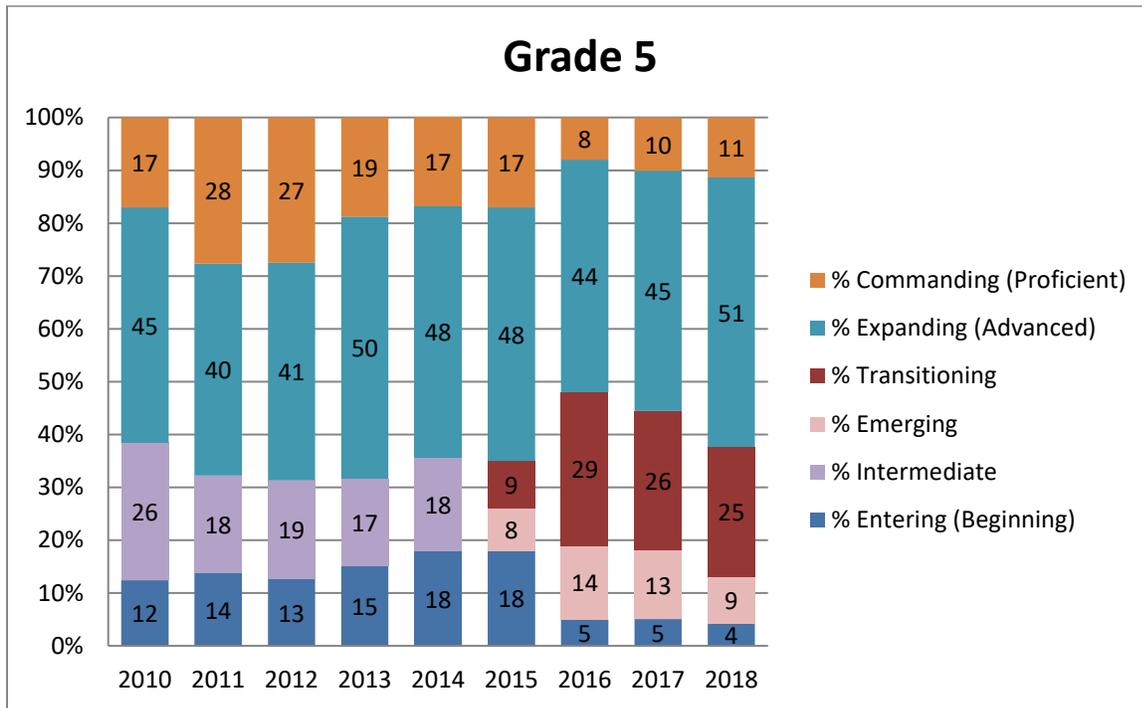


Figure 82. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 6)

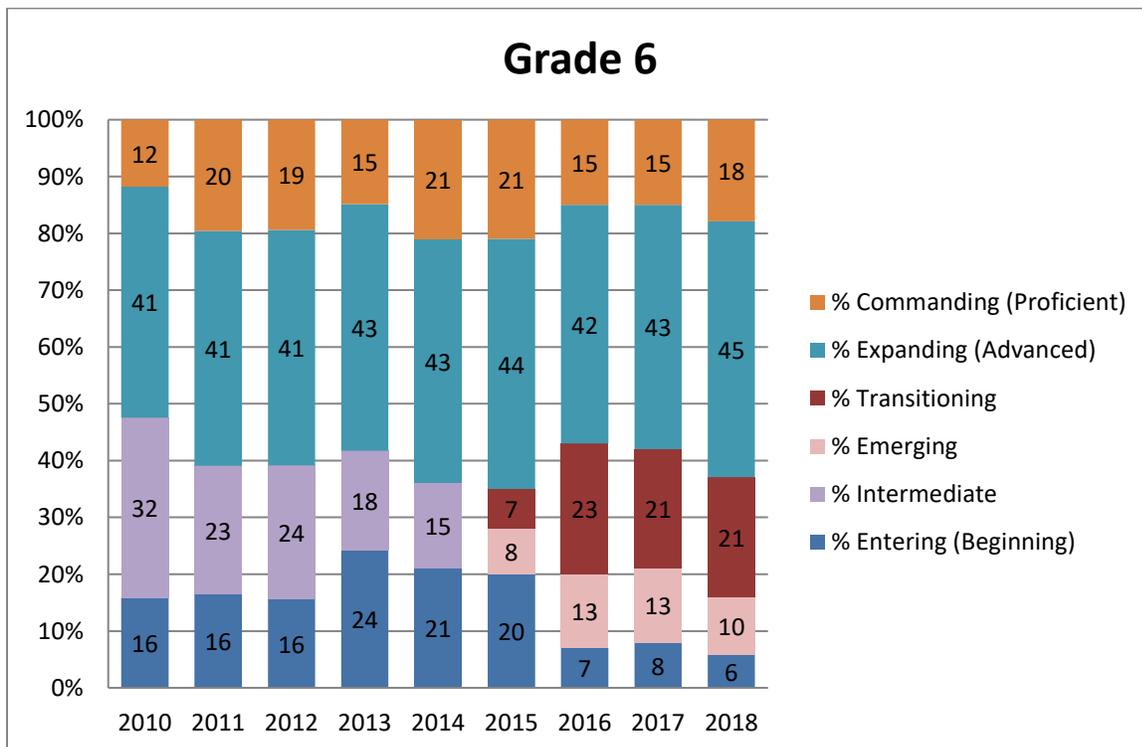


Figure 83. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 7)

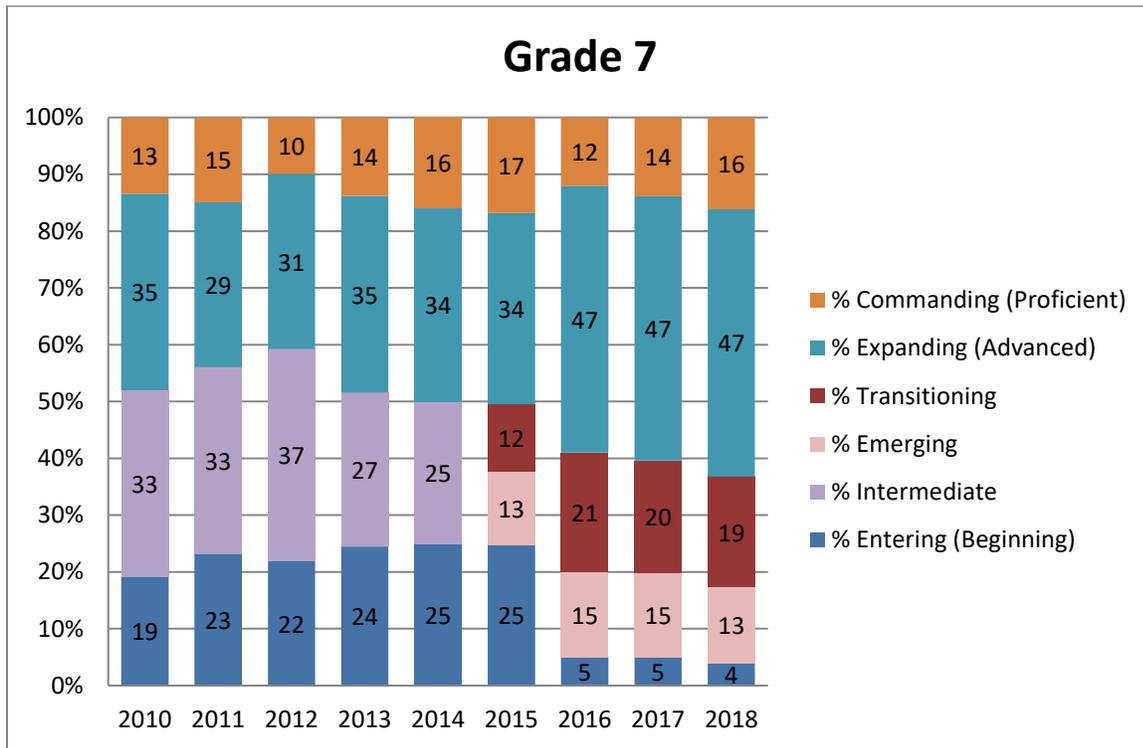


Figure 84. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 8)

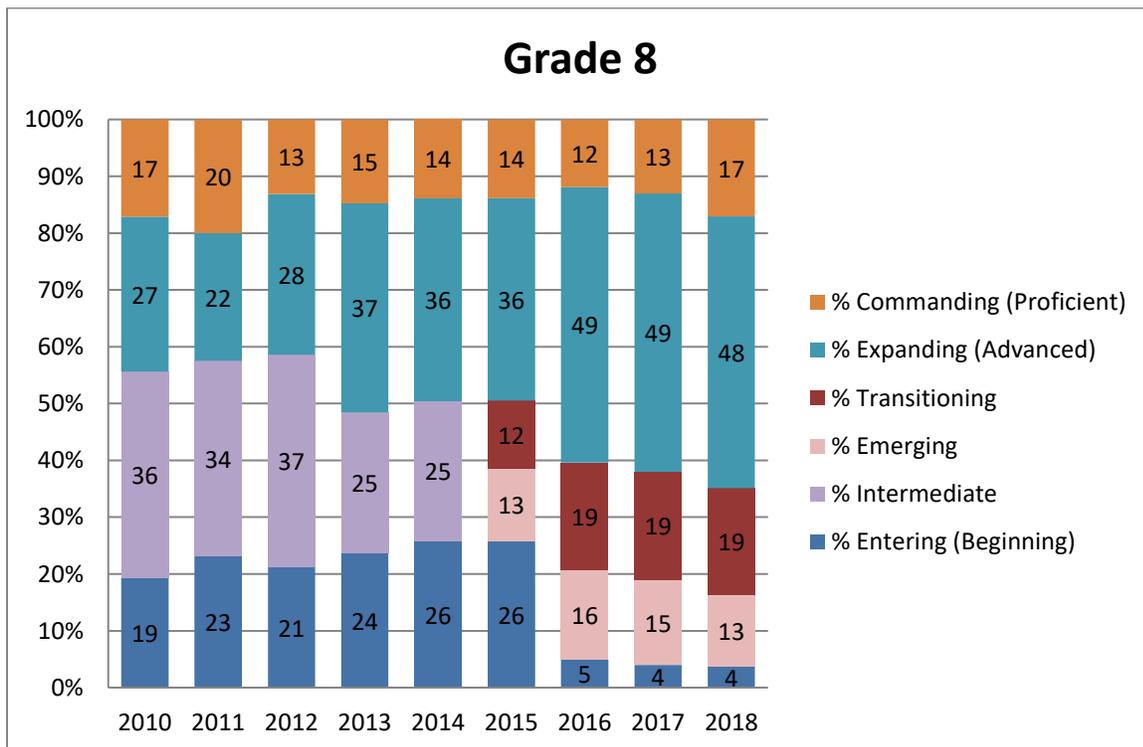


Figure 85. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 9)

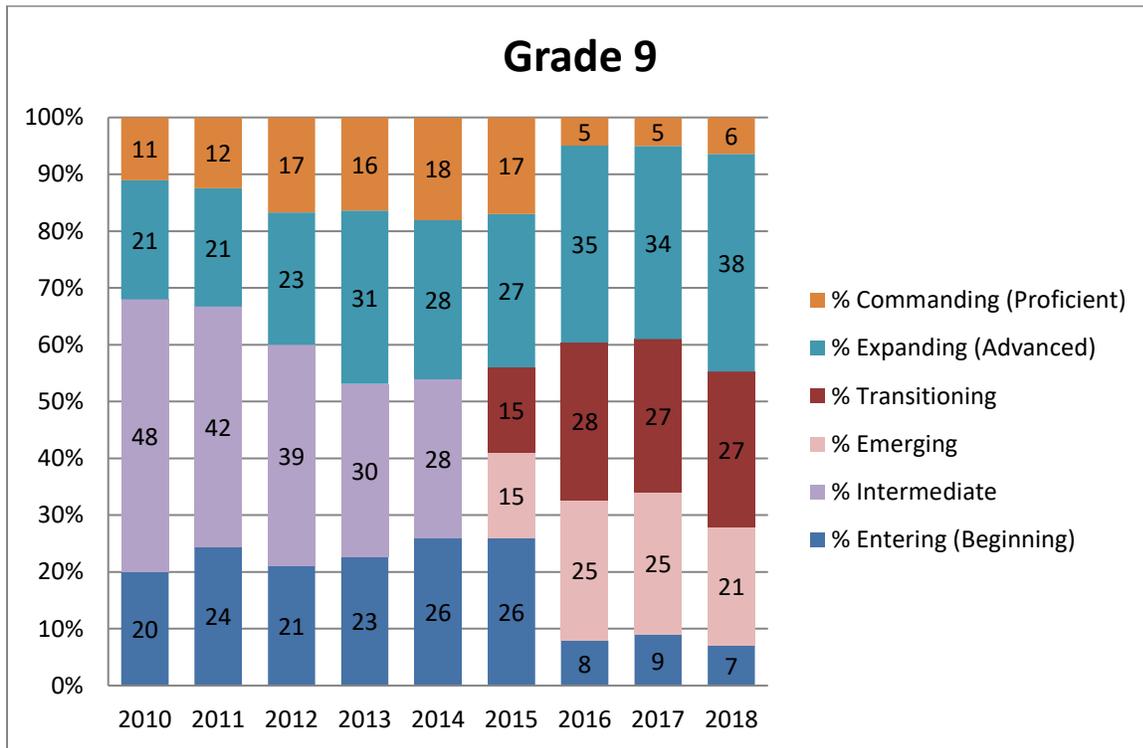


Figure 86. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 10)

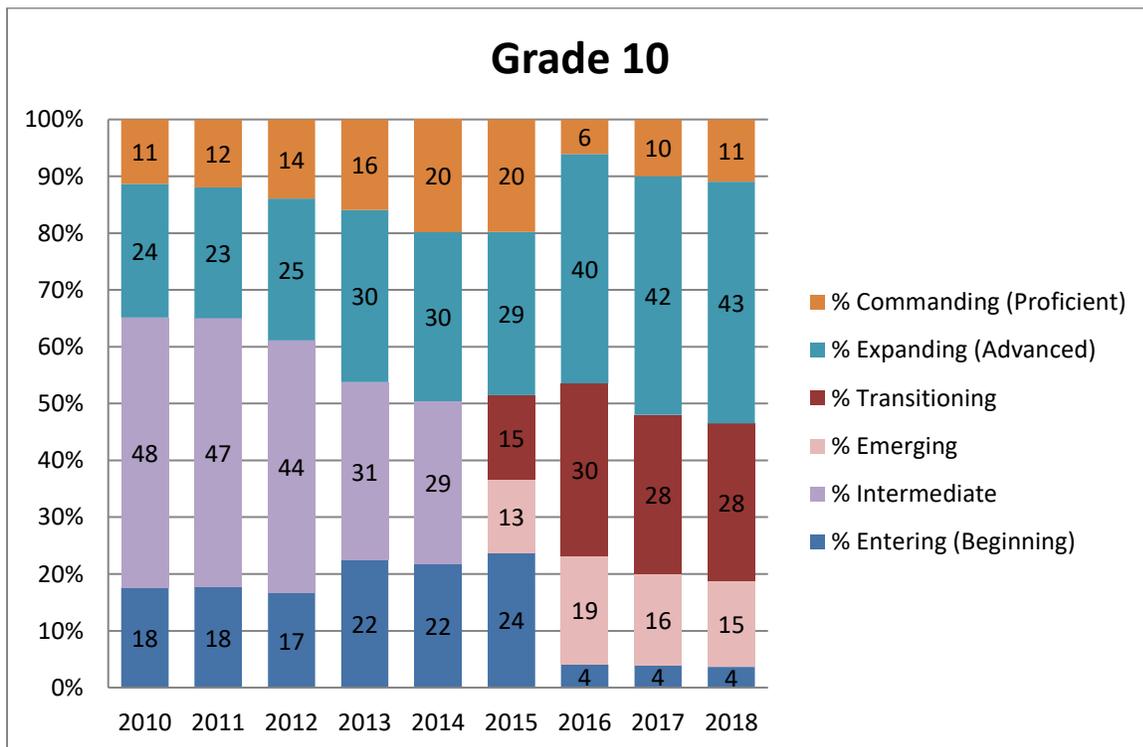


Figure 87. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 11)

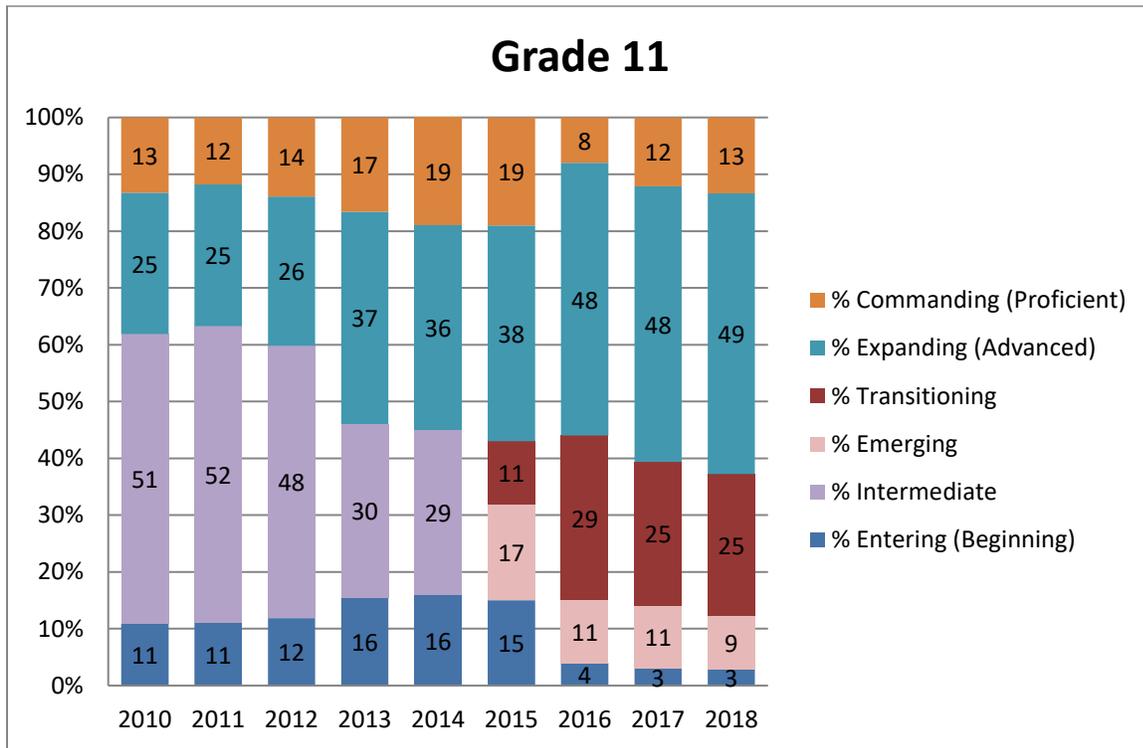
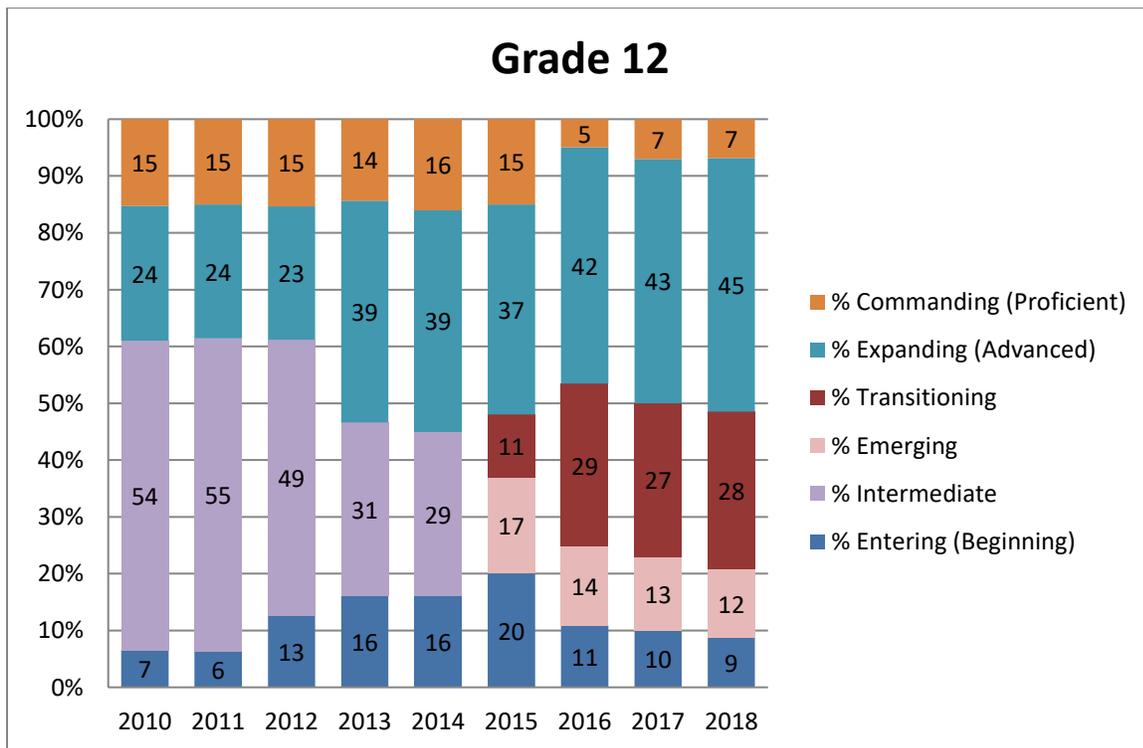


Figure 88. Historical Comparison of 2018 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 12)



CHAPTER 9: SUMMARY OF THE OPERATIONAL TEST RESULTS

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

Please note that, beginning in 2015, the operational test results are presented both for all schools and, separately, for public and charter schools. Prior to the 2015 NYSESLAT, technical analyses presented results based on public and charter schools only. In this 2018 technical report, all analyses outside of this chapter are based on all schools. For this chapter, however, results are presented based on both (1) all schools and (2) public and charter schools only. Also note that the term “exit rate” (in Tables 67–70) refers to N-counts and percentages of students in the Commanding performance level.

- Table 54 contains the raw score summary by grade band (All Schools), including sample size (N-count), the mean, median, range, and the standard deviation (SD) of the scale scores.
- Table 55 contains the raw score summary by grade band (Public & Charters Only), including sample size (N-count), the mean, median, range, and the standard deviation (SD) of the scale scores.
- Table 56 contains the raw score summary by grade level (All Schools).
- Table 57 contains the raw score summary by grade level (Public & Charters Only).
- Table 58 contains the scale score summary by grade band (All Schools).
- Table 59 contains the scale score summary by grade band (Public & Charters Only).
- Table 60 contains the scale score summary by grade level (All Schools).
- Table 61 contains the scale score summary by grade level (Public & Charters Only).
- Table 62 presents the percentage of students in each of the performance levels by grade band (All Schools).
- Table 63 presents the percentage of students in each of the performance levels by grade band (Public & Charters Only).
- Table 64 presents the percentage of students in each of the performance levels by grade level (All Schools).
- Table 65 presents the percentage of students in each of the performance levels by grade level (Public & Charters Only).
- Table 66 presents the exit rates of students in each of the performance levels by grade band for 2013–2018 (All Schools).
- Table 67 presents the exit rates of students in each of the performance levels by grade band for 2013–2018 (Public & Charters Only).
- Table 68 presents the exit rates of students in each of the performance levels by grade level for 2013–2018 (All Schools).
- Table 69 presents the exit rates of students in each of the performance levels by grade level for 2013–2018 (Public & Charters Only).
- Table 70 through Table 82 present the scale score frequency distribution and State percentile rank (PR) for each scale score point by grade level (All Schools).
- Table 83 through Table 95 present the scale score frequency distribution and State percentile rank (PR) for each scale score point by grade level (Public & Charters Only).

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

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

Table 54. Raw Score Summary by Grade Band (All Schools)

Grade Band	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	30,981	19	14.21	15	19	3.88
	Reading	30,981	18	14.67	16	18	3.98
	Speaking	30,981	21	12.20	14	21	6.55
	Writing	30,981	14	8.16	9	14	4.01
1-2	Listening	60,444	24	15.37	16	24	5.45
	Reading	60,444	27	15.24	15	27	7.42
	Speaking	60,444	21	14.37	17	21	6.49
	Writing	60,444	12	5.49	6	12	3.36
3-4	Listening	54,030	24	14.32	15	24	5.22
	Reading	54,030	27	16.32	17	27	6.68
	Speaking	54,030	21	15.73	18	21	6.33
	Writing	54,030	12	6.03	6	12	3.35
5-6	Listening	41,958	24	14.42	15	24	5.29
	Reading	41,958	27	14.42	14	27	5.93
	Speaking	41,958	21	15.37	18	21	6.44
	Writing	41,958	12	6.13	7	12	3.42
7-8	Listening	34,487	24	15.01	16	24	5.56
	Reading	34,487	27	15.69	16	27	6.49
	Speaking	34,487	21	15.07	18	21	6.64
	Writing	34,487	12	5.80	6	12	3.57
9-12	Listening	58,194	24	14.18	15	24	5.74
	Reading	58,194	27	15.38	15	27	6.33
	Speaking	58,194	21	14.68	17	21	6.71
	Writing	58,194	12	6.08	6	12	3.65

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

Grade Band	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	27,185	19	14.67	15	19	3.43
	Reading	27,185	18	15.24	17	18	3.43
	Speaking	27,185	21	13.28	15	21	5.99
	Writing	27,185	14	8.62	9	14	3.74
1-2	Listening	52,012	24	15.64	16	24	5.33
	Reading	52,012	27	15.51	15	27	7.43
	Speaking	52,012	21	15.55	18	21	5.80
	Writing	52,012	12	5.81	6	12	3.27
3-4	Listening	45,898	24	14.77	16	24	5.01
	Reading	45,898	27	16.81	18	27	6.57
	Speaking	45,898	21	16.84	19	21	5.75
	Writing	45,898	12	6.42	7	12	3.21
5-6	Listening	34,505	24	14.57	15	24	4.97
	Reading	34,505	27	14.70	15	27	5.74
	Speaking	34,505	21	16.40	19	21	6.09
	Writing	34,505	12	6.57	7	12	3.27
7-8	Listening	28,960	24	14.92	16	24	5.23
	Reading	28,960	27	15.79	16	27	6.28
	Speaking	28,960	21	15.71	19	21	6.59
	Writing	28,960	12	6.06	6	12	3.54
9-12	Listening	53,413	24	14.00	14	24	5.59
	Reading	53,413	27	15.28	15	27	6.23
	Speaking	53,413	21	14.61	17	21	6.86
	Writing	53,413	12	6.06	6	12	3.68

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	30,981	19	14.21	15	19	3.88
	Reading	30,981	18	14.67	16	18	3.98
	Speaking	30,981	21	12.20	14	21	6.55
	Writing	30,981	14	8.16	9	14	4.01
1	Listening	29,771	24	13.73	14	24	5.19
	Reading	29,771	27	12.63	11	27	6.63
	Speaking	29,771	21	13.51	15	21	6.50
	Writing	29,771	12	4.62	5	12	3.13
2	Listening	30,673	24	16.96	18	24	5.22
	Reading	30,673	27	17.78	20	27	7.27
	Speaking	30,673	21	15.21	18	21	6.36
	Writing	30,673	12	6.34	7	12	3.36
3	Listening	28,757	24	13.84	14	24	5.05
	Reading	28,757	27	15.65	16	27	6.53
	Speaking	28,757	21	15.65	18	21	6.30
	Writing	28,757	12	5.80	6	12	3.22
4	Listening	25,273	24	14.86	16	24	5.36
	Reading	25,273	27	17.08	19	27	6.77
	Speaking	25,273	21	15.82	19	21	6.36
	Writing	25,273	12	6.28	7	12	3.48
5	Listening	21,761	24	14.10	15	24	5.14
	Reading	21,761	27	13.86	14	27	5.72
	Speaking	21,761	21	15.37	18	21	6.38
	Writing	21,761	12	6.02	6	12	3.35
6	Listening	20,197	24	14.76	16	24	5.42
	Reading	20,197	27	15.02	15	27	6.09
	Speaking	20,197	21	15.37	18	21	6.50
	Writing	20,197	12	6.25	7	12	3.48
7	Listening	17,767	24	14.66	15	24	5.51
	Reading	17,767	27	15.15	15	27	6.39
	Speaking	17,767	21	14.97	18	21	6.61
	Writing	17,767	12	5.62	6	12	3.49
8	Listening	16,720	24	15.38	16	24	5.59
	Reading	16,720	27	16.26	17	27	6.53
	Speaking	16,720	21	15.19	18	21	6.66
	Writing	16,720	12	5.99	6	12	3.63

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	18,987	24	13.44	13	24	5.67
	Reading	18,987	27	14.28	14	27	6.06
	Speaking	18,987	21	13.60	16	21	7.29
	Writing	18,987	12	5.43	6	12	3.71
10	Listening	18,489	24	14.52	15	24	5.68
	Reading	18,489	27	15.87	16	27	6.21
	Speaking	18,489	21	14.81	17	21	6.55
	Writing	18,489	12	6.23	7	12	3.61
11	Listening	13,259	24	15.33	16	24	5.53
	Reading	13,259	27	16.92	18	27	6.20
	Speaking	13,259	21	15.86	18	21	5.88
	Writing	13,259	12	6.94	7	12	3.41
12	Listening	7,459	24	13.18	14	24	6.00
	Reading	7,459	27	14.20	14	27	6.80
	Speaking	7,459	21	15.00	17	21	6.54
	Writing	7,459	12	5.90	6	12	3.66

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	27,185	19	14.67	15	19	3.43
	Reading	27,185	18	15.24	17	18	3.43
	Speaking	27,185	21	13.28	15	21	5.99
	Writing	27,185	14	8.62	9	14	3.74
1	Listening	25,658	24	13.99	14	24	5.11
	Reading	25,658	27	12.84	11	27	6.66
	Speaking	25,658	21	14.64	16	21	5.90
	Writing	25,658	12	4.89	5	12	3.08
2	Listening	26,354	24	17.24	18	24	5.03
	Reading	26,354	27	18.11	20	27	7.21
	Speaking	26,354	21	16.44	19	21	5.56
	Writing	26,354	12	6.70	7	12	3.19
3	Listening	24,739	24	14.26	15	24	4.89
	Reading	24,739	27	16.08	17	27	6.47
	Speaking	24,739	21	16.75	19	21	5.68
	Writing	24,739	12	6.15	6	12	3.10
4	Listening	21,159	24	15.38	16	24	5.09
	Reading	21,159	27	17.66	20	27	6.59
	Speaking	21,159	21	16.94	19	21	5.84
	Writing	21,159	12	6.74	7	12	3.31
5	Listening	17,822	24	14.34	15	24	4.83
	Reading	17,822	27	14.24	14	27	5.53
	Speaking	17,822	21	16.53	19	21	5.93
	Writing	17,822	12	6.46	7	12	3.18
6	Listening	16,683	24	14.83	16	24	5.10
	Reading	16,683	27	15.20	16	27	5.91
	Speaking	16,683	21	16.27	19	21	6.27
	Writing	16,683	12	6.68	7	12	3.37
7	Listening	14,702	24	14.62	15	24	5.15
	Reading	14,702	27	15.33	16	27	6.17
	Speaking	14,702	21	15.72	19	21	6.54
	Writing	14,702	12	5.93	6	12	3.48
8	Listening	14,258	24	15.24	16	24	5.29
	Reading	14,258	27	16.28	17	27	6.35
	Speaking	14,258	21	15.70	19	21	6.64
	Writing	14,258	12	6.18	7	12	3.60

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	17,488	24	13.20	13	24	5.51
	Reading	17,488	27	14.17	14	27	5.96
	Speaking	17,488	21	13.43	16	21	7.45
	Writing	17,488	12	5.36	6	12	3.73
10	Listening	17,080	24	14.34	15	24	5.52
	Reading	17,080	27	15.75	16	27	6.10
	Speaking	17,080	21	14.77	17	21	6.66
	Writing	17,080	12	6.22	7	12	3.64
11	Listening	11,961	24	15.21	16	24	5.37
	Reading	11,961	27	16.85	17	27	6.09
	Speaking	11,961	21	15.88	18	21	6.01
	Writing	11,961	12	6.95	8	12	3.43
12	Listening	6,884	24	13.14	14	24	5.90
	Reading	6,884	27	14.25	15	27	6.76
	Speaking	6,884	21	15.01	18	21	6.69
	Writing	6,884	12	5.89	6	12	3.70

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

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	30,981	68.12	67	60	10.96
	Reading	30,981	74.68	74	60	13.26
	Speaking	30,981	64.94	68	60	16.51
	Writing	30,981	61.45	62	60	13.73
	Total	30,981	269.19	274	240	44.85
1–2	Listening	60,444	61.43	61	60	10.31
	Reading	60,444	60.27	58	60	13.42
	Speaking	60,444	73.82	78	60	15.92
	Writing	60,444	56.33	59	60	15.39
	Total	60,444	251.86	255	240	45.60
3–4	Listening	54,030	64.22	65	60	9.88
	Reading	54,030	63.60	63	60	11.53
	Speaking	54,030	74.47	77	60	15.81
	Writing	54,030	58.08	58	60	15.49
	Total	54,030	260.37	269	240	44.78
5–6	Listening	41,958	64.11	64	60	10.46
	Reading	41,958	59.78	59	60	8.37
	Speaking	41,958	75.47	80	60	15.95
	Writing	41,958	57.89	61	60	15.53
	Total	41,958	257.26	266	240	42.06
7–8	Listening	34,487	61.97	62	60	10.05
	Reading	34,487	62.95	62	60	10.90
	Speaking	34,487	73.95	78	60	16.63
	Writing	34,487	58.85	60	60	16.34
	Total	34,487	257.71	265	240	45.40
9–12	Listening	58,194	65.66	66	60	11.64
	Reading	58,194	63.45	62	60	10.91
	Speaking	58,194	73.54	76	60	15.98
	Writing	58,194	58.15	57	60	16.17
	Total	58,194	260.79	266	240	46.25

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

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	27,185	69.16	67	60	10.30
	Reading	27,185	76.35	80	60	12.30
	Speaking	27,185	67.62	70	60	15.00
	Writing	27,185	63.15	62	60	12.60
	Total	27,185	276.28	280	240	40.24
1–2	Listening	52,012	61.88	61	60	10.22
	Reading	52,012	60.76	58	60	13.49
	Speaking	52,012	76.50	81	60	14.26
	Writing	52,012	57.76	59	60	14.87
	Total	52,012	256.90	260	240	44.14
3–4	Listening	45,898	65.01	66	60	9.56
	Reading	45,898	64.37	65	60	11.42
	Speaking	45,898	77.01	80	60	14.89
	Writing	45,898	59.87	62	60	14.83
	Total	45,898	266.26	275	240	43.12
5–6	Listening	34,505	64.29	64	60	9.73
	Reading	34,505	60.11	60	60	8.09
	Speaking	34,505	77.75	83	60	15.51
	Writing	34,505	59.79	61	60	14.95
	Total	34,505	261.94	270	240	40.87
7–8	Listening	28,960	61.54	62	60	9.13
	Reading	28,960	63.03	62	60	10.51
	Speaking	28,960	75.48	81	60	16.68
	Writing	28,960	59.97	60	60	16.23
	Total	28,960	260.02	268	240	44.79
9–12	Listening	53,413	65.20	64	60	11.22
	Reading	53,413	63.23	62	60	10.71
	Speaking	53,413	73.41	76	60	16.41
	Writing	53,413	58.02	57	60	16.32
	Total	53,413	259.87	265	240	46.70

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

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	30,981	68.12	67	60	10.96
	Reading	30,981	74.68	74	60	13.26
	Speaking	30,981	64.94	68	60	16.51
	Writing	30,981	61.45	62	60	13.72
	Total	30,981	269.19	274	240	44.85
1	Listening	29,771	58.34	58	60	9.04
	Reading	29,771	55.54	53	60	11.28
	Speaking	29,771	71.80	74	60	15.91
	Writing	29,771	52.46	56	60	14.42
	Total	29,771	238.15	240	240	40.80
2	Listening	30,673	64.43	64	60	10.58
	Reading	30,673	64.86	66	60	13.73
	Speaking	30,673	75.79	81	60	15.68
	Writing	30,673	60.09	63	60	15.36
	Total	30,673	265.17	272	240	46.07
3	Listening	28,757	63.26	63	60	9.41
	Reading	28,757	62.35	62	60	11.04
	Speaking	28,757	74.21	77	60	15.64
	Writing	28,757	57.04	58	60	14.80
	Total	28,757	256.86	264	240	42.77
4	Listening	25,273	65.30	66	60	10.29
	Reading	25,273	65.02	66	60	11.90
	Speaking	25,273	74.78	80	60	15.99
	Writing	25,273	59.27	62	60	16.15
	Total	25,273	264.37	275	240	46.63
5	Listening	21,761	63.42	64	60	10.00
	Reading	21,761	58.99	59	60	7.89
	Speaking	21,761	75.48	80	60	15.72
	Writing	21,761	57.35	57	60	15.18
	Total	21,761	255.25	264	240	40.69
6	Listening	20,197	64.86	66	60	10.89
	Reading	20,197	60.64	60	60	8.77
	Speaking	20,197	75.45	80	60	16.19
	Writing	20,197	58.48	61	60	15.89
	Total	20,197	259.43	268	240	43.39
7	Listening	17,767	61.29	61	60	9.79
	Reading	17,767	62.00	61	60	10.57
	Speaking	17,767	73.70	78	60	16.51
	Writing	17,767	58.06	60	60	15.96
	Total	17,767	255.05	262	240	44.33

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

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	16,720	62.68	62	60	10.28
	Reading	16,720	63.96	64	60	11.16
	Speaking	16,720	74.22	78	60	16.75
	Writing	16,720	59.69	60	60	16.69
	Total	16,720	260.54	269	240	46.35
9	Listening	18,987	64.25	63	60	11.21
	Reading	18,987	61.67	61	60	10.05
	Speaking	18,987	70.97	74	60	17.64
	Writing	18,987	55.28	57	60	16.36
	Total	18,987	252.17	257	240	46.73
10	Listening	18,489	66.43	66	60	11.55
	Reading	18,489	64.33	63	60	10.73
	Speaking	18,489	74.06	76	60	15.28
	Writing	18,489	58.83	61	60	16.00
	Total	18,489	263.65	268	240	45.15
11	Listening	13,259	67.90	68	60	11.44
	Reading	13,259	66.04	66	60	10.96
	Speaking	13,259	76.28	78	60	13.73
	Writing	13,259	61.86	61	60	15.23
	Total	13,259	272.08	277	240	42.69
12	Listening	7,459	63.35	64	60	12.43
	Reading	7,459	61.16	61	60	12.07
	Speaking	7,459	73.94	76	60	16.01
	Writing	7,459	57.18	57	60	16.25
	Total	7,459	255.62	263	240	48.78

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

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	27,185	69.16	67	60	10.30
	Reading	27,185	76.35	80	60	12.30
	Speaking	27,185	67.62	70	60	15.00
	Writing	27,185	63.15	62	60	12.60
	Total	27,185	276.28	280	240	40.24
1	Listening	25,658	58.76	58	60	9.01
	Reading	25,658	55.90	53	60	11.36
	Speaking	25,658	74.37	76	60	14.39
	Writing	25,658	53.71	56	60	14.10
	Total	25,658	242.74	244	240	39.56
2	Listening	26,354	64.91	64	60	10.41
	Reading	26,354	65.49	66	60	13.72
	Speaking	26,354	78.57	83	60	13.82
	Writing	26,354	61.71	63	60	14.53
	Total	26,354	270.68	277	240	43.99
3	Listening	24,739	64.00	65	60	9.16
	Reading	24,739	63.03	63	60	11.01
	Speaking	24,739	76.66	80	60	14.64
	Writing	24,739	58.60	58	60	14.23
	Total	24,739	262.29	270	240	41.26
4	Listening	21,159	66.18	66	60	9.87
	Reading	21,159	65.94	68	60	11.68
	Speaking	21,159	77.41	80	60	15.16
	Writing	21,159	61.35	62	60	15.38
	Total	21,159	270.89	282	240	44.76
5	Listening	17,822	63.77	64	60	9.33
	Reading	17,822	59.45	59	60	7.64
	Speaking	17,822	78.01	83	60	15.09
	Writing	17,822	59.24	61	60	14.42
	Total	17,822	260.47	269	237	39.10
6	Listening	16,683	64.84	66	60	10.12
	Reading	16,683	60.82	61	60	8.49
	Speaking	16,683	77.46	83	60	15.94
	Writing	16,683	60.39	61	60	15.48
	Total	16,683	263.51	273	240	42.63
7	Listening	14,702	60.96	61	60	8.84
	Reading	14,702	62.20	62	60	10.16
	Speaking	14,702	75.48	81	60	16.50
	Writing	14,702	59.40	60	60	15.91
	Total	14,702	258.03	266	240	43.76

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

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	14,258	62.14	62	60	9.38
	Reading	14,258	63.89	64	60	10.79
	Speaking	14,258	75.48	81	60	16.86
	Writing	14,258	60.56	64	60	16.53
	Total	14,258	262.07	271	240	45.73
9	Listening	17,488	63.69	63	60	10.72
	Reading	17,488	61.45	61	60	9.85
	Speaking	17,488	70.61	74	60	18.09
	Writing	17,488	54.96	57	60	16.46
	Total	17,488	250.71	255	240	47.03
10	Listening	17,080	66.00	66	60	11.07
	Reading	17,080	64.09	63	60	10.49
	Speaking	17,080	73.97	76	60	15.59
	Writing	17,080	58.81	61	60	16.14
	Total	17,080	262.80	267	240	45.39
11	Listening	11,961	67.54	68	60	11.02
	Reading	11,961	65.83	65	60	10.71
	Speaking	11,961	76.37	78	60	14.11
	Writing	11,961	61.93	65	60	15.34
	Total	11,961	271.68	277	240	43.08
12	Listening	6,884	63.16	64	60	12.21
	Reading	6,884	61.15	62	60	12.04
	Speaking	6,884	73.97	78	60	16.48
	Writing	6,884	57.06	57	60	16.46
	Total	6,884	255.35	264	240	49.68

Table 62. Percentage of Students in Each Performance Level by Grade Band (All Schools)

Grade Band	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	30,981	11.72	14.56	14.21	44.84	14.67
1–2	60,444	6.36	17.13	28.84	35.29	12.39
3–4	54,030	5.19	15.17	23.37	43.31	12.95
5–6	41,958	5.23	13.15	24.52	44.14	12.96
7–8	34,487	4.14	14.53	19.68	45.78	15.87
9–12	58,194	4.83	14.97	27.26	43.21	9.73
Total	280,094	5.97	15.10	24.06	42.16	12.71

Table 63. Percentage of Students in Each Performance Level by Grade Band (Public & Charters Only)

Grade Band	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	27,185	7.07	13.22	14.29	48.84	16.59
1–2	52,012	4.72	14.48	28.52	38.23	14.05
3–4	45,898	4.58	10.96	21.83	47.77	14.85
5–6	34,505	4.99	9.51	22.88	48.10	14.51
7–8	28,960	3.83	13.01	19.13	47.44	16.58
9–12	53,413	5.23	15.36	26.97	42.97	9.47
Total	241,973	5.00	12.98	23.38	44.79	13.85

Table 64. Percentage of Students in Each Performance Level by Grade Level (All Schools)

Grade Level	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	30,981	11.72	14.56	14.21	44.84	14.67
1	29,771	6.67	20.63	34.27	31.30	7.13
2	30,673	6.06	13.72	23.57	39.16	17.49
3	28,757	4.16	14.25	26.20	43.92	11.47
4	25,273	6.37	16.22	20.15	42.62	14.64
5	21,761	4.48	13.22	26.18	46.09	10.04
6	20,197	6.05	13.07	22.74	42.04	16.11
7	17,767	4.26	15.26	20.62	44.74	15.12
8	16,720	4.02	13.74	18.68	46.88	16.67
9	18,987	6.50	20.03	27.91	38.73	6.82
10	18,489	3.37	14.94	27.45	43.03	11.20
11	13,259	2.64	9.36	25.05	49.54	13.41
12	7,459	8.04	12.11	29.03	43.85	6.97
Total	280,094	5.97	15.10	24.06	42.16	12.71

Table 65. Percentage of Students in Each Performance Level by Grade Level (Public & Charters Only)

Grade Level	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	27,185	7.07	13.22	14.29	48.84	16.59
1	25,658	4.93	17.87	34.71	34.33	8.17
2	26,354	4.52	11.18	22.50	42.02	19.79
3	24,739	3.80	10.28	24.56	48.27	13.08
4	21,159	5.50	11.76	18.63	47.19	16.92
5	17,822	4.23	8.89	24.54	50.98	11.36
6	16,683	5.81	10.18	21.11	45.02	17.89
7	14,702	3.98	13.34	19.46	47.08	16.14
8	14,258	3.68	12.67	18.79	47.82	17.04
9	17,488	7.04	20.87	27.36	38.33	6.40
10	17,080	3.64	15.18	27.70	42.55	10.93
11	11,961	2.88	9.47	24.90	49.36	13.39
12	6,884	8.70	12.03	27.77	44.65	6.84
Total	241,973	5.00	12.98	23.38	44.79	13.85

Table 66. Exit Rate by Grade Band for 2015–2018 (All Schools)

Grade Band	2015		2016		2017		2018	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	4,376	12.68	4,197	13.27	4,191	13.39	4,544	14.67
1–2	8,976	15.90	4,301	7.03	7,417	11.54	7,488	12.39
3–4	5,931	14.24	3,565	8.06	5,459	10.88	6,997	12.95
5–6	5,107	14.48	3,827	10.67	4,515	11.39	5,437	12.96
7–8	4,368	14.29	3,752	11.92	4,445	13.14	5,474	15.87
9–12	8,676	17.76	3,324	6.75	4,846	8.46	5,664	9.73
Total	37,434	15.13	22,966	9.05	30,873	11.16	35,604	12.71

Table 67. Exit Rate by Grade Band for 2015–2018 (Public & Charters Only)

Grade Band	2015		2016		2017		2018	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	4,337	14.06	4,156	14.74	4,140	15.03	4,509	16.59
1–2	8,845	18.04	4,198	7.87	7,279	12.91	7,310	14.05
3–4	5,860	16.94	3,419	9.26	5,289	12.35	6,818	14.85
5–6	4,978	17.27	3,380	11.54	4,212	12.80	5,008	14.51
7–8	3,993	15.76	3,101	11.85	3,868	13.44	4,803	16.58
9–12	8,087	18.30	2,686	5.97	4,233	7.99	5,059	9.47
Total	36,100	16.96	20,940	9.57	29,021	12.02	33,507	13.85

Table 68. Exit Rate by Grade Level for 2015–2018 (All Schools)

Grade	2015		2016		2017		2018	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	4,376	12.68	4,197	13.27	4,191	13.39	4,544	14.67
1	4,188	13.91	1,813	5.45	1,964	6.28	2,123	7.13
2	4,788	18.18	2,488	8.92	5,453	16.52	5,365	17.49
3	2,360	10.77	1,349	5.86	2,632	9.79	3,297	11.47
4	3,571	18.07	2,216	10.45	2,827	12.14	3,700	14.64
5	2,352	12.77	1,335	7.37	1,881	9.05	2,184	10.04
6	2,755	16.34	2,492	14.04	2,634	13.95	3,253	16.11
7	2,423	15.08	1,889	11.75	2,268	12.93	2,686	15.12
8	1,945	13.41	1,863	12.10	2,177	13.37	2,788	16.67
9	3,066	17.02	942	5.24	1,122	5.45	1,295	6.82
10	2,808	19.24	1,011	6.75	1,800	10.15	2,071	11.20
11	1,881	19.32	968	9.73	1,472	12.15	1,778	13.41
12	921	14.14	403	6.31	452	6.59	520	6.97
Total	37,434	15.13	22,966	9.05	30,873	11.16	35,604	12.71

Table 69. Exit Rate by Grade Level for 2015–2018 (Public & Charters Only)

Grade	2015		2016		2017		2018	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	4,337	14.06	4,156	14.74	4,140	15.03	4,509	16.59
1	4,142	15.70	1,778	6.06	1,945	7.12	2,095	8.17
2	4,703	20.76	2,420	10.07	5,334	18.36	5,215	19.79
3	2,337	12.76	1,310	6.77	2,577	11.11	3,237	13.08
4	3,523	21.65	2,109	11.99	2,712	13.83	3,581	16.92
5	2,315	15.40	1,183	8.07	1,802	10.47	2,024	11.36
6	2,663	19.31	2,197	15.02	2,410	15.35	2,984	17.89
7	2,258	17.21	1,574	11.93	1,996	13.52	2,373	16.14
8	1,735	14.20	1,527	11.77	1,872	13.34	2,430	17.04
9	2,915	17.60	838	5.04	903	4.71	1,120	6.40
10	2,638	19.93	850	6.17	1,612	9.79	1,867	10.93
11	1,652	19.43	714	8.14	1,294	11.78	1,601	13.39
12	882	14.98	284	4.88	424	6.71	471	6.84
Total	36,100	16.96	20,940	9.57	29,021	12.02	33,507	13.85

Table 70. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	14	0.0	0.0
124	1	1	0.0	0.0
125	1	2	0.0	0.1
129	1	5	0.0	0.1
131	1	2	0.0	0.1
132	1	1	0.0	0.1
133	1	1	0.0	0.1
134	1	3	0.0	0.1
135	1	4	0.0	0.1
137	1	2	0.0	0.1
138	1	2	0.0	0.1
140	1	4	0.0	0.1
141	1	3	0.0	0.1
142	1	1	0.0	0.1
143	1	2	0.0	0.2
144	1	3	0.0	0.2
145	1	3	0.0	0.2
146	1	3	0.0	0.2
147	1	7	0.0	0.2
148	1	3	0.0	0.2
149	1	8	0.0	0.2
150	1	13	0.0	0.3
151	1	3	0.0	0.3
152	1	18	0.1	0.3
153	1	19	0.1	0.4
154	1	16	0.1	0.5
155	1	38	0.1	0.6
156	1	13	0.0	0.6
157	1	61	0.2	0.8
158	1	32	0.1	0.9
159	1	54	0.2	1.1
160	1	43	0.1	1.2
161	1	73	0.2	1.5
162	2	68	0.2	1.7
163	2	53	0.2	1.9
164	2	73	0.2	2.1
165	2	40	0.1	2.2
166	2	78	0.3	2.5
167	3	74	0.2	2.7

**Table 70. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	3	47	0.2	2.9
169	3	80	0.3	3.1
170	3	70	0.2	3.4
171	3	66	0.2	3.6
172	4	51	0.2	3.7
173	4	44	0.1	3.9
174	4	55	0.2	4.1
175	4	56	0.2	4.2
176	4	64	0.2	4.4
177	5	55	0.2	4.6
178	5	47	0.2	4.8
179	5	45	0.1	4.9
180	5	56	0.2	5.1
181	5	48	0.2	5.3
182	5	67	0.2	5.5
183	6	52	0.2	5.6
184	6	60	0.2	5.8
185	6	55	0.2	6.0
186	6	50	0.2	6.2
187	6	61	0.2	6.4
188	6	54	0.2	6.5
189	7	68	0.2	6.8
190	7	58	0.2	6.9
191	7	58	0.2	7.1
192	7	50	0.2	7.3
193	7	44	0.1	7.4
194	8	51	0.2	7.6
195	8	57	0.2	7.8
196	8	76	0.2	8.0
197	8	62	0.2	8.2
198	8	74	0.2	8.5
199	9	42	0.1	8.6
200	9	77	0.2	8.9
201	9	54	0.2	9.0
202	9	56	0.2	9.2
203	9	74	0.2	9.4
204	10	73	0.2	9.7
205	10	96	0.3	10.0
206	10	76	0.2	10.2
207	10	74	0.2	10.5

**Table 70. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	11	70	0.2	10.7
209	11	68	0.2	10.9
210	11	75	0.2	11.2
211	11	90	0.3	11.5
212	12	83	0.3	11.7
213	12	82	0.3	12.0
214	12	108	0.3	12.3
215	13	105	0.3	12.7
216	13	115	0.4	13.0
217	13	69	0.2	13.3
218	13	115	0.4	13.6
219	14	121	0.4	14.0
220	14	110	0.4	14.4
221	15	150	0.5	14.9
222	15	114	0.4	15.2
223	15	130	0.4	15.7
224	16	121	0.4	16.0
225	16	150	0.5	16.5
226	17	136	0.4	17.0
227	17	130	0.4	17.4
228	18	139	0.4	17.8
229	18	164	0.5	18.4
230	19	129	0.4	18.8
231	19	169	0.5	19.3
232	20	159	0.5	19.8
233	20	142	0.5	20.3
234	21	160	0.5	20.8
235	21	158	0.5	21.3
236	22	161	0.5	21.8
237	22	147	0.5	22.3
238	23	168	0.5	22.9
239	23	172	0.6	23.4
240	24	170	0.5	24.0
241	24	170	0.5	24.5
242	25	172	0.6	25.1
243	25	190	0.6	25.7
244	26	186	0.6	26.3
245	27	239	0.8	27.1
246	27	207	0.7	27.7
247	28	225	0.7	28.5

**Table 70. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	29	217	0.7	29.2
249	29	191	0.6	29.8
250	30	211	0.7	30.5
251	31	227	0.7	31.2
252	32	228	0.7	31.9
253	32	229	0.7	32.7
254	33	242	0.8	33.4
255	34	211	0.7	34.1
256	35	230	0.7	34.9
257	35	207	0.7	35.5
258	36	279	0.9	36.4
259	37	240	0.8	37.2
260	38	270	0.9	38.1
261	39	258	0.8	38.9
262	39	259	0.8	39.7
263	40	231	0.7	40.5
264	41	252	0.8	41.3
265	42	249	0.8	42.1
266	43	284	0.9	43.0
267	43	258	0.8	43.9
268	44	261	0.8	44.7
269	45	281	0.9	45.6
270	46	269	0.9	46.5
271	47	291	0.9	47.4
272	48	270	0.9	48.3
273	49	276	0.9	49.2
274	50	304	1.0	50.2
275	51	283	0.9	51.1
276	52	264	0.9	51.9
277	52	293	0.9	52.9
278	53	309	1.0	53.9
279	54	297	1.0	54.8
280	55	266	0.9	55.7
281	56	304	1.0	56.7
282	57	264	0.9	57.5
283	58	278	0.9	58.4
284	59	304	1.0	59.4
285	60	275	0.9	60.3
286	61	244	0.8	61.1
287	62	311	1.0	62.1

**Table 70. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	63	312	1.0	63.1
289	64	263	0.8	63.9
290	64	340	1.1	65.0
291	66	307	1.0	66.0
292	66	241	0.8	66.8
293	67	321	1.0	67.8
294	68	283	0.9	68.7
295	69	232	0.7	69.5
296	70	256	0.8	70.3
297	71	279	0.9	71.2
298	72	283	0.9	72.1
299	73	228	0.7	72.9
300	73	304	1.0	73.9
301	74	239	0.8	74.6
302	75	258	0.8	75.5
303	76	276	0.9	76.4
304	77	294	0.9	77.3
305	78	233	0.8	78.1
306	78	233	0.8	78.8
307	79	288	0.9	79.7
308	80	198	0.6	80.4
309	81	248	0.8	81.2
310	82	244	0.8	82.0
311	82	228	0.7	82.7
312	83	182	0.6	83.3
313	84	231	0.7	84.0
314	84	185	0.6	84.6
315	85	219	0.7	85.3
316	86	185	0.6	85.9
317	86	181	0.6	86.5
318	87	292	0.9	87.5
319	88	173	0.6	88.0
320	88	206	0.7	88.7
321	89	137	0.4	89.1
322	89	219	0.7	89.8
323	90	161	0.5	90.3
324	91	166	0.5	90.9
325	91	88	0.3	91.2
326	91	181	0.6	91.8
327	92	182	0.6	92.3

**Table 70. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	92	76	0.2	92.6
329	93	229	0.7	93.3
330	93	62	0.2	93.5
331	94	162	0.5	94.0
332	94	70	0.2	94.3
333	94	100	0.3	94.6
334	95	140	0.5	95.0
335	95	66	0.2	95.3
336	95	28	0.1	95.4
337	96	114	0.4	95.7
338	96	206	0.7	96.4
339	96	32	0.1	96.5
340	97	159	0.5	97.0
341	97	9	0.0	97.0
342	97	99	0.3	97.3
344	97	46	0.1	97.5
345	98	154	0.5	98.0
346	98	11	0.0	98.0
348	98	39	0.1	98.2
349	99	228	0.7	98.9
350	99	15	0.0	98.9
351	99	64	0.2	99.1
356	99	82	0.3	99.4
360	99	182	0.6	100.0
Total N-Count		30,981		

Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	155	0.5	0.5
121	1	10	0.0	0.6
122	1	3	0.0	0.6
125	1	1	0.0	0.6
127	1	5	0.0	0.6
128	1	2	0.0	0.6
129	1	1	0.0	0.6
130	1	1	0.0	0.6
133	1	2	0.0	0.6
134	1	2	0.0	0.6
135	1	6	0.0	0.6
136	1	5	0.0	0.6
137	1	3	0.0	0.7
138	1	11	0.0	0.7
139	1	1	0.0	0.7
140	1	12	0.0	0.7
141	1	10	0.0	0.8
142	1	14	0.0	0.8
143	1	22	0.1	0.9
144	1	15	0.1	0.9
145	1	18	0.1	1.0
146	1	49	0.2	1.2
147	1	20	0.1	1.2
148	1	64	0.2	1.5
149	1	27	0.1	1.5
150	2	70	0.2	1.8
151	2	62	0.2	2.0
152	2	92	0.3	2.3
153	2	65	0.2	2.5
154	3	88	0.3	2.8
155	3	99	0.3	3.1
156	3	73	0.2	3.4
157	4	120	0.4	3.8
158	4	82	0.3	4.1
159	4	62	0.2	4.3
160	4	123	0.4	4.7
161	5	64	0.2	4.9
162	5	55	0.2	5.1
163	5	80	0.3	5.4

**Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
164	5	42	0.1	5.5
165	6	70	0.2	5.7
166	6	82	0.3	6.0
167	6	44	0.1	6.2
168	6	47	0.2	6.3
169	6	55	0.2	6.5
170	7	51	0.2	6.7
171	7	63	0.2	6.9
172	7	49	0.2	7.0
173	7	63	0.2	7.3
174	7	59	0.2	7.5
175	8	75	0.3	7.7
176	8	59	0.2	7.9
177	8	79	0.3	8.2
178	8	86	0.3	8.5
179	9	83	0.3	8.7
180	9	93	0.3	9.0
181	9	90	0.3	9.4
182	10	92	0.3	9.7
183	10	97	0.3	10.0
184	10	111	0.4	10.4
185	11	101	0.3	10.7
186	11	115	0.4	11.1
187	11	122	0.4	11.5
188	12	112	0.4	11.9
189	12	134	0.5	12.3
190	13	109	0.4	12.7
191	13	150	0.5	13.2
192	13	125	0.4	13.6
193	14	122	0.4	14.0
194	14	137	0.5	14.5
195	15	139	0.5	14.9
196	15	150	0.5	15.5
197	16	158	0.5	16.0
198	16	155	0.5	16.5
199	17	154	0.5	17.0
200	17	153	0.5	17.5
201	18	178	0.6	18.1
202	18	166	0.6	18.7
203	19	197	0.7	19.4

Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
204	20	171	0.6	19.9
205	20	196	0.7	20.6
206	21	190	0.6	21.2
207	22	178	0.6	21.8
208	22	177	0.6	22.4
209	23	191	0.6	23.1
210	23	212	0.7	23.8
211	24	183	0.6	24.4
212	25	216	0.7	25.1
213	25	179	0.6	25.7
214	26	229	0.8	26.5
215	27	245	0.8	27.3
216	28	218	0.7	28.0
217	28	239	0.8	28.8
218	29	240	0.8	29.6
219	30	241	0.8	30.5
220	31	247	0.8	31.3
221	32	237	0.8	32.1
222	33	241	0.8	32.9
223	33	285	1.0	33.8
224	34	225	0.8	34.6
225	35	224	0.8	35.4
226	36	249	0.8	36.2
227	37	270	0.9	37.1
228	38	274	0.9	38.0
229	39	281	0.9	39.0
230	40	333	1.1	40.1
231	41	301	1.0	41.1
232	42	323	1.1	42.2
233	43	326	1.1	43.3
234	44	293	1.0	44.3
235	45	288	1.0	45.2
236	46	314	1.1	46.3
237	47	274	0.9	47.2
238	48	313	1.1	48.2
239	49	350	1.2	49.4
240	50	281	0.9	50.4
241	51	316	1.1	51.4
242	52	250	0.8	52.3
243	53	304	1.0	53.3

**Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
244	54	352	1.2	54.5
245	55	298	1.0	55.5
246	56	323	1.1	56.6
247	57	314	1.1	57.6
248	58	287	1.0	58.6
249	59	298	1.0	59.6
250	60	304	1.0	60.6
251	61	289	1.0	61.6
252	62	280	0.9	62.5
253	63	288	1.0	63.5
254	64	294	1.0	64.5
255	65	315	1.1	65.5
256	66	285	1.0	66.5
257	67	292	1.0	67.5
258	68	280	0.9	68.4
259	69	274	0.9	69.3
260	70	262	0.9	70.2
261	71	271	0.9	71.1
262	72	278	0.9	72.0
263	72	242	0.8	72.9
264	73	253	0.8	73.7
265	74	257	0.9	74.6
266	75	267	0.9	75.5
267	76	240	0.8	76.3
268	77	245	0.8	77.1
269	77	226	0.8	77.9
270	78	233	0.8	78.6
271	79	233	0.8	79.4
272	80	205	0.7	80.1
273	80	220	0.7	80.9
274	81	217	0.7	81.6
275	82	215	0.7	82.3
276	83	213	0.7	83.0
277	83	199	0.7	83.7
278	84	201	0.7	84.4
279	85	188	0.6	85.0
280	85	192	0.6	85.6
281	86	156	0.5	86.2
282	86	164	0.6	86.7
283	87	155	0.5	87.2

**Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
284	88	168	0.6	87.8
285	88	163	0.5	88.3
286	89	163	0.5	88.9
287	89	154	0.5	89.4
288	90	140	0.5	89.9
289	90	164	0.6	90.4
290	91	112	0.4	90.8
291	91	124	0.4	91.2
292	91	118	0.4	91.6
293	92	123	0.4	92.0
294	92	107	0.4	92.4
295	93	142	0.5	92.9
296	93	99	0.3	93.2
297	93	116	0.4	93.6
298	94	95	0.3	93.9
299	94	92	0.3	94.2
300	94	72	0.2	94.5
301	95	83	0.3	94.7
302	95	68	0.2	95.0
303	95	101	0.3	95.3
304	95	53	0.2	95.5
305	96	85	0.3	95.8
306	96	67	0.2	96.0
307	96	66	0.2	96.2
308	96	54	0.2	96.4
309	97	61	0.2	96.6
310	97	79	0.3	96.9
311	97	37	0.1	97.0
312	97	60	0.2	97.2
313	97	51	0.2	97.4
314	97	45	0.2	97.5
315	98	48	0.2	97.7
316	98	48	0.2	97.8
317	98	29	0.1	97.9
318	98	49	0.2	98.1
319	98	33	0.1	98.2
320	98	29	0.1	98.3
321	98	26	0.1	98.4
322	98	35	0.1	98.5
323	99	20	0.1	98.6

**Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
324	99	35	0.1	98.7
325	99	25	0.1	98.8
326	99	21	0.1	98.9
327	99	25	0.1	98.9
328	99	23	0.1	99.0
329	99	17	0.1	99.1
330	99	15	0.1	99.1
331	99	33	0.1	99.2
332	99	17	0.1	99.3
333	99	19	0.1	99.4
334	99	21	0.1	99.4
335	99	12	0.0	99.5
336	99	8	0.0	99.5
337	99	25	0.1	99.6
338	99	7	0.0	99.6
339	99	18	0.1	99.7
340	99	4	0.0	99.7
341	99	7	0.0	99.7
342	99	7	0.0	99.7
343	99	17	0.1	99.8
344	99	13	0.0	99.8
345	99	4	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
349	99	10	0.0	99.9
350	99	10	0.0	99.9
351	99	1	0.0	99.9
352	99	1	0.0	99.9
354	99	9	0.0	100.0
360	99	8	0.0	100.0
Total N-Count		29,771		

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	108	0.4	0.4
121	1	4	0.0	0.4
122	1	1	0.0	0.4
127	1	3	0.0	0.4
128	1	1	0.0	0.4
130	1	1	0.0	0.4
131	1	2	0.0	0.4
132	1	1	0.0	0.4
133	1	2	0.0	0.4
135	1	4	0.0	0.4
136	1	1	0.0	0.4
137	1	1	0.0	0.4
138	1	12	0.0	0.5
139	1	1	0.0	0.5
140	1	10	0.0	0.5
141	1	5	0.0	0.5
142	1	5	0.0	0.5
143	1	16	0.1	0.6
144	1	3	0.0	0.6
145	1	23	0.1	0.7
146	1	21	0.1	0.7
147	1	4	0.0	0.7
148	1	42	0.1	0.9
149	1	30	0.1	1.0
150	1	52	0.2	1.2
151	1	27	0.1	1.2
152	1	56	0.2	1.4
153	1	44	0.1	1.6
154	2	73	0.2	1.8
155	2	74	0.2	2.0
156	2	56	0.2	2.2
157	2	60	0.2	2.4
158	3	68	0.2	2.6
159	3	51	0.2	2.8
160	3	88	0.3	3.1
161	3	42	0.1	3.2
162	3	32	0.1	3.3
163	3	78	0.3	3.6
164	4	36	0.1	3.7

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
165	4	47	0.2	3.9
166	4	53	0.2	4.0
167	4	37	0.1	4.2
168	4	47	0.2	4.3
169	4	34	0.1	4.4
170	4	36	0.1	4.5
171	5	52	0.2	4.7
172	5	32	0.1	4.8
173	5	42	0.1	4.9
174	5	36	0.1	5.1
175	5	45	0.1	5.2
176	5	37	0.1	5.3
177	5	42	0.1	5.5
178	6	52	0.2	5.6
179	6	57	0.2	5.8
180	6	71	0.2	6.1
181	6	52	0.2	6.2
182	6	47	0.2	6.4
183	6	65	0.2	6.6
184	7	48	0.2	6.7
185	7	62	0.2	7.0
186	7	57	0.2	7.1
187	7	75	0.2	7.4
188	7	57	0.2	7.6
189	8	64	0.2	7.8
190	8	70	0.2	8.0
191	8	91	0.3	8.3
192	8	59	0.2	8.5
193	9	72	0.2	8.7
194	9	70	0.2	9.0
195	9	80	0.3	9.2
196	9	76	0.2	9.5
197	10	73	0.2	9.7
198	10	96	0.3	10.0
199	10	84	0.3	10.3
200	10	90	0.3	10.6
201	11	84	0.3	10.9
202	11	84	0.3	11.1
203	11	92	0.3	11.4

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
204	12	95	0.3	11.7
205	12	65	0.2	12.0
206	12	89	0.3	12.2
207	12	74	0.2	12.5
208	13	93	0.3	12.8
209	13	96	0.3	13.1
210	13	83	0.3	13.4
211	14	120	0.4	13.8
212	14	101	0.3	14.1
213	14	100	0.3	14.4
214	15	91	0.3	14.7
215	15	112	0.4	15.1
216	15	93	0.3	15.4
217	16	103	0.3	15.7
218	16	102	0.3	16.0
219	16	132	0.4	16.5
220	17	126	0.4	16.9
221	17	97	0.3	17.2
222	17	139	0.5	17.7
223	18	129	0.4	18.1
224	18	118	0.4	18.5
225	19	139	0.5	18.9
226	19	123	0.4	19.3
227	20	141	0.5	19.8
228	20	136	0.4	20.2
229	20	137	0.4	20.7
230	21	135	0.4	21.1
231	21	151	0.5	21.6
232	22	160	0.5	22.1
233	22	156	0.5	22.6
234	23	161	0.5	23.2
235	23	157	0.5	23.7
236	24	162	0.5	24.2
237	25	188	0.6	24.8
238	25	163	0.5	25.3
239	26	176	0.6	25.9
240	26	170	0.6	26.5
241	27	157	0.5	27.0
242	27	193	0.6	27.6
243	28	180	0.6	28.2

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
244	29	204	0.7	28.9
245	29	188	0.6	29.5
246	30	207	0.7	30.2
247	31	213	0.7	30.8
248	31	224	0.7	31.6
249	32	197	0.6	32.2
250	33	192	0.6	32.8
251	33	236	0.8	33.6
252	34	207	0.7	34.3
253	35	228	0.7	35.0
254	35	202	0.7	35.7
255	36	221	0.7	36.4
256	37	239	0.8	37.2
257	38	230	0.7	37.9
258	38	240	0.8	38.7
259	39	221	0.7	39.4
260	40	247	0.8	40.2
261	41	207	0.7	40.9
262	41	247	0.8	41.7
263	42	238	0.8	42.5
264	43	259	0.8	43.3
265	44	264	0.9	44.2
266	45	258	0.8	45.0
267	45	234	0.8	45.8
268	46	275	0.9	46.7
269	47	283	0.9	47.6
270	48	297	1.0	48.6
271	49	247	0.8	49.4
272	50	253	0.8	50.2
273	51	265	0.9	51.1
274	52	283	0.9	52.0
275	53	309	1.0	53.0
276	53	256	0.8	53.9
277	54	286	0.9	54.8
278	55	275	0.9	55.7
279	56	267	0.9	56.6
280	57	284	0.9	57.5
281	58	280	0.9	58.4
282	59	288	0.9	59.3
283	60	323	1.1	60.4

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
284	61	293	1.0	61.3
285	62	304	1.0	62.3
286	63	313	1.0	63.4
287	64	321	1.0	64.4
288	65	278	0.9	65.3
289	66	311	1.0	66.3
290	67	273	0.9	67.2
291	68	326	1.1	68.3
292	69	244	0.8	69.1
293	70	318	1.0	70.1
294	71	233	0.8	70.9
295	71	341	1.1	72.0
296	72	253	0.8	72.8
297	73	328	1.1	73.9
298	74	236	0.8	74.6
299	75	335	1.1	75.7
300	76	211	0.7	76.4
301	77	329	1.1	77.5
302	78	190	0.6	78.1
303	79	317	1.0	79.1
304	80	215	0.7	79.8
305	80	309	1.0	80.9
306	81	232	0.8	81.6
307	82	275	0.9	82.5
308	83	207	0.7	83.2
309	84	241	0.8	84.0
310	84	250	0.8	84.8
311	85	156	0.5	85.3
312	86	268	0.9	86.2
313	86	190	0.6	86.8
314	87	199	0.6	87.4
315	88	192	0.6	88.1
316	88	232	0.8	88.8
317	89	128	0.4	89.2
318	90	249	0.8	90.0
319	90	119	0.4	90.4
320	91	168	0.5	91.0
321	91	146	0.5	91.5
322	92	219	0.7	92.2
323	92	103	0.3	92.5

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
324	93	179	0.6	93.1
325	93	120	0.4	93.5
326	94	88	0.3	93.8
327	94	149	0.5	94.3
328	94	143	0.5	94.7
329	95	84	0.3	95.0
330	95	70	0.2	95.2
331	95	125	0.4	95.6
332	96	63	0.2	95.8
333	96	149	0.5	96.3
334	96	98	0.3	96.6
335	97	70	0.2	96.9
336	97	15	0.0	96.9
337	97	127	0.4	97.3
338	97	43	0.1	97.5
339	98	114	0.4	97.8
340	98	21	0.1	97.9
341	98	79	0.3	98.2
342	98	21	0.1	98.2
343	98	99	0.3	98.6
344	99	60	0.2	98.8
345	99	40	0.1	98.9
346	99	4	0.0	98.9
347	99	12	0.0	98.9
348	99	43	0.1	99.1
349	99	47	0.2	99.2
350	99	58	0.2	99.4
351	99	5	0.0	99.4
352	99	15	0.0	99.5
354	99	56	0.2	99.7
358	99	25	0.1	99.8
360	99	76	0.2	100.0
Total N-Count		30,673		

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	122	0.4	0.4
121	1	2	0.0	0.4
122	1	1	0.0	0.4
123	1	2	0.0	0.4
127	1	1	0.0	0.4
129	1	2	0.0	0.5
130	1	1	0.0	0.5
133	1	10	0.0	0.5
134	1	2	0.0	0.5
135	1	3	0.0	0.5
136	1	2	0.0	0.5
137	1	5	0.0	0.5
138	1	3	0.0	0.5
139	1	5	0.0	0.6
140	1	7	0.0	0.6
142	1	7	0.0	0.6
143	1	6	0.0	0.6
144	1	3	0.0	0.6
145	1	4	0.0	0.7
146	1	11	0.0	0.7
147	1	4	0.0	0.7
148	1	10	0.0	0.7
149	1	22	0.1	0.8
150	1	9	0.0	0.8
151	1	20	0.1	0.9
152	1	19	0.1	1.0
153	1	11	0.0	1.0
154	1	39	0.1	1.2
155	1	39	0.1	1.3
156	1	33	0.1	1.4
157	2	54	0.2	1.6
158	2	51	0.2	1.8
159	2	50	0.2	1.9
160	2	60	0.2	2.2
161	2	68	0.2	2.4
162	2	49	0.2	2.6
163	3	80	0.3	2.8

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
164	3	58	0.2	3.0
165	3	50	0.2	3.2
166	3	71	0.2	3.5
167	4	38	0.1	3.6
168	4	45	0.2	3.8
169	4	70	0.2	4.0
170	4	48	0.2	4.2
171	4	48	0.2	4.3
172	4	61	0.2	4.5
173	5	43	0.1	4.7
174	5	55	0.2	4.9
175	5	53	0.2	5.1
176	5	61	0.2	5.3
177	5	53	0.2	5.5
178	6	67	0.2	5.7
179	6	70	0.2	5.9
180	6	75	0.3	6.2
181	6	69	0.2	6.4
182	7	74	0.3	6.7
183	7	87	0.3	7.0
184	7	78	0.3	7.3
185	7	79	0.3	7.5
186	8	73	0.3	7.8
187	8	89	0.3	8.1
188	8	73	0.3	8.4
189	9	88	0.3	8.7
190	9	97	0.3	9.0
191	9	88	0.3	9.3
192	10	101	0.4	9.7
193	10	97	0.3	10.0
194	10	100	0.3	10.3
195	11	91	0.3	10.7
196	11	92	0.3	11.0
197	11	89	0.3	11.3
198	11	103	0.4	11.7
199	12	112	0.4	12.0
200	12	88	0.3	12.3
201	13	116	0.4	12.8
202	13	98	0.3	13.1

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
203	13	87	0.3	13.4
204	14	100	0.3	13.7
205	14	105	0.4	14.1
206	14	108	0.4	14.5
207	15	101	0.4	14.8
208	15	99	0.3	15.2
209	15	88	0.3	15.5
210	16	104	0.4	15.8
211	16	121	0.4	16.3
212	16	121	0.4	16.7
213	17	123	0.4	17.1
214	17	121	0.4	17.5
215	18	129	0.4	18.0
216	18	124	0.4	18.4
217	19	133	0.5	18.9
218	19	101	0.4	19.2
219	19	127	0.4	19.7
220	20	133	0.5	20.1
221	20	127	0.4	20.6
222	21	133	0.5	21.0
223	21	162	0.6	21.6
224	22	131	0.5	22.1
225	22	139	0.5	22.5
226	23	149	0.5	23.1
227	23	146	0.5	23.6
228	24	149	0.5	24.1
229	24	163	0.6	24.7
230	25	158	0.5	25.2
231	26	165	0.6	25.8
232	26	181	0.6	26.4
233	27	146	0.5	26.9
234	27	185	0.6	27.6
235	28	177	0.6	28.2
236	28	142	0.5	28.7
237	29	177	0.6	29.3
238	30	189	0.7	29.9
239	30	167	0.6	30.5
240	31	192	0.7	31.2
241	32	181	0.6	31.8
242	32	183	0.6	32.5

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
243	33	205	0.7	33.2
244	34	221	0.8	33.9
245	34	190	0.7	34.6
246	35	178	0.6	35.2
247	36	195	0.7	35.9
248	36	216	0.8	36.6
249	37	205	0.7	37.4
250	38	210	0.7	38.1
251	39	238	0.8	38.9
252	39	237	0.8	39.7
253	40	202	0.7	40.4
254	41	243	0.8	41.3
255	42	242	0.8	42.1
256	43	250	0.9	43.0
257	43	230	0.8	43.8
258	44	235	0.8	44.6
259	45	249	0.9	45.5
260	46	261	0.9	46.4
261	47	289	1.0	47.4
262	48	255	0.9	48.3
263	49	243	0.8	49.1
264	50	292	1.0	50.1
265	51	292	1.0	51.2
266	52	260	0.9	52.1
267	53	295	1.0	53.1
268	54	302	1.1	54.1
269	55	269	0.9	55.1
270	56	299	1.0	56.1
271	57	299	1.0	57.1
272	58	310	1.1	58.2
273	59	271	0.9	59.2
274	60	297	1.0	60.2
275	61	304	1.1	61.3
276	62	309	1.1	62.3
277	63	318	1.1	63.4
278	64	296	1.0	64.5
279	65	289	1.0	65.5
280	66	315	1.1	66.6
281	67	304	1.1	67.6
282	68	338	1.2	68.8

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
283	69	301	1.0	69.8
284	70	331	1.2	71.0
285	71	267	0.9	71.9
286	72	319	1.1	73.0
287	73	245	0.9	73.9
288	74	329	1.1	75.0
289	75	247	0.9	75.9
290	77	363	1.3	77.2
291	78	242	0.8	78.0
292	78	285	1.0	79.0
293	79	280	1.0	80.0
294	80	242	0.8	80.8
295	81	255	0.9	81.7
296	82	258	0.9	82.6
297	83	273	0.9	83.5
298	84	183	0.6	84.2
299	85	303	1.1	85.2
300	86	169	0.6	85.8
301	86	321	1.1	86.9
302	87	160	0.6	87.5
303	88	302	1.1	88.5
304	89	139	0.5	89.0
305	89	224	0.8	89.8
306	90	186	0.6	90.4
307	91	191	0.7	91.1
308	91	148	0.5	91.6
309	92	195	0.7	92.3
310	93	132	0.5	92.8
311	93	161	0.6	93.3
312	94	126	0.4	93.8
313	94	139	0.5	94.2
314	94	106	0.4	94.6
315	95	148	0.5	95.1
316	95	106	0.4	95.5
317	96	71	0.2	95.7
318	96	94	0.3	96.1
319	96	137	0.5	96.5
320	97	66	0.2	96.8
321	97	58	0.2	97.0
322	97	96	0.3	97.3

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
323	97	54	0.2	97.5
324	98	57	0.2	97.7
325	98	66	0.2	97.9
326	98	41	0.1	98.1
327	98	23	0.1	98.1
328	98	82	0.3	98.4
329	99	58	0.2	98.6
330	99	18	0.1	98.7
331	99	33	0.1	98.8
332	99	63	0.2	99.0
333	99	7	0.0	99.1
334	99	40	0.1	99.2
335	99	14	0.0	99.2
336	99	11	0.0	99.3
337	99	12	0.0	99.3
338	99	46	0.2	99.5
339	99	1	0.0	99.5
340	99	11	0.0	99.5
341	99	19	0.1	99.6
342	99	12	0.0	99.6
343	99	9	0.0	99.7
344	99	11	0.0	99.7
345	99	1	0.0	99.7
347	99	25	0.1	99.8
348	99	5	0.0	99.8
350	99	6	0.0	99.8
351	99	17	0.1	99.9
353	99	8	0.0	99.9
354	99	2	0.0	99.9
356	99	3	0.0	99.9
357	99	14	0.0	100.0
360	99	5	0.0	100.0
Total N-Count		28,757		

Table 74. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	90	0.4	0.4
121	1	2	0.0	0.4
122	1	7	0.0	0.4
123	1	1	0.0	0.4
129	1	2	0.0	0.4
130	1	2	0.0	0.4
132	1	1	0.0	0.4
133	1	7	0.0	0.4
134	1	3	0.0	0.5
136	1	4	0.0	0.5
137	1	5	0.0	0.5
138	1	1	0.0	0.5
139	1	5	0.0	0.5
140	1	3	0.0	0.5
142	1	5	0.0	0.5
143	1	9	0.0	0.6
144	1	5	0.0	0.6
145	1	5	0.0	0.6
146	1	9	0.0	0.7
147	1	6	0.0	0.7
148	1	8	0.0	0.7
149	1	17	0.1	0.8
150	1	10	0.0	0.8
151	1	22	0.1	0.9
152	1	26	0.1	1.0
153	1	12	0.0	1.1
154	1	61	0.2	1.3
155	1	42	0.2	1.5
156	2	27	0.1	1.6
157	2	46	0.2	1.8
158	2	59	0.2	2.0
159	2	45	0.2	2.2
160	2	58	0.2	2.4
161	3	62	0.2	2.6
162	3	34	0.1	2.8
163	3	64	0.3	3.0
164	3	53	0.2	3.2
165	3	39	0.2	3.4
166	3	56	0.2	3.6

**Table 74. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	4	48	0.2	3.8
168	4	39	0.2	4.0
169	4	52	0.2	4.2
170	4	31	0.1	4.3
171	4	41	0.2	4.4
172	5	34	0.1	4.6
173	5	34	0.1	4.7
174	5	48	0.2	4.9
175	5	45	0.2	5.1
176	5	51	0.2	5.3
177	5	59	0.2	5.5
178	6	60	0.2	5.8
179	6	50	0.2	6.0
180	6	54	0.2	6.2
181	6	50	0.2	6.4
182	6	66	0.3	6.6
183	7	78	0.3	6.9
184	7	67	0.3	7.2
185	7	61	0.2	7.4
186	8	70	0.3	7.7
187	8	76	0.3	8.0
188	8	75	0.3	8.3
189	8	85	0.3	8.7
190	9	106	0.4	9.1
191	9	63	0.2	9.3
192	10	101	0.4	9.7
193	10	109	0.4	10.2
194	10	91	0.4	10.5
195	11	78	0.3	10.8
196	11	95	0.4	11.2
197	11	79	0.3	11.5
198	12	97	0.4	11.9
199	12	82	0.3	12.2
200	12	67	0.3	12.5
201	13	85	0.3	12.8
202	13	88	0.3	13.2
203	13	86	0.3	13.5
204	14	98	0.4	13.9
205	14	86	0.3	14.2
206	14	80	0.3	14.6

**Table 74. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	15	89	0.4	14.9
208	15	99	0.4	15.3
209	15	83	0.3	15.6
210	16	87	0.3	16.0
211	16	73	0.3	16.3
212	16	72	0.3	16.5
213	17	97	0.4	16.9
214	17	84	0.3	17.3
215	17	97	0.4	17.6
216	18	80	0.3	18.0
217	18	90	0.4	18.3
218	19	92	0.4	18.7
219	19	103	0.4	19.1
220	19	101	0.4	19.5
221	20	91	0.4	19.8
222	20	85	0.3	20.2
223	20	92	0.4	20.5
224	21	89	0.4	20.9
225	21	95	0.4	21.3
226	22	117	0.5	21.7
227	22	91	0.4	22.1
228	22	123	0.5	22.6
229	23	100	0.4	23.0
230	23	104	0.4	23.4
231	24	114	0.5	23.8
232	24	105	0.4	24.3
233	25	132	0.5	24.8
234	25	90	0.4	25.1
235	25	112	0.4	25.6
236	26	114	0.5	26.0
237	26	105	0.4	26.4
238	27	111	0.4	26.9
239	27	102	0.4	27.3
240	28	117	0.5	27.8
241	28	149	0.6	28.3
242	29	130	0.5	28.9
243	29	136	0.5	29.4
244	30	136	0.5	29.9
245	30	133	0.5	30.5
246	31	118	0.5	30.9

Table 74. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	31	140	0.6	31.5
248	32	151	0.6	32.1
249	32	130	0.5	32.6
250	33	144	0.6	33.2
251	33	139	0.5	33.7
252	34	132	0.5	34.2
253	35	144	0.6	34.8
254	35	161	0.6	35.4
255	36	169	0.7	36.1
256	36	157	0.6	36.7
257	37	144	0.6	37.3
258	38	156	0.6	37.9
259	38	164	0.6	38.6
260	39	158	0.6	39.2
261	39	142	0.6	39.8
262	40	184	0.7	40.5
263	41	169	0.7	41.2
264	42	211	0.8	42.0
265	42	190	0.8	42.7
266	43	203	0.8	43.5
267	44	155	0.6	44.2
268	45	198	0.8	44.9
269	45	180	0.7	45.6
270	46	218	0.9	46.5
271	47	175	0.7	47.2
272	48	235	0.9	48.1
273	49	192	0.8	48.9
274	49	203	0.8	49.7
275	50	237	0.9	50.6
276	51	199	0.8	51.4
277	52	230	0.9	52.3
278	53	230	0.9	53.2
279	54	235	0.9	54.2
280	55	221	0.9	55.0
281	56	244	1.0	56.0
282	57	252	1.0	57.0
283	58	260	1.0	58.0
284	59	272	1.1	59.1
285	60	227	0.9	60.0
286	61	298	1.2	61.2

Table 74. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	62	211	0.8	62.0
288	63	276	1.1	63.1
289	64	249	1.0	64.1
290	65	300	1.2	65.3
291	66	223	0.9	66.2
292	67	291	1.2	67.3
293	68	306	1.2	68.5
294	69	285	1.1	69.7
295	70	290	1.1	70.8
296	71	224	0.9	71.7
297	72	322	1.3	73.0
298	73	174	0.7	73.7
299	74	322	1.3	74.9
300	75	199	0.8	75.7
301	76	339	1.3	77.1
302	77	192	0.8	77.8
303	78	337	1.3	79.2
304	79	159	0.6	79.8
305	80	304	1.2	81.0
306	81	218	0.9	81.9
307	82	246	1.0	82.8
308	83	201	0.8	83.6
309	84	286	1.1	84.8
310	85	154	0.6	85.4
311	86	214	0.8	86.2
312	87	216	0.9	87.1
313	87	188	0.7	87.8
314	88	159	0.6	88.4
315	89	209	0.8	89.3
316	90	181	0.7	90.0
317	90	115	0.5	90.4
318	91	166	0.7	91.1
319	91	202	0.8	91.9
320	92	132	0.5	92.4
321	93	81	0.3	92.7
322	93	182	0.7	93.5
323	94	109	0.4	93.9
324	94	124	0.5	94.4
325	95	157	0.6	95.0
326	95	108	0.4	95.4

Table 74. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	96	50	0.2	95.6
328	96	154	0.6	96.2
329	96	94	0.4	96.6
330	97	25	0.1	96.7
331	97	58	0.2	96.9
332	97	135	0.5	97.5
333	98	19	0.1	97.5
334	98	100	0.4	97.9
335	98	51	0.2	98.1
336	98	31	0.1	98.3
337	98	42	0.2	98.4
338	99	85	0.3	98.8
339	99	4	0.0	98.8
340	99	23	0.1	98.9
341	99	56	0.2	99.1
342	99	22	0.1	99.2
343	99	22	0.1	99.3
344	99	30	0.1	99.4
345	99	8	0.0	99.4
346	99	1	0.0	99.4
347	99	63	0.2	99.7
348	99	10	0.0	99.7
350	99	10	0.0	99.7
351	99	19	0.1	99.8
353	99	13	0.1	99.9
354	99	1	0.0	99.9
356	99	4	0.0	99.9
357	99	17	0.1	100.0
360	99	10	0.0	100.0
Total N-Count		25,273		

Table 75. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	71	0.3	0.3
121	1	5	0.0	0.3
124	1	1	0.0	0.4
125	1	3	0.0	0.4
127	1	3	0.0	0.4
130	1	2	0.0	0.4
131	1	3	0.0	0.4
133	1	1	0.0	0.4
134	1	3	0.0	0.4
135	1	1	0.0	0.4
138	1	3	0.0	0.4
139	1	2	0.0	0.5
140	1	2	0.0	0.5
141	1	3	0.0	0.5
142	1	5	0.0	0.5
144	1	6	0.0	0.5
145	1	1	0.0	0.5
146	1	7	0.0	0.6
147	1	3	0.0	0.6
148	1	10	0.0	0.6
149	1	12	0.1	0.7
150	1	13	0.1	0.7
151	1	10	0.0	0.8
152	1	17	0.1	0.9
153	1	29	0.1	1.0
154	1	27	0.1	1.1
155	1	22	0.1	1.2
156	1	34	0.2	1.4
157	1	12	0.1	1.4
158	2	50	0.2	1.7
159	2	22	0.1	1.8
160	2	60	0.3	2.0
161	2	25	0.1	2.2
162	2	55	0.3	2.4
163	3	45	0.2	2.6
164	3	46	0.2	2.8
165	3	57	0.3	3.1
166	3	33	0.2	3.2
167	3	53	0.2	3.5

**Table 75. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	4	53	0.2	3.7
169	4	41	0.2	3.9
170	4	43	0.2	4.1
171	4	53	0.2	4.4
172	4	27	0.1	4.5
173	5	36	0.2	4.6
174	5	43	0.2	4.8
175	5	42	0.2	5.0
176	5	26	0.1	5.2
177	5	46	0.2	5.4
178	5	26	0.1	5.5
179	6	39	0.2	5.7
180	6	51	0.2	5.9
181	6	35	0.2	6.1
182	6	55	0.3	6.3
183	6	40	0.2	6.5
184	7	72	0.3	6.8
185	7	57	0.3	7.1
186	7	55	0.3	7.3
187	7	61	0.3	7.6
188	8	59	0.3	7.9
189	8	80	0.4	8.3
190	8	57	0.3	8.5
191	9	65	0.3	8.8
192	9	80	0.4	9.2
193	9	85	0.4	9.6
194	10	87	0.4	10.0
195	10	82	0.4	10.4
196	11	77	0.4	10.7
197	11	84	0.4	11.1
198	11	77	0.4	11.4
199	12	88	0.4	11.9
200	12	70	0.3	12.2
201	12	75	0.3	12.5
202	13	89	0.4	12.9
203	13	80	0.4	13.3
204	13	86	0.4	13.7
205	14	90	0.4	14.1
206	14	78	0.4	14.5
207	15	78	0.4	14.8

**Table 75. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	15	84	0.4	15.2
209	15	80	0.4	15.6
210	16	93	0.4	16.0
211	16	97	0.4	16.4
212	17	79	0.4	16.8
213	17	99	0.5	17.3
214	18	94	0.4	17.7
215	18	89	0.4	18.1
216	18	92	0.4	18.5
217	19	104	0.5	19.0
218	19	91	0.4	19.4
219	20	95	0.4	19.9
220	20	110	0.5	20.4
221	21	89	0.4	20.8
222	21	75	0.3	21.1
223	21	96	0.4	21.6
224	22	102	0.5	22.0
225	22	82	0.4	22.4
226	23	97	0.4	22.9
227	23	115	0.5	23.4
228	24	120	0.6	23.9
229	24	122	0.6	24.5
230	25	104	0.5	25.0
231	25	128	0.6	25.6
232	26	120	0.6	26.1
233	26	110	0.5	26.6
234	27	103	0.5	27.1
235	27	136	0.6	27.7
236	28	135	0.6	28.3
237	29	124	0.6	28.9
238	29	124	0.6	29.5
239	30	132	0.6	30.1
240	30	146	0.7	30.8
241	31	125	0.6	31.3
242	32	143	0.7	32.0
243	32	153	0.7	32.7
244	33	139	0.6	33.3
245	34	158	0.7	34.1
246	34	160	0.7	34.8
247	35	163	0.7	35.5

**Table 75. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	36	189	0.9	36.4
249	37	186	0.9	37.3
250	38	191	0.9	38.1
251	39	156	0.7	38.9
252	39	174	0.8	39.7
253	40	177	0.8	40.5
254	41	179	0.8	41.3
255	42	193	0.9	42.2
256	43	191	0.9	43.1
257	43	179	0.8	43.9
258	44	231	1.1	44.9
259	46	251	1.2	46.1
260	47	198	0.9	47.0
261	47	200	0.9	47.9
262	48	234	1.1	49.0
263	50	216	1.0	50.0
264	50	186	0.9	50.8
265	51	236	1.1	51.9
266	53	250	1.1	53.1
267	54	227	1.0	54.1
268	55	259	1.2	55.3
269	56	242	1.1	56.4
270	57	263	1.2	57.6
271	58	255	1.2	58.8
272	59	257	1.2	60.0
273	61	249	1.1	61.1
274	62	217	1.0	62.1
275	63	284	1.3	63.4
276	64	252	1.2	64.6
277	65	274	1.3	65.8
278	66	268	1.2	67.1
279	68	275	1.3	68.3
280	69	296	1.4	69.7
281	70	253	1.2	70.9
282	71	261	1.2	72.1
283	73	276	1.3	73.3
284	74	239	1.1	74.4
285	75	263	1.2	75.6
286	76	250	1.1	76.8
287	77	265	1.2	78.0

**Table 75. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	79	216	1.0	79.0
289	80	266	1.2	80.2
290	81	196	0.9	81.1
291	82	230	1.1	82.2
292	83	227	1.0	83.2
293	84	241	1.1	84.3
294	85	182	0.8	85.2
295	86	180	0.8	86.0
296	86	187	0.9	86.9
297	87	157	0.7	87.6
298	88	192	0.9	88.5
299	89	166	0.8	89.2
300	90	162	0.7	90.0
301	90	129	0.6	90.6
302	91	151	0.7	91.3
303	92	134	0.6	91.9
304	92	149	0.7	92.6
305	93	133	0.6	93.2
306	93	113	0.5	93.7
307	94	94	0.4	94.1
308	94	106	0.5	94.6
309	95	86	0.4	95.0
310	95	80	0.4	95.4
311	96	78	0.4	95.7
312	96	106	0.5	96.2
313	96	69	0.3	96.5
314	97	75	0.3	96.9
315	97	57	0.3	97.1
316	97	60	0.3	97.4
317	98	40	0.2	97.6
318	98	53	0.2	97.8
319	98	40	0.2	98.0
320	98	37	0.2	98.2
321	98	43	0.2	98.4
322	98	37	0.2	98.6
323	99	27	0.1	98.7
324	99	38	0.2	98.9
325	99	27	0.1	99.0
326	99	17	0.1	99.1
327	99	17	0.1	99.1

**Table 75. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	99	31	0.1	99.3
329	99	16	0.1	99.4
330	99	5	0.0	99.4
331	99	26	0.1	99.5
332	99	8	0.0	99.5
333	99	5	0.0	99.6
334	99	16	0.1	99.6
335	99	14	0.1	99.7
336	99	3	0.0	99.7
337	99	9	0.0	99.7
338	99	9	0.0	99.8
339	99	6	0.0	99.8
340	99	1	0.0	99.8
341	99	6	0.0	99.8
342	99	1	0.0	99.9
343	99	5	0.0	99.9
344	99	6	0.0	99.9
345	99	1	0.0	99.9
346	99	1	0.0	99.9
347	99	5	0.0	99.9
349	99	5	0.0	100.0
350	99	2	0.0	100.0
351	99	2	0.0	100.0
352	99	2	0.0	100.0
357	99	2	0.0	100.0
360	99	1	0.0	100.0
Total N-Count		21,761		

Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	98	0.5	0.5
121	1	2	0.0	0.5
125	1	2	0.0	0.5
127	1	3	0.0	0.5
130	1	3	0.0	0.5
131	1	2	0.0	0.5
134	1	1	0.0	0.5
135	1	1	0.0	0.6
136	1	2	0.0	0.6
137	1	2	0.0	0.6
138	1	2	0.0	0.6
139	1	1	0.0	0.6
141	1	2	0.0	0.6
142	1	3	0.0	0.6
143	1	2	0.0	0.6
144	1	12	0.1	0.7
145	1	1	0.0	0.7
146	1	9	0.0	0.7
147	1	6	0.0	0.8
148	1	5	0.0	0.8
149	1	15	0.1	0.9
150	1	12	0.1	0.9
151	1	10	0.0	1.0
152	1	22	0.1	1.1
153	1	11	0.1	1.1
154	1	21	0.1	1.2
155	1	11	0.1	1.3
156	1	52	0.3	1.5
157	2	13	0.1	1.6
158	2	49	0.2	1.9
159	2	18	0.1	1.9
160	2	65	0.3	2.3
161	2	43	0.2	2.5
162	3	51	0.3	2.7
163	3	45	0.2	3.0
164	3	40	0.2	3.2
165	3	43	0.2	3.4
166	3	34	0.2	3.5
167	4	31	0.2	3.7

**Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	4	36	0.2	3.9
169	4	32	0.2	4.0
170	4	41	0.2	4.2
171	4	32	0.2	4.4
172	5	41	0.2	4.6
173	5	35	0.2	4.8
174	5	30	0.1	4.9
175	5	36	0.2	5.1
176	5	38	0.2	5.3
177	5	46	0.2	5.5
178	6	28	0.1	5.6
179	6	50	0.2	5.9
180	6	31	0.2	6.0
181	6	47	0.2	6.3
182	6	59	0.3	6.6
183	7	39	0.2	6.8
184	7	51	0.3	7.0
185	7	46	0.2	7.2
186	7	59	0.3	7.5
187	8	55	0.3	7.8
188	8	54	0.3	8.1
189	8	56	0.3	8.4
190	9	58	0.3	8.6
191	9	44	0.2	8.9
192	9	50	0.2	9.1
193	9	46	0.2	9.3
194	10	66	0.3	9.7
195	10	52	0.3	9.9
196	10	76	0.4	10.3
197	10	59	0.3	10.6
198	11	68	0.3	10.9
199	11	63	0.3	11.2
200	11	67	0.3	11.6
201	12	85	0.4	12.0
202	12	69	0.3	12.3
203	13	78	0.4	12.7
204	13	65	0.3	13.0
205	13	61	0.3	13.3
206	14	74	0.4	13.7
207	14	65	0.3	14.0

**Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	14	77	0.4	14.4
209	15	81	0.4	14.8
210	15	102	0.5	15.3
211	16	94	0.5	15.8
212	16	79	0.4	16.2
213	16	83	0.4	16.6
214	17	96	0.5	17.1
215	17	82	0.4	17.5
216	18	82	0.4	17.9
217	18	83	0.4	18.3
218	18	77	0.4	18.7
219	19	92	0.5	19.1
220	19	73	0.4	19.5
221	20	77	0.4	19.9
222	20	99	0.5	20.3
223	21	79	0.4	20.7
224	21	86	0.4	21.2
225	21	83	0.4	21.6
226	22	93	0.5	22.0
227	22	87	0.4	22.5
228	23	90	0.4	22.9
229	23	106	0.5	23.4
230	24	108	0.5	24.0
231	24	119	0.6	24.6
232	25	113	0.6	25.1
233	25	95	0.5	25.6
234	26	113	0.6	26.2
235	26	101	0.5	26.7
236	27	101	0.5	27.2
237	27	105	0.5	27.7
238	28	121	0.6	28.3
239	29	113	0.6	28.8
240	29	105	0.5	29.4
241	30	116	0.6	29.9
242	30	117	0.6	30.5
243	31	123	0.6	31.1
244	31	109	0.5	31.7
245	32	135	0.7	32.3
246	33	117	0.6	32.9
247	33	126	0.6	33.5

Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	34	131	0.6	34.2
249	35	132	0.7	34.8
250	35	147	0.7	35.6
251	36	141	0.7	36.3
252	37	154	0.8	37.0
253	37	162	0.8	37.8
254	38	152	0.8	38.6
255	39	153	0.8	39.3
256	40	174	0.9	40.2
257	41	178	0.9	41.1
258	41	159	0.8	41.9
259	42	153	0.8	42.6
260	43	171	0.8	43.5
261	44	172	0.9	44.3
262	45	195	1.0	45.3
263	46	149	0.7	46.0
264	46	162	0.8	46.8
265	47	154	0.8	47.6
266	48	188	0.9	48.5
267	49	176	0.9	49.4
268	50	190	0.9	50.3
269	51	184	0.9	51.2
270	52	221	1.1	52.3
271	53	199	1.0	53.3
272	54	205	1.0	54.3
273	55	198	1.0	55.3
274	56	237	1.2	56.5
275	57	207	1.0	57.5
276	58	209	1.0	58.5
277	59	215	1.1	59.6
278	60	216	1.1	60.7
279	61	211	1.0	61.7
280	62	237	1.2	62.9
281	63	228	1.1	64.0
282	65	226	1.1	65.1
283	66	222	1.1	66.2
284	67	233	1.2	67.4
285	68	226	1.1	68.5
286	69	207	1.0	69.5
287	70	250	1.2	70.8

Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	71	217	1.1	71.9
289	73	273	1.4	73.2
290	74	216	1.1	74.3
291	75	203	1.0	75.3
292	76	169	0.8	76.1
293	77	247	1.2	77.3
294	78	199	1.0	78.3
295	79	211	1.0	79.4
296	80	211	1.0	80.4
297	81	193	1.0	81.4
298	82	175	0.9	82.2
299	83	167	0.8	83.1
300	83	168	0.8	83.9
301	84	141	0.7	84.6
302	85	192	1.0	85.5
303	86	165	0.8	86.4
304	87	130	0.6	87.0
305	87	167	0.8	87.8
306	88	132	0.7	88.5
307	89	160	0.8	89.3
308	90	144	0.7	90.0
309	90	105	0.5	90.5
310	91	124	0.6	91.1
311	91	109	0.5	91.7
312	92	127	0.6	92.3
313	93	100	0.5	92.8
314	93	128	0.6	93.4
315	94	95	0.5	93.9
316	94	100	0.5	94.4
317	95	73	0.4	94.7
318	95	122	0.6	95.4
319	96	71	0.4	95.7
320	96	77	0.4	96.1
321	96	79	0.4	96.5
322	97	58	0.3	96.8
323	97	51	0.3	97.0
324	97	59	0.3	97.3
325	97	58	0.3	97.6
326	98	41	0.2	97.8
327	98	44	0.2	98.0

**Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	98	52	0.3	98.3
329	98	42	0.2	98.5
330	98	3	0.0	98.5
331	99	38	0.2	98.7
332	99	24	0.1	98.8
333	99	20	0.1	98.9
334	99	36	0.2	99.1
335	99	20	0.1	99.2
336	99	13	0.1	99.2
337	99	20	0.1	99.3
338	99	29	0.1	99.5
339	99	13	0.1	99.5
340	99	9	0.0	99.6
341	99	8	0.0	99.6
342	99	9	0.0	99.7
343	99	6	0.0	99.7
344	99	18	0.1	99.8
345	99	2	0.0	99.8
346	99	1	0.0	99.8
347	99	11	0.1	99.9
349	99	6	0.0	99.9
350	99	4	0.0	99.9
351	99	6	0.0	99.9
352	99	1	0.0	100.0
357	99	6	0.0	100.0
360	99	4	0.0	100.0
Total N-Count		20,197		

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	75	0.4	0.4
122	1	2	0.0	0.4
123	1	3	0.0	0.5
125	1	2	0.0	0.5
130	1	1	0.0	0.5
132	1	3	0.0	0.5
134	1	2	0.0	0.5
136	1	3	0.0	0.5
138	1	3	0.0	0.5
139	1	5	0.0	0.6
140	1	2	0.0	0.6
142	1	6	0.0	0.6
143	1	2	0.0	0.6
144	1	5	0.0	0.6
146	1	9	0.1	0.7
147	1	5	0.0	0.7
148	1	10	0.1	0.8
149	1	4	0.0	0.8
150	1	16	0.1	0.9
151	1	10	0.1	0.9
152	1	42	0.2	1.2
153	1	1	0.0	1.2
154	1	34	0.2	1.4
155	1	11	0.1	1.4
156	2	43	0.2	1.7
157	2	11	0.1	1.7
158	2	45	0.3	2.0
159	2	34	0.2	2.2
160	2	31	0.2	2.4
161	2	29	0.2	2.5
162	3	32	0.2	2.7
163	3	42	0.2	2.9
164	3	37	0.2	3.2
165	3	36	0.2	3.4
166	4	59	0.3	3.7
167	4	32	0.2	3.9
168	4	36	0.2	4.1
169	4	34	0.2	4.3
170	4	30	0.2	4.4

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
171	5	31	0.2	4.6
172	5	35	0.2	4.8
173	5	27	0.2	5.0
174	5	39	0.2	5.2
175	5	45	0.3	5.4
176	6	48	0.3	5.7
177	6	27	0.2	5.8
178	6	50	0.3	6.1
179	6	37	0.2	6.3
180	6	53	0.3	6.6
181	7	35	0.2	6.8
182	7	60	0.3	7.2
183	7	44	0.2	7.4
184	8	37	0.2	7.6
185	8	60	0.3	8.0
186	8	56	0.3	8.3
187	8	58	0.3	8.6
188	9	67	0.4	9.0
189	9	64	0.4	9.3
190	9	47	0.3	9.6
191	10	74	0.4	10.0
192	10	66	0.4	10.4
193	11	54	0.3	10.7
194	11	80	0.5	11.1
195	11	59	0.3	11.5
196	12	81	0.5	11.9
197	12	87	0.5	12.4
198	13	82	0.5	12.9
199	13	79	0.4	13.3
200	14	71	0.4	13.7
201	14	88	0.5	14.2
202	14	89	0.5	14.7
203	15	94	0.5	15.3
204	15	61	0.3	15.6
205	16	90	0.5	16.1
206	16	76	0.4	16.5
207	17	90	0.5	17.0
208	17	70	0.4	17.4
209	18	78	0.4	17.9
210	18	112	0.6	18.5

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
211	19	90	0.5	19.0
212	19	91	0.5	19.5
213	20	75	0.4	19.9
214	20	94	0.5	20.5
215	21	73	0.4	20.9
216	21	90	0.5	21.4
217	22	90	0.5	21.9
218	22	95	0.5	22.4
219	23	81	0.5	22.9
220	23	75	0.4	23.3
221	24	109	0.6	23.9
222	24	81	0.5	24.4
223	25	84	0.5	24.9
224	25	79	0.4	25.3
225	26	81	0.5	25.8
226	26	90	0.5	26.3
227	27	91	0.5	26.8
228	27	95	0.5	27.3
229	28	92	0.5	27.8
230	28	102	0.6	28.4
231	29	88	0.5	28.9
232	29	70	0.4	29.3
233	30	85	0.5	29.8
234	30	101	0.6	30.3
235	31	102	0.6	30.9
236	31	115	0.6	31.6
237	32	110	0.6	32.2
238	32	106	0.6	32.8
239	33	99	0.6	33.3
240	34	105	0.6	33.9
241	34	106	0.6	34.5
242	35	111	0.6	35.1
243	36	130	0.7	35.9
244	36	125	0.7	36.6
245	37	133	0.7	37.3
246	38	121	0.7	38.0
247	38	118	0.7	38.7
248	39	137	0.8	39.4
249	40	124	0.7	40.1
250	40	109	0.6	40.8

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	41	127	0.7	41.5
252	42	149	0.8	42.3
253	43	135	0.8	43.1
254	43	140	0.8	43.9
255	44	138	0.8	44.6
256	45	132	0.7	45.4
257	46	142	0.8	46.2
258	47	134	0.8	46.9
259	47	144	0.8	47.7
260	48	156	0.9	48.6
261	49	170	1.0	49.6
262	50	142	0.8	50.4
263	51	126	0.7	51.1
264	52	153	0.9	51.9
265	52	164	0.9	52.9
266	53	157	0.9	53.8
267	54	146	0.8	54.6
268	55	143	0.8	55.4
269	56	175	1.0	56.4
270	57	137	0.8	57.1
271	58	159	0.9	58.0
272	59	183	1.0	59.1
273	60	190	1.1	60.1
274	61	167	0.9	61.1
275	62	188	1.1	62.1
276	63	152	0.9	63.0
277	64	187	1.1	64.0
278	64	163	0.9	65.0
279	66	196	1.1	66.1
280	67	155	0.9	66.9
281	67	191	1.1	68.0
282	68	159	0.9	68.9
283	69	183	1.0	69.9
284	70	147	0.8	70.8
285	71	193	1.1	71.8
286	72	166	0.9	72.8
287	73	168	0.9	73.7
288	74	162	0.9	74.6
289	75	187	1.1	75.7
290	76	168	0.9	76.6

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
291	77	164	0.9	77.6
292	78	142	0.8	78.4
293	79	185	1.0	79.4
294	80	146	0.8	80.2
295	81	203	1.1	81.4
296	82	130	0.7	82.1
297	83	188	1.1	83.1
298	84	123	0.7	83.8
299	84	185	1.0	84.9
300	85	101	0.6	85.5
301	86	146	0.8	86.3
302	87	121	0.7	87.0
303	87	113	0.6	87.6
304	88	145	0.8	88.4
305	89	89	0.5	88.9
306	89	133	0.7	89.7
307	90	104	0.6	90.2
308	91	107	0.6	90.8
309	91	91	0.5	91.4
310	92	85	0.5	91.8
311	92	117	0.7	92.5
312	93	68	0.4	92.9
313	93	79	0.4	93.3
314	94	81	0.5	93.8
315	94	66	0.4	94.1
316	94	82	0.5	94.6
317	95	64	0.4	95.0
318	95	55	0.3	95.3
319	96	81	0.5	95.7
320	96	57	0.3	96.1
321	96	64	0.4	96.4
322	97	51	0.3	96.7
323	97	34	0.2	96.9
324	97	58	0.3	97.2
325	97	36	0.2	97.4
326	98	42	0.2	97.7
327	98	37	0.2	97.9
328	98	34	0.2	98.1
329	98	44	0.2	98.3
330	98	21	0.1	98.4

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
331	98	12	0.1	98.5
332	99	42	0.2	98.7
333	99	28	0.2	98.9
334	99	30	0.2	99.1
335	99	18	0.1	99.2
336	99	3	0.0	99.2
337	99	22	0.1	99.3
338	99	17	0.1	99.4
339	99	7	0.0	99.4
340	99	15	0.1	99.5
341	99	11	0.1	99.6
342	99	21	0.1	99.7
343	99	4	0.0	99.7
344	99	2	0.0	99.7
345	99	3	0.0	99.7
346	99	8	0.0	99.8
347	99	5	0.0	99.8
348	99	3	0.0	99.8
350	99	14	0.1	99.9
351	99	1	0.0	99.9
352	99	2	0.0	99.9
356	99	10	0.1	100.0
360	99	2	0.0	100.0
Total N-Count		17,767		

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	64	0.4	0.4
123	1	4	0.0	0.4
128	1	5	0.0	0.4
130	1	3	0.0	0.5
131	1	1	0.0	0.5
132	1	3	0.0	0.5
134	1	1	0.0	0.5
136	1	4	0.0	0.5
138	1	1	0.0	0.5
139	1	1	0.0	0.5
142	1	5	0.0	0.6
143	1	1	0.0	0.6
144	1	3	0.0	0.6
145	1	5	0.0	0.6
146	1	2	0.0	0.6
147	1	3	0.0	0.6
148	1	3	0.0	0.7
149	1	3	0.0	0.7
150	1	9	0.1	0.7
151	1	5	0.0	0.8
152	1	32	0.2	0.9
153	1	2	0.0	1.0
154	1	34	0.2	1.2
155	1	10	0.1	1.2
156	1	36	0.2	1.4
157	1	12	0.1	1.5
158	2	41	0.2	1.8
159	2	19	0.1	1.9
160	2	36	0.2	2.1
161	2	29	0.2	2.3
162	2	32	0.2	2.4
163	3	43	0.3	2.7
164	3	38	0.2	2.9
165	3	38	0.2	3.2
166	3	38	0.2	3.4
167	4	41	0.2	3.6
168	4	41	0.2	3.9
169	4	24	0.1	4.0
170	4	28	0.2	4.2

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
171	4	21	0.1	4.3
172	4	36	0.2	4.5
173	5	48	0.3	4.8
174	5	40	0.2	5.1
175	5	37	0.2	5.3
176	5	37	0.2	5.5
177	6	33	0.2	5.7
178	6	41	0.2	5.9
179	6	46	0.3	6.2
180	6	68	0.4	6.6
181	7	32	0.2	6.8
182	7	66	0.4	7.2
183	7	45	0.3	7.5
184	8	45	0.3	7.7
185	8	51	0.3	8.1
186	8	42	0.3	8.3
187	9	60	0.4	8.7
188	9	55	0.3	9.0
189	9	54	0.3	9.3
190	9	49	0.3	9.6
191	10	69	0.4	10.0
192	10	56	0.3	10.4
193	11	62	0.4	10.7
194	11	45	0.3	11.0
195	11	53	0.3	11.3
196	12	69	0.4	11.7
197	12	52	0.3	12.0
198	12	59	0.4	12.4
199	13	59	0.4	12.7
200	13	82	0.5	13.2
201	13	49	0.3	13.5
202	14	54	0.3	13.8
203	14	53	0.3	14.2
204	14	71	0.4	14.6
205	15	60	0.4	14.9
206	15	73	0.4	15.4
207	16	67	0.4	15.8
208	16	60	0.4	16.1
209	16	74	0.4	16.6
210	17	72	0.4	17.0

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
211	17	60	0.4	17.4
212	18	65	0.4	17.8
213	18	72	0.4	18.2
214	18	54	0.3	18.5
215	19	93	0.6	19.1
216	19	67	0.4	19.5
217	20	55	0.3	19.8
218	20	67	0.4	20.2
219	20	66	0.4	20.6
220	21	85	0.5	21.1
221	21	62	0.4	21.5
222	22	81	0.5	22.0
223	22	94	0.6	22.5
224	23	71	0.4	22.9
225	23	68	0.4	23.4
226	24	91	0.5	23.9
227	24	72	0.4	24.3
228	25	89	0.5	24.9
229	25	88	0.5	25.4
230	26	88	0.5	25.9
231	26	90	0.5	26.5
232	27	85	0.5	27.0
233	27	82	0.5	27.5
234	28	84	0.5	28.0
235	28	84	0.5	28.5
236	29	105	0.6	29.1
237	29	83	0.5	29.6
238	30	85	0.5	30.1
239	30	98	0.6	30.7
240	31	96	0.6	31.3
241	32	83	0.5	31.7
242	32	100	0.6	32.3
243	33	97	0.6	32.9
244	33	83	0.5	33.4
245	34	87	0.5	33.9
246	34	101	0.6	34.5
247	35	95	0.6	35.1
248	35	101	0.6	35.7
249	36	121	0.7	36.4
250	37	104	0.6	37.1

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	37	120	0.7	37.8
252	38	89	0.5	38.3
253	39	102	0.6	38.9
254	39	103	0.6	39.5
255	40	103	0.6	40.2
256	41	107	0.6	40.8
257	41	123	0.7	41.5
258	42	114	0.7	42.2
259	43	110	0.7	42.9
260	43	126	0.8	43.6
261	44	109	0.7	44.3
262	45	115	0.7	45.0
263	45	116	0.7	45.7
264	46	150	0.9	46.6
265	47	142	0.8	47.4
266	48	107	0.6	48.0
267	48	125	0.7	48.8
268	49	137	0.8	49.6
269	50	146	0.9	50.5
270	51	111	0.7	51.1
271	52	142	0.8	52.0
272	52	122	0.7	52.7
273	53	161	1.0	53.7
274	54	127	0.8	54.4
275	55	170	1.0	55.5
276	56	128	0.8	56.2
277	57	169	1.0	57.2
278	58	129	0.8	58.0
279	59	186	1.1	59.1
280	60	145	0.9	60.0
281	61	172	1.0	61.0
282	61	133	0.8	61.8
283	62	162	1.0	62.8
284	63	149	0.9	63.7
285	64	190	1.1	64.8
286	65	145	0.9	65.7
287	66	204	1.2	66.9
288	67	151	0.9	67.8
289	68	169	1.0	68.8
290	69	149	0.9	69.7

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
291	70	173	1.0	70.7
292	71	143	0.9	71.6
293	72	183	1.1	72.7
294	73	138	0.8	73.5
295	74	183	1.1	74.6
296	75	111	0.7	75.3
297	76	188	1.1	76.4
298	77	151	0.9	77.3
299	78	182	1.1	78.4
300	79	113	0.7	79.1
301	80	155	0.9	80.0
302	80	140	0.8	80.8
303	81	137	0.8	81.7
304	82	167	1.0	82.6
305	83	113	0.7	83.3
306	84	132	0.8	84.1
307	85	147	0.9	85.0
308	85	113	0.7	85.7
309	86	112	0.7	86.3
310	87	126	0.8	87.1
311	88	153	0.9	88.0
312	88	82	0.5	88.5
313	89	111	0.7	89.2
314	89	111	0.7	89.8
315	90	100	0.6	90.4
316	91	119	0.7	91.1
317	91	107	0.6	91.8
318	92	77	0.5	92.2
319	93	109	0.7	92.9
320	93	76	0.5	93.3
321	94	93	0.6	93.9
322	94	63	0.4	94.3
323	94	53	0.3	94.6
324	95	102	0.6	95.2
325	95	46	0.3	95.5
326	96	51	0.3	95.8
327	96	56	0.3	96.1
328	96	51	0.3	96.4
329	97	80	0.5	96.9
330	97	21	0.1	97.0

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
331	97	14	0.1	97.1
332	97	68	0.4	97.5
333	98	56	0.3	97.9
334	98	29	0.2	98.0
335	98	26	0.2	98.2
336	98	7	0.0	98.2
337	98	41	0.2	98.5
338	99	42	0.3	98.7
339	99	10	0.1	98.8
340	99	34	0.2	99.0
341	99	22	0.1	99.1
342	99	36	0.2	99.3
343	99	6	0.0	99.4
344	99	9	0.1	99.4
345	99	9	0.1	99.5
346	99	17	0.1	99.6
347	99	13	0.1	99.7
348	99	6	0.0	99.7
350	99	25	0.1	99.8
351	99	2	0.0	99.9
352	99	6	0.0	99.9
356	99	10	0.1	99.9
360	99	9	0.1	100.0
Total N-Count		16,720		

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	113	0.6	0.6
123	1	1	0.0	0.6
124	1	1	0.0	0.6
127	1	1	0.0	0.6
129	1	1	0.0	0.6
130	1	3	0.0	0.6
132	1	1	0.0	0.6
133	1	1	0.0	0.6
134	1	2	0.0	0.7
136	1	3	0.0	0.7
137	1	2	0.0	0.7
138	1	1	0.0	0.7
139	1	2	0.0	0.7
140	1	3	0.0	0.7
141	1	1	0.0	0.7
142	1	3	0.0	0.7
143	1	4	0.0	0.8
145	1	6	0.0	0.8
146	1	3	0.0	0.8
147	1	4	0.0	0.8
148	1	4	0.0	0.8
149	1	11	0.1	0.9
150	1	1	0.0	0.9
151	1	12	0.1	1.0
152	1	13	0.1	1.0
153	1	12	0.1	1.1
154	1	21	0.1	1.2
155	1	12	0.1	1.3
156	1	24	0.1	1.4
157	1	7	0.0	1.4
158	2	48	0.3	1.7
159	2	4	0.0	1.7
160	2	70	0.4	2.1
161	2	19	0.1	2.2
162	2	81	0.4	2.6
163	3	28	0.1	2.8
164	3	73	0.4	3.1
165	3	52	0.3	3.4
166	4	77	0.4	3.8

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	4	53	0.3	4.1
168	4	55	0.3	4.4
169	5	67	0.4	4.7
170	5	45	0.2	5.0
171	5	67	0.4	5.3
172	5	54	0.3	5.6
173	6	54	0.3	5.9
174	6	55	0.3	6.2
175	6	60	0.3	6.5
176	7	47	0.2	6.8
177	7	73	0.4	7.1
178	7	62	0.3	7.5
179	8	55	0.3	7.8
180	8	59	0.3	8.1
181	8	57	0.3	8.4
182	9	61	0.3	8.7
183	9	63	0.3	9.0
184	9	62	0.3	9.3
185	10	63	0.3	9.7
186	10	79	0.4	10.1
187	10	84	0.4	10.5
188	11	52	0.3	10.8
189	11	82	0.4	11.2
190	11	72	0.4	11.6
191	12	95	0.5	12.1
192	12	63	0.3	12.5
193	13	76	0.4	12.9
194	13	80	0.4	13.3
195	13	81	0.4	13.7
196	14	78	0.4	14.1
197	14	84	0.4	14.6
198	15	83	0.4	15.0
199	15	83	0.4	15.4
200	16	100	0.5	16.0
201	16	98	0.5	16.5
202	17	89	0.5	16.9
203	17	97	0.5	17.4
204	18	80	0.4	17.9
205	18	97	0.5	18.4
206	19	91	0.5	18.9

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	19	76	0.4	19.3
208	20	104	0.5	19.8
209	20	111	0.6	20.4
210	21	99	0.5	20.9
211	21	87	0.5	21.4
212	22	93	0.5	21.9
213	22	102	0.5	22.4
214	23	102	0.5	22.9
215	23	104	0.5	23.5
216	24	100	0.5	24.0
217	24	113	0.6	24.6
218	25	112	0.6	25.2
219	25	110	0.6	25.8
220	26	145	0.8	26.5
221	27	108	0.6	27.1
222	27	107	0.6	27.7
223	28	114	0.6	28.3
224	29	113	0.6	28.9
225	29	110	0.6	29.4
226	30	119	0.6	30.1
227	30	108	0.6	30.6
228	31	132	0.7	31.3
229	32	115	0.6	31.9
230	32	106	0.6	32.5
231	33	102	0.5	33.0
232	33	112	0.6	33.6
233	34	118	0.6	34.2
234	35	126	0.7	34.9
235	35	128	0.7	35.6
236	36	129	0.7	36.3
237	37	146	0.8	37.0
238	37	122	0.6	37.7
239	38	115	0.6	38.3
240	39	121	0.6	38.9
241	39	117	0.6	39.5
242	40	137	0.7	40.3
243	41	119	0.6	40.9
244	41	139	0.7	41.6
245	42	132	0.7	42.3
246	43	112	0.6	42.9

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	43	129	0.7	43.6
248	44	125	0.7	44.2
249	45	140	0.7	45.0
250	45	123	0.6	45.6
251	46	130	0.7	46.3
252	47	115	0.6	46.9
253	47	141	0.7	47.7
254	48	140	0.7	48.4
255	49	144	0.8	49.2
256	50	135	0.7	49.9
257	50	150	0.8	50.7
258	51	122	0.6	51.3
259	52	146	0.8	52.1
260	52	149	0.8	52.9
261	53	154	0.8	53.7
262	54	150	0.8	54.5
263	55	166	0.9	55.3
264	56	179	0.9	56.3
265	57	147	0.8	57.0
266	57	119	0.6	57.7
267	58	167	0.9	58.6
268	59	134	0.7	59.3
269	60	163	0.9	60.1
270	61	158	0.8	60.9
271	61	137	0.7	61.7
272	62	152	0.8	62.5
273	63	149	0.8	63.3
274	64	129	0.7	63.9
275	64	129	0.7	64.6
276	65	159	0.8	65.5
277	66	170	0.9	66.3
278	67	168	0.9	67.2
279	68	155	0.8	68.0
280	68	145	0.8	68.8
281	69	172	0.9	69.7
282	70	151	0.8	70.5
283	71	150	0.8	71.3
284	72	154	0.8	72.1
285	72	143	0.8	72.9
286	73	155	0.8	73.7

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	74	142	0.7	74.4
288	75	143	0.8	75.2
289	76	168	0.9	76.1
290	76	136	0.7	76.8
291	77	146	0.8	77.6
292	78	168	0.9	78.4
293	79	128	0.7	79.1
294	80	149	0.8	79.9
295	80	131	0.7	80.6
296	81	162	0.9	81.4
297	82	119	0.6	82.1
298	82	127	0.7	82.7
299	83	125	0.7	83.4
300	84	113	0.6	84.0
301	84	118	0.6	84.6
302	85	115	0.6	85.2
303	86	134	0.7	85.9
304	86	112	0.6	86.5
305	87	115	0.6	87.1
306	87	117	0.6	87.7
307	88	107	0.6	88.3
308	89	130	0.7	89.0
309	89	119	0.6	89.6
310	90	81	0.4	90.0
311	90	92	0.5	90.5
312	91	96	0.5	91.0
313	91	81	0.4	91.5
314	92	82	0.4	91.9
315	92	83	0.4	92.3
316	93	88	0.5	92.8
317	93	75	0.4	93.2
318	93	77	0.4	93.6
319	94	75	0.4	94.0
320	94	68	0.4	94.3
321	95	60	0.3	94.7
322	95	84	0.4	95.1
323	95	47	0.2	95.3
324	96	78	0.4	95.8
325	96	53	0.3	96.0
326	96	81	0.4	96.5

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	97	46	0.2	96.7
328	97	48	0.3	97.0
329	97	44	0.2	97.2
330	97	28	0.1	97.3
331	97	59	0.3	97.6
332	98	49	0.3	97.9
333	98	15	0.1	98.0
334	98	33	0.2	98.2
335	98	22	0.1	98.3
336	98	22	0.1	98.4
337	98	30	0.2	98.5
338	99	34	0.2	98.7
339	99	13	0.1	98.8
340	99	6	0.0	98.8
341	99	42	0.2	99.0
342	99	16	0.1	99.1
343	99	6	0.0	99.2
344	99	22	0.1	99.3
345	99	18	0.1	99.4
346	99	10	0.1	99.4
347	99	25	0.1	99.6
348	99	6	0.0	99.6
349	99	6	0.0	99.6
350	99	1	0.0	99.6
351	99	19	0.1	99.7
352	99	12	0.1	99.8
353	99	5	0.0	99.8
354	99	2	0.0	99.8
355	99	2	0.0	99.8
357	99	13	0.1	99.9
358	99	8	0.0	99.9
359	99	4	0.0	100.0
360	99	6	0.0	100.0
Total N-Count		18,987		

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	73	0.4	0.4
123	1	2	0.0	0.4
124	1	4	0.0	0.4
127	1	1	0.0	0.4
129	1	1	0.0	0.4
130	1	5	0.0	0.5
133	1	4	0.0	0.5
134	1	1	0.0	0.5
136	1	3	0.0	0.5
137	1	4	0.0	0.5
139	1	5	0.0	0.6
140	1	3	0.0	0.6
143	1	3	0.0	0.6
144	1	2	0.0	0.6
145	1	3	0.0	0.6
146	1	3	0.0	0.6
147	1	1	0.0	0.6
148	1	1	0.0	0.6
149	1	9	0.0	0.7
151	1	4	0.0	0.7
152	1	5	0.0	0.7
153	1	10	0.1	0.8
154	1	10	0.1	0.8
155	1	9	0.0	0.9
156	1	14	0.1	1.0
157	1	10	0.1	1.0
158	1	28	0.2	1.2
159	1	6	0.0	1.2
160	1	43	0.2	1.4
161	1	11	0.1	1.5
162	2	29	0.2	1.7
163	2	10	0.1	1.7
164	2	29	0.2	1.9
165	2	28	0.2	2.0
166	2	24	0.1	2.2
167	2	22	0.1	2.3
168	2	22	0.1	2.4
169	2	32	0.2	2.6
170	3	26	0.1	2.7

Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
171	3	35	0.2	2.9
172	3	24	0.1	3.0
173	3	15	0.1	3.1
174	3	27	0.1	3.3
175	3	23	0.1	3.4
176	3	16	0.1	3.5
177	4	27	0.1	3.6
178	4	50	0.3	3.9
179	4	33	0.2	4.1
180	4	39	0.2	4.3
181	4	37	0.2	4.5
182	5	32	0.2	4.6
183	5	41	0.2	4.9
184	5	42	0.2	5.1
185	5	38	0.2	5.3
186	5	39	0.2	5.5
187	6	41	0.2	5.7
188	6	47	0.3	6.0
189	6	53	0.3	6.3
190	6	26	0.1	6.4
191	7	50	0.3	6.7
192	7	46	0.2	6.9
193	7	49	0.3	7.2
194	7	62	0.3	7.5
195	8	59	0.3	7.8
196	8	57	0.3	8.2
197	8	58	0.3	8.5
198	9	59	0.3	8.8
199	9	60	0.3	9.1
200	9	66	0.4	9.5
201	10	66	0.4	9.8
202	10	62	0.3	10.2
203	10	59	0.3	10.5
204	11	78	0.4	10.9
205	11	74	0.4	11.3
206	12	87	0.5	11.8
207	12	78	0.4	12.2
208	12	83	0.4	12.6
209	13	85	0.5	13.1
210	13	79	0.4	13.5

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
211	14	97	0.5	14.1
212	14	77	0.4	14.5
213	15	78	0.4	14.9
214	15	90	0.5	15.4
215	16	95	0.5	15.9
216	16	85	0.5	16.4
217	17	79	0.4	16.8
218	17	101	0.5	17.3
219	18	93	0.5	17.8
220	18	90	0.5	18.3
221	19	114	0.6	18.9
222	19	109	0.6	19.5
223	20	97	0.5	20.0
224	20	95	0.5	20.6
225	21	88	0.5	21.0
226	21	97	0.5	21.6
227	22	102	0.6	22.1
228	22	121	0.7	22.8
229	23	113	0.6	23.4
230	24	107	0.6	24.0
231	24	107	0.6	24.5
232	25	107	0.6	25.1
233	25	119	0.6	25.8
234	26	102	0.6	26.3
235	27	127	0.7	27.0
236	27	129	0.7	27.7
237	28	113	0.6	28.3
238	29	128	0.7	29.0
239	29	119	0.6	29.6
240	30	101	0.5	30.2
241	31	125	0.7	30.9
242	31	110	0.6	31.5
243	32	116	0.6	32.1
244	32	115	0.6	32.7
245	33	124	0.7	33.4
246	34	120	0.6	34.0
247	34	124	0.7	34.7
248	35	134	0.7	35.4
249	36	129	0.7	36.1
250	36	128	0.7	36.8

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	37	141	0.8	37.6
252	38	151	0.8	38.4
253	39	132	0.7	39.1
254	39	126	0.7	39.8
255	40	122	0.7	40.5
256	41	154	0.8	41.3
257	42	146	0.8	42.1
258	42	146	0.8	42.9
259	43	144	0.8	43.6
260	44	127	0.7	44.3
261	45	132	0.7	45.0
262	45	134	0.7	45.8
263	46	128	0.7	46.5
264	47	131	0.7	47.2
265	48	155	0.8	48.0
266	48	145	0.8	48.8
267	49	160	0.9	49.7
268	50	155	0.8	50.5
269	51	153	0.8	51.3
270	52	147	0.8	52.1
271	53	150	0.8	52.9
272	53	161	0.9	53.8
273	54	168	0.9	54.7
274	55	153	0.8	55.5
275	56	153	0.8	56.4
276	57	148	0.8	57.2
277	58	157	0.8	58.0
278	58	134	0.7	58.7
279	59	174	0.9	59.7
280	60	146	0.8	60.5
281	61	156	0.8	61.3
282	62	151	0.8	62.1
283	63	153	0.8	63.0
284	63	168	0.9	63.9
285	64	158	0.9	64.7
286	65	151	0.8	65.5
287	66	149	0.8	66.3
288	67	155	0.8	67.2
289	68	156	0.8	68.0
290	68	160	0.9	68.9

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
291	69	164	0.9	69.8
292	70	134	0.7	70.5
293	71	153	0.8	71.3
294	72	145	0.8	72.1
295	73	151	0.8	72.9
296	73	178	1.0	73.9
297	74	135	0.7	74.6
298	75	145	0.8	75.4
299	76	133	0.7	76.1
300	77	157	0.8	77.0
301	77	163	0.9	77.9
302	78	126	0.7	78.5
303	79	174	0.9	79.5
304	80	150	0.8	80.3
305	81	132	0.7	81.0
306	81	141	0.8	81.8
307	82	117	0.6	82.4
308	83	140	0.8	83.2
309	83	114	0.6	83.8
310	84	121	0.7	84.4
311	85	120	0.6	85.1
312	85	120	0.6	85.7
313	86	125	0.7	86.4
314	87	106	0.6	87.0
315	87	104	0.6	87.5
316	88	119	0.6	88.2
317	88	114	0.6	88.8
318	89	90	0.5	89.3
319	90	93	0.5	89.8
320	90	99	0.5	90.3
321	91	93	0.5	90.8
322	91	120	0.6	91.5
323	92	51	0.3	91.8
324	92	90	0.5	92.2
325	92	91	0.5	92.7
326	93	101	0.5	93.3
327	93	68	0.4	93.6
328	94	92	0.5	94.1
329	94	58	0.3	94.5
330	95	53	0.3	94.7

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
331	95	93	0.5	95.2
332	95	69	0.4	95.6
333	96	39	0.2	95.8
334	96	70	0.4	96.2
335	96	69	0.4	96.6
336	97	45	0.2	96.8
337	97	53	0.3	97.1
338	97	49	0.3	97.4
339	97	30	0.2	97.5
340	98	15	0.1	97.6
341	98	89	0.5	98.1
342	98	40	0.2	98.3
343	98	21	0.1	98.4
344	99	34	0.2	98.6
345	99	23	0.1	98.7
346	99	11	0.1	98.8
347	99	46	0.2	99.0
348	99	20	0.1	99.2
349	99	16	0.1	99.2
350	99	4	0.0	99.3
351	99	26	0.1	99.4
352	99	19	0.1	99.5
353	99	11	0.1	99.6
354	99	4	0.0	99.6
355	99	4	0.0	99.6
357	99	18	0.1	99.7
358	99	23	0.1	99.8
359	99	6	0.0	99.9
360	99	25	0.1	100.0
Total N-Count		18,489		

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	61	0.5	0.5
124	1	3	0.0	0.5
127	1	2	0.0	0.5
129	1	1	0.0	0.5
130	1	1	0.0	0.5
134	1	2	0.0	0.5
136	1	2	0.0	0.5
139	1	2	0.0	0.6
140	1	3	0.0	0.6
143	1	1	0.0	0.6
145	1	5	0.0	0.6
146	1	1	0.0	0.6
147	1	2	0.0	0.6
148	1	2	0.0	0.7
149	1	3	0.0	0.7
150	1	1	0.0	0.7
151	1	6	0.0	0.7
152	1	3	0.0	0.8
153	1	6	0.0	0.8
154	1	7	0.1	0.9
156	1	12	0.1	1.0
157	1	5	0.0	1.0
158	1	9	0.1	1.1
159	1	2	0.0	1.1
160	1	19	0.1	1.2
161	1	1	0.0	1.2
162	1	13	0.1	1.3
163	1	6	0.0	1.4
164	1	19	0.1	1.5
165	2	7	0.1	1.6
166	2	11	0.1	1.6
167	2	12	0.1	1.7
168	2	11	0.1	1.8
169	2	11	0.1	1.9
170	2	9	0.1	2.0
171	2	14	0.1	2.1
172	2	8	0.1	2.1
173	2	12	0.1	2.2
174	2	13	0.1	2.3

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
175	2	12	0.1	2.4
176	2	8	0.1	2.5
177	3	14	0.1	2.6
178	3	8	0.1	2.6
179	3	14	0.1	2.7
180	3	24	0.2	2.9
181	3	9	0.1	3.0
182	3	10	0.1	3.1
183	3	20	0.2	3.2
184	3	14	0.1	3.3
185	3	19	0.1	3.5
186	4	19	0.1	3.6
187	4	33	0.2	3.9
188	4	11	0.1	3.9
189	4	18	0.1	4.1
190	4	20	0.2	4.2
191	4	18	0.1	4.4
192	4	16	0.1	4.5
193	5	29	0.2	4.7
194	5	22	0.2	4.9
195	5	27	0.2	5.1
196	5	21	0.2	5.2
197	5	23	0.2	5.4
198	5	23	0.2	5.6
199	6	30	0.2	5.8
200	6	36	0.3	6.1
201	6	28	0.2	6.3
202	6	32	0.2	6.5
203	7	37	0.3	6.8
204	7	41	0.3	7.1
205	7	29	0.2	7.3
206	8	43	0.3	7.7
207	8	32	0.2	7.9
208	8	37	0.3	8.2
209	8	40	0.3	8.5
210	9	55	0.4	8.9
211	9	49	0.4	9.3
212	9	28	0.2	9.5
213	10	33	0.2	9.7
214	10	38	0.3	10.0

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
215	10	40	0.3	10.3
216	10	42	0.3	10.6
217	11	41	0.3	10.9
218	11	46	0.3	11.3
219	11	48	0.4	11.7
220	12	46	0.3	12.0
221	12	37	0.3	12.3
222	12	49	0.4	12.6
223	13	71	0.5	13.2
224	13	49	0.4	13.6
225	14	72	0.5	14.1
226	14	68	0.5	14.6
227	15	72	0.5	15.2
228	15	64	0.5	15.6
229	16	64	0.5	16.1
230	16	71	0.5	16.7
231	17	77	0.6	17.2
232	17	67	0.5	17.7
233	18	85	0.6	18.4
234	19	61	0.5	18.8
235	19	87	0.7	19.5
236	20	62	0.5	20.0
237	20	75	0.6	20.5
238	21	62	0.5	21.0
239	21	93	0.7	21.7
240	22	70	0.5	22.2
241	23	78	0.6	22.8
242	23	89	0.7	23.5
243	24	92	0.7	24.2
244	24	75	0.6	24.7
245	25	84	0.6	25.4
246	26	80	0.6	26.0
247	26	98	0.7	26.7
248	27	94	0.7	27.4
249	28	93	0.7	28.1
250	28	85	0.6	28.8
251	29	93	0.7	29.5
252	30	80	0.6	30.1
253	30	88	0.7	30.7
254	31	97	0.7	31.5

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
255	32	102	0.8	32.2
256	33	85	0.6	32.9
257	33	91	0.7	33.6
258	34	84	0.6	34.2
259	35	82	0.6	34.8
260	35	96	0.7	35.5
261	36	94	0.7	36.3
262	37	106	0.8	37.1
263	37	115	0.9	37.9
264	38	92	0.7	38.6
265	39	114	0.9	39.5
266	40	112	0.8	40.3
267	41	127	1.0	41.3
268	42	109	0.8	42.1
269	43	108	0.8	42.9
270	43	114	0.9	43.8
271	44	121	0.9	44.7
272	45	117	0.9	45.6
273	46	141	1.1	46.6
274	47	114	0.9	47.5
275	48	127	1.0	48.5
276	49	132	1.0	49.4
277	50	132	1.0	50.4
278	51	115	0.9	51.3
279	52	137	1.0	52.3
280	53	129	1.0	53.3
281	54	147	1.1	54.4
282	55	113	0.9	55.3
283	56	127	1.0	56.2
284	57	124	0.9	57.2
285	58	139	1.0	58.2
286	59	122	0.9	59.1
287	60	123	0.9	60.1
288	61	129	1.0	61.0
289	62	137	1.0	62.1
290	62	108	0.8	62.9
291	63	101	0.8	63.6
292	64	133	1.0	64.7
293	65	143	1.1	65.7
294	66	127	1.0	66.7

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
295	67	113	0.9	67.5
296	68	135	1.0	68.6
297	69	112	0.8	69.4
298	70	140	1.1	70.5
299	71	121	0.9	71.4
300	72	103	0.8	72.1
301	73	132	1.0	73.1
302	74	101	0.8	73.9
303	74	133	1.0	74.9
304	75	113	0.9	75.8
305	76	119	0.9	76.7
306	77	136	1.0	77.7
307	78	98	0.7	78.4
308	79	137	1.0	79.5
309	80	114	0.9	80.3
310	81	97	0.7	81.0
311	81	109	0.8	81.9
312	82	119	0.9	82.8
313	83	114	0.9	83.6
314	84	92	0.7	84.3
315	85	92	0.7	85.0
316	85	106	0.8	85.8
317	86	103	0.8	86.6
318	87	79	0.6	87.2
319	88	85	0.6	87.8
320	88	78	0.6	88.4
321	89	80	0.6	89.0
322	89	93	0.7	89.7
323	90	58	0.4	90.2
324	91	101	0.8	90.9
325	91	67	0.5	91.4
326	92	90	0.7	92.1
327	92	43	0.3	92.4
328	93	69	0.5	92.9
329	93	53	0.4	93.3
330	93	40	0.3	93.6
331	94	84	0.6	94.3
332	95	60	0.5	94.7
333	95	28	0.2	94.9
334	95	58	0.4	95.4

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
335	96	50	0.4	95.8
336	96	39	0.3	96.1
337	96	39	0.3	96.3
338	97	41	0.3	96.7
339	97	15	0.1	96.8
340	97	12	0.1	96.9
341	97	71	0.5	97.4
342	98	35	0.3	97.7
343	98	21	0.2	97.8
344	98	31	0.2	98.1
345	98	35	0.3	98.3
346	98	15	0.1	98.4
347	99	38	0.3	98.7
348	99	19	0.1	98.9
349	99	11	0.1	98.9
350	99	14	0.1	99.0
351	99	32	0.2	99.3
352	99	12	0.1	99.4
353	99	12	0.1	99.5
354	99	2	0.0	99.5
355	99	3	0.0	99.5
357	99	23	0.2	99.7
358	99	11	0.1	99.8
359	99	16	0.1	99.9
360	99	15	0.1	100.0
Total N-Count		13,259		

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (All Schools)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	203	2.7	2.7
123	3	4	0.1	2.8
124	3	8	0.1	2.9
127	3	2	0.0	2.9
129	3	2	0.0	2.9
130	3	5	0.1	3.0
132	3	1	0.0	3.0
133	3	5	0.1	3.1
134	3	2	0.0	3.1
136	3	9	0.1	3.2
137	3	6	0.1	3.3
139	3	4	0.1	3.4
140	3	2	0.0	3.4
141	3	2	0.0	3.4
142	3	2	0.0	3.4
143	3	6	0.1	3.5
144	4	1	0.0	3.5
145	4	10	0.1	3.7
146	4	5	0.1	3.7
147	4	6	0.1	3.8
148	4	2	0.0	3.8
149	4	4	0.1	3.9
150	4	1	0.0	3.9
151	4	13	0.2	4.1
152	4	3	0.0	4.1
153	4	7	0.1	4.2
154	4	11	0.1	4.4
155	4	8	0.1	4.5
156	5	21	0.3	4.8
157	5	8	0.1	4.9
158	5	21	0.3	5.1
159	5	8	0.1	5.3
160	5	21	0.3	5.5
161	6	5	0.1	5.6
162	6	25	0.3	5.9
163	6	7	0.1	6.0
164	6	23	0.3	6.3
165	6	10	0.1	6.5
166	7	14	0.2	6.7

Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	7	6	0.1	6.7
168	7	14	0.2	6.9
169	7	8	0.1	7.0
170	7	5	0.1	7.1
171	7	6	0.1	7.2
172	7	11	0.1	7.3
173	7	12	0.2	7.5
174	8	9	0.1	7.6
175	8	6	0.1	7.7
176	8	14	0.2	7.9
177	8	3	0.0	7.9
178	8	9	0.1	8.0
179	8	10	0.1	8.2
180	8	19	0.3	8.4
181	9	12	0.2	8.6
182	9	19	0.3	8.8
183	9	13	0.2	9.0
184	9	10	0.1	9.2
185	9	13	0.2	9.3
186	9	9	0.1	9.5
187	10	23	0.3	9.8
188	10	7	0.1	9.9
189	10	17	0.2	10.1
190	10	12	0.2	10.2
191	10	19	0.3	10.5
192	11	19	0.3	10.8
193	11	16	0.2	11.0
194	11	21	0.3	11.2
195	11	21	0.3	11.5
196	12	13	0.2	11.7
197	12	18	0.2	11.9
198	12	25	0.3	12.3
199	12	29	0.4	12.7
200	13	21	0.3	13.0
201	13	19	0.3	13.2
202	13	23	0.3	13.5
203	14	19	0.3	13.8
204	14	24	0.3	14.1
205	14	22	0.3	14.4
206	15	30	0.4	14.8

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	15	19	0.3	15.0
208	15	26	0.3	15.4
209	16	23	0.3	15.7
210	16	31	0.4	16.1
211	16	32	0.4	16.5
212	17	34	0.5	17.0
213	17	24	0.3	17.3
214	18	31	0.4	17.7
215	18	28	0.4	18.1
216	18	30	0.4	18.5
217	19	25	0.3	18.8
218	19	34	0.5	19.3
219	19	30	0.4	19.7
220	20	33	0.4	20.2
221	20	39	0.5	20.7
222	21	40	0.5	21.2
223	21	34	0.5	21.7
224	22	34	0.5	22.1
225	22	41	0.5	22.7
226	23	66	0.9	23.6
227	24	45	0.6	24.2
228	24	44	0.6	24.7
229	25	36	0.5	25.2
230	26	42	0.6	25.8
231	26	47	0.6	26.4
232	27	38	0.5	26.9
233	27	40	0.5	27.5
234	28	42	0.6	28.0
235	28	42	0.6	28.6
236	29	53	0.7	29.3
237	30	52	0.7	30.0
238	30	44	0.6	30.6
239	31	53	0.7	31.3
240	32	48	0.6	31.9
241	32	43	0.6	32.5
242	33	50	0.7	33.2
243	34	54	0.7	33.9
244	34	50	0.7	34.6
245	35	51	0.7	35.3
246	36	60	0.8	36.1

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	36	56	0.8	36.8
248	37	56	0.8	37.6
249	38	66	0.9	38.5
250	39	50	0.7	39.1
251	40	64	0.9	40.0
252	40	63	0.8	40.8
253	41	58	0.8	41.6
254	42	60	0.8	42.4
255	43	70	0.9	43.4
256	44	63	0.8	44.2
257	45	63	0.8	45.0
258	45	53	0.7	45.8
259	46	57	0.8	46.5
260	47	64	0.9	47.4
261	48	71	1.0	48.3
262	49	63	0.8	49.2
263	50	64	0.9	50.0
264	51	78	1.0	51.1
265	52	82	1.1	52.2
266	53	78	1.0	53.2
267	54	69	0.9	54.1
268	55	79	1.1	55.2
269	56	82	1.1	56.3
270	57	70	0.9	57.2
271	58	70	0.9	58.2
272	59	76	1.0	59.2
273	60	73	1.0	60.2
274	61	77	1.0	61.2
275	62	73	1.0	62.2
276	63	68	0.9	63.1
277	64	67	0.9	64.0
278	64	73	1.0	65.0
279	65	68	0.9	65.9
280	66	66	0.9	66.8
281	67	72	1.0	67.7
282	68	65	0.9	68.6
283	69	63	0.8	69.5
284	70	61	0.8	70.3
285	71	70	0.9	71.2
286	72	72	1.0	72.2

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	73	61	0.8	73.0
288	73	72	1.0	74.0
289	74	70	0.9	74.9
290	75	63	0.8	75.7
291	76	62	0.8	76.6
292	77	48	0.6	77.2
293	78	52	0.7	77.9
294	78	63	0.8	78.8
295	79	52	0.7	79.5
296	80	60	0.8	80.3
297	81	47	0.6	80.9
298	81	74	1.0	81.9
299	82	50	0.7	82.6
300	83	49	0.7	83.2
301	84	64	0.9	84.1
302	84	43	0.6	84.6
303	85	58	0.8	85.4
304	86	62	0.8	86.3
305	87	40	0.5	86.8
306	87	50	0.7	87.5
307	88	42	0.6	88.0
308	88	45	0.6	88.6
309	89	39	0.5	89.2
310	89	39	0.5	89.7
311	90	53	0.7	90.4
312	91	39	0.5	90.9
313	91	24	0.3	91.2
314	91	35	0.5	91.7
315	92	40	0.5	92.2
316	92	34	0.5	92.7
317	93	25	0.3	93.0
318	93	33	0.4	93.5
319	94	22	0.3	93.8
320	94	34	0.5	94.2
321	94	30	0.4	94.6
322	95	35	0.5	95.1
323	95	11	0.1	95.2
324	95	21	0.3	95.5
325	96	17	0.2	95.8
326	96	20	0.3	96.0

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (All Schools) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	96	14	0.2	96.2
328	96	23	0.3	96.5
329	97	20	0.3	96.8
330	97	14	0.2	97.0
331	97	28	0.4	97.3
332	97	14	0.2	97.5
333	98	6	0.1	97.6
334	98	15	0.2	97.8
335	98	16	0.2	98.0
336	98	8	0.1	98.1
337	98	15	0.2	98.3
338	98	8	0.1	98.4
339	98	2	0.0	98.5
340	98	2	0.0	98.5
341	99	22	0.3	98.8
342	99	9	0.1	98.9
343	99	1	0.0	98.9
344	99	5	0.1	99.0
345	99	7	0.1	99.1
347	99	16	0.2	99.3
348	99	7	0.1	99.4
349	99	5	0.1	99.5
350	99	3	0.0	99.5
351	99	10	0.1	99.6
352	99	4	0.1	99.7
353	99	9	0.1	99.8
355	99	1	0.0	99.8
357	99	4	0.1	99.9
358	99	2	0.0	99.9
359	99	5	0.1	100.0
360	99	2	0.0	100.0
Total N-Count		7,459		

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	14	0.1	0.1
124	1	1	0.0	0.1
125	1	2	0.0	0.1
129	1	5	0.0	0.1
131	1	2	0.0	0.1
132	1	1	0.0	0.1
133	1	0	0.0	0.1
134	1	3	0.0	0.1
135	1	3	0.0	0.1
137	1	2	0.0	0.1
138	1	1	0.0	0.1
140	1	4	0.0	0.1
141	1	3	0.0	0.2
142	1	1	0.0	0.2
143	1	0	0.0	0.2
144	1	3	0.0	0.2
145	1	3	0.0	0.2
146	1	1	0.0	0.2
147	1	3	0.0	0.2
148	1	0	0.0	0.2
149	1	6	0.0	0.2
150	1	4	0.0	0.2
151	1	2	0.0	0.2
152	1	4	0.0	0.3
153	1	1	0.0	0.3
154	1	2	0.0	0.3
155	1	10	0.0	0.3
156	1	1	0.0	0.3
157	1	13	0.0	0.3
158	1	5	0.0	0.4
159	1	18	0.1	0.4
160	1	11	0.0	0.5
161	1	19	0.1	0.5
162	2	16	0.1	0.6
163	2	15	0.1	0.7
164	2	12	0.0	0.7
165	2	13	0.0	0.8
166	2	27	0.1	0.8
167	3	24	0.1	0.9

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	2	11	0.0	1.0
169	2	27	0.1	1.1
170	3	18	0.1	1.1
171	3	15	0.1	1.2
172	3	22	0.1	1.3
173	3	18	0.1	1.3
174	3	18	0.1	1.4
175	4	25	0.1	1.5
176	4	27	0.1	1.6
177	4	25	0.1	1.7
178	4	26	0.1	1.8
179	4	22	0.1	1.9
180	5	29	0.1	2.0
181	5	16	0.1	2.0
182	5	41	0.2	2.2
183	5	21	0.1	2.3
184	5	35	0.1	2.4
185	5	35	0.1	2.5
186	6	34	0.1	2.6
187	6	38	0.1	2.8
188	6	33	0.1	2.9
189	6	45	0.2	3.1
190	6	31	0.1	3.2
191	6	40	0.1	3.3
192	7	27	0.1	3.4
193	7	31	0.1	3.5
194	7	33	0.1	3.7
195	7	46	0.2	3.8
196	7	61	0.2	4.1
197	8	43	0.2	4.2
198	8	52	0.2	4.4
199	8	29	0.1	4.5
200	8	53	0.2	4.7
201	8	38	0.1	4.9
202	9	41	0.2	5.0
203	9	56	0.2	5.2
204	9	50	0.2	5.4
205	9	68	0.3	5.6
206	9	57	0.2	5.9
207	10	58	0.2	6.1

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	10	50	0.2	6.3
209	10	44	0.2	6.4
210	10	55	0.2	6.6
211	11	64	0.2	6.9
212	11	60	0.2	7.1
213	11	50	0.2	7.3
214	11	70	0.3	7.5
215	12	81	0.3	7.8
216	12	81	0.3	8.1
217	12	44	0.2	8.3
218	13	83	0.3	8.6
219	13	88	0.3	8.9
220	13	82	0.3	9.2
221	13	112	0.4	9.6
222	14	81	0.3	9.9
223	14	97	0.4	10.3
224	15	87	0.3	10.6
225	15	122	0.4	11.0
226	15	110	0.4	11.4
227	16	106	0.4	11.8
228	16	108	0.4	12.2
229	17	135	0.5	12.7
230	17	112	0.4	13.1
231	18	130	0.5	13.6
232	18	124	0.5	14.1
233	19	115	0.4	14.5
234	19	137	0.5	15.0
235	20	122	0.4	15.4
236	20	130	0.5	15.9
237	21	115	0.4	16.4
238	21	150	0.6	16.9
239	22	144	0.5	17.4
240	22	141	0.5	18.0
241	23	152	0.6	18.5
242	23	148	0.5	19.1
243	24	170	0.6	19.7
244	24	166	0.6	20.3
245	25	207	0.8	21.1
246	25	175	0.6	21.7
247	26	204	0.8	22.4

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	27	190	0.7	23.1
249	27	173	0.6	23.8
250	28	187	0.7	24.5
251	29	189	0.7	25.2
252	29	199	0.7	25.9
253	30	207	0.8	26.7
254	31	218	0.8	27.5
255	32	184	0.7	28.1
256	32	205	0.8	28.9
257	33	189	0.7	29.6
258	34	243	0.9	30.5
259	35	204	0.8	31.2
260	35	236	0.9	32.1
261	36	234	0.9	33.0
262	37	234	0.9	33.8
263	38	206	0.8	34.6
264	39	234	0.9	35.4
265	39	226	0.8	36.3
266	40	264	1.0	37.2
267	41	227	0.8	38.1
268	42	241	0.9	39.0
269	43	259	1.0	39.9
270	43	248	0.9	40.8
271	44	266	1.0	41.8
272	45	251	0.9	42.7
273	46	261	1.0	43.7
274	47	288	1.1	44.7
275	48	259	1.0	45.7
276	49	247	0.9	46.6
277	50	276	1.0	47.6
278	51	294	1.1	48.7
279	52	288	1.1	49.8
280	52	241	0.9	50.7
281	53	291	1.1	51.7
282	54	255	0.9	52.7
283	55	263	1.0	53.6
284	56	289	1.1	54.7
285	57	267	1.0	55.7
286	58	230	0.8	56.5
287	59	295	1.1	57.6

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	60	296	1.1	58.7
289	61	253	0.9	59.6
290	62	333	1.2	60.8
291	63	296	1.1	61.9
292	64	226	0.8	62.8
293	64	314	1.2	63.9
294	66	274	1.0	64.9
295	66	225	0.8	65.8
296	67	249	0.9	66.7
297	68	271	1.0	67.7
298	69	278	1.0	68.7
299	70	217	0.8	69.5
300	71	299	1.1	70.6
301	72	232	0.9	71.4
302	73	249	0.9	72.4
303	73	267	1.0	73.3
304	74	291	1.1	74.4
305	75	229	0.8	75.3
306	76	230	0.8	76.1
307	77	277	1.0	77.1
308	78	197	0.7	77.8
309	78	244	0.9	78.7
310	79	237	0.9	79.6
311	80	225	0.8	80.4
312	81	181	0.7	81.1
313	82	226	0.8	81.9
314	82	182	0.7	82.6
315	83	218	0.8	83.4
316	84	182	0.7	84.1
317	84	180	0.7	84.7
318	85	291	1.1	85.8
319	86	170	0.6	86.4
320	86	203	0.7	87.2
321	87	135	0.5	87.7
322	88	217	0.8	88.5
323	88	158	0.6	89.1
324	89	166	0.6	89.7
325	89	88	0.3	90.0
326	90	178	0.7	90.7
327	91	180	0.7	91.3

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade K)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	91	76	0.3	91.6
329	91	228	0.8	92.4
330	92	62	0.2	92.7
331	92	162	0.6	93.3
332	93	70	0.3	93.5
333	93	99	0.4	93.9
334	94	140	0.5	94.4
335	94	65	0.2	94.6
336	94	28	0.1	94.7
337	95	112	0.4	95.1
338	95	204	0.8	95.9
339	95	30	0.1	96.0
340	96	159	0.6	96.6
341	96	9	0.0	96.6
342	96	98	0.4	97.0
344	97	46	0.2	97.2
345	97	152	0.6	97.7
346	97	11	0.0	97.8
348	97	39	0.1	97.9
349	98	228	0.8	98.7
350	98	15	0.1	98.8
351	98	64	0.2	99.0
356	99	82	0.3	99.3
360	99	182	0.7	100.0
Total N-Count		27,185		

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	155	0.6	0.6
121	1	10	0.0	0.6
122	1	3	0.0	0.7
125	1	1	0.0	0.7
127	1	5	0.0	0.7
128	1	2	0.0	0.7
129	1	1	0.0	0.7
130	1	1	0.0	0.7
133	1	1	0.0	0.7
134	1	2	0.0	0.7
135	1	4	0.0	0.7
136	1	5	0.0	0.7
137	1	3	0.0	0.8
138	1	7	0.0	0.8
139	1	1	0.0	0.8
140	1	8	0.0	0.8
141	1	4	0.0	0.8
142	1	8	0.0	0.9
143	1	17	0.1	0.9
144	1	11	0.0	1.0
145	1	14	0.1	1.0
146	1	28	0.1	1.1
147	1	17	0.1	1.2
148	1	38	0.1	1.3
149	1	17	0.1	1.4
150	2	42	0.2	1.6
151	2	36	0.1	1.7
152	2	55	0.2	1.9
153	2	42	0.2	2.1
154	3	52	0.2	2.3
155	3	51	0.2	2.5
156	3	47	0.2	2.7
157	4	65	0.3	2.9
158	4	45	0.2	3.1
159	4	39	0.2	3.3
160	4	73	0.3	3.5
161	5	38	0.1	3.7
162	5	36	0.1	3.8
163	5	48	0.2	4.0

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
164	5	26	0.1	4.1
165	6	40	0.2	4.3
166	6	48	0.2	4.5
167	6	26	0.1	4.6
168	6	32	0.1	4.7
169	6	32	0.1	4.8
170	7	28	0.1	4.9
171	7	37	0.1	5.1
172	7	33	0.1	5.2
173	7	31	0.1	5.3
174	7	32	0.1	5.4
175	8	49	0.2	5.6
176	8	30	0.1	5.8
177	8	44	0.2	5.9
178	8	54	0.2	6.1
179	9	47	0.2	6.3
180	9	54	0.2	6.5
181	9	53	0.2	6.7
182	10	51	0.2	6.9
183	10	62	0.2	7.2
184	10	77	0.3	7.5
185	11	70	0.3	7.7
186	11	77	0.3	8.0
187	11	79	0.3	8.4
188	12	76	0.3	8.7
189	12	94	0.4	9.0
190	13	76	0.3	9.3
191	13	102	0.4	9.7
192	13	92	0.4	10.1
193	14	97	0.4	10.4
194	14	103	0.4	10.9
195	15	98	0.4	11.2
196	15	114	0.4	11.7
197	16	119	0.5	12.1
198	16	120	0.5	12.6
199	17	133	0.5	13.1
200	17	122	0.5	13.6
201	18	139	0.5	14.1
202	18	140	0.5	14.7
203	19	161	0.6	15.3

Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
204	20	134	0.5	15.8
205	20	161	0.6	16.5
206	21	150	0.6	17.1
207	22	148	0.6	17.6
208	22	149	0.6	18.2
209	23	156	0.6	18.8
210	23	175	0.7	19.5
211	24	148	0.6	20.1
212	25	174	0.7	20.8
213	25	146	0.6	21.3
214	26	186	0.7	22.0
215	27	192	0.7	22.8
216	28	178	0.7	23.5
217	28	195	0.8	24.2
218	29	196	0.8	25.0
219	30	213	0.8	25.8
220	31	204	0.8	26.6
221	32	205	0.8	27.4
222	33	197	0.8	28.2
223	33	250	1.0	29.2
224	34	195	0.8	29.9
225	35	191	0.7	30.7
226	36	217	0.8	31.5
227	37	226	0.9	32.4
228	38	232	0.9	33.3
229	39	254	1.0	34.3
230	40	296	1.2	35.5
231	41	259	1.0	36.5
232	42	277	1.1	37.5
233	43	274	1.1	38.6
234	44	253	1.0	39.6
235	45	252	1.0	40.6
236	46	279	1.1	41.7
237	47	226	0.9	42.6
238	48	279	1.1	43.6
239	49	320	1.2	44.9
240	50	241	0.9	45.8
241	51	285	1.1	46.9
242	52	218	0.8	47.8
243	53	271	1.1	48.8

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
244	54	316	1.2	50.1
245	55	257	1.0	51.1
246	56	303	1.2	52.3
247	57	275	1.1	53.3
248	58	253	1.0	54.3
249	59	267	1.0	55.4
250	60	285	1.1	56.5
251	61	266	1.0	57.5
252	62	255	1.0	58.5
253	63	259	1.0	59.5
254	64	279	1.1	60.6
255	65	293	1.1	61.7
256	66	255	1.0	62.7
257	67	276	1.1	63.8
258	68	260	1.0	64.8
259	69	260	1.0	65.8
260	70	241	0.9	66.8
261	71	259	1.0	67.8
262	72	257	1.0	68.8
263	72	233	0.9	69.7
264	73	228	0.9	70.6
265	74	242	0.9	71.5
266	75	253	1.0	72.5
267	76	221	0.9	73.4
268	77	234	0.9	74.3
269	77	217	0.8	75.1
270	78	226	0.9	76.0
271	79	224	0.9	76.9
272	80	197	0.8	77.6
273	80	206	0.8	78.5
274	81	199	0.8	79.2
275	82	211	0.8	80.0
276	83	202	0.8	80.8
277	83	189	0.7	81.6
278	84	195	0.8	82.3
279	85	180	0.7	83.0
280	85	187	0.7	83.8
281	86	149	0.6	84.3
282	86	160	0.6	85.0
283	87	147	0.6	85.5

Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
284	88	164	0.6	86.2
285	88	155	0.6	86.8
286	89	155	0.6	87.4
287	89	148	0.6	88.0
288	90	137	0.5	88.5
289	90	160	0.6	89.1
290	91	102	0.4	89.5
291	91	121	0.5	90.0
292	91	111	0.4	90.4
293	92	120	0.5	90.9
294	92	104	0.4	91.3
295	93	138	0.5	91.8
296	93	97	0.4	92.2
297	93	115	0.4	92.7
298	94	90	0.4	93.0
299	94	90	0.4	93.4
300	94	71	0.3	93.6
301	95	83	0.3	94.0
302	95	66	0.3	94.2
303	95	100	0.4	94.6
304	95	52	0.2	94.8
305	96	81	0.3	95.1
306	96	65	0.3	95.4
307	96	66	0.3	95.6
308	96	51	0.2	95.8
309	97	59	0.2	96.1
310	97	79	0.3	96.4
311	97	37	0.1	96.5
312	97	60	0.2	96.8
313	97	51	0.2	97.0
314	97	45	0.2	97.1
315	98	48	0.2	97.3
316	98	47	0.2	97.5
317	98	29	0.1	97.6
318	98	49	0.2	97.8
319	98	33	0.1	97.9
320	98	29	0.1	98.0
321	98	26	0.1	98.1
322	98	34	0.1	98.3
323	99	20	0.1	98.4

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
324	99	35	0.1	98.5
325	99	25	0.1	98.6
326	99	21	0.1	98.7
327	99	25	0.1	98.8
328	99	23	0.1	98.9
329	99	17	0.1	98.9
330	99	15	0.1	99.0
331	99	33	0.1	99.1
332	99	17	0.1	99.2
333	99	19	0.1	99.3
334	99	21	0.1	99.3
335	99	12	0.0	99.4
336	99	8	0.0	99.4
337	99	25	0.1	99.5
338	99	7	0.0	99.5
339	99	18	0.1	99.6
340	99	4	0.0	99.6
341	99	7	0.0	99.6
342	99	7	0.0	99.7
343	99	17	0.1	99.7
344	99	13	0.1	99.8
345	99	4	0.0	99.8
346	99	1	0.0	99.8
347	99	1	0.0	99.8
348	99	8	0.0	99.8
349	99	10	0.0	99.9
350	99	10	0.0	99.9
351	99	1	0.0	99.9
352	99	1	0.0	99.9
354	99	9	0.0	100.0
360	99	8	0.0	100.0
Total N-Count		25,658		

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	108	0.4	0.4
121	1	4	0.0	0.4
122	1	1	0.0	0.4
127	1	3	0.0	0.4
128	1	1	0.0	0.4
130	1	1	0.0	0.4
131	1	2	0.0	0.5
132	1	0	0.0	0.5
133	1	2	0.0	0.5
135	1	4	0.0	0.5
136	1	1	0.0	0.5
137	1	1	0.0	0.5
138	1	10	0.0	0.5
139	1	1	0.0	0.5
140	1	8	0.0	0.6
141	1	2	0.0	0.6
142	1	1	0.0	0.6
143	1	15	0.1	0.6
144	1	0	0.0	0.6
145	1	18	0.1	0.7
146	1	13	0.0	0.7
147	1	3	0.0	0.8
148	1	25	0.1	0.8
149	1	16	0.1	0.9
150	1	38	0.1	1.1
151	1	14	0.1	1.1
152	1	29	0.1	1.2
153	1	28	0.1	1.3
154	2	43	0.2	1.5
155	2	44	0.2	1.7
156	2	37	0.1	1.8
157	2	32	0.1	1.9
158	3	39	0.1	2.1
159	3	37	0.1	2.2
160	3	53	0.2	2.4
161	3	26	0.1	2.5
162	3	17	0.1	2.6
163	3	43	0.2	2.7
164	4	24	0.1	2.8

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
165	4	30	0.1	2.9
166	4	38	0.1	3.1
167	4	22	0.1	3.2
168	4	25	0.1	3.3
169	4	27	0.1	3.4
170	4	24	0.1	3.5
171	5	35	0.1	3.6
172	5	19	0.1	3.7
173	5	28	0.1	3.8
174	5	21	0.1	3.8
175	5	27	0.1	3.9
176	5	26	0.1	4.0
177	5	22	0.1	4.1
178	6	32	0.1	4.2
179	6	36	0.1	4.4
180	6	34	0.1	4.5
181	6	28	0.1	4.6
182	6	27	0.1	4.7
183	6	44	0.2	4.9
184	7	29	0.1	5.0
185	7	40	0.2	5.2
186	7	39	0.1	5.3
187	7	49	0.2	5.5
188	7	34	0.1	5.6
189	8	47	0.2	5.8
190	8	42	0.2	6.0
191	8	59	0.2	6.2
192	8	35	0.1	6.3
193	9	44	0.2	6.5
194	9	50	0.2	6.7
195	9	57	0.2	6.9
196	9	53	0.2	7.1
197	10	54	0.2	7.3
198	10	61	0.2	7.5
199	10	55	0.2	7.7
200	10	60	0.2	8.0
201	11	61	0.2	8.2
202	11	60	0.2	8.4
203	11	63	0.2	8.7
204	12	65	0.2	8.9

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
205	12	39	0.1	9.0
206	12	58	0.2	9.3
207	12	51	0.2	9.5
208	13	63	0.2	9.7
209	13	66	0.3	10.0
210	13	49	0.2	10.1
211	14	83	0.3	10.5
212	14	72	0.3	10.7
213	14	76	0.3	11.0
214	15	66	0.3	11.3
215	15	82	0.3	11.6
216	15	61	0.2	11.8
217	16	80	0.3	12.1
218	16	77	0.3	12.4
219	16	106	0.4	12.8
220	17	101	0.4	13.2
221	17	74	0.3	13.5
222	17	95	0.4	13.8
223	18	94	0.4	14.2
224	18	92	0.3	14.5
225	19	103	0.4	14.9
226	19	100	0.4	15.3
227	20	102	0.4	15.7
228	20	105	0.4	16.1
229	20	105	0.4	16.5
230	21	108	0.4	16.9
231	21	113	0.4	17.3
232	22	119	0.5	17.8
233	22	122	0.5	18.2
234	23	121	0.5	18.7
235	23	122	0.5	19.2
236	24	120	0.5	19.6
237	25	138	0.5	20.1
238	25	126	0.5	20.6
239	26	144	0.5	21.2
240	26	145	0.6	21.7
241	27	128	0.5	22.2
242	27	151	0.6	22.8
243	28	141	0.5	23.3
244	29	167	0.6	23.9

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
245	29	155	0.6	24.5
246	30	167	0.6	25.2
247	31	174	0.7	25.8
248	31	168	0.6	26.5
249	32	158	0.6	27.1
250	33	153	0.6	27.6
251	33	199	0.8	28.4
252	34	182	0.7	29.1
253	35	189	0.7	29.8
254	35	174	0.7	30.5
255	36	187	0.7	31.2
256	37	202	0.8	31.9
257	38	200	0.8	32.7
258	38	203	0.8	33.5
259	39	191	0.7	34.2
260	40	211	0.8	35.0
261	41	180	0.7	35.7
262	41	224	0.8	36.5
263	42	215	0.8	37.3
264	43	222	0.8	38.2
265	44	221	0.8	39.0
266	45	226	0.9	39.9
267	45	209	0.8	40.7
268	46	238	0.9	41.6
269	47	240	0.9	42.5
270	48	260	1.0	43.5
271	49	222	0.8	44.3
272	50	218	0.8	45.2
273	51	245	0.9	46.1
274	52	257	1.0	47.1
275	53	287	1.1	48.1
276	53	231	0.9	49.0
277	54	264	1.0	50.0
278	55	252	1.0	51.0
279	56	241	0.9	51.9
280	57	260	1.0	52.9
281	58	258	1.0	53.9
282	59	269	1.0	54.9
283	60	304	1.2	56.0
284	61	264	1.0	57.0

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
285	62	280	1.1	58.1
286	63	290	1.1	59.2
287	64	304	1.2	60.4
288	65	257	1.0	61.3
289	66	285	1.1	62.4
290	67	254	1.0	63.4
291	68	306	1.2	64.5
292	69	230	0.9	65.4
293	70	292	1.1	66.5
294	71	217	0.8	67.3
295	71	333	1.3	68.6
296	72	234	0.9	69.5
297	73	311	1.2	70.7
298	74	218	0.8	71.5
299	75	323	1.2	72.7
300	76	195	0.7	73.5
301	77	319	1.2	74.7
302	78	176	0.7	75.3
303	79	306	1.2	76.5
304	80	189	0.7	77.2
305	80	300	1.1	78.4
306	81	220	0.8	79.2
307	82	269	1.0	80.2
308	83	195	0.7	81.0
309	84	233	0.9	81.8
310	84	245	0.9	82.8
311	85	152	0.6	83.3
312	86	261	1.0	84.3
313	86	178	0.7	85.0
314	87	193	0.7	85.7
315	88	184	0.7	86.4
316	88	225	0.9	87.3
317	89	124	0.5	87.8
318	90	239	0.9	88.7
319	90	114	0.4	89.1
320	91	159	0.6	89.7
321	91	143	0.5	90.2
322	92	213	0.8	91.1
323	92	96	0.4	91.4
324	93	177	0.7	92.1

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

Scale Score	State PR	N-Count	Percent	Cumulative Percent
325	93	116	0.4	92.5
326	94	85	0.3	92.9
327	94	146	0.6	93.4
328	94	140	0.5	93.9
329	95	81	0.3	94.2
330	95	68	0.3	94.5
331	95	124	0.5	95.0
332	96	62	0.2	95.2
333	96	145	0.6	95.8
334	96	97	0.4	96.1
335	97	67	0.3	96.4
336	97	15	0.1	96.4
337	97	126	0.5	96.9
338	97	43	0.2	97.1
339	98	114	0.4	97.5
340	98	21	0.1	97.6
341	98	78	0.3	97.9
342	98	21	0.1	98.0
343	98	98	0.4	98.3
344	99	58	0.2	98.6
345	99	40	0.2	98.7
346	99	4	0.0	98.7
347	99	12	0.0	98.8
348	99	43	0.2	98.9
349	99	47	0.2	99.1
350	99	58	0.2	99.3
351	99	4	0.0	99.4
352	99	15	0.1	99.4
354	99	56	0.2	99.6
358	99	25	0.1	99.7
360	99	75	0.3	100.0
Total N-Count		26,354		

Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	122	0.5	0.5
121	1	2	0.0	0.5
122	1	1	0.0	0.5
123	1	2	0.0	0.5
127	1	1	0.0	0.5
129	1	2	0.0	0.5
130	1	1	0.0	0.5
133	1	10	0.0	0.6
134	1	2	0.0	0.6
135	1	3	0.0	0.6
136	1	2	0.0	0.6
137	1	5	0.0	0.6
138	1	2	0.0	0.6
139	1	4	0.0	0.6
140	1	7	0.0	0.7
142	1	7	0.0	0.7
143	1	6	0.0	0.7
144	1	1	0.0	0.7
145	1	3	0.0	0.7
146	1	7	0.0	0.8
147	1	2	0.0	0.8
148	1	6	0.0	0.8
149	1	17	0.1	0.9
150	1	6	0.0	0.9
151	1	13	0.1	0.9
152	1	16	0.1	1.0
153	1	7	0.0	1.0
154	1	31	0.1	1.2
155	1	32	0.1	1.3
156	1	25	0.1	1.4
157	2	42	0.2	1.6
158	2	40	0.2	1.7
159	2	36	0.1	1.9
160	2	46	0.2	2.1
161	2	53	0.2	2.3
162	2	38	0.2	2.4
163	3	67	0.3	2.7
164	3	44	0.2	2.9
165	3	40	0.2	3.0

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
166	3	55	0.2	3.3
167	4	29	0.1	3.4
168	4	31	0.1	3.5
169	4	42	0.2	3.7
170	4	32	0.1	3.8
171	4	36	0.1	3.9
172	4	30	0.1	4.1
173	5	30	0.1	4.2
174	5	32	0.1	4.3
175	5	36	0.1	4.5
176	5	35	0.1	4.6
177	5	38	0.2	4.8
178	6	40	0.2	4.9
179	6	46	0.2	5.1
180	6	37	0.1	5.3
181	6	36	0.1	5.4
182	7	45	0.2	5.6
183	7	53	0.2	5.8
184	7	41	0.2	6.0
185	7	52	0.2	6.2
186	8	40	0.2	6.3
187	8	59	0.2	6.6
188	8	50	0.2	6.8
189	9	49	0.2	7.0
190	9	59	0.2	7.2
191	9	49	0.2	7.4
192	10	59	0.2	7.6
193	10	60	0.2	7.9
194	10	63	0.3	8.1
195	11	43	0.2	8.3
196	11	59	0.2	8.6
197	11	53	0.2	8.8
198	11	56	0.2	9.0
199	12	76	0.3	9.3
200	12	57	0.2	9.5
201	13	70	0.3	9.8
202	13	68	0.3	10.1
203	13	53	0.2	10.3
204	14	55	0.2	10.5
205	14	76	0.3	10.8

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
206	14	60	0.2	11.1
207	15	61	0.2	11.3
208	15	66	0.3	11.6
209	15	52	0.2	11.8
210	16	72	0.3	12.1
211	16	90	0.4	12.5
212	16	79	0.3	12.8
213	17	75	0.3	13.1
214	17	82	0.3	13.4
215	18	86	0.3	13.8
216	18	80	0.3	14.1
217	19	93	0.4	14.5
218	19	67	0.3	14.7
219	19	94	0.4	15.1
220	20	91	0.4	15.5
221	20	85	0.3	15.8
222	21	99	0.4	16.2
223	21	111	0.4	16.7
224	22	104	0.4	17.1
225	22	95	0.4	17.5
226	23	105	0.4	17.9
227	23	114	0.5	18.4
228	24	107	0.4	18.8
229	24	123	0.5	19.3
230	25	105	0.4	19.7
231	26	122	0.5	20.2
232	26	144	0.6	20.8
233	27	110	0.4	21.2
234	27	144	0.6	21.8
235	28	137	0.6	22.4
236	28	111	0.4	22.8
237	29	132	0.5	23.4
238	30	153	0.6	24.0
239	30	125	0.5	24.5
240	31	149	0.6	25.1
241	32	147	0.6	25.7
242	32	154	0.6	26.3
243	33	169	0.7	27.0
244	34	185	0.7	27.7
245	34	161	0.7	28.4

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
246	35	157	0.6	29.0
247	36	176	0.7	29.7
248	36	187	0.8	30.5
249	37	170	0.7	31.2
250	38	191	0.8	31.9
251	39	216	0.9	32.8
252	39	209	0.8	33.7
253	40	174	0.7	34.4
254	41	211	0.9	35.2
255	42	212	0.9	36.1
256	43	214	0.9	36.9
257	43	215	0.9	37.8
258	44	209	0.8	38.6
259	45	226	0.9	39.6
260	46	238	1.0	40.5
261	47	259	1.0	41.6
262	48	229	0.9	42.5
263	49	220	0.9	43.4
264	50	261	1.1	44.4
265	51	256	1.0	45.5
266	52	236	1.0	46.4
267	53	270	1.1	47.5
268	54	280	1.1	48.7
269	55	248	1.0	49.7
270	56	273	1.1	50.8
271	57	282	1.1	51.9
272	58	292	1.2	53.1
273	59	253	1.0	54.1
274	60	273	1.1	55.2
275	61	289	1.2	56.4
276	62	295	1.2	57.6
277	63	298	1.2	58.8
278	64	282	1.1	59.9
279	65	271	1.1	61.0
280	66	299	1.2	62.2
281	67	292	1.2	63.4
282	68	324	1.3	64.7
283	69	290	1.2	65.9
284	70	317	1.3	67.2
285	71	257	1.0	68.2

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
286	72	309	1.2	69.4
287	73	233	0.9	70.4
288	74	320	1.3	71.7
289	75	237	1.0	72.6
290	77	357	1.4	74.1
291	78	233	0.9	75.0
292	78	273	1.1	76.1
293	79	273	1.1	77.2
294	80	232	0.9	78.2
295	81	250	1.0	79.2
296	82	253	1.0	80.2
297	83	269	1.1	81.3
298	84	174	0.7	82.0
299	85	294	1.2	83.2
300	86	158	0.6	83.8
301	86	315	1.3	85.1
302	87	156	0.6	85.7
303	88	295	1.2	86.9
304	89	132	0.5	87.4
305	89	223	0.9	88.4
306	90	181	0.7	89.1
307	91	188	0.8	89.8
308	91	144	0.6	90.4
309	92	190	0.8	91.2
310	93	129	0.5	91.7
311	93	154	0.6	92.3
312	94	124	0.5	92.8
313	94	138	0.6	93.4
314	94	103	0.4	93.8
315	95	146	0.6	94.4
316	95	105	0.4	94.8
317	96	70	0.3	95.1
318	96	94	0.4	95.5
319	96	135	0.5	96.0
320	97	66	0.3	96.3
321	97	54	0.2	96.5
322	97	94	0.4	96.9
323	97	53	0.2	97.1
324	98	57	0.2	97.3
325	98	66	0.3	97.6

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 3)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
326	98	41	0.2	97.8
327	98	23	0.1	97.9
328	98	79	0.3	98.2
329	99	58	0.2	98.4
330	99	17	0.1	98.5
331	99	33	0.1	98.6
332	99	63	0.3	98.9
333	99	7	0.0	98.9
334	99	40	0.2	99.1
335	99	14	0.1	99.1
336	99	11	0.0	99.2
337	99	12	0.0	99.2
338	99	45	0.2	99.4
339	99	1	0.0	99.4
340	99	11	0.0	99.5
341	99	18	0.1	99.5
342	99	12	0.0	99.6
343	99	9	0.0	99.6
344	99	11	0.0	99.7
345	99	1	0.0	99.7
347	99	25	0.1	99.8
348	99	5	0.0	99.8
350	99	6	0.0	99.8
351	99	17	0.1	99.9
353	99	8	0.0	99.9
354	99	2	0.0	99.9
356	99	3	0.0	99.9
357	99	14	0.1	100.0
360	99	5	0.0	100.0
Total N-Count		24,739		

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	89	0.4	0.4
121	1	2	0.0	0.4
122	1	7	0.0	0.5
123	1	1	0.0	0.5
129	1	2	0.0	0.5
130	1	2	0.0	0.5
132	1	1	0.0	0.5
133	1	7	0.0	0.5
134	1	3	0.0	0.5
136	1	4	0.0	0.6
137	1	5	0.0	0.6
138	1	0	0.0	0.6
139	1	5	0.0	0.6
140	1	2	0.0	0.6
142	1	5	0.0	0.6
143	1	7	0.0	0.7
144	1	5	0.0	0.7
145	1	5	0.0	0.7
146	1	5	0.0	0.7
147	1	6	0.0	0.8
148	1	6	0.0	0.8
149	1	12	0.1	0.9
150	1	5	0.0	0.9
151	1	14	0.1	0.9
152	1	18	0.1	1.0
153	1	11	0.1	1.1
154	1	39	0.2	1.3
155	1	29	0.1	1.4
156	2	21	0.1	1.5
157	2	30	0.1	1.6
158	2	44	0.2	1.9
159	2	34	0.2	2.0
160	2	44	0.2	2.2
161	3	46	0.2	2.4
162	3	27	0.1	2.6
163	3	55	0.3	2.8
164	3	41	0.2	3.0
165	3	31	0.1	3.2
166	3	41	0.2	3.4

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	4	41	0.2	3.6
168	4	29	0.1	3.7
169	4	31	0.1	3.8
170	4	23	0.1	3.9
171	4	30	0.1	4.1
172	5	27	0.1	4.2
173	5	22	0.1	4.3
174	5	29	0.1	4.5
175	5	30	0.1	4.6
176	5	30	0.1	4.7
177	5	39	0.2	4.9
178	6	38	0.2	5.1
179	6	27	0.1	5.2
180	6	27	0.1	5.4
181	6	30	0.1	5.5
182	6	42	0.2	5.7
183	7	48	0.2	5.9
184	7	33	0.2	6.1
185	7	31	0.1	6.2
186	8	41	0.2	6.4
187	8	38	0.2	6.6
188	8	43	0.2	6.8
189	8	50	0.2	7.0
190	9	51	0.2	7.3
191	9	35	0.2	7.4
192	10	49	0.2	7.7
193	10	63	0.3	8.0
194	10	51	0.2	8.2
195	11	42	0.2	8.4
196	11	50	0.2	8.7
197	11	33	0.2	8.8
198	12	55	0.3	9.1
199	12	42	0.2	9.3
200	12	34	0.2	9.4
201	13	52	0.2	9.7
202	13	48	0.2	9.9
203	13	49	0.2	10.1
204	14	59	0.3	10.4
205	14	54	0.3	10.7
206	14	45	0.2	10.9

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	15	62	0.3	11.2
208	15	56	0.3	11.4
209	15	52	0.2	11.7
210	16	52	0.2	11.9
211	16	47	0.2	12.2
212	16	39	0.2	12.3
213	17	73	0.3	12.7
214	17	54	0.3	12.9
215	17	66	0.3	13.2
216	18	53	0.3	13.5
217	18	61	0.3	13.8
218	19	67	0.3	14.1
219	19	65	0.3	14.4
220	19	71	0.3	14.7
221	20	66	0.3	15.1
222	20	58	0.3	15.3
223	20	71	0.3	15.7
224	21	60	0.3	16.0
225	21	67	0.3	16.3
226	22	78	0.4	16.6
227	22	53	0.3	16.9
228	22	79	0.4	17.3
229	23	69	0.3	17.6
230	23	72	0.3	17.9
231	24	79	0.4	18.3
232	24	83	0.4	18.7
233	25	86	0.4	19.1
234	25	61	0.3	19.4
235	25	85	0.4	19.8
236	26	82	0.4	20.2
237	26	76	0.4	20.5
238	27	83	0.4	20.9
239	27	77	0.4	21.3
240	28	86	0.4	21.7
241	28	113	0.5	22.2
242	29	101	0.5	22.7
243	29	104	0.5	23.2
244	30	104	0.5	23.7
245	30	99	0.5	24.2
246	31	86	0.4	24.6

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	31	119	0.6	25.1
248	32	120	0.6	25.7
249	32	106	0.5	26.2
250	33	112	0.5	26.7
251	33	100	0.5	27.2
252	34	100	0.5	27.7
253	35	118	0.6	28.2
254	35	118	0.6	28.8
255	36	129	0.6	29.4
256	36	131	0.6	30.0
257	37	110	0.5	30.5
258	38	130	0.6	31.1
259	38	133	0.6	31.8
260	39	127	0.6	32.4
261	39	114	0.5	32.9
262	40	157	0.7	33.7
263	41	138	0.7	34.3
264	42	180	0.9	35.2
265	42	153	0.7	35.9
266	43	169	0.8	36.7
267	44	136	0.6	37.3
268	45	169	0.8	38.1
269	45	161	0.8	38.9
270	46	197	0.9	39.8
271	47	160	0.8	40.6
272	48	213	1.0	41.6
273	49	169	0.8	42.4
274	49	181	0.9	43.2
275	50	210	1.0	44.2
276	51	177	0.8	45.1
277	52	202	1.0	46.0
278	53	202	1.0	47.0
279	54	208	1.0	48.0
280	55	197	0.9	48.9
281	56	215	1.0	49.9
282	57	240	1.1	51.0
283	58	237	1.1	52.2
284	59	257	1.2	53.4
285	60	207	1.0	54.4
286	61	274	1.3	55.6

Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	62	197	0.9	56.6
288	63	249	1.2	57.8
289	64	234	1.1	58.9
290	65	286	1.4	60.2
291	66	214	1.0	61.2
292	67	274	1.3	62.5
293	68	279	1.3	63.8
294	69	268	1.3	65.1
295	70	272	1.3	66.4
296	71	215	1.0	67.4
297	72	306	1.4	68.9
298	73	164	0.8	69.6
299	74	306	1.4	71.1
300	75	188	0.9	72.0
301	76	331	1.6	73.5
302	77	177	0.8	74.4
303	78	333	1.6	75.9
304	79	151	0.7	76.6
305	80	297	1.4	78.1
306	81	203	1.0	79.0
307	82	235	1.1	80.1
308	83	197	0.9	81.1
309	84	278	1.3	82.4
310	85	150	0.7	83.1
311	86	210	1.0	84.1
312	87	209	1.0	85.1
313	87	183	0.9	85.9
314	88	150	0.7	86.6
315	89	204	1.0	87.6
316	90	177	0.8	88.4
317	90	114	0.5	89.0
318	91	159	0.8	89.7
319	91	192	0.9	90.6
320	92	125	0.6	91.2
321	93	76	0.4	91.6
322	93	178	0.8	92.4
323	94	104	0.5	92.9
324	94	118	0.6	93.5
325	95	150	0.7	94.2
326	95	106	0.5	94.7

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 4)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	96	47	0.2	94.9
328	96	154	0.7	95.6
329	96	90	0.4	96.1
330	97	23	0.1	96.2
331	97	53	0.3	96.4
332	97	130	0.6	97.0
333	98	19	0.1	97.1
334	98	100	0.5	97.6
335	98	48	0.2	97.8
336	98	31	0.1	98.0
337	98	41	0.2	98.2
338	99	85	0.4	98.6
339	99	4	0.0	98.6
340	99	23	0.1	98.7
341	99	55	0.3	98.9
342	99	21	0.1	99.0
343	99	20	0.1	99.1
344	99	28	0.1	99.3
345	99	8	0.0	99.3
346	99	1	0.0	99.3
347	99	62	0.3	99.6
348	99	10	0.0	99.7
350	99	10	0.0	99.7
351	99	18	0.1	99.8
353	99	13	0.1	99.8
354	99	1	0.0	99.9
356	99	4	0.0	99.9
357	99	17	0.1	100.0
360	99	10	0.0	100.0
Total N-Count		21,159		

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	71	0.4	0.4
121	1	5	0.0	0.4
124	1	1	0.0	0.4
125	1	3	0.0	0.4
127	1	3	0.0	0.5
130	1	2	0.0	0.5
131	1	3	0.0	0.5
133	1	1	0.0	0.5
134	1	3	0.0	0.5
135	1	1	0.0	0.5
138	1	3	0.0	0.5
139	1	2	0.0	0.5
140	1	1	0.0	0.6
141	1	1	0.0	0.6
142	1	5	0.0	0.6
144	1	6	0.0	0.6
145	1	1	0.0	0.6
146	1	6	0.0	0.7
147	1	1	0.0	0.7
148	1	7	0.0	0.7
149	1	10	0.1	0.8
150	1	10	0.1	0.8
151	1	8	0.0	0.9
152	1	11	0.1	0.9
153	1	19	0.1	1.0
154	1	22	0.1	1.2
155	1	16	0.1	1.2
156	1	23	0.1	1.4
157	1	11	0.1	1.4
158	1	35	0.2	1.6
159	1	17	0.1	1.7
160	1	39	0.2	1.9
161	1	21	0.1	2.1
162	1	41	0.2	2.3
163	1	34	0.2	2.5
164	1	32	0.2	2.7
165	1	35	0.2	2.9
166	1	26	0.1	3.0
167	1	42	0.2	3.2

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	1	43	0.2	3.5
169	1	34	0.2	3.7
170	1	37	0.2	3.9
171	1	38	0.2	4.1
172	1	23	0.1	4.2
173	1	20	0.1	4.3
174	1	35	0.2	4.5
175	1	31	0.2	4.7
176	1	12	0.1	4.8
177	1	28	0.2	4.9
178	1	13	0.1	5.0
179	1	28	0.2	5.2
180	1	32	0.2	5.3
181	1	23	0.1	5.5
182	1	32	0.2	5.7
183	1	18	0.1	5.8
184	1	37	0.2	6.0
185	1	30	0.2	6.1
186	1	25	0.1	6.3
187	1	31	0.2	6.4
188	1	26	0.1	6.6
189	1	39	0.2	6.8
190	1	35	0.2	7.0
191	1	32	0.2	7.2
192	1	35	0.2	7.4
193	1	43	0.2	7.6
194	1	42	0.2	7.9
195	1	40	0.2	8.1
196	1	45	0.3	8.3
197	1	44	0.2	8.6
198	1	40	0.2	8.8
199	1	43	0.2	9.0
200	1	37	0.2	9.3
201	1	41	0.2	9.5
202	1	45	0.3	9.7
203	1	42	0.2	10.0
204	1	46	0.3	10.2
205	1	56	0.3	10.5
206	1	42	0.2	10.8
207	1	47	0.3	11.0

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	1	46	0.3	11.3
209	1	39	0.2	11.5
210	1	54	0.3	11.8
211	1	62	0.3	12.2
212	1	50	0.3	12.5
213	1	59	0.3	12.8
214	1	60	0.3	13.1
215	1	62	0.3	13.5
216	1	64	0.4	13.8
217	1	64	0.4	14.2
218	1	64	0.4	14.5
219	1	64	0.4	14.9
220	1	76	0.4	15.3
221	1	65	0.4	15.7
222	1	52	0.3	16.0
223	1	61	0.3	16.3
224	1	80	0.4	16.8
225	1	58	0.3	17.1
226	1	62	0.3	17.5
227	1	84	0.5	17.9
228	1	88	0.5	18.4
229	1	100	0.6	19.0
230	1	73	0.4	19.4
231	1	101	0.6	20.0
232	1	93	0.5	20.5
233	1	80	0.4	20.9
234	1	77	0.4	21.4
235	1	107	0.6	22.0
236	1	103	0.6	22.5
237	1	95	0.5	23.1
238	1	95	0.5	23.6
239	1	105	0.6	24.2
240	1	110	0.6	24.8
241	1	96	0.5	25.3
242	1	112	0.6	26.0
243	1	114	0.6	26.6
244	1	103	0.6	27.2
245	1	119	0.7	27.9
246	1	127	0.7	28.6
247	1	128	0.7	29.3

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	1	154	0.9	30.2
249	1	150	0.8	31.0
250	1	141	0.8	31.8
251	1	132	0.7	32.5
252	1	141	0.8	33.3
253	1	146	0.8	34.1
254	1	152	0.9	35.0
255	1	173	1.0	36.0
256	1	150	0.8	36.8
257	1	153	0.9	37.7
258	1	182	1.0	38.7
259	1	215	1.2	39.9
260	1	174	1.0	40.9
261	1	170	1.0	41.8
262	1	205	1.2	43.0
263	1	190	1.1	44.0
264	1	163	0.9	45.0
265	1	202	1.1	46.1
266	1	216	1.2	47.3
267	1	203	1.1	48.4
268	1	227	1.3	49.7
269	1	222	1.2	51.0
270	1	236	1.3	52.3
271	1	232	1.3	53.6
272	1	234	1.3	54.9
273	1	228	1.3	56.2
274	1	192	1.1	57.2
275	1	248	1.4	58.6
276	1	229	1.3	59.9
277	1	250	1.4	61.3
278	1	243	1.4	62.7
279	1	254	1.4	64.1
280	1	281	1.6	65.7
281	1	239	1.3	67.0
282	1	239	1.3	68.4
283	1	263	1.5	69.9
284	1	219	1.2	71.1
285	1	245	1.4	72.5
286	1	229	1.3	73.7
287	1	251	1.4	75.1

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 5)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	1	205	1.2	76.3
289	1	248	1.4	77.7
290	1	182	1.0	78.7
291	1	214	1.2	79.9
292	1	210	1.2	81.1
293	1	221	1.2	82.3
294	1	164	0.9	83.3
295	1	165	0.9	84.2
296	1	173	1.0	85.1
297	1	146	0.8	86.0
298	1	175	1.0	86.9
299	1	152	0.9	87.8
300	1	150	0.8	88.6
301	1	120	0.7	89.3
302	1	141	0.8	90.1
303	1	124	0.7	90.8
304	1	137	0.8	91.6
305	1	126	0.7	92.3
306	1	101	0.6	92.8
307	1	87	0.5	93.3
308	1	103	0.6	93.9
309	1	78	0.4	94.3
310	1	77	0.4	94.8
311	1	70	0.4	95.2
312	1	97	0.5	95.7
313	1	63	0.4	96.1
314	1	70	0.4	96.5
315	1	51	0.3	96.8
316	1	57	0.3	97.1
317	1	38	0.2	97.3
318	1	52	0.3	97.6
319	1	38	0.2	97.8
320	1	29	0.2	98.0
321	1	38	0.2	98.2
322	1	34	0.2	98.4
323	1	25	0.1	98.5
324	1	36	0.2	98.7
325	1	24	0.1	98.8
326	1	17	0.1	98.9
327	1	16	0.1	99.0

Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	1	29	0.2	99.2
329	1	16	0.1	99.3
330	1	5	0.0	99.3
331	1	23	0.1	99.4
332	1	8	0.0	99.5
333	1	5	0.0	99.5
334	1	16	0.1	99.6
335	1	13	0.1	99.7
336	1	3	0.0	99.7
337	1	7	0.0	99.7
338	1	9	0.1	99.8
339	1	5	0.0	99.8
340	1	1	0.0	99.8
341	1	6	0.0	99.8
342	1	1	0.0	99.8
343	1	5	0.0	99.9
344	1	5	0.0	99.9
345	1	1	0.0	99.9
346	1	1	0.0	99.9
347	1	3	0.0	99.9
349	1	5	0.0	100.0
350	1	2	0.0	100.0
351	1	2	0.0	100.0
352	1	2	0.0	100.0
357	1	2	0.0	100.0
360	1	0	0.0	100.0
Total N-Count		17,822		

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 6)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	98	0.6	0.6
121	1	2	0.0	0.6
125	1	2	0.0	0.6
127	1	3	0.0	0.6
130	1	3	0.0	0.6
131	1	2	0.0	0.7
134	1	1	0.0	0.7
135	1	1	0.0	0.7
136	1	2	0.0	0.7
137	1	2	0.0	0.7
138	1	2	0.0	0.7
139	1	1	0.0	0.7
141	1	2	0.0	0.7
142	1	3	0.0	0.7
143	1	1	0.0	0.7
144	1	10	0.1	0.8
145	1	1	0.0	0.8
146	1	6	0.0	0.9
147	1	5	0.0	0.9
148	1	3	0.0	0.9
149	1	9	0.1	1.0
150	1	7	0.0	1.0
151	1	8	0.0	1.0
152	1	15	0.1	1.1
153	1	5	0.0	1.2
154	1	11	0.1	1.2
155	1	9	0.1	1.3
156	1	28	0.2	1.5
157	2	11	0.1	1.5
158	2	31	0.2	1.7
159	2	8	0.0	1.8
160	2	54	0.3	2.1
161	2	28	0.2	2.2
162	3	41	0.2	2.5
163	3	34	0.2	2.7
164	3	28	0.2	2.9
165	3	35	0.2	3.1
166	3	25	0.1	3.2
167	4	26	0.2	3.4

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
168	4	30	0.2	3.6
169	4	29	0.2	3.7
170	4	37	0.2	4.0
171	4	29	0.2	4.1
172	5	39	0.2	4.4
173	5	33	0.2	4.6
174	5	27	0.2	4.7
175	5	32	0.2	4.9
176	5	31	0.2	5.1
177	5	40	0.2	5.3
178	6	23	0.1	5.5
179	6	40	0.2	5.7
180	6	16	0.1	5.8
181	6	29	0.2	6.0
182	6	41	0.2	6.2
183	7	26	0.2	6.4
184	7	39	0.2	6.6
185	7	26	0.2	6.8
186	7	46	0.3	7.0
187	8	30	0.2	7.2
188	8	36	0.2	7.4
189	8	30	0.2	7.6
190	9	44	0.3	7.9
191	9	23	0.1	8.0
192	9	31	0.2	8.2
193	9	25	0.1	8.4
194	10	41	0.2	8.6
195	10	32	0.2	8.8
196	10	49	0.3	9.1
197	10	32	0.2	9.3
198	11	44	0.3	9.5
199	11	43	0.3	9.8
200	11	44	0.3	10.1
201	12	54	0.3	10.4
202	12	35	0.2	10.6
203	13	43	0.3	10.9
204	13	44	0.3	11.1
205	13	43	0.3	11.4
206	14	48	0.3	11.7
207	14	47	0.3	12.0

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
208	14	46	0.3	12.2
209	15	60	0.4	12.6
210	15	73	0.4	13.0
211	16	51	0.3	13.3
212	16	53	0.3	13.6
213	16	59	0.4	14.0
214	17	63	0.4	14.4
215	17	45	0.3	14.6
216	18	48	0.3	14.9
217	18	57	0.3	15.3
218	18	56	0.3	15.6
219	19	62	0.4	16.0
220	19	48	0.3	16.3
221	20	59	0.4	16.6
222	20	72	0.4	17.1
223	21	59	0.4	17.4
224	21	59	0.4	17.8
225	21	64	0.4	18.2
226	22	54	0.3	18.5
227	22	66	0.4	18.9
228	23	58	0.3	19.2
229	23	76	0.5	19.7
230	24	79	0.5	20.1
231	24	79	0.5	20.6
232	25	82	0.5	21.1
233	25	60	0.4	21.5
234	26	82	0.5	22.0
235	26	73	0.4	22.4
236	27	79	0.5	22.9
237	27	82	0.5	23.4
238	28	89	0.5	23.9
239	29	86	0.5	24.4
240	29	91	0.5	25.0
241	30	88	0.5	25.5
242	30	93	0.6	26.0
243	31	99	0.6	26.6
244	31	74	0.4	27.1
245	32	101	0.6	27.7
246	33	93	0.6	28.2
247	33	98	0.6	28.8

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
248	34	100	0.6	29.4
249	35	111	0.7	30.1
250	35	112	0.7	30.8
251	36	117	0.7	31.5
252	37	122	0.7	32.2
253	37	125	0.7	32.9
254	38	122	0.7	33.7
255	39	128	0.8	34.4
256	40	151	0.9	35.4
257	41	156	0.9	36.3
258	41	134	0.8	37.1
259	42	120	0.7	37.8
260	43	137	0.8	38.6
261	44	134	0.8	39.4
262	45	151	0.9	40.3
263	46	128	0.8	41.1
264	46	141	0.8	42.0
265	47	134	0.8	42.8
266	48	159	1.0	43.7
267	49	146	0.9	44.6
268	50	167	1.0	45.6
269	51	155	0.9	46.5
270	52	191	1.1	47.7
271	53	172	1.0	48.7
272	54	181	1.1	49.8
273	55	175	1.0	50.8
274	56	215	1.3	52.1
275	57	187	1.1	53.2
276	58	186	1.1	54.3
277	59	191	1.1	55.5
278	60	197	1.2	56.7
279	61	186	1.1	57.8
280	62	207	1.2	59.0
281	63	204	1.2	60.3
282	65	199	1.2	61.4
283	66	196	1.2	62.6
284	67	211	1.3	63.9
285	68	199	1.2	65.1
286	69	188	1.1	66.2
287	70	226	1.4	67.6

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
288	71	194	1.2	68.7
289	73	249	1.5	70.2
290	74	200	1.2	71.4
291	75	187	1.1	72.5
292	76	155	0.9	73.5
293	77	225	1.3	74.8
294	78	184	1.1	75.9
295	79	192	1.2	77.1
296	80	195	1.2	78.2
297	81	178	1.1	79.3
298	82	162	1.0	80.3
299	83	156	0.9	81.2
300	83	151	0.9	82.1
301	84	131	0.8	82.9
302	85	181	1.1	84.0
303	86	150	0.9	84.9
304	87	122	0.7	85.6
305	87	151	0.9	86.5
306	88	117	0.7	87.2
307	89	144	0.9	88.1
308	90	134	0.8	88.9
309	90	95	0.6	89.5
310	91	111	0.7	90.1
311	91	106	0.6	90.8
312	92	114	0.7	91.4
313	93	95	0.6	92.0
314	93	114	0.7	92.7
315	94	84	0.5	93.2
316	94	88	0.5	93.7
317	95	68	0.4	94.1
318	95	113	0.7	94.8
319	96	68	0.4	95.2
320	96	70	0.4	95.6
321	96	74	0.4	96.1
322	97	54	0.3	96.4
323	97	50	0.3	96.7
324	97	54	0.3	97.0
325	97	56	0.3	97.4
326	98	36	0.2	97.6
327	98	39	0.2	97.8

Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
328	98	50	0.3	98.1
329	98	40	0.2	98.4
330	98	3	0.0	98.4
331	99	36	0.2	98.6
332	99	24	0.1	98.7
333	99	18	0.1	98.8
334	99	30	0.2	99.0
335	99	17	0.1	99.1
336	99	11	0.1	99.2
337	99	18	0.1	99.3
338	99	26	0.2	99.4
339	99	8	0.0	99.5
340	99	9	0.1	99.6
341	99	8	0.0	99.6
342	99	7	0.0	99.6
343	99	6	0.0	99.7
344	99	18	0.1	99.8
345	99	2	0.0	99.8
346	99	1	0.0	99.8
347	99	9	0.1	99.9
349	99	6	0.0	99.9
350	99	2	0.0	99.9
351	99	5	0.0	99.9
352	99	1	0.0	99.9
357	99	6	0.0	100.0
360	99	4	0.0	100.0
Total N-Count		16,683		

**Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	75	0.5	0.5
122	1	2	0.0	0.5
123	1	3	0.0	0.5
125	1	2	0.0	0.6
130	1	1	0.0	0.6
132	1	3	0.0	0.6
134	1	1	0.0	0.6
136	1	3	0.0	0.6
138	1	3	0.0	0.6
139	1	3	0.0	0.7
140	1	1	0.0	0.7
142	1	3	0.0	0.7
143	1	1	0.0	0.7
144	1	5	0.0	0.7
146	1	5	0.0	0.8
147	1	4	0.0	0.8
148	1	6	0.0	0.8
149	1	2	0.0	0.8
150	1	6	0.0	0.9
151	1	6	0.0	0.9
152	1	31	0.2	1.1
153	1	1	0.0	1.1
154	1	16	0.1	1.2
155	1	8	0.1	1.3
156	2	25	0.2	1.5
157	2	9	0.1	1.5
158	2	34	0.2	1.8
159	2	24	0.2	1.9
160	2	25	0.2	2.1
161	2	21	0.1	2.2
162	3	28	0.2	2.4
163	3	34	0.2	2.7
164	3	25	0.2	2.8
165	3	30	0.2	3.0
166	4	52	0.4	3.4
167	4	28	0.2	3.6
168	4	30	0.2	3.8
169	4	29	0.2	4.0
170	4	22	0.1	4.1

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
171	5	27	0.2	4.3
172	5	26	0.2	4.5
173	5	20	0.1	4.6
174	5	31	0.2	4.8
175	5	38	0.3	5.1
176	6	37	0.3	5.3
177	6	26	0.2	5.5
178	6	37	0.3	5.8
179	6	25	0.2	5.9
180	6	42	0.3	6.2
181	7	28	0.2	6.4
182	7	41	0.3	6.7
183	7	35	0.2	6.9
184	8	26	0.2	7.1
185	8	45	0.3	7.4
186	8	42	0.3	7.7
187	8	51	0.3	8.1
188	9	48	0.3	8.4
189	9	45	0.3	8.7
190	9	37	0.3	8.9
191	10	56	0.4	9.3
192	10	48	0.3	9.6
193	11	43	0.3	9.9
194	11	50	0.3	10.3
195	11	40	0.3	10.5
196	12	60	0.4	11.0
197	12	68	0.5	11.4
198	13	53	0.4	11.8
199	13	60	0.4	12.2
200	14	46	0.3	12.5
201	14	63	0.4	12.9
202	14	62	0.4	13.4
203	15	61	0.4	13.8
204	15	41	0.3	14.0
205	16	59	0.4	14.4
206	16	56	0.4	14.8
207	17	60	0.4	15.2
208	17	50	0.3	15.6
209	18	48	0.3	15.9
210	18	87	0.6	16.5

**Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
211	19	57	0.4	16.9
212	19	64	0.4	17.3
213	20	50	0.3	17.7
214	20	60	0.4	18.1
215	21	52	0.4	18.4
216	21	62	0.4	18.8
217	22	65	0.4	19.3
218	22	67	0.5	19.7
219	23	58	0.4	20.1
220	23	60	0.4	20.5
221	24	75	0.5	21.1
222	24	58	0.4	21.4
223	25	60	0.4	21.9
224	25	68	0.5	22.3
225	26	62	0.4	22.7
226	26	71	0.5	23.2
227	27	76	0.5	23.7
228	27	82	0.6	24.3
229	28	74	0.5	24.8
230	28	78	0.5	25.3
231	29	68	0.5	25.8
232	29	52	0.4	26.1
233	30	75	0.5	26.7
234	30	83	0.6	27.2
235	31	80	0.5	27.8
236	31	95	0.6	28.4
237	32	88	0.6	29.0
238	32	78	0.5	29.5
239	33	72	0.5	30.0
240	34	79	0.5	30.6
241	34	94	0.6	31.2
242	35	84	0.6	31.8
243	36	109	0.7	32.5
244	36	99	0.7	33.2
245	37	118	0.8	34.0
246	38	96	0.7	34.6
247	38	91	0.6	35.3
248	39	122	0.8	36.1
249	40	100	0.7	36.8
250	40	97	0.7	37.4

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	41	107	0.7	38.2
252	42	112	0.8	38.9
253	43	113	0.8	39.7
254	43	122	0.8	40.5
255	44	113	0.8	41.3
256	45	102	0.7	42.0
257	46	124	0.8	42.8
258	47	111	0.8	43.6
259	47	120	0.8	44.4
260	48	132	0.9	45.3
261	49	139	0.9	46.2
262	50	117	0.8	47.0
263	51	112	0.8	47.8
264	52	128	0.9	48.7
265	52	139	0.9	49.6
266	53	130	0.9	50.5
267	54	126	0.9	51.4
268	55	116	0.8	52.1
269	56	150	1.0	53.2
270	57	120	0.8	54.0
271	58	137	0.9	54.9
272	59	162	1.1	56.0
273	60	165	1.1	57.1
274	61	147	1.0	58.1
275	62	167	1.1	59.3
276	63	130	0.9	60.2
277	64	158	1.1	61.2
278	64	148	1.0	62.2
279	66	171	1.2	63.4
280	67	134	0.9	64.3
281	67	174	1.2	65.5
282	68	134	0.9	66.4
283	69	163	1.1	67.5
284	70	127	0.9	68.4
285	71	174	1.2	69.6
286	72	144	1.0	70.5
287	73	152	1.0	71.6
288	74	144	1.0	72.6
289	75	170	1.2	73.7
290	76	150	1.0	74.7

Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)

Scale Score	State PR	N-Count	Percent	Cumulative Percent
291	77	153	1.0	75.8
292	78	126	0.9	76.6
293	79	171	1.2	77.8
294	80	131	0.9	78.7
295	81	190	1.3	80.0
296	82	118	0.8	80.8
297	83	170	1.2	81.9
298	84	111	0.8	82.7
299	84	171	1.2	83.9
300	85	91	0.6	84.5
301	86	132	0.9	85.4
302	87	106	0.7	86.1
303	87	102	0.7	86.8
304	88	128	0.9	87.7
305	89	76	0.5	88.2
306	89	118	0.8	89.0
307	90	91	0.6	89.6
308	91	93	0.6	90.2
309	91	81	0.6	90.8
310	92	73	0.5	91.3
311	92	107	0.7	92.0
312	93	57	0.4	92.4
313	93	75	0.5	92.9
314	94	70	0.5	93.4
315	94	54	0.4	93.7
316	94	75	0.5	94.3
317	95	57	0.4	94.6
318	95	49	0.3	95.0
319	96	79	0.5	95.5
320	96	51	0.3	95.9
321	96	58	0.4	96.3
322	97	45	0.3	96.6
323	97	33	0.2	96.8
324	97	52	0.4	97.1
325	97	33	0.2	97.4
326	98	37	0.3	97.6
327	98	36	0.2	97.9
328	98	26	0.2	98.0
329	98	39	0.3	98.3
330	98	16	0.1	98.4

**Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 7)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
331	98	7	0.0	98.5
332	99	39	0.3	98.7
333	99	24	0.2	98.9
334	99	24	0.2	99.1
335	99	17	0.1	99.2
336	99	3	0.0	99.2
337	99	21	0.1	99.3
338	99	14	0.1	99.4
339	99	6	0.0	99.5
340	99	13	0.1	99.6
341	99	9	0.1	99.6
342	99	12	0.1	99.7
343	99	3	0.0	99.7
344	99	2	0.0	99.7
345	99	2	0.0	99.7
346	99	6	0.0	99.8
347	99	4	0.0	99.8
348	99	2	0.0	99.8
350	99	12	0.1	99.9
351	99	1	0.0	99.9
352	99	1	0.0	99.9
356	99	9	0.1	100.0
360	99	2	0.0	100.0
Total N-Count		14,702		

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	64	0.4	0.4
123	1	4	0.0	0.5
128	1	5	0.0	0.5
130	1	2	0.0	0.5
131	1	1	0.0	0.5
132	1	3	0.0	0.6
134	1	1	0.0	0.6
136	1	4	0.0	0.6
138	1	0	0.0	0.6
139	1	1	0.0	0.6
142	1	2	0.0	0.6
143	1	0	0.0	0.6
144	1	3	0.0	0.6
145	1	5	0.0	0.7
146	1	1	0.0	0.7
147	1	0	0.0	0.7
148	1	0	0.0	0.7
149	1	3	0.0	0.7
150	1	8	0.1	0.8
151	1	4	0.0	0.8
152	1	19	0.1	0.9
153	1	2	0.0	0.9
154	1	25	0.2	1.1
155	1	5	0.0	1.1
156	1	24	0.2	1.3
157	1	9	0.1	1.4
158	2	28	0.2	1.6
159	2	12	0.1	1.6
160	2	24	0.2	1.8
161	2	22	0.2	2.0
162	2	25	0.2	2.1
163	3	36	0.3	2.4
164	3	32	0.2	2.6
165	3	32	0.2	2.8
166	3	30	0.2	3.1
167	4	36	0.3	3.3
168	4	31	0.2	3.5
169	4	22	0.2	3.7
170	4	23	0.2	3.8

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
171	4	18	0.1	4.0
172	4	28	0.2	4.2
173	5	41	0.3	4.5
174	5	35	0.2	4.7
175	5	34	0.2	4.9
176	5	29	0.2	5.1
177	6	26	0.2	5.3
178	6	33	0.2	5.6
179	6	42	0.3	5.8
180	6	53	0.4	6.2
181	7	30	0.2	6.4
182	7	47	0.3	6.8
183	7	36	0.3	7.0
184	8	38	0.3	7.3
185	8	41	0.3	7.6
186	8	27	0.2	7.8
187	9	52	0.4	8.1
188	9	42	0.3	8.4
189	9	41	0.3	8.7
190	9	40	0.3	9.0
191	10	53	0.4	9.4
192	10	41	0.3	9.6
193	11	52	0.4	10.0
194	11	29	0.2	10.2
195	11	45	0.3	10.5
196	12	50	0.4	10.9
197	12	38	0.3	11.1
198	12	43	0.3	11.4
199	13	45	0.3	11.8
200	13	61	0.4	12.2
201	13	40	0.3	12.5
202	14	43	0.3	12.8
203	14	43	0.3	13.1
204	14	51	0.4	13.4
205	15	45	0.3	13.7
206	15	56	0.4	14.1
207	16	55	0.4	14.5
208	16	48	0.3	14.9
209	16	56	0.4	15.3
210	17	60	0.4	15.7

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
211	17	48	0.3	16.0
212	18	48	0.3	16.3
213	18	55	0.4	16.7
214	18	46	0.3	17.1
215	19	81	0.6	17.6
216	19	58	0.4	18.0
217	20	49	0.3	18.4
218	20	55	0.4	18.8
219	20	49	0.3	19.1
220	21	70	0.5	19.6
221	21	51	0.4	20.0
222	22	74	0.5	20.5
223	22	82	0.6	21.0
224	23	59	0.4	21.5
225	23	57	0.4	21.9
226	24	77	0.5	22.4
227	24	59	0.4	22.8
228	25	74	0.5	23.3
229	25	71	0.5	23.8
230	26	79	0.6	24.4
231	26	76	0.5	24.9
232	27	76	0.5	25.5
233	27	75	0.5	26.0
234	28	71	0.5	26.5
235	28	70	0.5	27.0
236	29	89	0.6	27.6
237	29	68	0.5	28.1
238	30	74	0.5	28.6
239	30	88	0.6	29.2
240	31	86	0.6	29.8
241	32	76	0.5	30.3
242	32	88	0.6	31.0
243	33	85	0.6	31.6
244	33	70	0.5	32.0
245	34	78	0.5	32.6
246	34	91	0.6	33.2
247	35	83	0.6	33.8
248	35	83	0.6	34.4
249	36	106	0.7	35.1
250	37	82	0.6	35.7

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	37	108	0.8	36.5
252	38	77	0.5	37.0
253	39	88	0.6	37.6
254	39	83	0.6	38.2
255	40	84	0.6	38.8
256	41	97	0.7	39.5
257	41	106	0.7	40.2
258	42	99	0.7	40.9
259	43	98	0.7	41.6
260	43	107	0.8	42.4
261	44	95	0.7	43.0
262	45	99	0.7	43.7
263	45	95	0.7	44.4
264	46	127	0.9	45.3
265	47	123	0.9	46.1
266	48	92	0.6	46.8
267	48	107	0.8	47.5
268	49	119	0.8	48.4
269	50	119	0.8	49.2
270	51	94	0.7	49.9
271	52	120	0.8	50.7
272	52	99	0.7	51.4
273	53	139	1.0	52.4
274	54	105	0.7	53.1
275	55	138	1.0	54.1
276	56	112	0.8	54.9
277	57	151	1.1	55.9
278	58	105	0.7	56.7
279	59	156	1.1	57.8
280	60	129	0.9	58.7
281	61	146	1.0	59.7
282	61	121	0.8	60.5
283	62	147	1.0	61.6
284	63	137	1.0	62.5
285	64	170	1.2	63.7
286	65	127	0.9	64.6
287	66	182	1.3	65.9
288	67	132	0.9	66.8
289	68	150	1.1	67.9
290	69	121	0.8	68.7

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
291	70	147	1.0	69.7
292	71	126	0.9	70.6
293	72	167	1.2	71.8
294	73	121	0.8	72.6
295	74	160	1.1	73.8
296	75	97	0.7	74.4
297	76	172	1.2	75.6
298	77	134	0.9	76.6
299	78	171	1.2	77.8
300	79	98	0.7	78.5
301	80	143	1.0	79.5
302	80	120	0.8	80.3
303	81	125	0.9	81.2
304	82	149	1.0	82.2
305	83	102	0.7	83.0
306	84	112	0.8	83.7
307	85	131	0.9	84.7
308	85	101	0.7	85.4
309	86	103	0.7	86.1
310	87	110	0.8	86.9
311	88	140	1.0	87.8
312	88	68	0.5	88.3
313	89	97	0.7	89.0
314	89	96	0.7	89.7
315	90	80	0.6	90.2
316	91	107	0.8	91.0
317	91	97	0.7	91.7
318	92	60	0.4	92.1
319	93	102	0.7	92.8
320	93	56	0.4	93.2
321	94	85	0.6	93.8
322	94	59	0.4	94.2
323	94	46	0.3	94.5
324	95	91	0.6	95.2
325	95	42	0.3	95.5
326	96	42	0.3	95.8
327	96	55	0.4	96.1
328	96	42	0.3	96.4
329	97	73	0.5	96.9
330	97	16	0.1	97.1

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 8)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
331	97	13	0.1	97.2
332	97	61	0.4	97.6
333	98	43	0.3	97.9
334	98	21	0.1	98.0
335	98	26	0.2	98.2
336	98	4	0.0	98.2
337	98	38	0.3	98.5
338	99	31	0.2	98.7
339	99	10	0.1	98.8
340	99	29	0.2	99.0
341	99	21	0.1	99.1
342	99	31	0.2	99.4
343	99	4	0.0	99.4
344	99	5	0.0	99.4
345	99	9	0.1	99.5
346	99	16	0.1	99.6
347	99	8	0.1	99.7
348	99	4	0.0	99.7
350	99	24	0.2	99.9
351	99	0	0.0	99.9
352	99	4	0.0	99.9
356	99	9	0.1	99.9
360	99	8	0.1	100.0
Total N-Count		14,258		

**Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	113	0.6	0.6
123	1	1	0.0	0.7
124	1	1	0.0	0.7
127	1	1	0.0	0.7
129	1	1	0.0	0.7
130	1	3	0.0	0.7
132	1	1	0.0	0.7
133	1	1	0.0	0.7
134	1	2	0.0	0.7
136	1	3	0.0	0.7
137	1	2	0.0	0.7
138	1	1	0.0	0.7
139	1	2	0.0	0.8
140	1	3	0.0	0.8
141	1	1	0.0	0.8
142	1	3	0.0	0.8
143	1	4	0.0	0.8
145	1	6	0.0	0.9
146	1	3	0.0	0.9
147	1	4	0.0	0.9
148	1	4	0.0	0.9
149	1	11	0.1	1.0
150	1	1	0.0	1.0
151	1	12	0.1	1.1
152	1	13	0.1	1.1
153	1	12	0.1	1.2
154	1	21	0.1	1.3
155	1	12	0.1	1.4
156	1	24	0.1	1.5
157	1	7	0.0	1.6
158	2	48	0.3	1.8
159	2	4	0.0	1.9
160	2	70	0.4	2.3
161	2	19	0.1	2.4
162	2	81	0.5	2.8
163	3	28	0.2	3.0
164	3	73	0.4	3.4
165	3	52	0.3	3.7
166	4	77	0.4	4.1

**Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	4	53	0.3	4.4
168	4	55	0.3	4.8
169	5	67	0.4	5.1
170	5	45	0.3	5.4
171	5	66	0.4	5.8
172	5	54	0.3	6.1
173	6	53	0.3	6.4
174	6	53	0.3	6.7
175	6	60	0.3	7.0
176	7	47	0.3	7.3
177	7	70	0.4	7.7
178	7	62	0.4	8.1
179	8	55	0.3	8.4
180	8	58	0.3	8.7
181	8	55	0.3	9.0
182	9	59	0.3	9.4
183	9	59	0.3	9.7
184	9	60	0.3	10.0
185	10	62	0.4	10.4
186	10	77	0.4	10.8
187	10	80	0.5	11.3
188	11	47	0.3	11.6
189	11	78	0.4	12.0
190	11	68	0.4	12.4
191	12	93	0.5	12.9
192	12	59	0.3	13.3
193	13	75	0.4	13.7
194	13	78	0.4	14.1
195	13	75	0.4	14.6
196	14	75	0.4	15.0
197	14	80	0.5	15.5
198	15	80	0.5	15.9
199	15	82	0.5	16.4
200	16	98	0.6	16.9
201	16	94	0.5	17.5
202	17	88	0.5	18.0
203	17	91	0.5	18.5
204	18	77	0.4	18.9
205	18	92	0.5	19.5
206	19	89	0.5	20.0

**Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	19	73	0.4	20.4
208	20	99	0.6	21.0
209	20	106	0.6	21.6
210	21	95	0.5	22.1
211	21	83	0.5	22.6
212	22	87	0.5	23.1
213	22	99	0.6	23.7
214	23	98	0.6	24.2
215	23	95	0.5	24.8
216	24	98	0.6	25.3
217	24	106	0.6	25.9
218	25	110	0.6	26.5
219	25	98	0.6	27.1
220	26	139	0.8	27.9
221	27	100	0.6	28.5
222	27	93	0.5	29.0
223	28	104	0.6	29.6
224	29	105	0.6	30.2
225	29	99	0.6	30.8
226	30	111	0.6	31.4
227	30	96	0.5	32.0
228	31	123	0.7	32.7
229	32	108	0.6	33.3
230	32	93	0.5	33.8
231	33	88	0.5	34.3
232	33	98	0.6	34.9
233	34	104	0.6	35.5
234	35	111	0.6	36.1
235	35	120	0.7	36.8
236	36	112	0.6	37.4
237	37	129	0.7	38.2
238	37	106	0.6	38.8
239	38	103	0.6	39.4
240	39	108	0.6	40.0
241	39	108	0.6	40.6
242	40	125	0.7	41.3
243	41	108	0.6	41.9
244	41	127	0.7	42.7
245	42	123	0.7	43.4
246	43	105	0.6	44.0

**Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	43	113	0.6	44.6
248	44	112	0.6	45.2
249	45	128	0.7	46.0
250	45	112	0.6	46.6
251	46	110	0.6	47.2
252	47	104	0.6	47.8
253	47	130	0.7	48.6
254	48	122	0.7	49.3
255	49	132	0.8	50.0
256	50	121	0.7	50.7
257	50	140	0.8	51.5
258	51	111	0.6	52.2
259	52	129	0.7	52.9
260	52	136	0.8	53.7
261	53	141	0.8	54.5
262	54	136	0.8	55.3
263	55	156	0.9	56.2
264	56	161	0.9	57.1
265	57	131	0.7	57.8
266	57	113	0.6	58.5
267	58	152	0.9	59.3
268	59	125	0.7	60.1
269	60	153	0.9	60.9
270	61	148	0.8	61.8
271	61	124	0.7	62.5
272	62	138	0.8	63.3
273	63	135	0.8	64.0
274	64	117	0.7	64.7
275	64	126	0.7	65.4
276	65	147	0.8	66.3
277	66	164	0.9	67.2
278	67	154	0.9	68.1
279	68	147	0.8	68.9
280	68	134	0.8	69.7
281	69	163	0.9	70.6
282	70	142	0.8	71.4
283	71	140	0.8	72.2
284	72	140	0.8	73.0
285	72	132	0.8	73.8
286	73	143	0.8	74.6

**Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	74	130	0.7	75.4
288	75	132	0.8	76.1
289	76	151	0.9	77.0
290	76	121	0.7	77.7
291	77	136	0.8	78.4
292	78	156	0.9	79.3
293	79	116	0.7	80.0
294	80	135	0.8	80.8
295	80	123	0.7	81.5
296	81	142	0.8	82.3
297	82	104	0.6	82.9
298	82	120	0.7	83.6
299	83	114	0.7	84.2
300	84	106	0.6	84.8
301	84	110	0.6	85.5
302	85	102	0.6	86.0
303	86	121	0.7	86.7
304	86	96	0.5	87.3
305	87	111	0.6	87.9
306	87	97	0.6	88.5
307	88	89	0.5	89.0
308	89	115	0.7	89.6
309	89	100	0.6	90.2
310	90	68	0.4	90.6
311	90	84	0.5	91.1
312	91	86	0.5	91.6
313	91	64	0.4	91.9
314	92	73	0.4	92.4
315	92	75	0.4	92.8
316	93	79	0.5	93.2
317	93	63	0.4	93.6
318	93	70	0.4	94.0
319	94	67	0.4	94.4
320	94	56	0.3	94.7
321	95	51	0.3	95.0
322	95	77	0.4	95.4
323	95	40	0.2	95.7
324	96	65	0.4	96.0
325	96	50	0.3	96.3
326	96	72	0.4	96.7

**Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	97	34	0.2	96.9
328	97	39	0.2	97.1
329	97	40	0.2	97.4
330	97	27	0.2	97.5
331	97	52	0.3	97.8
332	98	39	0.2	98.1
333	98	13	0.1	98.1
334	98	29	0.2	98.3
335	98	20	0.1	98.4
336	98	16	0.1	98.5
337	98	28	0.2	98.7
338	99	30	0.2	98.8
339	99	8	0.0	98.9
340	99	5	0.0	98.9
341	99	37	0.2	99.1
342	99	14	0.1	99.2
343	99	6	0.0	99.2
344	99	19	0.1	99.3
345	99	13	0.1	99.4
346	99	8	0.0	99.5
347	99	22	0.1	99.6
348	99	3	0.0	99.6
349	99	6	0.0	99.6
350	99	1	0.0	99.6
351	99	16	0.1	99.7
352	99	9	0.1	99.8
353	99	4	0.0	99.8
354	99	2	0.0	99.8
355	99	2	0.0	99.8
357	99	12	0.1	99.9
358	99	8	0.0	99.9
359	99	4	0.0	100.0
360	99	6	0.0	100.0
Total N-Count		17,488		

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	72	0.4	0.4
123	1	2	0.0	0.4
124	1	4	0.0	0.5
127	1	1	0.0	0.5
129	1	1	0.0	0.5
130	1	5	0.0	0.5
133	1	4	0.0	0.5
134	1	1	0.0	0.5
136	1	3	0.0	0.5
137	1	4	0.0	0.6
139	1	5	0.0	0.6
140	1	3	0.0	0.6
143	1	3	0.0	0.6
144	1	2	0.0	0.6
145	1	3	0.0	0.7
146	1	2	0.0	0.7
147	1	1	0.0	0.7
148	1	1	0.0	0.7
149	1	9	0.1	0.7
151	1	4	0.0	0.8
152	1	5	0.0	0.8
153	1	10	0.1	0.8
154	1	10	0.1	0.9
155	1	9	0.1	1.0
156	1	14	0.1	1.0
157	1	10	0.1	1.1
158	1	28	0.2	1.3
159	1	6	0.0	1.3
160	1	43	0.3	1.6
161	1	11	0.1	1.6
162	2	29	0.2	1.8
163	2	10	0.1	1.8
164	2	29	0.2	2.0
165	2	28	0.2	2.2
166	2	24	0.1	2.3
167	2	22	0.1	2.4
168	2	22	0.1	2.6
169	2	32	0.2	2.8
170	3	25	0.1	2.9

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
171	3	35	0.2	3.1
172	3	24	0.1	3.3
173	3	15	0.1	3.3
174	3	27	0.2	3.5
175	3	23	0.1	3.6
176	3	16	0.1	3.7
177	4	26	0.2	3.9
178	4	50	0.3	4.2
179	4	32	0.2	4.4
180	4	35	0.2	4.6
181	4	33	0.2	4.8
182	5	32	0.2	4.9
183	5	36	0.2	5.2
184	5	37	0.2	5.4
185	5	35	0.2	5.6
186	5	35	0.2	5.8
187	6	41	0.2	6.0
188	6	46	0.3	6.3
189	6	49	0.3	6.6
190	6	25	0.1	6.7
191	7	46	0.3	7.0
192	7	45	0.3	7.3
193	7	47	0.3	7.5
194	7	58	0.3	7.9
195	8	54	0.3	8.2
196	8	57	0.3	8.5
197	8	53	0.3	8.8
198	9	54	0.3	9.2
199	9	58	0.3	9.5
200	9	64	0.4	9.9
201	10	60	0.4	10.2
202	10	56	0.3	10.5
203	10	56	0.3	10.9
204	11	73	0.4	11.3
205	11	68	0.4	11.7
206	12	80	0.5	12.2
207	12	73	0.4	12.6
208	12	77	0.5	13.0
209	13	79	0.5	13.5
210	13	74	0.4	13.9

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
211	14	93	0.5	14.5
212	14	69	0.4	14.9
213	15	75	0.4	15.3
214	15	82	0.5	15.8
215	16	92	0.5	16.3
216	16	81	0.5	16.8
217	17	75	0.4	17.3
218	17	96	0.6	17.8
219	18	84	0.5	18.3
220	18	86	0.5	18.8
221	19	112	0.7	19.5
222	19	106	0.6	20.1
223	20	91	0.5	20.6
224	20	88	0.5	21.1
225	21	83	0.5	21.6
226	21	94	0.6	22.2
227	22	95	0.6	22.7
228	22	112	0.7	23.4
229	23	111	0.6	24.0
230	24	95	0.6	24.6
231	24	100	0.6	25.2
232	25	97	0.6	25.7
233	25	107	0.6	26.4
234	26	97	0.6	26.9
235	27	121	0.7	27.7
236	27	117	0.7	28.3
237	28	107	0.6	29.0
238	29	119	0.7	29.7
239	29	105	0.6	30.3
240	30	94	0.6	30.8
241	31	118	0.7	31.5
242	31	103	0.6	32.1
243	32	104	0.6	32.7
244	32	102	0.6	33.3
245	33	120	0.7	34.0
246	34	109	0.6	34.7
247	34	117	0.7	35.4
248	35	123	0.7	36.1
249	36	126	0.7	36.8
250	36	115	0.7	37.5

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
251	37	129	0.8	38.2
252	38	142	0.8	39.1
253	39	123	0.7	39.8
254	39	115	0.7	40.5
255	40	113	0.7	41.1
256	41	145	0.8	42.0
257	42	134	0.8	42.8
258	42	134	0.8	43.5
259	43	134	0.8	44.3
260	44	117	0.7	45.0
261	45	126	0.7	45.7
262	45	131	0.8	46.5
263	46	119	0.7	47.2
264	47	124	0.7	47.9
265	48	149	0.9	48.8
266	48	132	0.8	49.6
267	49	144	0.8	50.4
268	50	144	0.8	51.3
269	51	142	0.8	52.1
270	52	137	0.8	52.9
271	53	138	0.8	53.7
272	53	152	0.9	54.6
273	54	149	0.9	55.5
274	55	141	0.8	56.3
275	56	146	0.9	57.2
276	57	140	0.8	58.0
277	58	149	0.9	58.8
278	58	122	0.7	59.6
279	59	156	0.9	60.5
280	60	136	0.8	61.3
281	61	138	0.8	62.1
282	62	134	0.8	62.9
283	63	138	0.8	63.7
284	63	144	0.8	64.5
285	64	151	0.9	65.4
286	65	135	0.8	66.2
287	66	134	0.8	67.0
288	67	146	0.9	67.8
289	68	142	0.8	68.7
290	68	137	0.8	69.5

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
291	69	150	0.9	70.3
292	70	122	0.7	71.1
293	71	143	0.8	71.9
294	72	131	0.8	72.7
295	73	135	0.8	73.4
296	73	165	1.0	74.4
297	74	123	0.7	75.1
298	75	136	0.8	75.9
299	76	120	0.7	76.6
300	77	146	0.9	77.5
301	77	146	0.9	78.3
302	78	115	0.7	79.0
303	79	159	0.9	79.9
304	80	137	0.8	80.7
305	81	124	0.7	81.5
306	81	132	0.8	82.2
307	82	109	0.6	82.9
308	83	127	0.7	83.6
309	83	101	0.6	84.2
310	84	111	0.6	84.9
311	85	108	0.6	85.5
312	85	106	0.6	86.1
313	86	112	0.7	86.8
314	87	91	0.5	87.3
315	87	92	0.5	87.9
316	88	106	0.6	88.5
317	88	102	0.6	89.1
318	89	81	0.5	89.5
319	90	85	0.5	90.0
320	90	88	0.5	90.6
321	91	85	0.5	91.1
322	91	110	0.6	91.7
323	92	43	0.3	91.9
324	92	79	0.5	92.4
325	92	80	0.5	92.9
326	93	91	0.5	93.4
327	93	62	0.4	93.8
328	94	82	0.5	94.3
329	94	55	0.3	94.6
330	95	43	0.3	94.8

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 10)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
331	95	82	0.5	95.3
332	95	62	0.4	95.7
333	96	34	0.2	95.9
334	96	67	0.4	96.3
335	96	64	0.4	96.6
336	97	44	0.3	96.9
337	97	45	0.3	97.2
338	97	46	0.3	97.4
339	97	22	0.1	97.6
340	98	15	0.1	97.6
341	98	84	0.5	98.1
342	98	35	0.2	98.3
343	98	18	0.1	98.4
344	99	31	0.2	98.6
345	99	22	0.1	98.8
346	99	11	0.1	98.8
347	99	44	0.3	99.1
348	99	17	0.1	99.2
349	99	13	0.1	99.3
350	99	3	0.0	99.3
351	99	26	0.2	99.4
352	99	17	0.1	99.5
353	99	10	0.1	99.6
354	99	4	0.0	99.6
355	99	3	0.0	99.6
357	99	15	0.1	99.7
358	99	20	0.1	99.8
359	99	6	0.0	99.9
360	99	23	0.1	100.0
Total N-Count		17,080		

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	61	0.5	0.5
124	1	3	0.0	0.5
127	1	2	0.0	0.6
129	1	1	0.0	0.6
130	1	1	0.0	0.6
134	1	2	0.0	0.6
136	1	2	0.0	0.6
139	1	2	0.0	0.6
140	1	3	0.0	0.6
143	1	1	0.0	0.7
145	1	5	0.0	0.7
146	1	1	0.0	0.7
147	1	2	0.0	0.7
148	1	2	0.0	0.7
149	1	3	0.0	0.8
150	1	1	0.0	0.8
151	1	6	0.1	0.8
152	1	3	0.0	0.8
153	1	6	0.1	0.9
154	1	7	0.1	1.0
156	1	11	0.1	1.0
157	1	5	0.0	1.1
158	1	9	0.1	1.2
159	1	2	0.0	1.2
160	1	19	0.2	1.3
161	1	1	0.0	1.3
162	1	13	0.1	1.5
163	1	6	0.1	1.5
164	1	19	0.2	1.7
165	2	7	0.1	1.7
166	2	10	0.1	1.8
167	2	12	0.1	1.9
168	2	11	0.1	2.0
169	2	11	0.1	2.1
170	2	9	0.1	2.2
171	2	14	0.1	2.3
172	2	8	0.1	2.3
173	2	10	0.1	2.4
174	2	13	0.1	2.5

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
175	2	12	0.1	2.6
176	2	8	0.1	2.7
177	3	14	0.1	2.8
178	3	7	0.1	2.9
179	3	14	0.1	3.0
180	3	23	0.2	3.2
181	3	8	0.1	3.3
182	3	10	0.1	3.3
183	3	18	0.2	3.5
184	3	12	0.1	3.6
185	3	19	0.2	3.8
186	4	17	0.1	3.9
187	4	27	0.2	4.1
188	4	9	0.1	4.2
189	4	16	0.1	4.3
190	4	19	0.2	4.5
191	4	16	0.1	4.6
192	4	13	0.1	4.7
193	5	27	0.2	5.0
194	5	20	0.2	5.1
195	5	21	0.2	5.3
196	5	17	0.1	5.4
197	5	19	0.2	5.6
198	5	23	0.2	5.8
199	6	29	0.2	6.0
200	6	33	0.3	6.3
201	6	26	0.2	6.5
202	6	31	0.3	6.8
203	7	33	0.3	7.1
204	7	36	0.3	7.4
205	7	28	0.2	7.6
206	8	40	0.3	7.9
207	8	28	0.2	8.2
208	8	34	0.3	8.5
209	8	37	0.3	8.8
210	9	50	0.4	9.2
211	9	46	0.4	9.6
212	9	27	0.2	9.8
213	10	30	0.3	10.0
214	10	38	0.3	10.4

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
215	10	34	0.3	10.6
216	10	36	0.3	10.9
217	11	41	0.3	11.3
218	11	43	0.4	11.6
219	11	43	0.4	12.0
220	12	42	0.4	12.4
221	12	33	0.3	12.6
222	12	45	0.4	13.0
223	13	66	0.6	13.6
224	13	44	0.4	13.9
225	14	63	0.5	14.5
226	14	61	0.5	15.0
227	15	64	0.5	15.5
228	15	58	0.5	16.0
229	16	55	0.5	16.4
230	16	70	0.6	17.0
231	17	70	0.6	17.6
232	17	58	0.5	18.1
233	18	80	0.7	18.8
234	19	57	0.5	19.2
235	19	75	0.6	19.9
236	20	51	0.4	20.3
237	20	65	0.5	20.8
238	21	54	0.5	21.3
239	21	74	0.6	21.9
240	22	61	0.5	22.4
241	23	66	0.6	23.0
242	23	78	0.7	23.6
243	24	82	0.7	24.3
244	24	69	0.6	24.9
245	25	77	0.6	25.5
246	26	70	0.6	26.1
247	26	90	0.8	26.9
248	27	85	0.7	27.6
249	28	87	0.7	28.3
250	28	76	0.6	28.9
251	29	90	0.8	29.7
252	30	73	0.6	30.3
253	30	83	0.7	31.0
254	31	79	0.7	31.7

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
255	32	94	0.8	32.4
256	33	76	0.6	33.1
257	33	83	0.7	33.8
258	34	78	0.7	34.4
259	35	76	0.6	35.1
260	35	83	0.7	35.8
261	36	88	0.7	36.5
262	37	91	0.8	37.3
263	37	108	0.9	38.2
264	38	86	0.7	38.9
265	39	103	0.9	39.7
266	40	98	0.8	40.6
267	41	109	0.9	41.5
268	42	97	0.8	42.3
269	43	98	0.8	43.1
270	43	99	0.8	43.9
271	44	111	0.9	44.9
272	45	106	0.9	45.7
273	46	133	1.1	46.9
274	47	107	0.9	47.7
275	48	120	1.0	48.8
276	49	124	1.0	49.8
277	50	114	1.0	50.7
278	51	106	0.9	51.6
279	52	126	1.1	52.7
280	53	114	1.0	53.6
281	54	134	1.1	54.8
282	55	100	0.8	55.6
283	56	113	0.9	56.5
284	57	112	0.9	57.5
285	58	122	1.0	58.5
286	59	103	0.9	59.4
287	60	111	0.9	60.3
288	61	116	1.0	61.2
289	62	123	1.0	62.3
290	62	97	0.8	63.1
291	63	96	0.8	63.9
292	64	122	1.0	64.9
293	65	124	1.0	65.9
294	66	118	1.0	66.9

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
295	67	97	0.8	67.7
296	68	121	1.0	68.8
297	69	102	0.9	69.6
298	70	119	1.0	70.6
299	71	107	0.9	71.5
300	72	92	0.8	72.3
301	73	119	1.0	73.3
302	74	89	0.7	74.0
303	74	123	1.0	75.0
304	75	99	0.8	75.9
305	76	107	0.9	76.8
306	77	125	1.0	77.8
307	78	84	0.7	78.5
308	79	119	1.0	79.5
309	80	104	0.9	80.4
310	81	85	0.7	81.1
311	81	98	0.8	81.9
312	82	112	0.9	82.8
313	83	99	0.8	83.7
314	84	80	0.7	84.3
315	85	85	0.7	85.0
316	85	100	0.8	85.9
317	86	88	0.7	86.6
318	87	72	0.6	87.2
319	88	76	0.6	87.9
320	88	73	0.6	88.5
321	89	73	0.6	89.1
322	89	86	0.7	89.8
323	90	54	0.5	90.2
324	91	89	0.7	91.0
325	91	60	0.5	91.5
326	92	88	0.7	92.2
327	92	38	0.3	92.5
328	93	59	0.5	93.0
329	93	47	0.4	93.4
330	93	35	0.3	93.7
331	94	76	0.6	94.4
332	95	54	0.5	94.8
333	95	23	0.2	95.0
334	95	51	0.4	95.4

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
335	96	43	0.4	95.8
336	96	34	0.3	96.1
337	96	36	0.3	96.4
338	97	37	0.3	96.7
339	97	12	0.1	96.8
340	97	11	0.1	96.9
341	97	64	0.5	97.4
342	98	32	0.3	97.7
343	98	17	0.1	97.8
344	98	30	0.3	98.1
345	98	31	0.3	98.3
346	98	12	0.1	98.4
347	99	35	0.3	98.7
348	99	18	0.2	98.9
349	99	11	0.1	99.0
350	99	11	0.1	99.1
351	99	31	0.3	99.3
352	99	9	0.1	99.4
353	99	11	0.1	99.5
354	99	2	0.0	99.5
355	99	2	0.0	99.5
357	99	23	0.2	99.7
358	99	7	0.1	99.8
359	99	13	0.1	99.9
360	99	15	0.1	100.0
Total N-Count		11,961		

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters Only)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
120	1	203	2.9	2.9
123	3	4	0.1	3.0
124	3	8	0.1	3.1
127	3	2	0.0	3.2
129	3	2	0.0	3.2
130	3	5	0.1	3.3
132	3	1	0.0	3.3
133	3	5	0.1	3.3
134	3	2	0.0	3.4
136	3	9	0.1	3.5
137	3	6	0.1	3.6
139	3	4	0.1	3.6
140	3	2	0.0	3.7
141	3	2	0.0	3.7
142	3	2	0.0	3.7
143	3	6	0.1	3.8
144	4	1	0.0	3.8
145	4	10	0.1	4.0
146	4	5	0.1	4.1
147	4	6	0.1	4.1
148	4	2	0.0	4.2
149	4	4	0.1	4.2
150	4	1	0.0	4.2
151	4	13	0.2	4.4
152	4	3	0.0	4.5
153	4	7	0.1	4.6
154	4	11	0.2	4.7
155	4	8	0.1	4.9
156	5	21	0.3	5.2
157	5	8	0.1	5.3
158	5	21	0.3	5.6
159	5	8	0.1	5.7
160	5	21	0.3	6.0
161	6	5	0.1	6.1
162	6	25	0.4	6.4
163	6	7	0.1	6.5
164	6	22	0.3	6.9
165	6	10	0.1	7.0
166	7	14	0.2	7.2

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
167	7	6	0.1	7.3
168	7	14	0.2	7.5
169	7	8	0.1	7.6
170	7	5	0.1	7.7
171	7	6	0.1	7.8
172	7	11	0.2	7.9
173	7	12	0.2	8.1
174	8	9	0.1	8.2
175	8	6	0.1	8.3
176	8	14	0.2	8.5
177	8	3	0.0	8.6
178	8	9	0.1	8.7
179	8	10	0.1	8.8
180	8	19	0.3	9.1
181	9	12	0.2	9.3
182	9	18	0.3	9.6
183	9	13	0.2	9.7
184	9	9	0.1	9.9
185	9	13	0.2	10.1
186	9	9	0.1	10.2
187	10	23	0.3	10.5
188	10	7	0.1	10.6
189	10	17	0.2	10.9
190	10	12	0.2	11.1
191	10	19	0.3	11.3
192	11	19	0.3	11.6
193	11	16	0.2	11.8
194	11	20	0.3	12.1
195	11	20	0.3	12.4
196	12	13	0.2	12.6
197	12	18	0.3	12.9
198	12	21	0.3	13.2
199	12	28	0.4	13.6
200	13	21	0.3	13.9
201	13	19	0.3	14.2
202	13	21	0.3	14.5
203	14	17	0.2	14.7
204	14	23	0.3	15.0
205	14	21	0.3	15.4
206	15	25	0.4	15.7

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
207	15	19	0.3	16.0
208	15	26	0.4	16.4
209	16	15	0.2	16.6
210	16	23	0.3	16.9
211	16	25	0.4	17.3
212	17	31	0.5	17.7
213	17	21	0.3	18.0
214	18	28	0.4	18.4
215	18	27	0.4	18.8
216	18	27	0.4	19.2
217	19	22	0.3	19.6
218	19	31	0.5	20.0
219	19	23	0.3	20.3
220	20	27	0.4	20.7
221	20	29	0.4	21.2
222	21	37	0.5	21.7
223	21	27	0.4	22.1
224	22	31	0.5	22.5
225	22	29	0.4	23.0
226	23	54	0.8	23.7
227	24	41	0.6	24.3
228	24	35	0.5	24.8
229	25	31	0.5	25.3
230	26	37	0.5	25.8
231	26	43	0.6	26.5
232	27	34	0.5	26.9
233	27	31	0.5	27.4
234	28	37	0.5	27.9
235	28	37	0.5	28.5
236	29	40	0.6	29.1
237	30	46	0.7	29.7
238	30	38	0.6	30.3
239	31	46	0.7	30.9
240	32	41	0.6	31.5
241	32	38	0.6	32.1
242	33	43	0.6	32.7
243	34	48	0.7	33.4
244	34	44	0.6	34.0
245	35	44	0.6	34.7
246	36	53	0.8	35.5

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
247	36	52	0.8	36.2
248	37	51	0.7	37.0
249	38	59	0.9	37.8
250	39	46	0.7	38.5
251	40	61	0.9	39.4
252	40	55	0.8	40.2
253	41	53	0.8	40.9
254	42	54	0.8	41.7
255	43	64	0.9	42.6
256	44	59	0.9	43.5
257	45	55	0.8	44.3
258	45	51	0.7	45.0
259	46	51	0.7	45.8
260	47	60	0.9	46.7
261	48	67	1.0	47.6
262	49	60	0.9	48.5
263	50	54	0.8	49.3
264	51	70	1.0	50.3
265	52	75	1.1	51.4
266	53	72	1.0	52.4
267	54	65	0.9	53.4
268	55	75	1.1	54.5
269	56	74	1.1	55.5
270	57	66	1.0	56.5
271	58	67	1.0	57.5
272	59	73	1.1	58.5
273	60	69	1.0	59.5
274	61	74	1.1	60.6
275	62	69	1.0	61.6
276	63	62	0.9	62.5
277	64	61	0.9	63.4
278	64	70	1.0	64.4
279	65	67	1.0	65.4
280	66	64	0.9	66.3
281	67	66	1.0	67.3
282	68	63	0.9	68.2
283	69	59	0.9	69.1
284	70	58	0.8	69.9
285	71	66	1.0	70.9
286	72	69	1.0	71.9

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
287	73	55	0.8	72.7
288	73	64	0.9	73.6
289	74	66	1.0	74.5
290	75	60	0.9	75.4
291	76	60	0.9	76.3
292	77	47	0.7	77.0
293	78	47	0.7	77.7
294	78	61	0.9	78.5
295	79	47	0.7	79.2
296	80	59	0.9	80.1
297	81	44	0.6	80.7
298	81	71	1.0	81.8
299	82	48	0.7	82.5
300	83	44	0.6	83.1
301	84	58	0.8	83.9
302	84	38	0.6	84.5
303	85	56	0.8	85.3
304	86	58	0.8	86.1
305	87	38	0.6	86.7
306	87	47	0.7	87.4
307	88	40	0.6	88.0
308	88	43	0.6	88.6
309	89	38	0.6	89.1
310	89	37	0.5	89.7
311	90	52	0.8	90.4
312	91	36	0.5	91.0
313	91	24	0.3	91.3
314	91	35	0.5	91.8
315	92	38	0.6	92.4
316	92	33	0.5	92.8
317	93	22	0.3	93.2
318	93	29	0.4	93.6
319	94	20	0.3	93.9
320	94	31	0.5	94.3
321	94	28	0.4	94.7
322	95	32	0.5	95.2
323	95	11	0.2	95.4
324	95	19	0.3	95.6
325	96	15	0.2	95.8
326	96	18	0.3	96.1

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 12)
by Grade Level (Public & Charters Only) (continued)**

Scale Score	State PR	N-Count	Percent	Cumulative Percent
327	96	12	0.2	96.3
328	96	22	0.3	96.6
329	97	18	0.3	96.9
330	97	10	0.1	97.0
331	97	26	0.4	97.4
332	97	12	0.2	97.6
333	98	6	0.1	97.6
334	98	14	0.2	97.9
335	98	15	0.2	98.1
336	98	7	0.1	98.2
337	98	14	0.2	98.4
338	98	7	0.1	98.5
339	98	2	0.0	98.5
340	98	1	0.0	98.5
341	99	21	0.3	98.8
342	99	7	0.1	98.9
343	99	1	0.0	98.9
344	99	5	0.1	99.0
345	99	7	0.1	99.1
347	99	15	0.2	99.3
348	99	7	0.1	99.4
349	99	5	0.1	99.5
350	99	3	0.0	99.5
351	99	7	0.1	99.7
352	99	4	0.1	99.7
353	99	8	0.1	99.8
355	99	1	0.0	99.8
357	99	3	0.0	99.9
358	99	2	0.0	99.9
359	99	4	0.1	100.0
360	99	2	0.0	100.0
Total N-Count		6,884		

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APPENDIX A: ITEM MAPS

Table A1. 2018 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.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and/or partially narrate a story.
2	Speaking	Constructed Response	2		PLD.3.S.K.3	Transitioning: Student uses simple sentences to provide an opinion about a topic.
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.3	Commanding: Student uses simple and expanded sentences and fluid language to provide an opinion about a topic.
5	Speaking	Constructed Response	1		PLD.2.S.K.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and/or partially narrate a story.
6	Speaking	Constructed Response	2		PLD.3.S.K.2	Transitioning: Student uses simple sentences to describe or convey relevant details and narrate a story.
7	Speaking	Constructed Response	2		PLD.4.S.K.2	Expanding: Student uses simple and expanded sentences to describe or convey relevant details and narrate a story.

Table A1. 2018 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
8	Speaking	Constructed Response	2		PLD.5.S.K.3	Commanding: Student uses simple and expanded sentences and fluid language to provide an opinion about a topic.
9	Speaking	Constructed Response	1		PLD.2.S.K.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
10	Speaking	Constructed Response	2		PLD.3.S.K.1	Transitioning: Student uses simple sentences to ask questions and contribute to a conversation.
11	Speaking	Constructed Response	2		PLD.4.S.K.2	Expanding: Student uses simple and expanded sentences to describe or convey relevant details and narrate a story.
12	Speaking	Constructed Response	2		PLD.5.S.K.2	Commanding: Student uses simple and expanded sentences and fluid language to describe or convey relevant details and narrate a story.
1	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
2	Listening	Multiple-Choice	1	Words from context	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.

Table A1. 2018 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
3	Listening	Multiple-Choice	1	Words from context	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
4	Listening	Multiple-Choice	1	Character-Image Sorting	PLD.5.L.K.1	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
5	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
6	Listening	Multiple-Choice	1	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.
7	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
8	Listening	Multiple-Choice	1	Development of 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.

Table A1. 2018 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
9	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.
10	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
11	Listening	Multiple-Choice	1	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.
12	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.
13	Listening	Multiple-Choice	1	Descriptions	PLD.5.L.K.2	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.

Table A1. 2018 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	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.
15	Listening	Multiple-Choice	1	Descriptions	PLD.5.L.K.2	Commanding: Student can identify a variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
16	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.
17	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
18	Listening	Multiple-Choice	1	Words from Context	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
19	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
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.

Table A1. 2018 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
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	Sound-Word Match	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words .
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	Alphabet Recognition	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words .
6	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 .
7	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 .
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 .

Table A1. 2018 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	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.
11	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
12	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
13	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
14	Reading	Multiple-Choice	1	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.
15	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.
16	Reading	Multiple-Choice	1	Sentence Reading	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
17	Reading	Multiple-Choice	1	Sentence Reading	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.

Table A1. 2018 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
18	Reading	Multiple-Choice	1	Sentence Reading	PLD.5.R.K.4	Commanding: Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
1	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
2	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
3	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
4	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
5	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
6	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.
7	Writing	Constructed Response	2	Sentence Writing	PLD.5.W.K.1	Commanding: Student produces letters, sequenced letters to produce words, and words separated with spaces.

Table A1. 2018 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
8	Writing	Constructed Response	4	Write a Story	PLD.5.W.K.2	Commanding: Student uses drawings, simple, expanded, and/or compound sentences to sufficiently provide descriptions and events to write a story or write about a topic.

Table A2. 2018 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 partially narrate a story.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.3	Transitioning: Student uses simple and/or compound sentences to provide details or facts about a topic and provide an opinion supported by a reason.
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.1-2.3	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.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.2	Transitioning: Student uses simple and/or compound sentences to describe or convey relevant details and narrate a story.
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.2	Expanding: Student uses simple, expanded, and/or compound sentences to describe or convey relevant details and narrate a story.

Table A2. 2018 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
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.
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and/or partially narrate a story.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.2	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.1-2.2	Expanding: Student uses simple, expanded, and/or compound sentences to describe or convey relevant details and narrate a story.
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.

Table A2. 2018 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)

*Performance Level Description/Target of Measurement

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

Table A2. 2018 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	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.
10	1	Multiple-Choice	1	Reading	PLD.1.R.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.3.R.1-2.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.4.R.1-2.5	Expanding: Student can identify significant ideas, events, and/or relationships that are established by text structures (simple or some expanded sentences that work together to determine elements, connections, and topics) in grade-level texts.
14	1	Multiple-Choice	1	Reading	PLD.3.R.1-2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in a grade-level text.

Table A2. 2018 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
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.
16	1	Multiple-Choice	1	Reading	PLD.5.R.1-2.1	Commanding: Student can identify a variety of simple or expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.1-2.2	Commanding: Student uses grade-level words and phrases to sufficiently describe detailed thoughts, feelings, and ideas in a written text.
18	2	Multiple-Choice	1	Listening	PLD.3.L.1-2.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.3.L.1-2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in grade-level spoken discourse.
20	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.

Table A2. 2018 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
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.
22	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.
23	2	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.
24	2	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.
25	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.

Table A2. 2018 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
26	2	Multiple-Choice	1	Reading	PLD.5.R.1-2.1	Commanding: Student can identify a variety of simple or expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
27	2	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.
28	2	Multiple-Choice	1	Reading	PLD.3.R.1-2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in a grade-level text.
29	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.
30	2	Multiple-Choice	1	Reading	PLD.5.R.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 texts.
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.

Table A2. 2018 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
32	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.3	Expanding: Student can determine the meaning of most Tier 1 and some Tier 2 words in a grade-level text.
33	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.
34	2	Short Constructed Response	4	Writing	PLD.5.W.1-2.2	Commanding: Student uses grade-level words and phrases to sufficiently describe detailed thoughts, feelings, and ideas in a written text.
35	3	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.
36	3	Multiple-Choice	1	Listening	PLD.4.L.1-2.3	Expanding: Student can determine the meaning of most Tier 1 and some Tier 2 words in grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.5.L.1-2.2	Commanding: Student can identify a variety of simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.

Table A2. 2018 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
38	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.
39	3	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.
40	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.
41	3	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.
42	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.
43	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.

Table A2. 2018 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
44	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.
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.3.R.1-2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.5	Expanding: Student can identify significant ideas, events, and/or relationships that are established by text structures (simple or some expanded sentences that work together to determine elements, connections, and topics) in grade-level texts.
48	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.
49	3	Multiple-Choice	1	Reading	PLD.1.R.1-2.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.

Table A2. 2018 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
50	3	33	1	Reading	PLD.5.R.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 texts.
51	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.
52	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.
53	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.4	Expanding: Student can identify most simple or some expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level texts.
54	3	Extended Constructed Response/ Narrative	4	Writing	PLD.5.W.1-2.4	Commanding: Student uses 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. 2018 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.3-4.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.2	Commanding: Student uses simple, expanded, and complex sentences and fluid language to describe or convey relevant details and narrate a story or process in sequence.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.1	Transitioning: Student uses simple and/or expanded sentences to ask questions and contribute to a conversation.
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.

Table A3. 2018 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
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.3-4.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion supported by a reason.
1	1	Multiple-Choice	1	Listening	PLD.1.L.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 grade-level spoken discourse.

Table A3. 2018 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
2	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.
3	1	Multiple-Choice	1	Listening	PLD.2.L.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.
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.3-4.4	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level spoken discourse.

Table A3. 2018 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
7	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.
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.
9	1	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.
10	1	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
11	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. 2018 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
12	1	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.
13	1	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
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.
15	1	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.
16	1	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.
17	1	Short Constructed Response	4	Writing	PLD.5.W.3-4.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently describe detailed ideas and facts in a written text.

Table A3. 2018 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
18	2	Multiple-Choice	1	Listening	PLD.3.L.3-4.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
20	2	Multiple-Choice	1	Listening	PLD.5.L.3-4.3	Commanding: Student can determine most of the literal and figurative meanings of Tier 1 and some Tier 2 words in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.2.L.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.

Table A3. 2018 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
22	2	Multiple-Choice	1	Listening	PLD.3.L.3-4.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
23	2	Multiple-Choice	1	Listening	PLD.3.L.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
24	2	Multiple-Choice	1	Listening	PLD.4.L.3-4.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.4.L.3-4.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
26	2	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.

Table A3. 2018 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
27	2	Multiple-Choice	1	Reading	PLD.4.R.3-4.3	Expanding: Student can determine most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.
28	2	Multiple-Choice	1	Reading	PLD.5.R.3-4.2	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
29	2	Multiple-Choice	1	Reading	PLD.1.R.3-4.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.
30	2	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
31	2	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
32	2	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.

Table A3. 2018 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
33	2	Multiple-Choice	1	Reading	PLD.5.R.3-4.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.3-4.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently describe detailed ideas and facts in a written text.
35	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	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.2.L.3-4.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
37	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.

Table A3. 2018 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
38	3	Multiple-Choice	1	Listening	PLD.3.L.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
39	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.
40	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
41	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.
42	3	Multiple-Choice	1	Listening	PLD.5.L.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 spoken discourse.

Table A3. 2018 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
43	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.
44	3	Multiple-Choice	1	Reading	PLD.1.R.3-4.3	Entering: Student may determine the literal meaning of some Tier 1 words in a grade-level text.
45	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.
46	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.
47	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.

Table A3. 2018 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
48	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.
49	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.
50	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.
51	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.
52	3	Multiple-Choice	1	Reading	PLD.5.R.3-4.3	Commanding: Student can determine most of the literal and figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.

Table A3. 2018 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
53	3	Multiple-Choice	1	Reading	PLD.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.
54	3	Extended Constructed Response/Informational	4	Writing	PLD.5.W.3-4.3	Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide or refer to detailed descriptions and events in sequence to develop a narrative text.

Table A4. 2018 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.5-6.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and partially narrate a story or process in sequence.
2	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.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.3	Expanding: Student uses simple, expanded, and/or complex sentences to analyze a topic and provide an opinion or a claim supported by reasons.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.1	Commanding: Student uses simple, expanded, and complex sentences and fluid language to ask questions and contribute to a conversation.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.3	Transitioning: Student uses simple and/or expanded sentences to analyze a topic and provide an opinion or a claim supported by reasons.
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.

Table A4. 2018 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
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.
10	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.
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.5-6.3	Entering: Student may determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.

Table A4. 2018 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
2	1	Multiple-Choice	1	Listening	PLD.3.L.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.3.L.5-6.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.2.L.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
5	1	Multiple-Choice	1	Listening	PLD.1.L.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.

Table A4. 2018 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
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.4.L.5-6.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.5.L.5-6.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
10	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.

Table A4. 2018 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
11	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.3.R.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.4.R.5-6.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
14	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
15	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.

Table A4. 2018 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
16	1	Multiple-Choice	1	Reading	PLD.5.R.5-6.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.5-6.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.
18	2	Multiple-Choice	1	Listening	PLD.2.L.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
19	2	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.
20	2	Multiple-Choice	1	Listening	PLD.5.L.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 grade-level spoken discourse.

Table A4. 2018 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
21	2	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.
22	2	Multiple-Choice	1	Listening	PLD.4.L.5-6.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.
23	2	Multiple-Choice	1	Listening	PLD.4.L.5-6.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.
24	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.
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.

Table A4. 2018 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
26	2	Multiple-Choice	1	Reading	PLD.1.R.5-6.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions 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.1.R.5-6.3	Entering: Student may determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
29	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.
30	2	Multiple-Choice	1	Reading	PLD.5.R.5-6.5	Commanding: Student can identify significant elements, connections, 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.

Table A4. 2018 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
31	2	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.
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.5-6.2	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.
34	2	Short Constructed Response	4	Writing	PLD.5.W.5-6.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.
35	3	Multiple-Choice	1	Listening	PLD.1.L.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.

Table A4. 2018 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
36	3	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.
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.1.L.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.2.L.5-6.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.
40	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.

Table A4. 2018 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
41	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.
42	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.
43	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.
44	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.
45	3	Multiple-Choice	1	Reading	PLD.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.

Table A4. 2018 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
46	3	Multiple-Choice	1	Reading	PLD.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.5.R.5-6.5	Commanding: Student can identify significant elements, connections, 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.
48	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.
49	3	Multiple-Choice	1	Reading	PLD.3.R.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 a grade-level text.

Table A4. 2018 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.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.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.
52	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.
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.

Table A4. 2018 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
54	3	Extended Constructed Response/ Informational	4	Writing	PLD.5.W.5-6.4	Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precisely stated and linked ideas, a variety of support, and closure to develop an informational text.

Table A5. 2018 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.7-8.1	Expanding: Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.2	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.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. 2018 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.7-8.2	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.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.

Table A5. 2018 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
1	1	Multiple-Choice	1	Listening	PLD.1.L.7-8.3	Entering: Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.5.L.7-8.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.4.L.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.1.L.7-8.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.

Table A5. 2018 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
5	1	Multiple-Choice	1	Listening	PLD.2.L.7-8.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.3.L.7-8.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.
7	1	Multiple-Choice	1	Listening	PLD.3.L.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.4.L.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.

Table A5. 2018 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
9	1	Multiple-Choice	1	Reading	PLD.1.R.7-8.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.
10	1	Multiple-Choice	1	Reading	PLD.3.R.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.4.R.7-8.5	Expanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
12	1	Multiple-Choice	1	Reading	PLD.4.R.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.

Table A5. 2018 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)

*Performance Level Description/Target of Measurement

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

Table A5. 2018 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
18	2	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.
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.3.L.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.
21	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.

Table A5. 2018 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.5.L.7-8.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
23	2	Multiple-Choice	1	Listening	PLD.3.L.7-8.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
24	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.
25	2	Multiple-Choice	1	Listening	PLD.3.L.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.

Table A5. 2018 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
26	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.
27	2	Multiple-Choice	1	Reading	PLD.3.R.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text.
28	2	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.
29	2	Multiple-Choice	1	Reading	PLD.1.R.7-8.3	Entering: Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.

Table A5. 2018 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
30	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.
31	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.
32	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.
33	2	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.

Table A5. 2018 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
34	2	Short Constructed Response	4	Writing	PLD.5.W.7-8.2	Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.
35	3	Multiple-Choice	1	Listening	PLD.2.L.7-8.2	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.
36	3	Multiple-Choice	1	Listening	PLD.2.L.7-8.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
37	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.
38	3	Multiple-Choice	1	Listening	PLD.4.L.7-8.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.

Table A5. 2018 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
39	3	Multiple-Choice	1	Listening	PLD.2.L.7-8.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.4.L.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
41	3	Multiple-Choice	1	Listening	PLD.3.L.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.3.L.7-8.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.

Table A5. 2018 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
43	3	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.
44	3	Multiple-Choice	1	Reading	PLD.3.R.7-8.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.4.R.7-8.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
46	3	Multiple-Choice	1	Reading	PLD.5.R.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 a grade-level text.

Table A5. 2018 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.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.
48	3	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.
49	3	Multiple-Choice	1	Reading	PLD.2.R.7-8.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.
50	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.

Table A5. 2018 NYSESLAT Operational Test Information⁹ for Grade Band 7–8 (continued)

*Performance Level Description/Target of Measurement

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

Table A6. 2018 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.9-12.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.1	Transitioning: Student uses simple and/or expanded sentences to ask questions, paraphrase information, and contribute to a conversation.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.9-12.1	Expanding: Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.9-12.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.1	Emerging: Student uses phrases and simple sentences to ask questions, paraphrase information, and contribute to a conversation.
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. 2018 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.9-12.3	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.
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.3	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.

Table A6. 2018 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	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.
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.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.1.L.9-12.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.

Table A6. 2018 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
3	1	Multiple-Choice	1	Listening	PLD.3.L.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.1.L.9-12.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
5	1	Multiple-Choice	1	Listening	PLD.3.L.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.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. 2018 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	1	Multiple-Choice	1	Listening	PLD.4.L.9-12.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.3.L.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
10	1	Multiple-Choice	1	Reading	PLD.3.R.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.

Table A6. 2018 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.4.R.9-12.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.3.R.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.3.R.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
14	1	Multiple-Choice	1	Reading	PLD.4.R.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.

Table A6. 2018 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.9-12.5	Expanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
16	1	Multiple-Choice	1	Reading	PLD.4.R.9-12.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.9-12.2	Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.
18	2	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.

Table A6. 2018 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
19	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.
20	2	Multiple-Choice	1	Listening	PLD.3.L.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.2.L.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
22	2	Multiple-Choice	1	Listening	PLD.5.L.9-12.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.

Table A6. 2018 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
23	2	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.
24	2	Multiple-Choice	1	Listening	PLD.3.L.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 spoken discourse.
25	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.
26	2	Multiple-Choice	1	Reading	PLD.3.R.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.

Table A6. 2018 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
27	2	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.
28	2	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.
29	2	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.
30	2	Multiple-Choice	1	Reading	PLD.2.R.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.

Table A6. 2018 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
31	2	Multiple-Choice	1	Reading	PLD.3.R.9-12.5	Transitioning: Student can, with limited support, identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
32	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.
33	2	Multiple-Choice	1	Reading	PLD.4.R.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.9-12.2	Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.

Table A6. 2018 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
35	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.
36	3	Multiple-Choice	1	Listening	PLD.5.L.9-12.2	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 that develop or refine grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.1.L.9-12.3	Entering: Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.1.L.9-12.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.

Table A6. 2018 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.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.
40	3	Multiple-Choice	1	Listening	PLD.2.L.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
41	3	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.
42	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 impact in grade-level spoken discourse.

Table A6. 2018 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
43	3	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.
44	3	Multiple-Choice	1	Reading	PLD.1.R.9-12.3	Entering: Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.5.R.9-12.2	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 that develop or refine a grade-level text.
46	3	Multiple-Choice	1	Reading	PLD.2.R.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 a grade-level text.

Table A6. 2018 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
47	3	Multiple-Choice	1	Reading	PLD.3.R.9-12.5	Transitioning: Student can, with limited support, identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
48	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.
49	3	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 impact in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.2.R.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 a grade-level text.

Table A6. 2018 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
51	3	Multiple-Choice	1	Reading	PLD.5.R.9-12.2	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 that develop or refine a grade-level text.
52	3	Multiple-Choice	1	Reading	PLD.3.R.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.
53	3	Multiple-Choice	1	Reading	PLD.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.
54	3	Extended Constructed Response/Informational	4	Writing	PLD.5.W.9-12.4	Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure to develop an informational text.

APPENDIX B: ITEM-LEVEL STATISTICS**Table B1A. Item-Level Statistics: Listening and Speaking, Grade K (All Schools)**

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/Omit	p-value	Point Biserial	Adj Pt-Bis
LISTENING	1	MC	1	30,983	83	10	6			1	0.83	0.43	0.34
	2	MC	1	30,983	19	20	60			1	0.60	0.48	0.37
	3	MC	1	30,983	17	62	21			1	0.62	0.47	0.36
	4	MC	1	30,983	90	6	4			1	0.90	0.53	0.47
	5	MC	1	30,983	16	58	25			1	0.58	0.39	0.27
	6	MC	1	30,983	79	14	7			0	0.79	0.42	0.33
	7	MC	1	30,983	61	29	9			1	0.61	0.36	0.24
	8	MC	1	30,983	23	22	54			1	0.54	0.43	0.32
	9	MC	1	30,983	15	77	7			1	0.77	0.51	0.43
	10	MC	1	30,983	14	76	10			1	0.76	0.56	0.48
	11	MC	1	30,983	18	11	70			1	0.70	0.54	0.45
	12	MC	1	30,983	84	10	6			1	0.84	0.52	0.45
	13	MC	1	30,983	82	12	5			1	0.82	0.56	0.49
	14	MC	1	30,983	7	5	87			1	0.87	0.59	0.53
	15	MC	1	30,983	8	87	4			0	0.87	0.55	0.49
	16	MC	1	30,983	9	11	78			1	0.79	0.53	0.45
	17	MC	1	30,983	7	79	14			0	0.79	0.50	0.42
	18	MC	1	30,983	17	12	71			1	0.71	0.50	0.41
	19	MC	1	30,983	10	6	83			1	0.83	0.54	0.47
SPEAKING	1	CR	1	30,981	18	82				0	0.82	0.70	0.66
	2	CR	2	30,981	20	30	50			0	0.65	0.79	0.75
	3	CR	2	30,981	17	28	46			10	0.60	0.80	0.78
	4	CR	2	30,981	32	31	27			10	0.43	0.76	0.70
	5	CR	1	30,981	21	79				0	0.79	0.71	0.69
	6	CR	2	30,981	18	21	61			0	0.72	0.81	0.78
	7	CR	2	30,981	15	31	44			10	0.60	0.82	0.80
	8	CR	2	30,981	38	34	17			11	0.34	0.73	0.65
	9	CR	1	30,981	17	83				0	0.83	0.69	0.65
	10	CR	2	30,981	22	21	57				0.68	0.80	0.78
	11	CR	2	30,981	25	29	35			10	0.50	0.79	0.76
	12	CR	2	30,981	33	36	20			11	0.38	0.76	0.71

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	30,983	5	4	91			1	0.91	0.58	0.53
	2	MC	1	30,983	92	5	3			0	0.92	0.57	0.53
	3	MC	1	30,983	89	6	5			1	0.89	0.55	0.50
	4	MC	1	30,983	5	87	8			1	0.87	0.56	0.50
	5	MC	1	30,983	7	15	77			1	0.77	0.53	0.45
	6	MC	1	30,983	8	86	5			0	0.86	0.64	0.59
	7	MC	1	30,983	9	86	5			0	0.86	0.62	0.56
	8	MC	1	30,983	12	8	79			0	0.79	0.62	0.56
	9	MC	1	30,983	11	82	6			0	0.82	0.65	0.59
	10	MC	1	30,983	84	9	6			1	0.84	0.56	0.49
	11	MC	1	30,983	9	6	84			1	0.84	0.70	0.65
	12	MC	1	30,983	10	85	5			1	0.85	0.62	0.56
	13	MC	1	30,983	13	80	6			1	0.80	0.62	0.56
	14	MC	1	30,983	25	67	7			1	0.67	0.56	0.47
	15	MC	1	30,983	85	8	6			1	0.85	0.58	0.51
	16	MC	1	30,983	15	11	73			1	0.73	0.60	0.53
	17	MC	1	30,983	18	18	63			1	0.63	0.54	0.45
	18	MC	1	30,983	76	13	10			1	0.76	0.46	0.37
WRITING	1	CR	1	30,981	17	82				0	0.82	0.63	0.58
	2	CR	1	30,981	19	80				1	0.80	0.64	0.59
	3	CR	1	30,981	17	82				1	0.82	0.63	0.59
	4	CR	1	30,981	13	86				1	0.86	0.63	0.58
	5	CR	2	30,981	27	24	48			1	0.60	0.77	0.69
	6	CR	2	30,981	34	21	44			1	0.55	0.79	0.72
	7	CR	2	30,981	38	27	34			1	0.47	0.82	0.74
	8	CR	4	30,981	15	35	26	15	8	1	0.41	0.84	0.67

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	60,445	56	17	15	11		1	0.56	0.41	0.33
	2	MC	1	60,445	6	66	22	6		1	0.66	0.45	0.38
	3	MC	1	60,445	17	20	46	16		1	0.46	0.50	0.42
	4	MC	1	60,445	5	62	4	28		1	0.62	0.51	0.44
	5	MC	1	60,445	13	15	57	13		1	0.57	0.46	0.38
	6	MC	1	60,445	64	15	7	13		1	0.65	0.38	0.30
	7	MC	1	60,445	19	14	12	55		1	0.55	0.37	0.29
	8	MC	1	60,445	23	55	9	13		1	0.55	0.45	0.37
	9	MC	1	60,445	65	8	5	21		1	0.65	0.58	0.51
	10	MC	1	60,445	4	73	4	18		1	0.73	0.45	0.38
	11	MC	1	60,445	63	7	9	20		1	0.63	0.38	0.30
	12	MC	1	60,445	86	3	4	6		1	0.86	0.52	0.47
	13	MC	1	60,445	8	5	6	80		1	0.80	0.57	0.52
	14	MC	1	60,445	53	8	18	20		1	0.54	0.51	0.44
	15	MC	1	60,445	10	7	76	5		1	0.76	0.56	0.50
	16	MC	1	60,445	13	59	18	10		1	0.59	0.47	0.39
	17	MC	1	60,445	66	12	11	9		1	0.66	0.49	0.42
	18	MC	1	60,445	10	12	67	11		1	0.67	0.55	0.49
	19	MC	1	60,445	12	18	13	56		1	0.56	0.46	0.39
	20	MC	1	60,445	5	5	76	13		1	0.76	0.53	0.47
	21	MC	1	60,445	74	7	12	6		1	0.74	0.56	0.51
	22	MC	1	60,445	7	10	66	16		1	0.66	0.55	0.49
	23	MC	1	60,445	20	59	9	11		1	0.60	0.49	0.42
	24	MC	1	60,445	56	12	15	16		1	0.56	0.48	0.41
SPEAKING	1	CR	1	60,444	14	86					0.86	0.67	0.65
	2	CR	2	60,444	15	22	63				0.74	0.80	0.78
	3	CR	2	60,444	10	23	59			7	0.71	0.82	0.81
	4	CR	2	60,444	19	30	44			8	0.59	0.80	0.75
	5	CR	1	60,444	10	90					0.90	0.65	0.61
	6	CR	2	60,444	18	19	62				0.72	0.79	0.78
	7	CR	2	60,444	19	28	46			7	0.60	0.80	0.77
	8	CR	2	60,444	29	30	34			8	0.49	0.77	0.68
	9	CR	1	60,444	14	86					0.86	0.70	0.69
	10	CR	2	60,444	15	19	66				0.76	0.81	0.80
	11	CR	2	60,444	9	24	58			8	0.71	0.83	0.82
	12	CR	2	60,444	18	31	43			8	0.58	0.80	0.76

Table B2B. Item-Level Statistics: Reading and Writing, Grade Band 1–2 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/Omit	p-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	60,445	72	11	5	11	1	72	0.72	0.47	0.42
	2	MC	1	60,445	64	15	8	12	1	64	0.64	0.55	0.50
	3	MC	1	60,445	63	13	15	7	1	63	0.63	0.55	0.51
	4	MC	1	60,445	18	50	23	8	2	18	0.50	0.61	0.57
	5	MC	1	60,445	63	13	8	14	2	63	0.63	0.62	0.58
	6	MC	1	60,445	60	13	11	15	1	60	0.60	0.54	0.49
	7	MC	1	60,445	13	20	13	52	2	13	0.52	0.42	0.36
	8	MC	1	60,445	51	13	13	21	2	51	0.51	0.50	0.45
	9	MC	1	60,445	70	12	8	9	1	70	0.70	0.49	0.44
	10	MC	1	60,445	61	15	11	12	1	61	0.61	0.62	0.58
	11	MC	1	60,445	26	8	9	55	2	26	0.55	0.69	0.65
	12	MC	1	60,445	32	11	49	4	3	32	0.49	0.46	0.40
	13	MC	1	60,445	20	44	21	13	2	20	0.44	0.48	0.42
	14	MC	1	60,445	78	9	6	6	1	78	0.78	0.52	0.47
	15	MC	1	60,445	8	28	50	12	2	8	0.50	0.61	0.57
	16	MC	1	60,445	17	10	12	59	2	17	0.59	0.62	0.58
	17	MC	1	60,445	18	12	64	5	1	18	0.64	0.66	0.62
	18	MC	1	60,445	17	14	52	15	1	17	0.52	0.54	0.49
	19	MC	1	60,445	13	14	18	53	1	13	0.53	0.60	0.55
	20	MC	1	60,445	57	12	12	17	2	57	0.57	0.61	0.57
	21	MC	1	60,445	19	14	15	51	2	19	0.51	0.55	0.50
	22	MC	1	60,445	17	15	51	16	2	17	0.51	0.48	0.42
	23	MC	1	60,445	20	14	16	48	2	20	0.48	0.57	0.52
	24	MC	1	60,445	56	17	14	12	2	56	0.56	0.57	0.52
	25	MC	1	60,445	21	11	15	51	2	21	0.51	0.65	0.60
	26	MC	1	60,445	55	19	12	12	2	55	0.55	0.63	0.59
	27	MC	1	60,445	23	16	14	44	2	23	0.44	0.59	0.54
WRITING	1	CR	4	60,444	16	19	31	23	9	2	0.47	0.92	0.83
	2	CR	4	60,444	16	21	33	22	8	2	0.46	0.93	0.84
	3	CR	4	60,444	17	20	31	21	9	2	0.45	0.92	0.83

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	54,030	5	6	24	64		1	0.64	0.43	0.36
	2	MC	1	54,030	70	7	8	13		1	0.70	0.54	0.48
	3	MC	1	54,030	11	13	21	54		1	0.54	0.46	0.37
	4	MC	1	54,030	81	4	4	11		1	0.81	0.51	0.45
	5	MC	1	54,030	10	16	4	69		1	0.69	0.50	0.43
	6	MC	1	54,030	24	24	37	14		1	0.37	0.22	0.13
	7	MC	1	54,030	46	8	28	16		1	0.46	0.35	0.27
	8	MC	1	54,030	8	24	44	23		1	0.44	0.46	0.38
	9	MC	1	54,030	18	63	8	10		1	0.63	0.53	0.46
	10	MC	1	54,030	74	7	5	13		1	0.74	0.51	0.45
	11	MC	1	54,030	63	8	11	17		1	0.64	0.58	0.52
	12	MC	1	54,030	11	18	7	62		1	0.62	0.51	0.44
	13	MC	1	54,030	57	15	14	13		1	0.57	0.46	0.38
	14	MC	1	54,030	49	17	15	18		1	0.49	0.38	0.30
	15	MC	1	54,030	17	65	7	10		1	0.65	0.50	0.43
	16	MC	1	54,030	11	14	17	57		1	0.57	0.42	0.34
	17	MC	1	54,030	13	70	7	8		1	0.70	0.44	0.36
	18	MC	1	54,030	52	21	10	16		1	0.52	0.37	0.28
	19	MC	1	54,030	50	16	15	18		1	0.50	0.41	0.32
	20	MC	1	54,030	4	7	82	5		1	0.82	0.56	0.50
	21	MC	1	54,030	13	60	14	12		1	0.60	0.52	0.45
	22	MC	1	54,030	61	10	9	19		1	0.61	0.55	0.48
	23	MC	1	54,030	10	7	53	29		1	0.53	0.46	0.38
	24	MC	1	54,030	23	49	11	16		1	0.49	0.31	0.22
SPEAKING	1	CR	1	54,030	12	88					0.88	0.67	0.68
	2	CR	2	54,030	13	16	71				0.79	0.81	0.82
	3	CR	2	54,030	10	19	65			7	0.74	0.83	0.83
	4	CR	2	54,030	13	30	49			7	0.64	0.82	0.75
	5	CR	1	54,030	13	87					0.87	0.67	0.69
	6	CR	2	54,030	12	15	73				0.81	0.80	0.81
	7	CR	2	54,030	9	19	65			7	0.74	0.83	0.83
	8	CR	2	54,030	14	31	48			7	0.63	0.83	0.76
	9	CR	1	54,030	10	90					0.90	0.64	0.65
	10	CR	2	54,030	13	18	69				0.78	0.81	0.82
	11	CR	2	54,030	8	23	63			6	0.74	0.84	0.82
	12	CR	2	54,030	13	27	53			7	0.67	0.83	0.77

Table B3B. Item-Level Statistics: Reading and Writing, Grade Band 3–4 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/Omit	p-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	54,030	6	78	9	6		1	0.78	0.59	0.55
	2	MC	1	54,030	10	12	66	11		1	0.66	0.60	0.55
	3	MC	1	54,030	74	10	7	7		1	0.74	0.57	0.53
	4	MC	1	54,030	78	9	6	6		1	0.78	0.58	0.54
	5	MC	1	54,030	11	68	11	8		1	0.68	0.58	0.54
	6	MC	1	54,030	10	14	67	8		1	0.67	0.53	0.48
	7	MC	1	54,030	11	16	18	54		1	0.54	0.48	0.42
	8	MC	1	54,030	24	13	47	14		1	0.47	0.40	0.34
	9	MC	1	54,030	18	12	63	6		1	0.63	0.58	0.53
	10	MC	1	54,030	14	22	53	10		1	0.53	0.53	0.47
	11	MC	1	54,030	10	62	14	13		1	0.62	0.54	0.48
	12	MC	1	54,030	11	64	5	19		1	0.64	0.60	0.55
	13	MC	1	54,030	66	14	10	9		1	0.66	0.60	0.55
	14	MC	1	54,030	10	63	19	7		1	0.63	0.51	0.45
	15	MC	1	54,030	14	12	63	10		1	0.63	0.62	0.57
	16	MC	1	54,030	18	14	13	53		1	0.53	0.50	0.44
	17	MC	1	54,030	13	75	6	6		1	0.75	0.49	0.44
	18	MC	1	54,030	11	9	11	68		1	0.68	0.63	0.58
	19	MC	1	54,030	9	67	9	14		1	0.67	0.59	0.54
	20	MC	1	54,030	66	10	13	10		1	0.66	0.58	0.53
	21	MC	1	54,030	13	17	16	52		1	0.52	0.51	0.45
	22	MC	1	54,030	18	13	43	25		1	0.43	0.37	0.30
	23	MC	1	54,030	12	10	17	60		1	0.60	0.60	0.55
	24	MC	1	54,030	18	16	50	15		1	0.50	0.46	0.40
	25	MC	1	54,030	42	15	16	25		1	0.42	0.33	0.26
	26	MC	1	54,030	22	48	21	8		1	0.48	0.37	0.30
	27	MC	1	54,030	21	18	18	41		2	0.41	0.36	0.29
WRITING	1	CR	4	54,030	13	16	32	27	10	2	0.50	0.92	0.82
	2	CR	4	54,030	15	17	31	25	10	2	0.49	0.92	0.83
	3	CR	4	54,030	12	14	30	29	12	2	0.53	0.92	0.83

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	41,958	20	7	11	61		1	0.61	0.49	0.42
	2	MC	1	41,958	6	19	15	60		1	0.60	0.49	0.41
	3	MC	1	41,958	20	25	45	9		1	0.45	0.31	0.22
	4	MC	1	41,958	15	76	5	4		1	0.76	0.53	0.47
	5	MC	1	41,958	56	10	14	19		1	0.56	0.44	0.36
	6	MC	1	41,958	13	11	61	14		1	0.61	0.47	0.39
	7	MC	1	41,958	13	17	50	20		1	0.50	0.46	0.39
	8	MC	1	41,958	23	46	15	15		1	0.46	0.41	0.33
	9	MC	1	41,958	83	5	3	7		1	0.84	0.48	0.42
	10	MC	1	41,958	6	10	16	67		1	0.67	0.60	0.54
	11	MC	1	41,958	23	17	42	17		1	0.42	0.41	0.33
	12	MC	1	41,958	78	8	6	7		1	0.78	0.56	0.50
	13	MC	1	41,958	15	65	12	7		1	0.65	0.40	0.32
	14	MC	1	41,958	8	19	15	58		1	0.58	0.51	0.44
	15	MC	1	41,958	18	61	11	10		1	0.61	0.52	0.45
	16	MC	1	41,958	15	36	27	21		1	0.36	0.33	0.24
	17	MC	1	41,958	7	11	16	64		1	0.64	0.48	0.41
	18	MC	1	41,958	7	13	9	69		1	0.69	0.59	0.53
	19	MC	1	41,958	11	19	58	11		1	0.58	0.41	0.33
	20	MC	1	41,958	4	83	4	7		1	0.83	0.56	0.51
	21	MC	1	41,958	68	6	6	18		1	0.69	0.55	0.48
	22	MC	1	41,958	10	64	12	13		1	0.64	0.49	0.42
	23	MC	1	41,958	14	11	48	26		1	0.48	0.43	0.35
	24	MC	1	41,958	24	43	11	20		1	0.43	0.35	0.26
SPEAKING	1	CR	1	41,958	14	86					0.86	0.69	0.70
	2	CR	2	41,958	12	15	73				0.81	0.80	0.81
	3	CR	2	41,958	7	17	68			7	0.77	0.82	0.83
	4	CR	2	41,958	11	23	58			8	0.70	0.83	0.80
	5	CR	1	41,958	12	88					0.88	0.66	0.66
	6	CR	2	41,958	14	20	65				0.76	0.80	0.79
	7	CR	2	41,958	13	23	56			8	0.68	0.84	0.81
	8	CR	2	41,958	17	29	46			8	0.61	0.82	0.75
	9	CR	1	41,958	12	88					0.88	0.67	0.68
	10	CR	2	41,958	13	18	69				0.78	0.81	0.80
	11	CR	2	41,958	11	24	57			8	0.69	0.84	0.82
	12	CR	2	41,958	17	32	43			8	0.60	0.83	0.75

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	41,958	29	11	54	5		1	0.54	0.39	0.32
	2	MC	1	41,958	9	11	23	57		1	0.57	0.47	0.40
	3	MC	1	41,958	17	22	44	15		1	0.44	0.43	0.35
	4	MC	1	41,958	23	16	44	16		1	0.44	0.36	0.28
	5	MC	1	41,958	25	40	13	21		1	0.41	0.33	0.25
	6	MC	1	41,958	7	13	71	9		1	0.71	0.59	0.53
	7	MC	1	41,958	14	18	56	11		1	0.56	0.55	0.48
	8	MC	1	41,958	21	14	23	40		1	0.40	0.37	0.30
	9	MC	1	41,958	74	12	7	6		1	0.74	0.44	0.38
	10	MC	1	41,958	60	16	12	11		1	0.60	0.49	0.43
	11	MC	1	41,958	14	59	17	9		1	0.59	0.51	0.44
	12	MC	1	41,958	15	54	15	16		1	0.54	0.49	0.43
	13	MC	1	41,958	18	21	23	37		1	0.37	0.33	0.26
	14	MC	1	41,958	13	10	13	63		1	0.63	0.59	0.53
	15	MC	1	41,958	9	11	65	13		1	0.65	0.58	0.52
	16	MC	1	41,958	21	48	16	14		1	0.48	0.24	0.16
	17	MC	1	41,958	18	13	57	11		1	0.57	0.44	0.36
	18	MC	1	41,958	18	18	51	11		1	0.51	0.44	0.37
	19	MC	1	41,958	23	44	11	21		1	0.44	0.47	0.40
	20	MC	1	41,958	23	10	50	16		1	0.50	0.48	0.41
	21	MC	1	41,958	41	23	24	10		1	0.41	0.42	0.35
	22	MC	1	41,958	76	6	7	10		1	0.76	0.48	0.42
	23	MC	1	41,958	18	8	62	10		1	0.63	0.57	0.51
	24	MC	1	41,958	17	56	11	14		1	0.56	0.50	0.44
	25	MC	1	41,958	20	18	49	11		1	0.49	0.48	0.41
	26	MC	1	41,958	16	43	18	21		2	0.43	0.31	0.23
	27	MC	1	41,958	15	17	48	18		2	0.48	0.45	0.38
WRITING	1	CR	4	41,958	15	18	30	25	10	2	0.48	0.90	0.77
	2	CR	4	41,958	13	16	28	28	13	2	0.52	0.92	0.82
	3	CR	4	41,958	13	14	28	29	14	2	0.54	0.92	0.82

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	34,491	85	4	6	3		1	0.86	0.45	0.39
	2	MC	1	34,491	66	9	14	9		1	0.66	0.41	0.34
	3	MC	1	34,491	8	16	44	31		1	0.44	0.49	0.42
	4	MC	1	34,491	13	11	63	12		1	0.63	0.48	0.41
	5	MC	1	34,491	59	18	7	16		1	0.59	0.49	0.41
	6	MC	1	34,491	6	72	9	12		1	0.72	0.57	0.51
	7	MC	1	34,491	9	14	62	14		1	0.62	0.42	0.35
	8	MC	1	34,491	11	19	9	59		1	0.59	0.51	0.44
	9	MC	1	34,491	16	7	71	4		1	0.71	0.43	0.36
	10	MC	1	34,491	23	15	54	6		1	0.54	0.41	0.34
	11	MC	1	34,491	11	65	8	15		1	0.65	0.50	0.43
	12	MC	1	34,491	7	9	15	68		1	0.68	0.57	0.50
	13	MC	1	34,491	13	16	22	48		1	0.48	0.50	0.42
	14	MC	1	34,491	9	14	69	7		1	0.69	0.55	0.48
	15	MC	1	34,491	5	18	12	64		1	0.64	0.46	0.39
	16	MC	1	34,491	11	17	10	60		1	0.60	0.53	0.46
	17	MC	1	34,491	66	21	5	6		1	0.66	0.48	0.41
	18	MC	1	34,491	27	20	39	12		1	0.39	0.38	0.30
	19	MC	1	34,491	10	17	14	56		1	0.56	0.44	0.36
	20	MC	1	34,491	6	10	22	60		2	0.60	0.56	0.50
	21	MC	1	34,491	75	6	5	12		1	0.76	0.54	0.48
	22	MC	1	34,491	15	14	64	5		1	0.64	0.56	0.50
	23	MC	1	34,491	9	8	68	14		2	0.68	0.49	0.42
	24	MC	1	34,491	63	19	7	10		2	0.63	0.54	0.48
SPEAKING	1	CR	1	34,487	11	89					0.89	0.65	0.63
	2	CR	2	34,487	13	18	70				0.79	0.81	0.79
	3	CR	2	34,487	13	21	58			8	0.69	0.84	0.83
	4	CR	2	34,487	15	27	49			8	0.63	0.85	0.81
	5	CR	1	34,487	12	88					0.88	0.66	0.64
	6	CR	2	34,487	16	22	61				0.73	0.82	0.80
	7	CR	2	34,487	11	21	58			9	0.69	0.86	0.85
	8	CR	2	34,487	15	27	49			9	0.63	0.85	0.81
	9	CR	1	34,487	12	88					0.88	0.65	0.63
	10	CR	2	34,487	13	17	70				0.79	0.82	0.81
	11	CR	2	34,487	12	22	58			9	0.69	0.86	0.85
	12	CR	2	34,487	17	28	46			9	0.60	0.85	0.80

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	34,491	7	8	74	11		1	0.74	0.48	0.43
	2	MC	1	34,491	10	67	10	12		1	0.67	0.53	0.48
	3	MC	1	34,491	10	10	51	27		1	0.51	0.45	0.39
	4	MC	1	34,491	56	11	16	16		1	0.56	0.53	0.47
	5	MC	1	34,491	17	62	10	9		1	0.62	0.54	0.49
	6	MC	1	34,491	69	14	10	6		1	0.69	0.57	0.52
	7	MC	1	34,491	15	10	51	22		1	0.51	0.51	0.45
	8	MC	1	34,491	19	13	55	11		1	0.55	0.55	0.49
	9	MC	1	34,491	11	6	71	11		1	0.71	0.56	0.51
	10	MC	1	34,491	52	29	9	8		1	0.52	0.44	0.38
	11	MC	1	34,491	17	54	15	12		1	0.54	0.39	0.32
	12	MC	1	34,491	66	15	10	8		1	0.66	0.52	0.47
	13	MC	1	34,491	67	12	11	9		1	0.67	0.58	0.53
	14	MC	1	34,491	13	45	29	11		1	0.45	0.36	0.29
	15	MC	1	34,491	15	15	52	16		1	0.52	0.51	0.45
	16	MC	1	34,491	15	16	51	16		2	0.51	0.38	0.32
	17	MC	1	34,491	12	14	6	66		1	0.66	0.54	0.49
	18	MC	1	34,491	13	9	70	6		2	0.70	0.53	0.48
	19	MC	1	34,491	12	21	11	54		2	0.54	0.58	0.52
	20	MC	1	34,491	19	60	11	8		2	0.60	0.62	0.57
	21	MC	1	34,491	47	14	14	24		2	0.47	0.42	0.35
	22	MC	1	34,491	10	74	7	7		2	0.74	0.60	0.55
	23	MC	1	34,491	13	15	15	56		2	0.56	0.48	0.42
	24	MC	1	34,491	17	21	47	13		2	0.47	0.43	0.36
	25	MC	1	34,491	45	22	16	15		2	0.46	0.37	0.30
	26	MC	1	34,491	16	55	13	13		2	0.55	0.52	0.46
	27	MC	1	34,491	51	17	13	17		2	0.51	0.42	0.36
WRITING	1	CR	4	34,487	14	18	27	26	14	2	0.51	0.91	0.79
	2	CR	4	34,487	20	19	25	23	11	2	0.46	0.91	0.81
	3	CR	4	34,487	17	17	25	25	14	3	0.49	0.90	0.78

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	58,195	70	6	5	16		2	0.71	0.50	0.44
	2	MC	1	58,195	44	16	31	7		2	0.44	0.43	0.36
	3	MC	1	58,195	8	17	24	48		2	0.48	0.43	0.36
	4	MC	1	58,195	11	12	9	66		2	0.66	0.47	0.40
	5	MC	1	58,195	6	19	62	10		2	0.62	0.45	0.38
	6	MC	1	58,195	41	10	23	24		2	0.41	0.52	0.46
	7	MC	1	58,195	7	35	7	48		2	0.48	0.53	0.46
	8	MC	1	58,195	9	7	72	8		2	0.72	0.55	0.49
	9	MC	1	58,195	3	7	81	7		3	0.81	0.52	0.46
	10	MC	1	58,195	8	13	56	21		3	0.56	0.33	0.25
	11	MC	1	58,195	64	19	9	6		3	0.64	0.60	0.55
	12	MC	1	58,195	5	7	77	7		3	0.78	0.57	0.51
	13	MC	1	58,195	14	64	8	11		3	0.64	0.61	0.55
	14	MC	1	58,195	10	28	10	50		3	0.50	0.47	0.40
	15	MC	1	58,195	14	11	62	10		3	0.62	0.53	0.46
	16	MC	1	58,195	10	25	55	7		3	0.55	0.48	0.41
	17	MC	1	58,195	9	4	16	68		3	0.68	0.57	0.52
	18	MC	1	58,195	12	11	12	63		3	0.63	0.44	0.37
	19	MC	1	58,195	16	9	57	15		3	0.57	0.60	0.54
	20	MC	1	58,195	69	8	13	8		3	0.69	0.45	0.39
	21	MC	1	58,195	9	19	14	55		3	0.55	0.61	0.55
	22	MC	1	58,195	15	56	14	11		3	0.56	0.44	0.36
	23	MC	1	58,195	41	20	24	11		3	0.41	0.45	0.37
	24	MC	1	58,195	17	14	49	17		3	0.49	0.47	0.39
SPEAKING	1	CR	1	58,194	10	90					0.90	0.63	0.59
	2	CR	2	58,194	15	21	64				0.75	0.81	0.79
	3	CR	2	58,194	13	23	55			8	0.67	0.84	0.83
	4	CR	2	58,194	13	26	53			9	0.66	0.84	0.82
	5	CR	1	58,194	13	87					0.87	0.66	0.64
	6	CR	2	58,194	15	19	66				0.76	0.82	0.81
	7	CR	2	58,194	14	25	52			10	0.65	0.85	0.84
	8	CR	2	58,194	19	28	42			10	0.57	0.84	0.79
	9	CR	1	58,194	17	83					0.83	0.69	0.68
	10	CR	2	58,194	13	20	66				0.77	0.80	0.79
	11	CR	2	58,194	11	24	56			0	0.68	0.85	0.85
	12	CR	2	58,194	21	28	42			0	0.56	0.84	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	58,195	72	10	9	6		2	0.72	0.51	0.45
	2	MC	1	58,195	8	20	15	56		2	0.56	0.52	0.46
	3	MC	1	58,195	23	19	41	15		2	0.42	0.35	0.28
	4	MC	1	58,195	10	12	68	8		2	0.68	0.52	0.47
	5	MC	1	58,195	13	58	15	11		2	0.58	0.50	0.44
	6	MC	1	58,195	20	51	17	10		2	0.51	0.39	0.32
	7	MC	1	58,195	25	19	41	14		2	0.41	0.43	0.36
	8	MC	1	58,195	51	8	13	25		2	0.51	0.52	0.45
	9	MC	1	58,195	16	66	11	5		3	0.66	0.47	0.40
	10	MC	1	58,195	10	68	10	8		3	0.68	0.49	0.43
	11	MC	1	58,195	15	16	45	22		3	0.45	0.38	0.31
	12	MC	1	58,195	9	7	8	73		3	0.73	0.54	0.49
	13	MC	1	58,195	22	51	15	9		3	0.51	0.40	0.33
	14	MC	1	58,195	6	64	10	17		3	0.64	0.43	0.37
	15	MC	1	58,195	21	11	51	14		3	0.51	0.54	0.48
	16	MC	1	58,195	26	45	14	12		3	0.45	0.45	0.39
	17	MC	1	58,195	30	59	6	3		3	0.59	0.42	0.36
	18	MC	1	58,195	68	11	6	11		3	0.68	0.55	0.49
	19	MC	1	58,195	6	62	18	11		3	0.62	0.51	0.45
	20	MC	1	58,195	15	14	61	7		3	0.61	0.59	0.54
	21	MC	1	58,195	21	45	15	16		3	0.45	0.49	0.42
	22	MC	1	58,195	22	18	18	39		3	0.40	0.41	0.34
	23	MC	1	58,195	12	11	68	5		3	0.68	0.57	0.52
	24	MC	1	58,195	10	12	8	67		3	0.67	0.55	0.49
	25	MC	1	58,195	14	11	17	54		3	0.54	0.54	0.48
	26	MC	1	58,195	62	20	8	7		3	0.62	0.52	0.46
	27	MC	1	58,195	21	49	12	14		4	0.49	0.53	0.47
WRITING	1	CR	4	58,194	16	15	23	26	16	4	0.51	0.90	0.80
	2	CR	4	58,194	15	16	26	26	13	4	0.50	0.91	0.81
	3	CR	4	58,194	14	14	25	27	16	4	0.52	0.91	0.80

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	27,652	-1.37	-0.05	0.01	1.03	1.04	—
	2	27,652	-0.38	-0.04	0.01	1.05	1.09	—
	3	27,652	-0.50	0.04	0.01	1.06	1.08	—
	4	27,652	-1.94	-0.01	0.01	0.84	0.63	√
	5	27,652	-0.31	-0.01	0.01	1.17	1.27	—
	6	27,652	-1.25		0.01	1.07	1.25	—
	7	27,652	-0.42		0.01	1.25	1.37	√
	8	27,652	-0.19		0.01	1.11	1.18	—
	9	27,652	-1.13		0.01	0.96	0.90	—
	10	27,652	-1.06		0.01	0.90	0.78	—
	11	27,652	-0.81		0.01	0.97	0.94	—
	12	27,652	-1.52		0.01	0.92	0.82	—
	13	27,652	-1.43		0.01	0.89	0.72	—
	14	27,652	-1.78		0.01	0.80	0.57	√
	15	27,652	-1.73		0.01	0.84	0.63	√
	16	27,652	-1.20		0.01	0.95	0.87	—
	17	27,652	-1.34	0.09	0.01	1.04	1.03	—
	18	27,652	-0.86		0.01	1.03	1.03	—
	19	27,652	-1.48		0.01	0.90	0.83	—
SPEAKING	1	27,652	-1.31		0.01	0.98	1.43	√
	2	27,652	-0.44		0.00	1.18	1.50	√
	3	27,652	-0.25		0.00	1.07	1.00	—
	4	27,652	0.36		0.00	1.07	1.15	—
	5	27,652	-1.00	-0.06	0.01	0.91	0.82	—
	6	27,652	-0.68	-0.03	0.01	0.97	1.01	—
	7	27,652	-0.22	-0.03	0.00	0.92	0.87	—
	8	27,652	0.61	0.04	0.00	0.94	1.19	—
	9	27,652	-1.32		0.01	0.94	0.84	—
	10	27,652	-0.54		0.01	1.07	1.05	—
	11	27,652	0.09		0.00	1.05	1.00	—
	12	27,652	0.50		0.00	0.88	0.97	—

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	27,652	-2.01	-0.06	0.01	0.79	0.80	—
	2	27,652	-2.18		0.02	0.84	0.61	√
	3	27,652	-1.91		0.01	0.94	0.93	—
	4	27,652	-1.81	0.11	0.01	1.06	1.20	—
	5	27,652	-1.05		0.01	1.22	1.32	√
	6	27,652	-1.63		0.01	0.84	0.68	√
	7	27,652	-1.59		0.01	0.89	0.80	—
	8	27,652	-1.19		0.01	0.98	0.95	—
	9	27,652	-1.31	-0.06	0.01	0.86	0.74	—
	10	27,652	-1.37	-0.16	0.01	0.97	0.95	—
	11	27,652	-1.58		0.01	0.77	0.62	√
	12	27,652	-1.56		0.01	0.92	0.83	—
	13	27,652	-1.28	0.02	0.01	0.98	0.92	—
	14	27,652	-0.59		0.01	1.09	1.21	—
	15	27,652	-1.56		0.01	1.00	0.88	—
	16	27,652	-0.97	0.05	0.01	1.08	1.11	—
	17	27,652	-0.40		0.01	1.15	1.36	√
	18	27,652	-1.03		0.01	1.32	1.41	—
WRITING	1	27,652	-1.24		0.01	1.00	1.92	√
	2	27,652	-1.06	-0.03	0.01	1.01	1.97	√
	3	27,652	-1.17	-0.05	0.01	0.93	1.83	√
	4	27,652	-1.46		0.01	0.84	1.97	√
	5	27,652	-0.32	0.01	0.00	1.11	1.44	√
	6	27,652	-0.16		0.00	0.95	0.97	—
	7	27,652	0.02		0.00	0.90	0.84	—
	8	27,652	0.25		0.00	0.98	1.00	—

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	57,086	-0.17	0.00	0.01	1.11	1.14	—
	2	57,086	-0.66	0.01	0.01	1.05	1.07	—
	3	57,086	0.16	0.08	0.01	0.98	1.00	—
	4	57,086	-0.46	0.00	0.01	0.98	0.95	—
	5	57,086	-0.28	0.04	0.01	1.06	1.07	—
	6	57,086	-0.56	-0.04	0.01	1.13	1.24	—
	7	57,086	-0.16	0.02	0.01	1.18	1.24	—
	8	57,086	-0.15		0.01	1.08	1.12	—
	9	57,086	-0.58		0.01	0.88	0.81	—
	10	57,086	-1.02		0.01	1.01	1.13	—
	11	57,086	-0.53		0.01	1.14	1.25	—
	12	57,086	-1.85		0.01	0.85	0.56	√
	13	57,086	-1.37		0.01	0.83	0.66	√
	14	57,086	-0.08		0.01	0.98	0.98	—
	15	57,086	-1.15		0.01	0.86	0.75	—
	16	57,086	-0.30		0.01	1.04	1.07	—
	17	57,086	-0.67		0.01	0.99	0.95	—
	18	57,086	-0.66		0.01	0.91	0.84	—
	19	57,086	-0.20		0.01	1.06	1.08	—
	20	57,086	-1.13		0.01	0.90	0.86	—
	21	57,086	-1.02		0.01	0.87	0.78	—
	22	57,086	-0.64		0.01	0.91	0.86	—
	23	57,086	-0.34		0.01	1.01	1.00	—
	24	57,086	-0.20		0.01	1.03	1.03	—
SPEAKING	1	57,416	-1.30		0.01	1.16	1.21	—
	2	57,416	-0.59		0.00	1.11	1.24	—
	3	57,416	-0.45		0.00	0.98	0.96	—
	4	57,416	0.06		0.00	1.10	1.08	—
	5	57,416	-1.70	-0.06	0.01	0.99	0.96	—
	6	57,416	-0.48	-0.03	0.00	1.18	1.16	—
	7	57,416	0.04	-0.03	0.00	1.05	1.02	—
	8	57,416	0.37	0.06	0.00	1.12	1.15	—
	9	57,416	-1.22		0.01	0.92	0.71	—
	10	57,416	-0.68		0.00	0.98	0.91	—
	11	57,416	-0.44		0.00	0.89	0.84	—
	12	57,416	0.07		0.00	1.02	1.00	—

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	57,036	-1.03	-0.07	0.01	1.01	1.17	—
	2	57,036	-0.56	-0.05	0.01	0.97	1.01	—
	3	57,036	-0.55	-0.03	0.01	0.99	0.95	—
	4	57,036	0.15	0.01	0.01	0.94	0.92	—
	5	57,036	-0.59	0.02	0.01	0.87	0.79	—
	6	57,036	-0.35	-0.03	0.01	1.03	1.12	—
	7	57,036	0.06	-0.02	0.01	1.31	1.47	—
	8	57,036	0.03	0.04	0.01	1.14	1.16	—
	9	57,036	-0.97		0.01	1.02	1.06	—
	10	57,036	-0.45		0.01	0.89	0.83	—
	11	57,036	-0.14		0.01	0.80	0.72	—
	12	57,036	0.19		0.01	1.23	1.32	√
	13	57,036	0.45		0.01	1.20	1.30	—
	14	57,036	-1.49		0.01	0.91	0.74	—
	15	57,036	0.14		0.01	0.93	0.92	—
	16	57,036	-0.36		0.01	0.89	0.83	—
	17	57,036	-0.61		0.01	0.81	0.70	—
	18	57,036	0.02		0.01	1.06	1.10	—
	19	57,036	-0.03		0.01	0.96	0.95	—
	20	57,036	-0.26		0.01	0.92	0.87	—
	21	57,036	0.07		0.01	1.05	1.09	—
	22	57,036	0.07		0.01	1.18	1.22	—
	23	57,036	0.24		0.01	1.03	1.02	—
	24	57,036	-0.18		0.01	1.01	0.97	—
	25	57,036	0.08		0.01	0.89	0.84	—
	26	57,036	-0.15		0.01	0.90	0.82	—
	27	57,036	0.46		0.01	0.98	0.98	—
WRITING	1	57,416	0.26	-0.01	0.00	0.72	0.73	—
	2	57,416	0.29		0.00	0.65	0.66	—
	3	57,416	0.31		0.00	0.72	0.73	—

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	51,082	-0.49		0.01	1.04	1.04	—
	2	51,082	-0.83		0.01	0.89	0.81	—
	3	51,082	-0.05		0.01	1.01	1.01	—
	4	51,082	-1.42		0.01	0.89	0.74	—
	5	51,082	-0.74		0.01	0.95	0.90	—
	6	51,082	0.69		0.01	1.26	1.47	√
	7	51,082	0.27		0.01	1.13	1.19	—
	8	51,082	0.37		0.01	0.97	1.00	—
	9	51,082	-0.56	0.07	0.01	0.93	0.89	—
	10	51,082	-1.01	0.03	0.01	0.92	0.90	—
	11	51,082	-0.39	-0.09	0.01	0.84	0.77	—
	12	51,082	-0.37	-0.06	0.01	0.93	0.91	—
	13	51,082	-0.21	-0.01	0.01	1.00	1.01	—
	14	51,082	0.14	0.02	0.01	1.10	1.13	—
	15	51,082	-0.54	-0.02	0.01	0.94	0.92	—
	16	51,082	-0.20		0.01	1.05	1.06	—
	17	51,082	-0.82		0.01	1.02	1.02	—
	18	51,082	0.04		0.01	1.12	1.16	—
	19	51,082	0.11		0.01	1.07	1.09	—
	20	51,082	-1.50		0.01	0.82	0.64	√
	21	51,082	-0.34		0.01	0.93	0.90	—
	22	51,082	-0.35		0.01	0.89	0.85	—
	23	51,082	0.00		0.01	1.01	1.02	—
	24	51,082	0.15		0.01	1.18	1.26	—
SPEAKING	1	51,339	-1.37	-0.09	0.01	0.95	0.71	—
	2	51,339	-0.82	-0.03	0.00	0.98	0.92	—
	3	51,339	-0.56	-0.03	0.00	0.94	0.88	—
	4	51,339	-0.18	0.04	0.00	1.11	1.10	—
	5	51,339	-1.36		0.01	1.04	0.92	—
	6	51,339	-0.95		0.00	1.01	1.04	—
	7	51,339	-0.60		0.00	0.93	0.87	—
	8	51,339	-0.10		0.00	1.04	1.04	—
	9	51,339	-1.64		0.01	1.12	0.98	—
	10	51,339	-0.78		0.00	0.99	1.05	—
	11	51,339	-0.58		0.00	0.91	0.90	—
	12	51,339	-0.26		0.00	1.06	1.02	—

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	51,049	-1.25		0.01	0.82	0.70	—
	2	51,049	-0.57		0.01	0.89	0.81	—
	3	51,049	-1.04		0.01	0.87	0.83	—
	4	51,049	-1.27		0.01	0.84	0.70	—
	5	51,049	-0.69		0.01	0.89	0.91	—
	6	51,049	-0.65		0.01	0.98	0.98	—
	7	51,049	-0.02		0.01	1.09	1.09	—
	8	51,049	0.33		0.01	1.19	1.27	—
	9	51,049	-0.38	-0.06	0.01	0.91	0.89	—
	10	51,049	0.03	0.02	0.01	1.00	1.01	—
	11	51,049	-0.46	0.05	0.01	1.00	0.99	—
	12	51,049	-0.44	-0.04	0.01	0.88	0.82	—
	13	51,049	-0.62	0.02	0.01	0.90	0.79	—
	14	51,049	-0.41	0.00	0.01	1.02	1.09	—
	15	51,049	-0.41	-0.02	0.01	0.87	0.77	—
	16	51,049	0.06	-0.02	0.01	1.05	1.05	—
	17	51,049	-1.10		0.01	0.98	0.99	—
	18	51,049	-0.70		0.01	0.83	0.75	—
	19	51,049	-0.64		0.01	0.89	0.85	—
	20	51,049	-0.61		0.01	0.92	0.84	—
	21	51,049	0.09		0.01	1.04	1.03	—
	22	51,049	0.51		0.01	1.23	1.35	√
	23	51,049	-0.32		0.01	0.90	0.83	—
	24	51,049	0.18		0.01	1.11	1.16	—
	25	51,049	0.58		0.01	1.27	1.47	√
	26	51,049	0.30		0.01	1.23	1.35	√
	27	51,049	0.61		0.01	1.22	1.38	√
WRITING	1	51,339	0.18		0.00	0.78	0.78	—
	2	51,339	0.24	0.00	0.00	0.74	0.74	—
	3	51,339	0.07		0.00	0.74	0.74	—

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	39,370	-0.34	-0.03	0.01	0.98	0.97	—
	2	39,370	-0.32	0.01	0.01	0.99	1.00	—
	3	39,370	0.26	0.09	0.01	1.20	1.29	—
	4	39,370	-1.18	0.01	0.01	0.91	0.81	—
	5	39,370	-0.10	-0.05	0.01	1.05	1.06	—
	6	39,370	-0.42	0.00	0.01	1.01	1.03	—
	7	39,370	0.13	0.01	0.01	1.01	1.03	—
	8	39,370	0.29	0.01	0.01	1.06	1.11	—
	9	39,370	-1.73		0.01	0.91	0.80	—
	10	39,370	-0.71		0.01	0.83	0.75	—
	11	39,370	0.53		0.01	1.05	1.13	—
	12	39,370	-1.32		0.01	0.86	0.72	—
	13	39,370	-0.56		0.01	1.09	1.16	—
	14	39,370	-0.22		0.01	0.96	0.95	—
	15	39,370	-0.39		0.01	0.95	0.91	—
	16	39,370	0.79		0.01	1.13	1.35	√
	17	39,370	-0.57		0.01	0.98	1.00	—
	18	39,370	-0.81		0.01	0.84	0.75	—
	19	39,370	-0.23		0.01	1.08	1.12	—
	20	39,370	-1.65		0.01	0.82	0.64	√
	21	39,370	-0.76		0.01	0.91	0.84	—
	22	39,370	-0.54		0.01	0.98	0.96	—
	23	39,370	0.22		0.01	1.04	1.08	—
	24	39,370	0.44		0.01	1.15	1.23	—
SPEAKING	1	39,576	-1.18		0.01	1.03	0.93	—
	2	39,576	-0.92		0.01	1.03	0.99	—
	3	39,576	-0.72		0.00	0.97	0.90	—
	4	39,576	-0.39		0.00	1.09	1.04	—
	5	39,576	-1.48	0.07	0.01	1.20	1.33	√
	6	39,576	-0.57	-0.03	0.00	1.15	1.27	—
	7	39,576	-0.24	-0.01	0.00	0.99	0.93	—
	8	39,576	0.03	0.01	0.00	1.11	1.12	—
	9	39,576	-1.34		0.01	1.03	1.00	—
	10	39,576	-0.75		0.00	1.12	1.20	—
	11	39,576	-0.33		0.00	0.96	0.91	—
	12	39,576	0.09		0.00	1.06	1.09	—

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	39,345	-0.06	-0.01	0.01	1.07	1.10	—
	2	39,345	-0.19	0.03	0.01	0.98	0.99	—
	3	39,345	0.30	0.00	0.01	1.03	1.06	—
	4	39,345	0.26	0.04	0.01	1.11	1.16	—
	5	39,345	0.42	0.01	0.01	1.14	1.20	—
	6	39,345	-0.71	-0.02	0.01	0.80	0.69	√
	7	39,345	-0.11	-0.03	0.01	0.89	0.85	—
	8	39,345	0.44	0.01	0.01	1.08	1.13	—
	9	39,345	-0.87		0.01	0.97	0.93	—
	10	39,345	-0.31		0.01	0.96	0.93	—
	11	39,345	-0.24		0.01	0.94	0.91	—
	12	39,345	-0.05		0.01	0.96	0.93	—
	13	39,345	0.56		0.01	1.13	1.19	—
	14	39,345	-0.41		0.01	0.84	0.76	—
	15	39,345	-0.51		0.01	0.84	0.76	—
	16	39,345	0.14		0.01	1.26	1.34	√
	17	39,345	-0.16		0.01	1.03	1.03	—
	18	39,345	0.03		0.01	1.01	1.01	—
	19	39,345	0.32		0.01	0.98	0.99	—
	20	39,345	0.10		0.01	0.97	0.96	—
	21	39,345	0.42		0.01	1.04	1.08	—
	22	39,345	-0.97		0.01	0.92	0.84	—
	23	39,345	-0.39		0.01	0.85	0.79	—
	24	39,345	-0.15		0.01	0.95	0.94	—
	25	39,345	0.11		0.01	0.98	0.97	—
	26	39,345	0.33		0.01	1.18	1.23	—
	27	39,345	0.13		0.01	1.00	1.01	—
WRITING	1	39,576	0.18	0.01	0.00	1.01	1.01	—
	2	39,576	0.01		0.00	0.79	0.80	—
	3	39,576	-0.04		0.00	0.85	0.85	—

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

Table C5A. IRT Statistics: Listening and Speaking, Grade Band 7–8

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	32,419	-1.75	-0.05	0.01	0.91	0.78	—
	2	32,419	-0.71	0.13	0.01	1.14	1.26	—
	3	32,419	0.52	-0.07	0.01	1.00	1.06	—
	4	32,419	-0.55	0.11	0.01	1.05	1.05	—
	5	32,419	-0.17	-0.05	0.01	1.02	1.02	—
	6	32,419	-0.82	-0.07	0.01	0.86	0.77	—
	7	32,419	-0.36	-0.02	0.01	1.10	1.18	—
	8	32,419	-0.23	-0.01	0.01	0.98	0.95	—
	9	32,419	-0.88		0.01	1.06	1.14	—
	10	32,419	-0.02		0.01	1.13	1.17	—
	11	32,419	-0.54		0.01	1.00	0.98	—
	12	32,419	-0.68		0.01	0.90	0.82	—
	13	32,419	0.26		0.01	1.00	1.02	—
	14	32,419	-0.75		0.01	0.92	0.87	—
	15	32,419	-0.49		0.01	1.05	1.09	—
	16	32,419	-0.31		0.01	0.96	0.94	—
	17	32,419	-0.59		0.01	1.02	1.02	—
	18	32,419	0.70		0.01	1.15	1.26	—
	19	32,419	-0.17		0.01	1.07	1.14	—
	20	32,419	-0.30		0.01	0.91	0.89	—
	21	32,419	-1.11		0.01	0.90	0.78	—
	22	32,419	-0.49		0.01	0.91	0.85	—
	23	32,419	-0.70		0.01	0.99	0.99	—
	24	32,419	-0.45		0.01	0.94	0.89	—
SPEAKING	1	32,598	-1.46		0.01	1.18	1.81	√
	2	32,598	-0.83		0.01	1.20	1.27	—
	3	32,598	-0.35		0.00	1.07	1.00	—
	4	32,598	-0.12		0.00	1.01	0.99	—
	5	32,598	-1.54	0.10	0.01	1.26	2.18	√
	6	32,598	-0.44	-0.06	0.00	1.18	1.23	—
	7	32,598	-0.34	-0.03	0.00	0.90	0.84	—
	8	32,598	-0.14	0.04	0.00	1.04	1.00	—
	9	32,598	-1.44		0.01	1.20	2.05	√
	10	32,598	-0.84		0.01	1.09	1.11	—
	11	32,598	-0.35		0.00	0.90	0.82	—
	12	32,598	-0.01		0.00	1.00	0.95	—

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

Table C5B. IRT Statistics: Reading and Writing, Grade Band 7–8

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	32,388	-0.89	-0.05	0.01	0.96	0.92	—
	2	32,388	-0.57	-0.02	0.01	0.93	0.91	—
	3	32,388	0.07	0.07	0.01	1.08	1.11	—
	4	32,388	-0.08	-0.03	0.01	0.97	0.96	—
	5	32,388	-0.38	0.01	0.01	0.94	0.88	—
	6	32,388	-0.66	-0.05	0.01	0.87	0.77	—
	7	32,388	0.13	0.00	0.01	0.99	0.99	—
	8	32,388	-0.05	-0.02	0.01	0.95	0.92	—
	9	32,388	-0.80		0.01	0.88	0.79	—
	10	32,388	0.04		0.01	1.09	1.11	—
	11	32,388	-0.04		0.01	1.16	1.21	—
	12	32,388	-0.54		0.01	0.96	0.92	—
	13	32,388	-0.62		0.01	0.88	0.78	—
	14	32,388	0.36		0.01	1.20	1.27	—
	15	32,388	0.06		0.01	0.99	0.98	—
	16	32,388	0.07		0.01	1.16	1.20	—
	17	32,388	-0.56		0.01	0.93	0.90	—
	18	32,388	-0.76		0.01	0.92	0.86	—
	19	32,388	-0.02		0.01	0.90	0.86	—
	20	32,388	-0.27		0.01	0.84	0.76	—
	21	32,388	0.30		0.01	1.13	1.18	—
	22	32,388	-0.96		0.01	0.82	0.67	√
	23	32,388	-0.08		0.01	1.04	1.05	—
	24	32,388	0.27		0.01	1.10	1.13	—
	25	32,388	0.37		0.01	1.17	1.25	—
	26	32,388	-0.07		0.01	0.97	0.94	—
	27	32,388	0.13		0.01	1.11	1.16	—
WRITING	1	32,598	0.12	-0.01	0.00	0.92	0.92	—
	2	32,598	0.30		0.00	0.86	0.86	—
	3	32,598	0.21		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	55,278	-0.88	0.03	0.01	0.98	0.99	—
	2	55,278	0.38	0.05	0.01	1.10	1.16	—
	3	55,278	0.22	0.02	0.01	1.12	1.15	—
	4	55,278	-0.59	-0.03	0.01	1.01	1.11	—
	5	55,278	-0.45	0.00	0.01	1.07	1.11	—
	6	55,278	0.58	-0.02	0.01	0.96	1.00	—
	7	55,278	0.14	0.07	0.01	0.97	0.97	—
	8	55,278	-0.90	-0.08	0.01	0.88	0.80	—
	9	55,278	-1.49		0.01	0.89	0.75	—
	10	55,278	-0.13		0.01	1.25	1.34	√
	11	55,278	-0.51		0.01	0.86	0.80	—
	12	55,278	-1.27		0.01	0.84	0.72	—
	13	55,278	-0.54		0.01	0.85	0.78	—
	14	55,278	0.13		0.01	1.06	1.09	—
	15	55,278	-0.45		0.01	0.96	0.95	—
	16	55,278	-0.11		0.01	1.04	1.04	—
	17	55,278	-0.75		0.01	0.88	0.81	—
	18	55,278	-0.46		0.01	1.08	1.08	—
	19	55,278	-0.18		0.01	0.88	0.83	—
	20	55,278	-0.77		0.01	1.04	1.13	—
	21	55,278	-0.11		0.01	0.86	0.81	—
	22	55,278	-0.15		0.01	1.11	1.14	—
	23	55,278	0.58		0.01	1.07	1.15	—
	24	55,278	0.20		0.01	1.07	1.11	—
SPEAKING	1	55,941	-1.49	-0.02	0.01	1.18	3.03	√
	2	55,941	-0.59	-0.02	0.00	1.15	1.21	—
	3	55,941	-0.26	-0.02	0.00	0.95	0.92	—
	4	55,941	-0.25	0.03	0.00	0.97	0.94	—
	5	55,941	-1.29		0.01	1.05	2.06	√
	6	55,941	-0.64		0.00	1.02	1.07	—
	7	55,941	-0.18		0.00	0.85	0.81	—
	8	55,941	0.09		0.00	0.95	0.91	—
	9	55,941	-0.94		0.01	1.15	1.79	√
	10	55,941	-0.69		0.00	1.15	1.32	√
	11	55,941	-0.31		0.00	0.85	0.81	—
	12	55,941	0.13		0.00	0.95	0.89	—

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	55,222	-0.87	-0.02	0.01	0.93	0.84	—
	2	55,222	-0.06	-0.04	0.01	0.96	0.96	—
	3	55,222	0.53	0.01	0.01	1.18	1.28	—
	4	55,222	-0.67	0.00	0.01	0.94	0.86	—
	5	55,222	-0.21	0.01	0.01	0.99	0.96	—
	6	55,222	0.09	0.04	0.01	1.14	1.21	—
	7	55,222	0.55	0.03	0.01	1.07	1.13	—
	8	55,222	0.11	0.01	0.01	0.97	0.97	—
	9	55,222	-0.57		0.01	1.00	1.05	—
	10	55,222	-0.69		0.01	0.97	0.96	—
	11	55,222	0.39		0.01	1.16	1.22	—
	12	55,222	-0.94		0.01	0.89	0.79	—
	13	55,222	0.11		0.01	1.13	1.16	—
	14	55,222	-0.50		0.01	1.05	1.14	—
	15	55,222	0.11		0.01	0.95	0.92	—
	16	55,222	0.37		0.01	1.05	1.07	—
	17	55,222	-0.22		0.01	1.08	1.13	—
	18	55,222	-0.67		0.01	0.90	0.83	—
	19	55,222	-0.37		0.01	0.97	0.93	—
	20	55,222	-0.31		0.01	0.86	0.79	—
	21	55,222	0.38		0.01	1.01	1.02	—
	22	55,222	0.64		0.01	1.11	1.17	—
	23	55,222	-0.70		0.01	0.86	0.79	—
	24	55,222	-0.63		0.01	0.90	0.84	—
	25	55,222	-0.04		0.01	0.94	0.91	—
	26	55,222	-0.40		0.01	0.96	0.94	—
	27	55,222	0.19		0.01	0.96	0.94	—
WRITING	1	55,941	0.07	0.00	0.00	0.90	0.89	—
	2	55,941	0.09		0.00	0.78	0.78	—
	3	55,941	0.03		0.00	0.84	0.85	—

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

APPENDIX D: 2018 NYSESLAT MODALITY RAW SCORE TO SCALE SCORE CONVERSION

Table D1. 2018 NYSESLAT—Kindergarten Raw to Scale Score Conversion Chart

Grade K	
Listening	
Raw Score	Scale Score
0	30
1	34
2	39
3	43
4	46
5	48
6	50
7	52
8	54
9	55
10	57
11	59
12	61
13	63
14	65
15	67
16	70
17	74
18	79
19	90

Grade K	
Reading	
Raw Score	Scale Score
0	30
1	35
2	41
3	44
4	47
5	49
6	52
7	54
8	55
9	57
10	59
11	61
12	63
13	65
14	68
15	71
16	74
17	80
18	90

Grade K	
Writing	
Raw Score	Scale Score
0	30
1	41
2	45
3	48
4	50
5	53
6	55
7	58
8	60
9	62
10	65
11	68
12	72
13	79
14	90

Grade K	
Speaking	
Raw Score	Scale Score
0	30
1	38
2	43
3	46
4	49
5	51
6	53
7	55
8	57
9	59
10	61
11	62
12	64
13	66
14	68
15	70
16	72
17	75
18	78
19	81
20	86
21	90

Table D2. 2018 NYSESLAT—Grade Band 1–2 Raw to Scale Score Conversion Chart

Grades 1–2	
Listening	
Raw Score	Scale Score
0	30
1	31
2	37
3	40
4	43
5	45
6	47
7	48
8	50
9	51
10	53
11	54
12	55
13	57
14	58
15	59
16	61
17	62
18	64
19	66
20	68
21	70
22	73
23	79
24	90

Grades 1–2	
Reading	
Raw Score	Scale Score
0	30
1	31
2	35
3	38
4	41
5	43
6	45
7	47
8	49
9	50
10	52
11	53
12	55
13	56
14	57
15	58
16	60
17	61
18	63
19	64
20	66
21	67
22	69
23	72
24	74
25	78
26	84
27	90

Grades 1–2	
Writing	
Raw Score	Scale Score
0	30
1	35
2	41
3	46
4	51
5	56
6	59
7	63
8	67
9	71
10	75
11	80
12	90

Grades 1–2	
Speaking	
Raw Score	Scale Score
0	30
1	45
2	50
3	53
4	55
5	57
6	59
7	61
8	63
9	64
10	66
11	68
12	69
13	71
14	73
15	74
16	76
17	78
18	81
19	84
20	88
21	90

Table D3. 2018 NYSESLAT—Grade Band 3–4 Raw to Scale Score Conversion Chart

Grades 3–4	
Listening	
Raw Score	Scale Score
0	30
1	32
2	39
3	43
4	46
5	48
6	50
7	52
8	54
9	55
10	57
11	58
12	60
13	61
14	63
15	65
16	66
17	68
18	70
19	72
20	74
21	77
22	81
23	87
24	90

Grades 3–4	
Reading	
Raw Score	Scale Score
0	30
1	31
2	37
3	40
4	43
5	46
6	48
7	49
8	51
9	52
10	54
11	55
12	57
13	58
14	59
15	60
16	62
17	63
18	65
19	66
20	68
21	70
22	72
23	74
24	77
25	80
26	86
27	90

Grades 3–4	
Writing	
Raw Score	Scale Score
0	30
1	35
2	40
3	45
4	49
5	54
6	58
7	62
8	67
9	71
10	75
11	81
12	90

Grades 3–4	
Speaking	
Raw Score	Scale Score
0	30
1	43
2	47
3	50
4	52
5	54
6	56
7	57
8	59
9	60
10	62
11	63
12	65
13	66
14	68
15	70
16	72
17	74
18	77
19	80
20	84
21	90

Table D4. 2018 NYSESLAT—Grade Band 5–6 Raw to Scale Score Conversion Chart

Grades 5–6	
Listening	
Raw Score	Scale Score
0	30
1	31
2	37
3	41
4	44
5	47
6	49
7	51
8	53
9	55
10	56
11	58
12	59
13	61
14	63
15	64
16	66
17	68
18	70
19	72
20	74
21	77
22	81
23	87
24	90

Grades 5–6	
Reading	
Raw Score	Scale Score
0	30
1	34
2	40
3	43
4	45
5	47
6	49
7	51
8	52
9	53
10	54
11	56
12	57
13	58
14	59
15	60
16	61
17	62
18	64
19	65
20	66
21	68
22	70
23	71
24	74
25	77
26	82
27	90

Grades 5–6	
Writing	
Raw Score	Scale Score
0	30
1	35
2	40
3	45
4	49
5	53
6	57
7	61
8	65
9	70
10	75
11	80
12	90

Grades 5–6	
Speaking	
Raw Score	Scale Score
0	30
1	45
2	49
3	52
4	54
5	56
6	58
7	60
8	61
9	63
10	65
11	66
12	68
13	69
14	71
15	73
16	75
17	77
18	80
19	83
20	87
21	90

Table D5. 2018 NYSESLAT—Grade Band 7–8 Raw to Scale Score Conversion Chart

Grades 7–8	
Listening	
Raw Score	Scale Score
0	30
1	33
2	38
3	42
4	44
5	46
6	48
7	50
8	51
9	53
10	54
11	55
12	57
13	58
14	59
15	61
16	62
17	63
18	65
19	67
20	69
21	72
22	75
23	80
24	90

Grades 7–8	
Reading	
Raw Score	Scale Score
0	30
1	32
2	38
3	41
4	44
5	46
6	48
7	50
8	52
9	53
10	55
11	56
12	57
13	58
14	60
15	61
16	62
17	64
18	65
19	67
20	68
21	70
22	72
23	74
24	77
25	80
26	86
27	90

Grades 7–8	
Writing	
Raw Score	Scale Score
0	30
1	38
2	44
3	48
4	52
5	56
6	60
7	64
8	68
9	72
10	77
11	82
12	90

Grades 7–8	
Speaking	
Raw Score	Scale Score
0	30
1	42
2	46
3	49
4	52
5	54
6	56
7	58
8	60
9	62
10	63
11	65
12	67
13	68
14	70
15	72
16	74
17	76
18	78
19	81
20	86
21	90

Table D6. 2018 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	49
6	51
7	53
8	55
9	57
10	58
11	60
12	61
13	63
14	64
15	66
16	68
17	69
18	71
19	73
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	42
4	45
5	47
6	49
7	51
8	53
9	54
10	56
11	57
12	58
13	60
14	61
15	62
16	63
17	65
18	66
19	68
20	69
21	71
22	73
23	75
24	78
25	82
26	88
27	90

Grades 9–12	
Writing	
Raw Score	Scale Score
0	30
1	38
2	43
3	47
4	50
5	54
6	57
7	61
8	65
9	69
10	74
11	80
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	61
8	62
9	64
10	65
11	67
12	68
13	69
14	71
15	73
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	15,041	270.26	276	44.77	59
K	Male	15,940	268.18	273	44.89	60
K	Asian	7,446	287.55	292	38.82	50
K	Black or African-American	1,177	273.86	278	40.17	54
K	Hispanic or Latino	15,525	270.80	274	39.09	51
K	American Indian or Alaska Native	116	272.60	271	40.04	60
K	Multiracial (not of Hispanic origin)	98	282.91	292	41.86	65
K	Native Hawaiian/Other Pacific Islander	82	278.80	284	44.44	69
K	White	6,537	243.23	246	52.39	83
K	NYC (1)	14,741	279.79	284	39.81	55
K	Big 4 Cities (2)	1,462	256.47	258	39.04	54
K	High Need Urban/Suburban (3)	3,514	268.73	271	40.32	55
K	High Need Rural (4)	198	266.59	267	37.94	48
K	Average Need (5)	3,344	275.59	279	37.98	51
K	Low Need (6)	1,680	281.90	285	35.92	47
K	Charter Schools (7)	1,781	288.65	290	31.37	43
K	Religious and Independent Schools (8)	3,796	287.19	984	175.00	0
K	0 Years ELL/MLL	1,394	288.71	290	31.58	42
K	1 Years ELL/MLL	27,958	270.41	275	43.33	58
K	2 Years ELL/MLL	536	274.12	278	38.67	50
K	3 Years ELL/MLL	50	194.48	176	45.18	30
K	4 Years ELL/MLL	132	175.70	172	18.86	20
K	5 Years ELL/MLL	371	173.64	172	12.37	17
K	6 Years ELL/MLL or More	3	248.67	230	34.08	0
K	Spanish	14,947	270.36	273	39.17	52
K	English	5,047	234.36	235	50.38	83
K	Chinese	4,006	291.10	296	38.36	48
K	Arabic	1,186	265.93	268	40.76	57
K	Bengali	783	289.68	293	39.44	51
K	Other Language	5,012	280.81	286	40.95	53
K	Students without Disabilities	27,079	270.99	277	45.02	59
K	Students with Disabilities	3,902	256.68	259	41.50	54

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
1	Female	14,709	242.21	244	38.51	50
1	Male	15,062	234.18	237	42.54	58
1	Asian	6,045	255.19	259	41.55	53
1	Black or African-American	1,184	239.95	242	38.24	51
1	Hispanic or Latino	15,604	237.64	239	37.24	47
1	American Indian or Alaska Native	100	247.99	247	42.94	51
1	Multiracial (not of Hispanic origin)	61	252.02	256	46.66	49
1	Native Hawaiian/Other Pacific Islander	74	241.31	240	35.67	53
1	White	6,703	223.32	224	42.46	62
1	NYC (1)	14,216	245.67	247	39.31	51
1	Big 4 Cities (2)	1,430	225.07	225	37.04	52
1	High Need Urban/Suburban (3)	3,227	237.36	238	34.95	45
1	High Need Rural (4)	205	232.75	231	38.27	54
1	Average Need (5)	3,138	245.10	245	34.95	45
1	Low Need (6)	1,456	251.65	252	38.26	49
1	Charter Schools (7)	1,377	256.60	258	29.60	40
1	Religious and Independent Schools (8)	4,113	255.03	876	135.00	0
1	0 Years ELL/MLL	1,113	255.76	258	30.45	39
1	1 Years ELL/MLL	18,614	236.86	239	42.72	57
1	2 Years ELL/MLL	8,894	240.94	241	35.80	47
1	3 Years ELL/MLL	498	245.43	248	35.19	46
1	4 Years ELL/MLL	128	188.34	163	42.62	71
1	5 Years ELL/MLL	188	196.27	206	38.71	68
1	6 Years ELL/MLL or More	5	190.70	1498	141.00	0
1	Spanish	15,296	237.30	239	37.22	47
1	English	4,727	214.93	215	39.00	59
1	Chinese	3,089	260.13	265	42.15	53
1	Arabic	1,258	236.33	237	38.58	52
1	Bengali	719	252.10	256	41.69	51
1	Other Language	4,682	248.17	251	41.07	53
1	Students without Disabilities	25,224	240.49	243	40.53	53
1	Students with Disabilities	4,547	225.16	228	39.80	50

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
2	Female	14,627	270.64	276	42.80	55
2	Male	16,046	260.18	268	48.33	66
2	Asian	5,529	283.98	292	43.50	50
2	Black or African-American	1,260	260.81	268	44.33	59
2	Hispanic or Latino	16,507	266.67	273	42.73	54
2	American Indian or Alaska Native	95	266.80	278	52.84	57
2	Multiracial (not of Hispanic origin)	77	280.05	287	39.42	61
2	Native Hawaiian/Other Pacific Islander	83	248.49	254	48.96	71
2	White	7,122	247.86	251	49.24	75
2	NYC (1)	14,644	272.42	279	43.48	57
2	Big 4 Cities (2)	1,577	253.70	257	43.67	65
2	High Need Urban/Suburban (3)	3,457	266.43	272	41.63	55
2	High Need Rural (4)	182	258.63	265	42.49	60
2	Average Need (5)	3,171	277.29	282	38.72	50
2	Low Need (6)	1,392	285.72	290	37.72	48
2	Charter Schools (7)	1,264	283.58	286	30.04	37
2	Religious and Independent Schools (8)	4,319	231.52	234	44.13	67
2	0 Years ELL/MLL	1,067	284.25	286	30.06	36
2	1 Years ELL/MLL	7,397	240.08	241	50.54	79
2	2 Years ELL/MLL	13,174	273.84	280	42.47	54
2	3 Years ELL/MLL	7,783	273.54	277	38.25	51
2	4 Years ELL/MLL	791	265.76	276	48.08	53
2	5 Years ELL/MLL	218	225.87	235	58.55	113
2	6 Years ELL/MLL or More	19	231.32	234	60.16	209
2	Spanish	16,253	266.38	273	42.88	54
2	English	4,791	239.00	242	46.92	70
2	Chinese	2,619	287.37	297	45.26	48
2	Arabic	1,339	261.04	266	44.57	64
2	Bengali	700	283.34	293	43.15	48
2	Other Language	4,971	273.30	282	45.24	58
2	Students without Disabilities	25,150	268.15	276	46.01	60
2	Students with Disabilities	5,523	251.58	256	43.83	55

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
3	Female	13,612	260.63	267	40.34	54
3	Male	15,145	253.47	262	44.58	63
3	Asian	4,579	270.13	279	42.01	49
3	Black or African-American	1,313	255.08	262	41.03	56
3	Hispanic or Latino	16,176	260.46	268	40.13	49
3	American Indian or Alaska Native	117	248.19	258	49.30	75
3	Multiracial (not of Hispanic origin)	64	275.00	291	48.90	66
3	Native Hawaiian/Other Pacific Islander	70	262.86	280	50.12	65
3	White	6,438	238.67	237	44.04	69
3	NYC (1)	13,630	263.54	271	40.53	51
3	Big 4 Cities (2)	1,593	245.97	250	39.54	59
3	High Need Urban/Suburban (3)	3,486	264.28	270	37.40	46
3	High Need Rural (4)	218	254.98	260	39.81	50
3	Average Need (5)	2,904	267.20	274	37.56	44
3	Low Need (6)	1,204	272.70	278	35.88	44
3	Charter Schools (7)	993	279.98	283	25.88	32
3	Religious and Independent Schools (8)	4,018	223.41	222	36.27	54
3	0 Years ELL/MLL	183	230.93	223	43.50	48
3	1 Years ELL/MLL	865	279.59	283	27.34	31
3	2 Years ELL/MLL	6,100	230.71	230	47.17	76
3	3 Years ELL/MLL	3,273	254.15	257	41.72	62
3	4 Years ELL/MLL	10,325	266.68	273	38.15	47
3	5 Years ELL/MLL	7,121	264.70	270	36.50	46
3	6 Years ELL/MLL or More	793	254.64	263	41.80	54
3	Spanish	15,892	260.06	267	40.27	49
3	English	4,538	231.34	229	40.37	62
3	Chinese	2,088	271.55	281	43.63	48
3	Arabic	1,279	252.81	258	41.97	62
3	Bengali	631	270.45	281	46.69	51
3	Other Language	4,329	263.99	272	42.78	57
3	Students without Disabilities	22,765	259.41	268	42.87	59
3	Students with Disabilities	5,992	247.16	252	40.98	51

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
4	Female	11,802	270.42	279	42.79	57
4	Male	13,471	259.06	271	49.15	75
4	Asian	3,892	276.80	290	46.94	58
4	Black or African-American	1,233	263.80	270	44.02	58
4	Hispanic or Latino	13,869	269.77	280	43.62	53
4	American Indian or Alaska Native	61	276.02	292	47.55	52
4	Multiracial (not of Hispanic origin)	43	276.56	281	41.41	56
4	Native Hawaiian/Other Pacific Islander	70	262.49	276	54.73	83
4	White	6,105	244.10	244	47.32	77
4	NYC (1)	11,431	271.74	282	44.34	57
4	Big 4 Cities (2)	1,535	255.03	260	43.13	65
4	High Need Urban/Suburban (3)	3,199	273.29	283	41.42	49
4	High Need Rural (4)	185	270.94	278	38.50	44
4	Average Need (5)	2,461	279.70	287	38.64	43
4	Low Need (6)	1,083	284.65	293	37.20	40
4	Charter Schools (7)	554	286.10	290	27.35	33
4	Religious and Independent Schools (8)	4,114	230.82	229	41.36	65
4	0 Years ELL/MLL	187	243.25	235	47.01	70
4	1 Years ELL/MLL	485	283.26	289	32.51	36
4	2 Years ELL/MLL	5,860	235.80	233	52.09	85
4	3 Years ELL/MLL	2,380	262.92	268	44.92	67
4	4 Years ELL/MLL	2,366	269.74	277	41.74	60
4	5 Years ELL/MLL	7,508	275.57	285	40.98	49
4	6 Years ELL/MLL or More	5,968	275.25	283	39.18	48
4	Spanish	13,600	269.44	280	43.74	54
4	English	4,507	237.11	236	44.15	70
4	Chinese	1,645	276.85	292	49.93	60
4	Arabic	1,196	260.70	268	45.63	74
4	Bengali	549	278.16	291	48.72	54
4	Other Language	3,776	272.37	283	45.88	60
4	Students without Disabilities	19,624	265.69	277	47.35	69
4	Students with Disabilities	5,649	259.78	267	43.73	54

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
5	Female	9,912	261.27	268	37.00	45
5	Male	11,849	250.21	259	42.89	64
5	Asian	3,128	265.76	275	41.68	50
5	Black or African-American	1,092	254.32	261	37.41	49
5	Hispanic or Latino	11,757	259.58	268	38.04	45
5	American Indian or Alaska Native	68	262.00	269	37.35	43
5	Multiracial (not of Hispanic origin)	43	258.49	269	48.07	64
5	Native Hawaiian/Other Pacific Islander	62	258.34	267	45.65	62
5	White	5,611	240.36	242	42.05	68
5	NYC (1)	9,723	261.29	269	38.29	47
5	Big 4 Cities (2)	1,363	249.55	256	37.44	50
5	High Need Urban/Suburban (3)	2,544	262.93	271	36.49	42
5	High Need Rural (4)	156	255.38	262	36.71	47
5	Average Need (5)	2,076	267.25	274	34.40	40
5	Low Need (6)	825	271.75	278	34.75	38
5	Charter Schools (7)	459	273.05	276	26.06	29
5	Religious and Independent Schools (8)	3,939	231.63	230	39.32	61
5	0 Years ELL/MLL	184	233.84	230	36.86	45
5	1 Years ELL/MLL	348	272.06	276	30.50	33
5	2 Years ELL/MLL	5,177	233.54	235	46.46	74
5	3 Years ELL/MLL	2,302	254.58	259	39.65	58
5	4 Years ELL/MLL	1,525	264.10	269	35.23	46
5	5 Years ELL/MLL	1,750	263.23	267	33.65	43
5	6 Years ELL/MLL or More	5,952	261.03	270	37.44	44
5	Spanish	11,571	259.29	268	38.14	44
5	English	4,211	234.95	235	40.40	65
5	Chinese	1,282	264.51	275	44.91	53
5	Arabic	1,053	250.21	256	39.58	56
5	Bengali	453	268.34	274	39.45	47
5	Other Language	3,191	263.46	271	39.71	50
5	Students without Disabilities	16,509	255.64	265	41.72	59
5	Students with Disabilities	5,252	254.01	261	37.22	42

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
6	Female	9,345	265.99	273	39.97	49
6	Male	10,852	253.78	262	45.38	66
6	Asian	2,798	267.22	276	44.55	58
6	Black or African-American	1,126	258.82	267	41.80	55
6	Hispanic or Latino	11,073	263.26	273	41.96	51
6	American Indian or Alaska Native	48	251.00	266	48.31	73
6	Multiracial (not of Hispanic origin)	34	270.74	276	51.50	54
6	Native Hawaiian/Other Pacific Islander	75	260.31	265	45.56	74
6	White	5,043	246.81	249	43.45	67
6	NYC (1)	760	223.65	236	60.17	96
6	Big 4 Cities (2)	8,862	262.90	271	42.43	56
6	High Need Urban/Suburban (3)	1,259	256.23	262	39.94	56
6	High Need Rural (4)	2,499	267.91	275	37.52	44
6	Average Need (5)	170	269.02	276	33.77	39
6	Low Need (6)	1,880	271.98	281	38.13	42
6	Charter Schools (7)	702	278.40	286	37.27	41
6	Religious and Independent Schools (8)	551	275.53	278	29.58	38
6	0 Years ELL/MLL	373	273.90	278	33.59	42
6	1 Years ELL/MLL	4,975	232.69	231	48.23	76
6	2 Years ELL/MLL	2,155	259.17	262	40.98	59
6	3 Years ELL/MLL	1,416	269.70	273	36.41	48
6	4 Years ELL/MLL	1,223	268.05	275	37.90	48
6	5 Years ELL/MLL	2,241	264.97	274	41.86	50
6	6 Years ELL/MLL or More	7,634	271.95	278	34.94	40
6	Spanish	10,871	262.88	273	42.11	52
6	English	3,760	244.12	246	43.00	67
6	Chinese	1,159	262.44	274	48.29	67
6	Arabic	1,001	251.28	255	41.98	62
6	Bengali	433	266.27	276	47.38	55
6	Other Language	2,973	266.71	274	41.42	54
6	Students without Disabilities	15,249	259.62	269	44.08	63
6	Students with Disabilities	4,948	258.85	267	41.19	46

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
7	Female	8,107	261.51	268	42.03	57
7	Male	9,660	249.62	257	45.47	71
7	Asian	2,483	263.02	272	44.63	63
7	Black or African-American	1,031	258.52	265	41.08	59
7	Hispanic or Latino	9,738	257.05	265	43.55	60
7	American Indian or Alaska Native	60	256.73	264	44.90	67
7	Multiracial (not of Hispanic origin)	22	252.82	256	46.94	62
7	Native Hawaiian/Other Pacific Islander	74	248.01	250	50.91	82
7	White	4,359	245.31	248	44.88	71
7	NYC (1)	8,128	259.80	267	43.07	62
7	Big 4 Cities (2)	1,169	247.59	251	39.37	58
7	High Need Urban/Suburban (3)	2,006	258.92	267	41.23	57
7	High Need Rural (4)	150	253.99	264	43.14	62
7	Average Need (5)	1,469	263.76	271	39.82	49
7	Low Need (6)	619	267.13	275	42.87	54
7	Charter Schools (7)	460	275.08	279	31.44	40
7	Religious and Independent Schools (8)	3,065	240.71	240	44.24	67
7	0 Years ELL/MLL	418	274.16	279	33.74	45
7	1 Years ELL/MLL	5,183	235.92	235	48.72	79
7	2 Years ELL/MLL	2,179	252.33	252	42.14	65
7	3 Years ELL/MLL	1,279	263.31	267	39.57	55
7	4 Years ELL/MLL	1,033	269.57	276	38.71	48
7	5 Years ELL/MLL	1,230	258.50	268	42.78	68
7	6 Years ELL/MLL or More	6,236	266.85	273	37.40	44
7	Spanish	9,567	256.86	265	43.55	60
7	English	3,328	242.41	244	44.60	69
7	Chinese	1,022	259.19	269	49.30	71
7	Arabic	861	246.91	250	41.51	67
7	Bengali	396	271.97	281	42.32	57
7	Other Language	2,593	263.07	270	41.95	57
7	Students without Disabilities	13,575	255.01	261	44.95	70
7	Students with Disabilities	4,192	255.16	263	42.27	50

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
8	Female	7,799	267.68	275	43.62	60
8	Male	8,921	254.31	262	47.74	74
8	Asian	2,435	268.55	277	45.69	63
8	Black or African-American	1,031	258.86	264	43.78	64
8	Hispanic or Latino	9,394	260.76	270	45.68	65
8	American Indian or Alaska Native	50	257.00	264	50.45	91
8	Multiracial (not of Hispanic origin)	25	272.20	269	37.23	60
8	Native Hawaiian/Other Pacific Islander	70	249.57	256	49.89	70
8	White	3,715	255.40	263	48.29	74
8	NYC (1)	7,874	263.81	272	45.08	65
8	Big 4 Cities (2)	1,223	253.94	259	41.89	63
8	High Need Urban/Suburban (3)	1,918	260.45	268	44.21	65
8	High Need Rural (4)	113	260.80	265	40.54	52
8	Average Need (5)	1,344	269.02	277	42.12	57
8	Low Need (6)	621	271.05	280	43.87	60
8	Charter Schools (7)	408	281.56	288	32.93	44
8	Religious and Independent Schools (8)	2,462	251.69	259	48.87	79
8	0 Years ELL/MLL	345	280.32	289	37.86	45
8	1 Years ELL/MLL	4,609	237.72	235	50.69	83
8	2 Years ELL/MLL	2,139	255.02	256	44.66	68
8	3 Years ELL/MLL	1,570	268.79	273	41.06	61
8	4 Years ELL/MLL	953	272.77	280	38.28	49
8	5 Years ELL/MLL	984	278.36	285	36.01	43
8	6 Years ELL/MLL or More	5,956	272.80	281	40.06	46
8	Spanish	9,273	260.56	270	45.78	65
8	English	2,710	253.27	261	48.78	79
8	Chinese	919	265.29	272	47.24	64
8	Arabic	893	253.52	257	44.71	65
8	Bengali	415	272.10	286	48.79	60
8	Other Language	2,510	267.20	275	43.93	61
8	Students without Disabilities	12,822	260.57	269	46.84	72
8	Students with Disabilities	3,898	260.45	270	44.71	54

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
9	Female	8,741	256.22	261	45.70	67
9	Male	10,246	248.71	253	47.32	73
9	Asian	2,751	258.32	262	45.18	66
9	Black or African-American	1,592	252.79	255	44.21	65
9	Hispanic or Latino	11,584	248.14	253	47.46	73
9	American Indian or Alaska Native	93	242.83	238	49.27	75
9	Multiracial (not of Hispanic origin)	27	282.33	280	46.27	80
9	Native Hawaiian/Other Pacific Islander	71	243.17	247	48.08	62
9	White	2,869	262.43	264	44.05	64
9	NYC (1)	10,569	250.81	255	46.33	70
9	Big 4 Cities (2)	1,331	251.34	255	43.66	66
9	High Need Urban/Suburban (3)	2,316	250.33	254	45.40	70
9	High Need Rural (4)	129	261.42	265	44.33	64
9	Average Need (5)	1,687	253.43	259	46.52	71
9	Low Need (6)	658	258.01	265	50.29	74
9	Charter Schools (7)	439	271.59	276	36.10	50
9	Religious and Independent Schools (8)	1,499	269.19	269	39.25	63
9	0 Years ELL/MLL	137	241.15	230	66.11	115
9	1 Years ELL/MLL	272	268.84	278	41.92	53
9	2 Years ELL/MLL	8,054	236.50	234	47.57	74
9	3 Years ELL/MLL	2,385	244.05	242	43.04	63
9	4 Years ELL/MLL	1,523	258.66	260	41.27	59
9	5 Years ELL/MLL	1,161	264.57	265	38.67	55
9	6 Years ELL/MLL or More	983	268.21	272	36.46	42
9	Spanish	11,458	247.78	253	47.43	74
9	English	1,771	269.02	270	39.92	61
9	Chinese	1,072	254.43	258	47.20	66
9	Arabic	1,066	242.29	242	44.57	66
9	Bengali	497	259.60	263	45.87	63
9	Other Language	3,123	260.13	264	44.78	66
9	Students without Disabilities	15,466	250.67	253	46.90	73
9	Students with Disabilities	3,521	258.74	267	45.40	54

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
10	Female	8,654	266.43	271	44.25	64
10	Male	9,835	261.20	265	45.79	67
10	Asian	2,962	272.43	277	43.78	63
10	Black or African-American	1,543	267.08	270	40.91	59
10	Hispanic or Latino	10,938	258.84	263	45.96	68
10	American Indian or Alaska Native	76	254.54	256	49.21	77
10	Multiracial (not of Hispanic origin)	42	286.52	285	37.60	64
10	Native Hawaiian/Other Pacific Islander	84	274.35	278	44.37	65
10	White	2,844	270.73	275	42.94	62
10	NYC (1)	10,264	265.67	270	44.01	65
10	Big 4 Cities (2)	1,166	263.10	267	42.13	58
10	High Need Urban/Suburban (3)	2,312	255.54	258	44.68	67
10	High Need Rural (4)	118	263.83	263	42.16	55
10	Average Need (5)	1,687	262.34	263	42.84	65
10	Low Need (6)	792	268.47	272	46.23	67
10	Charter Schools (7)	379	284.26	291	35.19	41
10	Religious and Independent Schools (8)	1,409	273.91	279	40.76	61
10	0 Years ELL/MLL	308	280.82	291	38.96	45
10	1 Years ELL/MLL	6,646	253.17	253	46.87	70
10	2 Years ELL/MLL	3,262	252.73	252	43.45	63
10	3 Years ELL/MLL	1,687	264.35	266	42.23	61
10	4 Years ELL/MLL	1,119	276.26	279	39.46	55
10	5 Years ELL/MLL	1,092	272.35	278	41.25	55
10	6 Years ELL/MLL or More	4,247	281.36	287	39.70	45
10	Spanish	10,833	258.53	263	45.97	68
10	English	1,634	273.10	279	41.73	60
10	Chinese	1,266	269.72	275	46.61	69
10	Arabic	1,077	259.88	259	38.92	58
10	Bengali	552	275.71	281	45.09	61
10	Other Language	3,127	273.14	276	42.32	59
10	Students without Disabilities	15,494	263.49	267	44.51	67
10	Students with Disabilities	2,995	264.48	274	48.33	55

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
11	Female	6,618	272.90	278	41.89	58
11	Male	6,641	271.26	276	43.45	60
11	Asian	2,207	279.61	282	40.31	54
11	Black or African-American	1,166	278.56	281	38.15	51
11	Hispanic or Latino	7,616	267.51	273	43.90	61
11	American Indian or Alaska Native	49	278.41	285	44.46	54
11	Multiracial (not of Hispanic origin)	19	296.00	301	31.03	32
11	Native Hawaiian/Other Pacific Islander	51	284.02	287	44.26	55
11	White	2,151	276.36	282	40.91	58
11	NYC (1)	7,184	275.21	279	40.37	56
11	Big 4 Cities (2)	749	273.25	278	39.16	52
11	High Need Urban/Suburban (3)	1,583	264.49	267	41.95	62
11	High Need Rural (4)	85	279.56	286	41.89	47
11	Average Need (5)	1,196	273.06	276	40.09	58
11	Low Need (6)	630	280.21	284	40.74	58
11	Charter Schools (7)	197	285.85	291	32.35	46
11	Religious and Independent Schools (8)	1,298	275.79	280	38.74	58
11	0 Years ELL/MLL	177	283.82	289	35.33	40
11	1 Years ELL/MLL	3,821	268.44	273	45.40	65
11	2 Years ELL/MLL	2,223	267.07	269	40.32	57
11	3 Years ELL/MLL	1,766	267.89	270	40.69	58
11	4 Years ELL/MLL	1,081	277.53	281	38.82	55
11	5 Years ELL/MLL	969	275.15	282	42.43	50
11	6 Years ELL/MLL or More	3,142	279.09	286	42.02	50
11	Spanish	7,539	267.62	273	43.90	61
11	English	1,438	275.98	280	39.65	58
11	Chinese	991	277.48	279	40.45	54
11	Arabic	578	270.89	274	39.77	53
11	Bengali	392	280.36	287	42.57	51
11	Other Language	2,321	280.73	285	40.09	51
11	Students without Disabilities	11,322	274.18	278	40.61	58
11	Students with Disabilities	1,937	259.81	272	51.54	66

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
12	Female	3,480	256.74	263	46.20	59
12	Male	3,979	254.64	264	50.91	62
12	Asian	1,132	260.41	267	47.11	57
12	Black or African-American	580	264.87	270	45.79	45
12	Hispanic or Latino	4,589	253.45	262	49.55	63
12	American Indian or Alaska Native	43	234.23	250	72.42	135
12	Multiracial (not of Hispanic origin)	10	230.50	252	77.32	148
12	Native Hawaiian/Other Pacific Islander	44	229.68	241	60.99	72
12	White	1,061	257.00	257	45.25	61
12	NYC (1)	3,329	267.74	270	37.42	50
12	Big 4 Cities (2)	499	260.56	268	41.66	45
12	High Need Urban/Suburban (3)	864	257.97	263	39.78	50
12	High Need Rural (4)	61	268.41	273	42.45	52
12	Average Need (5)	679	275.53	278	36.44	46
12	Low Need (6)	308	282.88	288	37.13	44
12	Charter Schools (7)	88	281.75	286	30.68	45
12	Religious and Independent Schools (8)	575	258.90	254	36.28	55
12	0 Years ELL/MLL	83	273.99	283	45.71	53
12	1 Years ELL/MLL	1,266	260.95	268	48.42	63
12	2 Years ELL/MLL	996	263.62	267	44.75	56
12	3 Years ELL/MLL	1,079	261.22	266	40.97	52
12	4 Years ELL/MLL	946	260.09	267	42.93	49
12	5 Years ELL/MLL	737	258.66	264	44.56	54
12	6 Years ELL/MLL or More	2,294	243.33	252	54.31	75
12	Spanish	4,561	253.09	262	49.65	62
12	English	617	261.20	257	37.17	56
12	Chinese	433	253.94	264	52.75	66
12	Arabic	307	264.08	267	46.81	47
12	Bengali	233	252.70	261	49.16	60
12	Other Language	1,308	260.89	269	48.81	54
12	Students without Disabilities	5,319	268.89	270	36.68	50
12	Students with Disabilities	2,140	222.63	226	58.52	93

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
K	Female	15,041	11	14	14	45	15
K	Male	15,940	12	15	14	44	14
K	Asian	7,446	5	9	11	51	25
K	Black or African-American	1,177	8	13	16	50	14
K	Hispanic or Latino	15,525	8	15	16	48	12
K	American Indian or Alaska Native	116	7	16	18	41	19
K	Multiracial (not of Hispanic origin)	98	6	16	7	47	23
K	Native Hawaiian/Other Pacific Islander	82	7	12	13	40	27
K	White	6,537	30	19	13	29	9
K	NYC (1)	14,741	6	12	13	49	19
K	Big 4 Cities (2)	1,462	14	22	20	40	5
K	High Need Urban/Suburban (3)	3,514	9	17	16	46	12
K	High Need Rural (4)	198	10	16	20	42	13
K	Average Need (5)	3,344	6	13	16	52	13
K	Low Need (6)	1,680	4	11	14	55	17
K	Charter Schools (7)	1,781	1	7	12	59	21
K	Religious and Independent Schools (8)	3,796	45	24	14	16	1
K	0 Years ELL/MLL	1,394	1	8	32	51	8
K	1 Years ELL/MLL	27,958	8	21	33	30	8
K	2 Years ELL/MLL	536	3	20	39	32	6
K	3 Years ELL/MLL	50	4	14	36	40	6
K	4 Years ELL/MLL	132	55	13	23	7	2
K	5 Years ELL/MLL	371	41	23	29	6	0
K	6 Years ELL/MLL or More	3	20	40	40	0	0
K	Spanish	14,947	8	16	16	48	12
K	English	5,047	35	21	14	25	6
K	Chinese	4,006	4	7	9	52	28
K	Arabic	1,186	10	20	17	42	11
K	Bengali	783	5	7	11	50	27
K	Other Language	5,012	7	11	12	50	20
K	Students without Disabilities	27,079	11	13	14	46	16
K	Students with Disabilities	3,902	14	22	18	39	7

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
1	Female	14,709	4	19	35	34	8
1	Male	15,062	9	22	33	29	7
1	Asian	4,579	3	9	18	49	20
1	Black or African-American	1,313	4	14	29	44	9
1	Hispanic or Latino	16,176	4	10	26	49	11
1	American Indian or Alaska Native	117	9	21	21	34	15
1	Multiracial (not of Hispanic origin)	64	3	13	16	39	30
1	Native Hawaiian/Other Pacific Islander	70	4	14	21	40	20
1	White	6,438	5	29	31	27	7
1	NYC (1)	14,216	4	17	33	36	10
1	Big 4 Cities (2)	1,430	8	32	35	22	3
1	High Need Urban/Suburban (3)	3,227	4	21	41	29	4
1	High Need Rural (4)	205	5	30	33	26	7
1	Average Need (5)	3,138	3	16	39	36	7
1	Low Need (6)	1,456	3	13	34	39	12
1	Charter Schools (7)	1,377	1	8	32	50	9
1	Religious and Independent Schools (8)	4,113	18	38	32	12	1
1	0 Years ELL/MLL	1,113	1	3	16	60	20
1	1 Years ELL/MLL	18,614	15	26	24	25	10
1	2 Years ELL/MLL	8,894	3	10	23	43	21
1	3 Years ELL/MLL	498	2	10	25	45	18
1	4 Years ELL/MLL	128	10	8	21	43	18
1	5 Years ELL/MLL	188	33	14	19	26	8
1	6 Years ELL/MLL or More	5	32	11	21	21	16
1	Spanish	15,296	5	20	38	31	5
1	English	4,727	15	35	32	16	2
1	Chinese	3,089	5	9	23	44	19
1	Arabic	1,258	4	25	36	29	6
1	Bengali	719	5	12	29	41	13
1	Other Language	4,682	4	15	31	38	11
1	Students without Disabilities	25,224	6	19	34	33	8
1	Students with Disabilities	4,547	8	30	37	22	3

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
2	Female	14,627	4	11	24	42	19
2	Male	16,046	8	16	23	37	16
2	Asian	5,529	3	7	15	43	32
2	Black or African-American	1,260	6	16	25	41	12
2	Hispanic or Latino	16,507	5	12	25	42	16
2	American Indian or Alaska Native	95	8	9	18	42	22
2	Multiracial (not of Hispanic origin)	77	1	8	23	40	27
2	Native Hawaiian/Other Pacific Islander	83	7	30	18	36	8
2	White	7,122	11	22	26	29	11
2	NYC (1)	14,644	4	11	22	41	21
2	Big 4 Cities (2)	1,577	6	22	29	34	10
2	High Need Urban/Suburban (3)	3,457	4	13	26	42	15
2	High Need Rural (4)	182	7	18	26	38	12
2	Average Need (5)	3,171	2	9	21	46	22
2	Low Need (6)	1,392	1	6	18	44	30
2	Charter Schools (7)	1,264	1	4	17	59	20
2	Religious and Independent Schools (8)	4,319	15	29	30	22	3
2	0 Years ELL/MLL	1,067	1	2	15	66	16
2	1 Years ELL/MLL	7,397	12	30	27	25	6
2	2 Years ELL/MLL	13,174	2	18	31	38	11
2	3 Years ELL/MLL	7,783	2	8	25	50	14
2	4 Years ELL/MLL	791	2	9	26	52	12
2	5 Years ELL/MLL	218	5	13	26	47	8
2	6 Years ELL/MLL or More	19	4	35	18	35	8
2	Spanish	16,253	5	12	26	42	16
2	English	4,791	14	25	29	25	7
2	Chinese	2,619	5	6	12	41	37
2	Arabic	1,339	5	18	26	37	14
2	Bengali	700	4	7	16	45	30
2	Other Language	4,971	4	12	19	42	23
2	Students without Disabilities	25,150	6	13	21	40	20
2	Students with Disabilities	5,523	6	19	33	34	8

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
3	Female	13,612	3	11	28	45	12
3	Male	15,145	5	17	25	43	11
3	Asian	4,579	3	9	18	49	20
3	Black or African-American	1,313	4	14	29	44	9
3	Hispanic or Latino	16,176	4	10	26	49	11
3	American Indian or Alaska Native	117	9	21	21	34	15
3	Multiracial (not of Hispanic origin)	64	3	13	16	39	30
3	Native Hawaiian/Other Pacific Islander	70	4	14	21	40	20
3	White	6,438	5	29	31	27	7
3	NYC (1)	13,630	3	10	25	48	14
3	Big 4 Cities (2)	1,593	4	21	33	37	6
3	High Need Urban/Suburban (3)	3,486	2	9	26	51	12
3	High Need Rural (4)	218	4	11	34	42	8
3	Average Need (5)	2,904	3	8	22	54	14
3	Low Need (6)	1,204	1	6	21	53	18
3	Charter Schools (7)	993	0	1	17	66	16
3	Religious and Independent Schools (8)	4,018	6	39	36	17	1
3	0 Years ELL/MLL	865	1	6	16	59	18
3	1 Years ELL/MLL	6,100	18	29	20	24	9
3	2 Years ELL/MLL	3,273	3	21	24	37	15
3	3 Years ELL/MLL	10,325	2	16	24	42	16
3	4 Years ELL/MLL	7,121	3	11	18	50	18
3	5 Years ELL/MLL	793	3	10	20	52	16
3	6 Years ELL/MLL or More	97	3	10	22	56	10
3	Spanish	15,892	4	10	26	49	11
3	English	4,538	6	33	34	23	4
3	Chinese	2,088	4	8	17	49	23
3	Arabic	1,279	3	18	29	39	10
3	Bengali	631	5	8	15	50	22
3	Other Language	4,329	3	12	23	46	16
3	Students without Disabilities	22,765	4	14	23	45	13
3	Students with Disabilities	5,992	5	15	37	38	5

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
4	Female	11,802	4	13	22	45	16
4	Male	13,471	8	19	19	41	13
4	Asian	3,892	5	12	14	43	25
4	Black or African-American	1,233	5	15	26	42	12
4	Hispanic or Latino	13,869	6	11	19	49	15
4	American Indian or Alaska Native	61	7	11	13	46	23
4	Multiracial (not of Hispanic origin)	43	5	7	19	53	16
4	Native Hawaiian/Other Pacific Islander	70	13	14	16	36	21
4	White	6,105	9	31	25	27	9
4	NYC (1)	11,431	5	12	18	46	18
4	Big 4 Cities (2)	1,535	6	21	27	38	7
4	High Need Urban/Suburban (3)	3,199	5	10	19	51	16
4	High Need Rural (4)	185	3	10	24	51	12
4	Average Need (5)	2,461	3	8	16	53	20
4	Low Need (6)	1,083	2	7	14	54	23
4	Charter Schools (7)	554	0	4	17	62	17
4	Religious and Independent Schools (8)	4,114	11	39	28	19	3
4	0 Years ELL/MLL	485	1	4	18	62	15
4	1 Years ELL/MLL	5,860	13	23	29	27	7
4	2 Years ELL/MLL	2,380	2	16	30	40	11
4	3 Years ELL/MLL	2,366	1	9	27	48	14
4	4 Years ELL/MLL	7,508	1	7	31	50	11
4	5 Years ELL/MLL	5,968	2	12	22	54	10
4	6 Years ELL/MLL or More	519	2	5	24	59	10
4	Spanish	13,600	6	11	19	49	14
4	English	4,507	10	35	27	23	5
4	Chinese	1,645	7	11	13	41	28
4	Arabic	1,196	5	22	21	38	14
4	Bengali	549	5	10	13	45	26
4	Other Language	3,776	5	13	18	44	20
4	Students without Disabilities	19,624	6	17	18	42	16
4	Students with Disabilities	5,649	6	14	28	43	9

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
5	Female	9,912	3	8	27	50	11
5	Male	11,849	6	17	25	43	9
5	Asian	3,128	4	9	20	48	19
5	Black or African-American	1,092	4	11	31	47	7
5	Hispanic or Latino	11,757	4	8	25	53	9
5	American Indian or Alaska Native	68	4	3	28	56	9
5	Multiracial (not of Hispanic origin)	43	7	7	26	51	9
5	Native Hawaiian/Other Pacific Islander	62	6	8	29	39	18
5	White	5,611	5	26	31	31	7
5	NYC (1)	9,723	4	9	24	51	12
5	Big 4 Cities (2)	1,363	4	13	34	42	6
5	High Need Urban/Suburban (3)	2,544	3	8	24	53	11
5	High Need Rural (4)	156	4	8	34	46	8
5	Average Need (5)	2,076	2	6	22	56	13
5	Low Need (6)	825	2	4	18	57	18
5	Charter Schools (7)	459	0	3	18	66	12
5	Religious and Independent Schools (8)	3,939	6	33	34	24	4
5	0 Years ELL/MLL	348	2	5	20	53	21
5	1 Years ELL/MLL	5,177	17	26	25	23	9
5	2 Years ELL/MLL	2,302	3	15	29	36	17
5	3 Years ELL/MLL	1,525	1	8	25	45	21
5	4 Years ELL/MLL	1,750	2	10	22	48	19
5	5 Years ELL/MLL	5,952	4	11	20	47	18
5	6 Years ELL/MLL or More	4,523	2	6	20	54	19
5	Spanish	11,571	4	9	25	53	9
5	English	4,211	5	31	32	28	5
5	Chinese	1,282	5	10	18	47	20
5	Arabic	1,053	4	15	33	41	7
5	Bengali	453	2	7	23	49	19
5	Other Language	3,191	3	9	24	48	16
5	Students without Disabilities	16,509	5	15	24	45	12
5	Students with Disabilities	5,252	4	9	33	49	5

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
6	Female	9,345	4	9	22	45	19
6	Male	10,852	8	16	23	39	14
6	Asian	2,798	6	10	19	41	24
6	Black or African-American	1,126	5	13	24	43	15
6	Hispanic or Latino	11,073	6	9	21	47	16
6	American Indian or Alaska Native	48	10	19	13	46	13
6	Multiracial (not of Hispanic origin)	34	6	3	24	35	32
6	Native Hawaiian/Other Pacific Islander	75	5	15	24	31	25
6	White	5,043	6	23	28	31	11
6	NYC (1)	8,862	6	11	22	43	18
6	Big 4 Cities (2)	1,259	5	14	28	41	12
6	High Need Urban/Suburban (3)	2,499	4	8	20	51	17
6	High Need Rural (4)	170	2	7	21	56	14
6	Average Need (5)	1,880	4	7	17	51	21
6	Low Need (6)	702	3	6	14	49	28
6	Charter Schools (7)	551	1	3	21	56	19
6	Religious and Independent Schools (8)	3,514	7	27	31	28	8
6	0 Years ELL/MLL	373	0	6	16	55	24
6	1 Years ELL/MLL	4,975	10	27	23	29	11
6	2 Years ELL/MLL	2,155	2	17	29	37	15
6	3 Years ELL/MLL	1,416	1	11	21	48	18
6	4 Years ELL/MLL	1,223	2	7	16	53	22
6	5 Years ELL/MLL	2,241	2	17	18	47	16
6	6 Years ELL/MLL or More	7,634	2	7	17	58	17
6	Spanish	10,871	6	10	21	47	16
6	English	3,760	7	24	28	31	10
6	Chinese	1,159	8	12	18	39	23
6	Arabic	1,001	5	19	30	34	12
6	Bengali	433	6	10	18	42	24
6	Other Language	2,973	4	10	22	42	21
6	Students without Disabilities	15,249	6	14	22	40	18
6	Students with Disabilities	4,948	6	9	26	48	11

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
7	Female	8,107	3	11	21	47	18
7	Male	9,660	5	19	21	43	13
7	Asian	2,483	3	13	20	43	22
7	Black or African-American	1,031	3	12	21	49	15
7	Hispanic or Latino	9,738	4	13	19	48	15
7	American Indian or Alaska Native	60	3	13	25	38	20
7	Multiracial (not of Hispanic origin)	22	5	14	27	41	14
7	Native Hawaiian/Other Pacific Islander	74	8	19	22	30	22
7	White	4,359	5	22	24	37	12
7	NYC (1)	8,128	3	14	20	45	18
7	Big 4 Cities (2)	1,169	4	18	27	45	8
7	High Need Urban/Suburban (3)	2,006	3	13	19	50	14
7	High Need Rural (4)	150	5	15	19	51	11
7	Average Need (5)	1,469	2	10	17	54	16
7	Low Need (6)	619	3	9	16	50	22
7	Charter Schools (7)	460	0	3	16	58	22
7	Religious and Independent Schools (8)	3,065	6	25	26	34	10
7	0 Years ELL/MLL	418	2	5	11	55	27
7	1 Years ELL/MLL	5,183	10	26	23	30	11
7	2 Years ELL/MLL	2,179	2	17	26	40	14
7	3 Years ELL/MLL	1,279	1	8	22	48	21
7	4 Years ELL/MLL	1,033	1	8	15	56	20
7	5 Years ELL/MLL	1,230	1	4	12	60	22
7	6 Years ELL/MLL or More	6,236	2	7	13	59	19
7	Spanish	9,567	4	13	19	48	15
7	English	3,328	6	23	25	35	11
7	Chinese	1,022	5	16	19	38	22
7	Arabic	861	3	21	25	41	10
7	Bengali	396	2	7	17	45	29
7	Other Language	2,593	3	11	19	48	19
7	Students without Disabilities	13,575	4	17	21	42	17
7	Students with Disabilities	4,192	5	10	20	55	10

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
8	Female	7,799	2	10	17	50	20
8	Male	8,921	5	17	20	44	14
8	Asian	2,435	3	10	17	47	22
8	Black or African-American	1,031	2	14	23	46	15
8	Hispanic or Latino	9,394	4	13	18	49	16
8	American Indian or Alaska Native	50	2	20	18	38	22
8	Multiracial (not of Hispanic origin)	25	0	8	16	56	20
8	Native Hawaiian/Other Pacific Islander	70	7	13	26	41	13
8	White	3,715	5	17	19	42	16
8	NYC (1)	7,874	3	13	19	47	18
8	Big 4 Cities (2)	1,223	3	17	24	48	9
8	High Need Urban/Suburban (3)	1,918	4	12	21	47	16
8	High Need Rural (4)	113	2	12	22	54	11
8	Average Need (5)	1,344	2	10	16	52	20
8	Low Need (6)	621	2	10	17	49	22
8	Charter Schools (7)	408	0	3	13	59	25
8	Religious and Independent Schools (8)	2,462	6	20	18	41	15
8	0 Years ELL/MLL	345	4	10	23	54	10
8	1 Years ELL/MLL	4,609	11	30	28	27	5
8	2 Years ELL/MLL	2,139	5	26	34	30	5
8	3 Years ELL/MLL	1,570	3	15	34	41	7
8	4 Years ELL/MLL	953	1	10	35	44	9
8	5 Years ELL/MLL	984	2	8	29	54	7
8	6 Years ELL/MLL or More	5,956	3	6	21	59	11
8	Spanish	9,273	4	13	18	49	16
8	English	2,710	6	19	18	42	15
8	Chinese	919	4	12	18	45	21
8	Arabic	893	3	16	26	42	13
8	Bengali	415	4	9	13	48	25
8	Other Language	2,510	2	11	19	48	20
8	Students without Disabilities	12,822	4	15	19	44	18
8	Students with Disabilities	3,898	5	9	18	56	12

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
9	Female	8,741	5	18	28	41	8
9	Male	10,246	7	22	28	37	6
9	Asian	2,751	4	18	29	41	9
9	Black or African-American	1,592	4	21	31	39	6
9	Hispanic or Latino	11,584	8	22	26	38	5
9	American Indian or Alaska Native	93	8	27	28	30	8
9	Multiracial (not of Hispanic origin)	27	0	7	33	30	30
9	Native Hawaiian/Other Pacific Islander	71	11	20	32	32	4
9	White	2,869	3	14	32	40	11
9	NYC (1)	10,569	6	22	28	38	7
9	Big 4 Cities (2)	1,331	5	21	31	39	5
9	High Need Urban/Suburban (3)	2,316	7	21	28	39	5
9	High Need Rural (4)	129	4	17	26	44	9
9	Average Need (5)	1,687	7	21	26	40	7
9	Low Need (6)	658	8	16	23	42	11
9	Charter Schools (7)	439	1	8	26	56	9
9	Religious and Independent Schools (8)	1,499	0	10	34	43	12
9	0 Years ELL/MLL	272	1	9	15	61	14
9	1 Years ELL/MLL	8,054	5	21	30	34	9
9	2 Years ELL/MLL	2,385	3	21	35	33	8
9	3 Years ELL/MLL	1,523	2	14	31	43	11
9	4 Years ELL/MLL	1,161	1	7	26	50	15
9	5 Years ELL/MLL	983	2	9	25	51	12
9	6 Years ELL/MLL or More	4,472	2	5	17	60	16
9	Spanish	11,458	8	22	26	38	5
9	English	1,771	1	10	32	45	11
9	Chinese	1,072	6	18	31	37	9
9	Arabic	1,066	6	27	33	29	5
9	Bengali	497	4	16	29	41	10
9	Other Language	3,123	3	17	28	42	9
9	Students without Disabilities	15,466	7	22	28	36	7
9	Students with Disabilities	3,521	6	12	26	50	6

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
10	Female	8,654	3	13	27	45	12
10	Male	9,835	4	16	28	42	10
10	Asian	2,962	2	11	25	46	16
10	Black or African-American	1,543	2	12	29	47	10
10	Hispanic or Latino	10,938	4	17	28	41	9
10	American Indian or Alaska Native	76	7	21	28	34	11
10	Multiracial (not of Hispanic origin)	42	0	5	29	40	26
10	Native Hawaiian/Other Pacific Islander	84	2	12	20	49	17
10	White	2,844	2	12	26	46	14
10	NYC (1)	10,264	3	15	27	44	12
10	Big 4 Cities (2)	1,166	3	13	30	46	8
10	High Need Urban/Suburban (3)	2,312	4	19	31	38	8
10	High Need Rural (4)	118	3	14	33	41	9
10	Average Need (5)	1,687	3	15	32	40	10
10	Low Need (6)	792	3	13	26	42	16
10	Charter Schools (7)	379	0	7	14	64	15
10	Religious and Independent Schools (8)	1,409	0	12	24	49	14
10	0 Years ELL/MLL	308	2	2	18	63	16
10	1 Years ELL/MLL	6,646	4	13	25	45	14
10	2 Years ELL/MLL	3,262	2	10	32	46	10
10	3 Years ELL/MLL	1,687	2	10	32	46	11
10	4 Years ELL/MLL	1,119	1	8	23	53	14
10	5 Years ELL/MLL	1,092	3	8	20	56	13
10	6 Years ELL/MLL or More	4,247	3	6	19	56	16
10	Spanish	10,833	4	17	28	41	9
10	English	1,634	1	12	24	48	15
10	Chinese	1,266	3	14	23	43	16
10	Arabic	1,077	1	17	35	40	8
10	Bengali	552	3	9	24	45	18
10	Other Language	3,127	2	9	26	48	14
10	Students without Disabilities	15,494	3	16	28	41	12
10	Students with Disabilities	2,995	7	10	23	52	9

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
11	Female	6,618	2	9	25	50	13
11	Male	6,641	3	10	25	49	13
11	Asian	2,207	2	7	21	54	17
11	Black or African-American	1,166	1	5	24	55	14
11	Hispanic or Latino	7,616	3	11	27	47	12
11	American Indian or Alaska Native	49	4	10	16	51	18
11	Multiracial (not of Hispanic origin)	19	0	0	11	63	26
11	Native Hawaiian/Other Pacific Islander	51	2	4	20	53	22
11	White	2,151	1	8	25	51	15
11	NYC (1)	7,184	1	9	24	51	15
11	Big 4 Cities (2)	749	2	8	24	55	11
11	High Need Urban/Suburban (3)	1,583	3	12	31	45	9
11	High Need Rural (4)	85	4	7	18	56	15
11	Average Need (5)	1,196	2	8	27	49	13
11	Low Need (6)	630	1	7	24	48	20
11	Charter Schools (7)	197	1	2	22	59	17
11	Religious and Independent Schools (8)	1,298	0	8	27	51	14
11	0 Years ELL/MLL	177	4	5	23	55	13
11	1 Years ELL/MLL	3,821	7	13	25	45	10
11	2 Years ELL/MLL	2,223	5	9	31	46	9
11	3 Years ELL/MLL	1,766	4	10	33	46	7
11	4 Years ELL/MLL	1,081	6	9	31	50	5
11	5 Years ELL/MLL	969	6	11	31	46	6
11	6 Years ELL/MLL or More	3,142	13	16	28	38	5
11	Spanish	7,539	3	11	27	47	12
11	English	1,438	1	8	27	50	14
11	Chinese	991	2	8	22	53	16
11	Arabic	578	2	7	30	50	11
11	Bengali	392	3	6	18	56	17
11	Other Language	2,321	2	6	20	55	17
11	Students without Disabilities	11,322	2	9	26	50	14
11	Students with Disabilities	1,937	9	12	22	49	9

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
12	Female	3,480	6	13	31	44	7
12	Male	3,979	9	12	28	44	7
12	Asian	1,132	7	10	28	47	8
12	Black or African-American	580	6	7	27	53	7
12	Hispanic or Latino	4,589	9	13	28	43	6
12	American Indian or Alaska Native	43	28	7	21	37	7
12	Multiracial (not of Hispanic origin)	10	30	0	30	30	10
12	Native Hawaiian/Other Pacific Islander	44	23	14	32	27	5
12	White	1,061	5	13	35	38	9
12	NYC (1)	3,329	2	9	31	50	8
12	Big 4 Cities (2)	499	5	10	28	52	5
12	High Need Urban/Suburban (3)	864	5	11	34	47	4
12	High Need Rural (4)	61	3	10	23	57	7
12	Average Need (5)	679	1	6	25	56	11
12	Low Need (6)	308	2	3	19	61	14
12	Charter Schools (7)	88	0	2	24	63	11
12	Religious and Independent Schools (8)	575	0	13	44	34	9
12	0 Years ELL/MLL	83	2	6	12	59	21
12	1 Years ELL/MLL	1,266	10	15	15	45	15
12	2 Years ELL/MLL	996	6	15	14	52	13
12	3 Years ELL/MLL	1,079	78	6	2	10	4
12	4 Years ELL/MLL	946	96	2	2	0	0
12	5 Years ELL/MLL	737	100	0	0	0	0
12	6 Years ELL/MLL or More	2,294	0	67	0	33	0
12	Spanish	4,561	9	13	28	43	6
12	English	617	0	12	40	39	8
12	Chinese	433	11	11	27	43	8
12	Arabic	307	6	6	30	47	11
12	Bengali	233	9	12	31	41	6
12	Other Language	1,308	8	10	26	49	8
12	Students without Disabilities	5,319	1	8	31	51	9
12	Students with Disabilities	2,140	25	21	24	27	3

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

Grade	Subgroup	N-Count	Percent
K	Female	2,300	7.42
K	Male	2,244	7.24
K	Asian	1,857	5.99
K	Black or African-American	159	0.51
K	Hispanic or Latino	1,881	6.07
K	American Indian or Alaska Native	22	0.07
K	Multiracial (not of Hispanic origin)	23	0.07
K	Native Hawaiian/Other Pacific Islander	22	0.07
K	White	580	1.87
K	NYC (1)	2,858	9.23
K	Big 4 Cities (2)	72	0.23
K	High Need Urban/Suburban (3)	416	1.34
K	High Need Rural (4)	25	0.08
K	Average Need (5)	447	1.44
K	Low Need (6)	293	0.95
K	Charter Schools (7)	378	1.22
K	Religious and Independent Schools (8)	35	0.11
K	0 Years ELL/MLL	298	0.98
K	1 Years ELL/MLL	4,112	13.51
K	2 Years ELL/MLL	70	0.23
K	3 Years ELL/MLL	2	0.01
K	4 Years ELL/MLL	0	0.00
K	5 Years ELL/MLL	0	0.00
K	6 Years ELL/MLL or More	0	0.00
K	Spanish	1,777	5.74
K	English	294	0.95
K	Chinese	1,106	3.57
K	Arabic	132	0.43
K	Bengali	215	0.69
K	Other Language	1,020	3.29
K	Students without Disabilities	4,286	13.83
K	Students with Disabilities	258	0.83

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

Grade	Subgroup	N-Count	Percent
1	Female	1,129	3.79
1	Male	994	3.34
1	Asian	938	3.15
1	Black or African-American	66	0.22
1	Hispanic or Latino	789	2.65
1	American Indian or Alaska Native	12	0.04
1	Multiracial (not of Hispanic origin)	7	0.02
1	Native Hawaiian/Other Pacific Islander	4	0.01
1	White	307	1.03
1	NYC (1)	1,373	4.61
1	Big 4 Cities (2)	37	0.12
1	High Need Urban/Suburban (3)	142	0.48
1	High Need Rural (4)	14	0.05
1	Average Need (5)	223	0.75
1	Low Need (6)	173	0.58
1	Charter Schools (7)	122	0.41
1	Religious and Independent Schools (8)	28	0.09
1	0 Years ELL/MLL	85	0.29
1	1 Years ELL/MLL	1,459	4.96
1	2 Years ELL/MLL	532	1.81
1	3 Years ELL/MLL	31	0.11
1	4 Years ELL/MLL	2	0.01
1	5 Years ELL/MLL	0	0.00
1	6 Years ELL/MLL or More	0	0.00
1	Spanish	757	2.54
1	English	92	0.31
1	Chinese	583	1.96
1	Arabic	75	0.25
1	Bengali	96	0.32
1	Other Language	520	1.75
1	Students without Disabilities	1,988	6.68
1	Students with Disabilities	135	0.45

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

Grade	Subgroup	N-Count	Percent
2	Female	2,844	9.27
2	Male	2,521	8.22
2	Asian	1,764	5.75
2	Black or African-American	157	0.51
2	Hispanic or Latino	2,583	8.42
2	American Indian or Alaska Native	21	0.07
2	Multiracial (not of Hispanic origin)	21	0.07
2	Native Hawaiian/Other Pacific Islander	7	0.02
2	White	812	2.65
2	NYC (1)	3,128	10.20
2	Big 4 Cities (2)	160	0.52
2	High Need Urban/Suburban (3)	518	1.69
2	High Need Rural (4)	22	0.07
2	Average Need (5)	685	2.23
2	Low Need (6)	423	1.38
2	Charter Schools (7)	249	0.81
2	Religious and Independent Schools (8)	150	0.49
2	0 Years ELL/MLL	212	0.70
2	1 Years ELL/MLL	739	2.43
2	2 Years ELL/MLL	2,813	9.24
2	3 Years ELL/MLL	1,424	4.68
2	4 Years ELL/MLL	142	0.47
2	5 Years ELL/MLL	17	0.06
2	6 Years ELL/MLL or More	3	0.01
2	Spanish	2,521	8.22
2	English	334	1.09
2	Chinese	972	3.17
2	Arabic	190	0.62
2	Bengali	207	0.67
2	Other Language	1,141	3.72
2	Students without Disabilities	4,940	16.11
2	Students with Disabilities	425	1.39

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

Grade	Subgroup	N-Count	Percent
3	Female	1,697	5.90
3	Male	1,600	5.56
3	Asian	924	3.21
3	Black or African-American	119	0.41
3	Hispanic or Latino	1,732	6.02
3	American Indian or Alaska Native	17	0.06
3	Multiracial (not of Hispanic origin)	19	0.07
3	Native Hawaiian/Other Pacific Islander	14	0.05
3	White	472	1.64
3	NYC (1)	1,904	6.62
3	Big 4 Cities (2)	92	0.32
3	High Need Urban/Suburban (3)	428	1.49
3	High Need Rural (4)	18	0.06
3	Average Need (5)	395	1.37
3	Low Need (6)	216	0.75
3	Charter Schools (7)	159	0.55
3	Religious and Independent Schools (8)	60	0.21
3	0 Years ELL/MLL	138	0.48
3	1 Years ELL/MLL	385	1.35
3	2 Years ELL/MLL	373	1.31
3	3 Years ELL/MLL	1,473	5.16
3	4 Years ELL/MLL	838	2.93
3	5 Years ELL/MLL	64	0.22
3	6 Years ELL/MLL or More	8	0.03
3	Spanish	1,686	5.86
3	English	182	0.63
3	Chinese	473	1.64
3	Arabic	126	0.44
3	Bengali	140	0.49
3	Other Language	690	2.40
3	Students without Disabilities	2,988	10.39
3	Students with Disabilities	309	1.07

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

Grade	Subgroup	N-Count	Percent
4	Female	1,943	7.69
4	Male	1,757	6.95
4	Asian	979	3.87
4	Black or African-American	146	0.58
4	Hispanic or Latino	2,012	7.96
4	American Indian or Alaska Native	14	0.06
4	Multiracial (not of Hispanic origin)	7	0.03
4	Native Hawaiian/Other Pacific Islander	15	0.06
4	White	527	2.09
4	NYC (1)	2,087	8.26
4	Big 4 Cities (2)	106	0.42
4	High Need Urban/Suburban (3)	502	1.99
4	High Need Rural (4)	22	0.09
4	Average Need (5)	484	1.92
4	Low Need (6)	250	0.99
4	Charter Schools (7)	95	0.38
4	Religious and Independent Schools (8)	119	0.47
4	0 Years ELL/MLL	86	0.34
4	1 Years ELL/MLL	503	2.01
4	2 Years ELL/MLL	362	1.44
4	3 Years ELL/MLL	388	1.55
4	4 Years ELL/MLL	1,340	5.34
4	5 Years ELL/MLL	954	3.80
4	6 Years ELL/MLL or More	51	0.20
4	Spanish	1,940	7.68
4	English	238	0.94
4	Chinese	465	1.84
4	Arabic	166	0.66
4	Bengali	144	0.57
4	Other Language	747	2.96
4	Students without Disabilities	3,218	12.73
4	Students with Disabilities	482	1.91

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

Grade	Subgroup	N-Count	Percent
5	Female	1,115	5.12
5	Male	1,069	4.91
5	Asian	585	2.69
5	Black or African-American	79	0.36
5	Hispanic or Latino	1,086	4.99
5	American Indian or Alaska Native	6	0.03
5	Multiracial (not of Hispanic origin)	4	0.02
5	Native Hawaiian/Other Pacific Islander	11	0.05
5	White	413	1.90
5	NYC (1)	1,149	5.28
5	Big 4 Cities (2)	78	0.36
5	High Need Urban/Suburban (3)	287	1.32
5	High Need Rural (4)	12	0.06
5	Average Need (5)	268	1.23
5	Low Need (6)	146	0.67
5	Charter Schools (7)	57	0.26
5	Religious and Independent Schools (8)	160	0.74
5	0 Years ELL/MLL	52	0.24
5	1 Years ELL/MLL	385	1.78
5	2 Years ELL/MLL	261	1.21
5	3 Years ELL/MLL	220	1.02
5	4 Years ELL/MLL	196	0.91
5	5 Years ELL/MLL	597	2.77
5	6 Years ELL/MLL or More	464	2.15
5	Spanish	1,061	4.88
5	English	205	0.94
5	Chinese	256	1.18
5	Arabic	77	0.35
5	Bengali	86	0.40
5	Other Language	499	2.29
5	Students without Disabilities	1,904	8.75
5	Students with Disabilities	280	1.29

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

Grade	Subgroup	N-Count	Percent
6	Female	1,758	8.70
6	Male	1,495	7.40
6	Asian	676	3.35
6	Black or African-American	164	0.81
6	Hispanic or Latino	1,816	8.99
6	American Indian or Alaska Native	6	0.03
6	Multiracial (not of Hispanic origin)	11	0.05
6	Native Hawaiian/Other Pacific Islander	19	0.09
6	White	561	2.78
6	NYC (1)	1,625	8.05
6	Big 4 Cities (2)	150	0.74
6	High Need Urban/Suburban (3)	433	2.14
6	High Need Rural (4)	24	0.12
6	Average Need (5)	398	1.97
6	Low Need (6)	199	0.99
6	Charter Schools (7)	102	0.51
6	Religious and Independent Schools (8)	269	1.33
6	0 Years ELL/MLL	79	0.39
6	1 Years ELL/MLL	465	2.32
6	2 Years ELL/MLL	357	1.78
6	3 Years ELL/MLL	291	1.45
6	4 Years ELL/MLL	229	1.14
6	5 Years ELL/MLL	404	2.02
6	6 Years ELL/MLL or More	1,415	7.07
6	Spanish	1,769	8.76
6	English	361	1.79
6	Chinese	266	1.32
6	Arabic	122	0.60
6	Bengali	103	0.51
6	Other Language	632	3.13
6	Students without Disabilities	2,702	13.38
6	Students with Disabilities	551	2.73

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

Grade	Subgroup	N-Count	Percent
7	Female	1,449	8.16
7	Male	1,237	6.96
7	Asian	543	3.06
7	Black or African-American	151	0.85
7	Hispanic or Latino	1,446	8.14
7	American Indian or Alaska Native	12	0.07
7	Multiracial (not of Hispanic origin)	3	0.02
7	Native Hawaiian/Other Pacific Islander	16	0.09
7	White	515	2.90
7	NYC (1)	1,476	8.31
7	Big 4 Cities (2)	88	0.50
7	High Need Urban/Suburban (3)	281	1.58
7	High Need Rural (4)	16	0.09
7	Average Need (5)	241	1.36
7	Low Need (6)	136	0.77
7	Charter Schools (7)	102	0.57
7	Religious and Independent Schools (8)	313	1.76
7	0 Years ELL/MLL	99	0.56
7	1 Years ELL/MLL	571	3.25
7	2 Years ELL/MLL	319	1.82
7	3 Years ELL/MLL	230	1.31
7	4 Years ELL/MLL	225	1.28
7	5 Years ELL/MLL	194	1.10
7	6 Years ELL/MLL or More	1,032	5.88
7	Spanish	1,417	7.98
7	English	352	1.98
7	Chinese	229	1.29
7	Arabic	82	0.46
7	Bengali	115	0.65
7	Other Language	491	2.76
7	Students without Disabilities	2,266	12.75
7	Students with Disabilities	420	2.36

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

Grade	Subgroup	N-Count	Percent
8	Female	1,562	9.34
8	Male	1,226	7.33
8	Asian	544	3.25
8	Black or African-American	153	0.92
8	Hispanic or Latino	1,469	8.79
8	American Indian or Alaska Native	11	0.07
8	Multiracial (not of Hispanic origin)	5	0.03
8	Native Hawaiian/Other Pacific Islander	9	0.05
8	White	597	3.57
8	NYC (1)	1,438	8.60
8	Big 4 Cities (2)	112	0.67
8	High Need Urban/Suburban (3)	310	1.85
8	High Need Rural (4)	12	0.07
8	Average Need (5)	266	1.59
8	Low Need (6)	137	0.82
8	Charter Schools (7)	102	0.61
8	Religious and Independent Schools (8)	358	2.14
8	0 Years ELL/MLL	93	0.56
8	1 Years ELL/MLL	505	3.05
8	2 Years ELL/MLL	310	1.87
8	3 Years ELL/MLL	328	1.98
8	4 Years ELL/MLL	190	1.15
8	5 Years ELL/MLL	219	1.32
8	6 Years ELL/MLL or More	1,133	6.84
8	Spanish	1,445	8.64
8	English	416	2.49
8	Chinese	194	1.16
8	Arabic	115	0.69
8	Bengali	105	0.63
8	Other Language	513	3.07
8	Students without Disabilities	2,334	13.96
8	Students with Disabilities	454	2.72

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

Grade	Subgroup	N-Count	Percent
9	Female	668	3.52
9	Male	627	3.30
9	Asian	237	1.25
9	Black or African-American	98	0.52
9	Hispanic or Latino	636	3.35
9	American Indian or Alaska Native	7	0.04
9	Multiracial (not of Hispanic origin)	8	0.04
9	Native Hawaiian/Other Pacific Islander	3	0.02
9	White	306	1.61
9	NYC (1)	702	3.70
9	Big 4 Cities (2)	63	0.33
9	High Need Urban/Suburban (3)	114	0.60
9	High Need Rural (4)	12	0.06
9	Average Need (5)	115	0.61
9	Low Need (6)	70	0.37
9	Charter Schools (7)	39	0.21
9	Religious and Independent Schools (8)	175	0.92
9	0 Years ELL/MLL	27	0.14
9	1 Years ELL/MLL	372	1.97
9	2 Years ELL/MLL	114	0.60
9	3 Years ELL/MLL	107	0.57
9	4 Years ELL/MLL	102	0.54
9	5 Years ELL/MLL	70	0.37
9	6 Years ELL/MLL or More	477	2.53
9	Spanish	619	3.26
9	English	196	1.03
9	Chinese	92	0.48
9	Arabic	53	0.28
9	Bengali	50	0.26
9	Other Language	285	1.50
9	Students without Disabilities	1,094	5.76
9	Students with Disabilities	201	1.06

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

Grade	Subgroup	N-Count	Percent
10	Female	1,039	5.62
10	Male	1,032	5.58
10	Asian	464	2.51
10	Black or African-American	158	0.85
10	Hispanic or Latino	1,020	5.52
10	American Indian or Alaska Native	8	0.04
10	Multiracial (not of Hispanic origin)	11	0.06
10	Native Hawaiian/Other Pacific Islander	14	0.08
10	White	396	2.14
10	NYC (1)	1,221	6.60
10	Big 4 Cities (2)	96	0.52
10	High Need Urban/Suburban (3)	185	1.00
10	High Need Rural (4)	11	0.06
10	Average Need (5)	168	0.91
10	Low Need (6)	128	0.69
10	Charter Schools (7)	55	0.30
10	Religious and Independent Schools (8)	204	1.10
10	0 Years ELL/MLL	42	0.23
10	1 Years ELL/MLL	608	3.31
10	2 Years ELL/MLL	248	1.35
10	3 Years ELL/MLL	178	0.97
10	4 Years ELL/MLL	171	0.93
10	5 Years ELL/MLL	136	0.74
10	6 Years ELL/MLL or More	664	3.62
10	Spanish	997	5.39
10	English	239	1.29
10	Chinese	206	1.11
10	Arabic	81	0.44
10	Bengali	102	0.55
10	Other Language	446	2.41
10	Students without Disabilities	1,799	9.73
10	Students with Disabilities	272	1.47

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

Grade	Subgroup	N-Count	Percent
11	Female	891	6.72
11	Male	887	6.69
11	Asian	369	2.78
11	Black or African-American	168	1.27
11	Hispanic or Latino	888	6.70
11	American Indian or Alaska Native	9	0.07
11	Multiracial (not of Hispanic origin)	5	0.04
11	Native Hawaiian/Other Pacific Islander	11	0.08
11	White	328	2.47
11	NYC (1)	1,042	7.86
11	Big 4 Cities (2)	81	0.61
11	High Need Urban/Suburban (3)	145	1.09
11	High Need Rural (4)	13	0.10
11	Average Need (5)	155	1.17
11	Low Need (6)	126	0.95
11	Charter Schools (7)	33	0.25
11	Religious and Independent Schools (8)	177	1.33
11	0 Years ELL/MLL	28	0.21
11	1 Years ELL/MLL	532	4.04
11	2 Years ELL/MLL	224	1.70
11	3 Years ELL/MLL	190	1.44
11	4 Years ELL/MLL	156	1.18
11	5 Years ELL/MLL	130	0.99
11	6 Years ELL/MLL or More	503	3.82
11	Spanish	884	6.67
11	English	208	1.57
11	Chinese	155	1.17
11	Arabic	63	0.48
11	Bengali	67	0.51
11	Other Language	401	3.02
11	Students without Disabilities	1,600	12.07
11	Students with Disabilities	178	1.34

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

Grade	Subgroup	N-Count	Percent
12	Female	241	3.23
12	Male	279	3.74
12	Asian	95	1.27
12	Black or African-American	43	0.58
12	Hispanic or Latino	283	3.79
12	American Indian or Alaska Native	3	0.04
12	Multiracial (not of Hispanic origin)	1	0.01
12	Native Hawaiian/Other Pacific Islander	2	0.03
12	White	93	1.25
12	NYC (1)	271	0.91
12	Big 4 Cities (2)	27	0.09
12	High Need Urban/Suburban (3)	33	0.11
12	High Need Rural (4)	4	0.01
12	Average Need (5)	76	0.26
12	Low Need (6)	43	0.14
12	Charter Schools (7)	10	0.03
12	Religious and Independent Schools (8)	49	0.16
12	0 Years ELL/MLL	11	0.15
12	1 Years ELL/MLL	132	1.78
12	2 Years ELL/MLL	87	1.18
12	3 Years ELL/MLL	77	1.04
12	4 Years ELL/MLL	45	0.61
12	5 Years ELL/MLL	45	0.61
12	6 Years ELL/MLL or More	114	1.54
12	Spanish	278	3.73
12	English	50	0.67
12	Chinese	34	0.46
12	Arabic	33	0.44
12	Bengali	15	0.20
12	Other Language	110	1.47
12	Students without Disabilities	464	6.22
12	Students with Disabilities	56	0.75

APPENDIX H: DIF STATISTICS

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

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

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

Note: Significance for M-H χ^2 statistic was set at the $p < 0.05$ level

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

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

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

Significance for M-H χ^2 statistic was set at the $p < 0.05$ level

Table H1. Results of DIF Analyses – Flagged Items (All Schools)

Grade Band	Modality	Item Number	DIF			
			Male/ Female	White/ Other	Hispanic/ Other	Asian/ Other
K	Listening	4	A	B+	A	A
	Reading	1	A	C+	C-	B-
	Reading	2	A	C+	C-	C-
	Reading	3	A	C+	A	B-
	Reading	6	A	B-	A	A
	Reading	7	A	B-	A	A
	Reading	11	A	B+	B-	A
	Reading	14	A	B-	A	A
	Writing	8	A	B+	A	A
1–2	Listening	1	A	B-	A	A
	Listening	11	A	B+	A	A
	Listening	12	A	B+	B-	A
	Listening	18	A	A	A	B-
	Reading	14	A	C+	B-	A
3–4	Listening	2	A	C+	B-	A
	Listening	13	A	B+	A	A
	Speaking	4	A	B-	A	A
	Speaking	6	A	B+	A	A
5–6	Listening	7	A	B-	A	A
	Listening	9	A	C+	B-	A
	Listening	11	A	B-	A	A
	Listening	12	A	C+	B-	A
	Listening	17	A	C+	B-	A
	Listening	20	A	B+	A	A
	Reading	3	A	B-	A	A
	Reading	7	B+	A	A	A
	Reading	22	A	B+	A	A
	Speaking	2	A	B+	A	A
	Speaking	8	A	B-	A	A
Speaking	12	A	B-	A	A	
7–8	Listening	1	A	B+	A	B-
	Listening	3	A	B-	A	A
	Listening	16	A	A	C-	C+
	Listening	18	A	C-	B+	A
	Listening	19	A	B+	A	A
	Listening	23	A	A	B-	A
	Reading	9	A	A	B-	A
	Reading	10	B+	A	A	A

Table H1. Results of DIF Analyses – Flagged Items (All Schools) (continued)

Grade Band	Modality	Item Number	DIF			
			Male/ Female	White/ Other	Hispanic/ Other	Asian/ Other
7–8	Reading	12	A	A	A	B-
	Speaking	2	A	B+	A	A
	Speaking	8	A	B-	A	A
	Speaking	10	A	B+	A	A
9–12	Listening	2	A	B-	A	A
	Listening	4	A	B+	A	A
	Listening	12	A	A	A	B+
	Listening	18	A	C+	C-	B+
	Listening	20	A	A	A	B-
	Listening	24	A	A	C-	C+
	Reading	1	A	A	A	B+
	Reading	20	A	A	B+	B-
	Speaking	12	A	B-	A	A

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