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

2022 Operational Test Technical Report

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To: The New York State Education Department

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OVERVIEW

This technical report for the 2022 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 2022 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.

Chapter 7: Calibration and Scaling

Chapter 7 explains the rationale for the Rasch IRT model that was implemented for the 2022 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 modalities (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 2018–2022 administrations are presented.

Chapter 8: Establishing NYSESLAT Performance Levels

Chapter 8 is a summary of how performance levels were established for the 2022 NYSESLAT. This chapter also includes tables and graphs of the 2022 NYSESLAT percentage of students by performance level (Public and Charter Schools Only).

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 2017, 2018, 2019, 2021, and 2022 administrations of the NYSESLAT, as well as scale score frequency distribution for each grade level for 2022.

CHAPTER 1: INTRODUCTION

1.1 Background

The New York State Education Department (NYSED) administers the NYSESLAT to English Language Learner (ELL) students in grades K–12, in compliance with the federal No Child Left Behind Act of 2001 (NCLB). This technical report details the 2022 operational administration of the NYSESLAT, carried out by MetriTech, Inc.

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

The spring 2022 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 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 2022 NYSESLAT. In order to capture performance with the necessary level of precision, every grade-band ToM has been delineated across five Performance Level Descriptions (PLDs)—Entering, Emerging, Transitioning, Expanding, and Commanding—which reflect a continuum of English language acquisition that culminates in Commanding. Together with the ToMs, these five PLDs[2] allow a student's English proficiency improvement to be measured annually.

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

[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

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.

Based on the analysis of field test data, passages and items were selected for the construction of the 2022 operational NYSESLAT test forms. The selected operational passages and items were developed and field tested in the spring of 2019 (see *2019 NYSESLAT Field Test Technical Report*).

1.2 Rationale and Purpose

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

1.3 Test Use

The NYSESLAT is used when making classifications regarding language instructional programs and for accountability determinations. First, the test measures the level of English proficiency of all ELL 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 students who score at the Commanding level from ESL/Bilingual programs. Students are also able to exit if they score Expanding and either a) Performance Level of 3 or 4 on the ELA 3–8 test, or b) a Performance Level 3 (scale score of 65 or higher) 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 website (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 students who are visually impaired and use braille. Students were assessed based on teacher observations in the four language modalities of Speaking, Listening, Reading, and Writing. Each Checklist contained skill descriptions by ToM for the five performance levels.

At grades 3–12, the NYSESLAT test booklets were produced in braille for ELL students who are visually impaired and use braille. Test development staff worked with the NYSED braille specialist 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. 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 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 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 ToMs. Each modality uses a specific set of ToMs, and each test item is written to a particular ToM and performance level.

The 2022 NYSESLAT is divided into four modalities (Speaking, Listening, Reading, and Writing) for each of the six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12.

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

Table 1 shows the total number of items and points for each modality by grade band for the 2022 NYSESLAT.

Table 1. Total Number of Items and Points for the 2022 NYSESLAT

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

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

Tables 2 and 3 provide the word count ranges for NYSESLAT passages that categorize the passage lengths. These word counts are the same as were provided in the 2021 operational administration of NYSESLAT. As you can see from the tables, acceptable word counts vary by grade band and modality. In general, passages should be written to the lower end of the word count range, especially for Listening. For example, at grades 3–4, a Short Listening passage should target a length of 50 words. Note that the Medium word count only applies to Kindergarten for the Listening modality.

Table 2. Passage Word Counts for Listening

Grade Band	Listening Passage Length Word Count Ranges		
	Short	Medium	Long
K	5–20	25–45	50–80
1–2	10–50	*N/A*	55–100
3–4	50–100	*N/A*	105–150
5–6	75–125	*N/A*	130–175
7–8	75–125	*N/A*	130–175
9–12	75–125	*N/A*	130–175

Table 3. Passage Word Counts for Reading

Grade Band	Reading Passage Length Word Count Ranges		
	Short	Medium	Long
1–2	10–30	35–80	120–160
3–4	100–150	155–225	230–300
5–6	150–225	230–300	305–375
7–8	175–250	255–325	330–450
9–12	175–250	255–325	330–450

The NYSESLAT consists entirely of items developed specifically for the assessment. The items on the 2022 NYSESLAT were developed in 2018 and field tested in the spring of 2019. Table 4 presents the operational test blueprint for the 2022 administration of the NYSESLAT.

Table 4. 2022 NYSESLAT Operational Test Design

2022 Operational NYSESLAT Listening, Reading, and Writing (Kindergarten)			
Listening			
Passage Length	**Item Type**	**Response Type**	**Number of Items**
Medium	Story Order	MC3	1
	Dev. of Story-Image Sorting	MC3	1
Medium	Character-Image sorting	MC3	1
	Descriptions	MC3	1
Medium	Word Recognition	MC3	1
	Development of Ideas Image Sorting	MC3	1
Medium	Main Topic-Image Sorting	MC3	1
	Story Order	MC3	1
Long	Character-Image Sorting	MC3	1
	Descriptions	MC3	1
	Main Topic-Image Sorting	MC3	1
	Story Order	MC3	1
Stand-Alone Items	Word Recognition	MC3	2
	Words from Context	MC3	2
	Descriptions	MC3	1
	Character-Image Sorting	MC3	1
	Dev. Of Story-Image Sorting	MC3	1
Total Listening Points			**19**
Reading			
Stand-Alone Items	Letter-Sound Recognition	MC3	2
	Sound-Letter Match	MC3	2
	Alphabet Recognition	MC3	1
	Word Reading 1	MC3	3
	Word Reading 2	MC3	4
	Sentence Reading 1	MC3	3
	Sentence Reading 2	MC3	3
Total Reading Points			**18**
Writing			
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 Items			**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 4. 2022 **NYSESLAT Operational Test Design (continued)**

2022 Operational NYSESLAT Speaking (Kindergarten)			
Speaking			
Section	**Item Type**	**Response Type**	**Number of Items**
I	Respond to Graphic/Text	CR1 (0–1)	1
	Respond to Graphic/Text	CR2 (0–2)	3
II	Respond to Graphic/Text	CR1 (0–1)	1
	Respond to Graphic/Text	CR2 (0–2)	3
III	Respond to Graphic/Text	CR1 (0–1)	1
	Respond to Graphic/Text	CR2 (0–2)	3
		Total Speaking	12
		Total Speaking Points	**21**

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

2022 NYSESLAT (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 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	5	5	5	5	3
	Medium	MC4	3	3	3	3	5
II	Short	MC4	3	3	5	3	3
	Medium	MC4	5	5	3	5	5
III	Medium	MC4	5	6	5	5	6
	Long	MC4	6	5	6	6	5
		Total Reading Points	**27**	**27**	**27**	**27**	**27**

MC4 = 4-Option Multiple-Choice Items

Table 4. 2022 **NYSESLAT Operational Test Design (continued)**

Writing							
			Number of Items by Grade Band				
Session	**Passage Length**	**Response Type**	**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**

Speaking			
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**

SCR = Short Constructed Response
ECR = Extended Constructed Response
CR1 = 1-Point Constructed-Response Item
CR2 = 2-Point Constructed-Response Item

2.2 2022 Test Design

The 2022 tests are grounded in the New Bilingual Language Arts Progressions, which were derived from the NYS Learning Standards and measure the ToMs.

Tables 5 through 10 show the NYSESLAT test specification alignment of items across the ToMs by grade band for 2022.

Table 5. 2022 Test Specification Alignment to ToMs—Grade K

ToMs	Total 2022		
	Num of Items	Num of Points	Pct of Points
1	18	25	34.7
2	11	17	23.6
3	13	15	20.8
4	15	15	20.8
Total	57	72	100.0

Table 6. 2022 Test Specification Alignment to ToMs—Grade Band 1–2

ToMs	Total 2022		
	Num of Items	Num of Points	Pct of Points
1	15	16	19
2	32	43	51.2
3	9	12	14.3
4	8	11	13.1
5	2	2	2.4
Total	66	84	100.0

Table 7. 2022 Test Specification Alignment to ToMs—Grade Band 3–4

ToMs	Total 2022		
	Num of Items	Num of Points	Pct of Points
1	12	12	14.3
2	26	37	44.0
3	19	26	31.0
4	6	6	7.1
5	3	3	3.6
Total	66	84	100.0

Table 8. 2022 Test Specification Alignment to ToMs—Grade Band 5–6

ToMs	Total 2022		
	Num of Items	Num of Points	Pct of Points
1	19	22	26.2
2	22	31	36.9
3	13	16	19.0
4	8	11	13.1
5	4	4	4.8
Total	66	84	100.0

Table 9. 2022 Test Specification Alignment to ToMs—Grade Band 7–8

ToMs	Total 2022		
	Num of Items	Num of Points	Pct of Points
1	19	20	23.8
2	19	29	34.5
3	13	27	20.2
4	10	13	15.5
5	5	5	6.0
Total	66	84	100.0

Table 10. 2022 Test Specification Alignment to ToMs—Grade Band 9–12

ToMs	Total 2022		
	Num of Items	Num of Points	Pct of Pointa
1	22	24	28.6
2	20	25	29.8
3	14	23	27.4
4	8	10	11.9
5	2	2	2.4
Total	66	84	100.0

2.3 Item Development and Review

All items field tested in 2019 for use on the 2022 operational NYSESLAT were written by professional writers with experience in the classroom and experience writing assessment content for ELL students. The MetriTech test development team conducted a series of two-hour webinars 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 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 students in the classroom.

2.4 Field Test

A stand-alone field test was administered to a representative sample of ELL students in New York State. The field test forms were administered from March 4–March 19, 2019. For students in grades 1–12, there were 2 field test forms, each containing a Listening, Reading, and Writing section, and 1 Speaking field test form. For Kindergarten, the items were field tested by modality, and each student was administered items from only one modality.

The forms for each grade band were distributed to representative samples of schools, with each student given only one field test form. Details of the 2019 field test sampling plan are discussed in the *2019 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 2019 field test administration of the NYSESLAT were used for construction of the 2022 operational NYSESLAT test.

2.5 Test Construction

The 2022 NYSESLAT was administered operationally in six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Except for the linking test session, the operational test forms primarily consisted of all new passages and items that were field tested in spring 2019. For the 2022 operational test forms however, note that only one new GT/Session was used (instead of two) along with reusing one GT/Session from the 2018 operational test, and the linking session overlapped from 2019.)

The field-tested items for each grade band were calibrated concurrently. Item parameters obtained from the 2019 field test calibration were used to build new forms for the 2022 operational NYSESLAT test. Details of the 2019 field test statistics are discussed in the *2019 NYSESLAT Field Test Technical Report*.

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 2022 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 and objects represented; and ensuring that no content overlapped within a modality or across all four modalities within the same grade band. The ToMs measured varied by modality, 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 (0.25 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. The MetriTech development team then conducted a content review. Iterations between the two groups occurred as necessary for each grade band. If an item was flagged by the psychometricians and a replacement item not found, NYSED was informed and a discussion held regarding how to resolve the issue. The same procedure was followed if an item was determined to be problematic from a content perspective. It has been rare for either of these situations to occur. Ultimately, NYSED examined both the psychometric properties of the items as well as content during the Operational Test Construction meeting.

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 16 and 17).
2. No changes to an item are allowed once it has been field tested.

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

Table 11 presents the averages and standard deviations of the *p*-values for each of the grade bands and modalities.

Table 11. 2022 NYSESLAT Selection Summary—Classical Item Statistics (based on 2019 field test analyses)

Grade Band	Listening		Speaking		Reading		Writing	
	p-value	SD	*p*-value	SD	*p*-value	SD	*p*-value	SD
K	0.77	0.09	0.64	0.19	0.75	0.14	0.65	0.22
1–2	0.68	0.11	0.75	0.16	0.57	0.11	0.44	0.01
3–4	0.61	0.11	0.80	0.12	0.56	0.12	0.54	0.02
5–6	0.66	0.12	0.81	0.11	0.55	0.11	0.55	0.02
7–8	0.65	0.08	0.76	0.13	0.56	0.09	0.50	0.04
9–12	0.58	0.09	0.75	0.14	0.60	0.10	0.53	0.04

Test Construction Form Review Meeting

After MetriTech completed the initial item selection process, the proposed forms were provided to NYSED for a review by NYSED psychometricians, the test content experts, and ENL specialists. The forms are then finalized during the Forms Construction Review meeting attended by both MetriTech and NYSED staff (both OSA and OBEWL staff).

In October 2019, 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 December 2019.

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 12).

Table 12. 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.

If a district, charter school, or religious and independent school chooses to hire a private contractor to score these tests, the district, charter school, or religious and independent school has the responsibility to ensure that all individuals who will be scoring for the private contractor have also met these criteria.

District, charter school, or religious and independent school administrators considering the use of special education teachers to score these tests should refer to "Guidelines: Determining English Language Learner (ELL) Status of and Services for Students with Disabilities."[3]

[3] see http://www.nysed.gov/common/nysed/files/154-3-guidance_final_2_16_18.pd-a.pdf

3.3 Scoring Audit: 10% of the Operational Writing Responses

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

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

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

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

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

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

Ultimately, 37 applicants scored the NYSESLAT writing audit. Of this number, 46% had prior teaching experience or were currently teaching, 43% had post-baccalaureate degrees, and 100% had previously scored ELL assessments for the contractor.

In addition to meeting these requirements, 18 of the 37 scorers were members of the lead scoring staff (master scorers, trainers, and table leaders) who had extensive scoring experience. Master scorers, for example, had multiple years of experience and had worked with scoring protocols for multiple ELL scoring programs and states. Table leaders, whose role is to respond to 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 2022 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 2022 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 2022. 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 308,783 records), the following exclusion rules were applied:

1. Removed 588 duplicate records (308,195 records remained)
2. Removed 15,204 students with invalid scores (292,991) records remained; students must have had a valid score on all four modalities and have been tested with the appropriate grade-level assessment in order to receive a valid overall score.

Tables 13 and 14 contain counts of the number of valid student records in each test by grade band and grade level for the 2022 operational data analysis.

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

Grade Band	Final Sample Size
K	30,369
1–2	62,148
3–4	55,318
5–6	46,801
7–8	38,491
9–12	59,864
Total	292,991

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

Grade Level	Final Sample Size
K	30,369
1	30,480
2	31,668
3	28,334
4	26,984
5	24,308
6	22,493
7	19,946
8	18,545
9	19,267
10	16,081
11	13,508
12	11,008
Total	292,991

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 typically fall 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 2022 operational NYSESLAT are presented in Appendix B by grade band. With the exception of a few high *p*-values and low item-total correlation values, all items fell well within the preset level of acceptance, both in terms of the *p*-value and point-biserial. The following item information and statistics are presented for each item:

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

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

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

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

Grade Band	Modality	N-Count	Item Difficulty (*p*-value)		Item Discrimination (item-total *r*)	
			Mean	**SD**	**Mean**	**SD**
K	Listening	30,369	0.71	0.10	0.52	0.05
	Reading	30,369	0.71	0.11	0.56	0.06
	Speaking	30,369	0.56	0.16	0.79	0.06
	Writing	30,369	0.64	0.22	0.70	0.12
	Total	30,369	0.67	0.15	0.61	0.13
1–2	Listening	62,148	0.61	0.10	0.52	0.06
	Reading	62,148	0.50	0.07	0.55	0.07
	Speaking	62,148	0.67	0.11	0.83	0.06
	Writing	62,148	0.36	0.00	0.94	0.01
	Total	62,148	0.57	0.12	0.61	0.15
3–4	Listening	55,318	0.56	0.09	0.49	0.08
	Reading	55,318	0.53	0.10	0.50	0.10
	Speaking	55,318	0.72	0.09	0.82	0.07
	Writing	55,318	0.46	0.00	0.94	0.00
	Total	55,318	0.57	0.12	0.58	0.17
5–6	Listening	46,801	0.63	0.10	0.52	0.08
	Reading	46,801	0.53	0.10	0.49	0.07
	Speaking	46,801	0.72	0.09	0.82	0.06
	Writing	46,801	0.48	0.01	0.94	0.01
	Total	46,801	0.60	0.12	0.58	0.16
7–8	Listening	38,491	0.64	0.09	0.53	0.07
	Reading	38,491	0.57	0.07	0.51	0.07
	Speaking	38,491	0.47	0.23	0.84	0.07
	Writing	38,491	0.49	0.01	0.93	0.00
	Total	38,491	0.57	0.13	0.60	0.16
9–12	Listening	59,864	0.60	0.08	0.51	0.08
	Reading	59,864	0.61	0.10	0.50	0.05
	Speaking	59,864	0.72	0.09	0.84	0.07
	Writing	59,864	0.53	0.02	0.23	0.00
	Total	59,864	0.62	0.10	0.56	0.16

4.2 Differential Item Functioning (DIF)

Differential item functioning (DIF) is said to occur when two groups of examinees, who are matched in terms of the ability measured by the test, respond differently to an item. That is, although the two groups are of equal ability, one group appears to answer the item incorrectly more frequently than the other. There are many possible reasons for DIF. The wording of an item, for example, may be such that one group interprets the question differently from the other, or the reading demands of the item 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. The results of these analyses are also examined by assessment developers to identify potential systematic issues that could be addressed in future item writing.

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 x 2 table, as shown in Table 16.

Table 16. Mantel-Haenszel Data Structure

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

The M-H odds ratio estimate, $\alpha_{M\text{-}H}$, for item *j* compares the two groups in terms of their odds of answering the item correctly, and is given as follows:

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

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

Table 17. DIF Classification for Multiple-Choice Items

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

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

Table 18. DIF Classification for Constructed-Response Items

Category	Description	Criterion
AA	No DIF	Non-significant M-H χ^2 or Significant M-H χ^2 and |SMD/SD| ≤ .17
BB	Moderate DIF	Significant M-H χ^2 and .17 < |SMD/SD| ≤ .25
CC	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 2022 operational items if one or more of the DIF categories are other than A or AA. The + sign next to the DIF category indicates that the item favors the reference group, while the - sign indicates that the item favors the focal group.

Summary of the DIF Analyses

Table 19 provides sample sizes for different DIF groups by grade band for the Listening and Reading modalities. The Listening and Reading modalities both contain dichotomous items and both use the M-H χ^2 test for examining DIF. Table 20 provides sample sizes for different DIF groups by grade band for the Speaking and Writing modalities. The Speaking and Writing modalities both contain polytomous items and both use the SMD/SD index. Tables 21 through 24 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 19. DIF Sample Sizes for DIF Groups (Listening & Reading)

DIF Group		K	1–2	3–4	5–6	7–8	9–12
Gender	Female	14,787	30,184	26,247	21,804	18,410	29,582
	Male	15,603	32,103	29,191	25,095	20,202	30,756
White vs. Non-White	White	6,457	16,957	15,738	14,453	10,498	11,273
	Non-White	23,933	45,330	39,700	32,446	28,114	49,065
Hispanic vs. Non-Hispanic	Hispanic	16,328	32,060	29,068	24,960	21,808	36,888
	Non-Hispanic	14,062	30,227	26,370	21,939	16,804	23,450
Asian vs. Non-Asian	Asian	6,264	10,592	8,143	5,280	4,165	7,566
	Non-Asian	24,126	51,695	47,295	41,619	34,447	52,772

Table 20. DIF Sample Sizes for DIF Groups (Speaking & Writing)

DIF Group		K	1–2	3–4	5–6	7–8	9–12
Gender	Female	14,782	30,126	26,198	21,778	18,367	29,397
	Male	15,587	32,022	29,120	25,023	20,124	30,467
White vs. Non-White	White	6,452	16,925	15,721	14,436	10,481	11,205
	Non-White	23,917	45,223	39,597	32,365	28,010	48,659
Hispanic vs. Non-Hispanic	Hispanic	16,315	31,990	28,978	24,891	21,721	36,581
	Non-Hispanic	14,054	30,158	26,340	21,910	16,770	23,283
Asian vs. Non-Asian	Asian	6,262	10,567	8,133	5,274	4,158	7,510
	Non-Asian	24,107	51,581	47,185	41,527	34,333	52,354

Table 21. 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	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	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
9–12	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 438–440).

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

Grade Band	Modality	Number of Items			
		All Items	DIF Items	Moderate DIF Items	Large DIF Items
K	Listening	19	3	3	0
	Speaking	12	1	1	0
	Reading	18	6	1	5
	Writing	8	0	0	0
1–2	Listening	24	2	1	1
	Speaking	12	2	2	0
	Reading	27	1	1	0
	Writing	3	0	0	0
3–4	Listening	24	2	2	0
	Speaking	12	4	4	0
	Reading	27	3	2	1
	Writing	3	0	0	0
5–6	Listening	24	1	1	0
	Speaking	12	6	5	1
	Reading	27	2	2	0
	Writing	3	0	0	0
7–8	Listening	24	5	4	1
	Speaking	12	4	4	0
	Reading	27	3	3	0
	Writing	3	0	0	0
9–12	Listening	24	5	4	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 438–440).

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

Grade Band	Modality	Number of Items			
		All Items	DIF Items	Moderate DIF Items	Large DIF Items
K	Listening	19	1	1	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	0	0	0
	Writing	3	0	0	0
3–4	Listening	24	0	0	0
	Speaking	12	0	0	0
	Reading	27	1	1	0
	Writing	3	0	0	0
5–6	Listening	24	1	1	0
	Speaking	12	0	0	0
	Reading	27	0	0	0
	Writing	3	0	0	0
7–8	Listening	24	1	0	1
	Speaking	12	0	0	0
	Reading	27	1	1	0
	Writing	3	0	0	0
9–12	Listening	24	4	2	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 438–440).

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

Note: Detailed results are located in Appendix H (pages 438–440).

CHAPTER 5: RELIABILITY

5.1 Internal Consistency Reliability

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

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

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

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

where:

I is the number of items on the test,

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

S_X^2 is the total test variance.

MetriTech calculated Cronbach's coefficient alpha reliability statistic, found in Tables 25 and 26 in Section 5.4. The reliability coefficients in both Tables 25 and 26 range from 0.83 to 0.97, with an average of 0.91. These levels of internal consistency reliability are moderately high; therefore, the NYSESLAT may be considered a reliable test.

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

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

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

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

where:

SEM is the standard error of measurement,

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

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

The SEMs are presented in Tables 25 and 26 in Section 5.4. The smaller the SEMs (closer to 0), the higher the quality of the test will be.

5.3 Standard Error of the Mean (SEMn)

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

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

where:

SEMn is the standard error of the mean,

σ is the standard deviation of the population, and

n is the number of responses in each sample.

The SEMn values are presented in Tables 25 and 26. 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 25 and Table 26 provide descriptive statistics for the raw score and reliabilities by grade band and grade level. The tables contain the following:

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

In analyzing the information provided in these tables, the measures of reliability should be examined by keeping to the general trend that greater reliability is associated with a lower error for that particular measure. In Table 25, the test reliability values for Listening, Speaking, Reading, and Writing across the six grade bands are between 0.84 and 0.96, which is a strong indication that the test forms are of good quality. The SEMn values of the four modalities across the six grade bands (in Table 25) ranged from 0.01 to 0.04, which is small. The SEM values of the four modalities across the six grade bands (in Table 25) ranged from 0.89 to 2.26.

In Table 26, test reliability values for Listening, Speaking, Reading, and Writing across all grades are 0.83 or above, which is considered moderately high. The SEMn and SEM values are small and within acceptable ranges for each grade. The SEMn values of the four modalities across all grade levels (in Table 26) ranged from 0.02 to 0.07, which is small. The SEM values of the four modalities across all grade levels (in Table 26) ranged from 0.88 to 2.27.

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

Grade Band	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean *p*-value	SEMn	Reliability	SEM
K	Listening	19	19	30,369	13.47	4.35	0.71	0.02	0.85	1.70
	Reading	18	18	30,369	12.79	4.36	0.71	0.03	0.86	1.61
	Speaking	12	21	30,369	10.98	7.01	0.52	0.04	0.94	1.67
	Writing	8	14	30,369	7.53	3.86	0.54	0.02	0.84	1.56
1–2	Listening	24	24	62,148	14.69	5.95	0.61	0.02	0.88	2.05
	Reading	27	27	62,148	13.56	7.42	0.50	0.03	0.91	2.18
	Speaking	12	21	62,148	13.58	7.20	0.65	0.03	0.95	1.55
	Writing	3	12	62,148	4.28	3.47	0.36	0.01	0.93	0.93
3–4	Listening	24	24	55,318	13.50	5.74	0.56	0.02	0.86	2.13
	Reading	27	27	55,318	14.35	6.61	0.53	0.03	0.89	2.24
	Speaking	12	21	55,318	14.79	6.87	0.70	0.03	0.95	1.49
	Writing	3	12	55,318	5.52	3.39	0.46	0.01	0.93	0.89
5–6	Listening	24	24	46,801	15.04	5.84	0.63	0.03	0.88	2.04
	Reading	27	27	46,801	14.44	6.52	0.53	0.03	0.88	2.26
	Speaking	12	21	46,801	14.74	6.90	0.70	0.03	0.95	1.52
	Writing	3	12	46,801	5.80	3.56	0.48	0.02	0.93	0.96
7–8	Listening	24	24	38,491	15.36	6.01	0.64	0.03	0.89	2.01
	Reading	27	27	38,491	15.31	6.77	0.57	0.03	0.89	2.23
	Speaking	12	21	38,491	14.93	7.09	0.71	0.04	0.96	1.45
	Writing	3	12	38,491	5.90	3.69	0.49	0.02	0.92	1.04
9–12	Listening	24	24	59,864	14.38	5.96	0.60	0.02	0.88	2.08
	Reading	27	27	59,864	16.45	6.49	0.61	0.03	0.89	2.19
	Speaking	12	21	59,864	14.79	7.10	0.70	0.03	0.96	1.46
	Writing	3	12	59,864	6.38	3.53	0.53	0.01	0.91	1.08

Table 26. RS Descriptive Statistics and Reliability by Modality and Grade Level (All Schools)

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean *p*-value	SEMn	Reliability	SEM
K	Listening	19	19	30,369	13.47	4.35	0.71	0.02	0.85	1.70
	Reading	18	18	30,369	12.79	4.36	0.71	0.03	0.86	1.61
	Speaking	12	21	30,369	10.98	7.01	0.52	0.04	0.94	1.67
	Writing	8	14	30,369	7.53	3.86	0.54	0.02	0.84	1.56
1	Listening	24	24	30,480	13.02	5.56	0.54	0.03	0.85	2.16
	Reading	27	27	30,480	11.17	6.43	0.41	0.04	0.88	2.25
	Speaking	12	21	30,480	12.52	7.21	0.60	0.04	0.95	1.61
	Writing	3	12	30,480	3.32	3.05	0.28	0.02	0.92	0.88
2	Listening	24	24	31,668	16.29	5.87	0.68	0.03	0.89	1.93
	Reading	27	27	31,668	15.86	7.57	0.59	0.04	0.92	2.11
	Speaking	12	21	31,668	14.61	7.05	0.70	0.04	0.96	1.48
	Writing	3	12	31,668	5.19	3.59	0.43	0.02	0.93	0.97
3	Listening	24	24	28,334	12.81	5.52	0.53	0.03	0.85	2.17
	Reading	27	27	28,334	13.48	6.37	0.50	0.04	0.87	2.27
	Speaking	12	21	28,334	14.60	6.82	0.70	0.04	0.95	1.52
	Writing	3	12	28,334	5.18	3.27	0.43	0.02	0.93	0.88
4	Listening	24	24	26,984	14.23	5.87	0.59	0.04	0.87	2.08
	Reading	27	27	26,984	15.27	6.72	0.57	0.04	0.89	2.20
	Speaking	12	21	26,984	14.99	6.92	0.71	0.04	0.96	1.46
	Writing	3	12	26,984	5.88	3.47	0.49	0.02	0.93	0.90
5	Listening	24	24	24,308	14.82	5.75	0.62	0.04	0.87	2.06
	Reading	27	27	24,308	14.06	6.41	0.52	0.04	0.87	2.27
	Speaking	12	21	24,308	14.85	6.81	0.71	0.04	0.95	1.52
	Writing	3	12	24,308	5.67	3.52	0.47	0.02	0.93	0.94
6	Listening	24	24	22,493	15.27	5.93	0.64	0.04	0.88	2.02
	Reading	27	27	22,493	14.85	6.62	0.55	0.04	0.89	2.24
	Speaking	12	21	22,493	14.62	6.99	0.70	0.05	0.95	1.51
	Writing	3	12	22,493	5.94	3.61	0.49	0.02	0.93	0.99
7	Listening	24	24	19,946	14.97	6.00	0.62	0.04	0.88	2.03
	Reading	27	27	19,946	14.71	6.64	0.54	0.05	0.88	2.26
	Speaking	12	21	19,946	14.81	7.06	0.71	0.05	0.96	1.46
	Writing	3	12	19,946	5.66	3.62	0.47	0.03	0.92	1.03
8	Listening	24	24	18,545	15.77	6.00	0.66	0.04	0.89	1.97
	Reading	27	27	18,545	15.96	6.85	0.59	0.05	0.90	2.20
	Speaking	12	21	18,545	15.05	7.12	0.72	0.05	0.96	1.44
	Writing	3	12	18,545	6.15	3.74	0.66	0.03	0.92	1.04

Table 26. RS Descriptive Statistics and Reliability by Modality and Grade Level (All Schools) (continued)

Grade	Test	Number of Items	Max. Points	N-Count	Mean (RS)	SD (RS)	Mean *p*-value	SEMn	Reliability	SEM
9	Listening	24	24	19,267	13.55	5.91	0.56	0.04	0.87	2.12
	Reading	27	27	19,267	15.28	6.29	0.57	0.05	0.87	2.25
	Speaking	12	21	19,267	13.29	7.81	0.63	0.06	0.96	1.47
	Writing	3	12	19,267	5.59	3.58	0.47	0.03	0.91	1.05
10	Listening	24	24	16,081	14.77	5.97	0.62	0.05	0.88	2.06
	Reading	27	27	16,081	16.86	6.39	0.62	0.05	0.88	2.17
	Speaking	12	21	16,081	14.91	6.95	0.71	0.05	0.96	1.46
	Writing	3	12	16,081	6.52	3.45	0.54	0.03	0.90	1.10
11	Listening	24	24	13,508	15.02	5.82	0.63	0.05	0.87	2.06
	Reading	27	27	13,508	17.44	6.36	0.65	0.05	0.89	2.14
	Speaking	12	21	13,508	15.60	6.48	0.74	0.06	0.95	1.46
	Writing	3	12	13,508	6.86	3.36	0.57	0.03	0.89	1.09
12	Listening	24	24	11,008	14.50	6.04	0.60	0.06	0.88	2.06
	Reading	27	27	11,008	16.71	6.83	0.62	0.07	0.90	2.14
	Speaking	12	21	11,008	16.25	6.20	0.77	0.06	0.95	1.41
	Writing	3	12	11,008	6.95	3.49	0.58	0.03	0.90	1.10

The 2022 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:

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

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 27 and 28 show the 2022 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 27. 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	30,369	258.59	46.25	0.95	10.54	0.96	9.58
1–2	62,148	237.98	48.88	0.96	10.03	0.97	7.97
3–4	55,318	251.28	46.16	0.95	9.88	0.97	7.79
5–6	46,801	253.03	46.28	0.95	9.83	0.97	7.84
7–8	38,491	257.63	48.76	0.96	9.87	0.97	7.98
9–12	59,864	263.62	47.94	0.96	9.97	0.97	8.25

Table 28. 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	30,369	258.59	46.25	0.95	10.54	0.96	9.58
1	30,480	223.72	42.41	0.94	10.01	0.97	7.86
2	31,668	251.70	50.74	0.96	9.93	0.98	7.99
3	28,334	246.34	44.05	0.95	9.88	0.97	7.77
4	26,984	256.48	47.73	0.96	9.85	0.97	7.79
5	24,308	251.52	45.36	0.95	9.79	0.97	7.75
6	22,493	254.65	47.19	0.96	9.86	0.97	7.93
7	19,946	254.45	47.48	0.96	9.85	0.97	7.95
8	18,545	261.06	49.88	0.96	9.88	0.97	8.00
9	19,267	252.76	49.08	0.96	10.26	0.97	8.16
10	16,081	266.14	46.88	0.96	9.85	0.97	8.28
11	13,508	270.80	45.30	0.95	9.66	0.97	8.28
12	11,008	270.15	47.24	0.96	9.72	0.97	8.31

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 2022 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 29 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 3.62–8.24, none of which were close to the 10% target. Clearly the audit sampling process for the 2022 operational NYSESLAT appears to have been flawed because the writing audit target was based on 2021 operational test. The 2021 operational NYSESLAT target numbers were poor indicators for use in the audit sample selection process (since many schools did not test in 2021.)

Table 29. 2022 Writing Audit Sample

Grade Band	Number of Students in Audit Sample after Merging	Number of Students in Population by Grade Band	Percent of Total Population
K	2,502	30,369	8.24
1–2	4,414	62,148	7.10
3–4	3,918	55,318	7.08
5–6	3,128	46,801	6.68
7–8	2,326	38,491	6.04
9–12	2,169	59,864	3.62
Total	18,457	292,991	6.30

Table 30 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 in Table 30 ranged from 87.43% to 96.74% for the one-point items, 87.30% to 92.16% for the two-point items, and 47.59% to 58.23% for the four-point items. The percent of adjacent agreement ranged from 3.26% to 12.57% for the one-point items and 37.84% to 45.05% for the four-point items. Items 5–7 in the Kindergarten test (two-point items) had an adjacent agreement that ranged from 7.27% to 12.37%. Exact plus adjacent agreement averaged 95.12% for the four-point items.

In addition to agreement ratings, Table 30 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 0.64 to 0.94, with the lowest correlation coming from Kindergarten item four (1 pt), and the highest coming from Kindergarten item six (2 pts).

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 30 reports the weighted kappa statistic.

In Table 30, 18 of the 23 values fall in the “substantial agreement” category, and the remaining 5 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 30. Rater Agreement for Writing Items

Grade Band	Item	Max. Points	N-count	Pct Exact	Pct Adjacent	Pct Non-Adjacent	Intraclass Correlation	Confidence Interval		Weighted Kappa
								Lower Bound	Upper Bound	
K	1	1	2,487	96.74	3.26		0.86	0.85	0.87	0.86
	2	1	2,487	96.66	3.34		0.85	0.83	0.86	0.85
	3	1	2,468	91.86	8.14		0.80	0.78	0.81	0.79
	4	1	2,474	87.43	12.57		0.66	0.63	0.68	0.64
	5	2	2,465	89.17	10.14	0.69	0.92	0.91	0.92	0.92
	6	2	2,436	92.16	7.27	0.57	0.94	0.93	0.94	0.94
	7	2	2,410	87.30	12.37	0.33	0.91	0.91	0.92	0.91
	8	4	2,445	57.71	39.14	3.15	0.68	0.65	0.70	0.68
1–2	1	4	4,291	55.60	39.15	5.24	0.78	0.77	0.79	0.76
	2	4	4,289	57.85	37.84	4.31	0.79	0.78	0.80	0.77
	3	4	4,238	55.97	39.38	4.65	0.79	0.78	0.80	0.77
3–4	1	4	3,239	58.23	39.64	2.13	0.77	0.76	0.79	0.77
	2	4	3,713	55.97	40.56	3.47	0.72	0.71	0.74	0.72
	3	4	3,706	54.02	41.74	4.24	0.73	0.71	0.74	0.73
5–6	1	4	3,004	50.27	44.77	4.96	0.72	0.71	0.74	0.71
	2	4	3,035	53.51	41.81	4.68	0.71	0.70	0.73	0.71
	3	4	3,010	53.36	42.82	3.82	0.76	0.74	0.77	0.75
7–8	1	4	2,229	52.85	42.40	4.76	0.75	0.73	0.77	0.75
	2	4	2,241	54.04	39.22	6.74	0.70	0.68	0.72	0.70
	3	4	2,209	54.46	40.11	5.43	0.74	0.73	0.76	0.74
9–12	1	4	2,055	47.59	44.96	7.45	0.72	0.70	0.74	0.69
	2	4	2,031	49.19	45.05	5.76	0.72	0.69	0.74	0.71
	3	4	2,006	48.40	44.27	7.33	0.69	0.67	0.71	0.69

Table 31 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 87.43% to 96.74% for the one-point items, and 87.30% to 92.16% for the two-point items. For the single 4-point item at Kindergarten, 57.71% of the responses showed zero difference. For grades 1–12, the percent of zero difference ranged from 47.59% to 58.23%. By definition, zero difference is exact agreement.

Table 31. Percentages of Score Difference between Raters

				Percent of Point Difference Score Difference (MetriTech minus local score)								
Grade Band	**Item #**	**Max**	**N-count**	**–4**	**–3**	**–2**	**–1**	**0**	**1**	**2**	**3**	**4**
K	1	1	2,487				2.49	96.74	0.76			
	2	1	2,487				2.53	96.66	0.80			
	3	1	2,465				7.33	91.86	0.81			
	4	1	2,436				11.48	87.43	1.09			
	5	2	2,465			0.49	5.60	89.17	4.54	0.20		
	6	2	2,436			0.41	3.98	92.16	3.28	0.16		
	7	2	2,410			0.33	10.79	87.30	1.58			
	8	4	2,445		0.16	2.37	15.79	57.71	23.35	0.57	0.04	
1–2	1	4	4,291		0.14	4.61	28.50	55.60	10.65	0.49		
	2	4	4,289		0.02	3.87	28.05	57.85	9.79	0.37	0.02	0.02
	3	4	4,238		0.05	3.73	28.83	55.97	10.55	0.80	0.07	
3–4	1	4	3.239		0.03	1.05	19.30	58.23	20.35	0.96	0.09	
	2	4	3,713		0.11	1.32	16.91	55.97	23.65	1.91	0.13	
	3	4	3,706	0.03	0.16	1.51	19.00	54.02	22.75	2.40	0.11	0.03
5–6	1	4	3,004		0.10	0.90	15.05	50.27	29.73	3.66	0.30	
	2	4	3,035		0.07	1.58	17.20	53.51	24.61	2.93	0.07	0.03
	3	4	3,010		0.07	0.70	17.51	53.36	25.32	2.96	0.10	
7–8	1	4	2,229		0.13	1.84	22.43	52.85	19.96	2.42	0.22	0.13
	2	4	2,241		0.49	4.11	23.43	54.04	15.80	2.01	0.13	
	3	4	2,209		0.23	3.17	26.71	54.46	13.40	1.81	0.23	
9–12	1	4	2,055	0.10	0.15	1.17	10.95	47.59	34.01	5.55	0.44	0.05
	2	4	2,031	0.05	0.34	2.07	18.32	49.19	26.74	2.90	0.39	
	3	4	2,006	0.10	0.45	3.09	20.29	48.40	23.98	3.44	0.25	

Table 32 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 -0.33 to 0.27, and the SD ratio ranged from 0.18 to 0.88 across all items. The results in the table show relatively good rater agreement.

Table 32. Comparison between Local and Audit Raters

Grade Band	Item	Local		MetriTech		Differences	
		Mean	SD	Mean	SD	Mean	SD Ratio
K	1	0.88	0.33	0.85	0.35	0.02	0.18
	2	0.89	0.32	0.86	0.34	0.02	0.18
	3	0.78	0.42	0.70	0.46	0.07	0.28
	4	0.83	0.37	0.72	0.45	0.10	0.34
	5	1.02	0.88	1.00	0.88	0.02	0.36
	6	1.04	0.88	1.02	0.88	0.01	0.31
	7	0.81	0.87	0.71	0.85	0.10	0.36
	8	1.25	1.04	1.28	0.74	-0.04	0.73
1–2	1	1.66	1.18	1.39	1.02	0.27	0.73
	2	1.66	1.17	1.42	1.01	0.25	0.70
	3	1.70	1.21	1.45	1.03	0.24	0.73
3–4	1	2.07	1.10	2.16	1.01	-0.01	0.70
	2	2.04	1.08	2.17	0.94	-0.08	0.74
	3	2.05	1.13	2.16	1.03	-0.05	0.78
5–6	1	2.14	1.14	2.37	1.00	-0.21	0.79
	2	2.19	1.11	2.31	0.96	-0.10	0.78
	3	2.23	1.16	2.38	1.03	-0.12	0.76
7–8	1	2.25	1.19	2.26	1.10	0.00	0.81
	2	2.16	1.14	2.05	1.00	0.13	0.82
	3	2.26	1.20	2.15	1.02	0.16	0.78
9–12	1	2.19	1.14	2.54	1.11	-0.33	0.83
	2	1.98	1.18	2.12	1.09	-0.10	0.85
	3	2.08	1.19	2.17	1.09	-0.03	0.88

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 30) ranging from 92.55% to 97.87%, and the difference between local and MetriTech raters (in Table 32) ranging from -0.33 to 0.27.

5.6 Accuracy and Consistency of Performance Level Classifications

The 2022 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 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 2022 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 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 33 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 33 also presents the classification accuracy and consistency results for the "Achieves Commanding Status" cut scores for the overall scale score. Table 33 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 33 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 0.82–0.97. The estimates of False Positive rates ranged from 0.01–0.03, and the estimates of False Negative rates similarly ranged from 0.01–0.02 across all grades.

The last column in Table 33 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 0.69–0.80, which places them in either the moderate or substantial agreement range.

Table 33. Classification Accuracy and Consistency by Grade Level

Grade Level	Accuracy	False Positives	False Negatives	Consistency	Kappa
K	0.96	0.02	0.01	0.95	0.74
1	0.98	0.01	0.01	0.97	0.69
2	0.96	0.02	0.02	0.94	0.79
3	0.97	0.02	0.01	0.95	0.75
4	0.96	0.03	0.01	0.95	0.78
5	0.96	0.02	0.02	0.94	0.77
6	0.96	0.02	0.02	0.94	0.80
7	0.96	0.03	0.02	0.94	0.80
8	0.95	0.03	0.02	0.93	0.80
9	0.97	0.02	0.01	0.82	0.76
10	0.96	0.03	0.01	0.94	0.78
11	0.96	0.03	0.01	0.94	0.78
12	0.96	0.03	0.01	0.94	0.79

CHAPTER 6: VALIDITY

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

- Test content: "an analysis of the relationship between a test's content and the construct 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 all parties ensured that the forms reflected thorough and requisite coverage of the ToMs and the five performance levels (Entering, Emerging, Transitioning, Expanding, and Commanding).

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

Following form construction, item maps were created for each form 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 34 and Table 35 show the intercorrelation of the four modalities by grade band and grade level. The evidence of internal structure of the 2022 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 34. Intercorrelation between the Modality Scale Scores and Total Scale Scores by Grade Band (All Schools)

Grade Band	Modality	Correlation Coefficient				
		Listening	Reading	Speaking	Writing	Total
K	Listening	1.00				
	Reading	0.64	1.00			
	Speaking	0.52	0.47	1.00		
	Writing	0.59	0.77	0.51	1.00	
	Total	0.80	0.84	0.80	0.85	1.00
1–2	Listening	1.00				
	Reading	0.77	1.00			
	Speaking	0.53	0.43	1.00		
	Writing	0.68	0.67	0.57	1.00	
	Total	0.86	0.82	0.80	0.88	1.00
3–4	Listening	1.00				
	Reading	0.77	1.00			
	Speaking	0.55	0.52	1.00		
	Writing	0.62	0.65	0.64	1.00	
	Total	0.83	0.83	0.84	0.87	1.00
5–6	Listening	1.00				
	Reading	0.76	1.00			
	Speaking	0.54	0.48	1.00		
	Writing	0.61	0.62	0.67	1.00	
	Total	0.83	0.80	0.84	0.88	1.00
7–8	Listening	1.00				
	Reading	0.80	1.00			
	Speaking	0.54	0.52	1.00		
	Writing	0.61	0.64	0.70	1.00	
	Total	0.82	0.82	0.85	0.89	1.00
9–12	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.56	0.51	1.00		
	Writing	0.59	0.61	0.69	1.00	
	Total	0.84	0.82	0.85	0.87	1.00

Table 35. Intercorrelation between the Modality Scale Scores and Total Scale Scores by Grade Level (All Schools)

Grade Level	Modality	Correlation Coefficient				
		Listening	Reading	Speaking	Writing	Total
K	Listening	1.00				
	Reading	0.64	1.00			
	Speaking	0.52	0.47	1.00		
	Writing	0.59	0.77	0.51	1.00	
	Total	0.80	0.84	0.80	0.85	1.00
1	Listening	1.00				
	Reading	0.70	1.00			
	Speaking	0.48	0.32	1.00		
	Writing	0.62	0.56	0.51	1.00	
	Total	0.82	0.74	0.79	0.84	1.00
2	Listening	1.00				
	Reading	0.77	1.00			
	Speaking	0.55	0.48	1.00		
	Writing	0.68	0.69	0.61	1.00	
	Total	0.86	0.84	0.81	0.88	1.00
3	Listening	1.00				
	Reading	0.75	1.00			
	Speaking	0.54	0.49	1.00		
	Writing	0.60	0.63	0.62	1.00	
	Total	0.82	0.81	0.84	0.87	1.00
4	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.56	0.55	1.00		
	Writing	0.62	0.66	0.65	1.00	
	Total	0.84	0.84	0.84	0.88	1.00
5	Listening	1.00				
	Reading	0.76	1.00			
	Speaking	0.55	0.49	1.00		
	Writing	0.61	0.61	0.66	1.00	
	Total	0.83	0.80	0.85	0.88	1.00
6	Listening	1.00				
	Reading	0.76	1.00			
	Speaking	0.54	0.48	1.00		
	Writing	0.61	0.62	0.67	1.00	
	Total	0.83	0.80	0.84	0.88	1.00

Table 35. Intercorrelation between the Modality Scale Scores 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	0.79	1.00			
	Speaking	0.52	0.49	1.00		
	Writing	0.60	0.62	0.69	1.00	
	Total	0.81	0.81	0.85	0.89	1.00
8	Listening	1.00				
	Reading	0.80	1.00			
	Speaking	0.55	0.54	1.00		
	Writing	0.62	0.65	0.71	1.00	
	Total	0.83	0.83	0.86	0.90	1.00
9	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.57	0.52	1.00		
	Writing	0.59	0.60	0.72	1.00	
	Total	0.82	0.80	0.88	0.88	1.00
10	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.55	0.50	1.00		
	Writing	0.58	0.59	0.67	1.00	
	Total	0.84	0.82	0.85	0.86	1.00
11	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.55	0.50	1.00		
	Writing	0.58	0.59	0.66	1.00	
	Total	0.84	0.83	0.83	0.86	1.00
12	Listening	1.00				
	Reading	0.81	1.00			
	Speaking	0.57	0.54	1.00		
	Writing	0.62	0.64	0.64	1.00	
	Total	0.86	0.86	0.82	0.87	1.00

Observations of the language proficiency assessment modality in Table 34 (intercorrelations by grade-band) are as follows:

- Listening and Reading are moderately correlated across grade bands, ranging from 0.64–0.81.
- Listening and Speaking are moderately correlated across grade bands, ranging from 0.48–0.57.
- Listening and Writing are moderately correlated across grade bands, ranging from 0.58–0.68.
- Reading and Writing are moderately correlated across grade bands, ranging from 0.56–0.77.
- Speaking and Reading are moderately correlated across grade bands, ranging from 0.32–0.55.
- Speaking and Writing are moderately correlated across grade bands, ranging from 0.51–0.72.

The results of these internal correlations follow what is theoretically expected, that the Listening and Reading modalities have the highest correlation range (from 0.64 to 0.81) across the six grade bands. The Speaking and Reading subtests have the lowest correlation range (from 0.32 to 0.55).

The following bullet list contains some observations regarding the NYSESLAT modalities and the results found in Table 35 (intercorrelations by Grade Level):

Grades K–12

- The correlation between Listening and Reading varies between 0.64 and 0.81.
- The correlation between Listening and Speaking varies between 0.48 and 0.57.
- The correlation between Listening and Writing varies between 0.58 and 0.68.
- The correlation between Reading and Writing varies between 0.56 and 0.77.
- The correlation between Speaking and Reading varies between 0.32 and 0.55.
- The correlation between Speaking and Writing varies between 0.51 and 0.72.

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 component 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

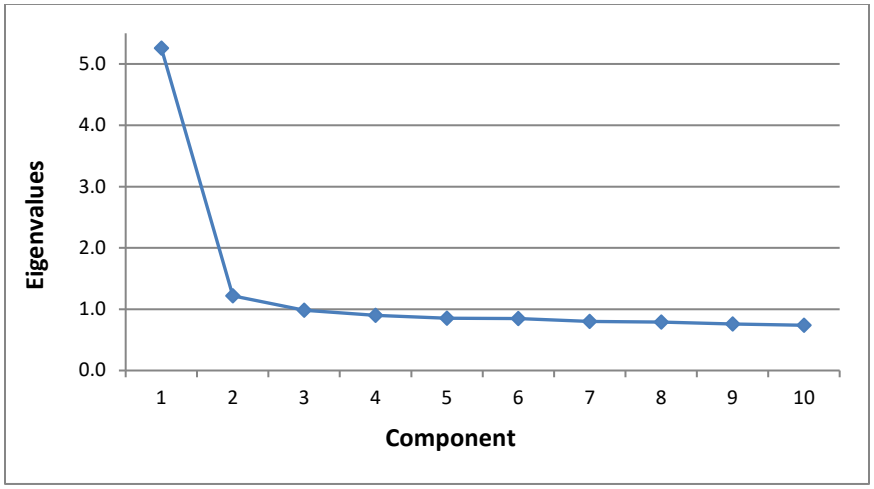


Figure 4. Principal Component Analysis Scree Plot – Gr. 1–2 Listening Modality

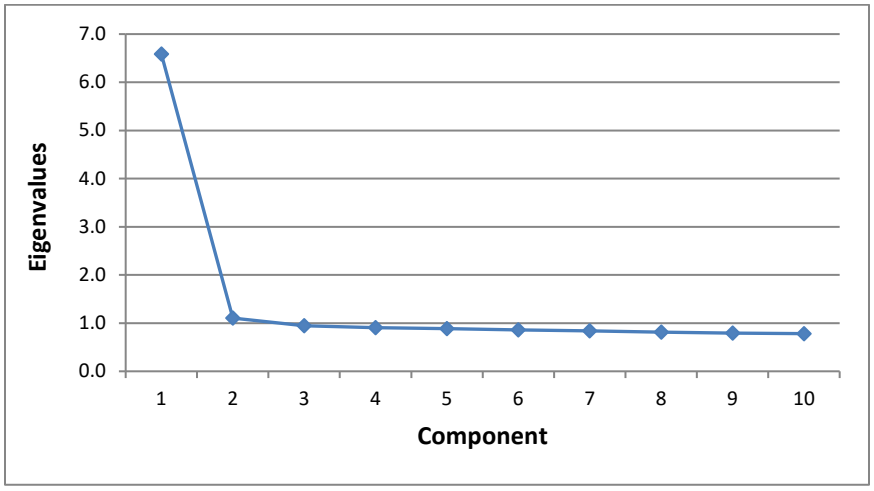


Figure 5. Principal Component Analysis Scree Plot – Gr. 3–4 Listening Modality

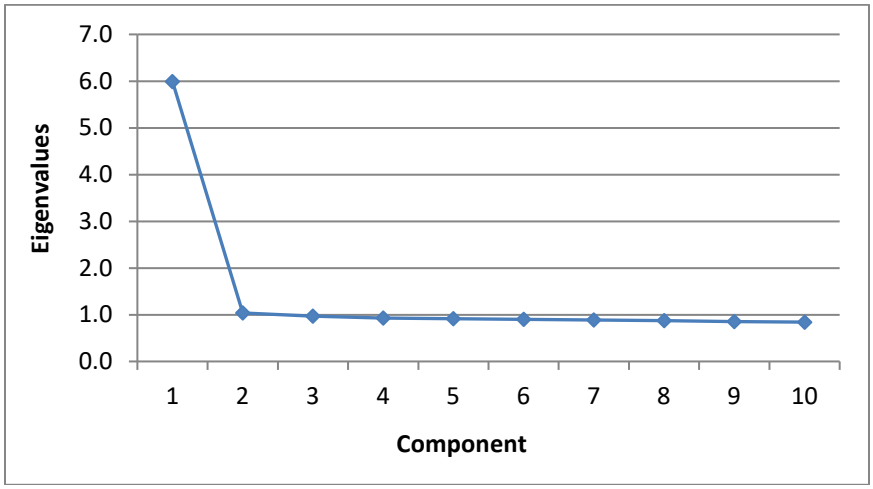


Figure 6. Principal Component Analysis Scree Plot – Gr. 5–6 Listening Modality

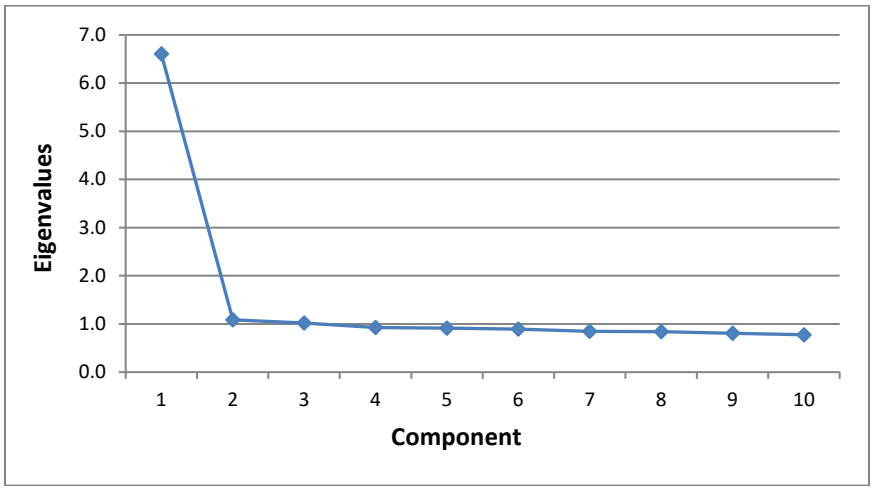


Figure 7. Principal Component Analysis Scree Plot – Gr. 7–8 Listening Modality

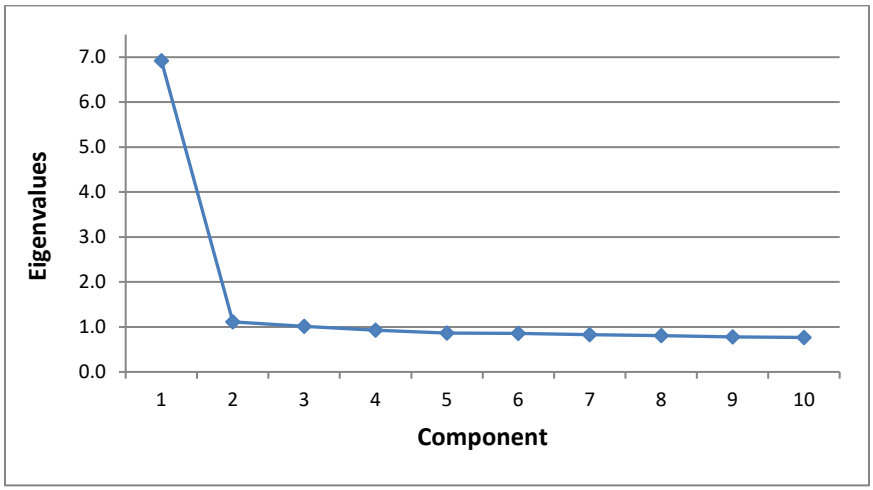


Figure 8. Principal Component Analysis Scree Plot – Gr. 9–12 Listening Modality

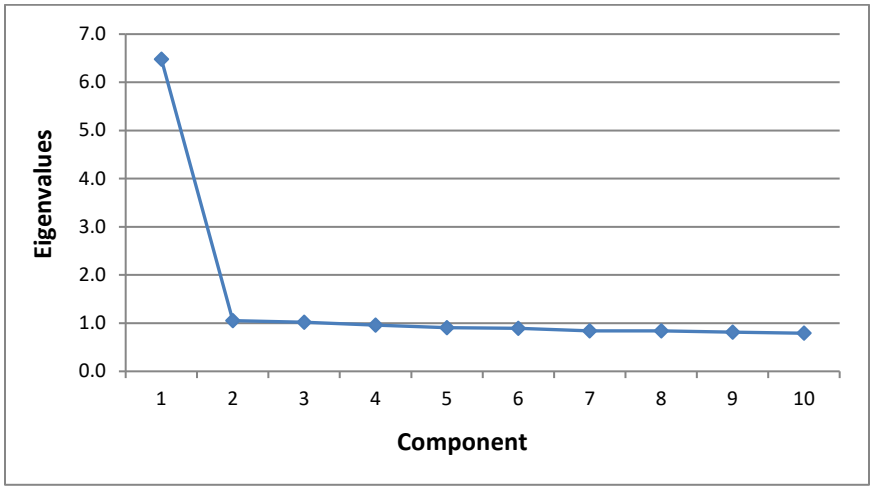


Figure 9. Principal Component Analysis Scree Plot – Gr. K Reading Modality

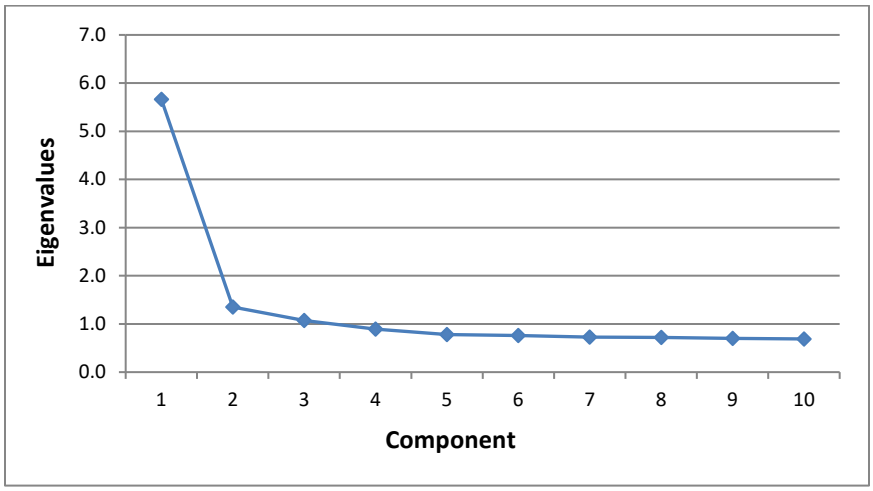


Figure 10. Principal Component Analysis Scree Plot – Gr. 1–2 Reading Modality

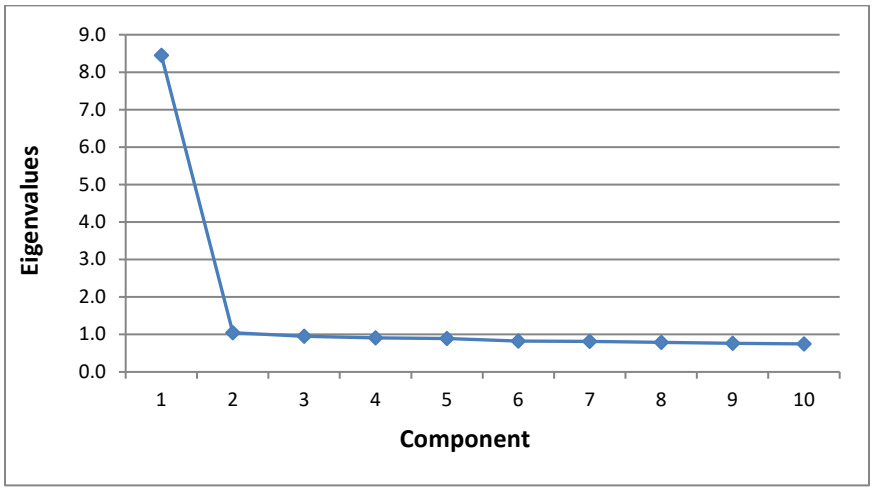


Figure 11. Principal Component Analysis Scree Plot – Gr. 3–4 Reading Modality

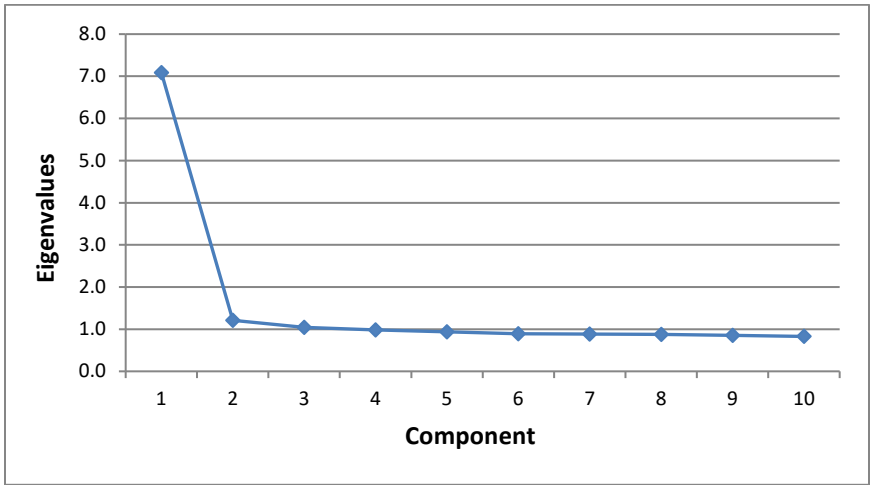


Figure 12. Principal Component Analysis Scree Plot – Gr. 5–6 Reading Modality

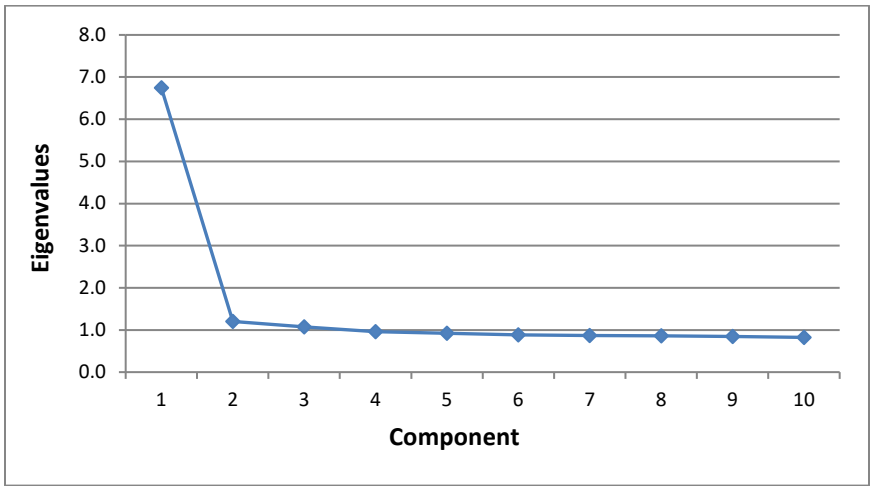


Figure 13. Principal Component Analysis Scree Plot – Gr. 7–8 Reading Modality

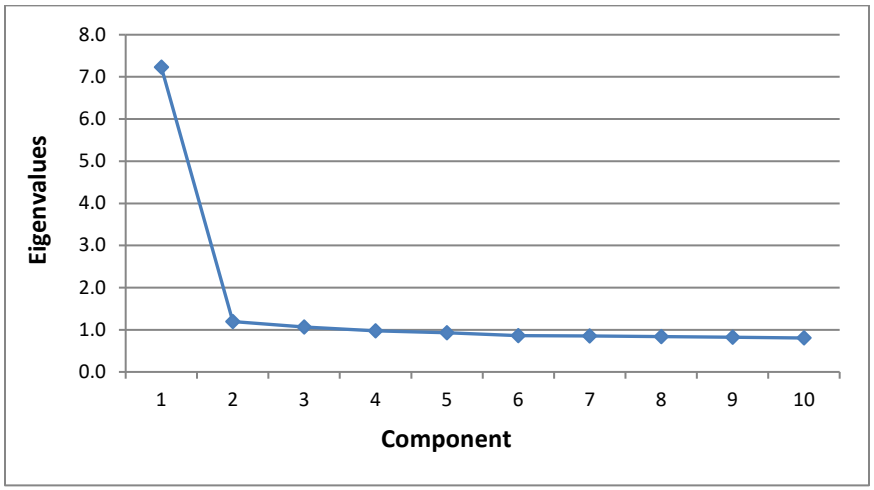


Figure 14. Principal Component Analysis Scree Plot – Gr. 9–12 Reading Modality

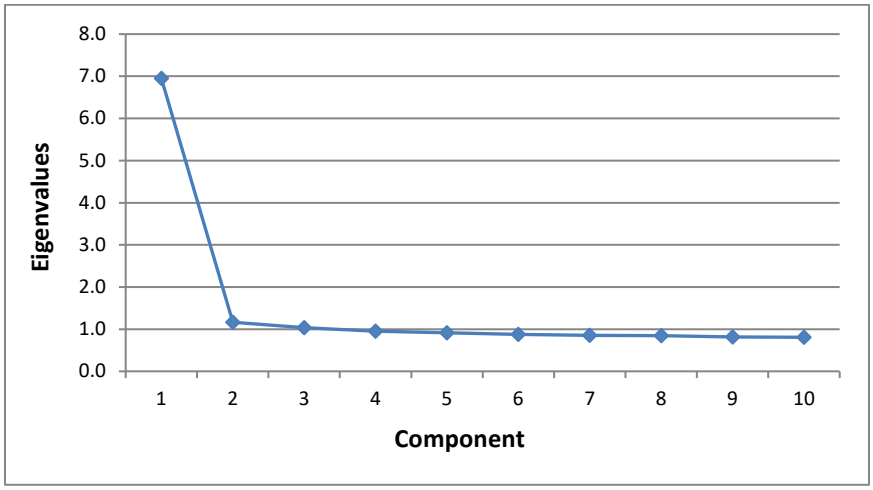


Figure 15. Principal Component Analysis Scree Plot – Gr. K Speaking Modality

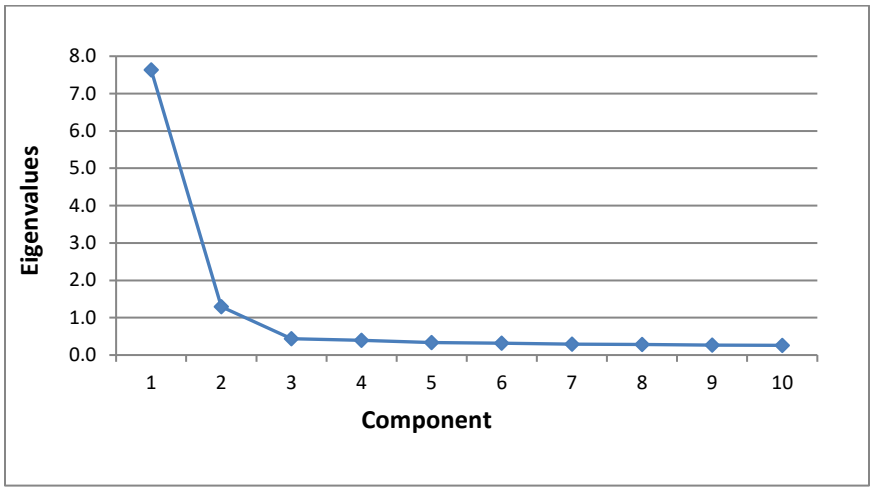


Figure 16. Principal Component Analysis Scree Plot – Gr. 1–2 Speaking Modality

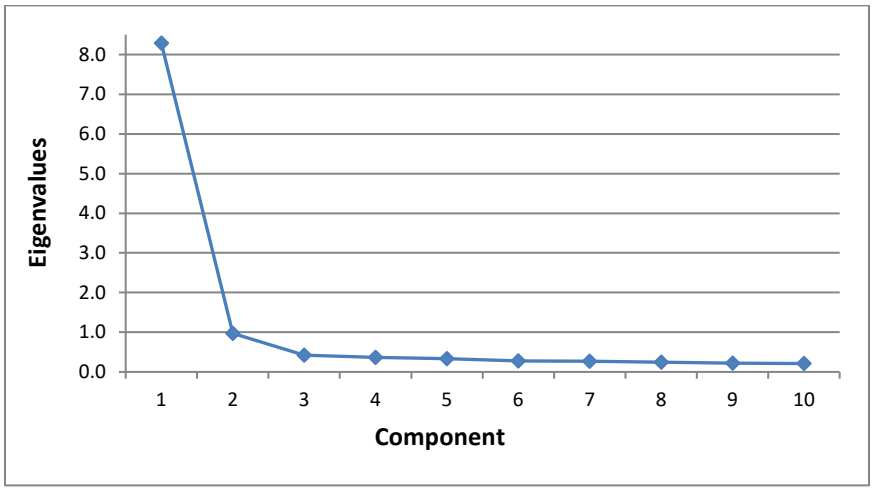


Figure 17. Principal Component Analysis Scree Plot – Gr. 3–4 Speaking Modality

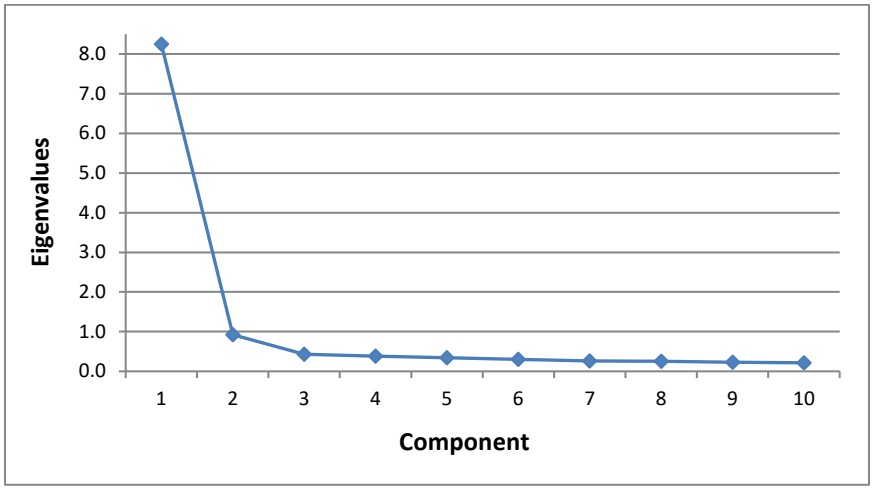


Figure 18. Principal Component Analysis Scree Plot – Gr. 5–6 Speaking Modality

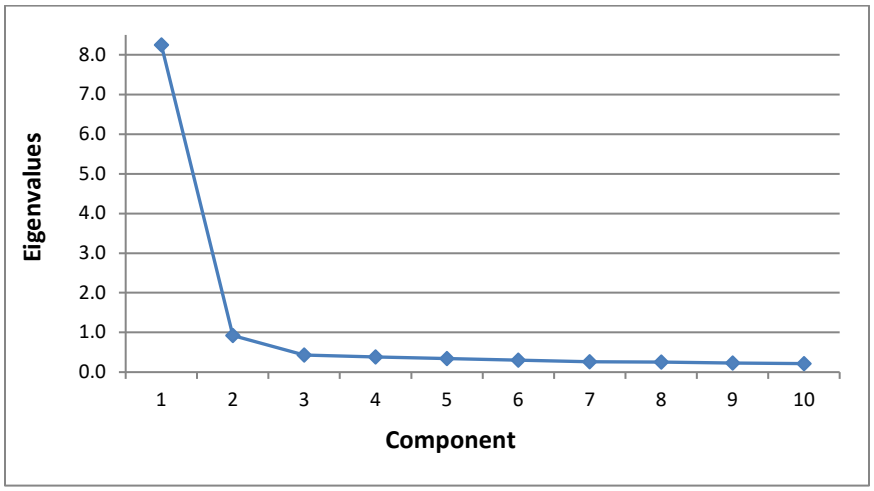


Figure 19. Principal Component Analysis Scree Plot – Gr. 7–8 Speaking Modality

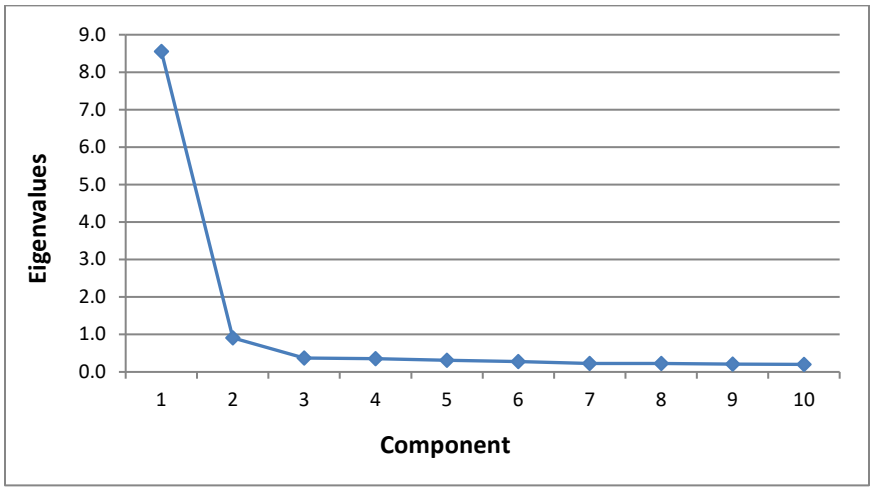


Figure 20. Principal Component Analysis Scree Plot – Gr. 9–12 Speaking Modality

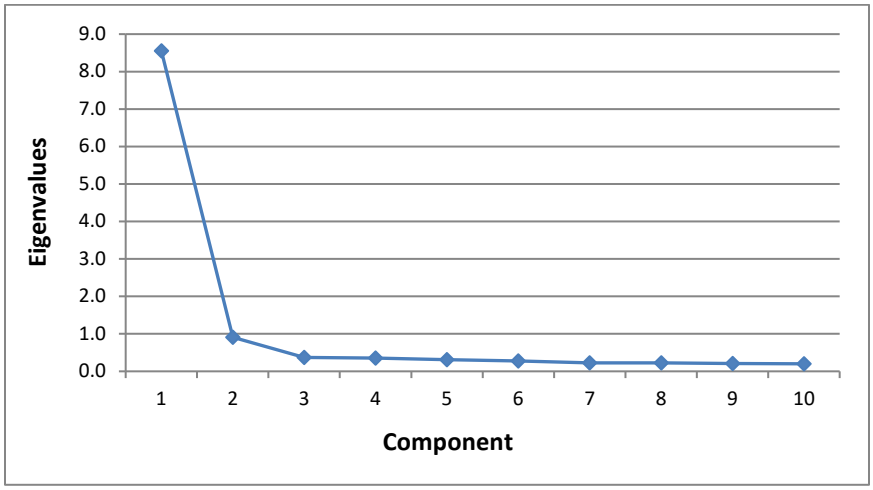


Figure 21. Principal Component Analysis Scree Plot – Gr. K Writing Modality

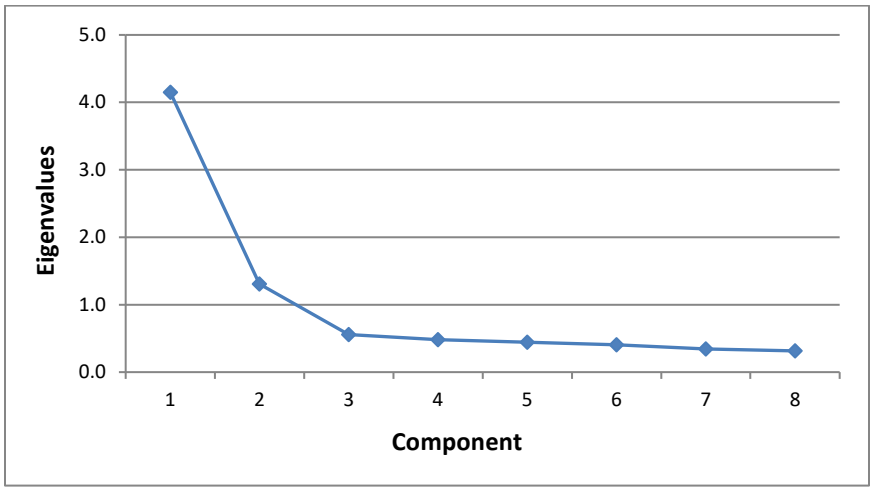


Figure 22. Principal Component Analysis Scree Plot – Gr. 1–2 Writing Modality

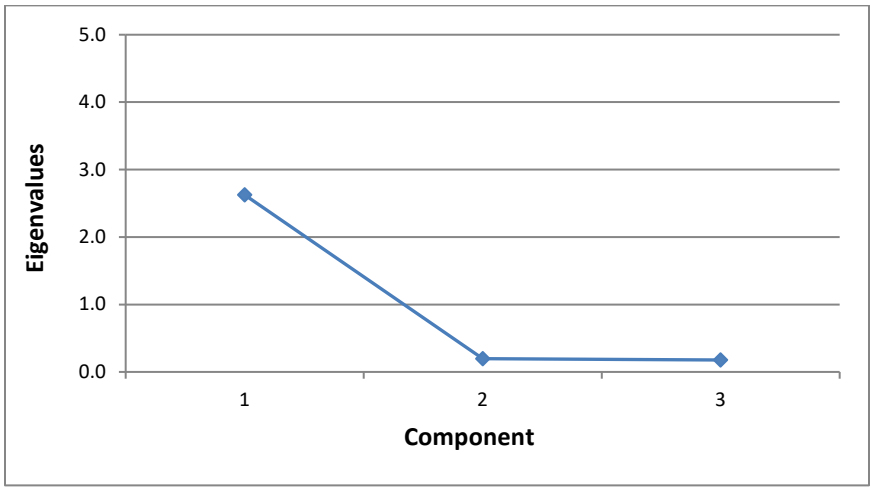


Figure 23. Principal Component Analysis Scree Plot – Gr. 3–4 Writing Modality

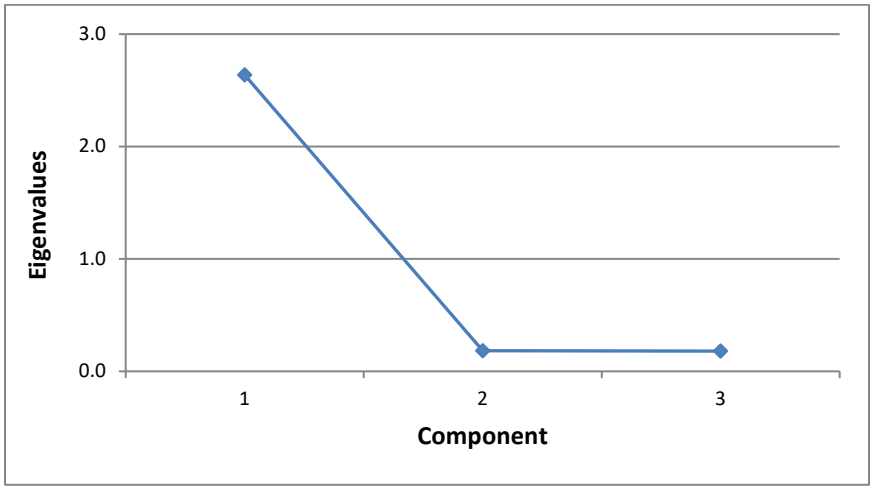


Figure 24. Principal Component Analysis Scree Plot – Gr. 5–6 Writing Modality

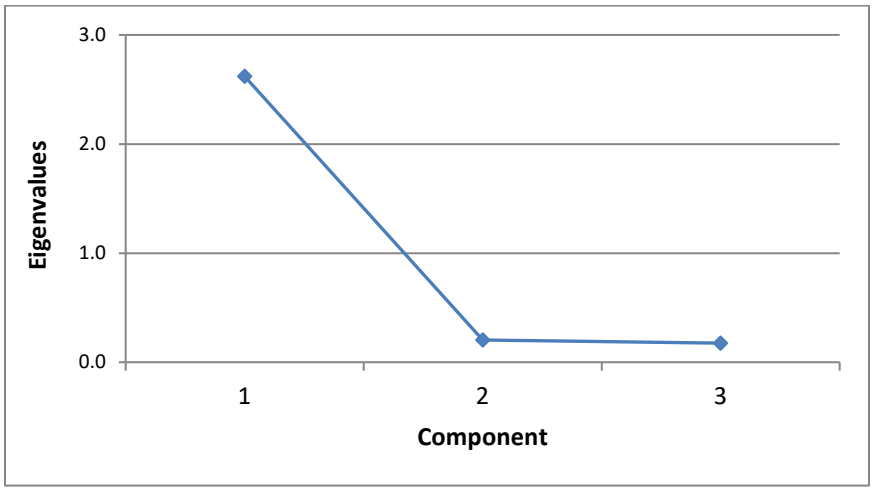


Figure 25. Principal Component Analysis Scree Plot – Gr. 7–8 Writing Modality

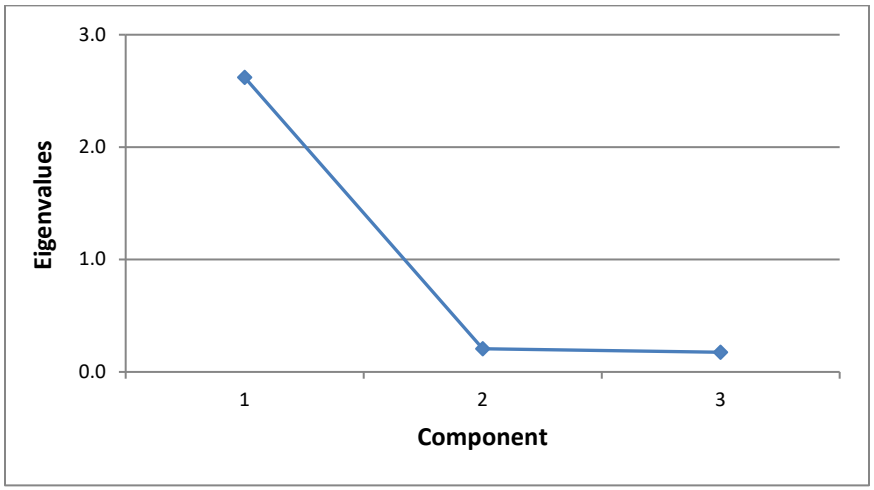
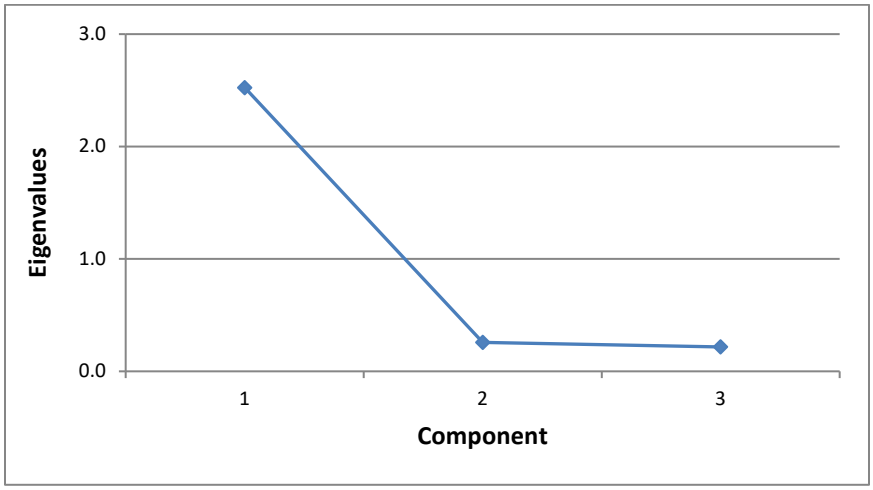


Figure 26. Principal Component Analysis Scree Plot – Gr. 9–12 Writing Modality



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 the Grades 3-8 English Language Arts (ELA) assessment. For ELL students in grades 3–8, data from those who took both the NYSESLAT in April/May 2022 and the New York State ELA Test in April 2022 were examined. In New York State, all ELL students, with the exception of first-year ELL students, must take the ELA test. Note that the high school level ELA assessment results were not included for 2022 validity analyses because only one of three planned ELA Regents were administered in 2022 due to the continued impact of the COVID-19 pandemic.

Because the NYSESLAT is intended to be a measure of annual student progress in the achievement of academic English language proficiency, it should be expected that ELL students who score proficient on the NYSESLAT would be able to perform well in mainstream classrooms. Therefore, they should, in theory, have a similar chance to demonstrate proficiency on the grades 3–8 ELA Test 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, wherein those who perform well on the NYSESLAT are generally expected to perform well on the ELA Test.

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

Table 36 gives the sample size (N-Count), 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 scale scores for the combined Reading and Writing modalities ranged from 0.72 to 0.76 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 scale scores and the NYSESLAT total scale scores ranged from 0.72 to 0.77 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 36. 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	20,914	Listening	62.39	9.97	30	90	0.67
	20,914	Reading	61.85	10.27	30	90	0.72
	20,914	Speaking	76.78	13.35	30	90	0.50
	20,914	Writing	56.27	13.87	30	90	0.66
	20,914	R/W	118.11	21.69	60	180	0.76
	20,914	Total	257.28	38.72	120	360	0.77
4	19,532	Listening	65.31	10.81	30	90	0.68
	19,532	Reading	65.00	11.01	30	90	0.73
	19,532	Speaking	78.05	13.63	30	90	0.50
	19,532	Writing	59.68	14.71	30	90	0.65
	19,532	R/W	124.68	23.29	60	180	0.75
	19,532	Total	268.04	41.53	137	360	0.76
5	17,092	Listening	64.05	10.76	30	90	0.66
	17,092	Reading	60.23	9.16	30	90	0.70
	17,092	Speaking	79.50	12.94	30	90	0.54
	17,092	Writing	58.31	14.96	30	90	0.67
	17,092	R/W	118.54	21.67	60	180	0.75
	17,092	Total	262.09	39.63	138	360	0.77
6	15,894	Listening	65.21	11.23	30	90	0.61
	15,894	Reading	61.46	9.56	30	90	0.67
	15,894	Speaking	79.06	13.42	30	90	0.51
	15,894	Writing	59.90	15.31	30	90	0.65
	15,894	R/W	121.36	22.27	60	180	0.73
	15,894	Total	265.63	40.56	141	360	0.73
7	13,371	Listening	63.08	9.87	30	90	0.62
	13,371	Reading	63.48	10.23	30	90	0.67
	13,371	Speaking	78.54	13.64	30	90	0.49
	13,371	Writing	61.44	14.91	30	90	0.63
	13,371	R/W	124.91	22.48	60	180	0.72
	13,371	Total	266.53	39.86	142	360	0.72

Table 36. 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	12,229	Listening	64.66	10.51	30	90	0.62
	12,229	Reading	65.83	11.10	30	90	0.67
	12,229	Speaking	78.95	13.77	30	90	0.49
	12,229	Writing	63.65	15.47	30	90	0.64
	12,229	R/W	129.48	23.86	60	180	0.72
	12,229	Total	273.09	42.14	143	360	0.72

Performance Level Comparisons

As an additional way to demonstrate the positive relationship between the two exams, a cross tabulation of the performance levels of the ELA Test and NYSESLAT was performed. Tables 37 through 42 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 37, over 95% 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 on the NYSESLAT, the majority scored at either Level 1 or Level 2 on the State ELA Test. Of the students classified as Expanding on the NYSESLAT, about 75% scored at either Level 1 or Level 2 on the State ELA Test. Of the students classified as Commanding on the NYSESLAT, about 28% were classified as either Level 1 or Level 2; about 72% scored at Levels 3 or 4 on the ELA Test.

Table 37. Grade 3: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

	NYSESLAT Performance Levels				
ELA Test	Entering (N= 359)	Emerging (N=3,097)	Transitioning (N=6,443)	Expanding (N= 8,795)	Commanding (N=2,220)
Level 1	97.77	95.45	67.00	19.97	3.02
Level 2	1.67	4.29	30.47	55.53	25.18
Level 3	0.56	0.26	2.51	23.93	65.95
Level 4			0.02	0.57	5.86
Total	100.00	100.00	100.00	100.00	100.00

In Table 38, nearly all of the grade 4 students classified as Entering or Emerging on the NYSESLAT scored at Level 1 on the State ELA Test. Of the students classified as Transitioning, almost 87% were classified as Level 1 and over 12% were classified as Level 2 on the State ELA Test. Of the students classified as Expanding on the NYSESLAT, 90% of them were classified as either Level 1 or Level 2 on the ELA Test: only 10% scored at either Level 3 or Level 4 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 57% of them were classified as either Level 1 or Level 2 on the ELA Test, while about 43% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 38. Grade 4: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

	NYSESLAT Performance Levels				
ELA Test	Entering (N= 658)	Emerging (N=2,925)	Transitioning (N=4,409)	Expanding (N=8,831)	Commanding (N=2,709)
Level 1	99.54	98.02	86.66	43.77	9.52
Level 2	0.46	1.91	12.57	46.39	47.32
Level 3		0.07	0.70	8.89	33.30
Level 4			0.07	0.95	9.86
Total	100.00	100.00	100.00	100.00	100.00

In Table 39, almost all of the grade 5 students classified as Entering, Emerging, or Transitioning on the NYSESLAT scored at Level 1 on the ELA Test. Of the students who classified as Expanding on the NYSESLAT, about 96% 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, 20% of them were classified as Level 1, 55% as Level 2, and 25% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 39. Grade 5: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

	NYSESLAT Performance Levels				
ELA Test	Entering (N= 405)	Emerging (N=1,988)	Transitioning (N=4,180)	Expanding (N=7,993)	Commanding (N=2,526)
Level 1	99.75	99.75	95.05	64.79	20.07
Level 2	0.00	0.25	4.76	31.53	55.27
Level 3	0.25	0.00	0.19	3.29	19.91
Level 4				0.39	4.75
Total	100.00	100.00	100.00	100.00	100.00

In Table 40, 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 90% of them were classified as either Level 1 or Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 23% of them were classified as Level 1, 39% as Level 2, and about 38% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 40. Grade 6: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

	NYSESLAT Performance Levels				
ELA Test	Entering (N= 588)	Emerging (N=1,795)	Transitioning (N=3,229)	Expanding (N=7,300)	Commanding (N=2,982)
Level 1	99.49	99.28	95.29	64.05	23.41
Level 2	0.51	0.72	4.27	26.05	38.77
Level 3			0.34	8.34	28.10
Level 4			0.09	1.55	9.73
Total	100.00	100.00	100.00	100.00	100.00

In Table 41, 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, 66% of them were classified as Level 1 and 31% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 23% of them were classified as Level 1, 56% as Level 2, and 21% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 41. Grade 7: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

	NYSESLAT Performance Levels				
ELA Test	Entering (N= 196)	Emerging (N=1,436)	Transitioning (N=2,328)	Expanding (N=6,634)	Commanding (N=2,777)
Level 1	100.00	99.44	96.26	66.02	22.94
Level 2		0.42	3.57	31.35	55.67
Level 3		0.14	0.17	2.43	18.58
Level 4				0.20	2.81
Total	100.00	100.00	100.00	100.00	100.00

In Table 42, 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, 65% of them were classified as Level 1 and 33% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 22% of them were classified as Level 1, 61% as Level 2, and about 17% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 42. Grade 8: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

	NYSESLAT Performance Levels				
ELA Test	Entering (N= 170)	Emerging (N=1,204)	Transitioning (N=1,815)	Expanding (N=6,087)	Commanding (N=2,953)
Level 1	99.41	98.67	96.58	64.51	22.11
Level 2	0.59	1.08	3.14	32.82	60.82
Level 3		0.17	0.22	2.41	15.44
Level 4		0.08	0.06	0.25	1.63
Total	100.00	100.00	100.00	100.00	100.00

Summary

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

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

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 2022 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:

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

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 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 2022 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 43 provides target percentages based on NRC code, gender, ethnicity, and disability status from the 2022 NYSESLAT operational administration.

Table 44 shows the actual N-counts and percentages of students in each grade band by NRC category, based on the 80% data file from the 2022 NYSESLAT operational administration. The obtained percentages for each category were determined for each grade band and subgroup.

Table 45 shows the difference between the target percentages (in Table 43) and the 2022 80% data file (in Table 44) as evidence of the representativeness of the 2022 80% data file for item

calibration. Note that the difference values shown in Table 45 are based on the exact percentages (i.e., not rounded) shown in Tables 43 and 44. As a result, the difference values in Table 45 may differ by | 0.01 | from results one would get if one used the rounded values (shown in Tables 43 and 43). Note also that there is no definitive criterion for comparing the percentage differences shown in Table 45, but as a general rule, it is preferable for the difference to be less than 5.0%, and all of the cells in Table 45 met the 5.0% criterion.

Table 43. 2022 NYSESLAT Target Percentages by NRC and Grade Band (based on 2019 NYSESLAT operational data for all schools)

	Grade Band											
	K		1–2		3–4		5–6		7–8		9–12	
NRC Code	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	14,955	48.5	27,945	46.9	24,652	47.3	19,989	46.1	16,956	48.4	34,088	58.8
(2) Large Cities	1,344	4.4	2,852	4.8	2,847	5.5	2,704	6.2	2,183	6.2	3,458	6.0
(3) Urban-Suburban	3,479	11.3	6,553	11.0	6,163	11.8	5,092	11.8	4,087	11.7	7,003	12.1
(4) Rural	190	0.6	434	0.7	365	0.7	317	0.7	278	0.8	363	0.6
(5) Average	3,474	11.3	6,302	10.6	5,417	10.4	4,201	9.7	3,042	8.7	5,184	8.9
(6) Low	1,744	5.7	2,954	5.0	2,101	4.0	1,705	3.9	1,251	3.6	2,328	4.0
(7) Charter Schools	1,957	6.4	2,863	4.8	1,558	3.0	1,242	2.9	875	2.5	1,302	2.2
(8) Religious and Independent Schools	3,672	11.9	9,731	16.3	9,014	17.3	8,078	18.6	6,339	18.1	4,290	7.4

Table 44. 2022 NYSESLAT 80% Sample Percentages by NRC and Grade Band

	Grade Band											
	K		1–2		3–4		5–6		7–8		9–12	
NRC Code	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	13,215	47.0	25,075	44.5	21,879	45.4	17,956	44.2	15,385	45.9	32,993	54.1
(2) Large Cities	1,174	4.2	2,535	4.5	2,620	5.4	2,343	5.8	2,389	7.1	3,811	6.2
(3) Urban-Suburban	3,005	10.7	5,591	9.9	5,527	11.5	4,639	11.4	3,729	11.1	7,566	12.4
(4) Rural	121	0.4	277	0.5	268	0.6	218	0.5	225	0.7	314	0.5
(5) Average	3,368	12.0	6,273	11.1	5,023	10.4	4,180	10.3	3,247	9.7	6,816	11.2
(6) Low	1,730	6.2	2,695	4.8	2,188	4.5	1,463	3.6	1,227	3.7	2,660	4.4
(7) Charter Schools	2,254	8.0	4,310	7.6	2,481	5.2	1,953	4.8	1,525	4.6	1,680	2.8
(8) Religious and Independent Schools	3,230	11.5	9,607	17.0	8,185	17.0	7,911	19.5	5,773	17.2	5,158	8.5

Table 45. Differences between 2022 NYSESLAT 80% Sample Percentages and Target Percentages by NRC and Grade Band

	Grade Band					
	K	**1–2**	**3–4**	**5–6**	**7–8**	**9–12**
NRC Code	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct	Actual - Target Pct
(1) New York City	-1.50	-2.40	-1.90	-1.90	-2.50	-4.70
(2) Large Cities	-0.20	-0.30	-0.10	-0.40	0.90	0.20
(3) Urban-Suburban	-0.60	-1.10	-0.30	-0.40	-0.60	0.30
(4) Rural	-0.20	-0.20	-0.10	-0.20	-0.10	-0.10
(5) Average	0.70	0.50	0.00	0.60	1.00	2.30
(6) Low	0.50	-0.20	0.50	-0.30	0.10	0.40
(7) Charter Schools	1.60	2.80	2.20	1.90	2.10	0.60
(8) Religious and Independent Schools	-0.40	0.70	-0.30	0.90	-0.90	1.10

7.3 Linking the 2022 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 2022 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 2022 scale onto the established scale involves the overlapping of a subset of items from the 2018 and 2019 NYSESLAT on the 2022 version of NYSESLAT. These common (or anchor) items are used to link all of the remaining 2022 items onto the established scale. Approximately two-thirds of the 2022 test content within each of the modalities contained items that were overlapped from the spring 2018 and spring 2019 tests.

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 2018 parameter values, and through the item calibration process, automatically places the unique 2022 items onto the underlying scale. Because all of the 2022 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 on the 2015 and 2016 versions of the 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 2022 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 2022 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 2022 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 46 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 46. 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	-1.10	0.42	-1.78	-0.34
	Reading	18	18	-1.11	0.53	-1.98	-0.19
	Speaking	12	21	-0.38	0.70	-1.46	0.50
	Writing	8	14	-0.76	0.83	-1.73	0.52
	Total	57	72	-0.91	0.64	-1.98	0.52
1–2	Listening	24	24	-0.84	0.52	-1.85	0.43
	Reading	27	27	-0.12	0.43	-1.04	0.80
	Speaking	12	21	-0.58	0.56	-1.56	0.17
	Writing	3	12	0.26	0.04	0.23	0.31
	Total	66	84	-0.45	0.59	-1.85	0.80
3–4	Listening	24	24	-0.40	0.51	-1.59	0.28
	Reading	27	27	-0.18	0.57	-1.36	0.61
	Speaking	12	21	-0.75	0.53	-1.64	-0.07
	Writing	3	12	0.08	0.02	0.07	0.10
	Total	66	84	-0.35	0.56	-1.64	0.61
5–6	Listening	24	24	-0.65	0.58	-1.71	0.44
	Reading	27	27	-0.11	0.44	-0.97	0.50
	Speaking	12	21	-0.61	0.55	-1.44	0.09
	Writing	3	12	0.01	0.05	-0.04	0.05
	Total	66	84	-0.39	0.57	-1.71	0.50
7–8	Listening	24	24	-0.52	0.41	-1.44	0.70
	Reading	27	27	-0.13	0.36	-0.96	0.64
	Speaking	12	21	-0.63	0.49	-1.44	-0.01
	Writing	3	12	0.19	0.06	0.12	0.25
	Total	66	84	-0.35	0.46	-1.44	0.70
9–12	Listening	24	24	-0.23	0.41	-1.04	0.58
	Reading	27	27	-0.29	0.45	-0.93	0.81
	Speaking	12	21	-0.53	0.52	-1.54	0.13
	Writing	3	12	0.00	0.07	-0.07	0.06
	Total	66	84	-0.30	0.45	-1.54	0.81

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. Only 14 of the items (across all grade bands) 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, six 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 2018–2022

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 2018–2022 TCCs for the Listening, Reading, and Writing modalities.

The conditional standard error of measurement (CSEM) was obtained by modality for each grade band as well (even-numbered figures from Figure 28 through Figure 74). The *x*-axis represents the thetas, and the *y*-axis represents the CSEM. When theta is close to the average Rasch item difficulty value (shown in Table 46), 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 2018–2022 CSEMs.

Listening Test

Figure 27. TCC for Kindergarten Listening Test

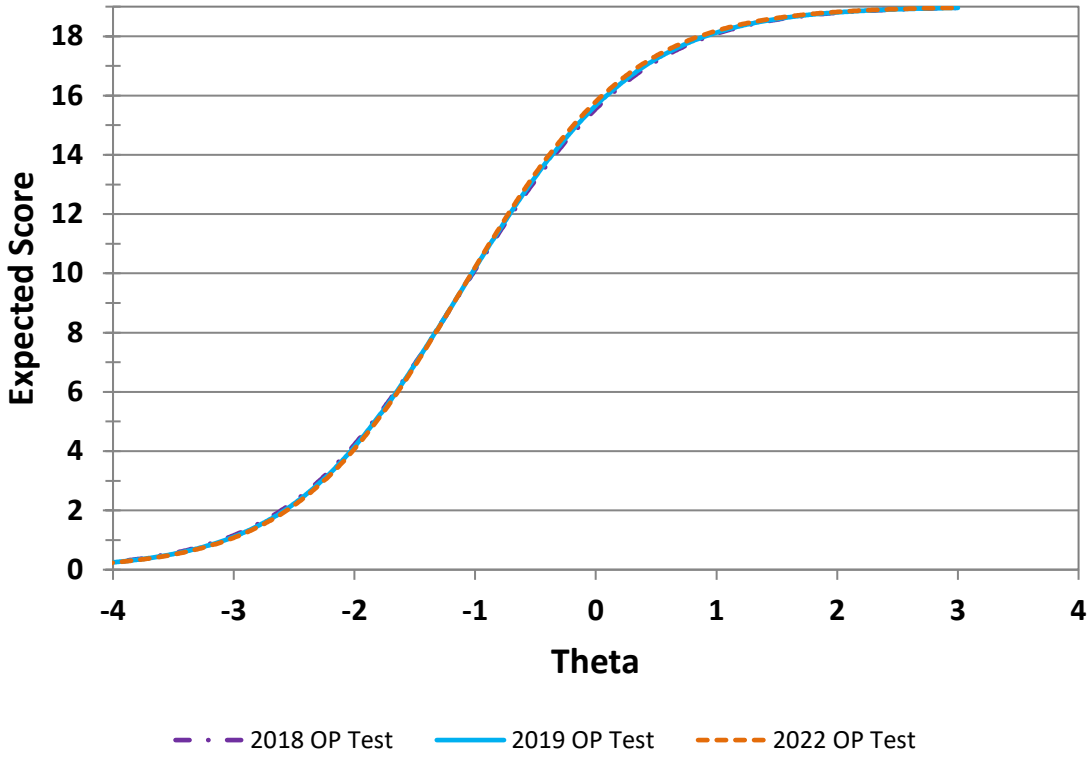


Figure 28. CSEM for Kindergarten Listening Test

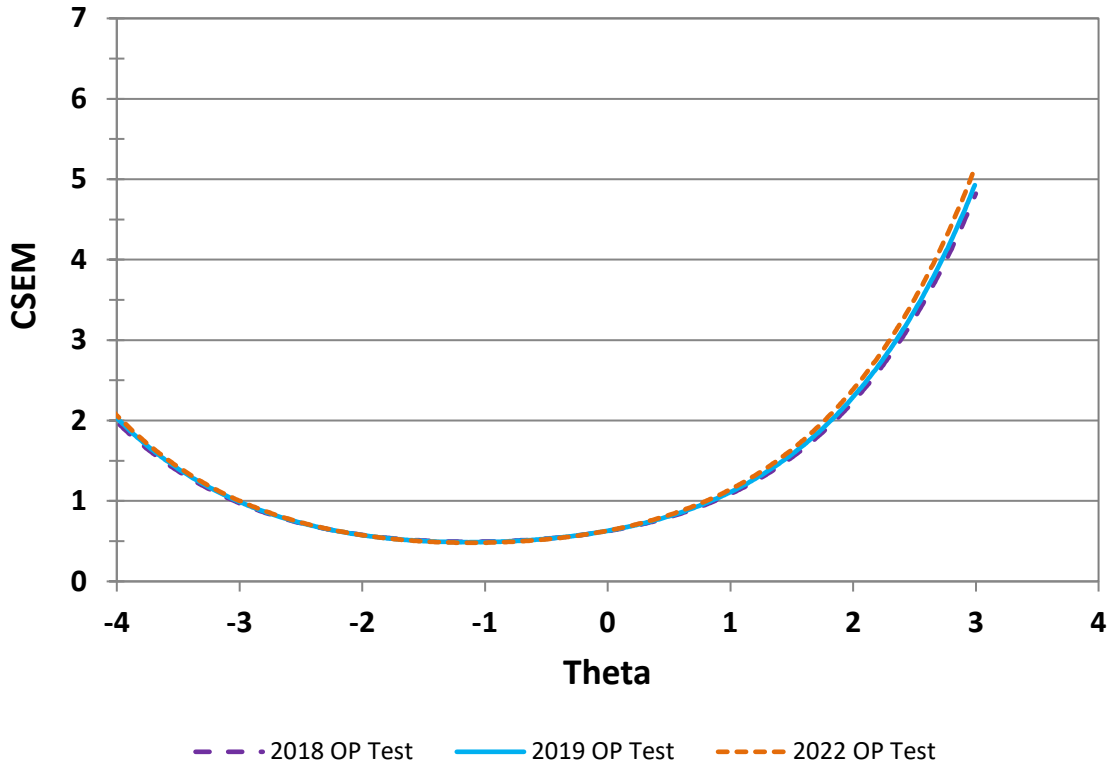


Figure 29. TCC for Grade Band 1–2 Listening Test

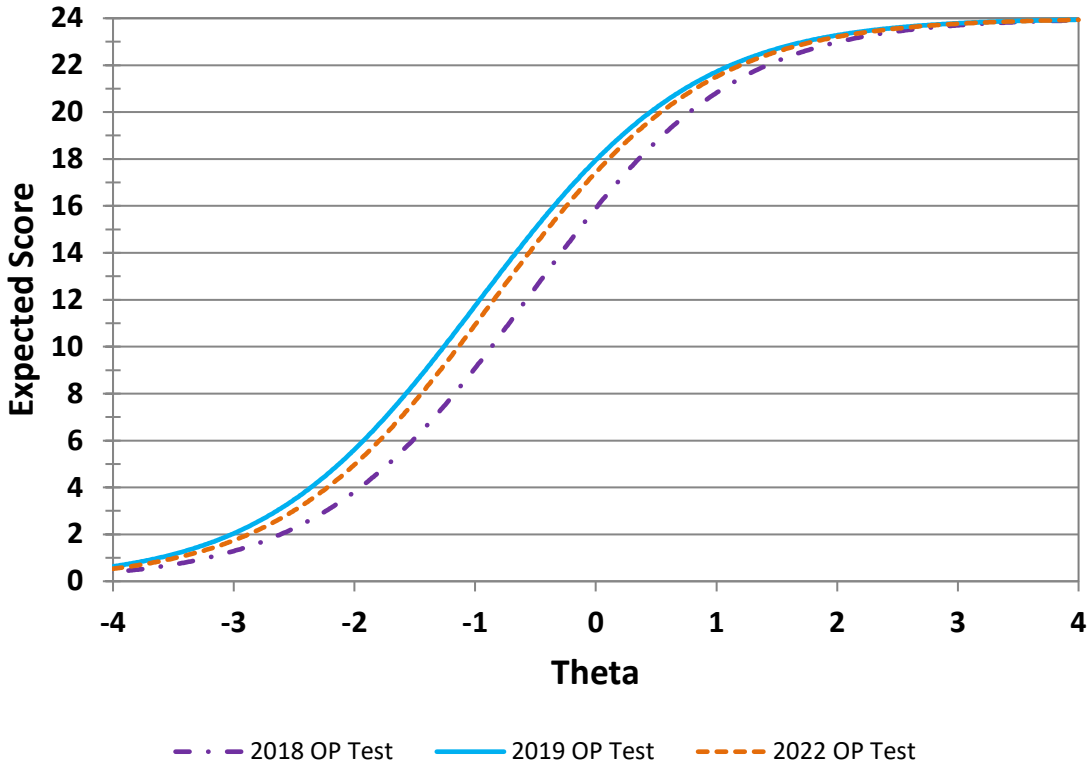


Figure 30. CSEM for Grade Band 1–2 Listening Test

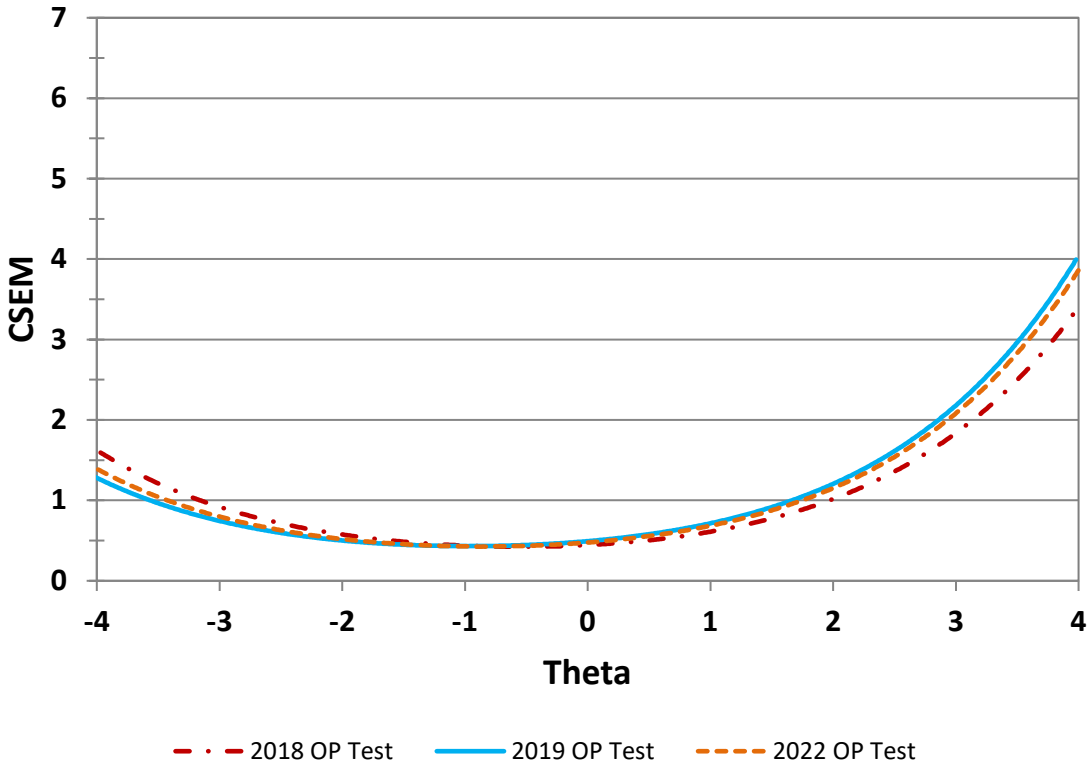


Figure 31. TCC for Grade Band 3–4 Listening Test

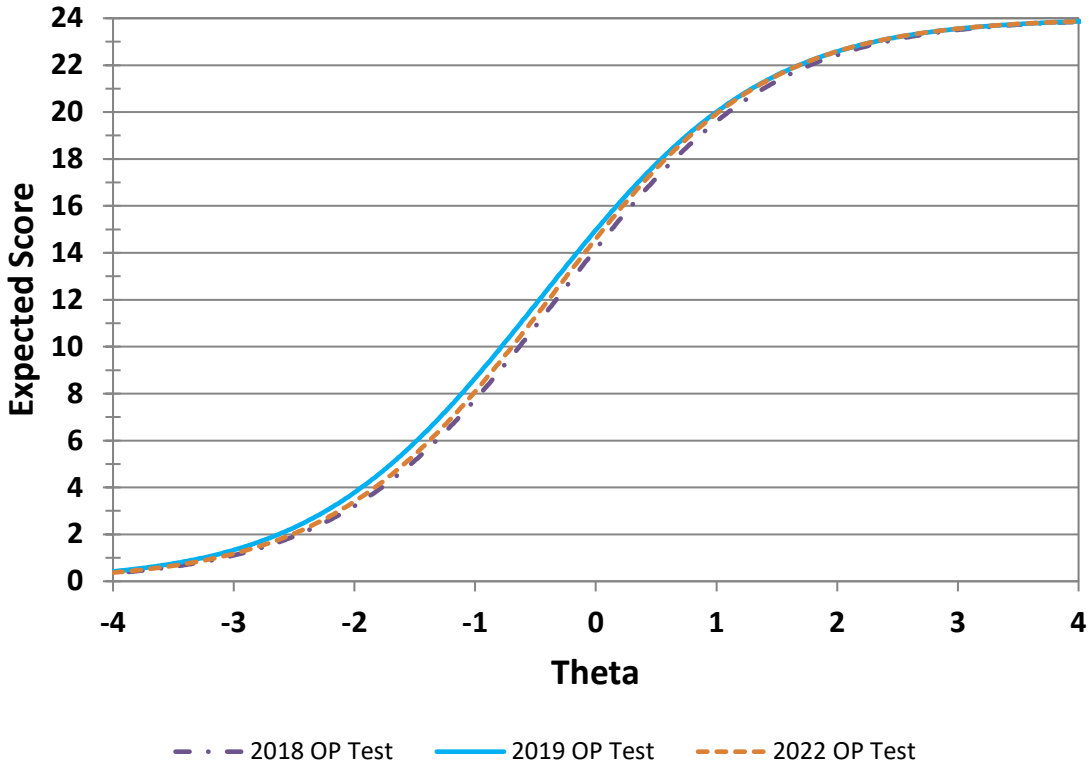


Figure 32. CSEM for Grade Band 3–4 Listening Test

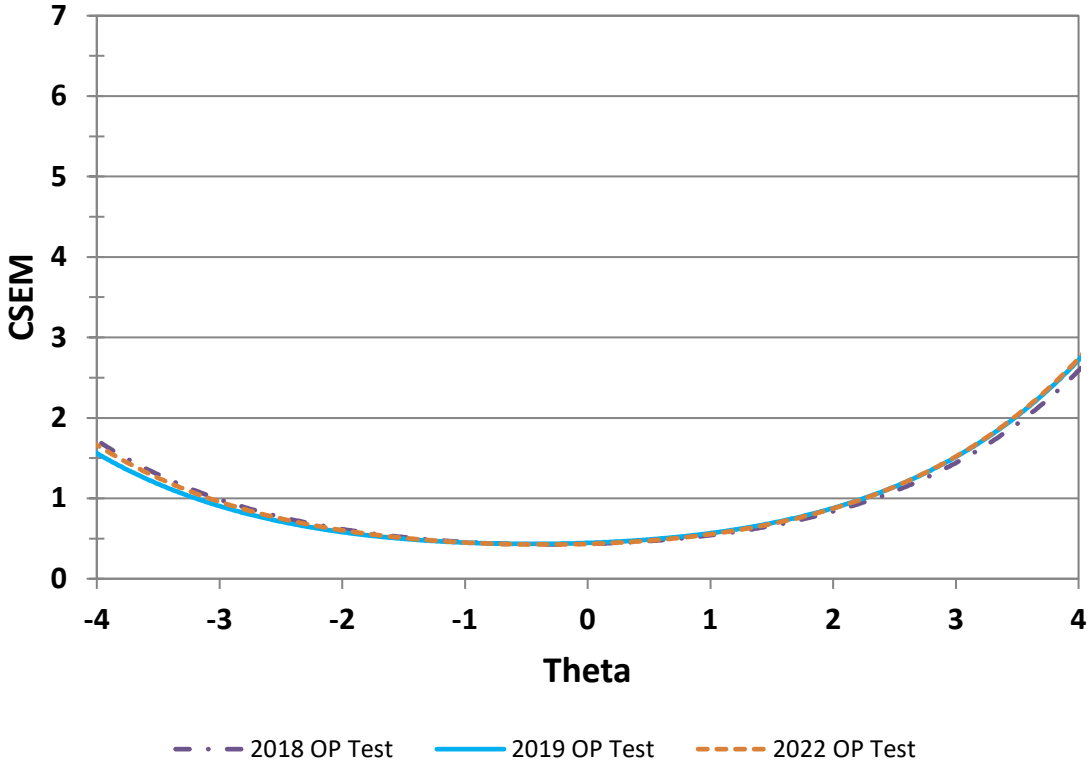


Figure 33. TCC for Grade Band 5–6 Listening Test

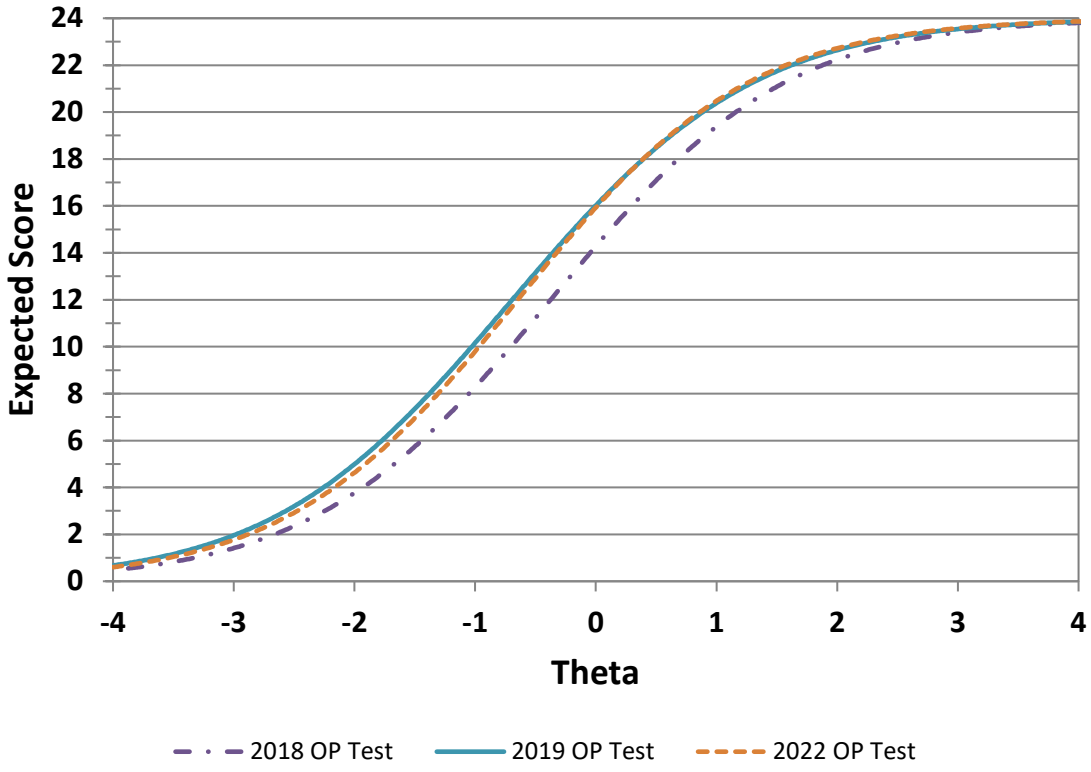


Figure 34. CSEM for Grade Band 5–6 Listening Test

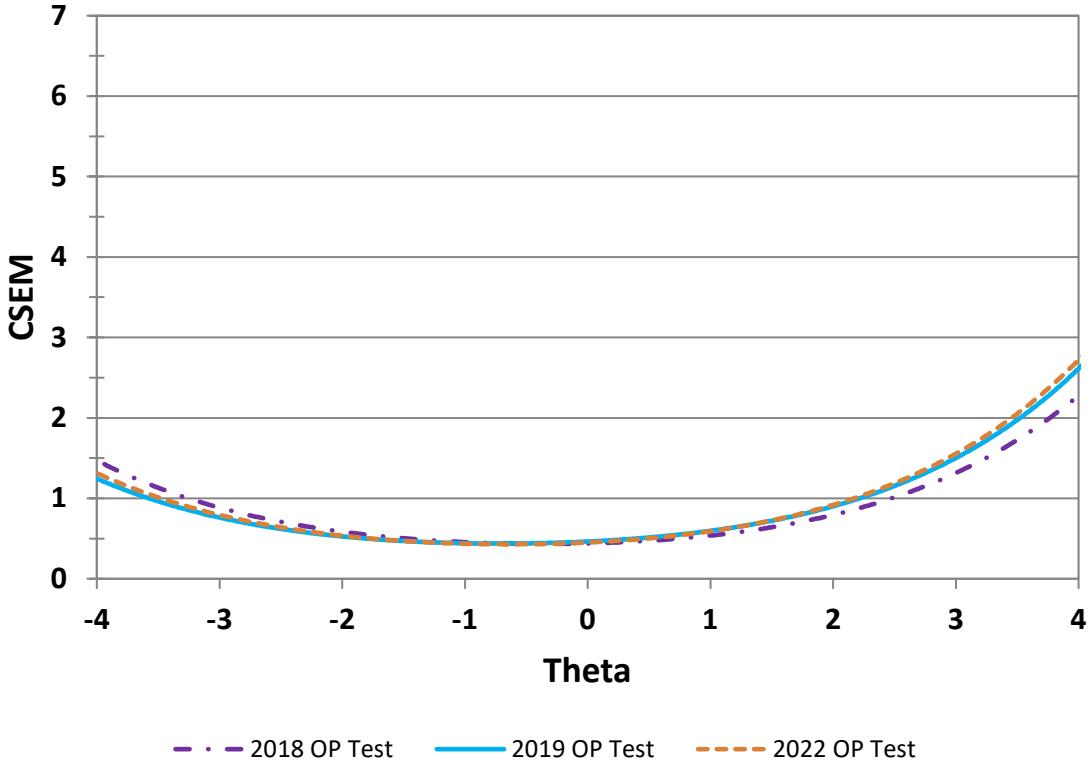


Figure 35. TCC for Grade Band 7–8 Listening Test

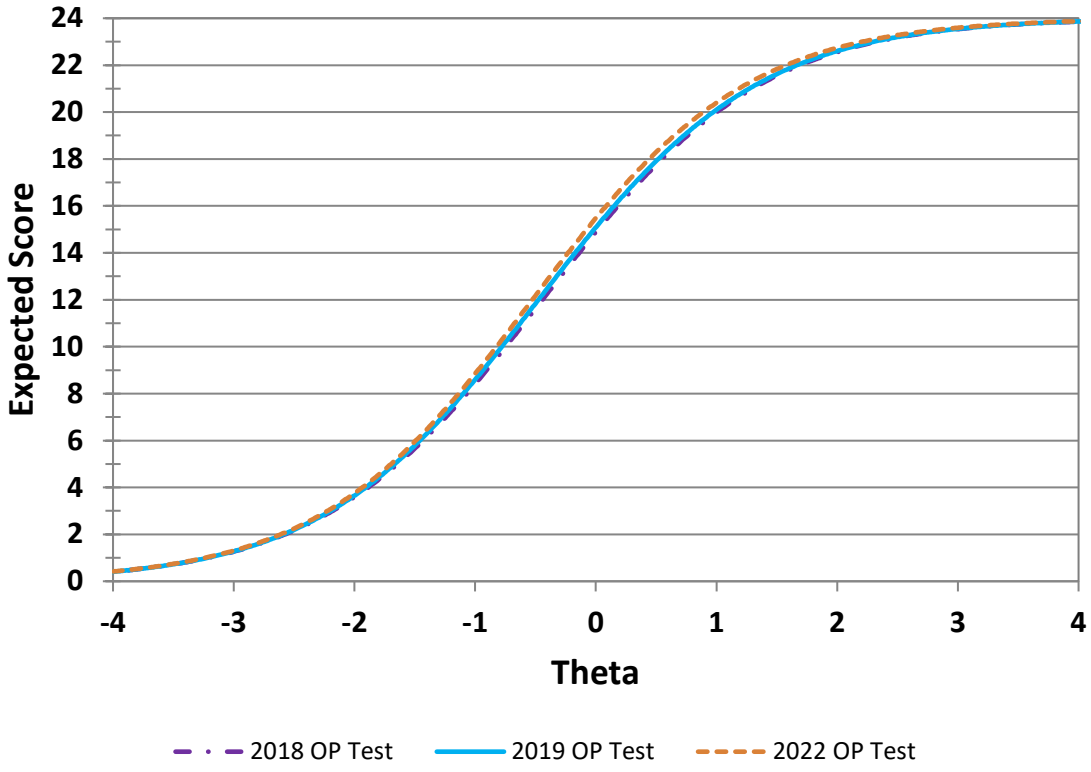


Figure 36. CSEM for Grade Band 7–8 Listening Test

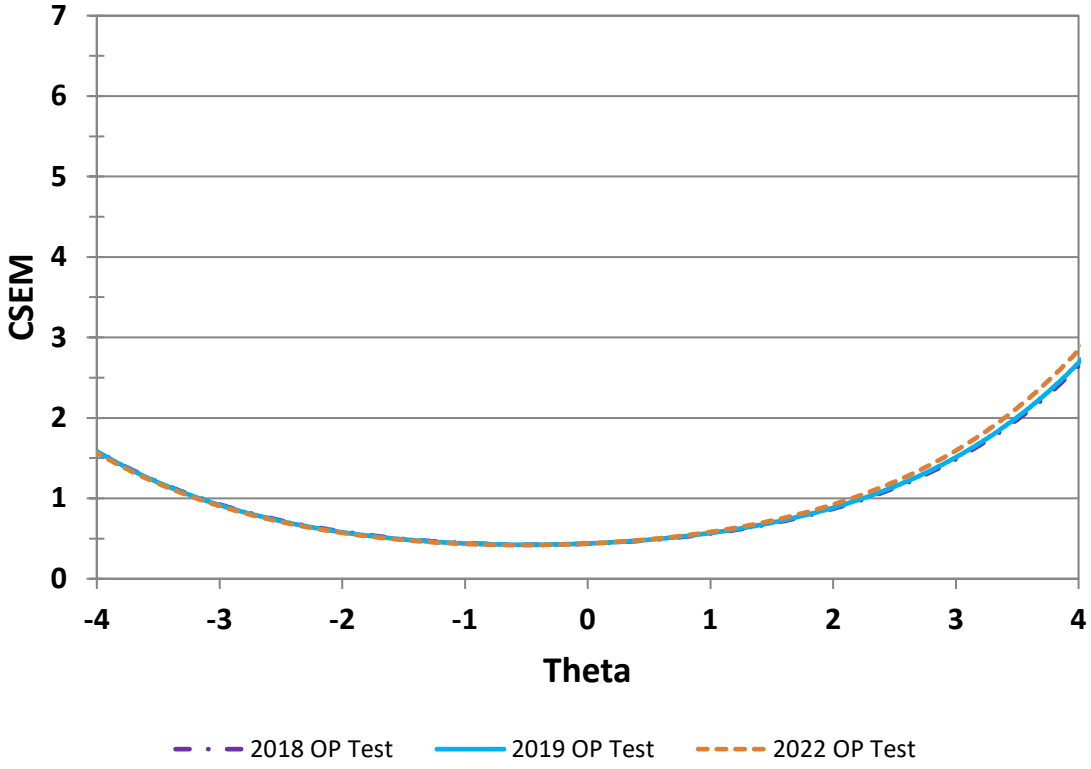


Figure 37. TCC for Grade Band 9–12 Listening Test

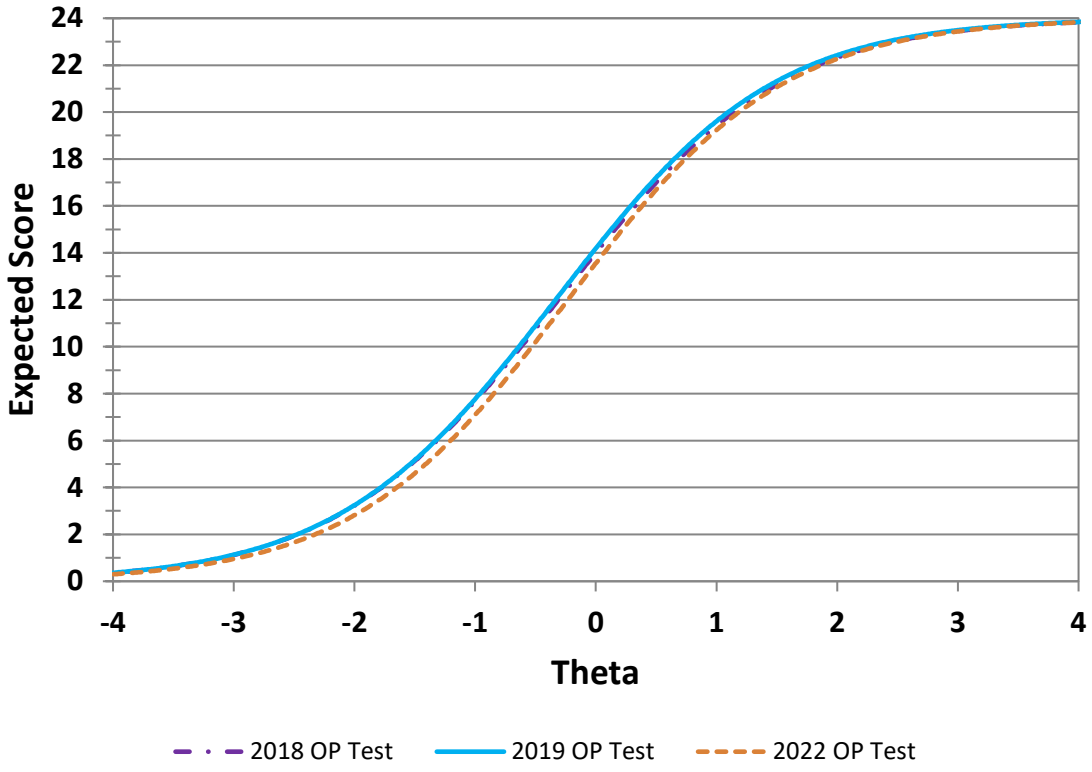
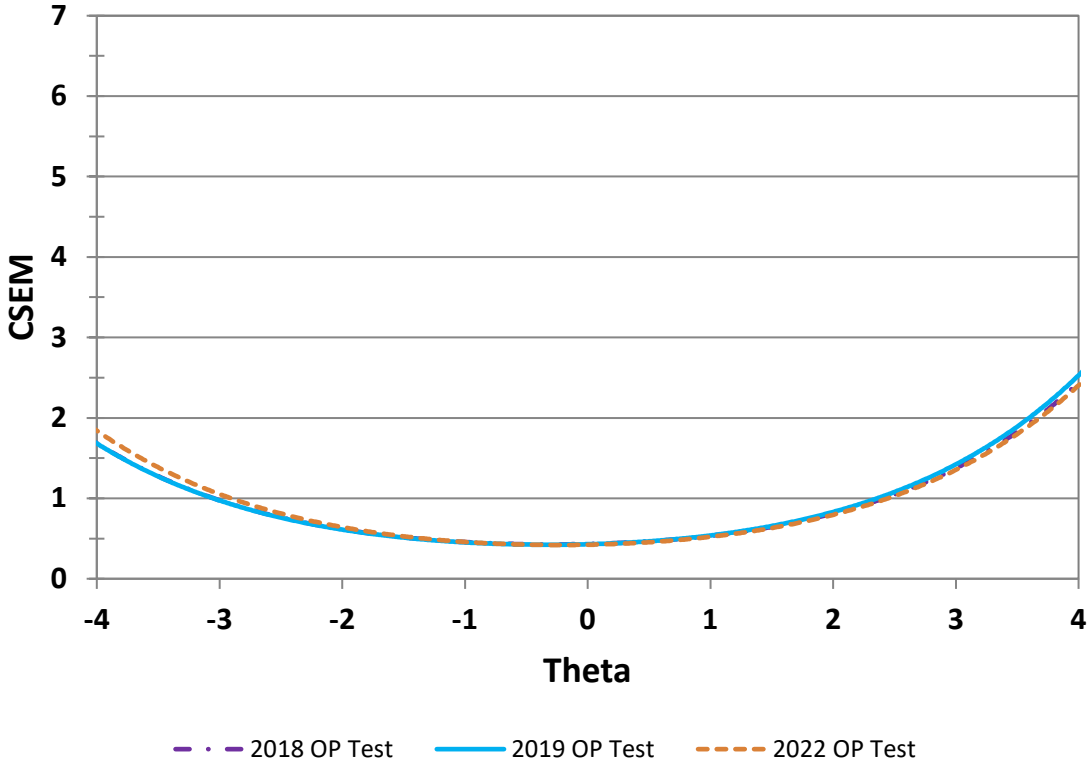


Figure 38. CSEM for Grade Band 9–12 Listening Test



Reading Test

Figure 39. TCC for Kindergarten Reading Test

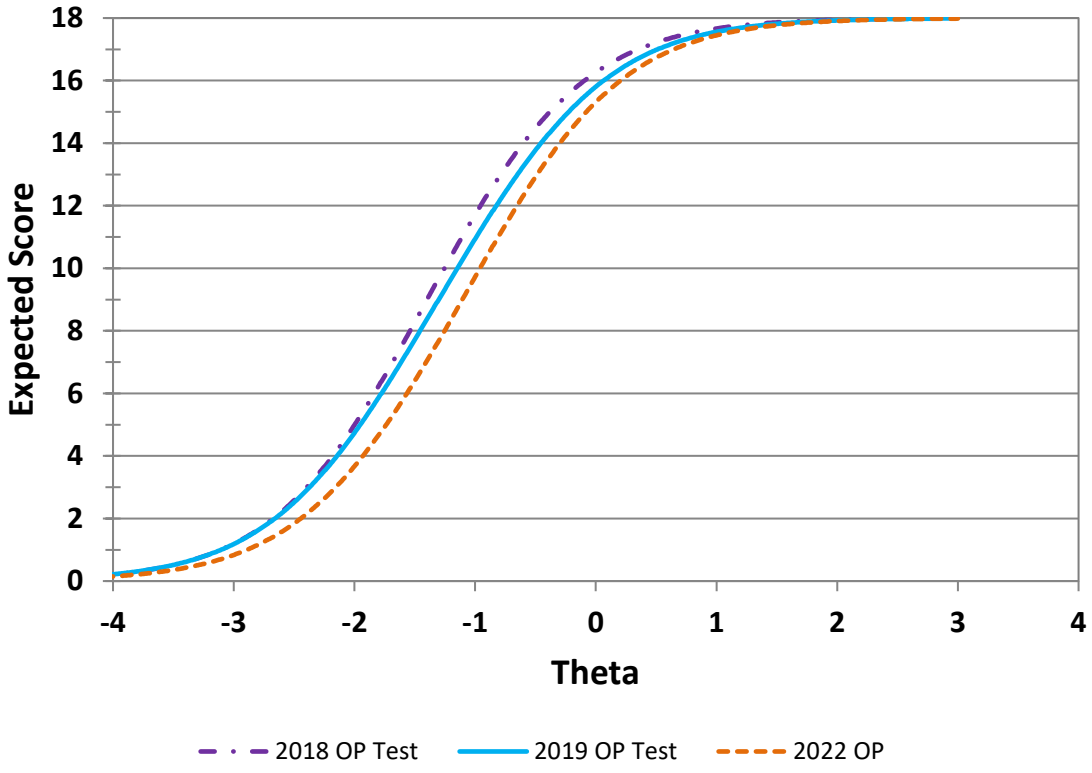


Figure 40. CSEM for Kindergarten Reading Test

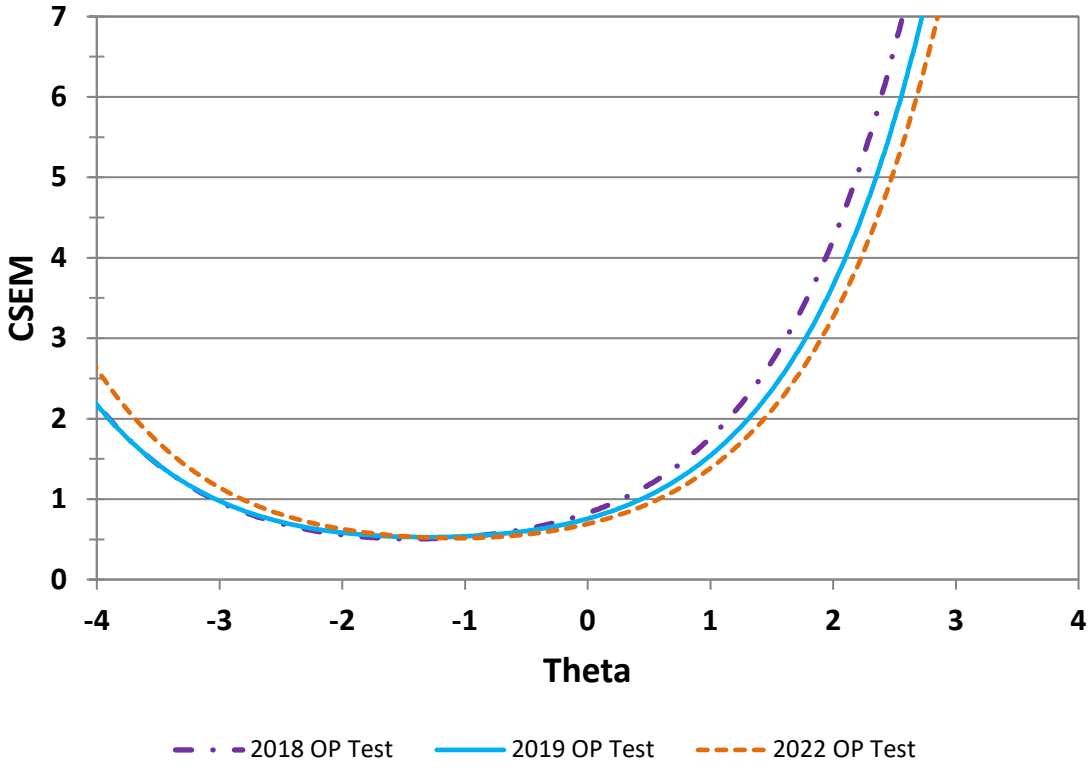


Figure 41. TCC for Grade Band 1–2 Reading Test

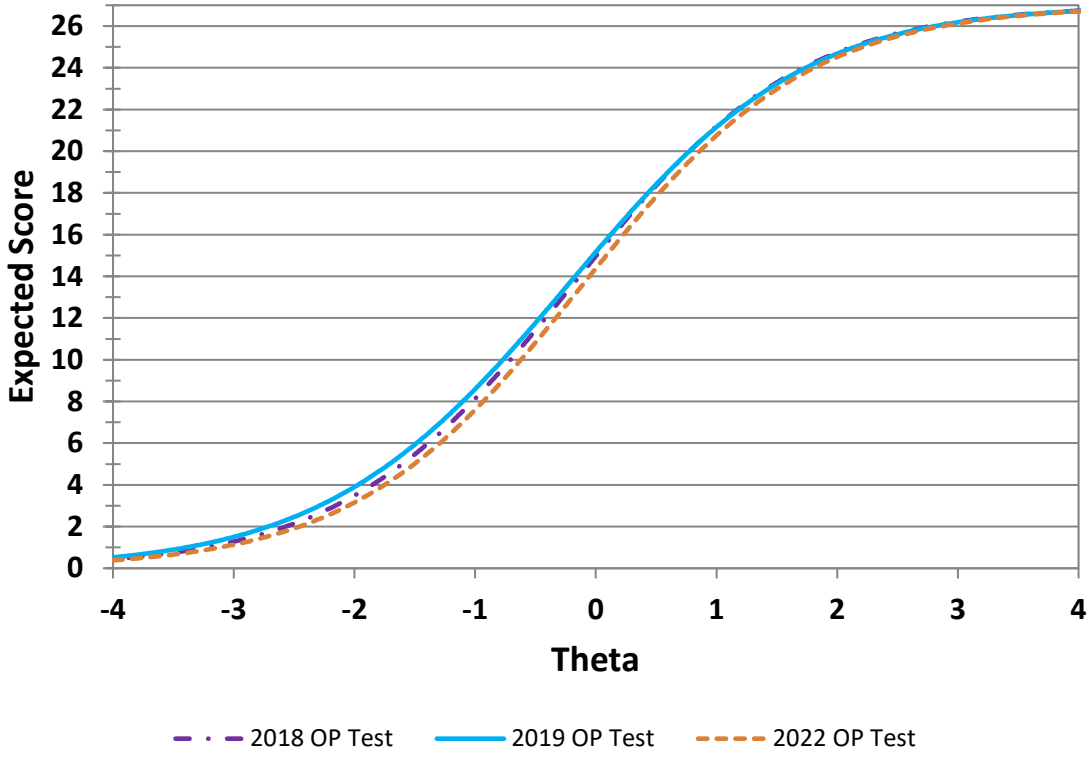


Figure 42. CSEM for Grade Band 1–2 Reading Test

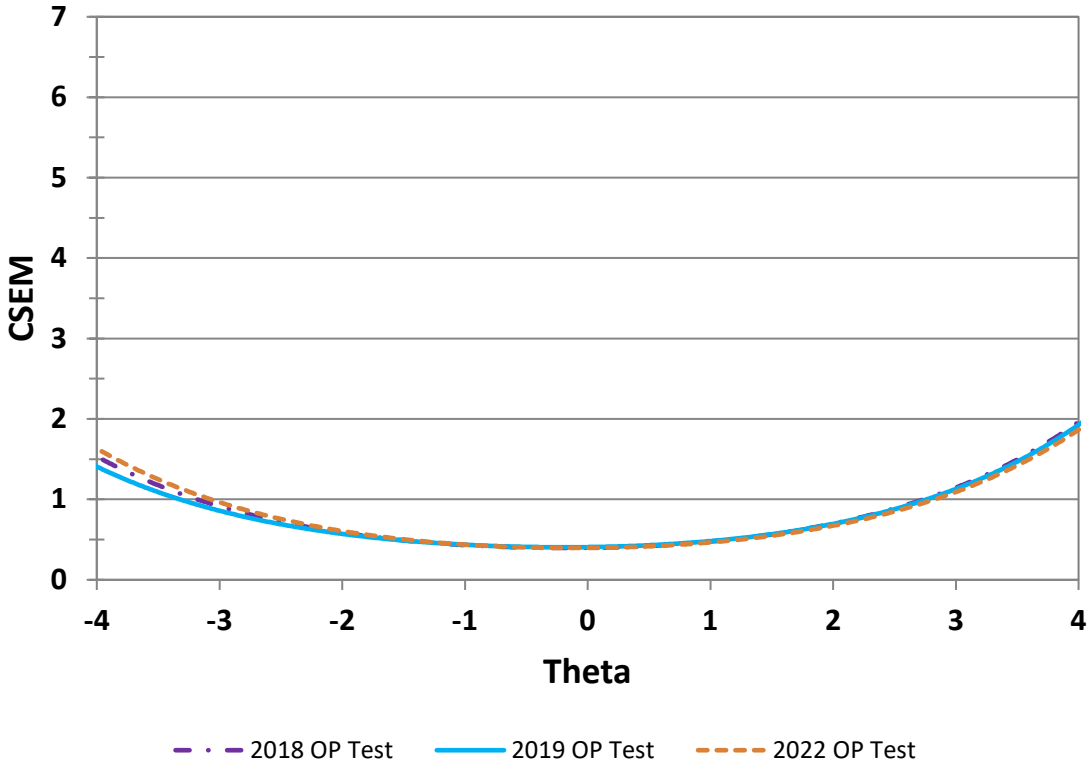


Figure 43. TCC for Grade Band 3–4 Reading Test

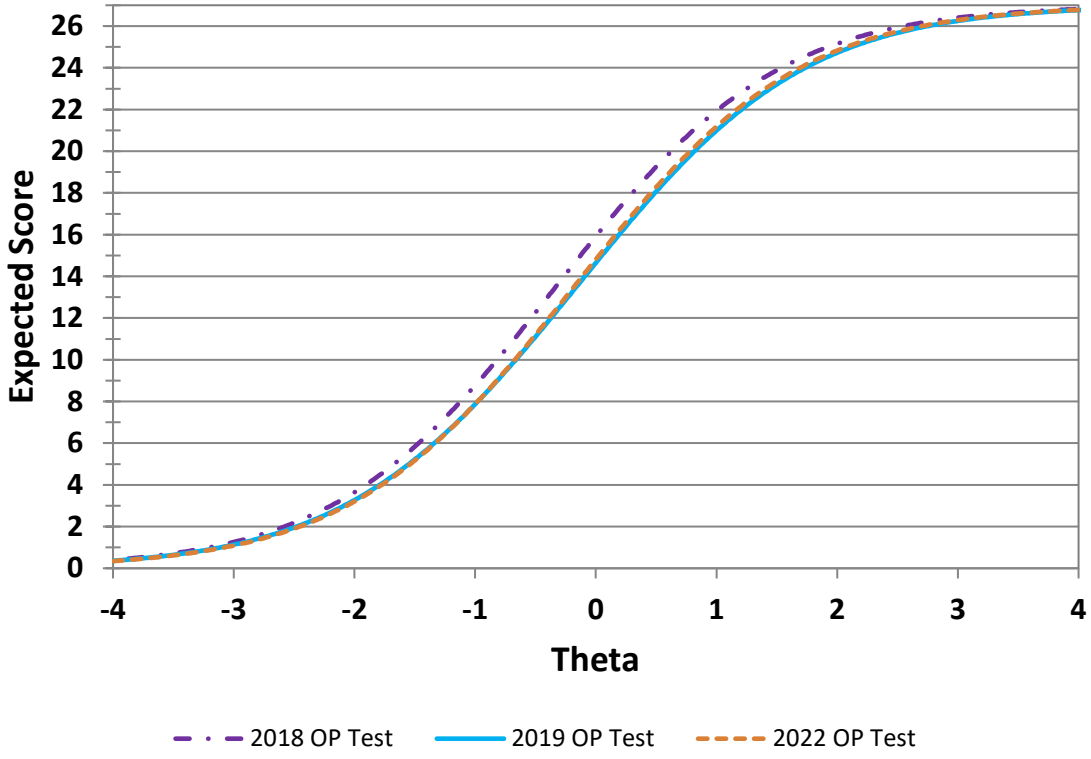


Figure 44. CSEM for Grade Band 3–4 Reading Test

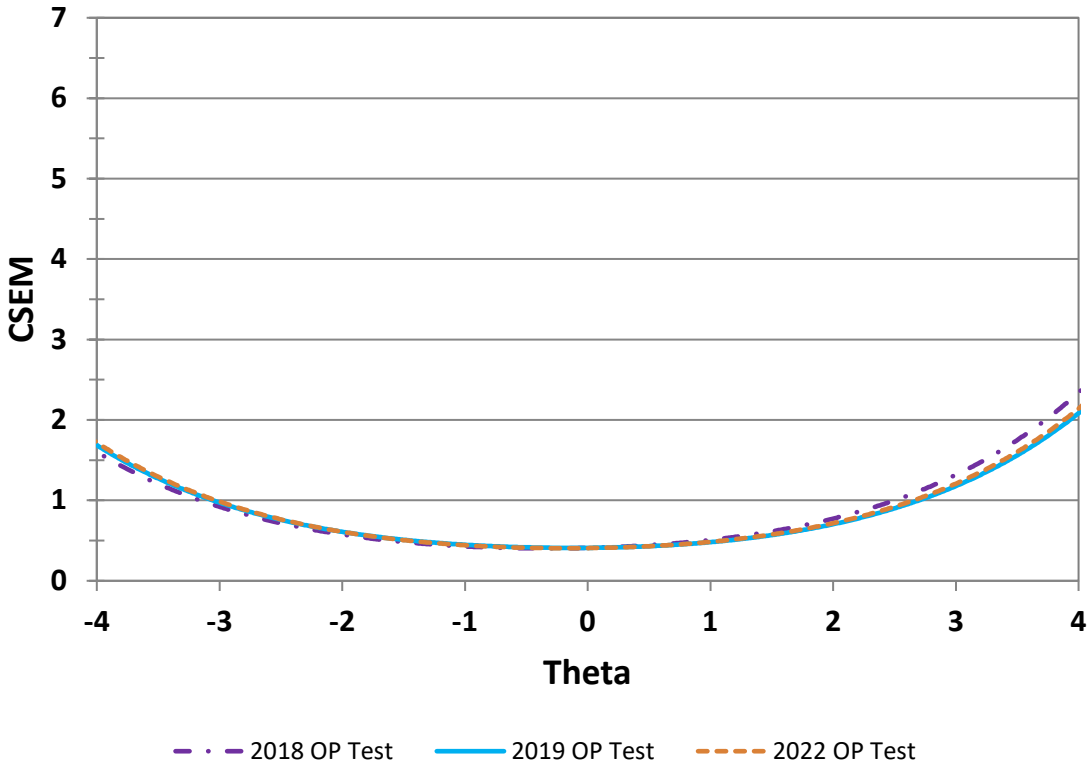


Figure 45. TCC for Grade Band 5–6 Reading Test

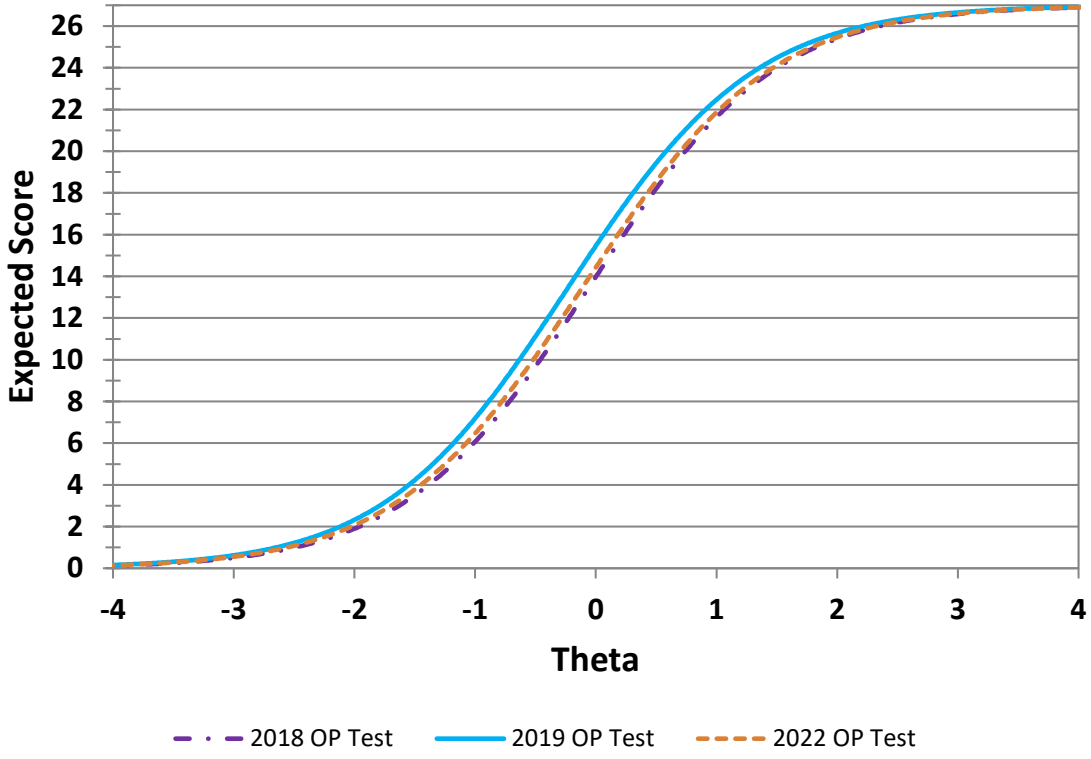


Figure 46. CSEM for Grade Band 5–6 Reading Test

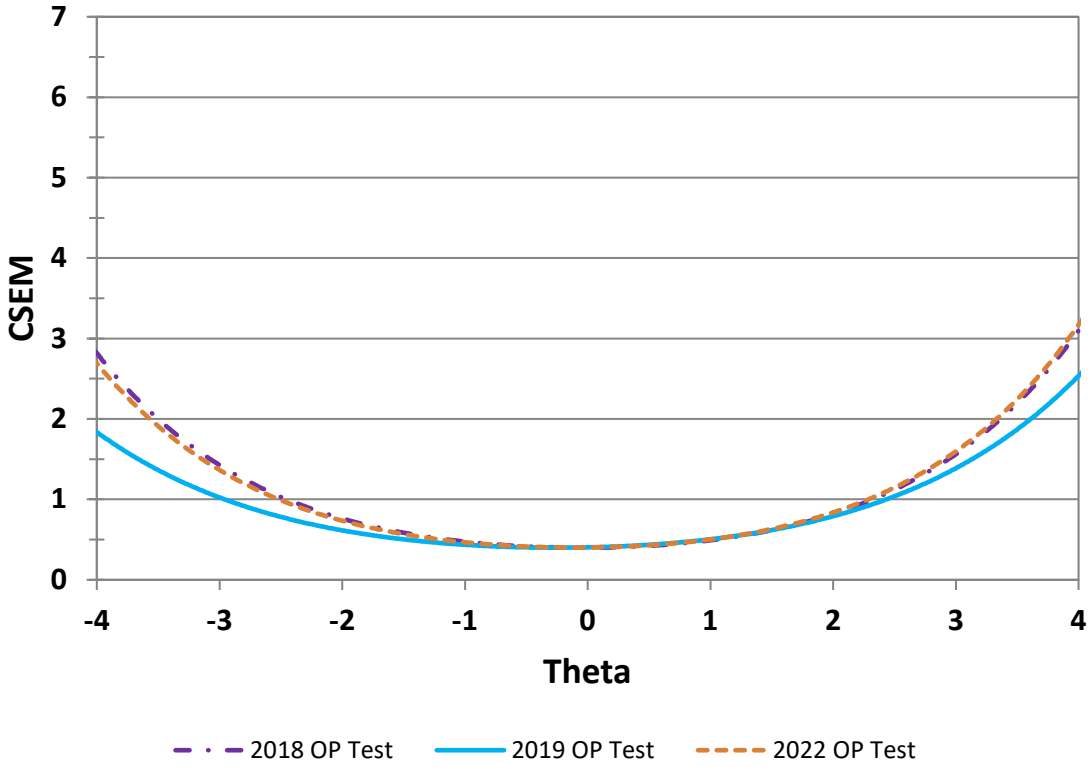


Figure 47. TCC for Grade Band 7–8 Reading Test

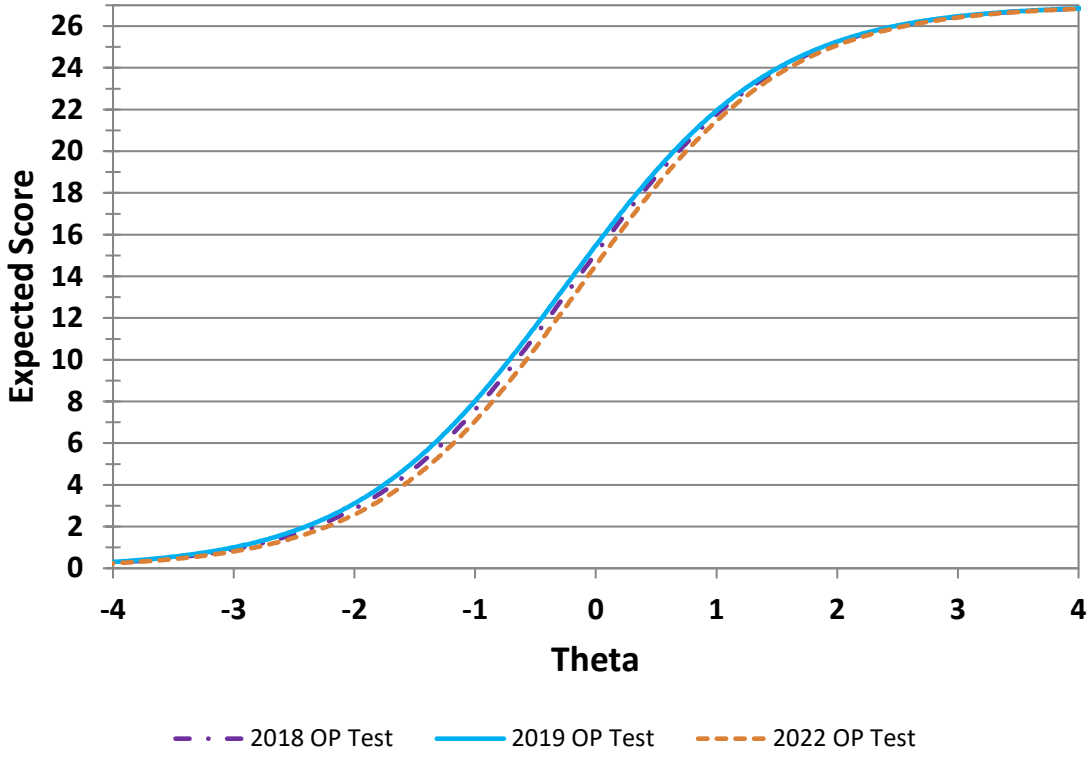


Figure 48. CSEM for Grade Band 7–8 Reading Test

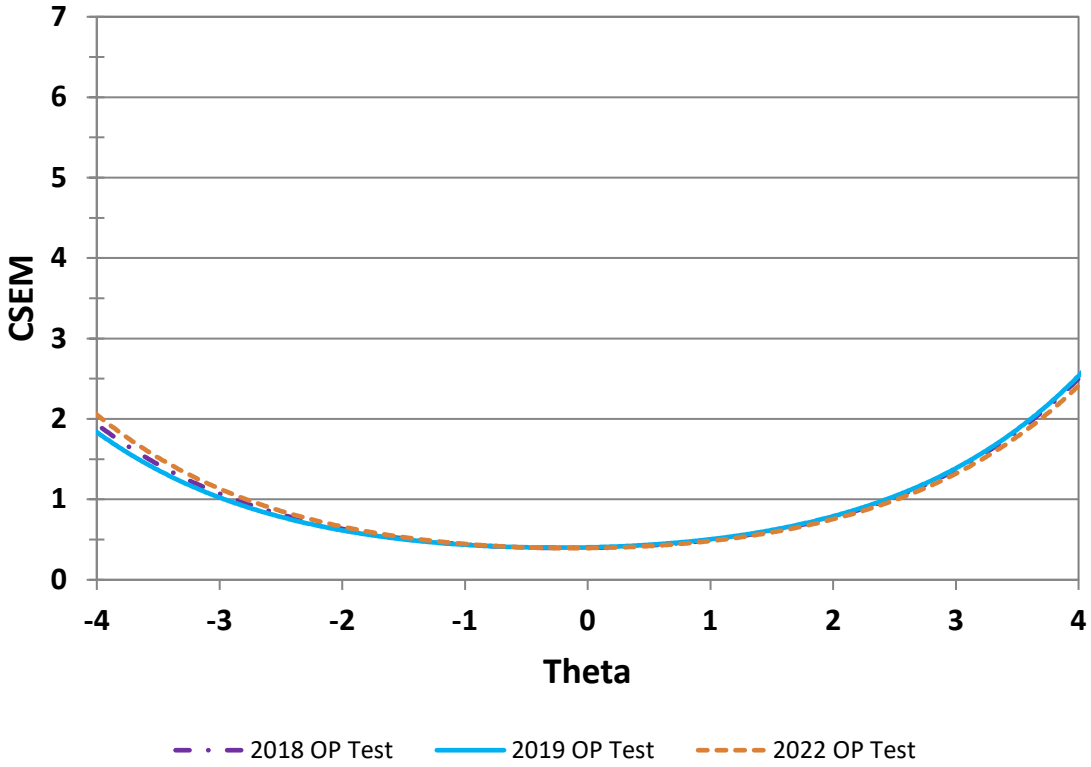


Figure 49. TCC for Grade Band 9–12 Reading Test

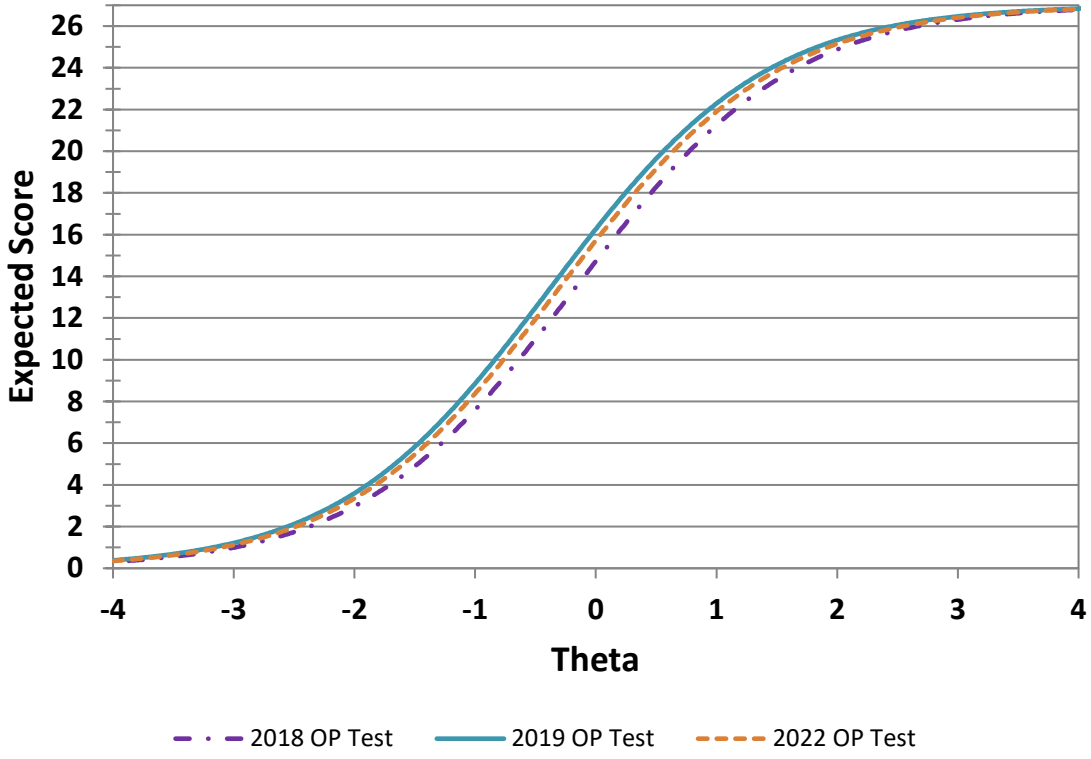
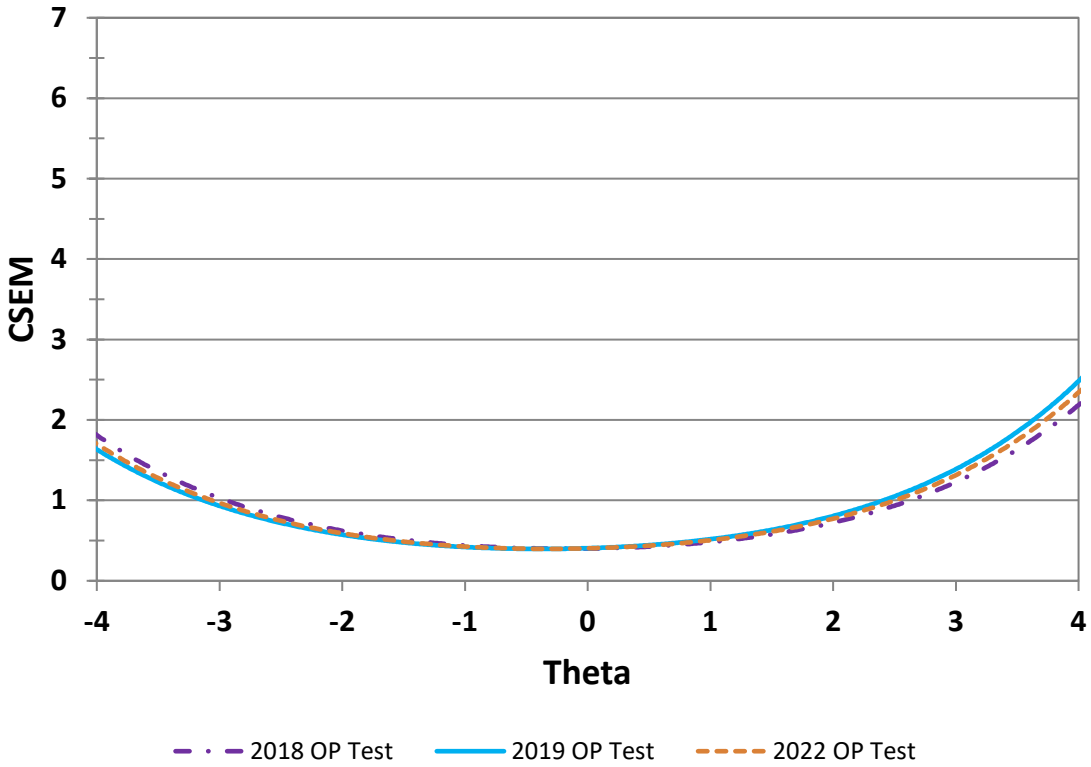


Figure 50. CSEM for Grade Band 9–12 Reading Test



Speaking Test

Figure 51. TCC for Kindergarten Speaking Test

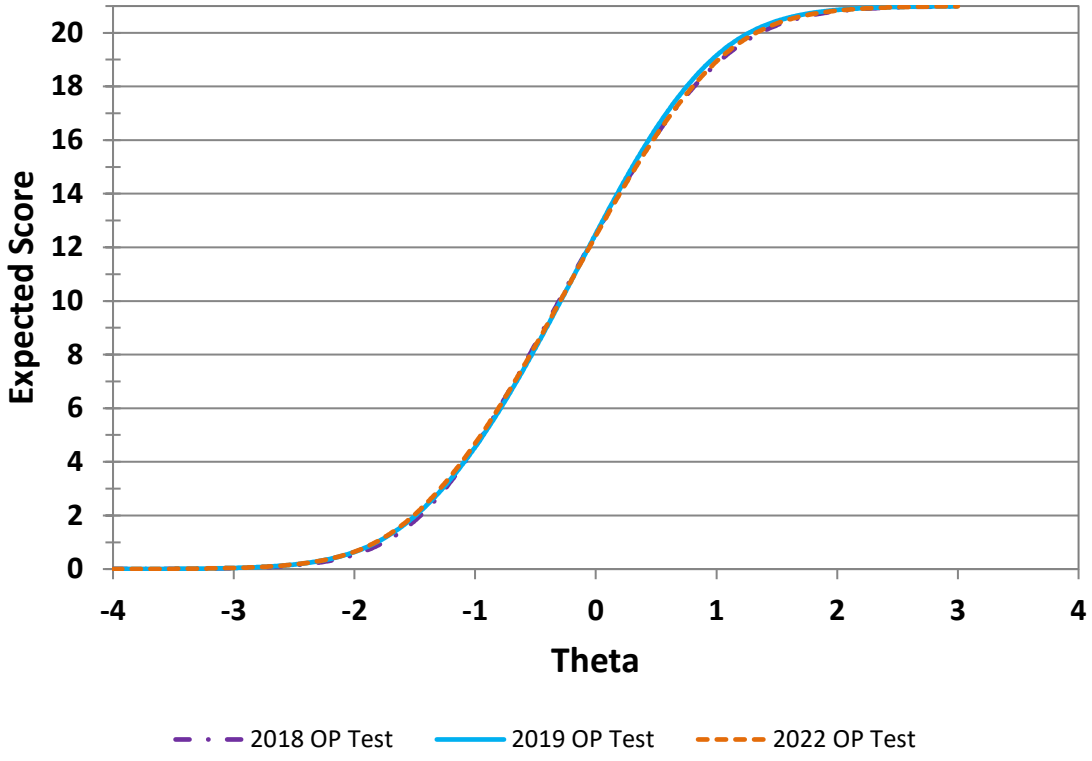


Figure 52. CSEM for Kindergarten Speaking Test

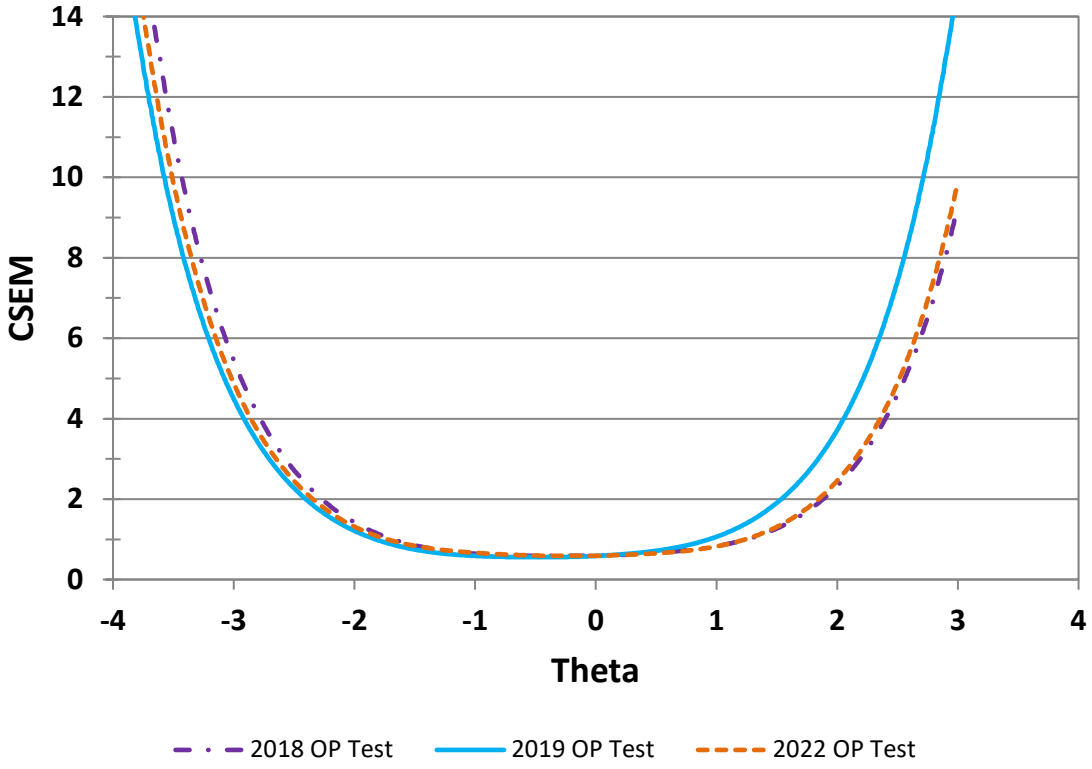


Figure 53. TCC for Grade Band 1–2 Speaking Test

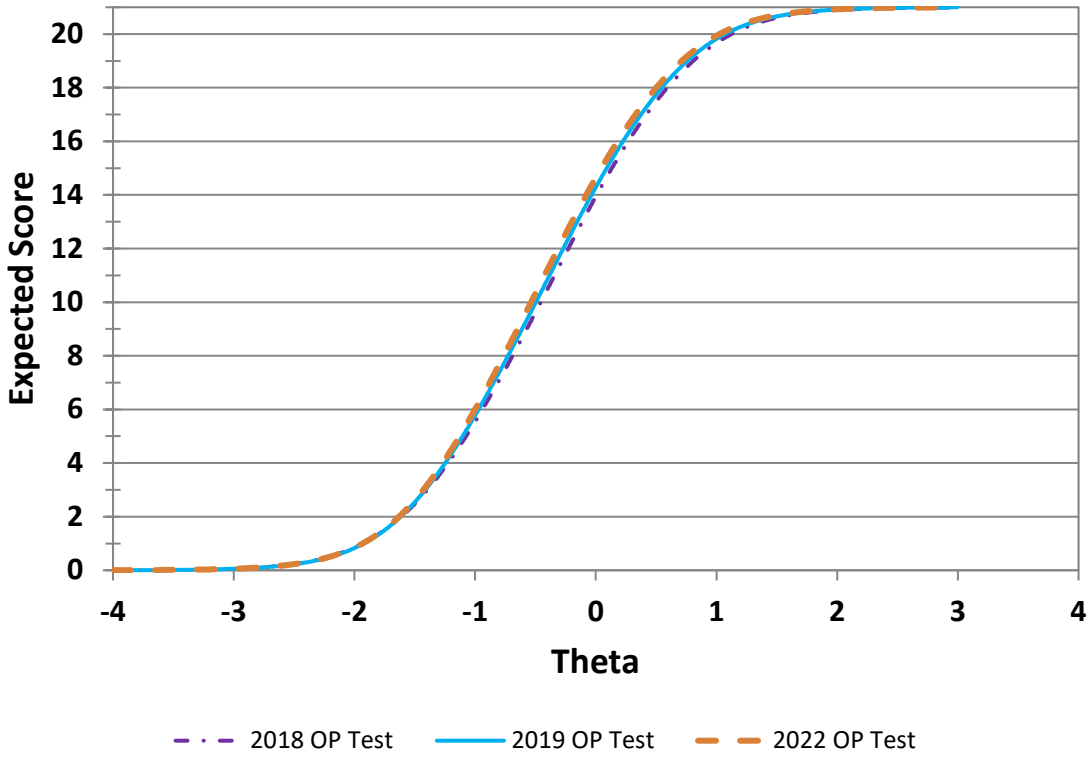


Figure 54. CSEM for Grade Band 1–2 Speaking Test

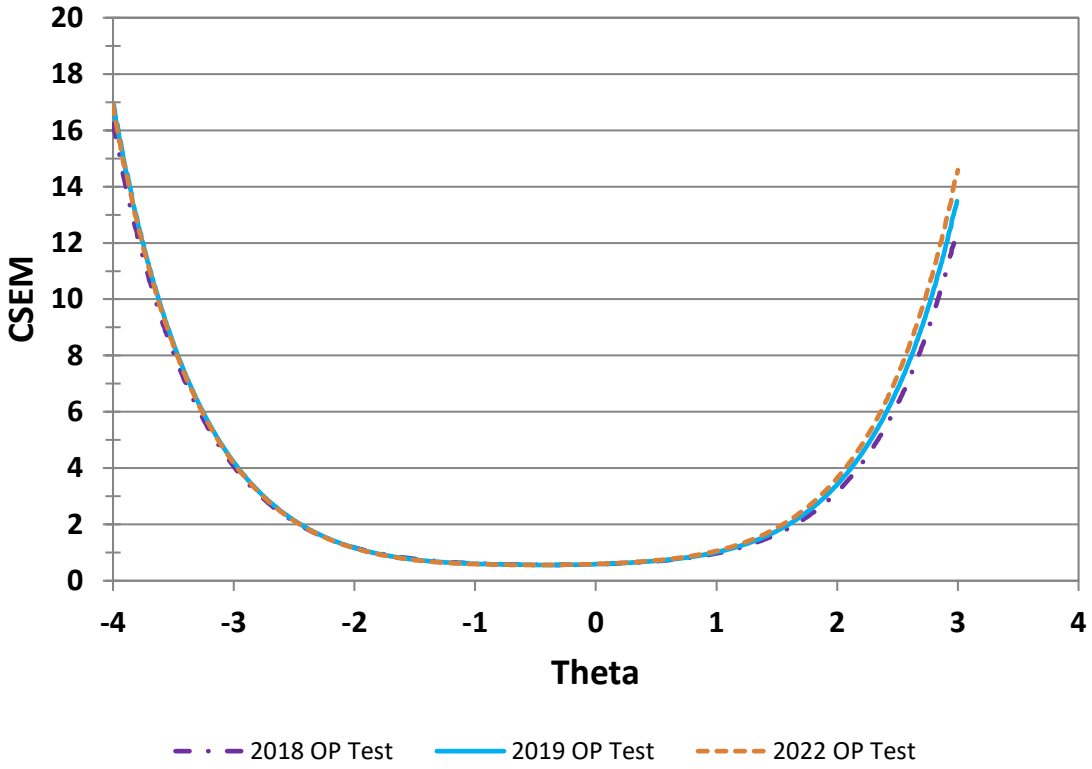


Figure 55. TCC for Grade Band 3–4 Speaking Test

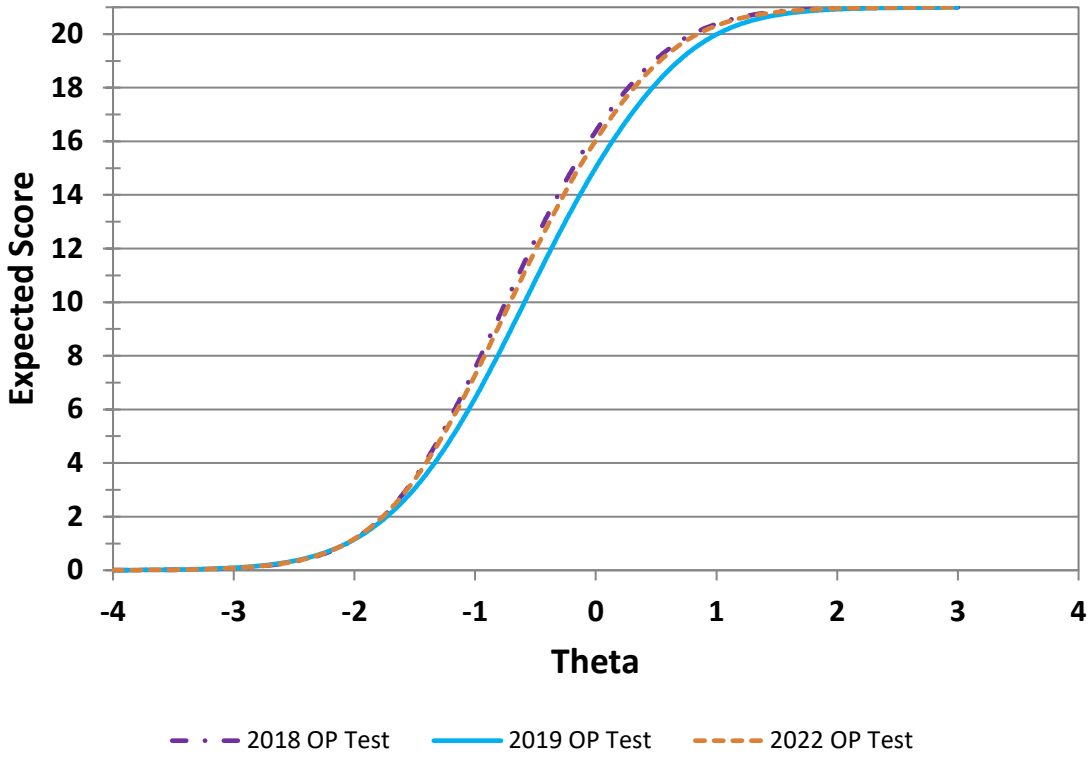


Figure 56. CSEM for Grade Band 3–4 Speaking Test

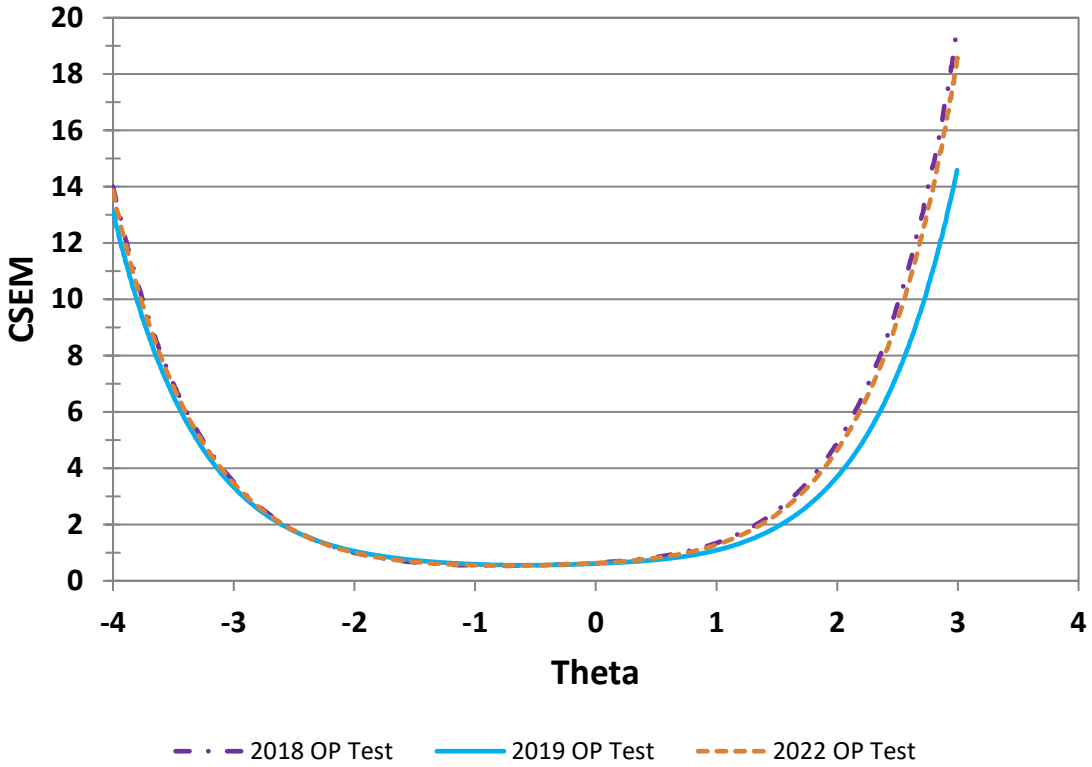


Figure 57. TCC for Grade Band 5–6 Speaking Test

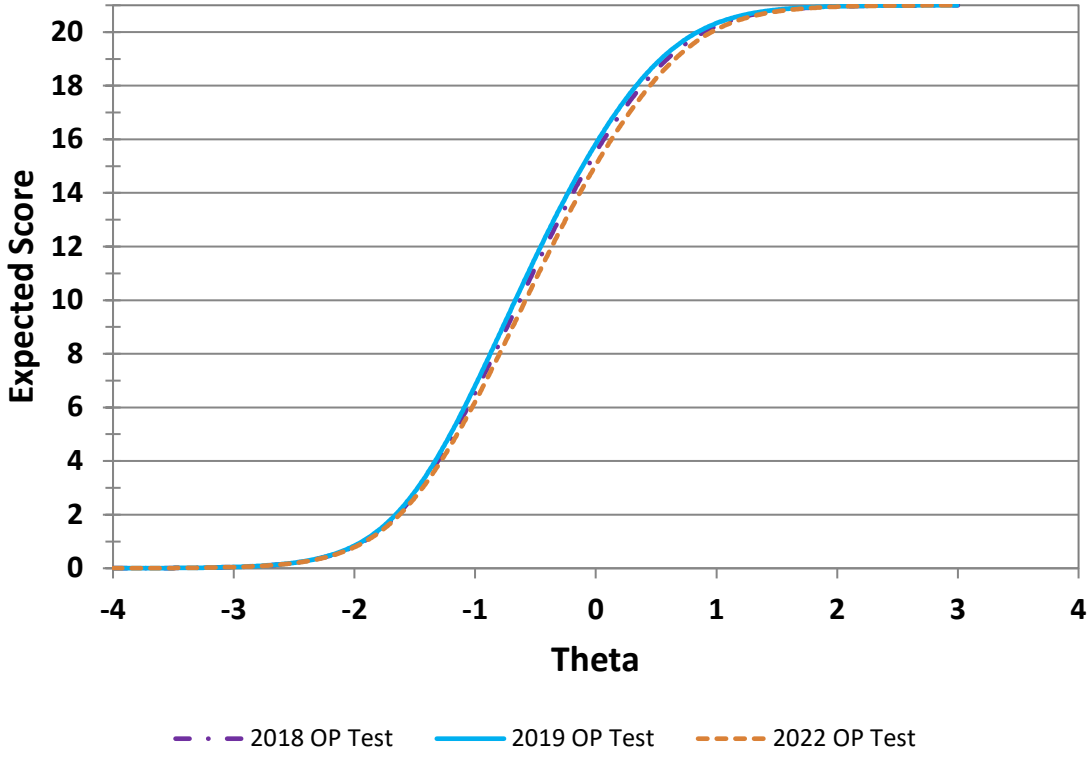


Figure 58. CSEM for Grade Band 5–6 Speaking Test

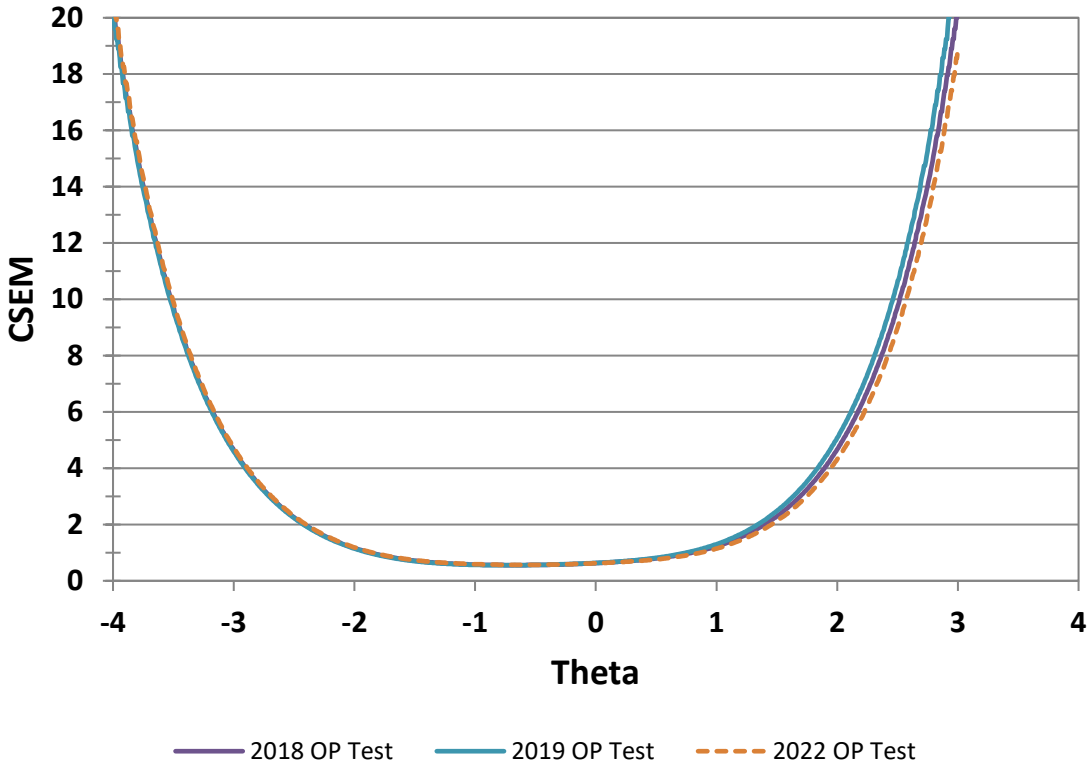


Figure 59. TCC for Grade Band 7–8 Speaking Test

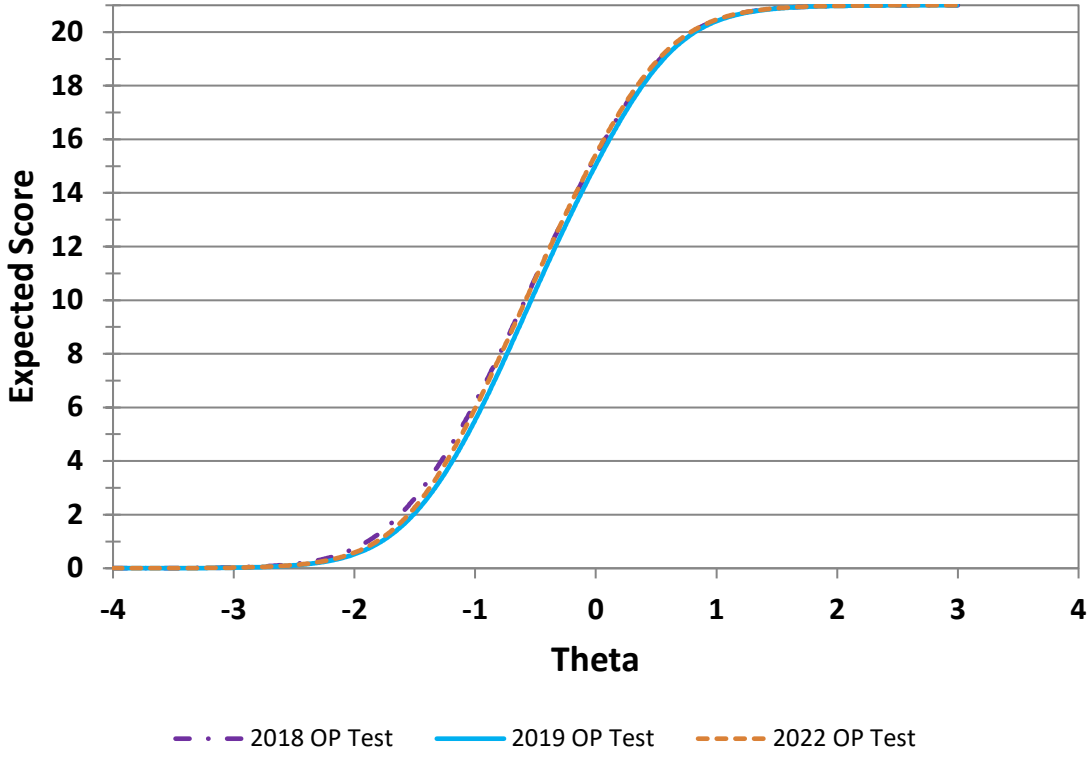


Figure 60. CSEM for Grade Band 7–8 Speaking Test

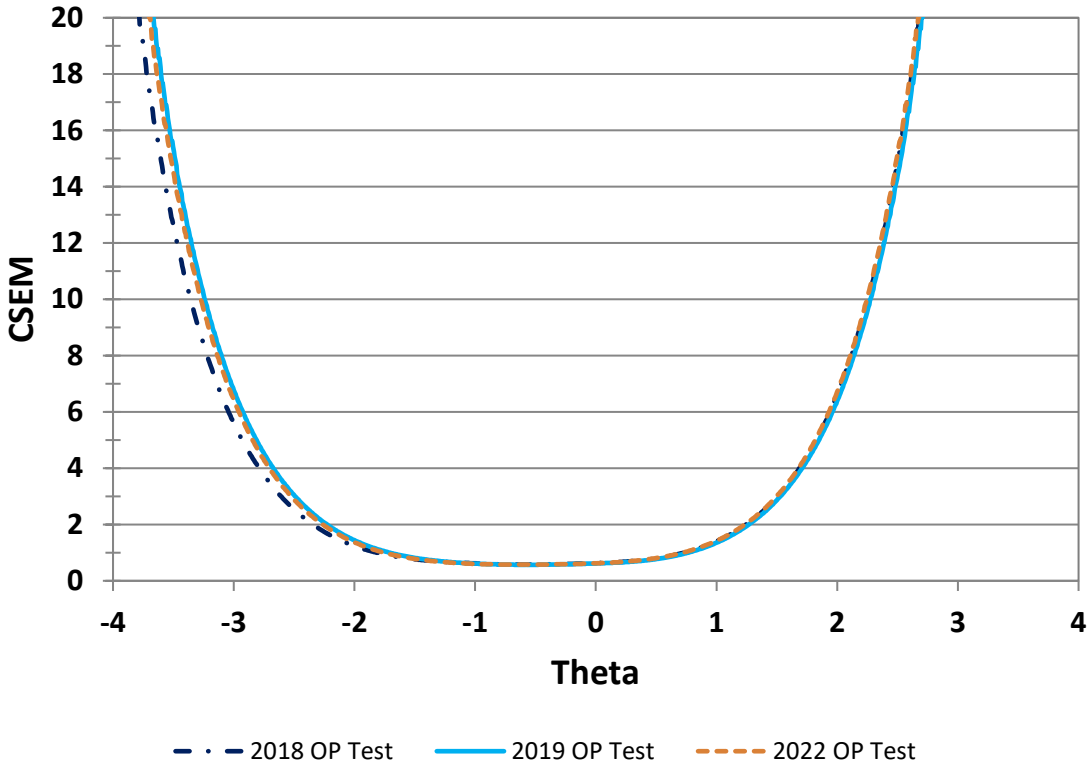


Figure 61. TCC for Grade Band 9–12 Speaking Test

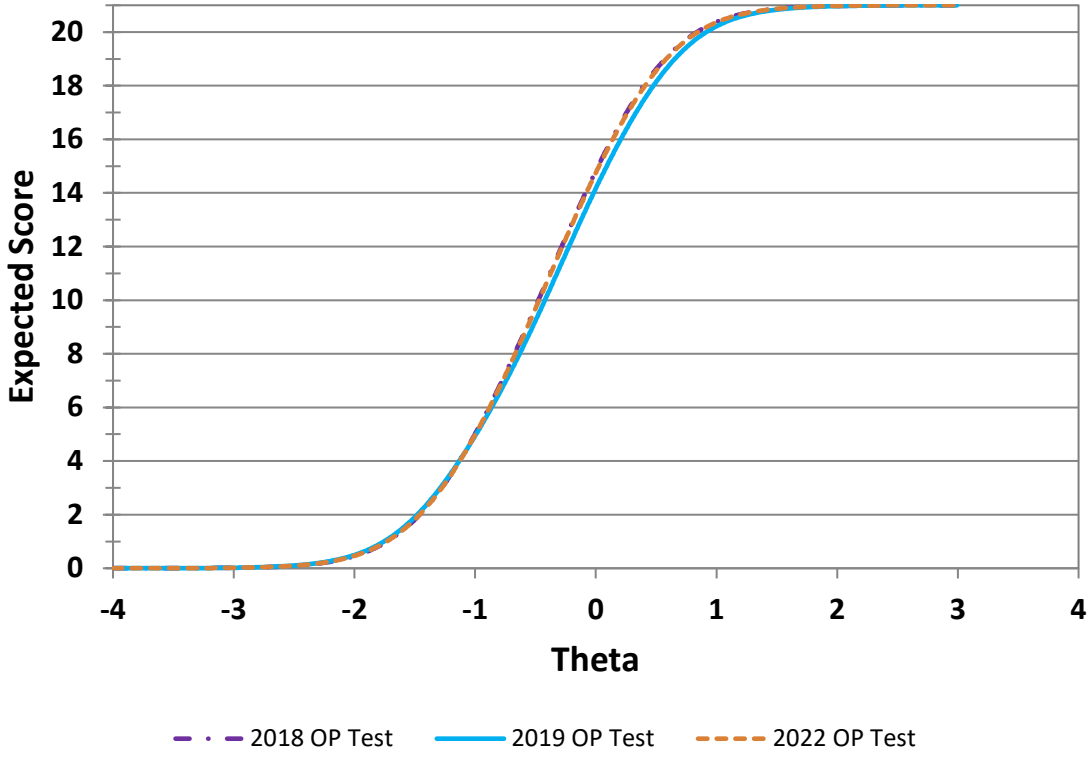
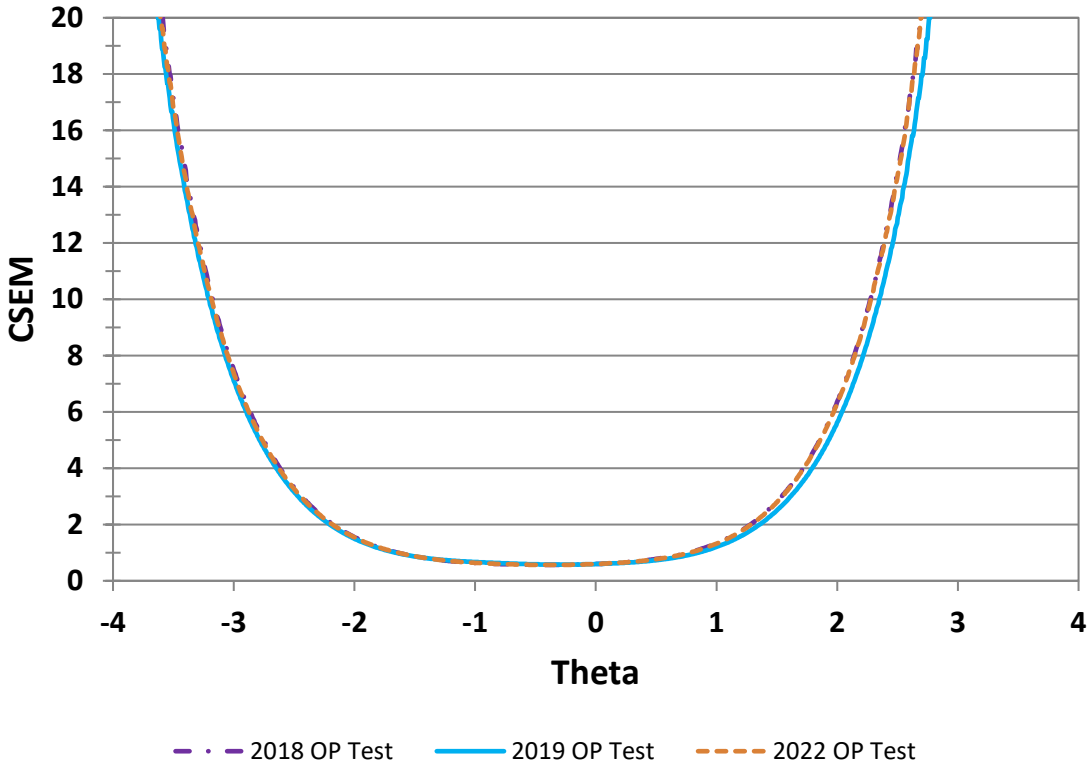


Figure 62. CSEM for Grade Band 9–12 Speaking Test



Writing Test

Figure 63. TCC for Kindergarten Writing Test

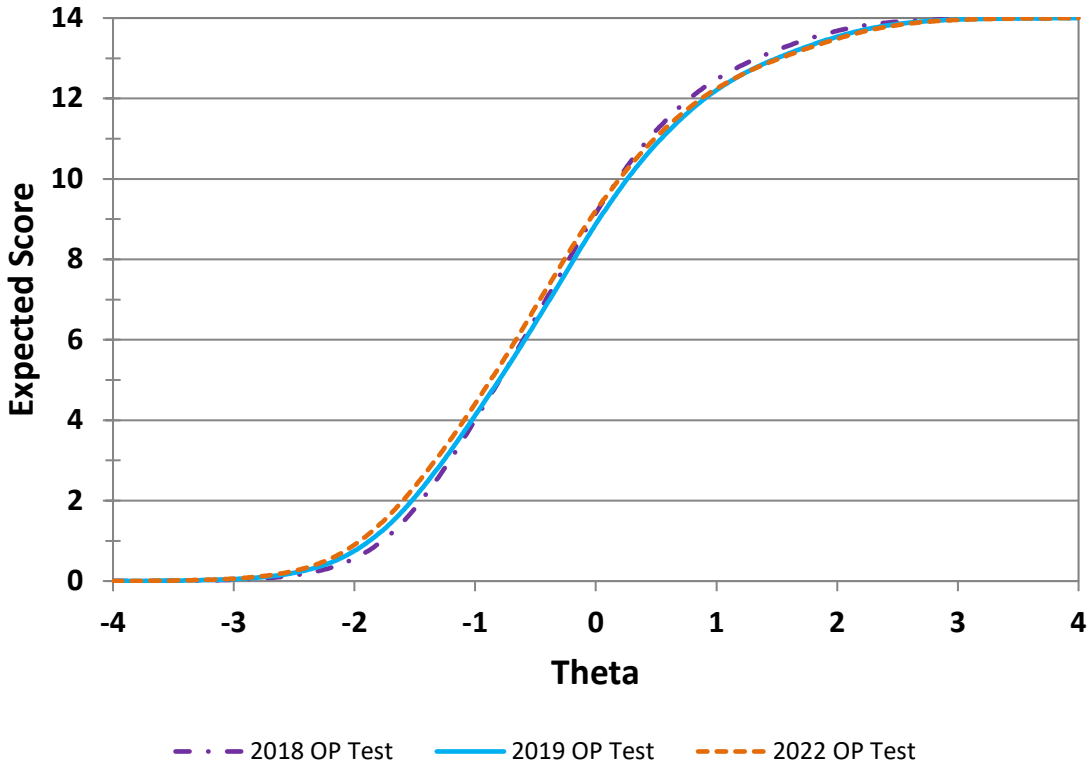


Figure 64. CSEM for Kindergarten Writing Test

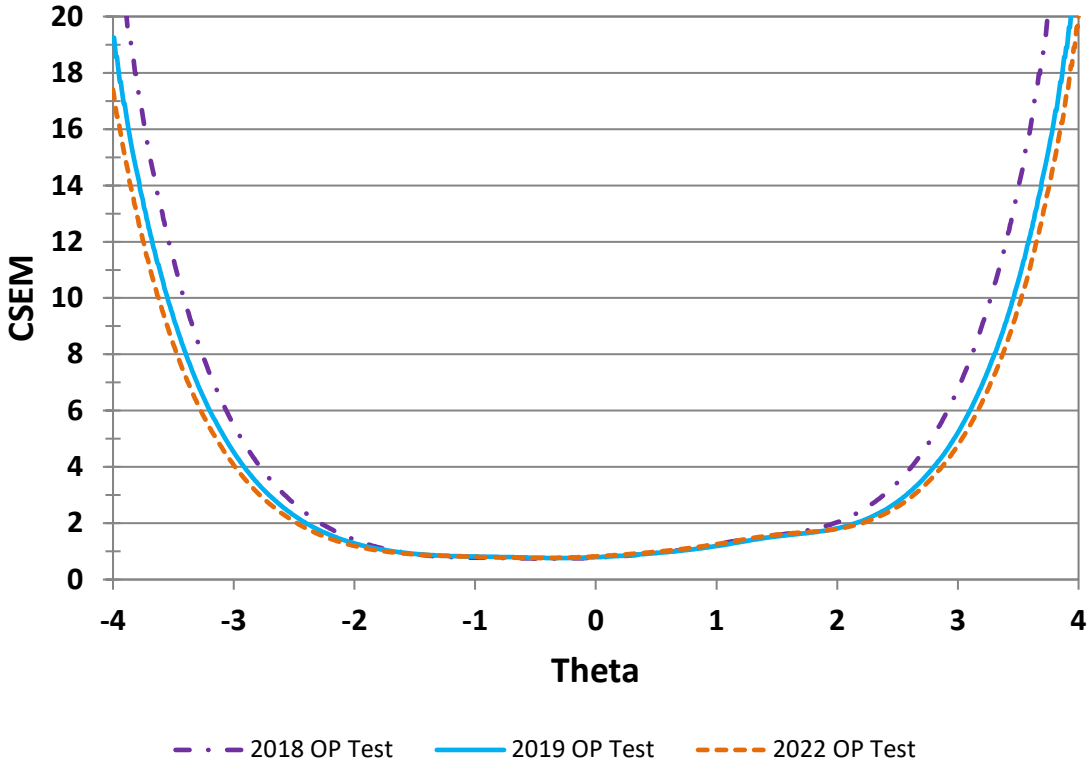


Figure 65. TCC for Grade Band 1–2 Writing Test

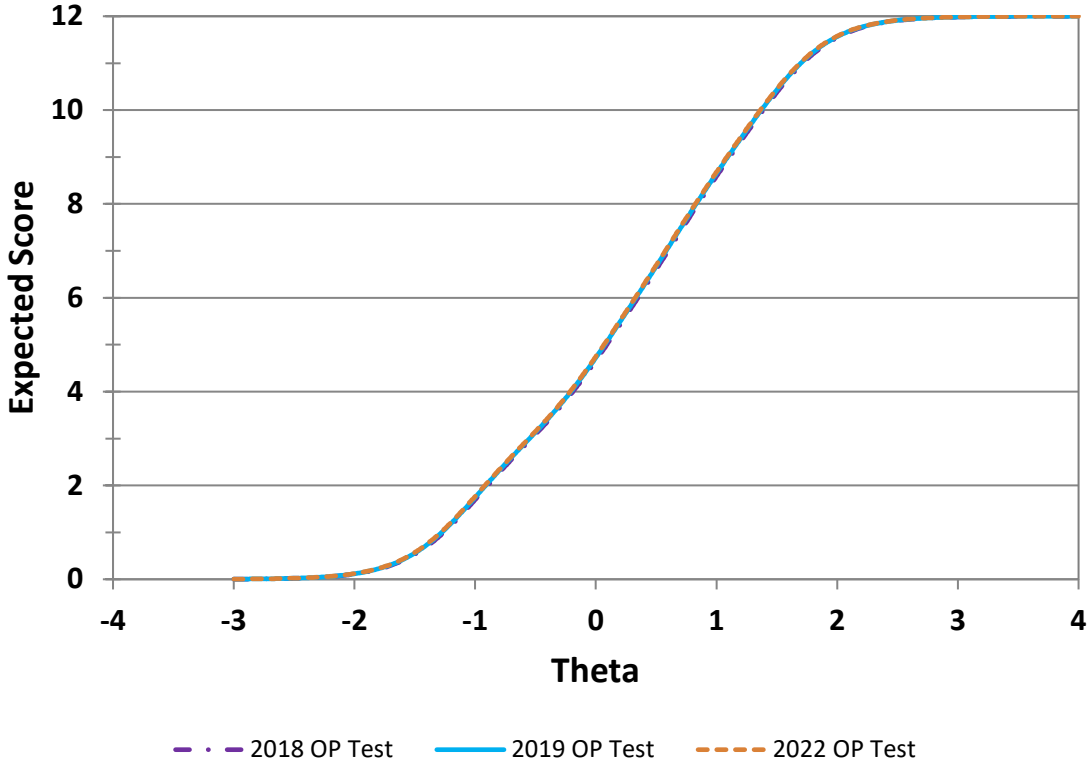


Figure 66. CSEM for Grade Band 1–2 Writing Test

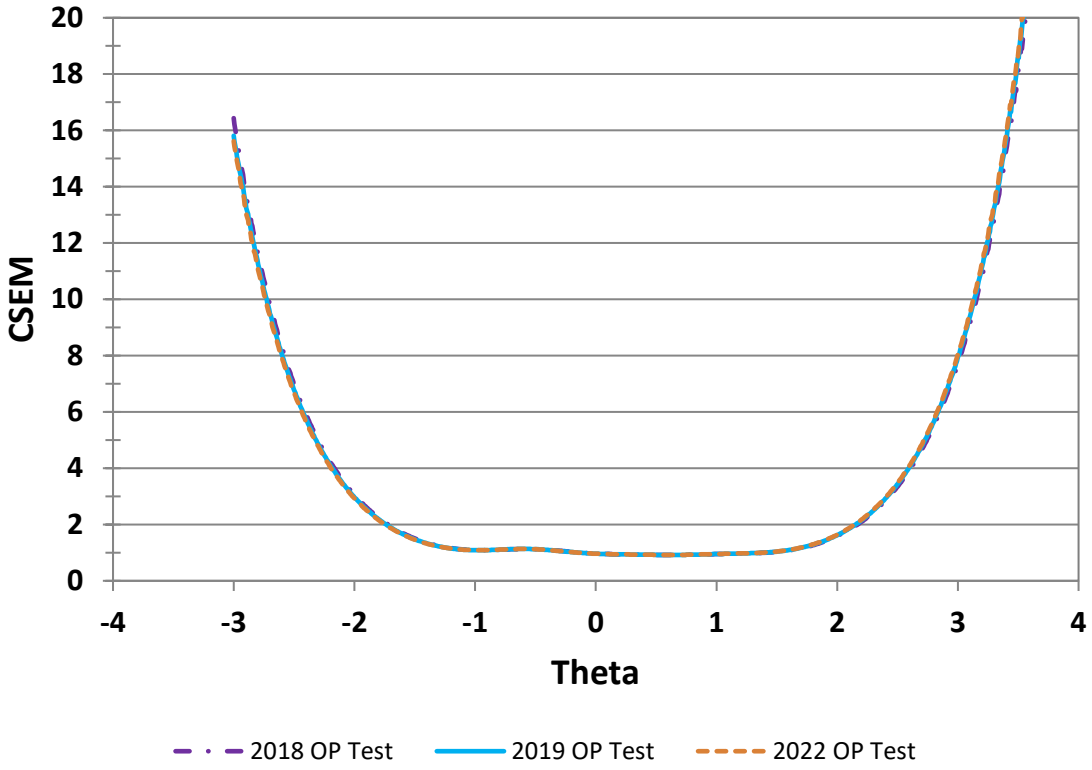


Figure 67. TCC for Grade Band 3–4 Writing Test

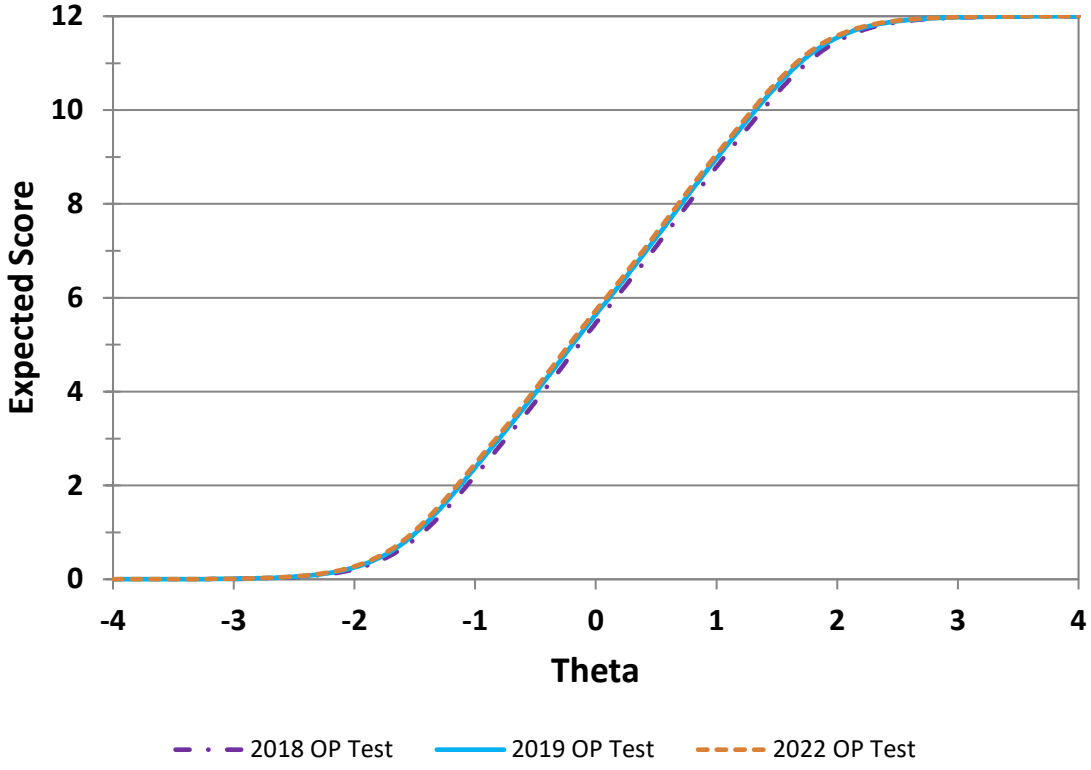


Figure 68. CSEM for Grade Band 3–4 Writing Test

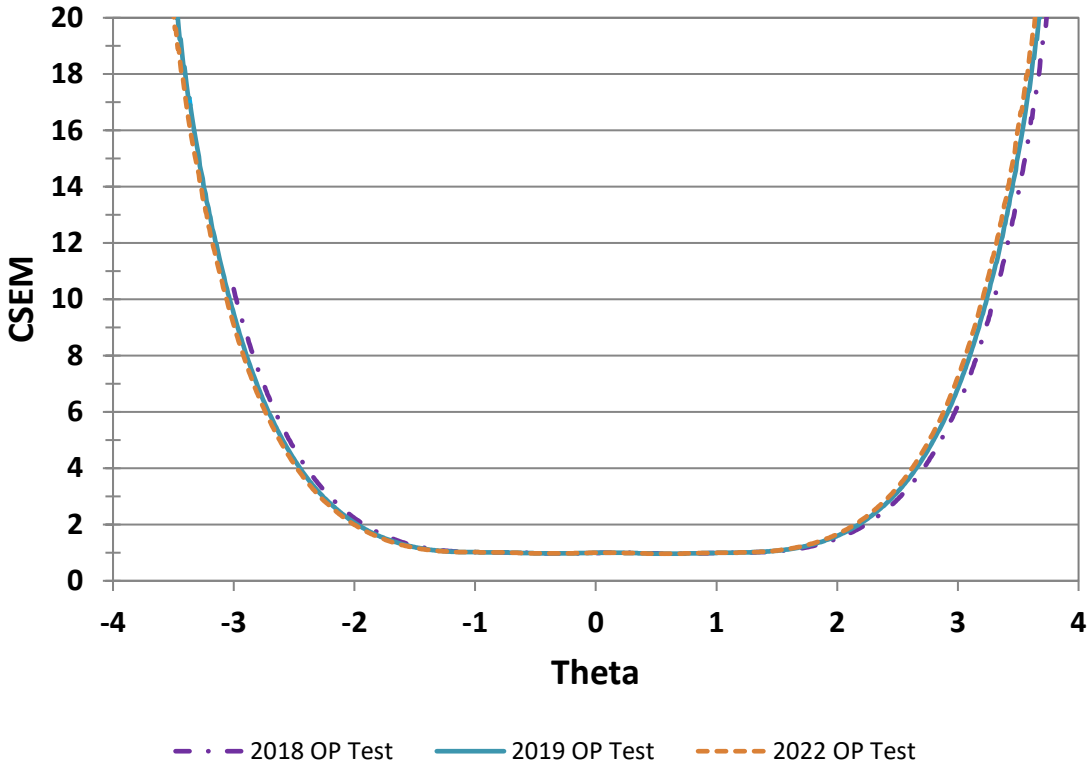


Figure 69. TCC for Grade Band 5–6 Writing Test

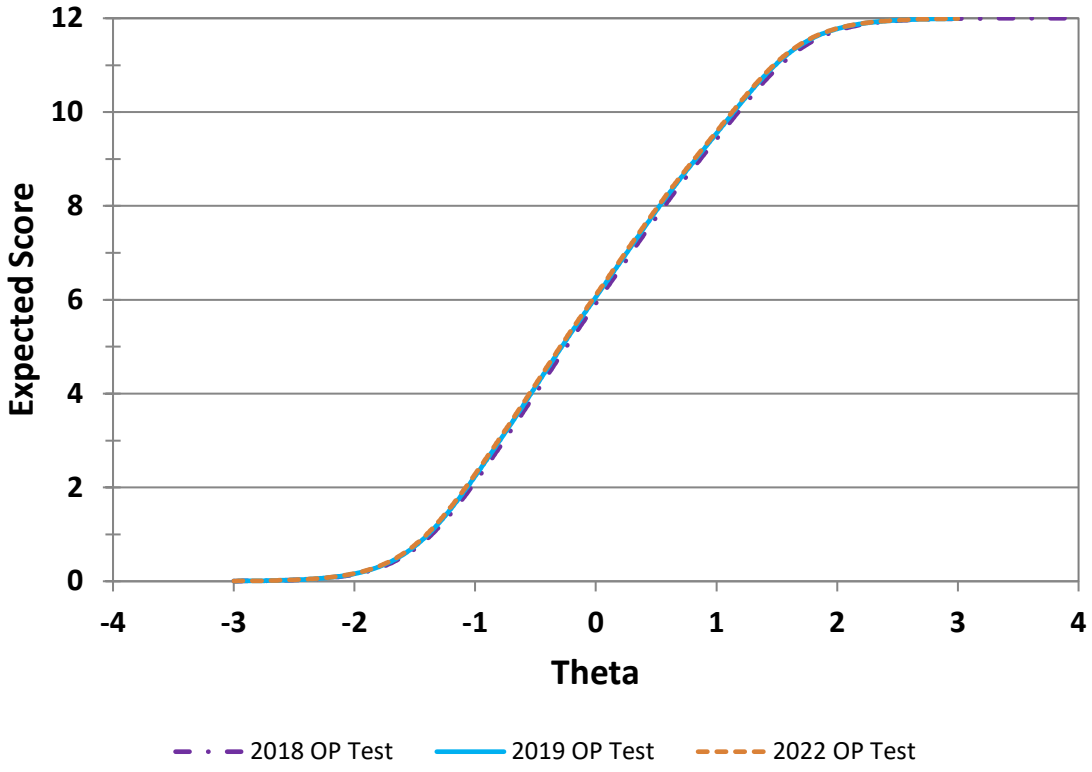


Figure 70. CSEM for Grade Band 5–6 Writing Test

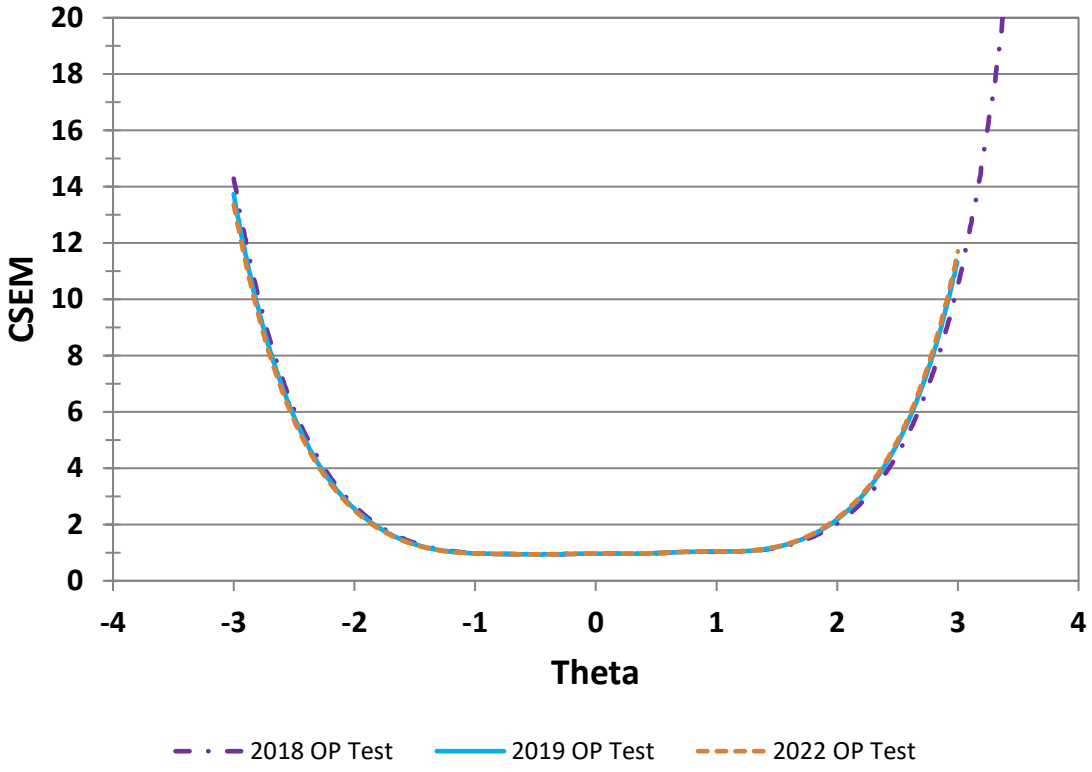


Figure 71. TCC for Grade Band 7–8 Writing Test

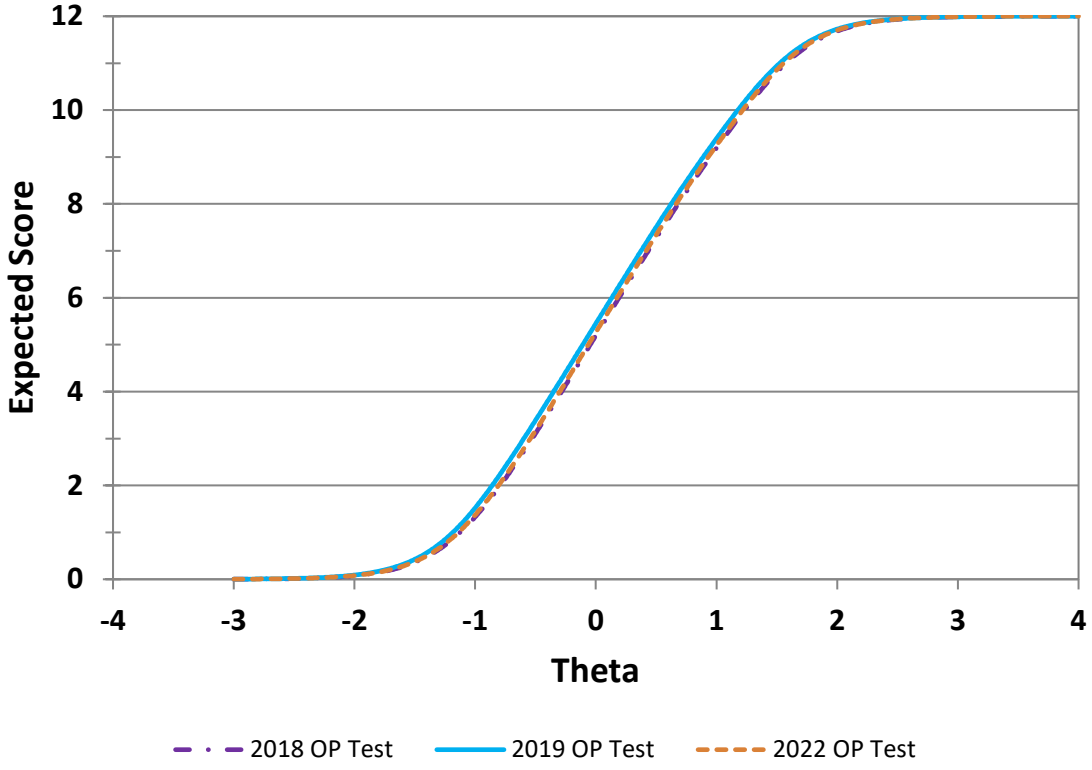


Figure 72. CSEM for Grade Band 7–8 Writing Test

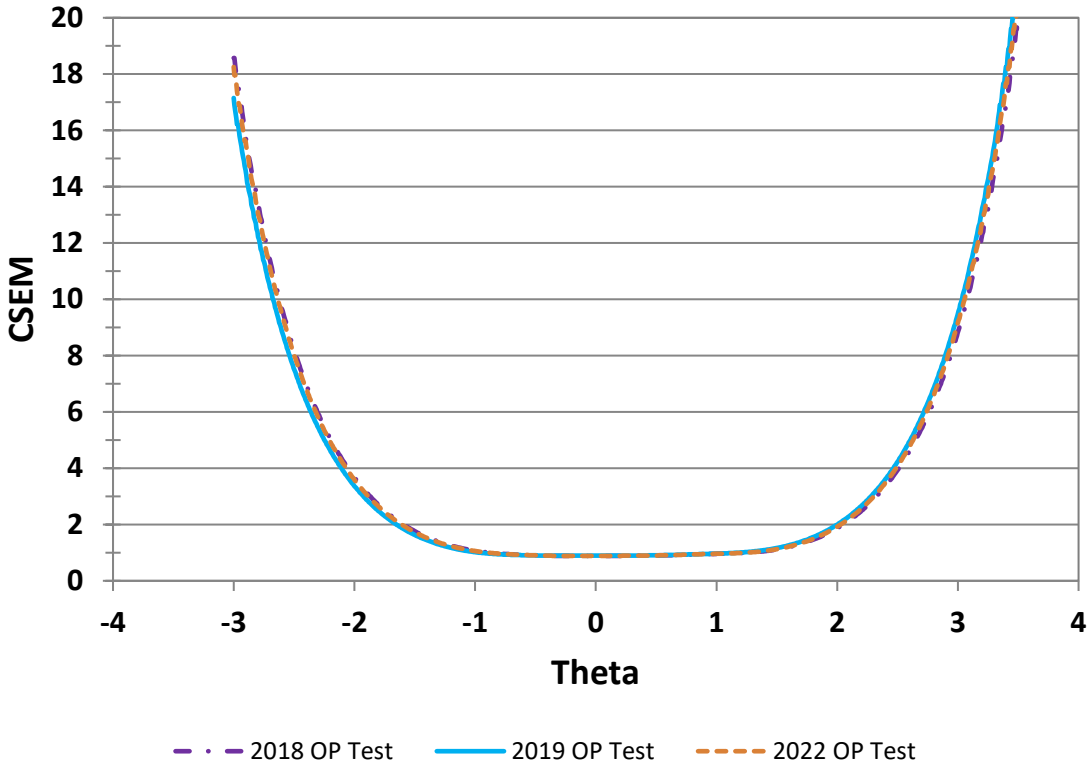


Figure 73. TCC for Grade Band 9–12 Writing Test

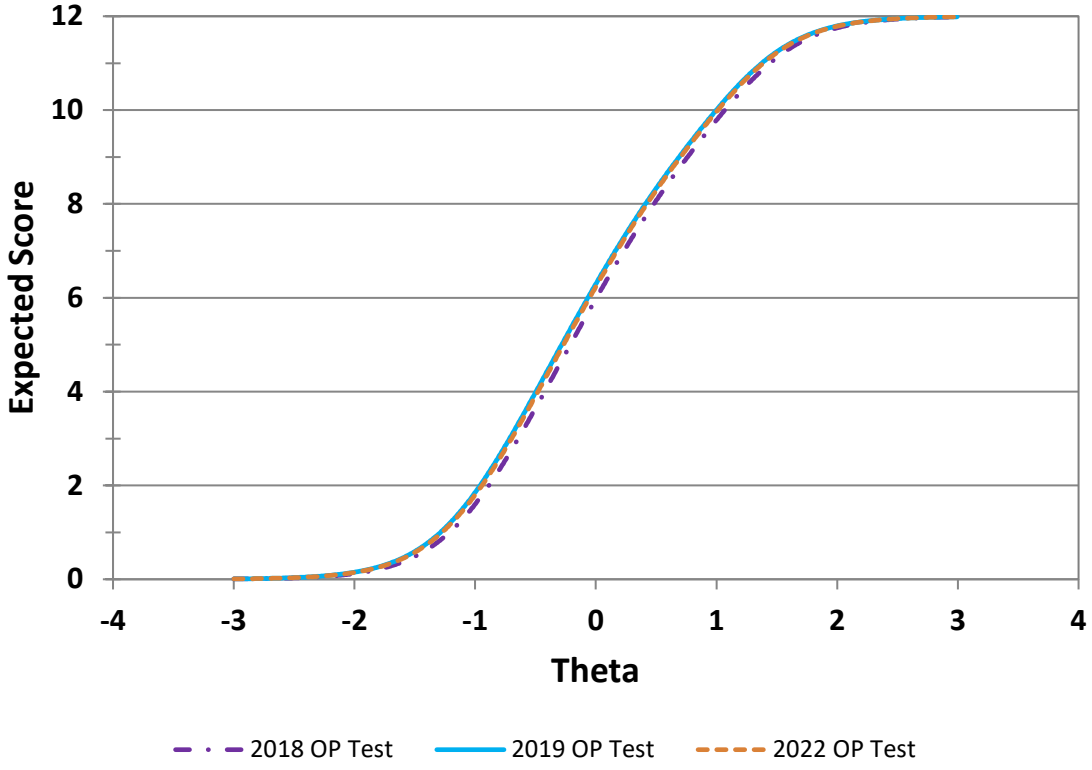
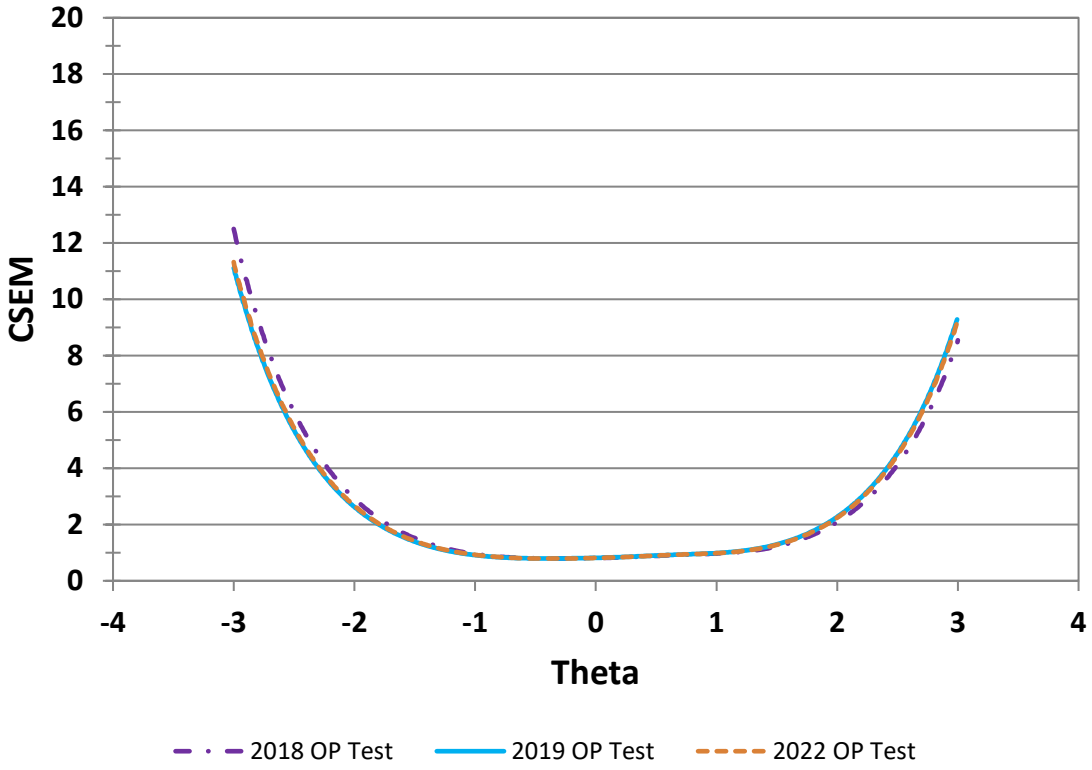


Figure 74. CSEM for Grade Band 9–12 Writing Test



7.7 The Scale Transformation Process

The 2022 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:

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

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 47. 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 NYSELAT test design for Kindergarten. Note that since the overall scale score is a summed composite of the individual modality scale scores, it does not have any scale transformation, or item calibration information, associated with it (see Table 47). 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 47. Fixed LOSS/HOSS Scaling for the 2022 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	65.88	11.77
	1–2	0.00	1.00	9.07	60.56	1	30	90	54.97	9.87
						2	30	90	61.32	12.00
	3–4	0.00	1.00	9.96	63.22	3	30	90	60.74	10.29
						4	30	90	63.52	11.38
	5–6	0.00	1.00	9.58	62.97	5	30	90	62.42	11.45
						6	30	90	63.55	12.14
	7–8	0.00	1.00	8.61	60.40	7	30	90	61.44	10.81
						8	30	90	63.01	11.20
	9–12	0.00	1.00	9.92	64.34	9	30	90	65.45	11.44
						10	30	90	67.82	11.89
						11	30	90	68.21	11.61
						12	30	90	66.98	12.14
Reading	**K**	0.00	1.00	13.01	75.46	K	30	90	71.25	12.60
	1–2	0.00	1.00	9.31	58.42	1	30	90	53.99	10.73
						2	30	90	62.13	13.62
	3–4	0.00	1.00	9.69	61.73	3	30	90	60.22	10.42
						4	30	90	63.21	11.33
	5–6	0.00	1.00	9.88	59.01	5	30	90	59.05	9.42
						6	30	90	60.27	9.94
	7–8	0.00	1.00	10.12	61.14	7	30	90	62.02	10.88
						8	30	90	64.17	11.61
	9–12	0.00	1.00	9.77	61.75	9	30	90	62.17	10.71
						10	30	90	64.93	11.40
						11	30	90	65.98	11.58
						12	30	90	64.62	12.42

Table 47. Fixed LOSS/HOSS Scaling for the 2022 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	62.08	18.06
	1–2	0.00	1.00	14.10	72.53	1	30	90	68.54	18.05
						2	30	90	73.58	17.80
	3–4	0.00	1.00	14.56	72.60	3	30	90	72.08	17.01
						4	30	90	73.23	17.44
	5–6	0.00	1.00	14.90	73.99	5	30	90	74.80	16.95
						6	30	90	74.31	17.42
	7–8	0.00	1.00	16.20	72.70	7	30	90	73.26	17.82
						8	30	90	73.83	18.14
	9–12	0.00	1.00	15.06	72.26	9	30	90	69.89	19.78
						10	30	90	74.10	17.02
						11	30	90	75.82	15.61
						12	30	90	77.34	15.10
Writing	K	0.00	1.00	12.39	62.86	K	30	90	59.39	13.65
	1–2	0.00	1.00	14.94	54.22	1	30	90	46.23	14.31
						2	30	90	54.68	16.49
	3–4	0.00	1.00	14.27	55.71	3	30	90	53.30	14.82
						4	30	90	56.51	15.90
	5–6	0.00	1.00	15.65	56.48	5	30	90	55.26	15.92
						6	30	90	56.53	16.47
	7–8	0.00	1.00	16.26	56.54	7	30	90	57.73	16.58
						8	30	90	60.05	17.16
	9–12	0.00	1.00	16.02	56.92	9	30	90	55.25	15.65
						10	30	90	59.28	15.35
						11	30	90	60.78	15.12
						12	30	90	61.21	15.82

Table 47. Fixed LOSS/HOSS Scaling for the 2022 NYSESLAT (continued)

Modality	Scale Scores				
	Grade	Min	Max	Mean	SD
Overall	K	120	360	258.59	46.25
	1	120	360	223.72	42.41
	2	120	360	251.70	50.74
	3	120	360	246.34	44.05
	4	120	360	256.48	47.73
	5	120	360	251.52	45.36
	6	120	360	254.65	47.19
	7	120	360	254.45	47.48
	8	120	360	261.06	49.88
	9	120	360	252.76	49.08
	10	120	360	266.14	46.88
	11	120	360	270.80	45.30
	12	120	360	270.15	47.24

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 2022 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 2022 NYSESLAT performance levels are shown in Table 48. 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 48. Overall Scale Score Ranges Defining Each 2022 NYSESLAT Performance Level

	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

The scale score ranges shown in Table 48 result in the following percentages of students in each of the 2022 performance levels for public and charter schools (shown below in Table 49 and graphically in Figure 75).

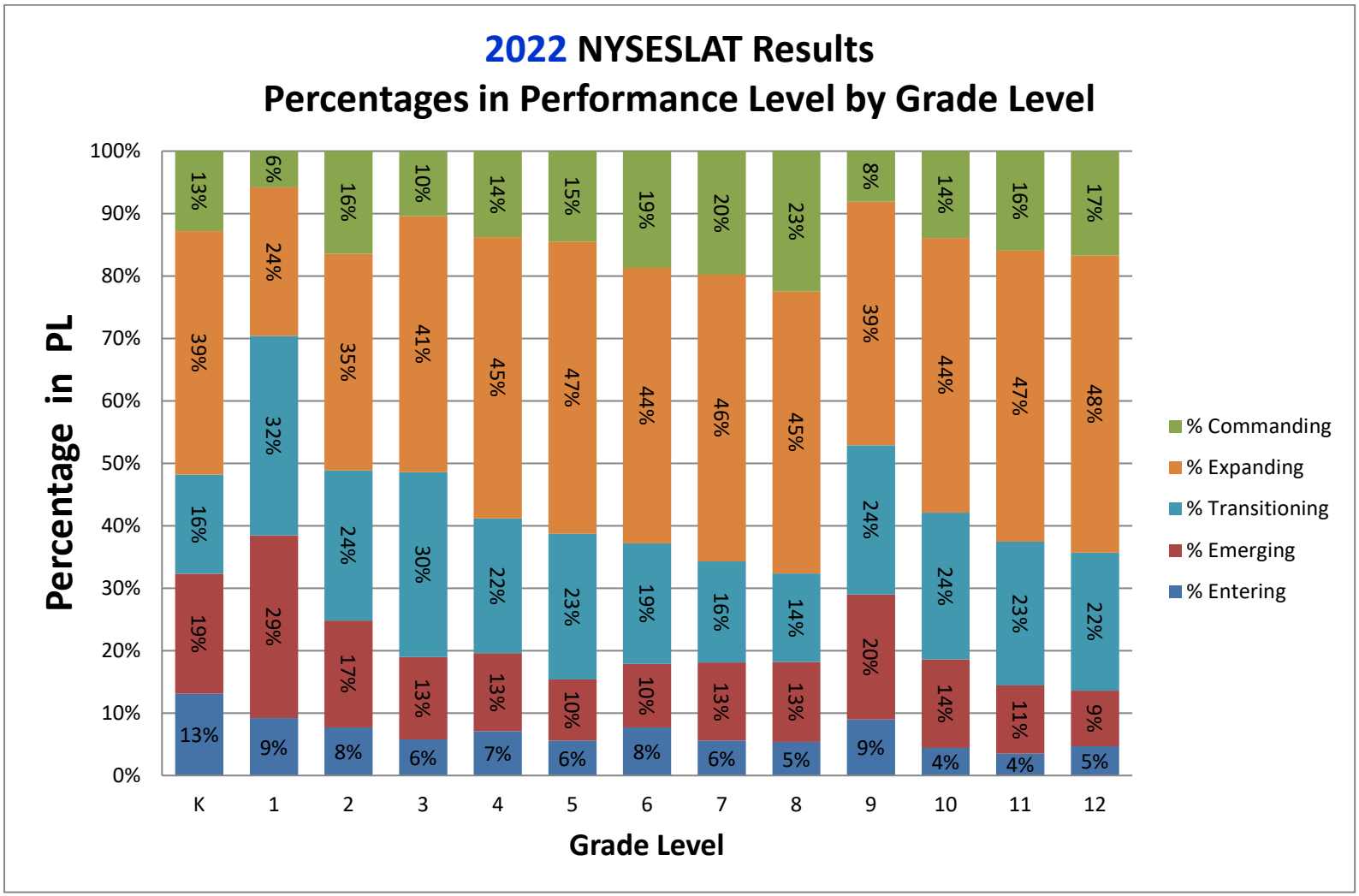
Table 49. 2022 Obtained Performance Level Percentages

	Percentage of Students by Performance Level				
Grade	**1**	**2**	**3**	**4**	**5**
K	13	19	16	39	13
1	9	29	32	24	6
2	8	17	24	35	16
3	6	13	30	41	10
4	7	13	22	45	14
5	6	10	23	47	15
6	8	10	19	44	19
7	6	13	16	46	20
8	5	13	14	45	23
9	9	20	24	39	8
10	4	14	24	44	14
11	4	11	23	47	16
12	5	9	22	48	17

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 2022 operational administration.

Figure 75. Across Grade Summary of Percentages of Students by Performance Level (2022)



Figures 76–88 show the percentage of students in each of the NYSESLAT performance levels over the period of 2014–2022 (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 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Kindergarten)

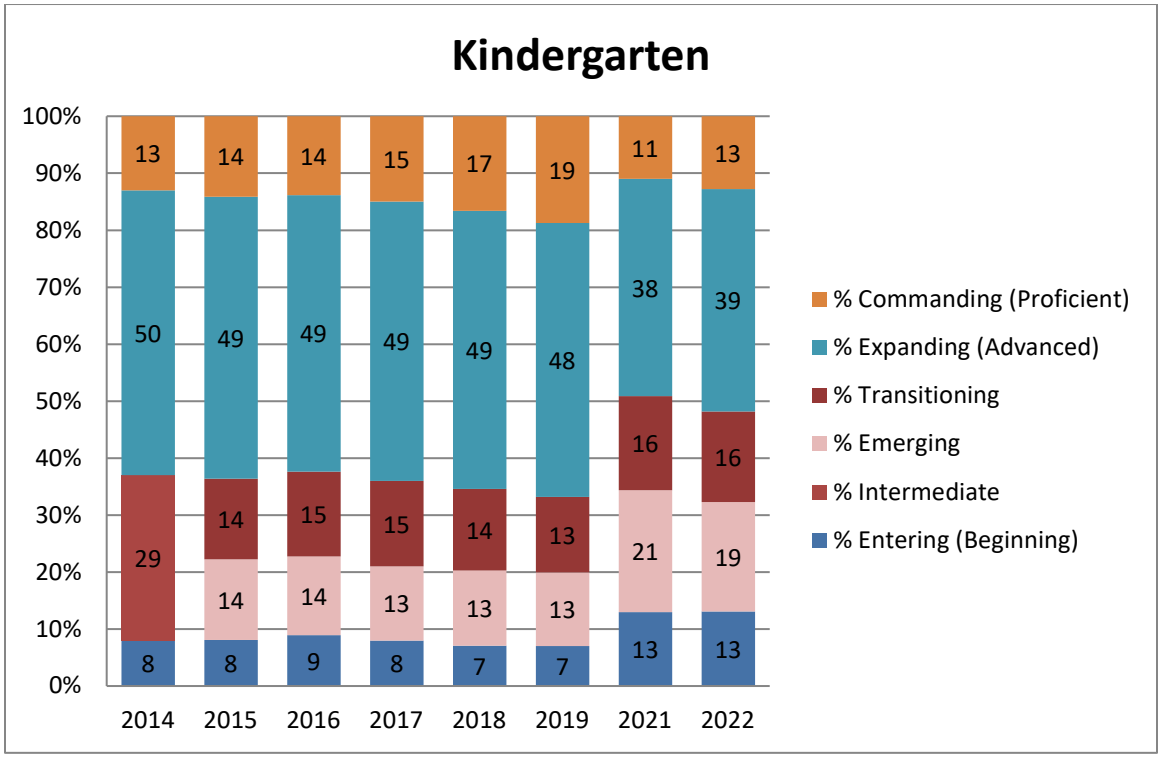


Figure 77. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 1)

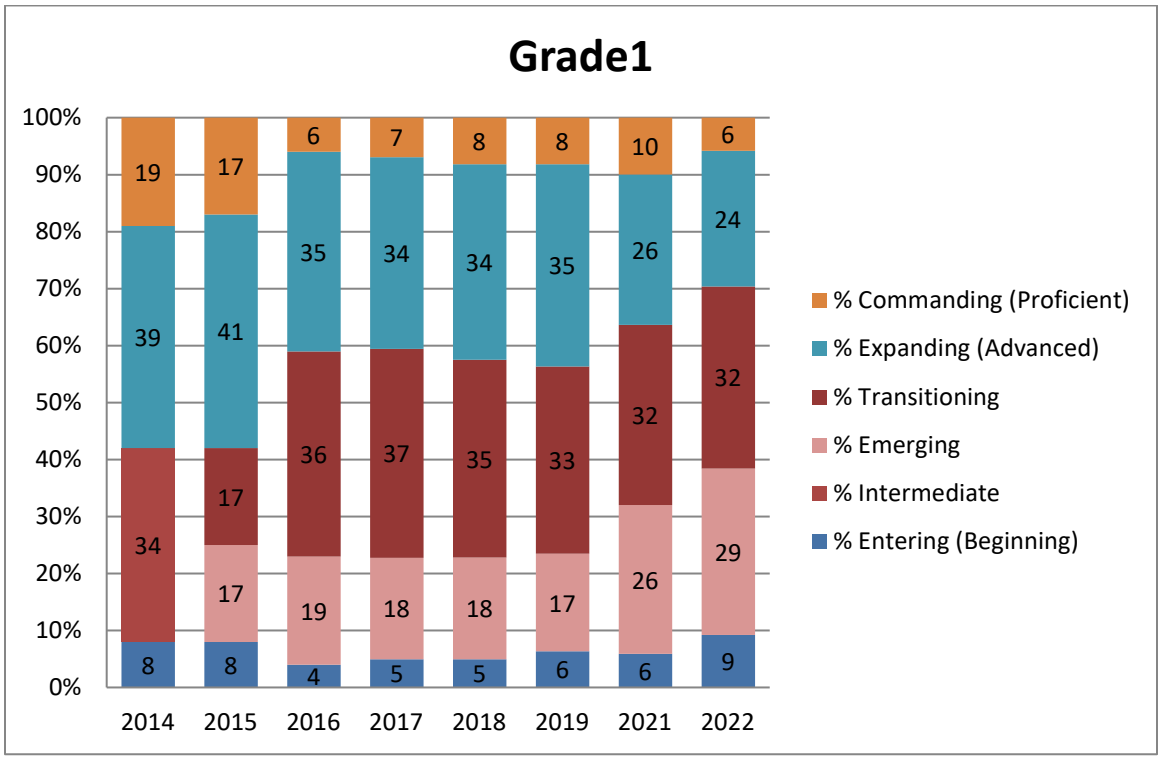


Figure 78. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 2)

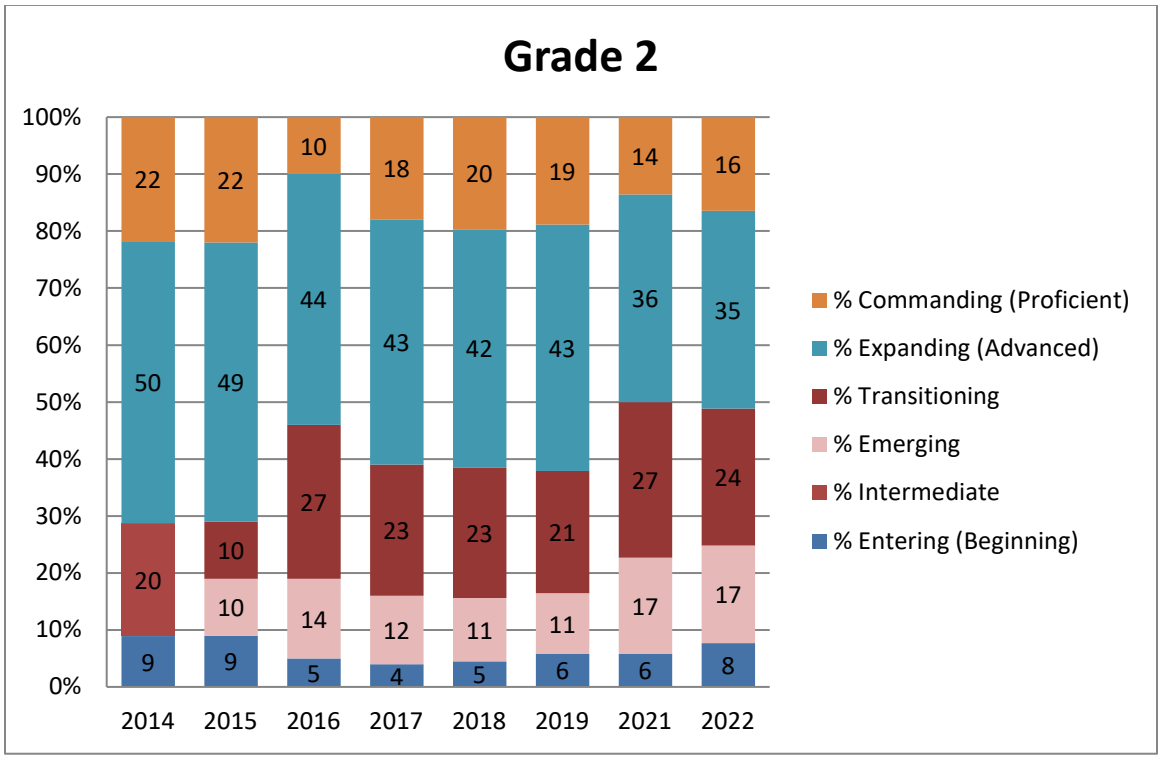


Figure 79. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 3)

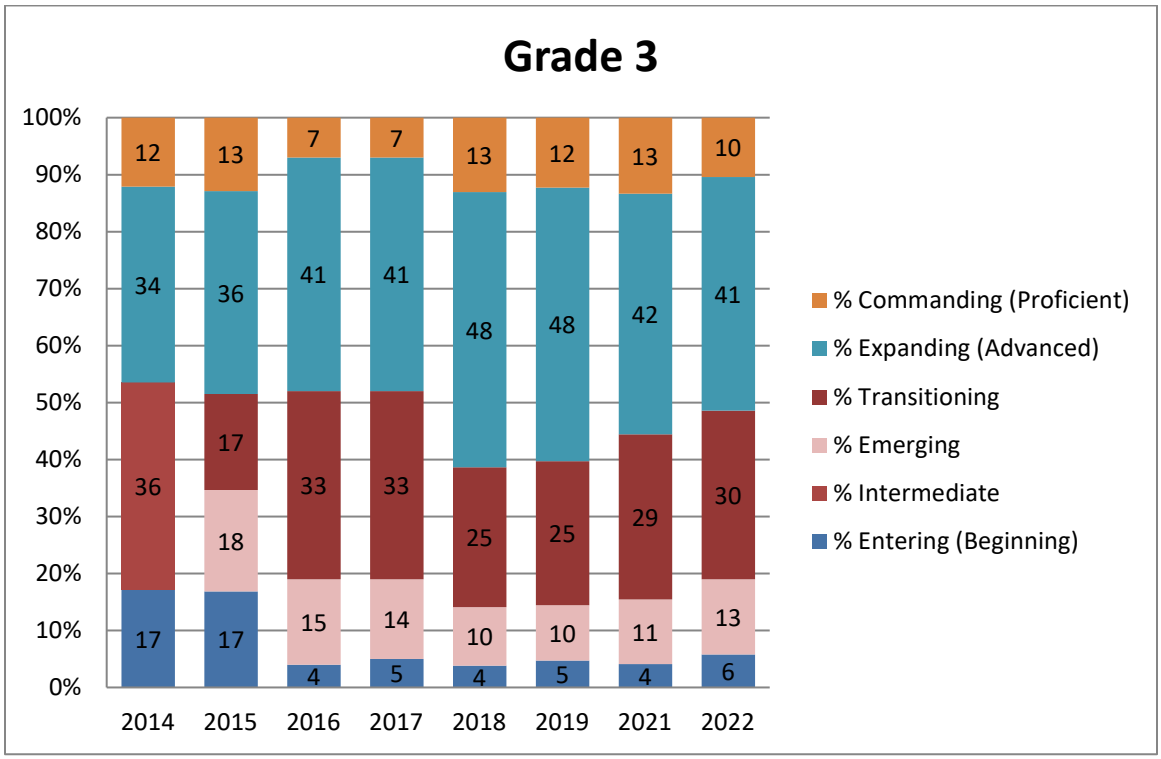


Figure 80. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 4)

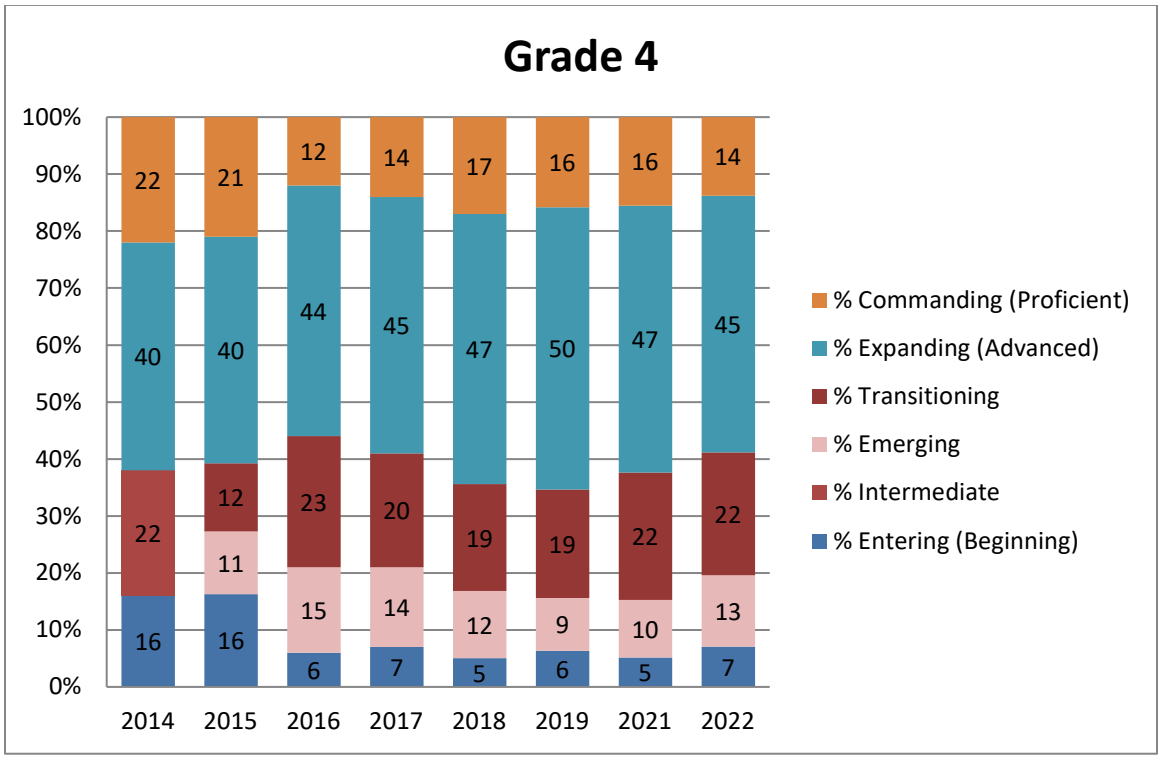


Figure 81. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 5)

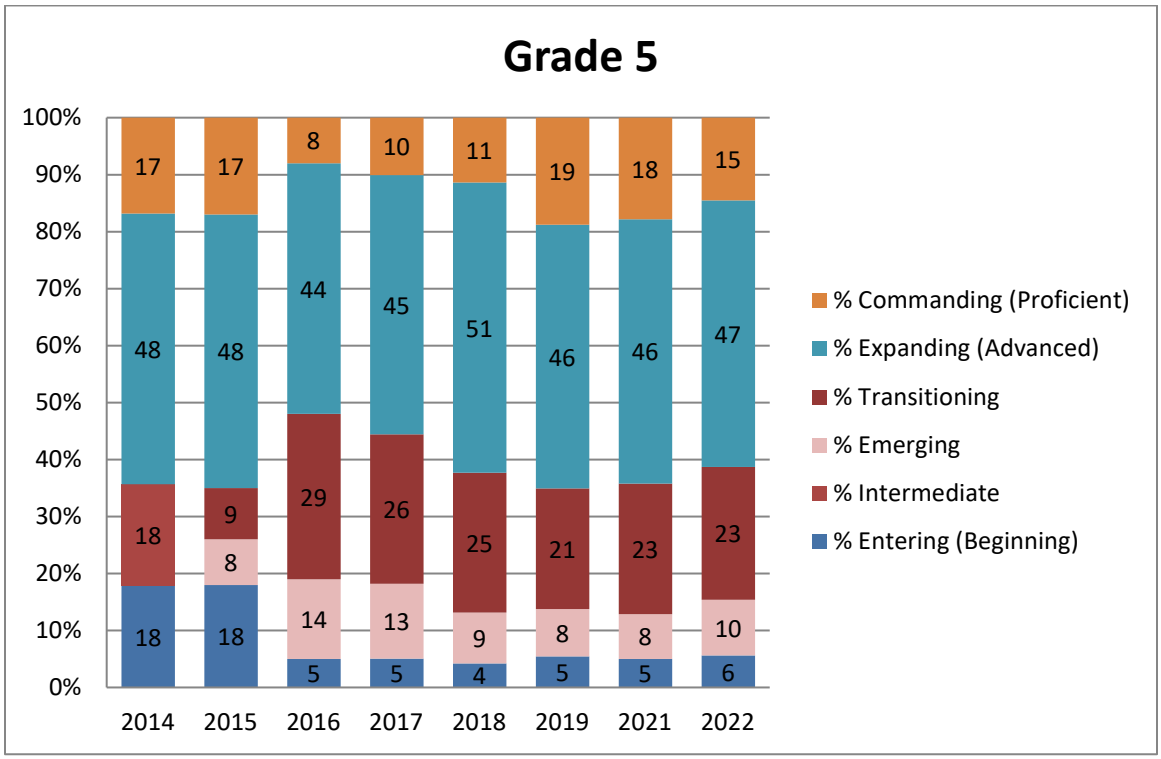


Figure 82. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 6)

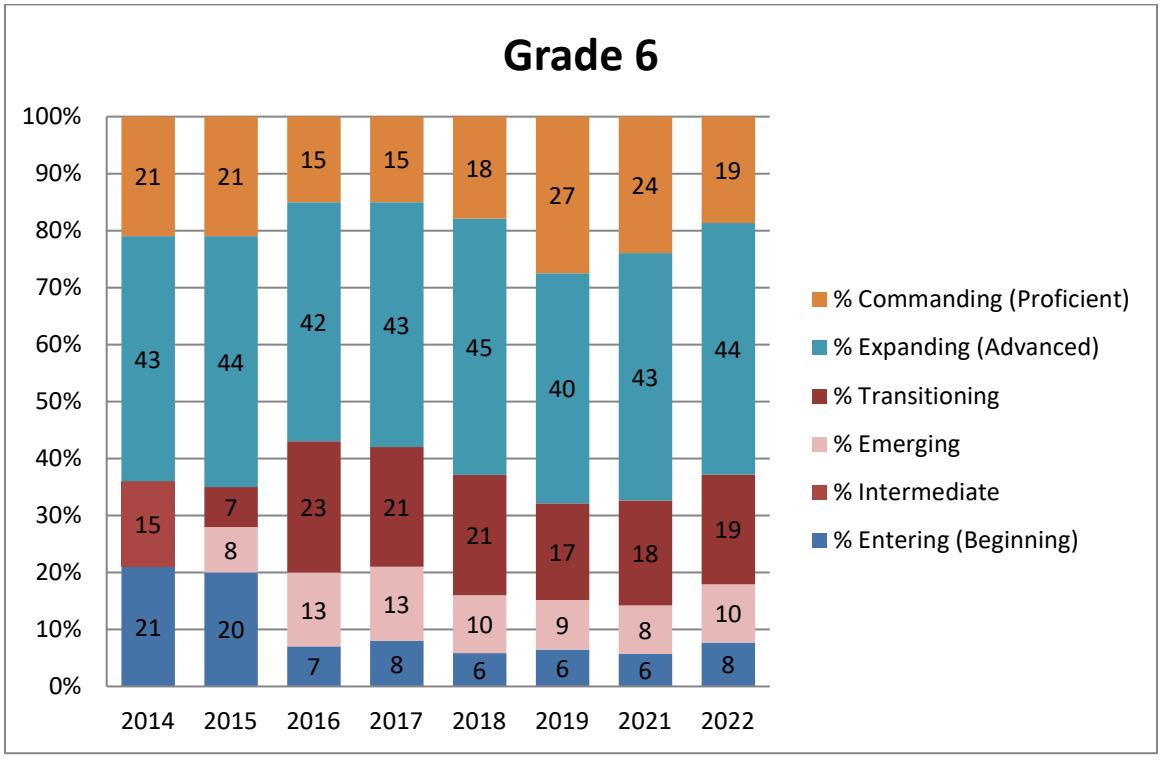


Figure 83. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 7)

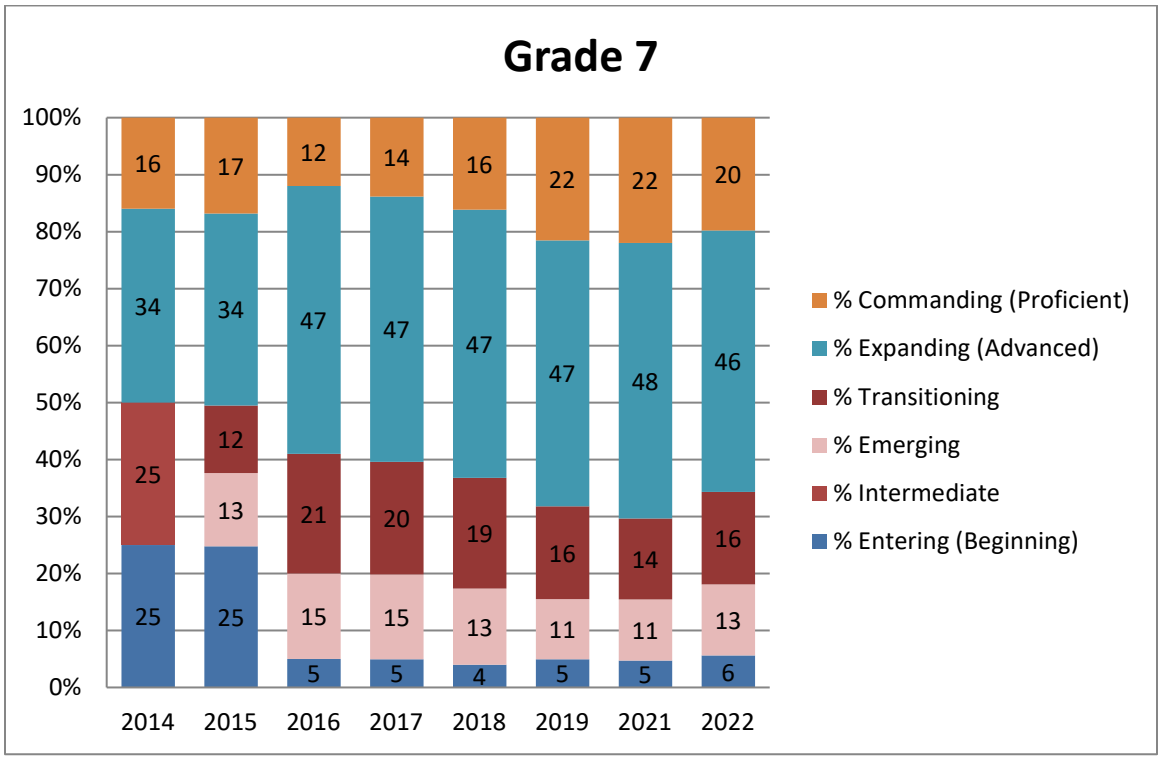


Figure 84. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 8)

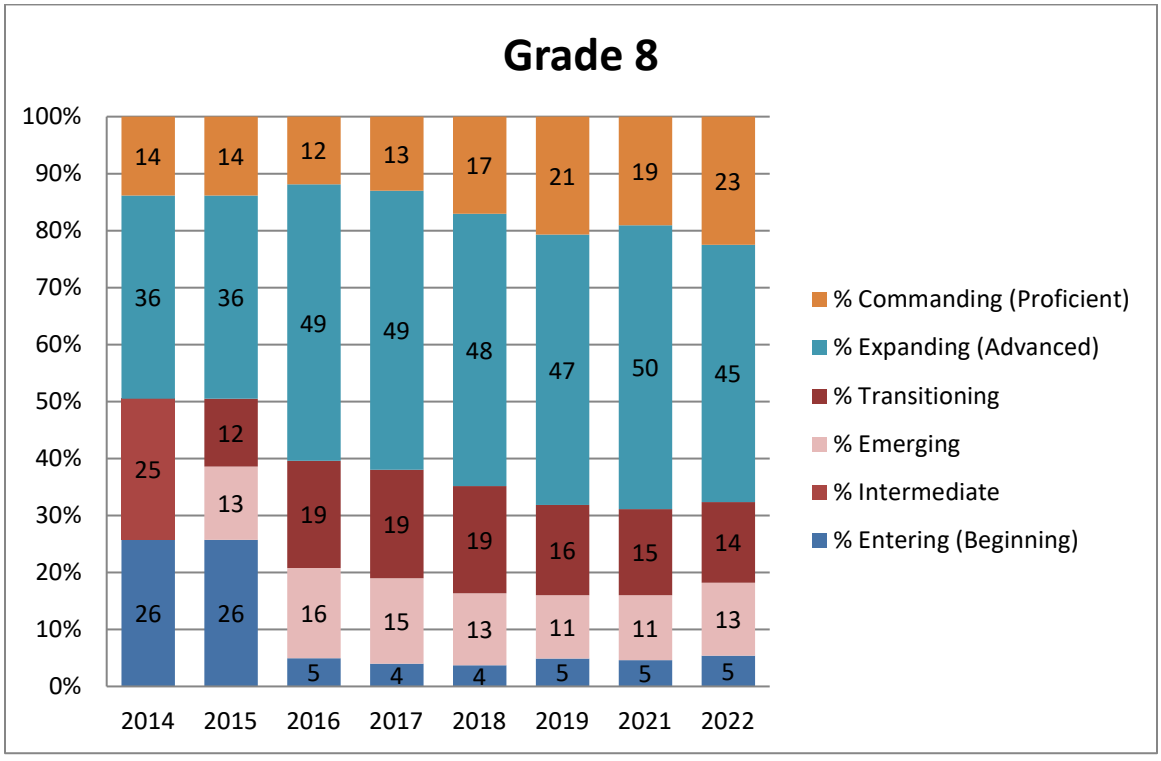


Figure 85. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 9)

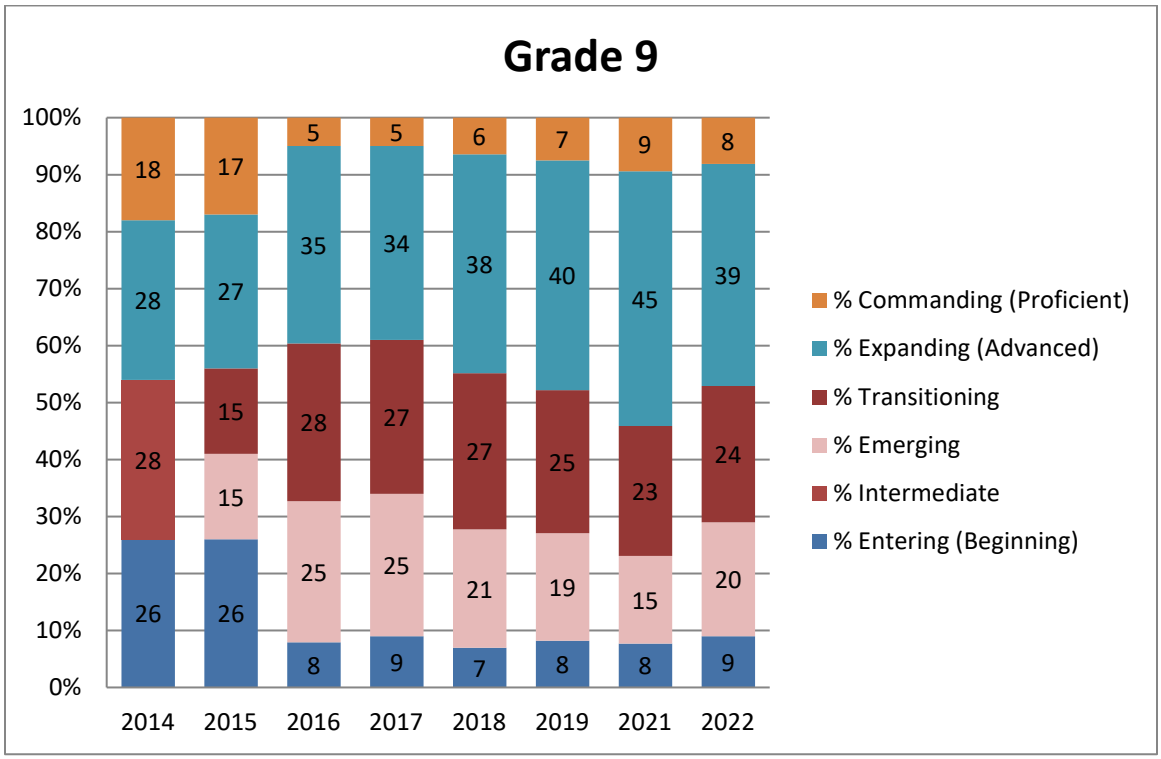


Figure 86. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 10)

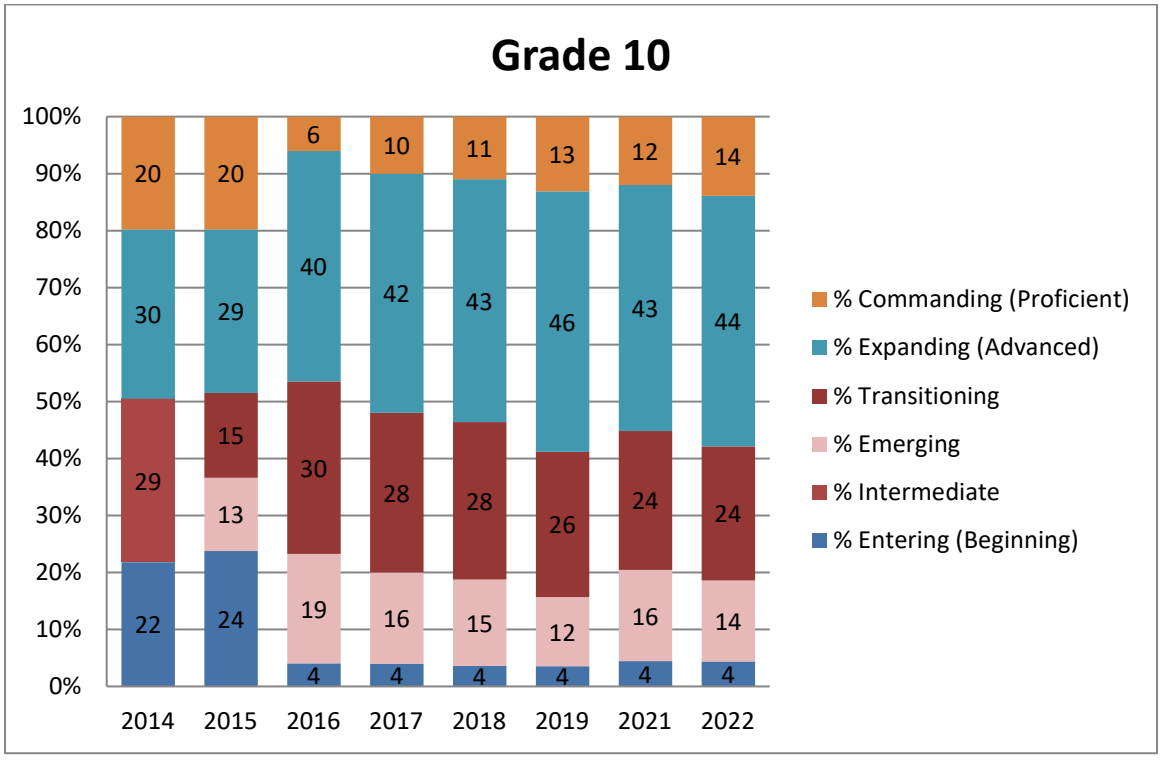


Figure 87. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 11)

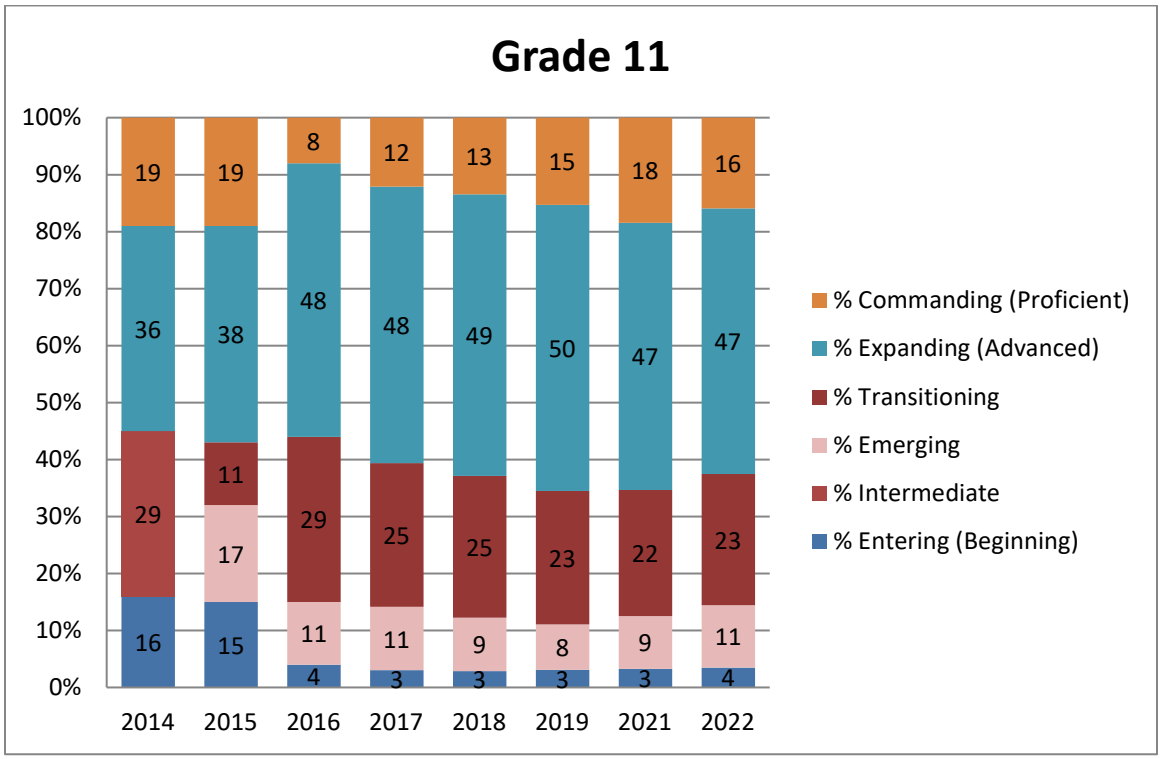
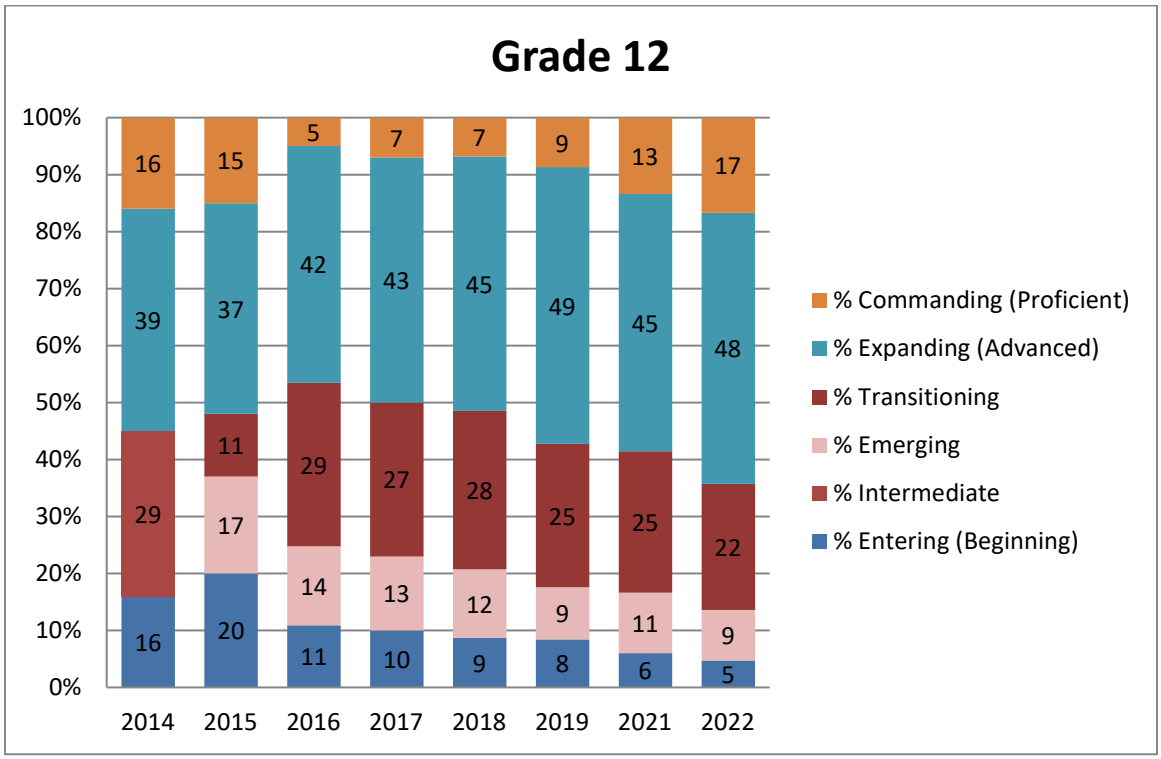


Figure 88. Historical Comparison of 2022 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 12)



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 2022 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 62–65) refers to N-counts and percentages of students in the Commanding performance level.

- Table 50 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 51 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 52 contains the raw score summary by grade level (All Schools).
- Table 53 contains the raw score summary by grade level (Public & Charters Only).
- Table 54 contains the scale score summary by grade band (All Schools).
- Table 55 contains the scale score summary by grade band (Public & Charters Only).
- Table 56 contains the scale score summary by grade level (All Schools).
- Table 57 contains the scale score summary by grade level (Public & Charters Only).
- Table 58 presents the percentage of students in each of the performance levels by grade band (All Schools).
- Table 59 presents the percentage of students in each of the performance levels by grade band (Public & Charters Only).
- Table 60 presents the percentage of students in each of the performance levels by grade level (All Schools).
- Table 61 presents the percentage of students in each of the performance levels by grade level (Public & Charters Only).
- Table 62 presents the exit rates of students in each of the performance levels by grade band for 2017–2022 (All Schools).
- Table 63 presents the exit rates of students in each of the performance levels by grade band for 2017–2022 (Public & Charters Only).
- Table 64 presents the exit rates of students in each of the performance levels by grade level for 2017–2022 (All Schools).
- Table 65 presents the exit rates of students in each of the performance levels by grade level for 2017–2022 (Public & Charters Only).
- Table 66 through Table 77 present the frequency distribution for each scale score point by grade level (All Schools).
- Table 78 through Table 91 present the frequency distribution 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 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 50. Raw Score Summary by Grade Band (All Schools)

Grade Band	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	30,369	19	13.47	14	19	4.35
	Reading	30,369	18	12.79	14	18	4.36
	Speaking	30,369	21	10.98	12	21	7.01
	Writing	30,369	14	7.53	8	14	3.86
1–2	Listening	62,148	24	14.69	15	24	5.95
	Reading	62,148	27	13.56	12	27	7.42
	Speaking	62,148	21	13.58	16	21	7.20
	Writing	62,148	12	4.28	4	12	3.47
3–4	Listening	55,318	24	13.50	14	24	5.74
	Reading	55,318	27	14.35	14	27	6.61
	Speaking	55,318	21	14.79	18	21	6.87
	Writing	55,318	12	5.52	6	12	3.39
5–6	Listening	46,801	24	15.04	16	24	5.84
	Reading	46,801	27	14.44	14	27	6.52
	Speaking	46,801	21	14.74	18	21	6.90
	Writing	46,801	12	5.80	6	12	3.56
7–8	Listening	38,491	24	15.36	17	24	6.01
	Reading	38,491	27	15.31	16	27	6.77
	Speaking	38,491	21	14.93	18	21	7.09
	Writing	38,491	12	5.90	6	12	3.69
9–12	Listening	59,864	24	14.38	15	24	5.96
	Reading	59,864	27	16.45	17	27	6.49
	Speaking	59,864	21	14.79	18	21	7.10
	Writing	59,864	12	6.38	7	12	3.53

Table 51. Raw Score Summary by Grade Band (Public & Charters Only)

Grade Band	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	26,364	19	13.85	15	19	4.09
	Reading	26,364	18	13.15	14	18	4.17
	Speaking	26,364	21	11.82	13	21	6.86
	Writing	26,364	14	7.79	8	14	3.76
1–2	Listening	50,067	24	15.19	16	24	5.75
	Reading	50,067	27	13.80	12	27	7.50
	Speaking	50,067	21	15.13	18	21	6.60
	Writing	50,067	12	4.59	5	12	3.49
3–4	Listening	43,479	24	14.25	15	24	5.37
	Reading	43,479	27	15.14	16	27	6.53
	Speaking	43,479	21	16.30	19	21	6.38
	Writing	43,479	12	6.01	6	12	3.31
5–6	Listening	35,439	24	15.69	17	24	5.23
	Reading	35,439	27	15.13	15	27	6.17
	Speaking	35,439	21	16.14	19	21	6.56
	Writing	35,439	12	6.47	7	12	3.40
7–8	Listening	30,469	24	15.68	17	24	5.59
	Reading	30,469	27	15.61	16	27	6.49
	Speaking	30,469	21	15.80	19	21	7.04
	Writing	30,469	12	6.36	7	12	3.66
9–12	Listening	52,510	24	14.27	15	24	5.71
	Reading	52,510	27	16.54	17	27	6.28
	Speaking	52,510	21	14.80	18	21	7.33
	Writing	52,510	12	6.50	7	12	3.61

Table 52. Raw Score Summary by Grade Level (All Schools)

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	30,369	19	13.47	14	19	4.35
	Reading	30,369	18	12.79	14	18	4.36
	Speaking	30,369	21	10.98	12	21	7.01
	Writing	30,369	14	7.53	8	14	3.86
1	Listening	30,480	24	13.02	13	24	5.56
	Reading	30,480	27	11.17	9	27	6.43
	Speaking	30,480	21	12.52	14	21	7.21
	Writing	30,480	12	3.32	3	12	3.05
2	Listening	31,668	24	16.29	18	24	5.87
	Reading	31,668	27	15.86	17	27	7.57
	Speaking	31,668	21	14.61	18	21	7.05
	Writing	31,668	12	5.19	5	12	3.59
3	Listening	28,334	24	12.81	13	24	5.52
	Reading	28,334	27	13.48	13	27	6.37
	Speaking	28,334	21	14.60	17	21	6.82
	Writing	28,334	12	5.18	6	12	3.27
4	Listening	26,984	24	14.23	15	24	5.87
	Reading	26,984	27	15.27	16	27	6.72
	Speaking	26,984	21	14.99	18	21	6.92
	Writing	26,984	12	5.88	6	12	3.47
5	Listening	24,308	24	14.82	16	24	5.75
	Reading	24,308	27	14.06	14	27	6.41
	Speaking	24,308	21	14.85	18	21	6.81
	Writing	24,308	12	5.67	6	12	3.52
6	Listening	22,493	24	15.27	17	24	5.93
	Reading	22,493	27	14.85	15	27	6.62
	Speaking	22,493	21	14.62	17	21	6.99
	Writing	22,493	12	5.94	6	12	3.61
7	Listening	19,946	24	14.97	16	24	6.00
	Reading	19,946	27	14.71	15	27	6.64
	Speaking	19,946	21	14.81	18	21	7.06
	Writing	19,946	12	5.66	6	12	3.62
8	Listening	18,545	24	15.77	17	24	6.00
	Reading	18,545	27	15.96	17	27	6.85
	Speaking	18,545	21	15.05	18	21	7.12
	Writing	18,545	12	6.15	7	12	3.74

Table 52. Raw Score Summary by Grade Level (All Schools) (continued)

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	19,267	24	13.55	13	24	5.91
	Reading	19,267	27	15.28	15	27	6.29
	Speaking	19,267	21	13.29	16	21	7.81
	Writing	19,267	12	5.59	6	12	3.58
10	Listening	16,081	24	14.77	15	24	5.97
	Reading	16,081	27	16.86	17	27	6.39
	Speaking	16,081	21	14.91	18	21	6.95
	Writing	16,081	12	6.52	7	12	3.45
11	Listening	13,508	24	15.02	16	24	5.82
	Reading	13,508	27	17.44	18	27	6.36
	Speaking	13,508	21	15.60	18	21	6.48
	Writing	13,508	12	6.86	7	12	3.36
12	Listening	11,008	24	14.50	15	24	6.04
	Reading	11,008	27	16.71	18	27	6.83
	Speaking	11,008	21	16.25	19	21	6.20
	Writing	11,008	12	6.95	7	12	3.49

Table 53. Raw Score Summary by Grade Level (Public & Charters Only)

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	26,364	19	13.85	15	19	4.09
	Reading	26,364	18	13.15	14	18	4.17
	Speaking	26,364	21	11.82	13	21	6.86
	Writing	26,364	14	7.79	8	14	3.76
1	Listening	24,624	24	13.41	13	24	5.46
	Reading	24,624	27	11.13	9	27	6.43
	Speaking	24,624	21	13.92	16	21	6.74
	Writing	24,624	12	3.54	3	12	3.11
2	Listening	25,443	24	16.93	18	24	5.50
	Reading	25,443	27	16.38	18	27	7.57
	Speaking	25,443	21	16.29	19	21	6.23
	Writing	25,443	12	5.61	6	12	3.53
3	Listening	22,508	24	13.53	14	24	5.25
	Reading	22,508	27	14.14	14	27	6.40
	Speaking	22,508	21	16.03	19	21	6.39
	Writing	22,508	12	5.61	6	12	3.23
4	Listening	20,971	24	15.02	16	24	5.39
	Reading	20,971	27	16.22	17	27	6.49
	Speaking	20,971	21	16.59	20	21	6.36
	Writing	20,971	12	6.44	7	12	3.34
5	Listening	18,437	24	15.57	16	24	5.17
	Reading	18,437	27	14.81	15	27	6.15
	Speaking	18,437	21	16.29	19	21	6.41
	Writing	18,437	12	6.34	7	12	3.35
6	Listening	17,002	24	15.83	17	24	5.29
	Reading	17,002	27	15.48	16	27	6.18
	Speaking	17,002	21	15.98	19	21	6.71
	Writing	17,002	12	6.61	7	12	3.45
7	Listening	15,558	24	15.36	16	24	5.53
	Reading	15,558	27	15.06	15	27	6.33
	Speaking	15,558	21	15.82	19	21	6.99
	Writing	15,558	12	6.16	7	12	3.57
8	Listening	14,911	24	16.01	17	24	5.63
	Reading	14,911	27	16.17	17	27	6.60
	Speaking	14,911	21	15.77	19	21	7.10
	Writing	14,911	12	6.56	7	12	3.73

Table 53. Raw Score Summary by Grade Level (Public & Charters Only) (continued)

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	17,051	24	13.23	13	24	5.64
	Reading	17,051	27	15.13	15	27	6.12
	Speaking	17,051	21	13.12	17	21	8.07
	Writing	17,051	12	5.63	6	12	3.68
10	Listening	14,021	24	14.59	15	24	5.71
	Reading	14,021	27	16.93	17	27	6.14
	Speaking	14,021	21	14.95	18	21	7.18
	Writing	14,021	12	6.65	7	12	3.54
11	Listening	11,565	24	14.94	16	24	5.53
	Reading	11,565	27	17.56	18	27	6.08
	Speaking	11,565	21	15.77	19	21	6.63
	Writing	11,565	12	7.05	7	12	3.41
12	Listening	9,873	24	14.82	16	24	5.80
	Reading	9,873	27	17.25	18	27	6.55
	Speaking	9,873	21	16.37	19	21	6.32
	Writing	9,873	12	7.14	8	12	3.53

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

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	30,369	65.88	64	60	11.77
	Reading	30,369	71.25	72	60	12.60
	Speaking	30,369	62.08	64	60	18.06
	Writing	30,369	59.39	60	60	13.65
	Total	30,369	258.59	261	240	46.25
1–2	Listening	62,148	58.20	57	60	11.46
	Reading	62,148	58.14	55	60	12.94
	Speaking	62,148	71.11	75	60	18.10
	Writing	62,148	50.53	51	60	16.03
	Total	62,148	237.98	238	240	48.88
3–4	Listening	55,318	62.10	62	60	10.92
	Reading	55,318	61.68	61	60	10.97
	Speaking	55,318	72.64	77	60	17.23
	Writing	55,318	54.87	57	60	15.44
	Total	55,318	251.28	257	240	46.16
5–6	Listening	46,801	62.96	63	60	11.80
	Reading	46,801	59.63	59	60	9.69
	Speaking	46,801	74.57	81	60	17.18
	Writing	46,801	55.87	56	60	16.19
	Total	46,801	253.03	262	240	46.28
7–8	Listening	38,491	62.20	63	60	11.03
	Reading	38,491	63.06	63	60	11.29
	Speaking	38,491	73.53	78	60	17.97
	Writing	38,491	58.85	59	60	16.90
	Total	38,491	257.63	268	240	48.76
9–12	Listening	59,864	66.99	67	60	11.79
	Reading	59,864	64.22	63	60	11.52
	Speaking	59,864	73.73	78	60	17.57
	Writing	59,864	58.68	60	60	15.68
	Total	59,864	263.62	271	240	47.94

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

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	26,364	66.69	67	60	11.45
	Reading	26,364	72.15	72	60	12.33
	Speaking	26,364	64.17	66	60	17.65
	Writing	26,364	60.43	60	60	13.28
	Total	26,364	263.44	266	240	45.38
1–2	Listening	50,067	59.07	58	60	11.29
	Reading	50,067	58.61	55	60	13.20
	Speaking	50,067	74.64	80	60	16.71
	Writing	50,067	52.00	55	60	16.07
	Total	50,067	244.32	245	240	48.37
3–4	Listening	43,479	63.43	64	60	10.29
	Reading	43,479	62.91	63	60	10.96
	Speaking	43,479	76.11	80	60	16.56
	Writing	43,479	57.05	57	60	15.13
	Total	43,479	259.50	267	240	44.82
5–6	Listening	35,439	63.99	65	60	10.58
	Reading	35,439	60.50	60	60	9.15
	Speaking	35,439	77.70	84	60	16.71
	Writing	35,439	58.83	60	60	15.63
	Total	35,439	261.02	270	240	44.12
7–8	Listening	30,469	62.40	63	60	10.05
	Reading	30,469	63.38	63	60	10.76
	Speaking	30,469	75.65	81	60	18.03
	Writing	30,469	60.86	63	60	16.82
	Total	30,469	262.30	273	240	48.24
9–12	Listening	52,510	66.64	67	60	11.16
	Reading	52,510	64.28	63	60	11.15
	Speaking	52,510	73.78	78	60	18.22
	Writing	52,510	59.24	60	60	16.12
	Total	52,510	263.94	271	240	48.89

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

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	30,369	65.88	64	60	11.77
	Reading	30,369	71.25	72	60	12.60
	Speaking	30,369	62.08	64	60	18.06
	Writing	30,369	59.39	60	60	13.65
	Total	30,369	258.59	261	240	46.25
1	Listening	30,480	54.97	54	60	9.87
	Reading	30,480	53.99	51	60	10.73
	Speaking	30,480	68.54	71	60	18.05
	Writing	30,480	46.23	46	60	14.31
	Total	30,480	223.72	223	240	42.41
2	Listening	31,668	61.32	62	60	12.00
	Reading	31,668	62.13	62	60	13.62
	Speaking	31,668	73.58	80	60	17.80
	Writing	31,668	54.68	55	60	16.49
	Total	31,668	251.70	257	240	50.74
3	Listening	28,334	60.74	61	60	10.29
	Reading	28,334	60.22	59	60	10.42
	Speaking	28,334	72.08	75	60	17.01
	Writing	28,334	53.30	57	60	14.82
	Total	28,334	246.34	251	240	44.05
4	Listening	26,984	63.52	64	60	11.38
	Reading	26,984	63.21	63	60	11.33
	Speaking	26,984	73.23	77	60	17.44
	Writing	26,984	56.51	57	60	15.90
	Total	26,984	256.48	265	240	47.73
5	Listening	24,308	62.42	63	60	11.45
	Reading	24,308	59.05	59	60	9.42
	Speaking	24,308	74.80	81	60	16.95
	Writing	24,308	55.26	56	60	15.92
	Total	24,308	251.52	260	240	45.36
6	Listening	22,493	63.55	65	60	12.14
	Reading	22,493	60.27	60	60	9.94
	Speaking	22,493	74.31	78	60	17.42
	Writing	22,493	56.53	56	60	16.47
	Total	22,493	254.65	265	240	47.19
7	Listening	19,946	61.44	61	60	10.81
	Reading	19,946	62.02	62	60	10.88
	Speaking	19,946	73.26	78	60	17.82
	Writing	19,946	57.73	59	60	16.58
	Total	19,946	254.45	265	240	47.48

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

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	18,545	63.01	63	60	11.20
	Reading	18,545	64.17	64	60	11.61
	Speaking	18,545	73.83	78	60	18.14
	Writing	18,545	60.05	63	60	17.16
	Total	18,545	261.06	271	240	49.88
9	Listening	19,267	65.45	64	60	11.44
	Reading	19,267	62.17	61	60	10.71
	Speaking	19,267	69.89	74	60	19.78
	Writing	19,267	55.25	56	60	15.65
	Total	19,267	252.76	260	240	49.09
10	Listening	16,081	67.82	67	60	11.89
	Reading	16,081	64.93	63	60	11.40
	Speaking	16,081	74.10	78	60	17.02
	Writing	16,081	59.28	60	60	15.35
	Total	16,081	266.14	273	240	46.88
11	Listening	13,508	68.21	68	60	11.62
	Reading	13,508	65.98	65	60	11.58
	Speaking	13,508	75.82	78	60	15.61
	Writing	13,508	60.78	60	60	15.12
	Total	13,508	270.80	277	240	45.30
12	Listening	11,008	66.98	67	60	12.14
	Reading	11,008	64.62	65	60	12.42
	Speaking	11,008	77.34	81	60	15.10
	Writing	11,008	61.21	60	60	15.82
	Total	11,008	270.15	277	240	47.24

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

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	26,364	66.69	67	60	11.45
	Reading	26,364	72.15	72	60	12.33
	Speaking	26,364	64.17	66	60	17.65
	Writing	26,364	60.43	60	60	13.28
	Total	26,364	263.44	266	240	45.38
1	Listening	24,624	55.58	54	60	9.76
	Reading	24,624	53.96	51	60	10.78
	Speaking	24,624	71.78	75	60	16.87
	Writing	24,624	47.23	46	60	14.52
	Total	24,624	228.55	228	240	42.32
2	Listening	25,443	62.45	62	60	11.63
	Reading	25,443	63.11	63	60	13.75
	Speaking	25,443	77.41	83	60	16.07
	Writing	25,443	56.61	59	60	16.16
	Total	25,443	259.57	266	240	48.97
3	Listening	22,508	62.05	62	60	9.84
	Reading	22,508	61.23	61	60	10.55
	Speaking	22,508	75.31	80	60	16.51
	Writing	22,508	55.22	57	60	14.66
	Total	22,508	253.80	260	240	43.25
4	Listening	20,971	64.92	65	60	10.54
	Reading	20,971	64.71	65	60	11.11
	Speaking	20,971	76.97	85	60	16.56
	Writing	20,971	59.01	61	60	15.37
	Total	20,971	265.62	275	240	45.66
5	Listening	18,437	63.67	63	60	10.38
	Reading	18,437	60.04	60	60	9.08
	Speaking	18,437	78.04	84	60	16.34
	Writing	18,437	58.19	60	60	15.30
	Total	18,437	259.93	269	240	43.17
6	Listening	17,002	64.34	65	60	10.79
	Reading	17,002	61.00	61	60	9.20
	Speaking	17,002	77.33	84	60	17.09
	Writing	17,002	59.53	60	60	15.95
	Total	17,002	262.20	272	240	45.10
7	Listening	15,558	61.74	61	60	9.75
	Reading	15,558	62.43	62	60	10.30
	Speaking	15,558	75.68	81	60	17.89
	Writing	15,558	59.94	63	60	16.37
	Total	15,558	259.79	270	240	46.75

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

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	14,911	63.09	63	60	10.31
	Reading	14,911	64.37	64	60	11.13
	Speaking	14,911	75.63	81	60	18.18
	Writing	14,911	61.82	63	60	17.22
	Total	14,911	264.92	276	240	49.61
9	Listening	17,051	64.74	64	60	10.71
	Reading	17,051	61.85	61	60	10.33
	Speaking	17,051	69.52	76	60	20.49
	Writing	17,051	55.46	56	60	16.15
	Total	17,051	251.57	258	240	50.03
10	Listening	14,021	67.33	67	60	11.20
	Reading	14,021	64.95	63	60	10.97
	Speaking	14,021	74.19	78	60	17.69
	Writing	14,021	59.89	60	60	15.82
	Total	14,021	266.36	274	240	47.75
11	Listening	11,565	67.87	68	60	10.88
	Reading	11,565	66.05	65	60	11.09
	Speaking	11,565	76.28	81	60	16.04
	Writing	11,565	61.66	60	60	15.44
	Total	11,565	271.86	278	240	45.62
12	Listening	9,873	67.50	68	60	11.74
	Reading	9,873	65.44	65	60	12.09
	Speaking	9,873	77.62	81	60	15.49
	Writing	9,873	62.03	64	60	16.06
	Total	9,873	272.60	281	240	47.92

Table 58. Percentage of Students in Each Performance Level by Grade Band (All Schools)

		Performance Level (Percent)				
Grade Band	**N-count**	**Entering**	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
K	30,369	16.48	20.41	15.49	36.42	11.19
1–2	62,148	11.04	25.76	27.79	26.15	9.25
3–4	55,318	7.34	19.32	26.82	36.75	9.77
5–6	46,801	7.71	15.81	22.66	40.02	13.81
7–8	38,491	5.83	15.49	16.65	43.39	18.64
9–12	59,864	5.19	14.70	24.20	43.64	12.27
Total	292,991	8.49	18.79	23.32	37.27	12.13

Table 59. Percentage of Students in Each Performance Level by Grade Band (Public & Charters Only)

		Performance Level (Percent)				
Grade Band	**N-count**	**Entering**	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
K	26,364	13.07	19.23	15.89	39.00	12.81
1–2	50,067	8.48	23.10	27.90	29.31	11.20
3–4	43,479	6.43	12.81	25.77	42.96	12.04
5–6	35,439	6.59	9.98	21.40	45.53	16.49
7–8	30,469	5.52	12.65	15.20	45.54	21.09
9–12	52,510	5.74	14.37	23.27	43.64	12.98
Total	238,328	7.35	15.58	22.57	40.52	13.97

Table 60. 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	30,369	16.48	20.41	15.49	36.42	11.19
1	30,480	11.53	31.56	31.07	21.01	4.82
2	31,668	10.57	20.18	24.63	31.09	13.52
3	28,334	6.16	19.46	30.96	35.00	8.42
4	26,984	8.58	19.18	22.47	38.58	11.19
5	24,308	6.54	16.00	24.93	40.63	11.90
6	22,493	8.97	15.60	20.20	39.35	15.87
7	19,946	6.00	16.27	17.48	43.03	17.23
8	18,545	5.66	14.64	15.76	43.79	20.16
9	19,267	8.13	19.48	24.45	40.12	7.82
10	16,081	3.87	14.55	23.98	44.44	13.17
11	13,508	3.28	11.74	23.65	46.25	15.07
12	11,008	4.30	10.17	24.77	45.45	15.31
Total	292,991	8.49	18.79	23.32	37.27	12.13

Table 61. 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	26,364	13.07	19.23	15.89	39.00	12.81
1	24,624	9.24	29.25	31.93	23.78	5.80
2	25,443	7.75	17.14	24.01	34.67	16.43
3	22,508	5.82	13.15	29.62	41.00	10.41
4	20,971	7.08	12.45	21.63	45.05	13.79
5	18,437	5.61	9.77	23.32	46.83	14.46
6	17,002	7.66	10.21	19.32	44.13	18.69
7	15,558	5.65	12.50	16.19	45.91	19.76
8	14,911	5.39	12.80	14.16	45.17	22.49
9	17,051	8.97	19.98	23.91	39.04	8.10
10	14,021	4.35	14.22	23.52	43.99	13.91
11	11,565	3.53	10.91	23.03	46.62	15.91
12	9,873	4.73	8.94	22.09	47.58	16.65
Total	238,328	7.35	15.58	22.57	40.52	13.97

Table 62. Exit Rate by Grade Band for 2017–2022 (All Schools)

Grade Band	2017		2018		2019		2022	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	4,191	13.39	4,544	14.67	5,148	16.71	3,399	11.19
1–2	7,417	11.54	7,488	12.39	6,900	11.57	5,751	9.25
3–4	5,459	10.88	6,997	12.95	6,240	11.97	5,405	9.77
5–6	4,515	11.39	5,437	12.96	8,751	20.20	6,462	13.81
7–8	4,445	13.14	5,474	15.87	6,929	19.79	7,174	18.64
9–12	4,846	8.46	5,664	9.73	6,264	10.80	7,346	12.27
Total	30,873	11.16	35,604	12.71	40,232	14.42	35,537	12.13

Table 63. Exit Rate by Grade Band for 2017–2022 (Public & Charters Only)

Grade Band	2017		2018		2019		2022	
	N-Count	Percent	N-Count	Percent	N-Count	Percent	N-Count	Percent
K	4,140	15.03	4,509	16.59	27,168	18.76	3,377	12.81
1–2	7,279	12.91	7,310	14.05	50,037	13.48	5,608	11.20
3–4	5,289	12.35	6,818	14.85	43,268	14.01	5,234	12.04
5–6	4,212	12.80	5,008	14.51	35,394	22.98	5,843	16.49
7–8	3,868	13.44	4,803	16.58	28,807	21.13	6,427	21.09
9–12	4,233	7.99	5,059	9.47	53,320	11.13	6,816	12.98
Total	29,021	12.02	33,507	13.85	38,058	16.00	33,305	13.97

Table 64. Exit Rate by Grade Level for 2017–2022 (All Schools)

	2017		2018		2019		2022	
Grade	**N-Count**	**Percent**	**N-Count**	**Percent**	**N-Count**	**Percent**	**N-Count**	**Percent**
K	4,191	13.39	4,544	14.67	5,148	16.71	3,399	11.19
1	1,964	6.28	2,123	7.13	2,106	7.03	1,470	4.82
2	5,453	16.52	5,365	17.49	4,794	16.15	4,281	13.52
3	2,632	9.79	3,297	11.47	2,789	10.40	2,385	8.42
4	2,827	12.14	3,700	14.64	3,451	13.64	3,020	11.19
5	1,881	9.05	2,184	10.04	3,648	16.28	2,892	11.90
6	2,634	13.95	3,253	16.11	5,103	24.38	3,570	15.87
7	2,268	12.93	2,686	15.12	3,661	19.76	3,436	17.23
8	2,177	13.37	2,788	16.67	3,268	19.83	3,738	20.16
9	1,122	5.45	1,295	6.82	1,422	7.49	1,507	7.82
10	1,800	10.15	2,071	11.20	2,134	12.54	2,118	13.17
11	1,472	12.15	1,778	13.41	1,978	14.57	2,036	15.07
12	452	6.59	520	6.97	730	8.65	1,685	15.31
Total	30,873	11.16	35,604	12.71	40,232	14.42	35,537	12.13

Table 65. Exit Rate by Grade Level for 2017–2022 (Public & Charters Only)

	2017		2018		2019		2022	
Grade	**N-Count**	**Percent**	**N-Count**	**Percent**	**N-Count**	**Percent**	**N-Count**	**Percent**
K	4,140	15.03	4,509	16.59	5,097	18.76	3,377	12.81
1	1,945	7.12	2,095	8.17	2,069	8.20	1,427	5.80
2	5,334	18.36	5,215	19.79	4,677	18.86	4,181	16.43
3	2,577	11.11	3,237	13.08	2,731	12.28	2,343	10.41
4	2,712	13.83	3,581	16.92	3,329	15.83	2,891	13.79
5	1,802	10.47	2,024	11.36	3,446	18.78	2,666	14.46
6	2,410	15.35	2,984	17.89	4,688	27.50	3,177	18.69
7	1,996	13.52	2,373	16.14	3,226	21.53	3,074	19.76
8	1,872	13.34	2,430	17.04	2,860	20.69	3,353	22.49
9	903	4.71	1,120	6.40	1,313	7.48	1,381	8.10
10	1,612	9.79	1,867	10.93	2,056	13.13	1,951	13.91
11	1,294	11.78	1,601	13.39	1,891	15.32	1,840	15.91
12	424	6.71	471	6.84	675	8.70	1,644	16.65
Total	29,021	12.02	33,507	13.85	38,058	15.99	33,305	13.97

Table 66. Scale Score Frequency Distribution (Grade K) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	284	0.9	0.9
124	6	0.0	1.0
127	1	0.0	1.0
128	3	0.0	1.0
129	6	0.0	1.0
130	7	0.0	1.0
132	4	0.0	1.0
133	6	0.0	1.0
134	1	0.0	1.0
136	7	0.0	1.1
137	1	0.0	1.1
138	12	0.0	1.1
139	1	0.0	1.1
140	5	0.0	1.1
141	6	0.0	1.2
142	3	0.0	1.2
143	5	0.0	1.2
144	9	0.0	1.2
145	9	0.0	1.2
146	6	0.0	1.3
147	9	0.0	1.3
148	6	0.0	1.3
149	5	0.0	1.3
150	4	0.0	1.3
151	8	0.0	1.4
152	2	0.0	1.4
153	8	0.0	1.4
154	6	0.0	1.4
155	10	0.0	1.4
156	17	0.1	1.5
157	9	0.0	1.5
158	16	0.1	1.6
159	21	0.1	1.7
160	14	0.0	1.7
161	39	0.1	1.8
162	17	0.1	1.9
163	50	0.2	2.1
164	17	0.1	2.1

Table 66. Scale Score Frequency Distribution (Grade K) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
165	54	0.2	2.3
166	13	0.0	2.3
167	72	0.2	2.6
168	29	0.1	2.7
169	66	0.2	2.9
170	44	0.1	3.0
171	67	0.2	3.2
172	44	0.1	3.4
173	45	0.1	3.5
174	56	0.2	3.7
175	33	0.1	3.8
176	80	0.3	4.1
177	52	0.2	4.3
178	83	0.3	4.5
179	59	0.2	4.7
180	85	0.3	5.0
181	82	0.3	5.3
182	76	0.3	5.5
183	75	0.2	5.8
184	70	0.2	6.0
185	95	0.3	6.3
186	85	0.3	6.6
187	117	0.4	7.0
188	95	0.3	7.3
189	98	0.3	7.6
190	105	0.3	8.0
191	111	0.4	8.3
192	113	0.4	8.7
193	100	0.3	9.0
194	120	0.4	9.4
195	83	0.3	9.7
196	100	0.3	10.0
197	101	0.3	10.4
198	100	0.3	10.7
199	113	0.4	11.1
200	102	0.3	11.4
201	133	0.4	11.8
202	119	0.4	12.2
203	117	0.4	12.6
204	127	0.4	13.0

Table 66. Scale Score Frequency Distribution (Grade K) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
205	117	0.4	13.4
206	118	0.4	13.8
207	137	0.5	14.3
208	120	0.4	14.7
209	138	0.5	15.1
210	137	0.5	15.6
211	146	0.5	16.0
212	133	0.4	16.5
213	157	0.5	17.0
214	150	0.5	17.5
215	137	0.5	17.9
216	154	0.5	18.4
217	141	0.5	18.9
218	174	0.6	19.5
219	131	0.4	19.9
220	173	0.6	20.5
221	169	0.6	21.0
222	164	0.5	21.6
223	219	0.7	22.3
224	154	0.5	22.8
225	202	0.7	23.5
226	167	0.5	24.0
227	199	0.7	24.7
228	193	0.6	25.3
229	192	0.6	26.0
230	219	0.7	26.7
231	217	0.7	27.4
232	195	0.6	28.0
233	220	0.7	28.8
234	220	0.7	29.5
235	217	0.7	30.2
236	225	0.7	30.9
237	219	0.7	31.7
238	213	0.7	32.4
239	237	0.8	33.1
240	236	0.8	33.9
241	252	0.8	34.7
242	213	0.7	35.4
243	217	0.7	36.2
244	223	0.7	36.9

Table 66. Scale Score Frequency Distribution (Grade K) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
245	209	0.7	37.6
246	254	0.8	38.4
247	248	0.8	39.2
248	229	0.8	40.0
249	239	0.8	40.8
250	235	0.8	41.5
251	241	0.8	42.3
252	252	0.8	43.2
253	224	0.7	43.9
254	213	0.7	44.6
255	278	0.9	45.5
256	256	0.8	46.4
257	252	0.8	47.2
258	257	0.8	48.0
259	283	0.9	49.0
260	251	0.8	49.8
261	263	0.9	50.7
262	277	0.9	51.6
263	244	0.8	52.4
264	268	0.9	53.3
265	232	0.8	54.0
266	310	1.0	55.1
267	253	0.8	55.9
268	257	0.8	56.7
269	286	0.9	57.7
270	227	0.7	58.4
271	299	1.0	59.4
272	233	0.8	60.2
273	231	0.8	60.9
274	252	0.8	61.8
275	242	0.8	62.6
276	251	0.8	63.4
277	255	0.8	64.2
278	272	0.9	65.1
279	211	0.7	65.8
280	237	0.8	66.6
281	221	0.7	67.3
282	237	0.8	68.1
283	229	0.8	68.9
284	231	0.8	69.6

Table 66. Scale Score Frequency Distribution (Grade K) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
285	225	0.7	70.4
286	236	0.8	71.1
287	209	0.7	71.8
288	242	0.8	72.6
289	220	0.7	73.3
290	200	0.7	74.0
291	198	0.7	74.7
292	240	0.8	75.4
293	215	0.7	76.2
294	241	0.8	77.0
295	201	0.7	77.6
296	203	0.7	78.3
297	225	0.7	79.0
298	191	0.6	79.7
299	170	0.6	80.2
300	210	0.7	80.9
301	181	0.6	81.5
302	172	0.6	82.1
303	183	0.6	82.7
304	125	0.4	83.1
305	167	0.5	83.6
306	213	0.7	84.3
307	174	0.6	84.9
308	162	0.5	85.4
309	145	0.5	85.9
310	114	0.4	86.3
311	187	0.6	86.9
312	172	0.6	87.5
313	107	0.4	87.8
314	141	0.5	88.3
315	158	0.5	88.8
316	116	0.4	89.2
317	155	0.5	89.7
318	157	0.5	90.2
319	110	0.4	90.6
320	129	0.4	91.0
321	91	0.3	91.3
322	112	0.4	91.7
323	196	0.6	92.3
324	90	0.3	92.6

Table 66. Scale Score Frequency Distribution (Grade K) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
325	83	0.3	92.9
326	94	0.3	93.2
327	153	0.5	93.7
328	103	0.3	94.0
329	105	0.3	94.4
330	62	0.2	94.6
331	132	0.4	95.0
332	126	0.4	95.4
333	53	0.2	95.6
334	74	0.2	95.9
335	113	0.4	96.2
336	84	0.3	96.5
337	53	0.2	96.7
338	43	0.1	96.8
339	87	0.3	97.1
340	130	0.4	97.5
342	23	0.1	97.6
343	63	0.2	97.8
344	75	0.2	98.1
345	22	0.1	98.1
346	25	0.1	98.2
348	148	0.5	98.7
350	9	0.0	98.7
351	28	0.1	98.8
352	114	0.4	99.2
354	23	0.1	99.3
356	53	0.2	99.5
360	165	0.5	100.0
Total	**30,369**		

Table 67. Scale Score Frequency Distribution (Grade 1) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	159	0.5	0.5
121	9	0.0	0.6
122	3	0.0	0.6
124	3	0.0	0.6
125	4	0.0	0.6
126	2	0.0	0.6
127	3	0.0	0.6
128	1	0.0	0.6
129	5	0.0	0.6
130	4	0.0	0.6
131	2	0.0	0.6
132	2	0.0	0.6
133	13	0.0	0.7
134	9	0.0	0.7
135	12	0.0	0.8
136	14	0.0	0.8
137	11	0.0	0.8
138	17	0.1	0.9
139	15	0.0	0.9
140	36	0.1	1.1
141	17	0.1	1.1
142	69	0.2	1.3
143	37	0.1	1.5
144	78	0.3	1.7
145	28	0.1	1.8
146	149	0.5	2.3
147	8	0.0	2.3
148	226	0.7	3.1
149	51	0.2	3.2
150	207	0.7	3.9
151	106	0.3	4.3
152	177	0.6	4.8
153	140	0.5	5.3
154	140	0.5	5.8
155	170	0.6	6.3
156	110	0.4	6.7
157	169	0.6	7.2
158	122	0.4	7.6
159	115	0.4	8.0

Table 67. Scale Score Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
160	116	0.4	8.4
161	113	0.4	8.8
162	91	0.3	9.1
163	96	0.3	9.4
164	91	0.3	9.7
165	87	0.3	10.0
166	88	0.3	10.3
167	77	0.3	10.5
168	117	0.4	10.9
169	77	0.3	11.1
170	118	0.4	11.5
171	109	0.4	11.9
172	121	0.4	12.3
173	114	0.4	12.7
174	116	0.4	13.0
175	165	0.5	13.6
176	142	0.5	14.0
177	119	0.4	14.4
178	156	0.5	14.9
179	142	0.5	15.4
180	184	0.6	16.0
181	151	0.5	16.5
182	187	0.6	17.1
183	180	0.6	17.7
184	177	0.6	18.3
185	184	0.6	18.9
186	191	0.6	19.5
187	209	0.7	20.2
188	223	0.7	20.9
189	210	0.7	21.6
190	212	0.7	22.3
191	207	0.7	23.0
192	193	0.6	23.6
193	247	0.8	24.5
194	195	0.6	25.1
195	242	0.8	25.9
196	211	0.7	26.6
197	249	0.8	27.4
198	251	0.8	28.2
199	255	0.8	29.1

Table 67. Scale Score Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
200	237	0.8	29.8
201	271	0.9	30.7
202	232	0.8	31.5
203	278	0.9	32.4
204	227	0.7	33.1
205	275	0.9	34.0
206	228	0.7	34.8
207	255	0.8	35.6
208	272	0.9	36.5
209	278	0.9	37.4
210	305	1.0	38.4
211	274	0.9	39.3
212	283	0.9	40.3
213	285	0.9	41.2
214	282	0.9	42.1
215	296	1.0	43.1
216	280	0.9	44.0
217	282	0.9	44.9
218	277	0.9	45.8
219	287	0.9	46.8
220	280	0.9	47.7
221	252	0.8	48.5
222	292	1.0	49.5
223	290	1.0	50.4
224	276	0.9	51.3
225	292	1.0	52.3
226	298	1.0	53.3
227	273	0.9	54.2
228	300	1.0	55.2
229	263	0.9	56.0
230	262	0.9	56.9
231	257	0.8	57.7
232	239	0.8	58.5
233	266	0.9	59.4
234	312	1.0	60.4
235	245	0.8	61.2
236	305	1.0	62.2
237	236	0.8	63.0
238	271	0.9	63.9
239	248	0.8	64.7

Table 67. Scale Score Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
240	236	0.8	65.5
241	262	0.9	66.3
242	263	0.9	67.2
243	267	0.9	68.1
244	222	0.7	68.8
245	233	0.8	69.6
246	230	0.8	70.3
247	236	0.8	71.1
248	241	0.8	71.9
249	227	0.7	72.6
250	232	0.8	73.4
251	239	0.8	74.2
252	221	0.7	74.9
253	235	0.8	75.7
254	193	0.6	76.3
255	207	0.7	77.0
256	200	0.7	77.6
257	183	0.6	78.2
258	194	0.6	78.9
259	190	0.6	79.5
260	206	0.7	80.2
261	184	0.6	80.8
262	168	0.6	81.3
263	197	0.6	82.0
264	171	0.6	82.5
265	164	0.5	83.1
266	167	0.5	83.6
267	174	0.6	84.2
268	169	0.6	84.7
269	149	0.5	85.2
270	141	0.5	85.7
271	152	0.5	86.2
272	148	0.5	86.7
273	153	0.5	87.2
274	136	0.4	87.6
275	159	0.5	88.1
276	154	0.5	88.6
277	138	0.5	89.1
278	142	0.5	89.6
279	128	0.4	90.0

Table 67. Scale Score Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
280	122	0.4	90.4
281	108	0.4	90.7
282	95	0.3	91.1
283	131	0.4	91.5
284	135	0.4	91.9
285	112	0.4	92.3
286	103	0.3	92.6
287	88	0.3	92.9
288	101	0.3	93.3
289	93	0.3	93.6
290	99	0.3	93.9
291	69	0.2	94.1
292	98	0.3	94.4
293	82	0.3	94.7
294	62	0.2	94.9
295	84	0.3	95.2
296	84	0.3	95.5
297	79	0.3	95.7
298	76	0.2	96.0
299	61	0.2	96.2
300	86	0.3	96.4
301	40	0.1	96.6
302	45	0.1	96.7
303	63	0.2	96.9
304	50	0.2	97.1
305	45	0.1	97.2
306	40	0.1	97.4
307	41	0.1	97.5
308	36	0.1	97.6
309	46	0.2	97.8
310	34	0.1	97.9
311	34	0.1	98.0
312	45	0.1	98.1
313	37	0.1	98.3
314	20	0.1	98.3
315	33	0.1	98.4
316	27	0.1	98.5
317	14	0.0	98.6
318	26	0.1	98.7
319	29	0.1	98.8

Table 67. Scale Score Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
320	13	0.0	98.8
321	25	0.1	98.9
322	25	0.1	99.0
323	14	0.0	99.0
324	12	0.0	99.0
325	24	0.1	99.1
326	15	0.0	99.2
327	29	0.1	99.3
328	9	0.0	99.3
329	14	0.0	99.3
330	9	0.0	99.4
331	9	0.0	99.4
332	13	0.0	99.4
333	8	0.0	99.5
334	14	0.0	99.5
335	10	0.0	99.6
336	16	0.1	99.6
337	2	0.0	99.6
338	9	0.0	99.6
339	2	0.0	99.6
340	11	0.0	99.7
341	1	0.0	99.7
342	14	0.0	99.7
343	1	0.0	99.7
344	5	0.0	99.8
345	9	0.0	99.8
346	6	0.0	99.8
347	20	0.1	99.9
348	3	0.0	99.9
349	12	0.0	99.9
350	1	0.0	99.9
352	2	0.0	99.9
355	10	0.0	100.0
357	2	0.0	100.0
360	10	0.0	100.0
Total	**30,480**		

Table 68. Scale Score Frequency Distribution (Grade 2) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	128	0.4	0.4
121	6	0.0	0.4
122	4	0.0	0.4
124	3	0.0	0.4
127	1	0.0	0.4
128	1	0.0	0.5
129	3	0.0	0.5
130	4	0.0	0.5
131	4	0.0	0.5
133	7	0.0	0.5
134	2	0.0	0.5
135	1	0.0	0.5
136	12	0.0	0.6
137	9	0.0	0.6
138	16	0.1	0.6
139	19	0.1	0.7
140	28	0.1	0.8
141	19	0.1	0.8
142	38	0.1	1.0
143	26	0.1	1.0
144	51	0.2	1.2
145	29	0.1	1.3
146	128	0.4	1.7
147	10	0.0	1.7
148	169	0.5	2.3
149	37	0.1	2.4
150	174	0.5	2.9
151	80	0.3	3.2
152	149	0.5	3.7
153	118	0.4	4.0
154	133	0.4	4.4
155	133	0.4	4.9
156	88	0.3	5.1
157	137	0.4	5.6
158	80	0.3	5.8
159	78	0.2	6.1
160	99	0.3	6.4
161	59	0.2	6.6
162	55	0.2	6.8

Table 68. Scale Score Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
163	71	0.2	7.0
164	53	0.2	7.1
165	60	0.2	7.3
166	44	0.1	7.5
167	58	0.2	7.7
168	60	0.2	7.8
169	58	0.2	8.0
170	63	0.2	8.2
171	56	0.2	8.4
172	80	0.3	8.7
173	65	0.2	8.9
174	59	0.2	9.0
175	87	0.3	9.3
176	65	0.2	9.5
177	74	0.2	9.8
178	77	0.2	10.0
179	90	0.3	10.3
180	90	0.3	10.6
181	86	0.3	10.8
182	108	0.3	11.2
183	99	0.3	11.5
184	116	0.4	11.9
185	114	0.4	12.2
186	108	0.3	12.6
187	109	0.3	12.9
188	112	0.4	13.3
189	105	0.3	13.6
190	123	0.4	14.0
191	116	0.4	14.3
192	120	0.4	14.7
193	113	0.4	15.1
194	110	0.3	15.4
195	136	0.4	15.9
196	104	0.3	16.2
197	144	0.5	16.6
198	124	0.4	17.0
199	148	0.5	17.5
200	113	0.4	17.9
201	139	0.4	18.3

Table 68. Scale Score Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
202	120	0.4	18.7
203	130	0.4	19.1
204	112	0.4	19.4
205	137	0.4	19.9
206	130	0.4	20.3
207	125	0.4	20.7
208	133	0.4	21.1
209	121	0.4	21.5
210	147	0.5	21.9
211	168	0.5	22.5
212	147	0.5	22.9
213	147	0.5	23.4
214	147	0.5	23.9
215	163	0.5	24.4
216	151	0.5	24.9
217	170	0.5	25.4
218	182	0.6	26.0
219	138	0.4	26.4
220	177	0.6	27.0
221	145	0.5	27.4
222	144	0.5	27.9
223	177	0.6	28.4
224	156	0.5	28.9
225	166	0.5	29.5
226	222	0.7	30.2
227	189	0.6	30.8
228	181	0.6	31.3
229	173	0.5	31.9
230	194	0.6	32.5
231	205	0.6	33.1
232	181	0.6	33.7
233	188	0.6	34.3
234	198	0.6	34.9
235	169	0.5	35.5
236	221	0.7	36.2
237	200	0.6	36.8
238	213	0.7	37.5
239	208	0.7	38.1
240	189	0.6	38.7
241	182	0.6	39.3

Table 68. Scale Score Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
242	245	0.8	40.1
243	193	0.6	40.7
244	191	0.6	41.3
245	197	0.6	41.9
246	215	0.7	42.6
247	230	0.7	43.3
248	188	0.6	43.9
249	223	0.7	44.6
250	209	0.7	45.3
251	222	0.7	46.0
252	243	0.8	46.7
253	224	0.7	47.4
254	217	0.7	48.1
255	226	0.7	48.8
256	227	0.7	49.5
257	210	0.7	50.2
258	226	0.7	50.9
259	237	0.7	51.7
260	249	0.8	52.5
261	234	0.7	53.2
262	228	0.7	53.9
263	220	0.7	54.6
264	245	0.8	55.4
265	221	0.7	56.1
266	250	0.8	56.9
267	228	0.7	57.6
268	235	0.7	58.3
269	217	0.7	59.0
270	216	0.7	59.7
271	217	0.7	60.4
272	238	0.8	61.1
273	258	0.8	62.0
274	229	0.7	62.7
275	253	0.8	63.5
276	264	0.8	64.3
277	232	0.7	65.0
278	246	0.8	65.8
279	246	0.8	66.6
280	253	0.8	67.4
281	236	0.7	68.1

Table 68. Scale Score Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
282	257	0.8	69.0
283	261	0.8	69.8
284	266	0.8	70.6
285	270	0.9	71.5
286	254	0.8	72.3
287	228	0.7	73.0
288	236	0.7	73.7
289	224	0.7	74.4
290	252	0.8	75.2
291	218	0.7	75.9
292	232	0.7	76.7
293	259	0.8	77.5
294	193	0.6	78.1
295	222	0.7	78.8
296	254	0.8	79.6
297	211	0.7	80.3
298	186	0.6	80.8
299	192	0.6	81.5
300	253	0.8	82.3
301	180	0.6	82.8
302	186	0.6	83.4
303	258	0.8	84.2
304	157	0.5	84.7
305	181	0.6	85.3
306	181	0.6	85.9
307	197	0.6	86.5
308	133	0.4	86.9
309	192	0.6	87.5
310	195	0.6	88.1
311	101	0.3	88.4
312	172	0.5	89.0
313	192	0.6	89.6
314	99	0.3	89.9
315	201	0.6	90.5
316	177	0.6	91.1
317	107	0.3	91.4
318	148	0.5	91.9
319	134	0.4	92.3
320	96	0.3	92.6
321	152	0.5	93.1

Table 68. Scale Score Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
322	166	0.5	93.6
323	73	0.2	93.9
324	81	0.3	94.1
325	139	0.4	94.6
326	86	0.3	94.8
327	148	0.5	95.3
328	36	0.1	95.4
329	91	0.3	95.7
330	92	0.3	96.0
331	77	0.2	96.2
332	121	0.4	96.6
333	63	0.2	96.8
334	50	0.2	97.0
335	75	0.2	97.2
336	119	0.4	97.6
337	33	0.1	97.7
338	52	0.2	97.9
339	18	0.1	97.9
340	88	0.3	98.2
341	35	0.1	98.3
342	105	0.3	98.6
344	58	0.2	98.8
345	67	0.2	99.0
346	13	0.0	99.1
347	52	0.2	99.2
348	4	0.0	99.2
349	74	0.2	99.5
350	3	0.0	99.5
352	11	0.0	99.5
353	4	0.0	99.5
355	60	0.2	99.7
357	4	0.0	99.7
360	84	0.3	100.0
Total	**31,668**		

Table 69. Scale Score Frequency Distribution (Grade 3) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	97	0.3	0.3
122	3	0.0	0.4
124	1	0.0	0.4
128	10	0.0	0.4
130	4	0.0	0.4
132	4	0.0	0.4
133	5	0.0	0.4
134	3	0.0	0.4
135	2	0.0	0.5
136	1	0.0	0.5
137	3	0.0	0.5
139	3	0.0	0.5
140	16	0.1	0.5
141	10	0.0	0.6
142	7	0.0	0.6
143	13	0.0	0.6
144	10	0.0	0.7
145	12	0.0	0.7
146	4	0.0	0.7
147	29	0.1	0.8
148	2	0.0	0.8
149	33	0.1	1.0
150	12	0.0	1.0
151	24	0.1	1.1
152	41	0.1	1.2
153	31	0.1	1.3
154	69	0.2	1.6
155	12	0.0	1.6
156	117	0.4	2.0
157	36	0.1	2.2
158	122	0.4	2.6
159	43	0.2	2.7
160	121	0.4	3.2
161	61	0.2	3.4
162	122	0.4	3.8
163	79	0.3	4.1
164	94	0.3	4.4

Table 69. Scale Score Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
165	107	0.4	4.8
166	78	0.3	5.1
167	93	0.3	5.4
168	64	0.2	5.6
169	76	0.3	5.9
170	70	0.2	6.2
171	68	0.2	6.4
172	60	0.2	6.6
173	82	0.3	6.9
174	75	0.3	7.2
175	76	0.3	7.4
176	88	0.3	7.7
177	73	0.3	8.0
178	89	0.3	8.3
179	71	0.3	8.6
180	107	0.4	8.9
181	95	0.3	9.3
182	139	0.5	9.8
183	95	0.3	10.1
184	119	0.4	10.5
185	95	0.3	10.9
186	119	0.4	11.3
187	127	0.4	11.7
188	128	0.5	12.2
189	132	0.5	12.6
190	122	0.4	13.1
191	112	0.4	13.5
192	114	0.4	13.9
193	121	0.4	14.3
194	100	0.4	14.7
195	126	0.4	15.1
196	123	0.4	15.5
197	117	0.4	15.9
198	122	0.4	16.4
199	149	0.5	16.9
200	124	0.4	17.3
201	142	0.5	17.8
202	142	0.5	18.3
203	136	0.5	18.8

Table 69. Scale Score Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
204	119	0.4	19.2
205	139	0.5	19.7
206	148	0.5	20.3
207	162	0.6	20.8
208	127	0.4	21.3
209	147	0.5	21.8
210	143	0.5	22.3
211	163	0.6	22.9
212	157	0.6	23.4
213	163	0.6	24.0
214	152	0.5	24.5
215	160	0.6	25.1
216	146	0.5	25.6
217	174	0.6	26.2
218	149	0.5	26.8
219	152	0.5	27.3
220	165	0.6	27.9
221	161	0.6	28.4
222	186	0.7	29.1
223	187	0.7	29.8
224	166	0.6	30.3
225	162	0.6	30.9
226	190	0.7	31.6
227	184	0.6	32.2
228	175	0.6	32.9
229	204	0.7	33.6
230	168	0.6	34.2
231	159	0.6	34.7
232	187	0.7	35.4
233	177	0.6	36.0
234	226	0.8	36.8
235	212	0.7	37.6
236	201	0.7	38.3
237	196	0.7	39.0
238	225	0.8	39.8
239	209	0.7	40.5
240	239	0.8	41.3
241	231	0.8	42.2
242	217	0.8	42.9
243	224	0.8	43.7

Table 69. Scale Score Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
244	227	0.8	44.5
245	231	0.8	45.3
246	249	0.9	46.2
247	259	0.9	47.1
248	244	0.9	48.0
249	253	0.9	48.9
250	222	0.8	49.7
251	233	0.8	50.5
252	236	0.8	51.3
253	255	0.9	52.2
254	267	0.9	53.2
255	236	0.8	54.0
256	249	0.9	54.9
257	255	0.9	55.8
258	231	0.8	56.6
259	239	0.8	57.4
260	248	0.9	58.3
261	263	0.9	59.2
262	252	0.9	60.1
263	252	0.9	61.0
264	262	0.9	61.9
265	240	0.8	62.8
266	267	0.9	63.7
267	266	0.9	64.7
268	274	1.0	65.6
269	236	0.8	66.5
270	247	0.9	67.3
271	245	0.9	68.2
272	251	0.9	69.1
273	234	0.8	69.9
274	250	0.9	70.8
275	215	0.8	71.5
276	226	0.8	72.3
277	291	1.0	73.4
278	231	0.8	74.2
279	246	0.9	75.1
280	225	0.8	75.8
281	241	0.9	76.7
282	229	0.8	77.5
283	257	0.9	78.4

Table 69. Scale Score Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
284	209	0.7	79.2
285	237	0.8	80.0
286	188	0.7	80.7
287	245	0.9	81.5
288	220	0.8	82.3
289	238	0.8	83.1
290	175	0.6	83.8
291	216	0.8	84.5
292	187	0.7	85.2
293	205	0.7	85.9
294	164	0.6	86.5
295	177	0.6	87.1
296	162	0.6	87.7
297	170	0.6	88.3
298	156	0.6	88.8
299	182	0.6	89.5
300	152	0.5	90.0
301	144	0.5	90.5
302	215	0.8	91.3
303	89	0.3	91.6
304	173	0.6	92.2
305	93	0.3	92.5
306	158	0.6	93.1
307	79	0.3	93.4
308	119	0.4	93.8
309	137	0.5	94.3
310	77	0.3	94.5
311	109	0.4	94.9
312	54	0.2	95.1
313	126	0.4	95.6
314	74	0.3	95.8
315	108	0.4	96.2
316	39	0.1	96.3
317	63	0.2	96.6
318	80	0.3	96.8
319	80	0.3	97.1
320	40	0.1	97.3
321	40	0.1	97.4
322	65	0.2	97.6
323	49	0.2	97.8

Table 69. Scale Score Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
324	59	0.2	98.0
325	38	0.1	98.1
326	44	0.2	98.3
327	35	0.1	98.4
328	57	0.2	98.6
329	40	0.1	98.8
330	14	0.0	98.8
331	41	0.1	99.0
332	26	0.1	99.1
333	40	0.1	99.2
334	26	0.1	99.3
335	24	0.1	99.4
336	10	0.0	99.4
337	19	0.1	99.5
338	27	0.1	99.6
339	11	0.0	99.6
340	8	0.0	99.6
341	10	0.0	99.7
342	15	0.1	99.7
343	9	0.0	99.8
344	13	0.0	99.8
345	3	0.0	99.8
346	1	0.0	99.8
347	2	0.0	99.8
348	20	0.1	99.9
349	2	0.0	99.9
350	3	0.0	99.9
351	1	0.0	99.9
352	4	0.0	99.9
353	1	0.0	99.9
354	4	0.0	99.9
356	7	0.0	100.0
358	5	0.0	100.0
360	3	0.0	100.0
Total	**28,334**		

Table 70. Scale Score Frequency Distribution (Grade 4) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	90	0.3	0.3
122	3	0.0	0.3
124	1	0.0	0.3
128	1	0.0	0.4
132	1	0.0	0.4
133	3	0.0	0.4
134	2	0.0	0.4
135	2	0.0	0.4
136	2	0.0	0.4
137	10	0.0	0.4
138	1	0.0	0.4
139	3	0.0	0.4
140	10	0.0	0.5
141	1	0.0	0.5
142	1	0.0	0.5
143	9	0.0	0.5
144	11	0.0	0.6
145	8	0.0	0.6
146	2	0.0	0.6
147	27	0.1	0.7
148	5	0.0	0.7
149	26	0.1	0.8
150	17	0.1	0.9
151	21	0.1	1.0
152	30	0.1	1.1
153	26	0.1	1.2
154	72	0.3	1.4
155	21	0.1	1.5
156	98	0.4	1.9
157	35	0.1	2.0
158	96	0.4	2.4
159	37	0.1	2.5
160	104	0.4	2.9
161	61	0.2	3.1
162	97	0.4	3.5
163	85	0.3	3.8
164	73	0.3	4.0
165	92	0.3	4.4
166	62	0.2	4.6

Table 70. Scale Score Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
167	96	0.4	5.0
168	51	0.2	5.2
169	74	0.3	5.4
170	88	0.3	5.8
171	73	0.3	6.0
172	51	0.2	6.2
173	80	0.3	6.5
174	51	0.2	6.7
175	59	0.2	6.9
176	77	0.3	7.2
177	67	0.2	7.5
178	81	0.3	7.8
179	52	0.2	8.0
180	95	0.4	8.3
181	75	0.3	8.6
182	92	0.3	8.9
183	74	0.3	9.2
184	123	0.5	9.7
185	77	0.3	9.9
186	104	0.4	10.3
187	88	0.3	10.7
188	122	0.5	11.1
189	101	0.4	11.5
190	114	0.4	11.9
191	110	0.4	12.3
192	99	0.4	12.7
193	112	0.4	13.1
194	110	0.4	13.5
195	96	0.4	13.9
196	112	0.4	14.3
197	125	0.5	14.7
198	112	0.4	15.1
199	107	0.4	15.5
200	117	0.4	16.0
201	109	0.4	16.4
202	113	0.4	16.8
203	93	0.3	17.1
204	94	0.3	17.5
205	100	0.4	17.9
206	120	0.4	18.3

Table 70. Scale Score Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
207	127	0.5	18.8
208	129	0.5	19.3
209	132	0.5	19.7
210	115	0.4	20.2
211	116	0.4	20.6
212	102	0.4	21.0
213	124	0.5	21.4
214	108	0.4	21.8
215	104	0.4	22.2
216	124	0.5	22.7
217	132	0.5	23.2
218	106	0.4	23.6
219	117	0.4	24.0
220	108	0.4	24.4
221	117	0.4	24.8
222	104	0.4	25.2
223	104	0.4	25.6
224	121	0.4	26.1
225	123	0.5	26.5
226	111	0.4	26.9
227	114	0.4	27.3
228	113	0.4	27.8
229	125	0.5	28.2
230	138	0.5	28.7
231	122	0.5	29.2
232	124	0.5	29.6
233	111	0.4	30.1
234	148	0.5	30.6
235	150	0.6	31.2
236	140	0.5	31.7
237	133	0.5	32.2
238	135	0.5	32.7
239	176	0.7	33.3
240	135	0.5	33.8
241	118	0.4	34.3
242	152	0.6	34.8
243	163	0.6	35.4
244	157	0.6	36.0
245	141	0.5	36.5
246	161	0.6	37.1

Table 70. Scale Score Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
247	178	0.7	37.8
248	175	0.6	38.4
249	157	0.6	39.0
250	186	0.7	39.7
251	166	0.6	40.3
252	162	0.6	40.9
253	187	0.7	41.6
254	201	0.7	42.4
255	174	0.6	43.0
256	178	0.7	43.7
257	201	0.7	44.4
258	184	0.7	45.1
259	188	0.7	45.8
260	211	0.8	46.6
261	180	0.7	47.2
262	209	0.8	48.0
263	189	0.7	48.7
264	199	0.7	49.5
265	209	0.8	50.2
266	208	0.8	51.0
267	227	0.8	51.8
268	240	0.9	52.7
269	215	0.8	53.5
270	250	0.9	54.5
271	218	0.8	55.3
272	232	0.9	56.1
273	208	0.8	56.9
274	274	1.0	57.9
275	252	0.9	58.8
276	251	0.9	59.8
277	264	1.0	60.8
278	217	0.8	61.6
279	248	0.9	62.5
280	271	1.0	63.5
281	262	1.0	64.4
282	248	0.9	65.4
283	230	0.9	66.2
284	232	0.9	67.1
285	270	1.0	68.1
286	249	0.9	69.0

Table 70. Scale Score Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
287	279	1.0	70.0
288	245	0.9	70.9
289	303	1.1	72.1
290	237	0.9	72.9
291	268	1.0	73.9
292	238	0.9	74.8
293	247	0.9	75.7
294	234	0.9	76.6
295	250	0.9	77.5
296	225	0.8	78.4
297	215	0.8	79.2
298	199	0.7	79.9
299	218	0.8	80.7
300	243	0.9	81.6
301	200	0.7	82.3
302	276	1.0	83.4
303	141	0.5	83.9
304	245	0.9	84.8
305	168	0.6	85.4
306	265	1.0	86.4
307	115	0.4	86.8
308	199	0.7	87.6
309	192	0.7	88.3
310	142	0.5	88.8
311	221	0.8	89.6
312	106	0.4	90.0
313	186	0.7	90.7
314	102	0.4	91.1
315	192	0.7	91.8
316	82	0.3	92.1
317	111	0.4	92.5
318	166	0.6	93.1
319	131	0.5	93.6
320	87	0.3	93.9
321	77	0.3	94.2
322	134	0.5	94.7
323	81	0.3	95.0
324	97	0.4	95.4
325	70	0.3	95.6
326	58	0.2	95.9

Table 70. Scale Score Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
327	80	0.3	96.1
328	108	0.4	96.5
329	54	0.2	96.7
330	32	0.1	96.9
331	77	0.3	97.2
332	68	0.3	97.4
333	68	0.3	97.7
334	44	0.2	97.8
335	47	0.2	98.0
336	17	0.1	98.1
337	53	0.2	98.3
338	76	0.3	98.5
339	35	0.1	98.7
340	18	0.1	98.7
341	36	0.1	98.9
342	38	0.1	99.0
343	31	0.1	99.1
344	44	0.2	99.3
345	17	0.1	99.3
346	9	0.0	99.4
347	9	0.0	99.4
348	42	0.2	99.6
349	17	0.1	99.6
350	15	0.1	99.7
351	3	0.0	99.7
352	12	0.0	99.7
354	29	0.1	99.9
355	1	0.0	99.9
356	12	0.0	99.9
358	12	0.0	99.9
360	15	0.1	100.0
Total	**26,984**		

Table 71. Scale Score Frequency Distribution (Grade 5) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	91	0.4	0.4
123	4	0.0	0.4
124	1	0.0	0.4
125	3	0.0	0.4
127	3	0.0	0.4
129	2	0.0	0.4
132	3	0.0	0.4
133	2	0.0	0.4
134	2	0.0	0.5
135	2	0.0	0.5
136	5	0.0	0.5
137	1	0.0	0.5
138	4	0.0	0.5
139	3	0.0	0.5
140	6	0.0	0.5
141	7	0.0	0.6
142	5	0.0	0.6
143	3	0.0	0.6
144	13	0.1	0.7
145	6	0.0	0.7
146	10	0.0	0.7
147	25	0.1	0.8
148	7	0.0	0.9
149	29	0.1	1.0
150	38	0.2	1.1
151	8	0.0	1.2
152	67	0.3	1.4
153	43	0.2	1.6
154	40	0.2	1.8
155	59	0.2	2.0
156	43	0.2	2.2
157	90	0.4	2.6
158	65	0.3	2.8
159	63	0.3	3.1
160	96	0.4	3.5
161	63	0.3	3.8
162	88	0.4	4.1
163	75	0.3	4.4
164	53	0.2	4.6

Table 71. Scale Score Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
165	72	0.3	4.9
166	53	0.2	5.2
167	53	0.2	5.4
168	70	0.3	5.7
169	48	0.2	5.9
170	57	0.2	6.1
171	62	0.3	6.3
172	46	0.2	6.5
173	60	0.2	6.8
174	75	0.3	7.1
175	78	0.3	7.4
176	58	0.2	7.7
177	73	0.3	8.0
178	64	0.3	8.2
179	74	0.3	8.5
180	82	0.3	8.9
181	90	0.4	9.2
182	89	0.4	9.6
183	93	0.4	10.0
184	109	0.4	10.4
185	89	0.4	10.8
186	118	0.5	11.3
187	94	0.4	11.7
188	98	0.4	12.1
189	133	0.5	12.6
190	111	0.5	13.1
191	93	0.4	13.5
192	131	0.5	14.0
193	85	0.3	14.3
194	108	0.4	14.8
195	102	0.4	15.2
196	98	0.4	15.6
197	101	0.4	16.0
198	104	0.4	16.5
199	103	0.4	16.9
200	91	0.4	17.2
201	104	0.4	17.7
202	99	0.4	18.1
203	87	0.4	18.4
204	96	0.4	18.8

Table 71. Scale Score Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
205	109	0.4	19.3
206	103	0.4	19.7
207	86	0.4	20.1
208	81	0.3	20.4
209	88	0.4	20.8
210	78	0.3	21.1
211	88	0.4	21.4
212	89	0.4	21.8
213	87	0.4	22.2
214	91	0.4	22.5
215	86	0.4	22.9
216	86	0.4	23.2
217	108	0.4	23.7
218	89	0.4	24.1
219	81	0.3	24.4
220	108	0.4	24.8
221	106	0.4	25.3
222	103	0.4	25.7
223	94	0.4	26.1
224	100	0.4	26.5
225	121	0.5	27.0
226	122	0.5	27.5
227	109	0.4	27.9
228	131	0.5	28.5
229	111	0.5	28.9
230	132	0.5	29.5
231	122	0.5	30.0
232	130	0.5	30.5
233	141	0.6	31.1
234	101	0.4	31.5
235	143	0.6	32.1
236	163	0.7	32.8
237	132	0.5	33.3
238	125	0.5	33.8
239	144	0.6	34.4
240	147	0.6	35.0
241	134	0.6	35.6
242	155	0.6	36.2
243	148	0.6	36.8
244	138	0.6	37.4

Table 71. Scale Score Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
245	164	0.7	38.1
246	181	0.7	38.8
247	183	0.8	39.6
248	180	0.7	40.3
249	169	0.7	41.0
250	192	0.8	41.8
251	186	0.8	42.6
252	206	0.8	43.4
253	172	0.7	44.1
254	214	0.9	45.0
255	185	0.8	45.8
256	200	0.8	46.6
257	219	0.9	47.5
258	222	0.9	48.4
259	185	0.8	49.1
260	226	0.9	50.1
261	215	0.9	51.0
262	226	0.9	51.9
263	217	0.9	52.8
264	255	1.0	53.8
265	235	1.0	54.8
266	237	1.0	55.8
267	248	1.0	56.8
268	236	1.0	57.8
269	249	1.0	58.8
270	264	1.1	59.9
271	247	1.0	60.9
272	287	1.2	62.1
273	214	0.9	63.0
274	238	1.0	63.9
275	265	1.1	65.0
276	242	1.0	66.0
277	253	1.0	67.1
278	255	1.0	68.1
279	277	1.1	69.2
280	267	1.1	70.3
281	257	1.1	71.4
282	248	1.0	72.4
283	220	0.9	73.3
284	255	1.0	74.4

Table 71. Scale Score Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
285	231	1.0	75.3
286	238	1.0	76.3
287	233	1.0	77.3
288	204	0.8	78.1
289	243	1.0	79.1
290	201	0.8	79.9
291	224	0.9	80.9
292	195	0.8	81.7
293	228	0.9	82.6
294	170	0.7	83.3
295	233	1.0	84.3
296	207	0.9	85.1
297	159	0.7	85.8
298	205	0.8	86.6
299	166	0.7	87.3
300	199	0.8	88.1
301	126	0.5	88.6
302	184	0.8	89.4
303	121	0.5	89.9
304	163	0.7	90.5
305	118	0.5	91.0
306	132	0.5	91.6
307	125	0.5	92.1
308	129	0.5	92.6
309	105	0.4	93.1
310	112	0.5	93.5
311	97	0.4	93.9
312	95	0.4	94.3
313	75	0.3	94.6
314	103	0.4	95.0
315	76	0.3	95.3
316	85	0.3	95.7
317	61	0.3	95.9
318	58	0.2	96.2
319	77	0.3	96.5
320	68	0.3	96.8
321	55	0.2	97.0
322	50	0.2	97.2
323	70	0.3	97.5
324	32	0.1	97.6

Table 71. Scale Score Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
325	82	0.3	98.0
326	29	0.1	98.1
327	25	0.1	98.2
328	44	0.2	98.4
329	36	0.1	98.5
330	31	0.1	98.7
331	39	0.2	98.8
332	27	0.1	98.9
333	16	0.1	99.0
334	20	0.1	99.1
335	30	0.1	99.2
336	36	0.1	99.3
337	5	0.0	99.4
338	26	0.1	99.5
339	8	0.0	99.5
340	7	0.0	99.5
341	27	0.1	99.6
342	10	0.0	99.7
343	2	0.0	99.7
344	19	0.1	99.8
345	1	0.0	99.8
346	15	0.1	99.8
347	8	0.0	99.9
348	6	0.0	99.9
350	6	0.0	99.9
351	1	0.0	99.9
352	7	0.0	100.0
354	5	0.0	100.0
360	7	0.0	100.0
Total	**24,308**		

Table 72. Scale Score Frequency Distribution (Grade 6) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	75	0.3	0.3
123	3	0.0	0.3
125	1	0.0	0.4
127	1	0.0	0.4
128	1	0.0	0.4
129	1	0.0	0.4
135	2	0.0	0.4
136	1	0.0	0.4
138	1	0.0	0.4
139	2	0.0	0.4
140	3	0.0	0.4
141	9	0.0	0.4
142	4	0.0	0.5
143	7	0.0	0.5
144	10	0.0	0.5
145	5	0.0	0.6
146	7	0.0	0.6
147	27	0.1	0.7
148	4	0.0	0.7
149	26	0.1	0.8
150	42	0.2	1.0
151	6	0.0	1.1
152	52	0.2	1.3
153	34	0.2	1.4
154	40	0.2	1.6
155	59	0.3	1.9
156	45	0.2	2.1
157	60	0.3	2.3
158	73	0.3	2.7
159	56	0.2	2.9
160	88	0.4	3.3
161	50	0.2	3.5
162	64	0.3	3.8
163	70	0.3	4.1
164	66	0.3	4.4
165	104	0.5	4.9
166	52	0.2	5.1
167	43	0.2	5.3
168	70	0.3	5.6

Table 72. Scale Score Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
169	52	0.2	5.9
170	48	0.2	6.1
171	58	0.3	6.3
172	46	0.2	6.5
173	50	0.2	6.7
174	58	0.3	7.0
175	62	0.3	7.3
176	71	0.3	7.6
177	67	0.3	7.9
178	84	0.4	8.3
179	73	0.3	8.6
180	85	0.4	9.0
181	64	0.3	9.3
182	101	0.4	9.7
183	86	0.4	10.1
184	94	0.4	10.5
185	104	0.5	11.0
186	96	0.4	11.4
187	108	0.5	11.9
188	97	0.4	12.3
189	103	0.5	12.8
190	77	0.3	13.1
191	93	0.4	13.5
192	108	0.5	14.0
193	100	0.4	14.4
194	124	0.6	15.0
195	80	0.4	15.4
196	89	0.4	15.7
197	92	0.4	16.2
198	100	0.4	16.6
199	81	0.4	17.0
200	115	0.5	17.5
201	114	0.5	18.0
202	93	0.4	18.4
203	91	0.4	18.8
204	71	0.3	19.1
205	91	0.4	19.5
206	81	0.4	19.9
207	81	0.4	20.2
208	87	0.4	20.6

Table 72. Scale Score Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
209	85	0.4	21.0
210	97	0.4	21.4
211	89	0.4	21.8
212	62	0.3	22.1
213	68	0.3	22.4
214	84	0.4	22.8
215	78	0.3	23.1
216	64	0.3	23.4
217	91	0.4	23.8
218	78	0.3	24.2
219	92	0.4	24.6
220	80	0.4	24.9
221	84	0.4	25.3
222	81	0.4	25.7
223	89	0.4	26.1
224	97	0.4	26.5
225	98	0.4	26.9
226	92	0.4	27.3
227	88	0.4	27.7
228	82	0.4	28.1
229	87	0.4	28.5
230	108	0.5	29.0
231	103	0.5	29.4
232	83	0.4	29.8
233	108	0.5	30.3
234	97	0.4	30.7
235	106	0.5	31.2
236	119	0.5	31.7
237	107	0.5	32.2
238	122	0.5	32.7
239	118	0.5	33.2
240	107	0.5	33.7
241	111	0.5	34.2
242	119	0.5	34.7
243	124	0.6	35.3
244	128	0.6	35.9
245	124	0.6	36.4
246	108	0.5	36.9
247	130	0.6	37.5
248	135	0.6	38.1

Table 72. Scale Score Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
249	127	0.6	38.6
250	150	0.7	39.3
251	165	0.7	40.0
252	154	0.7	40.7
253	155	0.7	41.4
254	148	0.7	42.1
255	153	0.7	42.7
256	145	0.6	43.4
257	145	0.6	44.0
258	167	0.7	44.8
259	163	0.7	45.5
260	192	0.9	46.4
261	191	0.8	47.2
262	172	0.8	48.0
263	203	0.9	48.9
264	200	0.9	49.8
265	176	0.8	50.5
266	197	0.9	51.4
267	200	0.9	52.3
268	218	1.0	53.3
269	202	0.9	54.2
270	210	0.9	55.1
271	199	0.9	56.0
272	205	0.9	56.9
273	223	1.0	57.9
274	208	0.9	58.8
275	237	1.1	59.9
276	205	0.9	60.8
277	197	0.9	61.7
278	247	1.1	62.8
279	207	0.9	63.7
280	228	1.0	64.7
281	207	0.9	65.6
282	237	1.1	66.7
283	235	1.0	67.7
284	211	0.9	68.6
285	246	1.1	69.7
286	209	0.9	70.7
287	246	1.1	71.8
288	216	1.0	72.7

Table 72. Scale Score Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
289	250	1.1	73.8
290	213	0.9	74.8
291	226	1.0	75.8
292	209	0.9	76.7
293	256	1.1	77.9
294	190	0.8	78.7
295	251	1.1	79.8
296	194	0.9	80.7
297	201	0.9	81.6
298	194	0.9	82.4
299	186	0.8	83.3
300	195	0.9	84.1
301	163	0.7	84.9
302	188	0.8	85.7
303	130	0.6	86.3
304	216	1.0	87.2
305	138	0.6	87.8
306	154	0.7	88.5
307	163	0.7	89.2
308	157	0.7	89.9
309	135	0.6	90.5
310	157	0.7	91.2
311	116	0.5	91.8
312	120	0.5	92.3
313	111	0.5	92.8
314	105	0.5	93.3
315	91	0.4	93.7
316	102	0.5	94.1
317	83	0.4	94.5
318	91	0.4	94.9
319	103	0.5	95.3
320	96	0.4	95.8
321	68	0.3	96.1
322	65	0.3	96.4
323	68	0.3	96.7
324	31	0.1	96.8
325	105	0.5	97.3
326	36	0.2	97.4
327	37	0.2	97.6
328	53	0.2	97.8

Table 72. Scale Score Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
329	40	0.2	98.0
330	43	0.2	98.2
331	62	0.3	98.5
332	28	0.1	98.6
333	29	0.1	98.7
334	12	0.1	98.8
335	26	0.1	98.9
336	39	0.2	99.1
337	12	0.1	99.1
338	26	0.1	99.2
339	11	0.0	99.3
340	24	0.1	99.4
341	23	0.1	99.5
342	14	0.1	99.6
343	1	0.0	99.6
344	24	0.1	99.7
345	2	0.0	99.7
346	16	0.1	99.8
347	14	0.1	99.8
348	9	0.0	99.9
350	4	0.0	99.9
352	9	0.0	99.9
354	10	0.0	100.0
360	10	0.0	100.0
Total	**22,493**		

Table 73. Scale Score Frequency Distribution (Grade 7) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	69	0.3	0.3
123	3	0.0	0.4
128	1	0.0	0.4
133	1	0.0	0.4
134	3	0.0	0.4
136	1	0.0	0.4
137	3	0.0	0.4
138	5	0.0	0.4
139	2	0.0	0.4
140	6	0.0	0.5
142	4	0.0	0.5
143	4	0.0	0.5
144	2	0.0	0.5
145	10	0.1	0.6
146	7	0.0	0.6
147	2	0.0	0.6
148	18	0.1	0.7
149	9	0.0	0.8
150	15	0.1	0.8
151	33	0.2	1.0
152	14	0.1	1.1
153	47	0.2	1.3
154	19	0.1	1.4
155	55	0.3	1.7
156	53	0.3	1.9
157	54	0.3	2.2
158	81	0.4	2.6
159	45	0.2	2.8
160	90	0.5	3.3
161	55	0.3	3.6
162	63	0.3	3.9
163	95	0.5	4.4
164	66	0.3	4.7
165	58	0.3	5.0
166	62	0.3	5.3
167	50	0.3	5.5
168	56	0.3	5.8
169	35	0.2	6.0
170	31	0.2	6.2

Table 73. Scale Score Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
171	51	0.3	6.4
172	34	0.2	6.6
173	68	0.3	6.9
174	38	0.2	7.1
175	61	0.3	7.4
176	50	0.3	7.7
177	48	0.2	7.9
178	66	0.3	8.2
179	65	0.3	8.6
180	72	0.4	8.9
181	53	0.3	9.2
182	50	0.3	9.4
183	93	0.5	9.9
184	58	0.3	10.2
185	80	0.4	10.6
186	88	0.4	11.0
187	94	0.5	11.5
188	100	0.5	12.0
189	78	0.4	12.4
190	82	0.4	12.8
191	93	0.5	13.3
192	85	0.4	13.7
193	87	0.4	14.1
194	91	0.5	14.6
195	97	0.5	15.1
196	83	0.4	15.5
197	93	0.5	16.0
198	113	0.6	16.5
199	82	0.4	16.9
200	75	0.4	17.3
201	100	0.5	17.8
202	84	0.4	18.2
203	96	0.5	18.7
204	75	0.4	19.1
205	84	0.4	19.5
206	84	0.4	19.9
207	83	0.4	20.4
208	81	0.4	20.8
209	69	0.3	21.1
210	78	0.4	21.5

Table 73. Scale Score Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
211	81	0.4	21.9
212	72	0.4	22.3
213	93	0.5	22.7
214	75	0.4	23.1
215	72	0.4	23.5
216	81	0.4	23.9
217	74	0.4	24.3
218	87	0.4	24.7
219	83	0.4	25.1
220	82	0.4	25.5
221	82	0.4	25.9
222	83	0.4	26.3
223	79	0.4	26.7
224	73	0.4	27.1
225	96	0.5	27.6
226	90	0.5	28.0
227	94	0.5	28.5
228	89	0.4	29.0
229	101	0.5	29.5
230	94	0.5	29.9
231	96	0.5	30.4
232	90	0.5	30.9
233	106	0.5	31.4
234	90	0.5	31.8
235	93	0.5	32.3
236	78	0.4	32.7
237	93	0.5	33.2
238	116	0.6	33.8
239	94	0.5	34.2
240	95	0.5	34.7
241	115	0.6	35.3
242	101	0.5	35.8
243	112	0.6	36.3
244	124	0.6	37.0
245	126	0.6	37.6
246	100	0.5	38.1
247	105	0.5	38.6
248	122	0.6	39.2
249	102	0.5	39.7
250	102	0.5	40.3

Table 73. Scale Score Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
251	113	0.6	40.8
252	127	0.6	41.5
253	115	0.6	42.0
254	104	0.5	42.6
255	133	0.7	43.2
256	140	0.7	43.9
257	150	0.8	44.7
258	137	0.7	45.4
259	154	0.8	46.1
260	164	0.8	47.0
261	146	0.7	47.7
262	126	0.6	48.3
263	144	0.7	49.0
264	182	0.9	50.0
265	180	0.9	50.9
266	171	0.9	51.7
267	173	0.9	52.6
268	179	0.9	53.5
269	182	0.9	54.4
270	184	0.9	55.3
271	182	0.9	56.2
272	191	1.0	57.2
273	172	0.9	58.1
274	214	1.1	59.1
275	185	0.9	60.1
276	192	1.0	61.0
277	166	0.8	61.8
278	170	0.9	62.7
279	180	0.9	63.6
280	210	1.1	64.7
281	193	1.0	65.6
282	190	1.0	66.6
283	211	1.1	67.6
284	184	0.9	68.6
285	209	1.0	69.6
286	191	1.0	70.6
287	221	1.1	71.7
288	174	0.9	72.5
289	205	1.0	73.6
290	216	1.1	74.7

Table 73. Scale Score Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
291	193	1.0	75.6
292	201	1.0	76.6
293	198	1.0	77.6
294	173	0.9	78.5
295	170	0.9	79.3
296	153	0.8	80.1
297	176	0.9	81.0
298	191	1.0	81.9
299	165	0.8	82.8
300	196	1.0	83.8
301	133	0.7	84.4
302	152	0.8	85.2
303	174	0.9	86.1
304	134	0.7	86.7
305	147	0.7	87.5
306	148	0.7	88.2
307	134	0.7	88.9
308	131	0.7	89.5
309	115	0.6	90.1
310	117	0.6	90.7
311	85	0.4	91.1
312	107	0.5	91.7
313	114	0.6	92.2
314	75	0.4	92.6
315	121	0.6	93.2
316	57	0.3	93.5
317	117	0.6	94.1
318	111	0.6	94.6
319	50	0.3	94.9
320	68	0.3	95.2
321	81	0.4	95.6
322	56	0.3	95.9
323	101	0.5	96.4
324	45	0.2	96.7
325	29	0.1	96.8
326	67	0.3	97.1
327	55	0.3	97.4
328	51	0.3	97.7
329	44	0.2	97.9
330	19	0.1	98.0

Table 73. Scale Score Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
331	50	0.3	98.2
332	42	0.2	98.4
333	30	0.2	98.6
334	19	0.1	98.7
335	28	0.1	98.8
336	22	0.1	98.9
337	14	0.1	99.0
338	31	0.2	99.2
339	14	0.1	99.2
340	20	0.1	99.3
341	13	0.1	99.4
342	5	0.0	99.4
343	12	0.1	99.5
344	13	0.1	99.6
345	6	0.0	99.6
346	25	0.1	99.7
347	8	0.0	99.7
348	2	0.0	99.8
349	23	0.1	99.9
351	7	0.0	99.9
352	3	0.0	99.9
357	10	0.1	100.0
360	5	0.0	100.0
Total	**19,946**		

Table 74. Scale Score Frequency Distribution (Grade 8) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	56	0.3	0.3
123	4	0.0	0.3
128	2	0.0	0.3
131	2	0.0	0.3
132	1	0.0	0.4
133	2	0.0	0.4
134	3	0.0	0.4
135	1	0.0	0.4
136	2	0.0	0.4
137	3	0.0	0.4
138	9	0.0	0.5
139	2	0.0	0.5
140	2	0.0	0.5
141	3	0.0	0.5
142	1	0.0	0.5
143	11	0.1	0.6
145	5	0.0	0.6
146	5	0.0	0.6
147	5	0.0	0.6
148	10	0.1	0.7
149	5	0.0	0.7
150	22	0.1	0.8
151	17	0.1	0.9
152	9	0.0	1.0
153	53	0.3	1.3
154	8	0.0	1.3
155	45	0.2	1.6
156	41	0.2	1.8
157	32	0.2	1.9
158	73	0.4	2.3
159	33	0.2	2.5
160	91	0.5	3.0
161	69	0.4	3.4
162	57	0.3	3.7
163	67	0.4	4.0
164	54	0.3	4.3
165	37	0.2	4.5
166	64	0.3	4.9
167	42	0.2	5.1

Table 74. Scale Score Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
168	59	0.3	5.4
169	42	0.2	5.7
170	44	0.2	5.9
171	61	0.3	6.2
172	32	0.2	6.4
173	52	0.3	6.7
174	34	0.2	6.9
175	52	0.3	7.1
176	48	0.3	7.4
177	41	0.2	7.6
178	66	0.4	8.0
179	58	0.3	8.3
180	61	0.3	8.6
181	51	0.3	8.9
182	48	0.3	9.2
183	69	0.4	9.5
184	58	0.3	9.8
185	52	0.3	10.1
186	67	0.4	10.5
187	49	0.3	10.7
188	66	0.4	11.1
189	51	0.3	11.4
190	68	0.4	11.7
191	82	0.4	12.2
192	66	0.4	12.5
193	73	0.4	12.9
194	64	0.3	13.3
195	62	0.3	13.6
196	63	0.3	13.9
197	81	0.4	14.4
198	65	0.4	14.7
199	59	0.3	15.1
200	68	0.4	15.4
201	88	0.5	15.9
202	58	0.3	16.2
203	87	0.5	16.7
204	71	0.4	17.1
205	75	0.4	17.5
206	77	0.4	17.9
207	69	0.4	18.3

Table 74. Scale Score Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
208	88	0.5	18.7
209	69	0.4	19.1
210	67	0.4	19.5
211	70	0.4	19.8
212	85	0.5	20.3
213	76	0.4	20.7
214	56	0.3	21.0
215	68	0.4	21.4
216	60	0.3	21.7
217	76	0.4	22.1
218	59	0.3	22.4
219	85	0.5	22.9
220	79	0.4	23.3
221	62	0.3	23.6
222	59	0.3	24.0
223	92	0.5	24.5
224	85	0.5	24.9
225	87	0.5	25.4
226	67	0.4	25.7
227	77	0.4	26.2
228	101	0.5	26.7
229	68	0.4	27.1
230	78	0.4	27.5
231	92	0.5	28.0
232	77	0.4	28.4
233	75	0.4	28.8
234	86	0.5	29.3
235	74	0.4	29.7
236	75	0.4	30.1
237	73	0.4	30.5
238	82	0.4	30.9
239	77	0.4	31.3
240	89	0.5	31.8
241	95	0.5	32.3
242	85	0.5	32.8
243	86	0.5	33.2
244	74	0.4	33.6
245	79	0.4	34.1
246	88	0.5	34.5
247	98	0.5	35.1

Table 74. Scale Score Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
248	79	0.4	35.5
249	103	0.6	36.1
250	95	0.5	36.6
251	94	0.5	37.1
252	107	0.6	37.6
253	98	0.5	38.2
254	130	0.7	38.9
255	112	0.6	39.5
256	116	0.6	40.1
257	92	0.5	40.6
258	88	0.5	41.1
259	115	0.6	41.7
260	106	0.6	42.3
261	121	0.7	42.9
262	121	0.7	43.6
263	119	0.6	44.2
264	130	0.7	44.9
265	146	0.8	45.7
266	117	0.6	46.3
267	140	0.8	47.1
268	114	0.6	47.7
269	127	0.7	48.4
270	149	0.8	49.2
271	151	0.8	50.0
272	137	0.7	50.7
273	162	0.9	51.6
274	148	0.8	52.4
275	150	0.8	53.2
276	132	0.7	53.9
277	172	0.9	54.9
278	128	0.7	55.6
279	132	0.7	56.3
280	145	0.8	57.1
281	152	0.8	57.9
282	149	0.8	58.7
283	157	0.8	59.5
284	162	0.9	60.4
285	151	0.8	61.2
286	158	0.9	62.1
287	176	0.9	63.0

Table 74. Scale Score Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
288	162	0.9	63.9
289	161	0.9	64.8
290	178	1.0	65.7
291	172	0.9	66.6
292	167	0.9	67.5
293	180	1.0	68.5
294	160	0.9	69.4
295	193	1.0	70.4
296	175	0.9	71.4
297	215	1.2	72.5
298	202	1.1	73.6
299	165	0.9	74.5
300	162	0.9	75.4
301	150	0.8	76.2
302	154	0.8	77.0
303	175	0.9	78.0
304	170	0.9	78.9
305	181	1.0	79.8
306	169	0.9	80.8
307	141	0.8	81.5
308	181	1.0	82.5
309	151	0.8	83.3
310	175	0.9	84.2
311	122	0.7	84.9
312	158	0.9	85.8
313	176	0.9	86.7
314	112	0.6	87.3
315	160	0.9	88.2
316	79	0.4	88.6
317	150	0.8	89.4
318	155	0.8	90.2
319	62	0.3	90.6
320	105	0.6	91.1
321	133	0.7	91.9
322	69	0.4	92.2
323	147	0.8	93.0
324	74	0.4	93.4
325	48	0.3	93.7
326	114	0.6	94.3
327	93	0.5	94.8

Table 74. Scale Score Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
328	103	0.6	95.4
329	76	0.4	95.8
330	33	0.2	95.9
331	73	0.4	96.3
332	83	0.4	96.8
333	44	0.2	97.0
334	37	0.2	97.2
335	44	0.2	97.5
336	60	0.3	97.8
337	36	0.2	98.0
338	35	0.2	98.2
339	14	0.1	98.2
340	37	0.2	98.4
341	58	0.3	98.8
342	20	0.1	98.9
343	18	0.1	99.0
344	20	0.1	99.1
345	13	0.1	99.1
346	34	0.2	99.3
347	12	0.1	99.4
348	1	0.0	99.4
349	38	0.2	99.6
351	23	0.1	99.7
352	12	0.1	99.8
355	2	0.0	99.8
357	17	0.1	99.9
360	21	0.1	100.0
Total	**18,545**		

Table 75. Scale Score Frequency Distribution (Grade 9) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	55	0.3	0.3
121	4	0.0	0.3
125	6	0.0	0.3
126	2	0.0	0.3
127	2	0.0	0.4
131	3	0.0	0.4
132	4	0.0	0.4
135	4	0.0	0.4
136	3	0.0	0.4
138	8	0.0	0.5
139	1	0.0	0.5
140	5	0.0	0.5
141	1	0.0	0.5
142	4	0.0	0.5
143	1	0.0	0.5
145	5	0.0	0.6
146	4	0.0	0.6
147	2	0.0	0.6
148	2	0.0	0.6
149	19	0.1	0.7
151	14	0.1	0.8
152	3	0.0	0.8
153	14	0.1	0.9
154	24	0.1	1.0
155	16	0.1	1.1
156	42	0.2	1.3
157	9	0.0	1.3
158	67	0.3	1.7
159	33	0.2	1.9
160	92	0.5	2.3
161	43	0.2	2.6
162	86	0.4	3.0
163	70	0.4	3.4
164	77	0.4	3.8
165	87	0.5	4.2
166	61	0.3	4.5
167	67	0.3	4.9
168	86	0.4	5.3
169	69	0.4	5.7

Table 75. Scale Score Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
170	98	0.5	6.2
171	51	0.3	6.5
172	88	0.5	6.9
173	53	0.3	7.2
174	97	0.5	7.7
175	84	0.4	8.1
176	77	0.4	8.5
177	67	0.3	8.9
178	70	0.4	9.2
179	84	0.4	9.7
180	58	0.3	10.0
181	87	0.5	10.4
182	79	0.4	10.8
183	75	0.4	11.2
184	65	0.3	11.6
185	91	0.5	12.0
186	72	0.4	12.4
187	76	0.4	12.8
188	99	0.5	13.3
189	78	0.4	13.7
190	89	0.5	14.2
191	85	0.4	14.6
192	88	0.5	15.1
193	60	0.3	15.4
194	84	0.4	15.8
195	74	0.4	16.2
196	66	0.3	16.6
197	88	0.5	17.0
198	81	0.4	17.4
199	80	0.4	17.8
200	73	0.4	18.2
201	80	0.4	18.6
202	80	0.4	19.1
203	112	0.6	19.6
204	83	0.4	20.1
205	80	0.4	20.5
206	101	0.5	21.0
207	100	0.5	21.5
208	91	0.5	22.0
209	91	0.5	22.5

Table 75. Scale Score Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
210	72	0.4	22.8
211	85	0.4	23.3
212	79	0.4	23.7
213	87	0.5	24.2
214	93	0.5	24.6
215	83	0.4	25.1
216	89	0.5	25.5
217	108	0.6	26.1
218	100	0.5	26.6
219	101	0.5	27.1
220	93	0.5	27.6
221	99	0.5	28.1
222	126	0.7	28.8
223	107	0.6	29.3
224	105	0.5	29.9
225	127	0.7	30.5
226	110	0.6	31.1
227	121	0.6	31.7
228	94	0.5	32.2
229	94	0.5	32.7
230	94	0.5	33.2
231	106	0.6	33.8
232	97	0.5	34.3
233	114	0.6	34.8
234	93	0.5	35.3
235	102	0.5	35.9
236	130	0.7	36.5
237	94	0.5	37.0
238	95	0.5	37.5
239	102	0.5	38.0
240	126	0.7	38.7
241	89	0.5	39.2
242	114	0.6	39.8
243	98	0.5	40.3
244	124	0.6	40.9
245	106	0.6	41.5
246	130	0.7	42.1
247	106	0.6	42.7
248	113	0.6	43.3
249	105	0.5	43.8

Table 75. Scale Score Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
250	126	0.7	44.5
251	113	0.6	45.1
252	127	0.7	45.7
253	136	0.7	46.4
254	104	0.5	47.0
255	119	0.6	47.6
256	105	0.5	48.1
257	123	0.6	48.8
258	124	0.6	49.4
259	110	0.6	50.0
260	145	0.8	50.7
261	114	0.6	51.3
262	144	0.7	52.1
263	132	0.7	52.7
264	152	0.8	53.5
265	140	0.7	54.3
266	137	0.7	55.0
267	145	0.8	55.7
268	135	0.7	56.4
269	139	0.7	57.1
270	137	0.7	57.9
271	171	0.9	58.7
272	151	0.8	59.5
273	137	0.7	60.2
274	161	0.8	61.1
275	148	0.8	61.8
276	158	0.8	62.7
277	134	0.7	63.4
278	154	0.8	64.2
279	166	0.9	65.0
280	153	0.8	65.8
281	162	0.8	66.7
282	176	0.9	67.6
283	147	0.8	68.3
284	167	0.9	69.2
285	143	0.7	69.9
286	138	0.7	70.7
287	182	0.9	71.6
288	171	0.9	72.5
289	153	0.8	73.3

Table 75. Scale Score Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
290	169	0.9	74.2
291	144	0.7	74.9
292	183	0.9	75.9
293	163	0.8	76.7
294	183	0.9	77.7
295	139	0.7	78.4
296	164	0.9	79.2
297	124	0.6	79.9
298	166	0.9	80.7
299	112	0.6	81.3
300	181	0.9	82.3
301	103	0.5	82.8
302	185	1.0	83.7
303	118	0.6	84.4
304	110	0.6	84.9
305	141	0.7	85.7
306	121	0.6	86.3
307	152	0.8	87.1
308	71	0.4	87.5
309	136	0.7	88.2
310	90	0.5	88.6
311	129	0.7	89.3
312	69	0.4	89.7
313	106	0.6	90.2
314	98	0.5	90.7
315	123	0.6	91.3
316	84	0.4	91.8
317	76	0.4	92.2
318	114	0.6	92.8
319	76	0.4	93.2
320	96	0.5	93.7
321	59	0.3	94.0
322	88	0.5	94.4
323	50	0.3	94.7
324	96	0.5	95.2
325	37	0.2	95.4
326	74	0.4	95.8
327	41	0.2	96.0
328	56	0.3	96.3
329	66	0.3	96.6

Table 75. Scale Score Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
330	41	0.2	96.8
331	43	0.2	97.0
332	23	0.1	97.2
333	79	0.4	97.6
334	25	0.1	97.7
335	48	0.2	97.9
336	19	0.1	98.0
337	30	0.2	98.2
338	8	0.0	98.2
339	34	0.2	98.4
340	43	0.2	98.6
341	10	0.1	98.7
342	17	0.1	98.8
343	20	0.1	98.9
344	24	0.1	99.0
345	13	0.1	99.1
346	26	0.1	99.2
347	9	0.0	99.3
348	9	0.0	99.3
349	15	0.1	99.4
350	36	0.2	99.6
351	15	0.1	99.7
352	1	0.0	99.7
353	7	0.0	99.7
354	1	0.0	99.7
355	4	0.0	99.7
356	13	0.1	99.8
357	15	0.1	99.9
359	12	0.1	99.9
360	14	0.1	100.0
Total	**19,267**		

Table 76. Scale Score Distribution (Grade 10) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	65	0.4	0.4
121	1	0.0	0.4
125	2	0.0	0.4
127	1	0.0	0.4
131	2	0.0	0.4
132	2	0.0	0.5
135	2	0.0	0.5
138	2	0.0	0.5
140	2	0.0	0.5
141	3	0.0	0.5
142	4	0.0	0.5
143	1	0.0	0.5
145	3	0.0	0.6
146	2	0.0	0.6
147	8	0.0	0.6
149	2	0.0	0.6
150	1	0.0	0.6
151	3	0.0	0.7
152	3	0.0	0.7
153	3	0.0	0.7
154	5	0.0	0.7
155	4	0.0	0.8
156	16	0.1	0.9
157	4	0.0	0.9
158	24	0.1	1.0
159	4	0.0	1.1
160	28	0.2	1.2
161	13	0.1	1.3
162	20	0.1	1.4
163	19	0.1	1.5
164	27	0.2	1.7
165	27	0.2	1.9
166	20	0.1	2.0
167	35	0.2	2.2
168	26	0.2	2.4
169	35	0.2	2.6
170	30	0.2	2.8
171	24	0.1	2.9
172	47	0.3	3.2

Table 76. Scale Score Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
173	28	0.2	3.4
174	33	0.2	3.6
175	41	0.3	3.9
176	42	0.3	4.1
177	33	0.2	4.3
178	37	0.2	4.6
179	38	0.2	4.8
180	26	0.2	5.0
181	43	0.3	5.2
182	51	0.3	5.5
183	40	0.2	5.8
184	32	0.2	6.0
185	37	0.2	6.2
186	41	0.3	6.5
187	30	0.2	6.7
188	59	0.4	7.0
189	37	0.2	7.3
190	42	0.3	7.5
191	43	0.3	7.8
192	46	0.3	8.1
193	48	0.3	8.4
194	43	0.3	8.6
195	54	0.3	9.0
196	38	0.2	9.2
197	52	0.3	9.5
198	40	0.2	9.8
199	61	0.4	10.2
200	49	0.3	10.5
201	74	0.5	10.9
202	61	0.4	11.3
203	59	0.4	11.7
204	60	0.4	12.1
205	73	0.5	12.5
206	56	0.3	12.9
207	60	0.4	13.2
208	58	0.4	13.6
209	66	0.4	14.0
210	64	0.4	14.4
211	60	0.4	14.8
212	43	0.3	15.0

Table 76. Scale Score Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
213	71	0.4	15.5
214	63	0.4	15.9
215	67	0.4	16.3
216	67	0.4	16.7
217	61	0.4	17.1
218	75	0.5	17.5
219	64	0.4	17.9
220	75	0.5	18.4
221	83	0.5	18.9
222	93	0.6	19.5
223	85	0.5	20.0
224	67	0.4	20.5
225	98	0.6	21.1
226	64	0.4	21.5
227	95	0.6	22.1
228	84	0.5	22.6
229	96	0.6	23.2
230	92	0.6	23.7
231	91	0.6	24.3
232	82	0.5	24.8
233	81	0.5	25.3
234	88	0.5	25.9
235	86	0.5	26.4
236	83	0.5	26.9
237	99	0.6	27.5
238	84	0.5	28.1
239	89	0.6	28.6
240	88	0.5	29.2
241	78	0.5	29.6
242	110	0.7	30.3
243	89	0.6	30.9
244	107	0.7	31.5
245	80	0.5	32.0
246	94	0.6	32.6
247	91	0.6	33.2
248	84	0.5	33.7
249	111	0.7	34.4
250	93	0.6	35.0
251	107	0.7	35.7
252	88	0.5	36.2

Table 76. Scale Score Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
253	98	0.6	36.8
254	105	0.7	37.5
255	101	0.6	38.1
256	105	0.7	38.7
257	90	0.6	39.3
258	93	0.6	39.9
259	100	0.6	40.5
260	103	0.6	41.1
261	108	0.7	41.8
262	93	0.6	42.4
263	102	0.6	43.0
264	103	0.6	43.7
265	112	0.7	44.4
266	125	0.8	45.1
267	131	0.8	46.0
268	98	0.6	46.6
269	97	0.6	47.2
270	118	0.7	47.9
271	137	0.9	48.8
272	115	0.7	49.5
273	128	0.8	50.3
274	116	0.7	51.0
275	136	0.8	51.8
276	126	0.8	52.6
277	126	0.8	53.4
278	130	0.8	54.2
279	133	0.8	55.0
280	133	0.8	55.9
281	121	0.8	56.6
282	121	0.8	57.4
283	131	0.8	58.2
284	160	1.0	59.2
285	140	0.9	60.0
286	131	0.8	60.9
287	162	1.0	61.9
288	144	0.9	62.8
289	128	0.8	63.6
290	141	0.9	64.4
291	153	1.0	65.4
292	131	0.8	66.2

Table 76. Scale Score Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
293	133	0.8	67.0
294	193	1.2	68.2
295	113	0.7	68.9
296	151	0.9	69.9
297	113	0.7	70.6
298	160	1.0	71.6
299	133	0.8	72.4
300	144	0.9	73.3
301	110	0.7	74.0
302	161	1.0	75.0
303	132	0.8	75.8
304	121	0.8	76.5
305	153	1.0	77.5
306	117	0.7	78.2
307	190	1.2	79.4
308	106	0.7	80.1
309	139	0.9	80.9
310	99	0.6	81.5
311	182	1.1	82.7
312	85	0.5	83.2
313	127	0.8	84.0
314	135	0.8	84.8
315	121	0.8	85.6
316	103	0.6	86.2
317	96	0.6	86.8
318	130	0.8	87.6
319	91	0.6	88.2
320	125	0.8	89.0
321	79	0.5	89.5
322	138	0.9	90.3
323	47	0.3	90.6
324	155	1.0	91.6
325	47	0.3	91.9
326	108	0.7	92.6
327	59	0.4	92.9
328	80	0.5	93.4
329	98	0.6	94.0
330	56	0.3	94.4
331	52	0.3	94.7
332	30	0.2	94.9

Table 76. Scale Score Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
333	113	0.7	95.6
334	41	0.3	95.8
335	62	0.4	96.2
336	35	0.2	96.4
337	48	0.3	96.7
338	18	0.1	96.9
339	52	0.3	97.2
340	42	0.3	97.4
341	28	0.2	97.6
342	17	0.1	97.7
343	30	0.2	97.9
344	38	0.2	98.1
345	24	0.1	98.3
346	55	0.3	98.6
347	8	0.0	98.7
348	21	0.1	98.8
349	18	0.1	98.9
350	43	0.3	99.2
351	20	0.1	99.3
352	2	0.0	99.3
353	19	0.1	99.4
354	2	0.0	99.5
355	2	0.0	99.5
356	28	0.2	99.6
357	18	0.1	99.8
359	22	0.1	99.9
360	17	0.1	100.0
Total	**16,081**		

Table 77. Scale Score Frequency Distribution (Grade 11) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	48	0.4	0.4
121	2	0.0	0.4
125	2	0.0	0.4
126	1	0.0	0.4
127	1	0.0	0.4
131	1	0.0	0.4
132	3	0.0	0.4
136	6	0.0	0.5
139	1	0.0	0.5
140	2	0.0	0.5
141	2	0.0	0.5
142	3	0.0	0.5
143	1	0.0	0.5
144	1	0.0	0.5
145	1	0.0	0.6
146	3	0.0	0.6
147	2	0.0	0.6
148	1	0.0	0.6
149	5	0.0	0.6
151	2	0.0	0.7
152	1	0.0	0.7
153	2	0.0	0.7
154	7	0.1	0.7
155	5	0.0	0.8
156	7	0.1	0.8
157	2	0.0	0.8
158	18	0.1	1.0
159	2	0.0	1.0
160	15	0.1	1.1
161	11	0.1	1.2
162	12	0.1	1.3
163	16	0.1	1.4
164	22	0.2	1.5
165	12	0.1	1.6
166	20	0.1	1.8
167	9	0.1	1.8
168	12	0.1	1.9
169	17	0.1	2.1
170	25	0.2	2.2

Table 77. Scale Score Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
171	12	0.1	2.3
172	28	0.2	2.5
173	7	0.1	2.6
174	26	0.2	2.8
175	15	0.1	2.9
176	21	0.2	3.1
177	12	0.1	3.1
178	19	0.1	3.3
179	20	0.1	3.4
180	20	0.1	3.6
181	33	0.2	3.8
182	35	0.3	4.1
183	20	0.1	4.2
184	23	0.2	4.4
185	25	0.2	4.6
186	24	0.2	4.8
187	25	0.2	4.9
188	31	0.2	5.2
189	30	0.2	5.4
190	30	0.2	5.6
191	26	0.2	5.8
192	28	0.2	6.0
193	23	0.2	6.2
194	30	0.2	6.4
195	28	0.2	6.6
196	28	0.2	6.8
197	32	0.2	7.1
198	34	0.3	7.3
199	31	0.2	7.5
200	39	0.3	7.8
201	44	0.3	8.2
202	45	0.3	8.5
203	24	0.2	8.7
204	43	0.3	9.0
205	32	0.2	9.2
206	53	0.4	9.6
207	40	0.3	9.9
208	51	0.4	10.3
209	59	0.4	10.7
210	49	0.4	11.1

Table 77. Scale Score Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
211	54	0.4	11.5
212	46	0.3	11.8
213	49	0.4	12.2
214	37	0.3	12.5
215	67	0.5	13.0
216	45	0.3	13.3
217	61	0.5	13.7
218	53	0.4	14.1
219	54	0.4	14.5
220	65	0.5	15.0
221	66	0.5	15.5
222	79	0.6	16.1
223	62	0.5	16.6
224	61	0.5	17.0
225	61	0.5	17.5
226	53	0.4	17.8
227	66	0.5	18.3
228	75	0.6	18.9
229	73	0.5	19.4
230	64	0.5	19.9
231	68	0.5	20.4
232	85	0.6	21.0
233	72	0.5	21.6
234	82	0.6	22.2
235	80	0.6	22.8
236	69	0.5	23.3
237	67	0.5	23.8
238	68	0.5	24.3
239	86	0.6	24.9
240	81	0.6	25.5
241	80	0.6	26.1
242	61	0.5	26.6
243	71	0.5	27.1
244	86	0.6	27.7
245	76	0.6	28.3
246	77	0.6	28.9
247	69	0.5	29.4
248	59	0.4	29.8
249	71	0.5	30.3
250	83	0.6	30.9

Table 77. Scale Score Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
251	87	0.6	31.6
252	69	0.5	32.1
253	90	0.7	32.8
254	74	0.5	33.3
255	105	0.8	34.1
256	109	0.8	34.9
257	82	0.6	35.5
258	84	0.6	36.1
259	85	0.6	36.8
260	80	0.6	37.3
261	81	0.6	37.9
262	98	0.7	38.7
263	100	0.7	39.4
264	87	0.6	40.1
265	122	0.9	41.0
266	106	0.8	41.7
267	87	0.6	42.4
268	102	0.8	43.1
269	92	0.7	43.8
270	95	0.7	44.5
271	112	0.8	45.4
272	99	0.7	46.1
273	103	0.8	46.9
274	131	1.0	47.8
275	101	0.7	48.6
276	124	0.9	49.5
277	109	0.8	50.3
278	129	1.0	51.3
279	116	0.9	52.1
280	105	0.8	52.9
281	117	0.9	53.8
282	95	0.7	54.5
283	111	0.8	55.3
284	108	0.8	56.1
285	125	0.9	57.0
286	125	0.9	57.9
287	149	1.1	59.0
288	111	0.8	59.9
289	117	0.9	60.7
290	126	0.9	61.7

Table 77. Scale Score Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
291	124	0.9	62.6
292	119	0.9	63.5
293	128	0.9	64.4
294	113	0.8	65.2
295	103	0.8	66.0
296	134	1.0	67.0
297	104	0.8	67.8
298	152	1.1	68.9
299	99	0.7	69.6
300	137	1.0	70.6
301	102	0.8	71.4
302	143	1.1	72.4
303	101	0.7	73.2
304	107	0.8	74.0
305	124	0.9	74.9
306	104	0.8	75.7
307	153	1.1	76.8
308	82	0.6	77.4
309	133	1.0	78.4
310	94	0.7	79.1
311	175	1.3	80.4
312	70	0.5	80.9
313	117	0.9	81.8
314	96	0.7	82.5
315	131	1.0	83.5
316	89	0.7	84.1
317	110	0.8	84.9
318	126	0.9	85.9
319	99	0.7	86.6
320	118	0.9	87.5
321	56	0.4	87.9
322	121	0.9	88.8
323	54	0.4	89.2
324	122	0.9	90.1
325	57	0.4	90.5
326	90	0.7	91.2
327	46	0.3	91.5
328	87	0.6	92.2
329	85	0.6	92.8
330	66	0.5	93.3

Table 77. Scale Score Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
331	58	0.4	93.7
332	45	0.3	94.0
333	84	0.6	94.7
334	36	0.3	94.9
335	63	0.5	95.4
336	31	0.2	95.6
337	41	0.3	95.9
338	19	0.1	96.1
339	59	0.4	96.5
340	56	0.4	96.9
341	19	0.1	97.1
342	23	0.2	97.2
343	39	0.3	97.5
344	41	0.3	97.8
345	21	0.2	98.0
346	59	0.4	98.4
347	12	0.1	98.5
348	14	0.1	98.6
349	13	0.1	98.7
350	54	0.4	99.1
351	19	0.1	99.2
352	3	0.0	99.3
353	13	0.1	99.4
354	2	0.0	99.4
355	2	0.0	99.4
356	28	0.2	99.6
357	16	0.1	99.7
359	22	0.2	99.9
360	17	0.1	100.0
Total	**13,508**		

Table 78. Scale Score Frequency Distribution (Grade 12) by Grade Level (All Schools)

Scale Score	N-Count	Percent	Cumulative Percent
120	141	1.3	1.3
121	1	0.0	1.3
125	4	0.0	1.3
126	3	0.0	1.4
127	3	0.0	1.4
131	1	0.0	1.4
132	1	0.0	1.4
134	1	0.0	1.4
135	3	0.0	1.4
136	5	0.0	1.5
138	4	0.0	1.5
139	1	0.0	1.5
140	10	0.1	1.6
141	2	0.0	1.6
142	4	0.0	1.7
143	5	0.0	1.7
144	3	0.0	1.7
145	8	0.1	1.8
146	4	0.0	1.9
147	6	0.1	1.9
149	10	0.1	2.0
151	8	0.1	2.1
152	4	0.0	2.1
153	5	0.0	2.2
154	12	0.1	2.3
155	2	0.0	2.3
156	12	0.1	2.4
157	2	0.0	2.4
158	16	0.1	2.6
159	6	0.1	2.6
160	16	0.1	2.8
161	7	0.1	2.8
162	7	0.1	2.9
163	6	0.1	2.9
164	8	0.1	3.0
165	12	0.1	3.1
166	11	0.1	3.2
167	7	0.1	3.3
168	2	0.0	3.3

Table 78. Scale Score Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
169	15	0.1	3.4
170	16	0.1	3.6
171	5	0.0	3.6
172	10	0.1	3.7
173	8	0.1	3.8
174	13	0.1	3.9
175	9	0.1	4.0
176	15	0.1	4.1
177	8	0.1	4.2
178	11	0.1	4.3
179	14	0.1	4.4
180	15	0.1	4.6
181	16	0.1	4.7
182	17	0.2	4.9
183	14	0.1	5.0
184	9	0.1	5.1
185	9	0.1	5.2
186	16	0.1	5.3
187	18	0.2	5.5
188	12	0.1	5.6
189	16	0.1	5.7
190	18	0.2	5.9
191	19	0.2	6.1
192	19	0.2	6.2
193	21	0.2	6.4
194	24	0.2	6.6
195	27	0.2	6.9
196	25	0.2	7.1
197	25	0.2	7.3
198	27	0.2	7.6
199	20	0.2	7.8
200	25	0.2	8.0
201	22	0.2	8.2
202	28	0.3	8.4
203	27	0.2	8.7
204	31	0.3	9.0
205	26	0.2	9.2
206	27	0.2	9.4
207	28	0.3	9.7
208	40	0.4	10.1

Table 78. Scale Score Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
209	33	0.3	10.4
210	36	0.3	10.7
211	42	0.4	11.1
212	39	0.4	11.4
213	46	0.4	11.8
214	39	0.4	12.2
215	34	0.3	12.5
216	39	0.4	12.9
217	57	0.5	13.4
218	39	0.4	13.7
219	36	0.3	14.1
220	45	0.4	14.5
221	57	0.5	15.0
222	56	0.5	15.5
223	57	0.5	16.0
224	56	0.5	16.5
225	50	0.5	17.0
226	53	0.5	17.5
227	54	0.5	18.0
228	47	0.4	18.4
229	61	0.6	18.9
230	63	0.6	19.5
231	52	0.5	20.0
232	58	0.5	20.5
233	54	0.5	21.0
234	67	0.6	21.6
235	47	0.4	22.0
236	75	0.7	22.7
237	69	0.6	23.3
238	57	0.5	23.9
239	55	0.5	24.4
240	65	0.6	24.9
241	61	0.6	25.5
242	59	0.5	26.0
243	63	0.6	26.6
244	76	0.7	27.3
245	65	0.6	27.9
246	69	0.6	28.5
247	64	0.6	29.1
248	83	0.8	29.9

Table 78. Scale Score Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
249	57	0.5	30.4
250	81	0.7	31.1
251	70	0.6	31.7
252	53	0.5	32.2
253	76	0.7	32.9
254	79	0.7	33.6
255	68	0.6	34.2
256	68	0.6	34.9
257	84	0.8	35.6
258	69	0.6	36.3
259	88	0.8	37.1
260	78	0.7	37.8
261	84	0.8	38.5
262	79	0.7	39.2
263	78	0.7	40.0
264	82	0.7	40.7
265	76	0.7	41.4
266	77	0.7	42.1
267	98	0.9	43.0
268	92	0.8	43.8
269	68	0.6	44.4
270	80	0.7	45.2
271	82	0.7	45.9
272	86	0.8	46.7
273	78	0.7	47.4
274	89	0.8	48.2
275	65	0.6	48.8
276	105	1.0	49.7
277	80	0.7	50.5
278	98	0.9	51.4
279	80	0.7	52.1
280	85	0.8	52.9
281	80	0.7	53.6
282	71	0.6	54.2
283	99	0.9	55.1
284	92	0.8	56.0
285	98	0.9	56.9
286	86	0.8	57.6
287	96	0.9	58.5
288	109	1.0	59.5

Table 78. Scale Score Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
289	96	0.9	60.4
290	91	0.8	61.2
291	109	1.0	62.2
292	86	0.8	63.0
293	84	0.8	63.7
294	117	1.1	64.8
295	102	0.9	65.7
296	91	0.8	66.6
297	105	1.0	67.5
298	133	1.2	68.7
299	78	0.7	69.4
300	112	1.0	70.4
301	83	0.8	71.2
302	141	1.3	72.5
303	87	0.8	73.3
304	95	0.9	74.1
305	103	0.9	75.1
306	77	0.7	75.8
307	122	1.1	76.9
308	53	0.5	77.4
309	115	1.0	78.4
310	67	0.6	79.0
311	117	1.1	80.1
312	54	0.5	80.6
313	119	1.1	81.6
314	89	0.8	82.4
315	96	0.9	83.3
316	76	0.7	84.0
317	75	0.7	84.7
318	74	0.7	85.4
319	70	0.6	86.0
320	113	1.0	87.0
321	61	0.6	87.6
322	112	1.0	88.6
323	61	0.6	89.2
324	99	0.9	90.1
325	37	0.3	90.4
326	79	0.7	91.1
327	43	0.4	91.5
328	75	0.7	92.2

Table 78. Scale Score Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
329	75	0.7	92.9
330	40	0.4	93.2
331	40	0.4	93.6
332	30	0.3	93.9
333	99	0.9	94.8
334	38	0.3	95.1
335	49	0.4	95.5
336	36	0.3	95.9
337	34	0.3	96.2
338	13	0.1	96.3
339	40	0.4	96.7
340	45	0.4	97.1
341	18	0.2	97.2
342	16	0.1	97.4
343	18	0.2	97.5
344	26	0.2	97.8
345	23	0.2	98.0
346	42	0.4	98.4
347	8	0.1	98.4
348	10	0.1	98.5
349	14	0.1	98.7
350	35	0.3	99.0
351	11	0.1	99.1
352	3	0.0	99.1
353	12	0.1	99.2
354	3	0.0	99.2
355	1	0.0	99.3
356	26	0.2	99.5
357	26	0.2	99.7
359	21	0.2	99.9
360	9	0.1	100.0
Total	**11,008**		

Table 79. Scale Score Frequency Distribution (Grade K) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	283	1.1	1.1
124	6	0.0	1.1
127	1	0.0	1.1
128	3	0.0	1.1
129	6	0.0	1.1
130	7	0.0	1.2
132	4	0.0	1.2
133	5	0.0	1.2
134	1	0.0	1.2
136	7	0.0	1.2
137	1	0.0	1.2
138	11	0.0	1.3
139	1	0.0	1.3
140	5	0.0	1.3
141	5	0.0	1.3
142	3	0.0	1.3
143	4	0.0	1.3
144	3	0.0	1.4
145	9	0.0	1.4
146	5	0.0	1.4
147	6	0.0	1.4
148	1	0.0	1.4
149	4	0.0	1.4
150	3	0.0	1.5
151	4	0.0	1.5
152	1	0.0	1.5
153	6	0.0	1.5
154	5	0.0	1.5
155	7	0.0	1.5
156	10	0.0	1.6
157	4	0.0	1.6
158	6	0.0	1.6
159	10	0.0	1.7
160	7	0.0	1.7
161	19	0.1	1.8
162	13	0.0	1.8
163	23	0.1	1.9
164	10	0.0	1.9
165	30	0.1	2.0

Table 79. Scale Score Frequency Distribution (Grade K) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
166	9	0.0	2.1
167	33	0.1	2.2
168	12	0.0	2.2
169	41	0.2	2.4
170	23	0.1	2.5
171	44	0.2	2.7
172	26	0.1	2.8
173	26	0.1	2.9
174	39	0.1	3.0
175	14	0.1	3.1
176	57	0.2	3.3
177	22	0.1	3.4
178	53	0.2	3.6
179	28	0.1	3.7
180	65	0.2	3.9
181	53	0.2	4.1
182	55	0.2	4.3
183	38	0.1	4.5
184	45	0.2	4.6
185	52	0.2	4.8
186	55	0.2	5.0
187	72	0.3	5.3
188	65	0.2	5.6
189	71	0.3	5.8
190	69	0.3	6.1
191	80	0.3	6.4
192	68	0.3	6.7
193	80	0.3	7.0
194	84	0.3	7.3
195	56	0.2	7.5
196	66	0.3	7.7
197	72	0.3	8.0
198	65	0.2	8.3
199	77	0.3	8.5
200	60	0.2	8.8
201	89	0.3	9.1
202	88	0.3	9.4
203	84	0.3	9.8
204	90	0.3	10.1
205	83	0.3	10.4

Table 79. Scale Score Frequency Distribution (Grade K) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
206	87	0.3	10.8
207	102	0.4	11.1
208	77	0.3	11.4
209	108	0.4	11.8
210	102	0.4	12.2
211	115	0.4	12.7
212	106	0.4	13.1
213	123	0.5	13.5
214	117	0.4	14.0
215	107	0.4	14.4
216	117	0.4	14.8
217	113	0.4	15.3
218	130	0.5	15.7
219	103	0.4	16.1
220	134	0.5	16.6
221	127	0.5	17.1
222	123	0.5	17.6
223	163	0.6	18.2
224	122	0.5	18.7
225	156	0.6	19.3
226	128	0.5	19.8
227	149	0.6	20.3
228	139	0.5	20.8
229	162	0.6	21.5
230	189	0.7	22.2
231	174	0.7	22.8
232	159	0.6	23.4
233	180	0.7	24.1
234	182	0.7	24.8
235	181	0.7	25.5
236	192	0.7	26.2
237	181	0.7	26.9
238	197	0.7	27.7
239	213	0.8	28.5
240	211	0.8	29.3
241	221	0.8	30.1
242	182	0.7	30.8
243	198	0.8	31.6
244	198	0.8	32.3
245	187	0.7	33.0

Table 79. Scale Score Frequency Distribution (Grade K) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
246	224	0.8	33.9
247	223	0.8	34.7
248	207	0.8	35.5
249	210	0.8	36.3
250	214	0.8	37.1
251	201	0.8	37.9
252	230	0.9	38.7
253	195	0.7	39.5
254	188	0.7	40.2
255	238	0.9	41.1
256	232	0.9	42.0
257	225	0.9	42.8
258	225	0.9	43.7
259	260	1.0	44.7
260	232	0.9	45.5
261	238	0.9	46.4
262	243	0.9	47.4
263	218	0.8	48.2
264	242	0.9	49.1
265	208	0.8	49.9
266	277	1.1	51.0
267	225	0.9	51.8
268	236	0.9	52.7
269	264	1.0	53.7
270	206	0.8	54.5
271	271	1.0	55.5
272	204	0.8	56.3
273	206	0.8	57.1
274	239	0.9	58.0
275	219	0.8	58.8
276	235	0.9	59.7
277	236	0.9	60.6
278	245	0.9	61.5
279	182	0.7	62.2
280	219	0.8	63.0
281	195	0.7	63.8
282	218	0.8	64.6
283	214	0.8	65.4
284	215	0.8	66.2
285	210	0.8	67.0

Table 79. Scale Score Frequency Distribution (Grade K) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
286	218	0.8	67.9
287	194	0.7	68.6
288	231	0.9	69.5
289	210	0.8	70.3
290	180	0.7	70.9
291	183	0.7	71.6
292	225	0.9	72.5
293	201	0.8	73.3
294	226	0.9	74.1
295	195	0.7	74.9
296	191	0.7	75.6
297	212	0.8	76.4
298	180	0.7	77.1
299	165	0.6	77.7
300	198	0.8	78.4
301	165	0.6	79.1
302	167	0.6	79.7
303	178	0.7	80.4
304	118	0.4	80.8
305	160	0.6	81.4
306	202	0.8	82.2
307	169	0.6	82.8
308	149	0.6	83.4
309	141	0.5	83.9
310	112	0.4	84.4
311	183	0.7	85.1
312	168	0.6	85.7
313	102	0.4	86.1
314	141	0.5	86.6
315	151	0.6	87.2
316	112	0.4	87.6
317	153	0.6	88.2
318	154	0.6	88.8
319	110	0.4	89.2
320	127	0.5	89.7
321	88	0.3	90.0
322	109	0.4	90.4
323	195	0.7	91.2
324	90	0.3	91.5
325	83	0.3	91.8

Table 79. Scale Score Frequency Distribution (Grade K) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
326	93	0.4	92.2
327	152	0.6	92.8
328	103	0.4	93.1
329	105	0.4	93.5
330	61	0.2	93.8
331	132	0.5	94.3
332	126	0.5	94.8
333	53	0.2	95.0
334	74	0.3	95.2
335	113	0.4	95.7
336	84	0.3	96.0
337	53	0.2	96.2
338	43	0.2	96.3
339	87	0.3	96.7
340	130	0.5	97.2
342	23	0.1	97.3
343	63	0.2	97.5
344	75	0.3	97.8
345	22	0.1	97.9
346	25	0.1	98.0
348	147	0.6	98.5
350	9	0.0	98.5
351	28	0.1	98.7
352	114	0.4	99.1
354	23	0.1	99.2
356	53	0.2	99.4
360	165	0.6	100.0
Total	**26,364**		

Table 80. Scale Score Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	159	0.6	0.6
121	9	0.0	0.7
122	3	0.0	0.7
124	3	0.0	0.7
125	4	0.0	0.7
126	2	0.0	0.7
127	3	0.0	0.7
128	1	0.0	0.7
129	5	0.0	0.8
130	3	0.0	0.8
131	2	0.0	0.8
132	2	0.0	0.8
133	9	0.0	0.8
134	5	0.0	0.9
135	11	0.0	0.9
136	12	0.0	0.9
137	7	0.0	1.0
138	11	0.0	1.0
139	15	0.1	1.1
140	26	0.1	1.2
141	10	0.0	1.2
142	47	0.2	1.4
143	31	0.1	1.5
144	38	0.2	1.7
145	20	0.1	1.8
146	75	0.3	2.1
147	5	0.0	2.1
148	139	0.6	2.7
149	37	0.2	2.8
150	126	0.5	3.3
151	70	0.3	3.6
152	106	0.4	4.0
153	84	0.3	4.4
154	87	0.4	4.7
155	124	0.5	5.2
156	77	0.3	5.6
157	110	0.4	6.0
158	87	0.4	6.4
159	79	0.3	6.7

Table 80. Scale Score Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
160	72	0.3	7.0
161	78	0.3	7.3
162	57	0.2	7.5
163	65	0.3	7.8
164	52	0.2	8.0
165	45	0.2	8.2
166	54	0.2	8.4
167	47	0.2	8.6
168	68	0.3	8.9
169	39	0.2	9.0
170	55	0.2	9.2
171	57	0.2	9.5
172	72	0.3	9.8
173	64	0.3	10.0
174	61	0.2	10.3
175	94	0.4	10.7
176	84	0.3	11.0
177	71	0.3	11.3
178	98	0.4	11.7
179	101	0.4	12.1
180	111	0.5	12.5
181	105	0.4	13.0
182	130	0.5	13.5
183	134	0.5	14.0
184	122	0.5	14.5
185	139	0.6	15.1
186	142	0.6	15.7
187	143	0.6	16.3
188	150	0.6	16.9
189	159	0.6	17.5
190	157	0.6	18.2
191	165	0.7	18.8
192	146	0.6	19.4
193	181	0.7	20.2
194	155	0.6	20.8
195	200	0.8	21.6
196	163	0.7	22.3
197	199	0.8	23.1
198	192	0.8	23.8
199	207	0.8	24.7

Table 80. Scale Score Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
200	191	0.8	25.5
201	222	0.9	26.4
202	190	0.8	27.1
203	219	0.9	28.0
204	183	0.7	28.8
205	222	0.9	29.7
206	181	0.7	30.4
207	191	0.8	31.2
208	211	0.9	32.0
209	236	1.0	33.0
210	242	1.0	34.0
211	217	0.9	34.9
212	224	0.9	35.8
213	210	0.9	36.6
214	228	0.9	37.5
215	233	0.9	38.5
216	209	0.8	39.3
217	225	0.9	40.3
218	214	0.9	41.1
219	221	0.9	42.0
220	213	0.9	42.9
221	199	0.8	43.7
222	233	0.9	44.6
223	228	0.9	45.6
224	231	0.9	46.5
225	226	0.9	47.4
226	232	0.9	48.4
227	231	0.9	49.3
228	258	1.0	50.3
229	217	0.9	51.2
230	216	0.9	52.1
231	214	0.9	53.0
232	193	0.8	53.8
233	216	0.9	54.6
234	268	1.1	55.7
235	204	0.8	56.6
236	256	1.0	57.6
237	184	0.7	58.3
238	237	1.0	59.3
239	213	0.9	60.2

Table 80. Scale Score Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
240	201	0.8	61.0
241	215	0.9	61.9
242	237	1.0	62.8
243	230	0.9	63.8
244	205	0.8	64.6
245	209	0.8	65.4
246	204	0.8	66.3
247	200	0.8	67.1
248	207	0.8	67.9
249	203	0.8	68.7
250	206	0.8	69.6
251	208	0.8	70.4
252	194	0.8	71.2
253	216	0.9	72.1
254	171	0.7	72.8
255	184	0.7	73.5
256	175	0.7	74.2
257	164	0.7	74.9
258	173	0.7	75.6
259	173	0.7	76.3
260	186	0.8	77.1
261	165	0.7	77.7
262	155	0.6	78.4
263	183	0.7	79.1
264	153	0.6	79.7
265	149	0.6	80.3
266	158	0.6	81.0
267	154	0.6	81.6
268	157	0.6	82.2
269	136	0.6	82.8
270	129	0.5	83.3
271	137	0.6	83.9
272	133	0.5	84.4
273	142	0.6	85.0
274	128	0.5	85.5
275	150	0.6	86.1
276	143	0.6	86.7
277	127	0.5	87.2
278	129	0.5	87.7
279	116	0.5	88.2

Table 80. Scale Score Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
280	110	0.4	88.7
281	101	0.4	89.1
282	92	0.4	89.4
283	121	0.5	89.9
284	127	0.5	90.4
285	104	0.4	90.9
286	99	0.4	91.3
287	83	0.3	91.6
288	94	0.4	92.0
289	81	0.3	92.3
290	93	0.4	92.7
291	64	0.3	93.0
292	92	0.4	93.3
293	77	0.3	93.6
294	57	0.2	93.9
295	81	0.3	94.2
296	83	0.3	94.5
297	78	0.3	94.9
298	66	0.3	95.1
299	59	0.2	95.4
300	83	0.3	95.7
301	39	0.2	95.9
302	41	0.2	96.0
303	60	0.2	96.3
304	50	0.2	96.5
305	42	0.2	96.6
306	39	0.2	96.8
307	41	0.2	97.0
308	32	0.1	97.1
309	45	0.2	97.3
310	34	0.1	97.4
311	31	0.1	97.5
312	44	0.2	97.7
313	37	0.2	97.9
314	20	0.1	98.0
315	32	0.1	98.1
316	27	0.1	98.2
317	14	0.1	98.3
318	26	0.1	98.4
319	28	0.1	98.5

Table 80. Scale Score Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
320	13	0.1	98.5
321	25	0.1	98.6
322	24	0.1	98.7
323	14	0.1	98.8
324	12	0.0	98.8
325	23	0.1	98.9
326	15	0.1	99.0
327	29	0.1	99.1
328	9	0.0	99.1
329	14	0.1	99.2
330	9	0.0	99.2
331	9	0.0	99.3
332	13	0.1	99.3
333	8	0.0	99.4
334	14	0.1	99.4
335	10	0.0	99.5
336	16	0.1	99.5
337	2	0.0	99.5
338	9	0.0	99.6
339	2	0.0	99.6
340	11	0.0	99.6
341	1	0.0	99.6
342	14	0.1	99.7
343	1	0.0	99.7
344	5	0.0	99.7
345	9	0.0	99.7
346	6	0.0	99.8
347	20	0.1	99.8
348	3	0.0	99.9
349	12	0.0	99.9
350	1	0.0	99.9
352	2	0.0	99.9
355	10	0.0	100.0
357	2	0.0	100.0
360	9	0.0	100.0
Total	**24,624**		

Table 81. Scale Score Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	128	0.5	0.5
121	6	0.0	0.5
122	4	0.0	0.5
124	3	0.0	0.6
127	1	0.0	0.6
128	1	0.0	0.6
129	2	0.0	0.6
130	2	0.0	0.6
131	1	0.0	0.6
133	3	0.0	0.6
136	8	0.0	0.6
137	3	0.0	0.6
138	10	0.0	0.7
139	10	0.0	0.7
140	17	0.1	0.8
141	7	0.0	0.8
142	17	0.1	0.9
143	11	0.0	0.9
144	20	0.1	1.0
145	11	0.0	1.0
146	55	0.2	1.3
147	9	0.0	1.3
148	90	0.4	1.6
149	18	0.1	1.7
150	96	0.4	2.1
151	40	0.2	2.3
152	83	0.3	2.6
153	54	0.2	2.8
154	78	0.3	3.1
155	87	0.3	3.4
156	54	0.2	3.7
157	80	0.3	4.0
158	53	0.2	4.2
159	49	0.2	4.4
160	67	0.3	4.6
161	36	0.1	4.8
162	37	0.1	4.9
163	50	0.2	5.1
164	38	0.1	5.3

Table 81. Scale Score Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
165	50	0.2	5.5
166	33	0.1	5.6
167	38	0.1	5.7
168	38	0.1	5.9
169	38	0.1	6.0
170	38	0.1	6.2
171	31	0.1	6.3
172	50	0.2	6.5
173	37	0.1	6.7
174	22	0.1	6.7
175	53	0.2	6.9
176	31	0.1	7.1
177	35	0.1	7.2
178	45	0.2	7.4
179	44	0.2	7.6
180	49	0.2	7.7
181	47	0.2	7.9
182	55	0.2	8.1
183	54	0.2	8.4
184	63	0.2	8.6
185	59	0.2	8.8
186	56	0.2	9.1
187	53	0.2	9.3
188	67	0.3	9.5
189	55	0.2	9.7
190	69	0.3	10.0
191	59	0.2	10.3
192	71	0.3	10.5
193	72	0.3	10.8
194	66	0.3	11.1
195	84	0.3	11.4
196	73	0.3	11.7
197	88	0.3	12.0
198	92	0.4	12.4
199	101	0.4	12.8
200	83	0.3	13.1
201	96	0.4	13.5
202	87	0.3	13.8
203	86	0.3	14.2
204	80	0.3	14.5

Table 81. Scale Score Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
205	100	0.4	14.9
206	90	0.4	15.2
207	85	0.3	15.6
208	100	0.4	16.0
209	81	0.3	16.3
210	108	0.4	16.7
211	121	0.5	17.2
212	102	0.4	17.6
213	110	0.4	18.0
214	111	0.4	18.5
215	118	0.5	18.9
216	122	0.5	19.4
217	124	0.5	19.9
218	138	0.5	20.4
219	100	0.4	20.8
220	133	0.5	21.3
221	119	0.5	21.8
222	105	0.4	22.2
223	134	0.5	22.7
224	119	0.5	23.2
225	117	0.5	23.7
226	169	0.7	24.3
227	140	0.6	24.9
228	126	0.5	25.4
229	123	0.5	25.9
230	139	0.5	26.4
231	159	0.6	27.0
232	133	0.5	27.6
233	130	0.5	28.1
234	154	0.6	28.7
235	124	0.5	29.2
236	175	0.7	29.9
237	161	0.6	30.5
238	168	0.7	31.1
239	166	0.7	31.8
240	148	0.6	32.4
241	153	0.6	33.0
242	198	0.8	33.8
243	155	0.6	34.4
244	151	0.6	35.0

Table 81. Scale Score Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
245	156	0.6	35.6
246	169	0.7	36.2
247	181	0.7	37.0
248	138	0.5	37.5
249	178	0.7	38.2
250	156	0.6	38.8
251	168	0.7	39.5
252	189	0.7	40.2
253	177	0.7	40.9
254	176	0.7	41.6
255	184	0.7	42.3
256	168	0.7	43.0
257	168	0.7	43.6
258	180	0.7	44.4
259	184	0.7	45.1
260	198	0.8	45.9
261	195	0.8	46.6
262	182	0.7	47.3
263	188	0.7	48.1
264	210	0.8	48.9
265	170	0.7	49.6
266	211	0.8	50.4
267	192	0.8	51.1
268	203	0.8	51.9
269	179	0.7	52.7
270	176	0.7	53.3
271	183	0.7	54.1
272	205	0.8	54.9
273	216	0.8	55.7
274	191	0.8	56.5
275	214	0.8	57.3
276	236	0.9	58.2
277	197	0.8	59.0
278	205	0.8	59.8
279	224	0.9	60.7
280	223	0.9	61.6
281	215	0.8	62.4
282	230	0.9	63.3
283	237	0.9	64.3
284	245	1.0	65.2

Table 81. Scale Score Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
285	252	1.0	66.2
286	225	0.9	67.1
287	206	0.8	67.9
288	206	0.8	68.7
289	205	0.8	69.5
290	230	0.9	70.4
291	197	0.8	71.2
292	217	0.9	72.0
293	238	0.9	73.0
294	179	0.7	73.7
295	208	0.8	74.5
296	243	1.0	75.5
297	197	0.8	76.2
298	175	0.7	76.9
299	185	0.7	77.6
300	243	1.0	78.6
301	167	0.7	79.3
302	169	0.7	79.9
303	242	1.0	80.9
304	148	0.6	81.5
305	170	0.7	82.1
306	177	0.7	82.8
307	190	0.7	83.6
308	127	0.5	84.1
309	180	0.7	84.8
310	189	0.7	85.5
311	93	0.4	85.9
312	169	0.7	86.5
313	188	0.7	87.3
314	97	0.4	87.7
315	191	0.8	88.4
316	176	0.7	89.1
317	102	0.4	89.5
318	144	0.6	90.1
319	130	0.5	90.6
320	92	0.4	90.9
321	149	0.6	91.5
322	163	0.6	92.2
323	72	0.3	92.5
324	80	0.3	92.8

Table 81. Scale Score Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
325	135	0.5	93.3
326	85	0.3	93.6
327	147	0.6	94.2
328	35	0.1	94.4
329	86	0.3	94.7
330	91	0.4	95.0
331	76	0.3	95.3
332	120	0.5	95.8
333	63	0.2	96.1
334	50	0.2	96.3
335	73	0.3	96.5
336	117	0.5	97.0
337	32	0.1	97.1
338	51	0.2	97.3
339	17	0.1	97.4
340	88	0.3	97.7
341	35	0.1	97.9
342	104	0.4	98.3
344	58	0.2	98.5
345	67	0.3	98.8
346	13	0.1	98.8
347	52	0.2	99.0
348	4	0.0	99.1
349	74	0.3	99.3
350	3	0.0	99.4
352	11	0.0	99.4
353	4	0.0	99.4
355	60	0.2	99.7
357	4	0.0	99.7
360	84	0.3	100.0
Total	**25,443**		

Table 82. Scale Score Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	96	0.40	0.40
122	3	0.0	0.4
128	9	0.0	0.5
130	4	0.0	0.5
132	3	0.0	0.5
133	5	0.0	0.5
134	1	0.0	0.5
135	1	0.0	0.5
136	1	0.0	0.5
137	3	0.0	0.6
139	2	0.0	0.6
140	12	0.1	0.6
141	6	0.0	0.6
142	7	0.0	0.7
143	10	0.0	0.7
144	8	0.0	0.8
145	3	0.0	0.8
146	3	0.0	0.8
147	20	0.1	0.9
148	1	0.0	0.9
149	24	0.1	1.0
150	8	0.0	1.0
151	19	0.1	1.1
152	33	0.1	1.3
153	26	0.1	1.4
154	54	0.2	1.6
155	4	0.0	1.6
156	88	0.4	2.0
157	24	0.1	2.1
158	89	0.4	2.5
159	33	0.1	2.7
160	98	0.4	3.1
161	44	0.2	3.3
162	100	0.4	3.7
163	57	0.3	4.0
164	73	0.3	4.3
165	77	0.3	4.7
166	53	0.2	4.9
167	68	0.3	5.2

Table 82. Scale Score Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
168	42	0.2	5.4
169	47	0.2	5.6
170	51	0.2	5.8
171	42	0.2	6.0
172	32	0.1	6.1
173	52	0.2	6.4
174	44	0.2	6.6
175	45	0.2	6.8
176	43	0.2	7.0
177	38	0.2	7.1
178	38	0.2	7.3
179	41	0.2	7.5
180	54	0.2	7.7
181	47	0.2	7.9
182	61	0.3	8.2
183	58	0.3	8.5
184	53	0.2	8.7
185	45	0.2	8.9
186	65	0.3	9.2
187	63	0.3	9.5
188	59	0.3	9.7
189	56	0.2	10.0
190	64	0.3	10.3
191	51	0.2	10.5
192	60	0.3	10.8
193	61	0.3	11.0
194	56	0.2	11.3
195	67	0.3	11.6
196	58	0.3	11.8
197	59	0.3	12.1
198	56	0.2	12.3
199	79	0.4	12.7
200	63	0.3	13.0
201	78	0.3	13.3
202	74	0.3	13.6
203	67	0.3	13.9
204	65	0.3	14.2
205	68	0.3	14.5
206	83	0.4	14.9
207	90	0.4	15.3

Table 82. Scale Score Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
208	73	0.3	15.6
209	81	0.4	16.0
210	91	0.4	16.4
211	102	0.5	16.8
212	91	0.4	17.3
213	99	0.4	17.7
214	92	0.4	18.1
215	102	0.5	18.6
216	94	0.4	19.0
217	110	0.5	19.5
218	97	0.4	19.9
219	102	0.5	20.3
220	102	0.5	20.8
221	105	0.5	21.3
222	116	0.5	21.8
223	121	0.5	22.3
224	117	0.5	22.8
225	103	0.5	23.3
226	125	0.6	23.8
227	127	0.6	24.4
228	123	0.5	25.0
229	138	0.6	25.6
230	118	0.5	26.1
231	113	0.5	26.6
232	135	0.6	27.2
233	131	0.6	27.8
234	175	0.8	28.6
235	156	0.7	29.3
236	145	0.6	29.9
237	154	0.7	30.6
238	166	0.7	31.3
239	172	0.8	32.1
240	183	0.8	32.9
241	180	0.8	33.7
242	161	0.7	34.4
243	175	0.8	35.2
244	183	0.8	36.0
245	190	0.8	36.8
246	192	0.9	37.7
247	205	0.9	38.6

Table 82. Scale Score Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
248	210	0.9	39.5
249	202	0.9	40.4
250	179	0.8	41.2
251	199	0.9	42.1
252	197	0.9	43.0
253	200	0.9	43.9
254	221	1.0	44.9
255	195	0.9	45.7
256	222	1.0	46.7
257	225	1.0	47.7
258	196	0.9	48.6
259	208	0.9	49.5
260	223	1.0	50.5
261	228	1.0	51.5
262	218	1.0	52.5
263	219	1.0	53.5
264	236	1.0	54.5
265	213	0.9	55.5
266	232	1.0	56.5
267	247	1.1	57.6
268	249	1.1	58.7
269	217	1.0	59.6
270	224	1.0	60.6
271	226	1.0	61.6
272	233	1.0	62.7
273	218	1.0	63.7
274	230	1.0	64.7
275	196	0.9	65.5
276	210	0.9	66.5
277	272	1.2	67.7
278	211	0.9	68.6
279	232	1.0	69.7
280	213	0.9	70.6
281	224	1.0	71.6
282	218	1.0	72.6
283	248	1.1	73.7
284	200	0.9	74.6
285	224	1.0	75.6
286	179	0.8	76.3
287	235	1.0	77.4

Table 82. Scale Score Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
288	213	0.9	78.3
289	227	1.0	79.3
290	165	0.7	80.1
291	208	0.9	81.0
292	179	0.8	81.8
293	197	0.9	82.7
294	154	0.7	83.4
295	172	0.8	84.1
296	155	0.7	84.8
297	167	0.7	85.6
298	151	0.7	86.2
299	171	0.8	87.0
300	152	0.7	87.7
301	140	0.6	88.3
302	210	0.9	89.2
303	85	0.4	89.6
304	166	0.7	90.3
305	93	0.4	90.7
306	154	0.7	91.4
307	74	0.3	91.8
308	117	0.5	92.3
309	135	0.6	92.9
310	76	0.3	93.2
311	108	0.5	93.7
312	54	0.2	93.9
313	125	0.6	94.5
314	74	0.3	94.8
315	105	0.5	95.3
316	37	0.2	95.4
317	61	0.3	95.7
318	80	0.4	96.1
319	78	0.3	96.4
320	38	0.2	96.6
321	40	0.2	96.8
322	64	0.3	97.0
323	49	0.2	97.3
324	59	0.3	97.5
325	38	0.2	97.7
326	42	0.2	97.9
327	35	0.2	98.0

Table 82. Scale Score Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
328	55	0.2	98.3
329	39	0.2	98.5
330	14	0.1	98.5
331	41	0.2	98.7
332	26	0.1	98.8
333	40	0.2	99.0
334	26	0.1	99.1
335	24	0.1	99.2
336	10	0.0	99.3
337	18	0.1	99.3
338	26	0.1	99.5
339	11	0.0	99.5
340	8	0.0	99.5
341	10	0.0	99.6
342	15	0.1	99.7
343	9	0.0	99.7
344	13	0.1	99.8
345	3	0.0	99.8
346	1	0.0	99.8
347	2	0.0	99.8
348	20	0.1	99.9
349	2	0.0	99.9
350	3	0.0	99.9
351	1	0.0	99.9
352	4	0.0	99.9
353	1	0.0	99.9
354	4	0.0	99.9
356	7	0.0	100.0
358	5	0.0	100.0
360	3	0.0	100.0
Total	**22,508**		

Table 83. Scale Score Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	90	0.40	0.40
122	3	0.0	0.4
124	1	0.0	0.4
128	1	0.0	0.5
132	1	0.0	0.5
133	3	0.0	0.5
134	2	0.0	0.5
135	2	0.0	0.5
136	2	0.0	0.5
137	8	0.0	0.5
138	1	0.0	0.5
139	2	0.0	0.6
140	7	0.0	0.6
141	1	0.0	0.6
142	1	0.0	0.6
143	3	0.0	0.6
144	6	0.0	0.6
145	2	0.0	0.6
146	2	0.0	0.7
147	19	0.1	0.7
148	4	0.0	0.8
149	12	0.1	0.8
150	8	0.0	0.9
151	14	0.1	0.9
152	15	0.1	1.0
153	18	0.1	1.1
154	42	0.2	1.3
155	14	0.1	1.4
156	64	0.3	1.7
157	20	0.1	1.8
158	58	0.3	2.0
159	24	0.1	2.1
160	73	0.3	2.5
161	41	0.2	2.7
162	75	0.4	3.0
163	52	0.2	3.3
164	52	0.2	3.5
165	64	0.3	3.8
166	42	0.2	4.0

Table 83. Scale Score Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
167	63	0.3	4.3
168	35	0.2	4.5
169	53	0.3	4.8
170	60	0.3	5.1
171	40	0.2	5.2
172	30	0.1	5.4
173	53	0.3	5.6
174	28	0.1	5.8
175	30	0.1	5.9
176	46	0.2	6.1
177	37	0.2	6.3
178	38	0.2	6.5
179	23	0.1	6.6
180	59	0.3	6.9
181	40	0.2	7.1
182	44	0.2	7.3
183	39	0.2	7.5
184	53	0.3	7.7
185	34	0.2	7.9
186	51	0.2	8.1
187	41	0.2	8.3
188	54	0.3	8.6
189	42	0.2	8.8
190	48	0.2	9.0
191	40	0.2	9.2
192	34	0.2	9.4
193	51	0.2	9.6
194	55	0.3	9.9
195	44	0.2	10.1
196	51	0.2	10.3
197	48	0.2	10.6
198	53	0.3	10.8
199	53	0.3	11.1
200	59	0.3	11.3
201	47	0.2	11.6
202	48	0.2	11.8
203	48	0.2	12.0
204	46	0.2	12.2
205	42	0.2	12.4
206	61	0.3	12.7

Table 83. Scale Score Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
207	56	0.3	13.0
208	71	0.3	13.3
209	69	0.3	13.7
210	53	0.3	13.9
211	51	0.2	14.2
212	54	0.3	14.4
213	53	0.3	14.7
214	62	0.3	15.0
215	56	0.3	15.2
216	75	0.4	15.6
217	67	0.3	15.9
218	52	0.2	16.2
219	72	0.3	16.5
220	70	0.3	16.8
221	67	0.3	17.2
222	63	0.3	17.5
223	66	0.3	17.8
224	76	0.4	18.1
225	79	0.4	18.5
226	70	0.3	18.8
227	73	0.3	19.2
228	70	0.3	19.5
229	83	0.4	19.9
230	92	0.4	20.4
231	78	0.4	20.7
232	79	0.4	21.1
233	75	0.4	21.5
234	102	0.5	22.0
235	99	0.5	22.4
236	99	0.5	22.9
237	92	0.4	23.3
238	91	0.4	23.8
239	120	0.6	24.3
240	101	0.5	24.8
241	82	0.4	25.2
242	113	0.5	25.8
243	114	0.5	26.3
244	108	0.5	26.8
245	100	0.5	27.3
246	119	0.6	27.9

Table 83. Scale Score Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
247	136	0.6	28.5
248	116	0.6	29.1
249	119	0.6	29.6
250	146	0.7	30.3
251	121	0.6	30.9
252	130	0.6	31.5
253	139	0.7	32.2
254	159	0.8	32.9
255	132	0.6	33.6
256	144	0.7	34.3
257	153	0.7	35.0
258	139	0.7	35.6
259	153	0.7	36.4
260	168	0.8	37.2
261	146	0.7	37.9
262	182	0.9	38.7
263	160	0.8	39.5
264	165	0.8	40.3
265	182	0.9	41.2
266	175	0.8	42.0
267	197	0.9	42.9
268	193	0.9	43.9
269	182	0.9	44.7
270	209	1.0	45.7
271	188	0.9	46.6
272	198	0.9	47.6
273	179	0.9	48.4
274	236	1.1	49.5
275	224	1.1	50.6
276	218	1.0	51.6
277	235	1.1	52.8
278	191	0.9	53.7
279	225	1.1	54.8
280	250	1.2	55.9
281	231	1.1	57.0
282	225	1.1	58.1
283	205	1.0	59.1
284	214	1.0	60.1
285	238	1.1	61.3
286	231	1.1	62.4

Table 83. Scale Score Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
287	246	1.2	63.5
288	227	1.1	64.6
289	277	1.3	65.9
290	221	1.1	67.0
291	250	1.2	68.2
292	218	1.0	69.2
293	232	1.1	70.3
294	212	1.0	71.3
295	236	1.1	72.5
296	216	1.0	73.5
297	203	1.0	74.5
298	187	0.9	75.3
299	202	1.0	76.3
300	223	1.1	77.4
301	186	0.9	78.3
302	269	1.3	79.5
303	132	0.6	80.2
304	229	1.1	81.3
305	162	0.8	82.0
306	255	1.2	83.3
307	106	0.5	83.8
308	193	0.9	84.7
309	185	0.9	85.6
310	137	0.7	86.2
311	216	1.0	87.2
312	101	0.5	87.7
313	172	0.8	88.5
314	97	0.5	89.0
315	187	0.9	89.9
316	77	0.4	90.3
317	106	0.5	90.8
318	159	0.8	91.5
319	126	0.6	92.1
320	79	0.4	92.5
321	75	0.4	92.9
322	129	0.6	93.5
323	72	0.3	93.8
324	94	0.4	94.3
325	68	0.3	94.6
326	57	0.3	94.9

Table 83. Scale Score Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
327	74	0.4	95.2
328	104	0.5	95.7
329	51	0.2	96.0
330	30	0.1	96.1
331	73	0.3	96.5
332	66	0.3	96.8
333	65	0.3	97.1
334	42	0.2	97.3
335	47	0.2	97.5
336	16	0.1	97.6
337	50	0.2	97.8
338	75	0.4	98.2
339	34	0.2	98.3
340	18	0.1	98.4
341	35	0.2	98.6
342	38	0.2	98.8
343	30	0.1	98.9
344	44	0.2	99.1
345	15	0.1	99.2
346	9	0.0	99.2
347	6	0.0	99.3
348	39	0.2	99.5
349	17	0.1	99.5
350	15	0.1	99.6
351	3	0.0	99.6
352	11	0.1	99.7
354	29	0.1	99.8
355	1	0.0	99.8
356	12	0.1	99.9
358	12	0.1	99.9
360	15	0.1	100.0
Total	**20,971**		

Table 84. Scale Score Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	91	0.5	0.5
123	4	0.0	0.5
124	1	0.0	0.5
125	3	0.0	0.5
127	3	0.0	0.6
129	2	0.0	0.6
132	3	0.0	0.6
133	2	0.0	0.6
134	2	0.0	0.6
135	1	0.0	0.6
136	5	0.0	0.6
137	1	0.0	0.6
138	3	0.0	0.7
139	1	0.0	0.7
140	5	0.0	0.7
141	3	0.0	0.7
142	1	0.0	0.7
143	2	0.0	0.7
144	8	0.0	0.8
145	4	0.0	0.8
146	5	0.0	0.8
147	16	0.1	0.9
148	4	0.0	0.9
149	16	0.1	1.0
150	21	0.1	1.1
151	3	0.0	1.1
152	38	0.2	1.3
153	21	0.1	1.5
154	18	0.1	1.6
155	35	0.2	1.7
156	23	0.1	1.9
157	65	0.4	2.2
158	43	0.2	2.5
159	39	0.2	2.7
160	67	0.4	3.0
161	40	0.2	3.2
162	55	0.3	3.5
163	54	0.3	3.8
164	29	0.2	4.0

Table 84. Scale Score Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
165	54	0.3	4.3
166	32	0.2	4.5
167	37	0.2	4.7
168	51	0.3	4.9
169	34	0.2	5.1
170	26	0.1	5.3
171	44	0.2	5.5
172	20	0.1	5.6
173	38	0.2	5.8
174	46	0.2	6.1
175	32	0.2	6.2
176	30	0.2	6.4
177	34	0.2	6.6
178	31	0.2	6.8
179	32	0.2	6.9
180	44	0.2	7.2
181	42	0.2	7.4
182	42	0.2	7.6
183	47	0.3	7.9
184	51	0.3	8.2
185	46	0.2	8.4
186	41	0.2	8.6
187	42	0.2	8.9
188	43	0.2	9.1
189	55	0.3	9.4
190	48	0.3	9.6
191	30	0.2	9.8
192	49	0.3	10.1
193	38	0.2	10.3
194	36	0.2	10.5
195	47	0.3	10.7
196	39	0.2	10.9
197	34	0.2	11.1
198	41	0.2	11.4
199	44	0.2	11.6
200	43	0.2	11.8
201	35	0.2	12.0
202	40	0.2	12.2
203	40	0.2	12.4
204	46	0.2	12.7

Table 84. Scale Score Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
205	47	0.3	13.0
206	58	0.3	13.3
207	41	0.2	13.5
208	47	0.3	13.7
209	44	0.2	14.0
210	50	0.3	14.3
211	51	0.3	14.5
212	45	0.2	14.8
213	54	0.3	15.1
214	59	0.3	15.4
215	55	0.3	15.7
216	56	0.3	16.0
217	65	0.4	16.3
218	53	0.3	16.6
219	51	0.3	16.9
220	65	0.4	17.3
221	60	0.3	17.6
222	73	0.4	18.0
223	55	0.3	18.3
224	66	0.4	18.6
225	75	0.4	19.0
226	78	0.4	19.5
227	62	0.3	19.8
228	81	0.4	20.2
229	69	0.4	20.6
230	84	0.5	21.1
231	77	0.4	21.5
232	94	0.5	22.0
233	96	0.5	22.5
234	60	0.3	22.8
235	98	0.5	23.4
236	118	0.6	24.0
237	98	0.5	24.5
238	93	0.5	25.1
239	97	0.5	25.6
240	103	0.6	26.1
241	92	0.5	26.6
242	111	0.6	27.2
243	102	0.6	27.8
244	100	0.5	28.3

Table 84. Scale Score Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
245	124	0.7	29.0
246	136	0.7	29.7
247	142	0.8	30.5
248	137	0.7	31.3
249	121	0.7	31.9
250	160	0.9	32.8
251	142	0.8	33.6
252	151	0.8	34.4
253	143	0.8	35.1
254	162	0.9	36.0
255	157	0.9	36.9
256	163	0.9	37.8
257	175	0.9	38.7
258	179	1.0	39.7
259	140	0.8	40.4
260	184	1.0	41.4
261	176	1.0	42.4
262	180	1.0	43.4
263	177	1.0	44.3
264	207	1.1	45.5
265	186	1.0	46.5
266	202	1.1	47.6
267	219	1.2	48.7
268	195	1.1	49.8
269	219	1.2	51.0
270	221	1.2	52.2
271	212	1.1	53.3
272	261	1.4	54.8
273	182	1.0	55.7
274	209	1.1	56.9
275	232	1.3	58.1
276	226	1.2	59.4
277	225	1.2	60.6
278	218	1.2	61.8
279	239	1.3	63.1
280	230	1.2	64.3
281	214	1.2	65.5
282	225	1.2	66.7
283	204	1.1	67.8
284	229	1.2	69.0

Table 84. Scale Score Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
285	210	1.1	70.2
286	223	1.2	71.4
287	213	1.2	72.5
288	188	1.0	73.6
289	219	1.2	74.7
290	184	1.0	75.7
291	201	1.1	76.8
292	166	0.9	77.7
293	217	1.2	78.9
294	160	0.9	79.8
295	211	1.1	80.9
296	181	1.0	81.9
297	151	0.8	82.7
298	184	1.0	83.7
299	155	0.8	84.6
300	180	1.0	85.5
301	112	0.6	86.1
302	167	0.9	87.1
303	113	0.6	87.7
304	151	0.8	88.5
305	109	0.6	89.1
306	122	0.7	89.7
307	117	0.6	90.4
308	117	0.6	91.0
309	96	0.5	91.5
310	106	0.6	92.1
311	87	0.5	92.6
312	86	0.5	93.0
313	69	0.4	93.4
314	95	0.5	93.9
315	71	0.4	94.3
316	81	0.4	94.8
317	55	0.3	95.1
318	54	0.3	95.3
319	71	0.4	95.7
320	63	0.3	96.1
321	47	0.3	96.3
322	43	0.2	96.6
323	63	0.3	96.9
324	30	0.2	97.1

Table 84. Scale Score Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
325	78	0.4	97.5
326	27	0.1	97.6
327	23	0.1	97.8
328	41	0.2	98.0
329	35	0.2	98.2
330	28	0.2	98.3
331	38	0.2	98.5
332	24	0.1	98.7
333	14	0.1	98.7
334	18	0.1	98.8
335	30	0.2	99.0
336	36	0.2	99.2
337	5	0.0	99.2
338	23	0.1	99.3
339	8	0.0	99.4
340	6	0.0	99.4
341	25	0.1	99.6
342	8	0.0	99.6
343	1	0.0	99.6
344	19	0.1	99.7
345	1	0.0	99.7
346	15	0.1	99.8
347	8	0.0	99.8
348	5	0.0	99.9
350	5	0.0	99.9
351	1	0.0	99.9
352	7	0.0	99.9
354	5	0.0	100.0
360	7	0.0	100.0
Total	**18,437**		

Table 85. Scale Score Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	75	0.4	0.4
123	3	0.0	0.5
125	1	0.0	0.5
127	1	0.0	0.5
128	1	0.0	0.5
129	1	0.0	0.5
135	2	0.0	0.5
136	1	0.0	0.5
138	1	0.0	0.5
139	2	0.0	0.5
140	3	0.0	0.5
141	3	0.0	0.6
142	3	0.0	0.6
143	6	0.0	0.6
144	5	0.0	0.6
145	4	0.0	0.7
146	2	0.0	0.7
147	13	0.1	0.7
148	4	0.0	0.8
149	14	0.1	0.9
150	22	0.1	1.0
151	3	0.0	1.0
152	34	0.2	1.2
153	20	0.1	1.3
154	24	0.1	1.5
155	35	0.2	1.7
156	25	0.1	1.8
157	33	0.2	2.0
158	47	0.3	2.3
159	38	0.2	2.5
160	62	0.4	2.9
161	30	0.2	3.0
162	42	0.2	3.3
163	50	0.3	3.6
164	55	0.3	3.9
165	85	0.5	4.4
166	40	0.2	4.6
167	29	0.2	4.8
168	57	0.3	5.2

Table 85. Scale Score Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
169	33	0.2	5.3
170	36	0.2	5.6
171	39	0.2	5.8
172	27	0.2	5.9
173	33	0.2	6.1
174	35	0.2	6.3
175	33	0.2	6.5
176	37	0.2	6.8
177	32	0.2	6.9
178	49	0.3	7.2
179	35	0.2	7.4
180	37	0.2	7.7
181	33	0.2	7.9
182	45	0.3	8.1
183	37	0.2	8.3
184	36	0.2	8.5
185	57	0.3	8.9
186	49	0.3	9.2
187	42	0.2	9.4
188	40	0.2	9.7
189	41	0.2	9.9
190	30	0.2	10.1
191	39	0.2	10.3
192	51	0.3	10.6
193	48	0.3	10.9
194	40	0.2	11.1
195	42	0.2	11.4
196	34	0.2	11.6
197	34	0.2	11.8
198	45	0.3	12.0
199	36	0.2	12.2
200	55	0.3	12.6
201	63	0.4	12.9
202	45	0.3	13.2
203	34	0.2	13.4
204	30	0.2	13.6
205	47	0.3	13.9
206	54	0.3	14.2
207	43	0.3	14.4
208	50	0.3	14.7

Table 85. Scale Score Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
209	51	0.3	15.0
210	61	0.4	15.4
211	59	0.3	15.7
212	38	0.2	15.9
213	44	0.3	16.2
214	47	0.3	16.5
215	45	0.3	16.7
216	38	0.2	17.0
217	53	0.3	17.3
218	39	0.2	17.5
219	61	0.4	17.9
220	48	0.3	18.2
221	56	0.3	18.5
222	50	0.3	18.8
223	45	0.3	19.0
224	54	0.3	19.4
225	57	0.3	19.7
226	58	0.3	20.0
227	57	0.3	20.4
228	50	0.3	20.7
229	71	0.4	21.1
230	66	0.4	21.5
231	78	0.5	21.9
232	44	0.3	22.2
233	76	0.4	22.6
234	64	0.4	23.0
235	74	0.4	23.4
236	86	0.5	24.0
237	77	0.5	24.4
238	84	0.5	24.9
239	83	0.5	25.4
240	77	0.5	25.8
241	81	0.5	26.3
242	91	0.5	26.8
243	97	0.6	27.4
244	88	0.5	27.9
245	94	0.6	28.5
246	90	0.5	29.0
247	95	0.6	29.6
248	113	0.7	30.2

Table 85. Scale Score Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
249	100	0.6	30.8
250	109	0.6	31.5
251	135	0.8	32.3
252	119	0.7	33.0
253	118	0.7	33.7
254	116	0.7	34.3
255	115	0.7	35.0
256	116	0.7	35.7
257	115	0.7	36.4
258	137	0.8	37.2
259	124	0.7	37.9
260	165	1.0	38.9
261	154	0.9	39.8
262	136	0.8	40.6
263	174	1.0	41.6
264	159	0.9	42.5
265	141	0.8	43.4
266	160	0.9	44.3
267	163	1.0	45.3
268	186	1.1	46.4
269	181	1.1	47.4
270	179	1.1	48.5
271	164	1.0	49.5
272	174	1.0	50.5
273	186	1.1	51.6
274	182	1.1	52.6
275	196	1.2	53.8
276	184	1.1	54.9
277	152	0.9	55.8
278	217	1.3	57.0
279	172	1.0	58.1
280	193	1.1	59.2
281	176	1.0	60.2
282	197	1.2	61.4
283	197	1.2	62.5
284	188	1.1	63.7
285	215	1.3	64.9
286	182	1.1	66.0
287	211	1.2	67.2
288	188	1.1	68.3

Table 85. Scale Score Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
289	218	1.3	69.6
290	178	1.0	70.7
291	199	1.2	71.8
292	179	1.1	72.9
293	219	1.3	74.2
294	159	0.9	75.1
295	222	1.3	76.4
296	165	1.0	77.4
297	176	1.0	78.4
298	168	1.0	79.4
299	151	0.9	80.3
300	173	1.0	81.3
301	138	0.8	82.1
302	170	1.0	83.1
303	115	0.7	83.8
304	190	1.1	84.9
305	111	0.7	85.6
306	137	0.8	86.4
307	141	0.8	87.2
308	148	0.9	88.1
309	125	0.7	88.8
310	143	0.8	89.7
311	100	0.6	90.2
312	107	0.6	90.9
313	104	0.6	91.5
314	92	0.5	92.0
315	81	0.5	92.5
316	92	0.5	93.0
317	72	0.4	93.5
318	84	0.5	94.0
319	88	0.5	94.5
320	83	0.5	95.0
321	59	0.3	95.3
322	57	0.3	95.6
323	62	0.4	96.0
324	30	0.2	96.2
325	99	0.6	96.8
326	27	0.2	96.9
327	32	0.2	97.1
328	50	0.3	97.4

Table 85. Scale Score Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
329	38	0.2	97.6
330	35	0.2	97.8
331	55	0.3	98.2
332	26	0.2	98.3
333	27	0.2	98.5
334	11	0.1	98.5
335	23	0.1	98.7
336	34	0.2	98.9
337	10	0.1	98.9
338	25	0.1	99.1
339	8	0.0	99.1
340	24	0.1	99.3
341	22	0.1	99.4
342	14	0.1	99.5
343	1	0.0	99.5
344	20	0.1	99.6
345	1	0.0	99.6
346	12	0.1	99.7
347	14	0.1	99.8
348	8	0.0	99.8
350	4	0.0	99.8
352	9	0.1	99.9
354	10	0.1	99.9
360	9	0.1	100.0
Total	**17,002**		

Table 86. Scale Score Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	69	0.4	0.4
123	3	0.0	0.5
128	1	0.0	0.5
133	1	0.0	0.5
134	2	0.0	0.5
136	1	0.0	0.5
137	3	0.0	0.5
138	3	0.0	0.5
139	2	0.0	0.5
140	4	0.0	0.6
142	1	0.0	0.6
143	3	0.0	0.6
144	2	0.0	0.6
145	6	0.0	0.6
146	2	0.0	0.7
147	2	0.0	0.7
148	12	0.1	0.8
149	2	0.0	0.8
150	9	0.1	0.8
151	19	0.1	0.9
152	9	0.1	1.0
153	32	0.2	1.2
154	12	0.1	1.3
155	35	0.2	1.5
156	35	0.2	1.7
157	36	0.2	2.0
158	61	0.4	2.4
159	40	0.3	2.6
160	57	0.4	3.0
161	35	0.2	3.2
162	44	0.3	3.5
163	69	0.4	3.9
164	57	0.4	4.3
165	44	0.3	4.6
166	48	0.3	4.9
167	43	0.3	5.2
168	44	0.3	5.5
169	31	0.2	5.6
170	25	0.2	5.8

Table 86. Scale Score Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
171	42	0.3	6.1
172	29	0.2	6.3
173	51	0.3	6.6
174	27	0.2	6.8
175	47	0.3	7.1
176	35	0.2	7.3
177	40	0.3	7.6
178	44	0.3	7.8
179	48	0.3	8.1
180	54	0.3	8.5
181	39	0.3	8.7
182	35	0.2	9.0
183	55	0.4	9.3
184	30	0.2	9.5
185	45	0.3	9.8
186	51	0.3	10.1
187	49	0.3	10.4
188	58	0.4	10.8
189	43	0.3	11.1
190	44	0.3	11.4
191	57	0.4	11.7
192	42	0.3	12.0
193	48	0.3	12.3
194	40	0.3	12.6
195	39	0.3	12.8
196	46	0.3	13.1
197	51	0.3	13.5
198	67	0.4	13.9
199	49	0.3	14.2
200	43	0.3	14.5
201	49	0.3	14.8
202	48	0.3	15.1
203	58	0.4	15.5
204	43	0.3	15.7
205	46	0.3	16.0
206	53	0.3	16.4
207	46	0.3	16.7
208	48	0.3	17.0
209	40	0.3	17.2
210	48	0.3	17.6

Table 86. Scale Score Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
211	51	0.3	17.9
212	41	0.3	18.1
213	61	0.4	18.5
214	47	0.3	18.8
215	49	0.3	19.2
216	51	0.3	19.5
217	45	0.3	19.8
218	67	0.4	20.2
219	66	0.4	20.6
220	55	0.4	21.0
221	58	0.4	21.4
222	61	0.4	21.7
223	55	0.4	22.1
224	49	0.3	22.4
225	60	0.4	22.8
226	60	0.4	23.2
227	61	0.4	23.6
228	65	0.4	24.0
229	67	0.4	24.4
230	68	0.4	24.9
231	62	0.4	25.3
232	69	0.4	25.7
233	81	0.5	26.2
234	62	0.4	26.6
235	64	0.4	27.0
236	55	0.4	27.4
237	74	0.5	27.9
238	94	0.6	28.5
239	71	0.5	28.9
240	71	0.5	29.4
241	82	0.5	29.9
242	77	0.5	30.4
243	88	0.6	31.0
244	90	0.6	31.5
245	99	0.6	32.2
246	75	0.5	32.7
247	82	0.5	33.2
248	96	0.6	33.8
249	82	0.5	34.3
250	75	0.5	34.8

Table 86. Scale Score Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
251	87	0.6	35.4
252	103	0.7	36.0
253	91	0.6	36.6
254	79	0.5	37.1
255	106	0.7	37.8
256	109	0.7	38.5
257	119	0.8	39.3
258	108	0.7	40.0
259	120	0.8	40.7
260	135	0.9	41.6
261	110	0.7	42.3
262	96	0.6	42.9
263	119	0.8	43.7
264	140	0.9	44.6
265	148	1.0	45.6
266	136	0.9	46.4
267	138	0.9	47.3
268	138	0.9	48.2
269	141	0.9	49.1
270	156	1.0	50.1
271	154	1.0	51.1
272	156	1.0	52.1
273	142	0.9	53.0
274	179	1.2	54.2
275	153	1.0	55.1
276	169	1.1	56.2
277	137	0.9	57.1
278	139	0.9	58.0
279	148	1.0	59.0
280	181	1.2	60.1
281	167	1.1	61.2
282	162	1.0	62.2
283	185	1.2	63.4
284	153	1.0	64.4
285	178	1.1	65.6
286	155	1.0	66.6
287	194	1.2	67.8
288	149	1.0	68.8
289	181	1.2	69.9
290	188	1.2	71.1

Table 86. Scale Score Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
291	166	1.1	72.2
292	182	1.2	73.4
293	174	1.1	74.5
294	152	1.0	75.5
295	150	1.0	76.4
296	136	0.9	77.3
297	150	1.0	78.3
298	168	1.1	79.3
299	140	0.9	80.2
300	170	1.1	81.3
301	118	0.8	82.1
302	135	0.9	83.0
303	157	1.0	84.0
304	116	0.7	84.7
305	137	0.9	85.6
306	131	0.8	86.4
307	120	0.8	87.2
308	112	0.7	87.9
309	107	0.7	88.6
310	102	0.7	89.3
311	69	0.4	89.7
312	95	0.6	90.3
313	105	0.7	91.0
314	57	0.4	91.4
315	111	0.7	92.1
316	49	0.3	92.4
317	103	0.7	93.1
318	105	0.7	93.7
319	40	0.3	94.0
320	63	0.4	94.4
321	70	0.4	94.8
322	50	0.3	95.2
323	97	0.6	95.8
324	39	0.3	96.0
325	26	0.2	96.2
326	65	0.4	96.6
327	47	0.3	96.9
328	45	0.3	97.2
329	40	0.3	97.5
330	15	0.1	97.6

Table 86. Scale Score Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
331	47	0.3	97.9
332	40	0.3	98.1
333	29	0.2	98.3
334	14	0.1	98.4
335	28	0.2	98.6
336	22	0.1	98.7
337	13	0.1	98.8
338	30	0.2	99.0
339	13	0.1	99.1
340	19	0.1	99.2
341	12	0.1	99.3
342	4	0.0	99.3
343	11	0.1	99.4
344	11	0.1	99.5
345	5	0.0	99.5
346	25	0.2	99.6
347	8	0.1	99.7
348	1	0.0	99.7
349	21	0.1	99.8
351	7	0.0	99.9
352	3	0.0	99.9
357	10	0.1	100.0
360	5	0.0	100.0
Total	**15,558**		

Table 87. Scale Score Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	56	0.4	0.4
123	4	0.0	0.4
128	2	0.0	0.4
131	2	0.0	0.4
132	1	0.0	0.4
133	2	0.0	0.4
134	2	0.0	0.5
136	2	0.0	0.5
137	1	0.0	0.5
138	9	0.1	0.5
139	1	0.0	0.5
140	1	0.0	0.6
141	2	0.0	0.6
142	1	0.0	0.6
143	7	0.0	0.6
145	5	0.0	0.7
146	1	0.0	0.7
147	4	0.0	0.7
148	6	0.0	0.7
149	2	0.0	0.7
150	15	0.1	0.8
151	15	0.1	0.9
152	2	0.0	1.0
153	35	0.2	1.2
154	5	0.0	1.2
155	29	0.2	1.4
156	34	0.2	1.6
157	20	0.1	1.8
158	49	0.3	2.1
159	24	0.2	2.3
160	70	0.5	2.7
161	47	0.3	3.1
162	43	0.3	3.3
163	52	0.3	3.7
164	43	0.3	4.0
165	29	0.2	4.2
166	54	0.4	4.5
167	38	0.3	4.8
168	52	0.3	5.1

Table 87. Scale Score Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
169	36	0.2	5.4
170	37	0.2	5.6
171	53	0.4	6.0
172	25	0.2	6.2
173	40	0.3	6.4
174	27	0.2	6.6
175	45	0.3	6.9
176	38	0.3	7.2
177	28	0.2	7.4
178	49	0.3	7.7
179	41	0.3	8.0
180	45	0.3	8.3
181	41	0.3	8.5
182	35	0.2	8.8
183	47	0.3	9.1
184	38	0.3	9.3
185	38	0.3	9.6
186	57	0.4	10.0
187	40	0.3	10.2
188	46	0.3	10.5
189	35	0.2	10.8
190	54	0.4	11.1
191	56	0.4	11.5
192	46	0.3	11.8
193	45	0.3	12.1
194	44	0.3	12.4
195	37	0.2	12.7
196	42	0.3	13.0
197	49	0.3	13.3
198	47	0.3	13.6
199	36	0.2	13.8
200	49	0.3	14.2
201	55	0.4	14.5
202	41	0.3	14.8
203	58	0.4	15.2
204	49	0.3	15.5
205	48	0.3	15.9
206	50	0.3	16.2
207	39	0.3	16.5
208	66	0.4	16.9

Table 87. Scale Score Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
209	46	0.3	17.2
210	39	0.3	17.5
211	45	0.3	17.8
212	63	0.4	18.2
213	55	0.4	18.6
214	38	0.3	18.8
215	42	0.3	19.1
216	38	0.3	19.3
217	54	0.4	19.7
218	39	0.3	20.0
219	64	0.4	20.4
220	50	0.3	20.7
221	45	0.3	21.0
222	46	0.3	21.3
223	68	0.5	21.8
224	60	0.4	22.2
225	63	0.4	22.6
226	47	0.3	22.9
227	54	0.4	23.3
228	76	0.5	23.8
229	42	0.3	24.1
230	58	0.4	24.5
231	56	0.4	24.9
232	57	0.4	25.2
233	56	0.4	25.6
234	62	0.4	26.0
235	52	0.3	26.4
236	57	0.4	26.8
237	58	0.4	27.2
238	56	0.4	27.5
239	65	0.4	28.0
240	66	0.4	28.4
241	66	0.4	28.9
242	66	0.4	29.3
243	60	0.4	29.7
244	53	0.4	30.1
245	60	0.4	30.5
246	69	0.5	30.9
247	76	0.5	31.4
248	59	0.4	31.8

Table 87. Scale Score Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
249	78	0.5	32.3
250	74	0.5	32.8
251	81	0.5	33.4
252	72	0.5	33.9
253	74	0.5	34.4
254	98	0.7	35.0
255	95	0.6	35.7
256	91	0.6	36.3
257	74	0.5	36.8
258	66	0.4	37.2
259	93	0.6	37.8
260	82	0.5	38.4
261	98	0.7	39.0
262	98	0.7	39.7
263	91	0.6	40.3
264	106	0.7	41.0
265	121	0.8	41.8
266	86	0.6	42.4
267	105	0.7	43.1
268	88	0.6	43.7
269	102	0.7	44.4
270	125	0.8	45.2
271	121	0.8	46.0
272	111	0.7	46.8
273	132	0.9	47.7
274	129	0.9	48.5
275	120	0.8	49.3
276	112	0.8	50.1
277	145	1.0	51.1
278	109	0.7	51.8
279	112	0.8	52.5
280	117	0.8	53.3
281	130	0.9	54.2
282	124	0.8	55.0
283	127	0.9	55.9
284	140	0.9	56.8
285	129	0.9	57.7
286	130	0.9	58.6
287	143	1.0	59.5
288	138	0.9	60.4

Table 87. Scale Score Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
289	133	0.9	61.3
290	152	1.0	62.3
291	140	0.9	63.3
292	143	1.0	64.2
293	151	1.0	65.3
294	141	0.9	66.2
295	175	1.2	67.4
296	150	1.0	68.4
297	178	1.2	69.6
298	181	1.2	70.8
299	130	0.9	71.7
300	142	1.0	72.6
301	127	0.9	73.5
302	134	0.9	74.4
303	160	1.1	75.4
304	144	1.0	76.4
305	165	1.1	77.5
306	145	1.0	78.5
307	126	0.8	79.3
308	164	1.1	80.4
309	130	0.9	81.3
310	154	1.0	82.3
311	116	0.8	83.1
312	139	0.9	84.0
313	162	1.1	85.1
314	100	0.7	85.8
315	145	1.0	86.8
316	68	0.5	87.2
317	134	0.9	88.1
318	147	1.0	89.1
319	47	0.3	89.4
320	100	0.7	90.1
321	124	0.8	90.9
322	65	0.4	91.4
323	138	0.9	92.3
324	62	0.4	92.7
325	37	0.2	93.0
326	101	0.7	93.6
327	87	0.6	94.2
328	96	0.6	94.9

Table 87. Scale Score Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
329	67	0.4	95.3
330	27	0.2	95.5
331	67	0.4	95.9
332	74	0.5	96.4
333	39	0.3	96.7
334	32	0.2	96.9
335	43	0.3	97.2
336	57	0.4	97.6
337	26	0.2	97.8
338	29	0.2	98.0
339	13	0.1	98.0
340	33	0.2	98.3
341	52	0.3	98.6
342	10	0.1	98.7
343	15	0.1	98.8
344	19	0.1	98.9
345	13	0.1	99.0
346	34	0.2	99.2
347	10	0.1	99.3
349	33	0.2	99.5
351	23	0.2	99.7
352	11	0.1	99.7
355	2	0.0	99.8
357	17	0.1	99.9
360	20	0.1	100.0
Total	**14,911**		

Table 88. Scale Score Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	55	0.3	0.3
121	4	0.0	0.3
125	6	0.0	0.4
126	2	0.0	0.4
127	1	0.0	0.4
131	3	0.0	0.4
132	4	0.0	0.4
135	4	0.0	0.5
136	3	0.0	0.5
138	8	0.0	0.5
139	1	0.0	0.5
140	5	0.0	0.6
141	1	0.0	0.6
142	4	0.0	0.6
143	1	0.0	0.6
145	5	0.0	0.6
146	4	0.0	0.7
147	1	0.0	0.7
148	2	0.0	0.7
149	17	0.1	0.8
151	14	0.1	0.9
152	3	0.0	0.9
153	10	0.1	0.9
154	23	0.1	1.1
155	16	0.1	1.2
156	41	0.2	1.4
157	9	0.1	1.4
158	66	0.4	1.8
159	33	0.2	2.0
160	87	0.5	2.5
161	41	0.2	2.8
162	84	0.5	3.3
163	70	0.4	3.7
164	76	0.4	4.1
165	87	0.5	4.6
166	60	0.4	5.0
167	67	0.4	5.4
168	85	0.5	5.9
169	69	0.4	6.3

Table 88. Scale Score Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
170	95	0.6	6.8
171	51	0.3	7.1
172	85	0.5	7.6
173	50	0.3	7.9
174	97	0.6	8.5
175	80	0.5	9.0
176	72	0.4	9.4
177	66	0.4	9.8
178	69	0.4	10.2
179	81	0.5	10.7
180	55	0.3	11.0
181	78	0.5	11.4
182	67	0.4	11.8
183	67	0.4	12.2
184	59	0.3	12.6
185	83	0.5	13.1
186	67	0.4	13.5
187	69	0.4	13.9
188	91	0.5	14.4
189	73	0.4	14.8
190	82	0.5	15.3
191	82	0.5	15.8
192	86	0.5	16.3
193	56	0.3	16.6
194	80	0.5	17.1
195	68	0.4	17.5
196	63	0.4	17.9
197	79	0.5	18.3
198	76	0.4	18.8
199	73	0.4	19.2
200	70	0.4	19.6
201	74	0.4	20.0
202	78	0.5	20.5
203	101	0.6	21.1
204	74	0.4	21.5
205	73	0.4	21.9
206	92	0.5	22.5
207	89	0.5	23.0
208	86	0.5	23.5
209	77	0.5	24.0

Table 88. Scale Score Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
210	62	0.4	24.3
211	75	0.4	24.8
212	68	0.4	25.2
213	73	0.4	25.6
214	87	0.5	26.1
215	79	0.5	26.6
216	76	0.4	27.0
217	89	0.5	27.5
218	84	0.5	28.0
219	82	0.5	28.5
220	76	0.4	29.0
221	87	0.5	29.5
222	104	0.6	30.1
223	87	0.5	30.6
224	89	0.5	31.1
225	105	0.6	31.7
226	93	0.5	32.3
227	102	0.6	32.9
228	82	0.5	33.3
229	80	0.5	33.8
230	75	0.4	34.3
231	89	0.5	34.8
232	77	0.5	35.2
233	103	0.6	35.8
234	72	0.4	36.3
235	93	0.5	36.8
236	115	0.7	37.5
237	82	0.5	38.0
238	84	0.5	38.4
239	92	0.5	39.0
240	111	0.7	39.6
241	81	0.5	40.1
242	106	0.6	40.7
243	87	0.5	41.2
244	109	0.6	41.9
245	92	0.5	42.4
246	117	0.7	43.1
247	93	0.5	43.7
248	98	0.6	44.2
249	93	0.5	44.8

Table 88. Scale Score Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
250	107	0.6	45.4
251	102	0.6	46.0
252	104	0.6	46.6
253	117	0.7	47.3
254	94	0.6	47.9
255	105	0.6	48.5
256	89	0.5	49.0
257	111	0.7	49.6
258	105	0.6	50.3
259	95	0.6	50.8
260	123	0.7	51.5
261	96	0.6	52.1
262	131	0.8	52.9
263	115	0.7	53.5
264	137	0.8	54.3
265	119	0.7	55.0
266	113	0.7	55.7
267	132	0.8	56.5
268	119	0.7	57.2
269	121	0.7	57.9
270	128	0.8	58.6
271	153	0.9	59.5
272	134	0.8	60.3
273	124	0.7	61.0
274	138	0.8	61.9
275	126	0.7	62.6
276	135	0.8	63.4
277	115	0.7	64.1
278	137	0.8	64.9
279	152	0.9	65.8
280	125	0.7	66.5
281	140	0.8	67.3
282	154	0.9	68.2
283	119	0.7	68.9
284	139	0.8	69.7
285	124	0.7	70.5
286	119	0.7	71.2
287	154	0.9	72.1
288	153	0.9	73.0
289	127	0.7	73.7

Table 88. Scale Score Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
290	139	0.8	74.5
291	124	0.7	75.2
292	156	0.9	76.2
293	140	0.8	77.0
294	150	0.9	77.9
295	122	0.7	78.6
296	145	0.9	79.4
297	106	0.6	80.0
298	138	0.8	80.9
299	96	0.6	81.4
300	155	0.9	82.3
301	84	0.5	82.8
302	162	1.0	83.8
303	98	0.6	84.3
304	88	0.5	84.9
305	113	0.7	85.5
306	111	0.7	86.2
307	131	0.8	86.9
308	60	0.4	87.3
309	119	0.7	88.0
310	73	0.4	88.4
311	114	0.7	89.1
312	48	0.3	89.4
313	95	0.6	89.9
314	89	0.5	90.4
315	110	0.6	91.1
316	67	0.4	91.5
317	71	0.4	91.9
318	95	0.6	92.5
319	68	0.4	92.9
320	83	0.5	93.3
321	43	0.3	93.6
322	76	0.4	94.0
323	45	0.3	94.3
324	94	0.6	94.9
325	30	0.2	95.0
326	65	0.4	95.4
327	39	0.2	95.6
328	53	0.3	96.0
329	62	0.4	96.3

Table 88. Scale Score Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
330	38	0.2	96.5
331	39	0.2	96.8
332	20	0.1	96.9
333	77	0.5	97.3
334	24	0.1	97.5
335	46	0.3	97.7
336	18	0.1	97.9
337	29	0.2	98.0
338	6	0.0	98.1
339	33	0.2	98.3
340	42	0.2	98.5
341	9	0.1	98.6
342	16	0.1	98.6
343	20	0.1	98.8
344	23	0.1	98.9
345	12	0.1	99.0
346	26	0.2	99.1
347	9	0.1	99.2
348	9	0.1	99.2
349	15	0.1	99.3
350	35	0.2	99.5
351	15	0.1	99.6
352	1	0.0	99.6
353	7	0.0	99.7
354	1	0.0	99.7
355	4	0.0	99.7
356	13	0.1	99.8
357	15	0.1	99.8
359	12	0.1	99.9
360	14	0.1	100.0
Total	**17,051**		

Table 89. Scale Score Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	65	0.5	0.5
121	1	0.0	0.5
125	2	0.0	0.5
127	1	0.0	0.5
131	2	0.0	0.5
132	2	0.0	0.5
135	2	0.0	0.5
138	2	0.0	0.5
140	2	0.0	0.6
141	3	0.0	0.6
142	4	0.0	0.6
143	1	0.0	0.6
145	3	0.0	0.6
146	2	0.0	0.7
147	8	0.1	0.7
149	2	0.0	0.7
150	1	0.0	0.7
151	3	0.0	0.8
152	2	0.0	0.8
153	3	0.0	0.8
154	5	0.0	0.8
155	4	0.0	0.9
156	15	0.1	1.0
157	4	0.0	1.0
158	24	0.2	1.2
159	4	0.0	1.2
160	25	0.2	1.4
161	12	0.1	1.5
162	20	0.1	1.6
163	19	0.1	1.7
164	27	0.2	1.9
165	27	0.2	2.1
166	19	0.1	2.3
167	34	0.2	2.5
168	26	0.2	2.7
169	35	0.2	2.9
170	30	0.2	3.1
171	24	0.2	3.3
172	46	0.3	3.6

Table 89. Scale Score Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
173	26	0.2	3.8
174	32	0.2	4.1
175	41	0.3	4.4
176	40	0.3	4.6
177	33	0.2	4.9
178	33	0.2	5.1
179	34	0.2	5.3
180	25	0.2	5.5
181	37	0.3	5.8
182	44	0.3	6.1
183	36	0.3	6.4
184	22	0.2	6.5
185	35	0.2	6.8
186	37	0.3	7.0
187	27	0.2	7.2
188	50	0.4	7.6
189	35	0.2	7.8
190	40	0.3	8.1
191	38	0.3	8.4
192	43	0.3	8.7
193	45	0.3	9.0
194	37	0.3	9.3
195	49	0.3	9.6
196	32	0.2	9.9
197	46	0.3	10.2
198	36	0.3	10.4
199	55	0.4	10.8
200	39	0.3	11.1
201	60	0.4	11.5
202	49	0.3	11.9
203	53	0.4	12.3
204	51	0.4	12.6
205	61	0.4	13.1
206	48	0.3	13.4
207	47	0.3	13.7
208	49	0.3	14.1
209	56	0.4	14.5
210	51	0.4	14.9
211	52	0.4	15.2
212	35	0.2	15.5

Table 89. Scale Score Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
213	53	0.4	15.9
214	50	0.4	16.2
215	55	0.4	16.6
216	54	0.4	17.0
217	46	0.3	17.3
218	64	0.5	17.8
219	51	0.4	18.1
220	61	0.4	18.6
221	67	0.5	19.0
222	78	0.6	19.6
223	67	0.5	20.1
224	53	0.4	20.5
225	79	0.6	21.0
226	50	0.4	21.4
227	76	0.5	21.9
228	72	0.5	22.4
229	74	0.5	23.0
230	80	0.6	23.5
231	70	0.5	24.0
232	71	0.5	24.5
233	73	0.5	25.1
234	73	0.5	25.6
235	76	0.5	26.1
236	62	0.4	26.6
237	84	0.6	27.2
238	77	0.5	27.7
239	74	0.5	28.2
240	80	0.6	28.8
241	67	0.5	29.3
242	103	0.7	30.0
243	79	0.6	30.6
244	95	0.7	31.3
245	66	0.5	31.7
246	83	0.6	32.3
247	80	0.6	32.9
248	77	0.5	33.4
249	99	0.7	34.2
250	79	0.6	34.7
251	91	0.6	35.4
252	75	0.5	35.9

Table 89. Scale Score Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
253	88	0.6	36.5
254	92	0.7	37.2
255	92	0.7	37.8
256	90	0.6	38.5
257	78	0.6	39.0
258	80	0.6	39.6
259	80	0.6	40.2
260	92	0.7	40.8
261	91	0.6	41.5
262	85	0.6	42.1
263	94	0.7	42.8
264	88	0.6	43.4
265	97	0.7	44.1
266	113	0.8	44.9
267	112	0.8	45.7
268	85	0.6	46.3
269	88	0.6	46.9
270	102	0.7	47.6
271	120	0.9	48.5
272	100	0.7	49.2
273	109	0.8	50.0
274	97	0.7	50.7
275	125	0.9	51.6
276	102	0.7	52.3
277	103	0.7	53.0
278	113	0.8	53.8
279	119	0.8	54.7
280	111	0.8	55.5
281	100	0.7	56.2
282	98	0.7	56.9
283	102	0.7	57.6
284	141	1.0	58.6
285	117	0.8	59.5
286	116	0.8	60.3
287	142	1.0	61.3
288	126	0.9	62.2
289	110	0.8	63.0
290	122	0.9	63.9
291	135	1.0	64.8
292	113	0.8	65.6

Table 89. Scale Score Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
293	120	0.9	66.5
294	167	1.2	67.7
295	100	0.7	68.4
296	134	1.0	69.3
297	97	0.7	70.0
298	136	1.0	71.0
299	115	0.8	71.8
300	132	0.9	72.8
301	94	0.7	73.4
302	142	1.0	74.5
303	119	0.8	75.3
304	109	0.8	76.1
305	123	0.9	77.0
306	105	0.7	77.7
307	159	1.1	78.8
308	79	0.6	79.4
309	125	0.9	80.3
310	87	0.6	80.9
311	159	1.1	82.0
312	59	0.4	82.5
313	117	0.8	83.3
314	123	0.9	84.2
315	98	0.7	84.9
316	88	0.6	85.5
317	81	0.6	86.1
318	116	0.8	86.9
319	76	0.5	87.5
320	103	0.7	88.2
321	63	0.4	88.6
322	120	0.9	89.5
323	44	0.3	89.8
324	145	1.0	90.8
325	39	0.3	91.1
326	98	0.7	91.8
327	52	0.4	92.2
328	74	0.5	92.7
329	91	0.6	93.4
330	51	0.4	93.7
331	48	0.3	94.1
332	30	0.2	94.3

Table 89. Scale Score Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
333	111	0.8	95.1
334	36	0.3	95.3
335	60	0.4	95.8
336	35	0.2	96.0
337	48	0.3	96.4
338	18	0.1	96.5
339	50	0.4	96.8
340	40	0.3	97.1
341	27	0.2	97.3
342	17	0.1	97.4
343	30	0.2	97.7
344	38	0.3	97.9
345	24	0.2	98.1
346	52	0.4	98.5
347	8	0.1	98.5
348	21	0.1	98.7
349	18	0.1	98.8
350	42	0.3	99.1
351	20	0.1	99.2
352	2	0.0	99.3
353	18	0.1	99.4
354	2	0.0	99.4
355	2	0.0	99.4
356	28	0.2	99.6
357	17	0.1	99.7
359	22	0.2	99.9
360	15	0.1	100.0
Total	**14,021**		

Table 90. Scale Score Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	48	0.4	0.4
121	1	0.0	0.4
125	2	0.0	0.4
126	1	0.0	0.4
127	1	0.0	0.5
131	1	0.0	0.5
132	3	0.0	0.5
136	6	0.1	0.5
139	1	0.0	0.6
140	2	0.0	0.6
141	1	0.0	0.6
142	3	0.0	0.6
143	1	0.0	0.6
144	1	0.0	0.6
145	1	0.0	0.6
146	2	0.0	0.6
147	2	0.0	0.7
148	1	0.0	0.7
149	5	0.0	0.7
151	1	0.0	0.7
152	1	0.0	0.7
153	2	0.0	0.8
154	6	0.1	0.8
155	5	0.0	0.8
156	7	0.1	0.9
157	2	0.0	0.9
158	14	0.1	1.0
159	2	0.0	1.1
160	15	0.1	1.2
161	11	0.1	1.3
162	11	0.1	1.4
163	13	0.1	1.5
164	19	0.2	1.7
165	12	0.1	1.8
166	15	0.1	1.9
167	8	0.1	2.0
168	11	0.1	2.1
169	13	0.1	2.2
170	25	0.2	2.4

Table 90. Scale Score Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
171	11	0.1	2.5
172	26	0.2	2.7
173	7	0.1	2.8
174	26	0.2	3.0
175	15	0.1	3.1
176	19	0.2	3.3
177	12	0.1	3.4
178	16	0.1	3.5
179	19	0.2	3.7
180	18	0.2	3.8
181	27	0.2	4.1
182	27	0.2	4.3
183	16	0.1	4.5
184	18	0.2	4.6
185	19	0.2	4.8
186	18	0.2	4.9
187	20	0.2	5.1
188	27	0.2	5.3
189	21	0.2	5.5
190	28	0.2	5.8
191	25	0.2	6.0
192	24	0.2	6.2
193	23	0.2	6.4
194	24	0.2	6.6
195	22	0.2	6.8
196	22	0.2	7.0
197	27	0.2	7.2
198	27	0.2	7.4
199	24	0.2	7.6
200	32	0.3	7.9
201	38	0.3	8.2
202	35	0.3	8.6
203	23	0.2	8.8
204	34	0.3	9.0
205	26	0.2	9.3
206	39	0.3	9.6
207	33	0.3	9.9
208	35	0.3	10.2
209	45	0.4	10.6
210	34	0.3	10.9

Table 90. Scale Score Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
211	44	0.4	11.3
212	33	0.3	11.5
213	38	0.3	11.9
214	30	0.3	12.1
215	52	0.4	12.6
216	35	0.3	12.9
217	45	0.4	13.3
218	46	0.4	13.7
219	39	0.3	14.0
220	50	0.4	14.4
221	54	0.5	14.9
222	60	0.5	15.4
223	47	0.4	15.8
224	46	0.4	16.2
225	55	0.5	16.7
226	40	0.3	17.1
227	47	0.4	17.5
228	60	0.5	18.0
229	59	0.5	18.5
230	53	0.5	18.9
231	50	0.4	19.4
232	66	0.6	19.9
233	57	0.5	20.4
234	64	0.6	21.0
235	69	0.6	21.6
236	59	0.5	22.1
237	55	0.5	22.6
238	60	0.5	23.1
239	72	0.6	23.7
240	71	0.6	24.3
241	67	0.6	24.9
242	53	0.5	25.4
243	57	0.5	25.9
244	75	0.6	26.5
245	67	0.6	27.1
246	63	0.5	27.6
247	63	0.5	28.2
248	53	0.5	28.6
249	60	0.5	29.2
250	73	0.6	29.8

Table 90. Scale Score Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
251	75	0.6	30.4
252	59	0.5	30.9
253	80	0.7	31.6
254	66	0.6	32.2
255	90	0.8	33.0
256	96	0.8	33.8
257	74	0.6	34.5
258	71	0.6	35.1
259	71	0.6	35.7
260	59	0.5	36.2
261	68	0.6	36.8
262	79	0.7	37.5
263	85	0.7	38.2
264	76	0.7	38.9
265	111	1.0	39.8
266	92	0.8	40.6
267	73	0.6	41.2
268	95	0.8	42.1
269	78	0.7	42.7
270	81	0.7	43.4
271	100	0.9	44.3
272	91	0.8	45.1
273	87	0.8	45.8
274	111	1.0	46.8
275	86	0.7	47.5
276	111	1.0	48.5
277	93	0.8	49.3
278	118	1.0	50.3
279	103	0.9	51.2
280	88	0.8	52.0
281	101	0.9	52.9
282	82	0.7	53.6
283	97	0.8	54.4
284	88	0.8	55.2
285	108	0.9	56.1
286	108	0.9	57.0
287	132	1.1	58.2
288	98	0.8	59.0
289	104	0.9	59.9
290	107	0.9	60.8

Table 90. Scale Score Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
291	108	0.9	61.8
292	101	0.9	62.7
293	117	1.0	63.7
294	92	0.8	64.5
295	91	0.8	65.2
296	113	1.0	66.2
297	87	0.8	67.0
298	132	1.1	68.1
299	87	0.8	68.9
300	117	1.0	69.9
301	77	0.7	70.5
302	130	1.1	71.7
303	92	0.8	72.5
304	97	0.8	73.3
305	103	0.9	74.2
306	92	0.8	75.0
307	135	1.2	76.2
308	69	0.6	76.8
309	111	1.0	77.7
310	85	0.7	78.5
311	142	1.2	79.7
312	56	0.5	80.2
313	101	0.9	81.0
314	85	0.7	81.8
315	105	0.9	82.7
316	73	0.6	83.3
317	90	0.8	84.1
318	115	1.0	85.1
319	79	0.7	85.8
320	101	0.9	86.6
321	44	0.4	87.0
322	104	0.9	87.9
323	46	0.4	88.3
324	112	1.0	89.3
325	44	0.4	89.7
326	79	0.7	90.4
327	45	0.4	90.7
328	81	0.7	91.4
329	74	0.6	92.1
330	57	0.5	92.6

Table 90. Scale Score Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
331	55	0.5	93.0
332	42	0.4	93.4
333	79	0.7	94.1
334	33	0.3	94.4
335	55	0.5	94.9
336	30	0.3	95.1
337	39	0.3	95.5
338	17	0.1	95.6
339	55	0.5	96.1
340	52	0.4	96.5
341	18	0.2	96.7
342	21	0.2	96.9
343	32	0.3	97.1
344	40	0.3	97.5
345	21	0.2	97.7
346	57	0.5	98.2
347	12	0.1	98.3
348	14	0.1	98.4
349	13	0.1	98.5
350	54	0.5	99.0
351	18	0.2	99.1
352	3	0.0	99.1
353	13	0.1	99.3
354	2	0.0	99.3
355	2	0.0	99.3
356	28	0.2	99.5
357	16	0.1	99.7
359	22	0.2	99.9
360	16	0.1	100.0
Total	**11,565**		

Table 91. Scale Score Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only)

Scale Score	N-Count	Percent	Cumulative Percent
120	141	1.4	1.4
121	1	0.0	1.4
125	4	0.0	1.5
126	3	0.0	1.5
127	3	0.0	1.5
131	1	0.0	1.5
132	1	0.0	1.6
134	1	0.0	1.6
135	3	0.0	1.6
136	5	0.1	1.7
138	4	0.0	1.7
139	1	0.0	1.7
140	10	0.1	1.8
141	2	0.0	1.8
142	4	0.0	1.9
143	5	0.1	1.9
144	3	0.0	1.9
145	8	0.1	2.0
146	4	0.0	2.1
147	6	0.1	2.1
149	10	0.1	2.2
151	8	0.1	2.3
152	4	0.0	2.3
153	5	0.1	2.4
154	12	0.1	2.5
155	2	0.0	2.5
156	12	0.1	2.7
157	2	0.0	2.7
158	16	0.2	2.8
159	6	0.1	2.9
160	16	0.2	3.1
161	7	0.1	3.1
162	7	0.1	3.2
163	6	0.1	3.3
164	8	0.1	3.4
165	12	0.1	3.5
166	10	0.1	3.6
167	7	0.1	3.6
168	1	0.0	3.7

Table 91. Scale Score Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
169	15	0.2	3.8
170	16	0.2	4.0
171	5	0.1	4.0
172	10	0.1	4.1
173	7	0.1	4.2
174	11	0.1	4.3
175	9	0.1	4.4
176	15	0.2	4.5
177	8	0.1	4.6
178	10	0.1	4.7
179	14	0.1	4.9
180	15	0.2	5.0
181	16	0.2	5.2
182	16	0.2	5.3
183	13	0.1	5.5
184	8	0.1	5.6
185	9	0.1	5.7
186	15	0.2	5.8
187	18	0.2	6.0
188	10	0.1	6.1
189	14	0.1	6.2
190	15	0.2	6.4
191	19	0.2	6.6
192	17	0.2	6.7
193	18	0.2	6.9
194	21	0.2	7.1
195	24	0.2	7.4
196	22	0.2	7.6
197	21	0.2	7.8
198	23	0.2	8.1
199	14	0.1	8.2
200	19	0.2	8.4
201	17	0.2	8.6
202	24	0.2	8.8
203	22	0.2	9.0
204	26	0.3	9.3
205	19	0.2	9.5
206	18	0.2	9.7
207	21	0.2	9.9
208	35	0.4	10.2

Table 91. Scale Score Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
209	28	0.3	10.5
210	23	0.2	10.7
211	27	0.3	11.0
212	30	0.3	11.3
213	35	0.4	11.7
214	24	0.2	11.9
215	23	0.2	12.2
216	24	0.2	12.4
217	43	0.4	12.8
218	24	0.2	13.1
219	26	0.3	13.3
220	33	0.3	13.7
221	42	0.4	14.1
222	41	0.4	14.5
223	45	0.5	15.0
224	42	0.4	15.4
225	40	0.4	15.8
226	42	0.4	16.2
227	39	0.4	16.6
228	33	0.3	17.0
229	43	0.4	17.4
230	42	0.4	17.8
231	43	0.4	18.3
232	46	0.5	18.7
233	38	0.4	19.1
234	49	0.5	19.6
235	38	0.4	20.0
236	50	0.5	20.5
237	50	0.5	21.0
238	42	0.4	21.4
239	45	0.5	21.9
240	49	0.5	22.4
241	48	0.5	22.9
242	47	0.5	23.3
243	51	0.5	23.9
244	61	0.6	24.5
245	54	0.5	25.0
246	55	0.6	25.6
247	50	0.5	26.1
248	72	0.7	26.8

Table 91. Scale Score Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
249	43	0.4	27.2
250	73	0.7	28.0
251	53	0.5	28.5
252	43	0.4	29.0
253	69	0.7	29.7
254	63	0.6	30.3
255	59	0.6	30.9
256	57	0.6	31.5
257	74	0.7	32.2
258	59	0.6	32.8
259	79	0.8	33.6
260	71	0.7	34.3
261	74	0.7	35.1
262	67	0.7	35.8
263	67	0.7	36.4
264	73	0.7	37.2
265	70	0.7	37.9
266	73	0.7	38.6
267	86	0.9	39.5
268	83	0.8	40.3
269	55	0.6	40.9
270	75	0.8	41.7
271	77	0.8	42.4
272	81	0.8	43.3
273	74	0.7	44.0
274	82	0.8	44.8
275	58	0.6	45.4
276	99	1.0	46.4
277	72	0.7	47.2
278	90	0.9	48.1
279	70	0.7	48.8
280	81	0.8	49.6
281	76	0.8	50.4
282	68	0.7	51.1
283	95	1.0	52.0
284	86	0.9	52.9
285	96	1.0	53.9
286	79	0.8	54.7
287	91	0.9	55.6
288	104	1.1	56.6

Table 91. Scale Score Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
289	93	0.9	57.6
290	86	0.9	58.5
291	105	1.1	59.5
292	81	0.8	60.3
293	75	0.8	61.1
294	108	1.1	62.2
295	97	1.0	63.2
296	86	0.9	64.0
297	99	1.0	65.0
298	122	1.2	66.3
299	75	0.8	67.0
300	105	1.1	68.1
301	77	0.8	68.9
302	134	1.4	70.2
303	82	0.8	71.1
304	93	0.9	72.0
305	100	1.0	73.0
306	72	0.7	73.8
307	118	1.2	75.0
308	51	0.5	75.5
309	111	1.1	76.6
310	66	0.7	77.3
311	112	1.1	78.4
312	52	0.5	78.9
313	115	1.2	80.1
314	89	0.9	81.0
315	89	0.9	81.9
316	74	0.7	82.6
317	70	0.7	83.3
318	73	0.7	84.1
319	68	0.7	84.8
320	111	1.1	85.9
321	58	0.6	86.5
322	111	1.1	87.6
323	57	0.6	88.2
324	99	1.0	89.2
325	35	0.4	89.5
326	78	0.8	90.3
327	42	0.4	90.8
328	75	0.8	91.5

Table 91. Scale Score Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only) (continued)

Scale Score	N-Count	Percent	Cumulative Percent
329	75	0.8	92.3
330	38	0.4	92.7
331	38	0.4	93.1
332	30	0.3	93.4
333	97	1.0	94.3
334	35	0.4	94.7
335	45	0.5	95.1
336	34	0.3	95.5
337	33	0.3	95.8
338	13	0.1	96.0
339	38	0.4	96.3
340	45	0.5	96.8
341	17	0.2	97.0
342	13	0.1	97.1
343	17	0.2	97.3
344	26	0.3	97.5
345	23	0.2	97.8
346	42	0.4	98.2
347	8	0.1	98.3
348	9	0.1	98.4
349	14	0.1	98.5
350	35	0.4	98.9
351	11	0.1	99.0
352	3	0.0	99.0
353	12	0.1	99.1
354	3	0.0	99.2
355	1	0.0	99.2
356	26	0.3	99.4
357	26	0.3	99.7
359	21	0.2	99.9
360	9	0.1	100.0
Total	**9,873**		

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APPENDIX A: ITEM MAPS

Table A1. 2022 NYSESLAT Operational Test Information for Kindergarten
*Performance Level Description/Target of Measurement

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
1	Speaking	Constructed Response	1		PLD.2.S.K.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
2	Speaking	Constructed Response	2		PLD.3.S.K.2	**Transitioning:** Student uses simple sentences **to describe or convey relevant details and narrate a story.**
3	Speaking	Constructed Response	2		PLD.4.S.K.2	**Expanding:** Student uses simple and expanded sentences **to describe or convey relevant details and narrate a story.**
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.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
6	Speaking	Constructed Response	2		PLD.3.S.K.1	**Transitioning:** Student uses simple sentences **to ask questions and contribute to a conversation.**
7	Speaking	Constructed Response	2		PLD.4.S.K.1	**Expanding:** Student uses simple and expanded sentences **to ask questions and contribute to a conversation.**

Table A1. 2022 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	Story Order	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
2	Listening	Multiple-Choice	1	Dev. 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.

Table A1. 2022 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	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.
4	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.
5	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	**Commanding:** Student can determine **the meaning of Tier 1 and some Tier 2 word**s in grade-level spoken discourse.
6	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.
7	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse.

Table A1. 2022 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	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.
9	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.
10	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.
11	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.
12	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.

Table A1. 2022 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
13	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	**Commanding:** Student can determine **the meaning of Tier 1 and some Tier 2 word**s in grade-level spoken discourse.
14	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	**Commanding:** Student can determine **the meaning of Tier 1 and some Tier 2 word**s in grade-level spoken discourse.
15	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 word**s in grade-level spoken discourse.
16	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 word**s in grade-level spoken discourse.
17	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.
18	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.

Table A1. 2022 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
19	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.
1	Reading	Multiple-Choice	1	Letter-sound Recognition	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
2	Reading	Multiple-Choice	1	Letter-Sound Recognition	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
3	Reading	Multiple-Choice	1	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.**

Table A1. 2022 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
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 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.
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	Sentence Reading 1	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. 2022 NYSESLAT Operational Test Information for Kindergarten (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
14	Reading	Multiple-Choice	1	Sentence Reading 1	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 1	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 2	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
17	Reading	Multiple-Choice	1	Sentence Reading 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.
18	Reading	Multiple-Choice	1	Sentence 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.
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.**

Table A1. 2022 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	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	**Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.**
4	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	**Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.**
5	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	**Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.**
6	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	**Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.**
7	Writing	Constructed Response	2	Sentence Writing	PLD.5.W.K.1	**Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.**
8	Writing	Constructed Response	4	Write a Story	PLD.5.W.K.2	**Commanding:** Student uses drawings, simple, expanded, and/or compound sentences to sufficiently **provide descriptions and events** to write a story or write about a topic.

Table A2. 2022 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.1-2.2	**Transitioning:** Student uses simple and/or compound sentence**s to describe or convey relevant details and narrate a story.**
3	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.**
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.1-2.2	**Emerging:** Student uses phrases and simple sentences **to describe or convey relevant details and/or partially narrate a story.**
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.2	**Transitioning:** Student uses simple and/or compound sentence**s to describe or convey relevant details and narrate a story.**
7	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.**

Table A2. 2022 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 sentence**s 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.

Table A2. 2022 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
2	1	Multiple-Choice	1	Listening	PLD.3.L.1-2.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.4.L.1-2.2	**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.
4	1	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.
5	1	Multiple-Choice	1	Listening	PLD.2.L.1-2.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.3.L.1-2.1	**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.2.L.1-2.3	**Emerging:** Student can determine **the meaning of some Tier 1 and a few Tier 2 words** in grade-level spoken discourse.

Table A2. 2022 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	1	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.
9	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.
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.1-2.2	**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.
12	1	Multiple-Choice	1	Reading	PLD.5.R.1-2.5	**Commanding:** Student can identify **significant ideas, events, and/or relationships that are established** by text structures (**a variety of simple or expanded sentences that work together to determine elements, connections, and topics**) in grade-level texts.

Table A2. 2022 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
13	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.
14	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.
15	1	Multiple-Choice	1	Reading	PLD.4.R.1-2.1	**Expanding:** Student can identify most simple or some expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
16	1	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.
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.4.L.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse.

Table A2. 2022 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
19	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.
20	2	Multiple-Choice	1	Listening	PLD.5.L.1-2.3	**Commanding:** Student can determine **the meaning of most Tier 1 and some Tier 2 words** in grade-level spoken discourse.
21	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.
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.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. 2022 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
24	2	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.
25	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.
26	2	Multiple-Choice	1	Reading	PLD.1.R.1-2.3	**Entering:** Student may determine **the meaning of a few Tier 1 words** in a grade-level text.
27	2	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.
28	2	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.
29	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.

Table A2. 2022 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
30	2	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
31	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
32	2	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.
33	2	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.
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.

Table A2. 2022 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
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.
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.

Table A2. 2022 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
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.
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 word**s 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.

Table A2. 2022 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
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.
50	3	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.
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.

Table A2. 2022 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
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. 2022 NYSESLAT Operational Test Information for Grade Band 3–4
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	**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.3-4.3	**Expanding:** Student uses simple, expanded, and/or complex sentences **to analyze a topic and provide an opinion supported by a reason.**
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic and provide an opinion supported by a reason.**
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.2	**Emerging:** Student uses phrases and simple sentences **to describe or convey some relevant details and partially narrate a story or process in sequence.**
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	**Transitioning:** Student uses simple and/or expanded sentences **to describe or convey relevant details and narrate a story or process in sequence.**
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	**Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.**

Table A3. 2022 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.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.
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.

Table A3. 2022 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
3	1	Multiple-Choice	1	Listening	PLD.5.L.3-4.1	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse.
4	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.
5	1	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.
6	1	Multiple-Choice	1	Listening	PLD.4.L.3-4.3	**Expanding:** Student can determine **most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
7	1	Multiple-Choice	1	Listening	PLD.5.L.3-4.3	**Commanding:** Student can determine **most of the literal and figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse.

Table A3. 2022 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	1	Multiple-Choice	1	Listening	PLD.4.L.3-4.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.2.R.3-4.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text.
10	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.
11	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.
12	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.

Table A3. 2022 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.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.
13	1	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.
14	1	Multiple-Choice	1	Reading	PLD.1.R.3-4.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text.
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.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.
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. 2022 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.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.
19	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.
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.3-4.1	**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.
22	2	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. 2022 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
23	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.
24	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.
25	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.
26	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.
27	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.
28	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.

Table A3. 2022 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
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.3.R.3-4.4	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level texts.
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.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.
33	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.
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.

Table A3. 2022 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
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.
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.

Table A3. 2022 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
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.
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.

Table A3. 2022 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
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 relationship**s 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.
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.

Table A3. 2022 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
50	3	Multiple-Choice	1	Reading	PLD.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.
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. 2022 NYSESLAT Operational Test Information for Grade Band 5–6
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.1	**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.5-6.2	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to describe or convey relevant details and narrate a story or process in sequence**.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.1	**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.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. 2022 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.3.L.5-6.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in grade-level spoken discourse.

Table A4. 2022 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.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.
3	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.
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.5-6.2	**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 grade-level spoken discourse.

Table A4. 2022 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.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.
8	1	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.
9	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text.

Table A4. 2022 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	1	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.
11	1	Multiple-Choice	1	Reading	PLD.4.R.5-6.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level texts.
12	1	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.
13	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.
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.

Table A4. 2022 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
15	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.
16	1	Multiple-Choice	1	Reading	PLD.3.R.5-6.4	**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, evidence, events, or a relationship** in grade-level texts.
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.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. 2022 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

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

Table A4. 2022 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
23	2	Multiple-Choice	1	Listening	PLD.4.L.5-6.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level spoken discourse.
24	2	Multiple-Choice	1	Listening	PLD.3.L.5-6.3	**Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.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.
26	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.

Table A4. 2022 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
27	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.
28	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.
29	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.
30	2	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. 2022 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.5-6.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text.
32	2	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	**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.
33	2	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.
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.

Table A4. 2022 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
35	3	Multiple-Choice	1	Listening	PLD.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.
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.

Table A4. 2022 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
39	3	Multiple-Choice	1	Listening	PLD.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.
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.

Table A4. 2022 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
44	3	Multiple-Choice	1	Reading	PLD.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.
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.

Table A4. 2022 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
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.
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.

Table A4. 2022 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
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.
54	3	Extended Constructed Response/ Narrative	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. 2022 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.7-8.3	**Expanding:** Student uses simple, expanded, and/or complex sentences **to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.**
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.**
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.7-8.1	**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.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.**

Table A5. 2022 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	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.7-8.3	**Expanding:** Student uses simple, expanded, and/or complex sentences **to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.**
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.**
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.7-8.1	**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.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.**

Table A5. 2022 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
7	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.**
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.**

Table A5. 2022 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.**
1	1	Multiple-Choice	1	Listening	PLD.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.
2	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.
3	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 word**s **and their impact** in grade-level spoken discourse.

Table A5. 2022 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
4	1	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.
5	1	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.
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.7-8.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse.

Table A5. 2022 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	1	Multiple-Choice	1	Listening	PLD.3.L.7-8.4	**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.
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.2.R.7-8.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text.

Table A5. 2022 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
11	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.
12	1	Multiple-Choice	1	Reading	PLD.4.R.7-8.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.
13	1	Multiple-Choice	1	Reading	PLD.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.
14	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.
15	1	Multiple-Choice	1	Reading	PLD.4.R.7-8.3	**Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact** in a grade-level text.

Table A5. 2022 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
16	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.
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.
18	2	Multiple-Choice	1	Listening	PLD.5.L.7-8.1	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in grade-level spoken discourse.
19	2	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.

Table A5. 2022 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
20	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.
21	2	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.
22	2	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.

Table A5. 2022 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
23	2	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.
24	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.
25	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.

Table A5. 2022 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.7-8.1	**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.
28	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.
29	2	Multiple-Choice	1	Reading	PLD.1.R.7-8.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text.

Table A5. 2022 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.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.
31	2	Multiple-Choice	1	Reading	PLD.4.R.7-8.4	**Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.
32	2	Multiple-Choice	1	Reading	PLD.4.R.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 a grade-level text.

Table A5. 2022 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
33	2	Multiple-Choice	1	Reading	PLD.5.R.7-8.5	**Commanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures **(a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics)** in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.7-8.2	**Commanding:** Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text.
35	3	Multiple-Choice	1	Listening	PLD.2.L.7-8.2	**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.

Table A5. 2022 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
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.
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.

Table A5. 2022 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
42	3	Multiple-Choice	1	Listening	PLD.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.
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.

Table A5. 2022 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
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.
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. 2022 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
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/ Narrative	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. 2022 NYSESLAT Operational Test Information for Grade Band 9–12
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.1	**Emerging:** Student uses phrases and simple sentences **to ask questions, paraphrase information, and contribute to a conversation.**
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.9-12.1	**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.9-12.1	**Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to ask questions, paraphrase information, and contribute to a conversation.**
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.9-12.3	**Emerging:** Student uses phrases and simple sentences **to partially analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons**.
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. 2022 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 relevant details and 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.**
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.**

Table A6. 2022 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
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.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.
2	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.
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.

Table A6. 2022 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
4	1	Multiple-Choice	1	Listening	PLD.2.L.9-12.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.
5	1	Multiple-Choice	1	Listening	PLD.4.L.9-12.1	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.2.L.9-12.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse.
7	1	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.
8	1	Multiple-Choice	1	Listening	PLD.5.L.9-12.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse.

Table A6. 2022 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
9	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.
10	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.
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.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.
13	1	Multiple-Choice	1	Reading	PLD.1.R.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 a grade-level text.

Table A6. 2022 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
14	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.
15	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.
16	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.
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.

Table A6. 2022 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
18	2	Multiple-Choice	1	Listening	PLD.4.L.9-12.1	**Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.
19	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.
20	2	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.
21	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. 2022 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
22	2	Multiple-Choice	1	Listening	PLD.2.L.9-12.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse.
23	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.
24	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.
25	2	Multiple-Choice	1	Listening	PLD.5.L.9-12.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse.

Table A6. 2022 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
26	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.
27	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.
28	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.
29	2	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. 2022 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
30	2	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.
31	2	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.
32	2	Multiple-Choice	1	Reading	PLD.5.R.9-12.4	**Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts.
33	2	Multiple-Choice	1	Reading	PLD.4.R.9-12.5	**Expanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**most simple or some expanded or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts.

Table A6. 2022 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)
*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
34	2	Short Constructed Response	4	Writing	PLD.5.W.9-12.2	**Commanding:** Student 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.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. 2022 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. 2022 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. 2022 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. 2022 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	30,369	70	9	19			2	0.70	0.48	0.39
	2	MC	1	30,369	82	7	9			2	0.82	0.54	0.47
	3	MC	1	30,369	10	11	77			2	0.77	0.59	0.52
	4	MC	1	30,369	8	77	14			2	0.77	0.52	0.45
	5	MC	1	30,369	14	8	77			2	0.77	0.54	0.46
	6	MC	1	30,369	19	62	17			2	0.62	0.44	0.34
	7	MC	1	30,369	75	13	11			2	0.75	0.43	0.34
	8	MC	1	30,369	20	11	67			2	0.67	0.56	0.47
	9	MC	1	30,369	83	9	6			2	0.83	0.53	0.47
	10	MC	1	30,369	82	11	5			2	0.82	0.59	0.53
	11	MC	1	30,369	26	59	14			2	0.59	0.49	0.40
	12	MC	1	30,369	20	12	66			2	0.66	0.48	0.39
	13	MC	1	30,369	76	13	9			2	0.76	0.56	0.49
	14	MC	1	30,369	72	15	11			2	0.72	0.56	0.48
	15	MC	1	30,369	30	16	52			2	0.52	0.47	0.37
	16	MC	1	30,369	26	20	52			2	0.52	0.44	0.35
	17	MC	1	30,369	24	63	11			2	0.63	0.51	0.42
	18	MC	1	30,369	13	12	73			2	0.73	0.59	0.51
	19	MC	1	30,369	83	9	6			2	0.83	0.59	0.53
SPEAKING	1	CR	1	30,369	23	78					0.77	0.69	0.66
	2	CR	2	30,369	21	26	53				0.66	0.83	0.79
	3	CR	2	30,369	20	28	38			14	0.52	0.85	0.81
	4	CR	2	30,369	32	28	25			15	0.39	0.80	0.75
	5	CR	1	30,369	22	78					0.78	0.71	0.67
	6	CR	2	30,369	31	26	42				0.56	0.85	0.81
	7	CR	2	30,369	25	26	33			16	0.46	0.83	0.79
	8	CR	2	30,369	32	31	21			16	0.36	0.79	0.74
	9	CR	1	30,369	22	78					0.78	0.70	0.67
	10	CR	2	30,369	29	21	50				0.61	0.85	0.81
	11	CR	2	30,369	27	26	31			16	0.44	0.84	0.79
	12	CR	2	30,369	33	32	19			16	0.35	0.79	0.75

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	30,369	88	6	5			2	0.88	0.53	0.47
	2	MC	1	30,369	6	5	87			2	0.87	0.56	0.50
	3	MC	1	30,369	83	9	6			2	0.83	0.57	0.50
	4	MC	1	30,369	5	88	5			2	0.88	0.53	0.48
	5	MC	1	30,369	63	24	11			2	0.63	0.53	0.44
	6	MC	1	30,369	17	72	9			2	0.72	0.63	0.56
	7	MC	1	30,369	73	14	11			2	0.73	0.56	0.48
	8	MC	1	30,369	11	79	8			2	0.79	0.60	0.54
	9	MC	1	30,369	13	13	72			2	0.72	0.61	0.54
	10	MC	1	30,369	19	71	8			2	0.71	0.62	0.55
	11	MC	1	30,369	67	20	11			2	0.67	0.46	0.37
	12	MC	1	30,369	20	14	65			2	0.65	0.60	0.53
	13	MC	1	30,369	19	13	66			2	0.66	0.64	0.57
	14	MC	1	30,369	74	15	9			2	0.74	0.55	0.48
	15	MC	1	30,369	19	63	15			2	0.63	0.59	0.51
	16	MC	1	30,369	60	23	15			2	0.60	0.43	0.33
	17	MC	1	30,369	30	20	48			2	0.48	0.52	0.43
	18	MC	1	30,369	59	20	18			3	0.59	0.47	0.37
WRITING	1	CR	1	30,369	12	87				2	0.87	0.55	0.49
	2	CR	1	30,369	11	87				2	0.87	0.56	0.49
	3	CR	1	30,369	23	75				2	0.75	0.67	0.60
	4	CR	1	30,369	16	82				2	0.82	0.59	0.52
	5	CR	2	30,369	34	23	40			2	0.52	0.80	0.69
	6	CR	2	30,369	33	22	41			3	0.53	0.82	0.72
	7	CR	2	30,369	45	20	32			4	0.42	0.83	0.73
	8	CR	4	30,369	20	45	18	10	5	2	0.32	0.78	0.62

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	62,148	7	6	10	76		1	0.76	0.54	0.48
	2	MC	1	62,148	6	63	18	12		1	0.63	0.49	0.43
	3	MC	1	62,148	35	39	11	15		1	0.35	0.35	0.28
	4	MC	1	62,148	8	8	7	76		1	0.76	0.53	0.47
	5	MC	1	62,148	6	63	17	13		1	0.63	0.54	0.48
	6	MC	1	62,148	68	14	7	9		1	0.68	0.60	0.55
	7	MC	1	62,148	16	11	59	14		1	0.59	0.51	0.45
	8	MC	1	62,148	8	17	7	67		1	0.67	0.54	0.48
	9	MC	1	62,148	14	73	6	6		1	0.73	0.50	0.44
	10	MC	1	62,148	10	64	9	16		1	0.64	0.50	0.43
	11	MC	1	62,148	14	11	61	13		1	0.61	0.50	0.43
	12	MC	1	62,148	12	54	14	20		1	0.54	0.44	0.37
	13	MC	1	62,148	72	10	8	9		1	0.72	0.58	0.53
	14	MC	1	62,148	10	11	14	64		1	0.64	0.60	0.55
	15	MC	1	62,148	9	12	63	15		1	0.63	0.58	0.52
	16	MC	1	62,148	11	8	48	32		1	0.48	0.52	0.46
	17	MC	1	62,148	57	15	15	12		1	0.57	0.46	0.39
	18	MC	1	62,148	11	14	60	14		1	0.60	0.55	0.49
	19	MC	1	62,148	13	20	15	51		1	0.51	0.44	0.36
	20	MC	1	62,148	8	7	68	15		1	0.68	0.57	0.52
	21	MC	1	62,148	65	10	15	9		1	0.65	0.59	0.54
	22	MC	1	62,148	9	13	58	19		1	0.58	0.58	0.52
	23	MC	1	62,148	21	56	10	12		1	0.56	0.50	0.44
	24	MC	1	62,148	49	13	17	19		1	0.49	0.47	0.40
SPEAKING	1	CR	1	62,148	20	80					0.80	0.74	0.71
	2	CR	2	62,148	20	19	62				0.71	0.87	0.84
	3	CR	2	62,148	12	23	53			12	0.64	0.88	0.85
	4	CR	2	62,148	18	32	37			13	0.54	0.82	0.78
	5	CR	1	62,148	17	83					0.83	0.71	0.68
	6	CR	2	62,148	21	20	60				0.70	0.87	0.84
	7	CR	2	62,148	16	25	48			12	0.60	0.87	0.84
	8	CR	2	62,148	19	32	37			12	0.53	0.82	0.78
	9	CR	1	62,148	20	80					0.80	0.75	0.73
	10	CR	2	62,148	21	20	59				0.70	0.88	0.85
	11	CR	2	62,148	11	25	51			13	0.64	0.89	0.86
	12	CR	2	62,148	18	30	39			13	0.54	0.83	0.79

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	62,148	16	9	41	32		1	0.41	0.56	0.51
	2	MC	1	62,148	58	12	13	16		1	0.58	0.51	0.46
	3	MC	1	62,148	16	21	15	47		1	0.47	0.47	0.41
	4	MC	1	62,148	29	38	17	15		2	0.38	0.30	0.24
	5	MC	1	62,148	17	16	20	46		2	0.46	0.49	0.44
	6	MC	1	62,148	17	16	11	55		1	0.55	0.57	0.52
	7	MC	1	62,148	57	16	14	11		1	0.57	0.60	0.56
	8	MC	1	62,148	11	11	66	11		2	0.66	0.52	0.47
	9	MC	1	62,148	15	52	10	22		1	0.52	0.62	0.57
	10	MC	1	62,148	14	13	19	53		1	0.53	0.61	0.56
	11	MC	1	62,148	11	62	9	17		2	0.62	0.54	0.49
	12	MC	1	62,148	61	12	13	13		2	0.61	0.57	0.52
	13	MC	1	62,148	17	15	18	48		2	0.48	0.54	0.49
	14	MC	1	62,148	18	53	13	14		2	0.53	0.56	0.52
	15	MC	1	62,148	13	17	55	13		2	0.55	0.62	0.57
	16	MC	1	62,148	22	18	21	38		2	0.38	0.49	0.44
	17	MC	1	62,148	20	14	57	8		1	0.57	0.66	0.62
	18	MC	1	62,148	18	17	48	16		1	0.48	0.54	0.49
	19	MC	1	62,148	17	16	19	47		1	0.47	0.61	0.57
	20	MC	1	62,148	52	14	15	18		2	0.52	0.58	0.54
	21	MC	1	62,148	18	16	17	46		2	0.47	0.57	0.52
	22	MC	1	62,148	19	16	45	18		2	0.45	0.47	0.41
	23	MC	1	62,148	22	16	17	44		1	0.44	0.58	0.54
	24	MC	1	62,148	50	19	16	13		2	0.50	0.56	0.51
	25	MC	1	62,148	22	13	17	47		2	0.47	0.64	0.60
	26	MC	1	62,148	50	20	14	14		2	0.50	0.60	0.56
	27	MC	1	62,148	24	17	16	42		2	0.42	0.59	0.54
WRITING	1	CR	4	62,148	27	24	25	15	6	3	0.36	0.93	0.85
	2	CR	4	62,148	26	25	25	15	6	4	0.36	0.94	0.86
	3	CR	4	62,148	28	23	24	14	7	4	0.35	0.94	0.85

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	55,318	13	13	16	57		1	0.57	0.50	0.44
	2	MC	1	55,318	21	56	12	10		1	0.56	0.48	0.41
	3	MC	1	55,318	21	18	12	47		1	0.47	0.40	0.32
	4	MC	1	55,318	64	13	13	10		1	0.64	0.51	0.44
	5	MC	1	55,318	7	15	65	12		1	0.65	0.59	0.53
	6	MC	1	55,318	10	11	25	54		1	0.54	0.42	0.34
	7	MC	1	55,318	15	16	15	53		1	0.53	0.47	0.40
	8	MC	1	55,318	19	41	26	12		1	0.41	0.38	0.30
	9	MC	1	55,318	11	6	76	6		1	0.76	0.58	0.52
	10	MC	1	55,318	8	19	7	65		1	0.66	0.63	0.58
	11	MC	1	55,318	17	14	18	50		1	0.50	0.46	0.38
	12	MC	1	55,318	65	10	13	11		1	0.65	0.54	0.48
	13	MC	1	55,318	63	12	12	12		1	0.63	0.61	0.55
	14	MC	1	55,318	10	11	28	50		1	0.50	0.49	0.42
	15	MC	1	55,318	53	16	18	12		1	0.53	0.49	0.42
	16	MC	1	55,318	9	10	55	26		1	0.55	0.47	0.40
	17	MC	1	55,318	17	63	10	9		1	0.64	0.49	0.42
	18	MC	1	55,318	45	23	12	19		1	0.45	0.36	0.28
	19	MC	1	55,318	46	17	17	19		1	0.46	0.43	0.35
	20	MC	1	55,318	6	10	75	7		1	0.75	0.60	0.55
	21	MC	1	55,318	13	57	16	13		1	0.57	0.54	0.48
	22	MC	1	55,318	56	12	10	20		1	0.56	0.56	0.49
	23	MC	1	55,318	13	9	48	29		1	0.48	0.48	0.41
	24	MC	1	55,318	24	45	13	17		1	0.46	0.35	0.27
SPEAKING	1	CR	1	55,318	18	82					0.82	0.74	0.71
	2	CR	2	55,318	16	22	62				0.73	0.87	0.84
	3	CR	2	55,318	13	25	52			10	0.65	0.85	0.82
	4	CR	2	55,318	14	30	46			10	0.61	0.83	0.79
	5	CR	1	55,318	14	86					0.86	0.70	0.67
	6	CR	2	55,318	15	18	67				0.77	0.87	0.84
	7	CR	2	55,318	11	19	61			9	0.71	0.88	0.86
	8	CR	2	55,318	14	29	48			9	0.62	0.84	0.80
	9	CR	1	55,318	14	86					0.86	0.71	0.68
	10	CR	2	55,318	17	21	63				0.73	0.87	0.84
	11	CR	2	55,318	11	23	57			9	0.69	0.88	0.86
	12	CR	2	55,318	14	27	50			10	0.64	0.85	0.81

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	55,318	14	11	63	10		1	0.63	0.55	0.50
	2	MC	1	55,318	19	13	57	10		1	0.57	0.57	0.52
	3	MC	1	55,318	10	65	11	13		1	0.65	0.62	0.58
	4	MC	1	55,318	53	11	18	16		1	0.53	0.56	0.50
	5	MC	1	55,318	15	23	23	38		1	0.38	0.36	0.30
	6	MC	1	55,318	9	8	13	68		1	0.68	0.60	0.55
	7	MC	1	55,318	14	56	17	12		1	0.56	0.53	0.47
	8	MC	1	55,318	28	18	40	12		1	0.40	0.38	0.31
	9	MC	1	55,318	15	10	14	60		1	0.60	0.58	0.53
	10	MC	1	55,318	10	60	21	8		1	0.60	0.48	0.42
	11	MC	1	55,318	13	29	40	17		1	0.40	0.34	0.28
	12	MC	1	55,318	8	73	11	7		1	0.73	0.59	0.55
	13	MC	1	55,318	24	51	16	8		1	0.51	0.50	0.44
	14	MC	1	55,318	18	11	51	19		1	0.51	0.54	0.49
	15	MC	1	55,318	16	16	50	17		1	0.50	0.52	0.47
	16	MC	1	55,318	27	19	14	39		1	0.39	0.39	0.33
	17	MC	1	55,318	15	68	8	8		1	0.68	0.51	0.46
	18	MC	1	55,318	13	11	13	62		1	0.62	0.63	0.58
	19	MC	1	55,318	11	61	11	15		1	0.61	0.58	0.53
	20	MC	1	55,318	62	11	13	12		1	0.62	0.59	0.54
	21	MC	1	55,318	15	18	17	49		1	0.49	0.54	0.48
	22	MC	1	55,318	18	14	41	25		1	0.41	0.39	0.32
	23	MC	1	55,318	14	12	17	55		1	0.55	0.62	0.57
	24	MC	1	55,318	19	18	47	16		1	0.47	0.47	0.41
	25	MC	1	55,318	41	18	17	23		1	0.41	0.32	0.25
	26	MC	1	55,318	21	47	21	9		2	0.47	0.40	0.33
	27	MC	1	55,318	20	20	19	39		2	0.39	0.37	0.31
WRITING	1	CR	4	55,318	16	19	32	23	9	2	0.46	0.94	0.86
	2	CR	4	55,318	15	19	33	22	8	2	0.46	0.94	0.86
	3	CR	4	55,318	16	19	30	22	9	3	0.46	0.94	0.86

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	46,801	77	7	10	6		1	0.77	0.56	0.50
	2	MC	1	46,801	11	10	17	62		1	0.62	0.53	0.47
	3	MC	1	46,801	11	58	20	11		1	0.58	0.54	0.48
	4	MC	1	46,801	77	10	5	7		1	0.77	0.61	0.56
	5	MC	1	46,801	9	7	11	72		1	0.73	0.63	0.58
	6	MC	1	46,801	10	74	9	6		1	0.74	0.57	0.52
	7	MC	1	46,801	10	64	14	11		1	0.64	0.48	0.41
	8	MC	1	46,801	8	8	61	22		1	0.61	0.46	0.39
	9	MC	1	46,801	14	71	9	5		1	0.71	0.57	0.51
	10	MC	1	46,801	6	8	18	67		1	0.67	0.51	0.44
	11	MC	1	46,801	17	14	53	16		1	0.53	0.38	0.31
	12	MC	1	46,801	21	12	52	14		1	0.52	0.45	0.38
	13	MC	1	46,801	71	12	6	9		1	0.71	0.61	0.56
	14	MC	1	46,801	8	16	16	60		1	0.60	0.49	0.42
	15	MC	1	46,801	52	17	8	22		1	0.53	0.45	0.38
	16	MC	1	46,801	18	56	12	13		1	0.56	0.49	0.42
	17	MC	1	46,801	9	11	18	61		1	0.61	0.52	0.45
	18	MC	1	46,801	9	15	11	64		1	0.64	0.61	0.56
	19	MC	1	46,801	13	19	55	12		1	0.56	0.43	0.36
	20	MC	1	46,801	6	77	6	10		1	0.77	0.64	0.59
	21	MC	1	46,801	66	8	7	18		1	0.66	0.59	0.54
	22	MC	1	46,801	11	63	12	12		1	0.63	0.53	0.46
	23	MC	1	46,801	14	13	48	24		1	0.48	0.42	0.35
	24	MC	1	46,801	23	42	12	21		1	0.42	0.35	0.27
SPEAKING	1	CR	1	46,801	15	85					0.85	0.70	0.67
	2	CR	2	46,801	16	20	64				0.74	0.85	0.82
	3	CR	2	46,801	11	22	58			9	0.69	0.88	0.85
	4	CR	2	46,801	14	27	50			9	0.63	0.84	0.81
	5	CR	1	46,801	15	85					0.85	0.72	0.69
	6	CR	2	46,801	16	18	66				0.76	0.86	0.83
	7	CR	2	46,801	13	23	55			10	0.67	0.87	0.83
	8	CR	2	46,801	14	30	47			10	0.62	0.84	0.80
	9	CR	1	46,801	16	84					0.84	0.75	0.72
	10	CR	2	46,801	16	18	66				0.75	0.86	0.82
	11	CR	2	46,801	12	22	56			10	0.68	0.88	0.85
	12	CR	2	46,801	16	28	45			10	0.60	0.83	0.78

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	46,801	11	13	13	62		1	0.62	0.50	0.44
	2	MC	1	46,801	57	17	13	13		1	0.57	0.53	0.47
	3	MC	1	46,801	28	14	42	15		1	0.42	0.44	0.38
	4	MC	1	46,801	19	47	15	17		1	0.47	0.45	0.39
	5	MC	1	46,801	21	15	53	10		1	0.53	0.48	0.42
	6	MC	1	46,801	11	9	10	69		1	0.69	0.59	0.54
	7	MC	1	46,801	65	11	14	10		1	0.65	0.61	0.56
	8	MC	1	46,801	25	45	12	17		1	0.46	0.40	0.33
	9	MC	1	46,801	9	15	65	10		1	0.65	0.52	0.47
	10	MC	1	46,801	12	8	70	9		1	0.70	0.58	0.53
	11	MC	1	46,801	13	64	7	14		1	0.64	0.57	0.51
	12	MC	1	46,801	48	12	29	10		1	0.48	0.43	0.36
	13	MC	1	46,801	12	34	43	10		1	0.43	0.49	0.43
	14	MC	1	46,801	62	15	12	10		1	0.62	0.54	0.48
	15	MC	1	46,801	19	18	22	39		1	0.39	0.46	0.40
	16	MC	1	46,801	13	16	54	16		1	0.54	0.55	0.50
	17	MC	1	46,801	18	13	58	11		1	0.58	0.49	0.43
	18	MC	1	46,801	20	18	49	12		1	0.49	0.45	0.38
	19	MC	1	46,801	24	42	12	21		1	0.42	0.46	0.40
	20	MC	1	46,801	22	12	48	16		1	0.48	0.52	0.46
	21	MC	1	46,801	41	24	24	11		1	0.41	0.45	0.39
	22	MC	1	46,801	69	8	9	12		1	0.69	0.49	0.43
	23	MC	1	46,801	19	10	59	11		1	0.59	0.58	0.52
	24	MC	1	46,801	15	56	12	15		1	0.57	0.53	0.47
	25	MC	1	46,801	21	19	47	11		1	0.47	0.51	0.45
	26	MC	1	46,801	16	43	17	21		2	0.43	0.29	0.22
	27	MC	1	46,801	16	18	46	19		2	0.46	0.45	0.38
WRITING	1	CR	4	46,801	17	18	28	24	11	2	0.48	0.93	0.84
	2	CR	4	46,801	16	16	29	26	10	2	0.49	0.94	0.86
	3	CR	4	46,801	17	16	27	26	13	3	0.49	0.94	0.85

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	38,491	78	9	5	7		1	0.79	0.59	0.55
	2	MC	1	38,491	72	7	6	13		1	0.72	0.48	0.42
	3	MC	1	38,491	10	12	68	8		1	0.68	0.57	0.52
	4	MC	1	38,491	19	65	7	8		1	0.65	0.53	0.47
	5	MC	1	38,491	9	11	71	8		1	0.71	0.50	0.44
	6	MC	1	38,491	7	6	72	14		1	0.72	0.60	0.55
	7	MC	1	38,491	63	8	10	17		1	0.63	0.63	0.57
	8	MC	1	38,491	20	67	7	5		1	0.67	0.57	0.52
	9	MC	1	38,491	21	62	9	7		1	0.62	0.44	0.37
	10	MC	1	38,491	9	69	11	9		1	0.69	0.61	0.56
	11	MC	1	38,491	53	9	29	8		1	0.53	0.54	0.47
	12	MC	1	38,491	60	15	17	7		1	0.60	0.49	0.42
	13	MC	1	38,491	5	9	64	21		1	0.64	0.47	0.41
	14	MC	1	38,491	64	19	7	9		1	0.64	0.63	0.58
	15	MC	1	38,491	9	65	17	7		1	0.65	0.61	0.55
	16	MC	1	38,491	8	10	23	57		1	0.57	0.50	0.44
	17	MC	1	38,491	66	20	7	6		1	0.66	0.50	0.44
	18	MC	1	38,491	29	21	35	14		1	0.35	0.31	0.24
	19	MC	1	38,491	10	17	14	58		1	0.58	0.45	0.38
	20	MC	1	38,491	7	11	21	59		1	0.59	0.57	0.51
	21	MC	1	38,491	76	6	5	10		1	0.77	0.57	0.52
	22	MC	1	38,491	15	14	65	6		1	0.65	0.55	0.49
	23	MC	1	38,491	10	9	65	15		1	0.65	0.50	0.44
	24	MC	1	38,491	61	19	8	11		1	0.61	0.53	0.46
SPEAKING	1	CR	1	38,491	15	85					0.85	0.71	0.68
	2	CR	2	38,491	16	19	65				0.75	0.87	0.84
	3	CR	2	38,491	11	19	61			10	0.70	0.89	0.87
	4	CR	2	38,491	11	24	55			10	0.67	0.88	0.85
	5	CR	1	38,491	16	84					0.84	0.73	0.71
	6	CR	2	38,491	18	21	61				0.72	0.88	0.85
	7	CR	2	38,491	13	21	55			11	0.66	0.88	0.85
	8	CR	2	38,491	12	25	52			11	0.64	0.88	0.84
	9	CR	1	38,491	15	86					0.85	0.73	0.70
	10	CR	2	38,491	16	16	68				0.77	0.88	0.85
	11	CR	2	38,491	11	20	58			11	0.68	0.90	0.87
	12	CR	2	38,491	14	26	49			11	0.62	0.86	0.83

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	38,491	14	9	64	12		1	0.64	0.55	0.49
	2	MC	1	38,491	50	27	12	9		1	0.50	0.46	0.40
	3	MC	1	38,491	14	9	17	59		1	0.59	0.59	0.54
	4	MC	1	38,491	24	12	8	54		1	0.54	0.53	0.48
	5	MC	1	38,491	31	42	14	12		1	0.42	0.36	0.30
	6	MC	1	38,491	10	14	14	61		2	0.61	0.57	0.52
	7	MC	1	38,491	10	58	14	16		2	0.58	0.49	0.43
	8	MC	1	38,491	55	8	11	25		2	0.55	0.52	0.46
	9	MC	1	38,491	58	11	19	10		1	0.58	0.47	0.41
	10	MC	1	38,491	7	11	18	63		1	0.63	0.62	0.57
	11	MC	1	38,491	19	17	10	52		1	0.52	0.53	0.47
	12	MC	1	38,491	12	58	17	11		1	0.58	0.53	0.47
	13	MC	1	38,491	18	11	13	57		1	0.57	0.48	0.42
	14	MC	1	38,491	59	18	12	10		1	0.59	0.56	0.50
	15	MC	1	38,491	18	8	66	6		1	0.66	0.51	0.46
	16	MC	1	38,491	53	13	13	20		2	0.53	0.54	0.49
	17	MC	1	38,491	12	14	7	65		1	0.65	0.56	0.51
	18	MC	1	38,491	14	10	69	6		1	0.69	0.54	0.49
	19	MC	1	38,491	13	20	11	54		2	0.54	0.58	0.53
	20	MC	1	38,491	17	61	12	9		1	0.61	0.62	0.57
	21	MC	1	38,491	45	14	14	25		2	0.45	0.42	0.36
	22	MC	1	38,491	10	72	7	8		1	0.73	0.60	0.56
	23	MC	1	38,491	12	15	17	54		2	0.54	0.48	0.42
	24	MC	1	38,491	18	19	49	13		2	0.49	0.44	0.37
	25	MC	1	38,491	47	22	15	15		2	0.47	0.39	0.33
	26	MC	1	38,491	16	55	13	13		2	0.55	0.50	0.44
	27	MC	1	38,491	51	18	13	17		2	0.51	0.43	0.37
WRITING	1	CR	4	38,491	16	18	25	24	15	2	0.50	0.93	0.84
	2	CR	4	38,491	17	20	25	24	12	2	0.48	0.93	0.84
	3	CR	4	38,491	17	16	24	25	15	3	0.50	0.93	0.84

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	59,864	15	23	15	45		1	0.45	0.35	0.27
	2	MC	1	59,864	10	15	54	20		1	0.54	0.43	0.36
	3	MC	1	59,864	13	55	26	5		1	0.55	0.49	0.43
	4	MC	1	59,864	70	10	9	9		1	0.70	0.54	0.48
	5	MC	1	59,864	6	12	76	6		1	0.76	0.51	0.45
	6	MC	1	59,864	7	7	20	64		1	0.64	0.59	0.53
	7	MC	1	59,864	8	22	59	10		1	0.59	0.47	0.40
	8	MC	1	59,864	8	21	15	55		1	0.55	0.49	0.42
	9	MC	1	59,864	9	14	11	64		1	0.64	0.40	0.33
	10	MC	1	59,864	8	23	7	61		1	0.61	0.63	0.58
	11	MC	1	59,864	16	61	12	10		1	0.61	0.60	0.54
	12	MC	1	59,864	67	9	10	12		1	0.68	0.56	0.51
	13	MC	1	59,864	13	64	6	16		1	0.64	0.59	0.53
	14	MC	1	59,864	9	10	68	12		1	0.68	0.55	0.49
	15	MC	1	59,864	15	54	14	15		1	0.54	0.47	0.40
	16	MC	1	59,864	52	27	12	8		1	0.52	0.46	0.39
	17	MC	1	59,864	10	5	18	66		1	0.66	0.59	0.54
	18	MC	1	59,864	11	10	12	65		2	0.65	0.46	0.39
	19	MC	1	59,864	16	9	57	16		1	0.57	0.63	0.57
	20	MC	1	59,864	67	9	13	10		2	0.67	0.47	0.41
	21	MC	1	59,864	10	18	14	56		2	0.56	0.63	0.58
	22	MC	1	59,864	14	59	14	11		2	0.59	0.48	0.41
	23	MC	1	59,864	45	20	21	12		2	0.45	0.48	0.41
	24	MC	1	59,864	14	13	54	17		2	0.54	0.48	0.41
SPEAKING	1	CR	1	59,864	13	87					0.87	0.70	0.67
	2	CR	2	59,864	16	19	65				0.74	0.88	0.85
	3	CR	2	59,864	11	22	56			11	0.68	0.89	0.86
	4	CR	2	59,864	14	25	50			11	0.63	0.87	0.84
	5	CR	1	59,864	15	85					0.85	0.73	0.71
	6	CR	2	59,864	16	17	67				0.76	0.87	0.84
	7	CR	2	59,864	10	21	58			11	0.68	0.90	0.88
	8	CR	2	59,864	14	24	50			12	0.62	0.88	0.84
	9	CR	1	59,864	19	81					0.81	0.76	0.74
	10	CR	2	59,864	15	19	66				0.76	0.86	0.83
	11	CR	2	59,864	9	23	57			11	0.68	0.90	0.87
	12	CR	2	59,864	17	26	46			12	0.59	0.85	0.82

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	59,864	10	9	75	6		1	0.75	0.53	0.48
	2	MC	1	59,864	9	9	6	74		1	0.74	0.52	0.47
	3	MC	1	59,864	25	6	11	56		1	0.56	0.52	0.46
	4	MC	1	59,864	7	13	71	7		1	0.71	0.51	0.45
	5	MC	1	59,864	63	12	7	16		1	0.63	0.45	0.39
	6	MC	1	59,864	13	12	67	6		1	0.67	0.53	0.47
	7	MC	1	59,864	9	67	8	14		1	0.67	0.57	0.52
	8	MC	1	59,864	14	7	15	62		2	0.62	0.58	0.53
	9	MC	1	59,864	68	9	11	11		1	0.68	0.51	0.45
	10	MC	1	59,864	10	55	22	12		1	0.55	0.46	0.40
	11	MC	1	59,864	19	29	14	38		1	0.38	0.45	0.39
	12	MC	1	59,864	10	9	71	10		1	0.71	0.47	0.42
	13	MC	1	59,864	63	10	13	12		1	0.63	0.48	0.42
	14	MC	1	59,864	64	13	12	10		1	0.64	0.48	0.42
	15	MC	1	59,864	13	60	15	11		1	0.60	0.50	0.44
	16	MC	1	59,864	31	7	14	47		1	0.47	0.40	0.34
	17	MC	1	59,864	27	62	6	3		2	0.62	0.43	0.36
	18	MC	1	59,864	69	12	6	12		2	0.69	0.57	0.52
	19	MC	1	59,864	7	62	17	12		2	0.62	0.49	0.43
	20	MC	1	59,864	16	16	59	8		2	0.59	0.59	0.54
	21	MC	1	59,864	23	44	16	15		2	0.44	0.46	0.40
	22	MC	1	59,864	23	17	18	41		2	0.41	0.41	0.35
	23	MC	1	59,864	11	10	72	5		2	0.72	0.58	0.53
	24	MC	1	59,864	10	12	8	69		2	0.69	0.54	0.49
	25	MC	1	59,864	16	11	17	55		2	0.55	0.55	0.49
	26	MC	1	59,864	64	20	8	6		2	0.64	0.52	0.47
	27	MC	1	59,864	20	48	13	17		2	0.48	0.50	0.44
WRITING	1	CR	4	59,864	10	15	27	27	18	3	0.56	0.92	0.82
	2	CR	4	59,864	13	17	28	26	15	3	0.52	0.92	0.82
	3	CR	4	59,864	13	15	27	26	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	28,160	-1.01	0.01	0.01	1.07	1.08	—
	2	28,160	-1.78	0.15	0.01	1.05	1.03	—
	3	28,160	-1.47	0.10	0.01	0.95	0.83	—
	4	28,160	-1.34	0.01	0.01	0.98	0.97	—
	5	28,160	-1.35		0.01	0.96	0.99	—
	6	28,160	-0.71		0.01	1.13	1.17	—
	7	28,160	-1.26		0.01	1.12	1.30	—
	8	28,160	-0.89		0.01	0.96	0.94	—
	9	28,160	-1.52	-0.19	0.01	0.81	0.73	—
	10	28,160	-1.43	-0.19	0.01	0.76	0.62	√
	11	28,160	-0.58		0.01	1.06	1.08	—
	12	28,160	-0.81	-0.06	0.01	1.07	1.09	—
	13	28,160	-1.31		0.01	0.91	0.84	—
	14	28,160	-1.07	-0.06	0.01	0.92	0.86	—
	15	28,160	-0.45	0.11	0.01	1.10	1.14	—
	16	28,160	-0.34		0.01	1.12	1.20	—
	17	28,160	-0.75		0.01	1.04	1.05	—
	18	28,160	-1.17		0.01	0.91	0.87	—
	19	28,160	-1.68		0.01	0.85	0.73	—
SPEAKING	1	28,160	-1.31		0.01	1.13	1.39	√
	2	28,160	-0.75		0.01	1.06	1.38	√
	3	28,160	-0.20		0.00	1.09	1.04	—
	4	28,160	0.29		0.00	1.13	1.16	—
	5	28,160	-1.46	0.14	0.01	1.12	1.24	—
	6	28,160	-0.30	-0.02	0.00	1.07	1.14	—
	7	28,160	-0.02	0.04	0.00	1.16	1.11	—
	8	28,160	0.44	-0.04	0.00	1.03	1.24	—
	9	28,160	-1.32	-0.02	0.01	1.00	1.03	—
	10	28,160	-0.54	0.01	0.01	1.05	1.03	—
	11	28,160	0.09	0.02	0.00	1.07	0.98	—
	12	28,160	0.50	-0.05	0.01	0.99	1.14	—

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	28,160	-1.94		0.01	0.90	0.76	—
	2	28,160	-1.86	0.00	0.01	0.86	0.68	√
	3	28,160	-1.84	0.19	0.01	1.10	1.05	—
	4	28,160	-1.98		0.01	0.88	0.73	—
	5	28,160	-0.76		0.01	1.13	1.21	—
	6	28,160	-1.23	0.12	0.01	0.95	0.83	—
	7	28,160	-1.14		0.01	1.00	0.92	—
	8	28,160	-1.42		0.01	0.88	0.80	—
	9	28,160	-1.11		0.01	0.91	0.84	—
	10	28,160	-1.07		0.01	0.91	0.82	—
	11	28,160	-0.91	0.02	0.01	1.21	1.30	—
	12	28,160	-0.82	0.02	0.01	0.96	0.95	—
	13	28,160	-0.87	0.01	0.01	0.90	0.84	—
	14	28,160	-1.18	0.01	0.01	1.01	0.97	—
	15	28,160	-0.77		0.01	0.99	0.97	—
	16	28,160	-0.34	-0.29	0.01	1.39	1.57	√
	17	28,160	-0.19		0.01	1.15	1.29	—
	18	28,160	-0.61		0.01	1.25	1.33	√
WRITING	1	28,160	-1.66		0.01	1.02	8.12	√
	2	28,160	-1.73	0.02	0.01	1.03	4.24	√
	3	28,160	-1.12	0.03	0.01	0.96	1.44	√
	4	28,160	-1.40		0.01	1.01	4.11	√
	5	28,160	-0.32	-0.03	0.00	1.13	1.48	√
	6	28,160	-0.37		0.00	1.01	1.34	√
	7	28,160	-0.02		0.00	1.01	0.83	—
	8	28,160	0.52		0.00	1.11	1.25	—

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	56,210	-1.72	0.16	0.01	0.98	0.98	—
	2	56,210	-1.00	0.11	0.01	1.07	1.13	—
	3	56,210	0.43		0.01	1.28	1.61	√
	4	56,210	-1.85	0.25	0.01	1.06	1.09	—
	5	56,210	-0.93	0.02	0.01	0.98	0.94	—
	6	56,210	-1.34	0.17	0.01	0.93	0.87	—
	7	56,210	-0.72	0.02	0.01	1.04	1.07	—
	8	56,210	-1.06	-0.04	0.01	0.96	0.93	—
	9	56,210	-1.41		0.01	0.99	0.97	—
	10	56,210	-0.96		0.01	1.04	1.02	—
	11	56,210	-0.83		0.01	1.05	1.07	—
	12	56,210	-0.48		0.01	1.16	1.22	—
	13	56,210	-1.36		0.01	0.88	0.77	—
	14	56,210	-0.98		0.01	0.89	0.82	—
	15	56,210	-0.90		0.01	0.93	0.87	—
	16	56,210	-0.21		0.01	1.01	1.05	—
	17	56,210	-0.67	0.05	0.01	1.13	1.15	—
	18	56,210	-0.66	-0.10	0.01	0.96	0.91	—
	19	56,210	-0.20	-0.14	0.01	1.19	1.26	—
	20	56,210	-1.13	-0.04	0.01	0.90	0.85	—
	21	56,210	-1.02	0.01	0.01	0.90	0.82	—
	22	56,210	-0.64	-0.05	0.01	0.94	0.89	—
	23	56,210	-0.34	-0.23	0.01	1.07	1.08	—
	24	56,210	-0.20	-0.09	0.01	1.11	1.16	—
SPEAKING	1	56,662	-1.24		0.01	1.17	0.98	—
	2	56,662	-0.75		0.00	1.01	1.00	—
	3	56,662	-0.42		0.00	0.94	0.89	—
	4	56,662	0.04		0.00	1.12	1.20	—
	5	56,662	-1.56	0.13	0.01	1.41	1.73	√
	6	56,662	-0.73	0.07	0.00	1.08	1.13	—
	7	56,662	-0.20	-0.04	0.00	0.96	0.92	—
	8	56,662	0.17	-0.10	0.00	1.07	1.24	—
	9	56,662	-1.22	0.01	0.01	1.03	1.04	—
	10	56,662	-0.68	0.04	0.00	0.98	1.02	—
	11	56,662	-0.44	0.05	0.00	0.91	0.88	—
	12	56,662	0.07	-0.03	0.00	1.05	1.09	—

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	56,210	0.47	-0.09	0.01	1.05	1.05	—
	2	56,210	-0.52	0.02	0.01	1.05	1.06	—
	3	56,210	0.09	-0.03	0.01	1.19	1.28	—
	4	56,210	0.80	-0.23	0.01	1.61	1.88	√
	5	56,210	0.28	-0.16	0.01	1.17	1.21	—
	6	56,210	-0.49	0.09	0.01	0.97	0.94	—
	7	56,210	-0.59	0.09	0.01	0.91	0.83	—
	8	56,210	-1.04	0.10	0.01	0.99	0.97	—
	9	56,210	-0.22		0.01	0.90	0.85	—
	10	56,210	-0.29		0.01	0.91	0.94	—
	11	56,210	-0.73		0.01	0.96	0.97	—
	12	56,210	-0.68		0.01	0.94	0.86	—
	13	56,210	-0.01		0.01	1.05	1.04	—
	14	56,210	-0.27		0.01	0.98	0.96	—
	15	56,210	-0.36		0.01	0.88	0.83	—
	16	56,210	0.54		0.01	1.14	1.21	—
	17	56,210	-0.61	0.15	0.01	0.82	0.73	—
	18	56,210	0.02	-0.04	0.01	1.05	1.05	—
	19	56,210	-0.03	0.05	0.01	0.92	0.89	—
	20	56,210	-0.26	0.05	0.01	0.96	0.92	—
	21	56,210	0.07	-0.01	0.01	1.01	1.01	—
	22	56,210	0.07	0.10	0.01	1.17	1.21	—
	23	56,210	0.24	-0.03	0.01	1.00	0.97	—
	24	56,210	-0.18	0.05	0.01	1.00	0.95	—
	25	56,210	0.08	-0.03	0.01	0.88	0.83	—
	26	56,210	-0.15	0.03	0.01	0.93	0.87	—
	27	56,210	0.46	-0.12	0.01	1.00	1.00	—
WRITING	1	56,248	0.23	0.04	0.00	0.82	0.83	—
	2	56,248	0.25		0.00	0.74	0.74	—
	3	56,248	0.31	-0.03	0.00	0.78	0.78	—

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

Table C3A. IRT Statistics: Listening and Speaking, Grade Band 3–4

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
LISTENING	1	48,457	-0.43		0.01	1.00	1.00	—
	2	48,457	-0.38		0.01	1.01	1.01	—
	3	48,457	0.00		0.01	1.14	1.19	—
	4	48,457	-0.76		0.01	0.98	0.99	—
	5	48,457	-0.77		0.01	0.86	0.78	—
	6	48,457	-0.28		0.01	1.12	1.15	—
	7	48,457	-0.23		0.01	1.03	1.03	—
	8	48,457	0.28		0.01	1.15	1.25	—
	9	48,457	-1.59	0.22	0.01	0.96	0.78	—
	10	48,457	-0.83	0.02	0.01	0.82	0.71	—
	11	48,457	0.12	-0.21	0.01	1.08	1.14	—
	12	48,457	-1.07	0.27	0.01	1.03	1.09	—
	13	48,457	-0.71	0.00	0.01	0.85	0.77	—
	14	48,457	0.00	-0.08	0.01	1.03	1.04	—
	15	48,457	-0.15	-0.08	0.01	1.03	1.03	—
	16	48,457	-0.17	-0.11	0.01	1.04	1.05	—
	17	48,457	-0.82	0.11	0.01	1.03	1.06	—
	18	48,457	0.04	0.07	0.01	1.19	1.27	—
	19	48,457	0.11	-0.07	0.01	1.10	1.15	—
	20	48,457	-1.50	0.18	0.01	0.89	0.72	—
	21	48,457	-0.34	-0.09	0.01	0.92	0.89	—
	22	48,457	-0.35	-0.05	0.01	0.92	0.89	—
	23	48,457	0.00	0.01	0.01	1.02	1.05	—
	24	48,457	0.15	-0.05	0.01	1.21	1.30	—
SPEAKING	1	48,782	-1.38	0.14	0.01	1.26	1.13	—
	2	48,782	-0.74	0.02	0.00	1.00	1.09	—
	3	48,782	-0.22	-0.10	0.00	1.04	1.05	—
	4	48,782	-0.07	-0.08	0.00	1.11	1.13	—
	5	48,782	-1.54		0.01	1.16	1.01	—
	6	48,782	-0.91		0.00	0.95	0.89	—
	7	48,782	-0.64		0.00	0.90	0.83	—
	8	48,782	-0.22		0.00	1.07	1.05	—
	9	48,782	-1.64	0.09	0.01	1.25	1.12	—
	10	48,782	-0.78	0.07	0.00	1.00	1.11	—
	11	48,782	-0.58	0.07	0.00	0.90	0.91	—
	12	48,782	-0.26	-0.03	0.00	1.04	0.98	—

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	48,413	-0.66		0.01	0.93	0.88	—
	2	48,413	-0.34		0.01	0.92	0.88	—
	3	48,413	-0.74		0.01	0.81	0.70	—
	4	48,413	-0.16		0.01	0.94	0.91	—
	5	48,413	0.54		0.01	1.21	1.34	√
	6	48,413	-0.90		0.01	0.83	0.75	—
	7	48,413	-0.31		0.01	0.97	0.96	—
	8	48,413	0.46		0.01	1.19	1.29	—
	9	48,413	-0.58	0.07	0.01	0.90	0.88	—
	10	48,413	-0.61	0.15	0.01	1.06	1.17	—
	11	48,413	0.49	-0.02	0.01	1.25	1.38	√
	12	48,413	-1.36	0.22	0.01	0.92	0.74	—
	13	48,413	-0.03	-0.03	0.01	1.02	1.03	—
	14	48,413	-0.04	-0.02	0.01	0.96	0.94	—
	15	48,413	-0.11	0.11	0.01	0.99	0.97	—
	16	48,413	0.50	0.00	0.01	1.17	1.28	—
	17	48,413	-1.10	0.19	0.01	1.02	1.04	—
	18	48,413	-0.70	0.09	0.01	0.84	0.76	—
	19	48,413	-0.64	0.06	0.01	0.89	0.86	—
	20	48,413	-0.61	-0.01	0.01	0.87	0.80	—
	21	48,413	0.09	-0.10	0.01	0.98	0.98	—
	22	48,413	0.51	-0.12	0.01	1.21	1.31	√
	23	48,413	-0.32	0.03	0.01	0.86	0.79	—
	24	48,413	0.18	-0.05	0.01	1.08	1.11	—
	25	48,413	0.58	-0.16	0.01	1.29	1.52	√
	26	48,413	0.30	-0.19	0.01	1.18	1.26	—
	27	48,413	0.61	-0.13	0.01	1.22	1.38	√
WRITING	1	48,782	0.07		0.00	0.64	0.64	√
	2	48,782	0.10	-0.01	0.00	0.61	0.62	√
	3	48,782	0.07	0.01	0.00	0.62	0.62	√

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	41,201	-1.36	-0.09	0.01	0.88	0.76	—
	2	41,201	-0.56	0.00	0.01	1.00	1.00	—
	3	41,201	-0.22	-0.15	0.01	0.96	0.95	—
	4	41,201	-1.71	0.23	0.01	0.95	0.79	—
	5	41,201	-1.40	0.24	0.01	0.92	0.82	—
	6	41,201	-1.38	0.12	0.01	0.95	0.92	—
	7	41,201	-0.55	-0.13	0.01	1.05	1.04	—
	8	41,201	-0.47	-0.08	0.01	1.09	1.11	—
	9	41,201	-1.08		0.01	0.91	0.85	—
	10	41,201	-0.87		0.01	1.03	1.06	—
	11	41,201	-0.10		0.01	1.21	1.30	—
	12	41,201	-0.08		0.01	1.10	1.15	—
	13	41,201	-1.09		0.01	0.85	0.74	—
	14	41,201	-0.47		0.01	1.07	1.06	—
	15	41,201	-0.12		0.01	1.10	1.15	—
	16	41,201	-0.25		0.01	1.06	1.07	—
	17	41,201	-0.57	0.03	0.01	1.02	1.06	—
	18	41,201	-0.81	0.13	0.01	0.91	0.83	—
	19	41,201	-0.23	-0.03	0.01	1.14	1.20	—
	20	41,201	-1.65	0.17	0.01	0.87	0.69	√
	21	41,201	-0.76	-0.03	0.01	0.90	0.83	—
	22	41,201	-0.54	-0.11	0.01	0.98	0.94	—
	23	41,201	0.22	-0.11	0.01	1.14	1.24	—
	24	41,201	0.44	-0.04	0.01	1.23	1.41	√
SPEAKING	1	41,488	-1.34		0.01	1.39	1.68	√
	2	41,488	-0.66		0.00	1.19	1.22	—
	3	41,488	-0.40		0.00	0.93	0.88	—
	4	41,488	-0.14		0.00	1.13	1.10	—
	5	41,488	-1.44	0.17	0.01	1.48	1.73	√
	6	41,488	-0.92	0.19	0.01	1.36	1.65	√
	7	41,488	-0.22	-0.06	0.00	1.00	0.95	—
	8	41,488	0.07	-0.14	0.00	1.16	1.19	—
	9	41,488	-1.34	0.15	0.01	1.22	1.47	√
	10	41,488	-0.75	0.05	0.00	1.19	1.27	—
	11	41,488	-0.33	0.00	0.00	0.96	0.89	—
	12	41,488	0.09	-0.06	0.00	1.19	1.17	—

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	41,179	-0.55	0.09	0.01	1.02	1.01	—
	2	41,179	-0.28	0.05	0.01	0.97	0.94	—
	3	41,179	0.50	-0.11	0.01	1.12	1.21	—
	4	41,179	0.25	-0.12	0.01	1.10	1.14	—
	5	41,179	-0.01	-0.07	0.01	1.03	1.05	—
	6	41,179	-0.86	0.14	0.01	0.90	0.77	—
	7	41,179	-0.67	0.11	0.01	0.87	0.75	—
	8	41,179	0.40	-0.18	0.01	1.20	1.28	—
	9	41,179	-0.56		0.01	0.94	0.98	—
	10	41,179	-0.76		0.01	0.84	0.75	—
	11	41,179	-0.53		0.01	0.88	0.84	—
	12	41,179	0.08		0.01	1.11	1.15	—
	13	41,179	0.33		0.01	1.01	1.04	—
	14	41,179	-0.44		0.01	0.95	0.87	—
	15	41,179	0.45		0.01	1.05	1.09	—
	16	41,179	-0.12		0.01	0.93	0.89	—
	17	41,179	-0.16	-0.13	0.01	1.01	1.00	—
	18	41,179	0.03	0.06	0.01	1.08	1.10	—
	19	41,179	0.32	0.02	0.01	1.04	1.08	—
	20	41,179	0.10	0.00	0.01	0.98	0.97	—
	21	41,179	0.42	-0.01	0.01	1.07	1.14	—
	22	41,179	-0.97	0.21	0.01	1.07	1.12	—
	23	41,179	-0.39	0.05	0.01	0.90	0.84	—
	24	41,179	-0.15	-0.08	0.01	0.96	0.94	—
	25	41,179	0.11	0.03	0.01	1.01	1.01	—
	26	41,179	0.33	-0.02	0.01	1.30	1.41	√
	27	41,179	0.13	0.04	0.01	1.09	1.14	—
WRITING	1	41,488	0.05	-0.01	0.00	0.79	0.79	—
	2	41,488	0.00		0.00	0.68	0.68	√
	3	41,488	-0.04	0.01	0.00	0.76	0.76	—

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	33,812	-1.44	0.09	0.01	0.89	0.71	—
	2	33,812	-0.83	-0.12	0.01	1.02	1.02	—
	3	33,812	-0.54	-0.21	0.01	0.90	0.84	—
	4	33,812	-0.44	-0.11	0.01	1.00	0.98	—
	5	33,812	-0.89	0.00	0.01	1.03	1.00	—
	6	33,812	-0.93	-0.01	0.01	0.87	0.75	—
	7	33,812	-0.41	-0.05	0.01	0.86	0.78	—
	8	33,812	-0.67	0.02	0.01	0.94	0.91	—
	9	33,812	-0.43		0.01	1.13	1.20	—
	10	33,812	-0.77		0.01	0.88	0.80	—
	11	33,812	0.04		0.01	1.02	1.02	—
	12	33,812	-0.33		0.01	1.08	1.14	—
	13	33,812	-0.51		0.01	1.10	1.10	—
	14	33,812	-0.50		0.01	0.86	0.78	—
	15	33,812	-0.58		0.01	0.89	0.82	—
	16	33,812	-0.19		0.01	1.05	1.06	—
	17	33,812	-0.59	0.00	0.01	1.04	1.04	—
	18	33,812	0.70	0.27	0.01	1.27	1.46	√
	19	33,812	-0.17	-0.06	0.01	1.14	1.21	—
	20	33,812	-0.30	0.04	0.01	0.96	0.93	—
	21	33,812	-1.11	-0.12	0.01	0.85	0.69	√
	22	33,812	-0.49	-0.05	0.01	0.96	0.89	—
	23	33,812	-0.70	0.15	0.01	1.08	1.08	—
	24	33,812	-0.45	0.12	0.01	1.04	1.02	—
SPEAKING	1	34,089	-1.30		0.01	1.41	2.03	√
	2	34,089	-0.69		0.01	1.18	1.25	—
	3	34,089	-0.46		0.00	0.95	0.88	—
	4	34,089	-0.29		0.00	1.05	1.03	—
	5	34,089	-1.31	0.09	0.01	1.31	1.98	√
	6	34,089	-0.51	0.01	0.00	1.15	1.22	—
	7	34,089	-0.20	-0.03	0.00	1.05	0.99	—
	8	34,089	-0.11	-0.05	0.00	1.00	0.98	—
	9	34,089	-1.44	0.12	0.01	1.32	2.17	√
	10	34,089	-0.84	0.05	0.01	1.13	1.09	—
	11	34,089	-0.35	0.02	0.00	0.95	0.86	—
	12	34,089	-0.01	-0.04	0.00	1.04	1.00	—

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	33,784	-0.49	0.03	0.01	0.94	0.93	—
	2	33,784	0.23	-0.07	0.01	1.10	1.14	—
	3	33,784	-0.13	-0.10	0.01	0.89	0.83	—
	4	33,784	0.10	-0.10	0.01	0.98	0.96	—
	5	33,784	0.64	-0.09	0.01	1.24	1.37	√
	6	33,784	-0.36	0.07	0.01	0.93	0.90	—
	7	33,784	-0.20	0.00	0.01	1.04	1.09	—
	8	33,784	-0.06	0.05	0.01	1.01	1.00	—
	9	33,784	-0.17		0.01	1.08	1.08	—
	10	33,784	-0.40		0.01	0.85	0.77	—
	11	33,784	0.07		0.01	0.98	0.97	—
	12	33,784	-0.16		0.01	0.99	0.99	—
	13	33,784	-0.14		0.01	1.07	1.10	—
	14	33,784	-0.24		0.01	0.94	0.91	—
	15	33,784	-0.58		0.01	0.97	1.01	—
	16	33,784	0.03		0.01	0.97	0.94	—
	17	33,784	-0.56	0.05	0.01	0.93	0.92	—
	18	33,784	-0.76	0.07	0.01	0.94	0.90	—
	19	33,784	-0.02	0.01	0.01	0.91	0.87	—
	20	33,784	-0.27	-0.05	0.01	0.84	0.76	—
	21	33,784	0.30	0.08	0.01	1.15	1.19	—
	22	33,784	-0.96	0.07	0.01	0.85	0.72	—
	23	33,784	-0.08	0.11	0.01	1.08	1.11	—
	24	33,784	0.27	-0.05	0.01	1.12	1.16	—
	25	33,784	0.37	-0.05	0.01	1.17	1.24	—
	26	33,784	-0.07	0.01	0.01	1.02	1.00	—
	27	33,784	0.13	0.01	0.01	1.13	1.20	—
WRITING	1	34,089	0.12	0.03	0.00	0.79	0.80	—
	2	34,089	0.25		0.00	0.77	0.77	—
	3	34,089	0.21	-0.04	0.00	0.77	0.78	—

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	54,027	0.44	0.05	0.01	1.28	1.38	√
	2	54,027	0.12	-0.05	0.01	1.14	1.17	—
	3	54,027	0.22	-0.19	0.01	1.06	1.06	—
	4	54,027	-0.73	0.01	0.01	0.94	0.88	—
	5	54,027	-1.04	-0.01	0.01	0.94	0.87	—
	6	54,027	-0.38	-0.06	0.01	0.89	0.82	—
	7	54,027	-0.26	0.08	0.01	1.09	1.13	—
	8	54,027	0.11	-0.09	0.01	1.06	1.06	—
	9	54,027	-0.44		0.01	1.15	1.28	—
	10	54,027	-0.29		0.01	0.84	0.77	—
	11	54,027	-0.28		0.01	0.88	0.83	—
	12	54,027	-0.59		0.01	0.91	0.84	—
	13	54,027	-0.41		0.01	0.88	0.83	—
	14	54,027	-0.60		0.01	0.93	0.90	—
	15	54,027	0.07		0.01	1.08	1.10	—
	16	54,027	0.16		0.01	1.11	1.17	—
	17	54,027	-0.75	0.20	0.01	0.94	0.89	—
	18	54,027	-0.46	0.00	0.01	1.08	1.07	—
	19	54,027	-0.18	0.11	0.01	0.86	0.80	—
	20	54,027	-0.77	0.20	0.01	1.10	1.23	—
	21	54,027	-0.11	0.07	0.01	0.85	0.80	—
	22	54,027	-0.15	-0.04	0.01	1.06	1.06	—
	23	54,027	0.58	-0.09	0.01	1.08	1.14	—
	24	54,027	0.20	-0.13	0.01	1.07	1.09	—
SPEAKING	1	54,821	-1.54	0.06	0.01	1.24	1.76	√
	2	54,821	-0.60	0.01	0.00	1.07	1.22	—
	3	54,821	-0.21	-0.03	0.00	0.90	0.89	—
	4	54,821	0.02	-0.06	0.00	0.98	0.96	—
	5	54,821	-1.22		0.01	1.11	1.37	√
	6	54,821	-0.68		0.00	1.04	1.01	—
	7	54,821	-0.28		0.00	0.83	0.79	—
	8	54,821	-0.03		0.00	0.89	0.82	—
	9	54,821	-0.94	0.03	0.01	1.20	1.88	√
	10	54,821	-0.69	0.03	0.00	1.21	1.36	√
	11	54,821	-0.31	0.03	0.00	0.86	0.88	—
	12	54,821	0.13	0.00	0.00	0.93	0.86	—

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

Table C6B. IRT Statistics: Reading and Writing, Grade Band 9–12

	Item #	N-Count	Rasch Difficulty	Anchor Displ	SE	MNSQ INFIT	MNSQ OUTFIT	Misfit
READING	1	53,958	-0.93	-0.07	0.01	0.89	0.86	—
	2	53,958	-0.90	-0.06	0.01	0.91	0.86	—
	3	53,958	-0.01	-0.03	0.01	0.99	0.98	—
	4	53,958	-0.81	0.02	0.01	0.97	1.00	—
	5	53,958	-0.35	-0.01	0.01	1.07	1.15	—
	6	53,958	-0.51	-0.07	0.01	0.95	0.95	—
	7	53,958	-0.52	-0.08	0.01	0.88	0.79	—
	8	53,958	-0.35	0.01	0.01	0.90	0.83	—
	9	53,958	-0.62		0.01	0.97	0.90	—
	10	53,958	-0.01		0.01	1.07	1.07	—
	11	53,958	0.81		0.01	1.05	1.14	—
	12	53,958	-0.75		0.01	1.01	1.02	—
	13	53,958	-0.39		0.01	1.04	1.06	—
	14	53,958	-0.42		0.01	1.03	1.14	—
	15	53,958	-0.21		0.01	1.01	1.04	—
	16	53,958	0.34		0.01	1.17	1.25	—
	17	53,958	-0.22	-0.11	0.01	1.09	1.15	—
	18	53,958	-0.67	0.00	0.01	0.90	0.83	—
	19	53,958	-0.37	0.04	0.01	1.03	1.01	—
	20	53,958	-0.31	0.13	0.01	0.91	0.85	—
	21	53,958	0.38	0.15	0.01	1.05	1.08	—
	22	53,958	0.64	0.04	0.01	1.13	1.21	—
	23	53,958	-0.70	-0.14	0.01	0.83	0.73	—
	24	53,958	-0.63	-0.04	0.01	0.92	0.84	—
	25	53,958	-0.04	0.04	0.01	0.96	0.93	—
	26	53,958	-0.40	-0.05	0.01	0.97	0.95	—
	27	53,958	0.19	0.13	0.01	1.01	1.02	—
WRITING	1	54,821	-0.07	-0.02	0.00	0.70	0.72	—
	2	54,821	0.06		0.00	0.67	0.68	√
	3	54,821	0.03	0.02	0.00	0.78	0.79	—

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

APPENDIX D: 2022 NYSESLAT Modality Raw Score to Scale Score Conversion

Table D1. 2022 NYSESLAT—Kindergarten Raw to Scale Score Conversion Chart

Grade K Listening	
Raw Score	Scale Score
0	30
1	34
2	40
3	43
4	46
5	48
6	50
7	52
8	54
9	55
10	57
11	59
12	61
13	62
14	64
15	67
16	69
17	73
18	78
19	90

Grade K Reading	
Raw Score	Scale Score
0	30
1	38
2	44
3	47
4	50
5	53
6	55
7	57
8	59
9	61
10	63
11	65
12	67
13	69
14	72
15	74
16	78
17	84
18	90

Grade K Writing	
Raw Score	Scale Score
0	30
1	39
2	43
3	46
4	49
5	52
6	55
7	57
8	60
9	62
10	65
11	69
12	74
13	82
14	90

Grade K Speaking	
Raw Score	Scale Score
0	30
1	37
2	42
3	46
4	48
5	51
6	53
7	55
8	57
9	59
10	61
11	63
12	64
13	66
14	68
15	70
16	73
17	75
18	78
19	81
20	86
21	90

Table D2. 2022 NYSESLAT—Grade Band 1–2 Raw to Scale Score Conversion Chart

Grades 1–2 Listening	
Raw Score	**Scale Score**
0	30
1	31
2	34
3	38
4	40
5	42
6	44
7	46
8	47
9	49
10	50
11	52
12	53
13	54
14	56
15	57
16	58
17	60
18	62
19	63
20	65
21	68
22	71
23	77
24	90

Grades 1–2 Reading	
Raw Score	**Scale Score**
0	30
1	31
2	36
3	39
4	42
5	44
6	46
7	48
8	50
9	51
10	53
11	54
12	55
13	57
14	58
15	59
16	61
17	62
18	63
19	65
20	66
21	68
22	70
23	72
24	75
25	79
26	85
27	90

Grades 1–2 Writing	
Raw Score	**Scale Score**
0	30
1	35
2	40
3	46
4	51
5	55
6	59
7	63
8	67
9	70
10	75
11	79
12	90

Grades 1–2 Speaking	
Raw Score	**Scale Score**
0	30
1	45
2	50
3	52
4	55
5	57
6	58
7	60
8	62
9	63
10	65
11	67
12	68
13	70
14	71
15	73
16	75
17	77
18	80
19	83
20	87
21	90

Table D3. 2022 NYSESLAT—Grade Band 3–4 Raw to Scale Score Conversion Chart

Grades 3–4 Listening	
Raw Score	**Scale Score**
0	30
1	32
2	38
3	42
4	45
5	47
6	49
7	51
8	53
9	55
10	56
11	58
12	59
13	61
14	62
15	64
16	65
17	67
18	69
19	71
20	73
21	76
22	80
23	86
24	90

Grades 3–4 Reading	
Raw Score	**Scale Score**
0	30
1	32
2	38
3	42
4	45
5	47
6	49
7	51
8	52
9	54
10	55
11	57
12	58
13	59
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 3–4 Writing	
Raw Score	**Scale Score**
0	30
1	34
2	39
3	44
4	48
5	53
6	57
7	61
8	65
9	70
10	74
11	79
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	58
8	59
9	61
10	62
11	64
12	65
13	67
14	69
15	71
16	73
17	75
18	77
19	80
20	85
21	90

Table D4. 2022 NYSESLAT—Grade Band 5–6 Raw to Scale Score Conversion Chart

Grades 5–6 Listening	
Raw Score	**Scale Score**
0	30
1	33
2	35
3	39
4	42
5	45
6	47
7	49
8	50
9	52
10	54
11	55
12	57
13	58
14	60
15	61
16	63
17	65
18	67
19	69
20	71
21	74
22	78
23	84
24	90

Grades 5–6 Reading	
Raw Score	**Scale Score**
0	30
1	34
2	39
3	42
4	45
5	47
6	48
7	50
8	51
9	53
10	54
11	55
12	56
13	57
14	59
15	60
16	61
17	62
18	63
19	65
20	66
21	67
22	69
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	44
4	48
5	52
6	56
7	60
8	65
9	69
10	74
11	80
12	90

Grades 5–6 Speaking	
Raw Score	**Scale Score**
0	30
1	46
2	50
3	53
4	55
5	57
6	59
7	60
8	62
9	64
10	65
11	67
12	69
13	70
14	72
15	74
16	76
17	78
18	81
19	84
20	88
21	90

Table D5. 2022 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	41
4	44
5	46
6	48
7	49
8	51
9	52
10	53
11	55
12	56
13	57
14	58
15	60
16	61
17	63
18	64
19	66
20	68
21	71
22	74
23	79
24	90

Grades 7–8 Reading	
Raw Score	**Scale Score**
0	30
1	33
2	39
3	42
4	45
5	47
6	49
7	51
8	52
9	54
10	55
11	57
12	58
13	59
14	60
15	62
16	63
17	64
18	66
19	67
20	69
21	70
22	72
23	75
24	77
25	81
26	87
27	90

Grades 7–8 Writing	
Raw Score	**Scale Score**
0	30
1	38
2	43
3	48
4	52
5	56
6	59
7	63
8	67
9	72
10	76
11	82
12	90

Grades 7–8 Speaking	
Raw Score	**Scale Score**
0	30
1	43
2	48
3	50
4	53
5	55
6	57
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	85
21	90

Table D6. 2022 NYSESLAT—Grade Band 9–12 Raw to Scale Score Conversion Chart

Grades 9–12 Listening	
Raw Score	Scale Score
0	30
1	35
2	41
3	45
4	48
5	50
6	52
7	54
8	56
9	58
10	59
11	61
12	62
13	64
14	65
15	67
16	68
17	70
18	72
19	74
20	76
21	79
22	83
23	89
24	90

Grades 9–12 Reading	
Raw Score	Scale Score
0	30
1	31
2	37
3	41
4	44
5	46
6	48
7	50
8	51
9	53
10	54
11	56
12	57
13	58
14	60
15	61
16	62
17	63
18	65
19	66
20	68
21	70
22	72
23	74
24	77
25	81
26	87
27	90

Grades 9–12 Writing	
Raw Score	Scale Score
0	30
1	37
2	42
3	46
4	49
5	53
6	56
7	60
8	64
9	68
10	73
11	79
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	70
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	14,782	263.98	265	42.66	59
K	Male	15,587	253.49	256	48.87	69
K	Asian	6,262	280.00	286	45.94	60
K	Black or African-American	938	267.54	271	44.33	55
K	Hispanic or Latino	16,315	255.50	257	42.92	56
K	American Indian or Alaska Native	157	264.78	272	50.27	59
K	Multiracial (not of Hispanic origin)	199	271.68	275	44.56	58
K	Native Hawaiian/Other Pacific Islander	46	257.24	261	45.29	62
K	White	6,452	243.81	242	47.27	70
K	NYC (1)	13,008	267.00	268	44.46	62
K	Big 4 Cities (2)	1,141	249.44	251	40.36	54
K	High Need Urban/Suburban (3)	3,534	251.59	252	41.22	58
K	High Need Rural (4)	196	259.71	259	40.56	55
K	Average Need (5)	3,829	266.80	269	40.55	55
K	Low Need (6)	1,827	279.12	281	40.97	57
K	Charter Schools (7)	2,226	273.74	274	36.52	51
K	Religious and Independent Schools (8)	4,005	226.71	274	38.61	60
K	0 Years ELL	421	235.91	226	51.35	92
K	1 Years ELL	15,356	254.29	256	43.95	62
K	2 Years ELL	419	259.26	264	40.65	57
K	3 Years ELL	16	197.88	200	18.31	13
K	4 Years ELL	3	203.67	203	1.16	.
K	5 Years ELL	0				
K	6 Years ELL or More	14,154	264.00	267	47.92	63
K	Spanish	15,860	255.13	257	43.03	57
K	English	5,490	240.52	238	45.60	69
K	Chinese	3,037	284.03	291	45.04	58
K	Arabic	881	258.08	260	43.38	55
K	Bengali	773	269.40	276	51.91	63
K	Other Language	4,328	274.55	279	45.97	61
K	Students without Disabilities	27,571	260.03	262	45.88	64
K	Students with Disabilities	2,798	244.40	249	47.50	57

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
1	Female	14,887	228.87	228	40.15	53
1	Male	15,593	218.81	217	43.90	63
1	Asian	5,199	245.67	248	45.05	62
1	Black or African-American	994	228.85	228	38.20	52
1	Hispanic or Latino	15,856	221.78	222	39.57	54
1	American Indian or Alaska Native	109	234.90	231	42.48	58
1	Multiracial (not of Hispanic origin)	127	241.76	236	39.48	54
1	Native Hawaiian/Other Pacific Islander	56	234.46	230	43.78	65
1	White	8,139	212.36	212	41.18	59
1	NYC (1)	619	171.04	166	44.26	64
1	Big 4 Cities (2)	12,277	231.81	231	43.63	61
1	High Need Urban/Suburban (3)	1,192	212.43	210	33.86	41
1	High Need Rural (4)	3,347	217.89	217	37.83	52
1	Average Need (5)	207	222.23	223	38.47	55
1	Low Need (6)	3,299	231.45	231	37.95	52
1	Charter Schools (7)	1,418	245.64	247	40.29	58
1	Religious and Independent Schools (8)	2,265	236.51	236	33.57	47
1	0 Years ELL	517	221.52	220	42.86	70
1	1 Years ELL	12,609	227.00	226	43.94	61
1	2 Years ELL	12,707	223.79	223	38.19	52
1	3 Years ELL	440	227.94	227	34.18	47
1	4 Years ELL	61	191.95	181	39.63	72
1	5 Years ELL	0				
1	6 Years ELL or More	4,146	213.83	210	48.55	75
1	Spanish	15,557	221.30	221	39.47	53
1	English	6,296	208.04	208	38.08	55
1	Chinese	2,445	252.85	257	46.68	62
1	Arabic	986	222.61	220	37.36	48
1	Bengali	743	238.44	240	44.79	59
1	Other Language	4,453	236.15	238	44.21	62
1	Students without Disabilities	26,272	225.63	225	42.38	59
1	Students with Disabilities	4,208	211.79	210	40.65	50

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
2	Female	15,239	260.03	264	45.63	62
2	Male	16,429	243.97	249	53.91	85
2	Asian	5,368	279.42	289	46.82	57
2	Black or African-American	1,126	257.07	261	44.50	61
2	Hispanic or Latino	16,134	251.71	256	47.75	67
2	American Indian or Alaska Native	102	268.03	274	43.45	58
2	Multiracial (not of Hispanic origin)	98	273.04	282	45.19	56
2	Native Hawaiian/Other Pacific Islander	54	265.89	271	42.42	58
2	White	8,786	233.54	235	51.30	81
2	NYC (1)	12,530	261.47	268	49.85	71
2	Big 4 Cities (2)	1,264	238.29	236	43.72	64
2	High Need Urban/Suburban (3)	3,528	250.36	255	47.96	69
2	High Need Rural (4)	201	256.32	263	43.85	59
2	Average Need (5)	3,617	266.95	272	44.46	60
2	Low Need (6)	1,572	278.49	286	42.55	53
2	Charter Schools (7)	2,132	268.59	272	35.05	46
2	Religious and Independent Schools (8)	6,224	219.51	220	44.77	71
2	0 Years ELL	698	263.05	271	39.12	55
2	1 Years ELL	3,138	227.64	224	53.39	84
2	2 Years ELL	12,334	262.63	268	48.12	67
2	3 Years ELL	12,363	256.43	260	44.61	62
2	4 Years ELL	984	225.72	229	57.28	102
2	5 Years ELL	148	178.73	157	49.58	25
2	6 Years ELL or More	2,003	207.10	193	53.25	85
2	Spanish	15,779	251.29	256	47.88	67
2	English	6,569	224.66	227	47.70	75
2	Chinese	2,460	286.08	296	46.57	51
2	Arabic	1,128	254.95	260	46.78	69
2	Bengali	743	273.21	282	47.33	56
2	Other Language	4,989	267.71	276	48.21	66
2	Students without Disabilities	27,102	253.62	260	51.16	75
2	Students with Disabilities	4,566	240.32	243	46.56	62

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
3	Female	13,488	251.61	254	40.74	55
3	Male	14,846	241.55	247	46.33	74
3	Asian	4,298	270.14	278	43.39	51
3	Black or African-American	987	254.62	259	38.81	51
3	Hispanic or Latino	14,909	247.96	254	41.96	56
3	American Indian or Alaska Native	107	246.21	255	46.70	62
3	Multiracial (not of Hispanic origin)	67	267.91	275	44.04	55
3	Native Hawaiian/Other Pacific Islander	72	253.72	262	43.84	63
3	White	7,894	229.04	226	41.69	61
3	NYC (1)	11,132	255.60	262	44.30	60
3	Big 4 Cities (2)	1,278	245.06	247	38.00	53
3	High Need Urban/Suburban (3)	3,214	246.60	253	41.09	56
3	High Need Rural (4)	180	250.02	255	38.02	55
3	Average Need (5)	3,166	258.18	263	38.94	47
3	Low Need (6)	1,305	266.23	271	38.19	48
3	Charter Schools (7)	1,563	267.53	270	29.86	39
3	Religious and Independent Schools (8)	5,826	217.52	218	34.09	50
3	0 Years ELL	525	258.50	263	35.85	54
3	1 Years ELL	2,306	218.64	209	47.72	76
3	2 Years ELL	2,890	240.49	243	45.06	64
3	3 Years ELL	10,291	254.75	259	42.30	59
3	4 Years ELL	9,722	254.39	257	36.39	49
3	5 Years ELL	662	230.64	237	43.96	77
3	6 Years ELL or More	1,938	205.09	195	44.62	64
3	Spanish	14,554	247.58	253	42.12	56
3	English	6,140	221.82	219	37.39	56
3	Chinese	1,852	274.57	284	45.45	50
3	Arabic	1,052	253.09	260	40.51	58
3	Bengali	566	268.07	277	45.26	51
3	Other Language	4,170	260.92	267	42.32	57
3	Students without Disabilities	23,495	247.45	253	44.56	67
3	Students with Disabilities	4,839	240.94	244	41.07	50

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
4	Female	12,710	264.55	271	42.83	57
4	Male	14,274	249.28	258	50.64	84
4	Asian	3,835	279.95	289	44.71	51
4	Black or African-American	1,076	266.15	272	40.52	51
4	Hispanic or Latino	14,069	260.92	270	44.95	57
4	American Indian or Alaska Native	82	260.33	274	44.59	43
4	Multiracial (not of Hispanic origin)	46	272.65	283	48.64	59
4	Native Hawaiian/Other Pacific Islander	49	266.18	274	50.42	67
4	White	7,827	235.46	232	46.96	75
4	NYC (1)	10,541	266.82	276	46.22	60
4	Big 4 Cities (2)	1,292	257.28	262	39.51	51
4	High Need Urban/Suburban (3)	3,129	261.34	271	44.88	58
4	High Need Rural (4)	180	262.15	267	37.07	53
4	Average Need (5)	2,906	271.23	279	40.98	48
4	Low Need (6)	1,149	276.63	284	41.29	49
4	Charter Schools (7)	1,113	282.30	285	29.85	36
4	Religious and Independent Schools (8)	6,013	224.60	225	40.59	61
4	0 Years ELL	358	262.82	266	38.95	62
4	1 Years ELL	2,178	217.62	203	52.02	87
4	2 Years ELL	1,853	250.80	254	49.09	76
4	3 Years ELL	3,455	248.18	248	45.79	75
4	4 Years ELL	7,974	271.53	279	42.16	52
4	5 Years ELL	8,551	266.08	272	40.42	51
4	6 Years ELL or More	2,615	225.66	216	49.94	85
4	Spanish	13,843	260.64	270	45.00	58
4	English	5,913	230.43	225	42.31	64
4	Chinese	1,637	284.71	297	46.74	48
4	Arabic	1,047	262.59	272	43.57	58
4	Bengali	523	276.95	288	47.82	53
4	Other Language	4,021	264.70	276	49.94	66
4	Students without Disabilities	22,106	256.89	267	48.87	77
4	Students with Disabilities	4,878	254.61	261	42.16	50

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
5	Female	11,377	260.57	267	40.38	50
5	Male	12,931	243.56	253	47.94	79
5	Asian	2,912	272.81	281	42.01	49
5	Black or African-American	938	261.91	267	38.73	46
5	Hispanic or Latino	12,820	256.19	266	43.06	52
5	American Indian or Alaska Native	77	256.34	267	42.42	47
5	Multiracial (not of Hispanic origin)	46	268.76	288	50.04	56
5	Native Hawaiian/Other Pacific Islander	48	262.90	268	37.87	58
5	White	7,467	233.68	234	45.26	73
5	NYC (1)	9,359	261.93	270	43.17	53
5	Big 4 Cities (2)	1,139	254.35	258	37.22	47
5	High Need Urban/Suburban (3)	2,638	255.55	266	43.15	54
5	High Need Rural (4)	170	262.35	265	36.92	46
5	Average Need (5)	2,562	263.14	270	39.03	43
5	Low Need (6)	874	269.40	275	37.84	41
5	Charter Schools (7)	977	273.26	277	30.36	37
5	Religious and Independent Schools (8)	5,871	225.12	225	41.81	66
5	0 Years ELL	304	255.45	253	37.37	61
5	1 Years ELL	1,856	219.05	208	47.96	76
5	2 Years ELL	1,805	235.86	242	51.84	83
5	3 Years ELL	2,613	242.37	241	41.28	69
5	4 Years ELL	2,154	256.08	262	43.38	61
5	5 Years ELL	6,196	266.98	273	39.01	45
5	6 Years ELL or More	9,380	252.13	262	44.29	58
5	Spanish	12,678	256.10	266	43.13	52
5	English	5,694	229.08	227	41.99	68
5	Chinese	1,123	275.91	285	45.23	49
5	Arabic	973	261.05	268	39.97	50
5	Bengali	438	273.72	282	41.68	45
5	Other Language	3,402	258.42	269	47.04	58
5	Students without Disabilities	19,536	251.01	261	46.67	72
5	Students with Disabilities	4,772	253.62	260	39.50	43

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
6	Female	10,401	264.58	273	43.10	54
6	Male	12,092	246.12	256	48.86	84
6	Asian	2,362	272.94	282	43.88	49
6	Black or African-American	947	264.78	273	41.24	49
6	Hispanic or Latino	12,071	259.11	269	45.23	57
6	American Indian or Alaska Native	63	252.70	267	50.24	91
6	Multiracial (not of Hispanic origin)	37	262.78	278	61.30	94
6	Native Hawaiian/Other Pacific Islander	44	267.57	278	47.08	67
6	White	6,969	239.25	240	48.01	83
6	NYC (1)	8,350	261.48	271	46.17	60
6	Big 4 Cities (2)	1,137	263.12	270	38.87	49
6	High Need Urban/Suburban (3)	2,540	260.83	272	44.75	56
6	High Need Rural (4)	124	263.78	272	41.89	49
6	Average Need (5)	2,368	268.75	276	40.18	44
6	Low Need (6)	778	271.93	280	39.69	44
6	Charter Schools (7)	914	273.29	277	33.73	43
6	Religious and Independent Schools (8)	5,491	231.30	231	45.84	76
6	0 Years ELL	96	265.81	276	46.42	54
6	1 Years ELL	1,750	221.56	210	48.67	75
6	2 Years ELL	1,549	242.38	245	49.94	80
6	3 Years ELL	2,513	237.45	237	47.11	75
6	4 Years ELL	1,543	265.96	271	40.13	52
6	5 Years ELL	1,688	264.63	273	42.79	56
6	6 Years ELL or More	13,354	261.01	272	44.90	56
6	Spanish	11,943	258.96	269	45.25	58
6	English	5,267	235.62	232	45.55	79
6	Chinese	872	268.51	280	48.78	60
6	Arabic	893	262.83	271	43.71	59
6	Bengali	337	276.26	285	44.51	50
6	Other Language	3,181	261.63	273	48.88	60
6	Students without Disabilities	17,812	253.22	264	48.80	79
6	Students with Disabilities	4,681	260.11	266	40.02	44

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
7	Female	9,338	261.33	270	44.71	60
7	Male	10,608	248.39	258	49.00	82
7	Asian	2,078	267.17	276	45.99	62
7	Black or African-American	939	268.18	273	39.96	49
7	Hispanic or Latino	11,194	257.17	268	47.35	66
7	American Indian or Alaska Native	65	270.98	286	52.67	66
7	Multiracial (not of Hispanic origin)	17	264.76	273	45.67	46
7	Native Hawaiian/Other Pacific Islander	37	256.49	269	54.46	85
7	White	5,616	241.79	245	46.51	78
7	NYC (1)	7,580	260.42	271	46.80	67
7	Big 4 Cities (2)	1,124	259.84	265	40.31	53
7	High Need Urban/Suburban (3)	2,306	254.86	267	46.94	68
7	High Need Rural (4)	160	260.16	275	48.14	68
7	Average Need (5)	2,026	263.13	274	44.60	54
7	Low Need (6)	761	267.69	278	44.73	59
7	Charter Schools (7)	815	277.20	281	34.05	41
7	Religious and Independent Schools (8)	4,388	235.51	236	45.15	74
7	0 Years ELL	82	265.01	276	51.84	70
7	1 Years ELL	1,705	215.85	203	48.72	71
7	2 Years ELL	1,457	241.04	236	47.28	74
7	3 Years ELL	1,986	248.69	251	42.52	58
7	4 Years ELL	1,552	252.57	263	51.88	74
7	5 Years ELL	1,213	266.06	274	41.28	52
7	6 Years ELL or More	11,951	261.54	272	44.79	60
7	Spanish	11,080	257.10	268	47.43	66
7	English	4,331	239.22	238	43.82	74
7	Chinese	743	260.64	271	49.79	70
7	Arabic	780	261.53	272	42.72	58
7	Bengali	295	270.41	280	48.98	62
7	Other Language	2,717	262.46	272	48.38	58
7	Students without Disabilities	15,499	252.72	263	48.90	80
7	Students with Disabilities	4,447	260.48	269	41.59	48

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
8	Female	9,029	266.78	276	47.29	66
8	Male	9,516	255.64	266	51.64	86
8	Asian	2,080	272.99	285	47.77	63
8	Black or African-American	951	277.46	286	41.79	51
8	Hispanic or Latino	10,527	261.27	273	50.19	75
8	American Indian or Alaska Native	48	253.13	267	56.46	96
8	Multiracial (not of Hispanic origin)	29	284.07	296	41.09	64
8	Native Hawaiian/Other Pacific Islander	45	272.76	293	52.84	88
8	White	4,865	252.13	258	49.53	80
8	NYC (1)	7,444	265.05	275	49.41	74
8	Big 4 Cities (2)	1,164	266.60	274	43.54	58
8	High Need Urban/Suburban (3)	2,263	262.03	276	50.80	76
8	High Need Rural (4)	136	264.84	280	48.92	60
8	Average Need (5)	1,820	267.70	281	47.75	62
8	Low Need (6)	755	272.86	284	46.03	65
8	Charter Schools (7)	638	283.62	290	37.41	40
8	Religious and Independent Schools (8)	3,634	245.23	245	47.82	77
8	0 Years ELL	70	260.67	279	53.46	93
8	1 Years ELL	1,614	225.68	216	53.31	89
8	2 Years ELL	1,447	243.54	238	51.46	83
8	3 Years ELL	1,997	252.21	253	45.17	68
8	4 Years ELL	1,374	270.24	275	42.26	60
8	5 Years ELL	1,284	263.81	277	52.29	66
8	6 Years ELL or More	10,759	268.87	281	47.32	62
8	Spanish	10,434	261.28	273	50.08	75
8	English	3,538	249.44	252	46.54	78
8	Chinese	795	265.43	276	52.08	73
8	Arabic	801	266.44	275	47.06	67
8	Bengali	331	279.34	291	47.53	63
8	Other Language	2,646	270.51	285	50.58	60
8	Students without Disabilities	14,600	259.08	269	51.13	82
8	Students with Disabilities	3,945	268.39	277	44.20	51

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
9	Female	9,186	257.08	264	47.28	71
9	Male	10,081	248.83	254	50.35	82
9	Asian	2,148	269.05	275	47.23	63
9	Black or African-American	1,162	263.46	270	45.82	62
9	Hispanic or Latino	12,432	246.01	251	49.99	83
9	American Indian or Alaska Native	70	248.17	257	52.21	91
9	Multiracial (not of Hispanic origin)	47	268.13	271	58.37	106
9	Native Hawaiian/Other Pacific Islander	44	256.84	269	50.23	79
9	White	3,364	263.44	270	42.28	64
9	NYC (1)	9,315	254.90	261	49.45	76
9	Big 4 Cities (2)	976	260.31	267	42.41	59
9	High Need Urban/Suburban (3)	2,672	239.28	240	50.03	89
9	High Need Rural (4)	159	254.80	264	49.75	78
9	Average Need (5)	2,251	248.02	255	48.86	82
9	Low Need (6)	892	254.62	262	51.56	81
9	Charter Schools (7)	503	277.92	281	37.03	49
9	Religious and Independent Schools (8)	2,216	261.95	262	39.97	64
9	0 Years ELL	43	252.40	246	47.37	78
9	1 Years ELL	3,088	215.05	206	44.63	62
9	2 Years ELL	1,400	246.21	241	45.55	64
9	3 Years ELL	1,981	263.51	268	44.78	68
9	4 Years ELL	1,304	267.57	271	40.19	56
9	5 Years ELL	1,065	275.52	278	37.95	52
9	6 Years ELL or More	10,386	258.62	269	47.86	69
9	Spanish	12,302	246.15	251	50.06	83
9	English	2,365	259.83	266	42.51	68
9	Chinese	895	264.06	268	47.56	65
9	Arabic	781	257.00	262	44.76	68
9	Bengali	368	276.20	284	48.97	63
9	Other Language	2,556	269.42	276	44.95	58
9	Students without Disabilities	15,804	249.82	253	50.07	82
9	Students with Disabilities	3,463	266.21	273	41.77	46

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
10	Female	7,886	268.44	276	45.25	68
10	Male	8,195	263.93	271	48.30	72
10	Asian	1,996	278.70	286	44.16	60
10	Black or African-American	1,077	277.37	280	40.89	55
10	Hispanic or Latino	9,729	260.92	267	48.59	74
10	American Indian or Alaska Native	52	276.90	285	49.04	78
10	Multiracial (not of Hispanic origin)	39	285.00	294	49.65	59
10	Native Hawaiian/Other Pacific Islander	47	285.17	292	37.71	54
10	White	3,141	269.78	276	42.29	68
10	NYC (1)	7,833	267.65	273	46.40	69
10	Big 4 Cities (2)	844	274.51	279	39.93	56
10	High Need Urban/Suburban (3)	2,121	260.53	270	48.52	77
10	High Need Rural (4)	125	276.54	285	45.01	66
10	Average Need (5)	1,717	267.08	273	46.69	70
10	Low Need (6)	735	275.18	285	46.86	69
10	Charter Schools (7)	367	284.89	287	34.30	43
10	Religious and Independent Schools (8)	2,060	264.64	265	40.49	68
10	0 Years ELL	26	284.73	280	51.61	96
10	1 Years ELL	1,910	235.60	231	48.50	72
10	2 Years ELL	1,476	253.01	251	47.28	74
10	3 Years ELL	1,929	270.23	273	45.03	71
10	4 Years ELL	1,340	274.74	279	42.20	60
10	5 Years ELL	1,108	280.53	286	40.25	53
10	6 Years ELL or More	8,292	271.19	280	45.00	62
10	Spanish	9,626	261.09	268	48.51	73
10	English	2,166	266.79	275	42.20	71
10	Chinese	875	274.46	280	45.64	63
10	Arabic	707	271.69	275	41.62	58
10	Bengali	326	284.18	293	45.60	54
10	Other Language	2,381	278.79	285	42.51	58
10	Students without Disabilities	13,272	265.54	272	47.00	73
10	Students with Disabilities	2,809	268.97	278	46.23	54

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
11	Female	6,837	272.26	279	44.51	65
11	Male	6,671	269.30	276	46.06	66
11	Asian	1,730	283.63	290	43.62	59
11	Black or African-American	916	281.75	287	40.53	54
11	Hispanic or Latino	7,960	266.63	273	45.79	67
11	American Indian or Alaska Native	57	277.51	285	53.17	60
11	Multiracial (not of Hispanic origin)	30	295.00	304	39.99	61
11	Native Hawaiian/Other Pacific Islander	45	273.22	274	49.72	56
11	White	2,770	270.68	277	44.07	70
11	NYC (1)	6,273	276.09	280	43.19	62
11	Big 4 Cities (2)	758	277.63	281	38.09	52
11	High Need Urban/Suburban (3)	1,595	264.01	271	45.43	66
11	High Need Rural (4)	101	281.55	290	41.95	47
11	Average Need (5)	1,569	268.86	276	45.10	66
11	Low Need (6)	696	273.67	281	45.00	66
11	Charter Schools (7)	304	288.59	291	35.13	50
11	Religious and Independent Schools (8)	1,943	264.49	264	42.86	71
11	0 Years ELL	16	305.06	321	59.92	72
11	1 Years ELL	1,366	246.34	242	52.41	83
11	2 Years ELL	1,618	261.41	262	46.57	73
11	3 Years ELL	2,219	271.97	274	42.92	68
11	4 Years ELL	1,165	273.70	277	41.77	66
11	5 Years ELL	966	281.05	285	38.99	52
11	6 Years ELL or More	6,158	276.02	284	43.35	55
11	Spanish	7,851	266.68	273	45.59	67
11	English	2,008	265.62	271	44.71	75
11	Chinese	741	282.25	290	46.45	67
11	Arabic	534	274.50	277	42.34	58
11	Bengali	299	288.91	295	43.68	49
11	Other Language	2,075	283.72	290	41.29	52
11	Students without Disabilities	11,371	271.24	276	44.64	67
11	Students with Disabilities	2,137	268.45	280	48.65	58

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

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
12	Female	5,488	270.45	275	45.82	65
12	Male	5,520	269.85	278	48.61	65
12	Asian	1,636	281.81	291	46.00	55
12	Black or African-American	870	277.64	283	43.89	57
12	Hispanic or Latino	6,460	269.20	277	48.03	64
12	American Indian or Alaska Native	38	271.87	288	53.25	72
12	Multiracial (not of Hispanic origin)	26	287.04	292	53.36	82
12	Native Hawaiian/Other Pacific Islander	48	269.60	277	54.28	59
12	White	1,930	259.80	256	43.94	66
12	NYC (1)	5,033	283.98	289	38.95	54
12	Big 4 Cities (2)	698	275.77	280	39.85	53
12	High Need Urban/Suburban (3)	1,302	271.49	278	42.46	61
12	High Need Rural (4)	78	280.13	293	44.69	58
12	Average Need (5)	1,178	276.16	280	38.68	53
12	Low Need (6)	496	281.84	286	39.34	51
12	Charter Schools (7)	182	290.38	295	35.23	44
12	Religious and Independent Schools (8)	1,135	248.85	249	34.12	46
12	0 Years ELL	12	297.83	316	53.74	62
12	1 Years ELL	656	258.77	259	50.35	79
12	2 Years ELL	976	268.21	270	47.94	75
12	3 Years ELL	1,846	268.15	268	42.67	61
12	4 Years ELL	1,323	273.67	278	42.96	57
12	5 Years ELL	1,001	278.29	284	43.59	55
12	6 Years ELL or More	5,194	270.13	281	49.54	66
12	Spanish	6,412	269.13	277	48.06	64
12	English	1,232	254.03	248	36.64	52
12	Chinese	724	281.71	289	45.80	55
12	Arabic	475	277.55	282	40.52	52
12	Bengali	327	276.38	294	56.96	60
12	Other Language	1,838	276.93	286	47.82	63
12	Students without Disabilities	8,461	277.28	281	40.43	61
12	Students with Disabilities	2,547	246.45	259	59.04	88

APPENDIX F: PERFORMANCE PERCENTAGES BY SUBGROUP

Table F.1—Proficiency Percentages by Subgroup: Kindergarten Overall

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	1	**2**	**3**	**4**	**5**
K	Female	14,782	12	21	17	39	12
K	Male	15,587	21	20	14	34	10
K	Asian	6,262	8	12	12	45	23
K	Black or African-American	938	10	18	15	44	14
K	Hispanic or Latino	16,315	16	23	18	36	8
K	American Indian or Alaska Native	157	12	15	15	45	13
K	Multiracial (not of Hispanic origin)	199	10	14	16	45	16
K	Native Hawaiian/Other Pacific Islander	46	11	26	15	41	7
K	White	6,452	28	24	13	28	7
K	NYC	13,008	12	19	16	39	15
K	Big 4 Cities	1,141	18	26	17	33	5
K	High Need Urban/Suburban	3,534	19	25	18	32	7
K	High Need Rural	196	14	23	18	33	12
K	Average Need	3,829	10	19	17	43	12
K	Low Need	1,827	6	13	14	47	20
K	Charter Schools	2,226	4	18	17	47	14
K	Religious and Independent Schools	4,005	39	28	13	19	1
K	0 Years ELL	421	42	16	7	26	8
K	1 Years ELL	15,356	18	23	16	35	9
K	2 Years ELL	419	15	20	15	42	8
K	3 Years ELL	16	94	0	6	0	0
K	4 Years ELL	3	100	0	0	0	0
K	5 Years ELL	0					
K	6 Years ELL or More	14,154	14	18	15	39	14
K	Spanish	15,860	16	23	18	36	8
K	English	5,490	30	24	13	27	5
K	Chinese	3,037	7	10	11	46	26
K	Arabic	881	12	23	19	38	8
K	Bengali	773	12	14	13	42	19
K	Other Language	4,328	9	15	13	43	20
K	Students without Disabilities	27,571	16	20	15	37	12
K	Students with Disabilities	2,798	21	25	17	31	5

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
1	Female	14,887	8	29	35	23	5
1	Male	15,593	15	34	28	19	4
1	Asian	5,199	6	18	28	34	13
1	Black or African-American	994	6	32	34	25	4
1	Hispanic or Latino	15,856	11	33	33	20	3
1	American Indian or Alaska Native	109	6	25	35	28	7
1	Multiracial (not of Hispanic origin)	127	2	24	38	26	10
1	Native Hawaiian/Other Pacific Islander	56	4	36	21	32	7
1	White	8,139	17	36	28	15	3
1	NYC	12,277	9	28	31	25	8
1	Big 4 Cities	1,192	10	47	30	11	1
1	High Need Urban/Suburban	3,347	12	36	33	17	2
1	High Need Rural	207	9	32	37	19	3
1	Average Need	3,299	6	28	36	26	4
1	Low Need	1,418	4	19	32	35	11
1	Charter Schools	2,265	2	26	39	29	4
1	Religious and Independent Schools	5,856	21	41	27	9	1
1	0 Years ELL	517	10	37	26	24	3
1	1 Years ELL	12,609	11	29	31	23	6
1	2 Years ELL	12,707	8	34	34	20	3
1	3 Years ELL	440	4	33	40	21	3
1	4 Years ELL	61	33	41	15	11	0
1	5 Years ELL	0					
1	6 Years ELL or More	4,146	23	30	23	18	5
1	Spanish	15,557	11	34	33	19	3
1	English	6,296	18	40	29	12	1
1	Chinese	2,445	6	14	24	37	18
1	Arabic	986	8	36	35	18	4
1	Bengali	743	8	20	33	33	8
1	Other Language	4,453	9	23	30	30	9
1	Students without Disabilities	26,272	11	30	32	22	5
1	Students with Disabilities	4,208	14	42	28	14	2

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
2	Female	15,239	6	17	28	35	15
2	Male	16,429	15	23	22	28	12
2	Asian	5,368	5	9	16	40	30
2	Black or African-American	1,126	5	18	30	35	12
2	Hispanic or Latino	16,134	9	20	27	33	11
2	American Indian or Alaska Native	102	4	10	29	39	18
2	Multiracial (not of Hispanic origin)	98	5	10	22	41	21
2	Native Hawaiian/Other Pacific Islander	54	2	19	26	37	17
2	White	8,786	18	27	25	23	8
2	NYC	12,530	8	17	23	34	18
2	Big 4 Cities	1,264	9	34	28	22	6
2	High Need Urban/Suburban	3,528	10	21	26	32	11
2	High Need Rural	201	4	20	29	35	11
2	Average Need	3,617	4	14	26	37	19
2	Low Need	1,572	3	9	19	43	26
2	Charter Schools	2,132	1	12	29	46	13
2	Religious and Independent Schools	6,224	22	33	27	16	2
2	0 Years ELL	698	2	18	22	47	11
2	1 Years ELL	3,138	22	31	21	19	8
2	2 Years ELL	12,334	6	17	24	35	18
2	3 Years ELL	12,363	6	20	29	33	12
2	4 Years ELL	984	31	18	19	23	8
2	5 Years ELL	148	78	6	5	9	3
2	6 Years ELL or More	2,003	41	28	13	14	5
2	Spanish	15,779	9	21	27	32	11
2	English	6,569	21	29	27	20	3
2	Chinese	2,460	5	7	12	40	36
2	Arabic	1,128	7	22	26	33	12
2	Bengali	743	5	10	20	42	23
2	Other Language	4,989	6	15	22	36	22
2	Students without Disabilities	27,102	11	19	24	32	15
2	Students with Disabilities	4,566	10	28	31	25	6

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
3	Female	13,488	5	14	35	37	9
3	Male	14,846	8	24	27	33	8
3	Asian	4,298	4	8	20	46	22
3	Black or African-American	987	4	12	33	42	9
3	Hispanic or Latino	14,909	7	15	33	39	7
3	American Indian or Alaska Native	107	9	10	32	42	7
3	Multiracial (not of Hispanic origin)	67	6	7	19	51	16
3	Native Hawaiian/Other Pacific Islander	72	8	11	31	40	10
3	White	7,894	7	35	33	20	4
3	NYC	11,132	6	14	28	40	13
3	Big 4 Cities	1,278	4	20	38	34	5
3	High Need Urban/Suburban	3,214	7	16	34	38	6
3	High Need Rural	180	3	18	36	38	5
3	Average Need	3,166	4	10	31	46	10
3	Low Need	1,305	3	7	28	48	15
3	Charter Schools	1,563	1	5	29	57	9
3	Religious and Independent Schools	5,826	7	44	36	12	1
3	0 Years ELL	525	1	12	34	44	9
3	1 Years ELL	2,306	19	35	22	20	5
3	2 Years ELL	2,890	7	23	33	29	8
3	3 Years ELL	10,291	3	15	31	39	12
3	4 Years ELL	9,722	1	14	35	41	7
3	5 Years ELL	662	10	32	27	27	4
3	6 Years ELL or More	1,938	28	39	18	12	3
3	Spanish	14,554	7	15	33	38	7
3	English	6,140	7	41	34	16	2
3	Chinese	1,852	4	7	16	45	28
3	Arabic	1,052	4	16	30	42	8
3	Bengali	566	5	7	20	48	20
3	Other Language	4,170	4	11	28	42	15
3	Students without Disabilities	23,495	6	20	29	36	9
3	Students with Disabilities	4,839	6	18	42	29	5

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
4	Female	12,710	5	15	26	42	13
4	Male	14,274	12	23	20	35	10
4	Asian	3,835	5	9	15	46	26
4	Black or African-American	1,076	4	13	26	46	11
4	Hispanic or Latino	14,069	8	14	24	45	10
4	American Indian or Alaska Native	82	6	13	26	48	7
4	Multiracial (not of Hispanic origin)	46	7	15	15	39	24
4	Native Hawaiian/Other Pacific Islander	49	10	10	22	35	22
4	White	7,827	12	35	23	23	6
4	NYC	10,541	7	13	20	44	16
4	Big 4 Cities	1,292	5	17	32	39	7
4	High Need Urban/Suburban	3,129	8	14	23	45	10
4	High Need Rural	180	5	13	29	47	6
4	Average Need	2,906	4	10	22	51	13
4	Low Need	1,149	4	9	18	49	20
4	Charter Schools	1,113	1	4	20	59	16
4	Religious and Independent Schools	6,013	14	43	25	16	2
4	0 Years ELL	358	2	21	26	42	9
4	1 Years ELL	2,178	30	33	15	17	6
4	2 Years ELL	1,853	10	23	25	31	11
4	3 Years ELL	3,455	5	31	25	30	9
4	4 Years ELL	7,974	4	12	21	47	16
4	5 Years ELL	8,551	4	13	26	46	11
4	6 Years ELL or More	2,615	24	32	18	21	5
4	Spanish	13,843	8	14	24	45	10
4	English	5,913	11	41	25	19	4
4	Chinese	1,637	6	6	11	44	32
4	Arabic	1,047	6	15	24	44	11
4	Bengali	523	6	8	18	46	23
4	Other Language	4,021	9	13	19	42	17
4	Students without Disabilities	22,106	9	20	20	39	12
4	Students with Disabilities	4,878	7	16	33	39	6

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
5	Female	11,377	4	9	28	46	14
5	Male	12,931	9	22	23	36	10
5	Asian	2,912	3	7	19	45	26
5	Black or African-American	938	3	8	28	48	13
5	Hispanic or Latino	12,820	6	11	24	47	11
5	American Indian or Alaska Native	77	5	9	29	47	10
5	Multiracial (not of Hispanic origin)	46	7	13	9	43	28
5	Native Hawaiian/Other Pacific Islander	48	4	4	38	40	15
5	White	7,467	9	30	28	27	7
5	NYC	9,359	5	10	22	46	17
5	Big 4 Cities	1,139	3	9	37	42	8
5	High Need Urban/Suburban	2,638	7	11	23	49	10
5	High Need Rural	170	2	8	33	43	14
5	Average Need	2,562	4	9	23	51	13
5	Low Need	874	3	5	21	52	18
5	Charter Schools	977	1	3	22	57	17
5	Religious and Independent Schools	5,871	9	36	30	21	4
5	0 Years ELL	304	1	15	38	35	12
5	1 Years ELL	1,856	18	36	21	19	6
5	2 Years ELL	1,805	18	17	26	30	10
5	3 Years ELL	2,613	2	27	34	28	9
5	4 Years ELL	2,154	3	16	27	40	14
5	5 Years ELL	6,196	2	9	21	51	17
5	6 Years ELL or More	9,380	7	14	25	44	10
5	Spanish	12,678	6	11	24	47	11
5	English	5,694	7	35	30	23	5
5	Chinese	1,123	4	6	15	43	32
5	Arabic	973	4	8	28	46	13
5	Bengali	438	3	5	17	49	25
5	Other Language	3,402	8	10	22	43	17
5	Students without Disabilities	19,536	7	18	23	40	13
5	Students with Disabilities	4,772	5	9	35	45	8

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
6	Female	10,401	6	9	21	43	20
6	Male	12,092	11	21	19	36	12
6	Asian	2,362	5	7	16	45	27
6	Black or African-American	947	5	8	24	46	18
6	Hispanic or Latino	12,071	9	11	20	44	16
6	American Indian or Alaska Native	63	14	13	19	35	19
6	Multiracial (not of Hispanic origin)	37	16	11	3	41	30
6	Native Hawaiian/Other Pacific Islander	44	9	7	23	34	27
6	White	6,969	11	27	22	28	11
6	NYC	8,350	8	11	19	42	20
6	Big 4 Cities	1,137	4	10	24	46	16
6	High Need Urban/Suburban	2,540	9	11	19	46	17
6	High Need Rural	124	9	4	19	52	15
6	Average Need	2,368	5	8	18	50	20
6	Low Need	778	4	6	17	50	22
6	Charter Schools	914	2	5	22	51	20
6	Religious and Independent Schools	5,491	13	32	23	25	7
6	0 Years ELL	96	4	13	20	43	21
6	1 Years ELL	1,750	23	32	20	17	8
6	2 Years ELL	1,549	13	22	24	28	13
6	3 Years ELL	2,513	12	26	27	24	11
6	4 Years ELL	1,543	3	9	26	42	20
6	5 Years ELL	1,688	3	13	20	44	19
6	6 Years ELL or More	13,354	8	12	18	46	17
6	Spanish	11,943	9	11	20	44	16
6	English	5,267	10	32	23	27	8
6	Chinese	872	8	8	16	40	28
6	Arabic	893	6	10	24	41	20
6	Bengali	337	4	7	16	44	30
6	Other Language	3,181	10	10	18	42	21
6	Students without Disabilities	17,812	10	18	19	37	17
6	Students with Disabilities	4,681	5	8	26	49	12

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

			Proficiency Levels				
Grade	**Subgroup**	**N-Count**	**1**	**2**	**3**	**4**	**5**
7	Female	9,338	5	11	18	46	20
7	Male	10,608	7	21	17	40	15
7	Asian	2,078	4	11	16	44	26
7	Black or African-American	939	2	8	17	52	22
7	Hispanic or Latino	11,194	6	13	16	46	18
7	American Indian or Alaska Native	65	8	9	9	37	37
7	Multiracial (not of Hispanic origin)	17	6	12	6	53	24
7	Native Hawaiian/Other Pacific Islander	37	8	16	14	38	24
7	White	5,616	7	26	21	36	11
7	NYC	7,580	5	13	17	44	21
7	Big 4 Cities	1,124	3	11	21	49	15
7	High Need Urban/Suburban	2,306	7	14	16	47	16
7	High Need Rural	160	8	12	13	49	19
7	Average Need	2,026	5	11	14	50	20
7	Low Need	761	5	9	15	46	25
7	Charter Schools	815	1	4	12	56	27
7	Religious and Independent Schools	4,388	7	30	22	33	8
7	0 Years ELL	82	7	11	12	39	30
7	1 Years ELL	1,705	19	38	19	17	8
7	2 Years ELL	1,457	7	25	26	30	13
7	3 Years ELL	1,986	3	18	28	39	12
7	4 Years ELL	1,552	12	11	18	40	19
7	5 Years ELL	1,213	2	11	16	50	21
7	6 Years ELL or More	11,951	4	13	15	49	19
7	Spanish	11,080	7	13	16	45	18
7	English	4,331	4	30	22	34	9
7	Chinese	743	5	13	18	39	24
7	Arabic	780	3	12	17	49	18
7	Bengali	295	4	8	17	40	31
7	Other Language	2,717	8	8	14	47	22
7	Students without Disabilities	15,499	6	19	17	40	18
7	Students with Disabilities	4,447	4	8	20	54	14

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
8	Female	9,029	4	11	16	46	22
8	Male	9,516	7	18	15	41	18
8	Asian	2,148	4	9	14	45	28
8	Black or African-American	1,162	2	7	12	52	27
8	Hispanic or Latino	12,432	6	14	15	45	20
8	American Indian or Alaska Native	70	8	21	13	42	17
8	Multiracial (not of Hispanic origin)	47	0	7	17	31	45
8	Native Hawaiian/Other Pacific Islander	44	7	11	13	38	31
8	White	3,364	6	19	20	40	15
8	NYC	7,444	5	14	15	43	24
8	Big 4 Cities	1,164	3	10	17	51	18
8	High Need Urban/Suburban	2,263	7	14	13	46	20
8	High Need Rural	136	7	10	12	49	22
8	Average Need	1,820	5	12	12	48	23
8	Low Need	755	3	10	13	47	27
8	Charter Schools	638	2	5	7	57	29
8	Religious and Independent Schools	3,634	7	22	22	38	11
8	0 Years ELL	70	4	21	7	46	21
8	1 Years ELL	1,614	17	31	19	22	11
8	2 Years ELL	1,447	7	26	24	29	15
8	3 Years ELL	1,997	3	19	25	39	14
8	4 Years ELL	1,374	2	9	18	48	23
8	5 Years ELL	1,284	10	7	14	47	22
8	6 Years ELL or More	10,759	4	11	12	49	23
8	Spanish	10,434	6	14	15	45	20
8	English	3,538	3	23	22	39	12
8	Chinese	795	6	12	15	42	25
8	Arabic	801	3	12	16	45	23
8	Bengali	331	3	7	12	40	37
8	Other Language	2,646	8	7	11	48	26
8	Students without Disabilities	14,600	6	17	16	41	21
8	Students with Disabilities	3,945	5	6	15	56	19

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
9	Female	9,186	6	17	25	43	8
9	Male	10,081	10	21	24	38	7
9	Asian	2,148	4	11	24	46	15
9	Black or African-American	1,162	4	13	26	45	11
9	Hispanic or Latino	12,432	11	23	24	37	6
9	American Indian or Alaska Native	70	6	33	17	33	11
9	Multiracial (not of Hispanic origin)	47	2	26	17	32	23
9	Native Hawaiian/Other Pacific Islander	44	9	18	16	50	7
9	White	3,364	3	14	27	48	8
9	NYC	9,315	8	19	25	39	10
9	Big 4 Cities	976	4	13	30	47	6
9	High Need Urban/Suburban	2,672	14	26	21	35	4
9	High Need Rural	159	8	20	22	42	9
9	Average Need	2,251	10	22	23	39	6
9	Low Need	892	9	19	22	39	11
9	Charter Schools	503	1	8	21	56	15
9	Religious and Independent Schools	2,216	2	16	29	48	6
9	0 Years ELL	43	7	19	33	33	9
9	1 Years ELL	3,088	21	39	24	12	4
9	2 Years ELL	1,400	6	25	34	28	8
9	3 Years ELL	1,981	3	16	27	43	11
9	4 Years ELL	1,304	2	11	30	47	11
9	5 Years ELL	1,065	1	7	28	51	13
9	6 Years ELL or More	10,386	7	16	22	48	8
9	Spanish	12,302	11	23	24	37	6
9	English	2,365	3	17	27	47	6
9	Chinese	895	6	11	29	41	13
9	Arabic	781	5	18	28	43	7
9	Bengali	368	4	10	20	47	20
9	Other Language	2,556	4	11	24	48	13
9	Students without Disabilities	15,804	9	22	24	37	8
9	Students with Disabilities	3,463	4	8	25	56	6

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
10	Female	7,886	3	13	24	46	14
10	Male	8,195	5	16	24	43	13
10	Asian	1,996	3	8	22	49	20
10	Black or African-American	1,077	1	7	23	51	17
10	Hispanic or Latino	9,729	5	17	24	42	12
10	American Indian or Alaska Native	52	2	15	19	40	23
10	Multiracial (not of Hispanic origin)	39	5	8	13	54	21
10	Native Hawaiian/Other Pacific Islander	47	0	4	23	51	21
10	White	3,141	1	14	25	48	12
10	NYC	7,833	3	14	24	43	15
10	Big 4 Cities	844	2	8	25	50	14
10	High Need Urban/Suburban	2,121	6	18	22	44	10
10	High Need Rural	125	4	8	18	51	18
10	Average Need	1,717	4	14	25	44	14
10	Low Need	735	3	11	20	46	19
10	Charter Schools	367	1	4	18	61	16
10	Religious and Independent Schools	2,060	1	17	27	47	8
10	0 Years ELL	26	0	12	19	35	35
10	1 Years ELL	1,910	11	31	29	21	7
10	2 Years ELL	1,476	4	24	30	32	11
10	3 Years ELL	1,929	2	13	27	42	16
10	4 Years ELL	1,340	1	9	27	47	16
10	5 Years ELL	1,108	1	6	21	53	18
10	6 Years ELL or More	8,292	3	11	21	51	13
10	Spanish	9,626	5	17	24	42	12
10	English	2,166	1	17	24	49	10
10	Chinese	875	3	9	25	44	19
10	Arabic	707	2	10	27	48	14
10	Bengali	326	2	7	15	50	25
10	Other Language	2,381	2	8	22	50	18
10	Students without Disabilities	13,272	4	16	24	42	14
10	Students with Disabilities	2,809	5	8	22	55	10

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
11	Female	6,837	3	11	23	47	15
11	Male	6,671	4	12	24	45	15
11	Asian	1,730	2	7	18	48	25
11	Black or African-American	916	2	6	21	53	18
11	Hispanic or Latino	7,960	4	13	25	45	13
11	American Indian or Alaska Native	57	5	9	16	46	25
11	Multiracial (not of Hispanic origin)	30	0	7	17	47	30
11	Native Hawaiian/Other Pacific Islander	45	4	4	24	49	18
11	White	2,770	2	13	25	46	14
11	NYC	6,273	2	10	23	47	18
11	Big 4 Cities	758	2	7	24	54	14
11	High Need Urban/Suburban	1,595	5	14	24	46	11
11	High Need Rural	101	3	7	14	59	17
11	Average Need	1,569	3	12	24	46	14
11	Low Need	696	3	10	23	45	18
11	Charter Schools	304	1	1	18	58	21
11	Religious and Independent Schools	1,943	2	17	27	44	10
11	0 Years ELL	16	6	6	0	38	50
11	1 Years ELL	1,366	10	26	27	26	11
11	2 Years ELL	1,618	3	18	29	37	13
11	3 Years ELL	2,219	2	11	29	43	16
11	4 Years ELL	1,165	1	9	28	45	17
11	5 Years ELL	966	1	6	20	54	18
11	6 Years ELL or More	6,158	3	9	20	53	15
11	Spanish	7,851	4	13	25	45	13
11	English	2,008	3	16	26	43	12
11	Chinese	741	3	7	19	43	28
11	Arabic	534	2	8	25	49	16
11	Bengali	299	2	5	13	53	26
11	Other Language	2,075	2	5	19	53	21
11	Students without Disabilities	11,371	3	12	25	45	16
11	Students with Disabilities	2,137	6	10	18	54	11

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

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
12	Female	5,488	3	11	27	44	16
12	Male	5,520	5	10	23	47	15
12	Asian	1,636	3	6	17	51	22
12	Black or African-American	870	3	5	27	46	19
12	Hispanic or Latino	6,460	5	10	23	47	14
12	American Indian or Alaska Native	38	11	8	16	50	16
12	Multiracial (not of Hispanic origin)	26	4	4	23	31	38
12	Native Hawaiian/Other Pacific Islander	48	8	8	17	52	15
12	White	1,930	3	16	35	35	11
12	NYC	5,033	1	6	21	51	21
12	Big 4 Cities	698	2	7	26	51	14
12	High Need Urban/Suburban	1,302	3	10	24	49	13
12	High Need Rural	78	1	15	12	54	18
12	Average Need	1,178	1	8	24	52	15
12	Low Need	496	1	6	20	53	19
12	Charter Schools	182	1	3	15	58	24
12	Religious and Independent Schools	1,135	1	21	48	27	4
12	0 Years ELL	12	8	0	8	33	50
12	1 Years ELL	656	6	19	27	34	14
12	2 Years ELL	976	3	16	27	37	17
12	3 Years ELL	1,846	2	10	33	41	13
12	4 Years ELL	1,323	3	8	26	48	16
12	5 Years ELL	1,001	3	4	23	52	18
12	6 Years ELL or More	5,194	6	10	21	48	15
12	Spanish	6,412	5	10	23	47	14
12	English	1,232	1	17	45	31	6
12	Chinese	724	3	7	17	51	22
12	Arabic	475	2	6	22	54	16
12	Bengali	327	9	7	13	49	22
12	Other Language	1,838	4	8	22	45	21
12	Students without Disabilities	8,461	1	9	26	47	18
12	Students with Disabilities	2,547	16	15	21	40	8

APPENDIX G: EXIT RATE BY SUBGROUP

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

Grade	Subgroup	N-Count	Percent
K	Female	1,794	5.91
K	Male	1,605	5.28
K	Asian	1,464	4.82
K	Black or African-American	129	0.42
K	Hispanic or Latino	1,280	4.21
K	American Indian or Alaska Native	21	0.07
K	Multiracial (not of Hispanic origin)	32	0.11
K	Native Hawaiian/Other Pacific Islander	3	0.01
K	White	470	1.55
K	NYC	1,937	6.51
K	Big 4 Cities	55	0.18
K	High Need Urban/Suburban	236	0.79
K	High Need Rural	24	0.08
K	Average Need	446	1.50
K	Low Need	367	1.23
K	Charter Schools	308	1.03
K	Religious and Independent Schools	22	0.07
K	0 Years ELL	34	0.11
K	1 Years ELL	1,307	4.30
K	2 Years ELL	32	0.11
K	3 Years ELL	0	0.00
K	4 Years ELL	0	0.00
K	5 Years ELL	0	0.00
K	6 Years ELL or More	2,026	6.67
K	Spanish	1,237	4.07
K	English	292	0.96
K	Chinese	799	2.63
K	Arabic	73	0.24
K	Bengali	148	0.49
K	Other Language	850	2.80
K	Students without Disabilities	3,265	10.75
K	Students with Disabilities	134	0.44

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

Grade	Subgroup	N-Count	Percent
1	Female	782	2.57
1	Male	688	2.26
1	Asian	675	2.21
1	Black or African-American	39	0.13
1	Hispanic or Latino	496	1.63
1	American Indian or Alaska Native	8	0.03
1	Multiracial (not of Hispanic origin)	13	0.04
1	Native Hawaiian/Other Pacific Islander	4	0.01
1	White	235	0.77
1	NYC	941	3.15
1	Big 4 Cities	14	0.05
1	High Need Urban/Suburban	77	0.26
1	High Need Rural	6	0.02
1	Average Need	148	0.50
1	Low Need	151	0.51
1	Charter Schools	84	0.28
1	Religious and Independent Schools	43	0.14
1	0 Years ELL	17	0.06
1	1 Years ELL	802	2.63
1	2 Years ELL	420	1.38
1	3 Years ELL	12	0.04
1	4 Years ELL	0	0.00
1	5 Years ELL	0	0.00
1	6 Years ELL or More	219	0.72
1	Spanish	468	1.54
1	English	87	0.29
1	Chinese	441	1.45
1	Arabic	36	0.12
1	Bengali	58	0.19
1	Other Language	380	1.25
1	Students without Disabilities	1,380	4.53
1	Students with Disabilities	90	0.30

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

Grade	Subgroup	N-Count	Percent
2	Female	2,260	7.14
2	Male	2,021	6.38
2	Asian	1,606	5.07
2	Black or African-American	137	0.43
2	Hispanic or Latino	1,821	5.75
2	American Indian or Alaska Native	18	0.06
2	Multiracial (not of Hispanic origin)	21	0.07
2	Native Hawaiian/Other Pacific Islander	9	0.03
2	White	669	2.11
2	NYC	2,318	7.46
2	Big 4 Cities	80	0.26
2	High Need Urban/Suburban	385	1.24
2	High Need Rural	23	0.07
2	Average Need	686	2.21
2	Low Need	411	1.32
2	Charter Schools	267	0.86
2	Religious and Independent Schools	100	0.32
2	0 Years ELL	75	0.24
2	1 Years ELL	254	0.80
2	2 Years ELL	2,235	7.06
2	3 Years ELL	1,538	4.86
2	4 Years ELL	81	0.26
2	5 Years ELL	4	0.01
2	6 Years ELL or More	94	0.30
2	Spanish	1,761	5.56
2	English	229	0.72
2	Chinese	892	2.82
2	Arabic	140	0.44
2	Bengali	168	0.53
2	Other Language	1,091	3.45
2	Students without Disabilities	2,139	12.60
2	Students with Disabilities	246	0.92

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

Grade	Subgroup	N-Count	Percent
3	Female	1,204	4.25
3	Male	1,181	4.17
3	Asian	940	3.32
3	Black or African-American	87	0.31
3	Hispanic or Latino	978	3.45
3	American Indian or Alaska Native	7	0.02
3	Multiracial (not of Hispanic origin)	11	0.04
3	Native Hawaiian/Other Pacific Islander	7	0.02
3	White	355	1.25
3	NYC	1,447	5.23
3	Big 4 Cities	60	0.22
3	High Need Urban/Suburban	181	0.65
3	High Need Rural	9	0.03
3	Average Need	303	1.10
3	Low Need	190	0.69
3	Charter Schools	144	0.52
3	Religious and Independent Schools	42	0.15
3	0 Years ELL	48	0.17
3	1 Years ELL	104	0.37
3	2 Years ELL	227	0.80
3	3 Years ELL	1,203	4.25
3	4 Years ELL	714	2.52
3	5 Years ELL	24	0.08
3	6 Years ELL or More	65	0.23
3	Spanish	956	3.37
3	English	102	0.36
3	Chinese	518	1.83
3	Arabic	89	0.31
3	Bengali	112	0.40
3	Other Language	608	2.15
3	Students without Disabilities	2,139	7.55
3	Students with Disabilities	246	0.87

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

Grade	Subgroup	N-Count	Percent
4	Female	1,606	5.95
4	Male	1,414	5.24
4	Asian	981	3.64
4	Black or African-American	123	0.46
4	Hispanic or Latino	1,389	5.15
4	American Indian or Alaska Native	6	0.02
4	Multiracial (not of Hispanic origin)	11	0.04
4	Native Hawaiian/Other Pacific Islander	11	0.04
4	White	499	1.85
4	NYC	1,653	6.28
4	Big 4 Cities	96	0.36
4	High Need Urban/Suburban	319	1.21
4	High Need Rural	10	0.04
4	Average Need	385	1.46
4	Low Need	228	0.87
4	Charter Schools	176	0.67
4	Religious and Independent Schools	129	0.49
4	0 Years ELL	34	0.13
4	1 Years ELL	124	0.46
4	2 Years ELL	203	0.75
4	3 Years ELL	317	1.17
4	4 Years ELL	1,279	4.74
4	5 Years ELL	938	3.48
4	6 Years ELL or More	125	0.46
4	Spanish	1,354	5.02
4	English	223	0.83
4	Chinese	525	1.95
4	Arabic	116	0.43
4	Bengali	118	0.44
4	Other Language	684	2.53
4	Students without Disabilities	2,533	10.14
4	Students with Disabilities	359	1.05

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

Grade	Subgroup	N-Count	Percent
5	Female	1,573	6.47
5	Male	1,319	5.43
5	Asian	755	3.11
5	Black or African-American	121	0.50
5	Hispanic or Latino	1,464	6.02
5	American Indian or Alaska Native	8	0.03
5	Multiracial (not of Hispanic origin)	13	0.05
5	Native Hawaiian/Other Pacific Islander	7	0.03
5	White	524	2.16
5	NYC	1,584	6.71
5	Big 4 Cities	88	0.37
5	High Need Urban/Suburban	270	1.14
5	High Need Rural	24	0.10
5	Average Need	343	1.45
5	Low Need	160	0.68
5	Charter Schools	162	0.69
5	Religious and Independent Schools	226	0.96
5	0 Years ELL	36	0.15
5	1 Years ELL	113	0.46
5	2 Years ELL	178	0.73
5	3 Years ELL	231	0.95
5	4 Years ELL	311	1.28
5	5 Years ELL	1,062	4.37
5	6 Years ELL or More	961	3.95
5	Spanish	1,441	5.93
5	English	280	1.15
5	Chinese	358	1.47
5	Arabic	130	0.53
5	Bengali	110	0.45
5	Other Language	573	2.36
5	Students without Disabilities	2,533	10.42
5	Students with Disabilities	359	1.48

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

Grade	Subgroup	N-Count	Percent
6	Female	2,071	9.21
6	Male	1,499	6.66
6	Asian	646	2.87
6	Black or African-American	167	0.74
6	Hispanic or Latino	1,967	8.74
6	American Indian or Alaska Native	12	0.05
6	Multiracial (not of Hispanic origin)	11	0.05
6	Native Hawaiian/Other Pacific Islander	12	0.05
6	White	755	3.36
6	NYC	1,647	7.59
6	Big 4 Cities	182	0.84
6	High Need Urban/Suburban	426	1.96
6	High Need Rural	19	0.09
6	Average Need	468	2.16
6	Low Need	174	0.80
6	Charter Schools	187	0.86
6	Religious and Independent Schools	393	1.81
6	0 Years ELL	20	0.09
6	1 Years ELL	135	0.60
6	2 Years ELL	207	0.92
6	3 Years ELL	268	1.19
6	4 Years ELL	313	1.39
6	5 Years ELL	325	1.44
6	6 Years ELL or More	2,302	10.23
6	Spanish	1,938	8.62
6	English	442	1.97
6	Chinese	243	1.08
6	Arabic	178	0.79
6	Bengali	100	0.44
6	Other Language	669	2.97
6	Students without Disabilities	3,020	13.43
6	Students with Disabilities	550	2.45

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

Grade	Subgroup	N-Count	Percent
7	Female	1,844	9.24
7	Male	1,592	7.98
7	Asian	534	2.68
7	Black or African-American	204	1.02
7	Hispanic or Latino	2,037	10.21
7	American Indian or Alaska Native	24	0.12
7	Multiracial (not of Hispanic origin)	4	0.02
7	Native Hawaiian/Other Pacific Islander	9	0.05
7	White	624	3.13
7	NYC	1,601	8.36
7	Big 4 Cities	173	0.90
7	High Need Urban/Suburban	363	1.89
7	High Need Rural	30	0.16
7	Average Need	405	2.11
7	Low Need	190	0.99
7	Charter Schools	220	1.15
7	Religious and Independent Schools	362	1.89
7	0 Years ELL	25	0.13
7	1 Years ELL	128	0.64
7	2 Years ELL	185	0.93
7	3 Years ELL	238	1.19
7	4 Years ELL	297	1.49
7	5 Years ELL	251	1.26
7	6 Years ELL or More	2,312	11.59
7	Spanish	2,022	10.14
7	English	398	2.00
7	Chinese	182	0.91
7	Arabic	141	0.71
7	Bengali	90	0.45
7	Other Language	603	3.02
7	Students without Disabilities	2,806	14.07
7	Students with Disabilities	630	3.16

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

Grade	Subgroup	N-Count	Percent
8	Female	2,008	10.83
8	Male	1,730	9.33
8	Asian	579	3.12
8	Black or African-American	256	1.38
8	Hispanic or Latino	2,120	11.43
8	American Indian or Alaska Native	8	0.04
8	Multiracial (not of Hispanic origin)	13	0.07
8	Native Hawaiian/Other Pacific Islander	14	0.08
8	White	748	4.03
8	NYC	1,766	9.89
8	Big 4 Cities	214	1.20
8	High Need Urban/Suburban	454	2.54
8	High Need Rural	30	0.17
8	Average Need	414	2.32
8	Low Need	203	1.14
8	Charter Schools	184	1.03
8	Religious and Independent Schools	385	2.16
8	0 Years ELL	15	0.08
8	1 Years ELL	172	0.93
8	2 Years ELL	213	1.15
8	3 Years ELL	276	1.49
8	4 Years ELL	314	1.69
8	5 Years ELL	278	1.50
8	6 Years ELL or More	2,470	13.32
8	Spanish	2,095	11.30
8	English	442	2.38
8	Chinese	197	1.06
8	Arabic	184	0.99
8	Bengali	123	0.66
8	Other Language	697	3.76
8	Students without Disabilities	3,001	16.18
8	Students with Disabilities	737	3.97

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

Grade	Subgroup	N-Count	Percent
9	Female	766	3.98
9	Male	741	3.85
9	Asian	323	1.68
9	Black or African-American	127	0.66
9	Hispanic or Latino	770	4.00
9	American Indian or Alaska Native	8	0.04
9	Multiracial (not of Hispanic origin)	11	0.06
9	Native Hawaiian/Other Pacific Islander	3	0.02
9	White	265	1.38
9	NYC	891	4.69
9	Big 4 Cities	61	0.32
9	High Need Urban/Suburban	110	0.58
9	High Need Rural	14	0.07
9	Average Need	128	0.67
9	Low Need	99	0.52
9	Charter Schools	73	0.38
9	Religious and Independent Schools	126	0.66
9	0 Years ELL	4	0.02
9	1 Years ELL	111	0.58
9	2 Years ELL	107	0.56
9	3 Years ELL	211	1.10
9	4 Years ELL	139	0.72
9	5 Years ELL	136	0.71
9	6 Years ELL or More	799	4.15
9	Spanish	778	4.04
9	English	149	0.77
9	Chinese	115	0.60
9	Arabic	57	0.30
9	Bengali	72	0.37
9	Other Language	336	1.74
9	Students without Disabilities	1,285	6.67
9	Students with Disabilities	222	1.15

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

Grade	Subgroup	N-Count	Percent
10	Female	1,067	6.64
10	Male	1,051	6.54
10	Asian	392	2.44
10	Black or African-American	179	1.11
10	Hispanic or Latino	1,129	7.02
10	American Indian or Alaska Native	12	0.07
10	Multiracial (not of Hispanic origin)	8	0.05
10	Native Hawaiian/Other Pacific Islander	10	0.06
10	White	388	2.41
10	NYC	1,139	7.21
10	Big 4 Cities	121	0.77
10	High Need Urban/Suburban	217	1.37
10	High Need Rural	23	0.15
10	Average Need	243	1.54
10	Low Need	143	0.90
10	Charter Schools	60	0.38
10	Religious and Independent Schools	167	1.06
10	0 Years ELL	9	0.06
10	1 Years ELL	139	0.86
10	2 Years ELL	156	0.97
10	3 Years ELL	310	1.93
10	4 Years ELL	214	1.33
10	5 Years ELL	201	1.25
10	6 Years ELL or More	1,089	6.77
10	Spanish	1,120	6.96
10	English	216	1.34
10	Chinese	166	1.03
10	Arabic	98	0.61
10	Bengali	81	0.50
10	Other Language	437	2.72
10	Students without Disabilities	1,828	11.37
10	Students with Disabilities	290	1.80

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

Grade	Subgroup	N-Count	Percent
11	Female	1,053	7.80
11	Male	983	7.28
11	Asian	431	3.19
11	Black or African-American	165	1.22
11	Hispanic or Latino	1,014	7.51
11	American Indian or Alaska Native	14	0.10
11	Multiracial (not of Hispanic origin)	9	0.07
11	Native Hawaiian/Other Pacific Islander	8	0.06
11	White	395	2.92
11	NYC	1,132	8.55
11	Big 4 Cities	107	0.81
11	High Need Urban/Suburban	176	1.33
11	High Need Rural	17	0.13
11	Average Need	212	1.60
11	Low Need	126	0.95
11	Charter Schools	64	0.48
11	Religious and Independent Schools	196	1.48
11	0 Years ELL	8	0.06
11	1 Years ELL	148	1.10
11	2 Years ELL	210	1.55
11	3 Years ELL	350	2.59
11	4 Years ELL	195	1.44
11	5 Years ELL	178	1.32
11	6 Years ELL or More	947	7.01
11	Spanish	991	7.34
11	English	248	1.84
11	Chinese	206	1.53
11	Arabic	83	0.61
11	Bengali	79	0.58
11	Other Language	429	3.18
11	Students without Disabilities	1,794	13.28
11	Students with Disabilities	242	1.79

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

Grade	Subgroup	N-Count	Percent
12	Female	851	7.73
12	Male	834	7.58
12	Asian	355	3.22
12	Black or African-American	168	1.53
12	Hispanic or Latino	923	8.38
12	American Indian or Alaska Native	6	0.05
12	Multiracial (not of Hispanic origin)	10	0.09
12	Native Hawaiian/Other Pacific Islander	7	0.06
12	White	216	1.96
12	NYC	1,046	10.35
12	Big 4 Cities	97	0.96
12	High Need Urban/Suburban	171	1.69
12	High Need Rural	14	0.14
12	Average Need	172	1.70
12	Low Need	95	0.94
12	Charter Schools	43	0.43
12	Religious and Independent Schools	41	0.41
12	0 Years ELL	6	0.05
12	1 Years ELL	95	0.86
12	2 Years ELL	168	1.53
12	3 Years ELL	241	2.19
12	4 Years ELL	207	1.88
12	5 Years ELL	179	1.63
12	6 Years ELL or More	789	7.17
12	Spanish	924	8.39
12	English	70	0.64
12	Chinese	159	1.44
12	Arabic	75	0.68
12	Bengali	73	0.66
12	Other Language	384	3.49
12	Students without Disabilities	1,481	13.45
12	Students with Disabilities	204	1.85

APPENDIX H: DIF STATISTICS

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

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

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

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
AA	No DIF	Non-significant M-H χ^2 or Significant M-H χ^2 and $\lvert SMD/SD\rvert \leq .17$
BB	Moderate DIF	Significant M-H χ^2 and $.17 < \lvert SMD/SD\rvert \leq .25$
CC	Large DIF	Significant M-H χ^2 and $.25 < \lvert SMD/SD\rvert$

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	Asian/ Other	Hispanic/ Other	White/ Other
K	Listening	1	A	A	A	B-
	Listening	2	A	A	B-	B+
	Listening	5	A	A	A	B+
	Reading	1	A	C-	A	C+
	Reading	2	A	C-	C-	C+
	Reading	3	A	A	B-	C+
	Reading	4	A	A	C-	C+
	Reading	6	A	A	A	B-
	Reading	17	A	A	A	C-
	Speaking	2	AA	AA	AA	BB+
1–2	Listening	1	A	A	B-	C+
	Listening	6	B-	A	A	A
	Listening	13	A	A	A	B+
	Reading	1	A	A	A	B-
	Speaking	8	AA	AA	AA	BB-
	Speaking	12	AA	AA	AA	BB-
3–4	Listening	16	A	A	A	B-
	Listening	23	A	A	A	B-
	Reading	2	A	A	A	B-
	Reading	17	A	A	B-	C+
	Reading	20	A	A	A	B+
	Speaking	4	AA	AA	AA	BB-
	Speaking	6	AA	AA	AA	BB+
	Speaking	8	AA	AA	AA	BB-
	Speaking	12	AA	AA	AA	BB-
5–6	Listening	17	A	A	B-	B+
	Reading	3	A	A	A	B-
	Reading	22	A	A	A	B+
	Speaking	2	AA	AA	AA	BB+
	Speaking	4	AA	AA	AA	BB-
	Speaking	6	AA	AA	AA	BB+
	Speaking	8	AA	AA	AA	BB-
	Speaking	10	AA	AA	AA	BB+
	Speaking	12	AA	AA	AA	CC-

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

Table H1. Results of DIF Analyses – Flagged Items (All Schools) (continued)

Grade Band	Modality	Item Number	DIF			
			Male/ Female	Asian/ Other	Hispanic/ Other	White/ Other
7–8	Listening	4	A	A	A	B-
	Listening	5	A	B+	A	A
	Listening	7	A	C+	A	B-
	Listening	12	A	A	A	B+
	Listening	18	A	A	C+	C-
	Listening	21	A	A	A	B+
	Reading	2	A	A	A	B-
	Reading	6	A	B+	A	A
	Reading	8	A	A	B+	B-
	Reading	15	A	A	A	B+
	Speaking	2	AA	AA	AA	BB+
	Speaking	7	AA	AA	AA	BB-
	Speaking	10	AA	AA	AA	BB+
	Speaking	12	AA	AA	AA	BB-
9–12	Listening	3	A	B+	A	A
	Listening	9	A	A	A	B+
	Listening	10	A	A	B+	B-
	Listening	13	A	B-	B+	A
	Listening	17	A	A	A	B+
	Listening	18	A	B+	C-	C+
	Listening	19	A	A	A	B-
	Listening	20	A	B-	A	A
	Listening	24	A	C+	C-	A
	Reading	1	A	B+	A	A
	Reading	3	A	B+	A	A
	Reading	20	A	B-	B+	A
	Reading	21	A	B+	A	A
	Speaking	12	AA	AA	AA	BB-

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