



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

2023 Operational Test Technical Report

Submitted by: Pearson, Inc.
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OVERVIEW

This technical report for the 2023 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 2023 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.

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 2023 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 2018–2023 administrations are presented.

Chapter 8: Establishing NYSESLAT Performance Levels

Chapter 8 is a summary of how performance levels were established for the 2023 NYSESLAT. This chapter also includes tables and graphs of the 2023 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, 2022, and 2023 administrations of the NYSESLAT, as well as scale score, and the percentile rank frequency distribution for each grade level for 2023.

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 2023 operational administration of the NYSESLAT, carried out by Pearson.

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 2023 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 Measurements (ToMs).¹ ToMs are what New York State designates as the standards measured by the spring 2023 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 PLDs² 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 Measurements, 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.

In January 2014, NYSED worked with a previous provider to begin crafting Phase 2 of the NYSESLAT. The New Language Arts Progressions were synthesized and the ToMs and PLDs were created. 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 2023 operational NYSESLAT test forms. Linking items were selected from the 2022 operational test. The remaining operational passages and items were developed, and field tested in the spring of 2020 (see *2020 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) 3 or 4 on the ELA 3–8 test, or b) at least 65 on the Regents Examination in English Language Arts.

1.4 Test Accommodations

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

simple intuitive design, perceptible information, tolerance for error, low physical effort, and size and span for approach and use).

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

Large Type

Pearson 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 2023 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 2023 NYSESLAT.

Table 1. Total Number of Items and Points for the 2023 NYSESLAT

Modality	Grade Band											
	K		1–2		3–4		5–6		7–8		9–12	
	#Items	#Pts.	#Items	#Pts.	#Items	#Pts.	#Items	#Pts.	#Items	#Pts.	#Items	#Pts.
Listening	19	19	24	24	24	24	24	24	24	24	24	24
Reading	18	18	27	27	27	27	27	27	27	27	27	27
Speaking	12	21	11	19	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

Note: One 2-point Constructed-Response Speaking item was removed from the grade 1–2 scoring form due to an inaccuracy in the performance level description.

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.

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	–	55–100
3–4	50–100	–	105–150
5–6	75–125	–	130–175
7–8	75–125	–	130–175
9–12	75–125	–	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 linking items on the 2023 NYSESLAT were selected from the 2022 operational test. The remaining operational items were field tested in the spring of 2020. Table 4 presents the operational test blueprint for the 2023 administration of the NYSESLAT.

Table 4. 2023 NYSESLAT Operational Test Design

2023 Operational NYSESLAT Listening, Reading, and Writing (Grades 1–12)							
Listening							
Session	Passage Length	Response Type	Number of Items by Grade Band				
			1–2	3–4	5–6	7–8	9–12
I	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
II	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
III	Short	MC4	3	3	3	3	3
	Long	MC4	5	5	5	5	5
Total Listening			24	24	24	24	24
Total Listening Points			24	24	24	24	24
Reading							
Session	Passage Length	Response Type	Number of Items by Grade Band				
			1–2	3–4	5–6	7–8	9–12
I	Short	MC4	3	3	3	3	3
	Medium	MC4	5	5	5	5	5
II	Short	MC4	3	3	3	3	3
	Medium	MC4	5	5	5	5	5
III	Medium	MC4	5	5	5	5	5
	Long	MC4	6	6	6	6	6
Total Reading			27	27	27	27	27
Total Reading Points			27	27	27	27	27
Writing							
Session	Passage Length	Response Type	Number of Items by Grade Band				
			1–2	3–4	5–6	7–8	9–12
I	Short/Medium	SCR	1	1	1	1	1
II	Short/Medium	SCR	1	1	1	1	1
III	Medium/Long	ECR	1	1	1	1	1
Total Writing			3	3	3	3	3
Total Writing Points			12	12	12	12	12

MC4 = Multiple-Choice item with 4 response options

SCR = 4-Point Short Constructed-Response item

ECR = 4-Point Extended Constructed-Response item

Table 4. 2023 NYSESLAT Operational Test Design (continued)

2023 Operational NYSESLAT Listening, Reading, and Writing (Kindergarten)			
Listening			
Passage Length	Item Type	Response Type	Number of Items
Medium	Story Order	MC3	1
	Main Topic-Image Sorting	MC3	1
Medium	Development of Ideas-Image Sorting	MC3	1
	Word Recognition	MC3	1
Medium	Story Order	MC3	1
	Character-Image Sorting	MC3	1
Medium	Word Recognition	MC3	1
	Words from Context	MC3	1
Long	Character-Image Sorting	MC3	1
	Story Order	MC3	1
	Words from Context	MC3	1
	Word Recognition	MC3	1
Stand-Alone Items	Words from Context	MC3	1
	Descriptions	MC3	2
	Dev. Of Ideas-Image Sorting	MC3	2
	Main Topic-Image Sorting	MC3	2
Total Listening			19
Total Listening Points			19
Reading			
Passage Length	Item Type	Response Type	Number of Items
Stand-Alone Items	Letter-Sound Recognition	MC3	2
	Sound-Letter Match	MC3	2
	Alphabet Recognition	MC3	1
	Word Reading 1	MC3	3
	Word Reading 2	MC3	4
	Sentence Reading 1	MC3	3
	Sentence Reading 2	MC3	3
Total Reading			18
Total Reading Points			18

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. 2023 NYSESLAT Operational Test Design (continued)

2023 Operational NYSESLAT Listening, Reading, and Writing (Kindergarten)			
Writing			
Passage Length	Item Type	Response Type	Number of Items
Stand-Alone Items	Letter Writing	CR1 (0–1)	4
	Word Writing	CR2 (0–2)	2
	Sentence Writing	CR2 (0–2)	1
Medium/Long	Write a Story	CR4 (0–4)	1
Total Writing			14
Total Writing Points			14
2023 Operational NYSESLAT Speaking (Kindergarten–12)			
Section	Item Type	Response Type	Number of Items
I	Respond to Graphic/Text	CR1 (0–1)	1
	Respond to Graphic/Text	CR2 (0–2)	3
II	Respond to Graphic/Text	CR1 (0–1)	1
	Respond to Graphic/Text	CR2 (0–2)	3
III	Respond to Graphic/Text	CR1 (0–1)	1
	Respond to Graphic/Text	CR2 (0–2)	3
Total Speaking			12
Total Speaking Points			21

CR1 = 1-Point Constructed-Response items

CR2 = 2-Point Constructed-Response items

Note: One 2-point Constructed-Response Speaking item was removed from the grade 1–2 scoring form due to an inaccuracy in the performance level description.

2.2 2023 Test Design

The 2023 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 2023.

Table 5. 2023 Test Specification Alignment to ToMs—Grade K

ToMs	Total 2023		
	Num of Items	Num of Points	Pct of Points
1	14	17	23.6
2	13	22	30.6
3	15	18	25.0
4	15	15	20.8
Total	57	72	100.0

Table 6. 2023 Test Specification Alignment to ToMs—Grade Band 1–2

ToMs	Total 2023		
	Num of Items	Num of Points	Pct of Points
1	17	17	20.2
2	27	39	46.4
3	16	19	22.6
4	6	9	10.7
Total	66	84	100.0

Table 7. 2023 Test Specification Alignment to ToMs—Grade Band 3–4

ToMs	Total 2023		
	Num of Items	Num of Points	Pct of Points
1	18	19	22.6
2	26	36	42.9
3	15	19	22.6
4	5	8	9.5
5	2	2	2.4
Total	66	84	100.0

Table 8. 2023 Test Specification Alignment to ToMs—Grade Band 5–6

ToMs	Total 2023		
	Num of Items	Num of Points	Pct of Points
1	13	14	16.7
2	29	39	46.4
3	15	22	26.2
4	6	6	7.1
5	3	3	3.6
Total	66	84	100.0

Table 9. 2023 Test Specification Alignment to ToMs—Grade Band 7–8

ToMs	Total 2023		
	Num of Items	Num of Points	Pct of Points
1	21	22	26.2
2	18	28	33.3
3	17	21	25.0
4	6	9	10.7
5	4	4	4.8
Total	66	84	100.0

Table 10. 2023 Test Specification Alignment to ToMs—Grade Band 9–12

ToMs	Total 2023		
	Num of Items	Num of Points	Pct of Points
1	17	18	21.4
2	22	32	38.1
3	18	22	26.2
4	7	10	11.9
5	2	2	2.4
Total	66	84	100.0

2.3 Item Development and Review

All items developed and field tested between 2018 and 2020 for use on the 2023 operational NYSESLAT were written by professional writers with experience in the classroom and experience writing assessment content for ELL students. A series of two-hour webinars were conducted 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 previous provider’s proprietary item bank, MTADS, allowing for all passages and items to be saved electronically along with every edit applied throughout the development cycle. The previous provider’s 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. Content and ESL specialists were hired and trained 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, another review was implemented by the previous provider’s content and ESL specialists 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 multistep, 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 during the spring of 2020. For students in Kindergarten and grades 2–12, there were two field test forms of speaking items. Speaking items on these forms were developed by the previous provider prior to 2022. For grade 1, there were three forms of Speaking items and six forms of Listening, Reading, and Writing items.

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 2018, 2019 and 2020 field test sampling plans are discussed in their respective *NYSESLAT Field Test Technical Reports*.

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 2018 through 2020 field test administrations of the NYSESLAT were used for construction of the 2023 operational NYSESLAT test.

2.5 Test Construction

The 2023 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 2020.

Due to COVID-19 impacts to the 2020 NYSESLAT operational test administration window, only classical item parameters (i.e., p -value, point biserial) were available for 2020 field test items across all grade bands. Classical item parameters obtained from the 2020 field test administration were used to build new forms for the 2023 operational NYSESLAT test. Details of the 2019 field test statistics are discussed in the *2019* and *2020 NYSESLAT Field Test Technical Reports*.

Selecting New Items

The Pearson EL content 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 2023 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.

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

- To the extent possible, select items representing an appropriate distribution across ToMs and PLDs.
- To the extent possible, use items with no DIF flags, a good discrimination index (0.25 or greater), and an acceptable p -value range (between 0.30 and 0.95).
- 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

Pearson 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, Pearson 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

Pearson psychometricians conducted a psychometric review of the proposed item selection and gave feedback to the Pearson EL content team regarding any needed revisions. 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. Ultimately, NYSED examined both the psychometric properties of the items as well as content during their review.

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. 2023 NYSESLAT Selection Summary—Classical Item Statistics (based on 2020 field test analyses)

Grade Band	Listening		Speaking		Reading		Writing	
	<i>p</i> -value	SD	<i>p</i> -value	SD	<i>p</i> -value	SD	<i>p</i> -value	SD
K	0.72	0.11	0.73	0.12	0.63	0.23	0.67	0.20
1–2	0.64	0.11	0.50	0.09	0.74	0.17	0.47	0.09
3–4	0.60	0.10	0.61	0.11	0.74	0.18	0.52	0.05
5–6	0.65	0.09	0.60	0.10	0.73	0.17	0.52	0.03
7–8	0.61	0.11	0.58	0.09	0.75	0.13	0.50	0.03
9–12	0.63	0.09	0.59	0.11	0.75	0.15	0.52	0.01

Test Construction Form Review

Pearson completed the initial item selection process. The proposed forms were then provided to NYSED for a review by NYSED psychometricians, the test content experts, and ENL specialists. Forms resulting from this review were presented to NYS educators at the Final Eyes meeting in January 2023.

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.

CHAPTER 4: CLASSICAL ITEM-LEVEL STATISTICS

This chapter contains the summary of classical statistics for the spring 2023 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 Pearson in June 2023. 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 324,671 records), the following exclusion rules were applied:

1. Removed 14,517 students with invalid scores (310,154 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 2023 operational data analysis.

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

Grade Band	Final Sample Size
K	32,714
1–2	66,111
3–4	57,546
5–6	50,234
7–8	40,085
9–12	63,464
Total	310,154

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

Grade Level	Final Sample Size
K	32,714
1	33,371
2	32,740
3	30,246
4	27,300
5	26,195
6	24,039
7	20,979
8	19,106
9	21,304
10	18,399
11	13,828
12	9,933
Total	310,154

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 2023 operational NYSESLAT are presented in Appendix B by grade band. Except for 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 (<i>p</i> -value)		Item Discrimination (item-total <i>r</i>)	
			Mean	SD	Mean	SD
K	Listening	32,714	0.67	0.09	0.52	0.06
	Reading	32,714	0.74	0.10	0.59	0.06
	Speaking	32,714	0.54	0.14	0.83	0.05
	Writing	32,714	0.65	0.19	0.74	0.10
	Total	32,714	0.66	0.14	0.64	0.14
1–2	Listening	66,111	0.62	0.09	0.54	0.07
	Reading	66,111	0.50	0.07	0.56	0.06
	Speaking	66,111	0.64	0.12	0.83	0.06
	Writing	66,111	0.36	0.01	0.93	0.01
	Total	66,111	0.56	0.11	0.62	0.14
3–4	Listening	57,546	0.58	0.08	0.52	0.06
	Reading	57,546	0.56	0.09	0.54	0.09
	Speaking	57,546	0.69	0.10	0.83	0.07
	Writing	57,546	0.45	0.02	0.94	0.00
	Total	57,546	0.59	0.10	0.60	0.15
5–6	Listening	50,234	0.63	0.07	0.55	0.07
	Reading	50,234	0.59	0.08	0.55	0.06
	Speaking	50,234	0.70	0.10	0.83	0.07
	Writing	50,234	0.48	0.01	0.94	0.00
	Total	50,234	0.62	0.09	0.62	0.14
7–8	Listening	40,085	0.61	0.09	0.53	0.07
	Reading	40,085	0.58	0.08	0.52	0.07
	Speaking	40,085	0.68	0.10	0.84	0.08
	Writing	40,085	0.44	0.01	0.93	0.00
	Total	40,085	0.60	0.10	0.60	0.15
9–12	Listening	63,464	0.61	0.07	0.53	0.08
	Reading	63,464	0.61	0.11	0.52	0.07
	Speaking	63,464	0.68	0.09	0.86	0.06
	Writing	63,464	0.49	0.01	0.93	0.00
	Total	63,464	0.62	0.10	0.61	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, α_{M-H} , for item j compares the two groups in terms of their odds of answering the item correctly, and is given as follows:

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

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

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

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

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

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

where:

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

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

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

For each test item in each DIF comparison, the outcome is classified into one of three categories. The categories used in this report are a modification of what are commonly referred to as the Educational Testing Service (ETS) DIF categories, which are widely accepted in the field of psychometrics for the categorization of DIF severity. These classifications are shown in Table 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 χ^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 \leq .17$
BB	Moderate DIF	Significant M-H χ^2 and $.17 < SMD/SD \leq .25$
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 2023 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	16,035	31,779	27,497	23,656	19,042	30,663
	Male	16,678	34,331	30,049	26,578	21,042	32,793
	Nonbinary	1	1	0	0	1	8
White vs. Non-White	White	7,631	17,537	16,094	14,491	10,949	11,205
	Non-White	25,083	48,574	41,452	35,743	29,136	52,259
Hispanic vs. Non-Hispanic	Hispanic	17,652	35,282	31,295	27,871	23,064	40,815
	Non-Hispanic	15,062	30,829	26,251	22,363	17,021	22,649
Asian vs. Non-Asian	Asian	6,185	10,633	7,659	5,569	4,016	6,940
	Non-Asian	26,529	55,478	49,887	44,665	36,069	56,524

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	16,035	31,779	27,497	23,656	19,042	30,663
	Male	16,678	34,331	30,049	26,578	21,042	32,793
	Nonbinary	1	1	0	0	1	8
White vs. Non-White	White	7,631	17,537	16,094	14,491	10,949	11,205
	Non-White	25,083	48,574	41,452	35,743	29,136	52,259
Hispanic vs. Non-Hispanic	Hispanic	17,652	35,282	31,295	27,871	23,064	40,815
	Non-Hispanic	15,062	30,829	26,251	22,363	17,021	22,649
Asian vs. Non-Asian	Asian	6,185	10,633	7,659	5,569	4,016	6,940
	Non-Asian	26,529	55,478	49,887	44,665	36,069	56,524

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	18	0	0	0
	Reading	12	0	0	0
	Writing	8	0	0	0
1-2	Listening	24	0	0	0
	Speaking	27	0	0	0
	Reading	11	0	0	0
	Writing	3	0	0	0
3-4	Listening	24	0	0	0
	Speaking	27	0	0	0
	Reading	12	0	0	0
	Writing	3	0	0	0
5-6	Listening	24	2	2	0
	Speaking	27	0	0	0
	Reading	12	1	1	0
	Writing	3	0	0	0
7-8	Listening	24	0	0	0
	Speaking	27	0	0	0
	Reading	12	1	0	1
	Writing	3	0	0	0
9-12	Listening	24	0	0	0
	Speaking	27	0	0	0
	Reading	12	0	0	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 432-434).

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	2	2	0
	Speaking	18	0	0	0
	Reading	12	9	3	6
	Writing	8	0	0	0
1-2	Listening	24	1	1	0
	Speaking	27	1	1	0
	Reading	11	2	2	0
	Writing	3	0	0	0
3-4	Listening	24	1	1	0
	Speaking	27	1	1	0
	Reading	12	1	1	0
	Writing	3	0	0	0
5-6	Listening	24	1	1	0
	Speaking	27	0	0	0
	Reading	12	3	2	1
	Writing	3	0	0	0
7-8	Listening	24	6	5	1
	Speaking	27	2	2	0
	Reading	12	2	2	0
	Writing	3	0	0	0
9-12	Listening	24	5	4	1
	Speaking	27	0	0	0
	Reading	12	4	2	2
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 432–434).

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	18	0	0	0
	Reading	12	7	4	3
	Writing	8	0	0	0
1-2	Listening	24	1	1	0
	Speaking	27	0	0	0
	Reading	11	0	0	0
	Writing	3	0	0	0
3-4	Listening	24	0	0	0
	Speaking	27	3	3	0
	Reading	12	0	0	0
	Writing	3	0	0	0
5-6	Listening	24	0	0	0
	Speaking	27	1	1	0
	Reading	12	0	0	0
	Writing	3	0	0	0
7-8	Listening	24	2	1	1
	Speaking	27	1	1	0
	Reading	12	1	0	1
	Writing	3	0	0	0
9-12	Listening	24	4	3	1
	Speaking	27	0	0	0
	Reading	12	2	2	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 432–434).

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	18	0	0	0
	Reading	12	2	0	2
	Writing	8	0	0	0
1–2	Listening	24	0	0	0
	Speaking	27	0	0	0
	Reading	11	0	0	0
	Writing	3	0	0	0
3–4	Listening	24	0	0	0
	Speaking	27	0	0	0
	Reading	12	0	0	0
	Writing	3	0	0	0
5–6	Listening	24	0	0	0
	Speaking	27	0	0	0
	Reading	12	0	0	0
	Writing	3	0	0	0
7–8	Listening	24	1	1	0
	Speaking	27	0	0	0
	Reading	12	1	1	0
	Writing	3	0	0	0
9–12	Listening	24	4	3	1
	Speaking	27	0	0	0
	Reading	12	0	0	0
	Writing	3	0	0	0

Note: Detailed results are located in Appendix H (pages 432–434).

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, Pearson, 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:

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

where:

I is the number of items on the test,

s_i^2 is the variance of item i , and

S_x^2 is the total test variance.

Pearson 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 0.85 to 0.96, 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 two components: a true score component and an error component.

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

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

where:

SEM is the standard error of measurement,

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

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

The SEMs are presented in Tables 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:

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

where:

SEMn is the standard error of the mean,

σ is the standard deviation of the population, and

n is the number of responses in each sample.

The SEMn values are presented in Tables 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 0.85 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 ranged from 0.01 to 0.04, which is small. The SEM values of the four modalities across the six grade bands ranged from 0.91 to 2.23.

In Table 26, test reliability values for Listening, Speaking, Reading, and Writing across all grades are 0.85 or above, which is considered moderately high. The SEMn and SEM values are small and within acceptable ranges for each grade.

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 <i>p</i>-value	SEMn	Reliability	SEM
K	Listening	19	19	32,714	12.80	4.55	0.67	0.03	0.85	1.76
	Reading	18	18	32,714	13.23	4.56	0.74	0.03	0.89	1.51
	Speaking	12	21	32,714	10.77	7.45	0.54	0.04	0.96	1.49
	Writing	8	14	32,714	7.88	4.18	0.65	0.02	0.85	1.62
1–2	Listening	24	24	66,111	14.97	6.19	0.62	0.02	0.89	2.05
	Reading	27	27	66,111	13.59	7.44	0.50	0.03	0.91	2.23
	Speaking	11	19	66,111	11.67	6.72	0.64	0.03	0.95	1.50
	Writing	3	12	66,111	4.33	3.43	0.36	0.01	0.93	0.91
3–4	Listening	24	24	57,546	13.91	6.08	0.58	0.03	0.88	2.11
	Reading	27	27	57,546	15.11	7.13	0.56	0.03	0.91	2.14
	Speaking	12	21	57,546	14.18	7.08	0.69	0.03	0.95	1.58
	Writing	3	12	57,546	5.39	3.50	0.45	0.01	0.93	0.93
5–6	Listening	24	24	50,234	15.12	6.26	0.63	0.03	0.90	1.98
	Reading	27	27	50,234	15.82	7.20	0.59	0.03	0.91	2.16
	Speaking	12	21	50,234	14.38	7.14	0.70	0.03	0.96	1.43
	Writing	3	12	50,234	5.72	3.55	0.48	0.02	0.93	0.94
7–8	Listening	24	24	40,085	14.55	6.13	0.61	0.03	0.89	2.03
	Reading	27	27	40,085	15.73	6.85	0.58	0.03	0.90	2.17
	Speaking	12	21	40,085	13.91	7.43	0.68	0.04	0.96	1.49
	Writing	3	12	40,085	5.30	3.60	0.44	0.02	0.92	1.02
9–12	Listening	24	24	63,464	14.68	6.16	0.61	0.02	0.89	2.04
	Reading	27	27	63,464	16.43	6.71	0.61	0.03	0.90	2.12
	Speaking	12	21	63,464	13.93	7.67	0.68	0.03	0.96	1.53
	Writing	3	12	63,464	5.84	3.68	0.49	0.01	0.92	1.04

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 <i>p</i> -value	SEMn	Reliability	SEM
K	Listening	19	19	32,714	12.80	4.55	0.67	0.03	0.85	1.76
	Reading	18	18	32,714	13.23	4.56	0.74	0.03	0.89	1.51
	Speaking	12	21	32,714	10.77	7.45	0.54	0.04	0.96	1.49
	Writing	8	14	32,714	7.88	4.18	0.65	0.02	0.85	1.62
1	Listening	24	24	33,371	13.50	5.86	0.56	0.03	0.87	2.11
	Reading	27	27	33,371	11.56	6.65	0.43	0.03	0.89	2.04
	Speaking	11	19	33,371	10.92	6.69	0.60	0.04	0.95	1.49
	Writing	3	12	33,371	3.60	3.11	0.30	0.04	0.92	2.16
2	Listening	24	24	32,740	16.46	6.16	0.69	0.04	0.91	2.01
	Reading	27	27	32,740	15.66	7.64	0.58	0.04	0.92	1.88
	Speaking	11	19	32,740	12.44	6.66	0.68	0.02	0.95	0.70
	Writing	3	12	32,740	5.08	3.58	0.42	0.02	0.93	0.95
3	Listening	24	24	30,246	13.29	5.90	0.55	0.03	0.87	2.13
	Reading	27	27	30,246	14.36	6.93	0.53	0.04	0.90	1.96
	Speaking	12	21	30,246	14.07	7.06	0.69	0.04	0.95	1.55
	Writing	3	12	30,246	5.12	3.40	0.43	0.04	0.93	1.92
4	Listening	24	24	27,300	14.59	6.21	0.61	0.04	0.89	2.34
	Reading	27	27	27,300	15.95	7.25	0.59	0.04	0.91	2.13
	Speaking	12	21	27,300	14.31	7.09	0.70	0.02	0.95	0.76
	Writing	3	12	27,300	5.69	3.59	0.47	0.02	0.93	0.95
5	Listening	24	24	26,195	14.93	6.20	0.62	0.04	0.89	2.06
	Reading	27	27	26,195	15.44	7.10	0.57	0.04	0.91	1.90
	Speaking	12	21	26,195	14.44	7.07	0.71	0.04	0.95	1.59
	Writing	3	12	26,195	5.62	3.48	0.47	0.05	0.93	1.93
6	Listening	24	24	24,039	15.33	6.33	0.64	0.04	0.90	2.24
	Reading	27	27	24,039	16.24	7.29	0.60	0.05	0.92	2.04
	Speaking	12	21	24,039	14.31	7.21	0.70	0.02	0.96	0.70
	Writing	3	12	24,039	5.82	3.62	0.48	0.02	0.93	0.96
7	Listening	24	24	20,979	14.26	6.07	0.59	0.04	0.88	2.10
	Reading	27	27	20,979	15.18	6.76	0.56	0.04	0.89	2.05
	Speaking	12	21	20,979	13.88	7.36	0.68	0.05	0.96	1.35
	Writing	3	12	20,979	5.13	3.52	0.43	0.05	0.91	2.07
8	Listening	24	24	19,106	14.87	6.18	0.62	0.05	0.89	2.44
	Reading	27	27	19,106	16.34	6.90	0.61	0.05	0.90	2.37
	Speaking	12	21	19,106	13.94	7.50	0.68	0.02	0.96	0.70
	Writing	3	12	19,106	5.49	3.68	0.46	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 <i>p</i> -value	SEMn	Reliability	SEM
9	Listening	24	24	21,304	13.74	6.14	0.57	0.04	0.88	2.13
	Reading	27	27	21,304	15.26	6.61	0.57	0.05	0.89	2.03
	Speaking	12	21	21,304	12.27	8.27	0.60	0.05	0.97	1.03
	Writing	3	12	21,304	5.04	3.67	0.42	0.06	0.92	1.76
10	Listening	24	24	18,399	15.01	6.12	0.63	0.05	0.89	2.19
	Reading	27	27	18,399	16.82	6.64	0.62	0.05	0.90	2.10
	Speaking	12	21	18,399	14.13	7.55	0.69	0.06	0.96	1.30
	Writing	3	12	18,399	6.01	3.67	0.50	0.07	0.92	1.95
11	Listening	24	24	13,828	15.83	5.97	0.66	0.06	0.89	2.74
	Reading	27	27	13,828	17.85	6.51	0.66	0.06	0.90	2.39
	Speaking	12	21	13,828	15.29	6.87	0.75	0.06	0.96	1.37
	Writing	3	12	13,828	6.63	3.51	0.55	0.07	0.91	2.08
12	Listening	24	24	9,933	14.46	6.21	0.60	0.03	0.89	1.22
	Reading	27	27	9,933	16.26	6.88	0.60	0.03	0.90	1.16
	Speaking	12	21	9,933	15.20	6.94	0.74	0.03	0.96	0.70
	Writing	3	12	9,933	6.13	3.61	0.51	0.04	0.91	1.08

The 2023 NYSESLAT overall scale score is a summed composite of the four modality scale scores as follows:

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

where:

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

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

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

where:

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

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

When a mixture of dichotomous and polytomous items make up a total test score, the stratified coefficient alpha is often used so that the different test components are given equal weight, and any unique score variance attributable to the constructed-response items can be factored into the reliability measure. Tables 27 and 28 show the 2023 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 slightly greater 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	32,714	255.94	50.26	0.96	10.05	0.96	10.05
1–2	66,111	236.93	50.29	0.96	10.06	0.97	8.71
3–4	57,546	249.64	49.14	0.96	9.83	0.97	8.51
5–6	50,234	253.04	49.41	0.96	9.88	0.98	6.99
7–8	40,085	251.96	49.42	0.96	9.88	0.97	8.56
9–12	63,464	259.38	51.20	0.96	10.24	0.97	8.87

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	32,714	255.94	50.26	0.96	10.05	0.96	10.05
1	33,371	225.1	44.65	0.95	9.98	0.97	7.73
2	32,740	249.00	52.78	0.96	10.56	0.98	7.46
3	30,246	245.39	47.36	0.96	9.47	0.97	8.20
4	27,300	254.35	50.62	0.96	10.12	0.97	8.77
5	26,195	251.57	48.43	0.96	9.69	0.97	8.39
6	24,039	254.64	50.40	0.96	10.08	0.98	7.13
7	20,979	249.54	48.12	0.96	9.62	0.97	8.33
8	19,106	254.61	50.68	0.96	10.14	0.97	8.78
9	21,304	247.74	52.40	0.96	10.48	0.98	7.41
10	18,399	262.38	50.30	0.96	10.06	0.97	8.71
11	13,828	271.10	47.79	0.96	9.56	0.97	8.28
12	9,933	262.49	49.85	0.96	9.97	0.97	8.63

5.5 Accuracy and Consistency of Performance Level Classifications

The 2023 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 2023 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 29 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 29 also presents the classification accuracy and consistency results for the “Achieves Commanding Status” cut scores for the overall scale score. Table 29 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 29 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 0.92–0.97. The estimates of False Positive rates ranged from 0.01–0.03, and the estimates of False Negative rates similarly ranged from 0.01–0.03 across all grades.

The last column in Table 29 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 0.62–0.75, which places them in either the moderate or substantial agreement range.

Table 29. Classification Accuracy and Consistency by Grade Level

Grade Level	Accuracy	False Positives	False Negatives	Consistency	Kappa
K	0.96	0.02	0.02	0.94	0.74
1	0.97	0.02	0.01	0.96	0.68
2	0.95	0.02	0.02	0.93	0.72
3	0.96	0.02	0.02	0.94	0.69
4	0.95	0.02	0.02	0.93	0.71
5	0.95	0.03	0.03	0.93	0.73
6	0.95	0.03	0.03	0.92	0.75
7	0.95	0.03	0.03	0.92	0.70
8	0.94	0.03	0.03	0.92	0.69
9	0.96	0.02	0.02	0.94	0.62
10	0.95	0.02	0.02	0.94	0.73
11	0.95	0.03	0.02	0.93	0.74
12	0.98	0.01	0.01	0.97	0.68

CHAPTER 6: VALIDITY

Assessments constructed by Pearson 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).

Pearson 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 Pearson 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 30 and Table 31 show the intercorrelation of the four modalities by grade band and grade level. The evidence of internal structure of the 2023 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 30. 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	0.68	1.00			
	Speaking	0.53	0.55	1.00		
	Writing	0.60	0.78	0.58	1.00	
	Total	0.80	0.87	0.83	0.87	1.00
1-2	Listening	1.00				
	Reading	0.77	1.00			
	Speaking	0.56	0.44	1.00		
	Writing	0.67	0.65	0.60	1.00	
	Total	0.86	0.81	0.82	0.87	1.00
3-4	Listening	1.00				
	Reading	0.80	1.00			
	Speaking	0.56	0.54	1.00		
	Writing	0.63	0.67	0.66	1.00	
	Total	0.84	0.85	0.84	0.88	1.00
5-6	Listening	1.00				
	Reading	0.80	1.00			
	Speaking	0.54	0.54	1.00		
	Writing	0.62	0.65	0.68	1.00	
	Total	0.84	0.84	0.84	0.88	1.00
7-8	Listening	1.00				
	Reading	0.80	1.00			
	Speaking	0.55	0.54	1.00		
	Writing	0.60	0.64	0.69	1.00	
	Total	0.82	0.83	0.86	0.88	1.00
9-12	Listening	1.00				
	Reading	0.82	1.00			
	Speaking	0.59	0.57	1.00		
	Writing	0.63	0.65	0.69	1.00	
	Total	0.85	0.85	0.86	0.88	1.00

Table 31. 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	0.68	1.00			
	Speaking	0.53	0.55	1.00		
	Writing	0.60	0.78	0.58	1.00	
	Total	0.80	0.87	0.83	0.87	1.00
1	Listening	1.00				
	Reading	0.71	1.00			
	Speaking	0.51	0.34	1.00		
	Writing	0.62	0.57	0.55	1.00	
	Total	0.83	0.75	0.81	0.84	1.00
2	Listening	1.00				
	Reading	0.78	1.00			
	Speaking	0.60	0.51	1.00		
	Writing	0.67	0.68	0.64	1.00	
	Total	0.87	0.84	0.83	0.88	1.00
3	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.55	0.52	1.00		
	Writing	0.62	0.66	0.64	1.00	
	Total	0.84	0.84	0.84	0.87	1.00
4	Listening	1.00				
	Reading	0.81	1.00			
	Speaking	0.57	0.56	1.00		
	Writing	0.63	0.67	0.67	1.00	
	Total	0.85	0.86	0.85	0.88	1.00
5	Listening	1.00				
	Reading	0.79	1.00			
	Speaking	0.55	0.55	1.00		
	Writing	0.63	0.65	0.67	1.00	
	Total	0.84	0.84	0.85	0.88	1.00
6	Listening	1.00				
	Reading	0.80	1.00			
	Speaking	0.53	0.54	1.00		
	Writing	0.61	0.65	0.68	1.00	
	Total	0.84	0.84	0.84	0.88	1.00

Table 31. 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	0.80	1.00			
	Speaking	0.54	0.52	1.00		
	Writing	0.60	0.63	0.68	1.00	
	Total	0.82	0.83	0.85	0.88	1.00
8	Listening	1.00				
	Reading	0.80	1.00			
	Speaking	0.55	0.56	1.00		
	Writing	0.60	0.64	0.71	1.00	
	Total	0.82	0.84	0.86	0.88	1.00
9	Listening	1.00				
	Reading	0.81	1.00			
	Speaking	0.61	0.58	1.00		
	Writing	0.64	0.66	0.73	1.00	
	Total	0.84	0.83	0.89	0.89	1.00
10	Listening	1.00				
	Reading	0.82	1.00			
	Speaking	0.59	0.55	1.00		
	Writing	0.62	0.64	0.68	1.00	
	Total	0.85	0.84	0.86	0.87	1.00
11	Listening	1.00				
	Reading	0.82	1.00			
	Speaking	0.56	0.53	1.00		
	Writing	0.60	0.62	0.65	1.00	
	Total	0.85	0.85	0.83	0.86	1.00
12	Listening	1.00				
	Reading	0.84	1.00			
	Speaking	0.60	0.59	1.00		
	Writing	0.64	0.66	0.65	1.00	
	Total	0.87	0.87	0.85	0.87	1.00

Observations of the language proficiency assessment modality in Table 30 (intercorrelations by grade-band) are as follows:

- Listening and Reading are moderately correlated across grade bands, ranging from 0.68–0.82.
- Listening and Speaking are moderately correlated across grade bands, ranging from 0.53–0.59.
- Listening and Writing are moderately correlated across grade bands, ranging from 0.60–0.67.
- Reading and Writing are moderately correlated across grade bands, ranging from 0.64–0.78.
- Speaking and Reading are moderately correlated across grade bands, ranging from 0.44–0.57.
- Speaking and Writing are moderately correlated across grade bands, ranging from 0.58–0.69.

The results of these internal correlations follow what is theoretically expected, that the Listening and Reading modalities have the highest correlation range (from 0.68 to 0.82) across the six grade bands. The Speaking and Reading subtests have the lowest correlation range (from 0.44 to 0.57).

The following bullet list contains some observations regarding the NYSESLAT modalities, and the results are found in Table 31 (intercorrelations by Grade Level):

Grades K–12

- The correlation between Listening and Reading varies between 0.68 and 0.84.
- The correlation between Listening and Speaking varies between 0.51 and 0.61.
- The correlation between Listening and Writing varies between 0.60 and 0.67.
- The correlation between Reading and Writing varies between 0.57 and 0.78.
- The correlation between Speaking and Reading varies between 0.34 and 0.59.
- The correlation between Speaking and Writing varies between 0.55 and 0.73.

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

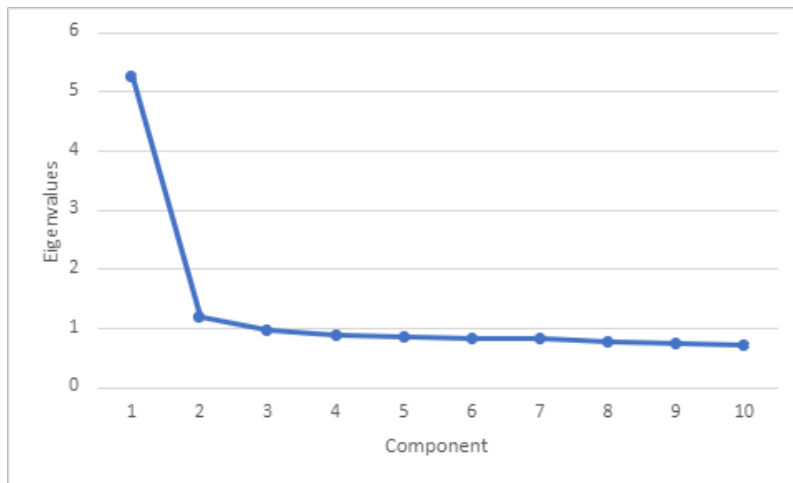


Figure 4. Principal Component Analysis Scree Plot – Gr. 1–2 Listening Modality

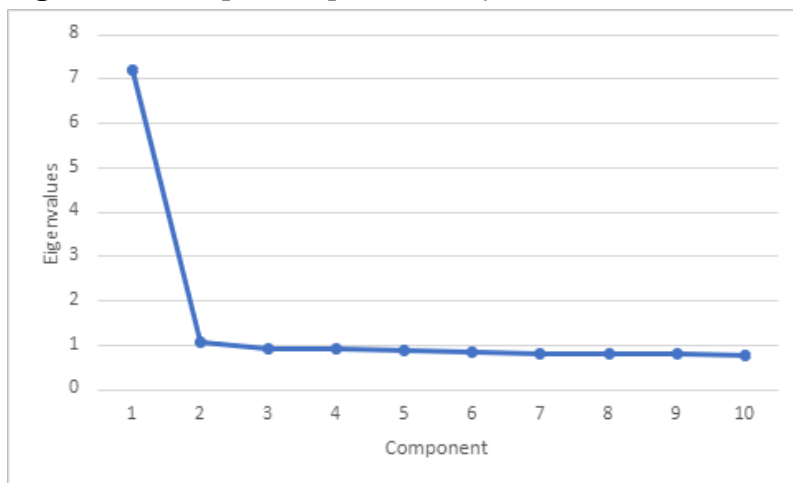


Figure 5. Principal Component Analysis Scree Plot – Gr. 3–4 Listening Modality

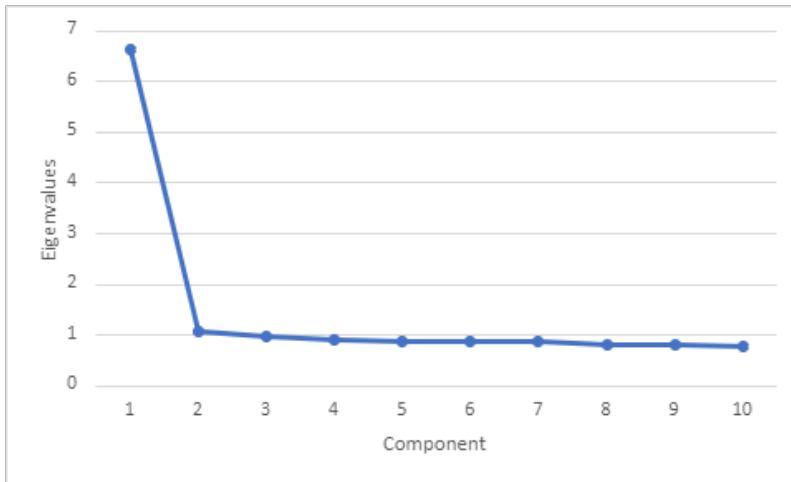


Figure 6. Principal Component Analysis Scree Plot – Gr. 5–6 Listening Modality

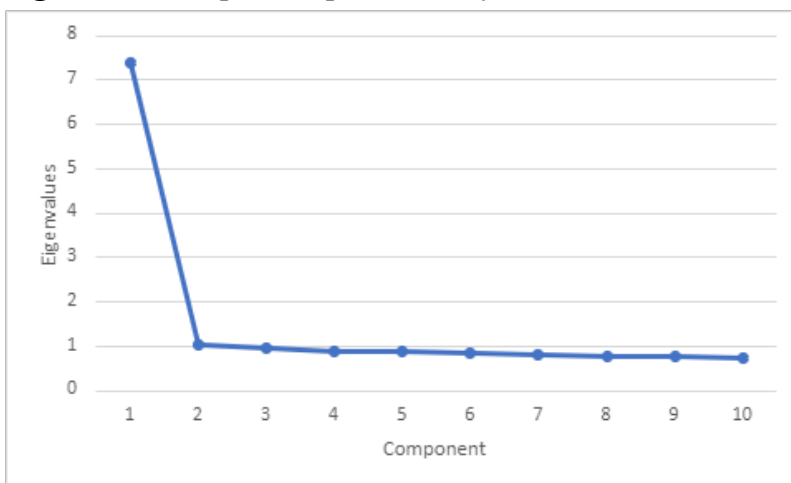


Figure 7. Principal Component Analysis Scree Plot – Gr. 7–8 Listening Modality

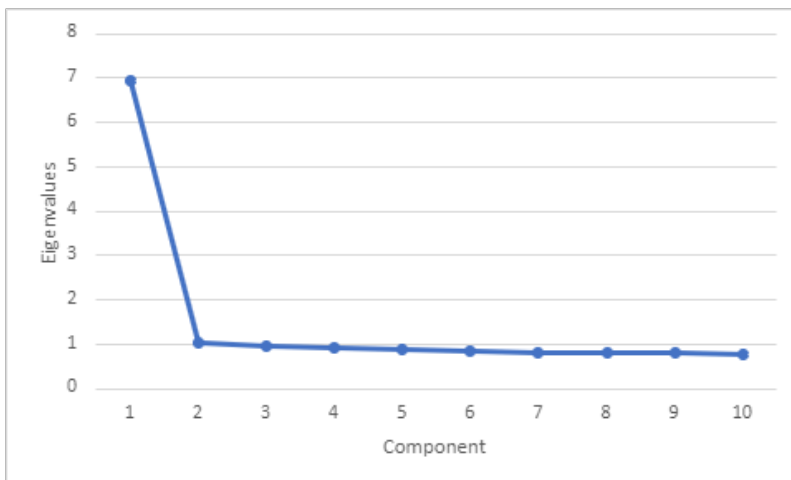


Figure 8. Principal Component Analysis Scree Plot – Gr. 9–12 Listening Modality

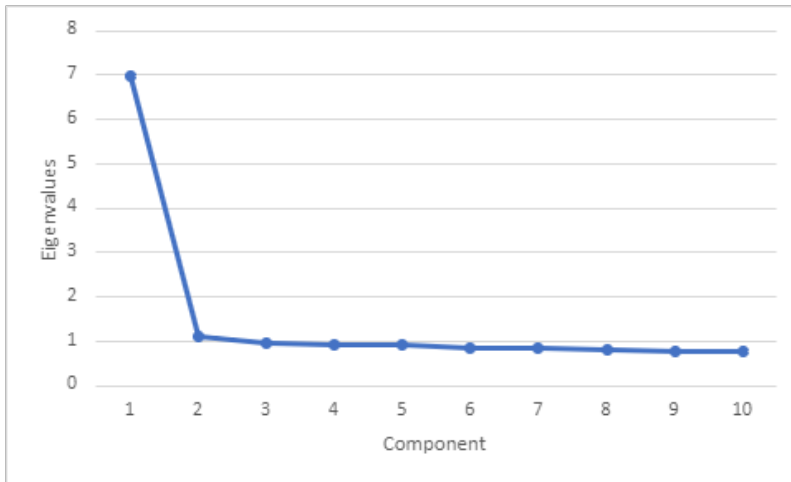


Figure 9. Principal Component Analysis Scree Plot – Gr. K Reading Modality

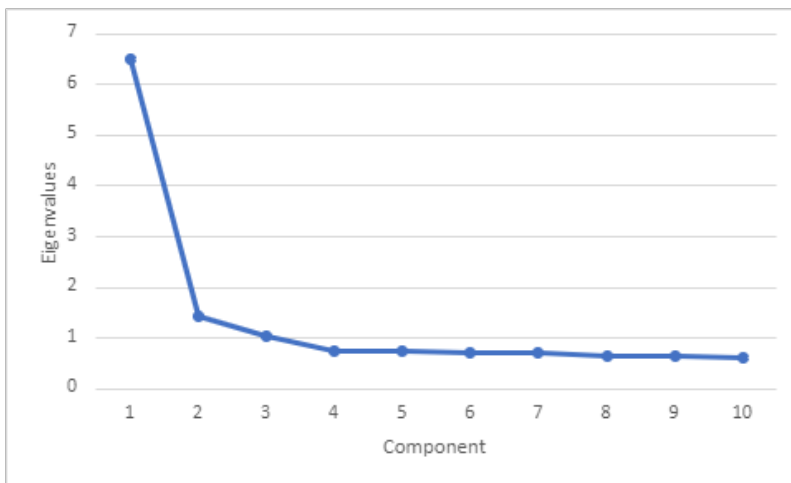


Figure 10. Principal Component Analysis Scree Plot – Gr. 1–2 Reading Modality

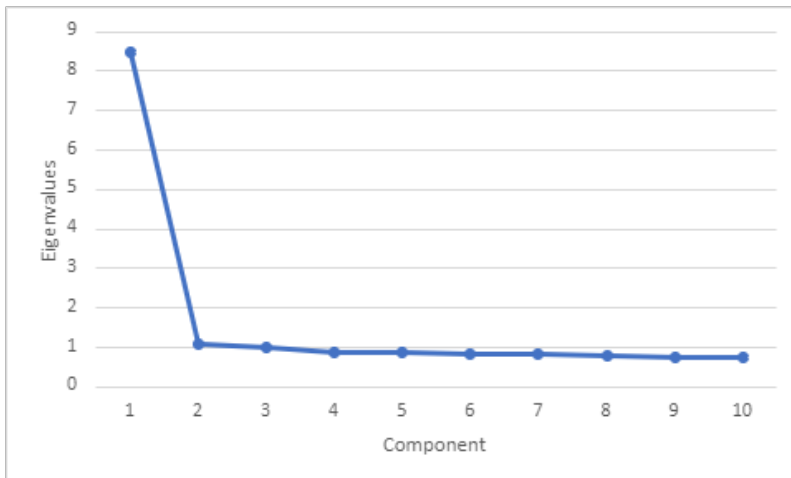


Figure 11. Principal Component Analysis Scree Plot – Gr. 3–4 Reading Modality

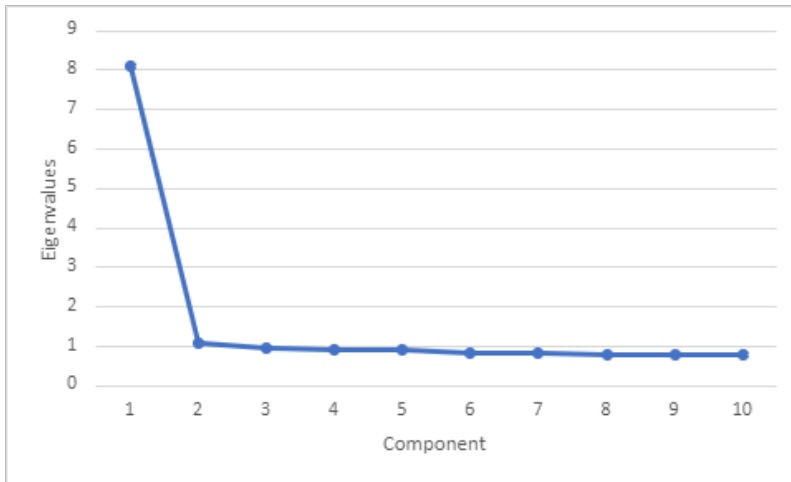


Figure 12. Principal Component Analysis Scree Plot – Gr. 5–6 Reading Modality

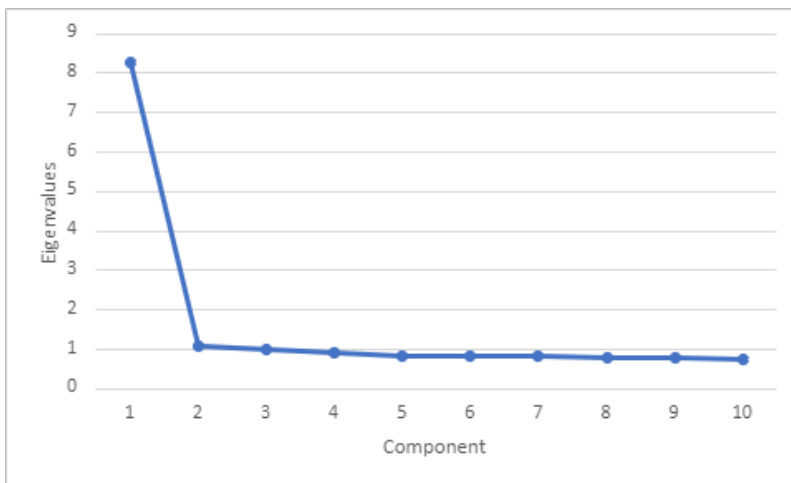


Figure 13. Principal Component Analysis Scree Plot – Gr. 7–8 Reading Modality

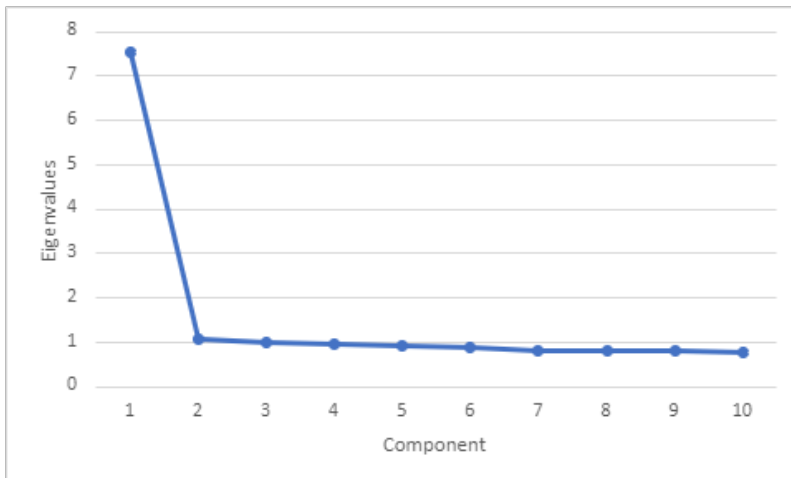


Figure 14. Principal Component Analysis Scree Plot – Gr. 9–12 Reading Modality

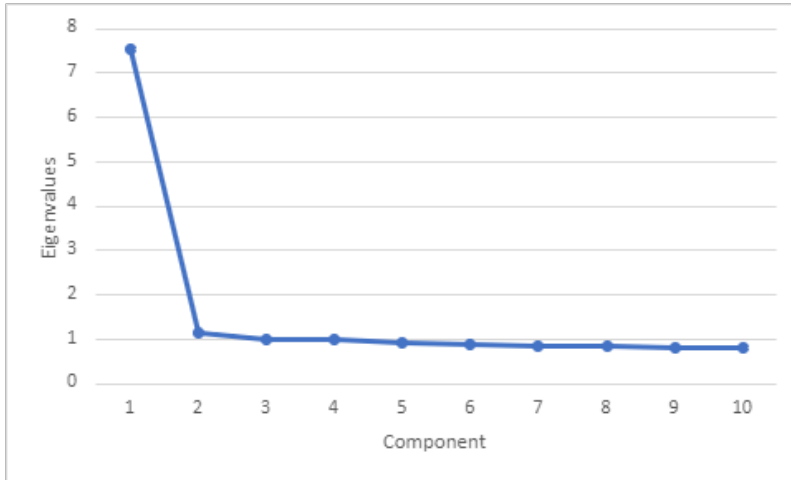


Figure 15. Principal Component Analysis Scree Plot – Gr. K Speaking Modality

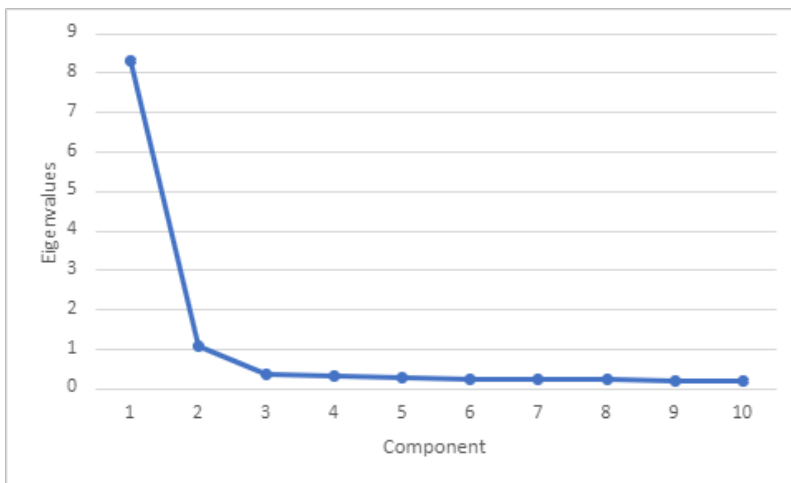


Figure 16. Principal Component Analysis Scree Plot – Gr. 1–2 Speaking Modality

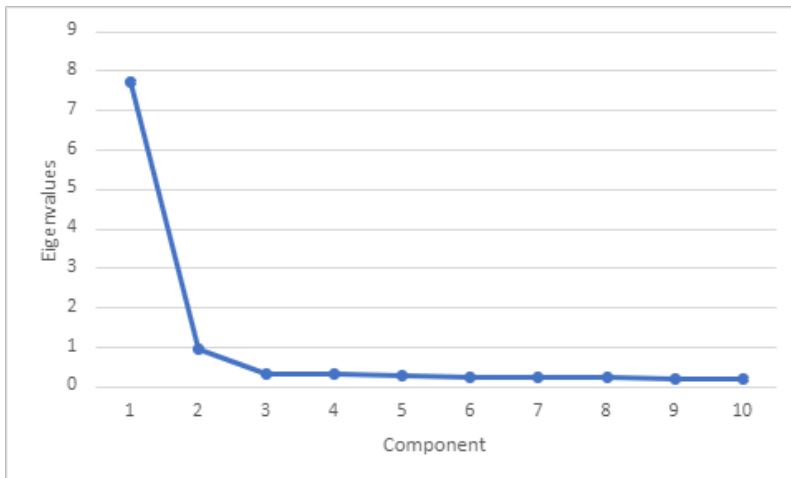


Figure 17. Principal Component Analysis Scree Plot – Gr. 3–4 Speaking Modality

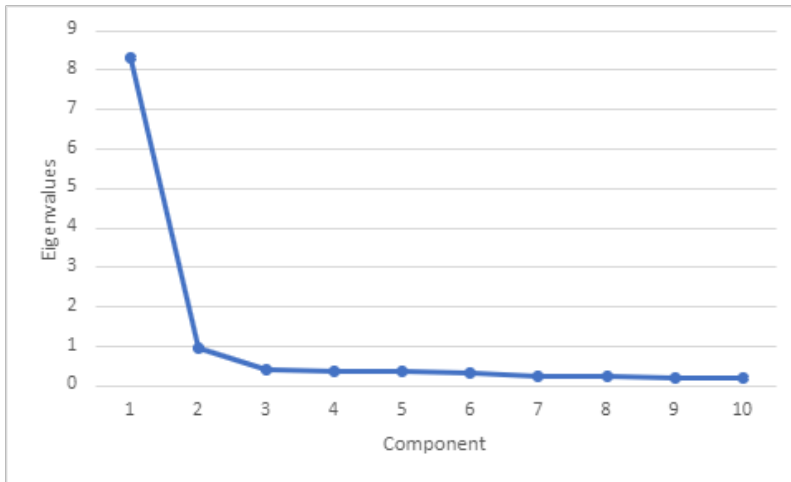


Figure 18. Principal Component Analysis Scree Plot – Gr. 5–6 Speaking Modality

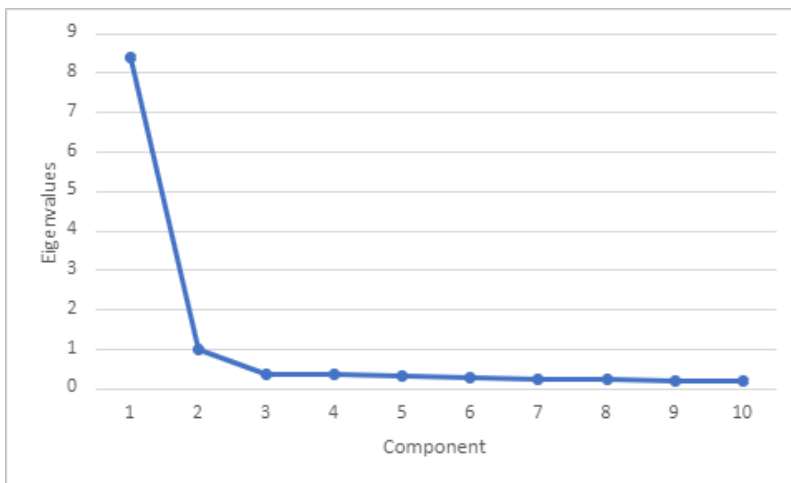


Figure 19. Principal Component Analysis Scree Plot – Gr. 7–8 Speaking Modality

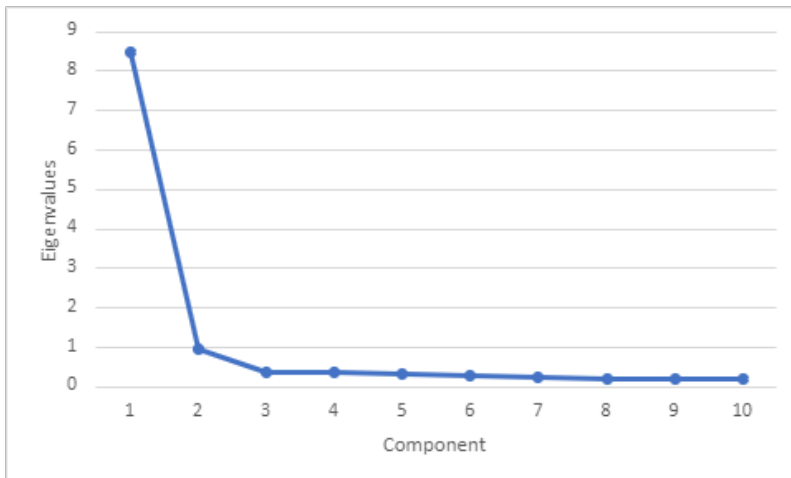


Figure 20. Principal Component Analysis Scree Plot – Gr. 9–12 Speaking Modality

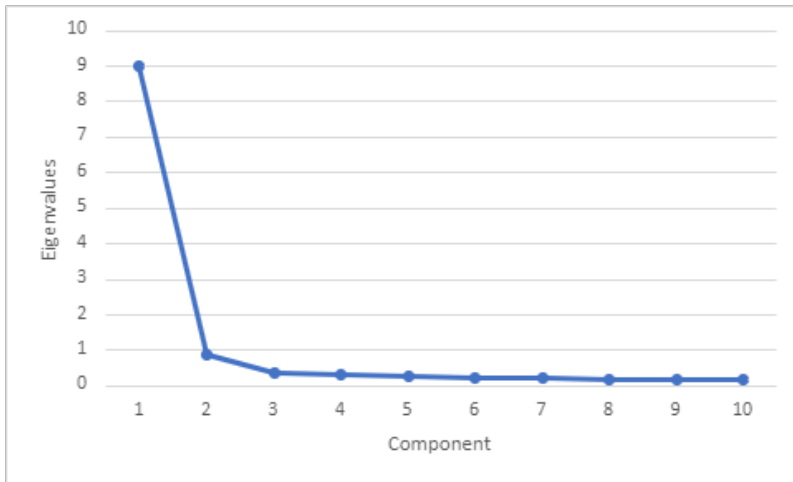


Figure 21. Principal Component Analysis Scree Plot – Gr. K Writing Modality

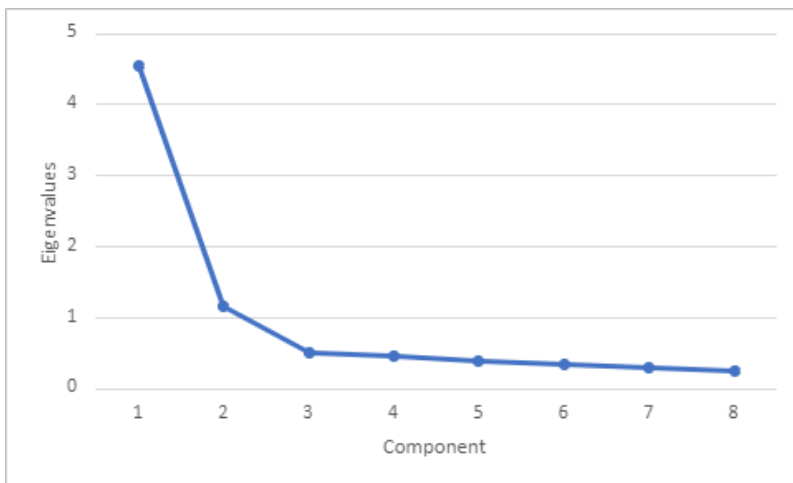


Figure 22. Principal Component Analysis Scree Plot – Gr. 1–2 Writing Modality

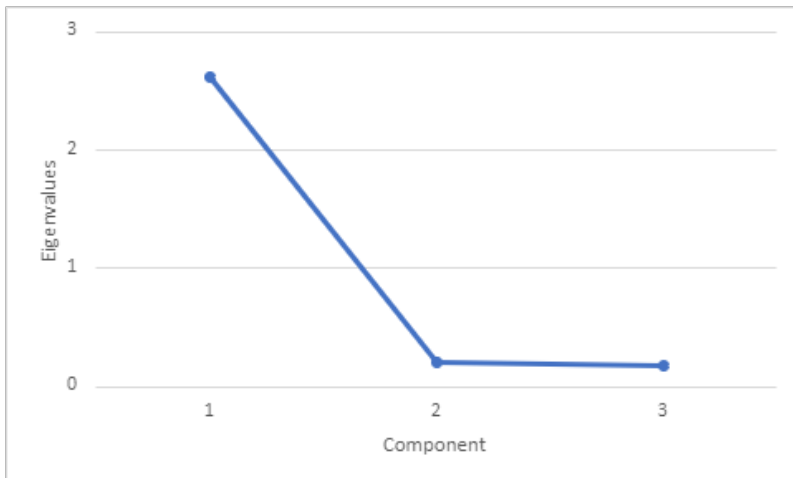


Figure 23. Principal Component Analysis Scree Plot – Gr. 3–4 Writing Modality

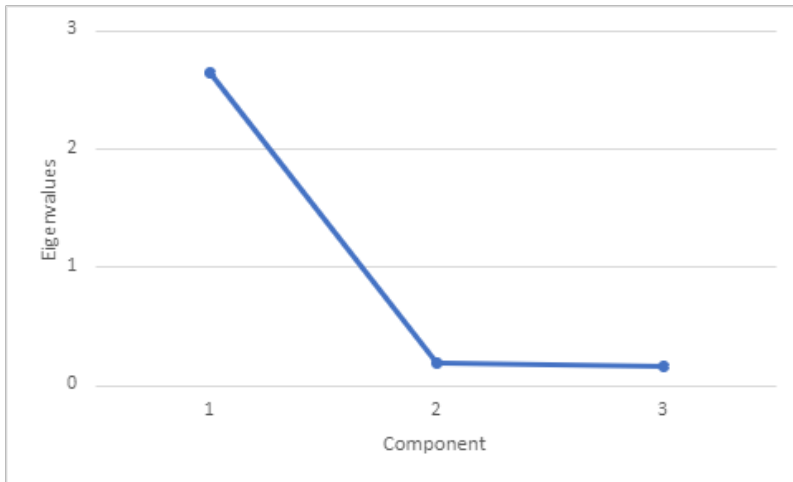


Figure 24. Principal Component Analysis Scree Plot – Gr. 5–6 Writing Modality

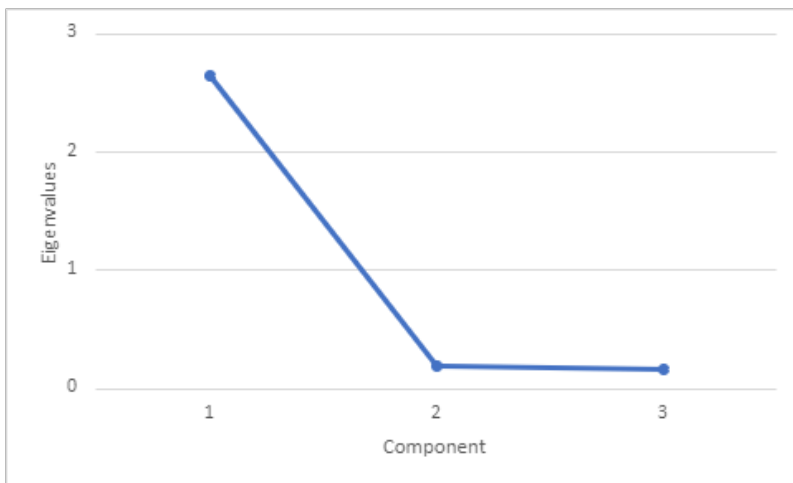


Figure 25. Principal Component Analysis Scree Plot – Gr. 7–8 Writing Modality

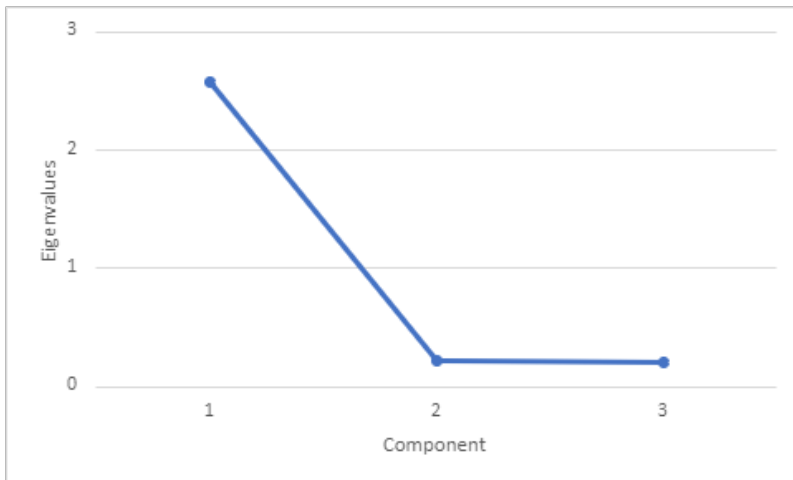
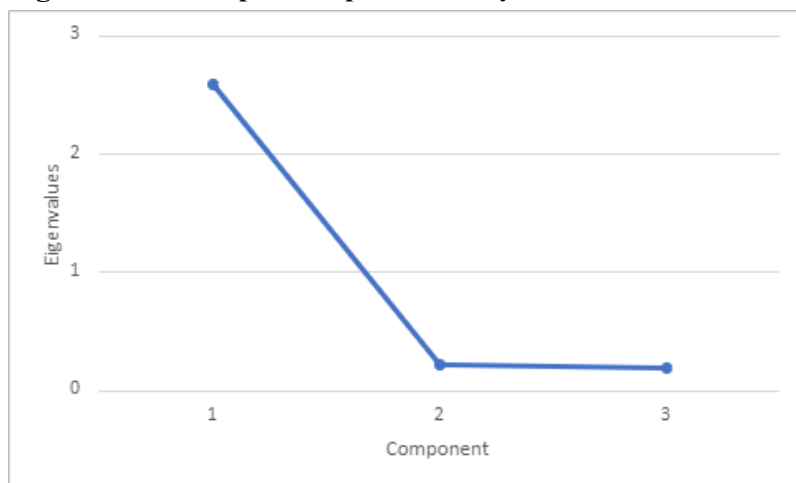


Figure 26. Principal Component Analysis Scree Plot – Gr. 9–12 Writing Modality



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 two other tests were used. For ELL students in grades 3–8, data from those who took both the NYSESLAT in April/May 2023 and the New York State English Language Arts (ELA) Test in April 2023 were examined. In New York State, all ELL students, with the exception of first-year ELL students, must take the ELA Test. For ELL students in grades 9–12, data from those who took both the NYSESLAT in April/May 2023 and the New York Regents Examination in English Language Arts in June 2023 were analyzed. The Regents Exam in English Language Arts is an end-of-course exam that all high school students, including ELL students, are required to pass as a high school graduation requirement. Students may take the exam in any grade, but most students take the exam in grade 11.

Because the NYSESLAT is intended to be a measure of annual student progress in the achievement of academic English language proficiency, it should be expected that ELL students who score proficient on the NYSESLAT would be able to perform well in mainstream classrooms. Therefore, they should, in theory, have a similar chance to demonstrate proficiency on the grades 3–8 ELA Test and the Regents Exam in English as those native English speakers who are required to take the State examinations. Hence, there should be a positive relationship between the NYSESLAT and the grades 3–8 ELA Test and the Regents Exam in English, wherein those who perform well on the NYSESLAT are generally expected to perform well on the English component of the other two State testing programs.

6.3.1 Relationship with the New York State English Language Arts (ELA) Test (Grades 3–8) and the New York Regents Examination in English Language Arts (Grades 9–12)

Table 32 gives the sample size (n-count), minimum and maximum observed scores, means, standard deviations, and the correlation between the New York State ELA Test, the New York Regents Examination in ELA and the NYSESLAT overall scale score for each grade from grades 3–8, and 9–12, respectively.

The correlations between the ELA test, the Regents Examination in ELA and the NYSESLAT scale scores of the scale scores for the combined Reading and Writing modalities ranged from 0.67 to 0.72 across grades 3–8 and ranged from 0.44 to 0.59 across grades 9–12. The correlations are positive between the tests, which is logical since the modalities tested in the NYSESLAT are the same as those in the two ELA assessments. The correlations between the ELA Test scale scores, the Regents Examination in ELA scale scores, and the NYSESLAT total scale scores ranged from 0.67 to 0.72 across grades 3–8 and ranged from 0.45 to 0.59 across grades 9–12. 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 two ELA assessments, 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 two ELA assessments for each grade examined in this study.

Table 32. Descriptive Statistics of the NYSESLAT Scale Scores of All Modalities and Their Correlation with the ELA Test and Regents Examination in ELA Total Scale Scores

Grade	N-Count	Modality	SS Mean	SS SD	Sample Min.	Sample Max.	Correlation with ELA
3	21,574	Listening	63.56	10.61	30	90	0.64
	21,574	Reading	62.43	11.21	30	90	0.72
	21,574	Speaking	76.49	13.42	30	90	0.40
	21,574	Writing	56.43	14.23	30	90	0.58
	21,574	R/W	118.86	22.88	60	180	0.71
	21,574	Total	258.90	40.45	120	360	0.70
4	18,883	Listening	66.53	11.47	30	90	0.63
	18,883	Reading	65.59	12.00	30	90	0.69
	18,883	Speaking	77.18	13.61	30	90	0.45
	18,883	Writing	59.54	15.04	30	90	0.60
	18,883	R/W	125.13	24.33	60	180	0.71
	18,883	Total	268.84	42.98	120	360	0.71
5	17,690	Listening	65.65	11.69	30	90	0.62
	17,690	Reading	61.78	10.82	30	90	0.70
	17,690	Speaking	79.21	12.66	30	90	0.46
	17,690	Writing	58.56	14.53	30	90	0.60
	17,690	R/W	120.34	22.70	60	180	0.72
	17,690	Total	265.20	40.89	120	360	0.72
6	16,362	Listening	66.64	12.18	30	90	0.63
	16,362	Reading	63.20	11.48	30	90	0.69
	16,362	Speaking	78.86	13.18	30	90	0.45
	16,362	Writing	59.49	15.18	30	90	0.60
	16,362	R/W	122.69	23.88	60	180	0.72
	16,362	Total	268.18	42.63	120	360	0.72
7	13,472	Listening	62.44	9.82	30	90	0.58
	13,472	Reading	63.03	10.76	30	90	0.64
	13,472	Speaking	77.23	14.52	30	90	0.43
	13,472	Writing	59.65	14.90	30	90	0.56
	13,472	R/W	122.68	22.82	60	180	0.67
	13,472	Total	262.35	40.85	134	360	0.67

Table 32. 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	12,232	Listening	63.64	10.64	30	90	0.62
	12,232	Reading	65.28	11.56	30	90	0.68
	12,232	Speaking	77.27	14.81	30	90	0.41
	12,232	Writing	61.22	15.88	30	90	0.57
	12,232	R/W	126.50	24.46	60	180	0.69
	12,232	Total	267.41	43.61	127	360	0.68
9	647	Listening	68.19	11.23	30	90	0.52
	647	Reading	64.94	11.73	31	90	0.57
	647	Speaking	72.29	20.12	30	90	0.40
	647	Writing	57.46	17.76	30	90	0.49
	647	R/W	122.40	26.93	61	180	0.57
	647	Total	262.87	52.57	157	358	0.56
10	3,760	Listening	70.29	11.01	30	90	0.49
	3,760	Reading	67.69	10.87	30	90	0.53
	3,760	Speaking	77.97	15.54	30	90	0.34
	3,760	Writing	63.36	16.00	30	90	0.47
	3,760	R/W	131.05	24.30	60	180	0.55
	3,760	Total	279.32	44.96	152	360	0.53
11	9,600	Listening	69.65	11.03	30	90	0.54
	9,600	Reading	67.74	11.06	30	90	0.57
	9,600	Speaking	76.87	15.74	30	90	0.40
	9,600	Writing	62.04	15.33	30	90	0.50
	9,600	R/W	129.78	23.80	60	180	0.59
	9,600	Total	276.31	44.85	144	360	0.59
12	4,185	Listening	66.57	10.33	30	90	0.43
	4,185	Reading	64.83	10.35	30	90	0.43
	4,185	Speaking	75.42	15.13	30	90	0.31
	4,185	Writing	58.36	14.20	30	90	0.37
	4,185	R/W	123.19	21.98	60	180	0.44
	4,185	Total	265.17	41.27	138	360	0.45

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 33 through 42 contain the frequency (percentage) distributions of the ELA performance level and the NYSESLAT performance level for each grade from grades 3–12. Students classified below Commanding on the NYSESLAT would not be expected to reach levels 3 or 4 on the ELA exam and levels 4 or 5 on the Regents exam.

In Table 33, over 97% 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 84% scored at either Level 1 or Level 2 on the State ELA Test. Of the students classified as Commanding on the NYSESLAT, about 44% were classified as either Level 1 or Level 2; about 56% scored at Levels 3 or 4 on the ELA Test.

Table 33. Grade 3: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 402)	Emerging (N=3,197)	Transitioning (N=6,421)	Expanding (N= 8,712)	Commanding (N=2,842)
Level 1	99.25	97.69	87.31	46.06	9.29
Level 2	0.75	2.03	10.82	38.13	34.90
Level 3	–	0.22	1.57	14.19	43.46
Level 4	–	0.06	0.30	1.62	12.35
Total	100.00	100.00	100.00	100.00	100.00

In Table 34, over 96% 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 83% were classified as Level 1 and over 15% 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, 62% of them were classified as either Level 1 or Level 2 on the ELA Test, while about 38% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 34. Grade 4: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 603)	Emerging (N=3,003)	Transitioning (N=4,271)	Expanding (N=7,854)	Commanding (N=3,152)
Level 1	98.67	96.10	82.74	43.33	12.09
Level 2	1.16	3.56	15.94	46.37	49.46
Level 3	0.17	0.27	1.15	9.70	34.26
Level 4	–	0.07	0.16	0.60	4.19
Total	100.00	100.00	100.00	100.00	100.00

In Table 35, over 92% 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 93% 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, 49% as Level 2, and 32% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 35. Grade 5: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 284)	Emerging (N=2,223)	Transitioning (N=4,125)	Expanding (N=7,520)	Commanding (N=3,538)
Level 1	98.94	98.34	92.19	56.70	19.79
Level 2	1.06	1.62	7.05	36.16	48.62
Level 3	–	0.04	0.73	6.90	28.91
Level 4	–	–	0.02	0.24	2.69
Total	100.00	100.00	100.00	100.00	100.00

In Table 36, over 95% 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 95% of them were classified as either Level 1 or Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 31% of them were classified as Level 1, 50% as Level 2, and about 19% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 36. Grade 6: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 481)	Emerging (N=2,156)	Transitioning (N=3,175)	Expanding (N=6,595)	Commanding (N=3,955)
Level 1	99.79	99.40	95.15	70.05	30.90
Level 2	0.21	0.60	4.60	25.88	49.68
Level 3	–	–	0.16	3.73	16.86
Level 4	–	–	0.09	0.33	2.55
Total	100.00	100.00	100.00	100.00	100.00

In Table 37, over 95% 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, 77% of them were classified as Level 1 and 20% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 39% of them were classified as Level 1, 44% as Level 2, and 17% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 37. Grade 7: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 270)	Emerging (N=1,665)	Transitioning (N=2,529)	Expanding (N=6,579)	Commanding (N=2,429)
Level 1	99.26	99.16	96.40	76.68	39.36
Level 2	0.37	0.78	3.44	20.49	44.09
Level 3	0.37	0.06	0.16	2.69	14.99
Level 4	–	–	–	0.14	1.56
Total	100.00	100.00	100.00	100.00	100.00

In Table 38, over 90% 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, 56% of them were classified as Level 1 and 38% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 18% of them were classified as Level 1, 55% as Level 2, and about 27% of them were classified as either Level 3 or Level 4 on the ELA Test.

Table 38. Grade 8: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 277)	Emerging (N=1,489)	Transitioning (N=1,828)	Expanding (N=6,332)	Commanding (N=2,306)
Level 1	98.56	98.05	90.32	56.43	18.39
Level 2	0.72	1.54	9.03	37.79	54.81
Level 3	0.72	0.27	0.55	5.54	24.28
Level 4	–	0.13	0.11	0.24	2.52
Total	100.00	100.00	100.00	100.00	100.00

In Table 39, over 89% of the grade 9 students classified as Entering, Emerging, or Transitioning on the NYSESLAT were classified as Level 1 on the Regents Examination in ELA. Of the students classified as Expanding on the NYSESLAT, 52% of them were classified as Level 1 and 29% as Level 2 on the Regents Examination in ELA. Of the students classified as Commanding on the NYSESLAT, 23% of them were classified as Level 1, 23% as Level 2, and about 64% of them were classified as either Level 3 or higher on the Regents Examination in ELA.

Table 39. Grade 9: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 47)	Emerging (N=121)	Transitioning (N=107)	Expanding (N=279)	Commanding (N=93)
Level 1	100.00	98.35	89.72	51.61	22.58
Level 2	–	0.83	6.54	29.03	22.58
Level 3	–	0.83	2.80	16.49	35.48
Level 4	–	–	–	2.15	9.68
Level 5	–	–	0.93	0.72	9.68
Total	100.00	100.00	100.00	100.00	100.00

Note: The Regents ELA exam is targeted at grade 11 students, thus many grade 9 students were not administered the Regents ELA exam.

In Table 40, over 85% of the grade 10 students classified as Entering, Emerging, or Transitioning on the NYSESLAT were classified as Level 1 on the Regents Examination in ELA. Of the students classified as Expanding on the NYSESLAT, 48% of them were classified as Level 1 and 28% as Level 2 on the Regents Examination in ELA. Of the students classified as Commanding on the NYSESLAT, 18% of them were classified as Level 1, 22% as Level 2, and about 70% of them were classified as either Level 3 or higher on the Regents Examination in ELA.

Table 40. Grade 10: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 82)	Emerging (N=416)	Transitioning (N=667)	Expanding (N=1,793)	Commanding (N=802)
Level 1	97.56	93.99	85.31	48.30	18.20
Level 2	2.44	3.61	10.34	27.61	22.19
Level 3	–	2.16	3.75	19.97	40.02
Level 4	–	0.24	0.45	2.68	11.85
Level 5	–	–	0.15	1.45	7.73
Total	100.00	100.00	100.00	100.00	100.00

Note: The Regents ELA exam is targeted at grade 11 students, thus many grade 10 students were not administered the Regents ELA exam.

In Table 41, over 91% of the grade 11 students classified as Entering or Emerging on the NYSESLAT were classified as Level 1 on the Regents Examination in ELA. Of the students classified as Transitioning on the NYSESLAT, 76% of them were classified as Level 1 and 15% as Level 2 on the Regents Examination in ELA. Of the students classified as Expanding on the NYSESLAT, 34% of them were classified as Level 1 and 31% as Level 2 on the Regents Examination in ELA. Of the students classified as Commanding on the NYSESLAT, 10% of them were classified as Level 1, 22% as Level 2, and about 68% of them were classified as either Level 3 or higher on the Regents Examination in ELA.

Table 41. Grade 11: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N=261)	Emerging (N=1,033)	Transitioning (N=2,069)	Expanding (N=4,421)	Commanding (N=1,816)
Level 1	95.40	91.58	76.46	33.77	9.53
Level 2	1.92	5.13	15.32	31.46	22.03
Level 3	2.68	3.00	7.25	28.70	44.88
Level 4	–	0.19	0.72	4.30	14.65
Level 5	–	0.10	0.24	1.76	8.92
Total	100.00	100.00	100.00	100.00	100.00

In Table 42, over 80% of the grade 12 students classified as Entering or Emerging on the NYSESLAT were classified as Level 1 on the Regents Examination in ELA. Of the students classified as Transitioning on the NYSESLAT, 60% of them were classified as Level 1 and 25% as Level 2 on the Regents Examination in ELA. Of the students classified as Expanding on the NYSESLAT, 32% of them were classified as Level 1 and 36% as Level 2 on the Regents Examination in ELA. Of the students classified as Commanding on the NYSESLAT, 11% of them were classified as Level 1, 24% as Level 2, and about 65% of them were classified as either Level 3 or higher on the Regents Examination in ELA.

Table 42. Grade 12: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level

ELA Test	NYSESLAT Performance Levels				
	Entering (N= 83)	Emerging (N=557)	Transitioning (N=1,306)	Expanding (N=1,807)	Commanding (N=432)
Level 1	86.75	80.61	59.42	32.43	10.65
Level 2	8.43	13.29	25.27	35.58	24.31
Level 3	4.82	5.03	11.87	24.96	43.75
Level 4	–	0.54	1.61	4.04	11.57
Level 5	–	0.54	1.84	2.99	9.72
Total	100.00	100.00	100.00	100.00	100.00

Note: Regents ELA exam is targeted at grade 11 students, thus many grade 12 students were not administered the Regents ELA exam.

Summary

These analyses and resulting correlations demonstrate that a moderately positive relationship exists between the NYSESLAT and both the ELA Test and the Regents Examination in ELA. 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 and Regents Examination in ELA. 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 assessments 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 3.81.0 to calibrate and scale the NYSESLAT. Pearson continued to perform IRT analysis using the WINSTEPS item calibration software (version 3.81.0; Linacre, 2014) to estimate the item parameters and scale the 2023 NYSESLAT.

7.1 Item Response Model and Rationale for Use

Item response theory (IRT) attempts to explain a test taker’s response to an item in terms of a set of item characteristics (also called item parameters) and the test taker’s English language proficiency level. A key feature of IRT is that an important item characteristic—difficulty—is expressed on the same scale as that test taker’s proficiency (Hambleton, 1989).

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

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

where:

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

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

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

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

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

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

1. The 2014 (and prior) NYSESLAT assessments were developed using the Rasch model.
2. The sample size requirements for calibration, scaling, and equating under the Rasch model and Rasch rating scale model are significantly smaller than they are for other IRT models. For example, the Rasch model requires approximately 400 students per form for equating versus approximately 1,500 students per form under the 3PL IRT model (Kolen & 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 2023 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, Pearson 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 2023 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 2023 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 2023 80% data file (in Table 44) as evidence of the representativeness of the 2023 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 44). 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%; for NRC codes 2-7, all of the cells in Table 45 met the 5.0% criterion. NRC codes 1 (New York City) and 2 (Religious and Independent Schools) had some cells above 5% for some grade spans with the largest being 7.3% for NRC code 1, grade span 7–8.

Table 43. 2023 NYSESLAT Target Percentages by NRC and Grade Band (based on 2022 NYSESLAT operational data for all schools)

NRC Code	Grade Band											
	K		1-2		3-4		5-6		7-8		9-12	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	13,239	42.6	25,179	39.6	21,997	38.9	18,049	37.6	15,474	38.7	33,556	48.1
(2) Large Cities	1,176	3.8	2,547	4.0	2,648	4.7	2,354	4.9	2,403	6.0	3,858	5.5
(3) Urban-Suburban	3,622	11.6	7,025	11.1	6,464	11.4	5,262	11.0	4,749	11.9	9,349	13.4
(4) Rural	202	0.7	417	0.7	378	0.7	305	0.6	307	0.8	512	0.7
(5) Average	3,917	12.6	7,046	11.1	6,190	11.0	5,051	10.5	3,947	9.9	7,677	11.0
(6) Low	1,866	6.0	3,064	4.8	2,502	4.4	1,674	3.5	1,554	3.9	3,044	4.4
(7) Charter Schools	2,296	7.4	4,543	7.2	2,765	4.9	1,974	4.1	1,556	3.9	1,749	2.5
(8) Religious and Independent Schools	4,789	15.4	13,713	21.6	13,578	24.0	13,279	27.7	9,965	24.9	9,969	14.3

Table 44. 2023 NYSESLAT 80% Sample Percentages by NRC and Grade Band

NRC Code	Grade Band											
	K		1-2		3-4		5-6		7-8		9-12	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
(1) New York City	14,583	46.6	28,483	44.9	24,188	43.6	21,360	43.8	17,850	46.0	31,970	52.3
(2) Large Cities	1,240	4.0	2,481	3.9	2,523	4.6	2,346	4.8	2,006	5.2	3,098	5.1
(3) Urban-Suburban	3,324	10.6	6,950	11.0	6,278	11.3	5,152	10.6	4,162	10.7	7,050	11.5
(4) Rural	230	0.7	398	0.6	358	0.7	334	0.7	274	0.7	450	0.7
(5) Average	3,776	12.1	7,035	11.1	6,170	11.1	5,153	10.6	3,950	10.2	7,057	11.5
(6) Low	1,761	5.6	3,236	5.1	2,504	4.5	1,913	3.9	1,566	4.0	3,112	5.1
(7) Charter Schools	2,277	7.3	4,296	6.8	3,032	5.5	2,181	4.5	1,494	3.9	1,533	2.5
(8) Religious and Independent Schools	4,080	13.1	10,619	16.7	10,384	18.7	10,295	21.1	7,535	19.4	6,920	11.3

Table 45. Differences between 2023 NYSESLAT 80% Sample Percentages and Target Percentages by NRC and Grade Band

NRC Code	Grade Band					
	K	1-2	3-4	5-6	7-8	9-12
	Actual – Target Pct	Actual – Target Pct	Actual – Target Pct	Actual – Target Pct	Actual – Target Pct	Actual – Target Pct
(1) New York City	4.00	5.30	4.70	6.20	7.30	4.20
(2) Large Cities	0.20	-0.10	-0.10	-0.10	-0.80	-0.40
(3) Urban-Suburban	-1.00	-0.10	-0.10	-0.40	-1.20	-1.90
(4) Rural	0.00	-0.10	0.00	0.10	-0.10	0.00
(5) Average	-0.50	0.00	0.10	0.10	0.30	0.50
(6) Low	-0.40	0.30	0.10	0.40	0.10	0.70
(7) Charter Schools	-0.10	-0.40	0.60	0.40	0.00	0.00
(8) Religious and Independent Schools	-2.30	-4.90	-5.30	-6.60	-5.50	-3.00

7.3 Linking the 2023 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 2023 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 2023 scale onto the established scale involves the overlapping of a subset of items from the 2022 NYSESLAT on the 2023 version of NYSESLAT. These common (or anchor) items are used to link all of the remaining 2023 items onto the established scale. Approximately one-third of the 2023 test content within each of the modalities contained items that were overlapped from the spring 2022 test.

For NYSESLAT grades 1–12, a fixed common-precalibrated item parameter (FCIP) method was used. The FCIP approach (Li et al., 2004) holds the anchor items fixed to their 2022 parameter values, and through the item calibration process, automatically places the unique 2023 items onto the underlying scale. Because all of the 2023 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 2022 version of NYSESLAT.

For each of the anchor items, an estimate of the displacement (or shift) in the Rasch item difficulty values of the anchor items (relative to the other items on the form) was provided as a part of the 2023 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 2023 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 2023 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	N-Count	Average RID	SD of RID	Min. RID	Max. RID
K	Listening	19	19	32,714	-1.09	0.37	-1.68	-0.34
	Reading	18	18	32,714	-1.34	0.78	-2.25	1.22
	Speaking	12	21	32,714	-0.43	0.62	-1.31	0.35
	Writing	8	14	32,714	-0.84	0.76	-1.66	0.48
	Total	57	72	32,714	-0.99	0.70	-2.25	1.22
1–2	Listening	24	24	66,111	-0.88	0.43	-1.81	-0.19
	Reading	27	27	66,111	-0.14	0.39	-0.83	0.54
	Speaking	11	19	66,111	-0.52	0.56	-1.40	0.16
	Writing	3	12	66,111	0.22	0.03	0.19	0.25
	Total	65	82	66,111	-0.46	0.56	-1.81	0.54
3–4	Listening	24	24	57,546	-0.43	0.36	-1.17	0.28
	Reading	27	27	57,546	-0.35	0.43	-1.11	0.54
	Speaking	12	21	57,546	-0.70	0.50	-1.54	0.03
	Writing	3	12	57,546	0.07	0.08	-0.01	0.15
	Total	66	84	57,546	-0.42	0.43	-1.54	0.54
5–6	Listening	24	24	50,234	-0.60	0.41	-1.48	-0.08
	Reading	27	27	50,234	-0.27	0.36	-1.02	0.45
	Speaking	12	21	50,234	-0.61	0.50	-1.47	-0.03
	Writing	3	12	50,234	-0.01	0.02	-0.03	0.01
	Total	66	84	50,234	-0.44	0.43	-1.48	0.45
7–8	Listening	24	24	40,085	-0.44	0.44	-1.41	0.41
	Reading	27	27	40,085	-0.29	0.40	-1.18	0.54
	Speaking	12	21	40,085	-0.56	0.52	-1.59	0.05
	Writing	3	12	40,085	0.21	0.03	0.19	0.25
	Total	66	84	40,085	-0.37	0.45	-1.59	0.54
9–12	Listening	24	24	63,464	-0.31	0.35	-0.98	0.34
	Reading	27	27	63,464	-0.27	0.53	-1.14	0.98
	Speaking	12	21	63,464	-0.49	0.44	-1.22	0.02
	Writing	3	12	63,464	0.01	0.04	-0.01	0.06
	Total	66	84	63,464	-0.31	0.45	-1.22	0.98

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 9 of the items (across all grade bands) were flagged for INFIT. For grades 1–12, less than 10% of the items (31 out of 330) 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, four out of the eight items (all four being 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 2018–2023

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 2018–2023 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 (as 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 2018–2023 CSEMs.

Listening Test

Figure 27. TCC for Kindergarten Listening Test

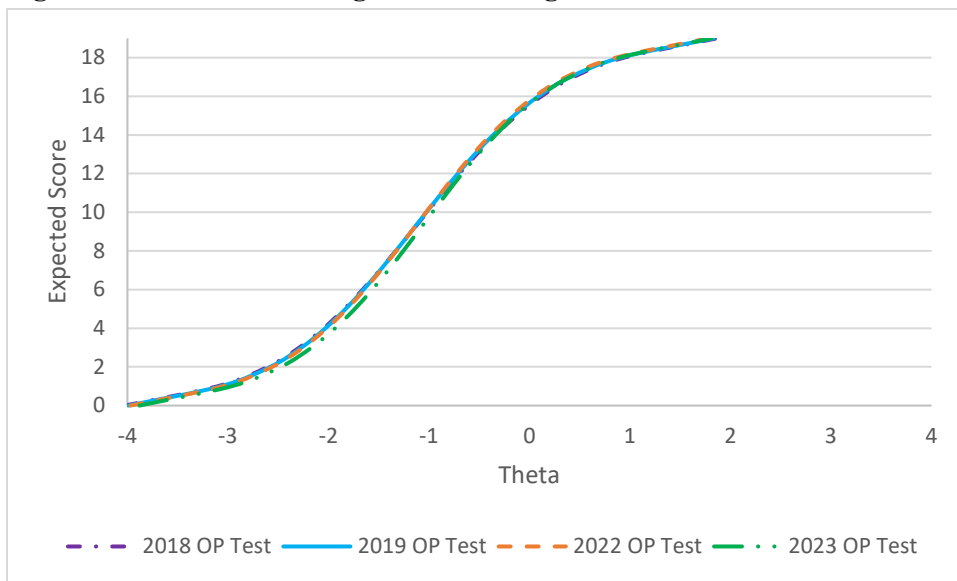


Figure 28. CSEM for Kindergarten Listening Test

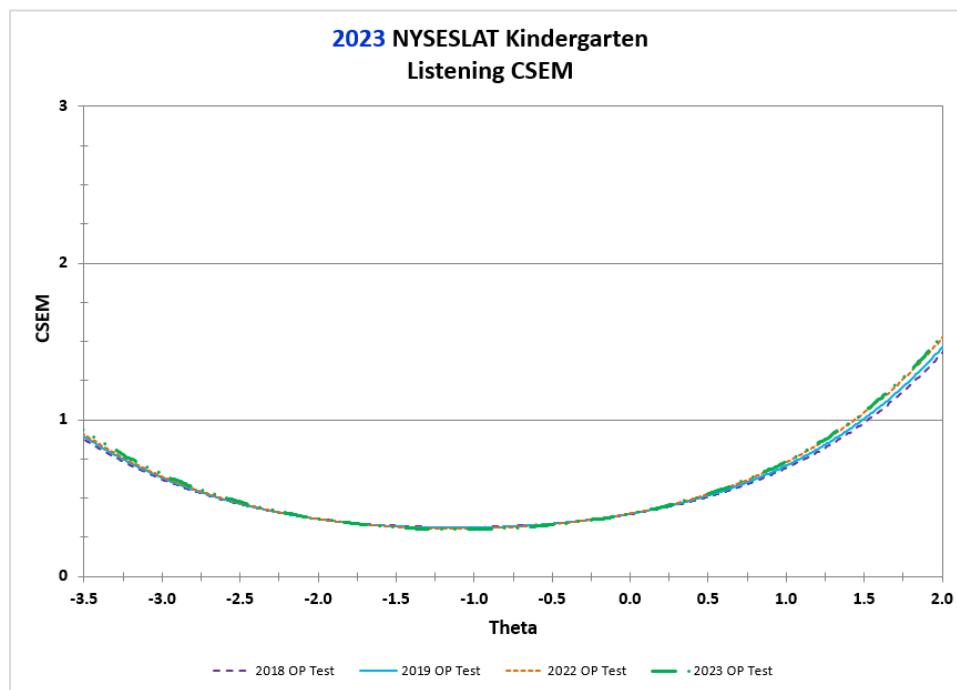


Figure 29. TCC for Grade Band 1–2 Listening Test

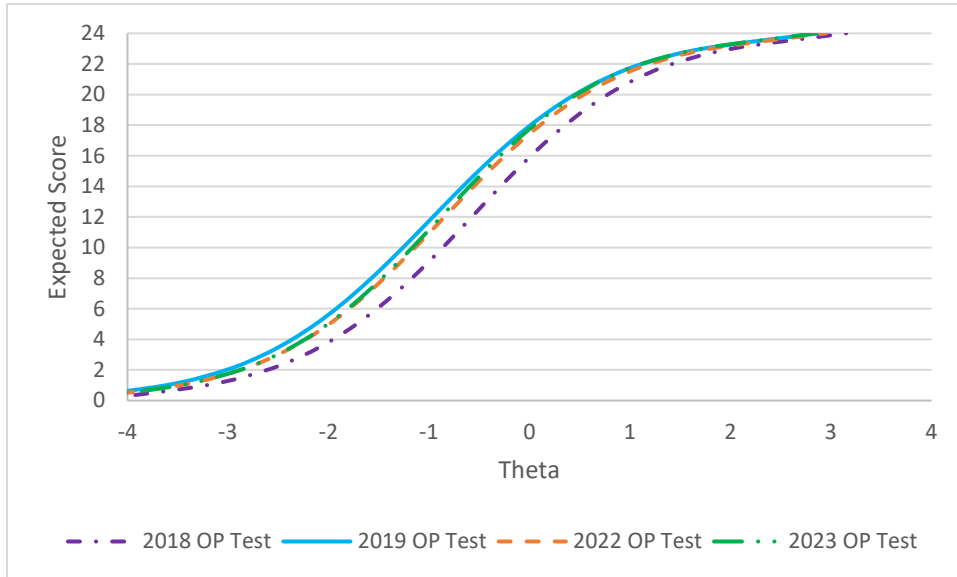


Figure 30. CSEM for Grade Band 1–2 Listening Test

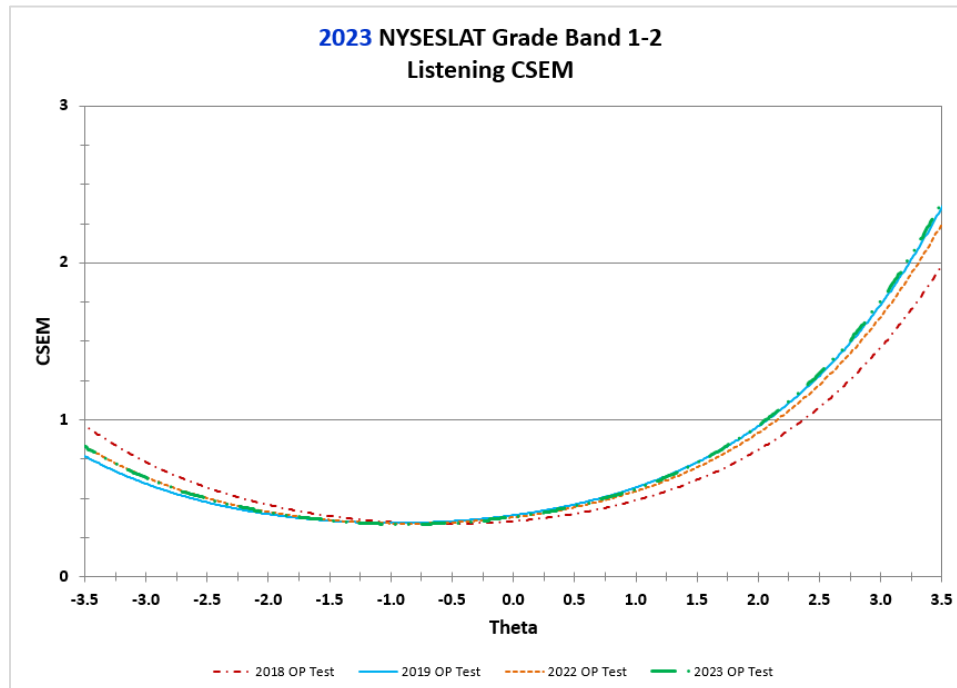


Figure 31. TCC for Grade Band 3–4 Listening Test

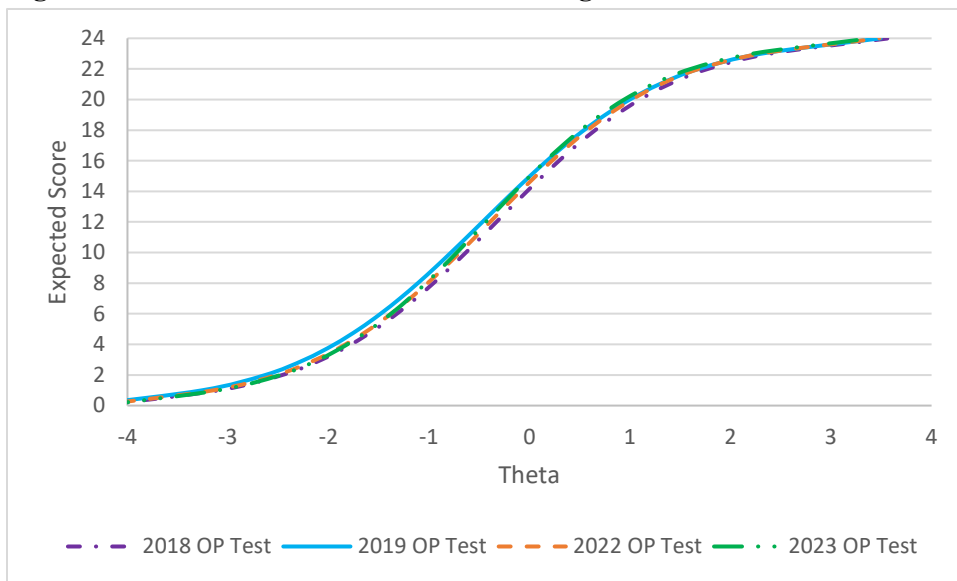


Figure 32. CSEM for Grade Band 3–4 Listening Test

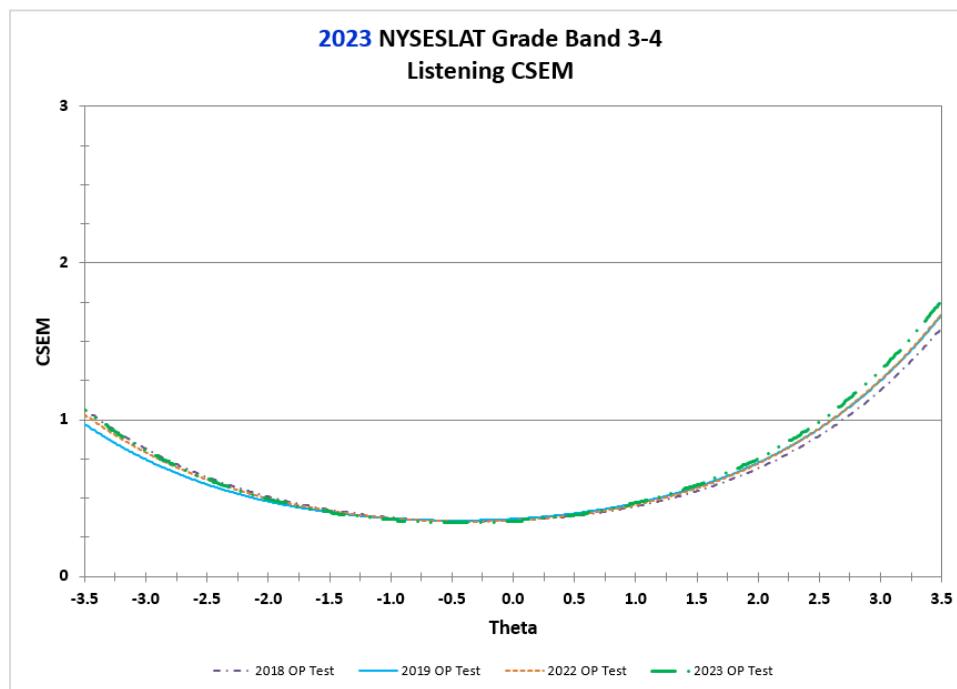


Figure 33. TCC for Grade Band 5–6 Listening Test

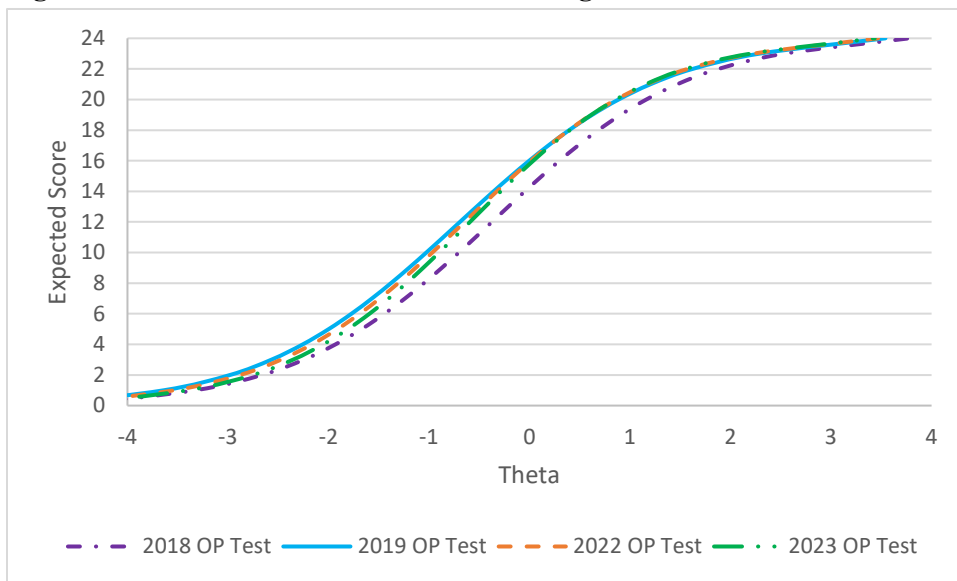


Figure 34. CSEM for Grade Band 5–6 Listening Test

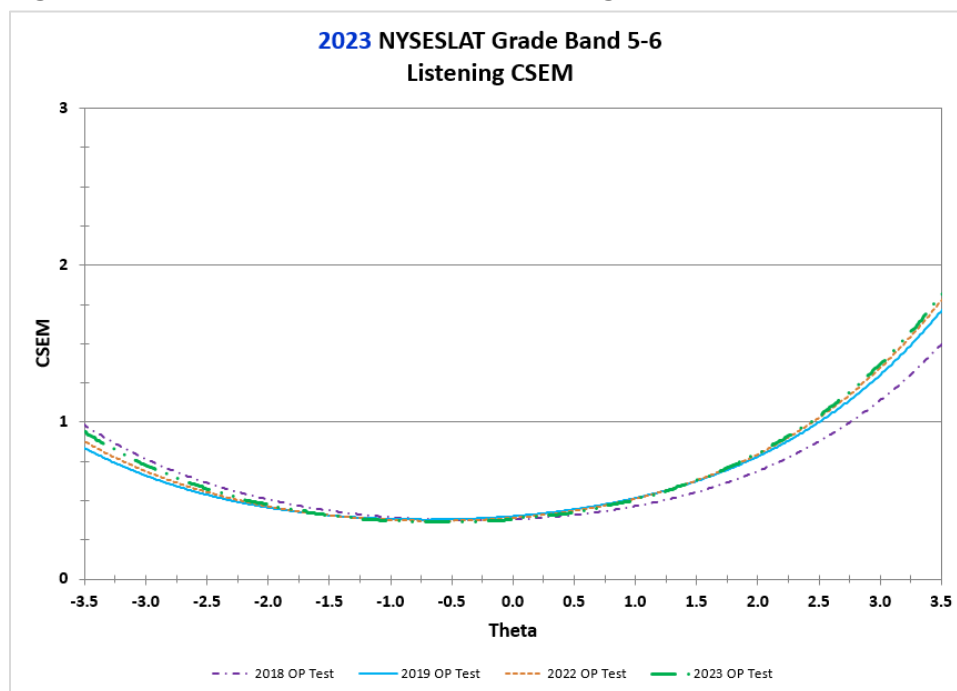


Figure 35. TCC for Grade Band 7–8 Listening Test

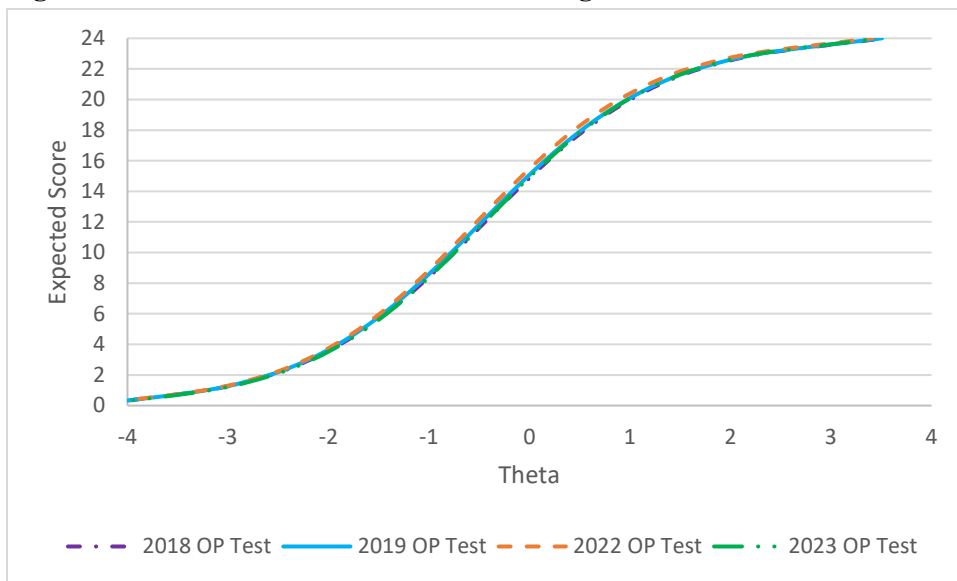


Figure 36. CSEM for Grade Band 7–8 Listening Test

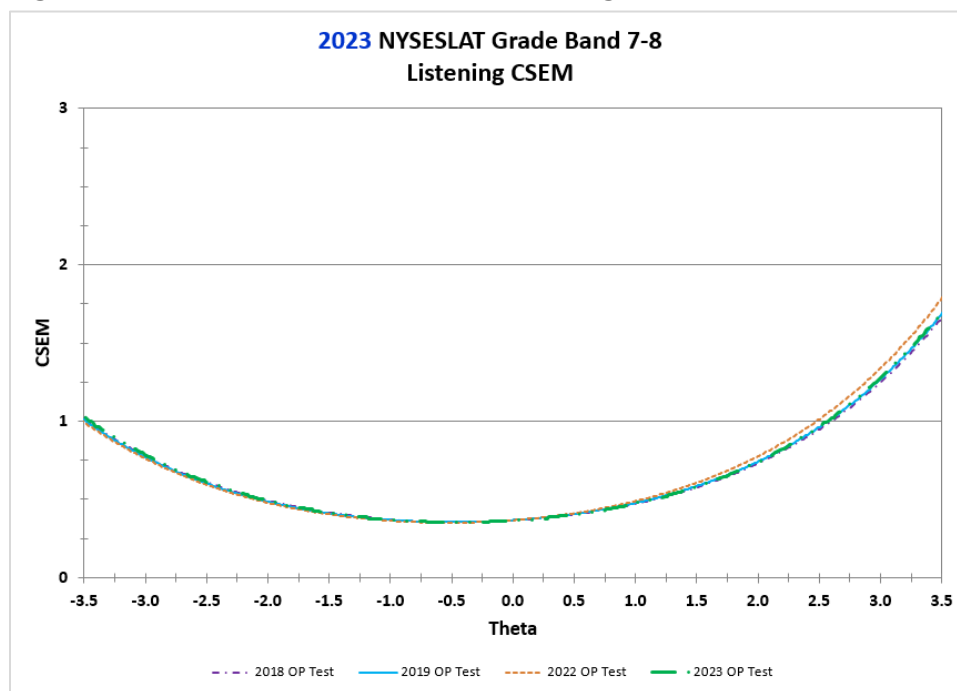


Figure 37. TCC for Grade Band 9–12 Listening Test

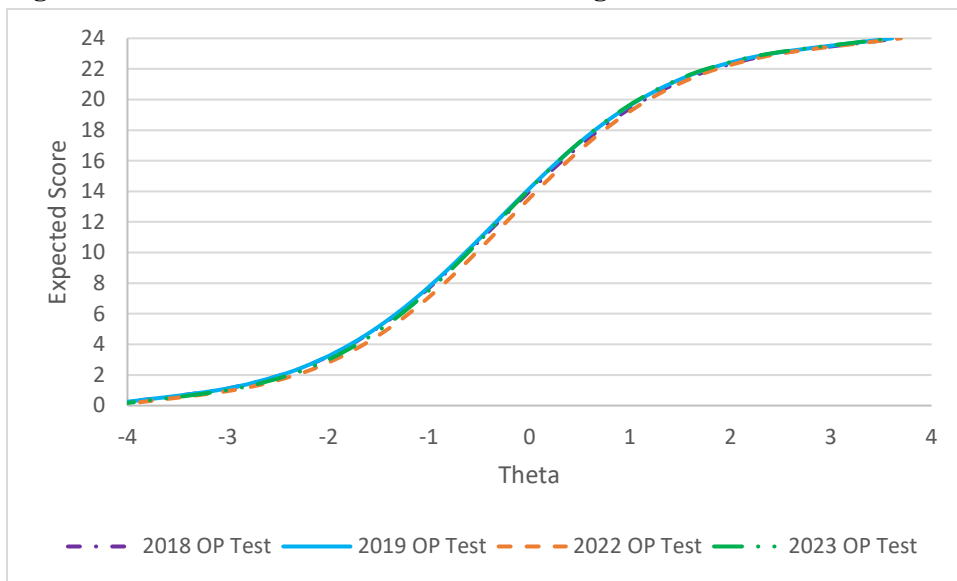
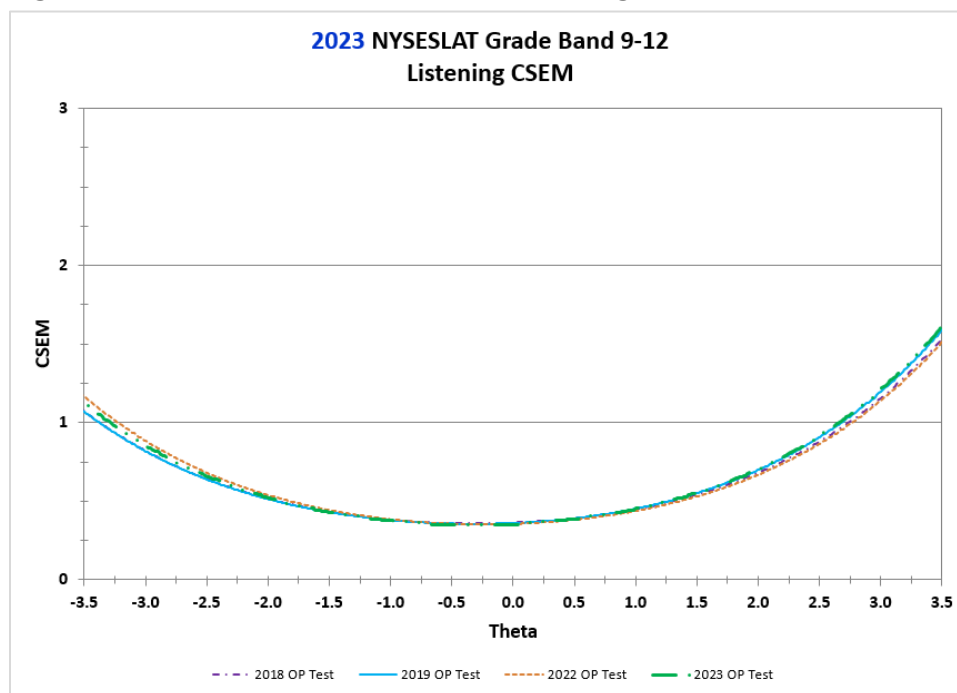


Figure 38. CSEM for Grade Band 9–12 Listening Test



Reading Test

Figure 39. TCC for Kindergarten Reading Test

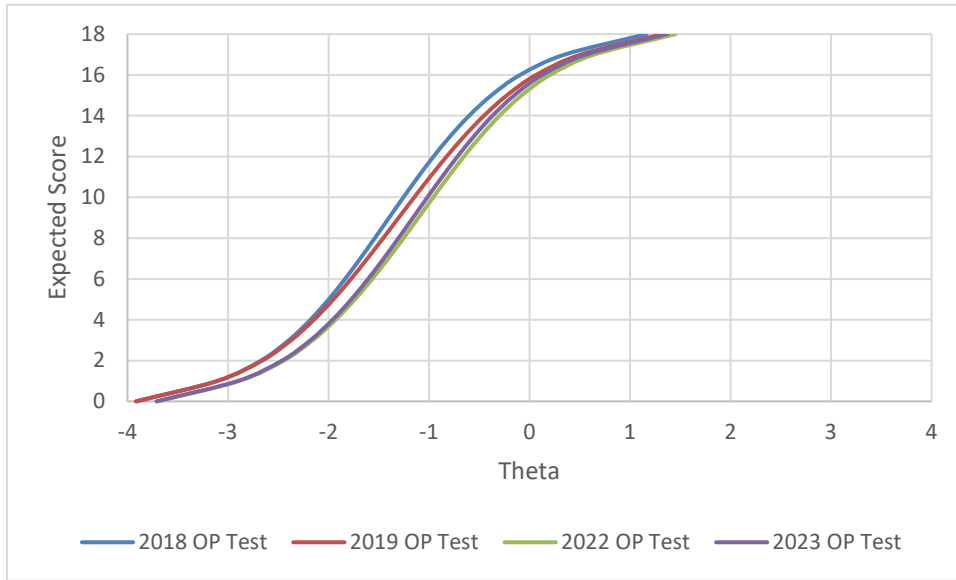


Figure 40. CSEM for Kindergarten Reading Test

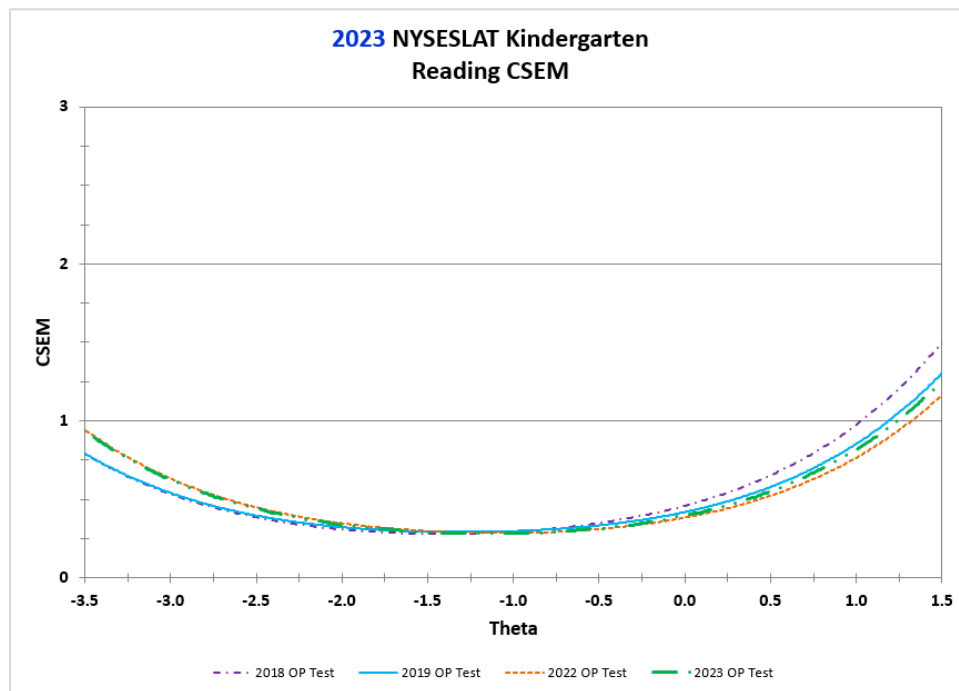


Figure 41. TCC for Grade Band 1–2 Reading Test

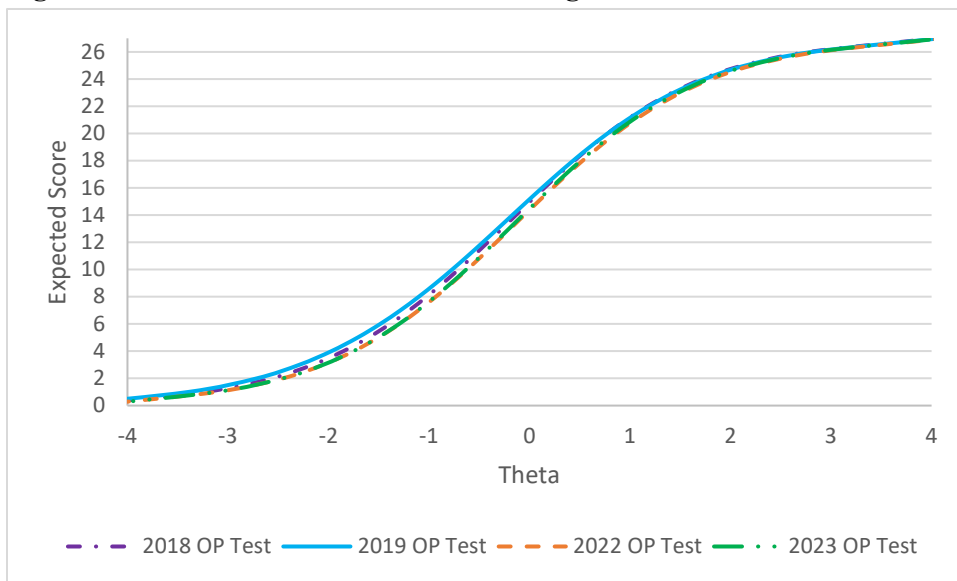


Figure 42. CSEM for Grade Band 1–2 Reading Test

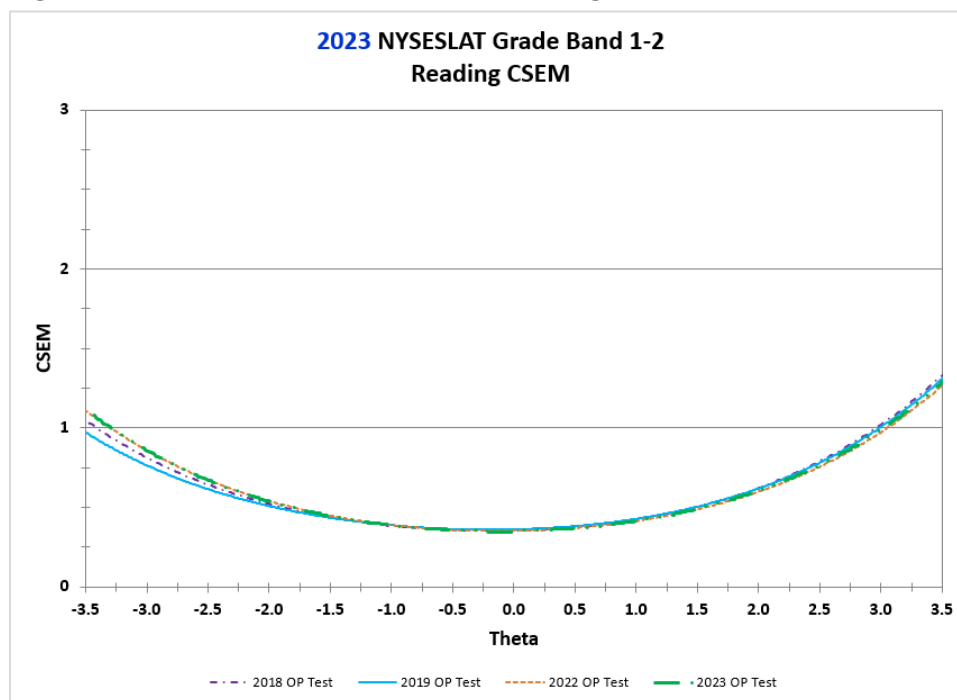


Figure 43. TCC for Grade Band 3–4 Reading Test

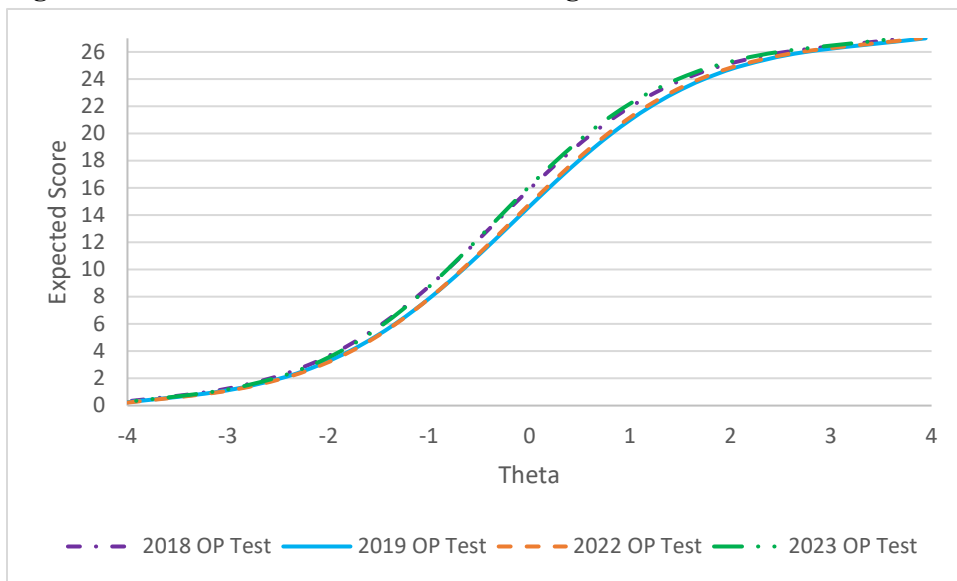


Figure 44. CSEM for Grade Band 3–4 Reading Test

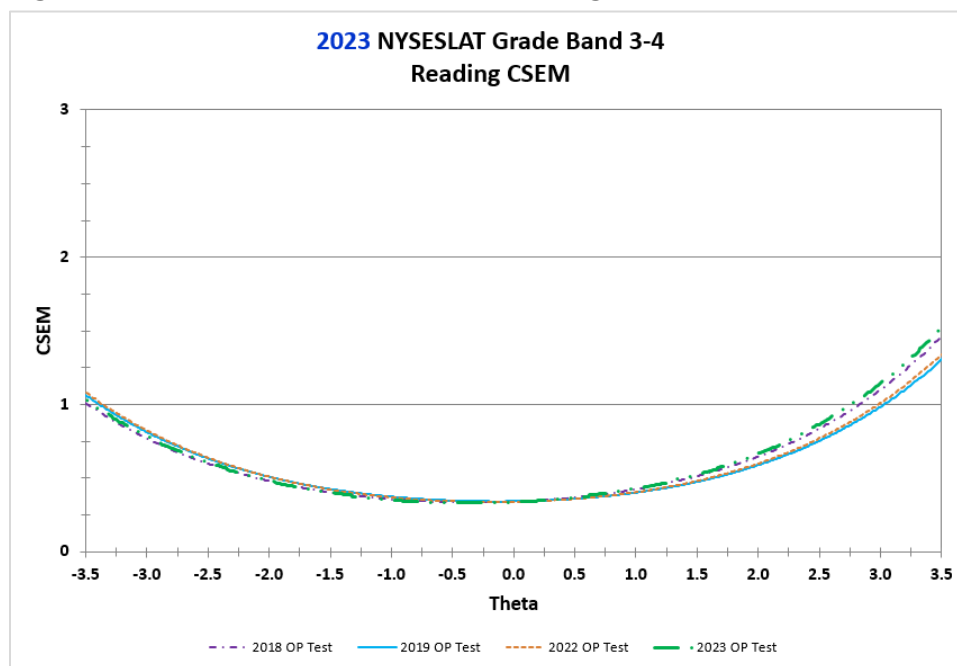


Figure 45. TCC for Grade Band 5–6 Reading Test

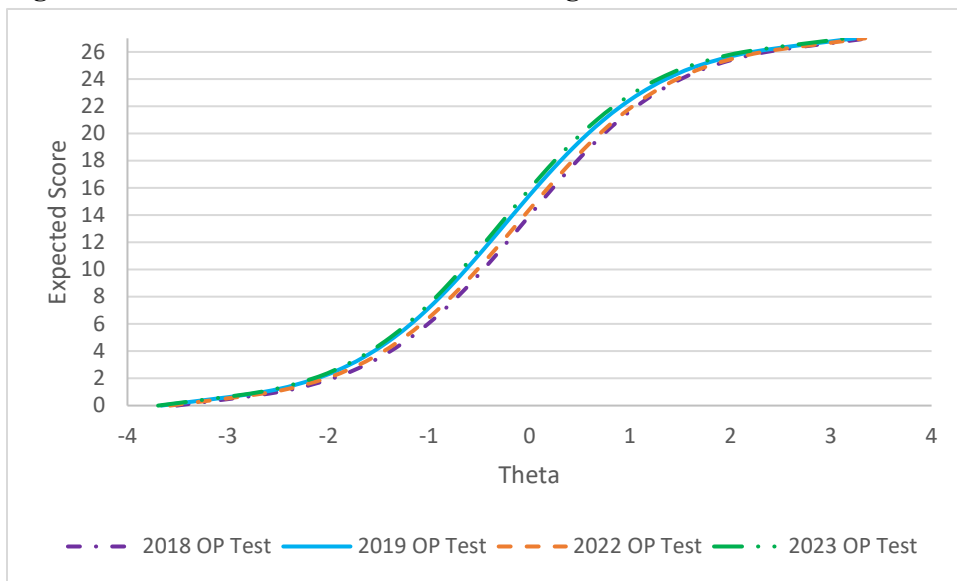


Figure 46. CSEM for Grade Band 5–6 Reading Test

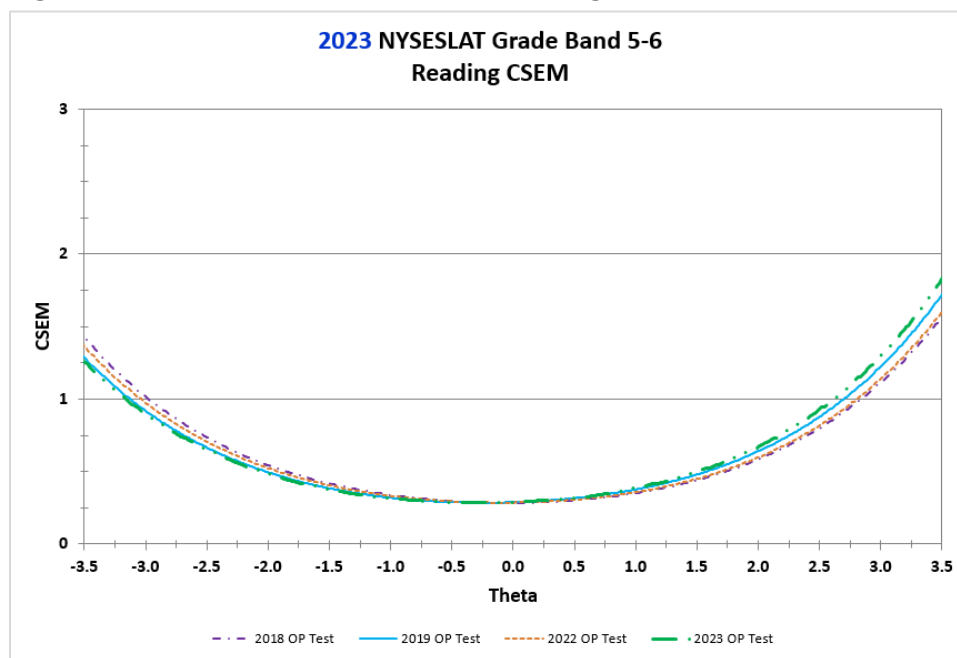


Figure 47. TCC for Grade Band 7–8 Reading Test

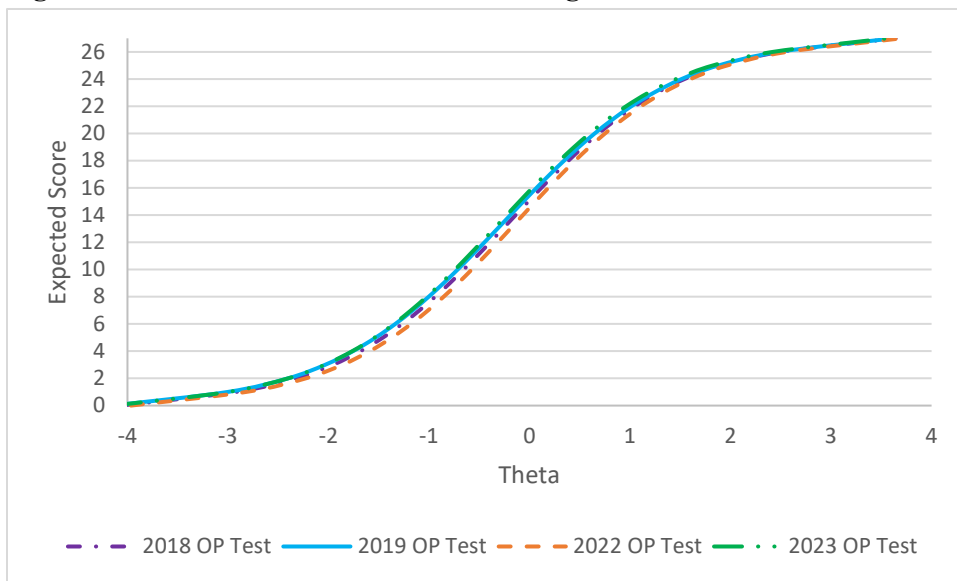


Figure 48. CSEM for Grade Band 7–8 Reading Test

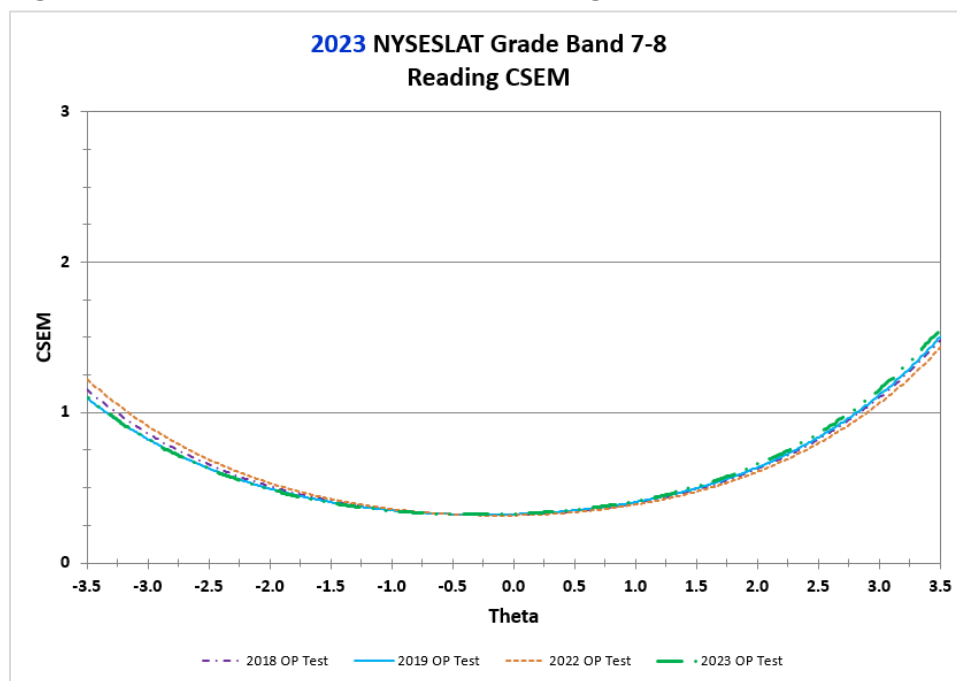


Figure 49. TCC for Grade Band 9–12 Reading Test

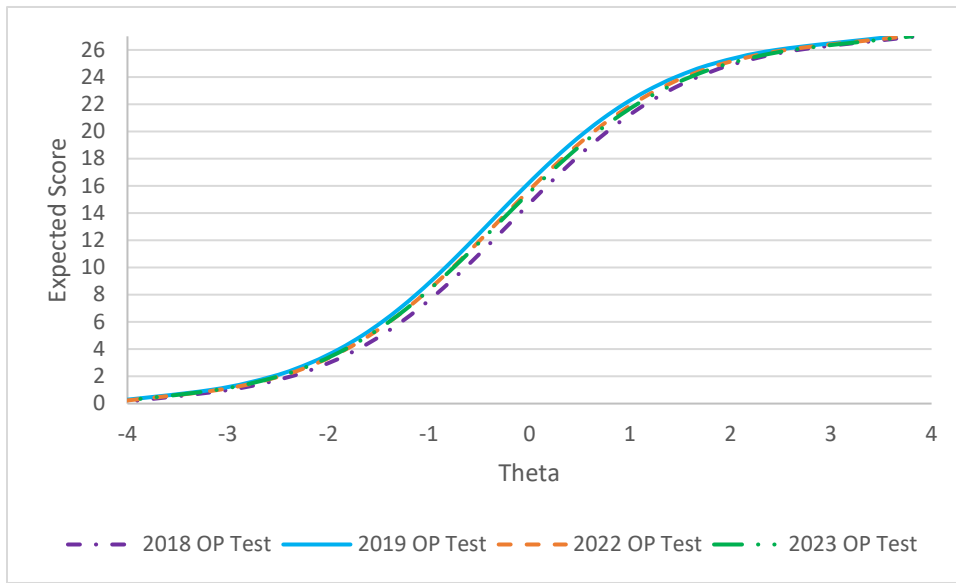
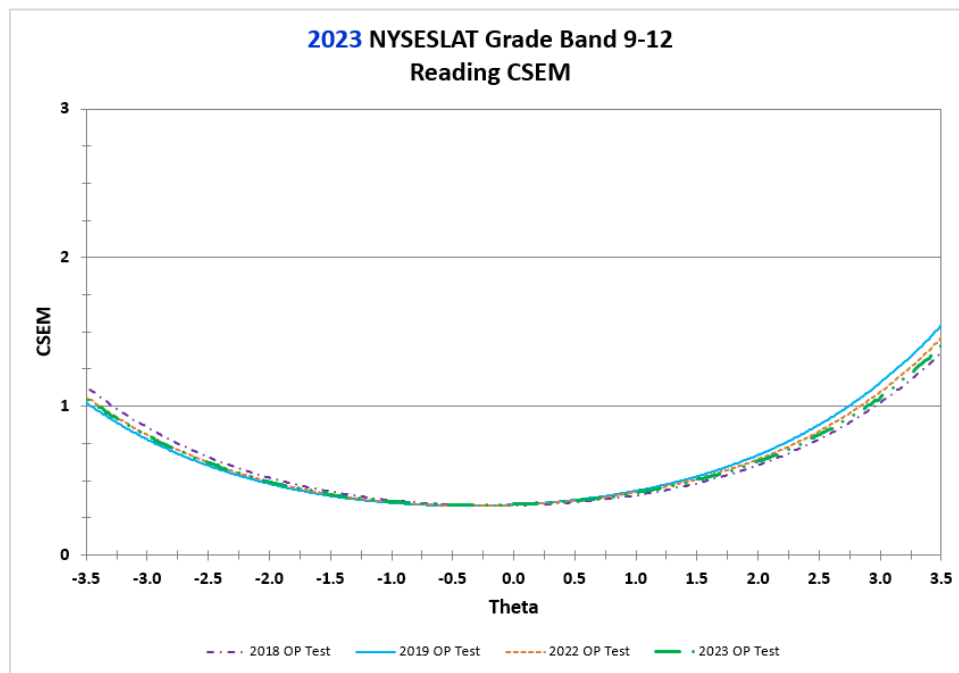


Figure 50. CSEM for Grade Band 9–12 Reading Test



Speaking Test

Figure 51. TCC for Kindergarten Speaking Test

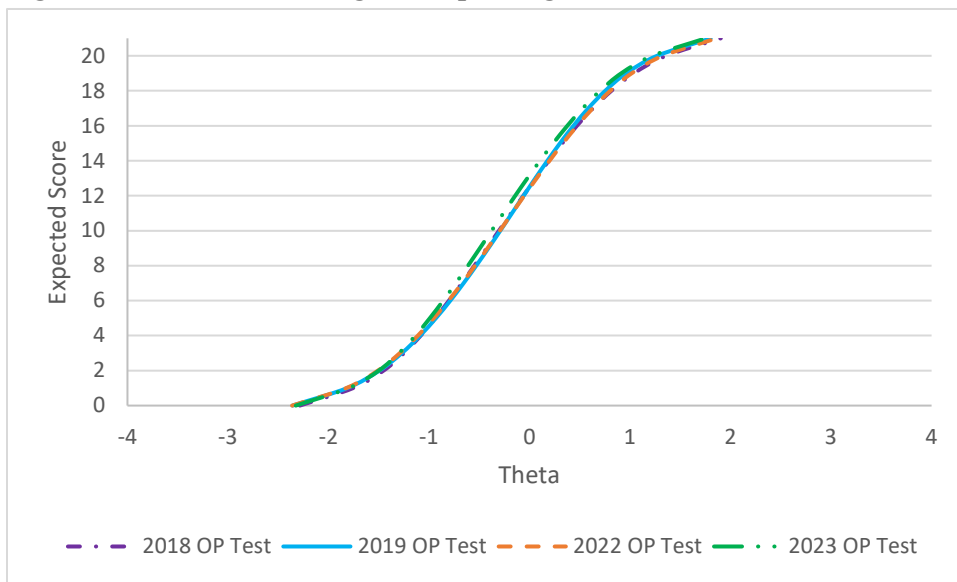


Figure 52. CSEM for Kindergarten Speaking Test

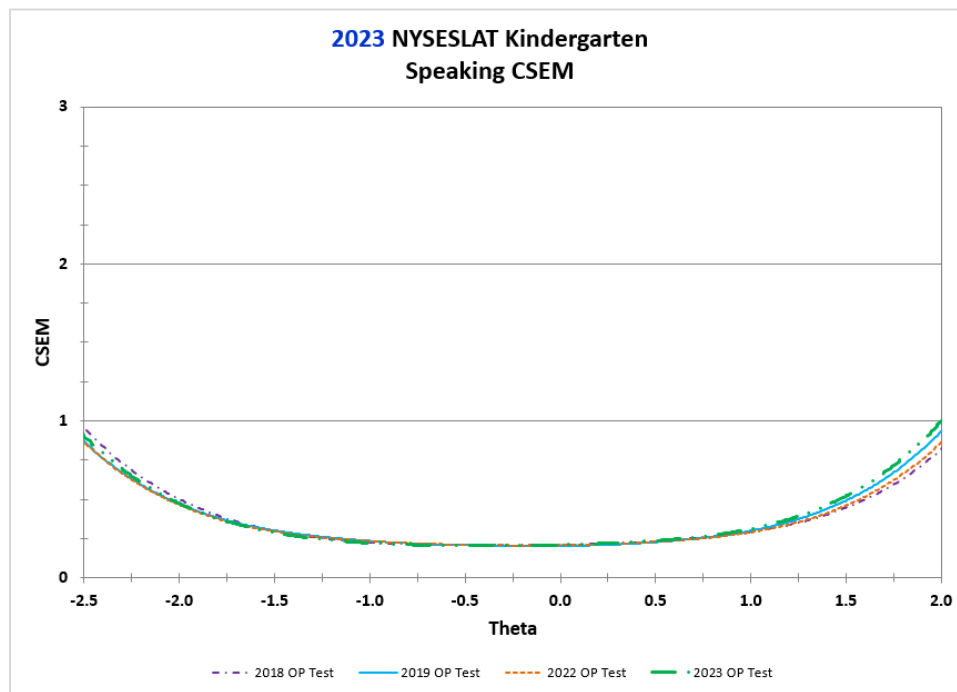


Figure 53. TCC for Grade Band 1–2 Speaking Test

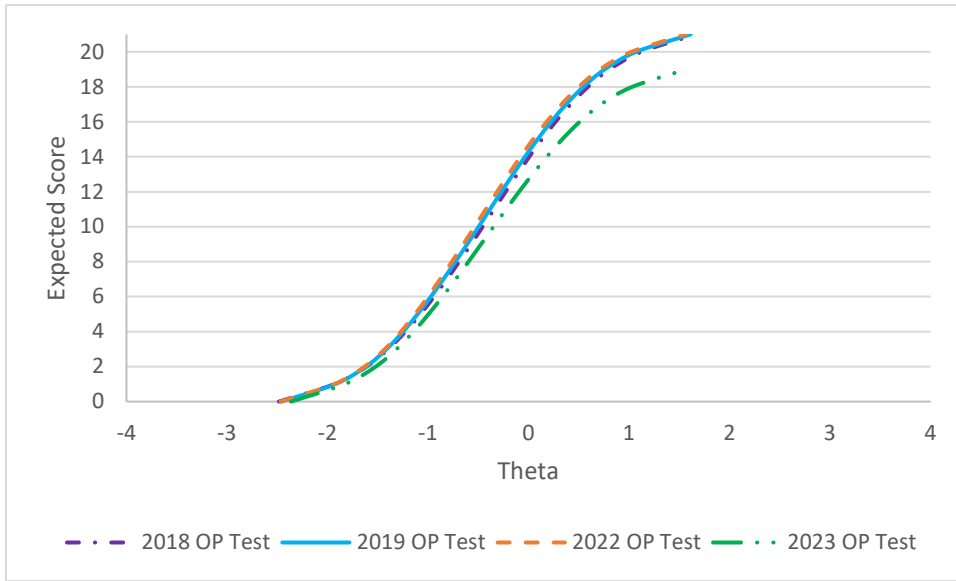


Figure 54. CSEM for Grade Band 1–2 Speaking Test

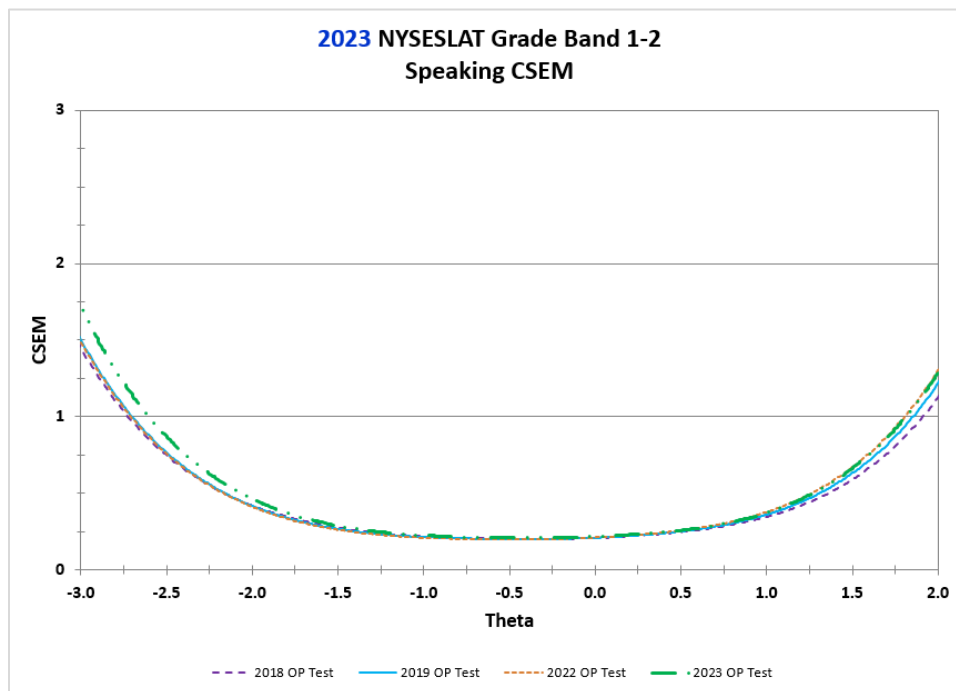


Figure 55. TCC for Grade Band 3–4 Speaking Test

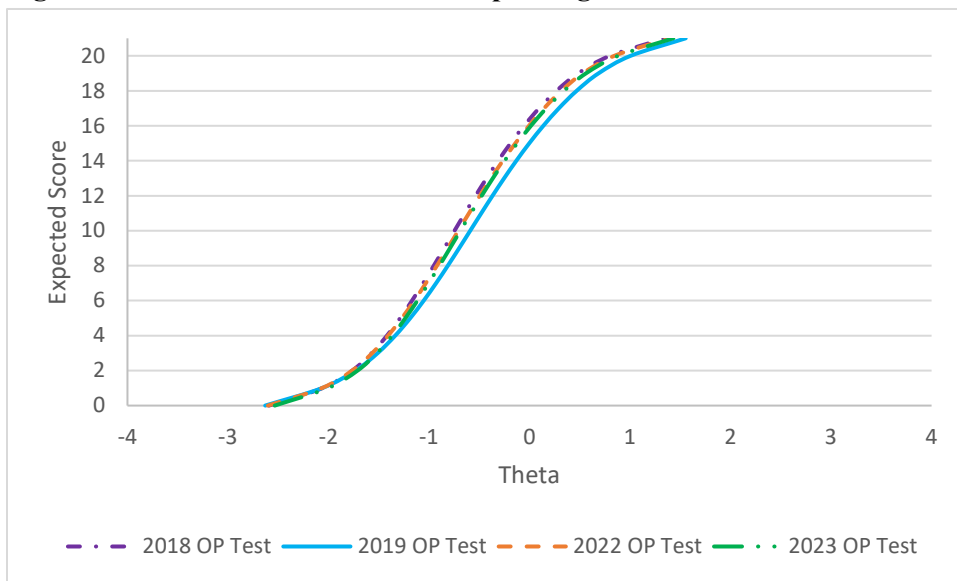


Figure 56. CSEM for Grade Band 3–4 Speaking Test

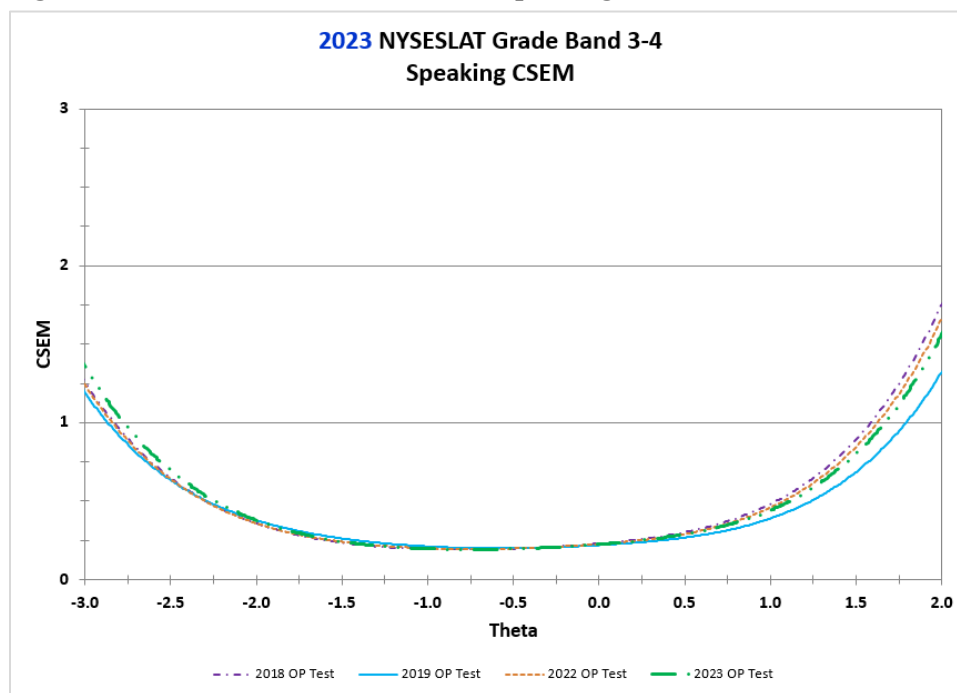


Figure 57. TCC for Grade Band 5–6 Speaking Test

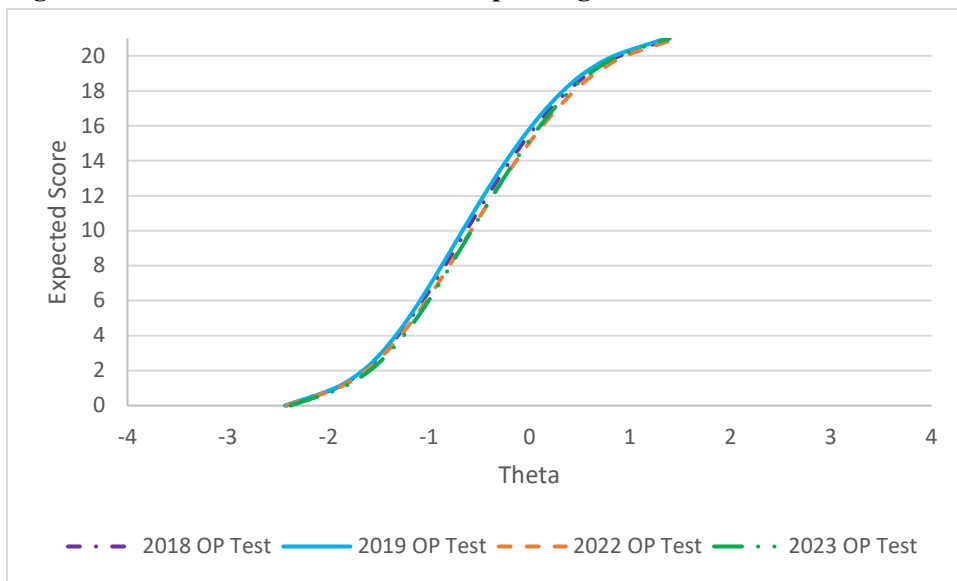


Figure 58. CSEM for Grade Band 5–6 Speaking Test

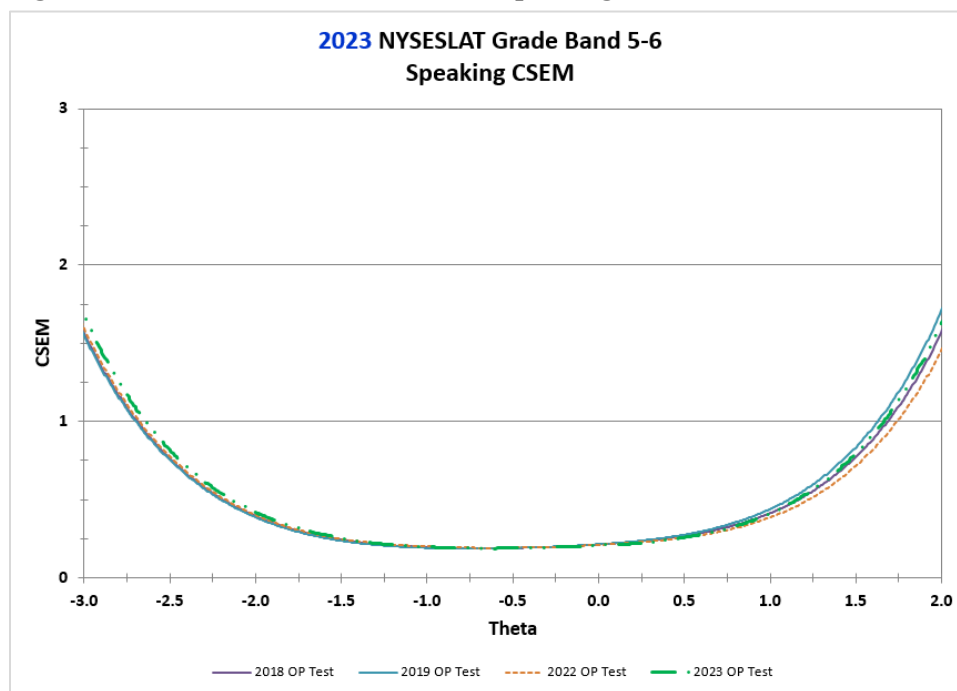


Figure 59. TCC for Grade Band 7–8 Speaking Test

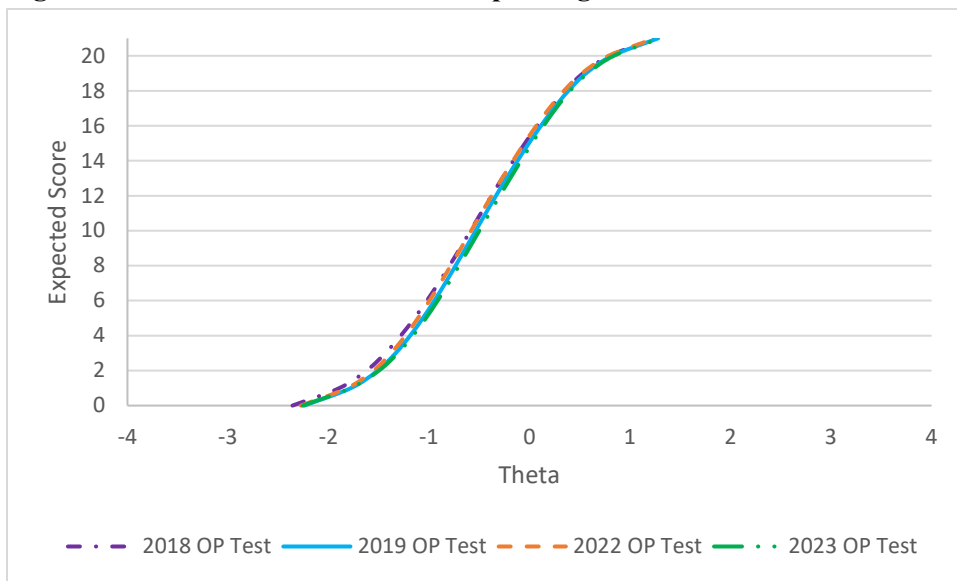


Figure 60. CSEM for Grade Band 7–8 Speaking Test

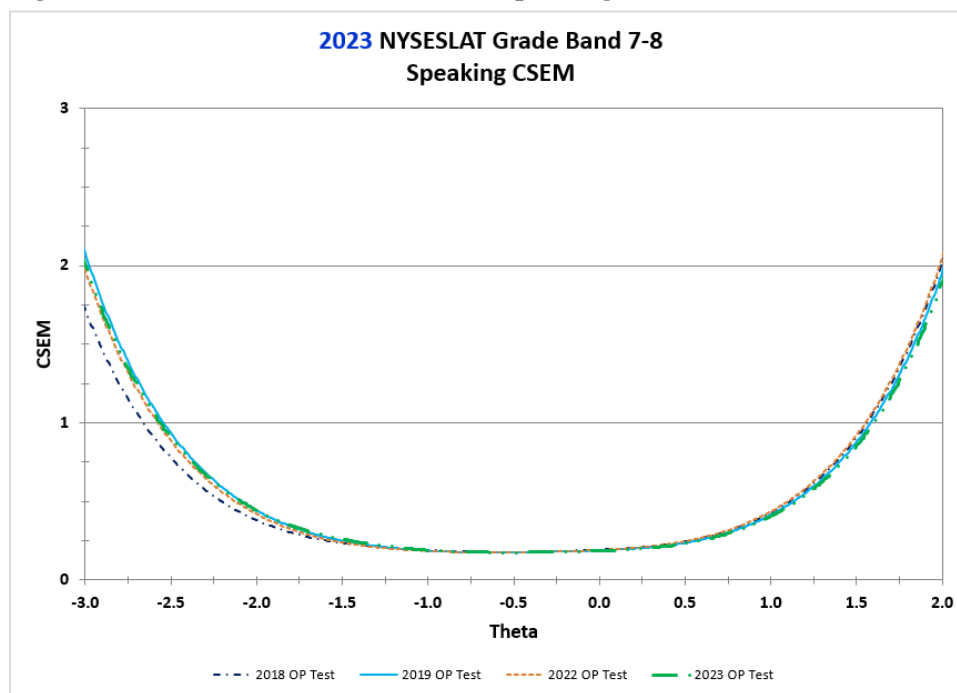


Figure 61. TCC for Grade Band 9–12 Speaking Test

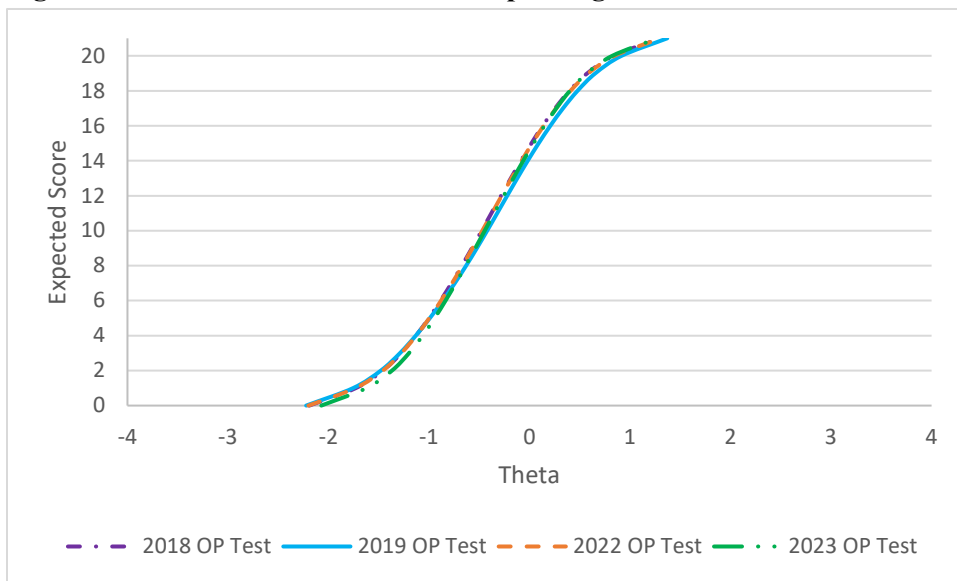
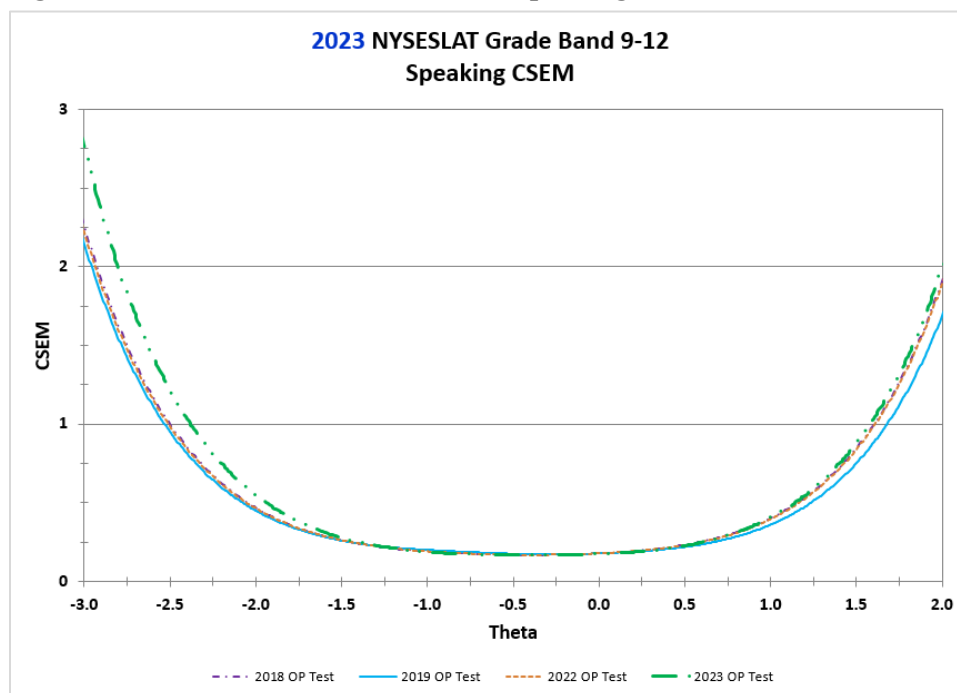


Figure 62. CSEM for Grade Band 9–12 Speaking Test



Writing Test

Figure 63. TCC for Kindergarten Writing Test

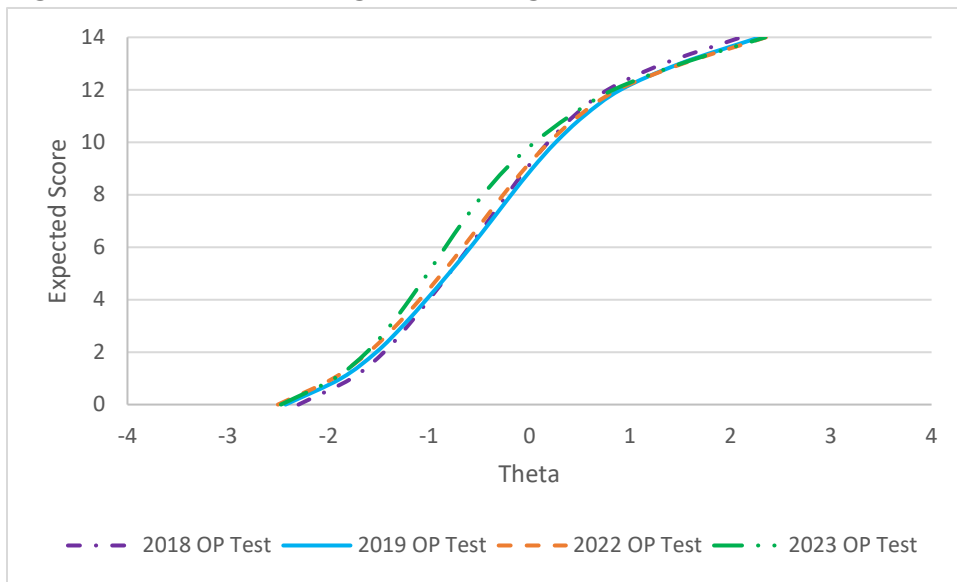


Figure 64. CSEM for Kindergarten Writing Test

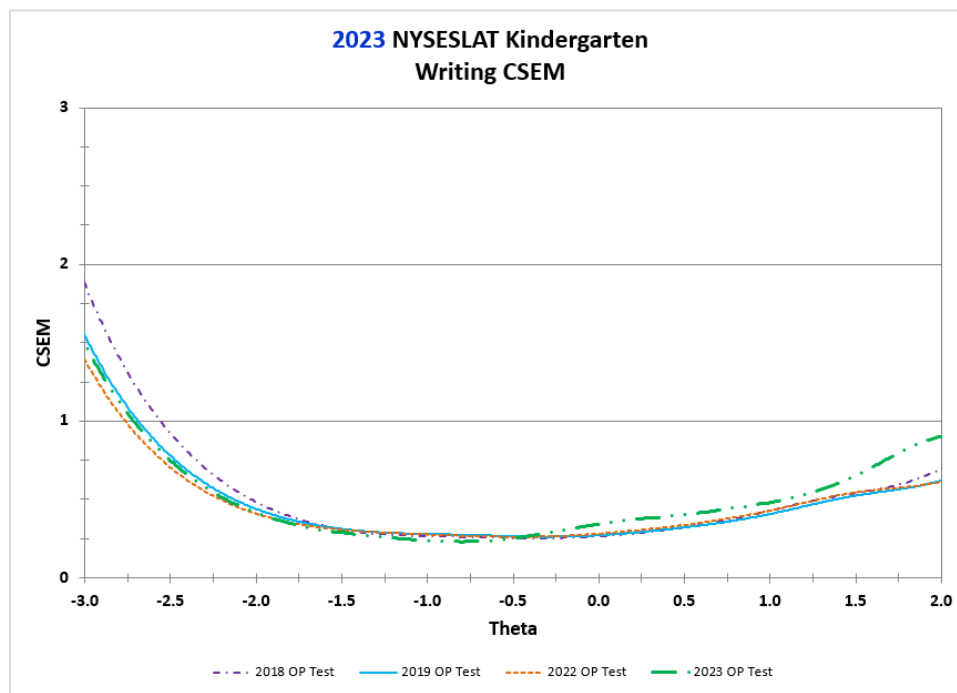


Figure 65. TCC for Grade Band 1–2 Writing Test

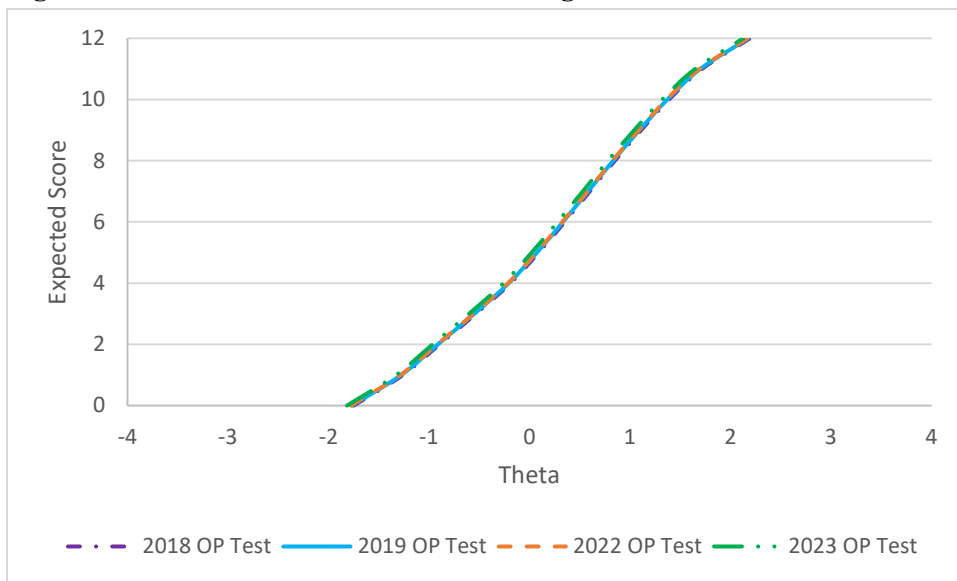


Figure 66. CSEM for Grade Band 1–2 Writing Test

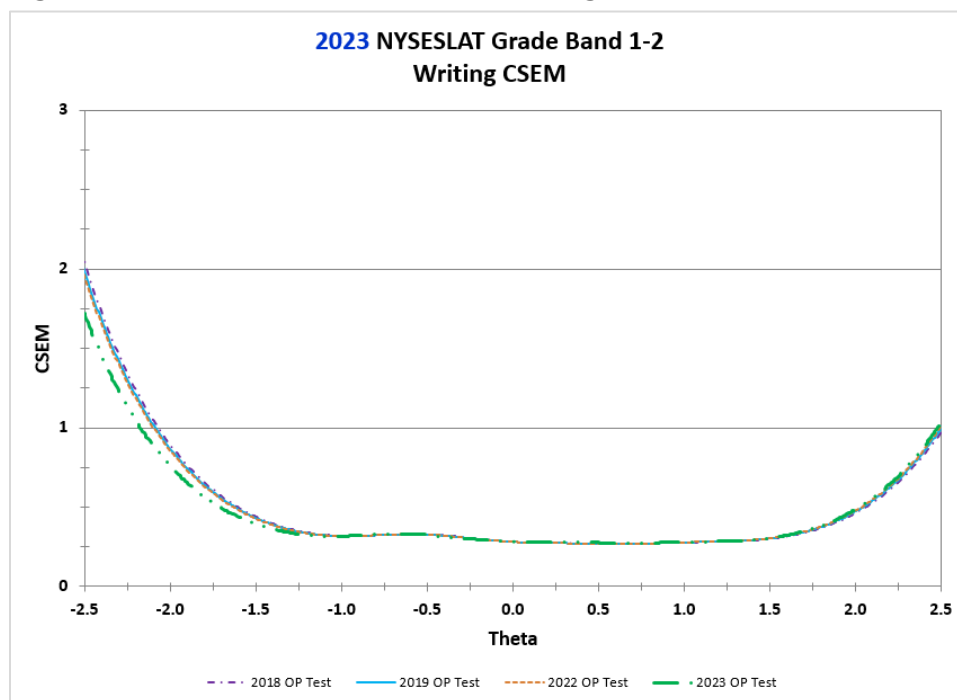


Figure 67. TCC for Grade Band 3–4 Writing Test

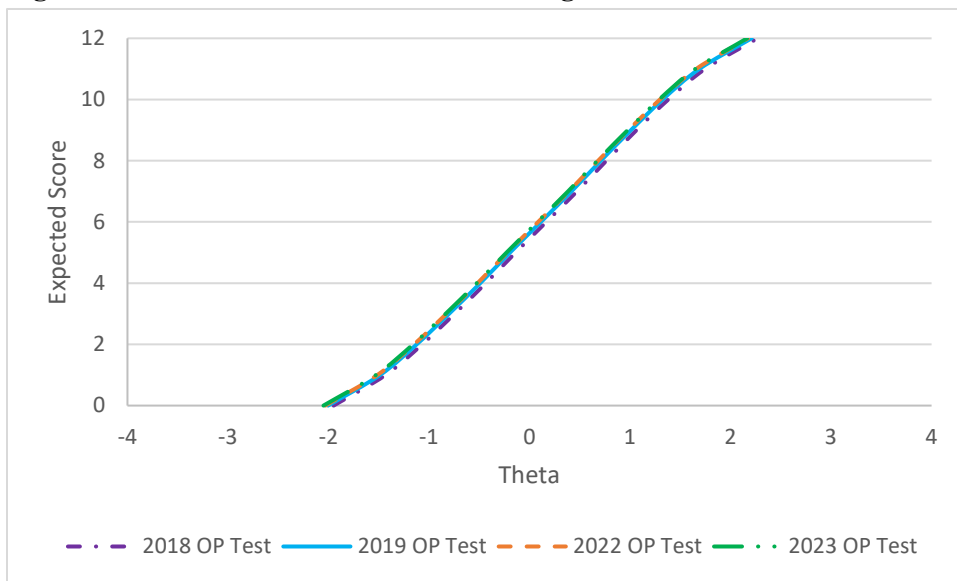


Figure 68. CSEM for Grade Band 3–4 Writing Test

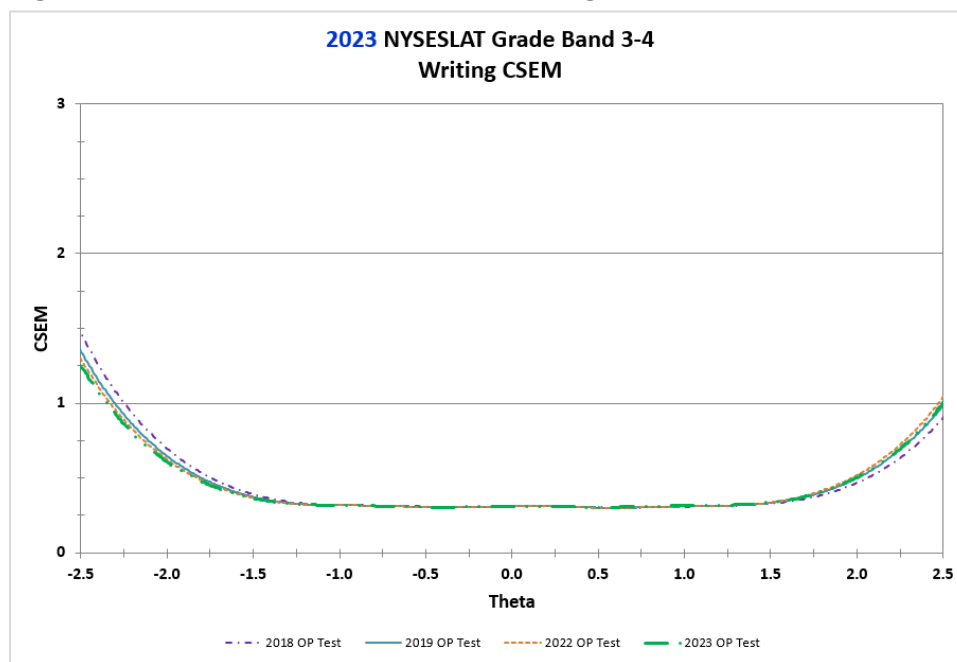


Figure 69. TCC for Grade Band 5–6 Writing Test

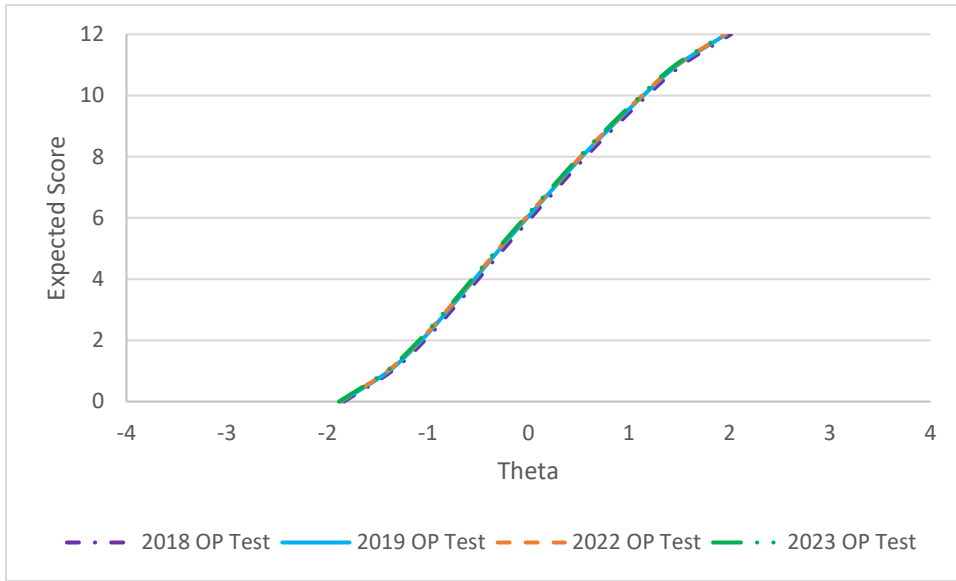


Figure 70. CSEM for Grade Band 5–6 Writing Test

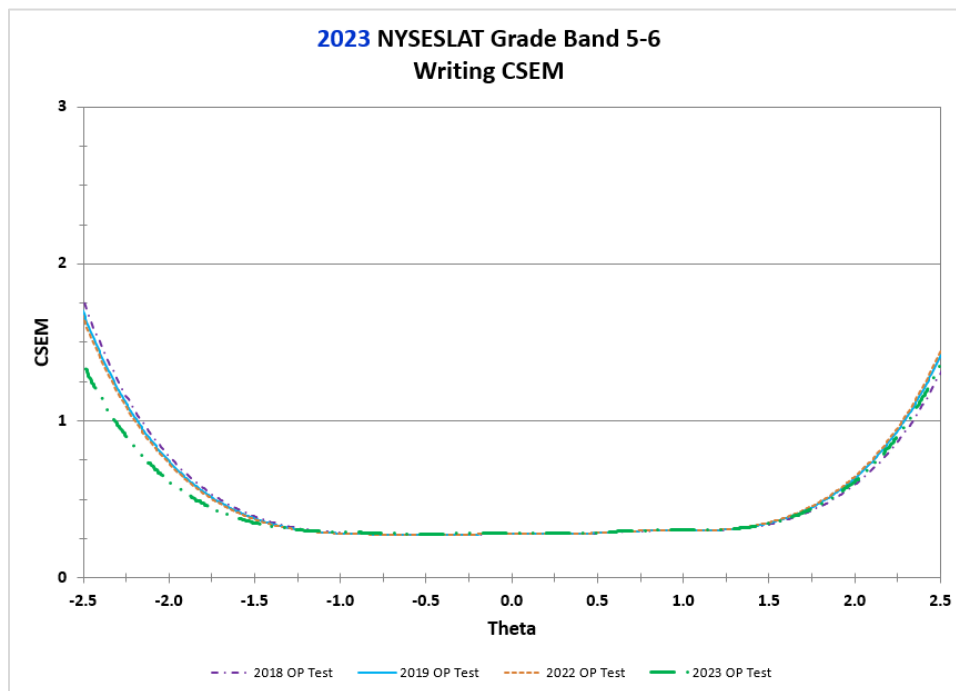


Figure 71. TCC for Grade Band 7–8 Writing Test

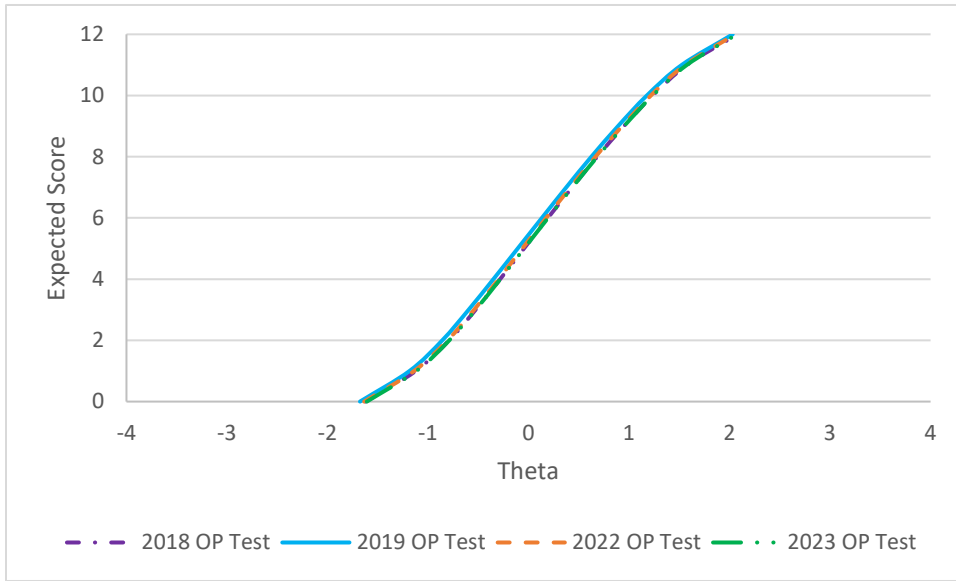


Figure 72. CSEM for Grade Band 7–8 Writing Test

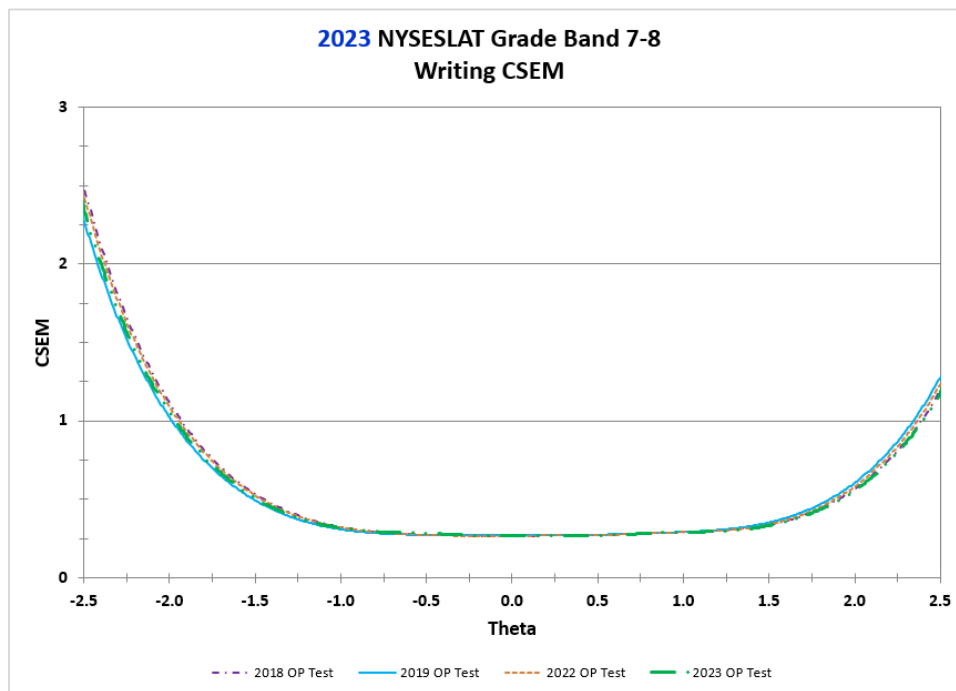


Figure 73. TCC for Grade Band 9–12 Writing Test

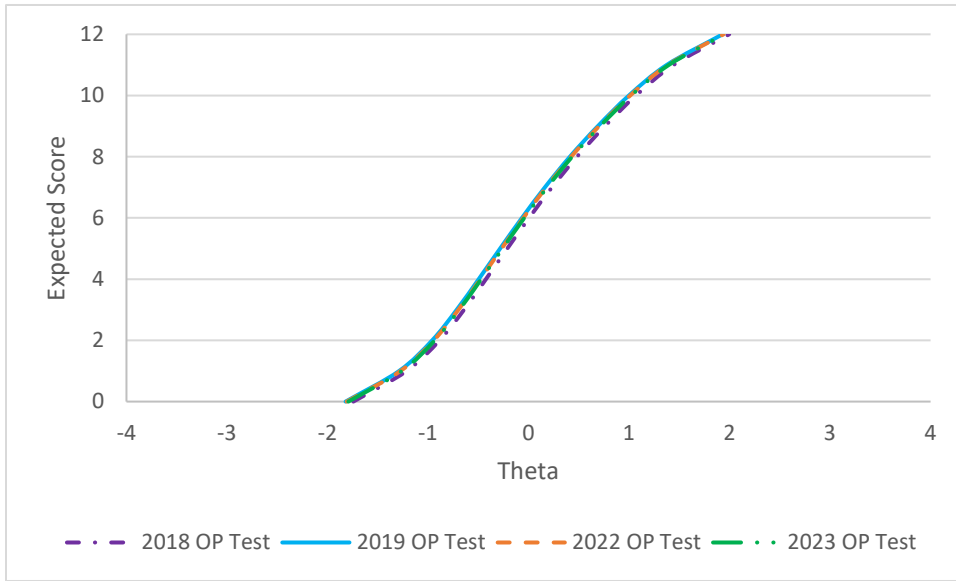
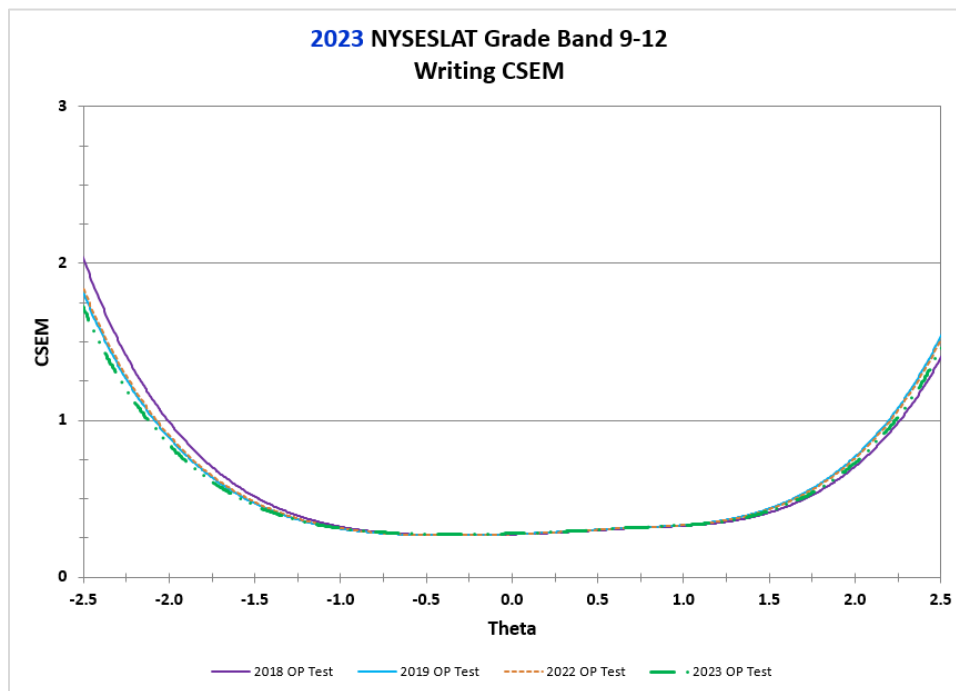


Figure 74. CSEM for Grade Band 9–12 Writing Test



7.7 The Scale Transformation Process

The 2023 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 & Brennan, 2004). The linear transformation from the theta scale (θ) to the scale score (SS) scale can be expressed as the following:

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

where:

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

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

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

The scale transformation constants are shown in the middle section of Table 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 2023 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	64.26	11.79
	1–2	0.00	1.00	9.07	60.56	1	30	90	55.56	10.57
						2	30	90	61.69	12.93
	3–4	0.00	1.00	9.96	63.22	3	30	90	61.41	11.05
						4	30	90	64.07	12.14
	5–6	0.00	1.00	9.58	62.97	5	30	90	63.42	12.43
						6	30	90	64.44	12.99
	7–8	0.00	1.00	8.61	60.40	7	30	90	60.71	10.74
						8	30	90	61.97	11.36
	9–12	0.00	1.00	9.92	64.34	9	30	90	65.09	11.83
						10	30	90	67.61	12.22
						11	30	90	69.17	12.15
12						30	90	66.18	12.54	
Reading	K	0.00	1.00	13.01	75.46	K	30	90	71.97	13.39
	1–2	0.00	1.00	9.31	58.42	1	30	90	54.69	11.26
						2	30	90	61.75	13.71
	3–4	0.00	1.00	9.69	61.73	3	30	90	60.20	11.52
						4	30	90	63.03	12.55
	5–6	0.00	1.00	9.88	59.01	5	30	90	59.70	11.10
						6	30	90	61.10	11.79
	7–8	0.00	1.00	10.12	61.14	7	30	90	61.38	11.41
						8	30	90	63.48	12.07
	9–12	0.00	1.00	9.77	61.75	9	30	90	62.40	11.38
						10	30	90	65.19	11.85
						11	30	90	67.04	11.99
12						30	90	63.92	12.31	

Table 47. Fixed LOSS/HOSS Scaling for the 2023 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	60.21	19.21
	1–2	0.00	1.00	14.10	72.53	1	30	90	67.86	19.04
						2	30	90	71.89	18.81
	3–4	0.00	1.00	14.56	72.60	3	30	90	70.83	17.88
						4	30	90	71.67	17.87
	5–6	0.00	1.00	14.90	73.99	5	30	90	73.63	17.53
						6	30	90	73.32	17.92
	7–8	0.00	1.00	16.20	72.70	7	30	90	71.68	18.31
						8	30	90	71.78	18.73
	9–12	0.00	1.00	15.06	72.26	9	30	90	67.43	21.10
						10	30	90	72.42	18.42
						11	30	90	75.10	16.61
12						30	90	74.81	16.98	
Writing	K	0.00	1.00	12.39	62.86	K	30	90	59.50	15.21
	1–2	0.00	1.00	14.94	54.22	1	30	90	46.98	14.32
						2	30	90	53.66	16.36
	3–4	0.00	1.00	14.27	55.71	3	30	90	52.95	15.39
						4	30	90	55.58	16.42
	5–6	0.00	1.00	15.65	56.48	5	30	90	54.82	15.69
						6	30	90	55.78	16.48
	7–8	0.00	1.00	16.26	56.54	7	30	90	55.78	16.18
						8	30	90	57.38	17.03
	9–12	0.00	1.00	16.02	56.92	9	30	90	52.82	16.02
						10	30	90	57.17	16.23
						11	30	90	59.79	15.65
12						30	90	57.58	16.03	

Table 47. Fixed LOSS/HOSS Scaling for the 2023 NYSESLAT (continued)

Modality	Scale Scores				
	Grade	Min	Max	Mean	SD
Overall	K	120	360	255.94	50.26
	1	120	360	225.1	44.65
	2	120	360	249.00	52.78
	3	120	360	245.39	47.36
	4	120	360	254.35	50.62
	5	120	360	251.57	48.43
	6	120	360	254.64	50.40
	7	120	360	249.54	48.12
	8	120	360	254.61	50.68
	9	120	360	247.74	52.40
	10	120	360	262.38	50.30
	11	120	360	271.10	47.78
12	120	360	262.49	49.85	

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 2023 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 2023 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 2023 NYSESLAT Performance Level

Grade	NYSESLAT Performance Level SS ranges				
	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 2023 performance levels for public and charter schools (shown below in Table 49 and graphically in Figure 75).

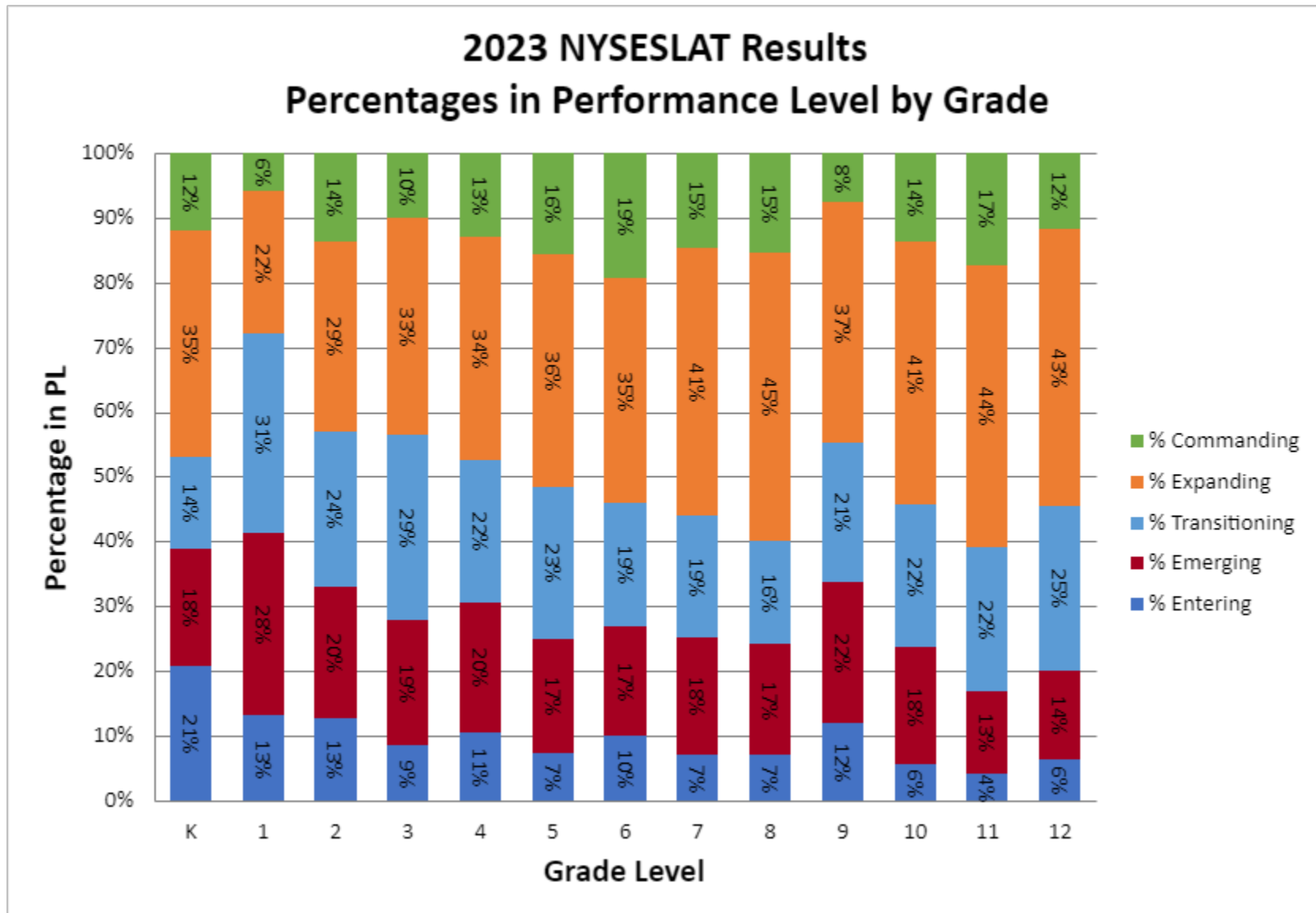
Table 49. 2023 Obtained Performance Level Percentages

Grade	Percentage of Students by Performance Level				
	1	2	3	4	5
K	21	18	14	35	12
1	13	28	31	22	6
2	13	20	24	29	14
3	9	19	29	33	10
4	11	20	22	34	13
5	7	17	23	36	16
6	10	17	19	35	19
7	7	18	19	41	15
8	7	17	16	45	15
9	12	22	21	37	8
10	6	18	22	41	14
11	4	13	22	44	17
12	6	14	25	43	12

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 2023 operational administration.

Figure 75. Across Grade Summary of Percentages of Students by Performance Level (2023)



Figures 76–88 show the percentage of students in each of the NYSESLAT performance levels over the period of 2015–2023 (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 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Kindergarten)

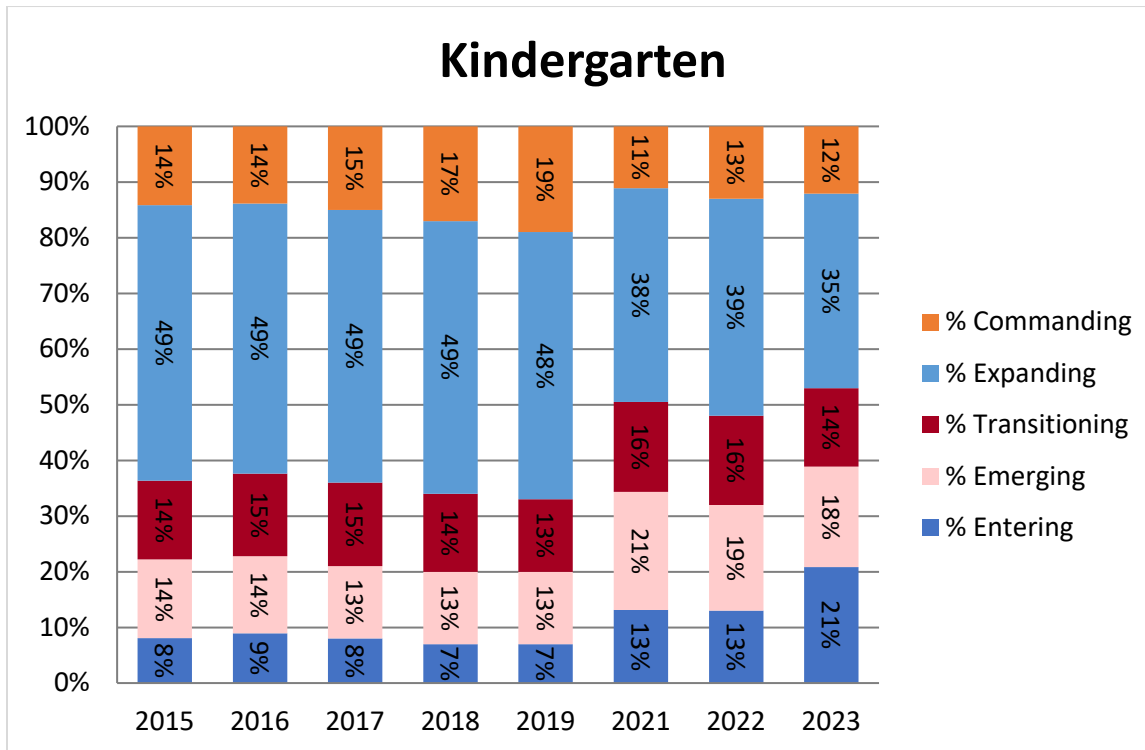


Figure 77. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 1)

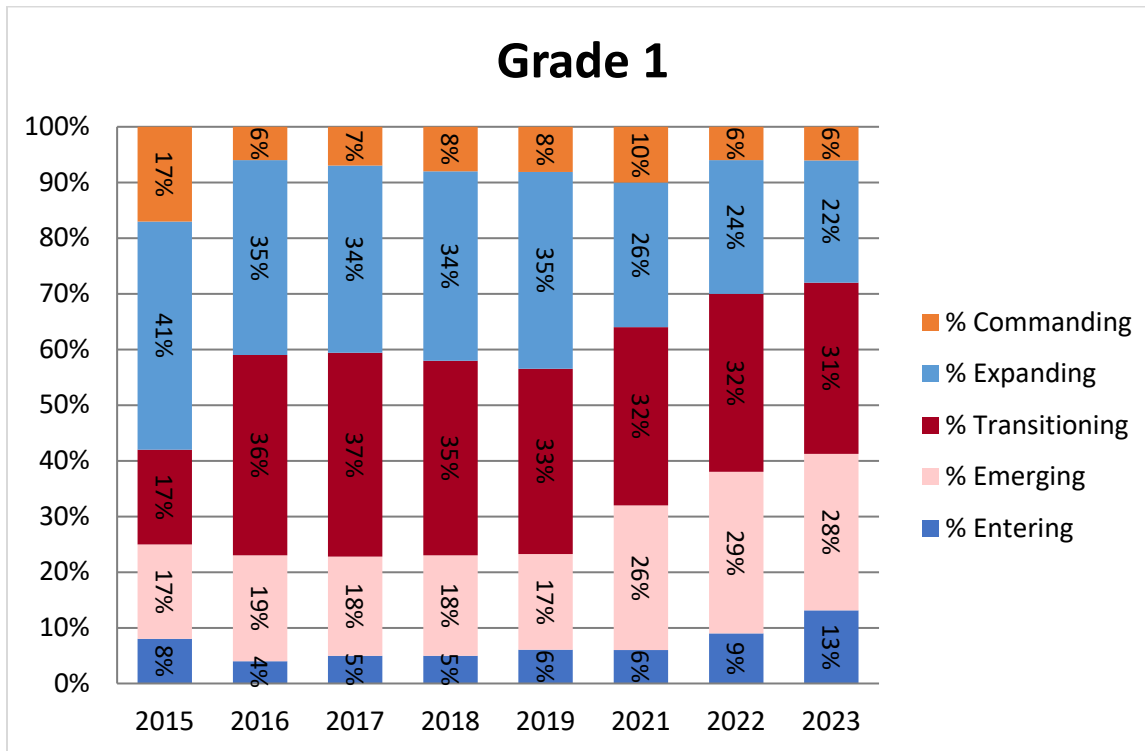


Figure 78. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 2)

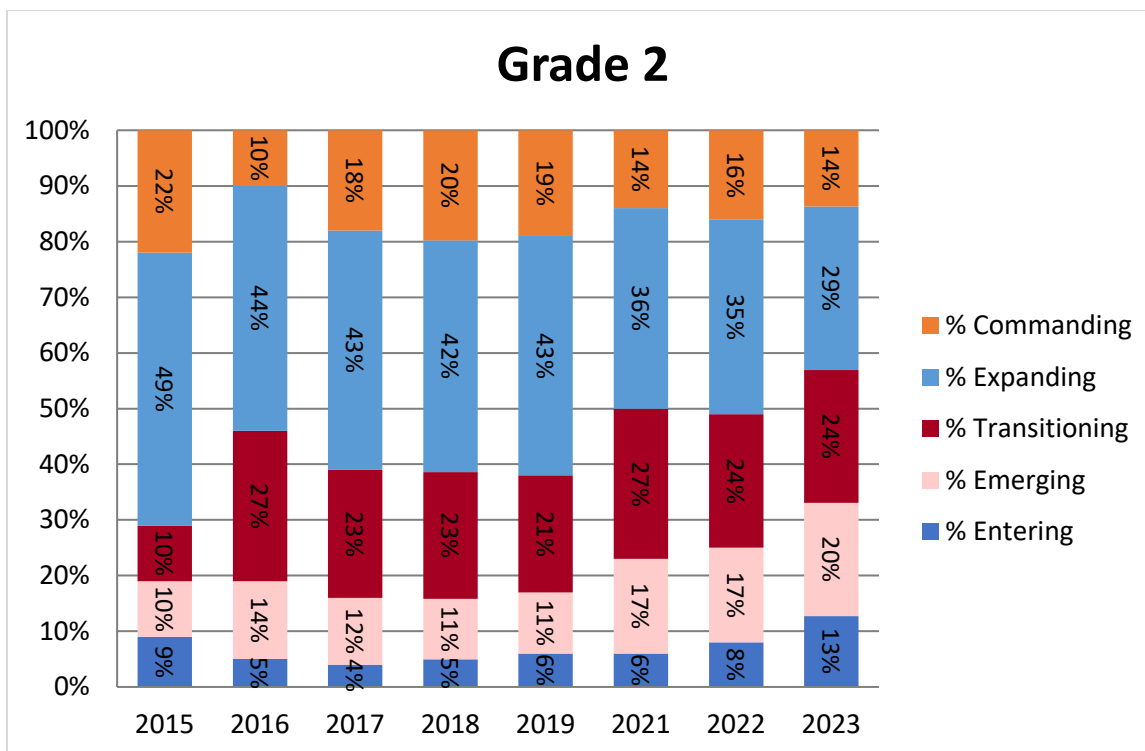


Figure 79. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 3)

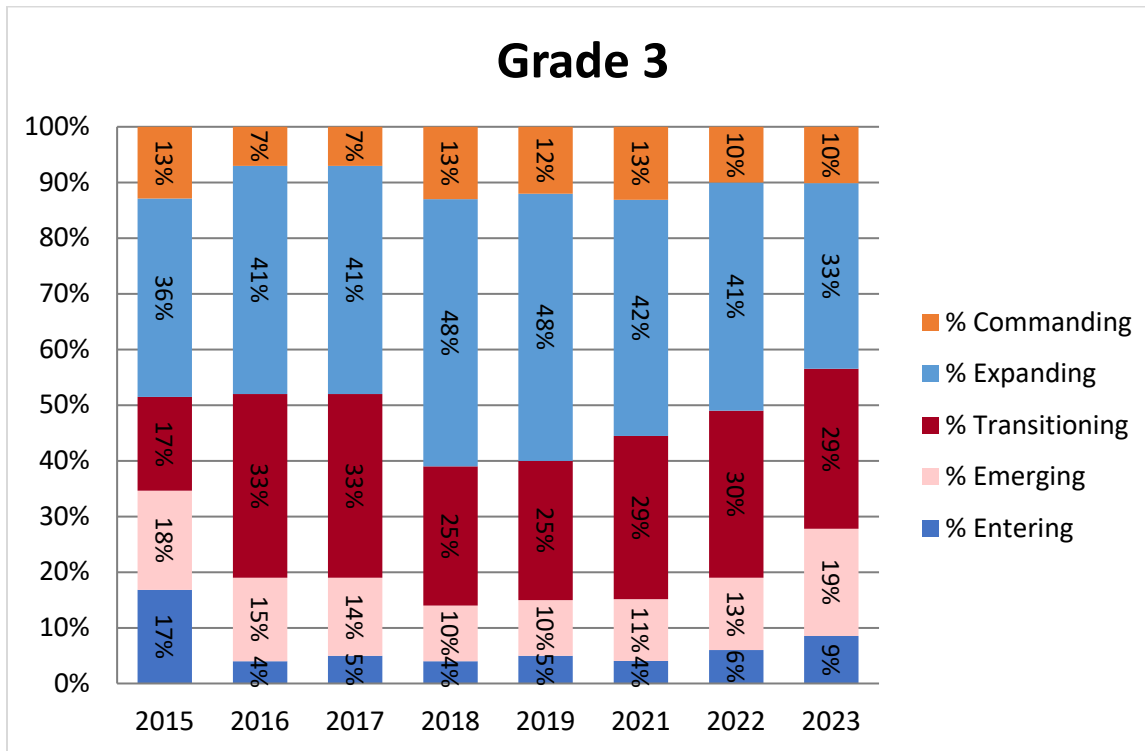


Figure 80. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 4)

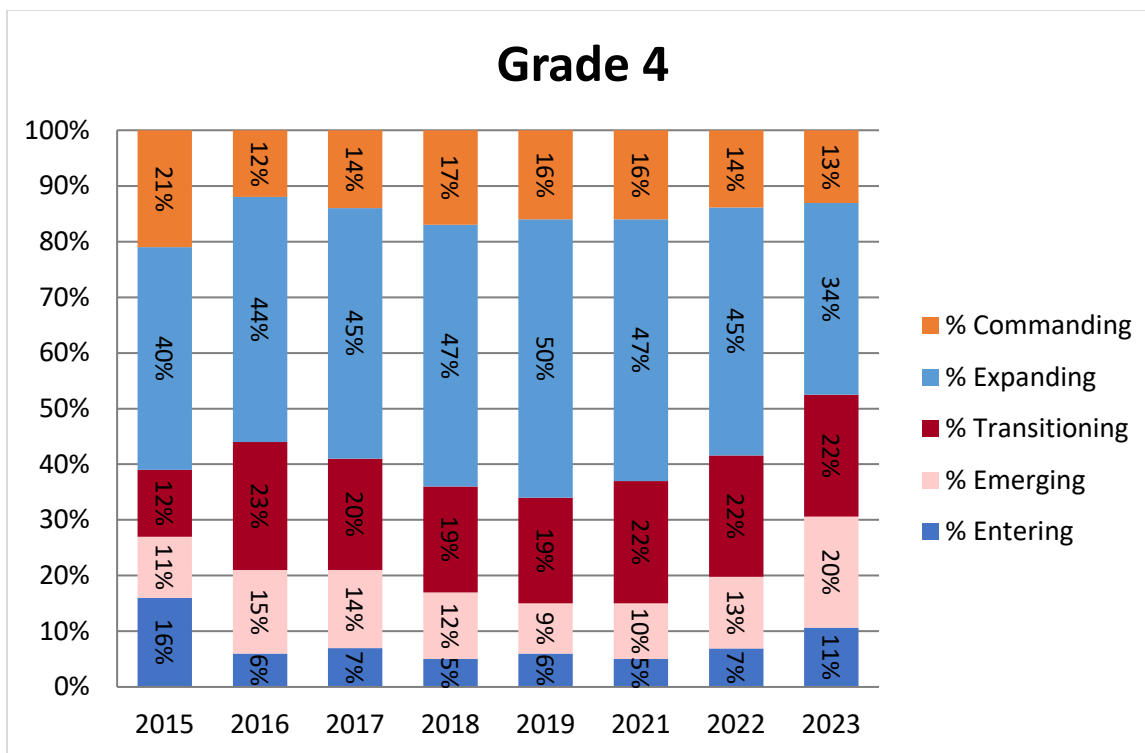


Figure 81. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 5)

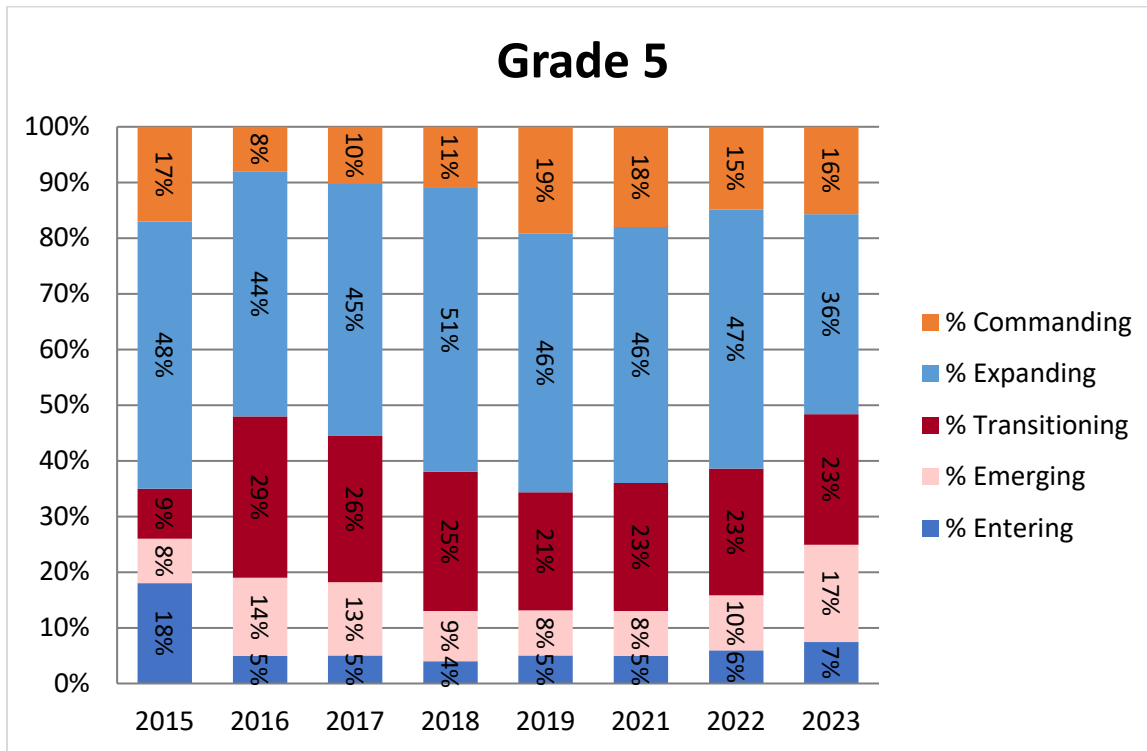


Figure 82. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 6)

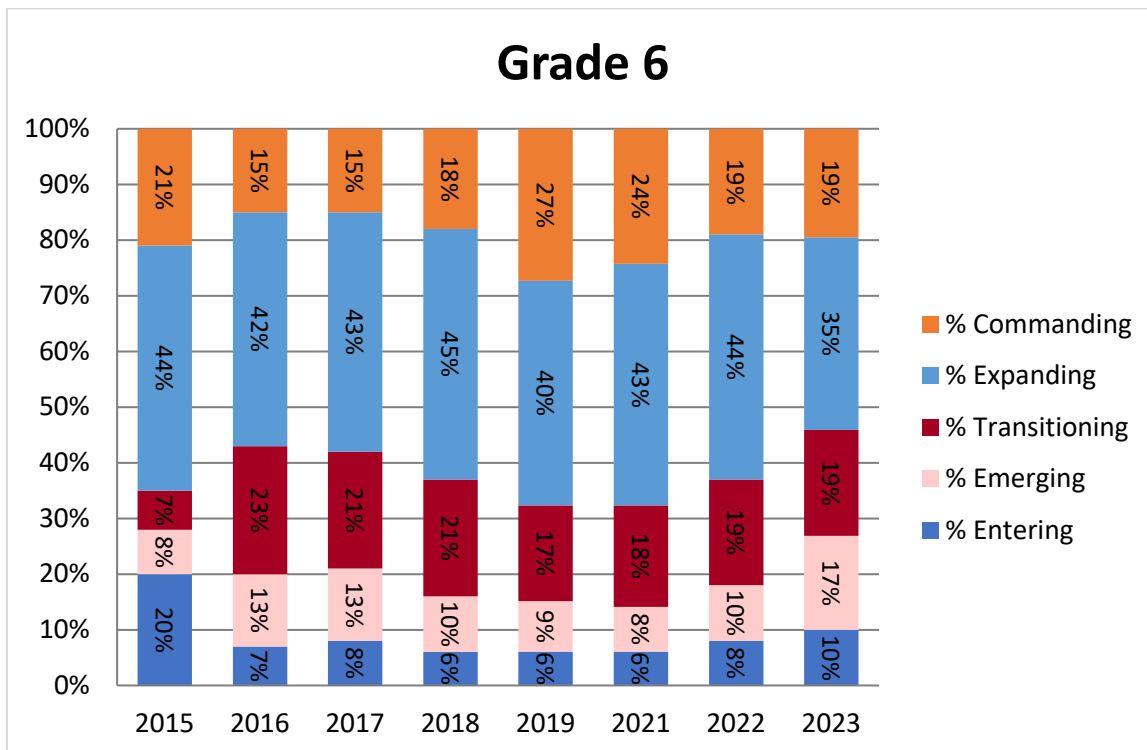


Figure 83. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 7)

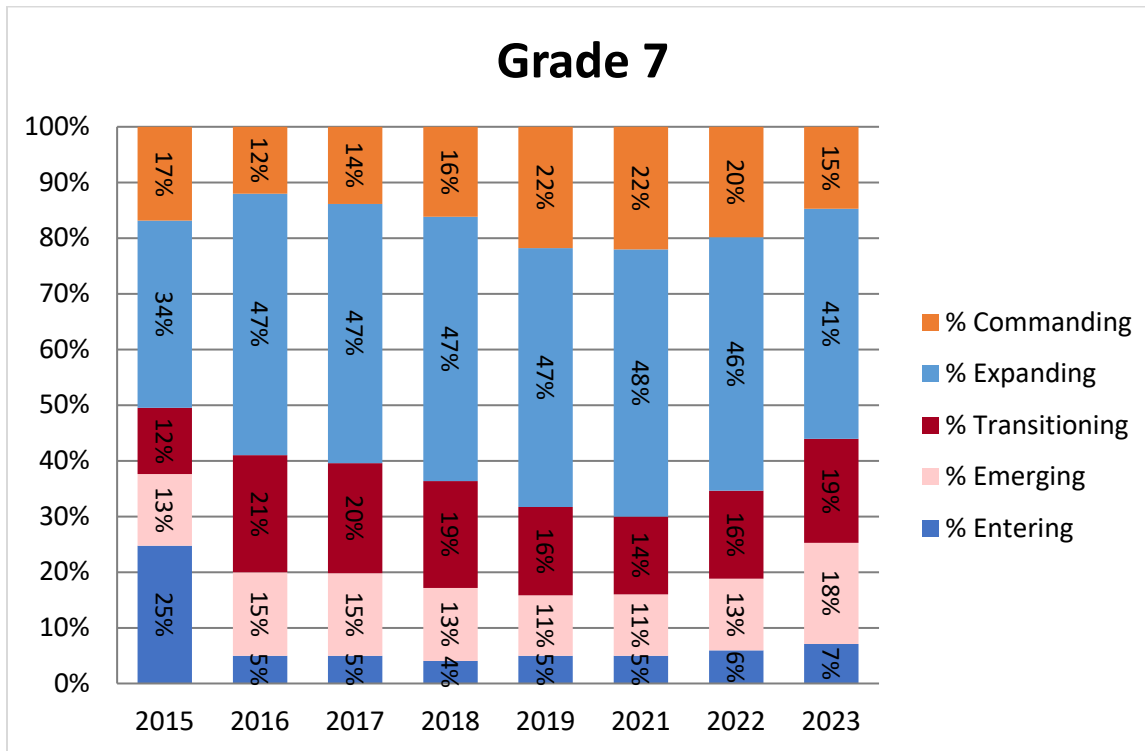


Figure 84. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 8)

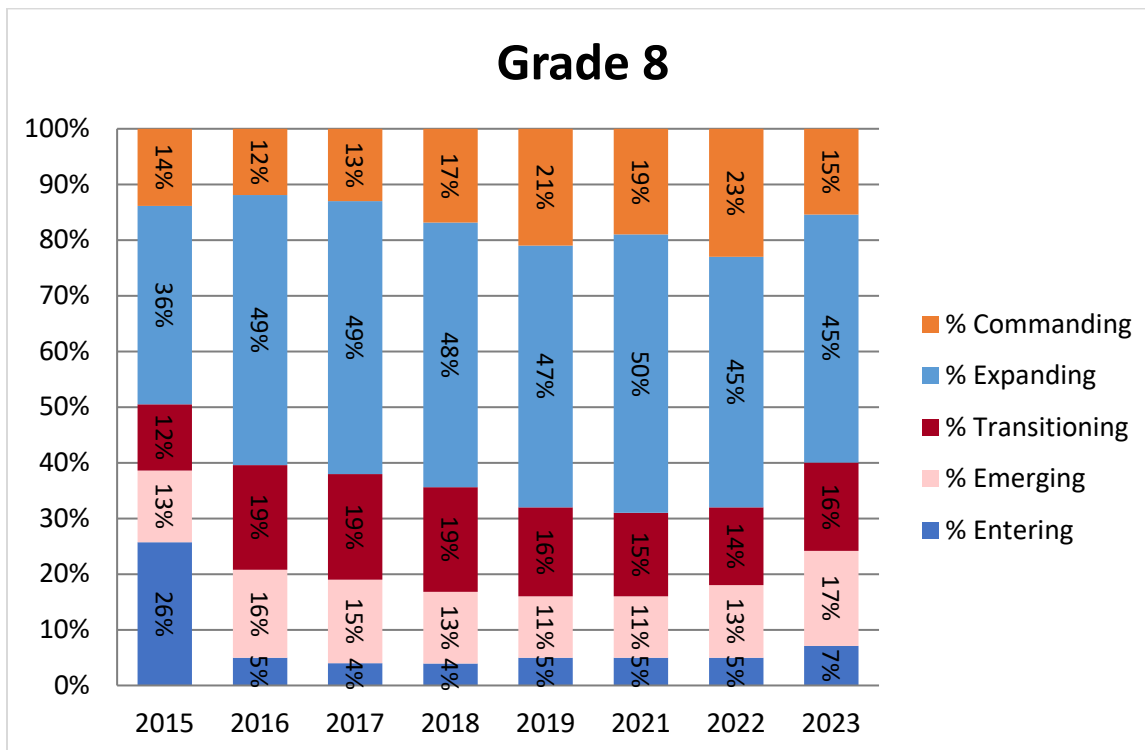


Figure 85. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 9)

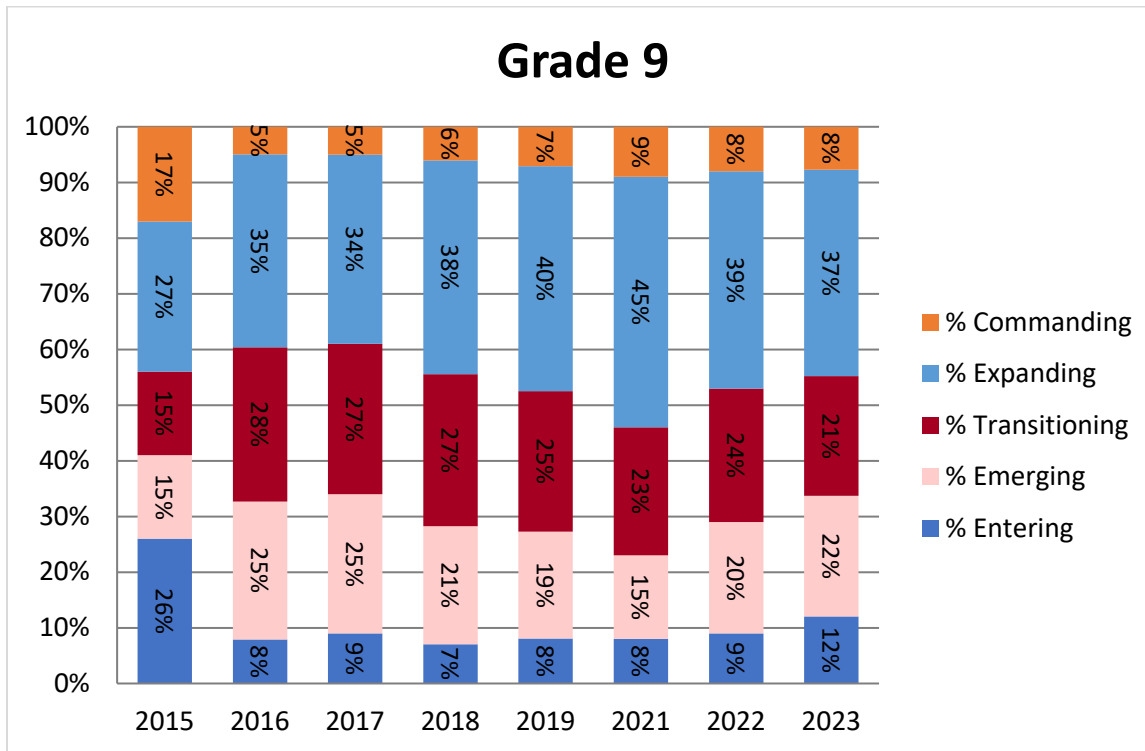


Figure 86. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 10)

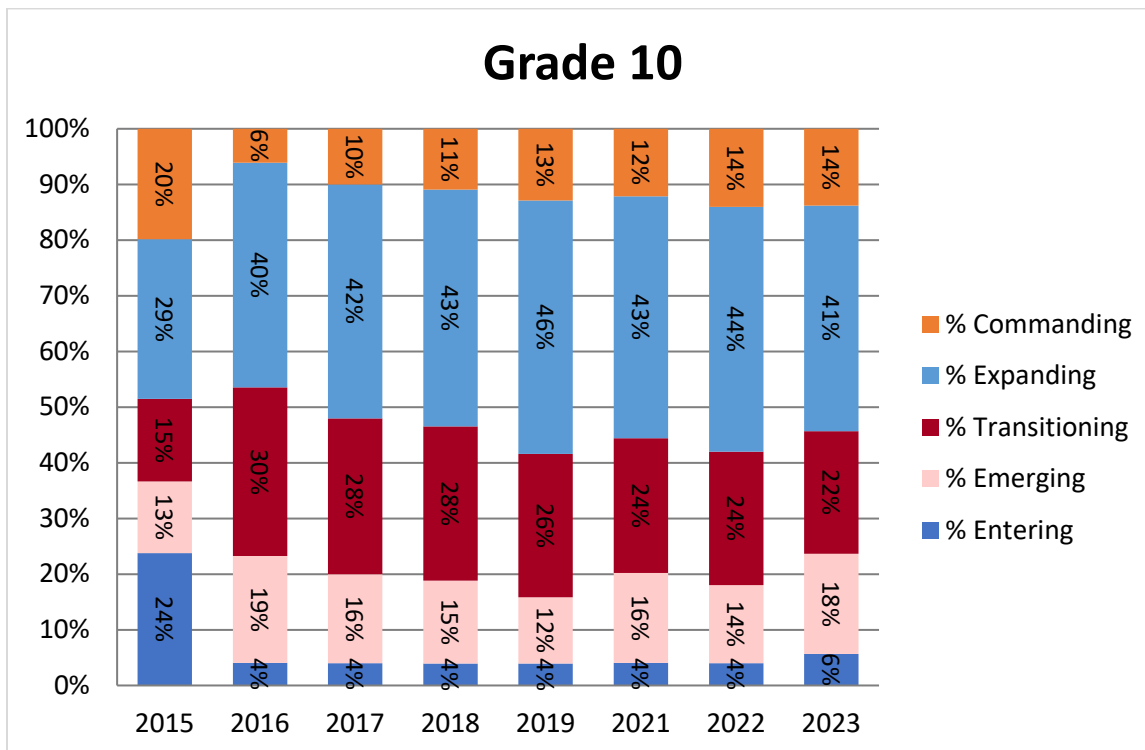


Figure 87. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 11)

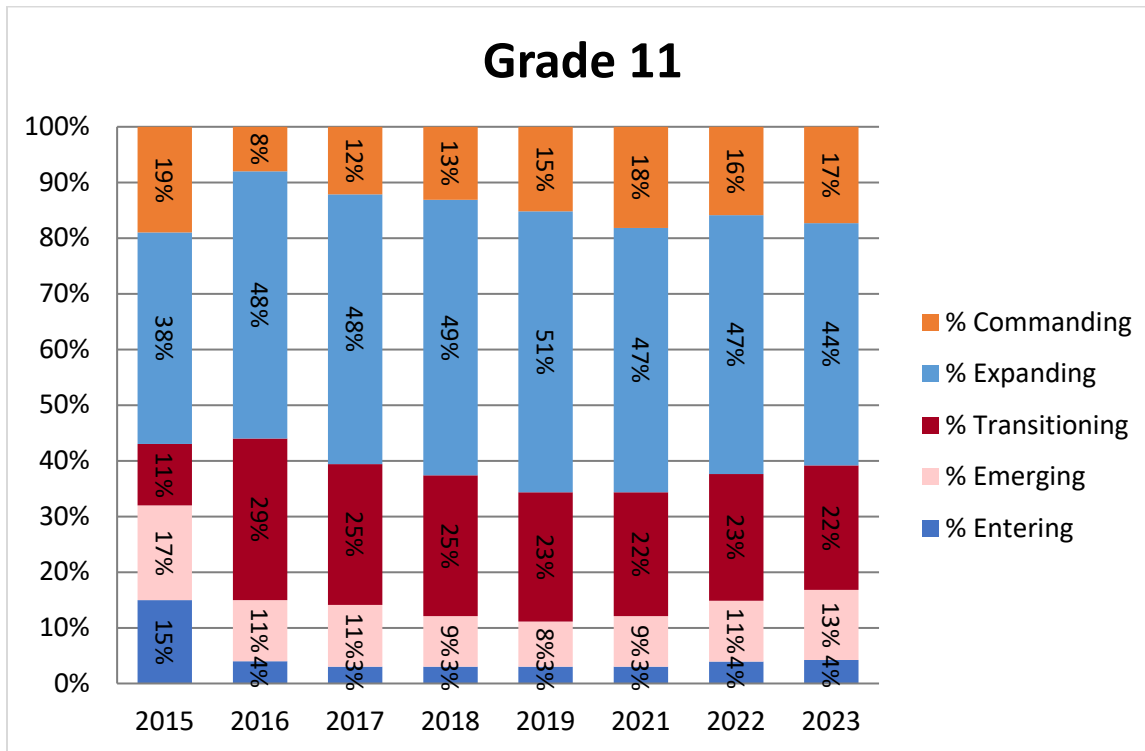
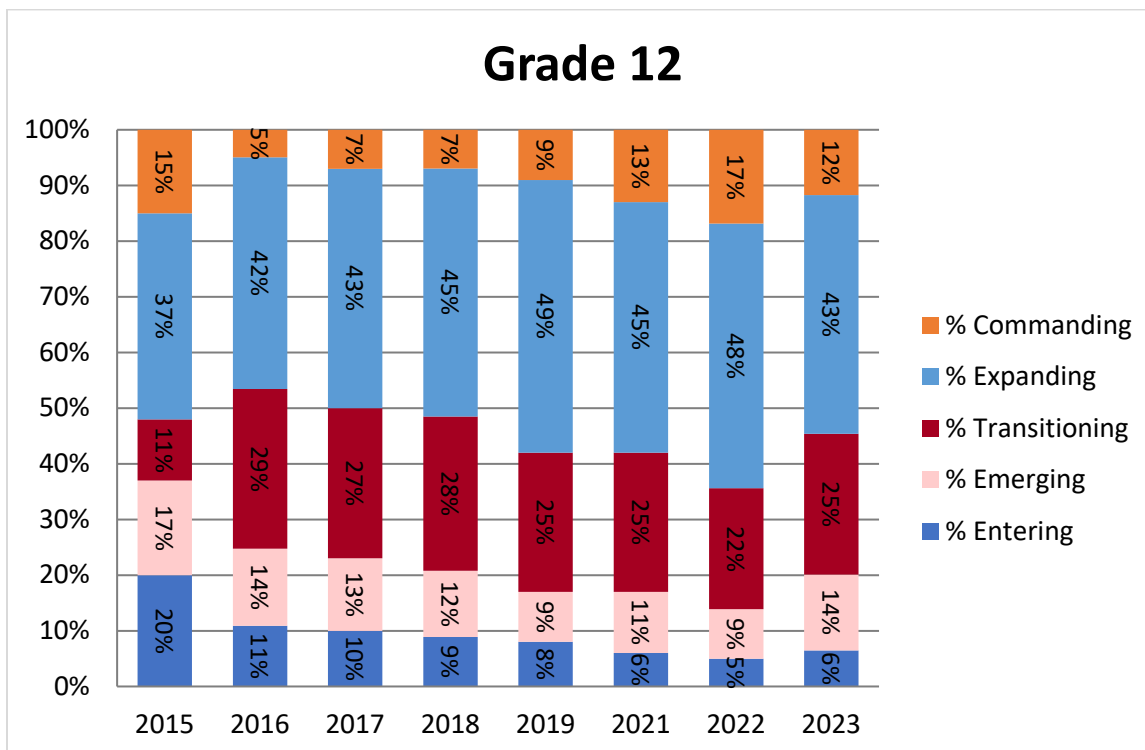


Figure 88. Historical Comparison of 2023 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 12)



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 2023 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 2017–2023 (All Schools).
- Table 63 presents the exit rates of students in each of the performance levels by grade band for 2017–2023 (Public & Charters Only).
- Table 64 presents the exit rates of students in each of the performance levels by grade level for 2017–2023 (All Schools).
- Table 65 presents the exit rates of students in each of the performance levels by grade level for 2017–2023 (Public & Charters Only).
- Table 66 through Table 77 present the scale score frequency distribution and State percentile rank (PR) for each scale score point by grade level (All Schools).
- Table 78 through Table 91 present the scale score frequency distribution and State percentile rank (PR) for each scale score point by grade level (Public & Charters Only).

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

- **Gender:** Male/Female
- **Ethnicity:** American Indian or Alaska Native, Black or African American, Asian, Native Hawaiian/other Pacific Islander, Hispanic or Latino, White, and Multiracial (not of Hispanic origin)
- **Needs/Resource Categories (NRC):** NYC, Large City, High Need Urban/Suburban, High Need Rural, Average Need, Low Need, Charter Schools, and Religious and Independent Schools
- **Six major language backgrounds:** Spanish, English, Chinese, Arabic, Bengali, and Other Language
- **Number of years as an ELL 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	32,714	19	12.80	14	19	4.55
	Reading	32,714	18	13.23	15	18	4.56
	Speaking	32,714	21	10.77	12	21	7.45
	Writing	32,714	14	7.88	9	14	4.18
1-2	Listening	66,111	24	14.97	16	24	6.19
	Reading	66,111	27	13.59	12	27	7.44
	Speaking	66,111	19	11.67	14	19	6.72
	Writing	66,111	12	4.33	4	12	3.43
3-4	Listening	57,546	24	13.91	14	24	6.08
	Reading	57,546	27	15.11	15	27	7.13
	Speaking	57,546	21	14.18	17	21	7.08
	Writing	57,546	12	5.39	6	12	3.50
5-6	Listening	50,234	24	15.12	16	24	6.26
	Reading	50,234	27	15.82	16	27	7.20
	Speaking	50,234	21	14.38	17	21	7.14
	Writing	50,234	12	5.72	6	12	3.55
7-8	Listening	40,085	24	14.55	16	24	6.13
	Reading	40,085	27	15.73	16	27	6.85
	Speaking	40,085	21	13.91	17	21	7.43
	Writing	40,085	12	5.30	6	12	3.60
9-12	Listening	63,464	24	14.68	15	24	6.16
	Reading	63,464	27	16.43	17	27	6.71
	Speaking	63,464	21	13.93	17	21	7.67
	Writing	63,464	12	5.84	6	12	3.68

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

Grade Band	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	27,828	19	13.26	14	19	4.29
	Reading	27,828	18	13.81	15	18	4.21
	Speaking	27,828	21	11.82	13	21	7.25
	Writing	27,828	14	8.36	9	14	3.99
1-2	Listening	53,801	24	15.34	16	24	6.03
	Reading	53,801	27	13.53	11	27	7.48
	Speaking	53,801	19	12.86	15	19	6.38
	Writing	53,801	12	4.64	5	12	3.46
3-4	Listening	45,945	24	14.32	15	24	5.93
	Reading	45,945	27	15.53	16	27	7.08
	Speaking	45,945	21	15.33	18	21	6.95
	Writing	45,945	12	5.78	6	12	3.49
5-6	Listening	39,339	24	15.36	17	24	5.97
	Reading	39,339	27	16.33	17	27	7.03
	Speaking	39,339	21	15.13	19	21	7.28
	Writing	39,339	12	6.15	7	12	3.56
7-8	Listening	32,028	24	14.28	15	24	5.87
	Reading	32,028	27	15.64	16	27	6.58
	Speaking	32,028	21	14.22	18	21	7.69
	Writing	32,028	12	5.57	6	12	3.70
9-12	Listening	56,366	24	14.33	15	24	5.99
	Reading	56,366	27	16.15	17	27	6.58
	Speaking	56,366	21	13.67	17	21	7.88
	Writing	56,366	12	5.86	6	12	3.77

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	32,714	19	12.80	14	19	4.55
	Reading	32,714	18	13.23	15	18	4.56
	Speaking	32,714	21	10.77	12	21	7.45
	Writing	32,714	14	7.88	9	14	4.18
1	Listening	33,371	24	13.50	13	24	5.86
	Reading	33,371	27	11.56	9	27	6.65
	Speaking	33,371	19	10.92	13	19	6.69
	Writing	33,371	12	3.60	3	12	3.11
2	Listening	32,740	24	16.46	18	24	6.16
	Reading	32,740	27	15.66	16	27	7.64
	Speaking	32,740	19	12.44	15	19	6.66
	Writing	32,740	12	5.08	5	12	3.58
3	Listening	30,246	24	13.29	13	24	5.90
	Reading	30,246	27	14.36	14	27	6.93
	Speaking	30,246	21	14.07	17	21	7.06
	Writing	30,246	12	5.12	6	12	3.40
4	Listening	27,300	24	14.59	16	24	6.21
	Reading	27,300	27	15.95	17	27	7.25
	Speaking	27,300	21	14.31	17	21	7.09
	Writing	27,300	12	5.69	6	12	3.59
5	Listening	26,195	24	14.93	16	24	6.20
	Reading	26,195	27	15.44	16	27	7.10
	Speaking	26,195	21	14.44	17	21	7.07
	Writing	26,195	12	5.62	6	12	3.48
6	Listening	24,039	24	15.33	17	24	6.33
	Reading	24,039	27	16.24	17	27	7.29
	Speaking	24,039	21	14.31	17	21	7.21
	Writing	24,039	12	5.82	6	12	3.62
7	Listening	20,979	24	14.26	15	24	6.07
	Reading	20,979	27	15.18	15	27	6.76
	Speaking	20,979	21	13.88	17	21	7.36
	Writing	20,979	12	5.13	5	12	3.52
8	Listening	19,106	24	14.87	16	24	6.18
	Reading	19,106	27	16.34	17	27	6.90
	Speaking	19,106	21	13.94	17	21	7.50
	Writing	19,106	12	5.49	6	12	3.68

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	21,304	24	13.74	14	24	6.14
	Reading	21,304	27	15.26	15	27	6.61
	Speaking	21,304	21	12.27	15	21	8.27
	Writing	21,304	12	5.04	5	12	3.67
10	Listening	18,399	24	15.01	16	24	6.12
	Reading	18,399	27	16.82	18	27	6.64
	Speaking	18,399	21	14.13	18	21	7.55
	Writing	18,399	12	6.01	6	12	3.67
11	Listening	13,828	24	15.83	17	24	5.97
	Reading	13,828	27	17.85	19	27	6.51
	Speaking	13,828	21	15.29	18	21	6.87
	Writing	13,828	12	6.63	7	12	3.51
12	Listening	9,933	24	14.46	15	24	6.21
	Reading	9,933	27	16.26	17	27	6.88
	Speaking	9,933	21	15.20	18	21	6.94
	Writing	9,933	12	6.13	6	12	3.61

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
K	Listening	27,828	19	13.26	14	19	4.29
	Reading	27,828	18	13.81	15	18	4.21
	Speaking	27,828	21	11.82	13	21	7.25
	Writing	27,828	14	8.36	9	14	3.99
1	Listening	27,294	24	13.82	14	24	5.72
	Reading	27,294	27	11.38	9	27	6.58
	Speaking	27,294	19	12.03	14	19	6.41
	Writing	27,294	12	3.84	3	12	3.17
2	Listening	26,507	24	16.90	19	24	5.95
	Reading	26,507	27	15.75	16	27	7.69
	Speaking	26,507	19	13.70	16	19	6.23
	Writing	26,507	12	5.46	6	12	3.55
3	Listening	24,453	24	13.72	14	24	5.82
	Reading	24,453	27	14.72	15	27	6.95
	Speaking	24,453	21	15.20	18	21	6.89
	Writing	24,453	12	5.46	6	12	3.39
4	Listening	21,492	24	15.01	16	24	5.99
	Reading	21,492	27	16.44	18	27	7.11
	Speaking	21,492	21	15.48	19	21	7.01
	Writing	21,492	12	6.13	7	12	3.58
5	Listening	20,639	24	15.26	16	24	5.93
	Reading	20,639	27	16.01	17	27	6.99
	Speaking	20,639	21	15.27	19	21	7.14
	Writing	20,639	12	6.06	6	12	3.50
6	Listening	18,700	24	15.47	17	24	6.01
	Reading	18,700	27	16.69	18	27	7.07
	Speaking	18,700	21	14.98	19	21	7.42
	Writing	18,700	12	6.25	7	12	3.62
7	Listening	16,493	24	14.08	15	24	5.81
	Reading	16,493	27	15.21	15	27	6.49
	Speaking	16,493	21	14.29	18	21	7.63
	Writing	16,493	12	5.43	6	12	3.62
8	Listening	15,535	24	14.48	15	24	5.93
	Reading	15,535	27	16.09	17	27	6.65
	Speaking	15,535	21	14.14	18	21	7.74
	Writing	15,535	12	5.72	6	12	3.78

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

Grade	Test	N-Count	Max Points	Mean	Median	Range	SD
9	Listening	19,125	24	13.29	13	24	5.94
	Reading	19,125	27	14.87	14	27	6.49
	Speaking	19,125	21	11.89	14	21	8.45
	Writing	19,125	12	4.99	5	12	3.78
10	Listening	16,403	24	14.60	15	24	5.95
	Reading	16,403	27	16.49	17	27	6.47
	Speaking	16,403	21	13.87	17	21	7.75
	Writing	16,403	12	6.05	6	12	3.76
11	Listening	11,990	24	15.53	17	24	5.80
	Reading	11,990	27	17.61	19	27	6.38
	Speaking	11,990	21	15.15	18	21	7.10
	Writing	11,990	12	6.69	7	12	3.59
12	Listening	8,848	24	14.46	15	24	6.03
	Reading	8,848	27	16.34	17	27	6.74
	Speaking	8,848	21	15.16	18	21	7.05
	Writing	8,848	12	6.25	7	12	3.66

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

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	32,714	64.26	64	60	11.79
	Reading	32,714	71.97	73	60	13.39
	Speaking	32,714	60.21	63	60	19.21
	Writing	32,714	59.50	60	60	15.21
	Total	32,714	255.94	260	240	50.26
1–2	Listening	66,111	58.60	58	60	12.19
	Reading	66,111	58.19	55	60	13.02
	Speaking	66,111	69.86	75	60	19.04
	Writing	66,111	50.29	50	60	15.72
	Total	66,111	236.93	238	240	50.29
3–4	Listening	57,546	62.67	62	60	11.65
	Reading	57,546	61.55	60	60	12.10
	Speaking	57,546	71.23	75	60	17.88
	Writing	57,546	54.19	57	60	15.94
	Total	57,546	249.64	255	240	49.14
5–6	Listening	50,234	63.91	63	60	12.71
	Reading	50,234	60.37	59	60	11.46
	Speaking	50,234	73.48	78	60	17.72
	Writing	50,234	55.28	56	60	16.08
	Total	50,234	253.04	262	240	49.41
7–8	Listening	40,085	61.31	62	60	11.06
	Reading	40,085	62.38	61	60	11.77
	Speaking	40,085	71.73	77	60	18.51
	Writing	40,085	56.54	60	60	16.61
	Total	40,085	251.96	262	240	49.42
9–12	Listening	63,464	66.88	66	60	12.23
	Reading	63,464	64.46	64	60	11.93
	Speaking	63,464	71.70	76	60	19.06
	Writing	63,464	56.34	56	60	16.23
	Total	63,464	259.38	267	240	51.20

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

Grade Band	Test	N-Count	Mean	Median	Range	SD
K	Listening	27,828	65.21	64	60	11.52
	Reading	27,828	73.45	73	60	12.86
	Speaking	27,828	62.89	65	60	18.62
	Writing	27,828	61.31	60	60	14.68
	Total	27,828	262.85	267	240	48.36
1–2	Listening	53,801	59.27	58	60	12.14
	Reading	53,801	58.10	54	60	13.12
	Speaking	53,801	72.87	77	60	18.10
	Writing	53,801	51.67	55	60	15.83
	Total	53,801	241.91	243	240	50.30
3–4	Listening	45,945	63.38	63	60	11.40
	Reading	45,945	62.17	62	60	12.08
	Speaking	45,945	73.74	78	60	18.07
	Writing	45,945	55.91	57	60	15.96
	Total	45,945	255.21	264	240	49.64
5–6	Listening	39,339	64.16	65	60	12.04
	Reading	39,339	61.06	60	60	11.27
	Speaking	39,339	75.00	83	60	18.50
	Writing	39,339	57.19	60	60	16.25
	Total	39,339	257.42	269	240	50.46
7–8	Listening	32,028	60.52	60	60	10.15
	Reading	32,028	62.04	61	60	11.10
	Speaking	32,028	72.40	79	60	19.44
	Writing	32,028	57.66	60	60	17.14
	Total	32,028	252.62	264	240	50.63
9–12	Listening	56,366	66.05	66	60	11.68
	Reading	56,366	63.88	64	60	11.57
	Speaking	56,366	71.15	76	60	19.71
	Writing	56,366	56.47	56	60	16.72
	Total	56,366	257.55	264	240	52.10

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

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	32,714	64.26	64	60	11.79
	Reading	32,714	71.97	73	60	13.39
	Speaking	32,714	60.21	63	60	19.21
	Writing	32,714	59.50	60	60	15.21
	Total	32,714	255.94	260	240	50.26
1	Listening	33,371	55.56	54	60	10.57
	Reading	33,371	54.69	51	60	11.26
	Speaking	33,371	67.86	73	60	19.04
	Writing	33,371	46.98	45	60	14.32
	Total	33,371	225.10	225	240	44.65
2	Listening	32,740	61.69	61	60	12.93
	Reading	32,740	61.75	60	60	13.71
	Speaking	32,740	71.89	77	60	18.82
	Writing	32,740	53.66	55	60	16.36
	Total	32,740	249.00	254	240	52.78
3	Listening	30,246	61.41	60	60	11.05
	Reading	30,246	60.20	59	60	11.52
	Speaking	30,246	70.83	75	60	17.88
	Writing	30,246	52.95	57	60	15.39
	Total	30,246	245.39	250	240	47.36
4	Listening	27,300	64.07	65	60	12.14
	Reading	27,300	63.03	63	60	12.55
	Speaking	27,300	71.67	75	60	17.87
	Writing	27,300	55.58	57	60	16.42
	Total	27,300	254.35	262	240	50.62
5	Listening	26,195	63.42	63	60	12.43
	Reading	26,195	59.70	59	60	11.10
	Speaking	26,195	73.63	78	60	17.53
	Writing	26,195	54.82	56	60	15.69
	Total	26,195	251.57	260	240	48.43
6	Listening	24,039	64.44	65	60	12.99
	Reading	24,039	61.10	60	60	11.79
	Speaking	24,039	73.32	78	60	17.92
	Writing	24,039	55.78	56	60	16.48
	Total	24,039	254.64	264	240	50.40
7	Listening	20,979	60.71	60	60	10.74
	Reading	20,979	61.38	60	60	11.41
	Speaking	20,979	71.68	77	60	18.31
	Writing	20,979	55.78	56	60	16.18
	Total	20,979	249.54	259	240	48.12

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

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	19,106	61.97	62	60	11.36
	Reading	19,106	63.48	63	60	12.07
	Speaking	19,106	71.78	77	60	18.73
	Writing	19,106	57.38	60	60	17.03
	Total	19,106	254.61	266	240	50.68
9	Listening	21,304	65.09	64	60	11.83
	Reading	21,304	62.40	61	60	11.38
	Speaking	21,304	67.43	73	60	21.10
	Writing	21,304	52.82	53	60	16.02
	Total	21,304	247.74	253	240	52.40
10	Listening	18,399	67.61	67	60	12.22
	Reading	18,399	65.19	65	60	11.85
	Speaking	18,399	72.42	78	60	18.42
	Writing	18,399	57.17	56	60	16.23
	Total	18,399	262.38	270	240	50.30
11	Listening	13,828	69.17	69	60	12.15
	Reading	13,828	67.04	67	60	11.99
	Speaking	13,828	75.10	78	60	16.61
	Writing	13,828	59.79	60	60	15.65
	Total	13,828	271.10	279	240	47.79
12	Listening	9,933	66.18	66	60	12.54
	Reading	9,933	63.92	64	60	12.31
	Speaking	9,933	74.81	78	60	16.98
	Writing	9,933	57.58	56	60	16.03
	Total	9,933	262.49	269	240	49.85

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

Grade	Test	N-Count	Mean	Median	Range	SD
K	Listening	27,828	65.21	64	60	11.52
	Reading	27,828	73.45	73	60	12.86
	Speaking	27,828	62.89	65	60	18.62
	Writing	27,828	61.31	60	60	14.68
	Total	27,828	262.85	267	240	48.36
1	Listening	27,294	56.08	55	60	10.46
	Reading	27,294	54.37	51	60	11.13
	Speaking	27,294	70.70	75	60	18.21
	Writing	27,294	48.07	45	60	14.56
	Total	27,294	229.20	230	240	44.84
2	Listening	26,507	62.56	63	60	12.86
	Reading	26,507	61.95	60	60	13.87
	Speaking	26,507	75.11	80	60	17.71
	Writing	26,507	55.38	58	60	16.22
	Total	26,507	255.00	262	240	52.23
3	Listening	24,453	62.18	62	60	10.97
	Reading	24,453	60.76	60	60	11.62
	Speaking	24,453	73.33	78	60	17.88
	Writing	24,453	54.46	57	60	15.37
	Total	24,453	250.72	258	240	47.79
4	Listening	21,492	64.76	65	60	11.73
	Reading	21,492	63.78	64	60	12.38
	Speaking	21,492	74.21	81	60	18.26
	Writing	21,492	57.57	61	60	16.45
	Total	21,492	260.32	271	240	51.19
5	Listening	20,639	63.90	63	60	11.88
	Reading	20,639	60.51	60	60	11.06
	Speaking	20,639	75.29	83	60	18.19
	Writing	20,639	56.73	56	60	15.91
	Total	20,639	256.45	267	240	49.47
6	Listening	18,700	64.45	65	60	12.22
	Reading	18,700	61.67	61	60	11.46
	Speaking	18,700	74.67	83	60	18.83
	Writing	18,700	57.69	60	60	16.61
	Total	18,700	258.49	271	240	51.51
7	Listening	16,493	60.13	60	60	9.90
	Reading	16,493	61.27	60	60	10.79
	Speaking	16,493	72.58	79	60	19.25
	Writing	16,493	57.04	60	60	16.73
	Total	16,493	251.02	263	240	49.43

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

Grade	Test	N-Count	Mean	Median	Range	SD
8	Listening	15,535	60.95	60	60	10.39
	Reading	15,535	62.85	63	60	11.36
	Speaking	15,535	72.21	79	60	19.64
	Writing	15,535	58.32	60	60	17.55
	Total	15,535	254.33	266	240	51.82
9	Listening	19,125	64.12	63	60	11.23
	Reading	19,125	61.69	60	60	11.04
	Speaking	19,125	66.53	71	60	21.71
	Writing	19,125	52.63	53	60	16.54
	Total	19,125	244.97	248	240	53.19
10	Listening	16,403	66.64	66	60	11.63
	Reading	16,403	64.48	64	60	11.38
	Speaking	16,403	71.86	76	60	19.06
	Writing	16,403	57.36	56	60	16.69
	Total	16,403	260.33	266	240	51.14
11	Listening	11,990	68.37	69	60	11.62
	Reading	11,990	66.46	67	60	11.62
	Speaking	11,990	74.84	78	60	17.31
	Writing	11,990	60.14	60	60	16.09
	Total	11,990	269.81	278	240	48.78
12	Listening	8,848	66.00	66	60	12.13
	Reading	8,848	63.97	64	60	12.07
	Speaking	8,848	74.84	78	60	17.23
	Writing	8,848	58.13	60	60	16.35
	Total	8,848	262.94	270	240	50.14

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

Grade Band	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	32,714	20.84	18.06	14.09	34.94	12.08
1–2	66,111	12.94	24.28	27.31	25.66	9.81
3–4	57,546	9.53	19.59	25.53	33.82	11.53
5–6	50,234	8.68	17.19	21.34	35.30	17.50
7–8	40,085	7.10	17.62	17.36	42.87	15.04
9–12	63,464	7.62	17.39	22.40	40.42	12.18
Total	310,154	10.61	19.33	22.33	34.96	12.77

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

Grade Band	N-count	Performance Level (Percent)				
		Entering	Emerging	Transitioning	Expanding	Commanding
K	27,828	15.48	17.72	14.45	38.28	14.07
1–2	53,801	11.07	22.11	27.28	27.96	11.59
3–4	45,945	9.38	15.22	23.92	37.66	13.81
5–6	39,339	9.79	12.67	19.47	37.70	20.36
7–8	32,028	8.27	16.25	16.30	43.34	15.84
9–12	56,366	8.38	18.20	22.36	38.82	12.24
Total	255,307	10.10	17.34	21.61	36.66	14.29

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	32,714	20.84	18.06	14.09	34.94	12.08
1	33,371	13.13	28.14	30.74	21.97	6.02
2	32,740	12.74	20.35	23.82	29.42	13.67
3	30,246	8.51	19.28	28.77	33.29	10.14
4	27,300	10.66	19.93	21.93	34.40	13.08
5	26,195	7.47	17.45	23.47	35.92	15.69
6	24,039	9.99	16.91	19.01	34.62	19.47
7	20,979	7.09	18.15	18.69	41.33	14.73
8	19,106	7.11	17.05	15.90	44.56	15.38
9	21,304	12.05	21.68	21.46	37.12	7.68
10	18,399	5.65	18.02	22.00	40.55	13.78
11	13,828	4.23	12.60	22.32	43.56	17.30
12	9,933	6.46	13.66	25.27	42.86	11.75
Total	310,154	10.61	19.33	22.33	34.96	12.77

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	27,828	15.48	17.72	14.45	38.28	14.07
1	27,294	11.41	25.85	31.59	24.06	7.09
2	26,507	10.72	18.26	22.83	31.98	16.21
3	24,453	8.44	15.20	27.08	37.16	12.11
4	21,492	10.44	15.25	20.33	38.23	15.75
5	20,639	8.62	12.68	21.13	38.99	18.58
6	18,700	11.09	12.67	17.64	36.28	22.32
7	16,493	8.31	16.28	16.86	42.75	15.79
8	15,535	8.22	16.23	15.69	43.97	15.89
9	19,125	13.32	22.93	21.25	34.70	7.80
10	16,403	6.24	19.01	22.33	38.66	13.76
11	11,990	4.82	13.05	22.36	42.58	17.19
12	8,848	6.45	13.44	24.84	42.96	12.31
Total	255,307	10.10	17.34	21.61	36.66	14.29

Table 62. Exit Rate by Grade Band for 2017–2023 (All Schools)

Grade Band	2017		2018		2019		2022		2023	
	N-Count	Percent	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	3,951	12.08
1–2	7,417	11.54	7,488	12.39	6,900	11.57	5,751	9.25	6,483	9.81
3–4	5,459	10.88	6,997	12.95	6,240	11.97	5,405	9.77	6,637	11.53
5–6	4,515	11.39	5,437	12.96	8,751	20.20	6,462	13.81	8,790	17.50
7–8	4,445	13.14	5,474	15.87	6,929	19.79	7,174	18.64	6,030	15.04
9–12	4,846	8.46	5,664	9.73	6,264	10.80	7,346	12.27	7,731	12.18
Total	30,873	11.16	35,604	12.71	40,232	14.42	35,537	12.13	39,622	12.77

Table 63. Exit Rate by Grade Band for 2017–2023 (Public & Charters Only)

Grade Band	2017		2018		2019		2022		2023	
	N-Count	Percent	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	3,916	14.07
1–2	7,279	12.91	7,310	14.05	50,037	13.48	5,608	11.20	6,234	11.59
3–4	5,289	12.35	6,818	14.85	43,268	14.01	5,234	12.04	6,347	13.81
5–6	4,212	12.80	5,008	14.51	35,394	22.98	5,843	16.49	8,009	20.36
7–8	3,868	13.44	4,803	16.58	28,807	21.13	6,427	21.09	5,073	15.84
9–12	4,233	7.99	5,059	9.47	53,320	11.13	6,816	12.98	6,898	12.24
Total	29,021	12.02	33,507	13.85	38,058	16.00	33,305	13.97	36,477	14.29

Table 64. Exit Rate by Grade Level for 2017–2023 (All Schools)

Grade	2017		2018		2019		2022		2023	
	N-Count	Percent	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	3,951	12.08
1	1,964	6.28	2,123	7.13	2,106	7.03	1,470	4.82	2,009	6.02
2	5,453	16.52	5,365	17.49	4,794	16.15	4,281	13.52	4,474	13.67
3	2,632	9.79	3,297	11.47	2,789	10.40	2,385	8.42	3,067	10.14
4	2,827	12.14	3,700	14.64	3,451	13.64	3,020	11.19	3,570	13.08
5	1,881	9.05	2,184	10.04	3,648	16.28	2,892	11.90	4,109	15.69
6	2,634	13.95	3,253	16.11	5,103	24.38	3,570	15.87	4,681	19.47
7	2,268	12.93	2,686	15.12	3,661	19.76	3,436	17.23	3,091	14.73
8	2,177	13.37	2,788	16.67	3,268	19.83	3,738	20.16	2,939	15.38
9	1,122	5.45	1,295	6.82	1,422	7.49	1,507	7.82	1,637	7.68
10	1,800	10.15	2,071	11.20	2,134	12.54	2,118	13.17	2,535	13.78
11	1,472	12.15	1,778	13.41	1,978	14.57	2,036	15.07	2,392	17.30
12	452	6.59	520	6.97	730	8.65	1,685	15.31	1,167	11.75
Total	30,873	11.16	35,604	12.71	40,232	14.42	35,537	12.13	39,622	12.77

Table 65. Exit Rate by Grade Level for 2017–2023 (Public & Charters Only)

Grade	2017		2018		2019		2022		2023	
	N-Count	Percent	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	3,916	14.07
1	1,945	7.12	2,095	8.17	2,069	8.20	1,427	5.80	1,936	7.09
2	5,334	18.36	5,215	19.79	4,677	18.86	4,181	16.43	4,298	16.21
3	2,577	11.11	3,237	13.08	2,731	12.28	2,343	10.41	2,962	12.11
4	2,712	13.83	3,581	16.92	3,329	15.83	2,891	13.79	3,385	15.75
5	1,802	10.47	2,024	11.36	3,446	18.78	2,666	14.46	3,835	18.58
6	2,410	15.35	2,984	17.89	4,688	27.50	3,177	18.69	4,174	22.32
7	1,996	13.52	2,373	16.14	3,226	21.53	3,074	19.76	2,605	15.79
8	1,872	13.34	2,430	17.04	2,860	20.69	3,353	22.49	2,468	15.89
9	903	4.71	1,120	6.40	1,313	7.48	1,381	8.10	1,491	7.80
10	1,612	9.79	1,867	10.93	2,056	13.13	1,951	13.91	2,257	13.76
11	1,294	11.78	1,601	13.39	1,891	15.32	1,840	15.91	2,061	17.19
12	424	6.71	471	6.84	675	8.70	1,644	16.65	1,089	12.31
Total	29,021	12.02	33,507	13.85	38,058	15.99	33,305	13.97	36,477	14.29

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

Scale Score	N-Count	Percent	Cumulative Percent
120	383	1.2	1.2
125	3	0.0	1.2
128	11	0.0	1.2
129	6	0.0	1.2
130	4	0.0	1.2
132	2	0.0	1.3
133	12	0.0	1.3
134	3	0.0	1.3
135	2	0.0	1.3
136	7	0.0	1.3
137	4	0.0	1.3
138	10	0.0	1.4
140	10	0.0	1.4
141	1	0.0	1.4
142	16	0.0	1.4
143	2	0.0	1.5
144	5	0.0	1.5
145	4	0.0	1.5
146	5	0.0	1.5
147	13	0.0	1.5
148	8	0.0	1.6
149	12	0.0	1.6
150	14	0.0	1.6
151	8	0.0	1.7
152	9	0.0	1.7
153	24	0.1	1.8
154	14	0.0	1.8
155	32	0.1	1.9
156	29	0.1	2.0
157	25	0.1	2.1
158	53	0.2	2.2
159	50	0.2	2.4
160	67	0.2	2.6
161	51	0.2	2.7
162	76	0.2	3.0
163	70	0.2	3.2
164	83	0.3	3.4

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

Scale Score	N-Count	Percent	Cumulative Percent
165	68	0.2	3.7
166	91	0.3	3.9
167	103	0.3	4.2
168	76	0.2	4.5
169	96	0.3	4.8
170	96	0.3	5.1
171	103	0.3	5.4
172	111	0.3	5.7
173	93	0.3	6.0
174	133	0.4	6.4
175	92	0.3	6.7
176	126	0.4	7.1
177	95	0.3	7.4
178	125	0.4	7.8
179	113	0.3	8.1
180	155	0.5	8.6
181	111	0.3	8.9
182	128	0.4	9.3
183	109	0.3	9.6
184	100	0.3	9.9
185	130	0.4	10.3
186	121	0.4	10.7
187	129	0.4	11.1
188	123	0.4	11.5
189	102	0.3	11.8
190	191	0.6	12.4
191	87	0.3	12.6
192	142	0.4	13.1
193	94	0.3	13.4
194	133	0.4	13.8
195	102	0.3	14.1
196	124	0.4	14.5
197	105	0.3	14.8
198	141	0.4	15.2
199	114	0.3	15.6
200	117	0.4	15.9
201	106	0.3	16.2
202	129	0.4	16.6
203	150	0.5	17.1
204	121	0.4	17.5

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

Scale Score	N-Count	Percent	Cumulative Percent
205	138	0.4	17.9
206	121	0.4	18.3
207	136	0.4	18.7
208	131	0.4	19.1
209	123	0.4	19.4
210	141	0.4	19.9
211	145	0.4	20.3
212	169	0.5	20.8
213	133	0.4	21.2
214	140	0.4	21.7
215	166	0.5	22.2
216	156	0.5	22.7
217	144	0.4	23.1
218	165	0.5	23.6
219	150	0.5	24.1
220	194	0.6	24.7
221	147	0.4	25.1
222	172	0.5	25.6
223	192	0.6	26.2
224	146	0.4	26.7
225	163	0.5	27.2
226	150	0.5	27.6
227	185	0.6	28.2
228	182	0.6	28.7
229	184	0.6	29.3
230	177	0.5	29.8
231	180	0.6	30.4
232	201	0.6	31.0
233	206	0.6	31.6
234	193	0.6	32.2
235	201	0.6	32.8
236	198	0.6	33.4
237	234	0.7	34.2
238	236	0.7	34.9
239	194	0.6	35.5
240	218	0.7	36.1
241	201	0.6	36.8
242	232	0.7	37.5
243	230	0.7	38.2
244	237	0.7	38.9

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

Scale Score	N-Count	Percent	Cumulative Percent
245	213	0.7	39.5
246	251	0.8	40.3
247	220	0.7	41.0
248	264	0.8	41.8
249	237	0.7	42.5
250	225	0.7	43.2
251	246	0.8	44.0
252	257	0.8	44.7
253	233	0.7	45.5
254	244	0.7	46.2
255	249	0.8	47.0
256	227	0.7	47.7
257	222	0.7	48.3
258	245	0.7	49.1
259	224	0.7	49.8
260	270	0.8	50.6
261	286	0.9	51.5
262	229	0.7	52.2
263	266	0.8	53.0
264	229	0.7	53.7
265	227	0.7	54.4
266	260	0.8	55.2
267	228	0.7	55.9
268	254	0.8	56.6
269	255	0.8	57.4
270	243	0.7	58.2
271	273	0.8	59.0
272	222	0.7	59.7
273	256	0.8	60.5
274	248	0.8	61.2
275	250	0.8	62.0
276	267	0.8	62.8
277	269	0.8	63.6
278	259	0.8	64.4
279	245	0.7	65.2
280	252	0.8	65.9
281	260	0.8	66.7
282	230	0.7	67.4
283	239	0.7	68.2
284	197	0.6	68.8

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

Scale Score	N-Count	Percent	Cumulative Percent
285	209	0.6	69.4
286	246	0.8	70.2
287	211	0.6	70.8
288	260	0.8	71.6
289	199	0.6	72.2
290	237	0.7	72.9
291	236	0.7	73.6
292	214	0.7	74.3
293	223	0.7	75.0
294	236	0.7	75.7
295	205	0.6	76.3
296	237	0.7	77.1
297	231	0.7	77.8
298	185	0.6	78.3
299	228	0.7	79.0
300	172	0.5	79.6
301	196	0.6	80.1
302	222	0.7	80.8
303	200	0.6	81.4
304	197	0.6	82.0
305	194	0.6	82.6
306	158	0.5	83.1
307	204	0.6	83.7
308	206	0.6	84.4
309	183	0.6	84.9
310	172	0.5	85.5
311	105	0.3	85.8
312	196	0.6	86.4
313	159	0.5	86.9
314	170	0.5	87.4
315	177	0.5	87.9
316	135	0.4	88.3
317	156	0.5	88.8
318	145	0.4	89.3
319	150	0.5	89.7
320	200	0.6	90.3
321	126	0.4	90.7
322	147	0.4	91.2
323	89	0.3	91.4
324	159	0.5	91.9

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

Scale Score	N-Count	Percent	Cumulative Percent
325	142	0.4	92.4
326	198	0.6	93.0
327	66	0.2	93.2
328	53	0.2	93.3
329	182	0.6	93.9
330	58	0.2	94.1
331	171	0.5	94.6
332	69	0.2	94.8
333	88	0.3	95.1
334	107	0.3	95.4
335	116	0.4	95.7
336	50	0.2	95.9
337	121	0.4	96.3
338	64	0.2	96.5
339	64	0.2	96.7
340	125	0.4	97.0
341	87	0.3	97.3
342	46	0.1	97.4
343	149	0.5	97.9
345	27	0.1	98.0
346	95	0.3	98.3
347	13	0.0	98.3
348	107	0.3	98.6
349	43	0.1	98.8
352	147	0.4	99.2
353	19	0.1	99.3
354	54	0.2	99.4
357	9	0.1	99.8
Total	32,714		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	283	0.8	0.8
121	16	0.0	0.9
122	2	0.0	0.9
124	7	0.0	0.9
125	3	0.0	0.9
126	3	0.0	0.9
127	2	0.0	0.9
128	2	0.0	1.0
129	3	0.0	1.0
130	11	0.0	1.0
131	2	0.0	1.0
132	1	0.0	1.0
133	8	0.0	1.0
134	12	0.0	1.1
135	6	0.0	1.1
136	13	0.0	1.1
137	31	0.1	1.2
138	13	0.0	1.3
139	18	0.1	1.3
140	35	0.1	1.4
141	32	0.1	1.5
142	65	0.2	1.7
143	34	0.1	1.8
144	109	0.3	2.1
145	44	0.1	2.3
146	178	0.5	2.8
147	19	0.1	2.9
148	249	0.7	3.6
149	57	0.2	3.8
150	277	0.8	4.6
151	161	0.5	5.1
152	265	0.8	5.9
153	171	0.5	6.4
154	210	0.6	7.0
155	219	0.7	7.7
156	134	0.4	8.1
157	262	0.8	8.9
158	142	0.4	9.3
159	143	0.4	9.7

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

Scale Score	N-Count	Percent	Cumulative Percent
160	136	0.4	10.1
161	142	0.4	10.5
162	95	0.3	10.8
163	104	0.3	11.1
164	92	0.3	11.4
165	98	0.3	11.7
166	90	0.3	12.0
167	97	0.3	12.3
168	90	0.3	12.5
169	105	0.3	12.9
170	92	0.3	13.1
171	99	0.3	13.4
172	125	0.4	13.8
173	108	0.3	14.1
174	136	0.4	14.5
175	104	0.3	14.8
176	160	0.5	15.3
177	106	0.3	15.6
178	152	0.5	16.1
179	134	0.4	16.5
180	168	0.5	17.0
181	156	0.5	17.5
182	172	0.5	18.0
183	163	0.5	18.5
184	189	0.6	19.0
185	183	0.5	19.6
186	164	0.5	20.1
187	192	0.6	20.7
188	162	0.5	21.1
189	189	0.6	21.7
190	192	0.6	22.3
191	225	0.7	23.0
192	216	0.6	23.6
193	259	0.8	24.4
194	202	0.6	25.0
195	209	0.6	25.6
196	234	0.7	26.3
197	238	0.7	27.0
198	248	0.7	27.8
199	239	0.7	28.5

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

Scale Score	N-Count	Percent	Cumulative Percent
200	245	0.7	29.2
201	250	0.7	30.0
202	276	0.8	30.8
203	248	0.7	31.5
204	249	0.7	32.3
205	269	0.8	33.1
206	250	0.7	33.8
207	274	0.8	34.7
208	269	0.8	35.5
209	277	0.8	36.3
210	283	0.8	37.1
211	273	0.8	38.0
212	268	0.8	38.8
213	277	0.8	39.6
214	288	0.9	40.5
215	271	0.8	41.3
216	266	0.8	42.1
217	262	0.8	42.9
218	301	0.9	43.8
219	283	0.8	44.6
220	302	0.9	45.5
221	313	0.9	46.5
222	297	0.9	47.3
223	278	0.8	48.2
224	309	0.9	49.1
225	309	0.9	50.0
226	303	0.9	50.9
227	305	0.9	51.8
228	282	0.8	52.7
229	274	0.8	53.5
230	296	0.9	54.4
231	280	0.8	55.2
232	332	1.0	56.2
233	280	0.8	57.1
234	296	0.9	58.0
235	289	0.9	58.8
236	277	0.8	59.7
237	295	0.9	60.5
238	310	0.9	61.5
239	275	0.8	62.3

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

Scale Score	N-Count	Percent	Cumulative Percent
240	319	1.0	63.2
241	277	0.8	64.1
242	291	0.9	65.0
243	249	0.7	65.7
244	273	0.8	66.5
245	266	0.8	67.3
246	284	0.9	68.2
247	284	0.9	69.0
248	259	0.8	69.8
249	245	0.7	70.5
250	242	0.7	71.3
251	255	0.8	72.0
252	216	0.6	72.7
253	258	0.8	73.4
254	226	0.7	74.1
255	213	0.6	74.8
256	219	0.7	75.4
257	247	0.7	76.1
258	219	0.7	76.8
259	230	0.7	77.5
260	218	0.7	78.1
261	205	0.6	78.8
262	184	0.6	79.3
263	194	0.6	79.9
264	187	0.6	80.5
265	213	0.6	81.1
266	243	0.7	81.8
267	176	0.5	82.3
268	206	0.6	83.0
269	173	0.5	83.5
270	198	0.6	84.1
271	148	0.4	84.5
272	171	0.5	85.0
273	165	0.5	85.5
274	194	0.6	86.1
275	174	0.5	86.6
276	162	0.5	87.1
277	135	0.4	87.5
278	137	0.4	87.9
279	138	0.4	88.3

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

Scale Score	N-Count	Percent	Cumulative Percent
280	148	0.4	88.8
281	158	0.5	89.3
282	130	0.4	89.6
283	128	0.4	90.0
284	157	0.5	90.5
285	119	0.4	90.9
286	111	0.3	91.2
287	112	0.3	91.5
288	108	0.3	91.9
289	116	0.3	92.2
290	109	0.3	92.5
291	109	0.3	92.9
292	78	0.2	93.1
293	109	0.3	93.4
294	82	0.2	93.7
295	107	0.3	94.0
296	102	0.3	94.3
297	88	0.3	94.5
298	92	0.3	94.8
299	93	0.3	95.1
300	75	0.2	95.3
301	66	0.2	95.5
302	61	0.2	95.7
303	90	0.3	96.0
304	73	0.2	96.2
305	63	0.2	96.4
306	81	0.2	96.6
307	46	0.1	96.8
308	61	0.2	96.9
309	30	0.1	97.0
310	67	0.2	97.2
311	32	0.1	97.3
312	52	0.2	97.5
313	47	0.1	97.6
314	55	0.2	97.8
315	49	0.1	97.9
316	30	0.1	98.0
317	40	0.1	98.2
318	35	0.1	98.3
319	29	0.1	98.3

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

Scale Score	N-Count	Percent	Cumulative Percent
320	27	0.1	98.4
321	36	0.1	98.5
322	34	0.1	98.6
323	25	0.1	98.7
324	14	0.0	98.8
325	33	0.1	98.9
326	41	0.1	99.0
327	18	0.1	99.0
328	16	0.0	99.1
329	21	0.1	99.1
330	29	0.1	99.2
331	20	0.1	99.3
332	15	0.0	99.3
333	14	0.0	99.4
334	5	0.0	99.4
335	29	0.1	99.5
336	17	0.1	99.5
337	9	0.0	99.6
338	16	0.0	99.6
339	6	0.0	99.6
340	6	0.0	99.6
341	15	0.0	99.7
342	11	0.0	99.7
343	5	0.0	99.7
344	16	0.0	99.8
345	6	0.0	99.8
346	9	0.0	99.8
348	1	0.0	99.8
349	17	0.1	99.9
350	1	0.0	99.9
352	3	0.0	99.9
353	4	0.0	99.9
355	12	0.0	99.9
357	5	0.0	100.0
360	16	0.0	100.0
Total	33,371		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	225	0.7	0.7
121	10	0.0	0.7
122	2	0.0	0.7
124	2	0.0	0.7
125	3	0.0	0.7
126	3	0.0	0.7
127	1	0.0	0.8
128	5	0.0	0.8
129	1	0.0	0.8
130	6	0.0	0.8
131	2	0.0	0.8
132	3	0.0	0.8
133	14	0.0	0.8
134	2	0.0	0.9
135	9	0.0	0.9
136	8	0.0	0.9
137	17	0.1	1.0
138	14	0.0	1.0
139	18	0.1	1.1
140	27	0.1	1.1
141	19	0.1	1.2
142	56	0.2	1.4
143	18	0.1	1.4
144	102	0.3	1.7
145	31	0.1	1.8
146	128	0.4	2.2
147	7	0.0	2.2
148	214	0.7	2.9
149	50	0.2	3.0
150	213	0.7	3.7
151	117	0.4	4.1
152	223	0.7	4.7
153	148	0.5	5.2
154	158	0.5	5.7
155	173	0.5	6.2
156	121	0.4	6.6
157	202	0.6	7.2
158	118	0.4	7.5
159	107	0.3	7.9

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

Scale Score	N-Count	Percent	Cumulative Percent
160	112	0.3	8.2
161	99	0.3	8.5
162	51	0.2	8.7
163	101	0.3	9.0
164	59	0.2	9.2
165	89	0.3	9.4
166	43	0.1	9.6
167	53	0.2	9.7
168	54	0.2	9.9
169	69	0.2	10.1
170	64	0.2	10.3
171	64	0.2	10.5
172	90	0.3	10.8
173	63	0.2	11.0
174	80	0.2	11.2
175	63	0.2	11.4
176	102	0.3	11.7
177	56	0.2	11.9
178	100	0.3	12.2
179	65	0.2	12.4
180	118	0.4	12.7
181	108	0.3	13.1
182	105	0.3	13.4
183	85	0.3	13.7
184	111	0.3	14.0
185	87	0.3	14.3
186	105	0.3	14.6
187	114	0.3	14.9
188	115	0.4	15.3
189	150	0.5	15.7
190	127	0.4	16.1
191	147	0.4	16.6
192	110	0.3	16.9
193	147	0.4	17.4
194	108	0.3	17.7
195	130	0.4	18.1
196	92	0.3	18.4
197	127	0.4	18.8
198	125	0.4	19.1

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

Scale Score	N-Count	Percent	Cumulative Percent
199	141	0.4	19.6
200	143	0.4	20.0
201	139	0.4	20.4
202	128	0.4	20.8
203	118	0.4	21.2
204	129	0.4	21.6
205	118	0.4	21.9
206	126	0.4	22.3
207	146	0.4	22.8
208	126	0.4	23.1
209	141	0.4	23.6
210	132	0.4	24.0
211	162	0.5	24.5
212	162	0.5	25.0
213	144	0.4	25.4
214	198	0.6	26.0
215	170	0.5	26.5
216	183	0.6	27.1
217	170	0.5	27.6
218	165	0.5	28.1
219	176	0.5	28.7
220	187	0.6	29.2
221	180	0.5	29.8
222	175	0.5	30.3
223	181	0.6	30.9
224	188	0.6	31.4
225	178	0.5	32.0
226	166	0.5	32.5
227	196	0.6	33.1
228	186	0.6	33.7
229	199	0.6	34.3
230	176	0.5	34.8
231	194	0.6	35.4
232	206	0.6	36.0
233	198	0.6	36.6
234	224	0.7	37.3
235	205	0.6	37.9
236	200	0.6	38.5
237	221	0.7	39.2
238	193	0.6	39.8

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

Scale Score	N-Count	Percent	Cumulative Percent
239	211	0.6	40.5
240	172	0.5	41.0
241	198	0.6	41.6
242	224	0.7	42.3
243	215	0.7	42.9
244	227	0.7	43.6
245	196	0.6	44.2
246	210	0.6	44.9
247	221	0.7	45.5
248	210	0.6	46.2
249	219	0.7	46.8
250	209	0.6	47.5
251	205	0.6	48.1
252	199	0.6	48.7
253	224	0.7	49.4
254	238	0.7	50.1
255	216	0.7	50.8
256	190	0.6	51.4
257	227	0.7	52.1
258	210	0.6	52.7
259	240	0.7	53.4
260	233	0.7	54.2
261	235	0.7	54.9
262	222	0.7	55.5
263	221	0.7	56.2
264	226	0.7	56.9
265	237	0.7	57.6
266	241	0.7	58.4
267	217	0.7	59.0
268	233	0.7	59.7
269	209	0.6	60.4
270	247	0.8	61.1
271	226	0.7	61.8
272	250	0.8	62.6
273	199	0.6	63.2
274	243	0.7	63.9
275	211	0.6	64.6
276	274	0.8	65.4
277	226	0.7	66.1
278	234	0.7	66.8

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

Scale Score	N-Count	Percent	Cumulative Percent
279	209	0.6	67.5
280	234	0.7	68.2
281	250	0.8	68.9
282	229	0.7	69.6
283	245	0.7	70.4
284	224	0.7	71.1
285	258	0.8	71.9
286	225	0.7	72.6
287	251	0.8	73.3
288	198	0.6	73.9
289	251	0.8	74.7
290	206	0.6	75.3
291	275	0.8	76.2
292	158	0.5	76.6
293	273	0.8	77.5
294	177	0.5	78.0
295	273	0.8	78.9
296	217	0.7	79.5
297	196	0.6	80.1
298	211	0.6	80.8
299	234	0.7	81.5
300	224	0.7	82.2
301	172	0.5	82.7
302	221	0.7	83.4
303	204	0.6	84.0
304	204	0.6	84.6
305	132	0.4	85.0
306	250	0.8	85.8
307	185	0.6	86.3
308	225	0.7	87.0
309	108	0.3	87.4
310	196	0.6	88.0
311	178	0.5	88.5
312	194	0.6	89.1
313	142	0.4	89.5
314	149	0.5	90.0
315	213	0.7	90.6
316	120	0.4	91.0
317	169	0.5	91.5
318	123	0.4	91.9

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

Scale Score	N-Count	Percent	Cumulative Percent
319	126	0.4	92.3
320	107	0.3	92.6
321	168	0.5	93.1
322	125	0.4	93.5
323	90	0.3	93.8
324	75	0.2	94.0
325	193	0.6	94.6
326	138	0.4	95.0
327	67	0.2	95.2
328	68	0.2	95.4
329	80	0.2	95.7
330	142	0.4	96.1
331	92	0.3	96.4
332	70	0.2	96.6
333	59	0.2	96.8
334	31	0.1	96.9
335	154	0.5	97.3
336	72	0.2	97.6
337	29	0.1	97.6
338	58	0.2	97.8
339	62	0.2	98.0
340	45	0.1	98.1
341	98	0.3	98.4
342	31	0.1	98.5
343	8	0.0	98.6
344	80	0.2	98.8
345	32	0.1	98.9
346	63	0.2	99.1
347	3	0.0	99.1
348	10	0.0	99.1
349	88	0.3	99.4
350	9	0.0	99.4
352	15	0.0	99.5
353	1	0.0	99.5
355	73	0.2	99.7
357	5	0.0	99.7
360	90	0.3	100.0
Total	32,740		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	156	0.5	0.5
121	2	0.0	0.5
122	4	0.0	0.5
123	3	0.0	0.5
127	1	0.0	0.5
129	4	0.0	0.6
130	1	0.0	0.6
131	1	0.0	0.6
132	2	0.0	0.6
133	8	0.0	0.6
134	1	0.0	0.6
135	1	0.0	0.6
136	4	0.0	0.6
137	4	0.0	0.6
138	8	0.0	0.7
139	5	0.0	0.7
140	9	0.0	0.7
141	4	0.0	0.7
142	5	0.0	0.7
143	25	0.1	0.8
144	9	0.0	0.8
145	8	0.0	0.9
146	31	0.1	1.0
147	11	0.0	1.0
148	45	0.1	1.2
149	14	0.0	1.2
150	38	0.1	1.3
151	88	0.3	1.6
152	21	0.1	1.7
153	127	0.4	2.1
154	65	0.2	2.3
155	146	0.5	2.8
156	99	0.3	3.1
157	162	0.5	3.7
158	134	0.4	4.1
159	119	0.4	4.5
160	126	0.4	4.9

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

Scale Score	N-Count	Percent	Cumulative Percent
161	110	0.4	5.3
162	135	0.4	5.7
163	155	0.5	6.3
164	141	0.5	6.7
165	111	0.4	7.1
166	85	0.3	7.4
167	102	0.3	7.7
168	84	0.3	8.0
169	76	0.3	8.2
170	84	0.3	8.5
171	111	0.4	8.9
172	70	0.2	9.1
173	79	0.3	9.4
174	87	0.3	9.7
175	86	0.3	9.9
176	83	0.3	10.2
177	85	0.3	10.5
178	97	0.3	10.8
179	84	0.3	11.1
180	89	0.3	11.4
181	124	0.4	11.8
182	108	0.4	12.2
183	108	0.4	12.5
184	112	0.4	12.9
185	115	0.4	13.3
186	99	0.3	13.6
187	122	0.4	14.0
188	116	0.4	14.4
189	114	0.4	14.8
190	122	0.4	15.2
191	132	0.4	15.6
192	134	0.4	16.0
193	117	0.4	16.4
194	135	0.4	16.9
195	132	0.4	17.3
196	131	0.4	17.7
197	147	0.5	18.2
198	147	0.5	18.7
199	125	0.4	19.1

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

Scale Score	N-Count	Percent	Cumulative Percent
200	137	0.5	19.6
201	152	0.5	20.1
202	151	0.5	20.6
203	140	0.5	21.0
204	169	0.6	21.6
205	157	0.5	22.1
206	137	0.5	22.6
207	138	0.5	23.0
208	148	0.5	23.5
209	146	0.5	24.0
210	161	0.5	24.5
211	154	0.5	25.0
212	163	0.5	25.6
213	163	0.5	26.1
214	169	0.6	26.7
215	172	0.6	27.2
216	164	0.5	27.8
217	172	0.6	28.4
218	178	0.6	28.9
219	167	0.6	29.5
220	178	0.6	30.1
221	175	0.6	30.7
222	143	0.5	31.1
223	161	0.5	31.7
224	185	0.6	32.3
225	161	0.5	32.8
226	179	0.6	33.4
227	161	0.5	33.9
228	204	0.7	34.6
229	206	0.7	35.3
230	202	0.7	36.0
231	203	0.7	36.6
232	188	0.6	37.3
233	181	0.6	37.9
234	231	0.8	38.6
235	211	0.7	39.3
236	237	0.8	40.1
237	217	0.7	40.8
238	207	0.7	41.5
239	178	0.6	42.1

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

Scale Score	N-Count	Percent	Cumulative Percent
240	216	0.7	42.8
241	208	0.7	43.5
242	226	0.7	44.2
243	224	0.7	45.0
244	217	0.7	45.7
245	236	0.8	46.5
246	246	0.8	47.3
247	218	0.7	48.0
248	217	0.7	48.7
249	235	0.8	49.5
250	221	0.7	50.2
251	225	0.7	51.0
252	228	0.8	51.7
253	228	0.8	52.5
254	239	0.8	53.3
255	232	0.8	54.0
256	264	0.9	54.9
257	248	0.8	55.7
258	250	0.8	56.6
259	225	0.7	57.3
260	218	0.7	58.0
261	237	0.8	58.8
262	222	0.7	59.5
263	230	0.8	60.3
264	271	0.9	61.2
265	233	0.8	62.0
266	244	0.8	62.8
267	248	0.8	63.6
268	248	0.8	64.4
269	214	0.7	65.1
270	256	0.8	66.0
271	257	0.8	66.8
272	230	0.8	67.6
273	227	0.8	68.3
274	260	0.9	69.2
275	210	0.7	69.9
276	253	0.8	70.7
277	248	0.8	71.5
278	228	0.8	72.3
279	289	1.0	73.3

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

Scale Score	N-Count	Percent	Cumulative Percent
280	213	0.7	74.0
281	256	0.8	74.8
282	230	0.8	75.6
283	239	0.8	76.4
284	264	0.9	77.2
285	220	0.7	78.0
286	228	0.8	78.7
287	212	0.7	79.4
288	236	0.8	80.2
289	192	0.6	80.8
290	230	0.8	81.6
291	194	0.6	82.2
292	277	0.9	83.1
293	172	0.6	83.7
294	246	0.8	84.5
295	187	0.6	85.1
296	164	0.5	85.7
297	238	0.8	86.5
298	137	0.5	86.9
299	230	0.8	87.7
300	123	0.4	88.1
301	231	0.8	88.9
302	116	0.4	89.2
303	187	0.6	89.9
304	133	0.4	90.3
305	133	0.4	90.7
306	198	0.7	91.4
307	117	0.4	91.8
308	140	0.5	92.2
309	78	0.3	92.5
310	176	0.6	93.1
311	108	0.4	93.4
312	126	0.4	93.9
313	94	0.3	94.2
314	110	0.4	94.5
315	124	0.4	94.9
316	112	0.4	95.3
317	65	0.2	95.5
318	71	0.2	95.8
319	113	0.4	96.1

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

Scale Score	N-Count	Percent	Cumulative Percent
320	96	0.3	96.5
321	75	0.2	96.7
322	45	0.1	96.8
323	54	0.2	97.0
324	61	0.2	97.2
325	99	0.3	97.6
326	70	0.2	97.8
327	20	0.1	97.9
328	51	0.2	98.0
329	56	0.2	98.2
330	59	0.2	98.4
331	45	0.1	98.6
332	24	0.1	98.6
333	25	0.1	98.7
334	42	0.1	98.9
335	60	0.2	99.1
336	30	0.1	99.2
337	2	0.0	99.2
338	16	0.1	99.2
339	33	0.1	99.3
340	35	0.1	99.4
341	14	0.0	99.5
342	1	0.0	99.5
343	4	0.0	99.5
344	19	0.1	99.6
345	37	0.1	99.7
346	6	0.0	99.7
347	2	0.0	99.7
349	15	0.0	99.8
350	6	0.0	99.8
351	24	0.1	99.9
355	13	0.0	99.9
356	11	0.0	99.9
360	19	0.1	100.0
Total	30,246		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	113	0.4	0.4
121	2	0.0	0.4
122	1	0.0	0.4
123	1	0.0	0.4
124	1	0.0	0.4
129	3	0.0	0.4
130	4	0.0	0.5
132	2	0.0	0.5
133	7	0.0	0.5
134	1	0.0	0.5
135	2	0.0	0.5
136	4	0.0	0.5
137	4	0.0	0.5
138	7	0.0	0.6
139	6	0.0	0.6
140	10	0.0	0.6
141	1	0.0	0.6
142	7	0.0	0.6
143	10	0.0	0.7
144	6	0.0	0.7
145	4	0.0	0.7
146	29	0.1	0.8
147	6	0.0	0.8
148	19	0.1	0.9
149	5	0.0	0.9
150	43	0.2	1.1
151	63	0.2	1.3
152	18	0.1	1.4
153	88	0.3	1.7
154	42	0.2	1.9
155	106	0.4	2.3
156	75	0.3	2.5
157	108	0.4	2.9
158	67	0.2	3.2
159	112	0.4	3.6
160	97	0.4	3.9
161	103	0.4	4.3
162	109	0.4	4.7
163	89	0.3	5.0

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

Scale Score	N-Count	Percent	Cumulative Percent
164	96	0.4	5.4
165	101	0.4	5.8
166	76	0.3	6.0
167	80	0.3	6.3
168	104	0.4	6.7
169	82	0.3	7.0
170	73	0.3	7.3
171	111	0.4	7.7
172	52	0.2	7.9
173	66	0.2	8.1
174	64	0.2	8.4
175	87	0.3	8.7
176	66	0.2	8.9
177	105	0.4	9.3
178	99	0.4	9.7
179	86	0.3	10.0
180	98	0.4	10.3
181	89	0.3	10.7
182	121	0.4	11.1
183	103	0.4	11.5
184	110	0.4	11.9
185	105	0.4	12.3
186	99	0.4	12.6
187	108	0.4	13.0
188	107	0.4	13.4
189	113	0.4	13.8
190	102	0.4	14.2
191	108	0.4	14.6
192	115	0.4	15.0
193	116	0.4	15.4
194	121	0.4	15.9
195	111	0.4	16.3
196	116	0.4	16.7
197	108	0.4	17.1
198	116	0.4	17.5
199	112	0.4	18.0
200	125	0.5	18.4
201	112	0.4	18.8
202	124	0.5	19.3
203	113	0.4	19.7

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

Scale Score	N-Count	Percent	Cumulative Percent
204	111	0.4	20.1
205	113	0.4	20.5
206	108	0.4	20.9
207	116	0.4	21.3
208	124	0.5	21.8
209	87	0.3	22.1
210	110	0.4	22.5
211	114	0.4	22.9
212	111	0.4	23.3
213	121	0.4	23.8
214	155	0.6	24.3
215	117	0.4	24.8
216	132	0.5	25.3
217	108	0.4	25.6
218	128	0.5	26.1
219	129	0.5	26.6
220	101	0.4	27.0
221	109	0.4	27.4
222	113	0.4	27.8
223	128	0.5	28.2
224	128	0.5	28.7
225	136	0.5	29.2
226	135	0.5	29.7
227	113	0.4	30.1
228	130	0.5	30.6
229	136	0.5	31.1
230	117	0.4	31.5
231	116	0.4	31.9
232	138	0.5	32.5
233	147	0.5	33.0
234	170	0.6	33.6
235	162	0.6	34.2
236	136	0.5	34.7
237	157	0.6	35.3
238	151	0.6	35.8
239	130	0.5	36.3
240	149	0.5	36.9
241	152	0.6	37.4
242	145	0.5	37.9
243	155	0.6	38.5

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

Scale Score	N-Count	Percent	Cumulative Percent
244	156	0.6	39.1
245	163	0.6	39.7
246	165	0.6	40.3
247	160	0.6	40.9
248	142	0.5	41.4
249	143	0.5	41.9
250	167	0.6	42.5
251	181	0.7	43.2
252	172	0.6	43.8
253	181	0.7	44.5
254	171	0.6	45.1
255	184	0.7	45.8
256	179	0.7	46.4
257	168	0.6	47.1
258	161	0.6	47.6
259	174	0.6	48.3
260	195	0.7	49.0
261	190	0.7	49.7
262	194	0.7	50.4
263	166	0.6	51.0
264	203	0.7	51.8
265	212	0.8	52.5
266	191	0.7	53.2
267	191	0.7	53.9
268	190	0.7	54.6
269	213	0.8	55.4
270	197	0.7	56.1
271	194	0.7	56.8
272	231	0.8	57.7
273	193	0.7	58.4
274	210	0.8	59.2
275	221	0.8	60.0
276	218	0.8	60.8
277	204	0.7	61.5
278	208	0.8	62.3
279	195	0.7	63.0
280	235	0.9	63.8
281	215	0.8	64.6
282	218	0.8	65.4
283	233	0.9	66.3

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

Scale Score	N-Count	Percent	Cumulative Percent
284	231	0.8	67.1
285	222	0.8	67.9
286	224	0.8	68.8
287	218	0.8	69.6
288	211	0.8	70.3
289	206	0.8	71.1
290	207	0.8	71.9
291	215	0.8	72.6
292	236	0.9	73.5
293	192	0.7	74.2
294	248	0.9	75.1
295	186	0.7	75.8
296	213	0.8	76.6
297	267	1.0	77.6
298	202	0.7	78.3
299	227	0.8	79.1
300	126	0.5	79.6
301	269	1.0	80.6
302	157	0.6	81.2
303	221	0.8	82.0
304	162	0.6	82.6
305	169	0.6	83.2
306	283	1.0	84.2
307	140	0.5	84.7
308	222	0.8	85.5
309	117	0.4	86.0
310	262	1.0	86.9
311	146	0.5	87.5
312	204	0.7	88.2
313	143	0.5	88.7
314	139	0.5	89.2
315	190	0.7	89.9
316	178	0.7	90.6
317	98	0.4	90.9
318	106	0.4	91.3
319	181	0.7	92.0
320	135	0.5	92.5
321	145	0.5	93.0
322	99	0.4	93.4
323	101	0.4	93.8

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

Scale Score	N-Count	Percent	Cumulative Percent
324	97	0.4	94.1
325	158	0.6	94.7
326	128	0.5	95.2
327	43	0.2	95.3
328	65	0.2	95.6
329	118	0.4	96.0
330	121	0.4	96.4
331	92	0.3	96.8
332	33	0.1	96.9
333	38	0.1	97.0
334	92	0.3	97.4
335	106	0.4	97.8
336	47	0.2	97.9
337	6	0.0	97.9
338	28	0.1	98.0
339	78	0.3	98.3
340	83	0.3	98.6
341	47	0.2	98.8
342	4	0.0	98.8
343	11	0.0	98.9
344	38	0.1	99.0
345	94	0.3	99.3
346	18	0.1	99.4
348	1	0.0	99.4
349	27	0.1	99.5
350	19	0.1	99.6
351	34	0.1	99.7
355	19	0.1	99.8
356	23	0.1	99.9
360	37	0.1	100.0
Total	27,300		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	126	0.5	0.5
121	2	0.0	0.5
123	1	0.0	0.5
124	1	0.0	0.5
127	3	0.0	0.5
128	1	0.0	0.5
129	2	0.0	0.5
130	4	0.0	0.5
132	4	0.0	0.5
133	1	0.0	0.6
134	1	0.0	0.6
135	3	0.0	0.6
136	9	0.0	0.6
137	1	0.0	0.6
138	9	0.0	0.6
139	2	0.0	0.6
140	7	0.0	0.7
141	11	0.0	0.7
142	3	0.0	0.7
143	9	0.0	0.8
144	10	0.0	0.8
145	8	0.0	0.8
146	17	0.1	0.9
147	25	0.1	1.0
148	32	0.1	1.1
149	26	0.1	1.2
150	29	0.1	1.3
151	68	0.3	1.6
152	12	0.0	1.6
153	87	0.3	2.0
154	63	0.2	2.2
155	66	0.3	2.5
156	93	0.4	2.8
157	61	0.2	3.0
158	109	0.4	3.5
159	74	0.3	3.7
160	87	0.3	4.1
161	122	0.5	4.5
162	97	0.4	4.9

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

Scale Score	N-Count	Percent	Cumulative Percent
163	75	0.3	5.2
164	84	0.3	5.5
165	60	0.2	5.7
166	69	0.3	6.0
167	79	0.3	6.3
168	49	0.2	6.5
169	70	0.3	6.8
170	64	0.2	7.0
171	56	0.2	7.2
172	65	0.2	7.5
173	63	0.2	7.7
174	59	0.2	7.9
175	73	0.3	8.2
176	64	0.2	8.5
177	64	0.2	8.7
178	93	0.4	9.1
179	76	0.3	9.3
180	101	0.4	9.7
181	106	0.4	10.1
182	84	0.3	10.5
183	106	0.4	10.9
184	93	0.4	11.2
185	126	0.5	11.7
186	106	0.4	12.1
187	94	0.4	12.5
188	116	0.4	12.9
189	106	0.4	13.3
190	123	0.5	13.8
191	123	0.5	14.3
192	115	0.4	14.7
193	124	0.5	15.2
194	118	0.5	15.6
195	119	0.5	16.1
196	109	0.4	16.5
197	117	0.4	16.9
198	116	0.4	17.4
199	140	0.5	17.9
200	138	0.5	18.4
201	150	0.6	19.0
202	154	0.6	19.6

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

Scale Score	N-Count	Percent	Cumulative Percent
203	129	0.5	20.1
204	133	0.5	20.6
205	116	0.4	21.0
206	108	0.4	21.5
207	129	0.5	21.9
208	114	0.4	22.4
209	122	0.5	22.8
210	107	0.4	23.3
211	117	0.4	23.7
212	104	0.4	24.1
213	105	0.4	24.5
214	111	0.4	24.9
215	117	0.4	25.4
216	104	0.4	25.8
217	107	0.4	26.2
218	127	0.5	26.7
219	125	0.5	27.1
220	96	0.4	27.5
221	111	0.4	27.9
222	113	0.4	28.4
223	141	0.5	28.9
224	114	0.4	29.3
225	130	0.5	29.8
226	119	0.5	30.3
227	128	0.5	30.8
228	129	0.5	31.3
229	123	0.5	31.7
230	119	0.5	32.2
231	120	0.5	32.6
232	114	0.4	33.1
233	119	0.5	33.5
234	130	0.5	34.0
235	140	0.5	34.6
236	126	0.5	35.0
237	143	0.5	35.6
238	136	0.5	36.1
239	128	0.5	36.6
240	127	0.5	37.1
241	152	0.6	37.7
242	141	0.5	38.2

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

Scale Score	N-Count	Percent	Cumulative Percent
243	150	0.6	38.8
244	178	0.7	39.5
245	152	0.6	40.0
246	167	0.6	40.7
247	168	0.6	41.3
248	166	0.6	41.9
249	182	0.7	42.6
250	185	0.7	43.3
251	175	0.7	44.0
252	179	0.7	44.7
253	201	0.8	45.5
254	212	0.8	46.3
255	172	0.7	46.9
256	183	0.7	47.6
257	200	0.8	48.4
258	203	0.8	49.2
259	195	0.7	49.9
260	189	0.7	50.6
261	190	0.7	51.4
262	209	0.8	52.2
263	201	0.8	52.9
264	192	0.7	53.7
265	203	0.8	54.4
266	218	0.8	55.3
267	207	0.8	56.1
268	224	0.9	56.9
269	214	0.8	57.7
270	227	0.9	58.6
271	221	0.8	59.4
272	238	0.9	60.3
273	240	0.9	61.3
274	203	0.8	62.0
275	223	0.9	62.9
276	258	1.0	63.9
277	226	0.9	64.7
278	265	1.0	65.7
279	226	0.9	66.6
280	254	1.0	67.6
281	248	0.9	68.5
282	244	0.9	69.5

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

Scale Score	N-Count	Percent	Cumulative Percent
283	229	0.9	70.3
284	255	1.0	71.3
285	237	0.9	72.2
286	184	0.7	72.9
287	220	0.8	73.8
288	256	1.0	74.7
289	228	0.9	75.6
290	210	0.8	76.4
291	195	0.7	77.1
292	231	0.9	78.0
293	201	0.8	78.8
294	220	0.8	79.6
295	189	0.7	80.4
296	208	0.8	81.2
297	255	1.0	82.1
298	145	0.6	82.7
299	207	0.8	83.5
300	221	0.8	84.3
301	182	0.7	85.0
302	197	0.8	85.8
303	185	0.7	86.5
304	171	0.7	87.1
305	187	0.7	87.8
306	168	0.6	88.5
307	169	0.6	89.1
308	146	0.6	89.7
309	138	0.5	90.2
310	169	0.6	90.8
311	91	0.3	91.2
312	155	0.6	91.8
313	119	0.5	92.2
314	113	0.4	92.7
315	149	0.6	93.2
316	76	0.3	93.5
317	115	0.4	94.0
318	156	0.6	94.6
319	61	0.2	94.8
320	109	0.4	95.2
321	65	0.2	95.5
322	68	0.3	95.7

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

Scale Score	N-Count	Percent	Cumulative Percent
323	127	0.5	96.2
324	73	0.3	96.5
325	36	0.1	96.6
326	57	0.2	96.8
327	57	0.2	97.1
328	65	0.2	97.3
329	58	0.2	97.5
330	63	0.2	97.8
331	41	0.2	97.9
332	14	0.1	98.0
333	81	0.3	98.3
334	50	0.2	98.5
335	9	0.0	98.5
336	33	0.1	98.6
337	23	0.1	98.7
338	43	0.2	98.9
339	52	0.2	99.1
340	8	0.0	99.1
341	23	0.1	99.2
342	8	0.0	99.2
343	13	0.0	99.3
344	47	0.2	99.5
345	13	0.0	99.5
346	7	0.0	99.5
347	7	0.0	99.6
348	22	0.1	99.7
349	19	0.1	99.7
350	15	0.1	99.8
351	7	0.0	99.8
353	2	0.0	99.8
354	22	0.1	99.9
357	5	0.0	99.9
360	20	0.1	100.0
Total	26,195		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	102	0.4	0.4
123	1	0.0	0.4
124	3	0.0	0.4
127	2	0.0	0.4
130	2	0.0	0.5
131	1	0.0	0.5
133	2	0.0	0.5
136	9	0.0	0.5
138	4	0.0	0.5
139	2	0.0	0.5
140	3	0.0	0.5
141	11	0.0	0.6
142	4	0.0	0.6
143	11	0.0	0.7
144	4	0.0	0.7
145	14	0.1	0.7
146	8	0.0	0.8
147	25	0.1	0.9
148	29	0.1	1.0
149	37	0.2	1.1
150	28	0.1	1.3
151	58	0.2	1.5
152	17	0.1	1.6
153	86	0.4	1.9
154	44	0.2	2.1
155	66	0.3	2.4
156	87	0.4	2.7
157	60	0.2	3.0
158	106	0.4	3.4
159	77	0.3	3.8
160	80	0.3	4.1
161	112	0.5	4.6
162	72	0.3	4.9
163	69	0.3	5.1
164	75	0.3	5.5
165	68	0.3	5.7
166	62	0.3	6.0
167	71	0.3	6.3
168	55	0.2	6.5

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

Scale Score	N-Count	Percent	Cumulative Percent
169	56	0.2	6.8
170	61	0.3	7.0
171	51	0.2	7.2
172	58	0.2	7.5
173	66	0.3	7.7
174	54	0.2	8.0
175	82	0.3	8.3
176	79	0.3	8.6
177	67	0.3	8.9
178	94	0.4	9.3
179	68	0.3	9.6
180	98	0.4	10.0
181	97	0.4	10.4
182	86	0.4	10.7
183	101	0.4	11.2
184	96	0.4	11.6
185	117	0.5	12.1
186	95	0.4	12.5
187	106	0.4	12.9
188	95	0.4	13.3
189	101	0.4	13.7
190	118	0.5	14.2
191	114	0.5	14.7
192	103	0.4	15.1
193	119	0.5	15.6
194	134	0.6	16.2
195	106	0.4	16.6
196	95	0.4	17.0
197	101	0.4	17.4
198	109	0.5	17.9
199	116	0.5	18.3
200	111	0.5	18.8
201	113	0.5	19.3
202	103	0.4	19.7
203	104	0.4	20.1
204	127	0.5	20.7
205	104	0.4	21.1
206	88	0.4	21.5
207	106	0.4	21.9
208	104	0.4	22.3

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

Scale Score	N-Count	Percent	Cumulative Percent
209	123	0.5	22.9
210	111	0.5	23.3
211	121	0.5	23.8
212	96	0.4	24.2
213	110	0.5	24.7
214	91	0.4	25.1
215	96	0.4	25.5
216	92	0.4	25.8
217	76	0.3	26.1
218	86	0.4	26.5
219	94	0.4	26.9
220	87	0.4	27.3
221	113	0.5	27.7
222	97	0.4	28.1
223	82	0.3	28.5
224	93	0.4	28.9
225	79	0.3	29.2
226	89	0.4	29.6
227	91	0.4	29.9
228	83	0.3	30.3
229	101	0.4	30.7
230	109	0.5	31.2
231	120	0.5	31.7
232	100	0.4	32.1
233	112	0.5	32.5
234	133	0.6	33.1
235	102	0.4	33.5
236	102	0.4	33.9
237	95	0.4	34.3
238	126	0.5	34.9
239	117	0.5	35.3
240	117	0.5	35.8
241	111	0.5	36.3
242	132	0.5	36.8
243	140	0.6	37.4
244	113	0.5	37.9
245	124	0.5	38.4
246	138	0.6	39.0
247	127	0.5	39.5
248	137	0.6	40.1

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

Scale Score	N-Count	Percent	Cumulative Percent
249	136	0.6	40.7
250	153	0.6	41.3
251	131	0.5	41.8
252	127	0.5	42.4
253	141	0.6	42.9
254	149	0.6	43.6
255	145	0.6	44.2
256	135	0.6	44.7
257	152	0.6	45.4
258	130	0.5	45.9
259	150	0.6	46.5
260	146	0.6	47.1
261	182	0.8	47.9
262	177	0.7	48.6
263	168	0.7	49.3
264	172	0.7	50.0
265	175	0.7	50.8
266	166	0.7	51.5
267	187	0.8	52.2
268	158	0.7	52.9
269	187	0.8	53.7
270	175	0.7	54.4
271	189	0.8	55.2
272	187	0.8	56.0
273	214	0.9	56.9
274	191	0.8	57.7
275	232	1.0	58.6
276	199	0.8	59.4
277	212	0.9	60.3
278	185	0.8	61.1
279	199	0.8	61.9
280	226	0.9	62.9
281	222	0.9	63.8
282	231	1.0	64.7
283	216	0.9	65.6
284	196	0.8	66.5
285	235	1.0	67.4
286	204	0.8	68.3
287	230	1.0	69.2
288	198	0.8	70.1

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

Scale Score	N-Count	Percent	Cumulative Percent
289	234	1.0	71.0
290	216	0.9	71.9
291	191	0.8	72.7
292	207	0.9	73.6
293	210	0.9	74.5
294	191	0.8	75.3
295	221	0.9	76.2
296	231	1.0	77.1
297	228	0.9	78.1
298	170	0.7	78.8
299	169	0.7	79.5
300	246	1.0	80.5
301	158	0.7	81.2
302	194	0.8	82.0
303	193	0.8	82.8
304	196	0.8	83.6
305	176	0.7	84.3
306	147	0.6	85.0
307	158	0.7	85.6
308	179	0.7	86.4
309	163	0.7	87.0
310	187	0.8	87.8
311	122	0.5	88.3
312	173	0.7	89.0
313	128	0.5	89.6
314	138	0.6	90.1
315	162	0.7	90.8
316	106	0.4	91.3
317	118	0.5	91.8
318	172	0.7	92.5
319	66	0.3	92.7
320	136	0.6	93.3
321	74	0.3	93.6
322	103	0.4	94.0
323	128	0.5	94.6
324	86	0.4	94.9
325	73	0.3	95.2
326	79	0.3	95.6
327	74	0.3	95.9
328	90	0.4	96.2

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

Scale Score	N-Count	Percent	Cumulative Percent
329	69	0.3	96.5
330	59	0.2	96.8
331	48	0.2	97.0
332	40	0.2	97.1
333	111	0.5	97.6
334	78	0.3	97.9
335	16	0.1	98.0
336	38	0.2	98.2
337	25	0.1	98.3
338	53	0.2	98.5
339	67	0.3	98.8
340	4	0.0	98.8
341	21	0.1	98.9
342	13	0.1	98.9
343	21	0.1	99.0
344	64	0.3	99.3
345	23	0.1	99.4
346	2	0.0	99.4
347	9	0.0	99.4
348	20	0.1	99.5
349	24	0.1	99.6
350	20	0.1	99.7
351	10	0.0	99.7
353	3	0.0	99.7
354	26	0.1	99.8
357	8	0.0	99.9
360	30	0.1	100.0
Total	24,039		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	98	0.5	0.5
121	2	0.0	0.5
123	2	0.0	0.5
127	1	0.0	0.5
128	1	0.0	0.5
132	2	0.0	0.5
134	3	0.0	0.5
135	2	0.0	0.5
136	1	0.0	0.5
137	1	0.0	0.5
138	6	0.0	0.6
139	1	0.0	0.6
141	7	0.0	0.6
143	6	0.0	0.6
144	7	0.0	0.7
145	17	0.1	0.7
146	3	0.0	0.8
147	20	0.1	0.9
148	18	0.1	0.9
149	24	0.1	1.1
150	22	0.1	1.2
151	53	0.3	1.4
152	29	0.1	1.6
153	62	0.3	1.8
154	49	0.2	2.1
155	59	0.3	2.4
156	49	0.2	2.6
157	96	0.5	3.1
158	55	0.3	3.3
159	95	0.5	3.8
160	72	0.3	4.1
161	62	0.3	4.4
162	89	0.4	4.8
163	63	0.3	5.1
164	60	0.3	5.4
165	80	0.4	5.8
166	66	0.3	6.1
167	63	0.3	6.4
168	53	0.3	6.7

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

Scale Score	N-Count	Percent	Cumulative Percent
169	89	0.4	7.1
170	44	0.2	7.3
171	76	0.4	7.7
172	48	0.2	7.9
173	62	0.3	8.2
174	73	0.3	8.5
175	75	0.4	8.9
176	77	0.4	9.3
177	72	0.3	9.6
178	92	0.4	10.0
179	86	0.4	10.5
180	79	0.4	10.8
181	75	0.4	11.2
182	90	0.4	11.6
183	109	0.5	12.1
184	77	0.4	12.5
185	96	0.5	13.0
186	91	0.4	13.4
187	86	0.4	13.8
188	77	0.4	14.2
189	99	0.5	14.6
190	99	0.5	15.1
191	96	0.5	15.6
192	96	0.5	16.0
193	78	0.4	16.4
194	102	0.5	16.9
195	109	0.5	17.4
196	94	0.4	17.9
197	96	0.5	18.3
198	112	0.5	18.8
199	99	0.5	19.3
200	86	0.4	19.7
201	110	0.5	20.3
202	86	0.4	20.7
203	80	0.4	21.0
204	101	0.5	21.5
205	85	0.4	21.9
206	83	0.4	22.3
207	99	0.5	22.8
208	97	0.5	23.3

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

Scale Score	N-Count	Percent	Cumulative Percent
209	95	0.5	23.7
210	104	0.5	24.2
211	97	0.5	24.7
212	119	0.6	25.2
213	100	0.5	25.7
214	128	0.6	26.3
215	101	0.5	26.8
216	107	0.5	27.3
217	109	0.5	27.8
218	84	0.4	28.2
219	98	0.5	28.7
220	102	0.5	29.2
221	102	0.5	29.7
222	83	0.4	30.1
223	99	0.5	30.5
224	90	0.4	31.0
225	113	0.5	31.5
226	99	0.5	32.0
227	82	0.4	32.4
228	88	0.4	32.8
229	100	0.5	33.3
230	105	0.5	33.8
231	101	0.5	34.3
232	100	0.5	34.7
233	96	0.5	35.2
234	105	0.5	35.7
235	112	0.5	36.2
236	122	0.6	36.8
237	95	0.5	37.3
238	107	0.5	37.8
239	91	0.4	38.2
240	103	0.5	38.7
241	128	0.6	39.3
242	114	0.5	39.8
243	103	0.5	40.3
244	140	0.7	41.0
245	104	0.5	41.5
246	131	0.6	42.1
247	131	0.6	42.7
248	124	0.6	43.3

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

Scale Score	N-Count	Percent	Cumulative Percent
249	125	0.6	43.9
250	116	0.6	44.5
251	129	0.6	45.1
252	148	0.7	45.8
253	123	0.6	46.4
254	151	0.7	47.1
255	156	0.7	47.9
256	162	0.8	48.6
257	123	0.6	49.2
258	141	0.7	49.9
259	164	0.8	50.7
260	149	0.7	51.4
261	163	0.8	52.2
262	127	0.6	52.8
263	179	0.9	53.6
264	188	0.9	54.5
265	160	0.8	55.3
266	154	0.7	56.0
267	171	0.8	56.8
268	179	0.9	57.7
269	184	0.9	58.6
270	146	0.7	59.2
271	179	0.9	60.1
272	180	0.9	61.0
273	207	1.0	61.9
274	174	0.8	62.8
275	187	0.9	63.7
276	217	1.0	64.7
277	209	1.0	65.7
278	150	0.7	66.4
279	197	0.9	67.4
280	210	1.0	68.4
281	173	0.8	69.2
282	198	0.9	70.1
283	195	0.9	71.1
284	220	1.0	72.1
285	166	0.8	72.9
286	216	1.0	73.9
287	154	0.7	74.7
288	213	1.0	75.7

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

Scale Score	N-Count	Percent	Cumulative Percent
289	152	0.7	76.4
290	229	1.1	77.5
291	153	0.7	78.2
292	244	1.2	79.4
293	141	0.7	80.1
294	220	1.0	81.1
295	156	0.7	81.8
296	214	1.0	82.9
297	164	0.8	83.6
298	219	1.0	84.7
299	121	0.6	85.3
300	161	0.8	86.0
301	171	0.8	86.8
302	138	0.7	87.5
303	140	0.7	88.2
304	96	0.5	88.6
305	158	0.8	89.4
306	117	0.6	89.9
307	143	0.7	90.6
308	84	0.4	91.0
309	156	0.7	91.8
310	127	0.6	92.4
311	120	0.6	92.9
312	95	0.5	93.4
313	107	0.5	93.9
314	99	0.5	94.4
315	83	0.4	94.8
316	76	0.4	95.1
317	61	0.3	95.4
318	103	0.5	95.9
319	81	0.4	96.3
320	67	0.3	96.6
321	25	0.1	96.7
322	47	0.2	97.0
323	78	0.4	97.3
324	52	0.2	97.6
325	38	0.2	97.8
326	25	0.1	97.9
327	53	0.3	98.1
328	66	0.3	98.5

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

Scale Score	N-Count	Percent	Cumulative Percent
329	38	0.2	98.6
330	15	0.1	98.7
331	33	0.2	98.9
332	15	0.1	98.9
333	31	0.1	99.1
334	12	0.1	99.1
335	22	0.1	99.2
336	7	0.0	99.3
337	21	0.1	99.4
338	25	0.1	99.5
339	4	0.0	99.5
340	8	0.0	99.6
341	11	0.1	99.6
342	14	0.1	99.7
343	10	0.0	99.7
344	1	0.0	99.7
345	7	0.0	99.8
346	15	0.1	99.8
347	2	0.0	99.8
348	3	0.0	99.9
349	1	0.0	99.9
350	10	0.0	99.9
352	3	0.0	99.9
356	8	0.0	100.0
360	8	0.0	100.0
Total	20,979		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	78	0.4	0.4
121	1	0.0	0.4
123	3	0.0	0.4
124	2	0.0	0.4
127	1	0.0	0.4
128	2	0.0	0.5
129	2	0.0	0.5
133	1	0.0	0.5
134	4	0.0	0.5
135	3	0.0	0.5
136	3	0.0	0.5
137	1	0.0	0.5
138	6	0.0	0.6
139	3	0.0	0.6
140	3	0.0	0.6
141	6	0.0	0.6
142	5	0.0	0.6
143	8	0.0	0.7
144	8	0.0	0.7
145	19	0.1	0.8
146	2	0.0	0.8
147	21	0.1	1.0
148	11	0.1	1.0
149	32	0.2	1.2
150	24	0.1	1.3
151	46	0.2	1.5
152	28	0.1	1.7
153	74	0.4	2.1
154	43	0.2	2.3
155	58	0.3	2.6
156	41	0.2	2.8
157	83	0.4	3.3
158	45	0.2	3.5
159	64	0.3	3.8
160	57	0.3	4.1
161	70	0.4	4.5
162	109	0.6	5.1
163	52	0.3	5.3
164	58	0.3	5.6

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

Scale Score	N-Count	Percent	Cumulative Percent
165	78	0.4	6.0
166	54	0.3	6.3
167	46	0.2	6.6
168	52	0.3	6.8
169	52	0.3	7.1
170	38	0.2	7.3
171	61	0.3	7.6
172	55	0.3	7.9
173	80	0.4	8.3
174	63	0.3	8.7
175	69	0.4	9.0
176	68	0.4	9.4
177	54	0.3	9.7
178	79	0.4	10.1
179	69	0.4	10.4
180	82	0.4	10.9
181	81	0.4	11.3
182	61	0.3	11.6
183	86	0.5	12.1
184	65	0.3	12.4
185	76	0.4	12.8
186	83	0.4	13.2
187	77	0.4	13.6
188	76	0.4	14.0
189	85	0.4	14.5
190	91	0.5	15.0
191	93	0.5	15.4
192	99	0.5	16.0
193	79	0.4	16.4
194	71	0.4	16.7
195	93	0.5	17.2
196	66	0.3	17.6
197	87	0.5	18.0
198	75	0.4	18.4
199	70	0.4	18.8
200	80	0.4	19.2
201	76	0.4	19.6
202	81	0.4	20.0
203	79	0.4	20.4
204	74	0.4	20.8

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

Scale Score	N-Count	Percent	Cumulative Percent
205	69	0.4	21.2
206	78	0.4	21.6
207	88	0.5	22.1
208	71	0.4	22.4
209	82	0.4	22.9
210	84	0.4	23.3
211	78	0.4	23.7
212	85	0.4	24.2
213	85	0.4	24.6
214	73	0.4	25.0
215	73	0.4	25.4
216	62	0.3	25.7
217	95	0.5	26.2
218	68	0.4	26.5
219	87	0.5	27.0
220	82	0.4	27.4
221	75	0.4	27.8
222	65	0.3	28.2
223	70	0.4	28.5
224	85	0.4	29.0
225	79	0.4	29.4
226	84	0.4	29.8
227	87	0.5	30.3
228	71	0.4	30.7
229	72	0.4	31.0
230	84	0.4	31.5
231	72	0.4	31.8
232	72	0.4	32.2
233	82	0.4	32.7
234	84	0.4	33.1
235	82	0.4	33.5
236	81	0.4	33.9
237	77	0.4	34.4
238	78	0.4	34.8
239	95	0.5	35.3
240	97	0.5	35.8
241	85	0.4	36.2
242	90	0.5	36.7
243	83	0.4	37.1
244	96	0.5	37.6

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

Scale Score	N-Count	Percent	Cumulative Percent
245	83	0.4	38.1
246	90	0.5	38.5
247	101	0.5	39.1
248	96	0.5	39.6
249	97	0.5	40.1
250	86	0.5	40.5
251	111	0.6	41.1
252	99	0.5	41.6
253	98	0.5	42.1
254	103	0.5	42.7
255	118	0.6	43.3
256	125	0.7	43.9
257	124	0.6	44.6
258	105	0.5	45.1
259	121	0.6	45.8
260	140	0.7	46.5
261	120	0.6	47.1
262	140	0.7	47.9
263	134	0.7	48.6
264	138	0.7	49.3
265	126	0.7	49.9
266	136	0.7	50.7
267	140	0.7	51.4
268	145	0.8	52.1
269	134	0.7	52.8
270	107	0.6	53.4
271	185	1.0	54.4
272	126	0.7	55.0
273	145	0.8	55.8
274	145	0.8	56.6
275	162	0.8	57.4
276	146	0.8	58.2
277	152	0.8	59.0
278	149	0.8	59.7
279	171	0.9	60.6
280	162	0.8	61.5
281	190	1.0	62.5
282	178	0.9	63.4
283	168	0.9	64.3
284	223	1.2	65.5

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

Scale Score	N-Count	Percent	Cumulative Percent
285	165	0.9	66.3
286	204	1.1	67.4
287	151	0.8	68.2
288	223	1.2	69.3
289	154	0.8	70.2
290	216	1.1	71.3
291	139	0.7	72.0
292	186	1.0	73.0
293	158	0.8	73.8
294	217	1.1	74.9
295	131	0.7	75.6
296	197	1.0	76.7
297	168	0.9	77.5
298	208	1.1	78.6
299	138	0.7	79.4
300	180	0.9	80.3
301	194	1.0	81.3
302	152	0.8	82.1
303	161	0.8	82.9
304	120	0.6	83.6
305	199	1.0	84.6
306	126	0.7	85.3
307	179	0.9	86.2
308	114	0.6	86.8
309	164	0.9	87.7
310	127	0.7	88.3
311	129	0.7	89.0
312	104	0.5	89.6
313	115	0.6	90.2
314	134	0.7	90.9
315	94	0.5	91.3
316	101	0.5	91.9
317	74	0.4	92.3
318	129	0.7	92.9
319	73	0.4	93.3
320	100	0.5	93.8
321	37	0.2	94.0
322	76	0.4	94.4
323	114	0.6	95.0
324	86	0.5	95.5

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

Scale Score	N-Count	Percent	Cumulative Percent
325	52	0.3	95.8
326	30	0.2	95.9
327	85	0.4	96.4
328	99	0.5	96.9
329	39	0.2	97.1
330	16	0.1	97.2
331	63	0.3	97.5
332	27	0.1	97.6
333	59	0.3	97.9
334	31	0.2	98.1
335	46	0.2	98.3
336	18	0.1	98.4
337	47	0.2	98.7
338	36	0.2	98.9
339	17	0.1	99.0
340	24	0.1	99.1
341	25	0.1	99.2
342	33	0.2	99.4
343	11	0.1	99.5
344	2	0.0	99.5
345	6	0.0	99.5
346	22	0.1	99.6
347	6	0.0	99.6
348	10	0.1	99.7
349	1	0.0	99.7
350	19	0.1	99.8
352	12	0.1	99.9
356	13	0.1	99.9
360	14	0.1	100.0
Total	19,106		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	69	0.3	0.3
124	7	0.0	0.4
127	2	0.0	0.4
131	7	0.0	0.4
132	2	0.0	0.4
134	4	0.0	0.4
135	1	0.0	0.4
136	1	0.0	0.4
137	2	0.0	0.4
138	6	0.0	0.5
140	2	0.0	0.5
141	7	0.0	0.5
142	8	0.0	0.6
143	2	0.0	0.6
144	6	0.0	0.6
145	7	0.0	0.6
146	5	0.0	0.6
147	7	0.0	0.7
148	9	0.0	0.7
149	9	0.0	0.8
150	13	0.1	0.8
151	25	0.1	0.9
152	16	0.1	1.0
153	29	0.1	1.2
154	35	0.2	1.3
155	59	0.3	1.6
156	50	0.2	1.8
157	41	0.2	2.0
158	104	0.5	2.5
159	33	0.2	2.7
160	131	0.6	3.3
161	102	0.5	3.8
162	110	0.5	4.3
163	167	0.8	5.1
164	94	0.4	5.5
165	195	0.9	6.4
166	102	0.5	6.9
167	122	0.6	7.5
168	189	0.9	8.4

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

Scale Score	N-Count	Percent	Cumulative Percent
169	108	0.5	8.9
170	118	0.6	9.4
171	124	0.6	10.0
172	117	0.5	10.5
173	96	0.5	11.0
174	119	0.6	11.6
175	106	0.5	12.1
176	81	0.4	12.4
177	102	0.5	12.9
178	93	0.4	13.3
179	101	0.5	13.8
180	81	0.4	14.2
181	91	0.4	14.6
182	103	0.5	15.1
183	76	0.4	15.5
184	104	0.5	16.0
185	76	0.4	16.3
186	103	0.5	16.8
187	117	0.5	17.3
188	103	0.5	17.8
189	98	0.5	18.3
190	102	0.5	18.8
191	89	0.4	19.2
192	108	0.5	19.7
193	123	0.6	20.3
194	114	0.5	20.8
195	86	0.4	21.2
196	83	0.4	21.6
197	90	0.4	22.0
198	115	0.5	22.6
199	107	0.5	23.1
200	88	0.4	23.5
201	118	0.6	24.0
202	108	0.5	24.5
203	114	0.5	25.1
204	108	0.5	25.6
205	105	0.5	26.1
206	113	0.5	26.6
207	109	0.5	27.1
208	116	0.5	27.7

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

Scale Score	N-Count	Percent	Cumulative Percent
209	102	0.5	28.1
210	107	0.5	28.6
211	116	0.5	29.2
212	119	0.6	29.7
213	108	0.5	30.3
214	114	0.5	30.8
215	110	0.5	31.3
216	109	0.5	31.8
217	117	0.5	32.4
218	111	0.5	32.9
219	89	0.4	33.3
220	92	0.4	33.7
221	97	0.5	34.2
222	104	0.5	34.7
223	109	0.5	35.2
224	93	0.4	35.6
225	96	0.5	36.1
226	92	0.4	36.5
227	94	0.4	37.0
228	92	0.4	37.4
229	110	0.5	37.9
230	92	0.4	38.3
231	115	0.5	38.9
232	93	0.4	39.3
233	89	0.4	39.7
234	102	0.5	40.2
235	106	0.5	40.7
236	126	0.6	41.3
237	108	0.5	41.8
238	108	0.5	42.3
239	87	0.4	42.7
240	93	0.4	43.2
241	115	0.5	43.7
242	110	0.5	44.2
243	107	0.5	44.7
244	107	0.5	45.2
245	137	0.6	45.9
246	105	0.5	46.3
247	120	0.6	46.9
248	114	0.5	47.4

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

Scale Score	N-Count	Percent	Cumulative Percent
249	123	0.6	48.0
250	116	0.5	48.6
251	108	0.5	49.1
252	126	0.6	49.7
253	118	0.6	50.2
254	109	0.5	50.7
255	129	0.6	51.3
256	107	0.5	51.8
257	100	0.5	52.3
258	123	0.6	52.9
259	125	0.6	53.5
260	125	0.6	54.1
261	120	0.6	54.6
262	121	0.6	55.2
263	131	0.6	55.8
264	119	0.6	56.4
265	137	0.6	57.0
266	124	0.6	57.6
267	141	0.7	58.3
268	123	0.6	58.8
269	142	0.7	59.5
270	115	0.5	60.0
271	135	0.6	60.7
272	146	0.7	61.4
273	128	0.6	62.0
274	141	0.7	62.6
275	136	0.6	63.3
276	135	0.6	63.9
277	178	0.8	64.7
278	138	0.6	65.4
279	153	0.7	66.1
280	154	0.7	66.8
281	158	0.7	67.6
282	158	0.7	68.3
283	149	0.7	69.0
284	170	0.8	69.8
285	156	0.7	70.5
286	147	0.7	71.2
287	145	0.7	71.9
288	167	0.8	72.7

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

Scale Score	N-Count	Percent	Cumulative Percent
289	181	0.8	73.5
290	142	0.7	74.2
291	146	0.7	74.9
292	177	0.8	75.7
293	169	0.8	76.5
294	133	0.6	77.1
295	184	0.9	78.0
296	170	0.8	78.8
297	167	0.8	79.6
298	116	0.5	80.1
299	166	0.8	80.9
300	151	0.7	81.6
301	196	0.9	82.5
302	122	0.6	83.1
303	165	0.8	83.9
304	163	0.8	84.6
305	140	0.7	85.3
306	169	0.8	86.1
307	123	0.6	86.7
308	171	0.8	87.5
309	105	0.5	88.0
310	128	0.6	88.6
311	127	0.6	89.2
312	104	0.5	89.6
313	146	0.7	90.3
314	102	0.5	90.8
315	109	0.5	91.3
316	93	0.4	91.8
317	118	0.6	92.3
318	76	0.4	92.7
319	96	0.5	93.1
320	56	0.3	93.4
321	96	0.5	93.8
322	80	0.4	94.2
323	129	0.6	94.8
324	42	0.2	95.0
325	72	0.3	95.4
326	68	0.3	95.7
327	76	0.4	96.0
328	71	0.3	96.4

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

Scale Score	N-Count	Percent	Cumulative Percent
329	53	0.2	96.6
330	48	0.2	96.8
331	27	0.1	97.0
332	65	0.3	97.3
333	48	0.2	97.5
334	63	0.3	97.8
335	31	0.1	97.9
336	25	0.1	98.1
337	18	0.1	98.1
338	52	0.2	98.4
339	39	0.2	98.6
340	20	0.1	98.7
341	11	0.1	98.7
342	12	0.1	98.8
343	42	0.2	99.0
344	17	0.1	99.0
345	30	0.1	99.2
346	9	0.0	99.2
347	17	0.1	99.3
348	6	0.0	99.3
349	40	0.2	99.5
350	3	0.0	99.5
351	9	0.0	99.6
352	21	0.1	99.7
353	1	0.0	99.7
355	31	0.1	99.8
357	15	0.1	99.9
358	14	0.1	100.0
360	8	0.0	100.0
Total	21,304		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	59	0.3	0.3
121	1	0.0	0.3
124	2	0.0	0.3
125	1	0.0	0.3
127	2	0.0	0.4
131	3	0.0	0.4
134	1	0.0	0.4
135	2	0.0	0.4
138	5	0.0	0.4
139	1	0.0	0.4
141	3	0.0	0.4
142	5	0.0	0.5
144	1	0.0	0.5
145	1	0.0	0.5
146	1	0.0	0.5
147	2	0.0	0.5
148	3	0.0	0.5
149	1	0.0	0.5
150	3	0.0	0.5
151	13	0.1	0.6
152	4	0.0	0.6
153	12	0.1	0.7
154	14	0.1	0.8
155	9	0.0	0.8
156	14	0.1	0.9
157	9	0.0	0.9
158	44	0.2	1.2
159	6	0.0	1.2
160	52	0.3	1.5
161	33	0.2	1.7
162	45	0.2	1.9
163	51	0.3	2.2
164	42	0.2	2.4
165	76	0.4	2.8
166	50	0.3	3.1
167	38	0.2	3.3
168	70	0.4	3.7
169	32	0.2	3.9
170	56	0.3	4.2

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

Scale Score	N-Count	Percent	Cumulative Percent
171	62	0.3	4.5
172	57	0.3	4.8
173	50	0.3	5.1
174	50	0.3	5.4
175	54	0.3	5.7
176	48	0.3	5.9
177	56	0.3	6.2
178	62	0.3	6.6
179	47	0.3	6.8
180	52	0.3	7.1
181	49	0.3	7.4
182	50	0.3	7.6
183	56	0.3	7.9
184	70	0.4	8.3
185	52	0.3	8.6
186	63	0.3	8.9
187	59	0.3	9.3
188	53	0.3	9.5
189	67	0.4	9.9
190	72	0.4	10.3
191	73	0.4	10.7
192	56	0.3	11.0
193	73	0.4	11.4
194	66	0.4	11.8
195	61	0.3	12.1
196	77	0.4	12.5
197	69	0.4	12.9
198	80	0.4	13.3
199	79	0.4	13.8
200	88	0.5	14.2
201	95	0.5	14.7
202	73	0.4	15.1
203	79	0.4	15.6
204	91	0.5	16.1
205	86	0.5	16.5
206	89	0.5	17.0
207	74	0.4	17.4
208	82	0.4	17.9
209	82	0.4	18.3
210	92	0.5	18.8

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

Scale Score	N-Count	Percent	Cumulative Percent
211	101	0.5	19.4
212	92	0.5	19.9
213	79	0.4	20.3
214	96	0.5	20.8
215	93	0.5	21.3
216	92	0.5	21.8
217	101	0.5	22.4
218	82	0.4	22.8
219	81	0.4	23.3
220	78	0.4	23.7
221	83	0.5	24.1
222	90	0.5	24.6
223	95	0.5	25.1
224	101	0.5	25.7
225	88	0.5	26.2
226	99	0.5	26.7
227	88	0.5	27.2
228	104	0.6	27.7
229	93	0.5	28.2
230	80	0.4	28.7
231	105	0.6	29.3
232	112	0.6	29.9
233	79	0.4	30.3
234	88	0.5	30.8
235	67	0.4	31.1
236	105	0.6	31.7
237	72	0.4	32.1
238	81	0.4	32.5
239	98	0.5	33.1
240	100	0.5	33.6
241	104	0.6	34.2
242	99	0.5	34.7
243	102	0.6	35.3
244	99	0.5	35.8
245	103	0.6	36.4
246	104	0.6	36.9
247	97	0.5	37.5
248	96	0.5	38.0
249	90	0.5	38.5
250	100	0.5	39.0

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

Scale Score	N-Count	Percent	Cumulative Percent
251	102	0.6	39.6
252	89	0.5	40.1
253	101	0.5	40.6
254	103	0.6	41.2
255	98	0.5	41.7
256	96	0.5	42.2
257	109	0.6	42.8
258	114	0.6	43.4
259	102	0.6	44.0
260	112	0.6	44.6
261	86	0.5	45.1
262	113	0.6	45.7
263	133	0.7	46.4
264	118	0.6	47.0
265	105	0.6	47.6
266	112	0.6	48.2
267	104	0.6	48.8
268	105	0.6	49.4
269	109	0.6	49.9
270	109	0.6	50.5
271	106	0.6	51.1
272	103	0.6	51.7
273	120	0.7	52.3
274	146	0.8	53.1
275	122	0.7	53.8
276	122	0.7	54.4
277	142	0.8	55.2
278	105	0.6	55.8
279	110	0.6	56.4
280	129	0.7	57.1
281	143	0.8	57.9
282	125	0.7	58.5
283	118	0.6	59.2
284	143	0.8	60.0
285	122	0.7	60.6
286	141	0.8	61.4
287	144	0.8	62.2
288	132	0.7	62.9
289	129	0.7	63.6
290	134	0.7	64.3

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

Scale Score	N-Count	Percent	Cumulative Percent
291	154	0.8	65.2
292	160	0.9	66.0
293	149	0.8	66.8
294	141	0.8	67.6
295	138	0.8	68.4
296	134	0.7	69.1
297	156	0.8	69.9
298	142	0.8	70.7
299	188	1.0	71.7
300	158	0.9	72.6
301	157	0.9	73.4
302	118	0.6	74.1
303	155	0.8	74.9
304	169	0.9	75.8
305	135	0.7	76.6
306	174	0.9	77.5
307	118	0.6	78.2
308	193	1.0	79.2
309	135	0.7	79.9
310	153	0.8	80.8
311	144	0.8	81.6
312	150	0.8	82.4
313	149	0.8	83.2
314	128	0.7	83.9
315	122	0.7	84.5
316	119	0.6	85.2
317	191	1.0	86.2
318	116	0.6	86.9
319	126	0.7	87.5
320	97	0.5	88.1
321	164	0.9	89.0
322	124	0.7	89.6
323	189	1.0	90.7
324	48	0.3	90.9
325	94	0.5	91.4
326	87	0.5	91.9
327	87	0.5	92.4
328	112	0.6	93.0
329	64	0.3	93.3
330	76	0.4	93.7

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

Scale Score	N-Count	Percent	Cumulative Percent
331	41	0.2	94.0
332	126	0.7	94.7
333	66	0.4	95.0
334	92	0.5	95.5
335	66	0.4	95.9
336	43	0.2	96.1
337	36	0.2	96.3
338	92	0.5	96.8
339	51	0.3	97.1
340	65	0.4	97.4
341	23	0.1	97.6
342	26	0.1	97.7
343	63	0.3	98.0
344	40	0.2	98.3
345	48	0.3	98.5
346	18	0.1	98.6
347	28	0.2	98.8
348	9	0.0	98.8
349	64	0.3	99.2
350	7	0.0	99.2
351	18	0.1	99.3
352	20	0.1	99.4
353	5	0.0	99.4
355	44	0.2	99.7
357	21	0.1	99.8
358	14	0.1	99.9
360	25	0.1	100.0
Total	18,399		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	55	0.4	0.4
121	2	0.0	0.4
124	4	0.0	0.4
127	1	0.0	0.4
131	1	0.0	0.5
132	1	0.0	0.5
135	1	0.0	0.5
137	1	0.0	0.5
138	2	0.0	0.5
139	1	0.0	0.5
140	1	0.0	0.5
142	2	0.0	0.5
144	2	0.0	0.5
145	2	0.0	0.5
147	1	0.0	0.6
148	2	0.0	0.6
149	1	0.0	0.6
150	6	0.0	0.6
151	3	0.0	0.6
152	3	0.0	0.7
153	3	0.0	0.7
154	7	0.1	0.7
155	10	0.1	0.8
156	8	0.1	0.9
157	9	0.1	0.9
158	20	0.1	1.1
159	1	0.0	1.1
160	23	0.2	1.3
161	13	0.1	1.3
162	16	0.1	1.5
163	19	0.1	1.6
164	18	0.1	1.7
165	32	0.2	2.0
166	21	0.2	2.1
167	20	0.1	2.3
168	46	0.3	2.6
169	20	0.1	2.7
170	22	0.2	2.9
171	26	0.2	3.1

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

Scale Score	N-Count	Percent	Cumulative Percent
172	25	0.2	3.3
173	26	0.2	3.4
174	22	0.2	3.6
175	28	0.2	3.8
176	13	0.1	3.9
177	20	0.1	4.0
178	25	0.2	4.2
179	22	0.2	4.4
180	30	0.2	4.6
181	25	0.2	4.8
182	16	0.1	4.9
183	23	0.2	5.1
184	23	0.2	5.2
185	28	0.2	5.4
186	33	0.2	5.7
187	34	0.2	5.9
188	29	0.2	6.1
189	34	0.2	6.4
190	41	0.3	6.7
191	45	0.3	7.0
192	36	0.3	7.3
193	46	0.3	7.6
194	32	0.2	7.8
195	34	0.2	8.1
196	43	0.3	8.4
197	33	0.2	8.6
198	51	0.4	9.0
199	42	0.3	9.3
200	40	0.3	9.6
201	54	0.4	10.0
202	28	0.2	10.2
203	34	0.2	10.4
204	49	0.4	10.8
205	44	0.3	11.1
206	46	0.3	11.4
207	40	0.3	11.7
208	69	0.5	12.2
209	44	0.3	12.5
210	48	0.3	12.9
211	57	0.4	13.3

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

Scale Score	N-Count	Percent	Cumulative Percent
212	53	0.4	13.7
213	37	0.3	13.9
214	52	0.4	14.3
215	49	0.4	14.7
216	55	0.4	15.1
217	62	0.4	15.5
218	55	0.4	15.9
219	60	0.4	16.4
220	66	0.5	16.8
221	53	0.4	17.2
222	63	0.5	17.7
223	59	0.4	18.1
224	58	0.4	18.5
225	62	0.4	19.0
226	64	0.5	19.4
227	63	0.5	19.9
228	70	0.5	20.4
229	72	0.5	20.9
230	69	0.5	21.4
231	73	0.5	21.9
232	65	0.5	22.4
233	82	0.6	23.0
234	63	0.5	23.5
235	64	0.5	23.9
236	54	0.4	24.3
237	62	0.4	24.8
238	74	0.5	25.3
239	79	0.6	25.9
240	61	0.4	26.3
241	71	0.5	26.8
242	61	0.4	27.3
243	95	0.7	27.9
244	76	0.5	28.5
245	76	0.5	29.0
246	85	0.6	29.7
247	73	0.5	30.2
248	96	0.7	30.9
249	71	0.5	31.4
250	69	0.5	31.9
251	73	0.5	32.4

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

Scale Score	N-Count	Percent	Cumulative Percent
252	83	0.6	33.0
253	81	0.6	33.6
254	80	0.6	34.2
255	76	0.5	34.7
256	70	0.5	35.2
257	89	0.6	35.9
258	89	0.6	36.5
259	73	0.5	37.1
260	95	0.7	37.7
261	89	0.6	38.4
262	105	0.8	39.1
263	84	0.6	39.8
264	66	0.5	40.2
265	86	0.6	40.9
266	83	0.6	41.5
267	89	0.6	42.1
268	82	0.6	42.7
269	95	0.7	43.4
270	93	0.7	44.0
271	92	0.7	44.7
272	91	0.7	45.4
273	70	0.5	45.9
274	89	0.6	46.5
275	97	0.7	47.2
276	87	0.6	47.9
277	104	0.8	48.6
278	101	0.7	49.3
279	102	0.7	50.1
280	99	0.7	50.8
281	92	0.7	51.5
282	126	0.9	52.4
283	101	0.7	53.1
284	115	0.8	53.9
285	108	0.8	54.7
286	121	0.9	55.6
287	114	0.8	56.4
288	130	0.9	57.3
289	116	0.8	58.2
290	106	0.8	59.0
291	102	0.7	59.7

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

Scale Score	N-Count	Percent	Cumulative Percent
292	104	0.8	60.4
293	137	1.0	61.4
294	123	0.9	62.3
295	137	1.0	63.3
296	115	0.8	64.1
297	129	0.9	65.1
298	103	0.7	65.8
299	137	1.0	66.8
300	128	0.9	67.7
301	109	0.8	68.5
302	90	0.7	69.2
303	120	0.9	70.0
304	136	1.0	71.0
305	104	0.8	71.8
306	141	1.0	72.8
307	106	0.8	73.6
308	171	1.2	74.8
309	115	0.8	75.6
310	125	0.9	76.5
311	105	0.8	77.3
312	110	0.8	78.1
313	164	1.2	79.3
314	112	0.8	80.1
315	114	0.8	80.9
316	91	0.7	81.6
317	156	1.1	82.7
318	84	0.6	83.3
319	122	0.9	84.2
320	67	0.5	84.7
321	124	0.9	85.6
322	113	0.8	86.4
323	172	1.2	87.6
324	59	0.4	88.1
325	106	0.8	88.8
326	94	0.7	89.5
327	111	0.8	90.3
328	100	0.7	91.0
329	56	0.4	91.4
330	80	0.6	92.0
331	65	0.5	92.5

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

Scale Score	N-Count	Percent	Cumulative Percent
332	121	0.9	93.4
333	63	0.5	93.8
334	80	0.6	94.4
335	67	0.5	94.9
336	50	0.4	95.2
337	22	0.2	95.4
338	94	0.7	96.1
339	48	0.3	96.4
340	38	0.3	96.7
341	20	0.1	96.8
342	17	0.1	97.0
343	53	0.4	97.4
344	38	0.3	97.6
345	47	0.3	98.0
346	20	0.1	98.1
347	24	0.2	98.3
348	13	0.1	98.4
349	71	0.5	98.9
350	7	0.1	98.9
351	15	0.1	99.1
352	23	0.2	99.2
353	2	0.0	99.2
355	38	0.3	99.5
357	28	0.2	99.7
358	20	0.1	99.9
360	20	0.1	100.0
Total	13,828		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	161	1.6	1.6
121	4	0.0	1.7
124	7	0.1	1.7
125	1	0.0	1.7
127	1	0.0	1.8
131	8	0.1	1.8
132	3	0.0	1.9
134	2	0.0	1.9
135	2	0.0	1.9
137	1	0.0	1.9
138	11	0.1	2.0
140	2	0.0	2.0
141	6	0.1	2.1
142	9	0.1	2.2
144	8	0.1	2.3
145	7	0.1	2.3
146	3	0.0	2.4
147	3	0.0	2.4
148	8	0.1	2.5
149	8	0.1	2.6
150	3	0.0	2.6
151	11	0.1	2.7
152	2	0.0	2.7
153	8	0.1	2.8
154	11	0.1	2.9
155	14	0.1	3.1
156	6	0.1	3.1
157	4	0.0	3.2
158	26	0.3	3.4
159	2	0.0	3.4
160	24	0.2	3.7
161	16	0.2	3.8
162	20	0.2	4.0
163	21	0.2	4.3
164	18	0.2	4.4
165	21	0.2	4.7
166	15	0.2	4.8
167	16	0.2	5.0
168	22	0.2	5.2

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

Scale Score	N-Count	Percent	Cumulative Percent
169	10	0.1	5.3
170	15	0.2	5.4
171	10	0.1	5.5
172	13	0.1	5.7
173	11	0.1	5.8
174	12	0.1	5.9
175	10	0.1	6.0
176	18	0.2	6.2
177	14	0.1	6.3
178	14	0.1	6.5
179	9	0.1	6.6
180	20	0.2	6.8
181	14	0.1	6.9
182	15	0.2	7.0
183	18	0.2	7.2
184	22	0.2	7.4
185	17	0.2	7.6
186	27	0.3	7.9
187	26	0.3	8.2
188	23	0.2	8.4
189	26	0.3	8.6
190	21	0.2	8.9
191	35	0.4	9.2
192	17	0.2	9.4
193	29	0.3	9.7
194	31	0.3	10.0
195	30	0.3	10.3
196	25	0.3	10.5
197	23	0.2	10.8
198	41	0.4	11.2
199	26	0.3	11.4
200	30	0.3	11.7
201	34	0.3	12.1
202	34	0.3	12.4
203	28	0.3	12.7
204	24	0.2	13.0
205	38	0.4	13.3
206	37	0.4	13.7
207	38	0.4	14.1
208	42	0.4	14.5

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

Scale Score	N-Count	Percent	Cumulative Percent
209	44	0.4	15.0
210	37	0.4	15.3
211	47	0.5	15.8
212	35	0.4	16.2
213	33	0.3	16.5
214	50	0.5	17.0
215	53	0.5	17.5
216	42	0.4	18.0
217	45	0.5	18.4
218	54	0.5	18.9
219	56	0.6	19.5
220	61	0.6	20.1
221	48	0.5	20.6
222	50	0.5	21.1
223	41	0.4	21.5
224	57	0.6	22.1
225	59	0.6	22.7
226	52	0.5	23.2
227	58	0.6	23.8
228	57	0.6	24.4
229	42	0.4	24.8
230	57	0.6	25.4
231	55	0.6	25.9
232	39	0.4	26.3
233	56	0.6	26.9
234	58	0.6	27.5
235	60	0.6	28.1
236	50	0.5	28.6
237	51	0.5	29.1
238	59	0.6	29.7
239	56	0.6	30.2
240	44	0.4	30.7
241	62	0.6	31.3
242	67	0.7	32.0
243	55	0.6	32.5
244	60	0.6	33.1
245	76	0.8	33.9
246	56	0.6	34.5
247	60	0.6	35.1
248	63	0.6	35.7

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

Scale Score	N-Count	Percent	Cumulative Percent
249	61	0.6	36.3
250	62	0.6	36.9
251	68	0.7	37.6
252	76	0.8	38.4
253	67	0.7	39.1
254	66	0.7	39.7
255	66	0.7	40.4
256	67	0.7	41.1
257	77	0.8	41.9
258	71	0.7	42.6
259	75	0.8	43.3
260	72	0.7	44.0
261	57	0.6	44.6
262	77	0.8	45.4
263	72	0.7	46.1
264	64	0.6	46.8
265	60	0.6	47.4
266	68	0.7	48.1
267	77	0.8	48.8
268	61	0.6	49.4
269	76	0.8	50.2
270	55	0.6	50.8
271	50	0.5	51.3
272	72	0.7	52.0
273	72	0.7	52.7
274	67	0.7	53.4
275	64	0.6	54.0
276	62	0.6	54.7
277	88	0.9	55.5
278	60	0.6	56.1
279	71	0.7	56.9
280	91	0.9	57.8
281	84	0.8	58.6
282	86	0.9	59.5
283	69	0.7	60.2
284	90	0.9	61.1
285	78	0.8	61.9
286	81	0.8	62.7
287	75	0.8	63.4
288	85	0.9	64.3

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

Scale Score	N-Count	Percent	Cumulative Percent
289	70	0.7	65.0
290	92	0.9	65.9
291	92	0.9	66.9
292	86	0.9	67.7
293	87	0.9	68.6
294	64	0.6	69.2
295	77	0.8	70.0
296	90	0.9	70.9
297	97	1.0	71.9
298	59	0.6	72.5
299	98	1.0	73.5
300	82	0.8	74.3
301	90	0.9	75.2
302	87	0.9	76.1
303	75	0.8	76.8
304	111	1.1	78.0
305	67	0.7	78.6
306	97	1.0	79.6
307	58	0.6	80.2
308	118	1.2	81.4
309	75	0.8	82.1
310	84	0.8	83.0
311	73	0.7	83.7
312	73	0.7	84.5
313	91	0.9	85.4
314	83	0.8	86.2
315	62	0.6	86.8
316	70	0.7	87.5
317	71	0.7	88.3
318	58	0.6	88.8
319	71	0.7	89.5
320	36	0.4	89.9
321	65	0.7	90.6
322	48	0.5	91.1
323	83	0.8	91.9
324	20	0.2	92.1
325	59	0.6	92.7
326	38	0.4	93.1
327	46	0.5	93.5
328	55	0.6	94.1

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

Scale Score	N-Count	Percent	Cumulative Percent
329	24	0.2	94.3
330	39	0.4	94.7
331	19	0.2	94.9
332	70	0.7	95.6
333	21	0.2	95.8
334	52	0.5	96.3
335	34	0.3	96.7
336	21	0.2	96.9
337	13	0.1	97.0
338	39	0.4	97.4
339	31	0.3	97.7
340	30	0.3	98.0
341	11	0.1	98.1
342	4	0.0	98.2
343	23	0.2	98.4
344	12	0.1	98.5
345	22	0.2	98.8
346	16	0.2	98.9
347	8	0.1	99.0
348	3	0.0	99.0
349	40	0.4	99.4
350	3	0.0	99.5
351	3	0.0	99.5
352	9	0.1	99.6
353	1	0.0	99.6
355	14	0.1	99.7
357	9	0.1	99.8
358	13	0.1	100.0
360	4	0.0	100.0
Total	9,933		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	377	1.4	1.4
125	3	0.0	1.4
128	11	0.0	1.4
129	6	0.0	1.4
130	4	0.0	1.4
132	2	0.0	1.4
133	11	0.0	1.5
134	3	0.0	1.5
135	2	0.0	1.5
136	7	0.0	1.5
137	4	0.0	1.5
138	9	0.0	1.6
140	10	0.0	1.6
142	15	0.1	1.7
143	1	0.0	1.7
144	4	0.0	1.7
145	4	0.0	1.7
146	2	0.0	1.7
147	9	0.0	1.7
148	7	0.0	1.8
149	2	0.0	1.8
150	8	0.0	1.8
151	4	0.0	1.8
152	2	0.0	1.8
153	14	0.1	1.9
154	4	0.0	1.9
155	17	0.1	1.9
156	16	0.1	2.0
157	10	0.0	2.0
158	17	0.1	2.1
159	20	0.1	2.2
160	30	0.1	2.3
161	20	0.1	2.4
162	31	0.1	2.5
163	18	0.1	2.5
164	44	0.2	2.7
165	27	0.1	2.8
166	33	0.1	2.9
167	47	0.2	3.1

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

Scale Score	N-Count	Percent	Cumulative Percent
168	38	0.1	3.2
169	46	0.2	3.4
170	33	0.1	3.5
171	54	0.2	3.7
172	56	0.2	3.9
173	42	0.2	4.0
174	57	0.2	4.2
175	41	0.1	4.4
176	59	0.2	4.6
177	38	0.1	4.7
178	62	0.2	5.0
179	62	0.2	5.2
180	85	0.3	5.5
181	55	0.2	5.7
182	64	0.2	5.9
183	62	0.2	6.1
184	58	0.2	6.3
185	76	0.3	6.6
186	75	0.3	6.9
187	74	0.3	7.2
188	82	0.3	7.5
189	60	0.2	7.7
190	129	0.5	8.1
191	42	0.2	8.3
192	104	0.4	8.7
193	60	0.2	8.9
194	98	0.4	9.2
195	68	0.2	9.5
196	85	0.3	9.8
197	82	0.3	10.1
198	98	0.4	10.4
199	83	0.3	10.7
200	82	0.3	11.0
201	86	0.3	11.3
202	98	0.4	11.7
203	107	0.4	12.1
204	103	0.4	12.4
205	103	0.4	12.8
206	96	0.3	13.1
207	108	0.4	13.5

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

Scale Score	N-Count	Percent	Cumulative Percent
208	97	0.3	13.9
209	98	0.4	14.2
210	105	0.4	14.6
211	111	0.4	15.0
212	130	0.5	15.5
213	109	0.4	15.9
214	111	0.4	16.3
215	136	0.5	16.8
216	118	0.4	17.2
217	119	0.4	17.6
218	133	0.5	18.1
219	121	0.4	18.5
220	164	0.6	19.1
221	124	0.4	19.6
222	146	0.5	20.1
223	160	0.6	20.7
224	124	0.4	21.1
225	138	0.5	21.6
226	118	0.4	22.0
227	159	0.6	22.6
228	153	0.5	23.1
229	157	0.6	23.7
230	150	0.5	24.2
231	146	0.5	24.8
232	167	0.6	25.4
233	159	0.6	25.9
234	155	0.6	26.5
235	174	0.6	27.1
236	168	0.6	27.7
237	190	0.7	28.4
238	200	0.7	29.1
239	158	0.6	29.7
240	188	0.7	30.4
241	181	0.7	31.0
242	204	0.7	31.8
243	203	0.7	32.5
244	198	0.7	33.2
245	182	0.7	33.9
246	214	0.8	34.6
247	185	0.7	35.3

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

Scale Score	N-Count	Percent	Cumulative Percent
248	229	0.8	36.1
249	212	0.8	36.9
250	203	0.7	37.6
251	212	0.8	38.4
252	231	0.8	39.2
253	189	0.7	39.9
254	205	0.7	40.6
255	222	0.8	41.4
256	194	0.7	42.1
257	192	0.7	42.8
258	210	0.8	43.5
259	205	0.7	44.3
260	235	0.8	45.1
261	251	0.9	46.0
262	211	0.8	46.8
263	239	0.9	47.6
264	202	0.7	48.4
265	205	0.7	49.1
266	232	0.8	49.9
267	204	0.7	50.7
268	227	0.8	51.5
269	230	0.8	52.3
270	220	0.8	53.1
271	243	0.9	54.0
272	204	0.7	54.7
273	240	0.9	55.6
274	226	0.8	56.4
275	228	0.8	57.2
276	232	0.8	58.0
277	235	0.8	58.9
278	231	0.8	59.7
279	230	0.8	60.5
280	230	0.8	61.4
281	240	0.9	62.2
282	213	0.8	63.0
283	214	0.8	63.8
284	179	0.6	64.4
285	198	0.7	65.1
286	224	0.8	65.9
287	198	0.7	66.6

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

Scale Score	N-Count	Percent	Cumulative Percent
288	249	0.9	67.5
289	182	0.7	68.2
290	224	0.8	69.0
291	217	0.8	69.8
292	203	0.7	70.5
293	211	0.8	71.3
294	222	0.8	72.1
295	192	0.7	72.7
296	230	0.8	73.6
297	220	0.8	74.4
298	173	0.6	75.0
299	217	0.8	75.8
300	167	0.6	76.4
301	189	0.7	77.0
302	216	0.8	77.8
303	196	0.7	78.5
304	192	0.7	79.2
305	188	0.7	79.9
306	149	0.5	80.4
307	199	0.7	81.1
308	202	0.7	81.9
309	177	0.6	82.5
310	168	0.6	83.1
311	101	0.4	83.5
312	191	0.7	84.2
313	156	0.6	84.7
314	164	0.6	85.3
315	173	0.6	85.9
316	132	0.5	86.4
317	156	0.6	87.0
318	145	0.5	87.5
319	145	0.5	88.0
320	197	0.7	88.7
321	125	0.4	89.2
322	144	0.5	89.7
323	87	0.3	90.0
324	157	0.6	90.6
325	141	0.5	91.1
326	193	0.7	91.8
327	64	0.2	92.0

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

Scale Score	N-Count	Percent	Cumulative Percent
328	53	0.2	92.2
329	181	0.7	92.8
330	57	0.2	93.0
331	171	0.6	93.6
332	69	0.2	93.9
333	87	0.3	94.2
334	107	0.4	94.6
335	116	0.4	95.0
336	50	0.2	95.2
337	120	0.4	95.6
338	64	0.2	95.8
339	64	0.2	96.1
340	125	0.4	96.5
341	86	0.3	96.8
342	46	0.2	97.0
343	149	0.5	97.5
345	27	0.1	97.6
346	94	0.3	98.0
347	13	0.0	98.0
348	107	0.4	98.4
349	43	0.2	98.6
352	146	0.5	99.1
353	19	0.1	99.2
354	54	0.2	99.3
360	182	0.7	100.0
Total	27,828		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	281	1.0	1.0
121	16	0.1	1.1
122	2	0.0	1.1
124	7	0.0	1.1
125	3	0.0	1.1
126	3	0.0	1.1
127	2	0.0	1.2
128	1	0.0	1.2
129	3	0.0	1.2
130	10	0.0	1.2
131	2	0.0	1.2
132	1	0.0	1.2
133	5	0.0	1.2
134	12	0.0	1.3
135	5	0.0	1.3
136	10	0.0	1.3
137	27	0.1	1.4
138	9	0.0	1.5
139	13	0.0	1.5
140	29	0.1	1.6
141	26	0.1	1.7
142	36	0.1	1.8
143	21	0.1	1.9
144	73	0.3	2.2
145	30	0.1	2.3
146	103	0.4	2.7
147	12	0.0	2.7
148	154	0.6	3.3
149	38	0.1	3.4
150	181	0.7	4.1
151	114	0.4	4.5
152	183	0.7	5.2
153	115	0.4	5.6
154	150	0.5	6.1
155	163	0.6	6.7
156	95	0.3	7.1
157	192	0.7	7.8
158	106	0.4	8.2
159	100	0.4	8.5

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

Scale Score	N-Count	Percent	Cumulative Percent
160	102	0.4	8.9
161	109	0.4	9.3
162	68	0.2	9.6
163	76	0.3	9.8
164	67	0.2	10.1
165	64	0.2	10.3
166	62	0.2	10.6
167	52	0.2	10.7
168	56	0.2	11.0
169	67	0.2	11.2
170	57	0.2	11.4
171	62	0.2	11.6
172	73	0.3	11.9
173	61	0.2	12.1
174	82	0.3	12.4
175	61	0.2	12.6
176	102	0.4	13.0
177	71	0.3	13.3
178	102	0.4	13.7
179	94	0.3	14.0
180	118	0.4	14.4
181	121	0.4	14.9
182	127	0.5	15.3
183	120	0.4	15.8
184	141	0.5	16.3
185	135	0.5	16.8
186	117	0.4	17.2
187	133	0.5	17.7
188	120	0.4	18.1
189	131	0.5	18.6
190	139	0.5	19.1
191	161	0.6	19.7
192	163	0.6	20.3
193	192	0.7	21.0
194	149	0.5	21.6
195	165	0.6	22.2
196	172	0.6	22.8
197	182	0.7	23.5
198	190	0.7	24.2
199	187	0.7	24.9

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

Scale Score	N-Count	Percent	Cumulative Percent
200	194	0.7	25.6
201	194	0.7	26.3
202	227	0.8	27.1
203	200	0.7	27.8
204	195	0.7	28.6
205	215	0.8	29.3
206	193	0.7	30.1
207	211	0.8	30.8
208	218	0.8	31.6
209	212	0.8	32.4
210	214	0.8	33.2
211	217	0.8	34.0
212	203	0.7	34.7
213	230	0.8	35.6
214	230	0.8	36.4
215	231	0.8	37.3
216	220	0.8	38.1
217	209	0.8	38.8
218	249	0.9	39.7
219	236	0.9	40.6
220	246	0.9	41.5
221	263	1.0	42.5
222	244	0.9	43.4
223	220	0.8	44.2
224	262	1.0	45.1
225	258	0.9	46.1
226	247	0.9	47.0
227	254	0.9	47.9
228	234	0.9	48.8
229	229	0.8	49.6
230	248	0.9	50.5
231	245	0.9	51.4
232	282	1.0	52.4
233	233	0.9	53.3
234	255	0.9	54.2
235	239	0.9	55.1
236	237	0.9	56.0
237	254	0.9	56.9
238	253	0.9	57.8
239	232	0.9	58.7

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

Scale Score	N-Count	Percent	Cumulative Percent
240	272	1.0	59.7
241	236	0.9	60.5
242	248	0.9	61.5
243	216	0.8	62.2
244	227	0.8	63.1
245	231	0.8	63.9
246	244	0.9	64.8
247	242	0.9	65.7
248	227	0.8	66.5
249	210	0.8	67.3
250	202	0.7	68.0
251	219	0.8	68.8
252	185	0.7	69.5
253	223	0.8	70.3
254	199	0.7	71.1
255	179	0.7	71.7
256	187	0.7	72.4
257	211	0.8	73.2
258	195	0.7	73.9
259	198	0.7	74.6
260	187	0.7	75.3
261	182	0.7	76.0
262	164	0.6	76.6
263	170	0.6	77.2
264	169	0.6	77.8
265	182	0.7	78.5
266	224	0.8	79.3
267	157	0.6	79.9
268	189	0.7	80.6
269	161	0.6	81.2
270	169	0.6	81.8
271	133	0.5	82.3
272	151	0.6	82.8
273	148	0.5	83.4
274	172	0.6	84.0
275	152	0.6	84.6
276	151	0.6	85.1
277	123	0.5	85.6
278	124	0.5	86.0
279	126	0.5	86.5

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

Scale Score	N-Count	Percent	Cumulative Percent
280	131	0.5	87.0
281	146	0.5	87.5
282	120	0.4	87.9
283	122	0.4	88.4
284	143	0.5	88.9
285	113	0.4	89.3
286	107	0.4	89.7
287	105	0.4	90.1
288	100	0.4	90.5
289	107	0.4	90.8
290	100	0.4	91.2
291	106	0.4	91.6
292	75	0.3	91.9
293	106	0.4	92.3
294	75	0.3	92.5
295	100	0.4	92.9
296	95	0.3	93.3
297	86	0.3	93.6
298	90	0.3	93.9
299	85	0.3	94.2
300	75	0.3	94.5
301	63	0.2	94.7
302	59	0.2	94.9
303	86	0.3	95.2
304	70	0.3	95.5
305	61	0.2	95.7
306	78	0.3	96.0
307	46	0.2	96.2
308	58	0.2	96.4
309	29	0.1	96.5
310	63	0.2	96.7
311	29	0.1	96.8
312	49	0.2	97.0
313	46	0.2	97.2
314	51	0.2	97.4
315	47	0.2	97.5
316	28	0.1	97.6
317	40	0.1	97.8
318	34	0.1	97.9
319	28	0.1	98.0

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

Scale Score	N-Count	Percent	Cumulative Percent
320	26	0.1	98.1
321	33	0.1	98.2
322	32	0.1	98.4
323	25	0.1	98.4
324	14	0.1	98.5
325	30	0.1	98.6
326	41	0.2	98.8
327	17	0.1	98.8
328	16	0.1	98.9
329	20	0.1	99.0
330	29	0.1	99.1
331	20	0.1	99.1
332	15	0.1	99.2
333	14	0.1	99.2
334	5	0.0	99.3
335	29	0.1	99.4
336	17	0.1	99.4
337	9	0.0	99.5
338	16	0.1	99.5
339	6	0.0	99.5
340	6	0.0	99.6
341	15	0.1	99.6
342	11	0.0	99.7
343	5	0.0	99.7
344	16	0.1	99.7
345	6	0.0	99.8
346	9	0.0	99.8
348	1	0.0	99.8
349	17	0.1	99.9
350	1	0.0	99.9
352	3	0.0	99.9
353	4	0.0	99.9
355	11	0.0	99.9
357	5	0.0	99.9
360	16	0.1	100.0
Total	27,294		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	225	0.8	0.8
121	10	0.0	0.9
122	2	0.0	0.9
124	2	0.0	0.9
125	3	0.0	0.9
126	3	0.0	0.9
128	5	0.0	0.9
130	5	0.0	1.0
131	2	0.0	1.0
132	3	0.0	1.0
133	11	0.0	1.0
134	2	0.0	1.0
135	5	0.0	1.0
136	5	0.0	1.1
137	13	0.0	1.1
138	9	0.0	1.2
139	9	0.0	1.2
140	16	0.1	1.2
141	13	0.0	1.3
142	25	0.1	1.4
143	11	0.0	1.4
144	62	0.2	1.7
145	21	0.1	1.7
146	70	0.3	2.0
147	5	0.0	2.0
148	111	0.4	2.4
149	33	0.1	2.6
150	129	0.5	3.1
151	75	0.3	3.3
152	121	0.5	3.8
153	99	0.4	4.2
154	91	0.3	4.5
155	104	0.4	4.9
156	74	0.3	5.2
157	124	0.5	5.7
158	79	0.3	5.9
159	78	0.3	6.2
160	73	0.3	6.5
161	76	0.3	6.8

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

Scale Score	N-Count	Percent	Cumulative Percent
162	34	0.1	6.9
163	84	0.3	7.3
164	49	0.2	7.4
165	66	0.2	7.7
166	34	0.1	7.8
167	40	0.2	8.0
168	39	0.1	8.1
169	46	0.2	8.3
170	56	0.2	8.5
171	48	0.2	8.7
172	74	0.3	9.0
173	52	0.2	9.2
174	63	0.2	9.4
175	40	0.2	9.5
176	69	0.3	9.8
177	40	0.2	10.0
178	80	0.3	10.3
179	41	0.2	10.4
180	82	0.3	10.7
181	73	0.3	11.0
182	70	0.3	11.3
183	51	0.2	11.4
184	63	0.2	11.7
185	55	0.2	11.9
186	67	0.3	12.1
187	83	0.3	12.5
188	67	0.3	12.7
189	94	0.4	13.1
190	96	0.4	13.4
191	98	0.4	13.8
192	71	0.3	14.1
193	98	0.4	14.4
194	72	0.3	14.7
195	89	0.3	15.0
196	57	0.2	15.3
197	96	0.4	15.6
198	98	0.4	16.0
199	103	0.4	16.4
200	104	0.4	16.8
201	110	0.4	17.2

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

Scale Score	N-Count	Percent	Cumulative Percent
202	85	0.3	17.5
203	93	0.4	17.9
204	95	0.4	18.2
205	90	0.3	18.6
206	104	0.4	18.9
207	104	0.4	19.3
208	94	0.4	19.7
209	105	0.4	20.1
210	101	0.4	20.5
211	116	0.4	20.9
212	118	0.4	21.4
213	108	0.4	21.8
214	151	0.6	22.3
215	123	0.5	22.8
216	139	0.5	23.3
217	128	0.5	23.8
218	119	0.4	24.3
219	134	0.5	24.8
220	133	0.5	25.3
221	133	0.5	25.8
222	132	0.5	26.3
223	142	0.5	26.8
224	160	0.6	27.4
225	129	0.5	27.9
226	134	0.5	28.4
227	154	0.6	29.0
228	147	0.6	29.5
229	146	0.6	30.1
230	133	0.5	30.6
231	157	0.6	31.2
232	147	0.6	31.7
233	151	0.6	32.3
234	182	0.7	33.0
235	163	0.6	33.6
236	148	0.6	34.2
237	177	0.7	34.8
238	139	0.5	35.3
239	166	0.6	36.0
240	122	0.5	36.4
241	156	0.6	37.0

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

Scale Score	N-Count	Percent	Cumulative Percent
242	172	0.6	37.7
243	178	0.7	38.3
244	178	0.7	39.0
245	150	0.6	39.6
246	163	0.6	40.2
247	167	0.6	40.8
248	162	0.6	41.4
249	166	0.6	42.1
250	165	0.6	42.7
251	153	0.6	43.3
252	151	0.6	43.8
253	175	0.7	44.5
254	184	0.7	45.2
255	162	0.6	45.8
256	152	0.6	46.4
257	170	0.6	47.0
258	163	0.6	47.6
259	203	0.8	48.4
260	178	0.7	49.1
261	184	0.7	49.8
262	182	0.7	50.4
263	175	0.7	51.1
264	185	0.7	51.8
265	187	0.7	52.5
266	187	0.7	53.2
267	178	0.7	53.9
268	189	0.7	54.6
269	174	0.7	55.3
270	200	0.8	56.0
271	206	0.8	56.8
272	195	0.7	57.5
273	169	0.6	58.2
274	190	0.7	58.9
275	185	0.7	59.6
276	238	0.9	60.5
277	202	0.8	61.2
278	200	0.8	62.0
279	176	0.7	62.7
280	199	0.8	63.4
281	215	0.8	64.2

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

Scale Score	N-Count	Percent	Cumulative Percent
282	203	0.8	65.0
283	220	0.8	65.8
284	204	0.8	66.6
285	229	0.9	67.4
286	201	0.8	68.2
287	220	0.8	69.0
288	172	0.6	69.7
289	222	0.8	70.5
290	186	0.7	71.2
291	253	1.0	72.2
292	144	0.5	72.7
293	253	1.0	73.7
294	160	0.6	74.3
295	248	0.9	75.2
296	195	0.7	75.9
297	181	0.7	76.6
298	196	0.7	77.4
299	216	0.8	78.2
300	205	0.8	79.0
301	160	0.6	79.6
302	206	0.8	80.3
303	193	0.7	81.1
304	184	0.7	81.8
305	125	0.5	82.2
306	232	0.9	83.1
307	179	0.7	83.8
308	210	0.8	84.6
309	101	0.4	85.0
310	188	0.7	85.7
311	169	0.6	86.3
312	185	0.7	87.0
313	134	0.5	87.5
314	140	0.5	88.0
315	203	0.8	88.8
316	112	0.4	89.2
317	162	0.6	89.8
318	114	0.4	90.3
319	118	0.4	90.7
320	102	0.4	91.1
321	162	0.6	91.7

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

Scale Score	N-Count	Percent	Cumulative Percent
322	122	0.5	92.2
323	86	0.3	92.5
324	73	0.3	92.8
325	189	0.7	93.5
326	137	0.5	94.0
327	62	0.2	94.2
328	65	0.2	94.5
329	79	0.3	94.8
330	138	0.5	95.3
331	91	0.3	95.6
332	68	0.3	95.9
333	59	0.2	96.1
334	30	0.1	96.2
335	152	0.6	96.8
336	69	0.3	97.1
337	28	0.1	97.2
338	56	0.2	97.4
339	61	0.2	97.6
340	44	0.2	97.8
341	95	0.4	98.1
342	30	0.1	98.2
343	6	0.0	98.3
344	80	0.3	98.6
345	31	0.1	98.7
346	62	0.2	98.9
347	3	0.0	98.9
348	10	0.0	99.0
349	86	0.3	99.3
350	7	0.0	99.3
352	14	0.1	99.4
355	71	0.3	99.6
357	5	0.0	99.7
360	89	0.3	100.0
Total	26,507		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	156	0.6	0.6
121	1	0.0	0.6
122	4	0.0	0.7
123	3	0.0	0.7
127	1	0.0	0.7
129	3	0.0	0.7
130	1	0.0	0.7
132	2	0.0	0.7
133	5	0.0	0.7
134	1	0.0	0.7
135	1	0.0	0.7
136	3	0.0	0.7
137	4	0.0	0.8
138	8	0.0	0.8
139	5	0.0	0.8
140	8	0.0	0.8
141	2	0.0	0.9
142	4	0.0	0.9
143	22	0.1	1.0
144	6	0.0	1.0
145	4	0.0	1.0
146	22	0.1	1.1
147	8	0.0	1.1
148	37	0.2	1.3
149	11	0.0	1.3
150	36	0.1	1.5
151	68	0.3	1.7
152	18	0.1	1.8
153	99	0.4	2.2
154	46	0.2	2.4
155	118	0.5	2.9
156	74	0.3	3.2
157	129	0.5	3.7
158	107	0.4	4.2
159	97	0.4	4.6
160	98	0.4	5.0
161	85	0.3	5.3
162	114	0.5	5.8
163	124	0.5	6.3

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

Scale Score	N-Count	Percent	Cumulative Percent
164	112	0.5	6.7
165	97	0.4	7.1
166	62	0.3	7.4
167	81	0.3	7.7
168	59	0.2	8.0
169	58	0.2	8.2
170	60	0.2	8.4
171	83	0.3	8.8
172	47	0.2	9.0
173	55	0.2	9.2
174	52	0.2	9.4
175	58	0.2	9.6
176	46	0.2	9.8
177	49	0.2	10.0
178	60	0.2	10.3
179	49	0.2	10.5
180	65	0.3	10.7
181	75	0.3	11.1
182	72	0.3	11.3
183	67	0.3	11.6
184	76	0.3	11.9
185	82	0.3	12.3
186	63	0.3	12.5
187	76	0.3	12.8
188	71	0.3	13.1
189	65	0.3	13.4
190	75	0.3	13.7
191	85	0.3	14.0
192	82	0.3	14.4
193	68	0.3	14.7
194	82	0.3	15.0
195	78	0.3	15.3
196	88	0.4	15.7
197	92	0.4	16.1
198	96	0.4	16.4
199	72	0.3	16.7
200	90	0.4	17.1
201	94	0.4	17.5
202	99	0.4	17.9
203	76	0.3	18.2

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

Scale Score	N-Count	Percent	Cumulative Percent
204	116	0.5	18.7
205	104	0.4	19.1
206	88	0.4	19.5
207	92	0.4	19.8
208	86	0.4	20.2
209	94	0.4	20.6
210	95	0.4	21.0
211	89	0.4	21.3
212	111	0.5	21.8
213	107	0.4	22.2
214	110	0.4	22.7
215	120	0.5	23.2
216	118	0.5	23.6
217	112	0.5	24.1
218	111	0.5	24.6
219	127	0.5	25.1
220	122	0.5	25.6
221	128	0.5	26.1
222	96	0.4	26.5
223	103	0.4	26.9
224	126	0.5	27.4
225	106	0.4	27.9
226	129	0.5	28.4
227	113	0.5	28.9
228	136	0.6	29.4
229	146	0.6	30.0
230	144	0.6	30.6
231	142	0.6	31.2
232	150	0.6	31.8
233	126	0.5	32.3
234	167	0.7	33.0
235	169	0.7	33.7
236	174	0.7	34.4
237	156	0.6	35.0
238	168	0.7	35.7
239	142	0.6	36.3
240	164	0.7	37.0
241	162	0.7	37.6
242	182	0.7	38.4
243	170	0.7	39.1

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

Scale Score	N-Count	Percent	Cumulative Percent
244	178	0.7	39.8
245	197	0.8	40.6
246	199	0.8	41.4
247	173	0.7	42.1
248	178	0.7	42.8
249	191	0.8	43.6
250	177	0.7	44.4
251	179	0.7	45.1
252	177	0.7	45.8
253	192	0.8	46.6
254	187	0.8	47.4
255	194	0.8	48.2
256	212	0.9	49.0
257	212	0.9	49.9
258	206	0.8	50.7
259	187	0.8	51.5
260	183	0.7	52.2
261	206	0.8	53.1
262	190	0.8	53.9
263	193	0.8	54.7
264	231	0.9	55.6
265	201	0.8	56.4
266	202	0.8	57.2
267	220	0.9	58.1
268	221	0.9	59.0
269	186	0.8	59.8
270	223	0.9	60.7
271	212	0.9	61.6
272	201	0.8	62.4
273	202	0.8	63.2
274	240	1.0	64.2
275	188	0.8	65.0
276	221	0.9	65.9
277	228	0.9	66.8
278	207	0.8	67.7
279	250	1.0	68.7
280	184	0.8	69.4
281	233	1.0	70.4
282	207	0.8	71.2
283	218	0.9	72.1

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

Scale Score	N-Count	Percent	Cumulative Percent
284	247	1.0	73.1
285	209	0.9	74.0
286	205	0.8	74.8
287	202	0.8	75.7
288	222	0.9	76.6
289	173	0.7	77.3
290	220	0.9	78.2
291	178	0.7	78.9
292	264	1.1	80.0
293	163	0.7	80.7
294	239	1.0	81.6
295	176	0.7	82.3
296	155	0.6	83.0
297	226	0.9	83.9
298	127	0.5	84.4
299	224	0.9	85.3
300	109	0.4	85.8
301	220	0.9	86.7
302	112	0.5	87.1
303	181	0.7	87.9
304	123	0.5	88.4
305	126	0.5	88.9
306	193	0.8	89.7
307	111	0.5	90.1
308	136	0.6	90.7
309	72	0.3	91.0
310	173	0.7	91.7
311	97	0.4	92.1
312	122	0.5	92.6
313	88	0.4	93.0
314	109	0.4	93.4
315	121	0.5	93.9
316	107	0.4	94.3
317	61	0.2	94.6
318	71	0.3	94.9
319	108	0.4	95.3
320	91	0.4	95.7
321	75	0.3	96.0
322	41	0.2	96.2
323	53	0.2	96.4

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

Scale Score	N-Count	Percent	Cumulative Percent
324	59	0.2	96.6
325	98	0.4	97.0
326	69	0.3	97.3
327	20	0.1	97.4
328	48	0.2	97.6
329	56	0.2	97.8
330	58	0.2	98.1
331	45	0.2	98.2
332	24	0.1	98.3
333	25	0.1	98.4
334	42	0.2	98.6
335	59	0.2	98.9
336	28	0.1	99.0
337	2	0.0	99.0
338	16	0.1	99.0
339	31	0.1	99.2
340	35	0.1	99.3
341	14	0.1	99.4
342	1	0.0	99.4
343	4	0.0	99.4
344	19	0.1	99.5
345	37	0.2	99.6
346	6	0.0	99.6
347	1	0.0	99.6
349	15	0.1	99.7
350	6	0.0	99.7
351	23	0.1	99.8
355	13	0.1	99.9
356	11	0.0	99.9
360	19	0.1	100.0
Total	24,453		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	113	0.5	0.5
121	1	0.0	0.5
122	1	0.0	0.5
123	1	0.0	0.5
124	1	0.0	0.5
129	2	0.0	0.6
130	3	0.0	0.6
132	2	0.0	0.6
133	7	0.0	0.6
134	1	0.0	0.6
135	2	0.0	0.6
136	4	0.0	0.6
137	4	0.0	0.7
138	7	0.0	0.7
139	6	0.0	0.7
140	8	0.0	0.8
141	1	0.0	0.8
142	7	0.0	0.8
143	9	0.0	0.8
144	5	0.0	0.9
145	4	0.0	0.9
146	25	0.1	1.0
147	5	0.0	1.0
148	19	0.1	1.1
149	3	0.0	1.1
150	38	0.2	1.3
151	60	0.3	1.6
152	16	0.1	1.7
153	84	0.4	2.0
154	36	0.2	2.2
155	97	0.5	2.7
156	70	0.3	3.0
157	93	0.4	3.4
158	66	0.3	3.7
159	99	0.5	4.2
160	81	0.4	4.6
161	89	0.4	5.0
162	93	0.4	5.4
163	78	0.4	5.8

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

Scale Score	N-Count	Percent	Cumulative Percent
164	80	0.4	6.1
165	88	0.4	6.6
166	53	0.2	6.8
167	68	0.3	7.1
168	71	0.3	7.4
169	55	0.3	7.7
170	49	0.2	7.9
171	74	0.3	8.3
172	33	0.2	8.4
173	40	0.2	8.6
174	39	0.2	8.8
175	52	0.2	9.0
176	32	0.1	9.2
177	60	0.3	9.5
178	61	0.3	9.8
179	44	0.2	10.0
180	45	0.2	10.2
181	59	0.3	10.4
182	62	0.3	10.7
183	50	0.2	11.0
184	62	0.3	11.3
185	63	0.3	11.5
186	65	0.3	11.8
187	68	0.3	12.2
188	59	0.3	12.4
189	69	0.3	12.8
190	48	0.2	13.0
191	68	0.3	13.3
192	61	0.3	13.6
193	68	0.3	13.9
194	73	0.3	14.2
195	68	0.3	14.6
196	67	0.3	14.9
197	66	0.3	15.2
198	65	0.3	15.5
199	67	0.3	15.8
200	72	0.3	16.1
201	62	0.3	16.4
202	73	0.3	16.8
203	63	0.3	17.0

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

Scale Score	N-Count	Percent	Cumulative Percent
204	62	0.3	17.3
205	65	0.3	17.6
206	61	0.3	17.9
207	68	0.3	18.2
208	67	0.3	18.5
209	47	0.2	18.8
210	64	0.3	19.1
211	75	0.3	19.4
212	67	0.3	19.7
213	75	0.3	20.1
214	97	0.5	20.5
215	69	0.3	20.8
216	86	0.4	21.2
217	64	0.3	21.5
218	82	0.4	21.9
219	82	0.4	22.3
220	74	0.3	22.7
221	75	0.3	23.0
222	74	0.3	23.3
223	92	0.4	23.8
224	82	0.4	24.2
225	80	0.4	24.5
226	87	0.4	24.9
227	79	0.4	25.3
228	84	0.4	25.7
229	95	0.4	26.1
230	84	0.4	26.5
231	75	0.3	26.9
232	93	0.4	27.3
233	107	0.5	27.8
234	114	0.5	28.3
235	125	0.6	28.9
236	96	0.4	29.4
237	102	0.5	29.8
238	105	0.5	30.3
239	95	0.4	30.8
240	109	0.5	31.3
241	111	0.5	31.8
242	111	0.5	32.3
243	117	0.5	32.8

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

Scale Score	N-Count	Percent	Cumulative Percent
244	100	0.5	33.3
245	113	0.5	33.8
246	115	0.5	34.4
247	112	0.5	34.9
248	98	0.5	35.4
249	105	0.5	35.8
250	109	0.5	36.3
251	135	0.6	37.0
252	136	0.6	37.6
253	127	0.6	38.2
254	132	0.6	38.8
255	137	0.6	39.5
256	120	0.6	40.0
257	124	0.6	40.6
258	126	0.6	41.2
259	138	0.6	41.8
260	148	0.7	42.5
261	149	0.7	43.2
262	152	0.7	43.9
263	124	0.6	44.5
264	159	0.7	45.2
265	171	0.8	46.0
266	157	0.7	46.7
267	155	0.7	47.5
268	140	0.7	48.1
269	166	0.8	48.9
270	166	0.8	49.7
271	154	0.7	50.4
272	185	0.9	51.2
273	157	0.7	52.0
274	171	0.8	52.8
275	187	0.9	53.6
276	181	0.8	54.5
277	175	0.8	55.3
278	181	0.8	56.1
279	177	0.8	57.0
280	194	0.9	57.9
281	193	0.9	58.8
282	199	0.9	59.7
283	202	0.9	60.6

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

Scale Score	N-Count	Percent	Cumulative Percent
284	201	0.9	61.6
285	183	0.9	62.4
286	198	0.9	63.3
287	194	0.9	64.2
288	191	0.9	65.1
289	173	0.8	65.9
290	177	0.8	66.8
291	184	0.9	67.6
292	218	1.0	68.6
293	163	0.8	69.4
294	225	1.0	70.4
295	169	0.8	71.2
296	191	0.9	72.1
297	232	1.1	73.2
298	185	0.9	74.0
299	207	1.0	75.0
300	108	0.5	75.5
301	252	1.2	76.7
302	144	0.7	77.4
303	211	1.0	78.3
304	151	0.7	79.0
305	158	0.7	79.8
306	271	1.3	81.0
307	133	0.6	81.7
308	205	1.0	82.6
309	107	0.5	83.1
310	246	1.1	84.2
311	139	0.6	84.9
312	192	0.9	85.8
313	135	0.6	86.4
314	132	0.6	87.0
315	179	0.8	87.9
316	165	0.8	88.6
317	90	0.4	89.1
318	101	0.5	89.5
319	178	0.8	90.3
320	126	0.6	90.9
321	138	0.6	91.6
322	92	0.4	92.0
323	99	0.5	92.5

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

Scale Score	N-Count	Percent	Cumulative Percent
324	93	0.4	92.9
325	153	0.7	93.6
326	120	0.6	94.2
327	39	0.2	94.4
328	63	0.3	94.6
329	116	0.5	95.2
330	112	0.5	95.7
331	87	0.4	96.1
332	31	0.1	96.3
333	38	0.2	96.4
334	87	0.4	96.8
335	100	0.5	97.3
336	45	0.2	97.5
337	1	0.0	97.5
338	26	0.1	97.6
339	74	0.3	98.0
340	78	0.4	98.3
341	45	0.2	98.6
342	4	0.0	98.6
343	10	0.0	98.6
344	33	0.2	98.8
345	91	0.4	99.2
346	18	0.1	99.3
348	1	0.0	99.3
349	25	0.1	99.4
350	19	0.1	99.5
351	32	0.1	99.6
355	18	0.1	99.7
356	23	0.1	99.8
360	37	0.2	100.0
Total	21,492		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	126	0.6	0.6
121	2	0.0	0.6
123	1	0.0	0.6
124	1	0.0	0.6
127	3	0.0	0.6
128	1	0.0	0.6
129	2	0.0	0.7
130	3	0.0	0.7
132	4	0.0	0.7
133	1	0.0	0.7
134	1	0.0	0.7
135	3	0.0	0.7
136	9	0.0	0.8
137	1	0.0	0.8
138	8	0.0	0.8
139	1	0.0	0.8
140	7	0.0	0.8
141	11	0.1	0.9
142	3	0.0	0.9
143	9	0.0	1.0
144	10	0.0	1.0
145	7	0.0	1.0
146	17	0.1	1.1
147	23	0.1	1.2
148	31	0.2	1.4
149	24	0.1	1.5
150	27	0.1	1.6
151	66	0.3	1.9
152	12	0.1	2.0
153	83	0.4	2.4
154	61	0.3	2.7
155	60	0.3	3.0
156	89	0.4	3.4
157	57	0.3	3.7
158	106	0.5	4.2
159	70	0.3	4.6
160	79	0.4	4.9
161	102	0.5	5.4
162	87	0.4	5.9

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

Scale Score	N-Count	Percent	Cumulative Percent
163	70	0.3	6.2
164	71	0.3	6.5
165	53	0.3	6.8
166	62	0.3	7.1
167	65	0.3	7.4
168	42	0.2	7.6
169	60	0.3	7.9
170	52	0.3	8.2
171	42	0.2	8.4
172	55	0.3	8.6
173	48	0.2	8.9
174	41	0.2	9.1
175	53	0.3	9.3
176	43	0.2	9.5
177	48	0.2	9.8
178	57	0.3	10.0
179	56	0.3	10.3
180	57	0.3	10.6
181	71	0.3	10.9
182	54	0.3	11.2
183	67	0.3	11.5
184	68	0.3	11.8
185	75	0.4	12.2
186	59	0.3	12.5
187	51	0.2	12.7
188	61	0.3	13.0
189	70	0.3	13.4
190	66	0.3	13.7
191	56	0.3	14.0
192	61	0.3	14.3
193	68	0.3	14.6
194	64	0.3	14.9
195	63	0.3	15.2
196	51	0.2	15.4
197	62	0.3	15.7
198	43	0.2	16.0
199	74	0.4	16.3
200	77	0.4	16.7
201	64	0.3	17.0
202	80	0.4	17.4

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

Scale Score	N-Count	Percent	Cumulative Percent
203	68	0.3	17.7
204	76	0.4	18.1
205	65	0.3	18.4
206	52	0.3	18.6
207	78	0.4	19.0
208	79	0.4	19.4
209	70	0.3	19.7
210	63	0.3	20.1
211	68	0.3	20.4
212	62	0.3	20.7
213	55	0.3	21.0
214	72	0.3	21.3
215	81	0.4	21.7
216	65	0.3	22.0
217	67	0.3	22.3
218	81	0.4	22.7
219	75	0.4	23.1
220	54	0.3	23.3
221	62	0.3	23.6
222	72	0.3	24.0
223	98	0.5	24.5
224	83	0.4	24.9
225	89	0.4	25.3
226	83	0.4	25.7
227	81	0.4	26.1
228	91	0.4	26.5
229	97	0.5	27.0
230	80	0.4	27.4
231	87	0.4	27.8
232	76	0.4	28.2
233	84	0.4	28.6
234	94	0.5	29.1
235	97	0.5	29.5
236	80	0.4	29.9
237	99	0.5	30.4
238	95	0.5	30.8
239	88	0.4	31.3
240	87	0.4	31.7
241	117	0.6	32.3
242	99	0.5	32.7

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

Scale Score	N-Count	Percent	Cumulative Percent
243	114	0.6	33.3
244	134	0.6	33.9
245	104	0.5	34.4
246	126	0.6	35.1
247	121	0.6	35.6
248	128	0.6	36.3
249	138	0.7	36.9
250	142	0.7	37.6
251	138	0.7	38.3
252	135	0.7	38.9
253	154	0.7	39.7
254	167	0.8	40.5
255	124	0.6	41.1
256	137	0.7	41.8
257	136	0.7	42.4
258	160	0.8	43.2
259	145	0.7	43.9
260	143	0.7	44.6
261	163	0.8	45.4
262	162	0.8	46.2
263	155	0.8	46.9
264	157	0.8	47.7
265	168	0.8	48.5
266	172	0.8	49.3
267	172	0.8	50.2
268	175	0.8	51.0
269	186	0.9	51.9
270	199	1.0	52.9
271	183	0.9	53.8
272	188	0.9	54.7
273	206	1.0	55.7
274	176	0.9	56.5
275	196	0.9	57.5
276	219	1.1	58.5
277	195	0.9	59.5
278	216	1.0	60.5
279	199	1.0	61.5
280	226	1.1	62.6
281	217	1.1	63.6
282	216	1.0	64.7

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

Scale Score	N-Count	Percent	Cumulative Percent
283	203	1.0	65.7
284	224	1.1	66.8
285	208	1.0	67.8
286	169	0.8	68.6
287	183	0.9	69.5
288	232	1.1	70.6
289	192	0.9	71.5
290	183	0.9	72.4
291	171	0.8	73.2
292	198	1.0	74.2
293	179	0.9	75.1
294	194	0.9	76.0
295	177	0.9	76.9
296	185	0.9	77.8
297	232	1.1	78.9
298	130	0.6	79.5
299	189	0.9	80.4
300	205	1.0	81.4
301	167	0.8	82.2
302	183	0.9	83.1
303	163	0.8	83.9
304	153	0.7	84.6
305	172	0.8	85.5
306	154	0.7	86.2
307	155	0.8	87.0
308	139	0.7	87.6
309	126	0.6	88.3
310	160	0.8	89.0
311	83	0.4	89.4
312	147	0.7	90.1
313	113	0.5	90.7
314	105	0.5	91.2
315	145	0.7	91.9
316	69	0.3	92.2
317	110	0.5	92.8
318	147	0.7	93.5
319	57	0.3	93.8
320	104	0.5	94.3
321	56	0.3	94.5
322	65	0.3	94.9

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

Scale Score	N-Count	Percent	Cumulative Percent
323	123	0.6	95.5
324	67	0.3	95.8
325	32	0.2	95.9
326	53	0.3	96.2
327	56	0.3	96.5
328	61	0.3	96.8
329	53	0.3	97.0
330	57	0.3	97.3
331	39	0.2	97.5
332	13	0.1	97.5
333	80	0.4	97.9
334	47	0.2	98.2
335	8	0.0	98.2
336	32	0.2	98.3
337	22	0.1	98.5
338	43	0.2	98.7
339	51	0.2	98.9
340	7	0.0	98.9
341	21	0.1	99.0
342	8	0.0	99.1
343	11	0.1	99.1
344	45	0.2	99.4
345	13	0.1	99.4
346	5	0.0	99.4
347	6	0.0	99.5
348	21	0.1	99.6
349	19	0.1	99.7
350	14	0.1	99.7
351	7	0.0	99.8
353	2	0.0	99.8
354	21	0.1	99.9
357	5	0.0	99.9
360	20	0.1	100.0
Total	20,639		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	102	0.5	0.5
123	1	0.0	0.6
124	3	0.0	0.6
127	2	0.0	0.6
130	2	0.0	0.6
131	1	0.0	0.6
133	2	0.0	0.6
136	9	0.0	0.7
138	4	0.0	0.7
139	2	0.0	0.7
140	3	0.0	0.7
141	11	0.1	0.8
142	4	0.0	0.8
143	11	0.1	0.8
144	4	0.0	0.9
145	12	0.1	0.9
146	6	0.0	1.0
147	23	0.1	1.1
148	26	0.1	1.2
149	37	0.2	1.4
150	25	0.1	1.6
151	53	0.3	1.8
152	16	0.1	1.9
153	80	0.4	2.3
154	37	0.2	2.5
155	61	0.3	2.9
156	84	0.4	3.3
157	50	0.3	3.6
158	100	0.5	4.1
159	73	0.4	4.5
160	71	0.4	4.9
161	106	0.6	5.5
162	68	0.4	5.8
163	60	0.3	6.1
164	69	0.4	6.5
165	62	0.3	6.8
166	57	0.3	7.1
167	61	0.3	7.5
168	48	0.3	7.7

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

Scale Score	N-Count	Percent	Cumulative Percent
169	46	0.2	8.0
170	48	0.3	8.2
171	43	0.2	8.5
172	45	0.2	8.7
173	48	0.3	9.0
174	42	0.2	9.2
175	69	0.4	9.6
176	60	0.3	9.9
177	47	0.3	10.1
178	76	0.4	10.5
179	47	0.3	10.8
180	56	0.3	11.1
181	75	0.4	11.5
182	54	0.3	11.8
183	59	0.3	12.1
184	57	0.3	12.4
185	75	0.4	12.8
186	53	0.3	13.1
187	69	0.4	13.4
188	56	0.3	13.7
189	61	0.3	14.1
190	61	0.3	14.4
191	68	0.4	14.8
192	57	0.3	15.1
193	67	0.4	15.4
194	92	0.5	15.9
195	59	0.3	16.2
196	41	0.2	16.5
197	48	0.3	16.7
198	58	0.3	17.0
199	54	0.3	17.3
200	64	0.3	17.7
201	58	0.3	18.0
202	52	0.3	18.2
203	56	0.3	18.5
204	66	0.4	18.9
205	66	0.4	19.2
206	44	0.2	19.5
207	59	0.3	19.8
208	54	0.3	20.1

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

Scale Score	N-Count	Percent	Cumulative Percent
209	69	0.4	20.5
210	77	0.4	20.9
211	59	0.3	21.2
212	63	0.3	21.5
213	70	0.4	21.9
214	53	0.3	22.2
215	60	0.3	22.5
216	57	0.3	22.8
217	44	0.2	23.0
218	63	0.3	23.4
219	72	0.4	23.8
220	64	0.3	24.1
221	81	0.4	24.5
222	67	0.4	24.9
223	51	0.3	25.2
224	65	0.3	25.5
225	61	0.3	25.8
226	61	0.3	26.2
227	68	0.4	26.5
228	57	0.3	26.8
229	67	0.4	27.2
230	80	0.4	27.6
231	90	0.5	28.1
232	67	0.4	28.5
233	75	0.4	28.9
234	97	0.5	29.4
235	67	0.4	29.7
236	66	0.4	30.1
237	61	0.3	30.4
238	89	0.5	30.9
239	84	0.4	31.3
240	88	0.5	31.8
241	78	0.4	32.2
242	96	0.5	32.7
243	100	0.5	33.3
244	84	0.4	33.7
245	93	0.5	34.2
246	92	0.5	34.7
247	83	0.4	35.2
248	102	0.5	35.7

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

Scale Score	N-Count	Percent	Cumulative Percent
249	109	0.6	36.3
250	126	0.7	37.0
251	102	0.5	37.5
252	94	0.5	38.0
253	105	0.6	38.6
254	103	0.6	39.1
255	118	0.6	39.8
256	101	0.5	40.3
257	104	0.6	40.9
258	103	0.6	41.4
259	114	0.6	42.0
260	110	0.6	42.6
261	140	0.7	43.3
262	137	0.7	44.1
263	134	0.7	44.8
264	133	0.7	45.5
265	132	0.7	46.2
266	128	0.7	46.9
267	152	0.8	47.7
268	135	0.7	48.4
269	149	0.8	49.2
270	126	0.7	49.9
271	149	0.8	50.7
272	142	0.8	51.5
273	174	0.9	52.4
274	158	0.8	53.2
275	181	1.0	54.2
276	162	0.9	55.1
277	170	0.9	56.0
278	152	0.8	56.8
279	160	0.9	57.6
280	189	1.0	58.7
281	183	1.0	59.6
282	188	1.0	60.6
283	170	0.9	61.6
284	164	0.9	62.4
285	195	1.0	63.5
286	172	0.9	64.4
287	188	1.0	65.4
288	172	0.9	66.3

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

Scale Score	N-Count	Percent	Cumulative Percent
289	193	1.0	67.3
290	178	1.0	68.3
291	165	0.9	69.2
292	169	0.9	70.1
293	172	0.9	71.0
294	157	0.8	71.8
295	191	1.0	72.9
296	191	1.0	73.9
297	200	1.1	75.0
298	144	0.8	75.7
299	149	0.8	76.5
300	216	1.2	77.7
301	138	0.7	78.4
302	170	0.9	79.3
303	179	1.0	80.3
304	167	0.9	81.2
305	146	0.8	82.0
306	132	0.7	82.7
307	139	0.7	83.4
308	153	0.8	84.2
309	147	0.8	85.0
310	161	0.9	85.9
311	111	0.6	86.5
312	150	0.8	87.3
313	113	0.6	87.9
314	115	0.6	88.5
315	146	0.8	89.3
316	88	0.5	89.7
317	113	0.6	90.3
318	153	0.8	91.2
319	58	0.3	91.5
320	122	0.7	92.1
321	65	0.3	92.5
322	97	0.5	93.0
323	115	0.6	93.6
324	79	0.4	94.0
325	66	0.4	94.4
326	72	0.4	94.8
327	65	0.3	95.1
328	87	0.5	95.6

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

Scale Score	N-Count	Percent	Cumulative Percent
329	64	0.3	95.9
330	51	0.3	96.2
331	46	0.2	96.4
332	33	0.2	96.6
333	104	0.6	97.2
334	71	0.4	97.6
335	13	0.1	97.6
336	37	0.2	97.8
337	21	0.1	97.9
338	51	0.3	98.2
339	58	0.3	98.5
340	3	0.0	98.5
341	20	0.1	98.6
342	12	0.1	98.7
343	20	0.1	98.8
344	61	0.3	99.1
345	21	0.1	99.2
346	2	0.0	99.3
347	8	0.0	99.3
348	20	0.1	99.4
349	23	0.1	99.5
350	19	0.1	99.6
351	8	0.0	99.7
353	1	0.0	99.7
354	25	0.1	99.8
357	7	0.0	99.9
360	28	0.1	100.0
Total	18,700		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	96	0.6	0.6
121	2	0.0	0.6
123	2	0.0	0.6
128	1	0.0	0.6
132	2	0.0	0.6
134	2	0.0	0.6
135	2	0.0	0.6
136	1	0.0	0.7
137	1	0.0	0.7
138	6	0.0	0.7
139	1	0.0	0.7
141	5	0.0	0.7
143	3	0.0	0.8
144	7	0.0	0.8
145	15	0.1	0.9
146	3	0.0	0.9
147	17	0.1	1.0
148	18	0.1	1.1
149	24	0.1	1.3
150	19	0.1	1.4
151	52	0.3	1.7
152	26	0.2	1.8
153	58	0.4	2.2
154	46	0.3	2.5
155	56	0.3	2.8
156	46	0.3	3.1
157	93	0.6	3.7
158	50	0.3	4.0
159	87	0.5	4.5
160	69	0.4	4.9
161	59	0.4	5.3
162	84	0.5	5.8
163	55	0.3	6.1
164	55	0.3	6.4
165	71	0.4	6.9
166	60	0.4	7.2
167	57	0.3	7.6
168	43	0.3	7.8
169	77	0.5	8.3

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

Scale Score	N-Count	Percent	Cumulative Percent
170	36	0.2	8.5
171	64	0.4	8.9
172	41	0.2	9.2
173	50	0.3	9.5
174	64	0.4	9.9
175	60	0.4	10.2
176	69	0.4	10.6
177	52	0.3	11.0
178	73	0.4	11.4
179	62	0.4	11.8
180	65	0.4	12.2
181	53	0.3	12.5
182	66	0.4	12.9
183	86	0.5	13.4
184	51	0.3	13.7
185	66	0.4	14.1
186	74	0.4	14.6
187	58	0.4	14.9
188	59	0.4	15.3
189	78	0.5	15.8
190	74	0.4	16.2
191	63	0.4	16.6
192	67	0.4	17.0
193	46	0.3	17.3
194	73	0.4	17.7
195	67	0.4	18.1
196	67	0.4	18.5
197	71	0.4	19.0
198	74	0.4	19.4
199	65	0.4	19.8
200	60	0.4	20.2
201	65	0.4	20.6
202	60	0.4	20.9
203	48	0.3	21.2
204	69	0.4	21.6
205	64	0.4	22.0
206	56	0.3	22.4
207	60	0.4	22.7
208	64	0.4	23.1
209	65	0.4	23.5

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

Scale Score	N-Count	Percent	Cumulative Percent
210	51	0.3	23.8
211	63	0.4	24.2
212	66	0.4	24.6
213	57	0.3	24.9
214	76	0.5	25.4
215	65	0.4	25.8
216	72	0.4	26.2
217	70	0.4	26.7
218	51	0.3	27.0
219	71	0.4	27.4
220	72	0.4	27.8
221	66	0.4	28.2
222	55	0.3	28.6
223	69	0.4	29.0
224	59	0.4	29.3
225	82	0.5	29.8
226	74	0.4	30.3
227	54	0.3	30.6
228	63	0.4	31.0
229	73	0.4	31.4
230	76	0.5	31.9
231	80	0.5	32.4
232	76	0.5	32.8
233	69	0.4	33.3
234	77	0.5	33.7
235	88	0.5	34.3
236	89	0.5	34.8
237	72	0.4	35.2
238	73	0.4	35.7
239	67	0.4	36.1
240	70	0.4	36.5
241	100	0.6	37.1
242	86	0.5	37.6
243	77	0.5	38.1
244	105	0.6	38.7
245	70	0.4	39.2
246	92	0.6	39.7
247	94	0.6	40.3
248	101	0.6	40.9
249	90	0.5	41.5

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

Scale Score	N-Count	Percent	Cumulative Percent
250	90	0.5	42.0
251	92	0.6	42.6
252	101	0.6	43.2
253	91	0.6	43.7
254	114	0.7	44.4
255	106	0.6	45.1
256	129	0.8	45.8
257	98	0.6	46.4
258	104	0.6	47.1
259	118	0.7	47.8
260	123	0.7	48.5
261	131	0.8	49.3
262	92	0.6	49.9
263	141	0.9	50.7
264	156	0.9	51.7
265	123	0.7	52.4
266	120	0.7	53.1
267	136	0.8	54.0
268	147	0.9	54.9
269	147	0.9	55.8
270	122	0.7	56.5
271	145	0.9	57.4
272	153	0.9	58.3
273	175	1.1	59.4
274	141	0.9	60.2
275	151	0.9	61.1
276	179	1.1	62.2
277	172	1.0	63.3
278	123	0.7	64.0
279	162	1.0	65.0
280	177	1.1	66.1
281	137	0.8	66.9
282	162	1.0	67.9
283	170	1.0	68.9
284	183	1.1	70.0
285	138	0.8	70.9
286	181	1.1	72.0
287	131	0.8	72.7
288	176	1.1	73.8
289	127	0.8	74.6

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

Scale Score	N-Count	Percent	Cumulative Percent
290	203	1.2	75.8
291	127	0.8	76.6
292	202	1.2	77.8
293	118	0.7	78.5
294	189	1.1	79.7
295	130	0.8	80.5
296	181	1.1	81.6
297	141	0.9	82.4
298	190	1.2	83.6
299	106	0.6	84.2
300	135	0.8	85.0
301	147	0.9	85.9
302	118	0.7	86.6
303	113	0.7	87.3
304	75	0.5	87.8
305	129	0.8	88.6
306	103	0.6	89.2
307	122	0.7	89.9
308	72	0.4	90.4
309	135	0.8	91.2
310	108	0.7	91.8
311	97	0.6	92.4
312	74	0.4	92.9
313	89	0.5	93.4
314	93	0.6	94.0
315	62	0.4	94.3
316	66	0.4	94.7
317	46	0.3	95.0
318	94	0.6	95.6
319	67	0.4	96.0
320	57	0.3	96.3
321	19	0.1	96.5
322	42	0.3	96.7
323	68	0.4	97.1
324	41	0.2	97.4
325	29	0.2	97.6
326	18	0.1	97.7
327	48	0.3	98.0
328	59	0.4	98.3
329	35	0.2	98.5

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

Scale Score	N-Count	Percent	Cumulative Percent
330	8	0.0	98.6
331	31	0.2	98.8
332	12	0.1	98.8
333	30	0.2	99.0
334	5	0.0	99.0
335	19	0.1	99.2
336	7	0.0	99.2
337	18	0.1	99.3
338	16	0.1	99.4
339	4	0.0	99.4
340	8	0.0	99.5
341	9	0.1	99.5
342	13	0.1	99.6
343	9	0.1	99.7
345	7	0.0	99.7
346	14	0.1	99.8
347	2	0.0	99.8
348	2	0.0	99.8
349	1	0.0	99.8
350	10	0.1	99.9
352	3	0.0	99.9
356	8	0.0	100.0
360	8	0.0	100.0
Total	16,493		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	78	0.5	0.5
121	1	0.0	0.5
123	3	0.0	0.5
124	2	0.0	0.5
128	1	0.0	0.5
129	1	0.0	0.6
133	1	0.0	0.6
134	4	0.0	0.6
135	1	0.0	0.6
136	3	0.0	0.6
137	1	0.0	0.6
138	6	0.0	0.7
139	3	0.0	0.7
140	3	0.0	0.7
141	3	0.0	0.7
142	3	0.0	0.7
143	5	0.0	0.8
144	7	0.0	0.8
145	18	0.1	0.9
146	2	0.0	0.9
147	18	0.1	1.1
148	11	0.1	1.1
149	28	0.2	1.3
150	20	0.1	1.4
151	40	0.3	1.7
152	25	0.2	1.9
153	71	0.5	2.3
154	40	0.3	2.6
155	54	0.3	2.9
156	40	0.3	3.2
157	80	0.5	3.7
158	43	0.3	4.0
159	62	0.4	4.4
160	54	0.3	4.7
161	69	0.4	5.2
162	103	0.7	5.8
163	50	0.3	6.1
164	55	0.4	6.5
165	74	0.5	7.0

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

Scale Score	N-Count	Percent	Cumulative Percent
166	49	0.3	7.3
167	43	0.3	7.6
168	51	0.3	7.9
169	51	0.3	8.2
170	34	0.2	8.4
171	53	0.3	8.8
172	42	0.3	9.1
173	72	0.5	9.5
174	60	0.4	9.9
175	57	0.4	10.3
176	62	0.4	10.7
177	47	0.3	11.0
178	74	0.5	11.4
179	53	0.3	11.8
180	71	0.5	12.2
181	67	0.4	12.7
182	47	0.3	13.0
183	72	0.5	13.4
184	54	0.3	13.8
185	60	0.4	14.2
186	66	0.4	14.6
187	55	0.4	15.0
188	59	0.4	15.3
189	65	0.4	15.8
190	68	0.4	16.2
191	74	0.5	16.7
192	74	0.5	17.1
193	54	0.3	17.5
194	53	0.3	17.8
195	64	0.4	18.2
196	46	0.3	18.5
197	61	0.4	18.9
198	50	0.3	19.3
199	49	0.3	19.6
200	56	0.4	19.9
201	57	0.4	20.3
202	54	0.3	20.6
203	65	0.4	21.1
204	54	0.3	21.4
205	52	0.3	21.7

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

Scale Score	N-Count	Percent	Cumulative Percent
206	62	0.4	22.1
207	69	0.4	22.6
208	43	0.3	22.9
209	59	0.4	23.2
210	60	0.4	23.6
211	61	0.4	24.0
212	66	0.4	24.4
213	63	0.4	24.9
214	63	0.4	25.3
215	61	0.4	25.7
216	44	0.3	25.9
217	70	0.5	26.4
218	61	0.4	26.8
219	73	0.5	27.2
220	64	0.4	27.7
221	61	0.4	28.1
222	53	0.3	28.4
223	58	0.4	28.8
224	67	0.4	29.2
225	70	0.5	29.6
226	68	0.4	30.1
227	67	0.4	30.5
228	58	0.4	30.9
229	58	0.4	31.3
230	65	0.4	31.7
231	59	0.4	32.1
232	58	0.4	32.4
233	67	0.4	32.9
234	68	0.4	33.3
235	68	0.4	33.7
236	64	0.4	34.2
237	65	0.4	34.6
238	66	0.4	35.0
239	76	0.5	35.5
240	78	0.5	36.0
241	68	0.4	36.4
242	75	0.5	36.9
243	66	0.4	37.3
244	71	0.5	37.8
245	63	0.4	38.2

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

Scale Score	N-Count	Percent	Cumulative Percent
246	72	0.5	38.7
247	82	0.5	39.2
248	77	0.5	39.7
249	71	0.5	40.1
250	65	0.4	40.6
251	88	0.6	41.1
252	72	0.5	41.6
253	77	0.5	42.1
254	81	0.5	42.6
255	91	0.6	43.2
256	96	0.6	43.8
257	107	0.7	44.5
258	86	0.6	45.1
259	95	0.6	45.7
260	109	0.7	46.4
261	93	0.6	47.0
262	118	0.8	47.7
263	98	0.6	48.4
264	109	0.7	49.1
265	97	0.6	49.7
266	102	0.7	50.3
267	106	0.7	51.0
268	115	0.7	51.8
269	103	0.7	52.4
270	77	0.5	52.9
271	140	0.9	53.8
272	92	0.6	54.4
273	112	0.7	55.1
274	113	0.7	55.9
275	123	0.8	56.7
276	116	0.7	57.4
277	118	0.8	58.2
278	118	0.8	58.9
279	135	0.9	59.8
280	129	0.8	60.6
281	158	1.0	61.6
282	149	1.0	62.6
283	138	0.9	63.5
284	172	1.1	64.6
285	129	0.8	65.4

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

Scale Score	N-Count	Percent	Cumulative Percent
286	164	1.1	66.5
287	122	0.8	67.3
288	184	1.2	68.4
289	121	0.8	69.2
290	183	1.2	70.4
291	118	0.8	71.2
292	148	1.0	72.1
293	129	0.8	72.9
294	188	1.2	74.2
295	106	0.7	74.8
296	170	1.1	75.9
297	134	0.9	76.8
298	186	1.2	78.0
299	111	0.7	78.7
300	154	1.0	79.7
301	154	1.0	80.7
302	135	0.9	81.6
303	132	0.8	82.4
304	92	0.6	83.0
305	173	1.1	84.1
306	110	0.7	84.8
307	149	1.0	85.8
308	90	0.6	86.4
309	139	0.9	87.3
310	113	0.7	88.0
311	100	0.6	88.6
312	80	0.5	89.1
313	96	0.6	89.8
314	118	0.8	90.5
315	75	0.5	91.0
316	82	0.5	91.5
317	62	0.4	91.9
318	118	0.8	92.7
319	59	0.4	93.1
320	84	0.5	93.6
321	32	0.2	93.8
322	69	0.4	94.3
323	102	0.7	94.9
324	71	0.5	95.4
325	45	0.3	95.7

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

Scale Score	N-Count	Percent	Cumulative Percent
326	18	0.1	95.8
327	77	0.5	96.3
328	84	0.5	96.8
329	34	0.2	97.0
330	6	0.0	97.1
331	58	0.4	97.4
332	23	0.1	97.6
333	53	0.3	97.9
334	15	0.1	98.0
335	42	0.3	98.3
336	17	0.1	98.4
337	42	0.3	98.7
338	30	0.2	98.9
339	11	0.1	98.9
340	23	0.1	99.1
341	23	0.1	99.2
342	29	0.2	99.4
343	6	0.0	99.5
344	1	0.0	99.5
345	4	0.0	99.5
346	17	0.1	99.6
347	5	0.0	99.6
348	6	0.0	99.7
349	1	0.0	99.7
350	19	0.1	99.8
352	5	0.0	99.8
356	12	0.1	99.9
360	13	0.1	100.0
Total	15,535		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	69	0.4	0.4
124	6	0.0	0.4
127	2	0.0	0.4
131	7	0.0	0.4
132	1	0.0	0.4
134	4	0.0	0.5
135	1	0.0	0.5
136	1	0.0	0.5
137	2	0.0	0.5
138	6	0.0	0.5
140	2	0.0	0.5
141	6	0.0	0.6
142	8	0.0	0.6
143	2	0.0	0.6
144	6	0.0	0.6
145	7	0.0	0.7
146	5	0.0	0.7
147	7	0.0	0.7
148	9	0.0	0.8
149	9	0.0	0.8
150	13	0.1	0.9
151	25	0.1	1.0
152	16	0.1	1.1
153	28	0.1	1.3
154	35	0.2	1.4
155	58	0.3	1.8
156	50	0.3	2.0
157	41	0.2	2.2
158	103	0.5	2.8
159	33	0.2	2.9
160	129	0.7	3.6
161	101	0.5	4.1
162	108	0.6	4.7
163	167	0.9	5.6
164	94	0.5	6.1
165	195	1.0	7.1
166	100	0.5	7.6
167	122	0.6	8.3
168	189	1.0	9.2

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

Scale Score	N-Count	Percent	Cumulative Percent
169	105	0.5	9.8
170	117	0.6	10.4
171	124	0.6	11.0
172	114	0.6	11.6
173	96	0.5	12.1
174	119	0.6	12.8
175	106	0.6	13.3
176	79	0.4	13.7
177	101	0.5	14.3
178	93	0.5	14.8
179	101	0.5	15.3
180	79	0.4	15.7
181	88	0.5	16.2
182	101	0.5	16.7
183	76	0.4	17.1
184	103	0.5	17.6
185	76	0.4	18.0
186	102	0.5	18.5
187	115	0.6	19.1
188	99	0.5	19.7
189	94	0.5	20.2
190	98	0.5	20.7
191	85	0.4	21.1
192	105	0.5	21.7
193	119	0.6	22.3
194	112	0.6	22.9
195	81	0.4	23.3
196	76	0.4	23.7
197	86	0.4	24.1
198	111	0.6	24.7
199	105	0.5	25.3
200	86	0.4	25.7
201	108	0.6	26.3
202	99	0.5	26.8
203	109	0.6	27.4
204	101	0.5	27.9
205	100	0.5	28.4
206	106	0.6	29.0
207	95	0.5	29.5
208	106	0.6	30.0

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

Scale Score	N-Count	Percent	Cumulative Percent
209	98	0.5	30.5
210	96	0.5	31.0
211	110	0.6	31.6
212	107	0.6	32.2
213	100	0.5	32.7
214	100	0.5	33.2
215	102	0.5	33.8
216	95	0.5	34.3
217	113	0.6	34.8
218	99	0.5	35.4
219	85	0.4	35.8
220	86	0.4	36.3
221	88	0.5	36.7
222	93	0.5	37.2
223	101	0.5	37.7
224	83	0.4	38.2
225	85	0.4	38.6
226	86	0.4	39.1
227	81	0.4	39.5
228	85	0.4	39.9
229	99	0.5	40.4
230	83	0.4	40.9
231	102	0.5	41.4
232	82	0.4	41.8
233	83	0.4	42.3
234	94	0.5	42.8
235	97	0.5	43.3
236	117	0.6	43.9
237	96	0.5	44.4
238	98	0.5	44.9
239	79	0.4	45.3
240	85	0.4	45.8
241	99	0.5	46.3
242	97	0.5	46.8
243	89	0.5	47.2
244	102	0.5	47.8
245	126	0.7	48.4
246	97	0.5	48.9
247	107	0.6	49.5
248	100	0.5	50.0

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

Scale Score	N-Count	Percent	Cumulative Percent
249	108	0.6	50.6
250	107	0.6	51.2
251	92	0.5	51.6
252	107	0.6	52.2
253	97	0.5	52.7
254	90	0.5	53.2
255	115	0.6	53.8
256	96	0.5	54.3
257	83	0.4	54.7
258	102	0.5	55.2
259	110	0.6	55.8
260	109	0.6	56.4
261	110	0.6	57.0
262	104	0.5	57.5
263	112	0.6	58.1
264	107	0.6	58.7
265	120	0.6	59.3
266	110	0.6	59.9
267	123	0.6	60.5
268	113	0.6	61.1
269	126	0.7	61.7
270	106	0.6	62.3
271	114	0.6	62.9
272	124	0.6	63.5
273	107	0.6	64.1
274	120	0.6	64.7
275	113	0.6	65.3
276	117	0.6	65.9
277	152	0.8	66.7
278	123	0.6	67.4
279	130	0.7	68.1
280	133	0.7	68.7
281	133	0.7	69.4
282	128	0.7	70.1
283	120	0.6	70.7
284	139	0.7	71.5
285	130	0.7	72.1
286	128	0.7	72.8
287	125	0.7	73.5
288	124	0.6	74.1

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

Scale Score	N-Count	Percent	Cumulative Percent
289	149	0.8	74.9
290	124	0.6	75.5
291	115	0.6	76.1
292	145	0.8	76.9
293	139	0.7	77.6
294	107	0.6	78.2
295	147	0.8	79.0
296	148	0.8	79.7
297	135	0.7	80.4
298	101	0.5	81.0
299	139	0.7	81.7
300	122	0.6	82.3
301	159	0.8	83.2
302	99	0.5	83.7
303	134	0.7	84.4
304	140	0.7	85.1
305	108	0.6	85.7
306	135	0.7	86.4
307	99	0.5	86.9
308	146	0.8	87.7
309	75	0.4	88.1
310	105	0.5	88.6
311	105	0.5	89.2
312	84	0.4	89.6
313	128	0.7	90.3
314	88	0.5	90.7
315	91	0.5	91.2
316	80	0.4	91.6
317	112	0.6	92.2
318	61	0.3	92.5
319	90	0.5	93.0
320	47	0.2	93.2
321	86	0.4	93.7
322	68	0.4	94.0
323	119	0.6	94.7
324	32	0.2	94.8
325	63	0.3	95.2
326	59	0.3	95.5
327	65	0.3	95.8
328	64	0.3	96.1

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

Scale Score	N-Count	Percent	Cumulative Percent
329	44	0.2	96.4
330	46	0.2	96.6
331	26	0.1	96.8
332	64	0.3	97.1
333	44	0.2	97.3
334	62	0.3	97.6
335	25	0.1	97.8
336	23	0.1	97.9
337	18	0.1	98.0
338	50	0.3	98.2
339	39	0.2	98.5
340	18	0.1	98.5
341	10	0.1	98.6
342	12	0.1	98.7
343	40	0.2	98.9
344	15	0.1	98.9
345	30	0.2	99.1
346	9	0.0	99.2
347	15	0.1	99.2
348	6	0.0	99.3
349	39	0.2	99.5
350	3	0.0	99.5
351	9	0.0	99.5
352	21	0.1	99.6
353	1	0.0	99.6
355	31	0.2	99.8
357	15	0.1	99.9
358	14	0.1	100.0
360	8	0.0	100.0
Total	19,125		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	59	0.4	0.4
121	1	0.0	0.4
124	2	0.0	0.4
125	1	0.0	0.4
127	2	0.0	0.4
131	3	0.0	0.4
134	1	0.0	0.4
135	2	0.0	0.4
138	5	0.0	0.5
139	1	0.0	0.5
141	3	0.0	0.5
142	5	0.0	0.5
144	1	0.0	0.5
145	1	0.0	0.5
146	1	0.0	0.5
147	2	0.0	0.5
148	3	0.0	0.6
149	1	0.0	0.6
150	3	0.0	0.6
151	13	0.1	0.7
152	4	0.0	0.7
153	12	0.1	0.8
154	14	0.1	0.9
155	9	0.1	0.9
156	14	0.1	1.0
157	8	0.0	1.0
158	43	0.3	1.3
159	6	0.0	1.3
160	52	0.3	1.7
161	33	0.2	1.9
162	43	0.3	2.1
163	48	0.3	2.4
164	41	0.2	2.7
165	73	0.4	3.1
166	49	0.3	3.4
167	37	0.2	3.6
168	70	0.4	4.1
169	32	0.2	4.3
170	55	0.3	4.6

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

Scale Score	N-Count	Percent	Cumulative Percent
171	61	0.4	5.0
172	57	0.3	5.3
173	50	0.3	5.6
174	49	0.3	5.9
175	54	0.3	6.2
176	48	0.3	6.5
177	55	0.3	6.9
178	62	0.4	7.2
179	45	0.3	7.5
180	52	0.3	7.8
181	49	0.3	8.1
182	49	0.3	8.4
183	56	0.3	8.8
184	69	0.4	9.2
185	51	0.3	9.5
186	63	0.4	9.9
187	59	0.4	10.3
188	49	0.3	10.6
189	67	0.4	11.0
190	71	0.4	11.4
191	71	0.4	11.8
192	54	0.3	12.2
193	68	0.4	12.6
194	64	0.4	13.0
195	54	0.3	13.3
196	69	0.4	13.7
197	65	0.4	14.1
198	78	0.5	14.6
199	74	0.5	15.0
200	80	0.5	15.5
201	88	0.5	16.1
202	69	0.4	16.5
203	76	0.5	16.9
204	82	0.5	17.4
205	84	0.5	18.0
206	83	0.5	18.5
207	71	0.4	18.9
208	75	0.5	19.4
209	76	0.5	19.8
210	81	0.5	20.3

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

Scale Score	N-Count	Percent	Cumulative Percent
211	85	0.5	20.8
212	87	0.5	21.4
213	70	0.4	21.8
214	82	0.5	22.3
215	83	0.5	22.8
216	83	0.5	23.3
217	94	0.6	23.9
218	78	0.5	24.3
219	76	0.5	24.8
220	73	0.4	25.3
221	76	0.5	25.7
222	85	0.5	26.2
223	86	0.5	26.8
224	91	0.6	27.3
225	77	0.5	27.8
226	96	0.6	28.4
227	79	0.5	28.8
228	89	0.5	29.4
229	85	0.5	29.9
230	77	0.5	30.4
231	95	0.6	31.0
232	101	0.6	31.6
233	74	0.5	32.0
234	81	0.5	32.5
235	60	0.4	32.9
236	94	0.6	33.5
237	66	0.4	33.9
238	76	0.5	34.3
239	83	0.5	34.8
240	97	0.6	35.4
241	100	0.6	36.0
242	84	0.5	36.5
243	91	0.6	37.1
244	89	0.5	37.6
245	94	0.6	38.2
246	95	0.6	38.8
247	88	0.5	39.3
248	84	0.5	39.8
249	79	0.5	40.3
250	90	0.5	40.9

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

Scale Score	N-Count	Percent	Cumulative Percent
251	90	0.5	41.4
252	82	0.5	41.9
253	86	0.5	42.4
254	94	0.6	43.0
255	88	0.5	43.6
256	85	0.5	44.1
257	99	0.6	44.7
258	104	0.6	45.3
259	93	0.6	45.9
260	101	0.6	46.5
261	78	0.5	47.0
262	100	0.6	47.6
263	123	0.7	48.3
264	104	0.6	49.0
265	93	0.6	49.5
266	101	0.6	50.1
267	90	0.5	50.7
268	95	0.6	51.3
269	99	0.6	51.9
270	93	0.6	52.4
271	91	0.6	53.0
272	91	0.6	53.6
273	111	0.7	54.2
274	129	0.8	55.0
275	109	0.7	55.7
276	105	0.6	56.3
277	127	0.8	57.1
278	91	0.6	57.6
279	93	0.6	58.2
280	112	0.7	58.9
281	126	0.8	59.7
282	112	0.7	60.3
283	103	0.6	61.0
284	128	0.8	61.8
285	109	0.7	62.4
286	120	0.7	63.2
287	125	0.8	63.9
288	107	0.7	64.6
289	112	0.7	65.3
290	111	0.7	65.9

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

Scale Score	N-Count	Percent	Cumulative Percent
291	128	0.8	66.7
292	143	0.9	67.6
293	128	0.8	68.4
294	116	0.7	69.1
295	112	0.7	69.7
296	111	0.7	70.4
297	131	0.8	71.2
298	123	0.7	72.0
299	151	0.9	72.9
300	131	0.8	73.7
301	131	0.8	74.5
302	102	0.6	75.1
303	130	0.8	75.9
304	133	0.8	76.7
305	99	0.6	77.3
306	147	0.9	78.2
307	92	0.6	78.8
308	161	1.0	79.8
309	112	0.7	80.4
310	123	0.7	81.2
311	121	0.7	81.9
312	120	0.7	82.7
313	122	0.7	83.4
314	106	0.6	84.1
315	100	0.6	84.7
316	95	0.6	85.2
317	164	1.0	86.2
318	90	0.5	86.8
319	110	0.7	87.5
320	72	0.4	87.9
321	145	0.9	88.8
322	104	0.6	89.4
323	165	1.0	90.4
324	38	0.2	90.7
325	87	0.5	91.2
326	77	0.5	91.7
327	72	0.4	92.1
328	105	0.6	92.7
329	52	0.3	93.1
330	70	0.4	93.5

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

Scale Score	N-Count	Percent	Cumulative Percent
331	32	0.2	93.7
332	119	0.7	94.4
333	56	0.3	94.7
334	90	0.5	95.3
335	61	0.4	95.7
336	38	0.2	95.9
337	34	0.2	96.1
338	84	0.5	96.6
339	46	0.3	96.9
340	64	0.4	97.3
341	22	0.1	97.4
342	23	0.1	97.6
343	61	0.4	97.9
344	30	0.2	98.1
345	48	0.3	98.4
346	15	0.1	98.5
347	28	0.2	98.7
348	9	0.1	98.7
349	63	0.4	99.1
350	4	0.0	99.1
351	18	0.1	99.2
352	20	0.1	99.4
353	4	0.0	99.4
355	41	0.2	99.6
357	21	0.1	99.8
358	14	0.1	99.8
360	25	0.2	100.0
Total	16,403		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	55	0.5	0.5
121	1	0.0	0.5
124	4	0.0	0.5
127	1	0.0	0.5
131	1	0.0	0.5
132	1	0.0	0.5
135	1	0.0	0.5
137	1	0.0	0.5
138	2	0.0	0.6
139	1	0.0	0.6
140	1	0.0	0.6
142	2	0.0	0.6
144	2	0.0	0.6
145	1	0.0	0.6
147	1	0.0	0.6
148	2	0.0	0.6
149	1	0.0	0.7
150	6	0.1	0.7
151	3	0.0	0.7
152	3	0.0	0.8
153	3	0.0	0.8
154	7	0.1	0.8
155	10	0.1	0.9
156	8	0.1	1.0
157	9	0.1	1.1
158	20	0.2	1.2
159	1	0.0	1.2
160	21	0.2	1.4
161	13	0.1	1.5
162	15	0.1	1.6
163	19	0.2	1.8
164	18	0.2	2.0
165	32	0.3	2.2
166	21	0.2	2.4
167	20	0.2	2.6
168	46	0.4	2.9
169	20	0.2	3.1
170	21	0.2	3.3
171	26	0.2	3.5

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

Scale Score	N-Count	Percent	Cumulative Percent
172	25	0.2	3.7
173	26	0.2	3.9
174	22	0.2	4.1
175	28	0.2	4.3
176	13	0.1	4.5
177	19	0.2	4.6
178	25	0.2	4.8
179	20	0.2	5.0
180	29	0.2	5.2
181	25	0.2	5.4
182	16	0.1	5.6
183	21	0.2	5.7
184	22	0.2	5.9
185	27	0.2	6.2
186	32	0.3	6.4
187	33	0.3	6.7
188	27	0.2	6.9
189	33	0.3	7.2
190	39	0.3	7.5
191	38	0.3	7.8
192	36	0.3	8.1
193	40	0.3	8.5
194	30	0.3	8.7
195	34	0.3	9.0
196	40	0.3	9.3
197	32	0.3	9.6
198	45	0.4	10.0
199	38	0.3	10.3
200	37	0.3	10.6
201	45	0.4	11.0
202	22	0.2	11.2
203	32	0.3	11.4
204	40	0.3	11.8
205	41	0.3	12.1
206	41	0.3	12.5
207	34	0.3	12.7
208	62	0.5	13.3
209	39	0.3	13.6
210	40	0.3	13.9
211	54	0.5	14.4

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

Scale Score	N-Count	Percent	Cumulative Percent
212	48	0.4	14.8
213	31	0.3	15.0
214	47	0.4	15.4
215	38	0.3	15.7
216	47	0.4	16.1
217	54	0.5	16.6
218	46	0.4	17.0
219	49	0.4	17.4
220	61	0.5	17.9
221	47	0.4	18.3
222	52	0.4	18.7
223	50	0.4	19.1
224	54	0.5	19.6
225	54	0.5	20.0
226	58	0.5	20.5
227	55	0.5	21.0
228	64	0.5	21.5
229	57	0.5	22.0
230	64	0.5	22.5
231	58	0.5	23.0
232	52	0.4	23.4
233	73	0.6	24.0
234	54	0.5	24.5
235	52	0.4	24.9
236	47	0.4	25.3
237	54	0.5	25.8
238	69	0.6	26.3
239	69	0.6	26.9
240	49	0.4	27.3
241	59	0.5	27.8
242	52	0.4	28.2
243	85	0.7	28.9
244	66	0.6	29.5
245	66	0.6	30.1
246	69	0.6	30.6
247	63	0.5	31.2
248	84	0.7	31.9
249	64	0.5	32.4
250	62	0.5	32.9
251	65	0.5	33.4

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

Scale Score	N-Count	Percent	Cumulative Percent
252	78	0.7	34.1
253	68	0.6	34.7
254	74	0.6	35.3
255	64	0.5	35.8
256	61	0.5	36.3
257	74	0.6	36.9
258	80	0.7	37.6
259	62	0.5	38.1
260	86	0.7	38.8
261	80	0.7	39.5
262	87	0.7	40.2
263	73	0.6	40.8
264	59	0.5	41.3
265	75	0.6	42.0
266	67	0.6	42.5
267	78	0.7	43.2
268	68	0.6	43.7
269	85	0.7	44.4
270	80	0.7	45.1
271	81	0.7	45.8
272	80	0.7	46.5
273	63	0.5	47.0
274	76	0.6	47.6
275	87	0.7	48.3
276	72	0.6	48.9
277	87	0.7	49.7
278	82	0.7	50.4
279	90	0.8	51.1
280	89	0.7	51.8
281	82	0.7	52.5
282	99	0.8	53.4
283	88	0.7	54.1
284	96	0.8	54.9
285	96	0.8	55.7
286	101	0.8	56.5
287	98	0.8	57.3
288	110	0.9	58.3
289	99	0.8	59.1
290	87	0.7	59.8
291	88	0.7	60.6

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

Scale Score	N-Count	Percent	Cumulative Percent
292	92	0.8	61.3
293	115	1.0	62.3
294	111	0.9	63.2
295	115	1.0	64.2
296	98	0.8	65.0
297	104	0.9	65.8
298	79	0.7	66.5
299	116	1.0	67.5
300	108	0.9	68.4
301	97	0.8	69.2
302	74	0.6	69.8
303	95	0.8	70.6
304	113	0.9	71.5
305	79	0.7	72.2
306	127	1.1	73.3
307	87	0.7	74.0
308	152	1.3	75.2
309	92	0.8	76.0
310	106	0.9	76.9
311	84	0.7	77.6
312	89	0.7	78.3
313	139	1.2	79.5
314	84	0.7	80.2
315	97	0.8	81.0
316	76	0.6	81.6
317	140	1.2	82.8
318	66	0.6	83.4
319	111	0.9	84.3
320	49	0.4	84.7
321	111	0.9	85.6
322	93	0.8	86.4
323	146	1.2	87.6
324	40	0.3	87.9
325	88	0.7	88.7
326	81	0.7	89.4
327	88	0.7	90.1
328	85	0.7	90.8
329	38	0.3	91.1
330	74	0.6	91.7
331	51	0.4	92.2

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

Scale Score	N-Count	Percent	Cumulative Percent
332	112	0.9	93.1
333	53	0.4	93.5
334	76	0.6	94.2
335	50	0.4	94.6
336	43	0.4	94.9
337	21	0.2	95.1
338	87	0.7	95.8
339	47	0.4	96.2
340	36	0.3	96.5
341	11	0.1	96.6
342	14	0.1	96.7
343	48	0.4	97.1
344	34	0.3	97.4
345	46	0.4	97.8
346	16	0.1	97.9
347	22	0.2	98.1
348	13	0.1	98.2
349	66	0.6	98.8
350	7	0.1	98.8
351	14	0.1	99.0
352	21	0.2	99.1
353	2	0.0	99.2
355	37	0.3	99.5
357	27	0.2	99.7
358	19	0.2	99.8
360	18	0.2	100.0
Total	11,990		

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

Scale Score	N-Count	Percent	Cumulative Percent
120	160	1.8	1.8
121	3	0.0	1.8
124	6	0.1	1.9
125	1	0.0	1.9
127	1	0.0	1.9
131	8	0.1	2.0
132	2	0.0	2.0
134	1	0.0	2.1
135	1	0.0	2.1
137	1	0.0	2.1
138	11	0.1	2.2
140	2	0.0	2.2
141	5	0.1	2.3
142	8	0.1	2.4
144	7	0.1	2.5
145	4	0.0	2.5
146	2	0.0	2.5
147	2	0.0	2.5
148	6	0.1	2.6
149	7	0.1	2.7
150	3	0.0	2.7
151	9	0.1	2.8
152	2	0.0	2.8
153	6	0.1	2.9
154	9	0.1	3.0
155	9	0.1	3.1
156	4	0.0	3.2
157	4	0.0	3.2
158	20	0.2	3.4
159	2	0.0	3.5
160	17	0.2	3.7
161	16	0.2	3.8
162	14	0.2	4.0
163	19	0.2	4.2
164	17	0.2	4.4
165	21	0.2	4.6
166	13	0.1	4.8
167	15	0.2	5.0
168	21	0.2	5.2

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

Scale Score	N-Count	Percent	Cumulative Percent
169	8	0.1	5.3
170	14	0.2	5.4
171	8	0.1	5.5
172	13	0.1	5.7
173	10	0.1	5.8
174	11	0.1	5.9
175	9	0.1	6.0
176	17	0.2	6.2
177	10	0.1	6.3
178	12	0.1	6.5
179	8	0.1	6.5
180	20	0.2	6.8
181	12	0.1	6.9
182	15	0.2	7.1
183	17	0.2	7.3
184	21	0.2	7.5
185	16	0.2	7.7
186	24	0.3	8.0
187	21	0.2	8.2
188	20	0.2	8.4
189	21	0.2	8.7
190	20	0.2	8.9
191	31	0.4	9.2
192	17	0.2	9.4
193	27	0.3	9.7
194	30	0.3	10.1
195	26	0.3	10.4
196	24	0.3	10.6
197	21	0.2	10.9
198	40	0.5	11.3
199	21	0.2	11.6
200	25	0.3	11.8
201	34	0.4	12.2
202	32	0.4	12.6
203	27	0.3	12.9
204	23	0.3	13.2
205	36	0.4	13.6
206	32	0.4	13.9
207	29	0.3	14.3
208	34	0.4	14.6

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

Scale Score	N-Count	Percent	Cumulative Percent
209	38	0.4	15.1
210	30	0.3	15.4
211	40	0.5	15.9
212	32	0.4	16.2
213	23	0.3	16.5
214	43	0.5	17.0
215	47	0.5	17.5
216	32	0.4	17.9
217	39	0.4	18.3
218	47	0.5	18.8
219	44	0.5	19.3
220	50	0.6	19.9
221	44	0.5	20.4
222	41	0.5	20.9
223	35	0.4	21.2
224	49	0.6	21.8
225	41	0.5	22.3
226	38	0.4	22.7
227	53	0.6	23.3
228	54	0.6	23.9
229	35	0.4	24.3
230	46	0.5	24.8
231	52	0.6	25.4
232	29	0.3	25.7
233	48	0.5	26.3
234	52	0.6	26.9
235	54	0.6	27.5
236	38	0.4	27.9
237	42	0.5	28.4
238	52	0.6	29.0
239	46	0.5	29.5
240	38	0.4	29.9
241	55	0.6	30.5
242	53	0.6	31.1
243	49	0.6	31.7
244	56	0.6	32.3
245	65	0.7	33.1
246	51	0.6	33.6
247	53	0.6	34.2
248	55	0.6	34.9

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

Scale Score	N-Count	Percent	Cumulative Percent
249	55	0.6	35.5
250	56	0.6	36.1
251	60	0.7	36.8
252	70	0.8	37.6
253	58	0.7	38.2
254	56	0.6	38.9
255	62	0.7	39.6
256	64	0.7	40.3
257	70	0.8	41.1
258	65	0.7	41.8
259	72	0.8	42.6
260	69	0.8	43.4
261	51	0.6	44.0
262	66	0.7	44.7
263	71	0.8	45.5
264	61	0.7	46.2
265	53	0.6	46.8
266	57	0.6	47.5
267	71	0.8	48.3
268	57	0.6	48.9
269	75	0.8	49.8
270	53	0.6	50.4
271	49	0.6	50.9
272	68	0.8	51.7
273	65	0.7	52.4
274	62	0.7	53.1
275	57	0.6	53.8
276	55	0.6	54.4
277	78	0.9	55.3
278	55	0.6	55.9
279	66	0.7	56.6
280	84	0.9	57.6
281	74	0.8	58.4
282	81	0.9	59.3
283	64	0.7	60.1
284	80	0.9	61.0
285	73	0.8	61.8
286	73	0.8	62.6
287	66	0.7	63.4
288	78	0.9	64.2

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

Scale Score	N-Count	Percent	Cumulative Percent
289	63	0.7	65.0
290	82	0.9	65.9
291	84	0.9	66.8
292	78	0.9	67.7
293	78	0.9	68.6
294	61	0.7	69.3
295	68	0.8	70.0
296	78	0.9	70.9
297	86	1.0	71.9
298	52	0.6	72.5
299	86	1.0	73.5
300	71	0.8	74.3
301	80	0.9	75.2
302	77	0.9	76.0
303	67	0.8	76.8
304	96	1.1	77.9
305	57	0.6	78.5
306	79	0.9	79.4
307	47	0.5	80.0
308	98	1.1	81.1
309	62	0.7	81.8
310	71	0.8	82.6
311	72	0.8	83.4
312	62	0.7	84.1
313	82	0.9	85.0
314	68	0.8	85.8
315	53	0.6	86.4
316	54	0.6	87.0
317	63	0.7	87.7
318	47	0.5	88.2
319	68	0.8	89.0
320	28	0.3	89.3
321	61	0.7	90.0
322	45	0.5	90.5
323	76	0.9	91.4
324	17	0.2	91.6
325	53	0.6	92.2
326	36	0.4	92.6
327	40	0.5	93.0
328	52	0.6	93.6

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

Scale Score	N-Count	Percent	Cumulative Percent
329	21	0.2	93.8
330	36	0.4	94.2
331	17	0.2	94.4
332	68	0.8	95.2
333	18	0.2	95.4
334	52	0.6	96.0
335	31	0.4	96.3
336	19	0.2	96.6
337	13	0.1	96.7
338	38	0.4	97.1
339	31	0.4	97.5
340	30	0.3	97.8
341	11	0.1	98.0
342	4	0.0	98.0
343	21	0.2	98.2
344	12	0.1	98.4
345	22	0.2	98.6
346	15	0.2	98.8
347	8	0.1	98.9
348	3	0.0	98.9
349	40	0.5	99.4
350	3	0.0	99.4
351	3	0.0	99.4
352	9	0.1	99.5
353	1	0.0	99.5
355	14	0.2	99.7
357	9	0.1	99.8
358	13	0.1	100.0
360	4	0.0	100.0
Total	8,848		

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APPENDIX A: ITEM MAPS

Table A1. 2023 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. 2023 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. 2023 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 words 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.
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.

Table A1. 2023 NYSESLAT Operational Test Information for Kindergarten (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
9	Listening	Multiple-Choice	1	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.
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 words 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 words 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 words in grade-level spoken discourse.

Table A1. 2023 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
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 words 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.
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.

Table A1. 2023 NYSESLAT Operational Test Information for Kindergarten (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
4	Reading	Multiple-Choice	1	Sound-Word match	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
5	Reading	Multiple-Choice	1	Alphabet Recognition	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
6	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
7	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
8	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	Commanding: Student can identify most basic features of print, sounds, and grade-appropriate words.
9	Reading	Multiple-Choice	1	Word Reading 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.

Table A1. 2023 NYSESLAT Operational Test Information for Kindergarten (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
11	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.
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.

Table A1. 2023 NYSESLAT Operational Test Information for Kindergarten (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
18	Reading	Multiple-Choice	1	Sentence Reading 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.
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.

Table A1. 2023 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	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. 2023 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 sentences 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 sentences 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. 2023 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.3	Commanding: Student uses simple, expanded, and compound sentences and fluid language to provide details or facts about a topic and provide an opinion supported by a reason.
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.2	Emerging: Student uses phrases and simple sentences to describe or convey relevant details and/or partially narrate a story.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.2	Transitioning: Student uses simple and/or compound sentences to describe or convey relevant details and narrate a story.
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.2	Expanding: Student uses simple, expanded, and/or compound sentences to describe or convey relevant details and narrate a story.
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.3	Commanding: Student uses simple, expanded, and compound sentences and fluid language to provide details or facts about a topic and provide an opinion supported by a reason.
1	1	Multiple-Choice	1	Listening	PLD.1.L.1-2.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.

Table A2. 2023 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. 2023 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. 2023 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. 2023 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.
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.

Table A2. 2023 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
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.
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.

Table A2. 2023 NYSESLAT Operational Test Information for Grade Band 1–2 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
32	2	Multiple-Choice	1	Reading	PLD.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.
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.

Table A2. 2023 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
39	3	Multiple-Choice	1	Listening	PLD.2.L.1-2.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.3.L.1-2.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
41	3	Multiple-Choice	1	Listening	PLD.5.L.1-2.4	Commanding: Student can identify a variety of simple or expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.4.L.1-2.4	Expanding: Student can identify most simple or some expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.3.R.1-2.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
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.

Table A2. 2023 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
45	3	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
46	3	Multiple-Choice	1	Reading	PLD.3.R.1-2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.5	Expanding: Student can identify significant ideas, events, and/or relationships that are established by text structures (simple or some expanded sentences that work together to determine elements, connections, and topics) in grade-level texts.
48	3	Multiple-Choice	1	Reading	PLD.3.R.1-2.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
49	3	Multiple-Choice	1	Reading	PLD.1.R.1-2.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
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.

Table A2. 2023 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
51	3	Multiple-Choice	1	Reading	PLD.3.R.1-2.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
52	3	Multiple-Choice	1	Reading	PLD.3.R.1-2.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.
53	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.4	Expanding: Student can identify most simple or some expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level texts.
54	3	Extended Constructed Response/ Narrative	4	Writing	PLD.5.W.1-2.4	Commanding: Student uses a variety of simple, expanded, and/or compound sentences to sufficiently provide an opinion with a reason and additional information to develop an informational text.

Table A3. 2023 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. 2023 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. 2023 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.
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.

Table A3. 2023 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	1	Multiple-Choice	1	Reading	PLD.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.
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.

Table A3. 2023 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
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.
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.

Table A3. 2023 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
20	2	Multiple-Choice	1	Listening	PLD.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.
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.

Table A3. 2023 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
26	2	Multiple-Choice	1	Reading	PLD.1.R.3-4.1	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.
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.

Table A3. 2023 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
32	2	Multiple-Choice	1	Reading	PLD.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.
35	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
36	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.3.L.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in grade-level spoken discourse.

Table A3. 2023 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
38	3	Multiple-Choice	1	Listening	PLD.3.L.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.3.L.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
41	3	Multiple-Choice	1	Listening	PLD.4.L.3-4.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.5.L.3-4.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level spoken discourse.
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.

Table A3. 2023 NYSESLAT Operational Test Information for Grade Band 3–4 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
44	3	Multiple-Choice	1	Reading	PLD.1.R.3-4.3	Entering: Student may determine the literal meaning of some Tier 1 words in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
46	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.4.R.3-4.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level texts.
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. 2023 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. 2023 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. 2023 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.
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.

Table A4. 2023 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
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.
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.

Table A4. 2023 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	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.
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.

Table A4. 2023 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
14	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
15	1	Multiple-Choice	1	Reading	PLD.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. 2023 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.
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.

Table A4. 2023 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
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.
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.

Table A4. 2023 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
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.
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. 2023 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.
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.

Table A4. 2023 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
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.
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.

Table A4. 2023 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
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.
48	3	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
49	3	Multiple-Choice	1	Reading	PLD.3.R.5-6.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.

Table A4. 2023 NYSESLAT Operational Test Information for Grade Band 5–6 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
50	3	Multiple-Choice	1	Reading	PLD.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.
52	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.5	Expanding: Student can identify significant elements, connections, relationships, and/or topics that are established by text structures (simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
53	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.
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. 2023 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. 2023 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.
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.7-8.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.

Table A5. 2023 NYSESLAT Operational Test Information for Grade Band 7–8 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	1	Multiple-Choice	1	Listening	PLD.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 words and their impact in grade-level spoken discourse.
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.

Table A5. 2023 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
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.
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. 2023 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. 2023 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.
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.

Table A5. 2023 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
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.
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. 2023 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.
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.

Table A5. 2023 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
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.
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.

Table A5. 2023 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
36	3	Multiple-Choice	1	Listening	PLD.2.L.7-8.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.5.L.7-8.2	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.4.L.7-8.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
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.

Table A5. 2023 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
41	3	Multiple-Choice	1	Listening	PLD.3.L.7-8.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.3.L.7-8.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.
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. 2023 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. 2023 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. 2023 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.
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.

Table A6. 2023 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
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.
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.

Table A6. 2023 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
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.
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.

Table A6. 2023 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
6	1	Multiple-Choice	1	Listening	PLD.2.L.9-12.2	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.
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.

Table A6. 2023 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
11	1	Multiple-Choice	1	Reading	PLD.4.R.9-12.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.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.
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.

Table A6. 2023 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
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.
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.

Table A6. 2023 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
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.
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. 2023 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.
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.

Table A6. 2023 NYSESLAT Operational Test Information for Grade Band 9–12 (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
31	2	Multiple-Choice	1	Reading	PLD.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.
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.

Table A6. 2023 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
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.
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.

Table A6. 2023 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
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.
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. 2023 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.
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.

Table A6. 2023 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
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	32,714	23	12	63			0	0.63	0.56	0.48
	2	MC	1	32,714	65	18	15			1	0.65	0.43	0.34
	3	MC	1	32,714	18	63	17			1	0.63	0.46	0.37
	4	MC	1	32,714	15	9	74			0	0.74	0.53	0.46
	5	MC	1	32,714	20	15	63			1	0.63	0.59	0.51
	6	MC	1	32,714	11	77	11			1	0.77	0.56	0.49
	7	MC	1	32,714	70	18	10			1	0.70	0.54	0.47
	8	MC	1	32,714	17	18	63			1	0.63	0.49	0.40
	9	MC	1	32,714	76	13	9			1	0.76	0.58	0.51
	10	MC	1	32,714	16	66	17			1	0.66	0.43	0.34
	11	MC	1	32,714	20	11	67			1	0.67	0.51	0.43
	12	MC	1	32,714	76	12	10			1	0.76	0.57	0.50
	13	MC	1	32,714	29	20	48			1	0.48	0.43	0.33
	14	MC	1	32,714	79	11	8			1	0.79	0.58	0.52
	15	MC	1	32,714	24	61	13			1	0.61	0.51	0.42
	16	MC	1	32,714	68	15	15			1	0.68	0.55	0.47
	17	MC	1	32,714	80	11	7			1	0.80	0.59	0.53
	18	MC	1	32,714	18	28	51			1	0.51	0.46	0.37
	19	MC	1	32,714	17	72	9			1	0.72	0.56	0.48
SPEAKING	1	CR	1	32,714	28	72				0	0.72	0.77	0.74
	2	CR	2	32,714	31	22	47			0	0.58	0.88	0.85
	3	CR	2	32,714	38	27	35			0	0.48	0.88	0.85
	4	CR	2	32,714	48	30	22			0	0.37	0.81	0.77
	5	CR	1	32,714	26	74				0	0.74	0.76	0.73
	6	CR	2	32,714	26	22	52			0	0.63	0.87	0.84
	7	CR	2	32,714	38	28	34			0	0.48	0.87	0.83
	8	CR	2	32,714	49	27	24			0	0.37	0.81	0.77
	9	CR	1	32,714	28	72				0	0.72	0.77	0.74
	10	CR	2	32,714	31	22	46			0	0.57	0.88	0.85
	11	CR	2	32,714	42	26	32			0	0.45	0.86	0.83
	12	CR	2	32,714	50	29	21			0	0.36	0.81	0.77

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	32,714	5	8	85			0	0.85	0.63	0.58
	2	MC	1	32,714	86	8	5			0	0.86	0.61	0.55
	3	MC	1	32,714	85	8	5			1	0.85	0.61	0.56
	4	MC	1	32,714	6	88	5			0	0.88	0.59	0.54
	5	MC	1	32,714	69	20	9			1	0.69	0.54	0.46
	6	MC	1	32,714	14	77	8			1	0.77	0.63	0.57
	7	MC	1	32,714	10	80	7			1	0.80	0.62	0.56
	8	MC	1	32,714	14	9	74			1	0.74	0.69	0.63
	9	MC	1	32,714	81	9	8			1	0.81	0.60	0.54
	10	MC	1	32,714	13	13	72			1	0.72	0.64	0.58
	11	MC	1	32,714	24	65	8			1	0.65	0.59	0.51
	12	MC	1	32,714	12	13	73			1	0.73	0.69	0.63
	13	MC	1	32,714	14	74	10			1	0.74	0.61	0.54
	14	MC	1	32,714	16	12	70			1	0.70	0.64	0.58
	15	MC	1	32,714	17	66	14			1	0.66	0.57	0.50
	16	MC	1	32,714	66	17	15			1	0.66	0.46	0.37
	17	MC	1	32,714	22	20	55			1	0.55	0.48	0.39
	18	MC	1	32,714	58	29	11			1	0.58	0.51	0.42
WRITING	1	CR	1	32,714	18	82				0	0.82	0.67	0.61
	2	CR	1	32,714	16	84				0	0.84	0.63	0.57
	3	CR	1	32,714	19	81				0	0.81	0.64	0.58
	4	CR	1	32,714	26	74				0	0.74	0.66	0.60
	5	CR	2	32,714	29	13	58			0	0.65	0.83	0.75
	6	CR	2	32,714	33	15	52			0	0.59	0.85	0.77
	7	CR	2	32,714	48	19	33			0	0.43	0.83	0.74
	8	CR	4	32,714	26	37	19	12	5	0	0.33	0.80	0.66

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	66,111	12	73	7	8		1	0.73	0.60	0.55
	2	MC	1	66,111	24	11	54	11		1	0.54	0.46	0.40
	3	MC	1	66,111	11	7	19	61		1	0.61	0.59	0.53
	4	MC	1	66,111	8	66	11	14		1	0.66	0.62	0.57
	5	MC	1	66,111	17	9	62	11		1	0.62	0.55	0.50
	6	MC	1	66,111	9	20	18	51		1	0.51	0.41	0.34
	7	MC	1	66,111	10	21	11	57		1	0.57	0.49	0.43
	8	MC	1	66,111	11	49	19	20		1	0.49	0.41	0.34
	9	MC	1	66,111	13	75	6	6		1	0.75	0.51	0.46
	10	MC	1	66,111	9	63	10	17		1	0.63	0.51	0.44
	11	MC	1	66,111	12	10	63	13		1	0.63	0.55	0.49
	12	MC	1	66,111	12	53	14	20		1	0.53	0.45	0.38
	13	MC	1	66,111	71	11	8	9		1	0.71	0.59	0.54
	14	MC	1	66,111	8	11	13	66		1	0.66	0.60	0.54
	15	MC	1	66,111	11	12	61	15		1	0.61	0.59	0.54
	16	MC	1	66,111	11	8	49	31		1	0.49	0.56	0.50
	17	MC	1	66,111	12	12	11	63		1	0.63	0.46	0.39
	18	MC	1	66,111	14	64	10	11		1	0.64	0.55	0.49
	19	MC	1	66,111	7	8	16	68		1	0.68	0.59	0.54
	20	MC	1	66,111	73	8	8	10		2	0.73	0.63	0.58
	21	MC	1	66,111	17	48	23	11		1	0.48	0.52	0.45
	22	MC	1	66,111	68	9	8	14		2	0.68	0.63	0.59
	23	MC	1	66,111	79	6	6	7		2	0.79	0.59	0.55
	24	MC	1	66,111	15	13	59	12		2	0.59	0.60	0.55
SPEAKING	1	CR	1	66,111	21	79				0	0.79	0.74	0.71
	2	CR	2	66,111	21	18	61			0	0.70	0.87	0.84
	3	CR	2	66,111	27	22	51			0	0.62	0.89	0.86
	4	CR	2	66,111	34	30	36			0	0.51	0.84	0.80
	5	CR	1	66,111	20	80				0	0.80	0.73	0.70
	6	CR	2	66,111	22	24	54			0	0.66	0.87	0.84
	7	CR	2	66,111	30	26	43			0	0.57	0.88	0.84
	8	CR	2	66,111	35	27	37			0	0.51	0.84	0.80
	9	CR	1	66,111	22	78				0	0.78	0.77	0.74
	10	CR	2	*	*	*	*			*	*	*	*
	11	CR	2	66,111	30	23	47			0	0.59	0.89	0.86
	12	CR	2	66,111	37	29	34			0	0.49	0.84	0.80

Note: * Grade Band 1–2 Speaking item 10 was spoiled

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	66,111	51	20	12	16		1	0.51	0.43	0.37
	2	MC	1	66,111	8	15	18	58		2	0.58	0.55	0.50
	3	MC	1	66,111	60	16	12	10		2	0.60	0.59	0.55
	4	MC	1	66,111	54	16	15	13		2	0.54	0.66	0.62
	5	MC	1	66,111	20	9	12	57		2	0.57	0.66	0.62
	6	MC	1	66,111	15	11	8	63		2	0.63	0.53	0.48
	7	MC	1	66,111	46	15	23	15		2	0.46	0.57	0.52
	8	MC	1	66,111	32	12	13	41		2	0.41	0.53	0.48
	9	MC	1	66,111	15	53	10	21		1	0.53	0.64	0.59
	10	MC	1	66,111	13	13	19	53		2	0.53	0.61	0.56
	11	MC	1	66,111	10	61	9	18		2	0.61	0.54	0.49
	12	MC	1	66,111	62	12	12	13		2	0.62	0.57	0.52
	13	MC	1	66,111	17	16	18	47		2	0.47	0.54	0.49
	14	MC	1	66,111	18	53	13	14		2	0.53	0.55	0.51
	15	MC	1	66,111	14	17	54	13		2	0.54	0.63	0.59
	16	MC	1	66,111	21	18	21	38		2	0.38	0.49	0.44
	17	MC	1	66,111	60	12	11	15		2	0.60	0.59	0.54
	18	MC	1	66,111	19	13	17	49		2	0.49	0.65	0.60
	19	MC	1	66,111	45	16	15	22		2	0.45	0.47	0.41
	20	MC	1	66,111	20	21	43	14		2	0.43	0.60	0.56
	21	MC	1	66,111	20	50	13	15		2	0.50	0.58	0.53
	22	MC	1	66,111	47	17	18	16		2	0.47	0.45	0.39
	23	MC	1	66,111	22	17	47	12		2	0.47	0.58	0.54
	24	MC	1	66,111	14	18	20	46		2	0.46	0.53	0.48
	25	MC	1	66,111	25	22	39	12		2	0.39	0.52	0.47
	26	MC	1	66,111	17	42	20	19		2	0.42	0.51	0.46
	27	MC	1	66,111	40	22	18	18		2	0.40	0.50	0.44
WRITING	1	CR	4	66,111	29	24	24	16	6	0	0.36	0.93	0.84
	2	CR	4	66,111	29	26	25	14	6	0	0.35	0.94	0.86
	3	CR	4	66,111	29	24	25	15	7	0	0.37	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	57,546	12	19	59	9		1	0.59	0.60	0.55
	2	MC	1	57,546	7	56	23	14		1	0.56	0.43	0.36
	3	MC	1	57,546	20	14	18	47		1	0.47	0.46	0.39
	4	MC	1	57,546	57	9	12	21		1	0.57	0.52	0.45
	5	MC	1	57,546	17	11	7	64		1	0.64	0.54	0.48
	6	MC	1	57,546	10	13	17	59		1	0.59	0.56	0.50
	7	MC	1	57,546	54	15	17	13		1	0.54	0.54	0.48
	8	MC	1	57,546	10	56	13	20		1	0.56	0.54	0.48
	9	MC	1	57,546	11	9	16	63		1	0.63	0.54	0.48
	10	MC	1	57,546	22	57	11	9		1	0.57	0.53	0.46
	11	MC	1	57,546	22	17	13	47		1	0.47	0.42	0.34
	12	MC	1	57,546	65	12	12	10		1	0.65	0.50	0.44
	13	MC	1	57,546	7	15	63	13		1	0.63	0.62	0.56
	14	MC	1	57,546	11	11	25	52		1	0.52	0.44	0.37
	15	MC	1	57,546	14	16	16	54		1	0.54	0.49	0.42
	16	MC	1	57,546	18	42	26	12		1	0.42	0.39	0.31
	17	MC	1	57,546	13	9	9	68		1	0.68	0.57	0.52
	18	MC	1	57,546	6	12	70	11		1	0.70	0.58	0.52
	19	MC	1	57,546	55	12	18	14		1	0.55	0.48	0.42
	20	MC	1	57,546	66	17	9	7		1	0.66	0.62	0.57
	21	MC	1	57,546	9	73	9	9		1	0.73	0.61	0.56
	22	MC	1	57,546	20	50	18	10		1	0.50	0.51	0.44
	23	MC	1	57,546	13	16	60	9		1	0.60	0.54	0.48
	24	MC	1	57,546	14	21	11	53		1	0.53	0.50	0.43
SPEAKING	1	CR	1	57,546	18	82				0	0.82	0.71	0.69
	2	CR	2	57,546	17	19	65			0	0.74	0.87	0.83
	3	CR	2	57,546	21	21	58			0	0.69	0.89	0.86
	4	CR	2	57,546	28	28	43			0	0.58	0.84	0.80
	5	CR	1	57,546	15	85				0	0.85	0.70	0.68
	6	CR	2	57,546	16	18	66			0	0.75	0.87	0.84
	7	CR	2	57,546	21	21	59			0	0.69	0.89	0.87
	8	CR	2	57,546	26	29	45			0	0.59	0.85	0.81
	9	CR	1	57,546	19	81				0	0.81	0.75	0.72
	10	CR	2	57,546	21	21	58			0	0.69	0.87	0.83
	11	CR	2	57,546	27	26	47			0	0.60	0.86	0.83
	12	CR	2	57,546	31	31	38			0	0.53	0.82	0.77

Table B3B. Item-Level Statistics: Reading and Writing, Grade Band 3–4 (All Schools)

	Item #	Item Type	Max. Points	N-Count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	% Blank/Omit	p-value	Point Biserial	Adj Pt-Bis
READING	1	MC	1	57,546	16	64	10	9		1	0.64	0.58	0.53
	2	MC	1	57,546	18	15	54	12		1	0.54	0.49	0.44
	3	MC	1	57,546	56	14	11	19		1	0.56	0.50	0.45
	4	MC	1	57,546	12	53	17	17		1	0.53	0.50	0.45
	5	MC	1	57,546	21	11	12	55		1	0.55	0.55	0.50
	6	MC	1	57,546	20	11	58	11		1	0.58	0.64	0.59
	7	MC	1	57,546	15	13	49	21		1	0.49	0.45	0.40
	8	MC	1	57,546	20	13	17	49		1	0.49	0.53	0.48
	9	MC	1	57,546	13	9	66	11		1	0.66	0.59	0.54
	10	MC	1	57,546	20	13	57	8		1	0.57	0.61	0.56
	11	MC	1	57,546	10	63	11	14		1	0.63	0.64	0.60
	12	MC	1	57,546	49	12	20	18		1	0.49	0.56	0.51
	13	MC	1	57,546	16	23	23	36		1	0.36	0.32	0.26
	14	MC	1	57,546	9	9	14	66		1	0.66	0.60	0.56
	15	MC	1	57,546	16	55	16	11		1	0.55	0.51	0.46
	16	MC	1	57,546	27	17	41	13		1	0.41	0.38	0.31
	17	MC	1	57,546	9	71	7	12		1	0.71	0.57	0.53
	18	MC	1	57,546	8	68	11	13		1	0.68	0.58	0.54
	19	MC	1	57,546	65	11	13	10		1	0.65	0.61	0.57
	20	MC	1	57,546	19	40	21	19		1	0.40	0.43	0.37
	21	MC	1	57,546	58	12	18	12		1	0.58	0.51	0.45
	22	MC	1	57,546	54	15	12	18		1	0.54	0.54	0.49
	23	MC	1	57,546	13	14	10	62		1	0.62	0.65	0.61
	24	MC	1	57,546	52	22	14	10		1	0.52	0.53	0.48
	25	MC	1	57,546	13	61	10	15		1	0.61	0.63	0.58
	26	MC	1	57,546	16	18	47	17		1	0.47	0.42	0.36
	27	MC	1	57,546	10	12	13	63		2	0.63	0.65	0.61
WRITING	1	CR	4	57,546	19	18	30	24	9	0	0.47	0.94	0.86
	2	CR	4	57,546	20	19	30	22	8	0	0.45	0.94	0.87
	3	CR	4	57,546	23	19	28	21	9	0	0.43	0.93	0.85

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	50,234	6	57	20	16		1	0.57	0.47	0.41
	2	MC	1	50,234	15	9	11	65		1	0.65	0.62	0.57
	3	MC	1	50,234	58	20	11	10		1	0.58	0.56	0.51
	4	MC	1	50,234	75	7	6	11		1	0.75	0.61	0.56
	5	MC	1	50,234	23	12	7	57		1	0.57	0.56	0.51
	6	MC	1	50,234	13	57	16	13		1	0.57	0.45	0.38
	7	MC	1	50,234	9	17	7	66		1	0.66	0.66	0.61
	8	MC	1	50,234	16	58	12	13		1	0.58	0.58	0.53
	9	MC	1	50,234	14	71	10	5		1	0.71	0.57	0.52
	10	MC	1	50,234	6	8	18	67		1	0.67	0.49	0.43
	11	MC	1	50,234	16	14	53	16		1	0.53	0.38	0.30
	12	MC	1	50,234	19	11	55	14		1	0.55	0.47	0.40
	13	MC	1	50,234	71	13	6	9		1	0.71	0.61	0.56
	14	MC	1	50,234	8	14	15	63		1	0.63	0.50	0.44
	15	MC	1	50,234	54	16	8	21		1	0.54	0.47	0.41
	16	MC	1	50,234	18	57	11	12		1	0.57	0.52	0.45
	17	MC	1	50,234	10	64	14	11		1	0.64	0.60	0.55
	18	MC	1	50,234	10	10	72	8		1	0.72	0.62	0.57
	19	MC	1	50,234	11	69	8	11		1	0.69	0.64	0.59
	20	MC	1	50,234	7	6	78	8		1	0.78	0.59	0.54
	21	MC	1	50,234	11	7	12	69		1	0.69	0.61	0.56
	22	MC	1	50,234	16	11	60	12		1	0.60	0.58	0.53
	23	MC	1	50,234	56	21	11	12		1	0.56	0.47	0.41
	24	MC	1	50,234	11	62	12	14		1	0.62	0.54	0.49
SPEAKING	1	CR	1	50,234	15	85				0	0.85	0.70	0.67
	2	CR	2	50,234	17	19	63			0	0.73	0.86	0.83
	3	CR	2	50,234	22	22	56			0	0.67	0.89	0.87
	4	CR	2	50,234	26	27	47			0	0.60	0.86	0.82
	5	CR	1	50,234	17	83				0	0.83	0.74	0.71
	6	CR	2	50,234	18	17	65			0	0.74	0.87	0.84
	7	CR	2	50,234	24	23	53			0	0.64	0.89	0.86
	8	CR	2	50,234	28	29	44			0	0.58	0.85	0.81
	9	CR	1	50,234	14	86				0	0.86	0.70	0.67
	10	CR	2	50,234	18	20	61			0	0.72	0.87	0.84
	11	CR	2	50,234	24	23	53			0	0.64	0.89	0.86
	12	CR	2	50,234	27	26	47			0	0.60	0.87	0.83

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	50,234	64	10	17	8		1	0.64	0.54	0.49
	2	MC	1	50,234	11	67	9	12		1	0.67	0.58	0.53
	3	MC	1	50,234	20	10	10	58		1	0.58	0.58	0.53
	4	MC	1	50,234	18	15	48	18		1	0.48	0.40	0.34
	5	MC	1	50,234	15	16	17	51		1	0.51	0.55	0.50
	6	MC	1	50,234	11	12	9	67		1	0.67	0.50	0.45
	7	MC	1	50,234	66	11	14	8		1	0.66	0.65	0.61
	8	MC	1	50,234	14	9	60	16		1	0.60	0.62	0.57
	9	MC	1	50,234	10	15	64	10		1	0.64	0.56	0.52
	10	MC	1	50,234	13	9	68	9		1	0.68	0.62	0.58
	11	MC	1	50,234	13	64	7	15		1	0.64	0.60	0.55
	12	MC	1	50,234	49	12	28	9		1	0.49	0.42	0.36
	13	MC	1	50,234	13	32	44	10		1	0.44	0.46	0.41
	14	MC	1	50,234	63	15	12	9		1	0.63	0.54	0.49
	15	MC	1	50,234	17	14	21	47		1	0.47	0.49	0.44
	16	MC	1	50,234	12	16	53	18		1	0.53	0.56	0.51
	17	MC	1	50,234	75	9	8	7		1	0.75	0.61	0.57
	18	MC	1	50,234	7	53	19	20		1	0.53	0.55	0.50
	19	MC	1	50,234	9	12	64	15		1	0.64	0.57	0.52
	20	MC	1	50,234	60	14	12	12		1	0.60	0.57	0.52
	21	MC	1	50,234	15	20	12	52		1	0.52	0.55	0.50
	22	MC	1	50,234	16	55	14	13		1	0.55	0.52	0.47
	23	MC	1	50,234	68	10	13	8		1	0.68	0.63	0.59
	24	MC	1	50,234	17	55	16	11		1	0.55	0.52	0.47
	25	MC	1	50,234	11	11	65	11		1	0.65	0.55	0.50
	26	MC	1	50,234	51	15	11	21		1	0.51	0.57	0.52
	27	MC	1	50,234	14	50	14	20		1	0.50	0.54	0.49
WRITING	1	CR	4	50,234	21	17	27	24	11	0	0.47	0.94	0.85
	2	CR	4	50,234	18	18	30	24	10	0	0.48	0.94	0.87
	3	CR	4	50,234	18	18	30	24	11	0	0.48	0.94	0.86

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	40,085	73	11	8	8		1	0.73	0.60	0.55
	2	MC	1	40,085	15	25	50	9		1	0.50	0.43	0.36
	3	MC	1	40,085	8	68	12	11		1	0.68	0.60	0.54
	4	MC	1	40,085	6	69	14	9		1	0.69	0.58	0.53
	5	MC	1	40,085	21	11	57	9		1	0.57	0.52	0.45
	6	MC	1	40,085	13	15	58	14		1	0.58	0.49	0.42
	7	MC	1	40,085	10	8	14	67		1	0.67	0.61	0.56
	8	MC	1	40,085	13	11	43	31		1	0.43	0.46	0.40
	9	MC	1	40,085	22	60	10	7		1	0.60	0.43	0.37
	10	MC	1	40,085	10	67	11	11		1	0.67	0.63	0.58
	11	MC	1	40,085	51	9	32	8		1	0.51	0.54	0.48
	12	MC	1	40,085	60	15	17	7		1	0.60	0.47	0.41
	13	MC	1	40,085	5	9	63	21		1	0.63	0.47	0.41
	14	MC	1	40,085	60	20	7	12		1	0.60	0.60	0.55
	15	MC	1	40,085	9	63	19	8		1	0.63	0.62	0.57
	16	MC	1	40,085	9	11	24	56		1	0.56	0.48	0.41
	17	MC	1	40,085	6	64	24	5		1	0.64	0.62	0.57
	18	MC	1	40,085	8	11	58	22		1	0.58	0.50	0.44
	19	MC	1	40,085	50	9	9	31		1	0.50	0.46	0.39
	20	MC	1	40,085	6	7	78	7		1	0.78	0.52	0.47
	21	MC	1	40,085	17	62	9	11		1	0.62	0.56	0.51
	22	MC	1	40,085	44	10	21	24		1	0.44	0.49	0.42
	23	MC	1	40,085	13	10	12	65		1	0.65	0.57	0.51
	24	MC	1	40,085	69	14	7	9		1	0.69	0.52	0.46
SPEAKING	1	CR	1	40,085	17	83				0	0.83	0.71	0.68
	2	CR	2	40,085	18	19	62			0	0.72	0.86	0.83
	3	CR	2	40,085	24	19	58			0	0.67	0.90	0.87
	4	CR	2	40,085	25	23	52			0	0.63	0.88	0.86
	5	CR	1	40,085	19	81				0	0.81	0.74	0.71
	6	CR	2	40,085	25	20	55			0	0.65	0.88	0.85
	7	CR	2	40,085	30	23	47			0	0.59	0.88	0.85
	8	CR	2	40,085	32	26	42			0	0.55	0.86	0.82
	9	CR	1	40,085	14	86				0	0.86	0.67	0.64
	10	CR	2	40,085	24	21	56			0	0.66	0.88	0.85
	11	CR	2	40,085	27	22	51			0	0.62	0.89	0.87
	12	CR	2	40,085	28	21	51			0	0.61	0.89	0.86

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	40,085	8	9	73	9		1	0.73	0.54	0.49
	2	MC	1	40,085	53	18	19	9		1	0.53	0.37	0.30
	3	MC	1	40,085	12	12	61	14		1	0.61	0.58	0.53
	4	MC	1	40,085	21	64	10	4		1	0.64	0.54	0.49
	5	MC	1	40,085	22	11	52	13		1	0.52	0.52	0.46
	6	MC	1	40,085	22	18	18	41		1	0.41	0.38	0.32
	7	MC	1	40,085	10	15	64	10		1	0.64	0.64	0.59
	8	MC	1	40,085	56	15	19	9		1	0.56	0.60	0.55
	9	MC	1	40,085	54	13	22	11		1	0.54	0.42	0.36
	10	MC	1	40,085	8	12	19	60		1	0.60	0.59	0.54
	11	MC	1	40,085	21	17	10	51		1	0.51	0.50	0.44
	12	MC	1	40,085	14	57	17	11		1	0.57	0.53	0.48
	13	MC	1	40,085	18	11	13	57		1	0.57	0.47	0.41
	14	MC	1	40,085	56	21	12	10		1	0.56	0.57	0.51
	15	MC	1	40,085	19	8	64	7		1	0.64	0.51	0.45
	16	MC	1	40,085	52	14	15	19		1	0.52	0.55	0.50
	17	MC	1	40,085	7	76	9	7		1	0.76	0.55	0.51
	18	MC	1	40,085	69	12	11	7		1	0.69	0.60	0.55
	19	MC	1	40,085	47	22	16	14		1	0.47	0.43	0.37
	20	MC	1	40,085	16	9	57	16		1	0.57	0.54	0.48
	21	MC	1	40,085	16	25	40	17		1	0.40	0.41	0.35
	22	MC	1	40,085	60	16	12	11		1	0.60	0.56	0.50
	23	MC	1	40,085	13	68	9	9		1	0.68	0.61	0.56
	24	MC	1	40,085	56	10	12	21		1	0.56	0.48	0.42
	25	MC	1	40,085	20	62	7	10		1	0.62	0.53	0.48
	26	MC	1	40,085	11	61	15	11		1	0.61	0.55	0.50
	27	MC	1	40,085	9	17	64	9		1	0.64	0.57	0.52
WRITING	1	CR	4	40,085	23	19	26	22	10	0	0.44	0.92	0.83
	2	CR	4	40,085	23	22	26	21	9	0	0.43	0.93	0.84
	3	CR	4	40,085	23	19	24	22	12	0	0.45	0.93	0.83

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	63,464	9	63	15	12		1	0.63	0.60	0.54
	2	MC	1	63,464	7	62	12	18		1	0.62	0.57	0.51
	3	MC	1	63,464	21	15	54	9		1	0.54	0.52	0.45
	4	MC	1	63,464	9	74	7	8		1	0.74	0.51	0.45
	5	MC	1	63,464	69	8	10	13		1	0.69	0.52	0.46
	6	MC	1	63,464	18	8	66	7		1	0.66	0.58	0.52
	7	MC	1	63,464	15	48	14	22		1	0.48	0.58	0.52
	8	MC	1	63,464	58	6	22	12		1	0.58	0.52	0.45
	9	MC	1	63,464	9	13	11	66		1	0.66	0.36	0.29
	10	MC	1	63,464	8	25	6	59		1	0.59	0.65	0.60
	11	MC	1	63,464	18	59	12	9		1	0.59	0.60	0.54
	12	MC	1	63,464	69	7	10	12		1	0.69	0.60	0.55
	13	MC	1	63,464	13	63	6	17		1	0.63	0.60	0.55
	14	MC	1	63,464	9	10	67	12		1	0.67	0.55	0.50
	15	MC	1	63,464	16	54	15	14		1	0.54	0.49	0.42
	16	MC	1	63,464	50	29	12	8		1	0.50	0.45	0.39
	17	MC	1	63,464	14	67	11	7		1	0.67	0.66	0.61
	18	MC	1	63,464	12	16	64	7		1	0.64	0.49	0.42
	19	MC	1	63,464	58	28	7	5		1	0.58	0.43	0.36
	20	MC	1	63,464	71	8	7	12		1	0.71	0.56	0.51
	21	MC	1	63,464	15	6	16	61		1	0.61	0.51	0.45
	22	MC	1	63,464	67	14	11	6		1	0.67	0.56	0.50
	23	MC	1	63,464	52	18	6	22		1	0.52	0.40	0.33
	24	MC	1	63,464	12	13	26	48		1	0.48	0.49	0.42
SPEAKING	1	CR	1	63,464	21	79				0	0.79	0.76	0.74
	2	CR	2	63,464	22	22	57			0	0.68	0.88	0.85
	3	CR	2	63,464	24	18	58			0	0.67	0.92	0.90
	4	CR	2	63,464	29	25	46			0	0.59	0.89	0.86
	5	CR	1	63,464	17	83				0	0.83	0.74	0.72
	6	CR	2	63,464	18	18	64			0	0.73	0.88	0.85
	7	CR	2	63,464	26	20	54			0	0.64	0.91	0.89
	8	CR	2	63,464	30	23	46			0	0.58	0.89	0.86
	9	CR	1	63,464	19	81				0	0.81	0.77	0.75
	10	CR	2	63,464	25	18	57			0	0.66	0.89	0.87
	11	CR	2	63,464	27	19	54			0	0.64	0.92	0.89
	12	CR	2	63,464	32	23	46			0	0.57	0.89	0.86

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	63,464	70	10	15	3		1	0.70	0.56	0.51
	2	MC	1	63,464	10	15	67	7		1	0.67	0.53	0.48
	3	MC	1	63,464	8	72	13	6		1	0.72	0.53	0.48
	4	MC	1	63,464	6	69	7	16		1	0.69	0.49	0.43
	5	MC	1	63,464	67	7	7	17		1	0.67	0.48	0.42
	6	MC	1	63,464	9	14	16	59		1	0.59	0.53	0.47
	7	MC	1	63,464	14	13	48	23		1	0.48	0.51	0.45
	8	MC	1	63,464	12	20	16	50		2	0.50	0.56	0.50
	9	MC	1	63,464	72	9	9	10		1	0.72	0.53	0.48
	10	MC	1	63,464	10	56	21	12		1	0.56	0.45	0.39
	11	MC	1	63,464	19	29	15	37		1	0.37	0.42	0.36
	12	MC	1	63,464	9	8	72	9		1	0.72	0.48	0.43
	13	MC	1	63,464	63	10	13	12		1	0.63	0.50	0.44
	14	MC	1	63,464	63	13	12	11		1	0.63	0.46	0.40
	15	MC	1	63,464	13	60	14	11		1	0.60	0.51	0.46
	16	MC	1	63,464	33	6	14	46		1	0.46	0.38	0.32
	17	MC	1	63,464	70	17	8	4		1	0.70	0.61	0.56
	18	MC	1	63,464	10	15	68	6		1	0.68	0.67	0.62
	19	MC	1	63,464	10	59	18	12		1	0.59	0.57	0.51
	20	MC	1	63,464	13	14	56	16		1	0.56	0.61	0.56
	21	MC	1	63,464	13	36	22	28		2	0.36	0.36	0.30
	22	MC	1	63,464	77	8	8	5		1	0.77	0.52	0.48
	23	MC	1	63,464	7	17	18	57		2	0.57	0.64	0.59
	24	MC	1	63,464	76	11	7	5		2	0.76	0.56	0.51
	25	MC	1	63,464	26	10	49	13		2	0.49	0.50	0.45
	26	MC	1	63,464	9	15	63	11		2	0.63	0.54	0.49
	27	MC	1	63,464	16	10	12	61		2	0.61	0.62	0.57
WRITING	1	CR	4	63,464	19	17	26	24	14	0	0.49	0.93	0.84
	2	CR	4	63,464	20	18	26	23	12	0	0.47	0.93	0.84
	3	CR	4	63,464	20	16	25	24	15	0	0.50	0.93	0.83

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	32,726	-0.89	-0.02	0.01	0.96	0.94	—
	2	32,726	-1.26	0.30	0.01	1.30	1.59	√
	3	32,726	-0.71	-0.20	0.01	1.09	1.11	—
	4	32,726	-1.35	0.03	0.01	0.98	1.02	—
	5	32,726	-0.89	0.00	0.01	0.92	0.88	—
	6	32,726	-1.46	0.00	0.01	0.92	0.82	—
	7	32,726	-1.17	0.00	0.01	0.97	0.92	—
	8	32,726	-0.89	0.00	0.01	1.07	1.08	—
	9	32,726	-1.43	0.00	0.01	0.90	0.79	—
	10	32,726	-0.99	0.00	0.01	1.15	1.19	—
	11	32,726	-1.04	0.00	0.01	1.03	1.03	—
	12	32,726	-1.42	0.00	0.01	0.90	0.81	—
	13	32,726	-0.34	-0.01	0.01	1.17	1.26	—
	14	32,726	-1.58	0.00	0.01	0.87	0.73	—
	15	32,726	-0.75	-0.09	0.01	1.03	1.03	—
	16	32,726	-1.10	0.00	0.01	0.96	0.95	—
	17	32,726	-1.68	0.05	0.01	0.87	0.74	—
	18	32,726	-0.46	0.00	0.01	1.11	1.17	—
	19	32,726	-1.24	0.00	0.01	0.94	0.88	—
SPEAKING	1	32,726	-1.25	0.00	0.01	1.04	1.35	√
	2	32,726	-0.56	0.00	0.00	0.99	1.03	—
	3	32,726	-0.17	0.00	0.00	0.94	0.88	—
	4	32,726	0.30	0.00	0.00	1.01	1.08	—
	5	32,726	-1.31	-0.07	0.01	0.95	0.95	—
	6	32,726	-0.75	-0.04	0.01	0.96	1.06	—
	7	32,726	-0.20	0.05	0.00	1.01	0.97	—
	8	32,726	0.29	-0.02	0.00	1.06	1.14	—
	9	32,726	-1.25	0.00	0.01	1.05	0.94	—
	10	32,726	-0.53	0.00	0.00	0.99	1.03	—
	11	32,726	-0.03	0.00	0.00	0.97	0.90	—
	12	32,726	0.34	0.00	0.00	0.94	0.95	—

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	32,726	-1.73	0.00	0.01	0.84	0.69	√
	2	32,726	-1.94	0.17	0.01	1.04	0.90	—
	3	32,726	-1.74	0.00	0.01	0.88	0.75	—
	4	32,726	-1.98	0.05	0.01	0.92	0.76	—
	5	32,726	-0.94	0.00	0.01	1.17	1.27	—
	6	32,726	-1.26	0.00	0.01	0.93	0.83	—
	7	32,726	-1.42	-0.03	0.01	0.89	0.84	—
	8	32,726	-1.16	0.00	0.01	0.83	0.73	—
	9	32,726	-1.47	0.00	0.01	0.95	0.82	—
	10	32,726	-1.11	0.07	0.01	0.96	0.91	—
	11	32,726	-0.78	0.00	0.01	1.07	1.10	—
	12	32,726	-1.08	0.00	0.01	0.84	0.78	—
	13	32,726	-1.14	0.00	0.01	0.99	0.92	—
	14	32,726	-0.97	0.00	0.01	0.94	0.91	—
	15	32,726	-0.77	-0.04	0.01	1.08	1.09	—
	16	32,726	-0.61	-0.19	0.01	1.31	1.44	√
	17	32,726	-0.37	0.00	0.01	1.29	1.56	√
	18	32,726	-0.48	0.00	0.01	1.22	1.39	√
WRITING	1	32,726	-1.53	0.00	0.01	0.91	3.54	√
	2	32,726	-1.66	0.00	0.01	0.97	6.10	√
	3	32,726	-1.40	-0.08	0.01	0.97	6.57	√
	4	32,726	-1.15	0.00	0.01	1.14	5.39	√
	5	32,726	-0.81	0.00	0.00	1.09	1.12	—
	6	32,726	-0.62	0.00	0.00	1.01	1.12	—
	7	32,726	-0.02	0.01	0.00	0.94	0.76	—
	8	32,726	0.51	0.00	0.00	1.03	1.21	—

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	63,498	-1.41	0.00	0.01	0.87	0.76	—
	2	63,498	-0.45	0.00	0.01	1.15	1.18	—
	3	63,498	-0.81	0.00	0.01	0.93	0.87	—
	4	63,498	-1.06	0.00	0.01	0.88	0.79	—
	5	63,498	-0.87	0.00	0.01	0.99	0.95	—
	6	63,498	-0.34	0.00	0.01	1.26	1.37	√
	7	63,498	-0.61	0.00	0.01	1.11	1.15	—
	8	63,498	-0.21	0.00	0.01	1.27	1.38	√
	9	63,498	-1.41	-0.09	0.01	0.96	0.91	—
	10	63,498	-0.96	0.05	0.01	1.08	1.05	—
	11	63,498	-0.83	-0.09	0.01	0.99	0.95	—
	12	63,498	-0.48	0.08	0.01	1.19	1.29	—
	13	63,498	-1.36	0.02	0.01	0.90	0.80	—
	14	63,498	-0.98	-0.09	0.01	0.89	0.83	—
	15	63,498	-0.90	0.09	0.01	0.95	0.90	—
	16	63,498	-0.21	-0.01	0.01	0.98	1.00	—
	17	63,498	-0.91	0.00	0.01	1.15	1.24	—
	18	63,498	-0.94	0.00	0.01	1.00	1.01	—
	19	63,498	-1.14	0.00	0.01	0.90	0.81	—
	20	63,498	-1.41	0.00	0.01	0.83	0.68	√
	21	63,498	-0.19	0.00	0.01	1.05	1.10	—
	22	63,498	-1.13	0.00	0.01	0.84	0.76	—
	23	63,498	-1.81	0.00	0.01	0.83	0.62	√
	24	63,498	-0.72	0.00	0.01	0.92	0.85	—
SPEAKING	1	63,498	-1.24	-0.08	0.01	1.01	1.00	—
	2	63,498	-0.75	-0.01	0.00	1.00	0.97	—
	3	63,498	-0.42	0.01	0.00	0.92	0.86	—
	4	63,498	0.04	0.02	0.00	1.06	1.09	—
	5	63,498	-1.40	0.00	0.01	1.12	1.16	—
	6	63,498	-0.59	0.00	0.00	1.00	1.14	—
	7	63,498	-0.17	0.00	0.00	0.92	0.90	—
	8	63,498	0.07	0.00	0.00	1.04	1.05	—
	9	63,498	-1.22	0.00	0.01	0.96	0.85	—
	10	*	*	*	*	*	*	*
	11	63,498	-0.25	0.00	0.00	0.88	0.83	—
	12	63,498	0.16	0.00	0.00	0.95	0.96	—

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

* Grade Band 1–2 Speaking item 10 was spoiled.

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	63,498	-0.18	0.00	0.01	1.21	1.29	—
	2	63,498	-0.52	0.00	0.01	0.98	0.97	—
	3	63,498	-0.63	0.00	0.01	0.90	0.84	—
	4	63,498	-0.31	0.00	0.01	0.82	0.74	—
	5	63,498	-0.51	0.00	0.01	0.81	0.72	—
	6	63,498	-0.83	0.00	0.01	0.97	0.95	—
	7	63,498	0.11	0.00	0.01	1.02	1.04	—
	8	63,498	0.34	0.00	0.01	1.09	1.13	—
	9	63,498	-0.22	-0.05	0.01	0.87	0.81	—
	10	63,498	-0.29	-0.03	0.01	0.90	0.94	—
	11	63,498	-0.73	0.03	0.01	0.97	0.98	—
	12	63,498	-0.68	-0.08	0.01	0.92	0.85	—
	13	63,498	-0.01	0.04	0.01	1.05	1.06	—
	14	63,498	-0.27	0.00	0.01	1.00	0.98	—
	15	63,498	-0.36	0.01	0.01	0.87	0.82	—
	16	63,498	0.54	-0.02	0.01	1.15	1.20	—
	17	63,498	-0.67	0.00	0.01	0.91	0.82	—
	18	63,498	-0.10	0.00	0.01	0.87	0.84	—
	19	63,498	0.16	0.00	0.01	1.19	1.28	—
	20	63,498	0.25	0.00	0.01	0.95	0.94	—
	21	63,498	-0.12	0.00	0.01	0.97	0.93	—
	22	63,498	0.02	0.00	0.01	1.22	1.27	—
	23	63,498	0.04	0.00	0.01	0.98	0.95	—
	24	63,498	0.08	0.00	0.01	1.08	1.08	—
	25	63,498	0.48	0.00	0.01	1.09	1.14	—
	26	63,498	0.31	0.00	0.01	1.11	1.14	—
	27	63,498	0.41	0.00	0.01	1.14	1.17	—
WRITING	1	63,498	0.21	0.00	0.00	0.86	0.86	—
	2	63,498	0.25	0.01	0.00	0.71	0.72	—
	3	63,498	0.19	0.00	0.00	0.74	0.76	—

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	55,437	-0.47	0.00	0.01	0.89	0.82	—
	2	55,437	-0.33	0.00	0.01	1.14	1.21	—
	3	55,437	0.09	0.00	0.01	1.10	1.15	—
	4	55,437	-0.38	0.00	0.01	1.01	1.01	—
	5	55,437	-0.69	0.00	0.01	0.96	0.90	—
	6	55,437	-0.47	0.00	0.01	0.94	0.91	—
	7	55,437	-0.21	0.00	0.01	0.98	0.97	—
	8	55,437	-0.35	0.00	0.01	0.98	0.95	—
	9	55,437	-0.43	-0.25	0.01	0.95	0.92	—
	10	55,437	-0.38	0.00	0.01	1.00	0.99	—
	11	55,437	0.00	0.09	0.01	1.16	1.22	—
	12	55,437	-0.76	-0.01	0.01	1.01	1.02	—
	13	55,437	-0.77	0.08	0.01	0.87	0.79	—
	14	55,437	-0.28	0.13	0.01	1.14	1.21	—
	15	55,437	-0.23	0.00	0.01	1.07	1.09	—
	16	55,437	0.28	0.01	0.01	1.20	1.29	—
	17	55,437	-0.94	0.00	0.01	0.89	0.85	—
	18	55,437	-1.05	0.00	0.01	0.88	0.80	—
	19	55,437	-0.30	0.00	0.01	1.07	1.12	—
	20	55,437	-0.80	0.00	0.01	0.84	0.76	—
	21	55,437	-1.17	0.00	0.01	0.82	0.69	√
	22	55,437	-0.07	0.00	0.01	1.03	1.05	—
	23	55,437	-0.55	0.00	0.01	0.97	0.92	—
	24	55,437	-0.19	0.00	0.01	1.05	1.06	—
SPEAKING	1	55,437	-1.34	0.00	0.01	1.19	1.28	—
	2	55,437	-0.88	0.00	0.00	0.99	0.97	—
	3	55,437	-0.65	0.00	0.00	0.85	0.80	—
	4	55,437	-0.16	0.00	0.00	1.08	1.06	—
	5	55,437	-1.54	-0.02	0.01	1.15	1.04	—
	6	55,437	-0.91	-0.01	0.00	0.94	0.91	—
	7	55,437	-0.64	-0.01	0.00	0.84	0.77	—
	8	55,437	-0.22	-0.01	0.00	1.01	0.97	—
	9	55,437	-1.25	0.00	0.01	1.01	1.06	—
	10	55,437	-0.62	0.00	0.00	1.02	1.11	—
	11	55,437	-0.24	0.00	0.00	0.94	0.90	—
	12	55,437	0.03	0.00	0.00	1.07	1.05	—

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	55,437	-0.72	0.00	0.01	0.92	0.89	—
	2	55,437	-0.22	0.00	0.01	1.09	1.08	—
	3	55,437	-0.33	0.00	0.01	1.07	1.13	—
	4	55,437	-0.19	0.00	0.01	1.08	1.10	—
	5	55,437	-0.27	0.00	0.01	1.00	0.95	—
	6	55,437	-0.42	0.00	0.01	0.85	0.79	—
	7	55,437	-0.02	0.00	0.01	1.16	1.22	—
	8	55,437	-0.01	0.00	0.01	1.03	1.06	—
	9	55,437	-0.66	-0.20	0.01	0.87	0.80	—
	10	55,437	-0.34	-0.04	0.01	0.90	0.84	—
	11	55,437	-0.74	0.05	0.01	0.84	0.73	—
	12	55,437	-0.16	0.18	0.01	1.00	0.97	—
	13	55,437	0.54	0.11	0.01	1.32	1.51	√
	14	55,437	-0.90	0.05	0.01	0.88	0.81	—
	15	55,437	-0.31	-0.01	0.01	1.05	1.06	—
	16	55,437	0.46	-0.06	0.01	1.29	1.44	√
	17	55,437	-1.11	0.00	0.01	0.88	0.81	—
	18	55,437	-0.92	0.00	0.01	0.90	0.79	—
	19	55,437	-0.79	0.00	0.01	0.86	0.77	—
	20	55,437	0.46	0.00	0.01	1.17	1.31	√
	21	55,437	-0.43	0.00	0.01	1.05	1.09	—
	22	55,437	-0.25	0.00	0.01	1.01	0.99	—
	23	55,437	-0.66	0.00	0.01	0.82	0.72	—
	24	55,437	-0.16	0.00	0.01	1.03	1.03	—
	25	55,437	-0.59	0.00	0.01	0.86	0.77	—
	26	55,437	0.10	0.00	0.01	1.21	1.27	—
	27	55,437	-0.69	0.00	0.01	0.81	0.70	—
WRITING	1	55,437	-0.01	0.00	0.00	0.70	0.70	—
	2	55,437	0.07	0.00	0.00	0.63	0.64	√
	3	55,437	0.15	0.00	0.00	0.73	0.73	—

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	48,734	-0.28	0.00	0.01	1.14	1.21	—
	2	48,734	-0.68	0.00	0.01	0.88	0.81	—
	3	48,734	-0.31	0.00	0.01	0.99	0.97	—
	4	48,734	-1.28	0.00	0.01	0.85	0.73	—
	5	48,734	-0.28	0.00	0.01	0.99	1.01	—
	6	48,734	-0.25	0.00	0.01	1.19	1.26	—
	7	48,734	-0.75	0.00	0.01	0.82	0.72	—
	8	48,734	-0.30	0.00	0.01	0.95	0.93	—
	9	48,734	-1.08	0.05	0.01	0.95	0.93	—
	10	48,734	-0.87	0.09	0.01	1.11	1.22	—
	11	48,734	-0.10	0.02	0.01	1.31	1.44	√
	12	48,734	-0.08	-0.10	0.01	1.14	1.19	—
	13	48,734	-1.09	0.07	0.01	0.90	0.80	—
	14	48,734	-0.47	-0.10	0.01	1.08	1.07	—
	15	48,734	-0.12	0.03	0.01	1.15	1.19	—
	16	48,734	-0.25	0.00	0.01	1.08	1.10	—
	17	48,734	-0.64	0.00	0.01	0.92	0.89	—
	18	48,734	-1.08	0.00	0.01	0.86	0.72	—
	19	48,734	-0.92	0.00	0.01	0.84	0.73	—
	20	48,734	-1.48	0.00	0.01	0.85	0.72	—
	21	48,734	-0.90	0.00	0.01	0.89	0.81	—
	22	48,734	-0.41	0.00	0.01	0.96	0.93	—
	23	48,734	-0.20	0.00	0.01	1.15	1.20	—
	24	48,734	-0.50	0.00	0.01	1.02	0.99	—
SPEAKING	1	48,734	-1.34	-0.11	0.01	1.13	1.05	—
	2	48,734	-0.66	-0.03	0.00	1.09	1.09	—
	3	48,734	-0.40	0.00	0.00	0.88	0.84	—
	4	48,734	-0.14	0.02	0.00	1.05	1.01	—
	5	48,734	-1.26	0.00	0.01	1.07	1.03	—
	6	48,734	-0.72	0.00	0.00	1.03	0.95	—
	7	48,734	-0.30	0.00	0.00	0.93	0.89	—
	8	48,734	-0.03	0.00	0.00	1.05	1.02	—
	9	48,734	-1.47	0.00	0.01	1.15	1.57	√
	10	48,734	-0.62	0.00	0.00	1.07	1.11	—
	11	48,734	-0.30	0.00	0.00	0.89	0.85	—
	12	48,734	-0.13	0.00	0.00	0.99	0.93	—

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	48,734	-0.51	0.00	0.01	1.00	0.97	—
	2	48,734	-0.66	0.00	0.01	0.91	0.91	—
	3	48,734	-0.25	0.00	0.01	0.96	0.95	—
	4	48,734	0.20	0.00	0.01	1.28	1.40	√
	5	48,734	0.05	0.00	0.01	1.02	1.03	—
	6	48,734	-0.61	0.00	0.01	1.04	1.08	—
	7	48,734	-0.58	0.00	0.01	0.81	0.71	—
	8	48,734	-0.31	0.00	0.01	0.90	0.84	—
	9	48,734	-0.56	0.07	0.01	0.97	1.08	—
	10	48,734	-0.76	0.06	0.01	0.87	0.79	—
	11	48,734	-0.53	0.01	0.01	0.91	0.86	—
	12	48,734	0.08	0.05	0.01	1.25	1.35	√
	13	48,734	0.33	0.04	0.01	1.14	1.24	—
	14	48,734	-0.44	-0.02	0.01	1.01	0.95	—
	15	48,734	0.45	-0.22	0.01	1.18	1.29	—
	16	48,734	-0.12	0.08	0.01	1.02	0.99	—
	17	48,734	-1.02	0.00	0.01	0.83	0.62	√
	18	48,734	-0.02	0.00	0.01	1.03	1.06	—
	19	48,734	-0.48	0.00	0.01	0.96	0.94	—
	20	48,734	-0.35	0.00	0.01	0.98	0.94	—
	21	48,734	0.01	0.00	0.01	1.03	1.03	—
	22	48,734	-0.12	0.00	0.01	1.07	1.08	—
	23	48,734	-0.68	0.00	0.01	0.83	0.71	—
	24	48,734	-0.11	0.00	0.01	1.07	1.06	—
	25	48,734	-0.56	0.00	0.01	0.98	1.03	—
	26	48,734	0.04	0.00	0.01	1.00	0.99	—
	27	48,734	0.09	0.00	0.01	1.03	1.03	—
WRITING	1	48,734	0.01	0.00	0.00	0.75	0.75	—
	2	48,734	0.00	0.00	0.00	0.61	0.62	√
	3	48,734	-0.03	0.00	0.00	0.70	0.70	—

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	38,837	-1.06	0.00	0.01	0.86	0.74	—
	2	38,837	0.11	0.00	0.01	1.17	1.23	—
	3	38,837	-0.80	0.00	0.01	0.89	0.83	—
	4	38,837	-0.89	0.00	0.01	0.90	0.84	—
	5	38,837	-0.26	0.00	0.01	1.04	1.06	—
	6	38,837	-0.30	0.00	0.01	1.09	1.12	—
	7	38,837	-0.77	0.00	0.01	0.87	0.80	—
	8	38,837	0.41	0.00	0.01	1.09	1.18	—
	9	38,837	-0.43	0.02	0.01	1.17	1.29	—
	10	38,837	-0.77	0.00	0.01	0.84	0.76	—
	11	38,837	0.04	0.02	0.01	1.01	1.01	—
	12	38,837	-0.33	-0.07	0.01	1.10	1.16	—
	13	38,837	-0.51	-0.07	0.01	1.09	1.08	—
	14	38,837	-0.50	0.09	0.01	0.92	0.87	—
	15	38,837	-0.58	0.01	0.01	0.86	0.79	—
	16	38,837	-0.19	0.01	0.01	1.10	1.14	—
	17	38,837	-0.60	0.00	0.01	0.87	0.81	—
	18	38,837	-0.29	0.00	0.01	1.06	1.08	—
	19	38,837	0.08	0.00	0.01	1.14	1.20	—
	20	38,837	-1.41	0.00	0.01	0.93	0.84	—
	21	38,837	-0.49	0.00	0.01	0.96	0.91	—
	22	38,837	0.39	0.00	0.01	1.07	1.12	—
	23	38,837	-0.64	0.00	0.01	0.94	0.93	—
	24	38,837	-0.89	0.00	0.01	1.00	0.97	—
SPEAKING	1	38,837	-1.30	-0.04	0.01	1.12	1.38	√
	2	38,837	-0.69	0.00	0.00	1.23	1.29	—
	3	38,837	-0.46	0.00	0.00	0.97	0.89	—
	4	38,837	-0.29	-0.01	0.00	1.05	0.98	—
	5	38,837	-1.17	0.00	0.01	1.16	1.87	√
	6	38,837	-0.36	0.00	0.00	1.15	1.11	—
	7	38,837	-0.11	0.00	0.00	1.00	0.92	—
	8	38,837	0.05	0.00	0.00	1.07	1.03	—
	9	38,837	-1.59	0.00	0.01	1.29	2.87	√
	10	38,837	-0.41	0.00	0.00	1.13	1.12	—
	11	38,837	-0.24	0.00	0.00	0.93	0.88	—
	12	38,837	-0.21	0.00	0.00	1.00	0.90	—

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	38,837	-1.01	0.00	0.01	0.91	0.85	—
	2	38,837	-0.02	0.00	0.01	1.26	1.38	√
	3	38,837	-0.40	0.00	0.01	0.92	0.86	—
	4	38,837	-0.53	0.00	0.01	0.96	0.93	—
	5	38,837	0.01	0.00	0.01	1.03	1.01	—
	6	38,837	0.52	0.00	0.01	1.22	1.33	√
	7	38,837	-0.53	0.00	0.01	0.83	0.73	—
	8	38,837	-0.17	0.00	0.01	0.90	0.85	—
	9	38,837	-0.17	0.09	0.01	1.18	1.22	—
	10	38,837	-0.40	0.02	0.01	0.91	0.83	—
	11	38,837	0.07	-0.02	0.01	1.05	1.08	—
	12	38,837	-0.16	-0.05	0.01	0.99	0.98	—
	13	38,837	-0.14	-0.07	0.01	1.10	1.12	—
	14	38,837	-0.24	0.06	0.01	0.96	0.92	—
	15	38,837	-0.58	0.02	0.01	1.01	1.07	—
	16	38,837	0.03	0.00	0.01	0.97	0.96	—
	17	38,837	-1.18	0.00	0.01	0.87	0.77	—
	18	38,837	-0.81	0.00	0.01	0.86	0.77	—
	19	38,837	0.22	0.00	0.01	1.16	1.20	—
	20	38,837	-0.24	0.00	0.01	0.99	0.99	—
	21	38,837	0.54	0.00	0.01	1.15	1.29	—
	22	38,837	-0.36	0.00	0.01	0.95	0.94	—
	23	38,837	-0.75	0.00	0.01	0.85	0.81	—
	24	38,837	-0.16	0.00	0.01	1.09	1.11	—
	25	38,837	-0.44	0.00	0.01	0.99	0.94	—
	26	38,837	-0.41	0.00	0.01	0.96	0.94	—
	27	38,837	-0.54	0.00	0.01	0.92	0.90	—
WRITING	1	38,837	0.20	0.00	0.00	0.82	0.82	—
	2	38,837	0.25	0.01	0.00	0.74	0.75	—
	3	38,837	0.19	0.00	0.00	0.78	0.79	—

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	61,190	-0.41	0.00	0.01	0.90	0.82	—
	2	61,190	-0.35	0.00	0.01	0.94	0.90	—
	3	61,190	0.05	0.00	0.01	1.05	1.05	—
	4	61,190	-0.98	0.00	0.01	0.97	0.95	—
	5	61,190	-0.68	0.00	0.01	0.99	0.92	—
	6	61,190	-0.53	0.00	0.01	0.92	0.89	—
	7	61,190	0.34	0.00	0.01	0.94	0.94	—
	8	61,190	-0.15	0.00	0.01	1.04	1.03	—
	9	61,190	-0.44	-0.11	0.01	1.22	1.39	√
	10	61,190	-0.29	0.08	0.01	0.84	0.76	—
	11	61,190	-0.28	0.07	0.01	0.92	0.87	—
	12	61,190	-0.59	-0.11	0.01	0.85	0.72	—
	13	61,190	-0.41	-0.01	0.01	0.89	0.82	—
	14	61,190	-0.60	-0.01	0.01	0.95	0.90	—
	15	61,190	0.07	0.00	0.01	1.09	1.11	—
	16	61,190	0.16	0.08	0.01	1.16	1.24	—
	17	61,190	-0.59	0.00	0.01	0.79	0.71	—
	18	61,190	-0.45	0.00	0.01	1.06	1.09	—
	19	61,190	-0.16	0.00	0.01	1.18	1.32	√
	20	61,190	-0.82	0.00	0.01	0.91	0.78	—
	21	61,190	-0.32	0.00	0.01	1.04	1.04	—
	22	61,190	-0.59	0.00	0.01	0.94	0.92	—
	23	61,190	0.13	0.00	0.01	1.24	1.30	—
	24	61,190	0.32	0.00	0.01	1.10	1.14	—
SPEAKING	1	61,190	-1.06	0.00	0.01	1.23	1.82	√
	2	61,190	-0.44	0.00	0.00	1.21	1.37	√
	3	61,190	-0.40	0.00	0.00	0.85	0.79	—
	4	61,190	-0.05	0.00	0.00	0.95	0.93	—
	5	61,190	-1.22	-0.08	0.01	1.05	1.40	√
	6	61,190	-0.68	-0.01	0.00	1.12	1.36	√
	7	61,190	-0.28	0.00	0.00	0.85	0.81	—
	8	61,190	-0.03	0.01	0.00	0.88	0.83	—
	9	61,190	-1.16	0.00	0.01	1.03	1.60	√
	10	61,190	-0.35	0.00	0.00	1.08	1.07	—
	11	61,190	-0.25	0.00	0.00	0.82	0.74	—
	12	61,190	0.02	0.00	0.00	0.89	0.83	—

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	61,190	-0.74	0.00	0.01	0.92	0.80	—
	2	61,190	-0.54	0.00	0.01	0.98	0.96	—
	3	61,190	-0.83	0.00	0.01	0.95	0.90	—
	4	61,190	-0.68	0.00	0.01	1.04	0.94	—
	5	61,190	-0.56	0.00	0.01	1.05	0.98	—
	6	61,190	-0.17	0.00	0.01	1.01	1.05	—
	7	61,190	0.35	0.00	0.01	1.04	1.04	—
	8	61,190	0.27	0.00	0.01	0.97	0.96	—
	9	61,190	-0.62	-0.19	0.01	0.91	0.81	—
	10	61,190	-0.01	-0.02	0.01	1.13	1.15	—
	11	61,190	0.81	0.12	0.01	1.13	1.23	—
	12	61,190	-0.75	-0.08	0.01	0.99	0.96	—
	13	61,190	-0.39	0.02	0.01	1.04	1.07	—
	14	61,190	-0.42	0.07	0.01	1.12	1.27	—
	15	61,190	-0.21	0.01	0.01	1.03	1.02	—
	16	61,190	0.34	0.13	0.01	1.26	1.37	√
	17	61,190	-0.71	0.00	0.01	0.85	0.75	—
	18	61,190	-0.62	0.00	0.01	0.78	0.64	√
	19	61,190	-0.15	0.00	0.01	0.95	0.90	—
	20	61,190	-0.01	0.00	0.01	0.89	0.83	—
	21	61,190	0.98	0.00	0.01	1.24	1.48	√
	22	61,190	-1.14	0.00	0.01	0.92	0.77	—
	23	61,190	-0.06	0.00	0.01	0.84	0.80	—
	24	61,190	-1.08	0.00	0.01	0.88	0.71	—
	25	61,190	0.33	0.00	0.01	1.07	1.11	—
	26	61,190	-0.37	0.00	0.01	0.98	0.94	—
	27	61,190	-0.26	0.00	0.01	0.87	0.79	—
WRITING	1	61,190	-0.01	0.00	0.00	0.68	0.70	√
	2	61,190	0.06	0.01	0.00	0.64	0.66	√
	3	61,190	-0.01	0.00	0.00	0.70	0.72	—

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

APPENDIX D: 2023 NYSESLAT Modality Raw Score to Scale Score Conversion

Table D1. 2023 NYSESLAT—Kindergarten Raw to Scale Score Conversion Chart

Grade K	
Listening	
Raw Score	Scale Score
0	30
1	35
2	40
3	44
4	46
5	48
6	50
7	52
8	54
9	56
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	43
3	47
4	50
5	52
6	55
7	57
8	58
9	60
10	62
11	64
12	66
13	68
14	71
15	73
16	77
17	83
18	90

Grade K	
Writing	
Raw Score	Scale Score
0	30
1	38
2	42
3	45
4	48
5	50
6	52
7	54
8	56
9	58
10	59
11	61
12	63
13	65
14	67
15	69
16	71
17	73
18	76
19	79
20	84
21	90

Grade K	
Speaking	
Raw Score	Scale Score
0	30
1	39
2	43
3	46
4	48
5	50
6	52
7	55
8	57
9	60
10	63
11	68
12	73
13	82
14	90

Table D2. 2023 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	51
12	53
13	54
14	55
15	56
16	58
17	59
18	61
19	63
20	65
21	67
22	71
23	76
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	60
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	47
2	51
3	54
4	56
5	59
6	60
7	62
8	64
9	66
10	68
11	69
12	71
13	73
14	75
15	77
16	80
17	83
18	87
19	90

Grades 1–2	
Speaking	
Raw Score	Scale Score
0	30
1	34
2	40
3	45
4	50
5	55
6	58
7	62
8	66
9	70
10	74
11	79
12	90

Appendix D: Modality Raw Score to Scale Score Conversion Charts

Table D3. 2023 NYSESLAT—Grade Band 3–4 Raw to Scale Score Conversion Chart

Grades 3–4	
Listening	
Raw Score	Scale Score
0	30
1	32
2	39
3	42
4	45
5	47
6	49
7	51
8	53
9	55
10	56
11	57
12	59
13	60
14	62
15	63
16	65
17	66
18	68
19	70
20	73
21	75
22	79
23	85
24	90

Grades 3–4	
Reading	
Raw Score	Scale Score
0	30
1	31
2	37
3	41
4	44
5	46
6	48
7	49
8	51
9	52
10	54
11	55
12	56
13	58
14	59
15	60
16	62
17	63
18	64
19	66
20	67
21	69
22	71
23	73
24	76
25	80
26	86
27	90

Grades 3–4	
Writing	
Raw Score	Scale Score
0	30
1	43
2	48
3	50
4	53
5	55
6	56
7	58
8	60
9	61
10	63
11	64
12	66
13	67
14	69
15	71
16	73
17	75
18	78
19	81
20	85
21	90

Grades 3–4	
Speaking	
Raw Score	Scale Score
0	30
1	34
2	39
3	44
4	48
5	52
6	57
7	61
8	65
9	70
10	74
11	79
12	90

Table D4. 2023 NYSESLAT—Grade Band 5–6 Raw to Scale Score Conversion Chart

Grades 5–6	
Listening	
Raw Score	Scale Score
0	30
1	31
2	37
3	40
4	43
5	46
6	48
7	50
8	51
9	53
10	54
11	56
12	57
13	59
14	60
15	62
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	33
2	38
3	41
4	43
5	45
6	47
7	48
8	50
9	51
10	52
11	53
12	55
13	56
14	57
15	58
16	59
17	60
18	61
19	63
20	64
21	66
22	67
23	69
24	72
25	75
26	80
27	90

Grades 5–6	
Writing	
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	69
13	70
14	72
15	74
16	76
17	78
18	80
19	83
20	87
21	90

Grades 5–6	
Speaking	
Raw Score	Scale Score
0	30
1	34
2	39
3	44
4	48
5	52
6	56
7	60
8	64
9	69
10	74
11	79
12	90

Table D5. 2023 NYSESLAT—Grade Band 7–8 Raw to Scale Score Conversion Chart

Grades 7–8	
Listening	
Raw Score	Scale Score
0	30
1	33
2	38
3	42
4	44
5	46
6	48
7	50
8	51
9	53
10	54
11	55
12	57
13	58
14	59
15	60
16	62
17	63
18	65
19	67
20	69
21	71
22	75
23	80
24	90

Grades 7–8	
Reading	
Raw Score	Scale Score
0	30
1	31
2	37
3	41
4	43
5	46
6	47
7	49
8	51
9	52
10	54
11	55
12	56
13	58
14	59
15	60
16	61
17	63
18	64
19	66
20	67
21	69
22	71
23	73
24	76
25	80
26	86
27	90

Grades 7–8	
Writing	
Raw Score	Scale Score
0	30
1	44
2	48
3	51
4	54
5	56
6	58
7	60
8	61
9	63
10	65
11	66
12	68
13	70
14	71
15	73
16	75
17	77
18	79
19	82
20	86
21	90

Grades 7–8	
Speaking	
Raw Score	Scale Score
0	30
1	38
2	44
3	48
4	52
5	56
6	60
7	64
8	68
9	72
10	77
11	82
12	90

Table D6. 2023 NYSESLAT—Grade Band 9–12 Raw to Scale Score Conversion Chart

Grades 9–12	
Listening	
Raw Score	Scale Score
0	30
1	34
2	41
3	44
4	47
5	50
6	52
7	54
8	55
9	57
10	58
11	60
12	61
13	63
14	64
15	66
16	67
17	69
18	71
19	73
20	75
21	78
22	82
23	88
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	64
18	65
19	67
20	68
21	70
22	72
23	75
24	77
25	81
26	87
27	90

Grades 9–12	
Writing	
Raw Score	Scale Score
0	30
1	48
2	52
3	54
4	56
5	58
6	60
7	61
8	63
9	64
10	66
11	67
12	68
13	70
14	71
15	73
16	74
17	76
18	78
19	81
20	85
21	90

Grades 9–12	
Speaking	
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

APPENDIX E: SCALE SCORE SUMMARY BY SUBGROUP**Table E1. Scale Score Summary by Subgroup: Kindergarten**

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
K	Female	16,035	260.45	264	47.74	66
K	Male	16,678	251.60	255	52.21	77
K	Nonbinary	1	327.00	327	–	–
K	Asian	6,185	283.02	291	46.99	64
K	Black or African-American	917	263.92	270	50.22	62
K	Hispanic or Latino	17,652	254.25	257	46.52	64
K	American Indian or Alaska Native	137	259.42	263	51.13	75
K	Multiracial (not of Hispanic origin)	141	277.16	281	46.17	58
K	Native Hawaiian/Other Pacific Islander	51	276.65	281	42.93	71
K	White	7,631	236.35	236	51.29	86
K	NYC (1)	14,602	261.09	266	53.59	76
K	Big 4 Cities (2)	1,239	256.05	258	41.43	58
K	High Need Urban/Suburban (3)	3,588	254.05	255	42.27	61
K	High Need Rural (4)	243	259.07	260	39.11	52
K	Average Need (5)	3,987	267.75	270	42.18	59
K	Low Need (6)	1,828	278.48	281	40.48	60
K	Charter Schools (7)	2,341	270.74	273	36.36	48
K	Religious and Independent Schools (8)	4,886	216.58	211	42.09	70
K	0 Years ELL	14,903	260.81	266	53.31	76
K	1 Years ELL	16,882	251.44	254	47.20	69
K	2 Years ELL	555	265.52	268	39.49	53
K	3 Years ELL	17	203.24	191	28.47	21
K	4 Years ELL	2	204.50	205	21.92	31
K	5 Years ELL	1	171.00	171	–	–
K	6 Years ELL or More	1	200.00	200	–	–
K	Spanish	17,166	253.66	257	46.61	64
K	English	6,276	231.19	230	49.55	83
K	Chinese	2,908	289.30	299	46.93	60
K	Arabic	1,011	262.25	264	44.51	61
K	Bengali	812	272.46	281	52.04	67
K	Other Language	4,541	273.02	278	48.28	65
K	Students without Disabilities	28,871	258.39	262	49.13	73
K	Students with Disabilities	3,843	237.54	244	54.68	68

Table E2. Scale Score Summary by Subgroup: Grade 1

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
1	Female	16,157	229.97	230	42.26	56
1	Male	17,214	220.53	220	46.33	66
1	Nonbinary	0	–	–	–	–
1	Asian	5,618	247.59	251	47.88	64
1	Black or African-American	964	229.84	230	42.16	56
1	Hispanic or Latino	17,731	222.33	223	41.81	55
1	American Indian or Alaska Native	141	234.35	234	47.09	63
1	Multiracial (not of Hispanic origin)	138	241.48	242	44.72	65
1	Native Hawaiian/Other Pacific Islander	48	234.31	231	49.66	73
1	White	8,731	215.27	214	43.29	63
1	NYC (1)	14,430	227.41	229	49.03	69
1	Big 4 Cities (2)	1,209	219.64	218	38.02	52
1	High Need Urban/Suburban (3)	3,647	219.00	219	37.92	50
1	High Need Rural (4)	213	221.15	217	34.77	42
1	Average Need (5)	3,848	236.02	236	38.58	54
1	Low Need (6)	1,751	248.86	249	41.50	57
1	Charter Schools (7)	2,196	236.34	236	34.90	45
1	Religious and Independent Schools (8)	6,077	206.67	206	38.80	59
1	0 Years ELL	3,761	190.07	178	45.23	60
1	1 Years ELL	15,226	228.63	229	45.93	63
1	2 Years ELL	13,602	230.97	230	38.23	52
1	3 Years ELL	531	230.80	232	38.95	48
1	4 Years ELL	16	162.75	155	37.19	8
1	5 Years ELL	5	163.60	147	28.69	27
1	6 Years ELL or More	7	159.86	157	10.85	19
1	Spanish	17,506	222.12	223	41.90	55
1	English	6,776	210.71	209	40.42	61
1	Chinese	2,694	254.16	260	49.60	66
1	Arabic	1,003	229.69	230	40.68	55
1	Bengali	749	235.36	241	47.78	64
1	Other Language	4,643	237.83	241	46.56	65
1	Students without Disabilities	28,934	226.81	227	44.65	62
1	Students with Disabilities	4,437	213.95	215	43.06	51

Table E3. Scale Score Summary by Subgroup: Grade 2

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
2	Female	15,622	257.21	261	48.22	66
2	Male	17,117	241.50	245	55.57	89
2	Nonbinary	1	172.00	172	–	–
2	Asian	5,015	275.03	287	51.15	64
2	Black or African-American	1,082	259.30	266	48.78	64
2	Hispanic or Latino	17,551	247.66	253	50.93	74
2	American Indian or Alaska Native	127	257.36	265	54.72	73
2	Multiracial (not of Hispanic origin)	102	275.14	287	42.52	53
2	Native Hawaiian/Other Pacific Islander	57	262.58	276	54.65	70
2	White	8,806	235.06	238	52.11	80
2	NYC (1)	14,143	251.07	258	56.61	85
2	Big 4 Cities (2)	1,273	247.17	247	46.64	69
2	High Need Urban/Suburban (3)	3,509	247.57	251	46.80	70
2	High Need Rural (4)	217	256.60	259	45.10	69
2	Average Need (5)	3,561	263.37	270	45.77	64
2	Low Need (6)	1,507	275.65	284	47.41	65
2	Charter Schools (7)	2,297	268.19	273	38.94	52
2	Religious and Independent Schools (8)	6,233	223.48	227	47.17	73
2	0 Years ELL	3,308	202.31	190	52.16	74
2	1 Years ELL	5,515	239.65	239	56.71	92
2	2 Years ELL	11,289	261.53	265	47.11	67
2	3 Years ELL	11,754	256.07	261	46.88	64
2	4 Years ELL	502	258.45	261	42.86	60
2	5 Years ELL	186	166.60	154	35.83	10
2	6 Years ELL or More	39	159.95	154	17.99	24
2	Spanish	17,266	247.34	252	51.00	74
2	English	6,889	228.17	232	48.77	75
2	Chinese	2,198	280.75	294	53.22	60
2	Arabic	1,057	255.10	259	46.97	66
2	Bengali	746	270.21	282	55.50	67
2	Other Language	4,584	266.45	276	51.26	71
2	Students without Disabilities	27,827	250.67	257	53.17	79
2	Students with Disabilities	4,913	239.54	243	49.42	65

Table E4. Scale Score Summary by Subgroup: Grade 3

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
3	Female	14,550	250.90	255	43.88	60
3	Male	15,696	240.28	245	49.83	80
3	Nonbinary	0	–	–	–	–
3	Asian	4,306	267.10	277	47.92	62
3	Black or African-American	1,136	254.12	260	43.85	58
3	Hispanic or Latino	16,363	245.38	252	46.95	67
3	American Indian or Alaska Native	88	262.61	269	46.74	64
3	Multiracial (not of Hispanic origin)	81	266.72	279	41.70	64
3	Native Hawaiian/Other Pacific Islander	49	258.12	265	45.45	41
3	White	8,223	232.36	231	43.69	66
3	NYC (1)	12,839	246.62	255	51.99	78
3	Big 4 Cities (2)	1,271	244.47	246	41.27	61
3	High Need Urban/Suburban (3)	3,429	247.16	252	44.23	65
3	High Need Rural (4)	194	250.04	252	43.14	57
3	Average Need (5)	3,394	256.63	262	41.58	53
3	Low Need (6)	1,359	267.23	273	40.43	52
3	Charter Schools (7)	1,967	266.20	271	36.17	47
3	Religious and Independent Schools (8)	5,793	222.89	222	37.97	55
3	0 Years ELL	2,894	198.76	184	46.75	63
3	1 Years ELL	3,587	228.44	224	50.75	85
3	2 Years ELL	2,720	239.29	240	46.35	72
3	3 Years ELL	9,744	258.48	263	43.94	60
3	4 Years ELL	10,411	253.76	257	39.50	55
3	5 Years ELL	640	252.75	256	36.32	56
3	6 Years ELL or More	152	218.74	208	31.77	15
3	Spanish	16,037	244.90	251	47.09	68
3	English	6,421	227.32	226	40.11	59
3	Chinese	1,713	270.76	284	51.51	60
3	Arabic	1,028	254.41	259	41.03	56
3	Bengali	666	266.48	276	49.49	64
3	Other Language	4,381	258.43	267	47.11	65
3	Students without Disabilities	25,376	246.24	252	48.08	74
3	Students with Disabilities	4,870	240.98	245	43.11	53

Table E5. Scale Score Summary by Subgroup: Grade 4

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
4	Female	12,947	260.81	267	47.33	66
4	Male	14,353	248.53	255	52.75	89
4	Nonbinary	0	–	–	–	–
4	Asian	3,353	273.80	285	50.69	68
4	Black or African-American	930	262.12	271	47.03	63
4	Hispanic or Latino	14,932	256.44	267	51.00	74
4	American Indian or Alaska Native	97	257.63	269	51.82	63
4	Multiracial (not of Hispanic origin)	56	270.32	284	53.05	78
4	Native Hawaiian/Other Pacific Islander	61	264.36	276	48.43	68
4	White	7,871	240.96	241	46.59	73
4	NYC (1)	11,463	253.98	264	54.71	84
4	Big 4 Cities (2)	1,257	257.30	262	44.56	67
4	High Need Urban/Suburban (3)	3,072	261.34	272	49.14	70
4	High Need Rural (4)	181	266.35	277	39.51	54
4	Average Need (5)	3,131	270.31	279	45.39	59
4	Low Need (6)	1,207	280.18	287	41.85	52
4	Charter Schools (7)	1,181	274.77	282	38.40	44
4	Religious and Independent Schools (8)	5,808	232.27	230	41.59	65
4	0 Years ELL	2,729	204.19	189	49.34	70
4	1 Years ELL	3,112	233.04	229	52.85	86
4	2 Years ELL	2,124	241.94	240	49.51	83
4	3 Years ELL	2,334	255.86	261	47.33	70
4	4 Years ELL	8,076	264.63	272	46.27	66
4	5 Years ELL	8,145	272.19	278	40.02	53
4	6 Years ELL or More	710	256.27	264	44.35	83
4	Spanish	14,674	255.85	266	51.21	75
4	English	6,321	236.41	235	43.38	68
4	Chinese	1,212	274.01	291	55.93	73
4	Arabic	932	264.12	272	46.18	67
4	Bengali	483	271.30	286	53.69	67
4	Other Language	3,678	268.04	278	49.40	69
4	Students without Disabilities	22,417	254.00	262	51.71	84
4	Students with Disabilities	4,883	255.96	262	45.27	55

Table E6. Scale Score Summary by Subgroup: Grade 5

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
5	Female	12,303	258.61	266	45.54	60
5	Male	13,892	245.33	252	50.04	83
5	Nonbinary	0	–	–	–	–
5	Asian	3,096	268.07	279	48.24	61
5	Black or African-American	1,025	260.25	269	45.68	56
5	Hispanic or Latino	14,462	253.16	264	49.74	72
5	American Indian or Alaska Native	80	244.84	261	54.23	96
5	Multiracial (not of Hispanic origin)	47	267.19	282	52.26	88
5	Native Hawaiian/Other Pacific Islander	45	251.62	260	57.92	67
5	White	7,440	240.38	240	43.27	71
5	NYC (1)	11,258	251.55	263	53.46	82
5	Big 4 Cities (2)	1,282	255.06	261	40.36	56
5	High Need Urban/Suburban (3)	2,939	255.63	267	46.32	65
5	High Need Rural (4)	177	263.09	267	38.50	43
5	Average Need (5)	2,851	265.53	274	42.40	52
5	Low Need (6)	1,060	273.41	282	43.59	48
5	Charter Schools (7)	1,072	269.71	276	37.80	45
5	Religious and Independent Schools (8)	5,556	233.45	231	39.42	62
5	0 Years ELL	2,740	202.59	190	47.61	68
5	1 Years ELL	2,835	227.52	223	49.77	79
5	2 Years ELL	1,865	239.82	239	47.98	78
5	3 Years ELL	1,555	254.20	257	44.64	69
5	4 Years ELL	2,917	250.79	253	44.03	68
5	5 Years ELL	6,274	267.16	275	43.37	56
5	6 Years ELL or More	7,927	267.78	274	37.04	45
5	Spanish	14,257	252.79	264	49.83	72
5	English	5,922	236.51	235	40.91	67
5	Chinese	1,117	268.86	284	53.81	71
5	Arabic	990	260.95	269	43.68	58
5	Bengali	456	265.57	276	52.58	62
5	Other Language	3,453	262.24	271	46.59	63
5	Students without Disabilities	21,219	250.85	259	49.49	80
5	Students with Disabilities	4,976	254.65	261	43.50	51

Table E7. Scale Score Summary by Subgroup: Grade 6

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
6	Female	11,353	263.23	273	47.60	63
6	Male	12,686	246.95	253	51.58	86
6	Nonbinary	0	–	–	–	–
6	Asian	2,473	271.94	282	48.06	62
6	Black or African-American	931	261.93	271	48.40	63
6	Hispanic or Latino	13,409	254.91	268	51.97	79
6	American Indian or Alaska Native	72	254.07	268	51.41	85
6	Multiracial (not of Hispanic origin)	59	264.80	275	51.60	78
6	Native Hawaiian/Other Pacific Islander	44	264.73	266	45.03	62
6	White	7,051	246.96	249	46.60	78
6	NYC (1)	10,264	252.82	265	55.31	89
6	Big 4 Cities (2)	1,080	261.94	267	42.49	58
6	High Need Urban/Suburban (3)	2,605	259.18	271	48.35	69
6	High Need Rural (4)	168	270.18	279	40.68	53
6	Average Need (5)	2,573	266.36	277	45.12	57
6	Low Need (6)	870	274.86	285	44.41	54
6	Charter Schools (7)	1,140	272.67	280	41.43	50
6	Religious and Independent Schools (8)	5,339	241.16	241	43.71	74
6	0 Years ELL	2,702	204.64	191	48.30	67
6	1 Years ELL	2,624	228.02	222	51.38	83
6	2 Years ELL	1,804	240.72	238	49.05	82
6	3 Years ELL	1,387	254.01	258	46.86	75
6	4 Years ELL	2,299	253.38	259	46.47	79
6	5 Years ELL	1,774	265.38	273	45.25	65
6	6 Years ELL or More	11,344	273.94	281	39.75	47
6	Spanish	13,312	254.58	267	52.04	80
6	English	5,623	243.31	243	44.34	75
6	Chinese	871	268.12	284	55.20	74
6	Arabic	873	266.74	274	45.38	58
6	Bengali	378	273.52	285	49.54	64
6	Other Language	2,982	266.40	275	48.55	65
6	Students without Disabilities	19,427	252.98	263	51.57	86
6	Students with Disabilities	4,612	261.64	269	44.47	49

Table E8. Scale Score Summary by Subgroup: Grade 7

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
7	Female	9,774	255.98	265	45.88	64
7	Male	11,204	243.93	250	49.32	82
7	Nonbinary	1	286.00	286	–	–
7	Asian	2,055	260.37	272	49.03	68
7	Black or African-American	898	255.79	267	45.81	59
7	Hispanic or Latino	11,877	248.13	259	49.59	80
7	American Indian or Alaska Native	63	244.13	245	53.42	93
7	Multiracial (not of Hispanic origin)	29	261.69	279	48.38	62
7	Native Hawaiian/Other Pacific Islander	44	251.95	249	50.19	85
7	White	6,013	247.69	251	44.45	71
7	NYC (1)	9,244	246.90	258	52.23	87
7	Big 4 Cities (2)	992	254.61	263	40.98	56
7	High Need Urban/Suburban (3)	2,262	246.34	257	47.30	73
7	High Need Rural (4)	130	260.71	269	42.25	38
7	Average Need (5)	2,195	259.92	271	44.72	58
7	Low Need (6)	828	265.49	276	44.89	59
7	Charter Schools (7)	842	265.60	272	39.65	49
7	Religious and Independent Schools (8)	4,486	244.11	245	42.52	68
7	0 Years ELL	2,361	205.54	193	47.01	67
7	1 Years ELL	2,741	223.70	218	48.43	77
7	2 Years ELL	1,564	232.66	230	46.82	78
7	3 Years ELL	1,304	247.87	252	43.97	69
7	4 Years ELL	1,733	255.89	259	39.48	54
7	5 Years ELL	1,154	262.98	269	41.29	52
7	6 Years ELL or More	10,042	267.44	275	39.50	48
7	Spanish	11,767	247.89	259	49.61	80
7	English	4,774	245.47	247	42.87	69
7	Chinese	742	253.09	267	54.06	83
7	Arabic	739	256.46	265	45.83	67
7	Bengali	294	259.81	270	50.06	70
7	Other Language	2,663	260.12	271	47.12	64
7	Students without Disabilities	16,806	247.22	255	48.88	81
7	Students with Disabilities	4,173	258.88	268	43.70	49

Table E9. Scale Score Summary by Subgroup: Grade 8

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
8	Female	9,268	260.98	272	48.22	66
8	Male	9,838	248.61	258	52.19	89
8	Nonbinary	0	–	–	–	–
8	Asian	1,961	266.58	279	49.76	70
8	Black or African-American	890	264.41	275	46.56	61
8	Hispanic or Latino	11,187	250.19	262	52.32	86
8	American Indian or Alaska Native	56	256.11	269	53.99	96
8	Multiracial (not of Hispanic origin)	33	250.55	258	57.63	90
8	Native Hawaiian/Other Pacific Islander	43	257.74	268	48.23	89
8	White	4,936	258.10	266	46.48	73
8	NYC (1)	8,748	250.36	260	54.58	91
8	Big 4 Cities (2)	1,018	258.83	265	42.33	57
8	High Need Urban/Suburban (3)	2,195	251.77	265	49.46	77
8	High Need Rural (4)	154	256.67	268	48.64	74
8	Average Need (5)	1,990	260.85	275	48.58	73
8	Low Need (6)	745	266.26	277	48.06	67
8	Charter Schools (7)	685	273.99	281	39.24	45
8	Religious and Independent Schools (8)	3,571	255.84	264	45.41	73
8	0 Years ELL	2,370	210.77	197	50.63	73
8	1 Years ELL	2,509	230.48	222	52.70	88
8	2 Years ELL	1,552	238.03	234	48.99	81
8	3 Years ELL	1,155	254.38	258	46.39	71
8	4 Years ELL	1,673	264.88	271	40.54	53
8	5 Years ELL	1,046	267.04	275	42.59	56
8	6 Years ELL or More	8,692	273.62	283	41.13	46
8	Spanish	11,070	250.02	261	52.32	86
8	English	3,816	257.04	266	45.37	73
8	Chinese	701	256.04	267	54.09	86
8	Arabic	730	259.52	271	48.99	72
8	Bengali	288	269.80	283	52.17	66
8	Other Language	2,501	267.64	278	47.23	66
8	Students without Disabilities	15,243	252.32	262	51.54	85
8	Students with Disabilities	3,863	263.63	274	46.04	53

Table E10. Scale Score Summary by Subgroup: Grade 9

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
9	Female	10,069	253.58	262	51.47	84
9	Male	11,230	242.51	245	52.69	89
9	Nonbinary	5	252.80	265	28.18	50
9	Asian	2,211	264.29	272	49.17	73
9	Black or African-American	1,168	257.34	265	51.61	79
9	Hispanic or Latino	13,947	238.59	238	53.09	93
9	American Indian or Alaska Native	76	244.82	243	49.45	78
9	Multiracial (not of Hispanic origin)	235	257.12	267	49.42	73
9	Native Hawaiian/Other Pacific Islander	35	261.09	269	54.10	85
9	White	3,632	269.05	277	41.75	58
9	NYC (1)	11,220	241.62	244	54.26	93
9	Big 4 Cities (2)	1,086	258.66	267	46.14	69
9	High Need Urban/Suburban (3)	2,730	240.83	242	52.02	93
9	High Need Rural (4)	184	253.68	265	50.08	79
9	Average Need (5)	2,356	246.99	252	51.62	89
9	Low Need (6)	970	256.64	266	52.35	85
9	Charter Schools (7)	579	273.07	279	41.90	51
9	Religious and Independent Schools (8)	2,179	272.08	281	36.78	51
9	0 Years ELL	4,529	212.75	200	48.62	69
9	1 Years ELL	4,279	222.68	213	49.71	76
9	2 Years ELL	1,686	238.53	234	46.87	70
9	3 Years ELL	1,085	254.45	253	44.88	67
9	4 Years ELL	1,578	269.44	278	42.33	60
9	5 Years ELL	1,046	270.42	274	39.88	56
9	6 Years ELL or More	6,911	279.60	286	36.84	42
9	Spanish	13,932	238.74	238	53.03	93
9	English	2,447	270.59	280	39.11	55
9	Chinese	926	256.51	262	51.75	77
9	Arabic	783	257.47	264	46.74	67
9	Bengali	385	263.12	268	49.81	73
9	Other Language	2,831	264.64	272	49.69	73
9	Students without Disabilities	18,033	244.87	247	53.01	92
9	Students with Disabilities	3,271	263.57	272	45.83	53

Table E11. Scale Score Summary by Subgroup: Grade 10

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
10	Female	8,878	267.52	276	49.12	77
10	Male	9,520	257.59	263	50.91	82
10	Nonbinary	1	357.00	357	–	–
10	Asian	1,997	277.78	285	47.23	65
10	Black or African-American	1,139	274.91	281	44.94	63
10	Hispanic or Latino	11,929	254.34	258	51.48	86
10	American Indian or Alaska Native	57	266.12	287	53.32	75
10	Multiracial (not of Hispanic origin)	56	264.09	269	50.71	90
10	Native Hawaiian/Other Pacific Islander	30	260.20	274	55.44	67
10	White	3,191	278.29	287	41.76	59
10	NYC (1)	9,332	259.86	266	52.71	85
10	Big 4 Cities (2)	845	270.56	278	44.34	63
10	High Need Urban/Suburban (3)	2,503	251.39	252	50.66	88
10	High Need Rural (4)	135	263.39	261	49.00	84
10	Average Need (5)	2,157	260.46	265	47.55	76
10	Low Need (6)	929	265.42	268	50.24	80
10	Charter Schools (7)	502	285.79	292	37.89	47
10	Religious and Independent Schools (8)	1,996	279.22	290	38.88	56
10	0 Years ELL	1,945	230.90	219	53.92	85
10	1 Years ELL	3,397	237.54	231	49.68	75
10	2 Years ELL	2,361	238.89	233	45.19	63
10	3 Years ELL	1,182	259.86	261	45.17	67
10	4 Years ELL	1,688	276.80	285	43.31	65
10	5 Years ELL	1,048	279.48	284	40.26	55
10	6 Years ELL or More	6,682	287.05	294	38.54	44
10	Spanish	11,822	254.30	258	51.49	86
10	English	2,240	278.69	289	40.20	58
10	Chinese	827	270.37	275	48.91	67
10	Arabic	690	269.32	276	43.93	63
10	Bengali	324	285.83	294	48.21	60
10	Other Language	2,496	278.43	286	45.93	64
10	Students without Disabilities	15,317	260.35	265	50.57	84
10	Students with Disabilities	3,082	272.47	283	47.70	55

Table E12. Scale Score Summary by Subgroup: Grade 11

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
11	Female	6,978	274.65	283	46.79	68
11	Male	6,849	267.48	275	48.51	73
11	Nonbinary	1	355.00	355	–	–
11	Asian	1,549	283.80	291	43.94	60
11	Black or African-American	854	282.41	291	44.22	56
11	Hispanic or Latino	8,546	264.49	271	49.49	77
11	American Indian or Alaska Native	49	274.00	282	50.91	73
11	Multiracial (not of Hispanic origin)	29	268.17	287	56.26	85
11	Native Hawaiian/Other Pacific Islander	35	294.57	298	34.24	57
11	White	2,766	280.62	288	41.36	61
11	NYC (1)	6,689	269.73	277	49.56	72
11	Big 4 Cities (2)	672	275.78	283	41.11	58
11	High Need Urban/Suburban (3)	1,841	263.17	272	50.09	82
11	High Need Rural (4)	95	283.53	294	44.91	64
11	Average Need (5)	1,682	267.46	275	48.26	77
11	Low Need (6)	707	276.18	284	46.74	69
11	Charter Schools (7)	304	292.60	301	35.43	43
11	Religious and Independent Schools (8)	1,838	279.54	287	39.72	61
11	0 Years ELL	1,198	251.15	249	54.88	92
11	1 Years ELL	2,207	253.31	252	51.20	82
11	2 Years ELL	1,500	251.37	247	45.91	71
11	3 Years ELL	1,058	265.38	268	45.37	68
11	4 Years ELL	1,448	279.99	288	44.10	67
11	5 Years ELL	951	279.01	283	42.32	62
11	6 Years ELL or More	5,397	286.10	294	40.42	47
11	Spanish	8,466	264.45	271	49.52	77
11	English	2,047	279.56	288	40.31	62
11	Chinese	649	277.51	283	45.51	60
11	Arabic	511	279.69	286	41.48	55
11	Bengali	253	287.11	294	48.41	63
11	Other Language	1,902	285.00	294	43.87	59
11	Students without Disabilities	11,594	270.94	278	47.30	73
11	Students with Disabilities	2,234	271.94	285	50.25	59

Table E13. Scale Score Summary by Subgroup: Grade 12

Grade	Subgroup	N-Count	Mean	Median	SD	IQR
12	Female	4,738	265.11	273	48.86	72
12	Male	5,194	260.09	267	50.62	71
12	Nonbinary	1	305.00	305	–	–
12	Asian	1,183	268.14	280	51.44	66
12	Black or African-American	641	275.00	282	46.36	58
12	Hispanic or Latino	6,393	259.75	265	49.37	71
12	American Indian or Alaska Native	39	252.46	258	63.98	93
12	Multiracial (not of Hispanic origin)	17	286.71	285	35.60	65
12	Native Hawaiian/Other Pacific Islander	44	252.86	274	60.38	85
12	White	1,616	264.48	275	50.10	76
12	NYC (1)	5,270	261.84	271	54.28	76
12	Big 4 Cities (2)	546	269.00	276	40.60	54
12	High Need Urban/Suburban (3)	1,137	255.75	258	44.02	69
12	High Need Rural (4)	69	277.72	290	42.56	59
12	Average Need (5)	1,155	263.20	266	42.80	63
12	Low Need (6)	484	271.41	274	42.95	59
12	Charter Schools (7)	187	291.04	294	33.84	48
12	Religious and Independent Schools (8)	1,085	258.81	262	47.21	76
12	0 Years ELL	211	256.73	256	56.09	86
12	1 Years ELL	964	253.26	253	51.98	79
12	2 Years ELL	1,058	254.69	252	46.25	71
12	3 Years ELL	1,131	257.25	260	48.12	69
12	4 Years ELL	1,573	270.98	277	42.89	63
12	5 Years ELL	774	267.82	272	44.78	59
12	6 Years ELL or More	4,188	264.29	277	52.63	71
12	Spanish	6,342	259.53	264	49.43	71
12	English	1,104	262.03	267	46.52	77
12	Chinese	513	263.42	274	51.91	70
12	Arabic	411	269.85	274	44.93	56
12	Bengali	230	259.54	280	63.11	75
12	Other Language	1,333	274.82	285	50.47	63
12	Students without Disabilities	7,517	269.39	274	43.60	66
12	Students with Disabilities	2,416	241.02	252	60.78	94

APPENDIX F: PERFORMANCE PERCENTAGES BY SUBGROUP**Table F1. Proficiency Percentages by Subgroup: Kindergarten Overall**

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
K	Female	16,035	17	18	15	38	13
K	Male	16,678	24	18	13	32	12
K	Nonbinary	1	0	0	0	0	100
K	Asian	6,185	8	11	10	42	28
K	Black or African-American	917	14	16	15	41	14
K	Hispanic or Latino	17,652	19	21	16	36	8
K	American Indian or Alaska Native	137	20	18	13	35	15
K	Multiracial (not of Hispanic origin)	141	10	7	16	48	19
K	Native Hawaiian/Other Pacific Islander	51	8	25	2	45	20
K	White	7,631	37	18	12	25	7
K	NYC	14,602	19	16	12	35	17
K	Big 4 Cities	1,239	16	22	17	39	6
K	High Need Urban/Suburban	3,588	18	23	18	35	7
K	High Need Rural	243	13	22	20	39	6
K	Average Need	3,987	10	18	16	42	13
K	Low Need	1,828	6	16	14	44	20
K	Charter Schools	2,341	6	16	18	50	10
K	Religious and Independent Schools	4,886	51	20	12	16	1
K	0 Years ELL	14,903	19	16	12	36	16
K	1 Years ELL	16,882	22	20	16	34	8
K	2 Years ELL	555	10	19	17	44	10
K	3 Years ELL	17	82	0	12	6	0
K	4 Years ELL	2	50	50	0	0	0
K	5 Years ELL	1	100	0	0	0	0
K	6 Years ELL or More	1	100	0	0	0	0
K	Spanish	17,166	19	21	16	36	8
K	English	6,276	41	18	13	23	5
K	Chinese	2,908	7	9	8	42	34
K	Arabic	1,011	13	20	16	39	12
K	Bengali	812	12	13	11	42	22
K	Other Language	4,541	12	14	12	42	20
K	Students without Disabilities	28,871	20	17	14	36	13
K	Students with Disabilities	3,843	28	23	16	27	6

Table F2. Proficiency Percentages by Subgroup: Grade 1 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
1	Female	16,157	10	26	34	24	6
1	Male	17,214	16	30	28	20	6
1	Nonbinary	0	0	0	0	0	0
1	Asian	5,618	8	16	26	34	16
1	Black or African-American	964	9	25	33	28	5
1	Hispanic or Latino	17,731	13	29	33	20	4
1	American Indian or Alaska Native	141	10	23	38	18	11
1	Multiracial (not of Hispanic origin)	138	5	25	28	30	12
1	Native Hawaiian/Other Pacific Islander	48	10	19	33	25	13
1	White	8,731	18	34	28	17	4
1	NYC	14,430	15	24	28	24	8
1	Big 4 Cities	1,209	11	37	32	18	3
1	High Need Urban/Suburban	3,647	12	34	34	17	3
1	High Need Rural	213	6	41	34	17	2
1	Average Need	3,848	5	25	36	28	7
1	Low Need	1,751	3	17	32	34	13
1	Charter Schools	2,196	4	21	41	28	5
1	Religious and Independent Schools	6,077	21	38	27	13	1
1	0 Years ELL	3,761	43	32	13	9	3
1	1 Years ELL	15,226	12	26	31	23	8
1	2 Years ELL	13,602	6	29	36	24	5
1	3 Years ELL	531	9	23	39	26	4
1	4 Years ELL	16	88	6	0	0	6
1	5 Years ELL	5	60	40	0	0	0
1	6 Years ELL or More	7	86	14	0	0	0
1	Spanish	17,506	13	29	33	20	4
1	English	6,776	19	36	28	15	2
1	Chinese	2,694	7	14	23	35	22
1	Arabic	1,003	7	28	36	24	5
1	Bengali	749	11	21	28	33	7
1	Other Language	4,643	10	21	29	30	11
1	Students without Disabilities	28,934	13	27	31	23	6
1	Students with Disabilities	4,437	14	36	32	15	3

Table F3. Proficiency Percentages by Subgroup: Grade 2 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
2	Female	15,622	8	17	27	33	15
2	Male	17,117	17	23	21	26	12
2	Nonbinary	1	100	0	0	0	0
2	Asian	5,015	7	11	16	36	30
2	Black or African-American	1,082	8	15	26	35	16
2	Hispanic or Latino	17,551	12	21	25	30	12
2	American Indian or Alaska Native	127	11	15	24	30	20
2	Multiracial (not of Hispanic origin)	102	4	10	23	45	19
2	Native Hawaiian/Other Pacific Islander	57	9	14	18	40	19
2	White	8,806	18	25	26	23	8
2	NYC	14,143	14	19	21	29	17
2	Big 4 Cities	1,273	8	27	27	27	11
2	High Need Urban/Suburban	3,509	10	23	27	31	9
2	High Need Rural	217	4	26	25	34	12
2	Average Need	3,561	6	16	24	38	17
2	Low Need	1,507	5	11	18	37	28
2	Charter Schools	2,297	3	11	27	45	14
2	Religious and Independent Schools	6,233	21	29	28	19	3
2	0 Years ELL	3,308	43	29	13	10	5
2	1 Years ELL	5,515	18	26	19	23	14
2	2 Years ELL	11,289	5	18	26	33	17
2	3 Years ELL	11,754	8	17	27	35	13
2	4 Years ELL	502	4	19	29	34	13
2	5 Years ELL	186	84	9	2	4	1
2	6 Years ELL or More	39	85	15	0	0	0
2	Spanish	17,266	13	21	25	30	11
2	English	6,889	20	28	27	21	4
2	Chinese	2,198	8	8	13	35	37
2	Arabic	1,057	7	20	27	33	13
2	Bengali	746	9	10	19	35	27
2	Other Language	4,584	8	15	20	35	23
2	Students without Disabilities	27,827	13	19	23	30	15
2	Students with Disabilities	4,913	11	26	30	25	7

Table F4. Proficiency Percentages by Subgroup: Grade 3 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
3	Female	14,550	6	15	32	36	11
3	Male	15,696	11	23	25	31	10
3	Nonbinary	0	0	0	0	0	0
3	Asian	4,306	6	10	19	41	24
3	Black or African-American	1,136	6	13	29	41	11
3	Hispanic or Latino	16,363	10	17	29	35	9
3	American Indian or Alaska Native	88	5	8	27	41	19
3	Multiracial (not of Hispanic origin)	81	2	11	20	53	14
3	Native Hawaiian/Other Pacific Islander	49	4	10	27	51	8
3	White	8,223	8	30	32	24	6
3	NYC	12,839	12	17	24	34	13
3	Big 4 Cities	1,271	5	22	33	34	6
3	High Need Urban/Suburban	3,429	8	17	31	36	8
3	High Need Rural	194	6	15	33	36	10
3	Average Need	3,394	4	12	30	42	11
3	Low Need	1,359	3	8	25	47	17
3	Charter Schools	1,967	2	8	28	48	14
3	Religious and Independent Schools	5,793	9	36	36	17	2
3	0 Years ELL	2,894	38	33	15	10	4
3	1 Years ELL	3,587	16	29	24	23	8
3	2 Years ELL	2,720	7	26	31	27	9
3	3 Years ELL	9,744	4	13	29	39	15
3	4 Years ELL	10,411	3	15	33	39	9
3	5 Years ELL	640	1	19	33	40	7
3	6 Years ELL or More	152	1	73	14	9	3
3	Spanish	16,037	10	17	30	35	9
3	English	6,421	8	34	35	20	3
3	Chinese	1,713	8	8	14	41	29
3	Arabic	1,028	4	13	33	39	11
3	Bengali	666	5	12	19	39	25
3	Other Language	4,381	6	14	23	41	16
3	Students without Disabilities	25,376	9	19	27	34	11
3	Students with Disabilities	4,870	7	18	39	30	5

Table F5. Proficiency Percentages by Subgroup: Grade 4 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
4	Female	12,947	8	16	25	37	14
4	Male	14,353	13	24	19	32	12
4	Nonbinary	0	0	0	0	0	0
4	Asian	3,353	7	12	16	40	25
4	Black or African-American	930	8	14	23	40	14
4	Hispanic or Latino	14,932	12	16	21	38	13
4	American Indian or Alaska Native	97	9	18	21	38	14
4	Multiracial (not of Hispanic origin)	56	9	14	9	43	25
4	Native Hawaiian/Other Pacific Islander	61	8	15	21	38	18
4	White	7,871	11	32	26	25	8
4	NYC	11,463	14	17	20	34	15
4	Big 4 Cities	1,257	6	21	26	37	10
4	High Need Urban/Suburban	3,072	10	15	20	40	15
4	High Need Rural	181	3	16	23	49	10
4	Average Need	3,131	6	12	19	45	18
4	Low Need	1,207	3	9	18	45	25
4	Charter Schools	1,181	3	8	22	53	14
4	Religious and Independent Schools	5,808	11	37	28	20	3
4	0 Years ELL	2,729	43	30	13	9	4
4	1 Years ELL	3,112	21	29	21	20	9
4	2 Years ELL	2,124	11	33	22	24	10
4	3 Years ELL	2,334	6	22	25	34	12
4	4 Years ELL	8,076	6	16	23	39	16
4	5 Years ELL	8,145	3	12	23	46	16
4	6 Years ELL or More	710	1	35	16	37	11
4	Spanish	14,674	12	16	21	37	13
4	English	6,321	11	35	27	23	5
4	Chinese	1,212	10	11	14	36	30
4	Arabic	932	6	17	21	41	15
4	Bengali	483	8	11	14	43	24
4	Other Language	3,678	7	14	19	39	21
4	Students without Disabilities	22,417	12	21	20	33	14
4	Students with Disabilities	4,883	7	16	30	39	8

Table F6. Proficiency Percentages by Subgroup: Grade 5 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
5	Female	12,303	6	11	25	40	17
5	Male	13,892	8	23	22	32	14
5	Nonbinary	0	0	0	0	0	0
5	Asian	3,096	5	10	19	39	27
5	Black or African-American	1,025	6	10	23	43	18
5	Hispanic or Latino	14,462	10	13	21	39	16
5	American Indian or Alaska Native	80	13	15	19	41	13
5	Multiracial (not of Hispanic origin)	47	0	21	17	32	30
5	Native Hawaiian/Other Pacific Islander	45	9	11	27	29	24
5	White	7,440	4	30	30	28	9
5	NYC	11,258	12	14	21	34	19
5	Big 4 Cities	1,282	4	13	30	42	11
5	High Need Urban/Suburban	2,939	8	13	22	42	15
5	High Need Rural	177	3	7	28	44	18
5	Average Need	2,851	4	10	20	45	21
5	Low Need	1,060	4	7	16	46	27
5	Charter Schools	1,072	3	6	21	52	18
5	Religious and Independent Schools	5,556	3	35	32	24	5
5	0 Years ELL	2,740	35	31	18	10	5
5	1 Years ELL	2,835	16	29	26	20	9
5	2 Years ELL	1,865	6	29	26	27	11
5	3 Years ELL	1,555	2	19	29	33	16
5	4 Years ELL	2,917	3	22	29	33	14
5	5 Years ELL	6,274	2	12	20	43	23
5	6 Years ELL or More	7,927	2	8	23	49	18
5	Spanish	14,257	10	14	22	39	16
5	English	5,922	3	33	31	26	6
5	Chinese	1,117	8	9	15	35	33
5	Arabic	990	4	12	24	41	19
5	Bengali	456	8	8	18	38	27
5	Other Language	3,453	5	12	22	40	21
5	Students without Disabilities	21,219	8	19	22	34	17
5	Students with Disabilities	4,976	6	10	30	43	11

Table F7. Proficiency Percentages by Subgroup: Grade 6 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
6	Female	11,353	8	11	20	39	23
6	Male	12,686	12	22	19	31	17
6	Nonbinary	0	0	0	0	0	0
6	Asian	2,473	6	9	17	36	32
6	Black or African-American	931	8	11	22	37	22
6	Hispanic or Latino	13,409	13	14	17	36	20
6	American Indian or Alaska Native	72	10	18	13	44	15
6	Multiracial (not of Hispanic origin)	59	7	14	22	31	27
6	Native Hawaiian/Other Pacific Islander	44	5	9	27	32	27
6	White	7,051	7	27	22	31	14
6	NYC	10,264	15	14	17	32	22
6	Big 4 Cities	1,080	5	11	27	38	19
6	High Need Urban/Suburban	2,605	10	13	18	40	20
6	High Need Rural	168	2	10	18	46	24
6	Average Need	2,573	6	11	16	43	23
6	Low Need	870	5	8	15	41	31
6	Charter Schools	1,140	5	7	18	45	25
6	Religious and Independent Schools	5,339	6	32	24	29	9
6	0 Years ELL	2,702	40	28	16	10	6
6	1 Years ELL	2,624	21	27	22	20	10
6	2 Years ELL	1,804	10	29	23	24	14
6	3 Years ELL	1,387	7	19	24	30	19
6	4 Years ELL	2,299	4	25	21	33	17
6	5 Years ELL	1,774	3	15	20	37	24
6	6 Years ELL or More	11,344	3	8	17	46	26
6	Spanish	13,312	13	14	17	36	20
6	English	5,623	6	30	23	30	11
6	Chinese	871	11	9	15	30	35
6	Arabic	873	5	10	20	41	24
6	Bengali	378	7	7	19	33	35
6	Other Language	2,982	7	11	19	36	27
6	Students without Disabilities	19,427	11	19	18	32	20
6	Students with Disabilities	4,612	6	8	25	44	16

Table F8. Proficiency Percentages by Subgroup: Grade 7 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
7	Female	9,774	6	13	18	46	16
7	Male	11,204	8	23	19	37	13
7	Nonbinary	1	0	0	0	100	0
7	Asian	2,055	6	13	16	43	22
7	Black or African-American	898	6	13	18	48	14
7	Hispanic or Latino	11,877	9	17	17	43	14
7	American Indian or Alaska Native	63	10	24	17	27	22
7	Multiracial (not of Hispanic origin)	29	7	14	14	48	17
7	Native Hawaiian/Other Pacific Islander	44	5	16	30	25	25
7	White	6,013	3	23	23	37	14
7	NYC	9,244	10	19	16	38	17
7	Big 4 Cities	992	4	14	21	51	10
7	High Need Urban/Suburban	2,262	9	17	19	45	11
7	High Need Rural	130	5	10	12	59	15
7	Average Need	2,195	6	11	16	50	17
7	Low Need	828	4	10	16	46	23
7	Charter Schools	842	3	9	16	54	18
7	Religious and Independent Schools	4,486	3	25	25	36	11
7	0 Years ELL	2,361	27	38	15	15	5
7	1 Years ELL	2,741	16	31	23	23	8
7	2 Years ELL	1,564	6	33	25	26	10
7	3 Years ELL	1,304	3	22	23	40	12
7	4 Years ELL	1,733	2	14	24	46	13
7	5 Years ELL	1,154	3	9	19	51	18
7	6 Years ELL or More	10,042	2	9	16	54	20
7	Spanish	11,767	9	17	17	43	14
7	English	4,774	3	24	25	37	12
7	Chinese	742	9	15	16	38	21
7	Arabic	739	5	14	20	43	18
7	Bengali	294	5	14	13	43	25
7	Other Language	2,663	5	14	17	44	20
7	Students without Disabilities	16,806	8	20	19	38	15
7	Students with Disabilities	4,173	5	9	18	54	13

Table F9. Proficiency Percentages by Subgroup: Grade 8 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
8	Female	9,268	6	12	16	49	17
8	Male	9,838	8	22	16	40	14
8	Nonbinary	0	0	0	0	0	0
8	Asian	1,961	4	13	15	44	24
8	Black or African-American	890	5	10	14	52	18
8	Hispanic or Latino	11,187	10	18	16	43	14
8	American Indian or Alaska Native	56	9	21	7	41	21
8	Multiracial (not of Hispanic origin)	33	9	21	15	33	21
8	Native Hawaiian/Other Pacific Islander	43	5	21	14	44	16
8	White	4,936	3	19	17	47	15
8	NYC	8,748	10	18	16	39	17
8	Big 4 Cities	1,018	4	13	20	53	11
8	High Need Urban/Suburban	2,195	9	16	16	48	11
8	High Need Rural	154	6	16	14	51	14
8	Average Need	1,990	6	14	14	50	17
8	Low Need	745	4	12	15	47	21
8	Charter Schools	685	2	7	11	60	19
8	Religious and Independent Schools	3,571	2	21	17	47	13
8	0 Years ELL	2,370	25	35	18	16	6
8	1 Years ELL	2,509	13	30	21	26	11
8	2 Years ELL	1,552	7	29	24	29	11
8	3 Years ELL	1,155	3	18	24	41	15
8	4 Years ELL	1,673	2	11	17	56	14
8	5 Years ELL	1,046	2	10	18	53	17
8	6 Years ELL or More	8,692	2	8	11	58	20
8	Spanish	11,070	10	18	16	43	14
8	English	3,816	2	20	17	48	14
8	Chinese	701	7	18	17	38	20
8	Arabic	730	6	14	16	47	17
8	Bengali	288	6	10	13	43	27
8	Other Language	2,501	4	12	15	47	22
8	Students without Disabilities	15,243	8	19	16	42	15
8	Students with Disabilities	3,863	5	9	15	56	15

Table F10 Proficiency Percentages by Subgroup: Grade 9 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
9	Female	10,069	10	19	21	41	9
9	Male	11,230	14	24	21	34	7
9	Nonbinary	5	0	20	20	60	0
9	Asian	2,211	6	15	23	43	13
9	Black or African-American	1,168	9	17	23	40	11
9	Hispanic or Latino	13,947	16	26	21	32	6
9	American Indian or Alaska Native	76	7	33	20	33	8
9	Multiracial (not of Hispanic origin)	235	7	18	22	44	9
9	Native Hawaiian/Other Pacific Islander	35	9	17	17	37	20
9	White	3,632	2	13	23	52	9
9	NYC	11,220	15	24	21	31	8
9	Big 4 Cities	1,086	6	16	24	46	8
9	High Need Urban/Suburban	2,730	15	25	21	34	5
9	High Need Rural	184	10	19	20	42	9
9	Average Need	2,356	12	23	21	37	7
9	Low Need	970	10	19	19	41	11
9	Charter Schools	579	3	10	19	56	12
9	Religious and Independent Schools	2,179	1	11	23	58	7
9	0 Years ELL	4,529	28	36	19	13	4
9	1 Years ELL	4,279	21	35	22	17	5
9	2 Years ELL	1,686	8	31	29	25	6
9	3 Years ELL	1,085	5	20	32	36	8
9	4 Years ELL	1,578	2	13	22	53	10
9	5 Years ELL	1,046	2	10	28	50	11
9	6 Years ELL or More	6,911	2	5	18	64	11
9	Spanish	13,932	16	26	21	32	6
9	English	2,447	2	12	22	57	7
9	Chinese	926	9	17	25	38	11
9	Arabic	783	6	17	26	41	9
9	Bengali	385	4	17	26	38	15
9	Other Language	2,831	6	15	22	43	14
9	Students without Disabilities	18,033	13	24	21	34	8
9	Students with Disabilities	3,271	6	10	25	53	7

Table F11. Proficiency Percentages by Subgroup: Grade 10 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
10	Female	8,878	4	16	21	43	16
10	Male	9,520	7	20	23	39	12
10	Nonbinary	1	0	0	0	0	100
10	Asian	1,997	3	10	20	45	21
10	Black or African-American	1,139	2	11	23	47	17
10	Hispanic or Latino	11,929	8	22	23	36	11
10	American Indian or Alaska Native	57	7	12	23	40	18
10	Multiracial (not of Hispanic origin)	56	5	21	13	45	16
10	Native Hawaiian/Other Pacific Islander	30	7	13	17	53	10
10	White	3,191	2	10	20	52	17
10	NYC	9,332	7	19	21	38	15
10	Big 4 Cities	845	3	12	22	51	12
10	High Need Urban/Suburban	2,503	8	24	24	35	9
10	High Need Rural	135	1	21	29	29	19
10	Average Need	2,157	4	19	24	40	12
10	Low Need	929	4	17	25	36	18
10	Charter Schools	502	1	5	16	57	20
10	Religious and Independent Schools	1,996	1	10	19	56	14
10	0 Years ELL	1,945	17	34	20	20	9
10	1 Years ELL	3,397	10	31	28	22	8
10	2 Years ELL	2,361	7	32	33	22	6
10	3 Years ELL	1,182	4	17	31	38	11
10	4 Years ELL	1,688	1	11	23	47	18
10	5 Years ELL	1,048	1	8	21	53	17
10	6 Years ELL or More	6,682	2	5	14	60	20
10	Spanish	11,822	8	22	23	36	11
10	English	2,240	1	11	19	55	15
10	Chinese	827	4	12	24	43	17
10	Arabic	690	3	11	25	48	13
10	Bengali	324	3	8	15	47	28
10	Other Language	2,496	2	10	20	46	21
10	Students without Disabilities	15,317	6	20	23	38	14
10	Students with Disabilities	3,082	5	8	18	54	13

Table F12. Proficiency Percentages by Subgroup: Grade 11 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
11	Female	6,978	4	11	22	45	19
11	Male	6,849	5	14	23	42	15
11	Nonbinary	1	0	0	0	0	100
11	Asian	1,549	3	6	20	48	23
11	Black or African-American	854	3	6	20	49	22
11	Hispanic or Latino	8,546	6	16	23	40	15
11	American Indian or Alaska Native	49	4	12	20	43	20
11	Multiracial (not of Hispanic origin)	29	10	10	14	45	21
11	Native Hawaiian/Other Pacific Islander	35	.	3	14	51	31
11	White	2,766	1	9	21	49	19
11	NYC	6,689	5	13	23	41	18
11	Big 4 Cities	672	2	10	21	53	14
11	High Need Urban/Suburban	1,841	6	17	22	41	14
11	High Need Rural	95	3	7	17	46	26
11	Average Need	1,682	6	14	23	43	15
11	Low Need	707	4	10	22	43	22
11	Charter Schools	304	0	5	15	55	25
11	Religious and Independent Schools	1,838	0	10	22	50	18
11	0 Years ELL	1,198	10	24	23	29	14
11	1 Years ELL	2,207	8	21	27	31	13
11	2 Years ELL	1,500	5	22	33	31	9
11	3 Years ELL	1,058	3	14	29	40	14
11	4 Years ELL	1,448	2	9	22	43	23
11	5 Years ELL	951	2	8	25	44	21
11	6 Years ELL or More	5,397	2	5	16	57	21
11	Spanish	8,466	6	16	23	40	15
11	English	2,047	1	10	22	50	18
11	Chinese	649	4	6	25	45	20
11	Arabic	511	1	10	19	52	18
11	Bengali	253	4	4	19	46	28
11	Other Language	1,902	2	6	19	48	24
11	Students without Disabilities	11,594	4	13	23	42	18
11	Students with Disabilities	2,234	7	8	18	51	16

Table F13. Proficiency Percentages by Subgroup: Grade 12 Overall

Grade	Subgroup	N-Count	Proficiency Levels				
			1	2	3	4	5
12	Female	4,738	6	13	25	44	13
12	Male	5,194	7	14	25	42	11
12	Nonbinary	1	0	0	0	100	0
12	Asian	1,183	7	11	21	48	14
12	Black or African-American	641	4	9	21	50	17
12	Hispanic or Latino	6,393	6	15	27	41	11
12	American Indian or Alaska Native	39	15	13	23	33	15
12	Multiracial (not of Hispanic origin)	17	0	0	35	47	18
12	Native Hawaiian/Other Pacific Islander	44	18	9	11	57	5
12	White	1,616	7	13	24	44	12
12	NYC	5,270	9	13	23	41	14
12	Big 4 Cities	546	3	9	27	53	8
12	High Need Urban/Suburban	1,137	5	19	30	41	6
12	High Need Rural	69	1	9	20	54	16
12	Average Need	1,155	3	13	30	44	9
12	Low Need	484	3	11	25	45	16
12	Charter Schools	187	0	4	17	55	24
12	Religious and Independent Schools	1,085	7	15	29	42	7
12	0 Years ELL	211	10	19	25	29	18
12	1 Years ELL	964	9	20	29	30	12
12	2 Years ELL	1,058	4	22	33	32	10
12	3 Years ELL	1,131	8	14	29	40	9
12	4 Years ELL	1,573	3	10	28	47	13
12	5 Years ELL	774	4	10	27	47	12
12	6 Years ELL or More	4,188	8	12	20	48	12
12	Spanish	6,342	7	15	27	41	11
12	English	1,104	6	14	28	44	8
12	Chinese	513	7	14	21	47	11
12	Arabic	411	5	8	24	51	11
12	Bengali	230	15	10	14	48	13
12	Other Language	1,333	6	9	19	47	20
12	Students without Disabilities	7,517	3	12	27	45	13
12	Students with Disabilities	2,416	18	18	20	37	7

APPENDIX G: EXIT RATE BY SUBGROUP

Table G1. Exit Rate by Subgroup—Kindergarten (All Schools)

Grade	Subgroup	N-Count	Percent
K	Female	2,029	12.65
K	Male	1,921	11.52
K	Nonbinary	1	100.00
K	Asian	1,716	27.74
K	Black or African-American	126	13.74
K	Hispanic or Latino	1,500	8.50
K	American Indian or Alaska Native	20	14.60
K	Multiracial (not of Hispanic origin)	27	19.15
K	Native Hawaiian/Other Pacific Islander	10	19.61
K	White	552	7.23
K	NYC	2,441	16.72
K	Big 4 Cities	80	6.46
K	High Need Urban/Suburban	254	7.08
K	High Need Rural	15	6.17
K	Average Need	518	12.99
K	Low Need	369	20.19
K	Charter Schools	239	10.21
K	Religious and Independent Schools	35	0.72
K	0 Years ELL	2,456	16.48
K	1 Years ELL	1,403	8.31
K	2 Years ELL	57	10.27
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	0	0.00
K	Spanish	1,440	8.39
K	English	320	5.10
K	Chinese	975	33.53
K	Arabic	118	11.67
K	Bengali	179	22.04
K	Other Language	919	20.24
K	Students without Disabilities	3,723	12.90
K	Students with Disabilities	228	5.93

Table G2. Exit Rate by Subgroup–Grade 1 (All Schools)

Grade	Subgroup	N-Count	Percent
1	Female	1,023	6.33
1	Male	986	5.73
1	Nonbinary	0	0.00
1	Asian	890	15.84
1	Black or African-American	44	4.56
1	Hispanic or Latino	694	3.91
1	American Indian or Alaska Native	16	11.35
1	Multiracial (not of Hispanic origin)	16	11.59
1	Native Hawaiian/Other Pacific Islander	6	12.50
1	White	343	3.93
1	NYC	1,207	8.36
1	Big 4 Cities	31	2.56
1	High Need Urban/Suburban	99	2.71
1	High Need Rural	4	1.88
1	Average Need	260	6.76
1	Low Need	236	13.48
1	Charter Schools	99	4.51
1	Religious and Independent Schools	73	1.20
1	0 Years ELL	115	3.06
1	1 Years ELL	1,168	7.67
1	2 Years ELL	693	5.09
1	3 Years ELL	20	3.77
1	4 Years ELL	1	6.25
1	5 Years ELL	0	0.00
1	6 Years ELL or More	0	0.00
1	Spanish	688	3.93
1	English	141	2.08
1	Chinese	580	21.53
1	Arabic	54	5.38
1	Bengali	56	7.48
1	Other Language	490	10.55
1	Students without Disabilities	1,877	6.49
1	Students with Disabilities	132	2.97

Table G3. Exit Rate by Subgroup—Grade 2 (All Schools)

Grade	Subgroup	N-Count	Percent
2	Female	2,339	14.97
2	Male	2,135	12.47
2	Nonbinary	0	0.00
2	Asian	1,484	29.59
2	Black or African-American	169	15.62
2	Hispanic or Latino	2,020	11.51
2	American Indian or Alaska Native	26	20.47
2	Multiracial (not of Hispanic origin)	19	18.63
2	Native Hawaiian/Other Pacific Islander	11	19.30
2	White	745	8.46
2	NYC	2,461	17.40
2	Big 4 Cities	138	10.84
2	High Need Urban/Suburban	323	9.20
2	High Need Rural	25	11.52
2	Average Need	589	16.54
2	Low Need	429	28.47
2	Charter Schools	333	14.50
2	Religious and Independent Schools	176	2.82
2	0 Years ELL	167	5.05
2	1 Years ELL	755	13.69
2	2 Years ELL	1,962	17.38
2	3 Years ELL	1,515	12.89
2	4 Years ELL	63	12.55
2	5 Years ELL	2	1.08
2	6 Years ELL or More	0	0.00
2	Spanish	1,968	11.40
2	English	306	4.44
2	Chinese	809	36.81
2	Arabic	138	13.06
2	Bengali	201	26.94
2	Other Language	1,052	22.95
2	Students without Disabilities	4,115	14.79
2	Students with Disabilities	359	7.31

Table G4. Exit Rate by Subgroup—Grade 3 (All Schools)

Grade	Subgroup	N-Count	Percent
3	Female	1,539	10.58
3	Male	1,528	9.73
3	Nonbinary	0	0.00
3	Asian	1,012	23.50
3	Black or African-American	121	10.65
3	Hispanic or Latino	1,433	8.76
3	American Indian or Alaska Native	17	19.32
3	Multiracial (not of Hispanic origin)	11	13.58
3	Native Hawaiian/Other Pacific Islander	4	8.16
3	White	469	5.70
3	NYC	1,690	13.16
3	Big 4 Cities	78	6.14
3	High Need Urban/Suburban	285	8.31
3	High Need Rural	19	9.79
3	Average Need	390	11.49
3	Low Need	233	17.14
3	Charter Schools	267	13.57
3	Religious and Independent Schools	105	1.81
3	0 Years ELL	105	3.63
3	1 Years ELL	273	7.61
3	2 Years ELL	237	8.71
3	3 Years ELL	1,436	14.74
3	4 Years ELL	963	9.25
3	5 Years ELL	42	6.56
3	6 Years ELL or More	5	3.29
3	Spanish	1,392	8.68
3	English	200	3.11
3	Chinese	494	28.84
3	Arabic	111	10.80
3	Bengali	167	25.08
3	Other Language	703	16.05
3	Students without Disabilities	2,811	11.08
3	Students with Disabilities	256	5.26

Table G5. Exit Rate by Subgroup—Grade 4 (All Schools)

Grade	Subgroup	N-Count	Percent
4	Female	1,817	14.03
4	Male	1,753	12.21
4	Nonbinary	0	0.00
4	Asian	846	25.23
4	Black or African-American	127	13.66
4	Hispanic or Latino	1,957	13.11
4	American Indian or Alaska Native	14	14.43
4	Multiracial (not of Hispanic origin)	14	25.00
4	Native Hawaiian/Other Pacific Islander	11	18.03
4	White	601	7.64
4	NYC	1,759	15.35
4	Big 4 Cities	124	9.86
4	High Need Urban/Suburban	454	14.78
4	High Need Rural	18	9.94
4	Average Need	564	18.01
4	Low Need	296	24.52
4	Charter Schools	170	14.39
4	Religious and Independent Schools	185	3.19
4	0 Years ELL	122	4.47
4	1 Years ELL	281	9.03
4	2 Years ELL	215	10.12
4	3 Years ELL	288	12.34
4	4 Years ELL	1,290	15.97
4	5 Years ELL	1,292	15.86
4	6 Years ELL or More	79	11.13
4	Spanish	1,905	12.98
4	English	289	4.57
4	Chinese	359	29.62
4	Arabic	141	15.13
4	Bengali	115	23.81
4	Other Language	761	20.69
4	Students without Disabilities	3,175	14.16
4	Students with Disabilities	395	8.09

Table G6. Exit Rate by Subgroup—Grade 5 (All Schools)

Grade	Subgroup	N-Count	Percent
5	Female	2,119	17.22
5	Male	1,990	14.32
5	Nonbinary	0	0.00
5	Asian	832	26.87
5	Black or African-American	180	17.56
5	Hispanic or Latino	2,377	16.44
5	American Indian or Alaska Native	10	12.50
5	Multiracial (not of Hispanic origin)	14	29.79
5	Native Hawaiian/Other Pacific Islander	11	24.44
5	White	685	9.21
5	NYC	2,143	19.04
5	Big 4 Cities	141	11.00
5	High Need Urban/Suburban	448	15.24
5	High Need Rural	31	17.51
5	Average Need	585	20.52
5	Low Need	289	27.26
5	Charter Schools	198	18.47
5	Religious and Independent Schools	274	4.93
5	0 Years ELL	133	4.85
5	1 Years ELL	255	8.99
5	2 Years ELL	213	11.42
5	3 Years ELL	253	16.27
5	4 Years ELL	401	13.75
5	5 Years ELL	1,442	22.98
5	6 Years ELL or More	1,405	17.72
5	Spanish	2,325	16.31
5	English	384	6.48
5	Chinese	364	32.59
5	Arabic	190	19.19
5	Bengali	124	27.19
5	Other Language	722	20.91
5	Students without Disabilities	3,545	16.71
5	Students with Disabilities	564	11.33

Table G7. Exit Rate by Subgroup–Grade 6 (All Schools)

Grade	Subgroup	N-Count	Percent
6	Female	2,581	22.73
6	Male	2,100	16.55
6	Nonbinary	0	0.00
6	Asian	789	31.90
6	Black or African-American	209	22.45
6	Hispanic or Latino	2,687	20.04
6	American Indian or Alaska Native	11	15.28
6	Multiracial (not of Hispanic origin)	16	27.12
6	Native Hawaiian/Other Pacific Islander	12	27.27
6	White	957	13.57
6	NYC	2,246	21.88
6	Big 4 Cities	203	18.80
6	High Need Urban/Suburban	526	20.19
6	High Need Rural	41	24.40
6	Average Need	595	23.12
6	Low Need	273	31.38
6	Charter Schools	290	25.44
6	Religious and Independent Schools	507	9.50
6	0 Years ELL	149	5.51
6	1 Years ELL	273	10.40
6	2 Years ELL	248	13.75
6	3 Years ELL	267	19.25
6	4 Years ELL	401	17.44
6	5 Years ELL	430	24.24
6	6 Years ELL or More	2,898	25.55
6	Spanish	2,642	19.85
6	English	600	10.67
6	Chinese	303	34.79
6	Arabic	209	23.94
6	Bengali	132	34.92
6	Other Language	795	26.66
6	Students without Disabilities	3,929	20.22
6	Students with Disabilities	752	16.31

Table G8. Exit Rate by Subgroup—Grade 7 (All Schools)

Grade	Subgroup	N-Count	Percent
7	Female	1,599	16.36
7	Male	1,492	13.32
7	Nonbinary	0	0.00
7	Asian	456	22.19
7	Black or African-American	130	14.48
7	Hispanic or Latino	1,661	13.99
7	American Indian or Alaska Native	14	22.22
7	Multiracial (not of Hispanic origin)	5	17.24
7	Native Hawaiian/Other Pacific Islander	11	25.00
7	White	814	13.54
7	NYC	1,529	16.54
7	Big 4 Cities	101	10.18
7	High Need Urban/Suburban	244	10.79
7	High Need Rural	19	14.62
7	Average Need	366	16.67
7	Low Need	193	23.31
7	Charter Schools	153	18.17
7	Religious and Independent Schools	486	10.83
7	0 Years ELL	116	4.91
7	1 Years ELL	219	7.99
7	2 Years ELL	157	10.04
7	3 Years ELL	160	12.27
7	4 Years ELL	231	13.33
7	5 Years ELL	206	17.85
7	6 Years ELL or More	1,995	19.87
7	Spanish	1,628	13.84
7	English	555	11.63
7	Chinese	158	21.29
7	Arabic	134	18.13
7	Bengali	73	24.83
7	Other Language	543	20.39
7	Students without Disabilities	2,530	15.05
7	Students with Disabilities	561	13.44

Table G9. Exit Rate by Subgroup—Grade 8 (All Schools)

Grade	Subgroup	N-Count	Percent
8	Female	1,566	16.90
8	Male	1,373	13.96
8	Nonbinary	0	0.00
8	Asian	465	23.71
8	Black or African-American	162	18.20
8	Hispanic or Latino	1,539	13.76
8	American Indian or Alaska Native	12	21.43
8	Multiracial (not of Hispanic origin)	7	21.21
8	Native Hawaiian/Other Pacific Islander	7	16.28
8	White	747	15.13
8	NYC	1,467	16.77
8	Big 4 Cities	116	11.39
8	High Need Urban/Suburban	242	11.03
8	High Need Rural	21	13.64
8	Average Need	336	16.88
8	Low Need	156	20.94
8	Charter Schools	130	18.98
8	Religious and Independent Schools	471	13.19
8	0 Years ELL	146	6.16
8	1 Years ELL	265	10.56
8	2 Years ELL	173	11.15
8	3 Years ELL	170	14.72
8	4 Years ELL	233	13.93
8	5 Years ELL	175	16.73
8	6 Years ELL or More	1,768	20.34
8	Spanish	1,518	13.71
8	English	520	13.63
8	Chinese	143	20.40
8	Arabic	121	16.58
8	Bengali	79	27.43
8	Other Language	558	22.31
8	Students without Disabilities	2,360	15.48
8	Students with Disabilities	579	14.99

Table G10. Exit Rate by Subgroup—Grade 9 (All Schools)

Grade	Subgroup	N-Count	Percent
9	Female	893	8.87
9	Male	744	6.63
9	Nonbinary	0	0.00
9	Asian	288	13.03
9	Black or African-American	133	11.39
9	Hispanic or Latino	846	6.07
9	American Indian or Alaska Native	6	7.89
9	Multiracial (not of Hispanic origin)	21	8.94
9	Native Hawaiian/Other Pacific Islander	7	20.00
9	White	336	9.25
9	NYC	899	8.01
9	Big 4 Cities	84	7.73
9	High Need Urban/Suburban	148	5.42
9	High Need Rural	17	9.24
9	Average Need	165	7.00
9	Low Need	110	11.34
9	Charter Schools	68	11.74
9	Religious and Independent Schools	146	6.70
9	0 Years ELL	191	4.22
9	1 Years ELL	211	4.93
9	2 Years ELL	106	6.29
9	3 Years ELL	84	7.74
9	4 Years ELL	157	9.95
9	5 Years ELL	113	10.80
9	6 Years ELL or More	757	10.95
9	Spanish	843	6.05
9	English	174	7.11
9	Chinese	104	11.23
9	Arabic	74	9.45
9	Bengali	56	14.55
9	Other Language	386	13.63
9	Students without Disabilities	1,407	7.80
9	Students with Disabilities	230	7.03

Table G11. Exit Rate by Subgroup—Grade 10 (All Schools)

Grade	Subgroup	N-Count	Percent
10	Female	1,399	15.76
10	Male	1,135	11.92
10	Nonbinary	1	100.00
10	Asian	426	21.33
10	Black or African-American	199	17.47
10	Hispanic or Latino	1,361	11.41
10	American Indian or Alaska Native	10	17.54
10	Multiracial (not of Hispanic origin)	9	16.07
10	Native Hawaiian/Other Pacific Islander	3	10.00
10	White	527	16.52
10	NYC	1,380	14.79
10	Big 4 Cities	101	11.95
10	High Need Urban/Suburban	233	9.31
10	High Need Rural	26	19.26
10	Average Need	251	11.64
10	Low Need	166	17.87
10	Charter Schools	100	19.92
10	Religious and Independent Schools	278	13.93
10	0 Years ELL	175	9.00
10	1 Years ELL	279	8.21
10	2 Years ELL	153	6.48
10	3 Years ELL	127	10.74
10	4 Years ELL	301	17.83
10	5 Years ELL	179	17.08
10	6 Years ELL or More	1,309	19.59
10	Spanish	1,354	11.45
10	English	326	14.55
10	Chinese	141	17.05
10	Arabic	88	12.75
10	Bengali	90	27.78
10	Other Language	536	21.47
10	Students without Disabilities	2,119	13.83
10	Students with Disabilities	416	13.50

Table G12. Exit Rate by Subgroup—Grade 11 (All Schools)

Grade	Subgroup	N-Count	Percent
11	Female	1,338	19.17
11	Male	1,053	15.37
11	Nonbinary	1	100.00
11	Asian	364	23.50
11	Black or African-American	187	21.90
11	Hispanic or Latino	1,280	14.98
11	American Indian or Alaska Native	10	20.41
11	Multiracial (not of Hispanic origin)	6	20.69
11	Native Hawaiian/Other Pacific Islander	11	31.43
11	White	534	19.31
11	NYC	1,210	18.09
11	Big 4 Cities	96	14.29
11	High Need Urban/Suburban	252	13.69
11	High Need Rural	25	26.32
11	Average Need	250	14.86
11	Low Need	153	21.64
11	Charter Schools	75	24.67
11	Religious and Independent Schools	331	18.01
11	0 Years ELL	166	13.86
11	1 Years ELL	279	12.64
11	2 Years ELL	132	8.80
11	3 Years ELL	143	13.52
11	4 Years ELL	340	23.48
11	5 Years ELL	201	21.14
11	6 Years ELL or More	1,120	20.75
11	Spanish	1,268	14.98
11	English	366	17.88
11	Chinese	130	20.03
11	Arabic	93	18.20
11	Bengali	70	27.67
11	Other Language	465	24.45
11	Students without Disabilities	2,042	17.61
11	Students with Disabilities	350	15.67

Table G13. Exit Rate by Subgroup—Grade 12 (All Schools)

Grade	Subgroup	N-Count	Percent
12	Female	599	12.64
12	Male	568	10.94
12	Nonbinary	0	0.00
12	Asian	165	13.95
12	Black or African-American	109	17.00
12	Hispanic or Latino	689	10.78
12	American Indian or Alaska Native	6	15.38
12	Multiracial (not of Hispanic origin)	3	17.65
12	Native Hawaiian/Other Pacific Islander	2	4.55
12	White	193	11.94
12	NYC	734	13.93
12	Big 4 Cities	43	7.88
12	High Need Urban/Suburban	72	6.33
12	High Need Rural	11	15.94
12	Average Need	108	9.35
12	Low Need	77	15.91
12	Charter Schools	44	23.53
12	Religious and Independent Schools	78	7.19
12	0 Years ELL	37	17.54
12	1 Years ELL	120	12.45
12	2 Years ELL	109	10.30
12	3 Years ELL	107	9.46
12	4 Years ELL	202	12.84
12	5 Years ELL	95	12.27
12	6 Years ELL or More	493	11.77
12	Spanish	682	10.75
12	English	88	7.97
12	Chinese	57	11.11
12	Arabic	47	11.44
12	Bengali	31	13.48
12	Other Language	262	19.65
12	Students without Disabilities	990	13.17
12	Students with Disabilities	177	7.33

APPENDIX H: DIF STATISTICS

The DIF classification categories are defined below in Table H1 (see Section 4.2 of this report for additional detail).

DIF Classification for Multiple-Choice Items (Listening and Reading)

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

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

DIF Classification for Constructed-Response Items (Speaking and Writing)

Category	Description	Criterion
AA	No DIF	Non-significant M-H χ^2 or Significant M-H χ^2 and $ SMD/SD \leq .17$
BB	Moderate DIF	Significant M-H χ^2 and $.17 < SMD/SD \leq .25$
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 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	13	A+	A+	A+	B-
	Listening	14	A+	A+	B-	B+
	Reading	1	A+	C-	C-	C+
	Reading	2	A+	C-	C-	C+
	Reading	3	A-	A-	C-	C+
	Reading	4	A-	A-	B-	B+
	Reading	6	A+	A+	A+	B-
	Reading	9	A-	A-	B-	C+
	Reading	13	A+	A+	A+	B-
	Reading	17	A-	A+	B+	C-
	Reading	18	A-	A+	B+	C-
1–2	Listening	14	A-	A+	B-	A+
	Listening	21	A-	A+	A+	B-
	Reading	6	A-	A-	A-	B+
	Reading	19	A-	A+	A+	B-
	Speaking	2	AA-	AA-	AA-	BB+
3–4	Listening	6	A+	A-	A-	B+
	Reading	10	A+	A+	A+	B-
	Speaking	1	AA+	AA-	BB-	AA+
	Speaking	5	AA+	AA-	BB-	AA+
	Speaking	12	AA-	AA+	BB+	BB-
5–6	Listening	17	B+	A-	A+	A+
	Listening	20	A-	A-	A-	B+
	Listening	22	B+	A-	A-	A+
	Reading	1	A-	A-	A+	B-
	Reading	2	B+	A+	A-	A+
	Reading	18	A-	A+	A+	C-
	Reading	26	A+	A-	A-	B+
Speaking	8	AA-	AA+	BB+	AA-	
7–8	Listening	2	A-	A+	A+	B-
	Listening	8	A+	A+	A+	B-
	Listening	9	A+	A-	A-	B+
	Listening	12	A+	A+	B-	B+
	Listening	20	A-	A+	C-	C+

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	23	A-	B-	A+	A+
	Listening	24	A-	A-	A-	B+
	Reading	5	A+	B+	A-	A-
	Reading	20	C+	A+	C-	B+
	Reading	21	A-	A+	A+	B-
	Speaking	8	AA-	AA+	BB+	BB-
	Speaking	9	AA-	AA-	AA-	BB+
9–12	Listening	1	A-	A-	A+	B-
	Listening	5	A-	B+	A-	A+
	Listening	6	A+	C+	C-	A+
	Listening	7	A+	A+	A+	B-
	Listening	9	A+	A+	B-	C+
	Listening	10	A+	A-	B+	B-
	Listening	13	A+	B-	B+	A-
	Listening	19	A+	A-	A-	B+
	Listening	23	A-	B+	A-	A+
	Reading	10	A+	A+	A+	B-
	Reading	21	A-	A-	A+	B-
	Reading	22	A+	A+	B-	C+
	Reading	24	A-	A+	B-	C+

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