

# NEW MEXICO STANDARDS-BASED ASSESSMENT TECHNICAL REPORT: SPRING 2007 ADMINISTRATION

PREPARED FOR THE NEW MEXICO PUBLIC EDUCATION DEPARTMENT BY:

HARCOURT ASSESSMENT, INC.  
PSYCHOMETRIC AND RESEARCH SERVICES  
19500 BULVERDE ROAD  
SAN ANTONIO, TEXAS 78259

## Contents

<b>1</b>	<b>TEST DESIGN AND DEVELOPMENT .....</b>	<b>1</b>
1.1	Overview.....	1
1.2	Test Design .....	2
1.3	Item Development.....	5
1.4	Field Test and Item Analysis .....	6
<b>2</b>	<b>SCORING PROCEDURES .....</b>	<b>10</b>
2.1	Processing for Student Documents .....	10
2.1.1	Receiving .....	10
2.1.2	Structure Definition and Order Entry .....	10
2.1.3	Document Staging.....	11
2.1.4	Scanning.....	11
2.1.5	Scoring Editing .....	12
2.1.6	Archiving .....	13
2.1.7	Job Submission. ....	13
2.1.8	Computer Operations .....	13
2.1.9	Alerts and Research. ....	13
2.2	Scoring Constructed Response Items.....	13
2.2.1	Developing Scoring Materials for Constructed Response Items .....	14
2.2.2	Monitoring for scoring accuracy/reliability .....	17
2.2.3	Overall Scoring Process .....	19
2.3	Inter-rater Reliability .....	19
<b>3</b>	<b>SUMMARY OF STUDENT PERFORMANCE.....</b>	<b>23</b>
<b>4</b>	<b>STATISTICAL ANALYSES OF ITEM AND TEST SCORES.....</b>	<b>29</b>
4.1	Classical Test Theory Based Analyses .....	29
4.1.1	Item-Level Statistics .....	29
4.1.2	Test Level Statistics .....	32
4.2	Differential Item Functioning .....	39
<b>5</b>	<b>SCALING OF THE ASSESSMENT AND ITEM RESPONSE THEORY .....</b>	<b>40</b>
5.1	Calibration and Equating Process .....	40
5.2	Item-Level IRT Statistics .....	42
5.3	Scoring Tables .....	45
<b>6</b>	<b>RELIABILITY .....</b>	<b>47</b>
6.1	Introduction.....	47
6.2	Coefficient Alpha.....	47
6.3	Standard Error of Measurement.....	48
6.4	Conditional Standard Error of Measurement .....	48
6.5	Classification Accuracy and Consistency .....	49
<b>7</b>	<b>VALIDITY .....</b>	<b>52</b>
7.1	Test Content .....	52
7.2	Internal Structure .....	52
7.3	Relationships to other variables .....	59
<b>8</b>	<b>GRADE 11 STANDARD SETTING .....</b>	<b>61</b>
	<b>APPENDIX A TEST BLUEPRINTS .....</b>	<b>64</b>
	<b>APPENDIX B ITEM-LEVEL STATISTICS .....</b>	<b>71</b>

<b>APPENDIX C PERFORMANCE LEVEL PERCENTAGES FOR SELECTED DEMOGRAPHIC SUBGROUPS.....</b>	<b>126</b>
<b>APPENDIX D TEST LEVEL STATISTICS FOR SELECTED DEMOGRAPHIC SUBGROUPS.....</b>	<b>151</b>
<b>APPENDIX E INTERRATER AGREEMENT AND CORRELATIONS FOR CONSTRUCTED RESPONSE ITEMS .....</b>	<b>202</b>
<b>APPENDIX F SCORING TABLES FOR THE 2007 NMSBA TESTS .....</b>	<b>222</b>
<b>APPENDIX G GRADE 11 PERFORMANCE LEVEL DESCRIPTORS .....</b>	<b>302</b>
<b>APPENDIX H SUMMARY OF NMPED MEETING TO FINALIZE CUTPOINTS FOR GRADE 11 ASSESSMENTS.....</b>	<b>305</b>

Tables and Figures

<b>TABLE 1.1 SUMMARY OF NUMBER OF ITEMS AND POINTS FOR NMSBA ENGLISH TEST .....</b>	<b>3</b>
<b>TABLE 1.2 SUMMARY OF NUMBER OF ITEMS AND POINTS FOR NMSBA SPANISH TEST .....</b>	<b>4</b>
<b>TABLE 1.3 SUMMARY OF ITEM P-VALUES AND POINT-BISERIAL/ITEM-TEST CORRELATIONS .....</b>	<b>9</b>
<b>TABLE 2.1 SUMMARY OF INTERRATER RELIABILITY STATISTICS FOR NMSBA ENGLISH LANGUAGE MATHEMATICS TESTS.....</b>	<b>20</b>
<b>TABLE 2.2 SUMMARY OF INTERRATER RELIABILITY STATISTICS FOR NMSBA ENGLISH LANGUAGE READING TESTS. ....</b>	<b>20</b>
<b>TABLE 2.3 SUMMARY OF INTERRATER RELIABILITY STATISTICS FOR NMSBA ENGLISH LANGUAGE SCIENCE/SOCIAL STUDIES (GRADE 11) TESTS. ....</b>	<b>21</b>
<b>TABLE 2.4 SUMMARY OF INTERRATER RELIABILITY STATISTICS FOR NMSBA SPANISH LANGUAGE MATHEMATICS TESTS.....</b>	<b>21</b>
<b>TABLE 2.5 SUMMARY OF INTERRATER RELIABILITY STATISTICS FOR NMSBA SPANISH LANGUAGE READING TESTS. ....</b>	<b>21</b>
<b>TABLE 2.6 SUMMARY OF INTERRATER RELIABILITY STATISTICS FOR NMSBA SPANISH LANGUAGE SCIENCE TESTS. ....</b>	<b>22</b>
<b>TABLE 3.1 SCALE SCORE CUTSCORE INTERVALS FOR NMSBA ENGLISH TESTS ..</b>	<b>24</b>
<b>TABLE 3.2 SCALE SCORE CUTSCORE INTERVALS FOR NMSBA SPANISH TESTS ...</b>	<b>25</b>
<b>TABLE 3.3 PERCENTAGE OF STUDENTS AT EACH PL CLASSIFICATION FOR ENGLISH LANGUAGE NON-BIA STUDENTS .....</b>	<b>26</b>
<b>TABLE 3.4 PERCENTAGE OF STUDENTS AT EACH PL CLASSIFICATION FOR SPANISH LANGUAGE STUDENTS .....</b>	<b>27</b>
<b>TABLE 3.5 PERCENTAGE OF STUDENTS AT EACH PL CLASSIFICATION FOR ENGLISH LANGUAGE BIA STUDENTS .....</b>	<b>28</b>
<b>TABLE 4.1 MEAN AND STANDARD DEVIATIONS OF P-VALUES AND ITEM-TEST CORRELATIONS .....</b>	<b>32</b>
<b>TABLE 4.2 SUMMARY RAW TEST SCORE STATISTICS (ENGLISH LANGUAGE NON-BIA STUDENTS) .....</b>	<b>34</b>
<b>TABLE 4.3 SUMMARY RAW TEST SCORE STATISTICS (SPANISH LANGUAGE STUDENTS).....</b>	<b>35</b>
<b>TABLE 4.4 SUMMARY RAW TEST SCORE STATISTICS (ENGLISH LANGUAGE BIA STUDENTS).....</b>	<b>36</b>
<b>TABLE 4.5 SUMMARY SCALE SCORE STATISTICS (ENGLISH LANGUAGE NON-BIA STUDENTS).....</b>	<b>37</b>
<b>TABLE 4.6 SUMMARY SCALE SCORE STATISTICS (SPANISH LANGUAGE STUDENTS)</b>	<b>38</b>
<b>TABLE 4.7 SUMMARY SCALE SCORE STATISTICS (ENGLISH LANGUAGE BIA STUDENTS).....</b>	<b>39</b>

<b>TABLE 5.1 MEAN RASCH ITEM DIFFICULTIES FOR ENGLISH LANGUAGE NMSBA TESTS .....</b>	<b>42</b>
<b>TABLE 5.2 MEAN RASCH ITEM DIFFICULTIES FOR SPANISH LANGUAGE NMSBA TESTS .....</b>	<b>42</b>
<b>TABLE 5.3 MEAN AND STANDARD DEVIATION OF RASCH FIT STATISTICS .....</b>	<b>43</b>
<b>TABLE 5.4 COUNT OF INFIT AND OUTFIT STATISTICS OUTSIDE OF LIMITS (ENGLISH LANGUAGE TESTS).....</b>	<b>44</b>
<b>TABLE 5.5 COUNT OF INFIT AND OUTFIT STATISTICS OUTSIDE OF LIMITS (SPANISH LANGUAGE TESTS).....</b>	<b>45</b>
<b>TABLE 6.1 CLASSIFICATION ACCURACY AND CONSISTENCY FOR THE ENGLISH LANGUAGE NMSBA TESTS.....</b>	<b>50</b>
<b>TABLE 6.2 CLASSIFICATION ACCURACY AND CONSISTENCY FOR THE SPANISH LANGUAGE NMSBA TESTS.....</b>	<b>51</b>
<b>TABLE 7.1 REPORTING CATEGORY INTERCORRELATIONS FOR ENGLISH READING</b>	<b>53</b>
<b>TABLE 7.2 REPORTING CATEGORY INTERCORRELATIONS FOR ENGLISH MATH ..</b>	<b>54</b>
<b>TABLE 7.3 REPORTING CATEGORY INTERCORRELATIONS FOR ENGLISH SCIENCE/GRADE 11 SOCIAL STUDIES .....</b>	<b>55</b>
<b>TABLE 7.4 REPORTING CATEGORY INTERCORRELATIONS FOR SPANISH READING</b>	<b>56</b>
<b>TABLE 7.5 REPORTING CATEGORY INTERCORRELATIONS FOR SPANISH MATH...</b>	<b>57</b>
<b>TABLE 7.6 REPORTING CATEGORY INTERCORRELATIONS FOR SPANISH SCIENCE</b>	<b>58</b>
<b>TABLE 7.7 CORRELATIONS AMONG NMSBA SUBJECT TEST SCORES.....</b>	<b>59</b>

---

# 1 Test Design and Development

## 1.1 Overview

The NMSBA was administered in Spring 2007 in English and Spanish for the subject areas of Reading, Mathematics, and Science for grades 3 through 9. A Writing test was also administered as part of the NMSBA but is not addressed in this report as only raw, unequated scores are reported, and only on a limited basis. The 2007 NMSBA tests were composed of multiple choice (MC) items and two types of constructed response (CR) items—short answer (SA; scored 0, 1, and 2) and open-ended (OE) items (scored 0, 1, 2, 3, and 4). MC items were either drawn from the Stanford Achievement Test Series, Tenth Edition (SAT10) for English test (or from Aprenda 3 for Spanish test), or were new items written specifically for the NMSBA (“augmented items”). All constructed response items were augmented items. All augmented items and the portion of the SAT10 items that addressed one or more specific New Mexico standards were used to derive student scores. The remainder of the SAT10 items that did not address a specific New Mexico standard were dropped for the 2007 administration.

The augmented items had been field tested in previous administrations of the NMSBA from 2004 onwards. Harcourt (with NMPED oversight) wrote items for the augmented portion of the NMSBA based on the relevant NM standards, and these items went through the normal item development process.

Harcourt developed items following the test specifications and the blueprint. These candidate items were reviewed by NMPED and panels of NM teachers to ensure that they addressed the content that they were intended to address and that they did not mention or portray any specific demographic group in a stereotypical or demeaning fashion. Items that were flagged at this point were generally sent back to the item authors along with relevant feedback for revision, after which they were scheduled for inclusion in the next round of item reviews (as though they were newly written items). Items that successfully passed this initial stage of review were then embedded within an operational testing form where a representative sample of the target population responded to the item. These items did not affect the student’s scores—responses were used solely to calculate the item statistics. This allowed the statistical properties of the item to be assessed and is referred to as “field testing”. After field testing a “data review” meeting was held to review all field tested items. The participants in the data review meeting were NM teachers who were experienced in the content area and grade level of the items that they were reviewing. At this meeting, item data from the field test administration was reviewed by the teachers to identify items that had problems that had not been caught earlier in the process. This could include things such as confusing wording, ambiguous, or partially or totally correct MC item distractors, differentially difficult items (DIF, also known as “item bias”), or other flaws in the item that were not apparent until item data became available. Items could only be rejected at the data review meeting for specific and identifiable flaws—items could not be rejected simply because the item statistics looked “bad”. Items that were accepted at this stage were retained in an item “bank” for possible inclusion in future forms of the exam. The

final test form was then constructed using items in the bank and from the previous year's form (the 2007 form included approximately 70% of the augmented items from the 2006 form) and was forwarded to NMPED for approval. After NMPED approval was secured, the test form was put into production for administration in 2007.

The number of items decreased as the test development process proceeded. Items were lost at the item review process (content and bias review) and at data review. Finally, a subset of the items accepted at data review become operational items. The remaining items are kept in the bank for future operational use. Such attrition is natural and expected. The targets that are set each year for number of items required for each benchmark covered by the test take this attrition into account to ensure that all benchmarks on the test have adequate coverage.

## **1.2 Test Design**

The NMSBA contains three types of items: multiple choice (MC), short answer (SA) and open-ended (OE) items. The MC items required students to select a correct answer from several alternatives and had a maximum possible score of 1. The SA item required students to answer a question with a couple of words or a few sentences, and had a maximum possible score of 2. The OE items required student to answer with a paragraph or two, and had a maximum possible score of 4. For the 2007 administration only, several open-ended items were included on the Grade 11 math test that had been on the previous (2006) form of the test. The maximum points possible for these items ranged from two to six points – two and three point items were classed as SA items and those worth four or more points were classed as OE items.

For mathematics and science, items in the Spanish test were trans-adapted (i.e., translated with an emphasis on capturing the meaning within the item, rather than a simple word for word translation) from the English language test items. For reading, items and reading passages for Spanish and English tests were separately and independently developed in the target language; the Spanish language items and passages were not translated English language items or passages.

The number of MC, SA, and OE items and their score points for 2007 NMSBA are summarized in Tables 1.1 and 1.2. Note that multiple choice items made up approximately 70% of the items on the test, with the remaining 30% being constructed response items.

**Table 1.1 Summary of Number of items and Points for NMSBA English Test**

Grade	Item Count	Point Count	MC Count	OE Count	SA Count	MC Points	OE Points	SA Points
Mathematics								
3	55	75	39	2	14	39	8	28
4	57	78	40	2	15	40	8	30
5	62	87	43	3	16	43	12	32
6	62	87	43	3	16	43	12	32
7	62	89	43	4	15	43	16	30
8	62	89	43	4	15	43	16	30
9	60	86	42	4	14	42	16	28
11	60	93	42	4	14	42	19	32
Reading								
3	47	67	35	4	8	35	16	16
4	47	67	35	4	8	35	16	16
5	47	67	35	4	8	35	16	16
6	49	69	37	4	8	37	16	16
7	49	69	37	4	8	37	16	16
8	49	69	37	4	8	37	16	16
9	49	69	37	4	8	37	16	16
11	51	80	36	7	8	36	28	16
Science								
3	48	66	34	2	12	34	8	24
4	48	66	34	2	12	34	8	24
5	48	66	34	2	12	34	8	24
6	48	68	34	3	11	34	12	22
7	48	68	34	3	11	34	12	22
8	48	70	34	4	10	34	16	20
9	48	70	34	4	10	34	16	20
Social Studies								
11	60	84	42	3	15	42	12	30



**Table 1.2 Summary of Number of Items and Points for NMSBA Spanish Test**

Grade	Item Count	Point Count	MC Count	OE Count	SA Count	MC Points	OE Points	SA Points
Mathematics								
3	55	75	39	2	14	39	8	28
4	57	78	40	2	15	40	8	30
5	62	87	43	3	16	43	12	32
6	62	87	43	3	16	43	12	32
7	62	89	43	4	15	43	16	30
8	62	89	43	4	15	43	16	30
9	60	86	42	4	14	42	16	28
11	60	93	42	4	14	42	19	32
Reading								
3	47	67	35	4	8	35	16	16
4	47	67	35	4	8	35	16	16
5	47	67	35	4	8	35	16	16
6	50	70	38	4	8	38	16	16
7	49	69	37	4	8	37	16	16
8	49	69	37	4	8	37	16	16
9	49	69	37	4	8	37	16	16
11	52	77	37	5	10	37	20	20
Science								
3	48	66	34	2	12	34	8	24
4	48	66	34	2	12	34	8	24
5	48	66	34	2	12	34	8	24
6	48	68	34	3	11	34	12	22
7	48	68	34	3	11	34	12	22
8	48	70	34	4	10	34	16	20
9	48	70	34	4	10	34	16	20

NM has in place a framework of standards and benchmarks that define what students are expected to know and to be able to do, by grade and content area – these define what it means for a student to be “proficient”. So that the NMSBA would be an accurate measure of NM students’ mastery of the content covered by New Mexico’s standards and benchmarks, Harcourt first thoroughly reviewed each standard and benchmark, and then worked closely with NMPED to develop assessment blueprints for each grade and content area. Assessment blueprints function as maps or plans for the test developers. They identify content or reporting categories (at the overall test, standard, and benchmark levels), and determine which and how many items matching specific test content are to be included on a test. The test blueprints provide the structure for constructing test forms by defining the content to be covered and the relative emphasis to be given to each content area. The structure of the test with respect to the standards and the benchmarks and the constellation of the number of items and points at each standard and benchmark level are provided in Appendix A.

### 1.3 Item Development

It is essential that the NMSBA address the depth, breadth, and intent of the New Mexico Content Standards for each grade level. Important information regarding student performance must be derived from the standards-based portion of the test. The standards-based (criterion-referenced) items developed for NMSBA as well as the Stanford 10 items identified as assessing New Mexico content standards must align to the New Mexico Academic Standards in order to provide a valid assessment. Item and test development activities extend beyond the item writing process itself to include:

- revising and maintaining test specifications and blueprints
- conducting item reviews for alignment to the content standards, for bias, and for technical quality
- conducting field tests and analyzing field test data
- constructing new operational tests
- ongoing data analyses to ensure a valid and reliable assessment

The item development process began with a thorough review of the New Mexico content standards, the test specifications, and blueprints by Harcourt's assessment specialists. A sufficient number of new items were written to each standard to allow for the attrition inherent in the review and field testing process.

Once the item development plan has been reviewed and approved by the New Mexico Public Education Department, item development assignments and support materials were provided to Harcourt's staff of trained, professional item writers. The item writers then wrote and submitted their items to the assessment specialists who conducted a thorough quality review of items using criteria such as:

- Does the item measure the standard it is intended to measure?
- Does the item conform to best practices in item design?
- Is the content of the item accurate?
- Is the item unique?
- Is the language of the item clear and concise?
- Are the multiple choice item distractors plausible?
- Does the item have only one correct answer?
- Is the language of the item simple and concise?

The initial review was followed by an additional review in which a senior assessment specialist analyzed the item for accurate content and best testing practices. Thereafter, the items went through an editorial review to make sure that proper vocabulary, spelling, and grammar were used.

There was an intentional parallelism among all items, art, and passages in phraseology, sentence structure, and stimulus attributes. Edited items were then passed back to the lead assessment specialist, who conducted an additional review. Prior to committee

review, a random sample of items were reviewed by national content consultants for best practice in item development.

Items that were not acceptable were returned to the item writer with feedback and suggestions for rewriting the item. Feedback about accepted items was also frequently supplied to writers. Edits were explained and suggestions were given on how to improve future work. This feedback process helps the item writers to improve their item writing skills in order to be able to create higher quality items in the future.

All items went through an internal review process at Harcourt before they were deemed suitable for external committee reviews. This internal review phase allowed the items to be refined and aligned with content standards before they were delivered to the Public Education Department for review both within the PED and in item review meetings. The additional series of reviews added value to the items by lowering attrition due to issues identified at item review (where items are screened to ensure that they align to the content standards and that they are free from bias and stereotyping).

#### **1.4 Field Test and Item Analysis**

Once items have passed item review, they are eligible to be field tested. Field testing is required before items can be used operationally (i.e., before they can contribute to a student's score on the test.) While there are multiple levels of review before an item is deemed ready for inclusion on a test, there are some flaws that do not become apparent until one examines the item statistics derived from an administration of the item to a representative sample of the target population—this is the purpose of field testing, to gather those statistics for a final review of the item before it can affect students scores. Field test items were embedded within the operational test form (but were not distinguishable by examinees) for field testing. Again, responses to embedded field test items were used only to derive statistics for the items—student scores were dependent solely on their responses to items that had been accepted at a past data review, not the items that were being field tested.

Results from the field test administration were reviewed at data review meetings (as described earlier). Items accepted at past data review meetings were eligible to be used in the 2007 operational test. The statistics calculated for MC, SA, and OE items included:

- Numbers of students tested
  - The number of students tested was the number of students who had the opportunity to answer the test item, regardless of whether or not they actually responded. Students who took the Braille form of the test or whose test was invalidated for any reason were not included in this number.
- Item difficulties (p-values) or item mean (for SA and OE items)
  - Item Difficulty (p-value) represents the percentage of students who answered the question correctly, while the item mean for SA and OE items represents the average of the student scores on the item.

- Item-option response distributions for all respondents, for high-, middle-, and low-ability groups
  - For each item, the percent of students who selected each option (for MC items) or who achieved each valid score point (for SA and OE items) was given, along with the percentage of students who did not answer the item, and the percentage who gave an invalid response. These percentages were shown both for the group as a whole and for students who scored in the lower, middle, and upper third of test scores.
- Point-biserial correlation (for MC items) or item-total test correlation (for SA and OE items).
  - Point-biserial/item-total test correlation is a measure of how well an item discriminates between high and low scoring students. A high positive correlation indicates that students who did well on the item also did well on the test as a whole and that students who did poorly on the item also did poorly on the test as a whole. A negative correlation indicates that students who answered the item correctly tended to have *lower* test scores than students who answered it incorrectly. A correlation near zero indicates that there was essentially no relationship between a student's score on the item and their score on the test as a whole.
- Differential item functioning (DIF) analysis results for gender and selected ethnic groups.
  - DIF refers to items that are more difficult for one demographic group as compared to another *for reasons that are unrelated to the construct being measured*. A well-known example involved an item that was easier for examinees that engaged in hunting – since more males than females hunt, it was easier for males as compared to females. However, because hunting is unrelated to what was being measured (verbal reasoning), the item was discarded as displaying DIF. In contrast, an item measuring English grammar skills might be found to be more difficult for Hispanics than for Caucasians. In this case, it might be plausibly argued that such differences are due to a higher proportion of Limited English Proficiency (LEP) students within the Hispanic population as compared to the Caucasian population – the observed differences are directly linked to what is being measured, and so such an item would not be considered to display DIF. Items should be excluded for DIF only after further review has identified features within the item that are causing the difference in difficulties, and those features have been confirmed to be unrelated to the constructs being measured by the item. Often referred to as “item bias” analyses, the more morally neutral term “DIF” has become preferred as it more accurately describes the underlying processes. The DIF procedures used were Mantel's (1963) extension of the Mantel-Haenszel procedure (the Mantel Chi-square) for the CR items and the Mantel-Haenszel procedure (Mantel & Haenszel, 1959) for the MC items. Items are

classified as having negligible, moderate, or severe apparent DIF on the basis of these statistics.

Selection of the operational items in the data review meeting and during final test form construction was based on both content expertise and the psychometric properties of the item being considered. The psychometric guidelines used to choose the items for the 2007 final test form were as follows:

- Avoid the use of items with p-values (item mean/maximum points possible) that are less than .10 or greater than .90
- Avoid the use of items with point-serial or item-total test correlation less than .10
- Avoid the inclusion of items with DIF classifications of “Severe”

The p-value and the point-biserial (or item-total test correlation) for the 2007 operational test items are provided in Appendix B. The means and standard deviations of the distributions of p-values and the point-biserial/item-total test correlations for the operational items are shown in Table 1.3, by subject and grade.

**Table 1.3 Summary of item p-values and point-biserial/item-test correlations**

Grade	Math		Reading		Science (English Grade 11 Social Studies)	
	Mean	SD	Mean	SD	Mean	SD
<b>P-value: English</b>						
3	51.65	21.20	53.72	15.42	56.98	23.64
4	52.35	21.27	61.53	16.46	54.31	23.45
5	51.08	20.94	62.91	16.47	51.02	19.08
6	46.08	18.54	63.73	15.56	53.21	22.62
7	42.56	18.48	55.90	17.79	55.33	20.79
8	44.56	18.26	62.33	18.81	46.31	17.07
9	46.20	21.95	56.33	19.38	42.92	23.16
11	38.40	15.88	59.45	21.39	47.93	20.41
<b>P-value: Spanish</b>						
3	46.40	20.87	52.68	19.27	45.92	21.45
4	40.72	20.09	57.47	17.68	40.35	21.54
5	41.16	18.50	50.66	16.54	39.56	17.96
6	31.74	16.69	54.36	19.37	36.94	20.22
7	29.66	15.34	48.06	18.60	38.00	18.36
8	32.44	15.86	53.12	16.11	36.40	17.93
9	32.58	19.82	50.12	17.76	31.98	20.73
11	27.78	15.45	60.75	17.28		
<b>Item-Test Correlation: English</b>						
3	0.38	0.10	0.38	0.12	0.36	0.10
4	0.39	0.11	0.40	0.10	0.33	0.12
5	0.38	0.12	0.40	0.10	0.34	0.11
6	0.39	0.12	0.40	0.12	0.37	0.10
7	0.41	0.12	0.39	0.13	0.39	0.09
8	0.41	0.13	0.36	0.12	0.34	0.11
9	0.42	0.14	0.39	0.10	0.36	0.12
11	0.39	0.15	0.41	0.10	0.38	0.12
<b>Item-Test Correlation: Spanish</b>						
3	0.36	0.12	0.35	0.13	0.29	0.11
4	0.32	0.13	0.35	0.11	0.25	0.10
5	0.30	0.13	0.36	0.13	0.26	0.13
6	0.28	0.14	0.27	0.14	0.26	0.13
7	0.29	0.12	0.29	0.14	0.24	0.10
8	0.29	0.15	0.31	0.14	0.23	0.13
9	0.27	0.14	0.26	0.14	0.19	0.14
11	0.21	0.17	0.34	0.13		

---

## **2 Scoring Procedures**

### **2.1 Processing for Student Documents**

Harcourt implemented an established process that enabled the Harcourt Scoring Center to accurately process the NMSBA student response documents. These processes include the use of a control document called a Master File Sheet (MFS), which is completed by the test administrator at the building or district level and on which each order is defined and structured. An additional document, completed by the teacher, is a school-based classroom- or grade-level header sheet (the Universal Identification Document, or UID). Comparing the information provided on the UID and the MFS with the actual number of documents scanned for the NMSBA served as a quality checkpoint to see if any student documents are missing at a district or school level. If students' documents are indeed missing, the order can be flagged with a processing alert. To process student response documents, Harcourt uses a proprietary system known as SCORFLOW®. Descriptions of the SCORFLOW workstations follow.

#### **2.1.1 Receiving**

The Receiving workstation accepts and counts cartons as they are delivered and sorts them by district. This is the first quality checkpoint in the receiving process; tracking can begin immediately if it is discovered that only a partial shipment was received. Cartons are palletized, with each pallet receiving a unique identification code. At this point, pallets move to a queue in Document Staging to await processing. Meanwhile, a pallet folder containing all documentation for schools represented on that pallet goes to Order ID, where the schools are logged into SCORFLOW® and associated with an order number. An order is the basic processing unit of documents as they move through all operational workstations. Documents that are received late or separately from the main shipment can be merged with the rest of the shipment using the order number. As an additional quality checkpoint in the receiving process, each shipment is checked for complete documentation, such as a Master File Sheet or an Order for Scoring Services. If a shipment is missing boxes or documentation, it is placed on alert and the school district's test coordinator is contacted.

#### **2.1.2 Structure Definition and Order Entry**

From the Order ID station, the pallet folder moves to Structure Definition. The information on the MFS is verified against the data that were pre-loaded from LADS. If there is a discrepancy, both SCORFLOW and LADS are updated to conform to the MFS. The student n-count, grade level, and number of groups in the order are entered by hand. If the school or district has requested optional services, Order Entry will update the customer record. Order Entry also inputs the type of reports the customer has requested, as well as information regarding number of copies and packaging requirements. Once the order has been entered, the pallet folder is released to Document Staging.

### **2.1.3 Document Staging**

When Document Staging receives the pallet folder from Structure Definition and Order Entry, employees called “stagers” match the unique pallet identifier to the appropriate pallet in the holding queue. This serves as the first quality checkpoint within Document Staging. Once the folder and pallet have been matched up, the pallet is released for processing and moved to its assigned staging line. Every stager on the line follows a detailed checklist of quality and security procedures. Examples of these procedures follow.

- As the contents of each carton are removed, the Scoring Services Identification (SSID) sheet is reviewed. The answer documents received must match the program type listed on the Master File Sheet (MFS) or the Order for Scoring Services (OSS). The number of answer documents recorded on each SSID is matched with the number of documents recorded on the MFS.
- The stagers check for loose papers and non-scannable documents.
- Next, the documents are assembled onto carts, which will be used to transport documents through all operational areas.
- Control documents are placed with each unique group of documents to facilitate control and quality checks throughout the subsequent processes.
- The MFS or OSS now contains SCORFLOW control information consisting of the receiving number, SCORFLOW order number, and cart number. This information provides fast, accurate access to group and individual documents.

When the stagers have completed their work, the cart moves to the Document Staging Quality Control area, where staff members commonly called “QCers” validate the completeness of the cart’s contents. Once the QCer has verified the accuracy of the stagers’ work, the cart is delivered to the release station, where orders are logged out of Document Staging and the cart is released to Scanning.

### **2.1.4 Scanning**

All documents are maintained in a temperature- and humidity-controlled environment for at least 24 hours prior to scanning. This quality step allows the moisture content of the paper to normalize. Properly stabilized paper improves scan reliability and quality. Booklets and answer folders are then released for slitting, where their spines are sliced off, turning them into stacks of single sheets of paper. Specially-designed calibration sheets are inserted at random intervals into each stack. These sheets will be used to conduct Statistical Process Maintenance on the scanning equipment. After the documents are slit, the cart is moved to the scanning area. Harcourt uses two types of scanners: OMR (Optical Mark Read) and image. Documents are assigned to a scanner type based on the type of document and the output required. A complete scanner diagnostic test is executed prior to scanning the documents on each cart, and a calibration check is run prior to scanning each stack. The scanning process first deciphers grayscale-captured information that includes document identification and all information gridded by the test-taker. If the document is image-scanned, a full-page bi-



tonal image is saved for human-scoring requirements. The scanning program checks the validity of the document ID via skunk codes or module codes to ensure that the booklet is the correct booklet. The program also compares the actual number of pages scanned to the number of pages for that unique document ID. Scanners are routinely checked and calibrated based on the Statistical Process Maintenance feedback generated by the calibration sheets inserted during slitting. Imaged information is subsequently sent to the Reader database, where it is organized by student, subject area, and program, ensuring proper distribution of the image when rating is required. Those images are then distributed to Harcourt's Performance Assessment Scoring Center (PASC), while hex values are accumulated on the network to await scoring. A more detailed description of PASC and its capabilities as they relate to the scoring of constructed-response items for the NMSBA follows at the end of this section. At this point, the cart is logged out of the Scanning workstation and moves to Scoring Editing. The data collected from the OMR and image scanners are embedded into a scan file, which will be used to generate an edit report.

### **2.1.5 Scoring Editing**

The editing group is responsible for the quality and accuracy of the data submitted for scoring. The first step in this process is to run the scan file produced by Scanning, which compares the data to the customer's unique program specifications. The output is used to generate an edit report listing of documents needing correction or validation. The editor uses the report to pull from the cart the documents requiring edit resolution. Using the editing rules and alert conditions established for the program, the scoring editor outputs cleaned data. To reach that point the editor must review and resolve entries on the edit report. The edit report is a listing of records flagged as having suspect fields. A flag simply means that the data field did not match program specifications. Typical flags that editors must resolve include:

- Incorrect gridding or double gridding
- Wrong dates
- Gridding current year for birth year
- Mismatch between gridded name and pre-ID label
- Partial name

A scoring editor reviews every flag by referencing the source answer document and validating or correcting the field. As an example, if the edit report flags a student document as being gridded with the current year rather than the student's birth year, the scoring editor will attempt to resolve the error using information hand-printed on the document. If the editor cannot resolve the error, the order will go on alert and the customer will be contacted for resolution. When all edits have been resolved, corrections are incorporated into the document file containing student records. Once all corrections have been made, the edit routine is rerun to ensure data validity. When no fields are flagged as suspect, all the records for that order are considered "clean" and the order proceeds to Job Submission. The actual physical documents marked by the

students are no longer needed in the scoring process and move to the Archiving workstation.

### **2.1.6 Archiving**

At the Archiving workstation, student documents are banded and palletized in sequence. This sequencing allows for an individual student document to be quickly retrieved should it be requested. Pallets are placed in secure storage for the period defined in the program's retention guidelines. At the end of the retention period, documents are shredded in a secure environment and then recycled.

### **2.1.7 Job Submission.**

Once the Editing group has cleared a program, Job Submission releases the program to the mainframe for scoring.

### **2.1.8 Computer Operations**

This group is responsible for printing pre-ID labels, pack lists and reports, as well as for electronic report services, such as CDs, diskettes and FTP files. Working directly from the Harcourt mainframe, Computer Operations will generate the student and summary files that will be sent to Harcourt's subcontractor, Grow Network, for reporting. Grow Network was responsible for all printed reports. After the files for printing have been generated and forwarded to Grow Networks, a list of electronic report services goes to Production Control, a group within Computer Operations. Here, data files are downloaded to generate CDs, diskettes, cartridges, or FTP files. Depending on the electronic medium requested by the client, the files are shipped or are posted to the designated website.

### **2.1.9 Alerts and Research.**

Our program management staff works directly with our large scale program clients to resolve alerts and order entry discrepancies as quickly as possible. An alert is any situation that needs resolution, such as missing information on a document. As needed, calls are placed to test coordinators to get resolutions to problem situations. All alert information is entered into the SCORFLOW record for the order, including the type of alert, the date it was initiated, and any other relevant information. SCORFLOW also prevents the scoring and reporting processes from being activated until the test result reports requested have been key-entered and verified. Any discrepancies are resolved with the customer before the services are verified in the system.

## **2.2 Scoring Constructed Response Items**

Harcourt's Performance Assessment Scoring Center (PASC) was responsible for scoring the constructed-response items (short answers scored 0, 1, and 2 and open-ended items scored 0, 1, 2, 3, and 4) on the NMSBA. PASC currently maintains qualified pools of trained, professional readers who are well-experienced in scoring a wide range of writing assessments and open-ended assessments in reading, mathematics, science, social science, etc. PASC readers are required to possess a 4-year undergraduate degree and undergo an extensive training process. Candidates who wish to qualify as bilingual

scorers for Spanish language assessments must pass the screening process in English and in Spanish. These experts then applied the scoring criteria to responses in the language, which they were qualified to score.

Harcourt developed all anchors (exemplars for each score point) and training materials with New Mexico prior to the live administration and scoring, sending those to the New Mexico Public Education Department for final review and sign-off. The general processes of PASC scoring are detailed in the following section.

For all large-scale scoring projects scored at PASC, each domain/level has a room director (Scoring Director). The room director works closely with the Training Supervisor and the content Training Specialist to conduct training to ensure that readers become expert with a specific project. A trainer must be, first and foremost, a good teacher, capable of recognizing the question behind the question and able to present the response in a variety of ways until it is fully understood by all. He or she must encourage readers to abandon preconceived notions they may have about the scoring procedures and to align their thinking and judgment to the procedures and to the scoring scale defined by the specific project. The room director's main job is to oversee the actual scoring of the papers, acting as the decision maker for situations or questions that may arise during the scoring process. All invalid (i.e., unscorable) papers are reviewed by the room director who must confirm any such decision and ensure consistency of decisions. The room director is also responsible for the quality of the scoring within the room. For our custom large-scale programs, those who will be serving as room directors are active members of the training materials development team, often traveling to work with state departments and teacher committees to finalize scoring guides and training procedures.

Room directors are selected for a given project from among those who have successfully served as team leaders for many previous projects. They have been team leaders in large scale projects where training is conducted for an entire room by the scoring director and they must have served as team leaders in small-scale projects where team leaders act as trainer. They have been evaluated on their ability to train readers as well as to monitor readers' scoring accuracy and consistency.

Team leaders are experienced, proficient readers who have successfully completed a two-day general team leader training workshop at PASC. That workshop prepares some of our best readers to assume the role of team leader and gives them the initial training needed to assume greater levels of responsibility within our training and scoring process. Team leaders assist the room director, certify that readers on their team are qualified and are scoring accurately, and may retrain individual readers when necessary.

### **2.2.1 Developing Scoring Materials for Constructed Response Items**

Before anchor pulling can take place, experienced PASC Room Directors and Team Leaders take several preliminary steps. For a given prompt or item they must know the prompt and the rubric thoroughly. Then their directions are to proceed as follows:

- Look for responses that seem to represent the full range of quality as described in the rubric.
- Include not only papers that are homogeneous in their level of quality but also papers that differ in quality from variable to variable and can be given an overall classification (as below).
- Use notes to mark High, Medium, and Low papers, marking especially good ones (e.g., the potentially top scores).
- Separate any problem papers – off-topic, off-task, verbatim copying, strange, potential teacher interference, etc.
- Mark flagged papers with the score range or the nature of the problem and paper ID. (ID is retained in case copy proves to be unreadable; in case original must be examined again for some reason; and to be sure that, after copying, the original is returned to its proper packet and box.)
- Next copies are made of each flagged paper, transferring the flag to the copy.
- These copies are sorted into piles, reflecting the nature of the flag; i.e., all potential “high” papers are together, all potential “medium” papers are together, etc., with all problem papers grouped together. For “problem” or “decision” papers, duplicates of types of problems are culled. The best example of each problem type is retained; the rest are discarded.
- Then the expert scoring team must decide which particular papers from the sorted piles should go into which range set for anchor pulling – High, Medium, Low. For example, a particular paper marked “medium” could go into the Medium set.

During final anchor pulling, the procedure used for assigning scores to the papers in each set is as follows. The procedure is followed for each set successively.

- Range papers are read and scored by the anchor-pulling team.
- Charts are made showing each score for each paper. Tentative scores are assigned to each paper on which there seems to be consensus. However, all assigned scores at this point – even those on papers for which there is complete agreement – are tentative and subject to change based on later considerations. Decisions are made about each of the problems in the Decision set.
- Each set is read and scored, using the tentative scores on the previous sets as guidelines. After each set has been read, the results are charted and discussed.
- Each score point for which there is less than unanimous agreement is discussed starting with the lowest score point and also beginning with the least controversial of these. The papers that had the widest discrepancies of assigned scores around this lowest score point are discussed next before moving to the papers whose assigned scores are in the next higher range. There may be frequent reference back to previous sets to make sure that decisions on score points are consistent.
- This iterative process of reading, charting, and discussing successive sets has three goals: First, it establishes scores on papers for which there is virtual agreement;

second, it identifies papers that are on the line between two adjacent scores, forcing the clarification of that line; and, third, it allows readers to adjust their scoring to better conform or agree with one another. During this process, the tentative scores assigned to papers in earlier sets become firm.

When the reading and charting is finished and decisions have been made and scores assigned to all the papers, the anchor-pulling phase is finished. However, the development of training material is just beginning.

From these responses, the team must now pull together the following sets for each prompt or item group:

- Anchor set
  - At least two examples of each score point, depending upon the score scale (no invalids). These should be “clean” papers but should illustrate different types of the same score point, if there are such clear differences. Once completed, this set is submitted to the Training Supervisor for review.
- Decision set
  - This should be a set of whatever size necessary to illustrate the various kinds of problems that might arise with this prompt. If the number of such papers is small, these may be incorporated into the first training set instead of being grouped into a separate additional set.
- Training sets
  - These are two sets of up to 20 papers each (again, this will vary according to the score point scale). They should contain a range of papers including “clean” papers, “line” papers, and “problem” papers. The papers should be in random order of quality and unmarked.
- Qualifying sets
  - There should be four sets of these with up to 10 papers each. These should consist heavily of “clean” papers but not exclusively so. One of the sets may include an example of an invalid paper, but it should be clearly so.
- Calibration sets (validity sets)
  - These are composed of 5 papers of mixed quality, arranged in random order. We would create as many different sets as there are expected to be scoring days on a single prompt or group of items – minus one or two for the training day and the initial scoring day.

The next step is a review of the anchors and practice sets across all items in a domain to ensure consistent decisions and consistent application of the rubrics. This is followed by an across-grades review by domain, again, to ensure consistent decisions have been made.

### **2.2.2 Monitoring for scoring accuracy/reliability**

The key to accurate scoring of writing and open-ended items is proper training of the readers. The following procedures are routinely employed by the PASC for training readers before scoring each new prompt or set of items.

Project-specific team leader training is conducted in the days immediately preceding scoring. It consists of training and qualifying which is substantially like the readers' training except that the emphasis is on problem issues.

Team leaders are experienced in the scoring process and will help train and retrain their team members. In addition, the logistics of the scoring sessions, and the routines for resolution reading are discussed. All team leaders must also meet the qualifying standards set for the given project. For large-scale, custom projects, the standards are determined in conjunction with Harcourt and the client.

Training for project-specific holistic scoring of constructed responses takes approximately one full day. It begins with an overview of the project. A trainer may present some of the history and purpose of the specific performance assessment, including such things as how the prompts were administered, test security, how the results will be used, and the proposed method for communicating results to the student, parent, school, and district. In addition, at the start of any individual project, readers must reconfirm their commitment to security and confidentiality by signing a project specific Security Agreement. Training continues with a reading and discussion of the student responses in the anchor set. In this set the scores have been recorded with the student responses, and the responses are arranged in ascending point-scale order. Emphasis is placed on the reader's understanding of how the responses differ from one another in incremental quality and how each response reflects the description of its score point as generalized in the scoring guidelines.

Once readers feel comfortable with the anchor set, they begin to score the first training set, which consists of previously-scored student responses arranged in random order. Each reader reads and scores the responses in the training set. The correct scores are then revealed. At this point, using our central scoring model, readers interact with the trainer in discussing the characteristics of each response that earned it the assigned score point. The same format is followed for each training set. During this process, the reader's job is not to justify his or her own scoring but to internalize the scale and adjust his or her individual scoring to conform to that scale.

Readers who qualify on the first set are permitted to start scoring immediately. Generally more than 75 percent of our readers qualify on the first set, and by the end of the second set, more than 95 percent of the readers have qualified. The few readers who still have not qualified after the second qualifying set, work with a trainer to review the anchors and clarify perceptual discrepancies before being considered for scoring the third qualifying set. Any reader who fails to qualify following this training is dismissed from the project.

All readers are trained to score to the same scale to ensure accurate, consistent, reliable scoring. The PASC adheres to stringent criteria in its general screening, training, and

qualifying procedures as preliminary measures for obtaining high levels of consistency and reliability. Nevertheless, in any large group of potential readers, some individuals are not suited to conduct holistic scoring. Some readers may be systematically too lenient in their ratings, others too harsh. Still others may vary unsystematically and unpredictably from other scorers and deviate from the training standards. The Performance Assessment Scoring Center's quality control program can easily identify readers who may need to be retrained, or possibly eliminated from the scoring project or reader pool, or who are not suited for scoring a specific test.

While the first step in ensuring accuracy of scoring is to adhere to a rigorous training and qualifying process for all readers, ongoing monitoring is also critical. During the scoring process, in addition to regular student responses, readers score a set of calibration (validity) responses each day. Calibration sets consist of five student papers that have been pre-scored by expert team leaders who are familiar with the project's scoring parameters.

The reader does a blind scoring of the responses. The reader's scores are compared with the known scores and a Calibration Report is prepared. Readers score a different calibration set each day. The distribution of calibration responses is controlled through the distribution of responses to readers, allowing calibrations to be "slipped in" at various times during the day. The results from the scoring of calibration sets are kept separate from the ongoing flow of actual scores and are reported to team leaders, room directors, and the training supervisor.

Calibration and reliability standards are set for each custom large-scale project in conjunction with the client and for Harcourt products by an internal team. Any reader who fails to meet the standards is immediately scheduled for retraining. As we have described, each reader scores at least one calibration set each day. For the New Mexico constructed response items, we conducted a single reading; however, a minimum of a random sample of 10 percent of readers' scoring output was routed for a second scoring by a qualified team leader as a means of tracking inter-rater reliabilities. This check scoring is done for monitoring purposes only. There is no resolution of discrepant scores. Acceptable agreement rates (matching or exact + adjacent scores) vary from project to project, depending upon the score scale, the number of items in a scoring subset and the "open-ness" of the response possibilities.

Once a reader falls below the standard, retraining is conducted. Repeated failure to meet the standard resulted in dismissal from the NMSBA project.

In addition to the use of calibration sets and the use of recalibration/retraining activities, all readers undergo group retraining every Monday (or following an extended break) during the scoring project. Individual readers receive retraining during the scoring, as deemed necessary by team leader and room director observations and results from daily monitoring reports. Team leaders must document all retraining.

Harcourt's system allows team leaders and/or room directors to conduct random read behinds as an additional monitoring method. When conducting read behinds, the team leader (or room director) receives student responses and the scores assigned by the reader. Responses selected for read behinds may be randomly selected or may be

targeted read behinds (i.e., responses receiving specific scores, etc.). These read behinds are very useful in tracking specific areas of confusion for a given reader or group of readers and assist the team leader in knowing just how to direct retraining activities.

### **2.2.3 Overall Scoring Process**

For our readers, a work day at the PASC consists of seven hours of directed activity, two breaks, and an hour for lunch. After the readers leave for the day, the readers' aides remove all materials from the scoring rooms and return them to the storeroom for locked storage overnight. Scoring directors and team leaders review the day's activities and the various monitoring reports, and plan any retraining or recalibration work that may be required the following day.

Readers have a reader number and are assigned to teams. The reader number and team identification are linked to all documents the reader scores. This ensures that subsequent readings of student papers will be directed to different readers from different teams. No identifying information about the student is available to scorers.

Harcourt's on-line scoring system routes selected items to readers who have trained and qualified to score those items. Items may be single items (as with writing) or groups of items (as with math and science, for example). Whether an item or an item subset, the system recognizes each as a separate work unit and distributes work units only to the reader scorer who is qualified to score that work unit. All PASC readers have individual reader number and individual password for the system.

Using the unique reader number, PASC also tracks how readers are scoring and the rates of agreement between readers.

As indicated, when a reader's performance falls below acceptable parameters for a project, indicated either through his or her scores on the daily calibration sets or through the many monitoring activities we employ, the reader is retrained. In those instances where the retraining does not correct the discrepant scoring, the reader will be dismissed from the scoring project.

The number of readers and the number of teams needed for a specific project are determined by the number of forms and items to be scored, the length of the scoring window, and the average reader rate for each type of response to be scored. We generally assign teams of six to eight readers for short-answer assessment. Each team has a team leader. Room directors are assigned for each content area.

When readers are assigned to a specific scoring project, their attendance is monitored, and readers who fail to commit to the full project may be dismissed. Our experience has shown an average attrition rate for long-term projects to be approximately 20 percent, which is factored in when we determine the number of readers to be called.

## **2.3 Inter-rater Reliability**

As was stated, Harcourt conducted a 10% "read-behind" for the constructed response items on the NMSBA to monitor reader performance and to ensure that all readers maintained an appropriate level of stringency in the scores given to examinee



responses. Appendix E contains the tables with the detailed inter-rater reliability statistics for each item. The tables include the sequence number on the test, the item ID number (CID), the item type (SA items have a maximum possible score of 2 points and OE items have a maximum possible score of 4; for grade 11 math SA items had a maximum possible score of 2 or 3 points and OE items had a maximum possible score of 4, 5, or 6 points), the number of examinees who received check scores, the percent of exact, adjacent, and non-adjacent scores, and the correlation between the original and check scores. An “exact” match is defined as the check reader assigning the same score as the original reader (e.g., both assign a score of “3” to the response to an item with a maximum possible score of 4). An “adjacent” match is defined as the check reader assigning a score that is one point higher or lower than that given by the original reader (e.g., the original reader gave a response to an item a score of “3” and the check reader assigned a score of “2”). An “exact” match is defined as the check reader assigning the same score as the original reader (e.g., both assign a score of “3” to the response to an item with a maximum possible score of 4). Tables 2.1-2.6 summarize this information below.

**Table 2.1 Summary of interrater reliability statistics for NMSBA English language mathematics tests.**

Grade	Exact		Adjacent		Non-adjacent		Correlation	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
3	85.80	9.67	12.89	8.07	1.31	1.91	0.81	0.06
4	87.17	7.76	11.89	7.33	0.94	1.08	0.80	0.09
5	84.29	8.01	14.60	6.90	1.11	1.38	0.78	0.07
6	84.81	7.52	14.16	6.90	1.03	1.02	0.78	0.07
7	88.08	7.89	10.88	6.47	1.04	1.72	0.82	0.09
8	86.10	8.91	13.07	7.96	0.83	1.04	0.82	0.06
9	90.37	3.77	9.06	3.43	0.56	0.47	0.86	0.05
11	90.32	7.40	8.58	7.09	1.10	1.01	0.88	0.09

**Table 2.2 Summary of interrater reliability statistics for NMSBA English language reading tests.**

Grade	Exact		Adjacent		Non-adjacent		Correlation	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
3	72.09	9.04	25.44	7.96	2.47	1.39	0.64	0.15
4	65.29	15.45	28.34	10.66	6.37	6.46	0.54	0.18
5	70.11	9.11	27.55	8.42	2.34	1.38	0.61	0.08
6	79.21	16.06	18.89	14.61	1.90	1.67	0.75	0.14
7	77.95	9.63	21.16	9.12	0.90	0.61	0.73	0.10
8	70.79	10.25	26.17	9.44	3.04	1.77	0.61	0.13
9	74.15	7.67	24.62	6.91	1.23	0.91	0.63	0.09
11	70.52	13.47	27.46	11.93	2.02	2.10	0.46	0.15

**Table 2.3 Summary of interrater reliability statistics for NMSBA English language science/social studies (grade 11) tests.**

Grade	Exact		Adjacent		Non-adjacent		Correlation	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
3	89.36	4.59	9.60	4.02	1.04	1.28	0.82	0.07
4	87.99	6.33	11.58	5.94	0.42	0.55	0.81	0.06
5	89.02	6.21	10.41	5.88	0.57	0.75	0.84	0.09
6	86.65	6.51	12.52	5.90	0.83	0.89	0.80	0.08
7	84.62	7.78	14.45	6.70	0.93	1.34	0.76	0.10
8	78.25	12.41	19.56	9.87	2.19	3.27	0.72	0.12
9	83.89	9.90	14.79	8.51	1.32	1.83	0.69	0.12
11	63.57	17.85	26.58	10.70	9.85	9.23	0.22	0.16

**Table 2.4 Summary of interrater reliability statistics for NMSBA Spanish language mathematics tests.**

Grade	Exact		Adjacent		Non-adjacent		Correlation	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
3	89.98	7.50	9.29	6.74	0.73	1.09	0.85	0.08
4	87.07	6.50	12.21	6.22	0.72	0.59	0.72	0.13
5	87.41	8.66	12.31	8.43	0.29	0.55	0.79	0.13
6	83.43	13.88	15.17	12.04	1.40	2.30	0.66	0.17
7	86.02	12.39	12.74	10.89	1.23	2.08	0.70	0.18
8	83.82	12.38	14.62	10.85	1.56	2.09	0.63	0.18
9	86.96	10.91	11.38	10.15	1.66	2.29	0.67	0.17
11	85.17	16.59	12.45	14.03	2.38	4.80	0.70	0.35

**Table 2.5 Summary of interrater reliability statistics for NMSBA Spanish language reading tests.**

Grade	Exact		Adjacent		Non-adjacent		Correlation	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
3	78.84	9.34	19.51	8.45	1.65	1.73	0.73	0.09
4	69.44	9.10	27.71	8.21	2.85	2.25	0.63	0.11
5	70.18	14.39	27.22	12.14	2.59	2.85	0.63	0.11
6	83.55	10.98	15.11	10.13	1.34	2.41	0.81	0.12
7	67.32	14.45	29.18	10.57	3.51	5.51	0.60	0.16
8	71.47	19.05	24.36	13.06	4.17	8.18	0.66	0.21
9	61.47	14.59	31.74	10.02	6.79	6.37	0.55	0.10
11	72.08	14.35	21.78	12.68	6.14	6.39	0.40	0.22

**Table 2.6 Summary of interrater reliability statistics for NMSBA Spanish language science tests.**

Grade	Exact		Adjacent		Non-adjacent		Correlation	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
3	84.40	7.71	14.19	6.60	1.41	1.61	0.72	0.11
4	84.76	7.14	14.37	7.14	0.87	1.00	0.66	0.11
5	82.41	11.06	16.10	9.97	1.48	1.75	0.71	0.17
6	83.01	8.80	15.51	8.00	1.48	2.18	0.61	0.14
7	85.47	10.63	12.95	8.59	1.57	3.17	0.65	0.24
8	86.98	8.23	11.69	6.97	1.32	2.13	0.77	0.09
9	88.48	9.96	10.90	9.10	0.62	1.09	0.68	0.26

Overall, interrater reliabilities are at a satisfactory level. Caution should be exercised in interpreting the agreement levels for the Spanish language items at the upper grades (especially grade 11 math). The populations taking these assessments were small, leading to extremely low numbers of check scores. The resulting statistics are unstable, and so very low and high levels of agreement for individual items are probably unrealistic.

---

### 3 Summary of Student Performance

The NMSBA was administered to students in grades 3-9 and 11 in April 2007. Its results are used to inform teachers, parents, and other interested parties of the academic achievement levels of NM students and for the purposes mandated by the No Child Left Behind (NCLB) federal legislation. The assessments are available in both English and Spanish versions, and cover reading, writing, math, and science in grades 3-9. The grade 11 exams cover reading, writing, and math, and the English version also covers social studies.

All statistics in this report are based on the final data for the 2007 administration, except where specified. Bureau of Indian Affairs (BIA) schools were excluded from statistical analyses in most cases. Analyses in which the BIA schools were not excluded will be noted, and for some analyses the results for BIA schools will be reported separately. All analyses for Spanish and English language tests were performed separately even though the math and science tests are transadaptations of the English tests (they do not share the same scale, and their raw and scale scores are not comparable from Spanish to English).

Students receive scale scores for each subject area, except writing (which is not scaled). Because writing is not scaled (and thus is not equated or comparable to previous years' writing scores), has no cutscores set, and is only reported on a limited basis, it will not be addressed further in this report.

There are four performance levels (PLs) defined for the NMSBA subject tests. These are Beginning Step, Nearing Proficiency, Proficient, and Advanced. For the purposes of NCLB, a passing grade on any NMSBA subject test is a PL classification of Proficient or Advanced.

Table 3.1 show the score intervals for each performance level for the English language NMSBA by subject and grade, and Table 3.2 shows those for the Spanish Language NMSBA. Please note that the Grade 11 tests are new for 2007 (they were administered by another vendor prior to 2007) and they are not on the vertical scale used by the lower grades of the NMSBA.

**Table 3.1 Scale score cutscore intervals for NMSBA English tests**

Content Area	Grade	PL1	PL2	PL3	PL4
Mathematics	3	0-555	556-610	611-659	660-999
	4	0-583	584-635	636-677	678-999
	5	0-608	609-657	658-695	696-999
	6	0-628	629-676	677-713	714-999
	7	0-645	646-692	693-731	732-999
	8	0-657	658-705	706-750	751-999
	9	0-666	667-715	716-769	770-999
	11	0-560	561-593	594-634	635-999
Reading	3	0-591	592-620	621-669	670-999
	4	0-599	600-639	640-682	683-999
	5	0-608	609-655	656-695	696-999
	6	0-619	620-668	669-709	710-999
	7	0-631	632-678	679-723	724-999
	8	0-645	646-685	686-738	739-999
	9	0-660	661-689	690-753	754-999
	11	0-577	578-621	622-671	672-999
Science	3	0-544	545-598	599-669	670-999
	4	0-572	573-626	627-686	687-999
	5	0-595	596-650	651-703	704-999
	6	0-614	615-668	669-718	719-999
	7	0-628	629-682	683-733	734-999
	8	0-638	639-690	691-746	747-999
	9	0-643	644-694	695-759	760-999
Social Studies	11	0-567	568-606	607-648	649-999

**Table 3.2 Scale score cutscore intervals for NMSBA Spanish tests**

Content Area	Grade	PL1	PL2	PL3	PL4
Mathematics	3	0-548	549-590	591-633	634-999
	4	0-572	573-616	617-656	657-999
	5	0-592	593-637	638-675	676-999
	6	0-606	607-652	653-689	690-999
	7	0-616	617-662	663-699	700-999
	8	0-620	621-666	667-705	706-999
	9	0-620	621-666	667-707	708-999
	11	0-556	557-591	592-638	639-999
Reading	3	0-552	553-609	610-640	641-999
	4	0-573	574-624	625-660	661-999
	5	0-590	591-636	637-676	677-999
	6	0-602	603-645	646-689	690-999
	7	0-610	611-651	652-698	699-999
	8	0-613	614-655	656-703	704-999
	9	0-613	614-656	657-704	705-999
	11	0-602	603-627	628-650	651-999
Science	3	0-553	554-609	610-654	655-999
	4	0-567	568-617	618-660	661-999
	5	0-579	580-625	626-665	666-999
	6	0-589	590-632	633-670	671-999
	7	0-597	598-639	640-674	675-999
	8	0-604	605-645	646-678	679-999
	9	0-609	610-651	652-681	682-999

The percent of students in each of the PLs is shown for the English language non-BIA students in Table 3.3, Spanish language students in Table 3.4, and English language BIA students in Table 3.5 (there were no Spanish language tests taken by BIA students). These tables include the following statistics: number of students tested, number of students with valid scores, and the percent of each of the following – students with no score (i.e., invalid tests), students in each of the four PLs, and students in the top two PLs (pass rate). A detailed breakdown of PL percentages by demographic subgroups can be found in Appendix C.

**Table 3.3 Percentage of students at each PL classification for English language non-BIA students**

Grade	N Tested	N Valid Scores	No Score	Beginning Step (PL1)	Nearing Proficiency (PL2)	Proficient (PL3)	Advanced (PL4)	PL3 + PL4
Mathematics								
3	22474	22400	0	8	50	38	4	42
4	22836	22768	0	9	44	36	11	47
5	22868	22800	0	12	51	30	7	37
6	23311	23199	0	21	52	22	5	27
7	23844	23699	1	25	49	21	5	25
8	24399	24196	1	19	50	26	5	30
9	27077	26396	3	13	48	30	7	37
11	19868	19312	3	22	44	25	6	31
Reading								
3	22477	22391	0	17	28	50	5	55
4	22832	22766	0	12	32	45	10	55
5	22865	22780	0	8	31	46	14	60
6	23311	23219	0	15	48	33	4	37
7	23850	23653	1	10	40	41	8	49
8	24400	24200	1	10	34	53	2	55
9	27089	26457	2	25	29	42	1	44
11	19871	19412	2	15	36	41	6	47
Science								
3	22465	22363	0	1	16	71	12	83
4	22823	22721	0	4	38	54	3	57
5	22854	22734	1	5	50	41	3	44
6	23308	23183	1	12	54	32	1	34
7	23835	23667	1	18	51	28	2	30
8	24379	24140	1	14	62	23	0	23
9	27064	26272	3	8	50	37	1	38
Social Studies								
11	19857	19190	3	18	42	31	6	37

**Table 3.4 Percentage of students at each PL classification for Spanish language students**

Grade	N Tested	N Valid Scores	No Score	Beginning Step (PL1)	Nearing Proficiency (PL2)	Proficient (PL3)	Advanced (PL4)	PL3 + PL4
Mathematics								
3	1696	1689	0	4	34	47	14	61
4	1211	1209	0	9	61	25	5	30
5	972	972	0	20	62	18	1	18
6	618	614	1	24	62	12	1	13
7	643	636	1	36	55	7	0	8
8	567	564	1	22	62	15	1	16
9	536	509	5	21	60	14	1	14
11	250	249	0	38	53	8	0	8
Reading								
3	1687	1680	0	5	52	32	10	43
4	1205	1202	0	8	53	33	6	39
5	962	960	0	15	50	31	4	35
6	611	606	1	6	49	44	1	45
7	640	633	1	2	27	63	8	71
8	567	562	1	3	29	62	5	67
9	522	499	4	6	51	39	0	39
11	243	242	0	20	36	37	7	44
Science								
3	1695	1688	0	4	59	35	2	36
4	1208	1202	0	7	69	22	1	24
5	972	970	0	6	58	35	2	37
6	617	613	1	19	59	20	1	21
7	642	636	1	28	60	11	1	12
8	566	563	1	28	63	8	1	8
9	536	503	6	13	64	15	1	16



**Table 3.5 Percentage of students at each PL classification for English language BIA students**

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	Beginning Step (PL1)	Nearing Proficiency (PL2)	Proficient (PL3)	Advanced (PL4)	PL3 + PL4
Mathematics								
3	886	866	2	14	65	19	0	19
4	799	784	2	26	60	12	1	13
5	745	733	2	32	56	11	0	11
6	794	783	1	43	48	7	1	8
7	752	744	1	48	46	5	0	5
8	736	727	1	38	51	9	0	9
9	584	573	2	17	59	20	1	22
11	380	371	2	27	49	19	2	21
Reading								
3	886	878	1	33	37	29	0	30
4	799	787	2	30	48	19	1	20
5	745	734	1	23	48	24	3	27
6	794	784	1	32	56	10	0	10
7	752	740	2	24	51	23	1	24
8	736	728	1	24	49	26	1	26
9	584	574	2	37	29	31	0	32
11	380	372	2	21	38	36	3	39
Science								
3	886	874	1	1	36	60	1	61
4	799	788	1	14	69	16	0	16
5	745	731	2	17	71	10	0	10
6	794	786	1	25	65	9	0	9
7	752	741	1	42	51	5	0	5
8	736	724	2	30	63	5	0	5
9	584	574	2	14	62	22	0	22
Social Studies								
11	380	371	2	26	44	26	2	28

---

## 4 Statistical Analyses of Item and Test Scores

### 4.1 Classical Test Theory Based Analyses

The following sections present and discuss the statistical characteristics of the items and test forms of the NMSBA using classical test theory (CTT). CTT is the basic framework for understanding how items and the test forms are performing. For items, CTT provides measures of difficulty and discrimination (e.g., how well does an item discriminate between high and low scoring examinees?) For tests, CTT provides measures of overall difficulty and reliability. It is important to remember that statistics based on CTT are sample-dependant. This simply means that the statistics must be interpreted relative to the sample of the population that they were administered to. In the case of the NMSBA, this sample consisted of all NM grade 3-9 and 11 students administered the NMSBA – virtually the entire population of grade 3-9 and 11 students within the state of NM, which is the target population for this assessment.

#### 4.1.1 Item-Level Statistics

The item level statistics are shown in Appendix B. The following item statistics are reported:

- Item sequence number
  - This is the sequence number of the item in a particular section of the test (listening, writing conventions, reading, speaking, or writing production).
- CID
  - This is the number that identifies items within Harcourt’s systems.
- Item type
  - MC (multiple choice), SA (short answer), or OE (open-ended).
- P-value
  - For MC items, this is the proportion of examinees that answered the item correctly, and is equal to the item mean score. For constructed response (SA or OE) items, this is the item mean score divided by the number of points possible. This “normalizes” the resulting value so it ranges between zero and one, allowing an approximate comparison of difficulty to be made between items with different maximum possible scores.
- Item mean score
  - This is the average score that all students who were presented the item achieved. For MC items, this quantity is also known as the *p-value*. It ranges between 0 and the maximum score possible on the item.
- Item-test score correlation
  - This measure is an index of the item’s discrimination, or the strength of the relationship between a student’s score on the item and on the test as a

whole. For MC items, this statistic is also referred to as the *point-biserial* correlation. It ranges from -1 to 1; negative values indicate that students who did well on the item tended to have lower scores on the test than those students who did poorly, values near zero indicate no relationship between a student's score on the item and on the test, and positive values indicate that students who did well on the item also did well on the test as a whole.

- Rasch difficulty
  - The Rasch difficulty parameter for dichotomously scored items is the level of ability that a student would need to be at to have a 50% chance of answering the item correctly. Items that are not dichotomously scored have a set of difficulty parameters (called *step* parameters, of which there are one less than the number of discrete possible score points for the item, remembering that zero is a valid score point), each of which is the level of ability at which the probability of the student achieving either of two adjacent scores is the same. The difficulty value for such items in the table is the mean of these step parameters, summarizing the difficulty of such items within one quantity. Please note that the model used for dichotomously scored items is simply the model used for polytomous items applied to an item with possible scores of "0" and "1", with the difficulty being the point at which the student has an equal (e.g., 50%) chance of receiving either of the two possible scores (0 or 1).
- Rasch difficulty standard error
  - This indicates the precision of the Rasch difficulty parameter estimate. If we were to randomly select an equal number of students from the population of interest (NM public school students) and estimate the Rasch difficulty for the present item using the data from that sample rather than the one that was used, it would probably differ (to a small degree) from the current estimate. If this were repeated a large number of times and the magnitudes of the deviation tallied, we would find that approximately 95% of the estimates would be within two standard errors of our current estimate.
- Infit
  - Infit is a statistic that assesses the fit of the observed data to the Rasch IRT model with respect to the parameters that were estimated for that item. Essentially, it answers the question, "How closely does the observed data hold to the values that are predicted by the model?" The infit statistic is sensitive to unexpected responses for examinees with abilities near to the difficulty of the item. Its expected value is 1.0; values greater than 1.5 indicate that the data contains unexpected response patterns. In the case of infit, this means that those students with ability levels near the level of difficulty of the item have a pattern of responses that differs from what would be expected (examinees with an ability level near the difficulty

level of an item are expected to have approximately an equal chance of answering the item correctly versus answering it incorrectly, or in other words, a 50% chance of answering the item correctly). Values less than 0.6 indicate that the responses are too predictable, which can indicate redundancy or dependency among the items. Misfit indicated by the infit statistic is typically due to aberrant response patterns—it is usually hard to pinpoint the exact cause of high infit misfit.

- Outfit
  - Outfit is similar to infit in that it is a statistic that allows an appraisal of how closely the observed data follows the values that are predicted by the Rasch model. It differs from infit in that it is sensitive to unexpected responses at the ends of the ability continuum (e.g., low ability examinees are able to answer a difficult item correctly, or high ability examinees are unable to answer an easy item correctly) rather than those of examinees with abilities near the difficulty of the item being evaluated. Its interpretation is similar to that of the infit statistic. However, where infit is usually the result of unexpected response patterns, misfit flagged by the outfit statistic can most often be traced to examinees successful guessing or inadvertently making mistakes when marking responses on the answer document—such causes are usually much easier to identify than those underlying infit misfit. As with infit, the expected value of the outfit statistic is 1.0, with values greater than 1.5 indicating unmodeled “noise” and values less than 0.6 indicating model overfit or item redundancy.

In general, the item level statistics are appropriate for a test of academic subjects with multiple cutpoints and performance levels. The items vary in difficulty, which means that the cutpoints have adequate levels of information (e.g., there are sufficient numbers of items with Rasch difficulties close to the ability level represented by the cutpoint) to be able to discriminate between students whose levels of ability are near the cutpoint with acceptable levels of error. The items generally display good to excellent levels of discrimination. There are some items with less than optimal levels of discrimination, but such items have typically been identified as testing areas of the NM curriculum that are perhaps not being addressed in the classroom by teachers during the data review meetings. Such items are few, and are only used when no better alternative item addresses the same subject matter area.

Table 4.1 summarizes the p-values and item-test correlation coefficients for the NMSBA subject tests. Overall, the tests display very good levels of discrimination, and tend to be somewhat difficult.

**Table 4.1 Mean and standard deviations of p-values and item-test correlations**

Grade	Math		Reading		Science (Grade 11 Social Studies)	
	Mean	SD	Mean	SD	Mean	SD
<b>P-value: English</b>						
3	51.65	21.20	53.72	15.42	56.98	23.64
4	52.35	21.27	61.53	16.46	54.31	23.45
5	51.08	20.94	62.91	16.47	51.02	19.08
6	46.08	18.54	63.73	15.56	53.21	22.62
7	42.56	18.48	55.90	17.79	55.33	20.79
8	44.56	18.26	62.33	18.81	46.31	17.07
9	46.20	21.95	56.33	19.38	42.92	23.16
11	38.40	15.88	59.45	21.39	47.93	20.41
<b>P-value: Spanish</b>						
3	46.40	20.87	52.68	19.27	45.92	21.45
4	40.72	20.09	57.47	17.68	40.35	21.54
5	41.16	18.50	50.66	16.54	39.56	17.96
6	31.74	16.69	54.36	19.37	36.94	20.22
7	29.66	15.34	48.06	18.60	38.00	18.36
8	32.44	15.86	53.12	16.11	36.40	17.93
9	32.58	19.82	50.12	17.76	31.98	20.73
11	27.78	15.45	60.75	17.28		
<b>Item-Test Correlation: English</b>						
3	0.38	0.10	0.38	0.12	0.36	0.10
4	0.39	0.11	0.40	0.10	0.33	0.12
5	0.38	0.12	0.40	0.10	0.34	0.11
6	0.39	0.12	0.40	0.12	0.37	0.10
7	0.41	0.12	0.39	0.13	0.39	0.09
8	0.41	0.13	0.36	0.12	0.34	0.11
9	0.42	0.14	0.39	0.10	0.36	0.12
11	0.39	0.15	0.41	0.10	0.38	0.12
<b>Item-Test Correlation: Spanish</b>						
3	0.36	0.12	0.35	0.13	0.29	0.11
4	0.32	0.13	0.35	0.11	0.25	0.10
5	0.30	0.13	0.36	0.13	0.26	0.13
6	0.28	0.14	0.27	0.14	0.26	0.13
7	0.29	0.12	0.29	0.14	0.24	0.10
8	0.29	0.15	0.31	0.14	0.23	0.13
9	0.27	0.14	0.26	0.14	0.19	0.14
11	0.21	0.17	0.34	0.13		

#### 4.1.2 Test Level Statistics

This report includes test level statistics for the NMSBA in Appendix D. These statistics are reported by grade, both for the population as a whole (all NM students who took the test, excluding those attending BIA schools), and for selected subgroups of interest. These subgroups include gender groups, ethnicity groups, SPED (not gifted), gifted, Title I, non-Title I, migrant, non-migrant, immigrant, current ELL, exited ELL, never

ELL, bilingual students, SES disadvantaged and non-disadvantaged (using eligibility for a free or reduced price lunch as a marker variable). The statistics reported include:

- N-count Tested
  - This is the number of students who took the exam.
- N-count with valid tests
  - This is the number of students with valid test scores.
- Item count
- Maximum possible score
- Mean
  - This is the average raw score of all students in the subgroup on the test or subtest.
- Standard deviation
  - This is a standard measure of the variability of the scores.
- Cronbach’s Alpha reliability coefficient
  - This is a measure of the internal consistency of the test/subtest. It expresses the extent to which test scores are consistent across multiple administrations. Reliability will be discussed more extensively later in this report.
- Standard error of measurement (SEM)
  - The square of the standard deviation of the scores is the variance of the scores. This variance is composed of a component that is due to the variance of the underlying construct that we are attempting to measure (the true score variance) and a component that reflects the unavoidable error that is present in every test score (error variance). The SEM is the square root of the error variance, and is the average of the standard deviations for all possible scores on the test. It can be used to form a confidence interval around any observed raw score on the test or subtest. For example, the interval  $T \pm 1.96 * SEM$  is 95% likely to contain the “true score” of any individual with test score T.

Table 4.2 contains the summary raw score statistics for the English language tests (non-BIA students), Table 4.3 contains the summary raw score statistics for the Spanish language tests, and Table 4.4 contains the summary raw score statistics for the English language tests (BIA students).

**Table 4.2 Summary raw test score statistics (English language non-BIA students)**

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	(Coefficient Alpha)	CTT SEM
<b>Mathematics</b>								
3	22474	22400	55	75	34.93	13.38	0.91	4.02
4	22836	22768	57	78	36.49	13.68	0.92	3.87
5	22868	22800	62	87	39.11	14.79	0.92	4.17
6	23311	23199	62	87	35.30	15.58	0.93	4.19
7	23844	23699	62	89	32.48	16.37	0.93	4.27
8	24399	24196	62	89	35.63	16.73	0.93	4.35
9	27077	26396	60	86	33.30	16.10	0.94	4.05
11	19868	19312	60	93	33.44	18.29	0.92	5.20
<b>Reading</b>								
3	22477	22391	47	67	33.58	12.11	0.90	3.91
4	22832	22766	47	67	38.62	11.77	0.91	3.61
5	22865	22780	47	67	38.80	11.44	0.91	3.51
6	23311	23219	49	69	42.42	12.26	0.91	3.70
7	23850	23653	49	69	34.83	11.92	0.91	3.61
8	24400	24200	49	69	38.66	10.75	0.89	3.61
9	27089	26457	49	69	34.13	11.44	0.91	3.47
11	19871	19412	51	80	38.56	12.54	0.92	3.58
<b>Science</b>								
3	22465	22363	48	66	32.09	10.27	0.89	3.40
4	22823	22721	48	66	31.43	9.61	0.88	3.40
5	22854	22734	48	66	31.17	10.87	0.89	3.69
6	23308	23183	48	68	30.74	10.79	0.89	3.56
7	23835	23667	48	68	32.78	11.37	0.90	3.53
8	24379	24140	48	70	28.98	11.19	0.88	3.86
9	27064	26272	48	70	25.41	10.88	0.89	3.62
<b>Social Studies</b>								
11	19857	19190	60	84	34.86	13.96	0.92	4.02

**Table 4.3 Summary raw test score statistics (Spanish language students)**

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	(Coefficient Alpha)	CTT SEM
<b>Mathematics</b>								
3	1696	1689	55	75	31.53	12.81	0.90	3.96
4	1211	1209	57	78	27.77	11.61	0.89	3.84
5	972	972	62	87	31.27	12.10	0.89	4.10
6	618	614	62	87	24.07	11.07	0.87	3.97
7	643	636	62	89	22.35	10.62	0.87	3.90
8	567	564	62	89	25.15	11.90	0.88	4.12
9	536	509	60	86	22.25	9.46	0.85	3.67
11	250	249	60	93	23.37	9.90	0.80	4.46
<b>Reading</b>								
3	1687	1680	47	67	33.09	11.17	0.88	3.91
4	1205	1202	47	67	38.09	11.56	0.88	3.96
5	962	960	47	67	31.64	11.50	0.89	3.85
6	611	606	50	70	36.62	10.17	0.83	4.18
7	640	633	49	69	30.69	10.06	0.85	3.93
8	567	562	49	69	34.18	10.53	0.86	3.91
9	522	499	49	69	32.26	10.13	0.82	4.28
11	243	242	52	77	44.92	12.19	0.87	4.39
<b>Science</b>								
3	1695	1688	48	66	26.44	9.19	0.85	3.57
4	1208	1202	48	66	22.87	7.75	0.81	3.34
5	972	970	48	66	23.93	8.93	0.82	3.77
6	617	613	48	68	20.93	8.07	0.81	3.47
7	642	636	48	68	21.67	7.80	0.80	3.48
8	566	563	48	70	22.86	8.29	0.79	3.78
9	536	503	48	70	18.24	6.58	0.73	3.42



**Table 4.4 Summary raw test score statistics (English language BIA students)**

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	(Coefficient Alpha)	CTT SEM
<b>Mathematics</b>								
3	886	866	55	75	27.51	11.04	0.87	3.93
4	799	784	57	78	25.27	10.08	0.86	3.72
5	745	733	62	87	27.88	10.77	0.87	3.88
6	794	783	62	87	25.66	11.51	0.89	3.90
7	752	744	62	89	22.38	10.34	0.87	3.76
8	736	727	62	89	25.35	12.06	0.89	4.01
9	584	573	60	86	27.77	12.36	0.90	3.81
11	380	371	60	93	27.47	14.69	0.89	4.86
<b>Reading</b>								
3	886	878	47	67	26.13	10.39	0.86	3.85
4	799	787	47	67	29.51	10.39	0.86	3.82
5	745	734	47	67	29.81	10.99	0.89	3.68
6	794	784	49	69	33.89	11.33	0.88	3.92
7	752	740	49	69	27.20	10.65	0.88	3.67
8	736	728	49	69	31.64	10.55	0.87	3.75
9	584	574	49	69	30.48	11.56	0.91	3.55
11	380	372	51	80	35.16	13.26	0.92	3.70
<b>Science</b>								
3	886	874	48	66	24.73	7.96	0.83	3.26
4	799	788	48	66	22.48	7.24	0.80	3.22
5	745	731	48	66	21.18	7.88	0.80	3.53
6	794	786	48	68	23.47	8.48	0.84	3.37
7	752	741	48	68	23.93	8.54	0.84	3.40
8	736	724	48	70	21.88	8.77	0.83	3.66
9	584	574	48	70	21.02	8.40	0.83	3.42
<b>Social Studies</b>								
11	380	371	60	84	30.44	12.23	0.89	3.97

Also to be found in Appendix C are summary statistics broken down by grade and demographic subgroups for the scaled test scores. The tables summarizing the scaled scores give the n-count, valid n-count, mean and standard deviation of the scaled score for each demographic subgroup. Tables 4.5, 4.6, and 4.7 contain the summarizations of the scale scores for English language non-BIA students, Spanish language students, and English language BIA students respectively.

**Table 4.5 Summary scale score statistics (English language non-BIA students)**

Grade	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
<b>Mathematics</b>				
3	22474	22400	604	32.71
4	22836	22768	632	35.03
5	22868	22800	647	32.12
6	23311	23199	656	32.97
7	23844	23699	670	34.10
8	24399	24196	688	35.32
9	27077	26396	707	37.78
11	19868	19312	583	31.27
<b>Reading</b>				
3	22477	22391	622	31.62
4	22832	22766	640	34.73
5	22865	22780	661	35.34
6	23311	23219	656	33.93
7	23850	23653	677	34.30
8	24400	24200	686	31.17
9	27089	26457	683	35.67
11	19871	19412	616	37.51
<b>Science</b>				
3	22465	22363	631	33.87
4	22823	22721	631	31.27
5	22854	22734	647	29.94
6	23308	23183	653	32.72
7	23835	23667	663	35.32
8	24379	24140	669	29.40
9	27064	26272	686	32.94
<b>Social Studies</b>				
11	19857	19190	596	32.81

**Table 4.6 Summary scale score statistics (Spanish language students)**

Grade	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
<b>Mathematics</b>				
3	1696	1689	600	31.20
4	1211	1209	605	28.06
5	972	972	614	26.09
6	618	614	625	24.82
7	643	636	628	24.14
8	567	564	640	25.36
9	536	509	642	24.70
11	250	249	563	20.53
<b>Reading</b>				
3	1687	1680	603	29.97
4	1205	1202	616	29.88
5	962	960	624	30.60
6	611	606	640	23.42
7	640	633	665	24.58
8	567	562	665	26.20
9	522	499	650	23.23
11	243	242	621	26.24
<b>Science</b>				
3	1695	1688	599	26.97
4	1208	1202	601	24.38
5	972	970	617	23.69
6	617	613	612	24.25
7	642	636	613	22.71
8	566	563	617	22.03
9	536	503	633	20.88

**Table 4.7 Summary scale score statistics (English language BIA students)**

Grade	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
<b>Mathematics</b>				
3	886	866	586	28.16
4	799	784	603	27.01
5	745	733	623	25.49
6	794	783	636	26.57
7	752	744	649	24.98
8	736	727	667	27.27
9	584	573	695	30.36
11	380	371	573	26.54
<b>Reading</b>				
3	886	878	603	28.09
4	799	787	614	29.59
5	745	734	634	32.82
6	794	784	633	29.37
7	752	740	656	30.70
8	736	728	666	30.71
9	584	574	672	35.79
11	380	372	606	39.09
<b>Science</b>				
3	886	874	607	27.07
4	799	788	602	25.16
5	745	731	620	23.47
6	794	786	631	27.09
7	752	741	636	26.86
8	736	724	650	24.72
9	584	574	673	26.91
<b>Social Studies</b>				
11	380	371	586	29.42

#### 4.2 Differential Item Functioning

The differential item functioning analyses performed for the NMSBA tests were discussed extensively in Chapter 1. These analyses were performed in association with the data review process and were assessed during those meetings. All items used operationally on the NMSBA were judged to be fair to the demographic groups that were evaluated (males, females, Native Americans, Hispanics, and Caucasians). In addition, the content specialist reviews the DIF analyses from the data reviews when constructing the test, and will choose items that were not flagged as displaying apparent DIF over items that were flagged, all other things being equal. Because the items used operationally on the NMSBA have all been reviewed and found to be free of DIF, no analyses were performed for the operational items.

---

## 5 Scaling of the Assessment and Item Response Theory

The NMSBA assessments were scaled using item response theory, and scaled scores were reported for the total test score in each of the subjects covered by the assessment. Virtually all large-scale educational assessments in current use within the United States are scaled using item response theory.

Item response theory is so widely used because it facilitates the precise measurement of student abilities and the equating of test forms. Item and test-level statistics that are available within CTT are dependent not only upon the test but also upon the sample of examinees over which the statistics are calculated. Test scores derived from CTT-based statistical analyses thus are also dependent to some degree upon the sample from which the statistics were obtained. IRT does not have this limitation – if a set of test items were administered to two groups of examinees (and the groups *do not* need to be equivalent) and parameters (statistics) for the items estimated from each group, the resulting parameters would be the same\* except for random measurement error.

Further, after the item parameters have been estimated for a set of items, the set of items can be divided into two sets (again, with no requirements for equivalence beyond the requirement that they measure the same construct), and, were an examinee to take both sets of items, the scaled score that would be achieved would be the same for each set, apart from random measurement error. This is not the case with CTT-based statistics.

Students who completed the assessment received scaled scores for each subject test. MC and dichotomously scored open-ended items were scaled using 1-parameter or Rasch IRT, and multi-point items were scaled using the Partial Credit Model (PCM, an extension of Rasch scaling to polytomous items). The Spanish and English language assessments were scaled separately, even those that were transadapted.

### 5.1 Calibration and Equating Process

The calibration and equating analyses that produced the scoring tables used for the 2007 administration were conducted following the close of the Spring 2007 administration. The process followed is detailed below.

To meet the needs of the consumers of the test scores (teachers and parents), the NMSBA was designed to take advantage of the pre-existing vertical scale used by the Stanford 10 Test (SAT10, for the English language version) or the Aprenda 3 (for the Spanish language version) – this was accomplished by the use of SAT10 or Aprenda items on the NMSBA, allowing the NMSBA to be equated to the vertical scale used by the SAT10/Aprenda. It should be noted that only the tests at grades 3-9 are vertically scaled – the grade 11 tests are new for 2007 and were not vertically scaled. The scale

---

\* Strictly speaking, the parameters need to be standardized (the means and standard deviations of the distributions of the parameters need to be the same) for the parameters to be the same; otherwise, the parameters are the same except for a linear transformation (which is required to match the mean and standard deviation of one set of parameters to the other).

was set this year for grade 11 and is the “base” scale to which future years’ scales will be equated. Thus, the steps detailed below that relate to equating a test to a pre-existing scale do not apply to the grade 11 tests.

The first step in the process was to select the items that would be used to equate the 2007 forms to the pre-existing scales used in previous years. Because the underlying scale is that of the SAT10/Aprenda, all SAT10 and Aprenda items remaining on the test forms were included in this “linking set”. However, the removal of non-aligned SAT10/Aprenda items from the 2007 test forms (the first part of the “phasing-out” of the SAT10/Aprenda from the NMSBA) meant that not enough items remained in the linking sets to properly equate the 2007 forms to the pre-existing scale. Thus, additional items were selected. To be eligible for selection, an item had to have been used operationally in 2006 (so that IRT parameters would be available for the item). The linking set was chosen to be approximately 30% of the points on the test and was composed mostly of MC items, with a few SA and OE items.

The items in the linking set were then checked for item parameter “drift”. As explained previously, IRT item parameters are not expected to change when they are estimated multiple times from different samples. However, due to random error and other factors sometimes there are non-trivial differences between estimates of parameters from one calibration to another. When this occurs, the item is said to have “drifted”. Such items were excluded from the equating set. Such items were treated the same way as other items not being used for equating for the remainder of the analysis.

To assess item drift, the items on a test form were first calibrated (the process by which item parameters [Rasch difficulties] are derived is called calibration), and their Rasch difficulty values estimated. These estimates for the linking set were then used to screen items for item drift via the robust z statistic (SDE, 2001), which is defined as

$$\text{Robust } z = \frac{d - \text{mdn}(d)}{0.74 \text{ IQR}(d)},$$

where  $d$  is the difference between the Rasch difficulties from 2006 for the items in the linking set and those estimated in the initial calibration just mentioned,  $\text{mdn}(d)$  is the median of  $d$ , and  $\text{IQR}(d)$  is the inter-quartile range of  $d$ . Those linking items with an absolute value of robust  $z$  less than or equal to 1.645 were selected as the final linking items. To ensure the stability of the equating no more than four items were eliminated from the initial linking item pool; if more than four items were flagged during this step, only the four with the highest robust  $z$  values were dropped from the linking set.

After the drifted items had been identified, the remaining items in the equating set had their parameter values (Rasch difficulty or step parameters) fixed at their 2006 values. Since the parameter values for these items were fixed, when the calibration was run the remainder of the items had their parameter values estimated with respect to the parameters of the items in the equating set (which were fixed to the metric used in 2006). In this way the parameters of all the items on the NMSBA (whether or not they were linking items) were brought onto the metric used in 2006; or in other words, the 2007 NMSBA forms were equated to the 2006 scale.

After the item parameters had been estimated, the raw score to scale score conversion tables were created. All analyses involved in the calibration and equating were conducted independently by the lead psychometrician and a statistical analyst, and the results were compared at each step to ensure their accuracy. Winsteps v3.60.1 (Linacre, 2006) was used for the IRT calibrations.

## 5.2 Item-Level IRT Statistics

The item parameters can be found in Appendix B. In general, the items on the assessments display acceptable fit to the constraints of the Rasch model. The range of difficulty is appropriate to a criterion-referenced assessment with multiple cutpoints.

Table 5.1 gives the mean Rasch item difficulties for the English language NMSBA tests, and Table 5.2 gives the mean Rasch item difficulties for the Spanish language NMSBA tests. In interpreting these tables, please note that the grade 11 items are not vertically scaled with the remainder of the test, and that grade 11 English language students were administered a social studies test but not a science test. Both languages have some “reversals” where a lower grade is composed of items with a mean difficulty higher than the next adjacent grade – this occurs most often within reading. This does not mean that some grades have inappropriately “easy” tests, as the original standards (which have been maintained from year to year through equating) take these differences into account.

**Table 5.1 Mean Rasch item difficulties for English language NMSBA tests**

Grade	Math		Reading		Science/Social Studies (Grade 11 only)	
	Mean	SD	Mean	SD	Mean	SD
3	-0.01	1.05	0.43	0.76	0.43	1.34
4	0.73	1.17	0.52	0.92	0.62	1.28
5	1.23	1.03	1.02	0.93	1.26	0.97
6	1.74	0.93	0.86	0.89	1.32	1.22
7	2.31	0.91	1.87	0.93	1.49	1.15
8	2.73	0.92	1.75	0.98	2.12	0.91
9	3.18	1.14	2.04	1.05	2.83	1.33
11	0.00	0.69	0.00	1.33	0.00	1.07

**Table 5.2 Mean Rasch item difficulties for Spanish language NMSBA tests**

Grade	Math		Reading		Science	
	Mean	SD	Mean	SD	Mean	SD
3	0.13	1.00	-0.10	1.03	0.16	1.08
4	0.59	1.01	0.08	0.97	0.51	1.05
5	0.80	0.87	0.65	0.82	0.96	0.89
6	1.57	0.92	0.91	0.92	0.95	0.97
7	1.75	0.76	1.89	0.89	0.96	0.92
8	1.96	0.80	1.70	0.79	1.15	0.89
9	2.03	1.00	1.33	0.84	1.87	1.21
11	0.00	0.83	0.00	0.91		

Summaries of item fit statistics (infit and outfit) can be found in Tables 5.3-5.5. Recall that these statistics have an expected value of 1.0 in the absence of deviation from the Rasch model expected frequencies. Table 5.3 displays the mean and standard deviation of the infit and outfit statistics. Tables 5.4 and 5.5 display the count of infit and outfit statistics that were outside certain limits. Both summarizations show that generally the items conformed well to the expectations of the Rasch model.

**Table 5.3 Mean and standard deviation of Rasch fit statistics**

Grade	Math		Reading		Science (Grade 11 Social Studies)	
	Mean	SD	Mean	SD	Mean	SD
<b>Infit MS: English</b>						
3	1.00	0.10	1.01	0.11	1.01	0.09
4	1.02	0.11	1.01	0.11	1.00	0.12
5	1.00	0.11	1.03	0.13	0.99	0.09
6	1.00	0.11	0.99	0.12	0.99	0.09
7	1.00	0.11	0.99	0.13	1.01	0.11
8	1.01	0.11	0.99	0.12	1.02	0.10
9	0.99	0.13	0.99	0.10	0.99	0.09
11	1.00	0.11	0.99	0.11	1.00	0.11
<b>Infit MS: Spanish</b>						
3	0.99	0.09	1.00	0.12	1.02	0.09
4	0.99	0.10	1.01	0.09	0.99	0.07
5	1.00	0.10	1.00	0.12	1.00	0.07
6	1.01	0.11	1.01	0.09	0.99	0.10
7	1.00	0.10	1.01	0.13	0.98	0.09
8	1.01	0.11	1.01	0.11	0.99	0.09
9	1.00	0.13	1.03	0.11	1.00	0.09
11	1.00	0.09	0.99	0.10		
<b>Outfit MS: English</b>						
3	1.00	0.15	1.03	0.16	1.00	0.16
4	1.03	0.19	1.02	0.19	1.01	0.18
5	1.01	0.18	1.04	0.21	0.99	0.13
6	1.00	0.18	0.99	0.20	0.98	0.16
7	0.99	0.18	0.99	0.22	1.00	0.17
8	1.00	0.19	0.99	0.22	1.02	0.13
9	0.98	0.22	1.00	0.15	0.99	0.18
11	1.00	0.23	1.00	0.21	1.00	0.18
<b>Outfit MS: Spanish</b>						
3	0.98	0.15	1.01	0.20	1.02	0.12
4	0.99	0.16	1.02	0.14	0.98	0.11
5	1.00	0.15	1.00	0.18	1.00	0.13
6	1.01	0.18	1.03	0.15	0.99	0.16
7	0.97	0.18	1.02	0.17	0.98	0.12
8	1.00	0.16	1.02	0.15	1.01	0.14
9	0.97	0.21	1.03	0.14	0.98	0.17
11	1.00	0.20	0.99	0.18		



**Table 5.4 Count of infit and outfit statistics outside of limits (English language tests)**

Grade	MS. Infit				MS. Outfit			
	>2.0	1.5-2.0	0.5-1.5	<0.5	>2.0	1.5-2.0	0.5-1.5	<0.5
Mathematics								
3	0	0	55	0	0	0	55	0
4	0	0	57	0	0	1	56	0
5	0	0	62	0	0	1	61	0
6	0	0	62	0	0	1	61	0
7	0	0	62	0	0	0	62	0
8	0	0	62	0	0	1	61	0
9	0	0	60	0	0	0	59	1
11	0	0	60	0	0	1	57	2
Reading								
3	0	0	47	0	0	0	47	0
4	0	0	47	0	0	0	47	0
5	0	1	46	0	0	3	44	0
6	0	0	49	0	0	1	48	0
7	0	0	49	0	0	2	47	0
8	0	0	49	0	0	1	48	0
9	0	0	49	0	0	0	49	0
11	0	0	51	0	0	2	49	0
Science (Grade 11 Social Studies)								
3	0	0	48	0	0	0	48	0
4	0	0	48	0	0	0	48	0
5	0	0	48	0	0	0	48	0
6	0	0	48	0	0	0	48	0
7	0	0	48	0	0	1	47	0
8	0	0	48	0	0	0	48	0
9	0	0	48	0	0	0	48	0
11	0	0	60	0	0	0	60	0

**Table 5.5 Count of infit and outfit statistics outside of limits (Spanish language tests)**

Grade	MS. Infit				MS. Outfit			
	>2.0	1.5-2.0	0.5-1.5	<0.5	>2.0	1.5-2.0	0.5-1.5	<0.5
Mathematics								
3	0	0	55	0	0	0	55	0
4	0	0	57	0	0	0	56	1
5	0	0	62	0	0	0	62	0
6	0	0	62	0	0	1	61	0
7	0	0	62	0	0	0	61	1
8	0	0	62	0	0	0	62	0
9	0	1	59	0	0	0	57	3
11	0	0	60	0	0	1	58	1
Reading								
3	0	0	47	0	0	1	45	1
4	0	0	47	0	0	0	47	0
5	0	0	47	0	0	0	47	0
6	0	0	50	0	0	0	50	0
7	0	1	48	0	0	1	48	0
8	0	0	49	0	0	0	49	0
9	0	0	49	0	0	0	49	0
11	0	0	52	0	0	1	51	0
Science								
3	0	0	48	0	0	0	48	0
4	0	0	48	0	0	0	48	0
5	0	0	48	0	0	0	48	0
6	0	0	48	0	0	0	48	0
7	0	0	48	0	0	0	48	0
8	0	0	48	0	0	0	48	0
9	0	0	48	0	0	0	47	1

### 5.3 Scoring Tables

The scoring tables explicate the relationship between raw scores and scale scores for all subject tests and can be found in Appendix F. The calibration analyses produced what might be termed “raw scale scores” that were generally in the range -5 to +5—this is the metric used for reporting the item difficulty parameters (in Appendix B). However, decimal numbers can be confusing for test consumers (parents, teachers, administrators, and other interested parties), so student abilities were reported in a metric that was a linear transformation of the raw scale metric:

$$\text{Reporting Scale} = 35 * \text{Raw Scale} + 600$$

This had the effect of “stretching” the scale, which made the decimal portion of the student score unnecessary (the integer portion of the transformed scale had sufficient precision to be a meaningful representation of examinee ability).

It should be noted that the tests that comprise the NMSBA in grades 3-9 are vertically equated. This means that scale scores within the same subject at adjacent grades are in the same metric and thus can be compared. Therefore, student growth can be

monitored across time as the student moves from one grade to the next. Grade 11, however, is *not* vertically scaled and so scale scores from grade 11 are *not* comparable to those at the lower grades.

For each achievable raw score point, the scoring table gives the raw score, the corresponding scale score, and the standard error for the scale score. In general, the relationship between the raw and scale scores is non-linear – were it to be plotted on a graph, it would resemble a flattened “S”. The standard errors for the scale scores tend to be higher at the ends of the ability continuum, and lower towards the middle – a graph of the standard errors vs. the raw (or scale) scores would have a “U” shape.

---

## 6 Reliability

### 6.1 Introduction

All test scores contain error—random error stems from many sources, ranging from things like distractions during testing to the fact that any test is only a limited sampling of the infinite number of questions that *could* be asked about a particular subject area. If we could administer a particular test form to a sample of examinees multiple times without practice effects, or if we were to administer two parallel but different forms to that sample, we would not expect to find perfect correspondence between the scores of the same form on different occasions, or between parallel forms administered on the same occasion. Reliability refers to the level of consistency that we can expect to see for a particular test.

### 6.2 Coefficient Alpha

CTT defines an observed test score ( $X$ ) thus:

$$X = T + E$$

where  $T$  is the examinee's (unobservable) "true" score and  $E$  is the error component of the score. Further, it can be shown that:

$$\sigma_X^2 = \sigma_T^2 + \sigma_E^2$$

That is, the observed variance of any set of test scores is equal to the sum of the variance of the "true score" component of the scores and the variance of the "error score" portion of the scores.

CTT mathematically defines reliability ( $\rho_{XX'}$ ) as:

$$\rho_{XX'} = \frac{\sigma_T^2}{\sigma_X^2}$$

or the proportion of variance attributable to examinees' true abilities divided by the observed variance in the test scores. Of course, because the true scores of examinees on any test are unknowable, the numerator of the equation above (and therefore  $\rho_{XX'}$ ) are also unknowable. CTT however provides a way to estimate the lower bound of  $\rho_{XX'}$ , that is, though we cannot say  $\rho_{XX'}$  is *equal to* a particular value, we can say that  $\rho_{XX'}$  is *at least* a particular value. This quantity is known as coefficient alpha and is used as an estimation of the CTT definition of reliability.

Coefficient alpha is reported for each test/subtest in Appendix D with other test-level CTT statistics. It allows the proportion of variance in the observed scores that is due to true variation in examinee ability (as opposed to that due to random measurement error) to be quantified. As a proportion, though, it says nothing about the uncertainty in the raw scores.

### 6.3 Standard Error of Measurement

For any distribution of test scores, we can calculate the standard deviation. This quantity, however, overstates the variability of the raw scores. The square of the standard deviation (the variance) is composed of both the variance due to the variation in the true scores of the examinees as well as that due to random error. A proper quantification of the variability of examinee scores would only include that portion due to variation in examinees' abilities, excluding that portion due to random error (noise). Having in coefficient alpha an estimate of the proportion of variance due to variations in examinees' true scores allows us to calculate the variability that is due to variation in true scores and to exclude that portion due to random error. This statistic is the standard error of measurement (SEM):

$$SEM = \sigma_x \sqrt{1 - \rho_{xx'}}$$

The standard error of measurement allows us to quantify the degree of uncertainty in any student's raw score. Recall that any student's test score is only an estimate of their true ability – as was discussed earlier in this chapter, that student's score will also contain a certain degree of measurement error from any of a myriad of sources. The SEM allows us to construct intervals around a raw score that have certain known probabilities of containing the student's true score. The SEM is included in the test statistics tables found in Appendix D.

An interval of 1 SEM above and below a student's raw score is 65% likely to contain their "true" ability level, while an interval of 1.96 SEM (in practice this is most often rounded to 2 for simplicity's sake) is 95% certain to contain the examinee's true score.

For example, suppose a student were to earn a score of 20 on a test that has an SEM of 3. We can then know that their true score has a 65% chance of lying somewhere within the interval 17 (20-3) to 23 (20+3), and has a 95% chance of lying somewhere within the interval 14 (20-2\*3) to 26 (20+2\*3).

Note that the SEM applies to all possible scores on the test. Strictly speaking, different scores on a test have differing degrees of precision. Generally, scores towards the middle of the ability continuum will have lower SEMs and are more precise than those towards the ends of the continuum – the SEM is actually the average of the individual SEMs for all possible scores on the test.

### 6.4 Conditional Standard Error of Measurement

IRT also provides an SEM which is conditioned on examinee ability and is termed the conditional SEM (CSEM). For any ability level  $\theta$  (theta), the CSEM is the reciprocal of the square root of the test information at  $\theta$ . Rasch IRT tells us that items provide the most information about an examinee who is at the ability level corresponding to the item difficulty. Realizing that the test information function is simply the sum of the information functions of all the items on the test, and that the difficulties of test items generally cluster towards the center of the ability continuum, it can be understood that a test will provide more information about examinees whose abilities are towards the middle of the score continuum as opposed to those whose abilities are at either end of

the continuum. The higher the level of information for any examinee, the more precise the estimate of their ability is – meaning that the CSEM will generally be lower towards the middle of the ability continuum.

The CSEM can be used to form intervals around student scale scores in the same manner as was demonstrated with the SEM and raw scores above. The CSEM for each achievable score point is shown in the scoring tables in Appendix F. This quantity is used within score reports to indicate the uncertainty inherent in each reported scale score.

## **6.5 Classification Accuracy and Consistency**

The examinees who take the NMSBA are doing so to assess their academic achievement relative to the NM Content Standards. This assessment serves to inform parents, teachers, and other relevant parties about the achievement of NM students, and other purposes defined by federal and state legislation. To be usable though, the scale scores that students achieve need to be linked to the standards in an easily understandable way.

To this end, performance levels (PLs) were defined for the NMSBA subject tests. Each has a descriptor that explicates the characteristics of a student who is at the defined level of performance within a subject and grade. There are four PLs defined for each NMSBA subject test: Beginning Step, Nearing Proficiency, Proficient, and Advanced. Three cutpoints define these levels.

Reliability relates to these performance levels in two ways: the accuracy and consistency of the classification of examinees into these levels of performance. Note that in assessing these qualities, the assumption is made that the performance levels are accurate descriptions of examinee abilities. The question of whether or not these performance levels accurately describe the ability of examinees is a question of validity rather than reliability, and will be addressed later in this report.

Classification accuracy is concerned with the question of how well do the classifications made by the test correspond to the classifications that would be made on the basis of the examinees' true scores, if those scores could somehow be known. Of course, it is impossible to know the true scores of the examinees, but it is possible to estimate the distribution of the true scores, and once this is done estimate the classification accuracy for each of the three cutpoints on the NMSBA. The method is that of Livingston and Lewis (1995) as implemented in software by Hanson (1995). Classification accuracy for the NMSBA tests is given in Tables 6.1 and 6.2.

Classification consistency explores the agreement between the classifications made by the NMSBA, and the classifications that would be made by a second parallel test form using the same cutpoints. Again, the students who took the NMSBA were not administered a second parallel form of the test, and so consistency was estimated by using the responses to the NMSBA to create two parallel half forms and comparing their classifications of the examinees. Classification consistencies can be found in Tables 6.1 and 6.2.

**Table 6.1 Classification accuracy and consistency for the English language NMSBA tests.**

Grade	Cut	Math		Reading		Science/Social Studies	
		Acc	Cons	Acc	Cons	Acc	Cons
3	Beginning Step/ Nearing Proficiency	0.97	0.95	0.94	0.91	1.00	0.99
3	Nearing Proficiency/ Proficient	0.91	0.87	0.90	0.86	0.93	0.90
3	Proficient/ Advanced	0.97	0.96	0.97	0.96	0.94	0.92
4	Beginning Step/ Nearing Proficiency	0.96	0.95	0.96	0.94	0.98	0.97
4	Nearing Proficiency/ Proficient	0.91	0.88	0.91	0.87	0.89	0.84
4	Proficient/ Advanced	0.96	0.95	0.94	0.92	0.98	0.97
5	Beginning Step/ Nearing Proficiency	0.96	0.94	0.97	0.96	0.98	0.97
5	Nearing Proficiency/ Proficient	0.92	0.88	0.91	0.87	0.89	0.85
5	Proficient/ Advanced	0.97	0.95	0.92	0.88	0.98	0.97
6	Beginning Step/ Nearing Proficiency	0.93	0.91	0.95	0.93	0.95	0.92
6	Nearing Proficiency/ Proficient	0.93	0.90	0.91	0.87	0.90	0.87
6	Proficient/ Advanced	0.98	0.97	0.97	0.96	0.99	0.98
7	Beginning Step/ Nearing Proficiency	0.93	0.90	0.96	0.94	0.94	0.91
7	Nearing Proficiency/ Proficient	0.94	0.91	0.91	0.87	0.91	0.88
7	Proficient/ Advanced	0.98	0.97	0.95	0.94	0.99	0.98
8	Beginning Step/ Nearing Proficiency	0.94	0.91	0.96	0.94	0.94	0.91
8	Nearing Proficiency/ Proficient	0.93	0.90	0.90	0.86	0.91	0.88
8	Proficient/ Advanced	0.98	0.97	0.98	0.97	1.00	1.00
9	Beginning Step/ Nearing Proficiency	0.94	0.92	0.93	0.90	0.95	0.93
9	Nearing Proficiency/ Proficient	0.93	0.90	0.91	0.87	0.90	0.86
9	Proficient/ Advanced	0.98	0.97	0.99	0.98	0.99	0.99
11	Beginning Step/ Nearing Proficiency	0.91	0.87	0.95	0.93	0.93	0.90
11	Nearing Proficiency/ Proficient	0.93	0.90	0.91	0.88	0.92	0.88
11	Proficient/ Advanced	0.98	0.97	0.96	0.95	0.98	0.97

**Table 6.2 Classification accuracy and consistency for the Spanish language NMSBA tests.**

Grade	Cut	Math		Reading		Science	
		Acc	Cons	Acc	Cons	Acc	Cons
3	Beginning Step/ Nearing Proficiency	0.97	0.96	0.97	0.96	0.97	0.96
3	Nearing Proficiency/ Proficient	0.90	0.86	0.89	0.85	0.88	0.84
3	Proficient/ Advanced	0.95	0.93	0.94	0.92	0.99	0.99
4	Beginning Step/ Nearing Proficiency	0.92	0.89	0.96	0.94	0.93	0.90
4	Nearing Proficiency/ Proficient	0.92	0.89	0.89	0.85	0.90	0.86
4	Proficient/ Advanced	0.98	0.97	0.97	0.95	0.99	0.99
5	Beginning Step/ Nearing Proficiency	0.92	0.88	0.94	0.91	0.96	0.94
5	Nearing Proficiency/ Proficient	0.93	0.90	0.90	0.86	0.87	0.82
5	Proficient/ Advanced	1.00	0.99	0.98	0.96	0.99	0.98
6	Beginning Step/ Nearing Proficiency	0.90	0.86	0.96	0.95	0.91	0.87
6	Nearing Proficiency/ Proficient	0.94	0.92	0.87	0.82	0.90	0.87
6	Proficient/ Advanced	1.00	0.99	1.00	1.00	1.00	1.00
7	Beginning Step/ Nearing Proficiency	0.89	0.84	0.99	0.98	0.86	0.81
7	Nearing Proficiency/ Proficient	0.96	0.94	0.89	0.85	0.94	0.91
7	Proficient/ Advanced	1.00	1.00	0.95	0.93	1.00	1.00
8	Beginning Step/ Nearing Proficiency	0.90	0.87	0.98	0.97	0.87	0.82
8	Nearing Proficiency/ Proficient	0.94	0.91	0.90	0.86	0.94	0.92
8	Proficient/ Advanced	1.00	1.00	0.96	0.94	1.00	1.00
9	Beginning Step/ Nearing Proficiency	0.90	0.86	0.95	0.93	0.89	0.85
9	Nearing Proficiency/ Proficient	0.93	0.90	0.86	0.81	0.90	0.85
9	Proficient/ Advanced	1.00	1.00	1.00	1.00	1.00	0.99
11	Beginning Step/ Nearing Proficiency	0.87	0.82	0.92	0.89		
11	Nearing Proficiency/ Proficient	0.94	0.91	0.89	0.84		
11	Proficient/ Advanced	1.00	1.00	0.91	0.88		



---

## 7 Validity

An assessment of a test's validity attempts to answer the question, "Does the test measure what it is intended to measure?" For the NMSBA, this question is, "Do the NMSBA subject tests measure a New Mexico student's academic achievement in math, reading, science, or social studies as explicated in the New Mexico State Content Standards?"

This section discusses the validity of the NMSBA assessments with respect to the validity-related standards set forth in the *Standards for Educational and Psychological Testing* (1999). We will address the following sources of evidence of validity:

Test content—"an analysis of the relationship between a test's content and the construct it is intended to measure" (p. 11)

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 made" (p. 13)

Relationships to other variables—"analyses of the relationship of test scores to variables external to the test" (p. 13)

### 7.1 Test Content

The multiple steps followed by Harcourt in creating test items and forms that address the NM Content Standards are detailed in Chapter 1 of this document. Multiple reviews by both internal and external reviewers were conducted at various stages of the item and form creation processes. These reviews ensured that items were aligned to the NM Content Standards and that the forms assessed those standards according to the proportions defined by the test blueprint. Item writers were trained in the NM standards and wrote items in the style specified by the NMPED. NM teachers participated in item reviews, standard settings (where the cutpoints defining the PLs were set), and in creating the scoring rubrics for constructed response items, ensuring that those who work most closely with NM students were intimately involved in the creation of the NMSBA.

### 7.2 Internal Structure

To constitute a valid test, a collection of items should measure a common construct. A random collection of items could be assembled and administered to students, but the resulting test scores would lack any meaning and would not be interpretable. This internal consistency can be demonstrated in several ways.

At the most basic level, items should measure the same knowledge or skill as the test. Thus, scores on the items should covary with scores on the test. In other words, students who have high scores on the test as a whole should also have high scores on the item, and students who have low scores on the test should have lower scores on the item as well. This quality is most directly measured by the item score/test score correlation coefficient. These have been calculated for each item as a standard part of

the item-level analyses conducted for the NMSBA, and can be found in Appendix B. They are summarized in Table 4.1. In general, the items show acceptable levels of correlation with their respective total test scores, indicating that the items are working together to measure the same construct.

At a higher level, the subsidiary groupings of items within a test should generally measure the same construct (albeit different aspects of that construct), and student scores on these groupings of items should covary with each other and with the total test score. Within the NMSBA, the subject tests are subdivided according to “benchmarks” (some benchmarks are grouped together for reporting purposes). Tables 7.1-7.6 contain the intercorrelations between reporting category scores as well as their correlations with the total test score.

**Table 7.1 Reporting category intercorrelations for English Reading**

Grade		Total	ST1	ST2
3	Total	1.00	0.98	0.88
3	Read for Comprehension (ST1)	0.98	1.00	0.77
3	Use Literature and Media (ST2)	0.88	0.77	1.00
4	Total	1.00	0.99	0.82
4	Read for Comprehension (ST1)	0.99	1.00	0.73
4	Use Literature and Media (ST2)	0.82	0.73	1.00
5	Total	1.00	0.97	0.94
5	Read for Comprehension (ST1)	0.97	1.00	0.83
5	Use Literature and Media (ST2)	0.94	0.83	1.00
6	Total	1.00	0.98	0.93
6	Read for Comprehension (ST1)	0.98	1.00	0.83
6	Use Literature and Media (ST2)	0.93	0.83	1.00
7	Total	1.00	0.97	0.92
7	Read for Comprehension (ST1)	0.97	1.00	0.81
7	Use Literature and Media (ST2)	0.92	0.81	1.00
8	Total	1.00	0.94	0.94
8	Read for Comprehension (ST1)	0.94	1.00	0.77
8	Use Literature and Media (ST2)	0.94	0.77	1.00
9	Total	1.00	0.97	0.93
9	Read for Comprehension (ST1)	0.97	1.00	0.81
9	Use Literature and Media (ST2)	0.93	0.81	1.00
11	Total	1.00	0.97	0.94
11	Read for Comprehension (ST1)	0.97	1.00	0.84
11	Use Literature and Media (ST2)	0.94	0.84	1.00

**Table 7.2 Reporting category intercorrelations for English Math**

Grade		Total	ST1	ST2	ST3	ST4	ST5
3	Total	1.00	0.88	0.89	0.85	0.82	0.82
3	Numbers & Operations (ST1)	0.88	1.00	0.76	0.67	0.67	0.64
3	Algebra (ST2)	0.89	0.76	1.00	0.67	0.68	0.64
3	Geometry (ST3)	0.85	0.67	0.67	1.00	0.65	0.63
3	Measurement (ST4)	0.82	0.67	0.68	0.65	1.00	0.60
3	Data Analysis & Probability (ST5)	0.82	0.64	0.64	0.63	0.60	1.00
4	Total	1.00	0.88	0.93	0.79	0.81	0.86
4	Numbers & Operations (ST1)	0.88	1.00	0.77	0.60	0.65	0.68
4	Algebra (ST2)	0.93	0.77	1.00	0.65	0.70	0.72
4	Geometry (ST3)	0.79	0.60	0.65	1.00	0.59	0.63
4	Measurement (ST4)	0.81	0.65	0.70	0.59	1.00	0.65
4	Data Analysis & Probability (ST5)	0.86	0.68	0.72	0.63	0.65	1.00
5	Total	1.00	0.88	0.87	0.88	0.73	0.88
5	Numbers & Operations (ST1)	0.88	1.00	0.71	0.70	0.61	0.72
5	Algebra (ST2)	0.87	0.71	1.00	0.69	0.59	0.70
5	Geometry (ST3)	0.88	0.70	0.69	1.00	0.59	0.71
5	Measurement (ST4)	0.73	0.61	0.59	0.59	1.00	0.60
5	Data Analysis & Probability (ST5)	0.88	0.72	0.70	0.71	0.60	1.00
6	Total	1.00	0.90	0.89	0.85	0.82	0.90
6	Numbers & Operations (ST1)	0.90	1.00	0.74	0.69	0.72	0.76
6	Algebra (ST2)	0.89	0.74	1.00	0.70	0.67	0.74
6	Geometry (ST3)	0.85	0.69	0.70	1.00	0.65	0.69
6	Measurement (ST4)	0.82	0.72	0.67	0.65	1.00	0.69
6	Data Analysis & Probability (ST5)	0.90	0.76	0.74	0.69	0.69	1.00
7	Total	1.00	0.89	0.91	0.88	0.81	0.90
7	Numbers & Operations (ST1)	0.89	1.00	0.77	0.73	0.68	0.73
7	Algebra (ST2)	0.91	0.77	1.00	0.74	0.68	0.77
7	Geometry (ST3)	0.88	0.73	0.74	1.00	0.68	0.72
7	Measurement (ST4)	0.81	0.68	0.68	0.68	1.00	0.67
7	Data Analysis & Probability (ST5)	0.90	0.73	0.77	0.72	0.67	1.00
8	Total	1.00	0.67	0.93	0.88	0.77	0.93
8	Numbers & Operations (ST1)	0.67	1.00	0.60	0.55	0.49	0.58
8	Algebra (ST2)	0.93	0.60	1.00	0.75	0.68	0.81
8	Geometry (ST3)	0.88	0.55	0.75	1.00	0.63	0.75
8	Measurement (ST4)	0.77	0.49	0.68	0.63	1.00	0.68
8	Data Analysis & Probability (ST5)	0.93	0.58	0.81	0.75	0.68	1.00
9	Total	1.00	0.95	0.94	0.91		
9	Algebra (ST2)	0.95	1.00	0.84	0.81		
9	Geometry (ST3)	0.94	0.84	1.00	0.78		
9	Data Analysis & Probability (ST5)	0.91	0.81	0.78	1.00		
11	Total	1.00	0.92	0.91	0.92		
11	Algebra (ST2)	0.92	1.00	0.75	0.77		
11	Geometry (ST3)	0.91	0.75	1.00	0.75		
11	Data Analysis & Probability (ST5)	0.92	0.77	0.75	1.00		

**Table 7.3 Reporting category intercorrelations for English Science/Grade 11 Social Studies**

Grade		Total	ST1	ST2	ST3	ST4	ST5
3	Total	1.00	0.86	0.85	0.89	0.75	0.69
3	Scientific Investigations, using scientific inquiry (ST1)	0.86	1.00	0.64	0.67	0.57	0.55
3	Physical Science (ST2)	0.85	0.64	1.00	0.67	0.56	0.52
3	Life Science (ST3)	0.89	0.67	0.67	1.00	0.58	0.56
3	Earth and Space Science (ST4)	0.75	0.57	0.56	0.58	1.00	0.46
3	Science and Society (ST5)	0.69	0.55	0.52	0.56	0.46	1.00
4	Total	1.00	0.83	0.83	0.87	0.77	0.72
4	Scientific Investigations, using scientific inquiry (ST1)	0.83	1.00	0.60	0.64	0.56	0.54
4	Physical Science (ST2)	0.83	0.60	1.00	0.62	0.56	0.53
4	Life Science (ST3)	0.87	0.64	0.62	1.00	0.58	0.59
4	Earth and Space Science (ST4)	0.77	0.56	0.56	0.58	1.00	0.49
4	Science and Society (ST5)	0.72	0.54	0.53	0.59	0.49	1.00
5	Total	1.00	0.81	0.84	0.87	0.80	0.75
5	Scientific Investigations, using scientific inquiry (ST1)	0.81	1.00	0.59	0.63	0.55	0.55
5	Physical Science (ST2)	0.84	0.59	1.00	0.63	0.56	0.54
5	Life Science (ST3)	0.87	0.63	0.63	1.00	0.61	0.61
5	Earth and Space Science (ST4)	0.80	0.55	0.56	0.61	1.00	0.56
5	Science and Society (ST5)	0.75	0.55	0.54	0.61	0.56	1.00
6	Total	1.00	0.87	0.78	0.91	0.75	0.74
6	Scientific Investigations, using scientific inquiry (ST1)	0.87	1.00	0.58	0.70	0.55	0.61
6	Physical Science (ST2)	0.78	0.58	1.00	0.62	0.54	0.49
6	Life Science (ST3)	0.91	0.70	0.62	1.00	0.61	0.62
6	Earth and Space Science (ST4)	0.75	0.55	0.54	0.61	1.00	0.49
6	Science and Society (ST5)	0.74	0.61	0.49	0.62	0.49	1.00
7	Total	1.00	0.87	0.90	0.87	0.80	0.73
7	Scientific Investigations, using scientific inquiry (ST1)	0.87	1.00	0.70	0.67	0.61	0.59
7	Physical Science (ST2)	0.90	0.70	1.00	0.71	0.64	0.60
7	Life Science (ST3)	0.87	0.67	0.71	1.00	0.64	0.59
7	Earth and Space Science (ST4)	0.80	0.61	0.64	0.64	1.00	0.56
7	Science and Society (ST5)	0.73	0.59	0.60	0.59	0.56	1.00
8	Total	1.00	0.86	0.84	0.89	0.68	0.73
8	Scientific Investigations, using scientific inquiry (ST1)	0.86	1.00	0.61	0.67	0.48	0.57
8	Physical Science (ST2)	0.84	0.61	1.00	0.65	0.52	0.55
8	Life Science (ST3)	0.89	0.67	0.65	1.00	0.52	0.58
8	Earth and Space Science (ST4)	0.68	0.48	0.52	0.52	1.00	0.42
8	Science and Society (ST5)	0.73	0.57	0.55	0.58	0.42	1.00
9	Total	1.00	0.87	0.85	0.89	0.77	0.70
9	Scientific Investigations, using scientific inquiry (ST1)	0.87	1.00	0.67	0.68	0.58	0.54
9	Physical Science (ST2)	0.85	0.67	1.00	0.67	0.59	0.55
9	Life Science (ST3)	0.89	0.68	0.67	1.00	0.62	0.57
9	Earth and Space Science (ST4)	0.77	0.58	0.59	0.62	1.00	0.49
9	Science and Society (ST5)	0.70	0.54	0.55	0.57	0.49	1.00
11	Total	1.00	0.96	0.79	0.89	0.81	
11	History (ST1)	0.96	1.00	0.70	0.78	0.70	
11	Geography (ST2)	0.79	0.70	1.00	0.65	0.59	
11	Civics and Government (ST3)	0.89	0.78	0.65	1.00	0.66	
11	Economics (ST4)	0.81	0.70	0.59	0.66	1.00	

**Table 7.4 Reporting category intercorrelations for Spanish Reading**

Grade		Total	ST1	ST2
3	Total	1.00	0.97	0.89
3	Read for Comprehension (ST1)	0.97	1.00	0.75
3	Use Literature and Media (ST2)	0.89	0.75	1.00
4	Total	1.00	0.96	0.91
4	Read for Comprehension (ST1)	0.96	1.00	0.76
4	Use Literature and Media (ST2)	0.91	0.76	1.00
5	Total	1.00	0.96	0.94
5	Read for Comprehension (ST1)	0.96	1.00	0.79
5	Use Literature and Media (ST2)	0.94	0.79	1.00
6	Total	1.00	0.96	0.90
6	Read for Comprehension (ST1)	0.96	1.00	0.73
6	Use Literature and Media (ST2)	0.90	0.73	1.00
7	Total	1.00	0.93	0.91
7	Read for Comprehension (ST1)	0.93	1.00	0.71
7	Use Literature and Media (ST2)	0.91	0.71	1.00
8	Total	1.00	0.95	0.92
8	Read for Comprehension (ST1)	0.95	1.00	0.76
8	Use Literature and Media (ST2)	0.92	0.76	1.00
9	Total	1.00	0.92	0.92
9	Read for Comprehension (ST1)	0.92	1.00	0.69
9	Use Literature and Media (ST2)	0.92	0.69	1.00
11	Total	1.00	0.95	0.90
11	Read for Comprehension (ST1)	0.95	1.00	0.72
11	Use Literature and Media (ST2)	0.90	0.72	1.00

**Table 7.5 Reporting category intercorrelations for Spanish Math**

Grade		Total	ST1	ST2	ST3	ST4	ST5
3	Total	1.00	0.89	0.88	0.86	0.82	0.82
3	Numbers & Operations (ST1)	0.89	1.00	0.73	0.71	0.68	0.65
3	Algebra (ST2)	0.88	0.73	1.00	0.67	0.64	0.64
3	Geometry (ST3)	0.86	0.71	0.67	1.00	0.66	0.62
3	Measurement (ST4)	0.82	0.68	0.64	0.66	1.00	0.60
3	Data Analysis & Probability (ST5)	0.82	0.65	0.64	0.62	0.60	1.00
4	Total	1.00	0.86	0.91	0.74	0.74	0.81
4	Numbers & Operations (ST1)	0.86	1.00	0.74	0.54	0.54	0.61
4	Algebra (ST2)	0.91	0.74	1.00	0.57	0.59	0.65
4	Geometry (ST3)	0.74	0.54	0.57	1.00	0.49	0.56
4	Measurement (ST4)	0.74	0.54	0.59	0.49	1.00	0.58
4	Data Analysis & Probability (ST5)	0.81	0.61	0.65	0.56	0.58	1.00
5	Total	1.00	0.82	0.86	0.86	0.64	0.85
5	Numbers & Operations (ST1)	0.82	1.00	0.65	0.61	0.48	0.62
5	Algebra (ST2)	0.86	0.65	1.00	0.64	0.48	0.65
5	Geometry (ST3)	0.86	0.61	0.64	1.00	0.48	0.64
5	Measurement (ST4)	0.64	0.48	0.48	0.48	1.00	0.48
5	Data Analysis & Probability (ST5)	0.85	0.62	0.65	0.64	0.48	1.00
6	Total	1.00	0.86	0.83	0.80	0.71	0.84
6	Numbers & Operations (ST1)	0.86	1.00	0.65	0.58	0.56	0.67
6	Algebra (ST2)	0.83	0.65	1.00	0.57	0.50	0.58
6	Geometry (ST3)	0.80	0.58	0.57	1.00	0.52	0.57
6	Measurement (ST4)	0.71	0.56	0.50	0.52	1.00	0.51
6	Data Analysis & Probability (ST5)	0.84	0.67	0.58	0.57	0.51	1.00
7	Total	1.00	0.81	0.85	0.79	0.71	0.84
7	Numbers & Operations (ST1)	0.81	1.00	0.62	0.52	0.53	0.58
7	Algebra (ST2)	0.85	0.62	1.00	0.55	0.53	0.60
7	Geometry (ST3)	0.79	0.52	0.55	1.00	0.55	0.60
7	Measurement (ST4)	0.71	0.53	0.53	0.55	1.00	0.48
7	Data Analysis & Probability (ST5)	0.84	0.58	0.60	0.60	0.48	1.00
8	Total	1.00	0.34	0.88	0.83	0.70	0.90
8	Numbers & Operations (ST1)	0.34	1.00	0.23	0.24	0.16	0.22
8	Algebra (ST2)	0.88	0.23	1.00	0.63	0.56	0.70
8	Geometry (ST3)	0.83	0.24	0.63	1.00	0.50	0.66
8	Measurement (ST4)	0.70	0.16	0.56	0.50	1.00	0.57
8	Data Analysis & Probability (ST5)	0.90	0.22	0.70	0.66	0.57	1.00
9	Total	1.00	0.91	0.86	0.81		
9	Algebra (ST2)	0.91	1.00	0.68	0.62		
9	Geometry (ST3)	0.86	0.68	1.00	0.53		
9	Data Analysis & Probability (ST5)	0.81	0.62	0.53	1.00		
11	Total	1.00	0.89	0.76	0.78		
11	Algebra (ST2)	0.89	1.00	0.49	0.55		
11	Geometry (ST3)	0.76	0.49	1.00	0.47		
11	Data Analysis & Probability (ST5)	0.78	0.55	0.47	1.00		

**Table 7.6 Reporting category intercorrelations for Spanish Science**

Grade		Total	ST1	ST2	ST3	ST4	ST5
3	Total	1.00	0.82	0.82	0.85	0.69	0.50
3	Scientific Investigations, using scientific inquiry (ST1)	0.82	1.00	0.56	0.59	0.45	0.33
3	Physical Science (ST2)	0.82	0.56	1.00	0.60	0.49	0.35
3	Life Science (ST3)	0.85	0.59	0.60	1.00	0.49	0.32
3	Earth and Space Science (ST4)	0.69	0.45	0.49	0.49	1.00	0.31
3	Science and Society (ST5)	0.50	0.33	0.35	0.32	0.31	1.00
4	Total	1.00	0.78	0.76	0.80	0.71	0.56
4	Scientific Investigations, using scientific inquiry (ST1)	0.78	1.00	0.44	0.49	0.46	0.35
4	Physical Science (ST2)	0.76	0.44	1.00	0.50	0.46	0.35
4	Life Science (ST3)	0.80	0.49	0.50	1.00	0.44	0.42
4	Earth and Space Science (ST4)	0.71	0.46	0.46	0.44	1.00	0.29
4	Science and Society (ST5)	0.56	0.35	0.35	0.42	0.29	1.00
5	Total	1.00	0.73	0.73	0.82	0.82	0.72
5	Scientific Investigations, using scientific inquiry (ST1)	0.73	1.00	0.41	0.48	0.47	0.44
5	Physical Science (ST2)	0.73	0.41	1.00	0.47	0.48	0.43
5	Life Science (ST3)	0.82	0.48	0.47	1.00	0.58	0.54
5	Earth and Space Science (ST4)	0.82	0.47	0.48	0.58	1.00	0.53
5	Science and Society (ST5)	0.72	0.44	0.43	0.54	0.53	1.00
6	Total	1.00	0.78	0.67	0.89	0.61	0.62
6	Scientific Investigations, using scientific inquiry (ST1)	0.78	1.00	0.38	0.58	0.35	0.43
6	Physical Science (ST2)	0.67	0.38	1.00	0.49	0.29	0.29
6	Life Science (ST3)	0.89	0.58	0.49	1.00	0.44	0.47
6	Earth and Space Science (ST4)	0.61	0.35	0.29	0.44	1.00	0.29
6	Science and Society (ST5)	0.62	0.43	0.29	0.47	0.29	1.00
7	Total	1.00	0.80	0.80	0.77	0.68	0.57
7	Scientific Investigations, using scientific inquiry (ST1)	0.80	1.00	0.53	0.45	0.40	0.35
7	Physical Science (ST2)	0.80	0.53	1.00	0.52	0.37	0.38
7	Life Science (ST3)	0.77	0.45	0.52	1.00	0.45	0.35
7	Earth and Space Science (ST4)	0.68	0.40	0.37	0.45	1.00	0.34
7	Science and Society (ST5)	0.57	0.35	0.38	0.35	0.34	1.00
8	Total	1.00	0.79	0.78	0.81	0.52	0.72
8	Scientific Investigations, using scientific inquiry (ST1)	0.79	1.00	0.48	0.49	0.31	0.47
8	Physical Science (ST2)	0.78	0.48	1.00	0.51	0.30	0.54
8	Life Science (ST3)	0.81	0.49	0.51	1.00	0.31	0.52
8	Earth and Space Science (ST4)	0.52	0.31	0.30	0.31	1.00	0.25
8	Science and Society (ST5)	0.72	0.47	0.54	0.52	0.25	1.00
9	Total	1.00	0.77	0.68	0.80	0.62	0.36
9	Scientific Investigations, using scientific inquiry (ST1)	0.77	1.00	0.39	0.47	0.36	0.09
9	Physical Science (ST2)	0.68	0.39	1.00	0.41	0.30	0.17
9	Life Science (ST3)	0.80	0.47	0.41	1.00	0.36	0.22
9	Earth and Space Science (ST4)	0.62	0.36	0.30	0.36	1.00	0.16
9	Science and Society (ST5)	0.36	0.09	0.17	0.22	0.16	1.00

The preceding tables show excellent levels of correlation within the NMSBA subject tests. They clearly show the homogeneity of the NMSBA subject tests, and lend support to the conclusion that the reporting categories are measuring different aspects of common constructs. The results for reading are higher than those for the other subjects – this is a result of the coarse level of subdivisions within reading. Because each benchmark comprises so much of the total test, the high correlations between the total test score and the benchmark scores are a result of autocorrelation and are less

useful as an indicator of the diversity of what the test is measuring than are the correlations between the benchmark scores.

### 7.3 Relationships to other variables

The NMSBA subject tests measure student abilities in reading, math, science, and social studies. These subjects measure distinctly different subjects, but there are relationships that exist between these subjects. At the most basic level, an inability to read would render a student unable to successfully complete not only the reading test, but the other tests as well. We would expect a certain level of covariance between a student’s reading achievement and their achievement on the other subjects. It would also be reasonable to expect that achievement on subjects with a higher language load (social studies) to be more closely related to reading achievement than those with a lower language load (science and math). Finally, because many areas of science require the use of mathematics, we might also expect the relationship between science and mathematics achievement to be stronger than the relationship of either with reading achievement. Conformance to the foregoing hypotheses would tend to confirm that the NMSBA subject tests are measuring what we think that they are measuring.

**Table 7.7 Correlations among NMSBA subject test scores**

Grade		English			Spanish		
		Math	Reading	Science	Math	Reading	Science
3	Math	1.00	0.73	0.75	1.00	0.63	0.72
3	Reading	0.73	1.00	0.71	0.63	1.00	0.61
3	Science	0.75	0.71	1.00	0.72	0.61	1.00
4	Math	1.00	0.74	0.72	1.00	0.61	0.65
4	Reading	0.74	1.00	0.72	0.61	1.00	0.60
4	Science	0.72	0.72	1.00	0.65	0.60	1.00
5	Math	1.00	0.72	0.75	1.00	0.57	0.73
5	Reading	0.72	1.00	0.70	0.57	1.00	0.62
5	Science	0.75	0.70	1.00	0.73	0.62	1.00
6	Math	1.00	0.71	0.75	1.00	0.58	0.51
6	Reading	0.71	1.00	0.73	0.58	1.00	0.58
6	Science	0.75	0.73	1.00	0.51	0.58	1.00
7	Math	1.00	0.69	0.72	1.00	0.63	0.62
7	Reading	0.69	1.00	0.72	0.63	1.00	0.47
7	Science	0.72	0.72	1.00	0.62	0.47	1.00
8	Math	1.00	0.70	0.72	1.00	0.57	0.68
8	Reading	0.70	1.00	0.67	0.57	1.00	0.54
8	Science	0.72	0.67	1.00	0.68	0.54	1.00
9	Math	1.00	0.70	0.72	1.00	0.46	0.73
9	Reading	0.70	1.00	0.69	0.46	1.00	0.48
9	Science	0.72	0.69	1.00	0.73	0.48	1.00
11	Math	1.00	0.68	0.72	1.00	0.65	
11	Reading	0.68	1.00	0.70	0.65	1.00	
11	Soc Stu	0.72	0.70	1.00			



The hypotheses about the relationships between the different subjects were generally born out. Math achievement was typically more highly correlated with science achievement than the correlations of either with reading achievement. Exceptions include English language grades 4 & 7, and Spanish language grades 6 & 7. For the one grade where social studies was assessed (grade 11 English), its achievement was most strongly related to math achievement rather than to reading achievement, though the difference between the two correlations was slight. However, as could be expected, achievement in all subjects assessed by the NMSBA was significantly related, and the strength of these interrelationships indicated that while a common construct might underlie these subject tests (academic ability, perhaps?), the different subjects were not correlated to the point of being redundant.

---

## 8 Grade 11 Standard Setting

The grade 11 tests were administered by Harcourt for the first time in 2007. Previously, only reading and mathematics were assessed at grade 11, and only English language tests were given. In 2007, social studies was added as a subject (in English only), and Spanish versions of the reading and mathematics tests were added as well (reading was not a transadaptation of the English language test; mathematics was). This created the need for standard settings—initially, it was thought that the English reading and mathematics tests would be equated to the previous vendor’s tests and the pre-existing cutscores carried over (and to this end items from the previous test were included on the 2007 form), but a comparison of the blueprints for the previous and new tests revealed that the content coverage was so different between the 2006 and 2007 tests that a valid equating was not considered possible. Therefore, the standard setting meeting addressed all grade 11 tests—math (the English language and Spanish language committee members met together and set a common set of cutscores for the two languages, since the Spanish language test contained the same [transadapted] items as the English language test), English reading, English social studies, and Spanish reading.

The standard setting meeting took place in April 2007 and was held in Albuquerque. This date was prior to the availability of results for the operational grade 11 tests, but the necessity of timely reporting dictated the scheduling. Therefore, it is important to note that the standard setting took place in the absence of feedback concerning the impact of the cutscore recommendations that resulted.

The meetings spanned 2½ days, and involved several activities. The first activity that took place was for the participants (committee members) to “experience the test.” The committee members were administered the test that they would be working on (this was the operational forms for 2007). After they completed the test they were given the key for the MC items and the scoring rubrics for the constructed response items and allowed to grade themselves.

Following this was the creation of performance level descriptors. These are succinct statements of what the typical student at each performance level can be expected to know and to be able to do. Since the performance levels encompass a range of abilities, these are somewhat broad in order to capture all levels of ability within a performance level. These performance level descriptors can be found in Appendix G.

The next activity to take place was the creation of threshold descriptors. These are created with reference to the performance level descriptors that had just been created, and are narrow, targeted statements of what students who are barely at the threshold between adjacent performance levels can be expected to know and be able to do. These are used by the committee members during the standard setting process when evaluating items to guide them as to the group of students that they are estimating the performance of.

The final activity was the actual setting of the standards. The modified Angoff method was used. For each item, committee members were asked to estimate the likely performance of students who were just “at the threshold” between two adjacent

performance levels. The threshold descriptors defined these students to the members of the committee. For MC items, this estimated performance was provided as the percent of students just at the threshold who could be expected to answer the question correctly. For constructed response items, this estimated performance was provided as the achievable score point (i.e., a whole rather than decimal number) that the majority of students just at the threshold between two adjacent performance levels could be expected to achieve.

The standard setting took place in three rounds. In the first round, the committee members went through the items on the operational test forms and recorded their performance estimates on a data sheet. When all had completed their estimates for all items, the estimates were analyzed and feedback prepared for the second round. This feedback consisted of item by item summaries of the groups' judgments, and an overall test level summary of the preliminary cutpoints. The groups then went through the item-level feedback, and discussed the ratings and items as necessary. Generally there was less discussion for items where the level of agreement was high and more for items where there was less agreement. Committee members were invited to revise their performance estimates for the items if they felt it was necessary. After all items had been addressed, the revised estimates were analyzed and test level feedback created. The third round addressed the test only. The committee was presented their preliminary cutscores based on their revised performance estimates and discussed what level of performance was required across the test for an examinee to be placed in each of the performance levels. Committee members then had the opportunity to revise their test-wide cutscores if they felt that they were not appropriate, and these revised estimates were their final individual cutscore recommendations.

The meetings were led by a Harcourt Senior Psychometrician, who presented training on the creation of performance level and threshold descriptors prior to those activities and on the standard setting process prior to that activity. Each group was facilitated by a Harcourt psychometrician and a Harcourt content specialist. NMPED staff also attended in an advisory role. Committee members were NM teachers who taught grade 11 students in the subject and language of the test that they were working with. Only committee members gave performance estimates, and the Harcourt and NMPED personnel facilitated the meetings but did not otherwise participate in the discussion of expected levels of performance.

Steps were taken to ensure the anonymity of the ratings, and feedback was presented so that no one committee member could be identified as having given a specific rating. This was essential so that the committee members felt free to give whatever estimates of performance they felt were appropriate without the effects of peer pressure. During the second and third rounds the facilitator attempted to guide the discussion so the group could find greater agreement, but agreement was not forced or required.

The recommended cutscores from the group were the median of the individual cutscore recommendations of the committee members. The median was used in preference to the mean in order to reduce the influence of extreme individual recommendations.

As was stated previously, the timeliness of reporting meant that the standard setting meetings had to be held in the absence of performance data. Final cutscores were set by a group comprised of senior NMPED staff, who considered several sources of data in determining the final cutscores. A Harcourt Senior Psychometrician provided technical guidance but did not otherwise participate in the meeting to finalize the cutscores.

It is important to note that the standard setting committees were fully aware that their recommendations were not necessarily the cut scores that would be used. There was concern among the participants that setting cutscores in the absence of feedback on their impact risked setting cuts that were either inappropriately lenient or stringent. The knowledge that the NMPED would set the final cutscores taking into account the committee recommendations but also considering the impact of the cutscores gave the participants a level of comfort, knowing that they could give honest estimates of what levels of performance should be expected but that the NMPED would assess and possibly modify those recommendations in the light of student performance on the exam.

It is also important to mention the requirements of NCLB and their effect on the final cutscores. NCLB requires that once a mandated test is put into place that the state take steps to maintain a consistent level of expected performance on those tests over time. Generally, this is accomplished by equating test forms from year to year, with the standards being maintained through the equating. For grade 11, the reading and math tests were pre-existing mandated tests, and so additional steps had to be taken to ensure that the new standards were consistent with the old ones.

It was stated previously that the test blueprints had changed so much with the change in vendors that a formal equating was not possible. However, in order to provide the necessary information for the cutscores to be finalized, what might be termed an “informal” equating of the old and new test forms was performed. This allowed the rough equivalent of the old cutpoints to be identified on the new test’s metric. This was an additional piece of information that was available to the NMPED when the final decision on the cutpoints for grade 11 was made and was used to ensure that the cutpoints for math and English language reading were in compliance with the requirements of NCLB.

Appendix H contains a summary of the meeting held by the NMPED to finalize the cutpoints, as documented by Dr. Tom Dauphinee, Chief Statistician of the Academic Growth and Analysis Bureau, NMPED, who also led the discussion. The group met, considered the standard setting committees’ recommendations, the impact of the proposed cutpoints, and the previous cutpoints for math and English reading, and used this information to determine the final cutpoints for the grade 11 NMSBA assessments. These cutpoints can be found in Tables 3.1 and 3.2.

## Appendix A Test Blueprints

Reading	Grade 3			Grade 4			Grade 5			Grade 6		
	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk		
<b>Standard 1</b> Read for Comprehension Benchmarks 1A - Reading for Information 1B - Using Resources 1C - Critical Thinking 1D - Reading Strategies		<b>38</b>	<b>47</b>		<b>35</b>	<b>55</b>		<b>31</b>	<b>40</b>		<b>34</b>	<b>44</b>
	1A	13	14	1A	12	18	1A	NA for Grade 5		1A	7	11
	1B	5	6	1B	5	6	1B	5	12	1B	6	7
	1C	9	16	1C	12	25	1C	14	16	1C	13	15
	1D	11	11	1D	6	6	1D	12	12	1D	8	11
<b>Standard 3</b> Use Literature and Media Benchmarks 3B - Purposes of Literature		<b>9</b>	<b>20</b>		<b>12</b>	<b>12</b>		<b>16</b>	<b>27</b>		<b>15</b>	<b>25</b>
	3B	9	20	3B	12	12	3B	16	27	3B	15	25

Reading	Grade 7			Grade 8			Grade 9			Grade 11		
	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
<b>Standard 1</b> Read for Comprehension Benchmarks 1A - Reading for Information 1B - Using Resources 1C - Critical Thinking 1D - Reading Strategies		<b>32</b>	<b>43</b>		<b>27</b>	<b>32</b>		<b>32</b>	<b>42</b>		<b>34</b>	<b>47</b>
	1A	7	7	1A (N/A for grades 8 and 9)					1A	14	18	
	1B	5	9	1B	5	6	1B	4	4	1B	NA for grade 11	
	1C	13	20	1C	12	16	1C	18	25	1C	20	29
	1D	7	7	1D	10	10	1D	10	13	1D	NA for grade 11	
<b>Standard 3</b> Use Literature and Media Benchmarks 3B - Purposes of Literature		<b>17</b>	<b>26</b>		<b>22</b>	<b>37</b>		<b>17</b>	<b>27</b>		<b>17</b>	<b>33</b>
	3B	17	26	3B	22	37	3B	17	27	3B	17	33

# Math

Standard Benchmarks	Grade 3			Grade 4			Grade 5			Grade 6		
	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
<b>Standard 1 Numbers &amp; Operations</b> Benchmarks 1A - Number Sense 1B - Operations 1C - Computation and Estimation		<b>12</b>	<b>16</b>		<b>12</b>	<b>15</b>		<b>12</b>	<b>19</b>		<b>12</b>	<b>17</b>
	A	4	5	A	4	5	A	4	6	A	4	5
	B	4	5	B	4	5	B	4	5	B	4	6
	C	4	6	C	4	5	C	4	8	C	4	6
<b>Standard 2 Algebra</b> Benchmarks 2A - Patterns & Functions 2B - Algebraic Symbols 2C - Modeling Relationships 2D - Analyzing Changes		<b>12</b>	<b>17</b>		<b>16</b>	<b>22</b>		<b>16</b>	<b>19</b>		<b>16</b>	<b>21</b>
	A	4	5	A	4	4	A	4	4	A	4	8
	B	4	4	B	4	4	B	4	6	B	4	4
	C/D	4	8	C	4	5	C	4	4	C	4	5
			D	4	9	D	4	5	D	4	4	
<b>Standard 3 Geometry</b> Benchmarks 3A - Analyzing Shapes 3B - Coordinate Geometry 3C - Transformations and Symmetry 3D - Spatial Sense and Modeling		<b>12</b>	<b>15</b>		<b>12</b>	<b>14</b>		<b>13</b>	<b>21</b>		<b>13</b>	<b>20</b>
	A	4	7	A	4	5	A/B/C	9	14	A/B/C	9	16
	B/C	4	4	B/C	4	4	D	4	7	D	4	4
	D	4	4	D	4	5						
<b>Standard 4 Measurement</b> Benchmarks 4A - Measurement Systems 4B - Applied Measurement		<b>10</b>	<b>13</b>		<b>8</b>	<b>11</b>		<b>5</b>	<b>6</b>		<b>5</b>	<b>7</b>
	A	5	7	A	4	6	A/B	5	6	A/B	5	7
	B	5	6	B	4	5						
<b>Standard 5 Data Analysis &amp; Probability</b> Benchmarks 5A - Data Collection and Representation 5B - Statistical Methods 5C - Data Analysis 5D - Probability		<b>9</b>	<b>14</b>		<b>9</b>	<b>16</b>		<b>16</b>	<b>22</b>		<b>16</b>	<b>22</b>
	A/B/C	5	10	A/B/C	5	10	A	4	9	A	4	5
	D	4	4	D	4	6	B	4	5	B	4	4
							C	4	4	C	4	8
D							4	4	D	4	5	

<b>Math</b>	<b>Grade 7</b>			<b>Grade 8</b>		
	<b>Std/ Bmk</b>	<b>Total Items</b>	<b>Total Points</b>	<b>Std/ Bmk</b>	<b>Total Items</b>	<b>Total Points</b>
<b>Standard 1 Numbers &amp; Operations</b> Benchmarks 1A - Number Sense 1B - Operations 1C - Computation and Estimation		<b>12</b>	<b>17</b>		<b>4</b>	<b>4</b>
	A	4	4	A/B/C	4	4
	B	4	9			
	C	4	4			
<b>Standard 2 Algebra</b> Benchmarks 2A - Patterns & Functions 2B - Algebraic Symbols 2C - Modeling Relationships 2D - Analyzing Changes		<b>16</b>	<b>20</b>		<b>20</b>	<b>27</b>
	A	4	5	A	5	8
	B	4	5	B	5	6
	C	4	5	C	5	7
	D	4	5	D	5	6
<b>Standard 3 Geometry</b> Benchmarks 3A - Analyzing Shapes 3B - Coordinate Geometry 3C - Transformations and Symmetry 3D - Spatial Sense and Modeling		<b>14</b>	<b>21</b>		<b>18</b>	<b>24</b>
	A/B/C	10	15	A/B/C	12	17
	D	4	6	D	6	7
<b>Standard 4 Measurement</b> Benchmarks 4A - Measurement Systems 4B - Applied Measurement		<b>4</b>	<b>8</b>		<b>4</b>	<b>6</b>
	A/B	4	8	A/B	4	6
<b>Standard 5 Data Analysis &amp; Probability</b> Benchmarks 5A - Data Collection and Representation 5B - Statistical Methods 5C - Data Analysis 5D - Probability		<b>16</b>	<b>23</b>		<b>16</b>	<b>28</b>
	A	4	5	A	4	8
	B	4	6	B	4	7
	C	4	7	C	4	8
	D	4	5	D	4	5

# Math

Standard Benchmarks	Grade 9			Grade 11		
	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
<b>Standard 1</b> <b>Algebra</b> Benchmarks 1A - Algebraic Symbols 1B - Algebra & Graphs 1C - Algebraic Relationships 1D - Analyzing Changes		<b>24</b>	<b>35</b>		<b>24</b>	<b>32</b>
	A	6	6	A	6	9
	B	6	9	B	6	8
	C	6	13	C	6	9
	D	6	7	D	6	6
<b>Standard 2</b> <b>Geometry</b> Benchmarks 2A - Analyzing Shapes 2B - Coordinate Geometry 2C - Transformations and Symmetry 2D - Spatial Sense and Modeling		<b>18</b>	<b>28</b>		<b>20</b>	<b>32</b>
	A	5	10	A	5	10
	B	4	5	B	5	11
	C	4	4	C	5	5
	D	5	9	D	5	6
<b>Standard 3</b> <b>Data Analysis &amp; Probability</b> Benchmarks 3A - Data Collection and Representation 3B - Statistical Methods 3C - Data Analysis 3D - Probability		<b>18</b>	<b>23</b>		<b>16</b>	<b>29</b>
	A	5	6	A	4	6
	B	4	5	B	4	8
	C	4	6	C	4	5
	D	5	6	D	4	10



<b>Science</b>		<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>		<b>Grade 6</b>	
		<b>Total Items</b>	<b>Total Points</b>	<b>Total Items</b>	<b>Total Points</b>	<b>Total Items</b>	<b>Total Points</b>	<b>Total Items</b>	<b>Total Points</b>
<b>STRAND</b>	<b>Standards Benchmarks</b>								
<b>I - Scientific Thinking &amp; Practice</b>	<b>Standard 1 -- Scientific investigations, using scientific inquiry</b>	<b>12</b>	<b>19</b>	<b>12</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>12</b>	<b>18</b>
	1A - Scientific Method	4	7	4	4	4	5	4	5
	1B - Scientific Thinking	4	6	4	4	4	4	4	7
	1C - Mathematical Skills	4	6	4	7	4	4	4	6
<b>II - Content of Science</b>	<b>Standard 1 -- Physical Science</b>	<b>12</b>	<b>17</b>	<b>12</b>	<b>18</b>	<b>12</b>	<b>19</b>	<b>12</b>	<b>14</b>
	1A - Matter	4	9	4	7	4	9	4	4
	1B - Energy	4	4	4	5	4	4	4	5
	1C - Force and Motion	4	4	4	6	4	6	4	5
	<b>Standard 2 -- Life Science</b>	<b>12</b>	<b>18</b>	<b>12</b>	<b>18</b>	<b>12</b>	<b>15</b>	<b>12</b>	<b>22</b>
	2A - Form and Function	4	5	4	4	4	5	4	7
	2B - Comparing Organism Traits	4	8	4	7	4	5	4	5
	2C - The Human Body	4	5	4	7	4	5	4	10
	<b>Standard 3 -- Earth and Space Science</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>8</b>	<b>13</b>	<b>8</b>	<b>9</b>
	3A - Solar System	4	4	4	5	4	5	4	5
3B - Earth and Atmosphere	4	4	4	5	4	8	4	4	
<b>III - Science and Society</b>	<b>Standard 1 -- Science and Society</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>5</b>
	1A - Science and Society	4	4	4	5	4	6	4	5

# Science

STRAND		Grade 7		Grade 8		Grade 9	
		Total Items	Total Points	Total Items	Total Points	Total Items	Total Points
<b>I - Scientific Thinking &amp; Practice</b>	<b>Standard 1 -- Scientific investigations, using scientific inquiry</b>	<b>12</b>	<b>19</b>	<b>12</b>	<b>19</b>	<b>12</b>	<b>16</b>
	1A - Scientific Method	4	7	4	10	4	4
	1B - Scientific Thinking	4	8	4	4	4	4
	1C - Mathematical Skills	4	4	4	5	4	8
<b>II - Content of Science</b>	<b>Standard 1 -- Physical Science</b>	<b>12</b>	<b>21</b>	<b>12</b>	<b>15</b>	<b>12</b>	<b>17</b>
	1A - Matter	4	7	4	5	4	4
	1B - Energy	4	9	4	4	4	9
	1C - Force and Motion	4	5	4	6	4	4
	<b>Standard 2 -- Life Science</b>	<b>12</b>	<b>15</b>	<b>12</b>	<b>21</b>	<b>12</b>	<b>23</b>
	2A - Form and Function	4	5	4	11	4	8
	2B - Comparing Organism Traits	4	4	4	5	4	9
	2C - The Human Body	4	6	4	5	4	6
	<b>Standard 3 -- Earth and Space Science</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>10</b>
	3A - Solar System	4	5	4	5	4	5
	3B - Earth and Atmosphere	4	4	4	4	4	5
<b>III - Science and Society</b>	<b>Standard 1 -- Science and Society</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>4</b>
	1A - Science and Society	4	4	4	6	4	4

# Social Studies

Grade 11

STRAND	Benchmark	Total Items	Total Points
<b>History</b>		<b>28</b>	<b>41</b>
	1A New Mexico Impact on US and World History	7	8
	1B US History Since 1865	11	19
	1C World History Since the Era of the Enlightenment	10	14
Geography		<b>8</b>	<b>9</b>
	2B Natural/Man-made Regions	4	5
	2E Social Patterns	4	4
Civics and Government		<b>12</b>	<b>17</b>
	3A Levels of Government	4	7
	3C Political Systems	4	5
	3D Rights and Responsibilities	4	5
Economics		<b>12</b>	<b>17</b>
	4A Incentives and Scarcity	4	5
	4C Economic Systems	4	5
	4D World Trade	4	7

## Appendix B Item-Level Statistics

### English Reading Grade 3

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2109673	MC	68	0.68	0.53	-0.74	0.02	1.09	1.01
2	2109674	MC	82	0.82	0.38	-1.30	0.02	1.06	0.94
3	2109675	MC	42	0.42	0.28	0.52	0.01	1.09	1.12
4	2109676	MC	86	0.86	0.33	-1.74	0.02	1.17	1.15
5	2109677	MC	69	0.69	0.24	-0.20	0.02	1.07	1.11
6	2109703	MC	77	0.77	0.54	-0.20	0.02	0.69	0.61
7	2109705	MC	32	0.32	0.18	0.90	0.01	1.09	1.13
8	2109706	MC	60	0.60	0.47	0.24	0.01	0.89	0.87
9	2109707	MC	79	0.79	0.49	-0.40	0.02	0.73	0.63
10	2109708	MC	69	0.69	0.37	0.03	0.01	0.92	0.89
11	2109721	MC	65	0.65	0.40	0.26	0.01	0.93	0.91
12	2109722	MC	35	0.35	0.35	0.99	0.01	0.93	0.95
13	2109723	MC	45	0.45	0.30	0.62	0.01	1.05	1.06
14	2109724	MC	45	0.45	0.30	1.23	0.01	1.13	1.24
15	2109725	MC	47	0.47	0.43	0.75	0.01	0.93	0.93
16	3344651	MC	57	0.57	0.33	0.29	0.01	1.02	1.03
17	3344647	MC	50	0.50	0.32	0.61	0.01	1.03	1.05
18	3344641	MC	52	0.52	0.22	0.52	0.01	1.12	1.15
19	3344650	MC	57	0.57	0.40	0.32	0.01	0.97	0.96
20	3344645	MC	44	0.44	0.35	0.90	0.01	1.00	1.04
21	3337879	MC	47	0.47	0.35	0.78	0.01	1.00	1.03
22	3337875	SA	67	1.34	0.60	-0.24	0.01	0.88	0.86
23	3337884	MC	56	0.56	0.42	0.35	0.01	0.94	0.93
24	3337880	MC	58	0.58	0.25	0.17	0.01	1.11	1.14
25	3337889	SA	55	1.10	0.57	0.43	0.01	0.87	0.86
26	3337881	MC	32	0.32	0.21	1.47	0.02	1.07	1.29
27	3337878	OE	39	1.55	0.60	1.15	0.01	0.91	0.90
28	3273237	MC	59	0.59	0.44	0.20	0.01	0.92	0.91
29	3437774	SA	49	0.99	0.50	0.66	0.01	1.00	0.99
30	3273238	MC	69	0.69	0.36	-0.30	0.02	0.98	0.97
31	3437773	SA	56	1.13	0.44	0.29	0.01	1.01	1.00
32	3284853	MC	62	0.62	0.37	0.05	0.01	0.99	0.97
33	3273248	OE	32	1.26	0.48	1.39	0.01	1.06	1.08
43	3331726	MC	74	0.74	0.32	-0.55	0.02	1.01	1.01
44	3331569	SA	33	0.66	0.42	1.28	0.01	1.05	1.10
45	3180811	MC	73	0.73	0.27	-0.50	0.02	1.06	1.06
46	3331568	SA	68	1.36	0.51	-0.09	0.01	0.93	0.94
47	3180814	MC	42	0.42	0.06	0.99	0.01	1.25	1.39
48	3180809	MC	62	0.62	0.33	0.39	0.01	1.00	1.01
49	3183297	OE	40	1.62	0.59	0.96	0.01	1.07	1.06
50	3336872	MC	25	0.25	0.15	1.94	0.02	1.11	1.41
51	3336879	SA	52	1.04	0.42	0.51	0.01	0.99	0.99
52	3336882	MC	57	0.57	0.38	0.30	0.01	0.98	0.97
53	3336875	MC	40	0.40	0.33	1.09	0.01	1.00	1.07
54	3336958	SA	29	0.58	0.37	2.18	0.01	1.37	1.31
55	3336885	MC	58	0.58	0.21	0.22	0.01	1.12	1.18
56	3336962	OE	30	1.19	0.50	1.56	0.01	1.05	1.03

## English Reading Grade 4

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2110114	MC	85	0.85	0.27	-1.01	0.02	1.10	1.26
2	2110115	MC	76	0.76	0.42	-0.19	0.02	0.94	0.89
3	2110117	MC	70	0.70	0.41	0.21	0.02	0.95	0.95
4	2110118	MC	70	0.70	0.36	-0.09	0.02	1.11	1.14
5	2110119	MC	49	0.49	0.45	1.08	0.01	0.92	0.92
6	2110132	MC	64	0.64	0.24	0.43	0.02	1.14	1.17
7	2110133	MC	67	0.67	0.35	0.07	0.02	1.11	1.14
8	2110134	MC	62	0.62	0.27	0.60	0.02	1.10	1.15
9	2110135	MC	91	0.91	0.36	-1.59	0.03	0.92	0.76
10	2110137	MC	77	0.77	0.49	-0.20	0.02	0.85	0.75
11	3174966	MC	56	0.56	0.38	0.88	0.01	1.00	1.02
12	3174958	MC	70	0.70	0.26	0.18	0.02	1.11	1.19
13	3174964	MC	80	0.80	0.47	-0.50	0.02	0.89	0.77
14	3186040	MC	62	0.62	0.45	0.60	0.02	0.93	0.91
15	3186041	MC	80	0.80	0.40	-0.51	0.02	0.96	0.88
16	3186043	MC	69	0.69	0.45	0.23	0.02	0.93	0.88
17	3270318	MC	40	0.40	0.25	1.66	0.02	1.08	1.22
18	3304549	MC	50	0.50	0.25	1.13	0.01	1.12	1.19
19	3396916	MC	78	0.78	0.48	-0.32	0.02	0.90	0.77
20	3270262	MC	46	0.46	0.32	1.32	0.01	1.04	1.09
21	3270263	MC	69	0.69	0.44	0.18	0.02	0.94	0.88
22	3175172	MC	78	0.78	0.47	-0.37	0.02	0.89	0.81
23	3332490	SA	53	1.05	0.60	1.06	0.01	0.88	0.84
24	3175166	MC	45	0.45	0.33	1.44	0.01	1.03	1.13
25	3332491	SA	65	1.30	0.52	0.14	0.01	1.05	1.04
26	3175180	MC	80	0.80	0.48	-0.47	0.02	0.88	0.75
27	3183373	OE	46	1.85	0.46	1.30	0.01	1.24	1.23
28	3339569	MC	30	0.30	0.16	2.20	0.02	1.17	1.38
29	3339560	SA	79	1.58	0.47	-0.33	0.01	1.15	1.07
30	3339533	MC	61	0.61	0.36	0.61	0.02	1.02	1.03
31	3339562	MC	49	0.49	0.31	1.18	0.01	1.05	1.10
32	3339547	SA	26	0.52	0.28	2.15	0.01	1.22	1.42
33	3339565	MC	54	0.54	0.43	1.00	0.01	0.94	0.94
34	3339559	OE	39	1.55	0.58	1.79	0.01	0.93	0.94
44	3340583	MC	31	0.31	0.25	2.17	0.02	1.06	1.34
45	3332495	SA	67	1.34	0.51	0.49	0.01	1.03	1.04
46	3186051	MC	45	0.45	0.33	1.39	0.01	1.03	1.09
47	3332494	SA	52	1.03	0.36	1.07	0.01	1.24	1.30
48	3180972	MC	63	0.63	0.30	0.54	0.02	1.08	1.09
49	3183371	OE	47	1.86	0.56	1.55	0.01	1.04	1.04
50	3335919	MC	62	0.62	0.44	0.60	0.02	0.94	0.93
51	3339120	SA	75	1.50	0.42	0.07	0.01	1.13	1.29
52	3335935	MC	90	0.90	0.43	-1.33	0.02	0.86	0.73
53	3336008	SA	60	1.20	0.55	0.57	0.01	0.89	0.89
54	3336005	MC	68	0.68	0.51	0.28	0.02	0.87	0.81
55	3339161	MC	82	0.82	0.47	-0.62	0.02	0.87	0.79
56	3336007	OE	34	1.36	0.53	2.04	0.01	0.97	0.97

## English Reading Grade 5

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2110536	MC	76	0.76	0.42	0.36	0.02	0.95	0.90
2	2110537	MC	68	0.68	0.38	0.72	0.02	1.05	1.05
3	2110538	MC	45	0.45	0.28	1.48	0.01	1.15	1.20
4	2110539	MC	69	0.69	0.38	0.11	0.02	1.41	1.55
5	2110553	MC	91	0.91	0.32	-0.93	0.02	0.98	0.95
6	2110555	MC	37	0.37	0.31	2.09	0.01	1.01	1.05
7	2110556	MC	62	0.62	0.32	0.79	0.02	1.20	1.27
8	2110557	MC	61	0.61	0.22	1.26	0.02	1.16	1.22
9	2110576	MC	53	0.53	0.36	1.46	0.01	1.04	1.06
10	2110577	MC	82	0.82	0.45	-0.08	0.02	0.91	0.80
11	2110578	MC	54	0.54	0.31	1.81	0.01	1.07	1.12
12	2110579	MC	67	0.67	0.37	0.89	0.02	1.01	1.02
13	2110580	MC	58	0.58	0.32	1.47	0.01	1.05	1.09
14	2110582	MC	84	0.84	0.44	-0.21	0.02	0.92	0.77
15	2110583	MC	68	0.68	0.34	1.42	0.01	1.00	1.02
16	2110584	MC	76	0.76	0.48	0.66	0.02	0.81	0.76
17	2110586	MC	51	0.51	0.34	1.94	0.01	1.04	1.14
18	2110587	MC	83	0.83	0.46	-0.10	0.02	0.90	0.76
19	3192449	MC	78	0.78	0.47	0.25	0.02	0.90	0.80
20	3332872	SA	73	1.45	0.51	0.34	0.01	0.91	0.92
21	3180745	MC	57	0.57	0.44	1.41	0.01	0.94	0.95
22	3180743	MC	81	0.81	0.55	0.04	0.02	0.81	0.65
23	3332873	SA	30	0.60	0.43	2.74	0.01	1.00	0.98
24	3180747	MC	77	0.77	0.50	0.29	0.02	0.89	0.75
25	3180751	OE	37	1.46	0.66	2.63	0.01	0.83	0.80
26	3335907	MC	87	0.87	0.30	-0.48	0.02	1.02	1.04
27	3335909	SA	76	1.52	0.56	0.52	0.01	0.91	0.87
28	3335883	MC	37	0.37	0.28	2.34	0.02	1.04	1.22
29	3335885	MC	73	0.73	0.36	0.57	0.02	1.02	1.00
30	3335908	SA	58	1.16	0.53	1.16	0.01	1.17	1.28
31	3337311	MC	42	0.42	0.23	2.11	0.01	1.12	1.25
32	3335912	OE	33	1.31	0.51	2.65	0.01	1.02	1.03
42	3175169	MC	86	0.86	0.21	-0.37	0.02	1.06	1.51
43	3332875	SA	61	1.21	0.45	1.13	0.01	1.04	1.04
44	3175221	MC	82	0.82	0.43	-0.02	0.02	0.92	0.82
45	3192637	MC	51	0.51	0.26	1.69	0.01	1.12	1.20
46	3175181	MC	81	0.81	0.44	0.00	0.02	0.92	0.84
47	3332876	SA	56	1.12	0.42	1.39	0.01	1.08	1.08
48	3175178	MC	59	0.59	0.35	1.32	0.02	1.04	1.06
49	3175226	OE	37	1.49	0.49	2.71	0.01	1.54	1.74
50	3334955	MC	69	0.69	0.30	0.83	0.02	1.09	1.15
51	3336271	SA	52	1.04	0.43	1.61	0.01	1.06	1.06
52	3334956	MC	57	0.57	0.27	1.41	0.01	1.12	1.16
53	3339439	MC	60	0.60	0.43	1.28	0.02	0.96	0.96
54	3334976	SA	80	1.61	0.45	-0.01	0.01	0.99	1.01
55	3339443	MC	63	0.63	0.27	1.08	0.02	1.13	1.16
56	3339453	OE	39	1.57	0.55	2.29	0.01	1.00	1.00

## English Reading Grade 6

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2110954	MC	84	0.84	0.42	-0.30	0.02	0.88	0.78
2	2110955	MC	65	0.65	0.38	0.80	0.02	1.01	1.01
3	2110956	MC	47	0.47	0.33	1.55	0.01	1.03	1.05
4	2110957	MC	51	0.51	0.27	1.46	0.01	1.09	1.14
5	2110958	MC	94	0.94	0.35	-1.56	0.03	0.90	0.69
6	2110960	MC	54	0.54	0.07	1.49	0.01	1.29	1.40
7	2110961	MC	95	0.95	0.33	-1.70	0.03	0.91	0.66
8	2110962	MC	52	0.52	0.37	1.31	0.01	1.02	1.03
9	2110963	MC	87	0.87	0.37	-0.50	0.02	0.86	0.76
10	2110964	MC	31	0.31	0.23	2.37	0.02	1.03	1.19
11	3176459	MC	61	0.61	0.33	1.08	0.01	1.04	1.04
12	3176455	MC	71	0.71	0.42	0.52	0.02	0.95	0.91
13	3193756	MC	50	0.50	0.29	1.57	0.01	1.07	1.11
14	3176458	MC	66	0.66	0.37	0.80	0.02	1.00	0.97
16	3176448	MC	86	0.86	0.41	-0.51	0.02	0.91	0.80
17	3193845	MC	44	0.44	0.34	1.87	0.01	0.99	1.08
18	3176450	MC	69	0.69	0.25	0.67	0.02	1.10	1.21
19	3180161	MC	58	0.58	0.26	1.21	0.01	1.11	1.16
20	3193840	MC	72	0.72	0.47	0.47	0.02	0.91	0.85
21	3334277	MC	84	0.84	0.42	-0.34	0.02	0.90	0.83
22	3334314	SA	71	1.42	0.65	0.67	0.01	0.78	0.73
23	3334281	MC	54	0.54	0.46	1.41	0.01	0.91	0.91
24	3334282	MC	70	0.70	0.40	0.58	0.02	0.97	1.01
25	3334312	SA	68	1.36	0.58	0.83	0.01	0.90	0.88
26	3334280	MC	68	0.68	0.50	0.70	0.02	0.88	0.84
27	3334308	OE	48	1.90	0.62	1.60	0.01	0.87	0.86
28	3334234	MC	48	0.48	0.32	1.69	0.01	1.04	1.06
29	3334270	SA	76	1.53	0.61	0.41	0.01	0.81	0.75
30	3334238	MC	60	0.60	0.40	1.24	0.01	0.96	0.96
31	3334264	MC	56	0.56	0.44	1.49	0.01	0.92	0.93
32	3334271	SA	37	0.74	0.25	2.06	0.01	1.43	1.74
33	3334236	MC	65	0.65	0.38	0.89	0.02	1.00	0.99
34	3334266	OE	44	1.74	0.58	1.89	0.01	0.90	0.90
44	3176420	MC	82	0.82	0.45	-0.16	0.02	0.89	0.76
45	3331858	SA	93	1.85	0.42	-0.42	0.02	0.92	0.97
46	3193848	MC	43	0.43	0.20	1.92	0.01	1.14	1.22
47	3176416	MC	75	0.75	0.39	0.33	0.02	0.97	0.97
48	3331863	SA	76	1.52	0.47	0.62	0.01	1.11	1.43
49	3176422	MC	69	0.69	0.48	0.69	0.02	0.91	0.84
50	3176413	MC	65	0.65	0.41	1.15	0.01	0.93	0.91
51	3176410	OE	42	1.70	0.51	2.18	0.01	1.22	1.21
52	3334250	MC	42	0.42	0.18	2.03	0.01	1.17	1.31
53	3334273	SA	73	1.47	0.53	0.57	0.01	0.97	0.94
54	3334251	MC	67	0.67	0.48	0.75	0.02	0.89	0.85
55	3334256	MC	75	0.75	0.34	0.27	0.02	1.02	1.01
56	3334275	SA	66	1.32	0.51	0.86	0.01	0.99	0.98
57	3334253	MC	55	0.55	0.43	1.35	0.01	0.95	0.94
58	3334252	MC	61	0.61	0.44	1.08	0.01	0.94	0.92
59	3334268	OE	53	2.11	0.47	1.23	0.01	1.13	1.13

## English Reading Grade 7

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2111404	MC	75	0.75	0.41	0.73	0.02	1.02	0.94
2	2111405	MC	47	0.47	0.43	1.96	0.01	0.98	0.98
3	2111406	MC	87	0.87	0.45	0.35	0.02	0.69	0.52
4	2111407	MC	85	0.85	0.45	0.47	0.02	0.71	0.56
5	2111408	MC	69	0.69	0.26	1.10	0.02	1.14	1.18
6	2111411	MC	75	0.75	0.38	1.19	0.02	0.88	0.86
7	2111412	MC	50	0.50	0.27	2.14	0.01	1.10	1.15
8	2111413	MC	87	0.87	0.43	-0.06	0.02	0.86	0.62
9	2111414	MC	82	0.82	0.42	0.82	0.02	0.77	0.67
10	3181043	MC	47	0.47	0.27	2.31	0.01	1.10	1.16
11	3181046	MC	66	0.66	0.44	1.36	0.02	0.95	0.89
12	3181047	MC	69	0.69	0.40	1.23	0.02	0.98	0.95
13	3194101	MC	61	0.61	0.36	1.65	0.01	1.02	1.01
14	3194100	MC	48	0.48	0.38	2.30	0.01	0.99	1.02
15	3177587	MC	77	0.77	0.42	0.75	0.02	0.92	0.85
16	3194126	MC	51	0.51	0.31	2.10	0.01	1.06	1.08
17	3194130	MC	40	0.40	0.29	2.68	0.01	1.07	1.17
18	3177585	MC	57	0.57	0.42	1.85	0.01	0.96	0.95
19	3194123	MC	65	0.65	0.54	1.44	0.02	0.84	0.79
20	3334303	MC	42	0.42	0.28	2.47	0.01	1.08	1.14
21	3334296	MC	50	0.50	0.30	2.15	0.01	1.08	1.11
22	3334293	MC	58	0.58	0.45	1.67	0.01	0.95	0.93
23	3334300	MC	39	0.39	0.25	2.60	0.01	1.09	1.17
24	3334315	SA	58	1.15	0.51	1.77	0.01	0.95	0.96
25	3334302	MC	62	0.62	0.52	1.60	0.01	0.87	0.82
26	3334316	SA	49	0.98	0.50	2.26	0.01	1.01	1.00
27	3334309	OE	29	1.15	0.50	3.68	0.01	1.11	1.17
28	3338080	MC	61	0.61	0.47	1.68	0.01	0.91	0.87
29	3333812	SA	50	1.01	0.59	2.16	0.01	0.88	0.85
30	3333761	MC	40	0.40	0.06	2.67	0.01	1.30	1.44
31	3336032	SA	33	0.67	0.53	2.81	0.01	0.94	0.92
32	3338208	MC	58	0.58	0.35	1.80	0.01	1.03	1.02
33	3338239	MC	47	0.47	0.18	2.29	0.01	1.20	1.28
34	3333802	OE	39	1.55	0.61	3.03	0.01	0.89	0.89
44	3194091	MC	87	0.87	0.28	-0.06	0.02	0.98	1.03
45	3332339	SA	20	0.40	0.46	3.49	0.01	0.93	0.95
46	3181025	MC	74	0.74	0.46	1.00	0.02	0.88	0.80
47	3181029	MC	70	0.70	0.27	1.12	0.02	1.09	1.23
48	3332338	SA	22	0.44	0.41	3.71	0.01	1.13	1.13
49	3181030	MC	76	0.76	0.51	0.86	0.02	0.85	0.72
50	3181031	OE	36	1.45	0.53	3.01	0.01	0.97	0.97
51	3338001	MC	58	0.58	0.37	1.80	0.01	1.01	1.01
52	3337872	SA	58	1.16	0.47	1.77	0.01	1.03	1.03
53	3337869	MC	71	0.71	0.49	1.14	0.02	0.87	0.82
54	3337868	MC	28	0.28	0.05	3.30	0.02	1.24	1.62
55	3337870	SA	48	0.96	0.52	2.27	0.01	0.96	0.95
56	3337873	MC	38	0.38	0.02	2.71	0.01	1.34	1.54
57	3357517	MC	69	0.69	0.38	1.26	0.02	0.97	1.03
58	3338006	OE	31	1.26	0.56	3.27	0.01	0.89	0.90



## English Reading Grade 8

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2111813	MC	62	0.62	0.21	2.13	0.01	1.08	1.13
2	2111814	MC	79	0.79	0.41	0.74	0.02	1.02	0.93
3	2111815	MC	78	0.78	0.34	1.06	0.02	0.96	0.93
4	2111816	MC	89	0.89	0.36	0.25	0.02	0.84	0.72
5	2111817	MC	55	0.55	0.12	2.34	0.01	1.20	1.27
6	2111818	MC	50	0.50	0.30	2.18	0.01	1.06	1.08
7	2111819	MC	75	0.75	0.34	1.03	0.02	1.05	1.03
8	2111821	MC	78	0.78	0.35	1.09	0.02	0.94	0.94
9	2111822	MC	82	0.82	0.36	0.70	0.02	0.96	0.92
10	2111823	MC	87	0.87	0.41	0.46	0.02	0.80	0.67
11	3181016	MC	80	0.80	0.45	0.83	0.02	0.89	0.79
12	3203930	MC	36	0.36	0.19	3.06	0.01	1.09	1.22
13	3203936	MC	71	0.71	0.38	1.42	0.02	0.96	0.93
14	3181014	MC	73	0.73	0.37	1.29	0.02	0.98	0.94
15	3181015	MC	82	0.82	0.45	0.73	0.02	0.88	0.76
16	3180617	MC	74	0.74	0.44	1.26	0.02	0.92	0.86
17	3203966	MC	72	0.72	0.47	1.35	0.02	0.89	0.82
18	3203959	MC	68	0.68	0.42	1.55	0.02	0.92	0.91
19	3203962	MC	79	0.79	0.50	0.90	0.02	0.86	0.72
20	3180746	MC	90	0.90	0.41	-0.09	0.02	0.87	0.69
21	3204011	MC	76	0.76	0.53	0.84	0.02	0.95	0.81
22	3333018	SA	36	0.72	0.25	2.99	0.01	1.24	1.32
23	3180741	MC	57	0.57	0.24	2.23	0.01	1.07	1.13
24	3180744	MC	63	0.63	0.27	1.74	0.01	1.09	1.11
25	3333019	SA	17	0.35	0.36	3.70	0.01	0.97	0.94
26	3204012	MC	85	0.85	0.28	0.45	0.02	1.00	1.03
27	3180748	OE	39	1.55	0.54	3.12	0.01	0.94	0.94
28	3342904	MC	63	0.63	0.35	1.83	0.01	0.98	0.99
29	3342902	SA	55	1.10	0.52	2.17	0.01	0.90	0.89
30	3342798	MC	84	0.84	0.37	0.57	0.02	0.94	0.85
31	3342901	MC	47	0.47	0.02	2.53	0.01	1.28	1.37
32	3342900	SA	73	1.46	0.50	1.22	0.01	0.90	0.88
33	3342892	MC	58	0.58	0.30	2.08	0.01	1.04	1.07
34	3342882	MC	68	0.68	0.44	1.59	0.02	0.91	0.88
35	3342852	OE	51	2.06	0.52	2.31	0.01	0.92	0.92
45	3333715	MC	87	0.87	0.31	0.24	0.02	0.98	0.99
46	3333704	MC	51	0.51	0.26	2.38	0.01	1.07	1.11
47	3333741	SA	28	0.55	0.09	3.29	0.01	1.42	2.00
48	3333706	MC	44	0.44	0.27	2.67	0.01	1.04	1.10
49	3333738	SA	57	1.15	0.29	2.16	0.01	1.31	1.44
50	3333707	MC	57	0.57	0.40	2.15	0.01	0.95	0.95
51	3333705	MC	67	0.67	0.33	1.62	0.01	1.01	1.00
52	3333733	OE	27	1.06	0.48	3.61	0.01	1.01	1.08
53	3333763	MC	54	0.54	0.45	2.23	0.01	0.90	0.89
54	3333814	MC	85	0.85	0.44	0.41	0.02	0.89	0.73
55	3333813	SA	50	1.00	0.50	2.44	0.01	0.96	0.97
56	3333764	MC	47	0.47	0.32	2.57	0.01	1.00	1.03
57	3333815	SA	31	0.63	0.43	3.23	0.01	0.95	0.97
58	3333804	OE	37	1.50	0.51	3.00	0.01	0.92	0.93

## English Reading Grade 9

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2112215	MC	49	0.49	0.35	2.40	0.01	1.03	1.04
2	2112216	MC	80	0.80	0.39	0.83	0.02	0.91	0.86
3	2112217	MC	85	0.85	0.38	0.53	0.02	0.83	0.72
4	2112218	MC	65	0.65	0.37	1.56	0.01	1.02	1.04
5	2112221	MC	78	0.78	0.42	0.74	0.02	0.98	0.92
6	2112232	MC	71	0.71	0.39	1.27	0.02	0.98	0.96
7	2112233	MC	73	0.73	0.45	1.40	0.02	0.86	0.80
8	2112234	MC	77	0.77	0.40	1.07	0.02	0.89	0.86
9	2112235	MC	84	0.84	0.41	0.40	0.02	0.92	0.80
10	2112238	MC	71	0.71	0.48	1.07	0.02	1.00	0.91
11	2112239	MC	71	0.71	0.35	1.29	0.02	1.02	1.02
12	3180755	MC	70	0.70	0.28	1.32	0.02	1.08	1.16
13	3204016	MC	53	0.53	0.31	2.21	0.01	1.07	1.11
14	3180783	MC	63	0.63	0.41	1.70	0.01	0.97	1.00
15	3180754	MC	72	0.72	0.43	1.22	0.02	0.93	0.92
16	3180760	MC	74	0.74	0.38	1.10	0.02	0.98	0.97
17	3180778	MC	61	0.61	0.46	1.87	0.01	0.93	0.91
18	3180952	MC	50	0.50	0.27	2.20	0.01	1.13	1.18
19	3204088	MC	62	0.62	0.39	1.78	0.01	0.99	1.00
20	3333392	SA	48	0.96	0.35	2.45	0.01	1.17	1.18
21	3180956	MC	60	0.60	0.49	1.87	0.01	0.91	0.86
22	3333393	SA	45	0.90	0.38	2.66	0.01	1.09	1.09
23	3180955	MC	73	0.73	0.35	1.15	0.02	1.01	1.08
24	3204087	MC	70	0.70	0.45	1.34	0.02	0.93	0.86
25	3204090	OE	49	1.97	0.59	2.56	0.01	0.86	0.86
26	3333766	MC	59	0.59	0.37	1.92	0.01	1.01	1.02
27	3333768	SA	21	0.43	0.39	3.84	0.01	1.03	1.05
28	3333767	MC	45	0.45	0.34	2.61	0.01	1.02	1.11
29	3333818	SA	54	1.08	0.41	2.16	0.01	1.13	1.17
30	3340828	MC	53	0.53	0.20	2.23	0.01	1.19	1.28
31	3333769	MC	77	0.77	0.37	0.92	0.02	0.99	1.00
32	3340789	OE	39	1.54	0.61	3.11	0.01	0.89	0.89
42	3181791	MC	39	0.39	0.18	2.88	0.01	1.17	1.32
43	3181789	MC	64	0.64	0.23	1.58	0.01	1.18	1.29
44	3333389	SA	29	0.58	0.38	3.64	0.01	1.07	1.06
45	3204093	MC	76	0.76	0.33	0.98	0.02	1.03	1.03
46	3180942	MC	51	0.51	0.37	2.32	0.01	1.01	1.03
47	3333388	SA	22	0.44	0.35	3.92	0.01	1.08	1.12
48	3181790	MC	87	0.87	0.43	0.11	0.02	0.87	0.66
49	3204091	MC	64	0.64	0.24	1.72	0.01	1.13	1.20
50	3204094	OE	19	0.76	0.56	4.04	0.01	0.88	0.87
51	3340076	MC	28	0.28	0.38	3.45	0.02	0.94	1.03
52	3340084	MC	63	0.63	0.47	1.71	0.01	0.92	0.87
53	3340112	SA	14	0.28	0.30	4.53	0.01	1.08	1.16
54	3340126	MC	29	0.29	0.26	3.42	0.02	1.05	1.21
55	3340538	SA	37	0.74	0.61	2.98	0.01	0.82	0.79
56	3340509	MC	60	0.60	0.48	1.88	0.01	0.89	0.88
57	3340562	MC	56	0.56	0.39	2.06	0.01	1.00	1.01
58	3340511	OE	20	0.80	0.62	3.95	0.01	0.78	0.74

English Reading Grade 11

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	3478957	MC	80	0.80	0.16	-1.19	0.02	1.19	1.63
2	3478842	SA	59	1.18	0.51	-0.12	0.01	0.96	0.96
3	3478904	MC	77	0.77	0.20	-1.00	0.02	1.19	1.42
4	3478958	MC	77	0.77	0.39	-1.01	0.02	0.99	0.96
5	3478846	SA	29	0.59	0.43	1.69	0.01	1.04	1.04
6	3478895	MC	74	0.74	0.27	-0.75	0.02	1.14	1.22
7	3479934	OE	25	0.98	0.41	2.36	0.01	1.24	1.29
8	3478903	MC	84	0.84	0.40	-1.51	0.02	0.95	0.83
9	3478906	MC	90	0.90	0.41	-2.19	0.03	0.87	0.67
10	3478841	SA	46	0.91	0.53	0.71	0.01	0.97	0.96
11	3478908	MC	61	0.61	0.39	-0.06	0.02	1.02	1.00
12	3478905	MC	61	0.61	0.41	-0.08	0.02	0.99	0.97
13	3479935	OE	17	0.67	0.47	2.56	0.01	1.05	1.22
14	3562771	MC	53	0.53	0.38	0.33	0.02	1.02	1.06
15	3562772	MC	72	0.72	0.39	-0.68	0.02	0.99	1.01
16	3562773	MC	72	0.72	0.39	-0.66	0.02	0.99	0.98
17	3562774	MC	33	0.33	0.14	1.34	0.02	1.21	1.54
18	3562776	MC	80	0.80	0.42	-1.21	0.02	0.93	0.85
19	3562778	MC	75	0.75	0.38	-0.87	0.02	1.00	1.04
20	3562780	MC	86	0.86	0.47	-1.71	0.02	0.85	0.64
21	3482949	MC	82	0.82	0.39	-1.34	0.02	0.94	0.91
22	3482952	MC	88	0.88	0.40	-1.89	0.02	0.90	0.79
23	3482943	MC	76	0.76	0.40	-0.91	0.02	0.98	1.01
24	3482953	MC	87	0.87	0.44	-1.79	0.02	0.87	0.74
25	3482940	SA	56	1.12	0.47	0.21	0.01	1.11	1.14
26	3482946	MC	47	0.47	0.35	0.60	0.02	1.04	1.09
27	3482944	MC	47	0.47	0.31	0.59	0.02	1.09	1.18
28	3482959	MC	55	0.55	0.13	0.22	0.02	1.29	1.46
29	3482937	SA	50	1.00	0.50	0.46	0.01	0.92	0.92
30	3482945	MC	57	0.57	0.46	0.10	0.02	0.94	0.94
31	3482956	MC	48	0.48	0.45	0.56	0.02	0.94	0.96
32	3482933	OE	30	1.21	0.57	2.14	0.01	0.92	0.93
42	3483139	MC	61	0.61	0.37	-0.06	0.02	1.05	1.05
43	3483126	SA	48	0.95	0.51	0.58	0.01	1.09	1.13
44	3483142	MC	76	0.76	0.48	-0.98	0.02	0.89	0.77
45	3483137	MC	80	0.80	0.47	-1.19	0.02	0.88	0.75
46	3483129	SA	43	0.85	0.50	0.91	0.01	0.96	0.95
47	3483133	MC	72	0.72	0.29	-0.67	0.02	1.10	1.20
48	3483121	OE	24	0.95	0.61	2.42	0.01	0.84	0.84
49	3483144	MC	61	0.61	0.34	-0.06	0.02	1.07	1.08
50	3483132	MC	71	0.71	0.41	-0.61	0.02	0.98	1.01
51	3483125	SA	27	0.55	0.48	1.76	0.01	0.95	0.94
52	3483141	MC	78	0.78	0.47	-1.12	0.02	0.90	0.78
53	3483148	MC	66	0.66	0.43	-0.38	0.02	0.96	0.95
54	3483120	OE	27	1.07	0.54	2.08	0.01	0.92	0.91
55	3562763	MC	85	0.85	0.45	-1.60	0.02	0.88	0.78
56	3562764	MC	62	0.62	0.37	-0.15	0.02	1.04	1.05
58	3562766	MC	67	0.67	0.42	-0.38	0.02	0.97	0.93
59	3562768	OE	13	0.54	0.48	2.95	0.01	0.93	0.94
60	3562767	MC	76	0.76	0.49	-0.98	0.02	0.87	0.79
61	3562770	OE	21	0.82	0.58	2.59	0.01	0.87	0.86

English Math Grade 3

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2109730	MC	62	0.62	0.40	-0.09	0.01	0.94	0.93
2	2109731	MC	85	0.85	0.43	-1.79	0.02	0.84	0.66
3	2109738	MC	57	0.57	0.36	-0.19	0.01	1.01	1.00
4	2109743	MC	68	0.68	0.36	-0.79	0.02	0.98	0.97
5	2109748	MC	47	0.47	0.23	0.21	0.01	1.13	1.18
6	2109750	MC	74	0.74	0.41	-1.00	0.02	0.89	0.82
7	2109751	MC	60	0.60	0.49	-0.61	0.02	0.95	0.90
8	2109752	MC	79	0.79	0.41	-1.26	0.02	0.84	0.76
9	2109756	MC	56	0.56	0.44	-0.26	0.01	0.95	0.93
10	2109758	MC	72	0.72	0.44	-1.05	0.02	0.91	0.95
11	2109761	MC	49	0.49	0.33	0.17	0.01	1.04	1.06
12	2109763	MC	89	0.89	0.20	-2.25	0.02	1.03	1.12
13	2109764	MC	26	0.26	0.24	1.32	0.02	1.07	1.23
14	2109768	MC	65	0.65	0.35	-0.62	0.02	1.00	1.00
15	2109770	MC	77	0.77	0.43	-0.99	0.02	0.81	0.73
17	3173790	SA	19	0.37	0.46	1.08	0.01	0.95	0.84
19	3167011	MC	72	0.72	0.33	-0.99	0.02	1.02	0.97
20	3263430	OE	41	1.66	0.62	0.48	0.01	1.03	1.01
21	3263387	SA	8	0.15	0.34	2.16	0.02	0.99	0.86
22	3263118	MC	60	0.60	0.39	-0.36	0.01	0.98	0.96
23	3167118	MC	37	0.37	0.19	0.94	0.02	1.21	1.39
24	3167027	MC	76	0.76	0.22	-1.25	0.02	1.08	1.18
26	3174316	SA	14	0.29	0.37	1.54	0.01	1.04	1.19
27	3173955	SA	47	0.95	0.53	0.24	0.01	0.92	0.91
28	3174193	MC	28	0.28	0.37	1.22	0.02	0.97	0.96
29	3166857	MC	28	0.28	0.34	1.15	0.02	0.97	1.08
31	3173968	SA	46	0.92	0.46	0.25	0.01	1.10	1.13
32	3167033	MC	33	0.33	0.26	1.06	0.02	1.11	1.27
33	3173847	MC	42	0.42	0.25	0.46	0.01	1.10	1.18
35	3174257	MC	82	0.82	0.30	-1.79	0.02	1.08	1.09
37	3180035	SA	43	0.87	0.41	0.47	0.01	1.04	1.04
39	3400784	MC	60	0.60	0.52	-0.36	0.01	0.86	0.81
40	3400779	MC	61	0.61	0.36	-0.39	0.01	1.00	1.00
41	3167182	SA	41	0.83	0.58	0.49	0.01	0.86	0.83
42	3332168	SA	8	0.17	0.36	2.26	0.02	0.95	0.79
43	3166881	MC	69	0.69	0.39	-0.81	0.02	0.96	0.94
44	3167143	MC	86	0.86	0.24	-1.93	0.02	1.01	1.07
45	3173894	MC	41	0.41	0.28	0.52	0.01	1.07	1.13
46	3173315	MC	61	0.61	0.31	-0.39	0.01	1.04	1.05
47	3263259	SA	50	1.00	0.54	0.11	0.01	0.96	0.95
48	3395715	SA	48	0.96	0.49	0.18	0.01	1.05	1.05
50	3174336	MC	49	0.49	0.33	0.17	0.01	1.03	1.04
52	3262980	SA	13	0.26	0.41	1.69	0.01	0.97	0.86
53	3173543	MC	55	0.55	0.44	-0.11	0.01	0.94	0.93
54	3167104	MC	81	0.81	0.29	-1.57	0.02	1.00	1.01
55	3180033	OE	36	1.45	0.46	0.64	0.01	1.41	1.45
56	3174094	MC	48	0.48	0.38	0.20	0.01	0.99	0.99
58	3166838	MC	64	0.64	0.40	-0.58	0.02	0.97	0.94
59	3263113	SA	27	0.54	0.53	1.05	0.01	0.90	0.82
60	3329945	SA	38	0.75	0.53	0.67	0.01	0.92	0.90
61	3167132	MC	68	0.68	0.36	-0.75	0.02	1.00	0.97
62	3167003	MC	61	0.61	0.40	-0.41	0.01	0.97	0.95

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
63	3263375	SA	15	0.30	0.42	1.92	0.01	0.96	0.85
64	3167015	MC	74	0.74	0.34	-1.09	0.02	0.98	0.97
65	3174325	MC	45	0.45	0.23	0.33	0.01	1.13	1.18

### English Math Grade 4

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2110172	MC	55	0.55	0.38	0.66	0.01	1.00	1.00
2	2110173	MC	69	0.69	0.36	-0.57	0.02	1.25	1.37
3	2110176	MC	84	0.84	0.35	-1.55	0.02	1.35	1.24
4	2110184	MC	66	0.66	0.41	0.09	0.02	0.95	0.94
5	2110186	MC	58	0.58	0.44	0.37	0.02	0.96	0.98
6	2110190	MC	39	0.39	0.39	1.24	0.02	0.98	0.99
7	2110191	MC	94	0.94	0.30	-2.19	0.03	0.90	0.62
8	2110193	MC	80	0.80	0.39	-0.86	0.02	0.98	0.92
9	2110194	MC	51	0.51	0.32	0.81	0.01	1.07	1.10
10	2110199	MC	61	0.61	0.41	0.13	0.02	1.03	1.02
11	2110205	MC	72	0.72	0.38	-0.04	0.02	0.94	0.90
12	2110206	MC	54	0.54	0.41	1.03	0.01	1.00	1.00
13	2110208	MC	54	0.54	0.19	1.19	0.01	1.28	1.39
14	2110211	MC	65	0.65	0.46	0.16	0.02	0.91	0.88
15	2110213	MC	76	0.76	0.35	-0.50	0.02	0.98	0.98
16	2110215	MC	68	0.68	0.26	0.21	0.02	1.06	1.10
18	3180352	SA	13	0.26	0.36	2.79	0.01	1.05	1.09
20	3400781	MC	70	0.70	0.41	-0.12	0.02	0.96	0.91
21	3263435	OE	27	1.07	0.59	1.95	0.01	0.95	0.93
22	3166745	SA	59	1.17	0.56	0.52	0.01	0.93	0.92
23	3263287	MC	39	0.39	0.27	1.43	0.02	1.12	1.21
24	3173422	MC	64	0.64	0.35	0.42	0.02	1.00	0.99
25	3173423	MC	55	0.55	0.23	0.66	0.01	1.16	1.22
27	3263244	SA	51	1.01	0.45	0.89	0.01	1.20	1.21
28	3178873	SA	26	0.53	0.58	2.42	0.01	0.83	0.79
29	3181097	MC	67	0.67	0.46	0.06	0.02	0.91	0.87
30	3169936	MC	56	0.56	0.41	0.60	0.01	0.98	0.98
32	3180238	SA	7	0.14	0.27	3.09	0.02	1.07	1.56
33	3173418	MC	58	0.58	0.18	0.50	0.01	1.21	1.30
34	3263476	MC	91	0.91	0.25	-1.75	0.02	0.97	0.92
36	3181087	MC	39	0.39	0.32	1.24	0.01	1.04	1.10
38	3263154	SA	56	1.12	0.38	0.63	0.01	1.28	1.47
40	3169931	MC	37	0.37	0.26	1.51	0.02	1.11	1.24
41	3173393	MC	66	0.66	0.40	0.11	0.02	0.98	0.95
42	3166737	SA	12	0.24	0.41	2.77	0.01	0.95	0.94
43	3395661	SA	18	0.37	0.39	2.50	0.01	1.04	1.13
44	3173413	MC	46	0.46	0.30	1.06	0.01	1.09	1.14
45	3181094	MC	41	0.41	0.39	1.31	0.02	1.00	1.05
46	3180242	MC	85	0.85	0.24	-1.08	0.02	1.04	1.05
47	3170126	MC	33	0.33	0.33	1.77	0.02	1.03	1.22
48	3178893	SA	64	1.29	0.54	0.38	0.01	1.01	1.09
49	3181104	SA	52	1.05	0.61	0.82	0.01	0.94	0.89
51	3263075	MC	79	0.79	0.35	-0.65	0.02	0.97	0.92
53	3263015	SA	19	0.39	0.54	2.11	0.01	0.86	0.70
54	3167067	MC	64	0.64	0.47	0.21	0.02	0.90	0.85

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
55	3400766	MC	41	0.41	0.38	1.30	0.02	1.01	1.05
56	3263093	OE	27	1.10	0.64	2.16	0.01	0.88	0.84
57	3263164	MC	60	0.60	0.30	0.42	0.02	1.09	1.11
59	3178682	MC	62	0.62	0.23	0.30	0.02	1.14	1.22
60	3263022	SA	57	1.14	0.58	0.61	0.01	0.92	0.91
61	3167381	SA	33	0.65	0.56	1.81	0.01	0.90	0.86
62	3173419	MC	68	0.68	0.27	-0.02	0.02	1.10	1.16
63	3167085	MC	79	0.79	0.45	-0.67	0.02	0.88	0.74
64	3322909	SA	6	0.11	0.35	3.30	0.02	0.91	0.75
65	3173399	SA	29	0.58	0.57	1.71	0.01	0.90	0.81
66	3167113	MC	42	0.42	0.38	1.26	0.02	1.00	1.05
67	3167334	MC	40	0.40	0.25	1.38	0.02	1.14	1.22

### English Math Grade 5

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2110591	MC	67	0.67	0.31	0.31	0.02	1.11	1.10
2	2110594	MC	32	0.32	0.08	2.00	0.02	1.21	1.33
3	2110595	MC	78	0.78	0.33	-0.51	0.02	1.23	1.17
4	2110606	MC	46	0.46	0.40	1.57	0.02	0.98	0.99
5	2110609	MC	48	0.48	0.39	1.14	0.02	1.01	1.00
6	2110611	MC	58	0.58	0.44	0.83	0.02	0.93	0.93
7	2110612	MC	70	0.70	0.43	0.42	0.02	0.89	0.83
8	2110615	MC	68	0.68	0.34	0.83	0.02	0.95	0.93
9	2110616	MC	79	0.79	0.35	0.05	0.02	0.85	0.79
10	2110621	MC	94	0.94	0.25	-1.63	0.03	0.95	0.72
11	2110624	MC	40	0.40	0.36	1.68	0.02	0.98	1.02
12	2110628	MC	57	0.57	0.44	1.33	0.02	0.93	0.93
13	2110630	MC	71	0.71	0.28	0.42	0.02	1.00	1.04
14	2110632	MC	56	0.56	0.44	1.24	0.02	0.92	0.91
15	2110634	MC	44	0.44	0.12	1.90	0.02	1.30	1.42
17	3263000	SA	44	0.89	0.38	1.70	0.01	1.02	1.02
19	3178179	MC	18	0.18	0.14	2.93	0.02	1.07	1.50
20	3178182	OE	31	1.26	0.59	2.24	0.01	1.00	0.98
21	3288938	MC	51	0.51	0.34	1.24	0.02	1.03	1.04
22	3262990	SA	13	0.25	0.46	3.08	0.01	0.89	0.79
23	3178101	MC	68	0.68	0.37	0.36	0.02	1.00	0.98
24	3178112	MC	84	0.84	0.33	-0.52	0.02	0.93	0.87
25	3180394	MC	78	0.78	0.38	-0.06	0.02	0.91	0.85
26	3167600	MC	36	0.36	0.29	1.98	0.02	1.07	1.14
27	3263451	SA	47	0.93	0.39	1.48	0.01	1.20	1.25
29	3167331	MC	32	0.32	0.27	2.15	0.02	1.07	1.21
31	3180555	MC	82	0.82	0.34	-0.10	0.02	0.84	0.75
32	3178161	MC	61	0.61	0.38	0.80	0.02	0.98	0.96
33	3263220	SA	18	0.36	0.51	2.65	0.01	0.90	0.77
35	3173849	MC	62	0.62	0.29	1.05	0.02	1.04	1.04
36	3167244	MC	57	0.57	0.46	0.99	0.02	0.90	0.88
37	3263460	SA	20	0.40	0.34	2.63	0.01	1.14	1.24
38	3180563	SA	26	0.52	0.52	2.07	0.01	1.01	0.90
40	3173850	MC	69	0.69	0.21	0.42	0.02	1.11	1.20
41	3178205	SA	16	0.33	0.43	2.93	0.01	0.99	0.92
42	3180391	MC	40	0.40	0.30	1.76	0.02	1.06	1.11

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
43	3263434	OE	14	0.54	0.50	3.01	0.01	1.07	1.02
44	3167611	MC	75	0.75	0.27	0.07	0.02	1.03	1.06
45	3177948	SA	39	0.78	0.59	1.74	0.01	0.90	0.85
46	3420193	SA	44	0.89	0.52	1.70	0.01	0.89	0.89
47	3263403	MC	84	0.84	0.34	-0.58	0.02	0.93	0.84
48	3173854	MC	40	0.40	0.27	1.78	0.02	1.09	1.14
49	3263450	MC	73	0.73	0.46	0.15	0.02	0.86	0.79
50	3400788	MC	51	0.51	0.31	1.25	0.02	1.06	1.08
52	3178200	SA	42	0.84	0.50	1.88	0.01	0.94	0.93
54	3263227	SA	60	1.19	0.52	0.96	0.01	0.95	0.96
55	3178204	MC	75	0.75	0.28	0.02	0.02	1.01	1.05
56	3178110	MC	46	0.46	0.52	1.50	0.02	0.85	0.84
57	3180568	SA	64	1.27	0.52	0.83	0.01	0.96	0.95
58	3332802	SA	10	0.20	0.25	3.05	0.01	1.24	1.69
60	3263218	MC	60	0.60	0.48	0.88	0.02	0.89	0.85
61	3168227	OE	17	0.68	0.55	2.80	0.01	0.95	0.93
62	3167609	MC	73	0.73	0.36	0.20	0.02	0.96	0.96
63	3400783	MC	45	0.45	0.44	1.55	0.02	0.94	0.94
65	3167227	SA	27	0.55	0.54	2.27	0.01	0.92	0.86
66	3263444	MC	43	0.43	0.35	1.62	0.02	1.01	1.03
67	3178098	MC	70	0.70	0.29	0.33	0.02	1.03	1.07
68	3395675	SA	62	1.23	0.52	0.66	0.01	0.88	0.88
69	3173861	SA	28	0.55	0.49	2.18	0.01	1.05	1.01
70	3180393	MC	67	0.67	0.44	0.53	0.02	0.90	0.85
71	3180461	MC	52	0.52	0.12	1.21	0.02	1.23	1.28
72	3180333	MC	45	0.45	0.27	1.53	0.02	1.09	1.12

### English Math Grade 6

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2111009	MC	58	0.58	0.53	0.98	0.01	0.88	0.82
2	2111016	MC	57	0.57	0.50	1.14	0.01	0.89	0.84
3	2111017	MC	58	0.58	0.28	1.01	0.01	1.09	1.19
4	2111019	MC	84	0.84	0.27	-0.03	0.02	0.87	0.85
5	2111024	MC	45	0.45	0.20	1.73	0.01	1.18	1.23
6	2111033	MC	49	0.49	0.40	1.34	0.01	1.00	0.99
7	2111037	MC	51	0.51	0.34	1.76	0.01	1.05	1.06
8	2111041	MC	41	0.41	0.36	2.11	0.01	1.04	1.08
9	2111042	MC	50	0.50	0.38	1.69	0.01	1.01	1.02
10	2111049	MC	92	0.92	0.25	-1.21	0.03	0.95	0.78
11	2111051	MC	61	0.61	0.40	1.25	0.01	0.94	0.91
12	2111054	MC	60	0.60	0.44	1.21	0.01	0.91	0.88
14	3395733	SA	25	0.50	0.39	2.50	0.01	1.26	1.40
15	3402327	MC	30	0.30	0.41	2.57	0.02	0.96	1.03
17	3167590	MC	70	0.70	0.32	0.56	0.02	1.01	1.05
18	3172802	OE	30	1.20	0.55	2.60	0.01	1.14	1.13
19	3402323	MC	48	0.48	0.29	1.68	0.01	1.08	1.10
20	3402326	MC	41	0.41	0.39	2.04	0.01	0.98	1.00
21	3291349	SA	31	0.62	0.54	2.52	0.01	0.80	0.78
22	3264974	SA	15	0.31	0.51	3.00	0.01	0.94	0.81
23	3178044	MC	41	0.41	0.24	2.00	0.01	1.13	1.17
24	3173276	MC	35	0.35	0.37	2.30	0.02	1.00	1.05

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
25	3169157	MC	41	0.41	0.19	2.01	0.01	1.18	1.25
26	3180113	MC	65	0.65	0.32	0.87	0.02	1.01	1.03
28	3167473	SA	11	0.21	0.31	3.88	0.02	1.44	1.84
29	3395700	SA	18	0.37	0.54	3.29	0.01	0.86	0.80
30	3173197	MC	35	0.35	0.26	2.30	0.02	1.10	1.22
31	3167398	MC	35	0.35	0.26	2.27	0.02	1.10	1.17
33	3173116	MC	57	0.57	0.30	1.23	0.01	1.05	1.06
34	3173253	MC	60	0.60	0.45	1.06	0.01	0.92	0.89
36	3265036	SA	31	0.63	0.60	2.25	0.01	0.90	0.80
37	3167364	MC	66	0.66	0.27	0.89	0.01	1.05	1.08
38	3167404	MC	58	0.58	0.34	1.21	0.01	1.02	1.02
40	3402320	MC	55	0.55	0.42	1.33	0.01	0.94	0.94
41	3167602	OE	25	1.01	0.63	2.72	0.01	0.93	0.90
42	3173307	MC	58	0.58	0.35	1.24	0.01	1.00	0.99
43	3180104	MC	55	0.55	0.17	1.32	0.01	1.18	1.24
45	3265076	SA	9	0.19	0.41	3.53	0.01	0.96	0.85
46	3321889	SA	45	0.90	0.60	1.76	0.01	0.88	0.84
47	3180098	MC	44	0.44	0.22	1.83	0.01	1.15	1.20
48	3173137	MC	61	0.61	0.33	1.06	0.01	1.02	1.02
49	3167476	MC	42	0.42	0.36	2.15	0.01	1.06	1.07
50	3173295	MC	68	0.68	0.38	0.71	0.02	0.96	0.93
51	3265037	SA	48	0.96	0.59	1.65	0.01	0.87	0.84
53	3177994	MC	80	0.80	0.34	0.03	0.02	0.93	0.89
54	3173132	MC	55	0.55	0.24	1.32	0.01	1.12	1.17
55	3321894	SA	35	0.71	0.54	2.30	0.01	0.92	0.90
56	3284444	SA	15	0.30	0.51	3.35	0.01	0.89	0.79
57	3180106	MC	53	0.53	0.28	1.42	0.01	1.08	1.11
59	3178095	MC	37	0.37	0.28	2.17	0.02	1.09	1.15
60	3173298	OE	33	1.31	0.61	2.47	0.01	0.91	0.90
61	3173266	SA	20	0.41	0.51	2.94	0.01	0.95	0.87
62	3291938	MC	64	0.64	0.40	0.90	0.01	0.95	0.91
64	3169149	SA	31	0.61	0.47	2.23	0.01	1.13	1.08
65	3265026	SA	24	0.48	0.58	2.64	0.01	0.88	0.81
66	3173305	MC	76	0.76	0.37	0.26	0.02	0.93	0.88
67	3169166	MC	68	0.68	0.29	0.70	0.02	1.02	1.10
68	3169156	MC	49	0.49	0.31	1.63	0.01	1.07	1.08
69	3264968	SA	18	0.36	0.52	2.86	0.01	0.94	0.81
70	3323956	SA	28	0.57	0.59	2.59	0.01	0.85	0.81
71	3178130	MC	58	0.58	0.46	1.21	0.01	0.91	0.88
72	3169155	MC	54	0.54	0.36	1.41	0.01	1.00	1.00

### English Math Grade 7

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2111430	MC	55	0.55	0.55	1.19	0.02	0.96	0.90
2	2111431	MC	60	0.60	0.33	1.43	0.01	1.03	1.06
3	2111436	MC	58	0.58	0.25	1.58	0.01	1.13	1.16
4	2111440	MC	74	0.74	0.33	0.86	0.02	0.93	0.93
5	2111443	MC	55	0.55	0.45	1.74	0.01	0.92	0.90
6	2111447	MC	48	0.48	0.35	2.12	0.01	1.04	1.06
7	2111451	MC	40	0.40	0.42	2.47	0.01	0.98	1.02
8	2111452	MC	72	0.72	0.45	0.74	0.02	0.92	0.81



Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
9	2111454	MC	78	0.78	0.33	0.48	0.02	0.95	0.90
10	2111456	MC	66	0.66	0.45	1.03	0.02	0.92	0.87
11	2111458	MC	42	0.42	0.41	2.32	0.01	0.99	1.01
12	2111463	MC	37	0.37	0.16	2.83	0.02	1.30	1.45
13	2111465	MC	69	0.69	0.31	1.46	0.01	0.97	0.95
14	2111471	MC	48	0.48	0.31	2.16	0.01	1.08	1.11
15	2111473	MC	36	0.36	0.49	2.58	0.02	0.88	0.87
17	3262274	SA	13	0.26	0.49	3.77	0.01	0.95	0.91
18	3180074	MC	62	0.62	0.40	1.42	0.01	0.95	0.93
20	3174700	MC	32	0.32	0.45	2.83	0.02	0.93	0.96
21	3167589	OE	26	1.04	0.61	3.24	0.01	1.03	0.98
22	3322865	SA	31	0.62	0.53	3.08	0.01	0.92	0.90
23	3180076	MC	42	0.42	0.29	2.32	0.01	1.10	1.14
24	3402290	MC	50	0.50	0.44	2.00	0.01	0.95	0.94
25	3402298	MC	30	0.30	0.45	2.97	0.02	0.94	0.96
26	3402295	MC	56	0.56	0.37	1.69	0.01	1.00	0.99
28	3322753	SA	17	0.35	0.59	3.36	0.01	0.87	0.65
29	3262142	SA	12	0.24	0.57	3.80	0.01	0.81	0.58
30	3174541	MC	28	0.28	0.14	3.02	0.02	1.21	1.40
31	3169943	MC	58	0.58	0.39	1.57	0.01	0.98	0.96
33	3262193	MC	34	0.34	0.34	2.85	0.02	1.09	1.14
34	3180070	MC	51	0.51	0.48	1.89	0.01	0.89	0.87
36	3180587	SA	26	0.53	0.57	3.00	0.01	0.93	0.87
37	3262138	SA	13	0.26	0.37	3.70	0.01	1.17	1.25
38	3167577	MC	25	0.25	0.14	3.20	0.02	1.19	1.41
40	3402296	MC	36	0.36	0.31	2.64	0.02	1.07	1.12
41	3180544	OE	24	0.94	0.62	2.92	0.01	1.17	1.19
42	3433086	MC	55	0.55	0.40	1.73	0.01	0.98	0.96
43	3174684	MC	53	0.53	0.42	1.80	0.01	0.95	0.95
44	3277069	SA	16	0.32	0.54	3.42	0.01	0.83	0.67
46	3322895	SA	22	0.45	0.56	3.02	0.01	1.00	0.84
47	3174662	MC	50	0.50	0.21	1.90	0.01	1.17	1.23
48	3180055	MC	40	0.40	0.26	2.40	0.01	1.13	1.17
49	3180092	MC	79	0.79	0.38	0.41	0.02	0.89	0.77
50	3262273	MC	56	0.56	0.43	1.68	0.01	0.93	0.91
52	3322808	SA	27	0.55	0.51	2.92	0.01	1.05	1.01
53	3262158	SA	52	1.05	0.38	1.85	0.01	1.20	1.27
54	3180422	MC	48	0.48	0.32	2.05	0.01	1.08	1.09
55	3169989	MC	57	0.57	0.31	1.63	0.01	1.05	1.07
56	3180126	OE	24	0.95	0.65	2.93	0.01	1.04	1.03
57	3174547	MC	45	0.45	0.33	2.18	0.01	1.06	1.08
58	3178034	MC	57	0.57	0.35	1.65	0.01	1.01	1.03
60	3173300	SA	34	0.68	0.50	3.31	0.01	0.89	0.89
61	3262198	SA	25	0.51	0.47	3.27	0.01	1.09	1.07
62	3180153	MC	38	0.38	0.49	2.55	0.02	0.90	0.90
64	3169952	MC	53	0.53	0.39	1.83	0.01	0.99	0.98
65	3174653	OE	15	0.61	0.48	3.60	0.01	1.23	1.30
66	3180416	MC	51	0.51	0.39	1.92	0.01	1.00	0.98
67	3262159	MC	62	0.62	0.37	1.52	0.01	0.96	0.95
68	3395730	SA	18	0.37	0.52	3.81	0.01	0.92	0.83
69	3323964	SA	8	0.16	0.50	4.22	0.02	0.85	0.60
70	3277067	SA	26	0.52	0.64	3.00	0.01	0.82	0.69
71	3174650	MC	44	0.44	0.36	2.25	0.01	1.03	1.03
72	3180458	MC	80	0.80	0.32	0.38	0.02	0.95	0.89

English Math Grade 8

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2111853	MC	33	0.33	0.48	3.38	0.02	0.90	0.89
2	2111858	MC	38	0.38	0.36	2.80	0.01	1.01	1.03
3	2111860	MC	70	0.70	0.29	1.49	0.02	1.04	1.11
4	2111864	MC	36	0.36	0.27	2.98	0.01	1.11	1.18
5	2111865	MC	46	0.46	0.54	2.27	0.01	0.89	0.85
6	2111869	MC	65	0.65	0.48	1.39	0.02	1.01	0.95
7	2111870	MC	48	0.48	0.26	2.52	0.01	1.13	1.16
8	2111876	MC	47	0.47	0.37	2.77	0.01	1.04	1.06
9	2111883	MC	33	0.33	0.41	3.18	0.02	0.95	1.05
10	2111886	MC	56	0.56	0.38	2.16	0.01	1.00	0.99
11	2111888	MC	64	0.64	0.39	1.81	0.01	0.98	0.96
12	2111892	MC	29	0.29	0.30	3.60	0.02	1.11	1.23
13	2111894	MC	50	0.50	0.30	2.82	0.01	1.15	1.20
14	3178066	MC	38	0.38	0.23	3.05	0.01	1.16	1.25
15	3167676	MC	43	0.43	0.40	2.80	0.01	1.00	1.02
17	3174104	SA	37	0.74	0.56	3.08	0.01	1.08	1.02
18	3174144	MC	60	0.60	0.33	1.98	0.01	1.04	1.08
20	3167709	MC	35	0.35	0.46	3.20	0.02	0.93	0.98
21	3174151	OE	53	2.14	0.63	2.31	0.01	1.08	1.21
22	3330037	SA	8	0.16	0.46	4.69	0.02	0.91	0.68
23	3174132	MC	50	0.50	0.24	2.69	0.01	1.19	1.25
24	3402315	MC	28	0.28	0.40	3.57	0.02	0.98	1.02
25	3178055	MC	66	0.66	0.46	1.99	0.01	0.87	0.82
26	3169838	MC	48	0.48	0.22	2.32	0.01	1.18	1.27
28	3169947	SA	9	0.19	0.49	4.33	0.01	0.90	0.58
29	3431174	SA	33	0.66	0.36	3.75	0.01	1.09	1.08
30	3174137	MC	59	0.59	0.40	1.92	0.01	1.00	1.01
31	3178063	MC	40	0.40	0.29	2.91	0.01	1.09	1.13
33	3167683	MC	79	0.79	0.40	0.90	0.02	0.91	0.82
34	3174078	MC	53	0.53	0.34	2.30	0.01	1.05	1.07
36	3263743	SA	47	0.94	0.67	2.61	0.01	0.77	0.73
37	3263655	SA	9	0.18	0.33	4.61	0.02	1.18	1.21
38	3167685	MC	60	0.60	0.33	1.98	0.01	1.04	1.07
40	3174160	MC	75	0.75	0.42	1.16	0.02	0.91	0.83
41	3290149	OE	34	1.38	0.63	3.26	0.01	1.05	1.01
42	3167686	MC	60	0.60	0.39	1.79	0.01	1.04	1.05
43	3174116	MC	59	0.59	0.40	2.05	0.01	0.98	0.97
44	3323285	SA	9	0.18	0.46	4.50	0.01	0.95	0.74
46	3324063	SA	11	0.21	0.48	4.35	0.01	1.00	0.68
47	3174097	MC	54	0.54	0.27	2.24	0.01	1.11	1.18
48	3169932	MC	32	0.32	0.02	3.34	0.02	1.36	1.60
49	3174147	MC	71	0.71	0.39	1.40	0.02	0.94	0.94
50	3178056	MC	38	0.38	0.29	3.03	0.01	1.10	1.18
52	3277094	SA	22	0.44	0.38	4.21	0.01	1.14	1.18
53	3330065	SA	22	0.44	0.65	3.68	0.01	0.77	0.62
54	3169883	MC	54	0.54	0.41	2.31	0.01	0.98	0.96
55	3174080	MC	67	0.67	0.46	1.64	0.02	0.89	0.86
56	3432548	OE	20	0.81	0.62	3.84	0.01	0.92	0.89
57	3174152	MC	65	0.65	0.34	1.72	0.01	1.02	1.04
58	3283183	MC	58	0.58	0.34	2.09	0.01	1.04	1.06

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
60	3174088	SA	47	0.95	0.49	2.57	0.01	1.07	1.10
61	3174113	SA	51	1.02	0.62	2.43	0.01	0.83	0.81
62	3174076	MC	64	0.64	0.43	1.91	0.01	0.91	0.90
64	3178932	MC	47	0.47	0.36	2.69	0.01	1.04	1.07
65	3174139	OE	25	1.00	0.63	3.68	0.01	1.05	0.98
66	3170013	MC	43	0.43	0.33	2.78	0.01	1.07	1.11
67	3178054	MC	71	0.71	0.42	1.45	0.02	0.92	0.87
68	3167680	SA	29	0.57	0.62	3.49	0.01	0.83	0.76
69	3395782	SA	40	0.80	0.61	3.00	0.01	0.83	0.81
70	3330026	SA	22	0.44	0.59	3.79	0.01	0.85	0.73
71	3263752	MC	74	0.74	0.36	1.26	0.02	0.97	0.96
72	3402312	MC	29	0.29	0.34	3.54	0.02	1.02	1.18

### English Math Grade 9

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
1	2112271	MC	79	0.79	0.44	1.43	0.02	0.85	0.67
2	2112279	MC	78	0.78	0.34	1.69	0.02	0.89	0.85
3	2112285	MC	77	0.77	0.33	1.59	0.02	0.96	0.95
4	2112288	MC	43	0.43	0.28	3.39	0.01	1.17	1.22
5	2112289	MC	57	0.57	0.44	2.50	0.01	0.98	0.94
6	2112291	MC	34	0.34	0.33	3.79	0.01	1.09	1.19
7	2112292	MC	31	0.31	0.23	3.82	0.01	1.16	1.30
8	2112298	MC	46	0.46	0.44	3.21	0.01	0.97	0.97
9	2112306	MC	79	0.79	0.37	1.40	0.02	0.90	0.88
10	2112308	MC	52	0.52	0.39	3.30	0.01	1.08	1.11
11	2112311	MC	46	0.46	0.41	3.43	0.01	1.05	1.06
12	2112312	MC	56	0.56	0.43	3.06	0.01	0.99	0.98
13	2112316	MC	58	0.58	0.30	2.57	0.01	1.10	1.14
14	3174576	MC	80	0.80	0.40	1.33	0.02	0.87	0.78
15	3178381	MC	19	0.19	0.25	4.76	0.02	1.11	1.49
17	3323470	SA	13	0.27	0.59	4.66	0.01	0.81	0.58
18	3169865	MC	52	0.52	0.38	2.88	0.01	1.04	1.05
20	3174532	MC	46	0.46	0.24	3.20	0.01	1.21	1.27
21	3183201	OE	18	0.72	0.69	4.68	0.01	0.89	0.79
22	3323484	SA	20	0.40	0.60	4.31	0.01	0.90	0.86
23	3266855	MC	41	0.41	0.37	3.43	0.01	1.06	1.09
24	3169846	MC	45	0.45	0.35	3.23	0.01	1.09	1.12
25	3178865	MC	71	0.71	0.35	1.90	0.02	1.00	1.00
26	3402307	MC	45	0.45	0.46	3.25	0.01	0.95	0.95
27	3395809	SA	11	0.21	0.51	5.01	0.01	0.95	0.81
29	3174587	MC	34	0.34	0.37	3.57	0.01	1.02	1.06
30	3178812	MC	65	0.65	0.41	2.23	0.01	0.96	0.92
32	3178330	MC	38	0.38	0.18	3.46	0.01	1.25	1.37
34	3180014	MC	81	0.81	0.31	1.29	0.02	0.98	0.97
35	3323421	SA	17	0.35	0.47	5.33	0.01	0.96	0.91
37	3323932	SA	17	0.35	0.66	4.44	0.01	0.79	0.52
38	3180003	MC	65	0.65	0.45	2.24	0.01	0.89	0.86
40	3323487	SA	50	1.00	0.54	3.26	0.01	1.26	1.20
41	3183380	OE	20	0.80	0.72	4.26	0.01	0.91	0.74
42	3180005	MC	46	0.46	0.19	3.18	0.01	1.26	1.34
43	3180269	MC	72	0.72	0.40	1.88	0.02	0.92	0.90

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	Rasch Std Err	MS. Infit	MS. Outfit
44	3323935	SA	19	0.37	0.57	4.76	0.01	0.89	0.84
45	3178507	SA	16	0.32	0.66	4.16	0.01	0.66	0.43
46	3178191	MC	63	0.63	0.38	2.36	0.01	1.00	1.01
47	3180016	MC	44	0.44	0.37	3.31	0.01	1.06	1.10
48	3169853	MC	55	0.55	0.36	2.74	0.01	1.03	1.07
49	3169856	MC	52	0.52	0.47	2.88	0.01	0.93	0.91
50	3323478	SA	22	0.44	0.59	4.44	0.01	0.90	0.80
51	3323648	SA	38	0.77	0.64	3.45	0.01	0.88	0.81
52	3179996	MC	76	0.76	0.24	1.60	0.02	1.04	1.31
53	3276666	MC	49	0.49	0.41	3.01	0.01	1.00	1.00
54	3183382	OE	17	0.69	0.74	4.46	0.01	0.78	0.59
55	3174518	MC	63	0.63	0.42	2.34	0.01	0.94	0.93
57	3174760	MC	76	0.76	0.39	1.57	0.02	0.91	0.84
58	3323443	SA	15	0.29	0.46	4.61	0.01	1.16	1.25
60	3445473	MC	65	0.65	0.32	2.20	0.01	1.03	1.13
61	3174557	MC	59	0.59	0.31	2.53	0.01	1.08	1.13
62	3229163	OE	8	0.30	0.63	5.42	0.01	0.80	0.56
63	3174525	SA	41	0.83	0.69	3.16	0.01	0.74	0.71
65	3178165	MC	79	0.79	0.35	1.39	0.02	0.94	0.89
66	3178833	SA	79	1.57	0.41	1.75	0.01	0.96	1.12
67	3323440	SA	13	0.26	0.48	5.34	0.01	0.99	0.85
68	3178800	MC	40	0.40	0.24	3.46	0.01	1.20	1.30
69	3402302	MC	40	0.40	0.37	3.45	0.01	1.06	1.09
70	3449203	MC	41	0.41	0.28	3.42	0.01	1.15	1.22

### English Math Grade 11

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	3169850	MC	43	0.43	0.50	-0.18	0.02	0.87	0.85
2	3484861	MC	40	0.40	0.30	-0.04	0.02	1.05	1.07
3	3484894	MC	48	0.48	0.32	-0.39	0.02	1.03	1.03
4	3513478	MC	32	0.32	0.25	0.38	0.02	1.09	1.17
6	3174601	MC	34	0.34	0.45	0.27	0.02	0.92	0.93
8	3492682	MC	41	0.41	0.18	-0.08	0.02	1.16	1.22
9	3276656	MC	52	0.52	0.35	-0.59	0.02	1.01	0.99
11	3178505	MC	42	0.42	0.43	-0.15	0.02	0.94	0.94
12	3488667	MC	45	0.45	0.35	-0.30	0.02	1.01	1.00
13	3174717	MC	29	0.29	0.21	0.56	0.02	1.12	1.24
14	3513485	MC	48	0.48	0.30	-0.42	0.02	1.04	1.08
15	3547060	SA	24	0.72	0.48	0.97	0.01	1.14	1.11
16	3547062	OE	17	0.66	0.60	0.60	0.01	1.25	1.32
17	3547063	OE	52	2.10	0.62	-0.50	0.01	0.85	0.88
18	3547065	SA	40	0.80	0.58	-0.15	0.01	0.89	0.87
19	3178563	MC	57	0.57	0.41	-0.84	0.02	0.94	0.90
20	3484158	MC	52	0.52	0.49	-0.59	0.02	0.87	0.85
21	3483823	SA	27	0.53	0.60	0.86	0.01	0.82	0.80
22	3178292	MC	56	0.56	0.34	-0.79	0.02	0.98	1.00
23	3490897	MC	56	0.56	0.30	-0.79	0.02	1.03	1.05
24	3489250	MC	31	0.31	0.25	0.42	0.02	1.09	1.16
25	3485098	MC	25	0.25	0.38	0.77	0.02	0.96	1.04

26	3174685	MC	32	0.32	0.25	0.37	0.02	1.09	1.17
27	3178287	MC	19	0.19	0.14	1.15	0.02	1.16	1.36
29	3261578	MC	46	0.46	0.36	-0.34	0.02	0.99	1.00
30	3488668	MC	47	0.47	0.22	-0.37	0.02	1.12	1.15
31	3485065	MC	47	0.47	0.39	-0.36	0.02	0.97	0.96
32	3178831	SA	12	0.24	0.64	1.17	0.01	0.73	0.44
33	3169876	MC	63	0.63	0.37	-1.13	0.02	0.95	0.92
35	3513473	MC	14	0.14	0.22	1.54	0.02	1.04	1.41
36	3508451	SA	34	0.69	0.56	0.13	0.01	0.93	0.89
37	3178544	MC	30	0.30	0.30	0.47	0.02	1.04	1.16
38	3178436	MC	53	0.53	0.43	-0.64	0.02	0.93	0.89
39	3547094	SA	66	1.99	0.51	-1.01	0.01	0.89	1.08
40	3547097	SA	54	1.62	0.51	-0.66	0.01	1.08	1.26
41	3547099	SA	13	0.25	0.62	0.95	0.01	0.79	0.42
42	3547100	SA	34	0.69	0.58	0.00	0.01	0.94	0.81
43	3547101	SA	26	0.52	0.58	0.37	0.01	0.93	0.78
44	3490896	MC	36	0.36	0.30	0.14	0.02	1.05	1.05
45	3483157	MC	64	0.64	0.33	-1.18	0.02	0.99	0.96
46	3178180	MC	62	0.62	0.32	-1.08	0.02	0.99	1.00
47	3178317	MC	35	0.35	0.33	0.23	0.02	1.03	1.09
48	3261573	MC	42	0.42	0.26	-0.13	0.02	1.08	1.12
50	3508454	SA	13	0.26	0.59	1.01	0.01	0.84	0.54
51	3178308	MC	34	0.34	0.44	0.24	0.02	0.93	0.93
52	3178280	MC	38	0.38	0.27	0.06	0.02	1.08	1.12
54	3174585	MC	35	0.35	0.40	0.19	0.02	0.97	1.01
55	3488644	MC	34	0.34	0.12	0.26	0.02	1.21	1.30
56	3483156	MC	36	0.36	0.25	0.18	0.02	1.10	1.14
57	3489367	SA	14	0.29	0.63	1.04	0.01	0.78	0.56
58	3178303	MC	33	0.33	0.21	0.30	0.02	1.13	1.20
60	3178375	MC	32	0.32	0.30	0.38	0.02	1.04	1.12
61	3508443	SA	41	0.81	0.49	-0.08	0.01	0.98	0.97
62	3491001	MC	53	0.53	0.37	-0.66	0.02	0.97	0.96
63	3276308	MC	46	0.46	0.52	-0.34	0.02	0.86	0.83
65	3276472	MC	63	0.63	0.39	-1.13	0.02	0.93	0.89
66	3261039	MC	73	0.73	0.43	-1.62	0.02	0.87	0.77
68	3547112	OE	40	2.02	0.62	-0.33	0.01	1.31	1.82
69	3547114	SA	15	0.45	0.59	0.76	0.01	1.05	0.87
70	3547116	OE	12	0.70	0.68	1.11	0.01	1.03	0.82

### English Science Grade 3

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2109889	MC	95	0.95	0.17	-2.69	0.03	1.12	1.23
2	2109890	MC	91	0.91	0.24	-1.89	0.02	1.12	1.14
3	2109894	MC	83	0.83	0.29	-0.93	0.02	0.95	0.98
4	2109897	MC	55	0.55	0.31	0.62	0.01	1.06	1.07
5	2109898	MC	65	0.65	0.06	0.06	0.02	1.31	1.46
6	2109900	MC	49	0.49	0.29	0.75	0.01	1.10	1.13
7	2109907	MC	64	0.64	0.36	0.43	0.01	0.98	0.96

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
8	2109909	MC	56	0.56	0.42	0.58	0.01	0.95	0.96
9	2109915	MC	75	0.75	0.18	-0.58	0.02	1.21	1.35
10	2109916	MC	56	0.56	0.35	0.53	0.01	1.03	1.03
11	2109921	MC	88	0.88	0.31	-1.47	0.02	0.95	0.91
12	3332856	SA	50	1.01	0.39	0.84	0.01	1.13	1.14
13	3332857	SA	48	0.96	0.59	1.00	0.01	0.83	0.82
14	3171473	MC	58	0.58	0.36	0.50	0.01	1.02	1.01
17	3332859	SA	27	0.54	0.51	2.04	0.01	0.98	0.92
18	3332860	SA	56	1.12	0.52	0.66	0.01	0.99	0.99
21	3175051	MC	68	0.68	0.29	-0.04	0.02	1.06	1.10
22	3171973	MC	67	0.67	0.34	0.07	0.02	1.00	1.01
23	3175155	MC	59	0.59	0.40	0.47	0.01	0.97	0.95
24	3404796	SA	13	0.26	0.27	2.72	0.01	1.10	1.25
25	3173208	MC	50	0.50	0.26	0.89	0.01	1.11	1.15
26	3175014	MC	85	0.85	0.34	-1.13	0.02	0.95	0.84
27	3174919	MC	86	0.86	0.31	-1.25	0.02	0.96	0.90
28	3332862	SA	14	0.28	0.37	2.44	0.01	1.01	1.11
29	3332871	SA	48	0.96	0.57	0.97	0.01	0.88	0.86
32	3404841	SA	26	0.53	0.39	2.77	0.01	1.00	0.99
33	3179028	OE	23	0.92	0.49	2.21	0.01	1.02	1.02
34	3170375	MC	64	0.64	0.48	0.17	0.02	0.90	0.85
35	3175151	MC	59	0.59	0.32	0.43	0.01	1.05	1.05
36	3176774	MC	51	0.51	0.15	0.80	0.01	1.21	1.27
37	3280719	MC	62	0.62	0.37	0.30	0.01	1.01	0.99
40	3171020	MC	88	0.88	0.40	-1.38	0.02	0.87	0.66
41	3171452	MC	70	0.70	0.31	-0.10	0.02	1.05	1.03
42	3170301	MC	81	0.81	0.36	-0.87	0.02	0.95	0.88
45	3280817	MC	77	0.77	0.35	-0.53	0.02	0.98	0.97
46	3404799	SA	47	0.94	0.42	1.04	0.01	1.00	1.00
47	3260515	MC	87	0.87	0.42	-1.34	0.02	0.85	0.65
48	3170934	MC	66	0.66	0.41	0.14	0.02	0.96	0.93
49	3176349	MC	70	0.70	0.37	-0.19	0.02	1.00	1.01
50	3170308	MC	51	0.51	0.41	0.85	0.01	0.96	0.97
53	3171955	MC	48	0.48	0.32	0.95	0.01	1.05	1.07
54	3260501	MC	90	0.90	0.35	-1.62	0.02	0.91	0.71
55	3430829	SA	10	0.20	0.31	2.85	0.01	1.01	1.22
56	3332867	SA	8	0.17	0.35	3.05	0.02	0.93	0.82
57	3332869	SA	34	0.67	0.46	1.50	0.01	1.05	1.04
58	3177349	OE	7	0.29	0.38	2.81	0.01	0.98	0.97
59	3281914	MC	67	0.67	0.43	0.04	0.02	0.93	0.90
60	3175824	MC	43	0.43	0.44	1.11	0.01	0.91	0.91

English Science Grade 4

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2110336	MC	95	0.95	0.17	-1.97	0.03	0.78	0.84
2	2110346	MC	82	0.82	0.34	-0.91	0.02	0.98	0.93
3	2110347	MC	64	0.64	0.32	0.13	0.02	1.03	1.03
4	2110351	MC	65	0.65	0.44	-0.11	0.02	1.00	0.97
5	2110357	MC	84	0.84	0.40	-0.65	0.02	0.73	0.62
6	2110358	MC	66	0.66	0.20	0.26	0.01	1.08	1.11
7	2110364	MC	86	0.86	0.20	-1.18	0.02	1.03	1.15
8	2110365	MC	49	0.49	0.10	0.76	0.01	1.23	1.30
9	2110367	MC	45	0.45	0.23	1.06	0.01	1.10	1.15
10	2110374	MC	36	0.36	0.18	1.37	0.01	1.11	1.17
11	3430834	SA	62	1.23	0.40	0.25	0.01	1.01	1.01
14	3332929	SA	6	0.13	0.28	2.99	0.02	0.98	1.03
15	3172254	MC	83	0.83	0.31	-0.71	0.02	0.89	0.84
18	3171031	MC	61	0.61	0.46	0.41	0.01	0.89	0.86
19	3404853	SA	3	0.06	0.22	3.62	0.02	0.96	0.85
20	3172283	MC	54	0.54	0.26	0.67	0.01	1.07	1.08
21	3332854	SA	31	0.62	0.41	1.76	0.01	1.13	1.23
22	3404824	SA	52	1.04	0.45	0.79	0.01	1.00	1.00
23	3332838	SA	14	0.28	0.37	2.72	0.01	1.15	1.13
26	3172540	MC	71	0.71	0.49	0.00	0.02	0.81	0.75
27	3171446	MC	57	0.57	0.33	0.53	0.01	1.01	1.01
28	3332927	SA	35	0.70	0.46	2.41	0.01	0.89	0.89
29	3292051	OE	15	0.60	0.50	2.44	0.01	0.91	0.83
30	3174256	MC	42	0.42	0.37	1.21	0.01	0.95	0.98
31	3171749	MC	90	0.90	0.21	-1.76	0.02	1.14	1.19
32	3260439	MC	25	0.25	0.14	2.07	0.02	1.12	1.30
33	3176409	MC	71	0.71	0.30	-0.13	0.02	1.03	1.02
34	3172143	MC	84	0.84	0.20	-1.05	0.02	1.04	1.19
37	3260549	MC	24	0.24	0.11	2.17	0.02	1.14	1.37
38	3171053	MC	71	0.71	0.42	-0.12	0.02	0.91	0.85
39	3175158	MC	44	0.44	0.37	1.11	0.01	0.97	0.99
40	3175046	MC	68	0.68	0.20	-0.21	0.02	1.19	1.28
41	3332850	SA	34	0.67	0.26	1.44	0.01	1.33	1.48
42	3332830	SA	29	0.59	0.43	2.13	0.01	0.79	0.79
43	3172275	MC	40	0.40	0.21	1.31	0.01	1.11	1.19
44	3170274	MC	59	0.59	0.37	0.48	0.01	0.98	0.96
45	3332928	SA	29	0.59	0.38	2.41	0.01	0.98	0.98
46	3176176	MC	86	0.86	0.33	-1.22	0.02	0.93	0.89
47	3171428	MC	75	0.75	0.27	-0.55	0.02	1.12	1.19
48	3171232	MC	60	0.60	0.48	0.43	0.01	0.88	0.84
49	3175238	MC	57	0.57	0.20	0.51	0.01	1.13	1.17
52	3430836	SA	61	1.22	0.46	0.11	0.01	0.92	0.91
53	3174264	MC	82	0.82	0.36	-0.89	0.02	0.92	0.85
54	3172259	MC	73	0.73	0.41	-0.28	0.02	0.92	0.85
55	3172158	MC	68	0.68	0.47	0.03	0.02	0.87	0.81
56	3171237	MC	50	0.50	0.36	0.86	0.01	0.98	0.99
57	3332849	SA	35	0.70	0.47	1.56	0.01	0.95	0.94

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
58	3293671	OE	34	1.36	0.58	1.64	0.01	0.89	0.88

### English Science Grade 5

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2110764	MC	54	0.54	0.36	1.15	0.01	0.98	0.97
2	2110767	MC	63	0.63	0.44	0.76	0.01	0.91	0.86
3	2110768	MC	59	0.59	0.20	0.79	0.01	1.12	1.16
4	2110769	MC	52	0.52	0.37	1.27	0.01	0.97	0.96
5	2110771	MC	45	0.45	0.32	1.54	0.01	1.01	1.03
6	2110775	MC	70	0.70	0.41	0.64	0.01	0.86	0.81
7	2110779	MC	63	0.63	0.26	0.65	0.01	1.07	1.10
8	2110781	MC	93	0.93	0.25	-1.49	0.03	0.94	0.86
9	2110785	MC	58	0.58	0.11	1.11	0.01	1.17	1.22
12	3172644	MC	41	0.41	0.24	1.73	0.01	1.07	1.12
13	3332946	SA	39	0.78	0.49	1.78	0.01	0.94	0.92
14	3332944	SA	62	1.25	0.41	0.75	0.01	0.97	1.01
15	3172501	MC	29	0.29	0.29	2.32	0.02	1.00	1.12
16	3173993	MC	50	0.50	0.34	1.23	0.01	0.99	1.00
19	3430942	SA	25	0.50	0.44	2.39	0.01	0.97	0.95
20	3404778	SA	60	1.20	0.51	0.83	0.01	0.89	0.90
21	3404766	SA	14	0.29	0.35	3.45	0.01	0.98	0.96
22	3176309	MC	48	0.48	0.25	1.41	0.01	1.07	1.09
23	3174049	MC	77	0.77	0.33	0.05	0.02	0.93	0.89
24	3260560	MC	70	0.70	0.27	0.38	0.02	1.03	1.06
25	3171380	MC	48	0.48	0.32	1.40	0.01	1.01	1.02
26	3171619	MC	29	0.29	0.23	2.34	0.02	1.07	1.18
27	3171853	MC	63	0.63	0.40	0.70	0.01	0.93	0.90
28	3332949	SA	33	0.67	0.51	1.70	0.01	0.87	0.82
29	3404771	SA	42	0.83	0.49	1.68	0.01	0.96	0.93
30	3176169	OE	24	0.95	0.52	2.40	0.01	1.03	1.06
33	3404813	SA	12	0.25	0.34	2.86	0.01	1.01	1.01
34	3177800	MC	47	0.47	0.40	1.50	0.01	0.94	0.95
35	3177790	MC	41	0.41	0.19	1.72	0.01	1.11	1.15
36	3171683	MC	40	0.40	0.32	1.78	0.01	1.00	1.02
37	3171622	MC	45	0.45	0.37	1.55	0.01	0.97	0.98
38	3176823	MC	71	0.71	0.41	0.39	0.02	0.89	0.83
41	3332945	SA	52	1.04	0.45	1.23	0.01	0.98	0.97
42	3332999	SA	80	1.61	0.46	0.13	0.01	0.86	0.84
43	3332947	SA	33	0.65	0.55	2.10	0.01	0.86	0.81
44	3171844	MC	33	0.33	0.13	2.36	0.02	1.24	1.39
47	3173985	MC	63	0.63	0.44	0.73	0.01	0.90	0.85
48	3171684	MC	64	0.64	0.31	0.64	0.02	1.00	1.03
49	3177791	MC	40	0.40	0.32	1.81	0.01	1.01	1.06
50	3170946	MC	60	0.60	0.35	0.84	0.01	0.98	0.97
51	3285735	MC	86	0.86	0.37	-0.66	0.02	0.89	0.74
52	3171832	MC	69	0.69	0.23	0.41	0.02	1.07	1.08



Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
53	3285034	MC	78	0.78	0.28	-0.08	0.02	1.00	0.98
54	3171624	MC	65	0.65	0.43	0.64	0.01	0.91	0.87
55	3170245	MC	55	0.55	0.14	1.09	0.01	1.16	1.21
56	3289243	MC	53	0.53	0.26	1.15	0.01	1.06	1.07
59	3171799	OE	45	1.81	0.47	1.55	0.01	1.09	1.09
60	3333037	SA	6	0.12	0.27	3.94	0.02	0.99	0.90

### English Science Grade 6

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2111182	MC	54	0.54	0.20	1.14	0.01	1.17	1.20
2	2111185	MC	75	0.75	0.21	0.24	0.02	1.08	1.25
3	2111188	MC	78	0.78	0.14	0.25	0.02	1.04	1.19
4	2111189	MC	67	0.67	0.37	0.65	0.02	0.99	0.97
5	2111197	MC	86	0.86	0.23	-0.36	0.02	0.89	0.91
6	3176874	OE	16	0.65	0.42	2.89	0.01	1.22	1.26
7	3399786	SA	16	0.32	0.32	3.77	0.01	1.03	1.05
8	2111199	MC	77	0.77	0.37	0.12	0.02	0.94	0.92
9	2111200	MC	34	0.34	0.14	2.18	0.02	1.17	1.29
10	2111203	MC	36	0.36	0.27	2.07	0.01	1.05	1.16
11	2111205	MC	44	0.44	0.19	1.81	0.01	1.16	1.23
15	2111210	MC	42	0.42	0.22	1.85	0.01	1.13	1.18
16	2111212	MC	66	0.66	0.41	0.72	0.02	0.94	0.91
18	3333016	SA	47	0.93	0.50	1.61	0.01	0.99	0.98
19	3176896	SA	14	0.29	0.36	3.46	0.01	1.00	0.95
20	3173840	MC	54	0.54	0.44	1.07	0.01	0.97	0.95
21	3172127	MC	58	0.58	0.42	1.07	0.01	0.95	0.92
22	3177437	MC	77	0.77	0.43	0.10	0.02	0.90	0.81
23	3176762	MC	61	0.61	0.41	0.98	0.01	0.95	0.92
24	3172513	MC	73	0.73	0.37	0.34	0.02	0.96	0.92
25	3399779	SA	59	1.18	0.39	0.97	0.01	1.03	1.04
26	3332638	SA	9	0.19	0.39	3.87	0.02	0.93	0.79
27	3176878	MC	64	0.64	0.37	0.88	0.01	0.96	0.94
28	3171742	MC	81	0.81	0.25	-0.24	0.02	1.04	1.03
29	3176112	MC	82	0.82	0.37	-0.21	0.02	0.88	0.84
32	3176267	MC	64	0.64	0.45	0.83	0.01	0.92	0.87
35	3332631	SA	42	0.84	0.49	1.81	0.01	1.00	0.98
36	3399793	SA	28	0.55	0.44	2.55	0.01	0.98	0.99
37	3172645	MC	35	0.35	0.22	2.20	0.02	1.11	1.22
38	3176837	MC	70	0.70	0.43	0.50	0.02	0.92	0.85
39	3176935	OE	19	0.75	0.53	2.97	0.01	0.95	0.97
40	3176111	MC	48	0.48	0.19	1.52	0.01	1.17	1.22
41	3176091	MC	66	0.66	0.32	0.67	0.02	1.04	1.02
42	3172721	SA	45	0.90	0.47	1.77	0.01	0.95	0.95
43	3173584	MC	82	0.82	0.42	-0.25	0.02	0.88	0.77
44	3176840	OE	30	1.19	0.51	2.37	0.01	1.11	1.12
45	3177390	MC	86	0.86	0.41	-0.63	0.02	0.87	0.67

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
48	3171626	MC	35	0.35	0.38	2.20	0.02	0.97	1.03
49	3333015	SA	19	0.38	0.43	3.72	0.01	0.94	0.90
50	3174924	MC	90	0.90	0.39	-1.08	0.02	0.86	0.56
51	3176622	MC	65	0.65	0.38	0.74	0.02	0.97	0.95
54	3177487	MC	71	0.71	0.46	0.47	0.02	0.89	0.82
55	3175569	MC	46	0.46	0.29	1.66	0.01	1.07	1.10
56	3332626	SA	28	0.57	0.46	2.66	0.01	0.95	0.93
57	3399787	SA	19	0.37	0.47	3.18	0.01	0.90	0.85
58	3180522	MC	65	0.65	0.34	0.72	0.02	1.02	1.01
59	3173203	MC	69	0.69	0.45	0.67	0.02	0.87	0.82
60	3172115	MC	62	0.62	0.44	0.89	0.01	0.92	0.89

### English Science Grade 7

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2111600	MC	79	0.79	0.37	0.09	0.02	0.99	0.96
2	2111609	MC	86	0.86	0.34	-0.40	0.02	0.94	0.88
3	2111616	MC	82	0.82	0.39	0.06	0.02	0.88	0.80
4	2111624	MC	32	0.32	0.16	2.61	0.02	1.18	1.36
5	2111625	MC	36	0.36	0.16	2.32	0.01	1.20	1.34
8	2111630	MC	41	0.41	0.34	2.37	0.01	1.08	1.14
9	3172545	MC	56	0.56	0.31	1.47	0.01	1.07	1.10
10	3177604	MC	86	0.86	0.35	-0.47	0.02	1.02	0.93
11	3332679	SA	41	0.83	0.52	2.15	0.01	0.97	0.96
12	3332649	SA	13	0.27	0.47	3.83	0.01	0.85	0.75
15	3177613	MC	62	0.62	0.43	1.18	0.01	0.96	0.92
16	3406581	SA	36	0.72	0.46	2.81	0.01	0.95	0.94
17	3172499	OE	23	0.93	0.56	2.94	0.01	1.04	1.04
18	3172484	MC	54	0.54	0.31	1.59	0.01	1.08	1.11
19	3179957	MC	55	0.55	0.50	1.53	0.01	0.89	0.87
20	3179506	MC	56	0.56	0.49	1.27	0.01	0.94	0.90
21	3177458	MC	47	0.47	0.10	1.93	0.01	1.30	1.39
22	3179501	MC	58	0.58	0.42	1.38	0.01	0.96	0.94
23	3173802	MC	59	0.59	0.30	1.41	0.01	1.08	1.10
24	3323955	SA	44	0.88	0.49	2.03	0.01	1.01	1.00
25	3176271	MC	74	0.74	0.30	0.51	0.02	1.04	1.12
26	3176138	MC	66	0.66	0.35	0.95	0.02	1.02	1.02
27	3264585	OE	16	0.62	0.42	3.48	0.01	1.08	1.09
28	3171882	MC	66	0.66	0.43	1.01	0.02	0.94	0.91
29	3172375	MC	66	0.66	0.37	1.08	0.01	0.97	0.96
30	3179617	MC	80	0.80	0.45	0.09	0.02	0.87	0.74
33	3172571	MC	73	0.73	0.48	0.57	0.02	0.88	0.77
34	3172566	MC	49	0.49	0.38	1.84	0.01	1.00	1.04
37	3332673	SA	9	0.17	0.36	4.07	0.02	0.93	0.83
38	3332664	SA	45	0.91	0.46	2.01	0.01	1.01	1.00
39	3172456	MC	75	0.75	0.38	0.51	0.02	0.96	0.97
40	3332660	SA	8	0.17	0.28	4.33	0.02	1.26	1.54

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
41	3172379	MC	76	0.76	0.41	0.40	0.02	0.94	0.88
42	3177512	MC	70	0.70	0.41	0.77	0.02	0.95	0.90
43	3174030	MC	61	0.61	0.48	1.22	0.01	0.91	0.87
44	3323417	SA	32	0.64	0.32	2.72	0.01	1.18	1.22
45	3171969	MC	75	0.75	0.29	0.43	0.02	1.05	1.10
46	3420985	SA	30	0.60	0.46	3.03	0.01	0.97	0.95
47	3175604	OE	44	1.75	0.42	2.00	0.01	1.32	1.33
50	3176915	MC	83	0.83	0.40	-0.09	0.02	0.92	0.79
51	3176143	MC	66	0.66	0.45	0.94	0.02	0.92	0.88
54	3172716	MC	76	0.76	0.41	0.39	0.02	0.94	0.87
55	3172572	MC	67	0.67	0.43	0.92	0.02	0.94	0.91
56	3173217	MC	68	0.68	0.44	0.87	0.02	0.94	0.91
57	3332681	SA	62	1.23	0.47	1.15	0.01	1.01	1.01
58	3420992	SA	53	1.06	0.52	1.63	0.01	1.01	1.00
59	3176080	MC	50	0.50	0.38	1.77	0.01	1.01	1.01
60	3176146	MC	70	0.70	0.42	0.72	0.02	0.95	0.90

### English Science Grade 8

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	3177756	MC	50	0.50	0.41	2.05	0.01	0.94	0.93
2	3172730	MC	62	0.62	0.34	1.40	0.01	0.98	0.96
3	2112020	MC	70	0.70	0.37	0.98	0.02	0.94	0.92
4	2112023	MC	51	0.51	0.37	1.63	0.01	1.00	1.00
5	2112025	MC	51	0.51	0.34	1.55	0.01	1.03	1.04
6	3332831	SA	14	0.29	0.17	4.35	0.01	1.10	1.16
7	3179051	OE	30	1.19	0.46	3.25	0.01	1.30	1.26
8	2112028	MC	40	0.40	0.28	2.63	0.01	1.10	1.17
9	2112034	MC	35	0.35	0.06	2.72	0.01	1.23	1.34
12	2112042	MC	70	0.70	0.37	0.87	0.02	0.98	0.94
15	2112045	MC	43	0.43	0.11	2.44	0.01	1.22	1.34
16	2112048	MC	37	0.37	0.24	2.52	0.01	1.06	1.10
17	3172722	SA	47	0.94	0.51	2.11	0.01	0.88	0.88
18	3332826	SA	28	0.56	0.53	2.71	0.01	0.93	0.84
19	2112052	MC	30	0.30	0.31	2.66	0.01	0.94	0.96
20	2112054	MC	60	0.60	0.25	1.44	0.01	1.04	1.08
21	3172610	MC	44	0.44	0.32	2.21	0.01	1.00	1.02
22	3173568	MC	79	0.79	0.30	0.41	0.02	0.97	0.93
23	3177737	MC	38	0.38	0.29	2.47	0.01	1.02	1.04
24	3172062	SA	30	0.59	0.39	3.02	0.01	1.11	1.09
25	3172911	SA	36	0.72	0.44	2.61	0.01	0.98	0.97
26	3177746	MC	63	0.63	0.33	1.25	0.01	1.02	0.98
27	3177431	MC	54	0.54	0.30	1.77	0.01	1.02	1.02
30	3332816	SA	26	0.52	0.44	3.16	0.01	0.94	0.91
31	3179049	OE	45	1.78	0.58	2.28	0.01	0.94	0.93
32	3175539	MC	50	0.50	0.37	1.91	0.01	0.97	0.97
33	3173586	MC	38	0.38	0.30	2.50	0.01	1.01	1.03

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
34	3173205	MC	69	0.69	0.19	1.01	0.02	1.08	1.14
37	3399872	SA	18	0.35	0.41	3.35	0.01	0.97	0.93
38	3172161	MC	54	0.54	0.38	1.74	0.01	0.96	0.95
39	3172775	MC	75	0.75	0.24	0.67	0.02	1.04	1.07
40	3171885	MC	73	0.73	0.36	0.60	0.02	1.04	0.98
41	3172469	MC	36	0.36	0.05	2.56	0.01	1.22	1.36
42	3172086	MC	36	0.36	0.39	2.56	0.01	0.94	0.98
43	3172770	MC	47	0.47	0.47	2.08	0.01	0.88	0.86
44	3177721	MC	72	0.72	0.40	0.84	0.02	0.91	0.86
45	3172171	OE	29	1.16	0.45	2.76	0.01	1.22	1.20
46	3177761	SA	49	0.99	0.40	1.93	0.01	1.01	1.01
47	3172036	MC	68	0.68	0.33	1.08	0.01	0.99	0.97
48	3172782	MC	59	0.59	0.31	1.53	0.01	1.01	1.01
51	3172789	OE	18	0.73	0.38	3.53	0.01	1.16	1.19
54	3175590	MC	27	0.27	0.19	3.05	0.02	1.08	1.19
55	3177782	MC	45	0.45	0.43	2.16	0.01	0.91	0.92
56	3171883	SA	52	1.04	0.52	1.81	0.01	0.89	0.89
57	3399884	SA	10	0.20	0.32	4.57	0.02	0.99	0.92
58	3172107	MC	48	0.48	0.23	1.99	0.01	1.08	1.10
59	3177725	MC	59	0.59	0.45	1.50	0.01	0.89	0.86
60	3172615	MC	58	0.58	0.42	1.56	0.01	0.92	0.89

### English Science Grade 9

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2112407	MC	85	0.85	0.25	0.73	0.02	0.85	0.86
2	2112408	MC	63	0.63	0.35	1.77	0.01	1.00	0.98
3	2112411	MC	23	0.23	0.10	3.71	0.02	1.15	1.46
4	2112415	MC	46	0.46	0.32	2.16	0.01	1.08	1.09
5	3332810	SA	10	0.20	0.41	4.26	0.01	0.96	0.87
6	3176192	OE	15	0.59	0.53	4.15	0.01	0.99	0.93
7	2112417	MC	49	0.49	0.22	2.39	0.01	1.14	1.18
8	2112418	MC	56	0.56	0.29	2.22	0.01	1.05	1.06
9	2112419	MC	68	0.68	0.45	1.54	0.01	0.89	0.82
10	2112421	MC	75	0.75	0.37	1.14	0.02	0.92	0.93
13	2112433	MC	42	0.42	0.22	2.80	0.01	1.14	1.19
14	2112440	MC	19	0.19	0.15	3.96	0.02	1.04	1.35
15	2112443	MC	27	0.27	0.28	3.64	0.02	1.08	1.24
18	3332807	SA	6	0.11	0.30	5.36	0.02	0.98	0.91
19	3399838	SA	5	0.09	0.36	5.21	0.02	0.90	0.59
20	3399845	SA	6	0.12	0.39	5.03	0.02	0.90	0.68
21	3175807	MC	78	0.78	0.16	0.98	0.02	1.07	1.25
22	3172885	OE	50	2.00	0.56	2.44	0.01	1.08	1.09
23	3332811	SA	16	0.31	0.44	4.35	0.01	0.94	0.90
24	3171989	MC	37	0.37	0.26	3.03	0.01	1.09	1.14
25	3172347	MC	34	0.34	0.36	3.16	0.01	0.98	1.03
26	3176120	MC	81	0.81	0.34	0.82	0.02	0.89	0.85

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
29	3176168	OE	15	0.58	0.54	3.96	0.01	1.03	0.91
30	3180525	MC	36	0.36	0.21	3.09	0.01	1.14	1.18
31	3172543	MC	33	0.33	0.24	3.26	0.01	1.10	1.19
34	3332815	SA	27	0.54	0.51	3.45	0.01	0.95	0.91
35	3399847	SA	0	0.01	0.12	6.64	0.06	1.00	0.63
36	3171967	MC	49	0.49	0.36	2.45	0.01	1.01	1.02
37	3175804	MC	82	0.82	0.21	0.67	0.02	1.02	1.23
38	3176073	MC	28	0.28	0.31	3.49	0.02	1.02	1.14
39	3175783	MC	56	0.56	0.42	2.15	0.01	0.94	0.92
40	3173583	MC	54	0.54	0.34	2.21	0.01	1.02	1.02
41	3173570	MC	38	0.38	0.39	2.99	0.01	0.97	1.00
42	3177807	MC	67	0.67	0.39	1.56	0.01	0.94	0.93
43	3172491	MC	69	0.69	0.46	1.49	0.01	0.88	0.80
44	3332827	SA	19	0.37	0.41	4.74	0.01	0.97	0.95
45	3332819	SA	32	0.63	0.50	3.37	0.01	0.94	0.90
46	3179950	MC	50	0.50	0.42	2.39	0.01	0.94	0.93
47	3172234	MC	54	0.54	0.41	2.22	0.01	0.95	0.94
50	3172370	OE	35	1.40	0.67	3.12	0.01	0.86	0.84
51	3332804	SA	20	0.39	0.43	3.84	0.01	1.02	0.97
52	3173475	MC	55	0.55	0.23	2.16	0.01	1.12	1.16
53	3175850	MC	59	0.59	0.52	1.97	0.01	0.84	0.79
54	3172109	MC	82	0.82	0.44	0.67	0.02	0.83	0.65
57	3173482	MC	44	0.44	0.32	2.68	0.01	1.05	1.09
58	3173452	MC	64	0.64	0.43	1.71	0.01	0.91	0.88
59	3172489	MC	52	0.52	0.36	2.30	0.01	1.00	1.00
60	3177434	MC	49	0.49	0.40	2.47	0.01	0.96	0.96

### English Social Studies Grade 11

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	3485236	MC	80	0.80	0.35	-1.70	0.02	0.95	0.89
2	3508213	MC	80	0.80	0.36	-1.72	0.02	0.93	0.88
3	3483352	SA	35	0.70	0.51	0.66	0.01	0.95	0.93
4	3483775	MC	79	0.79	0.43	-1.63	0.02	0.88	0.75
5	3484091	MC	69	0.69	0.44	-1.02	0.02	0.91	0.85
6	3466072	OE	39	1.55	0.50	0.38	0.01	1.28	1.30
7	3477606	MC	42	0.42	0.24	0.28	0.02	1.11	1.18
8	3476646	MC	50	0.50	0.19	-0.12	0.02	1.17	1.22
10	3485863	MC	61	0.61	0.41	-0.64	0.02	0.95	0.93
11	3513178	SA	18	0.36	0.51	1.66	0.01	0.87	0.82
12	3483279	MC	81	0.81	0.37	-1.75	0.02	0.91	0.85
13	3509299	MC	56	0.56	0.25	-0.37	0.02	1.10	1.15
15	3484827	OE	13	0.52	0.44	1.79	0.01	1.07	1.15
16	3483447	MC	54	0.54	0.32	-0.28	0.02	1.04	1.05
17	3513192	MC	48	0.48	0.42	-0.03	0.02	0.95	0.95
18	3466098	SA	19	0.38	0.42	1.86	0.01	0.98	0.94
19	3508234	MC	54	0.54	0.45	-0.28	0.02	0.92	0.90

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
20	3524007	MC	71	0.71	0.48	-1.14	0.02	0.86	0.77
21	3470123	MC	63	0.63	0.33	-0.72	0.02	1.02	1.01
22	3483951	SA	3	0.07	0.22	2.91	0.03	1.01	1.07
23	3485860	MC	59	0.59	0.45	-0.55	0.02	0.92	0.88
24	3525581	MC	55	0.55	0.42	-0.35	0.02	0.95	0.93
25	3482791	MC	34	0.34	0.31	0.67	0.02	1.03	1.14
27	3509303	MC	61	0.61	0.40	-0.63	0.02	0.96	0.93
28	3484909	SA	44	0.88	0.40	0.21	0.01	1.07	1.07
29	3508232	MC	37	0.37	0.35	0.49	0.02	1.00	1.07
30	3525582	MC	54	0.54	0.49	-0.28	0.02	0.88	0.86
32	3470637	SA	22	0.44	0.33	1.47	0.01	1.11	1.12
33	3508208	MC	77	0.77	0.44	-1.53	0.02	0.88	0.77
34	3465382	MC	64	0.64	0.45	-0.78	0.02	0.91	0.87
35	3483295	MC	68	0.68	0.28	-0.98	0.02	1.05	1.09
36	3484944	SA	33	0.67	0.56	0.92	0.01	0.86	0.84
37	3508281	MC	39	0.39	0.15	0.40	0.02	1.20	1.30
38	3471289	MC	44	0.44	0.21	0.17	0.02	1.14	1.19
39	3485244	MC	49	0.49	0.34	-0.06	0.02	1.03	1.04
41	3509464	MC	60	0.60	0.19	-0.57	0.02	1.15	1.26
42	3466657	MC	50	0.50	0.38	-0.12	0.02	1.00	1.00
44	3484899	SA	20	0.39	0.43	1.28	0.01	1.01	1.04
45	3466642	SA	29	0.58	0.51	0.85	0.01	0.95	0.92
46	3484038	MC	36	0.36	0.30	0.56	0.02	1.05	1.10
47	3523595	MC	80	0.80	0.44	-1.70	0.02	0.86	0.72
49	3466096	SA	44	0.89	0.55	0.10	0.01	0.96	0.91
50	3466678	MC	71	0.71	0.46	-1.17	0.02	0.88	0.80
51	3485237	MC	70	0.70	0.38	-1.07	0.02	0.96	0.94
52	3508248	OE	10	0.42	0.44	2.02	0.01	1.06	1.26
53	3482720	MC	56	0.56	0.25	-0.39	0.02	1.10	1.12
54	3484086	SA	27	0.55	0.60	0.85	0.01	0.83	0.75
55	3485796	MC	75	0.75	0.14	-1.34	0.02	1.15	1.34
56	3466116	SA	20	0.40	0.59	1.20	0.01	0.80	0.66
57	3466669	MC	40	0.40	0.32	0.37	0.02	1.04	1.07
58	3483917	MC	30	0.30	0.20	0.88	0.02	1.12	1.28
59	3479532	SA	17	0.34	0.56	1.26	0.01	0.82	0.64
60	3508220	MC	31	0.31	0.28	0.81	0.02	1.05	1.19
62	3466665	MC	34	0.34	0.44	0.64	0.02	0.92	0.98
63	3508251	SA	34	0.67	0.56	0.73	0.01	0.87	0.85
64	3465404	MC	42	0.42	0.13	0.30	0.02	1.22	1.28
65	3485877	MC	46	0.46	0.13	0.09	0.02	1.22	1.29
66	3466100	SA	59	1.17	0.53	-0.48	0.01	0.94	0.94
67	3470117	MC	56	0.56	0.35	-0.39	0.02	1.02	1.02
68	3485742	MC	84	0.84	0.38	-2.01	0.02	0.88	0.78

### Spanish Reading Grade 3

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2117760	MC	36	0.36	0.14	0.72	0.05	1.14	1.25
2	2117762	MC	64	0.64	0.38	-0.90	0.06	1.09	1.05
3	2117763	MC	94	0.94	0.30	-2.97	0.11	0.90	0.70
4	2117765	MC	93	0.93	0.39	-2.46	0.09	0.71	0.43
5	2117766	MC	79	0.79	0.38	-1.29	0.06	0.87	0.81
6	2120305	MC	63	0.63	0.22	-0.64	0.05	1.12	1.17
7	2120307	MC	32	0.32	0.23	0.65	0.05	1.00	1.03
8	2120309	MC	91	0.91	0.32	-2.46	0.09	0.90	0.72
9	2120306	MC	56	0.56	0.27	-0.45	0.05	1.11	1.13
10	2120311	MC	44	0.44	0.20	0.64	0.05	1.15	1.24
11	2120024	MC	33	0.33	0.08	1.17	0.06	1.29	1.52
12	2120023	MC	49	0.49	0.32	-0.09	0.05	1.03	1.03
13	2120026	MC	61	0.61	0.40	-0.15	0.05	0.92	0.90
14	2120028	MC	26	0.26	0.15	1.11	0.06	1.04	1.19
15	2120030	MC	35	0.35	0.36	0.40	0.05	0.92	0.94
16	3188040	MC	30	0.30	0.22	1.05	0.06	1.05	1.19
17	3188041	MC	56	0.56	0.19	-0.17	0.05	1.11	1.14
18	3188042	MC	25	0.25	0.21	1.35	0.06	1.04	1.19
19	3188044	MC	45	0.45	0.22	0.34	0.05	1.09	1.12
20	3188073	MC	71	0.71	0.35	-0.95	0.06	0.96	0.96
21	3188076	MC	74	0.74	0.42	-1.11	0.06	0.92	0.81
22	3336866	SA	44	0.88	0.55	0.34	0.03	0.87	0.85
23	3188078	MC	41	0.41	0.09	0.50	0.05	1.19	1.30
24	3188110	MC	57	0.57	0.37	-0.28	0.05	0.98	0.97
25	3336963	SA	34	0.68	0.56	0.61	0.03	0.77	0.75
26	3188112	MC	43	0.43	0.38	0.42	0.05	0.95	0.97
27	3188131	OE	46	1.85	0.49	0.62	0.03	1.16	1.23
28	3431658	MC	65	0.65	0.36	-0.62	0.05	0.96	0.97
29	3431586	SA	73	1.46	0.49	-1.04	0.04	0.87	0.88
30	3431655	MC	60	0.60	0.39	-0.39	0.05	0.95	0.92
31	3431587	SA	46	0.91	0.61	0.30	0.04	0.79	0.78
32	3431659	MC	68	0.68	0.43	-0.77	0.05	0.91	0.86
33	3431553	OE	58	2.31	0.55	-0.02	0.02	1.15	1.28
43	3431647	MC	75	0.75	0.41	-1.17	0.06	0.90	0.85
44	3431576	SA	43	0.86	0.43	0.57	0.04	0.94	0.94
45	3431645	MC	61	0.61	0.38	-0.43	0.05	0.96	0.95
46	3431648	MC	72	0.72	0.36	-0.95	0.06	0.96	0.91
47	3431578	SA	64	1.28	0.48	-0.47	0.04	0.97	1.01
48	3431641	MC	58	0.58	0.32	-0.28	0.05	1.01	1.02
49	3431551	OE	37	1.47	0.50	0.85	0.03	1.03	1.02
50	3268522	MC	66	0.66	0.34	-0.65	0.05	0.98	0.99
51	3351329	SA	4	0.09	0.18	2.45	0.07	1.08	1.21
52	3268515	MC	48	0.48	0.31	0.19	0.05	1.01	1.06
53	3268524	MC	45	0.45	0.27	0.38	0.05	1.05	1.09
54	3351301	SA	33	0.66	0.53	0.98	0.04	0.86	0.83
55	3268519	MC	54	0.54	0.26	-0.46	0.05	1.15	1.16
56	3269112	OE	24	0.94	0.47	1.00	0.03	1.13	1.24

## Spanish Reading Grade 4

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2125803	MC	79	0.79	0.30	-0.66	0.07	0.87	0.84
2	2125805	MC	62	0.62	0.40	-0.57	0.07	1.14	1.12
3	2125808	MC	48	0.48	0.27	0.32	0.06	1.07	1.10
4	2125810	MC	39	0.39	0.30	0.63	0.06	1.00	1.02
5	2125811	MC	59	0.59	0.16	0.04	0.06	1.15	1.21
6	2122291	MC	33	0.33	0.26	1.61	0.07	1.17	1.35
7	2125647	MC	43	0.43	0.29	1.17	0.06	1.13	1.21
8	2125648	MC	48	0.48	0.23	0.89	0.06	1.12	1.20
9	2125651	MC	60	0.60	0.22	0.42	0.06	1.08	1.10
10	2125650	MC	54	0.54	0.26	0.92	0.06	1.18	1.28
11	3189500	MC	61	0.61	0.34	-0.06	0.06	1.00	0.99
12	3189550	MC	45	0.45	0.36	0.67	0.06	0.96	1.01
13	3189501	MC	44	0.44	0.30	0.74	0.06	1.01	1.06
14	3189551	MC	32	0.32	0.18	1.34	0.07	1.09	1.16
15	3189553	MC	59	0.59	0.43	0.03	0.06	0.92	0.88
16	3189497	MC	41	0.41	0.34	0.89	0.06	0.96	1.05
17	3189498	MC	76	0.76	0.31	-0.81	0.07	1.00	1.00
18	3189499	MC	62	0.62	0.41	-0.12	0.06	0.94	0.92
19	3189530	MC	58	0.58	0.35	0.08	0.06	0.98	0.96
20	3189531	MC	56	0.56	0.30	0.17	0.06	1.03	1.04
21	3281199	MC	43	0.43	0.21	0.99	0.06	1.14	1.20
22	3351429	SA	44	0.87	0.56	0.53	0.04	0.90	0.87
23	3281196	MC	69	0.69	0.40	-0.49	0.07	0.96	0.90
24	3281201	MC	51	0.51	0.34	0.19	0.06	1.02	1.02
25	3351430	SA	36	0.72	0.50	1.09	0.04	0.91	0.89
26	3281202	MC	85	0.85	0.41	-1.64	0.09	1.02	0.85
27	3281248	OE	41	1.64	0.52	0.75	0.03	1.12	1.12
28	3431375	MC	93	0.93	0.22	-2.46	0.12	0.97	1.01
29	3431332	SA	45	0.90	0.42	0.65	0.04	1.04	1.03
30	3431374	MC	72	0.72	0.44	-0.61	0.07	0.89	0.85
31	3431380	MC	81	0.81	0.37	-1.13	0.08	0.94	0.85
32	3431333	SA	46	0.92	0.42	0.65	0.04	1.02	1.01
33	3431383	MC	75	0.75	0.45	-0.77	0.07	0.89	0.80
34	3431309	OE	83	3.30	0.56	-0.66	0.03	0.91	1.01
44	3189555	MC	36	0.36	0.30	1.09	0.06	1.00	1.01
45	3340899	SA	54	1.08	0.47	0.32	0.04	1.00	1.00
46	3189573	MC	43	0.43	0.23	0.77	0.06	1.08	1.12
47	3340901	SA	48	0.97	0.43	0.54	0.04	1.03	1.02
48	3189524	MC	24	0.24	0.21	1.76	0.07	1.03	1.17
49	3189486	OE	43	1.71	0.46	0.79	0.03	1.13	1.11
50	3431395	MC	76	0.76	0.19	-0.83	0.07	1.09	1.12
51	3431341	SA	50	1.00	0.37	0.45	0.04	1.11	1.11
52	3431394	MC	90	0.90	0.38	-2.01	0.10	0.89	0.67
53	3431397	MC	91	0.91	0.34	-2.14	0.11	0.93	0.77
54	3431337	SA	72	1.44	0.44	-0.55	0.05	0.97	1.00



Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
55	3431401	MC	80	0.80	0.45	-1.12	0.08	0.88	0.74
56	3431312	OE	71	2.85	0.57	-0.21	0.03	1.02	1.03

### Spanish Reading Grade 5

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2123407	MC	57	0.57	0.25	0.63	0.07	1.07	1.08
2	2123411	MC	46	0.46	0.09	1.10	0.07	1.24	1.33
3	2123412	MC	77	0.77	0.39	-0.36	0.08	0.81	0.74
4	2123415	MC	90	0.90	0.28	-0.99	0.09	0.64	0.60
5	2123191	MC	76	0.76	0.35	-0.62	0.08	0.95	0.92
6	2123188	MC	38	0.38	0.35	1.26	0.07	0.98	0.99
7	2123195	MC	42	0.42	0.27	0.62	0.07	1.09	1.10
8	2123194	MC	43	0.43	0.18	1.14	0.07	1.15	1.19
9	2123192	MC	39	0.39	0.13	1.49	0.07	1.24	1.48
10	3212545	MC	52	0.52	0.14	0.65	0.07	1.16	1.20
11	3211583	MC	41	0.41	0.25	1.11	0.07	1.07	1.10
12	3211582	MC	32	0.32	0.18	1.58	0.07	1.11	1.28
13	3211676	MC	56	0.56	0.36	0.43	0.07	0.98	0.97
14	3211675	MC	60	0.60	0.34	0.22	0.07	0.99	0.98
15	3211574	MC	65	0.65	0.36	-0.05	0.07	0.99	0.94
16	3211575	MC	43	0.43	0.31	1.03	0.07	1.02	1.07
17	3211576	MC	79	0.79	0.42	-0.77	0.08	0.88	0.77
18	3211633	MC	45	0.45	0.35	0.91	0.07	1.00	1.00
19	3211637	MC	50	0.50	0.42	0.71	0.07	0.93	0.92
20	3281392	MC	45	0.45	0.42	0.50	0.07	0.97	0.96
21	3281459	SA	14	0.29	0.33	2.52	0.06	1.01	1.01
22	3281390	MC	63	0.63	0.42	-0.39	0.08	1.12	1.10
23	3281396	MC	40	0.40	0.21	1.15	0.07	1.10	1.15
24	3281457	SA	43	0.86	0.31	1.42	0.08	0.99	0.98
25	3281398	MC	45	0.45	0.42	0.88	0.07	0.93	0.93
26	3281458	OE	21	0.83	0.52	2.00	0.04	0.99	1.01
27	3431840	MC	64	0.64	0.27	0.03	0.07	1.07	1.10
28	3431757	SA	42	0.83	0.47	1.07	0.05	0.96	0.95
29	3431842	MC	90	0.90	0.38	-1.76	0.11	0.88	0.59
30	3431846	MC	63	0.63	0.46	0.07	0.07	0.89	0.86
31	3431756	SA	46	0.91	0.43	0.85	0.05	1.05	1.05
32	3431837	MC	73	0.73	0.50	-0.43	0.08	0.85	0.73
33	3431726	OE	52	2.07	0.53	0.59	0.03	1.07	1.08
43	3431800	MC	66	0.66	0.33	-0.06	0.07	1.00	0.98
44	3431737	SA	34	0.68	0.51	1.23	0.04	0.97	0.93
45	3431790	MC	48	0.48	0.11	0.77	0.07	1.21	1.25
46	3431798	MC	34	0.34	0.24	1.49	0.07	1.05	1.12
47	3431739	SA	33	0.66	0.53	1.41	0.05	0.89	0.85
48	3431796	MC	58	0.58	0.31	0.31	0.07	1.03	1.03
49	3431713	OE	55	2.19	0.63	0.51	0.03	0.91	0.91
50	3211599	MC	53	0.53	0.39	0.53	0.07	0.97	0.97

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
51	3337754	SA	26	0.52	0.51	1.91	0.06	0.95	0.91
52	3211662	MC	52	0.52	0.38	0.67	0.07	0.96	0.96
53	3211598	MC	41	0.41	0.12	1.09	0.07	1.18	1.27
54	3337761	SA	38	0.76	0.53	1.02	0.05	1.10	1.07
55	3211664	MC	69	0.69	0.51	0.14	0.07	0.79	0.74
56	3211605	OE	42	1.69	0.61	1.06	0.04	0.89	0.89

### Spanish Reading Grade 6

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2124637	MC	83	0.83	0.31	-0.90	0.12	1.16	1.10
2	2124641	MC	81	0.81	0.34	-0.29	0.10	0.85	0.80
3	2124644	MC	50	0.50	0.22	1.12	0.09	1.02	1.04
4	2124645	MC	65	0.65	0.26	0.20	0.09	1.08	1.09
5	2124537	MC	74	0.74	0.23	0.02	0.10	1.02	1.01
6	2124544	MC	62	0.62	0.39	0.27	0.09	1.04	1.01
7	2124542	MC	65	0.65	0.32	0.46	0.09	0.95	0.94
8	2124543	MC	35	0.35	0.07	1.82	0.09	1.11	1.19
9	2124538	MC	73	0.73	0.29	0.13	0.09	0.94	0.91
10	2124559	MC	56	0.56	0.21	0.68	0.09	1.08	1.07
11	2124560	MC	55	0.55	0.21	0.93	0.09	1.02	1.04
12	2124562	MC	81	0.81	0.25	-0.42	0.11	0.99	0.94
13	2124565	MC	48	0.48	0.07	1.77	0.09	1.27	1.37
14	3212408	MC	17	0.17	0.00	2.80	0.11	1.08	1.39
15	3212407	MC	84	0.84	0.34	-0.65	0.11	0.90	0.84
16	3212409	MC	40	0.40	0.30	1.57	0.09	0.97	1.00
17	3212485	MC	41	0.41	0.11	1.56	0.09	1.09	1.12
18	3212405	MC	33	0.33	0.28	1.90	0.09	0.97	0.95
19	3212404	MC	63	0.63	0.32	0.50	0.09	0.98	0.97
20	3336715	SA	78	1.56	0.31	-0.12	0.07	1.00	1.02
21	3212421	MC	75	0.75	0.22	-0.03	0.10	0.99	0.96
22	3212448	MC	56	0.56	0.18	0.88	0.09	1.06	1.08
23	3336717	SA	66	1.32	0.36	0.34	0.07	0.97	0.96
24	3212458	MC	75	0.75	0.36	-0.04	0.10	0.93	0.87
25	3212456	MC	73	0.73	0.21	0.11	0.09	1.01	1.04
26	3212425	OE	47	1.90	0.44	1.11	0.05	0.95	0.95
27	3281763	MC	36	0.36	0.10	1.74	0.09	1.09	1.17
28	3351346	SA	82	1.64	0.45	-0.29	0.07	0.97	0.87
29	3281764	MC	32	0.32	0.05	1.74	0.09	1.08	1.12
30	3281765	MC	67	0.67	0.23	0.35	0.09	1.02	1.02
31	3351356	SA	59	1.17	0.36	0.81	0.06	1.01	1.03
32	3281769	MC	50	0.50	0.29	1.37	0.09	0.99	0.99
33	3281767	MC	31	0.31	-0.02	1.97	0.09	1.16	1.25
34	3351444	OE	23	0.90	0.43	1.94	0.04	1.00	0.93
44	3432005	MC	31	0.31	0.24	2.00	0.09	0.99	1.03
45	3431924	SA	66	1.33	0.48	0.61	0.05	0.89	0.85
46	3432011	MC	76	0.76	0.44	-0.14	0.10	0.87	0.77

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
47	3432004	MC	71	0.71	0.24	0.17	0.09	0.98	1.03
48	3431925	SA	48	0.95	0.44	1.26	0.06	0.90	0.89
49	3432000	MC	56	0.56	0.36	0.87	0.09	0.93	0.93
50	3432002	MC	46	0.46	0.14	1.25	0.09	1.07	1.09
51	3431892	OE	50	2.01	0.55	1.08	0.04	0.89	0.87
52	3431984	MC	27	0.27	0.22	2.19	0.09	1.01	1.01
53	3431915	SA	55	1.11	0.41	0.98	0.05	0.98	0.97
54	3431971	MC	72	0.72	0.33	0.11	0.09	0.95	0.91
55	3431983	MC	48	0.48	0.08	1.24	0.09	1.11	1.14
56	3431913	SA	55	1.10	0.53	0.97	0.05	0.86	0.83
57	3431981	MC	13	0.13	0.08	3.17	0.13	1.02	1.34
58	3431978	MC	23	0.23	0.10	2.42	0.10	1.05	1.27
59	3431883	OE	25	1.00	0.33	1.83	0.04	1.18	1.49

### Spanish Reading Grade 7

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2124518	MC	86	0.86	0.26	-0.35	0.13	1.14	1.07
2	2124519	MC	70	0.70	0.34	0.94	0.09	0.96	0.91
3	2124520	MC	32	0.32	0.32	2.69	0.09	0.96	0.98
4	2124525	MC	58	0.58	0.13	1.14	0.09	1.18	1.25
5	2124526	MC	81	0.81	0.30	-0.37	0.13	1.51	1.48
6	2130605	MC	45	0.45	0.25	2.04	0.08	1.02	1.04
7	2130606	MC	55	0.55	0.32	1.40	0.08	1.01	1.01
8	2130603	MC	30	0.30	0.13	2.77	0.09	1.09	1.10
9	2130612	MC	65	0.65	0.17	1.59	0.08	1.04	1.05
10	2130536	MC	72	0.72	0.40	1.47	0.08	0.83	0.80
11	2130544	MC	80	0.80	0.25	0.81	0.09	0.81	0.77
12	2130545	MC	82	0.82	0.37	0.19	0.11	0.89	0.78
13	2130541	MC	50	0.50	0.28	1.52	0.08	1.04	1.04
14	3212697	MC	31	0.31	0.08	2.71	0.09	1.10	1.23
15	3212698	MC	36	0.36	0.04	2.43	0.09	1.15	1.21
16	3212720	MC	47	0.47	-0.03	1.93	0.08	1.21	1.24
17	3212724	MC	40	0.40	0.33	2.29	0.08	0.95	0.98
18	3212699	MC	22	0.22	0.15	3.14	0.10	1.04	1.16
19	3439406	MC	77	0.77	0.36	0.47	0.10	0.91	0.85
20	3439359	SA	37	0.75	0.42	2.38	0.06	0.94	0.93
21	3439403	MC	33	0.33	0.25	2.61	0.09	1.00	1.05
22	3439408	MC	55	0.55	0.49	1.58	0.08	0.85	0.83
23	3439362	SA	43	0.86	0.46	2.10	0.06	0.91	0.90
24	3439411	MC	29	0.29	0.25	2.79	0.09	0.99	1.04
25	3439407	MC	52	0.52	0.28	1.72	0.08	0.99	0.99
26	3439337	OE	43	1.72	0.43	2.13	0.04	1.02	1.03
27	3346928	MC	36	0.36	-0.05	2.53	0.09	1.24	1.37
28	3346938	SA	25	0.51	0.46	2.73	0.06	0.88	0.83
29	3346934	MC	58	0.58	0.24	1.47	0.08	1.02	1.03
30	3346924	MC	66	0.66	0.37	1.09	0.09	0.94	0.91

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
31	3346939	SA	21	0.42	0.47	2.98	0.06	0.86	0.77
32	3346931	MC	45	0.45	0.32	2.01	0.08	0.97	0.97
33	3346925	MC	47	0.47	0.39	2.27	0.08	0.98	0.98
34	3346937	OE	38	1.50	0.53	2.35	0.04	0.91	0.90
44	3212702	MC	51	0.51	0.32	1.79	0.08	0.97	0.96
45	3337435	SA	73	1.46	0.41	1.13	0.06	0.81	0.81
46	3212704	MC	74	0.74	0.36	0.69	0.09	0.91	0.90
47	3212741	MC	66	0.66	0.33	1.08	0.09	0.95	0.96
48	3337448	SA	53	1.05	0.43	1.42	0.05	0.91	1.01
49	3212730	MC	36	0.36	0.19	2.42	0.09	1.04	1.09
50	3337450	OE	34	1.37	0.40	2.42	0.04	1.10	1.10
51	3432113	MC	52	0.52	0.34	1.72	0.08	0.96	0.95
52	3432072	SA	25	0.51	0.39	3.17	0.07	0.94	0.91
53	3432116	MC	17	0.17	-0.05	3.47	0.11	1.13	1.58
54	3432110	MC	29	0.29	0.23	2.83	0.09	1.00	1.06
55	3432071	SA	28	0.56	0.23	2.56	0.05	1.17	1.23
56	3432121	MC	56	0.56	0.30	1.58	0.08	0.98	0.98
57	3432117	MC	52	0.52	0.30	1.73	0.08	0.97	0.97
58	3432043	OE	22	0.89	0.37	2.88	0.04	1.11	1.21

### Spanish Reading Grade 8

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2130855	MC	57	0.57	0.18	1.04	0.09	1.26	1.31
2	2130858	MC	54	0.54	0.29	1.70	0.09	1.00	1.03
3	2130856	MC	84	0.84	0.18	0.44	0.11	0.83	0.84
4	2130859	MC	60	0.60	0.11	0.94	0.10	1.31	1.39
5	2130901	MC	70	0.70	0.40	1.43	0.09	0.85	0.83
6	2130904	MC	45	0.45	0.26	1.96	0.09	1.01	1.02
7	2130907	MC	63	0.63	0.31	1.91	0.09	1.02	1.05
8	2130908	MC	65	0.65	0.43	1.28	0.09	0.87	0.86
9	3212942	MC	55	0.55	0.20	1.63	0.09	1.06	1.07
10	3212943	MC	59	0.59	0.16	1.42	0.09	1.10	1.11
11	3212945	MC	53	0.53	0.19	1.66	0.09	1.08	1.10
12	3212970	MC	71	0.71	0.37	0.82	0.10	0.93	0.90
13	3212972	MC	56	0.56	0.42	1.57	0.09	0.91	0.90
14	3351030	MC	44	0.44	0.17	2.13	0.09	1.09	1.12
15	3351031	MC	57	0.57	0.27	1.52	0.09	1.01	1.03
16	3351040	MC	33	0.33	0.23	2.64	0.09	1.03	1.03
17	3351041	MC	43	0.43	0.12	2.14	0.09	1.11	1.18
18	3351045	MC	52	0.52	0.26	1.76	0.09	1.02	1.02
19	3212913	MC	61	0.61	0.38	1.33	0.09	0.94	0.92
20	3340912	SA	50	1.00	0.45	1.97	0.06	0.96	0.94
21	3212983	MC	52	0.52	0.33	1.77	0.09	0.97	0.97
22	3212987	MC	22	0.22	0.08	3.22	0.11	1.08	1.23
23	3340916	SA	58	1.17	0.53	1.47	0.06	0.89	0.87
24	3212986	MC	31	0.31	0.02	2.72	0.09	1.16	1.34

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
25	3212932	OE	39	1.54	0.56	2.36	0.04	0.88	0.87
26	3439431	MC	64	0.64	0.34	1.20	0.09	0.97	0.96
27	3439376	SA	33	0.67	0.21	2.50	0.06	1.17	1.20
28	3439437	MC	28	0.28	0.19	2.82	0.10	1.02	1.12
29	3439430	MC	81	0.81	0.40	0.27	0.11	0.92	0.81
30	3439373	SA	63	1.25	0.48	1.40	0.06	0.94	0.94
31	3439428	MC	59	0.59	0.35	1.40	0.09	0.96	0.95
32	3439442	MC	49	0.49	0.31	1.89	0.09	0.98	1.00
33	3439344	OE	26	1.03	0.52	3.22	0.07	0.85	0.85
43	3350930	MC	64	0.64	0.31	0.65	0.10	1.27	1.28
44	3351015	SA	63	1.25	0.39	1.38	0.06	1.11	1.10
45	3350931	MC	74	0.74	0.32	0.63	0.10	0.99	1.01
46	3350932	MC	77	0.77	0.22	0.64	0.10	0.97	0.98
47	3350933	MC	40	0.40	0.25	1.86	0.09	1.02	1.02
48	3351016	SA	30	0.60	0.40	3.06	0.08	1.12	1.10
49	3350937	MC	82	0.82	0.37	0.18	0.11	0.92	0.82
50	3351013	OE	34	1.36	0.37	2.82	0.05	1.13	1.12
51	3418484	MC	34	0.34	0.03	2.60	0.09	1.16	1.30
52	3418438	SA	65	1.29	0.59	1.40	0.05	0.82	0.77
53	3418485	MC	54	0.54	0.33	1.65	0.09	0.97	0.99
54	3418489	MC	82	0.82	0.39	0.11	0.12	0.89	0.77
55	3439347	SA	41	0.81	0.49	2.11	0.05	0.91	0.85
56	3418491	MC	31	0.31	0.17	2.69	0.09	1.04	1.15
57	3418481	MC	56	0.56	0.21	1.57	0.09	1.06	1.10
58	3418415	OE	39	1.57	0.45	2.40	0.05	0.99	0.99

### Spanish Reading Grade 9

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	3432298	MC	40	0.40	0.06	1.84	0.09	1.12	1.19
2	3432299	MC	56	0.56	0.23	1.12	0.09	1.02	1.03
3	3432302	MC	29	0.29	0.19	2.36	0.10	1.02	1.12
4	3432290	MC	61	0.61	0.14	0.94	0.09	1.07	1.09
5	3432300	MC	42	0.42	0.11	1.77	0.09	1.09	1.11
6	3432296	MC	53	0.53	0.13	1.24	0.09	1.09	1.09
7	3432304	MC	45	0.45	0.15	1.59	0.09	1.06	1.07
8	3212753	MC	24	0.24	-0.05	2.64	0.11	1.15	1.27
9	3212754	MC	59	0.59	0.30	0.98	0.09	0.97	0.96
10	3212755	MC	38	0.38	0.11	1.95	0.10	1.09	1.13
11	3212756	MC	86	0.86	0.17	-0.49	0.13	1.00	1.05
12	3212757	MC	68	0.68	0.27	0.58	0.10	1.00	0.97
13	3212785	MC	83	0.83	0.38	-0.33	0.12	0.90	0.76
14	3212786	MC	52	0.52	0.04	1.28	0.09	1.13	1.16
15	3212798	MC	63	0.63	0.33	0.84	0.10	0.96	0.95
16	3212799	MC	25	0.25	0.09	2.53	0.10	1.06	1.24
17	3212800	MC	57	0.57	0.41	1.10	0.09	0.90	0.89
18	3212802	MC	69	0.69	0.36	0.50	0.10	0.93	0.90

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
19	3212846	MC	34	0.34	0.16	2.13	0.10	1.04	1.10
20	3212818	MC	46	0.46	0.23	1.55	0.09	1.02	1.05
21	3432334	MC	56	0.56	0.21	1.12	0.09	1.02	1.02
22	3432256	SA	48	0.97	0.37	1.46	0.06	0.98	0.98
23	3432331	MC	64	0.64	0.21	0.78	0.10	1.02	1.02
24	3432330	MC	31	0.31	0.15	2.24	0.10	1.05	1.14
25	3432255	SA	39	0.78	0.47	1.77	0.06	0.90	0.88
26	3432325	MC	68	0.68	0.36	0.55	0.10	0.93	0.89
27	3432223	OE	41	1.66	0.54	1.67	0.04	0.94	0.92
28	3303198	MC	53	0.53	0.24	1.28	0.09	1.01	1.00
29	3351347	SA	47	0.93	0.30	1.27	0.07	1.28	1.27
30	3303210	MC	65	0.65	0.36	0.73	0.10	0.93	0.90
31	3303202	MC	40	0.40	0.29	1.93	0.10	0.99	1.03
32	3351348	SA	72	1.45	0.45	0.39	0.08	1.15	1.12
33	3303211	MC	44	0.44	0.18	1.44	0.09	1.04	1.03
34	3303212	MC	65	0.65	0.36	0.87	0.10	0.91	0.88
35	3303238	OE	48	1.92	0.48	1.48	0.04	1.09	1.12
45	3269075	MC	34	0.34	0.10	2.09	0.10	1.09	1.12
46	3351357	SA	13	0.26	0.34	3.03	0.09	0.93	0.85
47	3269068	MC	43	0.43	0.27	1.70	0.09	0.99	0.99
48	3269072	MC	48	0.48	0.06	1.47	0.09	1.12	1.14
49	3351359	SA	22	0.43	0.35	2.48	0.07	0.96	0.96
50	3269066	MC	49	0.49	0.40	1.43	0.09	0.91	0.91
51	3269209	OE	24	0.98	0.42	2.35	0.05	0.98	1.03
52	3212781	MC	64	0.64	0.10	0.75	0.10	1.13	1.14
53	3337723	SA	40	0.80	0.34	1.62	0.06	1.05	1.07
54	3212782	MC	94	0.94	0.21	-1.14	0.16	0.74	0.64
55	3212833	MC	67	0.67	0.42	0.65	0.10	0.89	0.86
56	3337726	SA	30	0.61	0.24	2.15	0.07	1.10	1.09
57	3212779	MC	79	0.79	0.35	-0.17	0.12	0.99	0.90
58	3212807	OE	38	1.53	0.44	1.81	0.05	1.50	1.49

### Spanish Reading Grade 11

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	3486575	MC	68	0.68	0.24	-0.11	0.14	1.06	1.05
2	3486579	MC	68	0.68	0.39	-0.29	0.15	0.99	0.97
3	3486497	SA	29	0.58	0.41	1.39	0.10	0.89	0.87
4	3496090	MC	94	0.94	0.35	-2.41	0.29	0.92	0.68
5	3496089	MC	38	0.38	0.28	1.09	0.14	0.99	1.01
6	3486580	MC	61	0.61	0.47	-0.05	0.14	0.86	0.84
7	3486501	SA	53	1.07	0.51	0.57	0.10	0.91	0.90
8	3486581	MC	79	0.79	0.44	-1.19	0.18	0.88	0.78
9	3486582	MC	45	0.45	0.19	0.64	0.14	1.08	1.11
10	3496091	MC	52	0.52	0.37	0.19	0.14	0.97	0.97
11	3486456	OE	41	1.63	0.44	0.99	0.07	1.02	1.04
12	3486620	MC	58	0.58	0.05	0.73	0.14	1.15	1.24

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
13	3486623	MC	68	0.68	0.45	-0.40	0.15	0.90	0.87
14	3486512	SA	80	1.59	0.45	-0.44	0.10	0.99	0.93
15	3486624	MC	65	0.65	0.35	-0.22	0.15	0.95	0.95
16	3486625	MC	50	0.50	0.34	0.64	0.14	0.94	0.93
17	3486619	MC	79	0.79	0.42	-0.85	0.17	0.95	0.90
18	3486516	SA	62	1.24	0.37	0.13	0.09	1.06	1.06
19	3486615	MC	53	0.53	0.27	0.58	0.14	1.04	1.06
20	3486622	MC	91	0.91	0.36	-2.11	0.25	0.91	0.71
21	3486628	MC	78	0.78	0.39	-0.83	0.17	0.89	0.80
22	3486464	OE	45	1.80	0.27	0.57	0.07	1.19	1.38
23	3486636	MC	61	0.61	0.26	-0.16	0.14	1.05	1.03
24	3496095	MC	90	0.90	0.40	-2.05	0.25	0.92	0.79
25	3486522	SA	89	1.78	0.38	-1.12	0.14	0.89	0.99
26	3486650	MC	40	0.40	0.22	0.83	0.14	0.98	0.99
27	3496093	MC	60	0.60	0.29	-0.09	0.14	0.94	0.98
28	3486639	MC	65	0.65	0.39	-0.26	0.15	0.97	0.94
29	3486519	SA	82	1.64	0.32	-0.82	0.12	1.00	0.98
30	3486651	MC	86	0.86	0.45	-1.50	0.20	0.90	0.71
31	3486637	MC	39	0.39	0.38	1.02	0.14	0.95	0.91
32	3486468	OE	36	1.43	0.31	1.11	0.05	1.26	1.58
42	3486661	MC	56	0.56	0.33	0.28	0.14	1.05	1.07
43	3486655	MC	22	0.22	-0.08	1.71	0.15	1.20	1.42
44	3486527	SA	55	1.11	0.38	0.44	0.09	1.01	1.02
45	3486666	MC	83	0.83	0.34	-1.19	0.18	0.92	0.88
46	3496098	MC	65	0.65	0.17	0.09	0.14	1.04	1.07
47	3496099	MC	60	0.60	0.49	0.07	0.14	0.93	0.91
48	3486530	SA	45	0.91	0.26	0.79	0.10	1.05	1.08
49	3486656	MC	59	0.59	0.36	0.07	0.14	0.94	0.95
50	3486659	MC	71	0.71	0.31	-0.49	0.15	0.98	0.96
51	3486471	OE	53	2.13	0.41	0.55	0.05	1.27	1.35
52	3486731	MC	54	0.54	0.14	0.36	0.14	1.11	1.14
53	3486735	MC	73	0.73	0.44	-0.59	0.16	0.92	0.84
54	3486551	SA	76	1.53	0.59	-0.43	0.10	0.77	0.70
55	3486724	MC	32	0.32	0.02	1.31	0.14	1.08	1.20
56	3486729	MC	56	0.56	0.29	0.28	0.14	1.06	1.12
57	3486727	MC	73	0.73	0.33	-0.59	0.16	0.99	0.98
58	3486556	SA	38	0.76	0.49	1.08	0.09	0.94	0.97
59	3486730	MC	67	0.67	0.29	-0.20	0.14	1.01	1.03
60	3486716	MC	48	0.48	0.17	0.88	0.14	1.04	1.07
61	3486486	OE	68	2.71	0.61	-0.02	0.07	0.93	0.93

### Spanish Math Grade 3

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2120336	MC	71	0.71	0.39	-0.98	0.06	0.90	0.83
2	2120632	MC	57	0.57	0.35	-0.34	0.05	0.99	0.97
3	2120438	MC	38	0.38	0.37	0.16	0.05	0.96	0.95

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
4	2120436	MC	56	0.56	0.37	-0.63	0.05	1.04	1.02
5	2120648	MC	80	0.80	0.32	-1.54	0.06	0.90	0.89
6	3543130	MC	34	0.34	0.15	0.75	0.05	1.17	1.29
7	2120446	MC	71	0.71	0.24	-0.86	0.05	1.00	1.02
8	2120651	MC	68	0.68	0.31	-0.85	0.05	0.98	1.01
9	2120357	MC	71	0.71	0.28	-1.14	0.06	1.06	1.09
10	2120649	MC	71	0.71	0.38	-0.88	0.05	0.90	0.84
11	3543117	MC	31	0.31	0.16	0.89	0.06	1.15	1.24
12	3543133	MC	26	0.26	0.23	1.20	0.06	1.08	1.18
13	2120468	MC	78	0.78	0.34	-1.44	0.06	0.94	0.89
14	2120469	MC	39	0.39	0.36	0.47	0.05	0.98	1.00
15	2120667	MC	68	0.68	0.24	-0.87	0.05	1.06	1.11
17	3333014	SA	24	0.47	0.51	1.03	0.04	0.86	0.84
19	3184642	MC	69	0.69	0.31	-1.08	0.06	1.05	1.04
20	3287040	OE	35	1.39	0.63	0.85	0.03	0.90	0.87
21	3333004	SA	9	0.19	0.35	1.88	0.05	0.87	0.91
22	3286945	MC	42	0.42	0.36	0.33	0.05	0.99	0.98
23	3184566	MC	39	0.39	0.05	0.48	0.05	1.25	1.38
24	3184646	MC	77	0.77	0.30	-1.40	0.06	0.99	0.94
26	3333012	SA	19	0.37	0.44	1.19	0.04	1.04	1.00
27	3332952	SA	48	0.96	0.51	0.08	0.04	0.93	0.92
28	3184544	MC	17	0.17	0.36	1.81	0.07	0.95	0.92
29	3184612	MC	27	0.27	0.37	1.14	0.06	0.96	1.02
31	3332955	SA	43	0.87	0.51	0.47	0.03	0.96	1.04
32	3184648	MC	30	0.30	0.20	1.06	0.06	1.14	1.31
33	3184532	MC	37	0.37	0.15	0.59	0.05	1.16	1.26
35	3184553	MC	77	0.77	0.35	-1.26	0.06	0.90	0.84
37	3333013	SA	38	0.75	0.50	0.55	0.04	0.95	0.93
39	3441270	MC	52	0.52	0.49	-0.12	0.05	0.87	0.85
40	3441279	MC	53	0.53	0.31	-0.17	0.05	1.02	1.05
41	3332997	SA	30	0.59	0.57	0.78	0.04	0.87	0.81
42	3334706	SA	4	0.09	0.34	2.30	0.07	0.95	0.68
43	3184621	MC	68	0.68	0.41	-0.89	0.05	0.92	0.86
44	3184572	MC	82	0.82	0.31	-1.50	0.06	0.84	0.77
45	3184534	MC	36	0.36	0.28	0.46	0.05	1.02	1.06
46	3184594	MC	50	0.50	0.31	-0.27	0.05	1.05	1.08
47	3332915	SA	34	0.68	0.53	0.54	0.03	0.96	0.93
48	3441251	SA	44	0.88	0.56	0.22	0.03	0.89	0.86
50	3177353	MC	35	0.35	0.33	0.68	0.05	1.01	1.03
52	3332956	SA	9	0.18	0.43	1.82	0.05	0.95	0.65
53	3184563	MC	42	0.42	0.43	0.38	0.05	0.93	0.97
54	3184672	MC	73	0.73	0.29	-1.13	0.06	1.00	1.03
55	3184484	OE	46	1.83	0.52	0.26	0.02	1.12	1.13
56	3184537	MC	51	0.51	0.29	-0.05	0.05	1.05	1.04
58	3184604	MC	59	0.59	0.40	-0.42	0.05	0.94	0.91
59	3332950	SA	23	0.46	0.49	1.04	0.04	0.99	0.87
60	3333021	SA	25	0.51	0.48	1.20	0.04	0.94	0.92
61	3184570	MC	62	0.62	0.35	-0.58	0.05	0.98	0.95



Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
62	3184640	MC	57	0.57	0.39	-0.35	0.05	0.96	0.93
63	3332888	SA	8	0.16	0.40	2.18	0.06	0.91	0.82
64	3184644	MC	70	0.70	0.37	-0.96	0.06	0.95	0.91
65	3187359	MC	49	0.49	0.22	0.01	0.05	1.11	1.15

### Spanish Math Grade 4

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2122159	MC	19	0.19	0.12	1.58	0.07	1.04	1.18
2	2121957	MC	57	0.57	0.37	-0.18	0.06	0.94	0.96
3	2122162	MC	72	0.72	0.23	-1.20	0.07	1.17	1.20
4	2121869	MC	38	0.38	0.46	0.67	0.06	0.88	0.87
5	2122070	MC	72	0.72	0.34	-0.90	0.07	0.91	0.86
6	2121967	MC	54	0.54	0.30	-0.04	0.06	1.01	1.00
7	2121875	MC	74	0.74	0.26	-0.79	0.07	0.91	0.89
8	3543268	MC	54	0.54	0.31	-0.05	0.06	0.98	1.00
9	2122186	MC	63	0.63	0.33	-0.21	0.06	0.94	0.92
10	2122089	MC	37	0.37	0.29	0.52	0.06	1.00	1.00
11	2121884	MC	37	0.37	0.31	0.71	0.06	1.01	1.02
12	3543292	MC	52	0.52	0.15	0.02	0.06	1.12	1.16
13	2121993	MC	70	0.70	0.19	-0.48	0.06	0.99	1.03
14	3543299	MC	48	0.48	0.22	0.24	0.06	1.07	1.07
15	2122200	MC	35	0.35	0.25	1.09	0.07	1.17	1.21
16	2122199	MC	24	0.24	0.19	1.18	0.07	1.02	1.04
18	3333041	SA	11	0.22	0.39	2.42	0.07	0.96	0.89
20	3441324	MC	46	0.46	0.30	0.31	0.06	1.02	1.03
21	3302592	OE	19	0.75	0.56	1.73	0.04	0.96	0.91
22	3333026	SA	36	0.71	0.56	0.71	0.04	0.86	0.82
23	3302488	MC	32	0.32	0.21	1.12	0.07	1.13	1.20
24	3189213	MC	54	0.54	0.31	-0.11	0.06	1.00	1.01
25	3189214	MC	56	0.56	0.20	-0.19	0.06	1.08	1.13
27	3333234	SA	43	0.85	0.39	0.47	0.05	0.95	0.96
28	3333145	SA	11	0.23	0.54	2.26	0.06	0.83	0.66
29	3189274	MC	56	0.56	0.39	-0.25	0.06	0.94	0.92
30	3189160	MC	43	0.43	0.26	0.42	0.06	1.05	1.06
32	3333045	SA	6	0.12	0.38	2.36	0.08	1.14	1.09
33	3204741	MC	49	0.49	0.14	0.14	0.06	1.14	1.20
34	3302521	MC	79	0.79	0.31	-1.30	0.07	0.93	0.88
36	3189269	MC	29	0.29	0.19	1.14	0.07	1.10	1.17
38	3333034	SA	45	0.91	0.44	0.26	0.04	1.02	1.02
40	3189158	MC	33	0.33	0.15	0.90	0.06	1.13	1.20
41	3189206	MC	55	0.55	0.28	-0.11	0.06	1.03	1.02
42	3333237	SA	3	0.06	0.34	2.77	0.10	0.85	0.48
43	3441303	SA	15	0.29	0.41	2.18	0.06	0.94	0.92
44	3189207	MC	34	0.34	0.20	0.85	0.06	1.10	1.14
45	3204730	MC	34	0.34	0.34	0.74	0.06	0.95	0.97
46	3189282	MC	78	0.78	0.19	-1.26	0.07	1.03	1.05

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
47	3189179	MC	25	0.25	0.15	1.35	0.07	1.11	1.26
48	3333035	SA	41	0.82	0.55	0.44	0.04	0.88	0.84
49	3333040	SA	33	0.67	0.55	0.60	0.04	0.82	0.78
51	3302428	MC	70	0.70	0.33	-0.82	0.07	0.94	0.91
53	3333046	SA	14	0.28	0.48	1.54	0.05	0.91	0.81
54	3189164	MC	38	0.38	0.35	0.62	0.06	0.98	0.97
55	3441320	MC	31	0.31	0.26	1.01	0.07	1.03	1.07
56	3302582	OE	22	0.86	0.68	1.61	0.04	0.75	0.72
57	3302455	MC	46	0.46	0.24	0.29	0.06	1.06	1.08
59	3189252	MC	56	0.56	0.19	-0.16	0.06	1.09	1.11
60	3333039	SA	43	0.86	0.56	0.33	0.04	0.86	0.85
61	3360980	SA	14	0.29	0.53	1.65	0.05	0.87	0.69
62	3189211	MC	60	0.60	0.21	-0.32	0.06	1.06	1.07
63	3189194	MC	72	0.72	0.40	-0.90	0.07	0.88	0.81
64	3333236	SA	3	0.06	0.29	2.99	0.11	0.98	0.89
65	3333036	SA	17	0.34	0.50	1.38	0.05	0.95	0.83
66	3189140	MC	30	0.30	0.19	1.09	0.07	1.09	1.15
67	3189152	MC	33	0.33	0.17	0.90	0.06	1.11	1.17

### Spanish Math Grade 5

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2121962	MC	54	0.54	0.34	0.19	0.07	0.96	0.95
2	2121871	MC	55	0.55	0.23	0.15	0.07	1.05	1.06
3	2123541	MC	80	0.80	0.31	-0.65	0.08	0.78	0.72
4	3543418	MC	32	0.32	0.01	1.22	0.07	1.20	1.26
5	3543458	MC	39	0.39	0.18	0.93	0.07	1.08	1.09
6	3543448	MC	22	0.22	0.00	1.75	0.08	1.16	1.50
7	2123627	MC	36	0.36	0.36	0.93	0.07	0.95	0.92
8	2121883	MC	61	0.61	0.37	0.03	0.07	0.92	0.90
9	3543454	MC	73	0.73	0.28	-0.71	0.08	0.97	0.96
10	2121888	MC	82	0.82	0.27	-1.24	0.09	0.94	0.93
11	2123491	MC	37	0.37	0.15	1.18	0.07	1.14	1.21
12	2122198	MC	30	0.30	0.29	1.18	0.07	0.95	0.96
13	3543419	MC	54	0.54	0.26	0.19	0.07	1.03	1.03
14	3543430	MC	31	0.31	0.27	1.31	0.07	1.00	1.04
15	3543440	MC	58	0.58	0.32	0.04	0.07	0.97	0.97
17	3333560	SA	45	0.90	0.45	0.78	0.07	0.88	0.88
19	3190436	MC	20	0.20	-0.03	1.79	0.08	1.09	1.25
20	3190213	OE	22	0.87	0.49	1.64	0.04	1.00	1.00
21	3287730	MC	40	0.40	0.24	0.81	0.07	1.04	1.07
22	3333541	SA	9	0.19	0.38	2.09	0.07	0.90	0.74
23	3190531	MC	48	0.48	0.30	0.38	0.07	1.00	0.99
24	3190534	MC	68	0.68	0.33	-0.46	0.07	0.97	0.95
25	3210687	MC	58	0.58	0.39	0.02	0.07	0.92	0.90
26	3190367	MC	32	0.32	0.20	1.22	0.07	1.07	1.13
27	3333548	SA	44	0.87	0.48	0.57	0.04	0.95	0.93

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
29	3190345	MC	33	0.33	0.06	1.20	0.07	1.16	1.30
31	3190569	MC	71	0.71	0.30	-0.44	0.07	0.93	0.91
32	3190511	MC	51	0.51	0.26	0.46	0.07	1.03	1.04
33	3460707	SA	12	0.25	0.44	1.98	0.06	0.89	0.72
35	3190389	MC	56	0.56	0.27	0.11	0.07	1.02	1.01
36	3190342	MC	39	0.39	0.41	0.85	0.07	0.91	0.91
37	3333559	SA	15	0.29	0.35	2.08	0.06	1.25	1.19
38	3333551	SA	23	0.45	0.50	1.37	0.05	0.77	0.71
40	3190398	MC	59	0.59	0.21	-0.01	0.07	1.06	1.07
41	3333550	SA	11	0.22	0.36	3.01	0.08	1.29	1.18
42	3190553	MC	30	0.30	0.12	0.82	0.07	1.05	1.06
43	3287743	OE	9	0.34	0.43	2.27	0.05	0.99	0.79
44	3190369	MC	56	0.56	0.20	-0.06	0.07	1.09	1.14
45	3333557	SA	22	0.45	0.50	1.38	0.05	0.88	0.78
46	3441349	SA	39	0.77	0.48	1.31	0.06	0.87	0.87
47	3287654	MC	77	0.77	0.31	-0.94	0.08	0.94	0.92
48	3190430	MC	34	0.34	0.13	1.14	0.07	1.11	1.14
49	3287664	MC	50	0.50	0.39	0.40	0.07	0.92	0.91
50	3441372	MC	45	0.45	0.23	0.61	0.07	1.07	1.08
52	3333549	SA	23	0.46	0.43	1.91	0.06	0.93	0.89
54	3333552	SA	45	0.90	0.52	0.54	0.04	0.91	0.87
55	3190498	MC	68	0.68	0.27	-0.45	0.07	1.00	1.02
56	3190533	MC	26	0.26	0.38	1.61	0.08	0.94	0.92
57	3460715	SA	45	0.89	0.48	0.54	0.04	0.97	0.95
58	3334886	SA	24	0.48	0.27	1.77	0.06	1.07	1.08
60	3470195	MC	44	0.44	0.37	0.63	0.07	0.95	0.94
61	3190211	OE	15	0.59	0.41	2.08	0.05	1.02	0.99
62	3190368	MC	54	0.54	0.37	0.23	0.07	0.94	0.93
63	3441374	MC	33	0.33	0.33	1.16	0.07	0.97	0.97
65	3333542	SA	19	0.37	0.39	1.88	0.06	0.96	0.90
66	3287659	MC	33	0.33	0.13	1.16	0.07	1.11	1.17
67	3211699	MC	54	0.54	0.29	0.22	0.07	1.00	1.01
68	3441358	SA	49	0.98	0.49	0.45	0.06	0.87	0.86
69	3333547	SA	17	0.34	0.45	1.76	0.06	0.94	0.82
70	3190554	MC	49	0.49	0.34	0.43	0.07	0.96	0.96
71	3190557	MC	56	0.56	0.07	0.14	0.07	1.16	1.21
72	3190547	MC	36	0.36	0.10	1.01	0.07	1.13	1.17

### Spanish Math Grade 6

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2124985	MC	28	0.28	0.47	1.61	0.09	0.84	0.79
2	2124912	MC	51	0.51	0.24	0.53	0.09	1.02	1.04
3	2125142	MC	11	0.11	0.33	2.60	0.12	0.73	0.67
4	3543581	MC	47	0.47	0.25	0.80	0.09	1.01	1.02
5	2125005	MC	37	0.37	0.08	1.40	0.09	1.19	1.26
6	2125013	MC	36	0.36	0.05	1.05	0.09	1.12	1.13

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
7	3543588	MC	37	0.37	0.06	1.27	0.09	1.15	1.20
8	2125168	MC	54	0.54	0.31	0.52	0.09	0.96	0.96
9	3543605	MC	28	0.28	0.09	1.72	0.09	1.11	1.16
10	3543613	MC	83	0.83	0.22	-1.01	0.11	0.97	0.93
11	2125174	MC	80	0.80	0.29	-0.80	0.10	0.93	0.85
12	2124951	MC	30	0.30	0.35	1.41	0.09	0.89	0.88
14	3441405	SA	20	0.39	0.40	1.70	0.06	1.03	0.90
15	3441424	MC	17	0.17	0.21	2.36	0.11	1.02	1.17
17	3190708	MC	53	0.53	0.37	0.55	0.09	0.91	0.91
18	3190228	OE	25	1.01	0.52	1.77	0.05	0.96	0.91
19	3441421	MC	37	0.37	0.23	1.28	0.09	1.04	1.07
20	3441423	MC	18	0.18	0.10	2.34	0.11	1.09	1.20
21	3340818	SA	6	0.12	0.31	3.33	0.13	1.17	1.18
22	3326084	SA	8	0.16	0.43	2.70	0.10	0.89	0.72
23	3190719	MC	31	0.31	0.22	1.19	0.09	0.98	0.99
24	3190825	MC	25	0.25	0.18	1.91	0.10	1.06	1.16
25	3190645	MC	35	0.35	0.06	1.50	0.09	1.19	1.27
26	3190774	MC	45	0.45	0.25	0.92	0.09	1.02	1.02
28	3326079	SA	2	0.04	0.04	4.14	0.22	1.04	1.21
29	3441400	SA	5	0.11	0.42	3.92	0.13	0.89	0.70
30	3190816	MC	19	0.19	-0.02	2.56	0.12	1.34	1.69
31	3190681	MC	28	0.28	0.07	1.75	0.10	1.13	1.20
33	3190792	MC	44	0.44	0.24	0.99	0.09	1.02	1.03
34	3190820	MC	47	0.47	0.36	0.79	0.09	0.93	0.93
36	3326080	SA	12	0.24	0.39	2.18	0.08	0.99	0.94
37	3190677	MC	51	0.51	0.25	0.63	0.09	1.02	1.02
38	3190686	MC	40	0.40	0.22	1.12	0.09	1.03	1.03
40	3441418	MC	34	0.34	0.28	1.41	0.09	1.00	1.01
41	3190225	OE	25	1.00	0.53	1.81	0.05	0.95	0.91
42	3190841	MC	46	0.46	0.24	0.87	0.09	1.03	1.03
43	3190845	MC	36	0.36	0.14	1.32	0.09	1.09	1.11
45	3326077	SA	14	0.27	0.38	2.49	0.08	0.96	0.93
46	3326073	SA	30	0.59	0.50	1.48	0.06	0.88	0.82
47	3190795	MC	36	0.36	0.18	1.14	0.09	1.03	1.04
48	3190800	MC	30	0.30	0.20	1.57	0.09	1.04	1.06
49	3190702	MC	21	0.21	0.36	2.39	0.11	1.12	1.07
50	3190835	MC	47	0.47	0.29	0.79	0.09	0.98	0.99
51	3326081	SA	26	0.52	0.49	1.53	0.06	0.91	0.83
53	3213230	MC	56	0.56	0.32	0.43	0.09	0.93	0.97
54	3190799	MC	35	0.35	0.12	1.34	0.09	1.11	1.15
55	3326078	SA	20	0.40	0.47	2.11	0.07	0.90	0.83
56	3326074	SA	10	0.21	0.28	3.10	0.10	0.99	1.00
57	3190714	MC	36	0.36	0.22	1.29	0.09	1.04	1.06
59	3190722	MC	29	0.29	0.23	1.64	0.09	1.02	1.08
60	3190231	OE	22	0.88	0.49	2.24	0.05	0.92	0.90
61	3326070	SA	11	0.23	0.42	2.75	0.10	1.26	1.30
62	3287888	MC	45	0.45	0.27	0.90	0.09	1.01	1.00
64	3326072	SA	24	0.48	0.49	2.05	0.07	1.30	1.15

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
65	3326071	SA	12	0.24	0.45	2.18	0.08	0.91	0.79
66	3190839	MC	45	0.45	0.29	0.89	0.09	1.00	1.00
67	3190654	MC	40	0.40	0.21	1.12	0.09	1.04	1.04
68	3190712	MC	41	0.41	0.20	1.12	0.09	1.04	1.04
69	3326076	SA	8	0.16	0.39	2.37	0.09	0.94	0.69
70	3326087	SA	13	0.26	0.54	2.24	0.08	0.82	0.63
71	3190738	MC	45	0.45	0.36	0.90	0.09	0.94	0.93
72	3190711	MC	41	0.41	0.27	1.11	0.09	1.02	1.05

### Spanish Math Grade 7

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2130272	MC	42	0.42	0.29	0.87	0.08	0.97	0.98
2	3543740	MC	43	0.43	0.15	1.06	0.08	1.09	1.10
3	2130284	MC	24	0.24	0.22	1.99	0.10	0.99	1.03
4	2130424	MC	25	0.25	0.21	1.98	0.10	1.02	1.01
5	3543744	MC	50	0.50	0.27	0.79	0.08	1.00	1.00
6	2125081	MC	32	0.32	0.05	1.85	0.09	1.27	1.36
7	3543747	MC	34	0.34	0.37	1.46	0.09	0.94	0.91
8	2130383	MC	32	0.32	0.22	1.31	0.09	0.97	0.98
9	2130300	MC	27	0.27	0.29	1.76	0.09	0.96	0.95
10	2130303	MC	32	0.32	0.24	1.72	0.09	1.05	1.06
11	3543756	MC	53	0.53	0.36	0.64	0.08	0.93	0.93
12	2130306	MC	56	0.56	0.37	0.48	0.08	0.91	0.90
13	2125170	MC	42	0.42	0.37	1.36	0.09	0.99	0.98
14	2130359	MC	60	0.60	0.19	0.78	0.08	1.05	1.06
15	2130449	MC	33	0.33	0.44	1.67	0.09	0.92	0.87
17	3326095	SA	4	0.09	0.25	3.12	0.12	0.90	0.72
18	3191002	MC	42	0.42	0.29	1.15	0.08	1.00	1.00
20	3190906	MC	18	0.18	0.38	2.27	0.10	0.84	0.79
21	3191057	OE	21	0.86	0.45	2.13	0.05	1.00	0.94
22	3326093	SA	24	0.48	0.46	2.31	0.07	0.88	0.83
23	3191003	MC	29	0.29	0.09	1.78	0.09	1.12	1.19
24	3458246	MC	29	0.29	0.24	1.75	0.09	1.02	1.07
25	3458222	MC	23	0.23	0.29	2.06	0.10	0.98	0.98
26	3458057	MC	31	0.31	0.23	1.60	0.09	1.03	1.04
28	3326092	SA	9	0.18	0.47	2.50	0.08	0.84	0.55
29	3326097	SA	3	0.07	0.39	3.00	0.12	0.85	0.36
30	3190942	MC	25	0.25	0.04	2.06	0.10	1.19	1.33
31	3191069	MC	49	0.49	0.36	0.82	0.08	0.94	0.93
33	3287177	MC	25	0.25	0.29	1.95	0.10	0.98	0.97
34	3191000	MC	29	0.29	0.31	1.74	0.09	0.97	0.96
36	3326102	SA	13	0.26	0.38	2.24	0.07	0.98	0.94
37	3326103	SA	9	0.18	0.28	2.74	0.09	1.00	0.99
38	3191051	MC	25	0.25	-0.09	1.83	0.09	1.18	1.27
40	3458207	MC	22	0.22	0.13	2.15	0.10	1.06	1.15
41	3190297	OE	12	0.48	0.46	2.13	0.05	0.96	1.15

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
42	3458213	MC	41	0.41	0.27	1.15	0.08	1.00	1.00
43	3190867	MC	36	0.36	0.28	1.38	0.09	0.98	0.99
44	3326089	SA	6	0.12	0.37	3.27	0.11	0.99	0.72
46	3326096	SA	10	0.20	0.48	2.48	0.08	0.89	0.55
47	3190872	MC	44	0.44	0.04	1.03	0.08	1.15	1.16
48	3190993	MC	33	0.33	0.12	1.30	0.09	1.07	1.09
49	3191012	MC	59	0.59	0.36	0.63	0.08	0.92	0.91
50	3287169	MC	38	0.38	0.27	1.14	0.08	0.97	0.96
52	3326105	SA	17	0.35	0.32	2.32	0.07	1.01	0.97
53	3326091	SA	22	0.44	0.20	1.75	0.06	1.23	1.25
54	3190937	MC	49	0.49	0.31	0.86	0.08	0.97	0.97
55	3191080	MC	44	0.44	0.26	0.78	0.08	1.00	1.01
56	3190301	OE	21	0.84	0.55	1.74	0.04	0.88	0.86
57	3190887	MC	32	0.32	0.11	1.59	0.09	1.10	1.11
58	3190910	MC	42	0.42	0.31	1.18	0.08	0.98	0.97
60	3326098	SA	23	0.45	0.40	2.87	0.08	0.92	0.91
61	3326104	SA	10	0.21	0.25	2.97	0.09	1.01	0.96
62	3191023	MC	21	0.21	0.27	2.21	0.10	0.99	1.07
64	3191073	MC	39	0.39	0.19	1.54	0.09	1.14	1.18
65	3190306	OE	21	0.83	0.31	2.11	0.05	1.19	1.15
66	3190932	MC	33	0.33	0.23	1.52	0.09	1.03	1.07
67	3287156	MC	50	0.50	0.33	0.76	0.08	0.96	0.96
68	3458237	SA	5	0.11	0.30	3.03	0.13	0.95	0.79
69	3326106	SA	3	0.05	0.34	3.50	0.16	0.86	0.54
70	3326094	SA	12	0.24	0.54	2.83	0.09	0.82	0.64
71	3190876	MC	34	0.34	0.26	1.49	0.09	1.01	1.00
72	3190977	MC	67	0.67	0.31	0.03	0.09	0.95	0.94

### Spanish Math Grade 8

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2127583	MC	29	0.29	0.09	2.38	0.10	1.28	1.38
2	2127309	MC	45	0.45	0.38	1.54	0.09	0.95	0.94
3	2128159	MC	53	0.53	0.35	1.20	0.09	0.96	0.96
4	3543908	MC	29	0.29	0.00	2.14	0.10	1.19	1.29
5	2130298	MC	26	0.26	0.09	2.28	0.10	1.12	1.24
6	2127603	MC	30	0.30	0.05	1.99	0.09	1.12	1.18
7	3543913	MC	34	0.34	0.23	1.90	0.09	1.03	1.08
8	2127329	MC	15	0.15	0.36	3.00	0.12	0.92	0.86
9	2125172	MC	30	0.30	0.19	2.07	0.10	1.06	1.07
10	3543927	MC	28	0.28	0.08	2.17	0.10	1.13	1.25
11	3543930	MC	51	0.51	0.35	1.06	0.09	0.95	0.94
12	3543931	MC	52	0.52	0.28	1.04	0.09	1.00	0.99
13	3543936	MC	25	0.25	0.24	2.36	0.10	1.01	1.01
14	3191224	MC	32	0.32	0.12	1.94	0.09	1.11	1.14
15	3191130	MC	24	0.24	0.14	2.19	0.10	1.00	1.03
17	3326110	SA	33	0.65	0.53	1.70	0.06	0.88	0.81

18	3191182	MC	52	0.52	0.28	1.03	0.09	1.00	0.99
20	3191105	MC	16	0.16	0.12	2.88	0.12	0.98	1.25
21	3190320	OE	28	1.13	0.60	1.81	0.04	0.93	0.84
22	3341086	SA	6	0.12	0.32	3.24	0.11	0.95	0.85
23	3191291	MC	41	0.41	0.12	1.83	0.09	1.21	1.26
24	3441521	MC	20	0.20	0.27	2.63	0.11	1.00	0.98
25	3191276	MC	32	0.32	0.25	1.98	0.09	1.03	1.07
26	3191137	MC	51	0.51	0.28	1.16	0.09	1.00	1.02
28	3326127	SA	9	0.17	0.49	2.76	0.09	0.80	0.63
29	3441508	SA	26	0.51	0.38	2.39	0.07	0.97	0.94
30	3191295	MC	33	0.33	0.18	1.69	0.09	1.02	1.04
31	3191218	MC	30	0.30	0.17	1.91	0.09	1.04	1.07
33	3191089	MC	68	0.68	0.40	0.39	0.09	0.87	0.81
34	3191227	MC	38	0.38	0.22	1.67	0.09	1.06	1.09
36	3326120	SA	19	0.38	0.47	2.37	0.07	0.91	0.80
37	3326125	SA	2	0.04	0.20	4.06	0.20	1.39	1.00
38	3191092	MC	51	0.51	0.34	1.07	0.09	0.96	0.95
40	3191196	MC	61	0.61	0.35	0.38	0.09	1.03	1.01
41	3288485	OE	23	0.92	0.53	2.33	0.05	0.95	0.89
42	3191093	MC	39	0.39	0.39	1.49	0.09	0.91	0.88
43	3191277	MC	47	0.47	0.28	1.23	0.09	1.01	1.01
44	3326112	SA	21	0.41	0.45	2.54	0.08	0.92	0.87
46	3326117	SA	4	0.09	0.24	3.65	0.13	1.00	0.86
47	3191258	MC	36	0.36	0.22	1.59	0.09	1.01	1.04
48	3191162	MC	32	0.32	-0.02	1.98	0.09	1.21	1.37
49	3191184	MC	58	0.58	0.33	1.14	0.09	0.95	0.93
50	3191177	MC	21	0.21	0.21	2.58	0.11	1.03	1.19
52	3326114	SA	13	0.26	0.29	2.99	0.09	1.02	0.99
53	3341090	SA	8	0.16	0.39	3.08	0.10	0.92	0.85
54	3191149	MC	37	0.37	0.29	1.70	0.09	0.99	0.98
55	3191231	MC	57	0.57	0.39	0.83	0.09	0.92	0.90
56	3441488	OE	8	0.32	0.48	3.35	0.07	0.86	0.82
57	3191188	MC	57	0.57	0.17	0.86	0.09	1.06	1.09
58	3288415	MC	61	0.61	0.27	0.73	0.09	0.98	0.98
60	3326118	SA	37	0.73	0.46	1.58	0.06	0.95	0.92
61	3326111	SA	40	0.80	0.52	1.54	0.06	0.86	0.84
62	3191225	MC	41	0.41	0.30	1.76	0.09	1.05	1.04
64	3191253	MC	43	0.43	0.20	1.19	0.09	1.05	1.07
65	3190319	OE	18	0.72	0.54	2.55	0.05	0.94	0.87
66	3191175	MC	27	0.27	0.16	2.24	0.10	1.08	1.12
67	3191254	MC	35	0.35	0.25	1.81	0.09	1.02	1.01
68	3326121	SA	21	0.43	0.50	2.43	0.07	0.87	0.82
69	3441503	SA	23	0.47	0.59	2.17	0.07	0.79	0.69
70	3341076	SA	13	0.26	0.42	3.04	0.09	0.93	0.78
71	3288412	MC	53	0.53	0.23	0.53	0.09	1.14	1.19
72	3441518	MC	19	0.19	0.08	2.69	0.11	1.11	1.23

## Spanish Math Grade 9

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	3544294	MC	70	0.70	0.31	0.24	0.10	0.93	0.91
2	2128632	MC	47	0.47	0.33	1.29	0.09	0.95	0.93
3	2129763	MC	21	0.21	0.02	2.61	0.11	1.13	1.25
4	2129766	MC	24	0.24	0.27	2.42	0.11	0.99	1.01
5	2128789	MC	38	0.38	0.39	1.88	0.10	0.97	0.97
6	2128792	MC	31	0.31	0.27	1.91	0.10	0.97	0.99
7	3544295	MC	40	0.40	0.34	1.62	0.09	0.95	0.95
8	2125165	MC	41	0.41	0.34	1.81	0.10	1.02	1.03
9	2129777	MC	32	0.32	0.29	2.02	0.10	1.00	1.03
10	3544296	MC	53	0.53	0.26	1.04	0.09	0.99	0.99
11	2128646	MC	48	0.48	0.30	1.22	0.09	0.98	0.97
12	2128486	MC	30	0.30	0.20	2.19	0.10	1.08	1.11
13	2128649	MC	21	0.21	0.22	2.42	0.11	0.93	0.97
14	3191417	MC	71	0.71	0.41	0.22	0.10	0.86	0.79
15	3191424	MC	18	0.18	0.00	2.77	0.12	1.14	1.32
17	3326135	SA	4	0.08	0.26	3.48	0.14	0.99	0.81
18	3191312	MC	33	0.33	0.10	1.93	0.10	1.12	1.16
20	3191395	MC	40	0.40	0.16	1.63	0.09	1.07	1.09
21	3217334	OE	6	0.23	0.48	3.50	0.09	0.85	0.73
22	3326132	SA	8	0.16	0.17	3.20	0.11	1.11	1.22
23	3307918	MC	34	0.34	0.14	1.90	0.10	1.09	1.27
24	3191313	MC	34	0.34	0.18	1.88	0.10	1.07	1.11
25	3191528	MC	53	0.53	0.30	0.82	0.09	1.00	0.99
26	3458182	MC	19	0.19	0.15	2.73	0.12	1.05	1.16
27	3458158	SA	6	0.12	0.30	3.32	0.12	1.00	0.74
29	3191427	MC	16	0.16	0.25	2.64	0.11	0.84	0.88
30	3190208	MC	60	0.60	0.19	1.01	0.09	1.03	1.02
32	3191411	MC	32	0.32	0.06	2.01	0.10	1.14	1.19
34	3191347	MC	73	0.73	0.25	0.29	0.10	0.89	0.87
35	3308025	SA	9	0.19	0.24	4.18	0.11	1.01	0.95
37	3326129	SA	5	0.10	0.42	3.61	0.15	1.52	0.85
38	3191336	MC	48	0.48	0.26	1.28	0.09	1.00	1.00
40	3326134	SA	22	0.44	0.39	2.69	0.08	1.13	1.05
41	3217709	OE	8	0.34	0.50	2.80	0.06	0.94	0.67
42	3191338	MC	36	0.36	0.02	1.62	0.09	1.14	1.16
43	3191354	MC	59	0.59	0.26	0.77	0.09	0.98	0.98
44	3308033	SA	4	0.09	0.38	3.66	0.12	0.62	0.46
45	3308035	SA	4	0.08	0.50	3.39	0.13	0.77	0.23
46	3191371	MC	33	0.33	-0.01	1.95	0.10	1.18	1.24
47	3191349	MC	31	0.31	0.10	2.00	0.10	1.10	1.11
48	3191298	MC	41	0.41	0.20	1.52	0.09	1.04	1.05
49	3191302	MC	40	0.40	0.42	1.59	0.09	0.89	0.89
50	3361008	SA	9	0.18	0.46	3.57	0.11	0.86	0.68
51	3308037	SA	20	0.39	0.42	2.28	0.07	0.97	0.90
52	3191329	MC	62	0.62	0.18	0.59	0.10	1.03	1.07
53	3307938	MC	37	0.37	0.30	1.74	0.10	0.98	0.99
54	3217756	OE	6	0.26	0.59	2.82	0.07	0.68	0.46



Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
55	3191382	MC	54	0.54	0.32	1.01	0.09	0.94	0.94
57	3191489	MC	67	0.67	0.35	0.42	0.10	0.90	0.86
58	3308028	SA	7	0.15	0.14	3.20	0.11	1.16	1.18
60	3458177	MC	50	0.50	0.32	1.14	0.09	0.95	0.95
61	3191403	MC	55	0.55	0.20	0.91	0.09	1.03	1.03
62	3308010	OE	2	0.09	0.35	3.88	0.13	0.88	0.71
63	3308029	SA	23	0.47	0.48	2.19	0.07	0.90	0.78
65	3191410	MC	61	0.61	0.25	0.65	0.09	0.98	0.99
66	3326130	SA	53	1.06	0.39	1.04	0.06	0.94	0.95
67	3308026	SA	24	0.48	0.43	2.56	0.08	0.90	0.85
68	3191511	MC	26	0.26	0.00	2.30	0.10	1.16	1.25
69	3458169	MC	26	0.26	0.13	2.29	0.10	1.08	1.13
70	3458181	MC	30	0.30	0.02	2.08	0.10	1.16	1.20

### Spanish Math Grade 11

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	3493003	MC	27	0.27	0.20	0.06	0.15	0.99	1.07
2	3493021	MC	39	0.39	0.18	-0.53	0.14	1.02	1.02
3	3493028	MC	31	0.31	0.21	-0.20	0.14	1.00	0.98
4	3517520	MC	32	0.32	0.04	-0.22	0.14	1.10	1.17
6	3493048	MC	23	0.23	0.21	0.23	0.16	1.00	1.07
8	3493103	MC	27	0.27	0.05	0.04	0.15	1.09	1.17
9	3493045	MC	33	0.33	-0.05	-0.16	0.14	1.13	1.25
11	3493054	MC	22	0.22	0.28	0.25	0.16	0.96	0.99
12	3493092	MC	49	0.49	0.28	-1.01	0.13	0.97	0.96
13	3493011	MC	21	0.21	-0.04	0.41	0.16	1.11	1.24
14	3517523	MC	36	0.36	-0.01	-0.44	0.14	1.13	1.20
15	3535088	SA	9	0.26	0.34	1.10	0.12	1.00	0.78
16	3535089	OE	11	0.43	0.43	0.21	0.08	0.95	0.77
17	3534709	OE	36	1.45	0.46	-0.45	0.07	0.95	0.95
18	3534710	SA	15	0.31	0.41	0.21	0.11	0.91	0.79
19	3493062	MC	57	0.57	0.27	-1.33	0.13	0.98	0.96
20	3493076	MC	38	0.38	0.33	-0.49	0.14	0.92	0.92
21	3492929	SA	23	0.47	0.38	0.60	0.12	0.92	0.90
22	3493073	MC	42	0.42	0.31	-0.68	0.14	0.95	0.94
23	3493037	MC	49	0.49	0.23	-1.02	0.13	0.99	0.99
24	3493024	MC	23	0.23	-0.02	0.23	0.16	1.12	1.22
25	3493058	MC	7	0.07	0.10	1.66	0.25	1.02	1.08
26	3493026	MC	33	0.33	0.04	-0.30	0.14	1.10	1.12
27	3493072	MC	10	0.10	0.05	1.23	0.21	1.04	1.22
29	3493097	MC	27	0.27	-0.04	0.02	0.15	1.14	1.18
30	3493104	MC	35	0.35	0.12	-0.40	0.14	1.05	1.07
31	3493033	MC	33	0.33	0.28	-0.26	0.14	0.95	0.93
32	3492955	SA	3	0.06	0.27	1.98	0.25	0.94	0.76
33	3493007	MC	49	0.49	0.33	-1.06	0.13	0.95	0.93
35	3517518	MC	10	0.10	-0.11	1.28	0.22	1.10	1.35

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
36	3517510	SA	26	0.53	0.36	-0.15	0.10	0.97	0.93
37	3493063	MC	21	0.21	0.14	0.38	0.16	1.02	1.07
38	3493083	MC	38	0.38	0.24	-0.53	0.14	1.00	1.00
39	3534713	SA	63	1.90	0.52	-1.39	0.06	0.80	0.73
40	3535084	SA	48	1.45	0.53	-1.01	0.06	0.84	0.76
41	3535085	SA	4	0.09	0.35	0.77	0.16	0.95	0.37
42	3535086	SA	27	0.53	0.51	-0.38	0.08	0.85	0.72
43	3535087	SA	23	0.45	0.50	-0.18	0.09	0.86	0.72
44	3493036	MC	18	0.18	0.15	0.49	0.17	1.03	1.01
45	3493100	MC	63	0.63	0.25	-1.65	0.14	1.00	0.97
46	3493069	MC	48	0.48	0.12	-0.97	0.13	1.06	1.06
47	3493078	MC	27	0.27	0.04	0.09	0.15	1.09	1.16
48	3493090	MC	36	0.36	0.21	-0.44	0.14	1.01	0.99
50	3517513	SA	1	0.03	0.22	2.60	0.38	0.96	0.67
51	3493035	MC	17	0.17	0.25	0.67	0.18	0.97	0.95
52	3493068	MC	33	0.33	0.10	-0.34	0.14	1.08	1.13
54	3493050	MC	21	0.21	0.32	0.38	0.16	0.94	0.96
55	3493098	MC	27	0.27	0.19	0.02	0.15	1.01	0.99
56	3493013	MC	23	0.23	0.05	0.20	0.16	1.08	1.13
57	3492949	SA	4	0.08	0.29	1.28	0.20	0.92	0.64
58	3493070	MC	29	0.29	0.12	-0.14	0.14	1.07	1.12
60	3493085	MC	24	0.24	-0.10	0.20	0.16	1.17	1.34
61	3517509	SA	23	0.46	0.30	0.00	0.10	1.02	1.05
62	3493038	MC	34	0.34	0.26	-0.34	0.14	0.98	0.99
63	3492985	MC	22	0.22	0.38	0.30	0.16	0.91	0.90
65	3493014	MC	51	0.51	0.40	-1.11	0.13	0.90	0.89
66	3493094	MC	53	0.53	0.35	-1.17	0.13	0.91	0.90
68	3534711	OE	19	0.96	0.41	-0.37	0.05	1.25	1.14
69	3534712	SA	2	0.07	0.21	1.25	0.18	0.88	1.64
70	3534708	OE	6	0.35	0.47	0.57	0.09	0.87	0.86

### Spanish Science Grade 3

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2305811	MC	91	0.91	0.18	-2.78	0.09	1.18	1.13
2	2305819	MC	64	0.64	0.16	-0.84	0.05	1.15	1.23
3	2305820	MC	54	0.54	0.28	-0.10	0.05	1.01	1.00
4	2305822	MC	31	0.31	0.17	0.98	0.06	1.11	1.19
5	2305825	MC	34	0.34	0.11	0.58	0.05	1.10	1.17
6	2305826	MC	58	0.58	0.29	-0.41	0.05	1.00	1.00
7	2305834	MC	68	0.68	0.30	-0.89	0.05	1.01	0.97
8	2305841	MC	52	0.52	0.03	-0.40	0.05	1.24	1.34
9	2305844	MC	44	0.44	0.25	0.24	0.05	1.04	1.05
10	2305846	MC	31	0.31	0.13	0.85	0.05	1.10	1.22
11	3287097	MC	48	0.48	0.32	0.07	0.05	0.98	0.98
12	3337523	SA	60	1.19	0.46	-0.39	0.03	0.93	0.92
13	3337524	SA	28	0.56	0.48	1.24	0.04	0.98	0.94

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
14	3187591	MC	47	0.47	0.23	0.12	0.05	1.04	1.07
17	3337525	SA	24	0.47	0.40	1.07	0.04	0.97	0.95
18	3337526	SA	54	1.08	0.50	-0.17	0.03	0.89	0.89
21	3187637	MC	56	0.56	0.26	-0.16	0.05	1.01	1.02
22	3203462	MC	52	0.52	0.22	0.07	0.05	1.06	1.07
23	3187605	MC	36	0.36	0.30	0.59	0.05	0.99	1.00
24	3441593	SA	12	0.24	0.27	1.67	0.05	1.05	1.04
25	3198026	MC	42	0.42	0.16	0.33	0.05	1.10	1.14
26	3203438	MC	77	0.77	0.23	-1.35	0.06	1.01	1.01
27	3187670	MC	72	0.72	0.32	-1.00	0.06	0.94	0.92
28	3337528	SA	6	0.12	0.31	2.43	0.07	1.25	1.02
29	3337527	SA	35	0.71	0.52	0.61	0.04	0.86	0.84
32	3441594	SA	22	0.43	0.44	1.70	0.05	0.90	0.87
33	3187568	OE	24	0.94	0.49	1.25	0.03	0.96	0.93
34	3197589	MC	43	0.43	0.31	-0.04	0.05	0.99	1.00
35	3187596	MC	48	0.48	0.36	0.05	0.05	0.95	0.96
36	3187639	MC	47	0.47	0.20	0.11	0.05	1.07	1.09
37	3287076	MC	53	0.53	0.37	-0.14	0.05	0.95	0.93
40	3187634	MC	78	0.78	0.39	-1.42	0.06	0.90	0.80
41	3187663	MC	71	0.71	0.27	-0.99	0.06	1.01	0.99
42	3187606	MC	67	0.67	0.28	-0.79	0.05	1.00	0.98
45	3287080	MC	71	0.71	0.29	-1.02	0.06	0.98	0.98
46	3441600	SA	56	1.11	0.37	-0.26	0.04	1.02	1.04
47	3464823	MC	78	0.78	0.40	-1.44	0.06	0.89	0.78
48	3187624	MC	50	0.50	0.37	0.29	0.05	0.98	0.98
49	3187617	MC	40	0.40	0.19	0.43	0.05	1.08	1.09
50	3187609	MC	19	0.19	0.08	1.58	0.06	1.09	1.37
53	3187607	MC	48	0.48	0.19	0.06	0.05	1.08	1.09
54	3287043	MC	82	0.82	0.34	-1.68	0.06	0.92	0.81
55	3441599	SA	14	0.27	0.22	1.76	0.05	1.07	1.17
56	3337531	SA	7	0.14	0.21	2.04	0.06	1.05	1.09
57	3337532	SA	12	0.23	0.32	1.64	0.05	0.98	0.98
58	3187628	OE	15	0.61	0.43	1.37	0.03	1.02	0.99
59	3287094	MC	55	0.55	0.36	-0.23	0.05	0.94	0.95
60	3187619	MC	28	0.28	0.27	0.89	0.05	0.95	0.98

### Spanish Science Grade 4

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2305851	MC	66	0.66	0.29	-0.67	0.06	0.95	0.94
2	2305852	MC	56	0.56	0.19	-0.19	0.06	1.04	1.04
3	2305856	MC	44	0.44	0.23	0.53	0.06	1.07	1.13
4	2305865	MC	24	0.24	0.10	0.76	0.06	0.95	0.97
5	2305869	MC	52	0.52	0.16	-0.12	0.06	1.06	1.07
6	2305870	MC	79	0.79	0.18	-1.39	0.07	1.00	1.01
7	2305872	MC	66	0.66	0.15	-0.31	0.06	1.01	1.01
8	2305880	MC	42	0.42	0.18	0.56	0.06	1.09	1.09

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
9	2305885	MC	54	0.54	0.07	0.13	0.06	1.15	1.17
10	2305889	MC	67	0.67	0.29	-0.43	0.06	0.91	0.89
11	3441672	SA	54	1.08	0.34	-0.15	0.04	0.99	0.99
14	3341112	SA	3	0.06	0.21	2.49	0.10	1.06	0.86
15	3189436	MC	49	0.49	0.39	0.15	0.06	0.91	0.90
18	3208512	MC	29	0.29	0.24	1.00	0.07	1.00	1.03
19	3441669	SA	4	0.08	0.17	2.61	0.09	1.06	0.96
20	3208695	MC	42	0.42	0.28	0.38	0.06	0.98	0.97
21	3341106	SA	29	0.58	0.37	0.91	0.05	0.97	0.94
22	3441661	SA	39	0.78	0.41	0.41	0.04	0.95	0.92
23	3341104	SA	12	0.23	0.36	1.10	0.05	0.74	0.62
26	3189431	MC	34	0.34	0.30	0.76	0.06	0.96	0.97
27	3189449	MC	44	0.44	0.21	0.29	0.06	1.03	1.05
28	3341109	SA	26	0.52	0.40	1.23	0.05	0.92	0.90
29	3302407	OE	6	0.23	0.43	2.35	0.06	0.84	0.69
30	3208702	MC	23	0.23	0.12	1.20	0.07	1.01	1.09
31	3189395	MC	84	0.84	0.18	-1.67	0.08	0.95	0.96
32	3302375	MC	18	0.18	0.14	1.68	0.08	1.04	1.15
33	3189427	MC	31	0.31	0.21	0.89	0.06	1.02	1.07
34	3189399	MC	79	0.79	0.29	-1.40	0.07	0.93	0.87
37	3302361	MC	23	0.23	0.09	1.32	0.07	1.08	1.20
38	3189430	MC	48	0.48	0.32	0.11	0.06	0.95	0.94
39	3208710	MC	23	0.23	0.22	1.36	0.07	1.00	1.06
40	3189403	MC	55	0.55	0.17	-0.44	0.06	1.09	1.13
41	3341108	SA	13	0.26	0.32	1.81	0.06	0.98	0.90
42	3341102	SA	20	0.40	0.36	1.79	0.06	0.95	0.91
43	3208535	MC	24	0.24	0.15	1.25	0.07	1.05	1.11
44	3189365	MC	43	0.43	0.16	0.33	0.06	1.06	1.07
45	3341111	SA	30	0.60	0.36	1.22	0.05	0.95	0.93
46	3189379	MC	82	0.82	0.27	-1.54	0.08	0.94	0.90
47	3189434	MC	64	0.64	0.30	-0.52	0.06	0.95	0.92
48	3208546	MC	35	0.35	0.30	0.67	0.06	0.97	0.98
49	3187672	MC	43	0.43	0.14	0.35	0.06	1.07	1.09
52	3441671	SA	56	1.11	0.36	-0.41	0.06	0.93	0.93
53	3189388	MC	68	0.68	0.34	-0.81	0.06	0.92	0.89
54	3189418	MC	58	0.58	0.29	-0.33	0.06	0.97	0.96
55	3191962	MC	40	0.40	0.30	0.44	0.06	0.97	0.97
56	3189386	MC	29	0.29	0.14	0.99	0.07	1.06	1.11
57	3341114	SA	17	0.34	0.35	1.80	0.06	0.96	0.90
58	3312940	OE	10	0.42	0.42	2.19	0.05	0.94	0.87

### Spanish Science Grade 5

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2305896	MC	40	0.40	0.21	0.62	0.07	1.02	1.01
2	2305904	MC	52	0.52	0.31	0.06	0.07	1.03	1.03
3	2305906	MC	39	0.39	0.13	1.25	0.07	1.18	1.23

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
4	2305919	MC	47	0.47	0.28	0.60	0.07	0.99	0.99
5	2305922	MC	69	0.69	0.04	-0.43	0.07	1.12	1.22
6	2305925	MC	43	0.43	0.25	0.94	0.07	1.03	1.04
7	2305930	MC	63	0.63	0.32	-0.13	0.07	0.96	0.96
8	3287805	MC	28	0.28	0.18	1.49	0.07	1.03	1.09
9	3287760	MC	46	0.46	0.17	0.65	0.07	1.06	1.06
12	3191780	MC	28	0.28	0.03	1.50	0.07	1.13	1.24
13	3338136	SA	31	0.62	0.48	1.12	0.05	0.88	0.85
14	3338135	SA	50	1.00	0.51	0.70	0.04	0.96	0.93
15	3191801	MC	32	0.32	0.10	1.10	0.07	1.03	1.07
16	3191710	MC	46	0.46	0.23	0.61	0.07	1.01	1.02
19	3441721	SA	14	0.27	0.37	1.97	0.06	0.93	0.82
20	3441733	SA	40	0.80	0.49	0.86	0.05	0.86	0.85
21	3441726	SA	7	0.13	0.24	3.33	0.09	0.98	0.86
22	3191743	MC	39	0.39	0.16	0.92	0.07	1.06	1.10
23	3191712	MC	57	0.57	0.31	0.14	0.07	0.95	0.95
24	3287759	MC	61	0.61	0.25	0.02	0.07	1.00	1.00
25	3191718	MC	32	0.32	0.16	1.28	0.07	1.05	1.08
26	3191759	MC	30	0.30	0.00	1.39	0.07	1.16	1.26
27	3191698	MC	46	0.46	0.20	0.61	0.07	1.04	1.04
28	3338137	SA	23	0.46	0.37	1.34	0.05	0.99	0.90
29	3441729	SA	26	0.52	0.48	1.42	0.05	0.87	0.79
30	3191538	OE	11	0.44	0.31	2.05	0.05	1.07	1.07
33	3441717	SA	15	0.29	0.27	2.11	0.06	1.02	0.96
34	3191747	MC	37	0.37	0.24	0.73	0.07	0.98	0.98
35	3208861	MC	37	0.37	0.20	1.01	0.07	1.03	1.03
36	3191769	MC	24	0.24	0.16	1.69	0.08	1.04	1.07
37	3191761	MC	26	0.26	0.10	1.62	0.08	1.07	1.17
38	3208870	MC	60	0.60	0.38	0.09	0.07	0.90	0.88
41	3338139	SA	36	0.73	0.42	1.13	0.05	0.91	0.89
42	3338247	SA	61	1.22	0.50	0.11	0.04	0.85	0.83
43	3338246	SA	16	0.32	0.41	2.09	0.06	0.91	0.82
44	3191805	MC	67	0.67	0.10	-0.06	0.07	1.04	1.07
47	3208875	MC	45	0.45	0.26	0.65	0.07	1.00	1.00
48	3191770	MC	47	0.47	0.25	0.60	0.07	1.01	1.01
49	3208886	MC	10	0.10	0.05	2.82	0.11	1.04	1.30
50	3191753	MC	55	0.55	0.27	0.29	0.07	0.99	0.98
51	3464781	MC	73	0.73	0.35	-0.58	0.08	0.92	0.87
52	3191800	MC	16	0.16	0.11	2.27	0.09	1.04	1.18
53	3287790	MC	76	0.76	0.30	-0.78	0.08	0.93	0.91
54	3191762	MC	43	0.43	0.31	0.77	0.07	0.96	0.97
55	3191708	MC	50	0.50	0.23	0.48	0.07	1.02	1.02
56	3287809	MC	53	0.53	0.20	0.33	0.07	1.04	1.04
59	3191534	OE	47	1.88	0.44	0.56	0.03	1.06	1.05
60	3338250	SA	5	0.10	0.28	2.89	0.09	0.94	0.68

Spanish Science Grade 6

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2305931	MC	83	0.83	0.32	-0.88	0.10	0.72	0.65
2	2305956	MC	53	0.53	0.24	0.50	0.09	1.04	1.04
3	2305941	MC	37	0.37	0.07	0.70	0.09	1.08	1.12
4	2305946	MC	42	0.42	0.17	1.12	0.09	1.20	1.26
5	2305948	MC	49	0.49	0.36	0.21	0.08	0.94	0.93
6	3211511	OE	9	0.35	0.27	2.04	0.06	1.16	1.20
7	3441787	SA	7	0.13	0.16	2.95	0.12	1.02	1.17
8	2305937	MC	80	0.80	0.17	-0.98	0.10	0.94	0.95
9	2305957	MC	40	0.40	-0.21	0.77	0.09	1.32	1.40
10	2305959	MC	17	0.17	0.12	1.95	0.11	1.01	1.15
11	2305968	MC	21	0.21	0.11	1.77	0.10	1.07	1.13
15	3543658	MC	50	0.50	0.19	0.33	0.08	1.05	1.06
16	3543679	MC	25	0.25	0.18	1.52	0.10	1.02	1.10
18	3340400	SA	15	0.31	0.29	1.85	0.08	0.95	1.09
19	3340403	SA	6	0.12	0.19	2.25	0.09	0.69	0.60
20	3211514	MC	43	0.43	0.32	0.32	0.08	0.97	0.96
21	3210762	MC	41	0.41	0.26	0.73	0.09	1.00	1.02
22	3211493	MC	44	0.44	0.37	0.47	0.08	0.92	0.91
23	3210776	MC	39	0.39	0.33	0.89	0.09	0.98	0.96
24	3211509	MC	46	0.46	0.33	0.53	0.09	0.95	0.93
25	3441782	SA	46	0.92	0.37	0.49	0.06	0.95	0.95
26	3340405	SA	6	0.13	0.32	2.22	0.10	0.92	0.73
27	3211276	MC	46	0.46	0.28	0.48	0.08	0.98	0.98
28	3211516	MC	61	0.61	0.28	-0.16	0.09	0.98	0.96
29	3211528	MC	51	0.51	0.36	0.27	0.08	0.93	0.92
32	3191829	MC	47	0.47	0.28	0.41	0.08	0.99	1.00
35	3340544	SA	22	0.44	0.41	1.31	0.06	0.93	0.88
36	3441793	SA	12	0.23	0.20	2.51	0.09	1.03	1.07
37	3211533	MC	27	0.27	0.13	1.37	0.09	1.07	1.08
38	3211507	MC	40	0.40	0.24	0.77	0.09	1.01	1.00
39	3191550	OE	16	0.64	0.50	1.62	0.05	0.88	0.83
40	3191822	MC	40	0.40	0.10	0.78	0.09	1.10	1.14
41	3210775	MC	44	0.44	0.21	0.59	0.09	1.04	1.05
42	3340549	SA	51	1.02	0.36	0.28	0.06	0.97	0.96
43	3191861	MC	71	0.71	0.38	-0.64	0.09	0.90	0.85
44	3211536	OE	19	0.78	0.43	1.47	0.05	0.99	0.94
45	3210764	MC	56	0.56	0.44	0.07	0.09	0.87	0.85
48	3211548	MC	17	0.17	0.12	1.96	0.11	1.03	1.19
49	3340553	SA	7	0.14	0.27	2.66	0.11	0.97	0.88
50	3187647	MC	74	0.74	0.43	-0.84	0.10	0.85	0.75
51	3211529	MC	48	0.48	0.27	0.38	0.08	0.99	0.99
54	3210748	MC	53	0.53	0.29	0.19	0.08	0.98	0.97
55	3191849	MC	29	0.29	-0.04	1.30	0.09	1.16	1.26
56	3340565	SA	9	0.17	0.28	2.25	0.09	0.98	0.79
57	3441788	SA	7	0.14	0.27	2.78	0.11	0.97	0.81
58	3211281	MC	43	0.43	0.31	0.65	0.09	0.97	0.96
59	3210739	MC	51	0.51	0.42	0.32	0.08	0.88	0.87

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
60	3211479	MC	33	0.33	0.23	1.11	0.09	1.01	1.07

### Spanish Science Grade 7

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2305976	MC	63	0.63	0.18	-0.01	0.08	1.01	1.00
2	2305980	MC	73	0.73	0.24	-0.44	0.09	0.88	0.87
3	2305989	MC	33	0.33	0.22	1.06	0.09	1.00	0.99
4	2305992	MC	33	0.33	0.09	1.23	0.09	1.13	1.19
5	3441868	MC	41	0.41	0.06	0.73	0.08	1.11	1.13
8	3441867	MC	36	0.36	0.07	0.95	0.09	1.10	1.14
9	3213275	MC	45	0.45	0.22	0.57	0.08	1.01	1.02
10	3213343	MC	62	0.62	0.31	-0.17	0.08	0.94	0.94
11	3339105	SA	10	0.20	0.35	2.62	0.09	0.93	0.84
12	3339109	SA	7	0.15	0.26	2.92	0.10	0.94	0.84
15	3191887	MC	46	0.46	0.21	0.52	0.08	1.01	1.02
16	3441846	SA	26	0.52	0.28	1.40	0.06	1.01	1.01
17	3191567	OE	7	0.29	0.46	2.32	0.07	0.83	0.68
18	3213271	MC	35	0.35	0.14	0.99	0.09	1.06	1.09
19	3213235	MC	39	0.39	0.36	0.81	0.08	0.92	0.92
20	3213333	MC	44	0.44	0.26	0.62	0.08	1.00	1.01
21	3191907	MC	47	0.47	0.07	0.52	0.08	1.11	1.14
22	3213346	MC	58	0.58	0.28	0.00	0.08	0.96	0.96
23	3191926	MC	31	0.31	0.09	1.19	0.09	1.08	1.14
24	3339121	SA	25	0.50	0.41	1.29	0.06	0.93	0.90
25	3191937	MC	71	0.71	0.28	-0.58	0.09	0.95	0.94
26	3191924	MC	61	0.61	0.22	-0.17	0.08	1.00	1.00
27	3287322	OE	13	0.51	0.37	2.34	0.06	1.00	0.97
28	3191888	MC	46	0.46	0.20	0.54	0.08	1.03	1.04
29	3213242	MC	50	0.50	0.24	0.39	0.08	0.99	1.00
30	3213466	MC	33	0.33	0.23	1.10	0.09	1.00	1.01
33	3213295	MC	34	0.34	0.29	1.07	0.09	0.97	0.98
34	3213293	MC	29	0.29	0.15	1.33	0.09	1.03	1.09
37	3339115	SA	7	0.13	0.18	2.84	0.11	1.03	1.01
38	3339111	SA	40	0.81	0.38	0.82	0.06	0.93	0.93
39	3213248	MC	63	0.63	0.20	-0.22	0.08	1.01	1.02
40	3339118	SA	2	0.05	0.13	3.27	0.13	0.56	0.51
41	3191910	MC	47	0.47	0.33	0.48	0.08	0.95	0.93
42	3191868	MC	40	0.40	0.05	0.76	0.08	1.12	1.15
43	3213444	MC	31	0.31	0.29	1.18	0.09	0.96	0.95
44	3339132	SA	14	0.29	0.17	2.08	0.08	1.08	1.08
45	3191903	MC	54	0.54	0.24	0.16	0.08	0.99	0.99
46	3441848	SA	16	0.31	0.22	1.93	0.07	1.07	1.04
47	3213330	OE	23	0.91	0.39	1.72	0.05	0.98	0.98
50	3213336	MC	67	0.67	0.29	-0.39	0.09	0.95	0.94
51	3192076	MC	45	0.45	0.23	0.59	0.08	1.00	1.01
54	3191871	MC	66	0.66	0.32	-0.36	0.09	0.93	0.91

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
55	3191902	MC	37	0.37	0.20	0.95	0.09	1.03	1.05
56	3191882	MC	39	0.39	0.30	0.82	0.08	0.96	0.96
57	3339136	SA	48	0.95	0.37	0.44	0.06	0.95	0.96
58	3441861	SA	18	0.36	0.44	1.70	0.07	0.88	0.86
59	3192104	MC	22	0.22	0.09	1.47	0.09	0.97	0.98
60	3213329	MC	47	0.47	0.33	0.50	0.08	0.94	0.93

### Spanish Science Grade 8

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	3216222	MC	72	0.72	0.24	-0.01	0.09	0.88	0.86
2	3191945	MC	51	0.51	0.26	0.44	0.09	0.98	0.98
3	2306012	MC	51	0.51	0.17	0.07	0.09	1.10	1.11
4	2306020	MC	24	0.24	0.05	1.37	0.09	0.97	1.03
5	2306037	MC	47	0.47	0.18	0.97	0.09	1.11	1.15
6	3341668	SA	3	0.07	0.05	3.24	0.17	1.03	1.10
7	3216295	OE	18	0.74	0.35	2.25	0.05	1.02	0.99
8	2306043	MC	18	0.18	0.12	2.16	0.11	1.08	1.18
9	2306046	MC	20	0.20	0.03	2.11	0.11	1.22	1.33
12	3288538	MC	28	0.28	0.10	1.44	0.10	1.06	1.11
15	3192059	MC	48	0.48	0.32	0.54	0.09	0.94	0.93
16	3216303	MC	43	0.43	0.23	0.77	0.09	1.00	1.01
17	3288545	SA	35	0.70	0.42	1.11	0.06	0.91	0.89
18	3341675	SA	12	0.25	0.38	2.01	0.08	0.86	0.72
19	3216223	MC	49	0.49	0.26	0.51	0.09	0.98	0.97
20	3192014	MC	68	0.68	0.39	-0.32	0.09	0.89	0.85
21	3216189	MC	41	0.41	0.21	0.75	0.09	1.00	1.00
22	3191983	MC	66	0.66	0.25	-0.28	0.09	0.98	0.97
23	3191991	MC	16	0.16	0.05	2.27	0.12	1.05	1.41
24	3341696	SA	24	0.48	0.34	1.36	0.07	0.82	0.79
25	3341694	SA	25	0.51	0.28	1.70	0.07	1.00	1.01
26	3191995	MC	35	0.35	0.05	1.13	0.09	1.10	1.16
27	3192004	MC	37	0.37	0.16	1.30	0.09	1.14	1.20
30	3341723	SA	8	0.16	0.20	3.11	0.11	0.99	0.95
31	3216322	OE	36	1.44	0.53	1.27	0.04	0.85	0.84
32	3216314	MC	34	0.34	0.12	1.19	0.09	1.06	1.07
33	3192005	MC	16	0.16	0.15	1.97	0.11	0.89	0.92
34	3216307	MC	62	0.62	0.20	-0.02	0.09	1.01	1.01
37	3441911	SA	14	0.29	0.31	1.70	0.07	0.98	0.96
38	3192012	MC	27	0.27	0.20	1.52	0.10	1.00	1.03
39	3192069	MC	68	0.68	0.17	-0.36	0.09	1.03	1.02
40	3216321	MC	68	0.68	0.34	-0.31	0.09	0.90	0.89
41	3192020	MC	39	0.39	-0.02	0.95	0.09	1.15	1.23
42	3191948	MC	23	0.23	0.07	1.77	0.10	1.07	1.18
43	3192060	MC	46	0.46	0.34	0.65	0.09	0.94	0.94
44	3191984	MC	52	0.52	0.31	0.42	0.09	0.95	0.93
45	3191603	OE	34	1.35	0.39	1.08	0.04	1.02	1.01



Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
46	3341734	SA	47	0.94	0.48	0.60	0.06	0.84	0.84
47	3216306	MC	67	0.67	0.25	-0.07	0.09	0.93	0.91
48	3191953	MC	41	0.41	0.22	0.87	0.09	1.00	1.01
51	3191608	OE	20	0.79	0.37	1.95	0.05	1.02	0.99
54	3216318	MC	30	0.30	0.03	1.35	0.09	1.10	1.17
55	3216323	MC	21	0.21	0.23	1.88	0.11	0.97	1.02
56	3341741	SA	36	0.72	0.48	1.13	0.07	0.85	0.83
57	3441923	SA	8	0.16	0.23	3.11	0.11	0.98	0.98
58	3216312	MC	37	0.37	0.11	1.03	0.09	1.06	1.09
59	3191994	MC	38	0.38	0.21	1.00	0.09	1.01	1.01
60	3216317	MC	44	0.44	0.25	0.74	0.09	0.98	0.99

### Spanish Science Grade 9

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2306211	MC	69	0.69	0.19	-0.26	0.11	1.14	1.17
2	2306225	MC	36	0.36	0.12	1.40	0.09	1.02	1.02
3	2306228	MC	22	0.22	-0.16	2.23	0.11	1.17	1.34
4	2306229	MC	53	0.53	0.20	1.01	0.09	1.02	1.03
5	3338025	SA	3	0.06	0.18	3.45	0.16	0.98	0.82
6	3191679	OE	3	0.12	0.25	3.12	0.11	0.93	0.80
7	2306231	MC	18	0.18	0.03	2.49	0.12	1.07	1.12
8	2306237	MC	38	0.38	0.10	1.82	0.10	1.21	1.23
9	2306239	MC	36	0.36	0.18	1.55	0.10	1.02	1.04
10	2306241	MC	21	0.21	0.09	2.29	0.11	1.04	1.07
13	2306248	MC	22	0.22	-0.04	2.29	0.11	1.11	1.21
14	3324649	MC	37	0.37	-0.10	1.49	0.09	1.17	1.21
15	3216770	MC	68	0.68	0.39	0.09	0.10	0.89	0.83
18	3338028	SA	4	0.07	0.12	3.79	0.14	0.92	0.89
19	3441974	SA	0	0.01	0.08	5.79	0.49	1.00	0.67
20	3441980	SA	15	0.31	0.32	3.66	0.10	0.93	0.92
21	3192127	MC	62	0.62	0.02	0.30	0.10	1.12	1.16
22	3216856	OE	31	1.25	0.47	1.52	0.04	0.89	0.89
23	3338050	SA	7	0.13	0.32	3.05	0.11	0.77	0.66
24	3192130	MC	21	0.21	0.14	2.33	0.11	1.01	0.99
25	3192149	MC	15	0.15	-0.01	2.72	0.13	1.07	1.26
26	3189444	MC	75	0.75	0.24	-0.01	0.10	0.87	0.86
29	3191683	OE	5	0.19	0.36	2.76	0.08	0.91	0.63
30	3216839	MC	18	0.18	0.08	2.49	0.12	1.04	1.11
31	3216746	MC	34	0.34	0.08	1.64	0.10	1.08	1.11
34	3338053	SA	22	0.43	0.44	2.02	0.07	0.86	0.84
35	3441983	SA	1	0.01	0.15	4.28	0.33	0.98	0.46
36	3216802	MC	25	0.25	0.03	2.04	0.10	1.06	1.16
37	3192135	MC	76	0.76	0.17	-0.31	0.11	0.99	1.02
38	3192097	MC	19	0.19	-0.01	2.41	0.11	1.09	1.22
39	3192132	MC	56	0.56	0.18	0.65	0.09	1.01	1.01
40	3192083	MC	48	0.48	0.21	0.99	0.09	0.99	0.99

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
41	3191996	MC	26	0.26	0.16	1.99	0.10	1.01	1.03
42	3216793	MC	46	0.46	0.30	1.05	0.09	0.95	0.94
43	3191696	MC	53	0.53	0.32	0.87	0.09	0.94	0.93
44	3338055	SA	13	0.26	0.21	2.98	0.10	0.91	0.93
45	3338234	SA	31	0.63	0.41	1.87	0.07	0.89	0.88
46	3216766	MC	38	0.38	0.27	1.38	0.09	0.96	0.96
47	3192131	MC	34	0.34	0.14	1.62	0.10	1.04	1.02
50	3191685	OE	22	0.89	0.44	1.90	0.05	0.93	0.84
51	3338059	SA	9	0.19	0.13	2.72	0.10	1.07	1.00
52	3192103	MC	40	0.40	0.17	1.31	0.09	1.02	1.02
53	3192100	MC	37	0.37	0.42	1.49	0.09	0.88	0.85
54	3191972	MC	73	0.73	0.34	-0.18	0.10	0.91	0.85
57	3216761	MC	29	0.29	0.14	1.85	0.10	1.03	1.07
58	3192073	MC	51	0.51	0.20	0.87	0.09	1.00	1.00
59	3216857	MC	42	0.42	0.26	1.23	0.09	0.97	0.97
60	3216795	MC	31	0.31	0.27	1.78	0.10	0.96	0.97

## Appendix C Performance Level Percentages for Selected Demographic Subgroups

Note: In the following tables, demographic groups with less than 30 members are omitted due to the instability of statistics based on small population sizes.

### English Language Math (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	11000	10969	0	8	50	38	4	42
3	Male	11469	11426	0	8	49	38	4	43
3	American Indian	2343	2337	0	13	61	25	2	27
3	Asian	342	341	0	4	35	53	8	61
3	Black	615	614	0	11	56	30	2	33
3	Hispanic	12135	12099	0	9	54	34	2	36
3	White	7032	7002	0	4	38	50	8	58
3	SPED	3500	3481	1	19	55	24	2	25
3	Gifted	990	988	0	0	8	63	28	91
3	Non-SPED/Non-gifted	17984	17931	0	6	51	40	3	43
3	Title1	14788	14743	0	9	54	33	3	36
3	Non-Title1	7686	7657	0	5	41	48	7	54
3	Bilingual Education	5143	5127	0	10	55	32	2	35
3	Econ Disadvantaged	725	722	0	9	52	35	3	39
3	Non-Econ Disadvantaged	21749	21678	0	8	49	38	4	43
3	Current ELL	3224	3210	0	15	62	21	1	23
3	Exited ELL	1742	1739	0	5	51	41	4	45
3	Never ELL	17508	17451	0	7	47	41	5	46
3	Migrant	44	44	0	9	70	18	2	20
3	Non-Migrant	22430	22356	0	8	50	38	4	42
4	Female	11165	11133	0	8	44	36	11	47
4	Male	11667	11631	0	9	44	36	11	46
4	American Indian	2305	2302	0	13	55	26	5	31
4	Asian	380	380	0	3	23	44	29	73
4	Black	614	614	0	14	49	30	7	38
4	Hispanic	12366	12320	0	10	49	34	7	41
4	White	7163	7144	0	4	33	43	19	62
4	SPED	3596	3571	1	22	53	21	3	25
4	Gifted	1364	1363	0	0	6	41	53	94
4	Non-SPED/Non-gifted	17876	17834	0	7	45	39	9	48
4	Title1	14672	14629	0	11	49	33	7	40
4	Non-Title1	8164	8139	0	5	36	42	17	58
4	Bilingual Education	5078	5065	0	12	50	31	6	37
4	Econ Disadvantaged	655	653	0	13	48	33	6	39
4	Non-Econ Disadvantaged	22181	22115	0	9	44	36	11	47
4	Current ELL	3485	3475	0	19	57	21	2	23
4	Exited ELL	1809	1807	0	3	42	43	12	55
4	Never ELL	17542	17486	0	7	42	38	12	51

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
4	Migrant	37	37	0	14	59	24	3	27
4	Non-Migrant	22799	22731	0	9	44	36	11	47
5	Female	11295	11276	0	11	51	30	7	38
5	Male	11566	11517	0	13	50	30	7	37
5	American Indian	2356	2349	0	16	60	21	3	24
5	Asian	327	327	0	4	31	39	25	65
5	Black	657	656	0	18	56	23	4	27
5	Hispanic	12381	12343	0	14	55	26	4	30
5	White	7140	7118	0	6	40	40	13	53
5	SPED	3678	3649	1	30	54	13	2	15
5	Gifted	1459	1456	0	0	9	45	46	90
5	Non-SPED/Non-gifted	17731	17695	0	9	54	32	5	37
5	Title1	14734	14696	0	14	55	26	4	30
5	Non-Title1	8134	8104	0	7	43	37	12	49
5	Bilingual Education	5043	5036	0	16	57	24	4	28
5	Econ Disadvantaged	768	765	0	13	60	24	4	27
5	Non-Econ Disadvantaged	22100	22035	0	12	50	30	7	37
5	Current ELL	3506	3499	0	25	61	13	1	14
5	Exited ELL	1971	1968	0	4	52	37	7	44
5	Never ELL	17391	17333	0	10	49	33	8	41
5	Migrant	36	36	0	14	69	14	3	17
5	Non-Migrant	22832	22764	0	12	51	30	7	37
6	Female	11388	11341	0	19	54	22	5	27
6	Male	11920	11855	1	23	50	22	5	27
6	American Indian	2424	2405	1	28	56	14	2	15
6	Asian	289	287	1	9	38	35	17	52
6	Black	623	618	1	30	52	14	3	17
6	Hispanic	12764	12710	0	25	55	17	3	20
6	White	7207	7175	0	11	46	32	10	42
6	SPED	3816	3794	1	49	41	8	1	9
6	Gifted	1575	1570	0	0	16	49	34	83
6	Non-SPED/Non-gifted	17920	17835	0	17	57	22	3	26
6	Title1	12663	12590	1	25	54	17	3	20
6	Non-Title1	10648	10609	0	15	49	27	8	35
6	Bilingual Education	3952	3935	0	31	55	12	2	14
6	Econ Disadvantaged	698	695	0	30	53	14	2	16
6	Non-Econ Disadvantaged	22613	22504	0	21	52	22	5	27
6	Current ELL	3199	3176	1	42	51	6	0	7
6	Exited ELL	2077	2073	0	12	62	23	3	26
6	Never ELL	18035	17950	0	18	51	24	6	30
6	Migrant	51	51	0	37	51	12	0	12
6	Non-Migrant	23260	23148	0	21	52	22	5	27
7	Female	11660	11603	0	23	50	21	4	26
7	Male	12180	12092	1	27	48	20	5	25
7	American Indian	2776	2762	1	35	51	12	1	13
7	Asian	276	276	0	12	34	31	23	54

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
7	Black	642	641	0	31	50	17	1	19
7	Hispanic	12777	12687	1	29	51	16	2	19
7	White	7367	7327	1	14	45	31	10	41
7	SPED	3896	3849	1	55	36	7	1	8
7	Gifted	1464	1460	0	1	15	52	32	84
7	Non-SPED/Non-gifted	18484	18390	1	21	55	21	3	24
7	Title1	10643	10579	1	33	51	14	2	16
7	Non-Title1	13201	13120	1	19	48	26	7	33
7	Bilingual Education	3433	3415	1	37	50	10	1	12
7	Econ Disadvantaged	462	459	1	36	52	10	1	11
7	Non-Econ Disadvantaged	23382	23240	1	25	49	21	5	26
7	Current ELL	3469	3444	1	48	46	5	0	6
7	Exited ELL	1774	1771	0	15	56	25	4	29
7	Never ELL	18601	18484	1	22	49	23	5	29
7	Migrant	44	44	0	41	36	20	2	23
7	Non-Migrant	23800	23655	1	25	49	21	5	25
8	Female	11904	11836	1	17	51	27	4	31
8	Male	12489	12354	1	21	49	25	5	29
8	American Indian	2863	2840	1	27	56	16	1	17
8	Asian	300	296	1	7	32	36	23	59
8	Black	599	595	1	26	52	19	3	22
8	Hispanic	12965	12833	1	23	54	20	2	22
8	White	7663	7623	1	9	43	38	9	48
8	SPED	4054	3984	2	50	40	7	1	8
8	Gifted	1480	1476	0	0	12	53	35	88
8	Non-SPED/Non-gifted	18865	18736	1	14	55	27	3	30
8	Title1	10738	10626	1	25	55	17	2	19
8	Non-Title1	13661	13570	1	14	46	32	7	39
8	Bilingual Education	3511	3473	1	27	56	14	2	16
8	Econ Disadvantaged	472	465	1	27	56	15	1	15
8	Non-Econ Disadvantaged	23927	23731	1	19	50	26	5	30
8	Current ELL	2991	2956	1	40	52	6	0	7
8	Exited ELL	2077	2073	0	10	57	29	4	33
8	Never ELL	19331	19167	1	17	49	28	5	33
8	Migrant	37	37	0	35	51	11	3	14
8	Non-Migrant	24362	24159	1	19	50	26	5	30
9	Female	13156	12890	2	11	49	32	6	38
9	Male	13909	13496	3	15	47	29	7	35
9	American Indian	3574	3499	2	17	59	21	2	22
9	Asian	297	294	1	6	29	39	26	65
9	Black	661	644	3	22	45	27	3	30
9	Hispanic	14097	13653	3	16	53	25	3	28
9	White	8432	8293	2	6	35	43	14	57
9	SPED	4696	4496	4	36	49	10	1	11
9	Gifted	1372	1362	1	0	8	46	44	91
9	Non-SPED/Non-gifted	21009	20538	2	9	50	34	5	39

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
9	Title1	7973	7778	2	16	55	24	3	27
9	Non-Title1	19104	18618	3	12	45	33	8	41
9	Bilingual Education	3471	3377	3	17	58	21	2	23
9	Econ Disadvantaged	1040	1008	3	18	57	20	2	22
9	Non-Econ Disadvantaged	26037	25388	2	13	47	31	7	37
9	Current ELL	3373	3276	3	26	60	11	1	11
9	Exited ELL	2090	2052	2	7	51	35	5	40
9	Never ELL	21614	21068	3	11	46	33	8	40
9	Migrant	45	45	0	13	64	18	4	22
9	Non-Migrant	27032	26351	3	13	48	30	7	37
11	Female	10002	9736	3	20	48	25	5	30
11	Male	9855	9566	3	24	41	25	8	32
11	American Indian	2584	2525	2	28	54	14	1	15
11	Asian	285	283	1	10	32	36	21	58
11	Black	488	477	2	36	42	15	5	20
11	Hispanic	9434	9087	4	27	48	19	3	21
11	White	7068	6932	2	12	37	37	13	49
11	SPED	3138	2991	5	53	34	8	1	8
11	Gifted	1131	1116	1	2	13	47	37	84
11	Non-SPED/Non-gifted	15599	15205	3	17	49	26	5	32
11	Title1	5504	5292	4	27	51	16	2	18
11	Non-Title1	14364	14020	2	20	42	28	8	36
11	Bilingual Education	2453	2357	4	29	49	16	2	18
11	Econ Disadvantaged	595	566	5	28	50	16	1	17
11	Non-Econ Disadvantaged	19273	18746	3	22	44	25	7	31
11	Current ELL	2009	1920	4	46	45	4	0	5
11	Exited ELL	1648	1604	3	20	55	20	2	23
11	Never ELL	16211	15788	3	19	43	27	8	35
11	Migrant	31	31	0	35	58	6	0	6
11	Non-Migrant	19837	19281	3	22	44	25	6	31

### Spanish Language Math (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	838	835	0	5	34	46	14	61
3	Male	858	854	0	3	34	48	13	62
3	Hispanic	1690	1683	0	4	34	47	14	61
3	SPED	151	151	0	10	44	42	4	46
3	Non-SPED/Non-gifted	1526	1519	0	4	34	48	14	62
3	Title1	1395	1390	0	5	34	45	16	61
3	Non-Title1	301	299	1	2	37	56	5	61
3	Bilingual Education	1594	1589	0	4	34	48	14	62

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Econ Disadvantaged	95	95	0	4	28	52	16	67
3	Non-Econ Disadvantaged	1601	1594	0	4	35	47	14	61
3	Current ELL	1307	1302	0	4	32	50	15	64
3	Exited ELL	75	75	0	3	13	44	40	84
3	Never ELL	314	312	1	6	50	39	4	43
3	Migrant	43	43	0	7	35	51	7	58
3	Non-Migrant	1653	1646	0	4	34	47	14	61
4	Female	599	597	0	9	61	24	6	30
4	Male	610	610	0	10	60	25	5	30
4	Hispanic	1204	1202	0	9	61	25	5	30
4	SPED	93	93	0	15	71	12	2	14
4	Non-SPED/Non-gifted	1112	1110	0	9	60	25	5	31
4	Title1	1019	1017	0	10	58	26	6	32
4	Non-Title1	192	192	0	7	74	17	2	19
4	Bilingual Education	1129	1127	0	9	60	25	5	30
4	Econ Disadvantaged	101	101	0	6	50	39	5	44
4	Non-Econ Disadvantaged	1110	1108	0	10	62	23	5	28
4	Current ELL	963	962	0	9	60	26	5	31
4	Never ELL	220	219	0	11	70	17	1	19
4	Non-Migrant	1193	1191	0	9	60	25	5	30
5	Female	507	507	0	19	64	16	1	17
5	Male	465	465	0	21	59	19	1	20
5	Hispanic	971	971	0	20	62	18	1	18
5	SPED	61	61	0	49	44	7	0	7
5	Non-SPED/Non-gifted	907	907	0	18	63	18	1	19
5	Title1	823	823	0	21	60	18	1	19
5	Non-Title1	149	149	0	16	70	14	0	14
5	Bilingual Education	893	893	0	19	62	18	1	19
5	Econ Disadvantaged	75	75	0	13	59	28	0	28
5	Non-Econ Disadvantaged	897	897	0	21	62	17	1	18
5	Current ELL	764	764	0	19	63	17	1	18
5	Never ELL	193	193	0	25	61	14	0	14
5	Migrant	38	38	0	18	68	13	0	13
5	Non-Migrant	934	934	0	20	61	18	1	19
6	Female	302	300	1	21	66	11	2	13
6	Male	316	314	1	28	58	12	1	14
6	Hispanic	617	613	1	24	62	12	1	13
6	SPED	32	32	0	50	41	9	0	9
6	Non-SPED/Non-gifted	586	582	1	23	63	12	2	13
6	Title1	492	489	1	25	61	11	1	13
6	Non-Title1	126	125	1	20	64	13	2	15
6	Bilingual Education	549	546	1	23	62	12	1	14
6	Non-Econ Disadvantaged	592	589	1	24	62	12	2	14
6	Current ELL	486	483	1	24	62	11	2	13
6	Never ELL	121	120	1	24	61	13	1	14
6	Non-Migrant	591	587	1	24	62	12	2	13

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
7	Female	303	301	1	35	58	6	0	6
7	Male	338	334	1	36	54	9	0	9
7	Hispanic	639	633	1	36	55	8	0	8
7	Non-SPED/Non-gifted	618	612	1	36	55	7	0	7
7	Title1	447	443	1	35	56	8	0	8
7	Non-Title1	196	193	2	37	55	7	0	7
7	Bilingual Education	565	560	1	35	56	8	0	8
7	Non-Econ Disadvantaged	641	634	1	36	55	7	0	8
7	Current ELL	495	489	1	32	58	8	0	9
7	Never ELL	146	145	1	47	47	5	0	5
7	Non-Migrant	621	614	1	36	56	7	0	8
8	Female	261	261	0	22	60	17	1	18
8	Male	305	302	1	22	63	14	0	14
8	Hispanic	563	560	1	22	62	15	1	16
8	Non-SPED/Non-gifted	550	547	1	21	63	15	1	16
8	Title1	401	398	1	23	61	15	1	16
8	Non-Title1	166	166	0	19	64	16	1	17
8	Bilingual Education	495	492	1	22	60	16	1	17
8	Non-Econ Disadvantaged	563	560	1	22	62	15	1	16
8	Current ELL	427	425	0	22	60	17	1	18
8	Never ELL	135	135	0	22	67	10	0	10
8	Non-Migrant	542	539	1	22	61	16	1	16
9	Female	274	261	5	19	61	15	1	15
9	Male	260	246	5	21	60	13	0	13
9	Hispanic	528	501	5	20	60	14	1	14
9	Non-SPED/Non-gifted	513	486	5	20	60	14	1	14
9	Title1	171	169	1	22	63	14	0	14
9	Non-Title1	365	340	7	20	59	13	1	14
9	Bilingual Education	436	421	3	20	61	14	1	15
9	Non-Econ Disadvantaged	515	488	5	20	61	14	1	15
9	Current ELL	384	378	2	22	62	14	1	14
9	Never ELL	148	127	14	16	56	13	1	14
9	Non-Migrant	513	487	5	20	61	13	1	14
11	Female	150	150	0	39	55	6	0	6
11	Male	98	97	1	38	49	12	0	12
11	Hispanic	248	247	0	38	53	8	0	8
11	Non-SPED/Non-gifted	242	241	0	39	54	7	0	7
11	Title1	91	91	0	52	43	5	0	5
11	Non-Title1	159	158	1	31	58	10	0	10
11	Bilingual Education	199	198	1	39	53	8	0	8
11	Non-Econ Disadvantaged	242	241	0	39	52	8	0	8
11	Current ELL	173	172	1	43	47	9	0	9
11	Never ELL	75	75	0	29	65	5	0	5
11	Non-Migrant	240	239	0	39	53	8	0	8



## English Language Math (BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	465	455	2	13	66	18	0	18
3	Male	416	406	2	14	64	19	0	20
3	American Indian	876	857	2	13	65	19	0	19
3	Non-SPED/Non-gifted	877	857	2	14	65	19	0	19
3	Title1	75	75	0	11	80	9	0	9
3	Non-Title1	811	791	2	14	64	20	0	20
3	Bilingual Education	33	33	0	9	88	3	0	3
3	Econ Disadvantaged	639	622	3	13	64	20	0	21
3	Non-Econ Disadvantaged	247	244	1	17	67	15	0	15
3	Current ELL	485	472	3	16	64	17	0	17
3	Exited ELL	86	86	0	8	60	31	0	31
3	Never ELL	315	308	2	11	68	19	0	19
3	Non-Migrant	886	866	2	14	65	19	0	19
4	Female	369	364	1	25	61	13	1	13
4	Male	429	419	2	26	59	12	0	12
4	American Indian	791	776	2	26	60	12	1	13
4	Non-SPED/Non-gifted	786	771	2	25	60	12	1	13
4	Title1	76	74	3	30	50	17	0	17
4	Non-Title1	723	710	2	25	61	12	1	12
4	Econ Disadvantaged	565	552	2	26	59	12	1	13
4	Non-Econ Disadvantaged	234	232	1	25	61	12	0	13
4	Current ELL	512	506	1	29	61	9	1	10
4	Exited ELL	60	54	10	18	57	15	0	15
4	Never ELL	227	224	1	21	59	19	0	19
4	Non-Migrant	799	784	2	26	60	12	1	13
5	Female	391	384	2	30	56	12	0	12
5	Male	353	348	1	34	55	10	0	10
5	American Indian	736	726	1	32	56	11	0	11
5	Non-SPED/Non-gifted	734	723	1	32	56	11	0	11
5	Title1	51	49	4	37	51	8	0	8
5	Non-Title1	694	684	1	31	56	11	0	11
5	Bilingual Education	30	30	0	40	50	10	0	10
5	Econ Disadvantaged	533	525	2	30	56	12	0	12
5	Non-Econ Disadvantaged	212	208	2	36	54	8	0	8
5	Current ELL	402	397	1	36	54	8	0	8
5	Exited ELL	46	45	2	22	61	15	0	15
5	Never ELL	297	291	2	27	57	14	0	14
5	Non-Migrant	745	733	2	32	56	11	0	11
6	Female	387	384	1	40	52	7	0	7
6	Male	406	398	2	47	44	7	1	8
6	American Indian	786	776	1	43	48	7	1	8
6	Non-SPED/Non-gifted	777	767	1	43	48	7	1	8
6	Title1	51	48	6	41	49	4	0	4
6	Non-Title1	743	735	1	43	48	7	1	8

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
6	Econ Disadvantaged	579	576	1	41	49	9	1	9
6	Non-Econ Disadvantaged	215	207	4	49	44	3	0	3
6	Current ELL	413	408	1	52	42	4	0	5
6	Exited ELL	54	54	0	28	56	15	2	17
6	Never ELL	327	321	2	35	53	9	1	10
6	Non-Migrant	794	783	1	43	48	7	1	8
7	Female	393	391	1	44	51	5	0	5
7	Male	358	352	2	52	40	6	0	6
7	American Indian	747	741	1	48	46	5	0	5
7	Non-SPED/Non-gifted	746	738	1	48	46	5	0	5
7	Title1	51	49	4	49	47	0	0	0
7	Non-Title1	701	695	1	48	46	6	0	6
7	Econ Disadvantaged	541	537	1	47	46	6	0	6
7	Non-Econ Disadvantaged	211	207	2	50	45	3	0	4
7	Current ELL	441	437	1	51	43	5	0	5
7	Exited ELL	43	43	0	47	49	5	0	5
7	Never ELL	268	264	1	42	50	6	0	7
7	Non-Migrant	752	744	1	48	46	5	0	5
8	Female	371	366	1	36	51	11	1	11
8	Male	362	358	1	40	51	7	0	7
8	American Indian	720	712	1	38	51	9	0	9
8	Non-SPED/Non-gifted	727	718	1	38	52	9	0	9
8	Title1	51	50	2	24	45	27	2	29
8	Non-Title1	685	677	1	39	52	7	0	8
8	Econ Disadvantaged	592	587	1	38	52	9	0	9
8	Non-Econ Disadvantaged	144	140	3	39	50	7	1	8
8	Current ELL	412	410	0	48	45	6	0	7
8	Exited ELL	39	39	0	15	72	13	0	13
8	Never ELL	285	278	2	28	57	12	0	13
8	Non-Migrant	736	727	1	38	51	9	0	9
9	Female	324	316	2	14	59	23	2	25
9	Male	257	255	1	21	60	17	1	18
9	American Indian	558	556	0	17	61	21	1	22
9	Non-SPED/Non-gifted	576	566	2	17	60	20	1	22
9	Title1	30	28	7	17	43	33	0	33
9	Non-Title1	554	545	2	17	60	20	1	21
9	Econ Disadvantaged	473	471	0	19	63	17	1	18
9	Non-Econ Disadvantaged	111	102	8	8	45	36	3	39
9	Current ELL	307	302	2	24	64	11	0	11
9	Never ELL	264	258	2	9	53	33	3	36
9	Non-Migrant	584	573	2	17	59	20	1	22
11	Female	200	196	2	26	49	23	1	24
11	Male	176	171	3	30	49	16	2	18
11	American Indian	370	363	2	27	50	19	2	21
11	Non-SPED/Non-gifted	373	365	2	27	50	19	2	21
11	Title1	33	32	3	33	45	18	0	18

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
11	Non-Title1	347	339	2	27	50	19	2	21
11	Econ Disadvantaged	298	292	2	30	53	14	1	15
11	Non-Econ Disadvantaged	82	79	4	20	37	37	4	40
11	Current ELL	183	176	4	38	46	10	2	11
11	Never ELL	191	189	1	17	52	28	2	30
11	Non-Migrant	380	371	2	27	49	19	2	21

### English Language Reading (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	11002	10967	0	13	27	54	6	60
3	Male	11470	11419	0	20	29	47	4	50
3	American Indian	2345	2338	0	27	34	37	1	39
3	Asian	339	339	0	11	19	59	11	70
3	Black	614	610	1	18	32	46	3	49
3	Hispanic	12140	12095	0	19	31	47	3	50
3	White	7032	7002	0	10	20	60	10	70
3	SPED	3502	3479	1	42	28	28	1	30
3	Gifted	990	988	0	1	4	64	31	95
3	Non-SPED/Non-gifted	17985	17924	0	13	29	54	4	58
3	Title1	14793	14735	0	20	31	46	3	49
3	Non-Title1	7684	7656	0	11	22	59	8	67
3	Bilingual Education	5145	5127	0	21	31	45	3	48
3	Econ Disadvantaged	725	721	1	22	32	43	2	46
3	Non-Econ Disadvantaged	21752	21670	0	16	28	50	5	55
3	Current ELL	3223	3205	1	33	36	29	1	30
3	Exited ELL	1743	1740	0	11	28	57	4	62
3	Never ELL	17511	17446	0	14	27	53	6	59
3	Migrant	44	43	2	25	45	27	0	27
3	Non-Migrant	22433	22348	0	17	28	50	5	55
4	Female	11162	11135	0	9	30	48	13	61
4	Male	11666	11627	0	15	34	43	7	50
4	American Indian	2304	2299	0	20	42	34	5	38
4	Asian	378	378	0	4	20	53	22	75
4	Black	613	610	0	15	37	40	8	47
4	Hispanic	12367	12326	0	14	36	43	7	49
4	White	7162	7145	0	6	23	53	17	71
4	SPED	3595	3570	1	37	35	24	3	28
4	Gifted	1362	1360	0	0	4	53	43	96
4	Non-SPED/Non-gifted	17875	17836	0	8	34	49	9	58
4	Title1	14672	14633	0	15	36	41	7	49
4	Non-Title1	8160	8133	0	8	24	52	16	68

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
4	Bilingual Education	5076	5066	0	17	38	38	6	45
4	Econ Disadvantaged	657	654	0	15	38	40	7	47
4	Non-Econ Disadvantaged	22175	22112	0	12	32	45	10	56
4	Current ELL	3479	3471	0	29	45	24	2	26
4	Exited ELL	1808	1805	0	4	29	56	11	67
4	Never ELL	17545	17490	0	10	30	48	12	60
4	Migrant	37	37	0	35	38	27	0	27
4	Non-Migrant	22795	22729	0	12	32	45	10	56
5	Female	11291	11272	0	6	27	49	18	67
5	Male	11567	11501	1	11	34	44	11	54
5	American Indian	2357	2349	0	14	44	35	6	42
5	Asian	326	323	1	3	16	54	27	81
5	Black	657	653	1	10	32	46	12	57
5	Hispanic	12378	12332	0	10	35	45	10	55
5	White	7140	7116	0	5	20	51	24	75
5	SPED	3681	3640	1	31	41	23	3	27
5	Gifted	1459	1457	0	0	3	42	54	97
5	Non-SPED/Non-gifted	17725	17683	0	4	31	51	13	64
5	Title1	14729	14676	0	10	36	44	10	54
5	Non-Title1	8136	8104	0	5	22	50	23	72
5	Bilingual Education	5044	5034	0	11	39	41	9	50
5	Econ Disadvantaged	768	765	0	8	39	46	7	53
5	Non-Econ Disadvantaged	22097	22015	0	8	31	46	14	61
5	Current ELL	3502	3490	0	21	50	26	3	29
5	Exited ELL	1974	1973	0	1	24	61	13	75
5	Never ELL	17389	17317	0	7	28	48	17	65
5	Migrant	36	36	0	22	44	22	11	33
5	Non-Migrant	22829	22744	0	8	31	46	14	60
6	Female	11388	11355	0	11	47	37	6	42
6	Male	11920	11861	0	19	49	29	3	32
6	American Indian	2425	2411	1	22	58	18	1	19
6	Asian	286	285	0	8	35	49	9	57
6	Black	625	621	1	18	52	26	4	30
6	Hispanic	12769	12721	0	17	52	27	3	30
6	White	7202	7177	0	8	37	47	8	54
6	SPED	3815	3788	1	45	42	11	0	12
6	Gifted	1575	1572	0	0	12	65	22	87
6	Non-SPED/Non-gifted	17921	17859	0	10	52	34	3	38
6	Title1	12666	12616	0	19	52	27	2	29
6	Non-Title1	10645	10603	0	10	43	40	7	46
6	Bilingual Education	3953	3935	0	24	53	21	2	23
6	Econ Disadvantaged	698	691	1	24	52	21	2	23
6	Non-Econ Disadvantaged	22613	22528	0	15	48	33	4	37
6	Current ELL	3197	3177	1	37	54	8	0	8
6	Exited ELL	2078	2074	0	4	54	39	3	41
6	Never ELL	18036	17968	0	12	46	36	5	41

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
6	Migrant	51	51	0	29	45	22	4	25
6	Non-Migrant	23260	23168	0	15	48	33	4	37
7	Female	11662	11585	1	7	37	44	10	55
7	Male	12184	12064	1	13	42	39	5	44
7	American Indian	2779	2762	1	16	50	30	3	33
7	Asian	271	271	0	6	24	49	21	70
7	Black	642	641	0	11	41	43	5	48
7	Hispanic	12781	12646	1	12	44	38	5	43
7	White	7371	7327	1	5	28	52	15	66
7	SPED	3899	3851	1	35	46	16	2	18
7	Gifted	1465	1460	0	0	5	53	41	95
7	Non-SPED/Non-gifted	18486	18342	1	6	41	46	7	52
7	Title1	10647	10586	1	14	47	35	4	39
7	Non-Title1	13203	13067	1	8	34	47	11	58
7	Bilingual Education	3436	3406	1	16	49	31	3	34
7	Econ Disadvantaged	461	458	1	13	54	29	3	33
7	Non-Econ Disadvantaged	23389	23195	1	10	39	42	8	50
7	Current ELL	3470	3448	1	25	57	17	1	18
7	Exited ELL	1774	1762	1	3	38	51	7	58
7	Never ELL	18606	18443	1	8	37	45	9	54
7	Migrant	44	44	0	25	43	27	5	32
7	Non-Migrant	23806	23609	1	10	40	42	8	49
8	Female	11906	11825	1	7	32	58	3	61
8	Male	12488	12370	1	13	36	48	2	50
8	American Indian	2868	2844	1	14	47	37	1	38
8	Asian	297	295	1	4	22	64	9	73
8	Black	598	594	1	13	37	49	1	50
8	Hispanic	12969	12837	1	12	38	48	1	49
8	White	7659	7622	0	5	23	66	5	72
8	SPED	4053	3976	2	36	42	20	0	20
8	Gifted	1480	1476	0	0	4	77	19	95
8	Non-SPED/Non-gifted	18867	18748	1	5	35	58	2	60
8	Title1	10747	10648	1	13	41	44	1	45
8	Non-Title1	13653	13552	1	8	28	60	4	63
8	Bilingual Education	3513	3473	1	16	43	39	1	40
8	Econ Disadvantaged	473	469	1	14	45	39	1	40
8	Non-Econ Disadvantaged	23927	23731	1	10	34	53	3	56
8	Current ELL	2993	2958	1	26	52	21	0	21
8	Exited ELL	2078	2066	1	3	32	63	1	64
8	Never ELL	19329	19176	1	8	31	57	3	60
8	Migrant	37	37	0	19	49	32	0	32
8	Non-Migrant	24363	24163	1	10	34	53	2	55
9	Female	13164	12926	2	20	28	48	2	50
9	Male	13913	13521	3	30	29	37	1	38
9	American Indian	3577	3492	2	35	34	28	0	28
9	Asian	296	291	2	15	26	52	6	57

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
9	Black	661	642	3	31	28	37	1	38
9	Hispanic	14108	13700	3	30	32	35	1	35
9	White	8432	8319	1	13	21	61	3	64
9	SPED	4697	4517	4	57	24	14	0	15
9	Gifted	1372	1362	1	2	6	81	10	92
9	Non-SPED/Non-gifted	21020	20578	2	20	31	46	1	47
9	Title1	7977	7796	2	32	33	33	1	33
9	Non-Title1	19112	18661	2	23	27	46	2	48
9	Bilingual Education	3470	3378	3	35	31	30	0	31
9	Econ Disadvantaged	1039	1009	3	35	31	30	1	31
9	Non-Econ Disadvantaged	26050	25448	2	25	29	43	2	44
9	Current ELL	3371	3278	3	53	31	13	0	13
9	Exited ELL	2092	2056	2	15	37	46	1	47
9	Never ELL	21626	21123	2	22	27	46	2	48
9	Migrant	45	45	0	47	18	36	0	36
9	Non-Migrant	27044	26412	2	25	29	42	1	44
11	Female	10001	9787	2	11	36	43	8	51
11	Male	9859	9615	2	18	36	39	5	43
11	American Indian	2584	2527	2	19	47	29	2	31
11	Asian	285	281	1	10	30	46	13	59
11	Black	488	477	2	19	41	33	5	38
11	Hispanic	9437	9163	3	19	41	35	3	38
11	White	7068	6956	2	7	26	54	12	65
11	SPED	3139	3021	4	42	37	16	1	17
11	Gifted	1131	1115	1	1	7	59	32	91
11	Non-SPED/Non-gifted	15601	15276	2	10	38	44	5	50
11	Title1	5509	5345	3	19	43	32	3	35
11	Non-Title1	14362	14067	2	13	33	44	7	52
11	Bilingual Education	2454	2379	3	21	41	33	3	36
11	Econ Disadvantaged	595	574	4	21	42	30	2	33
11	Non-Econ Disadvantaged	19276	18838	2	14	36	41	6	47
11	Current ELL	2011	1934	4	40	45	11	0	11
11	Exited ELL	1649	1611	2	10	44	40	3	43
11	Never ELL	16211	15867	2	12	34	45	7	52
11	Migrant	31	30	3	19	58	19	0	19
11	Non-Migrant	19840	19382	2	15	36	41	6	47

## Spanish Language Reading (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	834	833	0	4	49	34	13	46
3	Male	853	847	1	7	54	31	8	39
3	Hispanic	1681	1674	0	5	52	32	10	43
3	SPED	150	150	0	19	62	18	1	19
3	Non-SPED/Non-gifted	1518	1511	0	4	51	34	11	44
3	Title1	1388	1384	0	6	51	33	10	43
3	Non-Title1	299	296	1	5	53	31	10	41
3	Bilingual Education	1589	1584	0	5	51	33	10	43
3	Econ Disadvantaged	95	95	0	2	53	35	11	45
3	Non-Econ Disadvantaged	1592	1585	0	6	51	32	10	42
3	Current ELL	1304	1298	0	5	51	33	10	43
3	Exited ELL	75	75	0	5	23	41	31	72
3	Never ELL	308	307	0	7	60	27	6	33
3	Migrant	43	43	0	9	56	35	0	35
3	Non-Migrant	1644	1637	0	5	51	32	10	43
4	Female	598	596	0	7	48	39	6	45
4	Male	605	604	0	9	58	27	6	33
4	Hispanic	1198	1195	0	8	53	33	6	39
4	SPED	93	93	0	32	54	11	3	14
4	Non-SPED/Non-gifted	1106	1103	0	6	53	35	6	41
4	Title1	1015	1013	0	8	52	34	6	40
4	Non-Title1	190	189	1	8	57	29	5	35
4	Bilingual Education	1124	1121	0	8	53	33	6	39
4	Econ Disadvantaged	99	99	0	4	44	42	9	52
4	Non-Econ Disadvantaged	1106	1103	0	8	54	33	5	38
4	Current ELL	959	956	0	8	52	34	5	39
4	Never ELL	218	218	0	6	61	28	5	33
4	Non-Migrant	1187	1184	0	8	53	34	6	39
5	Female	504	504	0	11	49	36	5	40
5	Male	458	456	0	19	51	26	3	29
5	Hispanic	961	959	0	15	50	31	4	35
5	SPED	61	61	0	48	43	10	0	10
5	Non-SPED/Non-gifted	897	895	0	12	51	33	4	37
5	Title1	815	813	0	15	48	33	4	37
5	Non-Title1	147	147	0	13	61	23	3	26
5	Bilingual Education	887	887	0	14	50	31	4	36
5	Econ Disadvantaged	75	74	1	12	47	37	3	40
5	Non-Econ Disadvantaged	887	886	0	15	50	31	4	35
5	Current ELL	760	758	0	14	50	32	4	36
5	Never ELL	187	187	0	18	51	26	4	30
5	Migrant	38	38	0	21	37	37	5	42
5	Non-Migrant	924	922	0	14	51	31	4	35
6	Female	300	297	1	3	43	51	1	53
6	Male	311	309	1	8	54	36	1	37

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
6	Hispanic	610	605	1	6	49	43	1	44
6	SPED	32	32	0	28	50	22	0	22
6	Non-SPED/Non-gifted	579	574	1	4	49	45	1	46
6	Title1	485	482	1	6	49	44	1	45
6	Non-Title1	126	124	2	4	50	44	1	44
6	Bilingual Education	542	539	1	6	48	45	1	46
6	Non-Econ Disadvantaged	585	581	1	6	49	44	1	45
6	Current ELL	485	481	1	6	49	43	1	44
6	Never ELL	115	114	1	3	50	43	2	45
6	Non-Migrant	584	579	1	6	50	43	1	44
7	Female	302	300	1	1	22	65	12	76
7	Male	336	332	1	2	31	61	5	66
7	Hispanic	636	630	1	2	27	63	8	71
7	Non-SPED/Non-gifted	615	609	1	1	27	63	8	71
7	Title1	444	441	1	1	26	63	9	72
7	Non-Title1	196	192	2	3	28	61	7	68
7	Bilingual Education	563	558	1	1	27	62	8	71
7	Non-Econ Disadvantaged	638	631	1	2	27	63	8	71
7	Current ELL	493	487	1	1	25	63	9	72
7	Never ELL	145	144	1	2	32	59	6	66
7	Non-Migrant	618	611	1	1	27	62	8	70
8	Female	260	258	1	2	20	68	8	77
8	Male	306	303	1	4	36	56	3	59
8	Hispanic	563	558	1	3	29	62	5	67
8	Non-SPED/Non-gifted	550	545	1	3	28	63	5	69
8	Title1	401	396	1	3	27	64	5	69
8	Non-Title1	166	166	0	4	33	57	6	63
8	Bilingual Education	495	490	1	3	30	61	5	66
8	Non-Econ Disadvantaged	563	558	1	3	29	62	5	67
8	Current ELL	428	426	0	3	31	59	6	65
8	Never ELL	134	132	1	3	21	71	4	75
8	Non-Migrant	542	537	1	3	28	63	5	68
9	Female	267	259	3	4	52	42	0	42
9	Male	253	238	6	9	49	36	0	36
9	Hispanic	514	491	4	6	51	39	0	39
9	Non-SPED/Non-gifted	499	476	5	6	51	39	0	39
9	Title1	162	159	2	6	60	32	0	32
9	Non-Title1	360	340	6	6	47	42	0	42
9	Bilingual Education	424	412	3	6	51	40	0	40
9	Non-Econ Disadvantaged	501	478	5	6	50	39	0	39
9	Current ELL	370	363	2	6	54	39	0	39
9	Never ELL	148	132	11	7	44	38	0	38
9	Non-Migrant	500	478	4	6	51	39	0	39
11	Female	146	146	0	16	34	40	9	49
11	Male	97	96	1	25	38	33	3	36
11	Hispanic	243	242	0	20	36	37	7	44



Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
11	Non-SPED/Non-gifted	235	234	0	20	36	38	6	44
11	Title1	86	86	0	28	29	36	7	43
11	Non-Title1	157	156	1	15	39	38	6	45
11	Bilingual Education	194	193	1	20	34	39	7	46
11	Non-Econ Disadvantaged	235	234	0	20	35	38	7	45
11	Current ELL	168	167	1	23	35	35	7	42
11	Never ELL	73	73	0	14	37	42	7	49
11	Non-Migrant	233	232	0	21	36	36	6	42

### English Language Reading (BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	465	462	1	27	40	32	0	32
3	Male	416	411	1	38	33	26	1	27
3	American Indian	876	869	1	32	37	29	0	30
3	Non-SPED/Non-gifted	877	869	1	32	37	29	0	30
3	Title1	75	74	1	39	39	21	0	21
3	Non-Title1	811	804	1	32	37	30	0	30
3	Bilingual Education	33	33	0	33	39	27	0	27
3	Econ Disadvantaged	639	634	1	29	39	30	0	31
3	Non-Econ Disadvantaged	247	244	1	42	31	26	0	26
3	Current ELL	485	482	1	40	37	22	0	23
3	Exited ELL	86	85	1	13	45	40	1	41
3	Never ELL	315	311	1	28	34	37	0	37
3	Non-Migrant	886	878	1	33	37	29	0	30
4	Female	369	364	1	26	48	24	1	25
4	Male	429	422	2	34	48	14	1	16
4	American Indian	791	779	2	31	48	19	1	20
4	Non-SPED/Non-gifted	786	774	2	30	48	19	1	20
4	Title1	76	75	1	33	42	24	0	24
4	Non-Title1	723	712	2	30	49	18	1	20
4	Econ Disadvantaged	565	555	2	31	49	18	1	18
4	Non-Econ Disadvantaged	234	232	1	29	46	22	2	24
4	Current ELL	512	510	0	36	50	13	0	14
4	Exited ELL	60	55	8	15	47	25	5	30
4	Never ELL	227	222	2	22	45	30	2	31
4	Non-Migrant	799	787	2	30	48	19	1	20
5	Female	391	387	1	18	48	30	4	33
5	Male	353	346	2	29	48	19	2	20
5	American Indian	736	727	1	23	49	25	3	27
5	Non-SPED/Non-gifted	734	723	1	23	49	25	3	27
5	Title1	51	50	2	31	41	24	2	25

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
5	Non-Title1	694	684	1	23	49	24	3	27
5	Bilingual Education	30	30	0	30	43	23	3	27
5	Econ Disadvantaged	533	526	1	23	48	25	3	28
5	Non-Econ Disadvantaged	212	208	2	25	48	23	2	25
5	Current ELL	402	401	0	27	52	19	2	21
5	Exited ELL	46	44	4	17	52	26	0	26
5	Never ELL	297	289	3	19	42	32	4	36
5	Non-Migrant	745	734	1	23	48	24	3	27
6	Female	387	383	1	28	60	11	0	11
6	Male	406	400	1	37	53	9	0	9
6	American Indian	786	777	1	33	56	10	0	10
6	Non-SPED/Non-gifted	777	768	1	32	57	10	0	10
6	Title1	51	49	4	33	53	10	0	10
6	Non-Title1	743	735	1	32	56	10	0	10
6	Econ Disadvantaged	579	576	1	32	58	10	0	10
6	Non-Econ Disadvantaged	215	208	3	34	51	11	0	12
6	Current ELL	413	408	1	43	51	5	0	5
6	Exited ELL	54	53	2	15	63	20	0	20
6	Never ELL	327	323	1	22	62	15	0	15
6	Non-Migrant	794	784	1	32	56	10	0	10
7	Female	393	390	1	19	56	24	1	24
7	Male	358	349	3	30	44	22	1	23
7	American Indian	747	737	1	24	51	23	1	24
7	Non-SPED/Non-gifted	746	735	1	24	51	23	1	24
7	Title1	51	47	8	12	67	14	0	14
7	Non-Title1	701	693	1	25	50	24	1	24
7	Econ Disadvantaged	541	536	1	27	50	22	1	22
7	Non-Econ Disadvantaged	211	204	3	17	53	26	1	27
7	Current ELL	441	433	2	30	51	16	1	17
7	Exited ELL	43	43	0	26	53	21	0	21
7	Never ELL	268	264	1	14	50	34	1	35
7	Non-Migrant	752	740	2	24	51	23	1	24
8	Female	371	366	1	21	46	31	1	32
8	Male	362	359	1	27	52	21	0	21
8	American Indian	720	713	1	24	49	26	1	26
8	Non-SPED/Non-gifted	727	720	1	24	49	26	1	27
8	Title1	51	50	2	4	35	57	2	59
8	Non-Title1	685	678	1	25	50	24	0	24
8	Econ Disadvantaged	592	586	1	24	48	26	1	26
8	Non-Econ Disadvantaged	144	142	1	21	51	26	1	26
8	Current ELL	412	409	1	32	49	18	0	18
8	Exited ELL	39	38	3	8	62	28	0	28
8	Never ELL	285	281	1	14	47	36	1	38
8	Non-Migrant	736	728	1	24	49	26	1	26
9	Female	324	317	2	33	29	35	1	36
9	Male	257	255	1	43	30	26	0	26

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
9	American Indian	558	557	0	37	30	32	0	32
9	Non-SPED/Non-gifted	576	567	2	37	30	32	0	32
9	Title1	30	28	7	27	20	47	0	47
9	Non-Title1	554	546	1	38	30	31	0	31
9	Econ Disadvantaged	473	472	0	42	30	27	0	28
9	Non-Econ Disadvantaged	111	102	8	16	27	49	0	49
9	Current ELL	307	304	1	51	32	16	0	16
9	Never ELL	264	258	2	21	26	50	1	51
9	Non-Migrant	584	574	2	37	29	31	0	32
11	Female	200	196	2	19	37	41	2	43
11	Male	176	172	2	24	39	30	5	35
11	American Indian	370	364	2	20	39	36	3	39
11	Non-SPED/Non-gifted	373	366	2	20	39	36	3	39
11	Title1	33	32	3	27	33	36	0	36
11	Non-Title1	347	340	2	20	39	35	3	39
11	Econ Disadvantaged	298	293	2	22	41	33	3	36
11	Non-Econ Disadvantaged	82	79	4	17	29	46	4	50
11	Current ELL	183	177	3	36	43	16	2	17
11	Never ELL	191	189	1	6	33	55	5	60
11	Non-Migrant	380	372	2	21	38	36	3	39

### English Language Science (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	10993	10946	0	1	17	71	12	82
3	Male	11467	11412	0	1	16	71	12	83
3	American Indian	2342	2331	0	1	30	65	4	69
3	Asian	342	341	0	1	10	71	18	89
3	Black	615	610	1	1	21	71	7	78
3	Hispanic	12133	12081	0	1	19	72	8	80
3	White	7026	6993	0	0	7	69	22	92
3	SPED	3499	3475	1	2	26	66	5	72
3	Gifted	990	988	0	0	1	41	58	99
3	Non-SPED/Non-gifted	17976	17900	0	0	15	73	11	84
3	Title1	14785	14712	0	1	21	71	7	78
3	Non-Title1	7680	7651	0	0	8	70	21	91
3	Bilingual Education	5143	5124	0	1	22	70	7	77
3	Econ Disadvantaged	724	719	1	1	20	71	7	78
3	Non-Econ Disadvantaged	21741	21644	0	1	16	71	12	83
3	Current ELL	3221	3207	0	1	32	63	3	66
3	Exited ELL	1743	1734	1	0	13	77	9	86
3	Never ELL	17501	17422	0	1	14	71	14	85

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Migrant	44	44	0	0	39	59	2	61
3	Non-Migrant	22421	22319	0	1	16	71	12	83
4	Female	11158	11114	0	4	40	53	3	56
4	Male	11661	11603	0	4	37	55	3	59
4	American Indian	2304	2294	0	6	58	35	0	36
4	Asian	379	378	0	1	20	70	8	78
4	Black	613	608	1	6	44	48	1	49
4	Hispanic	12361	12303	0	5	45	48	2	50
4	White	7158	7130	0	2	22	70	7	76
4	SPED	3594	3562	1	9	52	38	1	39
4	Gifted	1362	1358	0	0	4	74	22	96
4	Non-SPED/Non-gifted	17867	17801	0	3	38	56	2	58
4	Title1	14661	14596	0	5	46	47	2	49
4	Non-Title1	8162	8125	0	2	26	66	6	72
4	Bilingual Education	5076	5054	0	6	50	43	1	44
4	Econ Disadvantaged	655	650	1	5	40	53	1	54
4	Non-Econ Disadvantaged	22168	22071	0	4	38	54	3	57
4	Current ELL	3484	3468	0	10	63	26	0	27
4	Exited ELL	1808	1801	0	1	36	60	2	63
4	Never ELL	17531	17452	0	3	34	59	4	63
4	Migrant	37	37	0	14	54	32	0	32
4	Non-Migrant	22786	22684	0	4	38	54	3	57
5	Female	11288	11247	0	5	53	40	2	42
5	Male	11559	11482	1	5	48	42	4	46
5	American Indian	2355	2341	1	9	68	22	1	22
5	Asian	327	323	1	2	31	55	11	66
5	Black	656	654	0	7	56	35	2	37
5	Hispanic	12374	12303	1	5	57	35	2	37
5	White	7135	7108	0	2	33	57	7	64
5	SPED	3677	3641	1	13	63	22	1	23
5	Gifted	1459	1454	0	0	7	67	26	93
5	Non-SPED/Non-gifted	17718	17639	0	3	51	43	2	45
5	Title1	14724	14645	1	6	58	34	2	36
5	Non-Title1	8130	8089	1	2	37	54	6	60
5	Bilingual Education	5043	5021	0	7	60	31	1	33
5	Econ Disadvantaged	768	765	0	5	64	30	1	31
5	Non-Econ Disadvantaged	22086	21969	1	5	50	42	3	45
5	Current ELL	3503	3479	1	12	71	16	0	16
5	Exited ELL	1970	1965	0	1	52	45	2	47
5	Never ELL	17381	17290	1	4	46	46	4	50
5	Migrant	36	36	0	11	64	22	3	25
5	Non-Migrant	22818	22698	1	5	50	41	3	44
6	Female	11387	11330	1	12	56	30	1	31
6	Male	11918	11850	1	12	51	35	2	36
6	American Indian	2422	2404	1	18	66	15	0	15
6	Asian	289	288	0	7	38	48	7	55

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
6	Black	624	620	1	15	57	26	1	27
6	Hispanic	12763	12692	1	15	59	25	1	25
6	White	7206	7175	0	5	40	52	3	55
6	SPED	3814	3780	1	30	54	15	1	15
6	Gifted	1575	1570	0	0	13	74	13	87
6	Non-SPED/Non-gifted	17919	17833	0	9	57	33	1	33
6	Title1	12661	12581	1	15	60	24	1	24
6	Non-Title1	10647	10602	0	8	46	43	2	45
6	Bilingual Education	3952	3935	0	22	61	17	1	17
6	Econ Disadvantaged	698	693	1	18	62	19	1	19
6	Non-Econ Disadvantaged	22610	22490	1	12	53	33	1	34
6	Current ELL	3197	3171	1	31	61	7	0	7
6	Exited ELL	2077	2072	0	5	66	28	1	29
6	Never ELL	18034	17940	1	9	51	37	2	39
6	Migrant	51	51	0	29	59	12	0	12
6	Non-Migrant	23257	23132	1	12	54	33	1	34
7	Female	11653	11595	0	18	53	27	2	29
7	Male	12178	12068	1	19	49	29	2	31
7	American Indian	2775	2758	1	28	56	15	0	15
7	Asian	276	276	0	14	31	46	9	55
7	Black	642	640	0	23	50	26	0	27
7	Hispanic	12772	12662	1	22	56	20	1	21
7	White	7364	7325	1	8	42	46	4	50
7	SPED	3894	3848	1	41	47	11	0	11
7	Gifted	1465	1460	0	1	14	70	16	85
7	Non-SPED/Non-gifted	18476	18359	1	15	55	28	1	30
7	Title1	10637	10549	1	25	56	18	1	18
7	Non-Title1	13198	13118	1	13	47	36	3	39
7	Bilingual Education	3432	3403	1	28	55	16	1	16
7	Econ Disadvantaged	462	459	1	18	61	20	0	20
7	Non-Econ Disadvantaged	23373	23208	1	18	51	28	2	30
7	Current ELL	3469	3430	1	40	52	6	0	6
7	Exited ELL	1773	1769	0	9	62	28	1	29
7	Never ELL	18593	18468	1	15	50	32	2	35
7	Migrant	44	44	0	34	55	11	0	11
7	Non-Migrant	23791	23623	1	18	51	28	2	30
8	Female	11899	11812	1	14	65	20	0	21
8	Male	12474	12323	1	14	59	25	1	26
8	American Indian	2861	2835	1	19	70	10	0	10
8	Asian	301	296	2	5	50	42	2	44
8	Black	598	593	1	21	62	16	0	17
8	Hispanic	12953	12796	1	17	66	16	0	16
8	White	7657	7612	1	6	52	40	1	41
8	SPED	4049	3969	2	37	54	7	0	7
8	Gifted	1480	1476	0	0	19	76	5	80
8	Non-SPED/Non-gifted	18850	18695	1	10	67	22	0	22

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
8	Title1	10728	10589	1	18	67	14	0	14
8	Non-Title1	13651	13551	1	11	58	30	1	31
8	Bilingual Education	3511	3476	1	21	67	11	0	11
8	Econ Disadvantaged	469	462	1	18	65	15	0	15
8	Non-Econ Disadvantaged	23910	23678	1	14	62	23	0	23
8	Current ELL	2988	2953	1	31	64	4	0	4
8	Exited ELL	2078	2061	1	7	72	21	0	21
8	Never ELL	19313	19126	1	12	60	26	1	27
8	Migrant	37	37	0	30	62	8	0	8
8	Non-Migrant	24342	24103	1	14	62	23	0	23
9	Female	13150	12841	2	7	54	36	1	37
9	Male	13902	13421	3	9	47	39	2	40
9	American Indian	3569	3471	3	11	64	22	0	22
9	Asian	297	293	1	6	38	47	7	55
9	Black	661	640	3	15	51	31	0	31
9	Hispanic	14095	13573	4	10	57	28	0	29
9	White	8426	8281	2	4	33	59	3	62
9	SPED	4692	4458	5	23	58	13	0	14
9	Gifted	1372	1360	1	0	8	78	13	91
9	Non-SPED/Non-gifted	21000	20454	3	6	51	40	1	41
9	Title1	7964	7726	3	11	59	27	0	27
9	Non-Title1	19100	18546	3	7	47	41	2	43
9	Bilingual Education	3468	3356	3	12	60	24	0	25
9	Econ Disadvantaged	1040	1000	4	13	62	21	0	21
9	Non-Econ Disadvantaged	26024	25272	3	8	50	38	1	39
9	Current ELL	3371	3242	4	20	66	10	0	10
9	Exited ELL	2087	2044	2	5	56	37	0	37
9	Never ELL	21606	20986	3	7	47	41	1	43
9	Migrant	45	45	0	9	67	24	0	24
9	Non-Migrant	27019	26227	3	8	50	37	1	38

### Spanish Language Science (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	838	834	0	4	60	34	2	36
3	Male	857	854	0	4	59	35	2	37
3	Hispanic	1689	1682	0	4	59	35	2	36
3	SPED	150	149	1	12	59	27	1	28
3	Non-SPED/Non-gifted	1526	1520	0	3	60	35	2	37
3	Title1	1395	1388	1	4	59	35	2	37
3	Non-Title1	300	300	0	3	62	34	1	35
3	Bilingual Education	1593	1587	0	4	58	36	2	37

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Econ Disadvantaged	95	95	0	1	48	47	3	51
3	Non-Econ Disadvantaged	1600	1593	0	4	60	34	2	36
3	Current ELL	1306	1301	0	4	58	37	1	38
3	Exited ELL	75	75	0	7	32	48	13	61
3	Never ELL	314	312	1	4	73	21	1	22
3	Migrant	43	43	0	2	67	30	0	30
3	Non-Migrant	1652	1645	0	4	59	35	2	37
4	Female	598	595	1	6	71	22	1	23
4	Male	608	605	0	7	67	23	2	25
4	Hispanic	1201	1195	0	7	69	22	1	24
4	SPED	92	91	1	11	73	13	2	15
4	Non-SPED/Non-gifted	1110	1105	0	6	69	23	1	24
4	Title1	1018	1013	0	7	68	23	2	25
4	Non-Title1	190	189	1	5	77	18	0	18
4	Bilingual Education	1126	1121	0	7	70	22	1	23
4	Econ Disadvantaged	100	99	1	5	59	34	1	35
4	Non-Econ Disadvantaged	1108	1103	0	7	70	21	1	23
4	Current ELL	960	956	0	7	70	22	1	23
4	Never ELL	220	218	1	7	72	20	0	20
4	Non-Migrant	1190	1184	1	7	69	23	1	24
5	Female	507	507	0	6	58	34	2	36
5	Male	465	463	0	6	57	35	2	37
5	Hispanic	971	969	0	6	58	35	2	37
5	SPED	61	61	0	21	61	16	2	18
5	Non-SPED/Non-gifted	907	905	0	5	58	36	2	38
5	Title1	823	822	0	6	58	34	2	36
5	Non-Title1	149	148	1	5	55	38	1	39
5	Bilingual Education	893	892	0	5	57	35	2	37
5	Econ Disadvantaged	75	75	0	0	53	45	1	47
5	Non-Econ Disadvantaged	897	895	0	6	58	34	2	36
5	Current ELL	764	763	0	5	58	35	2	37
5	Never ELL	193	192	1	7	62	30	1	31
5	Migrant	38	38	0	5	55	37	3	39
5	Non-Migrant	934	932	0	6	58	35	2	36
6	Female	302	300	1	18	63	18	1	19
6	Male	315	313	1	20	56	23	1	23
6	Hispanic	616	612	1	19	59	20	1	21
6	SPED	32	32	0	41	38	22	0	22
6	Non-SPED/Non-gifted	585	581	1	18	61	20	1	21
6	Title1	491	488	1	20	59	20	0	20
6	Non-Title1	126	125	1	16	60	21	2	23
6	Bilingual Education	548	545	1	19	59	21	1	21
6	Non-Econ Disadvantaged	591	588	1	19	60	20	1	21
6	Current ELL	485	482	1	21	58	20	1	20
6	Never ELL	121	120	1	12	65	21	1	22
6	Non-Migrant	590	586	1	18	60	20	1	21

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
7	Female	302	300	1	25	64	9	1	10
7	Male	338	334	1	29	57	13	0	13
7	Hispanic	638	632	1	27	60	11	1	12
7	Non-SPED/Non-gifted	617	611	1	27	61	11	0	11
7	Title1	447	443	1	29	60	10	1	11
7	Non-Title1	195	193	1	25	61	12	1	13
7	Bilingual Education	565	560	1	27	60	11	1	12
7	Non-Econ Disadvantaged	640	634	1	28	60	11	1	11
7	Current ELL	494	488	1	25	61	12	1	12
7	Never ELL	146	146	0	35	55	9	1	10
7	Non-Migrant	620	614	1	28	60	11	1	11
8	Female	261	261	0	28	62	9	1	10
8	Male	304	301	1	27	64	7	0	8
8	Hispanic	562	559	1	28	63	8	1	9
8	Non-SPED/Non-gifted	549	546	1	27	64	8	1	9
8	Title1	401	398	1	28	63	7	0	8
8	Non-Title1	165	165	0	27	63	10	1	10
8	Bilingual Education	494	492	0	27	64	9	0	9
8	Non-Econ Disadvantaged	562	559	1	28	63	8	1	8
8	Current ELL	426	425	0	28	63	8	1	9
8	Never ELL	135	134	1	27	65	7	0	7
8	Non-Migrant	541	538	1	28	63	8	1	9
9	Female	274	260	5	12	70	12	1	13
9	Male	260	241	7	15	58	20	1	20
9	Hispanic	528	496	6	13	65	16	1	16
9	Non-SPED/Non-gifted	513	482	6	13	64	16	1	17
9	Title1	171	165	4	12	70	14	0	14
9	Non-Title1	365	338	7	13	62	16	1	18
9	Bilingual Education	436	416	5	14	65	16	1	17
9	Non-Econ Disadvantaged	515	482	6	13	64	16	1	17
9	Current ELL	384	374	3	14	66	16	1	17
9	Never ELL	148	125	16	10	61	12	1	13
9	Non-Migrant	513	481	6	13	65	15	1	16

### English Language Science (BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	465	457	2	1	38	58	1	59
3	Male	416	412	1	1	34	63	1	64
3	American Indian	876	865	1	1	36	61	1	62
3	Non-SPED/Non-gifted	877	865	1	1	36	60	1	61
3	Title1	75	74	1	1	41	55	1	56



Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Non-Title1	811	800	1	1	36	61	1	62
3	Bilingual Education	33	33	0	3	33	64	0	64
3	Econ Disadvantaged	639	634	1	1	34	63	1	64
3	Non-Econ Disadvantaged	247	240	3	1	42	52	2	54
3	Current ELL	485	481	1	1	41	56	1	57
3	Exited ELL	86	86	0	1	28	71	0	71
3	Never ELL	315	307	3	1	31	63	2	65
3	Non-Migrant	886	874	1	1	36	60	1	61
4	Female	369	365	1	13	72	15	0	15
4	Male	429	422	2	14	67	17	0	17
4	American Indian	791	780	1	14	69	15	0	15
4	Non-SPED/Non-gifted	786	775	1	13	70	16	0	16
4	Title1	76	75	1	12	67	20	0	20
4	Non-Title1	723	713	1	14	69	15	0	15
4	Econ Disadvantaged	565	557	1	13	72	14	0	14
4	Non-Econ Disadvantaged	234	231	1	16	62	21	0	21
4	Current ELL	512	507	1	17	70	13	0	13
4	Exited ELL	60	57	5	10	65	20	0	20
4	Never ELL	227	224	1	8	69	22	0	22
4	Non-Migrant	799	788	1	14	69	16	0	16
5	Female	391	383	2	15	74	9	0	9
5	Male	353	347	2	20	68	10	0	10
5	American Indian	736	724	2	17	72	10	0	10
5	Non-SPED/Non-gifted	734	721	2	17	72	9	0	9
5	Title1	51	49	4	22	67	8	0	8
5	Non-Title1	694	682	2	17	72	10	0	10
5	Bilingual Education	30	30	0	23	67	10	0	10
5	Econ Disadvantaged	533	526	1	18	71	9	0	9
5	Non-Econ Disadvantaged	212	205	3	15	71	10	0	10
5	Current ELL	402	398	1	22	69	7	0	7
5	Exited ELL	46	45	2	4	87	7	0	7
5	Never ELL	297	288	3	12	72	13	0	13
5	Non-Migrant	745	731	2	17	71	10	0	10
6	Female	387	385	1	25	67	8	0	8
6	Male	406	400	1	25	63	10	0	10
6	American Indian	786	779	1	25	65	9	0	9
6	Non-SPED/Non-gifted	777	770	1	25	65	9	0	9
6	Title1	51	48	6	22	63	10	0	10
6	Non-Title1	743	738	1	25	65	9	0	9
6	Econ Disadvantaged	579	577	0	25	64	10	0	10
6	Non-Econ Disadvantaged	215	209	3	25	66	7	0	7
6	Current ELL	413	408	1	33	60	6	0	6
6	Exited ELL	54	54	0	11	72	17	0	17
6	Never ELL	327	324	1	17	70	12	0	12
6	Non-Migrant	794	786	1	25	65	9	0	9
7	Female	393	391	1	38	58	4	0	4

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
7	Male	358	349	3	47	44	7	0	7
7	American Indian	747	738	1	42	51	5	0	5
7	Non-SPED/Non-gifted	746	735	1	42	51	5	0	5
7	Title1	51	49	4	31	65	0	0	0
7	Non-Title1	701	692	1	43	50	6	0	6
7	Econ Disadvantaged	541	535	1	43	50	6	0	6
7	Non-Econ Disadvantaged	211	206	2	39	55	4	0	4
7	Current ELL	441	434	2	48	47	4	0	4
7	Exited ELL	43	43	0	33	60	7	0	7
7	Never ELL	268	264	1	34	57	8	0	8
7	Non-Migrant	752	741	1	42	51	5	0	5
8	Female	371	366	1	32	62	4	0	4
8	Male	362	355	2	28	64	6	0	6
8	American Indian	720	709	2	30	63	5	0	5
8	Non-SPED/Non-gifted	727	715	2	30	63	5	0	5
8	Title1	51	50	2	18	67	14	0	14
8	Non-Title1	685	674	2	31	63	5	0	5
8	Econ Disadvantaged	592	584	1	30	63	5	0	5
8	Non-Econ Disadvantaged	144	140	3	30	61	6	0	6
8	Current ELL	412	410	0	39	57	4	0	4
8	Exited ELL	39	39	0	8	92	0	0	0
8	Never ELL	285	275	4	21	67	8	0	8
8	Non-Migrant	736	724	2	30	63	5	0	5
9	Female	324	317	2	13	62	23	0	23
9	Male	257	255	1	14	63	22	0	22
9	American Indian	558	557	0	14	63	23	0	23
9	Non-SPED/Non-gifted	576	567	2	14	62	23	0	23
9	Title1	30	28	7	10	43	40	0	40
9	Non-Title1	554	546	1	14	63	21	0	21
9	Econ Disadvantaged	473	472	0	16	64	20	0	20
9	Non-Econ Disadvantaged	111	102	8	5	53	33	0	33
9	Current ELL	307	303	1	22	67	10	0	10
9	Never ELL	264	258	2	4	56	38	0	38
9	Non-Migrant	584	574	2	14	62	22	0	22

### English Language Social Studies (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
11	Female	9997	9691	3	19	46	28	4	33
11	Male	9849	9488	4	17	39	34	7	41
11	American Indian	2584	2499	3	26	52	18	1	19
11	Asian	285	281	1	12	31	42	14	56

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
11	Black	488	473	3	25	43	25	4	29
11	Hispanic	9429	9032	4	23	46	24	2	27
11	White	7062	6896	2	8	33	44	12	56
11	SPED	3133	2957	6	42	39	12	1	13
11	Gifted	1131	1114	2	1	10	54	33	87
11	Non-SPED/Non-gifted	15593	15119	3	14	45	33	5	38
11	Title1	5502	5251	5	24	48	21	2	23
11	Non-Title1	14355	13939	3	16	40	34	7	42
11	Bilingual Education	2450	2350	4	25	48	21	2	23
11	Econ Disadvantaged	595	562	6	23	51	19	1	20
11	Non-Econ Disadvantaged	19262	18628	3	18	42	31	6	37
11	Current ELL	2006	1890	6	46	41	7	0	7
11	Exited ELL	1648	1604	3	17	53	26	2	27
11	Never ELL	16203	15696	3	15	41	34	7	41
11	Migrant	31	31	0	39	48	13	0	13
11	Non-Migrant	19826	19159	3	18	42	31	6	37

### English Language Social Studies (BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
11	Female	200	194	3	28	45	25	0	25
11	Male	176	173	2	24	43	28	3	31
11	American Indian	370	363	2	25	45	27	2	28
11	Non-SPED/Non-gifted	373	365	2	25	45	27	2	28
11	Title1	33	32	3	33	39	24	0	24
11	Non-Title1	347	339	2	25	45	27	2	28
11	Econ Disadvantaged	298	294	1	29	47	22	1	23
11	Non-Econ Disadvantaged	82	77	6	15	34	41	4	45
11	Current ELL	183	176	4	40	44	12	0	12
11	Never ELL	191	189	1	12	45	40	3	43
11	Non-Migrant	380	371	2	26	44	26	2	28

## Appendix D Test Level Statistics for Selected Demographic Subgroups

Note: In the following tables, demographic groups with less than 30 members are omitted due to the instability of statistics based on small population sizes.

### English Language Math Raw Score Statistics (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Female	11000	10969	55	75	34.98	13.38	0.91	4.05
3	Male	11469	11426	55	75	34.88	13.38	0.91	3.98
3	American Indian	2343	2337	55	75	30.18	12.41	0.90	3.93
3	Asian	342	341	55	75	40.72	13.29	0.91	4.05
3	Black	615	614	55	75	31.81	12.93	0.90	3.99
3	Hispanic	12135	12099	55	75	33.00	12.75	0.90	4.01
3	White	7032	7002	55	75	39.84	13.28	0.91	4.03
3	SPED	3500	3481	55	75	28.44	13.04	0.91	3.92
3	Gifted	990	988	55	75	52.48	10.26	0.86	3.87
3	Non-SPED/Non-gifted	17984	17931	55	75	35.22	12.63	0.90	4.02
3	Title1	14788	14743	55	75	32.98	12.95	0.90	4.00
3	Non-Title1	7686	7657	55	75	38.69	13.39	0.91	4.03
3	Bilingual Education	5143	5127	55	75	32.52	12.93	0.90	4.02
3	Econ Disadvantaged	725	722	55	75	33.30	13.29	0.91	4.03
3	Non-Econ Disadvantaged	21749	21678	55	75	34.99	13.38	0.91	4.02
3	Current ELL	3224	3210	55	75	28.59	12.30	0.90	3.95
3	Exited ELL	1742	1739	55	75	36.29	12.18	0.89	4.06
3	Never ELL	17508	17451	55	75	35.96	13.36	0.91	4.02
3	Migrant	44	44	55	75	28.86	11.01	0.88	3.84
3	Non-Migrant	22430	22356	55	75	34.94	13.38	0.91	4.02
4	Female	11165	11133	57	78	36.61	13.56	0.92	3.90
4	Male	11667	11631	57	78	36.38	13.79	0.92	3.86
4	American Indian	2305	2302	57	78	31.58	12.73	0.91	3.84
4	Asian	380	380	57	78	45.62	13.83	0.92	3.85
4	Black	614	614	57	78	33.62	13.51	0.92	3.85
4	Hispanic	12366	12320	57	78	34.30	12.95	0.91	3.88
4	White	7163	7144	57	78	41.62	13.47	0.92	3.87
4	SPED	3596	3571	57	78	28.82	12.86	0.91	3.81
4	Gifted	1364	1363	57	78	54.26	9.80	0.86	3.66
4	Non-SPED/Non-gifted	17876	17834	57	78	36.67	12.75	0.91	3.88
4	Title1	14672	14629	57	78	34.29	13.17	0.91	3.87
4	Non-Title1	8164	8139	57	78	40.44	13.69	0.92	3.88
4	Bilingual Education	5078	5065	57	78	33.33	13.09	0.91	3.88
4	Econ Disadvantaged	655	653	57	78	33.54	12.87	0.91	3.90
4	Non-Econ Disadvantaged	22181	22115	57	78	36.58	13.69	0.92	3.88
4	Current ELL	3485	3475	57	78	28.65	11.92	0.90	3.82
4	Exited ELL	1809	1807	57	78	39.32	12.12	0.90	3.90
4	Never ELL	17542	17486	57	78	37.75	13.63	0.92	3.88

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
4	Migrant	37	37	57	78	28.89	11.05	0.89	3.72
4	Non-Migrant	22799	22731	57	78	36.50	13.68	0.92	3.88
5	Female	11295	11276	62	87	39.39	14.66	0.92	4.21
5	Male	11566	11517	62	87	38.84	14.90	0.92	4.13
5	American Indian	2356	2349	62	87	34.38	13.10	0.90	4.07
5	Asian	327	327	62	87	50.25	16.15	0.93	4.29
5	Black	657	656	62	87	35.50	14.02	0.91	4.11
5	Hispanic	12381	12343	62	87	36.54	13.83	0.91	4.14
5	White	7140	7118	62	87	44.96	14.89	0.92	4.23
5	SPED	3678	3649	62	87	29.75	12.95	0.91	3.97
5	Gifted	1459	1456	62	87	60.01	11.52	0.87	4.16
5	Non-SPED/Non-gifted	17731	17695	62	87	39.32	13.50	0.90	4.18
5	Title1	14734	14696	62	87	36.66	13.99	0.91	4.13
5	Non-Title1	8134	8104	62	87	43.56	15.16	0.92	4.23
5	Bilingual Education	5043	5036	62	87	35.65	13.76	0.91	4.14
5	Econ Disadvantaged	768	765	62	87	35.78	12.85	0.90	4.08
5	Non-Econ Disadvantaged	22100	22035	62	87	39.22	14.84	0.92	4.18
5	Current ELL	3506	3499	62	87	30.13	11.76	0.88	4.00
5	Exited ELL	1971	1968	62	87	42.03	12.95	0.89	4.24
5	Never ELL	17391	17333	62	87	40.59	14.88	0.92	4.19
5	Migrant	36	36	62	87	33.58	12.24	0.89	4.09
5	Non-Migrant	22832	22764	62	87	39.12	14.79	0.92	4.18
6	Female	11388	11341	62	87	35.56	15.21	0.92	4.23
6	Male	11920	11855	62	87	35.06	15.92	0.93	4.15
6	American Indian	2424	2405	62	87	30.62	13.11	0.90	4.08
6	Asian	289	287	62	87	45.84	17.98	0.94	4.33
6	Black	623	618	62	87	30.97	14.69	0.92	4.08
6	Hispanic	12764	12710	62	87	32.46	14.32	0.92	4.14
6	White	7207	7175	62	87	41.85	16.18	0.93	4.29
6	SPED	3816	3794	62	87	24.99	12.77	0.91	3.85
6	Gifted	1575	1570	62	87	58.13	12.97	0.89	4.24
6	Non-SPED/Non-gifted	17920	17835	62	87	35.49	14.06	0.91	4.21
6	Title1	12663	12590	62	87	32.22	14.19	0.91	4.14
6	Non-Title1	10648	10609	62	87	38.96	16.34	0.93	4.25
6	Bilingual Education	3952	3935	62	87	29.83	13.52	0.91	4.09
6	Econ Disadvantaged	698	695	62	87	29.95	13.55	0.91	4.03
6	Non-Econ Disadvantaged	22613	22504	62	87	35.47	15.61	0.93	4.20
6	Current ELL	3199	3176	62	87	25.53	11.05	0.87	3.92
6	Exited ELL	2077	2073	62	87	36.59	13.23	0.90	4.27
6	Never ELL	18035	17950	62	87	36.88	15.88	0.93	4.22
6	Migrant	51	51	62	87	27.98	12.17	0.89	4.02
6	Non-Migrant	23260	23148	62	87	35.32	15.58	0.93	4.20
7	Female	11660	11603	62	89	32.82	16.22	0.93	4.28
7	Male	12180	12092	62	89	32.16	16.51	0.93	4.24
7	American Indian	2776	2762	62	89	27.05	13.33	0.91	4.00

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
7	Asian	276	276	62	89	46.14	20.54	0.95	4.56
7	Black	642	641	62	89	29.32	14.59	0.92	4.13
7	Hispanic	12777	12687	62	89	29.53	14.66	0.92	4.14
7	White	7367	7327	62	89	39.40	17.64	0.94	4.49
7	SPED	3896	3849	62	89	21.80	12.29	0.91	3.75
7	Gifted	1464	1460	62	89	57.40	14.70	0.90	4.61
7	Non-SPED/Non-gifted	18484	18390	62	89	32.74	14.94	0.92	4.28
7	Title1	10643	10579	62	89	28.17	14.17	0.92	4.08
7	Non-Title1	13201	13120	62	89	35.96	17.18	0.93	4.39
7	Bilingual Education	3433	3415	62	89	26.27	13.12	0.91	3.99
7	Econ Disadvantaged	462	459	62	89	26.68	12.65	0.90	4.09
7	Non-Econ Disadvantaged	23382	23240	62	89	32.59	16.41	0.93	4.27
7	Current ELL	3469	3444	62	89	22.57	10.75	0.88	3.80
7	Exited ELL	1774	1771	62	89	35.18	14.95	0.91	4.36
7	Never ELL	18601	18484	62	89	34.07	16.71	0.93	4.32
7	Migrant	44	44	62	89	29.36	16.09	0.93	4.14
7	Non-Migrant	23800	23655	62	89	32.49	16.37	0.93	4.26
8	Female	11904	11836	62	89	36.17	16.48	0.93	4.38
8	Male	12489	12354	62	89	35.13	16.96	0.94	4.29
8	American Indian	2863	2840	62	89	29.65	14.03	0.91	4.18
8	Asian	300	296	62	89	49.73	19.48	0.95	4.51
8	Black	599	595	62	89	31.12	15.91	0.93	4.21
8	Hispanic	12965	12833	62	89	32.42	15.17	0.92	4.28
8	White	7663	7623	62	89	43.09	17.24	0.93	4.42
8	SPED	4054	3984	62	89	22.90	13.12	0.91	3.91
8	Gifted	1480	1476	62	89	60.56	13.54	0.90	4.33
8	Non-SPED/Non-gifted	18865	18736	62	89	36.38	15.05	0.92	4.35
8	Title1	10738	10626	62	89	30.81	14.53	0.91	4.25
8	Non-Title1	13661	13570	62	89	39.41	17.36	0.94	4.39
8	Bilingual Education	3511	3473	62	89	29.45	14.11	0.91	4.22
8	Econ Disadvantaged	472	465	62	89	29.32	13.47	0.90	4.19
8	Non-Econ Disadvantaged	23927	23731	62	89	35.76	16.76	0.93	4.35
8	Current ELL	2991	2956	62	89	24.22	11.52	0.88	4.01
8	Exited ELL	2077	2073	62	89	37.86	14.88	0.91	4.43
8	Never ELL	19331	19167	62	89	37.15	16.91	0.93	4.36
8	Migrant	37	37	62	89	27.78	15.41	0.93	4.05
8	Non-Migrant	24362	24159	62	89	35.65	16.73	0.93	4.35
9	Female	13156	12890	60	86	33.77	15.70	0.93	4.06
9	Male	13909	13496	60	86	32.85	16.46	0.94	4.01
9	American Indian	3574	3499	60	86	27.75	12.45	0.91	3.78
9	Asian	297	294	60	86	45.90	19.65	0.95	4.37
9	Black	661	644	60	86	29.50	15.12	0.93	3.91
9	Hispanic	14097	13653	60	86	29.93	14.12	0.92	3.90
9	White	8432	8293	60	86	41.04	17.35	0.94	4.27
9	SPED	4696	4496	60	86	21.82	11.13	0.90	3.56

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
9	Gifted	1372	1362	60	86	57.77	14.93	0.92	4.31
9	Non-SPED/Non-gifted	21009	20538	60	86	34.18	14.90	0.93	4.05
9	Title1	7973	7778	60	86	29.40	13.80	0.92	3.89
9	Non-Title1	19104	18618	60	86	34.92	16.70	0.94	4.10
9	Bilingual Education	3471	3377	60	86	27.84	12.66	0.91	3.78
9	Econ Disadvantaged	1040	1008	60	86	27.29	12.71	0.91	3.81
9	Non-Econ Disadvantaged	26037	25388	60	86	33.53	16.17	0.94	4.05
9	Current ELL	3373	3276	60	86	23.29	10.35	0.88	3.59
9	Exited ELL	2090	2052	60	86	34.33	14.13	0.92	4.05
9	Never ELL	21614	21068	60	86	34.75	16.46	0.94	4.09
9	Migrant	45	45	60	86	29.09	12.15	0.90	3.89
9	Non-Migrant	27032	26351	60	86	33.30	16.10	0.94	4.04
11	Female	10002	9736	60	93	33.07	17.20	0.92	4.99
11	Male	9855	9566	60	93	33.69	19.25	0.93	5.06
11	American Indian	2584	2525	60	93	26.80	13.27	0.88	4.60
11	Asian	285	283	60	93	46.78	22.25	0.94	5.39
11	Black	488	477	60	93	27.60	17.18	0.92	4.78
11	Hispanic	9434	9087	60	93	28.88	15.31	0.90	4.82
11	White	7068	6932	60	93	41.52	19.94	0.93	5.25
11	SPED	3138	2991	60	93	20.59	12.42	0.88	4.31
11	Gifted	1131	1116	60	93	59.52	17.89	0.91	5.22
11	Non-SPED/Non-gifted	15599	15205	60	93	33.97	16.93	0.91	5.03
11	Title1	5504	5292	60	93	27.86	14.24	0.89	4.73
11	Non-Title1	14364	14020	60	93	35.45	19.14	0.93	5.11
11	Bilingual Education	2453	2357	60	93	27.67	14.57	0.89	4.75
11	Econ Disadvantaged	595	566	60	93	26.97	13.66	0.88	4.68
11	Non-Econ Disadvantaged	19273	18746	60	93	33.56	18.34	0.92	5.04
11	Current ELL	2009	1920	60	93	20.74	10.21	0.83	4.23
11	Exited ELL	1648	1604	60	93	30.19	14.26	0.89	4.81
11	Never ELL	16211	15788	60	93	35.23	18.71	0.93	5.10
11	Migrant	31	31	60	93	23.90	12.37	0.87	4.54
11	Non-Migrant	19837	19281	60	93	33.39	18.25	0.92	5.03

### Spanish Language Math Raw Score Statistics (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Female	838	835	55	75	31.55	13.15	0.91	3.99
3	Male	858	854	55	75	31.52	12.47	0.90	3.92
3	Hispanic	1690	1683	55	75	31.53	12.80	0.90	3.96
3	SPED	151	151	55	75	25.47	10.54	0.87	3.81

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Non-SPED/Non-gifted	1526	1519	55	75	31.95	12.76	0.90	3.96
3	Title1	1395	1390	55	75	31.92	13.34	0.91	3.97
3	Non-Title1	301	299	55	75	29.76	9.78	0.84	3.86
3	Bilingual Education	1594	1589	55	75	31.89	12.86	0.90	3.97
3	Econ Disadvantaged	95	95	55	75	33.38	11.88	0.89	3.95
3	Non-Econ Disadvantaged	1601	1594	55	75	31.42	12.85	0.91	3.95
3	Current ELL	1307	1302	55	75	32.25	12.63	0.90	3.97
3	Exited ELL	75	75	55	75	42.13	16.03	0.94	3.94
3	Never ELL	314	312	55	75	25.98	10.07	0.86	3.79
3	Migrant	43	43	55	75	29.28	12.43	0.90	3.88
3	Non-Migrant	1653	1646	55	75	31.59	12.81	0.90	3.96
4	Female	599	597	57	78	27.68	11.40	0.89	3.86
4	Male	610	610	57	78	27.85	11.83	0.90	3.82
4	Hispanic	1204	1202	57	78	27.76	11.63	0.89	3.84
4	SPED	93	93	57	78	23.45	9.61	0.85	3.75
4	Non-SPED/Non-gifted	1112	1110	57	78	28.11	11.69	0.89	3.84
4	Title1	1019	1017	57	78	28.20	11.97	0.90	3.86
4	Non-Title1	192	192	57	78	25.48	9.16	0.84	3.69
4	Bilingual Education	1129	1127	57	78	27.87	11.68	0.89	3.85
4	Econ Disadvantaged	101	101	57	78	31.35	11.22	0.87	3.98
4	Non-Econ Disadvantaged	1110	1108	57	78	27.44	11.59	0.89	3.82
4	Current ELL	963	962	57	78	27.93	11.47	0.89	3.85
4	Never ELL	220	219	57	78	24.96	9.67	0.85	3.70
4	Non-Migrant	1193	1191	57	78	27.83	11.65	0.89	3.84
5	Female	507	507	62	87	31.59	11.84	0.88	4.10
5	Male	465	465	62	87	30.91	12.39	0.89	4.09
5	Hispanic	971	971	62	87	31.28	12.10	0.89	4.10
5	SPED	61	61	62	87	23.92	11.12	0.88	3.83
5	Non-SPED/Non-gifted	907	907	62	87	31.68	11.98	0.88	4.11
5	Title1	823	823	62	87	31.41	12.36	0.89	4.10
5	Non-Title1	149	149	62	87	30.48	10.59	0.85	4.08
5	Bilingual Education	893	893	62	87	31.50	12.14	0.89	4.11
5	Econ Disadvantaged	75	75	62	87	34.97	11.69	0.88	4.13
5	Non-Econ Disadvantaged	897	897	62	87	30.96	12.09	0.89	4.09
5	Current ELL	764	764	62	87	31.40	11.92	0.88	4.12
5	Never ELL	193	193	62	87	29.26	11.75	0.88	3.99
5	Migrant	38	38	62	87	30.05	10.95	0.87	4.00
5	Non-Migrant	934	934	62	87	31.31	12.15	0.89	4.10
6	Female	302	300	62	87	24.61	10.74	0.86	4.05
6	Male	316	314	62	87	23.56	11.37	0.88	3.90
6	Hispanic	617	613	62	87	24.07	11.08	0.87	3.97
6	SPED	32	32	62	87	20.34	11.10	0.89	3.73
6	Non-SPED/Non-gifted	586	582	62	87	24.28	11.04	0.87	3.98
6	Title1	492	489	62	87	23.75	10.99	0.87	3.96
6	Non-Title1	126	125	62	87	25.34	11.32	0.88	3.99



Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
6	Bilingual Education	549	546	62	87	24.27	11.04	0.87	3.99
6	Non-Econ Disadvantaged	592	589	62	87	24.24	11.16	0.87	3.98
6	Current ELL	486	483	62	87	24.08	11.14	0.87	3.97
6	Never ELL	121	120	62	87	23.66	10.80	0.87	3.93
6	Non-Migrant	591	587	62	87	23.99	11.06	0.87	3.96
7	Female	303	301	62	89	22.03	10.25	0.86	3.85
7	Male	338	334	62	89	22.67	10.94	0.87	3.93
7	Hispanic	639	633	62	89	22.37	10.63	0.87	3.90
7	Non-SPED/Non-gifted	618	612	62	89	22.28	10.52	0.86	3.91
7	Title1	447	443	62	89	22.56	10.81	0.87	3.91
7	Non-Title1	196	193	62	89	21.85	10.16	0.86	3.86
7	Bilingual Education	565	560	62	89	22.65	10.70	0.87	3.92
7	Non-Econ Disadvantaged	641	634	62	89	22.35	10.63	0.87	3.90
7	Current ELL	495	489	62	89	23.27	10.88	0.87	3.95
7	Never ELL	146	145	62	89	19.35	9.10	0.84	3.69
7	Non-Migrant	621	614	62	89	22.29	10.43	0.86	3.90
8	Female	261	261	62	89	25.89	12.70	0.89	4.19
8	Male	305	302	62	89	24.50	11.15	0.87	4.05
8	Hispanic	563	560	62	89	25.18	11.92	0.88	4.12
8	Non-SPED/Non-gifted	550	547	62	89	25.41	11.83	0.88	4.13
8	Title1	401	398	62	89	24.62	11.56	0.87	4.10
8	Non-Title1	166	166	62	89	26.43	12.60	0.89	4.17
8	Bilingual Education	495	492	62	89	25.28	12.16	0.88	4.13
8	Non-Econ Disadvantaged	563	560	62	89	25.12	11.89	0.88	4.12
8	Current ELL	427	425	62	89	25.61	12.28	0.89	4.15
8	Never ELL	135	135	62	89	23.89	10.67	0.86	4.02
8	Non-Migrant	542	539	62	89	25.27	12.01	0.88	4.13
9	Female	274	261	60	86	22.61	9.40	0.85	3.68
9	Male	260	246	60	86	21.96	9.51	0.85	3.66
9	Hispanic	528	501	60	86	22.28	9.48	0.85	3.68
9	Non-SPED/Non-gifted	513	486	60	86	22.42	9.43	0.85	3.68
9	Title1	171	169	60	86	22.59	9.56	0.85	3.69
9	Non-Title1	365	340	60	86	22.08	9.42	0.85	3.67
9	Bilingual Education	436	421	60	86	22.46	9.63	0.86	3.67
9	Non-Econ Disadvantaged	515	488	60	86	22.46	9.51	0.85	3.67
9	Current ELL	384	378	60	86	22.37	9.59	0.85	3.66
9	Never ELL	148	127	60	86	21.82	9.09	0.83	3.71
9	Non-Migrant	513	487	60	86	22.29	9.42	0.85	3.67
11	Female	150	150	60	93	23.81	9.24	0.77	4.44
11	Male	98	97	60	93	22.62	10.89	0.83	4.46
11	Hispanic	248	247	60	93	23.32	9.92	0.80	4.47
11	Non-SPED/Non-gifted	242	241	60	93	23.12	9.69	0.79	4.40
11	Title1	91	91	60	93	19.60	8.59	0.76	4.22
11	Non-Title1	159	158	60	93	25.54	10.00	0.79	4.53
11	Bilingual Education	199	198	60	93	23.16	9.51	0.78	4.47

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
11	Non-Econ Disadvantaged	242	241	60	93	23.34	9.91	0.80	4.45
11	Current ELL	173	172	60	93	22.75	10.08	0.81	4.38
11	Never ELL	75	75	60	93	24.60	9.65	0.77	4.61
11	Non-Migrant	240	239	60	93	23.19	9.85	0.79	4.48

### English Language Math Raw Score Statistics (BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Female	465	455	55	75	27.54	10.59	0.86	3.94
3	Male	416	406	55	75	27.65	11.47	0.88	3.92
3	American Indian	876	857	55	75	27.61	10.98	0.87	3.93
3	Non-SPED/Non-gifted	877	857	55	75	27.54	11.04	0.87	3.93
3	Title1	75	75	55	75	24.71	9.35	0.84	3.79
3	Non-Title1	811	791	55	75	27.78	11.15	0.88	3.94
3	Bilingual Education	33	33	55	75	23.06	7.40	0.76	3.66
3	Econ Disadvantaged	639	622	55	75	28.27	11.06	0.87	3.96
3	Non-Econ Disadvantaged	247	244	55	75	25.56	10.75	0.87	3.84
3	Current ELL	485	472	55	75	26.26	11.12	0.88	3.90
3	Exited ELL	86	86	55	75	31.20	10.75	0.86	4.01
3	Never ELL	315	308	55	75	28.40	10.70	0.87	3.93
3	Non-Migrant	886	866	55	75	27.51	11.04	0.87	3.93
4	Female	369	364	57	78	25.84	10.19	0.87	3.74
4	Male	429	419	57	78	24.78	9.98	0.86	3.70
4	American Indian	791	776	57	78	25.15	10.01	0.86	3.71
4	Non-SPED/Non-gifted	786	771	57	78	25.23	10.04	0.86	3.71
4	Title1	76	74	57	78	24.86	10.87	0.88	3.80
4	Non-Title1	723	710	57	78	25.32	10.00	0.86	3.71
4	Econ Disadvantaged	565	552	57	78	25.10	9.94	0.86	3.70
4	Non-Econ Disadvantaged	234	232	57	78	25.70	10.42	0.87	3.77
4	Current ELL	512	506	57	78	24.10	9.49	0.85	3.70
4	Exited ELL	60	54	57	78	27.72	10.32	0.87	3.75
4	Never ELL	227	224	57	78	27.34	10.89	0.88	3.74
4	Non-Migrant	799	784	57	78	25.27	10.08	0.86	3.72
5	Female	391	384	62	87	28.62	10.74	0.87	3.91
5	Male	353	348	62	87	27.08	10.78	0.87	3.84
5	American Indian	736	726	62	87	27.94	10.78	0.87	3.88
5	Non-SPED/Non-gifted	734	723	62	87	27.81	10.73	0.87	3.88
5	Title1	51	49	62	87	27.10	10.76	0.87	3.84
5	Non-Title1	694	684	62	87	27.94	10.78	0.87	3.88
5	Bilingual Education	30	30	62	87	26.97	10.94	0.88	3.86

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
5	Econ Disadvantaged	533	525	62	87	28.54	11.10	0.88	3.90
5	Non-Econ Disadvantaged	212	208	62	87	26.22	9.71	0.84	3.83
5	Current ELL	402	397	62	87	26.66	10.31	0.86	3.84
5	Exited ELL	46	45	62	87	29.04	11.58	0.88	3.93
5	Never ELL	297	291	62	87	29.37	11.08	0.88	3.91
5	Non-Migrant	745	733	62	87	27.88	10.77	0.87	3.88
6	Female	387	384	62	87	26.16	11.07	0.87	3.95
6	Male	406	398	62	87	25.20	11.91	0.90	3.85
6	American Indian	786	776	62	87	25.68	11.52	0.89	3.90
6	Non-SPED/Non-gifted	777	767	62	87	25.78	11.56	0.89	3.90
6	Title1	51	48	62	87	24.58	9.66	0.85	3.78
6	Non-Title1	743	735	62	87	25.73	11.62	0.89	3.91
6	Econ Disadvantaged	579	576	62	87	26.60	11.95	0.89	3.95
6	Non-Econ Disadvantaged	215	207	62	87	23.04	9.75	0.85	3.75
6	Current ELL	413	408	62	87	23.09	10.09	0.86	3.78
6	Exited ELL	54	54	62	87	31.22	13.37	0.90	4.19
6	Never ELL	327	321	62	87	27.99	12.05	0.89	3.98
6	Non-Migrant	794	783	62	87	25.66	11.51	0.89	3.90
7	Female	393	391	62	89	22.99	10.19	0.86	3.80
7	Male	358	352	62	89	21.69	10.49	0.87	3.71
7	American Indian	747	741	62	89	22.35	10.35	0.87	3.76
7	Non-SPED/Non-gifted	746	738	62	89	22.38	10.36	0.87	3.76
7	Title1	51	49	62	89	20.10	7.37	0.77	3.55
7	Non-Title1	701	695	62	89	22.54	10.50	0.87	3.77
7	Econ Disadvantaged	541	537	62	89	22.72	10.51	0.87	3.79
7	Non-Econ Disadvantaged	211	207	62	89	21.49	9.86	0.86	3.69
7	Current ELL	441	437	62	89	21.48	10.06	0.86	3.73
7	Exited ELL	43	43	62	89	22.40	9.04	0.83	3.71
7	Never ELL	268	264	62	89	23.86	10.85	0.88	3.80
7	Non-Migrant	752	744	62	89	22.38	10.34	0.87	3.76
8	Female	371	366	62	89	26.15	12.56	0.90	4.07
8	Male	362	358	62	89	24.55	11.52	0.88	3.94
8	American Indian	720	712	62	89	25.34	11.99	0.89	4.01
8	Non-SPED/Non-gifted	727	718	62	89	25.39	12.04	0.89	4.01
8	Title1	51	50	62	89	32.78	15.39	0.92	4.25
8	Non-Title1	685	677	62	89	24.80	11.61	0.88	3.98
8	Econ Disadvantaged	592	587	62	89	25.55	11.98	0.89	4.02
8	Non-Econ Disadvantaged	144	140	62	89	24.51	12.42	0.90	3.95
8	Current ELL	412	410	62	89	23.00	11.38	0.88	3.89
8	Exited ELL	39	39	62	89	29.36	10.71	0.85	4.11
8	Never ELL	285	278	62	89	28.26	12.46	0.89	4.12
8	Non-Migrant	736	727	62	89	25.35	12.06	0.89	4.01
9	Female	324	316	60	86	28.63	12.44	0.90	3.89
9	Male	257	255	60	86	26.74	12.23	0.91	3.70
9	American Indian	558	556	60	86	27.93	12.36	0.91	3.81

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
9	Non-SPED/Non-gifted	576	566	60	86	27.86	12.37	0.91	3.81
9	Title1	30	28	60	86	29.93	14.33	0.92	3.99
9	Non-Title1	554	545	60	86	27.66	12.25	0.90	3.80
9	Econ Disadvantaged	473	471	60	86	26.26	11.50	0.89	3.73
9	Non-Econ Disadvantaged	111	102	60	86	34.75	13.76	0.91	4.08
9	Current ELL	307	302	60	86	23.62	9.15	0.85	3.58
9	Never ELL	264	258	60	86	32.77	13.93	0.92	4.02
9	Non-Migrant	584	573	60	86	27.77	12.36	0.90	3.81
11	Female	200	196	60	93	28.88	14.04	0.89	4.76
11	Male	176	171	60	93	28.27	15.98	0.91	4.76
11	American Indian	370	363	60	93	28.62	14.95	0.90	4.75
11	Non-SPED/Non-gifted	373	365	60	93	28.64	14.92	0.90	4.75
11	Title1	33	32	60	93	26.66	12.13	0.84	4.88
11	Non-Title1	347	339	60	93	28.74	15.14	0.90	4.74
11	Econ Disadvantaged	298	292	60	93	26.50	13.36	0.88	4.60
11	Non-Econ Disadvantaged	82	79	60	93	36.19	17.69	0.91	5.18
11	Current ELL	183	176	60	93	23.72	13.17	0.89	4.42
11	Never ELL	191	189	60	93	32.99	15.12	0.89	4.96
11	Non-Migrant	380	371	60	93	28.56	14.90	0.90	4.75

### English Language Reading Raw Score Statistics (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Female	11002	10967	47	67	35.12	11.76	0.89	3.92
3	Male	11470	11419	47	67	32.09	12.27	0.90	3.89
3	American Indian	2345	2338	47	67	28.66	11.27	0.88	3.93
3	Asian	339	339	47	67	37.48	12.04	0.90	3.88
3	Black	614	610	47	67	32.12	11.78	0.89	3.90
3	Hispanic	12140	12095	47	67	31.96	11.67	0.89	3.93
3	White	7032	7002	47	67	37.95	11.83	0.89	3.85
3	SPED	3502	3479	47	67	25.23	12.41	0.91	3.81
3	Gifted	990	988	47	67	47.94	8.08	0.81	3.54
3	Non-SPED/Non-gifted	17985	17924	47	67	34.40	11.15	0.88	3.92
3	Title1	14793	14735	47	67	31.78	11.84	0.89	3.93
3	Non-Title1	7684	7656	47	67	37.03	11.89	0.89	3.87
3	Bilingual Education	5145	5127	47	67	31.28	11.73	0.89	3.95
3	Econ Disadvantaged	725	721	47	67	30.63	11.70	0.89	3.90
3	Non-Econ Disadvantaged	21752	21670	47	67	33.67	12.11	0.90	3.91
3	Current ELL	3223	3205	47	67	26.56	11.19	0.88	3.88
3	Exited ELL	1743	1740	47	67	35.00	10.64	0.86	3.94

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Never ELL	17511	17446	47	67	34.72	11.98	0.89	3.90
3	Migrant	44	43	47	67	27.74	8.78	0.81	3.81
3	Non-Migrant	22433	22348	47	67	33.59	12.12	0.90	3.91
4	Female	11162	11135	47	67	40.25	11.37	0.90	3.61
4	Male	11666	11627	47	67	37.07	11.93	0.91	3.62
4	American Indian	2304	2299	47	67	34.17	11.60	0.90	3.74
4	Asian	378	378	47	67	44.28	10.83	0.90	3.48
4	Black	613	610	47	67	36.57	11.78	0.90	3.67
4	Hispanic	12367	12326	47	67	36.97	11.64	0.90	3.66
4	White	7162	7145	47	67	42.78	10.76	0.90	3.48
4	SPED	3595	3570	47	67	29.43	13.05	0.92	3.72
4	Gifted	1362	1360	47	67	50.91	6.18	0.74	3.13
4	Non-SPED/Non-gifted	17875	17836	47	67	39.53	10.52	0.88	3.61
4	Title1	14672	14633	47	67	36.82	11.74	0.90	3.67
4	Non-Title1	8160	8133	47	67	41.87	11.10	0.90	3.51
4	Bilingual Education	5076	5066	47	67	35.93	11.85	0.90	3.70
4	Econ Disadvantaged	657	654	47	67	36.51	11.64	0.90	3.70
4	Non-Econ Disadvantaged	22175	22112	47	67	38.68	11.77	0.91	3.62
4	Current ELL	3479	3471	47	67	30.44	11.47	0.89	3.76
4	Exited ELL	1808	1805	47	67	41.75	9.10	0.85	3.58
4	Never ELL	17545	17490	47	67	39.92	11.39	0.90	3.58
4	Migrant	37	37	47	67	29.41	11.99	0.91	3.68
4	Non-Migrant	22795	22729	47	67	38.64	11.76	0.91	3.62
5	Female	11291	11272	47	67	40.57	10.99	0.90	3.52
5	Male	11567	11501	47	67	37.08	11.62	0.91	3.52
5	American Indian	2357	2349	47	67	34.10	11.42	0.90	3.65
5	Asian	326	323	47	67	44.69	9.64	0.88	3.39
5	Black	657	653	47	67	37.62	11.47	0.91	3.53
5	Hispanic	12378	12332	47	67	37.31	11.26	0.90	3.57
5	White	7140	7116	47	67	42.79	10.54	0.90	3.40
5	SPED	3681	3640	47	67	28.47	12.54	0.92	3.59
5	Gifted	1459	1457	47	67	50.47	6.24	0.76	3.08
5	Non-SPED/Non-gifted	17725	17683	47	67	39.97	9.93	0.87	3.52
5	Title1	14729	14676	47	67	36.93	11.38	0.90	3.57
5	Non-Title1	8136	8104	47	67	42.20	10.75	0.90	3.44
5	Bilingual Education	5044	5034	47	67	36.02	11.33	0.90	3.61
5	Econ Disadvantaged	768	765	47	67	36.92	10.52	0.88	3.63
5	Non-Econ Disadvantaged	22097	22015	47	67	38.87	11.47	0.91	3.53
5	Current ELL	3502	3490	47	67	30.40	11.04	0.89	3.65
5	Exited ELL	1974	1973	47	67	42.18	8.15	0.82	3.49
5	Never ELL	17389	17317	47	67	40.11	11.09	0.90	3.49
5	Migrant	36	36	47	67	32.14	12.46	0.92	3.56
5	Non-Migrant	22829	22744	47	67	38.81	11.44	0.90	3.53
6	Female	11388	11355	49	69	44.39	11.52	0.90	3.65
6	Male	11920	11861	49	69	40.53	12.64	0.91	3.72

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
6	American Indian	2425	2411	49	69	37.62	11.52	0.89	3.88
6	Asian	286	285	49	69	47.43	11.14	0.90	3.60
6	Black	625	621	49	69	40.60	12.73	0.91	3.76
6	Hispanic	12769	12721	49	69	40.69	12.19	0.90	3.76
6	White	7202	7177	49	69	47.04	11.12	0.90	3.52
6	SPED	3815	3788	49	69	31.09	13.20	0.92	3.84
6	Gifted	1575	1572	49	69	55.01	6.26	0.76	3.07
6	Non-SPED/Non-gifted	17921	17859	49	69	43.71	10.59	0.88	3.68
6	Title1	12666	12616	49	69	40.14	12.18	0.90	3.78
6	Non-Title1	10645	10603	49	69	45.12	11.79	0.91	3.61
6	Bilingual Education	3953	3935	49	69	37.99	12.53	0.91	3.84
6	Econ Disadvantaged	698	691	49	69	38.06	12.35	0.90	3.82
6	Non-Econ Disadvantaged	22613	22528	49	69	42.55	12.23	0.91	3.70
6	Current ELL	3197	3177	49	69	32.72	11.48	0.88	3.92
6	Exited ELL	2078	2074	49	69	45.49	8.75	0.83	3.64
6	Never ELL	18036	17968	49	69	43.78	11.93	0.91	3.66
6	Migrant	51	51	49	69	35.92	13.66	0.92	3.90
6	Non-Migrant	23260	23168	49	69	42.43	12.25	0.91	3.71
7	Female	11662	11585	49	69	36.63	11.68	0.90	3.63
7	Male	12184	12064	49	69	33.11	11.90	0.91	3.58
7	American Indian	2779	2762	49	69	30.47	11.20	0.89	3.67
7	Asian	271	271	49	69	41.21	12.51	0.92	3.60
7	Black	642	641	49	69	33.90	11.68	0.91	3.57
7	Hispanic	12781	12646	49	69	32.94	11.50	0.90	3.63
7	White	7371	7327	49	69	39.59	11.31	0.90	3.54
7	SPED	3899	3851	49	69	24.67	11.24	0.90	3.55
7	Gifted	1465	1460	49	69	49.15	7.59	0.81	3.29
7	Non-SPED/Non-gifted	18486	18342	49	69	35.83	10.64	0.88	3.61
7	Title1	10647	10586	49	69	31.86	11.33	0.90	3.63
7	Non-Title1	13203	13067	49	69	37.24	11.85	0.91	3.59
7	Bilingual Education	3436	3406	49	69	30.72	11.28	0.90	3.64
7	Econ Disadvantaged	461	458	49	69	30.89	10.73	0.88	3.66
7	Non-Econ Disadvantaged	23389	23195	49	69	34.91	11.93	0.91	3.61
7	Current ELL	3470	3448	49	69	26.00	9.90	0.87	3.63
7	Exited ELL	1774	1762	49	69	37.65	9.64	0.86	3.65
7	Never ELL	18606	18443	49	69	36.21	11.74	0.91	3.60
7	Migrant	44	44	49	69	28.80	12.21	0.91	3.68
7	Non-Migrant	23806	23609	49	69	34.84	11.92	0.91	3.61
8	Female	11906	11825	49	69	40.40	10.14	0.87	3.62
8	Male	12488	12370	49	69	37.00	11.04	0.89	3.60
8	American Indian	2868	2844	49	69	34.66	10.14	0.87	3.71
8	Asian	297	295	49	69	43.71	10.16	0.87	3.63
8	Black	598	594	49	69	37.02	10.85	0.89	3.62
8	Hispanic	12969	12837	49	69	37.06	10.53	0.88	3.63
8	White	7659	7622	49	69	42.78	9.99	0.88	3.53

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
8	SPED	4053	3976	49	69	28.39	11.25	0.90	3.62
8	Gifted	1480	1476	49	69	50.58	6.67	0.75	3.31
8	Non-SPED/Non-gifted	18867	18748	49	69	39.90	9.15	0.84	3.61
8	Title1	10747	10648	49	69	36.17	10.50	0.88	3.66
8	Non-Title1	13653	13552	49	69	40.61	10.53	0.88	3.58
8	Bilingual Education	3513	3473	49	69	34.91	10.81	0.88	3.67
8	Econ Disadvantaged	473	469	49	69	34.84	10.50	0.87	3.73
8	Non-Econ Disadvantaged	23927	23731	49	69	38.73	10.74	0.89	3.62
8	Current ELL	2993	2958	49	69	30.13	9.88	0.86	3.68
8	Exited ELL	2078	2066	49	69	40.76	8.17	0.80	3.61
8	Never ELL	19329	19176	49	69	39.75	10.52	0.88	3.60
8	Migrant	37	37	49	69	32.00	9.91	0.86	3.73
8	Non-Migrant	24363	24163	49	69	38.67	10.75	0.89	3.62
9	Female	13164	12926	49	69	35.96	11.17	0.90	3.49
9	Male	13913	13521	49	69	32.38	11.43	0.91	3.42
9	American Indian	3577	3492	49	69	30.24	10.23	0.88	3.49
9	Asian	296	291	49	69	38.54	11.75	0.91	3.57
9	Black	661	642	49	69	32.17	11.96	0.91	3.49
9	Hispanic	14108	13700	49	69	32.02	11.04	0.90	3.47
9	White	8432	8319	49	69	39.23	10.73	0.90	3.43
9	SPED	4697	4517	49	69	24.61	10.82	0.90	3.39
9	Gifted	1372	1362	49	69	47.27	7.49	0.81	3.28
9	Non-SPED/Non-gifted	21020	20578	49	69	35.35	10.30	0.89	3.47
9	Title1	7977	7796	49	69	31.61	10.76	0.89	3.49
9	Non-Title1	19112	18661	49	69	35.18	11.56	0.91	3.46
9	Bilingual Education	3470	3378	49	69	30.63	11.00	0.90	3.48
9	Econ Disadvantaged	1039	1009	49	69	30.62	11.11	0.90	3.49
9	Non-Econ Disadvantaged	26050	25448	49	69	34.27	11.43	0.91	3.47
9	Current ELL	3371	3278	49	69	25.49	9.65	0.87	3.44
9	Exited ELL	2092	2056	49	69	35.71	9.16	0.86	3.47
9	Never ELL	21626	21123	49	69	35.31	11.32	0.91	3.47
9	Migrant	45	45	49	69	29.73	11.39	0.90	3.52
9	Non-Migrant	27044	26412	49	69	34.14	11.44	0.91	3.47
11	Female	10001	9787	51	80	39.91	12.21	0.91	3.62
11	Male	9859	9615	51	80	37.14	12.74	0.92	3.52
11	American Indian	2584	2527	51	80	34.33	11.24	0.89	3.67
11	Asian	285	281	51	80	41.57	12.50	0.91	3.65
11	Black	488	477	51	80	36.04	13.08	0.93	3.58
11	Hispanic	9437	9163	51	80	36.06	12.11	0.91	3.56
11	White	7068	6956	51	80	43.55	11.91	0.91	3.53
11	SPED	3139	3021	51	80	27.74	12.33	0.92	3.51
11	Gifted	1131	1115	51	80	52.12	8.51	0.84	3.36
11	Non-SPED/Non-gifted	15601	15276	51	80	39.68	11.28	0.90	3.58
11	Title1	5509	5345	51	80	35.26	11.89	0.91	3.61
11	Non-Title1	14362	14067	51	80	39.81	12.56	0.92	3.56

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
11	Bilingual Education	2454	2379	51	80	34.96	12.36	0.92	3.59
11	Econ Disadvantaged	595	574	51	80	34.44	12.17	0.91	3.63
11	Non-Econ Disadvantaged	19276	18838	51	80	38.68	12.54	0.92	3.58
11	Current ELL	2011	1934	51	80	27.41	10.61	0.89	3.58
11	Exited ELL	1649	1611	51	80	38.42	10.26	0.88	3.59
11	Never ELL	16211	15867	51	80	39.94	12.29	0.92	3.57
11	Migrant	31	30	51	80	31.76	10.86	0.89	3.67
11	Non-Migrant	19840	19382	51	80	38.57	12.54	0.92	3.58

### Spanish Language Reading Raw Score Statistics (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Female	834	833	47	67	34.32	11.05	0.87	3.91
3	Male	853	847	47	67	31.87	11.16	0.88	3.89
3	Hispanic	1681	1674	47	67	33.09	11.17	0.88	3.91
3	SPED	150	150	47	67	24.83	11.25	0.89	3.81
3	Non-SPED/Non-gifted	1518	1511	47	67	33.76	10.76	0.87	3.90
3	Title1	1388	1384	47	67	33.17	11.26	0.88	3.91
3	Non-Title1	299	296	47	67	32.67	10.73	0.87	3.86
3	Bilingual Education	1589	1584	47	67	33.38	11.05	0.88	3.90
3	Econ Disadvantaged	95	95	47	67	34.42	10.30	0.86	3.84
3	Non-Econ Disadvantaged	1592	1585	47	67	33.01	11.22	0.88	3.91
3	Current ELL	1304	1298	47	67	33.24	11.03	0.88	3.89
3	Exited ELL	75	75	47	67	40.11	12.44	0.91	3.83
3	Never ELL	308	307	47	67	30.70	10.65	0.86	3.94
3	Migrant	43	43	47	67	30.23	10.35	0.86	3.88
3	Non-Migrant	1644	1637	47	67	33.16	11.18	0.88	3.91
4	Female	598	596	47	67	39.56	11.12	0.87	3.94
4	Male	605	604	47	67	36.63	11.82	0.89	3.96
4	Hispanic	1198	1195	47	67	38.07	11.57	0.88	3.96
4	SPED	93	93	47	67	28.30	12.96	0.90	4.06
4	Non-SPED/Non-gifted	1106	1103	47	67	38.88	11.07	0.87	3.94
4	Title1	1015	1013	47	67	38.28	11.56	0.88	3.96
4	Non-Title1	190	189	47	67	37.12	11.54	0.88	3.96
4	Bilingual Education	1124	1121	47	67	37.99	11.61	0.88	3.97
4	Econ Disadvantaged	99	99	47	67	42.01	9.93	0.85	3.78
4	Non-Econ Disadvantaged	1106	1103	47	67	37.74	11.64	0.88	3.97
4	Current ELL	959	956	47	67	38.02	11.55	0.88	3.96
4	Never ELL	218	218	47	67	36.76	11.05	0.87	3.99
4	Non-Migrant	1187	1184	47	67	38.14	11.59	0.88	3.96



Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
5	Female	504	504	47	67	33.27	11.35	0.88	3.86
5	Male	458	456	47	67	29.84	11.41	0.89	3.83
5	Hispanic	961	959	47	67	31.65	11.50	0.89	3.85
5	SPED	61	61	47	67	21.64	10.42	0.88	3.62
5	Non-SPED/Non-gifted	897	895	47	67	32.27	11.25	0.88	3.85
5	Title1	815	813	47	67	31.89	11.59	0.89	3.85
5	Non-Title1	147	147	47	67	30.24	10.93	0.87	3.87
5	Bilingual Education	887	887	47	67	31.68	11.42	0.89	3.85
5	Econ Disadvantaged	75	74	47	67	33.95	10.03	0.85	3.84
5	Non-Econ Disadvantaged	887	886	47	67	31.44	11.60	0.89	3.85
5	Current ELL	760	758	47	67	31.79	11.34	0.89	3.85
5	Never ELL	187	187	47	67	30.26	11.96	0.90	3.86
5	Migrant	38	38	47	67	32.08	13.10	0.92	3.80
5	Non-Migrant	924	922	47	67	31.62	11.44	0.89	3.85
6	Female	300	297	50	70	38.73	9.87	0.82	4.20
6	Male	311	309	50	70	34.60	10.06	0.83	4.13
6	Hispanic	610	605	50	70	36.60	10.16	0.83	4.17
6	SPED	32	32	50	70	28.44	12.08	0.89	3.96
6	Non-SPED/Non-gifted	579	574	50	70	37.08	9.87	0.82	4.18
6	Title1	485	482	50	70	36.67	10.45	0.84	4.19
6	Non-Title1	126	124	50	70	36.45	9.04	0.79	4.12
6	Bilingual Education	542	539	50	70	36.71	10.27	0.84	4.17
6	Non-Econ Disadvantaged	585	581	50	70	36.64	10.19	0.83	4.17
6	Current ELL	485	481	50	70	36.32	10.35	0.84	4.16
6	Never ELL	115	114	50	70	37.23	9.36	0.80	4.20
6	Non-Migrant	584	579	50	70	36.49	10.15	0.83	4.17
7	Female	302	300	49	69	32.14	10.40	0.85	3.96
7	Male	336	332	49	69	29.38	9.60	0.84	3.88
7	Hispanic	636	630	49	69	30.72	10.07	0.85	3.93
7	Non-SPED/Non-gifted	615	609	49	69	30.75	9.98	0.85	3.93
7	Title1	444	441	49	69	31.17	10.12	0.85	3.95
7	Non-Title1	196	192	49	69	29.59	9.87	0.85	3.84
7	Bilingual Education	563	558	49	69	30.81	10.01	0.85	3.91
7	Non-Econ Disadvantaged	638	631	49	69	30.67	10.05	0.85	3.93
7	Current ELL	493	487	49	69	31.20	9.96	0.84	3.94
7	Never ELL	145	144	49	69	29.03	10.32	0.86	3.87
7	Non-Migrant	618	611	49	69	30.63	10.02	0.85	3.93
8	Female	260	258	49	69	36.81	10.10	0.85	3.89
8	Male	306	303	49	69	31.92	10.39	0.86	3.90
8	Hispanic	563	558	49	69	34.20	10.50	0.86	3.91
8	Non-SPED/Non-gifted	550	545	49	69	34.48	10.29	0.86	3.91
8	Title1	401	396	49	69	34.17	10.30	0.86	3.91
8	Non-Title1	166	166	49	69	34.20	11.08	0.88	3.89
8	Bilingual Education	495	490	49	69	34.04	10.52	0.86	3.90
8	Non-Econ Disadvantaged	563	558	49	69	34.15	10.54	0.86	3.91

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
8	Current ELL	428	426	49	69	33.89	10.79	0.87	3.91
8	Never ELL	134	132	49	69	35.09	9.75	0.84	3.88
8	Non-Migrant	542	537	49	69	34.36	10.49	0.86	3.91
9	Female	267	259	49	69	33.62	9.71	0.80	4.31
9	Male	253	238	49	69	30.85	10.40	0.84	4.22
9	Hispanic	514	491	49	69	32.22	10.18	0.82	4.28
9	Non-SPED/Non-gifted	499	476	49	69	32.48	10.00	0.82	4.28
9	Title1	162	159	49	69	31.50	9.71	0.81	4.21
9	Non-Title1	360	340	49	69	32.62	10.31	0.82	4.32
9	Bilingual Education	424	412	49	69	32.25	10.12	0.82	4.30
9	Non-Econ Disadvantaged	501	478	49	69	32.38	10.03	0.82	4.29
9	Current ELL	370	363	49	69	32.07	10.00	0.82	4.29
9	Never ELL	148	132	49	69	32.56	10.36	0.83	4.26
9	Non-Migrant	500	478	49	69	32.32	10.10	0.82	4.28
11	Female	146	146	52	77	47.00	11.67	0.86	4.35
11	Male	97	96	52	77	42.00	12.42	0.87	4.40
11	Hispanic	243	242	52	77	44.92	12.19	0.87	4.39
11	Non-SPED/Non-gifted	235	234	52	77	44.84	11.78	0.86	4.39
11	Title1	86	86	52	77	42.47	13.05	0.89	4.40
11	Non-Title1	157	156	52	77	46.29	11.55	0.86	4.37
11	Bilingual Education	194	193	52	77	45.43	12.18	0.87	4.38
11	Non-Econ Disadvantaged	235	234	52	77	44.83	12.39	0.87	4.38
11	Current ELL	168	167	52	77	44.63	12.82	0.88	4.42
11	Never ELL	73	73	52	77	45.29	11.15	0.85	4.34
11	Non-Migrant	233	232	52	77	44.30	11.98	0.87	4.38

### English Language Reading Raw Score Statistics (BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Female	465	462	47	67	27.20	9.73	0.84	3.87
3	Male	416	411	47	67	25.07	10.92	0.88	3.83
3	American Indian	876	869	47	67	26.23	10.32	0.86	3.85
3	Non-SPED/Non-gifted	877	869	47	67	26.19	10.37	0.86	3.85
3	Title1	75	74	47	67	24.86	9.87	0.85	3.80
3	Non-Title1	811	804	47	67	26.25	10.44	0.86	3.86
3	Bilingual Education	33	33	47	67	25.88	8.83	0.81	3.81
3	Econ Disadvantaged	639	634	47	67	26.65	10.05	0.85	3.87
3	Non-Econ Disadvantaged	247	244	47	67	24.80	11.15	0.88	3.81
3	Current ELL	485	482	47	67	24.28	9.92	0.85	3.79
3	Exited ELL	86	85	47	67	30.35	10.33	0.85	3.95

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Never ELL	315	311	47	67	27.85	10.53	0.86	3.90
3	Non-Migrant	886	878	47	67	26.13	10.39	0.86	3.85
4	Female	369	364	47	67	31.01	10.38	0.86	3.84
4	Male	429	422	47	67	28.19	10.24	0.86	3.81
4	American Indian	791	779	47	67	29.43	10.39	0.86	3.82
4	Non-SPED/Non-gifted	786	774	47	67	29.48	10.34	0.86	3.82
4	Title1	76	75	47	67	29.64	11.26	0.89	3.76
4	Non-Title1	723	712	47	67	29.50	10.31	0.86	3.83
4	Econ Disadvantaged	565	555	47	67	29.20	10.15	0.86	3.83
4	Non-Econ Disadvantaged	234	232	47	67	30.26	10.94	0.88	3.82
4	Current ELL	512	510	47	67	27.54	9.55	0.84	3.84
4	Exited ELL	60	55	47	67	33.71	10.36	0.86	3.83
4	Never ELL	227	222	47	67	33.01	11.07	0.88	3.80
4	Non-Migrant	799	787	47	67	29.51	10.39	0.86	3.82
5	Female	391	387	47	67	31.87	10.69	0.88	3.68
5	Male	353	346	47	67	27.52	10.90	0.89	3.66
5	American Indian	736	727	47	67	29.87	11.00	0.89	3.68
5	Non-SPED/Non-gifted	734	723	47	67	29.90	10.95	0.89	3.68
5	Title1	51	50	47	67	29.52	11.64	0.90	3.67
5	Non-Title1	694	684	47	67	29.83	10.95	0.89	3.68
5	Bilingual Education	30	30	47	67	30.23	11.76	0.90	3.72
5	Econ Disadvantaged	533	526	47	67	29.96	11.12	0.89	3.68
5	Non-Econ Disadvantaged	212	208	47	67	29.44	10.67	0.88	3.67
5	Current ELL	402	401	47	67	27.99	10.75	0.89	3.63
5	Exited ELL	46	44	47	67	31.18	9.70	0.85	3.73
5	Never ELL	297	289	47	67	32.13	11.08	0.89	3.72
5	Non-Migrant	745	734	47	67	29.81	10.99	0.89	3.68
6	Female	387	383	49	69	35.51	10.83	0.87	3.94
6	Male	406	400	49	69	32.36	11.60	0.89	3.89
6	American Indian	786	777	49	69	33.88	11.33	0.88	3.91
6	Non-SPED/Non-gifted	777	768	49	69	34.02	11.31	0.88	3.91
6	Title1	51	49	49	69	33.33	10.64	0.87	3.87
6	Non-Title1	743	735	49	69	33.93	11.38	0.88	3.92
6	Econ Disadvantaged	579	576	49	69	34.04	11.38	0.88	3.92
6	Non-Econ Disadvantaged	215	208	49	69	33.48	11.21	0.88	3.92
6	Current ELL	413	408	49	69	30.86	11.01	0.87	3.91
6	Exited ELL	54	53	49	69	38.68	9.95	0.85	3.83
6	Never ELL	327	323	49	69	36.94	10.87	0.87	3.91
6	Non-Migrant	794	784	49	69	33.89	11.33	0.88	3.92
7	Female	393	390	49	69	28.41	10.27	0.87	3.69
7	Male	358	349	49	69	25.86	10.92	0.89	3.63
7	American Indian	747	737	49	69	27.16	10.64	0.88	3.66
7	Non-SPED/Non-gifted	746	735	49	69	27.18	10.64	0.88	3.66
7	Title1	51	47	49	69	27.81	8.53	0.81	3.67
7	Non-Title1	701	693	49	69	27.16	10.78	0.88	3.67

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
7	Econ Disadvantaged	541	536	49	69	26.65	10.65	0.88	3.63
7	Non-Econ Disadvantaged	211	204	49	69	28.66	10.52	0.87	3.75
7	Current ELL	441	433	49	69	25.10	10.13	0.87	3.63
7	Exited ELL	43	43	49	69	27.02	10.55	0.88	3.66
7	Never ELL	268	264	49	69	30.68	10.61	0.88	3.71
7	Non-Migrant	752	740	49	69	27.20	10.65	0.88	3.67
8	Female	371	366	49	69	33.00	10.93	0.88	3.77
8	Male	362	359	49	69	30.22	9.99	0.86	3.71
8	American Indian	720	713	49	69	31.66	10.54	0.87	3.75
8	Non-SPED/Non-gifted	727	720	49	69	31.71	10.53	0.87	3.75
8	Title1	51	50	49	69	39.66	9.52	0.84	3.78
8	Non-Title1	685	678	49	69	31.05	10.38	0.87	3.74
8	Econ Disadvantaged	592	586	49	69	31.45	10.61	0.88	3.75
8	Non-Econ Disadvantaged	144	142	49	69	32.42	10.29	0.87	3.76
8	Current ELL	412	409	49	69	28.74	9.94	0.86	3.71
8	Exited ELL	39	38	49	69	33.89	6.70	0.68	3.78
8	Never ELL	285	281	49	69	35.55	10.52	0.87	3.76
8	Non-Migrant	736	728	49	69	31.64	10.55	0.87	3.75
9	Female	324	317	49	69	31.95	11.85	0.91	3.60
9	Male	257	255	49	69	28.62	10.96	0.90	3.47
9	American Indian	558	557	49	69	30.55	11.60	0.91	3.54
9	Non-SPED/Non-gifted	576	567	49	69	30.51	11.61	0.91	3.54
9	Title1	30	28	49	69	34.39	11.78	0.91	3.56
9	Non-Title1	554	546	49	69	30.28	11.52	0.91	3.55
9	Econ Disadvantaged	473	472	49	69	29.32	11.57	0.91	3.55
9	Non-Econ Disadvantaged	111	102	49	69	35.84	9.90	0.87	3.52
9	Current ELL	307	304	49	69	25.83	10.05	0.88	3.51
9	Never ELL	264	258	49	69	35.96	10.89	0.89	3.55
9	Non-Migrant	584	574	49	69	30.48	11.56	0.91	3.55
11	Female	200	196	51	80	37.11	12.72	0.91	3.71
11	Male	176	172	51	80	35.38	13.20	0.92	3.70
11	American Indian	370	364	51	80	36.47	12.84	0.92	3.72
11	Non-SPED/Non-gifted	373	366	51	80	36.49	12.85	0.92	3.72
11	Title1	33	32	51	80	35.09	12.15	0.91	3.65
11	Non-Title1	347	340	51	80	36.44	12.99	0.92	3.72
11	Econ Disadvantaged	298	293	51	80	35.51	12.98	0.92	3.73
11	Non-Econ Disadvantaged	82	79	51	80	39.34	12.25	0.91	3.68
11	Current ELL	183	177	51	80	29.77	12.13	0.91	3.70
11	Never ELL	191	189	51	80	42.52	10.47	0.88	3.69
11	Non-Migrant	380	372	51	80	36.32	12.91	0.92	3.72

English Language Science Raw Score Statistics (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Female	10993	10946	48	66	31.81	10.21	0.89	3.43
3	Male	11467	11412	48	66	32.36	10.32	0.89	3.38
3	American Indian	2342	2331	48	66	27.07	9.35	0.87	3.32
3	Asian	342	341	48	66	35.30	10.47	0.89	3.43
3	Black	615	610	48	66	29.94	10.12	0.89	3.36
3	Hispanic	12133	12081	48	66	30.41	9.71	0.88	3.40
3	White	7026	6993	48	66	36.69	9.77	0.88	3.40
3	SPED	3499	3475	48	66	28.26	10.04	0.89	3.35
3	Gifted	990	988	48	66	45.00	7.73	0.81	3.34
3	Non-SPED/Non-gifted	17976	17900	48	66	32.12	9.84	0.88	3.41
3	Title1	14785	14712	48	66	30.00	9.80	0.88	3.38
3	Non-Title1	7680	7651	48	66	36.11	9.95	0.88	3.42
3	Bilingual Education	5143	5124	48	66	29.60	9.80	0.88	3.40
3	Econ Disadvantaged	724	719	48	66	30.04	9.91	0.88	3.37
3	Non-Econ Disadvantaged	21741	21644	48	66	32.16	10.27	0.89	3.41
3	Current ELL	3221	3207	48	66	26.21	9.20	0.87	3.36
3	Exited ELL	1743	1734	48	66	32.17	9.07	0.86	3.40
3	Never ELL	17501	17422	48	66	33.16	10.20	0.89	3.41
3	Migrant	44	44	48	66	25.20	7.22	0.79	3.35
3	Non-Migrant	22421	22319	48	66	32.10	10.27	0.89	3.41
4	Female	11158	11114	48	66	31.07	9.47	0.87	3.42
4	Male	11661	11603	48	66	31.77	9.73	0.88	3.42
4	American Indian	2304	2294	48	66	26.66	8.37	0.84	3.32
4	Asian	379	378	48	66	36.43	9.27	0.86	3.49
4	Black	613	608	48	66	29.89	9.61	0.87	3.44
4	Hispanic	12361	12303	48	66	29.63	9.09	0.86	3.41
4	White	7158	7130	48	66	35.93	9.07	0.86	3.42
4	SPED	3594	3562	48	66	26.99	9.44	0.87	3.36
4	Gifted	1362	1358	48	66	43.17	6.99	0.77	3.33
4	Non-SPED/Non-gifted	17867	17801	48	66	31.42	9.05	0.86	3.42
4	Title1	14661	14596	48	66	29.46	9.20	0.86	3.40
4	Non-Title1	8162	8125	48	66	34.96	9.32	0.86	3.44
4	Bilingual Education	5076	5054	48	66	28.53	9.13	0.86	3.40
4	Econ Disadvantaged	655	650	48	66	30.36	9.31	0.87	3.41
4	Non-Econ Disadvantaged	22168	22071	48	66	31.46	9.62	0.87	3.42
4	Current ELL	3484	3468	48	66	24.74	8.27	0.84	3.33
4	Exited ELL	1808	1801	48	66	32.29	8.01	0.82	3.41
4	Never ELL	17531	17452	48	66	32.67	9.47	0.87	3.43
4	Migrant	37	37	48	66	25.30	8.54	0.85	3.35
4	Non-Migrant	22786	22684	48	66	31.44	9.61	0.87	3.42
5	Female	11288	11247	48	66	30.61	10.49	0.88	3.70
5	Male	11559	11482	48	66	31.72	11.20	0.89	3.71
5	American Indian	2355	2341	48	66	25.41	9.35	0.85	3.61

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
5	Asian	327	323	48	66	37.36	10.98	0.89	3.72
5	Black	656	654	48	66	29.25	10.21	0.87	3.73
5	Hispanic	12374	12303	48	66	29.28	10.09	0.87	3.69
5	White	7135	7108	48	66	36.23	10.63	0.88	3.71
5	SPED	3677	3641	48	66	24.95	10.23	0.87	3.66
5	Gifted	1459	1454	48	66	45.76	8.32	0.82	3.52
5	Non-SPED/Non-gifted	17718	17639	48	66	31.25	9.97	0.86	3.71
5	Title1	14724	14645	48	66	28.99	10.24	0.87	3.69
5	Non-Title1	8130	8089	48	66	35.11	10.88	0.88	3.71
5	Bilingual Education	5043	5021	48	66	28.17	10.16	0.87	3.67
5	Econ Disadvantaged	768	765	48	66	28.18	9.47	0.85	3.68
5	Non-Econ Disadvantaged	22086	21969	48	66	31.27	10.90	0.88	3.71
5	Current ELL	3503	3479	48	66	23.63	8.93	0.84	3.60
5	Exited ELL	1970	1965	48	66	32.07	8.80	0.82	3.70
5	Never ELL	17381	17290	48	66	32.58	10.82	0.88	3.72
5	Migrant	36	36	48	66	24.42	10.64	0.88	3.63
5	Non-Migrant	22818	22698	48	66	31.18	10.87	0.88	3.71
6	Female	11387	11330	48	68	30.23	10.45	0.88	3.58
6	Male	11918	11850	48	68	31.23	11.08	0.90	3.54
6	American Indian	2422	2404	48	68	26.17	9.05	0.85	3.47
6	Asian	289	288	48	68	36.16	11.73	0.90	3.67
6	Black	624	620	48	68	28.80	10.44	0.89	3.51
6	Hispanic	12763	12692	48	68	28.50	10.10	0.88	3.53
6	White	7206	7175	48	68	36.18	10.31	0.88	3.61
6	SPED	3814	3780	48	68	24.30	10.37	0.89	3.42
6	Gifted	1575	1570	48	68	44.70	7.91	0.80	3.55
6	Non-SPED/Non-gifted	17919	17833	48	68	30.88	9.85	0.87	3.57
6	Title1	12661	12581	48	68	28.25	10.15	0.88	3.52
6	Non-Title1	10647	10602	48	68	33.70	10.78	0.89	3.60
6	Bilingual Education	3952	3935	48	68	25.95	9.85	0.87	3.49
6	Econ Disadvantaged	698	693	48	68	26.71	9.86	0.88	3.46
6	Non-Econ Disadvantaged	22610	22490	48	68	30.87	10.79	0.89	3.57
6	Current ELL	3197	3171	48	68	22.25	8.16	0.83	3.38
6	Exited ELL	2077	2072	48	68	30.92	8.62	0.83	3.58
6	Never ELL	18034	17940	48	68	32.22	10.73	0.89	3.58
6	Migrant	51	51	48	68	23.75	9.37	0.86	3.55
6	Non-Migrant	23257	23132	48	68	30.76	10.79	0.89	3.56
7	Female	11653	11595	48	68	32.79	11.19	0.90	3.57
7	Male	12178	12068	48	68	32.77	11.54	0.91	3.50
7	American Indian	2775	2758	48	68	28.37	10.19	0.88	3.52
7	Asian	276	276	48	68	38.40	12.82	0.92	3.60
7	Black	642	640	48	68	30.96	11.07	0.90	3.53
7	Hispanic	12772	12662	48	68	30.49	10.73	0.89	3.54
7	White	7364	7325	48	68	38.35	10.66	0.89	3.51
7	SPED	3894	3848	48	68	25.20	10.71	0.90	3.45

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
7	Gifted	1465	1460	48	68	47.20	7.63	0.80	3.40
7	Non-SPED/Non-gifted	18476	18359	48	68	33.22	10.45	0.89	3.54
7	Title1	10637	10549	48	68	29.46	10.49	0.89	3.51
7	Non-Title1	13198	13118	48	68	35.45	11.35	0.90	3.55
7	Bilingual Education	3432	3403	48	68	28.44	10.41	0.89	3.51
7	Econ Disadvantaged	462	459	48	68	30.95	9.85	0.87	3.51
7	Non-Econ Disadvantaged	23373	23208	48	68	32.82	11.39	0.90	3.54
7	Current ELL	3469	3430	48	68	24.34	8.95	0.85	3.47
7	Exited ELL	1773	1769	48	68	34.02	9.15	0.85	3.56
7	Never ELL	18593	18468	48	68	34.23	11.28	0.90	3.54
7	Migrant	44	44	48	68	26.66	11.44	0.91	3.50
7	Non-Migrant	23791	23623	48	68	32.79	11.37	0.90	3.54
8	Female	11899	11812	48	70	28.37	10.70	0.87	3.88
8	Male	12474	12323	48	70	29.56	11.61	0.89	3.82
8	American Indian	2861	2835	48	70	24.88	9.27	0.83	3.81
8	Asian	301	296	48	70	35.63	12.16	0.90	3.87
8	Black	598	593	48	70	26.03	10.69	0.87	3.79
8	Hispanic	12953	12796	48	70	26.66	10.33	0.86	3.84
8	White	7657	7612	48	70	34.37	11.14	0.88	3.88
8	SPED	4049	3969	48	70	21.16	9.98	0.87	3.61
8	Gifted	1480	1476	48	70	44.57	8.63	0.81	3.74
8	Non-SPED/Non-gifted	18850	18695	48	70	29.41	10.11	0.85	3.88
8	Title1	10728	10589	48	70	25.99	10.04	0.85	3.83
8	Non-Title1	13651	13551	48	70	31.31	11.48	0.89	3.87
8	Bilingual Education	3511	3476	48	70	24.94	9.79	0.85	3.81
8	Econ Disadvantaged	469	462	48	70	25.97	9.91	0.85	3.80
8	Non-Econ Disadvantaged	23910	23678	48	70	29.04	11.20	0.88	3.86
8	Current ELL	2988	2953	48	70	21.23	8.30	0.80	3.68
8	Exited ELL	2078	2061	48	70	29.87	9.43	0.83	3.93
8	Never ELL	19313	19126	48	70	30.08	11.28	0.88	3.87
8	Migrant	37	37	48	70	23.30	9.60	0.86	3.65
8	Non-Migrant	24342	24103	48	70	28.99	11.19	0.88	3.86
9	Female	13150	12841	48	70	25.08	10.43	0.88	3.61
9	Male	13902	13421	48	70	25.73	11.29	0.90	3.60
9	American Indian	3569	3471	48	70	21.37	8.71	0.84	3.46
9	Asian	297	293	48	70	30.70	12.42	0.91	3.75
9	Black	661	640	48	70	23.24	10.39	0.88	3.61
9	Hispanic	14095	13573	48	70	22.81	9.65	0.87	3.53
9	White	8426	8281	48	70	31.35	11.08	0.89	3.73
9	SPED	4692	4458	48	70	17.91	8.61	0.85	3.31
9	Gifted	1372	1360	48	70	41.24	9.29	0.84	3.70
9	Non-SPED/Non-gifted	21000	20454	48	70	25.99	10.04	0.87	3.61
9	Title1	7964	7726	48	70	22.60	9.65	0.87	3.53
9	Non-Title1	19100	18546	48	70	26.58	11.15	0.89	3.64
9	Bilingual Education	3468	3356	48	70	21.64	9.30	0.86	3.49

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
9	Econ Disadvantaged	1040	1000	48	70	21.04	9.22	0.86	3.49
9	Non-Econ Disadvantaged	26024	25272	48	70	25.58	10.91	0.89	3.62
9	Current ELL	3371	3242	48	70	17.70	7.61	0.81	3.31
9	Exited ELL	2087	2044	48	70	25.32	9.19	0.85	3.57
9	Never ELL	21606	20986	48	70	26.61	10.97	0.89	3.64
9	Migrant	45	45	48	70	21.31	8.96	0.84	3.55
9	Non-Migrant	27019	26227	48	70	25.42	10.88	0.89	3.62

### Spanish Language Science Raw Score Statistics (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Female	838	834	48	66	26.35	9.21	0.85	3.60
3	Male	857	854	48	66	26.53	9.18	0.85	3.54
3	Hispanic	1689	1682	48	66	26.44	9.19	0.85	3.57
3	SPED	150	149	48	66	23.06	9.25	0.86	3.49
3	Non-SPED/Non-gifted	1526	1520	48	66	26.66	9.06	0.84	3.58
3	Title1	1395	1388	48	66	26.46	9.38	0.86	3.57
3	Non-Title1	300	300	48	66	26.37	8.27	0.81	3.58
3	Bilingual Education	1593	1587	48	66	26.65	9.23	0.85	3.58
3	Econ Disadvantaged	95	95	48	66	29.03	8.93	0.84	3.62
3	Non-Econ Disadvantaged	1600	1593	48	66	26.29	9.18	0.85	3.57
3	Current ELL	1306	1301	48	66	26.64	8.96	0.84	3.59
3	Exited ELL	75	75	48	66	33.37	12.19	0.91	3.64
3	Never ELL	314	312	48	66	23.95	8.33	0.83	3.47
3	Migrant	43	43	48	66	24.65	8.26	0.81	3.56
3	Non-Migrant	1652	1645	48	66	26.49	9.21	0.85	3.57
4	Female	598	595	48	66	22.70	7.45	0.80	3.35
4	Male	608	605	48	66	23.02	8.04	0.83	3.33
4	Hispanic	1201	1195	48	66	22.88	7.76	0.81	3.34
4	SPED	92	91	48	66	19.90	7.76	0.83	3.15
4	Non-SPED/Non-gifted	1110	1105	48	66	23.09	7.68	0.81	3.35
4	Title1	1018	1013	48	66	23.03	7.83	0.82	3.35
4	Non-Title1	190	189	48	66	22.03	7.22	0.79	3.30
4	Bilingual Education	1126	1121	48	66	22.76	7.74	0.81	3.34
4	Econ Disadvantaged	100	99	48	66	25.22	7.42	0.79	3.41
4	Non-Econ Disadvantaged	1108	1103	48	66	22.66	7.74	0.82	3.33
4	Current ELL	960	956	48	66	22.78	7.70	0.81	3.34
4	Never ELL	220	218	48	66	21.85	6.74	0.76	3.27
4	Non-Migrant	1190	1184	48	66	22.90	7.76	0.81	3.34
5	Female	507	507	48	66	23.68	8.95	0.82	3.75



Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
5	Male	465	463	48	66	24.20	8.91	0.82	3.78
5	Hispanic	971	969	48	66	23.94	8.93	0.82	3.77
5	SPED	61	61	48	66	17.80	8.40	0.82	3.51
5	Non-SPED/Non-gifted	907	905	48	66	24.30	8.80	0.82	3.78
5	Title1	823	822	48	66	23.79	8.96	0.83	3.75
5	Non-Title1	149	148	48	66	24.68	8.72	0.80	3.86
5	Bilingual Education	893	892	48	66	24.01	8.94	0.82	3.77
5	Econ Disadvantaged	75	75	48	66	26.67	8.19	0.78	3.87
5	Non-Econ Disadvantaged	897	895	48	66	23.70	8.95	0.82	3.76
5	Current ELL	764	763	48	66	23.97	8.88	0.82	3.77
5	Never ELL	193	192	48	66	22.82	8.60	0.81	3.71
5	Migrant	38	38	48	66	24.18	8.90	0.81	3.84
5	Non-Migrant	934	932	48	66	23.92	8.93	0.82	3.77
6	Female	302	300	48	68	20.71	7.69	0.80	3.47
6	Male	315	313	48	68	21.14	8.43	0.83	3.46
6	Hispanic	616	612	48	68	20.93	8.08	0.82	3.47
6	SPED	32	32	48	68	18.41	8.64	0.85	3.31
6	Non-SPED/Non-gifted	585	581	48	68	21.07	8.02	0.81	3.48
6	Title1	491	488	48	68	20.75	7.99	0.81	3.48
6	Non-Title1	126	125	48	68	21.64	8.38	0.83	3.42
6	Bilingual Education	548	545	48	68	21.01	7.97	0.81	3.47
6	Non-Econ Disadvantaged	591	588	48	68	20.98	8.10	0.82	3.48
6	Current ELL	485	482	48	68	20.63	7.98	0.81	3.46
6	Never ELL	121	120	48	68	21.83	8.24	0.82	3.52
6	Non-Migrant	590	586	48	68	20.96	8.07	0.81	3.47
7	Female	302	300	48	68	21.85	7.73	0.79	3.51
7	Male	338	334	48	68	21.53	7.88	0.81	3.45
7	Hispanic	638	632	48	68	21.70	7.80	0.80	3.48
7	Non-SPED/Non-gifted	617	611	48	68	21.60	7.65	0.79	3.48
7	Title1	447	443	48	68	21.46	7.79	0.80	3.49
7	Non-Title1	195	193	48	68	22.15	7.82	0.81	3.45
7	Bilingual Education	565	560	48	68	21.73	7.77	0.80	3.49
7	Non-Econ Disadvantaged	640	634	48	68	21.65	7.78	0.80	3.48
7	Current ELL	494	488	48	68	21.97	7.68	0.79	3.51
7	Never ELL	146	146	48	68	20.67	8.15	0.83	3.38
7	Non-Migrant	620	614	48	68	21.61	7.71	0.80	3.48
8	Female	261	261	48	70	22.99	8.57	0.80	3.79
8	Male	304	301	48	70	22.77	8.05	0.78	3.75
8	Hispanic	562	559	48	70	22.90	8.28	0.79	3.78
8	Non-SPED/Non-gifted	549	546	48	70	23.03	8.29	0.79	3.78
8	Title1	401	398	48	70	22.60	8.15	0.79	3.75
8	Non-Title1	165	165	48	70	23.50	8.59	0.80	3.83
8	Bilingual Education	494	492	48	70	22.99	8.26	0.79	3.79
8	Non-Econ Disadvantaged	562	559	48	70	22.85	8.27	0.79	3.78
8	Current ELL	426	425	48	70	22.83	8.44	0.80	3.79

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
8	Never ELL	135	134	48	70	23.01	7.91	0.78	3.72
8	Non-Migrant	541	538	48	70	22.86	8.33	0.79	3.77
9	Female	274	260	48	70	17.97	6.02	0.67	3.43
9	Male	260	241	48	70	18.59	7.14	0.77	3.40
9	Hispanic	528	496	48	70	18.27	6.59	0.73	3.43
9	Non-SPED/Non-gifted	513	482	48	70	18.39	6.59	0.73	3.43
9	Title1	171	165	48	70	18.04	6.10	0.68	3.44
9	Non-Title1	365	338	48	70	18.35	6.81	0.75	3.41
9	Bilingual Education	436	416	48	70	18.18	6.69	0.74	3.42
9	Non-Econ Disadvantaged	515	482	48	70	18.34	6.60	0.73	3.43
9	Current ELL	384	374	48	70	18.26	6.74	0.74	3.42
9	Never ELL	148	125	48	70	18.07	5.98	0.67	3.41
9	Non-Migrant	513	481	48	70	18.22	6.51	0.73	3.41

### English Language Science Raw Score Statistics (BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
3	Female	465	457	48	66	24.62	7.88	0.83	3.26
3	Male	416	412	48	66	24.96	7.98	0.83	3.27
3	American Indian	876	865	48	66	24.80	7.91	0.83	3.26
3	Non-SPED/Non-gifted	877	865	48	66	24.74	7.97	0.83	3.25
3	Title1	75	74	48	66	23.89	7.47	0.80	3.35
3	Non-Title1	811	800	48	66	24.81	8.00	0.84	3.25
3	Bilingual Education	33	33	48	66	24.91	6.25	0.72	3.33
3	Econ Disadvantaged	639	634	48	66	24.99	7.70	0.82	3.24
3	Non-Econ Disadvantaged	247	240	48	66	24.04	8.57	0.85	3.30
3	Current ELL	485	481	48	66	23.78	7.76	0.83	3.23
3	Exited ELL	86	86	48	66	26.86	7.79	0.82	3.33
3	Never ELL	315	307	48	66	25.63	8.12	0.84	3.27
3	Non-Migrant	886	874	48	66	24.73	7.96	0.83	3.26
4	Female	369	365	48	66	22.32	7.11	0.80	3.22
4	Male	429	422	48	66	22.60	7.36	0.81	3.22
4	American Indian	791	780	48	66	22.42	7.23	0.80	3.21
4	Non-SPED/Non-gifted	786	775	48	66	22.46	7.18	0.80	3.21
4	Title1	76	75	48	66	22.37	7.76	0.83	3.16
4	Non-Title1	723	713	48	66	22.49	7.19	0.80	3.22
4	Econ Disadvantaged	565	557	48	66	22.34	6.84	0.78	3.19
4	Non-Econ Disadvantaged	234	231	48	66	22.82	8.14	0.84	3.26
4	Current ELL	512	507	48	66	21.34	6.75	0.78	3.19
4	Exited ELL	60	57	48	66	24.09	7.49	0.81	3.29

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
4	Never ELL	227	224	48	66	24.67	7.71	0.82	3.25
4	Non-Migrant	799	788	48	66	22.48	7.24	0.80	3.22
5	Female	391	383	48	66	21.25	7.53	0.78	3.54
5	Male	353	347	48	66	21.13	8.27	0.82	3.51
5	American Indian	736	724	48	66	21.23	7.88	0.80	3.53
5	Non-SPED/Non-gifted	734	721	48	66	21.14	7.87	0.80	3.52
5	Title1	51	49	48	66	20.73	7.51	0.79	3.44
5	Non-Title1	694	682	48	66	21.22	7.91	0.80	3.53
5	Bilingual Education	30	30	48	66	21.23	7.59	0.80	3.43
5	Econ Disadvantaged	533	526	48	66	21.14	7.91	0.80	3.51
5	Non-Econ Disadvantaged	212	205	48	66	21.29	7.84	0.79	3.57
5	Current ELL	402	398	48	66	20.15	7.79	0.80	3.52
5	Exited ELL	46	45	48	66	21.76	6.60	0.72	3.46
5	Never ELL	297	288	48	66	22.52	8.00	0.80	3.54
5	Non-Migrant	745	731	48	66	21.18	7.88	0.80	3.53
6	Female	387	385	48	68	23.35	8.28	0.83	3.38
6	Male	406	400	48	68	23.60	8.67	0.85	3.35
6	American Indian	786	779	48	68	23.46	8.45	0.84	3.36
6	Non-SPED/Non-gifted	777	770	48	68	23.51	8.48	0.84	3.36
6	Title1	51	48	48	68	23.29	8.19	0.84	3.30
6	Non-Title1	743	738	48	68	23.48	8.51	0.84	3.37
6	Econ Disadvantaged	579	577	48	68	23.72	8.62	0.85	3.37
6	Non-Econ Disadvantaged	215	209	48	68	22.77	8.06	0.83	3.35
6	Current ELL	413	408	48	68	21.69	8.27	0.84	3.32
6	Exited ELL	54	54	48	68	26.50	8.94	0.85	3.48
6	Never ELL	327	324	48	68	25.19	8.18	0.83	3.40
6	Non-Migrant	794	786	48	68	23.47	8.48	0.84	3.37
7	Female	393	391	48	68	24.40	8.14	0.82	3.43
7	Male	358	349	48	68	23.39	8.96	0.86	3.36
7	American Indian	747	738	48	68	23.89	8.52	0.84	3.40
7	Non-SPED/Non-gifted	746	735	48	68	23.93	8.55	0.84	3.40
7	Title1	51	49	48	68	23.98	6.95	0.76	3.39
7	Non-Title1	701	692	48	68	23.93	8.64	0.85	3.40
7	Econ Disadvantaged	541	535	48	68	23.85	8.66	0.85	3.40
7	Non-Econ Disadvantaged	211	206	48	68	24.15	8.25	0.83	3.41
7	Current ELL	441	434	48	68	22.59	7.98	0.82	3.37
7	Exited ELL	43	43	48	68	24.79	7.95	0.82	3.38
7	Never ELL	268	264	48	68	26.00	9.09	0.86	3.44
7	Non-Migrant	752	741	48	68	23.93	8.54	0.84	3.40
8	Female	371	366	48	70	21.68	8.85	0.83	3.68
8	Male	362	355	48	70	22.12	8.71	0.83	3.64
8	American Indian	720	709	48	70	21.91	8.75	0.82	3.68
8	Non-SPED/Non-gifted	727	715	48	70	21.95	8.75	0.82	3.68
8	Title1	51	50	48	70	26.66	10.60	0.87	3.80
8	Non-Title1	685	674	48	70	21.53	8.52	0.82	3.65

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
8	Econ Disadvantaged	592	584	48	70	21.93	8.69	0.82	3.67
8	Non-Econ Disadvantaged	144	140	48	70	21.68	9.12	0.84	3.64
8	Current ELL	412	410	48	70	19.92	8.17	0.81	3.55
8	Exited ELL	39	39	48	70	25.00	5.75	0.55	3.84
8	Never ELL	285	275	48	70	24.37	9.24	0.83	3.78
8	Non-Migrant	736	724	48	70	21.88	8.77	0.83	3.66
9	Female	324	317	48	70	21.24	8.46	0.84	3.41
9	Male	257	255	48	70	20.73	8.36	0.83	3.42
9	American Indian	558	557	48	70	21.12	8.42	0.84	3.42
9	Non-SPED/Non-gifted	576	567	48	70	21.09	8.41	0.83	3.42
9	Title1	30	28	48	70	24.32	10.13	0.88	3.48
9	Non-Title1	554	546	48	70	20.86	8.28	0.83	3.41
9	Econ Disadvantaged	473	472	48	70	20.19	8.33	0.83	3.39
9	Non-Econ Disadvantaged	111	102	48	70	24.90	7.67	0.79	3.53
9	Current ELL	307	303	48	70	18.00	7.34	0.80	3.30
9	Never ELL	264	258	48	70	24.66	8.26	0.82	3.50
9	Non-Migrant	584	574	48	70	21.02	8.40	0.83	3.42

### English Language Social Studies Raw Score Statistics (Non-BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
11	Female	9997	9691	60	84	33.69	13.30	0.91	4.02
11	Male	9849	9488	60	84	36.07	14.51	0.92	4.00
11	American Indian	2584	2499	60	84	29.23	11.00	0.87	3.92
11	Asian	285	281	60	84	40.99	14.85	0.92	4.15
11	Black	488	473	60	84	32.00	13.61	0.92	3.96
11	Hispanic	9429	9032	60	84	31.34	12.55	0.90	3.94
11	White	7062	6896	60	84	41.47	14.04	0.91	4.10
11	SPED	3133	2957	60	84	25.10	11.79	0.90	3.77
11	Gifted	1131	1114	60	84	52.76	11.99	0.88	4.08
11	Non-SPED/Non-gifted	15593	15119	60	84	35.45	12.93	0.90	4.03
11	Title1	5502	5251	60	84	30.54	12.07	0.89	3.94
11	Non-Title1	14355	13939	60	84	36.49	14.28	0.92	4.04
11	Bilingual Education	2450	2350	60	84	30.02	12.16	0.90	3.91
11	Econ Disadvantaged	595	562	60	84	29.73	11.66	0.89	3.92
11	Non-Econ Disadvantaged	19262	18628	60	84	35.02	14.00	0.92	4.02
11	Current ELL	2006	1890	60	84	23.31	9.58	0.85	3.72
11	Exited ELL	1648	1604	60	84	32.34	11.31	0.88	3.97
11	Never ELL	16203	15696	60	84	36.51	13.96	0.92	4.04
11	Migrant	31	31	60	84	26.84	10.92	0.87	3.94

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
11	Non-Migrant	19826	19159	60	84	34.87	13.96	0.92	4.02

### English Language Social Studies Raw Score Statistics (BIA Schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability	SEM
11	Female	200	194	60	84	29.42	11.51	0.88	3.96
11	Male	176	173	60	84	31.54	13.05	0.91	3.97
11	American Indian	370	363	60	84	30.63	12.21	0.89	3.98
11	Non-SPED/Non-gifted	373	365	60	84	30.60	12.20	0.89	3.98
11	Title1	33	32	60	84	29.22	11.42	0.88	3.93
11	Non-Title1	347	339	60	84	30.56	12.31	0.90	3.98
11	Econ Disadvantaged	298	294	60	84	28.93	11.50	0.88	3.93
11	Non-Econ Disadvantaged	82	77	60	84	36.21	13.28	0.91	4.05
11	Current ELL	183	176	60	84	24.61	10.16	0.86	3.79
11	Never ELL	191	189	60	84	35.85	11.59	0.88	4.09
11	Non-Migrant	380	371	60	84	30.44	12.23	0.89	3.97

### English Language Math Scale Score Statistics (Non-BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Female	11000	10969	604	32.64
3	Male	11469	11426	604	32.78
3	American Indian	2343	2337	592	30.93
3	Asian	342	341	618	32.27
3	Black	615	614	596	32.05
3	Hispanic	12135	12099	599	31.30
3	White	7032	7002	616	32.17
3	SPED	3500	3481	587	33.35
3	Gifted	990	988	646	27.41
3	Non-SPED/Non-gifted	17984	17931	605	30.45
3	Title1	14788	14743	599	31.84
3	Non-Title1	7686	7657	613	32.47
3	Bilingual Education	5143	5127	598	32.09
3	Econ Disadvantaged	725	722	600	33.62
3	Non-Econ Disadvantaged	21749	21678	604	32.68

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Current ELL	3224	3210	588	31.14
3	Exited ELL	1742	1739	607	29.29
3	Never ELL	17508	17451	606	32.53
3	Migrant	44	44	590	27.10
3	Non-Migrant	22430	22356	604	32.72
4	Female	11165	11133	632	34.61
4	Male	11667	11631	632	35.42
4	American Indian	2305	2302	619	32.75
4	Asian	380	380	655	36.55
4	Black	614	614	624	34.81
4	Hispanic	12366	12320	626	33.12
4	White	7163	7144	645	34.46
4	SPED	3596	3571	612	33.80
4	Gifted	1364	1363	678	27.06
4	Non-SPED/Non-gifted	17876	17834	632	32.27
4	Title1	14672	14629	626	33.72
4	Non-Title1	8164	8139	642	35.09
4	Bilingual Education	5078	5065	624	33.67
4	Econ Disadvantaged	655	653	624	32.91
4	Non-Econ Disadvantaged	22181	22115	632	35.07
4	Current ELL	3485	3475	612	31.17
4	Exited ELL	1809	1807	639	30.38
4	Never ELL	17542	17486	635	34.83
4	Migrant	37	37	613	28.14
4	Non-Migrant	22799	22731	632	35.03
5	Female	11295	11276	648	31.69
5	Male	11566	11517	647	32.51
5	American Indian	2356	2349	637	28.89
5	Asian	327	327	672	35.02
5	Black	657	656	640	31.26
5	Hispanic	12381	12343	642	30.34
5	White	7140	7118	660	31.77
5	SPED	3678	3649	626	29.97
5	Gifted	1459	1456	692	25.49
5	Non-SPED/Non-gifted	17731	17695	648	28.94
5	Title1	14734	14696	642	30.65
5	Non-Title1	8134	8104	657	32.53
5	Bilingual Education	5043	5036	640	30.35
5	Econ Disadvantaged	768	765	641	27.99
5	Non-Econ Disadvantaged	22100	22035	648	32.23
5	Current ELL	3506	3499	628	27.17
5	Exited ELL	1971	1968	654	27.13
5	Never ELL	17391	17333	651	32.12
5	Migrant	36	36	636	27.15
5	Non-Migrant	22832	22764	648	32.13

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
6	Female	11388	11341	657	32.00
6	Male	11920	11855	656	33.86
6	American Indian	2424	2405	647	28.36
6	Asian	289	287	678	37.78
6	Black	623	618	647	32.51
6	Hispanic	12764	12710	651	30.76
6	White	7207	7175	670	33.42
6	SPED	3816	3794	633	29.83
6	Gifted	1575	1570	703	27.46
6	Non-SPED/Non-gifted	17920	17835	657	29.17
6	Title1	12663	12590	650	30.54
6	Non-Title1	10648	10609	664	34.11
6	Bilingual Education	3952	3935	645	29.79
6	Econ Disadvantaged	698	695	645	29.68
6	Non-Econ Disadvantaged	22613	22504	657	33.01
6	Current ELL	3199	3176	635	25.87
6	Exited ELL	2077	2073	660	26.99
6	Never ELL	18035	17950	660	33.35
6	Migrant	51	51	641	27.92
6	Non-Migrant	23260	23148	656	32.98
7	Female	11660	11603	671	33.50
7	Male	12180	12092	670	34.64
7	American Indian	2776	2762	659	29.34
7	Asian	276	276	698	40.96
7	Black	642	641	664	31.91
7	Hispanic	12777	12687	664	31.31
7	White	7367	7327	685	35.28
7	SPED	3896	3849	646	29.21
7	Gifted	1464	1460	719	29.06
7	Non-SPED/Non-gifted	18484	18390	672	30.58
7	Title1	10643	10579	662	30.65
7	Non-Title1	13201	13120	678	35.03
7	Bilingual Education	3433	3415	657	29.19
7	Econ Disadvantaged	462	459	659	28.27
7	Non-Econ Disadvantaged	23382	23240	671	34.16
7	Current ELL	3469	3444	649	25.70
7	Exited ELL	1774	1771	677	29.76
7	Never ELL	18601	18484	674	34.39
7	Migrant	44	44	663	35.26
7	Non-Migrant	23800	23655	670	34.09
8	Female	11904	11836	690	34.50
8	Male	12489	12354	687	36.06
8	American Indian	2863	2840	676	30.54
8	Asian	300	296	719	44.08
8	Black	599	595	679	34.44

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
8	Hispanic	12965	12833	682	32.28
8	White	7663	7623	704	35.73
8	SPED	4054	3984	660	30.57
8	Gifted	1480	1476	740	30.13
8	Non-SPED/Non-gifted	18865	18736	690	30.94
8	Title1	10738	10626	678	31.20
8	Non-Title1	13661	13570	696	36.38
8	Bilingual Education	3511	3473	676	30.71
8	Econ Disadvantaged	472	465	675	29.23
8	Non-Econ Disadvantaged	23927	23731	689	35.38
8	Current ELL	2991	2956	664	26.80
8	Exited ELL	2077	2073	694	30.45
8	Never ELL	19331	19167	692	35.49
8	Migrant	37	37	672	34.45
8	Non-Migrant	24362	24159	688	35.32
9	Female	13156	12890	708	36.46
9	Male	13909	13496	706	38.96
9	American Indian	3574	3499	694	30.51
9	Asian	297	294	736	45.63
9	Black	661	644	697	36.91
9	Hispanic	14097	13653	699	33.98
9	White	8432	8293	725	39.32
9	SPED	4696	4496	678	29.49
9	Gifted	1372	1362	762	33.76
9	Non-SPED/Non-gifted	21009	20538	710	34.34
9	Title1	7973	7778	698	33.29
9	Non-Title1	19104	18618	711	38.91
9	Bilingual Education	3471	3377	695	31.10
9	Econ Disadvantaged	1040	1008	693	31.90
9	Non-Econ Disadvantaged	26037	25388	708	37.89
9	Current ELL	3373	3276	683	27.44
9	Exited ELL	2090	2052	710	32.39
9	Never ELL	21614	21068	710	38.31
9	Migrant	45	45	698	28.14
9	Non-Migrant	27032	26351	707	37.80
11	Female	10002	9736	583	29.32
11	Male	9855	9566	583	33.19
11	American Indian	2584	2525	572	23.69
11	Asian	285	283	606	36.98
11	Black	488	477	573	30.86
11	Hispanic	9434	9087	576	27.21
11	White	7068	6932	597	33.38
11	SPED	3138	2991	559	24.71
11	Gifted	1131	1116	626	31.67
11	Non-SPED/Non-gifted	15599	15205	585	28.24



Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
11	Title1	5504	5292	574	25.12
11	Non-Title1	14364	14020	586	32.66
11	Bilingual Education	2453	2357	573	25.69
11	Econ Disadvantaged	595	566	572	26.89
11	Non-Econ Disadvantaged	19273	18746	583	31.35
11	Current ELL	2009	1920	561	20.78
11	Exited ELL	1648	1604	578	24.70
11	Never ELL	16211	15788	586	31.76
11	Migrant	31	31	566	28.74
11	Non-Migrant	19837	19281	583	31.27

### Spanish Language Math Scale Score Statistics (Non-BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Female	838	835	600	32.44
3	Male	858	854	600	29.95
3	Hispanic	1690	1683	600	31.19
3	SPED	151	151	585	26.86
3	Non-SPED/Non-gifted	1526	1519	601	31.00
3	Title1	1395	1390	601	32.59
3	Non-Title1	301	299	596	23.36
3	Bilingual Education	1594	1589	601	31.26
3	Econ Disadvantaged	95	95	604	28.19
3	Non-Econ Disadvantaged	1601	1594	600	31.36
3	Current ELL	1307	1302	602	30.46
3	Exited ELL	75	75	626	42.16
3	Never ELL	314	312	587	24.98
3	Migrant	43	43	593	33.62
3	Non-Migrant	1653	1646	600	31.12
4	Female	599	597	605	27.44
4	Male	610	610	605	28.72
4	Hispanic	1204	1202	605	28.12
4	SPED	93	93	595	23.74
4	Non-SPED/Non-gifted	1112	1110	606	28.24
4	Title1	1019	1017	606	28.95
4	Non-Title1	192	192	600	22.17
4	Bilingual Education	1129	1127	605	28.23
4	Econ Disadvantaged	101	101	613	26.67
4	Non-Econ Disadvantaged	1110	1108	604	28.07
4	Current ELL	963	962	605	27.73

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
4	Never ELL	220	219	598	23.84
4	Non-Migrant	1193	1191	605	28.13
5	Female	507	507	615	25.38
5	Male	465	465	613	26.84
5	Hispanic	971	971	614	26.09
5	SPED	61	61	597	26.23
5	Non-SPED/Non-gifted	907	907	615	25.65
5	Title1	823	823	614	26.54
5	Non-Title1	149	149	613	23.48
5	Bilingual Education	893	893	614	26.11
5	Econ Disadvantaged	75	75	622	24.00
5	Non-Econ Disadvantaged	897	897	613	26.16
5	Current ELL	764	764	614	25.56
5	Never ELL	193	193	609	26.28
5	Migrant	38	38	612	23.72
5	Non-Migrant	934	934	614	26.19
6	Female	302	300	626	23.48
6	Male	316	314	623	25.98
6	Hispanic	617	613	625	24.83
6	SPED	32	32	615	26.63
6	Non-SPED/Non-gifted	586	582	625	24.62
6	Title1	492	489	624	24.65
6	Non-Title1	126	125	628	25.35
6	Bilingual Education	549	546	625	24.64
6	Non-Econ Disadvantaged	592	589	625	24.93
6	Current ELL	486	483	625	25.03
6	Never ELL	121	120	624	23.99
6	Non-Migrant	591	587	625	24.76
7	Female	303	301	627	23.44
7	Male	338	334	628	24.79
7	Hispanic	639	633	628	24.18
7	Non-SPED/Non-gifted	618	612	627	23.97
7	Title1	447	443	628	24.51
7	Non-Title1	196	193	627	23.32
7	Bilingual Education	565	560	628	24.10
7	Non-Econ Disadvantaged	641	634	628	24.18
7	Current ELL	495	489	630	24.16
7	Never ELL	146	145	620	22.75
7	Non-Migrant	621	614	628	23.86
8	Female	261	261	641	26.99
8	Male	305	302	639	23.88
8	Hispanic	563	560	640	25.41
8	Non-SPED/Non-gifted	550	547	641	24.97
8	Title1	401	398	639	24.90
8	Non-Title1	166	166	643	26.32

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
8	Bilingual Education	495	492	640	25.83
8	Non-Econ Disadvantaged	563	560	640	25.35
8	Current ELL	427	425	641	26.00
8	Never ELL	135	135	638	23.40
8	Non-Migrant	542	539	640	25.66
9	Female	274	261	643	24.04
9	Male	260	246	641	25.32
9	Hispanic	528	501	642	24.72
9	Non-SPED/Non-gifted	513	486	642	24.58
9	Title1	171	169	642	25.49
9	Non-Title1	365	340	641	24.33
9	Bilingual Education	436	421	642	25.01
9	Non-Econ Disadvantaged	515	488	642	24.78
9	Current ELL	384	378	642	25.13
9	Never ELL	148	127	641	23.46
9	Non-Migrant	513	487	642	24.65
11	Female	150	150	562	17.76
11	Male	98	97	563	24.06
11	Hispanic	248	247	563	20.58
11	Non-SPED/Non-gifted	242	241	562	20.24
11	Title1	91	91	557	20.73
11	Non-Title1	159	158	566	19.04
11	Bilingual Education	199	198	562	20.22
11	Non-Econ Disadvantaged	242	241	563	20.66
11	Current ELL	173	172	562	21.57
11	Never ELL	75	75	564	18.55
11	Non-Migrant	240	239	562	20.57

### English Language Math Scale Score Statistics (BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Female	465	455	586	26.86
3	Male	416	406	586	29.29
3	American Indian	876	857	586	27.90
3	Non-SPED/Non-gifted	877	857	586	28.13
3	Title1	75	75	579	24.63
3	Non-Title1	811	791	586	28.41
3	Bilingual Education	33	33	576	19.59
3	Econ Disadvantaged	639	622	588	27.92
3	Non-Econ Disadvantaged	247	244	581	28.20

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Current ELL	485	472	582	28.53
3	Exited ELL	86	86	595	26.76
3	Never ELL	315	308	588	27.23
3	Non-Migrant	886	866	586	28.16
4	Female	369	364	605	27.15
4	Male	429	419	602	26.87
4	American Indian	791	776	603	26.88
4	Non-SPED/Non-gifted	786	771	603	26.94
4	Title1	76	74	602	28.76
4	Non-Title1	723	710	603	26.83
4	Econ Disadvantaged	565	552	603	26.59
4	Non-Econ Disadvantaged	234	232	604	28.01
4	Current ELL	512	506	600	25.69
4	Exited ELL	60	54	610	26.55
4	Never ELL	227	224	608	28.99
4	Non-Migrant	799	784	603	27.01
5	Female	391	384	625	25.10
5	Male	353	348	621	25.84
5	American Indian	736	726	623	25.49
5	Non-SPED/Non-gifted	734	723	622	25.42
5	Title1	51	49	621	25.99
5	Non-Title1	694	684	623	25.47
5	Bilingual Education	30	30	620	26.47
5	Econ Disadvantaged	533	525	624	26.09
5	Non-Econ Disadvantaged	212	208	619	23.55
5	Current ELL	402	397	620	24.72
5	Exited ELL	46	45	626	26.22
5	Never ELL	297	291	626	26.02
5	Non-Migrant	745	733	623	25.49
6	Female	387	384	637	25.27
6	Male	406	398	634	27.71
6	American Indian	786	776	636	26.58
6	Non-SPED/Non-gifted	777	767	636	26.68
6	Title1	51	48	634	22.06
6	Non-Title1	743	735	636	26.84
6	Econ Disadvantaged	579	576	638	27.05
6	Non-Econ Disadvantaged	215	207	630	24.22
6	Current ELL	413	408	630	24.39
6	Exited ELL	54	54	648	28.55
6	Never ELL	327	321	641	27.08
6	Non-Migrant	794	783	636	26.57
7	Female	393	391	651	24.24
7	Male	358	352	647	25.70
7	American Indian	747	741	649	25.01
7	Non-SPED/Non-gifted	746	738	649	25.01

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
7	Title1	51	49	644	20.47
7	Non-Title1	701	695	649	25.25
7	Econ Disadvantaged	541	537	650	25.34
7	Non-Econ Disadvantaged	211	207	647	23.98
7	Current ELL	441	437	646	24.72
7	Exited ELL	43	43	650	22.25
7	Never ELL	268	264	652	25.46
7	Non-Migrant	752	744	649	24.98
8	Female	371	366	669	27.96
8	Male	362	358	665	26.56
8	American Indian	720	712	667	27.05
8	Non-SPED/Non-gifted	727	718	667	27.22
8	Title1	51	50	683	32.65
8	Non-Title1	685	677	666	26.49
8	Econ Disadvantaged	592	587	667	27.10
8	Non-Econ Disadvantaged	144	140	665	28.02
8	Current ELL	412	410	661	26.69
8	Exited ELL	39	39	677	21.70
8	Never ELL	285	278	674	26.96
8	Non-Migrant	736	727	667	27.27
9	Female	324	316	697	30.15
9	Male	257	255	692	30.54
9	American Indian	558	556	695	30.29
9	Non-SPED/Non-gifted	576	566	695	30.32
9	Title1	30	28	699	34.86
9	Non-Title1	554	545	694	30.13
9	Econ Disadvantaged	473	471	691	28.57
9	Non-Econ Disadvantaged	111	102	711	32.99
9	Current ELL	307	302	685	24.70
9	Never ELL	264	258	706	32.57
9	Non-Migrant	584	573	695	30.36
11	Female	200	196	575	25.34
11	Male	176	171	574	28.01
11	American Indian	370	363	575	26.54
11	Non-SPED/Non-gifted	373	365	575	26.48
11	Title1	33	32	572	23.74
11	Non-Title1	347	339	575	26.75
11	Econ Disadvantaged	298	292	571	24.56
11	Non-Econ Disadvantaged	82	79	587	29.69
11	Current ELL	183	176	566	25.61
11	Never ELL	191	189	583	24.75
11	Non-Migrant	380	371	575	26.49

English Language Reading Scale Score Statistics (Non-BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Female	11002	10967	626	30.51
3	Male	11470	11419	618	32.17
3	American Indian	2345	2338	609	29.70
3	Asian	339	339	632	31.76
3	Black	614	610	618	30.86
3	Hispanic	12140	12095	618	30.40
3	White	7032	7002	633	30.96
3	SPED	3502	3479	600	34.33
3	Gifted	990	988	660	23.07
3	Non-SPED/Non-gifted	17985	17924	624	28.45
3	Title1	14793	14735	617	30.94
3	Non-Title1	7684	7656	631	31.05
3	Bilingual Education	5145	5127	616	30.77
3	Econ Disadvantaged	725	721	614	30.78
3	Non-Econ Disadvantaged	21752	21670	622	31.62
3	Current ELL	3223	3205	604	30.14
3	Exited ELL	1743	1740	626	27.23
3	Never ELL	17511	17446	625	31.18
3	Migrant	44	43	608	21.96
3	Non-Migrant	22433	22348	622	31.63
4	Female	11162	11135	645	33.90
4	Male	11666	11627	636	34.87
4	American Indian	2304	2299	628	33.45
4	Asian	378	378	658	34.38
4	Black	613	610	634	34.25
4	Hispanic	12367	12326	635	33.87
4	White	7162	7145	653	32.76
4	SPED	3595	3570	614	38.50
4	Gifted	1362	1360	679	23.13
4	Non-SPED/Non-gifted	17875	17836	643	30.68
4	Title1	14672	14633	635	34.27
4	Non-Title1	8160	8133	650	33.47
4	Bilingual Education	5076	5066	633	34.45
4	Econ Disadvantaged	657	654	634	33.65
4	Non-Econ Disadvantaged	22175	22112	641	34.75
4	Current ELL	3479	3471	617	33.15
4	Exited ELL	1808	1805	649	26.91
4	Never ELL	17545	17490	644	33.82
4	Migrant	37	37	614	34.01
4	Non-Migrant	22795	22729	640	34.72
5	Female	11291	11272	667	34.36
5	Male	11567	11501	656	35.46
5	American Indian	2357	2349	647	34.48

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
5	Asian	326	323	680	31.73
5	Black	657	653	658	35.11
5	Hispanic	12378	12332	657	34.33
5	White	7140	7116	674	33.53
5	SPED	3681	3640	630	38.58
5	Gifted	1459	1457	700	23.68
5	Non-SPED/Non-gifted	17725	17683	665	30.36
5	Title1	14729	14676	656	34.67
5	Non-Title1	8136	8104	672	34.01
5	Bilingual Education	5044	5034	653	34.28
5	Econ Disadvantaged	768	765	655	31.55
5	Non-Econ Disadvantaged	22097	22015	662	35.45
5	Current ELL	3502	3490	636	33.19
5	Exited ELL	1974	1973	671	25.29
5	Never ELL	17389	17317	665	34.51
5	Migrant	36	36	641	39.26
5	Non-Migrant	22829	22744	661	35.33
6	Female	11388	11355	662	32.61
6	Male	11920	11861	651	34.33
6	American Indian	2425	2411	643	30.31
6	Asian	286	285	671	33.33
6	Black	625	621	651	34.90
6	Hispanic	12769	12721	651	33.10
6	White	7202	7177	669	32.24
6	SPED	3815	3788	626	35.18
6	Gifted	1575	1572	694	23.33
6	Non-SPED/Non-gifted	17921	17859	659	29.21
6	Title1	12666	12616	650	32.83
6	Non-Title1	10645	10603	664	33.62
6	Bilingual Education	3953	3935	644	33.56
6	Econ Disadvantaged	698	691	644	32.90
6	Non-Econ Disadvantaged	22613	22528	656	33.90
6	Current ELL	3197	3177	630	29.92
6	Exited ELL	2078	2074	663	24.63
6	Never ELL	18036	17968	660	33.44
6	Migrant	51	51	639	36.56
6	Non-Migrant	23260	23168	656	33.92
7	Female	11662	11585	683	33.69
7	Male	12184	12064	672	34.11
7	American Indian	2779	2762	665	32.03
7	Asian	271	271	696	37.09
7	Black	642	641	675	33.66
7	Hispanic	12781	12646	672	32.83
7	White	7371	7327	691	33.02
7	SPED	3899	3851	648	33.27

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
7	Gifted	1465	1460	720	25.18
7	Non-SPED/Non-gifted	18486	18342	680	30.04
7	Title1	10647	10586	669	32.30
7	Non-Title1	13203	13067	684	34.32
7	Bilingual Education	3436	3406	666	32.16
7	Econ Disadvantaged	461	458	666	30.57
7	Non-Econ Disadvantaged	23389	23195	678	34.33
7	Current ELL	3470	3448	652	28.77
7	Exited ELL	1774	1762	685	27.18
7	Never ELL	18606	18443	681	33.83
7	Migrant	44	44	660	35.42
7	Non-Migrant	23806	23609	677	34.29
8	Female	11906	11825	691	29.44
8	Male	12488	12370	681	31.98
8	American Indian	2868	2844	674	29.06
8	Asian	297	295	701	32.29
8	Black	598	594	681	31.21
8	Hispanic	12969	12837	681	30.34
8	White	7659	7622	698	29.38
8	SPED	4053	3976	656	33.41
8	Gifted	1480	1476	721	22.65
8	Non-SPED/Non-gifted	18867	18748	689	26.02
8	Title1	10747	10648	679	30.25
8	Non-Title1	13653	13552	691	30.72
8	Bilingual Education	3513	3473	675	31.30
8	Econ Disadvantaged	473	469	675	30.35
8	Non-Econ Disadvantaged	23927	23731	686	31.14
8	Current ELL	2993	2958	661	28.76
8	Exited ELL	2078	2066	692	23.54
8	Never ELL	19329	19176	689	30.56
8	Migrant	37	37	667	28.41
8	Non-Migrant	24363	24163	686	31.16
9	Female	13164	12926	689	34.86
9	Male	13913	13521	678	35.56
9	American Indian	3577	3492	672	31.49
9	Asian	296	291	698	38.50
9	Black	661	642	677	37.59
9	Hispanic	14108	13700	677	34.21
9	White	8432	8319	699	33.88
9	SPED	4697	4517	654	34.20
9	Gifted	1372	1362	725	25.84
9	Non-SPED/Non-gifted	21020	20578	687	31.84
9	Title1	7977	7796	676	33.21
9	Non-Title1	19112	18661	687	36.16
9	Bilingual Education	3470	3378	673	34.09



Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
9	Econ Disadvantaged	1039	1009	673	34.51
9	Non-Econ Disadvantaged	26050	25448	684	35.64
9	Current ELL	3371	3278	657	30.33
9	Exited ELL	2092	2056	688	28.13
9	Never ELL	21626	21123	687	35.33
9	Migrant	45	45	670	34.15
9	Non-Migrant	27044	26412	684	35.66
11	Female	10001	9787	620	36.60
11	Male	9859	9615	611	37.96
11	American Indian	2584	2527	603	32.98
11	Asian	285	281	627	37.74
11	Black	488	477	609	38.62
11	Hispanic	9437	9163	608	35.83
11	White	7068	6956	631	36.41
11	SPED	3139	3021	583	37.36
11	Gifted	1131	1115	658	28.01
11	Non-SPED/Non-gifted	15601	15276	619	33.44
11	Title1	5509	5345	606	35.07
11	Non-Title1	14362	14067	620	37.75
11	Bilingual Education	2454	2379	606	36.45
11	Econ Disadvantaged	595	574	603	36.86
11	Non-Econ Disadvantaged	19276	18838	616	37.47
11	Current ELL	2011	1934	583	31.78
11	Exited ELL	1649	1611	615	29.89
11	Never ELL	16211	15867	620	36.89
11	Migrant	31	30	595	31.29
11	Non-Migrant	19840	19382	616	37.51

### Spanish Language Reading Scale Score Statistics (Non-BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Female	834	833	607	29.40
3	Male	853	847	600	30.19
3	Hispanic	1681	1674	603	29.97
3	SPED	150	150	580	32.01
3	Non-SPED/Non-gifted	1518	1511	605	28.60
3	Title1	1388	1384	603	30.33
3	Non-Title1	299	296	602	28.25
3	Bilingual Education	1589	1584	604	29.55
3	Econ Disadvantaged	95	95	607	27.23

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Non-Econ Disadvantaged	1592	1585	603	30.12
3	Current ELL	1304	1298	604	29.58
3	Exited ELL	75	75	622	34.33
3	Never ELL	308	307	597	28.43
3	Migrant	43	43	595	28.54
3	Non-Migrant	1644	1637	603	29.99
4	Female	598	596	620	28.64
4	Male	605	604	613	30.64
4	Hispanic	1198	1195	616	29.90
4	SPED	93	93	592	34.34
4	Non-SPED/Non-gifted	1106	1103	618	28.57
4	Title1	1015	1013	617	29.86
4	Non-Title1	190	189	614	29.93
4	Bilingual Education	1124	1121	616	29.98
4	Econ Disadvantaged	99	99	626	26.36
4	Non-Econ Disadvantaged	1106	1103	615	30.03
4	Current ELL	959	956	616	29.68
4	Never ELL	218	218	613	28.62
4	Non-Migrant	1187	1184	616	29.98
5	Female	504	504	629	30.18
5	Male	458	456	620	30.39
5	Hispanic	961	959	624	30.61
5	SPED	61	61	597	29.53
5	Non-SPED/Non-gifted	897	895	626	29.76
5	Title1	815	813	625	30.83
5	Non-Title1	147	147	621	29.17
5	Bilingual Education	887	887	624	30.41
5	Econ Disadvantaged	75	74	630	25.68
5	Non-Econ Disadvantaged	887	886	624	30.94
5	Current ELL	760	758	625	30.10
5	Never ELL	187	187	621	32.21
5	Migrant	38	38	626	34.67
5	Non-Migrant	924	922	624	30.44
6	Female	300	297	645	22.53
6	Male	311	309	635	23.36
6	Hispanic	610	605	640	23.40
6	SPED	32	32	620	30.58
6	Non-SPED/Non-gifted	579	574	641	22.45
6	Title1	485	482	640	24.21
6	Non-Title1	126	124	640	20.17
6	Bilingual Education	542	539	640	23.60
6	Non-Econ Disadvantaged	585	581	640	23.50
6	Current ELL	485	481	639	23.89
6	Never ELL	115	114	642	21.22
6	Non-Migrant	584	579	640	23.41

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
7	Female	302	300	668	25.22
7	Male	336	332	662	23.64
7	Hispanic	636	630	665	24.59
7	Non-SPED/Non-gifted	615	609	665	24.35
7	Title1	444	441	666	24.52
7	Non-Title1	196	192	662	24.57
7	Bilingual Education	563	558	665	24.31
7	Non-Econ Disadvantaged	638	631	665	24.57
7	Current ELL	493	487	666	24.18
7	Never ELL	145	144	661	25.69
7	Non-Migrant	618	611	664	24.45
8	Female	260	258	671	25.13
8	Male	306	303	659	25.87
8	Hispanic	563	558	665	26.08
8	Non-SPED/Non-gifted	550	545	666	25.43
8	Title1	401	396	665	25.78
8	Non-Title1	166	166	665	27.25
8	Bilingual Education	495	490	665	26.02
8	Non-Econ Disadvantaged	563	558	665	26.22
8	Current ELL	428	426	664	26.81
8	Never ELL	134	132	667	24.46
8	Non-Migrant	542	537	665	26.13
9	Female	267	259	653	21.50
9	Male	253	238	646	24.55
9	Hispanic	514	491	649	23.36
9	Non-SPED/Non-gifted	499	476	650	22.78
9	Title1	162	159	648	22.67
9	Non-Title1	360	340	650	23.47
9	Bilingual Education	424	412	650	23.21
9	Non-Econ Disadvantaged	501	478	650	22.94
9	Current ELL	370	363	649	23.02
9	Never ELL	148	132	650	23.65
9	Non-Migrant	500	478	650	23.11
11	Female	146	146	624	25.29
11	Male	97	96	615	26.40
11	Hispanic	243	242	621	26.24
11	Non-SPED/Non-gifted	235	234	620	25.14
11	Title1	86	86	616	27.94
11	Non-Title1	157	156	623	24.91
11	Bilingual Education	194	193	621	26.34
11	Non-Econ Disadvantaged	235	234	621	26.70
11	Current ELL	168	167	619	28.01
11	Never ELL	73	73	624	23.07
11	Non-Migrant	233	232	620	25.17

English Language Reading Scale Score Statistics (BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Female	465	462	606	25.61
3	Male	416	411	600	29.95
3	American Indian	876	869	603	27.78
3	Non-SPED/Non-gifted	877	869	603	27.99
3	Title1	75	74	600	26.82
3	Non-Title1	811	804	603	28.20
3	Bilingual Education	33	33	603	23.28
3	Econ Disadvantaged	639	634	604	26.97
3	Non-Econ Disadvantaged	247	244	599	30.52
3	Current ELL	485	482	598	27.21
3	Exited ELL	86	85	614	26.71
3	Never ELL	315	311	607	28.30
3	Non-Migrant	886	878	603	28.09
4	Female	369	364	619	29.15
4	Male	429	422	611	29.51
4	American Indian	791	779	614	29.59
4	Non-SPED/Non-gifted	786	774	614	29.42
4	Title1	76	75	615	31.83
4	Non-Title1	723	712	614	29.36
4	Econ Disadvantaged	565	555	614	28.87
4	Non-Econ Disadvantaged	234	232	616	31.21
4	Current ELL	512	510	609	27.20
4	Exited ELL	60	55	627	29.15
4	Never ELL	227	222	624	31.61
4	Non-Migrant	799	787	614	29.59
5	Female	391	387	640	31.61
5	Male	353	346	627	32.88
5	American Indian	736	727	634	32.85
5	Non-SPED/Non-gifted	734	723	635	32.68
5	Title1	51	50	633	34.53
5	Non-Title1	694	684	634	32.72
5	Bilingual Education	30	30	636	34.75
5	Econ Disadvantaged	533	526	635	33.31
5	Non-Econ Disadvantaged	212	208	633	31.62
5	Current ELL	402	401	629	32.30
5	Exited ELL	46	44	639	27.86
5	Never ELL	297	289	641	32.97
5	Non-Migrant	745	734	634	32.82
6	Female	387	383	637	27.60
6	Male	406	400	629	30.48
6	American Indian	786	777	633	29.37
6	Non-SPED/Non-gifted	777	768	633	29.31
6	Title1	51	49	632	26.90

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
6	Non-Title1	743	735	633	29.54
6	Econ Disadvantaged	579	576	633	29.55
6	Non-Econ Disadvantaged	215	208	632	28.93
6	Current ELL	413	408	625	28.69
6	Exited ELL	54	53	645	25.30
6	Never ELL	327	323	641	28.11
6	Non-Migrant	794	784	633	29.37
7	Female	393	390	659	29.51
7	Male	358	349	652	31.61
7	American Indian	747	737	655	30.70
7	Non-SPED/Non-gifted	746	735	655	30.71
7	Title1	51	47	658	23.73
7	Non-Title1	701	693	655	31.12
7	Econ Disadvantaged	541	536	654	30.78
7	Non-Econ Disadvantaged	211	204	660	30.16
7	Current ELL	441	433	650	29.52
7	Exited ELL	43	43	655	30.19
7	Never ELL	268	264	665	30.31
7	Non-Migrant	752	740	656	30.70
8	Female	371	366	670	31.71
8	Male	362	359	662	29.22
8	American Indian	720	713	666	30.72
8	Non-SPED/Non-gifted	727	720	666	30.68
8	Title1	51	50	689	27.20
8	Non-Title1	685	678	664	30.31
8	Econ Disadvantaged	592	586	665	30.90
8	Non-Econ Disadvantaged	144	142	668	29.95
8	Current ELL	412	409	657	29.03
8	Exited ELL	39	38	673	18.06
8	Never ELL	285	281	677	30.64
8	Non-Migrant	736	728	666	30.71
9	Female	324	317	677	36.63
9	Male	257	255	666	34.00
9	American Indian	558	557	673	35.92
9	Non-SPED/Non-gifted	576	567	672	35.95
9	Title1	30	28	684	36.40
9	Non-Title1	554	546	672	35.69
9	Econ Disadvantaged	473	472	669	35.89
9	Non-Econ Disadvantaged	111	102	688	30.63
9	Current ELL	307	304	658	31.20
9	Never ELL	264	258	689	33.68
9	Non-Migrant	584	574	672	35.79
11	Female	200	196	611	37.50
11	Male	176	172	607	39.10
11	American Indian	370	364	610	37.93

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
11	Non-SPED/Non-gifted	373	366	610	37.98
11	Title1	33	32	606	35.31
11	Non-Title1	347	340	610	38.42
11	Econ Disadvantaged	298	293	607	38.40
11	Non-Econ Disadvantaged	82	79	618	35.92
11	Current ELL	183	177	590	36.23
11	Never ELL	191	189	627	30.72
11	Non-Migrant	380	372	609	38.14

### English Language Science Scale Score Statistics (Non-BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Female	10993	10946	630	33.63
3	Male	11467	11412	632	34.08
3	American Indian	2342	2331	614	31.29
3	Asian	342	341	641	34.73
3	Black	615	610	623	33.80
3	Hispanic	12133	12081	625	32.17
3	White	7026	6993	646	31.93
3	SPED	3499	3475	618	33.78
3	Gifted	990	988	673	25.44
3	Non-SPED/Non-gifted	17976	17900	631	32.36
3	Title1	14785	14712	624	32.50
3	Non-Title1	7680	7651	644	32.58
3	Bilingual Education	5143	5124	623	32.54
3	Econ Disadvantaged	724	719	624	32.83
3	Non-Econ Disadvantaged	21741	21644	631	33.88
3	Current ELL	3221	3207	611	31.03
3	Exited ELL	1743	1734	631	29.58
3	Never ELL	17501	17422	634	33.58
3	Migrant	44	44	609	23.62
3	Non-Migrant	22421	22319	631	33.88
4	Female	11158	11114	630	30.73
4	Male	11661	11603	632	31.73
4	American Indian	2304	2294	616	27.57
4	Asian	379	378	647	30.47
4	Black	613	608	626	31.23
4	Hispanic	12361	12303	625	29.71
4	White	7158	7130	645	29.27
4	SPED	3594	3562	616	31.56

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
4	Gifted	1362	1358	669	23.22
4	Non-SPED/Non-gifted	17867	17801	631	29.25
4	Title1	14661	14596	624	30.07
4	Non-Title1	8162	8125	642	30.15
4	Bilingual Education	5076	5054	621	30.06
4	Econ Disadvantaged	655	650	627	30.28
4	Non-Econ Disadvantaged	22168	22071	631	31.29
4	Current ELL	3484	3468	609	27.96
4	Exited ELL	1808	1801	634	25.51
4	Never ELL	17531	17452	635	30.65
4	Migrant	37	37	611	28.61
4	Non-Migrant	22786	22684	631	31.26
5	Female	11288	11247	646	28.76
5	Male	11559	11482	649	30.98
5	American Indian	2355	2341	632	26.39
5	Asian	327	323	665	31.17
5	Black	656	654	642	28.30
5	Hispanic	12374	12303	642	27.74
5	White	7135	7108	661	29.23
5	SPED	3677	3641	630	29.20
5	Gifted	1459	1454	688	24.93
5	Non-SPED/Non-gifted	17718	17639	648	27.05
5	Title1	14724	14645	641	28.30
5	Non-Title1	8130	8089	658	29.85
5	Bilingual Education	5043	5021	639	28.17
5	Econ Disadvantaged	768	765	639	26.24
5	Non-Econ Disadvantaged	22086	21969	648	30.02
5	Current ELL	3503	3479	627	25.69
5	Exited ELL	1970	1965	650	23.50
5	Never ELL	17381	17290	651	29.66
5	Migrant	36	36	628	31.20
5	Non-Migrant	22818	22698	647	29.93
6	Female	11387	11330	651	31.68
6	Male	11918	11850	654	33.62
6	American Indian	2422	2404	639	28.07
6	Asian	289	288	669	35.49
6	Black	624	620	647	32.30
6	Hispanic	12763	12692	646	30.98
6	White	7206	7175	669	30.68
6	SPED	3814	3780	632	33.07
6	Gifted	1575	1570	694	23.84
6	Non-SPED/Non-gifted	17919	17833	653	29.56
6	Title1	12661	12581	645	31.18
6	Non-Title1	10647	10602	661	32.30
6	Bilingual Education	3952	3935	638	30.85

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
6	Econ Disadvantaged	698	693	640	30.64
6	Non-Econ Disadvantaged	22610	22490	653	32.71
6	Current ELL	3197	3171	627	26.77
6	Exited ELL	2077	2072	654	25.50
6	Never ELL	18034	17940	657	32.29
6	Migrant	51	51	631	29.96
6	Non-Migrant	23257	23132	653	32.71
7	Female	11653	11595	663	34.72
7	Male	12178	12068	663	35.90
7	American Indian	2775	2758	649	31.54
7	Asian	276	276	680	40.60
7	Black	642	640	657	34.39
7	Hispanic	12772	12662	656	33.27
7	White	7364	7325	680	33.36
7	SPED	3894	3848	639	34.04
7	Gifted	1465	1460	708	25.78
7	Non-SPED/Non-gifted	18476	18359	664	32.08
7	Title1	10637	10549	652	32.49
7	Non-Title1	13198	13118	671	35.36
7	Bilingual Education	3432	3403	649	32.32
7	Econ Disadvantaged	462	459	657	30.30
7	Non-Econ Disadvantaged	23373	23208	663	35.40
7	Current ELL	3469	3430	637	28.25
7	Exited ELL	1773	1769	666	27.83
7	Never ELL	18593	18468	667	35.08
7	Migrant	44	44	643	36.13
7	Non-Migrant	23791	23623	663	35.31
8	Female	11899	11812	668	28.04
8	Male	12474	12323	670	30.59
8	American Indian	2861	2835	659	24.89
8	Asian	301	296	686	32.68
8	Black	598	593	661	28.53
8	Hispanic	12953	12796	663	27.50
8	White	7657	7612	683	28.74
8	SPED	4049	3969	648	28.42
8	Gifted	1480	1476	709	23.04
8	Non-SPED/Non-gifted	18850	18695	670	26.03
8	Title1	10728	10589	661	26.77
8	Non-Title1	13651	13551	675	29.98
8	Bilingual Education	3511	3476	659	26.33
8	Econ Disadvantaged	469	462	661	26.17
8	Non-Econ Disadvantaged	23910	23678	669	29.44
8	Current ELL	2988	2953	649	23.61
8	Exited ELL	2078	2061	672	24.20
8	Never ELL	19313	19126	672	29.48



Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
8	Migrant	37	37	654	25.83
8	Non-Migrant	24342	24103	669	29.40
9	Female	13150	12841	685	31.46
9	Male	13902	13421	687	34.28
9	American Indian	3569	3471	674	27.49
9	Asian	297	293	702	36.83
9	Black	661	640	679	32.69
9	Hispanic	14095	13573	678	30.02
9	White	8426	8281	704	32.31
9	SPED	4692	4458	662	28.87
9	Gifted	1372	1360	732	26.44
9	Non-SPED/Non-gifted	21000	20454	688	29.99
9	Title1	7964	7726	678	29.93
9	Non-Title1	19100	18546	689	33.52
9	Bilingual Education	3468	3356	675	29.31
9	Econ Disadvantaged	1040	1000	673	30.10
9	Non-Econ Disadvantaged	26024	25272	687	32.93
9	Current ELL	3371	3242	662	25.73
9	Exited ELL	2087	2044	687	27.29
9	Never ELL	21606	20986	690	32.91
9	Migrant	45	45	674	27.73
9	Non-Migrant	27019	26227	686	32.94

### Spanish Language Science Scale Score Statistics (Non-BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Female	838	834	599	27.03
3	Male	857	854	599	26.92
3	Hispanic	1689	1682	599	26.98
3	SPED	150	149	589	28.92
3	Non-SPED/Non-gifted	1526	1520	600	26.40
3	Title1	1395	1388	599	27.57
3	Non-Title1	300	300	599	24.03
3	Bilingual Education	1593	1587	600	27.04
3	Econ Disadvantaged	95	95	607	25.41
3	Non-Econ Disadvantaged	1600	1593	599	26.99
3	Current ELL	1306	1301	600	26.29
3	Exited ELL	75	75	618	35.92
3	Never ELL	314	312	592	24.74
3	Migrant	43	43	594	24.14

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Non-Migrant	1652	1645	599	27.03
4	Female	598	595	601	23.32
4	Male	608	605	601	25.42
4	Hispanic	1201	1195	601	24.43
4	SPED	92	91	591	25.12
4	Non-SPED/Non-gifted	1110	1105	602	24.11
4	Title1	1018	1013	601	24.60
4	Non-Title1	190	189	598	23.08
4	Bilingual Education	1126	1121	601	24.42
4	Econ Disadvantaged	100	99	608	22.84
4	Non-Econ Disadvantaged	1108	1103	600	24.42
4	Current ELL	960	956	601	24.35
4	Never ELL	220	218	598	21.42
4	Non-Migrant	1190	1184	601	24.43
5	Female	507	507	616	23.87
5	Male	465	463	617	23.50
5	Hispanic	971	969	617	23.70
5	SPED	61	61	599	24.04
5	Non-SPED/Non-gifted	907	905	618	23.20
5	Title1	823	822	616	23.83
5	Non-Title1	149	148	619	22.89
5	Bilingual Education	893	892	617	23.69
5	Econ Disadvantaged	75	75	624	20.58
5	Non-Econ Disadvantaged	897	895	616	23.84
5	Current ELL	764	763	617	23.53
5	Never ELL	193	192	614	23.21
5	Migrant	38	38	618	22.98
5	Non-Migrant	934	932	617	23.73
6	Female	302	300	611	23.06
6	Male	315	313	612	25.36
6	Hispanic	616	612	612	24.27
6	SPED	32	32	603	27.52
6	Non-SPED/Non-gifted	585	581	612	23.99
6	Title1	491	488	611	24.10
6	Non-Title1	126	125	614	24.80
6	Bilingual Education	548	545	612	24.10
6	Non-Econ Disadvantaged	591	588	612	24.36
6	Current ELL	485	482	611	24.49
6	Never ELL	121	120	615	22.92
6	Non-Migrant	590	586	612	24.23
7	Female	302	300	613	22.38
7	Male	338	334	612	23.07
7	Hispanic	638	632	613	22.73
7	Non-SPED/Non-gifted	617	611	613	22.29
7	Title1	447	443	612	22.78

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
7	Non-Title1	195	193	614	22.54
7	Bilingual Education	565	560	613	22.58
7	Non-Econ Disadvantaged	640	634	613	22.68
7	Current ELL	494	488	614	22.13
7	Never ELL	146	146	610	24.38
7	Non-Migrant	620	614	613	22.52
8	Female	261	261	617	22.92
8	Male	304	301	617	21.29
8	Hispanic	562	559	617	21.99
8	Non-SPED/Non-gifted	549	546	617	22.03
8	Title1	401	398	616	21.96
8	Non-Title1	165	165	619	22.19
8	Bilingual Education	494	492	617	22.01
8	Non-Econ Disadvantaged	562	559	617	22.01
8	Current ELL	426	425	617	22.45
8	Never ELL	135	134	617	21.02
8	Non-Migrant	541	538	617	22.21
9	Female	274	260	632	19.14
9	Male	260	241	633	22.65
9	Hispanic	528	496	633	20.90
9	Non-SPED/Non-gifted	513	482	633	20.70
9	Title1	171	165	632	19.81
9	Non-Title1	365	338	633	21.40
9	Bilingual Education	436	416	632	21.38
9	Non-Econ Disadvantaged	515	482	633	20.86
9	Current ELL	384	374	632	21.47
9	Never ELL	148	125	632	18.82
9	Non-Migrant	513	481	632	20.73

### English Language Science Scale Score Statistics (BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Female	465	457	606	26.65
3	Male	416	412	607	27.09
3	American Indian	876	865	607	26.78
3	Non-SPED/Non-gifted	877	865	607	27.13
3	Title1	75	74	603	25.68
3	Non-Title1	811	800	607	27.19
3	Bilingual Education	33	33	607	22.40
3	Econ Disadvantaged	639	634	608	26.12

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
3	Non-Econ Disadvantaged	247	240	604	29.30
3	Current ELL	485	481	603	26.49
3	Exited ELL	86	86	614	25.79
3	Never ELL	315	307	609	27.68
3	Non-Migrant	886	874	607	27.07
4	Female	369	365	601	24.69
4	Male	429	422	602	25.55
4	American Indian	791	780	601	25.12
4	Non-SPED/Non-gifted	786	775	602	24.95
4	Title1	76	75	601	26.62
4	Non-Title1	723	713	602	25.02
4	Econ Disadvantaged	565	557	601	23.77
4	Non-Econ Disadvantaged	234	231	602	28.25
4	Current ELL	512	507	598	23.95
4	Exited ELL	60	57	607	25.40
4	Never ELL	227	224	609	25.92
4	Non-Migrant	799	788	602	25.16
5	Female	391	383	620	22.35
5	Male	353	347	619	24.69
5	American Indian	736	724	620	23.45
5	Non-SPED/Non-gifted	734	721	619	23.43
5	Title1	51	49	618	23.20
5	Non-Title1	694	682	620	23.50
5	Bilingual Education	30	30	620	23.01
5	Econ Disadvantaged	533	526	619	23.52
5	Non-Econ Disadvantaged	212	205	620	23.40
5	Current ELL	402	398	616	23.73
5	Exited ELL	46	45	622	18.71
5	Never ELL	297	288	624	23.15
5	Non-Migrant	745	731	620	23.47
6	Female	387	385	630	26.67
6	Male	406	400	631	27.52
6	American Indian	786	779	631	26.97
6	Non-SPED/Non-gifted	777	770	631	27.09
6	Title1	51	48	630	25.62
6	Non-Title1	743	738	631	27.20
6	Econ Disadvantaged	579	577	631	27.42
6	Non-Econ Disadvantaged	215	209	628	26.11
6	Current ELL	413	408	625	26.93
6	Exited ELL	54	54	640	27.31
6	Never ELL	327	324	636	25.66
6	Non-Migrant	794	786	631	27.09
7	Female	393	391	637	25.57
7	Male	358	349	634	28.18
7	American Indian	747	738	635	26.80

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
7	Non-SPED/Non-gifted	746	735	636	26.87
7	Title1	51	49	636	21.65
7	Non-Title1	701	692	636	27.20
7	Econ Disadvantaged	541	535	635	27.27
7	Non-Econ Disadvantaged	211	206	636	25.78
7	Current ELL	441	434	631	25.38
7	Exited ELL	43	43	639	24.62
7	Never ELL	268	264	642	28.30
7	Non-Migrant	752	741	636	26.86
8	Female	371	366	650	25.12
8	Male	362	355	651	24.35
8	American Indian	720	709	650	24.69
8	Non-SPED/Non-gifted	727	715	650	24.57
8	Title1	51	50	663	29.29
8	Non-Title1	685	674	649	24.13
8	Econ Disadvantaged	592	584	650	24.40
8	Non-Econ Disadvantaged	144	140	649	26.09
8	Current ELL	412	410	645	23.87
8	Exited ELL	39	39	660	15.42
8	Never ELL	285	275	657	24.96
8	Non-Migrant	736	724	650	24.72
9	Female	324	317	674	27.20
9	Male	257	255	672	26.64
9	American Indian	558	557	673	26.94
9	Non-SPED/Non-gifted	576	567	673	26.88
9	Title1	30	28	683	31.78
9	Non-Title1	554	546	673	26.58
9	Econ Disadvantaged	473	472	670	26.87
9	Non-Econ Disadvantaged	111	102	686	23.51
9	Current ELL	307	303	663	24.84
9	Never ELL	264	258	685	24.87
9	Non-Migrant	584	574	673	26.91

### English Language Social Studies Scale Score Statistics (Non-BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
11	Female	9997	9691	594	31.16
11	Male	9849	9488	599	34.19
11	American Indian	2584	2499	583	26.64
11	Asian	285	281	610	34.45

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
11	Black	488	473	590	32.35
11	Hispanic	9429	9032	588	30.12
11	White	7062	6896	611	32.27
11	SPED	3133	2957	572	30.07
11	Gifted	1131	1114	637	28.14
11	Non-SPED/Non-gifted	15593	15119	598	29.92
11	Title1	5502	5251	586	28.95
11	Non-Title1	14355	13939	600	33.40
11	Bilingual Education	2450	2350	585	29.43
11	Econ Disadvantaged	595	562	584	29.35
11	Non-Econ Disadvantaged	19262	18628	597	32.84
11	Current ELL	2006	1890	569	24.99
11	Exited ELL	1648	1604	591	26.63
11	Never ELL	16203	15696	600	32.55
11	Migrant	31	31	578	26.64
11	Non-Migrant	19826	19159	596	32.81

#### English Language Social Studies Scale Score Statistics (BIA Schools)

Grade	Group	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
11	Female	200	194	584	27.96
11	Male	176	173	588	31.13
11	American Indian	370	363	586	29.36
11	Non-SPED/Non-gifted	373	365	586	29.29
11	Title1	33	32	583	28.78
11	Non-Title1	347	339	586	29.51
11	Econ Disadvantaged	298	294	582	28.09
11	Non-Econ Disadvantaged	82	77	599	30.65
11	Current ELL	183	176	572	26.11
11	Never ELL	191	189	599	26.32
11	Non-Migrant	380	371	586	29.42

## Appendix E Interrater Agreement and Correlations for Constructed Response Items

### English Language Mathematics Grade 3

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3173790	SA	3704	93.30	6.32	0.38	0.89
20	3263430	OE	3704	66.79	28.86	4.35	0.76
21	3263387	SA	3704	96.11	3.19	0.70	0.84
26	3174316	SA	3704	96.00	3.67	0.32	0.91
27	3173955	SA	3704	80.75	18.52	0.73	0.74
31	3173968	SA	3704	88.90	10.26	0.84	0.88
37	3180035	SA	3704	89.20	10.64	0.16	0.84
41	3167182	SA	3704	82.26	16.36	1.38	0.78
42	3332168	SA	3470	95.07	4.78	0.14	0.85
47	3263259	SA	3470	88.99	10.52	0.49	0.88
48	3395715	SA	3470	80.72	17.61	1.67	0.78
52	3262980	SA	3470	90.26	7.84	1.90	0.76
55	3180033	OE	3470	62.56	30.17	7.26	0.69
59	3263113	SA	3470	85.62	14.27	0.12	0.81
60	3329945	SA	3470	84.73	14.87	0.40	0.81
63	3263375	SA	3470	91.47	8.41	0.12	0.82

### English Language Mathematics Grade 4

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
18	3180352	SA	3739	90.48	9.01	0.51	0.78
21	3263435	OE	3739	74.00	24.20	1.79	0.70
22	3166745	SA	3739	91.98	7.94	0.08	0.91
27	3263244	SA	3739	91.28	8.67	0.05	0.87
28	3178873	SA	3739	88.63	11.18	0.19	0.80
32	3180238	SA	3739	93.88	5.80	0.32	0.76
38	3263154	SA	3739	88.13	11.55	0.32	0.87
42	3166737	SA	3739	91.74	8.13	0.13	0.80
43	3395661	SA	3739	92.97	6.90	0.13	0.87
48	3178893	SA	3938	90.12	5.97	3.91	0.85
49	3181104	SA	3938	80.68	18.21	1.12	0.79
53	3263015	SA	3938	94.69	4.44	0.86	0.90
56	3263093	OE	3938	68.49	28.47	3.05	0.67
60	3263022	SA	3938	89.06	10.36	0.58	0.88
61	3167381	SA	3938	75.93	23.44	0.63	0.64
64	3322909	SA	3938	94.18	4.57	1.24	0.65
65	3173399	SA	3938	85.68	13.28	1.04	0.81

## English Language Mathematics Grade 5

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3263000	SA	4059	87.71	12.07	0.22	0.78
20	3178182	OE	4059	59.89	35.01	5.10	0.64
22	3262990	SA	4059	83.99	15.45	0.57	0.66
27	3263451	SA	4059	75.36	23.58	1.06	0.72
33	3263220	SA	4059	87.76	11.63	0.62	0.77
37	3263460	SA	4059	84.92	13.77	1.31	0.75
38	3180563	SA	4059	88.47	11.41	0.12	0.85
41	3178205	SA	4059	90.59	9.12	0.30	0.82
43	3263434	OE	4059	82.02	14.66	3.33	0.75
45	3177948	SA	4270	88.69	10.12	1.19	0.87
46	3420193	SA	4270	86.25	13.58	0.16	0.76
52	3178200	SA	4270	89.39	10.59	0.02	0.82
54	3263227	SA	4270	83.09	16.56	0.35	0.80
57	3180568	SA	4270	87.28	12.22	0.49	0.85
58	3332802	SA	4270	93.33	5.69	0.98	0.80
61	3168227	OE	4270	69.74	26.67	3.58	0.66
65	3167227	SA	4270	86.35	13.11	0.54	0.82
68	3395675	SA	4270	87.21	12.60	0.19	0.80
69	3173861	SA	4270	89.46	9.60	0.94	0.86

## English Language Mathematics Grade 6

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
14	3395733	SA	3915	89.63	8.63	1.74	0.84
18	3172802	OE	3915	69.02	26.79	4.19	0.71
21	3291349	SA	3915	84.78	15.17	0.05	0.75
22	3264974	SA	3915	92.62	6.59	0.79	0.84
28	3167473	SA	3915	91.75	8.02	0.23	0.76
29	3395700	SA	3915	89.68	10.11	0.20	0.80
36	3265036	SA	3915	89.02	9.40	1.58	0.86
41	3167602	OE	3915	70.73	27.23	2.04	0.71
45	3265076	SA	3915	90.45	8.43	1.12	0.66
46	3321889	SA	3617	84.85	14.35	0.80	0.83
51	3265037	SA	3617	82.11	17.45	0.44	0.80
55	3321894	SA	3617	79.73	19.60	0.66	0.73
56	3284444	SA	3617	87.72	12.00	0.28	0.75
60	3173298	OE	3617	74.18	24.33	1.49	0.72
61	3173266	SA	3617	77.66	21.51	0.83	0.64
64	3169149	SA	3617	82.61	15.10	2.29	0.77
65	3265026	SA	3617	91.68	8.16	0.17	0.88
69	3264968	SA	3617	94.36	5.36	0.28	0.90
70	3323956	SA	3617	88.75	10.89	0.36	0.84



English Language Mathematics Grade 7

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3262274	SA	3330	96.01	3.90	0.09	0.91
21	3167589	OE	3330	76.13	22.43	1.44	0.79
22	3322865	SA	3330	87.81	11.95	0.24	0.82
28	3322753	SA	3330	95.65	4.14	0.21	0.92
29	3262142	SA	3330	92.82	6.94	0.24	0.83
36	3180587	SA	3330	88.20	11.65	0.15	0.84
37	3262138	SA	3330	93.24	6.49	0.27	0.85
41	3180544	OE	3330	92.10	7.18	0.72	0.94
44	3277069	SA	3330	92.07	7.75	0.18	0.85
46	3322895	SA	4620	93.85	5.43	0.71	0.90
52	3322808	SA	4620	94.63	4.85	0.52	0.92
53	3262158	SA	4620	81.67	16.21	2.12	0.77
56	3180126	OE	4620	73.12	22.94	3.94	0.76
60	3173300	SA	4620	92.84	7.12	0.04	0.87
61	3262198	SA	4620	85.13	14.31	0.56	0.77
65	3174653	OE	4620	68.44	24.55	7.01	0.54
68	3395730	SA	4620	89.68	9.89	0.43	0.80
69	3323964	SA	4620	92.06	7.47	0.48	0.75
70	3277067	SA	4620	88.05	11.60	0.35	0.83

English Language Mathematics Grade 8

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3174104	SA	3702	87.76	11.86	0.38	0.86
21	3174151	OE	3702	72.77	24.20	3.03	0.82
22	3330037	SA	3702	92.57	7.02	0.41	0.78
28	3169947	SA	3702	94.92	5.05	0.03	0.87
29	3431174	SA	3702	91.06	8.70	0.24	0.84
36	3263743	SA	3702	92.44	7.51	0.05	0.92
37	3263655	SA	3702	92.06	7.64	0.30	0.78
41	3290149	OE	3702	67.72	29.42	2.86	0.75
44	3323285	SA	3702	90.28	9.37	0.35	0.74
46	3324063	SA	3376	88.80	10.01	1.18	0.72
52	3277094	SA	3376	88.83	10.52	0.65	0.80
53	3330065	SA	3376	93.04	6.84	0.12	0.90
56	3432548	OE	3376	80.57	18.13	1.30	0.79
60	3174088	SA	3376	81.93	17.57	0.50	0.80
61	3174113	SA	3376	88.66	11.20	0.15	0.86
65	3174139	OE	3376	64.34	32.43	3.23	0.69
68	3167680	SA	3376	92.09	7.52	0.39	0.89
69	3395782	SA	3376	83.59	16.20	0.21	0.78
70	3330026	SA	3376	92.45	7.17	0.39	0.89

## English Language Mathematics Grade 9

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3323470	SA	3142	94.27	5.54	0.19	0.88
21	3183201	OE	3142	84.91	13.69	1.40	0.84
22	3323484	SA	3142	89.31	9.77	0.92	0.84
27	3395809	SA	3142	92.93	6.56	0.51	0.82
35	3323421	SA	3142	94.65	5.32	0.03	0.89
37	3323932	SA	3142	94.08	5.63	0.29	0.91
40	3323487	SA	3142	85.11	13.69	1.21	0.83
41	3183380	OE	3142	83.35	15.53	1.11	0.87
44	3323935	SA	3142	89.24	10.60	0.16	0.82
45	3178507	SA	2944	91.88	7.61	0.51	0.87
50	3323478	SA	2944	96.13	3.80	0.07	0.94
51	3323648	SA	2944	88.42	11.41	0.17	0.87
54	3183382	OE	2944	87.16	11.35	1.49	0.89
58	3323443	SA	2944	91.81	7.51	0.68	0.86
62	3229163	OE	2944	93.89	5.67	0.44	0.89
63	3174525	SA	2944	90.52	9.27	0.20	0.89
66	3178833	SA	2944	87.02	12.53	0.44	0.73
67	3323440	SA	2944	92.05	7.64	0.31	0.83

## English Language Mathematics Grade 11

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
15	3547060	SA	2890	94.91	4.84	0.24	0.94
16	3547062	OE	2890	94.15	3.15	2.70	0.93
17	3547063	OE	3405	78.21	20.44	1.35	0.82
18	3547065	SA	3405	89.96	9.60	0.44	0.89
21	3483823	SA	2038	92.93	6.92	0.15	0.89
32	3178831	SA	2038	93.62	6.18	0.20	0.88
36	3508451	SA	2038	69.58	28.46	1.96	0.62
39	3547094	SA	2550	93.61	6.12	0.27	0.94
40	3547097	SA	2550	84.39	12.12	3.49	0.86
41	3547099	SA	2550	98.63	0.00	1.37	0.95
42	3547100	SA	2550	93.37	6.51	0.12	0.93
43	3547101	SA	2550	93.49	6.35	0.16	0.92
50	3508454	SA	2038	95.83	3.78	0.39	0.93
57	3489367	SA	2038	95.44	4.12	0.44	0.92
61	3508443	SA	2038	80.57	18.35	1.08	0.74
68	3547112	OE	2860	91.36	6.82	1.82	0.95
69	3547114	SA	2860	93.67	4.83	1.50	0.91
70	3547116	OE	2824	92.07	5.77	2.16	0.92

### English Language Reading Grade 3

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
22	3337875	SA	3332	74.70	24.58	0.72	0.64
25	3337889	SA	3332	70.38	28.27	1.35	0.63
27	3337878	OE	3332	59.42	35.77	4.80	0.60
29	3437774	SA	3332	84.21	14.56	1.23	0.82
31	3437773	SA	3332	63.75	33.22	3.03	0.43
33	3273248	OE	3332	65.16	31.00	3.84	0.59
44	3331569	SA	3501	88.17	11.40	0.43	0.85
46	3331568	SA	3501	76.24	21.39	2.37	0.67
49	3183297	OE	3501	80.43	17.51	2.06	0.88
51	3336879	SA	3501	66.41	31.22	2.37	0.44
54	3336958	SA	3501	73.32	23.36	3.31	0.54
56	3336962	OE	3501	62.90	33.02	4.08	0.64

### English Language Reading Grade 4

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
23	3332490	SA	3803	90.35	8.70	0.95	0.89
25	3332491	SA	3803	74.89	24.17	0.95	0.64
27	3183373	OE	3803	54.48	40.47	5.05	0.58
29	3339560	SA	3803	75.23	22.59	2.18	0.54
32	3339547	SA	3803	79.60	18.77	1.63	0.69
34	3339559	OE	3803	61.71	34.81	3.47	0.60
45	3332495	SA	3869	71.05	22.38	6.57	0.55
47	3332494	SA	3869	72.29	22.02	5.69	0.63
49	3183371	OE	3869	38.49	43.09	18.43	0.33
51	3339120	SA	3869	67.82	24.99	7.19	0.44
53	3336008	SA	3869	56.63	39.47	3.90	0.34
56	3336007	OE	3869	40.97	38.61	20.42	0.26

### English Language Reading Grade 5

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
20	3332872	SA	3407	78.75	20.69	0.56	0.64
23	3332873	SA	3407	68.92	28.50	2.58	0.54
25	3180751	OE	3407	62.99	33.37	3.64	0.69
27	3335909	SA	3407	83.03	15.73	1.23	0.72
30	3335908	SA	3407	79.98	15.50	4.52	0.74
32	3335912	OE	3407	58.64	37.51	3.85	0.54
43	3332875	SA	3457	78.28	21.12	0.61	0.68
47	3332876	SA	3457	68.53	30.11	1.36	0.56
49	3175226	OE	3457	61.79	35.41	2.81	0.54
51	3336271	SA	3457	64.30	33.58	2.11	0.50
54	3334976	SA	3457	78.30	20.62	1.07	0.54
56	3339453	OE	3457	57.82	38.47	3.70	0.58

## English Language Reading Grade 6

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
22	3334314	SA	3813	82.22	16.05	1.73	0.73
25	3334312	SA	3813	81.96	16.81	1.23	0.76
27	3334308	OE	3813	55.31	41.20	3.49	0.54
29	3334270	SA	3813	83.71	15.29	1.00	0.72
32	3334271	SA	3813	89.06	8.58	2.36	0.85
34	3334266	OE	3813	50.41	44.03	5.56	0.49
45	3331858	SA	3833	98.07	1.17	0.76	0.88
48	3331863	SA	3833	98.75	0.91	0.34	0.98
51	3176410	OE	3833	63.19	32.77	4.04	0.69
53	3334273	SA	3833	87.66	12.03	0.31	0.82
56	3334275	SA	3833	90.92	8.69	0.39	0.88
59	3334268	OE	3833	69.29	29.12	1.59	0.69

## English Language Reading Grade 7

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
24	3334315	SA	3688	88.67	11.14	0.19	0.85
26	3334316	SA	3688	77.25	22.21	0.54	0.68
27	3334309	OE	3688	69.71	28.23	2.06	0.71
29	3333812	SA	3688	85.06	14.07	0.87	0.82
31	3336032	SA	3688	79.01	20.25	0.73	0.75
34	3333802	OE	3688	66.19	32.54	1.27	0.64
45	3332339	SA	2814	93.64	6.11	0.25	0.90
48	3332338	SA	2814	83.23	16.24	0.53	0.72
50	3181031	OE	2814	63.40	34.97	1.63	0.60
52	3337872	SA	2814	75.12	24.27	0.60	0.68
55	3337870	SA	2814	85.75	13.82	0.43	0.82
58	3338006	OE	2814	68.34	30.03	1.63	0.59

## English Language Reading Grade 8

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
22	3333018	SA	3400	64.32	31.56	4.12	0.52
25	3333019	SA	3400	78.62	16.50	4.88	0.53
27	3180748	OE	3400	58.44	38.53	3.03	0.56
29	3342902	SA	3400	72.21	26.47	1.32	0.63
32	3342900	SA	3400	73.65	25.82	0.53	0.57
35	3342852	OE	3400	60.29	36.91	2.79	0.44
47	3333741	SA	2736	88.89	10.49	0.62	0.85
49	3333738	SA	2736	84.03	14.07	1.90	0.80
52	3333733	OE	2736	62.90	30.85	6.25	0.63
55	3333813	SA	2736	78.95	18.02	3.03	0.75
57	3333815	SA	2736	68.38	28.40	3.22	0.55
58	3333804	OE	2736	58.85	36.37	4.79	0.49

### English Language Reading Grade 9

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
20	3333392	SA	3828	74.22	25.13	0.65	0.61
22	3333393	SA	3828	66.82	31.27	1.91	0.46
25	3204090	OE	3828	72.68	26.28	1.04	0.61
27	3333768	SA	3828	77.14	21.76	1.10	0.60
29	3333818	SA	3828	85.37	13.85	0.78	0.81
32	3340789	OE	3828	65.78	32.58	1.65	0.61
44	3333389	SA	3305	74.19	25.23	0.57	0.58
47	3333388	SA	3305	81.51	17.91	0.57	0.68
50	3204094	OE	3305	63.90	33.43	2.66	0.59
53	3340112	SA	3305	82.39	17.31	0.30	0.59
55	3340538	SA	3305	81.69	17.88	0.42	0.76
58	3340511	OE	3305	64.05	32.86	3.09	0.62

### English Language Reading Grade 11

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
2	3478842	SA	2300	81.57	17.96	0.48	0.62
5	3478846	SA	1375	80.51	18.84	0.65	0.42
7	3479934	OE	1777	58.92	38.89	2.19	0.44
10	3478841	SA	1951	69.04	29.98	0.97	0.37
13	3479935	OE	1097	52.23	44.12	3.65	0.39
25	3482940	SA	1972	68.46	29.36	2.18	0.42
29	3482937	SA	2250	92.80	6.67	0.53	0.74
32	3482933	OE	2201	65.15	33.35	1.50	0.43
43	3483126	SA	1401	90.01	9.28	0.71	0.73
46	3483129	SA	1959	68.30	30.99	0.71	0.28
48	3483121	OE	1839	64.98	32.46	2.56	0.38
51	3483125	SA	1247	86.69	12.99	0.32	0.58
54	3483120	OE	2150	72.33	25.77	1.91	0.47
59	3562768	OE	1180	48.14	43.31	8.56	0.27
61	3562770	OE	1663	58.75	37.94	3.31	0.33

### English Language Science Grade 3

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
12	3332856	SA	3824	85.75	13.76	0.50	0.82
13	3332857	SA	3824	82.66	16.37	0.97	0.77
17	3332859	SA	3824	91.63	8.08	0.29	0.88
18	3332860	SA	3824	88.47	10.22	1.31	0.86
24	3404796	SA	3824	95.08	4.68	0.24	0.88
28	3332862	SA	3824	93.28	6.17	0.55	0.85
29	3332871	SA	3824	83.66	15.85	0.50	0.80
32	3404841	SA	3821	94.84	5.13	0.03	0.91
33	3179028	OE	3821	85.37	11.38	3.25	0.78
46	3404799	SA	3821	91.68	8.09	0.24	0.86

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
55	3430829	SA	3821	94.09	5.08	0.84	0.83
56	3332867	SA	3821	93.12	6.05	0.84	0.77
57	3332869	SA	3821	88.43	11.04	0.52	0.86
58	3177349	OE	3821	82.94	12.54	4.53	0.65

#### English Language Science Grade 4

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
11	3430834	SA	3979	92.56	7.39	0.05	0.89
14	3332929	SA	3979	96.26	3.52	0.23	0.83
19	3404853	SA	3979	97.86	2.01	0.13	0.82
21	3332854	SA	3979	84.80	14.78	0.43	0.81
22	3404824	SA	3979	86.20	13.19	0.60	0.83
23	3332838	SA	3979	90.83	8.82	0.35	0.80
28	3332927	SA	3979	94.60	5.40	0.00	0.89
29	3292051	OE	3650	86.27	13.26	0.47	0.84
41	3332850	SA	3650	89.12	10.47	0.41	0.87
42	3332830	SA	3650	81.53	18.41	0.05	0.65
45	3332928	SA	3650	86.85	12.90	0.25	0.76
52	3430836	SA	3650	87.15	12.77	0.08	0.77
57	3332849	SA	3650	84.25	15.04	0.71	0.79
58	3293671	OE	3650	73.59	24.22	2.19	0.74

#### English Language Science Grade 5

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
13	3332946	SA	3861	96.35	3.60	0.05	0.95
14	3332944	SA	3861	94.25	5.67	0.08	0.92
19	3430942	SA	3861	93.52	6.32	0.16	0.91
20	3404778	SA	3861	76.87	22.90	0.23	0.69
21	3404766	SA	3861	92.88	6.97	0.16	0.83
28	3332949	SA	3861	90.70	8.68	0.62	0.89
29	3404771	SA	3861	88.32	11.60	0.08	0.87
30	3176169	OE	3631	81.58	15.86	2.56	0.82
33	3404813	SA	3631	88.10	10.36	1.54	0.68
41	3332945	SA	3631	93.53	6.33	0.14	0.92
42	3332999	SA	3631	87.72	11.51	0.77	0.78
43	3332947	SA	3631	81.41	18.34	0.25	0.74
59	3171799	OE	3631	83.72	14.98	1.29	0.84
60	3333037	SA	3631	97.36	2.62	0.03	0.88

### English Language Science Grade 6

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
6	3176874	OE	3486	84.11	13.37	2.52	0.81
7	3399786	SA	3486	90.07	9.84	0.09	0.79
18	3333016	SA	3486	93.09	5.94	0.98	0.91
19	3176896	SA	3486	85.20	13.74	1.06	0.64
25	3399779	SA	3486	88.76	10.93	0.32	0.83
26	3332638	SA	3486	96.59	3.33	0.09	0.90
35	3332631	SA	3486	83.36	15.46	1.18	0.79
36	3399793	SA	3654	90.91	8.95	0.14	0.87
39	3176935	OE	3654	83.96	14.94	1.09	0.84
42	3172721	SA	3654	79.86	19.59	0.55	0.69
44	3176840	OE	3654	70.66	26.44	2.90	0.74
49	3333015	SA	3654	84.21	15.54	0.25	0.70
56	3332626	SA	3654	92.09	7.72	0.19	0.88
57	3399787	SA	3654	90.23	9.47	0.30	0.81

### English Language Science Grade 7

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
11	3332679	SA	2906	89.85	10.05	0.10	0.86
12	3332649	SA	2906	87.13	12.49	0.38	0.70
16	3406581	SA	2906	90.06	9.84	0.10	0.82
17	3172499	OE	2906	78.87	18.72	2.41	0.81
24	3323955	SA	2906	80.45	19.10	0.45	0.74
27	3264585	OE	2906	71.06	24.47	4.47	0.60
37	3332673	SA	2906	91.67	8.09	0.24	0.74
38	3332664	SA	3241	78.03	21.41	0.56	0.68
40	3332660	SA	3241	88.40	11.17	0.43	0.61
44	3323417	SA	3241	93.61	6.20	0.19	0.91
46	3420985	SA	3241	83.99	15.80	0.22	0.74
47	3175604	OE	3241	69.85	27.24	2.90	0.71
57	3332681	SA	3241	92.29	7.53	0.19	0.89
58	3420992	SA	3241	89.42	10.15	0.43	0.87

### English Language Science Grade 8

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
6	3332831	SA	2663	91.78	8.11	0.11	0.82
7	3179051	OE	2663	79.31	18.66	2.03	0.81
17	3172722	SA	2663	73.86	25.20	0.94	0.64
18	3332826	SA	2663	91.36	8.26	0.38	0.89
24	3172062	SA	2663	91.21	8.60	0.19	0.88
25	3172911	SA	2663	74.39	24.97	0.64	0.66
30	3332816	SA	2663	81.19	17.87	0.94	0.71
31	3179049	OE	2806	63.54	31.75	4.70	0.70
37	3399872	SA	2806	87.28	12.01	0.71	0.76

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
45	3172171	OE	2806	56.63	32.04	11.33	0.58
46	3177761	SA	2806	71.38	27.51	1.10	0.58
51	3172789	OE	2806	58.70	34.46	6.84	0.51
56	3171883	SA	2806	81.43	18.07	0.50	0.75
57	3399884	SA	2806	93.48	6.34	0.18	0.81

### English Language Science Grade 9

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
5	3332810	SA	3073	94.31	5.40	0.29	0.85
6	3176192	OE	3073	68.43	26.16	5.40	0.57
18	3332807	SA	3073	87.44	12.17	0.39	0.47
19	3399838	SA	3073	92.45	7.22	0.33	0.62
20	3399845	SA	3073	91.77	7.94	0.29	0.68
22	3172885	OE	3073	71.07	26.59	2.34	0.79
23	3332811	SA	3073	87.86	11.42	0.72	0.74
29	3176168	OE	2530	73.56	21.42	5.02	0.68
34	3332815	SA	2530	88.30	11.50	0.20	0.84
35	3399847	SA	2530	98.62	1.30	0.08	0.50
44	3332827	SA	2530	82.69	17.19	0.12	0.65
45	3332819	SA	2530	77.98	21.66	0.36	0.68
50	3172370	OE	2530	70.28	27.08	2.65	0.77
51	3332804	SA	2530	89.64	10.04	0.32	0.84

### English Language Social Studies Grade 11

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
3	3483352	SA	1063	67.36	29.63	3.01	0.26
6	3466072	OE	1368	71.35	24.63	4.02	0.62
11	3513178	SA	804	67.66	22.89	9.45	0.10
15	3484827	OE	766	48.43	38.12	13.45	0.21
18	3466098	SA	719	73.16	22.53	4.31	0.11
22	3483951	SA	275	13.82	45.45	40.73	0.00
28	3484909	SA	1203	68.74	29.26	2.00	0.28
32	3470637	SA	893	57.67	35.72	6.61	0.06
36	3484944	SA	1099	83.89	12.65	3.46	0.30
44	3484899	SA	580	54.31	35.34	10.34	0.16
45	3466642	SA	896	60.60	30.92	8.48	0.11
49	3466096	SA	972	86.73	8.44	4.84	0.44
52	3508248	OE	631	42.16	40.73	17.12	0.16
54	3484086	SA	760	77.76	13.29	8.95	0.29
56	3466116	SA	590	50.85	34.75	14.41	0.06
59	3479532	SA	491	58.86	22.40	18.74	0.10
63	3508251	SA	919	82.59	13.38	4.03	0.35
66	3466100	SA	1181	78.41	18.29	3.30	0.41



### Spanish Language Mathematics Grade 3

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3333014	SA	240	92.50	7.50	0.00	0.90
20	3287040	OE	240	74.17	24.17	1.67	0.79
21	3333004	SA	240	92.92	7.08	0.00	0.84
26	3333012	SA	240	95.83	3.33	0.83	0.92
27	3332952	SA	240	86.67	12.50	0.83	0.82
31	3332955	SA	240	95.83	4.17	0.00	0.96
37	3333013	SA	240	89.17	10.83	0.00	0.87
41	3332997	SA	240	94.58	5.42	0.00	0.94
42	3334706	SA	216	98.61	0.93	0.46	0.90
47	3332915	SA	216	90.74	9.26	0.00	0.90
48	3441251	SA	216	91.67	7.41	0.93	0.90
52	3332956	SA	216	93.06	5.09	1.85	0.63
55	3184484	OE	216	71.76	24.07	4.17	0.77
59	3332950	SA	216	93.06	6.48	0.46	0.88
60	3333021	SA	216	84.72	14.81	0.46	0.76
63	3332888	SA	216	94.44	5.56	0.00	0.85

### Spanish Language Mathematics Grade 4

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
18	3333041	SA	153	91.50	7.84	0.65	0.71
21	3302592	OE	153	78.43	20.26	1.31	0.74
22	3333026	SA	153	86.93	11.76	1.31	0.83
27	3333234	SA	153	90.85	9.15	0.00	0.87
28	3333145	SA	153	92.81	7.19	0.00	0.76
32	3333045	SA	153	94.77	4.58	0.65	0.56
38	3333034	SA	153	85.62	14.38	0.00	0.85
42	3333237	SA	153	96.73	2.61	0.65	0.39
43	3441303	SA	153	92.81	7.19	0.00	0.83
48	3333035	SA	195	76.41	22.05	1.54	0.72
49	3333040	SA	195	77.95	21.03	1.03	0.74
53	3333046	SA	195	88.72	9.74	1.54	0.78
56	3302582	OE	195	80.00	18.46	1.54	0.77
60	3333039	SA	195	85.64	13.33	1.03	0.84
61	3360980	SA	195	84.10	15.90	0.00	0.72
64	3333236	SA	195	94.87	4.62	0.51	0.50
65	3333036	SA	195	82.05	17.44	0.51	0.66

### Spanish Language Mathematics Grade 5

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3333560	SA	152	91.45	8.55	0.00	0.82
20	3190213	OE	152	67.76	30.26	1.97	0.64
22	3333541	SA	152	95.39	4.61	0.00	0.87
27	3333548	SA	152	92.11	7.89	0.00	0.92

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
33	3460707	SA	152	91.45	7.89	0.66	0.82
37	3333559	SA	152	92.11	7.89	0.00	0.85
38	3333551	SA	152	84.87	14.47	0.66	0.77
41	3333550	SA	152	96.05	3.95	0.00	0.88
43	3287743	OE	152	86.84	13.16	0.00	0.80
45	3333557	SA	185	90.81	9.19	0.00	0.87
46	3441349	SA	185	90.27	9.73	0.00	0.80
52	3333549	SA	185	73.51	26.49	0.00	0.52
54	3333552	SA	185	93.51	6.49	0.00	0.93
57	3460715	SA	185	90.27	8.65	1.08	0.89
58	3334886	SA	185	67.03	32.97	0.00	0.44
61	3190211	OE	185	83.24	15.68	1.08	0.78
65	3333542	SA	185	91.35	8.65	0.00	0.83
68	3441358	SA	185	92.97	7.03	0.00	0.86
69	3333547	SA	185	89.73	10.27	0.00	0.80

### Spanish Language Mathematics Grade 6

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
14	3441405	SA	110	81.82	18.18	0.00	0.67
18	3190228	OE	110	51.82	40.91	7.27	0.44
21	3340818	SA	110	91.82	8.18	0.00	0.58
22	3326084	SA	110	91.82	7.27	0.91	0.56
28	3326079	SA	110	97.27	2.73	0.00	0.39
29	3441400	SA	110	97.27	2.73	0.00	0.83
36	3326080	SA	110	88.18	11.82	0.00	0.69
41	3190225	OE	110	54.55	38.18	7.27	0.46
45	3326077	SA	110	69.09	30.00	0.91	0.34
46	3326073	SA	117	84.62	15.38	0.00	0.81
51	3326081	SA	117	87.18	12.82	0.00	0.83
55	3326078	SA	117	78.63	20.51	0.85	0.60
56	3326074	SA	117	93.16	6.84	0.00	0.77
60	3190231	OE	117	64.96	31.62	3.42	0.63
61	3326070	SA	117	84.62	15.38	0.00	0.64
64	3326072	SA	117	83.76	13.68	2.56	0.75
65	3326071	SA	117	92.31	5.98	1.71	0.75
69	3326076	SA	117	94.87	3.42	1.71	0.83
70	3326087	SA	117	97.44	2.56	0.00	0.95

### Spanish Language Mathematics Grade 7

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3326095	SA	80	96.25	3.75	0.00	0.79
21	3191057	OE	80	58.75	37.50	3.75	0.51
22	3326093	SA	80	82.50	17.50	0.00	0.69
28	3326092	SA	80	90.00	8.75	1.25	0.68

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
29	3326097	SA	80	97.50	1.25	1.25	0.76
36	3326102	SA	80	78.75	18.75	2.50	0.44
37	3326103	SA	80	78.75	21.25	0.00	0.42
41	3190297	OE	80	80.00	18.75	1.25	0.72
44	3326089	SA	80	98.75	1.25	0.00	0.92
46	3326096	SA	97	85.57	12.37	2.06	0.47
52	3326105	SA	97	95.88	4.12	0.00	0.92
53	3326091	SA	97	85.57	14.43	0.00	0.80
56	3190301	OE	97	65.98	30.93	3.09	0.59
60	3326098	SA	97	91.75	8.25	0.00	0.84
61	3326104	SA	97	93.81	6.19	0.00	0.80
65	3190306	OE	97	63.92	27.84	8.25	0.54
68	3458237	SA	97	100.00	0.00	0.00	1.00
69	3326106	SA	97	95.88	4.12	0.00	0.48
70	3326094	SA	97	94.85	5.15	0.00	0.88

### Spanish Language Mathematics Grade 8

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3326110	SA	56	94.64	5.36	0.00	0.94
21	3190320	OE	56	64.29	32.14	3.57	0.75
22	3341086	SA	56	89.29	10.71	0.00	0.58
28	3326127	SA	56	96.43	1.79	1.79	0.86
29	3441508	SA	56	75.00	23.21	1.79	0.54
36	3326120	SA	56	89.29	10.71	0.00	0.86
37	3326125	SA	56	98.21	1.79	0.00	0.66
41	3288485	OE	56	57.14	35.71	7.14	0.54
44	3326112	SA	56	71.43	26.79	1.79	0.45
46	3326117	SA	44	90.91	9.09	0.00	0.30
52	3326114	SA	44	86.36	9.09	4.55	0.44
53	3341090	SA	44	90.91	9.09	0.00	0.56
56	3441488	OE	44	81.82	18.18	0.00	0.39
60	3326118	SA	44	79.55	18.18	2.27	0.73
61	3326111	SA	44	88.64	11.36	0.00	0.83
65	3190319	OE	44	61.36	34.09	4.55	0.52
68	3326121	SA	44	90.91	9.09	0.00	0.72
69	3441503	SA	44	90.91	6.82	2.27	0.78
70	3341076	SA	44	95.45	4.55	0.00	0.48

### Spanish Language Mathematics Grade 9

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
17	3326135	SA	59	100.00	0.00	0.00	1.00
21	3217334	OE	59	66.10	30.51	3.39	0.32
22	3326132	SA	59	91.53	8.47	0.00	0.66
27	3458158	SA	59	88.14	11.86	0.00	0.65

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
35	3308025	SA	59	98.31	1.69	0.00	0.94
37	3326129	SA	59	96.61	1.69	1.69	0.71
40	3326134	SA	59	79.66	18.64	1.69	0.66
41	3217709	OE	59	91.53	6.78	1.69	0.82
44	3308033	SA	59	91.53	8.47	0.00	0.64
45	3308035	SA	42	95.24	2.38	2.38	0.65
50	3361008	SA	42	90.48	9.52	0.00	0.74
51	3308037	SA	42	80.95	9.52	9.52	0.62
54	3217756	OE	42	83.33	14.29	2.38	0.70
58	3308028	SA	42	92.86	7.14	0.00	0.64
62	3308010	OE	42	92.86	4.76	2.38	0.46
63	3308029	SA	42	90.48	9.52	0.00	0.85
66	3326130	SA	42	59.52	38.10	2.38	0.41
67	3308026	SA	42	76.19	21.43	2.38	0.57

### Spanish Language Mathematics Grade 11

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
15	3535088	SA	27	100.00	0.00	0.00	1.00
16	3535089	OE	27	88.89	0.00	11.11	0.66
17	3534709	OE	31	58.06	41.94	0.00	0.61
18	3534710	SA	31	87.10	9.68	3.23	0.80
21	3492929	SA	12	75.00	25.00	0.00	0.65
32	3492955	SA	12	83.33	16.67	0.00	0.00
36	3517510	SA	12	41.67	41.67	16.67	-0.23
39	3534713	SA	29	93.10	6.90	0.00	0.94
40	3535084	SA	29	82.76	17.24	0.00	0.88
41	3535085	SA	29	96.55	0.00	3.45	0.87
42	3535086	SA	29	96.55	3.45	0.00	0.96
43	3535087	SA	29	96.55	3.45	0.00	0.96
50	3517513	SA	12	100.00	0.00	0.00	1.00
57	3492949	SA	12	91.67	8.33	0.00	0.63
61	3517509	SA	12	58.33	33.33	8.33	0.38
68	3534711	OE	30	93.33	6.67	0.00	0.96
69	3534712	SA	30	96.67	3.33	0.00	0.85
70	3534708	OE	31	93.55	6.45	0.00	0.90

### Spanish Language Reading Grade 3

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
22	3336866	SA	239	71.13	28.03	0.84	0.63
25	3336963	SA	239	76.99	20.92	2.09	0.71
27	3188131	OE	239	64.44	30.54	5.02	0.62
29	3431586	SA	239	74.90	24.69	0.42	0.61
31	3431587	SA	239	79.50	19.25	1.26	0.70
33	3431553	OE	239	80.33	15.06	4.60	0.85

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
44	3431576	SA	250	82.80	17.20	0.00	0.72
47	3431578	SA	250	87.60	12.40	0.00	0.84
49	3431551	OE	250	65.20	32.00	2.80	0.67
51	3351329	SA	250	95.20	4.00	0.80	0.73
54	3351301	SA	250	90.00	10.00	0.00	0.86
56	3269112	OE	250	78.00	20.00	2.00	0.83

#### Spanish Language Reading Grade 4

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
22	3351429	SA	166	60.24	38.55	1.20	0.53
25	3351430	SA	166	62.65	34.34	3.01	0.50
27	3281248	OE	166	60.24	31.93	7.83	0.65
29	3431332	SA	166	62.05	36.14	1.81	0.50
32	3431333	SA	166	69.88	28.31	1.81	0.56
34	3431309	OE	166	78.92	17.47	3.61	0.70
45	3340899	SA	188	77.13	21.81	1.06	0.71
47	3340901	SA	188	71.28	27.66	1.06	0.64
49	3189486	OE	188	60.11	33.51	6.38	0.58
51	3431341	SA	188	70.21	27.66	2.13	0.61
54	3431337	SA	188	89.36	10.11	0.53	0.84
56	3431312	OE	188	71.28	25.00	3.72	0.75

#### Spanish Language Reading Grade 5

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
21	3281459	SA	127	93.70	6.30	0.00	0.84
24	3281457	SA	127	90.55	8.66	0.79	0.68
26	3281458	OE	127	70.87	29.13	0.00	0.68
28	3431757	SA	127	69.29	30.71	0.00	0.61
31	3431756	SA	127	70.87	25.20	3.94	0.61
33	3431726	OE	127	44.09	47.24	8.66	0.44
44	3431737	SA	141	79.43	19.86	0.71	0.76
47	3431739	SA	141	74.47	23.40	2.13	0.64
49	3431713	OE	141	58.87	36.17	4.96	0.69
51	3337754	SA	141	68.79	30.50	0.71	0.54
54	3337761	SA	141	70.92	26.24	2.84	0.64
56	3211605	OE	141	50.35	43.26	6.38	0.48

#### Spanish Language Reading Grade 6

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
20	3336715	SA	96	92.71	7.29	0.00	0.88
23	3336717	SA	96	79.17	20.83	0.00	0.67
26	3212425	OE	96	70.83	29.17	0.00	0.68
28	3351346	SA	96	98.96	1.04	0.00	0.98
31	3351356	SA	96	76.04	23.96	0.00	0.71
34	3351444	OE	96	89.58	8.33	2.08	0.89
45	3431924	SA	107	85.05	13.08	1.87	0.81
48	3431925	SA	107	77.57	22.43	0.00	0.68
51	3431892	OE	107	66.36	28.97	4.67	0.74
53	3431915	SA	107	92.52	7.48	0.00	0.92
56	3431913	SA	107	99.07	0.93	0.00	0.99
59	3431883	OE	107	74.77	17.76	7.48	0.74

### Spanish Language Reading Grade 7

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
20	3439359	SA	68	73.53	26.47	0.00	0.63
23	3439362	SA	68	63.24	35.29	1.47	0.57
26	3439337	OE	68	44.12	38.24	17.65	0.37
28	3346938	SA	68	70.59	29.41	0.00	0.55
31	3346939	SA	68	88.24	10.29	1.47	0.81
34	3346937	OE	68	55.88	39.71	4.41	0.66
45	3337435	SA	82	84.15	15.85	0.00	0.78
48	3337448	SA	82	79.27	20.73	0.00	0.75
50	3337450	OE	82	56.10	35.37	8.54	0.56
52	3432072	SA	82	64.63	35.37	0.00	0.44
55	3432071	SA	82	80.49	19.51	0.00	0.77
58	3432043	OE	82	47.56	43.90	8.54	0.35

### Spanish Language Reading Grade 8

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
20	3340912	SA	69	66.67	31.88	1.45	0.62
23	3340916	SA	69	62.32	37.68	0.00	0.53
25	3212932	OE	69	65.22	30.43	4.35	0.65
27	3439376	SA	69	65.22	30.43	4.35	0.59
30	3439373	SA	69	78.26	21.74	0.00	0.75
33	3439344	OE	69	56.52	37.68	5.80	0.41
44	3351015	SA	82	86.59	13.41	0.00	0.83
48	3351016	SA	82	91.46	8.54	0.00	0.85
50	3351013	OE	82	73.17	23.17	3.66	0.68
52	3418438	SA	82	95.12	4.88	0.00	0.94
55	3439347	SA	82	90.24	8.54	1.22	0.88
58	3418415	OE	82	26.83	43.90	29.27	0.22

### Spanish Language Reading Grade 9

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
22	3432256	SA	64	68.75	28.13	3.13	0.58
25	3432255	SA	64	76.56	20.31	3.13	0.72
27	3432223	OE	64	57.81	29.69	12.50	0.66
29	3351347	SA	64	65.63	29.69	4.69	0.56
32	3351348	SA	64	60.94	39.06	0.00	0.52
35	3303238	OE	64	42.19	39.06	18.75	0.54
46	3351357	SA	79	84.81	13.92	1.27	0.57
49	3351359	SA	79	78.48	20.25	1.27	0.57
51	3269209	OE	79	36.71	45.57	17.72	0.31
53	3337723	SA	79	62.03	31.65	6.33	0.54
56	3337726	SA	79	55.70	40.51	3.80	0.45
58	3212807	OE	79	48.10	43.04	8.86	0.56

### Spanish Language Reading Grade 11

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
3	3486497	SA	22	90.91	4.55	4.55	0.43
7	3486501	SA	28	75.00	25.00	0.00	0.56
11	3486456	OE	34	55.88	44.12	0.00	0.54
14	3486512	SA	33	78.79	21.21	0.00	0.55
18	3486516	SA	31	61.29	35.48	3.23	0.27
22	3486464	OE	36	86.11	13.89	0.00	0.88
25	3486522	SA	36	91.67	5.56	2.78	0.34
29	3486519	SA	35	71.43	25.71	2.86	0.30
32	3486468	OE	19	57.89	26.32	15.79	0.46
44	3486527	SA	31	80.65	16.13	3.23	0.42
48	3486530	SA	23	52.17	39.13	8.70	-0.05
51	3486471	OE	37	48.65	32.43	18.92	0.44
54	3486551	SA	37	89.19	2.70	8.11	0.33
58	3486556	SA	24	70.83	12.50	16.67	0.08
61	3486486	OE	41	70.73	21.95	7.32	0.45

### Spanish Language Science Grade 3

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
12	3337523	SA	233	92.27	7.30	0.43	0.91
13	3337524	SA	233	77.68	21.03	1.29	0.66
17	3337525	SA	233	89.70	9.87	0.43	0.84
18	3337526	SA	233	77.68	21.89	0.43	0.75
24	3441593	SA	233	88.41	11.16	0.43	0.71
28	3337528	SA	233	93.56	5.58	0.86	0.71
29	3337527	SA	233	81.12	18.03	0.86	0.75
32	3441594	SA	213	87.32	12.68	0.00	0.77
33	3187568	OE	213	69.48	26.29	4.23	0.65
46	3441600	SA	213	90.14	9.39	0.47	0.86

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
55	3441599	SA	213	87.79	11.27	0.94	0.66
56	3337531	SA	213	87.79	10.33	1.88	0.46
57	3337532	SA	213	87.79	10.33	1.88	0.67
58	3187628	OE	213	70.89	23.47	5.63	0.61

#### Spanish Language Science Grade 4

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
11	3441672	SA	176	80.68	18.75	0.57	0.75
14	3341112	SA	176	94.89	3.41	1.70	0.58
19	3441669	SA	176	94.32	5.68	0.00	0.65
21	3341106	SA	176	82.39	17.05	0.57	0.74
22	3441661	SA	176	80.11	17.05	2.84	0.74
23	3341104	SA	176	89.20	7.95	2.84	0.63
28	3341109	SA	176	94.32	5.68	0.00	0.91
29	3302407	OE	242	90.50	9.50	0.00	0.75
41	3341108	SA	242	84.30	14.88	0.83	0.59
42	3341102	SA	242	73.14	26.86	0.00	0.47
45	3341111	SA	242	77.27	21.49	1.24	0.57
52	3441671	SA	242	86.78	12.81	0.41	0.71
57	3341114	SA	242	83.06	16.94	0.00	0.65
58	3312940	OE	242	75.62	23.14	1.24	0.56

#### Spanish Language Science Grade 5

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
13	3338136	SA	131	95.42	3.82	0.76	0.93
14	3338135	SA	131	87.79	12.21	0.00	0.86
19	3441721	SA	131	96.18	3.82	0.00	0.89
20	3441733	SA	131	59.54	38.93	1.53	0.47
21	3441726	SA	131	87.79	12.21	0.00	0.43
28	3338137	SA	131	87.02	10.69	2.29	0.75
29	3441729	SA	131	83.97	15.27	0.76	0.78
30	3191538	OE	129	71.32	24.03	4.65	0.57
33	3441717	SA	129	76.74	21.71	1.55	0.51
41	3338139	SA	129	92.25	7.75	0.00	0.89
42	3338247	SA	129	84.50	13.95	1.55	0.82
43	3338246	SA	129	82.17	17.05	0.78	0.65
59	3191534	OE	129	66.67	27.91	5.43	0.74



### Spanish Language Science Grade 6

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
6	3211511	OE	79	78.48	16.46	5.06	0.61
7	3441787	SA	79	89.87	10.13	0.00	0.65
18	3340400	SA	79	88.61	8.86	2.53	0.73
19	3340403	SA	79	91.14	8.86	0.00	0.63
25	3441782	SA	79	75.95	24.05	0.00	0.65
26	3340405	SA	79	96.20	3.80	0.00	0.81
35	3340544	SA	79	77.22	20.25	2.53	0.63
36	3441793	SA	85	85.88	12.94	1.18	0.65
39	3191550	OE	85	81.18	17.65	1.18	0.73
42	3340549	SA	85	67.06	32.94	0.00	0.57
44	3211536	OE	85	68.24	24.71	7.06	0.48
49	3340553	SA	85	82.35	17.65	0.00	0.36
56	3340565	SA	85	90.59	8.24	1.18	0.73
57	3441788	SA	85	89.41	10.59	0.00	0.34

### Spanish Language Science Grade 7

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
11	3339105	SA	62	96.77	3.23	0.00	0.90
12	3339109	SA	62	93.55	6.45	0.00	0.72
16	3441846	SA	62	83.87	16.13	0.00	0.74
17	3191567	OE	62	93.55	4.84	1.61	0.83
24	3339121	SA	62	85.48	14.52	0.00	0.81
27	3287322	OE	62	67.74	20.97	11.29	0.46
37	3339115	SA	62	95.16	4.84	0.00	0.80
38	3339111	SA	77	76.62	23.38	0.00	0.67
40	3339118	SA	77	93.51	6.49	0.00	-0.02
44	3339132	SA	77	88.31	11.69	0.00	0.58
46	3441848	SA	77	81.82	15.58	2.60	0.52
47	3213330	OE	77	61.04	33.77	5.19	0.47
57	3339136	SA	77	90.91	9.09	0.00	0.88
58	3441861	SA	77	88.31	10.39	1.30	0.76

### Spanish Language Science Grade 8

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
6	3341668	SA	72	97.22	2.78	0.00	0.65
7	3216295	OE	72	86.11	12.50	1.39	0.85
17	3288545	SA	72	87.50	12.50	0.00	0.84
18	3341675	SA	72	93.06	6.94	0.00	0.84
24	3341696	SA	72	87.50	12.50	0.00	0.81
25	3341694	SA	72	87.50	12.50	0.00	0.80
30	3341723	SA	72	88.89	11.11	0.00	0.60
31	3216322	OE	70	84.29	12.86	2.86	0.83
37	3441911	SA	70	95.71	1.43	2.86	0.82

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
45	3191603	OE	70	71.43	22.86	5.71	0.71
46	3341734	SA	70	77.14	22.86	0.00	0.72
51	3191608	OE	70	72.86	21.43	5.71	0.64
56	3341741	SA	70	92.86	7.14	0.00	0.90
57	3441923	SA	70	95.71	4.29	0.00	0.83

### Spanish Language Science Grade 9

Item No.	CID	Item Type	N-count	Exact	Adjacent	Non-adjacent	Correlation
5	3338025	SA	59	100.00	0.00	0.00	1.00
6	3191679	OE	59	93.22	6.78	0.00	0.72
18	3338028	SA	59	100.00	0.00	0.00	1.00
19	3441974	SA	59	100.00	0.00	0.00	1.00
20	3441980	SA	59	88.14	11.86	0.00	0.70
22	3216856	OE	59	69.49	27.12	3.39	0.75
23	3338050	SA	59	96.61	3.39	0.00	0.84
29	3191683	OE	57	85.96	14.04	0.00	0.36
34	3338053	SA	57	73.68	24.56	1.75	0.61
35	3441983	SA	57	98.25	1.75	0.00	0.00
44	3338055	SA	57	85.96	14.04	0.00	0.65
45	3338234	SA	57	80.70	17.54	1.75	0.67
50	3191685	OE	57	82.46	15.79	1.75	0.86
51	3338059	SA	57	84.21	15.79	0.00	0.69

---

## Appendix F Scoring Tables for the 2007 NMSBA Tests

### English Language Grade 3 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	398	64	334	462
1	441	36	405	477
2	467	26	441	493
3	482	21	461	503
4	494	19	475	513
5	503	17	486	520
6	510	16	494	526
7	517	15	502	532
8	523	14	509	537
9	528	13	515	541
10	533	13	520	546
11	538	12	526	550
12	542	12	530	554
13	546	12	534	558
14	550	11	539	561
15	553	11	542	564
16	557	11	546	568
17	560	11	549	571
18	563	10	553	573
19	566	10	556	576
20	569	10	559	579
21	572	10	562	582
22	575	10	565	585
23	577	10	567	587
24	580	9	571	589
25	582	9	573	591
26	585	9	576	594
27	587	9	578	596
28	590	9	581	599
29	592	9	583	601
30	594	9	585	603
31	597	9	588	606
32	599	9	590	608
33	601	9	592	610
34	603	9	594	612
35	605	9	596	614
36	607	9	598	616
37	610	9	601	619
38	612	9	603	621
39	614	9	605	623
40	616	9	607	625
41	618	9	609	627
42	620	9	611	629
43	622	9	613	631

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
44	625	9	616	634
45	627	9	618	636
46	629	9	620	638
47	631	9	622	640
48	633	9	624	642
49	636	9	627	645
50	638	9	629	647
51	640	9	631	649
52	643	9	634	652
53	645	9	636	654
54	647	9	638	656
55	650	9	641	659
56	652	10	642	662
57	655	10	645	665
58	658	10	648	668
59	660	10	650	670
60	663	10	653	673
61	666	10	656	676
62	669	11	658	680
63	673	11	662	684
64	676	11	665	687
65	680	12	668	692
66	684	12	672	696
67	688	13	675	701
68	693	13	680	706
69	699	14	685	713
70	705	16	689	721
71	713	17	696	730
72	722	20	702	742
73	736	24	712	760
74	760	35	725	795
75	801	64	737	865

### English Language Grade 4 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	416	64	352	480
1	460	36	424	496
2	486	26	460	512
3	502	22	480	524
4	514	19	495	533
5	523	17	506	540
6	531	16	515	547
7	538	15	523	553
8	544	14	530	558
9	550	14	536	564

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
10	555	13	542	568
11	559	13	546	572
12	564	12	552	576
13	568	12	556	580
14	572	11	561	583
15	575	11	564	586
16	579	11	568	590
17	582	11	571	593
18	585	10	575	595
19	588	10	578	598
20	591	10	581	601
21	594	10	584	604
22	597	10	587	607
23	600	10	590	610
24	602	10	592	612
25	605	9	596	614
26	607	9	598	616
27	610	9	601	619
28	612	9	603	621
29	615	9	606	624
30	617	9	608	626
31	619	9	610	628
32	622	9	613	631
33	624	9	615	633
34	626	9	617	635
35	629	9	620	638
36	631	9	622	640
37	633	9	624	642
38	636	9	627	645
39	638	9	629	647
40	640	9	631	649
41	643	9	634	652
42	645	9	636	654
43	647	9	638	656
44	650	9	641	659
45	652	9	643	661
46	655	9	646	664
47	657	9	648	666
48	660	9	651	669
49	662	9	653	671
50	665	9	656	674
51	667	10	657	677
52	670	10	660	680
53	672	10	662	682
54	675	10	665	685
55	678	10	668	688
56	681	10	671	691
57	683	10	673	693

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
58	686	10	676	696
59	689	10	679	699
60	692	10	682	702
61	695	10	685	705
62	698	10	688	708
63	701	10	691	711
64	704	11	693	715
65	707	11	696	718
66	711	11	700	722
67	714	11	703	725
68	718	12	706	730
69	722	12	710	734
70	727	13	714	740
71	732	13	719	745
72	737	14	723	751
73	743	15	728	758
74	751	17	734	768
75	760	20	740	780
76	774	24	750	798
77	797	34	763	831
78	838	63	775	901

### English Language Grade 5 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	435	64	371	499
1	478	36	442	514
2	504	26	478	530
3	519	21	498	540
4	531	19	512	550
5	540	17	523	557
6	547	16	531	563
7	554	15	539	569
8	560	14	546	574
9	565	13	552	578
10	570	13	557	583
11	574	12	562	586
12	578	12	566	590
13	582	12	570	594
14	586	11	575	597
15	590	11	579	601
16	593	11	582	604
17	596	10	586	606
18	599	10	589	609
19	602	10	592	612
20	605	10	595	615

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
21	608	10	598	618
22	610	10	600	620
23	613	10	603	623
24	616	9	607	625
25	618	9	609	627
26	621	9	612	630
27	623	9	614	632
28	625	9	616	634
29	628	9	619	637
30	630	9	621	639
31	632	9	623	641
32	634	9	625	643
33	636	9	627	645
34	639	9	630	648
35	641	9	632	650
36	643	9	634	652
37	645	8	637	653
38	647	8	639	655
39	649	8	641	657
40	651	8	643	659
41	653	8	645	661
42	655	8	647	663
43	657	8	649	665
44	659	8	651	667
45	661	8	653	669
46	663	8	655	671
47	665	8	657	673
48	667	8	659	675
49	669	8	661	677
50	671	8	663	679
51	673	8	665	681
52	674	8	666	682
53	676	8	668	684
54	678	8	670	686
55	680	8	672	688
56	682	8	674	690
57	684	8	676	692
58	686	8	678	694
59	688	8	680	696
60	690	8	682	698
61	692	8	684	700
62	694	9	685	703
63	696	9	687	705
64	698	9	689	707
65	701	9	692	710
66	703	9	694	712
67	705	9	696	714
68	707	9	698	716

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
69	710	9	701	719
70	712	9	703	721
71	715	9	706	724
72	717	10	707	727
73	720	10	710	730
74	723	10	713	733
75	726	11	715	737
76	729	11	718	740
77	733	11	722	744
78	737	12	725	749
79	741	12	729	753
80	746	13	733	759
81	751	14	737	765
82	757	16	741	773
83	765	17	748	782
84	775	20	755	795
85	789	25	764	814
86	813	35	778	848
87	855	64	791	919

### English Language Grade 6 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	456	64	392	520
1	499	36	463	535
2	525	26	499	551
3	541	21	520	562
4	552	19	533	571
5	561	17	544	578
6	569	16	553	585
7	575	15	560	590
8	581	14	567	595
9	586	13	573	599
10	591	13	578	604
11	595	12	583	607
12	599	12	587	611
13	603	11	592	614
14	607	11	596	618
15	610	11	599	621
16	613	11	602	624
17	616	10	606	626
18	619	10	609	629
19	622	10	612	632
20	625	10	615	635
21	628	10	618	638
22	630	9	621	639



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
23	633	9	624	642
24	635	9	626	644
25	637	9	628	646
26	640	9	631	649
27	642	9	633	651
28	644	9	635	653
29	646	9	637	655
30	648	9	639	657
31	651	8	643	659
32	653	8	645	661
33	655	8	647	663
34	657	8	649	665
35	659	8	651	667
36	660	8	652	668
37	662	8	654	670
38	664	8	656	672
39	666	8	658	674
40	668	8	660	676
41	670	8	662	678
42	672	8	664	680
43	673	8	665	681
44	675	8	667	683
45	677	8	669	685
46	679	8	671	687
47	681	8	673	689
48	682	8	674	690
49	684	8	676	692
50	686	8	678	694
51	688	8	680	696
52	690	8	682	698
53	691	8	683	699
54	693	8	685	701
55	695	8	687	703
56	697	8	689	705
57	699	8	691	707
58	701	8	693	709
59	702	8	694	710
60	704	8	696	712
61	706	8	698	714
62	708	8	700	716
63	710	8	702	718
64	712	9	703	721
65	715	9	706	724
66	717	9	708	726
67	719	9	710	728
68	721	9	712	730
69	724	9	715	733
70	726	9	717	735

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
71	729	10	719	739
72	731	10	721	741
73	734	10	724	744
74	737	10	727	747
75	740	11	729	751
76	744	11	733	755
77	747	12	735	759
78	751	12	739	763
79	756	13	743	769
80	761	14	747	775
81	766	15	751	781
82	773	16	757	789
83	781	18	763	799
84	791	20	771	811
85	805	25	780	830
86	829	35	794	864
87	871	64	807	935

### English Language Grade 7 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	480	64	416	544
1	522	36	486	558
2	548	25	523	573
3	563	21	542	584
4	574	18	556	592
5	583	17	566	600
6	590	15	575	605
7	597	15	582	612
8	602	14	588	616
9	607	13	594	620
10	612	13	599	625
11	616	12	604	628
12	621	12	609	633
13	624	11	613	635
14	628	11	617	639
15	631	11	620	642
16	635	11	624	646
17	638	10	628	648
18	641	10	631	651
19	643	10	633	653
20	646	10	636	656
21	649	10	639	659
22	651	9	642	660
23	654	9	645	663
24	656	9	647	665

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
25	659	9	650	668
26	661	9	652	670
27	663	9	654	672
28	666	9	657	675
29	668	9	659	677
30	670	9	661	679
31	672	8	664	680
32	674	8	666	682
33	676	8	668	684
34	678	8	670	686
35	680	8	672	688
36	682	8	674	690
37	683	8	675	691
38	685	8	677	693
39	687	8	679	695
40	689	8	681	697
41	691	8	683	699
42	692	8	684	700
43	694	8	686	702
44	696	8	688	704
45	697	8	689	705
46	699	8	691	707
47	700	8	692	708
48	702	7	695	709
49	704	7	697	711
50	705	7	698	712
51	707	7	700	714
52	708	7	701	715
53	710	7	703	717
54	712	8	704	720
55	713	8	705	721
56	715	8	707	723
57	717	8	709	725
58	718	8	710	726
59	720	8	712	728
60	722	8	714	730
61	723	8	715	731
62	725	8	717	733
63	727	8	719	735
64	729	8	721	737
65	731	8	723	739
66	733	8	725	741
67	735	8	727	743
68	737	9	728	746
69	739	9	730	748
70	741	9	732	750
71	743	9	734	752
72	745	9	736	754

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
73	748	9	739	757
74	751	10	741	761
75	753	10	743	763
76	756	10	746	766
77	759	11	748	770
78	763	11	752	774
79	766	11	755	777
80	770	12	758	782
81	775	13	762	788
82	779	14	765	793
83	785	15	770	800
84	792	16	776	808
85	800	18	782	818
86	810	21	789	831
87	825	25	800	850
88	850	35	815	885
89	892	64	828	956

### English Language Grade 8 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	494	64	430	558
1	537	35	502	572
2	562	25	537	587
3	577	21	556	598
4	588	18	570	606
5	597	17	580	614
6	604	15	589	619
7	610	14	596	624
8	616	13	603	629
9	621	13	608	634
10	625	12	613	637
11	629	12	617	641
12	633	11	622	644
13	637	11	626	648
14	640	11	629	651
15	644	10	634	654
16	647	10	637	657
17	650	10	640	660
18	652	10	642	662
19	655	10	645	665
20	658	9	649	667
21	660	9	651	669
22	663	9	654	672
23	665	9	656	674
24	667	9	658	676

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
25	669	9	660	678
26	672	9	663	681
27	674	9	665	683
28	676	8	668	684
29	678	8	670	686
30	680	8	672	688
31	682	8	674	690
32	684	8	676	692
33	686	8	678	694
34	688	8	680	696
35	689	8	681	697
36	691	8	683	699
37	693	8	685	701
38	695	8	687	703
39	697	8	689	705
40	699	8	691	707
41	700	8	692	708
42	702	8	694	710
43	704	8	696	712
44	706	8	698	714
45	708	8	700	716
46	710	8	702	718
47	711	8	703	719
48	713	8	705	721
49	715	8	707	723
50	717	8	709	725
51	719	8	711	727
52	721	8	713	729
53	723	8	715	731
54	724	8	716	732
55	726	8	718	734
56	728	8	720	736
57	730	8	722	738
58	732	8	724	740
59	734	8	726	742
60	736	8	728	744
61	738	8	730	746
62	740	8	732	748
63	742	8	734	750
64	744	9	735	753
65	746	9	737	755
66	748	9	739	757
67	750	9	741	759
68	753	9	744	762
69	755	9	746	764
70	757	9	748	766
71	760	9	751	769
72	762	9	753	771

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
73	765	9	756	774
74	767	10	757	777
75	770	10	760	780
76	773	10	763	783
77	776	11	765	787
78	779	11	768	790
79	783	11	772	794
80	786	12	774	798
81	791	13	778	804
82	796	13	783	809
83	801	14	787	815
84	807	16	791	823
85	815	18	797	833
86	825	20	805	845
87	840	25	815	865
88	864	35	829	899
89	906	64	842	970

### English Language Grade 9 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	508	64	444	572
1	551	36	515	587
2	576	25	551	601
3	591	21	570	612
4	602	19	583	621
5	611	17	594	628
6	619	16	603	635
7	625	15	610	640
8	631	14	617	645
9	636	13	623	649
10	641	13	628	654
11	645	12	633	657
12	650	12	638	662
13	653	12	641	665
14	657	11	646	668
15	661	11	650	672
16	664	11	653	675
17	667	11	656	678
18	671	10	661	681
19	674	10	664	684
20	677	10	667	687
21	680	10	670	690
22	683	10	673	693
23	685	10	675	695
24	688	10	678	698

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
25	691	10	681	701
26	693	10	683	703
27	696	9	687	705
28	699	9	690	708
29	701	9	692	710
30	703	9	694	712
31	706	9	697	715
32	708	9	699	717
33	710	9	701	719
34	713	9	704	722
35	715	9	706	724
36	717	9	708	726
37	719	9	710	728
38	721	9	712	730
39	723	8	715	731
40	725	8	717	733
41	728	8	720	736
42	729	8	721	737
43	731	8	723	739
44	733	8	725	741
45	735	8	727	743
46	737	8	729	745
47	739	8	731	747
48	741	8	733	749
49	743	8	735	751
50	745	8	737	753
51	747	8	739	755
52	748	8	740	756
53	750	8	742	758
54	752	8	744	760
55	754	8	746	762
56	756	8	748	764
57	758	8	750	766
58	760	8	752	768
59	762	8	754	770
60	764	8	756	772
61	766	8	758	774
62	768	9	759	777
63	770	9	761	779
64	772	9	763	781
65	774	9	765	783
66	777	9	768	786
67	779	9	770	788
68	781	9	772	790
69	784	9	775	793
70	787	10	777	797
71	789	10	779	799
72	792	10	782	802

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
73	795	10	785	805
74	798	11	787	809
75	802	11	791	813
76	805	11	794	816
77	809	12	797	821
78	813	13	800	826
79	818	13	805	831
80	824	14	810	838
81	830	16	814	846
82	838	18	820	856
83	849	21	828	870
84	863	25	838	888
85	888	36	852	924
86	931	64	867	995

### English Language Grade 11 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	408	64	344	472
1	451	35	416	486
2	476	25	451	501
3	490	21	469	511
4	501	18	483	519
5	509	16	493	525
6	516	15	501	531
7	522	14	508	536
8	527	13	514	540
9	531	12	519	543
10	535	12	523	547
11	539	11	528	550
12	542	11	531	553
13	545	10	535	555
14	548	10	538	558
15	551	10	541	561
16	554	9	545	563
17	556	9	547	565
18	558	9	549	567
19	561	9	552	570
20	563	9	554	572
21	565	8	557	573
22	567	8	559	575
23	569	8	561	577
24	571	8	563	579
25	573	8	565	581
26	574	8	566	582
27	576	8	568	584



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
28	578	8	570	586
29	579	7	572	586
30	581	7	574	588
31	582	7	575	589
32	584	7	577	591
33	585	7	578	592
34	587	7	580	594
35	588	7	581	595
36	590	7	583	597
37	591	7	584	598
38	593	7	586	600
39	594	7	587	601
40	595	7	588	602
41	597	7	590	604
42	598	7	591	605
43	600	7	593	607
44	601	7	594	608
45	602	7	595	609
46	604	7	597	611
47	605	7	598	612
48	607	7	600	614
49	608	7	601	615
50	610	7	603	617
51	611	7	604	618
52	612	7	605	619
53	614	7	607	621
54	615	7	608	622
55	617	7	610	624
56	618	7	611	625
57	619	7	612	626
58	621	7	614	628
59	622	7	615	629
60	624	7	617	631
61	625	7	618	632
62	626	7	619	633
63	628	7	621	635
64	629	7	622	636
65	631	7	624	638
66	632	7	625	639
67	634	7	627	641
68	635	7	628	642
69	637	8	629	645
70	639	8	631	647
71	640	8	632	648
72	642	8	634	650
73	644	8	636	652
74	646	8	638	654
75	648	9	639	657

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
76	650	9	641	659
77	652	9	643	661
78	655	9	646	664
79	657	10	647	667
80	660	10	650	670
81	663	10	653	673
82	666	11	655	677
83	670	12	658	682
84	674	12	662	686
85	679	13	666	692
86	684	14	670	698
87	690	15	675	705
88	697	16	681	713
89	705	18	687	723
90	716	21	695	737
91	732	26	706	758
92	757	36	721	793
93	800	64	736	864

### English Language Grade 3 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	421	64	357	485
1	464	36	428	500
2	490	26	464	516
3	505	21	484	526
4	516	19	497	535
5	525	17	508	542
6	533	16	517	549
7	539	15	524	554
8	545	14	531	559
9	550	13	537	563
10	555	13	542	568
11	559	12	547	571
12	563	12	551	575
13	567	11	556	578
14	571	11	560	582
15	574	11	563	585
16	577	11	566	588
17	581	10	571	591
18	584	10	574	594
19	587	10	577	597
20	589	10	579	599
21	592	10	582	602
22	595	10	585	605
23	598	10	588	608

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
24	600	9	591	609
25	603	9	594	612
26	605	9	596	614
27	608	9	599	617
28	610	9	601	619
29	612	9	603	621
30	615	9	606	624
31	617	9	608	626
32	619	9	610	628
33	621	9	612	630
34	624	9	615	633
35	626	9	617	635
36	628	9	619	637
37	630	9	621	639
38	633	9	624	642
39	635	9	626	644
40	637	9	628	646
41	640	9	631	649
42	642	9	633	651
43	644	9	635	653
44	647	9	638	656
45	649	9	640	658
46	652	10	642	662
47	655	10	645	665
48	657	10	647	667
49	660	10	650	670
50	663	10	653	673
51	666	10	656	676
52	669	11	658	680
53	673	11	662	684
54	676	11	665	687
55	680	11	669	691
56	684	12	672	696
57	688	12	676	700
58	692	13	679	705
59	697	13	684	710
60	703	14	689	717
61	709	15	694	724
62	716	16	700	732
63	724	18	706	742
64	735	21	714	756
65	750	25	725	775
66	775	36	739	811
67	818	64	754	882

## English Language Grade 4 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	419	64	355	483
1	462	36	426	498
2	488	26	462	514
3	503	21	482	524
4	514	19	495	533
5	523	17	506	540
6	531	16	515	547
7	537	15	522	552
8	543	14	529	557
9	548	13	535	561
10	553	13	540	566
11	558	12	546	570
12	562	12	550	574
13	566	12	554	578
14	570	11	559	581
15	573	11	562	584
16	577	11	566	588
17	580	11	569	591
18	583	10	573	593
19	586	10	576	596
20	589	10	579	599
21	592	10	582	602
22	595	10	585	605
23	598	10	588	608
24	601	10	591	611
25	603	10	593	613
26	606	10	596	616
27	609	10	599	619
28	611	10	601	621
29	614	10	604	624
30	616	9	607	625
31	619	9	610	628
32	622	9	613	631
33	624	9	615	633
34	627	9	618	636
35	629	9	620	638
36	632	10	622	642
37	634	10	624	644
38	637	10	627	647
39	640	10	630	650
40	642	10	632	652
41	645	10	635	655
42	648	10	638	658
43	651	10	641	661
44	654	10	644	664
45	657	10	647	667

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
46	660	10	650	670
47	663	10	653	673
48	666	11	655	677
49	669	11	658	680
50	672	11	661	683
51	676	11	665	687
52	680	11	669	691
53	683	12	671	695
54	688	12	676	700
55	692	12	680	704
56	696	13	683	709
57	701	13	688	714
58	706	14	692	720
59	712	14	698	726
60	718	15	703	733
61	725	16	709	741
62	733	17	716	750
63	743	19	724	762
64	754	22	732	776
65	770	26	744	796
66	796	36	760	832
67	839	64	775	903

### English Language Grade 5 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	436	64	372	500
1	479	36	443	515
2	504	26	478	530
3	520	21	499	541
4	531	19	512	550
5	540	17	523	557
6	548	16	532	564
7	554	15	539	569
8	560	14	546	574
9	565	13	552	578
10	570	13	557	583
11	575	12	563	587
12	579	12	567	591
13	583	12	571	595
14	587	11	576	598
15	591	11	580	602
16	594	11	583	605
17	598	11	587	609
18	601	11	590	612
19	604	11	593	615

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
20	607	10	597	617
21	610	10	600	620
22	613	10	603	623
23	616	10	606	626
24	619	10	609	629
25	622	10	612	632
26	625	10	615	635
27	627	10	617	637
28	630	10	620	640
29	633	10	623	643
30	636	10	626	646
31	638	10	628	648
32	641	10	631	651
33	644	10	634	654
34	646	10	636	656
35	649	10	639	659
36	652	10	642	662
37	655	10	645	665
38	657	10	647	667
39	660	10	650	670
40	663	10	653	673
41	666	10	656	676
42	669	10	659	679
43	672	10	662	682
44	675	10	665	685
45	678	11	667	689
46	681	11	670	692
47	685	11	674	696
48	688	11	677	699
49	692	11	681	703
50	695	11	684	706
51	699	12	687	711
52	703	12	691	715
53	707	12	695	719
54	711	12	699	723
55	716	13	703	729
56	721	13	708	734
57	726	13	713	739
58	731	14	717	745
59	736	14	722	750
60	743	15	728	758
61	750	16	734	766
62	757	17	740	774
63	767	19	748	786
64	778	22	756	800
65	794	26	768	820
66	820	36	784	856
67	864	65	799	929

## English Language Grade 6 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	429	64	365	493
1	473	36	437	509
2	499	26	473	525
3	514	21	493	535
4	526	19	507	545
5	535	17	518	552
6	543	16	527	559
7	549	15	534	564
8	555	14	541	569
9	560	13	547	573
10	565	13	552	578
11	569	12	557	581
12	573	12	561	585
13	577	11	566	588
14	581	11	570	592
15	584	11	573	595
16	587	11	576	598
17	590	10	580	600
18	593	10	583	603
19	596	10	586	606
20	599	10	589	609
21	602	10	592	612
22	604	10	594	614
23	607	9	598	616
24	610	9	601	619
25	612	9	603	621
26	614	9	605	623
27	617	9	608	626
28	619	9	610	628
29	622	9	613	631
30	624	9	615	633
31	626	9	617	635
32	629	9	620	638
33	631	9	622	640
34	633	9	624	642
35	636	9	627	645
36	638	9	629	647
37	640	9	631	649
38	642	9	633	651
39	645	9	636	654
40	647	9	638	656
41	650	9	641	659
42	652	9	643	661
43	655	9	646	664
44	657	9	648	666

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
45	660	10	650	670
46	662	10	652	672
47	665	10	655	675
48	668	10	658	678
49	671	10	661	681
50	674	10	664	684
51	677	10	667	687
52	680	11	669	691
53	683	11	672	694
54	687	11	676	698
55	691	11	680	702
56	694	12	682	706
57	698	12	686	710
58	703	12	691	715
59	707	13	694	720
60	712	13	699	725
61	718	14	704	732
62	724	15	709	739
63	730	16	714	746
64	738	17	721	755
65	747	19	728	766
66	759	21	738	780
67	775	26	749	801
68	801	36	765	837
69	844	64	780	908

### English Language Grade 7 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	467	64	403	531
1	510	36	474	546
2	535	26	509	561
3	550	21	529	571
4	562	19	543	581
5	571	17	554	588
6	578	16	562	594
7	585	15	570	600
8	591	14	577	605
9	596	13	583	609
10	601	13	588	614
11	605	12	593	617
12	609	12	597	621
13	613	12	601	625
14	617	11	606	628
15	621	11	610	632
16	624	11	613	635



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
17	628	11	617	639
18	631	11	620	642
19	634	10	624	644
20	637	10	627	647
21	640	10	630	650
22	643	10	633	653
23	646	10	636	656
24	649	10	639	659
25	651	10	641	661
26	654	10	644	664
27	657	10	647	667
28	659	10	649	669
29	662	10	652	672
30	665	10	655	675
31	667	10	657	677
32	670	10	660	680
33	672	9	663	681
34	675	9	666	684
35	678	9	669	687
36	680	10	670	690
37	683	10	673	693
38	685	10	675	695
39	688	10	678	698
40	691	10	681	701
41	693	10	683	703
42	696	10	686	706
43	699	10	689	709
44	702	10	692	712
45	704	10	694	714
46	707	10	697	717
47	710	10	700	720
48	713	10	703	723
49	716	11	705	727
50	720	11	709	731
51	723	11	712	734
52	727	11	716	738
53	730	11	719	741
54	734	12	722	746
55	738	12	726	750
56	742	12	730	754
57	747	13	734	760
58	751	13	738	764
59	756	14	742	770
60	762	14	748	776
61	768	15	753	783
62	775	16	759	791
63	782	17	765	799
64	791	18	773	809

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
65	801	20	781	821
66	814	23	791	837
67	831	27	804	858
68	859	37	822	896
69	904	65	839	969

### English Language Grade 8 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	462	64	398	526
1	505	36	469	541
2	530	26	504	556
3	546	21	525	567
4	557	19	538	576
5	566	17	549	583
6	573	16	557	589
7	580	15	565	595
8	586	14	572	600
9	591	13	578	604
10	596	13	583	609
11	601	12	589	613
12	605	12	593	617
13	609	12	597	621
14	613	12	601	625
15	617	11	606	628
16	620	11	609	631
17	624	11	613	635
18	627	11	616	638
19	630	11	619	641
20	633	10	623	643
21	637	10	627	647
22	640	10	630	650
23	643	10	633	653
24	646	10	636	656
25	648	10	638	658
26	651	10	641	661
27	654	10	644	664
28	657	10	647	667
29	660	10	650	670
30	662	10	652	672
31	665	10	655	675
32	668	10	658	678
33	670	10	660	680
34	673	10	663	683
35	676	10	666	686
36	678	10	668	688

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
37	681	10	671	691
38	684	10	674	694
39	686	10	676	696
40	689	10	679	699
41	692	10	682	702
42	694	10	684	704
43	697	10	687	707
44	700	10	690	710
45	703	10	693	713
46	705	10	695	715
47	708	10	698	718
48	711	10	701	721
49	714	10	704	724
50	717	10	707	727
51	721	11	710	732
52	724	11	713	735
53	727	11	716	738
54	731	11	720	742
55	735	11	724	746
56	738	12	726	750
57	742	12	730	754
58	747	12	735	759
59	751	13	738	764
60	756	13	743	769
61	762	14	748	776
62	768	15	753	783
63	775	16	759	791
64	782	17	765	799
65	792	19	773	811
66	803	21	782	824
67	819	26	793	845
68	844	36	808	880
69	887	64	823	951

### English Language Grade 9 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	473	64	409	537
1	516	35	481	551
2	541	25	516	566
3	556	21	535	577
4	567	18	549	585
5	576	17	559	593
6	583	15	568	598
7	590	14	576	604
8	595	14	581	609

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
9	601	13	588	614
10	605	13	592	618
11	610	12	598	622
12	614	12	602	626
13	618	12	606	630
14	622	11	611	633
15	625	11	614	636
16	629	11	618	640
17	632	11	621	643
18	635	11	624	646
19	639	11	628	650
20	642	10	632	652
21	645	10	635	655
22	648	10	638	658
23	651	10	641	661
24	654	10	644	664
25	657	10	647	667
26	660	10	650	670
27	662	10	652	672
28	665	10	655	675
29	668	10	658	678
30	671	10	661	681
31	674	10	664	684
32	677	10	667	687
33	680	10	670	690
34	683	10	673	693
35	686	10	676	696
36	688	10	678	698
37	691	10	681	701
38	694	10	684	704
39	697	10	687	707
40	700	10	690	710
41	703	10	693	713
42	707	10	697	717
43	710	10	700	720
44	713	11	702	724
45	716	11	705	727
46	719	11	708	730
47	723	11	712	734
48	726	11	715	737
49	729	11	718	740
50	733	11	722	744
51	737	11	726	748
52	740	11	729	751
53	744	12	732	756
54	748	12	736	760
55	752	12	740	764
56	756	12	744	768

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
57	761	13	748	774
58	765	13	752	778
59	770	13	757	783
60	776	14	762	790
61	781	14	767	795
62	788	15	773	803
63	795	16	779	811
64	802	17	785	819
65	812	19	793	831
66	824	22	802	846
67	839	26	813	865
68	865	36	829	901
69	908	64	844	972

### English Language Grade 11 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	392	64	328	456
1	435	36	399	471
2	460	26	434	486
3	475	21	454	496
4	487	19	468	506
5	496	17	479	513
6	503	16	487	519
7	510	15	495	525
8	516	14	502	530
9	521	13	508	534
10	526	13	513	539
11	530	12	518	542
12	535	12	523	547
13	539	12	527	551
14	543	11	532	554
15	546	11	535	557
16	550	11	539	561
17	553	11	542	564
18	557	11	546	568
19	560	11	549	571
20	563	10	553	573
21	566	10	556	576
22	569	10	559	579
23	572	10	562	582
24	575	10	565	585
25	578	10	568	588
26	581	10	571	591
27	584	10	574	594
28	586	10	576	596

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
29	589	10	579	599
30	592	10	582	602
31	595	10	585	605
32	597	10	587	607
33	600	10	590	610
34	603	10	593	613
35	606	10	596	616
36	608	10	598	618
37	611	10	601	621
38	614	10	604	624
39	617	10	607	627
40	619	10	609	629
41	622	10	612	632
42	625	10	615	635
43	628	10	618	638
44	630	10	620	640
45	633	10	623	643
46	636	10	626	646
47	639	10	629	649
48	642	10	632	652
49	645	10	635	655
50	648	10	638	658
51	651	11	640	662
52	655	11	644	666
53	658	11	647	669
54	661	11	650	672
55	665	11	654	676
56	668	11	657	679
57	672	11	661	683
58	676	12	664	688
59	680	12	668	692
60	684	12	672	696
61	688	12	676	700
62	692	12	680	704
63	696	13	683	709
64	701	13	688	714
65	706	13	693	719
66	711	13	698	724
67	716	14	702	730
68	722	14	708	736
69	728	15	713	743
70	734	15	719	749
71	740	15	725	755
72	748	16	732	764
73	755	17	738	772
74	764	18	746	782
75	773	19	754	792
76	784	20	764	804

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
77	797	23	774	820
78	814	27	787	841
79	841	36	805	877
80	885	65	820	950

### English Language Grade 3 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	407	65	342	472
1	451	36	415	487
2	477	26	451	503
3	494	22	472	516
4	506	19	487	525
5	516	18	498	534
6	524	17	507	541
7	531	16	515	547
8	538	15	523	553
9	544	14	530	558
10	550	14	536	564
11	555	13	542	568
12	560	13	547	573
13	564	13	551	577
14	569	12	557	581
15	573	12	561	585
16	577	12	565	589
17	581	12	569	593
18	585	11	574	596
19	588	11	577	599
20	592	11	581	603
21	596	11	585	607
22	599	11	588	610
23	602	11	591	613
24	606	11	595	617
25	609	11	598	620
26	612	11	601	623
27	615	11	604	626
28	618	10	608	628
29	622	10	612	632
30	625	10	615	635
31	628	10	618	638
32	631	10	621	641
33	634	10	624	644
34	637	10	627	647
35	640	10	630	650
36	643	11	632	654
37	647	11	636	658

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
38	650	11	639	661
39	653	11	642	664
40	656	11	645	667
41	659	11	648	670
42	663	11	652	674
43	666	11	655	677
44	669	11	658	680
45	672	11	661	683
46	676	11	665	687
47	679	11	668	690
48	682	11	671	693
49	685	11	674	696
50	689	11	678	700
51	692	11	681	703
52	695	11	684	706
53	699	11	688	710
54	702	11	691	713
55	706	12	694	718
56	710	12	698	722
57	714	12	702	726
58	719	13	706	732
59	724	14	710	738
60	730	15	715	745
61	736	16	720	752
62	745	18	727	763
63	755	21	734	776
64	771	26	745	797
65	797	36	761	833
66	841	65	776	906

### English Language Grade 4 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	414	64	350	478
1	458	36	422	494
2	484	26	458	510
3	500	22	478	522
4	511	19	492	530
5	521	17	504	538
6	529	16	513	545
7	536	15	521	551
8	542	15	527	557
9	548	14	534	562
10	553	13	540	566
11	558	13	545	571
12	563	13	550	576



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
13	568	12	556	580
14	572	12	560	584
15	576	12	564	588
16	580	12	568	592
17	584	11	573	595
18	588	11	577	599
19	591	11	580	602
20	595	11	584	606
21	598	11	587	609
22	602	11	591	613
23	605	11	594	616
24	608	11	597	619
25	611	11	600	622
26	615	11	604	626
27	618	10	608	628
28	621	10	611	631
29	624	10	614	634
30	627	10	617	637
31	630	10	620	640
32	633	10	623	643
33	636	10	626	646
34	639	10	629	649
35	642	10	632	652
36	645	10	635	655
37	648	10	638	658
38	652	10	642	662
39	655	10	645	665
40	658	10	648	668
41	661	10	651	671
42	664	11	653	675
43	667	11	656	678
44	670	11	659	681
45	674	11	663	685
46	677	11	666	688
47	680	11	669	691
48	684	11	673	695
49	687	11	676	698
50	691	11	680	702
51	694	11	683	705
52	698	12	686	710
53	702	12	690	714
54	706	12	694	718
55	710	12	698	722
56	715	13	702	728
57	720	13	707	733
58	725	14	711	739
59	731	14	717	745
60	737	15	722	752

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
61	744	17	727	761
62	753	19	734	772
63	764	21	743	785
64	780	26	754	806
65	807	36	771	843
66	851	65	786	916

### English Language Grade 5 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	448	64	384	512
1	491	36	455	527
2	517	26	491	543
3	532	21	511	553
4	544	19	525	563
5	553	17	536	570
6	561	16	545	577
7	567	15	552	582
8	573	14	559	587
9	578	13	565	591
10	583	13	570	596
11	587	12	575	599
12	591	12	579	603
13	595	11	584	606
14	599	11	588	610
15	602	11	591	613
16	606	11	595	617
17	609	11	598	620
18	612	10	602	622
19	615	10	605	625
20	618	10	608	628
21	621	10	611	631
22	624	10	614	634
23	627	10	617	637
24	630	10	620	640
25	632	10	622	642
26	635	10	625	645
27	637	10	627	647
28	640	9	631	649
29	643	9	634	652
30	645	9	636	654
31	648	9	639	657
32	650	9	641	659
33	653	9	644	662
34	655	9	646	664
35	658	9	649	667

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
36	660	9	651	669
37	663	9	654	672
38	665	9	656	674
39	668	9	659	677
40	670	9	661	679
41	673	9	664	682
42	675	10	665	685
43	678	10	668	688
44	680	10	670	690
45	683	10	673	693
46	686	10	676	696
47	689	10	679	699
48	692	10	682	702
49	695	10	685	705
50	698	10	688	708
51	701	11	690	712
52	704	11	693	715
53	708	11	697	719
54	711	12	699	723
55	715	12	703	727
56	720	12	708	732
57	724	13	711	737
58	729	14	715	743
59	735	14	721	749
60	741	15	726	756
61	748	17	731	765
62	757	18	739	775
63	768	21	747	789
64	783	25	758	808
65	808	35	773	843
66	850	64	786	914

### English Language Grade 6 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	445	64	381	509
1	488	36	452	524
2	514	26	488	540
3	529	21	508	550
4	541	19	522	560
5	550	17	533	567
6	558	16	542	574
7	565	15	550	580
8	571	14	557	585
9	577	14	563	591
10	582	13	569	595

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
11	587	13	574	600
12	591	12	579	603
13	596	12	584	608
14	600	12	588	612
15	604	12	592	616
16	607	11	596	618
17	611	11	600	622
18	615	11	604	626
19	618	11	607	629
20	621	11	610	632
21	625	11	614	636
22	628	11	617	639
23	631	10	621	641
24	634	10	624	644
25	637	10	627	647
26	640	10	630	650
27	643	10	633	653
28	646	10	636	656
29	649	10	639	659
30	652	10	642	662
31	655	10	645	665
32	658	10	648	668
33	660	10	650	670
34	663	10	653	673
35	666	10	656	676
36	669	10	659	679
37	671	10	661	681
38	674	10	664	684
39	677	10	667	687
40	680	10	670	690
41	682	10	672	692
42	685	10	675	695
43	688	10	678	698
44	691	10	681	701
45	694	10	684	704
46	696	10	686	706
47	699	10	689	709
48	702	10	692	712
49	705	10	695	715
50	708	11	697	719
51	712	11	701	723
52	715	11	704	726
53	718	11	707	729
54	722	11	711	733
55	726	12	714	738
56	730	12	718	742
57	734	13	721	747
58	739	13	726	752

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
59	744	14	730	758
60	750	14	736	764
61	756	15	741	771
62	763	16	747	779
63	771	18	753	789
64	781	19	762	800
65	793	22	771	815
66	809	26	783	835
67	836	36	800	872
68	880	65	815	945

### English Language Grade 7 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	453	64	389	517
1	496	36	460	532
2	522	26	496	548
3	537	21	516	558
4	548	19	529	567
5	557	17	540	574
6	565	16	549	581
7	571	15	556	586
8	577	14	563	591
9	583	13	570	596
10	587	13	574	600
11	592	12	580	604
12	596	12	584	608
13	600	12	588	612
14	604	11	593	615
15	608	11	597	619
16	612	11	601	623
17	615	11	604	626
18	618	11	607	629
19	622	11	611	633
20	625	11	614	636
21	628	10	618	638
22	631	10	621	641
23	634	10	624	644
24	637	10	627	647
25	640	10	630	650
26	643	10	633	653
27	646	10	636	656
28	649	10	639	659
29	652	10	642	662
30	655	10	645	665
31	657	10	647	667

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
32	660	10	650	670
33	663	10	653	673
34	666	10	656	676
35	669	10	659	679
36	672	10	662	682
37	675	10	665	685
38	678	10	668	688
39	681	10	671	691
40	684	10	674	694
41	687	10	677	697
42	690	10	680	700
43	693	10	683	703
44	696	10	686	706
45	699	11	688	710
46	703	11	692	714
47	706	11	695	717
48	709	11	698	720
49	712	11	701	723
50	716	11	705	727
51	719	11	708	730
52	723	11	712	734
53	727	11	716	738
54	730	11	719	741
55	734	12	722	746
56	738	12	726	750
57	742	12	730	754
58	747	13	734	760
59	751	13	738	764
60	756	13	743	769
61	762	14	748	776
62	768	15	753	783
63	775	16	759	791
64	783	18	765	801
65	794	21	773	815
66	808	25	783	833
67	833	35	798	868
68	875	64	811	939

### English Language Grade 8 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	481	64	417	545
1	524	36	488	560
2	549	25	524	574
3	564	21	543	585
4	575	18	557	593

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
5	584	17	567	601
6	591	15	576	606
7	598	14	584	612
8	603	14	589	617
9	609	13	596	622
10	613	13	600	626
11	618	12	606	630
12	622	12	610	634
13	625	11	614	636
14	629	11	618	640
15	632	11	621	643
16	636	11	625	647
17	639	10	629	649
18	642	10	632	652
19	645	10	635	655
20	647	10	637	657
21	650	10	640	660
22	653	10	643	663
23	656	10	646	666
24	658	9	649	667
25	661	9	652	670
26	663	9	654	672
27	666	9	657	675
28	668	9	659	677
29	670	9	661	679
30	673	9	664	682
31	675	9	666	684
32	678	9	669	687
33	680	9	671	689
34	682	9	673	691
35	685	9	676	694
36	687	9	678	696
37	689	9	680	698
38	692	9	683	701
39	694	9	685	703
40	696	9	687	705
41	699	9	690	708
42	701	9	692	710
43	703	9	694	712
44	706	9	697	715
45	708	9	699	717
46	711	9	702	720
47	714	10	704	724
48	716	10	706	726
49	719	10	709	729
50	722	10	712	732
51	725	10	715	735
52	728	10	718	738

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
53	731	10	721	741
54	734	11	723	745
55	737	11	726	748
56	741	11	730	752
57	744	12	732	756
58	748	12	736	760
59	752	12	740	764
60	757	13	744	770
61	762	13	749	775
62	767	14	753	781
63	774	15	759	789
64	780	16	764	796
65	789	18	771	807
66	798	19	779	817
67	810	22	788	832
68	827	26	801	853
69	854	36	818	890
70	898	65	833	963

### English Language Grade 9 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	497	64	433	561
1	541	36	505	577
2	566	26	540	592
3	582	21	561	603
4	594	19	575	613
5	603	17	586	620
6	611	16	595	627
7	618	15	603	633
8	624	14	610	638
9	629	14	615	643
10	635	13	622	648
11	639	13	626	652
12	644	12	632	656
13	648	12	636	660
14	652	12	640	664
15	656	11	645	667
16	659	11	648	670
17	663	11	652	674
18	666	11	655	677
19	669	11	658	680
20	673	10	663	683
21	676	10	666	686
22	679	10	669	689
23	682	10	672	692



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
24	685	10	675	695
25	687	10	677	697
26	690	10	680	700
27	693	10	683	703
28	696	10	686	706
29	698	10	688	708
30	701	10	691	711
31	704	10	694	714
32	707	10	697	717
33	709	10	699	719
34	712	10	702	722
35	714	10	704	724
36	717	10	707	727
37	720	10	710	730
38	722	10	712	732
39	725	10	715	735
40	728	10	718	738
41	730	10	720	740
42	733	10	723	743
43	736	10	726	746
44	738	10	728	748
45	741	10	731	751
46	744	10	734	754
47	747	10	737	757
48	749	10	739	759
49	752	10	742	762
50	755	10	745	765
51	758	10	748	768
52	762	11	751	773
53	765	11	754	776
54	768	11	757	779
55	772	11	761	783
56	776	12	764	788
57	780	12	768	792
58	784	12	772	796
59	788	13	775	801
60	793	13	780	806
61	798	14	784	812
62	804	14	790	818
63	811	15	796	826
64	818	16	802	834
65	825	17	808	842
66	835	19	816	854
67	846	21	825	867
68	860	24	836	884
69	883	34	849	917
70	923	63	860	986

## English Language Grade 11 Social Studies

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	395	64	331	459
1	437	36	401	473
2	463	25	438	488
3	478	21	457	499
4	489	19	470	508
5	498	17	481	515
6	506	16	490	522
7	512	15	497	527
8	518	14	504	532
9	523	13	510	536
10	528	13	515	541
11	532	12	520	544
12	536	12	524	548
13	540	11	529	551
14	544	11	533	555
15	547	11	536	558
16	550	11	539	561
17	554	10	544	564
18	557	10	547	567
19	560	10	550	570
20	562	10	552	572
21	565	10	555	575
22	568	10	558	578
23	571	10	561	581
24	573	9	564	582
25	576	9	567	585
26	578	9	569	587
27	580	9	571	589
28	583	9	574	592
29	585	9	576	594
30	587	9	578	596
31	590	9	581	599
32	592	9	583	601
33	594	9	585	603
34	596	9	587	605
35	598	9	589	607
36	600	9	591	609
37	603	9	594	612
38	605	9	596	614
39	607	9	598	616
40	609	9	600	618
41	611	9	602	620
42	613	9	604	622
43	615	9	606	624
44	617	9	608	626
45	619	9	610	628

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
46	621	9	612	630
47	623	9	614	632
48	625	9	616	634
49	628	9	619	637
50	630	9	621	639
51	632	9	623	641
52	634	9	625	643
53	636	9	627	645
54	638	9	629	647
55	640	9	631	649
56	643	9	634	652
57	645	9	636	654
58	647	9	638	656
59	649	9	640	658
60	652	9	643	661
61	654	9	645	663
62	657	9	648	666
63	659	9	650	668
64	662	10	652	672
65	664	10	654	674
66	667	10	657	677
67	670	10	660	680
68	673	10	663	683
69	676	11	665	687
70	679	11	668	690
71	683	11	672	694
72	687	12	675	699
73	690	12	678	702
74	695	12	683	707
75	699	13	686	712
76	704	13	691	717
77	710	14	696	724
78	716	15	701	731
79	723	16	707	739
80	731	18	713	749
81	742	21	721	763
82	756	25	731	781
83	781	35	746	816
84	823	64	759	887

## Spanish Language Grade 3 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	406	64	342	470
1	449	36	413	485
2	474	25	449	499
3	490	21	469	511
4	501	19	482	520
5	510	17	493	527
6	517	16	501	533
7	524	15	509	539
8	529	14	515	543
9	534	13	521	547
10	539	13	526	552
11	544	12	532	556
12	548	12	536	560
13	552	11	541	563
14	555	11	544	566
15	559	11	548	570
16	562	11	551	573
17	565	10	555	575
18	568	10	558	578
19	571	10	561	581
20	574	10	564	584
21	576	10	566	586
22	579	10	569	589
23	582	9	573	591
24	584	9	575	593
25	587	9	578	596
26	589	9	580	598
27	591	9	582	600
28	594	9	585	603
29	596	9	587	605
30	598	9	589	607
31	600	9	591	609
32	603	9	594	612
33	605	9	596	614
34	607	9	598	616
35	609	9	600	618
36	611	9	602	620
37	613	9	604	622
38	615	9	606	624
39	617	9	608	626
40	620	9	611	629
41	622	9	613	631
42	624	9	615	633
43	626	9	617	635
44	628	9	619	637
45	630	9	621	639
46	632	9	623	641
47	634	9	625	643

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
48	637	9	628	646
49	639	9	630	648
50	641	9	632	650
51	644	9	635	653
52	646	9	637	655
53	648	9	639	657
54	651	9	642	660
55	653	9	644	662
56	656	10	646	666
57	658	10	648	668
58	661	10	651	671
59	664	10	654	674
60	667	10	657	677
61	670	10	660	680
62	673	11	662	684
63	676	11	665	687
64	680	11	669	691
65	683	12	671	695
66	687	12	675	699
67	692	13	679	705
68	697	13	684	710
69	702	14	688	716
70	708	16	692	724
71	716	17	699	733
72	726	20	706	746
73	740	24	716	764
74	764	35	729	799
75	805	64	741	869

### Spanish Language Grade 4 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	420	64	356	484
1	463	36	427	499
2	489	25	464	514
3	504	21	483	525
4	515	19	496	534
5	524	17	507	541
6	531	16	515	547
7	538	15	523	553
8	543	14	529	557
9	549	13	536	562
10	553	13	540	566
11	558	12	546	570
12	562	12	550	574
13	566	11	555	577

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
14	569	11	558	580
15	573	11	562	584
16	576	11	565	587
17	579	10	569	589
18	582	10	572	592
19	585	10	575	595
20	587	10	577	597
21	590	10	580	600
22	593	9	584	602
23	595	9	586	604
24	598	9	589	607
25	600	9	591	609
26	603	9	594	612
27	605	9	596	614
28	607	9	598	616
29	610	9	601	619
30	612	9	603	621
31	614	9	605	623
32	616	9	607	625
33	618	9	609	627
34	621	9	612	630
35	623	9	614	632
36	625	9	616	634
37	627	9	618	636
38	629	9	620	638
39	631	9	622	640
40	633	9	624	642
41	636	9	627	645
42	638	9	629	647
43	640	9	631	649
44	642	9	633	651
45	644	9	635	653
46	646	9	637	655
47	649	9	640	658
48	651	9	642	660
49	653	9	644	662
50	655	9	646	664
51	658	9	649	667
52	660	9	651	669
53	662	9	653	671
54	665	9	656	674
55	667	9	658	676
56	670	9	661	679
57	672	9	663	681
58	675	10	665	685
59	677	10	667	687
60	680	10	670	690
61	683	10	673	693

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
62	686	10	676	696
63	689	10	679	699
64	692	10	682	702
65	695	11	684	706
66	698	11	687	709
67	702	11	691	713
68	706	12	694	718
69	710	12	698	722
70	714	13	701	727
71	719	13	706	732
72	724	14	710	738
73	731	16	715	747
74	738	17	721	755
75	748	20	728	768
76	762	24	738	786
77	786	35	751	821
78	827	64	763	891

### Spanish Language Grade 5 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	424	64	360	488
1	467	36	431	503
2	492	25	467	517
3	507	21	486	528
4	518	19	499	537
5	527	17	510	544
6	535	16	519	551
7	541	15	526	556
8	547	14	533	561
9	552	13	539	565
10	557	13	544	570
11	561	12	549	573
12	565	12	553	577
13	569	11	558	580
14	572	11	561	583
15	576	11	565	587
16	579	10	569	589
17	582	10	572	592
18	585	10	575	595
19	588	10	578	598
20	590	10	580	600
21	593	9	584	602
22	596	9	587	605
23	598	9	589	607
24	600	9	591	609

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
25	603	9	594	612
26	605	9	596	614
27	607	9	598	616
28	609	9	600	618
29	612	9	603	621
30	614	9	605	623
31	616	8	608	624
32	618	8	610	626
33	620	8	612	628
34	622	8	614	630
35	624	8	616	632
36	625	8	617	633
37	627	8	619	635
38	629	8	621	637
39	631	8	623	639
40	633	8	625	641
41	635	8	627	643
42	637	8	629	645
43	639	8	631	647
44	640	8	632	648
45	642	8	634	650
46	644	8	636	652
47	646	8	638	654
48	648	8	640	656
49	650	8	642	658
50	651	8	643	659
51	653	8	645	661
52	655	8	647	663
53	657	8	649	665
54	659	8	651	667
55	661	8	653	669
56	663	8	655	671
57	665	8	657	673
58	666	8	658	674
59	668	8	660	676
60	670	8	662	678
61	672	8	664	680
62	674	8	666	682
63	676	9	667	685
64	679	9	670	688
65	681	9	672	690
66	683	9	674	692
67	685	9	676	694
68	688	9	679	697
69	690	9	681	699
70	692	9	683	701
71	695	10	685	705
72	698	10	688	708



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
73	701	10	691	711
74	704	10	694	714
75	707	11	696	718
76	710	11	699	721
77	714	12	702	726
78	718	12	706	730
79	723	13	710	736
80	728	14	714	742
81	733	15	718	748
82	740	16	724	756
83	748	18	730	766
84	759	21	738	780
85	774	25	749	799
86	798	35	763	833
87	841	64	777	905

### Spanish Language Grade 6 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	453	64	389	517
1	496	36	460	532
2	522	26	496	548
3	537	21	516	558
4	548	19	529	567
5	557	17	540	574
6	565	15	550	580
7	571	14	557	585
8	577	14	563	591
9	582	13	569	595
10	586	12	574	598
11	590	12	578	602
12	594	11	583	605
13	598	11	587	609
14	601	11	590	612
15	605	10	595	615
16	608	10	598	618
17	611	10	601	621
18	613	10	603	623
19	616	10	606	626
20	619	9	610	628
21	621	9	612	630
22	623	9	614	632
23	626	9	617	635
24	628	9	619	637
25	630	9	621	639
26	632	9	623	641

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
27	634	8	626	642
28	636	8	628	644
29	638	8	630	646
30	640	8	632	648
31	642	8	634	650
32	644	8	636	652
33	646	8	638	654
34	648	8	640	656
35	650	8	642	658
36	651	8	643	659
37	653	8	645	661
38	655	8	647	663
39	657	8	649	665
40	659	8	651	667
41	660	8	652	668
42	662	8	654	670
43	664	8	656	672
44	665	8	657	673
45	667	8	659	675
46	669	8	661	677
47	671	8	663	679
48	672	8	664	680
49	674	8	666	682
50	676	8	668	684
51	677	8	669	685
52	679	8	671	687
53	681	8	673	689
54	683	8	675	691
55	684	8	676	692
56	686	8	678	694
57	688	8	680	696
58	690	8	682	698
59	692	8	684	700
60	694	8	686	702
61	696	8	688	704
62	698	8	690	706
63	700	9	691	709
64	702	9	693	711
65	704	9	695	713
66	707	9	698	716
67	709	9	700	718
68	711	9	702	720
69	714	10	704	724
70	717	10	707	727
71	719	10	709	729
72	722	10	712	732
73	726	11	715	737
74	729	11	718	740

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
75	733	11	722	744
76	736	12	724	748
77	741	13	728	754
78	745	13	732	758
79	751	14	737	765
80	757	15	742	772
81	764	16	748	780
82	772	18	754	790
83	783	21	762	804
84	798	25	773	823
85	824	36	788	860
86	867	64	803	931

### Spanish Language Grade 7 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	464	64	400	528
1	506	35	471	541
2	531	25	506	556
3	546	21	525	567
4	557	18	539	575
5	566	16	550	582
6	573	15	558	588
7	579	14	565	593
8	585	13	572	598
9	589	13	576	602
10	594	12	582	606
11	598	12	586	610
12	602	11	591	613
13	605	11	594	616
14	609	11	598	620
15	612	10	602	622
16	615	10	605	625
17	618	10	608	628
18	621	10	611	631
19	623	10	613	633
20	626	9	617	635
21	628	9	619	637
22	631	9	622	640
23	633	9	624	642
24	635	9	626	644
25	637	9	628	646
26	639	9	630	648
27	641	8	633	649
28	643	8	635	651
29	645	8	637	653

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
30	647	8	639	655
31	649	8	641	657
32	651	8	643	659
33	653	8	645	661
34	655	8	647	663
35	656	8	648	664
36	658	8	650	666
37	660	8	652	668
38	661	8	653	669
39	663	8	655	671
40	665	8	657	673
41	666	7	659	673
42	668	7	661	675
43	670	7	663	677
44	671	7	664	678
45	673	7	666	680
46	674	7	667	681
47	676	7	669	683
48	677	7	670	684
49	679	7	672	686
50	681	7	674	688
51	682	7	675	689
52	684	7	677	691
53	685	8	677	693
54	687	8	679	695
55	689	8	681	697
56	690	8	682	698
57	692	8	684	700
58	694	8	686	702
59	695	8	687	703
60	697	8	689	705
61	699	8	691	707
62	701	8	693	709
63	703	8	695	711
64	704	8	696	712
65	706	8	698	714
66	708	8	700	716
67	710	9	701	719
68	713	9	704	722
69	715	9	706	724
70	717	9	708	726
71	719	9	710	728
72	722	9	713	731
73	725	10	715	735
74	727	10	717	737
75	730	10	720	740
76	733	11	722	744
77	737	11	726	748

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
78	740	11	729	751
79	744	12	732	756
80	749	13	736	762
81	754	14	740	768
82	759	15	744	774
83	766	16	750	782
84	774	18	756	792
85	784	21	763	805
86	799	25	774	824
87	824	35	789	859
88	866	64	802	930

### Spanish Language Grade 8 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	471	64	407	535
1	514	35	479	549
2	539	25	514	564
3	554	21	533	575
4	565	18	547	583
5	573	16	557	589
6	580	15	565	595
7	587	14	573	601
8	592	13	579	605
9	597	13	584	610
10	601	12	589	613
11	605	12	593	617
12	609	11	598	620
13	613	11	602	624
14	616	11	605	627
15	619	10	609	629
16	622	10	612	632
17	625	10	615	635
18	627	10	617	637
19	630	9	621	639
20	632	9	623	641
21	635	9	626	644
22	637	9	628	646
23	639	9	630	648
24	641	9	632	650
25	644	8	636	652
26	646	8	638	654
27	648	8	640	656
28	649	8	641	657
29	651	8	643	659
30	653	8	645	661

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
31	655	8	647	663
32	657	8	649	665
33	659	8	651	667
34	660	8	652	668
35	662	8	654	670
36	664	8	656	672
37	665	8	657	673
38	667	8	659	675
39	669	8	661	677
40	670	8	662	678
41	672	8	664	680
42	673	8	665	681
43	675	8	667	683
44	677	8	669	685
45	678	8	670	686
46	680	8	672	688
47	682	8	674	690
48	683	8	675	691
49	685	8	677	693
50	686	8	678	694
51	688	8	680	696
52	690	8	682	698
53	691	8	683	699
54	693	8	685	701
55	695	8	687	703
56	696	8	688	704
57	698	8	690	706
58	700	8	692	708
59	702	8	694	710
60	704	8	696	712
61	705	8	697	713
62	707	8	699	715
63	709	8	701	717
64	711	8	703	719
65	713	8	705	721
66	715	8	707	723
67	717	9	708	726
68	719	9	710	728
69	721	9	712	730
70	724	9	715	733
71	726	9	717	735
72	728	9	719	737
73	731	10	721	741
74	734	10	724	744
75	736	10	726	746
76	739	10	729	749
77	743	11	732	754
78	746	11	735	757

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
79	750	11	739	761
80	754	12	742	766
81	758	13	745	771
82	763	13	750	776
83	768	14	754	782
84	775	16	759	791
85	783	18	765	801
86	793	20	773	813
87	807	25	782	832
88	831	35	796	866
89	874	64	810	938

### Spanish Language Grade 9 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	471	64	407	535
1	514	35	479	549
2	539	25	514	564
3	554	21	533	575
4	565	18	547	583
5	574	17	557	591
6	582	15	567	597
7	588	15	573	603
8	594	14	580	608
9	599	13	586	612
10	604	13	591	617
11	608	12	596	620
12	612	12	600	624
13	616	11	605	627
14	620	11	609	631
15	623	11	612	634
16	626	11	615	637
17	630	10	620	640
18	633	10	623	643
19	636	10	626	646
20	639	10	629	649
21	641	10	631	651
22	644	10	634	654
23	647	10	637	657
24	649	9	640	658
25	652	9	643	661
26	654	9	645	663
27	657	9	648	666
28	659	9	650	668
29	661	9	652	670
30	664	9	655	673

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
31	666	9	657	675
32	668	9	659	677
33	670	9	661	679
34	672	8	664	680
35	674	8	666	682
36	676	8	668	684
37	678	8	670	686
38	680	8	672	688
39	682	8	674	690
40	684	8	676	692
41	685	8	677	693
42	687	8	679	695
43	689	8	681	697
44	691	8	683	699
45	693	8	685	701
46	694	8	686	702
47	696	8	688	704
48	698	8	690	706
49	699	8	691	707
50	701	8	693	709
51	703	8	695	711
52	705	8	697	713
53	706	8	698	714
54	708	8	700	716
55	710	8	702	718
56	712	8	704	720
57	713	8	705	721
58	715	8	707	723
59	717	8	709	725
60	719	8	711	727
61	721	8	713	729
62	723	8	715	731
63	725	9	716	734
64	727	9	718	736
65	730	9	721	739
66	732	9	723	741
67	734	9	725	743
68	737	9	728	746
69	739	10	729	749
70	742	10	732	752
71	745	10	735	755
72	748	11	737	759
73	751	11	740	762
74	755	11	744	766
75	759	12	747	771
76	763	13	750	776
77	768	14	754	782
78	774	15	759	789



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
79	781	16	765	797
80	789	18	771	807
81	800	21	779	821
82	815	26	789	841
83	841	36	805	877
84	884	64	820	948

### Spanish Language Grade 11 Mathematics

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	407	64	343	471
1	449	35	414	484
2	474	25	449	499
3	488	20	468	508
4	499	18	481	517
5	507	16	491	523
6	513	15	498	528
7	519	13	506	532
8	524	13	511	537
9	528	12	516	540
10	532	11	521	543
11	536	11	525	547
12	539	10	529	549
13	542	10	532	552
14	545	10	535	555
15	547	10	537	557
16	550	9	541	559
17	552	9	543	561
18	555	9	546	564
19	557	9	548	566
20	559	9	550	568
21	561	9	552	570
22	563	8	555	571
23	565	8	557	573
24	567	8	559	575
25	569	8	561	577
26	571	8	563	579
27	573	8	565	581
28	575	8	567	583
29	576	8	568	584
30	578	8	570	586
31	580	8	572	588
32	581	7	574	588
33	583	7	576	590
34	584	7	577	591
35	586	7	579	593

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
36	587	7	580	594
37	589	7	582	596
38	590	7	583	597
39	592	7	585	599
40	593	7	586	600
41	595	7	588	602
42	596	7	589	603
43	598	7	591	605
44	599	7	592	606
45	600	7	593	607
46	602	7	595	609
47	603	7	596	610
48	605	7	598	612
49	606	7	599	613
50	608	7	601	615
51	609	7	602	616
52	611	7	604	618
53	612	7	605	619
54	614	7	607	621
55	615	7	608	622
56	617	8	609	625
57	619	8	611	627
58	620	8	612	628
59	622	8	614	630
60	624	8	616	632
61	626	8	618	634
62	627	8	619	635
63	629	8	621	637
64	631	8	623	639
65	633	8	625	641
66	635	8	627	643
67	637	8	629	645
68	639	9	630	648
69	641	9	632	650
70	643	9	634	652
71	645	9	636	654
72	648	9	639	657
73	650	9	641	659
74	653	10	643	663
75	655	10	645	665
76	658	10	648	668
77	661	10	651	671
78	665	11	654	676
79	668	11	657	679
80	672	12	660	684
81	676	12	664	688
82	681	13	668	694
83	686	14	672	700

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
84	692	15	677	707
85	699	16	683	715
86	707	18	689	725
87	718	21	697	739
88	733	25	708	758
89	758	35	723	793
90	801	64	737	865

### Spanish Language Grade 3 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	394	65	329	459
1	438	36	402	474
2	464	26	438	490
3	480	22	458	502
4	492	19	473	511
5	502	18	484	520
6	510	16	494	526
7	517	15	502	532
8	523	14	509	537
9	529	14	515	543
10	534	13	521	547
11	539	13	526	552
12	543	12	531	555
13	548	12	536	560
14	551	11	540	562
15	555	11	544	566
16	559	11	548	570
17	562	11	551	573
18	565	10	555	575
19	568	10	558	578
20	571	10	561	581
21	574	10	564	584
22	576	10	566	586
23	579	9	570	588
24	581	9	572	590
25	584	9	575	593
26	586	9	577	595
27	589	9	580	598
28	591	9	582	600
29	593	9	584	602
30	596	9	587	605
31	598	9	589	607
32	601	9	592	610
33	603	9	594	612
34	605	9	596	614

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
35	608	9	599	617
36	610	9	601	619
37	613	9	604	622
38	615	9	606	624
39	618	9	609	627
40	620	9	611	629
41	623	9	614	632
42	625	10	615	635
43	628	10	618	638
44	631	10	621	641
45	633	10	623	643
46	636	10	626	646
47	639	10	629	649
48	642	10	632	652
49	644	10	634	654
50	648	10	638	658
51	651	11	640	662
52	654	11	643	665
53	657	11	646	668
54	661	11	650	672
55	665	12	653	677
56	669	12	657	681
57	673	13	660	686
58	678	13	665	691
59	683	14	669	697
60	688	14	674	702
61	694	15	679	709
62	702	16	686	718
63	710	18	692	728
64	720	20	700	740
65	735	25	710	760
66	759	35	724	794
67	801	64	737	865

### Spanish Language Grade 4 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	404	64	340	468
1	448	36	412	484
2	474	26	448	500
3	490	22	468	512
4	501	19	482	520
5	511	17	494	528
6	519	16	503	535
7	525	15	510	540
8	531	14	517	545

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
9	536	13	523	549
10	541	13	528	554
11	545	12	533	557
12	549	12	537	561
13	553	11	542	564
14	556	11	545	567
15	560	10	550	570
16	563	10	553	573
17	565	10	555	575
18	568	10	558	578
19	571	9	562	580
20	573	9	564	582
21	576	9	567	585
22	578	9	569	587
23	580	9	571	589
24	583	9	574	592
25	585	9	576	594
26	587	9	578	596
27	590	9	581	599
28	592	9	583	601
29	594	9	585	603
30	596	9	587	605
31	598	9	589	607
32	601	9	592	610
33	603	9	594	612
34	605	9	596	614
35	608	9	599	617
36	610	9	601	619
37	612	9	603	621
38	614	9	605	623
39	617	9	608	626
40	619	9	610	628
41	622	9	613	631
42	624	9	615	633
43	627	9	618	636
44	629	9	620	638
45	632	10	622	642
46	634	10	624	644
47	637	10	627	647
48	640	10	630	650
49	643	10	633	653
50	646	10	636	656
51	649	10	639	659
52	652	11	641	663
53	655	11	644	666
54	659	11	648	670
55	663	12	651	675
56	667	12	655	679

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
57	671	12	659	683
58	675	13	662	688
59	681	14	667	695
60	686	14	672	700
61	692	15	677	707
62	700	17	683	717
63	708	18	690	726
64	719	21	698	740
65	734	25	709	759
66	759	35	724	794
67	802	64	738	866

### Spanish Language Grade 5 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	427	64	363	491
1	470	36	434	506
2	495	26	469	521
3	511	21	490	532
4	522	19	503	541
5	531	17	514	548
6	538	16	522	554
7	545	15	530	560
8	551	14	537	565
9	556	13	543	569
10	561	13	548	574
11	565	12	553	577
12	569	12	557	581
13	573	11	562	584
14	577	11	566	588
15	580	11	569	591
16	583	11	572	594
17	587	10	577	597
18	590	10	580	600
19	593	10	583	603
20	595	10	585	605
21	598	10	588	608
22	601	10	591	611
23	604	10	594	614
24	606	10	596	616
25	609	9	600	618
26	611	9	602	620
27	614	9	605	623
28	616	9	607	625
29	619	9	610	628
30	621	9	612	630

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
31	624	9	615	633
32	626	9	617	635
33	628	9	619	637
34	631	9	622	640
35	633	9	624	642
36	635	9	626	644
37	638	9	629	647
38	640	9	631	649
39	643	9	634	652
40	645	9	636	654
41	648	9	639	657
42	650	9	641	659
43	653	9	644	662
44	655	10	645	665
45	658	10	648	668
46	660	10	650	670
47	663	10	653	673
48	666	10	656	676
49	669	10	659	679
50	672	10	662	682
51	675	11	664	686
52	678	11	667	689
53	682	11	671	693
54	685	11	674	696
55	689	12	677	701
56	693	12	681	705
57	697	12	685	709
58	702	13	689	715
59	707	14	693	721
60	712	14	698	726
61	719	15	704	734
62	726	17	709	743
63	735	19	716	754
64	746	21	725	767
65	762	26	736	788
66	788	36	752	824
67	831	64	767	895

### Spanish Language Grade 6 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	433	64	369	497
1	476	36	440	512
2	501	25	476	526
3	517	21	496	538
4	528	19	509	547

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
5	537	17	520	554
6	544	16	528	560
7	551	15	536	566
8	557	14	543	571
9	562	13	549	575
10	567	13	554	580
11	571	12	559	583
12	575	12	563	587
13	579	11	568	590
14	583	11	572	594
15	586	11	575	597
16	589	11	578	600
17	593	10	583	603
18	596	10	586	606
19	599	10	589	609
20	601	10	591	611
21	604	10	594	614
22	607	10	597	617
23	610	10	600	620
24	612	9	603	621
25	615	9	606	624
26	617	9	608	626
27	619	9	610	628
28	622	9	613	631
29	624	9	615	633
30	626	9	617	635
31	629	9	620	638
32	631	9	622	640
33	633	9	624	642
34	635	9	626	644
35	637	9	628	646
36	640	9	631	649
37	642	9	633	651
38	644	9	635	653
39	646	9	637	655
40	648	8	640	656
41	650	8	642	658
42	652	8	644	660
43	654	8	646	662
44	656	8	648	664
45	658	9	649	667
46	660	9	651	669
47	662	9	653	671
48	664	9	655	673
49	667	9	658	676
50	669	9	660	678
51	671	9	662	680
52	674	9	665	683



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
53	676	9	667	685
54	679	10	669	689
55	681	10	671	691
56	684	10	674	694
57	688	11	677	699
58	691	11	680	702
59	695	12	683	707
60	699	12	687	711
61	703	13	690	716
62	708	13	695	721
63	713	14	699	727
64	720	15	705	735
65	727	17	710	744
66	736	18	718	754
67	747	21	726	768
68	762	25	737	787
69	788	36	752	824
70	830	64	766	894

### Spanish Language Grade 7 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	470	64	406	534
1	513	36	477	549
2	539	26	513	565
3	555	21	534	576
4	566	19	547	585
5	575	17	558	592
6	583	16	567	599
7	589	15	574	604
8	595	14	581	609
9	600	13	587	613
10	605	13	592	618
11	609	12	597	621
12	614	12	602	626
13	617	11	606	628
14	621	11	610	632
15	624	11	613	635
16	628	11	617	639
17	631	10	621	641
18	634	10	624	644
19	637	10	627	647
20	640	10	630	650
21	642	10	632	652
22	645	10	635	655
23	648	9	639	657

24	650	9	641	659
25	653	9	644	662
26	655	9	646	664
27	657	9	648	666
28	660	9	651	669
29	662	9	653	671
30	664	9	655	673
31	667	9	658	676
32	669	9	660	678
33	671	9	662	680
34	673	9	664	682
35	675	9	666	684
36	678	9	669	687
37	680	9	671	689
38	682	9	673	691
39	684	9	675	693
40	686	9	677	695
41	689	9	680	698
42	691	9	682	700
43	693	9	684	702
44	695	9	686	704
45	698	9	689	707
46	700	9	691	709
47	702	9	693	711
48	705	9	696	714
49	707	9	698	716
50	710	9	701	719
51	712	10	702	722
52	715	10	705	725
53	718	10	708	728
54	721	10	711	731
55	724	10	714	734
56	727	11	716	738
57	730	11	719	741
58	734	12	722	746
59	738	12	726	750
60	742	13	729	755
61	747	13	734	760
62	752	14	738	766
63	758	15	743	773
64	765	16	749	781
65	774	18	756	792
66	785	21	764	806
67	799	25	774	824
68	824	35	789	859
69	867	64	803	931

## Spanish Language Grade 8 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	467	64	403	531
1	510	35	475	545
2	535	25	510	560
3	550	21	529	571
4	561	18	543	579
5	570	17	553	587
6	577	15	562	592
7	584	14	570	598
8	589	14	575	603
9	594	13	581	607
10	599	12	587	611
11	603	12	591	615
12	607	11	596	618
13	611	11	600	622
14	614	11	603	625
15	617	11	606	628
16	620	10	610	630
17	623	10	613	633
18	626	10	616	636
19	629	10	619	639
20	632	10	622	642
21	634	9	625	643
22	637	9	628	646
23	639	9	630	648
24	642	9	633	651
25	644	9	635	653
26	647	9	638	656
27	649	9	640	658
28	651	9	642	660
29	653	9	644	662
30	656	9	647	665
31	658	9	649	667
32	660	9	651	669
33	662	9	653	671
34	665	9	656	674
35	667	9	658	676
36	669	9	660	678
37	671	9	662	680
38	674	9	665	683
39	676	9	667	685
40	678	9	669	687
41	681	9	672	690
42	683	9	674	692
43	685	9	676	694
44	688	9	679	697
45	691	10	681	701

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
46	693	10	683	703
47	696	10	686	706
48	699	10	689	709
49	702	10	692	712
50	705	10	695	715
51	708	11	697	719
52	711	11	700	722
53	715	11	704	726
54	718	12	706	730
55	722	12	710	734
56	726	12	714	738
57	731	13	718	744
58	736	13	723	749
59	741	14	727	755
60	747	15	732	762
61	754	16	738	770
62	761	17	744	778
63	770	18	752	788
64	781	20	761	801
65	794	23	771	817
66	813	28	785	841
67	842	38	804	880
68	888	65	823	953

### Spanish Language Grade 9 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	450	64	386	514
1	494	36	458	530
2	519	26	493	545
3	535	21	514	556
4	547	19	528	566
5	556	17	539	573
6	564	16	548	580
7	570	15	555	585
8	576	14	562	590
9	582	13	569	595
10	587	13	574	600
11	591	12	579	603
12	596	12	584	608
13	600	12	588	612
14	603	11	592	614
15	607	11	596	618
16	610	11	599	621
17	614	11	603	625
18	617	10	607	627

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
19	620	10	610	630
20	622	10	612	632
21	625	10	615	635
22	628	10	618	638
23	630	9	621	639
24	633	9	624	642
25	635	9	626	644
26	638	9	629	647
27	640	9	631	649
28	642	9	633	651
29	644	9	635	653
30	646	9	637	655
31	648	8	640	656
32	650	8	642	658
33	653	8	645	661
34	655	8	647	663
35	656	8	648	664
36	658	8	650	666
37	660	8	652	668
38	662	8	654	670
39	664	8	656	672
40	666	8	658	674
41	668	8	660	676
42	670	8	662	678
43	672	8	664	680
44	674	9	665	683
45	677	9	668	686
46	679	9	670	688
47	681	9	672	690
48	683	9	674	692
49	686	9	677	695
50	688	9	679	697
51	690	9	681	699
52	693	10	683	703
53	696	10	686	706
54	698	10	688	708
55	701	10	691	711
56	704	11	693	715
57	708	11	697	719
58	711	11	700	722
59	715	12	703	727
60	719	12	707	731
61	724	13	711	737
62	729	14	715	743
63	734	15	719	749
64	741	16	725	757
65	749	18	731	767
66	760	20	740	780

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
67	774	25	749	799
68	798	35	763	833
69	840	64	776	904

### Spanish Language Grade 11 Reading

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	400	64	336	464
1	443	36	407	479
2	469	26	443	495
3	484	21	463	505
4	495	19	476	514
5	504	17	487	521
6	512	16	496	528
7	518	15	503	533
8	524	14	510	538
9	529	13	516	542
10	534	12	522	546
11	538	12	526	550
12	542	12	530	554
13	546	11	535	557
14	549	11	538	560
15	553	11	542	564
16	556	10	546	566
17	559	10	549	569
18	562	10	552	572
19	565	10	555	575
20	567	10	557	577
21	570	9	561	579
22	573	9	564	582
23	575	9	566	584
24	577	9	568	586
25	580	9	571	589
26	582	9	573	591
27	584	9	575	593
28	587	9	578	596
29	589	9	580	598
30	591	9	582	600
31	593	9	584	602
32	595	9	586	604
33	597	8	589	605
34	599	8	591	607
35	601	8	593	609
36	603	8	595	611
37	605	8	597	613
38	607	8	599	615

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
39	609	8	601	617
40	611	8	603	619
41	613	8	605	621
42	615	8	607	623
43	617	8	609	625
44	619	8	611	627
45	621	8	613	629
46	623	8	615	631
47	625	8	617	633
48	626	8	618	634
49	628	8	620	636
50	630	8	622	638
51	632	8	624	640
52	634	8	626	642
53	636	8	628	644
54	638	8	630	646
55	640	9	631	649
56	642	9	633	651
57	645	9	636	654
58	647	9	638	656
59	649	9	640	658
60	651	9	642	660
61	654	9	645	663
62	657	10	647	667
63	659	10	649	669
64	662	10	652	672
65	666	11	655	677
66	669	11	658	680
67	673	12	661	685
68	677	12	665	689
69	681	13	668	694
70	686	14	672	700
71	692	15	677	707
72	699	16	683	715
73	707	18	689	725
74	717	20	697	737
75	732	25	707	757
76	756	35	721	791
77	798	64	734	862

## Spanish Language Grade 3 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	406	64	342	470
1	449	36	413	485
2	475	26	449	501
3	492	22	470	514
4	503	19	484	522
5	513	17	496	530
6	521	16	505	537
7	528	15	513	543
8	534	14	520	548
9	539	14	525	553
10	544	13	531	557
11	549	13	536	562
12	554	12	542	566
13	558	12	546	570
14	562	12	550	574
15	565	11	554	576
16	569	11	558	580
17	572	11	561	583
18	576	11	565	587
19	579	11	568	590
20	582	10	572	592
21	585	10	575	595
22	588	10	578	598
23	591	10	581	601
24	594	10	584	604
25	597	10	587	607
26	599	10	589	609
27	602	10	592	612
28	605	10	595	615
29	608	10	598	618
30	610	10	600	620
31	613	10	603	623
32	616	10	606	626
33	618	10	608	628
34	621	10	611	631
35	624	10	614	634
36	626	10	616	636
37	629	10	619	639
38	632	10	622	642
39	634	10	624	644
40	637	10	627	647
41	640	10	630	650
42	642	10	632	652
43	645	10	635	655
44	648	10	638	658
45	650	10	640	660



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
46	653	10	643	663
47	656	10	646	666
48	659	10	649	669
49	662	10	652	672
50	665	10	655	675
51	668	10	658	678
52	671	11	660	682
53	674	11	663	685
54	678	11	667	689
55	681	11	670	692
56	685	12	673	697
57	689	12	677	701
58	694	13	681	707
59	699	13	686	712
60	704	14	690	718
61	711	16	695	727
62	718	17	701	735
63	728	20	708	748
64	742	24	718	766
65	766	35	731	801
66	807	64	743	871

### Spanish Language Grade 4 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	415	64	351	479
1	458	36	422	494
2	485	26	459	511
3	501	22	479	523
4	513	19	494	532
5	522	17	505	539
6	530	16	514	546
7	537	15	522	552
8	543	14	529	557
9	549	14	535	563
10	554	13	541	567
11	559	13	546	572
12	564	12	552	576
13	568	12	556	580
14	572	12	560	584
15	576	12	564	588
16	580	11	569	591
17	584	11	573	595
18	587	11	576	598
19	590	11	579	601
20	594	11	583	605

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
21	597	10	587	607
22	600	10	590	610
23	603	10	593	613
24	606	10	596	616
25	609	10	599	619
26	612	10	602	622
27	615	10	605	625
28	618	10	608	628
29	620	10	610	630
30	623	10	613	633
31	626	10	616	636
32	629	10	619	639
33	631	10	621	641
34	634	10	624	644
35	637	10	627	647
36	640	10	630	650
37	642	10	632	652
38	645	10	635	655
39	648	10	638	658
40	651	10	641	661
41	653	10	643	663
42	656	10	646	666
43	659	10	649	669
44	662	10	652	672
45	665	10	655	675
46	668	10	658	678
47	671	10	661	681
48	674	10	664	684
49	677	10	667	687
50	680	11	669	691
51	683	11	672	694
52	686	11	675	697
53	690	11	679	701
54	693	11	682	704
55	697	12	685	709
56	701	12	689	713
57	705	13	692	718
58	710	13	697	723
59	715	14	701	729
60	721	15	706	736
61	728	16	712	744
62	736	18	718	754
63	746	20	726	766
64	761	25	736	786
65	785	35	750	820
66	827	64	763	891

## Spanish Language Grade 5 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	445	64	381	509
1	487	35	452	522
2	513	25	488	538
3	528	21	507	549
4	539	18	521	557
5	547	17	530	564
6	554	15	539	569
7	561	14	547	575
8	566	13	553	579
9	571	13	558	584
10	575	12	563	587
11	580	12	568	592
12	583	11	572	594
13	587	11	576	598
14	590	11	579	601
15	594	11	583	605
16	597	10	587	607
17	600	10	590	610
18	603	10	593	613
19	606	10	596	616
20	608	10	598	618
21	611	10	601	621
22	614	9	605	623
23	616	9	607	625
24	619	9	610	628
25	621	9	612	630
26	623	9	614	632
27	626	9	617	635
28	628	9	619	637
29	631	9	622	640
30	633	9	624	642
31	635	9	626	644
32	638	9	629	647
33	640	9	631	649
34	642	9	633	651
35	644	9	635	653
36	647	9	638	656
37	649	9	640	658
38	651	9	642	660
39	654	9	645	663
40	656	9	647	665
41	659	9	650	668
42	661	9	652	670
43	664	9	655	673
44	666	9	657	675
45	669	10	659	679

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
46	671	10	661	681
47	674	10	664	684
48	677	10	667	687
49	680	10	670	690
50	683	10	673	693
51	686	10	676	696
52	689	11	678	700
53	692	11	681	703
54	696	11	685	707
55	699	12	687	711
56	703	12	691	715
57	708	13	695	721
58	713	13	700	726
59	718	14	704	732
60	724	15	709	739
61	731	16	715	747
62	740	18	722	758
63	750	21	729	771
64	765	25	740	790
65	791	36	755	827
66	834	64	770	898

### Spanish Language Grade 6 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	439	64	375	503
1	482	36	446	518
2	508	26	482	534
3	523	21	502	544
4	535	19	516	554
5	544	17	527	561
6	552	16	536	568
7	558	15	543	573
8	564	14	550	578
9	570	13	557	583
10	575	13	562	588
11	579	13	566	592
12	584	12	572	596
13	588	12	576	600
14	592	12	580	604
15	595	11	584	606
16	599	11	588	610
17	602	11	591	613
18	605	11	594	616
19	609	10	599	619
20	612	10	602	622

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
21	615	10	605	625
22	618	10	608	628
23	620	10	610	630
24	623	10	613	633
25	626	10	616	636
26	628	9	619	637
27	631	9	622	640
28	633	9	624	642
29	636	9	627	645
30	638	9	629	647
31	641	9	632	650
32	643	9	634	652
33	645	9	636	654
34	647	9	638	656
35	650	9	641	659
36	652	9	643	661
37	654	9	645	663
38	656	9	647	665
39	658	9	649	667
40	661	9	652	670
41	663	9	654	672
42	665	9	656	674
43	667	9	658	676
44	669	9	660	678
45	672	9	663	681
46	674	9	665	683
47	676	9	667	685
48	678	9	669	687
49	681	9	672	690
50	683	9	674	692
51	686	10	676	696
52	689	10	679	699
53	691	10	681	701
54	694	10	684	704
55	697	11	686	708
56	701	11	690	712
57	704	11	693	715
58	708	12	696	720
59	712	12	700	724
60	716	13	703	729
61	722	14	708	736
62	727	15	712	742
63	734	16	718	750
64	742	18	724	760
65	752	20	732	772
66	767	25	742	792
67	791	35	756	826
68	833	64	769	897

## Spanish Language Grade 7 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	441	64	377	505
1	484	35	449	519
2	509	25	484	534
3	525	21	504	546
4	536	18	518	554
5	545	17	528	562
6	552	16	536	568
7	558	15	543	573
8	564	14	550	578
9	569	13	556	582
10	574	13	561	587
11	579	12	567	591
12	583	12	571	595
13	587	12	575	599
14	590	11	579	601
15	594	11	583	605
16	597	11	586	608
17	601	11	590	612
18	604	10	594	614
19	607	10	597	617
20	610	10	600	620
21	613	10	603	623
22	616	10	606	626
23	618	10	608	628
24	621	10	611	631
25	624	10	614	634
26	626	10	616	636
27	629	10	619	639
28	632	9	623	641
29	634	9	625	643
30	637	9	628	646
31	639	9	630	648
32	642	9	633	651
33	644	9	635	653
34	647	9	638	656
35	649	9	640	658
36	652	9	643	661
37	654	9	645	663
38	657	9	648	666
39	659	9	650	668
40	662	9	653	671
41	664	9	655	673
42	667	9	658	676
43	669	10	659	679
44	672	10	662	682

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
45	674	10	664	684
46	677	10	667	687
47	680	10	670	690
48	683	10	673	693
49	686	10	676	696
50	688	10	678	698
51	691	10	681	701
52	694	10	684	704
53	698	11	687	709
54	701	11	690	712
55	704	11	693	715
56	708	11	697	719
57	712	12	700	724
58	716	12	704	728
59	720	12	708	732
60	725	13	712	738
61	730	14	716	744
62	736	15	721	751
63	742	16	726	758
64	750	18	732	768
65	761	20	741	781
66	775	25	750	800
67	799	35	764	834
68	841	64	777	905

### Spanish Language Grade 8 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	448	64	384	512
1	491	35	456	526
2	516	25	491	541
3	531	21	510	552
4	542	18	524	560
5	551	17	534	568
6	558	15	543	573
7	564	14	550	578
8	570	13	557	583
9	575	13	562	588
10	579	12	567	591
11	583	12	571	595
12	587	11	576	598
13	591	11	580	602
14	594	11	583	605
15	597	10	587	607
16	600	10	590	610
17	603	10	593	613

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
18	606	10	596	616
19	609	10	599	619
20	612	10	602	622
21	614	9	605	623
22	617	9	608	626
23	619	9	610	628
24	622	9	613	631
25	624	9	615	633
26	626	9	617	635
27	629	9	620	638
28	631	9	622	640
29	633	9	624	642
30	635	9	626	644
31	638	9	629	647
32	640	9	631	649
33	642	9	633	651
34	644	9	635	653
35	646	9	637	655
36	649	9	640	658
37	651	9	642	660
38	653	9	644	662
39	655	9	646	664
40	658	9	649	667
41	660	9	651	669
42	662	9	653	671
43	665	9	656	674
44	667	9	658	676
45	670	9	661	679
46	672	9	663	681
47	675	10	665	685
48	677	10	667	687
49	680	10	670	690
50	683	10	673	693
51	686	10	676	696
52	689	10	679	699
53	692	11	681	703
54	696	11	685	707
55	699	11	688	710
56	703	12	691	715
57	707	12	695	719
58	711	12	699	723
59	716	13	703	729
60	721	14	707	735
61	727	14	713	741
62	733	15	718	748
63	740	16	724	756
64	748	17	731	765
65	757	19	738	776



Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
66	769	22	747	791
67	786	26	760	812
68	812	36	776	848
69	856	64	792	920

### Spanish Language Grade 9 Science

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	466	64	402	530
1	510	36	474	546
2	535	26	509	561
3	551	21	530	572
4	563	19	544	582
5	572	17	555	589
6	580	16	564	596
7	587	15	572	602
8	593	14	579	607
9	599	14	585	613
10	604	13	591	617
11	608	13	595	621
12	613	12	601	625
13	617	12	605	629
14	621	11	610	632
15	624	11	613	635
16	628	11	617	639
17	631	11	620	642
18	634	10	624	644
19	637	10	627	647
20	640	10	630	650
21	643	10	633	653
22	646	10	636	656
23	648	10	638	658
24	651	10	641	661
25	654	9	645	663
26	656	9	647	665
27	659	9	650	668
28	661	9	652	670
29	664	9	655	673
30	666	9	657	675
31	669	9	660	678
32	671	9	662	680
33	673	9	664	682
34	676	9	667	685
35	678	9	669	687
36	681	9	672	690
37	683	9	674	692

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
38	686	9	677	695
39	688	9	679	697
40	690	9	681	699
41	693	9	684	702
42	695	9	686	704
43	698	9	689	707
44	700	9	691	709
45	702	9	693	711
46	705	9	696	714
47	708	10	698	718
48	710	10	700	720
49	713	10	703	723
50	716	10	706	726
51	719	10	709	729
52	722	10	712	732
53	725	11	714	736
54	728	11	717	739
55	732	11	721	743
56	735	12	723	747
57	739	12	727	751
58	744	13	731	757
59	748	13	735	761
60	754	14	740	768
61	759	15	744	774
62	766	16	750	782
63	774	17	757	791
64	783	19	764	802
65	795	22	773	817
66	812	27	785	839
67	840	37	803	877
68	886	65	821	951

---

## **Appendix G Grade 11 Performance Level Descriptors**

### **Reading**

#### **Beginning Step**

Students recognize author's purpose/some genres and literary elements/basic features of literature/information in various formats; demonstrate fundamental thinking skills by recognizing persuasive language.

#### **Nearing Proficiency**

Students paraphrase and interpret information in various formats; connect author's message to purpose, tone, and bias; identify genres/functions of literary elements; demonstrate critical thinking skills by recognizing persuasive language and stylistic features.

#### **Proficient**

Students explain connections between author's message and purpose, tone, and bias; accurately interpret information in various formats; demonstrate understanding of genres and functions of literary elements; analyze stylistic features.

#### **Advanced**

Students critically analyze, synthesize, and evaluate connections between author's message and purpose, tone, and bias/persuasive language/stylistic features/information in various formats/functions of literary elements.

### **Mathematics**

#### **Beginning Step**

Students perform some calculations and demonstrate limited understanding of linear relationships, proportional reasoning, geometric ideas, basic descriptive statistics, and probability.

#### **Nearing Proficiency**

Students demonstrate partial understanding and ability to problem-solve, reason, communicate, compare multiple representations, and make connections involving linear relationships, proportional reasoning, geometric ideas, basic descriptive statistics, and probability.

#### **Proficient**

Students regularly problem-solve, reason, communicate, create multiple representations, and make connections in order to understand and apply linear relationships, proportional reasoning, geometric ideas, basic descriptive statistics, and probability.

#### **Advanced**

Students consistently problem-solve, reason, communicate, create multiple representations, and make connections in order to analyze, formulate, and justify linear

relationships, proportional reasoning, geometric ideas, basic descriptive statistics, and probability.

## **Social Studies**

### **Beginning Step**

Students demonstrate minimal knowledge by recognizing historical events presented in maps, charts, graphs, and primary source documents; understanding that humans interact with the environment; understanding that there are different government types; and identifying economic concepts.

### **Nearing Proficiency**

Students demonstrate some understanding by recognizing historical events; understanding maps, charts, graphs, and primary source documents; understanding human interactions with the environment; understanding government types; and explaining basic economic concepts.

### **Proficient**

Students consistently demonstrate understanding by interpreting historical events, maps, charts, graphs, and primary source documents; drawing conclusions about humans and the environment; understanding government types; and explaining economic decisions.

### **Advanced**

Students demonstrate an in-depth understanding by analyzing and interpreting historical events, maps, charts, graphs, and primary source documents; drawing conclusions and making predictions concerning humans and the environment; analyzing and understanding government types; and analyzing economic decisions.

## **Reading (Spanish language)**

### **Nivel Inicial**

Los estudiantes reconocen el propósito del autor, algunos géneros y elementos literarios, características básicas de la literatura, información en varios formatos; demuestran destrezas de pensamiento fundamentales al reconocer lenguaje persuasivo.

### **Casi Competente**

Los estudiantes parafrasean e interpretan información en varios formatos; conectan el mensaje y el propósito del autor, el tono y las tendencias; identifican géneros y funciones de elementos literarios; demuestran destrezas de pensamiento crítico al reconocer lenguaje persuasivo y características de estilo.

### **Competente**

Los estudiantes explican las conexiones entre el mensaje y el propósito del autor, el tono y las tendencias; interpretan correctamente información en varios formatos; demuestran comprensión de géneros y funciones de elementos literarios; analizan características de estilo.

## **Avanzado**

Los estudiantes analizan críticamente, sintetizan y evalúan las conexiones entre el mensaje y el propósito del autor, el tono y las tendencias, el lenguaje persuasivo, características de estilo, información en varios formatos, funciones de elementos literarios.

## **Mathematics (Spanish language)**

### **Nivel Inicial**

Los estudiantes realizan algunos cálculos y demuestran una comprensión limitada de las relaciones lineales, el razonamiento proporcional, ideas geométricas, estadísticas descriptivas básicas y probabilidad.

### **Casi Competente**

Los estudiantes demuestran comprensión y habilidad parciales en la resolución de problemas, razonamiento, comunicación, comparación de múltiples representaciones y al hacer conexiones entre relaciones lineales, razonamiento proporcional, ideas geométricas, estadísticas descriptivas básicas y probabilidad.

### **Competente**

Los estudiantes por lo regular resuelven problemas, razonan, comunican, crean múltiples representaciones y hacen conexiones con el objeto de comprender y aplicar relaciones lineales, razonamiento proporcional, ideas geométricas, estadísticas descriptivas básicas y probabilidad.

## **Avanzado**

Los estudiantes consistentemente resuelven problemas, razonan, comunican, crean múltiples representaciones y hacen conexiones con el objeto de analizar, formular y justificar relaciones lineales, razonamiento proporcional, ideas geométricas, estadísticas descriptivas básicas y probabilidad.

---

## Appendix H Summary of NMPED Meeting to Finalize Cutpoints for Grade 11 Assessments

### 11<sup>th</sup> Grade New Mexico Standards Based Assessment Cut Point Selection Meeting

**Date:** June 8, 2007

**Participants:**

Dr. Tom Dauphinee, PED Acting Assistant Secretary for Assessment and Accountability  
Dr. Don Watson, Consultant and former PED Assistant Secretary for Assessment and Accountability  
Dr. Catherine Cross Maple, PED Deputy Cabinet Secretary for Learning and Accountability  
Anne Bradley, PED Assessment Administrator  
Pat Concannon, PED Social Studies Content Expert  
Robert Romero, PED Bilingual Education Administrator  
Claudia Ahlstrom, PED Mathematics Content Expert  
Amy Pena, PED Meeting Recorder  
Dr. Gerald Griph, Senior Psychometrician, Harcourt Assessment Inc.

**Background:** The 11<sup>th</sup> grade New Mexico High School Standards Assessments (NMHSSA) for reading and mathematics, developed under contract by Pearson Educational Measurement, were administered in spring 2006. These assessments were implemented in English. In 2005, Harcourt Assessment Inc. (HAI) developed and implemented the New Mexico Standards Based Assessments (New Mexico SBA) in reading and mathematics for grades three through nine. The New Mexico SBA is implemented in English and Spanish for grades three through nine. In 2006, the PED transferred the development of the 11<sup>th</sup> grade standards based assessments in reading and mathematics to Harcourt Assessment Inc. to consolidate the development, production, distribution, scoring and reporting the standards based assessments under one testing company. The PED also contracted with HAI to develop the Spanish versions of the 11<sup>th</sup> grade reading and mathematics assessments, and to develop an 11<sup>th</sup> grade standards based assessment for social studies.

The PED planned to apply the 11<sup>th</sup> grade NMHSSA cut scores to the 11<sup>th</sup> grade New Mexico SBA because of the continuity between the two assessments because they are based on the same standards and share subsets of items. However, a comparison of the item blueprints from the NMHSSA and the New Mexico SBA indicated that there were significant differences in content, and that cut scores from the NMHSSA could not be applied to the New Mexico SBA. Therefore, standard setting meetings were held in April 2007, to establish cut scores for the New Mexico SBA. The standard setting meetings were held before the spring 2007 assessments were scored in order to meet calendar year 2007 deadlines for NCLB required accountability reporting. As a result, statistics on the number of students classified in each of the proficiency levels were not available to assist the standard setting committee in assessing the impact of their cut score recommendations.

PED expected that the distributions of proficiency level scores for the spring 2007 11<sup>th</sup> grade reading and mathematics assessments would be similar to distributions from the 2005 and 2006 assessments. PED found that the score distributions were similar in mathematics, though the

percentage of students scoring in Proficient and Advanced were slightly lower in 2007 than in 2005 and 2006 (see Table 1).

Table 1		Proficiency Level Percentages			
		Beginning Step	Near Proficient	Proficient	Advanced
English Math	2005	21.68%	46.55%	24.36%	7.41%
	2006	21.82%	47.00%	24.16%	7.02%
	2007	24.63%	52.80%	16.90%	5.78%

English Reading	2005	11.32%	29.06%	47.09%	12.53%
	2006	12.68%	28.38%	45.93%	13.01%
	2007	21.34%	55.53%	22.99%	0.14%

The distributions were significantly different in reading. The percentage of students scoring in Proficient and Advanced were substantially lower in 2007 than in 2005 and 2006. The PED was cautious about implementing the recommendations of the standard setting committees because their impact appeared to be unusually severe.

**Purpose:** The Cut Point Selection Committee met on June 8, 2007, to evaluate the cut score recommendations of the April 2007 standard setting committees and to propose alternative recommendations. The Cut Point Selection Committee planned to review cut scores for the 11<sup>th</sup> grade English reading and math assessments, English social studies assessment, and Spanish reading and math assessments.

**Method:** Analyses were performed to equate the reading and math scale scores from the 2005 and 2006 NMHSSA to the scale scores on the corresponding 2007 New Mexico SBAs. Distributions of scale scores and percentage of students classified in each of the proficiency levels were prepared to assist the Cut Point Selection Committee in evaluating the cut score recommendations from April 2007 and to evaluate proposed alternative cut scores. With these statistics, the Committee was able to evaluate the impact of proposed cut score changes on the distribution of students classified in the proficiency levels.

### **Evaluation and Adjustment of Cut Scores:**

English Reading – The Cut Point Selection Committee reviewed the distributions of scale scores from the 2006 and 2007 assessments and observed that performance on the 2007 assessment appeared to be lower by approximately 8.62 scale score points. The Committee identified two potential reasons for the difference, a disparity in ability level and a difference in the difficulty of the assessments. The distributions of scale scores from the 2006 and 2007 English math assessments were very similar, suggesting to the Committee that the ability levels of the two groups of students were very similar in math. The Committee recognized that there is a relationship, though imperfect, between reading and mathematics achievement, and believed that the groups’ ability levels in reading might be similar as well. The Committee compared statistics on 9<sup>th</sup> grade reading performance in 2005 and 11<sup>th</sup> grade reading performance in 2007, noting that 9<sup>th</sup> graders in 2005 became 11<sup>th</sup> graders in 2007. The assessment results indicated that a smaller percentage of students scored Proficient or Advanced in the 11<sup>th</sup> grade (23.13%) than in

the 9<sup>th</sup> grade (59.62%). The Committee accepted this finding as another indication that the difficulty of the assessments or more severe cut points explained the difference in the distribution of scale scores, rather than a change in student ability.

Based on this information, the Committee adjusted the cut scores of the 2007 English reading assessment downward so that the distribution of students in the proficiency levels would be similar to the distribution observed in 2006. The Committee lowered the raw cut score for Nearing Proficient by four points, from 29 points to 25 points. The Committee lowered the cut score for Proficient by 8 points from 49 to 41. The Committee also lowered the cut point for Advanced by 12 points from 69 to 57.

The changes in cut scores for the 2007 English reading assessment produced a distribution of proficiency level scores more similar to the one observed in 2006. The percentage of students classified in Proficient was slightly lower than it was in 2006, and the percentage of students in Advanced was lower than it was in 2006 (see Table 2).

Table 2		Proficiency Level Percentages			
		Beginning Step	Near Proficient	Proficient	Advanced
English Reading	2006	12.68%	28.38%	45.93%	13.01%
	Using April 2007 Cut Scores	21.34%	55.53%	22.99%	0.14%
	Using 2007 Adjusted Cut Scores	14.72%	36.78%	42.10%	6.39%

English Mathematics -- The Cut Point Selection Committee reviewed the distributions of scale scores from the 2006 and 2007 mathematics assessments and observed that they were very similar and substantially overlapped one another. The mean scale score on the 2007 assessment was 0.65 points higher than the mean scale score on the 2006 assessment. Even with the similarity in the distributions and mean scale scores of the 2006 and 2007 assessments, the proportion of students classified as Proficient in 2007 was 6.86 percentage points lower than it was in 2006. The proportion of students classified as Advanced in 2007 was 0.79 percentage points lower than it was in 2006.

Based on this information, the Committee adjusted the cut scores of the 2007 English mathematics assessment downward so that the distribution of students in the proficiency levels would be similar to the distribution observed in 2006. The Committee lowered the raw cut score for Nearing Proficient by one point, from 20 points to 19 points. The Committee lowered the cut score for Proficient by 7 points from 46 to 39. The Committee also lowered the cut point for Advanced by 2 points from 70 to 68.

The changes in cut scores for the 2007 English mathematics assessment produced a distribution of proficiency level scores more similar to the one observed in 2006. The percentage of students classified in Proficient was slightly higher than it was in 2006, and the percentage of students in Advanced was slightly lower than it was in 2006 (see Table 3).



	Table 3	Proficiency Level Percentages			
		Beginning Step	Near Proficient	Proficient	Advanced
English Mathematics	2006	21.82%	47.00%	24.16%	7.02%
	Using April 2007 Cut Scores	23.55%	52.92%	17.30%	6.23%
	Using 2007 Adjusted Cut Scores	22.18%	45.58%	25.48%	6.75%

Spanish Mathematics -- The Spanish mathematics cut scores were set at the same levels as the English mathematics cut scores because the assessments cover the same content with the same items. The difference between the versions is the transadaptation of the assessment into Spanish.

Performance on the Spanish mathematics assessment was lower than performance on the English mathematics assessment (see Table 4), and the Committee believed that this difference might be due to instruction received by students prior to entering the United States.

Table 4	Proficiency Level Percentages			
	Beginning Step	Near Proficient	Proficient	Advanced
English Mathematics	22.18%	45.58%	25.48%	6.75%
Spanish Mathematics	36.82%	54.39%	8.79%	0.00%

Spanish Reading – The Cut Point Selection Committee reviewed the distributions of proficiency level scores from the 2007 English and Spanish reading and observed that the percentage of students classified as Proficient on the English reading assessment (22.99%) was much lower than the percentage of students classified as Proficient on the Spanish reading assessment (50%). Further, the percentage of students scoring in Advanced on the English reading assessment (0.14%) was lower than the percentage of students scoring in Advanced on the Spanish reading assessment (1.72%). The Cut Point Selection Committee reviewed the percentages of students scoring Proficient or Advanced on the English and Spanish reading assessments in grades three, four, and nine in 2007 (see Table 5).

Table 5	Percent Proficient or Advanced		
Grade	Spanish	English	Difference
3	38%	55%	17%
4	40%	53%	13%
9	40%	44%	4%

The Committee observed that the difference between the percentage of students scoring proficient or advanced on the English and Spanish reading assessments decreased from grades

three to nine. The Committee did not believe there was sufficient evidence to predict that the percentage of students scoring Proficient or Advanced in the 11<sup>th</sup> grade Spanish assessment would equal the percentage scoring Proficient or Advanced in the English assessment. Therefore, the Committee recommended that the cut scores on the 11<sup>th</sup> grade Spanish reading assessment be adjusted to align with the proficiency percentages of the 9<sup>th</sup> grade English reading assessment.

The Committee lowered the raw cut score for Nearing Proficient by four points, from 29 points to 25 points. The Committee raised the cut score for Proficient by 2 points from 47 to 49. The Committee also lowered the cut point for Advanced by 6 points from 66 to 60.

The percentage of students classified in Proficient on the Spanish reading assessment decreased due to the adjustment, and the percentage of students in Advanced increased (see Table 6).

Table 6	PL Percentages			
Spanish Reading	Beginning Step	Near Proficient	Proficient	Advanced
Using April 2007 Cut Scores	18.53%	29.74%	50.00%	1.72%
Using 2007 Adjusted Cut Scores	18.53%	36.64%	37.93%	6.90%

Social Studies – Because the 11th grade social studies assessment was developed and first administered in 2007, no historical data was available to assist the Cut Point Selection Committee’s evaluation of the April 2007 cut score recommendations in social studies. The Cut Point Selection Committee recognized similarities between reading and social studies content, and computed a Pearson’s correlation between scores on the 2007 reading and social studies assessments to determine the relationship between them. There is a statistically significant correlation of .79 between the reading and social studies scores, and scores on the reading assessment account for 63% of the variance in social studies scores. Based on that information, the Committee compared student performance on the two assessments to guide the adjustment of cut scores on the social studies assessment. The Committee believed that students would perform better on the reading assessment because the social studies assessment requires knowledge of additional content and vocabulary. The Committee also believed that student performance on the first administration of the assessment would be lower than typically expected because testing in this content area is not required by NCLB, and social studies instruction probably did not receive as much emphasis as reading. The Committee also believed that performance on the social studies assessment would be lower than performance on the reading assessment because students and teachers were unfamiliar with the requirements of the assessment in its first administration and did not focus instruction on those requirements.

Based on this information, the Committee adjusted the cut scores of the 2007 Social Studies assessment downward. The Committee lowered the raw cut score for Proficient by 10 points, from 49 to 39. The Committee also lowered the cut point for Advanced by 13 points from 72 to 59.

The changes in cut scores for the 2007 English social studies assessment produced a distribution with the percentage of students classified in Proficient that was slightly lower than the

percentage of students in Proficient on the 2007 English reading assessment. The percentage of students in Proficient was higher than it was based on the April 2007 standard setting recommendations (see Table 7).

Table 7		Proficiency Level Percentages			
		Beginning Step	Near Proficient	Proficient	Advanced
2007 Reading		14.72%	36.78%	42.10%	6.39%
English Social Studies	Using April 2007 Cut Scores for Social Studies	18.28%	63.71%	17.62%	0.40%
	Using 2007 Adjusted Cut Scores for Social Studies	18.28%	43.48%	32.17%	6.07%

**Next Steps:** The Cut Points Selection Committee recommended two steps to be completed by the PED to validate its recommendations. These steps should be completed and documented for submittal to peer review in September 2007.

1. Present the Committees recommendations to the State’s Technical Advisory Committee for review (completed). The TAC affirmed the plan to reconvene the standard setting committee to validate the recommendations of the Cut Points Selection Committee.
2. Reconvene the standard setting committee that met in April 2007 to review data and recommend cut scores using impact data.