The Development of CBM Vocabulary Measures:

Grade 2

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Abstract

In this technical report, we describe the development and piloting of a series of vocabulary assessments intended for use with students in grades two through eight. These measures, available as part of easyCBM^{TM}, an online progress monitoring and benchmark/screening assessment system, were developed in 2010 and administered to approximately 1200 students per grade from schools across the United States in the spring of 2011 using a common item design to allow all items to be estimated on the same scale within each grade level. We analyzed the results of the piloting using a one parameter logistic (1PL) Rasch analysis. Because the results of these analyses are quite lengthy, we present the results for each grade's analysis in its own technical report, all sharing a common abstract and introduction but unique methods, results, and discussion sections.

The Development of CBM Vocabulary Measures: Grade 2 (Technical Report 1209)

CBM assessments are a key component of many school improvement efforts, including the Response to Intervention (RTI) approach to meeting students' academic needs. In an RTI approach, teachers first administer a screening or benchmarking assessment to identify students who need supplemental interventions to meet grade-level expectations, then use a series of progress monitoring measures to evaluate the effectiveness of the interventions they provide the students. When students fail to show expected levels of progress (as indicated by 'flat line scores' or little improvement on repeated measures over time), teachers use this information to help them make instructional modifications with the goal of finding an intervention or combination of instructional approaches that will enable each student to make adequate progress toward achieving grade level proficiency and mastering content standards (McMaster, Fuchs, D., Fuchs, L.S., & Compton). In such a system, it is critical to have reliable measures that assess the target construct and are sensitive enough to detect improvement in skill over short periods of time. Because the term is relevant to our item writing efforts, we first provide a brief synthesis of the literature on 'universal design for assessment' before we describe the actual methods used in item creation, piloting, and evaluation.

Universal Design for Assessment

Universal Design for Assessment (UDA) is an approach to creating assessments in which test developers try to make their measures accessible to the widest possible population of students by incorporating design features that will reduce the barriers to students being able to interface successfully with the test items. In creating our mathematics items, we referred to both the National Center on Educational Outcomes' *A State Guide to the Development of Universally Designed Assessment* (Johnstone, Altman, & Thurlow, 2006) and the *Test Accessibility and*

Modification Inventory by Beddow, Kettler, and Elliott (2008).

Assessments that are universally designed encourage testing conditions that are accessible and fair to students with special needs as well as to those in the general education population. Universally designed assessments should: (a) measure true constructs while eliminating irrelevant ones, (b) recognize the diversity of the test-taker population, (c) be both concise and clear in their language, (d) have clear format and visual information, and (e) include the ability to change formatting without compromising the meaning or difficulty of the assessment results. Universally designed assessments aim to provide valid interpretation of all test-takers' abilities and skills, including those with disabilities (Johnstone, Altman, & Thurlow, 2006).

The principles of universal design for assessment guided our item creation efforts. In addition, we sought to reduce the cognitive complexity of our items by reducing the language and working memory load required to answer the test questions, and by consciously attempting to reduce the chance that extraneous information provided in the question stem or answer choices would confuse students. Our goal was to create vocabulary items that would be appropriate for use with students with a wide range of ability in the targeted construct as well as for English language learners.

Germane to our work here, it is important to emphasize that in an RTI model students are expected to be assessed on grade-level content standards, but the achievement standards set for students receiving intensive intervention assistance may not be as high as those set for students from the general education population. Thus, in developing our vocabulary item bank, we sought to create items that would appropriately target the grade-level content standards yet would do so in a way that would render them accessible to a wider range of student ability than might be

typically expected of assessment items. Our focus on reducing the cognitive and linguistic

complexity of items as well as on designing the computer interface and features of the items

themselves to reduce the impact of construct irrelevant barriers to student understanding was

intended to provide a bank of items from which we could draw vocabulary problems

representing a wide range of difficulty yet all aligned to grade-level content standards.

Methods

In this technical report, we explain the development of vocabulary CBMs designed for

use with students in grades 2-8. This development included three key steps: (a) creating an item

bank, (b) piloting all items in the item bank to determine their difficulty, reliability, and

appropriateness for use with the intended grade level, and (c) organizing the items into a series of

benchmark and progress monitoring assessments. We begin by describing the process of item

creation, including background about the item specifications and guidance given to item writers

during the development of the individual vocabulary items. Then, we explain the piloting of the

vocabulary items. We outline the process we used to create multiple comparable alternate forms

of progress monitoring and benchmarking assessments using the item bank information.

Item Development

We used the Oregon State Standards for Vocabulary as the basis for our item creation.

All items were written to target one sub-domain within a particular Vocabulary Standard, with

item-writers specifically referencing the intended sub-domain in the item database during item

writing.

Item writer qualifications. Eight item writers were recruited from across Oregon and

California. These individuals had experience in teaching and English language arts. Five of the

item writers had worked extensively with students in Special Education programs and were

familiar with their educational needs. Specific background information is provided about each of the item writers. Item writer #1 had a Master's degree in Special Education. She had taught pre-Kindergarten through 5th grade and had completed 2.5 years of research work in assessment. Item writer #2 had the following qualifications: BS in Elementary Education with a Reading Endorsement; work experience with students in kindergarten and elementary grades and preschoolers with special needs; teaching experience as a substitute teacher and tutor for adults. Item writer #3 had also consulted and developed curriculum professionally. Item writer #3 had extensive experience tutoring students with disabilities and working with students in grades K-8. Item writer #4 had a BA in Health Education, a Master's of Arts in Teaching (K-8 Elementary Endorsement), and additional university credits for math education. She had 13 years experience teaching students in first through fourth grade.

Item writer #5 was a retired middle school teacher who had taught students with special needs. She had a BS in Elementary Education with a Reading Endorsement (K-12) and had 25 years of teaching experience. Item writer #6 held a Master's degree in Special Education and a BA in Developmental Psychology. Her experiences included: working as a Special Education teacher and Program Coordinator for a social service program; eight years of supporting individuals with developmental disabilities; and designing functional academic curricula in mathematics, reading, and social skills.

Item writer #7, a fifth-year Ph.D. candidate in developmental psychology, had a Bachelor's and a Master's degree also in developmental psychology. While item writer #7 had completed relevant coursework such as statistics, research methods, developmental psychology, language acquisition, linguistics, and social cognition, she had also taught undergraduate-level courses including Child Development, Cognitive Development, and Language Acquisition.

Finally, item writer #8 received a BA in Humanities with a concentration in Education and a Master's in Special Education. He had 3 years of experience teaching English in grades K-16 and was working in a research organization on projects related to assessments at the time he was writing mathematics items for this project. All item writers started the writing process in October 2008. The item bank was completed in May 2009.

Guidance given to item writers. Item writers were informed that the goal of this project was to create vocabulary items that would be appropriate for students struggling in grade-level reading materials in addition to items that would be appropriate for students who were performing at grade level expectations. In describing this student population, they were told to picture students with very low academic performance, who receive special education services, and who would also likely receive significant support in the general education classrooms. In addition, they were instructed to write some items that would be appropriate for students who were successfully working at grade-level expectations. In other words, they were asked to write items that covered a range of student ability and skill level.

Item writers were provided specific guidelines on how they should approach the item writing process. Two major points were emphasized: (a) the importance of writing items that reduced the cognitive complexity of the tasks, and (b) the need to preserve the integrity of the items by connecting them to grade-level content standards. Although the item-writers were told that researchers are still operationally defining the meaning of 'reducing cognitive complexity', they were given some basic ideas to consider while completing the item-writing tasks.

They were strongly encouraged to use simple language (short words and declarative sentences). The emphasis on simple language was designed to reduce the chance that words would present a barrier to is assessing students' ability to demonstrate their vocabulary

knowledge. The overall goal in item writing was to focus students' attention on a single idea. Therefore, it was essential for item writers to: (a) have in-depth understanding of the material, (b) spend time thinking of their audience, (c) be clear and concise in their writing, and (d) avoid irrelevant language and clues when writing the items.

Other specific guidelines provided to item writers included the following: (a) keep grammar structure parallel between a question and each answer option; (b) keep answer options similar in length and complexity levels; and (c) ensure that all answer choices are mutually exclusive.

To increase the alignment between items in consecutive grade levels, the year-long task of writing approximately 800 items per grade level was divided into 40 sets, 20 per three-grade span. Each set of items included 20 vocabulary words per grade (60 total per set). Thus, for each set of items, each item writer wrote vocabulary problems addressing similar Vocabulary Standards for three grades. Item writers completed their work on separate Excel files that were pre-formatted and named by the researchers. Item writers were encouraged to write items so that the difficulty level progressed smoothly from grade to grade. They were asked to create multiple-choice test items with three answer choices to address the Standards.

Although examples of test items were given, item writers were given the freedom to devise comparable questions that met the Standards. Because copies of the general and specific Standards were provided to the item writers, they were expected to study and understand the Standards' requirements. Item writers were reminded of the importance of producing items that met the Standards with the following characteristics: (a) items should be simple, direct, and in the most basic form of the Standard requirements; (b) complexity should be reduced whenever possible; (c) items should use vocabulary, background knowledge and topics appropriate for

students in the target grade level; and (d) the language should be simple, avoiding use of idioms,

long words, passive voice, and unnecessary clauses. Item writers were provided the EDL Core

Vocabulary list as a reference for determining appropriate grade-level words to use in items and

distractors. Finally, researchers stressed the importance of creating original items, although item

writers were given print and online resources as sources of inspiration, ideas, or information.
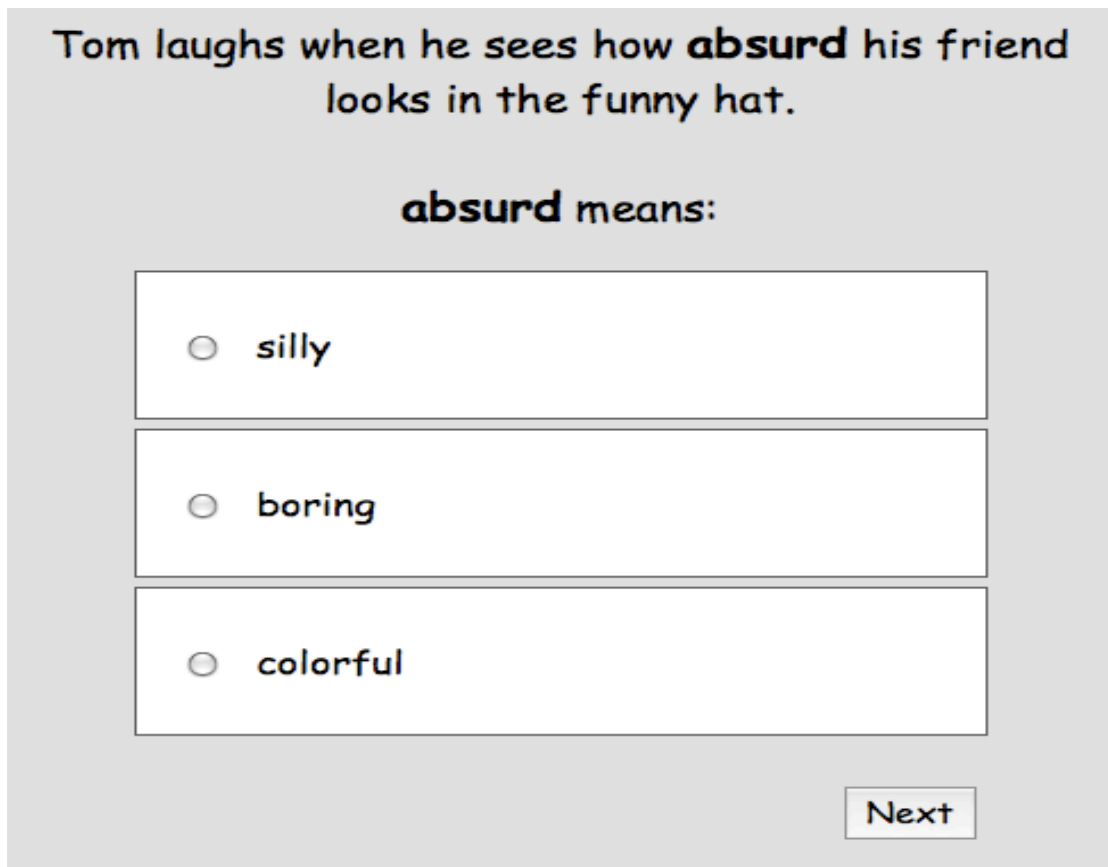
In writing the distractors, item writers were reminded to maintain three answer choices

that were similar in length and complexity level, differing only in content. When constructing

incorrect choices, they were informed that these distractors should be relevant to the sentence.

Item writers were requested to use related words or concepts in the distractors, so that each

answer choice appeared to be a relevant option.

Design of computer interface. Because these items were designed specifically for use in

online computer delivered assessments, the research team worked closely with the computer

programmer to ensure that the items would be able to be displayed appropriately in an online

testing environment. The computer programmer provided guidance in the original item writing

specifications, assisting with the development of computer code to enable a reliable and efficient

transfer of the items from the Excel files provided by the item writers to the computer database

and subsequent online display of the items.

Items were designed to be displayed one at a time on the screen, with a sentence in which

the target vocabulary word is bolded appearing in the center of the screen and the three answer

options below, but also displayed on the same screen (see Figure 1). Students select their answer

by clicking anywhere in the large rectangular area corresponding with the answer option they

want to pick. Once they are satisfied with their response, they click the "Next" button at the

bottom right corner of their screen, and the computer displays the next item.

The size of the question stem and answer options is optimized for display without requiring any 'scrolling' to view all parts of the question and all possible answer options. However, should they need to enlarge the text to enable them to read it better, students are able to magnify the size of the display by adjusting their computer's view to zoom in. The program is designed to be compatible with Firefox, Safari (on a Mac Operating System), and Internet Explorer (on a Windows Operating System).

Each time a question is displayed, the computer randomizes the order of the answer options. Thus, even when two students are looking at the same question at the same time, it is likely that the answer options will appear in a different order on the bottom of their screen. This random display feature built into the programming helps reduce the impact of cheating.

Figure 1
Sample Question Illustrating Computer Display of Item

Item Review Process

A team of six researchers reviewed all items beginning June 2009. These researchers all had experience with assessment and item creation. Two of the researchers had earned doctorates in education, one with an emphasis on assessments. One of the researchers had a Master's in Special Education and had participated in a special program throughout his graduate studies focused on educational assessments. He had been the primary contact for the item writers for the previous year and was very familiar with the project. Of the remaining three researchers, one was a Ph.D. student in Educational Leadership, one was a Master's student in Speech Language Pathology, and one was a full-time research assistant at a research institute at the university where this research was conducted.

During the item review process, the researchers studied specific aspects of the items, including general clarity and alignment with the standards, formatting, wording, and answer choices. Researchers reviewed the items individually and as a group. Each researcher spent on average ten hours per week from June to August 2009 reviewing items individually. Beginning in July and continuing for the next several months, the team met regularly as a group in 2-3 hour meetings, several days per week. During group reviews, the team focused primarily on standardizing formats, verifying answer choices, and identifying errors. As errors were found, they were corrected, resulting in approximately 5600 items to be piloted in school year 2010/2011.

Item Piloting

Districts interested in participating in the piloting were provided a letter of introduction that described the piloting process and explained that to protect confidentiality, no identifying information would be collected on students, teachers, schools, or districts participating in the

piloting. Districts that opted to participate in the piloting agreed to have their students complete a series of pilot test items (which included both 20 vocabulary items and 15 short passage reading items in conjunction with their spring 2011 benchmark assessments. In these districts, students first completed the pilot items and then were administered their regular benchmark assessments. Because all assessments were administered by computer, the order in which the assessments were administered was controlled by the online piloting system. In all cases, students were administered a series of anchor items (5 vocabulary items) then 15 additional vocabulary items, randomly selected by the computer from the larger database of grade-level vocabulary items, then another series of anchor items (5 short reading passage items), followed by an additional 10 short reading passage items, again drawn randomly by the computer program from the larger database of grade-level short reading passage items. Upon completion of all pilot items, students were administered their regular spring benchmark assessments in reading.

These anchor items, selected for their range of difficulty and coverage of a variety of standards within a grade level, were kept constant to allow for calibrating all items within a grade level to the same scale. In keeping with Kolen and Brennan's (2004) recommendation, these anchor items always appeared in the same order and place on each test.

Data Analysis

To analyze the items, we used a 1PL Rasch model and the software Winsteps (Linacre, 2006). We chose the one parameter model rather than a more complicated one for our analysis out of a desire for parsimony and because it appears to fit the data quite well. Key item parameters we analyzed include *Mean Square Outfit* (items falling outside the desired range of 0.50 to 1.50 were examined in greater detail before being retained in the item bank for future use, *Standard Error of Measure*, and *Measure* (an estimate of the item's difficulty). In addition to

these item parameters, we also analyzed how the distractors functioned. In all cases, we sought to retain for our item bank items where students with the highest average estimated ability selected the correct answer choice, while students with lower average estimated ability selected the two other answer choices. We also sought items with a wide range of difficultly, cognizant of the need to have enough items to use for assessments designed for use with students receiving special education assistance as well as with students from the general education population.

Results

Data from each grade level were analyzed separately. The results of these analyses are reported separately by grade, each in its own technical report. Although no items were specifically written for use in grade 2, a number of extremely easy items were identified through the piloting process and were thus organized into vocabulary measures appropriate for students in second grade. These items came from items originally written for grade 3-5. The specific grade level for which the items were originally written can be identified by looking at the unique item number in the tables. Items originally written for grade 3 will begin with the number "3," items originally written for grade 4 will begin with the number "4," and items originally written for grade 5 will begin with the number "5". For the purpose of this technical report, all the items used in the Grade 2 measures will be referred to generally as Grade 2 items, regardless of the grade level for which they were originally written.

Of the Grade 2 items, 177 were over-fit (Mean Square Outfit ranging from 0.07 to 0.49 with an average Mean Square Outfit of 0.30). All 177 items were retained for the item bank because distractor analysis indicated that they were functioning appropriately (students with the highest average estimated ability selected the correct answer choice, while students with lower estimated ability selected distractors). There were no under-fit items. Table 1 presents the results

of the Rasch analysis for the Grade 2 items. For the complete distractor analysis results, refer to

the technical report describing the development of the CBM vocabulary measures for the grades

for which the items were originally written.

Discussion

We used the results of the Rasch analysis to select items from the item bank to use in the

creation of ten alternate forms of progress monitoring measures and three benchmark screener

forms appropriate for use with students in second grade, resulting in a total of 13 second-grade

vocabulary measures. Each form of the measures was comprised of 12 items, and all alternate

forms are designed to be of comparable difficulty, as determined by calculating the mean

measure of the items on each form.

Mean measure of forms 1 – 10 of the Vocabulary progress monitoring measures range

from -1.94 to -1.80, with an average of −1.86 across all ten forms. Mean measure of the

Vocabulary Benchmark measures range from -1.80 to -1.79, with an average of -1.80 across all

three forms. Table 2 lists information about each of the alternate forms of the vocabulary

measures for second grade.

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Table 1a
Item Information and Statistics, Gr2Vocab1 (Mean Measure = -1.85)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_55410	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-3.91	78	1.84	1.00	1.00
2	Vocab_Item_65641	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-3.00	93	1.04	0.07	1.15
3	Vocab_Item_35734	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.39	94	0.46	1.45	1.07
4	Vocab_Item_45641	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.37	89	0.50	0.21	1.23
5	Vocab_Item_45736	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.23	87	0.49	1.18	0.99
6	Vocab_Item_45644	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.19	89	0.42	1.21	1.06
7	Vocab_Item_35274	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.08	94	0.39	0.91	0.94
8	Vocab_Item_35151	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-0.99	93	0.45	1.05	1.08
9	Vocab_Item_45645	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-2.41	89	0.74	0.16	1.13
10	Vocab_Item_55650	EL.05.RE.13 Determine the meanings of figurative expressions, such as those in similes and metaphors.	-2.22	77	0.73	0.16	1.16
11	Vocab_Item_35589	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.94	95	0.55	0.19	1.20
12	Vocab_Item_35109	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.50	94	0.50	0.26	1.16

Table 1b
Item Information and Statistics, Gr2Vocab2 (Mean Measure = -1.94)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_55410	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-3.91	78	1.84	1.00	1.00
2	Vocab_Item_55273	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-3.82	78	1.83	1.00	1.00
3	Vocab_Item_35734	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.39	94	0.46	1.45	1.07
4	Vocab_Item_35003	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.39	94	0.43	0.58	1.08
5	Vocab_Item_45736	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.23	87	0.49	1.18	0.99
6	Vocab_Item_45098	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.23	89	0.44	0.41	1.19
7	Vocab_Item_35274	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.08	94	0.39	0.91	0.94
8	Vocab_Item_45101	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.08	88	0.44	0.56	1.10
9	Vocab_Item_55721	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-2.42	78	0.76	0.14	1.17
10	Vocab_Item_35010	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-2.29	95	0.51	0.49	1.10
11	Vocab_Item_65408	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-1.90	94	0.61	0.30	1.14
12	Vocab_Item_45829	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.48	89	0.47	0.38	1.21

Table 1c
Item Information and Statistics, Gr2Vocab3 (Mean Measure = -1.93)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_55273	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-3.82	78	1.83	1.00	1.00
2	Vocab_Item_55632	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-3.78	78	1.84	1.00	1.00
3	Vocab_Item_35003	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.39	94	0.43	0.58	1.08
4	Vocab_Item_35551	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.39	94	0.42	0.52	1.10
5	Vocab_Item_45098	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.23	89	0.44	0.41	1.19
6	Vocab_Item_35149	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.22	94	0.37	0.58	1.11
7	Vocab_Item_45101	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.08	88	0.44	0.56	1.10
8	Vocab_Item_35367	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.07	95	0.39	0.27	1.31
9	Vocab_Item_45229	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-2.42	88	0.75	0.16	1.15
10	Vocab_Item_55556	EL.05.RE.13 Determine the meanings of figurative expressions, such as those in similes and metaphors.	-2.22	78	0.74	1.10	0.98
11	Vocab_Item_55183	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-2.00	78	0.74	0.46	1.08
12	Vocab_Item_35107	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.59	94	0.51	0.21	1.22

Table 1d

Item Information and Statistics, Gr2Vocab4 (Mean Measure = -1.90)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_55632	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-3.78	78	1.84	1.00	1.00
2	Vocab_Item_65681	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-3.35	94	1.04	0.14	1.09
3	Vocab_Item_35551	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.39	94	0.42	0.52	1.10
4	Vocab_Item_45738	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.39	89	0.52	0.71	1.03
5	Vocab_Item_35149	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.22	94	0.37	0.58	1.11
6	Vocab_Item_35512	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.22	95	0.45	0.53	1.08
7	Vocab_Item_35367	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.07	95	0.39	0.27	1.31
8	Vocab_Item_35560	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.06	95	0.39	0.37	1.24
9	Vocab_Item_45505	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-2.42	89	0.73	0.67	1.02
10	Vocab_Item_45325	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-2.33	89	0.74	0.37	1.07
11	Vocab_Item_55811	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-2.01	77	0.63	0.15	1.21
12	Vocab_Item_35101	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.59	94	0.49	0.57	1.11

Table 1e
Item Information and Statistics, Gr2Vocab5 (Mean Measure = -1.84)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_65681	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-3.35	94	1.04	0.14	1.09
2	Vocab_Item_35006	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-3.34	94	1.03	0.31	1.03
3	Vocab_Item_45738	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.39	89	0.52	0.71	1.03
4	Vocab_Item_45513	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.39	89	0.53	0.49	1.07
5	Vocab_Item_35512	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.22	95	0.45	0.53	1.08
6	Vocab_Item_35507	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.22	95	0.50	0.36	1.15
7	Vocab_Item_35560	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.06	95	0.39	0.37	1.24
8	Vocab_Item_35059	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.06	94	0.39	0.26	1.30
9	Vocab_Item_35418	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-2.42	94	0.65	0.37	1.10
10	Vocab_Item_65872	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-2.23	94	0.65	0.48	1.04
11	Vocab_Item_35015	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.92	95	0.54	0.67	1.06
12	Vocab_Item_45639	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.50	89	0.54	0.29	1.13

Table 1f
Item Information and Statistics, Gr2Vocab6 (Mean Measure = -1.85)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_35006	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-3.34	94	1.03	0.31	1.03
2	Vocab_Item_45731	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-3.20	89	1.02	0.19	1.06
3	Vocab_Item_45513	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.39	89	0.53	0.49	1.07
4	Vocab_Item_45502	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.39	89	0.46	0.31	1.16
5	Vocab_Item_35507	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.22	95	0.50	0.36	1.15
6	Vocab_Item_35508	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.21	94	0.44	0.25	1.24
7	Vocab_Item_35059	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.06	94	0.39	0.26	1.30
8	Vocab_Item_45050	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.04	89	0.39	0.44	1.17
9	Vocab_Item_65695	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-2.49	94	0.75	0.22	1.11
10	Vocab_Item_65682	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.33	93	0.73	1.06	0.98
11	Vocab_Item_65375	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-1.98	92	0.64	0.17	1.21
12	Vocab_Item_45857	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.53	89	0.51	0.32	1.10

Table 1g
Item Information and Statistics, Gr2Vocab7 (Mean Measure = -1.83)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_45731	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-3.20	89	1.02	0.19	1.06
2	Vocab_Item_65515	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-3.19	92	1.04	0.12	1.10
3	Vocab_Item_45502	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.39	89	0.46	0.31	1.16
4	Vocab_Item_35870	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.38	94	0.47	0.66	1.16
5	Vocab_Item_35508	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.21	94	0.44	0.25	1.24
6	Vocab_Item_45287	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.21	88	0.45	0.43	1.12
7	Vocab_Item_45050	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.04	89	0.39	0.44	1.17
8	Vocab_Item_45462	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.03	89	0.44	0.26	1.25
9	Vocab_Item_65017	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-2.50	94	0.74	0.20	1.12
10	Vocab_Item_65184	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.28	94	0.74	0.26	1.09
11	Vocab_Item_45136	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.98	89	0.56	0.31	1.11
12	Vocab_Item_45506	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.55	88	0.51	0.94	1.13

Table 1h
Item Information and Statistics, Gr2Vocab8 (Mean Measure = -1.82)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_65515	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-3.19	92	1.04	0.12	1.10
2	Vocab_Item_45733	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-3.11	89	1.02	0.21	1.06
3	Vocab_Item_35870	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.38	94	0.47	0.66	1.16
4	Vocab_Item_45334	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.38	89	0.46	1.45	0.85
5	Vocab_Item_45287	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.21	88	0.45	0.43	1.12
6	Vocab_Item_45729	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.21	89	0.45	0.34	1.19
7	Vocab_Item_45462	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.03	89	0.44	0.26	1.25
8	Vocab_Item_35373	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.02	93	0.42	0.45	1.16
9	Vocab_Item_55010	EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.	-2.50	78	0.75	0.13	1.16
10	Vocab_Item_55234	EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.	-2.31	78	0.74	0.25	1.08
11	Vocab_Item_35193	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.98	95	0.50	0.25	1.19
12	Vocab_Item_35781	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.55	94	0.48	0.43	1.11

Table 1i
Item Information and Statistics, Gr2Vocab9 (Mean Measure = -1.81)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item _45733	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-3.11	89	1.02	0.21	1.06
2	Vocab_Item _55634	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-3.11	78	1.03	0.26	1.05
3	Vocab_Item _45334	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.38	89	0.46	1.45	0.85
4	Vocab_Item _35690	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.37	94	0.43	0.33	1.20
5	Vocab_Item _45729	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.21	89	0.45	0.34	1.19
6	Vocab_Item _35785	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.20	95	0.40	0.53	1.11
7	Vocab_Item _35373	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.02	93	0.42	0.45	1.16
8	Vocab_Item _35456	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.01	95	0.41	0.35	1.19
9	Vocab_Item _45370	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-2.56	88	0.77	0.26	1.12
10	Vocab_Item _55018	EL.05.RE.13 Determine the meanings of figurative expressions, such as those in similes and metaphors.	-2.23	78	0.74	0.82	1.03
11	Vocab_Item _65186	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-1.98	93	0.55	0.95	0.96
12	Vocab_Item _35275	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.54	95	0.49	0.40	1.09

Table 1j
Item Information and Statistics, Gr2Vocab10 (Mean Measure = -1.80)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_55634	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-3.11	78	1.03	0.26	1.05
2	Vocab_Item_65642	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-3.08	93	1.02	0.37	1.02
3	Vocab_Item_35690	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.37	94	0.43	0.33	1.20
4	Vocab_Item_45274	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.37	89	0.44	0.61	1.06
5	Vocab_Item_35785	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.20	95	0.40	0.53	1.11
6	Vocab_Item_45548	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.20	89	0.43	0.52	1.15
7	Vocab_Item_35456	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.01	95	0.41	0.35	1.19
8	Vocab_Item_35002	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.00	94	0.45	0.56	1.04
9	Vocab_Item_35543	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-2.57	94	0.74	0.17	1.14
10	Vocab_Item_65506	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-2.31	93	0.76	0.24	1.08
11	Vocab_Item_45373	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.91	89	0.61	0.93	1.06
12	Vocab_Item_45497	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.48	89	0.53	0.92	1.01

Table 1k
Item Information and Statistics, Gr2Vocab Benchmark 1 (Mean Measure = -1.80)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item _65642	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-3.08	93	1.02	0.37	1.02
2	Vocab_Item _55779	EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.	-3.07	78	1.02	0.15	1.09
3	Vocab_Item _45274	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.37	89	0.44	0.61	1.06
4	Vocab_Item _45515	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.37	89	0.54	0.42	1.15
5	Vocab_Item _45548	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.20	89	0.43	0.52	1.15
6	Vocab_Item _35186	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.19	93	0.38	0.44	1.16
7	Vocab_Item _35002	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.00	94	0.45	0.56	1.04
8	Vocab_Item _45732	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.00	89	0.47	0.74	1.05
9	Vocab_Item _45501	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-2.58	90	0.74	0.24	1.12
10	Vocab_Item _65229	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.27	93	0.63	0.70	1.01
11	Vocab_Item _45682	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.96	91	0.54	0.37	1.13
12	Vocab_Item _35183	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.51	94	0.49	0.37	1.17

Table 11

Item Information and Statistics, Gr2Vocab Benchmark 2 (Mean Measure = -1.80)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_55779	EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.	-3.07	78	1.02	0.15	1.09
2	Vocab_Item_45407	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-3.06	89	1.02	0.15	1.09
3	Vocab_Item_45515	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.37	89	0.54	0.42	1.15
4	Vocab_Item_45637	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.37	89	0.42	0.37	1.18
5	Vocab_Item_35186	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.19	93	0.38	0.44	1.16
6	Vocab_Item_35184	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.19	94	0.45	0.27	1.25
7	Vocab_Item_45732	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.00	89	0.47	0.74	1.05
8	Vocab_Item_45149	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.00	88	0.41	0.53	1.12
9	Vocab_Item_55232	EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.	-2.59	78	0.75	0.12	1.18
10	Vocab_Item_35736	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-2.27	94	0.61	0.40	1.11
11	Vocab_Item_45372	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.96	88	0.62	0.37	1.07
12	Vocab_Item_45722	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.52	89	0.52	0.46	1.02

Table 1m
Item Information and Statistics, Gr2Vocab Benchmark 3 (Mean Measure = -1.79)

Item	Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
1	Vocab_Item_45407	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-3.06	89	1.02	0.15	1.09
2	Vocab_Item_65641	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-3.00	93	1.04	0.07	1.15
3	Vocab_Item_45637	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.37	89	0.42	0.37	1.18
4	Vocab_Item_45641	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.37	89	0.50	0.21	1.23
5	Vocab_Item_35184	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.19	94	0.45	0.27	1.25
6	Vocab_Item_45644	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.19	89	0.42	1.21	1.06
7	Vocab_Item_45149	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.00	88	0.41	0.53	1.12
8	Vocab_Item_35151	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-0.99	93	0.45	1.05	1.08
9	Vocab_Item_45724	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-2.60	89	0.75	0.15	1.15
10	Vocab_Item_45227	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-2.24	89	0.63	0.37	1.04
11	Vocab_Item_65632	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-1.96	92	0.64	0.19	1.19
12	Vocab_Item_35100	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.50	94	0.48	0.38	1.12

Table 1n
Item Information and Statistics, Unassigned Items

Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
Vocab_Item_35007	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.83	95	0.49	0.93	1.03
Vocab_Item_35012	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.18	94	0.44	0.39	1.18
Vocab_Item_35018	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.13	94	0.42	0.62	1.13
Vocab_Item_35020	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.85	93	0.54	0.29	1.12
Vocab_Item_35063	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.35	94	0.43	0.33	1.19
Vocab_Item_35091	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.60	95	0.51	0.28	1.19
Vocab_Item_35096	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-2.77	95	0.74	0.16	1.13
Vocab_Item_35102	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.17	94	0.43	0.30	1.23
Vocab_Item_35106	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.10	95	0.40	0.47	1.15
Vocab_Item_35148	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.14	94	0.39	0.66	1.08
Vocab_Item_35190	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.42	95	0.45	0.58	1.03
Vocab_Item_35191	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-0.97	94	0.39	0.60	1.18
Vocab_Item_35192	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.84	94	0.55	0.63	1.08
Vocab_Item_35197	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.27	95	0.42	0.40	1.23

Table 1n
Item Information and Statistics, Unassigned Items Cont.

Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
Vocab_Item_35200	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.66	95	0.48	0.38	1.18
Vocab_Item_35240	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.13	95	0.42	0.36	1.20
Vocab_Item_35244	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.40	94	0.46	0.43	1.11
Vocab_Item_35290	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-0.90	94	0.40	1.44	0.92
Vocab_Item_35320	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-2.06	94	0.54	0.27	1.12
Vocab_Item_35335	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-0.94	3832	0.06	0.58	1.14
Vocab_Item_35370	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-0.93	94	0.41	0.51	1.16
Vocab_Item_35371	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.29	94	0.45	0.27	1.22
Vocab_Item_35374	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.47	94	0.46	0.87	1.09
Vocab_Item_35406	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.78	94	0.53	0.39	1.12
Vocab_Item_35466	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.12	94	0.39	0.38	1.27
Vocab_Item_35470	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.10	94	0.41	0.51	1.11
Vocab_Item_35548	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-0.94	93	0.37	0.73	1.10
Vocab_Item_35549	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-2.19	94	0.73	0.42	1.03

Table 1n
Item Information and Statistics, Unassigned Items Cont.

Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
Vocab_Item_35598	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.25	95	0.42	0.32	1.24
Vocab_Item_35631	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.31	93	0.47	0.47	1.04
Vocab_Item_35632	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.30	95	0.43	0.47	1.10
Vocab_Item_35633	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-0.97	95	0.43	0.35	1.22
Vocab_Item_35636	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.44	94	0.43	0.26	1.26
Vocab_Item_35637	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.14	95	0.42	0.41	1.15
Vocab_Item_35640	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.14	95	0.42	0.43	1.17
Vocab_Item_35649	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.28	94	0.44	0.48	1.15
Vocab_Item_35688	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.82	93	0.48	0.22	1.23
Vocab_Item_35695	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-0.93	95	0.36	1.01	1.12
Vocab_Item_35725	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.10	94	0.36	0.84	1.04
Vocab_Item_35727	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.32	95	0.49	0.24	1.24
Vocab_Item_35732	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.47	94	0.47	0.35	1.20

Table 1n
Item Information and Statistics, Unassigned Items Cont.

Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
Vocab_Item_35737	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-0.93	95	0.40	0.32	1.24
Vocab_Item_35739	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.15	94	0.41	0.45	1.11
Vocab_Item_35740	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.64	94	0.49	0.57	1.08
Vocab_Item_35814	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-1.42	94	0.41	0.72	0.93
Vocab_Item_35815	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-0.91	94	0.39	0.72	1.00
Vocab_Item_35824	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-0.94	94	0.38	0.60	1.11
Vocab_Item_35859	EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.	-0.98	94	0.40	0.44	1.18
Vocab_Item_35866	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.30	94	0.47	0.83	1.08
Vocab_Item_35874	EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.	-1.24	93	0.39	0.32	1.25
Vocab_Item_45001	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.16	89	0.45	0.95	0.93
Vocab_Item_45006	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.32	89	0.50	0.45	1.07
Vocab_Item_45010	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.70	89	0.54	0.26	1.16
Vocab_Item_45016	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.34	89	0.47	0.29	1.18
Vocab_Item_45052	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.11	90	0.43	0.45	1.19

Table 1n
Item Information and Statistics, Unassigned Items Cont.

Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
Vocab_Item_45091	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-2.62	89	0.75	0.46	1.06
Vocab_Item_45095	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.82	89	0.61	0.23	1.14
Vocab_Item_45096	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.15	89	0.43	1.10	0.87
Vocab_Item_45099	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.85	89	0.51	0.55	1.07
Vocab_Item_45139	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.69	89	0.55	0.58	1.12
Vocab_Item_45181	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-2.05	89	0.64	0.12	1.21
Vocab_Item_45189	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.80	89	0.57	0.27	1.18
Vocab_Item_45230	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-2.68	89	0.75	0.16	1.13
Vocab_Item_45286	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.18	89	0.44	0.63	1.06
Vocab_Item_45369	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-2.02	84	0.64	0.21	1.15
Vocab_Item_45371	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.36	89	0.46	0.63	1.17
Vocab_Item_45410	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.15	89	0.47	0.36	1.12
Vocab_Item_45415	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.12	89	0.51	0.61	1.03
Vocab_Item_45419	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.18	89	0.42	0.29	1.26
Vocab_Item_45452	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.15	89	0.46	0.28	1.19
Vocab_Item_45466	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.36	89	0.49	0.51	1.04
Vocab_Item_45498	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.63	89	0.53	0.11	1.31

Table 1n
Item Information and Statistics, Unassigned Items Cont.

Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
Vocab_Item_45500	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.17	89	0.44	0.57	1.07
Vocab_Item_45503	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.31	89	0.47	0.48	1.13
Vocab_Item_45512	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-2.19	89	0.62	0.29	1.10
Vocab_Item_45541	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.41	89	0.49	0.29	1.19
Vocab_Item_45557	EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	-1.12	83	0.44	0.37	1.22
Vocab_Item_45604	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.26	87	0.49	0.34	1.18
Vocab_Item_45636	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.30	89	0.49	0.39	1.16
Vocab_Item_45640	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.75	89	0.51	0.19	1.24
Vocab_Item_45642	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.25	89	0.55	0.19	1.20
Vocab_Item_45689	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.73	89	0.52	0.43	1.21
Vocab_Item_45725	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.28	89	0.45	0.45	1.13
Vocab_Item_45769	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.10	88	0.41	0.70	1.02
Vocab_Item_45770	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.45	89	0.46	0.40	1.19
Vocab_Item_45812	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.29	88	0.50	0.24	1.23
Vocab_Item_45860	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.28	89	0.49	0.54	1.06
Vocab_Item_45863	EL.04.RE.11 Determine meanings of words using contextual and structural clues.	-1.77	89	0.62	0.58	1.00
Vocab_Item_45865	EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.	-1.24	89	0.45	1.38	1.03
Vocab_Item_55005	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-2.15	78	0.62	0.64	1.03
Vocab_Item_55014	EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.	-2.13	78	0.74	0.28	1.11

Table 1n
Item Information and Statistics, Unassigned Items Cont.

Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
Vocab_Item_55361	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-2.12	77	0.63	0.25	1.15
Vocab_Item_55362	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-2.21	78	0.74	0.75	0.97
Vocab_Item_55378	EL.05.RE.13 Determine the meanings of figurative expressions, such as those in similes and metaphors.	-2.06	78	0.73	0.26	1.10
Vocab_Item_55416	EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.	-2.89	78	1.02	0.26	1.06
Vocab_Item_55499	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-2.35	78	0.73	0.93	0.97
Vocab_Item_55502	EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.	-2.88	78	1.03	0.57	1.00
Vocab_Item_55504	EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.	-2.69	78	1.01	0.16	1.10
Vocab_Item_55604	EL.05.RE.13 Determine the meanings of figurative expressions, such as those in similes and metaphors.	-2.12	78	0.64	0.18	1.18
Vocab_Item_55647	EL.05.RE.13 Determine the meanings of figurative expressions, such as those in similes and metaphors.	-2.64	78	1.01	0.35	1.05
Vocab_Item_55677	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-2.07	78	0.72	1.00	1.02
Vocab_Item_55682	EL.05.RE.11 Determine meanings of words using contextual and structural clues.	-2.10	78	0.75	0.50	1.09
Vocab_Item_65005	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-1.87	3828	0.09	0.97	1.04
Vocab_Item_65106	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-1.79	92	0.51	0.53	1.02
Vocab_Item_65145	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.38	94	0.74	0.15	1.15
Vocab_Item_65228	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.83	94	1.03	0.18	1.07

Table 1n
Item Information and Statistics, Unassigned Items Cont.

Item Name	Standard	Measure	Count	Error	MSQ Outfit	Disc
Vocab_Item _65235	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.94	94	1.02	0.55	1.00
Vocab_Item _65324	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.76	94	1.01	0.62	1.00
Vocab_Item _65417	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-2.88	94	1.02	0.39	1.03
Vocab_Item _65418	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-1.78	94	0.61	0.48	1.05
Vocab_Item _65419	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-1.86	93	0.62	0.36	1.10
Vocab_Item _65422	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-1.77	93	0.60	0.83	1.00
Vocab_Item _65454	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-1.78	92	0.63	0.13	1.21
Vocab_Item _65467	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-1.81	93	0.56	0.20	1.22
Vocab_Item _65547	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-1.77	94	0.61	0.44	1.09
Vocab_Item _65637	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.20	94	0.75	0.43	1.10
Vocab_Item _65724	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.82	93	1.02	0.12	1.11
Vocab_Item _65730	EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	-2.11	93	0.68	0.09	1.25
Vocab_Item _65732	EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.	-2.36	93	0.74	0.17	1.15

Table 2
Test Information Summary

Form	Mean measure
Form 1	-1.85
Form 2	-1.94
Form 3	-1.93
Form 4	-1.90
Form 5	-1.84
Form 6	-1.85
Form 7	-1.83
Form 8	-1.82
Form 9	-1.81
Form 10	-1.80
Benchmark 1	-1.80
Benchmark 2	-1.80
Benchmark 3	-1.79