



pennsylvania
DEPARTMENT OF EDUCATION

**2023 PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT TECHNICAL REPORT
MATHEMATICS, ENGLISH LANGUAGE ARTS, AND SCIENCE**

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TABLE OF CONTENTS

Glossary of Common Terms	7
Preface: An Overview of Assessments from 2003 to the Present	12
Assessment Activities Occurring in the 2003–04 School Year	13
Assessment Activities Occurring in the 2004–05 School Year	13
Assessment Activities Occurring in the 2005–06 School Year	14
Assessment Activities Occurring in the 2006–07 School Year	15
Assessment Activities Occurring in the 2007–08 School Year	16
Assessment Activities Occurring in the 2008–09 School Year	17
Assessment Activities Occurring in the 2009–10 School Year	18
Assessment Activities Occurring in the 2010–11 School Year	19
Assessment Activities Occurring in the 2011–12 School Year	20
Transition to the Pennsylvania Core Standards	21
Assessment Activities Occurring in the 2012–13 School Year	21
Assessment Activities Occurring in the 2013–14 School Year	22
Assessment Activities Occurring in the 2014–15 School Year	23
Assessment Activities Occurring in the 2015–16 School Year	24
Assessment Activities Occurring in the 2016–17 School Year	25
Assessment Activities Occurring in the 2017–18 School Year	26
Assessment Activities Occurring in the 2018–19 School Year	27
Assessment Activities Occurring in the 2019–20 School Year	28
Assessment Activities Occurring in the 2020–2021 School Year	29
Assessment Activities Occurring in the 2021–22 School Year	30
Assessment Activities Occurring in the 2022–23 School Year	31
Assessment Activities Planned for the 2023–24 School Year	32
Chapter One: Background, Purpose, and Intended Uses of the Pennsylvania System of School Assessment (PSSA)	34
The Pennsylvania System of School Assessment	34
Pennsylvania Academic Standards and the PSSA	34
The Pennsylvania Science Assessment	35
Purpose and Intended Uses of the PSSA	36
Chapter Two: Overview of the PSSA Framework	38
Pennsylvania Core Standards, Pennsylvania Academic Standards, Assessment Anchor Content Standards, and Eligible Content	38
Overview of the 2023 PSSA	39
Chapter Three: Item Development Process	46
Process and Procedures for the 2006 Item Pilot	49
Implementation and Test Administration for 2006 Item Pilot	49
Test Development Considerations: All Assessments	49
Bias, Fairness, and Sensitivity: All Assessments	50
Universal Design: All Assessments	50
Depth of Knowledge: All Assessments	50
Passage Readability	51
Test Item Readability: All Assessments	51

Test Development Process: All Assessments	51
Item Development Planning Meeting: All Assessments	54
Item Writer Training: All Assessments	54
Item Authoring and Tracking: All Assessments	55
Internal Reviews and PDE Reviews: All Assessments	55
Item Content Review in Summer 2022: All Assessments	56
Bias, Fairness, and Sensitivity Reviews in July 2022: All Assessments	57
Chapter Four: Universal Design Procedures Applied in the PSSA Test Development Process	59
Elements of Universally Designed Assessments	59
Guidelines for Universally Designed Items	61
Item Development	62
Item Formatting	62
Assessment Accommodations	63
Chapter Five: Embedded Field Test	64
Classical Item Analysis	64
Differential Item Functioning	67
Criteria for Identifying Items	71
Review of Items with Data	72
Chapter Six: Operational Forms Construction for 2023	74
Final Selection of Items and 2023 PSSA Forms Construction	74
Special Forms Used in the 2023 PSSA	75
Summary of the Translation Verification Study by SLTI of the 2009 PSSA Science Assessments	77
Summary of Comparability Report from Sireci Psychometric Services	78
Chapter Seven: Test Administration Procedures	79
Test Sessions, Test Sections, Test Timing, and Test Layout	79
Testing Window	81
Shipping, Packaging, and Delivery of Materials	81
Online Testing	82
Test Security Measures	83
Sample Manuals	84
Testing Window Assessment Accommodations	84
Chapter Eight: Processing and Scoring	85
Receipt of Materials	85
Scanning of Materials	86
Materials Storage	88
Online Testing	89
Scoring Multiple-Choice Items	90
Rangefinding	90
Rater Recruitment/Qualifications	91
Leadership Recruitment/Qualifications	91
Training	92
Handscoring Process	93
Handscoring Validity Process	93
Quality Control	95

Chapter Nine: Description of Data Sources and Sampling Adequacy	100
Primary Student Filtering Criteria	100
Key Validation Data	100
Pre-Equating Validation Data	101
Item Bank Data	101
Final Data	101
Final N-Counts for All Data Sources	101
Computer-Based Test (CBT)	102
Spiraling of Forms	102
Scrambling of Forms	102
Scrambling Analysis	110
Chapter Ten: Summary Demographic, Program, and Accommodation Data for the 2023 PSSA	112
Assessed Students	112
Non-Assessed Students	113
Composition of Sample Used in Subsequent Tables	115
Collection of Student Demographic Information	115
Participation by Administration Mode	115
Demographic Characteristics	116
Test Accommodations Provided	116
Presentation Accommodations Received	116
Response Accommodations Received	116
Setting Accommodations Received	116
Timing Accommodations Received	116
Accommodation Rate for Non-IEP and IEP Students	117
The Incidence of Accommodations and IEP and EL Status	117
Glossary of Accommodation Terms	117
Chapter Eleven: Classical Item Statistics	121
Item-Level Statistics	121
Item Difficulty	121
Item Discrimination	122
Classical Item Analysis Results	123
Chapter Twelve: Rasch Item Calibration	132
Description of the Rasch Model	132
Checking Rasch Assumptions	133
Item Independence	141
Item Fit	144
Rasch Item Statistics	145
Chapter Thirteen: Performance Level Setting	154
PSSA Cut Scores	154
Chapter Fourteen: Scaling	155
Scaled Scores	155
Raw-Score-to-Scaled-Score Tables	157
Strand (Reporting Category) Score Strength Profile	158

Chapter Fifteen: Equating	159
Pre- vs. Post-Equating	159
Scale Linking	160
Pre-Equating Verification	162
Performance Level Classification	166
Scale Stability and Maintenance	166
Test Characteristic Curves and Logit Plots	167
Chapter Sixteen: Scores and Score Reports	175
Scoring the PSSA	175
Description of Total Test Scores	175
Description of Strand (Reporting Category) Scores	178
Appropriate Score Uses	178
Cautions for Score Uses	179
Reports	180
Chapter Seventeen: Operational Test Statistics	187
Performance Level Statistics	187
Scaled Scores	187
Raw Scores	188
Chapter Eighteen: Reliability	196
Reliability Indices	197
Coefficient Alpha	197
Further Interpretations	198
Reliability of Writing Scores	201
Standard Error of Measurement	201
Results and Observations	203
Rasch Conditional Standard Error of Measurement	204
Results and Observations	205
Decision Consistency and Accuracy	213
Results and Observations	214
Rater Agreement	215
Results and Observations	216
Chapter Nineteen: Validity	220
Purposes and Intended Uses of the PSSA	220
Test length Reduction	220
Evidence Based on Test Content	221
Evidence Based on Response Processes	223
Evidence Based on Internal Structure	223
Evidence Based on Relationships with Other Variables	230
Evidence Based on Consequences of Testing	233
Validity Evidence Summary	234

Appendix A: General Scoring Guidelines	235
Appendix B: Tally Sheets	240
Appendix C: Item and Test Development Process	323
Appendix D: Item and data Review Card examples	327
Appendix E: Item Rating Sheet	331
Appendix F: Item Statistics	335
Appendix G: 2023 Test Book Section Layout Plans	479
Appendix H: Mean Scaled Scores by Form	483
Appendix I: Demographic Characteristics of Students	497
Appendix J: Incidence of Accommodations Received	508
Appendix K: Accommodation Rate for Non-IEP and IEP Students	521
Appendix L: Incidence of Accommodations Received by IEP and EL Students	523
Appendix M: Cut Scores and Scale Transformations	543
Appendix N: Raw-to-Scaled Score Conversion Tables	544
Appendix O: Operational Item Statistics	572
Appendix P: Reliabilities	599
Appendix Q: Historical Statistics	641
Appendix R: PSSA Score Report Development	648
Appendix S: Investigation of Person Fit by Mode and Subgroup	657
Appendix T: Pre-Equating Verification Results	663
References	728

GLOSSARY OF COMMON TERMS

The following table contains some terms used in this technical report and their meanings. Some of these terms are used universally in the assessment community, and some of these terms are used commonly by psychometric professionals. A glossary of accommodation terms as applied to the PSSA is provided in Chapter Ten.

Table G–1. Glossary of Terms

Term	Common Definition
Ability	In Rasch scaling, ability is a generic term indicating the level of an individual on the construct measured by an exam. As an example for the PSSA, a student’s reading ability is measured by how the student performed on the PSSA Reading test. A student who answered more items correctly has a higher ability than a student who answered fewer items correctly.
Adjacent Agreement	A score/rating difference of one (1) point in value usually assigned by two different raters under the same conditions (e.g., two independent raters give the same scores that differ by one point).
Alternate Forms	Two or more versions of a test that are considered exchangeable, i.e., they are developed using the same test specifications, they measure the same constructs in the same ways, are intended for the same purposes, and they are administered using the same directions. More specific terminology may apply depending on the degree of statistical similarity between the test forms (e.g., parallel forms, equivalent forms, and comparable forms) where parallel forms refers to the situation in which the test forms have the highest degree of similarity to each other.
Average	A measure of central tendency in a score distribution that usually refers to the arithmetic mean of a set of scores. In this case, it is determined by adding all the scores in a distribution and then dividing the obtained value by the total number of scores. Sometimes people use the word average to refer to other measures of central tendency such as the median (the score in the middle of a distribution) or mode (the score value with the greatest frequency).
Bias	In a statistical context, bias refers to any source of systematic error in the measurement of a test score. In discussing test fairness, bias may refer to construct-irrelevant components of test scores that differentially affect the performance of different groups of test takers (e.g., gender, ethnicity, etc.). Attempts are made to reduce bias by conducting item fairness reviews and various differential item functioning (DIF) analyses, detecting potential areas of concern, and either removing or revising the flagged test items prior to the development of the final operational form of the test (see also Differential Item Functioning).
Constructed-Response Item	A constructed-response (CR) item is an item that requires examinees to create their own responses, which can be expressed in various forms (e.g., written essay, created table/graph, formulated calculation, etc.). Such items are frequently scored using more than two score categories, that is, items are polytomously scored (e.g., 0, 1, 2, and 3). This item format is in contrast to when students make a choice from a supplied set of answer options (e.g., multiple-choice (MC) items which are typically dichotomously scored as right = 1 or wrong = 0). It is important to consider whether an item is scored polytomously or dichotomously when interpreting item difficulty and discrimination indices.
Content Validity Evidence	Evidence regarding the extent to which a test provides an appropriate sampling of a content domain of interest (e.g., assessable portions of a state’s Grade 6 mathematics curriculum in terms of the knowledge, skills, objectives, and processes sampled).
Core-Linking Item	Items that are utilized during the linking and equating process (see also Linking and Equating). They are a subset of the PSSA operational items and so they 1) are the same on all test forms for any grade/subject-area test and 2) contribute to students’ total raw scores and scaled scores.
Criterion- Referenced Interpretation	When a score is interpreted as a measure of a student’s performance with respect to an expected level of mastery, educational objective, or standard. The types of resulting score interpretations provide information about what a student knows or can do with respect to a given content area.
Cut Score	A specified point on a score scale such that scores at or above that point are interpreted or acted upon differently from scores below that point (e.g., a score designated as the minimum level of performance needed to pass a competency test). One or more cut scores can be set for a test, which results in differentiating among various proficiency levels. Methods for establishing cut scores vary. For the PSSA, three cut scores are used to place students into one of four performance levels (see also Performance Level Setting).

Term	Common Definition
Decision Consistency	The extent to which classifications based on test scores would match the decisions based on scores from a second, parallel form of the same test. It is often expressed as the proportion of examinees who are classified consistently across the two test administrations.
Differential Item Functioning (DIF)	A statistical property of a test item in which different groups of test takers (who have the same total test score) have different average item scores. In other words, students with the same ability level but different group memberships do not have the same probability of answering the item correctly (see also Bias).
Distractor	An incorrect option in a multiple-choice item.
Equating	The process that results in scores that can be used interchangeably across different test forms and/or test administrations. Equated test scores are considered exchangeable. Consequently, the requirements for equating are strong and somewhat complex (equal construct and precision, equity, and invariance). In practical terms, it is often stated that students should perceive no differences regardless of the test form administered (see also Scale Linking, Pre-equating, and Post-equating).
Equating Block (EB) Items	The PSSA uses multiple test forms for each grade/subject-area test. Each form is composed of operational (OP) items, equating block (EB) items, and field-test (FT) items. EB items are utilized during the linking process (see also Linking). Each test form includes a set of EB items. EB items are not part of any student scores.
Error of Measurement	The amount by which the score actually received (an observed score) differs from a hypothetical true score (see also Standard Error of Measurement).
Evidence-Based Selected-Response (EBSR) Item	A type of item that has two parts and requires the test taker to select a response from a group of possible answer choices in Part One, one of which is the correct answer (or key) to the question posed, and to then select one or two responses from a group of possible answer choices in Part Two, which provide evidence to support the correct answer in Part One.
Exact Agreement	When identical scores/ratings are assigned by two different raters under the same conditions (e.g., two independent raters give a paper the same score).
Field-Test (FT) Items	The PSSA uses multiple test forms for each grade/subject-area test. Each form is comprised of operational (OP) items, equating block (EB) items, and field-test (FT) items. An FT item is a newly developed item that is ready to be tried out to determine its statistical properties (see also <i>P</i> -value and Point-Biserial Correlation). Each test form includes a set of FT items. FT items are not part of any student scores.
Frequency	The number of times that a certain value or range of values (score interval) occurs in a distribution of scores.
Frequency Distribution	A tabulation of scores from low to high or high to low showing the number and/or percent of individuals who obtain each score or who fall within each score interval or category.
Infit/Outfit	Statistical indicators of the agreement of the data and the measurement model (see also Outfit/Infit).
Item Difficulty	For the Rasch model, the dichotomous item difficulty represents the point along the latent trait continuum where an examinee has a 0.50 probability of correctly responding. For a polytomous item, the difficulty is the average of the item's step difficulties (see also Step Difficulty).
Key	The correct response option or answer to a test item.
Linking	A generic term referring to a number of processes by which scores from one or more tests are made comparable to some degree. Linking includes several classes of transformations (equating, scale alignment, prediction, etc.). Equating is associated with the strongest degree of comparability (exchangeable scores). Other linkages may be very strong but fail to meet one or more of the strict criteria required of equating (see also Equating). PSSA scores are equated.
Logit	In Rasch scaling, logits are units used to express both examinee ability and item difficulty. When expressing examinee ability, a student who answers more items correctly has a higher logit than a student who answers fewer items correctly. Logits are transformed into Scaled Scores through a linear transformation. When expressing item difficulty, logits are transformed <i>p</i> -value (see also <i>P</i> -value). The logit difficulty scale is inversely related to <i>p</i> -values. A higher logit value would represent a relatively harder item, while a lower logit value would represent a relatively easier item.
Mean	Also referred to as the arithmetic mean of a set of scores, is found by adding all the score values in a distribution and dividing by the total number of scores. For example, the mean of the set {66, 76, 85, 97} is 81. The value of a mean can be influenced by extreme values in a score distribution.

Term	Common Definition
Measure	In Rasch scaling, measure generally refers to a specific estimate of an examinee's ability (often expressed as logits) or an item's difficulty (again, often expressed as logits). As an example for the PSSA, a student's reading measure might be equal to 0.525 logits. Or, a PSSA Reading test item might have logit equal to -0.905.
Median	The middle point or score in a set of rank-ordered observations that divides the distribution into two equal parts such that each part contains 50 percent of the total data set. More simply put, half of the scores are below the median value and half of the scores are above the median value. As an example, the median for the following ranked set of scores {2, 3, 6, 8, 9} is 6.
Multiple-Choice Item	A type of item that requires the test taker to select a response from a group of possible choices, one of which is the correct answer (or key) to the question posed (see also Constructed-Response Item).
N-count	Sometimes designated as <i>N</i> or <i>n</i> , it is the number of observations (usually individuals or students) in a particular group. Some examples include the number of students tested, the number of students tested from a specific subpopulation (e.g., females), the number of students who attained a specific score, etc. In the follow set {23, 32, 56, 65, 78, 87}, <i>n</i> = 6.
Open-Ended Item	A type of constructed-response item found in the mathematics and science assessments that requires examinees to create their own responses, which can be expressed in various forms (e.g., written description, created table/graph, formulated calculation, etc.). Such items are frequently scored using more than two score categories, that is, polytomously (e.g., 0, 1, 2, 3, and 4). This format is in contrast to when students make a choice from a supplied set of answer options (e.g., multiple-choice (MC) items which are typically dichotomously scored as right = 1 or wrong = 0.) When interpreting item difficulty and discrimination indices it is important to consider whether an item is polytomously or dichotomously scored.
Operational Item	The PSSA uses multiple test forms for each grade/subject-area test. Each form is composed of operational (OP) items, equating block (EB) items, and field-test (FT) items. OP items are the same on all forms for any grade/subject-area test. Student total raw scores and scaled scores are based exclusively on the OP items.
Outfit/Infit	Statistical indicators of the agreement of the data and the measurement model. Infit and Outfit are highly correlated, and both are highly correlated with the point-biserial correlation. Underfit can be caused when low-ability students correctly answer difficult items (perhaps by guessing or atypical experience) or high-ability students incorrectly answer easy items (perhaps because of carelessness or gaps in instruction). Any model expects some level of variability, so overfit can occur when nearly all low-ability students miss an item while nearly all high-ability students get the item correct.
Percent Correct	When referring to an individual item, the percent correct is the item's <i>p</i> -value expressed as a percent (instead of a proportion). When referring to a total test score, it is the percentage of the total number of points that a student earned. The percent correct score is obtained by dividing the student's raw score by the total number of possible points and multiplying the result by 100. Percent Correct scores are often used in criterion-referenced interpretations and are generally more helpful if the overall difficulty of a test is known. Sometimes Percent Correct scores are incorrectly interpreted as Percentile Ranks.
Percentile	The score or point in a score distribution at or below which a given percentage of scores fall. It should be emphasized that it is a value on the score scale, not the associated percentage (although sometimes in casual usage this misinterpretation is made). For example, if 72 percent of the students score at or below a Scaled Score of 1500 on a given test, then the Scaled Score of 1500 would be considered the 72nd percentile. As another example, the median is the 50th percentile.
Percentile Rank	The percentage of scores in a specified distribution falling at/below a certain point on a score distribution. Percentile Ranks range in value from 1 to 99, and indicate the status or relative standing of an individual within a specified group by indicating the percent of individuals in that group who obtained equal or lower scores. An individual's percentile rank can vary depending on which group is used to determine the ranking. As suggested above, Percentiles and Percentile Rank are sometimes used interchangeably; however, strictly speaking, a percentile is a value on the score scale.
Performance Level Descriptors	Descriptions of an individual's competency in a particular content area, usually defined as ordered categories on a continuum, often labeled from Below Basic to Advanced, that constitute broad ranges for classifying performance. The exact labeling of these categories, and narrative descriptions, may vary from one assessment or testing program to another.

Term	Common Definition
Performance Level Setting	Also referred to as standard setting, a procedure used in the determination of the cut scores for a given assessment that is used to measure students' progress towards certain performance standards. Standard setting methods vary (e.g., modified Angoff, Bookmark Method, etc.), but most use a panel of educators and expert judgments to operationalize the level of achievement students must demonstrate in order to be categorized within each performance level.
Point-Biserial Correlation	In classical test theory this is an item discrimination index. It is the correlation between a dichotomously scored item and a continuous criterion, usually represented by the total test score (or the corrected total test score with the reference item removed). It reflects the extent to which an item differentiates between high-scoring and low-scoring examinees. This discrimination index ranges from -1.00 to $+1.00$. The higher the discrimination index (the closer to $+1.00$), the better the item is considered to be performing. For multiple-choice items scored as 0 or 1, it is rare for the value of this index to exceed 0.5.
Post-Equating	Post-equating refers to the method of utilizing data from the current administration for scale linking and equating. Post-equating relies heavily on collecting data from a representative sample, estimating new item parameters, linking the item parameters to the base scale, and estimating student ability based on the linked item parameters. PSSA utilized a post-equated test design prior to 2019, but now employs pre-equating (see also Pre-Equating).
Pre-Equating	Pre-equating refers to the method of utilizing previously estimated and linked item parameters for equating. Because item parameters have already been linked to the base scale, pre-equated solutions are generated prior to the testing window and validated with current data during pre-equating verification. The main purpose of pre-equating verification is to ensure that the data fits the model within expectation (see Chapter Fifteen). PSSA employed pre-equating beginning in 2019 in order to reduce the reporting window (see also Post-Equating).
<i>P</i> -value	An index indicating an item's difficulty for some specified group (perhaps grade). It is calculated as the proportion (sometimes percent) of students in the group who answer an item correctly. <i>P</i> -values range from 0.0 to 1.0 on the proportion scale. Lower values correspond to more difficult items and higher values correspond to easier items. <i>P</i> -values are usually provided for multiple-choice items or other items worth one point. For open-ended items or items worth more than one point, difficulty on a <i>p</i> -value-like scale can be estimated by dividing the item mean score by the maximum number of points possible for the item (see also Logit).
Raw Score (RS)	An unadjusted score usually determined by tallying the number of questions answered correctly, or by the sum of item scores (i.e., points). (Some rarer situations might include formula-scoring, the amount of time required to perform a task, the number of errors, application of basal/ceiling rules, etc.). Raw scores typically have little or no meaning by themselves and require additional information—like the number of items on the test, the difficulty of the test items, norm-referenced information, or criterion-referenced information.
Reliability	The expected degree to which test scores for a group of examinees are consistent over exchangeable replications of an assessment procedure, and therefore, are considered dependable and repeatable for an individual examinee. A test that produces highly consistent, stable results (i.e., relatively free from random error) is said to be highly reliable. The reliability of a test is typically expressed as a reliability coefficient or by the standard error of measurement derived by that coefficient.
Reliability Coefficient	A statistical index that reflects the degree to which scores are free from random measurement error. Theoretically, it expresses the consistency of test scores as the ratio of true score variance to total score variance (true score variance plus error variance). This statistic is often expressed as correlation coefficient (e.g., correlation between two forms of a test) or with an index that resembles a correlation coefficient (e.g., calculation of a test's internal consistency using Coefficient Alpha). Expressed this way, the reliability coefficient is a unitless index. The higher the value of the index (closer to 1.0), the greater the reliability of the test (see also Standard Error of Measurement).
Scale Linking	The first step in any equating process in which independent item estimates are placed on the same scale of measurement (the logit scale). Scale linking results in item parameters that are on the same scale of measurement. Equating procedures can only be implemented once scale linking is achieved (see also Equating). The data used for scale linking can either be from the current administration (see Post-Equating) or from previous administrations (Pre-Equating).

Term	Common Definition
Scaled Score	A mathematical transformation of a logit score developed through a process called scaling. Scaled scores are most useful when comparing test results over time. Several different methods of scaling exist, but each is intended to provide a continuous and meaningful scaled score across different test forms and test administrations.
Selected-Response Item	See Multiple-Choice Item.
Short-Answer Item	A type of constructed-response item found in the grade 3 ELA assessment that requires the test taker to compose an answer based on a passage or passage set the student has read. Each short-answer (SA) item is scored using an item-specific scoring guideline based on a 0–3 point general scoring guideline. Also referred to as Constructed-Response (CR) or Open-ended (OE) Response items.
Spiraling	A packaging process used when multiple forms of a test exist and it is desired that each form be tested in all classrooms (or other grouping unit (e.g., schools)) participating in the testing process. This process allows for the random distribution of test booklets to students. For example, if a package has four test forms labeled A, B, C, and D, the order of the test booklets in the package would be A, B, C, D, A, B, C, D, A, B, C, D, etc.
Standard Deviation (SD)	A statistic that measures the degree of spread or dispersion of a variable (e.g., set of scores). The standard deviation is a commonly used method of examining a distribution’s variability since the standard deviation is expressed in the same units as the data. The value of this statistic is always greater than or equal to zero. If all of the scores in a distribution are identical, the standard deviation is equal to zero. The further the scores are away from each other in value, the greater the standard deviation. This statistic is calculated using the information about the deviations (distances) between each score and the distribution’s mean. It is equivalent to the square root of the variance statistic.
Standard Error of Measurement (SEM)	The amount an observed score is expected to fluctuate around the true score. As an example, across replications of a measurement procedure, the true score will not differ by more than plus or minus one standard error from the observed score about 68 percent of the time (assuming normally distributed errors). The SEM is frequently used to obtain an idea of the consistency of a person’s score in actual score units or to set a confidence band around a score in terms of the error of measurement. Often a single SEM value is calculated for all test scores. On other occasions, however, the value of the SEM can vary along a score scale. Conditional standard errors of measurement (CSEMs) provide an SEM for each possible scaled score.
Step Difficulty	Step difficulty is a parameter estimate in Master’s Partial Credit Model (PCM) that represents the relative difficulty of each score step (e.g., going from a score of 1 to a score of 2). The higher the value of a particular step difficulty, the more difficult a particular step is relative to other score steps (e.g., is it harder to go from a 1 to a 2, or to go from a 2 to a 3).
Strand	On score reports, a strand often refers to a set of items on a test measuring the same contextual area (e.g., Number Sense in Mathematics). Items developed to measure the same reporting category would be used to determine the strand score (sometimes called “subscale” score).
Technical Advisory Committee (TAC)	A group of individuals, most often professionals in the field of testing, who are either appointed or selected to make recommendations for and to guide the technical development of a given testing program.
Text-Dependent Analysis Item	A type of constructed-response item found in the ELA assessment in Grades 4–8 that requires the test-taker to compose an essay based on a passage or passage set that the student has read during the test event. Test-takers must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop the response. The text-dependent analysis (TDA) item is scored on a holistic scoring guideline on a 4-point scale and is weighted for scoring purposes.
Validity	The degree to which accumulated evidence and theory support specific interpretations of test scores entailed by the purposed uses of a test. There are various ways of gathering validity evidence.

PREFACE: AN OVERVIEW OF ASSESSMENTS FROM 2003 TO THE PRESENT

The period from 2003 through 2006 brought significant structural changes to the test blueprint for the Pennsylvania System of School Assessment (PSSA). These changes necessitated extensive test development and field testing activity along with phased-in implementation of the operational assessment. Included in this process was the development and implementation of assessments at additional grade levels.

For mathematics and reading, content changes for Grades 5, 8, and 11 were developed in 2003, field tested in spring 2004, and implemented in spring 2005. The *2005 PSSA Technical Report for Reading and Mathematics* provides a description of test development activities including a review of open-ended tasks and multiple-choice items, field testing, selection of items, statistical analysis of assessment data, reliability, validity, standard setting, and other technical characteristics of the operational 2005 PSSA. Test development for the new grade levels of 4, 6, and 7 began in 2004, with field testing in 2005, and full implementation in 2006. Similarly, the *2006 PSSA Technical Report for Reading and Mathematics: Grades 4, 6, and 7* provides a complete description of test development activities, item review, field testing, statistical analysis, item selection, and technical characteristics of the operational 2006 PSSA for these grade levels. In 2007, the Grade 3 reading and mathematics assessment became DRC's responsibility and is covered in the *2007 PSSA Technical Report for Reading and Mathematics*, along with the remaining grades.

Changes implemented in the writing assessment of spring 2006 were designed to sharpen the focus on what is assessed with respect to Academic Standards 1.4 and 1.5. To support this effort, a shift in grade levels assessed was made, moving from Grades 6 and 9 to Grades 5 and 8, thereby aligning assessment to the end of elementary and middle school years. The writing testing window was changed from fall to February 2006 for Grades 5 and 8, making it consistent with Grade 11. Mode-specific scoring guidelines replaced domain scoring, and the introduction of stimulus-based passages and associated multiple-choice items measuring revising and editing expanded the basis of the conventions score. An account of the development of writing prompts and stimulus-based, multiple-choice items, review processes, field testing and item analysis, standard setting, and other technical characteristics of the operational 2006 PSSA may be found in the *2006 PSSA Technical Report for Writing*.

The introduction of an operational science assessment in 2008 moved closer to reality with a major standalone field test at Grades 4, 8, and 11 in April–May of 2007. A description of the development of science scenarios and related multiple-choice, short-answer open-ended, and extended open-ended questions, item review processes, statistical analysis of field test data, and selection of items for the 2008 operational science test may be found in the *2008 PSSA Preliminary Technical Report for Science*. Subsequently, the first operational science assessment took place in the spring of 2008, along with standard setting and reporting of results.

With the exception of some shifting of test windows, the spring assessments of 2009, 2010, 2011, and 2012 were conducted without change in content structure of the PSSA test instruments.

A transition to begin measuring the Pennsylvania Core Standards (PCS) in Mathematics and English Language Arts was initiated with standalone and embedded field test events in 2013 for Grades 3, 4, and 5. The transition continued in 2014 with standalone field tests in Grades 6, 7, and 8 and embedded field tests in Grades 3 through 8. As a part of this transition, starting in spring 2013, the Grade 11 PSSA and the Grade 12 PSSA Retest were dropped in favor of the Keystone Exams in Algebra I, Biology, and Literature. The 2015 administration of the PSSA marked the completion of the transition to the PCS in Mathematics and English Language Arts. Mathematics and ELA were administered in separate testing windows as separate test and answer booklets (in contrast to the combined Mathematics and Reading test and answer booklets used previously) and students in all grades participated in both the Writing and Reading portions of the ELA assessment.

In 2017 and 2018 the PSSA test designs underwent a reevaluation. In an effort to reduce testing time in the classroom the Mathematics, English Language Arts, and Science tests were reduced in overall length. For mathematics and science, the test length was shortened by reducing the number of test questions by reporting category proportionally. For ELA, in contrast, reducing the length of the test meant removing the writing prompt and a group of approximately nine multiple-choice items.

The following pages provide an overview of the year-to-year changes to the PSSA. Tables and descriptions show the subject areas assessed, time of year the testing activity took place, and the type of testing that occurred (e.g., operational, field testing, Grade 12 retest) for each year.

To access any of the PSSA technical reports referenced in the Preface, please go to the Pennsylvania Department of Education website, www.education.pa.gov.

ASSESSMENT ACTIVITIES OCCURRING IN THE 2003–04 SCHOOL YEAR

Table P–1 outlines the operational assessments and field tests administered during the 2003–04 school year. (A spring operational assessment in mathematics and reading took place at Grades 3, 5, 8, and 11.)

As a result of new Assessment Anchor Content Standards (Assessment Anchors) developed by the Pennsylvania Department of Education (PDE) during 2003, new test items were developed (see Chapter Two of the *2005 PSSA Technical Report for Reading and Mathematics*). Following the spring operational assessment, a separate, standalone field test of new items for Grades 5, 8, and 11 was conducted. Note that Grade 11 students also took an operational writing assessment in February, and Grades 6 and 9 students participated in a fall writing assessment. Lastly, Grade 12 students who as 11th graders in the preceding spring failed to attain at least the Proficient level in any subject area were offered an opportunity to retest.

Table P–1. Operational Assessment and Field Testing During the 2003–04 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test (conducted by CTB/McGraw-Hill)	April 2004
5	Operational mathematics and reading	April 2004
5	Standalone field test in mathematics and reading	April/May 2004
6	Operational writing	October 2004
8	Operational mathematics and reading	April 2004
8	Standalone field test in mathematics and reading	April/May 2004
9	Operational writing	October 2004
11	Operational mathematics and reading	April 2004
11	Standalone field test in mathematics and reading	April/May 2004
11	Operational writing	February 2004
12	Retest opportunity for students who as Grade 11 students in the spring of 2003 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2004

ASSESSMENT ACTIVITIES OCCURRING IN THE 2004–05 SCHOOL YEAR

Table P–2 displays the operational assessments and field tests that took place during the 2004–05 school year. The operational assessment at Grades 5, 8, and 11 used items chosen from the spring 2004 field test. This was the first operational assessment that reflected the Pennsylvania Assessment Anchors and Eligible Content. Fulfilling the No Child Left Behind Act of 2001 (NCLB) requirement that states must implement a test at Grades 3–8, a major field test in mathematics and reading was administered at Grades 4, 6, and 7. Item development for these new grade levels took place during 2004.

The Grades 6 and 9 writing assessment was reevaluated in favor of moving the writing assessment to Grades 5 and 8. This accounts for the separate (standalone) field test at these grade levels. There was also a test administration change from October to February. In addition, the writing assessment underwent changes to align the test to the Academic Standards for writing. New writing prompts and stimulus-based multiple-choice items were also field tested at Grade 11 as part of the operational assessment, hence the reference to an embedded field test. No assessment activity of any kind occurred at Grade 9. As in fall 2003, the retest opportunity at Grade 12 continued.

Table P-2. Operational Assessment and Field Testing During the 2004–05 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test (conducted by CTB/McGraw-Hill)	April 2005
4	Standalone field test for mathematics and reading	April 2005
5	Operational mathematics and reading with embedded field test	April 2005
5	Standalone field test in writing	February 2005
6	Standalone field test for mathematics and reading	April 2005
7	Standalone field test for mathematics and reading	April 2005
8	Operational mathematics and reading with embedded field test	April 2005
8	Standalone field test in writing	February 2005
11	Operational mathematics and reading with embedded field test	April 2005
11	Operational writing with embedded field test	February 2005
12	Retest opportunity for students who as Grade 11 students in the spring of 2004 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2004

ASSESSMENT ACTIVITIES OCCURRING IN THE 2005–06 SCHOOL YEAR

Table P-3 shows the assessment activities that occurred during the 2005–06 school year. Note that the reading and mathematics operational assessments ran consecutively in Grades 3–8 and Grade 11. For Grades 4, 6, and 7, it was the first year for operational assessments. Field testing for mathematics and reading was embedded as part of the operational assessment at each grade level. At Grade 3, the reference to field testing with items developed by DRC reflects the transition of shifting the assessment from CTB/McGraw-Hill to DRC in 2007. As in previous years, the retest opportunity at Grade 12 continued.

The first operational assessments for writing at Grades 5 and 8 took place in the 2005–06 school year, while the Grade 11 writing assessment continued in the same February testing window. For all three grade levels, the operational writing assessments featured mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis shift in writing modes assessed. See the *2006 PSSA Technical Report for Writing: Grades 5, 8, and 11* for further information about the new writing assessments. Since extensive field testing in February 2005 produced a pool of prompts for use over several years, no additional writing prompts were field tested in 2006. However, new multiple-choice items were field tested in the 2006 writing assessment.

Table P-3. Operational Assessment and Field Testing During the 2005–06 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test of DRC-written items (conducted by CTB/McGraw-Hill)	April 2006
4	Operational mathematics and reading with embedded field test	March 2006
5	Operational mathematics and reading with embedded field test	March 2006
5	Operational writing with embedded field test	February 2006
6	Operational mathematics and reading with embedded field test	March 2006
7	Operational mathematics and reading with embedded field test	March 2006
8	Operational mathematics and reading with embedded field test	March 2006
8	Operational writing with embedded field test	February 2006
11	Operational mathematics and reading with embedded field test	March 2006
11	Operational writing with embedded field test	February 2006
12	Retest opportunity for students who as Grade 11 students in the spring of 2005 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2005

ASSESSMENT ACTIVITIES OCCURRING IN THE 2006–07 SCHOOL YEAR

Table P-4 shows the assessment plan for the 2006–07 school year. Note that the mathematics and reading assessments ran consecutively in Grades 3–8 and Grade 11. For Grades 4, 6, and 7, it was the second year for operational assessments and the first year in which these grade levels were included in the adequate yearly progress (AYP) calculations. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. This was the first year in which DRC was responsible for the Grade 3 assessment, as the transition from CTB/McGraw-Hill was complete. As in previous years, the retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued in the same February testing window featuring the mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed, which were introduced in 2006. Since extensive field testing in February 2005 produced a pool of prompts for use over several years, no additional writing prompts needed to be field tested in 2007. However, new multiple-choice items were field tested in the 2007 writing assessment.

Following the spring operational assessments in writing, reading, and mathematics, a separate, standalone field test in science was administered for Grades 4, 8, and 11 with full implementation scheduled for 2008.

Table P-4. Operational Assessment and Field Testing During the 2006–07 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March 2007
4	Operational mathematics and reading with embedded field test	March 2007
4	Standalone field test in science	April/May 2007
5	Operational mathematics and reading with embedded field test	March 2007
5	Operational writing with embedded field test	February 2007
6	Operational mathematics and reading with embedded field test	March 2007
7	Operational mathematics and reading with embedded field test	March 2007
8	Operational mathematics and reading with embedded field test	March 2007
8	Operational writing with embedded field test	February 2007
8	Standalone field test in science	April/May 2007
11	Operational mathematics and reading with embedded field test	March 2007
11	Operational writing with embedded field test	February 2007
11	Standalone field test in science	April/May 2007
12	Retest opportunity for students who as Grade 11 students in the spring of 2006 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2006

ASSESSMENT ACTIVITIES OCCURRING IN THE 2007–08 SCHOOL YEAR

Table P-5 shows the assessment plan for the 2007–08 school year. Note that the mathematics and reading assessments ran consecutively in Grades 3–8 and Grade 11. For Grades 4, 6, and 7, it was the third year for operational assessments and the second year in which these grade levels were included in the AYP calculations. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. This was the second year in which DRC was responsible for the Grade 3 assessment. As in previous years, the retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued in the same February testing window featuring the mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed, which was introduced in 2006. Since extensive field testing in February 2005 produced a pool of prompts for use over several years, no additional writing prompts needed to be field tested in 2007. However, new multiple-choice items were field tested in the 2008 writing assessment.

Joining the spring operational assessments in writing, reading, and mathematics was science at Grades 4, 8, and 11. See the *2008 PSSA Technical Report for Science: Grades 4, 8, and 11* for further information about the new science assessments.

Table P-5. Operational Assessment and Field Testing During the 2007–08 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March/April 2008
4	Operational mathematics and reading with embedded field test	March/April 2008
4	Operational science with embedded field test	April/May 2008
5	Operational mathematics and reading with embedded field test	March/April 2008
5	Operational writing with embedded field test	February 2008
6	Operational mathematics and reading with embedded field test	March/April 2008
7	Operational mathematics and reading with embedded field test	March/April 2008
8	Operational mathematics and reading with embedded field test	March/April 2008
8	Operational writing with embedded field test	February 2008
8	Operational science with embedded field test	April/May 2008
11	Operational mathematics and reading with embedded field test	March/April 2008
11	Operational writing with embedded field test	February 2008
11	Operational science with embedded field test	April/May 2008
12	Retest opportunity for students who as Grade 11 students in the spring of 2007 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2007

ASSESSMENT ACTIVITIES OCCURRING IN THE 2008–09 SCHOOL YEAR

Table P-6 shows the assessment plan for the 2008–09 school year. The mathematics and reading assessments continued to be operational for Grades 3–8 and Grade 11. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. As in previous years, the fall retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued with a February testing window featuring mode-specific scoring guidelines; stimulus-based, multiple-choice items; and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts was incorporated in the 2009 assessment along with a set of embedded field test multiple-choice items.

The second operational assessment in science took place in April/May. Similar to the other operational assessments, field testing for science was embedded as part of the operational assessments at each grade level.

Table P-6. Operational Assessment and Field Testing During the 2008–09 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March 2009
4	Operational mathematics and reading with embedded field test	March 2009
4	Operational science with embedded field test	April/May 2009
5	Operational mathematics and reading with embedded field test	March 2009
5	Operational writing with embedded field test	February 2009
6	Operational mathematics and reading with embedded field test	March 2009
7	Operational mathematics and reading with embedded field test	March 2009
8	Operational mathematics and reading with embedded field test	March 2009
8	Operational writing with embedded field test	February 2009
8	Operational science with embedded field test	April/May 2009
11	Operational mathematics and reading with embedded field test	March 2009
11	Operational writing with embedded field test	February 2009
11	Operational science with embedded field test	April/May 2009
12	Retest opportunity for students who as Grade 11 students in the spring of 2008 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2008

ASSESSMENT ACTIVITIES OCCURRING IN THE 2009–10 SCHOOL YEAR

Table P-7 shows the assessment plan for the 2009–10 school year. A notable change from previous years was that all assessments and make-ups were completed during the testing window from April through the first week of May.

The mathematics and reading assessments continued to be operational for Grades 3–8 and Grade 11. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. As in previous years, the fall retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts was included in the 2010 assessment along with a set of embedded field test multiple-choice items.

The operational assessment for science at Grades 4, 8, and 11 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice (Grades 8 and 11) and open-ended (Grade 11 only) questions. Field testing was embedded as part of the operational assessments at each grade level.

Table P-7. Operational Assessment and Field Testing During the 2009–10 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	April/May 2010
4	Operational mathematics and reading with embedded field test	April/May 2010
4	Operational science with embedded field test	April/May 2010
5	Operational mathematics and reading with embedded field test	April/May 2010
5	Operational writing with embedded field test	April/May 2010
6	Operational mathematics and reading with embedded field test	April/May 2010
7	Operational mathematics and reading with embedded field test	April/May 2010
8	Operational mathematics and reading with embedded field test	April/May 2010
8	Operational writing with embedded field test	April/May 2010
8	Operational science with embedded field test	April/May 2010
11	Operational mathematics and reading with embedded field test	April/May 2010
11	Operational writing with embedded field test	April/May 2010
11	Operational science with embedded field test	April/May 2010
12	Retest opportunity for students who as Grade 11 students in the spring of 2009 failed to reach at least the Proficient level in mathematics, reading, science, or writing	October/ November 2009

ASSESSMENT ACTIVITIES OCCURRING IN THE 2010–11 SCHOOL YEAR

Table P-8 shows the assessment plan for the 2010–11 school year. A change from the previous year is an earlier testing window, beginning in mid-March for mathematics and reading, late-March to April for writing, and early April for science. A make-up period extended into mid-April for all assessments.

The mathematics and reading assessments continued to be operational for Grades 3–8 and Grade 11. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. As in previous years, the fall retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts was included in the 2011 assessment along with a set of embedded field test multiple-choice items.

The operational assessment for science at Grades 4, 8, and 11 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice (Grades 8 and 11) and open-ended (Grade 11 only) questions. Field testing was embedded as part of the operational assessments at each grade level.

Table P–8. Operational Assessment and Field Testing During the 2010–11 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March/April 2011
4	Operational mathematics and reading with embedded field test	March/April 2011
4	Operational science with embedded field test	March/April 2011
5	Operational mathematics and reading with embedded field test	March/April 2011
5	Operational writing with embedded field test	March/April 2011
6	Operational mathematics and reading with embedded field test	March/April 2011
7	Operational mathematics and reading with embedded field test	March/April 2011
8	Operational mathematics and reading with embedded field test	March/April 2011
8	Operational writing with embedded field test	March/April 2011
8	Operational science with embedded field test	March/April 2011
11	Operational mathematics and reading with embedded field test	March/April 2011
11	Operational writing with embedded field test	March/April 2011
11	Operational science with embedded field test	March/April 2011
12	Retest opportunity for students who as Grade 11 students in the spring of 2010 failed to reach at least the Proficient level in mathematics, reading, science, or writing	October/ November 2010

ASSESSMENT ACTIVITIES OCCURRING IN THE 2011–12 SCHOOL YEAR

Table P–9 shows the assessment plan for the 2011–12 school year. The testing window for mathematics and reading began in mid-March, while writing and science began in mid to late April. The make-up period for mathematics and reading extended into late March, while writing and science extended into early May.

The mathematics and reading assessments continued to be operational for Grades 3–8 and Grade 11. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. As in previous years, the fall retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts was included in the 2012 assessment along with a set of embedded field test multiple-choice items.

The operational assessment for science at Grades 4, 8, and 11 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice (Grades 8 and 11) and open-ended (Grade 11 only) questions. Field testing was embedded as part of the operational assessments at each grade level.

Table P–9. Operational Assessment and Field Testing During the 2011–12 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March 2012
4	Operational mathematics and reading with embedded field test	March 2012
4	Operational science with embedded field test	April 2012
5	Operational mathematics and reading with embedded field test	March 2012
5	Operational writing with embedded field test	April 2012
6	Operational mathematics and reading with embedded field test	March 2012
7	Operational mathematics and reading with embedded field test	March 2012
8	Operational mathematics and reading with embedded field test	March 2012
8	Operational writing with embedded field test	April 2012
8	Operational science with embedded field test	April 2012
11	Operational mathematics and reading with embedded field test	March 2012
11	Operational writing with embedded field test	April 2012
11	Operational science with embedded field test	April 2012
12	Retest opportunity for students who as Grade 11 students in the spring of 2011 failed to reach at least the Proficient level in mathematics, reading, science, or writing	October/ November 2011

TRANSITION TO THE PENNSYLVANIA CORE STANDARDS

The 2012–13 school year began the initial transition for the PSSA Mathematics, Reading, and Writing tests to align to the newly-developed Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards (PCS). The two-stage transition from the Legacy PSSA Mathematics, Reading, and Writing tests to the new PCS-based PSSA tests was proposed to occur during the operational 2013–14 and 2014–15 administrations, with Grades 3, 4, and 5 part of the first phase, and Grades 6, 7, and 8 part of the second phase. (The final decision was made for a single operational transition, to occur during the operational 2014–15 administration.)

As a part of the PCS transition, the Legacy PSSA Reading test and the Legacy PSSA Writing test were phased out and were replaced with an English Language Arts test aligned to the PCS. As part of this transition, there was a standalone field test for the Writing component of the English Language Arts test. This standalone field test included standalone multiple-choice items (as opposed to stimulus-based multiple-choice items on the Legacy Writing test) and writing prompts at each grade. In addition, at Grade 3 there were open-ended items on the standalone ELA Writing test. For Grades 3, 4, and 5, this standalone field test took place during a two-week testing window in early to mid-February 2013. A similar standalone field test took place in February 2014 for Grades 6, 7, and 8. The Reading component of the new PCS ELA test was embedded in the 2013 Reading field test in Grades 3 through 5; additional items for the Reading component of the new PCS ELA test were embedded in the 2014 Reading field test in Grades 3 through 5. The Reading component of the new PCS ELA test in Grades 6 through 8 was embedded in the 2014 Reading field test.

ASSESSMENT ACTIVITIES OCCURRING IN THE 2012–13 SCHOOL YEAR

Table P–10 shows the assessment plan for the 2012–13 school year. PDE modified the order of the testing windows for writing, reading and mathematics, and science. Writing took place earlier than reading and mathematics instead of at the same time as science. The testing window for writing began mid-March; mathematics and reading began early to mid-April, while science began mid to late April. The make-up period for writing extended into mid to late March, while mathematics, reading, and science extended into early May. These operational assessments were all offered in an online format in addition to the paper/pencil format used in previous assessments.

An additional change from previous years was the removal of Grade 11 from the Mathematics, Reading, Science, and Writing. As Grade 11 was no longer a part of the assessments, the fall retest opportunity at Grade 12 was no

longer available. Operational tests continued to be available for Mathematics and Reading at Grades 3–8, Science at grades 4 and 8, and Writing at grades 5 and 8.

Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. The embedded field test items for Grades 3, 4, and 5 were aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards, while the embedded field test items for Grades 6, 7, and 8 continued to be aligned to the previous Assessment Anchor Content Standards.

The operational assessment for Science at Grades 4 and 8 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

The operational assessment for Writing at Grades 5 and 8 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts along with a set of embedded field test multiple-choice items was included in the 2013 assessment at Grade 8. The operational assessment at Grade 5 included placeholder multiple-choice items for consistency in the length of the multiple-choice section of the assessment; however, students responded to only two writing prompts at Grade 5, as a field-test writing prompt was not needed due to the standalone field test at that grade.

Table P–10. Operational Assessment and Field Testing During the 2012–13 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test (field test aligned to the PCS)	April 2013
3	Standalone field test in ELA: writing (aligned to the PCS)	February 2013
4	Operational mathematics and reading with embedded field test (field test aligned to the PCS)	April 2013
4	Operational science with embedded field test	April 2013
4	Standalone field test in ELA: writing (aligned to the PCS)	February 2013
5	Operational mathematics and reading with embedded field test (field test aligned to the PCS)	April 2013
5	Operational writing	March 2013
5	Standalone field test in ELA: writing (aligned to the PCS)	February 2013
6	Operational mathematics and reading with embedded field test	April 2013
7	Operational mathematics and reading with embedded field test	April 2013
8	Operational mathematics and reading with embedded field test	April 2013
8	Operational writing with embedded field test	March 2013
8	Operational science with embedded field test	April 2013

ASSESSMENT ACTIVITIES OCCURRING IN THE 2013–14 SCHOOL YEAR

Table P–11 shows the assessment plan for the 2013–14 school year. The 2013–14 school year continued the transition for the PSSA Mathematics, Reading, and Writing tests to align to the newly-developed Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards (PCS), as field-test items were aligned to the PCS-aligned Assessment Anchors and Eligible Content. The operational assessments in Mathematics, Reading, and Writing were comprised of items that align to both the PCS and the existing Assessment Anchors and Eligible Content. Reporting in 2013–14 continued to use the previous content structure. The transition from the Legacy PSSA Mathematics, Reading, and Writing tests to the new PCS-based PSSA tests was planned to occur during the operational 2014–15 administration.

As a part of the PCS transition, the Legacy PSSA Reading test and the Legacy PSSA Writing test were phased out and were replaced with an English Language Arts test aligned to the PCS. As part of this transition, there was a standalone field test at Grades 6, 7, and 8 for the Writing component of the English Language Arts test. This standalone field test included standalone multiple-choice items (as opposed to stimulus-based multiple-choice

items on the Legacy Writing test) and writing prompts at Grades 6, 7, and 8. This standalone field test took place during a two-week testing window in early to mid-February. The Reading component of the new PCS ELA test was embedded in the 2014 Reading field test for Grades 6, 7, and 8 and in the 2013 and 2014 Reading field test for Grades 3, 4, and 5.

Writing took place after reading and mathematics but before science. The testing window for mathematics and reading began mid-March; writing began late March to early April; and science began late April. The make-up period for mathematics and reading extended into early April, while the make-up period for writing extended into early to mid-April and science extended into early May. These operational assessments continued to be offered in an online format in addition to the paper/pencil format used in previous assessments.

Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. The embedded field test items were aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

The operational assessment for writing at Grades 5 and 8 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. Students responded to only two writing prompts, as a field-test writing prompt was not needed due to the upcoming transition to the ELA assessments.

Table P-11. Operational Assessment and Field Testing During the 2013-14 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March 2014
4	Operational mathematics and reading with embedded field test	March 2014
4	Operational science with embedded field test	April-May 2014
5	Operational mathematics and reading with embedded field test	March 2014
5	Operational writing	March-April 2014
6	Operational mathematics and reading with embedded field test	March 2014
6	Standalone field test in ELA: writing	February 2014
7	Operational mathematics and reading with embedded field test	March 2014
7	Standalone field test in ELA: writing	February 2014
8	Operational mathematics and reading with embedded field test	March 2014
8	Operational writing with embedded field test	March-April 2014
8	Operational science with embedded field test	April-May 2014
8	Standalone field test in ELA: writing	February 2014

ASSESSMENT ACTIVITIES OCCURRING IN THE 2014-15 SCHOOL YEAR

Table P-12 shows the assessment plan for the 2014-15 school year. The 2014-15 school year completes the transition for the PSSA Mathematics, Reading, and Writing tests to align to the newly-developed Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards (PCS), as both operational and field-test items were aligned only to the PCS-aligned Assessment Anchors and Eligible Content. Reporting in 2014-15 also transitioned to the new content structure. The transition from the Legacy PSSA Mathematics, Reading, and Writing tests to the new PCS-based PSSA Mathematics and ELA tests occurred during the operational 2014-15 administration.

The testing window for English Language Arts began in mid-April followed by the testing windows for Mathematics in mid to late April and then Science in late April to early May. These operational assessments continued to be offered in an online format in addition to the paper/pencil format used in previous assessments. The online assessment became available for students to take on iPads and Chromebooks beginning with the 2015 administration.

Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. The embedded field test items continued to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (both grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

Table P–12. Operational Assessment and Field Testing During the 2014–15 School Year

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	April 2015
3	Operational ELA with embedded field test	April 2015
4	Operational mathematics with embedded field test	April 2015
4	Operational ELA with embedded field test	April 2015
4	Operational science with embedded field test	April-May 2015
5	Operational mathematics embedded field test	April 2015
5	Operational ELA with embedded field test	April 2015
6	Operational mathematics with embedded field test	April 2015
6	Operational ELA with embedded field test	April 2015
7	Operational mathematics with embedded field test	April 2015
7	Operational ELA with embedded field test	April 2015
8	Operational mathematics with embedded field test	April 2015
8	Operational ELA with embedded field test	April 2015
8	Operational science with embedded field test	April-May 2015

ASSESSMENT ACTIVITIES OCCURRING IN THE 2015–16 SCHOOL YEAR

Table P–13 shows the assessment plan for the 2015–16 school year. The PSSA tests administered in the 2015–16 school year will continue to be aligned to the Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The testing window for English Language Arts began early to mid-April followed by the testing windows for Mathematics in mid-April and then Science in late April. Makeup assessments were available through early May. These operational assessments continued to be offered in an online format in addition to the paper/pencil format used in previous assessments. The online assessments were available for students to take on iPads and Chromebooks.

Field testing for mathematics and English language arts continued to be embedded as part of the operational assessments at each grade level. The embedded field test items continued to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (both grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

Table P–13. Operational Assessment and Field Testing During the 2015–16 School Year

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	April 2016
3	Operational ELA with embedded field test	April 2016
4	Operational mathematics with embedded field test	April 2016
4	Operational ELA with embedded field test	April 2016
4	Operational science with embedded field test	April 2016
5	Operational mathematics embedded field test	April 2016
5	Operational ELA with embedded field test	April 2016
6	Operational mathematics with embedded field test	April 2016
6	Operational ELA with embedded field test	April 2016
7	Operational mathematics with embedded field test	April 2016
7	Operational ELA with embedded field test	April 2016
8	Operational mathematics with embedded field test	April 2016
8	Operational ELA with embedded field test	April 2016
8	Operational science with embedded field test	April 2016

ASSESSMENT ACTIVITIES OCCURRING IN THE 2016–17 SCHOOL YEAR

Table P–14 shows the assessment plan for the 2016–17 school year. The PSSA tests administered in the 2016–17 school year will continue to be aligned to the Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The testing window for English Language Arts began early April followed by the testing windows for Mathematics in mid-April and then Science in early May. Makeup assessments were available through early to mid-May. These operational assessments continued to be offered in an online format in addition to the paper/pencil format used in previous assessments. The online assessments were available for students to take on PCs, iPads, and Chromebooks.

Field testing for mathematics and English language arts continued to be embedded as part of the operational assessments at each grade level. The embedded field test items continued to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (both grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

Table P–14. Operational Assessment and Field Testing During the 2016–17 School Year

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	April 2017
3	Operational ELA with embedded field test	April 2017
4	Operational mathematics with embedded field test	April 2017
4	Operational ELA with embedded field test	April 2017
4	Operational science with embedded field test	May 2017
5	Operational mathematics embedded field test	April 2017
5	Operational ELA with embedded field test	April 2017
6	Operational mathematics with embedded field test	April 2017
6	Operational ELA with embedded field test	April 2017
7	Operational mathematics with embedded field test	April 2017
7	Operational ELA with embedded field test	April 2017
8	Operational mathematics with embedded field test	April 2017
8	Operational ELA with embedded field test	April 2017
8	Operational science with embedded field test	May 2017

ASSESSMENT ACTIVITIES OCCURRING IN THE 2017–18 SCHOOL YEAR

Table P–15 shows the assessment plan for the 2017–18 school year. The PSSA tests administered in the 2017–18 school year continued to be aligned to the Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The testing window for English Language Arts was in early to mid-April followed by the testing windows for Mathematics in mid-April and then Science in late-April into early May. The makeup assessments were available through early May. These operational assessments continued to be offered in an online format in addition to the paper/pencil format.

Field testing for mathematics and English language arts will continue to be embedded as part of the operational assessments at each grade level. The embedded field test items continued to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 continued to include multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (both grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

Table P–15. Operational Assessment and Field Testing During the 2017–18 School Year

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	April 2018
3	Operational ELA with embedded field test	April 2018
4	Operational mathematics with embedded field test	April 2018
4	Operational ELA with embedded field test	April 2018
4	Operational science with embedded field test	April 2018
5	Operational mathematics embedded field test	April 2018
5	Operational ELA with embedded field test	April 2018
6	Operational mathematics with embedded field test	April 2018
6	Operational ELA with embedded field test	April 2018
7	Operational mathematics with embedded field test	April 2018
7	Operational ELA with embedded field test	April 2018
8	Operational mathematics with embedded field test	April 2018
8	Operational ELA with embedded field test	April 2018
8	Operational science with embedded field test	April 2018

ASSESSMENT ACTIVITIES OCCURRING IN THE 2018–19 SCHOOL YEAR

Table P–16 shows the assessment plan for the 2018–19 school year. The PSSA tests administered in the 2018–19 school year continued to be aligned to the Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The testing window for English Language Arts was in mid-April followed by the testing windows for Mathematics and science in late-April into early May. The makeup assessments were available through late-April into early May. These operational assessments continued to be offered in an online format in addition to the paper/pencil format.

Field testing for mathematics and English language arts continued to be embedded as part of the operational assessments at each grade level. The embedded field test items continued to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 continued to include multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (both grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

Table P–16. Operational Assessment and Field Testing During the 2018–19 School Year

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	April 2019
3	Operational ELA with embedded field test	April 2019
4	Operational mathematics with embedded field test	April 2019
4	Operational ELA with embedded field test	April 2019
4	Operational science with embedded field test	April 2019
5	Operational mathematics embedded field test	April 2019
5	Operational ELA with embedded field test	April 2019
6	Operational mathematics with embedded field test	April 2019
6	Operational ELA with embedded field test	April 2019
7	Operational mathematics with embedded field test	April 2019
7	Operational ELA with embedded field test	April 2019
8	Operational mathematics with embedded field test	April 2019
8	Operational ELA with embedded field test	April 2019
8	Operational science with embedded field test	April 2019

ASSESSMENT ACTIVITIES OCCURRING IN THE 2019–20 SCHOOL YEAR

The spring 2020 PSSA was cancelled in March 2020 due to the Covid-19 pandemic. No test materials were delivered to the Local Education Agencies (LEAs) for test administration; therefore, no tests were administered and there are no results to analyze for the 2020 PSSA. Additional analyses were conducted following the spring 2021 PSSA administration to evaluate the impact of school closures and absence of a test administration in 2020. The results from these analyses are included in Appendix V of the 2021 PSSA Technical Report.

Because the PSSA test materials were not delivered to the LEAs nor administered to students, the Pennsylvania Department of Education decided to not release form-level or item-level information in order to save items and/or forms for future use. Consequently, the sections of the technical report that identify specific information related to test construction were delayed until the completion of the 2021 PSSA.

Table P–17. Operational Assessment and Field Testing During the 2019–20 School Year

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	Cancelled
3	Operational ELA with embedded field test	Cancelled
4	Operational mathematics with embedded field test	Cancelled
4	Operational ELA with embedded field test	Cancelled
4	Operational science with embedded field test	Cancelled
5	Operational mathematics embedded field test	Cancelled
5	Operational ELA with embedded field test	Cancelled
6	Operational mathematics with embedded field test	Cancelled
6	Operational ELA with embedded field test	Cancelled
7	Operational mathematics with embedded field test	Cancelled
7	Operational ELA with embedded field test	Cancelled
8	Operational mathematics with embedded field test	Cancelled
8	Operational ELA with embedded field test	Cancelled
8	Operational science with embedded field test	Cancelled

ASSESSMENT ACTIVITIES OCCURRING IN THE 2020–2021 SCHOOL YEAR

Table P–18 shows the assessment plan for the 2020–021 school year. The PSSA tests administered in the 2020–21 school year continued to be aligned to the Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The testing window for English Language Arts was in mid-April followed by the testing windows for Mathematics and science in late-April into late September. The makeup assessments were available through late-April into late September. These operational assessments continued to be offered in an online format in addition to the paper/ pencil format.

Field testing for mathematics and English language arts continued to be embedded as part of the operational assessments at each grade level. The embedded field test items continued to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 continued to include multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (both grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

Table P–18. Operational Assessment and Field Testing During the 2020–21 School Year

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	April–September 2021
3	Operational ELA with embedded field test	April–September 2021
4	Operational mathematics with embedded field test	April–September 2021
4	Operational ELA with embedded field test	April–September 2021
4	Operational science with embedded field test	April–September 2021
5	Operational mathematics embedded field test	April–September 2021
5	Operational ELA with embedded field test	April–September 2021
6	Operational mathematics with embedded field test	April–September 2021
6	Operational ELA with embedded field test	April–September 2021
7	Operational mathematics with embedded field test	April–September 2021
7	Operational ELA with embedded field test	April–September 2021
8	Operational mathematics with embedded field test	April–September 2021
8	Operational ELA with embedded field test	April–September 2021
8	Operational science with embedded field test	April–September 2021

ASSESSMENT ACTIVITIES OCCURRING IN THE 2021–22 SCHOOL YEAR

Table P–19 shows the assessment plan for the 2021–22 school year. The PSSA tests administered in the 2021–22 school year continued to be aligned to the Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The testing window for English Language Arts was in mid-April followed by the testing windows for Mathematics and science in late-April into early May. The makeup assessments was available through early late-April into early May. These operational assessments were offered in an online format in addition to the paper/pencil format.

Field testing for mathematics and English language arts continued to be embedded as part of the operational assessments at each grade level. The embedded field test items continued to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 continued to include multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (both grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

Table P–19. Operational Assessment and Field Testing During the 2021–22 School Year

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	May 2022
3	Operational ELA with embedded field test	April 2022
4	Operational mathematics with embedded field test	May 2022
4	Operational ELA with embedded field test	April 2022
4	Operational science with embedded field test	May 2022
5	Operational mathematics embedded field test	May 2022
5	Operational ELA with embedded field test	April 2022
6	Operational mathematics with embedded field test	May 2022
6	Operational ELA with embedded field test	April 2022
7	Operational mathematics with embedded field test	May 2022
7	Operational ELA with embedded field test	April 2022
8	Operational mathematics with embedded field test	May 2022
8	Operational ELA with embedded field test	April 2022
8	Operational science with embedded field test	May 2022

ASSESSMENT ACTIVITIES OCCURRING IN THE 2022–23 SCHOOL YEAR

Table P–20 shows the assessment plan for the 2022–23 school year. The PSSA tests administered in the 2022–23 school year continued to be aligned to the Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The testing window for English Language Arts was in mid-April followed by the testing windows for Mathematics and science in late-April into early May. The makeup assessments were available through early late-April into early May. These operational assessments were offered in an online format in addition to the paper/pencil format.

Field testing for mathematics and English language arts continued to be embedded as part of the operational assessments at each grade level. The embedded field test items continued to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 continued to include multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (both grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

Table P–20. Operational Assessment and Field Testing During the 2022–23 School Year

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	May 2023
3	Operational ELA with embedded field test	April 2023
4	Operational mathematics with embedded field test	May 2023
4	Operational ELA with embedded field test	April 2023
4	Operational science with embedded field test	May 2023
5	Operational mathematics embedded field test	May 2023
5	Operational ELA with embedded field test	April 2023
6	Operational mathematics with embedded field test	May 2023
6	Operational ELA with embedded field test	April 2023
7	Operational mathematics with embedded field test	May 2023
7	Operational ELA with embedded field test	April 2023
8	Operational mathematics with embedded field test	May 2023
8	Operational ELA with embedded field test	April 2023
8	Operational science with embedded field test	May 2023

ASSESSMENT ACTIVITIES PLANNED FOR THE 2023–24 SCHOOL YEAR

Table P–21 shows the assessment plan for the 2023–24 school year. The PSSA tests administered in the 2023–24 school year will continue to be aligned to the Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The testing window for English Language Arts will be in mid-April followed by the testing windows for Mathematics and science in late-April into early May. The makeup assessments will be available through early late-April into early May. These operational assessments will continue to be offered in an online format in addition to the paper/pencil format.

Field testing for mathematics and English language arts will continue to be embedded as part of the operational assessments at each grade level. The embedded field test items will continue to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 will continue to include multiple-choice and open-ended questions. The operational test items will continue to be aligned to the Pennsylvania Assessment Anchors and Eligible Content. Students will respond to standalone multiple-choice and open-ended questions (both grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing will be embedded as part of the operational assessments at each grade level. The field-test items on the 2023–24 science assessments will be aligned to the newly adopted Pennsylvania Integrated Standards for Science, Technology & Engineering, and Environmental Literacy and Sustainability (STEELS) Standards.

Table P-20. Operational Assessment and Field Testing During the 2023–24 School Year (Planned)

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	May 2024
3	Operational ELA with embedded field test	April 2024
4	Operational mathematics with embedded field test	May 2024
4	Operational ELA with embedded field test	April 2024
4	Operational science with embedded field test	May 2024
5	Operational mathematics embedded field test	May 2024
5	Operational ELA with embedded field test	April 2024
6	Operational mathematics with embedded field test	May 2024
6	Operational ELA with embedded field test	April 2024
7	Operational mathematics with embedded field test	May 2024
7	Operational ELA with embedded field test	April 2024
8	Operational mathematics with embedded field test	May 2024
8	Operational ELA with embedded field test	April 2024
8	Operational science with embedded field test	May 2024

CHAPTER ONE: BACKGROUND, PURPOSE, AND INTENDED USES OF THE PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA)

This brief overview of the Pennsylvania System of School Assessment (PSSA) summarizes the history of the current program's development process, the program's intent and purpose, recent changes to the program, and the student population that participates in the assessments. Pennsylvania's involvement in state-wide assessment actually began in the 1969–70 school year with a purely school-based assessment known as *Educational Quality Assessment (EQA)*, which continued through the 1987–88 school year. A state mandated student competency testing program called *Testing for Essential Learning and Literacy Skills (TELLS)* also operated from the school years of 1984–85 through 1990–91.

THE PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

The Pennsylvania System of School Assessment program was instituted in 1992 as a school evaluation model with reporting at the school level only. Test administration took place in February/March, and school district participation was every third year based on the strategic planning cycle. Mathematics and reading were assessed at Grades 5, 8, and 11; districts could choose to participate in the writing assessment at Grades 6 and 9. The State Board of Education's revisions to Chapter 5 in November 1994 brought major changes to the PSSA, beginning with the spring 1995 assessment. These changes included the following:

- All districts were required to participate in the mathematics and reading assessment each year.
- Student-level reports were generated in addition to school reports.
- The Grades 6 and 9 writing assessments became mandatory on a three-year cycle corresponding with the district's strategic planning cycle.

Yearly administration of the PSSA in 1996, 1997, and 1998 continued at the assessed grades for mathematics and reading, utilizing essentially the same test structure, reporting practices, and testing window. Writing assessment continued on the established mandatory cycle; however, an increasing number of districts chose to participate every year on a voluntary basis.

PENNSYLVANIA ACADEMIC STANDARDS AND THE PSSA

A major structural change took place in test content with the State Board of Education's adoption of the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening, and Mathematics in January 1999 (Pennsylvania State Board of Education, 1999). These new, more rigorous standards aimed to better prepare students for the 21st century work force. The Academic Standards, which are part of *Chapter 4 Regulations on Academic Standards and Assessment*, detailed what students should know (knowledge) and be able to do (skills) at various grade levels. Subsequently, the State Board approved a set of criteria defining Advanced, Proficient, Basic, and Below Basic levels of performance. Mathematics and reading performance level results were reported at both the student and school levels for the 2000 PSSA. At that point, the PSSA became a standards-based, criterion-referenced assessment measuring student attainment of the Academic Standards while simultaneously determining the extent to which school programs enabled students to achieve proficiency of the Academic Standards. The regulations also stipulated that appropriate results be broadly disseminated to an array of audiences including students, parents, educators, citizens, and state policymakers, including the State Senate, the General Assembly, and the State Board. School reporting was to include the aggregate performance of all students and for relevant subgroups, such as those students with an Individualized Education Plan (IEP). Finally, the data was intended to inform educators regarding school program strengths and weaknesses in order to guide the improvement of curricula and instructional strategies. The data was also intended to be used in the development of strategic plans.

The mathematics and reading assessments from 2001 through 2004 underwent various content enhancements to improve alignment to the Academic Standards. For example, the reading assessment transitioned to utilizing more passages of shorter length and fewer items to improve the range of topics to which students responded. Various reporting modifications were introduced to more effectively communicate results.

ASSESSMENT ANCHOR CONTENT STANDARDS, CONTENT STRUCTURE, AND NEW GRADE LEVELS FOR MATHEMATICS AND READING

Assessment in 2005 was marked by major structural changes to the PSSA. Assessment Anchor Content Standards (Assessment Anchors) developed during the previous school year to clarify content structure and improve articulation between assessment and instruction were implemented in terms of test design and reporting. At the same time, field testing of mathematics and reading occurred at Grades 4, 6, and 7. As specified by PL 107–110, the *No Child Left Behind Act of 2001* (NCLB), states, school districts, and schools must achieve a minimum level of improvement each year, known as adequate yearly progress, or AYP. Accordingly, the third year of calculations for AYP were conducted and reported for Grades 5, 8, and 11.

The 2006 operational mathematics and reading assessment incorporated Grades 4, 6, and 7 for the first time. The assessed grade levels for 2006 included Grades 3–8 and 11. The fourth year of calculations for AYP were conducted and reported for Grades 5, 8, and 11 and, for the first time, Grade 3.

In 2007 the operational mathematics and reading assessment continued in Grades 3–8 and 11. AYP calculations for Grades 4, 6, and 7 took place in 2007 when they were assessed for the second time.

The operational mathematics and reading assessments of 2008, 2009, 2010, 2011, and 2012 continued in Grades 3–8 and 11, utilizing the same content structure. AYP calculations continued for all grades. The operational mathematics and reading assessments continued for Grades 3–8 in 2013 utilizing the same content structure.

TRANSITION TO PENNSYLVANIA CORE STANDARDS-ALIGNED ASSESSMENTS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS

As a part of the transition to align to the Pennsylvania Core Standards, the operational mathematics and reading assessments for Grades 3–8 in 2014 aligned to both the previous Assessment Anchors (those aligned to the Pennsylvania Academic Standards) and the newly developed Assessment Anchors aligned to the Pennsylvania Core Standards. The operational assessments of 2015 in Grades 3–8 marked the completion of the transition to alignment with the Pennsylvania Core Standards in mathematics and English language arts. The 2021 PSSA had nine field-test forms per grade in Grades 3–8, each with core items as well as placeholder items to ensure consistency in the length of the assessment in future years when equating block items are again included in the test design. More information about the operational layout for mathematics and English language arts can be found in Chapter Three.

Preliminary performance level descriptors were developed for mathematics and English language arts in the spring of 2012. These descriptions of the expectations of students at each performance level (Basic, Proficient, and Advanced) were used to guide development of items aligned to the PCS-aligned Assessment Anchors and Eligible Content that were field tested in 2013 (Grades 3, 4, and 5) and in 2014 (Grades 3–8). These performance level descriptors were validated by committees of Pennsylvania educators in February 2015 prior to standard setting in June 2015.

More information regarding the mathematics and reading tests may be found in Chapter Two and in the following Pennsylvania Department of Education publications available on the PDE website: *PSSA Assessment Handbook*, *PSSA English Language Arts Preliminary Item and Scoring Sampler* (one per assessed grade level), and *PSSA Mathematics Preliminary Item and Scoring Sampler* (one per assessed grade level). These handbooks can be accessed by going to www.education.pa.gov.

THE PENNSYLVANIA SCIENCE ASSESSMENT

In accordance with the NCLB requirement to implement an operational science assessment in 2008, a major test development effort in science took place during 2006, followed by a large-scale, standalone field test in April/May of 2007. A full implementation of an operational science assessment at Grades 4, 8, and 11 first occurred in April–May 2008. The 2009 PSSA operational science assessment continued with the same content structure and testing window as in 2008.

Several historical milestones were significant to the development of a science test in Pennsylvania. These include the following:

- The adoption of Act 16 or Pennsylvania Senate Bill 652 in 2000, which redefined the PSSA “as a test developed and implemented by the Department of Education to determine only academic achievement relating directly to objective Academic Standards in the areas of reading, mathematics, and science.” (See the *Science Assessment Handbook*, PDE, November 2006).
- Pennsylvania State Board of Education adoption of the *Science and Technology Standards* on July 12, 2001, and the *Environment and Ecology Standards* on January 5, 2002.

Aligned to the *Pennsylvania Science Assessment Anchor Content Standards* and Eligible Content, the science test is designed to measure and report results in four major categories:

- The Nature of Science
- Biological Sciences
- Physical Sciences
- Earth and Space Sciences

Students use their content knowledge and science process skills to answer a set of multiple-choice items and open-ended questions that are standalone or related to a scenario. A science scenario consists of a description of a class project, an experiment, or other research and typically contains text, graphs, charts, and/or tables. Science test questions at Grade 4 consist of standalone multiple-choice and 0–2-point short-answer open-ended items. At Grade 8, multiple-choice questions consist of both standalone and scenario-based items. All open-ended items at Grade 8 are standalone 0–2-point questions. More information may be found in Chapter Two and in the following Pennsylvania Department of Education publications available on the PDE website: *PSSA Assessment Handbook* and *PSSA Science Item and Scoring Sampler Supplement* (one per assessed grade level). These handbooks can be accessed by going to www.education.pa.gov. The establishment of performance levels for science, utilizing the Bookmark method, took place during the summer of 2008. For additional details about sciences standard setting event, refer to the PSSA science performance level setting technical report in 2008.

On July 16, 2022, Pennsylvania Bulletin published new standards. The newly adopted Pennsylvania Integrated Standards for Science, Technology & Engineering, and Environmental Literacy and Sustainability, and Pennsylvania Technology and Engineering Standards were developed jointly to ensure consistency, coherence and a cohesive K–12 integrated approach to science education in the Commonwealth. Science, Technology & Engineering, and Environmental Literacy & Sustainability Academic (STEELS) Standards guide the study of the natural and human-made world through inquiry, problem solving, critical thinking, and authentic exploration. This document displays the standards within strands as they progress across a K–12 sequence. The integration of these disciplines in the standards highlights the interconnectedness of scientific, technological, and engineering focused study; the integral relationship between humans and the environment; and the importance of integrating the teaching and learning of science, technology, and engineering.

PURPOSE AND INTENDED USES OF THE PSSA

The preceding discussion provides some important background and rationale for the development of the PSSA. Although the topic of test validity is covered in detail in Chapter Nineteen of this report, some introductory remarks to frame how a validity argument is linked to test purpose and use is appropriate here. Validity is often defined as, the degree to which theory and evidence support the intended purpose and use of test scores. As such, the beginning of any validation process is to clearly articulate test purpose and intended uses. The purpose of the PSSA is to measure how well students acquire the knowledge and skills described in the *Pennsylvania Assessment Anchor Content Standards* (Assessment Anchors) as defined by the Eligible Content for mathematics, ELA, and Science. The intended uses of the PSSA are to:

1. Provide information for use in school and district accountability systems
2. Improve curricular and instructional practices in order to help students reach proficiency in the Pennsylvania Core Standards (ELA and Mathematics) or the Pennsylvania Academic Standards (Science)

It follows, then, that a validity argument must be developed to support claims that PSSA test scores are appropriate for these uses. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014) links the concept of validity, test purpose, and test use to this need for evidence that test scores are appropriate for their intended purpose and uses. Briefly, a validity argument is characterized as an accumulation of five sources, or types, of evidence that test scores are appropriate for their intended use, including evidence related to test content, its internal structure and relation to other variables, examinee response processes, and testing consequences. Complete definitions of these sources, and corresponding evidence that PSSA scores may be interpreted as intended is provided in Chapter Nineteen.

CHAPTER TWO: OVERVIEW OF THE PSSA FRAMEWORK

PENNSYLVANIA CORE STANDARDS, PENNSYLVANIA ACADEMIC STANDARDS, ASSESSMENT ANCHOR CONTENT STANDARDS, AND ELIGIBLE CONTENT

PSSA ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE

The PSSA Assessment Anchor Content Standards and Eligible Content are based on the Pennsylvania Core Standards in English language arts and mathematics and the Pennsylvania Academic Standards in science. Although the Academic Standards indicated what students should know and be able to do, educator concerns regarding the number and breadth of Academic Standards led to an initiative by the Pennsylvania Department of Education (PDE) to develop Assessment Anchor Content Standards (Assessment Anchors) to indicate which parts of the Academic Standards (Instructional Standards) would be assessed on the PSSA. Based on recommendations from Pennsylvania educators, the Assessment Anchors were designed as a tool to improve the articulation of curricular, instructional, and assessment practices.

With Pennsylvania’s decision to adopt the Pennsylvania Core Standards based on the Common Core State Standards, committees of Pennsylvania educators met in October 2011 to write, review, and approve the Assessment Anchors and Eligible Content statements. To provide initial focus, each content and grade span committee was presented with materials specific to the content and grade span in question, including a basic blueprint structure, the Pennsylvania Academic Standards, the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Academic Standards, the Common Core State Standards, and draft Eligible Content statements. Committees then completed an iterative process of reviewing and revising the draft Eligible Content statements followed by discussions across grade-span committees to ensure vertical articulation across the grades. The results from the committee work were evaluated by national, state, and local subject experts, and following revisions, they were ultimately validated by another committee of Pennsylvania educators. Following committee approval, the Pennsylvania Core Standards-aligned Assessment Anchors and Eligible Content for English Language Arts and Mathematics were approved by the State Board of Education in September 2013.

The Assessment Anchors clarify what is expected across each grade span and focus the content of the standards into what is assessable on a large-scale test. The Assessment Anchor documents also serve to communicate Eligible Content, also called assessment limits, or the range of knowledge and skills from which the PSSA would be designed.

The Assessment Anchor’s coding is read like an outline. The coding includes the content, grade level, Reporting Category, Assessment Anchor, descriptor (Sub-Assessment Anchor), and Eligible Content. Thus, S.4.A.1.3.1 would be Science, Grade 4, Reporting Category A, Assessment Anchor 1, descriptor (Sub-Assessment Anchor) 3, and Eligible Content 1.

Each of the Assessment Anchors has one or more descriptors (Sub-Assessment Anchors) and Eligible Content varying to reflect grade-level appropriateness. The Assessment Anchors form the basis of the test design. In turn, this hierarchy is the basis for organizing the total content scores (based on the core [common] sections).

Achieve, Inc., Washington, D.C., conducted a preliminary review of the science Assessment Anchors in 2003 to evaluate the alignment with the Academic Standards and produced a follow-up report on the anchors in 2005.

The complete set of Assessment Anchors and Eligible Content aligned to the Pennsylvania Academic Standards can be referenced at PDE’s website: www.education.pa.gov.

OVERVIEW OF THE 2023 PSSA MATHEMATICS ASSESSMENT MEASURES

The Assessment Anchors are organized into four classifications, as listed below.

- A = Numbers and Operations
- B = Algebraic Concepts
- C = Geometry
- D = Data Analysis and Probability

These four classifications are used throughout the grade levels. In addition to these classifications, there are five Reporting Categories for each grade level. The first letter of each Reporting Category represents the classification, and the second letter represents the Domain as stated in the Pennsylvania Core Standards for Mathematics. These Reporting Categories are listed below.

- A = Numbers and Operations
 - A-T = Numbers and Operations in Base Ten (grades 3–5)
 - A-F = Numbers and Operations—Fractions (grades 3–5)
 - A-N = The Number System (grades 6–8)
 - A-R = Ratios and Proportional Relationships (grades 6, 7)
- B = Algebraic Concepts
 - B-O = Operations and Algebraic Thinking (grades 3–5)
 - B-E = Expressions and Equations (grades 6–8)
 - B-F = Functions (grade 8)
- C = Geometry
 - C-G = Geometry (grades 3–8)
- D = Data Analysis and Probability
 - D-M = Measurement and Data (grades 3–5)
 - D-S = Statistics and Probability (grades 6–8)

The PSSA mathematics assessment employs two types of test items: multiple-choice and open-ended. These item types assess different levels of knowledge and provide different kinds of information about mathematics achievement. Psychometrically, multiple-choice items are very useful and efficient tools for collecting information about a student's academic achievement. Open-ended performance tasks generally generate fewer scoreable points than multiple-choice items in the same amount of testing time; however, they provide tasks that are more realistic and are better at sampling higher-level thinking skills. Furthermore, well-constructed scoring guides have made it possible to include open-ended tasks in large-scale assessments such as the PSSA. Trained scorers can apply the scoring guides to efficiently score large numbers of student papers in a highly reliable way. The design of the PSSA attempts to achieve a reasonable balance between the two item types.

Furthermore, the Standards for Mathematical Practice is included in the development and review process of each item. Some items may align to none of the practices while others may align to multiple practices. The Standards for Mathematical Practice originated in the Common Core State Standards for Mathematics and were adopted by Pennsylvania as part of the Academic Standards for Mathematics.

MATHEMATICS MULTIPLE-CHOICE ITEMS

The majority of the mathematics items included on the PSSA are multiple-choice (selected-response) items. This item type is especially efficient for measuring a broad range of content. In the PSSA mathematics assessment, each multiple-choice item has four response options, only one of which is correct. The student is awarded one point for choosing the correct response. Distractors typically represent incorrect concepts, incorrect logic, incorrect application of an algorithm, or computational errors.

Multiple-choice items are used to assess a variety of skill levels, from short-term recall of facts to problem solving. PSSA items involving application emphasize the requirement to carry out some mathematical process to find an answer, rather than simply recalling information from memory.

OPEN-ENDED TASKS FOR MATHEMATICS

Open-ended, or constructed-response, tasks require students to read a problem description and to develop an appropriate solution. The open-ended items are designed to take about ten minutes per item. Most of the open-ended items have several components to the overall task that may enable students to enter or begin the problem at different places. In some items, each successive component is designed to assess progressively more difficult skills or higher knowledge levels. Certain components ask students to explain their reasoning for engaging in particular mathematical operations or for arriving at certain conclusions. The types of tasks utilized do not necessarily require computations. Students may also be asked to perform such tasks as constructing a graph, shading some portion of a figure, or listing object combinations that meet specified criteria.

Open-ended tasks are especially useful for measuring students' problem-solving skills in mathematics. They offer the opportunity to present real-life situations that require students to solve problems using mathematics abilities learned in the classroom. Students must read the task carefully, identify the necessary information, devise a method of solution, perform the calculations, enter the solution directly in the response space, and, when required, offer an explanation. This provides insight into the students' mathematical knowledge, abilities, and reasoning processes.

The open-ended mathematics items are scored on a 0–4 point scale using an item-specific scoring guideline. The item-specific scoring guideline outlines the requirements for each score point. Item-specific scoring guidelines are based on the "General Description of Mathematics Scoring Guidelines for Open-Ended Items". The general guidelines describe a hierarchy of responses, which represent the five score levels. See Appendix A or the *Mathematics Item and Scoring Samplers* available on the PDE website.

ENGLISH LANGUAGE ARTS ASSESSMENT MEASURES

The content blueprints for the English language arts assessment are shown in the following tables. The blueprints are organized around three Reporting Clusters (Reading, Writing, and Text-Dependent Analysis) based on the expressed emphasis contained within the Pennsylvania Core Standards.

- Reading
 - A = Literature Text
 - B = Informational Text
 - A-K and B-K = Key Ideas and Details
 - A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
 - A-V and B-V = Vocabulary Acquisition and Use
- Writing
 - D = Conventions of Standard English
- Text-Dependent Analysis
 - E = Text-Dependent Analysis (Grades 4–8 only)

Within the Reading Reporting Cluster, each Eligible Content aligns to a Genre Reporting Category (Literature Text or Informational Text) as well as a Core Competency Reporting Category (Key Ideas and Details; Craft and Structure/Integration of Knowledge and Ideas; or Vocabulary Acquisition and Use) as shown in the table below.

Table 2–1. English Language Arts Eligible Content Blueprint

Genre	Key Ideas and Details (Key Ideas)	Craft and Structure/Integration of Knowledge and Ideas (CSI)	Vocabulary Acquisition and Use (Vocabulary)
Literature Text	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
Literature Text	A-K.1.1.2	A-C.3.1.1	A-V.4.1.2
Literature Text	A-K.1.1.3	NA	NA
Informational Text	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
Informational Text	B-K.1.1.2	B-C.2.1.2	B-V.4.1.2
Informational Text	B-K.1.1.3	B-C.3.1.1	NA
Informational Text	NA	B-C.3.1.2	NA
Informational Text	NA	B-C.3.1.3	NA

The English language arts assessment employs several types of test questions, including standalone and passage-based Multiple-Choice questions (MC), Evidence-Based Selected-Response (EBSR) questions, Short-Answer (SA) questions (Grade 3 only) and Text-Dependent Analysis (TDA) questions (Grades 4–8).

PASSAGE-BASED MULTIPLE-CHOICE ITEMS

Passage-based multiple-choice items measure how well students comprehend the overall meaning of a passage or make basic inferences about it. At times, asking students to choose a preferred answer is the best way to determine whether they have gleaned certain information from a story. Such information may include setting, central idea, or main events and their sequence. These multiple-choice items are aligned to Reporting Categories within the Reading Reporting Cluster.

Each reading multiple-choice item has four response options, only one of which is correct. The student is awarded one point for choosing the correct response. Incorrect response choices, or distractors, typically represent some kind of misinterpretation, predisposition, unsound reasoning, or casual reading of the item and/or stimuli.

STANDALONE MULTIPLE-CHOICE ITEMS

Standalone multiple-choice items require that a student demonstrate both passive (recognizing and identifying grammatical and mechanical errors in text, such as misspellings, errors in word choice, errors in verb tense, or pronoun usage) and active (choosing the appropriate correction of an embedded error, such as deleting an irrelevant detail, changing the sequence of details, or placing correct marks of punctuation) language skills related to conventions of standard English and knowledge of language. These multiple-choice items are aligned to the Language Reporting Category within the Writing Reporting Cluster.

All language multiple-choice items have four response options that include only one correct answer. The student is awarded one raw score point for choosing the correct response. Incorrect response choices, or distractors, typically represent some kind of misinterpretation or predisposition, unsound reasoning, or casual reading of the item and/or stimuli.

EVIDENCE-BASED SELECTED-RESPONSE ITEMS

Each two-part evidence-based selected-response (EBSR) question is designed to elicit an evidence-based response from a student who has read either a Literature or Informational Text passage. In Part One, which is similar to a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student elicits evidence from the passage to select one or more answers based on his/her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each EBSR test question is worth either two or three points, and students can receive partial credit for providing a correct response to Part One or for providing one or more correct responses in Part Two. The student is awarded one raw score point for choosing each correct response. Incorrect response choices, or distractors, in both Part One and Part Two typically represent some kind of misinterpretation, predisposition, unsound reasoning, or casual reading of the item and/or stimuli.

SHORT-ANSWER ITEMS (GRADE 3)

Constructed-response tasks such as the short-answer questions included on the assessment for Grade 3 require written responses. These items are designed to address comprehension of text in ways that multiple-choice items cannot. These short written responses require about five minutes per item and allow a student to prepare an answer using supporting details or examples derived from the text. Prior to 2013, these test questions were called “open-ended” items due to the many possible responses students could construct compared to the four static options available in a multiple-choice item. These items began to be labeled as short-answer items during the 2013 administration. The shift in labeling, from “open-ended” to “short-answer,” was implemented to draw a greater contrast to the new “Text-Dependent Analysis” questions which require substantial student writing. By comparison, responses to the short-answer items are simpler and require less explication and almost no analysis.

The reading short-answer items are scored on a 0–3-point scale using an item-specific scoring guideline. This scale is consistent with the scale used on the National Assessment of Educational Progress (NAEP). The change from the former 0–4-point scale improves the alignment with the types of tasks required. Each task is text-dependent and is carefully constructed with the scoring guideline reflecting the task requirements. All item-specific scoring guidelines are based on the “General Scoring Guidelines for Short-Answer Reading Items.” The general guidelines describe a hierarchy of responses, which represent the four score levels. See Appendix A or the *English Language Arts Item and Scoring Samplers* available on the PDE website.

TEXT-DEPENDENT ANALYSIS ITEMS (GRADES 4–8)

Text-dependent analysis questions require students to draw on basic writing skills while inferring and synthesizing information from a passage or passage set they have read during the test event, in order to develop a comprehensive, holistic essay response. Both Literature and Informational Texts are addressed through this item type. The demand required of a student’s reading and writing skills in response to a TDA coincides with the similar demands required for a student to be college and career ready. The essay responses developed for this item type require approximately thirty minutes. These items are reported under the Text-Dependent Analysis Reporting Category, which is found in the Reporting Cluster of the same name.

The text-dependent analysis items are scored on a 1–4-point scale using the holistic “PSSA Text-Dependent Analysis Scoring Guidelines.” The TDA scoring guidelines describe a hierarchy of responses, which represent the four score levels, and include comprehension, writing, and analysis skills. See Appendix A or the *English Language Arts Item and Scoring Samplers* available on the PDE website.

PASSAGE COMPLEXITY

The Pennsylvania Core Standards require students to read increasingly complex texts with greater independence and proficiency as they progress toward college- and career-readiness. DRC has worked with PDE to develop a process that measures (1) the quantitative evaluation of the text, and (2) the qualitative evaluation of the text that is reported out on a passage placemat. In addition, a third component, matching reader to text and task, is also taken into consideration during passage evaluation and teacher committee reviews.

QUANTITATIVE EVALUATION

Evaluating the complexity of a passage is essentially a judgmental process by individuals familiar with the classroom context and what is developmentally and linguistically appropriate for students at a given grade level. Although readability indices will be computed and made available on the passage placemat for each passage, we believe that these indices measure different aspects of readability and can result in various interpretations. Because no readability formula is perfect, qualitative measures have been implemented to help determine placement and appropriateness for passages used in the Pennsylvania assessments. These measures include: 1) rubric-based qualitative evaluations, and 2) teacher content review committees to provide expert opinions on grade-level appropriateness as part of matching the reader to text and task considerations.

QUALITATIVE EVALUATION

Rubrics provide the qualitative measures for literary and informational passages. As indicated on these placemats, the quantitative measures suggest the appropriate grade band of the text, while the qualitative rubrics pinpoint the specific grade level. These rubrics provide a powerful and comprehensive way of evaluating a range of stimulus materials that cover the literary and informational scope outlined in the Pennsylvania Core Standards. Passages selected for the Pennsylvania assessments should have evidence of their complexity determination and grade-level placement, based on both quantitative and qualitative measures as specified above.

SCIENCE ASSESSMENT MEASURES

The PSSA science assessment has four major reporting categories: The Nature of Science, Biological Sciences, Physical Sciences, and Earth and Space Sciences. These categories are similar to those used by the National Assessment of Educational Progress (NAEP) and The Third International Mathematics and Science Study (TIMSS). However, the PSSA organizes the categories differently. The science assessment anchors cover seventeen major categories from two sets of standards: Science and Technology Standards (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, and 3.8) and Environment and Ecology Standards (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, and 4.9).

The Assessment Anchors are organized into four classifications, as listed below.

- A = Nature of Science
- B = Biological Sciences
- C = Physical Sciences
- D = Earth and Space Sciences

These four reporting categories are used in both grades four and eight. In addition to these reporting categories, there are additional Assessment Anchors for each grade level. The first letter of each Assessment Anchors represents the reporting category, and the second letter represents the Assessment Anchors. These Assessment Anchors are listed below.

- A. The Nature of Science
 - S.A.1. Reasoning and Analysis
 - S.A.2. Processes, Procedures, and Tools of Scientific
 - S.A.3. Systems, Models, and Patterns
- B. Biological Sciences
 - S.B.1. Structure and Function of Organisms
 - S.B.2. Continuity of Life
 - S.B.3. Ecological Behavior and Systems

- C. Physical Sciences
 - S.C.1. Structure, Properties and Interactions of Matter and Energy
 - S.C.2 Forms, Sources, Conversions, and Transfer of Energy
 - S.C.3 Principles of Force and Motion
- D. Earth and Space Sciences
 - S.D.1 Earth Features and Processes that Change Earth and Its Resources
 - S.D.2 Weather, Climate, and Atmospheric Processes
 - S.D.3 Composition and Structure of the Universe

The science assessment employs two types of test items: multiple-choice and open-ended. These item types assess different levels of knowledge and provide different kinds of information about science achievement. The design of the PSSA for science achieves a reasonable balance between the two item types. Concepts include

SCIENCE MULTIPLE-CHOICE ITEMS

The majority of the science items included on the PSSA are multiple-choice (selected-response) items, either as standalone multiple-choice items or as scenario-based multiple-choice items. (Scenario-based multiple-choice items are found in Grade 8 only.) Multiple-choice items are especially efficient for measuring a broad range of content. In the PSSA science assessment, each multiple-choice item has four response options, only one of which is correct. The student is awarded one point for choosing the correct response. Distractors typically represent incorrect concepts, incorrect logic, or incorrect application of a scientific principle.

Multiple-choice items are used to assess a variety of skill levels, from short-term recall of facts to the application of science content. PSSA items involving application emphasize the requirement to utilize science content to find an answer rather than simply recalling information from memory.

OPEN-ENDED ITEMS FOR SCIENCE

At all grades, standalone open-ended science items require students to read a description of a scientific problem and to develop an appropriate solution. Standalone open-ended items require about five minutes per task.

Open-ended tasks are especially useful for measuring students' skills in science. These tasks may present real-life situations that require students to solve problems using science abilities learned in the classroom. Students must read a task carefully, identify the necessary information, devise a method of solution, enter the solution directly into the answer document, and when required, offer an explanation. This provides insight into students' science knowledge, abilities, and reasoning processes.

The open-ended science items are scored on a 0–2-point scale with an item-specific scoring guideline, and each task is carefully constructed with a scoring guideline reflecting the task requirements. The general guidelines describe a hierarchy of responses, which represent the three score levels. Each item-specific scoring guideline outlines the requirements at each score point, and each item-specific scoring guideline is based on the "Science Scoring Guidelines for Open-Ended Items." See Appendix A or the *Science Item and Scoring Samplers* available on the PDE website.

SCIENCE SCENARIOS FOR GRADE 8

In addition to standalone multiple-choice and open-ended items, the science assessment includes scenarios at Grade 8. In consideration of the multidisciplinary and interdisciplinary nature of science content, science scenarios create stronger connections between The Nature of Science/Science Content and the multiple-choice items associated with a scenario. As a result, science scenarios allow the assessment to efficiently address and utilize the connections among the science content domains. A science scenario contains text, graphics, charts, and/or tables and uses these elements to describe the results of a class project, an experiment, or other similar research. Students use the information found in a science scenario as a platform from which to answer multiple-choice questions. Scenarios and questions reach beyond simple fact recollection; they are designed to challenge students to think and to apply the knowledge and skills learned in their classrooms. Scenarios are designed to reflect multi-dimensional classroom activities that incorporate higher cognitive levels of understanding. Science scenarios challenge students to interpret stimulus content and to apply existing knowledge to new data, while using science knowledge and process skills to arrive at their answers.

CHAPTER THREE: ITEM DEVELOPMENT PROCESS

The core portion of the 2023 PSSA operational administration is made up of items that were field-tested primarily in the 2022 PSSA administration. Therefore, the activities that led to the 2023 PSSA operational administration began with the development of the test items that appeared in the field-test portion of the 2022 operational administration. In turn, items that appeared on the field-test portion of the 2022 operational administration were developed during and prior to 2022. (See Table 3–1 for a graphic representation of the basic process flow and overlap of the development cycles.)

Table 3–1. General Development Timeline Pattern of the PSSA

Operational Admin Year	2016	2017	2018	2019	2021	2022	2023
2018	Initial Item Dev →	Field Test →	Operational Core Admin with embedded equating block items →	Core-to-Core Link			
2019		Initial Item Dev →	Field Test →	Operational Core Admin with embedded equating block items →	Core-to-Core Link		
2020	No testing occurred.						
2021			Initial Item Dev →	Field Test →	Operational Core Admin with embedded equating block items ¹	Core-to-Core Link	
2022				Initial Item Dev →	Field Test →	Operational Core Admin with embedded equating block items	Core-to-Core Link
2023				Initial Item Dev →	Field Test →		Operational Core Admin with embedded equating block items

Table 3–2. General Timeline Associated with 2013 and 2014 Field Test and 2015–2023 Operational Assessment of ELA and Mathematics at Grades 3, 4, 5, 6, 7, and 8

Time Frame	Assessment	Activity
January 2012–July 2012	'13 FT for '15 OP	Item development for items to embed in 2013 operational test (Grades 3–5 only)
July 2012	'13 FT for '15 OP	Item review for the embedded field test in 2013 operational assessment (Grades 3–5 only)
September 2012–January 2013	'13 OP & '13 FT for '15 OP	Forms construction for 2013 operational assessment with embedded field test (Grades 3–5 only)
January 2013–June 2013	'14 FT for '15 OP	Item development for items to embed on 2014 operational assessment
February 2013	'13 FT for '15 OP	2013 standalone field test for ELA: Writing Grades 3–5
March 2013–May 2013	'13 FT for '15 OP	2013 embedded field test in 2013 operational test (Grades 3–5 only)
June 2013	'14 FT for '15 OP	Item review for the embedded field test in 2014 operational assessment
July 2013	'13 FT for '15 OP	Statistical review of 2013 field-tested items (Grades 3–5 only)
September 2013–January 2014	'14 OP & '14 FT for '15 OP	Forms construction for 2014 operational assessment
January 2014–July 2014	'15 FT for '16 OP	Item development for items to embed in 2015 operational test
February 2014	'14 FT for '15 OP	2014 standalone field test for ELA: Writing Grades 6–8
April 2014–May 2014	'14 OP & '14 FT for '15 OP	2014 embedded field test in 2014 operational assessment
June 2014	'15 FT for '16 OP	Item review for the embedded field test in 2015 operational assessment
July 2014	'14 FT for '15 OP	Statistical review of 2014 field-tested items
September 2014–January 2015	'15 OP & '15 FT for '16 OP	Forms construction for 2015 operational assessment
April 2015–May 2015	'15 OP & '15 FT for '16 OP	2015 operational assessment
January 2015–July 2015	'15 FT for '16 OP	Item development for items to embed in 2016 operational test
April 2015–May 2015	'14 OP & '14 FT for '15 OP	2015 embedded field test in 2015 operational assessment
June 2015	'15 FT for '16 OP	Item review for the embedded field test in 2016 operational assessment
July 2015	'14 FT for '15 OP	Statistical review of 2015 field-tested items
September 2015–January 2016	'16 OP & '16 FT for '17 OP	Forms construction for 2016 operational assessment
April 2016–May 2016	'16 OP & '16 FT for '17 OP	2016 operational assessment
January 2016–July 2016	'17 FT for '18 OP	Item development for items to embed in 2017 operational test
April 2016–May 2016	'15 OP & '15 FT for '16 OP	2016 embedded field test in 2016 operational assessment
June 2016	'16 FT for '17 OP	Item review for the embedded field test in 2017 operational assessment
July 2016	'15 FT for '16 OP	Statistical review of 2016 field-tested items
September 2016–January 2017	'17 OP & '17 FT for '18 OP	Forms construction for 2017 operational assessment
April 2017–May 2017	'17 OP & '17 FT for '18 OP	2017 operational assessment
January 2017–July 2017	'17 FT for '18 OP	Item development for items to embed in 2018 operational test
April 2017–May 2017	'16 OP & '16 FT for '17 OP	2017 embedded field test in 2017 operational assessment
June 2017	'17 FT for '18 OP	Item review for the embedded field test in 2018 operational assessment
July 2017	'16 FT for '17 OP	Statistical review of 2017 field-tested items

Table 3–2 (continued). General Timeline Associated with 2013 and 2014 Field Test and 2015–2023 Operational Assessment of ELA and Mathematics at Grades 3, 4, 5, 6, 7, and 8

Time Frame	Assessment	Activity
September 2017–January 2018	'18 OP & '18 FT for '19 OP	Forms construction for 2018 operational assessment
April 2018–May 2018	'18 OP & '18 FT for '19 OP	2018 operational assessment
January 2018–July 2018	'18 FT for '19 OP	Item development for items to embed in 2019 operational test
April 2018–May 2018	'18 OP & '18 FT for '19 OP	2018 embedded field test in 2018 operational assessment
June 2018	'18 FT for '19 OP	Item review for the embedded field test in 2019 operational assessment
July 2018	'17 FT for '18 OP	Statistical review of 2018 field-tested items
September 2018–January 2019	'18 OP & '18 FT for '19 OP	Forms construction for 2019 operational assessment
April 2019–May 2019	'18 OP & '18 FT for '19 OP	2019 operational assessment
January 2019–July 2019	'19 FT for '21 OP	Item development for items to embed in 2021 operational test
April 2019–May 2019	'19 OP & '19 FT for '21 OP	2019 embedded field test in 2019 operational assessment
June 2019	'19 FT for '21 OP	Item review for the embedded field test in 2021 operational assessment
July 2019	'19 FT for '21 OP	Statistical review of 2019 field-tested items
September 2019–January 2021	'19 OP & '19 FT for '21 OP	Forms construction for 2021 operational assessment
April 2021–September 2021	'19 OP & '19 FT for '21 OP	2021 operational assessment
January 2021–July 2021	'21 FT for '22 OP	Item development for items to embed in 2022 operational test
April 2021–May 2021	'21 OP & '21 FT for '22 OP	2021 embedded field test in 2021 operational assessment
June 2021	'21 FT for '22 OP	Item review for the embedded field test in 2022 operational assessment
July 2021	'21 FT for '22 OP	Statistical review of 2021 field-tested items
September 2021–January 2022	'22 OP & '22 FT for '23 OP	Forms construction for 2022 operational assessment
April 2022–September 2022	'22 OP & '22 FT for '23 OP	2022 operational assessment
January 2022–July 2022	'22 FT for '23 OP	Item development for items to embed in 2023 operational test
April 2022–May 2022	'22 OP & '22 FT for '23 OP	2022 embedded field test in 2022 operational assessment
June 2022	'22 FT for '23 OP	Item review for the embedded field test in 2023 operational assessment
July 2022	'22 FT for '23 OP	Statistical review of 2022 field-tested items
September 2022–January 2023	'23 OP & '23 FT for '24 OP	Forms construction for 2023 operational assessment
April 2023–September 2023	'23 OP & '23 FT for '24 OP	2023 operational assessment

Table 3–3. Participating Districts by Region

Region of Commonwealth	School District
Western	Athens Area, Grove City Area, Penn Hills, Pittsburgh Public Schools
Central	Manheim Township, Newport, State College Area, West Shore, Wilkes-Barre Area
Eastern	Haverford Township, Lower Merion, Mid-Valley, Philadelphia City SD, Upper Merion

PROCESS AND PROCEDURES FOR THE 2006 ITEM PILOT

Two parallel forms of the science assessment were designed for each grade level, with a designated administration time of thirty minutes. No attempt was made to replicate the design of a PSSA science operational test for the cognitive lab or pilot test because of testing-time limitations and the objectives of this study. The items were representative of items from each of the proposed PSSA's four reporting categories (i.e., The Nature of Science, Biological Sciences, Physical Sciences, and Earth and Space Sciences). All test items were approved by PDE before inclusion in the PSSA Science Item Tryout Project.

In Grade 4, each form of the test consisted of ten multiple-choice items, 70 percent of which included graphs, graphics, charts, or tables with relevant information associated with the item. All four reporting strands were assessed in each Grade 4 test form. In Grades 8 and 11, age/grade-appropriate science scenarios were developed. The scenarios included graphics, charts, tables, graphs, and diagrams to support the scenario text. A set of test items associated with each science scenario was developed. In Grade 8, each test form included items from all four reporting strands. In Grade 11, scenarios in test Form A assessed the biological, earth and space, and nature of science reporting strands, while test Form B assessed the physical, earth and space, and nature of science reporting strands.

Scenarios and questions reached beyond simple fact recollection; they were designed to challenge students to think and to apply knowledge and skills learned in their classrooms. The science scenarios were based on Pennsylvania Assessment Anchors and Eligible Content. Scenarios were designed to reflect multi-dimensional classroom activities that incorporate higher cognitive levels of understanding. Each scenario was stimulus-based and included passages with graphics, charts, graphs, or a combination of all three media. Science scenarios challenged students to interpret passage content while using science knowledge and process skills to determine their answers.

IMPLEMENTATION AND TEST ADMINISTRATION FOR 2006 ITEM PILOT

Two classrooms within one geographic region participated in the project each day. At least two test development specialists were present at all but one school district during the pilot study project sessions; in addition, representatives from PDE attended most sessions. The PSSA Science Item Tryout Project field work occurred during a three-week window, beginning on February 27 and concluding on March 16.

TEST DEVELOPMENT CONSIDERATIONS: ALL ASSESSMENTS

The major considerations in the item development process were the alignment to the Pennsylvania Core Standards-aligned Assessment Anchors and Eligible Content (mathematics and ELA), alignment to the Pennsylvania Academic Standards-aligned Assessment Anchors and Eligible Content (science only), grade-level appropriateness (reading/interest level, etc.), depth of knowledge, cognitive level, item/task level of complexity, estimated difficulty level, relevancy of context, rationale for distractors, style, accuracy, and correct terminology. The *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014) and the *Principles of Universal Design* (Thompson, Johnstone, & Thurlow, 2002) guided the development process. In addition, DRC's manual, *Fairness in Testing: Guidelines for Training on Bias, Fairness, and Sensitivity Issues* was used for developing items. All items were reviewed for fairness by bias and sensitivity committees and for content by Pennsylvania educators and field-specialists. Items were also reviewed for adherence to the Principles of Universal Design by representatives from the National Center for Educational Outcomes (NCEO). In addition, the items were reviewed for adherence to the guidelines outlined in the Pennsylvania publication *Principles, Guidelines and Procedures for Developing Fair Assessment Systems: Pennsylvania Assessment Through Themes* (PATT).

BIAS, FAIRNESS, AND SENSITIVITY: ALL ASSESSMENTS

At every stage of the item and test development process, DRC employs procedures that are designed to ensure that items and tests met Standard 7.4 of the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014).

Standard 7.4: Test developers should strive to identify and eliminate language, symbols, words, phrases, and content that are generally regarded as offensive by members of racial, ethnic, gender, or other groups, except when judged to be necessary for adequate representation of the domain.

To meet Standard 7.4, DRC employs a series of internal quality steps. DRC provides specific training for test developers, item writers, and reviewers on how to write, review, revise, and edit items for issues of bias, fairness, and sensitivity (as well as for technical quality). Training also includes an awareness of and sensitivity to issues of cultural diversity. In addition to providing *internal* training in reviewing items in order to eliminate potential bias, DRC also provides *external* training to the review panels of minority experts, teachers, and other stakeholders.

DRC's guidelines for bias, fairness, and sensitivity include instruction concerning how to eliminate language, symbols, words, phrases, and content that might be considered offensive by members of racial, ethnic, gender, or other groups. Areas of bias that are specifically targeted include, but are not limited to, stereotyping, gender, regional/geographic, ethnic/cultural, socioeconomic/class, religious, and biases against a particular age group (ageism) or persons with disabilities. DRC catalogues topics that should be avoided and maintains balance in gender and ethnic emphasis within the pool of available items and passages.

UNIVERSAL DESIGN: ALL ASSESSMENTS

As stated above, the Principles of Universal Design were incorporated throughout the item development process to allow participation of the widest possible range of students in the PSSA. The following checklist was used as a guideline:

- Items measure what they are intended to measure.
- Items respect the diversity of the assessment population.
- Items have a clear format for text.
- Stimuli and items have clear pictures and graphics.
- Items have concise and readable text.
- Items allow changes to other formats, such as Braille, without changing meaning or difficulty.
- The arrangement of the items on the test has an overall appearance that is clean and well organized.

A more extensive description of the application of the Principles of Universal Design is described in Chapter Four.

DEPTH OF KNOWLEDGE: ALL ASSESSMENTS

An important element in statewide assessment is the alignment between the overall assessment system and the state's standards. A methodology developed by Norman Webb (1999) offers a comprehensive model that can be applied to a wide variety of contexts. With regard to the alignment between standards statements and the assessment instruments, Webb's criteria include five categories, one of which deals with content. Within the content category is a useful set of levels for evaluating depth of knowledge (DOK). According to Webb (1999), "depth-of-knowledge consistency between standards and assessments indicates alignment if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards" (p. 7–8). The four levels of cognitive complexity (i.e., depths of knowledge) are as follows:

- Level 1: Recall
- Level 2: Application of Skill/Concept
- Level 3: Strategic Thinking
- Level 4: Extended Thinking

Depth-of-knowledge levels were incorporated in the item writing and review process, and items were coded with respect to the level they represented. Generally, multiple-choice items are written to DOK levels 1 and 2, evidence-based selected-response items are written to DOK levels 2 and 3, and constructed-response items are written to DOK level 3.

PASSAGE READABILITY

Evaluating the readability of a passage is essentially a judgmental process by individuals familiar with the classroom context and what is linguistically appropriate at a given grade level as described in the section on reading passage selection later in this chapter. Although various readability indices were computed and reviewed, it is recognized that such methods measure different aspects of readability and are often fraught with particular interpretive liabilities. Thus, the commonly available readability formulas were not used in a rigid way, but more informally to provide for several snapshots of a passage that senior test development staff considered along with experience-based judgments in guiding the passage selection process. In addition, passages were reviewed by committees of Pennsylvania educators who evaluated each passage for readability and grade-level appropriateness.

TEST ITEM READABILITY: ALL ASSESSMENTS

Careful attention was given to the readability of the items to make certain that the assessment focus of the item did not shift based on the difficulty of reading the item. Subject areas such as mathematics or science contain many content-specific vocabulary terms. As a result, readability formulas were not used. However, wherever it was practicable and reasonable, every effort was made to keep the vocabulary one grade level below the tested grade level for non-reading tests. There was a conscious consideration made to ensure that each test question was evaluating a student's ability to build toward mastery of the mathematics standards or the science standards versus the student's reading ability. Resources used to verify the vocabulary level were the *EDL Core Vocabularies* and the *Children's Writer's Word Book*.

In addition, every test question is brought before several different committees comprised of grade-level experts in the field of mathematics education and science education. They review each question from the perspective of the students they teach, and they determine the validity of the vocabulary used and work to minimize the level of reading required.

Vocabulary was also addressed at the Bias, Fairness, and Sensitivity Review, although the focus was on how certain words or phrases may represent a possible source of bias or issue of fairness or sensitivity.

TEST DEVELOPMENT PROCESS: ALL ASSESSMENTS

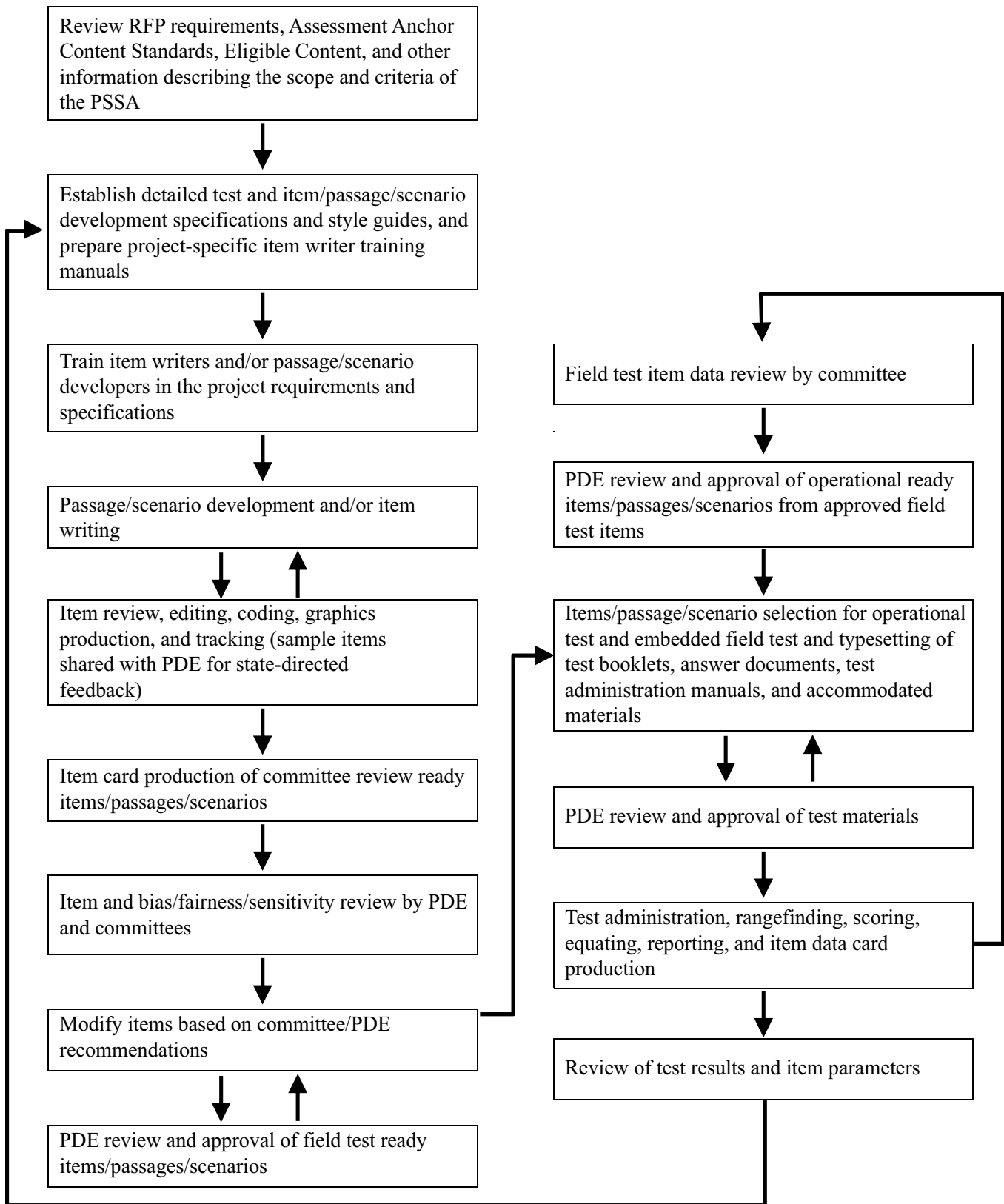
The test development process for passages, scenarios, and items followed a logical timeline, which is outlined below in Table 3–4. On the front end of the schedule, tasks were generally completed with the goal of presenting field-test candidate items to committees of Pennsylvania educators. On the back-end of the schedule, all tasks lead to the field-test data review.

Table 3–4. Item and Test Development Cycle and Timeline

Steps in Development Cycle	Timeline Before/After New Item Review		
Development planning	Fall	↓	-12 to -9 months
Reading passage selection	Fall	↓	-12 to -9 months
Item writer training	Fall/Winter	↓	-9 months
Initial item authoring	Winter/Spring	↓	-9 to -4 months
Internal reviews and PDE reviews	Spring/Summer	↕	-8 to -1 month
Bias, Fairness, and Sensitivity Review	Summer/Fall	↓	+/- 0 months
New Item Content Review	Summer/Fall	⇒	+/- 0 months
Post-review resolution and clean-up	Summer/Fall	↓	+1 to +2 months
Build test forms	Fall	↓	+2 to +4 months
Internal form reviews and PDE reviews	Fall/Winter	↕	+3 to +4 months
Form printing, packaging, and shipping	Winter/Spring	↓	+4 to +8 months
Test administration	Spring	↓	+9 months
Material/data processing, rangefinding, and scoring	Spring/Summer	↓	+10 to +12 months
Field-Test Item Data Review	Summer	⇒	+12 months
Select operational items	Summer/Fall	↓	+13 to +15 months

The process flowchart in Figure 3–1 illustrates the interrelationship among the steps in the process that occur in a normal year of development (i.e., when the items for field testing are primarily from new development, as opposed to being selected from an existing item bank). In addition, a detailed process table describing the item and test development processes also appears in Appendix C.

Figure 3–1. DRC Item and Test Development Process



The following paragraphs describe the processes which lead up to the operational test in a normal round of development. These processes were used to develop field-test items used as operational items for all administrations.

ITEM DEVELOPMENT PLANNING MEETING: ALL ASSESSMENTS

Prior to the start of any item development work, DRC’s test development staff meets with PDE’s assessment office to discuss the test development plans for the next PSSA administration, including the test blueprint, the field-test plan (including development counts), procedures, timelines, etc. With a complete development cycle lasting several years (from item authoring through field test, data review, and operational usage), the initial planning begins well in advance of the anticipated administration. For the 2023 operational administration, the initial planning meeting for the item authoring process for the 2022 field test occurred in fall 2020. Item authoring began early in 2021, with the item review meetings occurring in June 2021. See Table 3–2.

ITEM WRITER TRAINING: ALL ASSESSMENTS

Item writers were selected and trained for the content areas of mathematics, English language arts, and science. Qualified writers were college graduates with teaching experience and a demonstrated base of knowledge in the content area. Many of these writers were content assessment specialists and curriculum specialists. The writers were trained individually and had previous experience in writing selected-response and constructed-response items. Prior to developing items for the PSSA, the cadre of item writers was trained with regard to the following:

- Pennsylvania Core Standards, Assessment Anchors, and Eligible Content (mathematics and ELA)
- Pennsylvania Academic Standards, Assessment Anchors, and Eligible Content (science)
- Webb’s Four Levels of Cognitive Complexity: Recall, Basic Application of Skill/Concept, Strategic Thinking, and Extended Thinking
- General Scoring Guidelines for Each Content Area
- Specific and General Guidelines for Item Writing
- Bias, Fairness, and Sensitivity Guidelines
- Principles of Universal Design
- Item Quality Technical Style Guidelines
- Reference Information
- Sample Items

READING PASSAGE SELECTION

The task of searching for passages was conducted by DRC professionals with classroom experience in reading/ language arts. These professionals also underwent specialized training (provided by DRC) in the characteristics of acceptable passages. Guidelines for passage selection included appropriate length, text structure, density, and vocabulary for the grade level. A judgment was also made about whether the reading level required by a particular passage was at the independent level, that is, where the average student should be able to read 90 percent of words in the text independently. Passage finders were given the charge to search for a specified number of passages for each genre. Generally, at least twice as many passages as needed were sought. Most passages acquired for the 2022 field test were authentic in that they were culled from published materials. Approval to reprint was secured from the publishers as necessary. Passages underwent an internal review by several test development content editors to judge their merit with regard to the following criteria:

- Passages have interest value for students.
- Passages are grade-appropriate in terms of text complexity, vocabulary, and language characteristics.
- Passages are free of bias, fairness, and sensitivity issues.
- Passages represent different cultures.
- Passages are from a variety of sources.
- Passages are able to stand the test of time.
- Passages are sufficiently rich to generate a variety of SR and CR items.

- Passages are complete with all necessary permissions documentation.
- Passages avoid dated subject matter unless a relevant historical context is provided.
- Passages should not require students to have extensive background knowledge in a certain discipline or area to understand a text.

Once through the internal review process, those passages deemed potentially acceptable were reviewed by the Reading Content Committee and Bias, Fairness, and Sensitivity Committee for final approval.

ITEM AUTHORIZING AND TRACKING: ALL ASSESSMENTS

Initially, items are generated with software-prepared PSSA Item Cards, which allows for preliminary sorting and reviewing. Although very similar, the PSSA Item Card for Multiple-Choice Items differs from the PSSA Item Card for Evidence-Based Selected-Response Items and the PSSA Item Card for Constructed-response Items in that the former has a location at the bottom of the card for comments regarding the distractors. Examples of these three cards are shown in Appendix D. In both instances a column against the right margin includes codes to identify the subject area, grade level, content categories, passage information (in the case of reading), item type, depth of knowledge (cognitive complexity), estimated difficulty, answer key (for MC items), and calculator use (for mathematics items).

All items undergoing field testing in 2022 were entered into the DRC Item Development and Educational Assessment System (IDEAS), which is a comprehensive, secure, online item banking system. It accommodates item writing, item viewing and reviewing, and item tracking and versioning. IDEAS manages the transition of an item from its developmental stage to its approval for use within a test form. The system supports an extensive item history that includes item usage within a form, item-level notes, content categories and subcategories, item statistics from both classical and Rasch item analyses, and classifications derived from analyses of differential item functioning (DIF). A sample IDEAS Data Card is presented in Appendix D.

INTERNAL REVIEWS AND PDE REVIEWS: ALL ASSESSMENTS

To ensure that the items produced were sufficient in number and adequately distributed across subcategories and levels of difficulty, item writers were informed of the required quantities of items. As items were written, an item authoring card was completed. It contained information about the item, such as grade level, content category, and subcategories. Based on the item writer's classroom teaching experience, knowledge of the content area curriculum, and cognitive demands required by the item, estimates were recorded for level of cognitive complexity and difficulty level. Items were written to provide for a range of difficulty.

As part of the item construction process, each item was reviewed by content specialists and editors at DRC. Content specialists and editors evaluated each item to make sure that it measured the intended Eligible Content and/or Assessment Anchor Content Standard. They also assessed each item to make certain that it was appropriate for the intended grade and that it provided and cued only one correct answer (MC items only). In addition, the difficulty level, depth of knowledge, graphics, language demand, and distractors were also evaluated. Other elements considered in this process included, but were not limited to, Universal Design, bias, source of challenge, grammar/punctuation, and PSSA style.

Following this internal process, items were reviewed by content specialists at the Pennsylvania Department of Education. PDE staff then consulted with DRC about any general issues or concerns (e.g., style, format, interpretation of Assessment Anchors and Eligible Content) and about edits to specific items. Following PDE's review, the items were prepared for the content review meetings conducted with Pennsylvania educators.

ITEM CONTENT REVIEW IN SUMMER 2022: ALL ASSESSMENTS

Prior to field testing, all newly-developed test items were submitted to content committees for review. The content committees consisted of Pennsylvania educators from school districts throughout the Commonwealth of Pennsylvania, some with postsecondary university affiliations. The primary responsibility of the content committee was to evaluate items with regard to quality and content classification, including grade-level appropriateness, estimated difficulty, depth of knowledge, and source of challenge. With source of challenge, items are identified where the cognitive demand is focused on an unintended content, concept, or skill (Webb, 2002). In addition, source of challenge may be attributed if the reason that an answer could be given results from a cultural bias, an inappropriate reading level, or a flawed graphic in an item, or if an item requires specialized, non-content related knowledge to answer. Source of challenge could result in a student who has mastered the intended content or skill answering the item incorrectly or a student who has not mastered the intended content or skill answering the item correctly. Committee members were asked to note any items with a source of challenge and to suggest revisions to remove the source of challenge. They also suggested revisions and made recommendations for reclassification of items. In some cases when an item was deleted, the committee suggested a replacement item and/or reviewed a suggested replacement item provided by the facilitators. The committee also reviewed the items for adherence to the Principles of Universal Design, including language demand and issues of bias, fairness, and sensitivity.

The content review was held June 21–22, 2022, for science, June 21–23, 2022, for ELA, and June 21–24, 2022, for mathematics. Committee members were approved by PDE, and PDE-approved invitations were sent to them by DRC. PDE also selected internal staff members for attendance. The meeting commenced with a welcome by PDE and DRC. This was followed by an overview of the test development process by DRC. PDE, along with DRC, also provided training on the procedures and forms to be used for item content review.

DRC content assessment specialists facilitated the reviews and were assisted by representatives of PDE. Committee members, grouped by grade level and content area, worked through and reviewed the items for quality and content, as well as for the following categories:

- Assessment Anchor Alignment (classified as Full, Partial, or No)
- Content Limits (classified as Yes or No)
- Grade-Level Appropriateness (classified as At Grade Level, Below Grade Level, or Above Grade Level)
- Difficulty Level (classified as Easy, Medium, or Hard)
- Depth of Knowledge (classified as Recall, Application, Strategic Thinking)
- Appropriate Source of Challenge (classified as Yes or No)
- Correct Answer (classified as Yes or No)
- Quality of Distractors (classified as Yes or No)
- Graphics (classified as Yes or No) in regards to appropriateness
- Appropriate Language Demand (classified as Yes or No)
- Freedom from Bias (classified as Yes or No)

The members then came to a consensus and assigned a status to each item as a group: Approved, Accepted with Revision, Move to Another Assessment Anchor or Grade, or Rejected. All comments were recorded, and a master rating sheet was completed. Committee facilitators recorded the committee consensus on the Item Review Rating Sheet. A sample form and rating criteria may be found in Appendix E.

Security was addressed by adhering to a strict set of procedures. Items were distributed for committee review by number and signed for by each member on a daily basis. All attendees, with the exception of PDE staff, were required to sign a confidentiality agreement.

BIAS, FAIRNESS, AND SENSITIVITY REVIEWS IN JULY 2022: ALL ASSESSMENTS

Prior to field testing, all newly-developed test items for English language arts, mathematics, and science were also submitted to a Bias, Fairness, and Sensitivity Committee for review. This took place from July 25-29, 2022. The committee’s primary responsibility was to evaluate items with regard to bias, fairness, and sensitivity issues. They also made recommendations for changes to or deletion of items in order to remove the potential for issues of bias, fairness, and/or sensitivity. Included in the review were proposed reading passages. An expert, multi-ethnic committee composed of men and women was trained by a DRC test development lead to review items for bias, fairness, and sensitivity issues. Training materials included a manual developed by DRC (DRC, 2003–2016). Members of the committee also had expertise with students with special needs and English Learners. PDE staff members were also trained and participated in the review. All mathematics, English language arts, and science items were read by a cross-section of committee members. Each member noted bias, fairness, and/or sensitivity comments on tracking sheets and on the item, if needed for clarification. Committee members individually categorized any concerns as related to ageism, disability, ethnicity/culture, gender, region, religion, socioeconomic status, or stereotyping. These categories were then the framework through which recommendations for modification or rejection of items occurred during the subsequent committee consensus process. The committee then discussed each of the issues as a group and came to a consensus as to which issues should represent the view of the committee. All consensus comments were then compiled, and the suggested actions on these items were recorded and submitted to PDE. Table 3–5 shows the gender and race/ethnicity composition of the members of the bias committee who reviewed the PSSA items and passages.

Table 3–5. Demographic Composition of the 2022 Bias, Fairness, and Sensitivity Committee

Member #	Gender	Race/Ethnicity	Background
1.	Male	Caucasian American	Pennsylvania College Professor
2.	Female	Caucasian American	National Consultant (Retired Educator)
3.	Female	Hispanic American	Migrant Education Specialist
4.	Female	Hispanic American	National Consultant (Retired Administrator)
5.	Female	Hispanic American	National Consultant (Community Leader)
6.	Female	African American	Pennsylvania Educator
7.	Female	African American	National Consultant (Educational Consultant)
Totals	6 Females, 1 Male	3 Hispanic Americans, 2 Caucasian Americans, 2 African Americans	

The results from the Bias, Fairness, and Sensitivity Committee review of mathematics are summarized in Table 3–6.

Table 3–6. Number of Items—2022 Bias, Fairness, and Sensitivity Committee Review for Mathematics

Grade	Total items reviewed per grade	Accepted As Is	Accepted With Revision	Rejected
3	73	59	14	0
4	73	62	11	0
5	72	61	11	0
6	72	67	5	0
7	73	61	12	0
8	72	69	3	0
Total	435	379	56	0

The results from the Bias, Fairness, and Sensitivity Committee review of ELA: Reading are summarized in Table 3–7.

Table 3–7. Number of Items—2022 Bias, Fairness, and Sensitivity Committee Review for ELA: Reading

Grade	Total passages reviewed per grade	Total items or prompts reviewed per grade	Accepted As Is	Accepted With Revision	Rejected
3	10	162	150	0	12
4	10	158	157	1	0
5	10	160	159	1	0
6	10	168	163	3	2
7	11	153	140	1	12
8	11	155	155	0	0
Total	62	956	924	6	26

CHAPTER FOUR: UNIVERSAL DESIGN PROCEDURES APPLIED IN THE PSSA TEST DEVELOPMENT PROCESS

Universally designed assessments allow participation of the widest possible range of students and contribute to valid inferences about participating students. Principles of Universal Design are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability (Thompson, Johnstone, & Thurlow, 2002). At every stage of the item and test development process, procedures were employed to ensure that items and subsequent tests were designed and developed using the elements of universally designed assessments developed by the National Center for Educational Outcomes (NCEO).

Federal legislation addresses the need for universally designed assessments. The No Child Left Behind Act (Elementary and Secondary Education Act) requires that each state must “provide for the participation in [statewide] assessments of all students” [Section 1111(b)(3)(C)(ix)(I)]. Both Title 1 and IDEA regulations call for universally designed assessments that are accessible and valid for all students, including students with disabilities and English Learners. The benefits of universally designed assessments not only apply to these groups of students, but to all individuals with wide-ranging characteristics.

DRC’s test development team was trained in the elements of Universal Design as it relates to developing large-scale statewide assessments. Team leaders were trained directly by NCEO, and other team members were subsequently trained by team leaders. Committees involved in content review included some members who were familiar with the unique needs of students with disabilities and English Learners. Likewise, some members of the Bias, Fairness, and Sensitivity Committee were conversant with these issues. What follows are the Universal Design guidelines followed during all stages of the item development process for the PSSA.

ELEMENTS OF UNIVERSALLY DESIGNED ASSESSMENTS

After a review of research relevant to the assessment development process and the Principles of Universal Design (Center for Universal Design, 1997), NCEO has produced seven elements of Universal Design as they apply to assessments (Thompson, Johnstone, & Thurlow, 2002). These elements served to guide PSSA item development.

- **Inclusive Assessment Population**

The PSSA target population includes all students at the assessed grades attending Commonwealth schools. For state, district, and school accountability purposes, the target population includes all students except those who will participate in accountability through an alternate assessment.

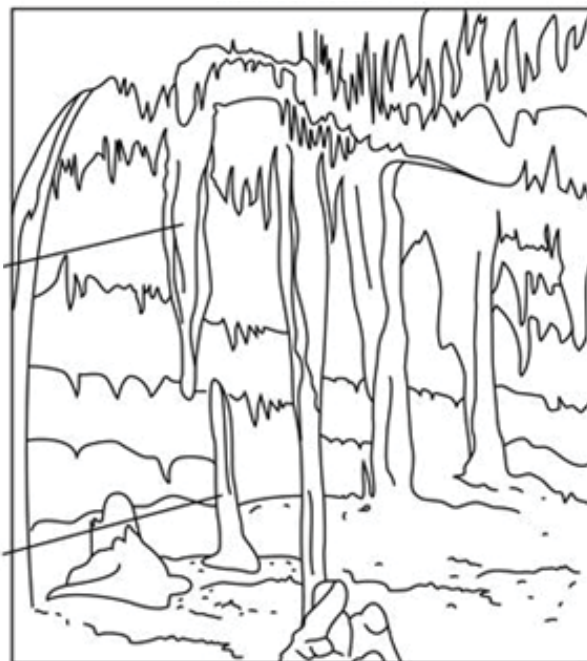
- **Precisely Defined Constructs**

An important function of well-designed assessments is that they actually measure what they are intended to measure. The Pennsylvania Assessment Anchors and Eligible Content provided clear descriptions of the constructs to be measured by the PSSA at the assessed grade levels. Universally designed assessments must remove all non-construct-oriented cognitive, sensory, emotional, and physical barriers.

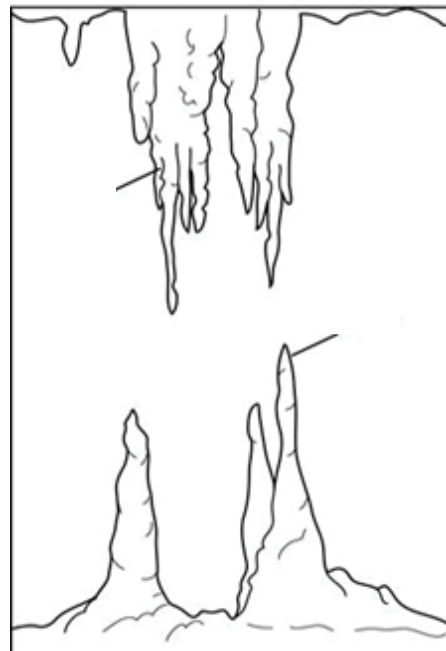
- **Accessible, Non-biased Items**

DRC conducted both internal and external reviews of items and test specifications to ensure that they did not create barriers because of lack of sensitivity to disability, culture, or other subgroups. Items and test specifications were developed by a team of individuals who understand the varied characteristics of items that might create difficulties for any group of students. Accessibility is incorporated as a primary dimension of test specifications, so accessibility was woven into the fabric of the test rather than added after the fact. The following examples show two graphics with the same construct, example 1 being less accessible and example 2 being more accessible.

Example 1 – Less Accessible:



Example 2 – More Accessible:



- **Amenable to Accommodations**

Even though items on universally designed assessments are accessible for most students, there are some students who continue to need accommodations. This essential element of a universally designed assessment requires that the test is compatible with accommodations and a variety of widely used adaptive equipment and assistive technology. (See the section on Assessment Accommodations later in Chapter Four.)

- **Simple, Clear, and Intuitive Instructions and Procedures**

Assessment instructions should be easy to understand, regardless of a student's experience, knowledge, language skills, or current concentration level. Questions that are posed using complex language can invalidate the test if students cannot understand how they are expected to respond to a question. To meet this guideline, directions and questions were prepared in simple, clear, and understandable language that underwent multiple reviews.

- **Maximum Readability and Comprehensibility**

A variety of guidelines exist to ensure the maximum readability and comprehensibility of a test. These features go beyond what is measured by readability formulas. Readability and comprehensibility are affected by many factors, including student background, sentence difficulty, text organization, and others. All of these features were considered as item text was developed.

Plain language is a concept now being highlighted in research on assessments. Plain language has been defined as language that is straightforward and concise. The following strategies for editing text to produce plain language were used during the editing process of the new PSSA items:

- Reduction of excessive length
- Use of common words
- Avoidance of ambiguous words
- Avoidance of irregularly spelled words
- Avoidance of proper names

- Avoidance of inconsistent naming and graphic conventions
- Avoidance of unclear signals about how to direct attention
- **Maximum Legibility**

Legibility is the physical appearance of text, the way that the shapes of letters and numbers enable people to read text easily. Bias can result when tests contain physical features that interfere with a student’s focus on or understanding of the constructs that test items are intended to assess. A style guide developed and updated annually (DRC, 2004–2013) was utilized, with PDE approval, which included dimensions of style consistent with universal design.

GUIDELINES FOR UNIVERSALLY DESIGNED ITEMS

All test items written and reviewed adhered closely to the following guidelines for Universal Design. Item writers and reviewers used a checklist during the item development process to ensure that each aspect was attended to. For more information on the checklist, see the Universal Design: All Assessments section in Chapter Three of this report.

1. **Items measure what they are intended to measure.** Item writing training included ensuring that writers and reviewers had a clear understanding of Pennsylvania’s Core Standards (ELA and mathematics) or Academic Standards (science) and the Assessment Anchors. During all phases of test development, items were presented with content-standard information to ensure that each item reflected the intended Assessment Anchor. Careful consideration of the content standards was important in determining which skills involved in responding to an item were extraneous and which were relevant to what was being tested. In certain types of items an additional skill is necessary, such as the mathematics test, which requires the student to read.
2. **Items respect the diversity of the assessment population.** To develop items that avoid content that might unfairly advantage or disadvantage any student subgroup, item writers, test developers, and reviewers were trained to write and review items for issues of bias, fairness, and sensitivity. Training also included an awareness of, and sensitivity to, issues of cultural and regional diversity.
3. **Items have a clear format for text.** Decisions about how items are presented to students must allow for maximum readability for all students. Appropriate fonts and point sizes were employed with minimal use of italics, which is far less legible and is read considerably more slowly than standard typeface. Captions, footnotes, keys, and legends were at least a 12-point size.¹ Legibility was enhanced by sufficient spacing between letters, words, and lines. Blank space around paragraphs and between columns and staggered right margins were used.
4. **Stimuli and items have clear pictures and graphics.** When pictures and graphics were used, they were designed to provide essential information in a clear and uncluttered manner. Illustrations were placed directly next to the information to which they referred, and labels were used where possible. Sufficient contrast between background and text, with minimal use of shading, increased readability for students with visual impairments. Color was not used to convey important information.
5. **Items have concise and readable text.** Linguistic demands of stimuli and items can interfere with a student’s ability to demonstrate knowledge of the construct being assessed. During item writing and review, the following guidelines were used.
 - Simple, clear, commonly-used words were used whenever possible.
 - Extraneous text was omitted.
 - Vocabulary and sentence complexity were appropriate for the grade level being assessed.
 - Technical terms and abbreviations were used only if they were related to the content being measured.
 - Definitions and examples were clear and understandable.
 - Idioms were avoided unless idiomatic speech was being assessed.
 - The questions to be answered were clearly identifiable.

¹ While font size follows specific requirements during online setup of an assessment, the screen resolution used at the local level can impact whether the effective font size is visible to the student.

6. **Items allow changes to format without changing meaning or difficulty.** A Braille version of the PSSA was available at each assessed grade. Attention was given to using items that allow for Braille. Specific accommodations were permitted, such as signing to a student, the use of oral presentation under specified conditions, and the use of various assistive technologies. Spanish versions of the PSSA mathematics and PSSA science tests were available for use by English Learners who would benefit from this accommodation. In the online format, permitted accommodations included text-to-speech audio, a color overlay, contrasting text options, and American Sign Language videos.
7. **The test has an overall appearance that is clean and organized.** Images, pictures, and text that may not be necessary (e.g., sidebars, overlays, callout boxes, visual crowding, shading) and that could be potentially distracting to students were avoided. Also avoided were purely decorative features that did not serve a purpose. Information was organized in a left-right, top-bottom format.

ITEM DEVELOPMENT

DRC worked closely with the Pennsylvania Department of Education to help ensure that PSSA tests complied with nationally recognized Principles of Universal Design. The implementation of accommodations on large-scale statewide assessments for students with disabilities was supported in the development of the PSSA. In addition to the Principles of Universal Design described in the Pennsylvania Technical Report, DRC applied to each content area assessment the standards for test accessibility described in *Tests Access: Making Tests Accessible for Students with Visual Impairments—A Guide for Test Publishers, Test Developers, and State Assessment Personnel* (Allman, 2004). To this end, DRC embraced the following precepts:

Test directions were carefully worded to allow for alternate responses to constructed-response (e.g., open-ended or short-answer) questions.

- During item and bias reviews, test committee members were made aware of the Principles of Universal Design and of issues that might adversely affect students with disabilities, with the goal of ensuring that PSSA tests were bias-free for all students.
- With the goal of ensuring that the PSSA tests are accessible to the widest range of diverse student populations, PDE instructed DRC to limit item types that were difficult to format in Braille and that might become distorted when published in large print. DRC was instructed to limit the following on the PSSA.
 - Mathematics: Complicated tessellations; charts or graphs that extended beyond one page
 - Reading: Graphics and illustrations that were not germane to the content presented
 - All content areas: Unnecessary boxes and framing of text, unless enclosing the text provided necessary context for the student; use of italics (limited to only when it was absolutely necessary, such as with variables)

ITEM FORMATTING

For all content areas, DRC formatted PSSA tests to maximize accessibility for all students by using text that was in a size and font style easily readable. DRC limited shading, graphics, charts, and the number of items per page so that there was sufficient white space on each page. Whenever possible, DRC ensured that graphics, pictures, diagrams, charts, and tables were positioned on the page with the associated test items. DRC used high contrast for text and background where possible to convey pertinent information. Tests were published on dull-finish paper to avoid the glare encountered on glossy paper. DRC paid close attention to the binding of the PSSA test booklets to ensure that they laid flat for two-page viewing and ease of reading and handling.

DRC ensured consistency across PSSA assessments by following these Principles of Universal Design:

- High contrast and clarity was used to convey detailed information.
- Typically, shading was avoided; when necessary for content purposes, 10 percent screens were used as the standard.
- Overlaid print on diagrams, charts, and graphs was avoided.
- Charts, graphs, diagrams, and tables were clearly labeled with titles and with short descriptions where applicable.
- Only relevant information was included in diagrams, pictures, and graphics.
- Symbols used in keys and legends were meaningful and provided reasonable representations of the topics they depicted.
- Pictures that required physical measurement were true to size.

ASSESSMENT ACCOMMODATIONS

While universally designed assessments provide for participation of the widest range of students, many students require accommodations in order to participate in the regular assessment. Clearly, the intent of providing accommodations for students is to ensure that students are not unfairly disadvantaged during testing and that the accommodations used during instruction, if appropriate, are made available as students take the test. The literature related to assessment accommodations is still evolving and often focuses on state policies regulating accommodations rather than on providing empirical data that supports the reliability and validity of the use of accommodations. On a yearly basis, the Pennsylvania Department of Education examines accommodations policies and current research to ensure that valid, acceptable accommodations are available for students. *Accommodations manuals, Accommodations Guidelines and Accommodations Guidelines for English Learners*, were developed for use with the PSSA. The PDE guideline manuals can be accessed by going to www.education.pa.gov.

In addition, Spanish-language versions, translated from the original English versions, were made available for both the mathematics and science PSSAs. The Spanish-translation versions are discussed in Chapter Six.

CHAPTER FIVE: EMBEDDED FIELD TEST

Every PSSA administration, field-test items are embedded in PSSA's operational forms. The main purposes of field-testing items prior to future operational use are (a) to calculate item statistics, (b) to determine whether items meet the criteria with respect to statistical properties for future operational use, and (c) to obtain item parameters for pre-equating purposes. In comparison to standalone field testing, embedded field testing allows for more accurate item statistics and item parameters by alleviating concerns of whether students may perceive differences between field-test and operational items. The embedded-field-test approach allows item parameters to be used for future pre-equating purposes and is based on the assumption that students should be equally motivated to take the operational and embedded field-test items, especially when they are not aware of which item is a field-test item. To minimize item context and item position effects (e.g., fatigue and lack of motivation), field-test items were interspersed within the operational sections. With this design, students have a lesser chance of knowing the field-test item positions.

The 2023 PSSA test forms contained common operational items that were identical on all forms along with embedded field-test items. In most instances, the field-test items were unique embedded items within a form; however, there were instances in which an embedded field-test item appeared on more than one form. More information on the field-test designs for all subjects can be found in the content-specific portions of Chapter Three. In general, the field test for each year represents about 50% of the following year's operational form. For example, items from the field test in 2018 represented about half of the operational form in 2019. This chapter presents information about the 2023 embedded field test, including classical item analyses, differential item functioning (DIF) analyses, identification of items for data review, and outcomes from data review.

CLASSICAL ITEM ANALYSIS

Classical item analyses of field-test items are conducted in order to assess the quality of the field-test items and to identify items for data review. Specifically, item difficulty and item-total correlations (the relationship between answering an item correctly and total test score) are estimated for each item, for each option for selected-response (SR) items, and for each score point for multi-point items. SR items include multiple-choice (MC) items for ELA, mathematics, and science and evidence-based selected-response (EBSR) items and MC items for ELA.

ITEM DIFFICULTY

At the most general level, an item's difficulty is indicated by its mean score in some specified group (e.g., grade level).

$$\bar{x} = \frac{1}{n} \cdot \sum_{i=1}^n x_i$$

In the mean score formula above, the individual item scores (x_i) are summed and then divided by the total number of students (n). For multiple-choice items, student scores are represented by 0s and 1s (0 = wrong, 1 = right). With 0–1 scoring, the equation above also represents the number of students correctly answering the item divided by the total number of students. Therefore, this is also the proportion correct for the item, or the p -value. In theory, p -values can range from 0.00¹ to 1.00 on the proportion-correct scale. For example, if an item has a p -value of 0.89, it means 89 percent of the students answered the item correctly. Additionally, this value might also suggest that the item was relatively easy and/or that the students who attempted the item were relatively high achievers. In other words, item difficulty and student ability are somewhat confounded.

For open-ended (OE) items, mean scores can range from the minimum possible score (usually zero) to the maximum possible score (e.g., four points in the case of some mathematics, ELA, and science items). Sometimes a pseudo p -value is provided for an OE item. This is done by dividing the mean item score by the maximum possible item score.

The minimum and maximum extremes of the difficulty scale are typically not seen in applied practice. However, understanding the extremes helps illustrate that relatively lower values correspond to more difficult items and

¹ For MC items with four response options, pure random guessing would lead to an expected p -value of 0.25.

that relatively higher values correspond to easier items. (As a result, some assert that this index would be more accurately referred to as the item’s easiness.)

Item difficulty is an important consideration for the PSSA tests because of the range of achievement levels of students in Pennsylvania (Below Basic, Basic, Proficient, and Advanced). Items that are either very hard or very easy provide little information about student differences in achievement. However, an item answered correctly by a high percentage of students would suggest that the knowledge or skill the item taps has been mastered by most students. Conversely, an item answered incorrectly by a high percentage of students would suggest few students have mastered the knowledge or skill the item taps. On a standards-referenced test like the PSSA, a test development goal is to include a wide range of item difficulties.

ITEM DISCRIMINATION

At the most general level, item discrimination² indicates an item’s ability to differentiate between high and low achievers. It is expected that students with high ability (i.e., those who perform well on the PSSA overall) would be more likely to answer any given PSSA item correctly, while students with low ability (i.e., those who perform poorly on the PSSA overall) would be less likely to answer the same item correctly. For the PSSA tests, Pearson’s product-moment correlation coefficient between item scores and test scores is used to indicate discrimination. (As commonly practiced, DRC removes the item score from the total score such that the resulting correlations will not be spuriously high.) The correlation coefficient can range from -1.0 to +1.0. If this expectation is met (i.e., high-ability students tend to answer the item correctly while low-ability students answer the item incorrectly), the correlation between the item score and the total test score will be both positive and noticeably large in its magnitude (i.e., well above zero), meaning the item is a good discriminator between high- and low-ability students. This should be the case for all PSSA operational test items.

In summary, the correlation will be positive in value when the mean test score of the students answering the item correctly is higher than the mean test score of the students answering the item incorrectly.³ In other words, the relationship between student test performance and item performance is expected to be consistent. However, an interaction can exist between item discrimination and item difficulty. Items answered correctly (or incorrectly) by a large proportion of examinees (i.e., the items have extreme *p*-values) can have reduced power to discriminate, and thus, can have lower correlations.

CLASSICAL ITEM ANALYSIS RESULTS

Table 5–1 provides the summary statistics for the difficulty and discrimination for the 2023 field-test items with respect to subject, grade, and item type (see Chapter Eleven for summary statistics for operational items). There is a range of *p*-values across all subjects and grade levels, where mean *p*-values were between 0.45 and 0.64 for SR items and between 0.28 and 0.55 for OE items. The mean item-total correlations were between 0.31 and 0.40 for SR items and between 0.47 and 0.73 for OE items (see Table 5–1).

² As noted earlier, the discrimination index for PSSA dichotomous MC items is typically referred to as the point-biserial correlation coefficient. For OE items, the term item-test correlation is sometimes used.

³ It is legitimate to view the point-biserial correlation as a standardized mean difference. A positive value indicates that students who chose that response had a higher mean score than the average student; a negative value indicates that students who chose that response had a lower-than-average mean score.

Table 5–1. Summary Statistics of Difficulty and Discrimination by Subject, Grade and Item Type

Subject	Grade	Item Type	N	Mean <i>p</i> -val.	Min <i>p</i> -val.	Median <i>p</i> -val.	Max <i>p</i> -val.	Mean I-T Corr.	Min I-T Corr.	Median I-T Corr.	Max I-T Corr.
Mathematics	3	OE	9	0.34	0.18	0.31	0.53	0.67	0.61	0.66	0.76
Mathematics	3	SR	72	0.51	0.10	0.51	0.86	0.40	-0.05	0.43	0.62
Mathematics	4	OE	9	0.33	0.12	0.32	0.52	0.68	0.55	0.67	0.77
Mathematics	4	SR	72	0.49	0.15	0.50	0.82	0.37	-0.16	0.41	0.57
Mathematics	5	OE	9	0.32	0.13	0.33	0.47	0.70	0.63	0.71	0.79
Mathematics	5	SR	72	0.50	0.13	0.51	0.82	0.39	-0.13	0.45	0.62
Mathematics	6	OE	9	0.29	0.15	0.27	0.45	0.69	0.61	0.70	0.75
Mathematics	6	SR	72	0.46	0.18	0.44	0.84	0.38	-0.06	0.42	0.62
Mathematics	7	OE	9	0.28	0.17	0.27	0.41	0.73	0.64	0.73	0.79
Mathematics	7	SR	72	0.46	0.18	0.45	0.78	0.37	-0.01	0.39	0.57
Mathematics	8	OE	9	0.30	0.21	0.30	0.42	0.73	0.66	0.75	0.77
Mathematics	8	SR	72	0.45	0.19	0.46	0.72	0.35	-0.05	0.40	0.56
ELA	3	OE	9	0.42	0.34	0.42	0.54	0.59	0.52	0.59	0.67
ELA	3	SR	117	0.56	0.18	0.56	0.93	0.38	-0.01	0.42	0.64
ELA	4	OE	9	0.43	0.39	0.44	0.45	0.58	0.55	0.57	0.64
ELA	4	SR	117	0.56	0.16	0.54	0.94	0.37	-0.10	0.41	0.62
ELA	5	OE	9	0.49	0.46	0.50	0.53	0.56	0.50	0.57	0.61
ELA	5	SR	117	0.58	0.19	0.56	0.93	0.37	-0.05	0.40	0.62
ELA	6	OE	9	0.53	0.50	0.52	0.55	0.60	0.55	0.60	0.63
ELA	6	SR	117	0.55	0.12	0.54	0.96	0.34	-0.16	0.36	0.65
ELA	7	OE	9	0.52	0.49	0.52	0.54	0.61	0.57	0.61	0.63
ELA	7	SR	117	0.59	0.11	0.60	0.87	0.34	-0.14	0.39	0.62
ELA	8	OE	9	0.55	0.53	0.55	0.57	0.63	0.57	0.64	0.65
ELA	8	SR	117	0.64	0.21	0.70	0.94	0.37	-0.08	0.40	0.65
Science	4	OE	6	0.46	0.31	0.45	0.68	0.47	0.42	0.48	0.53
Science	4	SR	48	0.49	0.21	0.48	0.79	0.33	0.09	0.33	0.52
Science	8	OE	6	0.34	0.10	0.31	0.55	0.51	0.39	0.52	0.62
Science	8	SR	60	0.46	0.16	0.44	0.75	0.31	-0.18	0.31	0.55

Note. I-T Corr. is the item-test score correlation.

DIFFERENTIAL ITEM FUNCTIONING

Differential item functioning (DIF) occurs when examinees with the same ability level but different group memberships do not have the same probability of answering an item correctly. When the probability differs, it is important for content experts to review the relevant items for any potential *item bias*. It is important to note that, as a statistical concept, DIF is different from item bias. DIF detects a difference in performance after controlling for student ability, whereas bias is a content issue that can arise in situations where something other than the intended construct of measurement affects the probability of a correct response for a particular group. For example, bias is likely present when an item presents negative group stereotypes that draw the attention of the examinee, uses non-construct-relevant language that is more familiar to one subpopulation than to another, or is presented in a non-construct-relevant format that disadvantages certain learning styles. While the source of item bias can be plain to trained judges, DIF may have no clear cause. In such cases, something other than bias, including construct-relevant content, may be explaining the differential performance on the item. Flagging items with DIF provides an opportunity for reviewers to assess and correct potential bias, but DIF does not necessarily mean that bias is present.

LIMITATIONS OF STATISTICAL DETECTION

No statistical procedure should be used as a substitute for rigorous, hands-on reviews by content and bias specialists. The statistical results can help organize the review so the effort is concentrated on the most problematic cases. Further, no items should be automatically rejected simply because a statistical method flagged them or accepted because they were not flagged.

Statistical detection of DIF is also not an exact science. There have been a variety of methods proposed for detecting DIF, but no single statistic can be considered either necessary or sufficient. Different methods are more or less successful but can also detect DIF at different rates. No analysis can guarantee that a test is free of bias, but thoughtful item development and field-test analysis can prevent potentially biased items from unfairly impacting student scores.

A fundamental shortcoming of all statistical methods used in DIF evaluation is that all are intrinsic to the test being evaluated. If a test is unbiased overall but contains one or two DIF items, any method can identify DIF. However, because all current methods use total test performance as the measure on which to control for group abilities, a test with all DIF items will not be able to separate DIF effects from differences in achievement on the test.

MANTEL-HAENZSEL PROCEDURE FOR DIFFERENTIAL ITEM FUNCTIONING

For MC items, the Mantel-Haenszel procedure (Mantel & Haenszel, 1959) for detecting DIF is a commonly used technique in educational testing. It does not depend on the application or the fit of any specific measurement model. However, it does have significant philosophical overlap with the Rasch model since it uses a test's total score for the analysis.

The procedure as implemented by DRC contrasts a focal group with a reference group. While it makes no practical difference in the analysis which group is defined as the focal group, the group most apt to be disadvantaged by a biased measurement is typically defined as the focal group. In these analyses, the focal groups were female for gender-based DIF and Black for ethnicity-based DIF; reference groups were male and White, respectively. The Mantel-Haenszel (MH) statistic for each item is computed from a contingency table. It has two groups (focal and reference) and two outcomes (right and wrong). The ability groups are defined using the test score distribution for the total examinee population.

The basic MH statistic is a single degree of freedom chi-square that compares the observed number in each cell to the expected number. The expected counts are computed to ensure that the analysis is not confounded with differences in the achievement level of the two groups.

For OE items, a comparable statistic is computed based on the standardized mean difference (SMD) (Dorans, Schmitt, & Bleistein, 1992), which is computed as the differences in mean scores for the focal and reference groups if both groups had the same score distribution.

To assist the review committees in interpreting the analyses, the items are assigned a severity code (A, B, or C) based on the magnitude of the MH statistic, and a direction (minus or plus) based on the direction of the MH statistic. Items classified as A+ or A- have little or no statistical indication of DIF. Items classified as B+ or B- have some indication of DIF but may be judged to be acceptable for future use. Items classified as C+ or C- have strong evidence of DIF and should be reviewed and possibly rejected from the eligible item pool. The plus sign indicates that the item favors the focal group and a minus sign indicates that the item favors the reference group.

RESULTS AND OBSERVATIONS

DIF analyses were conducted on the 2023 field-test items. The number of items from each subject and grade that were assigned to each severity code is shown in Table 5–2 for SR items and Table 5–3 for OE/TDA items. Results from DIF analyses are provided for gender (male/female), ethnicity (white/black) and mode of administration (paper/online). Few SR items were identified as having moderate (B) or severe (C) DIF for gender, ethnicity, or mode of administration. The SR results indicate that there is a balance in the number of items with moderate DIF favoring males and females; however, these results do not hold true for ethnicity.

Table 5–2A. DIF Summary for Male/Female—SR Items*

Subject	Grade	A+	A-	B+	B-	C+	C-	Total
Mathematics	3	27	40	0	5	0	0	72
Mathematics	4	27	43	0	2	0	0	72
Mathematics	5	32	39	0	1	0	0	72
Mathematics	6	36	36	0	0	0	0	72
Mathematics	7	36	36	0	0	0	0	72
Mathematics	8	36	36	0	0	0	0	72
ELA	3	35	80	0	2	0	0	117
ELA	4	65	52	0	0	0	0	117
ELA	5	62	49	1	4	0	1	117
ELA	6	73	40	3	1	0	0	117
ELA	7	73	33	8	2	1	0	117
ELA	8	71	36	6	3	0	1	117
Science	4	14	32	0	2	0	0	48
Science	8	27	33	0	0	0	0	60

*SR items include multiple-choice items for ELA, mathematics, and science and multiple-choice and evidence-based selected-response items for ELA.

Table 5–2B. DIF Summary for White/Black—SR Items*

Subject	Grade	A+	A-	B+	B-	C+	C-	Total
Mathematics	3	25	45	0	2	0	0	72
Mathematics	4	20	51	0	1	0	0	72
Mathematics	5	9	63	0	0	0	0	72
Mathematics	6	26	45	0	1	0	0	72
Mathematics	7	21	51	0	0	0	0	72
Mathematics	8	22	50	0	0	0	0	72
ELA	3	20	88	0	7	0	2	117
ELA	4	43	70	0	3	0	1	117
ELA	5	37	77	0	2	0	1	117
ELA	6	35	80	0	1	0	1	117
ELA	7	56	58	0	3	0	0	117
ELA	8	46	64	1	4	0	2	117
Science	4	8	40	0	0	0	0	48
Science	8	32	27	0	1	0	0	60

*SR items include multiple-choice items for ELA, mathematics, and science and multiple-choice and evidence-based selected-response items for ELA.

Table 5–2C. DIF Summary for Paper/Online—SR Items*

Subject	Grade	A+	A-	B+	B-	C+	C-	Total
Mathematics	3	37	35	0	0	0	0	72
Mathematics	4	45	25	2	0	0	0	72
Mathematics	5	49	21	2	0	0	0	72
Mathematics	6	38	31	1	1	1	0	72
Mathematics	7	48	24	0	0	0	0	72
Mathematics	8	45	27	0	0	0	0	72
ELA	3	71	39	5	1	1	0	117
ELA	4	69	41	6	0	1	0	117
ELA	5	60	52	5	0	0	0	117
ELA	6	67	49	1	0	0	0	117
ELA	7	50	66	1	0	0	0	117
ELA	8	49	67	0	1	0	0	117
Science	4	32	16	0	0	0	0	48
Science	8	34	24	2	0	0	0	60

*SR items include multiple-choice items for ELA, mathematics, and science and multiple-choice and evidence-based selected-response items for ELA.

Table 5–3A. DIF Summary Male/Female—OE Items*

Subject	Grade	A+	A-	B+	B-	C+	C-	Total
Mathematics	3	4	4	1	0	0	0	9
Mathematics	4	6	3	0	0	0	0	9
Mathematics	5	7	1	1	0	0	0	9
Mathematics	6	4	4	1	0	0	0	9
Mathematics	7	9	0	0	0	0	0	9
Mathematics	8	5	4	0	0	0	0	9
ELA	3	6	1	2	0	0	0	9
ELA	4	5	0	4	0	0	0	9
ELA	5	5	0	4	0	0	0	9
ELA	6	3	0	4	0	2	0	9
ELA	7	2	0	3	0	4	0	9
ELA	8	4	0	3	0	2	0	9
Science	4	3	3	0	0	0	0	6
Science	8	2	4	0	0	0	0	6

*OE items include open-ended items for mathematics, science, and ELA grade 3 and text-dependent analysis items for ELA grades 4–8.

Table 5–3B. DIF Summary White/Black—OE Items*

Subject	Grade	A+	A-	B+	B-	C+	C-	Total
Mathematics	3	0	6	0	0	0	0	9
Mathematics	4	1	5	0	0	0	0	9
Mathematics	5	1	3	0	1	0	1	9
Mathematics	6	1	7	0	0	0	0	9
Mathematics	7	3	5	0	0	0	0	9
Mathematics	8	0	7	0	2	0	0	9
ELA	3	3	0	0	2	0	1	9
ELA	4	0	9	0	0	0	0	9
ELA	5	0	8	0	1	0	0	9
ELA	6	0	3	0	6	0	0	9
ELA	7	0	7	0	1	0	1	9
ELA	8	1	5	0	3	0	0	9
Science	4	1	5	0	0	0	0	6
Science	8	1	3	0	2	0	0	6

*OE items include open-ended items for mathematics, science, and ELA grade 3 and text-dependent analysis items for ELA grades 4–8.

Table 5–3C. DIF Summary Paper/Online—OE Items*

Subject	Grade	A+	A-	B+	B-	C+	C-	Total
Mathematics	3	0	8	0	0	0	1	9
Mathematics	4	5	2	0	1	0	1	9
Mathematics	5	5	4	0	0	0	0	9
Mathematics	6	2	7	0	0	0	0	9
Mathematics	7	1	7	0	1	0	0	9
Mathematics	8	6	3	0	0	0	0	9
ELA	3	0	9	0	0	0	0	9
ELA	4	3	5	0	1	0	0	9
ELA	5	6	3	0	0	0	0	9
ELA	6	3	6	0	0	0	0	9
ELA	7	0	9	0	0	0	0	9
ELA	8	0	8	0	1	0	0	9
Science	4	3	3	0	0	0	0	6
Science	8	4	2	0	0	0	0	6

*OE items include open-ended items for mathematics, science, and ELA grade 3 and text-dependent analysis items for ELA grades 4–8.

CRITERIA FOR IDENTIFYING ITEMS

As previously discussed, all field-test items were analyzed statistically using conventional item-analysis methods. For SR items, classical item statistics included the corrected point-biserial correlation (Pt. Bis.) for the correct and incorrect responses (distractors), percent correct (p -value), and the percent responding to incorrect responses. For constructed-response (CR) items (including open-ended questions, short-answer questions, and text-dependent analysis questions), the statistical indices included the item-test correlation, the point-biserial correlation for each score point, the percent of responses at each score point, and the percent of non-scoreable responses.

In general, more capable students are expected to respond correctly to easy items and less capable students are expected to respond incorrectly to difficult items. If either of these situations does not occur, the item will be reviewed by DRC test development staff and committees of Pennsylvania educators to determine the nature of the problem and the characteristics of the students affected. The primary way of detecting such conditions is through the point-biserial correlation coefficient for dichotomously scored items (MC) and the item-total correlation for polytomously scored items (EBSR and CR). In each case the statistic will be positive if the total test mean score is higher for the students who respond correctly to MC items (or attain a higher CR item score) and negative when the reverse is true.

The following set of criteria was used to identify items for additional review.

For an MC item to be flagged, the criteria included any of the following:

- Percent correct (p -value) less than 0.3 or greater than 0.9
- Point-biserial correlation for the correct response less than 0.25 for ELA and mathematics and less than 0.20 for science
- Point-biserial correlation for any incorrect response greater than 0.0
- Percent responding to any incorrect responses greater than the p -value
- Gender, ethnic, or mode DIF code of either C- or C+

For an EBSR item to be flagged, the criteria included any of the following:

- p -value less than 0.3 or greater than 0.9
- Part One point-biserial correlation for the correct response less than 0.25
- Part One point-biserial correlation for any incorrect response greater than 0.0
- Part One percent responding to any incorrect responses greater than Part One p -value
- Gender, ethnic, or mode DIF code of either C- or C+
- Score proportion less than 0.05

For a CR item to be flagged, the criteria included any of the following:

- p -value less than 0.3 or greater than 0.9 for ELA and mathematics and p -value less than 0.1 and greater than 0.9 for science
- Score proportion less than 0.05
- Gender, ethnic, or mode DIF code of either C- or C+

REVIEW OF ITEMS WITH DATA

In the preceding section, it was stated that test development content-area specialists used certain statistics from classical item analyses and DIF analyses of the 2023 field test to identify items for review by Pennsylvania educators. Items not identified for this review had good statistical characteristics and, consequently, were entered into the eligible pool for future item selection. Likewise, items of extremely poor statistical quality were regarded as unacceptable and needed no additional review. DRC content-area test development specialists and DRC psychometric specialists identified the remaining items for further review by a committee of Pennsylvania educators. The intent was to capture all items that needed a closer review; thus, the criteria employed tended to over-identify rather than under-identify items.

The review of the items with associated data was conducted by over 50 Pennsylvania educators (teachers and PDE staff) broken out into subject-area and/or grade-level or grade-span committees. The review for mathematics and ELA grades 3–8 and science grades 4 and 8 took place in August 2023. In these sessions, committee members were first trained by a representative from DRC’s psychometrics staff with regard to the statistical indices used in item evaluation. This was followed by a discussion with examples concerning reasons that an item might be retained regardless of the statistics. The committee review process involved a brief exploration of possible reasons for the statistical profile of an item (e.g., possible bias, grade appropriateness, instructional issues) and a decision regarding acceptance. DRC content-area test development specialists facilitated the review of the items. Each committee reviewed the pool of field-tested items and made recommendations on each item and/or scenario/passage. Further discussion on how this information was used is covered in Chapter Six. Data review details and results are shown in Table 5–4.

Table 5–4. 2022 Data Review Committee Results

Subject	Grade	Total No. of Items	Reviewed SR*	Reviewed OE*	Reviewed DIF only	Reviewed Total	Reviewed % of Total	No. of Items Rejected by Committee	% of Items Rejected by Committee	No. of Items Classified as Rejected**	% of Items Classified as Rejected**
Mathematics	3	81	23	3	0	26	32%	9	11%	9	11%
Mathematics	4	81	34	8	0	42	52%	8	10%	8	10%
Mathematics	5	81	30	8	0	38	47%	4	5%	4	5%
Mathematics	6	81	19	8	1	27	33%	2	2%	2	2%
Mathematics	7	81	30	9	0	39	48%	6	7%	6	7%
Mathematics	8	81	27	9	0	36	44%	6	7%	6	7%
ELA	3	146	32	7	0	39	27%	11	8%	11	8%
ELA	4	152	44	13	0	57	38%	11	7%	11	7%
ELA	5	152	30	13	1	43	28%	7	5%	7	5%
ELA	6	147	43	14	1	57	39%	6	4%	6	4%
ELA	7	151	38	14	0	52	34%	7	5%	7	5%
ELA	8	152	47	14	0	61	40%	8	5%	8	5%
Science	4	108	16	5	4	21	19%	2	2%	4	4%
Science	8	132	18	3	1	21	16%	2	2%	4	3%
Totals	N/A	1626	431	128	8	559	34%	89	5%	93	6%

*SR includes multiple-choice items and EBSR items; OE includes open-ended items for mathematics, science, and ELA grade 3 and text-dependent analysis items for ELA grades 4–8.

**Items classified as “Rejected” from 2023 field test (all sources: data review committee, PDE, and DRC)

CHAPTER SIX: OPERATIONAL FORMS CONSTRUCTION FOR 2023

FINAL SELECTION OF ITEMS AND 2023 PSSA FORMS CONSTRUCTION

When the final selection of items for the operational 2023 test was ready to begin, the candidate items that emerged, including those from the spring 2022 field test, had undergone multiple reviews, including:

- Reviews by DRC content-area test development specialists and curriculum specialists to ensure that all items were properly aligned with content standards
- Formal bias, fairness, and sensitivity review by the Bias, Fairness, and Sensitivity Committee consisting of a multi-ethnic group of men and women having expertise with students with special needs and English Learners
- Formal review by the content committees consisting of Pennsylvania educators, including teachers as well as district personnel
- PDE review
- Item data review by members of the PDE subject-area teacher committees

The item and bias reviews are detailed in Chapter Three. The results of the data review are summarized in Chapter Five.

The end product of the above process was an item status designation for each field-tested item. All items having an item status code of Acceptable/Active were candidates to be selected for the 2023 PSSA. To have an item status code of Acceptable/Active meant that the item met the following criteria:

- Appropriately aligned with its designated Assessment Anchor Content Standard (Assessment Anchor) and sub-classifications
- Acceptable in terms of bias/fairness/sensitivity issues, including differential item functioning (for gender and ethnicity)
- Acceptable in terms of psychometric standards, including a special review of flagged items

Next, all relevant information regarding the acceptable items, including associated graphics, was entered into the item banking system known as IDEAS (Item Development and Education Assessment System). From IDEAS and other database sources, Microsoft Excel files were created for each content area at each grade. These files contained all relevant content codes and statistical characteristics. IDEAS also created an item card displaying each acceptable item, any associated graphic, and all relevant content codes and item statistics for use by the content-area test development specialists and psychometric services staff.

DRC test development specialists reviewed the test design blueprint, including the number of items per strand for each content-area test. Special considerations, such as calculator use and manipulatives, were noted.

Psychometricians provided content-area test development specialists with an overview of the psychometric guidelines for forms construction.

Senior DRC content-area test development specialists reviewed all items in the operational pool to make an initial selection for common (core) positions according to test blueprint requirements and psychometric guidelines. Changes to items were not encouraged since alterations could affect how an item might perform on subsequent testing.

For the common items, this meant that the combination of SR and CR items would yield the appropriate range of points while tapping an appropriate variety of the Assessment Anchors and related Eligible Content within each Reporting Category. Items selected in the first round were examined with regard to how well they went together as a set. Of particular concern were the following:

- One item providing cues as to the correct answer to another item
- Context redundancy (e.g., mathematics items with a sports context)

- Presence of clang (distractors not unique from one another)
- Diversity of names and artwork for gender and ethnicity

The first round of items was then evaluated for statistical features such as an acceptable point-biserial correlation and whether correct answers were distributed equally—that is, whether approximately 25 percent of correct answers appeared in each of the four possible positions (A, B, C, or D). Selected items that were deemed psychometrically less advantageous in contrast to the overall psychometric characteristics of the core resulted in a search by the senior reviewer for suitable replacements. At this point, the second round of items was analyzed. If necessary, this iterative process between content-based selections and statistical properties continued in an effort to reach the best possible balance.

Once the recommendations were finalized for the core items they were submitted to PDE for review. Department staff provided feedback, which could be in the form of approval or recommendations for replacing certain items. Any item replacement was accomplished by the collective effort of the test development specialists, psychometricians, and PDE staff until final PDE approval was given. Once final PDE approval of the forms was given, PDE also participated in the construction and review of scrambled forms.

SPECIAL FORMS USED IN THE 2023 PSSA

SPANISH TRANSLATION OF THE MATHEMATICS AND SCIENCE ASSESSMENTS

Starting with the 2005 assessment, school personnel had the option of allowing Spanish-speaking students who had been enrolled in schools in the United States for less than three years to respond to a Spanish version of the PSSA for mathematics. In 2009, a Spanish version was also added for the science component of the PSSA. The original translation of the items and the *Directions for Administration Manual* was completed by Second Language Testing, Incorporated (SLTI). SLTI used translators with varying cultural and regional backgrounds to create the Spanish versions of the mathematics and science assessments. The translations were then reviewed and verified by DRC's internal Spanish group. As part of the internal review, a Spanish style guide is maintained to document Spanish word choice from administration to administration and across grades within an administration. After discussions with PDE and SLTI, the mathematics assessment for Grades 4–8 and the science assessment for Grades 4 and 8 were designed with a side-by-side format, that is, the English text and Spanish-translated text were printed on facing pages. The Spanish-translated text was on the left-hand side of the page and the original English text on the right-hand (facing) side.

The mathematics answer booklets for Grades 4–8 and the science answer booklets for Grades 4 and 8 were also presented in Spanish and English. In the case of mathematics, each open-ended item covered a total of four pages in the answer booklet. In the case of science, each open-ended item covered either two or four pages in the answer booklet, depending on the length of the original English-language item. In the case of four-page open-ended items, the first set of facing pages of an item was presented in Spanish. The second set of facing pages of an item was presented in the original English. Those students using this accommodated version of the mathematics assessment could write their answers on either the English language pages or on the translated Spanish language pages. Their answers could be written in English, Spanish, or a combination of both Spanish and English as all pages were evaluated and scored, and the highest possible scores from those combinations recorded for the students.

The mathematics scannable booklets for Grade 3 were presented in Spanish and English using a modified over/under format, with the Spanish presented directly above or to the left of the English. To assist the presentation of the two languages on the same page, the English portion was presented in italics and in a smaller font. Those students using this accommodated version of the mathematics assessment could also write their answers in English, Spanish, or a combination of both Spanish and English, with the highest possible scores from those combinations recorded for the students.

For the current Spanish forms, DRC utilized an outside vendor (Tri-Lin Integrated Services) for translations of PSSA mathematics and science items by using the style guide setup and continuously used since 2005. Once Tri-Lin has completed the initial translation of the entire set of materials, all translated material and the original English version are then sent to Language Services Consultants (LSC) for a third-party verification of the translation. LSC's review helps to ensure the equivalence of the original and translated assessments. When completed, the verified materials, along with any recommendations or questions, are passed back to DRC for processing.

Once Language Services Consultants (LSC) has adjudicated the initial translation completed by Victory Productions, the translated text is returned to DRC for final processing and typesetting. DRC has a Spanish translation team comprised of native Spanish-speaking translators and native English-speakers with formal education in Spanish. DRC's Spanish Team is supported by all content areas and their respective content leads in order to maintain the integrity of each translated item or passage. DRC conducts a minimum of five separate reads during the final preparation of the translated material. These reads include editorial reviews of items and forms and are used to polish language and eliminate any typographical errors.

An initial reading of items and passages is conducted individually by each member of the team. The team then reads, discusses, and edits the items as a group before sending the material to be entered into the item bank that houses Pennsylvania's test items (IDEAS). As part of the discussion and editing process, DRC's Spanish Team may also conduct an informational investigation, validating concepts within the translation related to specialized topics. Once the data entry is completed, DRC's Spanish Team confirms that the correct edits have been made and the items are read once again. After all newly-translated items have been edited and approved in this round of review, a PDF of the entire test form is produced. The Spanish Team then conducts a group review of the complete test form, coinciding with an independent review outside the team, making any edits that are necessary. Within each review, checks are performed to ensure accuracy of semantics, lexicon, syntax, and grammar.

Internal reviewers are instructed to address a number of issues when reviewing a translation, including the following:

- Are the stimulus and the item translated correctly?
- Are there inappropriate omissions in the translation?
- Are there inappropriate additions in the translation?
- Is there any wording that may not be comprehensible to speakers of a particular dialect? If so, the reviewer will enter an alternate wording in parentheses.
- Are standard item writing guidelines followed in the translated version?
- Are any options less or more attractive than in the English version? If so, the reviewer will suggest an alternate wording.
- Is the content of any item culturally insensitive or offensive? Is a substitute item required? Why?
- Is the wording of any item culturally insensitive or offensive?
- Is the language of the translation at the same register as the original?
- Is the language of the translation at an appropriate register for the grade level of the examinee?

Instructions for the appropriate use of these special forms are detailed in accommodation manuals titled *Accommodations Guidelines* and *Accommodations Guidelines for English Learners*.

AUDIO

For students requiring an auditory presentation accommodation, a text-to-speech synthesizer is available to students taking the online mode of test delivery. For each operational exam, one form was selected for the creation of the audio version. Special scripts are crafted, writing out each item, distractor, graphic, and directions to utilize the rich, synthesized voice features while accounting for specific nuances of the intended sounds. The resulting audio information is provided to students receiving the accommodation. Since additional software is required to generate the vocalization from the scripted text and since headphones are required to minimize disruptions within a computer lab setting, local school personnel generally must preplan to use the audio version in order to ensure that the student has a properly equipped computer and a proper setting.

BRILLE, LARGE PRINT, AND VIDEO SIGN LANGUAGE

Students were able to respond to test materials that were available in Braille, large print, or Video Sign Language. At each grade level assessed, one form was selected for the creation of these accommodations.

The large print edition is a replication of the standard print form; 8.5×11 standard form is enlarged to an 11×17 page format to achieve a font size of approximately 18-point. A side-by-side verification is completed between the standard print and large print forms to ensure that the integrity of all formatting and graphics is maintained on the large print forms.

For Braille production, the final selected form is delivered to American Printing House for the Blind (APH) via APH's secure website. APH ensures that all tests are translated correctly and accurately by using a translator and a validator. After all Braille booklets are printed, APH conducts a quality assurance step to ensure all items are bound in order and directions are included. All Braille booklets are shipped from APH to DRC via UPS.

DRC applies a security barcode to each large print and Braille booklet for purposes of shipping, distributing, and collecting the materials. This security barcode is used with DRC's Operations Materials Management System (Ops MMS).

School personnel were directed to transcribe all student answers (SR and CR) into scannable answer documents exactly as the student responded. No alterations or corrections of student work were permitted, and the transcribed answer document had to have the same form designation as the Braille and large print version.

DRC utilizes Wolfgang Productions for the production of Sign Language Videos. The items are passed to Wolfgang Productions via a secure ftp site. Two to three different interpreters are used to interpret and validate the translations during video recording. After the interpretations are recorded and returned to DRC via a secure ftp site, DRC loads these videos in the online test engine. When school personnel assign the specific sign language accommodation, the student will be able to play each video next to the item.

SUMMARY OF THE TRANSLATION VERIFICATION STUDY BY SLTI OF THE 2009 PSSA SCIENCE ASSESSMENTS

From November 2009 through January 2010 SLTI conducted a translation verification study of the 2009 PSSA Science Assessments titled "Translation Verification Study of the 2009 Pennsylvania System of School Assessment (PSSA) of Science for Grades 4, 8, and 11." In this study, the appropriateness of the transadaptation of the PSSA Science Assessments into Spanish was investigated. Three independent reviewers, specialists in bilingual science education and science translation, determined the appropriateness of each translated or adapted item. The purpose of the report was to conduct qualitative research on the comparability of the Spanish and English versions of the PSSA Science Assessments.

The report of this study by Second Language Testing, Incorporated described the assessments, the purpose of the translation verification study, the reviewers, the translation verification process, and the translation verification results. A total of 185 items covering tests at Grades 4 (63 items), 8 (63 items), and 11 (59 items) were reviewed. The study showed that none of the 185 reviewed items were judged by the reviewers to be inappropriately translated or adapted into Spanish. The study did provide suggestions for nine items that were judged appropriate but whose translation could still be improved in the event the items were used again.

Overall, the report concluded that the transadaptation of the 2009 PSSA Science Assessments was clearly appropriate. Since both the English and Spanish versions are comparable in the sense that both versions assess the same content, use the same format, have equal numbers of items, follow the same test administration and scoring procedures, and are used and interpreted in the same way, the study concluded that the English and Spanish versions of the science assessments measured the same content in two different languages. Thus, the study indicated that both language versions showed the same degree of alignment and the same depth-of-knowledge described in the Assessment Anchors alignment study. As a result, the report concluded that there was no need to conduct a separate alignment study of the Spanish version of the PSSA Science Assessments.

Beyond the findings presented in the study, the report recommended that appropriate quantitative analyses be carried out on construct equivalence. Unless such analyses clearly demonstrate a lack of equivalence, it is appropriate to assume that there is no need to conduct a separate linking study or a separate standard setting study for the Spanish versions of the tests. Both versions can be scored on the same scale, and scores on each version have the same meaning in terms of student mastery of the Science Assessment Anchors as defined by the Eligible Content.

The full report can be obtained by request from the Pennsylvania Department of Education.

SUMMARY OF COMPARABILITY REPORT FROM SIRECI PSYCHOMETRIC SERVICES

In addition to the study conducted by Second Language Testing, Incorporated, a second comparability study of the 2009 PSSA Spanish translations for science was completed in February 2010 by Sireci Psychometric Services. The report of the study is titled “Evaluating the Comparability of English and English-Spanish Science Tests from the Pennsylvania System of School Assessment.”

In this study, the data from the English language and English-Spanish dual-language Pennsylvania science tests for Grades 4, 8, and 11 were analyzed. These analyses were designed to evaluate the consistency of the structure of the data and the consistency of item functioning across the English and Spanish versions of these assessments using various psychometrics methods.

The full report can be obtained by request from the Pennsylvania Department of Education.

CHAPTER SEVEN: TEST ADMINISTRATION PROCEDURES

TEST SESSIONS, TEST SECTIONS, TEST TIMING, AND TEST LAYOUT

Some assessments utilized separate test booklets and answer booklets. An answer booklet was used to respond to the selected-response items (i.e., multiple-choice items and evidence-based selected-response items) and constructed-response items (i.e., open-ended items, short-answer items, and text-dependent analysis items,) and to collect demographic information. The selected-response items and all stimulus-text were placed within the test booklet. Other assessments used a single consumable booklet. When a single scannable answer booklet was utilized, the contents of the answer booklet and the test booklet were combined into one integrated booklet.

Table 7–1. Booklet Type by Administration

Assessment	Grade	Booklet Type
Mathematics	3	Single Consumable Booklet
Mathematics	4	Test Booklet and Answer Document
Mathematics	5	Test Booklet and Answer Document
Mathematics	6	Test Booklet and Answer Document
Mathematics	7	Test Booklet and Answer Document
Mathematics	8	Test Booklet and Answer Document
ELA	3	Single Consumable Booklet
ELA	4	Test Booklet and Answer Document
ELA	5	Test Booklet and Answer Document
ELA	6	Test Booklet and Answer Document
ELA	7	Test Booklet and Answer Document
ELA	8	Test Booklet and Answer Document
Science	4	Test Booklet and Answer Document
Science	8	Test Booklet and Answer Document

Generally, a separate test booklet and answer booklet were used to separate the selected-response items and constructed-response items. For the Grade 3 mathematics and ELA assessments, a single booklet was used for each assessment to accommodate the younger age of the students.

The number of sections for the 2023 operational assessment varied based on the content area of the assessment. The ELA assessments consisted of three sections. The mathematics and science assessments consisted of two sections. See also Appendix G.

Table 7–2. PSSA Test Section Information

Content Area	No. of Sections per Form
Mathematics	2
ELA	3
Science	2

Table 7–3. PSSA Testing Load and Duration by Subject by Grade

Assessment	Grade	Total No. of SR Items per Form per Administration	Total No. of CR Items per Form per Administration	Total Estimated Administration Time per Form (in Minutes)
Mathematics	3	48	4	156
Mathematics	4	48	4	156
Mathematics	5	48	4	156
Mathematics	6	48	4	156
Mathematics	7	48	4	156
Mathematics	8	48	4	156
ELA	3	52	3	134 to 166
ELA	4	57	2	225 to 246
ELA	5	57	2	225 to 246
ELA	6	57	2	225 to 246
ELA	7	57	2	225 to 246
ELA	8	57	2	225 to 246
Science	4	46	6	76
Science	8	48	6	90

Table 7–4. PSSA Testing Load and Duration by Grade by Subject

Grade	Content	Total No. of Items per Form per Administration	Total Estimated Administration Time per Form (in Minutes)	Total No. of Items per Student	Total Estimated Administration Time per Student (in Minutes)
3	Mathematics	52	156	107	290 to 322
3	ELA	55	134 to 166	107	290 to 322
4	Mathematics	52	156	163	457 to 478
4	ELA	59	225 to 246	163	457 to 478
4	Science	52	76	163	457 to 478
5	Mathematics	52	156	111	381 to 402
5	ELA	59	225 to 246	111	381 to 402
6	Mathematics	52	156	111	381 to 402
6	ELA	59	225 to 246	111	381 to 402
7	Mathematics	52	156	111	381 to 402
7	ELA	59	225 to 246	111	381 to 402
8	Mathematics	52	156	165	471 to 492
8	ELA	59	225 to 246	165	471 to 492
8	Science	54	90	165	471 to 492

In general, the estimated testing times allowed 1–3 minutes per multiple-choice item, depending on the content area. The evidence-based selected-response items were estimated to take approximately 3–5 minutes per item, depending on the number of responses required by the item. The open-ended or short-answer items were estimated to take approximately 5–10 minutes per item, also depending on the content area. Text-dependent analysis questions were estimated to take approximately 55–65 minutes per item.

Test administrators were instructed that each section in a form should be scheduled as one assessment session. However, they were allowed to combine multiple sections into a single session, as long as the sections were administered in the sequence in which they are printed in the test booklets (or shown on the screen). In all cases, individual assessment sections had to be completed within one school day.

Since not all students finished the assessment sections at the same time, test administrators were advised to use the flexibility of the time limits to the students' advantage. For example, test administrators managed the testing time so that students did not feel rushed while they were taking any assessment section, and no student was penalized because he or she worked slowly. It was equally stressed to test administrators that a student should not be given an opportunity to waste time. Students were told to close their booklets when they had finished the section of the assessment in which they had been working. Students who finished early were allowed to sit quietly or read for pleasure until all students had finished. Students with special requirements and/or abilities (i.e., physical, visual, auditory, or learning disabilities as defined by their IEP or service contracts) and students who just worked slowly may have required extended time. Special assessment situations were arranged for these students. When all students in a testing session indicated that they had finished an assessment section, test administrators ended the section and began the next section or allowed the students to return to regular activities.

Scheduled extended time was provided by a test administrator, and students were allowed to request extended time if they indicated that they had not completed the task. Such requests were granted if the test administrator found the request to be educationally valid. Test administrators were advised that not permitting ample time for students to complete the assessment might impact the students' and school's performance.

As a general guideline, however, when all students indicated that they had finished a section, that section was closed. Students requiring time beyond the majority of the student population were allowed to continue immediately following the regularly scheduled session in another setting. When such accommodations were made, school personnel ensured that students were monitored at all times to prevent sharing of information. Students were not permitted to continue a section of the assessment after a significant lapse of time from the original session.

TESTING WINDOW

The testing window for the 2023 operational assessments were as follows:

- English Language Arts: April 24–28, 2023
- Mathematics, Science, and Make-ups: May 1–12, 2023

SHIPPING, PACKAGING, AND DELIVERY OF MATERIALS

Sites receive the *Handbook for Assessment Coordinators*, the *Directions for Administration Manuals*, the administrative materials (e.g., Return Shipping labels, District/School labels, Do Not Score labels, Student Precode labels) and secure materials (e.g., consumable test/answer books) for each grade tested at a school participating in the English Language Arts, Mathematics, and Science assessments. All materials arrive at least two weeks prior to the start of the testing window.

DRC ensured that all assessment materials were assembled correctly prior to shipping. DRC operations staff used the automated Operations Materials Management System (Ops MMS) to assign secure materials to a school at the time of ship out. This system used barcode technology to provide an automated quality check between items requested for a site and items shipped to a site. A shipment box manifest was produced for and placed in each box shipped. DRC operations staff double-checked all box contents with the box manifest prior to sealing the box for shipping to ensure accurate delivery of materials. DRC operations staff performed lot acceptance sampling on both shipments. Districts and schools were selected at random and examined for correct and complete packaging and labeling. This sampling represented a minimum of 10 percent of all shipping sites.

DRC's materials management system, along with the systems of shippers, allowed DRC to track materials from DRC's warehouse facility to receipt at the district, school, or testing site. All DRC shipping facilities, materials processing facilities, and storage facilities are secure. Access is restricted by security code. Non-DRC personnel are escorted by a DRC employee at all times. Only DRC inventory control personnel have access to stored secure materials. DRC employees are trained in and made aware of the high level of security that is required.

DRC used United Parcel Service (UPS) to deliver the secure materials to the testing sites.

ONLINE TESTING

Online administration is managed through the DRC INSIGHT Portal that provides tiered, secure access to all required administrative functions. Within the DRC INSIGHT Portal, users manage student information and create test sessions.

Student information from the Pennsylvania Information Management System (PIMS) is imported into the DRC INSIGHT Portal Test Setup application via file transfer. If a record was not transferred via the PIMS file, LEAs also have the opportunity to upload a student(s) directly into the DRC INSIGHT Portal so the student can be included in a test session.

Once the student data is loaded into Test Setup, users organize students into test sessions. Test sessions can be created by class, grade, or school. Through Test Setup, users can also update student accommodation information, print test tickets, and monitor student testing status.

The student login ticket contains unique login credentials used by the student to access the testing software. For a selected test session, users can download and print a PDF document containing instructions, a roster of student tickets being printed, and the actual test tickets. Student test tickets are considered secure materials and LEAs are required to keep printed tickets in a predetermined, locked, secure storage area.

The web-based test engine, DRC INSIGHT Online Learning System, is downloaded onto computers that students will access during the assessment. Test items and forms can only be accessed using a valid test ticket. During testing, responses are sent to a DRC server each time the student navigates away from an item or clicks the *Next* button to submit an answer. The system is configured to allow students to review answers before submitting their test.

TEST SECURITY MEASURES

Test security is essential to obtaining reliable and valid scores for accountability purposes. Test Security Certifications were required to be signed by each building Principal, School Assessment Coordinator, District Assessment Coordinator, Test Administrator, and Proctor after the assessment is administered. All signed Certifications were returned to the Chief School Administrator who must retain the Certifications for three years. The purpose of the Certifications was to serve as a tool to document that the individuals responsible for administering the assessments both understood and acknowledged the importance of test security and accountability. The Certifications attested that all security measures were followed concerning the handling of secure materials. Additional details can be found in the *Handbook for Assessment Coordinators*. A screen shot of the Test Administrator Certificate is provided in Figure 7–1.

Figure 7–1. Test Administrator and Proctor PSSA Test Security Certification

PSSA Test Security Certification

(Test Administrator and Proctor)

District: _____

School: _____

AUN: _____

Maintaining the security and integrity of all assessment materials, preventing any dishonest or fraudulent behavior in the administration and handling of the assessment, and promoting a fair and equitable testing environment are essential in order to obtain reliable and valid student scores. In that regard, I certify the following:

Prior to the administration of the assessment, I completed the Pennsylvania State Test Administration Training, and I understand that the assessment materials are secure, confidential, and proprietary documents owned by the Pennsylvania Department of Education.

I have not reviewed, discussed, disseminated, described, or otherwise revealed the contents of the assessment to anyone. I have not removed any assessment materials from the school building unless I was specifically authorized to administer the assessment to a student on homebound instruction. I have not kept, copied, reproduced, released, or used any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education. I have not provided any examinee with an answer to an assessment question or in any way influenced an examinee's response to any assessment question. I have not in any manner altered or caused the alteration of any examinee response, assessment booklet, or papers used by examinees.

I understand that any breach in assessment security could result in the invalidation of assessment results, professional discipline, and/or criminal prosecution.

I understand that false statements herein are made subject to the penalties of 18 Pa.C.S. § 4904.

Administrator/Proctor Name

Administrator/Proctor Signature

Date of Signature

SAMPLE MANUALS

Copies of the *Handbook for Assessment Coordinators* and the *Directions for Administration Manuals* can be found on the PDE website at www.education.pa.gov.

TESTING WINDOW ASSESSMENT ACCOMMODATIONS

PDE develops an *Accommodation Guidelines* handbook for use with the PSSA administration. This manual can be found on the PDE website at www.education.pa.gov. Additional information regarding assessment accommodations can be found in Chapter Four and Six of this report.

CHAPTER EIGHT: PROCESSING AND SCORING

RECEIPT OF MATERIALS

Receipt of PSSA test materials began on May 5, 2023, and concluded by June 5, 2023. DRC's Operations Materials Management System (Ops MMS) was utilized to receive assessment materials securely, accurately, and efficiently. This system features innovative automation and advanced barcode scanners. Captured data were organized into reports, which provided timely information with respect to suspected missing material.

The first step in the Ops MMS was the Box Receipt System. When a shipment arrived at DRC, the boxes were removed from the carrier's truck and passed under a barcode reader, which read the barcode printed on the return label and identified the district and school. The number of boxes was immediately compared to what was picked up at the district. The data collected in this process were stored in the Ops MMS database. After the barcode data were captured, the boxes were placed on a pallet and assigned a corresponding pallet number.

Once the box receipt process was completed, the materials separation phase began. Warehouse personnel opened the boxes and sorted materials by grade, subject, and status (used or unused booklets) into scanning boxes. Every booklets' security barcode and precode barcode were hand-scanned to link each document to the original box. As the booklets were sorted, the Ops MMS system guided the floor operator to which box to place the document. The Ops MMS system kept count and record of the materials placed in each box. This count remained correlated to the box as an essential quality-control step throughout the secure booklet processing and provided a target number for all steps of the check-in process. Once a box was closed, an MMS Processing Label was placed on that box.

Once labeled, the sorted and counted boxes proceeded to the Quality Assurance process, where a secure booklet check-in operator used a hand scanner to scan the MMS Processing Label. This procedure identified the material type and quantity parameters for what the Ops MMS should expect within a box. The box contents were then loaded into the streamfeeder.

The documents were fed past oscillating scanners that captured both the security code and precode from the booklets. A human operator monitored an Ops MMS screen that displayed scan errors, an ordered accounting of what was successfully scanned, and the document count for each box. The system ensured that each material within the box matched the information obtained from the original hand-scanning process.

When all materials were scanned and the correct document count was confirmed, the box was sealed and placed on a pallet. If the correct document count was not confirmed, or if the operator encountered difficulties with material scanning, the box and its contents were delivered to an exception handling station for resolution.

This check-in process occurred immediately upon receipt of materials; therefore, DRC provided feedback to districts and schools regarding any missing materials based on actual receipt versus expected receipt. Sites that had 100 percent of their materials missing after the date they were due to DRC were contacted, and any issues were resolved.

Throughout the process of secure booklet check-in, DRC project management ran a daily missing materials report. Every site that was missing any number of booklets was contacted by DRC. Results of these correspondences were recorded for inclusion in the final Missing Materials Report if the missing booklets were not returned by the testing site. DRC produced the Missing Materials Report for PDE upon completion of secure booklet check-in. The report listed all schools in each participating district along with security barcodes for any booklets not returned to DRC.

After scannable materials (used answer booklets) were processed through booklet check-in, the materials became available to the DRC Document Processing log-in staff for document log-in. The booklets were logged-in using the following process:

- A DRC scannable barcode batch header was scanned, and a batch number was assigned to each box of booklets.

- The DRC box label barcode was scanned into the system to link the box and booklets to the newly created batch and to create a Batch Control Sheet.
- The DRC box label barcode number, along with the number of booklets in the box, was printed on the Batch Control Sheet for document tracking purposes. All booklets that were linked to the box barcode were assigned to the batch number and tracked through all processing steps. As booklets were processed, DRC staff dated and initialed the Batch Control Sheet to indicate that proper processing and controls were observed.

Before the booklets were scanned, all batches went through a quality inspection to ensure batch integrity and correct document placement.

After a quality check-in at the DRC Document Processing log-in area, the spines were cut off the scannable documents, and the pages were sent to DRC's Imaging and Scoring System.

SCANNING OF MATERIALS

Customized scanning programs for all scannable documents were prepared to read the booklets and to format the scanned information electronically. Before materials arrived, all image scanning programs went through a quality review process that included scanning of mock data from production booklets to ensure proper data collection.

DRC's image scanners were calibrated using a standard deck of scannable pages with 16 known levels of gray. On a predefined page location, the average pixel darkness was compared to the standard calibration to determine the level of gray. Marks with an average darkness level of 4 or above on a scale of 16 (0 through F) were determined to be valid responses, per industry standards. If multiple marks were read for a single item and the difference of the grayscale reads was greater than four levels, the lighter mark was discarded. If the multiple marks had fewer than four levels of grayscale difference, the response was flagged systematically and forwarded to an editor for resolution.

DRC's image scanners read selected-response, demographic, and identification information. The image scanners also used barcode readers to read pre-printed barcodes from a label on the booklets.

The scannable documents were automatically fed into the image scanners where predefined processing criteria determined which fields were to be captured electronically. Open-ended response images were separated out for image-based scoring.

During scanning, a unique serial number was printed on each sheet of paper. This serial number was used for document integrity and to maintain sequencing within a batch of booklets.

A monitor randomly displayed images, and the human operator adjusted or cleaned the scanner when the scanned image did not meet DRC's strict quality standards for image clarity.

All images passed through a software clean-up program that despeckled, deskewed, and desmeared the images. A random sample of images was reviewed for image quality approval. If any document failed to meet image quality standards, the document was returned for rescanning.

Page-scan verification was performed to ensure that all predefined portions of the booklets were represented in their entirety in the image files. If a page was missing, the entire booklet was flagged for resolution.

After each batch was scanned, booklets were processed through a computer-based editing program to detect potential errors as a result of smudges, multiple marks, and omissions in predetermined fields. Marks that did not meet the predefined editing standards were routed to editors for resolution.

Experienced DRC Document Processing editing staff reviewed all potential errors detected during scanning and made necessary corrections to the data files. The imaging system displayed each suspected error. The editing staff then inspected the image and made any needed corrections using the unique serial number printed on the document during scanning.

Upon completion of editing, quality control reports were run to ensure that all detected potential errors were reviewed again and a final disposition was determined.

Before batches of booklets were extracted for scoring, a final edit was performed to ensure that all requirements for final processing were met. If a batch contained errors, it was flagged for further review before being extracted for scoring and reporting.

During this processing step, the actual number of documents scanned was compared to the number of booklets assigned to the box during book receipt. Count discrepancies between book receipt and booklets scanned were resolved at this time.

Once all requirements for final processing were met, the batch was released for scoring and student level processing.

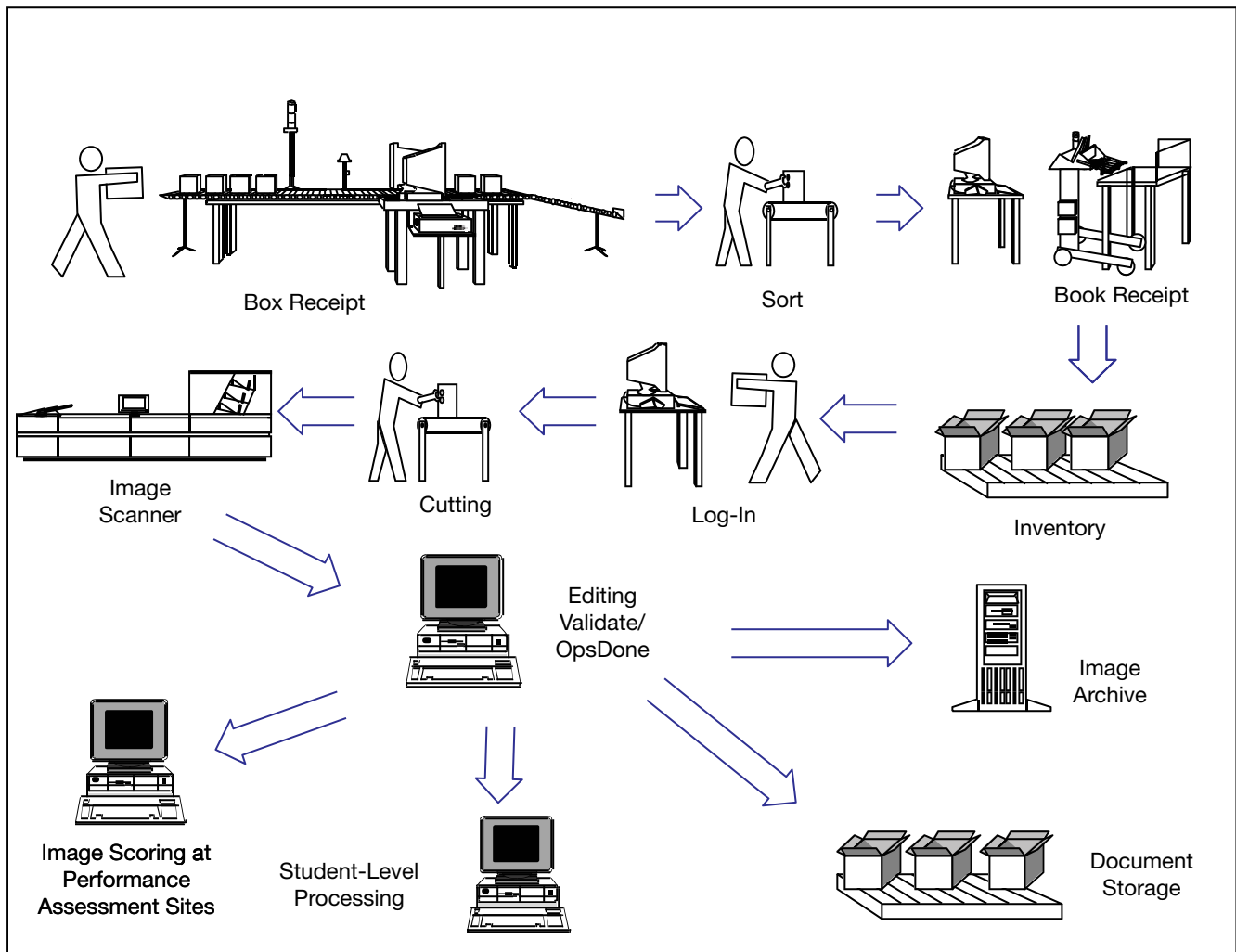
Table 8–1 shows the number of answer booklets received through booklet check-in, the number of booklets that contained student responses that were scanned and scored, the number of test booklets received, and the total number of booklets received for the English Language Arts assessment (ELA), the Mathematics assessment, and the Science assessment.

Table 8–1. Counts of 2023 PSSA Materials Received: Grades 3–8

Grade/Subject	Answer Booklets Received	Used Answer Booklets Received	Test Booklets Received	Total Booklets Received	Total Booklets Shipped
Grade 3 Math	127,974	96,987	NA	127,974	127,987
Grade 4 Math	126,571	95,794	126,558	253,129	253,182
Grade 5 Math	122,887	92,789	122,874	245,761	245,810
Grade 6 Math	114,018	86,345	114,008	228,026	228,058
Grade 7 Math	113,976	86,719	113,974	227,950	228,022
Grade 8 Math	117,000	89,497	116,991	233,991	234,092
Grade 3 ELA	128,227	97,413	NA	126,571	128,242
Grade 4 ELA	126,364	96,029	126,350	252,714	252,748
Grade 5 ELA	123,014	93,380	123,016	246,030	246,082
Grade 6 ELA	114,804	88,378	114,805	229,609	229,620
Grade 7 ELA	115,908	89,365	115,908	231,816	231,864
Grade 8 ELA	118,969	92,003	118,970	237,939	237,946
Grade 4 Science	124,589	93,038	124,580	249,169	249,204
Grade 8 Science	113,989	85,742	113,986	227,975	228,074

Figure 8–1 illustrates the production workflow for DRC’s Ops MMS and Image Scanning and Scoring System from receipt of materials through all processing of materials and the presentation of scanned images for scoring.

Figure 8–1. Workflow System



MATERIALS STORAGE

Upon completion of processing, student response documents were boxed for security purposes and final storage:

- Project-specific box labels were created containing unique customer and project information, material type, batch number, pallet/box number, and the number of boxes for a given batch.
- Boxes were stacked on pallets that were labeled with the project information and a list of the pallet’s contents before delivery to the Materials Distribution Center for final secure storage.
- Materials will be destroyed one year after contract year ends, with PDE written approval.

ONLINE TESTING

The DRC INSIGHT test engine runs on a custom web browser that is designed to ensure a fully secure environment during testing. The secure browser “locks down” the student’s testing device, preventing the student from accessing the desktop, the Internet, and other external programs. For non-secure testing such as practice and training sessions, students can use the Online Tools Training (OTT) environment, which runs on a standard web browser.

The custom browser software is downloaded from the DRC INSIGHT Portal and installed onto student testing devices. The secure browser can be installed on computers individually, or it can be downloaded to a central location, copied, and distributed to multiple computers simultaneously using common network distribution tools. Everything needed for testing is found within the secure browser, eliminating the need for districts to coordinate updates to third-party software.

Prior to operational use, DRC’s quality assurance staff will perform full system-level tests in an independent test environment that simulates the production configuration. Tests are run on all supported computer platforms and browsers and include comprehensive review of system functionality, usability, reliability, security, and overall performance. Test content is also validated during this process.

Multiple methods are used to ensure secure data transfer, including encryption technologies and Secure Sockets Layer (SSL) protocol through Hypertext Transfer Protocol Secure (HTTPS). Test content is encrypted at the host server, and remains encrypted throughout all network transmissions; content is decrypted only once the student login is validated. Decrypted test content on the student workstation is stored only in memory during each test session. Once the session is ended (the test is completed or the student logs out), computer memory is purged to ensure security of test content is maintained.

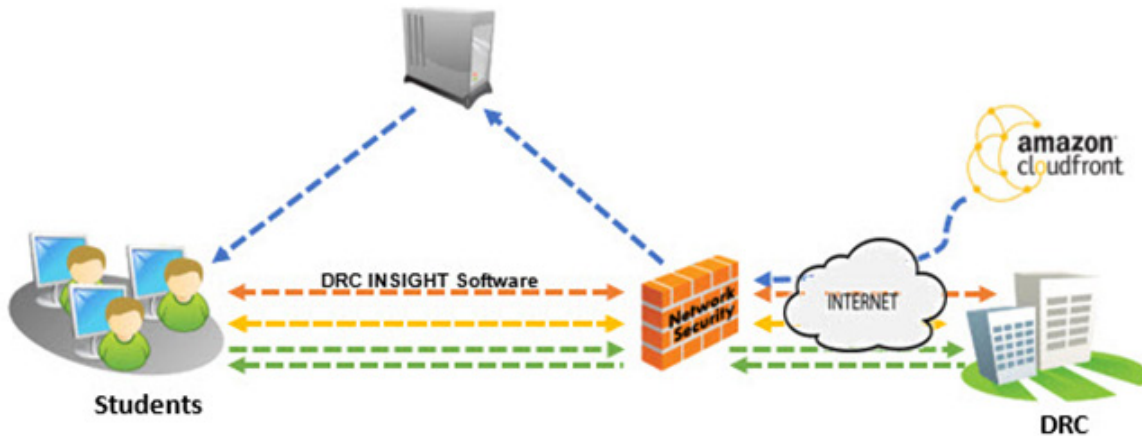
Responses are saved automatically every 45 seconds during testing, or when the student navigates away from an item or answers a selected-response item (whichever comes first). If a particular question takes the student longer than 45 seconds to answer, then the partial, incomplete responses are submitted at 45-second intervals until the student completes the item. This auto-save helps safeguard against students losing their work on longer items, such as constructed-response items. When the student returns to the test after a break or interruption, the student is returned to the point that they left off without having to navigate through all previously answered questions.

Table 8–2. Counts of 2023 PSSA Online Assessments: Grades 3–8

Grade/Subject	Total Online Assessments Completed
Grade 3 Math	23,863
Grade 4 Math	25,998
Grade 5 Math	29,294
Grade 6 Math	35,840
Grade 7 Math	36,113
Grade 8 Math	36,479
Grade 3 ELA	24,883
Grade 4 ELA	26,758
Grade 5 ELA	30,541
Grade 6 ELA	38,542
Grade 7 ELA	39,511
Grade 8 ELA	39,784
Grade 4 Science	28,867
Grade 8 Science	42,380

Figure 8–2 illustrates the secure transfer of online test responses between the student and DRC.

Figure 8–2. Architecture of the Student Testing Experience



SCORING MULTIPLE-CHOICE ITEMS

The scoring process included the scoring of multiple-choice items against the answer key and the aggregation of raw scores from the open-ended responses. A student’s raw score is the actual number of points achieved by the student for tested elements of an assessment. From the raw scores, the scale scores were calculated.

The student file was scored against the final and approved multiple-choice answer key. Items were scored as right, wrong, omitted, or double-gridded (more than one answer was bubbled for an item). Sections of the test were evaluated as a whole and an attempt status was determined for each student for each subject. The score program defined all data elements at the student level for reporting.

RANGEFINDING

After student answer documents were received and processed, DRC’s Performance Assessment Services (PAS) staff assembled groups of responses that exemplified the different score points for each subject. The score point ranges were represented by the following scoring guidelines:

- 0–3 item-specific scoring guidelines for ELA: reading (short-answer)
- 1–4 holistic scoring guideline for ELA: text-dependent analysis
- 0–4 item-specific scoring guidelines for math
- 0–2 item-specific scoring guidelines for science

Note: For English language arts and mathematics at all grade levels (3–8), Pennsylvania Core Standards (PCS) items were range-found and field tested. ELA range-found/field tested 9 forms per subject, per grade. Mathematics range-found/field tested 9 forms per subject, per grade. Science range-found/field tested 3 forms per subject, per grade level tested (4 and 8). All items were embedded in the 2023 operational PSSA.

Responses were pulled from the embedded field test portion of the PSSA for each subject. Once examples covering the range of score points were selected for each item, sets were assembled for rangefinding, and copies were made for each rangefinding participant. Rangefinding committees consisted of Pennsylvania educators, PDE staff members, DRC Test Development staff, and DRC Performance Assessment Services staff. The rangefinding meetings were as follows:

- ELA: Text-Dependent Analysis (TDA) Field Test Rangefinding (grades 4–8), June 5–9, The Alloy at King of Prussia, PA
- Reading Field Test Rangefinding (grade 3), June 5–7, The Alloy at King of Prussia, PA
- Math Field Test Rangefinding (grades 3–8), June 5–7, The Alloy at King of Prussia, PA
- Science Field Test Rangefinding (grades 4 and 8), June 5, The Alloy at King of Prussia, PA

Each rangefinding meeting began in a joint session with a review of the history of the assessment as well as a discussion of the purpose of the rangefinding meeting and the role rangefinding plays within the item development process. The session then broke into subject/grade-specific committees. Sets of student responses were presented to the committees, one item at a time. Each committee initially reviewed and scored student responses as a group to ensure consistency in the interpretation of the scoring guidelines. Committee members then went on to score responses independently. For each student response, committee members' scores were discussed until a consensus was reached. Only those responses for which there was strong agreement among committee members were chosen for inclusion in training materials for DRC raters.

Discussions of student responses included the mandatory use of scoring guideline language. This ensured that committee members remained focused on the specific requirements of each score level. DRC PAS staff took notes addressing how and why the committees arrived at score point decisions, and this information was used by the scoring directors in rater training.

DRC and PDE discussed scoring guideline edits suggested by the rangefinding committees. Changes approved by PDE were then incorporated into the scoring guidelines by DRC Test Development staff. The edited scoring guidelines were used in the preparation of materials and the training of raters.

RATER RECRUITMENT/QUALIFICATIONS

DRC retains a number of raters from year to year; the overall return rate in 2023 was 48%. This pool of experienced raters was drawn from to staff the scoring of the 2023 PSSA. To complete the rater staffing, recruiting events were held and applications for rater positions were screened by DRC's recruiting staff. Candidates were personally interviewed by DRC staff. In addition, each candidate was required to provide an on-demand writing sample, an on-demand math sample, references, and proof of a four-year college degree. In this screening process, preference was given to candidates with previous experience scoring large-scale assessments and degrees emphasizing expertise in mathematics, English language arts, or science. Staffing partners were used to augment hiring using the same practices as those employed by DRC. The rater pool consisted of educators and other professionals with content-specific backgrounds. These individuals were valued for their content-specific knowledge, but they were required to set aside their own biases about student performance and accept the scoring standards outlined in the PSSA.

LEADERSHIP RECRUITMENT/QUALIFICATIONS

Scoring directors and team leaders were selected from a pool of employees who displayed expertise as raters and leaders on previous DRC projects. These individuals had strong backgrounds in mathematics, English language arts, or science, and demonstrated organizational, leadership, communication, and management skills. All scoring directors had previous leadership experience working on large scale assessments. All scoring directors, team leaders, and raters were required to sign confidentiality agreements before handling secure materials.

Each group of raters was assigned a scoring director. All handscoring activities were led by a scoring director for the duration of the project. Scoring directors assisted in rangefinding, worked with supervisors to create training materials, conducted team leader training, and were responsible for training the raters. The scoring director made sure that reports were available and interpreted those reports for the raters. The scoring director also supervised the team leaders. Scoring directors were monitored by the project managers throughout the project.

Team leaders assisted the scoring director with rater training by answering individual questions that raters may not have felt comfortable asking in a large group. Once raters were qualified, team leaders were responsible for monitoring and maintaining the accuracy and workload of each team member. Ongoing monitoring identified those individuals having difficulty scoring accurately. These raters received one-on-one retraining from the team leader or scoring director. Any rater who could not be successfully retrained had his/her scores purged and was released from the project.

TRAINING

As part of preparation for the 2023 ELA, mathematics, and science PSSA assessments, DRC's PAS staff assembled the PDE-approved scoring guidelines and scored student responses approved by rangefinding committees into sets used for training raters. The item-specific scoring guidelines for mathematics, science and ELA: reading (short-answer), as well as the focused holistic scoring guidelines for TDAs served as the raters' constant reference. Responses that were relevant in terms of the scoring concepts they illustrated were annotated and included in an anchor set. The full range of each score point was clearly represented and annotated in the anchor set, which was used for reference by raters throughout the project.

Training sets and qualifying sets contained student responses consensus-scored by rangefinding committee members. Raters were instructed on how to apply the scoring guidelines and were required to demonstrate a clear comprehension of each anchor set by performing well on the associated training materials. Responses were selected for training to show raters the range of each score point (e.g., high, mid, and low 2s). Examples of 0s were also included for all mathematics, reading, and science items. This process helped raters recognize the various ways that a student could respond in order to earn each score point outlined and defined in the scoring guidelines.

The scoring director conducted a team leader training session before training the raters. This session followed the same procedures as rater training but was more rigorous and in-depth due to the extra responsibilities required of team leaders. During team leader training, all pertinent materials were reviewed and discussed. Team leaders were given access to fully annotated training materials with committee justifications from the rangefinding meetings. To facilitate scoring consistency, it was imperative that all team leaders imparted the same rationale for each response. Once the team leaders were qualified, leadership responsibilities were reviewed and team assignments were given. A ratio of one team leader per 7–10 raters ensured sufficient monitoring rates for team members.

Rater training began with the scoring director providing an intensive review of the scoring guidelines and anchor responses. Next, raters practiced by independently scoring the responses in the training sets. After each training set was taken, the scoring director led a thorough discussion of the responses.

Once the scoring guidelines, anchor sets, and training sets were thoroughly discussed, each rater was required to demonstrate understanding of the scoring criteria by qualifying (i.e., scoring with acceptable agreement to the true scores) on at least one of the qualifying sets. Raters who failed to achieve at least 70 percent exact agreement on the first qualifying set were given additional training, either individually or in a small group setting. Raters who did not perform at the required level of agreement by the end of the qualifying process were not allowed to score any student responses. These individuals were removed from the pool of potential raters in DRC's imaging system and released from the project.

DRC's remote scoring is designed to very closely emulate the work that was done in our physical scoring locations. The platform, content, and expectations for quality remain the same, and interactive technology and content training and discussions are conducted live (virtually). The differences come with the method through which training is delivered (online), and in the modes of communication that are used (web screen sharing, webcast, video chat, and chat). Our scoring leaders are equipped with a variety of tools to ensure every scorer is successful in understanding and applying scoring criteria to student responses.

The 2023 assessment included the opportunity for students to respond in Spanish to mathematics and science items. Rater training for the Spanish language response scoring was conducted by Tri-Lin Integrated Services in San Antonio, Texas, and was overseen by a DRC project manager, who is a Spanish language speaker with a strong handscoring background. All Spanish raters were bilingual and hired specifically to score the Spanish portion of the assessment and were required to meet the same standards set for raters of the English language version of the assessment.

Table 8–3. Qualification Rates for 2023 PSSA Open-Ended Response Items

Subject	% Qualifying	% That Did Not Qualify
Math	97	3
ELA	96	4
Science	99	1

HANDSCORING PROCESS

Student responses were scored independently. All responses were scored once, and ten percent of the responses were scored a second time. The data collected from the ten-percent double-read portion was used to calculate the exact and adjacent agreement rates in the Scoring Summary Reports. The responses that were used for the ten percent read behind were randomly chosen by the imaging system at the item level. Additional read behinds by the team leaders and scoring directors were done to further ensure reliability.

Raters scored the imaged student responses at the Cincinnati, OH location and remotely. Raters working remotely scored student responses on either laptop or desktop computers.

For on-site scoring, raters were seated at tables with individual imaging stations. In the case of remote scoring, raters worked in a secure location in their homes. Image distribution was controlled, ensuring that student images were sent only to designated groups of raters qualified to score those items. Imaged student responses were electronically separated for routing to individual raters by item. Raters were only provided with student responses for items that they were qualified to score. Scores were keyed into DRC’s imaging system.

To handle possible alerts (i.e., student responses indicating potential issues related to students’ safety and well-being that sometimes require attention at the state or local level), DRC’s imaging system allows raters to forward responses needing attention to the scoring director. These alerts are reviewed by project management, who then notifies the students’ schools and PDE of the occurrences. PDE does not receive any identifying information about the students. At no time in the alerts process do raters, or other DRC handscoring staff, acquire any knowledge concerning a student’s personal identity.

HANDSCORING VALIDITY PROCESS

One of the training tools PAS utilized to ensure rater accuracy was the validity process. The goal of the validity process is to ensure that scoring standards are maintained. Specifically, the objective is to make sure that raters score student responses in a manner consistent with statewide standards both within a single administration of the PSSA and across consecutive administrations. During the scoring of the 2023 PSSA, scoring consistency was maintained, in part, through the validity process.

The validity process began with the selection of scored responses. Forty validity responses were selected for each core open-ended (OE) item. These 40 responses were drawn from a pool of exemplars (responses that are representative of a particular score point and have been verified by the scoring director). The scores on validity responses are considered true scores.

The validity responses were then implemented to test rater accuracy. The responses were selected within the imaging system and dispersed intermittently to the raters. By the end of the project, raters had scored all 40 validity responses for any items they were qualified to score. Raters were unaware when they were being dealt pre-scored validity responses and assumed that they were scoring live student responses. This helped bolster the internal

validity of the process. All raters who received validity responses had already successfully completed the training/qualifying process.

The scores that the raters assigned to the validity responses were compared to the true scores in order to determine the validity of the raters' scores. For each item, the percentage of exact agreement as well as the percentage of high and low scores was computed. This data was accessed through the Validity Item Detail Report. The same sort of data was also computed for each specific rater. This data was accessed through the Validity Reader Detail Report. Both of these may be run as daily or cumulative reports.

The Validity Reader Detail Report was used to identify particular raters for retraining. If a rater on a certain day generated a lower rate of agreement on a group of validity responses, it was immediately apparent in the Validity Reader Detail Report. A lower rate of agreement was defined as anything below 70 percent exact agreement with the true scores. Any time a rater's validity agreement rate fell below 70 percent, the scoring director was cued to examine that rater's scoring. First, the scoring director attempted to ascertain what kind of validity responses the rater was scoring incorrectly. This was done to determine whether there was any sort of a trend (e.g., trending low on the 1–2 line). Once the source of the low agreement rate was determined, the rater was retrained. If it was determined that the rater had been scoring live responses inaccurately, then his/her scores were purged for that day, and the responses were re-circulated and scored by other raters.

The cumulative Validity Item Detail Report was utilized to identify potential group-wide trends in need of correction. For instance, if a particular validity response with a true score of 3 was given a score of 2 by a significant number of raters within the group, that trend would be revealed in the Validity Item Detail Report. To correct a trend of this sort, the scoring director would look for student responses similar to the validity paper being scored incorrectly. Once located, these responses would be used in group-wide re-training, usually in the form of an annotated handout or a short set of responses without printed scores given to raters as a recalibration test.

Validity was employed on all operational mathematics, ELA: reading, and science OE items, as well as on all operational TDAs. Each 40-response validity set was formulated to mirror the score point distribution that the item generated during its previous administration. Each validity set included at least five examples of each score point. Examples of different types of responses were included to ensure that raters were tested on the full spectrum of response types.

The exact rater agreement rate generated during the validity process is sometimes higher than the inter-rater agreement rate for the same item. The reason for this sort of difference often has to do with how validity sets are formulated. The 40 validity responses for each item are intended to cover the full breadth of each score point. For example, each validity set contains examples of high, mid, and low 2s. This sort of scope ensures that the validity process is truly valid in terms of addressing the complete spectrum of response types. However, certain types of responses are generally not included in validity sets. These include line responses (i.e., examples of score points that are so close to the adjacent score point that raters are instructed to consult with a supervisor before assigning a score) and responses that, because of poor word choice/writing, are difficult to understand. The reason for these exclusions is that confusing/line/illegible responses often do not impart a teachable lesson. Since these types of responses are generally unique, any potential lesson the response might teach would apply only to that particular response. Conversely, responses in validity sets are selected because they represent common response-types and teach lessons that can be applied to other similar responses. Due to this distinction, validity sets sometimes generate a slightly higher agreement rate than is generated during operational scoring.

However, in some cases, validity responses can also generate *lower* rates of agreement than inter-rater agreement rate averages. The reason for this sort of difference is that validity is sometimes used to discern scoring trends for specific response types so that targeted retraining can occur. Within this year's TDA validity response selection there were examples of student responses that were close to scoring lines in several grade levels. These validity responses were selected to address scoring decisions for these item-specific response types and sometimes generated lower rates of agreement than the group-wide inter-rater agreement rate for the same item. For all the reasons cited above, this year's TDA items generated some validity agreement percentages that were slightly lower than group-wide inter-rater agreement rates and others that were at or above group averages. It should be pointed out that for all TDA items, cumulative inter-rater agreement and validity averages were above expected handscoring best practice rates.

QUALITY CONTROL

Rater accuracy was monitored throughout the scoring session by means of daily and on-demand reports. These reports ensured that an acceptable level of scoring accuracy was maintained throughout the project. Interrater reliability was tracked and monitored with multiple quality control reports that were reviewed by quality assurance analysts. These reports and other quality control documents were generated at the scoring centers, where they were reviewed by the scoring directors, team leaders, and project managers. The following reports and documents were used during the scoring of the open-ended items:

The Scoring Summary Report (includes two related reports)

1. The Reader Monitor Report monitored how often raters were in exact agreement with one another and ensured that an acceptable agreement rate was maintained. This report provided daily and cumulative exact and adjacent inter-rater agreement on the ten percent that was double read.
2. The Score Point Distribution Report monitored the percentage of responses given each of the score points. For example, the mathematics daily and cumulative reports showed what percentage of 0s, 1s, 2s, 3s, and 4s a rater – or group of raters - had given to all the responses scored at the time the report was produced. It also indicated the number of responses read by each rater so that production rates could be monitored.

The Item Status Report monitored the progress of handscoring. This report tracked each response and indicated the status (e.g., not read, complete, awaiting supervisor review, etc.). This report ensured that all responses were scored by the end of the project.

The Reader Score Report identified all responses scored by an individual rater. This report was useful if any responses needed rescoring due to possible rater drift.

The Validity Reports (addressed in detail on previous pages) tracked how raters performed by comparing pre-scored responses to raters' scores for the same responses. If a rater's scoring fell below the 70 percent determined agreement rate, remediation occurred. Raters who did not retrain to the required level of agreement were released from the project.

Read Behinds were used by the team leader/scoring director to monitor individual rater reliability. Team leaders read randomly selected, scored responses from each team member on a daily basis. If the team leader disagreed with a rater's score, remediation occurred. This proved to be a very effective type of feedback because it was performed in real time with live student responses scored by each rater.

Recalibration Sets were used throughout the scoring sessions to ensure accuracy by comparing each rater's scores with the true scores on a pre-selected set of responses. Recalibration sets helped to refocus raters on Pennsylvania scoring standards. These checks made sure there was no change in the scoring pattern as the project progressed. Raters failing to achieve 70 percent agreement with the recalibration true scores were given additional training to achieve the highest degree of accuracy possible. Raters who were unable to recalibrate were released from the project. The process for creating and administering recalibration sets was similar to the one employed for creating and administering training sets.

Table 8–4. Inter-rater Agreement for 2023 PSSA Mathematics Grades 3–8 Open-Ended Response Items and Validity

Mathematics	Common Item	% Exact Agreement	% Adjacent Agreement	% Exact + Adjacent Agreement	% Exact Validity Agreement
Grade 3	1	89	11	100	87
Grade 3	2	78	22	100	81
Grade 3	3	80	20	100	84
Grade 4	1	83	17	100	89
Grade 4	2	81	18	99	86
Grade 4	3	83	17	100	90
Grade 5	1	82	18	100	86
Grade 5	2	83	17	100	84
Grade 5	3	82	18	100	86
Grade 6	1	80	19	99	88
Grade 6	2	84	16	100	91
Grade 6	3	84	15	99	86
Grade 7	1	89	11	100	90
Grade 7	2	89	11	100	81
Grade 7	3	91	9	100	83
Grade 8	1	86	14	100	87
Grade 8	2	87	13	100	89
Grade 8	3	87	12	99	86

Note. 0–4 possible score points

Table 8–5. Percentages Awarded for Each Possible Score Point 2023 PSSA Mathematics Grades 3–8

Mathematics	Common Item	%0	%1	%2	%3	%4	%B/NS*
Grade 3	1	11	20	29	29	7	4
Grade 3	2	21	29	21	14	8	8
Grade 3	3	19	29	23	16	9	4
Grade 4	1	23	34	21	14	4	5
Grade 4	2	38	24	15	9	5	9
Grade 4	3	24	39	16	12	4	4
Grade 5	1	18	41	20	14	3	5
Grade 5	2	20	35	23	11	3	8
Grade 5	3	29	27	22	12	5	4
Grade 6	1	12	27	32	19	4	5
Grade 6	2	26	33	17	10	4	8
Grade 6	3	26	19	18	13	18	5
Grade 7	1	37	31	13	6	6	6
Grade 7	2	43	18	18	9	2	10
Grade 7	3	37	29	16	9	3	7
Grade 8	1	28	27	16	11	9	8
Grade 8	2	11	52	17	5	4	11
Grade 8	3	19	35	20	11	4	9

Note. *B=blank and NS=non-scoreable

Table 8–6. Inter-rater Agreement for 2023 PSSA Reading Grade 3 Open-Ended Response Items and Validity

Reading	Common Item	% Exact Agreement	% Adjacent Agreement	% Exact + Adjacent Agreement	% Exact Validity Agreement
Grade 3	1	81	19	100	82
Grade 3	2	80	20	100	82

Note. 0–3 possible score points

Table 8–7. Percentages Awarded for Each Possible Score Point 2023 PSSA Reading Grade 3

Reading	Common Item	%0	%1	%2	%3	%B/NS*
Grade 3	1	19	34	24	9	11
Grade 3	2	24	31	27	7	11

Note. *B=blank and NS=non-scoreable

Table 8–8. Inter-rater Agreement for 2023 PSSA ELA Grades 4–8 Text-Dependent Analysis Items and Validity

TDA	Common Item	% Exact Agreement	% Adjacent Agreement	% Exact + Adjacent Agreement	% Exact Validity Agreement
Grade 4	1	85	15	100	84
Grade 5	1	84	16	100	86
Grade 6	1	82	18	100	84
Grade 7	1	83	17	100	84
Grade 8	1	84	16	100	82

Note. 1–4 possible score points

Table 8–9. Percentages Awarded for Each Possible Score Point 2023 PSSA TDA items Grades 4–8

TDA	Common Item	%1	%2	%3	%4	%B/NS*
Grade 4	1	26	35	18	4	16
Grade 5	1	17	48	19	4	11
Grade 6	1	24	42	17	5	11
Grade 7	1	26	37	19	7	12
Grade 8	1	17	43	20	6	15

Note. *B=blank and NS=non-scoreable

Table 8–10. Inter-rater Agreement for 2023 PSSA Science Grades 4 and 8 Open-Ended Response Items and Validity

Science	Common Item	% Exact Agreement	% Adjacent Agreement	% Exact + Adjacent Agreement	% Exact Validity Agreement
Grade 4	1	93	7	100	94
Grade 4	2	85	15	100	88
Grade 4	3	86	14	100	90
Grade 4	4	95	5	100	96
Grade 4	5	89	11	100	94
Grade 8	1	88	12	100	94
Grade 8	2	90	10	100	89
Grade 8	3	89	10	99	84
Grade 8	4	89	11	100	92
Grade 8	5	86	14	100	91

Note. 0–2 possible score points

Table 8–11. Percentages Awarded for Each Possible Score Point 2023 PSSA Science Grades 4 and 8

Science	Common Item	%0	%1	%2	%B/NS*
Grade 4	1	36	34	24	5
Grade 4	2	23	55	17	5
Grade 4	3	28	31	34	7
Grade 4	4	49	24	19	7
Grade 4	5	13	33	48	6
Grade 8	1	13	25	53	8
Grade 8	2	32	45	11	12
Grade 8	3	48	29	12	12
Grade 8	4	40	33	16	10
Grade 8	5	19	37	34	11

Note. *B=blank and NS=non-scoreable

CHAPTER NINE: DESCRIPTION OF DATA SOURCES AND SAMPLING ADEQUACY

This chapter describes the data sources (e.g., *n*-counts, characteristics of students) used for the various analysis procedures discussed in the remaining chapters of this technical report. Psychometric analyses are conducted at several points for the PSSA: 1) early analyses for quality control purposes and key validation; 2) analyses associated with the pre-equating validation; 3) analyses used for item banking; and 4) analyses for the technical report. Detailed information regarding the attributes of students is provided in Chapter Ten.

PRIMARY STUDENT FILTERING CRITERIA

For many data files, the primary means of filtering students for inclusion/exclusion from any data analysis are based on the state reporting criteria which are outlined below. Within the state reporting rules are separate attempt criteria for individual subject areas. The attempt criteria are discussed more fully below.

STATE REPORTING CRITERIA

The state reporting criteria are as follows:

- The student must be enrolled for the full academic year.
- The student must be attributed to a public district/school (state).
- The student must receive a score (i.e., met the subject attempt logic—see additional information below).
- The student is not a homeschool student.
- The student is not a foreign exchange student.
- The student is not a first year EL student (mathematics/ELA only).

PSSA ATTEMPT CRITERIA

For all data sources, only students who meet the attempt criteria are included. For mathematics, ELA, and science, the attempt criteria required students to complete a minimum of five items (multiple-choice (MC) or open-ended (OE)) in each respective subject area section of the test booklets. All subject counts were based on operational and nonoperational items.

KEY VALIDATION DATA

These data are only mentioned for the sake of completeness, as no formal results from these data are provided in this technical document. An analysis on all operational MC items is conducted early in the scoring process to ensure that the items are performing as expected. This is an important quality check that is always done for the PSSA. This analysis is usually (but not always) done using all students from early-return schools. The sample does not need to be representative of the entire state for these quality checks. Available student data typically suffices if there is reasonable variability in total test scores.

Key validation data included all public-school students who had their MC items scanned and scored by early May and met preliminary attempt criteria (i.e., attempt was determined based on MC items only). Note that the full state reporting criteria were not in effect for this file (only attribution to a public school based on tested site and preliminary attempt criteria were used to filter students).

PRE-EQUATING VALIDATION DATA

Data used for pre-equating validation included students who met the preliminary state reporting criteria (including attempt criteria) by May 25. The state reporting criteria were preliminary, meaning that attributions and final PIMS¹ information were not complete by this time. No sampling was undertaken in this data (i.e., it included all students who met the above criteria with operational test scores up to this point²). This data file was used to analyze differences in the pre-equated solutions and post-equated solutions to make the final decision to proceed with the pre-equated solution.

ITEM BANK DATA

The item bank data included students who met the state reporting criteria by July 7th. No sampling was undertaken in this data (i.e., it included all students who met the above criteria, were administered either paper-pencil or computer-based tests with scored field- test data up to this point). The data banked for field-test items as well as the updates for operational item parameters were based on this data file.

FINAL DATA

The final datafile included all students who met state reporting criteria by August 14th for all subject areas. The final data reflects update by schools for correction of certain fields (e.g., student ethnicity). All other files contained preliminary data. Most of the results included in this technical report were derived using the final data file.

FINAL N-COUNTS FOR ALL DATA SOURCES

The *n*-counts for all data sources are provided in Table 9–1. The pre-equating validation count includes students who met the preliminary state reporting criteria, while the final count includes students who met the final state reporting criteria. Computer-based test (CBT) forms were offered for all subjects. Final data shows the number of students in both modes. Students administered a mixed-mode test are counted as CBT administrations. Data from both paper-based tests and CBT were used for item banking.

Table 9–1. Data Source N-Counts

Subject	Grade	Key Validation (Paper)	Key Validation (CBT)	Pre-equating Validation (Paper/CBT)	Item Bank (Paper/CBT)	Final (Paper/CBT)
Mathematics	3	27517	23367	69268	117869	116303
Mathematics	4	24800	25353	69529	118193	116642
Mathematics	5	19574	28474	69184	118536	117043
Mathematics	6	16408	34623	72855	119172	117725
Mathematics	7	16165	34621	72968	119254	117601
Mathematics	8	15766	34434	69124	120450	118968
ELA	3	21698	24027	96778	117016	115762
ELA	4	21999	25489	95078	117017	115799
ELA	5	17474	29378	98460	117821	116608
ELA	6	12622	36570	100680	118310	117088
ELA	7	13464	37442	98433	118683	117316
ELA	8	13751	37065	101151	120168	118937
Science	4	8087	28185	49104	117923	116381
Science	8	10019	40067	56023	119853	118393

¹ Pennsylvania Information Management System

² Historically, PSSA has retained all students who met the stated criteria in the calibration data set, even those who had testing accommodations.

COMPUTER-BASED TEST (CBT)

Table 9–2 displays the count of students who took the 2023 PSSA broken out by subject, grade, and mode (e.g., paper, CBT) with the final data. The proportion of CBT administrations was between 20% and 34% of all administrations and was similar to the proportion of CBT administrations in 2022. Consistent with previous administrations, CBT administrations for lower grade levels tended to be slightly lower than higher grade levels.

Table 9–2. Final N-Counts and Proportion by Mode

Subject	Grade	N-Counts Paper	N-Counts CBT	Proportion (%) Paper	Proportion (%) CBT
Mathematics	3	93304	22999	80.22	19.78
Mathematics	4	91642	25000	78.57	21.43
Mathematics	5	88911	28132	75.96	24.04
Mathematics	6	83506	34219	70.93	29.07
Mathematics	7	83446	34155	70.96	29.04
Mathematics	8	84780	34188	71.26	28.74
ELA	3	91787	23975	79.29	20.71
ELA	4	90284	25515	77.97	22.03
ELA	5	87249	29359	74.82	25.18
ELA	6	80512	36576	68.76	31.24
ELA	7	79853	37463	68.07	31.93
ELA	8	81516	37421	68.54	31.46
Science	4	88618	27763	76.14	23.86
Science	8	78657	39736	66.44	33.56

SPIRALING OF FORMS

PSSA forms were spiraled during test administration for all grades and subjects. Appendix H provides summary statistics for scaled scores disaggregated by mode, test form, for each subject and grade. The mean scaled scores across forms are similar, indicating the student populations taking each form are of approximately equal ability and item scrambling are appropriate. This equivalence of ability distributions across forms is the desired outcome of spiraling and allows for optimum analysis of the embedded field-test items.

SCRAMBLING OF FORMS

PSSA forms were scrambled during form construction in response to test security issues raised in prior PSSA administrations. Eight scrambled patterns of operational forms were constructed for each mathematics and ELA assessment and six scrambled patterns were constructed for each science assessment. The core form was constructed following the prior test development and psychometric guidelines and will be referred to as the Master Core throughout the remainder of this document. Based on previous TAC recommendation, the Master Core is the pattern of the test that would have been administered to all students in the absence of scrambling.

Once the Master Core was constructed and approved, DRC and PDE content specialists built seven scrambled patterns of the Master Core for each grade and subject. OE items were not scrambled, meaning each operational OE item appeared in the same position on every form. Some MC items also appeared in the same position on multiple forms due to content constraints. In some subjects and grades the number of field-test forms was greater than the number of scrambled patterns. In these instances, the Master Core and scrambled patterns were repeated with no specific pattern appearing more than two times. Prior to 2023, only three forms were offered for CBT due to the low CBT administration volume; however starting in 2023, all forms were offered both as a paper-pencil form and as a CBT.

The Master Core was used at least as often, or more often, than any scrambled version of the core form. Since form 1 was used for all accommodated forms (e.g., Braille, Large Print, Audio, and Spanish) it was never designated as a Master Core. The specific forms presenting the Master Core vary across grades within each content area. Given that all forms were spiraled at the student level, the distribution of forms is reasonably uniform. The exception is Form 1, which had higher participation since it is the only form used for accommodations.

Based on TAC recommendations to minimize possible item position effects, each section of the Master Core was divided into blocks of non-overlapping MC and EBSR items. Recall that other item types were not part of the scrambling. The blocks typically contained six to seven items (or one passage), but the block sizes varied depending on the content and section. Within each block, items were scrambled following general psychometric and content guidelines to create up to five versions of the block in addition to the Master Core sequencing. The blocks were assembled to create seven scrambled versions of the Master Core (named A, B, C, D, E, F, and G) in addition to the Master Core.

Prior to scrambling the Master Core, DRC and PDE content specialists developed the following general psychometric and content guidelines:

- Items cannot move between blocks.
- DRC and PDE content specialists will work to ensure that the scrambling does not result in making content more difficult than the Master Core item sequence. For example, items of similar cognitive complexity will be swapped rather than random scrambling.
- A block scramble pattern is only valid if it does not contain an invalid key distribution within the block. Additional checks for an invalid key distribution across blocks must be made when combining block scramble patterns to create forms. For example, scrambling must not create more than three (3) of the same key positions in a row.
- A block scramble pattern is only valid if it does not contain an invalid standard (AA/EC) distribution within a block. Additional checks for standard distribution across blocks must be made when combining block scramble patterns to create forms. An exception was made for one mathematics scramble for each grade which ordered items within block by eligible content per PDE request.
- Scrambling should not place a difficult item as the first item in a section or a passage set; however, the first item in a block that does NOT begin a section may be a difficult item since blocks are invisible to the student.
- For subjects with passage-based items, a block scramble pattern is only valid if it does not create dissonance between the items and passage(s).
- Within a set of items connected to a paired set of passages, an item associated with both passages can be swapped only with another item associated with both passages. (These items must remain at the end of the set of items associated with the passage set.)

Table 9–3 shows a summary of the scrambling strategy employed for the PSSA. Each grade and subject used a total of eight different patterns of the core including the Master Core.

Table 9–3. Form Scrambling

Subject	Grade	Forms	Total Patterns	Master Cores
Mathematics	3	9	8	2
Mathematics	4	9	8	2
Mathematics	5	9	8	2
Mathematics	6	9	8	2
Mathematics	7	9	8	2
Mathematics	8	9	8	2
ELA	3	12	8	2
ELA	4	12	8	2
ELA	5	12	8	2
ELA	6	12	8	2
ELA	7	12	8	2
ELA	8	12	8	2
Science*	4	6	6	1
Science*	8	6	6	1

Note. *In 2023, the number of PSSA science forms was reduced from 12 to 6. For additional information about forms and test layouts, refer to Chapter Seven and Appendix G.

An important assumption for effectively collapsing forms into pattern groups is that the form spiraling yielded randomly equivalent groups. Table 9–4 provides the count of paper-pencil and online administrations, the mean raw score, the standard deviation by each scramble pattern, form, and mode. Please note that online Form 1 is used for all accommodated administrations and as such reflects different performance than performance on other forms.

Table 9–4M. Mathematics Mean Scores by Form

Subject	Grade	Form	Count (Paper)	RS Mean (Paper)	RS SD (Paper)	Count (CBT)	RS Mean (CBT)	RS SD (CBT)
Mathematics	3	01B	10798	27.22	11.43	5833	22.59	10.45
Mathematics	3	02M	10304	28.21	11.31	2133	30.21	10.32
Mathematics	3	03A	10284	28.01	11.38	2164	29.65	10.17
Mathematics	3	04C	10303	27.78	11.39	2167	30.05	10.43
Mathematics	3	05D	10275	28.09	11.26	2153	29.87	10.47
Mathematics	3	06E	10367	27.74	11.33	2110	29.80	10.35
Mathematics	3	07F	10347	28.18	11.38	2127	30.25	10.37
Mathematics	3	08M	10302	28.32	11.31	2153	29.73	10.18
Mathematics	3	09G	10324	28.20	11.28	2159	29.86	10.35
Mathematics	4	01B	10666	26.67	10.98	6592	22.72	10.01
Mathematics	4	02M	10135	27.28	10.94	2326	29.84	10.11
Mathematics	4	03A	10144	27.28	10.96	2291	29.46	10.04
Mathematics	4	04M	10131	27.45	10.94	2299	29.51	9.80
Mathematics	4	05C	10056	27.41	10.79	2278	29.21	9.69
Mathematics	4	06D	10082	27.75	10.93	2295	29.71	10.11
Mathematics	4	07E	10118	27.42	10.85	2308	29.68	10.19
Mathematics	4	08F	10139	27.65	10.83	2313	29.97	10.08
Mathematics	4	09G	10171	27.51	10.86	2298	29.71	10.10
Mathematics	5	01C	10440	24.03	11.56	6869	19.71	10.72
Mathematics	5	02M	9793	24.99	11.35	2637	27.32	10.98
Mathematics	5	03A	9857	25.17	11.38	2646	26.96	10.79
Mathematics	5	04B	9824	24.99	11.48	2664	27.02	10.89
Mathematics	5	05D	9813	25.11	11.46	2674	27.14	10.91
Mathematics	5	06E	9758	24.95	11.39	2645	26.49	11.01
Mathematics	5	07F	9817	25.06	11.42	2679	27.12	10.84
Mathematics	5	08G	9823	24.97	11.39	2686	27.12	11.03
Mathematics	5	09M	9786	25.16	11.34	2632	27.25	10.91
Mathematics	6	01C	9828	25.08	11.93	8011	20.92	11.13
Mathematics	6	02M	9208	26.01	11.91	3262	27.35	11.40
Mathematics	6	03A	9238	26.02	11.82	3295	27.41	11.39
Mathematics	6	04B	9266	26.10	11.99	3279	27.36	11.32
Mathematics	6	05D	9227	26.07	11.89	3292	27.61	11.43
Mathematics	6	06M	9166	26.31	11.78	3279	27.69	11.42
Mathematics	6	07E	9146	26.10	11.81	3286	27.34	11.46
Mathematics	6	08F	9198	25.99	11.81	3253	27.27	11.51
Mathematics	6	09G	9229	26.03	11.87	3262	27.55	11.49

Table 9–4M (continued). Mathematics Mean Scores by Form

Subject	Grade	Form	Count (Paper)	RS Mean (Paper)	RS SD (Paper)	Count (CBT)	RS Mean (CBT)	RS SD (CBT)
Mathematics	7	01C	9901	22.97	11.62	7212	18.78	10.64
Mathematics	7	02M	9218	23.76	11.74	3375	23.93	11.25
Mathematics	7	03A	9176	23.85	11.63	3354	24.19	11.23
Mathematics	7	04B	9148	23.52	11.58	3395	24.33	11.45
Mathematics	7	05D	9177	23.56	11.63	3392	23.93	11.38
Mathematics	7	06E	9238	23.59	11.61	3368	24.24	11.26
Mathematics	7	07M	9175	23.89	11.76	3372	23.91	11.30
Mathematics	7	08F	9220	23.49	11.57	3356	24.35	11.13
Mathematics	7	09G	9193	23.83	11.69	3331	24.32	11.47
Mathematics	8	01A	10058	23.98	11.36	6904	20.35	10.35
Mathematics	8	02M	9350	24.91	11.41	3403	25.19	10.90
Mathematics	8	03B	9352	24.94	11.48	3380	24.99	10.68
Mathematics	8	04C	9339	24.78	11.36	3435	24.98	10.91
Mathematics	8	05M	9304	24.72	11.32	3436	25.14	10.93
Mathematics	8	06D	9307	24.58	11.24	3431	25.20	10.89
Mathematics	8	07E	9343	24.81	11.43	3394	25.10	10.97
Mathematics	8	08F	9365	24.79	11.24	3411	24.88	10.66
Mathematics	8	09G	9362	24.63	11.47	3394	25.12	10.94

Table 9–4E. ELA Mean Scores by Form

Subject	Grade	Form	Count (Paper)	Raw Score Mean (Paper)	Raw Score SD (Paper)	Count (CBT)	Raw Score Mean (CBT)	Raw Score SD (CBT)
ELA	3	01A	10231	22.72	9.11	5744	17.93	8.01
ELA	3	02M	10159	23.15	9.10	2269	23.33	8.07
ELA	3	03B	10265	23.10	9.10	2263	23.63	8.23
ELA	3	04M	10241	23.16	9.14	2292	23.82	8.12
ELA	3	05C	10220	23.25	8.98	2288	23.64	8.17
ELA	3	06D	10165	22.99	8.99	2261	23.75	8.12
ELA	3	07E	10147	23.39	9.16	2289	23.50	8.38
ELA	3	08F	10177	23.17	9.03	2300	23.39	8.41
ELA	3	09G	10182	23.33	9.09	2269	23.63	8.22
ELA	4	01A	10091	33.04	12.94	6354	25.68	11.94
ELA	4	02M	10017	32.45	12.78	2394	33.96	11.55
ELA	4	03B	10003	33.15	12.68	2390	34.88	12.00
ELA	4	04C	9944	32.83	13.02	2390	34.29	11.87
ELA	4	05D	10048	32.93	12.89	2413	34.52	11.83
ELA	4	06M	10037	32.61	12.76	2392	34.04	11.59
ELA	4	07E	10042	32.88	12.92	2397	34.36	11.90
ELA	4	08F	10058	33.20	12.97	2399	34.79	11.81
ELA	4	09G	10044	33.12	12.62	2386	34.39	11.45
ELA	5	01A	9767	33.30	12.32	6826	27.68	12.01
ELA	5	02M	9733	33.03	12.16	2826	35.31	10.98
ELA	5	03B	9664	33.54	12.26	2839	35.48	11.07
ELA	5	04C	9699	33.27	12.17	2815	35.63	10.80
ELA	5	05D	9635	32.20	11.67	2828	34.85	10.96
ELA	5	06E	9680	33.60	12.23	2792	35.89	11.19
ELA	5	07M	9667	33.31	12.10	2821	35.34	11.05
ELA	5	08F	9712	33.63	12.00	2837	35.26	10.82
ELA	5	09G	9692	33.65	12.14	2775	35.90	11.21
ELA	6	01A	9035	33.78	11.73	7904	27.81	11.61
ELA	6	02M	8860	33.39	11.74	3580	33.59	11.06
ELA	6	03B	8960	33.70	11.51	3593	34.20	10.94
ELA	6	04C	8928	33.21	11.76	3569	34.05	10.98
ELA	6	05M	8960	33.29	11.49	3617	33.82	10.98
ELA	6	06D	8971	33.21	11.57	3537	34.41	11.03
ELA	6	07E	8928	33.60	11.69	3584	34.26	11.02
ELA	6	08F	8922	33.61	11.62	3595	34.13	11.09
ELA	6	09G	8948	33.60	11.64	3597	33.98	11.22

Table 9–4E (continued). ELA Mean Scores by Form

Subject	Grade	Form	Count (Paper)	Raw Score Mean (Paper)	Raw Score SD (Paper)	Count (CBT)	Raw Score Mean (CBT)	Raw Score SD (CBT)
ELA	7	01A	8994	33.43	12.67	7516	27.38	12.28
ELA	7	02M	8848	33.36	12.57	3753	33.65	12.10
ELA	7	03B	8862	33.87	12.60	3744	33.93	12.28
ELA	7	04C	8846	33.95	12.50	3732	33.97	12.24
ELA	7	05D	8870	33.89	12.67	3751	34.03	12.52
ELA	7	06E	8804	33.79	12.59	3772	34.01	12.22
ELA	7	07F	8871	34.05	12.60	3734	34.03	12.19
ELA	7	08G	8892	33.97	12.66	3744	33.80	12.33
ELA	7	09M	8866	33.47	12.55	3717	33.45	12.05
ELA	8	01A	9096	34.78	12.29	7152	29.45	12.66
ELA	8	02M	9072	34.99	12.19	3762	34.78	12.02
ELA	8	03B	9077	35.27	12.36	3761	34.83	12.15
ELA	8	04C	9050	35.06	12.33	3801	35.01	12.22
ELA	8	05D	9096	35.20	12.31	3815	34.76	12.16
ELA	8	06E	9002	35.04	12.30	3782	34.49	12.23
ELA	8	07F	9080	34.88	12.39	3782	34.52	12.04
ELA	8	08M	9030	34.97	12.20	3787	34.39	12.15
ELA	8	09G	9013	35.24	12.42	3779	34.74	12.08

Table 9–4S. Science Mean Scores by Form

Subject	Grade	Form	Count (Paper)	RS Mean (Paper)	RS SD (Paper)	Count (CBT)	RS Mean (CBT)	RS SD (CBT)
Science	4	01A	15212	25.75	10.15	8338	23.30	9.85
Science	4	02M	14713	26.38	10.02	3885	28.41	9.30
Science	4	03B	14634	26.31	9.98	3914	28.37	9.47
Science	4	04C	14635	26.42	10.03	3875	28.57	9.24
Science	4	05D	14705	26.26	10.08	3895	28.50	9.44
Science	4	06E	14719	26.27	10.11	3856	28.29	9.42
Science	8	01A	13721	25.64	10.49	9846	23.85	10.57
Science	8	02M	12982	26.29	10.42	5961	27.21	10.01
Science	8	03B	13031	26.46	10.45	5941	27.24	10.02
Science	8	04C	12978	26.58	10.35	6009	27.37	10.05
Science	8	05D	12931	26.53	10.36	6002	27.35	10.06
Science	8	06E	13014	26.31	10.37	5977	27.15	9.93

Table 9–5 shows the number of students who took each form pattern (recall that pattern M is the Master Core version), and Table 9–6 shows the form to scramble pattern conversion.

Table 9–5. Form Pattern Administration Counts

Subject	Grade	A	B	C	D	E	F	G	M
Mathematics	3	12448	16631	12470	12428	12477	12474	12483	24892
Mathematics	4	12435	17258	12334	12377	12426	12452	12469	24891
Mathematics	5	12503	12488	17309	12487	12403	12496	12509	24848
Mathematics	6	12533	12545	17839	12519	12432	12451	12491	24915
Mathematics	7	12530	12543	17113	12569	12606	12576	12524	25140
Mathematics	8	16962	12732	12774	12738	12737	12776	12756	25493
ELA	3	15975	12528	12508	12426	12436	12477	12451	24961
ELA	4	16445	12393	12334	12461	12439	12457	12430	24840
ELA	5	16593	12503	12514	12463	12472	12549	12467	25047
ELA	6	16939	12553	12497	12508	12512	12517	12545	25017
ELA	7	16510	12606	12578	12621	12576	12605	12636	25184
ELA	8	16248	12838	12851	12911	12784	12862	12792	25651
Science	4	23550	18548	18510	18600	18575			18598
Science	8	23567	18972	18987	18933	18991			18943

Note. Final data was used

Table 9–6. Form to Pattern Conversion Table

Subject	Grade	1	2	3	4	5	6	7	8	9
Mathematics	3	B	M	A	C	D	E	F	M	G
Mathematics	4	B	M	A	M	C	D	E	F	G
Mathematics	5	C	M	A	B	D	E	F	G	M
Mathematics	6	C	M	A	B	D	M	E	F	G
Mathematics	7	C	M	A	B	D	E	M	F	G
Mathematics	8	A	M	B	C	M	D	E	F	G
ELA	3	A	M	B	M	C	D	E	F	G
ELA	4	A	M	B	C	D	M	E	F	G
ELA	5	A	M	B	C	D	E	M	F	G
ELA	6	A	M	B	C	M	D	E	F	G
ELA	7	A	M	B	C	D	E	F	G	M
ELA	8	A	M	B	C	D	E	F	M	G
Science	4	A	M	B	C	D	E			
Science	8	A	M	B	C	D	E			

Note. Only 6 Science forms were offered in 2023.

SCRAMBLING ANALYSIS

FORM LEVEL

The test-level and item-level effects of scrambling are presented in the following section. Table 9–7 shows the mean raw score difference from the Master Core for each scramble pattern (scramble pattern mean minus Master Core mean). The highlighted mean differences are statistically significant at family-wise Type I error rate (alpha) 0.01 with two-sample t-test. For example, with grade 3 math, seven two sample t-tests were conducted (Master Core vs. A, B, C, D, E, F, and G) and each test had Type I error rate (alpha) of 0.001428571 to keep the family-wise Type I error rate 0.01. Form 1, the form designated for use with accommodations was included in these analyses and as expected, a statistically significant difference was found wherever a pattern corresponds to Form 1. This difference, however, is likely attributable to the general pattern of lower item and test level scores for examinees using accommodations, and not to scrambling effects. Form 1 for all ELA, and science grades followed pattern A, whereas math forms differed by grade level.

Table 9–7 shows that, aside from results that are likely influenced by examinees receiving accommodations, 1 of 36, 11 of 36, and 0 of 8 scramble pattern raw score means showed a statistically significant difference from the Master Core in mathematics, ELA, and science, respectively.

Table 9–7. Mean Raw Score Differences from the Master Core

Subject	Grade	A	B	C	D	E	F	G
Mathematics	3	-0.26	-2.96	-0.39	-0.16	-0.47	-0.03	-0.07
Mathematics	4	-0.11	-2.63	-0.05	0.32	0.04	0.29	0.12
Mathematics	5	0.01	-0.12	-3.23	0.00	-0.27	-0.04	-0.11
Mathematics	6	-0.13	-0.09	-3.31	-0.04	-0.09	-0.19	-0.09
Mathematics	7	0.09	-0.11	-2.65	-0.19	-0.09	-0.13	0.11
Mathematics	8	-2.41	0.05	-0.08	-0.16	-0.02	-0.09	-0.15
ELA	3	-2.23	-0.03	0.09	-0.11	0.18	-0.02	0.16
ELA	4	-2.61	0.67	0.31	0.43	0.35	0.70	0.55
ELA	5	-2.67	0.33	0.14	-0.86	0.46	0.34	0.49
ELA	6	-2.45	0.40	0.00	0.10	0.34	0.31	0.26
ELA	7	-2.78	0.43	0.50	0.47	0.40	0.59	0.46
ELA	8	-2.43	0.27	0.18	0.21	0.01	-0.09	0.23
Science	4	-1.92	-0.06	0.06	-0.07	-0.11		
Science	8	-1.68	0.12	0.25	0.21	0.00		

Note. Highlighted cells indicate the scramble pattern is statistically significantly different from the Master Core form at family-wise $\alpha = 0.01$ (corrected for pairwise comparisons) for each subject and grade.

ITEM LEVEL

The item level scrambling was examined using differential item functioning (DIF) described in Chapter Five. The *Mantel-Haenszel* procedure (Mantel & Haenszel, 1959) for detecting differential item functioning is a commonly used technique for MC items in educational testing and contrasts a focal group with a reference group.

In this section, master core form is reference group and non-master core forms were the focal groups. The items are assigned a severity code based on the magnitude of the effect sizes. Items classified as A+ or A- have little or no statistical indication of DIF. Items classified as B+ or B- have some indication of DIF but may be judged to be acceptable for future use. Items classified as C+ or C- have strong evidence of DIF and should be reviewed. Table 9–8 shows the number of items with C DIF items. There was 1 item in n ELA grade 5 that exhibited C-level DIF on two forms (E and G).

Table 9–8. The Number of Items with C DIF for Scrambling Effect

Subject	Item Type	Grade	A	B	C	D	E	F	G
Mathematics	MC	3	0	0	0	0	0	0	0
Mathematics	MC	4	0	0	0	0	0	0	0
Mathematics	MC	5	0	0	0	0	0	0	0
Mathematics	MC	6	0	0	0	0	0	0	0
Mathematics	MC	7	0	0	0	0	0	0	0
Mathematics	MC	8	0	0	0	0	0	0	0
ELA	MC	3	0	0	0	0	0	0	0
ELA	MC	4	0	0	0	0	0	0	0
ELA	MC	5	0	0	0	0	1	0	1
ELA	MC	6	0	0	0	0	0	0	0
ELA	MC	7	0	0	0	0	0	0	0
ELA	MC	8	0	0	0	0	0	0	0
Science	MC	4	0	0	0	0	0		
Science	MC	8	0	0	0	0	0		

CHAPTER TEN: SUMMARY DEMOGRAPHIC, PROGRAM, AND ACCOMMODATION DATA FOR THE 2023 PSSA

ASSESSED STUDENTS

The PSSA assessed students include those from public schools who are required to participate as well as those from a small number of non-public schools (fewer than 500 students per grade level) that elected to participate. Also included were home-schooled students (fewer than 100 students per grade) and a small number of foreign exchange students (generally fewer than 30 students per grade). An exception was granted for those IEP students with quite significant cognitive impairments who met each of the following criteria, making them eligible to participate in the Pennsylvania Alternate System of Assessment (PASA) for mathematics, reading, and science: 1) was enrolled in the assessed grade level for the subject area, 2) had a very severe cognitive disability, 3) required very intensive instruction, 4) required very extensive adaptation and support to perform or participate meaningfully, 5) required very substantial modification of the general education curriculum, and 6) participated in the general education curriculum that differed markedly in form and substance from that of other students. (See the *2023 Pennsylvania System of School Assessment: Handbook for Assessment Coordinators*.)

Results for this chapter are presented in tables for the three PSSA subject areas (mathematics, ELA, and science). Accompanying each numbered table is a letter (M, E, or S) to designate the subject area. Mathematics results are indicated by “M,” ELA results are indicated by “E,” and science results are indicated by “S.” Tables 10–1E through 10–1S provide a summary of the assessed students for each subject. The last line combines the number of paper and online tests that are processed. This number is typically less than the “Used Answer Booklets Received” column shown in Table 8–1. The reason for the difference is that completely blank answer booklets (no student name and no items responded to) are removed from the initial batch of materials scanned. See Chapter Eight for more details on processing. Some processed booklets have student identifying information but will not receive a score. These results are presented within the 10–1 tables. Explanations for non-assessed students are provided later in this chapter.

Table 10–1M. Students Assessed on the 2023 PSSA: Mathematics

Description	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Total number of PPT processed (Number)	97,663	96,275	93,605	88,672	89,688	92,303
Total number of CBT processed (Number)	23,863	25,998	29,294	35,840	36,113	36,479
Total number of tests processed (Number)	121,526	122,273	122,899	124,512	125,801	128,782
Total number of tests processed with a score (Number)	118,909	119,177	119,473	120,180	120,128	121,337
Total number of tests processed with a score (Percent)	97.8	97.5	97.2	96.5	95.5	94.2
Total number of tests processed without a score (Number)	2,617	3,096	3,426	4,332	5,673	7,445
Total number of tests processed without a score (Percent)	2.2	2.5	2.8	3.5	4.5	5.8
Students with a Mathematics score used in state summaries (Number)	116,303	116,642	117,043	117,725	117,601	118,968

Notes. PPT = Paper/Pencil Test
 CBT = Computer-Based Test

Table 10–1E. Students Assessed on the 2023 PSSA: ELA

Description	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Total number of PPT processed (Number)	96,456	95,244	92,140	85,710	86,045	88,785
Total number of CBT processed (Number)	24,883	26,758	30,541	38,542	39,511	39,784
Total number of tests processed (Number)	121,339	122,002	122,681	124,252	125,556	128,569
Total number of tests processed with a score (Number)	117,824	118,037	118,541	119,348	119,376	120,862
Total number of tests processed with a score (Percent)	97.1	96.8	96.6	96.1	95.1	94
Total number of tests processed without a score (Number)	3,515	3,965	4,140	4,904	6,180	7,707
Total number of tests processed without a score (Percent)	2.9	3.2	3.4	3.9	4.9	6
Students with an English Language Arts score used in state summaries (Number)	115,762	116,075	116,608	117,377	117,316	118,937

Notes. PPT = Paper/Pencil Test
CBT = Computer-Based Test

Table 10–1S. Students Assessed on the 2023 PSSA: Science

Description	Gr. 4	Gr. 8
Total number of PPT processed (Number)	93,311	86,066
Total number of CBT processed (Number)	28,867	42,380
Total number of tests processed (Number)	122,178	128,446
Total number of tests processed with a score (Number)	118,892	120,733
Total number of tests processed with a score (Percent)	97.3	94
Total number of tests processed without a score (Number)	3,286	7,713
Total number of tests processed without a score (Percent)	2.7	6
Students with a Science score used in state summaries (Number)	116,381	118,393

Notes. PPT = Paper/Pencil Test
CBT = Computer-Based Test

NON-ASSESSED STUDENTS

As may be observed from Tables 10–1E through 10–1S, not all students were assessed. Although there are a variety of reasons for this, the major ones pertain to the following:

- Extended absence from school that continued beyond the assessment window.
- Failure to meet the attempt criteria on one or more subject-area test sections and no exclusion code was marked by school personnel. For mathematics, ELA, and science, the attempt criteria required a minimum of five items to be completed in each subject area section.
- EL students in their first year in U.S. schools (ELA only).
- Medical emergency.
- Parental request in which the student’s parent/guardian reviewed the assessment, found it to be in conflict with his/her religious belief, and requested in writing that the student be excluded from participation.
- Parental request in which the student’s parent/guardian chose to have his/her child excluded from participation based on reasons other than conflict with religious belief, even though there is no provision for this exclusion in Pennsylvania regulation.
- Other reasons.

The numbers of students without test scores for these reasons are presented in Tables 10–2E through 10–2S.

Table 10–2M. Counts of Students without Scores on the 2023 PSSA: Mathematics

Reason for Non-Assessment	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Extended absence from school (Number)	291	335	376	576	819	1,034
Extended absence from school (Percent)	11.1	10.8	11	13.3	14.4	13.9
Non-attempt (Number)	450	485	441	597	812	927
Non-attempt (Percent)	17.2	15.7	12.9	13.8	14.3	12.5
Medical emergency (Number)	116	135	134	201	290	393
Medical emergency (Percent)	4.4	4.4	3.9	4.6	5.1	5.3
Parental request - Chapter 4 (Number)	830	986	1,101	1,328	1,621	2,293
Parental request - Chapter 4 (Percent)	31.7	31.8	32.1	30.7	28.6	30.8
Parental request - Other reasons (Number)	706	860	1,015	1,188	1,462	2,023
Parental request - Other reasons (Percent)	27	27.8	29.6	27.4	25.8	27.2
Other reasons (Number)	224	295	359	442	669	775
Other reasons (Percent)	8.6	9.5	10.5	10.2	11.8	10.4
Total not assessed (Number)	2,617	3,096	3,426	4,332	5,673	7,445

Table 10–2E. Counts of Students without Scores on the 2023 PSSA: ELA

Reason for Non-Assessment	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Extended absence from school (Number)	220	270	317	486	701	871
Extended absence from school (Percent)	6.3	6.8	7.7	9.9	11.3	11.3
Non-attempt (Number)	1,091	1,196	1,034	1,167	1,423	1,441
Non-attempt (Percent)	31	30.2	25	23.8	23	18.7
EL in first year in U.S. schools (Number)	177	168	140	131	107	126
EL in first year in U.S. schools (Percent)	5	4.2	3.4	2.7	1.7	1.6
Medical emergency (Number)	103	97	127	180	244	341
Medical emergency (Percent)	2.9	2.4	3.1	3.7	3.9	4.4
Parental request - Chapter 4 (Number)	874	987	1,098	1,333	1,623	2,256
Parental request - Chapter 4 (Percent)	24.9	24.9	26.5	27.2	26.3	29.3
Parental request - Other reasons (Number)	710	862	1,006	1,122	1,325	1,891
Parental request - Other reasons (Percent)	20.2	21.7	24.3	22.9	21.4	24.5
Other reasons (Number)	340	385	418	485	757	781
Other reasons (Percent)	9.7	9.7	10.1	9.9	12.2	10.1
Total not assessed (Number)	3,515	3,965	4,140	4,904	6,180	7,707

Table 10–2S. Counts of Students without Scores on the 2023 PSSA: Science

Reason for Non-Assessment	Gr. 4	Gr. 8
Extended absence from school (Number)	448	1,255
Extended absence from school (Percent)	13.6	16.3
Non-attempt (Number)	511	1,011
Non-attempt (Percent)	15.6	13.1
Medical emergency (Number)	151	412
Medical emergency (Percent)	4.6	5.3
Parental request - Chapter 4 (Number)	969	2,245
Parental request - Chapter 4 (Percent)	29.5	29.1
Parental request - Other reasons (Number)	888	1,989
Parental request - Other reasons (Percent)	27	25.8
Other reasons (Number)	319	801
Other reasons (Percent)	9.7	10.4
Total not assessed (Number)	3,286	7,713

COMPOSITION OF SAMPLE USED IN SUBSEQUENT TABLES

Students included in the following demographic analyses were those who contributed to state summary statistics, using the final individual student data file provided to the Pennsylvania Department of Education in August 2023. Students not included in the state summary data were those who were 1) enrolled in a Pennsylvania school after October 1, 2022, 2) coded as EL and enrolled in a US school fewer than 12 cumulative months, 3) foreign exchange students, 4) home schooled, 5) enrolled in a non-public school, or 6) without a subject-area test score.

Demographic data for students taking the PSSA is presented separately for each subject area in Appendix I. Results for accommodations received were collected separately by subject area and are presented in separate tables as well.

COLLECTION OF STUDENT DEMOGRAPHIC INFORMATION

Data for analyses involving demographic characteristics were obtained primarily from information supplied by school district personnel through the Pennsylvania Information Management System (PIMS) and subsequently transmitted to DRC. Updates of attribution data were carried out through the DRC Attribution System. Some data such as accommodation information is marked directly on the student answer document at the time the PSSA is administered.

PARTICIPATION BY ADMINISTRATION MODE

Online (CBT) testing was available for the PSSA. As anticipated the majority of students were assessed utilizing paper/pencil tests (PPT). The bottom row of the tables presented in Appendix I present the number of students involved in the PPT and CBT administrations as well as Table 9–2 in Chapter Nine. Overall, the percent of students responding by CBT was approximately 19.78 to 33.56 percent for mathematics and ELA, and science. There was a substantial increase across each subject and grade level between 2019 and 2021. In general for ELA and math, higher grade levels tend to administer more computer-based tests.

DEMOGRAPHIC CHARACTERISTICS

Frequency data for each demographic category is presented in Appendix I. Percentages are based on students with scores in a subject area, which are shown at the bottom of the appropriate table. Included are students receiving education in a non-traditional setting, such as a court-agency placement.

TEST ACCOMMODATIONS PROVIDED

School personnel supplied information regarding accommodations that a student may have received while taking the PSSA. Accommodations are classified in terms of presentation, response, setting, and timing to enable students to better manage disabilities that hinder their ability to learn and respond to assessments. An accommodations manual entitled, *2023 Accommodations Guidelines: Keystone Exams and PSSA* guides the development and analysis of the PSSA. This manual may be found on the PDE website at www.education.pa.gov. A glossary of accommodation terms as applied to the PSSA is provided in Table 10–3 at the end of this chapter.

The frequency with which accommodations were utilized for PPT and CBT formats is summarized separately for each subject area in Appendix J. Tabled values are based on all students whose score contributed to state summary statistics in a given subject area. In the tables an NA denotes those instances in which a particular accommodation does not apply to one of the testing modes.

PRESENTATION ACCOMMODATIONS RECEIVED

Presentation Accommodations are those that provide alternate ways for students to access and process printed instructional material and assessments. These include auditory, tactile, visual, and combined auditory/visual modes of presentation. The number of presentation accommodations provided in the 2023 PSSA varied by subject and testing mode and are presented in Appendix J.

As depicted in Appendix J, the actual frequencies were low, with all but the read-aloud and audio accommodations being used by less than one percent of assessed students statewide. Among accommodations specific to CBT the use of audio was the most frequent. For CBT administration, there were unique accommodations, audio, color chooser, contrasting text chooser, and refreshable Braille, available for mathematics, ELA, and science. Video sign language was also available for mathematics and science.

RESPONSE ACCOMMODATIONS RECEIVED

Response Accommodations permit students to complete assignments, tests, and activities in different ways to solve or organize problems using some type of assistive device or organizer. The number of response accommodations provided on the 2023 PSSA varied by subject and testing mode and are presented in Appendix J.

SETTING ACCOMMODATIONS RECEIVED

Setting Accommodations permit a change in location in which a student receives instruction or participates in an assessment. There were four categories of setting accommodations for mathematics, ELA, and science on the 2023 PSSA. As depicted in Appendix J, the most common accommodation across subject areas was small group setting. This was true for both PPT and CBT modes of administration.

TIMING ACCOMMODATIONS RECEIVED

Timing Accommodations involve a change in the allowable length of time to complete assignments or assessments, including the way in which time is organized. There were four categories of timing accommodations for mathematics, ELA, and science on the 2023 PSSA. As depicted in Appendix J, the most commonly used accommodation was extended time, followed by frequent breaks. One consistent finding was that students responding by CBT had a higher usage of frequent breaks than observed for students taking a PPT.

ACCOMMODATION RATE FOR NON-IEP AND IEP STUDENTS

A comparison between students without an IEP (non-IEP students) and those with an IEP (IEP students) with regard to having received an accommodation is provided in Appendix K. In this data, accommodated means that a student received one or more of the total number of accommodations available for a given subject area; however, this also varies with administration mode. The total number of available accommodations for students taking a PPT was as follows: mathematics and science, 31; and ELA, 28. The number of available accommodations for students taking a CBT was as follows: mathematics and science, 29; and ELA, 25. The category of non-accommodated indicates that a student did not receive any accommodation during testing.

As expected, the general pattern of findings reveals a consistent and substantially higher percentage of IEP students receiving an accommodation in contrast to non-IEP students. This same pattern holds true regardless of test administration mode and PSSA test.

THE INCIDENCE OF ACCOMMODATIONS AND IEP AND EL STATUS

As noted in Appendix L, students with an IEP received an accommodation of some type far more often than non-IEP students, with the exception of the extended time accommodation. As the PSSA is designed as having no time limit, any student may opt for extended time. Certain accommodations with very low frequencies are specific to particular disabilities while others, such as extended time are far more common and may also apply to any student. Accommodations having the largest frequencies can potentially supply the most stable data when separated out for subgroup analysis. Listed below are the most commonly used accommodations, which were chosen for display.

- Some test items/questions read aloud (mathematics, science)
- All test items/questions read aloud (mathematics, science)
- Small group setting (mathematics, ELA, science)
- Extended time (mathematics, ELA, science)
- Frequent breaks (mathematics, ELA, science)
- Some language questions/text-dependent analysis questions read aloud (ELA)
- All language questions/text-dependent analysis questions read aloud (ELA)

Coding for IEP is dichotomous, as students are classified IEP and non-IEP. For purposes of this analysis, an English Learner (EL) is a student classified EL and enrolled in a U.S. school fewer than 12 cumulative months. All other assessed students, including those who have exited an ESL/bilingual program and are in the first or second year of monitoring, are regarded as non-EL. Students coded as EL and enrolled in a U.S. school fewer than 12 cumulative months, are excluded from state summary statistics as stated earlier in this chapter.

Customarily, a considerably larger percentage of IEP students receive a given accommodation than non-IEP students. Although less frequent, certain accommodations also have a high frequency rate for EL students. To separate out the effect of being classified IEP or EL, four possible combinations are presented in the Appendix L. These include general education students who are neither IEP nor EL, students who are IEP but non-EL, students who are EL but non-IEP, and students who are both IEP and EL. The bottom row for each grade provides the total number of assessed students in each of the four classifications.

GLOSSARY OF ACCOMMODATION TERMS

Table 10–3 provides a brief description of accommodation terms as used in the PSSA. Accommodation data was supplied by school personnel as noted in the left column of the table. The right column contains an explanation derived from the PDE publication, *2023 Accommodations Guidelines: Keystone Exams and PSSA*. This manual may be found on the PDE website at www.education.pa.gov.

Table 10–3. Glossary of Accommodation Terms as Applied in the 2023 PSSA

Type of Testing Accommodation	Explanation
Student used the following Presentation Accommodations	
Braille format	Students may use a Braille format of the test. Answers must then be transcribed into the answer booklet without alteration.
Large print format	Students with visual impairments may use a large print format. Answers must then be transcribed into the answer booklet without alteration.
Magnification device	Devices to magnify print may be used for students with visual impairments and/or print disabilities.
Color overlay	Students with visual impairments may place a color overlay on a printed page of the test document to make text more readable.
Computer assistive technology (e.g., electronic screen reader) (PDE approval required)	Students with severe visual disabilities that prevent them from accessing instructional material or performing the skill may use computer assistive technology; however, PDE must approve the program and functions prior to the test window.
Test items/questions/text-dependent analysis signed	Deaf/hearing impaired students may receive test directions from a qualified interpreter. Signing is also permitted for PSSA ELA writing section multiple-choice items, and text-dependent analysis questions and all items in PSSA mathematics and science and for Keystone Algebra and Biology.
Test items/questions/text-dependent analysis interpreted for EL	A qualified interpreter may translate directions or clarify instructions for the assessments. The interpreter may translate but not define specific words or test questions on the PSSA mathematics, science, ELA writing section multiple-choice items, and text-dependent analysis questions and Keystone Algebra and Biology exams.
Some or all test items/questions/text-dependent analysis read aloud	Students unable to decode text visually may have items/questions read aloud for PSSA ELA writing section multiple-choice items, and text-dependent analysis questions and all items in PSSA mathematics and science and for Keystone Algebra and Biology; however, words may not be defined.
Amplification device	In addition to using hearing aids, an amplification device to enhance clarity may be required.
Other (PDE approval required)	Other presentation accommodations indicated in the <i>Accommodation Guidelines</i> may be provided; however, PDE approval is required prior to the test window.
Spanish version for PSSA (Math and Science) and Keystone (Algebra and Biology)	Students whose first language is Spanish and who have been enrolled in U.S. schools for fewer than three years may take this version.
Student used the following Online Presentation Accommodations	
Audio	The online test form reads permissible test directions and items for a student unable to decode text. The accommodation must be marked within the test engine system. The accommodation is available on PSSA mathematics, science, ELA writing section multiple-choice items, and text-dependent analysis questions and Keystone Algebra and Biology exams.
Video sign language (per accommodations guidelines)	Eligible students who use a sign language accommodation during instructional periods may use VSL on the PSSA mathematics and science and Keystone Algebra and Biology assessments.
Color chooser or contrasting text chooser	The use of this accommodation enables a visually impaired student to change the background color or text color to make text more readable.
Refreshable Braille	This accommodation allows students to use a screen reader to produce a Braille translation output.

Table 10–3 (continued). Glossary of Accommodation Terms as Applied in the 2023 PSSA

Type of Testing Accommodation	Explanation
Student used the following Response Accommodations	
Braille/Note taker (per <i>Accommodations Guidelines</i>)	Students using this device as part of their regular instructional program may use it on the assessments; however, without thesaurus, spelling, or grammar checker.
Test administrator scribed open-ended responses at student’s direction	A test administrator may record word-for-word exactly what a student dictated directly into the test booklet. This includes MC and OE responses Keystone Algebra, Biology, and Literature tests and PSSA mathematics, ELA, and science.
Test administrator marked multiple-choice responses at student’s direction	A test administrator may mark an answer booklet at the direction of a student (e.g., a student may point to an MC answer with the test administrator marking the response in the answer booklet).
Test administrator transcribed student responses (per Accommodations Guidelines)	A test administrator may transcribe (copy) a student’s written, typed, or keyed response into a standard answer booklet.
Qualified Interpreter translated, transcribed, and/or scribed student’s signed responses	A qualified interpreter may interpret a student’s signed responses into written English for Keystone Algebra and Biology exams, and PSSA mathematics and science assessments. Interpreters are not permitted to make corrections or change the meaning of the response.
Qualified Interpreter translated, transcribed, and/or scribed EL student responses	A qualified interpreter may interpret a student’s non-English oral responses into written English for Keystone Algebra and Biology exams, and PSSA mathematics and science assessments. Interpreters are not permitted to make corrections or change the meaning of the response.
Mixed-mode test administration	Examinee taking the PSSA in computer-based mode provides handwritten responses to constructed-response items in paper answer booklet.
Augmentative communication device	Students with severe communication difficulties may use a special device to convey responses, which must be transcribed into the answer booklet by the test administrator.
Keyboard, word processor, or computer (per <i>Accommodations Guidelines</i>)	This is an allowable accommodation as a typing function only for students with the identified need. Supports such as dictionaries, thesauri, spell checkers, and grammar checkers must be turned off. Answers must then be transcribed into the answer booklet without alteration.
Translation dictionary for EL student	A word-to-word dictionary that translates native language to English (or vice versa) without word definitions or pictures is allowed on any portion of the Keystone Algebra and Biology exams, and PSSA mathematics and science tests.
Computer assistive technology (e.g., electronic screen reader) (PDE approval required)	Students with blindness or extremely low vision may use dictate text into a computer. Responses must be transcribed verbatim into student’s regular answer booklet.
Other (per <i>Accommodations Guidelines</i> or PDE approval)	Other accommodations may be appropriate and available if they do not compromise the integrity of the assessment. Documentation must be provided to PDE.
Student used the following Setting Accommodations	
Hospital/home testing	A student who is confined to a hospital or to home during the testing window may be tested in that environment.
One-on-one setting	One-on-one settings are necessitated in certain instances, such as to reduce distraction or in the use of certain devices. A separate room may be used to reduce distraction.
Small group setting	Some students may require a test setting with fewer students or a setting apart from all other students to minimize distraction.

Table 10–3 (continued). Glossary of Accommodation Terms as Applied in the 2023 PSSA

Type of Testing Accommodation	Explanation
Other (per <i>Accommodations Guidelines</i> or PDE approval)	Other accommodations may be appropriate and available if they do not compromise the integrity of the assessment. Documentation must be provided to PDE.
Student used the following Timing Accommodations	
Extended time	Extended time may be allotted for each section of the test as a planned accommodation to enable students to finish.
Frequent breaks	Frequent breaks (breaks within a test section) may be scheduled for the completion of each test section; however, a test section must be completed within one school day.
Changed test schedule	Students whose disabilities prevent them from following a regular, planned test schedule may follow an individual schedule that enables test completion.
Other (per <i>Accommodations Guidelines</i> or PDE approval)	Other accommodations may be appropriate and available if they do not compromise the integrity of the assessment. Documentation must be provided to PDE.

CHAPTER ELEVEN: CLASSICAL ITEM STATISTICS

This chapter provides an overview of the two most familiar item-level statistics obtained from any classical (traditional) item analysis: item difficulty and item discrimination. The following results were estimated using final data and pertain only to operational PSSA items (i.e., those items that contributed to a student’s total test score). Rasch item statistics are discussed in Chapter Twelve and test-level statistics are found in Chapter Seventeen.

ITEM-LEVEL STATISTICS

Appendix F provides classical item statistics and Rasch parameters for all PSSA items. Results are organized by subject and grade. These statistics represent the item characteristics most often used to determine whether an item functioned properly and/or how a group of students performed on a particular item. The item statistics in the appendices include p -values for multiple-choice (MC) items and item means for open-ended (OE)¹ items (indicators of item difficulty); point-biserial correlations for MC items and item-test correlations for OE items (indicators of item discrimination); and the proportion of students selecting each MC item option or earning each OE item score point.

ITEM DIFFICULTY

At the most general level, an item’s difficulty is indicated by its mean score in some specified group (e.g., grade level).

$$\bar{x} = \frac{1}{n} \cdot \sum_{i=1}^n x_i$$

In the mean score formula above, the individual item scores (x_i) are summed and then divided by the total number of students (n). For multiple-choice items, student scores are represented by 0s and 1s (0 = wrong, 1 = right). With 0–1 scoring, the equation above also represents the number of students correctly answering the item divided by the total number of students. Therefore, this is also the proportion correct for the item, or the p -value. In theory, p -values can range from 0.00² to 1.00 on the proportion-correct scale. For example, if an item has a p -value of 0.89, it means 89 percent of the students answered the item correctly. Additionally, this value might also suggest that the item was relatively easy and/or the students who attempted the item were relatively high achievers. In other words, item difficulty and student ability are somewhat confounded.

For OE items, mean scores can range from the minimum possible score (usually zero) to the maximum possible score (e.g., four points in the case of some mathematics, ELA, and science items). Sometimes a pseudo p -value is provided for an OE item. This is done by dividing the mean item score by the maximum possible item score.

The minimum and maximum extremes of the difficulty scale are typically not seen in applied practice. However, understanding the extremes helps illustrate that relatively lower values correspond to more difficult items, and that relatively higher values correspond to easier items. (As a result, some assert that this index would be more accurately referred to as the item’s easiness.)

Item difficulty is an important consideration for the PSSA tests because of the ranging achievement levels of students in Pennsylvania (Below Basic, Basic, Proficient, and Advanced). Items that are either very hard or very easy provide little information about student differences in achievement. However, an item answered correctly by a high percentage of students would suggest that the knowledge or skill the item measures has been mastered by most students. Conversely, an item answered incorrectly by a low percentage of students would suggest few students have mastered the knowledge or skill the item taps. On a standards-referenced test like the PSSA, a test development goal is to include a wide range of item difficulties.

¹ OE items for ELA include Short-Answer (SA), Evidence-Based Selected-Response (EBSR), Text-Dependent Analysis (TDA).

² For MC items with four response options, pure random guessing would lead to an expected p -value of 0.25.

ITEM DISCRIMINATION

At the most general level, item discrimination³ indicates an item's ability to differentiate between high and low achievers. It is expected that students with high ability (i.e., those who perform well on the PSSA overall) would be more likely to answer any given PSSA item correctly, while students with low ability (i.e., those who perform poorly on the PSSA overall) would be less likely to answer the same item correctly. For the PSSA tests, Pearson's product-moment correlation coefficient between item scores and test scores is used to indicate discrimination. (As commonly practiced, DRC removes the item score from the total score such that the resulting correlations will not be spuriously high.) The correlation coefficient can range from -1.0 to +1.0. If this expectation is met (high-scoring students tend to answer the item correctly while low-scoring students answer the item incorrectly), the correlation between the item score and the total test score will be both positive and noticeably large in its magnitude (i.e., well above zero), meaning the item is a good discriminator between high and low ability students. This should be the case for all PSSA operational test items.

In summary, the correlation will be positive in value when the mean test score of the students answering the item correctly is higher than the mean test score of the students answering the item incorrectly.⁴ In other words, this indicates that students who did well on the total test tended to do well on the item as well. However, an interaction can exist between item discrimination and item difficulty. Items answered correctly (or incorrectly) by a large proportion of examinees (i.e., the items have extreme *p*-values) can have reduced power to discriminate, and thus, can have lower correlations.

Discrimination is an important consideration for the PSSA because the use of more discriminating items on a test is associated with more reliable test scores. This in turn means that score estimates will be more precise (i.e., there will be smaller confidence intervals around the scores) and, perhaps more importantly, that more accurate performance level placements will be made. The issues of reliability, confidence intervals, and performance level classifications are further discussed in Chapter Eighteen.

³ As noted earlier, the discrimination index for PSSA dichotomously-scored MC items is typically referred to as the point-biserial correlation coefficient. For OE items, the term item-test correlation is sometimes used.

⁴ It is legitimate to view the point-biserial correlation as a standardized mean difference. A positive value indicates students who chose that response had a higher mean score than the average student; a negative value indicates students who chose that response had a lower than average mean score.

CLASSICAL ITEM ANALYSIS RESULTS

Table 11–1 provides the summary statistics for the difficulty and discrimination with respect to each subject and grade. The spread of item difficulties and discriminations can be seen in both Table 11–1 and Figure 11–1. There is a wide range of difficulties across all subjects, where p -values typically range from approximately 0.30 to approximately 0.85. Average p -values are consistent with test specifications. The item-total correlations typically range from about 0.20 to 0.70, where higher item-total correlations are often observed for OE items (see Table 11–2).

Table 11–1. Summary Statistics of Difficulty and Discrimination by Subject and Grade

Subject	Grade	Mean <i>P</i> -val.	Min <i>P</i> -val.	Q1 <i>P</i> -val.	Median <i>P</i> -val.	Q3 <i>P</i> -val.	Max <i>P</i> -val.	Mean I-T Corr.	Min I-T Corr.	Q1 I-T Corr.	Median I-T Corr.	Q3 I-T Corr.	Max I-T Corr.
Mathematics	3	0.56	0.26	0.47	0.57	0.67	0.84	0.43	0.20	0.35	0.43	0.50	0.73
Mathematics	4	0.57	0.26	0.49	0.57	0.69	0.84	0.42	0.24	0.36	0.40	0.47	0.70
Mathematics	5	0.51	0.30	0.41	0.52	0.58	0.83	0.45	0.24	0.40	0.46	0.50	0.73
Mathematics	6	0.52	0.28	0.43	0.51	0.62	0.83	0.45	0.26	0.37	0.45	0.48	0.75
Mathematics	7	0.49	0.23	0.40	0.49	0.58	0.77	0.45	0.23	0.37	0.44	0.51	0.76
Mathematics	8	0.50	0.30	0.37	0.53	0.60	0.80	0.44	0.29	0.36	0.43	0.48	0.74
ELA	3	0.53	0.35	0.47	0.50	0.60	0.76	0.39	0.20	0.34	0.39	0.47	0.64
ELA	4	0.54	0.36	0.47	0.55	0.64	0.76	0.42	0.25	0.33	0.43	0.51	0.64
ELA	5	0.53	0.29	0.49	0.51	0.59	0.76	0.41	0.23	0.34	0.40	0.49	0.63
ELA	6	0.56	0.33	0.46	0.55	0.62	0.82	0.39	0.19	0.32	0.37	0.47	0.62
ELA	7	0.55	0.32	0.46	0.57	0.62	0.80	0.42	0.24	0.36	0.42	0.49	0.61
ELA	8	0.56	0.36	0.49	0.54	0.62	0.81	0.41	0.17	0.32	0.40	0.48	0.64
Science	4	0.56	0.33	0.45	0.54	0.65	0.85	0.41	0.22	0.33	0.40	0.49	0.62
Science	8	0.56	0.28	0.46	0.56	0.65	0.82	0.43	0.26	0.38	0.44	0.47	0.62

Note. I-T Corr. is the item-test score correlation.

Table 11–2 disaggregates results for the MC and OE items. The mean p -values for MC items ranged from about 0.51 to 0.59 for Mathematics and from 0.53 to 0.56 for ELA. The mean p -values for MC items for Science grade 4 was 0.57 and 0.58 for grade 8. On average, OE items were slightly more difficult for mathematics and science, where p -values ranged from 0.25 to 0.43 and 0.45 to 0.48, respectively. P -values for ELA OE items were similar to be slightly lower that of MC items.

The mean item-test correlations ranged from roughly 0.37 to 0.43 and 0.47 to 0.71 for the MC and OE items, respectively. These are similar to historic trends. The OE correlations tended to be higher than the MC correlations, which is not surprising because the OE items include more score points. Based on the distribution of the discrimination (correlation) statistics, the overall item quality appears quite good. However, it is difficult to make global conclusions about overall test quality from these item statistics alone. With that caveat in mind, the results presented in this chapter indicate that the PSSA item difficulty and discrimination were in expected and acceptable ranges, and further evidence of the quality of the internal test structure is provided in the chapters that follow.

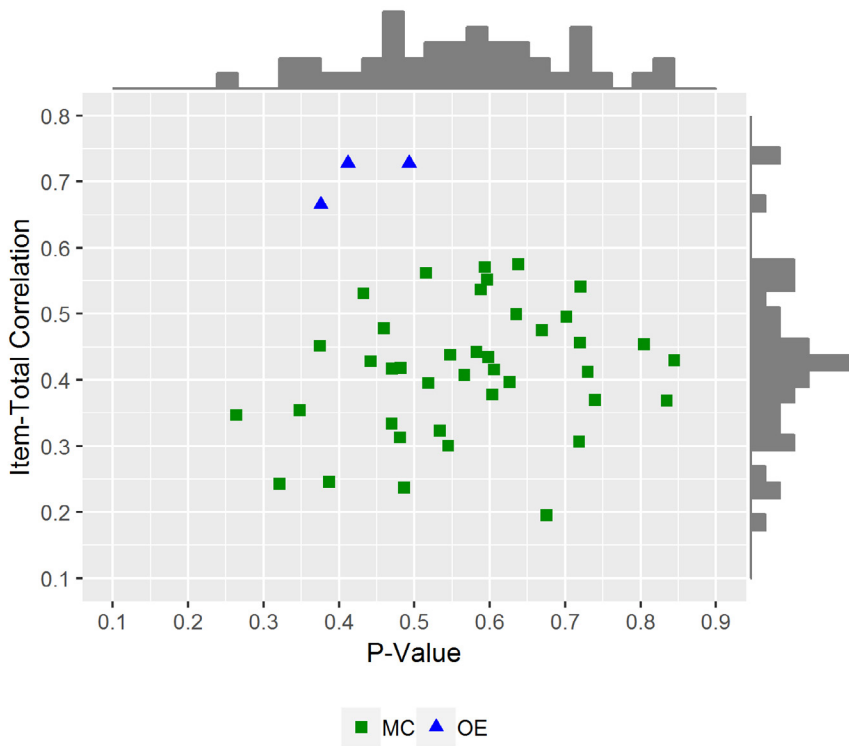
Table 11–2. Sum and Mean Statistics for MC and OE Items

Subject	Grade	MC Points	MC Sum	MC Mean <i>P</i> -val.	MC Mean I-T Corr.	OE Points	OE Sum	OE Mean <i>P</i> -val.	OE Mean I-T Corr.
Mathematics	3	40	22.87	0.57	0.41	12	5.12	0.43	0.71
Mathematics	4	40	23.80	0.59	0.40	12	3.67	0.31	0.67
Mathematics	5	40	20.99	0.52	0.43	12	4.01	0.33	0.67
Mathematics	6	40	21.29	0.53	0.43	12	4.66	0.39	0.73
Mathematics	7	40	20.42	0.51	0.42	12	3.01	0.25	0.74
Mathematics	8	40	20.57	0.51	0.42	12	3.95	0.33	0.69
ELA	3	29	15.78	0.54	0.37	16	7.22	0.45	0.51
ELA	4	32	17.42	0.54	0.40	19	9.81	0.52	0.52
ELA	5	32	16.83	0.53	0.38	19	10.61	0.56	0.55
ELA	6	32	18.26	0.57	0.37	19	9.23	0.49	0.47
ELA	7	32	17.90	0.56	0.39	19	9.36	0.49	0.54
ELA	8	32	17.77	0.56	0.38	19	10.92	0.57	0.55
Science	4	38	21.59	0.57	0.39	10	4.79	0.48	0.55
Science	8	38	21.86	0.58	0.42	10	4.48	0.45	0.53

Note. I-T Corr. is the item-test score correlation. OE items for ELA include SA, EBSR, and TDA.

Figure 11–1 presents scatterplots for each subject and grade and displaying each item plotted by its *p*-value on the *x*-axis and its item-total correlation on the *y*-axis. Note that pseudo *p*-values (described above) are used for OE items in these plots. These plots provide information about the distribution of item discrimination and item difficulty in a histogram along the *y*-axis and *x*-axis, respectively. Green squares indicate MC items and blue triangles indicate OE items. For ELA, OE items include SA, EBSR, and TDA item types. From the difficulty distributions illustrated in Figure 11–1, a wide range of item difficulties appeared on each exam, which was one test development goal. The bivariate relationship between item discrimination (item-test *correlations*) and difficulty (item *p*-values) shows a common trend that items with extreme difficulties can have lower discrimination values.

Figure 11–1. Discrimination and Difficulty Scatterplot
Item-Total Correlation vs. P-Value
 Mathematics 3



Item-Total Correlation vs. P-Value
 Mathematics 4

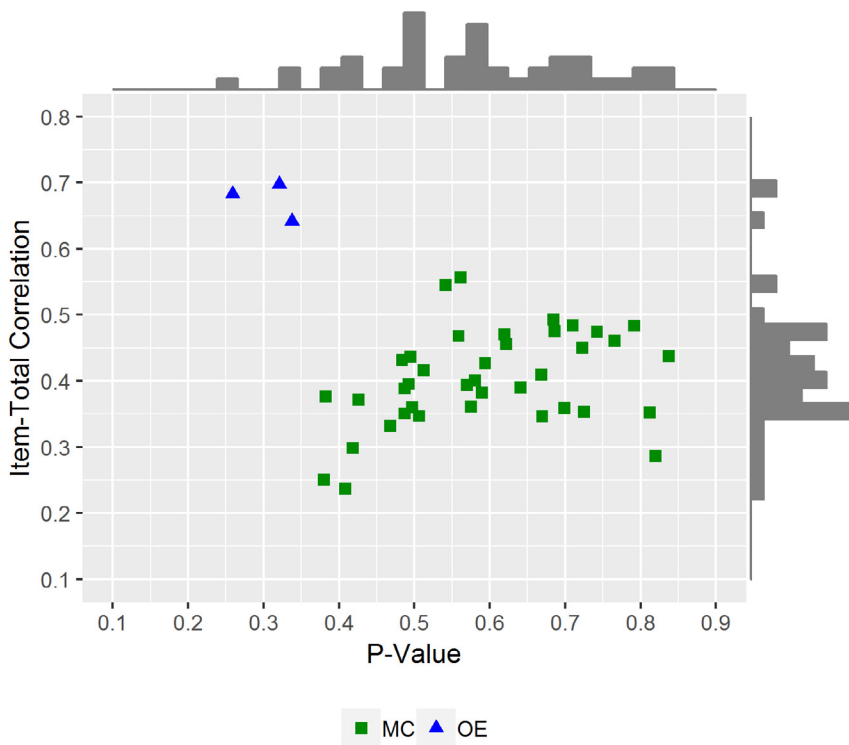
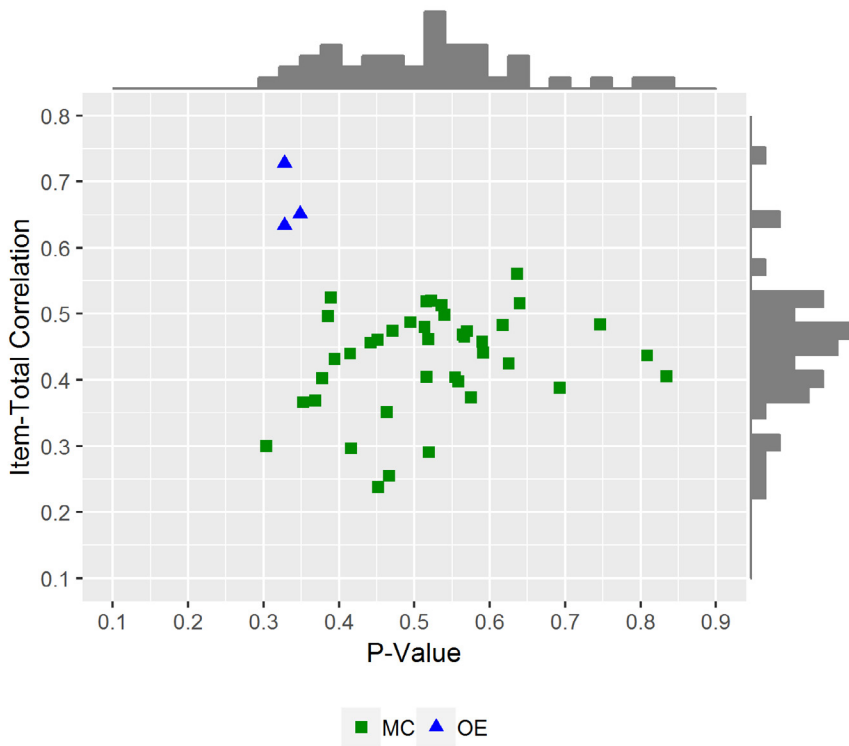


Figure 11–1 (continued). Discrimination and Difficulty Scatterplot

Item-Total Correlation vs. P-Value

Mathematics 5



Item-Total Correlation vs. P-Value

Mathematics 6

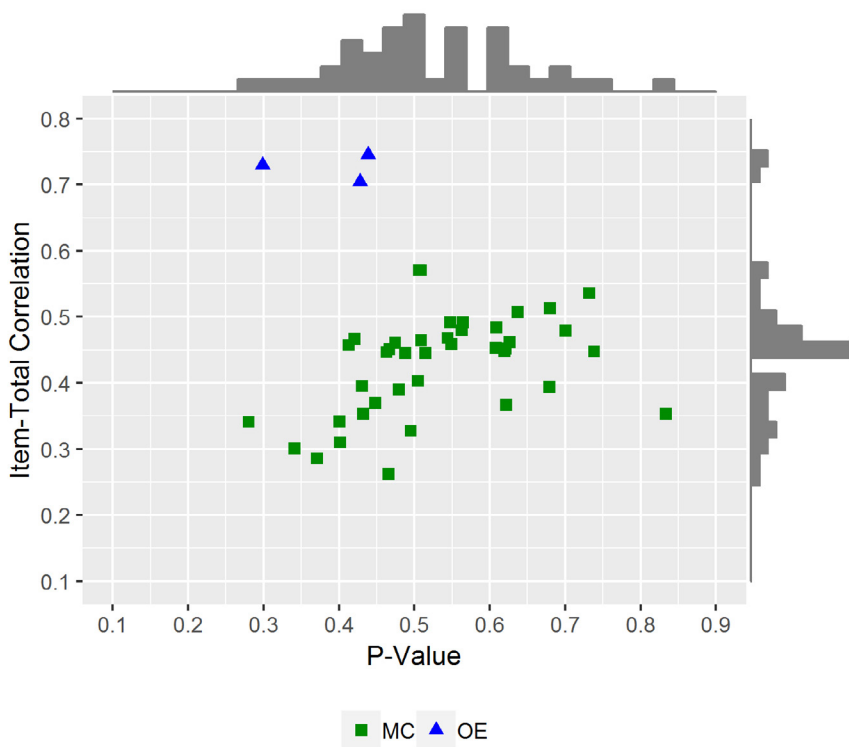
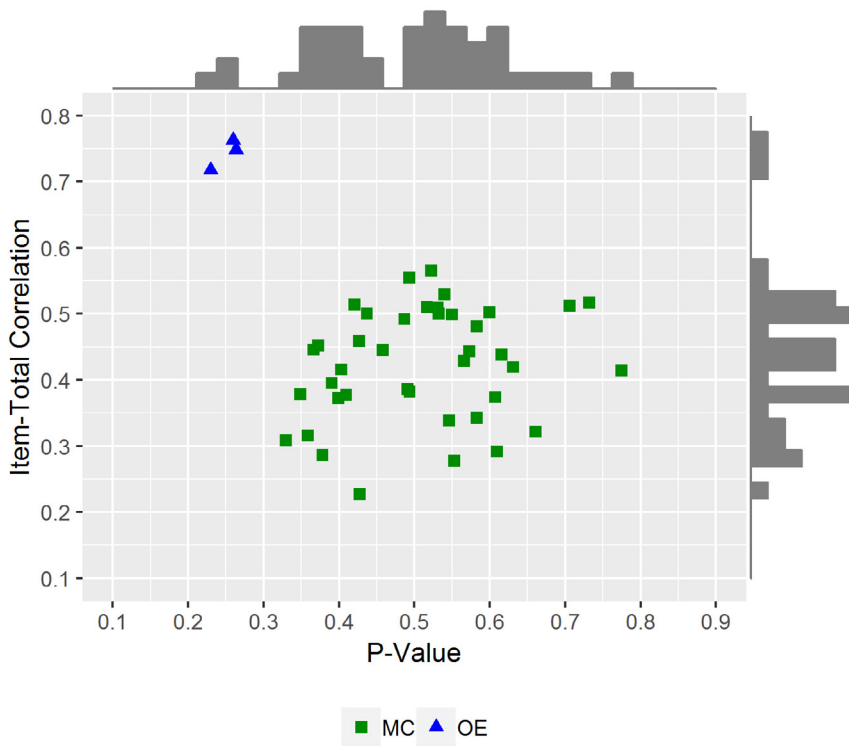


Figure 11–1 (continued). Discrimination and Difficulty Scatterplot

Item-Total Correlation vs. P-Value

Mathematics 7



Item-Total Correlation vs. P-Value

Mathematics 8

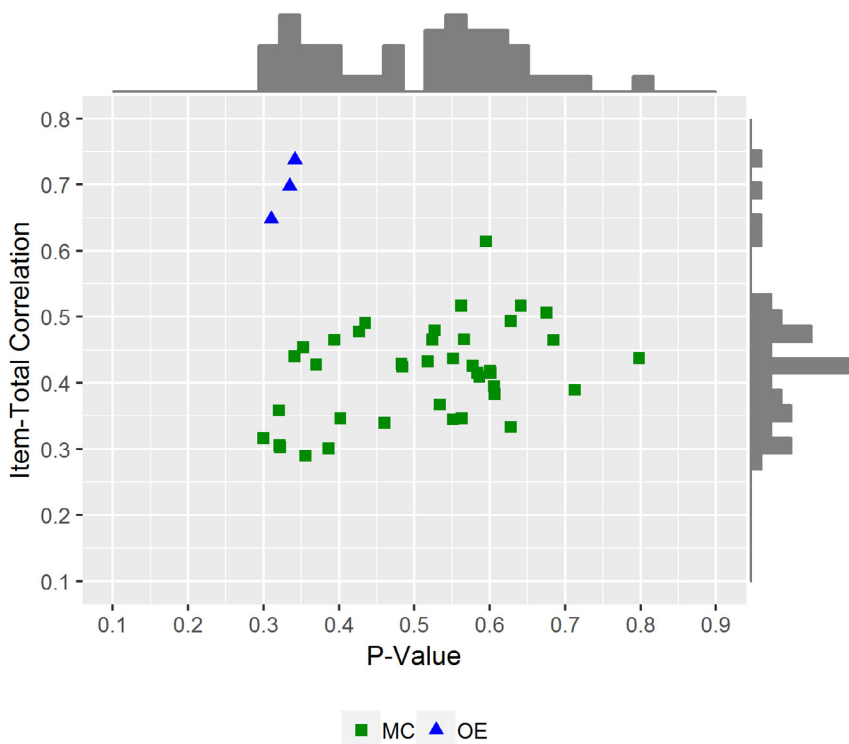
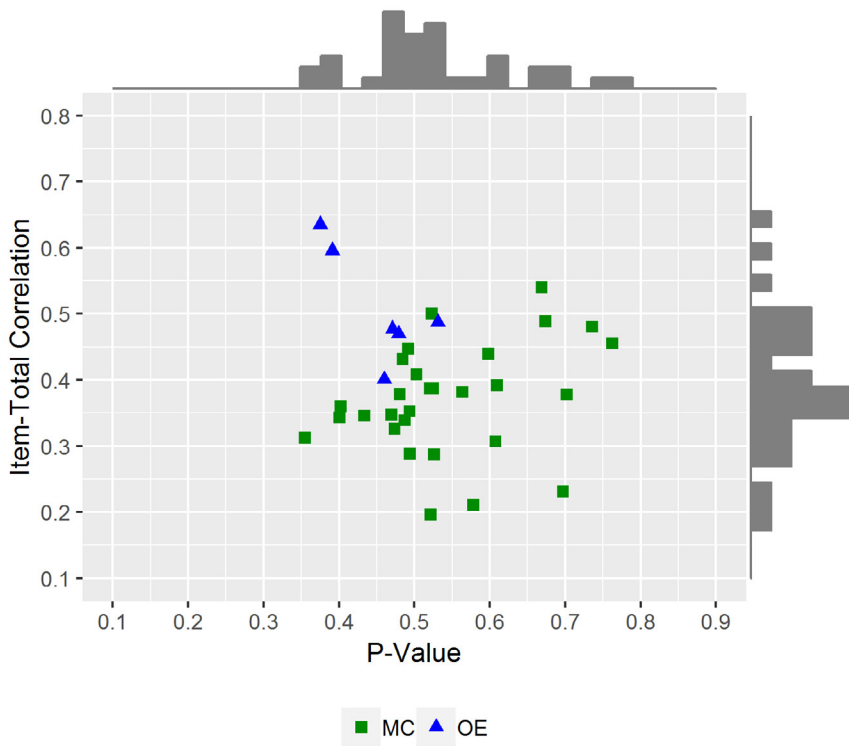


Figure 11–1 (continued). Discrimination and Difficulty Scatterplot

Item-Total Correlation vs. P-Value

ELA 3



Item-Total Correlation vs. P-Value

ELA 4

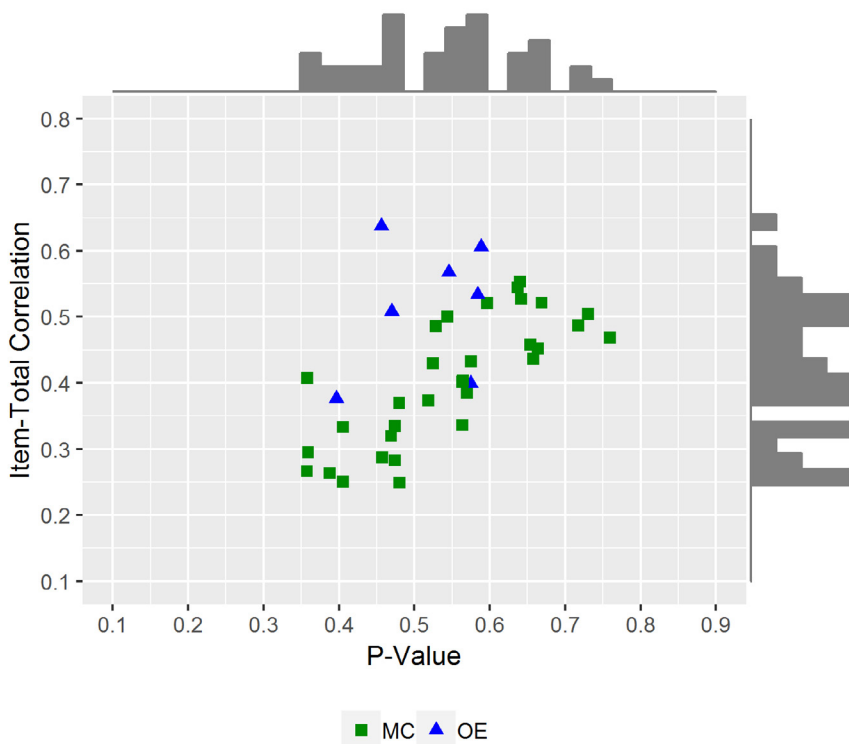
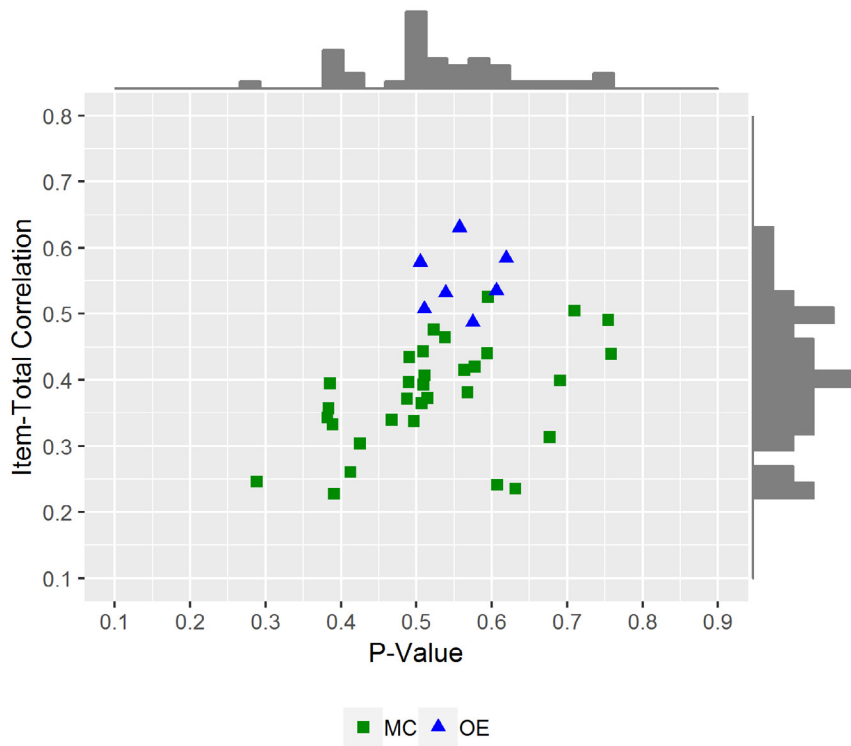


Figure 11–1 (continued). Discrimination and Difficulty Scatterplot

Item-Total Correlation vs. P-Value

ELA 5



Item-Total Correlation vs. P-Value

ELA 6

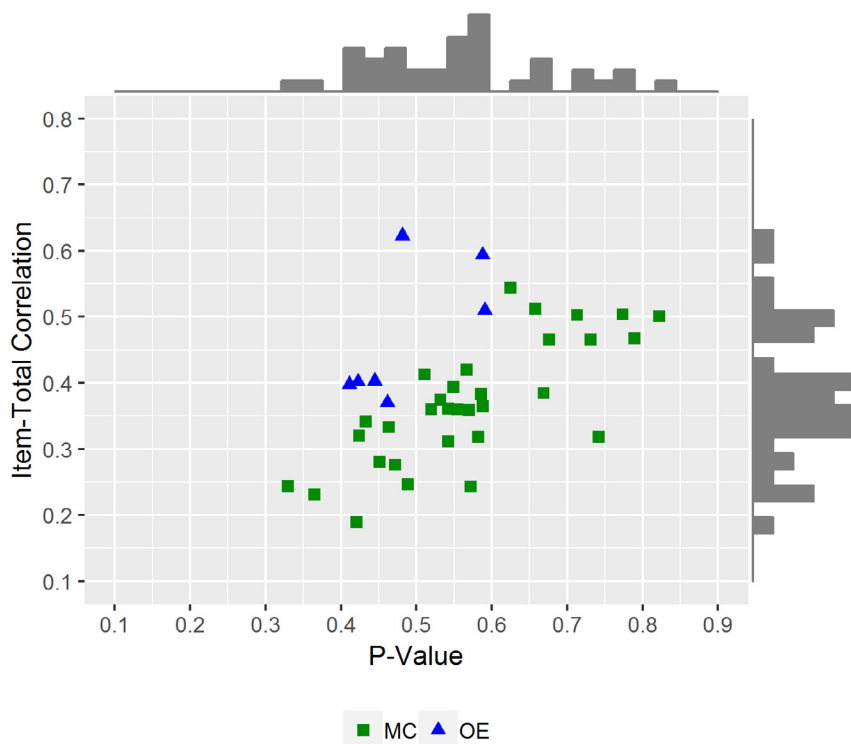
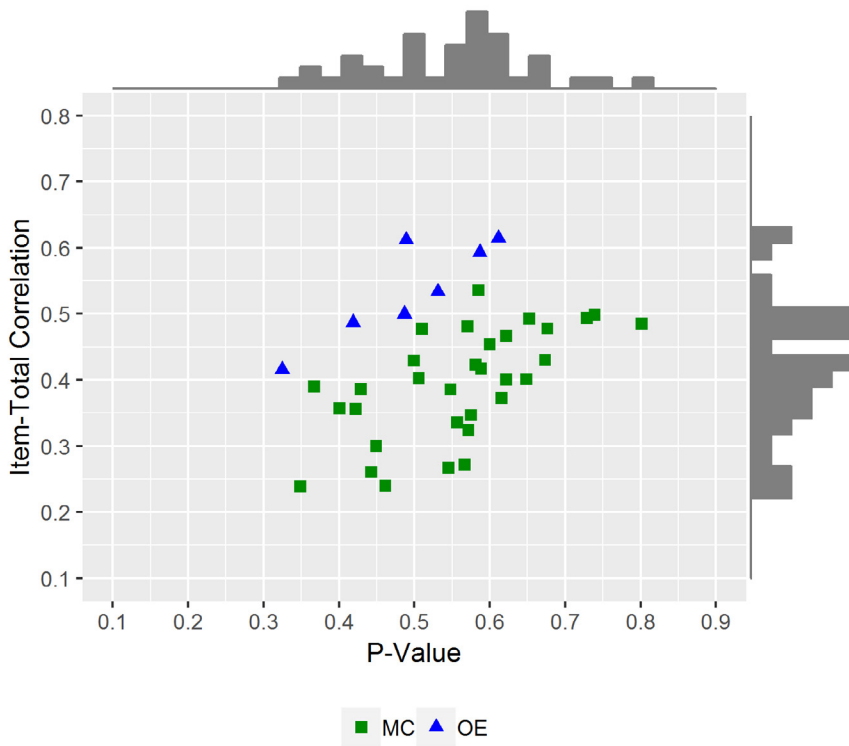


Figure 11–1 (continued). Discrimination and Difficulty Scatterplot

Item-Total Correlation vs. P-Value

ELA 7



Item-Total Correlation vs. P-Value

ELA 8

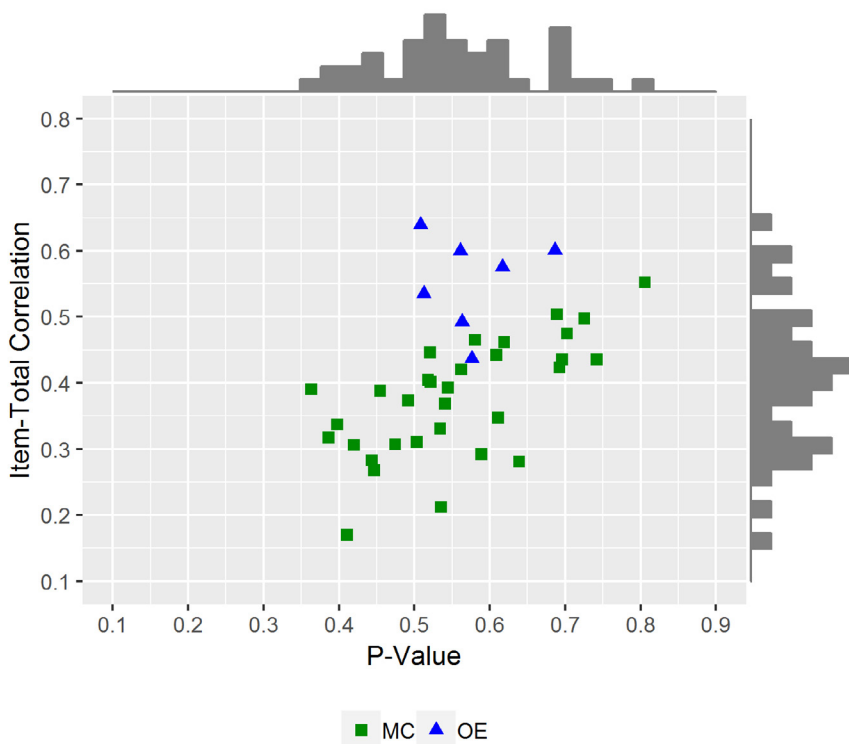
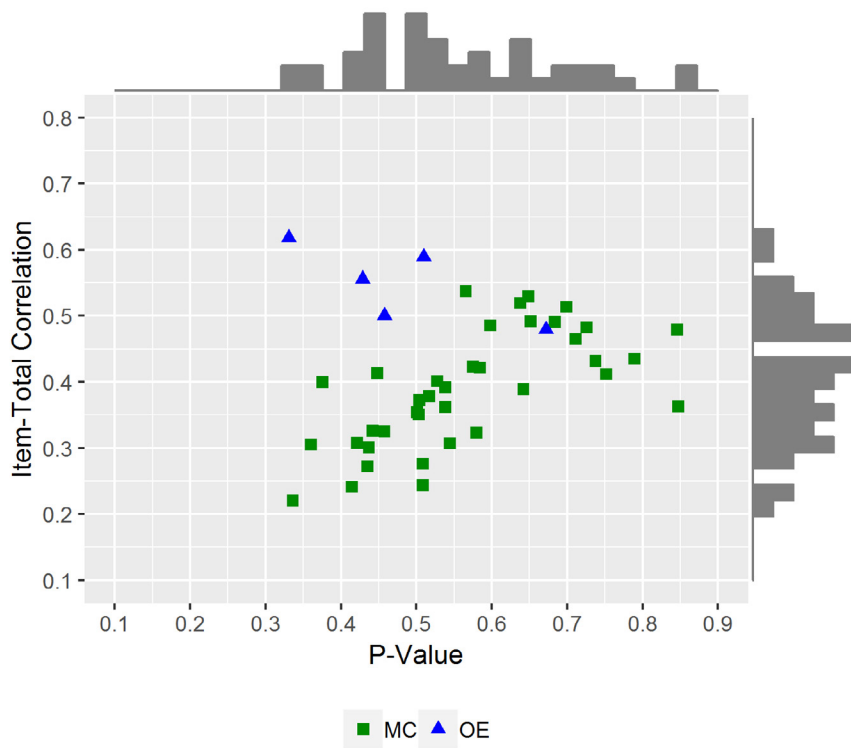


Figure 11–1 (continued). Discrimination and Difficulty Scatterplot

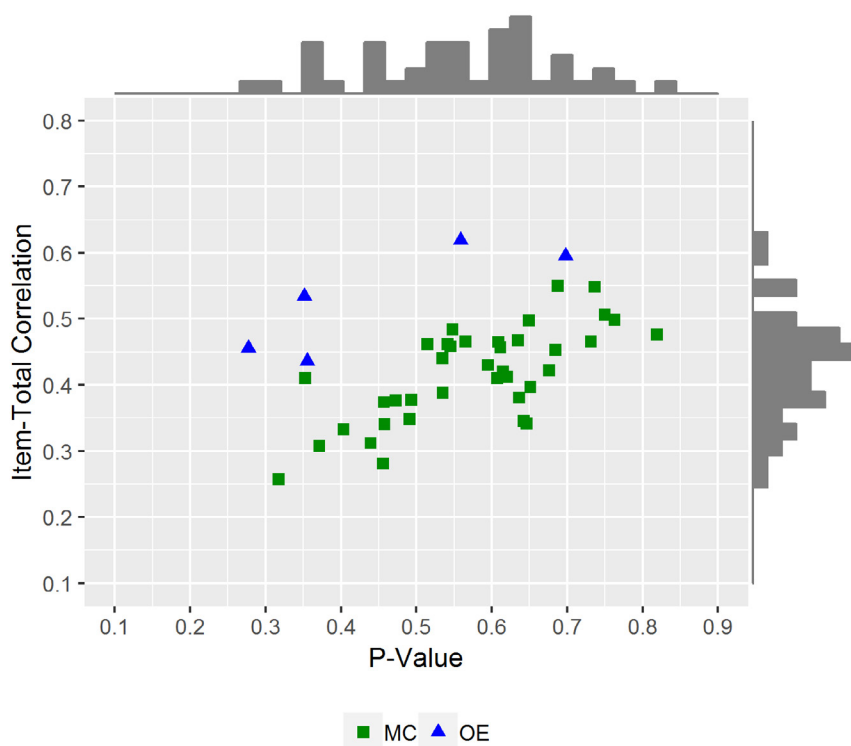
Item-Total Correlation vs. P-Value

Science 4



Item-Total Correlation vs. P-Value

Science 8



CHAPTER TWELVE: RASCH ITEM CALIBRATION

The item response theory (IRT) model used for the PSSA is based on the work of Georg Rasch. Rasch models have had a long-standing presence in applied testing programs and it has been the methodology continually used to calibrate PSSA data in recent history. IRT has several advantages over classical test theory, so it has become the standard procedure for analyzing item response data in large-scale assessments. However, IRT models make several strong assumptions related to dimensionality, local independence, model-data fit, and item parameter invariance. Resulting inferences derived from any application of IRT rests strongly on the degree to which the underlying assumptions are met.

This chapter outlines the procedures used for calibrating the operational PSSA items. Generally, item calibration is the process of assigning a difficulty-parameter estimate to each item on an assessment so that all items are placed onto a common scale. This chapter briefly introduces the Rasch model, reports the results from evaluations of the adequacy of the Rasch assumptions, and summarizes the Rasch item statistics for the PSSA mathematics, ELA, and science tests. Additional Rasch procedures are discussed with respect to equating in Chapter Fifteen.

DESCRIPTION OF THE RASCH MODEL

The Rasch partial credit model (RPCM; Wright & Masters, 1982) was used to calibrate PSSA items because both multiple-choice (MC) and open-ended (OE) items were part of the assessment. The RPCM extends the Rasch model (Rasch, 1960) for dichotomous (0, 1) items so that it accommodates the polytomous OE item data. Under the RPCM, for a given item i with m_i score categories, the probability of person n scoring x ($x = 0, 1, 2, \dots, m_i$) is given by:

$$P_{ni}(X = x) = \frac{\exp \sum_{j=0}^x (\theta_n - D_{ij})}{\sum_{k=0}^{m_i} \exp \sum_{j=0}^k (\theta_n - D_{ij})},$$

where θ_n represents a student's proficiency (ability) level, and D_{ij} is the step difficulty of the j^{th} step on item i . For dichotomous MC items, the RPCM reduces to the standard Rasch model and the single step difficulty is referred to as the item's difficulty. The Rasch model predicts the probability of person n getting item i correct as follows:

$$P_{ni}(X = 1) = \frac{\exp(\theta_n - D_{ij})}{1 + \exp(\theta_n - D_{ij})}.$$

The Rasch model places both student ability and item difficulty (estimated in terms of log-odds or logits) on the same continuum. When the model assumptions are met, the Rasch model provides estimates of a person's ability which are independent of the items employed in the assessment, and conversely, estimates item difficulty independently of the sample of examinees. (As noted in Chapter Eleven, interpretation of item p -values confounds item difficulty and student ability.)

SOFTWARE AND ESTIMATION ALGORITHM

Item calibration was implemented via WINSTEPS 4.2 computer program (Linacre, 2019), which employs unconditional (UCON), joint-maximum-likelihood estimation (JMLE).

SAMPLE CHARACTERISTICS

The characteristics of calibration samples are reported in Chapter Nine. These samples only include the students who attempted the tests. All omits (no response) and multiple responses (more than one response selected) were scored as incorrect answers (coded as 0s) for calibration.

CHECKING RASCH ASSUMPTIONS

Since the Rasch model was the basis of all calibration, scoring, and scaling analyses associated with the PSSA, the validity of the inferences from these results depends on the degree to which the assumptions of the model were met and how well the model fits the test data. Therefore, it is important to check these assumptions. This section evaluates the dimensionality of the data, local item independence, and item fit. It should be noted that only operational items were analyzed since they are the basis of student scores.

UNIDIMENSIONALITY

Rasch models assume that one dominant dimension determines the difference among students' performances. Principal Components Analysis (PCA) can be used to assess the unidimensionality assumption. The purpose of the analysis is to verify whether any other dominant component(s) exist among the items. If any other dimensions are found, the unidimensionality assumption would be violated.

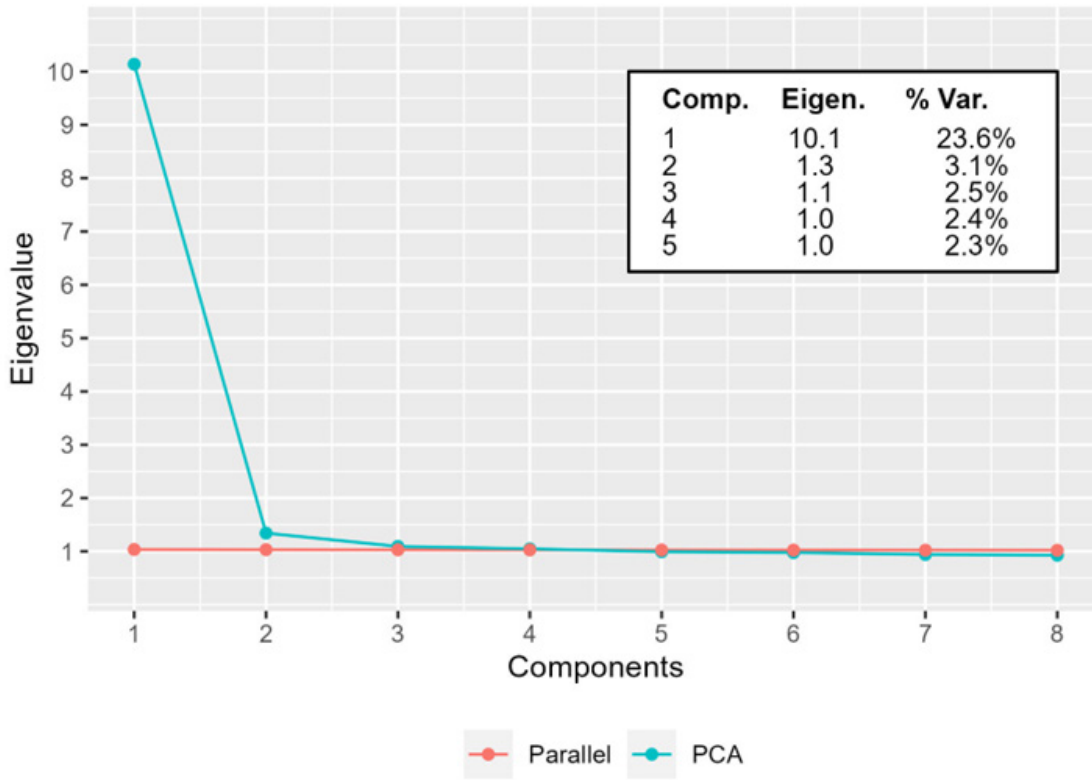
Figure 12–1 shows the PCA results for the mathematics, ELA, and science tests. The results include the eigenvalues and the percentage of variance explained for the first five components as well as the scree plots. The scree plots show the eigenvalues plotted by component number and the results from a parallel analysis. The total number of components in PCA is same as the total number of items in a test; however, Figure 12–1 shows only the first 8 components given that beyond 8th component the additional information would be negligible.

Parallel analysis is a technique to decide how many factors exist in principal components (Horn, 1965). Parallel analysis was also conducted to help distinguish components that are real from components that are random. For the parallel analysis, 100 random data sets were created of size equal to the original data. For each random data set, a PCA was performed and the resulting eigenvalues stored. Then for each component, the upper 95th percentile value of the distribution of the 100 eigenvalues from the random data sets was plotted. Given the size of the data generated for the parallel analysis, the reference line is essentially equivalent to plotting a reference line for an eigenvalue of 1.

As can be seen in Figure 12–1, for PSSA mathematics forms the primary dimension explained between 22.2 to 24.6 percent of the total variance. The second component accounted for approximately 3.0 to 3.3 percent of the variance, with eigenvalues ranging from 1.2 to 1.4. For ELA, the primary dimension explained 20.1 to 22.9 percent and the second dimension explained 3.1 to 3.4 percent of the variance. For science, the primary dimension explained 21.1 to 22.6 percent and the second dimension explained 2.9 to 3.2 percent of the variance. Although the eigenvalues for the second or third component may be greater than 1, the percent of variance explained does not support that any of the examinations measure a second or third dominant dimension. Meaning the results from the PCA suggest that there is one clear dominant dimension for all mathematics, ELA, and science tests.

Figure 12–1. Scree Plots

Math Grade 3



Math Grade 4

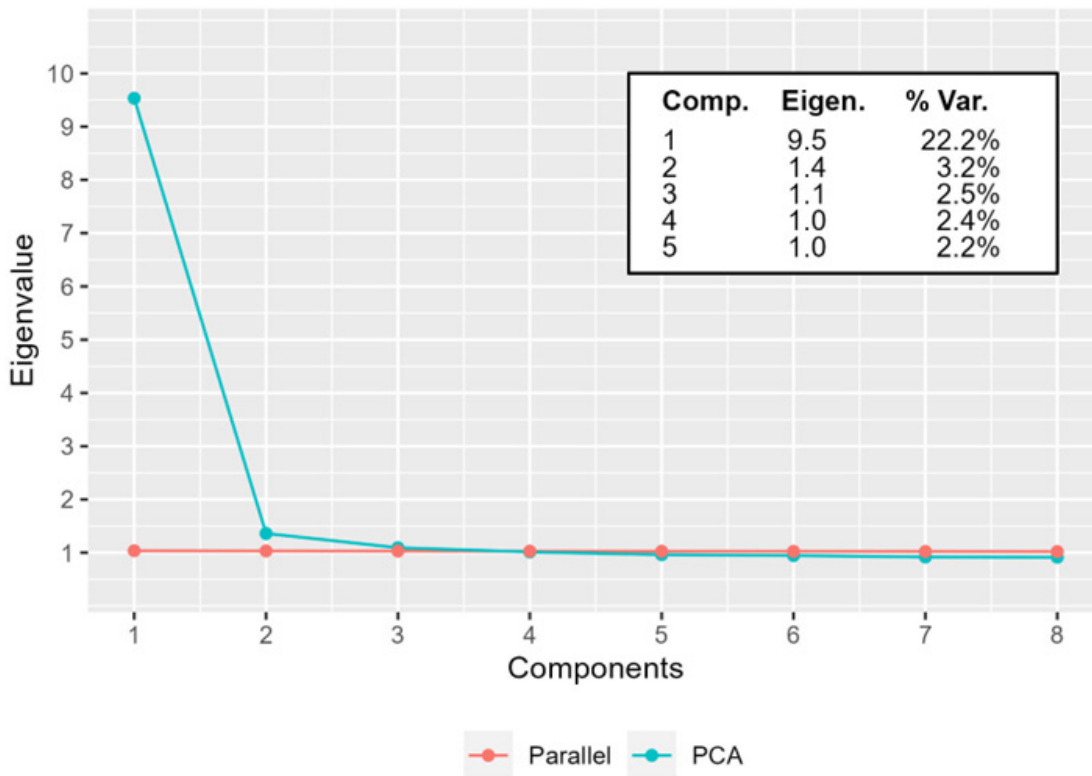
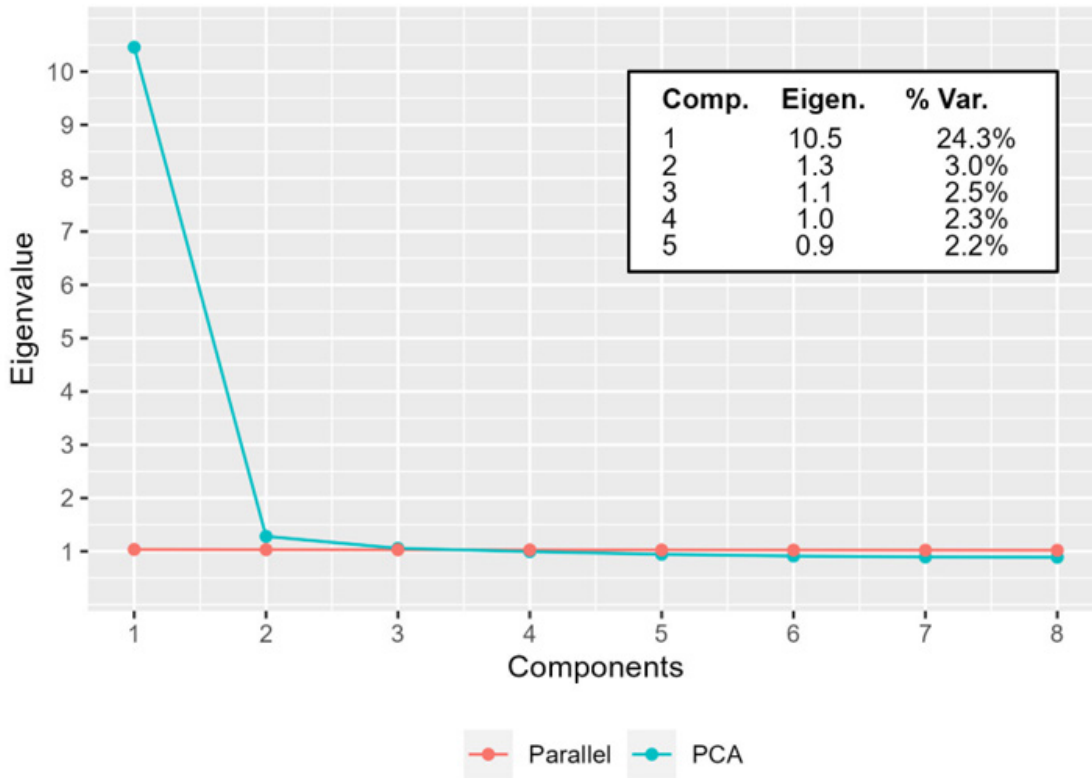


Figure 12–1 (continued). Scree Plots

Math Grade 5



Math Grade 6

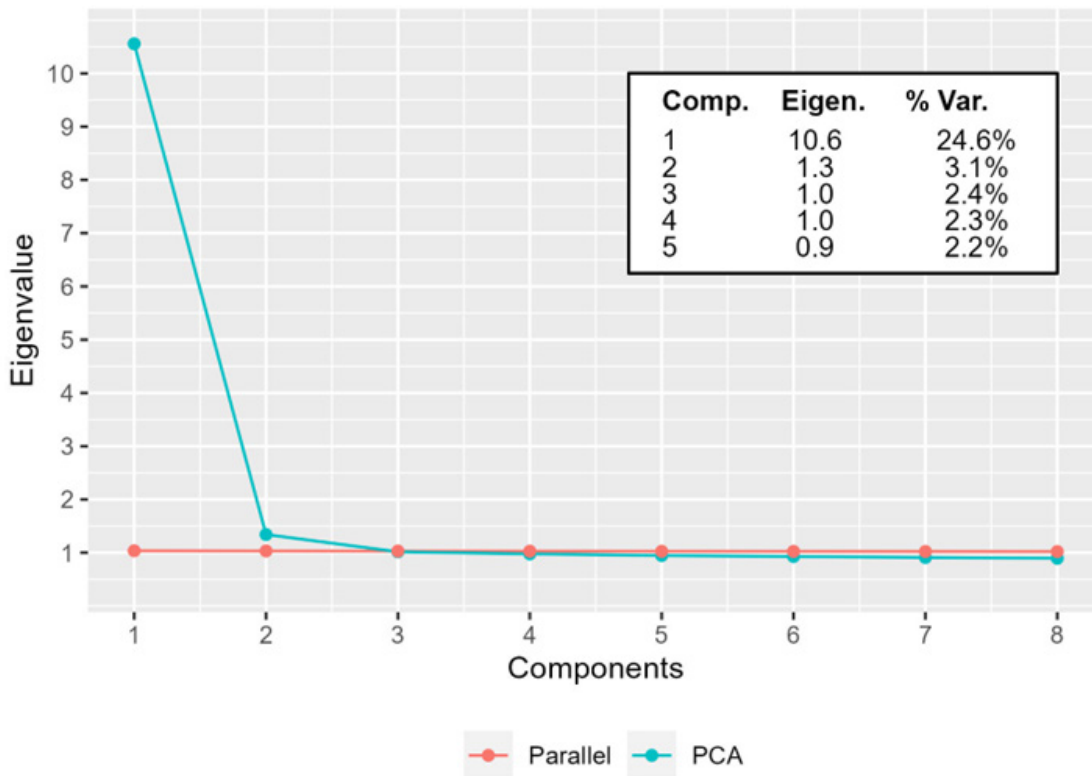
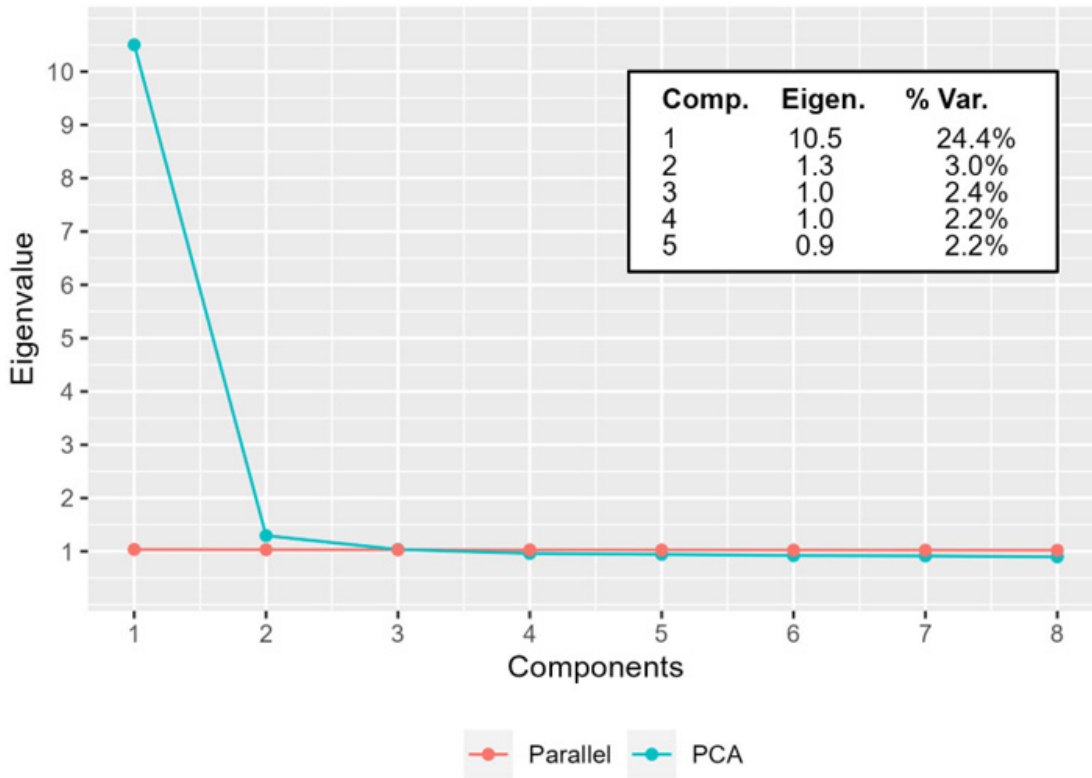


Figure 12–1 (continued). Scree Plots

Math Grade 7



Math Grade 8

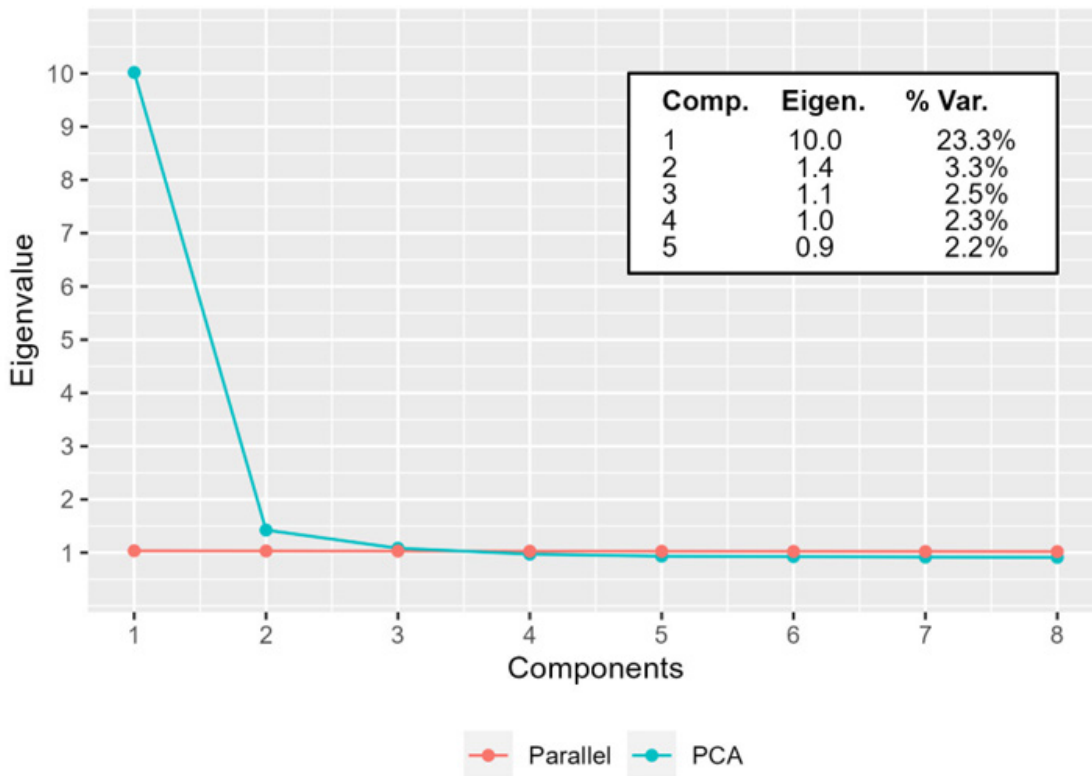
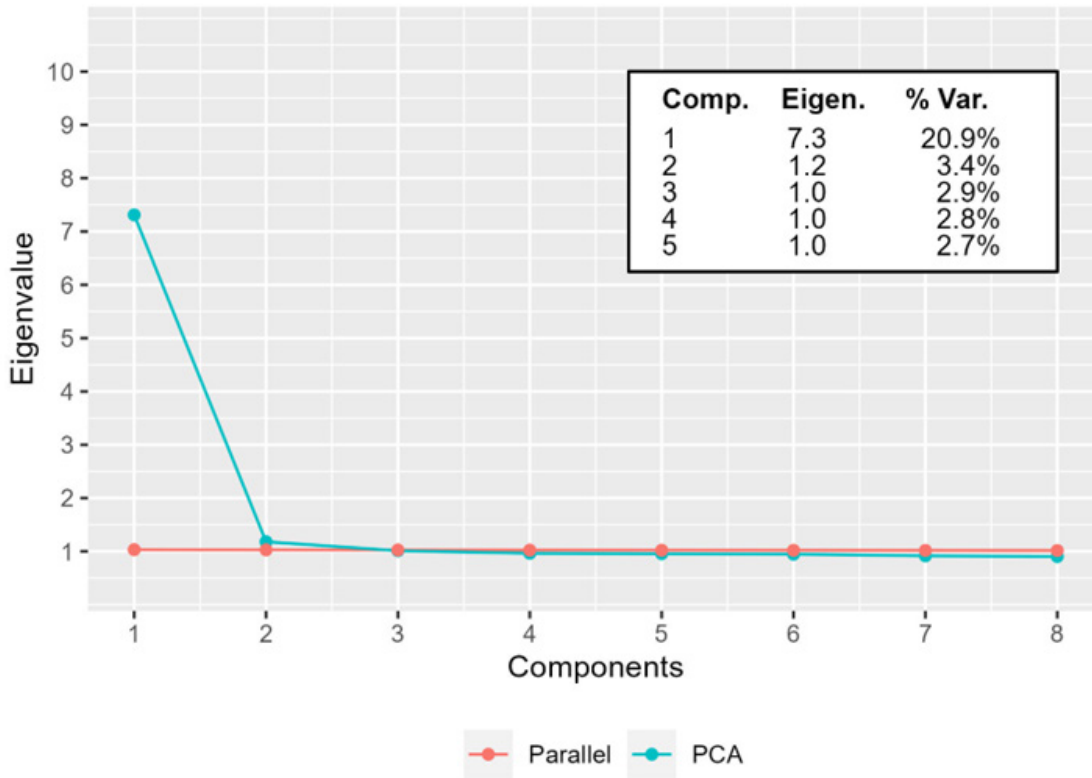


Figure 12-1 (continued). Scree Plots

ELA Grade 3



ELA Grade 4

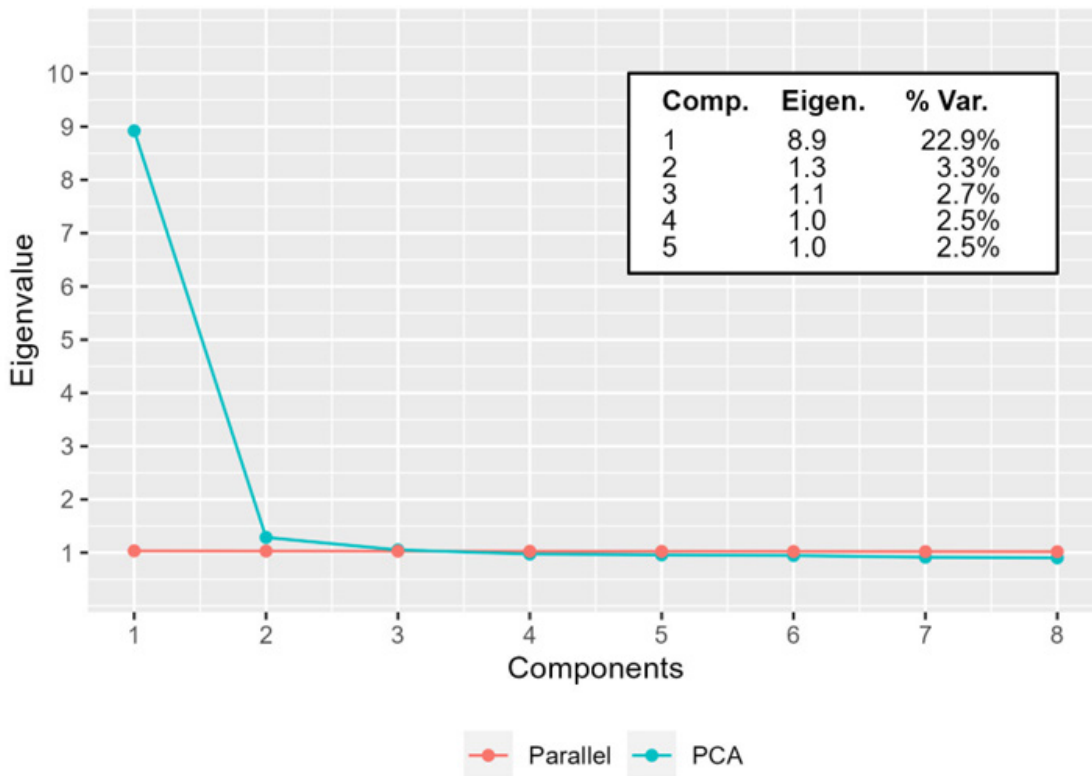
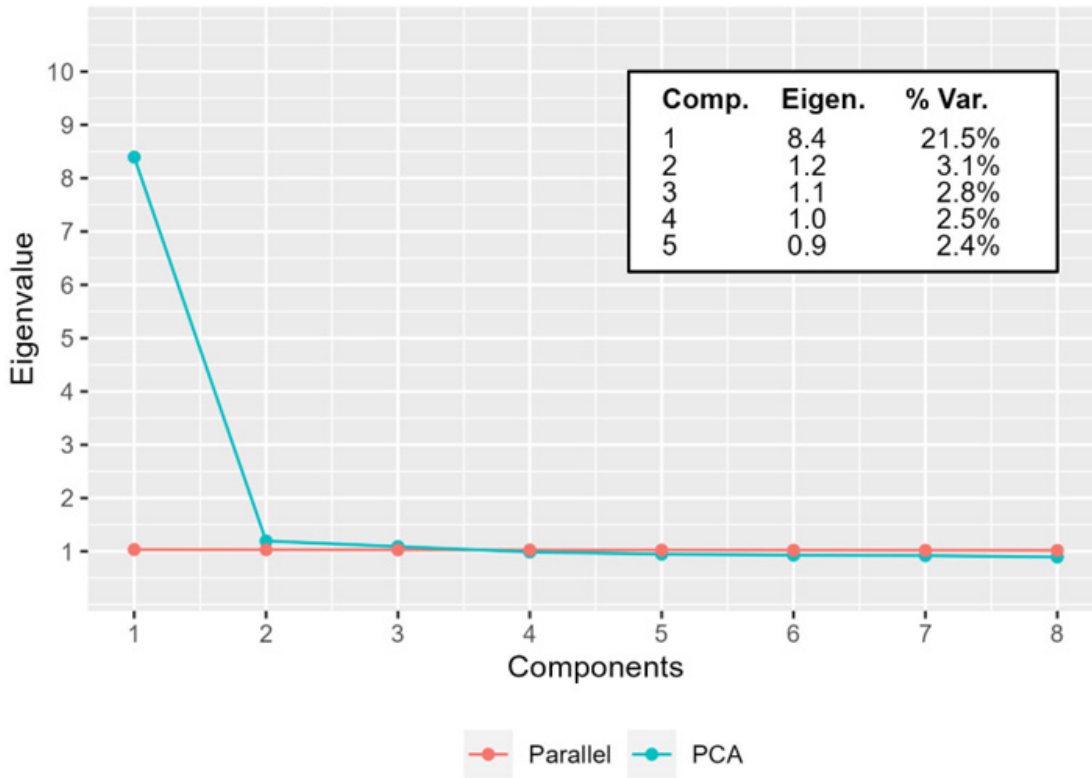


Figure 12–1 (continued). Scree Plots

ELA Grade 5



ELA Grade 6

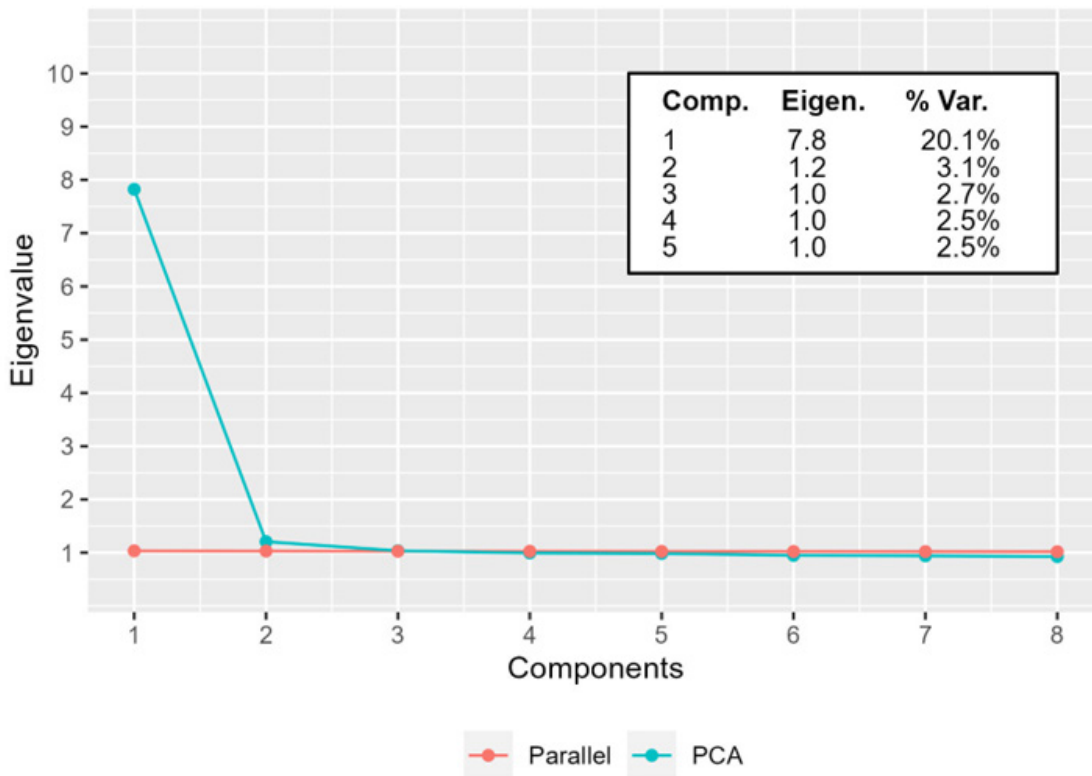
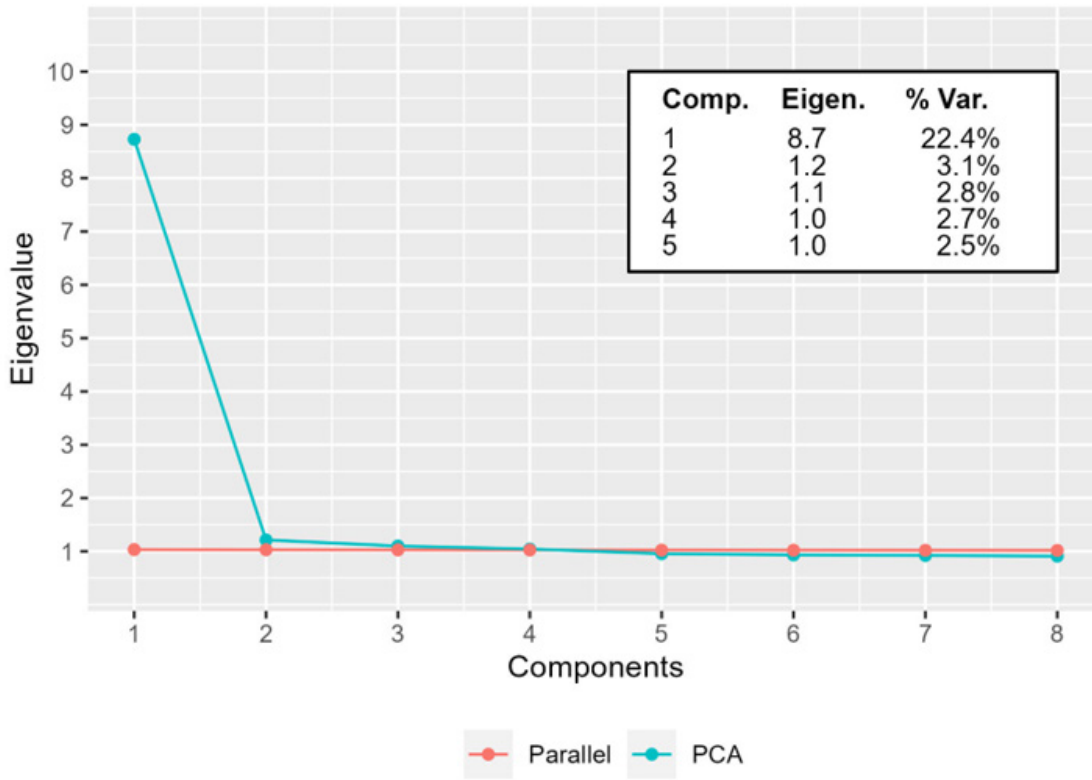


Figure 12–1 (continued). Scree Plots

ELA Grade 7



ELA Grade 8

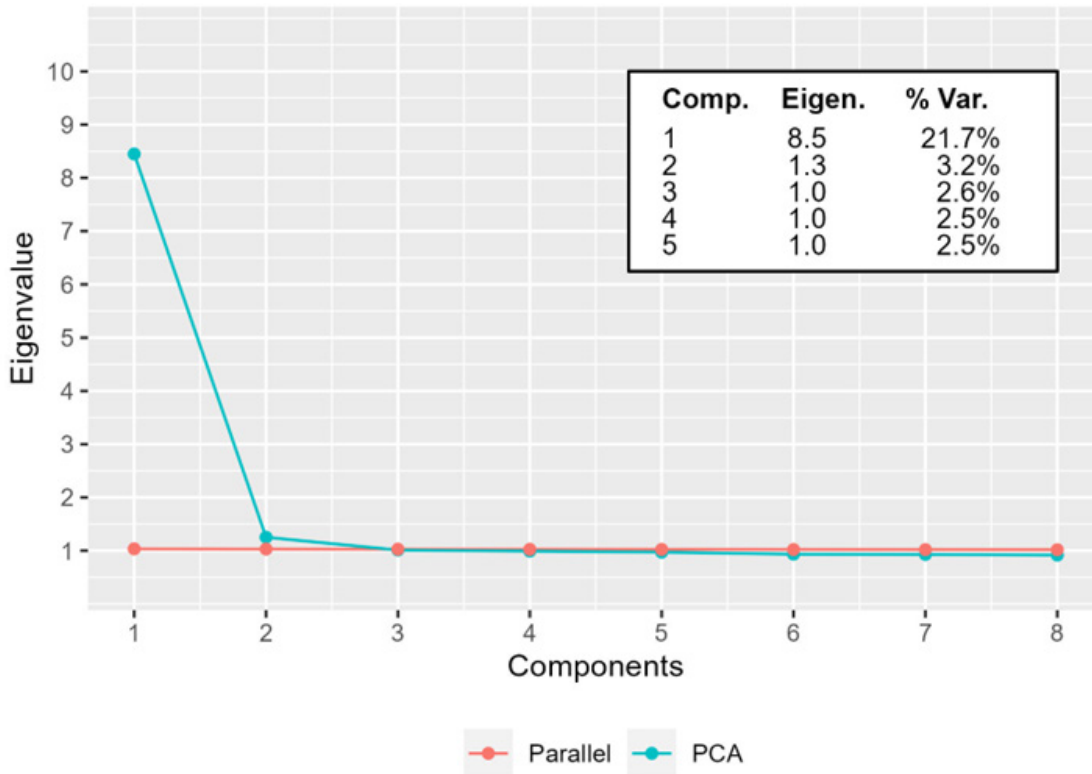
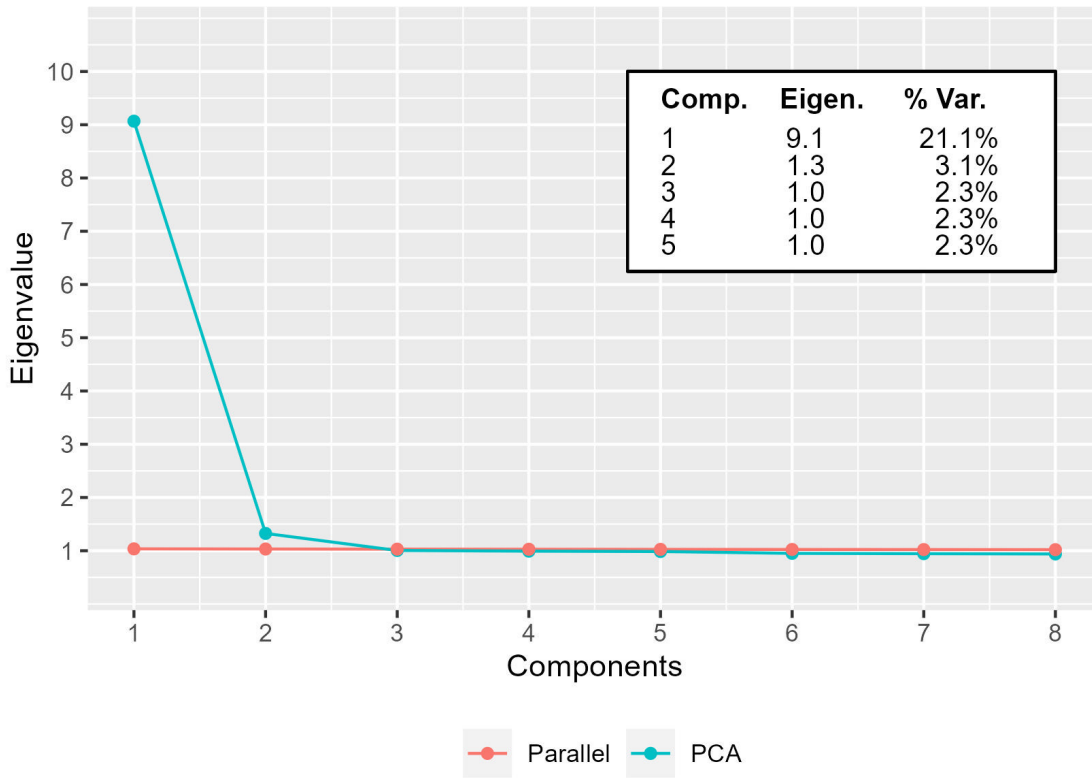
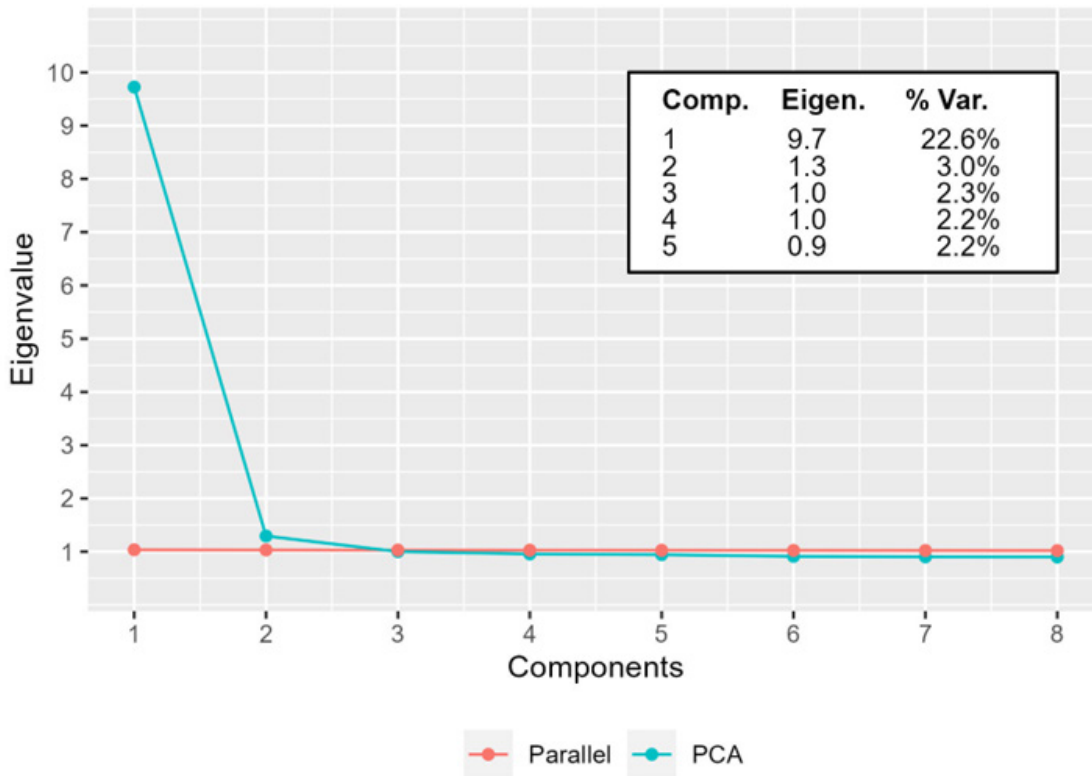


Figure 12–1 (continued). Scree Plots

Science Grade 4



Science Grade 8



ITEM INDEPENDENCE

Local independence (LI) is a fundamental assumption of IRT. No relationship should exist between examinees' responses to different items after accounting for the abilities measured by a test. In formal statistical terms, a test X that is comprised of items X_1, X_2, \dots, X_n is locally independent with respect to the latent variable θ if, for all $x = (x_1, x_2, \dots, x_n)$ and θ ,

$$P(\mathbf{X} = \mathbf{x} | \theta) = \prod_{i=1}^I P(X_i = x_i | \theta).$$

This formula essentially states that the probability of any pattern of responses across all items (\mathbf{x}), after conditioning on the abilities (θ) measured by the test, should be equal to the product of the conditional probabilities across each item (cf. the multiplication rule for independent events where the joint probabilities are equal to the product of the associated marginal probabilities).

The equation above shows the condition after satisfying the strong form of local independence. A weak form of local independence (LI) was proposed by McDonald (1979). The distinction is important as many indicators of local dependency are framed by LI. The requirement would be for the conditional covariances of all pairs of item responses, conditioned on the abilities, to be equal to zero. When this assumption is met, the joint probability of responses to an item pair, conditioned on abilities, is the product of the probabilities of responses to these two items, as shown below. (This is a weaker form because higher-order dependencies among items are allowed.) Based on the LI, the following expression can be derived:

$$P(X_i = x_i, X_j = x_j | \theta) = P(X_i = x_i | \theta)P(X_j = x_j | \theta).$$

Marais and Andrich (2008) pointed out that local item dependence in the Rasch model can occur in two ways that some may not distinguish. The first way occurs when the assumption of unidimensionality is violated. Here, other nuisance dimensions besides a dominant dimension determine student performance (this can be called "trait dependence"). The second violation occurs when responses to an item depend on responses to another. This is a violation of statistical independence and can be called response dependence. Many people treat the assumptions of unidimensionality and local independence as one phenomenon and believe that once unidimensionality holds, that local independence also holds. By distinguishing the two sources of local dependence, one can see that while local independence can be related to unidimensionality, the two are different assumptions and therefore, require different tests.

Residual item correlations provided in WINSTEPS for each item pair were used to assess the local dependence among the PSSA items. In general, these residuals are computed as follows. First, expected item performance based on the Rasch model is determined using ability and item parameter estimates. Next, deviations (residuals) between the examinees' expected and observed performance is determined for each item. Finally, for each item pair, a correlation between the respective deviations is computed.

Three types of residual correlations are available in WINSTEPS: raw, standardized, and logit. It should be noted that the raw score residual correlation essentially corresponds to Yen's Q_3 index, a popular LI statistic. The expected value for the Q_3 statistic is approximately $-1/(k-1)$ when no local dependence exists, where k is test length (Yen, 1993). Thus, the expected Q_3 values should be approximately -0.02 for the PSSA tests (since most of the PSSA tests had close to 40 core items). Index values that are greater than 0.20 indicate a degree of local dependence that probably should be examined by test developers (Chen & Thissen, 1997).

Since the three residual correlations are very similar, the default "standardized residual correlation" in WINSTEPS was used for these analyses. Table 12–1 shows the summary statistics—mean, SD, minimum, maximum, and several percentiles (P_{10} , P_{25} , P_{50} , P_{75} , P_{90})—for all the residual correlations for each test. The total number of item pairs (N) and the number of pairs with the residual correlations greater than 0.20 are also reported in this table. The mean residual correlations were close to Q_3 index. Ten item pairs in ELA showed residual correlations greater than 0.2, and all were less than 0.3, suggesting local item independence holds reasonably well for the 2023 PSSA ELA, mathematics, and science tests. Refer to Table 12–1 and 12–2 for details.

Table 12–1M. Summary of Item Residual Correlations for PSSA Mathematics

Statistic	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8
N	903	903	903	903	903	903
Mean	-0.02	-0.02	-0.02	-0.02	-0.02	-0.02
SD	0.03	0.02	0.02	0.02	0.02	0.03
Minimum	-0.09	-0.09	-0.10	-0.10	-0.13	-0.10
P10	-0.05	-0.05	-0.05	-0.05	-0.05	-0.05
P25	-0.04	-0.04	-0.03	-0.04	-0.04	-0.04
P50	-0.02	-0.02	-0.02	-0.02	-0.02	-0.02
P75	-0.01	-0.01	-0.01	-0.01	-0.01	-0.01
P90	0.01	0.00	0.00	0.00	0.01	0.00
Maximum	0.13	0.14	0.11	0.10	0.13	0.17
> 0.20	0	0	0	0	0	0

Table 12–1E. Summary of Item Residual Correlations for PSSA ELA

Statistic	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8
N	595	741	741	741	741	741
Mean	-0.03	-0.02	-0.02	-0.02	-0.01	-0.02
SD	0.02	0.04	0.03	0.04	0.04	0.04
Minimum	-0.10	-0.22	-0.22	-0.22	-0.24	-0.23
P10	-0.05	-0.05	-0.04	-0.05	-0.04	-0.04
P25	-0.04	-0.03	-0.02	-0.03	-0.03	-0.03
P50	-0.03	-0.01	-0.01	-0.01	-0.01	-0.01
P75	-0.02	0.00	0.00	0.00	0.00	0.00
P90	0.00	0.02	0.01	0.02	0.02	0.01
Maximum	0.13	0.13	0.13	0.13	0.13	0.11
> 0.20	0	3	1	2	3	1

Table 12–1S. Summary of Item Residual Correlations for PSSA Science

Statistic	Grade 4	Grade 8
N	903	903
Mean	-0.02	-0.02
SD	0.02	0.02
Minimum	-0.08	-0.09
P10	-0.05	-0.05
P25	-0.04	-0.04
P50	-0.03	-0.02
P75	-0.01	-0.01
P90	0.00	0.00
Maximum	0.10	0.08
> 0.20	0	0

Table 12–2 lists all item pairs with absolute residual correlations greater than or equal to 0.20. In addition, the item sequence, type, and Eligible Content is also displayed. Item sequence in the table represents the master form’s item sequence, but the MC items are scrambled across forms.

There were 10 item pairs in ELA that had absolute residual correlations greater than 0.2. The item pairs had negative residual correlations ranging from -0.24 to -0.20. These correlations were observed between Evidence-Based Selected-Response (EBSR) items and Text-Dependent Analysis (TDA) items showing that, after the relationship between the items and the ELA construct is accounted for, there may be small, but different factors that are contributing to examinee performance on the item pairs. This is a consistent finding with prior administrations. Test blueprints determine what Assessment Anchors, as defined by the Eligible Content, will be assessed. PDE and DRC make every effort to avoid one item cueing another through careful item selection and sequencing, so this is an unlikely source of local item dependence for PSSA.

Table 12–2. Item Pairs with Large Residual Correlations

Subject	Grade	Item 1 Seq.	Item 1 Type	Item 1 Eligible Content	Item 2 Seq.	Item 2 Type	Item 2 Eligible Content	Resid. Corr.
ELA	4	17	ESR	A-K.1.1.3	53	TDA	E.1.1	-0.20
ELA	4	19	ESR	A-K.1.1.2	53	TDA	E.1.1	-0.21
ELA	4	27	ESR	B-C.3.1.1	53	TDA	E.1.1	-0.22
ELA	5	16	ESR	A-C.2.1.1	53	TDA	E.1.1	-0.22
ELA	6	7	ESR	B-K.1.1.3	53	TDA	E.1.1	-0.20
ELA	6	20	ESR	A-K.1.1.3	53	TDA	E.1.1	-0.22
ELA	7	12	ESR	B-K.1.1.3	53	TDA	E.1.1	-0.22
ELA	7	13	ESR	B-C.3.1.1	53	TDA	E.1.1	-0.22
ELA	7	21	ESR	A-K.1.1.3	53	TDA	E.1.1	-0.24
ELA	8	12	ESR	B-K.1.1.3	53	TDA	E.1.1	-0.23

ITEM FIT

Additional evidence of validity related to the internal test structure is obtained through an ongoing evaluation of item fit, person fit, and test summary statistics. The item fit of the Rasch Model is routinely evaluated within field testing as well as within each operational administration. Person fit of the Rasch model is routinely evaluated and the data are expected to fit well regardless of gender, ethnicity, or level of performance (see Chapter Fifteen and Appendix T). Comparability of each test form is evaluated in terms of the test characteristics curves, test information function, and CSEM (see Chapter Eighteen). Regular maintenance of item fit, person fit, and test summary statistics within a test and across test forms provides validity evidence that supports the PSSA.

WINSTEPS provides two item fit statistics (infit and outfit) for evaluating the degree to which the Rasch model predicts the observed item responses. Each fit statistic can be expressed as a mean square (MnSq) statistic or on a standardized metric (Zstd with mean = 0 and variance = 1). MnSq values are more oriented toward practical significance, while Zstd values are more oriented toward statistical significance. Though both are informative, the Zstd values are very likely too sensitive to the large sample sizes observed on the PSSA. In this situation it is recommended that the Zstd values be ignored if the MnSq values are acceptable (Linacre, 2014).

Both infit and outfit MnSq are the average of standardized residual variance (the difference between the observed score and the Rasch estimated score divided by the square root of the Rasch model variance). The difference is that the outfit statistic gives all examinees equal weight in computing the fit and tends to be affected more by unexpected responses far from the person, item, or rating scale category measure (i.e., it is more sensitive to outlying, off-target, low-information responses). The infit statistic is weighted by the examinee locations relative to item difficulty and tends to be affected more by unexpected responses close to the person, item, or rating scale category measure (i.e., informative, on-target responses). Some feel that extreme infit values are a greater threat to the measurement process than extreme outfit since most tests intend to measure the on-target population rather than extreme outliers.

The expected MnSq value is 1.0 and can range from 0 to infinity. Deviation in excess of the expected value can be interpreted as noise or lack of fit between the items and the model. Values lower than the expected value can be interpreted as item redundancy or overfitting items (too predictable, too much redundancy), and values greater than the expected value indicate underfitting items (too unpredictable, too much noise). Rules of thumb regarding “practically significant” MnSq values vary. More conservative users might prefer items with MnSq values that range from 0.8 to 1.2. Others believe reasonable test results can be achieved with values from 0.5 to 1.5. The results shown in this section highlight values outside of a range of 0.7 to 1.3 given their practical importance.

Table 12–3 presents the summary statistics of infit and outfit mean square statistics for the PSSA mathematics, ELA, and science tests, including the mean, SD, and minimum and maximum values. The number of items within the range of [0.7, 1.3] is also reported. The mean values for both infit and outfit statistics were close to 1.00 across all subjects and grade levels. Almost all the items had infit values falling in the range of [0.7, 1.3], suggesting reasonable model infit. Slightly more outfit values fell either below 0.7 or above the 1.3 threshold. Values above 1.3 can sometimes suggest higher than normal guessing or careless mistake patterns on items, and values below 0.7 can suggest an item is over fit. The maximum outfit values noted are close to the 1.3 threshold, and the minimum values noted are very close to 0.7, which could also suggest well discriminating items. There is slightly more variability in infit and outfit for ELA tests than mathematics, indicated by the mean and distribution of infit and outfit statistics. For example, 85% of the ELA grade 4 items ($M = 1.10$, $SD = 0.20$) fit in terms of outfit, whereas 85% of the Math grade 4 items ($M = 0.97$, $SD = 0.15$) fit the model.

Table 12–3. Summary of Item Infit and Outfit Mean Square Statistics by Subject and Grade

Subject	Grade	Mean*	SD*	Min*	Max*	[0.7,1.3]*	Mean†	SD†	Min†	Max†	[0.7,1.3] †
Mathematics	3	1.00	0.15	0.69	1.41	40/43	1.00	0.21	0.65	1.64	39/43
Mathematics	4	0.98	0.10	0.75	1.20	43/43	0.97	0.15	0.60	1.29	41/43
Mathematics	5	0.99	0.12	0.76	1.35	42/43	0.98	0.18	0.61	1.37	36/43
Mathematics	6	0.99	0.11	0.76	1.24	43/43	1.00	0.16	0.64	1.37	41/43
Mathematics	7	0.99	0.12	0.69	1.27	42/43	0.98	0.17	0.64	1.32	39/43
Mathematics	8	0.97	0.10	0.72	1.14	43/43	0.97	0.14	0.58	1.22	41/43
ELA	3	1.02	0.09	0.81	1.20	35/35	1.03	0.14	0.72	1.33	33/35
ELA	4	1.06	0.13	0.68	1.33	37/39	1.10	0.20	0.68	1.67	33/39
ELA	5	1.05	0.10	0.77	1.22	39/39	1.10	0.17	0.76	1.48	34/39
ELA	6	1.04	0.13	0.62	1.26	38/39	1.05	0.20	0.63	1.36	33/39
ELA	7	1.04	0.11	0.78	1.23	39/39	1.07	0.18	0.66	1.45	34/39
ELA	8	1.04	0.12	0.76	1.29	39/39	1.07	0.18	0.56	1.46	35/39
Science	4	0.98	0.13	0.66	1.20	42/43	0.98	0.19	0.48	1.28	41/43
Science	8	0.98	0.10	0.71	1.17	43/43	0.96	0.15	0.57	1.23	40/43

Notes. *Infit Mean Square

†Outfit Mean Square

RASCH ITEM STATISTICS

As noted earlier, the Rasch model expresses item difficulty (and student ability) in units referred to as logits, rather than on the percent-correct metric. The logit metric has several mathematical advantages. Logits have an interval scale, meaning that two items with logits of 0.0 and +1.0 (respectively) are the same distance apart as two items with logits of +3.0 and +4.0. Logits are not dependent on the ability level of the students. For example, a test form can have a mean logit of zero regardless of how the student sample performed on the item.

The standard Rasch calibration procedure arbitrarily sets the mean difficulty of the items on any form at zero. Under normal circumstances where all students are administered the same set of items, any item with a p -value lower than the average item on the form receives a positive logit difficulty and any item with a p -value higher than the average receives a negative logit. Consequently, the logits for any calibration, whether it is the grade 3 ELA test or the grade 8 science test, relate to an arbitrary origin defined by the center of items on that form. The average third-grade ELA item will have a logit of zero; the average grade 8 science item will have a logit of zero. Logits for both item difficulties and student abilities are placed on the same scale and relate to the same mean item difficulty.

There are a number of other arbitrary choices that could be made for centering the item difficulties. Rather than using all the items, the origin could be defined by a subset. For the PSSA, all test forms within each subject and grade level share the same operational item set. All items on each form can then be easily adjusted to a single (but still arbitrary) origin by defining the origin as the mean of the operational items. With this done, the origins for all the forms will be statistically equal. For example, items on any two forms that are equally difficult will now have statistically equal logit difficulties. This is partly how PSSA items can be placed on the same logit difficulty scale across years. Chapter Fifteen has more detailed information about the PSSA equating procedure.

Appendix F reports the item statistics including classical and Rasch logit difficulties for all operational items that were used for pre-equating (see Chapter Fifteen). Table 12–4 summarizes the Rasch logit difficulties of the operational items on each test that are on the base scale, which were set in 2015 for math and ELA, and 2008 for science. The minimum and maximum values and standard deviations suggest that the PSSA items covered a relatively wide range of difficulties. It is important to note that the logit difficulty values presented have not been linked to a common scale of measurement across grades and subjects. Therefore, the relative magnitude of the statistics across content areas and grades cannot be compared.

Table 12–4. Summary of Rasch Item Difficulties by Subject and Grade

Subject	Grade	N	Mean	SD	Min	Max
Mathematics	3	43	0.19	0.74	-1.92	1.35
Mathematics	4	43	-0.30	0.71	-1.72	1.15
Mathematics	5	43	0.14	0.60	-1.55	1.49
Mathematics	6	43	0.19	0.62	-1.67	1.33
Mathematics	7	43	0.01	0.62	-1.47	1.42
Mathematics	8	43	-0.24	0.60	-1.43	0.95
ELA	3	35	0.42	0.57	-1.06	1.38
ELA	4	39	0.25	0.64	-0.88	1.27
ELA	5	39	0.32	0.57	-1.02	1.82
ELA	6	39	0.48	0.64	-1.25	1.60
ELA	7	39	0.44	0.58	-0.91	1.52
ELA	8	39	0.19	0.53	-1.23	1.32
Science	4	43	0.76	0.61	-0.62	1.69
Science	8	43	0.28	0.59	-1.00	1.40

Note. The base scales were set in 2008 for science and 2015 for mathematics and ELA so the means are not expected to be zero.

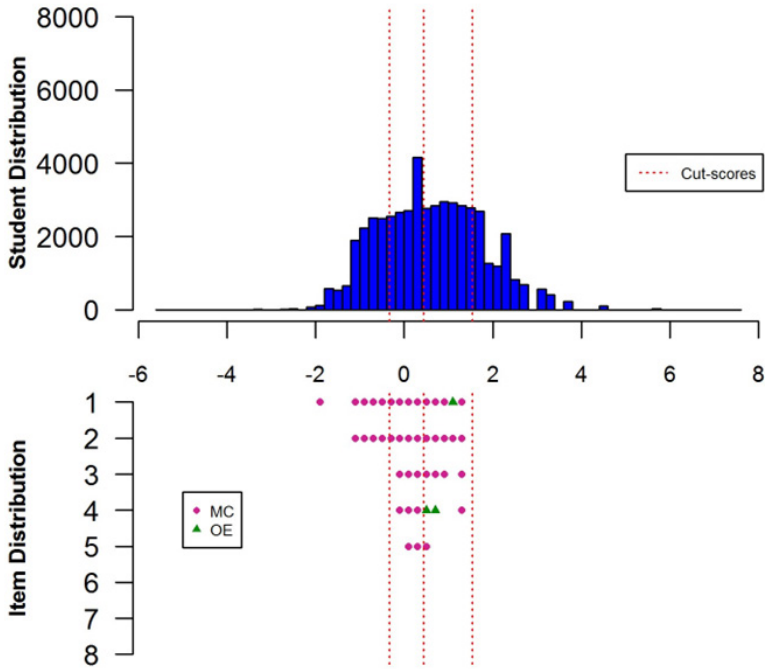
ITEM DIFFICULTY-STUDENT ABILITY WRIGHT MAPS

The distributions of the Rasch item logits (item difficulty estimates) are shown on the item difficulty-student ability maps presented in Figure 12–2. In each item-student map, the top bar graph displays the student distribution on the logit scale, and the bottom displays markers of item difficulty parameter estimates. MC items are represented by a circle (all subjects), OE and TDA items are represented by a triangle (all subjects), and ESR items are represented by a square (ELA only). OE, TDA and ESR items are worth multiple points. As noted earlier, the Rasch model enables placement of both items and students on the same scale. Consequently, one can easily visualize information regarding the relationship between the distributions of item difficulty and student ability. The vertical red lines show the cut-points for each performance level. On the top plot, the logit represents lower abilities (negative values) to higher abilities (positive values), whereas on the bottom plot the logit represents easier items (negative values) to harder items (positive values). To achieve precise measures of student ability, the student distribution should mirror the item distribution.

In 2016, a pattern noted across the maps for many grades and content areas was for students to have relatively higher ability and for items to be relatively easier. Accordingly, test development for the 2017 PSSAs focused on centering the predicted test difficulties on the center of the 2016 examinee ability distribution to more closely align item difficulty with examinee performance. The same targets used to construct the 2017 PSSAs were used for future form construction. The Wright maps are presented in Figure 12–2.

Figure 12–2. Wright Maps

Mathematics Grade 3



Mathematics Grade 4

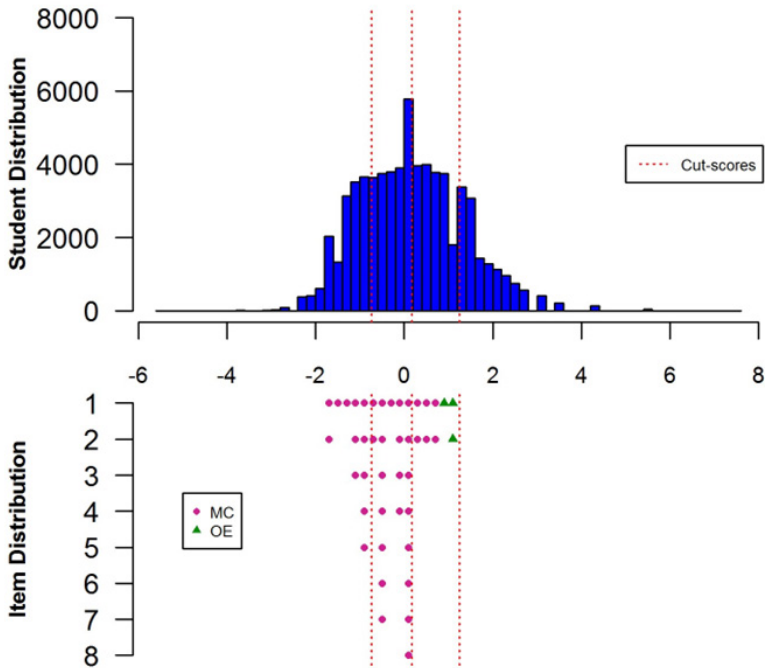
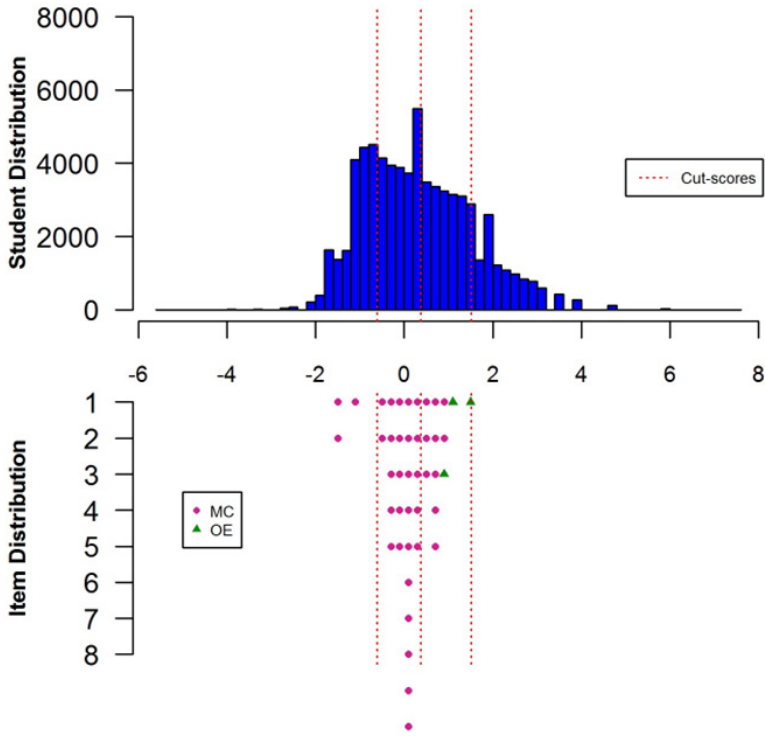


Figure 12-2 (continued). Wright Maps

Mathematics Grade 5



Mathematics Grade 6

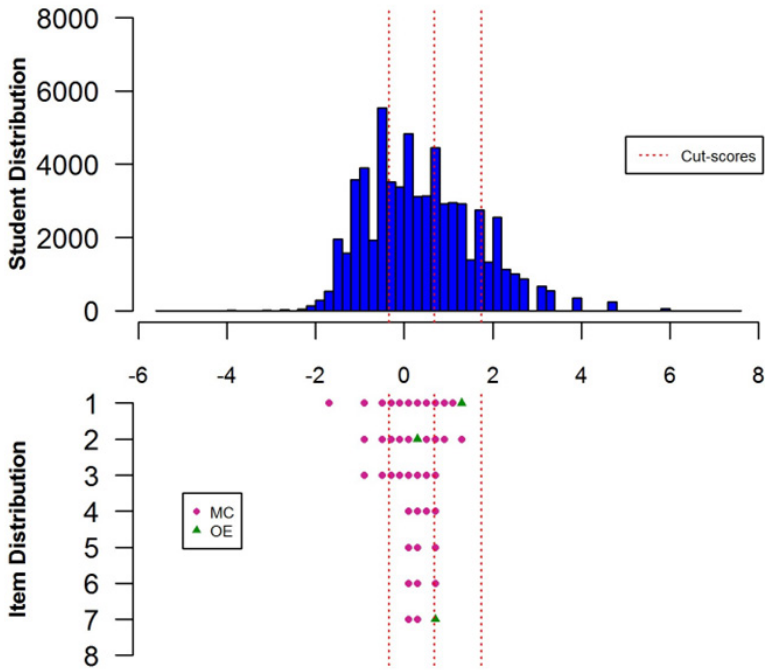
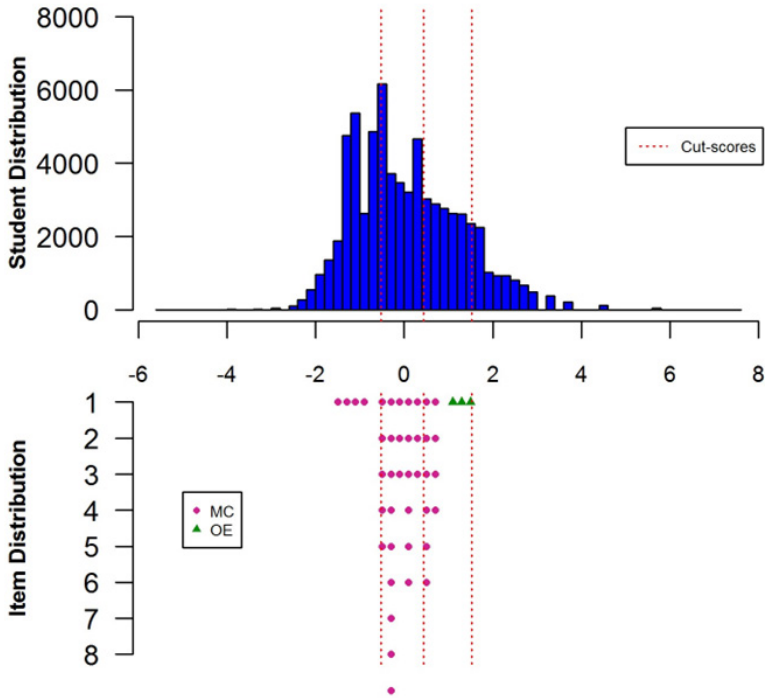


Figure 12–2 (continued). Wright Maps

Mathematics Grade 7



Mathematics Grade 8

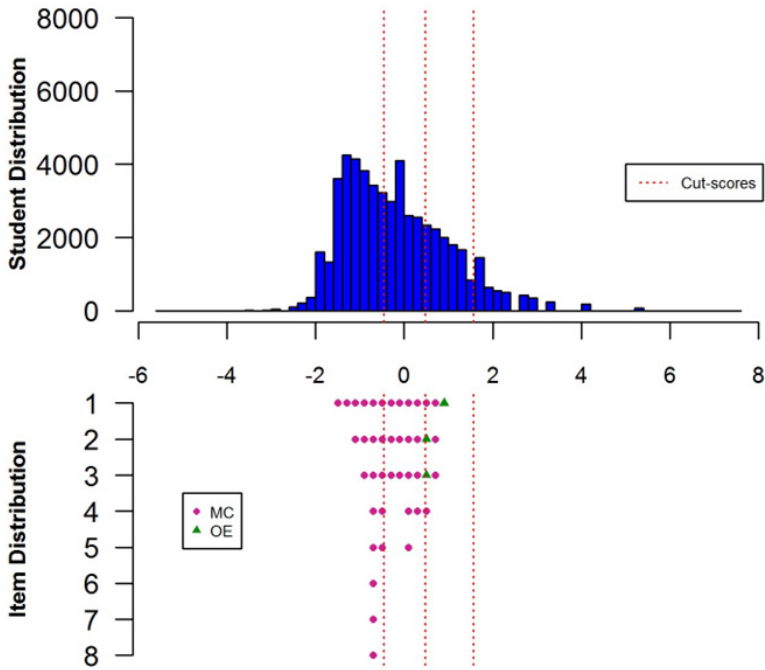
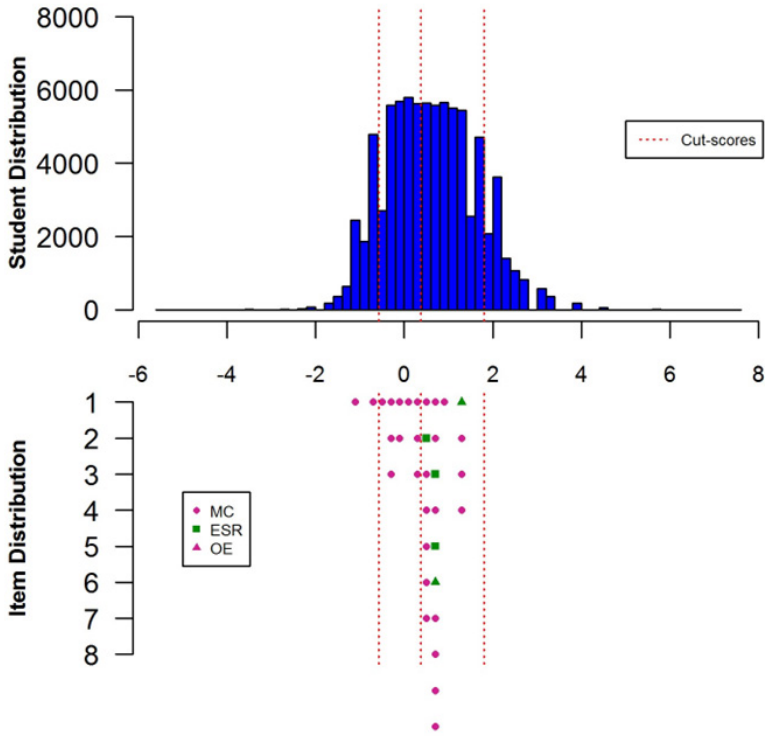


Figure 12–2 (continued). Wright Maps

ELA Grade 3



ELA Grade 4

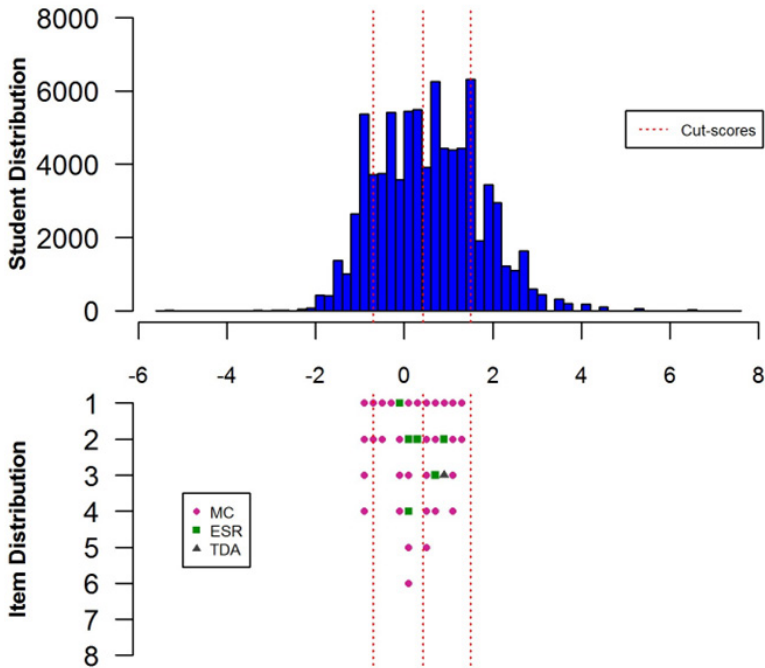
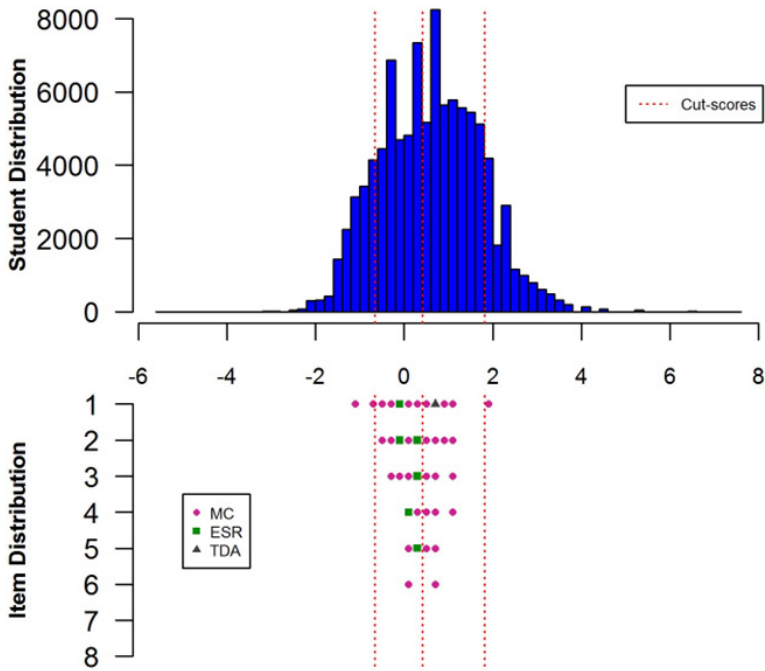


Figure 12–2 (continued). Wright Maps

ELA Grade 5



ELA Grade 6

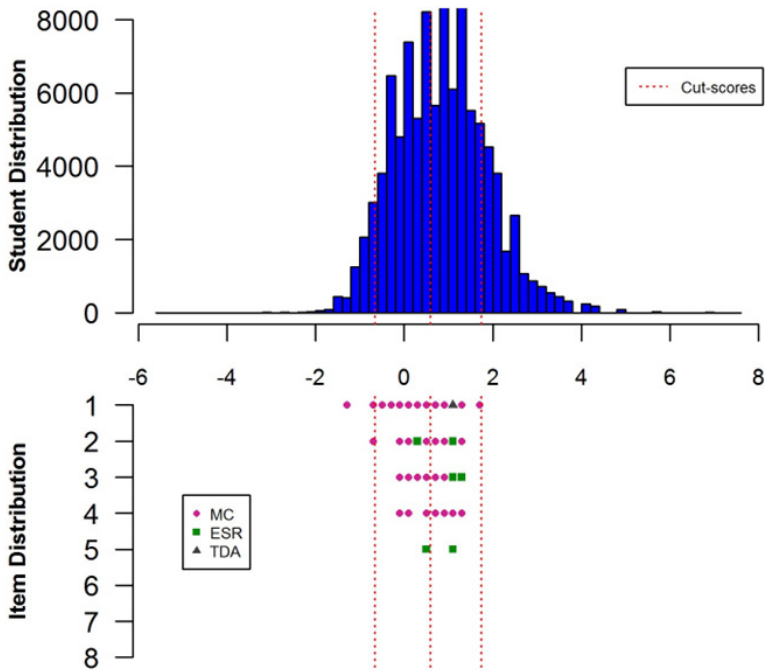
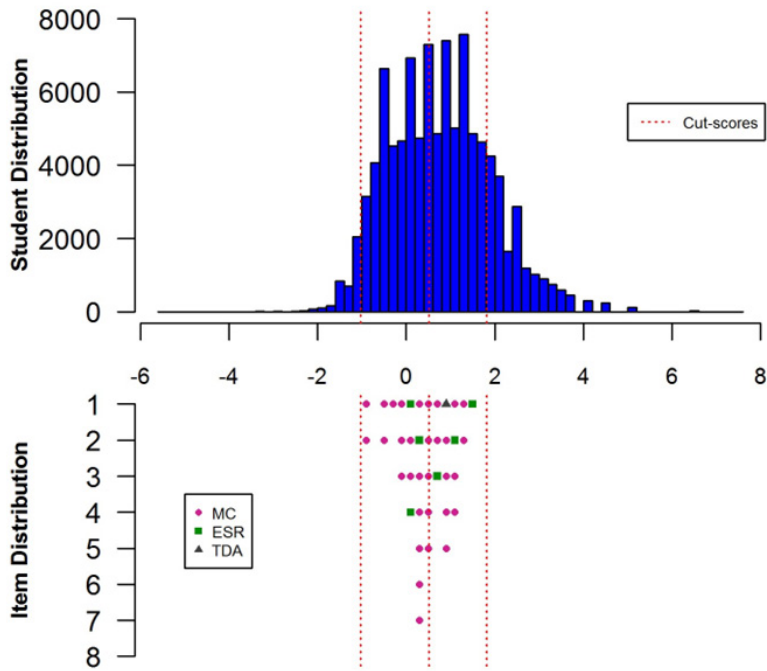


Figure 12-2 (continued). Wright Maps

ELA Grade 7



ELA Grade 8

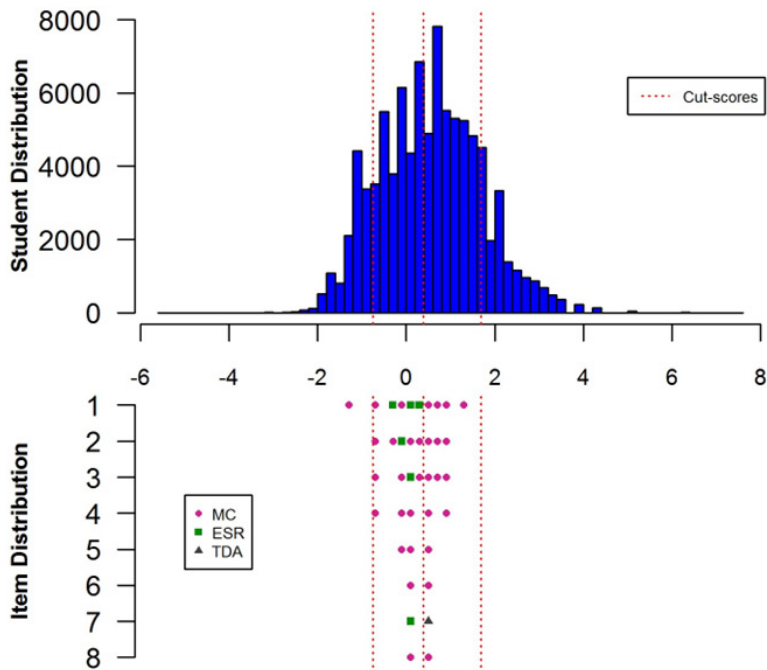
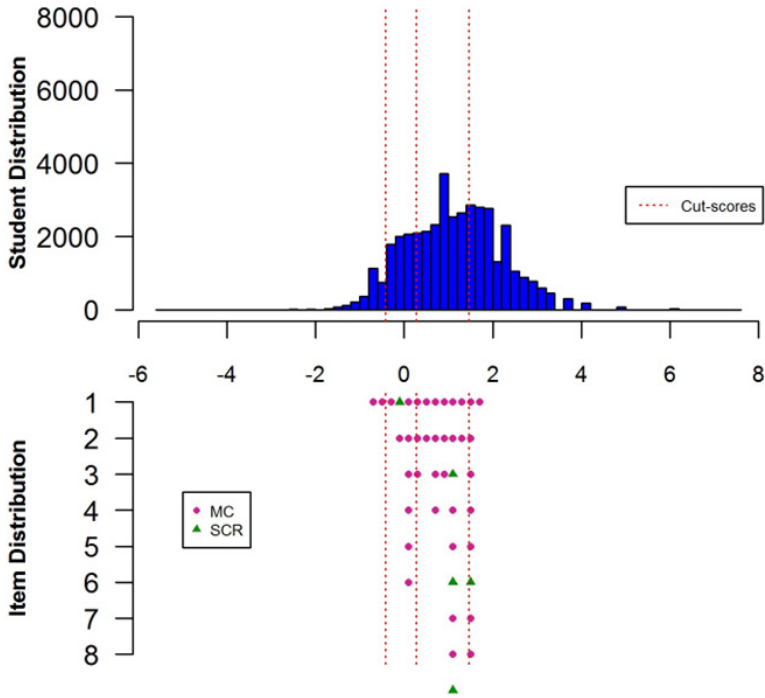
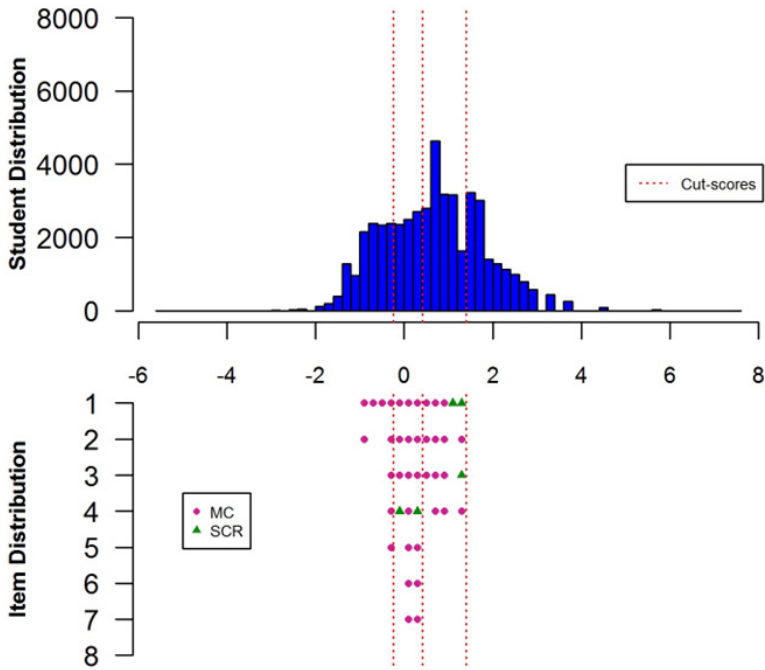


Figure 12-2 (continued). Wright Maps

Science Grade 4



Science Grade 8



CHAPTER THIRTEEN: PERFORMANCE LEVEL SETTING

Performance level setting events for grades 3 through 8 in mathematics and ELA took place June 9–12, 2015. However, no performance level setting occurred for science in 2015. A history (dates and methodology) of performance level setting events are provided in Table 13–1. The resulting cut scores from those events are provided in Table 13–2. For additional details about science standard setting event, refer to the PSSA science performance level setting technical report in 2008. For mathematics and ELA, please refer to the performance level setting report in 2015 for full details on the procedures used and the standard setting results.

Subsequent to the first administration of the reduced length tests described in detail in the Preface and Chapter Seven, the ELA cut scores reported below in Table 13–2 were validated by Pennsylvania educators during a modified Bookmark standards validation procedure in the Summer of 2018. Please refer to the standards validation report in 2018 for full details.

Table 13–1. Performance Level Setting/Validation Event Dates and Methodology

Subject	Grade	Methodology	Validation?	Event Date
Mathematics	3,4,5,6,7,8	Bookmark	No	Summer 2015
ELA	3,4,5,6,7,8	Bookmark	No	Summer 2015
Science	4, 8, 11	Bookmark	No	Summer 2008

PSSA CUT SCORES

Appendix M provides the scaled score cuts for each PSSA test. For reader convenience, these are documented next in a different format. Table 13–2 documents the cut scores on the scaled-score metric. PSSA scaling procedures are discussed further in Chapter Fourteen.

Table 13–2. PSSA Scaled-Score Metric Cut Scores by Subject and Grade

Subject	Grade	BB/B	B/P	P/A
Mathematics	3	923	1000	1110
Mathematics	4	908	1000	1107
Mathematics	5	901	1000	1113
Mathematics	6	897	1000	1105
Mathematics	7	904	1000	1109
Mathematics	8	906	1000	1108
ELA	3	905	1000	1143
ELA	4	887	1000	1107
ELA	5	893	1000	1139
ELA	6	875	1000	1115
ELA	7	845	1000	1130
ELA	8	886	1000	1130
Science	4	1150	1275	1483
Science	8	1150	1275	1464

Note. BB = Below Basic; B = Basic; P = Proficient; and A = Advanced.

CHAPTER FOURTEEN: SCALING

The purpose of a scaling analysis is to create a score scale. Scaling is used to transform test score values onto a scale more easily interpreted by users. For the PSSA, the resulting scaled scores will be used for score reporting and performance level classification. The PSSA classifies students into four achievement levels: Below Basic, Basic, Proficient, and Advanced.

The adoption of the Pennsylvania Core Standards in 2013 brought several changes to the PSSA in mathematics and ELA. In mathematics, content changed for grade levels, items involved more problem solving for deeper understanding, rulers were provided in grade 3 only, protractors were provided in grade 4, and formula sheets were provided in grades 4 through 8. In ELA, the new PSSA replaced PSSA Reading and PSSA Writing. Additional changes in ELA included reading passages that reflect the increased expectations of text complexity and new item types to reflect the emphasis on text-based answers and evidence to support claims. PSSA science continues to be aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology.

The changes to mathematics and ELA necessitated performance level setting and the establishment of new score scales in 2015. Therefore, mathematics and ELA scaled scores for 2018 are not comparable to years prior to 2015. Science score scales were established in 2008 and no changes were made to science cut scores or score scales since that time. Therefore, science scaled scores are comparable to previous years back to the 2008 scores. Table 14–1 shows the scaled-score cuts for each subject and grade level.

SCALED SCORES

Individual student scores are reported as scaled scores. However, they are initially estimated as Rasch abilities (more information on the Rasch model is given in Chapter Twelve). Generally, scaled scores are preferred over Rasch ability values for reporting purposes. One issue is that Rasch ability values are on a scale that includes negative and decimal values. By transforming the Rasch ability values to scaled scores, all reported values can become positive integers. Scaled scores are usually obtained through some linear transformation of the Rasch ability values. The linear transformations used for the PSSA produce numeric values with three or four digits that are unit interval scaled scores. Each grade and subject has its own unique PSSA scaled score. Positive scores with no decimals make more sense to parents and students. Since Rasch ability values are comparative after linking to the base year, the transformed scaled scores have a common scale across years, even though the corresponding raw scores may differ. (Equating is discussed further in Chapter Fifteen.)

Essentially, PSSA scaled scores are derived through a two-step process. First, there is a nonlinear transformation that converts number correct scores to Rasch ability logits. Second, a linear transformation is used to convert logits to scaled scores. These and some additional considerations (e.g., rounding rules), are discussed further below.

DEFINITION OF SCOREABILITY

Answer documents are considered scoreable if they meet the attempt logic criterion for inclusion in the data files (see Chapter Nine).

At the item level, responses that were considered non-attempted or non-scoreable were assigned a score of zero. Details by item type are provided below.

- Multiple-choice (MC) items: All omit (no response) and multiple marks (more than one response selected without machine-discernible erasures) were scored as zeros.
- Open-ended (OE) items: All blank, copied, non-scoreable, foreign language, off-task, refusal, or unreadable responses were scored as zeros.
- Evidence-based selected-response (EBSR) items: Blank response for both parts OR part one marked with multiple marks and part two marked for all responses were scored as zeros.

WINSTEPS SCALING

Parameter estimates are derived using the WINSTEPS computer program (Linacre, 2019), which employs unconditional (UCON), joint-maximum-likelihood estimation (JMLE). WINSTEPS provides a conversion table that maps raw scores to logits (Rasch ability estimates). The logits are transformed to scaled scores as discussed below. Every year each test is scaled separately and then linked (see Chapter Fifteen).

ZERO AND PERFECT SCORES

WINSTEPS does not provide a direct ability estimate for zero (no points earned) or perfect (all points earned) raw scores. However, WINSTEPS has a default procedure for estimating such extreme scores, and this was used for the PSSA. Essentially, a fractional raw score (a value less than one) is added to zero scores and subtracted from perfect scores to determine the corresponding logit values for these extreme scores.

LINEAR TRANSFORMATION FORMULAS

PSSA scaled scores are obtained through a linear transformation of the Rasch ability estimates ($\hat{\theta}$). Specifically,

$$SS=m\hat{\theta}+b,$$

where m is the slope and b is the intercept.

For mathematics and ELA, the slope and intercept for each grade were derived by anchoring the Proficient cut score to a scaled score of 1000 and fixing the slope at 100. For science, the slope and intercept for each grade were derived by anchoring the Basic cut score at 1150 and the Proficient cut score at 1275.¹

The slopes and intercepts for deriving PSSA scaled scores are provided in Table 14–2.

ROUNDING

The linearly transformed scaled scores are generally rounded to the nearest integer value for reporting purposes. Values greater than or equal to 0.50 are rounded up. Values less than 0.50 are rounded down.²

LOWEST OBTAINABLE SCALED SCORES

PSSA mathematics and ELA tests have a lowest obtainable scaled score (LOSS) of 600. For PSSA science, the LOSS values have been set to 1050 for Grade 4 and 925 for Grade 8. The selection of a LOSS is mainly based on two considerations: 1) extreme low scaled scores may have an impact on the average of the scaled scores at school/district level and 2) score truncation makes sense from a score precision perspective given measurement errors at the extremes are large. The LOSS values are documented in Table 14–1. See tables in Appendix N for LOSS n -counts.

HIGHEST OBTAINABLE SCALED SCORES

A highest obtainable scaled score (HOSS) is not set for the PSSA. Thus, the maximum possible scaled score value can float for each subject and grade. The upper bound varies from year to year, depending on the difficulty of the test form. Table 14–1 shows the maximum possible observed score for the current year's test. (Note: It may be that no student earned the maximum possible.) See tables in Appendix N for HOSS n -counts.

¹ Anchoring two cut scores for mathematics and ELA was considered. However, this led to large variability in scaled scores across grades. Therefore, it was determined that one cut score would be anchored and the slope set at 100 for all grades.

² One exception to this rounding is in science where scores are rounded up (even if less than 0.50) if this action would put the rounded score into a higher performance level. This rounding rule has been in place for science since the establishment of the score scale and cut scores in 2008.

RAW-SCORE-TO-SCALED-SCORE TABLES

Full raw-to-scaled score tables can be found in Appendix N.

Table 14–1. PSSA Scaled Score Cuts for Each Performance Level by Subject and Grade

Subject	Grade	Min	BB/B ¹	B/P ¹	P/A ¹	Max ²
Mathematics	3	600	923	1000	1110	1529
Mathematics	4	600	908	1000	1107	1535
Mathematics	5	600	901	1000	1113	1559
Mathematics	6	600	897	1000	1105	1516
Mathematics	7	600	904	1000	1109	1529
Mathematics	8	600	906	1000	1108	1483
ELA	3	600	905	1000	1143	1539
ELA	4	600	887	1000	1107	1611
ELA	5	600	893	1000	1139	1616
ELA	6	600	875	1000	1115	1627
ELA	7	600	845	1000	1130	1587
ELA	8	600	886	1000	1130	1595
Science	4	1050	1150	1275	1483	2287
Science	8	925	1150	1275	1464	2272

Notes. 1. BB = Below Basic; B = Basic; P = Proficient; and A = Advanced.

2. Scaled Score Maximum Values are unique for each year's test.

Table 14–2. PSSA Intercept and Slope by Subject and Grade

Subject	Grade	Intercept	Slope
Mathematics	3	956.31	100.00
Mathematics	4	981.92	100.00
Mathematics	5	961.69	100.00
Mathematics	6	931.41	100.00
Mathematics	7	956.16	100.00
Mathematics	8	951.76	100.00
ELA	3	962.47	100.00
ELA	4	957.49	100.00
ELA	5	958.32	100.00
ELA	6	940.78	100.00
ELA	7	947.65	100.00
ELA	8	961.11	100.00
Science	4	1225.65	176.75
Science	8	1196.64	191.54

Notes. Linear Transformation Intercepts and Slopes are used to derive the Scaled Scores.

STRAND (REPORTING CATEGORY) SCORE STRENGTH PROFILE

Strength profiles for strand (reporting category) scores have been provided since 2009. The following process was followed to derive the profile:

- The items for each strand were identified.
- WINSTEPS runs were undertaken that anchored the logit values for each strand's items to get the raw-to-logit score table for each strand. This is sometimes referred to as fixed item parameter scaling.
- The appropriate linear transformations (based on content and grade from Table 14–2) were applied to the logit values to derive strand scaled scores.

The strand scaled scores were categorized as follows: L=Low; M=Medium; H=High. The maximum possible strand scaled score was converted to H in cases where no strand scaled score equaled or exceeded the Advanced scaled score cut. Note that these designations are provided as an indication of performance levels within a strand, but as standards have not been set that describe strand performance as has been done at the overall test level, performance level descriptions for the overall test should not be used to describe strand performance. See Chapter Sixteen for information regarding strength profiles used in score reports.

CHAPTER FIFTEEN: EQUATING

Equating is a statistical process that is used to adjust scores on test forms so that scores on all forms on the test scale can be used interchangeably (Kolen & Brennan, 2004) even though the test forms consist of different items. In large-scale testing programs, it is a common practice to have different item sets appear in different test forms across administrations. Students' raw scores (or number-correct scores) cannot be directly compared between forms or administrations because they depend on the difficulty of the items on a form. The same student can score higher on an easy test than on a difficult test. Although there are various equating methods available for different psychometric paradigms (IRT and CTT), the PSSA utilizes an IRT approach aligned with the assumptions of the Rasch model, the IRT pre-equating method. The first step in any IRT equating method is to conduct scale linking, in which item difficulties from independent calibrations are transformed so that they can be placed on the same scale (Kolen & Brennan, 2014). Once scale linking is conducted, we can proceed with any IRT-based equating methods.

Prior to 2019, the PSSA employed a post-equating design with a chain-linking approach for scale linking. For the first time in 2019, a pre-equating design was implemented for PSSA due to the many advantages it offers. Specifically, employing a pre-equating method allowed for a shortened turn-around for score reporting due to the use of previously linked item parameters for test construction and development of raw-to-scaled-score tables. In this chapter, we provide a brief comparison of pre- and post-equating, the procedure implemented for the 2023 PSSA, and the evaluation of pre-equated and post-equated solutions. Summary results are also presented.

PRE- VS. POST-EQUATING

As with other Pennsylvania assessment programs, the Rasch model is used to guide the test design, form construction, calibration, scaling, and equating of the PSSA. The first step in equating test forms using the Rasch model is to place the item parameters from different administrations on the same scale, also referred to as scale linking. Once the item parameters are on the same scale, the Newton Raphson procedure can be used to convert number-correct scores to Rasch ability levels, which in turn are transformed to scaled scores, ultimately allowing for score comparability within and across administrations.

As is the case with many K–12 large-scale assessment programs, all scored items are field tested prior to operational use. In theory, once the field-test items' difficulties are placed on the base scale one should not expect their Rasch item difficulties to change, except within a reasonable range of measurement error, after they are administered in an operational test provided the Rasch model fits the data. The subsequent use of these item parameters for test scoring is referred to as pre-equating.

In contrast, post-equating requires data from the current administration to be calibrated. Then, newly estimated item parameters are linked and placed on the same scale as banked item parameters, and scores are equated. With this in mind, pre-equating is advantageous because much of the work is completed before test administration, allowing more time for quality control; whereas post-equating relies on the same given timeframe for calibration, scale linking, equating scores, and implementing quality control procedures.

As the calibration of item parameters using IRT methods assumes equivalent samples of students from the same population, the two equating approaches should, in theory, yield the same results. However, this is unlikely to be true in practice, so there are practical advantages and disadvantages of each approach. The use of pre-equating can facilitate the operational process in terms of rapid score reporting, more time for quality control, and more flexibility in the assessment. One successful application of pre-equating is for computer-adaptive tests (CAT), such as the Pennsylvania Classroom Diagnostic tools (CDT), where test questions are tailored to a student's achievement as the test progresses. The CDT is designed to provide diagnostic information about student performance and is available throughout the school year at no cost. CATs require automated scoring for all item types (including constructed-response) and allow for immediate score reporting upon completion of the test. However, a variety of issues need to be considered when using pre-equating in practice. For example, students may not be motivated to take the field tests, especially standalone field tests, which may make the items appear harder in the field test than in the operational test (Eignor, 1985; Eignor & Stocking, 1986; Stocking & Eignor, 1986; Kolen & Harris, 1990). Other concerns for the field-test items include item context, item position, and sample size. In contrast, post-equating, when applicable, does not have the same motivational concerns as pre-equating. Also, post-equating uses post-administration data and is sometimes considered to yield more accurate analysis results, given that the number of students who take the operational tests is usually large. On the other hand, when the reporting window is extremely

tight, post-equating must occur within a very short time and therefore allows less time for the equating analyses and quality control.

CONSIDERATIONS FOR IMPLEMENTING PRE-EQUATING IN PSSA

To implement the pre-equating model in PSSA, additional efforts have been made to enhance the accuracy of pre-equating results based on findings from literature. For example, to address the concerns regarding students' motivation to take field tests, stand-alone field tests were not used; field-test items were embedded throughout the test so that students would perceive no differences between field-test items and operational items. This approach allows Rasch item difficulty estimates to be used for future pre-equating purposes and is based on the assumption that students should be equally motivated to take the operational and embedded field-test items, especially when they are not aware of which items are field-test items. To minimize item context and item position effects (i.e., lack of motivation and fatigue), field-test items were interspersed within the operational sections. With this design, students have a smaller chance of knowing the field-test item positions. Fatigue effects due to field-test items being placed in the last section of the operational test can be mitigated in this design as well. To improve the accuracy of the Rasch item difficulties estimated from the field-test data, DRC scored all MC items and a large sample of CR items, given that larger sample sizes can increase the estimation accuracy. The test designs for the operational PSSA mathematics, ELA, and science assessments used multiple test forms that shared several common elements. The operational items were the same on all forms and for all students. Student total raw scores and scaled scores, as well as accountability reporting, were based exclusively on the operational items.

The primary purpose of implementing pre-equating methodologies in PSSA was to shorten the score reporting window. Although PSSA forms have always been built using previously administered FT items with estimated Rasch difficulties, item selection for assessment programs that utilize pre-equating relies heavily on data-model fit, and in turn, the form construction process relies on items' statistical properties. Once items were selected for forms, approved by DRC staff and PDE, raw-to-scaled score tables were built using the same statistical properties.

SCALE LINKING

PSSA utilizes a chained scale linking design to conduct pre-equating verification, to obtain item parameters for field-tested items, and to update item parameters for operational items. Results from scale linking are item parameters (Rasch difficulties and thresholds) for field-tested (FT) items that are on the base scale. The chain originates from a scale of measurement defined for each test's base form, which is used as the reference for calibrating all items in the item pool. The base form is usually the form upon which the cut scores were established (see Chapter Thirteen). In the case of the PSSA, scales and cut scores were established for Science in 2008 and for ELA and mathematics in 2015. Therefore, the 2023 mathematics and ELA tests are chain linked to the scales set in 2015 and the science tests are chain linked to the scales set in 2008.

The Rasch Partial Credit Model (RPCM) is used for the calibrating data for the PSSA, given its flexibility for dichotomously scored (i.e., MC) and polytomously scored (i.e., CR, EBSR) item types (Masters, 1982). The RPCM is discussed in detail in Chapter Twelve. Without employing scale linking, Rasch difficulties for the field-tested items would not be directly comparable to other items on the base scale. A partially anchored calibration was employed to estimate all item parameters for each test on its respective base scale. First, all OP item parameters were evaluated for model fit to ensure that previously estimated (banked) item parameters were still reasonable and appropriate. If misfitting items were identified, their parameters were re-estimated (see Appendix O for OP item difficulties). Then OP item parameters were anchored and FT item parameters were freely estimated for each subject and grade level. This allowed for the estimation of FT item parameters on the baseline scale (see Appendix F for all item statistics).

For the pre-equating verification, we evaluated the differences between the fully anchored pre-equated solution and the partially anchored pre-equated solution (if misfitting items were identified). Both sets of item parameters were then used to estimate student abilities, which were then transformed to scaled scores. (Transformation formulas are provided in Chapter Fourteen.) The following steps outline the scale linking procedure used for PSSA. All calibration was conducted using WINSTEPS (Linacre, 2019).

1. Calibrate operational (OP) items in a fully anchored design.
 - a. Exclude FT items.
 - b. Identify include only students that have completed the test.
2. Identify misfitting items from Step 1 using the following criteria.
 - a. Identify items with infit mean-square values greater than 1.3 or items with absolute displacement greater than 0.5 logits¹.
3. For any item identified in Step 2 due to infit issues, allow OP item parameters to be freely calibrated in a partially-anchored design. This allows for item parameters to be updated for misfitting items².
 - a. Exclude FT items.
 - b. Include only students that have completed the test.
4. Calibrate OP and auto-scored FT items in a partially-anchored concurrent design.
 - a. Anchor OP item parameters to the banked values (used in Step 1) or the updated values (estimated in Step 3).
 - b. Include all operational (OP) and auto-scored (MC or EBSR) FT items.
 - c. Include only students that have completed the test.
5. Calibrate OP and FT items in a partially-anchored concurrent design.
 - a. Anchor OP item parameters to the banked values (used in Step 1) or the updated values (estimated in Step 3).
 - b. Anchor FT autoscored item parameters to those estimated in Step 4.
 - c. Include all operational (OP) and field-test (FT) items.
 - d. Include only students with scores for FT CR items.
 - e. The resulting item parameters are banked for future use.

¹ Only infit was used as flagging criteria during pre-equating verification.

² Step 3 is part of the scale maintenance plan discussed later in this chapter.

PRE-EQUATING VERIFICATION

Although extra care has been taken to guarantee the success of pre-equating during the test design, form construction, and calibration of embedded field-test items, DRC ensured that the pre-equated results had reasonable data-model fit during the pre-equating verification process. Once sufficient data was available, pre-equating verification was conducted to assess data-model fit and allow the parameters of any misfitting items to be freely calibrated. Any misfitting item was identified, and parameters were freely estimated in a subsequent calibration (using a partially anchored design) to improve data-model fit. The data and results presented in this section refer to misfitting items as those in which infit mean-square values exceeded a criterion of 1.3. The number of items identified during pre-equating verification for each subject and grade level is shown in Table 15–1. Items were identified for mathematics grades 3 and 5 and ELA grade 4. Differences were analyzed between fully anchored pre-equated results (hereinafter “pre-equated”) and partially anchored pre-equated results (hereinafter “post-equated”). Pre-equating verification analyses were conducted at the item level, person level, and form level. Complete detailed results from the pre-equating verification analyses can be found in Appendix T.

Table 15–1. Number of Misfitting Items Identified during Pre-Equating Verification

Grade	Mathematics	ELA	Science
Grade 3	2	0	-
Grade 4	0	1	0
Grade 5	1	0	-
Grade 6	0	0	-
Grade 7	0	0	-
Grade 8	0	0	0

At the same time, DRC test development specialists reviewed all misfitting items (i.e., items with infit mean-square values greater than 1.3) and items with large displacement values (i.e., an absolute value greater than 0.5) to ensure that items were presented in the same manner as they were in prior administrations.

ITEM-LEVEL ANALYSES

Item-level analyses indicate whether the data fit the Rasch model with respect to item-fit statistics. This analysis included the number of items that had reasonable fit statistics (i.e., greater than 0.7 and less than 1.3) supported by prior literature (Wright & Linacre, 1994). Tables 15–2M, 15–2E, and 15–2S show the item fit statistics comparisons for mathematics, ELA, and science, respectively. For math grades 3 and 5 and ELA grade 4, the items fit the pre-equated and post-equated solutions similarly. The results show that the data fit the pre-equated solution well, which provided evidence that the pre-equated solution was appropriate.

Table 15–2M. Mathematics Item Infit and Outfit Mean-Square Statistics by Grade

Grade	Method	N	Mean*	SD*	Min*	Max*	[0.7,1.3]*	Mean+	SD+	Min+	Max+	[0.7,1.3]+
3	Pre	69268	1.00	0.15	0.69	1.41	40/43	1.00	0.21	0.65	1.64	39/43
3	Post	69268	0.99	0.13	0.69	1.25	42/43	0.99	0.18	0.65	1.39	39/43
4	Pre	69529	0.98	0.10	0.75	1.20	43/43	0.97	0.15	0.60	1.29	41/43
4	Post	69529	0.98	0.10	0.75	1.20	43/43	0.97	0.15	0.60	1.29	41/43
5	Pre	69184	0.99	0.12	0.76	1.35	42/43	0.98	0.18	0.61	1.37	36/43
5	Post	69184	0.98	0.11	0.76	1.24	43/43	0.96	0.16	0.61	1.34	38/43
6	Pre	72855	0.99	0.11	0.76	1.24	43/43	1.00	0.16	0.64	1.37	41/43
6	Post	72855	0.99	0.11	0.76	1.24	43/43	1.00	0.16	0.64	1.37	41/43
7	Pre	72968	0.99	0.12	0.69	1.27	42/43	0.98	0.17	0.64	1.32	39/43
7	Post	72968	0.99	0.12	0.69	1.27	42/43	0.98	0.17	0.64	1.32	39/43
8	Pre	69124	0.97	0.10	0.72	1.14	43/43	0.97	0.14	0.58	1.22	41/43
8	Post	69124	0.97	0.10	0.72	1.14	43/43	0.97	0.14	0.58	1.22	41/43

Notes. *Denotes Infit

+Denotes Outfit

Table 15–2E. ELA Item Infit and Outfit Mean-Square Statistics by Grade

Grade	Method	N	Mean*	SD*	Min*	Max*	[0.7,1.3]*	Mean+	SD+	Min+	Max+	[0.7,1.3]+
3	Pre	96778	1.02	0.09	0.81	1.20	35/35	1.03	0.14	0.72	1.33	33/35
3	Post	96778	1.02	0.09	0.81	1.20	35/35	1.03	0.14	0.72	1.33	33/35
4	Pre	95078	1.06	0.13	0.68	1.33	37/39	1.10	0.20	0.68	1.67	33/39
4	Post	95078	1.06	0.13	0.68	1.32	37/39	1.10	0.20	0.68	1.68	33/39
5	Pre	98460	1.05	0.10	0.77	1.22	39/39	1.10	0.17	0.76	1.48	34/39
5	Post	98460	1.05	0.10	0.77	1.22	39/39	1.10	0.17	0.76	1.48	34/39
6	Pre	100680	1.04	0.13	0.62	1.26	38/39	1.05	0.20	0.63	1.36	33/39
6	Post	100680	1.04	0.13	0.62	1.26	38/39	1.05	0.20	0.63	1.36	33/39
7	Pre	98433	1.04	0.11	0.78	1.23	39/39	1.07	0.18	0.66	1.45	34/39
7	Post	98433	1.04	0.11	0.78	1.23	39/39	1.07	0.18	0.66	1.45	34/39
8	Pre	101151	1.04	0.12	0.76	1.29	39/39	1.07	0.18	0.56	1.46	35/39
8	Post	101151	1.04	0.12	0.76	1.29	39/39	1.07	0.18	0.56	1.46	35/39

Notes. *Denotes Infit

+Denotes Outfit

Table 15–2S. Science Item Infit and Outfit Mean-Square Statistics by Grade

Grade	Method	N	Mean*	SD*	Min*	Max*	[0.7,1.3]*	Mean+	SD+	Min+	Max+	[0.7,1.3]+
4	Pre	49104	0.98	0.13	0.66	1.20	42/43	0.98	0.19	0.48	1.28	41/43
4	Post	49104	0.98	0.13	0.66	1.20	42/43	0.98	0.19	0.48	1.28	41/43
8	Pre	56023	0.98	0.10	0.71	1.17	43/43	0.96	0.15	0.57	1.23	40/43
8	Post	56023	0.98	0.10	0.71	1.17	43/43	0.96	0.15	0.57	1.23	40/43

Notes. *Denotes Infit
+Denotes Outfit

PERSON-LEVEL ANALYSES

The second set of analyses conducted consisted of analyzing person-level fit statistics, which can be another indicator of whether the data fit the model. Tables 15–3M, 15–3E, and 15–3S summarize the overall person infit and outfit statistics by grade level for both the pre-equated and post-equated solutions for mathematics, ELA, and science, respectively. The table specifies the mean, standard deviation (SD), minimum (Min), maximum (Max), and proportion of persons that had reasonable fit statistics (i.e., greater than 0.5 and less than 1.5)³ for both infit and outfit statistics. The results in the tables indicate that person-level fit does not vary by equating method.

Furthermore, Appendix T includes the results for the pre-equating verification, including the person infit boxplots for all subjects and grade levels for both pre-equated and post-equated solutions. Appendix T also provides boxplots disaggregated by gender, ethnicity, English Learners (ELs), and students with individualized educational plans (IEPs). The person infit plots indicate that the data fits the pre- and post-equated solutions similarly.

Table 15–3M. Mathematics Person Infit and Outfit Mean-Square Statistics by Grade

Grade	Method	N	Mean*	SD*	Min*	Max*	[0.5,1.5]*	Mean+	SD+	Min+	Max+	[0.5,1.5]+
3	Pre	69268	0.98	0.20	0.51	3.43	98.6%	1.00	0.26	0.13	7.21	94.7%
3	Post	69268	0.97	0.19	0.50	3.42	98.6%	0.99	0.24	0.12	7.10	95.6%
4	Pre	69529	0.98	0.21	0.28	3.67	97.6%	0.97	0.23	0.07	4.65	96.4%
4	Post	69529	0.98	0.21	0.28	3.67	97.6%	0.97	0.23	0.07	4.65	96.4%
5	Pre	69184	1.00	0.20	0.28	2.78	97.1%	0.98	0.19	0.07	4.59	97.6%
5	Post	69184	0.98	0.18	0.30	2.68	98.3%	0.96	0.19	0.08	4.30	97.8%
6	Pre	72855	0.98	0.19	0.41	3.39	98.4%	1.00	0.22	0.08	6.77	96.7%
6	Post	72855	0.98	0.19	0.41	3.39	98.4%	1.00	0.22	0.08	6.77	96.7%
7	Pre	72968	0.96	0.17	0.37	3.24	98.6%	0.98	0.19	0.07	4.91	97.9%
7	Post	72968	0.96	0.17	0.37	3.24	98.6%	0.98	0.19	0.07	4.91	97.9%
8	Pre	69124	0.97	0.19	0.46	2.96	98.3%	0.97	0.21	0.07	5.39	97.3%
8	Post	69124	0.97	0.19	0.46	2.96	98.3%	0.97	0.21	0.07	5.39	97.3%

Notes. *Denotes Infit
+Denotes Outfit

³ While items and persons are on the same scale, items tend to be more stable. As such, stricter rules are applied to item-fit statistics than person-fit statistics in determining reasonable fit.

Table 15–3E. ELA Person Infit and Outfit Mean-Square Statistics by Grade

Grade	Method	N	Mean*	SD*	Min*	Max*	[0.5,1.5]*	Mean+	SD+	Min+	Max+	[0.5,1.5]+
3	Pre	96778	1.03	0.20	0.51	3.24	97.8%	1.03	0.19	0.13	4.10	97.8%
3	Post	96778	1.03	0.20	0.51	3.24	97.8%	1.03	0.19	0.13	4.10	97.8%
4	Pre	95078	1.02	0.35	0.25	3.47	91.6%	1.07	0.34	0.08	8.94	90.8%
4	Post	95078	1.02	0.35	0.25	3.47	91.6%	1.07	0.34	0.08	8.93	90.8%
5	Pre	98460	1.03	0.34	0.30	3.30	90.7%	1.07	0.35	0.10	6.79	90.4%
5	Post	98460	1.03	0.34	0.30	3.30	90.7%	1.07	0.35	0.10	6.79	90.4%
6	Pre	100680	1.00	0.33	0.30	3.57	92.4%	1.02	0.29	0.10	7.51	92.9%
6	Post	100680	1.00	0.33	0.30	3.57	92.4%	1.02	0.29	0.10	7.51	92.9%
7	Pre	98433	1.01	0.34	0.32	3.00	90.1%	1.05	0.33	0.11	6.02	89.9%
7	Post	98433	1.01	0.34	0.32	3.00	90.1%	1.05	0.33	0.11	6.02	89.9%
8	Pre	101151	1.01	0.35	0.28	3.18	9.0%	1.05	0.33	0.09	7.43	89.5%
8	Post	101151	1.01	0.35	0.28	3.18	9.0%	1.05	0.33	0.09	7.43	89.5%

Notes. *Denotes Infit

+Denotes Outfit

Table 15–3S. Science Person Infit and Outfit Mean-Square Statistics by Grade

Grade	Method	N	Mean*	SD*	Min*	Max*	[0.5,1.5]*	Mean+	SD+	Min+	Max+	[0.5,1.5]+
4	Pre	49104	0.98	0.13	0.60	1.81	99.9%	0.98	0.18	0.25	3.23	98.6%
4	Post	49104	0.98	0.13	0.60	1.81	99.9%	0.98	0.18	0.25	3.23	98.6%
8	Pre	56023	0.98	0.13	0.57	1.90	99.9%	0.96	0.18	0.19	5.29	98.4%
8	Post	56023	0.98	0.13	0.57	1.90	99.9%	0.96	0.18	0.19	5.29	98.4%

Notes. *Denotes Infit

+Denotes Outfit

NORMALIZED SCALED SCORE DIFFERENCES

On the form-level, we evaluated differences between pre-equated and post-equated results. Normalized differences were calculated as the difference between the scaled score divided by the average CSEM of pre- and post-equated results at each raw score point (see Equation below). Normalized differences were all within reasonable expectations (min = -0.04, max = 0.16), where the largest differences were observed for Math grade 5 (min = -0.04, max = 0.16). The plots for normalized scaled score differences are included in Appendix T.

$$\text{Normalized Scaled Score Difference} = \frac{SS_{Pre} - SS_{Post}}{(CSEM_{Pre} + CSEM_{Post})/2}$$

PERFORMANCE LEVEL CLASSIFICATION

Pre-equated solutions were considered reasonable if classification consistency did not change more than 5%. Table 15–4 shows the consistency of classifications with respect to performance levels. The three numeric values within each cell refer to the proportion of performance classifications that do not agree at each of the three cuts (Basic, Proficient, and Advanced, respectively). If a numeric entry is followed by a negative sign, then pre-equating resulted in a lower percentage of students in the adjacent performance level when compared to post-equating. On the other hand, if the numeric entry is followed by a positive sign, then pre-equating resulted in a higher percentage of students in the adjacent performance level when compared to post-equating. “Exact” indicates that there was exact agreement between the pre-equated and post-equated solutions. Lastly, a dash indicates that no items were identified during pre-equating validation, and no post-equating was conducted.

Performance level classification was identical between the pre- and post-equated solutions for ELA grade 4. There were slight differences for math grades 3 and 5. Both math grades 3 and 5 showed movement of 1 raw cut-score at a single performance level. Specifically for math grade 5, 3% of students were classified as Proficient when pre-equating was used and Basic when post-equating was used. After comparing and evaluating the results, the percentage of students classified differently was less than 5% within each classification, subject, and grade level. The TAC agreed that if classification consistency was less than 5%, then pre-equated solutions should be accepted. The comparison of raw-to-scale score conversion tables for pre-equated and post-equated solutions are shown in Appendix T, Table T–1.

Table 15–4. Performance Level Impact Summary Between Pre- and Post-equated Solutions by Subject and Grade

Grade	Mathematics	ELA	Science
Grade 3	(0,0,3+)	-	
Grade 4	-	Exact	-
Grade 5	(0,3+,0)	-	
Grade 6	-	-	
Grade 7	-	-	
Grade 8	-	-	-

Note. A dash (-) represents that no items were identified during the pre-equating verification process, therefore post-equated solutions were not compared for these grade levels.

SCALE STABILITY AND MAINTENANCE

Scale stability is a critical component of any testing program. The 2014 Standards of Educational and Psychological Testing state that “Testing programs that attempt to maintain a common scale over time should conduct periodic checks of the stability of the scale on which the scores are reported” (p.103). Conducting item parameter checks, ensuring that item parameters do not drift over time, and potentially updating operational item parameters are a few ways in which testing programs can maintain scale stability. Although many of these aspects are checked during the pre-equating verification process, it is also important to analyze student performance and scale stability following each administration. Prior to 2021, operational item parameters were updated following each administration by calculating a mean shift constant based on a specified anchor set and transforming all operational item parameters back onto the base scale. In 2021, operational item parameters were not updated due to the expected impact from the Covid-19 pandemic, including but not limited to the disruption to teaching and learning, the lower participation in state-wide summative assessments, and the elongated testing windows.

Starting in 2022, operational item parameters were re-estimated and updated only if items showed misfit (mean-square infit values greater than 1.3), or items showed displacement (absolute displacement greater than 0.5). As previously discussed, item parameters were re-estimated during a partially-anchored concurrent calibration, where all other operational items were fixed to their previously banked values.

TEST CHARACTERISTIC CURVES AND LOGIT PLOTS

Figure 15–1 helps visualize the across-year differences in the difficulties of operational items. For each subject and grade level, two plots are presented: the test characteristic curves (TCCs) and the relationship between pre-equated and post-equated item difficulties. The plot on the left shows the prior and current TCCs and indicates alignment between the prior and current forms in terms of difficulty in the logit metric. TCCs that are closely aligned translate into similar raw-score cut points and similar test difficulty across years. The three dotted vertical lines represent the Basic, Proficient, and Advanced cut-scores on the logit (θ) scale. All subjects and grades showed very small year-to-year differences in TCCs from 2022 to 2023. The standard error of measurement (SEM) overlays the TCCs to show that the minimum SEM typically occurs close to the Proficient cut-score, which indicates that the Proficient cut-scores tend to be the most precise, as desired.

The right plot in Figure 15–1 displays the relationship between the pre-equated item difficulties (x-axis) and the post-equated item difficulties (y-axis) on the logit (θ) scale. The black line represents the identity line; if points fall on the identity line it indicates that there is no difference between the pre-equated and post-equated item difficulty. Points that do not fall on the identity line indicate items that were identified as misfitting during the pre-equating verification process and were freely estimated in a subsequent calibration. In most cases, the item difficulties that were freely estimated under the post-equated model were close to the identity line. The plots provide evidence of reasonable across-year stability of item difficulty, meaning the pre-equated item difficulties were similar to the post-equated item difficulties.

Figure 15–1. Test Characteristic Curves and Logit Plot

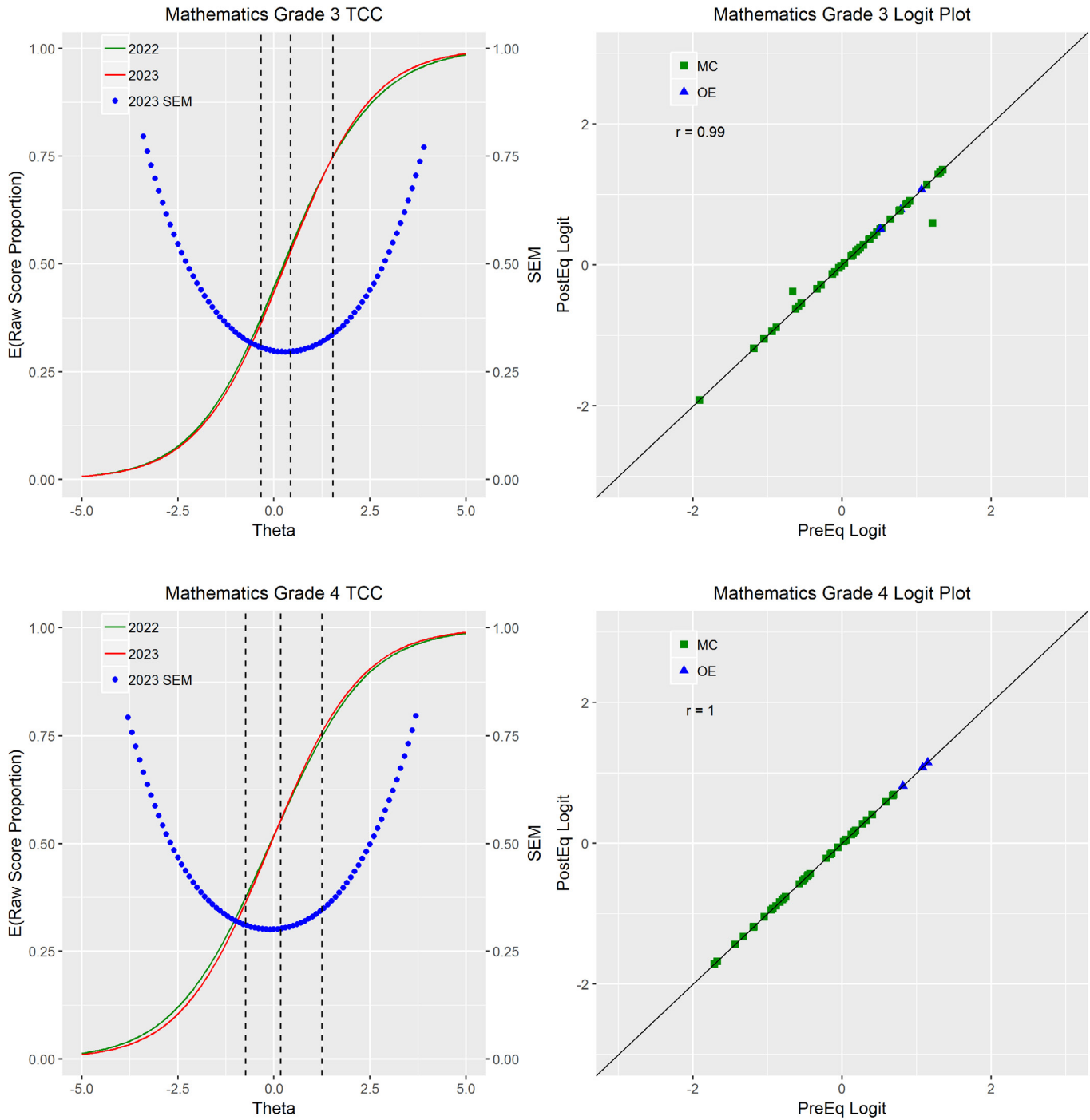


Figure 15–1 (continued). Test Characteristic Curves and Logit Plot

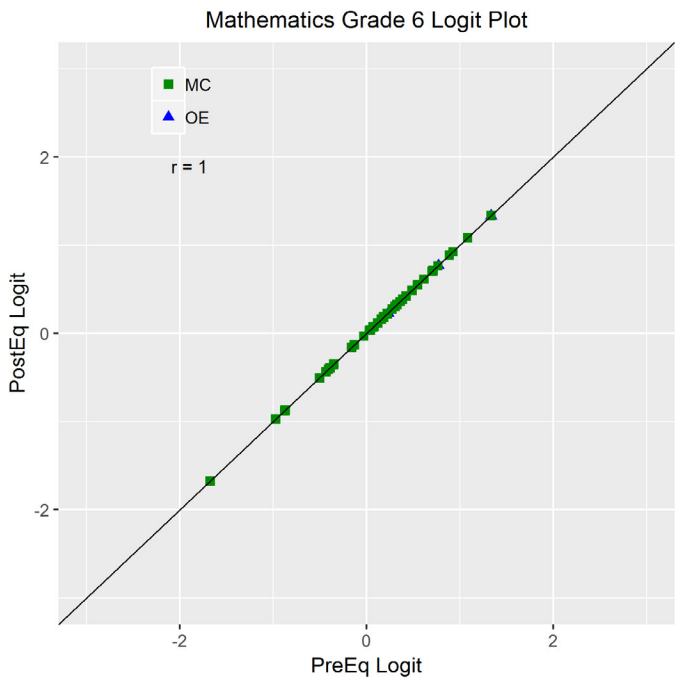
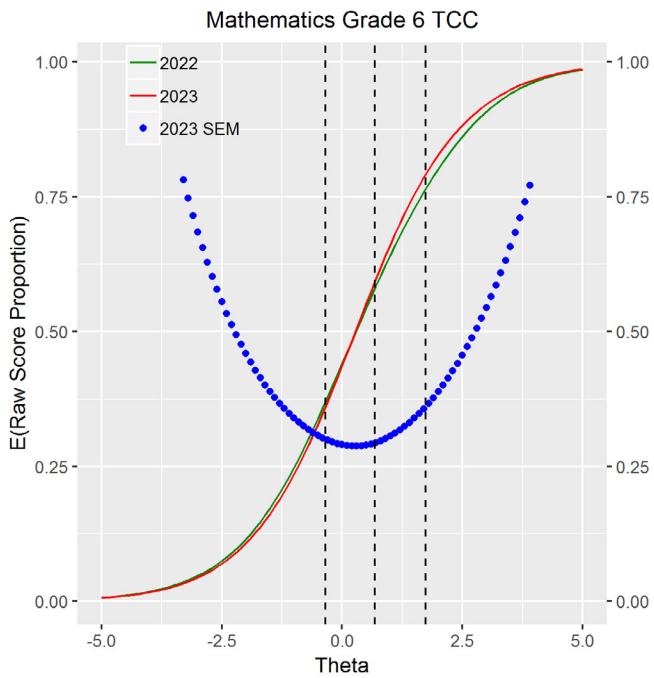
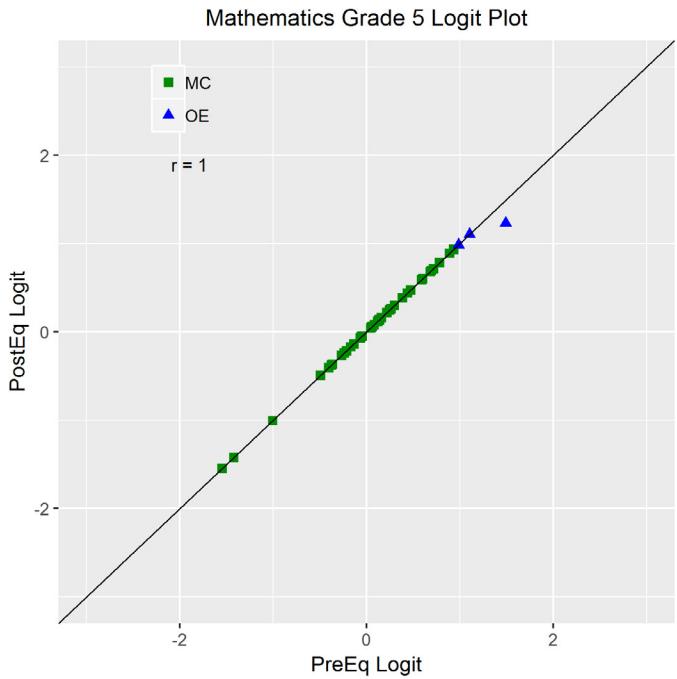
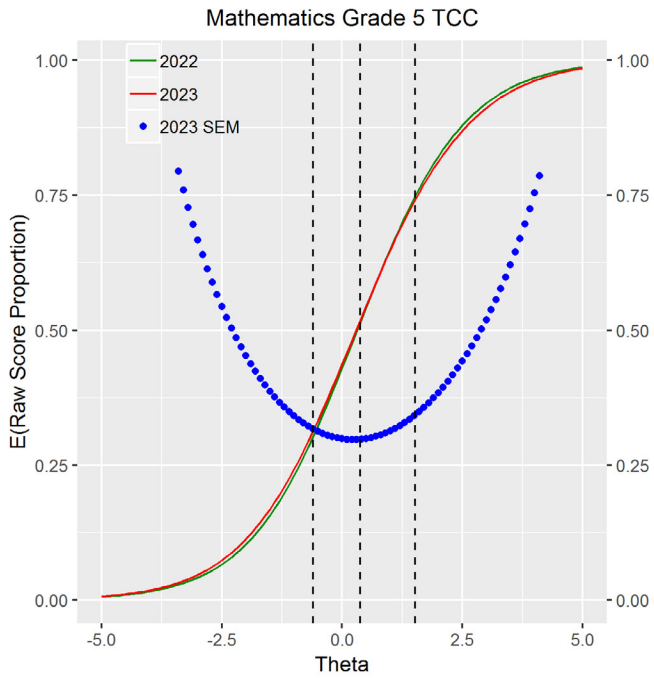


Figure 15–1 (continued). Test Characteristic Curves and Logit Plot

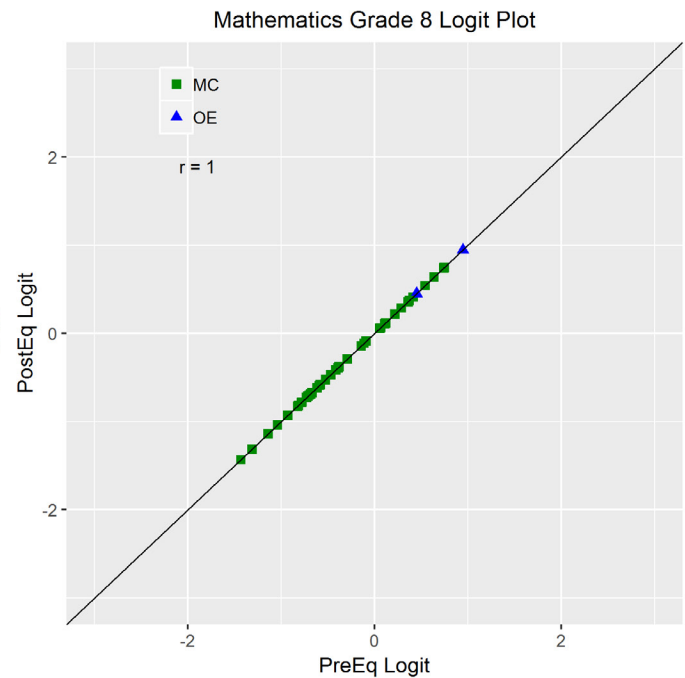
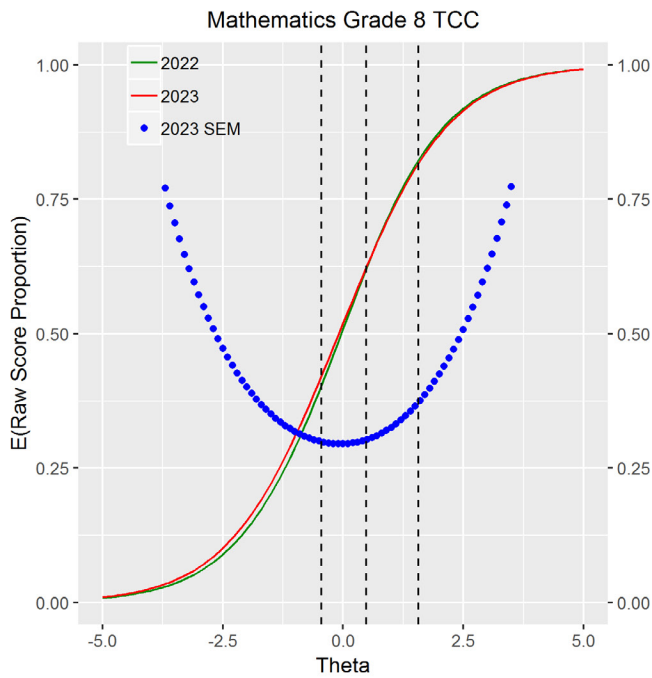
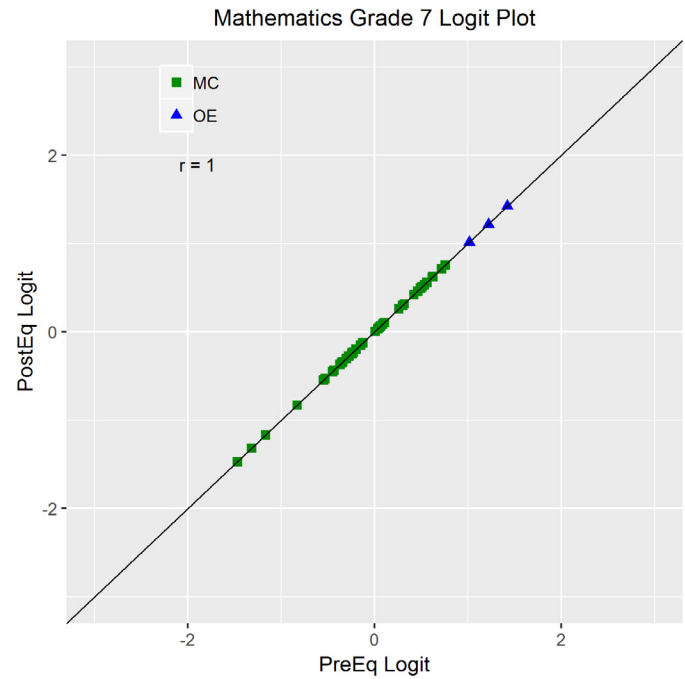
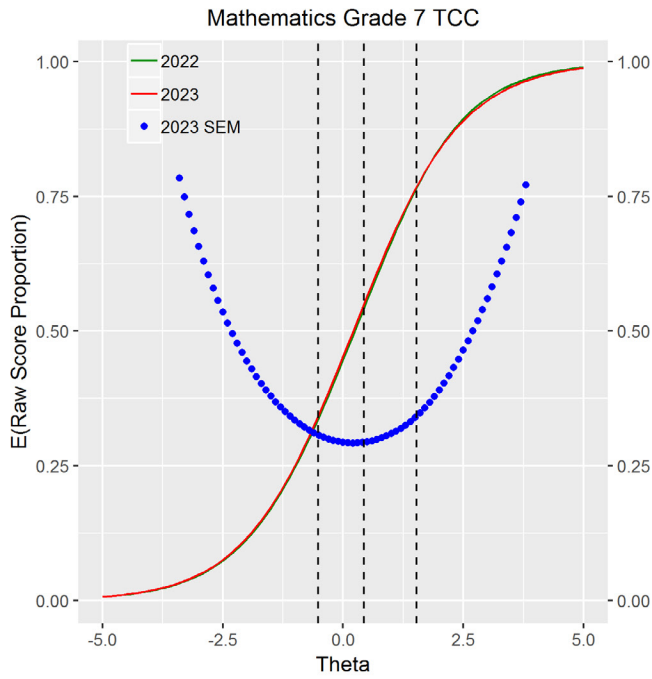


Figure 15–1 (continued). Test Characteristic Curves and Logit Plot

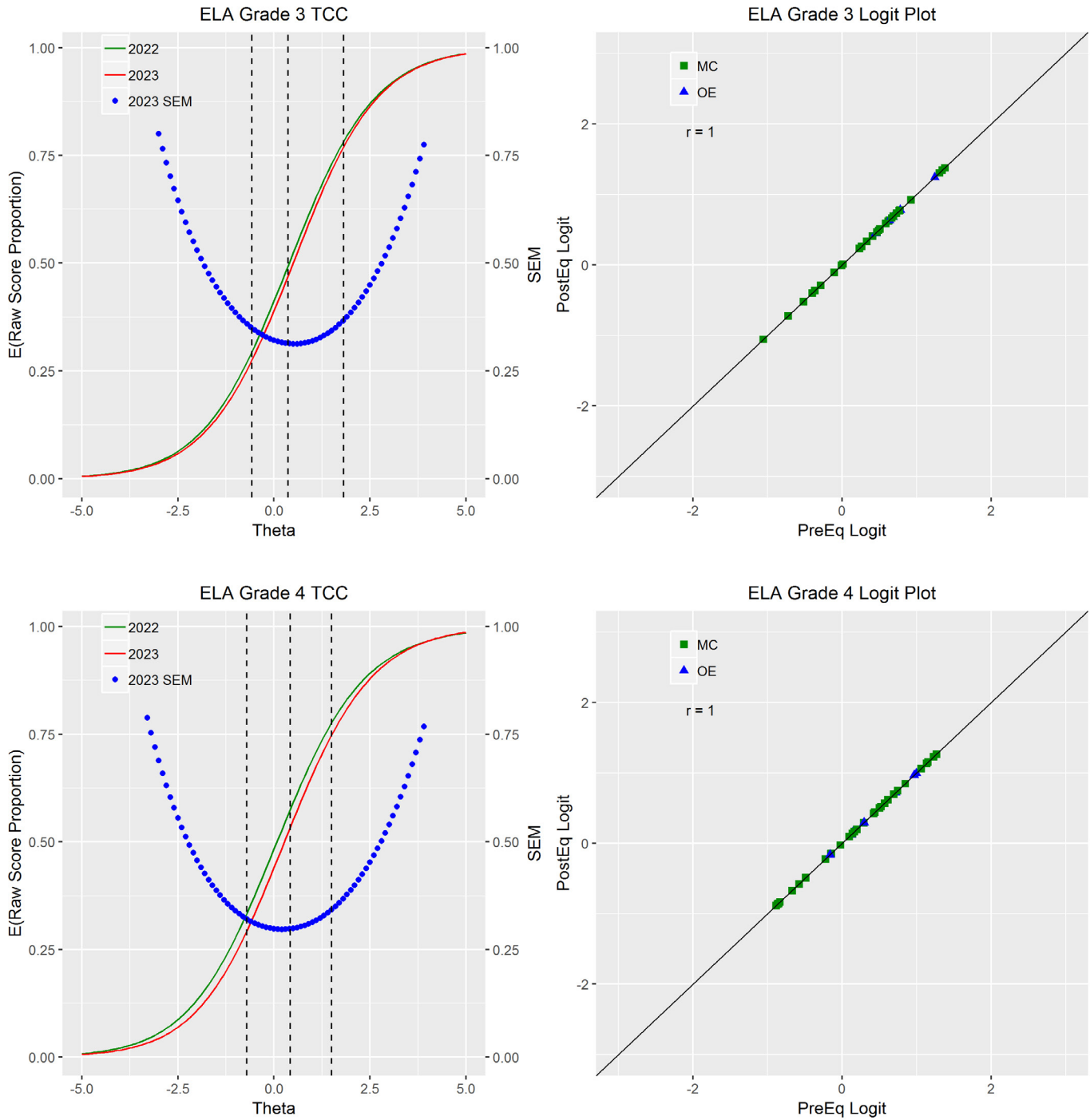


Figure 15–1 (continued). Test Characteristic Curves and Logit Plot

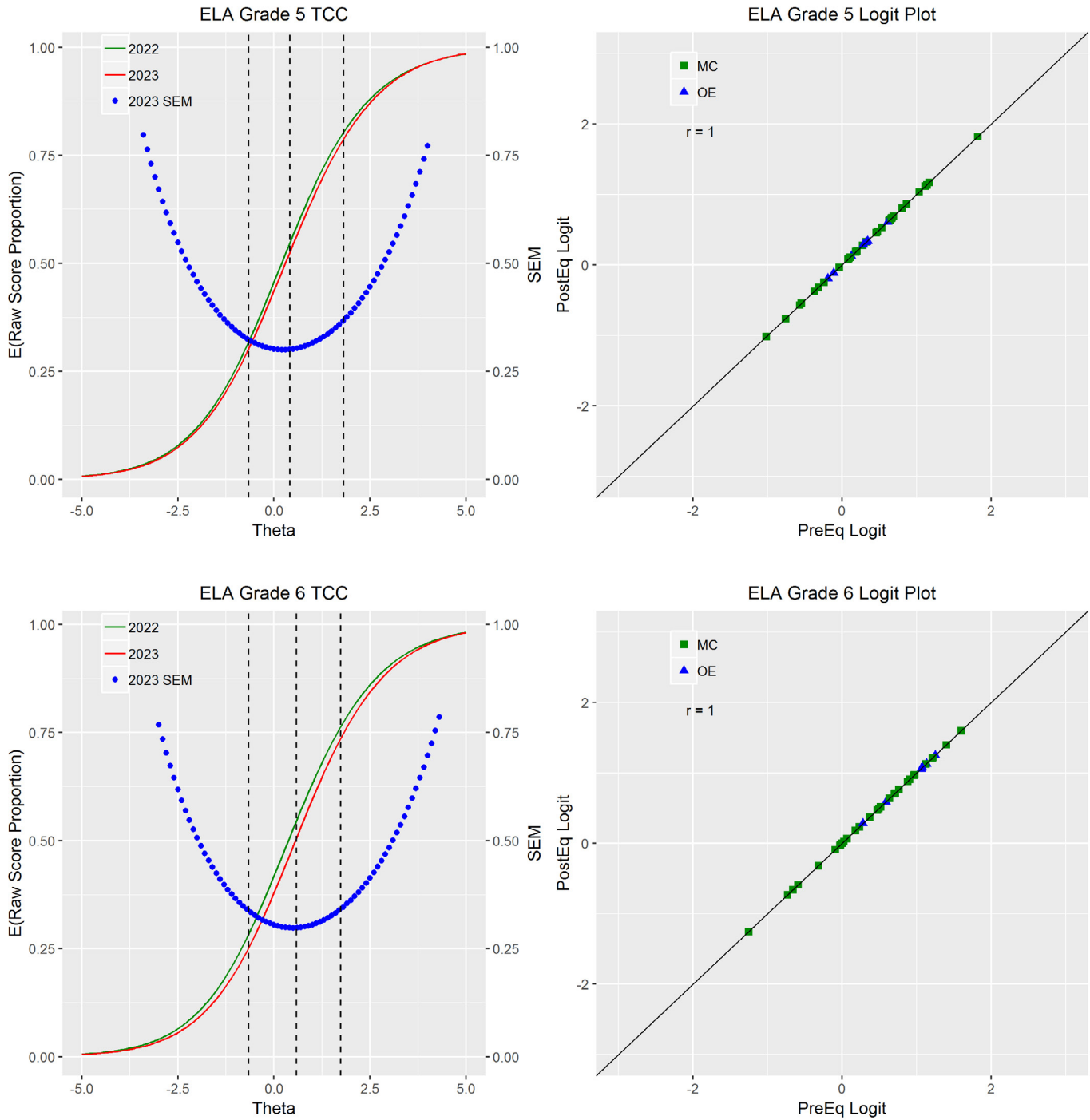


Figure 15–1 (continued). Test Characteristic Curves and Logit Plot

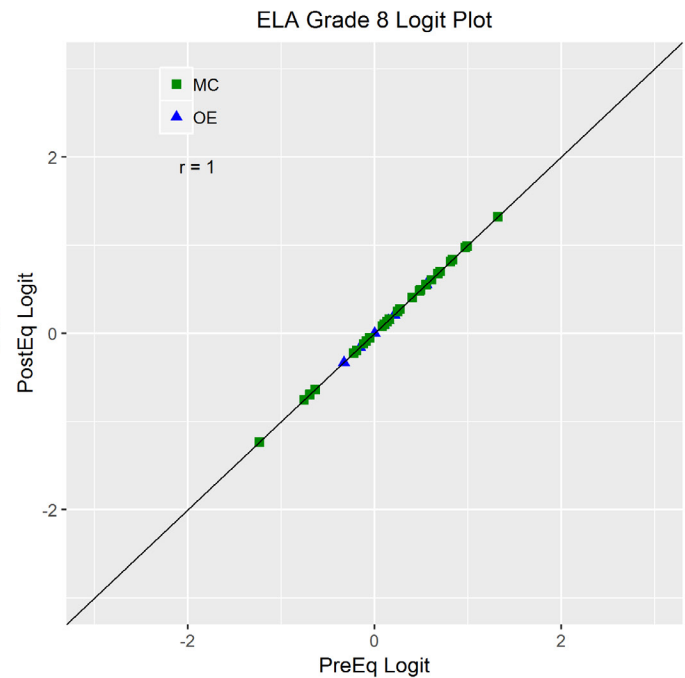
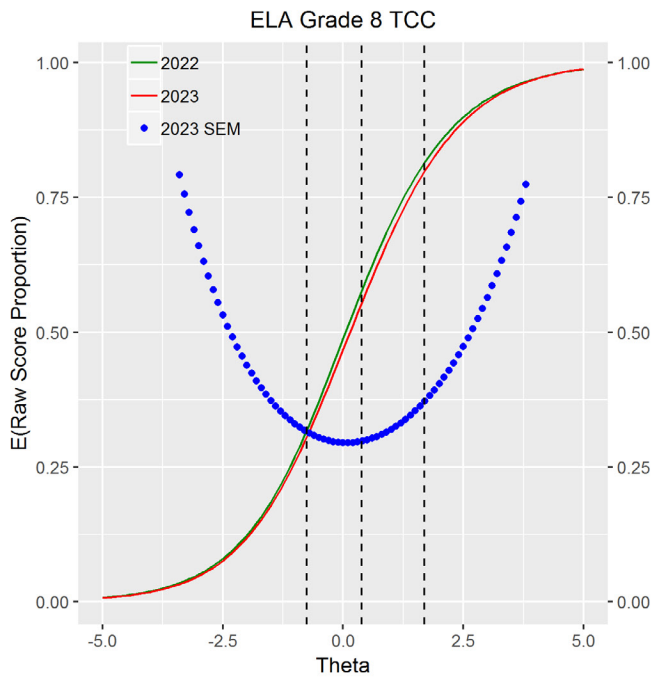
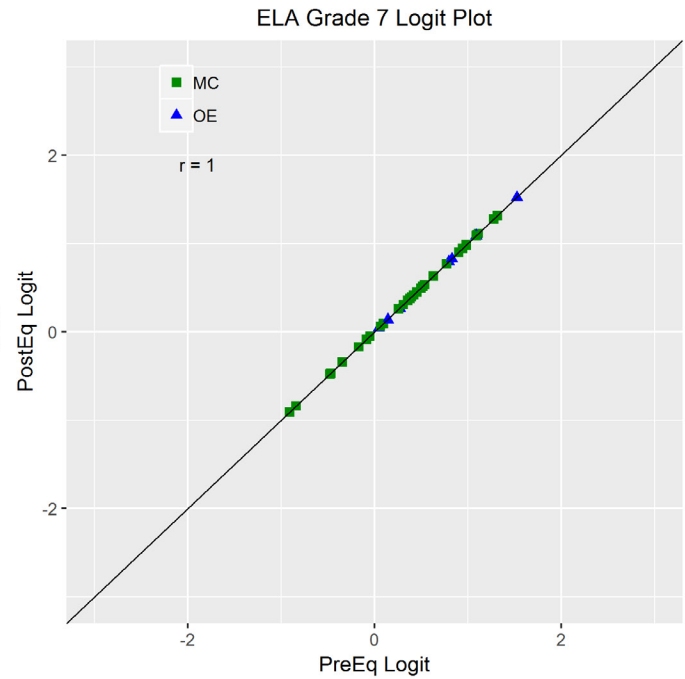
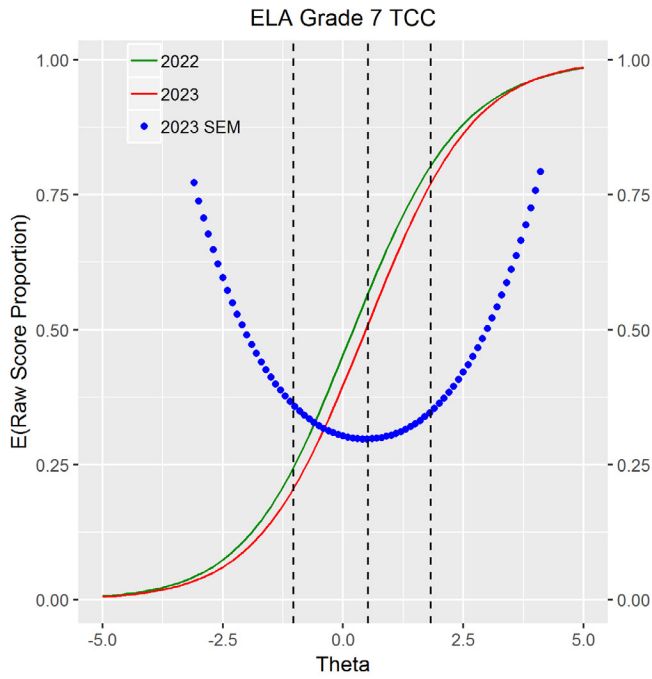
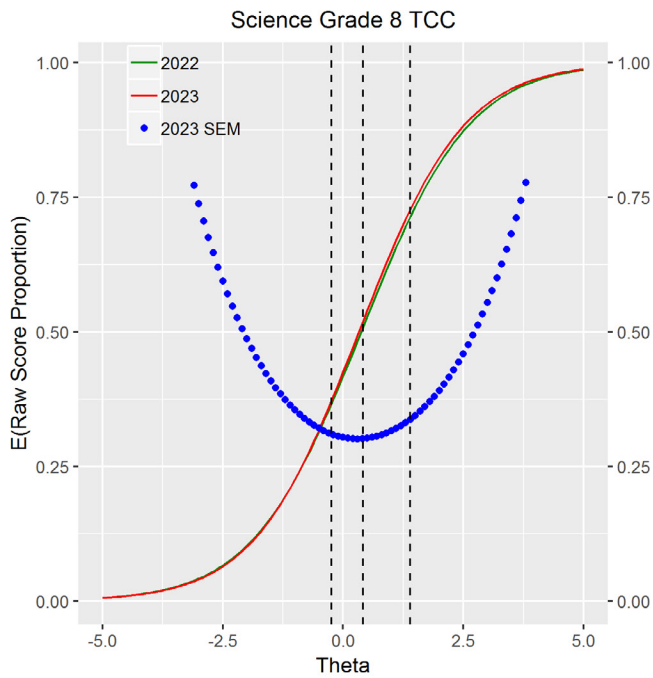
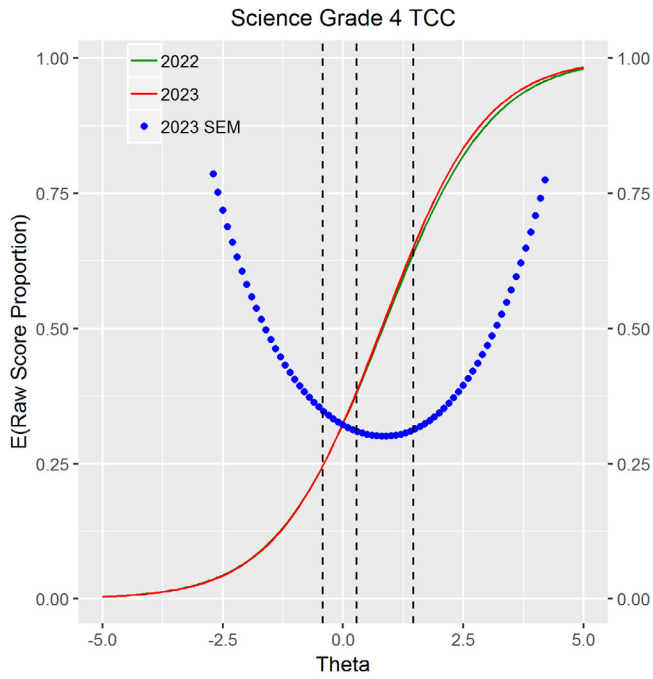


Figure 15–1 (continued). Test Characteristic Curves and Logit Plot



CHAPTER SIXTEEN: SCORES AND SCORE REPORTS

This chapter provides information about the scores provided for the PSSA (e.g., scaled scores, performance levels, and strand scores), how they are presented on score reports, and appropriate and inappropriate uses of the scores.

SCORING THE PSSA

The PSSA is composed of multiple-choice (MC) and open-ended (OE) items. Each correct response to a MC item receives a score of 1. Incorrect responses receive a score of 0. Scores on OE items range from zero to four, depending on the subject and grade. Table 16–1 summarizes the types of items used on each subject-area test. More detailed information about the various item types is provided in Chapter Two.

Table 16–1. Item Types Used by Subject Area

Item Type	Mathematics	ELA	Science
Multiple-Choice	1 point	1 point	1 point
Open-Ended	4 points	N/A	2 points
Short-Answer	N/A	3 points	N/A
Evidence-Based Selected-Response	N/A	2 or 3 points	N/A
Text-Dependent Analysis	N/A	4 points	N/A

Note. Text-dependent analysis items are weighted.

DESCRIPTION OF TOTAL TEST SCORES

Different types of scores have been developed for PSSA reporting. Since the underlying properties of these scores are not necessarily the same, the resulting scores depend on the purposes of the test. The following types of scores are included on score reports for each PSSA subject-area test:

- Raw scores
- Scaled scores
- Performance levels

RAW SCORES

A raw score is the number of points a student earned over the operational MC and OE items. By itself, the raw score has limited utility. One limitation is that it can only be interpreted with reference to the total number of items on a subject-area test (e.g., a raw score of 15 on a 20-item test is different than a raw score of 15 on a 30-item test). In addition, raw scores depend on the difficulty of test items across test forms (e.g., a raw score of 15 on a test with 20 easy items is different than a raw score of 15 on a test with 20 difficult items). Because the difficulty of the items on a test can change from year to year, raw scores should not be compared across tests or administrations.

SCALED SCORES

Scaled scores are introduced in Chapter Fourteen. In the simplest sense, a scaled score is a transformed number-correct score. The specifics of the transformation processes for the PSSA are also discussed in Chapter Fourteen. When all students take the same items, as with the operational items on the PSSA, the more points the student earns, the higher the associated scaled score will be. The value of using the methods described in Chapters Fourteen and Sixteen to produce a scaled score metric is that it produces more general, interpretable, and equitable results that can be compared across years. As noted above, a raw score of 30 is meaningless unless the maximum raw score is known. The difficulty of the test items was also mentioned as an additional challenge with interpreting raw scores. Number-correct scores are transformed to scaled scores to remove the effects of test length and item difficulty. Strictly speaking, transformation of number-correct scores to percent-correct scores would also remove the effect of test length, but it would do nothing to adjust for the difficulty of the items to support year-to-year equivalence of scores.

Another advantage of scaled scores is that they lend themselves to interpretations of what is referred to as an interval level, whereas raw scores do not. Interval-level scales allow an interpretation of a scaled score difference of 5 points to be the same whether the scores are 1095 vs. 1100 or 1245 vs. 1250. Raw score differences, in this context, cannot be interpreted in this manner and are thus neither generalizable nor equitable.

When test scores are properly equated across years, a scaled score of 1300—or any other value for a subject and grade, should have the same absolute meaning in the current year as it had in previous years. Meaning, if a student's scaled score on a specific subject and grade level increased across two years, then that student's performance improved;¹ it does not say anything about whether this year's test is easier or harder than last year's test. These interpretations require no information about the length or the difficulty of the test in either year, although these variables are essential for the process of deriving the scaled scores.

There is considerable auxiliary information presented in this report that might aid the reader in further contextualizing PSSA scaled scores. The reader is specifically referred to the following information:

- Chapter Fourteen provides information on the development of the PSSA scaled score system, including transformation formulas, rounding rules, and general scale characteristics (e.g., minimum values).
- Chapter Seventeen provides total test score statistics. In particular, Table 17–2 lists the scaled score means and standard deviations for this year's test results.

PERFORMANCE LEVELS

PSSA results are also reported using four Performance Levels: Below Basic, Basic, Proficient, and Advanced. The cut scores on the scaled score metric (i.e., the lowest possible scaled score to enter the Basic, Proficient, and Advanced levels) were presented earlier in this report. However, the information is repeated below (Table 16–2) for convenience.

¹ This example is not an endorsement of conducting a trend analysis with only two years of results. Further, small differences may not be statistically or practically significant.

Table 16–2. PSSA Scaled Score Cuts for Each Performance Level by Subject and Grade

Subject	Grade	Min	BB/B ¹	B/P ¹	P/A ¹	Max ²
Mathematics	3	600	923	1000	1110	1529
Mathematics	4	600	908	1000	1107	1535
Mathematics	5	600	901	1000	1113	1559
Mathematics	6	600	897	1000	1105	1516
Mathematics	7	600	904	1000	1109	1529
Mathematics	8	600	906	1000	1108	1483
ELA	3	600	905	1000	1143	1539
ELA	4	600	887	1000	1107	1611
ELA	5	600	893	1000	1139	1616
ELA	6	600	875	1000	1115	1627
ELA	7	600	845	1000	1130	1587
ELA	8	600	886	1000	1130	1595
Science	4	1050	1150	1275	1483	2287
Science	8	925	1150	1275	1464	2272

Notes. 1. BB = Below Basic; B = Basic; P = Proficient; and A = Advanced.
 2. Scaled Score Maximum Values are unique for each year’s test.

Performance levels descriptors (PLDs) are another way to attach meaning to the scaled score metric. PLDs associate precise quantitative ranges of scaled scores with verbal, qualitative descriptions of student performance. While much less precise, the qualitative description of the levels is one way for parents and teachers to interpret the student scores. They are also useful in assessing the status of the school. The Pennsylvania General Performance Level Descriptors, as developed by PDE and teacher panels, are given below. These are also included on student score reports.

- **Advanced:** The Advanced Level reflects superior academic performance, and work at this level demonstrates a thorough command of, and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.
- **Proficient:** The Proficient Level reflects satisfactory academic performance, and work at this level demonstrates an adequate command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.
- **Basic:** The Basic Level reflects marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.
- **Below Basic:** The Below Basic Level reflects inadequate academic performance, and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.

DESCRIPTION OF STRAND (REPORTING CATEGORY) SCORES

The following types of scores are provided for PSSA:

- Strand (Reporting Category) Scores
- Strength Profile

STRAND (REPORTING CATEGORY) SCORES

A strand (reporting category) score describes performance of a student, school, or district on a particular strand (content standard defined in the test). For the PSSA, strand scores are raw scores, indicating the points a student or a school/district earned for that strand. Attributes of raw scores are described earlier in this chapter and should be interpreted with caution. This is particularly true with respect to year-to-year comparisons where item difficulties may vary. Strand scores cannot be compared across years because they are not statistically linked nor are they interval scores. Also, it is not advisable to compare strand raw scores even within the same form because some strands may contain items that are easier or more difficult than other strands (the strength profile, discussed below, mitigates this problem to some degree). Another concern is the low reliability of many of these scores, especially for strand scores based on a small number of possible points. Chapter Eighteen provides more information about strand-score reliability.

When compared to other results from the same year, strand scores can be somewhat helpful in identifying a group's strengths and weaknesses as measured by the test. For example, it can be informative to compare average strand scores of a school against the scores of another reference group (e.g., the state average). Hence, strand scores can suggest group strengths and weaknesses relative to another reference group. (Challenges pertaining to interpreting results for individual students are discussed below.)

STRENGTH PROFILE

The strength profile provides another indication of a student's performance within each of the strands. This profile can be used to identify areas in which a student needs to improve and areas in which a student has performed more successfully. Unlike strand scores that are reported as raw scores, strength profile scores categorize students into one of three levels: Low, Medium, and High. These categories take into account the difficulty of the items and are based on the same scaling techniques used to derive the PSSA scaled scores (See Chapter Fourteen for a description of how strength profiles are produced). Scaled scores for reporting categories, however, are not included on score reports. High, medium, and low designations are provided as an indication of performance within a strand, but as standards have been set at the test level only, performance level descriptions for the overall test should not be used as validated descriptions of strand performance.

APPROPRIATE SCORE USES

INDIVIDUAL STUDENTS

Scaled scores on the PSSA indicate a student's achievement of the PSSA Assessment Anchors and Eligible Content. Scaled scores are primarily used to determine student performance level classifications (i.e., a criterion-referenced inference). Scaled scores that are based on Item Response Theory (IRT) models are typically assumed to be of the interval type; so, comparisons may be made on differences in scaled scores. If this assumption holds, then it would be safe to infer for Grade 4 ELA that the ability difference between 1110 and 1120 represents the same ability difference that separates 1250 and 1260. Scaled scores can also be used to compare the performance of an individual student to the performance of a similar demographic or subgroup at a school or district. However, when comparing performance of an individual student, test score standard errors (discussed in Chapter Eighteen) should be considered because scaled scores are estimate of students' achievement which comes with estimation error.

GROUPS OF STUDENTS

Test results can be used to evaluate performance over time. Mean scaled scores can be compared across administrations within the same subject and grade to indicate whether student performance is improving across years. Generally, such trend analyses benefit from using mean results from as many test administration years as possible. Different cohorts of students are used (i.e., the same student or students are not tracked across grade levels). All scores can be analyzed within the same subject and grade for any single administration to determine which demographic or program group had, for example, the highest average performance or the highest percentage of students at or above the Proficient standard.

Strand scores can help evaluate academic areas for relative strengths or weaknesses. These category scores provide information to identify areas where further diagnosis is warranted. Generalizations from test results may be made to the specific content domain represented by the academic standards measured in the PSSA. However, all instruction and program evaluations should include as much information from other sources as possible to provide a more complete picture of student performance.

CAUTIONS FOR SCORE USES

EXTREME ERROR FOR EXTREME SCORES

Student scores toward the minimum or maximum ends of the score range have very large standard errors of measurement and, therefore, such scores should be viewed very cautiously. The maximum scaled score only provides a very rough estimate of a student's ability. For instance, if a student achieved the maximum score for ELA grade 6, it could not be determined whether the student could have achieved an even higher scaled score. If the test were 10 items longer, a different estimate might have been obtained. Similarly, if the items in a new test were more difficult than the items on a previous administration, the maximum scaled score would likely be higher on the new test because it would take a greater level of achievement to answer the items correctly. In this manner, extreme scaled scores may vary from one administration to the next even if the number of test items does not change. The fluctuation of extreme scaled scores complicates the comparisons of students with scaled scores at the extreme ends of the score distribution. To minimize confusion and potential misinterpretation, the minimum scaled scores possible on the PSSA tests have been fixed (see Table 16–2) so they do not change between administrations. However, the maximum scaled score values have not been fixed. Therefore, caution must be taken when comparing scores at the maximum end of the scale.

EACH TEST HAS A UNIQUE SCALE

Scaling was conducted for each subject and grade level separately. Therefore, PSSA scaled scores should be interpreted only within each respective subject and grade. PSSA scaled scores are not status indicators in the same sense as percentile ranks (or scales that are essentially transformations of percentile ranks) and, therefore, cannot be used to profile relative strengths and weaknesses across subject areas. As an example, scaled scores of 1250 in Grade 4 ELA and 1200 in Grade 4 mathematics do not necessarily imply that the student performed better in ELA than in mathematics. Neither do the PSSA scaled scores represent a developmental or vertical scale. This means that, although the content is aligned across grades to reflect the grade-to-grade articulations in the Pennsylvania Standards, across-grade statistical comparisons or growth statements for a student are not appropriate. For example, a 1200 in Grade 4 ELA and a 1200 in Grade 5 ELA does not mean a student had no achievement growth in ELA from Grade 4 to Grade 5.

STRENGTH PROFILE CAVEATS

The category labels of Low, Medium, and High are deliberately used instead of the PSSA performance level names—Below Basic, Basic, Proficient, and Advanced—to acknowledge that the PSSA cut scores were established based on the total test score and standards were set on this total test score. Therefore, the categories should not be interpreted in the same way as PSSA performance levels because they likely do not carry the same meaning.

While the strength profile might facilitate comparisons of a student's strengths and weaknesses across strands in some cases, several factors merit caution. As noted earlier, strand scores are often not as reliable as scores on the full-length test. The scaling underlying the strength profile does not mitigate this problem.

Additionally, the categories reflect more absolute comparisons. Relative comparisons are more difficult to make. As an example, if one scored High in both strand A and B, we know the student did very well in both strands compared to overall performance in the state (i.e., absolute status). However, we do not know whether the student's performance in strand A was better or worse relative to the performance in strand B (relative status).

Finally, some seemingly unusual results might occur that may be difficult for users to understand. As one example, it may be possible for a student to earn Medium in all strands but have an Advanced performance level. This can happen because the strand scores are correlated, meaning the distributional properties of the total score depends not only on the variances of the strand scores, but also on the covariances among the strand scores. (An analogy would be when a school track team places first overall in a competition although they did not win a single event.)

USING PSSA RESULTS FOR OTHER PURPOSES

Scaled scores and performance level classifications are used primarily to measure how well students acquire the knowledge and skills described in the *Pennsylvania Assessment Anchor Content Standards* (Assessment Anchors) as defined by the Eligible Content for mathematics, ELA, and Science. They are also used to provide information on school and district accountability. These same results, plus strand scores and strength profiles are also appropriate for use in improving curricular and instructional practices. Evidence supporting the validity of such interpretations is framed in Chapter Nineteen and provided throughout this technical report.

Other uses or inferences based on PSSA results may or may not be valid as the validity evidence and arguments provided in Chapter Nineteen may not necessarily support other score uses and interpretations. According to the *AERA/APA/NCME Standards* (2014) (i.e., Standard 1.4), if a test is used in a way that has not been validated, it is incumbent on the user to justify the new use, collecting new evidence if necessary. Finally, a universal caveat for any test's result is that it not be used for placement and educational planning alone. Instead, other information about the student (e.g., other test performance data) should be considered.

REPORTS

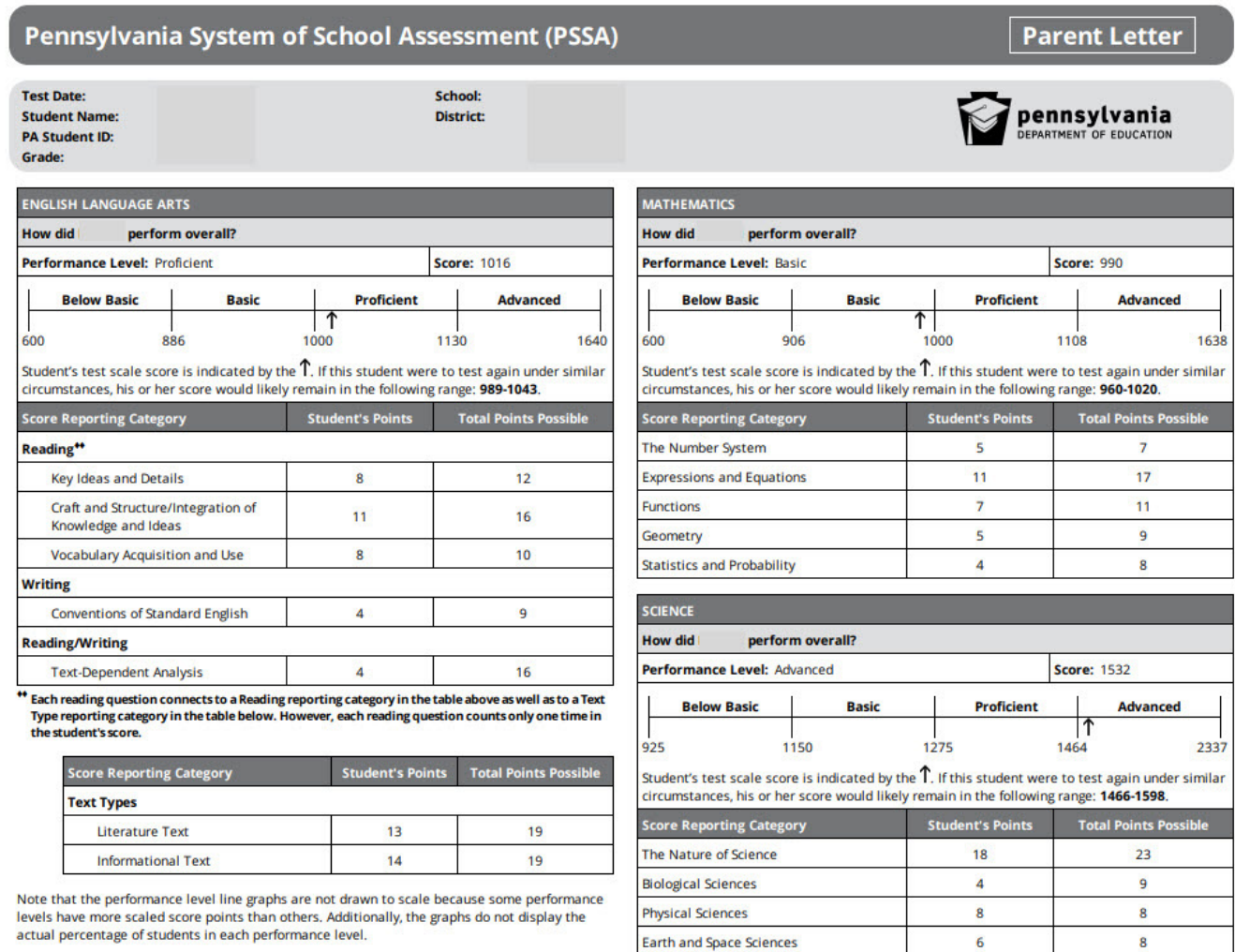
The following score reports are provided to students, parents, schools, and districts for the PSSA tests in mathematics, ELA, and science:

- Individual Student Report
- School Summary Report
- District Summary Report
- Interpretive Guide

PARENT LETTER

Parent letters were delivered to Pennsylvania districts when student performance files were posted for all test-takers. This score report provided parents and students with their first glimpse of performance on the PSSA tests. This report provides results at the student level. A sample of the report is provided in Figure 16–1.

Figure 16–1. Parent Letter



INDIVIDUAL STUDENT REPORT

An individual student report is provided for all students who took the PSSA. Two copies of the individual student report were sent to each school district and charter school for distribution to parents, teachers, guidance counselors, and/or principals. This report is a four-page color document that provides the types of scores explained earlier in this chapter. Appendix R contains detailed information about the development of the Individual Student Reports. Screen shots of the four pages from a sample individual student report are provided in Figures 16–2A to 16–2D.

PENNSYLVANIA

System of School Assessment (PSSA)

Student Report

Student Name: _____

PA Student ID: _____

School: _____

District: _____

Test Date: _____

Grade: _____

Student's Results				
Performance Level				
	Goal Range*			
	Below Basic	Basic	Proficient	Advanced
English Language Arts			✓	
Mathematics	✓			
Science				✓

*Goal Range: The goal is for all students in the Commonwealth of Pennsylvania to score proficient or above.

What Is the Pennsylvania System of School Assessment (PSSA)?

- The PSSA is an assessment system used to measure a student's progression toward mastery of the
 - Pennsylvania Core Standards in English Language Arts and Mathematics
 - Pennsylvania Academic Content Standards in Science
- For additional information, visit the Pennsylvania Department of Education's website at www.education.pa.gov

What Is Included in This report?

- This report provides information about the student's recent performances on the
 - English Language Arts, Mathematics, and Science PSSA assessments
- It is not intended to summarize all aspects of student learning.

Performance Levels

The Below Basic Level reflects inadequate academic performance, and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.

The Basic Level reflects marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.

The Proficient Level reflects satisfactory academic performance, and work at this level demonstrates an adequate command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.

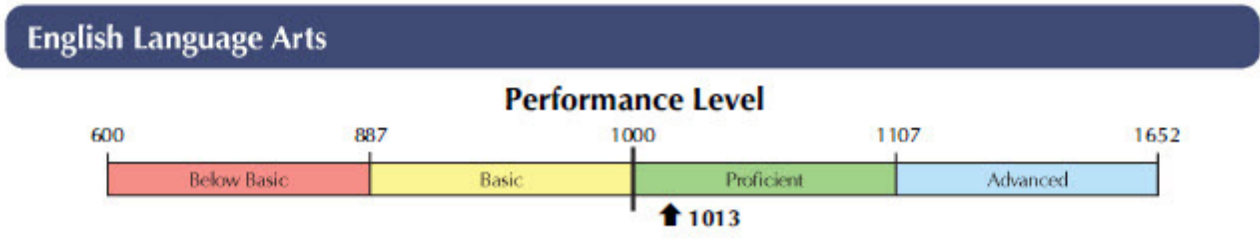
The Advanced Level reflects superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.

For Additional Information

- For more information about a student's performance, consult the school or the classroom teacher.
- A Report Interpretation Guide is available at www.education.pa.gov. Type "student report guide" in the search field or consult the local school district or school.



Figure 16–2B. Page 2 of the Individual Student Report



Student's test scale score is indicated by the (↑). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **985-1041**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Reading**			
Key Ideas and Details	11	16	Medium
Craft and Structure/Integration of Knowledge and Ideas	7	13	Low
Vocabulary Acquisition and Use	7	9	Medium
Writing			
Conventions of Standard English (Writing)	4	9	Low
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	4	16	Low

**Each reading question connects to a Reading reporting category in the table above as well as to a Text Type reporting category in the table below. However, each reading question counts only one time in the student's score.

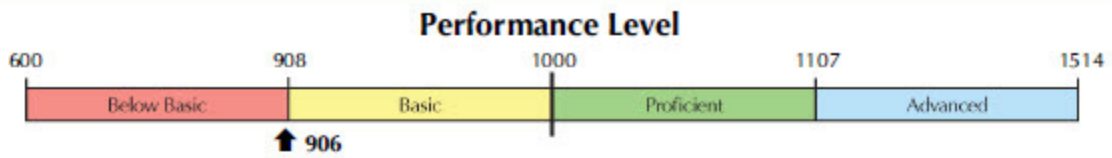
Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Text Types			
Literature Text	12	17	Medium
Informational Text	13	21	Medium

To learn more about the Score Reporting Categories, see page 4.

*The Strength Profile (Low, Medium, High): The strength profile provides an indication of this student's performance within each of the reporting categories. The Strength Profile takes into account the difficulty of the assessment questions and can be used to help identify the student's strengths and/or areas of need.

Figure 16–2C. Page 3 of the Individual Student Report

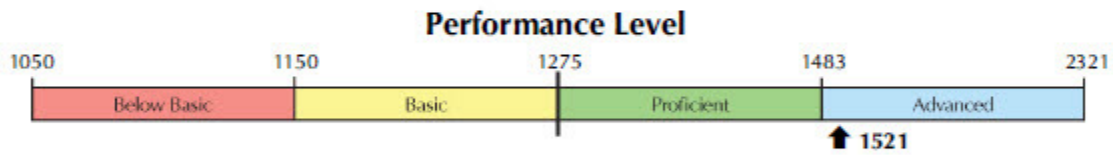
Mathematics



Student's test scale score is indicated by the (↑). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **876-936**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Numbers and Operations in Base Ten	1	10	Low
Numbers and Operations—Fractions	4	11	Low
Operations and Algebraic Thinking	6	13	Low
Geometry	3	8	Low
Measurement and Data	3	10	Low

Science



Student's test scale score is indicated by the (↑). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **1465-1577**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Nature of Science	14	24	Medium
Biological Sciences	6	8	High
Physical Sciences	8	8	High
Earth and Space Sciences	4	8	High

Figure 16–2D. Page 4 of the Individual Student Report

Score Reporting Category Descriptions

English Language Arts

- **Key Ideas and Details**
Students refer to key ideas and details from a text or texts to summarize important ideas and events, determine a theme or main idea, and draw on evidence from text(s) to support inferences and overall understanding.
- **Craft and Structure/Integration of Knowledge and Ideas**
Students demonstrate understanding of a text or texts by comparing and contrasting points of view and firsthand/secondhand accounts of similar events; by making connections within, between, and/or among texts; by referring to text features to support information; and by analyzing use of evidence to support overall integration of ideas and key aspects of text(s).
- **Vocabulary Acquisition and Use**
Students demonstrate understanding of vocabulary and figurative language in literature and informational texts.

- **Conventions of Standard English (Writing)**
Students demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling, as well as use knowledge of language and its conventions for effect.

- **Text-Dependent Analysis (Reading/Writing)**
Students write a response to literature or informational text or texts, drawing on the evidence presented in the text(s) to support analysis, reflection, and/or research.

- **Literature Text**
Students read and respond to literature texts, focusing on narrative, poetic, and/or dramatic techniques and drawing on evidence in the texts to support comprehension and understanding.
- **Informational Text**
Students also read and respond to informational texts, focusing on the information and evidence presented on topics, ideas, or procedures and drawing on evidence in the texts to support comprehension and interpretation.

Mathematics

- **Numbers and Operations in Base Ten**
Students read, write, round, and compare multi-digit numbers. They demonstrate understanding of place value and relative sizes of numbers and recognize properties of operations. Students use this understanding as well as estimation and mental calculations to perform the four operations on whole numbers.
- **Numbers and Operations—Fractions**
Students determine fraction equivalence and convert between fractions and decimals. They compare sizes of fractions and decimals using symbols. Students add and subtract fractions with common denominators and multiply a whole number by a fraction.
- **Operations and Algebraic Thinking**
Students solve problems using all four operations with whole numbers. They use drawings, equations, and symbols to represent quantities and analyze patterns. They also identify factor pairs and multiples of whole numbers 1 through 100.
- **Geometry**
Students draw, compare, and classify two-dimensional shapes based on their attributes. They identify and draw lines of symmetry.
- **Measurement and Data**
Students use the four operations and relative sizes of units to solve problems involving measurements, conversions, and time. They represent and interpret data using line plots and other data displays to solve problems. Students use a protractor to draw and measure angles.

Science

- **The Nature of Science**
Students use reasoning and analysis skills to develop possible solutions for environmental or technological problems. They evaluate tools, processes, and procedures to conduct fair and valid scientific investigations and use models and recognition of patterns to help explain natural and human-made systems.
- **Biological Sciences**
Students evaluate structures and functions of organisms, describe ecological interactions within living systems, and recognize relationships between humans and the natural world.
- **Physical Sciences**
Students demonstrate understanding of physical properties of matter. They describe basic energy types and their sources as well as how energy can change form. They also apply the scientific principles of force and motion and compare interactions between matter and energy.
- **Earth and Space Sciences**
Students identify and describe Earth features and processes that change the environment. They recognize processes associated with weather, climate, and the atmosphere. They also recognize changes caused by the Sun-Earth-Moon system.

SCHOOL AND DISTRICT SUMMARY REPORTS

Summary reports are provided at the school and district level. These reports contain summary information about the percentage of students in each of the four performance levels. Raw scores are also provided by assessment anchor to allow schools or districts to identify strengths or weaknesses at the content strand level. Districts are able to access this summary data within the *Data Interaction*[™] tool.

INTERPRETATIVE GUIDE

An interpretative guide is provided to help parents and other PSSA stakeholders better understand test result information presented in the individual student report. The interpretative guide can be found on the PDE website.

CHAPTER SEVENTEEN: OPERATIONAL TEST STATISTICS

This chapter presents various summary statistics for the PSSA total test scores based on the final data file described in Chapter Nine. Related information covered elsewhere in this report includes the item-level statistics presented in Chapter Eleven (classical item statistics) and Chapter Twelve (Rasch item statistics). These chapters provide additional consideration as item difficulty distributions can affect total score distributions.

PERFORMANCE LEVEL STATISTICS

Table 17–1 presents performance level percentages by grade and content. Appendix Q provides historical statistics including performance level percentages for prior years.

Table 17–1. Performance Level Percentages for 2023 PSSA

Subject	Grade	Below Basic (%)	Basic (%)	Proficient (%)	Advanced (%)
Mathematics	3	24.90	23.41	30.05	21.64
Mathematics	4	25.07	28.45	30.02	16.45
Mathematics	5	29.17	28.06	26.93	15.83
Mathematics	6	33.47	30.07	23.52	12.95
Mathematics	7	39.51	27.32	20.91	12.25
Mathematics	8	46.94	26.98	17.74	8.34
ELA	3	14.43	31.61	41.90	12.06
ELA	4	17.19	30.95	30.44	21.42
ELA	5	15.37	30.95	40.45	13.23
ELA	6	8.09	36.29	36.78	18.85
ELA	7	4.46	41.01	36.81	17.71
ELA	8	14.43	32.83	38.37	14.37
Science	4	7.84	18.00	38.95	35.20
Science	8	24.55	18.40	30.83	26.21

SCALED SCORES

SUMMARY STATISTICS

Table 17–2 provides the scaled score means and standard deviations. See the section Every Test has a Unique Scale in Chapter Sixteen for caveats regarding interpretation of scale scores.

Table 17–2. Means and Standard Deviations for the 2023 PSSA Scaled Scores

Subject	Grade	Mean Scaled Score	SD Scaled Score
Mathematics	3	1008.82	117.81
Mathematics	4	991.91	115.44
Mathematics	5	985.08	121.55
Mathematics	6	963.34	122.81
Mathematics	7	954.43	118.90
Mathematics	8	931.77	118.41
ELA	3	1018.42	102.01
ELA	4	1008.31	114.51
ELA	5	1010.07	112.23
ELA	6	1019.56	104.48
ELA	7	1019.23	114.81
ELA	8	1009.86	113.84
Science	4	1412.99	188.01
Science	8	1312.86	214.84

SCALED-SCORE DISTRIBUTIONS

Scaled scores are based on a linear transformation of the Rasch ability estimates. Distributions of the Rasch abilities are provided at the end of Chapter Twelve.

RAW SCORES**SUMMARY STATISTICS**

Appendix P provides reliabilities and summary statistics for the operational raw scores. The statistics reported include the number of points possible (Total Points), number of items (N Items), number of students tested (N), mean number of score points received (Mean), standard deviation of test scores (SD), reliability (r), traditional standard error of measurement (SEM), and item types (Item Type(s)) used to determine each score. These statistics are based on the total test using both MC and OE items for the operational sections of each form. For each subject and grade level, tables present reliabilities disaggregated by gender, Ethnicity, whether students had an individualized educational plan (IEP), whether students were considered an English Learner (EL), and whether students had a low-income background (Low Income). For information disaggregated by item type, Chapter Eleven provides breakout statistics for MC and OE items.

SCORE DISTRIBUTIONS

Figure 17–1 displays the raw score relative-frequency distributions as the proportion of students earning each raw score point.

Figure 17–1. 2023 PSSA Raw Score Distributions

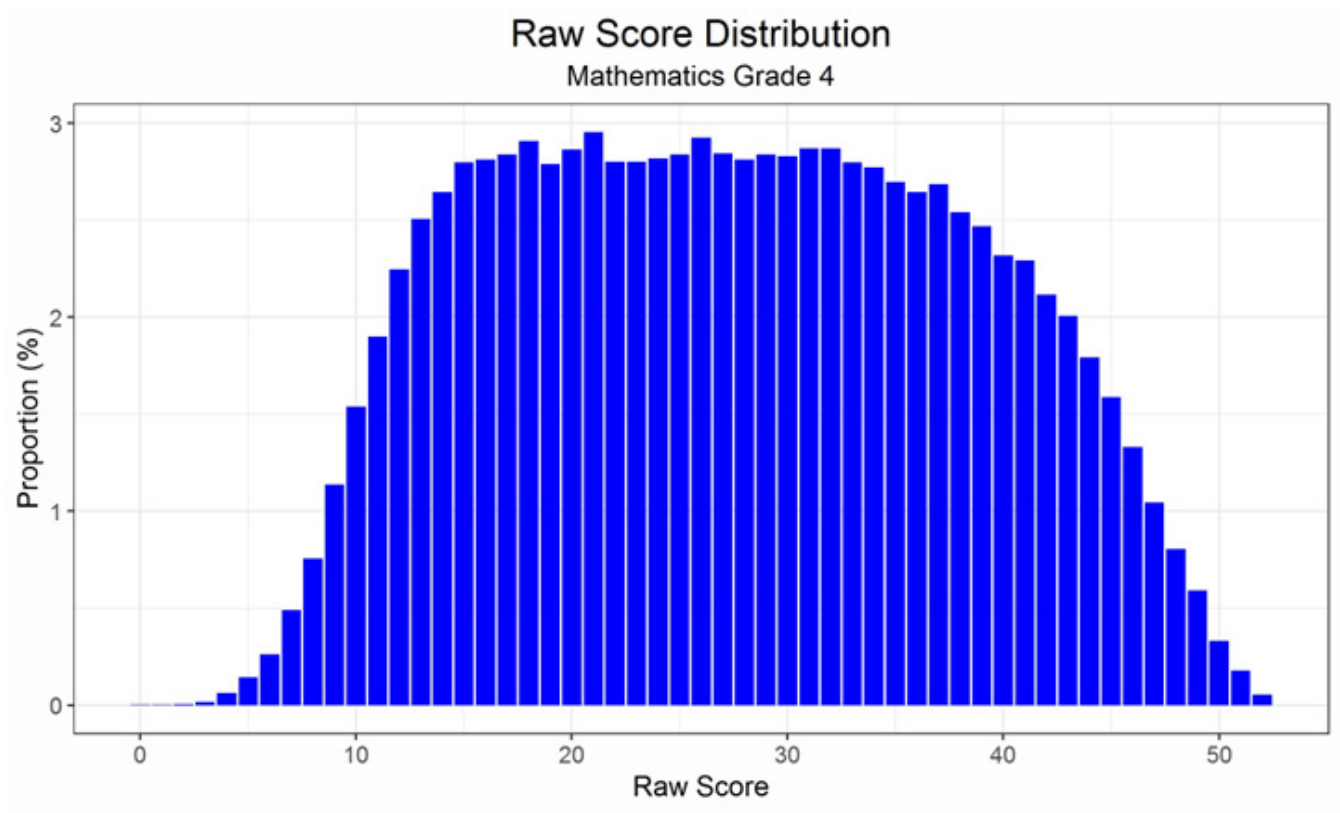
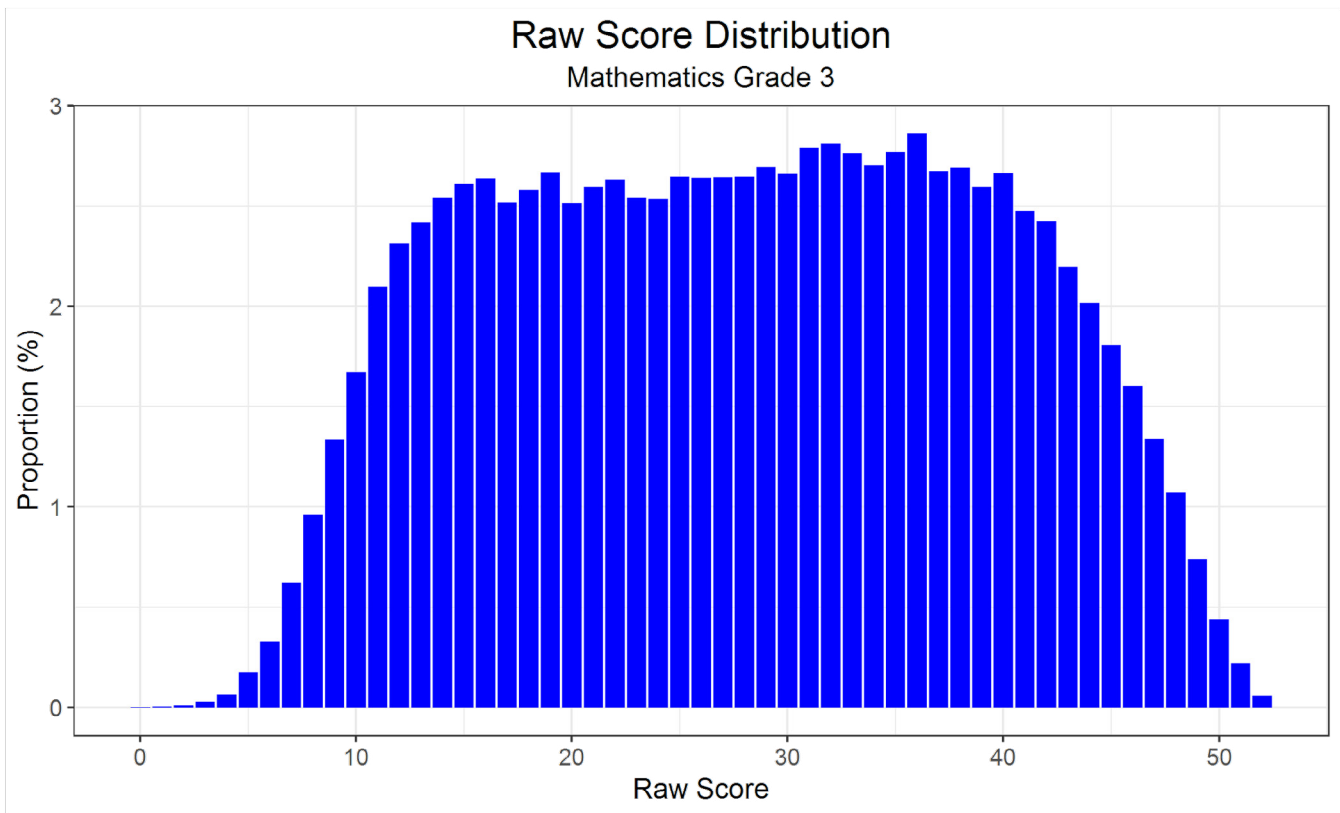


Figure 17–1 (continued). 2023 PSSA Raw Score Distributions

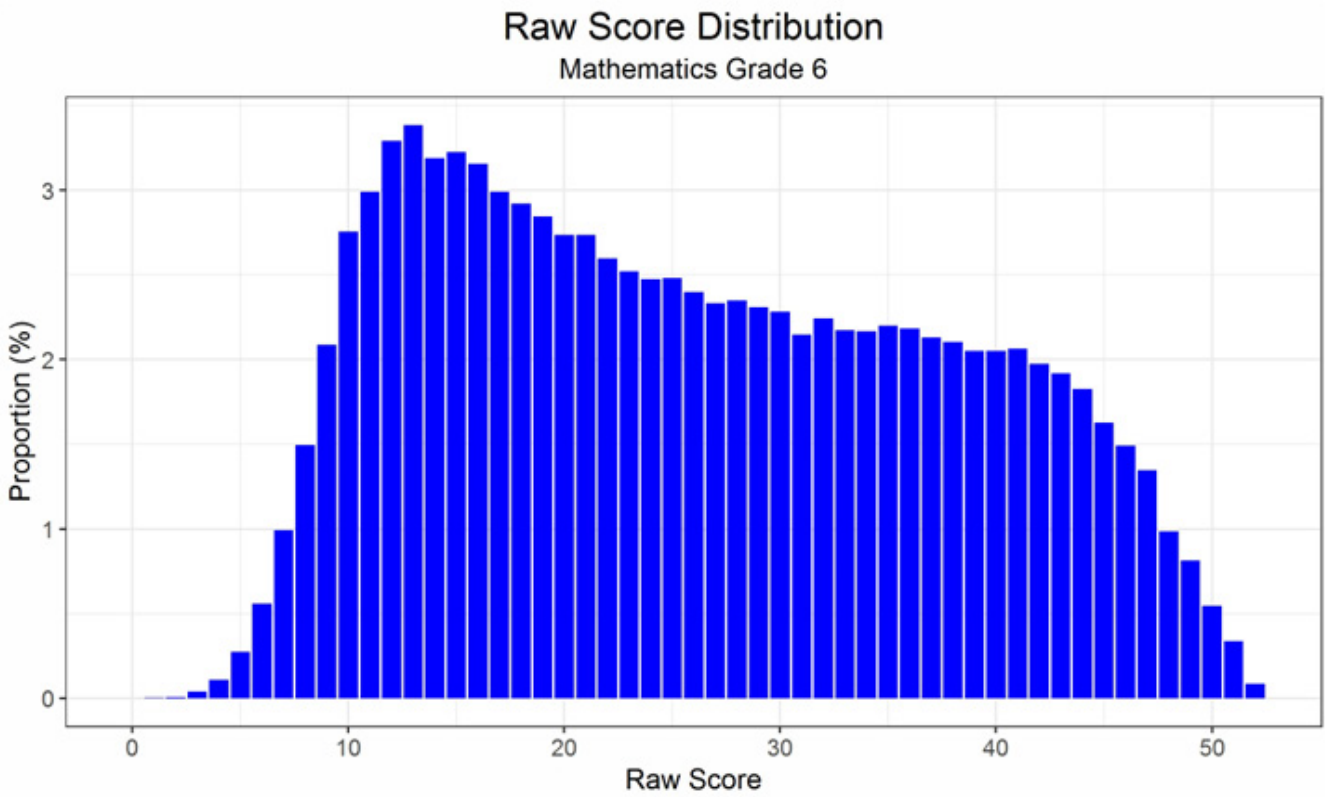
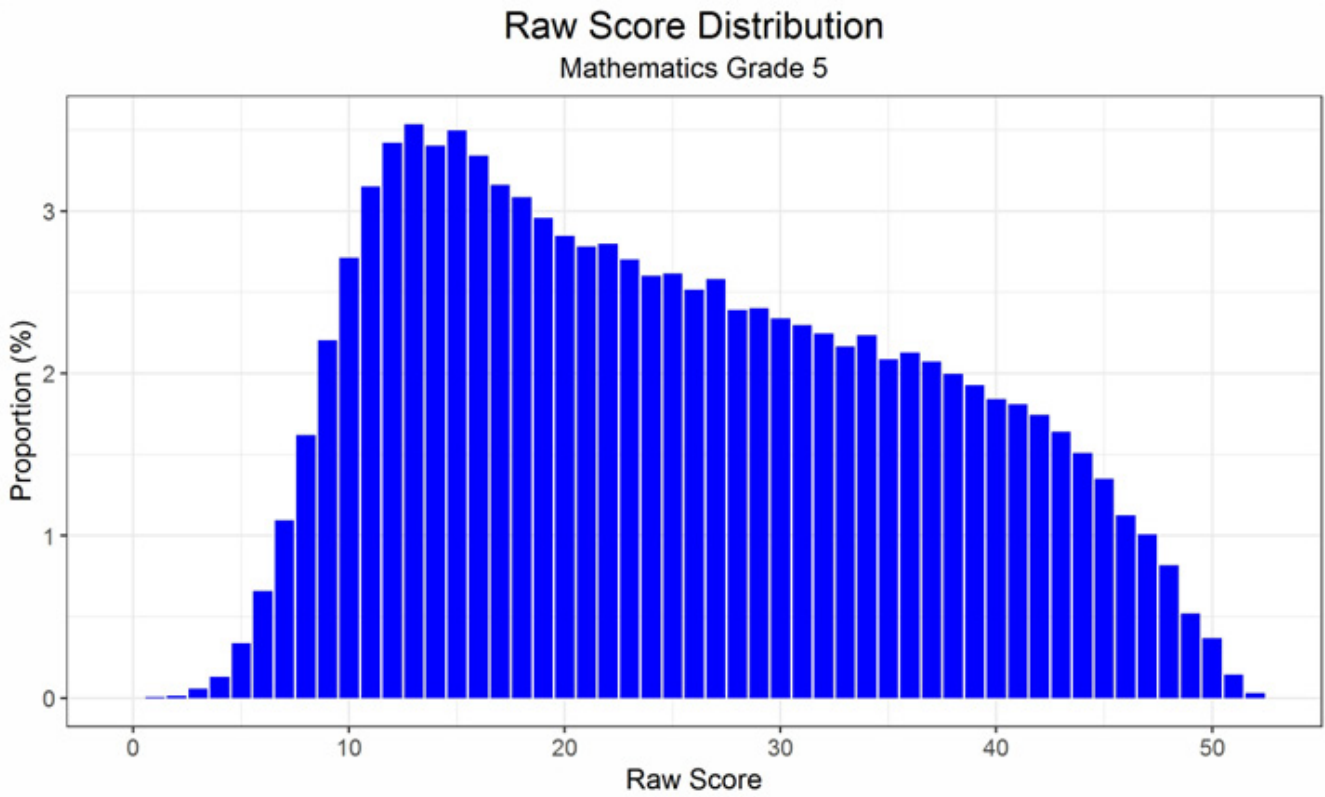
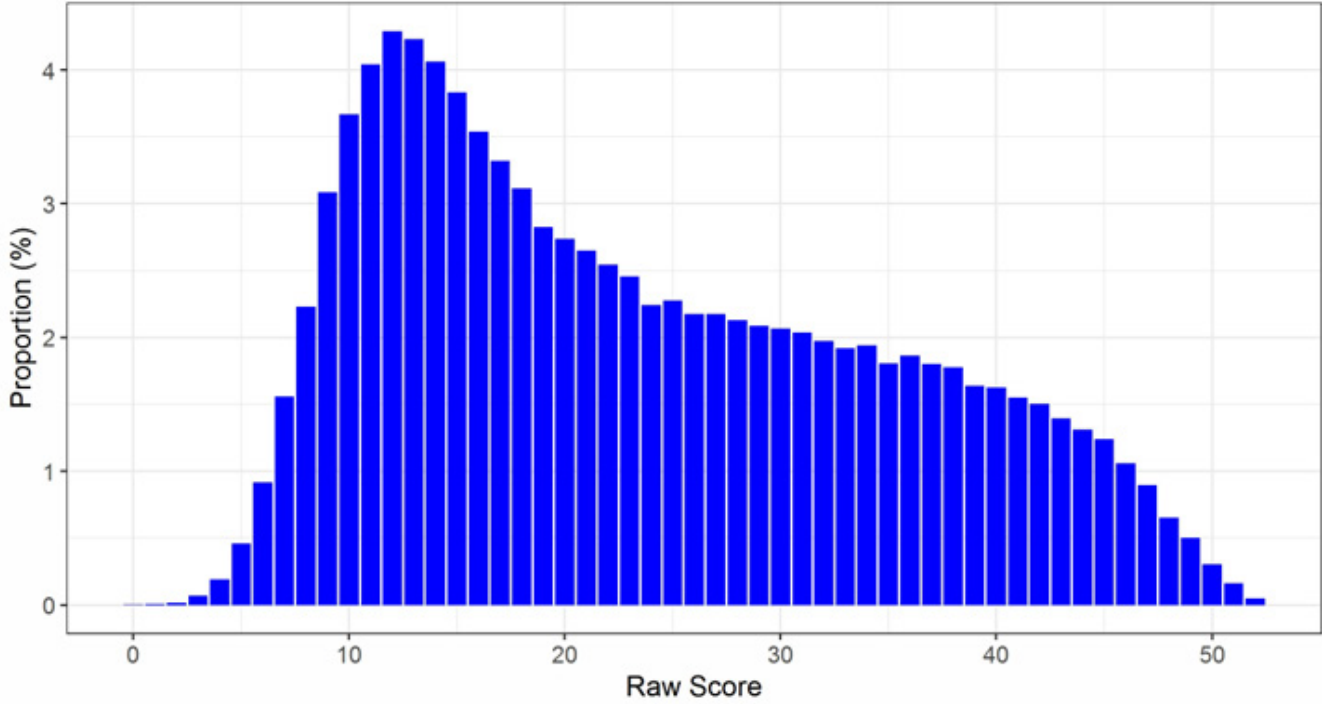


Figure 17–1 (continued). 2023 PSSA Raw Score Distributions

Raw Score Distribution Mathematics Grade 7



Raw Score Distribution Mathematics Grade 8

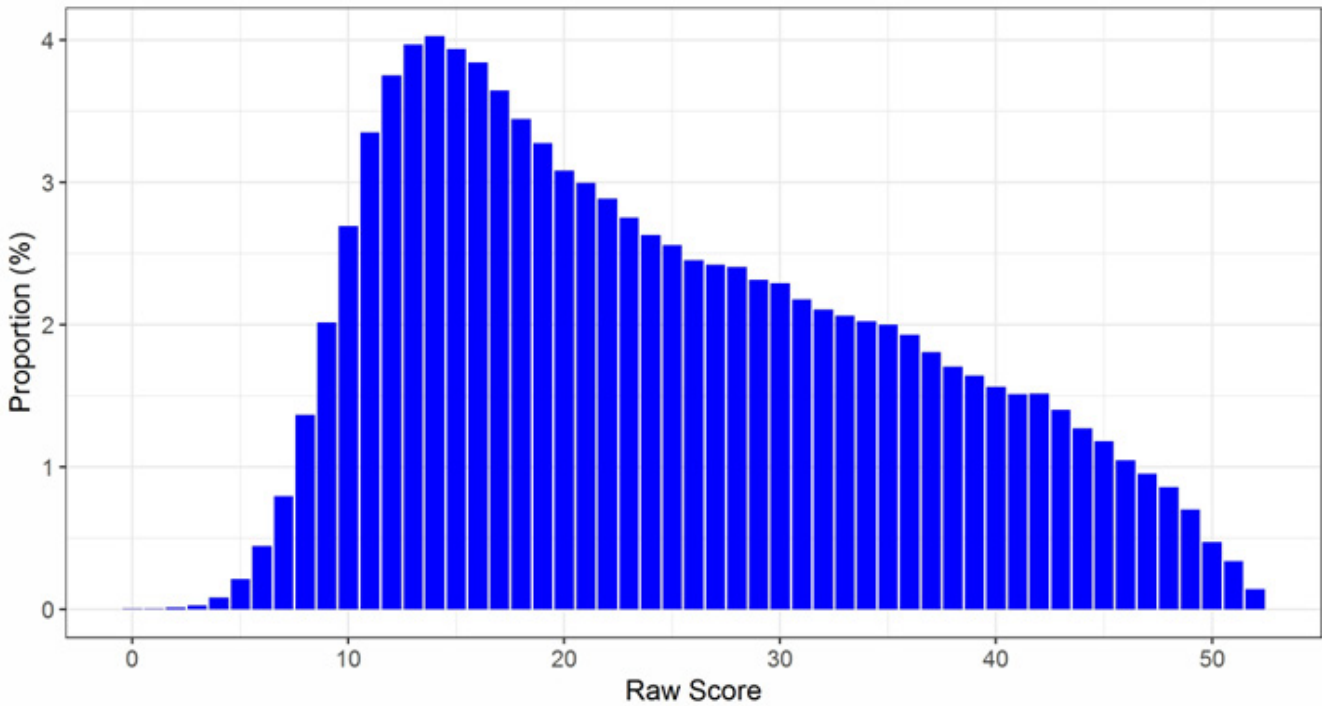


Figure 17–1 (continued). 2023 PSSA Raw Score Distributions

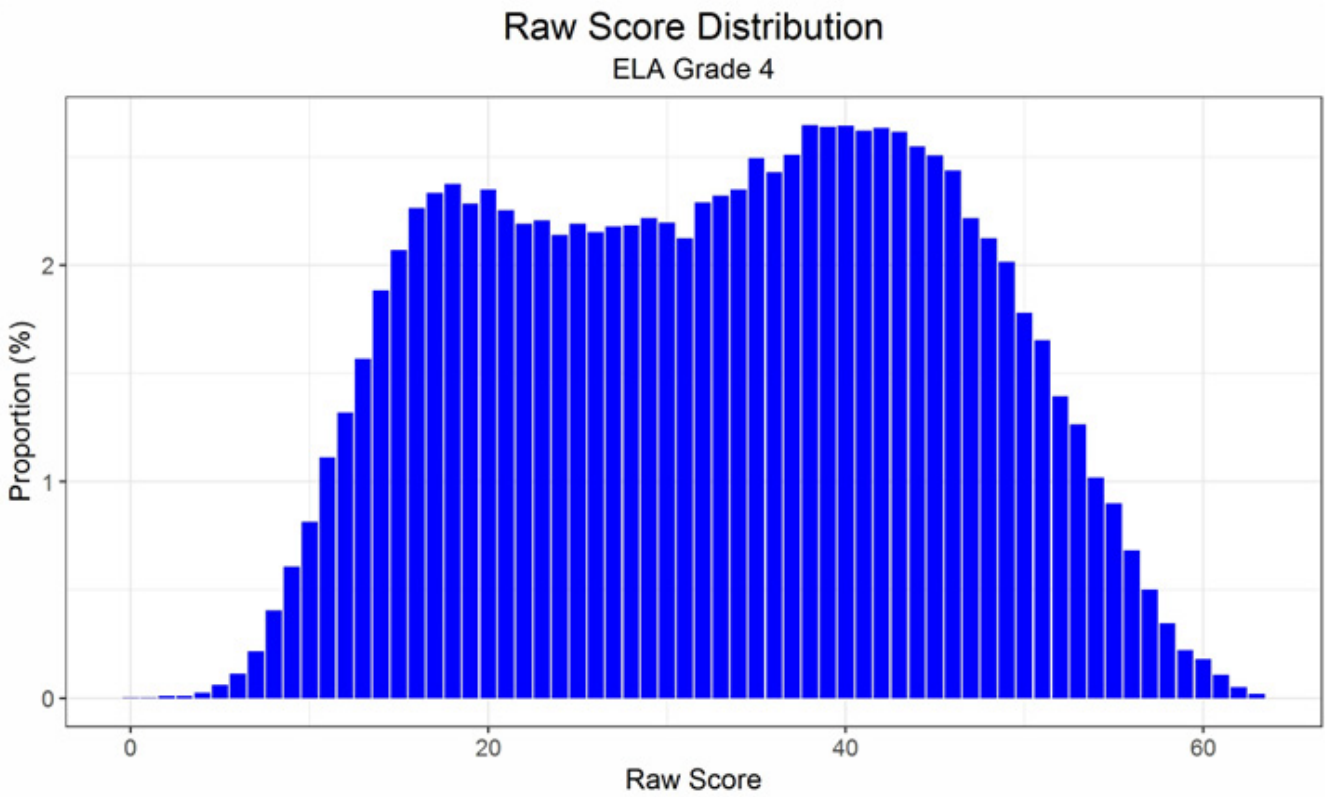
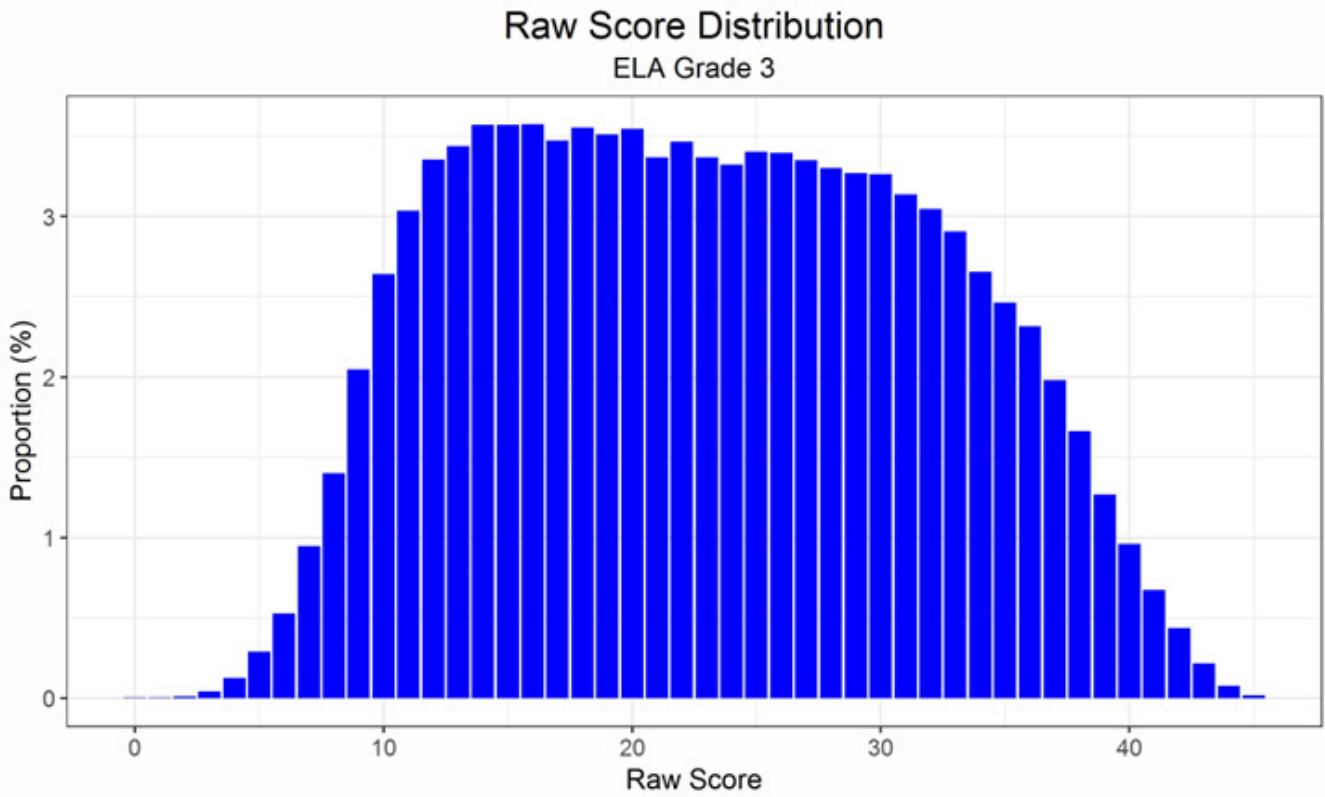


Figure 17–1 (continued). 2023 PSSA Raw Score Distributions

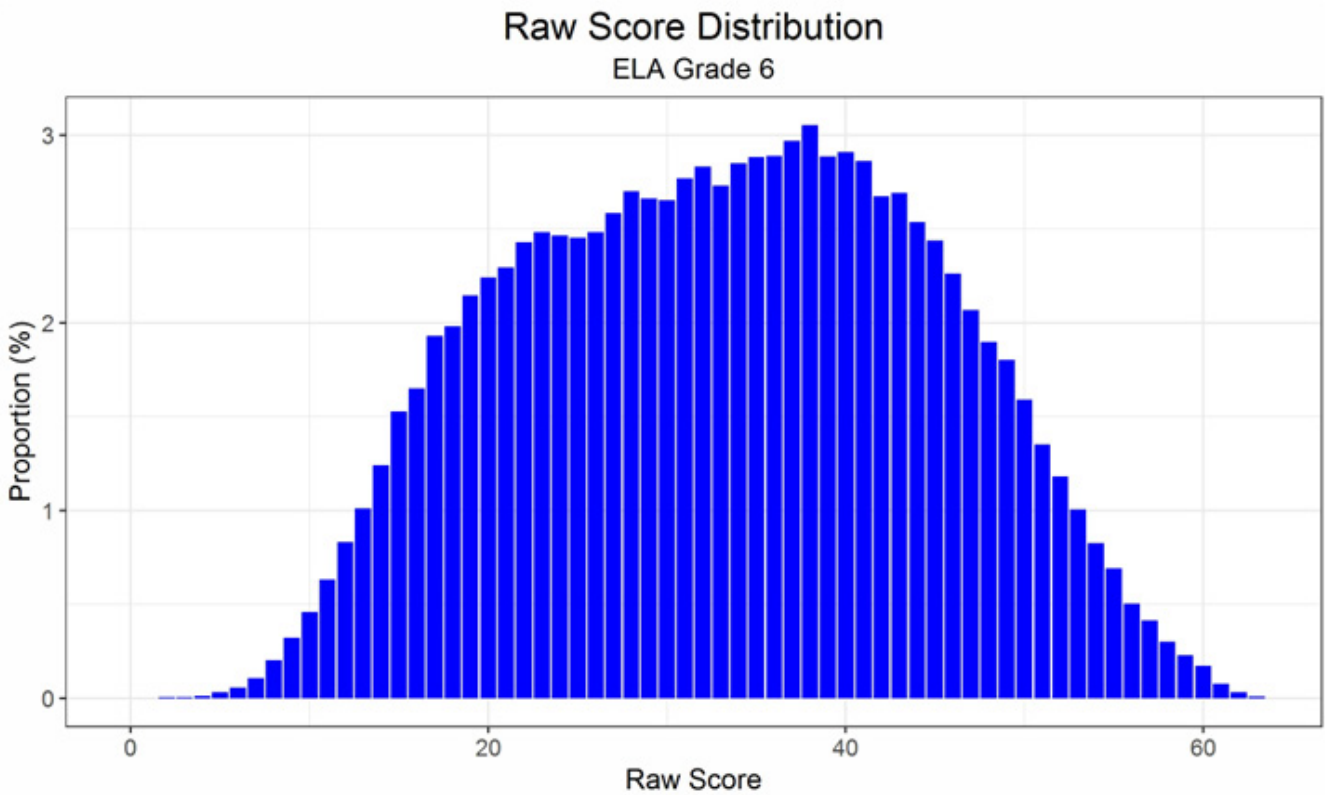
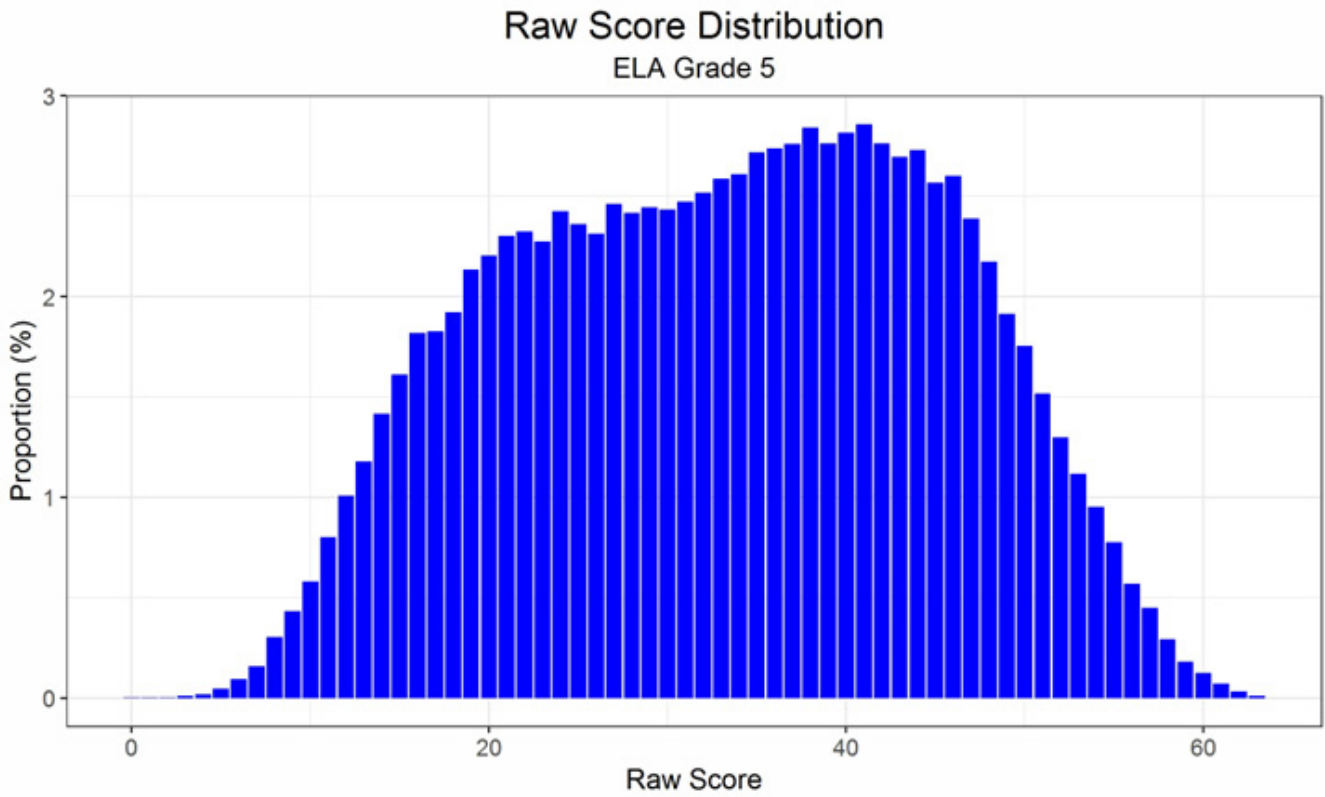


Figure 17–1 (continued). 2023 PSSA Raw Score Distributions

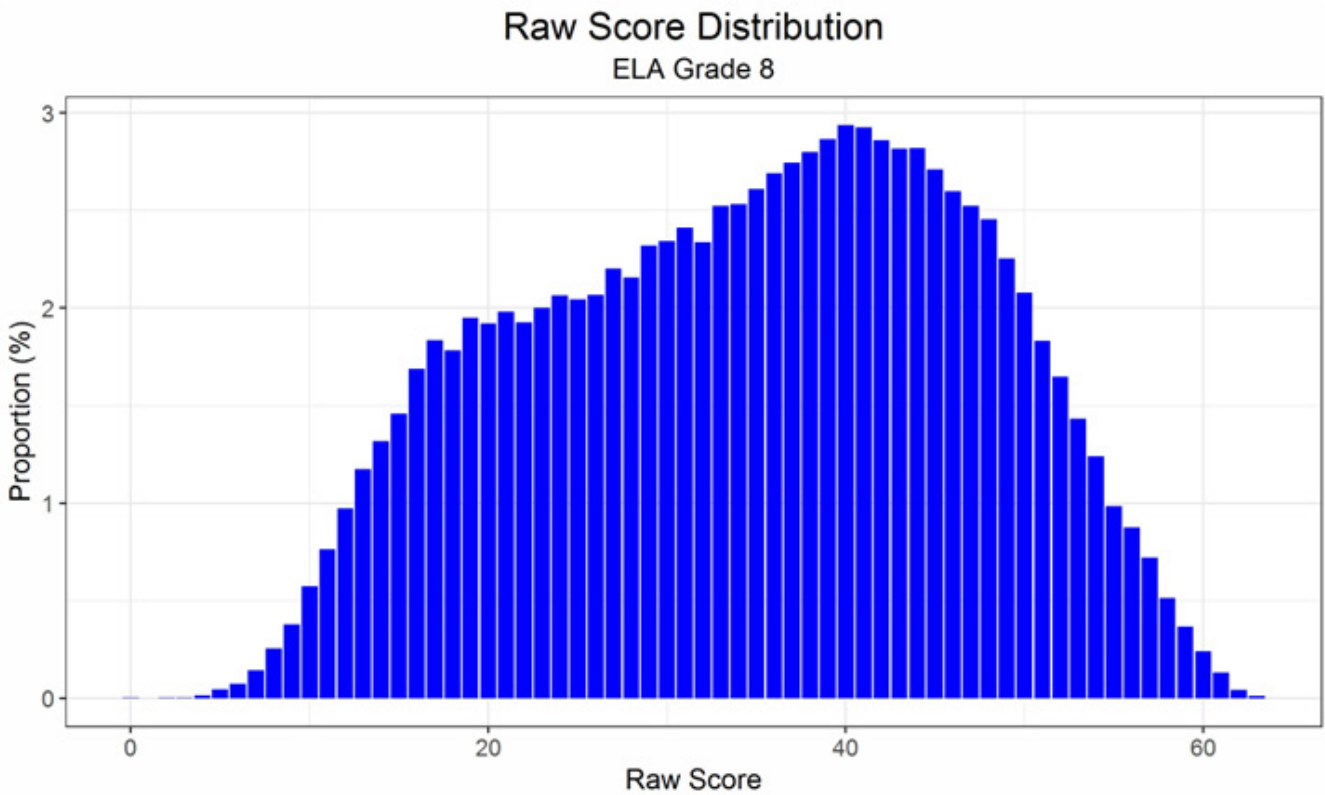
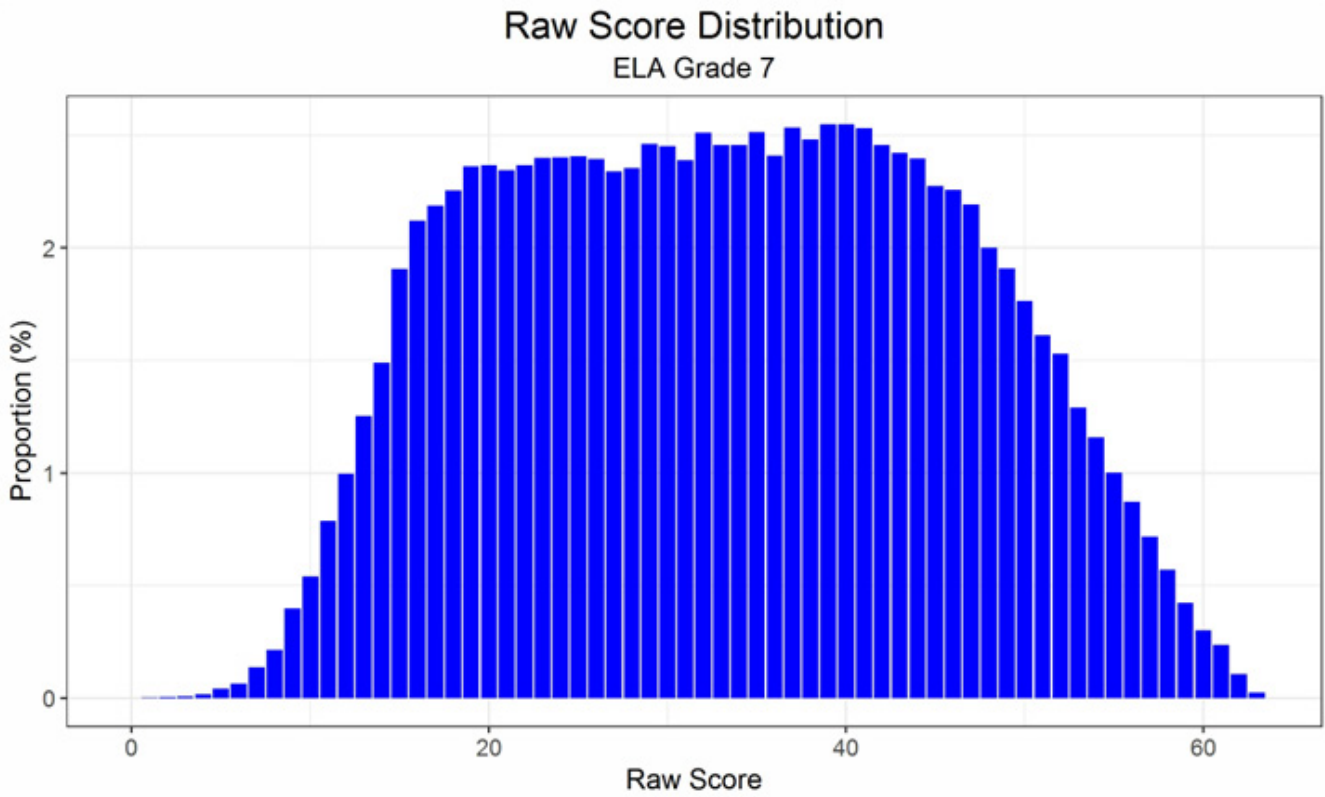
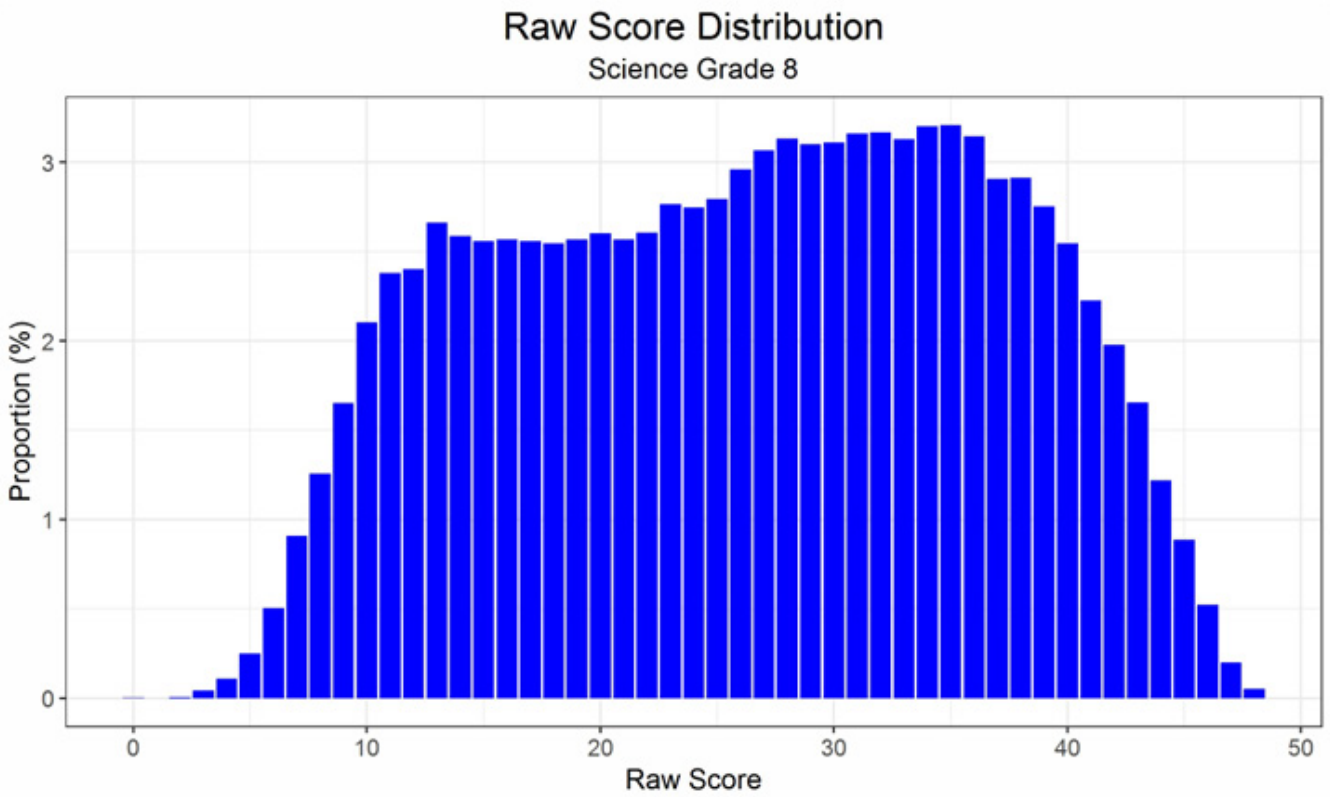
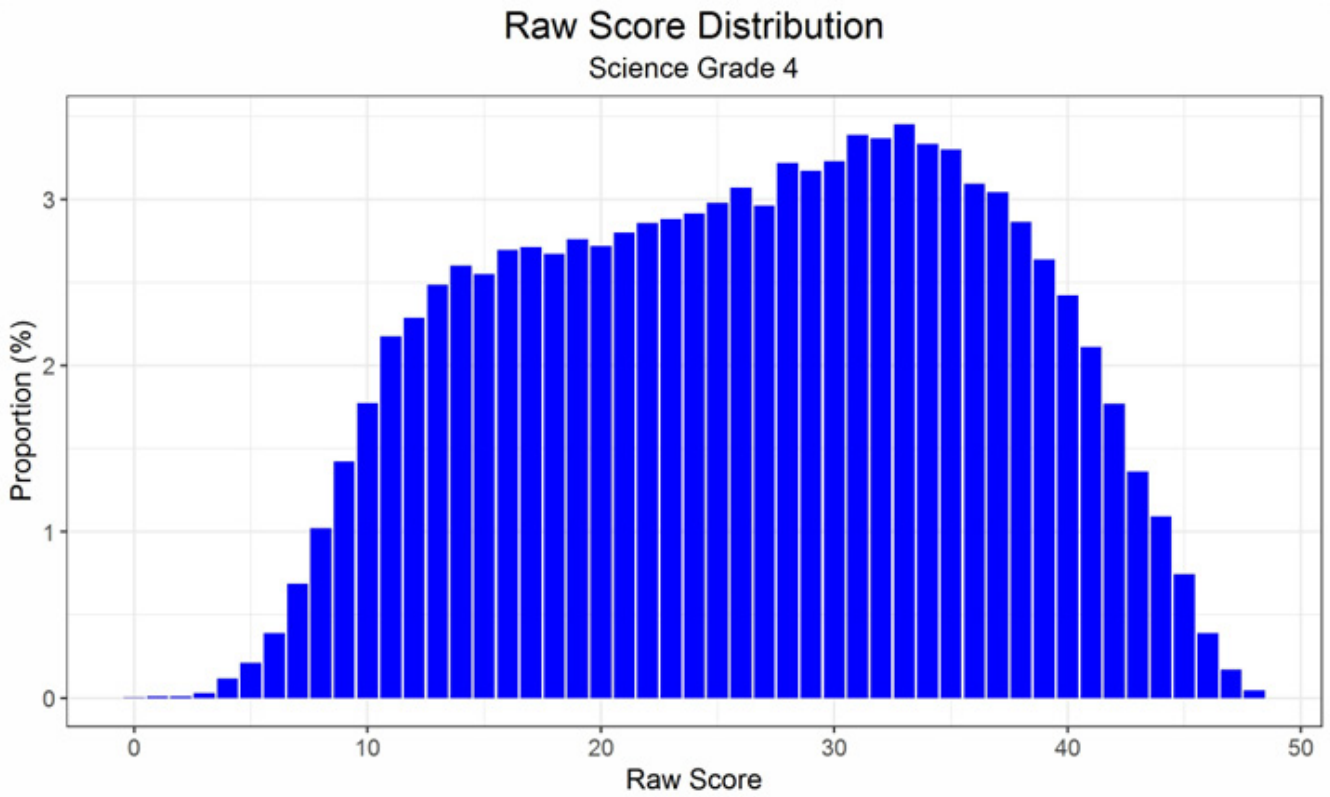


Figure 17–1 (continued). 2023 PSSA Raw Score Distributions



CHAPTER EIGHTEEN: RELIABILITY

This chapter addresses the reliability of PSSA test scores. According to the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014), the general notion of reliability/precision refers to:

the consistency of scores across replications of a testing procedure, regardless of how this consistency is estimated or reported (p.33).

This chapter will use the term reliability.

Frisbie (2005) highlighted several elements of reliability. First, reliability is a property of test scores, not a test itself. Many may appreciate this distinction, but in casual usage, individuals frequently refer to a reliable test. While reliability concerns test scores (and not the test specifically), it is important to emphasize the fact that test scores can be affected by characteristics of the instrument. For example, all other things being equal, tests with more items or points tend to be more reliable than tests with fewer items or points. Second, reliability coefficients are group specific. Reliabilities tend to be higher in populations that are more heterogeneous and lower in populations that are more homogeneous. Consequently, both test length and population heterogeneity should be considered when evaluating reliability.

There is a reliability consideration that may be less evident from the *Standard's* definition, yet still important for test users to understand. While freedom from measurement error is very important, reliability is specifically concerned with random sources of error. Indeed, the degree of inconsistency due to random error sources is what determines reliability: less consistency is associated with lower reliability and more consistency is associated with higher reliability. Of course, systematic error sources also exist. These can artificially increase reliability and decrease validity. (Validity is further discussed in Chapter Nineteen.)

Another noteworthy issue is that multiple sources of error exist (e.g., the day of testing, the items used, the raters who score the items). However, most widely used reliability indices only reflect a single type of error. Consequently, it is important for test users to understand what specific type of error is being considered in a reliability study, and equally, if not more important, what types are not.

Understanding the distinction between relative error and absolute error is also important as many reliability indices only reflect relative error. Relative error is of interest whenever the relative ordering of individuals respective to their test performance is of interest. Understanding examinee rank-order stability is important; however, such stability might be well achieved even when the specific score values are considerably different. When specific score values are considered important (e.g., if cuts cores are used), then absolute error is too. Generally, there is more error variance when considering the absolute scores of examinees, which in turn suggests lower reliability.

As suggested, reliability is a complex, nonunitary notion that cannot be adequately represented by a single number. There are several reliability indices available, and these may not provide the same results (Frisbie, 2005). The remainder of this chapter covers the following:

- Reliability coefficients and their interpretation
- Unconditional and conditional standard errors of measurement (SEMs and CSEMs)
- Decision consistency
- Rater agreement

RELIABILITY INDICES

As the equation shows below, the reliability coefficient expresses the consistency of test scores as the ratio of true score variance to total score variance. The total variance contains two components: 1) the variance in true scores and 2) the variance due to the imperfections in the measurement process. Put differently, total variance equals true score variance plus error variance.¹

$$\rho_x^2 = \frac{\sigma_T^2}{\sigma_X^2} = \frac{\sigma_T^2}{\sigma_T^2 + \sigma_E^2}$$

Reliability coefficients indicate the degree to which differences in test scores reflect true differences in the attribute being tested rather than random fluctuations. Total test score variance (i.e., individual differences) is partly due to real differences in the attribute (true variance) and partly due to random error in the measurement process (error variance).

Reliability coefficients range from 0.0 to 1.0. If all test score variances were true, the index would equal 1.0. The index will be 0.0 if none of the test score variances were true. Such scores would be pure random noise (i.e., all measurement error). A reliability index of 1.0 would indicate that scores were perfectly consistent (i.e., contain no measurement error). Although values of 1.0 are never achieved in practice, larger coefficients are more desirable because they indicate that test scores are less influenced by random error. (How big is big enough and how small is too small are issues considered in a later section.)

As previously noted, there are several different indices that can be used to estimate this ratio. One approach is referred to as internal consistency, which is derived from analyzing the performance consistency of individuals over the items within a test. As discussed below, these internal consistency indices do not account for other sources of error, for example, variations due to random errors associated with the linking process, day-to-day variations (student health, testing environment, etc.), and rater inconsistency.

COEFFICIENT ALPHA

Although several reliability indices exist, perhaps the one most frequently reported for achievement tests is Coefficient Alpha. Consequently, this index is the one reported for the PSSA. Alpha indicates the internal consistency over the responses to a set of items measuring an underlying trait, in this case, academic achievement in subject areas such as mathematics, ELA, and science.

Alpha is an internal consistency index. It can be conceptualized as the extent to which an exchangeable set of items from the same domain would result in a similar rank ordering of students. Note that relative error is reflected in this index. Consider two hypothetical vocabulary tests intended for the same group of students. Each test contains different sets of unique words that are believed to be randomly equivalent, perhaps like the ones shown below.

Table 18–1. Two Hypothetical Vocabulary Tests

Test One	Test Two
Abase	Abate
Boon	Bilk
Capricious	Circuitous
Deface	Debase
....
Zealous	Zenith

¹ A covariance term is not required as true scores and error are assumed to be uncorrelated in classical test theory.

If a representative group of students could take both tests, and the correlation between the scores could be obtained, then that result would represent the parallel forms reliability of the test scores. However, such data-collection designs are impractical in large-scale settings and experimental confounds like fatigue and practice effects are likely to affect the results. Internal-consistency reliability indices arose in part to provide reliability measures using the data from just a single test administration. So, if students only took Test One and the Coefficient Alpha index for those test scores was high, then this would suggest that Test Two would provide a very similar rank ordering of the students if they had taken it instead. If Coefficient Alpha were low, dissimilar rank orderings would likely be observed—again, relative-error variance is reflected in Alpha. (It should also be noted that Coefficient Alpha is algebraically identical to a *Person* × *Item* design under Generalizability Theory when relative error variance is assumed.)

FORMULA

Consider the data matrix in Table 18–2 representing the scores of persons (*p*) in rows, and items (*i*) in columns. Each cell is the score of person “*p*” on item *i*, and *Y* represents each item raw score for each person.

Table 18–2. Person × Item Score (X_{pi}) Infinite (Population-Universe) Matrix

Person	Item 1	Item 2	Item <i>i</i>
1	Y_{11}	Y_{12}	$\dots Y_{1i}$
2...	Y_{21}	Y_{22}	$\dots Y_{2i}$
<i>p</i>	Y_{p1}	Y_{p2}	$\dots Y_{pi}$

The general computational formula for Alpha is as follows:

$$\alpha = \frac{N}{N-1} \left(1 - \frac{\sum_{i=1}^N \sigma_{Y_i}^2}{\sigma_X^2} \right),$$

where *N* is the number of parts (items or testlets), σ_X^2 is the variance of total test scores, and $\sigma_{Y_i}^2$ is the variance of part *i*.

FURTHER INTERPRETATIONS

RULES OF THUMB

What reliability value is considered high enough? What values are considered too low? Although frequently asked for, any rules of thumb for interpreting the magnitude of reliability indices are mostly arbitrary. Another approach is to research the reliabilities from similar testing instruments to see what values are commonly observed. For the PSSA, comparisons to tests of similar lengths that were administered to similar student populations from other large-scale assessment programs would be relevant. For many other state assessment programs, reliabilities in the low 0.90s are usually the highest ever observed and reliabilities in the high 0.80s are very common.

The lower a given reliability coefficient, the greater the potential for over-interpretation of the associated results. As suggested above, there is no firm guideline regarding how low is too low. However, as an informative point of reference, a reliability coefficient of 0.50 would suggest that there is as much error variance as true-score variance in the scores.

IS ALPHA A LOWER LIMIT TO RELIABILITY?

According to Brennan (1998), “the conventional wisdom that Coefficient Alpha is a lower limit to reliability is based largely on a misunderstanding.” In reflecting on the 50th anniversary of his seminal 1951 article, Cronbach—in Cronbach and Shavelson (2004)—expressed similar misgivings about this conventional wisdom:

one could argue that alpha was almost an unbiased estimate of the desired reliability.... the almost in the preceding sentence refers to a small mathematical detail that causes the alpha coefficient to run a trifle lower than the desired value. This detail is of no consequence and does not support the statement made frequently in textbooks or in articles that alpha is a lower value to the reliability coefficient. That statement is justified by reasoning that starts with the definition of the desired coefficient as the expected consistency among measurements that had a higher degree of parallelism than the random parallel concept implied.

The assumptions for three common parallelism models are presented in Table 18–3. Alpha’s assumptions come from the Essentially-Tau Equivalent model, which does not require equal means or equal variances across test parts. Based on this, Brennan (1998) asserts that the lower-limit issue, as conceptualized by many, provides an answer to a question that is of minimal importance. Reframed differently, the goal of selecting a reliability coefficient is not to find the one that provides the highest coefficient, but the one that most accurately reflects the test data under study.

It is important to note that there are factors encountered in practice that may legitimately make Coefficient Alpha an underestimate of reliability. However, there are also factors that might make Coefficient Alpha an overestimate of reliability. Both possibilities are discussed further below and generally arise when the Essentially-Tau Equivalent assumptions are strained.

Table 18–3. Summary of Expectations/Observable Relationships for Different Parallelism Models

Relationship	Classically Parallel	Essentially-Tau Equivalent	Congeneric
Content Similarity	Yes	Yes	Yes
Equal Means across Parts	Yes	No	No
Equal Variances across Parts	Yes	No	No
Equal Covariances across Parts	Yes	Yes	No
Equal Covariances with Other Variables	Yes	Yes	No

* Other models exist, but are not considered here due to their limited application in practice.

FACTORS OR BIASES THAT MAY UNDERESTIMATE ALPHA

There are factors that might negatively bias Coefficient Alpha, which possibly lower the resultant reliability coefficients. Two situations frequently encountered in practice that might cause this include tests that are composed of mixed item types (e.g., multiple-choice (MC) and open-ended (OE) items) and tests that include a planned stratification of the test items according to topics or subdomains.

Although both situations strictly violate the assumptions on which Coefficient Alpha is derived (i.e., the tests are not based on equal part lengths in the former case and are not randomly parallel in the latter case), neither necessarily guarantees that the reliability will be markedly lower. In the latter case, reliability will be underestimated only when strand items are homogeneous enough for the average covariance within strata to exceed the average covariance between strata. Although both are potential influences for the PSSAs, most of the total test score reliabilities reported in Appendix P are all close to or above 0.90, indicating highly consistent test scores for these instruments.

BIASES THAT MIGHT MAKE ALPHA AN OVERESTIMATE OF RELIABILITY

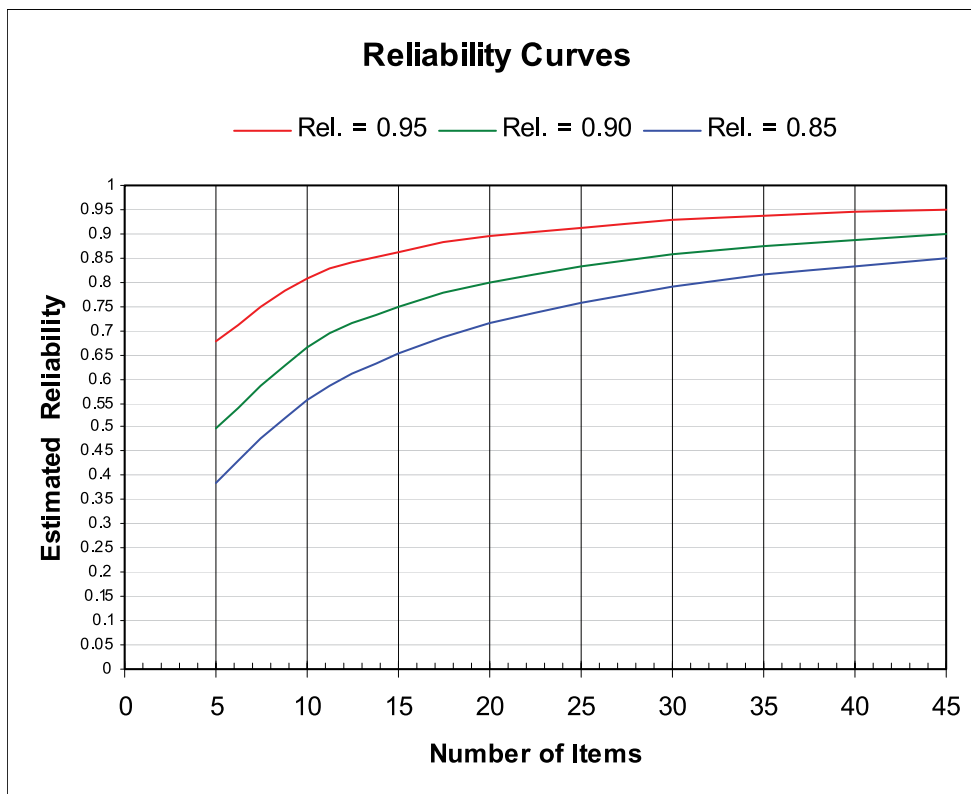
As emphasized in earlier sections, Coefficient Alpha only takes into account measurement error that arises from the selection of items used on a particular test form. There are other sources of random inaccuracy. One is due to the occasion of testing. Other various random conditions that might affect students on any particular testing occasions include illness, fatigue, and anxiety. Also, when a test includes OE items, as the PSSA does, another source that can cause random fluctuation is the OE item scorers. In a sense, Alpha may be positively biased because it does not take into account these other important sources of random error. Any internal consistency reliability index could understate the overall problem of measurement error because it ignores such sources or random error.

Another positive bias can occur when items are associated (clustered) with a common stimulus. Item bundles and testlets are other frequently used terms for this situation. One concrete example is when multiple reading comprehension items are associated with a common passage selection. Again, such a situation does not guarantee that the reliability estimate will be markedly affected, but the potential exists.

STRAND SCORES

As noted in the introduction, reliabilities tend to go up in value with an increase in test length and go down in value with a decrease in test length. Figure 18–1 illustrates this relationship for a hypothetical 45-point test with three total score reliabilities: 0.95, 0.90, and 0.85. As an example, the curve for reliability equal to 0.90 suggests that a 15-item strand would be expected to have a score reliability of 0.75. The use of the Spearman-Brown prophecy formula assumes all items are exchangeable, which in practice they may not be. While such a chart may not perfectly model actual strand correlations, the intent is only to illustrate the substantial impact that limited numbers of strand items can have on strand-score reliability. One should not be surprised that strand scores with more points tend to show higher reliability coefficients and those with fewer points tend to show lower reliability coefficients. Further, what is most important for PSSA users to note is that some strand score reliabilities may be too low to warrant interpretation at the individual student level.

Figure 18–1. Example of the Relationship between Test Length and Reliability



Note. Tabled values derived using the Spearman-Brown formula.

INDIVIDUAL-LEVEL VERSUS GROUP-LEVEL SCORES

The results presented in this chapter pertain to the reliability of individual scores. Group results (e.g., state and district levels) are also provided on PSSA score reports, but the reliability of those scores is not specifically calculated here. However, as a general rule, the reliabilities of group mean scores are almost always higher (sometimes substantially) than the corresponding reliabilities for individual scores. This is especially important to remember for strand scores because those scores can be quite reliable at the group level, even though their individual reliabilities may be low. Because the reliability of group mean scores (e.g., school or district means) tends to be higher than that of individual scores, the interpretation of strand scores at these aggregate levels is likely very reasonable in most instances. Even though the reliability for means scores based on only a few items might be adequate, the validity of those same scores might be suspect because use of only a few items may not adequately cover the construct of interest. Validity is further discussed in Chapter Nineteen.

RELIABILITY OF WRITING SCORES

An extension of Coefficient Alpha that was derived to specifically fit stratified parallel tests (sometimes called stratified alpha; Cronbach, Schonemann, & McKie, 1965) was used to compute the PSSA ELA score reliabilities. This approach is often used when it is believed that Alpha may be yielding a lower coefficient than it should for the reasons noted above. Although originally developed for content-stratified tests, Qualls (1995) demonstrated its utility for mixed-format tests as well when the stratification is based on item type. It may be computed as

$$\rho_{xx'}^{strat\alpha} = 1 - \frac{\sum \sigma^2 x_h (1 - \rho_{x_h x_{h'}})}{\sigma^2 x}$$

where h indexes the individual strata.

The reliability of ELA assessments (and many other performance-based tests) with mixed-format tends to be lower than reliabilities for other tests. Part of the reason for this is that there can be student-by-task, rater-by-task, and rater-by-examinee response interactions on such assessments. In the case of ELA, individual student performance may fluctuate significantly across text-dependent analysis (TDA) and evidence-based selected-response (EBSR) item types on the same test. In principle, adding more prompts and items can improve reliability to a more acceptable level. However, this is challenging in practice because of costs, testing time, and student fatigue. These conditions can result in reliabilities for ELA assessments that are slightly lower than those for mathematics and science assessments.

STANDARD ERROR OF MEASUREMENT

The reliability coefficient is a unit-free indicator that reflects the degree to which scores are free of measurement error. The reliability coefficient always ranges between 0 and 1 regardless of the test's scale. Reliability coefficients best reflect the extent to which measurement inconsistencies may be present or absent in a group. However, they are not that useful for helping users interpret test scores. The standard error of measurement (SEM) is another indicator of degree of consistency for the scores obtained by individual examinees. A relatively large SEM indicates relatively low reliability. The conditional SEMs (CSEM) discussed further below is the SEM at the score level.

TRADITIONAL STANDARD ERROR OF MEASUREMENT

A precise, theoretical interpretation of the SEM is somewhat unwieldy. A beginning point for understanding the concept is as follows. If everyone being tested had the same true score,² there would still be some variation in observed scores due to imperfections in the measurement process, such as random differences in attention during instruction or concentration during testing and the sampling of test items. The standard error is defined as the standard deviation³ of the distribution of observed scores for students with identical true scores. Because the SEM is an index of the random variability in test scores in actual score units, it represents very important information for test score users.

² True score is the score the person would receive if the measurement process were perfect.

³ The standard deviation of a distribution is a measure of the dispersion of the observations. For the normal distribution, about 16 percent of the observations are more than one standard deviation above the mean.

The SEM formula is provided below.

$$SEM = SD\sqrt{1-reliability}$$

This formula indicates the value of the SEM depends on both the reliability coefficient and the standard deviation of test scores. If the reliability were equal to 0.00 (the lowest possible value) the SEM would be equal to the standard deviation of the test scores. If test reliability were equal to 1.00 (the highest possible value) the SEM would be 0.0. In other words, a perfectly reliable test has no measurement error (Harvill, 1991). Additionally, the value of the SEM takes the group variation (i.e., score standard deviation) into account. Consider that an SEM of 3 on a 10point test would be very different than an SEM of 3 on a 100-point test.

TRADITIONAL STANDARD ERROR OF MEASUREMENT CONFIDENCE INTERVALS

The SEM is an index of the random variability in test scores in actual score units, which is why it has such great utility for test score users. SEMs allow statements regarding the precision of individual test scores. SEMs help place ‘reasonable limits’ (Gulliksen, 1950) around observed scores through construction of an approximate score band. Often referred to as confidence intervals, these bands are constructed by taking the observed scores, X , and adding and subtracting a multiplicative factor of the SEM. As an example, students with a given true score will have observed scores that fall between ± 1 SEM about two-thirds of the time.⁴ For ± 2 SEM confidence intervals, this increases to about 95 percent.

FURTHER INTERPRETATIONS

ONE STANDARD ERROR OF MEASUREMENT FOR ALL TEST SCORES

The SEM approach described above only provides a single numerical estimate for constructing the confidence intervals for examinees regardless of their score level. However, such confidence intervals vary according to a student’s score. Consequently, care should be taken using the SEM for students with extreme scores. (In the next sections, an alternate approach is described that conditions the SEM on a student’s score estimate.)

GROUP SPECIFIC

As noted in the introduction, reliabilities are group specific. The same is true for SEMs because both score reliabilities and score standard deviations vary across groups.

RAW-SCORE METRIC

The SEM approach is calculated using raw scores, and as such, the resulting confidence interval bands are on the raw score metric. Error bands on the scaled score metric are considered in the next section.

TYPE OF ERROR REFLECTED

The interpretation of the SEM should be driven by the type of score reliability that underpins it. So, the PSSA SEMs involve the same source of error relevant to internal consistency indices. As noted earlier, a precise technical explanation of the SEM (and resulting confidence intervals) can be unwieldy. Because of this, score users are often provided less complex interpretations.

One simpler description is that a confidence interval represents the possible score range one would observe if a student could be tested twice with the same instrument. Taking the same test on a different day implies the only source of random error being considered is related to the occasion of testing, such as a student might be sleepier one day than another, or may be sick, or did not get a good breakfast. There is a reliability index that captures this source of random error, and it is referred to as the test-retest reliability coefficient. This is not the type of reliability computed for the PSSAs. When internal consistency reliability estimates are used, such an explanation blurs the fact that random error based on testing is not considered.

When SEMs are derived from internal consistency reliability estimates, a better approach is to describe the confidence interval as providing reasonable bounds for the range of scores that a student might receive if he or she took an equivalent version of the test; that is, the student took a test that covered exactly the same content

⁴ Some prefer the following interpretation: if a student were tested an infinite number of times, the ± 1 SEM confidence intervals constructed for each score would capture the student’s true score 68 percent of the time.

but included a different set of items (if an infinite number of tests with equivalent content were taken, the student's true score will lie within the constructed confidence intervals 68 percent of the time). As an example, if the PSSA score was 1150 and the SEM band was 1100 to 1200, then a student would be likely to receive a score somewhere between 1100 and 1200 if a different version of the test had been taken.

RESULTS AND OBSERVATIONS

Reliability coefficients and associated (traditional) SEMs for PSSA scores are documented in Table 18–4 and Appendix P. Values were derived using the PSSA final data file (see Chapter Nine). The reliabilities for all student scores reported in Table 18–4 and Appendix P differ only for ELA grades 4 to 8 as reliabilities were calculated differently. The Stratified Alpha Coefficient based on unweighted raw scores was used to estimate the reliabilities in Table 18–4, whereas the Coefficient Alpha based on total (weighted raw scores) was used to estimate the reliabilities in Appendix P. It is not appropriate to estimate Stratified Alpha by reporting category (as shown in Appendix P) because often the number of items is smaller by reporting category and each category may not include more than one item of each item format. Moreover, the purpose of Appendix P is to show the comparability of the Cronbach Alpha coefficient across reporting categories and also to show the total score reliability for consistency.

Results are organized by subject and grade level. Each table in Appendix P also disaggregates the various reporting categories and groups of interest (i.e., the total student population, gender and ethnic groups, English learners (EL), students with individualized education plan (IEP), and students who are economically disadvantaged). The statistics reported in Appendix P include number of points possible (Total Points), number of items (N Items), number of students tested (N), mean number of score points received (Mean), standard deviation of test scores (SD), reliability (r), traditional standard error of measurement (SEM), and item types (Item Types). Reliabilities for reporting category “E” for ELA grades 4 to 8 are not computed because it only consists of one Text-Dependent Analysis (TDA) item and reliabilities cannot be computed for only one item.

The reliabilities and standard error of measurement for each subject and grade level are reported in Table 18–4. The reliability of mathematics scores range from .91 to .92, the reliability of ELA scores range from .88 to .91, and the reliability of science scores are .91 for both grade levels.

Table 18–4. Reliabilities and Standard Errors of Measurement

Subject	Grade	Reliability	SEM
Mathematics	3	0.92	3.28
Mathematics	4	0.91	3.24
Mathematics	5	0.92	3.21
Mathematics	6	0.92	3.33
Mathematics	7	0.92	3.24
Mathematics	8	0.92	3.24
ELA	3	0.88	3.10
ELA	4	0.91	3.20
ELA	5	0.90	3.13
ELA	6	0.89	3.18
ELA	7	0.91	3.16
ELA	8	0.90	3.14
Science	4	0.91	3.08
Science	8	0.91	3.02

Note. Reliabilities are based on unweighted raw scores.

Note that these tables in Appendix P report the standard deviations of observed scores. Assuming normally distributed scores, one would expect about two-thirds of the observations to be within one standard deviation of the mean. An estimate of the standard deviation of the true scores can be computed as

$$\hat{\sigma}_T = \sqrt{\hat{\sigma}_x^2 - \hat{\sigma}_x^2(1 - \hat{\rho}_{xx})}$$

The results are historically consistent with past PSSA reliability results. The overall test score reliability values are strong, as they are all close to .90. In theory and in practice, test reliability is influenced by test length. However, theory and practice also provide methods to offset this tendency and facilitate the production of reliable assessments under different test length scenarios. These methods focus on the statistical information that is provided by items. When this information is proven to be high during field testing, and is balanced with test blueprint requirements, the use of such items allows for the optimization of content validity and test reliability. This is the approach that was used for construction of the 2019 PSSAs and will continue to be used moving forward as the item pool is routinely replenished with similarly high-quality items.

Across the grades and subjects tabled in Appendix P, reliabilities for each reporting category are also provided. Reporting categories are detailed in Chapter Two. Reporting categories with more items tend to show higher reliability coefficients, but the test length reductions implemented in 2018 resulted in a larger decrease of score reliability at the reporting category level compared to the total test level. Also, groups exhibiting more variability in test scores tended to have higher reliability coefficients. Perhaps the most significant result pertains to an earlier caution (i.e., that some reporting category reliabilities may be too low to warrant interpretation at the individual student level). Once again, there is no firm guideline regarding how low is too low. The lower a given reliability coefficient, the greater the potential for over-interpretation. As a point of reference, a reliability coefficient of 0.50 would suggest that there is as much error variance as true-score variance in the scores. It should be noted that the reliability of group mean scores (e.g., school or district means) tends to be higher than that of individual scores, suggesting interpretation of strand scores at these aggregate levels is likely reasonable.

RASCH CONDITIONAL STANDARD ERROR OF MEASUREMENT

The CSEM also indicates the degree of measurement error but does so in scaled-score units and varies as a function of a student’s actual scaled score. Therefore, the CSEM may be especially useful in characterizing measurement precision with respect to score levels used for decision-making—such as cut scores for identifying students who meet a performance standard.

Technically, when a Rasch model is applied, the CSEM at any given point on the ability continuum is defined as the reciprocal of the square root of the test information function derived from the Rasch scaling model.

$$CSEM(\hat{\theta}) = \frac{1}{\sqrt{I(\hat{\theta})}}$$

where $CSEM(\hat{\theta})$ is the conditional standard error of measurement and $I(\hat{\theta})$ is the test information function. Test information depends on the sum of the corresponding information functions for the test items. Item information depends on each item’s difficulty and conditional item score variance. The formula above utilizes the Rasch ability (θ) metric. The conditional standard error on the scaled score (SS) metric is determined by simply multiplying the $CSEM(\hat{\theta})$ by the slope (multiplicative constant, m) of the linear transformation equation used to convert the Rasch ability estimates to scaled scores.

$$CSEM(SS) = CSEM(\hat{\theta}) * m$$

Chapter Fourteen provides the linear transformation formulas for each PSSA test.

RASCH CONDITIONAL STANDARD ERROR OF MEASUREMENT CONFIDENCE INTERVALS

CSEMs also allow statements regarding the precision of individual tests scores. And like SEMs, they help place reasonable limits around observed scaled scores through construction of an approximate score band. The confidence intervals are constructed by adding and subtracting a multiplicative factor of the CSEM and may be interpreted as described in the earlier section.

FURTHER INTERPRETATIONS

DIFFERENT CONDITIONAL STANDARD ERROR OF MEASUREMENT FOR DIFFERENT TEST SCORES

The CSEM approach provides different numerical estimates for constructing the confidence intervals for examinees depending on their specific score level. The magnitude of the CSEM values is U-shaped with larger CSEM values associated with lower and higher scores.

GROUP SPECIFIC

Assuming reasonable model-data fit—as explored in Chapter Twelve—the Rasch based CSEMs (conditioned on score level) should not vary across groups.

SCALED-SCORE METRIC

The CSEM and associated confidence interval bands are on the scaled score metric.

TYPE OF ERROR REFLECTED

The SEMs documented on the PSSA score reports are the Rasch-based conditional standard errors of measurement described above. These are provided by the WINSTEPS scaling program described in Chapter Twelve. As noted earlier, these CSEMs are based on the concept of statistical information. To provide a simpler explanation of SEMs to test score users, the earlier description of SEMs framed using the idea of internal consistency reliability was provided in the PSSA score report interpretive documents.⁵ Score report content is considered in greater detail in Chapter Sixteen.

RESULTS AND OBSERVATIONS

Figure 18–2 shows the Rasch CSEMs associated across the scaled score distribution. (This information is also provided in the raw-to-scaled score conversion tables in Appendix N.) Values were derived using the pre-equated data file described in Chapter Nine, and the post-equated data file described in Chapter Fifteen. The values are consistent across a large range of the scaled scores, as demonstrated by the relatively flat bottoms of most plots. The values increase at both extremes (i.e., at smaller and larger scaled scores) giving these figures their typical U-shaped pattern. (Only the SEMs for scores greater than the lowest observable scaled scores [LOSS] are shown in the figures; consequently, the complete U-shape does not appear in most plots.) The three red-dashed lines represent the Basic, Proficient, and Advanced scaled score cuts, respectively, moving from lower to higher scaled score values. CSEM values at the cut score lines were generally associated with smaller CSEM values, indicating more precise measurement occurs at these points on the scales. The curves are presented for the current year, and the most recent four administrations.

Because the 2019 examinations were pre-equated, considerable effort was placed on producing tables with CSEM as comparable as possible to the 2018 full length tests. Figure 18–2 displays the CSEM curves for each PSSA from 2018 through 2023⁶. Generally, small differences are noted for the shortened tests (beginning in 2018), with increases of roughly 5–8 across the cut points for all tests. Across all plots, the shape of the 2018 and 2023 curves is quite similar, pointing to good isolation of the statistical impact of the reduction alone as the primary source of difference. Moreover, the CSEM curves from 2018 through 2023 are often overlapping, showing similarity in the precision of scores at each cut-score.

⁵ Because IRT CSEMs are based on statistical information, it is questionable whether they account for error variance due to items. However, it seems difficult to construct a simple explanation of IRT CSEMs for the general public.

⁶ Figure 18-2 does not show the SEM curves for 2020 due to the cancellation of state-wide summative tests.

Figure 18–2. Conditional Standard Error Plots by Subject and Grade

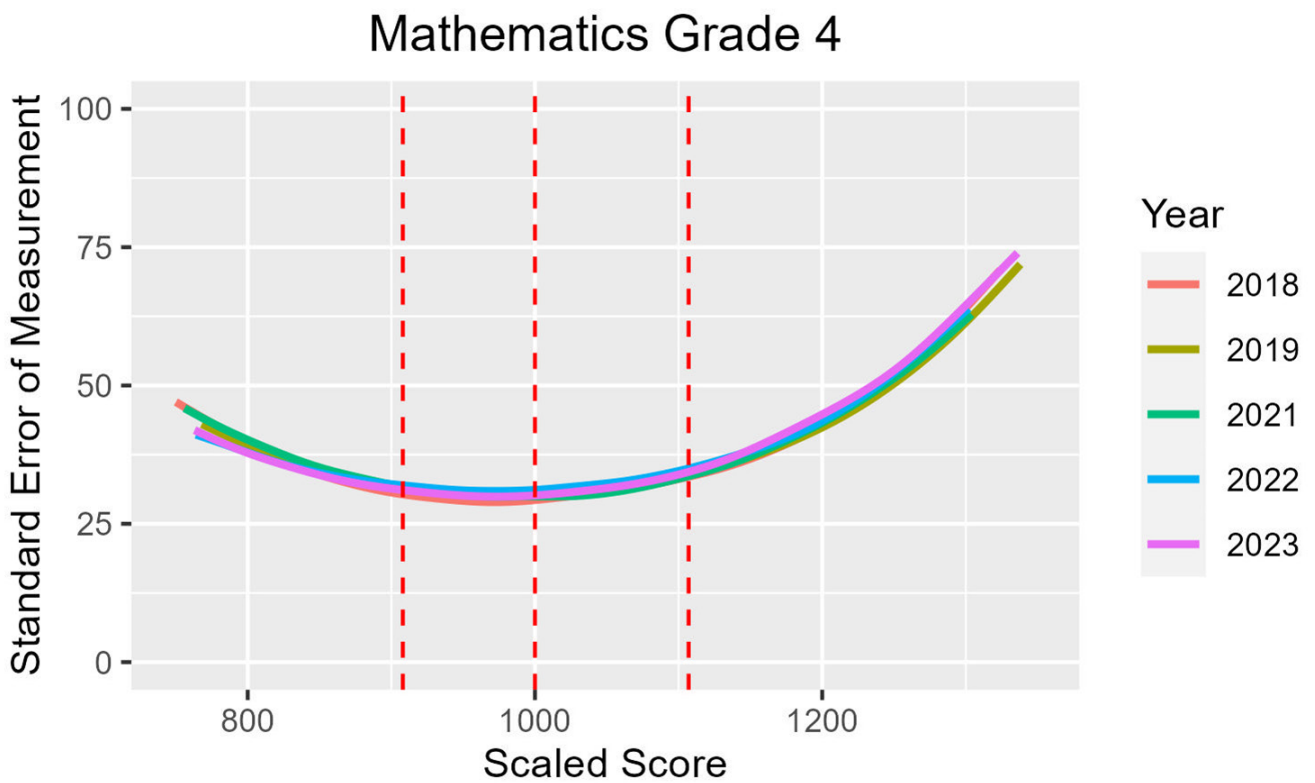
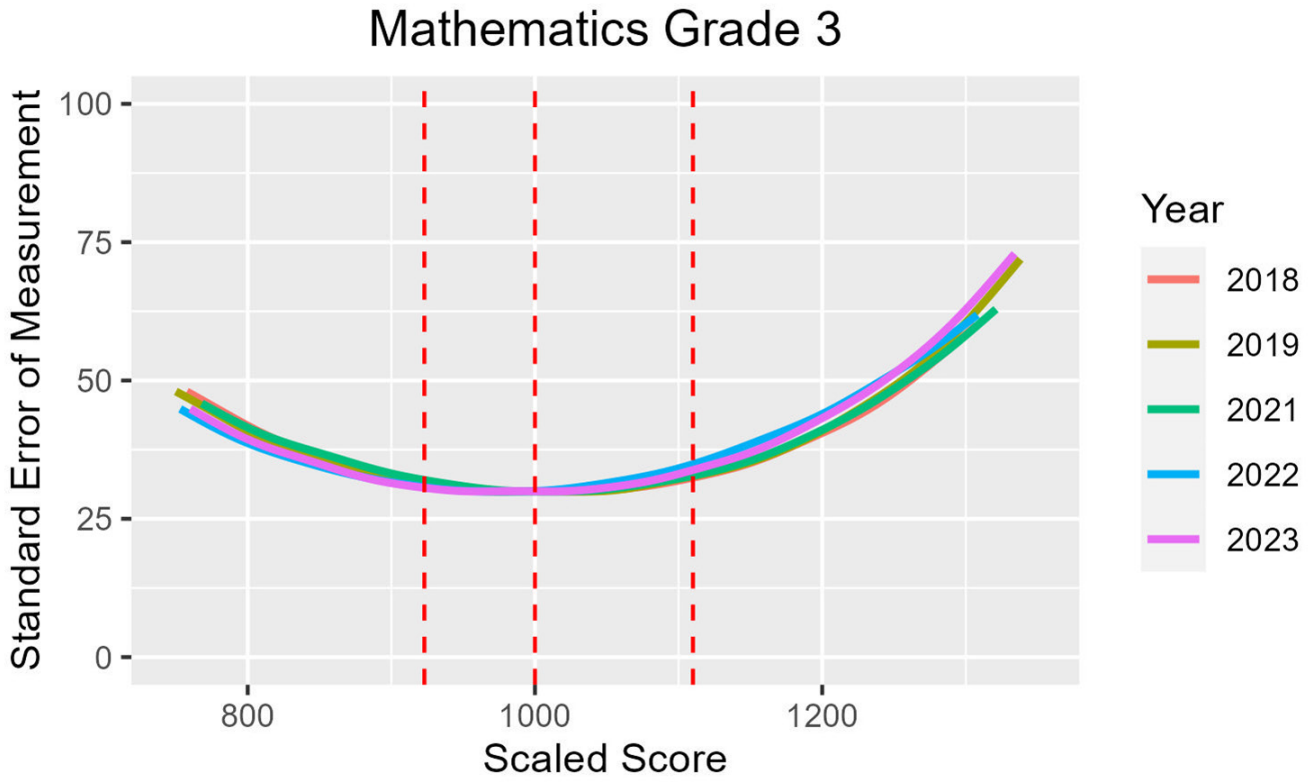
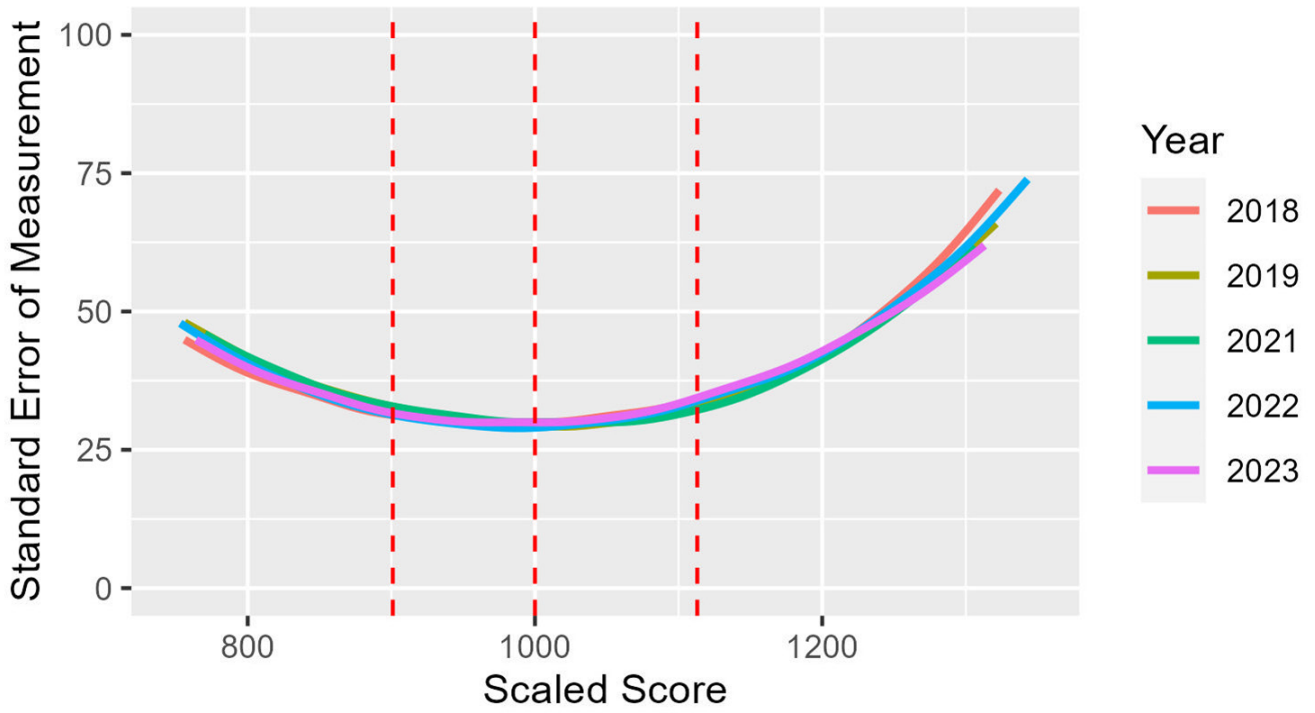


Figure 18–2 (continued). Conditional Standard Error Plots by Subject and Grade

Mathematics Grade 5



Mathematics Grade 6

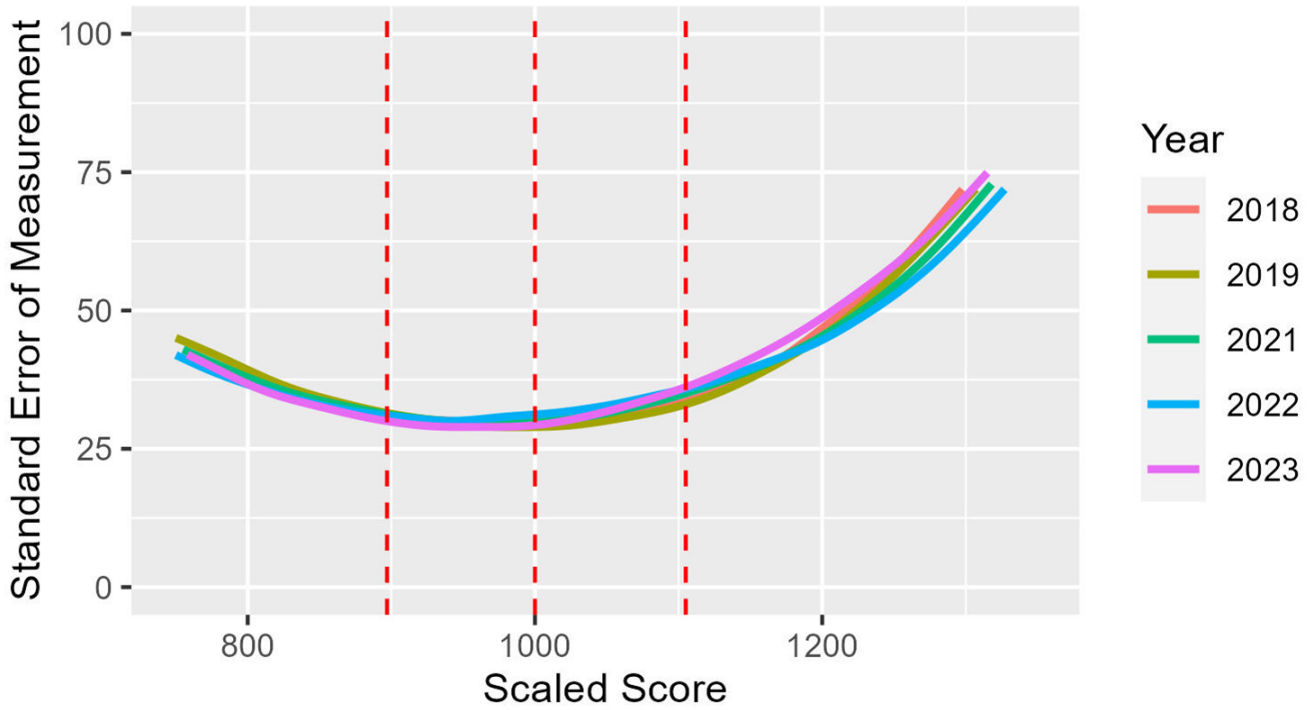
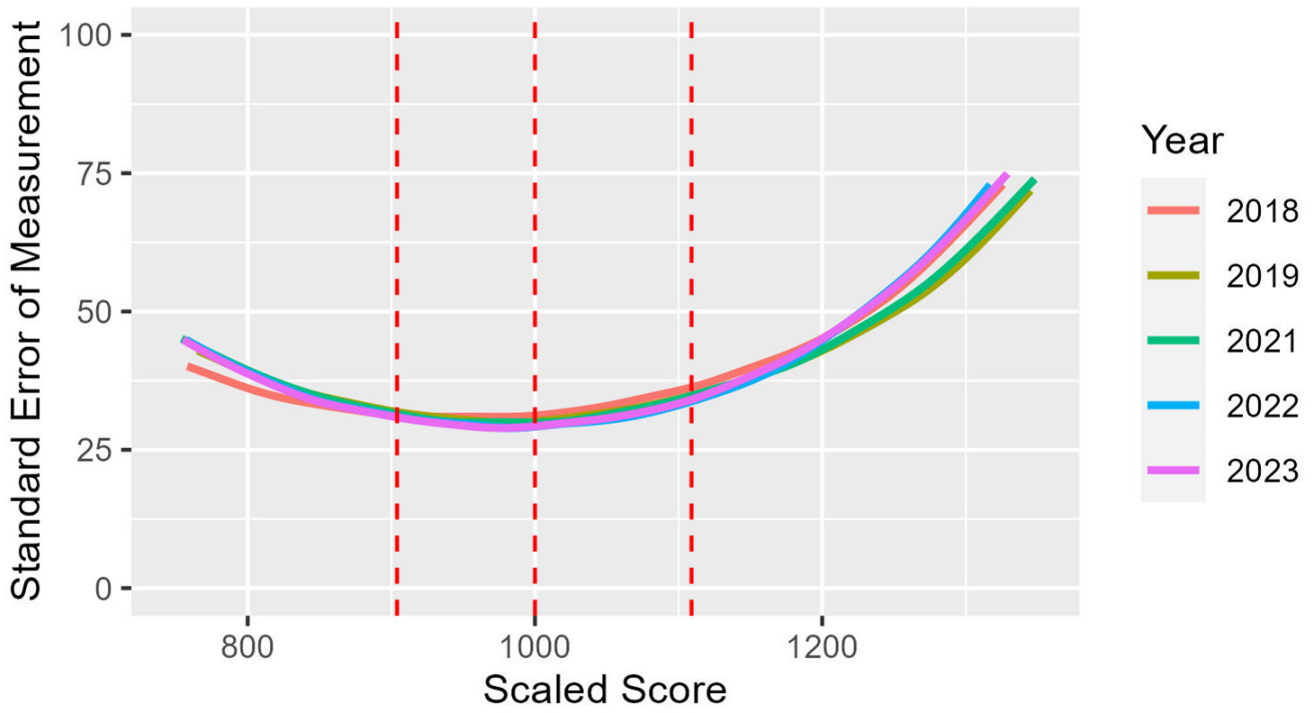


Figure 18–2 (continued). Conditional Standard Error Plots by Subject and Grade

Mathematics Grade 7



Mathematics Grade 8

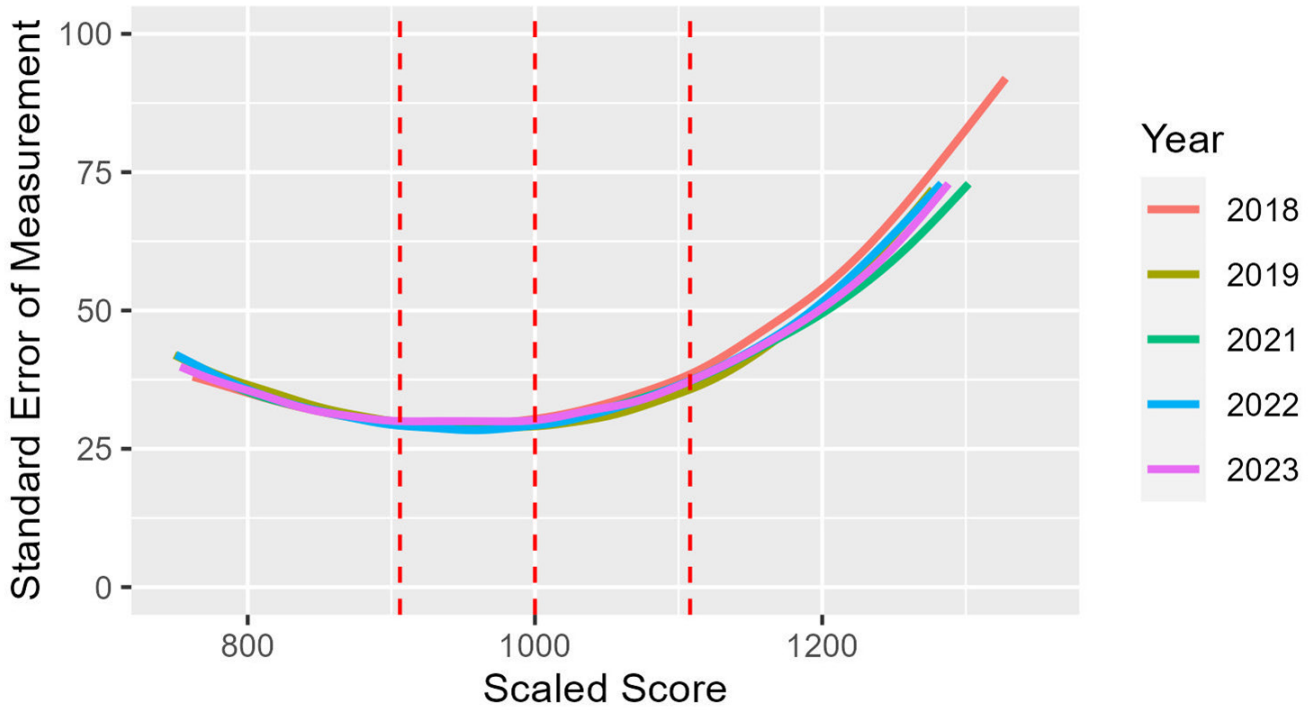
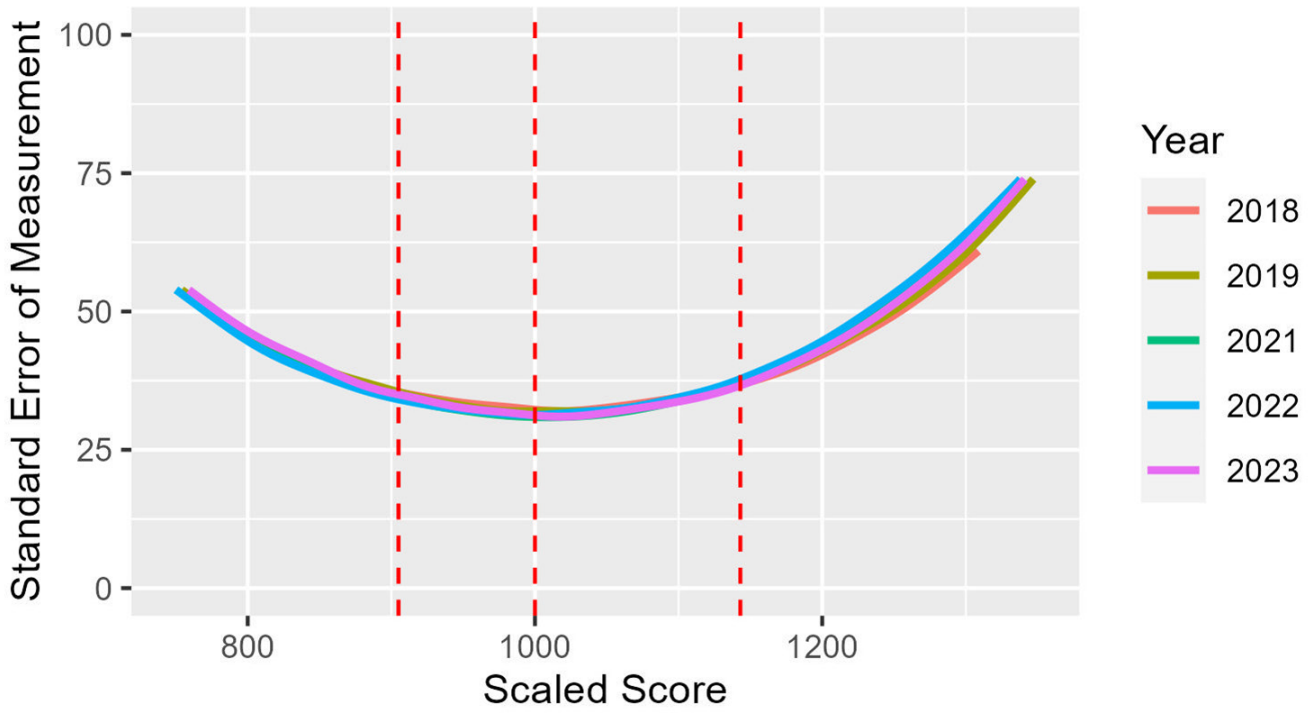


Figure 18–2 (continued). Conditional Standard Error Plots by Subject and Grade

ELA Grade 3



ELA Grade 4

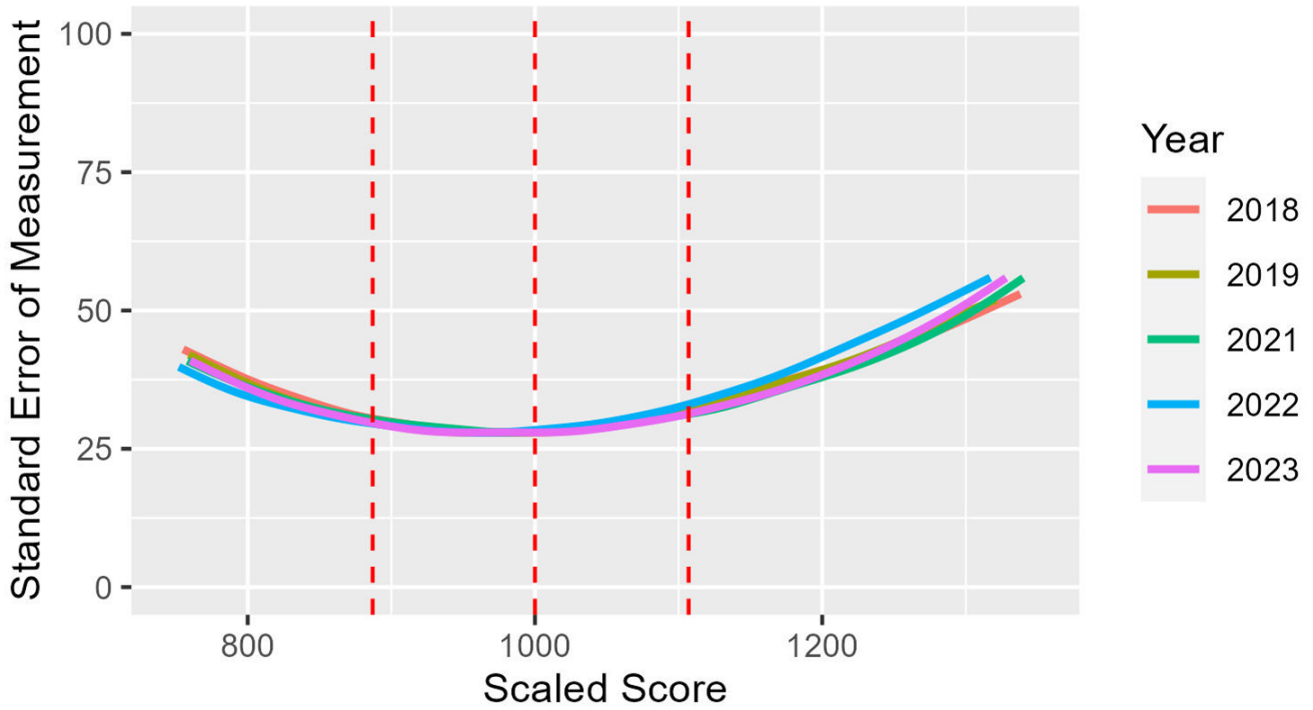
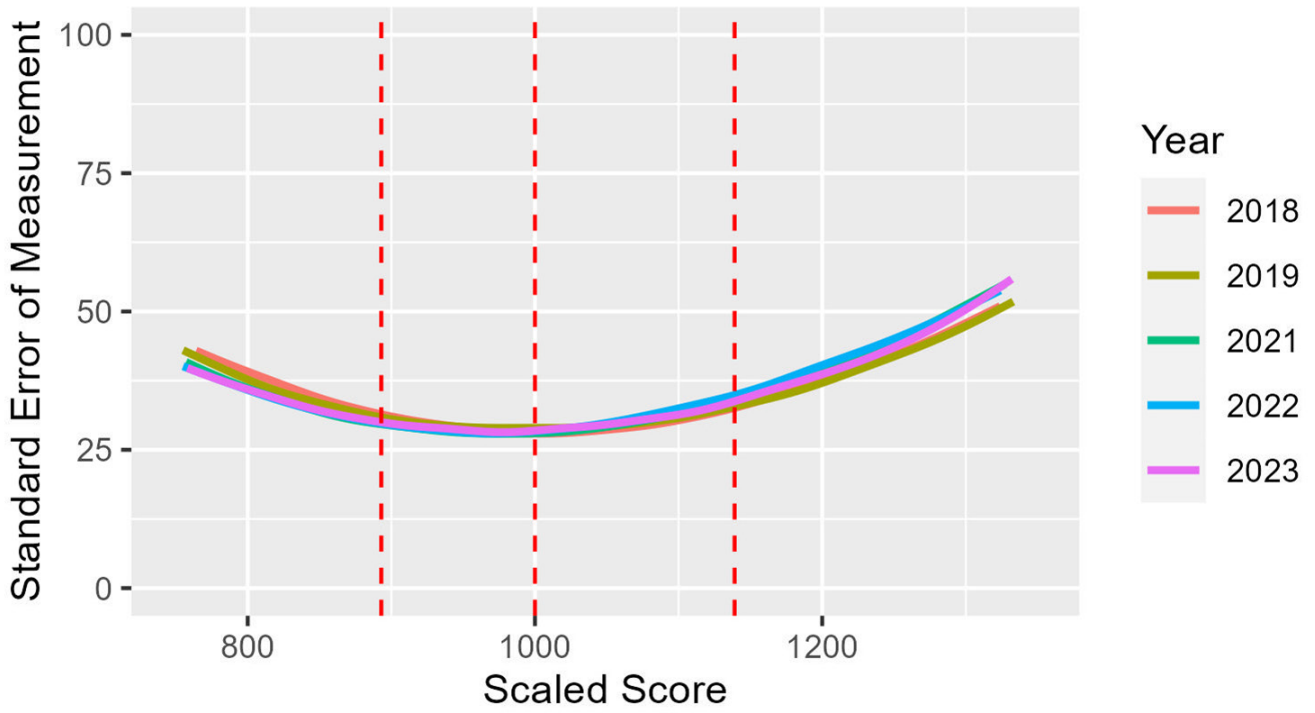


Figure 18–2 (continued). Conditional Standard Error Plots by Subject and Grade

ELA Grade 5



ELA Grade 6

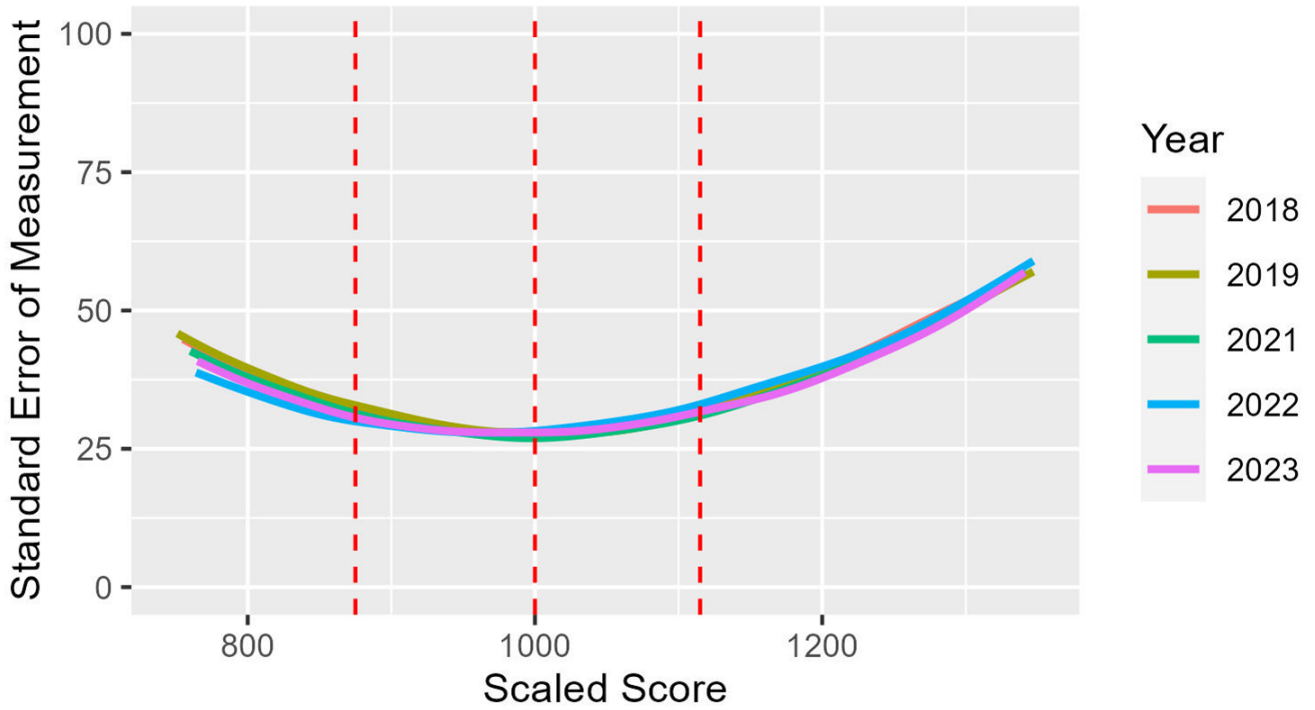
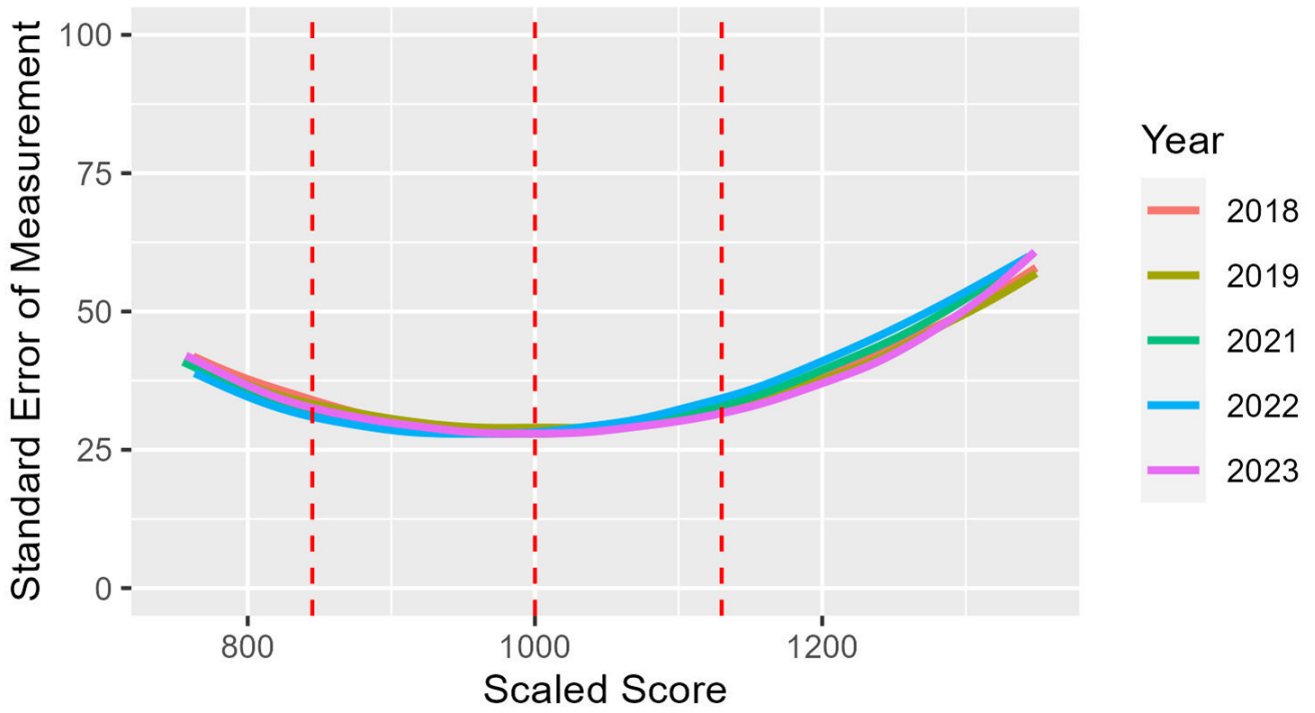


Figure 18–2 (continued). Conditional Standard Error Plots by Subject and Grade

ELA Grade 7



ELA Grade 8

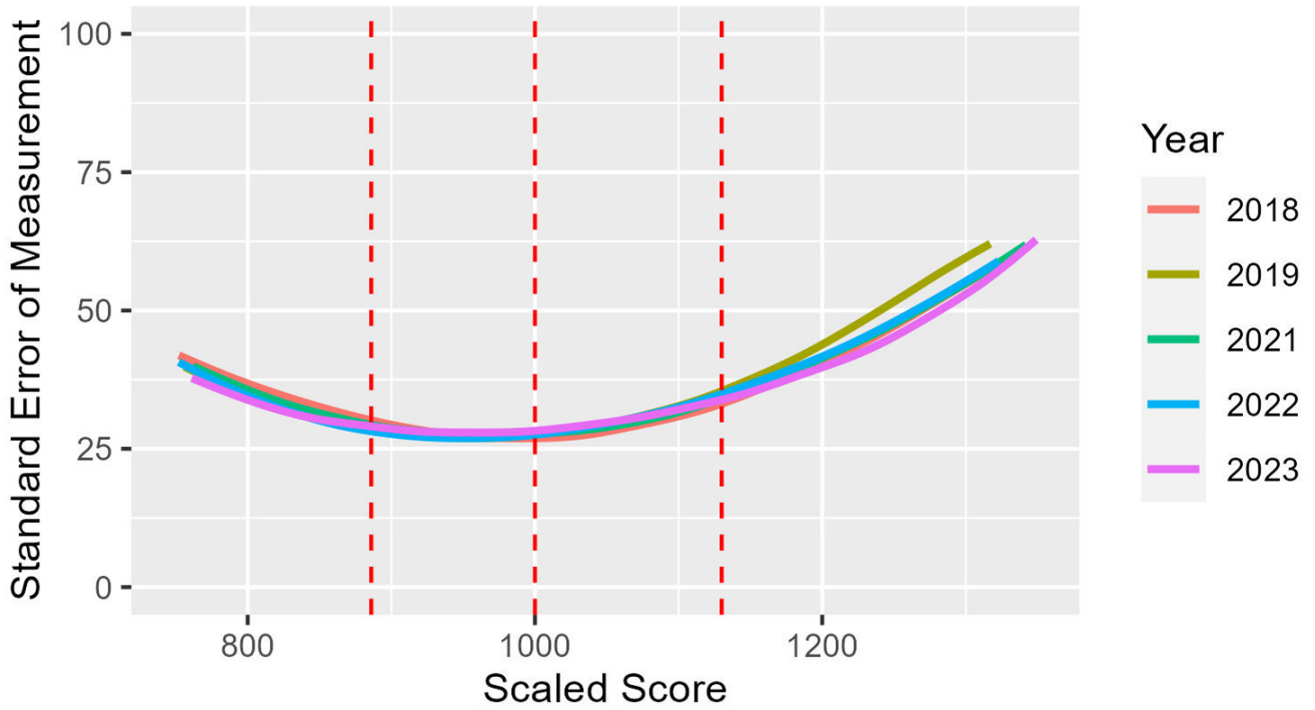
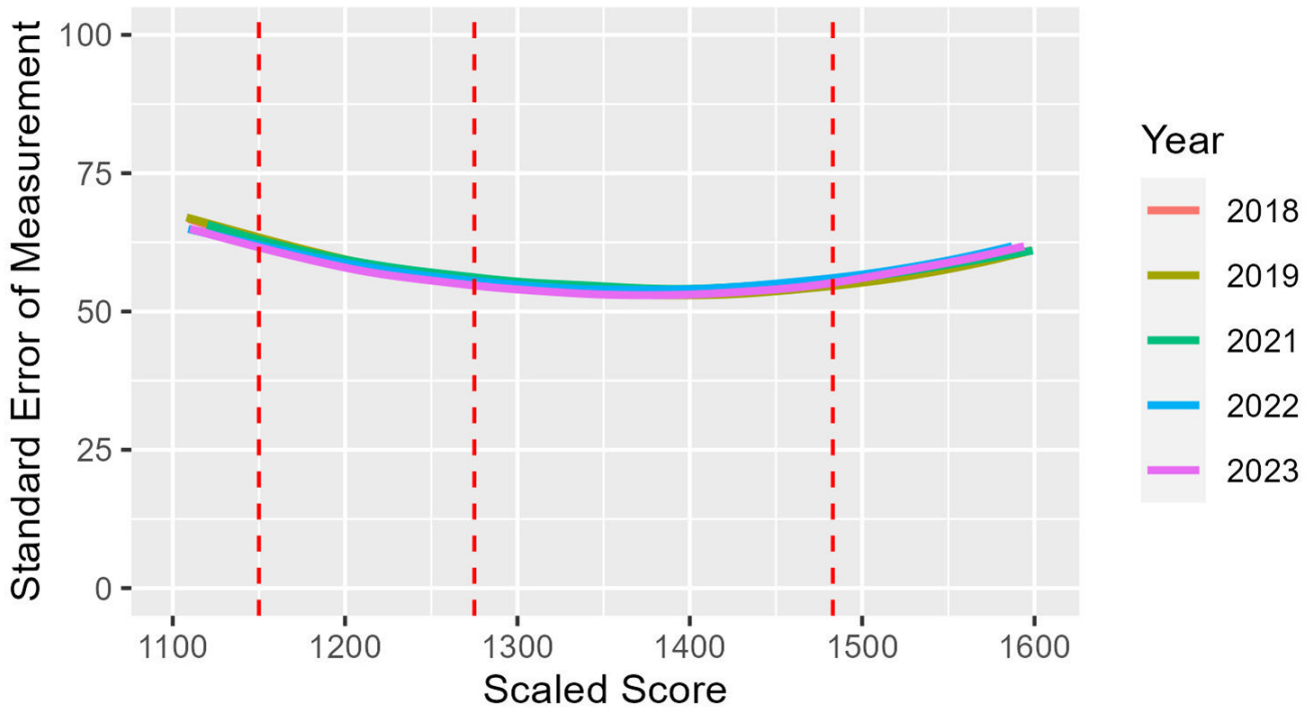
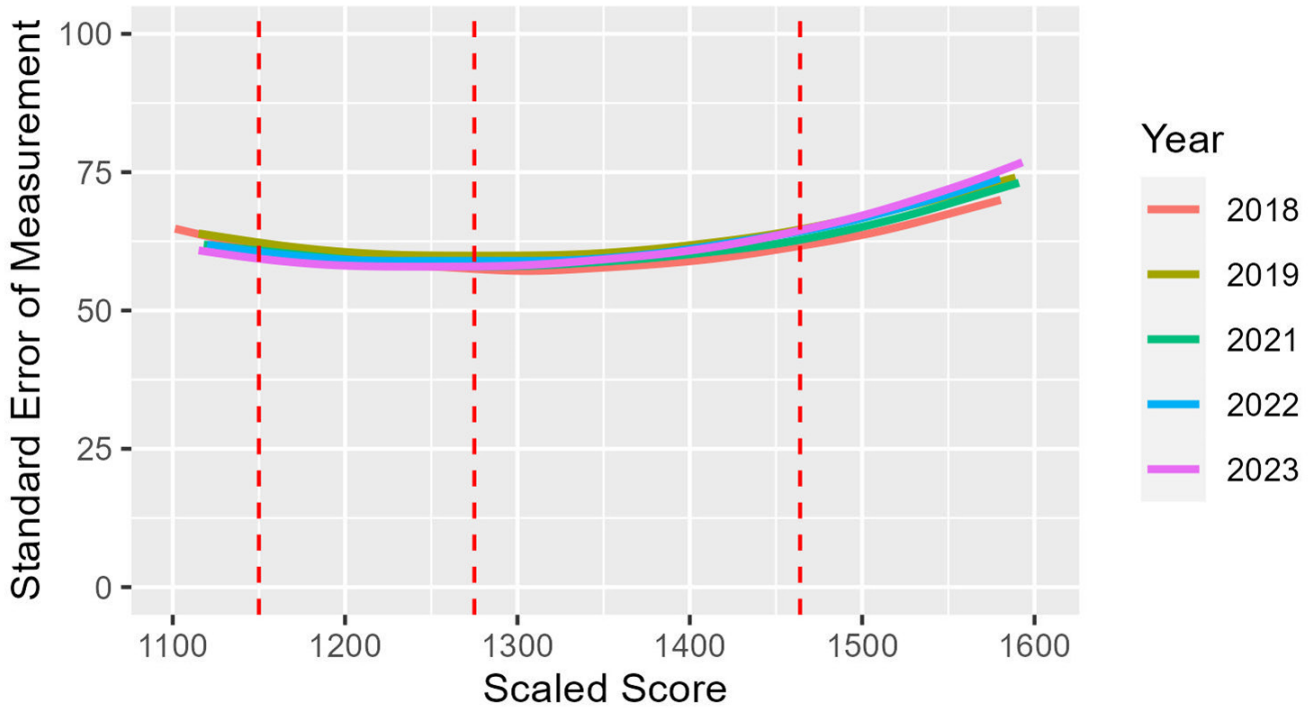


Figure 18–2 (continued). Conditional Standard Error Plots by Subject and Grade

Science Grade 4



Science Grade 8



DECISION CONSISTENCY AND ACCURACY

In a standards-based testing program there should be great interest in knowing how accurately students are classified into performance categories. In contrast to Coefficient Alpha that is concerned with the relative rank-ordering of students, it is the absolute values of student scores that are important in decision consistency and accuracy.

Classification consistency refers to the degree to which the achievement level for each student can be replicated upon retesting using an equivalent form (Huynh, 1976). Decision consistency answers the question: What is the agreement between the classifications based on two non-overlapping, equally difficult forms of the test. If two parallel forms of the test were given to the same students, the consistency of the measure would be reflected by the extent that the classification decisions made from the first set of test scores matched the decisions based on the second set of test scores. Consider Tables 18–5 and 18–6 below.

Table 18–5. Pseudo-Decision Table for Two Hypothetical Categories

Tests One and Two	Test One Level I	Test One Level II	Test One Marginal
Test Two Level I	φ_{11}	φ_{12}	$\varphi_{1\bullet}$
Test Two Level II	φ_{21}	φ_{22}	$\varphi_{2\bullet}$
Test Two Marginal	$\varphi_{\bullet 1}$	$\varphi_{\bullet 2}$	1

Table 18–6. Pseudo-Decision Table for Four Hypothetical Categories

Tests One and Two	Test One Level I	Test One Level II	Test One Level III	Test One Level IV	Test One Marginal
Test Two Level I	φ_{11}	φ_{12}	φ_{13}	φ_{14}	$\varphi_{1\bullet}$
Test Two Level II	φ_{21}	φ_{22}	φ_{23}	φ_{24}	$\varphi_{2\bullet}$
Test Two Level III	φ_{31}	φ_{32}	φ_{33}	φ_{34}	$\varphi_{3\bullet}$
Test Two Level IV	φ_{41}	φ_{42}	φ_{43}	φ_{44}	$\varphi_{4\bullet}$
Test Two Marginal	$\varphi_{\bullet 1}$	$\varphi_{\bullet 2}$	$\varphi_{\bullet 3}$	$\varphi_{\bullet 4}$	1

If a student is classified as being in one category based on Test One’s score, how probable would it be that the student would be reclassified as being in the same category if he or she took Test Two (a non-overlapping, equally difficult form of the test)?

The proportions of correct decisions, φ , for two and four categories are computed by the following two formulas, respectively:

$$\varphi = \varphi_{11} + \varphi_{22}$$

$$\varphi = \varphi_{11} + \varphi_{22} + \varphi_{33} + \varphi_{44}$$

It is the sum of the diagonal entries—that is, the proportion of students classified by the two forms into the same achievement level—that signifies the overall consistency.

Classification accuracy refers to the agreement of the observed classifications of students with the classifications made based on their true scores. An observed score contains measurement error while a true score is free of measurement error. A student’s observed score can be formulated by the sum of his or her true score plus measurement error. Decision accuracy is an index to determine the extent to which measurement error causes a classification different than expected from the true score.

Since true scores are unobserved and since it is not feasible to repeat PSSA testing to estimate the proportion of students who would be reclassified in the same performance levels, a statistical model needs to be imposed on the data to estimate the true scores and to project the consistency and accuracy of classifications solely using data from the available administration (Hambleton & Novick, 1973). Although several procedures are available, one well-known method was developed by Livingston and Lewis (1995) utilizing a specific True Score Model. This approach is fairly complex, and the cited source contains details regarding the statistical model used to calculate decision consistency and accuracy from the single PSSA administration.

FURTHER INTERPRETATIONS

Several factors might affect decision consistency and accuracy. One important factor is the reliability of the scores. All other things being equal, more reliable test scores tend to result in more similar reclassifications and less measurement error. Another factor is the location of the cut score in the score distribution. More consistent and accurate classifications are observed when the cut scores are located away from the mass of the score distribution. For example, when scores are close to being normally distributed, the mass is concentrated in the middle of the distribution, and, thus classifications tend to become more consistent when cut scores go up from 70 percent to 80 percent to 90 percent or, alternatively, go down from 30 percent to 20 percent to 10 percent. The number of performance levels is also a consideration. Consistency and accuracy indices for four performance levels should be lower than those based on two categories. This is not surprising since classification and accuracy using four levels would allow more opportunity to change achievement levels. Hence, there would be more classification errors and less accuracy with four achievement levels, resulting in lower consistency indices.

RESULTS AND OBSERVATIONS

The results for the overall consistency across all four performance levels as well as for the dichotomies created by the three cut scores are presented in Table 18–7. The tabled values were derived using the program *BB-Class* (Brennan, 2004) and applies the Livingston and Lewis (1995) method. Across all subjects and grade levels, the overall decision accuracy ranged from the 0.71 to 0.83 ($M = 0.77$) while the decision consistency ranged from 0.61 to 0.76 ($M = 0.68$). It should be noted that the overall consistency and accuracy indices across the four performance levels should be lower than those based on two categories (discussed above). Dichotomous decisions between each adjacent pair of performance level classifications have accuracy values that range from 0.88 to 0.97 ($M = 0.92$) and consistency values that range from 0.83 to 0.95 ($M = 0.89$).

Table 18–7. Decision Consistency and Accuracy Results

Subject	Grade	Statistic	Overall	Bel. Basic/ Basic	Basic/ Proficient	Proficient/ Advanced
Mathematics	3	accuracy	0.78	0.93	0.92	0.93
Mathematics	3	consistency	0.70	0.90	0.89	0.91
Mathematics	4	accuracy	0.78	0.92	0.92	0.94
Mathematics	4	consistency	0.70	0.89	0.88	0.92
Mathematics	5	accuracy	0.79	0.92	0.93	0.95
Mathematics	5	consistency	0.71	0.88	0.90	0.93
Mathematics	6	accuracy	0.80	0.92	0.93	0.95
Mathematics	6	consistency	0.73	0.89	0.90	0.93
Mathematics	7	accuracy	0.81	0.92	0.94	0.96
Mathematics	7	consistency	0.74	0.88	0.91	0.94
Mathematics	8	accuracy	0.83	0.92	0.94	0.97
Mathematics	8	consistency	0.76	0.89	0.92	0.95
ELA	3	accuracy	0.76	0.92	0.90	0.94
ELA	3	consistency	0.67	0.89	0.86	0.91
ELA	4	accuracy	0.71	0.91	0.90	0.90
ELA	4	consistency	0.61	0.88	0.86	0.86
ELA	5	accuracy	0.73	0.92	0.89	0.92
ELA	5	consistency	0.63	0.89	0.85	0.89
ELA	6	accuracy	0.73	0.94	0.88	0.91
ELA	6	consistency	0.63	0.92	0.83	0.87
ELA	7	accuracy	0.76	0.96	0.89	0.92
ELA	7	consistency	0.66	0.93	0.84	0.88
ELA	8	accuracy	0.72	0.93	0.89	0.91
ELA	8	consistency	0.62	0.90	0.84	0.87
Science	4	accuracy	0.79	0.95	0.92	0.92
Science	4	consistency	0.72	0.93	0.89	0.88
Science	8	accuracy	0.78	0.93	0.92	0.93
Science	8	consistency	0.70	0.91	0.89	0.89

Note. Results derived using PSSA final data file (see Chapter Nine).

RATER AGREEMENT

Because open-ended items are included on the PSSAs, another source of random error is related to the scorers of those items. Frisbie (2005) noted that “test score reliability differs from scorer reliability” and that “the need for one kind of estimate cannot be satisfied by the other.” Additionally, the data most easily obtainable that captures this information comes from the “10 percent read behinds” collected during the scoring process (see Chapter Eight for a description). Partly because of the way that this data is obtained and reported (i.e., it is not a ratio of true score variance over observed score variance), the term rater agreement or inter-rater agreement are used here, rather than rater reliability or inter-rater reliability as these terms are somewhat misleading as explained above.

FURTHER INTERPRETATIONS

For the PSSAs, both within-year and across-year rater consistency are available. As part of the data collected for that process, additional across-year rater consistency data is available for consideration.

RESULTS AND OBSERVATIONS

Within-year rater agreement information is provided in Chapter Eight. This information is reformatted in Tables 18–8 through 18–10 for PSSA mathematics, ELA, and science OE items, respectively. In addition, the percentages awarded to each score point are also presented in these tables. As seen from these tables, the inter-rater exact agreement percentages range from 78 percent to 91 percent for mathematics, 80 percent to 85 percent for ELA, and 85 percent to 95 percent for science. Mathematics had validity ranging from 81 percent to 91 percent; ELA had validity ranging from 82 percent to 86 percent; and science had validity ranging from 84 percent to 94 percent. (Validity in terms of scoring practices is discussed further in Chapter Eight.)

Table 18–8a. Inter-Rater Agreement for OE Items—Mathematics

Grade	Item	Percent Exact	Percent Adjacent	Validity
3	1	89	11	87
3	2	78	22	81
3	3	80	20	84
4	1	83	17	89
4	2	81	18	86
4	3	83	17	90
5	1	82	18	86
5	2	83	17	84
5	3	82	18	86
6	1	80	19	88
6	2	84	16	91
6	3	84	15	86
7	1	89	11	90
7	2	89	11	81
7	3	91	9	83
8	1	86	14	87
8	2	87	13	89
8	3	87	12	86

Note. For more information regarding validity, see the section on Handscoring Validity Process in Chapter Eight.

Table 18–8b. Percentage Awarded for Each Score Point for OE Items—Mathematics

Grade	Item	0	1	2	3	4	Blank or non-scoreable
3	1	11	20	29	29	7	4
3	2	21	29	21	14	8	8
3	3	19	29	23	16	9	4
4	1	23	34	21	14	4	5
4	2	38	24	15	9	5	9
4	3	24	39	16	12	4	4
5	1	18	41	20	14	3	5
5	2	20	35	23	11	3	8
5	3	29	27	22	12	5	4
6	1	12	27	32	19	4	5
6	2	26	33	17	10	4	8
6	3	26	19	18	13	18	5
7	1	37	31	13	6	6	6
7	2	43	18	18	9	2	10
7	3	37	29	16	9	3	7
8	1	28	27	16	11	9	8
8	2	11	52	17	5	4	11
8	3	19	35	20	11	4	9

Table 18–9a. Inter-Rater Agreement for OE Items—ELA

Grade	Item	Item Type	Percent Exact	Percent Adjacent	Validity
3	1	SA	81	19	82
3	2	SA	80	20	82
4	1	TDA	85	15	84
5	1	TDA	84	16	86
6	1	TDA	82	18	84
7	1	TDA	83	17	84
8	1	TDA	84	16	82

Note. EBSR items are machine scored because they are two-part MC like items and not shown in this table. For more information regarding validity, see the section on Handscoring Validity Process in Chapter Eight.

Table 18–9b. Percentage Awarded for Each Score Point for OE Items—ELA

Grade	Item	Item Type	0	1	2	3	4	Blank or non-scoreable
3	1	SA	19	34	24	9	NA	11
3	2	SA	24	31	27	7	NA	11
4	1	TDA	NA	26	35	18	4	16
5	1	TDA	NA	17	48	19	4	11
6	1	TDA	NA	24	42	17	5	11
7	1	TDA	NA	26	37	19	7	12
8	1	TDA	NA	17	43	20	6	15

Note. EBSR items are machine scored because they are two-part MC like items and not shown in this table.

Table 18–10a. Inter-Rater Agreement for OE Items—Science

Grade	Item	Percent Exact	Percent Adjacent	Validity
4	1	93	7	94
4	2	85	15	88
4	3	86	14	90
4	4	95	5	96
4	5	89	11	94
8	1	88	12	94
8	2	90	10	89
8	3	89	10	84
8	4	89	11	92
8	5	86	14	91

Note. For more information regarding validity, see the section on Handscoring Validity Process in Chapter Eight.

Table 18–10b. Percentage Awarded for Each Score Point for OE Items—Science

Grade	Item	0	1	2	Blank or non-scoreable
4	1	36	34	24	5
4	2	23	55	17	5
4	3	28	31	34	7
4	4	49	24	19	7
4	5	13	33	48	6
8	1	13	25	53	8
8	2	32	45	11	12
8	3	48	29	12	12
8	4	40	33	16	10
8	5	19	37	34	11

CHAPTER NINETEEN: VALIDITY

As defined in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014), validity refers to “the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of tests” (p. 11). The *Standards* provides a framework for describing the sources of evidence that should be considered when evaluating validity. These sources include evidence based on 1) test content, 2) response processes, 3) the internal structure of the test, 4) the relationships between test scores and other variables, and 5) the consequences of testing. In addition, when Item Response Theory (IRT) models are used to analyze assessment data, validity considerations related to those processes should also be explored.

The validity process involves the collection of evidence from a variety of sources to support the proposed test score interpretations and uses. This technical report describes throughout, the technical aspects of the PSSA tests in support of their score interpretations and uses. Each of the previous chapters contributes important evidence components that pertain to score validation: test development, test administration, test scoring, item analysis, Rasch calibration, scaling, linking, score reporting, and reliability. This chapter summarizes and synthesizes the evidence based on the *Standards’* framework. The purposes and intended uses of PSSA test scores are reviewed first, then each type of validity evidence is addressed in turn.

PURPOSES AND INTENDED USES OF THE PSSA

The *Standards* emphasize that validity pertains to how test scores are used. To help contextualize the evidence that will be presented below, the purposes of the PSSA will be reviewed first. As stated in Chapter One, the purpose of the PSSA is to measure how well students acquire the knowledge and skills described in the *Pennsylvania Assessment Anchor Content Standards* (Assessment Anchors) as defined by the Eligible Content for mathematics, ELA, and Science. The intended uses of the PSSA are to:

1. Provide information for use in school and district accountability systems
2. Improve curricular and instructional practices to help students reach proficiency in the Pennsylvania Core Standards (ELA and Mathematics) or the Pennsylvania Academic Standards (Science)

TEST LENGTH REDUCTION

The Pennsylvania Department of Education (PDE) established new, reduced length PSSA test designs in 2017 for administration beginning in 2018. The PSSA test length reductions were designed to reduce PSSA testing burdens while maintaining rigor in test reliabilities, and test score validity arguments. The approved test design changes can be briefly summarized as:

- Mathematics
 - Proportional reduction of each reporting category
 - Grades 3–8: 72 to 52 total raw score points
- ELA
 - Removed writing prompt and selection of standalone multiple-choice language items
 - Grade 3: 62 to 45 total raw score points (weighted)
 - Grades 4–8: 84 to 63 total raw score points (weighted)
- Science
 - Proportional reduction of each reporting category
 - Grades 4 and 8: 68 to 48 total raw score points

The PSSA tests have been consistently constructed with attention to balancing content and statistical requirements to optimize test score reliability and validity. This remained true during construction of the reduced length tests. Although test reliability is influenced by test length (Spearman & Brown, 1910), the use of high quality items, with strong statistical features, can facilitate the production of reliable assessments under different test length scenarios. As discussed in Chapter Eighteen, reliability results for the shortened tests continued to show strong internal consistency of scores.

As there was a change to the test blueprint for ELA beyond a proportional reduction of the content, caution was used to ensure that the original 2015 standards appropriately defined performance on the reduced length ELA tests. Consequently, a standards validation was conducted in June of 2018 prior to formally reporting ELA scores. The purpose of the standards validation was to consider if the 2015 cut scores continued to reflect appropriate distinctions in performance on the ELA tests, given the removal of the writing prompt and nine language items. Pennsylvania educators participated in a four-day workshop to review the new tests and applied a modified Bookmark standard setting procedure. Results of the standards validation confirmed that the existing standards still appropriately classify examinee performance into the four levels of Below Basic, Basic, Proficient, and Advance. For example, a score of 1000 was determined to appropriately separate examinee performance on the ELA tests between the Below Basic and Proficient levels. The same was true for each of the remaining cut scores for grades 3 through 8, Below Basic and Advanced. Please refer to the Pennsylvania System of School Assessment Grades 3–8 English Language Arts Standards Validation 2018 Final Technical Report for full details regarding the standards validation design, implementation, committee review, and final results.

Beyond standards validation, the provision of ongoing validity evidence will continue to be a central feature in the PSSA technical documentation. This chapter proceeds with a discussion of five sources of validity evidence for the PSSA, including studies that were conducted to evaluate the PSSAs for evidence of any shifts in the ELA construct related to the test design modification for ELA, i.e. removal of the writing prompt and nine language items.

EVIDENCE BASED ON TEST CONTENT

Test content validity evidence for the PSSA rests greatly on establishing a link between each component of the assessment (i.e., the items) and what the students should know and be able to do as required by the Assessment Anchors, Eligible Content, and/or the Academic Content Standards (refer to Chapter Two for a description of each of these elements). The PSSA tests are intended to measure students' knowledge and skills described in the Assessment Anchors as defined by the Eligible Content for mathematics, ELA, and science. Thus, the evidence supporting the alignment among the PSSA tasks, the Assessment Anchors as defined by the Eligible Content and the Academic Content Standards should be provided.

Lane (1999) suggests taking the following steps to support the content validity of tests:

- Evaluate the degree to which the test specifications represent and align with the knowledge and skills described in the Assessment Anchors as defined by the Eligible Content for mathematics, ELA, and science.
- Evaluate the alignment between the test items and test specifications to ensure representativeness.
- Evaluate the extent to which the curriculum aligns with the Assessment Anchors. If some contents are not included in the curriculum, then low scores on the test should not be interpreted as meaning that instruction was ineffective.
- Conduct content reviews of the test items using a panel of content experts to see whether they measure the intended construct or are the sources of construct-irrelevant variance.
- Conduct fairness reviews of the items to avoid issues related to a specific subpopulation.
- Evaluate procedures for administration and scoring, such as the appropriateness of instructions to examinees, time limit for the assessment, and training of raters.
- Submit operational tests to third-party, independent reviews.

Chapters Two through Eight of this report present evidence related to test content. As described in these chapters, all PSSA test blueprints (specifications) and items were developed and aligned with the PSSA Assessment Anchors and Eligible Content for mathematics, ELA, and science, consistently following well-established procedures. After the items were developed, they underwent multiple rounds of content and bias reviews. After they were field tested, they were reviewed with respect to their statistical properties. Items selected for the operational assessment had to pass content, psychometric, and PDE reviews. Tests were administered according to standardized procedures with allowable accommodations. The following summarizes the efforts described in greater detail in Chapters Two through Eight:

- DRC used Webb’s (1999) Depth of Knowledge (DOK) model to ensure the PSSA items aligned with the Assessment Anchors as defined by the Eligible Content and the Academic Content Standards in terms of both content and cognitive levels.
- DRC established detailed test and item/passage development specifications and ensured the items were sufficient in number and adequately distributed across content and levels of cognitive complexity and difficulty.
- DRC selected qualified item writers and provided training to help ensure they wrote high-quality items.
- Each newly-developed item was first reviewed by content specialists and editors at DRC to make sure that all items measured the intended Assessment Anchors, as defined by the Eligible Content for Mathematics, ELA, and Science. Appropriateness for the intended grade was also considered, as well as depth of knowledge, graphics, grammar/punctuation, language demand, and distractor reasonableness.
- Before field testing, the test items were submitted to content committees (composed of Pennsylvania educators) for review using, but not limited to, the following categories:
 - Overall quality and clarity
 - Anchor, eligible content, and/or standard alignment
 - Grade-level appropriateness
 - Difficulty level
 - Depth of knowledge
 - Appropriate sources of challenge (e.g., unintended content and skills)
 - Correct answer
 - Quality of distractors
 - Graphics
 - Appropriate language demand
 - Freedom from bias
- The items were also submitted to a Bias, Fairness, and Sensitivity Committee for review. This committee reviewed items for issues related to diversity, gender, and other pertinent factors.
- Items passing all the prior hurdles were tried out in a field-test event. Several statistical analyses were conducted on the field-test data, including classical item analyses, distractor analyses, and differential item functioning (DIF). Items were once again carefully reviewed by DRC staff and a committee of Pennsylvania teachers with respect to their statistical characteristics. DIF was used to detect test items that might bias test scores for subgroups. Empirical investigation of DIF strengthens the validity evidence related to score interpretations for student groups by eliminating potential sources of construct-irrelevant variance as such, DIF results might be better considered as internal structure validity evidence.

- The PSSA tests were administered according to standardized procedures with allowable accommodations and recommended testing times.
- As shown in Chapter Eight, the raters for open-ended (OE) items were carefully recruited and well trained. Their scoring was monitored throughout the scoring session to ensure that an acceptable level of scoring accuracy was maintained.

In addition to the foundational and routine procedures described above and in Chapters Two through Five, and summarized in Appendix C, two external studies were conducted to assess the alignment of the PSSA tests to the PSSA Assessment Anchors and Eligible Content. Achieve, Inc., Washington, D.C., conducted a preliminary review of the science Assessment Anchors in 2003 to evaluate the alignment with the Academic Standards and produced a follow-up report on the anchors in 2005.

EVIDENCE BASED ON RESPONSE PROCESSES

Response-process evidence is used to examine the extent to which the cognitive skills and processes employed by students match that identified in the test developer’s defined construct domains for all students and for each subgroup. Think-aloud procedures or cognitive labs can be used to collect this type of evidence. In addition, when an assessment includes OE items, an examination of the extent to which the raters interpret and apply the scoring criteria accurately when assigning scores to students’ responses on OE items also provides validity of the response-processes evidence.

For the PSSA science tests, DRC conducted a science cognitive lab study to gather relative information about the thinking processes students used to solve science scenario items. The use of the cognitive lab helped ensure that the intended response processes were employed by students.

For all the PSSA tests, well-organized scorer training and subsequent monitoring of rating accuracy helped ensure that raters strictly followed the scoring criteria to minimize rater biases that may affect their scoring. Refer to Chapter Eight for a detailed description of all hand-scoring procedures, and to Chapter Eighteen for statistical information regarding inter-rater reliability.

EVIDENCE BASED ON INTERNAL STRUCTURE

As described in the *Standards* (2014), internal-structure evidence refers to the degree to which the relationships between test items and test components conform to the construct on which the proposed test interpretations are based. For each PSSA test, one total test score as well as strand scores are reported (see Chapter Sixteen for more information about PSSA scores). Additionally, principle component and parallel analyses were conducted and provide strong internal-structure evidence of the unidimensionality of the PSSAs.

ITEM DIFFICULTY RANGES AND DISCRIMINATION

Multiple sources of evidence are provided that address the appropriateness of the range of difficulty and discrimination of the items on the PSSA tests. Plots of item p -values by point biserial correlations are provided in Chapter Eleven, and summary statistics are provided for IRT item difficulty parameters in Chapter Twelve.

ITEM RESPONSE THEORY DIMENSIONALITY

Results from principle component and parallel analyses were presented in Chapter Twelve. The PSSA mathematics, ELA and science tests are shown through a principle components analysis to be strongly unidimensional, providing evidence that the tests are measuring a single construct without undue irrelevant variance.

A confirmatory factor analysis was also applied to the 2017 original length and 2023 reduced length test data to assess the degree to which the intended construct for each test explains performance on the operational test items. Specifically, significant factor loadings, consistency of standardized variances of the unique factor scores, and model fit were examined across the CFA models for the original and reduced length tests, for each PSSA test.

Using *Mplus* (Muthén & Muthén, 1998–2012) a single factor model was specified for the original and reduced length tests, for each PSSA test as:

$$y_i = \tau + \Lambda\eta_i + \varepsilon_i$$

where y_2 is the outcome vector, τ is the intercept vector, Λ is the factor loading matrix, η_i is the common factor score, and represents the unique factor scores. For each model, the factor variance was fixed to 1.0 for model identification purposes. As the indicators in these models are ordered categorical variables and likely violate the assumption of multivariate normality required for maximum likelihood estimation, the models were fit using robust weighted least squares estimation. Model fit was evaluated for each model using adjusted Chi-Square tests of fit (Satorra & Bentler, 1994; Asparouhov & Muthén, 2010), Root Mean Square Error of Approximation (RMSEA), and the comparative fit index (CFI). RMSEA values below 0.06 and CFI values of 0.90 and above were considered to represent good fit (Hu & Bentler, 1999).

The Chi-square test of fit results for the CFAs show that, for all tests, the model does not fit perfectly in the population with p -values < 0.000. MacCallum (2001) notes that this is often the finding with larger sample sizes. Consistent with results from the shortened test in 2018 and 2019 the RMSEA results indicate good fit for the 2023 PSSA with values ranging between 0.015 and 0.025 for the original length tests in 2017 and between 0.016 and 0.023 for the reduced length tests in 2023. The CFI results also show good fit with values ranging from 0.926 to 0.972 for the original length tests in 2017 and from 0.982 to 0.989 for the reduced length tests in 2023. Table 19–1 provide a summary of the CFA results for the 2023 PSSA.

Note that as the models are not nested, a direct statistical comparison of model fit would not be informative. Procedures that allows for the comparison of non-nested models such as Akaike’s Information Criterion (AIC; Akaike, 1973) and the Bayesian Information Criterion (BIC; Schwarz, 1978) are designed primarily for model selection purposes, so are less useful here where the model has been chosen based on based on criteria external to the test.

Overall, the factor analysis results suggest that a single factor (the ELA construct as detailed in Chapter Two) is explaining the variance in responses well for both the 2017 and 2023 (Table 19–1) reduced length tests, supporting an overall conclusion of construct stability between the original and reduced length tests.

Table 19–1. CFA Model Fit for Reduced Length PSSAs – 2023

Subject	Grade	N Items	N	RMSEA	CFI	Chi-Square DF	Chi-Square Adj. P-Value
Mathematics	3	43	116303	0.020	0.987	860	<.0000
Mathematics	4	43	116642	0.019	0.987	860	<.0000
Mathematics	5	43	117043	0.019	0.988	860	<.0000
Mathematics	6	43	117725	0.021	0.987	860	<.0000
Mathematics	7	43	117601	0.018	0.989	860	<.0000
Mathematics	8	43	118968	0.023	0.982	860	<.0000
ELA	3	35	115762	0.018	0.987	560	<.0000
ELA	4	39	115799	0.020	0.987	702	<.0000
ELA	5	39	116608	0.018	0.988	702	<.0000
ELA	6	39	117088	0.016	0.989	702	<.0000
ELA	7	39	117316	0.021	0.984	702	<.0000
ELA	8	39	118937	0.019	0.986	702	<.0000
Science	4	43	116381	0.017	0.988	860	<.0000
Science	8	43	118393	0.017	0.989	860	<.0000

EVIDENCE RELATED TO THE USE OF THE RASCH MODEL

Since the Rasch model is the basis of all calibration, scaling, and linking analyses associated with the PSSA, the validity of the inferences from these results depends on the degree to which the assumptions of the model are met as well as the fit between the model and test data. As discussed at length in Chapter Twelve, the underlying assumptions of Rasch models were essentially met for all the PSSA data, indicating the appropriateness of using the Rasch models to analyze the PSSA data.

In addition, the Rasch model was also used to link science operational PSSA tests across years. The accuracy of the linking also affects the accuracy of student scores and the validity of score uses. As described in Chapter Fifteen, DRC Psychometric Services staff utilize a linking procedure previously vetted by the Pennsylvania National TAC. Moreover, DRC internal replication and review ensured the accuracy of the linking and equating results.

TEST RELIABILITY, ERRORS OF MEASUREMENT, AND DECISION CONSISTENCY AND ACCURACY

Reliability estimates, SEM, and decision consistency and accuracy results are presented in Chapter Eighteen and provide important evidence that the PSSA tests have strong internal consistency, expected measurement errors, and that examinees are being appropriately classified into performance levels based on the test scores and standards set on those scores.

STRAND CORRELATIONS

Correlations and disattenuated correlations between strand scores within each subject area are presented below. Values were computed using the PSSA final data file (see Chapter Nine). This data can also provide information on score dimensionality that is part of internal-structure validity evidence. As noted in Chapter Two, the PSSA mathematics tests have four strands (denoted by M.A, M.B, M.C, and M.D). The PSSA ELA tests have four strands (denoted by E.A, E.B, E.D, and E.E), except grade 3 which has three strands (E.A, E.B, and E.D). The PSSA science tests have four strands (denoted by S.A, S.B, S.C, and S.D).

For each grade, Pearson’s correlation coefficients between these strands are reported in Tables 19–2a through 19–2f. The inter-correlations between the strands within the content areas are positive and generally range from moderate to high in value, and correlations between strands across content areas are generally slightly lower, providing contrasting evidence of convergent and discriminant validity.

Table 19–2a. Correlations between Mathematics and ELA Strands for Grade 3

	M.A	M.B	M.C	M.D	E.A	E.B	E.D
M_A	-						
M_B	0.79	-					
M_C	0.69	0.67	-				
M_D	0.77	0.75	0.66	-			
E_A	0.67	0.64	0.60	0.65	-		
E_B	0.68	0.65	0.61	0.66	0.75	-	
E_D	0.63	0.60	0.57	0.60	0.65	0.65	-

Table 19–2b. Correlations between Mathematics, ELA, and Science Strands for Grade 4

	M.A	M.B	M.C	M.D	E.A	E.B	E.D	E.E	S.A	S.B	S.C	S.D
M_A	-											
M_B	0.76	-										
M_C	0.68	0.64	-									
M_D	0.74	0.71	0.63	-								
E_A	0.67	0.66	0.58	0.61	-							
E_B	0.68	0.68	0.60	0.64	0.79	-						
E_D	0.57	0.56	0.50	0.54	0.57	0.60	-					
E_E	0.58	0.55	0.49	0.53	0.59	0.59	0.49	-				
S_A	0.75	0.74	0.65	0.70	0.74	0.77	0.60	0.58	-			
S_B	0.63	0.61	0.56	0.58	0.65	0.66	0.51	0.52	0.72	-		
S_C	0.63	0.61	0.57	0.60	0.63	0.64	0.50	0.50	0.71	0.62	-	
S_D	0.62	0.60	0.55	0.60	0.61	0.63	0.51	0.48	0.71	0.61	0.60	-

Table 19–2c. Correlations between Mathematics and ELA Strands for Grade 5

	M.A	M.B	M.C	M.D	E.A	E.B	E.D	E.E
M_A	-							
M_B	0.76	-						
M_C	0.73	0.65	-					
M_D	0.77	0.67	0.65	-				
E_A	0.68	0.63	0.60	0.59	-			
E_B	0.69	0.64	0.61	0.61	0.78	-		
E_D	0.64	0.59	0.57	0.57	0.63	0.64	-	
E_E	0.54	0.50	0.47	0.44	0.54	0.53	0.46	-

Table 19–2d. Correlations between Mathematics and ELA Strands for Grade 6

	M.A	M.B	M.C	M.D	E.A	E.B	E.D	E.E
M_A	-							
M_B	0.82	-						
M_C	0.74	0.70	-					
M_D	0.73	0.71	0.64	-				
E_A	0.67	0.67	0.53	0.59	-			
E_B	0.70	0.70	0.58	0.61	0.73	-		
E_D	0.58	0.58	0.48	0.52	0.59	0.60	-	
E_E	0.57	0.57	0.46	0.50	0.58	0.56	0.49	-

Table 19–2e. Correlations between Mathematics and ELA Strands for Grade 7

	M.A	M.B	M.C	M.D	E.A	E.B	E.D	E.E
M_A	-							
M_B	0.83	-						
M_C	0.76	0.73	-					
M_D	0.71	0.69	0.64	-				
E_A	0.67	0.65	0.60	0.59	-			
E_B	0.71	0.69	0.64	0.64	0.76	-		
E_D	0.64	0.62	0.58	0.57	0.64	0.66	-	
E_E	0.55	0.54	0.49	0.46	0.57	0.56	0.51	-

Table 19–2f. Correlations between Mathematics, ELA, and Science Strands for Grade 8

	M.A	M.B	M.C	M.D	E.A	E.B	E.D	E.E	S.A	S.B	S.C	S.D
M_A	-											
M_B	0.74	-										
M_C	0.65	0.74	-									
M_D	0.63	0.74	0.63	-								
E_A	0.57	0.68	0.60	0.58	-							
E_B	0.58	0.70	0.60	0.59	0.76	-						
E_D	0.54	0.64	0.55	0.55	0.63	0.65	-					
E_E	0.48	0.57	0.52	0.51	0.60	0.57	0.51	-				
S_A	0.63	0.76	0.66	0.65	0.75	0.76	0.65	0.58	-			
S_B	0.56	0.68	0.59	0.58	0.65	0.67	0.58	0.51	0.76	-		
S_C	0.53	0.63	0.54	0.54	0.57	0.60	0.52	0.43	0.69	0.62	-	
S_D	0.53	0.63	0.56	0.54	0.62	0.63	0.54	0.47	0.73	0.65	0.60	-

The correlations in Tables 19–2a through 19–2f are based on the observed strand scores. These observed-score correlations are weakened by the existing measurement error contained within each strand. As a result, disattenuating the observed correlations can provide an estimate of the relationships between strands if there were no measurement error. (An important caveat is provided further below.) The disattenuated correlation coefficients (R_{xy}) can be computed by using the formula (Spearman 1904, 1910) below:

$$R_{xy} = \frac{r_{xy}}{\sqrt{r_{xx} r_{yy}}}$$

where r_{xy} is the observed correlation, and r_{xx} and r_{yy} are the reliabilities for strand X and strand Y. Disattenuated correlations very near 1.00 might suggest that the same or very similar constructs are being measured. Values somewhat less than 1.00 might suggest that different strands are measuring slightly different aspects of the same construct. Values markedly less than 1.00 might suggest the strands reflect different constructs.

Tables 19–3a through 19–3f show the corresponding disattenuated correlations for the 2023 PSSA tests for each grade. Note that with ELA, text-dependent analysis (TDA) items belongs to a separate strand and is the only item for the strand. Given that this strand (E.E) has only one item, reliability cannot be computed. Therefore, disattenuated correlation cannot be computed with these strands and is not included in Table 19–3. Where reliability can be computed, the disattenuated strand correlations are higher than their observed score counterparts, given that strand scores do not have perfect reliabilities (see Chapter Eighteen).

Some within-subject correlations are very high (e.g., above 0.95), suggesting that the within-subject strands appear to be measuring essentially the same construct. This, in turn, suggests that some strand scores might not provide entirely unique information about the strengths or weaknesses of students.

Table 19–3a. Disattenuated Strand Correlations for Mathematics and ELA for Grade 3

	M.A	M.B	M.C	M.D	E.A	E.B	E.D
M_A	-						
M_B	1.01	-					
M_C	1.11	1.04	-				
M_D	1.05	1.00	1.11	-			
E_A	0.88	0.83	0.98	0.89	-		
E_B	0.91	0.85	1.00	0.91	1.01	-	
E_D	0.89	0.85	1.00	0.89	0.94	0.95	-

Table 19–3b. Disattenuated Strand Correlations for Mathematics and ELA for Grade 4

	M.A	M.B	M.C	M.D	E.A	E.B	E.D	S.A	S.B	S.C	S.D
M_A	-										
M_B	1.02	-									
M_C	0.93	0.95	-								
M_D	1.02	1.05	0.98	-							
E_A	0.85	0.90	0.83	0.86	-						
E_B	0.84	0.91	0.83	0.88	0.99	-					
E_D	0.81	0.85	0.80	0.85	0.83	0.86	-				
S_A	0.91	0.97	0.89	0.96	0.92	0.94	0.85	-			
S_B	0.90	0.95	0.89	0.94	0.95	0.95	0.84	1.02	-		
S_C	0.89	0.94	0.90	0.95	0.91	0.91	0.82	1.00	1.03	-	
S_D	0.90	0.95	0.90	0.97	0.90	0.92	0.85	1.02	1.03	1.01	-

Table 19–3c. Disattenuated Strand Correlations for Mathematics and ELA for Grade 5

	M.A	M.B	M.C	M.D	E.A	E.B	E.D
M_A	-						
M_B	1.05	-					
M_C	1.05	1.12	-				
M_D	0.99	1.02	1.04	-			
E_A	0.84	0.92	0.92	0.81	-		
E_B	0.84	0.92	0.92	0.82	0.99	-	
E_D	0.88	0.97	0.97	0.86	0.92	0.92	-

Table 19–3d. Disattenuated Strand Correlations for Mathematics and ELA for Grade 6

	M.A	M.B	M.C	M.D	E.A	E.B	E.D
M_A	-						
M_B	1.04	-					
M_C	0.97	0.94	-				
M_D	1.00	1.00	0.93	-			
E_A	0.86	0.88	0.73	0.84	-		
E_B	0.90	0.91	0.78	0.87	0.97	-	
E_D	0.88	0.91	0.78	0.87	0.92	0.94	-

Table 19–3e. Disattenuated Strand Correlations for Mathematics and ELA for Grade 7

	M.A	M.B	M.C	M.D	E.A	E.B	E.D
M_A	-						
M_B	1.05	-					
M_C	1.01	1.01	-				
M_D	1.00	1.00	0.98	-			
E_A	0.83	0.85	0.82	0.85	-		
E_B	0.88	0.89	0.86	0.91	0.97	-	
E_D	0.88	0.89	0.87	0.90	0.91	0.93	-

Table 19–3f. Disattenuated Strand Correlations for Mathematics, ELA, and Science for Grade 8

	M.A	M.B	M.C	M.D	E.A	E.B	E.D	S.A	S.B	S.C	S.D
M_A	-										
M_B	0.99	-									
M_C	1.04	1.04	-								
M_D	1.03	1.06	1.09	-							
E_A	0.79	0.83	0.88	0.87	-						
E_B	0.81	0.85	0.89	0.89	0.98	-					
E_D	0.85	0.88	0.92	0.94	0.92	0.94	-				
S_A	0.83	0.88	0.93	0.93	0.92	0.93	0.90	-			
S_B	0.85	0.90	0.94	0.95	0.91	0.94	0.91	1.01	-		
S_C	0.87	0.91	0.95	0.96	0.87	0.91	0.90	1.00	1.03	-	
S_D	0.82	0.86	0.91	0.91	0.89	0.91	0.87	1.00	1.01	1.01	-

Some caution is needed in interpreting the disattenuated results because the reliabilities used to calculate the disattenuated correlations are subject to both upward and downward biases. (These are also discussed in some detail in Chapter Eighteen.) Consequently, some of the values tabled above may be higher or lower than they should be, depending on which bias prevails for any given pair of strand scores. When the reliabilities are lower than they should be, the disattenuated correlations will be inflated (and in some instances, can appear larger than the theoretical correlation maximum value of 1.00).

EVIDENCE BASED ON RELATIONSHIPS WITH OTHER VARIABLES

As described in the *Standards* (2014), “Evidence based on relationships with other variables provides evidence about the degree to which relationships are consistent with the construct underlying the proposed test score interpretations” (p. 16). This category of evidence is classified by three types—convergent, discriminant, and criterion-related evidence. Convergent evidence is provided by relationships between students’ performance on different assessments intended to measure a similar construct. Discriminant evidence is provided by relationships between students’ performance on different tests intended to measure different constructs. Criterion-related evidence, either predictive or concurrent, is provided by relationships between students’ test scores and their performance on a criterion measure (Cronbach, 1971; Messick, 1989).

Evidence of the relationship of the PSSA with other variables for previous PSSA mathematics and reading tests has been examined by HumRRO in a series of independent studies using 2001–2003 PSSA data (Koger, Thacker & Dickinson, 2004; Sinclair & Thacker, 2005; Thacker, Dickinson, & Koger, 2004).

As useful validity studies rely heavily on the technical quality of the criteria measures, the Pennsylvania Classroom Diagnostic Tools (CDT) assessments were used to assess convergent and discriminant validity. The CDT is a well-documented high-quality computer-based series of assessments aligned to the same Assessment Anchors and Eligible Content as the PSSA tests. Table 19–4 shows the correlations between the PSSA and CDT assessments. The within subject correlations are strong, ranging from 0.73 to 0.83. This illustrates a strong positive relationship between the PSSA and the CDT where the subjects are the same or similar. Conversely, the correlations between different content areas in 2023 are noticeably lower, ranging from 0.65 to 0.79. These patterns demonstrate reasonable convergent and discriminant validity of performance on PSSA.

Table 19–4. Correlations among Student Performance on PSSA and CDT

PSSA	CDT	N	R
Mathematics Grade 3	Mathematics - Lower Grades	15200	0.81
Mathematics Grade 3	Reading - Lower Grades	14060	0.71
Mathematics Grade 3	Science - Lower Grades	2216	0.73
Mathematics Grade 3	Writing - Lower Grades	2424	0.73
Mathematics Grade 4	Mathematics - Lower Grades	16133	0.82
Mathematics Grade 4	Reading - Lower Grades	14695	0.74
Mathematics Grade 4	Science - Lower Grades	11449	0.73
Mathematics Grade 4	Writing - Lower Grades	2866	0.72
Mathematics Grade 5	Mathematics - Lower Grades	19382	0.82
Mathematics Grade 5	Reading - Lower Grades	17686	0.73
Mathematics Grade 5	Science - Lower Grades	4125	0.70
Mathematics Grade 5	Writing - Lower Grades	3603	0.70
Mathematics Grade 6	Mathematics	24078	0.83
Mathematics Grade 6	Reading/Literature	20645	0.73
Mathematics Grade 6	Science	9817	0.72
Mathematics Grade 6	Writing/English Comprehension	4669	0.72
Mathematics Grade 7	Mathematics	25233	0.80
Mathematics Grade 7	Reading/Literature	22583	0.70
Mathematics Grade 7	Science	16446	0.71
Mathematics Grade 7	Writing/English Comprehension	6192	0.67
Mathematics Grade 8	Mathematics	21476	0.78
Mathematics Grade 8	Reading/Literature	21783	0.68
Mathematics Grade 8	Science	27301	0.70
Mathematics Grade 8	Writing/English Comprehension	6070	0.65
ELA Grade 3	Mathematics - Lower Grades	15144	0.69
ELA Grade 3	Reading - Lower Grades	14011	0.80
ELA Grade 3	Science - Lower Grades	2192	0.75
ELA Grade 3	Writing - Lower Grades	2416	0.79
ELA Grade 4	Mathematics - Lower Grades	16060	0.72
ELA Grade 4	Reading - Lower Grades	14634	0.81
ELA Grade 4	Science - Lower Grades	11373	0.74
ELA Grade 4	Writing - Lower Grades	2867	0.80
ELA Grade 5	Mathematics - Lower Grades	19324	0.74
ELA Grade 5	Reading - Lower Grades	17656	0.81
ELA Grade 5	Science - Lower Grades	4114	0.75
ELA Grade 5	Writing - Lower Grades	3602	0.78

Table 19–4 (continued). Correlations among Student Performance on PSSA and CDT

PSSA	CDT	N	R
ELA Grade 6	Mathematics	23970	0.73
ELA Grade 6	Reading/Literature	20583	0.79
ELA Grade 6	Science	9764	0.74
ELA Grade 6	Writing/English Comprehension	4653	0.77
ELA Grade 7	Mathematics	25233	0.72
ELA Grade 7	Reading/Literature	22599	0.77
ELA Grade 7	Science	16441	0.73
ELA Grade 7	Writing/English Comprehension	6191	0.75
ELA Grade 8	Mathematics	21472	0.70
ELA Grade 8	Reading/Literature	21806	0.76
ELA Grade 8	Science	27337	0.73
ELA Grade 8	Writing/English Comprehension	6077	0.73
Science Grade 4	Mathematics - Lower Grades	16107	0.76
Science Grade 4	Reading - Lower Grades	14672	0.79
Science Grade 4	Science - Lower Grades	11435	0.80
Science Grade 4	Writing - Lower Grades	2868	0.74
Science Grade 8	Mathematics	21377	0.73
Science Grade 8	Reading/Literature	21690	0.74
Science Grade 8	Science	27188	0.79
Science Grade 8	Writing/English Comprehension	6043	0.69

To further assess discriminant validity for the 2023 PSSA tests, correlations between students' test scores on different PSSA tests, including mathematics, ELA, and science are shown in Table 19–5. In this table, both the observed and disattenuated correlations are reported.

Table 19–5. Correlations among Students' Performance on All PSSA Tests

Grade	Mathematics/ELA	Mathematics/Science	ELA/Science
3	0.79(0.89)		
4	0.80(0.91)	0.84(0.92)	0.84(0.96)
5	0.80(0.90)		
6	0.80(0.91)		
7	0.80(0.91)		
8	0.79(0.89)	0.81(0.88)	0.83(0.94)

Note. Numbers in the parenthesis are disattenuated correlations. The PSSA final data file was used for these calculations (see Chapter Nine). Case-wise elimination of missing data was used.

Each PSSA assessment measures a different construct, so the correlations between them were not expected to be extremely high. The values in this table are consistent with this expectation. As can be seen, the correlations between the PSSA subject tests range from 0.79 to 0.84.

As 2015 was the first year of new PSSA mathematics and ELA, several additional analyses were conducted in 2017 in support of the federal peer review process for the PSSA. These studies included 1) an analysis of how well the PSSA scores predict performance (predictive validity) on high school exams in Algebra I and Literature (Keystone exams), and 2) multiple comparisons of PSSA mathematics and ELA results with other external criteria. These studies provide additional evidence in support of arguments for the convergent and discriminant validity of the PSSA test results detailed in the 2015 and 2016 PSSA Technical Reports referenced above. This report provides a summary of these seven additional analyses and results:

- Keystone predictions
- PSSA relation to other variables:
 - PSSA mathematics and ELA relationship with NAEP
 - PSSA mathematics and ELA relationship with Classroom Diagnostic Tools (CDT)
 - PSSA ELA relationship with GRADE (Group Reading Assessment and Diagnostic Evaluation) literacy assessments
 - PSSA mathematics and ELA relationship with Terra Nova Complete Battery ELA and mathematics
 - PSSA mathematics and ELA relationship with teacher ratings of student proficiency
 - PSSA mathematics and ELA subscore correlations

The results of these analyses provide reasonably strong evidence of the convergent and discriminant validity of the PSSA, as well its predictive relationship with college and career readiness expectations. Results for this set of analyses are reported in Appendix T of the 2018 PSSA Technical Report.

EVIDENCE BASED ON CONSEQUENCES OF TESTING

Based on the *Standards* (2014), evidence supporting the appropriateness of the consequences of testing is an additional source of validity information. Often, this part of the validity argument for a test includes evidence that the test serves all students comparably. The most common methods that are used for this purpose are those that examine the invariance of construct measurement across student groups, and those that seek to detect bias in test content that might lead to some construct irrelevant variation in examinee responses.

As reported in Chapter Five and Appendix F, review and consideration of differential item functioning results with respect to gender and ethnicity offers some evidence that construct-irrelevant variance affecting these groups differentially is not present. The presence of construct-irrelevant variance is generally considered to be a serious threat to the validity of inferences made from test scores, where those differences are due to content that is unrelated to the intended construct for one or more groups. A distinct limitation of DIF methods is that they treat such variance at the examinee group level and not at the individual level. As not all members of a defined group can ever be assumed to share the exact same characteristics, it can be inappropriate to generalize the group level results to all group members. Nevertheless, the presence of suspected group level construct irrelevant variance may indicate the need to review and reconsider the inclusion of items that have been statistically flagged for DIF. As noted in that chapter, field-test items are screened and reviewed for DIF. Only items approved by teacher committees are eligible for operational use.

Additionally, analyses were conducted to assess the comparability of scores across paper-pencil and computer-based modes of assessment (PPT and CBT) by evaluating differences in person fit. Results of these analyses indicate that the PSSA tests are functioning similarly across mode and mode by subgroups. Refer to Appendix S for a detailed discussion of these analyses and findings.

A comprehensive independent study of the invariance of scores across accommodations was also conducted by Sireci and Wells (2016) with results that support claims of measurement invariance across the PSSA tests for accommodated groups with sufficient cases for analysis.

As evidence of consequential validity is related to its uses, as well as to statistical measures of invariance, it is difficult to directly measure all aspects of consequential validity. Test data provide important evidence of the validity of PSSA scores for their intended uses, and as such, may serve to warrant the intended purpose and use that is defined in this technical report and supporting documentation. Generally, the results of the many content development and review procedures, and the statistical analyses discussed throughout this report, provide evidence that PSSA scores are sufficiently comparable across all examinees, regardless of conditions of gender, ethnicity, test mode, and accommodations used. This has remained true under the reduced test length design. Population invariance, however, will be monitored annually for violations.

Regarding the use of test scores, Chapter Sixteen provides an explanation of the different types of scores and shows samples of the various score reports distributed for the PSSA. Chapter Sixteen also provides accurate and clear test score and report information to help users avoid unintended uses and interpretations of the PSSA results. The extent to which various groups of users (e.g., students, teachers, and parents) interpret these scores and reports appropriately affects the validity of subsequent uses of these results. PDE continues to gather evidence to improve or guide decisions pertaining to all aspects of intended and unintended consequences of the PSSA program.

VALIDITY EVIDENCE SUMMARY

Validity evidence related to test content was reviewed earlier in this chapter. Overall, the early chapters of this technical report show that a strong link can be established between each PSSA item and its associated eligible content. Details regarding how the PSSA operational assessments were assembled to reflect the state content standards and detailed information regarding educator reviews (including content, bias, data, and sensitivity reviews) are presented in Chapters Three and Five.

Evidence of the validity of score interpretations is also provided as it relates to response processes. Cognitive labs for Science scenario-based items showed that examinees were responding as intended and routine hand-scoring processes describe in Chapter Eight provide evidence that ratings show reasonable consistency and that rigorous scoring processes are in place to reduce rater bias and increase consistency.

Evidence of the validity related to internal test structure is provided through the results of multiple analyses including, high test score reliabilities, reasonable SEM and CSEM values, good decision consistency and accuracy, strongly unidimensional constructs, and selections of items that have appropriate difficulty ranges, and discriminate performance well.

Strand score inter-correlations are also presented in this chapter. In general, within-subject-area strands (e.g., mathematics) correlate more highly with themselves than they do with other subject-area strands (e.g., ELA). These results, as well as the additional analyses of the relationship between the PSSA ELA and Mathematics tests with other established measures and classroom performance provides evidence of their convergent, discriminant and predictive validity.

A study of the relationship of PSSA scores with CDT scores shows a strong relationship between similar content areas, and a slightly weaker relationship across different content areas, providing useful convergent and discriminant validity evidence.

Last, evidence that PSSA test scores are largely invariant across multiple subgroups of students is also provided through the results of DIF analyses and subsequent item selection processes, a multi-method study on the invariance of accommodated test scores, and a person fit analysis to investigate the comparability of scores from different modes of administration for different populations of students.

APPENDIX A: GENERAL SCORING GUIDELINES

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR READING SHORT-ANSWER QUESTIONS

3 Points

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

0 Points

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

Categories within zero reported separately:

BLK (blank) No response or written refusal to respond too brief to determine response

OT Off task/topic

LOE Response in a language other than English

IL Illegible

TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES

Score	Description
4	<ul style="list-style-type: none"> • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Strong organizational structure that effectively supports the focus and ideas • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Skillful use of transitions to link ideas • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) • Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Appropriate organizational structure that adequately supports the focus and ideas • Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences • Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions • Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Appropriate use of transitions to link ideas • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

Score	Description
2	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR MATHEMATICS OPEN-ENDED QUESTIONS

4–The response demonstrates a *thorough* understanding of the mathematical concepts and procedures required by the task.

The response provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor “blemish” or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

3–The response demonstrates a *general* understanding of the mathematical concepts and procedures required by the task.

The response and explanation (as required by the task) are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a *general* understanding.

2–The response demonstrates a *partial* understanding of the mathematical concepts and procedures required by the task.

The response is somewhat correct with *partial* understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

1–The response demonstrates a *minimal* understanding of the mathematical concepts and procedures required by the task.

0–The response has no correct answer and *insufficient* evidence to demonstrate any understanding of the mathematical concepts and procedures required by the task for that grade level.

Response may show only information copied from the question.

Special Categories within zero reported separately:

BLK (blank).....Blank, entirely erased, or written refusal to respond

OT.....Off-task

LOE.....Response in a language other than English

IL.....Illegible

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR SCIENCE OPEN-ENDED QUESTIONS

2 Points

- The response demonstrates a *thorough* understanding of the scientific content, concepts, and procedures required by the task(s).
- The response provides a clear, complete, and correct response as required by the task(s). The response may contain a minor blemish or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

1 Point

- The response demonstrates a *partial* understanding of the scientific content, concepts, and procedures required by the task(s).
- The response is somewhat correct with *partial* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

0 Points

- The response provides *insufficient* evidence to demonstrate any understanding of the scientific content, concepts, and procedures as required by the task(s) for that grade level.
- The response may show only information copied or rephrased from the question or *insufficient* correct information to receive a score of 1.

Special Categories within zero reported separately:

Blank..... Blank, entirely erased, entirely crossed out, or consists entirely of whitespace

Refusal..... Refusal to respond to the task

Off Task..... Makes no reference to the item but is not an intentional refusal

Foreign Language..... Written entirely in a language other than English

Illegible Illegible or incoherent

APPENDIX B: TALLY SHEETS

Grade 03

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items								
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items				
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total	
A-T: Numbers and Operations in Base Ten	1			Use place-value understanding and properties of operations to perform multi-digit arithmetic.		4				4	4			1				1	1
	1	1		Apply place-value strategies to solve problems.	1		2		3		3	1		2		3		3	3
	1	1	1	Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.	1				1		1	1				1		1	1
	1	1	2	Add two- and three-digit whole numbers and/or subtract two- and three-digit numbers from three-digit whole numbers.															
	1	1	3	Multiply one-digit whole numbers by two-digit multiples of ten.	1				1		1	1				1		1	1
	1	1	4	Order a set of whole numbers from least to greatest or greatest to least.	1				1		1	1				1		1	1
	Total for Assessment Anchor A-T.1 Use place-value understanding and properties of operations to perform multi-digit arithmetic.				4	4	2		6	4	10	4	1	2		6	1	7	7
Total For Reporting Category A-T					4	4	2		6	4	10	4	1	2		6	1	7	7

Grade 03

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items						
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items		
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE
A-F: Numbers and Operations—Fractions	1			Develop an understanding of fractions as numbers.													
	1	1		Develop and apply number theory concepts to compare quantities and magnitudes of fractions and whole numbers.	2				2		2	2			2		2
	1	1	1	Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole.	1		1		2		2	1		1	2		2
	1	1	2	Represent fractions on a number line.	2				2		2	2			2		2
	1	1	3	Recognize and generate simple equivalent fractions.			1		1		1			1	1		1
	1	1	4	Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers.	2		1		3		3	2		1	3		3
	1	1	5	Compare two fractions with the same denominator, using the symbols >, =, or <, and/or justify the conclusions.	1				1		1	1			1		1
	Total for Assessment Anchor A-F.1 Develop an understanding of fractions as numbers.					8		3		11		11	8		3		11
Total For Reporting Category A-F					8		3		11		11	8		3		11	

Grade 03

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items						
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items		
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE
Operations and Algebraic Thinking	1			Represent and solve problems involving multiplication and division.			1		1		1			1		1	
	1	1		Understand various meanings of multiplication and division.			1		1		1			1		1	
	1	1	1	Interpret and/or describe products of whole numbers.	1				1		1	1			1		1
	1	1	2	Interpret and/or describe whole-number quotients of whole numbers.	1				1		1	1			1		1
	1	2		Solve mathematical and real-world problems using multiplication and division, including determining a missing number in a multiplication and/or division equation.													
	1	2	1	Use multiplication and/or division to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.	1				1		1	1			1		1
	1	2	2	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	2				2		2	2			2		2
	Total For Assessment Anchor B-O.1 Represent and solve problems involving multiplication and division.					5		2		7		7	5		2		7
	2			Understand properties of multiplication and the relationship between multiplication and division.													
	2	1		Use properties to simplify and solve multiplication problems.			2		2		2			2		2	
	2	1	1	Apply the commutative property of multiplication (not identification or definition of the property).	1				1		1	1			1		1
	2	1	2	Apply the associative property of multiplication (not identification or definition of the property).	1				1		1	1			1		1
	2	2		Relate division to a missing-number multiplication equation.	1				1		1	1			1		1
	2	2	1	Interpret and/or model division as a multiplication equation with an unknown factor.	1		1		2		2	1		1	2		2
	Total For Assessment Anchor B-O.2 Understand properties of multiplication and the relationship between multiplication and division.					4		3		7		7	4		3		7

B-O: Op	3			Solve problems involving the four operations, and identify and explain patterns in arithmetic.																
	3	1		Use operations, patterns, and estimation strategies to solve problems (may include word problems).	1			1		1	1					1			1	
	3	1	1	Solve two-step word problems using the four operations. Limit to problems with whole numbers and having whole-number answers.	1			1		1	1					1			1	
	3	1	2	Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers.																
	3	1	3	Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers.																
	3	1	4	Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).	1			1		1	1					1			1	
	3	1	5	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations.	1			1		1	1					1			1	
	3	1	6	Create or match a story to a given combination of symbols and numbers.																
	3	1	7	Identify the missing symbol that makes a number sentence true.	1			1		1	1					1			1	
	Total For Assessment Anchor B-O.3 Solve problems involving the four operations, and identify and explain patterns in arithmetic.				5			5		5	5					5			5	
Total For Reporting Category B-O				14		5		19		19	14			5		19			19	

Grade 03

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block (EB)		Total Points		Number of Items			Total Number of Items				
					(Core Points)				(Core & EB)		Core		EB	(Core & EB)				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
C-G: Geometry	1			Reason with shapes and their attributes.		4				4	4		1				1	1
	1	1		Analyze characteristics of polygons.	1		1		2		2	1		1			2	2
	1	1	1	Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category.	1		1		2		2	1		1			2	2
	1	1	2	Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.	1		1		2		2	1		1			2	2
	1	1	3	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	1				1		1	1					1	1
	Total For Assessment Anchor C-G.1 Reason with shapes and their attributes.					4	4	3		7	4	11	4	1	3		7	1
Total For Reporting Category C-G					4	4	3		7	4	11	4	1	3		7	1	8

Grade 03

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items			
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
	1			Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.														
	1	1		Determine or calculate time and elapsed time.														
	1	1	1	Tell, show, and/or write time (analog) to the nearest minute.	1				1		1	1				1		1
	1	1	2	Calculate elapsed time to the minute in a given situation.			1		1		1		1			1		1
	1	2		Use the attributes of liquid volume, mass, and length of objects.														
	1	2	1	Measure and estimate liquid volumes and masses of objects using standard units and metric units.	1				1		1	1				1		1
	1	2	2	Add, subtract, multiply, and divide to solve one-step word problems involving masses or liquid volumes that are given in the same units.														
	1	2	3	Use a ruler to measure lengths to the nearest quarter inch or centimeter.	1				1		1	1				1		1
	1	3		Count, compare, and make change using a collection of coins and one-dollar bills.														
	1	3	1	Compare total values of combinations of coins and/or dollar bills less than \$5.00.	1		1		2		2	1		1		2		2
	1	3	2	Make change for an amount up to \$5.00 with no more than \$2.00 change given.	1				1		1	1				1		1
	1	3	3	Round amounts of money to the nearest dollar.														
Total For Assessment Anchor D-M.1																		
Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.					5		2		7		7	5		2		7		7

D-M: Measurement and Data

2			Represent and interpret data.															
2	1		Organize, display, and answer questions based on data.		4			4	4		1					1	1	
2	1	1	Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories.															
2	1	2	Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs.															
2	1	3	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.	1		1		2		2	1		1		2			2
2	1	4	Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables.															
Total For Assessment Anchor D-M.2 Represent and interpret data.				1	4	1		2	4	6	1	1	1		2	1	3	
3			Geometric measurement: understand concepts of area and relate area to multiplication and to addition.															
3	1		Find the areas of plane figures.			1		1		1		1		1		1		1
3	1	1	Measure areas by counting unit squares.	2				2		2	2				2			2
3	1	2	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.															
Total For Assessment Anchor D-M.3 Geometric measurement: understand concepts of area and relate area to multiplication and to addition.				2		1		3		3	2		1		3			3

4			Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	1				1		1	1				1		1
4	1		Find and use the perimeters of plane figures.	1				1		1	1				1		1
4	1	1	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.				1		1				1		1		1
Total For Assessment Anchor D-M.4 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.				2		1		3		3	2		1		3		3
Total For Reporting Category D-M				10	4	5		15	4	19	10	1	5		15	1	16

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items			
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
	1			Generalize place-value understanding for multi-digit whole numbers.														
	1	1		Apply place-value and numeration concepts to compare, find equivalencies, and round.	2				2		2					2		2
	1	1	1	Demonstrate an understanding that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.														
	1	1	2	Read and write whole numbers in expanded, standard, and word form through 1,000,000.	2				2		2					2		2
	1	1	3	Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols.			1		1		1			1		1		1
	1	1	4	Round multi-digit whole numbers to any place.	1		1		2		2		1		1	2		2
Total For Assessment Anchor A-T.1																		
	Generalize place-value understanding for multi-digit whole numbers.				5		2		7		7		5		2	7		7
	2			Use place-value understanding and properties of operations to perform multi-digit arithmetic.	2				2		2		2			2		2
	2	1		Use operations to solve problems.														
	2	1	1	Add and subtract multi-digit whole numbers.														
	2	1	2	Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.	1				1		1		1			1		1
	2	1	3	Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.	1				1		1		1			1		1
	2	1	4	Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits.														
Total For Assessment Anchor A-T.2																		
	Use place-value understanding and properties of operations to perform multi-digit arithmetic.				4				4		4		4			4		4
Total For Reporting Category A-T					9		2		11		11		9		2	11		11

Grade 04

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points									Items					
					Student Scores		Equating Block (EB)		Total Points			Number of Items				Total Number of Items			
					(Core Points)				(Core & EB)			Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total	
A-F: Numbers and Operations—Fractions	1			Extend understanding of fraction equivalence and ordering.															
	1	1		Find equivalencies and compare fractions.			1		1		1			1		1		1	
	1	1	1	Recognize and generate equivalent fractions.	1	4	1		2	4	6	1	1	1		2	1	3	
	1	1	2	Compare two fractions with different numerators and different denominators using the symbols $>$, $=$, or $<$ and justify the conclusions.															
	Total For Assessment Anchor A-F.1 Extend understanding of fraction equivalence and ordering.					1	4	2		3	4	7	1	1	2		3	1	4
	2			Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.															
	2	1		Solve problems involving fractions and whole numbers (straight computation or word problems).	1				1		1	1				1		1	
	2	1	1	Add and subtract fractions with a common denominator.															
	2	1	2	Decompose a fraction or a mixed number into a sum of fractions with the same denominator.	1				1		1	1				1		1	
	2	1	3	Add and subtract mixed numbers with a common denominator.	1				1		1	1				1		1	
	2	1	4	Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators.															
	2	1	5	Multiply a whole number by a unit fraction.	1				1		1	1				1		1	
	2	1	6	Multiply a whole number by a non-unit fraction.															
	2	1	7	Solve word problems involving multiplication of a whole number by a fraction.															
	Total For Assessment Anchor A-F.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.					4				4		4	4				4		4

3			Understand decimal notation for fractions and compare decimal fractions.	1			1		1	1				1		1	
3	1		Use operations to solve problems involving decimals, including converting between fractions and decimals.	1		1		2		2	1		1		2		2
3	1	1	Add two fractions with respective denominators 10 and 100.														
3	1	2	Use decimal notation for fractions with denominators of 10 or 100.	1				1		1	1				1		1
3	1	3	Compare two decimals to hundredths using the symbols $>$, $=$, or $<$, and justify the conclusions.														
Total For Assessment Anchor A-F.3 Understand decimal notation for fractions and compare decimal fractions.				3		1		4		4	3		1		4		4
Total For Reporting Category A-F				8	4	3		11	4	15	8	1	3		11	1	12

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items							
					Student Scores		Equating Block (EB)		Total Points			Number of Items				Total Number of Items			
					(Core Points)				(Core & EB)			Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total	
B-O: Operations and Algebraic Thinking	1			Use the four operations with whole numbers to solve problems.															
	1	1		Use numbers and symbols to model the concepts of expressions and equations.	1		1		2		2		1		1		2	2	
	1	1	1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.															
	1	1	2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.	1				1		1		1				1	1	
	1	1	3	Solve multi-step word problems posed with whole numbers using the four operations. Answers will be either whole numbers or have remainders that must be interpreted yielding a final answer that is a whole number. Represent these problems using equations with a symbol or letter standing for the unknown quantity.	1		1		2		2		1		1		2	2	
	1	1	4	Identify the missing symbol that makes a number sentence true.	1				1		1		1				1	1	
	Total For Assessment Anchor B-O.1 Use the four operations with whole numbers to solve problems.					4		2		6		6		4		2		6	6
	2			Gain familiarity with factors and multiples.			1		1		1				1		1		1
	2	1		Develop and apply number theory concepts to represent numbers in various ways.	2		1		3		3		2		1		3		3
	2	1	1	Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one-digit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.															
	Total For Assessment Anchor B-O.2 Gain familiarity with factors and multiples.					2		2		4		4		2		2		4	4

3			Generate and analyze patterns.		4				4	4		1			1	1	
3	1		Recognize, describe, extend, create, and replicate a variety of patterns.	1		1		2		2	1		1		2	2	
3	1	1	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	1		1		2		2	1		1		2	2	
3	1	2	Determine the missing elements in a function table.	1				1		1	1				1	1	
3	1	3	Determine the rule for a function given a table.														
Total For Assessment Anchor B-O.3 Generate and analyze patterns.				3	4	2		5	4	9	3	1	2		5	1	6
Total For Reporting Category B-O				9	4	6		15	4	19	9	1	6		15	1	16

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items			
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
C-G: Geometry	1			Draw and identify lines and angles, and classify shapes by properties of their lines and angles.														
	1	1		List properties, classify, draw, and identify geometric figures in two dimensions.	2		2		4		4		2		2		4	4
	1	1	1	Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures.	3				3		3		3				3	3
	1	1	2	Classify two-dimensional figures based on the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.			1		1		1				1		1	1
	1	1	3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts. Identify line-symmetric figures and draw lines of symmetry.	2		2		4		4		2		2		4	4
	Total For Assessment Anchor C-G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.					7		5		12		12		7		5		12
Total For Reporting Category C-G					7		5		12		12		7		5		12	12

Grade 04

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items									
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items					
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)					
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total		
Assessment and Data	1			Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		4				4	4			1				1	1	
	1	1		Solve problems involving length, weight (mass), liquid volume, time, area, and perimeter.			1		1		1			1				1	1	
	1	1	1	Know relative sizes of measurement units within one system of units including standard units, metric units, and time. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.	1				1		1	1						1	1	
	1	1	2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	1				1		1	1						1	1	
	1	1	3	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.																
	1	1	4	Identify time (analog or digital) as the amount of minutes before or after the hour.																
	Total For Assessment Anchor D-M.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.					2	4	1		3	4	7	2	1	1			3	1	4

D-M: Me	2			Represent and interpret data.														
	2	1		Organize, display, and answer questions based on data.	1			1		1	1				1			1
	2	1	1	Make a line plot to display a data set of measurements in fractions of a unit.														
	2	1	2	Solve problems involving addition and subtraction of fractions by using information presented in line plots.														
	2	1	3	Translate information from one type of display to another.	1			1		1	1				1			1
	Total For Assessment Anchor D-M.2 Represent and interpret data.				2			2		2	2				2			2
	3			Geometric measurement: understand concepts of angle; measure and create angles.														
	3	1		Use appropriate tools and units to sketch an angle and determine angle measurements.														
	3	1	1	Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of a specified measure.	2			2		2	2				2			2
	3	1	2	Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.	1		1	2		2	1		1		2			2
	Total For Assessment Anchor D-M.3 Geometric measurement: understand concepts of angle; measure and create angles.				3		1	4		4	3		1		4			4
	Total For Reporting Category D-M				7	4	2		9	4	13	7	1	2		9	1	

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items									
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items					
					(Core Points)		(EB)		(Core & EB)		Core		EB		(Core & EB)					
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total		
A-T: Numbers and Operations in Base Ten	1			Understand the place-value system.			1		1		1			1		1			1	
	1	1		Demonstrate understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers.	1				1		1		1			1			1	
	1	1	1	Demonstrate an understanding that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left.	1				1		1		1			1			1	
	1	1	2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	1				1		1		1			1			1	
	1	1	3	Read and write decimals to thousandths using base-ten numerals, word form, and expanded form.	1		1		2		2		1		1		2		2	
	1	1	4	Compare two decimals to thousandths based on meanings of the digits in each place using >, =, and < symbols.	1				1		1		1			1			1	
	1	1	5	Round decimals to any place.	1		1		2		2		1		1		2		2	
	Total For Assessment Anchor A-T.1					6		3		9		9		6		3		9		9
		2			Perform operations with multi-digit whole numbers and with decimals to hundredths.	1				1		1		1			1		1	
		2	1		Use whole numbers and decimals to compute accurately.	1		1		2		2		1		1		2		2
		2	1	1	Multiply multi-digit whole numbers.	2				2		2		2			2		2	
		2	1	2	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	1				1		1		1			1		1	
		2	1	3	Add, subtract, multiply, and divide decimals to hundredths.	2				2		2		2			2		2	
	Total For Assessment Anchor A-T.2					7		1		8		8		7		1		8		8
	Total For Reporting Category A-T					13		4		17		17		13		4		17		17

Grade 05

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items			
					(Core Points)		(EB)		(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A-F: Numbers and Operations—Fractions	1			Use equivalent fractions as a strategy to add and subtract fractions.	1	4			1	4	5	1	1			1	1	2
	1	1		Solve addition and subtraction problems involving fractions.			2		2		2			2		2		2
	1	1	1	Add and subtract fractions with unlike denominators.	3		1		4		4	3		1		4		4
	Total For Assessment Anchor A-F.1 Use equivalent fractions as a strategy to add and subtract fractions.				4	4	3		7	4	11	4	1	3		7	1	8
	2			Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			1		1		1			1		1		1
	2	1		Solve multiplication and division problems involving fractions and whole numbers.	2				2		2	2				2		2
	2	1	1	Solve word problems involving division of whole numbers leading to answers in the form of fractions.	1		1		2		2	1		1		2		2
	2	1	2	Multiply a fraction by a fraction.	1				1		1	1				1		1
	2	1	3	Demonstrate an understanding of multiplication as scaling.	1				1		1	1				1		1
	2	1	4	Divide unit fractions by whole numbers and whole numbers by unit fractions.	1				1		1	1				1		1
	Total For Assessment Anchor A-F.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.				6		2		8		8	6		2		8		8
Total For Reporting Category A-F				10	4	5		15	4	19	10	1	5		15	1	16	

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block		Total Points		Number of Items				Total Number of Items			
					(Core Points)		(EB)		(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B-O: Operations and Algebraic Thinking	1			Write and interpret numerical expressions.														
	1	1		Analyze and complete calculations by applying the order of operations.			1		1		1			1		1		
	1	1	1	Use multiple grouping symbols in numerical expressions and evaluate expressions containing these symbols.	1	4	1		2	4	6	1	1	1		2	1	3
	1	1	2	Write simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them.	1				1		1	1				1		1
	Total For Assessment Anchor B-O.1 Write and interpret numerical expressions.				2	4	2		4	4	8	2	1	2		4	1	5
	2			Analyze patterns and relationships.														
	2	1		Create, extend, and analyze patterns.			1		1		1			1		1		1
	2	1	1	Generate two numerical patterns using two given rules.	1				1		1	1				1		1
	2	1	2	Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.	1				1		1	1				1		1
	Total For Assessment Anchor B-O.2 Analyze patterns and relationships.				2		1		3		3	2		1		3		3
Total For Reporting Category B-O				4	4	3		7	4	11	4	1	3		7	1	8	

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items								
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items				
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total	
C-G: Geometry	1			Graph points on the coordinate plane to solve real-world and mathematical problems.	1	4			1	4	5	1	1			1	1	2	
	1	1		Identify parts of a coordinate grid and describe or interpret points given an ordered pair.															
	1	1	1	Identify parts of the coordinate plane and the ordered pair. Limit the coordinate plane to quadrant I.	1				1		1	1				1		1	
	1	1	2	Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.			1		1		1		1			1		1	
	Total For Assessment Anchor C-G.1 Graph points on the coordinate plane to solve real-world and mathematical problems.					2	4	1		3	4	7	2	1	1		3	1	4
	2			Classify two-dimensional figures into categories based on their properties.	1				1		1	1	1			1		1	
	2	1		Use basic properties to classify two-dimensional figures.			1		1		1			1		1		1	
	2	1	1	Classify two-dimensional figures in a hierarchy based on properties.	1		2		3		3	1	2			3		3	
	Total For Assessment Anchor C-G.2 Classify two-dimensional figures into categories based on their properties.					2		3		5		5	2		3		5		5
	Total For Reporting Category C-G					4	4	4		8	4	12	4	1	4		8	1	9

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items						
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items		
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE
D-M: Measurement and Data	1			Convert like measurement units within a given measurement system.													
	1	1		Solve problems using simple conversions.	1				1		1	1			1		1
	1	1	1	Convert between different-sized measurement units within a given measurement system.	2		1		3		3	2		1	3		3
	Total for Assessment Anchor D-M.1 Convert like measurement units within a given measurement system.				3		1		4		4	3		1	4		4
	2			Represent and interpret data.													
	2	1		Organize, display, and answer questions based on data.	1				1		1	1			1		1
	2	1	1	Solve problems involving computation of fractions by using information presented in line plots.	1				1		1	1			1		1
	2	1	2	Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.	1				1		1	1			1		1
	Total For Assessment Anchor D-M.2 Represent and interpret data.				3				3		3	3			3		3
	3			Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.													
	3	1		Use, describe, and develop procedures to solve problems involving volume.													
	3	1	1	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.	2		1		3		3	2		1	3		3
	3	1	2	Find volumes of solid figures composed of two non-overlapping right rectangular prisms.	1				1		1	1			1		1
	Total For Assessment Anchor D-M.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.				3		1		4		4	3		1	4		4
	Total For Reporting Category D-M				9		2		11		11	9		2	11		11

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items			
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
Item	1			Apply and extend previous understandings of multiplication and division to divide fractions by fractions.														
	1	1		Solve real-world and mathematical problems involving division of fractions.														
	1	1	1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.	1	4			1	4	5	1	1			1	1	2
	Total For Assessment Anchor A-N.1																	
	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.				1	4			1	4	5	1	1			1	1	2
	2			Compute with multi-digit numbers and find common factors and multiples.														
	2	1		Compute with multi-digit numbers using the four arithmetic operations with or without a calculator.														
	2	1	1	Solve problems involving operations with whole numbers, decimals, straight computation, or word problems.	2				2		2	2				2		2
	2	2		Apply number theory concepts.	1				1		1	1				1		1
	2	2	1	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.														
	2	2	2	Apply the distributive property to express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.														
	Total For Assessment Anchor A-N.2																	
Compute with multi-digit numbers and find common factors and multiples.				3				3		3	3				3		3	

A-N: The Number Sys	3		Apply and extend previous understandings of numbers to the system of rational numbers.			1		1		1			1		1		1	
	3	1	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values and locations on the number line and coordinate plane.															
	3	1	1	Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation.														
	3	1	2	Determine the opposite of a number and recognize that the opposite of the opposite of a number is the number itself.														
	3	1	3	Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.	1			1		1		1				1		1
	3	2		Understand ordering and absolute value of rational numbers.														
	3	2	1	Write, interpret, and explain statements of order for rational numbers in real-world contexts.														
	3	2	2	Interpret the absolute value of a rational number as its distance from 0 on the number line and as a magnitude for a positive or negative quantity in a real-world situation.	1			1		1		1				1		1
	3	2	3	Solve real-world and mathematical problems by plotting points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.														
	Total For Assessment Anchor A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers.				2		1		3		3	2		1		3		3
Total For Reporting Category A-N				6	4	1		7	4	11	6	1	1		7	1	8	

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items								
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items				
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total	
A-R: Ratios and Proportional Relationships	1			Understand ratio concepts and use ratio reasoning to solve problems.		4				4	4			1				1	1
	1	1		Represent and/or solve real-world and mathematical problems using rates, ratios, and/or percents.	1		3		4		4	1		3				4	4
	1	1	1	Use ratio language and notation to describe a ratio relationship between two quantities.	1		1		2		2	1		1				2	2
	1	1	2	Find the unit rate a/b associated with a ratio a:b and use rate language in the context of a ratio relationship.	1		1		2		2	1		1				2	2
	1	1	3	Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios.	1				1		1	1						1	1
	1	1	4	Solve unit rate problems including those involving unit pricing and constant speed.	1				1		1	1						1	1
	1	1	5	Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percentage.	1				1		1	1						1	1
	Total For Assessment Anchor A-R.1 Understand ratio concepts and use ratio reasoning to solve problems.					6	4	5		11	4	15	6	1	5			11	1
Total For Reporting Category A-R					6	4	5		11	4	15	6	1	5			11	1	12

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items									
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items					
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)					
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total		
B-E: Expressions and Equations	1			Apply and extend previous understandings of arithmetic to numerical and algebraic expressions.		4				4	4			1				1	1	
	1	1		Identify, write, and evaluate numerical and algebraic expressions.			1		1		1			1				1	1	
	1	1	1	Write and evaluate numerical expressions involving whole-number exponents.	1				1		1	1						1	1	
	1	1	2	Write algebraic expressions from verbal descriptions.	2				2		2	2						2	2	
	1	1	3	Identify parts of an expression using mathematical terms.			1		1		1			1				1	1	
	1	1	4	Evaluate expressions at specific values of their variables, including expressions that arise from formulas used in real-world problems.																
	1	1	5	Apply the properties of operations to generate equivalent expressions.																
	Total For Assessment Anchor B-E.1 Apply and extend previous understandings of arithmetic to numerical and algebraic expressions.					3	4	2		5	4	9	3	1	2			5	1	6
	2			Interpret and solve one-variable equations and inequalities.	1				1		1	1						1		1
	2	1		Create, solve, and interpret one-variable equations or inequalities in real-world and mathematical problems.			1		1		1			1				1		1
	2	1	1	Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	1				1		1	1						1		1
	2	1	2	Write algebraic expressions to represent real-world or mathematical problems.																
	2	1	3	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q , and x are all non-negative rational numbers.	1				1		1	1						1		1
	2	1	4	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on number lines.	1				1		1	1						1		1
	Total For Assessment Anchor B-E.2 Interpret and solve one-variable equations and inequalities.					4		1		5		5	4		1			5		5

3			Represent and analyze quantitative relationships between dependent and independent variables.														
3	1		Use variables to represent two quantities in a real-world problem that change in relationship to one another.	1	1	2	2	1	1	2	2						
3	1	1	Write an equation to express the relationship between the dependent and independent variables.	1		1	1	1		1	1						
3	1	2	Analyze the relationship between the dependent and independent variables using graphs and tables and/or relate these to an equation.	1	1	2	2	1	1	2	2						
Total For Assessment Anchor B-E.3 Represent and analyze quantitative relationships between dependent and independent variables.				3		2	5	5	3	2	5	5					
Total For Reporting Category B-E				10	4	5	15	4	19	10	1	5	15	1	16		

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items								
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items				
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total	
C-G: Geometry	1			Solve real-world and mathematical problems involving area, surface area, and volume.			1		1		1			1		1			
	1	1		Find area, surface area, and volume by applying formulas and using various strategies.			1		1		1			1		1			
	1	1	1	Determine the area of triangles and special quadrilaterals.	1				1		1		1			1			
	1	1	2	Determine the area of irregular or compound polygons.	2		1		3		3		2		1		3		
	1	1	3	Determine the volume of right rectangular prisms with fractional edge lengths.	1				1		1		1			1		1	
	1	1	4	Given coordinates for the vertices of a polygon in the plane, use the coordinates to find side lengths and area of the polygon.	1				1		1		1			1		1	
	1	1	5	Represent three-dimensional figures using nets made of rectangles and triangles.	2				2		2		2			2		2	
	1	1	6	Determine the surface area of triangular and rectangular prisms.	1		1		2		2		1		1		2		2
	Total For Assessment Anchor C-G.1 Solve real-world and mathematical problems involving area, surface area, and volume.					8		4		12		12		8		4		12	
Total For Reporting Category C-G					8		4		12		12		8		4		12		12

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items					
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items	
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)	
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC
D-S: Statistics and Probability	1			Demonstrate understanding of statistical variability by summarizing and describing distributions.			1		1		1			1		1
	1	1		Display, analyze, and summarize numerical data sets in relation to their context.	2		1		3		3	2		1		3
	1	1	1	Display numerical data in plots on a number line, including line plots, histograms, and box-and-whisker plots.	2				2		2	2				2
	1	1	2	Determine quantitative measures of center and variability.	2				2		2	2				2
	1	1	3	Describe any overall pattern and any deviations from the overall pattern with reference to the context in which the data were gathered.	2				2		2	2				2
	1	1	4	Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	2		1		3		3	2		1		3
	Total For Assessment Anchor D-S.1 Demonstrate understanding of statistical variability by summarizing and describing distributions.					10		3		13		13	10		3	
Total For Reporting Category D-S					10		3		13		13	10		3		13

Grade 07

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block		Total Points		Number of Items				Total Number of Items			
					(Core Points)		(EB)		(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A-N: The Number System	1			Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers.														
	1	1		Solve real-world and mathematical problems involving the four operations with rational numbers.		4	1		1	4	5		1	1		1	1	2
	1	1	1	Apply properties of operations to add and subtract rational numbers, including real-world contexts.	2				2		2	2	2			2		2
	1	1	2	Represent addition and subtraction on a horizontal or vertical number line.	1				1		1	1				1		1
	1	1	3	Apply properties of operations to multiply and divide rational numbers, including real-world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats.	2				2		2	2	2			2		2
	Total For Assessment Anchor A-N.1 Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers.					5	4	1		6	4	10	5	1	1		6	1
Total For Reporting Category A-N					5	4	1		6	4	10	5	1	1		6	1	7

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores		Equating Block (EB)		Total Points			Number of Items				Total Number of Items		
					(Core Points)				(Core & EB)			Core		EB		(Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A-R: Ratios and Proportional Relationships	1			Demonstrate an understanding of proportional relationships.														
	1	1		Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.	1				1	1					1		1	
	1	1	1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.	2	4			2	4	6	2	1			2	1	3
	1	1	2	Determine whether two quantities are proportionally related.	1		1		2		2	1		1		2		2
	1	1	3	Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	1		1		2		2	1		1		2		2
	1	1	4	Represent proportional relationships by equations.	1		1		2		2	1		1		2		2
	1	1	5	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$, where r is the unit rate.	2		1		3		3	2		1		3		3
	1	1	6	Use proportional relationships to solve multi-step ratio and percent problems.	1		2		3		3	1		2		3		3
	Total For Assessment Anchor A-R.1 Demonstrate an understanding of proportional relationships.					9	4	6		15	4	19	9	1	6		15	1
Total For Reporting Category A-R					9	4	6		15	4	19	9	1	6		15	1	16

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items									
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items					
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)					
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total		
B-E: Expressions and Equations	1			Represent expressions in equivalent forms.																
	1	1		Use properties of operations to generate equivalent expressions.	1		1		2		2		1		1		2		2	
	1	1	1	Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.	1	4	1		2	4	6		1	1	1		2	1	3	
	Total For Assessment Anchor B-E.1 Represent expressions in equivalent forms.					2	4	2		4	4	8		2	1	2		4	1	5
	2			Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.	1				1		1		1				1		1	
	2	1		Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers.																
	2	1	1	Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate.	1				1		1		1				1		1	
	2	2		Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems.	1				1		1		1				1		1	
	2	2	1	Solve word problems leading to equations of the form $px + q = r$ and $p(x+q) = r$, where p , q , and r are specific rational numbers.	1				1		1		1				1		1	
	2	2	2	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers, and graph the solution set of the inequality.	1				1		1		1				1		1	
	2	3		Determine the reasonableness of the answer(s) in problem-solving situations.																
	2	3	1	Determine the reasonableness of answer(s) or interpret the solution(s) in the context of the problem.	2		1		3		3		2		1		3		3	
	Total For Assessment Anchor B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.					7		1		8		8		7		1		8		8
	Total For Reporting Category B-E					9	4	3		12	4	16		9	1	3		12	1	13

Grade 07

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items								
					Student Scores		Equating Block (EB)		Total Points			Number of Items				Total Number of Items				
					(Core Points)		(EB)		(Core & EB)			Core		EB		(Core & EB)				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total		
C-G: Geometry	1			Demonstrate an understanding of geometric figures and their properties.																
	1	1		Demonstrate and apply properties of geometric figures.																
	1	1	1	Solve problems involving scale drawings of geometric figures, including finding length and area.	1		1		2		2		1		1		2		2	
	1	1	2	Identify or describe the properties of all types of triangles based on angle and side measures.	1				1		1		1				1		1	
	1	1	3	Use and apply the triangle inequality theorem.																
	1	1	4	Describe the two-dimensional figures that result from slicing three-dimensional figures.	2				2		2		2				2		2	
	Total For Assessment Anchor C-G.1 Demonstrate an understanding of geometric figures and their properties.					4		1		5		5		4		1		5		5
	2			Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.	1				1		1		1				1		1	
	2	1		Identify, use, and describe properties of angles and their measures.			1		1		1		1			1		1		1
	2	1	1	Identify and use properties of supplementary, complementary, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	1				1		1		1				1		1	
	2	1	2	Identify and use properties of angles formed when two parallel lines are cut by a transversal.																
	2	2		Determine circumference, area, surface area, and volume.			1		1		1		1			1		1		
	2	2	1	Find the area and circumference of a circle. Solve problems involving area and circumference of a circle(s).	2				2		2		2				2		2	
	2	2	2	Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	1		1		2		2		1		1		2		2	
	Total For Assessment Anchor C-G.2 Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.					5		3		8		8		5		3		8		8
Total For Reporting Category C-G					9		4		13		13		9		4		13		13	

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items									
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items					
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)					
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total		
D-S: Statistics and Probability	1			Use random sampling to draw inferences about a population.																
	1	1		Use random samples.			1		1			1			1			1	1	
	1	1	1	Determine whether a sample is a random given a real-world situation.	1				1		1				1			1	1	
	1	1	2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.	1				1		1				1			1	1	
	Total For Assessment Anchor D-S.1 Use random sampling to draw inferences about a population.					2		1		3		3		2		1		3		3
	2			Draw comparative inferences about populations.																
	2	1		Use statistical measures to compare two numerical data distributions.																
	2	1	1	Compare two numerical data distributions using measures of center and variability.	1		1		2		2		1		1		2		2	2
	Total For Assessment Anchor D-S.2 Draw comparative inferences about populations.					1		1		2		2		1		1		2		2
	3			Investigate chance processes and develop, use, and evaluate probability models.																
	3	1		Predict or determine the likelihood of outcomes.	1				1		1		1				1		1	1
	3	1	1	Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible.	2				2		2		2				2		2	2
	3	2		Use probability to predict outcomes.			1		1		1				1		1		1	1
	3	2	1	Determine the probability of a chance event given relative frequency. Predict the approximate relative frequency given the probability.	1				1		1		1				1		1	1
	3	2	2	Find the probability of a simple event, including the probability of a simple event not occurring.			1		1		1				1		1		1	1
	3	2	3	Find probabilities of independent compound events using organized lists, tables, tree diagrams, and simulation.	1				1		1		1				1		1	1
	Total For Assessment Anchor D-S.3 Investigate chance processes and develop, use, and evaluate probability models.					5		2		7		7		5		2		7		7
	Total For Reporting Category D-S					8		4		12		12		8		4		12		12

Grade 08

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items						
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items		
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE
A-N: The Number System	1			Demonstrate an understanding of rational and irrational numbers.													
	1	1		Apply concepts of rational and irrational numbers.	2				2		2	2			2		2
	1	1	1	Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats.	2		1		3		3	2		1	3		3
	1	1	2	Convert a terminating or repeating decimal to a rational number.	1				1		1	1			1		1
	1	1	3	Estimate the value of irrational numbers without a calculator.	1				1		1	1			1		1
	1	1	4	Use rational approximations of irrational numbers to compare and order irrational numbers.	2				2		2	2			2		2
	1	1	5	Locate/identify rational and irrational numbers at their approximate locations on a number line.													
	Total For Assessment Anchor A-N.1 Demonstrate an understanding of rational and irrational numbers.					8		1		9		9	8		1		9
Total For Reporting Category A-N					8		1		9		9	8		1		9	9

Grade 08				Mathematics														
Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block (EB)		Total Points		Number of Items			Total Number of Items				
					(Core Points)		(EB)		(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
	1			Demonstrate an understanding of expressions and equations with radicals and integer exponents.														
	1	1		Represent and use expressions and equations to solve problems involving radicals and integer exponents.														
	1	1	1	Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator.	1				1		1					1		1
	1	1	2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of perfect squares and cube roots of perfect cubes without a calculator.	1				1		1					1		1
	1	1	3	Estimate very large or very small quantities by using numbers expressed in the form of a single digit times an integer power of 10 and express how many times larger or smaller one number is than another.														
	1	1	4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Express answers in scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.	2				2		2					2		2
Total For Assessment Anchor B-E.1 Demonstrate an understanding of expressions and equations with radicals and integer exponents.					4				4		4				4		4	

B-E: Expressions and Equations

2			Understand the connections between proportional relationships, lines, and linear equations.														
2	1		Analyze and describe linear relationships between two variables, using slope.	2		1		3		3	2		1		3		3
2	1	1	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.														
2	1	2	Use similar right triangles to show and explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.														
2	1	3	Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	1				1		1	1				1		1
Total For Assessment Anchor B-E.2 Understand the connections between proportional relationships, lines, and linear equations.				3		1		4		4	3		1		4		4

3			Analyze and solve linear equations and pairs of simultaneous linear equations.			1		1		1		1		1		1		
3	1		Write, solve, graph, and interpret linear equations in one or two variables, using various methods.															
3	1	1	Write and identify linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results.	1		1		2		2		1		1		2	2	
3	1	2	Solve linear equations that have rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	1				1		1		1				1	1	
3	1	3	Interpret solutions to a system of two linear equations in two variables as points of intersection of their graphs because points of intersection satisfy both equations simultaneously.	1				1		1		1				1	1	
3	1	4	Solve systems of two linear equations in two variables algebraically and estimate solutions by graphing the equations. Solve simple cases by inspection.	1				1		1		1				1	1	
3	1	5	Solve real-world and mathematical problems leading to two linear equations in two variables.	1	4			1	4	5		1	1			1	1	2
Total For Assessment Anchor B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations.				5	4	2		7	4	11	5	1	2		7	1	8	
Total For Reporting Category B-E				12	4	3		15	4	19	12	1	3		15	1	16	

Grade 08

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items			
					(Core Points)		(EB)		(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B-F: Functions	1			Analyze and interpret functions.			1		1		1			1		1		
	1	1		Define, evaluate, and compare functions displayed algebraically, graphically, or numerically in tables or by verbal descriptions.	2		1		3		3		2		1		3	
	1	1	1	Determine whether a relation is a function.	1				1		1		1				1	
	1	1	2	Compare properties of two functions, each represented in a different way.	2		1		3		3		2		1		3	
	1	1	3	Interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear.														
	Total For Assessment Anchor B-F.1 Analyze and interpret functions.					5		3		8		8		5		3		8
	2			Use functions to model relationships between quantities.														
	2	1		Represent or interpret functional relationships between quantities using tables, graphs, and descriptions.	2		1		3		3		2		1		3	
	2	1	1	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values.	2		1		3		3		2		1		3	
	2	1	2	Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch or determine a graph that exhibits the qualitative features of a function that has been described verbally.	2		1		3		3		2		1		3	
Total For Assessment Anchor B-F.2 Use functions to model relationships between quantities.					6		3		9		9		6		3		9	
Total For Reporting Category B-F					11		6		17		17		11		6		17	

Grade 08

Mathematics

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items								
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items				
					(Core Points)		(EB)		(Core & EB)		Core		EB		(Core & EB)				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total	
C-G: Geometry	1			Demonstrate an understanding of geometric transformations.		4				4	4			1			1	1	
	1	1		Apply properties of geometric transformations to verify congruence or similarity.	1				1	1	1					1		1	
	1	1	1	Identify and apply properties of rotations, reflections, and translations.															
	1	1	2	Given two congruent figures, describe a sequence of transformations that exhibits the congruence between them.			1		1	1				1		1		1	
	1	1	3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.			1		1	1				1		1		1	
	1	1	4	Given two similar two-dimensional figures, describe a sequence of transformations that exhibits the similarity between them.	1				1	1	1					1		1	
	Total For Assessment Anchor C-G.1 Demonstrate an understanding of geometric transformations.					2	4	2		4	4	8	2	1	2		4	1	5
	2			Understand and apply the Pythagorean theorem.															
	2	1		Solve problems involving right triangles by applying the Pythagorean theorem.															
	2	1	1	Apply the converse of the Pythagorean theorem to show a triangle is a right triangle.	1		1		2	2	1			1		2		2	
	2	1	2	Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	1		1		2	2	1			1		2		2	
	2	1	3	Apply the Pythagorean theorem to find the distance between two points in a coordinate system.															
	Total For Assessment Anchor C-G.2 Understand and apply the Pythagorean theorem.					2		2		4	4	2		2		4		4	

3			Solve real-world and mathematical problems involving volume.			1		1		1			1		1		1
3	1		Apply volume formulas of cones, cylinders, and spheres.														
3	1	1	Apply formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.	1				1		1	1				1		1
Total For Assessment Anchor C-G.3 Solve real-world and mathematical problems involving volume.				1		1		2		2	1		1		2		2
Total For Reporting Category C-G				5	4	5		10	4	14	5	1	5		10	1	11

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items							
					Student Scores		Equating Block (EB)		Total Points		Number of Items				Total Number of Items			
					(Core Points)				(Core & EB)		Core		EB		(Core & EB)			
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
D-S: Statistics and Probability	1			Investigate patterns of association in bivariate data.		4				4	4			1			1	1
	1	1		Analyze and interpret bivariate data displayed in multiple representations.														
	1	1	1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative correlation, linear association, and nonlinear association.	1				1		1		1				1	1
	1	1	2	For scatter plots that suggest a linear association, identify a line of best fit by judging the closeness of the data points to the line.	1		1		2		2		1		1		2	2
	1	1	3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	1		1		2		2		1		1		2	2
	1	2		Understand that patterns of association can be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.														
	1	2	1	Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible associations between the two variables.	1		1		2		2		1		1		2	2
	Total For Assessment Anchor D-S.1 Investigate patterns of association in bivariate data.					4	4	3		7	4	11	4	1	3		7	1
Total For Reporting Category D-S					4	4	3		7	4	11	4	1	3		7	1	8

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points										Items										
					Student Scores			Equating Block (EB)			Total Points				Number of Items				Total Number of Items						
					(Core Points)						(Core & EB)				Core		EB		(Core & EB)						
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	
A: Literature Text	A-K	1	1	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2						2			2	2					2			2	
		1	1	2	Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3						3			3	3					3			3	
		1	1	3	Describe characters in a story and explain how their actions contribute to the sequence of events.	1		3				1		3	4	1		1				1		1	2
	Total For Assessment Anchor A-K.1 Key Ideas and Details					6		3				6		3	9	6		1				6		1	7
	A-C	2	1	1	Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.	1	2					1	2		3	1	1					1	1		2
	Total For Assessment Anchor A-C.2 Craft and Structure					1	2					1	2		3	1	1					1	1		2
	A-C	3	1	1	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	1	2					1	2		3	1	1					1	1		2
	Total For Assessment Anchor A-C.3 Integration of Knowledge and Ideas					1	2					1	2		3	1	1					1	1		2
	A-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	1						1			1	1						1			1
		4	1	2	Demonstrate understanding of word relationships and nuances in word meanings.	2						2			2	2						2			2
	Total For Assessment Anchor A-V.4 Vocabulary Acquisition and Use					3						3			3	3						3			3
	Total For Reporting Category A					11	4	3				11	4	3	18	11	2	1				11	2	1	14

Grade 03

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items												
					Student Scores			Equating Block (EB)			Total Points			Number of Items						Total Number of Items									
					(Core Points)						(Core & EB)			Core			EB			(Core & EB)									
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total					
B: Informational Text	B-K	1	1	1	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2							2			2	2								2				2
		1	1	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	1	3						1	3		4	1	1							1	1			2
		1	1	3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	1	3	3					1	3	3	7	1	1	1						1	1	1		3
	Total For Assessment Anchor B-K.1 Key Ideas and Details					4	6	3					4	6	3	13	4	2	1						4	2	1		7
	B-C	2	1	1	Explain the point of view from which a text is written.	1							1			1	1								1				1
		2	1	2	Use text features and search tools to efficiently locate information relevant to a given topic.	1							1			1	1								1				1
	Total For Assessment Anchor B-C.2 Craft and Structure					2							2			2	2								2				2
	B-C	3	1	1	Describe the logical connection between particular sentences and paragraphs to support specific points in a text.	2							2			2	2								2				2
		3	1	2	Compare and contrast the most important points and key details presented in two texts on the same topic.																								
		3	1	3	Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text.																								
	Total For Assessment Anchor B-C.3 Integration of Knowledge and Ideas					2							2			2	2								2				2
	B-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	1							1			1	1								1				1
		4	1	2	Demonstrate understanding of word relationships and nuances in word meanings.																								
	Total For Assessment Anchor B-V.4 Vocabulary Acquisition and Use					1							1			1	1								1				1
	Total For Reporting Category B					9	6	3					9	6	3	18	9	2	1						9	2	1		12

Grade 03

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items											
					Student Scores			Equating Block (EB)			Total Points			Number of Items						Total Number of Items								
					(Core Points)						(Core & EB)			Core			EB			(Core & EB)								
					MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total	MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total				
C: Writing	C	1	1	Write opinion pieces on topics or texts, supporting a point of view with reasons.																								
		1	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																								
		1	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.																								
		Total For Assessment Anchor C.1 Text Types and Purposes																										
Total For Reporting Category C																												

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items																						
					Student Scores (Core Points)			Equating Block (EB)			Total Points (Core & EB)						Number of Items						Total Number of Items (Core & EB)																
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total															
D: Language	D	1	1	1	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.				1				1			1							1				1												
		1	1	2	Form and use regular and irregular plural nouns.	1								1			1	1										1											
		1	1	3	Use abstract nouns.	1								1			1	1										1											
		1	1	4	Form and use regular and irregular verbs.				2					2			2											2											
		1	1	5	Form and use the simple verb tenses.	1			1					2			2	1						1				2											
		1	1	6	Ensure subject-verb and pronoun-antecedent agreement.	1								1			1	1										1											
		1	1	7	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	1								1			1	1										1											
		1	1	8	Use coordinating and subordinating conjunctions.				1					1			1							1				1											
		1	1	9	Produce simple, compound, and complex sentences.	1			1					2			2	1						1				2											
		1	2	1	Capitalize appropriate words in titles.				2					2			2							2				2											
		1	2	2	Use commas in addresses.																																		
		1	2	3	Use commas and quotation marks in dialogue.				1					1			1							1				1											
		1	2	4	Form and use possessives.																																		
		1	2	5	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	1								1			1	1										1											
		1	2	6	Use spelling patterns and generalizations in writing words.	1								1			1	1										1											
		Total For Assessment Anchor D.1 Conventions of Standard English					8			9				17				17	8							9				17									
2	1	1	Choose words and phrases for effect.	1								1			1	1										1													
Total For Assessment Anchor D.2 Knowledge of Language					1							1			1	1										1													
Total For Reporting Category D					9			9				18			18	9						9				18													

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items											
					Student Scores			Equating Block (EB)			Total Points						Number of Items						Total Number of Items					
					(Core Points)			(EB)			(Core & EB)						Core			EB			(Core & EB)					
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total				
A: Literature Text	A-K	1	1	1	Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.	4						4			4	4						4			4			
		1	1	2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	1	3					1	3		4	1	1						1	1		2		
		1	1	3	Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text.	1	5					1	5		6	1	2						1	2		3		
		Total For Assessment Anchor A-K.1 Key Ideas and Details				6	8					6	8		14	6	3						6	3		9		
	A-C	2	1	1	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	2						2			2	2							2			2		
		Total For Assessment Anchor A-C.2 Craft and Structure				2						2			2	2								2			2	
		3	1	1	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.																							
		Total For Assessment Anchor A-C.3 Integration of Knowledge and Ideas																										
	A-V	4	1	1	Determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	3						3			3	3							3			3		
		4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																							
		Total For Assessment Anchor A-V.4 Vocabulary Acquisition and Use				3						3			3	3							3			3		
	Total For Reporting Category A					11	8					11	8		19	11	3						11	3		14		

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items														
					Student Scores			Equating Block (EB)			Total Points						Number of Items						Total Number of Items								
					(Core Points)			(EB)			(Core & EB)						Core			EB			(Core & EB)								
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total							
B: Informational Text	B-K	1	1	1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.																										
		1	1	2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.						5				5						2			2							
		1	1	3	Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.						3				3						3			3							
	Total For Assessment Anchor B-K.1 Key Ideas and Details														3	5				8	3	2				3	2		5		
	B-C	2	1	1	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.																										
		2	1	2	Describe the overall structure of events, ideas, concepts, or information and text features in a text or part of a text.	1									1	1											1		1		
	Total For Assessment Anchor B-C.2 Craft and Structure														1							1	1					1		1	
	B-C	3	1	1	Explain how an author uses reasons and evidence to support particular points in a text.	2	2								2	2						4	2	1				2	1		3
		3	1	2	Integrate information from two texts on the same topic in order to demonstrate subject knowledge.																										
		3	1	3	Interpret text features and/or make connections between text and the content of text features.	2										2							2	2					2		2
	Total For Assessment Anchor B-C.3 Integration of Knowledge and Ideas														4	2						6	4	1				4	1		5
	B-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	2									2							2	2					2		2	
		4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2										2							2	2				2		2	
	Total For Assessment Anchor B-V.4 Vocabulary Acquisition and Use														4							4	4					4		4	
	Total For Reporting Category B																12	7					12	7					12	3	

Grade 04

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items											
					Student Scores			Equating Block (EB)			Total Points			Number of Items			Total Number of Items											
					(Core Points)			(EB)			(Core & EB)			Core			EB			(Core & EB)								
					MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total	MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total				
C: Writing	C	1	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.																								
		1	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																								
		1	3	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.																								
	Total For Assessment Anchor C.1 Text Types and Purposes																											
Total For Reporting Category C																												

Grade 04

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items											
					Student Scores			Equating Block (EB)			Total Points			Number of Items			Total Number of Items											
					(Core Points)			(EB)			(Core & EB)			Core			EB			(Core & EB)								
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total				
D: Language	D	1	1	1	Use relative pronouns and relative adverbs.																							
		1	1	2	Form and use the progressive verb tenses.				1			1			1					1					1			1
		1	1	3	Use modal auxiliaries to convey various conditions.				1			1			1					1					1			1
		1	1	4	Order adjectives within sentences according to conventional patterns.																							
		1	1	5	Form and use prepositional phrases.	1						1			1	1								1				1
		1	1	6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	1			2			3			3	1					2				3			3
		1	1	7	Correctly use frequently confused words.	1			1			2			2	1					1				2			2
		1	1	8	Ensure subject-verb and pronoun-antecedent agreement.				1			1			1						1				1			1
		1	2	1	Use correct capitalization.	1						1			1	1								1				1
		1	2	2	Use commas and quotation marks to mark direct speech and quotations from a text.																							
	1	2	3	Use a comma before a coordinating conjunction in a compound sentence.				1			1			1									1				1	
	1	2	4	Spell grade-appropriate words correctly.																								
	Total For Assessment Anchor D.1 Conventions of Standard English				4			7			11			11	4					7				11			11	
D	2	1	1	Choose words and phrases to convey ideas precisely.	3						3			3	3							3				3		
	2	1	2	Choose punctuation for effect.				1			1			1								1				1		
	2	1	3	Choose words and phrases for effect.	2			1			3			3	2							3				3		
Total For Assessment Anchor D.2 Knowledge of Language				5			2			7			7	5					2				7			7		
Total For Reporting Category D				9			9			18			18	9					9				18			18		

Grade 04

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items											
					Student Scores			Equating Block (EB)			Total Points			Number of Items			Total Number of Items											
					(Core Points)			(EB)			(Core & EB)			Core			EB			(Core & EB)								
					MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total	MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total				
E: Text-Dependent Analysis	E	1	1	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.				4						4	4									1			1	1
		Total For Assessment Anchor E.1 Evidence-based Analysis of Text							4						4	4										1		
	Total For Reporting Category E							4						4	4										1			1

Grade 05

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points										Items									
					Student Scores			Equating Block (EB)			Total Points				Number of Items						Total Number of Items			
					(Core Points)						(Core & EB)				Core			EB			(Core & EB)			
					MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total	MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total
A: Literature Text	A-K	1	1	1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	2	5					2	5		7	2	2				2	2		4
		1	1	2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2						2			2	2					2			2
		1	1	3	Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text.	3						3			3	3						3		
	Total For Assessment Anchor A-K.1 Key Ideas and Details					7	5					7	5		12	7	2				7	2		9
	A-C	2	1	1	Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.	1	3					1	3		4	1	1				1	1		2
	Total For Assessment Anchor A-C.2 Craft and Structure					1	3					1	3		4	1	1				1	1		2
	A-C	3	1	1	Compare and contrast stories in the same genre on their approaches to similar themes and topics.																			
	Total For Assessment Anchor A-C.3 Integration of Knowledge and Ideas																							
	A-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	1						1			1	1					1			1
		4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2						2			2	2					2			2
Total For Assessment Anchor A-V.4 Vocabulary Acquisition and Use					3						3			3	3					3			3	
Total For Reporting Category A					11	8					11	8		19	11	3				11	3		14	

Grade 05

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points									Items											
					Student Scores			Equating Block (EB)			Total Points			Number of Items						Total Number of Items					
					(Core Points)						(Core & EB)			Core			EB			(Core & EB)					
					MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total	MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total	
B: Informational Text	B-K	1	1	1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	2						2			2	2					2			2	
		1	1	2	Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.	1						1			1	1					1			1	
		1	1	3	Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	1	5					1	5		6	1	2				1	2		3	
	Total For Assessment Anchor B-K.1 Key Ideas and Details					4	5					4	5		9	4	2				4	2		6	
	B-C	2	1	1	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.																				
		2	1	2	Compare and contrast the overall structure of events, ideas, concepts, or information and text features in two or more texts.																				
	Total For Assessment Anchor B-C.2 Craft and Structure																								
	B-C	3	1	1	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	3	2					3	2		5	3	1				3	1		4	
		3	1	2	Integrate information from several texts on the same topic in order to demonstrate subject knowledge.																				
		3	1	3	Interpret text features and/or make connections between text and the content of text features.	2						2			2	2					2			2	
	Total For Assessment Anchor B-C.3 Integration of Knowledge and Ideas					5	2					5	2		7	5	1				5	1		6	
	B-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	1						1			1	1				1			1		
		4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2						2			2	2				2			2		
	Total For Assessment Anchor B-V.4 Vocabulary Acquisition and Use					3						3			3	3				3			3		
	Total For Reporting Category B					12	7					12	7		19	12	3				12	3		15	

Grade 05

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points										Items									
					Student Scores			Equating Block (EB)			Total Points				Number of Items						Total Number of Items			
					(Core Points)						(Core & EB)				Core			EB			(Core & EB)			
					MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total	MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total
C: Writing	C	1	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.																				
		1	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																				
		1	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.																				
		Total For Assessment Anchor C.1 Text Types and Purposes																						
Total For Reporting Category C																								

Grade 05

English Language Arts

Reporting Category	Assessment Descriptor (Sub-anchor)	Eligible Content	Focus	Points										Items																				
				Student (Core)			Equating Block (EB)			Total Points (Core & EB)				Number of Items				Total Number (Core & EB)																
				MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total	MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total											
D: Language	D	1	1	1	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	1						1			1	1						1						1						
		1	1	2	Form and use the perfect verb tenses.	1						1			1	1						1						1						
		1	1	3	Use verb tense to convey various times, sequences, states, and conditions.				1			1			1					1		1						1						
		1	1	4	Recognize and correct inappropriate shifts in verb tense.				1			1			1					1		1						1						
		1	1	5	Use correlative conjunctions.	1						1			1	1						1						1						
		1	1	6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	1						1			1	1						1						1						
		1	1	7	Correctly use frequently confused words.				1			1			1					1		1						1						
		1	1	8	Ensure subject-verb and pronoun-antecedent agreement.	1			1			2			2	1				1		2						2						
		1	2	1	Use punctuation to separate items in a series.				1			1			1					1		1						1						
		1	2	2	Use a comma to separate an introductory element from the rest of the sentence.				1			1			1					1		1						1						
		1	2	3	Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	1						1			1	1						1						1						
		1	2	4	Use underlining, quotation marks, or italics to indicate titles of works.	1			1			2			2	1				1		2						2						
		1	2	5	Spell grade-appropriate words correctly.																													
		Total For Assessment Anchor D.1 Conventions of Standard English					7			7			14			14	7				7		14						14					
		2	1	1	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				1			1			1					1		1						1						
		2	1	2	Choose words and phrases to convey ideas precisely.																													
		2	1	3	Choose punctuation for effect.	1						1			1	1						1						1						
2	1	4	Choose words and phrases for effect.	1			1			2			2	1				1		2						2								
Total For Assessment Anchor D.2 Knowledge of Language					2			2			4			4	2				2		4						4							
Total For Reporting Category D					9			9			18			18	9				9		18						18							

Grade 05

English Language Arts

Reporting Category	Assessment Descriptor (Sub-anchor)	Eligible Content	Focus	Points										Items																
				Student (Core)			Equating Block (EB)			Total Points (Core & EB)				Number of Items				Total Number (Core & EB)												
				MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total	MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total							
E: Text-Dependent Analysis	E	1	1	1	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			4						4	4			1					1					1		
		Total For Assessment Anchor E.1 Evidence-based Analysis of Text							4					4	4			1					1					1		
		Total For Reporting Category E							4					4	4			1					1					1		

Grade 06

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items									
					Student Scores			Equating Block (EB)			Total Points						Number of Items						Total Number of Items			
					(Core Points)						(Core & EB)						Core			EB			(Core & EB)			
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total		
A: Literature Text	A-K	1	1	1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	3	3					3	3		6	3	1				3	1		4		
		1	1	2	Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	2						2			2	2						2			2	
		1	1	3	Describe how the plot of a particular story, drama, or poem unfolds; as well as how the characters respond or change as the plot moves toward a resolution.		3						3			3		1						1	1	
		Total For Assessment Anchor A-K.1 Key Ideas and Details				5	6					5	6		11	5	2					5	2		7	
	A-C	2	1	1	Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.		2						2		2		1						1		1	
		2	1	2	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	1						1			1	1							1		1	
		2	1	3	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	2						2			2	2							2		2	
		Total For Assessment Anchor A-C.2 Craft and Structure				3	2					3	2		5	3	1						3	1		4
		3	1	1	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.																					
		Total For Assessment Anchor A-C.3 Integration of Knowledge and Ideas																								
	A-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	1						1			1	1							1		1	
		4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2						2			2	2							2		2	
		Total For Assessment Anchor A-V.4 Vocabulary Acquisition and Use				3						3			3	3							3		3	
	Total For Reporting Category A					11	8					11	8		19	11	3						11	3		14

Grade 06

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items									
					Student Scores			Equating Block (EB)			Total Points						Number of Items						Total Number of Items			
					(Core Points)						(Core & EB)						Core			EB			(Core & EB)			
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total		
B: Informational Text	B-K	1	1	1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	2						2			2	2					2			2		
		1	1	2	Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	2						2			2	2					2			2		
		1	1	3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text.	1	4					1	4		5	1	2					1	2		3	
		Total For Assessment Anchor B-K.1 Key Ideas and Details					5	4					5	4		9	5	2					5	2		7
	B-C	2	1	1	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1						1			1	1						1			1	
		2	1	2	Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall development of the ideas.	2	3					2	3		5	2	1					2	1		3	
		2	1	3	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.																					
		Total For Assessment Anchor B-C.2 Craft and Structure					3	3					3	3		6	3	1					3	1		4
		3	1	1	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	1						1			1	1							1			1
		3	1	2	Compare and contrast one author's presentation of events with that of another.																					
	Total For Assessment Anchor B-C.3 Integration of Knowledge and Ideas					1						1			1	1							1			1
	B-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	1						1			1	1						1			1	
		4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2						2			2	2						2			2	
	Total For Assessment Anchor B-V.4 Vocabulary Acquisition and Use					3						3			3	3						3			3	
	Total For Reporting Category B					12	7					12	7		19	12	3					12	3		15	

Grade 06

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points										Items									
					Student Scores			Equating Block (EB)			Total Points				Number of Items						Total Number of Items			
					(Core Points)						(Core & EB)				Core			EB			(Core & EB)			
					MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total	MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total
C: Writing	C	1	1	Write arguments to support claims with clear reasons and relevant evidence.																				
		1	2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.																				
		1	3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.																				
		Total For Assessment Anchor C.1 Text Types and Purposes																						
Total For Reporting Category C																								

Grade 06

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points									Items												
					Student Scores			Equating Block			Total Points			Number of Items						Total Number of Items						
					(Core Points)			(EB)			(Core & EB)			Core			EB			(Core & EB)						
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total		
D: Language	D	1	1	1	Ensure that pronouns are in the proper case.																					
		1	1	2	Use intensive pronouns.																					
		1	1	3	Recognize and correct inappropriate shifts in pronoun number and person.	1			1			2			2	1			1			2		2		
		1	1	4	Recognize and correct vague pronouns.	1					1			1	1							1			1	
		1	1	5	Recognize and correct inappropriate shifts in verb tense.																					
		1	1	6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	1			1			2			2	1			1			2			2	
		1	1	7	Correctly use frequently confused words.	1					1			1	1							1			1	
		1	1	8	Ensure subject-verb and pronoun-antecedent agreement.																					
		1	2	1	Use punctuation to set of nonrestrictive/parenthetical elements.				1			1			1				1			1			1	
		1	2	2	Spell correctly.	1			1			2			2	1			1			2			2	
		1	2	3	Use punctuation to separate items in a series.				2			2			2				2			2			2	
		Total For Assessment Anchor D.1 Conventions of Standard English					5			6			11			11	5			6			11			11
		2	1	1	Vary sentence patterns for meaning, reader/listener interest, and style.	1						1			1	1						1			1	
	2	1	2	Maintain consistency in style and tone.	1			1			2			2	1			1			2			2		
	2	1	3	Choose words and phrases to convey ideas precisely.	1			1			2			2	1			1			2			2		
	2	1	4	Choose punctuation for effect.				1			1			1				1			1			1		
	2	1	5	Choose words and phrases for effect.	1						1			1	1						1			1		
	Total For Assessment Anchor D.2 Knowledge of Language					4			3			7			7	4			3			7			7	
	Total For Reporting Category D					9			9			18			18	9			9			18			18	

Grade 06

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points										Items										
					Student Scores			Equating Block (EB)			Total Points				Number of Items			Total Number of Items							
					(Core Points)						(Core & EB)				Core			EB		(Core & EB)					
					MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total	MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total	
E: Text-Dependent	E	1	1		Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			4						4	4			1						1	1
	Total For Assessment Anchor E.1 Evidence-based Analysis of Text							4						4	4			1						1	1
	Total For Reporting Category E							4						4	4			1						1	1

Grade 07

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points								Items												
					Student Scores			Equating Block (EB)			Total Points		Number of Items						Total Number of Items						
					(Core Points)						(Core & EB)		Core			EB			(Core & EB)						
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	
A: Literature Text	A-K	1	1	1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.		3						3	3		1						1	1		
		1	1	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2					2			2								2		2	
		1	1	3	Analyze how particular elements of a story, drama, or poem interact.	1	2				1	2		3	1	1						1	1	2	
	Total For Assessment Anchor A-K.1 Key Ideas and Details					3	5				3	5		8	3	2						3	2	5	
	A-C	2	1	1	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	2	2				2	2		4	2	1						2	1		3
		2	1	2	Analyze how a drama's or poem's form or structure contributes to its meaning.																				
		2	1	3	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	3					3			3	3							3		3	
	Total For Assessment Anchor A-C.2 Craft and Structure					5	2				5	2		7	5	1						5	1	6	
	A-C	3	1	1	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.																				
	Total For Assessment Anchor A-C.3 Integration of Knowledge and Ideas																								
	A-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	2					2			2	2							2		2	
		4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1					1			1	1							1		1	
	Total For Assessment Anchor A-V.4 Vocabulary Acquisition and Use					3					3			3	3							3		3	
	Total For Reporting Category A					11	7				11	7		18	11	3						11	3	14	

Grade 07

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points												Items									
					Student Scores			Equating Block (EB)			Total Points						Number of Items						Total Number of Items			
					(Core Points)						(Core & EB)						Core			EB			(Core & EB)			
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total		
Informational Text	B-K	1	1	1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.																					
		1	1	2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2				2			2	2						2			2			
		1	1	3	Analyze the interactions between individuals, events, and ideas in a text.	1	5			1	5		6	1	2					1	2		3			
	Total For Assessment Anchor B-K.1 Key Ideas and Details					3	5			3	5		8	3	2					3	2		5			
	B-C	2	1	1	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	2				2			2	2						2			2			
		2	1	2	Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.	1				1			1	1						1			1			
		2	1	3	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	2				2			2	2						2			2			
	Total For Assessment Anchor B-C.2 Craft and Structure					5				5			5	5						5			5			

B: In	B-C	3	1	1	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	1	3					1	3							1	1			2	
		3	1	2	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.																				
	Total For Assessment Anchor B-C.3 Integration of Knowledge and Ideas					1	3					1	3								1	1			2
	B-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	1						1									1				1
		4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2						2									2				2
	Total For Assessment Anchor B-V.4 Vocabulary Acquisition and Use					3						3									3				3
Total For Reporting Category B					12	8					12	8								12	3			15	

Grade 07 English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points										Items									
					Student Scores			Equating Block (EB)			Total Points				Number of Items						Total Number of Items			
					(Core Points)						(Core & EB)				Core			EB			(Core & EB)			
					MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total	MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total
C: Writing	C	1	1		Write arguments to support claims with clear reasons and relevant evidence.																			
		1	2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.																			
		1	3		Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.																			
	Total For Assessment Anchor C.1 Text Types and Purposes																							
Total For Reporting Category C																								

Grade 07

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points											Items												
					Student Scores			Equating Block (EB)			Total Points					Number of Items						Total Number of Items						
					(Core Points)						(Core & EB)					Core			EB			(Core & EB)						
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total				
D: Language	D	1	1	1	Explain the function of phrases and clauses in general and their function in specific sentences.																							
			1	1	2	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	1					1			1	1									1		1	
			1	1	3	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	1			1			2			2	1				1					2		2
			1	1	4	Recognize and correct inappropriate shifts in pronoun number and person.				1			1			1					1					1		1
			1	1	5	Recognize and correct vague pronouns.																						
			1	1	6	Recognize and correct inappropriate shifts in verb tense.	1			1			2			2	1				1					2		2
			1	1	7	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.				1			1			1					1					1		1
			1	1	8	Correctly use frequently confused words.	1						1			1	1									1		1
			1	1	9	Ensure subject-verb and pronoun-antecedent agreement.																						
			1	2	1	Use a comma to separate coordinate adjectives.	1			1			2			2	1				1					2		2
			1	2	2	Spell correctly.																						
			1	2	3	Use punctuation to set of nonrestrictive/parenthetical elements.				1			1			1					1					1		1
		1	2	4	Use punctuation to separate items in a series.	1						1			1	1									1		1	
		Total For Assessment Anchor D.1 Conventions of Standard English				6			6			12			12	6			6					12			12	
		2	1	1	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	1			1			2			2	1				1					2		2	
		2	1	2	Vary sentence patterns for meaning, reader/listener interest, and style.				1			1			1					1					1		1	
		2	1	3	Maintain consistency in style and tone.				1			1			1					1					1		1	
		2	1	4	Choose punctuation for effect.																							
	2	1	5	Choose words and phrases for effect.	2						2			2	2									2		2		
	Total For Assessment Anchor D.2 Knowledge of Language				3			3			6			6	3			3						6		6		
Total For Reporting Category D					9			9			18			18	9			9						18		18		

Grade 07

English Language Arts

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points								Items											
					Student Scores (Core Points)			Equating Block (EB)			Total Points (Core & EB)		Number of Items (Core)			Number of Items (EB)			Total Number of Items (Core & EB)					
					MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total	MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total
E: Text-Dependent Analysis	E	1	1	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			4						4	4			1						1	1
	Total For Assessment Anchor E.1 Evidence-based Analysis of Text						4						4	4			1						1	1
	Total For Reporting Category E						4						4	4			1						1	1

Grade 08

English Language Arts

Reporting Category	Assessment Anchor	DesRIptor (Sub-anchor)	Eligible Content	Focus	Points										Items																	
					Student Scores			Equating Block (EB)			Total Points				Number of Items						Total Number of Items											
					(Core Points)			(EB)			(Core & EB)				Core			EB			(Core & EB)											
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total								
A: Literature Text	A-K	1	1	1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.		3						3		3									1					1		1	
	A-K	1	1	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	2							2		2	2													2		2	
	A-K	1	1	3	Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	2	5						2	5	7	2	2											2	2		4	
	Total For Assessment Anchor A-K.1 Key Ideas and Details					4	8						4	8	12	4	3											4	3		7	
	A-C	2	1	1	Analyze how differences in the points of view of the characters and the audience or reader ESReate such effects as suspense or humor.	1	2						1	2	3	1	1											1	1		2	
	A-C	2	1	2	Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.																											
	A-C	2	1	3	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	2							2		2	2												2			2	
	Total For Assessment Anchor A-C.2 ESRAft and Structure					3	2						3	2	5	3	1											3	1		4	
	A-C	3	1	1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including desERibing how the material is rendered new.																											
	Total For Assessment Anchor A-C.3 Integration of Knowledge and Ideas																															
	A-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	2							2		2	2												2			2	
	A-V	4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1							1		1	1												1			1	
	Total For Assessment Anchor A-V.4 Vocabulary Acquisition and Use					3							3		3	3												3			3	
Total For Reporting Category A					10	10						10	10	20	10	4											10	4		14		

Grade 08

English Language Arts

Reporting Category	Assessment Anchor	DesRIptor (Sub-anchor)	Eligible Content	Focus	Points										Items												
					Student Scores			Equating Block (EB)			Total Points				Number of Items						Total Number of Items						
					(Core Points)			(EB)			(Core & EB)				Core			EB			(Core & EB)						
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total			
B: Informational Text	B-K	1	1	1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions and/or generalizations drawn from the text.	1							1			1	1					1				1	
	B-K	1	1	2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	1	2						1	2		3	1	1					1	1			2
	B-K	1	1	3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.		3						3			3		1							1		1
	Total For Assessment Anchor B-K.1 Key Ideas and Details					2	5						2	5		7	2	2					2	2			4
	B-C	2	1	1	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1							1			1	1						1				1
	B-C	2	1	2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	2							2			2	2						2				2
	B-C	2	1	3	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	2							2			2	2						2				2
	Total For Assessment Anchor B-C.2 ESraft and Structure					5							5			5	5						5				5
	B-C	3	1	1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	4							4			4	4						4				4
	B-C	3	1	2	Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.																						
	Total For Assessment Anchor B-C.3 Integration of Knowledge and Ideas					4							4			4	4						4				4
	B-V	4	1	1	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	1							1			1	1						1				1
	B-V	4	1	2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1							1			1	1						1				1
	Total For Assessment Anchor B-V.4 Vocabulary Acquisition and Use					2							2			2	2						2				2
Total For Reporting Category B					13	5						13	5		18	13	2					13	2			15	

Grade 08

English Language Arts

Reporting Category	Assessment Anchor	DesRIptor (Sub-anchor)	Eligible Content	Focus	Points										Items											
					Student Scores			Equating Block (EB)			Total Points				Number of Items						Total Number of Items					
					(Core Points)			(EB)			(Core & EB)				Core			EB			(Core & EB)					
					MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total	MC	ESR	WP	MC	ESR	WP	MC	ESR	WP	Total		
C: Writing	C	1	1	Write arguments to support claims with clear reasons and relevant evidence.																						
	C	1	2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.																						
	C	1	3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant desRIptive details, and well-structured event sequences.																						
	Total For Assessment Anchor C.1 Text Types and Purposes																									
Total For Reporting Category C																										

Grade 08

English Language Arts

Reporting Category	Assessment Anchor	Des/RIptor (Sub-anchor)	Eligible Content	Focus	Points												Items											
					Student Scores			Equating Block (EB)			Total Points						Number of Items						Total Number of Items					
					(Core Points)			(EB)			(Core & EB)						Core			EB			(Core & EB)					
					MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total	MC	ESR	OE	MC	ESR	OE	MC	ESR	OE	Total				
D: Language	D	1	1	1	Explain the function of verbals in general and their function in particular sentences.	1			1			2			2	1			1			2			2			
	D	1	1	2	Form and use verbs in the active and passive voice.																							
	D	1	1	3	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.																							
	D	1	1	4	Recognize and correct inappropriate shifts in verb voice and mood.				1			1			1			1			1			1				
	D	1	1	5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	1						1			1						1							
	D	1	1	6	Recognize and correct inappropriate shifts in pronoun number and person.																							
	D	1	1	7	Recognize and correct vague pronouns.																							
	D	1	1	8	Recognize and correct inappropriate shifts in verb tense.				1			1			1			1			1			1				
	D	1	1	9	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.				1			1			1			1			1			1				
	D	1	1	10	Correctly use frequently confused words.																							
	D	1	1	11	Ensure subject-verb and pronoun-antecedent agreement.				1			1			1			1			1			1				
	D	1	2	1	Use punctuation to indicate a pause or a break.	1			1			2			2	1		1			2			2				
	D	1	2	2	Use an ellipsis to indicate an omission.	1						1			1	1					1			1				
	D	1	2	3	Spell correctly.																							
	D	1	2	4	Use punctuation to set off nonrestrictive/parenthetical elements.	1			1			2			2	1		1			2			2				
	D	1	2	5	Use punctuation to separate items in a series.																							
	Total For Assessment Anchor D.1 Conventions of Standard English					5			7			12			12	5		7			12			12				
	D	2	1	1	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	1						1			1	1					1			1				
	D	2	1	2	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	1			1			2			2	1		1			2			2				
	D	2	1	3	Vary sentence patterns for meaning, reader/listener interest, and style.	1			1			2			2	1		1			2			2				
D	2	1	4	Maintain consistency in style and tone.	1						1			1	1					1			1					
D	2	1	5	Choose punctuation for effect.																								
D	2	1	6	Choose words and phrases for effect.																								
Total For Assessment Anchor D.2 Knowledge of Language					4			2			6			6	4		2			6			6					
Total For Reporting Category D					9			9			18			18	9		9			18			18					

Grade 08

English Language Arts

Reporting Category	Assessment Anchor	Des/RIptor (Sub-anchor)	Eligible Content	Focus	Points												Items											
					Student Scores			Equating Block (EB)			Total Points						Number of Items						Total Number of Items					
					(Core Points)			(EB)			(Core & EB)						Core			EB			(Core & EB)					
					MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total	MC	ESR	TDA	MC	ESR	TDA	MC	ESR	TDA	Total				
E: Text-Dependent Analysis	E	1	1		Draw evidence from literary or informational texts to support analysis, reflection, and/or research.				4						4	4				1						1	1	
	Total For Assessment Anchor E.1 Evidence-based Analysis of Text								4						4	4				1						1	1	
	Total For Reporting Category E								4						4	4				1						1	1	

Grade 04

Science

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)		Number of Items				Total Number of Items		
											Core		EB		(Core & EB)		
					MC	SCR	MC	SCR	MC	SCR	Total	MC	SCR	MC	SCR	MC	SCR
	1	1	1	Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific fact can be supported by making observations).	2				2		2	2			2		2
	1	1	2	Identify and describe examples of common technological changes past to present in the community (e.g., energy production, transportation, communications).	2				2		2	2			2		2
	1	3	1	Observe and record change by using time and measurement.													
	1	3	2	Describe relative size, distance, or motion.	1				1		1	1			1		1
	1	3	3	Observe and describe the change to objects caused by temperature change or light.	2		2		4		4	2		2	4		4
	1	3	4	Explain what happens to a living organism when its food supply, access to water, shelter, or space is changed (e.g., it might die, migrate, change behavior, eat something else).			2				2	2		1			1
	1	3	5	Provide examples, predict, or describe how everyday human activities (e.g., solid waste production, food production and consumption, transportation, water consumption, energy production and use) may change the environment.	2		1		3		3	2		1	3		3
Total For Assessment Anchor A.1 Reasoning and Analysis					9	2	3		12	2	14	9	1	3	12	1	13

A	2	1	1	Generate questions about objects, organisms, or events that can be answered through scientific investigations.	1		1		2		2	1		1		2		2
	2	1	2	Design and describe an investigation (a fair test) to test one variable.		2	1		1	2	3		1	1		1	1	2
	2	1	3	Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.	1		2		3		3	1		2		3		3
	2	1	4	State a conclusion that is consistent with the information/data.	1		1		2		2	1		1		2		2
	2	2	1	Identify appropriate tools or instruments for specific tasks and describe the information they can provide (e.g., measuring: length - ruler, mass - balance scale, volume - beaker, temperature - thermometer; making observations: hand lens, binoculars, telescope).	1		1		2		2	1		1		2		2
	Total For Assessment Anchor A.2 Processes, Procedures, and Tools of Scientific Investigations					4	2	6		10	2	12	4	1	6		10	1

3	1	1	Categorize systems as either natural or human-made (e.g., ballpoint pens, simple electrical circuits, plant anatomy, water cycle).	1		1		2		2	1		1		2		2
3	1	2	Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium).														
3	1	3	Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system.														
3	1	4	Identify the parts of the food and fiber systems as they relate to agricultural products from the source to the consumer.	1				1		1	1				1		1
3	2	1	Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas). Identify what different models represent	1		2		3		3	1		2		3		3
3	2	2	Use models to make observations to explain how systems work (e.g., water cycle, Sun-Earth-Moon system).			1		1		1			1		1		1
3	2	3	Use appropriate, simple modeling tools and techniques to describe or illustrate a system (e.g., two cans and string to model a communications system, terrarium to model an ecosystem).	1				1		1	1				1		1
3	3	1	Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).	1				1		1	1				1		1
3	3	2	Predict future conditions/events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).	2				2		2	2				2		2
Total For Assessment Anchor A.3 Systems, Models, and Patterns				7		4		11		11	7		4		11		11
Total For Reporting Category A: Nature of Science				20	4	13		33	4	37	20	2	13		33	2	35

Grade 04

Science

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items									
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)		Number of Items				Total Number of Items					
											Core		EB		(Core & EB)					
					MC	SCR	MC	SCR	MC	SCR	Total	MC	SCR	MC	SCR	MC	SCR	Total		
	1	1	1	Identify life processes of living things (e.g., growth, digestion, respiration).																
	1	1	2	Compare similar functions of external characteristics of organisms (e.g., anatomical characteristics: appendages, type of covering, body segments).			1		1		1			1		1		1		
	1	1	3	Describe basic needs of plants and animals (e.g., air, water, food).	1				1		1					1		1		
	1	1	4	Describe how different parts of a living thing work together to provide what the organism needs (e.g., parts of plants: roots, stems, leaves).			1		1		1			1		1		1		
	1	1	5	Describe the life cycles of different organisms (e.g., moth, grasshopper, frog, seed-producing plant).			1		1		1			1		1		1		
Total For Assessment Anchor B.1 Structures and Functions of Organisms					1		3		4		4		1		3		4		4	
	2	1	1	Identify characteristics for plant and animal survival in different environments (e.g., wetland, tundra, desert, prairie, deep ocean, forest).																
	2	1	2	Explain how specific adaptations can help a living organism survive (e.g., protective coloration, mimicry, leaf sizes and shapes, ability to catch or retain water).	1		1		2		2			1		1		2		2
	2	2	1	Identify physical characteristics (e.g., height, hair color, eye color, attached earlobes, ability to roll tongue) that appear in both parents and could be passed on to offspring.																
Total For Assessment Anchor B.2 Continuity of Life					1		1		2		2		1		1		2		2	

B	3	1	1	Describe the living and nonliving components of a local ecosystem (e.g., lentic and lotic systems, forest, cornfield, grasslands, city park, playground).	1	2			1	2	3	1	1			1	1	2
	3	1	2	Describe interactions between living and nonliving components (e.g. plants – water, soil, sunlight, carbon dioxide, temperature; animals – food, water, shelter, oxygen, temperature) of a local ecosystem.														
	3	2	1	Describe what happens to a living thing when its habitat is changed.	1				1		1	1				1		1
	3	2	2	Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.														
	3	2	3	Explain and predict how changes in seasons affect plants, animals, or daily human life (e.g., food availability, shelter, mobility).			1		1		1			1		1		1
	3	3	1	Identify everyday human activities (e.g., driving, washing, eating, manufacturing, farming) within a community that depend on the natural environment.	1				1		1	1				1		1
	3	3	2	Describe the human dependence on the food and fiber systems from production to consumption (e.g., food, clothing, shelter, products).	1				1		1	1				1		1
	3	3	3	Identify biological pests (e.g., fungi – molds, plants – foxtail, purple loosestrife, Eurasian water milfoil; animals – aphides, ticks, zebra mussels, starlings, mice) that compete with humans for resources.														
	3	3	4	Identify major land uses in the urban, suburban and rural communities (e.g., housing, commercial, recreation).			1		1		1			1		1		1
	3	3	5	Describe the effects of pollution (e.g., litter) in the community.														
Total For Assessment Anchor B.3 Ecological Behavior and Systems					4	2	2		6	2	8	4	1	2		6	1	7
Total For Reporting Category B: Biology					6	2	6		12	2	14	6	1	6		12	1	13

Grade 04

Science

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items								
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)		Number of Items				Total Number of Items				
											Core		EB		(Core & EB)				
					MC	SCR	MC	SCR	MC	SCR	Total	MC	SCR	MC	SCR	MC	SCR	Total	
C	1	1	1	Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetism, state to describe matter.															
	1	1	2	Categorize/group objects using physical characteristics.															
	Total For Assessment Anchor C.1 Structures, Properties, and Interaction of Matter and Energy																		
	2	1	1	Identify energy forms, energy transfer, and energy examples (e.g., light, heat, electrical).	1				1		1				1		1		
	2	1	2	Describe the flow of energy through an object or system (e.g., feeling radiant heat from a light bulb, eating food to get energy, using a battery to light a bulb or run a fan).		2	1		1	2	3		1	1	1	1	2		
	2	1	3	Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs (or other common loads), wire, and on/off switches.	1		1		2		2		1		1		2		
	2	1	4	Identify characteristics of sound (e.g., pitch, loudness, reflection).	2				2		2		2				2		
	Total For Assessment Anchor C.2 Forms, Sources, Conversions, and Transfer of Energy					4	2	2		6	2	8	4	1	2		6	1	7
	3	1	1	Describe changes in motion caused by forces (e.g., magnetic, pushes or pulls, gravity, friction).			1		1		1			1		1		1	
	3	1	2	Compare the relative movement of objects or describe types of motion that are evident (e.g., bouncing ball, moving in a straight line, back and forth, merry-go-round).	1				1		1		1			1		1	
	3	1	3	Describe the position of an object by locating it relative to another object or a stationary background (e.g., geographic direction, left, up).	1		1		2		2		1		1		2		2
	Total For Assessment Anchor C.3 Principles of Motion and Force					2		2		4		4	2		2		4		4
	Total For Reporting Category C: Physical Sciences					6	2	4		10	2	12	6	1	4		10	1	11

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points									Items					
					Student Scores (Core Points)			Equating Block (EB)			Total Points (Core & EB)			Number of Items				Total Number of Items	
														Core		EB		(Core & EB)	
					MC	SCR		MC	SCR		MC	SCR	Total	MC	SCR	MC	SCR	MC	SCR
D	1	1	1	Describe how prominent Earth features in Pennsylvania (e.g., mountains, valleys, caves, sinkholes, lakes, rivers) were formed.	1					1			1			1		1	
	1	1	2	Identify various Earth structures (e.g., mountains, watersheds, peninsulas, lakes, rivers, valleys) through the use of models.															
	1	1	3	Describe the composition of soil as weathered rock and decomposed organic remains.	1		1			2		2	1		1		2		2
	1	2	1	Identify products and by-products of plants and animals for human use (e.g., food, clothing, building materials, paper products).	1		1			2		2	1		1		2		2
	1	2	2	Identify the types and uses of Earth materials for renewable, nonrenewable, and reusable products (e.g., human-made products: concrete, paper, plastics, fabrics).		2	2			2	2	4	1	2		2	1	3	
	1	2	3	Recognize ways that humans benefit from the use of water resources (e.g., agriculture, energy, recreation).															
	1	3	1	Describe types of freshwater and saltwater bodies (e.g., lakes, rivers, wetlands, oceans).															
	1	3	2	Explain how water goes through phase changes (i.e., evaporation, condensation, freezing, and melting).															
	1	3	3	Describe or compare lentic systems (i.e., ponds, lakes, and bays) and lotic systems (i.e., streams, creeks, and rivers).															
	1	3	4	Explain the role and relationship of a watershed or a wetland on water sources (e.g., water storage, groundwater recharge, water filtration, water source, water cycle).	1					1		1	1				1		1
Total For Assessment Anchor D.1 Earth Features and Processes that Change Earth and its Resources					4	2	4			8	2	10	4	1	4		8	1	9
2	1	1	Identify basic cloud types (i.e., cirrus, cumulus, stratus, and cumulonimbus) and make connections to basic elements of weather (e.g., changes in temperature, precipitation).	1					1		1	1				1		1	

2	1	2	Identify weather patterns from data charts or graphs of the data (e.g., temperature, wind direction, wind speed, cloud types, precipitation).															
2	1	3	Identify appropriate instruments (i.e., thermometer, rain gauge, weather vane, anemometer, and barometer) to study weather and what they measure.															
Total For Assessment Anchor D.2 Weather, Climate, and Atmospheric Processes				1				1		1	1					1		1
3	1	1	Describe motions of the Sun - Earth - Moon system.	1				1		1	1					1		1
3	1	2	Explain how the motion of the Sun - Earth - Moon system relates to time (e.g., days, months, years).			1		1		1				1		1		1
3	1	3	Describe the causes of seasonal change as they relate to the revolution of Earth and the tilt of Earth's axis.															
Total For Assessment Anchor D.3 Composition and Structure of the Universe				1		1		2		2	1			1		2		2
Total For Reporting Category D: Earth and Space Sciences				6	2	5		11	2	13	6	1	5		11	1	12	

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items									
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)		Number of Items			Total Number of Items						
					MC	SCR	MC	SCR	MC	SCR	Total	MC	SCR	MC	SCR	MC	SCR	Total		
	1	1	1	Distinguish between a scientific theory and an opinion, explaining how a theory is supported with evidence, or how new data/information may change existing theories and practices			1		1			1			1			1		
	1	1	2	Explain how certain questions can be answered through scientific inquiry and/or technological design.	1		1		2			2	1		1			2	2	
	1	1	3	Use evidence, such as observations or experimental results, to support inferences about a relationship.			1		1			1			1			1	1	
	1	1	4	Develop descriptions, explanations, predictions, and models using evidence.			1		1			1			1			1	1	
	1	2	1	Describe the positive and negative, intended and unintended, effects of specific scientific results or technological developments (e.g., air/space travel, genetic engineering, nuclear fission/fusion, artificial intelligence, lasers, organ transplants).	1				1			1			1			1	1	
	1	2	2	Identify environmental issues and explain their potential long-term health effects (e.g., pollution, pest controls, vaccinations).		2	1		1	2		3		1	1			1	1	2
	1	2	3	Describe fundamental scientific or technological concepts that could solve practical problems (e.g., Newton's laws of motion, Mendelian genetics).	1		1		2			2	1		1			2		2
	1	2	4	Explain society's standard of living in terms of technological advancements and how these advancements impact on agriculture (e.g., transportation, processing, production, storage).																

1	3	1	Use ratio to describe change (e.g., percents, parts per million, grams per cubic centimeter, mechanical advantage).	1				1	1	1				1	1	
1	3	2	Use evidence, observations, or explanations to make inferences about change in systems over time (e.g., carrying capacity, succession, population dynamics, loss of mass in chemical reactions, indicator fossils in geologic time scale) and the variables affecting these changes.													
1	3	3	Examine systems changing over time, identifying the possible variables causing this change, and drawing inferences about how these variables affect this change.		2	1		1	2	3		1	1	1	1	2
1	3	4	Given a scenario, explain how a dynamically changing environment provides for the sustainability of living systems.	1				1	1	1				1	1	
Total For Assessment Anchor A.1 Reasoning and Analysis				5	4	7		12	4	16	5	2	7	12	2	14

A: Nature of Science

2	1	1	Use evidence, observations, or a variety of scales (e.g., mass, distance, volume, temperature) to describe relationships.		2				2	2		1				1	1
2	1	2	Use space/time relationships, define concepts operationally, raise testable questions, or formulate hypotheses.	1				1		1	1				1		1
2	1	3	Design a controlled experiment by specifying how the independent variables will be manipulated, how the dependent variable will be measured, and which variables will be held constant.	3				3		3	3				3		3
2	1	4	Interpret data/observations; develop relationships among variables based on data/observations to design models as solutions.														
2	1	5	Use evidence from investigations to clearly communicate and support conclusions.	1		1		2		2	1		1		2		2
2	1	6	Identify a design flaw in a simple technological system and devise possible working solutions.	1				1		1	1				1		1
2	2	1	Describe the appropriate use of instruments and scales to accurately and safely measure time, mass, distance, volume, or temperature under a variety of conditions.	1				1		1	1				1		1
2	2	2	Apply appropriate measurement systems (e.g., time, mass, distance, volume, temperature) to record and interpret observations under varying conditions.														
2	2	3	Describe ways technology (e.g., microscope, telescope, micrometer, hydraulics, barometer) extends and enhances human abilities for specific purposes.	1		1		2		2	1		1		2		2
Total For Assessment Anchor A.2 Processes, Procedures, and Tools of Scientific Investigations				8	2	2		10	2	12	8	1	2		10	1	11

3	1	1	Describe a system (e.g., watershed, circulatory system, heating system, agricultural system) as a group of related parts with specific roles that work together to achieve an observed result.	1			1	1	1			1	1		
3	1	2	Explain the concept of order in a system [e.g., (first to last: manufacturing steps, trophic levels); (simple to complex: cell, tissue, organ, organ system)].			1	1	1		1		1	1		
3	1	3	Distinguish between system inputs, system processes, system outputs, and feedback (e.g., physical, ecological, biological, informational).	1			1	1	1			1	1		
3	1	4	Distinguish between open loop (e.g., energy flow, food web) and closed loop (e.g., materials in the nitrogen and carbon cycles, closed-switch) systems.												
3	1	5	Explain how components of natural and human-made systems play different roles in a working system.												
3	2	1	Describe how scientists use models to explore relationships in natural systems (e.g., an ecosystem, river system, the solar system).												
3	2	2	Describe how engineers use models to develop new and improved technologies to solve problems.	1		1	2	2	1		1	2	2		
3	2	3	Given a model showing simple cause- and-effect relationships in a natural system, predict results that can be used to test the assumptions in the model (e.g., photosynthesis, water cycle, diffusion, infiltration).	1			1	1	1			1	1		
3	3	1	Identify and describe patterns as repeated processes or recurring elements in human-made systems (e.g., trusses, hub-and-spoke system in communications and transportation systems, feedback controls in regulated systems).	1			1	1	1			1	1		
3	3	2	Describe repeating structure patterns in nature (e.g., veins in a leaf, tree rings, crystals, water waves) or periodic patterns (e.g., daily, monthly, annually).												
Total For Assessment Anchor A.3 Systems, Models, and Patterns				5		2	7	7	5		2	7	7		
Total For Reporting Category A				18	6	11	29	6	35	18	3	11	29	3	32

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items								
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)		Number of Items				Total Number of Items				
											Core		EB		(Core & EB)				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total	
B: Biological Sciences	1	1	1	Describe the structures of living things that help them function effectively in specific ways (e.g., adaptations, characteristics).			1		1			1			1				
	1	1	2	Compare similarities and differences in internal structures of organisms (e.g., invertebrate/vertebrate, vascular/nonvascular, single-celled/multi-celled) and external structures (e.g., appendages, body segments, type of covering, size, shape).															
	1	1	3	Apply knowledge of characteristic structures to identify or categorize organisms (i.e., plants, animals, fungi, bacteria, and protista).	1		1		2			2	1		1		2	2	
	1	1	4	Identify the levels of organization from cell to organism and describe how specific structures (parts), which underlie larger systems, enable the system to function as a whole.															
	Total For Assessment Anchor B.1 Structures and Functions of Organisms					1		2		3			3	1		2		3	3
	2	1	1	Explain how inherited structures or behaviors help organisms survive and reproduce in different environments.		2			2	2			1					1	1
	2	1	2	Explain how different adaptations in individuals of the same species may affect survivability or reproduction success.	1		1		2	2	1		1			2		2	2
	2	1	3	Explain that mutations can alter a gene and are the original source of new variations.															
	2	1	4	Describe how selective breeding or biotechnology can change the genetic makeup of organisms.															
	2	1	5	Explain that adaptations are developed over long periods of time and are passed from one generation to another	1				1	1	1					1		1	1
	2	2	1	Identify and explain differences between inherited and acquired traits.															
	2	2	2	Recognize that the gene is the basic unit of inheritance, that there are dominant and recessive genes, and that traits are inherited.	1				1	1	1					1		1	1
	Total For Assessment Anchor B.2 Continuity of Life					3	2	1		4	2	6	3	1	1		4	1	5

3	1	1	Explain the flow of energy through an ecosystem (e.g., food chains, food webs).															
3	1	2	Identify major biomes and describe abiotic and biotic components (e.g., abiotic: different soil types, air, water sunlight; biotic: soil microbes, decomposers).			1		1		1			1		1			1
3	1	3	Explain relationships among organisms (e.g., producers/consumers, predator/prey) in an ecosystem.															
3	2	1	Use evidence to explain factors that affect changes in populations (e.g., deforestation, disease, land use, natural disaster, invasive species).															
3	2	2	Use evidence to explain how diversity affects the ecological integrity of natural systems	1				1		1	1					1		1
3	2	3	Describe the response of organisms to environmental changes (e.g., changes in climate, hibernation, migration, coloration) and how those changes affect survival.															
3	3	1	Explain how human activities may affect local, regional, and global environments.															
3	3	2	Explain how renewable and nonrenewable resources provide for human needs (i.e., energy, food, water, clothing, and shelter).															
3	3	3	Describe how waste management affects the environment (e.g., recycling, composting, landfills, incineration, sewage treatment).	1		1		2		2	1		1		2			2
3	3	4	Explain the long-term effects of using integrated pest management (e.g., herbicides, natural predators, biogenetics) on the environment.															
Total For Assessment Anchor B.3 Ecological Behavior and Systems				2		2		4		4	2		2		4			4
Total For Reporting Category B				6	2	5		11	2	13	6	1	5		11	1		12

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points									Items										
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)								
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total						
C: Physical Sciences	1	1	1	Explain the differences among elements, compounds, and mixtures.																				
	1	1	2	Use characteristic physical or chemical properties to distinguish one substance from another (e.g., density, thermal expansion/contraction, freezing/melting points, streak test).	1	2	1			2	2	4	1	1	1					2	1	3		
	1	1	3	Identify and describe reactants and products of simple chemical reactions.																				
	Total For Assessment Anchor C.1 Structures, Properties, and Interaction of Matter and Energy				1	2	1			2	2	4	1	1	1					2	1	3		
	2	1	1	Distinguish among forms of energy (e.g., electrical, mechanical, chemical, light, sound, nuclear) and sources of energy (i.e., renewable and nonrenewable energy)	1		2			3		3	1		2					3				
	2	1	2	Explain how energy is transferred from one place to another through convection, conduction, or radiation.																				
	2	1	3	Describe how one form of energy (e.g., electrical, mechanical, chemical, light, sound, nuclear) can be converted into a different form of energy.																				
	2	2	1	Describe the Sun as the major source of energy that impacts the environment.	1					1		1	1							1				
	2	2	2	Compare the time span of renewability for fossil fuels and the time span of renewability for alternative fuels.	1		1			2		2	1		1					2				
	2	2	3	Describe the waste (i.e., kind and quantity) derived from the use of renewable and nonrenewable resources and their potential impact on the environment.	1					1		1	1							1				
Total For Assessment Anchor C.2 Forms, Sources, Conversions, and Transfer of Energy				4		3			7		7	4		3					7					

3	1	1	Describe forces acting on objects (e.g., friction, gravity, balanced versus unbalanced).														
3	1	2	Distinguish between kinetic and potential energy.	1			1		1	1					1		1
3	1	3	Explain that mechanical advantage helps to do work (physics) by either changing a force or changing the direction of the applied force (e.g., simple machines, hydraulic systems).														
Total For Assessment Anchor C.3 Principles of Motion and Force				1			1		1	1					1		1
Total For Reporting Category C				6	2	4		10	2	12	6	1	4		10	1	4

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points						Items									
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)		Number of Items				Total Number of Items					
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total		
	1	1	1	Explain the rock cycle as changes in the solid earth and rock types found in Pennsylvania (igneous – granite, basalt, pumice; sedimentary – limestone, sandstone, shale, coal; and metamorphic – slate, quartzite, marble, gneiss).	1				1			1					1		1	
	1	1	2	Describe natural processes that change Earth's surface (e.g., landslides, volcanic eruptions, earthquakes, mountain building, new land being formed, weathering, erosion, sedimentation, soil formation).				1			1						1		1	
	1	1	3	Identify soil types (i.e., humus, topsoil, subsoil, loam, loess, and parent material) and their characteristics (i.e., particle size, porosity, and permeability) found in different biomes and in Pennsylvania, and explain how they formed.																
	1	1	4	Explain how fossils provide evidence about plants and animals that once lived throughout Pennsylvania's history (e.g., fossils provide evidence of different environments).																
	1	2	1	Describe a product's transformation process from production to consumption (e.g., prospecting, propagating, growing, maintaining, adapting, treating, converting, distributing, disposing) and explain the process's potential impact on Earth's resources.	1				1			1						1		1
	1	2	2	Describe potential impacts of human-made processes (e.g., manufacturing, agriculture, transportation, mining) on Earth's resources, both nonliving (i.e., air, water, or earth materials) and living (i.e., plants and animals).	1				1			1						1		1

D: Earth and Space Sciences

1	3	1	Describe the water cycle and the physical processes on which it depends (i.e., evaporation, condensation, precipitation, transpiration, runoff, infiltration, energy inputs, and phase changes).															
1	3	2	Compare and contrast characteristics of freshwater and saltwater systems on the basis of their physical characteristics (i.e., composition, density, and electrical conductivity) and their use as natural resources.															
1	3	3	Distinguish among different water systems (e.g., wetland systems, ocean systems, river systems, watersheds) and describe their relationships to each other as well as to landforms.	1		1		2		2	1		1		2		2	
1	3	4	Identify the physical characteristics of a stream and how these characteristics determine the types of organisms found within the stream environment (e.g., biological diversity, water quality, flow rate, tributaries, surrounding watershed).	1			1		1	1					1		1	
Total For Assessment Anchor D.1 Earth Features and Processes that Change Earth and its Resources				5		2		7		7	5		2		7		7	
2	1	1	Explain the impact of water systems on the local weather or the climate of a region (e.g., lake effect snow, land/ocean breezes).															
2	1	2	Identify how global patterns of atmospheric movement influence regional weather and climate.	1			1		1	1					1		1	
2	1	3	Identify how cloud types, wind directions, and barometric pressure changes are associated with weather patterns in different regions of the country.															
Total For Assessment Anchor D.2 Weather, Climate, and Atmospheric Processes				1			1		1	1					1		1	

3	1	1	Describe patterns of Earth's movements (i.e., rotation and revolution) and the Moon's movements (i.e., phases, eclipses, and tides) in relation to the Sun.	1			1	1	1			1	1
3	1	2	Describe the role of gravity as the force that governs the movement of the solar system and universe.			1	1	1			1	1	1
3	1	3	Compare and contrast characteristics of celestial bodies found in the solar system (e.g., moons, asteroids, comets, meteors, inner and outer planets).	1		1	2	2	1		1	2	2
Total For Assessment Anchor D.3 Composition and Structure of the Universe				2		2	4	4	2		2	4	4
Total For Reporting Category D				8		4	12	12	8		4	12	12

APPENDIX C: ITEM AND TEST DEVELOPMENT PROCESS

ITEM AND TEST DEVELOPMENT PROCESS FOR PSSA

Step	Description
1. Review Guiding Documentation	Each year item and test development specialists meet internally to review all guiding documentation related to the PSSA. Documentation reviewed includes the test design blueprints, the Pennsylvania Assessment Anchors and Eligible Content, the test item specifications, the test style specifications (style guide), and all test content descriptions.
2. Meet with PDE to Confirm Understanding of Program	The goal of the meeting each year is to ensure that item and test development teams have a clear understanding of PDE's vision for test development. A successful development cycle requires a clear understanding of Pennsylvania's content-area test specifications and of any unique interpretations of the Pennsylvania Assessment Anchors (if any).
3. Create Preliminary Test Item Development Plan	Item and test development specialists generate a preliminary development plan which includes an overview of the program, the internal and external (PDE) review and approval processes, a projected schedule for development of test items—including the number of test items to be developed for review by PDE and subsequent review by the committees of Pennsylvania educators. Item and test development specialists also generate strategies for securing passages and developing science scenarios and passage-based items, etc.
4. Meet with PDE to Finalize Test Item Development Plan	Over the course of the meeting, item and test development specialists verify all steps in the development process including timelines and schedules for test item/test development.
5. Analyze Item Bank	Existing test items in the current PSSA Item Bank are reviewed for technical psychometric quality as well as for their match to the Assessment Anchors. During this phase, test development specialists also make a tally of the test items by Assessment Anchor—including test development specialists' best thinking regarding the number of usable test items in the existing item bank. A tally is also made of the number of usable passages, as well as other stimulus prompts in the bank, including science scenarios.
6. Refine Test Item Development Plan to Include Writers and Subcontractors	Item and test development specialists identify the writers who will write the test items (test development specialists or other professional item writers, subcontractors, etc.), the estimated number of writers needed, the qualifications of writers, and the approximate number of test items to be submitted by each source.
7. Train Item Writers	Item and test development specialists train item writers, as needed. Item writers who have written for the PSSA in the past receive updated information, as needed.
8. Write and Review Items	Test items are written by item writers after training is complete, and feedback is provided by the item and test development specialists to item writers on a regular basis. As test items are written, they are reviewed and edited in a series of internal reviews. Item and test development specialists review and edit items to include, but not limited to, the following: match to Assessment Anchor/Eligible Content, relevance to purpose, accuracy of content, item difficulty, interest level, grade appropriateness, depth of knowledge and cognitive complexity, adherence to the principles of Universal Design, and freedom from issues of bias/fairness/sensitivity. At the same time, the process of procuring permissions also begins, including securing permissions for passages, art, etc.
9. Enter Test Items into Database	Upon acceptance from item writers, test items are entered into the item management system, IDEAS (<i>Item Development and Educational Assessment System</i>). Item data stored in the system database includes, but is not limited to, the following: readability, cognitive level, estimated level of difficulty, alignment to Assessment Anchors, and correlation to stimulus prompts and passages.
10. Prepare Item Set for Sample Item Review by PDE	Item and test development specialists prepare a subset of the items for review by PDE.

Step	Description
11. PDE Conducts Sample Item Review	After a subset of the items is submitted to PDE for review, PDE reviews the items and provides feedback to item and test development teams via a conference call. Items are revised per PDE feedback.
12. Continue to Write and Review Items	The remaining items are written, and feedback is provided by the item and test development specialists to item writers on a regular basis. Items are entered into the item management system, IDEAS (<i>Item Development and Educational Assessment System</i>) (See step 8 and step 9).
13. Review Items Prior to Test Item Review and Validation Sessions	Prior to New Item Content Review, all items are submitted to PDE for review. Item and test development specialists incorporate all PDE feedback, and PDE-requested edits to items are made.
14. Prepare for Test Item Review Sessions (the New Item Content Review and the Bias, Fairness, and Sensitivity Review)	Item and test development specialists prepare all items and stimulus passages for review by the New Item Content Review Committee (consisting of Pennsylvania educators) and by the separate Bias, Fairness, and Sensitivity Committee (consisting of a panel of experts including Pennsylvania educators). Item and test development specialists also prepare training materials needed for training committee members to review items for content or for bias, fairness, and sensitivity issues. All training materials and other ancillary materials (e.g., agendas, presentations, etc.) are also developed and then submitted to PDE for review and approval. Invitations are sent to Pennsylvania educators and national experts from PDE-approved committee lists.
15. Conduct Test Item Review Sessions (the New Item Content Review and the Bias, Fairness, and Sensitivity Review)	Committees of Pennsylvania educators and national experts review items in two meetings: one addressing item content and quality, the other addressing bias, fairness, and sensitivity. PDE, with support from item and test development specialists, presents training on how to review new test items for content considerations or bias/fairness/sensitivity issues. At the New Item Content Review, suggested edits to test items are made and/or replacement test items are written during the actual item review so that both the committee and the PDE are able to observe changes to the test items and approve the test items during the committee review process. At the Bias, Fairness, and Sensitivity Review, experts in bias, fairness, and sensitivity review all test items and passages and come to a consensus about any issues that are noted. At both meetings the results are carefully documented.
16. Conduct Item Review Resolution and Cleanup	Following the conclusion of the New Item Content Review Committee meetings, PDE re-examines the consensus changes suggested by the committee members during the New Item Content Review Committee meetings. DRC item and test development specialists then record all of PDE's follow-up decisions and changes. During this cleanup process, PDE either accepts the changes as requested by the committee or rejects the decision of the committee. If a committee decision is rejected, PDE provides an alternate decision for DRC to implement. During this cleanup process, PDE also interprets the report from the Bias, Fairness, and Sensitivity Committee meetings and subsequently identifies changes to test items and passages. DRC item and test development specialists then apply the changes to the test items and passages per PDE's decisions.
17. Submit Field-Test Items for Final Sign-Off	PDE-approved changes are applied to the items, scenarios, non-permissioned passages, prompts, etc. (Changes reflect PDE's arbitration of the committee decisions.) Once all revisions to the items, non-permissioned passage text, and/or the art used by test items and passages are completed, the test items are submitted to PDE for final review and sign-off. (Changes requested to permissioned passages are sought from the publisher of record, and, if approved by the copyright holders, changes are implemented.) [PDE's approval process for field-test items generally occurs simultaneously with PDE's approval of the core test forms. See step 25.]
<i>To follow the path for new field-test items, skip to step 22, or to follow the chronological test development path, continue with step 18.</i>	

Step	Description
18. Review Results of the Field Test	Following the administration of a field-test form and the subsequent range-finding and field-test scoring processes for field-test items, performance data for all field-test items are analyzed by DRC psychometricians and test development specialists. Test item performance data that meet certain triggering criteria are flagged for additional reviews by test development specialists. Flagged field-test items with extreme performance data are considered psychometrically unusable and are removed from future operational consideration. Field-test items with marginal performance data are prepared for the Field-Test Item Data Review meeting.
19. Prepare for Field-Test Item Data Review	Test development specialists prepare the items and stimulus passages for review by the Field-Test Item Data Review Committee (which consists of Pennsylvania educators). Psychometricians also prepare training materials needed for training committee members to review items for their performance. All training materials and other ancillary materials (e.g., agendas, presentations, etc.) are submitted to PDE for review and approval. Invitations are also sent to Pennsylvania educators from PDE-approved committee lists.
20. Conduct Field-Test Item Data Review	Committees of Pennsylvania educators review the performance data of flagged field-test items. Psychometricians present training on how to review field-test items based on their performance data. At the Item Data Review, committee members examine the performance of the items and determine whether each field-test item is technically sound and appropriate for use on an operational PSSA test. Since test items cannot be modified at the Field-Test Item Data Review, the committee can either accept an item as is, or the committee can reject the item.
21. Conduct Field-Test Item Data Review Reconciliation	Following the conclusion of the Field-Test Item Data Review Committee meetings, PDE re-examines the consensus decisions (accept or reject) suggested by the committee members during the Field-Test Item Data Review Committee meetings. Test development specialists record all of PDE's follow-up decisions and changes. During this cleanup process, PDE either accepts the decisions of the data review committee, or PDE rejects the decisions of the data review committee. If a committee decision is not accepted, PDE provides an alternate decision for test development specialists to implement. All PDE-approved changes to the test items status (accepted or rejected) are incorporated into the <i>Item Development and Educational Assessment System, IDEAS</i> .
22. Select Items to Fill Core, Field-Test, and Equating Block Positions in Core and Field-Test Forms	After the PDE-approved changes to the new field-test items is completed AND the results of the prior field test have been finalized following data review, test development specialists collaborate with psychometricians to follow the Test Design Blueprints and build requirements to make the initial selection of items for core, field-test, and equating block positions for all test forms.
23. Review Core and Equating Block Selections	After test content and psychometric requirements have been achieved for core and equating block positions, the core and equating block items are provided to PDE for review and approval. Any changes to the content of the core or equating block requested by PDE are balanced with psychometric requirements until all core and equating block positions are approved by PDE, test development specialists, and psychometricians. Test development specialists work with psychometricians and PDE staff to create scrambled versions of the core items that will appear across forms.
24. Construct Test Forms	Items, passages, and test components are assembled into forms using the form construction and typesetting function of DRC's <i>Item Development and Educational Assessment System, IDEAS</i> . Forms are reviewed internally for style and formatting requirements.
25. Review Typeset Forms	After forms are constructed in IDEAS, draft hard copies of the forms are produced and presented to PDE for review and approval. Any changes to the content of the core or equating block requested by PDE are balanced with psychometric requirements until all core and equating block positions are approved by PDE, test development specialists, and psychometricians. PDE also re-reviews all field-test items appearing in the test forms. DRC applies changes to the field-test items as required.

Step	Description
26. Print Test Forms	Following PDE's approval of the test forms, DRC completes a series of final proofing of all test forms. Final forms (along with ancillary materials) are then approved for printing.
27. Assemble Documentation of Test Materials	Metadata for each test item and form is documented and proofed, including: grade, form, session/section, item sequence, reporting category, Assessment Anchor, descriptor (sub-anchor), Eligible Content, number of points, item type, number of answer options, item usage, stimulus ID, etc.
28. Prepare Online Forms	Following approval of the print forms, all online forms are prepared. Forms are rendered in form sets, and items and forms are compared for continuity with the print forms as well as to ensure that all tools and features are functioning as expected.
<i>To follow the path for new field-test items, return to step 18.</i>	

APPENDIX D: ITEM AND DATA REVIEW CARD EXAMPLES

ITEM REVIEW CARD EXAMPLE

Standard: Use the four operations with whole numbers to solve problems.		PA - Item Card
<p>1. [Redacted]</p> <p>A. [Redacted]</p> <p>B. [Redacted]</p>	Item ID	[Redacted]
	Content Area	Mathematics
	Passage ID	[Redacted]
	Passage Title	[Redacted]
	Grade	4
	CCAACS Standards	B-O.1
	Item Type	Open Ended
	Points	4
	Depth of Knowledge	2
	Bloom's Taxonomy	[Redacted]
	Est Difficulty	Medium
	Key	[Redacted]
	Calculator	C


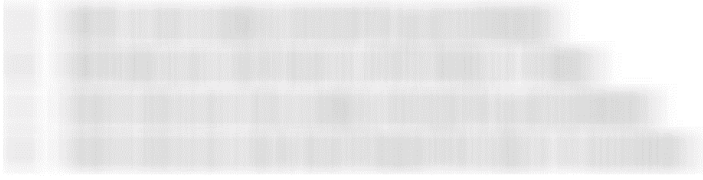



1. **Continued.** Please refer to the previous page for task explanation.

[Redacted]

c. [Redacted]

[Redacted]

[Redacted]

<p>Standard: Describe how prominent Earth features in Pennsylvania (e.g., mountains, valleys, caves, sinkholes, lakes, rivers) were formed.</p>	<p>PA - Data Card</p>																								
<p>1. </p> <p></p>	<table border="1"> <tr><td>Item ID</td></tr> <tr><td></td></tr> <tr><td>Content Area</td></tr> <tr><td>Science</td></tr> <tr><td>Passage ID</td></tr> <tr><td></td></tr> <tr><td>Passage Title</td></tr> <tr><td></td></tr> <tr><td>Grade</td></tr> <tr><td>4</td></tr> <tr><td>Standards</td></tr> <tr><td>AACS: D.1.1.1</td></tr> <tr><td>Item Type</td></tr> <tr><td>Multiple Choice</td></tr> <tr><td>Points</td></tr> <tr><td>1</td></tr> <tr><td>Depth of Knowledge</td></tr> <tr><td>2</td></tr> <tr><td>Est Difficulty</td></tr> <tr><td>Medium</td></tr> <tr><td>Key</td></tr> <tr><td>A</td></tr> <tr><td>Focus</td></tr> <tr><td></td></tr> </table>	Item ID		Content Area	Science	Passage ID		Passage Title		Grade	4	Standards	AACS: D.1.1.1	Item Type	Multiple Choice	Points	1	Depth of Knowledge	2	Est Difficulty	Medium	Key	A	Focus	
Item ID																									
																									
Content Area																									
Science																									
Passage ID																									
Passage Title																									
Grade																									
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Standards																									
AACS: D.1.1.1																									
Item Type																									
Multiple Choice																									
Points																									
1																									
Depth of Knowledge																									
2																									
Est Difficulty																									
Medium																									
Key																									
A																									
Focus																									

Data Recognition Corporation





PA - Master Statistics Data Card

Administration(s)

Form Name	Use Function	Rptg Flag	Seq	Period	Year	Session	Calc	Model/Ext	Grade	N	P-Value	Item Total Corr
				Spring	2015		Yes	Rasch	4	1548	0.54	0.34

Traditional Statistics

N	P-Val	Mean	Item Total Corr
122762	0.54		0.34

Distractor/Step Specific

Label	Proportion	Corr	Avg Meas	Step Meas
A*	0.54	0.34		
B	0.20	-0.10		
C	0.14	-0.21		
D	0.12	-0.16		
MULTS	0.00			
OMITS	0.00			

DIF Analysis

Category	Bias Code	Num Value	N - Ref	N - Focal
MALEFEMALE	A-	-0.26	5349	5011
WHITEBLACK	A+	0.14	7285	1569
WHITEHISPANIC	A-	-0.40	7285	889

APPENDIX E: ITEM RATING SHEET

Reviewer Signature: _____

Item Rating Sheet

Content Area: _____

Grade: _____

Content Alignment Standards	Rigor Level Alignment			Technical Design			Universal Design		STATUS
	Grade	Difficulty	Depth of Knowledge	Correct Answer	Distractors	Graphics	Language Demand	Bias	
—Higher —Lower —None	—Above —At —Below	—Hard —Medium —Easy	—Recall —Application —Strategic Thinking	—Yes —No	—Yes —No	—Yes —No	—Yes —No	—Yes —No	— Approved as is — Accepted with suggested revisions — Dissenting View
Unique ID number									

Item Review Criteria Guidelines

The purpose of this form is to provide guidelines to the item review process in terms of item characteristics that are essential in building a fair and balanced assessment. Use these guidelines in conjunction with the Item Rating Sheet when recording your feedback on individual items.

	Content Alignment	Options
Standards, Anchors, Eligible Content	Does the content of the item align with the Standard/Anchor/Eligible Content? Each item was written to assess a particular Standard/Anchor/Eligible Content statement which is indicated on the individual Item Card. Consider the degree to which the item is, in fact, aligned with the indicated eligible content. In making this judgment, it is important to consider whether the content is aligned (e.g., do the eligible content and the item both deal with fractions) and whether the required performance is aligned (e.g., if the eligible content calls for a comparison to be made, is this reflected in the item).	HIGHER —Aligns to the higher level of the EC LOWER —Aligns to the lower level of the EC NONE —No alignment with EC

	Rigor Level Alignment	Options
Grade	Is the item grade-level appropriate? Is the content consistent with the experiences of a student at the grade level assessed? Is the challenge level appropriate for the grade?	ABOVE Grade Level AT Grade Level BELOW Grade Level
Difficulty	Do you agree with the item's difficulty rating? Item Difficulty is indicated as Easy, Medium, and Hard? Is your rating in agreement with the difficulty rating on the Item Form?	HARD MEDIUM EASY
Depth of Knowledge	Depth of Knowledge is based on the alignment work of Norman Webb. Rate each item based on the cognitive demand, using the following levels: <ol style="list-style-type: none"> 1. Recall – <i>Recall</i> of a fact, information, or procedure. 2. Basic Application of Skill or Concept – <i>Use</i> of information, conceptual knowledge, procedures, two or more steps, etc. 3. Strategic Thinking – Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer. 4. Extended Thinking – Requires an investigation, time to think and process multiple conditions of the problem or task, and more than 10 minutes to do non-routine manipulations. (This level is generally not assessed in on-demand assessments.) 	4 = Extended Thinking 3 = Strategic Thinking 2 = Basic Application 1 = Recall

Source of Challenge	Is the source of challenge appropriately targeted to the content? The hardest part of the item (i.e., source of challenge) should be the content that is targeted. For example, in mathematics, the mathematics should be the major source of challenge rather than the wording or graphic. Students should not give an incorrect answer to a mathematics item because the reading level is too high or a graphic is flawed. Conversely, students should not give correct answers for reasons such as prior knowledge that make the answer to the question obvious (e.g., if the question asks which country has the largest population and students are to read a graph that includes China, there is no need to read the graph to answer the question).	Y = Yes N = No
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Technical Design		Options
Correct Answer	Is there one clear, correct answer? There should be no other answer that “could” be correct. CAUTION: This does not mean that “good” distractors are unfair.	Y = Yes N = No
Distractors	Are distractors fair and appropriate? Distractors that are appropriate offer students reasonable choices that can be arrived at by making common errors. There should be no distractors that make no sense at all. It should be possible to examine each option and to reason how a student with some deficiency in knowledge or skill could choose it. The distractors should be formatted according to acceptable standards of test construction (e.g., a phrase that is common to each distractor should be placed in the stem).	Y = Yes N = No
Graphics	Are the graphics clear and accurate?	Y = Yes N = No

Universal Design		Options
Language Demand	Is language clear, well-formatted, and precise? Does the item use correct terminology for the content area? In order for all students to enter into the questions of the assessment, they must be able to understand them. If the items are formatted poorly, use unnecessarily complex words or phrases, or use figures or layouts that are difficult to understand, some students will give incorrect answers due to these factors rather than the content that is being assessed.	Y = Yes N = No
Bias	Is the item free of bias? All students will not be able to enter into the assessment if bias considerations are not resolved. Does the item contain clear bias problems? <i>A thorough, independent bias review (separate from this meeting) will be completed for all items.</i>	Y = Yes N = No

Status		Options
Acceptance Status	This is an overall judgment about the item. Based on the consensus of the committee, indicate whether the item was approved without revision to the content of the item or whether the item was accepted by the committee after revision of the content of the item. If there is a dissenting view (opposed to the committee consensus), record a brief explanation of the dissenting view on the back of the Item Rating Sheet.	—Approved as is —Accepted with suggested revisions —Dissenting View

NOTES:

- If you leave a box blank on the Item Rating Sheet, it will be recorded to indicate that you did not have any specific feedback for that item or issue.
- If you object to the consensus of the committee, please note this on the item rating sheet and then record a brief explanation of the dissenting view on the back of the Item Rating Sheet.
- Do NOT remove any items from the item binder at any time.**
- You must sign your Item Rating Sheet.

APPENDIX F: ITEM STATISTICS

Appendix contains item statistics for each item type (multiple-choice, evidence-based selected-response, open-ended, and text-dependent analysis) by each mode (paper/pencil, and computer-based).

Multiple-Choice Paper/Pencil Item Statistics

Column Heading	Definition
Content	Content Area
Grade	Grade
PubID	Form ID
Form	Form Number
Stand	Standard
Depth	Depth of Knowledge
N	N
PValue	<i>P</i> -Value
P(A)	Proportion A
P(B)	Proportion B
P(C)	Proportion C
P(D)	Proportion D
P(OMIT)	Proportion Omits
P(INV)	Proportion Invalid Responses
PtBis	Point Biserial
Corr(A)	Correlation A
Corr(B)	Correlation B
Corr(C)	Correlation C
Corr(D)	Correlation D
Corr(OMIT)	Correlation Omits
Corr(INV)	Correlation Invalid Responses
Final	IRT Difficulty Estimate
Final Err	IRT Difficulty Error
Infit-Z	Infit Z-Standardized
Infit-MS	Infit Mean Square
Outfit-Z	Outfit Z-Standardized
Outfit-MS	Outfit Mean Square
M/F	Male/Female DIF Code
W/B	White/Black DIF Code
W/H	White/Hispanic DIF Code

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	3	658529	0	A-C	2	91206	0.4465	0.2488	0.439	0.1664	0.129	0.0162	0.0006	0.3982	-0.1613	0.4038	-0.2154	-0.1087	-0.104	-0.0353	0.9235	0.0224	2.151	1.0186	3.851	1.0461	A-	A+	A+
ELA	3	658530	0	A-C	3	91237	0.5175	0.1746	0.1307	0.509	0.1692	0.0155	0.001	0.4531	-0.2019	-0.211	0.4585	-0.1789	-0.1051	-0.0421	0.6333	0.0221	-5.369	0.9562	-5.1091	0.9444	A-	A-	A+
ELA	3	578119	0	A-K	2	90778	0.4934	0.2356	0.4828	0.111	0.1491	0.0209	0.0005	0.4149	-0.1734	0.4232	-0.2233	-0.1362	-0.13	-0.0276	0.6909	0.0222	2.031	1.0169	2.421	1.0271	A+	A+	A+
ELA	3	578120	0	A-K	2	90464	0.5806	0.2123	0.097	0.5662	0.0996	0.0243	0.0006	0.4203	-0.1379	-0.2386	0.4291	-0.2208	-0.1227	-0.0252	0.4686	0.0221	-1.499	0.9877	-0.539	0.9939	A+	A+	A+
ELA	3	578121	0	A-K	2	90852	0.4783	0.1474	0.4684	0.2778	0.0857	0.0199	0.0007	0.3939	-0.1954	0.4019	-0.0772	-0.2802	-0.1258	-0.0256	0.4671	0.0221	3.131	1.026	3.381	1.0384	A+	A+	A+
ELA	3	658533	0	A-K	2	90708	0.5093	0.1789	0.498	0.1508	0.1501	0.0216	0.0006	0.3974	-0.1717	0.4034	-0.1928	-0.1424	-0.105	-0.0311	0.4905	0.0221	3.901	1.0325	3.521	1.0398	A-	A+	A+
ELA	3	658535	0	A-K	2	90619	0.4098	0.1884	0.4003	0.2361	0.1521	0.0226	0.0006	0.3865	-0.167	0.3904	-0.0716	-0.2241	-0.0959	-0.0336	1.3442	0.0232	9.9011	1.1115	9.9012	1.2057	A-	A+	A+
ELA	3	658536	0	A-K	2	90881	0.5341	0.2509	0.0525	0.1531	0.5232	0.0194	0.001	0.3282	-0.1058	-0.2654	-0.1341	0.3356	-0.0951	-0.0365	0.3304	0.0222	9.9011	1.0898	9.9012	1.1585	A-	A-	A-
ELA	3	578124	0	A-V	2	90365	0.6234	0.0786	0.1781	0.6073	0.1101	0.0253	0.0006	0.3457	-0.2198	-0.1088	0.3562	-0.1748	-0.113	-0.0298	-0.1047	0.0229	7.2711	1.0686	6.5011	1.0972	B+	A+	A+
ELA	3	578125	0	A-V	2	90670	0.6212	0.6071	0.0561	0.069	0.2451	0.0221	0.0006	0.4315	0.442	-0.2753	-0.2676	-0.1508	-0.1298	-0.0319	-0.0065	0.0227	-1.949	0.9826	-0.639	0.9912	A+	A-	A-
ELA	3	658538	0	A-V	2	91178	0.5027	0.4941	0.1554	0.2668	0.0666	0.0166	0.0005	0.4864	0.4889	-0.2552	-0.1966	-0.211	-0.092	-0.0299	0.667	0.0222	-9.1491	0.926	-7.7291	0.9166	A-	A+	A+
ELA	3	625452	0	B-C	2	91033	0.5033	0.4939	0.1411	0.0901	0.2562	0.0181	0.0006	0.3691	0.3759	-0.26	-0.2784	-0.0062	-0.1068	-0.0305	0.5079	0.0221	5.031	1.042	5.8611	1.0668	A-	A+	A+
ELA	3	625454	0	B-C	2	91429	0.5846	0.0857	0.0863	0.5762	0.2374	0.0137	0.0007	0.2511	-0.2902	-0.2474	0.2619	0.0822	-0.1098	-0.0345	0.0128	0.0226	9.9012	1.166	9.9013	1.298	A-	A-	A-
ELA	3	663135	0	B-C	2	91459	0.5318	0.2661	0.5243	0.0365	0.159	0.0117	0.0024	0.2386	-0.0928	0.2433	-0.2007	-0.0946	-0.077	-0.0002	0.2634	0.0223	9.9012	1.1929	9.9013	1.2808	A-	A-	A+
ELA	3	663632	0	B-C	2	90749	0.5423	0.1367	0.5305	0.2003	0.1107	0.0208	0.001	0.5503	-0.2264	0.5529	-0.2892	-0.213	-0.1041	-0.0239	0.5858	0.0221	-9.8991	0.878	-9.8991	0.8619	A-	A-	A-
ELA	3	625451	0	B-K	2	91217	0.6852	0.1347	0.0911	0.0837	0.6738	0.0156	0.0011	0.5813	-0.2731	-0.2987	-0.2927	0.5839	-0.0996	-0.0344	-0.7238	0.025	1.511	1.0185	-4.5591	0.905	A-	A-	A-
ELA	3	663139	0	B-K	2	91174	0.7569	0.7439	0.0523	0.0556	0.131	0.0168	0.0004	0.5087	0.5127	-0.2615	-0.2733	-0.2664	-0.0973	-0.0264	-0.519	0.0241	-9.8992	0.8028	-9.8993	0.7205	A-	A-	A-
ELA	3	663141	0	B-K	2	91493	0.5362	0.1012	0.2215	0.5288	0.1348	0.0131	0.0006	0.4384	-0.2129	-0.2313	0.442	-0.1469	-0.0845	-0.0236	0.7314	0.0222	2.711	1.0228	2.451	1.0276	A-	A-	A-
ELA	3	663633	0	B-K	2	91414	0.4132	0.3066	0.1018	0.1699	0.4071	0.0137	0.0009	0.4078	-0.2257	-0.1826	-0.0849	0.4109	-0.0857	-0.0252	1.3058	0.0231	8.7511	1.087	9.9012	1.1868	A-	A-	A-
ELA	3	633104	0	B-V	2	91158	0.4968	0.4881	0.1495	0.0576	0.2874	0.0167	0.0006	0.4735	0.4763	-0.3071	-0.267	-0.1186	-0.0929	-0.0307	0.621	0.0221	-6.2491	0.9492	-4.6691	0.9491	A-	A+	A+
ELA	3	581076	0	D	2	92137	0.7624	0.0703	0.7572	0.1058	0.0599	0.0063	0.0005	0.4956	-0.2492	0.4979	-0.3104	-0.2052	-0.0635	-0.0268	-1.058	0.0268	-4.3791	0.9372	-6.9992	0.8265	A+	A+	A-
ELA	3	581087	0	D	2	91940	0.6006	0.1324	0.5953	0.1613	0.1021	0.0082	0.0007	0.4928	-0.216	0.4946	-0.2666	-0.2152	-0.0619	-0.0279	0.2342	0.0223	-8.9591	0.9261	-9.0991	0.8939	A-	A-	A-
ELA	3	581088	0	D	2	92170	0.51	0.1697	0.1477	0.1695	0.5067	0.0056	0.0008	0.3412	-0.1573	-0.1325	-0.1628	0.3431	-0.0487	-0.0263	0.7682	0.0222	9.9011	1.1015	9.9011	1.1347	A+	A-	A-
ELA	3	662651	0	D	3	92060	0.3612	0.4337	0.1067	0.0936	0.3584	0.0069	0.0007	0.3586	-0.1232	-0.1863	-0.1659	0.3603	-0.0607	-0.0329	1.3793	0.0233	8.0511	1.0823	9.9012	1.1685	A-	A+	A+
ELA	3	662652	0	D	3	92058	0.6773	0.6721	0.1956	0.0959	0.0287	0.0071	0.0005	0.5332	0.5336	-0.3494	-0.2529	-0.1939	-0.0518	-0.028	-0.2882	0.0233	-9.8991	0.8598	-9.8992	0.7746	A-	A+	A+
ELA	3	662657	0	D	3	92109	0.6972	0.0826	0.0407	0.6923	0.1774	0.0063	0.0008	0.4261	-0.3129	-0.2425	0.4292	-0.1529	-0.063	-0.0241	-0.3655	0.0236	-6.8191	0.9319	-4.6791	0.922	A-	B-	A-
ELA	3	662659	0	D	3	92180	0.6952	0.6908	0.1845	0.0515	0.0669	0.0053	0.001	0.2782	0.2828	-0.0758	-0.2344	-0.1771	-0.0599	-0.0286	-0.3994	0.0237	6.7411	1.0715	8.6612	1.159	A+	A-	A-
ELA	3	662720	0	D	2	91866	0.4804	0.1784	0.1759	0.4757	0.1602	0.0083	0.0014	0.373	-0.1026	-0.1844	0.3759	-0.1938	-0.0662	-0.0288	0.7777	0.0222	7.2211	1.0618	6.9111	1.08	A+	A+	A+
ELA	3	662723	0	D	2	92020	0.5216	0.1689	0.1706	0.5174	0.135	0.0072	0.0009	0.4349	-0.2679	-0.1935	0.4365	-0.1154	-0.0561	-0.026	0.4111	0.0222	-1.639	0.9864	-1.559	0.9824	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	3	712860	1	B-C	3	10229	0.3304	0.3263	0.2502	0.202	0.2091	0.0096	0.0028	0.2797	0.2805	0.04	-0.1797	-0.1754	-0.0497	-0.0104	1.174	0.0695	2.2611	1.069	2.3511	1.1017	A-	A-	A-
ELA	3	712861	1	B-C	2	10215	0.3281	0.139	0.3236	0.1936	0.33	0.0126	0.0011	0.1648	-0.1885	0.1677	-0.1893	0.1448	-0.0447	-0.0474	1.2542	0.0702	5.3112	1.1733	5.0212	1.2385	A-	A+	A+
ELA	3	712862	1	B-C	2	10266	0.5799	0.1295	0.1365	0.1504	0.5748	0.0079	0.0009	0.4487	-0.3086	-0.1901	-0.1344	0.4497	-0.0483	-0.0382	0.2134	0.0662	-4.4291	0.8964	-3.8491	0.8716	A-	A-	A-
ELA	3	712863	1	B-C	2	10258	0.3141	0.3111	0.1371	0.3331	0.2091	0.0088	0.0008	0.1508	0.1545	-0.1275	0.0054	-0.0565	-0.0706	-0.0239	1.3007	0.0706	2.9311	1.0951	3.9312	1.1892	A+	A+	A+
ELA	3	712866	1	B-K	3	10071	0.3277	0.2937	0.3186	0.2252	0.1349	0.0262	0.0014	0.0604	0.1463	0.067	-0.053	-0.1888	-0.0577	-0.0522	1.2228	0.0699	8.0513	1.2666	8.1914	1.3989	A-	A+	A+
ELA	3	712869	1	B-K	3	10245	0.3716	0.2754	0.1813	0.3676	0.1649	0.0088	0.002	0.0505	0.0565	-0.0714	0.0554	-0.0471	-0.0428	-0.0654	1.0749	0.0687	9.3313	1.2935	8.4814	1.3765	A+	A+	A+
ELA	3	712868	1	B-V	2	10284	0.4121	0.3548	0.1591	0.4092	0.0698	0.0066	0.0005	0.3051	-0.0514	-0.1737	0.3063	-0.2294	-0.0409	-0.0321	0.8787	0.0675	0.461	1.0121	0.281	1.0097	A-	A+	A+
ELA	3	712870	1	B-V	2	10285	0.8738	0.0708	0.027	0.0275	0.8677	0.0062	0.0008	0.4285	-0.2912	-0.1992	-0.2051	0.4291	-0.0497	-0.0342	-1.4033	0.084	-3.4292	0.8402	-4.8994	0.6242	A+	A-	A-
ELA	3	662719	1	D	2	10228	0.4473	0.2581	0.4417	0.1611	0.1266	0.0117	0.0008	0.403	-0.181	0.4024	-0.1117	-0.2252	-0.0407	-0.0097	0.7293	0.0668	-0.399	0.9896	-0.419	0.9854	A+	A-	A-
ELA	3	714294	1	D	2	10288	0.5125	0.1708	0.5091	0.1296	0.1838	0.0064	0.0003	0.4301	-0.1476	0.4332	-0.1542	-0.265	-0.0779	-0.02	0.4734	0.0662	-2.019	0.9511	-1.9391	0.9371	A-	A-	A-
ELA	3	714800	1	D	2	10172	0.307	0.3015	0.2058	0.2733	0.2015	0.013	0.0048	0.1346	0.1393	-0.0709	0.0266	-0.0926	-0.0409	-0.0772	1.3743	0.0713	5.6612	1.196	5.9613	1.3118	A+	A-	A-
ELA	3	714212	2	B-C	2	10162	0.8547	0.0585	0.0446	0.8459	0.0407	0.0096	0.0006	0.444	-0.239	-0.2432	0.444	-0.2396	-0.0591	-0.0357	-1.4512	0.0897	-2.2391	0.878	-3.8793	0.666	A-	A-	A-
ELA	3	714214	2	B-C	3	10163	0.1798	0.1919	0.2372	0.3829	0.1779	0.0091	0.0011	0.0422	-0.1956	-0.1182	0.239	0.0447	-0.0525	-0.0305	2.2626	0.0817	3.6812	1.1795	7.3617	1.6798	A-	A-	A+
ELA	3	714217	2	B-K	2	10025	0.6362	0.0931	0.6212	0.1915	0.0706	0.0229	0.0007	0.4626	-0.1879	0.4633	-0.2078	-0.2974	-0.075	-0.0376	-0.0272	0.0679	-4.1191	0.8931	-4.1492	0.8434	A-	A-	A-
ELA	3	714218	2	B-K	2	10162	0.5897	0.5837	0.089	0.094	0.223	0.0095	0.0007	0.3244	0.3289	-0.2498	-0.2323	-0.0367	-0.0713	-0.0376	0.1517	0.0669	-0.699	0.982	0.261	1.0089	A-	A+	A-
ELA	3	714219	2	B-K	2	10095	0.4645	0.2098	0.1309	0.4567	0.1858	0.0156	0.0012	0.3267	-0.1865	-0.117	0.3287	-0.1045	-0.0567	-0.0192	0.7533	0.0662	1.851	1.0451	2.3211	1.0761	A-	A-	A-
ELA	3	714221	2	B-V	2	10205	0.4956	0.1545	0.4926	0.0775	0.2693	0.0056	0.0004	0.4367	-0.3122	0.4358	-0.2164	-0.1016	-0.0196	-0.0301	0.581	0.066	-1.729	0.9588	-1.9891	0.9379	A-	A-	A-
ELA	3	714222	2	B-V	2	10230	0.8609	0.8578	0.0501	0.038	0.0506	0.0028	0.0008	0.4625	0.4653	-0.2641	-0.2412	-0.2513	-0.046	-0.0463	-1.5715	0.093	-1.9491	0.8852	-5.0194	0.5609	A-	A-	A-
ELA	3	714223	2	B-V	2	9905	0.749	0.096	0.0594	0.0867	0.7226	0.0075	0.0278	0.4674	-0.2294	-0.264	-0.2208	0.4599	-0.0449	-0.0604	-0.5955	0.0733	-3.2691	0.8905	-2.7792	0.8478	A-	A-	A-
ELA	3	662660	2	D	2	10184	0.5157	0.5115	0.1065	0.1354	0.2385	0.0077	0.0004	0.1944	0.198	-0.0983	-0.1578	-0.0221	-0.0542	-0.0284	0.5224	0.066	5.2011	1.1298	5.1512	1.1726	A-	A-	A-
ELA	3	714295	2	D	2	10172	0.8693	0.0581	0.0414	0.03	0.8613	0.0092	0.0001	0.4267	-0.2316	-0.2692	-0.1964	0.4288	-0.071	-0.0185	-1.6144	0.0943	-3.5392	0.7944	-4.3194	0.6039	B-	A-	A-
ELA	3	714801	2	D	2	10176	0.8304	0.058	0.0618	0.823	0.0484	0.0073	0.0016	0.5064	-0.2773	-0.2733	0.5073	-0.2621	-0.0603	-0.0417	-1.3175	0.0864	-3.9592	0.8064	-5.2294	0.5974	A-	A-	A-
ELA	3	714384	3	B-C	2	10229	0.5559	0.1603	0.099	0.5488	0.1791	0.0106	0.0021	0.4653	-0.2087	-0.2295	0.47	-0.2018	-0.0815	-0.065	0.2731	0.0672	-3.7491	0.9057	-3.7591	0.8657	A-	A-	A-
ELA	3	714385	3	B-C	2	10219	0.6159	0.141	0.6075	0.1528	0.085	0.0132	0.0005	0.4837	-0.2366	0.4847	-0.2118	-0.2508	-0.0674	-0.0228	0.0181	0.0682	-3.8991	0.8976	-4.4292	0.8237	A-	A-	A+
ELA	3	714387	3	B-C	2	10187	0.6232	0.6128	0.1189	0.1348	0.1167	0.0164	0.0004	0.5058	0.5064	-0.2565	-0.2229	-0.241	-0.0759	-0.0255	-0.0671	0.0687	-5.2591	0.8608	-5.0292	0.7925	B-	A-	A-
ELA	3	714230	3	B-K	2	10286	0.7348	0.7295	0.1022	0.0866	0.0745	0.0063	0.001	0.4697	0.4723	-0.2144	-0.2738	-0.2373	-0.0553	-0.0374	-0.6812	0.0746	-3.8191	0.87	-4.3493	0.742	A-	A-	A-
ELA	3	714388	3	B-K	2	10216	0.6207	0.1296	0.1467	0.0977	0.612	0.0106	0.0034	0.5395	-0.2216	-0.2577	-0.2969	0.5408	-0.0558	-0.0709	-0.0409	0.0686	-6.3392	0.8349	-5.3192	0.7846	A-	A-	A-
ELA	3	714393	3	B-K	2	10185	0.6026	0.1219	0.5923	0.1197	0.1491	0.015	0.002	0.4576	-0.2548	0.4584	-0.1764	-0.2138	-0.0539	-0.0434	0.087	0.0679	-3.3591	0.9126	-3.1291	0.8774	A-	A-	A-
ELA	3	714386	3	B-V	2	10298	0.6764	0.1208	0.0957	0.6723	0.105	0.0052	0.0009	0.4325	-0.2672	-0.2705	0.4348	-0.1072	-0.051	-0.0293	-0.3412	0.0708	-2.6791	0.9202	-1.9591	0.8998	A-	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	3	714394	3	B-V	2	10275	0.6366	0.0916	0.1729	0.0959	0.6313	0.007	0.0013	0.4082	-0.2551	-0.1201	-0.2501	0.4104	-0.0476	-0.0383	-0.1559	0.0693	-2.4091	0.9325	-1.7091	0.9213	A-	A-	A+
ELA	3	662653	3	D	3	10236	0.72	0.057	0.1095	0.7113	0.11	0.0114	0.0007	0.4313	-0.2021	-0.3179	0.4335	-0.1368	-0.0646	-0.023	-0.6125	0.0737	-3.7691	0.8756	-2.6992	0.8404	A+	B-	B-
ELA	3	714296	3	D	1	10273	0.4524	0.4485	0.1857	0.1473	0.21	0.0078	0.0007	0.3575	0.3592	-0.2061	-0.0845	-0.1551	-0.0541	-0.0238	0.7669	0.0671	1.001	1.026	1.6211	1.0576	A-	B-	B-
ELA	3	714808	3	D	1	10220	0.8153	0.0505	0.8042	0.0569	0.0748	0.0132	0.0004	0.4851	-0.2611	0.4838	-0.2592	-0.2532	-0.0668	-0.0266	-1.2505	0.0844	-5.0992	0.7715	-5.2494	0.5904	A-	C-	B-
ELA	3	714236	4	B-C	2	10200	0.5044	0.1514	0.1762	0.4975	0.1612	0.0126	0.0011	0.3479	-0.1598	-0.1845	0.3524	-0.1037	-0.0809	-0.0446	0.581	0.0659	0.601	1.0141	0.781	1.0243	A+	A-	A-
ELA	3	714237	4	B-C	2	10246	0.7113	0.7048	0.063	0.0961	0.127	0.0087	0.0005	0.4764	0.4783	-0.257	-0.2115	-0.2613	-0.0632	-0.0258	-0.5022	0.0718	-3.2691	0.8968	-3.7692	0.8113	A-	A-	A-
ELA	3	714238	4	B-C	2	10223	0.4538	0.1774	0.2451	0.4486	0.1175	0.0107	0.0007	0.18	-0.0241	-0.0371	0.1852	-0.1829	-0.0718	-0.026	0.8193	0.0663	7.3912	1.191	6.8612	1.2397	A-	A+	A+
ELA	3	714239	4	B-C	3	10071	0.4328	0.1806	0.2538	0.1179	0.4215	0.0254	0.0007	0.4128	-0.1531	-0.1224	-0.2597	0.4086	-0.0316	-0.0329	0.9364	0.0666	-1.609	0.9601	-0.559	0.9807	A-	A-	A-
ELA	3	714241	4	B-K	3	10234	0.2801	0.265	0.305	0.1424	0.2772	0.0093	0.0011	0.2945	-0.0359	-0.1471	-0.1212	0.2959	-0.0569	-0.0332	1.6918	0.0727	2.3511	1.0823	3.8712	1.2215	A+	A-	A-
ELA	3	714245	4	B-K	2	10089	0.4052	0.2138	0.3953	0.2584	0.1081	0.0234	0.001	0.2672	-0.1423	0.2685	0.0021	-0.2115	-0.0491	-0.0253	1.0868	0.0674	3.1411	1.0843	4.1112	1.1577	A-	A-	A-
ELA	3	714246	4	B-V	2	10256	0.5326	0.1642	0.5282	0.0682	0.2312	0.0076	0.0006	0.4242	-0.2276	0.4259	-0.2437	-0.1454	-0.0539	-0.0385	0.4313	0.066	-2.079	0.9511	-2.0991	0.9343	A-	A+	A+
ELA	3	714247	4	B-V	2	10281	0.4679	0.4651	0.1207	0.1263	0.2821	0.0054	0.0004	0.108	0.111	-0.2089	-0.1466	0.1453	-0.0506	-0.0164	0.7149	0.066	9.5912	1.2478	9.4813	1.3309	A+	A+	A+
ELA	3	662654	4	D	3	10244	0.8237	0.1019	0.0401	0.816	0.0326	0.0089	0.0005	0.4633	-0.3018	-0.2098	0.4604	-0.2343	-0.0428	-0.0133	-1.2614	0.0847	-2.6691	0.8712	-4.1093	0.6844	A+	A-	A-
ELA	3	714297	4	D	1	10256	0.6884	0.071	0.6827	0.0777	0.1603	0.0062	0.002	0.4838	-0.2887	0.4863	-0.2561	-0.2103	-0.0686	-0.0246	-0.3585	0.0703	-4.0391	0.8822	-3.7492	0.8282	A-	B-	A-
ELA	3	714809	4	D	1	10224	0.6275	0.0526	0.1695	0.6204	0.1461	0.0111	0.0002	0.4431	-0.2116	-0.2521	0.4448	-0.1902	-0.0632	-0.0162	-0.0463	0.0678	-4.1491	0.8937	-3.4191	0.8701	A+	A-	A-
ELA	3	716215	5	B-C	2	10169	0.5403	0.1535	0.5328	0.1784	0.1214	0.0131	0.0008	0.4134	-0.1753	0.4169	-0.198	-0.183	-0.0714	-0.0398	0.3878	0.0663	-1.519	0.9633	-1.7791	0.9419	A-	A+	A-
ELA	3	716216	5	B-C	2	10199	0.3996	0.1798	0.1869	0.3953	0.2271	0.0098	0.0012	0.4358	-0.2201	-0.0916	0.438	-0.2028	-0.0775	-0.0391	1.0696	0.0668	-3.3191	0.918	-2.6491	0.9108	A-	A-	A-
ELA	3	716217	5	B-C	2	10252	0.4102	0.1155	0.2509	0.22	0.4078	0.0046	0.0013	0.3494	-0.2843	-0.0956	-0.088	0.3499	-0.0341	-0.0252	0.9996	0.0666	0.101	1.0022	-0.389	0.9867	A-	A-	A-
ELA	3	716218	5	B-C	2	10209	0.2362	0.3237	0.2086	0.2239	0.2338	0.0084	0.0016	0.1804	-0.0166	-0.1668	0.0121	0.1828	-0.056	-0.0462	1.9339	0.0747	3.6711	1.1412	5.3814	1.3525	A+	A-	A-
ELA	3	716219	5	B-C	2	10093	0.5457	0.5341	0.0849	0.0646	0.2951	0.0208	0.0004	0.3456	0.3463	-0.2456	-0.259	-0.0715	-0.0508	-0.0361	0.3128	0.0665	0.341	1.0083	-0.709	0.9755	A+	A-	A-
ELA	3	716224	5	B-K	2	10195	0.6263	0.6192	0.1302	0.1036	0.1357	0.0105	0.0009	0.4712	0.4727	-0.209	-0.2216	-0.2467	-0.0593	-0.0398	0.0062	0.0681	-5.2591	0.8638	-5.0992	0.8066	A-	A-	A-
ELA	3	716225	5	B-V	2	10229	0.7407	0.0965	0.0919	0.7348	0.0688	0.0069	0.0012	0.4031	-0.2355	-0.1683	0.4064	-0.218	-0.0604	-0.0322	-0.6881	0.0757	-4.2892	0.8451	-4.2392	0.7519	A-	B-	A-
ELA	3	716226	5	B-V	2	10228	0.5371	0.1592	0.5327	0.051	0.2489	0.0072	0.001	0.461	-0.2453	0.4623	-0.2159	-0.2031	-0.0558	-0.0281	0.386	0.0663	-3.4991	0.9169	-3.5191	0.8873	A-	A-	A-
ELA	3	662655	5	D	2	10220	0.865	0.0689	0.8573	0.03	0.0349	0.0086	0.0003	0.4233	-0.3124	0.4196	-0.1715	-0.1863	-0.041	-0.0232	-1.5744	0.0955	-2.4091	0.8521	-3.2193	0.6863	A+	B-	B-
ELA	3	714298	5	D	2	10224	0.4275	0.3355	0.0544	0.1777	0.4239	0.0076	0.001	0.1752	-0.0873	-0.226	0.0289	0.1801	-0.0817	-0.0156	0.9254	0.0663	7.4712	1.1943	6.6112	1.2308	A+	A-	A-
ELA	3	714810	5	D	2	10188	0.4718	0.4662	0.1375	0.1253	0.259	0.0112	0.0009	0.1957	0.1988	-0.1394	-0.1974	0.046	-0.0513	-0.019	0.7216	0.066	5.4711	1.1362	4.9712	1.1632	A+	A-	A-
ELA	3	710614	6	A-C	2	10174	0.4197	0.1995	0.2495	0.4155	0.1255	0.0091	0.0008	0.289	-0.1355	-0.0966	0.2916	-0.1253	-0.0548	-0.0371	0.957	0.0671	3.6411	1.0954	4.0612	1.1539	A+	A-	A-
ELA	3	710616	6	A-K	1	10186	0.8128	0.062	0.8057	0.0658	0.0578	0.0083	0.0005	0.4153	-0.271	0.4186	-0.1452	-0.2474	-0.0633	-0.0372	-1.1588	0.0832	-4.4792	0.8013	-3.0692	0.7606	A+	A-	A-
ELA	3	710617	6	A-K	2	10178	0.6709	0.6645	0.1002	0.1127	0.1131	0.0079	0.0017	0.445	0.4491	-0.1803	-0.2515	-0.2228	-0.0637	-0.0535	-0.2929	0.0706	-2.2691	0.9309	-2.5391	0.8792	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	3	710619	6	A-K	2	10146	0.7304	0.0349	0.125	0.1062	0.7212	0.0122	0.0005	0.5108	-0.2126	-0.3156	-0.2512	0.513	-0.0786	-0.0264	-0.608	0.074	-4.7892	0.8381	-4.3192	0.7609	A+	A-	A-
ELA	3	710678	6	A-K	1	10205	0.787	0.0598	0.0907	0.7815	0.0611	0.0063	0.0006	0.4956	-0.2389	-0.3014	0.4989	-0.2365	-0.0668	-0.0429	-0.9829	0.0798	-4.8292	0.8051	-5.2293	0.6511	A+	A-	A-
ELA	3	710620	6	A-V	1	10143	0.5319	0.1283	0.1192	0.2146	0.525	0.0121	0.0009	0.3293	-0.2521	-0.2717	0.0356	0.3335	-0.0705	-0.0379	0.4255	0.0667	3.0211	1.0773	3.0211	1.1069	A-	A+	A+
ELA	3	710621	6	A-V	2	9961	0.7427	0.7199	0.0743	0.1165	0.0587	0.013	0.0176	0.4874	0.4874	-0.2468	-0.2686	-0.2188	-0.0716	-0.0643	-0.6388	0.0744	-4.6992	0.8387	-4.7293	0.7358	A-	A-	A-
ELA	3	710726	6	A-V	2	10226	0.5075	0.2509	0.5051	0.0904	0.1488	0.0043	0.0006	0.2494	-0.1843	0.2525	-0.1539	0.0065	-0.054	-0.0402	0.5021	0.0666	5.8012	1.1506	6.2212	1.2249	A-	A-	A-
ELA	3	662650	6	D	3	10197	0.6011	0.0733	0.5964	0.1096	0.213	0.0071	0.0006	0.478	-0.262	0.478	-0.2849	-0.1793	-0.0361	-0.0317	0.0363	0.0681	-2.7891	0.9251	-3.0391	0.8816	A+	A-	A-
ELA	3	714299	6	D	1	10148	0.3781	0.2275	0.1363	0.3734	0.2503	0.0082	0.0043	0.2204	-0.0965	-0.0528	0.2233	-0.0992	-0.0471	-0.0346	1.1725	0.0681	6.4512	1.1839	6.4713	1.2826	A+	A-	A-
ELA	3	714811	6	D	3	10178	0.4869	0.2004	0.1261	0.1817	0.4823	0.0088	0.0008	0.4164	-0.1935	-0.1825	-0.1691	0.4178	-0.0493	-0.0336	0.6481	0.0665	-2.009	0.9509	-1.419	0.9528	A-	A-	A-
ELA	3	711173	7	A-C	2	10137	0.5908	0.1911	0.1171	0.5837	0.0961	0.011	0.001	0.4617	-0.2001	-0.2393	0.4626	-0.222	-0.0528	-0.0478	0.1697	0.0679	-2.9091	0.9233	-2.8391	0.8859	A-	A-	A-
ELA	3	711174	7	A-K	2	10121	0.6343	0.0835	0.1058	0.1714	0.6257	0.0128	0.0008	0.4993	-0.323	-0.2914	-0.1461	0.4996	-0.0608	-0.0318	0.0372	0.0685	-4.3591	0.8834	-3.7292	0.8426	A-	A-	A+
ELA	3	711177	7	A-K	2	9979	0.5563	0.1711	0.1547	0.1058	0.541	0.0265	0.0009	0.4733	-0.1798	-0.248	-0.2231	0.4655	-0.0298	-0.0388	0.3797	0.0672	-4.5691	0.8847	-4.0991	0.8515	A+	A-	A-
ELA	3	711181	7	A-V	1	10158	0.4877	0.2001	0.1926	0.4828	0.1145	0.0093	0.0007	0.2586	-0.1299	-0.1237	0.2601	-0.0779	-0.0357	-0.0388	0.665	0.067	6.4012	1.1757	5.4712	1.2106	A-	A+	A+
ELA	3	711183	7	A-V	2	10179	0.6017	0.1294	0.597	0.2073	0.0584	0.0072	0.0007	0.3913	-0.2759	0.3947	-0.0819	-0.2621	-0.0637	-0.0364	0.0734	0.0683	-0.899	0.9753	-0.689	0.9696	A-	A+	A-
ELA	3	711660	7	A-V	1	10221	0.808	0.805	0.0992	0.0669	0.0251	0.0031	0.0007	0.4627	0.4654	-0.301	-0.2376	-0.1998	-0.0508	-0.0368	-1.1019	0.082	-4.5592	0.807	-4.7694	0.6358	A-	A-	A-
ELA	3	711671	7	A-V	2	9815	0.6325	0.1181	0.6051	0.1521	0.0813	0.028	0.0154	0.4481	-0.2062	0.4382	-0.1877	-0.25	-0.0407	-0.0423	0.0275	0.0685	-1.199	0.9668	-1.1891	0.9472	A-	A-	A-
ELA	3	711679	7	A-V	2	10135	0.5993	0.592	0.1069	0.0619	0.227	0.0103	0.0019	0.3964	0.4017	-0.2843	-0.258	-0.0887	-0.0808	-0.0483	0.1264	0.068	-1.219	0.9669	-0.899	0.9617	A+	A-	A-
ELA	3	662661	7	D	2	10123	0.2681	0.263	0.2645	0.1282	0.331	0.0125	0.0009	0.2765	-0.1568	0.2771	-0.1418	-0.0003	-0.0433	-0.028	1.7865	0.0739	0.701	1.0243	2.2011	1.1335	A-	A-	A-
ELA	3	716046	7	D	1	10095	0.7193	0.0749	0.1562	0.7077	0.0451	0.0157	0.0004	0.4726	-0.287	-0.2077	0.4715	-0.2668	-0.0625	-0.0163	-0.5356	0.0733	-3.0391	0.9	-1.0891	0.9319	A-	A-	B-
ELA	3	717726	7	D	1	10167	0.2924	0.1897	0.2718	0.2397	0.2898	0.0077	0.0014	0.1749	-0.0377	-0.0237	-0.1156	0.1772	-0.0456	-0.0474	1.7	0.0729	3.4211	1.1195	4.7013	1.2839	A-	A-	A+
ELA	3	712847	8	A-C	2	10130	0.5131	0.1302	0.5048	0.2239	0.1249	0.0152	0.0011	0.4475	-0.2271	0.4489	-0.1315	-0.2539	-0.0657	-0.0376	0.5032	0.0666	-3.0691	0.9244	-3.1491	0.8976	A-	A+	A+
ELA	3	712848	8	A-K	2	10243	0.5037	0.1047	0.2321	0.501	0.1569	0.0047	0.0006	0.4175	-0.2595	-0.2263	0.4187	-0.0845	-0.0468	-0.0195	0.5659	0.0666	-1.489	0.9627	-1.8091	0.9403	A-	A-	A-
ELA	3	712849	8	A-K	2	10184	0.6832	0.6757	0.1199	0.0945	0.0989	0.0095	0.0015	0.4643	0.4649	-0.2421	-0.2246	-0.2245	-0.05	-0.0357	-0.2975	0.0701	-3.9091	0.8875	-3.9992	0.8162	A-	A+	A+
ELA	3	712850	8	A-K	2	10217	0.6707	0.1642	0.0834	0.6655	0.0791	0.0069	0.0009	0.5108	-0.2591	-0.2843	0.5115	-0.2287	-0.0467	-0.0389	-0.272	0.0699	-5.7392	0.8394	-4.1092	0.8145	A-	A-	A-
ELA	3	712854	8	A-K	2	10185	0.6691	0.6618	0.1024	0.1573	0.0676	0.0104	0.0005	0.4978	0.4984	-0.2488	-0.242	-0.2628	-0.0569	-0.0232	-0.283	0.07	-6.2292	0.8259	-6.0393	0.7347	A-	A-	A-
ELA	3	712856	8	A-V	2	10210	0.3467	0.1364	0.2555	0.2559	0.3438	0.0082	0.0003	0.1824	-0.1068	0.0679	-0.1745	0.1841	-0.0451	-0.0134	1.3675	0.07	5.1912	1.164	6.6513	1.3311	A+	A-	A-
ELA	3	712857	8	A-V	2	10025	0.5726	0.242	0.5574	0.0839	0.0902	0.0148	0.0117	0.469	-0.2202	0.4706	-0.2028	-0.2419	-0.0642	-0.0574	0.249	0.067	-4.8891	0.879	-4.2291	0.8551	A-	A-	A-
ELA	3	712858	8	A-V	2	10183	0.6259	0.1837	0.0757	0.1105	0.619	0.0107	0.0004	0.4007	-0.1624	-0.2541	-0.1861	0.4046	-0.0738	-0.0232	-0.0453	0.0683	-0.939	0.9742	-0.239	0.9893	A-	A-	A-
ELA	3	662662	8	D	2	10181	0.427	0.4222	0.1483	0.2808	0.1375	0.0103	0.001	0.2416	0.2436	-0.1447	-0.0224	-0.1558	-0.0461	-0.0163	0.9597	0.0675	6.3012	1.1761	5.9812	1.2324	A+	A-	A-
ELA	3	714798	8	D	2	10179	0.9302	0.9195	0.0274	0.0177	0.024	0.0111	0.0004	0.3097	0.3057	-0.206	-0.1771	-0.1345	-0.0502	-0.0199	-2.3115	0.1182	-2.6492	0.776	-3.1494	0.5708	A-	B-	C-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	3	717725	8	D	2	10180	0.7622	0.7535	0.0546	0.0722	0.1084	0.0108	0.0006	0.3693	0.3696	-0.2171	-0.1899	-0.179	-0.0431	-0.0306	-0.8257	0.0763	-0.849	0.9676	-1.3691	0.9079	A-	C-	C-
ELA	3	712048	9	A-C	2	9943	0.4329	0.2101	0.418	0.1377	0.1999	0.0331	0.0013	0.3514	-0.0994	0.3495	-0.2713	-0.0705	-0.0485	-0.0429	0.9698	0.0673	0.971	1.0256	1.9811	1.0729	A-	A+	A-
ELA	3	712049	9	A-K	2	10206	0.6685	0.6626	0.0637	0.1375	0.1273	0.0075	0.0014	0.4228	0.426	-0.2493	-0.3082	-0.0831	-0.0579	-0.0466	-0.2479	0.0696	0.001	0.9997	0.711	1.0332	A-	A-	A-
ELA	3	712051	9	A-K	2	10214	0.3748	0.2051	0.3718	0.2106	0.2044	0.0068	0.0013	0.2258	-0.1664	0.2287	-0.0561	-0.0358	-0.0553	-0.0402	1.2297	0.0687	4.4711	1.1323	5.6212	1.2493	A+	A-	A+
ELA	3	712053	9	A-K	2	10166	0.261	0.3075	0.2562	0.2576	0.166	0.0091	0.0036	0.082	-0.0233	0.0121	0.0869	-0.061	-0.0688	-0.0553	1.8922	0.0758	5.8712	1.2413	6.9115	1.4953	A-	A-	A+
ELA	3	712055	9	A-K	2	10099	0.6324	0.1233	0.1318	0.1054	0.6203	0.0178	0.0015	0.5049	-0.2765	-0.1964	-0.2546	0.5024	-0.0504	-0.0431	-0.0173	0.068	-4.1391	0.8931	-4.3792	0.8293	A+	A-	A-
ELA	3	712057	9	A-V	2	10217	0.319	0.2222	0.216	0.3165	0.2375	0.0068	0.001	0.2834	-0.1358	-0.1102	0.2853	-0.0591	-0.0528	-0.0434	1.5022	0.071	1.291	1.0413	2.0611	1.103	A+	A+	A+
ELA	3	712058	9	A-V	2	10228	0.589	0.2007	0.081	0.1265	0.585	0.0057	0.001	0.481	-0.2074	-0.2116	-0.2743	0.4833	-0.0633	-0.0424	0.1456	0.0672	-4.0391	0.8995	-3.8691	0.8601	A-	A-	A-
ELA	3	712059	9	A-V	2	9990	0.7219	0.7004	0.0767	0.1202	0.0728	0.0094	0.0204	0.5104	0.5126	-0.2854	-0.2152	-0.2707	-0.0766	-0.0787	-0.4789	0.0718	-7.1492	0.7877	-6.4593	0.6835	A-	A-	A-
ELA	3	662658	9	D	2	10175	0.8326	0.0377	0.0361	0.0916	0.8228	0.0111	0.0008	0.4629	-0.1988	-0.2332	-0.3057	0.4617	-0.0557	-0.0334	-1.2943	0.0853	-1.4091	0.9299	-2.9793	0.7496	A+	A-	B-
ELA	3	714799	9	D	2	10203	0.5937	0.1776	0.1458	0.5883	0.0791	0.0077	0.0015	0.4869	-0.2693	-0.2132	0.4894	-0.2044	-0.0696	-0.0381	0.1147	0.0673	-2.6791	0.9321	-2.5791	0.9036	A+	A-	A-
ELA	3	716048	9	D	2	10167	0.7696	0.1362	0.0243	0.067	0.7599	0.0118	0.0009	0.3872	-0.2388	-0.1818	-0.1968	0.3898	-0.0584	-0.0374	-0.8376	0.0765	-0.429	0.9829	-0.689	0.9513	A+	A-	A+
ELA	4	658459	0	A-C	2	89924	0.6618	0.0955	0.6522	0.0786	0.1592	0.0125	0.002	0.4925	-0.2732	0.4926	-0.2583	-0.2091	-0.0608	-0.0348	-0.1509	0.02	-9.4191	0.9223	-7.4291	0.8973	A+	A+	A+
ELA	4	661062	0	A-C	3	90234	0.6776	0.1318	0.6701	0.113	0.074	0.0098	0.0013	0.4765	-0.2384	0.4828	-0.217	-0.2522	-0.1035	-0.0402	-0.5753	0.021	3.161	1.031	5.4611	1.1027	A-	A+	A+
ELA	4	658460	0	A-K	2	90378	0.7361	0.1203	0.0817	0.0594	0.7291	0.008	0.0015	0.5334	-0.2965	-0.2519	-0.2737	0.5353	-0.0767	-0.0237	-0.6709	0.0213	-9.8991	0.8521	-9.8992	0.803	A-	A-	A-
ELA	4	658462	0	A-K	3	89873	0.4752	0.2579	0.1392	0.1198	0.468	0.0137	0.0014	0.376	-0.1183	-0.2242	-0.1551	0.3784	-0.0696	-0.0269	0.5036	0.0194	9.9011	1.1125	9.9012	1.1846	A+	A-	A-
ELA	4	661066	0	A-K	2	90525	0.6031	0.1027	0.163	0.5983	0.1281	0.007	0.001	0.5554	-0.3326	-0.2288	0.5593	-0.2365	-0.1038	-0.034	-0.223	0.0201	-4.469	0.9618	-1.909	0.9718	A+	A+	A+
ELA	4	661070	0	A-K	2	90176	0.6702	0.0952	0.0626	0.6623	0.1682	0.0108	0.001	0.4736	-0.285	-0.2639	0.4792	-0.1808	-0.1007	-0.0341	-0.4892	0.0207	3.871	1.0369	3.9711	1.0703	A+	A-	A+
ELA	4	661074	0	A-K	2	90246	0.409	0.1528	0.2525	0.4045	0.1792	0.0094	0.0016	0.296	-0.271	-0.0683	0.3015	-0.0239	-0.1056	-0.0369	1.0611	0.0197	9.9012	1.1955	9.9014	1.3526	A+	A+	A+
ELA	4	661078	0	A-K	3	90391	0.5836	0.0923	0.2357	0.5781	0.0846	0.0085	0.0009	0.4676	-0.3181	-0.1553	0.4728	-0.2327	-0.1046	-0.0394	0.1386	0.0195	-0.229	0.9981	1.261	1.0158	A-	A+	A+
ELA	4	658467	0	A-V	2	90194	0.5668	0.1646	0.0936	0.5603	0.17	0.0095	0.0021	0.4428	-0.1112	-0.2374	0.4454	-0.2724	-0.0694	-0.0359	0.1983	0.0195	3.971	1.0317	6.2711	1.0782	A-	A-	A-
ELA	4	660446	0	A-V	2	90486	0.7623	0.7559	0.0675	0.0695	0.0988	0.0071	0.0012	0.4954	0.4971	-0.276	-0.2713	-0.2313	-0.0621	-0.0309	-0.8645	0.022	-9.8991	0.8702	-9.8992	0.7843	A-	A+	A+
ELA	4	661079	0	A-V	2	90426	0.4739	0.1623	0.1622	0.1969	0.4696	0.008	0.001	0.357	-0.0556	-0.2153	-0.1768	0.3622	-0.1059	-0.0365	0.616	0.0194	9.9011	1.1434	9.9012	1.194	A-	A+	A+
ELA	4	493326	0	B-C	2	89797	0.5619	0.5529	0.1481	0.1361	0.147	0.014	0.0019	0.5293	0.5327	-0.2391	-0.2324	-0.2441	-0.1054	-0.0326	-0.1437	0.0199	4.941	1.0424	2.161	1.0311	A-	A+	A+
ELA	4	493328	0	B-C	3	90051	0.6541	0.6456	0.0964	0.1087	0.1361	0.0117	0.0014	0.5497	0.5552	-0.2701	-0.2888	-0.2402	-0.1115	-0.0412	-0.67	0.0213	3.671	1.0375	-0.629	0.9878	A+	A+	A-
ELA	4	658449	0	B-C	2	90489	0.5284	0.1702	0.1453	0.1523	0.524	0.0066	0.0017	0.517	-0.2409	-0.2518	-0.1997	0.5194	-0.086	-0.0351	0.5224	0.0194	-6.6391	0.9496	-3.809	0.9575	A+	A-	A-
ELA	4	658450	0	B-C	3	90558	0.4821	0.4785	0.1566	0.1456	0.2118	0.0061	0.0014	0.3188	0.3231	-0.1953	-0.093	-0.1212	-0.0817	-0.0455	0.4394	0.0194	9.9012	1.1899	9.9013	1.2954	A-	A+	A+
ELA	4	658452	0	B-C	2	90444	0.5672	0.1029	0.083	0.5622	0.2431	0.0069	0.002	0.4222	-0.2313	-0.2633	0.4272	-0.1384	-0.0929	-0.0451	0.2906	0.0194	5.161	1.0408	5.2811	1.0636	A+	A+	A+
ELA	4	493332	0	B-K	2	89738	0.65	0.0949	0.14	0.1093	0.6393	0.0152	0.0014	0.5909	-0.2919	-0.2702	-0.2919	0.5945	-0.1128	-0.0365	-0.2199	0.0201	-9.8991	0.8612	-9.8992	0.7927	A-	A-	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	4	658456	0	B-K	2	90632	0.6371	0.1817	0.0844	0.6328	0.0944	0.0057	0.0011	0.5774	-0.2954	-0.2798	0.5801	-0.2749	-0.0795	-0.0483	-0.0237	0.0197	-9.8991	0.852	-9.8992	0.7864	A-	A+	A+
ELA	4	658457	0	B-K	2	83961	0.5191	0.1067	0.4776	0.1255	0.2103	0.0096	0.0702	0.4386	-0.292	0.4014	-0.2641	-0.0687	-0.0756	0.049	0.7464	0.0194	9.9011	1.0948	9.9011	1.149	A-	A+	A+
ELA	4	493327	0	B-V	2	90302	0.6787	0.123	0.0858	0.6717	0.1092	0.0092	0.0012	0.5519	-0.3134	-0.2734	0.5578	-0.2256	-0.1128	-0.039	-0.8526	0.022	8.1011	1.0911	2.221	1.048	A-	A-	A-
ELA	4	493333	0	B-V	2	90195	0.7212	0.1117	0.7129	0.0866	0.0773	0.0105	0.0011	0.5158	-0.2388	0.5223	-0.2349	-0.31	-0.1073	-0.0415	-0.8334	0.0219	-3.089	0.9668	-4.6091	0.9055	A-	A-	A-
ELA	4	658458	0	B-V	2	90271	0.3578	0.3278	0.354	0.0983	0.2091	0.0093	0.0014	0.3095	-0.0127	0.3132	-0.2428	-0.1514	-0.086	-0.0456	1.2678	0.0201	9.9012	1.1505	9.9013	1.2946	A-	A+	A+
ELA	4	660235	0	B-V	2	90519	0.5253	0.5211	0.1986	0.1381	0.1343	0.0063	0.0017	0.4621	0.4657	-0.246	-0.199	-0.1675	-0.0884	-0.0424	0.4241	0.0194	3.591	1.028	4.3311	1.0504	A+	A+	A-
ELA	4	504067	0	D	3	90453	0.4041	0.2481	0.4005	0.2553	0.0873	0.0059	0.0028	0.3719	-0.2002	0.3749	-0.1696	-0.0536	-0.0686	-0.0541	1.1531	0.0199	9.9011	1.1426	9.9013	1.2628	A-	A-	A-
ELA	4	504070	0	D	2	90581	0.4584	0.4551	0.2947	0.0684	0.1745	0.0045	0.0028	0.33	0.333	-0.1773	-0.2236	-0.0584	-0.0595	-0.0452	0.8484	0.0195	9.9012	1.1777	9.9013	1.2579	A-	A-	A-
ELA	4	581066	0	D	2	90437	0.5132	0.5086	0.1911	0.0803	0.211	0.0069	0.002	0.4041	0.4078	-0.2104	-0.252	-0.1087	-0.0774	-0.0418	0.5729	0.0194	8.8011	1.0694	9.9011	1.1174	A+	A+	A+
ELA	4	581097	0	D	2	90676	0.3905	0.4139	0.3881	0.0506	0.1412	0.0039	0.0024	0.3164	-0.0826	0.3188	-0.1995	-0.1875	-0.056	-0.0451	1.0636	0.0197	9.9012	1.1588	9.9013	1.2637	A-	A-	A-
ELA	4	662733	0	D	2	90626	0.5671	0.1564	0.1439	0.1296	0.5633	0.0038	0.003	0.4437	-0.1871	-0.2105	-0.2202	0.4453	-0.0499	-0.0363	0.0954	0.0196	3.471	1.0281	2.901	1.0371	A+	A-	A-
ELA	4	662792	0	D	2	90447	0.5638	0.1238	0.5589	0.1843	0.1242	0.0069	0.0018	0.3796	-0.1726	0.384	-0.1778	-0.1718	-0.0779	-0.0413	0.1662	0.0195	9.9011	1.0961	9.9012	1.1778	A+	A-	A-
ELA	4	662795	0	D	3	90324	0.3564	0.2692	0.0981	0.2698	0.3528	0.0072	0.0029	0.3306	-0.1226	-0.1808	-0.0944	0.3341	-0.083	-0.0466	1.137	0.0198	9.9011	1.1106	9.9012	1.1992	A+	A-	A-
ELA	4	662796	0	D	3	90777	0.4866	0.1	0.1278	0.4841	0.2829	0.0035	0.0017	0.3008	-0.241	-0.2331	0.3031	0.0066	-0.0454	-0.0397	0.6946	0.0194	9.9012	1.2155	9.9013	1.2954	A-	A+	A+
ELA	4	662797	0	D	2	90448	0.3579	0.1163	0.4412	0.3547	0.079	0.0068	0.002	0.4458	-0.0635	-0.2841	0.4478	-0.164	-0.0806	-0.0434	1.2302	0.02	3.361	1.0288	7.4811	1.1049	A-	A-	A-
ELA	4	711619	1	A-C	2	10103	0.4357	0.1503	0.4321	0.2201	0.1892	0.0059	0.0025	0.2976	-0.215	0.2999	-0.0825	-0.0814	-0.05	-0.0377	0.7482	0.059	7.7812	1.2071	8.8113	1.3411	A-	A-	A-
ELA	4	711621	1	A-K	3	10068	0.4959	0.1782	0.2402	0.0798	0.4901	0.0105	0.0013	0.428	-0.2043	-0.1555	-0.2352	0.4276	-0.0522	-0.0038	0.5798	0.0585	0.581	1.0139	1.361	1.0456	A+	A+	A+
ELA	4	711622	1	A-K	2	10128	0.6376	0.069	0.1268	0.6339	0.1644	0.0041	0.0018	0.2403	-0.1627	-0.166	0.2453	-0.0435	-0.064	-0.0354	-0.219	0.0591	6.8112	1.1753	8.2714	1.3543	A+	A-	A-
ELA	4	711624	1	A-K	2	10025	0.5333	0.5247	0.1824	0.1036	0.1733	0.0149	0.0011	0.3852	0.3858	-0.1621	-0.2599	-0.116	-0.0457	-0.0425	0.365	0.0582	2.1211	1.0514	2.3711	1.0786	A-	A+	A+
ELA	4	711787	1	A-K	2	10097	0.4144	0.1329	0.3197	0.1278	0.4107	0.0074	0.0016	0.344	-0.2725	-0.0078	-0.2025	0.3462	-0.0672	-0.0202	0.9179	0.0597	3.3111	1.0875	3.3211	1.1299	A-	A-	A+
ELA	4	711627	1	A-V	1	10109	0.5321	0.1533	0.2	0.528	0.1109	0.0058	0.002	0.3709	-0.0779	-0.1826	0.3747	-0.2507	-0.0738	-0.0363	0.3136	0.0582	2.8911	1.0703	2.9411	1.0984	A+	A+	A+
ELA	4	711628	1	A-V	2	10102	0.8688	0.8615	0.0559	0.0443	0.0299	0.0062	0.0023	0.439	0.4417	-0.2507	-0.2525	-0.2129	-0.0629	-0.0391	-1.4598	0.0711	-5.4592	0.8021	-4.9293	0.6542	A-	A-	A-
ELA	4	711629	1	A-V	2	10152	0.5836	0.1481	0.5816	0.1264	0.1404	0.0027	0.0008	0.428	-0.3222	0.4303	-0.2015	-0.0775	-0.0558	-0.0362	0.0266	0.0584	-0.239	0.9941	0.231	1.0077	A-	A-	A-
ELA	4	662730	1	D	2	10093	0.5441	0.1769	0.1359	0.1388	0.5391	0.0059	0.0034	0.4888	-0.2332	-0.1956	-0.2375	0.4889	-0.0423	-0.0401	0.2265	0.0582	-1.859	0.9561	-1.9191	0.9379	A-	A-	A-
ELA	4	714301	1	D	2	10094	0.9426	0.0199	0.0146	0.0223	0.9339	0.0086	0.0006	0.3058	-0.1737	-0.1549	-0.1829	0.3102	-0.0713	-0.0245	-2.6357	0.1019	-1.0091	0.922	-1.6492	0.7668	A+	B-	B-
ELA	4	714812	1	D	2	10088	0.3586	0.1918	0.3551	0.2575	0.1858	0.0085	0.0013	0.1855	-0.0216	0.1887	-0.0545	-0.1324	-0.0601	-0.0267	1.1099	0.0607	9.9013	1.3174	9.9015	1.538	A+	A+	A+
ELA	4	705623	2	A-C	2	9996	0.459	0.2899	0.1292	0.1148	0.453	0.0113	0.0018	0.3663	-0.0844	-0.2245	-0.1932	0.3681	-0.0617	-0.0357	0.7047	0.0582	3.5211	1.0841	4.7612	1.1678	A-	A+	A-
ELA	4	705617	2	A-K	2	10074	0.4994	0.2261	0.4967	0.1454	0.1264	0.0034	0.002	0.347	-0.1989	0.3503	-0.1328	-0.1176	-0.0634	-0.0537	0.4522	0.058	3.9911	1.0951	4.3512	1.1511	A+	A+	A-
ELA	4	705618	2	A-K	3	9943	0.6507	0.6388	0.0792	0.1136	0.1501	0.0137	0.0045	0.4039	0.3988	-0.225	-0.2741	-0.1109	-0.0218	-0.0246	-0.2503	0.0602	0.551	1.014	3.0611	1.1388	A+	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	4	705620	2	A-K	2	10050	0.8021	0.0428	0.0919	0.7959	0.0617	0.0053	0.0024	0.4704	-0.2571	-0.3208	0.4755	-0.1631	-0.0812	-0.0372	-1.2334	0.0706	-4.1492	0.8477	-3.8993	0.7247	A+	A-	A+
ELA	4	706318	2	A-K	2	10094	0.3869	0.3856	0.3411	0.0894	0.1806	0.0026	0.0008	0.1447	0.1474	0.101	-0.2289	-0.1298	-0.0635	-0.0412	1.044	0.0592	9.9013	1.331	9.9016	1.5643	A-	A+	A+
ELA	4	705626	2	A-V	2	10090	0.7243	0.1692	0.7216	0.0324	0.0731	0.0027	0.0011	0.3864	-0.2503	0.3889	-0.2079	-0.1541	-0.051	-0.0276	-0.7307	0.064	-0.969	0.9704	-0.159	0.9898	A-	A-	A-
ELA	4	705627	2	A-V	2	10077	0.7572	0.0579	0.1064	0.0773	0.7534	0.004	0.001	0.4731	-0.2773	-0.2153	-0.2595	0.4749	-0.0529	-0.0284	-0.9413	0.0664	-4.4391	0.8583	-3.7592	0.7719	A+	A-	A-
ELA	4	706327	2	A-V	2	10020	0.704	0.127	0.1255	0.6965	0.0404	0.0084	0.0023	0.4279	-0.1293	-0.3097	0.431	-0.2276	-0.058	-0.0506	-0.6246	0.063	-2.3491	0.9325	-1.2691	0.9317	A+	A+	A+
ELA	4	662791	2	D	2	10047	0.8281	0.0657	0.0507	0.8215	0.0542	0.006	0.002	0.4932	-0.2717	-0.2591	0.4947	-0.2606	-0.0518	-0.0518	-1.4457	0.0742	-4.6492	0.8118	-5.5994	0.5822	A+	A-	A-
ELA	4	714302	2	D	2	10018	0.5825	0.179	0.1496	0.0844	0.5761	0.0094	0.0015	0.4226	-0.162	-0.1994	-0.2481	0.4262	-0.0725	-0.0377	0.0973	0.0586	0.031	1.0006	0.461	1.0166	A+	A-	A-
ELA	4	714813	2	D	1	10026	0.7195	0.0477	0.1282	0.7123	0.1018	0.0084	0.0017	0.4067	-0.256	-0.1975	0.4083	-0.193	-0.0468	-0.0393	-0.71	0.0638	0.211	1.0061	0.041	1.001	A-	A+	A+
ELA	4	710733	3	A-K	3	10055	0.4413	0.1693	0.4387	0.2638	0.1224	0.0049	0.001	0.0969	-0.0583	0.1016	0.0508	-0.1368	-0.0757	-0.0248	0.82	0.0577	9.9013	1.2864	9.9014	1.3966	A+	A+	A+
ELA	4	710734	3	A-K	3	10053	0.6096	0.0747	0.0381	0.2752	0.6058	0.0045	0.0016	0.1841	-0.163	-0.2343	0.0018	0.1893	-0.0539	-0.0499	-0.0428	0.0593	8.8812	1.2378	8.9514	1.3827	A+	A-	A+
ELA	4	710735	3	A-K	3	10015	0.3717	0.4023	0.124	0.3681	0.0958	0.0084	0.0015	0.2061	-0.0264	-0.134	0.2094	-0.126	-0.0632	-0.0266	1.2026	0.0589	8.9612	1.2305	8.4813	1.3496	A+	A-	A-
ELA	4	710736	3	A-K	2	9944	0.4909	0.1605	0.4826	0.1674	0.1726	0.0157	0.0012	0.3088	-0.1904	0.3105	-0.1284	-0.0796	-0.0489	-0.0342	0.5436	0.0576	7.0412	1.1659	6.8712	1.229	A+	A+	A-
ELA	4	710738	3	A-K	3	10047	0.4328	0.1348	0.3445	0.4299	0.084	0.0046	0.0021	0.2991	-0.2599	0.0009	0.3027	-0.1965	-0.0733	-0.0439	0.879	0.0578	4.1311	1.0959	3.5411	1.1188	A-	A-	A+
ELA	4	710739	3	A-K	2	10026	0.4959	0.4915	0.1144	0.0856	0.2997	0.0076	0.0012	0.1506	0.1546	-0.1529	-0.2421	0.0977	-0.0517	-0.034	0.5827	0.0576	9.9013	1.3253	9.9014	1.4282	A+	A+	A+
ELA	4	710741	3	A-V	2	10091	0.8604	0.0485	0.0599	0.0308	0.8583	0.0021	0.0003	0.4232	-0.2323	-0.2642	-0.1919	0.4251	-0.0425	-0.0289	-1.686	0.0821	-5.1493	0.7493	-4.9994	0.5727	A-	A-	B-
ELA	4	710743	3	A-V	2	10073	0.8227	0.8193	0.0357	0.0644	0.0765	0.0026	0.0016	0.4452	0.4465	-0.211	-0.267	-0.2404	-0.0488	-0.019	-1.312	0.074	-2.9491	0.8768	-2.1992	0.8283	A-	A-	A-
ELA	4	662732	3	D	2	10041	0.849	0.0467	0.0471	0.8428	0.0562	0.0054	0.0019	0.447	-0.2518	-0.2452	0.4479	-0.2292	-0.0548	-0.0276	-1.5721	0.0794	-5.1092	0.7648	-5.3494	0.5716	A+	A-	A-
ELA	4	714303	3	D	2	10013	0.86	0.8513	0.0445	0.0519	0.0422	0.0087	0.0014	0.4317	0.438	-0.2184	-0.2358	-0.244	-0.0808	-0.0521	-1.6399	0.081	-3.0492	0.8489	-4.2194	0.6368	A-	B-	B-
ELA	4	714814	3	D	2	10026	0.5791	0.574	0.23	0.1002	0.087	0.008	0.0008	0.2821	0.2849	-0.0113	-0.1845	-0.2676	-0.0528	-0.0217	0.1495	0.0585	6.4912	1.1617	7.2713	1.2744	A-	A-	A-
ELA	4	710762	4	A-K	2	9985	0.6592	0.1069	0.654	0.149	0.0822	0.0058	0.0021	0.5522	-0.2924	0.5554	-0.28	-0.2415	-0.0696	-0.0556	-0.3268	0.061	-5.9392	0.8498	-5.4893	0.7481	A-	A+	A-
ELA	4	710763	4	A-K	2	9980	0.34	0.201	0.172	0.3371	0.2815	0.0051	0.0033	0.2023	-0.1185	-0.1122	0.205	-0.0023	-0.0519	-0.0416	1.319	0.0606	6.4712	1.1804	7.9814	1.3868	A-	A-	A-
ELA	4	710764	4	A-K	2	9993	0.3086	0.3181	0.3064	0.2724	0.0961	0.0051	0.002	0.1399	0.0092	0.1431	-0.0172	-0.1915	-0.056	-0.0482	1.542	0.0623	7.2512	1.2218	9.4615	1.5339	A-	A+	A+
ELA	4	710766	4	A-K	3	9914	0.4915	0.4842	0.1579	0.2544	0.0886	0.0139	0.001	0.4524	0.4504	-0.2325	-0.1363	-0.265	-0.0386	-0.036	0.6036	0.0581	-0.569	0.9867	0.351	1.0124	A-	A-	A+
ELA	4	710768	4	A-K	2	10010	0.3149	0.1732	0.4435	0.0648	0.3132	0.0045	0.0009	0.0561	-0.17	0.2123	-0.2601	0.0587	-0.0505	-0.0326	1.451	0.0616	9.9014	1.4486	9.9018	1.8252	A+	A+	A+
ELA	4	710769	4	A-K	2	9976	0.2883	0.2858	0.4476	0.1294	0.1285	0.0075	0.0013	0.2145	0.2166	0.1884	-0.3177	-0.2355	-0.057	-0.0341	1.6664	0.0634	6.2012	1.1979	7.7715	1.4614	A-	A-	A-
ELA	4	710834	4	A-V	2	10017	0.8104	0.0986	0.062	0.0281	0.8066	0.0028	0.0019	0.4262	-0.22	-0.2747	-0.2031	0.4286	-0.0525	-0.0253	-1.2736	0.0719	-2.7991	0.8912	-2.4392	0.8043	A-	A+	A+
ELA	4	710836	4	A-V	2	10042	0.5928	0.0594	0.2977	0.5915	0.0492	0.0012	0.001	0.4466	-0.2962	-0.2362	0.4483	-0.183	-0.0367	-0.0474	0.0008	0.0592	0.711	1.0173	0.201	1.0078	A-	A-	B-
ELA	4	662789	4	D	2	9981	0.7988	0.0511	0.0585	0.7922	0.0899	0.0059	0.0024	0.4352	-0.2367	-0.2125	0.4373	-0.2432	-0.0501	-0.0411	-1.2295	0.0712	-3.6791	0.8618	-3.6893	0.7216	A+	A-	A-
ELA	4	714304	4	D	2	9970	0.4832	0.1539	0.0991	0.2589	0.4787	0.0082	0.0011	0.3584	-0.2245	-0.1624	-0.0991	0.3619	-0.0692	-0.0478	0.6024	0.0581	1.921	1.0449	2.6511	1.0994	A-	A-	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	4	714815	4	D	2	9979	0.6269	0.1117	0.6216	0.0999	0.1584	0.0077	0.0008	0.4721	-0.1893	0.4723	-0.236	-0.2576	-0.0426	-0.0328	-0.1712	0.06	-2.0991	0.9474	-1.6291	0.9258	A+	A-	A-
ELA	4	716106	5	A-K	2	10041	0.6607	0.0973	0.1263	0.6524	0.1115	0.011	0.0015	0.5201	-0.3175	-0.1649	0.5182	-0.2913	-0.0519	-0.0204	-0.2748	0.0614	-3.3391	0.9099	-0.819	0.9608	A+	A-	A-
ELA	4	716107	5	A-K	3	10096	0.8041	0.7984	0.0658	0.0404	0.0883	0.0034	0.0036	0.4737	0.4744	-0.2646	-0.2573	-0.2443	-0.0607	-0.0199	-1.2063	0.0721	-3.8291	0.8529	-1.5291	0.8783	A+	A+	A+
ELA	4	716108	5	A-K	3	10068	0.5881	0.1609	0.081	0.1659	0.5823	0.0067	0.0031	0.4313	-0.2679	-0.2235	-0.1258	0.4354	-0.0819	-0.0328	0.1152	0.0593	-1.709	0.9578	-1.3591	0.9478	A+	A+	A+
ELA	4	716109	5	A-K	2	9980	0.6445	0.1128	0.6326	0.1745	0.0617	0.0147	0.0038	0.5024	-0.2643	0.4971	-0.2288	-0.2621	-0.0456	-0.0116	-0.2148	0.061	-3.8991	0.8972	-3.7092	0.8394	A+	A+	A+
ELA	4	716111	5	A-K	2	10104	0.7898	0.7848	0.0945	0.0583	0.0561	0.0056	0.0007	0.4139	0.4167	-0.1616	-0.249	-0.2639	-0.0574	-0.0237	-1.1182	0.0707	-3.1691	0.8817	-0.9991	0.9226	A+	A+	A+
ELA	4	716112	5	A-K	2	10064	0.6177	0.1198	0.182	0.0765	0.6114	0.0069	0.0033	0.4516	-0.2469	-0.1826	-0.2359	0.4547	-0.0676	-0.0473	-0.0611	0.0601	-0.399	0.9893	1.6411	1.07	A+	A+	A-
ELA	4	716113	5	A-V	2	10141	0.2813	0.2303	0.2806	0.3664	0.12	0.0024	0.0003	0.3343	-0.4318	0.335	0.1547	-0.125	-0.0437	-0.029	1.6747	0.0627	0.391	1.0111	1.8911	1.1005	A-	A-	B-
ELA	4	716114	5	A-V	2	10118	0.224	0.3188	0.3272	0.1262	0.2229	0.0045	0.0004	0.1154	-0.0458	0.0289	-0.1104	0.1172	-0.0541	-0.035	2.0684	0.0669	6.2112	1.2267	8.6917	1.684	A+	A+	A-
ELA	4	662798	5	D	3	10084	0.6867	0.1385	0.0892	0.083	0.6811	0.0039	0.0043	0.4561	-0.238	-0.2049	-0.2439	0.4574	-0.0601	-0.0228	-0.5068	0.0633	-1.569	0.9534	-2.4691	0.8714	A+	A-	A-
ELA	4	714305	5	D	2	10053	0.6382	0.1287	0.1707	0.631	0.0582	0.0102	0.0011	0.4824	-0.2361	-0.2253	0.4839	-0.2633	-0.0669	-0.0383	-0.1993	0.0609	-0.499	0.9862	-1.1191	0.9496	A-	A-	A+
ELA	4	714817	5	D	2	10085	0.7418	0.0745	0.7357	0.1324	0.0492	0.0075	0.0007	0.4007	-0.2254	0.4039	-0.1954	-0.2159	-0.0621	-0.0247	-0.8469	0.0669	-2.3291	0.9217	0.271	1.0166	A+	A-	A-
ELA	4	715102	6	B-C	2	10026	0.4885	0.4835	0.1953	0.1929	0.118	0.0052	0.0051	0.3904	0.393	-0.2228	-0.0663	-0.2298	-0.0557	-0.0528	0.4936	0.0579	1.881	1.0431	2.3411	1.0788	A-	A-	A-
ELA	4	715103	6	B-C	2	10005	0.5484	0.1934	0.5416	0.1511	0.1015	0.0112	0.0013	0.4283	-0.1372	0.4294	-0.2278	-0.2354	-0.0595	-0.0241	0.2527	0.0581	-0.079	0.9981	0.361	1.0123	A-	A-	A-
ELA	4	715104	6	B-C	3	10020	0.4276	0.2925	0.1129	0.1607	0.423	0.0068	0.0041	0.2117	0.0285	-0.2005	-0.1321	0.2156	-0.0619	-0.0367	0.916	0.0586	9.6112	1.2451	9.8514	1.3889	A+	A+	A-
ELA	4	715106	6	B-K	3	10103	0.5252	0.3261	0.0905	0.5237	0.0569	0.0023	0.0005	0.3647	-0.1395	-0.273	0.3659	-0.1579	-0.039	-0.0287	0.3766	0.0579	3.3911	1.0791	4.4412	1.1562	A+	A-	A-
ELA	4	715108	6	B-K	2	10063	0.5233	0.1	0.1861	0.5198	0.1874	0.0038	0.003	0.3564	-0.1549	-0.2893	0.3581	-0.0396	-0.023	-0.0555	0.3707	0.0579	4.6811	1.1104	4.6012	1.1622	A-	A+	A+
ELA	4	715109	6	B-K	2	9992	0.4836	0.1293	0.477	0.2233	0.1567	0.0132	0.0005	0.3252	-0.1931	0.3255	-0.193	-0.035	-0.0363	-0.0245	0.5525	0.0579	5.5011	1.1303	5.3012	1.1847	A+	A+	A+
ELA	4	715112	6	B-V	2	10087	0.5103	0.1851	0.1406	0.162	0.508	0.0029	0.0015	0.4158	-0.2811	-0.1787	-0.0909	0.4171	-0.0529	-0.0245	0.4237	0.0579	2.4411	1.0563	6.0912	1.2165	A-	A-	A-
ELA	4	715113	6	B-V	2	10054	0.8093	0.8032	0.0825	0.0782	0.0285	0.005	0.0026	0.4034	0.4097	-0.264	-0.181	-0.2053	-0.0714	-0.0485	-1.2348	0.0707	-2.6391	0.9003	-2.1192	0.8439	A-	A+	A+
ELA	4	662664	6	D	2	10061	0.7763	0.1166	0.7709	0.0499	0.0557	0.005	0.0019	0.449	-0.2871	0.4546	-0.2231	-0.1866	-0.0846	-0.0362	-1.0424	0.0678	-3.9791	0.8652	-3.0892	0.7999	A+	A+	A+
ELA	4	714306	6	D	2	10020	0.3154	0.367	0.072	0.2382	0.3119	0.01	0.001	0.423	-0.2417	-0.1139	-0.0996	0.4238	-0.0699	-0.034	1.4243	0.0614	-1.239	0.966	1.031	1.0466	A-	A-	A-
ELA	4	716049	6	D	1	10045	0.9136	0.9058	0.0245	0.0315	0.0297	0.0083	0.0002	0.3523	0.3558	-0.1937	-0.1851	-0.207	-0.0696	-0.0143	-2.2676	0.0954	-2.2491	0.851	-2.1493	0.7338	A+	A-	A-
ELA	4	712024	7	B-C	2	10073	0.4681	0.2201	0.0864	0.4652	0.2221	0.0042	0.0019	0.4056	-0.1583	-0.2581	0.4084	-0.1421	-0.0716	-0.043	0.6232	0.0582	1.101	1.0258	1.9811	1.0682	A+	A-	A-
ELA	4	712026	7	B-C	2	10036	0.4591	0.2228	0.2047	0.108	0.4547	0.0084	0.0014	0.3746	-0.1345	-0.1988	-0.1457	0.3761	-0.056	-0.0202	0.7561	0.0584	4.6311	1.1126	5.5012	1.2001	A+	A-	A-
ELA	4	712028	7	B-C	2	10064	0.5361	0.2705	0.5323	0.1199	0.0703	0.0058	0.0012	0.3895	-0.0811	0.3931	-0.2838	-0.2385	-0.0729	-0.0421	0.3446	0.0584	-0.839	0.9803	0.751	1.0261	A+	A-	A-
ELA	4	712031	7	B-K	3	10051	0.4684	0.4645	0.2599	0.0679	0.1994	0.006	0.0023	0.3075	0.3106	-0.075	-0.2588	-0.1266	-0.0609	-0.0333	0.7074	0.0583	7.4712	1.1851	7.8813	1.2927	A-	A-	A-
ELA	4	712032	7	B-K	2	10103	0.8068	0.0604	0.8042	0.0324	0.0999	0.0026	0.0006	0.4542	-0.2836	0.4567	-0.1843	-0.2594	-0.0473	-0.0373	-1.1935	0.0712	-2.2191	0.9148	-2.3192	0.8229	A+	A-	A+
ELA	4	712033	7	B-K	2	10082	0.5452	0.0941	0.266	0.5424	0.0923	0.0043	0.0009	0.335	-0.2007	-0.0902	0.3381	-0.2245	-0.0583	-0.04	0.2732	0.0585	5.2311	1.1284	6.2412	1.2415	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	4	712034	7	B-V	2	10057	0.6611	0.1705	0.12	0.0458	0.656	0.0051	0.0026	0.5093	-0.2769	-0.256	-0.2352	0.5117	-0.0613	-0.0438	-0.3626	0.0615	-5.3191	0.8613	-4.5092	0.7925	A-	A-	A-
ELA	4	712035	7	B-V	2	10048	0.7169	0.7107	0.1178	0.0483	0.1146	0.0056	0.003	0.4611	0.4654	-0.1798	-0.2639	-0.2784	-0.0692	-0.0481	-0.6272	0.0638	-1.9491	0.9419	2.7312	1.1651	A-	A-	A-
ELA	4	662666	7	D	2	10073	0.6794	0.2441	0.6753	0.0429	0.0316	0.0035	0.0027	0.3771	-0.2203	0.3787	-0.2047	-0.2144	-0.0471	-0.0191	-0.4696	0.0624	0.771	1.0218	3.3012	1.1829	A+	A-	A+
ELA	4	714307	7	D	2	10053	0.6451	0.1136	0.0339	0.6399	0.2045	0.0072	0.0009	0.3378	-0.0873	-0.08	0.3412	-0.2871	-0.0523	-0.0468	-0.2331	0.0606	3.2811	1.0883	2.7611	1.1313	A+	A+	A+
ELA	4	716050	7	D	1	10072	0.8404	0.0542	0.0633	0.8352	0.041	0.0055	0.0007	0.4025	-0.1976	-0.2312	0.4022	-0.2258	-0.0407	-0.0132	-1.5864	0.0786	-3.6292	0.8336	-2.6492	0.7553	A+	C-	C-
ELA	4	711550	8	B-C	2	10108	0.5122	0.261	0.1341	0.09	0.5094	0.0037	0.0017	0.4283	-0.1927	-0.1836	-0.2214	0.4294	-0.0452	-0.0327	0.3812	0.0583	-0.089	0.9976	1.4111	1.0529	A-	A-	A-
ELA	4	711610	8	B-C	3	10077	0.4759	0.3106	0.0899	0.4719	0.1191	0.0066	0.0019	0.3016	-0.0481	-0.1719	0.3053	-0.2279	-0.0748	-0.0259	0.6581	0.0581	4.8011	1.1152	5.6412	1.2116	A+	A+	A+
ELA	4	711545	8	B-K	2	10105	0.5647	0.1653	0.1069	0.5614	0.1607	0.0049	0.0008	0.5039	-0.1577	-0.3501	0.5061	-0.2148	-0.0659	-0.0323	0.2154	0.0588	-3.8291	0.9101	-3.4691	0.8685	A+	A-	A+
ELA	4	711546	8	B-K	2	10047	0.4637	0.4584	0.2622	0.1872	0.0807	0.0108	0.0006	0.201	0.2062	0.029	-0.157	-0.168	-0.0787	-0.0156	0.7879	0.0582	9.9013	1.2768	9.0514	1.3541	A-	A+	A-
ELA	4	711548	8	B-K	3	9980	0.3839	0.377	0.1233	0.2795	0.2022	0.0136	0.0044	0.2458	0.2475	-0.1934	-0.0111	-0.11	-0.0544	-0.0133	1.2241	0.0595	7.4312	1.1946	7.6513	1.336	A+	A+	A-
ELA	4	711549	8	B-K	2	10069	0.597	0.0922	0.5915	0.2105	0.0966	0.006	0.0032	0.345	-0.1781	0.3495	-0.1663	-0.1514	-0.0591	-0.0556	0.0359	0.0595	2.6311	1.067	1.8911	1.0829	A-	A+	A+
ELA	4	711543	8	B-V	2	10133	0.6852	0.0652	0.1583	0.0903	0.6832	0.0024	0.0006	0.4636	-0.2506	-0.2652	-0.1924	0.4645	-0.0283	-0.0364	-0.4724	0.0629	-3.8991	0.8899	-2.4391	0.8675	A-	A-	A-
ELA	4	711544	8	B-V	2	10089	0.6226	0.1903	0.618	0.1338	0.0506	0.0048	0.0025	0.4333	-0.1463	0.4361	-0.304	-0.2039	-0.0597	-0.0432	-0.0981	0.0602	0.041	1.0007	0.601	1.0274	A-	B-	B-
ELA	4	662731	8	D	2	10056	0.5704	0.1468	0.1243	0.154	0.5644	0.0063	0.0042	0.4188	-0.1955	-0.1795	-0.2049	0.4205	-0.0493	-0.0338	0.1847	0.0589	-0.069	0.998	-0.009	0.9992	A+	A-	A-
ELA	4	714802	8	D	2	10060	0.8495	0.0595	0.036	0.8409	0.0534	0.0088	0.0014	0.4676	-0.2805	-0.2024	0.468	-0.2658	-0.0623	-0.0418	-1.5465	0.0791	-5.8593	0.7387	-5.6495	0.5308	A+	A-	A-
ELA	4	716167	8	D	2	10033	0.6201	0.1492	0.6121	0.1309	0.0951	0.0092	0.0035	0.4359	-0.2285	0.4396	-0.2065	-0.1842	-0.0561	-0.0631	-0.0559	0.0599	-0.279	0.9926	-0.449	0.9793	A+	A-	A-
ELA	4	716092	9	B-C	2	10081	0.5596	0.1523	0.5554	0.169	0.1159	0.0053	0.0021	0.4163	-0.1704	0.4206	-0.2258	-0.1724	-0.0807	-0.0469	0.2693	0.058	-0.249	0.9941	-0.749	0.9726	A-	A-	A-
ELA	4	716096	9	B-C	3	9918	0.4678	0.4569	0.2344	0.1497	0.1356	0.0059	0.0175	0.3295	0.3316	-0.0934	-0.1969	-0.134	-0.0503	-0.0432	0.758	0.0579	4.6111	1.1091	4.4112	1.1575	A-	A-	A-
ELA	4	716099	9	B-C	2	10080	0.207	0.2055	0.3664	0.2915	0.1292	0.0051	0.0024	-0.0979	-0.0943	0.08	0.1793	-0.2272	-0.0579	-0.0326	2.2108	0.0694	9.9015	1.4672	9.9024	2.3638	A-	A+	A-
ELA	4	716100	9	B-C	2	10117	0.3988	0.2897	0.3973	0.1645	0.1446	0.0028	0.0011	0.3098	-0.1674	0.3113	-0.0457	-0.159	-0.043	-0.0398	1.0299	0.0586	5.2611	1.1312	6.8013	1.2654	A-	A-	A-
ELA	4	716093	9	B-K	2	10012	0.3616	0.329	0.1914	0.3564	0.109	0.0132	0.001	0.3986	-0.1918	-0.1164	0.3998	-0.1508	-0.0629	-0.0455	1.2902	0.0599	-1.289	0.967	1.4611	1.0596	A-	A-	A-
ELA	4	716101	9	B-K	3	10116	0.6991	0.1368	0.1314	0.6963	0.0315	0.003	0.001	0.4442	-0.2046	-0.3147	0.4461	-0.1417	-0.0491	-0.0346	-0.4864	0.0621	-3.1891	0.9133	-0.279	0.9845	A+	A-	A+
ELA	4	716102	9	B-K	2	10050	0.4544	0.241	0.0869	0.2119	0.4497	0.0071	0.0033	0.4259	-0.2218	-0.2298	-0.1095	0.4283	-0.0672	-0.0536	0.756	0.0579	-0.579	0.9867	0.121	1.0037	A+	A-	A-
ELA	4	716095	9	B-V	2	10057	0.165	0.1609	0.4479	0.2181	0.1634	0.0062	0.0035	0.0519	-0.0209	0.0468	-0.0673	0.0551	-0.081	-0.0315	2.5221	0.0747	4.0012	1.188	9.9021	2.0695	A-	A-	A-
ELA	4	662794	9	D	2	10093	0.5677	0.1071	0.5642	0.2767	0.0458	0.0043	0.0019	0.3098	-0.2752	0.3113	-0.0466	-0.2142	-0.0393	-0.025	0.1565	0.0583	5.9111	1.1433	4.6712	1.1866	A+	A-	A-
ELA	4	714803	9	D	2	10042	0.6633	0.6559	0.0622	0.1849	0.0858	0.0099	0.0013	0.5268	0.5292	-0.2364	-0.2986	-0.2471	-0.0743	-0.0514	-0.3442	0.0609	-5.3591	0.8647	-4.9892	0.776	A+	A-	A-
ELA	4	716168	9	D	2	10086	0.3672	0.2617	0.232	0.1347	0.3647	0.006	0.0009	0.3246	-0.1377	-0.0725	-0.1785	0.3261	-0.0499	-0.0357	1.1696	0.0593	2.3711	1.0597	3.7311	1.1485	A-	A-	A+
ELA	5	661094	0	A-C	2	87532	0.5816	0.1472	0.17	0.0982	0.5774	0.006	0.0011	0.4664	-0.2553	-0.1763	-0.2331	0.4674	-0.0538	-0.0186	0.2771	0.0193	-0.899	0.9932	0.171	1.0019	A+	A+	A+
ELA	5	566389	0	A-K	2	87584	0.5283	0.1672	0.1093	0.1921	0.5249	0.0052	0.0013	0.5179	-0.2679	-0.1971	-0.2322	0.5201	-0.082	-0.024	0.1986	0.0194	-2.259	0.9827	0.531	1.0063	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	5	566391	0	A-K	3	87058	0.4913	0.1991	0.1562	0.147	0.4852	0.0117	0.0009	0.4421	-0.1375	-0.2255	-0.2133	0.4452	-0.0906	-0.0153	0.6707	0.0193	4.941	1.0374	8.6311	1.0987	A-	A+	A+
ELA	5	566393	0	A-K	2	87629	0.54	0.5367	0.0736	0.2589	0.1247	0.0054	0.0007	0.4909	0.4936	-0.2699	-0.2017	-0.2435	-0.0848	-0.0249	0.1083	0.0195	1.121	1.0088	1.361	1.0165	A-	A+	A+
ELA	5	566394	0	A-K	2	87654	0.427	0.3885	0.1368	0.4245	0.0445	0.0051	0.0006	0.3543	-0.0727	-0.2594	0.3572	-0.2197	-0.0837	-0.0286	0.8066	0.0193	9.9011	1.1315	9.9012	1.2237	A-	A-	A-
ELA	5	661095	0	A-K	2	87525	0.4939	0.1135	0.1898	0.1991	0.4903	0.0062	0.0011	0.4753	-0.2798	-0.1059	-0.2571	0.4762	-0.0512	-0.0326	0.6889	0.0193	1.641	1.0123	5.3411	1.0604	A-	A-	A-
ELA	5	661097	0	A-K	3	87330	0.5651	0.2494	0.5598	0.0915	0.0899	0.0081	0.0014	0.4196	-0.1481	0.421	-0.2485	-0.2365	-0.0533	-0.023	0.4721	0.0193	5.361	1.0405	7.3811	1.0839	A+	A+	A+
ELA	5	661099	0	A-K	2	87684	0.7176	0.7137	0.112	0.0973	0.0716	0.0042	0.0013	0.5352	0.5373	-0.2689	-0.2902	-0.26	-0.0597	-0.0339	-0.5453	0.0208	-9.8991	0.863	-9.8992	0.7739	A+	A+	A-
ELA	5	566395	0	A-V	1	87646	0.51	0.507	0.188	0.1105	0.1886	0.0052	0.0007	0.4303	0.4333	-0.1273	-0.232	-0.2235	-0.0848	-0.0236	0.6593	0.0193	7.2011	1.0548	9.5611	1.1096	A+	A-	A-
ELA	5	661102	0	A-V	2	87731	0.4635	0.0756	0.1523	0.4613	0.306	0.0038	0.0011	0.3818	-0.2902	-0.1219	0.3837	-0.1435	-0.0565	-0.0358	0.6274	0.0193	9.9011	1.1041	9.9012	1.158	A-	A+	A+
ELA	5	663357	0	A-V	2	87566	0.6042	0.1898	0.6001	0.082	0.1213	0.006	0.0008	0.2863	-0.1158	0.2899	-0.2838	-0.0412	-0.0593	-0.0249	-0.0354	0.0197	9.9012	1.1816	9.9014	1.3727	A-	A+	A+
ELA	5	653716	0	B-C	2	87452	0.5011	0.0996	0.2444	0.4971	0.1509	0.0074	0.0007	0.3876	-0.27	-0.0266	0.3913	-0.2663	-0.0836	-0.0323	0.4571	0.0193	9.9011	1.1164	9.9012	1.1954	A-	A+	A+
ELA	5	653717	0	B-C	2	87371	0.3962	0.189	0.1232	0.2862	0.3926	0.0083	0.0007	0.4379	-0.2282	-0.207	-0.1092	0.44	-0.0815	-0.0287	0.6385	0.0193	4.631	1.0349	6.8911	1.078	A-	A+	A+
ELA	5	653718	0	B-C	2	87202	0.5983	0.1546	0.5918	0.1091	0.1336	0.0099	0.001	0.5622	-0.258	0.5644	-0.2656	-0.2703	-0.0835	-0.0357	-0.3725	0.0203	2.341	1.0213	-3.219	0.9506	A+	A+	A+
ELA	5	659197	0	B-C	2	87794	0.5695	0.2053	0.5671	0.1476	0.0757	0.0033	0.0009	0.4584	-0.2368	0.4609	-0.1714	-0.2527	-0.0716	-0.0317	0.1851	0.0194	4.231	1.033	4.9911	1.0602	A-	A+	A+
ELA	5	659202	0	B-C	2	87754	0.502	0.4997	0.1976	0.1103	0.1877	0.0038	0.0009	0.407	0.4088	-0.3091	-0.1196	-0.1008	-0.0563	-0.0356	0.5319	0.0192	9.1211	1.0695	9.9011	1.1134	A+	A-	A+
ELA	5	653720	0	B-K	3	87518	0.5079	0.1563	0.5042	0.1728	0.1594	0.0064	0.0009	0.4138	-0.2532	0.4175	-0.1373	-0.156	-0.0835	-0.0351	0.0811	0.0195	9.9011	1.1081	9.9012	1.1919	A-	A+	A+
ELA	5	653723	0	B-K	2	87502	0.3945	0.0919	0.4032	0.1059	0.3916	0.0065	0.001	0.3793	-0.3009	-0.0374	-0.2381	0.3823	-0.0866	-0.0349	0.8657	0.0194	9.9011	1.0806	9.9012	1.1561	A+	A+	A+
ELA	5	659203	0	B-K	3	87757	0.6778	0.0432	0.0618	0.2158	0.6747	0.0036	0.001	0.3466	-0.2497	-0.2861	-0.0969	0.3501	-0.0593	-0.0304	-0.3171	0.0202	5.321	1.0478	9.9012	1.1868	A+	A+	A+
ELA	5	659287	0	B-K	3	87628	0.7609	0.7563	0.1046	0.0562	0.0769	0.0048	0.0012	0.5173	0.5186	-0.3102	-0.2537	-0.2417	-0.0555	-0.03	-1.0169	0.0226	-3.709	0.9563	-6.9692	0.8495	A-	A+	A-
ELA	5	654551	0	B-V	2	87183	0.5076	0.1383	0.2417	0.502	0.1069	0.0102	0.0009	0.4478	-0.1993	-0.2358	0.4516	-0.1485	-0.0927	-0.0284	0.3271	0.0193	4.021	1.0307	4.081	1.047	A+	A+	A+
ELA	5	659209	0	B-V	2	87782	0.6265	0.0835	0.6238	0.0603	0.2281	0.0034	0.0009	0.2796	-0.1606	0.2839	-0.2138	-0.0884	-0.0694	-0.0346	-0.2444	0.0201	9.9012	1.2212	9.9014	1.3515	A-	A-	A-
ELA	5	661010	0	B-V	2	87420	0.6848	0.1396	0.1227	0.6791	0.0502	0.0073	0.0012	0.4442	-0.2352	-0.2019	0.4465	-0.249	-0.0668	-0.019	-0.7591	0.0215	6.3111	1.0683	9.9012	1.2105	A-	B-	B-
ELA	5	505543	0	D	2	87708	0.2884	0.2869	0.3339	0.1623	0.2117	0.0033	0.0019	0.2841	0.2852	-0.0576	-0.0759	-0.1713	-0.0429	-0.0331	1.821	0.0216	9.9012	1.2126	9.9016	1.5927	A-	A-	A-
ELA	5	581211	0	D	2	87609	0.3869	0.3643	0.1296	0.1153	0.3845	0.0047	0.0016	0.3968	-0.0897	-0.1991	-0.2439	0.3988	-0.069	-0.0326	1.1158	0.0197	8.0711	1.0665	9.9012	1.1635	A+	A-	A-
ELA	5	581217	0	D	2	87595	0.3879	0.3854	0.2098	0.1411	0.2571	0.0051	0.0014	0.2715	0.2743	-0.0964	-0.194	-0.0475	-0.0648	-0.0353	1.1712	0.0198	9.9012	1.2252	9.9014	1.3975	A-	A-	A-
ELA	5	581223	0	D	2	87779	0.4168	0.1806	0.415	0.3657	0.0343	0.0026	0.0018	0.3162	-0.1731	0.3177	-0.1187	-0.1608	-0.0372	-0.0378	1.1391	0.0197	9.9012	1.1877	9.9013	1.3171	A-	A-	A-
ELA	5	660715	0	D	2	87714	0.4889	0.0724	0.3153	0.1209	0.4864	0.004	0.0011	0.416	-0.2221	-0.1712	-0.2055	0.4181	-0.0602	-0.0317	0.5332	0.0192	8.4111	1.064	9.2311	1.1051	A-	A-	A-
ELA	5	660716	0	D	2	87770	0.3782	0.0996	0.1322	0.3872	0.3765	0.0026	0.0019	0.3896	-0.2633	-0.184	-0.0914	0.3906	-0.0442	-0.0308	1.0353	0.0196	6.4611	1.0519	9.9011	1.1311	A-	A-	A-
ELA	5	661441	0	D	2	87688	0.5907	0.1294	0.1074	0.5875	0.1703	0.004	0.0013	0.4793	-0.2501	-0.2454	0.4817	-0.1913	-0.0622	-0.0367	0.0903	0.0195	-4.569	0.9645	-4.2691	0.9485	A+	A-	A-
ELA	5	661446	0	D	2	87669	0.7546	0.0685	0.0624	0.7504	0.1132	0.0043	0.0013	0.4818	-0.246	-0.2131	0.4858	-0.286	-0.0679	-0.0425	-0.5685	0.0209	-9.8992	0.8378	-9.8992	0.7919	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	5	662808	0	D	2	87769	0.5061	0.0581	0.1598	0.2738	0.5039	0.0026	0.0018	0.4862	-0.1678	-0.2132	-0.2752	0.487	-0.0425	-0.0293	0.472	0.0193	-3.189	0.9764	-2.309	0.9747	A-	A+	A+
ELA	5	712453	1	B-C	2	9827	0.622	0.1217	0.6189	0.0864	0.1681	0.0029	0.0019	0.3623	-0.2705	0.3644	-0.1772	-0.0934	-0.039	-0.0386	-0.0908	0.0591	2.0911	1.0523	2.6311	1.108	A-	A-	A-
ELA	5	710837	1	B-K	2	9850	0.786	0.784	0.0703	0.0748	0.0684	0.0015	0.001	0.4701	0.4719	-0.2253	-0.2635	-0.2565	-0.0499	-0.0189	-0.8711	0.064	-4.7091	0.8649	-4.6693	0.7461	A-	A-	A-
ELA	5	710838	1	B-K	2	9782	0.6623	0.071	0.0997	0.1637	0.6561	0.0081	0.0013	0.3666	-0.2705	-0.2857	-0.0395	0.3693	-0.0528	-0.0267	-0.24	0.0597	-2.3591	0.9415	1.8111	1.0782	A+	A+	A+
ELA	5	710840	1	B-K	2	9827	0.745	0.7414	0.0572	0.0825	0.114	0.0035	0.0013	0.3854	0.3881	-0.239	-0.1605	-0.2087	-0.056	-0.0165	-0.7412	0.0628	-1.289	0.9632	-0.039	0.9965	A+	A+	A-
ELA	5	710841	1	B-K	2	9821	0.504	0.2007	0.5013	0.136	0.1566	0.0036	0.0018	0.1822	0.0465	0.1861	-0.2468	-0.0605	-0.0508	-0.0478	0.4155	0.0586	9.9013	1.3112	9.9015	1.4822	A-	A+	A-
ELA	5	710843	1	B-K	2	9819	0.5185	0.2257	0.1171	0.5155	0.136	0.0045	0.0012	0.4411	-0.21	-0.1635	0.4412	-0.2249	-0.0399	-0.0115	0.4249	0.0586	1.701	1.0416	2.9511	1.11	A-	A+	A-
ELA	5	710839	1	B-V	2	9844	0.843	0.0444	0.0623	0.8403	0.0499	0.0024	0.0007	0.4728	-0.2146	-0.2977	0.4736	-0.2516	-0.0355	-0.0317	-1.3695	0.0701	-5.2792	0.8144	-5.8594	0.6053	A+	A-	A-
ELA	5	710893	1	B-V	2	9865	0.4782	0.1927	0.2452	0.0834	0.4777	0.0006	0.0004	0.3987	-0.1793	-0.178	-0.1844	0.3994	-0.0212	-0.0324	0.5928	0.0588	0.771	1.0187	0.571	1.0205	A+	A-	A+
ELA	5	660720	1	D	1	9827	0.6304	0.1044	0.6273	0.1932	0.0702	0.0031	0.0017	0.3416	-0.2583	0.3437	-0.0583	-0.2378	-0.0329	-0.0381	-0.1987	0.0595	3.1611	1.081	3.2711	1.1416	A+	A-	A+
ELA	5	714308	1	D	2	9784	0.546	0.1597	0.1012	0.189	0.541	0.0082	0.001	0.5141	-0.2703	-0.2456	-0.1983	0.5152	-0.0571	-0.0265	0.2826	0.0585	-2.3091	0.9451	-1.7191	0.9379	A-	A-	A-
ELA	5	714309	1	D	2	9829	0.5484	0.1373	0.1243	0.1879	0.5458	0.0035	0.0011	0.4778	-0.281	-0.2325	-0.159	0.4781	-0.022	-0.0358	0.2855	0.0585	-1.069	0.9742	-0.409	0.9848	A-	A-	A-
ELA	5	714360	2	B-C	3	9756	0.6364	0.6311	0.1933	0.0824	0.0848	0.0078	0.0006	0.4659	0.4656	-0.1867	-0.2493	-0.2794	-0.0475	-0.0168	-0.1873	0.0598	-3.6191	0.9112	-2.0091	0.9131	A-	A-	A-
ELA	5	714369	2	B-C	3	9805	0.4325	0.2509	0.2426	0.431	0.072	0.0027	0.0007	0.3297	-0.0783	-0.1756	0.3309	-0.2009	-0.0365	-0.0308	0.8063	0.058	2.2211	1.0506	1.6511	1.0573	A+	A-	A-
ELA	5	716228	2	B-C	3	9718	0.2239	0.2441	0.2212	0.3119	0.2105	0.0106	0.0017	0.0941	0.0385	0.0956	0.0591	-0.194	-0.0395	-0.0114	2.0648	0.0679	5.2812	1.2038	9.9018	1.8206	A+	A-	A+
ELA	5	714363	2	B-K	2	9765	0.551	0.1474	0.1243	0.1739	0.5469	0.0062	0.0013	0.4539	-0.2188	-0.1686	-0.2353	0.4535	-0.0294	-0.03	0.2559	0.058	0.071	1.0013	-0.029	0.9987	A-	A-	A-
ELA	5	714365	2	B-K	3	9784	0.5194	0.5165	0.1456	0.1151	0.2172	0.0042	0.0014	0.2645	0.2678	-0.1487	-0.1886	-0.0393	-0.0571	-0.0341	0.4271	0.0577	7.3312	1.1714	6.1112	1.2231	A-	A+	A-
ELA	5	716232	2	B-K	3	9817	0.7009	0.0869	0.6994	0.1099	0.1016	0.0015	0.0007	0.4523	-0.2449	0.4536	-0.2759	-0.1672	-0.0335	-0.0338	-0.5632	0.0627	-4.3491	0.8783	-3.2592	0.8298	A+	A+	A+
ELA	5	714362	2	B-V	1	9815	0.4461	0.0734	0.4347	0.0445	0.445	0.0019	0.0005	0.3359	-0.2144	-0.1581	-0.1495	0.3371	-0.0449	-0.0202	0.7386	0.0579	4.5011	1.1037	3.9311	1.1387	A-	A+	A+
ELA	5	716237	2	B-V	2	9801	0.7557	0.0994	0.0755	0.7528	0.0684	0.0019	0.0019	0.4791	-0.2889	-0.1978	0.4816	-0.2578	-0.0413	-0.0483	-0.9495	0.0671	-3.8491	0.8714	-3.2492	0.7898	A-	A-	C-
ELA	5	661439	2	D	2	9790	0.6764	0.0908	0.673	0.1565	0.0747	0.0032	0.0018	0.4194	-0.2734	0.422	-0.1352	-0.2505	-0.0581	-0.0282	-0.4733	0.0619	-1.8391	0.9491	-1.4891	0.9232	A+	A+	A+
ELA	5	714310	2	D	2	9765	0.6568	0.1314	0.101	0.6519	0.1081	0.0063	0.0012	0.4859	-0.2349	-0.2202	0.4887	-0.2592	-0.0714	-0.0264	-0.3507	0.0609	-2.9491	0.9229	-2.9091	0.8645	A+	A-	A-
ELA	5	714311	2	D	2	9794	0.4834	0.4811	0.1353	0.1406	0.2384	0.0039	0.0007	0.3438	0.3453	-0.1963	-0.1511	-0.1163	-0.0445	-0.0223	0.5189	0.0577	2.3811	1.0533	2.6211	1.0906	A+	A-	A-
ELA	5	712923	3	B-C	2	9671	0.3026	0.1831	0.1221	0.3847	0.2993	0.0099	0.0009	0.1532	-0.1439	-0.1121	0.0553	0.1556	-0.0539	-0.0148	1.584	0.0621	6.6112	1.1993	7.2414	1.3924	A-	A+	A+
ELA	5	712924	3	B-C	2	9722	0.1867	0.4988	0.1856	0.1629	0.147	0.0038	0.0018	0.0645	0.1709	0.0663	-0.1088	-0.1881	-0.0497	-0.0333	2.3444	0.0722	4.3012	1.1902	8.1518	1.762	A-	A-	A-
ELA	5	712918	3	B-K	2	9740	0.7786	0.0721	0.0694	0.7757	0.079	0.0027	0.0011	0.5198	-0.3088	-0.2939	0.522	-0.2188	-0.0481	-0.0489	-0.9991	0.0675	-5.5692	0.8136	-5.7793	0.6684	A+	A-	A+
ELA	5	712919	3	B-K	3	9716	0.5899	0.1528	0.138	0.5862	0.1168	0.0058	0.0004	0.4816	-0.3163	-0.147	0.4827	-0.2138	-0.0502	-0.0354	0.0926	0.0582	-2.3491	0.9465	-1.6891	0.9425	A+	A+	A+
ELA	5	712922	3	B-K	3	9738	0.6157	0.6133	0.0654	0.2571	0.0602	0.0034	0.0006	0.3577	0.3607	-0.2211	-0.1235	-0.2631	-0.0598	-0.0388	-0.0892	0.059	1.481	1.0363	1.7211	1.0656	A+	A-	A-
ELA	5	712915	3	B-V	2	9754	0.4447	0.4437	0.3373	0.1362	0.0804	0.0014	0.0009	0.1192	0.1208	0.069	-0.0992	-0.2073	-0.0314	-0.034	0.8333	0.0578	9.9013	1.3139	9.9014	1.4365	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	5	712916	3	B-V	1	9764	0.2963	0.1606	0.1178	0.4244	0.2959	0.001	0.0003	0.2731	-0.223	-0.1435	0.0095	0.2736	-0.0274	-0.0311	1.5562	0.0618	3.5211	1.1015	6.1313	1.3203	A-	A-	A-
ELA	5	712925	3	B-V	1	9719	0.4442	0.1968	0.4415	0.1742	0.1815	0.0043	0.0016	0.3207	-0.0299	0.3226	-0.1289	-0.2462	-0.0626	-0.0108	0.7936	0.0577	3.0811	1.0696	3.3811	1.1123	A+	A-	A-
ELA	5	661444	3	D	1	9714	0.3715	0.335	0.1462	0.1433	0.3691	0.0038	0.0027	0.2175	-0.0872	-0.0776	-0.0933	0.2198	-0.0474	-0.037	1.1922	0.0592	6.3712	1.1629	9.0514	1.3887	A+	A-	A-
ELA	5	714312	3	D	1	9681	0.7826	0.0709	0.0599	0.7749	0.0845	0.0095	0.0003	0.4267	-0.2421	-0.2163	0.431	-0.2109	-0.0759	-0.0299	-1.0008	0.0676	-2.3191	0.9188	-2.4092	0.8501	A+	A-	A-
ELA	5	714313	3	D	1	9712	0.4865	0.0579	0.4833	0.3453	0.1069	0.0057	0.0009	0.1822	-0.239	0.1838	0.0348	-0.1607	-0.0311	-0.0184	0.6037	0.0574	9.5012	1.2221	9.8113	1.3355	A+	A-	A-
ELA	5	712118	4	B-C	2	9733	0.4516	0.1741	0.0676	0.4491	0.3037	0.0041	0.0014	0.356	-0.2925	-0.2245	0.3577	-0.0132	-0.0593	-0.0194	0.7538	0.0575	2.9311	1.0654	3.5211	1.1136	B-	A+	A-
ELA	5	712119	4	B-C	2	9745	0.3365	0.335	0.1841	0.1571	0.3194	0.0033	0.001	0.2074	0.2084	-0.0272	-0.1393	-0.074	-0.0273	-0.0333	1.3322	0.0598	8.3112	1.2249	9.9015	1.4707	B-	A+	A+
ELA	5	712120	4	B-C	2	9706	0.4433	0.2596	0.4397	0.1711	0.1213	0.0066	0.0016	0.4156	-0.1681	0.4157	-0.2182	-0.1417	-0.0472	-0.0084	0.7928	0.0575	-0.739	0.9837	1.191	1.0376	A-	A-	A-
ELA	5	712113	4	B-K	2	9748	0.4214	0.1662	0.0776	0.3325	0.4197	0.0025	0.0015	0.2684	-0.3318	-0.2287	0.115	0.2691	-0.038	-0.0094	0.8901	0.0578	5.9111	1.1378	6.5612	1.2272	A-	A-	A+
ELA	5	712114	4	B-K	2	9702	0.6613	0.6556	0.136	0.0652	0.1346	0.008	0.0007	0.4294	0.4272	-0.1811	-0.2549	-0.2212	-0.0272	-0.0016	-0.2974	0.0605	1.201	1.0316	1.6911	1.0754	A-	A+	A-
ELA	5	712117	4	B-K	2	9759	0.4508	0.4495	0.4177	0.0521	0.0779	0.0021	0.0007	0.3764	0.377	-0.1343	-0.2263	-0.2575	-0.0321	-0.0203	0.7592	0.0575	1.881	1.0415	2.5611	1.0818	C-	A-	A-
ELA	5	712110	4	B-V	2	9767	0.8425	0.0668	0.0725	0.8408	0.0178	0.002		0.3882	-0.2628	-0.2144	0.3902	-0.1469	-0.0469		-1.5148	0.0775	-3.5292	0.8385	-3.6493	0.7015	A-	A-	A-
ELA	5	712111	4	B-V	2	9734	0.8773	0.0322	0.8726	0.0596	0.0302	0.0041	0.0013	0.3911	-0.2252	0.3934	-0.2106	-0.218	-0.0424	-0.0422	-1.8538	0.0858	-3.9992	0.7837	-5.0695	0.539	A+	A-	A-
ELA	5	629634	4	D	1	9739	0.5823	0.1652	0.1813	0.5794	0.0692	0.0035	0.0014	0.4522	-0.3215	-0.1382	0.4527	-0.1895	-0.0355	-0.0171	0.0446	0.0585	-1.069	0.9749	-1.9091	0.9323	A+	A-	A-
ELA	5	714314	4	D	1	9710	0.4885	0.1637	0.4846	0.1859	0.158	0.0066	0.0012	0.3395	-0.1746	0.3417	-0.0892	-0.1813	-0.0554	-0.0249	0.5745	0.0573	1.561	1.0341	1.191	1.0368	A+	A-	A-
ELA	5	714315	4	D	1	9725	0.3319	0.2147	0.2338	0.3298	0.2154	0.0053	0.001	0.1327	-0.0469	-0.0055	0.1342	-0.0935	-0.0369	-0.0118	1.3718	0.06	8.2912	1.2279	8.7314	1.4003	A-	A+	A+
ELA	5	711530	5	B-C	3	9633	0.5022	0.2049	0.1714	0.4972	0.1164	0.008	0.0021	0.4427	-0.1585	-0.248	0.4456	-0.1785	-0.0648	-0.0515	0.4303	0.0573	-1.839	0.9604	-0.829	0.9746	A-	A-	A-
ELA	5	711541	5	B-C	2	9682	0.3602	0.1458	0.3583	0.168	0.3228	0.0033	0.0017	0.2621	-0.2263	0.2639	-0.1529	0.0315	-0.0545	-0.0269	1.1449	0.0594	6.2612	1.1622	6.5313	1.2737	A+	A+	A+
ELA	5	711535	5	B-K	2	9666	0.5616	0.1087	0.2456	0.5578	0.0812	0.0064	0.0003	0.4447	-0.2674	-0.1768	0.4444	-0.2127	-0.038	-0.0135	0.1268	0.0577	-0.479	0.9892	-1.229	0.9603	A-	A-	A-
ELA	5	711536	5	B-K	3	9405	0.5558	0.5371	0.1542	0.1041	0.171	0.0032	0.0303	0.2623	0.2595	-0.1479	-0.1917	-0.0324	-0.0437	-0.0162	0.2029	0.0575	7.1612	1.1667	7.4713	1.2538	A-	A+	A+
ELA	5	711539	5	B-K	2	9674	0.3231	0.3212	0.4666	0.1381	0.0682	0.0039	0.002	0.1343	0.1366	0.1172	-0.2153	-0.1721	-0.0453	-0.0394	1.3616	0.0609	7.7812	1.2232	9.0115	1.4505	A-	A+	A-
ELA	5	711540	5	B-K	2	9682	0.589	0.1053	0.1155	0.1881	0.5861	0.0034	0.0016	0.4309	-0.2334	-0.1843	-0.2009	0.4324	-0.0526	-0.0202	0.0002	0.0581	-1.429	0.9674	-1.5791	0.9468	A-	A-	A-
ELA	5	711534	5	B-V	2	9710	0.7887	0.082	0.0433	0.0856	0.787	0.0018	0.0003	0.4654	-0.2638	-0.2212	-0.2558	0.4667	-0.0397	-0.0249	-1.2172	0.0694	-4.4292	0.8402	-4.3393	0.7253	A-	A-	A-
ELA	5	711537	5	B-V	2	9692	0.2294	0.3615	0.2284	0.1648	0.2412	0.0034	0.0006	-0.0475	0.1265	-0.0459	-0.0441	-0.0525	-0.0298	-0.0373	1.9283	0.067	8.5613	1.332	9.902	2.0068	A-	A+	A+
ELA	5	661442	5	D	1	9680	0.6845	0.6809	0.1066	0.1196	0.0877	0.0036	0.0016	0.4174	0.4197	-0.2005	-0.2034	-0.2244	-0.0515	-0.0311	-0.5401	0.0613	-0.569	0.984	0.051	1.0018	A+	A-	A-
ELA	5	714316	5	D	1	9671	0.7615	0.7568	0.0582	0.0657	0.1132	0.0057	0.0005	0.4151	0.4152	-0.2416	-0.2503	-0.1781	-0.0379	-0.0143	-0.9793	0.066	-2.6791	0.9119	-2.1791	0.8726	A-	A-	A-
ELA	5	714317	5	D	2	9677	0.7207	0.0925	0.7167	0.0701	0.1152	0.0049	0.0006	0.482	-0.3005	0.4818	-0.2355	-0.2092	-0.04	-0.014	-0.8419	0.0643	-4.6591	0.8597	-4.1992	0.7834	A+	A-	A-
ELA	5	712246	6	A-C	3	9725	0.7079	0.1675	0.0708	0.704	0.0523	0.0042	0.0012	0.4769	-0.2428	-0.2864	0.4794	-0.2236	-0.0592	-0.0323	-0.5865	0.0636	-1.159	0.9646	-0.9291	0.9488	A-	A-	A-
ELA	5	712257	6	A-C	2	9711	0.4264	0.1856	0.2106	0.1735	0.4235	0.0056	0.0012	0.4025	-0.326	-0.1972	0.0338	0.4044	-0.06	-0.0295	0.9085	0.0582	1.061	1.0243	2.7311	1.097	A-	A-	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	5	712250	6	A-K	2	9675	0.3385	0.3349	0.29	0.0859	0.2786	0.0103	0.0002	0.1738	0.175	-0.0309	-0.2548	0.0149	-0.0386	0.0013	1.416	0.0606	6.4412	1.1765	7.9014	1.3883	A-	A+	A-
ELA	5	712251	6	A-K	2	9721	0.7337	0.1053	0.0865	0.0729	0.7294	0.0044	0.0014	0.4324	-0.2248	-0.1887	-0.2548	0.4358	-0.0594	-0.0368	-0.6937	0.0647	-2.3991	0.925	-2.2991	0.871	A+	A-	A+
ELA	5	712253	6	A-K	3	9674	0.4785	0.2429	0.166	0.4734	0.1071	0.0093	0.0013	0.2853	-0.013	-0.1736	0.2874	-0.2196	-0.0505	-0.016	0.722	0.0579	6.8812	1.1633	7.8513	1.2825	A+	A+	A-
ELA	5	712255	6	A-K	2	9752	0.6076	0.0747	0.606	0.0738	0.2429	0.0026	0.0001	0.4981	-0.2637	0.4993	-0.2834	-0.2283	-0.0508	-0.0093	-0.0185	0.0594	-4.2691	0.8967	-4.2792	0.84	A+	A-	A-
ELA	5	712248	6	A-V	2	9758	0.637	0.6357	0.0948	0.0652	0.2022	0.0018	0.0002	0.3449	0.3449	-0.232	-0.1662	-0.1398	-0.0114	-0.0222	-0.158	0.0602	2.7211	1.0726	2.8711	1.1264	A-	A-	A-
ELA	5	715577	6	A-V	2	9755	0.8371	0.0478	0.8351	0.0875	0.0272	0.0017	0.0006	0.4602	-0.2313	0.4619	-0.3098	-0.1975	-0.038	-0.0325	-1.4374	0.076	-2.8391	0.8755	-4.0093	0.6788	A+	A-	A+
ELA	5	662803	6	D	2	9725	0.7488	0.1007	0.0926	0.7447	0.0566	0.0037	0.0017	0.5192	-0.2826	-0.281	0.5189	-0.2445	-0.0412	-0.0195	-0.8372	0.0664	-5.9492	0.8105	-5.9493	0.6665	A-	B-	A-
ELA	5	714318	6	D	2	9697	0.4126	0.1862	0.2719	0.4092	0.1244	0.0079	0.0004	0.3803	-0.2394	-0.0837	0.3825	-0.1542	-0.0701	-0.0285	0.9746	0.0584	3.1311	1.0739	4.2212	1.1564	A-	A-	A-
ELA	5	714319	6	D	2	9725	0.5114	0.3719	0.5086	0.0704	0.0438	0.0044	0.001	0.4281	-0.2369	0.4283	-0.1965	-0.2269	-0.0287	-0.0323	0.4435	0.058	1.961	1.0452	2.3311	1.0791	A+	A-	A-
ELA	5	711327	7	A-C	3	9726	0.6254	0.1412	0.1603	0.6221	0.0711	0.0043	0.001	0.4501	-0.2214	-0.2129	0.4513	-0.2328	-0.0482	-0.0195	-0.0982	0.0598	0.571	1.0141	1.5511	1.071	A+	A+	A+
ELA	5	711328	7	A-C	2	9746	0.5508	0.1767	0.122	0.149	0.549	0.0033		0.4184	-0.1623	-0.1845	-0.2344	0.42	-0.0557		0.3118	0.0583	-0.309	0.9926	-0.489	0.9808	A-	A-	A-
ELA	5	711321	7	A-K	2	9751	0.769	0.0781	0.0941	0.0581	0.7669	0.0025	0.0003	0.4725	-0.3099	-0.1769	-0.2694	0.4739	-0.0434	-0.021	-1.0079	0.0685	-4.7692	0.8363	-3.8893	0.7415	A+	A-	A-
ELA	5	711553	7	A-K	2	9679	0.5624	0.1768	0.5567	0.1039	0.1525	0.0098	0.0003	0.4165	-0.2276	0.4166	-0.1623	-0.1834	-0.0421	-0.0284	0.2517	0.0584	1.031	1.0241	0.921	1.0362	A+	A+	A+
ELA	5	711738	7	A-K	3	9642	0.5576	0.2108	0.0884	0.1371	0.5498	0.0104	0.0035	0.5428	-0.2922	-0.238	-0.2185	0.5421	-0.061	-0.0274	0.2421	0.0585	-4.4491	0.8994	-3.2791	0.8757	A+	A-	A+
ELA	5	711318	7	A-V	1	9723	0.6	0.5966	0.1094	0.2207	0.0676	0.0046	0.001	0.4087	0.4109	-0.2632	-0.1388	-0.2277	-0.0556	-0.0289	0.0045	0.0593	1.401	1.0345	0.201	1.0081	B-	A-	A-
ELA	5	711320	7	A-V	2	9726	0.6691	0.1452	0.1009	0.6656	0.0829	0.0041	0.0012	0.3471	-0.0918	-0.2066	0.3501	-0.2403	-0.0492	-0.0331	-0.3853	0.0617	1.451	1.0405	0.891	1.0467	A-	A-	A-
ELA	5	711741	7	A-V	2	9756	0.3965	0.3469	0.3956	0.196	0.0593	0.0019	0.0003	0.3043	-0.0734	0.3054	-0.2215	-0.1022	-0.0442	-0.0227	1.057	0.059	3.8411	1.0953	5.2212	1.2171	A+	A-	A+
ELA	5	662805	7	D	2	9729	0.8227	0.0763	0.8186	0.0642	0.0359	0.0028	0.0022	0.4592	-0.2919	0.4592	-0.22	-0.2284	-0.0405	-0.0195	-1.4401	0.0757	-4.4992	0.8098	-4.0993	0.667	A+	A-	A-
ELA	5	714804	7	D	2	9705	0.7323	0.0667	0.1046	0.0944	0.7268	0.0067	0.0007	0.3973	-0.2863	-0.2307	-0.1054	0.3996	-0.0536	-0.0309	-0.7297	0.0649	-0.249	0.9918	0.531	1.0325	A+	A-	A-
ELA	5	714805	7	D	2	9717	0.8053	0.0442	0.0284	0.8003	0.1209	0.0053	0.0009	0.3828	-0.2473	-0.1559	0.3846	-0.2242	-0.0435	-0.0258	-1.2993	0.0731	-1.3191	0.9451	-1.1591	0.9025	A+	A-	A-
ELA	5	712262	8	A-K	2	9753	0.7006	0.1383	0.0703	0.089	0.6963	0.0048	0.0013	0.446	-0.2668	-0.2418	-0.1672	0.447	-0.0455	-0.0233	-0.5072	0.0623	-2.2391	0.9363	-0.969	0.9515	A+	A-	A-
ELA	5	712263	8	A-K	3	9785	0.2813	0.2669	0.3488	0.1009	0.2805	0.0021	0.0007	-0.0206	0.0344	0.1062	-0.1811	-0.0187	-0.0405	-0.0389	1.7067	0.0632	9.9014	1.4261	9.902	2.008	A+	A+	A+
ELA	5	712264	8	A-K	3	9746	0.7027	0.0766	0.698	0.1284	0.0902	0.0061	0.0007	0.3754	-0.2266	0.3785	-0.1594	-0.1913	-0.0591	-0.0284	-0.504	0.0623	0.671	1.0192	1.4911	1.0753	A+	A+	A+
ELA	5	712265	8	A-K	3	9698	0.5391	0.2137	0.1776	0.5328	0.0642	0.0111	0.0006	0.4258	-0.2255	-0.1627	0.4269	-0.2108	-0.054	-0.0418	0.3685	0.0577	-0.519	0.9883	0.461	1.0147	A+	A+	A-
ELA	5	712266	8	A-K	2	9764	0.5005	0.3778	0.498	0.0544	0.0648	0.0042	0.0008	0.2004	0.0668	0.2038	-0.2737	-0.2736	-0.0598	-0.0323	0.6167	0.0576	9.9012	1.24	9.3513	1.3348	A-	A+	A+
ELA	5	712267	8	A-K	2	9772	0.499	0.4969	0.2575	0.1253	0.1161	0.0031	0.0011	0.2134	0.2161	-0.0657	-0.1093	-0.1222	-0.0541	-0.0298	0.5284	0.0576	9.1912	1.2153	9.0513	1.3221	A-	A+	A+
ELA	5	712258	8	A-V	2	9799	0.929	0.9276	0.0358	0.0216	0.0136	0.0012	0.0002	0.3586	0.3583	-0.2298	-0.2104	-0.1612	-0.0137	-0.0324	-2.5285	0.107	-2.2392	0.825	-3.8195	0.5134	A+	A-	A-
ELA	5	712260	8	A-V	2	9774	0.756	0.124	0.036	0.753	0.0831	0.0029	0.0011	0.4429	-0.2426	-0.1978	0.4462	-0.2584	-0.0508	-0.0481	-0.8442	0.066	-2.6891	0.9118	-3.4192	0.8036	A+	A+	A-
ELA	5	662807	8	D	2	9409	0.6227	0.1678	0.1177	0.5971	0.0762	0.0031	0.0381	0.4393	-0.1675	-0.2188	0.4448	-0.238	-0.0516	-0.0995	-0.0153	0.0589	-0.299	0.9927	-0.349	0.9865	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	5	714806	8	D	2	9739	0.901	0.0219	0.0566	0.0198	0.8942	0.0067	0.0008	0.338	-0.2022	-0.2298	-0.1198	0.3418	-0.0565	-0.039	-2.1011	0.0921	-2.2891	0.8566	-2.5693	0.7093	A+	B-	B-
ELA	5	714807	8	D	2	9750	0.8707	0.8651	0.0306	0.0342	0.0637	0.0048	0.0016	0.4493	0.4468	-0.2223	-0.2266	-0.285	-0.0311	-0.035	-1.7991	0.0836	-4.4792	0.7714	-5.6095	0.5126	A+	A+	A-
ELA	5	714835	9	A-K	2	9728	0.4671	0.4643	0.0791	0.1022	0.3485	0.0038	0.0021	0.1852	0.1881	-0.2338	-0.1631	0.0485	-0.0512	-0.0283	0.7067	0.0577	9.9012	1.2349	9.9014	1.3641	A-	A+	A-
ELA	5	714838	9	A-K	3	9700	0.7214	0.7151	0.094	0.0985	0.0836	0.008	0.0008	0.4988	0.4986	-0.2554	-0.2276	-0.28	-0.0543	-0.0131	-0.6131	0.064	-2.5291	0.9223	-2.0491	0.8908	A+	A+	A+
ELA	5	714840	9	A-K	2	9727	0.6662	0.1102	0.0981	0.1235	0.6622	0.0053	0.0007	0.5597	-0.3101	-0.307	-0.2201	0.5587	-0.0459	-0.0031	-0.2463	0.0608	-5.5491	0.8567	-4.6992	0.8065	A-	A-	A+
ELA	5	714841	9	A-K	2	9743	0.3421	0.1153	0.3406	0.3013	0.2384	0.0037	0.0007	0.1924	-0.2323	0.1943	0.0146	-0.0487	-0.0566	-0.0161	1.3689	0.06	7.7612	1.2082	8.6714	1.4182	A-	A-	A+
ELA	5	714833	9	A-V	2	9746	0.8253	0.8219	0.0271	0.083	0.064	0.0036	0.0005	0.4649	0.4679	-0.2028	-0.2836	-0.2601	-0.0613	-0.0256	-1.3766	0.0752	-3.4891	0.8507	-3.9993	0.6922	A-	A-	B-
ELA	5	714834	9	A-V	2	9761	0.4901	0.2653	0.1372	0.1061	0.4889	0.0019	0.0006	0.3539	-0.0665	-0.2335	-0.214	0.3542	-0.0173	-0.0284	0.5239	0.0577	3.6511	1.0832	3.6611	1.1237	A+	A-	A-
ELA	5	714866	9	A-V	2	9767	0.8303	0.0653	0.056	0.048	0.8287	0.0015	0.0004	0.4035	-0.2518	-0.2038	-0.1944	0.4056	-0.0411	-0.0289	-1.4091	0.0759	-3.1291	0.8629	-2.3092	0.8088	A-	A-	A-
ELA	5	715100	9	A-V	2	9741	0.8785	0.0283	0.0478	0.8744	0.0449	0.0038	0.0008	0.42	-0.2171	-0.2457	0.4225	-0.2294	-0.0505	-0.0343	-1.8611	0.0862	-2.8692	0.8427	-3.4793	0.6565	A+	A-	A-
ELA	5	660718	9	D	2	9759	0.8389	0.1143	0.8366	0.0222	0.0241	0.0018	0.0009	0.3992	-0.2905	0.4018	-0.1603	-0.1936	-0.0476	-0.0253	-1.4964	0.0776	-2.0291	0.9057	-1.1091	0.8989	A+	A-	A-
ELA	5	716051	9	D	2	9719	0.8749	0.0434	0.8689	0.0379	0.0429	0.0058	0.001	0.4257	-0.2289	0.4277	-0.2194	-0.2481	-0.0632	-0.0216	-1.82	0.0851	-2.2291	0.8785	-1.7592	0.8166	A+	C-	A-
ELA	5	716169	9	D	2	9752	0.5703	0.5684	0.1509	0.103	0.1742	0.0031	0.0004	0.3872	0.389	-0.1019	-0.2375	-0.2129	-0.0532	-0.0137	0.1705	0.0585	0.741	1.0173	1.5411	1.0555	A+	A-	A-
ELA	6	623050	0	A-C	2	80864	0.7776	0.1021	0.0588	0.0601	0.7729	0.0052	0.0008	0.5369	-0.295	-0.2938	-0.2607	0.5384	-0.0643	-0.0172	-0.7312	0.0224	-9.8991	0.8515	-9.8993	0.7202	A+	A+	A+
ELA	6	662369	0	A-C	3	80815	0.4464	0.2338	0.1287	0.1875	0.4434	0.0057	0.0009	0.3621	-0.0013	-0.252	-0.2284	0.3653	-0.0865	-0.0291	0.9731	0.0191	9.9011	1.0857	9.9011	1.1443	A+	A+	A+
ELA	6	662371	0	A-C	3	80945	0.5546	0.0946	0.1182	0.5519	0.2304	0.0043	0.0007	0.3659	-0.306	-0.2459	0.3694	-0.0209	-0.0808	-0.0262	0.5179	0.0191	9.9011	1.1003	9.9012	1.2112	A+	A+	A+
ELA	6	623044	0	A-K	2	80898	0.6806	0.6768	0.0616	0.1227	0.1333	0.0046	0.0009	0.433	0.4355	-0.2812	-0.2651	-0.1305	-0.0577	-0.0269	-0.029	0.0199	-0.749	0.9937	1.531	1.0215	A+	A+	A+
ELA	6	623047	0	A-K	2	80645	0.5739	0.1914	0.1009	0.1302	0.5689	0.0072	0.0015	0.4595	-0.2062	-0.2169	-0.2262	0.4607	-0.0573	-0.0207	0.0654	0.0197	9.0011	1.0752	7.7711	1.1066	A+	A+	A+
ELA	6	623051	0	A-K	2	80674	0.6677	0.0816	0.6621	0.0917	0.1562	0.0076	0.0008	0.5454	-0.2841	0.5462	-0.2891	-0.251	-0.0617	-0.0242	0.0027	0.0199	-9.8991	0.8722	-9.8992	0.8092	A+	A+	A+
ELA	6	662373	0	A-K	2	80627	0.7266	0.0523	0.1006	0.7201	0.1181	0.0082	0.0007	0.541	-0.2895	-0.241	0.5446	-0.3059	-0.092	-0.0214	-0.5901	0.0217	-2.389	0.9741	-7.1691	0.8641	A+	A+	A-
ELA	6	662376	0	A-K	2	80644	0.541	0.0903	0.1713	0.1934	0.5363	0.0077	0.001	0.4138	-0.2715	-0.2035	-0.1131	0.4185	-0.0982	-0.0293	0.6369	0.0191	4.301	1.0311	6.7211	1.0706	A+	A+	A+
ELA	6	623046	0	A-V	1	80781	0.5751	0.0409	0.5711	0.0768	0.3042	0.0058	0.0012	0.3547	-0.2482	0.3582	-0.1787	-0.1616	-0.0659	-0.0346	0.4733	0.0192	9.9011	1.0796	9.6711	1.1081	A+	A+	A+
ELA	6	662383	0	A-V	3	80841	0.4739	0.1133	0.4709	0.3345	0.075	0.0055	0.0008	0.3817	-0.1711	0.3851	-0.1463	-0.234	-0.0858	-0.0332	0.9082	0.0191	9.9011	1.083	9.9011	1.1354	A-	A+	A-
ELA	6	663737	0	A-V	2	80797	0.8365	0.8308	0.0814	0.0466	0.0345	0.0059	0.0009	0.5173	0.5232	-0.3176	-0.2752	-0.2359	-0.0941	-0.0363	-1.2526	0.0255	-4.6291	0.9291	-9.8993	0.6834	A+	A-	A-
ELA	6	495090	0	B-C	2	80653	0.4451	0.1221	0.4412	0.2959	0.1322	0.0079	0.0007	0.3793	-0.1955	0.3825	-0.075	-0.2465	-0.0831	-0.0318	0.7636	0.019	9.9011	1.0809	9.9012	1.1549	A-	A+	A+
ELA	6	625491	0	B-C	2	80915	0.5715	0.0528	0.0997	0.5684	0.2737	0.0043	0.0011	0.4016	-0.2512	-0.2116	0.4046	-0.1688	-0.0696	-0.0307	0.4705	0.0192	5.861	1.0434	3.801	1.0416	A-	A-	A+
ELA	6	625493	0	B-C	2	80937	0.5931	0.5901	0.1925	0.1377	0.0746	0.0044	0.0007	0.411	0.414	-0.2039	-0.2424	-0.1307	-0.069	-0.0291	0.3692	0.0193	2.051	1.0153	1.681	1.019	A+	A+	A+
ELA	6	625495	0	B-C	2	80895	0.7968	0.7923	0.0337	0.0778	0.0906	0.0047	0.0009	0.4907	0.4943	-0.2254	-0.2695	-0.2849	-0.0749	-0.0246	-0.6598	0.0221	-9.8992	0.7998	-9.8993	0.6643	A-	A-	A-
ELA	6	495091	0	B-K	2	80591	0.3477	0.1355	0.193	0.3177	0.3444	0.0085	0.0009	0.2832	-0.2295	-0.1885	0.0556	0.2869	-0.0918	-0.0288	1.3994	0.0196	9.9011	1.1063	9.9012	1.1852	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	6	495092	0	B-K	2	80749	0.5164	0.1549	0.1983	0.5126	0.1269	0.0061	0.0013	0.4685	-0.2112	-0.1912	0.4708	-0.2272	-0.0826	-0.0171	0.7122	0.019	-1.649	0.9883	-0.169	0.9983	A-	A-	A+
ELA	6	495093	0	B-K	2	80423	0.5765	0.1409	0.1164	0.1614	0.5699	0.0108	0.0007	0.4141	-0.1512	-0.2428	-0.1814	0.4189	-0.0931	-0.0239	0.0246	0.0198	9.9012	1.1588	9.9013	1.259	A-	A-	A+
ELA	6	625488	0	B-K	2	80892	0.5276	0.1594	0.2563	0.5246	0.054	0.005	0.0007	0.4074	-0.2072	-0.1577	0.4098	-0.2406	-0.0673	-0.0316	0.7136	0.019	6.141	1.0444	5.7711	1.0597	A-	A-	A-
ELA	6	625489	0	B-K	2	80874	0.637	0.173	0.6332	0.1111	0.0768	0.0049	0.001	0.576	-0.3518	0.5782	-0.2533	-0.2242	-0.0727	-0.0381	0.2331	0.0194	-9.8992	0.8431	-9.8992	0.7999	B-	A-	A-
ELA	6	495094	0	B-V	2	80770	0.5956	0.2752	0.5913	0.0562	0.0701	0.0063	0.0009	0.4058	-0.1661	0.4102	-0.2763	-0.2199	-0.0873	-0.0263	-0.0234	0.0199	9.9011	1.1415	9.9012	1.2448	A-	A-	A-
ELA	6	625496	0	B-V	1	80930	0.7358	0.0682	0.732	0.0939	0.1007	0.0044	0.0008	0.5032	-0.2673	0.5068	-0.2679	-0.2425	-0.0767	-0.0328	-0.318	0.0207	-9.8991	0.8635	-9.8992	0.7971	B-	A+	A-
ELA	6	633154	0	B-V	2	80897	0.3573	0.3161	0.1976	0.3553	0.1254	0.0049	0.0007	0.281	0.0165	-0.2083	0.283	-0.1658	-0.0635	-0.0316	1.6015	0.02	9.9012	1.1662	9.9014	1.3555	A-	A+	A+
ELA	6	503913	0	D	2	81006	0.5481	0.1275	0.5458	0.1798	0.1428	0.0024	0.0019	0.4417	-0.1676	0.4434	-0.2423	-0.1943	-0.0414	-0.043	0.7047	0.019	1.331	1.0095	3.231	1.0331	A-	A-	A-
ELA	6	503922	0	D	2	80994	0.5734	0.5708	0.1911	0.1297	0.104	0.0022	0.0022	0.2938	0.2963	-0.133	-0.1287	-0.1552	-0.0373	-0.0426	0.4953	0.0191	9.9011	1.1391	9.9012	1.2018	A-	A+	A+
ELA	6	584209	0	D	2	80896	0.535	0.0856	0.532	0.1749	0.202	0.0041	0.0015	0.4113	-0.1834	0.4138	-0.2304	-0.1555	-0.0616	-0.0328	0.5621	0.0191	6.171	1.0451	6.1011	1.0652	A+	A-	A-
ELA	6	584210	0	D	2	81002	0.4158	0.2076	0.1802	0.414	0.1939	0.0025	0.0018	0.2594	-0.0878	-0.1887	0.2612	-0.0428	-0.0365	-0.0411	1.2184	0.0193	9.9012	1.2207	9.9013	1.3358	A-	A-	A-
ELA	6	663341	0	D	2	80838	0.683	0.0951	0.6787	0.1164	0.1036	0.0038	0.0025	0.5087	-0.2452	0.5114	-0.2857	-0.2275	-0.0626	-0.0427	-0.0919	0.0201	-9.8991	0.8933	-9.8992	0.8241	A+	A-	A-
ELA	6	663343	0	D	1	80786	0.7407	0.0743	0.1392	0.044	0.7355	0.0036	0.0034	0.3621	-0.1932	-0.2013	-0.1726	0.3669	-0.0581	-0.0447	-0.0197	0.0199	-7.6891	0.9366	-5.1291	0.93	A+	A-	A+
ELA	6	663365	0	D	3	80836	0.4944	0.4912	0.1607	0.2019	0.1399	0.0044	0.0019	0.295	0.2982	-0.0858	-0.1131	-0.192	-0.0591	-0.0374	1.1258	0.0192	9.9012	1.1923	9.9013	1.3024	A-	A-	A-
ELA	6	663368	0	D	3	81023	0.4732	0.3587	0.1174	0.4713	0.0486	0.0021	0.0019	0.3232	-0.1703	-0.1182	0.3249	-0.1814	-0.0395	-0.037	0.8797	0.0191	9.9011	1.1418	9.9012	1.1978	A-	A+	A+
ELA	6	663371	0	D	3	80878	0.4559	0.0673	0.1878	0.4532	0.2859	0.004	0.0018	0.3352	-0.2189	-0.1379	0.338	-0.1191	-0.065	-0.039	0.9643	0.0191	9.9011	1.1069	9.9012	1.1689	A+	A-	A-
ELA	6	716056	1	B-C	2	9089	0.3405	0.1129	0.4232	0.3391	0.1205	0.0031	0.0012	0.2661	-0.2015	-0.0231	0.267	-0.1474	-0.0521	-0.009	1.5414	0.0607	3.4311	1.0954	5.2812	1.2339	A-	A+	A-
ELA	6	716064	1	B-C	3	9077	0.329	0.1275	0.2675	0.2722	0.3271	0.0038	0.0018	0.2489	-0.1746	-0.1675	0.0439	0.251	-0.0568	-0.0333	1.4999	0.0604	6.4212	1.1808	6.8213	1.3006	A-	A-	A-
ELA	6	716066	1	B-C	2	9094	0.4127	0.4112	0.2056	0.2889	0.0906	0.0028	0.0009	0.3167	0.3178	-0.1312	-0.1002	-0.191	-0.0456	-0.0218	1.0832	0.0582	2.091	1.0497	2.6711	1.0889	A-	A-	A-
ELA	6	716067	1	B-C	2	9108	0.4853	0.0796	0.4842	0.3074	0.1265	0.0015	0.0007	0.0737	-0.1114	0.076	0.0997	-0.1541	-0.0435	-0.0359	0.669	0.0573	9.9013	1.3164	9.9014	1.4418	A+	A+	A+
ELA	6	716060	1	B-K	2	9057	0.5314	0.119	0.1555	0.5273	0.1905	0.007	0.0008	0.273	-0.2609	-0.1115	0.2751	-0.0207	-0.0447	-0.0221	0.5683	0.0574	7.1112	1.1644	7.5212	1.2471	A+	A-	A-
ELA	6	716062	1	B-K	2	9088	0.2687	0.2519	0.2675	0.1871	0.2891	0.0027	0.0016	0.106	0.0415	0.1073	-0.1201	-0.035	-0.0251	-0.0367	1.8161	0.0631	7.5412	1.2454	9.4115	1.5347	A-	A-	A-
ELA	6	716057	1	B-V	1	9092	0.49	0.2044	0.1188	0.1848	0.4881	0.0023	0.0016	0.2642	-0.1419	-0.1556	-0.0558	0.2668	-0.0493	-0.0434	0.8082	0.0575	5.2111	1.1208	5.8712	1.1879	B-	A-	A-
ELA	6	716058	1	B-V	2	9112	0.4915	0.4907	0.1765	0.2503	0.0807	0.0015	0.0002	0.189	0.1901	-0.1409	-0.0106	-0.1292	-0.0302	-0.0236	0.7557	0.0574	9.6612	1.2301	9.9013	1.3403	A-	A-	A-
ELA	6	663362	1	D	2	9088	0.4866	0.1349	0.2664	0.4844	0.1099	0.0019	0.0025	0.3609	-0.1455	-0.1744	0.3626	-0.1626	-0.0236	-0.0509	0.7807	0.0574	0.461	1.0101	1.531	1.0467	A+	A-	A-
ELA	6	715019	1	D	2	9047	0.7283	0.0897	0.1138	0.0657	0.7218	0.0064	0.0025	0.5123	-0.2731	-0.2722	-0.2372	0.5151	-0.0574	-0.0597	-0.3072	0.061	-7.4392	0.815	-6.5493	0.7224	A+	A-	A-
ELA	6	716171	1	D	2	9085	0.7261	0.0781	0.0864	0.108	0.7227	0.0037	0.001	0.4952	-0.2581	-0.2786	-0.2296	0.4962	-0.0364	-0.0343	-0.2791	0.0608	-5.2891	0.8674	-5.2592	0.776	A+	A-	A-
ELA	6	714348	2	B-C	2	8914	0.3796	0.1617	0.1618	0.2936	0.3776	0.0044	0.001	0.3439	-0.3495	-0.2195	0.1026	0.3449	-0.0648	-0.0054	1.3998	0.0586	-0.699	0.9834	-0.049	0.998	A+	A+	A+
ELA	6	714358	2	B-C	2	8890	0.2063	0.4053	0.2419	0.2046	0.1401	0.0071	0.0009	0.033	0.1207	0.0312	0.0343	-0.2402	-0.0288	-0.0218	2.3467	0.0685	7.8113	1.3228	9.9019	1.9465	A+	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	6	714359	2	B-C	2	8938	0.6774	0.6756	0.0432	0.1781	0.1004	0.0023	0.0003	0.3636	0.3661	-0.235	-0.2209	-0.1193	-0.0577	-0.025	-0.078	0.0597	-1.589	0.9599	-0.569	0.9761	A-	A-	A-
ELA	6	714351	2	B-K	2	8928	0.5407	0.2602	0.5386	0.1443	0.0531	0.0031	0.0007	0.3138	-0.0672	0.3163	-0.2172	-0.2126	-0.0539	-0.0466	0.5689	0.0569	3.5811	1.0769	5.1512	1.1596	A-	A+	A+
ELA	6	714353	2	B-K	3	8903	0.6836	0.0741	0.1071	0.6791	0.1331	0.005	0.0016	0.4019	-0.1969	-0.1505	0.4037	-0.2523	-0.0466	-0.0338	-0.1743	0.0605	-3.2091	0.9174	-3.0991	0.87	A+	A-	A-
ELA	6	714354	2	B-K	3	8887	0.4161	0.1194	0.4126	0.2607	0.199	0.0071	0.0012	0.2189	-0.1683	0.2211	-0.0838	-0.0316	-0.0479	-0.025	1.2373	0.0578	8.0412	1.1911	8.4413	1.2973	A-	A-	A-
ELA	6	714349	2	B-V	2	8946	0.3709	0.1641	0.1518	0.3121	0.3702	0.0016	0.0002	0.3049	-0.128	-0.0452	-0.1774	0.3057	-0.0382	-0.0194	1.3998	0.0586	5.6211	1.1387	5.8712	1.2204	A+	A+	A+
ELA	6	714350	2	B-V	2	8925	0.6909	0.688	0.1362	0.1227	0.0489	0.0026	0.0016	0.3866	0.3894	-0.1602	-0.2272	-0.2176	-0.0565	-0.0274	-0.1908	0.0606	-0.139	0.9959	1.6711	1.0746	A-	A-	A-
ELA	6	629746	2	D	2	8903	0.4613	0.3106	0.1072	0.1173	0.4583	0.0033	0.0032	0.3447	0.0046	-0.2829	-0.2542	0.3474	-0.0661	-0.0371	0.9627	0.057	1.651	1.0351	1.9711	1.0583	A+	A-	A-
ELA	6	715020	2	D	2	8891	0.507	0.125	0.503	0.0764	0.2877	0.0069	0.001	0.4142	-0.2679	0.4174	-0.1755	-0.1456	-0.0783	-0.0331	0.6932	0.0568	0.651	1.0135	0.521	1.0147	A+	A-	A-
ELA	6	716172	2	D	1	8916	0.7596	0.7557	0.0247	0.1503	0.0642	0.0029	0.0022	0.3532	0.3564	-0.194	-0.1976	-0.1972	-0.0412	-0.0401	-0.7068	0.0664	0.131	1.0042	0.011	0.9992	A+	A-	A-
ELA	6	710771	3	B-C	2	8997	0.4818	0.1766	0.1965	0.1418	0.4788	0.0059	0.0004	0.4586	-0.248	-0.1775	-0.1739	0.4586	-0.041	-0.0111	0.9721	0.0571	-2.079	0.9563	-0.789	0.9759	A-	A-	A-
ELA	6	710780	3	B-C	2	9016	0.4595	0.2319	0.1835	0.4576	0.1228	0.0033	0.0009	0.1855	-0.0556	-0.1645	0.1874	-0.0097	-0.0376	-0.029	1.0103	0.0572	9.3812	1.2139	9.5613	1.3223	A-	A-	A-
ELA	6	710782	3	B-C	2	9047	0.4648	0.1429	0.1355	0.4644	0.2564	0.0007	0.0001	0.3666	-0.1584	-0.2487	0.3666	-0.096	-0.0061	-0.0197	0.9559	0.0571	4.8011	1.105	5.8412	1.1875	A-	A-	A+
ELA	6	710775	3	B-K	2	9026	0.3926	0.0943	0.1794	0.3318	0.3914	0.0024	0.0007	0.2659	-0.1989	-0.1722	-0.0082	0.2668	-0.0342	-0.0183	1.3945	0.0586	4.5611	1.1117	5.8012	1.2216	A-	A-	A-
ELA	6	710776	3	B-K	3	9026	0.2947	0.2938	0.0847	0.4845	0.1339	0.0029	0.0002	0.0252	0.027	-0.2541	0.1559	-0.0484	-0.0487	-0.0247	1.8816	0.0624	9.1513	1.2923	9.4415	1.5209	A-	A-	A-
ELA	6	710778	3	B-K	2	9035	0.3907	0.1079	0.2365	0.2636	0.3899	0.0014	0.0007	0.1652	-0.1605	0.1279	-0.1912	0.1657	-0.0097	-0.0306	1.318	0.0583	9.9013	1.2528	9.9014	1.3935	A+	A-	A-
ELA	6	710772	3	B-V	2	9012	0.7734	0.7698	0.0786	0.091	0.0559	0.0029	0.0018	0.4092	0.4109	-0.2317	-0.1678	-0.2561	-0.0338	-0.0402	-0.6506	0.0661	-3.4191	0.8873	-3.0492	0.8221	A-	A-	A-
ELA	6	710773	3	B-V	2	9021	0.5084	0.2361	0.5065	0.1248	0.1289	0.0024	0.0012	0.3692	-0.1387	0.3704	-0.1907	-0.18	-0.0404	-0.0265	0.6789	0.057	-0.809	0.9829	-0.539	0.9833	A-	A-	A-
ELA	6	663363	3	D	1	9021	0.716	0.0814	0.7134	0.1197	0.0818	0.0022	0.0014	0.4637	-0.2291	0.4647	-0.2501	-0.2322	-0.0288	-0.0344	-0.3535	0.0626	-3.6691	0.8959	-3.7192	0.8196	A+	A-	A-
ELA	6	715762	3	D	2	8992	0.749	0.0668	0.109	0.7439	0.0734	0.0057	0.0011	0.4682	-0.2776	-0.2332	0.4711	-0.2212	-0.0629	-0.0367	-0.563	0.065	-2.8991	0.9079	-3.9592	0.7844	A-	A-	A-
ELA	6	716627	3	D	2	9013	0.8762	0.0362	0.8722	0.0272	0.0599	0.0033	0.0012	0.4266	-0.2475	0.4272	-0.2054	-0.2515	-0.0372	-0.0336	-1.5259	0.0831	-2.9792	0.8424	-4.5994	0.5979	A+	A-	A-
ELA	6	711234	4	B-C	2	8998	0.5951	0.5932	0.1259	0.1931	0.0845	0.0027	0.0007	0.4289	0.4302	-0.1914	-0.1828	-0.2617	-0.0467	-0.0191	0.2842	0.0583	-0.819	0.9811	-0.609	0.9775	A-	A-	A-
ELA	6	711235	4	B-C	2	9001	0.7709	0.0483	0.7686	0.0739	0.1062	0.0028	0.0002	0.4383	-0.255	0.4415	-0.2338	-0.2167	-0.0624	-0.0213	-0.6724	0.0665	-3.0091	0.8999	-3.1892	0.8069	A-	A-	A-
ELA	6	711315	4	B-C	3	9011	0.5338	0.1077	0.1437	0.214	0.5328	0.0018	0.0001	0.3269	-0.2005	-0.2362	-0.0409	0.3284	-0.0469	-0.0134	0.5449	0.0575	5.0211	1.113	6.0912	1.2127	A+	A-	A+
ELA	6	711237	4	B-K	2	8990	0.6836	0.1272	0.1113	0.6808	0.0765	0.0035	0.0007	0.4915	-0.2305	-0.2429	0.493	-0.2743	-0.0579	-0.0107	-0.1696	0.061	-3.9791	0.8965	-4.4192	0.8039	A-	A-	A+
ELA	6	711239	4	B-K	3	8931	0.4993	0.1733	0.4939	0.2209	0.1011	0.008	0.0028	0.3966	-0.1682	0.3973	-0.1788	-0.184	-0.0479	-0.0201	0.7307	0.0573	1.861	1.0403	2.1111	1.0675	A+	A-	A-
ELA	6	711241	4	B-K	2	8942	0.6822	0.1947	0.0625	0.0576	0.6757	0.0085	0.001	0.4741	-0.2449	-0.277	-0.2259	0.4746	-0.0542	-0.0185	-0.1284	0.0607	-2.9791	0.9231	-1.9791	0.9105	A+	A-	A+
ELA	6	711242	4	B-V	2	8986	0.7959	0.0254	0.043	0.7922	0.1348	0.0034	0.0012	0.458	-0.2031	-0.2358	0.4601	-0.3013	-0.0494	-0.0334	-0.9143	0.0701	-2.9291	0.8894	-2.8392	0.802	A+	B-	A-
ELA	6	711243	4	B-V	2	9008	0.6075	0.1545	0.1125	0.1246	0.6061	0.0017	0.0006	0.3858	-0.1698	-0.1671	-0.2202	0.3874	-0.0419	-0.0291	0.2335	0.0585	2.091	1.0491	1.5711	1.0594	A-	A+	A-
ELA	6	663364	4	D	1	8992	0.7051	0.0863	0.1305	0.7023	0.077	0.0022	0.0018	0.4412	-0.2005	-0.2427	0.4435	-0.229	-0.0567	-0.0243	-0.2683	0.0619	-1.729	0.9518	-2.2691	0.8891	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	6	715763	4	D	3	8944	0.1922	0.384	0.1904	0.2444	0.1719	0.0083	0.001	-0.0508	0.1806	-0.0476	-0.0582	-0.1017	-0.0584	-0.0149	2.4878	0.0705	7.9113	1.3486	9.9021	2.0753	A+	A-	A+
ELA	6	716628	4	D	2	8991	0.8811	0.0309	0.0495	0.8775	0.038	0.0033	0.0008	0.4241	-0.2157	-0.25	0.4229	-0.2347	-0.0217	-0.0351	-1.6247	0.0854	-1.9591	0.8896	-4.2894	0.5954	A+	A+	A+
ELA	6	712927	5	A-C	2	9015	0.581	0.093	0.5787	0.1294	0.1949	0.0033	0.0008	0.3988	-0.2226	0.4014	-0.2277	-0.1333	-0.0635	-0.0251	0.4406	0.0575	-0.719	0.9842	-0.899	0.9709	A+	A+	A-
ELA	6	712935	5	A-C	3	9001	0.6486	0.6449	0.1119	0.1763	0.0612	0.0044	0.0012	0.3457	0.3502	-0.1786	-0.1657	-0.1765	-0.0684	-0.0363	0.1128	0.0589	0.501	1.0118	1.9711	1.0761	A+	A+	A+
ELA	6	712936	5	A-C	2	8988	0.4497	0.1534	0.2873	0.1056	0.4465	0.0053	0.0018	0.207	-0.1578	-0.0351	-0.0865	0.21	-0.054	-0.0268	1.025	0.0573	9.9012	1.234	9.9014	1.3791	A+	A+	A+
ELA	6	712937	5	A-C	2	8969	0.5916	0.1024	0.2297	0.0726	0.5862	0.0083	0.0009	0.4063	-0.2492	-0.1439	-0.2295	0.4069	-0.0455	-0.0221	0.3046	0.058	-0.949	0.9783	-0.799	0.9725	A+	A+	A+
ELA	6	712929	5	A-K	2	8930	0.3856	0.3629	0.146	0.3804	0.0972	0.0117	0.0018	0.3027	0.043	-0.2718	0.3064	-0.2155	-0.0754	-0.0354	1.3497	0.0585	5.0511	1.1224	5.6912	1.2164	A-	A-	A-
ELA	6	712932	5	A-K	3	8961	0.5098	0.2046	0.5046	0.1256	0.1551	0.0091	0.001	0.3537	-0.0741	0.3545	-0.2198	-0.1928	-0.0379	-0.0354	0.7783	0.0571	1.711	1.0365	2.4411	1.075	A+	A+	A-
ELA	6	712928	5	A-V	2	9034	0.6572	0.1705	0.1104	0.6559	0.0613	0.0014	0.0006	0.4554	-0.2549	-0.2553	0.4562	-0.1632	-0.0226	-0.0387	-0.0618	0.06	-2.9891	0.9248	-1.5491	0.9358	A+	A-	A-
ELA	6	716337	5	A-V	2	9034	0.7971	0.7955	0.0693	0.0581	0.0751	0.0013	0.0007	0.4478	0.4492	-0.2395	-0.2315	-0.2434	-0.0314	-0.0346	-0.8859	0.0694	-4.0691	0.8513	-3.5092	0.7733	A-	A-	A-
ELA	6	663367	5	D	3	8953	0.5376	0.1046	0.2971	0.5317	0.0557	0.0034	0.0075	0.2825	-0.1603	-0.081	0.2877	-0.2141	-0.0275	-0.0789	0.5795	0.0572	4.8111	1.1064	5.1112	1.1661	A+	A-	A+
ELA	6	716052	5	D	2	8974	0.8228	0.0835	0.0538	0.8157	0.0383	0.0071	0.0015	0.435	-0.2818	-0.2027	0.4403	-0.2043	-0.0734	-0.0414	-1.0376	0.072	-3.1191	0.875	-3.3592	0.7632	A+	A-	B-
ELA	6	716629	5	D	2	9004	0.1172	0.088	0.1165	0.7033	0.0868	0.0042	0.0011	-0.1591	-0.2367	-0.1572	0.4061	-0.2299	-0.0314	-0.0362	3.152	0.0851	5.0613	1.3219	9.9034	3.3864	A-	A+	A+
ELA	6	711294	6	A-C	3	9048	0.5841	0.1255	0.2057	0.0838	0.5829	0.0018	0.0003	0.2652	-0.2064	-0.031	-0.1765	0.2656	-0.0315	0.0101	0.3469	0.0583	7.8912	1.1951	8.2413	1.3281	A+	A+	A+
ELA	6	711304	6	A-C	3	9015	0.7561	0.1039	0.0976	0.7517	0.041	0.0049	0.0009	0.4999	-0.3043	-0.2501	0.5013	-0.2263	-0.0574	-0.0201	-0.6155	0.0661	-4.5391	0.8548	-4.9693	0.7158	A+	A-	A-
ELA	6	711305	6	A-C	2	9038	0.4893	0.1963	0.4877	0.2125	0.1003	0.0028	0.0004	0.2927	-0.1997	0.2929	0.0126	-0.2362	-0.0149	-0.0255	0.8291	0.0575	3.9011	1.0885	4.6612	1.155	A+	A-	A-
ELA	6	711297	6	A-K	3	9005	0.6514	0.1075	0.1119	0.1267	0.647	0.0039	0.003	0.4508	-0.2269	-0.2148	-0.2211	0.4514	-0.0419	-0.0278	0.0106	0.0601	-3.2391	0.9189	-2.7591	0.8846	A+	A+	A+
ELA	6	711298	6	A-K	2	8970	0.5652	0.2639	0.5592	0.1144	0.0518	0.0104	0.0003	0.3998	-0.1348	0.4006	-0.2856	-0.195	-0.0492	-0.0209	0.5463	0.0578	-0.699	0.9841	0.831	1.0275	B+	A-	A-
ELA	6	711299	6	A-K	3	8974	0.4451	0.2317	0.1574	0.4405	0.1601	0.0087	0.0015	0.2796	-0.0698	-0.1893	0.2824	-0.0964	-0.0615	-0.0193	1.025	0.0577	5.1511	1.1195	5.7412	1.1969	A+	A+	A+
ELA	6	711295	6	A-V	2	9016	0.5425	0.5394	0.1344	0.093	0.2275	0.0025	0.0031	0.4732	0.4743	-0.2352	-0.195	-0.2271	-0.0564	-0.0274	0.5537	0.0578	-2.8191	0.9378	-1.8891	0.9379	A-	A-	A-
ELA	6	711296	6	A-V	2	9052	0.7658	0.7645	0.0678	0.0619	0.1041	0.0017		0.4022	0.403	-0.256	-0.2507	-0.1469	-0.0335		-0.6364	0.0663	-1.7891	0.9401	-1.2591	0.9198	A+	A+	A-
ELA	6	663360	6	D	2	9032	0.8668	0.8635	0.0406	0.0389	0.0532	0.0025	0.0013	0.4254	0.4285	-0.2265	-0.2241	-0.2464	-0.0456	-0.0416	-1.4415	0.081	-2.3991	0.8789	-2.4692	0.7694	A+	A-	A-
ELA	6	716053	6	D	1	9001	0.7	0.1875	0.0799	0.0304	0.6949	0.0067	0.0006	0.4114	-0.2081	-0.2463	-0.2151	0.4155	-0.0695	-0.0288	-0.2645	0.0622	-4.5491	0.8754	-3.6892	0.8221	A+	A-	A-
ELA	6	716630	6	D	2	8972	0.6166	0.1895	0.0976	0.6101	0.0923	0.004	0.0065	0.3809	-0.1055	-0.2416	0.3872	-0.2285	-0.058	-0.0749	0.2055	0.0589	0.601	1.0145	0.291	1.0107	A-	A-	A-
ELA	6	719997	7	A-C	2	8980	0.5364	0.534	0.1462	0.1547	0.1606	0.0033	0.0011	0.2336	0.2364	-0.2167	-0.0195	-0.0834	-0.0499	-0.0242	0.6869	0.0573	6.5912	1.1511	7.7613	1.2552	A+	A-	A-
ELA	6	720007	7	A-C	3	8988	0.2638	0.2629	0.2911	0.2524	0.19	0.0027	0.0009	0.2024	0.2038	-0.0517	-0.0895	-0.061	-0.049	-0.0292	2.0864	0.0639	2.0311	1.0636	4.3813	1.2517	A+	A-	A-
ELA	6	720008	7	A-C	2	8989	0.3288	0.0715	0.195	0.4023	0.3277	0.0024	0.001	-0.0073	-0.2461	-0.2027	0.3034	-0.0056	-0.0329	-0.0248	1.6965	0.0603	9.9014	1.4226	9.9016	1.6437	A+	A+	A+
ELA	6	720001	7	A-K	2	8955	0.57	0.1147	0.15	0.1622	0.5659	0.0054	0.0018	0.445	-0.255	-0.1582	-0.213	0.4463	-0.0605	-0.0123	0.4878	0.0577	-1.429	0.968	-1.419	0.9544	A+	A+	A+
ELA	6	720003	7	A-K	3	8947	0.4652	0.2708	0.4614	0.1963	0.0633	0.0069	0.0012	0.3488	-0.0992	0.3489	-0.2218	-0.1587	-0.0317	-0.0134	0.9832	0.0573	1.901	1.0417	2.4911	1.077	A-	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	6	720004	7	A-K	3	8921	0.4635	0.2071	0.2069	0.4584	0.1166	0.0063	0.0047	0.2464	-0.1485	0.0382	0.2475	-0.2328	-0.0545	0.0061	1.0668	0.0574	7.0712	1.1628	7.4712	1.2485	A+	A+	A-
ELA	6	720005	7	A-K	2	8995	0.5623	0.1762	0.5608	0.1784	0.0819	0.0024	0.0003	0.2886	-0.1641	0.2905	-0.1697	-0.0509	-0.045	-0.0272	0.6094	0.0574	5.5611	1.1278	5.2612	1.172	A+	A+	A-
ELA	6	720213	7	A-V	2	9003	0.6727	0.1406	0.1376	0.6714	0.0486	0.0018	0.0001	0.413	-0.3087	-0.1557	0.4141	-0.1471	-0.0413	-0.0226	-0.1087	0.0609	-0.689	0.9811	0.081	1.0027	A-	A-	A-
ELA	6	663369	7	D	3	8974	0.6832	0.1159	0.6797	0.1392	0.0601	0.0035	0.0016	0.2768	-0.1277	0.2799	-0.1409	-0.1562	-0.041	-0.0355	-0.1583	0.0613	3.1511	1.0895	4.1912	1.2055	A+	A+	A-
ELA	6	716054	7	D	2	8963	0.8688	0.0561	0.0305	0.0438	0.8633	0.0055	0.0008	0.4272	-0.2446	-0.2129	-0.2431	0.4273	-0.0479	-0.0218	-1.4014	0.0808	-3.5392	0.8253	-5.2494	0.5742	A+	C-	A-
ELA	6	716631	7	D	2	8976	0.7244	0.7208	0.1051	0.0977	0.0715	0.004	0.0009	0.4302	0.43	-0.1739	-0.2312	-0.2665	-0.0232	-0.0272	-0.4138	0.0638	-2.1891	0.9334	-0.779	0.9575	A+	A+	A+
ELA	6	716091	8	A-C	2	8979	0.3218	0.2847	0.2582	0.1331	0.3206	0.0028	0.0007	0.2118	0.0479	-0.0641	-0.2647	0.213	-0.0415	-0.0334	1.7549	0.061	5.4012	1.1552	5.9713	1.2794	A+	A-	A+
ELA	6	716083	8	A-K	2	8966	0.5516	0.1024	0.5489	0.1761	0.1676	0.0031	0.0018	0.4117	-0.271	0.4121	-0.2023	-0.1158	-0.0324	-0.0182	0.5677	0.0568	-1.369	0.9718	-0.169	0.9948	A-	A+	A+
ELA	6	716085	8	A-K	3	8923	0.3286	0.084	0.3784	0.3254	0.2026	0.0092	0.0004	0.084	-0.2191	0.2294	0.0856	-0.2174	-0.0298	-0.0181	1.6134	0.0598	9.4213	1.2609	9.7414	1.4345	A+	A+	A-
ELA	6	716086	8	A-K	3	8915	0.4378	0.1447	0.125	0.2866	0.4332	0.0083	0.0022	0.3362	-0.2515	-0.14	-0.0602	0.3373	-0.0531	-0.0066	1.0746	0.057	3.9511	1.0858	5.6612	1.1779	A+	A+	A+
ELA	6	716087	8	A-K	2	8971	0.3375	0.1588	0.3361	0.3297	0.171	0.0039	0.0004	0.2471	-0.0826	0.2486	-0.1133	-0.0803	-0.0484	-0.0352	1.5836	0.0596	2.0211	1.0518	3.2611	1.1309	A+	A+	A-
ELA	6	716080	8	A-V	2	8973	0.6802	0.1022	0.0697	0.6774	0.1466	0.0027	0.0014	0.3238	-0.0901	-0.2391	0.3276	-0.1712	-0.0506	-0.0462	-0.1261	0.0601	2.2211	1.0585	5.4813	1.251	A-	A-	A-
ELA	6	716082	8	A-V	2	8965	0.2969	0.2954	0.4549	0.1266	0.118	0.004	0.001	0.0087	0.011	0.1011	-0.053	-0.1057	-0.0489	-0.0173	1.8603	0.062	9.7113	1.3074	9.9017	1.6507	A-	A+	A+
ELA	6	716084	8	A-V	2	8995	0.6365	0.6354	0.0598	0.2067	0.0964	0.0012	0.0004	0.2602	0.2618	-0.2395	-0.0264	-0.1921	-0.0344	-0.0285	0.1411	0.0583	3.8711	1.0921	3.2611	1.1217	A+	A-	A-
ELA	6	663370	8	D	2	8972	0.3417	0.0915	0.2917	0.3403	0.2724	0.003	0.0012	0.107	-0.0376	0.0324	0.1092	-0.1167	-0.046	-0.0331	1.5655	0.0595	8.3812	1.2247	9.5514	1.4111	A-	A-	A-
ELA	6	716055	8	D	1	8952	0.96	0.0101	0.0168	0.9538	0.0129	0.0058	0.0007	0.2418	-0.1165	-0.1776	0.249	-0.1092	-0.0637	-0.0262	-2.685	0.1283	-3.3393	0.6755	-4.1696	0.4214	A+	A-	C-
ELA	6	716632	8	D	2	8977	0.2401	0.2392	0.2892	0.1133	0.3546	0.0031	0.0006	0.0196	0.0209	0.0852	-0.1948	0.0349	-0.0338	-0.0273	2.1801	0.0658	7.0713	1.2618	9.9017	1.7176	A-	A-	A-
ELA	6	710623	9	A-C	2	9005	0.5713	0.2031	0.0588	0.1655	0.5697	0.0024	0.0004	0.424	-0.2272	-0.254	-0.1537	0.4243	-0.0359	-0.0015	0.402	0.058	-1.719	0.9614	-1.289	0.9542	A+	A-	A-
ELA	6	710624	9	A-C	2	8992	0.3389	0.1142	0.1556	0.3374	0.3886	0.003	0.0013	0.3633	-0.2611	-0.173	0.3647	-0.0458	-0.0593	-0.031	1.5136	0.0592	-1.589	0.9615	0.741	1.0279	A-	A-	A-
ELA	6	710625	9	A-C	2	9011	0.7833	0.7815	0.0718	0.0661	0.0784	0.0019	0.0003	0.3585	0.3611	-0.2337	-0.2321	-0.1065	-0.053	-0.0152	-0.703	0.0677	-0.869	0.9687	0.111	1.0058	A+	A-	A-
ELA	6	710626	9	A-C	2	8995	0.6818	0.0787	0.1737	0.6791	0.0644	0.0023	0.0017	0.4097	-0.2433	-0.1803	0.4123	-0.2228	-0.0514	-0.0359	-0.1385	0.0612	-3.2591	0.9136	-1.8091	0.9142	A+	A-	A-
ELA	6	710627	9	A-C	3	8959	0.459	0.132	0.4553	0.1239	0.2808	0.0072	0.0008	0.3075	-0.2462	0.3097	-0.2315	0.0237	-0.0569	-0.016	1.0048	0.0574	4.4011	1.0982	5.5112	1.1843	A+	A-	A+
ELA	6	710630	9	A-K	3	8999	0.7027	0.1019	0.0969	0.0974	0.7003	0.0022	0.0013	0.523	-0.2624	-0.2436	-0.2896	0.5232	-0.0391	-0.0155	-0.2841	0.0626	-6.9892	0.8099	-6.2893	0.7019	A+	A-	A+
ELA	6	710631	9	A-K	2	9001	0.7471	0.7447	0.0812	0.1301	0.0407	0.0028	0.0006	0.486	0.4882	-0.2773	-0.2628	-0.2282	-0.0539	-0.033	-0.4703	0.0646	-4.6591	0.8584	-4.6393	0.7484	A-	A-	A-
ELA	6	710632	9	A-V	1	9008	0.6297	0.1396	0.6281	0.0866	0.1432	0.0018	0.0008	0.3099	-0.0964	0.312	-0.2108	-0.1582	-0.0424	-0.0317	0.1649	0.0591	5.7211	1.1451	5.3612	1.2322	B+	A+	A-
ELA	6	629739	9	D	2	8981	0.6792	0.0618	0.1352	0.122	0.6755	0.0033	0.0022	0.4625	-0.2291	-0.25	-0.2212	0.464	-0.0257	-0.0577	-0.1832	0.0616	-4.0291	0.8919	-2.8291	0.8649	A+	A-	A-
ELA	6	716170	9	D	2	8987	0.9453	0.0132	0.021	0.0203	0.9406	0.0048	0.0001	0.3141	-0.1396	-0.2112	-0.1739	0.3178	-0.0617	-0.0106	-2.4432	0.1177	-2.2892	0.7936	-4.2896	0.4318	A+	A-	B-
ELA	6	716633	9	D	2	8971	0.5929	0.589	0.0835	0.2071	0.1138	0.0052	0.0014	0.3587	0.3601	-0.2151	-0.1536	-0.162	-0.031	-0.0467	0.2889	0.0585	1.801	1.0425	1.6611	1.0636	A+	A+	A-
ELA	7	495922	0	A-C	2	80318	0.5901	0.2073	0.5867	0.12	0.0803	0.0053	0.0003	0.4703	-0.2458	0.4732	-0.2028	-0.2256	-0.0784	-0.0223	0.3797	0.0194	1.091	1.0085	1.001	1.0119	A-	A+	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	7	495924	0	A-C	2	80261	0.6121	0.0932	0.1275	0.6082	0.1648	0.0056	0.0008	0.4988	-0.2764	-0.2157	0.503	-0.23	-0.0922	-0.0377	0.3092	0.0195	-5.779	0.9555	-4.029	0.9514	A+	A+	A+
ELA	7	495926	0	A-C	3	80221	0.5912	0.1602	0.0763	0.1695	0.5872	0.0057	0.0012	0.513	-0.2423	-0.2831	-0.2198	0.5164	-0.0902	-0.0274	0.3977	0.0194	-6.5891	0.9498	-5.7691	0.9333	A+	A+	A+
ELA	7	661103	0	A-C	2	80028	0.465	0.1398	0.2699	0.4607	0.1203	0.0077	0.0015	0.3381	-0.0946	-0.1232	0.341	-0.2323	-0.0657	-0.0293	1.1136	0.0196	9.9012	1.1748	9.9013	1.3	A+	A+	A+
ELA	7	663378	0	A-C	2	80321	0.6884	0.6845	0.1976	0.0631	0.0491	0.0049	0.0007	0.4587	0.462	-0.2291	-0.2573	-0.256	-0.071	-0.0237	-0.0484	0.02	-4.719	0.9606	-2.809	0.9594	A+	A+	A+
ELA	7	661108	0	A-K	3	80129	0.4649	0.106	0.4611	0.2463	0.1786	0.0072	0.0008	0.2793	-0.2338	0.2826	-0.0732	-0.0811	-0.0657	-0.0273	0.9832	0.0195	9.9012	1.2276	9.9013	1.3305	A+	A+	A+
ELA	7	661109	0	A-K	3	80302	0.5097	0.1247	0.235	0.5067	0.1277	0.0054	0.0005	0.4561	-0.2342	-0.183	0.4579	-0.2062	-0.0633	-0.0241	0.9031	0.0194	5.861	1.0461	8.6511	1.1002	A+	A+	A+
ELA	7	661111	0	A-K	2	79908	0.6044	0.0715	0.5979	0.2326	0.0873	0.0102	0.0006	0.5698	-0.2641	0.5708	-0.3255	-0.2353	-0.0724	-0.0249	0.3818	0.0194	-9.8991	0.8729	-9.8992	0.8285	A+	A+	A-
ELA	7	495928	0	A-V	2	80323	0.5642	0.5611	0.1468	0.2058	0.0807	0.0049	0.0007	0.4261	0.4298	-0.1537	-0.2281	-0.2205	-0.0835	-0.0282	0.5163	0.0194	8.2611	1.0646	8.1011	1.0953	A+	A+	A+
ELA	7	495929	0	A-V	2	80266	0.8064	0.0441	0.0442	0.104	0.8013	0.0055	0.0008	0.5069	-0.2564	-0.2594	-0.2976	0.5129	-0.0912	-0.0373	-0.9082	0.0228	-9.8992	0.8081	-9.8993	0.669	A+	A+	A+
ELA	7	495930	0	A-V	2	80337	0.5535	0.0983	0.5505	0.1468	0.1989	0.005	0.0004	0.3149	-0.2899	0.3188	-0.1514	-0.0319	-0.0788	-0.0213	0.6315	0.0193	9.9012	1.1942	9.9013	1.3124	A-	A+	A-
ELA	7	623055	0	B-C	2	80279	0.4403	0.0893	0.1848	0.4376	0.2821	0.0056	0.0005	0.2942	-0.1999	-0.2332	0.2979	0.0149	-0.0868	-0.0218	0.9446	0.0194	9.9012	1.2075	9.9013	1.315	A-	A-	A-
ELA	7	623059	0	B-C	2	80230	0.7413	0.1461	0.7363	0.0593	0.0516	0.0058	0.0009	0.5211	-0.3	0.5259	-0.2602	-0.2556	-0.0884	-0.0351	-0.8396	0.0225	1.861	1.0218	-2.9791	0.9317	A+	A+	A+
ELA	7	662344	0	B-C	2	80312	0.596	0.0967	0.0643	0.5926	0.2406	0.0049	0.0008	0.3903	-0.2808	-0.2751	0.3932	-0.0874	-0.0661	-0.0247	0.4964	0.0194	9.9011	1.084	9.8411	1.1171	A+	A+	A+
ELA	7	662345	0	B-C	3	80454	0.43	0.2662	0.4283	0.0923	0.2091	0.0033	0.0006	0.424	-0.2517	0.4256	-0.2618	-0.0465	-0.0673	-0.0311	1.1031	0.0196	8.2011	1.067	9.9011	1.1382	A-	A+	A-
ELA	7	662346	0	B-C	3	80324	0.5201	0.1299	0.1403	0.2071	0.5172	0.0046	0.001	0.5156	-0.2847	-0.2557	-0.1693	0.5171	-0.07	-0.0195	0.7714	0.0193	-1.919	0.9853	1.731	1.0192	A-	A-	A+
ELA	7	663918	0	B-C	2	80509	0.7492	0.7468	0.0604	0.0884	0.1011	0.0028	0.0005	0.5237	0.5265	-0.2897	-0.2639	-0.2682	-0.0677	-0.026	-0.4687	0.0211	-9.8992	0.8375	-9.8992	0.7578	A-	A-	A-
ELA	7	623056	0	B-K	3	78682	0.6345	0.0956	0.1095	0.151	0.6181	0.0088	0.0171	0.5122	-0.258	-0.2223	-0.2581	0.5036	-0.0917	0.012	-0.1686	0.0203	0.631	1.0055	-0.409	0.9934	A+	A+	A+
ELA	7	623061	0	B-K	2	80285	0.5575	0.1732	0.5541	0.1768	0.0898	0.0055	0.0006	0.3668	-0.1304	0.3708	-0.1858	-0.2003	-0.0832	-0.0272	0.4521	0.0194	9.9011	1.096	9.8411	1.1186	A+	A+	A+
ELA	7	662349	0	B-K	3	80372	0.6206	0.6175	0.1556	0.1368	0.085	0.0044	0.0006	0.3935	0.3963	-0.1882	-0.1436	-0.252	-0.0644	-0.0199	0.0641	0.0198	8.6111	1.0723	9.9012	1.1515	A-	A-	A-
ELA	7	623062	0	B-V	1	80259	0.6465	0.121	0.105	0.6423	0.1253	0.0047	0.0017	0.4424	-0.2083	-0.2267	0.4459	-0.2112	-0.084	-0.0155	-0.4794	0.0211	9.9012	1.1541	9.9013	1.2676	A-	A-	A-
ELA	7	623063	0	B-V	2	80035	0.6237	0.618	0.2294	0.0699	0.0736	0.0081	0.0011	0.4292	0.4343	-0.1981	-0.2022	-0.2567	-0.0928	-0.0253	0.0942	0.0198	3.811	1.0314	3.9211	1.054	A-	A-	A-
ELA	7	662352	0	B-V	2	80343	0.5849	0.1103	0.2714	0.0312	0.5818	0.0047	0.0006	0.455	-0.272	-0.2201	-0.2144	0.4574	-0.0678	-0.0241	0.3567	0.0195	2.651	1.0207	3.691	1.0449	B-	A-	A-
ELA	7	503927	0	D	3	80344	0.417	0.4148	0.2316	0.1241	0.2242	0.0042	0.0011	0.3906	0.3925	-0.0928	-0.2863	-0.1311	-0.0617	-0.035	1.09	0.0196	9.9011	1.0921	9.9011	1.1497	A-	A-	A-
ELA	7	584047	0	D	2	80352	0.4037	0.4016	0.2987	0.2521	0.0423	0.0043	0.001	0.3892	0.3911	-0.196	-0.1381	-0.184	-0.0628	-0.0292	0.985	0.0195	7.4211	1.0593	9.9011	1.1268	A-	A-	A-
ELA	7	584050	0	D	2	80412	0.3457	0.2335	0.1768	0.3442	0.241	0.0029	0.0016	0.2995	-0.0085	-0.1897	0.3012	-0.1469	-0.0448	-0.0462	1.2773	0.0198	9.9012	1.1623	9.9013	1.2947	A+	A-	A-
ELA	7	584129	0	D	2	80490	0.6733	0.6709	0.1363	0.1454	0.0438	0.002	0.0015	0.5164	0.518	-0.2878	-0.2627	-0.2375	-0.0419	-0.0395	-0.3441	0.0207	-4.659	0.9571	-3.5991	0.9386	A+	A-	A-
ELA	7	663481	0	D	2	80382	0.6416	0.1422	0.6385	0.0832	0.1313	0.0039	0.0009	0.5357	-0.2801	0.5376	-0.2607	-0.2482	-0.0568	-0.0367	-0.0844	0.0201	-9.8991	0.9136	-9.8992	0.8409	A-	A-	A-
ELA	7	663487	0	D	2	80427	0.3662	0.2391	0.3646	0.2898	0.1022	0.0023	0.002	0.4199	-0.1823	0.4213	-0.1714	-0.1416	-0.0464	-0.0476	1.3172	0.0199	3.431	1.0291	7.1711	1.0957	B-	A-	A-
ELA	7	663527	0	D	2	80497	0.5091	0.1252	0.1126	0.2514	0.5074	0.0018	0.0016	0.4753	-0.1682	-0.1749	-0.2856	0.4767	-0.0416	-0.0423	0.5378	0.0193	0.731	1.0056	2.131	1.0243	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	7	663530	0	D	2	80389	0.5801	0.2199	0.1181	0.5773	0.0799	0.0038	0.001	0.3666	-0.1552	-0.1814	0.3694	-0.203	-0.0574	-0.0339	0.4179	0.0194	9.9011	1.0959	9.9011	1.1243	A+	A-	A-
ELA	7	663535	0	D	2	80269	0.5727	0.2181	0.0955	0.1111	0.5691	0.0051	0.0012	0.3206	-0.0401	-0.2591	-0.1986	0.3239	-0.0594	-0.032	0.2584	0.0195	9.9012	1.1746	9.9013	1.2789	A+	A-	A-
ELA	7	706305	1	B-C	2	9077	0.5415	0.3226	0.0617	0.5402	0.0732	0.0021	0.0002	0.2111	-0.0054	-0.1803	0.2119	-0.2243	-0.0198	-0.0232	0.4261	0.0581	9.9013	1.2565	9.1013	1.3346	A+	A+	A+
ELA	7	706306	1	B-C	2	9059	0.5585	0.0576	0.5561	0.2814	0.1007	0.004	0.0003	0.3242	-0.2581	0.3251	-0.1398	-0.1197	-0.0386	-0.0048	0.362	0.0581	4.7111	1.1134	3.8711	1.1359	A+	A+	A+
ELA	7	706309	1	B-K	2	9069	0.3862	0.1756	0.1443	0.3849	0.2919	0.0025	0.0007	0.2722	-0.1005	-0.1378	0.2742	-0.0942	-0.058	-0.0407	1.1844	0.0601	5.4412	1.1501	5.0712	1.2124	A-	A-	A+
ELA	7	706310	1	B-K	3	9087	0.6647	0.1153	0.6639	0.1511	0.0685	0.0012		0.4209	-0.2118	0.4212	-0.251	-0.1606	-0.0258		-0.1348	0.0594	0.861	1.0208	1.051	1.0436	A-	A-	A-
ELA	7	706312	1	B-K	2	9018	0.6169	0.1404	0.1073	0.1321	0.6115	0.0073	0.0015	0.4603	-0.209	-0.1883	-0.2595	0.4633	-0.0689	-0.031	0.2319	0.0583	-3.0791	0.9297	-2.6891	0.9083	B+	A+	A+
ELA	7	706314	1	B-K	2	9061	0.7068	0.7039	0.207	0.0443	0.0408	0.0036	0.0004	0.4224	0.4254	-0.2547	-0.2276	-0.2025	-0.0602	-0.0259	-0.3288	0.0605	-4.9291	0.8794	-3.7092	0.8374	A-	A+	A-
ELA	7	706315	1	B-V	2	9065	0.62	0.0949	0.0938	0.19	0.6177	0.0027	0.0009	0.4725	-0.1183	-0.2708	-0.2899	0.4722	-0.0384	-0.0033	0.0869	0.0586	-2.9991	0.9309	-2.2691	0.9177	A-	A-	A-
ELA	7	706316	1	B-V	2	9076	0.6512	0.6496	0.1628	0.1222	0.063	0.0018	0.0007	0.4525	0.4537	-0.2353	-0.2412	-0.1992	-0.037	-0.0235	-0.0292	0.059	-2.8291	0.9338	-2.0991	0.9195	A+	A+	A-
ELA	7	663482	1	D	2	9064	0.5306	0.0961	0.5286	0.2685	0.1031	0.0026	0.0011	0.3983	-0.2294	0.4008	-0.1703	-0.1729	-0.0569	-0.0453	0.4888	0.0581	2.5511	1.0606	2.1011	1.0707	A-	A-	A-
ELA	7	714521	1	D	2	9027	0.656	0.6509	0.2232	0.0639	0.0542	0.0073	0.0005	0.392	0.3933	-0.2235	-0.2178	-0.1623	-0.0463	-0.0215	-0.0156	0.0589	0.471	1.0111	1.7211	1.0681	A+	A+	A+
ELA	7	715028	1	D	2	8883	0.4575	0.4467	0.3151	0.1195	0.0951	0.0033	0.0203	0.2526	0.2636	-0.0709	-0.0864	-0.1769	-0.0552	-0.1063	0.7534	0.0584	8.8212	1.2269	8.5013	1.3122	A+	A-	A-
ELA	7	710643	2	B-C	2	8925	0.6566	0.2201	0.6552	0.0716	0.051	0.0019	0.0002	0.4017	-0.1878	0.4018	-0.2448	-0.2224	-0.0353	0.0246	-0.1368	0.0604	1.9311	1.0503	2.1811	1.1003	A+	A-	A-
ELA	7	710644	2	B-C	2	8921	0.6466	0.0673	0.1617	0.6449	0.1235	0.0021	0.0004	0.3988	-0.2788	-0.2393	0.4012	-0.0939	-0.0586	-0.0206	-0.0157	0.0597	1.671	1.042	1.5111	1.064	A+	A+	A+
ELA	7	710645	2	B-C	2	8907	0.6285	0.1986	0.0871	0.0843	0.6259	0.0035	0.0007	0.5013	-0.2544	-0.2327	-0.262	0.5019	-0.0485	-0.0051	0.0646	0.0592	-3.0291	0.9277	-3.3291	0.8719	A-	A-	A-
ELA	7	710648	2	B-K	2	8926	0.6302	0.0577	0.1319	0.6289	0.1794	0.0018	0.0002	0.152	-0.2327	-0.2366	0.1527	0.1601	-0.0127	-0.0199	0.011	0.0595	9.2412	1.2462	9.9016	1.64	A+	A+	A+
ELA	7	710650	2	B-K	2	8855	0.4524	0.2114	0.2489	0.0818	0.4479	0.0064	0.0036	0.2149	-0.0758	-0.0083	-0.2519	0.2167	-0.0534	0.0017	0.9658	0.0583	7.8112	1.1946	7.7913	1.2857	A+	A-	A-
ELA	7	710652	2	B-K	2	8903	0.4695	0.4674	0.1367	0.3104	0.0809	0.0042	0.0003	0.3528	0.3529	-0.1443	-0.1223	-0.2493	-0.0249	-0.0177	0.8879	0.0581	4.5711	1.1098	4.9712	1.1731	A-	A-	A-
ELA	7	710653	2	B-V	2	8909	0.7991	0.796	0.0837	0.0623	0.0541	0.0032	0.0007	0.4428	0.4435	-0.2434	-0.2717	-0.1896	-0.0472	-0.003	-1.0384	0.0702	-1.4691	0.9443	-1.5291	0.8854	A-	A-	A-
ELA	7	710654	2	B-V	2	8933	0.7874	0.1001	0.7864	0.077	0.0352	0.0011	0.0001	0.3432	-0.1835	0.3437	-0.2185	-0.145	-0.0205	-0.0105	-0.8678	0.0677	0.551	1.0192	0.231	1.0147	B+	A-	A+
ELA	7	663485	2	D	2	8901	0.7023	0.0995	0.1398	0.6989	0.057	0.0026	0.0022	0.474	-0.2281	-0.2619	0.4762	-0.2385	-0.038	-0.0449	-0.416	0.0625	-1.589	0.9552	-1.7991	0.9066	A+	A-	B-
ELA	7	714522	2	D	2	8901	0.5099	0.0657	0.5075	0.202	0.2199	0.0041	0.0007	0.4285	-0.2403	0.4304	-0.2167	-0.1551	-0.0558	-0.0316	0.6026	0.0579	1.371	1.0314	1.8711	1.0622	A+	A-	A-
ELA	7	715029	2	D	2	8905	0.8706	0.0411	0.8668	0.0457	0.0419	0.0036	0.0008	0.3546	-0.2162	0.3597	-0.1687	-0.1978	-0.0593	-0.0298	-1.6217	0.0819	-0.469	0.9743	-0.129	0.9827	B+	A-	A+
ELA	7	711162	3	B-C	2	8880	0.6789	0.0828	0.6728	0.1367	0.0986	0.0081	0.0009	0.4232	-0.2702	0.4248	-0.1548	-0.222	-0.0537	-0.0221	-0.1492	0.0608	0.861	1.0228	1.7711	1.0867	A+	A-	A-
ELA	7	711163	3	B-C	2	8907	0.4137	0.2189	0.4112	0.2528	0.111	0.0049	0.0011	0.3136	-0.3023	0.3163	0.0073	-0.0889	-0.0654	-0.0396	1.2051	0.0592	5.4711	1.14	5.7012	1.2292	A-	A-	A-
ELA	7	711164	3	B-C	2	8945	0.8193	0.0731	0.0713	0.0359	0.8179	0.0013	0.0004	0.496	-0.3351	-0.237	-0.2231	0.4985	-0.0513	-0.0367	-1.0688	0.0711	-5.6692	0.7926	-4.9394	0.6437	A+	B-	A-
ELA	7	711165	3	B-C	2	8941	0.402	0.0735	0.4341	0.4011	0.0891	0.0015	0.0008	0.1671	-0.2404	0.062	0.1679	-0.171	-0.0182	-0.0295	1.2706	0.0595	9.7013	1.2614	9.6014	1.4178	A+	A+	A+
ELA	7	711167	3	B-K	2	8933	0.4714	0.0939	0.2792	0.1539	0.4699	0.0022	0.0009	0.3466	-0.1729	-0.0427	-0.2803	0.348	-0.0351	-0.0429	0.9118	0.0583	3.7711	1.0901	4.0111	1.1447	A+	A+	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	7	711274	3	B-K	2	8894	0.3491	0.3465	0.1407	0.2135	0.2918	0.007	0.0004	0.023	0.0259	-0.1997	-0.0012	0.1361	-0.0435	-0.0306	1.4965	0.0608	9.9015	1.4565	9.9017	1.7196	A-	A-	A+
ELA	7	711172	3	B-V	1	8932	0.6514	0.6493	0.1761	0.083	0.0884	0.002	0.0012	0.5106	0.511	-0.2675	-0.233	-0.2648	-0.0284	-0.0346	-0.0616	0.0603	-4.0491	0.8989	-3.4992	0.8473	B-	B-	A-
ELA	7	713981	3	B-V	2	8928	0.7916	0.0971	0.0587	0.7886	0.0519	0.0025	0.0012	0.4342	-0.2127	-0.2494	0.4387	-0.2381	-0.0598	-0.0505	-0.9312	0.069	-4.4892	0.8437	-3.0692	0.7823	A-	A-	A-
ELA	7	663486	3	D	2	8885	0.3012	0.0844	0.4871	0.1214	0.2986	0.0031	0.0054	0.2862	-0.246	0.0515	-0.252	0.2889	-0.0496	-0.0617	1.8049	0.0632	1.8111	1.0549	5.0613	1.2821	A+	A-	A-
ELA	7	715021	3	D	2	8898	0.8635	0.0357	0.0258	0.0741	0.8574	0.006	0.001	0.4049	-0.2271	-0.2037	-0.2397	0.407	-0.0489	-0.0421	-1.5187	0.0799	-2.9891	0.8569	-2.7693	0.7333	A+	A-	B-
ELA	7	715030	3	D	2	8916	0.6541	0.0799	0.6508	0.2201	0.0442	0.0038	0.0012	0.3737	-0.2668	0.3768	-0.1339	-0.2298	-0.0544	-0.0355	-0.1527	0.0608	-0.169	0.9953	1.2411	1.0601	A-	A-	A-
ELA	7	716181	4	B-C	2	8936	0.752	0.0578	0.1546	0.0351	0.7504	0.002	0.0001	0.4345	-0.251	-0.2458	-0.2117	0.4369	-0.0561	-0.0151	-0.6473	0.0658	-3.2791	0.8955	-2.4492	0.85	A-	A-	A-
ELA	7	716182	4	B-C	2	8897	0.576	0.1292	0.0941	0.5723	0.1979	0.0064	0.0001	0.4568	-0.2094	-0.1844	0.4582	-0.2455	-0.0605	0.0032	0.2697	0.0589	0.151	1.0034	-0.469	0.9817	A+	A-	A+
ELA	7	716183	4	B-C	2	8934	0.6878	0.0566	0.2092	0.0457	0.6862	0.0016	0.0008	0.4072	-0.2694	-0.1839	-0.2406	0.4089	-0.046	-0.0231	-0.278	0.0621	-0.699	0.98	-0.629	0.9673	A-	A-	A-
ELA	7	716184	4	B-C	2	8903	0.4847	0.1374	0.0896	0.4819	0.2854	0.0049	0.0009	0.1856	-0.1763	-0.2007	0.1895	0.0638	-0.068	-0.0252	0.7939	0.0581	9.9013	1.2689	9.9014	1.4313	A+	A+	A+
ELA	7	716185	4	B-K	2	8920	0.27	0.2689	0.3121	0.1543	0.2607	0.0031	0.0008	-0.0072	-0.0051	-0.1034	-0.0042	0.1256	-0.0449	-0.0335	1.9836	0.0645	9.9014	1.4129	9.902	1.9937	A-	A+	A+
ELA	7	716187	4	B-K	2	8857	0.5591	0.553	0.1874	0.1557	0.093	0.008	0.0029	0.2676	0.2703	-0.0996	-0.098	-0.1877	-0.0458	-0.0265	0.55	0.0582	7.4812	1.1832	6.8413	1.2547	A-	A+	A-
ELA	7	716188	4	B-V	2	8911	0.8367	0.0547	0.8326	0.0606	0.0471	0.0037	0.0012	0.4658	-0.2678	0.4717	-0.266	-0.2144	-0.0803	-0.0401	-1.2352	0.0748	-4.3492	0.8205	-3.9893	0.6814	A+	A-	A-
ELA	7	716191	4	B-V	2	8935	0.3609	0.1966	0.3601	0.4143	0.0267	0.0017	0.0006	0.3462	-0.1264	0.3467	-0.1898	-0.1285	-0.0284	-0.0338	1.3618	0.0597	2.7011	1.0693	4.7012	1.1978	B-	A-	A-
ELA	7	663526	4	D	2	8909	0.5741	0.1541	0.0889	0.5712	0.1807	0.0035	0.0017	0.389	-0.1112	-0.2535	0.3908	-0.2008	-0.0324	-0.047	0.3719	0.0586	0.541	1.0126	1.011	1.0367	A+	A-	A-
ELA	7	715022	4	D	2	8887	0.2061	0.0993	0.0987	0.5898	0.2046	0.0066	0.001	-0.096	-0.2295	-0.1324	0.3093	-0.0918	-0.0724	-0.0359	2.4118	0.07	9.9014	1.4475	9.9023	2.3448	A+	A+	A+
ELA	7	715765	4	D	2	8904	0.7618	0.1227	0.058	0.7575	0.0562	0.0047	0.001	0.3875	-0.159	-0.245	0.3899	-0.2325	-0.0444	-0.0359	-0.7257	0.0668	-0.689	0.9763	0.001	0.9982	A+	A+	A+
ELA	7	712953	5	B-C	3	8892	0.75	0.0854	0.0443	0.7428	0.1178	0.009	0.0006	0.4094	-0.2182	-0.2151	0.4088	-0.2141	-0.0438	-0.0104	-0.5809	0.0648	-0.009	0.9994	-0.669	0.9577	A+	A+	A+
ELA	7	712954	5	B-C	2	8965	0.4592	0.1711	0.2027	0.1662	0.4586	0.0013	0.0001	0.2517	-0.1354	-0.0564	-0.1377	0.2518	-0.0102	-0.0169	0.9154	0.0582	7.8212	1.1949	7.5913	1.2755	A+	A-	A+
ELA	7	712955	5	B-C	2	8944	0.6753	0.6728	0.1675	0.106	0.0499	0.0027	0.0011	0.4047	0.4065	-0.1908	-0.2532	-0.1769	-0.0386	-0.0306	-0.1493	0.0609	-0.349	0.9907	2.2911	1.1135	A+	A+	A+
ELA	7	712956	5	B-C	2	8951	0.627	0.1517	0.1458	0.0744	0.6251	0.0025	0.0006	0.4458	-0.2693	-0.1987	-0.1787	0.4472	-0.0479	-0.0198	0.1036	0.0594	-0.669	0.9835	0.521	1.0214	A-	A-	A-
ELA	7	712949	5	B-K	2	8920	0.4516	0.117	0.3384	0.4487	0.0896	0.006	0.0004	0.2656	-0.2936	-0.0006	0.2683	-0.118	-0.0583	-0.0288	0.9432	0.0583	8.7012	1.2191	9.9014	1.3755	A-	A-	A-
ELA	7	712952	5	B-K	2	8934	0.5274	0.1423	0.5248	0.0951	0.2328	0.0038	0.0011	0.389	-0.1939	0.3909	-0.1541	-0.1847	-0.0544	-0.0258	0.6764	0.058	1.981	1.0462	2.9611	1.1023	A+	A-	A-
ELA	7	712947	5	B-V	2	8963	0.6512	0.1951	0.6501	0.0959	0.0571	0.0011	0.0006	0.4369	-0.2809	0.4388	-0.1985	-0.1587	-0.056	-0.0342	-0.0771	0.0604	-0.269	0.9929	0.591	1.0269	A-	A-	A-
ELA	7	713023	5	B-V	2	8943	0.6181	0.6157	0.0531	0.0833	0.2439	0.002	0.0019	0.2226	0.2251	-0.2263	-0.0802	-0.078	-0.0433	-0.0254	0.0686	0.0596	8.3512	1.2186	9.9015	1.5202	A-	A+	A-
ELA	7	663533	5	D	2	8918	0.3319	0.3485	0.094	0.2211	0.3297	0.005	0.0017	0.1135	0.0521	-0.1438	-0.0785	0.1162	-0.0483	-0.0367	1.6087	0.0613	9.9013	1.3137	9.9015	1.5309	A+	A+	A+
ELA	7	715023	5	D	2	8910	0.8517	0.0515	0.0501	0.8453	0.0456	0.0069	0.0007	0.3785	-0.2031	-0.1829	0.3829	-0.2288	-0.065	-0.0238	-1.3625	0.0773	-3.3592	0.8489	-2.1692	0.8008	A+	A-	A-
ELA	7	715766	5	D	2	8928	0.8692	0.0415	0.0429	0.8643	0.0457	0.0047	0.0009	0.4281	-0.2296	-0.233	0.4276	-0.2388	-0.0333	-0.0425	-1.5965	0.0827	-3.6492	0.8148	-4.6294	0.5691	B+	A-	A-
ELA	7	712287	6	A-C	2	8819	0.7264	0.0778	0.7188	0.0452	0.1478	0.0099	0.0006	0.4913	-0.3025	0.4893	-0.2236	-0.2465	-0.0478	-0.0121	-0.4195	0.0633	-4.7991	0.8633	-4.5992	0.762	A+	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	7	712289	6	A-C	2	8867	0.7195	0.116	0.092	0.071	0.7159	0.0031	0.0019	0.4146	-0.1773	-0.2388	-0.227	0.4158	-0.0382	-0.0291	-0.4524	0.0636	-1.319	0.9602	-0.9391	0.9461	A+	A+	A-
ELA	7	712291	6	A-K	2	8896	0.6413	0.0521	0.1509	0.1551	0.6401	0.0013	0.0004	0.5078	-0.2463	-0.2639	-0.2577	0.5084	-0.0298	-0.0202	0.0268	0.0598	-3.9891	0.9026	-3.6492	0.8502	A-	A+	A+
ELA	7	712292	6	A-K	2	8833	0.4964	0.2195	0.492	0.1055	0.1741	0.0059	0.0029	0.3515	-0.0145	0.3532	-0.2572	-0.2277	-0.056	-0.0159	0.7864	0.0577	2.8511	1.065	3.6311	1.1228	B+	A+	A+
ELA	7	712294	6	A-K	2	8874	0.5846	0.1375	0.1747	0.5821	0.1014	0.0037	0.0006	0.3514	-0.1714	-0.148	0.3538	-0.1834	-0.0618	-0.0071	0.3445	0.0583	2.081	1.0489	2.0511	1.0766	B+	A+	A+
ELA	7	712296	6	A-K	2	8875	0.6548	0.652	0.1033	0.1694	0.071	0.0029	0.0012	0.4777	0.4786	-0.2168	-0.2598	-0.2389	-0.0477	-0.0168	0.006	0.0599	-2.2191	0.9445	-2.0591	0.9122	B+	A+	A+
ELA	7	712297	6	A-V	1	8886	0.6937	0.1287	0.1191	0.6917	0.0577	0.0024	0.0006	0.4651	-0.2201	-0.2484	0.4675	-0.2494	-0.0625	-0.0229	-0.2613	0.0618	-2.6191	0.9282	-2.1291	0.894	A+	A+	A+
ELA	7	712298	6	A-V	1	8902	0.6596	0.6589	0.0971	0.1887	0.0542	0.001	0.0001	0.1843	0.1846	-0.1782	-0.0059	-0.1413	-0.012	-0.0068	-0.0724	0.0604	9.5813	1.2705	9.6215	1.5059	A+	A+	A+
ELA	7	663532	6	D	2	8864	0.3583	0.0742	0.2915	0.2726	0.3564	0.004	0.0013	0.2318	-0.2566	-0.0147	-0.0753	0.2339	-0.0538	-0.0315	1.3488	0.0592	6.1912	1.159	7.3713	1.3027	A+	A-	A-
ELA	7	715024	6	D	2	8795	0.4401	0.3511	0.4344	0.0812	0.1202	0.0055	0.0076	0.2678	-0.0586	0.2749	-0.1967	-0.1291	-0.0574	-0.0956	1.0171	0.058	8.6312	1.2095	8.1613	1.2969	A+	A+	A+
ELA	7	715767	6	D	1	8873	0.8282	0.0513	0.0733	0.0465	0.8246	0.0033	0.0011	0.471	-0.2577	-0.2594	-0.2465	0.4711	-0.0343	-0.026	-1.194	0.0745	-3.6292	0.8487	-4.5894	0.6477	A+	A-	A-
ELA	7	713173	7	A-C	2	8953	0.7877	0.0916	0.0649	0.786	0.0554	0.0017	0.0004	0.3241	-0.1787	-0.172	0.3261	-0.1657	-0.039	-0.0151	-0.8194	0.0675	0.861	1.0296	4.7414	1.3721	A+	A+	A-
ELA	7	713175	7	A-K	2	8882	0.6827	0.6759	0.167	0.0473	0.0999	0.0091	0.0009	0.1764	0.181	-0.0092	-0.1995	-0.1129	-0.0483	-0.0177	-0.2191	0.0612	4.8311	1.1338	8.5615	1.4853	A+	A+	A+
ELA	7	713177	7	A-K	2	8914	0.5619	0.1621	0.5583	0.1256	0.1476	0.006	0.0004	0.3785	-0.1369	0.38	-0.2576	-0.1371	-0.0536	-0.006	0.4858	0.0581	2.4811	1.0579	3.0111	1.1082	A+	A+	A+
ELA	7	713178	7	A-K	2	8894	0.5548	0.0484	0.2639	0.1291	0.5499	0.0067	0.002	0.4086	-0.2291	-0.1294	-0.2761	0.41	-0.0542	-0.0182	0.5446	0.058	0.731	1.0167	1.6011	1.0555	A+	A-	A-
ELA	7	713179	7	A-K	2	8939	0.6978	0.1103	0.6953	0.0823	0.1084	0.0031	0.0006	0.43	-0.2001	0.4314	-0.2525	-0.2047	-0.0435	-0.0175	-0.1969	0.061	-0.719	0.9809	-1.1591	0.9438	A+	A+	A-
ELA	7	713180	7	A-K	2	8928	0.3219	0.2647	0.1588	0.3203	0.2512	0.0041	0.0008	0.1998	-0.0878	-0.184	0.2018	0.0375	-0.0655	-0.0071	1.7122	0.0622	8.2613	1.2578	9.9015	1.5447	A-	A-	A-
ELA	7	713241	7	A-K	2	8959	0.1075	0.5782	0.1626	0.1504	0.1073	0.0011	0.0003	-0.1431	0.3222	-0.1494	-0.1642	-0.1426	-0.0203	-0.0256	3.1817	0.0862	5.8714	1.3752	9.9032	3.1903	A+	A-	A+
ELA	7	713181	7	A-V	1	8936	0.2476	0.2467	0.1325	0.1137	0.5031	0.0025	0.0016	-0.0581	-0.0562	-0.1938	-0.1534	0.2831	-0.0382	-0.0263	2.0485	0.0656	9.9014	1.4301	9.9021	2.0692	A+	A+	A-
ELA	7	663531	7	D	2	8907	0.4713	0.4679	0.1462	0.1857	0.1929	0.0046	0.0027	0.3513	0.3548	-0.2011	-0.1338	-0.1191	-0.0636	-0.051	0.8705	0.0581	3.8511	1.092	4.3112	1.1503	A+	A+	A-
ELA	7	715025	7	D	2	8909	0.7583	0.753	0.0904	0.1213	0.0283	0.0062	0.0008	0.3846	0.3887	-0.2229	-0.2018	-0.1924	-0.0674	-0.0232	-0.6719	0.0656	-0.899	0.9711	-1.2891	0.9175	A+	A-	A+
ELA	7	715768	7	D	2	8919	0.6927	0.138	0.6886	0.0916	0.0759	0.0047	0.0012	0.4664	-0.2387	0.4671	-0.2361	-0.2353	-0.0364	-0.0309	-0.2861	0.0617	-2.9691	0.921	-3.2292	0.842	A+	A-	A-
ELA	7	714372	8	A-C	2	8952	0.7786	0.087	0.0456	0.7757	0.0879	0.0032	0.0006	0.3911	-0.1224	-0.2403	0.3935	-0.2688	-0.0437	-0.0376	-0.7411	0.0668	-2.8591	0.9056	-0.689	0.9523	C+	A+	A-
ELA	7	714375	8	A-K	2	8973	0.827	0.0293	0.0342	0.8258	0.1093	0.0014		0.2119	-0.2075	-0.2079	0.2141	-0.0223	-0.0396		-1.0554	0.0714	1.4411	1.0576	6.8817	1.6743	A+	A+	A-
ELA	7	714376	8	A-K	2	8962	0.779	0.7769	0.1237	0.0471	0.0496	0.0022	0.0004	0.3694	0.3712	-0.2157	-0.2149	-0.1644	-0.0422	-0.0169	-0.6729	0.066	-2.5991	0.9165	-1.1691	0.9236	A+	A+	A-
ELA	7	714380	8	A-K	2	8904	0.5739	0.0958	0.5687	0.0798	0.2466	0.0083	0.0008	0.1938	-0.165	0.1972	-0.2206	0.0358	-0.0476	-0.0165	0.4266	0.0585	8.8012	1.2217	9.6314	1.3923	A+	A-	A-
ELA	7	714416	8	A-K	2	8941	0.7392	0.7355	0.1546	0.0744	0.0305	0.0027	0.0023	0.2321	0.2383	-0.0734	-0.1479	-0.2001	-0.0637	-0.0431	-0.4733	0.0638	4.3011	1.1352	5.0813	1.326	A+	A-	A-
ELA	7	714544	8	A-K	2	8926	0.7176	0.1122	0.0891	0.0792	0.7128	0.0062	0.0004	0.4382	-0.2628	-0.2079	-0.1934	0.4402	-0.053	-0.029	-0.3512	0.0627	-1.7691	0.9497	-2.0791	0.8902	B+	A+	A+
ELA	7	714373	8	A-V	2	8965	0.6945	0.0739	0.6929	0.1964	0.0345	0.0018	0.0006	0.4291	-0.2729	0.4315	-0.2208	-0.2021	-0.0538	-0.0322	-0.2407	0.0617	-1.209	0.9666	-0.639	0.967	A-	A-	B-
ELA	7	714374	8	A-V	2	8957	0.8065	0.1196	0.0393	0.0339	0.8039	0.0023	0.0009	0.3549	-0.1721	-0.237	-0.2042	0.3587	-0.0543	-0.0311	-0.9879	0.0703	-2.9291	0.8916	-0.299	0.9746	A+	B-	B-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	7	663529	8	D	2	8943	0.6025	0.157	0.5996	0.1615	0.0771	0.0038	0.001	0.4007	-0.2099	0.4028	-0.1755	-0.1956	-0.0463	-0.0434	0.1994	0.0592	0.451	1.0108	0.041	1.001	A+	A-	A-
ELA	7	715026	8	D	2	8912	0.3884	0.3852	0.1482	0.075	0.3834	0.0077	0.0006	0.1597	0.1633	-0.1756	-0.1996	0.0858	-0.0662	-0.0182	1.2519	0.0593	9.9013	1.2906	9.9015	1.46	A-	A-	A-
ELA	7	715769	8	D	2	8932	0.5668	0.2044	0.1269	0.0993	0.5634	0.0046	0.0014	0.4068	-0.1625	-0.2254	-0.1928	0.4082	-0.0416	-0.0385	0.3991	0.0585	0.511	1.0118	0.541	1.0194	A+	A-	A+
ELA	7	714856	9	A-C	2	8934	0.672	0.0885	0.1274	0.6694	0.1107	0.0032	0.0007	0.4551	-0.2307	-0.2295	0.4564	-0.2208	-0.039	-0.0443	-0.1307	0.0602	-2.5891	0.9346	-1.5691	0.9324	A+	A+	A+
ELA	7	714865	9	A-C	2	8917	0.4556	0.1405	0.453	0.2936	0.1071	0.005	0.0008	0.1694	-0.178	0.1722	0.0294	-0.1064	-0.0491	-0.0304	0.9365	0.0579	9.9013	1.2496	9.5313	1.3435	A+	A+	A+
ELA	7	714859	9	A-K	2	8927	0.6095	0.1369	0.1087	0.143	0.6066	0.0032	0.0014	0.4717	-0.1172	-0.3212	-0.2485	0.4725	-0.0558	-0.0088	0.173	0.0586	-3.7091	0.9149	-1.069	0.9606	A-	A+	A+
ELA	7	714860	9	A-K	2	8866	0.751	0.0726	0.0862	0.0874	0.7423	0.0103	0.0012	0.5018	-0.2639	-0.2679	-0.2425	0.5036	-0.0726	-0.0227	-0.5096	0.0634	-6.7092	0.8113	-6.4493	0.6854	A+	A+	A+
ELA	7	714861	9	A-K	2	8905	0.5697	0.0992	0.1484	0.5656	0.1796	0.0067	0.0004	0.3246	-0.2446	-0.2047	0.3264	-0.0305	-0.0408	-0.0426	0.4045	0.0579	4.4111	1.1027	3.9511	1.1379	A+	A+	A+
ELA	7	714862	9	A-K	2	8943	0.3795	0.3784	0.354	0.0999	0.1648	0.0023	0.0006	0.229	0.2299	0.0049	-0.1906	-0.147	-0.0288	-0.0329	1.3889	0.0597	6.7912	1.1811	6.8113	1.293	A-	A+	A+
ELA	7	714858	9	A-V	2	8895	0.8479	0.8409	0.0521	0.026	0.0728	0.0074	0.0009	0.3897	0.3902	-0.2208	-0.1854	-0.2283	-0.0527	-0.0111	-1.3143	0.0755	-3.2791	0.8576	-3.4393	0.7246	A-	A+	A+
ELA	7	715209	9	A-V	2	8949	0.5394	0.1647	0.5382	0.2325	0.0624	0.002	0.0002	0.3307	-0.1474	0.3301	-0.1729	-0.1507	0.0027	-0.0366	0.5089	0.0577	5.7511	1.1336	5.9312	1.2051	A-	A+	A-
ELA	7	663483	9	D	2	8926	0.7905	0.0434	0.0815	0.7867	0.0836	0.0031	0.0017	0.4176	-0.242	-0.2352	0.4205	-0.1966	-0.0364	-0.053	-0.9005	0.0683	-1.8991	0.9322	-2.2191	0.8524	A+	A+	A+
ELA	7	715027	9	D	2	8916	0.2828	0.0714	0.2811	0.2811	0.3606	0.0043	0.0016	0.0098	-0.2663	-0.0563	0.0131	0.1942	-0.0517	-0.0471	1.8439	0.0633	9.9014	1.4119	9.9018	1.8341	A+	A+	A+
ELA	7	717721	9	D	2	8917	0.518	0.1863	0.1476	0.1453	0.515	0.0043	0.0014	0.3274	-0.1284	-0.1474	-0.1659	0.3292	-0.035	-0.0389	0.6318	0.0576	5.4211	1.1249	5.2612	1.1767	A-	A-	A-
ELA	8	624738	0	A-C	2	82134	0.7086	0.0796	0.7065	0.1584	0.0524	0.0026	0.0004	0.5134	-0.2571	0.5153	-0.2875	-0.2544	-0.0556	-0.0267	-0.6948	0.0213	-5.0891	0.9488	-5.5891	0.8945	A+	A-	A-
ELA	8	624743	0	A-C	2	81972	0.7147	0.7111	0.0932	0.1396	0.0511	0.0046	0.0004	0.4573	0.4599	-0.2287	-0.2362	-0.2517	-0.0616	-0.0272	-0.635	0.0211	0.811	1.0081	4.4111	1.0854	A-	A+	A+
ELA	8	625579	0	A-C	2	81752	0.4193	0.2339	0.4161	0.1793	0.163	0.0073	0.0004	0.2252	0.0028	0.2298	-0.112	-0.1722	-0.0872	-0.0247	0.9733	0.0197	9.9013	1.2795	9.9015	1.4761	A+	A+	A+
ELA	8	624745	0	A-K	3	81813	0.7274	0.0629	0.7224	0.1492	0.0586	0.0064	0.0006	0.5327	-0.2947	0.5345	-0.2855	-0.2569	-0.0635	-0.0298	-0.6912	0.0213	-9.8991	0.8829	-9.8992	0.8085	A+	A-	A-
ELA	8	625570	0	A-K	2	82032	0.5005	0.273	0.0509	0.1735	0.4983	0.0037	0.0005	0.4165	-0.1194	-0.2288	-0.2667	0.4185	-0.0702	-0.0182	0.5562	0.0194	9.7811	1.0769	9.9011	1.1321	A+	A+	A+
ELA	8	625575	0	A-K	2	81904	0.3898	0.2323	0.1303	0.244	0.3875	0.0052	0.0006	0.377	0.0665	-0.2917	-0.2537	0.3787	-0.07	-0.0153	0.7029	0.0194	9.9011	1.1108	9.9012	1.2304	A-	A-	A+
ELA	8	625578	0	A-K	3	81786	0.5343	0.5304	0.1699	0.1491	0.1433	0.0059	0.0013	0.4313	0.4338	-0.2216	-0.2289	-0.129	-0.0795	-0.0117	0.1053	0.0196	9.9011	1.0814	9.9011	1.1349	A-	A+	A+
ELA	8	624746	0	A-V	2	82007	0.8166	0.0581	0.0509	0.0736	0.8128	0.0035	0.0011	0.5734	-0.3074	-0.3043	-0.3096	0.5755	-0.0639	-0.033	-1.2329	0.0236	-9.8992	0.7701	-9.8994	0.5802	A+	A-	A-
ELA	8	625574	0	A-V	2	81853	0.6172	0.2164	0.1066	0.6132	0.0574	0.0058	0.0007	0.4864	-0.2314	-0.2888	0.49	-0.2015	-0.0876	-0.028	-0.1909	0.02	3.771	1.0326	1.171	1.0172	A-	A-	A-
ELA	8	631614	0	A-V	2	81726	0.6448	0.6397	0.1214	0.1323	0.0986	0.0072	0.0008	0.3192	0.3228	-0.201	-0.0862	-0.182	-0.0635	-0.0177	-0.0525	0.0198	9.9012	1.1568	9.9013	1.2735	A-	A-	A+
ELA	8	495116	0	B-C	3	82056	0.4928	0.4908	0.1237	0.1497	0.2317	0.0034	0.0006	0.3301	0.3328	-0.1677	-0.1313	-0.141	-0.0697	-0.0293	0.482	0.0194	9.9012	1.1532	9.9013	1.2875	A+	A+	A+
ELA	8	495118	0	B-C	3	81904	0.4049	0.1354	0.2274	0.2288	0.4025	0.005	0.0008	0.3879	-0.1624	-0.1263	-0.1819	0.3902	-0.0796	-0.0276	0.8146	0.0195	9.9011	1.0958	9.9012	1.194	A-	A+	A+
ELA	8	495119	0	B-C	3	81867	0.5739	0.0902	0.2126	0.5703	0.1206	0.0057	0.0006	0.4985	-0.2977	-0.2807	0.5011	-0.1274	-0.0756	-0.0302	0.1048	0.0196	-3.439	0.9727	-3.089	0.9611	A+	A+	A+
ELA	8	661114	0	B-C	2	81862	0.5338	0.1424	0.0953	0.2255	0.5304	0.006	0.0004	0.4973	-0.2424	-0.2368	-0.2138	0.4986	-0.0627	-0.0204	0.4828	0.0194	1.101	1.0084	2.191	1.0256	A-	A-	A-
ELA	8	661116	0	B-C	2	82042	0.4609	0.459	0.169	0.2621	0.1057	0.0027	0.0015	0.3105	0.3123	-0.0821	-0.1264	-0.2129	-0.0567	-0.0223	0.8363	0.0195	9.9012	1.2062	9.9013	1.3369	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	8	661118	0	B-C	3	82146	0.6921	0.0774	0.6901	0.0627	0.1669	0.0024	0.0005	0.5361	-0.2836	0.5382	-0.2756	-0.275	-0.0622	-0.0309	-0.2219	0.0201	-9.8991	0.8661	-9.8992	0.8218	A-	A+	A+
ELA	8	661120	0	B-C	3	82172	0.5386	0.1455	0.1017	0.5372	0.213	0.0021	0.0005	0.3951	-0.2905	-0.2401	0.3966	-0.0485	-0.0564	-0.0139	0.4951	0.0194	9.9011	1.1252	9.9012	1.2171	A-	A+	A+
ELA	8	661122	0	B-C	3	82070	0.5409	0.0824	0.5388	0.326	0.0489	0.0029	0.0009	0.2712	-0.2953	0.274	-0.0064	-0.2236	-0.0634	-0.0246	0.4929	0.0194	9.9013	1.2543	9.9014	1.3648	A+	A+	A+
ELA	8	663415	0	B-C	2	82166	0.5742	0.5727	0.1758	0.1621	0.0868	0.002	0.0007	0.4512	0.4528	-0.193	-0.2164	-0.2401	-0.0527	-0.0313	0.1364	0.0196	7.0011	1.0566	7.1611	1.093	A-	A+	A-
ELA	8	495120	0	B-K	2	82001	0.5473	0.5447	0.1926	0.1787	0.0793	0.0041	0.0006	0.3986	0.4014	-0.2004	-0.1327	-0.2398	-0.0722	-0.0269	0.274	0.0195	9.9011	1.0912	9.9012	1.1562	A-	A+	A+
ELA	8	661127	0	B-K	2	81996	0.6274	0.2026	0.075	0.6244	0.0933	0.0033	0.0014	0.5042	-0.2242	-0.3152	0.505	-0.2328	-0.0597	-0.0079	0.0829	0.0196	-4.349	0.9655	-3.909	0.9504	A-	A-	A+
ELA	8	495117	0	B-V	2	81992	0.7439	0.0942	0.0655	0.0952	0.7404	0.0036	0.0012	0.4714	-0.2852	-0.2945	-0.1591	0.4754	-0.0732	-0.0345	-0.7549	0.0215	-8.5591	0.913	-5.9691	0.8838	A-	A+	A+
ELA	8	495123	0	B-V	2	82075	0.4606	0.2246	0.4589	0.1584	0.1543	0.003	0.0008	0.4287	-0.1353	0.4308	-0.2293	-0.1921	-0.0752	-0.0347	0.6795	0.0194	8.4611	1.0666	9.9011	1.1343	C-	A-	A-
ELA	8	503804	0	D	2	82167	0.4974	0.117	0.2309	0.4961	0.1534	0.0021	0.0005	0.3618	-0.2364	-0.0826	0.3631	-0.1893	-0.0447	-0.0214	0.6094	0.0194	9.9011	1.1471	9.9013	1.252	A+	A-	A-
ELA	8	503814	0	D	2	82182	0.42	0.2266	0.419	0.1095	0.2425	0.0017	0.0007	0.3579	-0.1119	0.359	-0.2406	-0.1228	-0.0399	-0.0325	0.5511	0.0194	9.9011	1.1286	9.9012	1.2012	A+	A-	A+
ELA	8	584082	0	D	2	82183	0.4546	0.1036	0.3679	0.4535	0.0725	0.0018	0.0007	0.3303	-0.2318	-0.0654	0.3317	-0.2325	-0.0436	-0.0325	0.9927	0.0197	9.9012	1.1908	9.9014	1.3662	A-	A+	A-
ELA	8	584083	0	D	2	82170	0.5346	0.1583	0.1573	0.1486	0.5332	0.0017	0.0009	0.432	-0.1349	-0.2702	-0.1848	0.4333	-0.0449	-0.0319	0.1607	0.0195	8.3511	1.0675	8.2711	1.1069	A+	A-	A-
ELA	8	663376	0	D	2	82132	0.3648	0.3637	0.1424	0.3066	0.1843	0.0025	0.0006	0.4218	0.4227	-0.0524	-0.3412	-0.0634	-0.0508	-0.023	1.3236	0.0203	4.091	1.0366	9.9012	1.1945	A+	A-	A-
ELA	8	663377	0	D	2	82114	0.5165	0.5148	0.1849	0.1617	0.1353	0.0026	0.0007	0.4341	0.4352	-0.2156	-0.2185	-0.1475	-0.0462	-0.0226	0.4066	0.0194	6.8011	1.0532	7.7311	1.0933	A-	A-	A+
ELA	8	663465	0	D	2	82101	0.6099	0.6078	0.1147	0.1612	0.1127	0.0021	0.0014	0.3939	0.3963	-0.2152	-0.1801	-0.1738	-0.0476	-0.0418	-0.0884	0.0198	9.7711	1.0837	9.9012	1.1688	A+	A-	A-
ELA	8	663469	0	D	2	82171	0.6996	0.0947	0.0917	0.1132	0.6978	0.0021	0.0005	0.4596	-0.255	-0.2092	-0.2338	0.4612	-0.0466	-0.0242	-0.1171	0.0199	-8.7691	0.9281	-8.1691	0.8889	A+	A+	A+
ELA	8	663475	0	D	2	82155	0.5868	0.131	0.5852	0.1604	0.1207	0.0021	0.0007	0.334	-0.2113	0.3361	-0.1432	-0.1188	-0.0474	-0.0322	0.2473	0.0195	9.9011	1.1445	9.9012	1.2204	A+	A-	A-
ELA	8	712070	1	A-C	2	9199	0.5355	0.0498	0.5353	0.135	0.2796	0.0002	0.0001	0.0517	-0.2504	0.0522	-0.1571	0.1841	-0.0196	-0.021	0.3066	0.0586	9.9014	1.4194	9.9017	1.6989	A+	B+	A+
ELA	8	712071	1	A-C	2	9192	0.5064	0.5059	0.1338	0.086	0.2733	0.0008	0.0003	0.2124	0.2128	-0.1772	-0.2357	0.0463	-0.0166	-0.0099	0.4253	0.0586	9.9013	1.2638	9.9014	1.4091	A+	A-	A-
ELA	8	712072	1	A-C	2	9168	0.7702	0.1646	0.0218	0.7673	0.0425	0.0035	0.0002	0.4322	-0.2927	-0.1907	0.4313	-0.2192	-0.0231	-0.016	-0.8896	0.0645	-3.8491	0.8848	-3.1992	0.8196	B+	A-	A+
ELA	8	712073	1	A-K	3	9187	0.7129	0.7117	0.0484	0.0694	0.1689	0.0008	0.0009	0.3405	0.3421	-0.2673	-0.2273	-0.1016	-0.0332	-0.0291	-0.5553	0.0617	0.551	1.0151	2.6711	1.1364	A+	A+	A-
ELA	8	712075	1	A-K	2	9182	0.6896	0.1153	0.0947	0.0998	0.6881	0.0017	0.0004	0.5032	-0.2489	-0.2631	-0.2507	0.5037	-0.0394	-0.0037	-0.3571	0.0604	-6.9892	0.8267	-5.3692	0.7808	A+	A+	A+
ELA	8	712077	1	A-K	2	9176	0.7138	0.1292	0.0534	0.7118	0.1028	0.0024	0.0004	0.4304	-0.2418	-0.2687	0.4316	-0.1699	-0.0381	-0.0252	-0.4429	0.0609	-1.9691	0.9478	-1.2191	0.9442	A-	A+	A-
ELA	8	712079	1	A-V	1	9182	0.7774	0.1215	0.0512	0.0494	0.7757	0.0012	0.001	0.3576	-0.1877	-0.2256	-0.1702	0.3587	-0.0306	-0.0209	-1.0288	0.0659	-2.3991	0.9232	-1.5691	0.9004	A-	A-	C-
ELA	8	712080	1	A-V	1	9189	0.9292	0.0237	0.9278	0.0259	0.0212	0.0011	0.0003	0.3509	-0.2205	0.3507	-0.1985	-0.172	-0.0329	0.0084	-2.4873	0.0963	-2.6992	0.8245	-3.9995	0.5268	A+	A+	A-
ELA	8	663488	1	D	2	9162	0.3447	0.3432	0.2122	0.2772	0.163	0.0022	0.0022	0.2475	0.2497	-0.0803	-0.0606	-0.1462	-0.0493	-0.0491	1.2491	0.0616	6.4412	1.1865	9.2615	1.5032	A+	A-	A-
ELA	8	714523	1	D	2	9154	0.4035	0.4014	0.1618	0.2687	0.1628	0.0047	0.0005	0.2596	0.2625	-0.1468	0.0061	-0.1946	-0.0723	-0.0242	0.9148	0.0597	7.3912	1.1976	7.4713	1.3264	A+	A-	A+
ELA	8	717695	1	D	2	9163	0.2058	0.205	0.2223	0.2179	0.3506	0.0033	0.001	0.0592	0.0609	-0.038	-0.0671	0.0478	-0.0533	-0.0277	2.0413	0.0701	7.9113	1.3304	9.9022	2.245	A-	A-	A-
ELA	8	712836	2	A-C	3	9154	0.6998	0.1598	0.6994	0.0694	0.0708	0.0005		0.4322	-0.2504	0.4319	-0.2049	-0.2109	-0.0039		-0.5033	0.0629	0.091	1.0025	-0.019	0.9978	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	8	712992	2	A-C	2	9142	0.7666	0.0595	0.7651	0.079	0.0944	0.0016	0.0002	0.3433	-0.2039	0.3452	-0.1784	-0.1645	-0.041	-0.0142	-0.9512	0.0677	-0.129	0.995	-0.219	0.9836	A+	A+	A-
ELA	8	712840	2	A-K	2	9116	0.7573	0.0693	0.0688	0.1034	0.7538	0.0034	0.0013	0.5091	-0.2521	-0.2806	-0.2644	0.5127	-0.0641	-0.044	-0.8605	0.0666	-5.7692	0.8153	-4.9993	0.7069	A+	A+	A+
ELA	8	712995	2	A-K	2	9152	0.7298	0.7292	0.0735	0.0804	0.1162	0.0003	0.0004	0.5297	0.53	-0.2674	-0.2902	-0.2688	-0.0275	-0.0102	-0.691	0.0647	-5.5692	0.8322	-4.8193	0.7405	A+	A-	A-
ELA	8	712996	2	A-K	2	9137	0.7083	0.1357	0.09	0.7066	0.0653	0.0021	0.0003	0.4985	-0.2201	-0.3186	0.4996	-0.2374	-0.0482	-0.006	-0.5108	0.063	-2.6791	0.922	-2.6291	0.866	B+	A+	A+
ELA	8	712998	2	A-K	2	9138	0.7484	0.7467	0.1169	0.0628	0.0713	0.001	0.0013	0.5164	0.5177	-0.273	-0.2982	-0.244	-0.0259	-0.041	-0.7146	0.0649	-5.5492	0.8314	-5.6693	0.6969	A+	A-	A+
ELA	8	712999	2	A-V	1	9147	0.8527	0.0358	0.0559	0.0554	0.8516	0.0009	0.0004	0.5165	-0.2471	-0.3115	-0.2838	0.5181	-0.0411	-0.0273	-1.6893	0.0804	-5.7093	0.7401	-6.8596	0.441	A-	B-	B-
ELA	8	713000	2	A-V	1	9085	0.8408	0.0417	0.0401	0.834	0.0761	0.0074	0.0007	0.4395	-0.2692	-0.2423	0.4439	-0.2132	-0.0796	-0.0169	-1.4851	0.0762	-1.5991	0.9286	0.7811	1.0711	A+	A+	A+
ELA	8	663375	2	D	2	9116	0.5351	0.1441	0.098	0.2205	0.5326	0.0031	0.0016	0.4893	-0.2719	-0.278	-0.1512	0.4898	-0.0582	-0.0076	0.2953	0.0586	-3.3091	0.9232	-3.2191	0.8878	A-	B-	B-
ELA	8	714524	2	D	2	9113	0.5172	0.1007	0.1881	0.1916	0.5146	0.0029	0.0021	0.3422	-0.1567	-0.2234	-0.0847	0.3446	-0.0428	-0.0463	0.4015	0.0584	4.1111	1.0994	4.5412	1.1683	A+	A-	A-
ELA	8	717696	2	D	2	9123	0.7977	0.0489	0.7945	0.1034	0.0492	0.0037	0.0002	0.3942	-0.2536	0.3936	-0.1717	-0.2322	-0.026	-0.0156	-1.2784	0.0725	-1.019	0.9584	0.551	1.0437	A+	A-	A-
ELA	8	715213	3	A-C	2	9140	0.8562	0.0498	0.0368	0.8539	0.0568	0.0021	0.0007	0.3417	-0.1918	-0.1939	0.3436	-0.1764	-0.034	-0.0299	-1.5419	0.0772	-0.759	0.9645	0.031	0.9994	A+	A+	A+
ELA	8	715083	3	A-K	2	9142	0.8442	0.8421	0.0716	0.0396	0.0442	0.0012	0.0013	0.3226	0.3234	-0.1259	-0.2215	-0.1981	-0.0055	-0.0375	-1.3847	0.0742	0.531	1.0224	0.431	1.0364	B+	A-	A-
ELA	8	715086	3	A-K	2	9099	0.4536	0.1107	0.4503	0.3513	0.0804	0.0048	0.0024	0.4208	-0.2634	0.4213	-0.2096	-0.0846	-0.0525	-0.005	0.8078	0.0586	2.7311	1.0649	4.4412	1.17	A+	A+	A-
ELA	8	715088	3	A-K	2	9107	0.7468	0.7421	0.0502	0.1662	0.0352	0.0062	0.0001	0.2857	0.2835	-0.1293	-0.1526	-0.2065	-0.0085	-0.0223	-0.7432	0.065	1.9011	1.0617	4.5413	1.3132	A+	A-	A+
ELA	8	715215	3	A-K	2	9155	0.8217	0.0621	0.0563	0.0597	0.8208	0.0008	0.0003	0.4972	-0.3035	-0.219	-0.279	0.4972	-0.0238	-0.0117	-1.3489	0.0735	-6.4692	0.7506	-5.4294	0.5874	A+	A-	B-
ELA	8	715217	3	A-K	2	9162	0.9427	0.0261	0.9424	0.0209	0.0103	0.0001	0.0002	0.3198	-0.2033	0.3205	-0.1907	-0.1445	-0.0041	-0.0251	-2.7305	0.1136	-3.2593	0.7358	-4.7896	0.3726	B+	A+	A-
ELA	8	715089	3	A-V	2	9159	0.7036	0.1107	0.1666	0.7031	0.0189	0.0005	0.0001	0.3791	-0.2458	-0.2019	0.3791	-0.1504	-0.0064	-0.0223	-0.5752	0.0633	1.311	1.0393	0.101	1.0046	A+	A-	A-
ELA	8	715219	3	A-V	1	9140	0.9235	0.0418	0.0187	0.0158	0.921	0.0022	0.0005	0.3361	-0.2015	-0.1918	-0.1801	0.3396	-0.0452	-0.0309	-2.3951	0.1004	-2.5792	0.8201	-3.9095	0.5152	A-	A-	C-
ELA	8	663473	3	D	2	9136	0.5238	0.1702	0.5221	0.1001	0.2045	0.0019	0.0013	0.4212	-0.0625	0.4222	-0.2403	-0.2796	-0.0202	-0.0469	0.344	0.0585	0.861	1.0201	1.211	1.0446	A-	A-	A-
ELA	8	714545	3	D	2	9144	0.7353	0.1148	0.7337	0.0597	0.0896	0.0022	0.0001	0.448	-0.2074	0.4495	-0.2646	-0.2368	-0.0446	-0.0183	-0.8	0.0656	-1.5491	0.9497	-2.4592	0.8466	A-	C-	B-
ELA	8	717697	3	D	2	9140	0.8095	0.0475	0.0914	0.8073	0.0511	0.0023	0.0004	0.4441	-0.2447	-0.2334	0.4456	-0.2453	-0.0355	-0.0371	-1.2994	0.0727	-4.0992	0.8401	-3.4393	0.7278	A+	A-	A-
ELA	8	713001	4	A-C	3	9092	0.7281	0.09	0.1146	0.7259	0.0664	0.0024	0.0007	0.4817	-0.2051	-0.2829	0.4838	-0.2563	-0.0513	-0.0255	-0.662	0.0638	-5.6592	0.8387	-4.5092	0.7515	A+	A+	A+
ELA	8	713002	4	A-C	2	9109	0.5749	0.1594	0.5742	0.1925	0.0726	0.0012		0.2702	-0.1985	0.2698	-0.1065	-0.0722	-0.0015		0.1461	0.0591	7.1512	1.1851	7.5813	1.3386	A+	A+	A+
ELA	8	713003	4	A-C	2	9090	0.7782	0.7757	0.1223	0.0341	0.0647	0.0025	0.0008	0.4662	0.4689	-0.2556	-0.2472	-0.2579	-0.0546	-0.029	-0.996	0.0674	-5.1592	0.8325	-4.4093	0.7133	A+	A+	A+
ELA	8	713006	4	A-K	2	9096	0.5268	0.042	0.3284	0.1015	0.5254	0.0016	0.001	0.3688	-0.2641	-0.0379	-0.3696	0.3701	-0.0468	-0.0165	0.4131	0.0586	2.3111	1.0559	3.1111	1.1209	A+	A+	A+
ELA	8	713007	4	A-K	2	9062	0.4836	0.0962	0.1354	0.2816	0.4805	0.0061	0.0002	0.3577	-0.2543	-0.2011	-0.0665	0.3612	-0.085	-0.0084	0.6439	0.0587	2.6511	1.0643	3.3511	1.1285	B+	A+	A+
ELA	8	713010	4	A-K	2	9112	0.5879	0.5874	0.0454	0.2633	0.1031	0.0004	0.0004	0.5627	0.563	-0.2661	-0.2879	-0.3096	-0.014	-0.0268	0.0594	0.0593	-5.1691	0.8769	-3.6491	0.8543	A-	A-	A-
ELA	8	713011	4	A-V	1	9070	0.7353	0.0595	0.0516	0.7313	0.1521	0.0052	0.0003	0.4025	-0.2548	-0.2746	0.4013	-0.1528	-0.0193	-0.0317	-0.7904	0.065	-1.299	0.959	1.3311	1.0869	A-	A-	A-
ELA	8	713012	4	A-V	1	9096	0.7016	0.0308	0.6998	0.2021	0.0647	0.0023	0.0003	0.334	-0.2381	0.3376	-0.1325	-0.2304	-0.0665	-0.0299	-0.5486	0.0628	2.0911	1.0614	3.2512	1.1936	A+	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	8	663472	4	D	2	8885	0.271	0.3179	0.072	0.264	0.3203	0.0025	0.0232	0.1205	-0.0991	-0.2501	0.1295	0.1554	-0.0437	-0.1105	1.722	0.0645	8.5513	1.2902	9.9019	1.9321	A+	A-	A-
ELA	8	715693	4	D	2	9081	0.8745	0.0361	0.0424	0.8707	0.0465	0.0039	0.0003	0.4174	-0.2255	-0.2381	0.4185	-0.2238	-0.0472	-0.0157	-1.844	0.0825	-3.7292	0.8161	-3.4693	0.654	A+	B-	A-
ELA	8	717698	4	D	2	9079	0.7605	0.0775	0.0755	0.7571	0.0853	0.0039	0.0005	0.5296	-0.2906	-0.2616	0.531	-0.2749	-0.0563	-0.0216	-0.9664	0.067	-5.6992	0.8182	-5.5893	0.6521	A+	A-	A-
ELA	8	713194	5	A-C	2	9165	0.5167	0.1693	0.1314	0.1806	0.5147	0.0033	0.0007	0.2295	-0.0109	-0.1762	-0.1273	0.2315	-0.0479	-0.0147	0.4247	0.0577	8.2612	1.195	8.6813	1.3097	A+	A+	A+
ELA	8	713195	5	A-C	2	9179	0.4832	0.2119	0.1981	0.1055	0.482	0.0017	0.0007	0.2194	-0.0823	-0.0583	-0.167	0.2208	-0.0278	-0.0372	0.5875	0.0577	8.5112	1.2007	8.9013	1.3167	A+	A-	A-
ELA	8	713224	5	A-C	2	9137	0.7043	0.1564	0.0642	0.6994	0.073	0.0065	0.0004	0.3022	-0.1368	-0.2236	0.3062	-0.1179	-0.0629	-0.0069	-0.4578	0.0615	1.341	1.0374	2.1911	1.1082	A+	A+	A+
ELA	8	713196	5	A-K	2	9187	0.6163	0.6154	0.1872	0.0672	0.1288	0.0012	0.0003	0.2508	0.2518	-0.1492	-0.1661	-0.064	-0.038	0.0008	-0.0863	0.0591	6.5012	1.1671	6.2213	1.2621	A-	A+	A+
ELA	8	713197	5	A-K	2	9174	0.6672	0.1103	0.6653	0.1236	0.0979	0.0024	0.0005	0.2658	-0.0691	0.2677	-0.1607	-0.1663	-0.0392	-0.0184	-0.2785	0.0602	5.7512	1.1565	7.0213	1.3353	A+	A+	A+
ELA	8	713198	5	A-K	2	9154	0.5001	0.4976	0.1463	0.1189	0.2321	0.0045	0.0007	0.1629	0.1649	-0.162	-0.1191	0.0387	-0.0467	0.0049	0.5328	0.0576	9.9013	1.2587	9.9014	1.4088	A+	A+	A+
ELA	8	713202	5	A-V	2	9173	0.4101	0.3341	0.4089	0.2068	0.0472	0.002	0.0011	0.0916	0.0287	0.0935	-0.0331	-0.2045	-0.0336	-0.0386	0.9075	0.0583	9.9013	1.3098	9.9015	1.4729	A-	A-	A-
ELA	8	713203	5	A-V	1	9187	0.596	0.1159	0.1051	0.595	0.1825	0.0011	0.0004	0.2192	-0.127	-0.1572	0.2193	-0.0474	-0.0099	-0.0089	0.128	0.0582	9.2612	1.2299	7.3213	1.2808	A-	A-	A+
ELA	8	663471	5	D	2	9168	0.7532	0.1228	0.7505	0.0531	0.07	0.0024	0.0012	0.4004	-0.2188	0.4044	-0.2432	-0.1734	-0.0547	-0.0494	-0.8278	0.0652	-3.8791	0.8784	-3.3892	0.8083	B+	A-	A-
ELA	8	715694	5	D	2	9169	0.2526	0.2517	0.2261	0.2514	0.2674	0.0032	0.0003	0.1211	0.1226	-0.0992	-0.1058	0.0849	-0.0545	-0.018	1.8255	0.065	5.4812	1.1873	7.5715	1.5032	A-	A-	A-
ELA	8	717723	5	D	2	9169	0.5955	0.5934	0.1004	0.1673	0.1354	0.003	0.0004	0.3706	0.3717	-0.1696	-0.1818	-0.1788	-0.035	-0.0293	0.0519	0.0585	0.991	1.0234	1.221	1.0445	A+	A+	A+
ELA	8	713183	6	B-C	2	9096	0.5627	0.3487	0.5619	0.0543	0.0337	0.001	0.0004	0.256	-0.054	0.2576	-0.2544	-0.2351	-0.0419	-0.0315	0.2479	0.0586	8.2712	1.2092	7.6713	1.3107	A+	A+	A+
ELA	8	713184	6	B-C	1	9086	0.6673	0.1361	0.1658	0.6656	0.03	0.0015	0.001	0.3134	-0.0818	-0.2122	0.3159	-0.2304	-0.0426	-0.0357	-0.4254	0.0617	3.6911	1.106	5.9913	1.3359	A+	A+	A+
ELA	8	713186	6	B-C	2	9101	0.7243	0.0508	0.0812	0.1434	0.7237	0.0005	0.0003	0.3979	-0.2851	-0.2273	-0.1502	0.3985	-0.0234	-0.0186	-0.655	0.0636	-0.509	0.9845	0.751	1.0429	A+	A-	A+
ELA	8	713187	6	B-C	2	9064	0.5837	0.2558	0.5809	0.0725	0.086	0.0045	0.0004	0.263	0.0088	0.2654	-0.247	-0.2392	-0.0546	-0.002	0.1541	0.0588	5.2311	1.1308	5.5912	1.2278	A-	A+	A-
ELA	8	713188	6	B-K	2	9050	0.7141	0.7095	0.0653	0.0648	0.1539	0.0053	0.0012	0.3906	0.393	-0.1955	-0.2398	-0.184	-0.055	-0.02	-0.6096	0.0632	-0.279	0.9914	-0.519	0.9698	A+	A-	A-
ELA	8	713185	6	B-V	1	9080	0.4741	0.3672	0.0692	0.0878	0.4726	0.0022	0.001	0.2116	0.0062	-0.22	-0.1784	0.2141	-0.0528	-0.0343	0.6351	0.0584	9.9013	1.3129	9.9015	1.4992	B-	A-	A-
ELA	8	713193	6	B-V	1	9082	0.8006	0.0622	0.0727	0.7982	0.0639	0.0015	0.0014	0.4525	-0.2793	-0.2167	0.4543	-0.228	-0.0467	-0.0257	-1.2221	0.0706	-2.4691	0.9071	-2.3492	0.8201	A-	A-	A-
ELA	8	715929	6	B-V	2	9099	0.5541	0.5535	0.1785	0.1167	0.1502	0.0008	0.0003	0.312	0.3125	-0.0654	-0.2418	-0.145	-0.0184	-0.021	0.2152	0.0586	5.9311	1.1478	5.9312	1.2377	C-	A-	A-
ELA	8	663468	6	D	2	9064	0.3026	0.1898	0.1873	0.3011	0.3168	0.0035	0.0014	0.156	-0.1378	-0.0497	0.1578	0.0101	-0.0358	-0.0403	1.5573	0.0627	7.3812	1.2282	9.5016	1.5727	A+	A-	A-
ELA	8	715695	6	D	2	9067	0.7534	0.0866	0.0875	0.0714	0.7499	0.0043	0.0003	0.4507	-0.2397	-0.2361	-0.2241	0.4536	-0.0621	-0.0329	-0.8586	0.0657	-1.439	0.9531	-1.4591	0.9063	A+	A-	A-
ELA	8	717724	6	D		9083	0.7848	0.0538	0.7825	0.0368	0.1241	0.0024	0.0004	0.3379	-0.2358	0.339	-0.1775	-0.156	-0.0298	-0.018	-1.1448	0.0695	-1.8091	0.9336	0.9611	1.0743	A+	A-	A-
ELA	8	714397	7	B-C	2	9148	0.6882	0.6862	0.0555	0.0907	0.1647	0.0021	0.0009	0.4579	0.4607	-0.2618	-0.2849	-0.1838	-0.0552	-0.0451	-0.5152	0.0623	-2.4591	0.9311	-2.7991	0.8579	A-	A-	A-
ELA	8	714398	7	B-C	2	9168	0.7837	0.1325	0.7831	0.0518	0.0318	0.0008		0.3632	-0.2184	0.3637	-0.2318	-0.1356	-0.024		-1.1628	0.07	-0.369	0.9853	0.381	1.0279	A-	A-	A-
ELA	8	714401	7	B-C	2	9122	0.5476	0.3228	0.5444	0.0905	0.0365	0.0053	0.0004	0.2881	-0.0537	0.2884	-0.2416	-0.2512	-0.0229	-0.0227	0.3098	0.0582	4.6811	1.1116	5.2712	1.1982	A-	A-	A-
ELA	8	714403	7	B-K	2	9154	0.8266	0.8247	0.0548	0.0306	0.0875	0.0019	0.0004	0.3301	0.334	-0.1712	-0.225	-0.1636	-0.0618	-0.0171	-1.4243	0.0744	-1.3991	0.9399	3.0213	1.2906	A+	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	8	714404	7	B-K	2	9094	0.6149	0.2174	0.0816	0.0826	0.6095	0.0066	0.0022	0.397	-0.1075	-0.2895	-0.2354	0.4	-0.0665	-0.029	-0.0232	0.0592	-0.519	0.9872	-0.539	0.9776	A+	A+	A+
ELA	8	714448	7	B-K	2	9155	0.4042	0.0779	0.4335	0.4033	0.0832	0.002	0.0002	0.0589	-0.2348	0.2157	0.0606	-0.2586	-0.0501	-0.0016	0.9235	0.0587	9.9014	1.4267	9.9017	1.6731	A+	A-	A+
ELA	8	714396	7	B-V	2	9157	0.8147	0.0732	0.0497	0.8131	0.062	0.0013	0.0007	0.3152	-0.1063	-0.1731	0.3171	-0.2343	-0.0366	-0.0194	-1.2738	0.0717	-0.619	0.9748	2.2712	1.195	A+	A+	A-
ELA	8	714406	7	B-V	2	9162	0.8306	0.0604	0.0338	0.075	0.8294	0.0011	0.0003	0.4542	-0.2395	-0.252	-0.2551	0.4555	-0.0397	-0.014	-1.4069	0.0741	-3.7492	0.8463	-2.5492	0.7893	A-	B-	B-
ELA	8	663464	7	D	2	9129	0.2251	0.224	0.2409	0.3096	0.2205	0.004	0.001	0.0508	0.0532	0.1186	-0.1	-0.0522	-0.0598	-0.0396	2.0234	0.0676	7.9413	1.3091	9.902	1.9734	A-	A-	A+
ELA	8	715696	7	D	2	9132	0.6773	0.0954	0.6741	0.1138	0.112	0.0041	0.0005	0.4432	-0.1423	0.4466	-0.2457	-0.2674	-0.0709	-0.026	-0.4248	0.0616	-1.479	0.9595	-2.1291	0.8956	A+	A-	A-
ELA	8	717740	7	D	2	9140	0.4819	0.4801	0.1091	0.2198	0.1871	0.0032	0.0007	0.3054	0.3073	-0.2385	-0.1534	-0.0309	-0.0523	-0.0236	0.5788	0.0581	5.7311	1.1365	6.4612	1.2371	A+	A-	A+
ELA	8	710655	8	B-C	2	9089	0.6975	0.0657	0.1377	0.0977	0.6945	0.0042	0.0002	0.4907	-0.2289	-0.2737	-0.243	0.4918	-0.0526	0.002	-0.4342	0.0613	-4.3791	0.8849	-3.9192	0.8137	A-	A-	A-
ELA	8	710656	8	B-C	2	9115	0.6756	0.22	0.6746	0.0644	0.0395	0.001	0.0005	0.3549	-0.1733	0.3565	-0.1921	-0.2372	-0.0308	-0.0382	-0.2872	0.0603	1.361	1.0355	2.4611	1.1181	A+	A-	A-
ELA	8	710657	8	B-C	2	9102	0.5677	0.3578	0.0342	0.566	0.0391	0.0021	0.0009	0.4167	-0.2557	-0.2359	0.418	-0.2018	-0.0342	-0.0375	0.1609	0.0583	0.631	1.0145	0.151	1.005	A-	A-	A-
ELA	8	710658	8	B-C	2	9114	0.665	0.0686	0.1645	0.1013	0.6639	0.0013	0.0003	0.4019	-0.2096	-0.1574	-0.2562	0.4033	-0.0434	-0.0144	-0.3061	0.0604	-1.599	0.9586	-0.069	0.9959	A-	A+	A-
ELA	8	710660	8	B-K	2	9115	0.24	0.201	0.2397	0.5221	0.0357	0.0013	0.0002	-0.0839	-0.1493	-0.083	0.246	-0.1408	-0.0353	-0.0142	1.9169	0.0666	9.9014	1.4359	9.9021	2.114	A+	A+	A+
ELA	8	710664	8	B-K	2	9085	0.6203	0.6173	0.2216	0.0618	0.0945	0.0042	0.0007	0.442	0.4434	-0.2392	-0.191	-0.2267	-0.0535	-0.0169	-0.025	0.0589	-0.679	0.9837	-0.569	0.9766	B-	A-	A-
ELA	8	710665	8	B-V	2	9109	0.7855	0.0278	0.1448	0.7838	0.0414	0.0021	0.0001	0.2932	-0.2185	-0.1134	0.2958	-0.2195	-0.0456	-0.0142	-1.1197	0.0689	1.261	1.0467	3.9713	1.3268	A-	A-	A-
ELA	8	710715	8	B-V	2	9089	0.7438	0.7405	0.0853	0.0939	0.0759	0.002	0.0024	0.4617	0.462	-0.2427	-0.2297	-0.2458	-0.0494	-0.0088	-0.8216	0.065	-3.6691	0.8866	-3.1192	0.8133	A+	A-	A+
ELA	8	663477	8	D	2	9082	0.2657	0.2643	0.2356	0.2042	0.2907	0.0023	0.0028	0.1622	0.1647	-0.0151	-0.1552	0.0042	-0.0439	-0.065	1.7377	0.0645	3.8311	1.126	6.5914	1.4114	A-	A-	A-
ELA	8	715697	8	D	2	9098	0.7157	0.2492	0.0183	0.7132	0.0159	0.0032	0.0002	0.2781	-0.191	-0.1695	0.2804	-0.151	-0.0417	-0.0171	-0.6955	0.0636	2.9411	1.0914	3.8012	1.2405	A+	A+	A-
ELA	8	717835	8	D	1	9101	0.7652	0.0659	0.0466	0.1216	0.7628	0.002	0.0011	0.4296	-0.2161	-0.2603	-0.2216	0.4307	-0.0286	-0.0307	-0.9688	0.0668	-3.1391	0.8958	-3.0992	0.7999	A-	A+	A-
ELA	8	712061	9	B-C	2	9102	0.7862	0.0608	0.7842	0.0584	0.094	0.0021	0.0004	0.4414	-0.2195	0.4424	-0.291	-0.2027	-0.0303	-0.0349	-1.0438	0.0683	-3.0491	0.8923	-1.3391	0.9046	A-	A-	A-
ELA	8	712062	9	B-C	2	9075	0.6247	0.1473	0.1455	0.0804	0.6213	0.0048	0.0007	0.4657	-0.2127	-0.2246	-0.2501	0.4665	-0.041	-0.0309	-0.1066	0.0594	-2.9691	0.9288	-1.5191	0.9371	A-	A+	A-
ELA	8	712063	9	B-C	2	9116	0.7782	0.7774	0.0995	0.0937	0.0284	0.0007	0.0003	0.4052	0.4056	-0.2182	-0.26	-0.1617	-0.0106	-0.0263	-0.9986	0.0677	0.311	1.0107	0.9111	1.0639	A-	A-	A-
ELA	8	712064	9	B-K	2	9116	0.8386	0.0939	0.0252	0.0421	0.8378	0.0008	0.0002	0.4508	-0.2675	-0.2273	-0.2581	0.4512	-0.0156	-0.0286	-1.3843	0.0739	-3.3991	0.8586	-3.0092	0.7555	A+	A-	A-
ELA	8	712066	9	B-K	2	9090	0.4978	0.0713	0.105	0.4959	0.3239	0.003	0.0009	0.2517	-0.2936	-0.2971	0.2534	0.0917	-0.0353	-0.0354	0.6073	0.0578	7.0812	1.165	6.7912	1.2482	A-	A+	A-
ELA	8	712090	9	B-K	2	9088	0.5533	0.0831	0.174	0.551	0.1878	0.0038	0.0002	0.2804	-0.2011	-0.1637	0.2827	-0.0504	-0.0488	-0.025	0.3089	0.0579	7.3812	1.1742	8.7213	1.3396	A+	A-	A-
ELA	8	712067	9	B-V	2	9112	0.8484	0.8472	0.1118	0.0232	0.0163	0.0007	0.0008	0.441	0.4431	-0.3221	-0.2253	-0.174	-0.0243	-0.0466	-1.6624	0.0797	-3.5792	0.8293	-4.5794	0.6001	A-	C-	C-
ELA	8	712283	9	B-V	1	9063	0.4198	0.4483	0.417	0.0878	0.0401	0.001	0.0058	0.4078	-0.2236	0.408	-0.1807	-0.1817	-0.0097	-0.038	0.9208	0.0584	0.871	1.0201	2.2511	1.0828	B-	A-	B+
ELA	8	663374	9	D	2	9098	0.8544	0.8518	0.0393	0.0553	0.0505	0.0016	0.0013	0.435	0.4382	-0.2329	-0.2219	-0.2572	-0.0399	-0.047	-1.5932	0.0781	-3.6692	0.8314	-3.7793	0.6706	A+	A+	A+
ELA	8	715698	9	D	2	9094	0.7095	0.0981	0.7071	0.0951	0.0963	0.0027	0.0007	0.4068	-0.2592	0.4103	-0.1386	-0.2193	-0.0633	-0.0363	-0.6209	0.0632	0.471	1.0139	0.211	1.0108	A+	A+	A+
ELA	8	717836	9	D	2	9092	0.856	0.0488	0.0507	0.0439	0.8529	0.0023	0.0013	0.4839	-0.2713	-0.2701	-0.2479	0.4854	-0.0501	-0.0277	-1.6516	0.0794	-5.1292	0.7636	-5.9395	0.5094	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	3	408673	0	A-F	1	93408	0.6298	0.622	0.1717	0.0819	0.112	0.0119	0.0005	0.4394	0.4422	-0.1523	-0.2198	-0.2798	-0.0719	-0.0289	0.1239	0.0229	-1.009	0.9906	-2.089	0.9692	A+	A+	A+
MATH	3	479164	0	A-F	1	88025	0.5758	0.5359	0.1669	0.0916	0.1363	0.0172	0.0521	0.3819	0.3396	-0.2423	-0.2114	-0.0873	-0.0891	0.1055	0.5115	0.0227	9.9012	1.1509	9.9012	1.1818	A-	A+	A+
MATH	3	495185	0	A-F	1	92882	0.75	0.7365	0.149	0.0622	0.0343	0.0166	0.0013	0.4373	0.4434	-0.2497	-0.2378	-0.1957	-0.0945	-0.0338	-0.9396	0.0259	2.301	1.0299	-0.539	0.9855	A+	A-	A+
MATH	3	566159	0	A-F	2	93074	0.4663	0.223	0.1887	0.4589	0.1135	0.0147	0.0012	0.3782	-0.0507	-0.273	0.3816	-0.1633	-0.0766	-0.0358	0.8743	0.023	9.9011	1.1336	9.9012	1.196	A+	A+	A+
MATH	3	579684	0	A-F	1	93111	0.2738	0.2416	0.3519	0.2696	0.1214	0.0148	0.0007	0.3829	-0.3184	0.0225	0.385	-0.1021	-0.0929	-0.0255	1.2911	0.0237	-3.959	0.9587	-2.279	0.9619	A-	A+	A+
MATH	3	657712	0	A-F	1	92926	0.617	0.6062	0.1739	0.0505	0.1519	0.0165	0.001	0.4618	0.4662	-0.2361	-0.221	-0.2149	-0.0916	-0.0348	-0.0114	0.023	-1.379	0.9869	-2.429	0.9622	A+	A+	A-
MATH	3	657713	0	A-F	1	92725	0.6439	0.6313	0.1757	0.0793	0.0942	0.0193	0.0003	0.5341	0.5353	-0.2541	-0.2625	-0.2665	-0.0895	-0.0276	-0.1298	0.0232	-8.8091	0.9168	-9.1891	0.8541	A-	A-	A-
MATH	3	657714	0	A-F	2	92602	0.4892	0.3369	0.4789	0.0944	0.0689	0.0189	0.002	0.3534	-0.1642	0.357	-0.205	-0.1133	-0.0902	0.0036	0.4254	0.0227	9.9012	1.1608	9.9012	1.1927	A-	A+	A+
MATH	3	493220	0	A-T	1	93555	0.5955	0.1427	0.0576	0.589	0.1999	0.0095	0.0013	0.6095	-0.2734	-0.201	0.6101	-0.3738	-0.073	-0.0328	-0.0415	0.0231	-9.8991	0.8512	-9.8992	0.8021	A-	A-	A-
MATH	3	579686	0	A-T	2	92569	0.4484	0.2082	0.4389	0.1182	0.2135	0.02	0.0013	0.464	-0.1914	0.4671	-0.2191	-0.1668	-0.1015	-0.0227	0.9075	0.023	0.501	1.0048	2.401	1.0343	A-	A+	A+
MATH	3	621395	0	A-T	1	92648	0.7287	0.1114	0.7139	0.0743	0.0801	0.0199	0.0005	0.491	-0.196	0.4951	-0.2678	-0.2847	-0.1006	-0.0247	-0.5473	0.0243	-9.8991	0.885	-8.0092	0.8393	A-	A-	A+
MATH	3	657721	0	A-T	1	93446	0.6397	0.1012	0.2152	0.6321	0.0396	0.0117	0.0003	0.6091	-0.1844	-0.4719	0.6094	-0.1827	-0.078	-0.0203	-0.0972	0.0232	-9.8992	0.8046	-9.8992	0.7557	B-	A-	A-
MATH	3	408702	0	B-O	2	92256	0.729	0.0783	0.1084	0.0778	0.7111	0.0237	0.0008	0.5739	-0.3231	-0.2772	-0.2653	0.5711	-0.0929	-0.0263	-0.6234	0.0246	-9.8992	0.8104	-9.8993	0.702	A-	A+	A+
MATH	3	408704	0	B-O	2	92700	0.5924	0.1161	0.1848	0.5807	0.0986	0.0193	0.0005	0.4827	-0.3015	-0.1379	0.4851	-0.2573	-0.0871	-0.0253	0.0322	0.023	0.821	1.0077	-0.719	0.9889	A+	A+	A+
MATH	3	495209	0	B-O	2	92089	0.3547	0.273	0.1216	0.3453	0.2338	0.0258	0.0005	0.3905	-0.0018	-0.212	0.3927	-0.2412	-0.0886	-0.0247	1.3519	0.0239	4.021	1.0439	9.9012	1.1967	A-	A+	A+
MATH	3	495210	0	B-O	1	93336	0.8117	0.801	0.1049	0.0556	0.0254	0.0127	0.0004	0.4818	0.4836	-0.2867	-0.2764	-0.2066	-0.0788	-0.029	-1.049	0.0264	-9.8992	0.7907	-9.8994	0.6483	A+	A+	A-
MATH	3	497738	0	B-O	2	93349	0.4372	0.3829	0.0938	0.0788	0.4315	0.0127	0.0003	0.5625	-0.3681	-0.1298	-0.194	0.5634	-0.0857	-0.0215	0.8595	0.0229	-9.8991	0.8749	-8.6891	0.8832	A+	A-	A-
MATH	3	497739	0	B-O	2	93320	0.5906	0.0875	0.185	0.5828	0.1315	0.013	0.0003	0.5763	-0.2712	-0.3156	0.5778	-0.2231	-0.0877	-0.0235	0.0301	0.023	-9.8991	0.8758	-9.8992	0.8321	A-	A+	A+
MATH	3	497744	0	B-O	2	92400	0.6065	0.1178	0.1011	0.1656	0.5925	0.0225	0.0006	0.5871	-0.2834	-0.2858	-0.2556	0.5891	-0.1105	-0.0236	0.1884	0.0228	-9.8992	0.8435	-9.8992	0.7874	A-	A+	A+
MATH	3	565994	0	B-O	1	93168	0.3933	0.0782	0.3874	0.4453	0.0741	0.0146	0.0003	0.2906	-0.3007	0.294	-0.0345	-0.1366	-0.0759	-0.0261	0.7695	0.0228	9.9012	1.1742	9.9012	1.2409	A+	A+	A+
MATH	3	579675	0	B-O	1	93730	0.8375	0.1192	0.83	0.0279	0.014	0.0087	0.0002	0.3989	-0.2692	0.4059	-0.2215	-0.1736	-0.0874	-0.0172	-1.1855	0.0272	-9.8992	0.8057	-6.9492	0.8015	A+	A+	A+
MATH	3	624787	0	B-O	1	91897	0.5833	0.0803	0.1334	0.1912	0.5668	0.0279	0.0004	0.4435	-0.191	-0.1463	-0.2619	0.4474	-0.1006	-0.0238	0.5307	0.0227	5.6911	1.0532	4.2711	1.0582	A-	A+	A+
MATH	3	659904	0	B-O	1	92590	0.5253	0.1078	0.245	0.1119	0.5143	0.0207	0.0003	0.5941	-0.3545	-0.2498	-0.2108	0.5924	-0.0835	-0.0179	0.3602	0.0227	-9.8991	0.8535	-9.8992	0.8173	A-	A+	A+
MATH	3	659909	0	B-O	2	92837	0.7112	0.0927	0.6981	0.0789	0.1118	0.0181	0.0003	0.5267	-0.2466	0.5287	-0.2563	-0.2832	-0.0922	-0.0295	-0.2812	0.0236	-9.8992	0.8389	-9.8992	0.7568	A-	A+	A+
MATH	3	659910	0	B-O	2	93318	0.6768	0.0892	0.1184	0.1113	0.6678	0.0121	0.0012	0.5081	-0.2858	-0.2408	-0.2269	0.511	-0.0821	-0.032	-0.3979	0.0238	-5.0891	0.9479	-5.0391	0.905	A+	A+	A+
MATH	3	659911	0	B-O	1	92899	0.7286	0.7156	0.0568	0.1122	0.0976	0.0167	0.001	0.34	0.348	-0.2533	-0.2052	-0.0719	-0.0902	-0.0218	-0.5843	0.0244	4.7111	1.0532	5.3011	1.1193	A+	A+	A+
MATH	3	408536	0	C-G	2	93074	0.3297	0.3245	0.2553	0.207	0.1973	0.0116	0.0043	0.284	0.286	-0.1337	-0.0831	-0.084	-0.0657	-0.023	1.3164	0.0238	9.9011	1.1428	9.9013	1.3112	A+	A-	A+
MATH	3	497747	0	C-G	1	93168	0.8528	0.0625	0.0266	0.8401	0.0558	0.013	0.0019	0.4539	-0.2741	-0.1847	0.4586	-0.2611	-0.085	-0.0557	-1.9161	0.033	4.2111	1.0945	-2.4591	0.8914	B+	A-	A-
MATH	3	497750	0	C-G	2	92773	0.6245	0.6126	0.0654	0.1993	0.1036	0.013	0.0061	0.446	0.4532	-0.2183	-0.2691	-0.1429	-0.0821	-0.0828	-0.3361	0.0237	7.5811	1.0795	7.4911	1.1469	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	3	659918	0	C-G	2	92691	0.6114	0.0655	0.5992	0.1137	0.2017	0.019	0.001	0.4157	-0.2312	0.419	-0.2405	-0.1492	-0.0836	-0.0179	0.2442	0.0228	4.781	1.0447	3.031	1.0435	A-	A+	A+
MATH	3	408723	0	D-M	1	93241	0.4674	0.2329	0.4608	0.1792	0.113	0.0131	0.0011	0.4595	-0.163	0.461	-0.2828	-0.1361	-0.0692	-0.0451	0.6511	0.0228	2.561	1.0239	4.8211	1.0661	A-	A+	A+
MATH	3	493218	0	D-M	1	91803	0.5605	0.218	0.5441	0.1569	0.0517	0.0291	0.0003	0.4698	-0.197	0.4756	-0.2286	-0.2338	-0.1206	-0.0217	0.1453	0.0229	-0.199	0.9981	-1.199	0.9824	A+	A-	A-
MATH	3	493236	0	D-M	2	93465	0.4871	0.201	0.1921	0.1137	0.4813	0.0098	0.002	0.4674	-0.2232	-0.2341	-0.14	0.4692	-0.0679	-0.0362	0.4662	0.0227	2.701	1.0249	3.411	1.0467	A-	A-	A+
MATH	3	493237	0	D-M	1	93608	0.3702	0.255	0.3664	0.1422	0.2261	0.0091	0.0012	0.486	-0.1765	0.4872	-0.1908	-0.1979	-0.0762	-0.0347	1.1379	0.0234	-4.369	0.9564	-0.919	0.9856	A-	A+	A+
MATH	3	493241	0	D-M	1	92671	0.7539	0.0643	0.1271	0.7387	0.0498	0.0198	0.0003	0.4037	-0.2365	-0.206	0.4107	-0.1837	-0.0962	-0.026	-0.8826	0.0256	2.241	1.0284	1.771	1.0463	A+	A+	A+
MATH	3	493248	0	D-M	1	92275	0.4921	0.282	0.073	0.4801	0.1405	0.024	0.0003	0.2765	-0.1271	-0.2687	0.2841	0.0015	-0.0989	-0.0113	0.5417	0.0227	9.9012	1.2489	9.9014	1.3628	A+	A+	A-
MATH	3	579663	0	D-M	2	92960	0.5332	0.1142	0.5241	0.1029	0.2417	0.0135	0.0036	0.412	-0.2584	0.4189	-0.2156	-0.1078	-0.0928	-0.0783	0.2854	0.0228	4.391	1.0409	3.291	1.0467	A+	A-	A+
MATH	3	622963	0	D-M	1	93454	0.5237	0.0945	0.5174	0.2381	0.1381	0.0115	0.0004	0.349	-0.2132	0.3534	-0.038	-0.258	-0.0796	-0.0274	0.3697	0.0227	9.9011	1.1318	9.9012	1.1691	A-	A-	A+
MATH	3	662422	0	D-M	2	93770	0.68	0.6742	0.1207	0.0768	0.1198	0.0082	0.0003	0.234	0.2412	-0.1533	-0.1323	-0.0628	-0.0784	-0.0233	-0.4397	0.024	9.9012	1.2325	9.9014	1.3917	A-	A-	A-
MATH	3	662425	0	D-M	2	92688	0.4687	0.2183	0.1644	0.1379	0.4593	0.0188	0.0012	0.5123	-0.2174	-0.2078	-0.2199	0.5138	-0.0962	-0.0093	0.7786	0.0229	-3.889	0.9638	0.481	1.0065	A-	A-	A+
MATH	3	729469	1	A-F	1	10929	0.2281	0.0841	0.5375	0.2243	0.1374	0.0162	0.0005	0.3887	-0.1164	-0.2401	0.3893	-0.0003	-0.076	-0.0282	1.949	0.082	-0.319	0.9851	5.1515	1.4877	A-	A+	A-
MATH	3	709874	1	A-T	2	10904	0.3357	0.4195	0.3293	0.1106	0.1216	0.0183	0.0007	0.4368	-0.137	0.4394	-0.1205	-0.2657	-0.1022	-0.0218	1.2628	0.0733	-2.6391	0.9108	0.611	1.0336	A-	A-	A-
MATH	3	495186	1	B-O	2	10772	0.5266	0.149	0.1085	0.2013	0.5104	0.0299	0.001	0.4698	-0.1799	-0.2226	-0.2132	0.471	-0.0927	-0.0295	0.3243	0.0687	-1.289	0.9637	-0.929	0.9595	A-	A+	A+
MATH	3	711414	1	B-O	1	10950	0.6821	0.0676	0.0587	0.187	0.672	0.0146	0.0003	0.5532	-0.1326	-0.2198	-0.4229	0.5549	-0.0872	-0.0156	-0.49	0.0709	-6.4192	0.8202	-5.2493	0.7123	A-	A+	A-
MATH	3	713353	1	C-G	1	10894	0.8031	0.0417	0.7871	0.0695	0.0819	0.0153	0.0046	0.38	-0.1798	0.3887	-0.2034	-0.2086	-0.0776	-0.0702	-1.1969	0.0784	-1.059	0.9589	1.8612	1.1746	A+	A-	A-
MATH	3	713613	1	C-G	1	10902	0.5892	0.0723	0.578	0.0897	0.2408	0.0184	0.0008	0.3249	-0.2586	0.3278	-0.1889	-0.0736	-0.0644	-0.0277	-0.0828	0.069	5.0711	1.1492	4.5012	1.2385	A-	A+	A+
MATH	3	713365	1	D-M	2	10956	0.4086	0.4028	0.1099	0.2978	0.1753	0.0139	0.0004	0.4785	0.4795	-0.1347	-0.2945	-0.1291	-0.0757	-0.0193	0.8257	0.0702	0.321	1.0097	1.2111	1.056	A-	A-	A-
MATH	3	713617	1	D-M	1	10938	0.5178	0.1909	0.2498	0.5096	0.0337	0.0157	0.0003	0.5065	-0.3844	-0.1486	0.5068	-0.1595	-0.0703	-0.0257	0.3465	0.0687	-2.8291	0.9216	-2.8691	0.8796	A+	A+	A+
MATH	3	711339	2	A-F	1	10292	0.5216	0.5143	0.1159	0.0582	0.2977	0.0137	0.0002	0.5204	0.5197	-0.128	-0.1134	-0.404	-0.0628	-0.0167	0.4142	0.0682	-3.7191	0.9005	-3.1391	0.8791	A-	A+	A+
MATH	3	709834	2	A-T	1	10152	0.865	0.0538	0.8413	0.0325	0.0451	0.0273		0.4427	-0.2185	0.4355	-0.2209	-0.2711	-0.0883		-1.6119	0.0917	-3.4892	0.8158	-2.1192	0.769	A-	A-	A-
MATH	3	711412	2	B-O	2	10261	0.5527	0.0946	0.2288	0.1164	0.5434	0.016	0.0009	0.4861	-0.2686	-0.2293	-0.1788	0.4872	-0.0819	-0.0061	0.26	0.0685	-1.079	0.9699	-1.7791	0.9274	A+	A+	A+
MATH	3	711418	2	B-O	1	10239	0.6027	0.1197	0.5913	0.1882	0.0819	0.0185	0.0005	0.4769	-0.2954	0.4761	-0.2205	-0.1569	-0.0669	0.004	0.0287	0.0693	-1.9691	0.944	-2.2691	0.8996	A+	A+	A+
MATH	3	622964	2	C-G	1	10256	0.4076	0.0887	0.169	0.3244	0.4005	0.0124	0.005	0.3084	-0.0928	-0.2658	-0.0296	0.3144	-0.088	-0.0637	1.0011	0.0692	4.2611	1.1285	4.5912	1.2112	A-	A+	A+
MATH	3	706335	2	D-M	2	10300	0.7474	0.078	0.1043	0.067	0.7376	0.011	0.0021	0.5089	-0.325	-0.1834	-0.2849	0.5139	-0.0894	-0.0503	-0.8183	0.0767	-2.9791	0.8913	-2.5792	0.8196	A+	A-	A-
MATH	3	713357	2	D-M	2	10340	0.5381	0.1453	0.5331	0.164	0.1482	0.0092	0.0001	0.4359	-0.2412	0.4379	-0.1311	-0.2196	-0.0705	-0.0183	0.3229	0.0684	-1.649	0.9547	-1.8291	0.9269	A-	A-	A+
MATH	3	729470	2	D-M	2	10318	0.184	0.4992	0.1783	0.1819	0.1293	0.011	0.0004	-0.0534	0.2006	-0.1543	-0.0491	-0.0423	-0.0756	-0.0101	2.3986	0.0852	8.4115	1.4653	9.9027	2.7093	A-	A-	A+
MATH	3	709879	3	A-F	1	10148	0.4948	0.117	0.1715	0.2047	0.483	0.0229	0.0009	0.4262	-0.2427	-0.1691	-0.1407	0.4322	-0.1123	-0.0214	0.5864	0.0678	1.131	1.0309	1.261	1.0482	A-	A-	A+
MATH	3	709838	3	A-T	1	10226	0.7127	0.1027	0.0823	0.0975	0.7011	0.0155	0.0008	0.5056	-0.265	-0.284	-0.2109	0.5088	-0.0887	-0.0315	-0.5859	0.0738	-3.8491	0.8731	-2.2591	0.8616	A-	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	3	709873	3	A-T	2	10239	0.5359	0.135	0.5278	0.1867	0.1354	0.0143	0.0007	0.5654	-0.2496	0.568	-0.2163	-0.2953	-0.1029	-0.0269	0.334	0.068	-5.2691	0.863	-5.0892	0.8119	B-	A-	A-
MATH	3	579667	3	B-O	2	10181	0.2683	0.1901	0.3179	0.2628	0.2086	0.0194	0.0012	0.2307	-0.0751	-0.0747	0.2363	-0.0585	-0.109	-0.0289	1.7845	0.075	4.0412	1.1543	5.4514	1.3863	A+	A-	A-
MATH	3	659915	3	B-O	2	10255	0.3068	0.3026	0.1571	0.282	0.2448	0.0128	0.0007	0.1099	0.1151	-0.1876	0.0475	0.0096	-0.0859	-0.0181	1.509	0.0721	9.9014	1.3883	9.9017	1.6711	A+	A+	A-
MATH	3	706332	3	C-G	2	10224	0.5464	0.1414	0.0973	0.5374	0.2075	0.0155	0.001	0.4434	-0.2374	-0.2221	0.4474	-0.1535	-0.093	-0.0252	0.2932	0.0681	-2.1891	0.941	-2.1591	0.9158	A-	A-	A-
MATH	3	493245	3	D-M	2	10256	0.1931	0.4675	0.1905	0.2804	0.0482	0.0129	0.0005	0.0373	-0.017	0.0426	0.0147	-0.0149	-0.0982	-0.0257	2.2833	0.0825	6.6913	1.3362	9.012	1.9849	A-	A-	A+
MATH	3	713361	3	D-M	1	10049	0.3311	0.396	0.3201	0.1651	0.0856	0.0329	0.0004	0.2071	0.0591	0.2121	-0.1496	-0.205	-0.0815	-0.0219	1.3951	0.0711	5.9412	1.1992	5.8113	1.321	A-	A-	A-
MATH	3	709881	4	A-F	1	9878	0.1963	0.5667	0.1022	0.0927	0.186	0.0522	0.0003	0.3557	-0.0801	-0.1389	-0.1302	0.3531	-0.0796	-0.0105	2.3186	0.0846	-1.0991	0.9472	0.301	1.0251	B-	A-	A-
MATH	3	493219	4	A-T	2	10232	0.6091	0.1325	0.5978	0.1094	0.1418	0.0179	0.0006	0.4165	-0.2022	0.4217	-0.2441	-0.1406	-0.0947	-0.0186	-0.0445	0.0695	-0.589	0.9827	-0.969	0.9534	A+	A-	A-
MATH	3	711346	4	B-O	1	10203	0.6786	0.6642	0.1124	0.0994	0.1027	0.0205	0.0008	0.4243	0.4303	-0.1888	-0.2574	-0.1716	-0.0982	-0.0199	-0.4039	0.0718	-1.179	0.9625	-1.0191	0.9404	A-	A+	A-
MATH	3	711425	4	B-O	2	10092	0.5971	0.0839	0.0805	0.578	0.2256	0.0316	0.0004	0.3204	-0.2788	-0.2024	0.3255	-0.031	-0.0851	-0.0278	0.0508	0.0691	5.2212	1.1566	3.7312	1.1811	A+	A+	A-
MATH	3	729474	4	B-O	2	10170	0.2973	0.237	0.374	0.2901	0.0744	0.024	0.0005	0.2777	-0.2962	0.1134	0.2819	-0.1574	-0.0991	-0.0163	1.5819	0.0738	5.5512	1.2054	8.6416	1.6116	A-	A-	A-
MATH	3	659923	4	C-G	1	10201	0.4415	0.432	0.2654	0.1582	0.1229	0.0211	0.0004	0.2609	0.2682	-0.0945	-0.1263	-0.0924	-0.1	-0.0175	0.8189	0.0688	5.1812	1.1531	4.2312	1.1868	A+	A-	A-
MATH	3	706334	4	D-M	1	10276	0.5682	0.117	0.5601	0.1558	0.1528	0.0138	0.0005	0.4411	-0.2167	0.4462	-0.2623	-0.1241	-0.0988	-0.0244	0.0786	0.069	0.171	1.0046	0.751	1.034	A-	A-	A-
MATH	3	713371	4	D-M	1	10246	0.7918	0.0579	0.7782	0.0563	0.0904	0.0161	0.0011	0.5007	-0.2774	0.4993	-0.2082	-0.2939	-0.07	-0.0476	-1.1191	0.0806	-3.9692	0.8404	-3.9493	0.6848	A+	A+	A+
MATH	3	709878	5	A-F	2	10162	0.3925	0.3585	0.1286	0.3838	0.1068	0.0217	0.0006	0.4174	-0.1241	-0.2158	0.4187	-0.1911	-0.0838	-0.0245	1.0835	0.0699	-1.8591	0.9446	0.571	1.0256	A-	A-	A+
MATH	3	709882	5	A-F	2	10049	0.4972	0.1327	0.4807	0.1633	0.1902	0.0165	0.0166	0.4077	-0.2558	0.3997	-0.1622	-0.1219	-0.0859	0.0454	0.6014	0.0681	0.801	1.0219	0.991	1.0396	A-	A-	A+
MATH	3	709836	5	A-T	1	10220	0.7589	0.1186	0.076	0.0424	0.7462	0.0157	0.0011	0.5577	-0.3201	-0.3013	-0.237	0.5567	-0.0859	-0.0147	-0.8864	0.0764	-6.0692	0.7907	-5.4494	0.632	B-	A-	A+
MATH	3	624789	5	B-O	2	10146	0.3428	0.1294	0.3566	0.3346	0.1556	0.0234	0.0005	0.2142	-0.2254	-0.0323	0.2196	0.0039	-0.089	-0.023	1.3527	0.0719	6.0812	1.2112	5.4813	1.3128	A-	A-	A-
MATH	3	624847	5	B-O	2	10193	0.3445	0.4122	0.1497	0.3378	0.081	0.0189	0.0005	0.3215	-0.0626	-0.2101	0.3259	-0.1284	-0.0967	-0.0093	1.3381	0.0717	2.1211	1.0698	4.4812	1.2491	A-	A-	A-
MATH	3	713351	5	C-G	2	10117	0.4141	0.2984	0.1183	0.1536	0.403	0.019	0.0077	0.3793	-0.121	-0.1835	-0.1643	0.3809	-0.0705	-0.0382	0.9958	0.0694	2.1411	1.0642	2.4111	1.1088	A+	A-	A-
MATH	3	622967	5	D-M	1	10188	0.5102	0.1598	0.185	0.1353	0.5001	0.0193	0.0005	0.4189	-0.2345	-0.1277	-0.1849	0.4211	-0.0833	-0.0156	0.4774	0.068	0.211	1.0054	0.441	1.0174	A-	A+	A+
MATH	3	662420	5	D-M	1	10235	0.7699	0.7581	0.1415	0.0489	0.0362	0.0151	0.0002	0.2396	0.2475	-0.0929	-0.1618	-0.1597	-0.0713	-0.0172	-0.8956	0.0765	2.4011	1.0917	3.3213	1.2804	A+	A+	A+
MATH	3	729473	6	A-F	1	10271	0.4896	0.4803	0.1453	0.2251	0.1303	0.019	0.0001	0.3897	0.3927	-0.2072	-0.085	-0.2284	-0.0783	-0.0135	0.5364	0.0679	3.1211	1.0869	3.2011	1.1321	A-	A-	A-
MATH	3	621403	6	A-T	2	10321	0.1027	0.1311	0.6342	0.1012	0.1191	0.0124	0.0019	0.1263	0.011	0.0151	0.1283	-0.1237	-0.083	-0.0095	3.1852	0.1097	1.8611	1.1495	9.1031	3.1	A-	A-	A+
MATH	3	709837	6	A-T	1	10293	0.8142	0.0335	0.8004	0.0368	0.1123	0.0169	0.0001	0.394	-0.2437	0.4004	-0.2383	-0.1874	-0.0933	-0.0135	-1.2536	0.0822	-0.119	0.9942	1.0111	1.0929	A-	A-	A-
MATH	3	706331	6	B-O	2	10230	0.4222	0.4113	0.1145	0.4125	0.0387	0.0227	0.0003	0.332	-0.0419	-0.255	0.3377	-0.2516	-0.1044	-0.0199	0.8927	0.0688	3.9211	1.1152	4.7712	1.2164	A+	A+	A-
MATH	3	711415	6	B-O	2	10234	0.5455	0.2424	0.0875	0.1143	0.5332	0.0223	0.0004	0.5163	-0.1674	-0.2819	-0.2984	0.5132	-0.0643	-0.0119	0.2646	0.068	-4.3191	0.8869	-4.0792	0.8408	A+	A+	A-
MATH	3	713612	6	C-G	1	10335	0.7135	0.1435	0.7042	0.0558	0.0835	0.0121	0.0009	0.5012	-0.3238	0.5032	-0.212	-0.2107	-0.0745	-0.0348	-0.6424	0.0734	-3.2291	0.8944	-2.6692	0.8351	A-	A-	A+
MATH	3	662418	6	D-M	2	10322	0.499	0.2533	0.4919	0.1413	0.0992	0.0119	0.0023	0.338	-0.1639	0.343	-0.1734	-0.0983	-0.0818	-0.0317	0.4981	0.0679	4.2011	1.118	3.5811	1.1486	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	3	713360	6	D-M	2	10332	0.472	0.4658	0.2279	0.2233	0.0698	0.0122	0.0011	0.537	0.5377	-0.188	-0.3244	-0.1788	-0.0744	-0.0167	0.6658	0.0681	-3.3091	0.9117	-2.8391	0.8897	A-	A-	A-
MATH	3	709840	7	A-F	1	10241	0.7096	0.1219	0.695	0.1103	0.0522	0.02	0.0006	0.4623	-0.3041	0.4612	-0.1802	-0.2067	-0.0677	-0.0399	-0.5791	0.0735	-3.0791	0.8993	-2.5892	0.8399	A+	A-	A-
MATH	3	709833	7	A-T	1	10303	0.6964	0.6862	0.0586	0.1602	0.0803	0.0142	0.0005	0.5413	0.541	-0.2465	-0.3063	-0.263	-0.0721	-0.0363	-0.4993	0.0727	-2.7491	0.9123	-1.7391	0.8949	A-	B-	A-
MATH	3	495187	7	B-O	2	10248	0.2015	0.5318	0.1681	0.0827	0.1975	0.0194	0.0005	0.2881	-0.0303	-0.1284	-0.1438	0.2903	-0.0864	-0.0386	2.264	0.0826	-0.669	0.9687	1.3611	1.1163	B-	A-	A+
MATH	3	711417	7	B-O	1	10251	0.7042	0.6904	0.1008	0.0822	0.107	0.019	0.0006	0.4539	0.455	-0.24	-0.234	-0.2035	-0.0746	-0.0315	-0.5209	0.0729	0.751	1.0247	-0.8691	0.9449	A+	A-	A+
MATH	3	713355	7	C-G	1	10244	0.7707	0.0792	0.0374	0.1081	0.7551	0.0179	0.0024	0.3948	-0.2675	-0.1789	-0.1697	0.4016	-0.0853	-0.0526	-0.8904	0.0776	-1.129	0.956	-0.8691	0.9315	A+	A-	A-
MATH	3	713610	7	C-G	1	10247	0.3829	0.2116	0.2357	0.3753	0.1574	0.017	0.003	0.2867	-0.0918	-0.0897	0.2934	-0.139	-0.1162	-0.0152	1.1588	0.0696	4.0611	1.1253	4.8912	1.231	A+	A+	A+
MATH	3	622959	7	D-M	1	10264	0.6027	0.2059	0.5916	0.1086	0.0756	0.0146	0.0037	0.5473	-0.2799	0.5476	-0.3028	-0.1904	-0.0742	-0.0417	0.0043	0.069	-5.3991	0.8556	-4.2392	0.8159	A-	A-	A-
MATH	3	713368	7	D-M	2	10365	0.3703	0.4115	0.1155	0.3671	0.0972	0.0083	0.0004	0.3545	-0.0533	-0.2007	0.3561	-0.2538	-0.0598	-0.0333	1.1497	0.0696	2.1611	1.0652	1.5811	1.0704	A+	A-	A-
MATH	3	479173	8	A-F	2	10174	0.444	0.1301	0.2379	0.1731	0.432	0.0217	0.0052	0.2645	-0.1204	-0.0568	-0.1477	0.2687	-0.0973	0.0224	0.8684	0.069	6.4312	1.1985	5.8813	1.2718	A+	A+	A+
MATH	3	709875	8	A-T	1	10263	0.6508	0.0909	0.6388	0.1462	0.1058	0.018	0.0004	0.5306	-0.2567	0.5306	-0.2533	-0.2623	-0.0795	-0.0189	-0.2501	0.0703	-4.9391	0.8614	-4.4892	0.7664	A+	A-	A-
MATH	3	659907	8	B-O	1	10309	0.6839	0.6743	0.1143	0.0933	0.1042	0.0138	0.0002	0.6212	0.622	-0.2617	-0.3104	-0.3501	-0.0917	-0.024	-0.4242	0.0716	-6.4292	0.8143	-5.3293	0.7016	A-	A+	A-
MATH	3	711420	8	B-O	2	10177	0.5049	0.2257	0.1221	0.1341	0.4914	0.0264	0.0002	0.5102	-0.3365	-0.1689	-0.1315	0.5092	-0.0849	-0.0106	0.5305	0.0682	-4.3291	0.8844	-3.1891	0.8722	A-	A+	A+
MATH	3	729471	8	C-G	2	10261	0.3441	0.2648	0.2633	0.3377	0.1156	0.0135	0.0051	0.2144	-0.1121	-0.0114	0.2191	-0.1185	-0.0828	-0.0238	1.3957	0.0723	6.7312	1.2414	8.0015	1.4878	A+	A+	A+
MATH	3	706333	8	D-M	2	10358	0.4958	0.1343	0.1483	0.4912	0.217	0.0088	0.0005	0.4188	-0.2523	-0.242	0.4213	-0.076	-0.0724	-0.0243	0.5627	0.0683	1.9911	1.0561	1.8011	1.0761	A-	A-	A-
MATH	3	713366	8	D-M	2	10296	0.5007	0.0786	0.2143	0.4931	0.1989	0.0148	0.0004	0.466	-0.231	-0.1473	0.4667	-0.2566	-0.0644	-0.0254	0.5696	0.0683	-0.739	0.9793	-0.929	0.9615	A-	A-	A-
MATH	3	713618	8	D-M	2	10339	0.4563	0.089	0.2187	0.2299	0.4513	0.0107	0.0004	0.4395	-0.2211	-0.2103	-0.1468	0.4413	-0.0752	-0.0098	0.7984	0.0688	-0.749	0.9785	0.821	1.0342	A+	A+	A-
MATH	3	709839	9	A-F	2	10242	0.5151	0.0485	0.5058	0.3872	0.0405	0.0177	0.0003	0.5147	-0.2509	0.5155	-0.3321	-0.1545	-0.0847	-0.0242	0.4714	0.0682	-1.349	0.9627	-1.219	0.9506	A+	A-	A-
MATH	3	711343	9	A-F	1	10233	0.4398	0.1403	0.1681	0.2413	0.4314	0.017	0.0019	0.5021	-0.2181	-0.2325	-0.1717	0.5037	-0.0915	-0.0335	0.8453	0.0685	-3.0491	0.9161	-2.2791	0.9074	A-	A-	A-
MATH	3	709835	9	A-T	1	10284	0.8092	0.0318	0.1052	0.7979	0.0511	0.0134	0.0006	0.5075	-0.2064	-0.3479	0.5119	-0.2292	-0.0966	-0.0431	-1.2524	0.0846	-5.5292	0.76	-5.1194	0.5758	B-	A-	A+
MATH	3	711411	9	B-O	1	10177	0.6779	0.1106	0.1034	0.6615	0.1003	0.0234	0.0009	0.5404	-0.256	-0.2666	0.5409	-0.2609	-0.0979	-0.0458	-0.3757	0.0722	-6.5092	0.8034	-5.9293	0.6886	A-	A+	A+
MATH	3	711421	9	B-O	2	10294	0.5212	0.1923	0.5144	0.1805	0.0997	0.0122	0.0009	0.4455	-0.2636	0.4501	-0.1427	-0.1813	-0.0975	-0.0382	0.4276	0.0683	-1.499	0.9585	-1.7391	0.9295	A-	A-	A-
MATH	3	729472	9	C-G	1	10138	0.1889	0.4251	0.2241	0.1392	0.1836	0.0267	0.0013	0.0335	0.2452	-0.0987	-0.2287	0.041	-0.1012	-0.0135	2.4272	0.0848	4.1512	1.2113	8.9521	2.0865	A-	A+	A+
MATH	3	624785	9	D-M	2	10285	0.4724	0.1654	0.1965	0.1584	0.4659	0.0092	0.0047	0.4436	-0.2709	-0.1421	-0.1481	0.447	-0.0648	-0.0822	0.6565	0.0682	-0.519	0.9853	-0.239	0.9899	A+	A-	A+
MATH	3	713358	9	D-M	1	10226	0.6862	0.6728	0.0718	0.1468	0.0891	0.019	0.0006	0.4681	0.4673	-0.313	-0.1608	-0.2514	-0.0681	-0.0265	-0.4325	0.0728	-3.2191	0.8972	-2.3491	0.8622	A-	B-	A-
MATH	4	408560	0	A-F	2	92081	0.6694	0.6635	0.0918	0.1124	0.1235	0.0062	0.0026	0.3725	0.3788	-0.1601	-0.2013	-0.1839	-0.0788	-0.0486	-0.836	0.0239	4.311	1.0455	2.121	1.043	A-	A+	A+
MATH	4	408563	0	A-F	1	92190	0.561	0.5567	0.1604	0.1827	0.0926	0.0058	0.0018	0.5847	0.586	-0.2705	-0.3786	-0.1338	-0.0728	-0.0282	-0.4292	0.023	-9.8991	0.8765	-9.8992	0.8188	A-	A+	A+
MATH	4	408635	0	A-F	1	92417	0.8066	0.0991	0.8024	0.0521	0.0412	0.004	0.0012	0.387	-0.236	0.3913	-0.2184	-0.1602	-0.0565	-0.0387	-1.4363	0.0263	-9.8991	0.866	-8.0992	0.7875	A+	A+	A+
MATH	4	575738	0	A-F	1	92238	0.7865	0.0617	0.7809	0.077	0.0733	0.0055	0.0016	0.5124	-0.2437	0.5159	-0.3061	-0.2543	-0.0721	-0.039	-1.675	0.0277	-8.0791	0.8815	-8.1992	0.7573	A+	A-	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	4	575742	0	A-F	2	91998	0.4918	0.1796	0.2072	0.1164	0.4871	0.0074	0.0024	0.3902	-0.1808	-0.1	-0.2434	0.3942	-0.0825	-0.041	0.1251	0.0227	8.7911	1.0821	8.4011	1.1162	A+	A+	A+
MATH	4	617226	0	A-F	1	92411	0.6933	0.0954	0.1733	0.6897	0.0363	0.0044	0.0009	0.3983	-0.302	-0.1517	0.4015	-0.1863	-0.0534	-0.0412	-0.9309	0.0242	1.251	1.0135	1.851	1.0396	A+	A-	A-
MATH	4	622939	0	A-F	1	92433	0.7054	0.1457	0.7018	0.0419	0.1056	0.004	0.001	0.5218	-0.3562	0.5231	-0.1691	-0.2461	-0.0532	-0.0234	-1.1913	0.0251	-6.6691	0.9221	-7.3792	0.8285	A-	A-	A-
MATH	4	662435	0	A-F	2	92080	0.6191	0.6136	0.1633	0.141	0.0732	0.0069	0.0019	0.4887	0.4923	-0.2471	-0.2318	-0.2284	-0.0825	-0.0315	-0.5305	0.0232	-6.5391	0.9387	-7.5991	0.8773	A+	A+	A+
MATH	4	408574	0	A-T	1	92240	0.7598	0.064	0.0993	0.0751	0.7544	0.0044	0.0027	0.4921	-0.2848	-0.2452	-0.2412	0.4957	-0.0661	-0.0455	-1.0442	0.0246	-9.8992	0.7757	-9.8993	0.6816	A-	A+	A+
MATH	4	493261	0	A-T	1	92373	0.8306	0.0585	0.8259	0.0484	0.0615	0.0043	0.0014	0.4655	-0.2505	0.4693	-0.2389	-0.2589	-0.0635	-0.0407	-1.7152	0.028	-9.8993	0.7471	-9.8994	0.5952	A-	A-	A-
MATH	4	493262	0	A-T	2	92208	0.3809	0.0874	0.374	0.3781	0.1531	0.0058	0.0016	0.2874	-0.2142	-0.0676	0.2905	-0.1129	-0.0707	-0.0406	0.6809	0.0232	9.9012	1.187	9.9013	1.2913	A-	A+	A+
MATH	4	495200	0	A-T	1	92070	0.6221	0.1448	0.6165	0.1448	0.085	0.0073	0.0017	0.4995	-0.2238	0.5032	-0.2731	-0.2199	-0.0781	-0.0453	-0.5221	0.0232	-7.4991	0.93	-6.7291	0.8913	A-	A+	A+
MATH	4	495201	0	A-T	2	92032	0.4137	0.1187	0.295	0.4098	0.1672	0.0074	0.002	0.2824	-0.0583	-0.1538	0.2865	-0.1164	-0.0774	-0.0417	0.4033	0.0228	9.9012	1.195	9.9013	1.2867	A-	A+	A+
MATH	4	495206	0	A-T	1	92365	0.5604	0.0888	0.1572	0.1911	0.5571	0.0047	0.0011	0.4342	-0.1859	-0.1865	-0.2315	0.4362	-0.0562	-0.0323	-0.4642	0.0231	5.2811	1.0507	5.0211	1.0838	A+	A-	A-
MATH	4	574159	0	A-T	1	91997	0.5595	0.1018	0.1652	0.1692	0.5541	0.0077	0.002	0.4987	-0.2386	-0.1871	-0.2626	0.5025	-0.0875	-0.0457	-0.1389	0.0227	-8.0691	0.9285	-7.2491	0.9011	A-	A-	A-
MATH	4	575715	0	A-T	1	92380	0.7442	0.0953	0.0691	0.0899	0.74	0.0043	0.0013	0.5032	-0.2955	-0.2343	-0.2469	0.5051	-0.0522	-0.0357	-0.9487	0.0242	-9.8992	0.8174	-9.8993	0.722	A-	A-	A-
MATH	4	624798	0	A-T	1	92247	0.483	0.1265	0.1551	0.2318	0.4796	0.0053	0.0017	0.4693	-0.2738	-0.1761	-0.1761	0.4715	-0.0671	-0.0377	0.1519	0.0227	-1.799	0.9836	-0.399	0.9946	A-	A+	A+
MATH	4	408742	0	B-O	2	92130	0.4298	0.4262	0.2658	0.1979	0.1018	0.0064	0.0019	0.4078	0.4098	-0.2451	-0.1582	-0.0811	-0.0639	-0.0399	0.3284	0.0228	5.6411	1.0533	6.2111	1.0856	A-	A-	A+
MATH	4	495208	0	B-O	2	92227	0.4921	0.1439	0.2489	0.4886	0.1113	0.0052	0.0021	0.4318	-0.3118	-0.0702	0.4346	-0.2247	-0.0631	-0.0493	0.1639	0.0227	4.901	1.0453	3.491	1.0471	A+	A+	A+
MATH	4	566157	0	B-O	2	92091	0.573	0.1449	0.568	0.1303	0.1481	0.0071	0.0017	0.4	-0.1766	0.4043	-0.2203	-0.1568	-0.08	-0.0381	-0.1561	0.0227	5.4611	1.0504	3.4511	1.0497	A+	A+	A+
MATH	4	574162	0	B-O	2	92051	0.4882	0.4837	0.1466	0.2366	0.1239	0.0071	0.002	0.4203	0.4237	-0.2235	-0.135	-0.2032	-0.0778	-0.0401	0.0224	0.0226	4.911	1.0451	3.201	1.0439	A-	A+	A+
MATH	4	574164	0	B-O	2	92173	0.4194	0.2921	0.1213	0.1626	0.4161	0.0061	0.0017	0.3373	-0.1543	-0.1424	-0.1192	0.3401	-0.0695	-0.0373	0.5862	0.0231	9.9011	1.1318	9.9012	1.2336	A-	A+	A-
MATH	4	657725	0	B-O	1	92070	0.6885	0.0571	0.0774	0.1741	0.6823	0.0069	0.002	0.5232	-0.2419	-0.2543	-0.2969	0.5274	-0.084	-0.0418	-0.7574	0.0237	-9.8991	0.8646	-9.6792	0.8258	A+	A+	A+
MATH	4	657728	0	B-O	1	92182	0.5412	0.537	0.0695	0.0767	0.3091	0.0055	0.0022	0.5738	0.5755	-0.2536	-0.3173	-0.2833	-0.0687	-0.0438	0.0511	0.0226	-9.8991	0.8716	-9.8991	0.8553	A-	A-	A-
MATH	4	657730	0	B-O	1	92253	0.8188	0.8131	0.0472	0.059	0.0737	0.0052	0.0018	0.3176	0.3259	-0.1634	-0.1836	-0.1604	-0.0749	-0.0437	-1.7601	0.0283	3.7511	1.0611	7.0213	1.2567	A-	A-	A+
MATH	4	657737	0	B-O	2	92098	0.6407	0.1287	0.1002	0.1273	0.6351	0.0064	0.0022	0.4268	-0.169	-0.1712	-0.2757	0.4307	-0.0665	-0.0448	-0.5737	0.0232	-1.889	0.9818	0.341	1.0057	A+	A+	A+
MATH	4	479178	0	C-G	2	92078	0.4898	0.3163	0.4855	0.0429	0.1465	0.0048	0.004	0.4741	-0.3642	0.4767	-0.1736	-0.0731	-0.0695	-0.0482	-0.1405	0.0227	-0.429	0.9961	-0.749	0.9894	A+	A-	A-
MATH	4	497759	0	C-G	1	91971	0.7177	0.1103	0.0659	0.7106	0.1032	0.0077	0.0023	0.4814	-0.2803	-0.2587	0.4875	-0.1938	-0.0915	-0.0442	-1.3221	0.0257	-1.289	0.9836	-0.339	0.9906	A+	A-	A-
MATH	4	497761	0	C-G	1	92207	0.586	0.1345	0.1117	0.5816	0.1648	0.0055	0.002	0.4222	-0.225	-0.2672	0.4261	-0.1128	-0.0723	-0.046	-0.4533	0.023	5.7611	1.0552	5.7511	1.0957	A+	A-	A-
MATH	4	497829	0	C-G	2	92184	0.5092	0.1352	0.1459	0.5053	0.2059	0.0051	0.0026	0.4525	-0.2678	-0.1814	0.4552	-0.1608	-0.0668	-0.0426	-0.0573	0.0227	2.481	1.0226	1.521	1.0209	A+	A-	A-
MATH	4	565998	0	C-G	2	92251	0.5758	0.5718	0.145	0.1291	0.1471	0.0053	0.0017	0.4384	0.4416	-0.2545	-0.2469	-0.1112	-0.0787	-0.0246	-0.2113	0.0228	0.521	1.0047	0.931	1.0134	A+	A+	A+
MATH	4	574169	0	C-G	1	92100	0.5805	0.2207	0.0924	0.5754	0.1028	0.0068	0.0018	0.4635	-0.1733	-0.2772	0.4671	-0.2323	-0.0788	-0.0403	-0.5017	0.0231	1.451	1.0138	1.081	1.0179	A+	A-	A+
MATH	4	621401	0	C-G	2	92226	0.5666	0.5625	0.1142	0.2119	0.1042	0.0051	0.0022	0.433	0.4365	-0.2271	-0.1917	-0.1928	-0.0683	-0.0469	0.0458	0.0226	4.821	1.0443	3.471	1.0474	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	4	495220	0	D-M	1	92264	0.4961	0.1844	0.1184	0.4927	0.1976	0.0052	0.0017	0.4009	-0.1545	-0.2472	0.4041	-0.1388	-0.0767	-0.0369	0.1813	0.0227	6.4711	1.0602	5.8111	1.0793	A-	A-	A-
MATH	4	495227	0	D-M	2	92211	0.7214	0.0734	0.0734	0.1297	0.716	0.0044	0.0031	0.3875	-0.2098	-0.1746	-0.2077	0.3925	-0.0676	-0.0452	-0.8011	0.0238	-4.549	0.9539	-3.1391	0.9394	A+	A-	A-
MATH	4	497740	0	D-M	1	92173	0.6642	0.136	0.659	0.1019	0.0953	0.0062	0.0017	0.4475	-0.1887	0.4514	-0.2768	-0.199	-0.0695	-0.0419	-0.7796	0.0237	-1.989	0.9797	-3.0991	0.941	A-	A-	A+
MATH	4	497832	0	D-M	2	92051	0.3821	0.3153	0.147	0.1498	0.3786	0.0074	0.0018	0.4053	-0.1342	-0.1921	-0.1656	0.4076	-0.0775	-0.0378	0.6921	0.0233	3.261	1.0328	5.7011	1.0878	A+	A+	A-
MATH	4	575728	0	D-M	2	92105	0.6784	0.1843	0.0654	0.6726	0.0692	0.0066	0.002	0.5165	-0.2995	-0.2494	0.5207	-0.2284	-0.0808	-0.0456	-0.8866	0.024	-9.8991	0.8921	-7.7892	0.8474	A+	A-	A-
MATH	4	617233	0	D-M	1	92188	0.5114	0.5074	0.2195	0.1664	0.099	0.0054	0.0023	0.3854	0.3886	-0.2233	-0.1641	-0.1137	-0.0644	-0.0427	0.1654	0.0227	9.9011	1.1111	9.9011	1.144	A+	A-	A-
MATH	4	659937	0	D-M	1	92216	0.4695	0.1916	0.1499	0.466	0.1852	0.0055	0.0019	0.3741	-0.1176	-0.2065	0.3773	-0.1577	-0.0695	-0.0413	0.2742	0.0227	9.9011	1.1069	9.9012	1.1712	A-	A-	A-
MATH	4	709895	1	A-F	2	10838	0.5361	0.2072	0.18	0.5287	0.0703	0.0126	0.0013	0.4409	-0.2218	-0.1993	0.445	-0.1735	-0.0992	-0.0071	-0.2463	0.0683	0.911	1.0255	0.351	1.0149	A-	A-	A-
MATH	4	709885	1	A-T	1	10809	0.6027	0.5928	0.1304	0.1648	0.0955	0.0145	0.002	0.5127	0.5156	-0.2646	-0.2435	-0.2102	-0.0923	-0.0234	-0.4978	0.0687	-2.8491	0.9226	-3.0691	0.8595	A-	A-	A-
MATH	4	709888	1	A-T	1	10832	0.7517	0.1203	0.0634	0.0611	0.7409	0.0119	0.0025	0.5417	-0.3432	-0.246	-0.2325	0.5446	-0.0843	-0.045	-1.2983	0.074	-8.0792	0.7544	-6.2694	0.6033	A-	A-	A-
MATH	4	624800	1	B-O	1	10829	0.6003	0.1908	0.1353	0.5915	0.0677	0.0129	0.0017	0.5507	-0.3458	-0.2234	0.5545	-0.1913	-0.0908	-0.0474	-0.3993	0.0685	-8.4592	0.7832	-6.8793	0.7156	A+	A-	A+
MATH	4	706341	1	B-O	1	10638	0.7685	0.0907	0.061	0.7439	0.0724	0.0315	0.0005	0.4659	-0.3008	-0.2124	0.4643	-0.1888	-0.09	-0.0348	-1.4782	0.0763	-3.2491	0.8868	-3.0892	0.7679	A-	A+	A-
MATH	4	706343	1	C-G	1	10855	0.3681	0.1471	0.3378	0.1392	0.3636	0.0095	0.0028	0.3617	-0.1856	-0.1321	-0.107	0.3648	-0.0797	-0.0469	0.5853	0.071	2.1811	1.0716	3.5312	1.1764	A-	A-	A-
MATH	4	621369	1	D-M	2	10676	0.3478	0.259	0.3379	0.1328	0.2419	0.0284	0.0002	0.1481	-0.2063	0.1532	-0.1169	0.1618	-0.0689	-0.0207	0.6705	0.0716	7.4713	1.2662	6.5814	1.3609	A-	A+	A+
MATH	4	713628	1	D-M	1	10879	0.4641	0.2914	0.4594	0.14	0.0991	0.0086	0.0015	0.3524	-0.0338	0.3566	-0.2296	-0.2453	-0.0981	-0.0086	0.0416	0.0686	3.7711	1.1121	3.1111	1.1347	A-	A-	A-
MATH	4	662427	2	A-F	2	10018	0.4234	0.2636	0.1434	0.1563	0.4137	0.0227	0.0003	0.4754	-0.2732	-0.1316	-0.1533	0.4747	-0.0745	-0.0295	0.4815	0.0686	-2.4491	0.9323	-1.109	0.9542	A-	A-	A-
MATH	4	709901	2	A-F	2	9961	0.2335	0.2848	0.2709	0.1889	0.2268	0.0257	0.0028	0.2231	0.0241	-0.1395	-0.0754	0.226	-0.084	-0.0138	1.5969	0.0784	3.8612	1.1651	5.6515	1.471	A-	A+	A-
MATH	4	662442	2	A-T	2	10135	0.3144	0.0759	0.4914	0.3107	0.1104	0.01	0.0016	0.3862	-0.2145	-0.122	0.3881	-0.1674	-0.0806	-0.0332	1.0442	0.0719	-2.4791	0.9207	0.9911	1.0522	A+	A-	A-
MATH	4	495199	2	B-O	2	10103	0.2851	0.2809	0.2025	0.1519	0.35	0.0132	0.0016	0.1637	0.1695	-0.0659	-0.1452	0.0321	-0.1005	-0.0357	1.2342	0.0738	7.0413	1.2668	6.9015	1.4646	A-	A+	A+
MATH	4	711358	2	B-O	2	10125	0.6392	0.1336	0.128	0.6312	0.0947	0.0112	0.0014	0.4397	-0.1437	-0.2277	0.4467	-0.2663	-0.1046	-0.0429	-0.669	0.0707	0.551	1.0164	1.2911	1.0734	A+	A+	A-
MATH	4	621382	2	C-G	2	10113	0.2627	0.2826	0.2591	0.1748	0.2697	0.0121	0.0017	0.1503	0.055	0.1552	-0.0004	-0.183	-0.0988	-0.015	1.3711	0.0754	3.6711	1.1413	6.1614	1.4469	A+	A-	A-
MATH	4	659931	2	C-G	2	10147	0.4384	0.1728	0.2206	0.4338	0.1624	0.0089	0.0016	0.3254	-0.1155	-0.1452	0.3298	-0.136	-0.0868	-0.0312	0.3895	0.0683	4.5911	1.1326	3.9512	1.169	A+	A-	A+
MATH	4	713383	2	D-M	1	10131	0.5122	0.1564	0.506	0.159	0.1666	0.0101	0.0019	0.3317	-0.0737	0.338	-0.1967	-0.1579	-0.0938	-0.0476	-0.0168	0.068	4.7411	1.134	3.6612	1.1597	A+	A-	B-
MATH	4	709847	3	A-F	2	10150	0.5087	0.2173	0.1226	0.1461	0.5032	0.0088	0.002	0.5316	-0.2253	-0.2287	-0.2567	0.5329	-0.0664	-0.0371	-0.0028	0.0679	-4.4191	0.8836	-3.0791	0.8811	A-	A-	A+
MATH	4	709900	3	A-F	1	10163	0.6796	0.6731	0.2232	0.0518	0.0423	0.0072	0.0023	0.4613	0.4677	-0.3003	-0.2124	-0.1848	-0.0864	-0.0573	-0.8936	0.0718	-3.1491	0.9043	-3.1792	0.8176	A-	A-	A-
MATH	4	709886	3	A-T	2	10159	0.4918	0.0543	0.4869	0.1369	0.312	0.0067	0.0032	0.5096	-0.1994	0.5122	-0.2222	-0.2717	-0.0782	-0.0383	0.0857	0.068	-4.9791	0.869	-3.9391	0.8516	A-	A-	A-
MATH	4	624792	3	B-O	2	9990	0.28	0.228	0.2726	0.1656	0.3075	0.0112	0.0152	0.0425	0.0443	0.0415	-0.181	0.0655	-0.0791	0.068	1.2509	0.0748	9.4814	1.385	9.9018	1.8002	A-	A-	A-
MATH	4	711438	3	B-O	2	10165	0.5537	0.5485	0.2125	0.1379	0.0918	0.007	0.0023	0.447	0.4513	-0.126	-0.2584	-0.2585	-0.0838	-0.0475	-0.2194	0.0682	-2.3191	0.9375	-2.3391	0.9029	A-	A-	A-
MATH	4	621386	3	C-G	2	10064	0.2936	0.1947	0.288	0.2575	0.2406	0.0183	0.0009	0.066	-0.0971	0.071	-0.0394	0.0768	-0.061	-0.0365	1.1764	0.074	9.9014	1.4212	9.9018	1.8017	A+	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	4	713378	3	C-G	1	10161	0.4738	0.1706	0.1605	0.4692	0.1899	0.0067	0.003	0.2768	-0.1249	-0.0742	0.2827	-0.1448	-0.0943	-0.0433	0.2306	0.0681	6.4112	1.1889	5.6112	1.2377	A-	A-	A+
MATH	4	713382	3	D-M	2	9970	0.2574	0.2572	0.294	0.1704	0.2501	0.0278	0.0006	0.3397	-0.1233	-0.1085	-0.0861	0.3392	-0.0622	-0.0394	1.4332	0.0771	0.091	1.003	3.7213	1.2744	A-	A-	A-
MATH	4	709893	4	A-F	2	10107	0.4534	0.2195	0.4469	0.2725	0.0466	0.0127	0.0018	0.3395	-0.3158	0.3458	0.0429	-0.2231	-0.1023	-0.0441	0.3079	0.0682	2.8411	1.0806	3.6211	1.1487	A-	A-	A-
MATH	4	709899	4	A-F	2	10126	0.6278	0.2518	0.6199	0.0755	0.0403	0.0106	0.002	0.4618	-0.3044	0.467	-0.191	-0.1665	-0.0918	-0.0454	-0.5499	0.0693	-3.1891	0.9114	-3.7492	0.8286	A-	A-	A-
MATH	4	706338	4	A-T	1	9894	0.7485	0.053	0.0934	0.7222	0.0961	0.0348	0.0004	0.4985	-0.2235	-0.2468	0.4772	-0.2878	-0.0352	-0.0259	-1.2108	0.0751	-5.3492	0.8206	-4.7593	0.6962	A+	A-	A-
MATH	4	709843	4	A-T	1	10129	0.6727	0.1069	0.0686	0.6645	0.1477	0.0104	0.0019	0.4018	-0.2571	-0.243	0.4097	-0.1155	-0.0943	-0.0467	-0.8332	0.0712	-2.1191	0.9359	0.091	1.0043	A-	A+	A+
MATH	4	495225	4	B-O	2	9901	0.4897	0.3151	0.0892	0.0883	0.4728	0.0342	0.0003	0.3708	-0.218	-0.1137	-0.1309	0.3718	-0.0787	-0.0297	0.1579	0.0679	3.1111	1.0871	2.6411	1.1054	A+	A-	A+
MATH	4	711428	4	B-O	1	10091	0.422	0.4152	0.0801	0.0927	0.396	0.0141	0.0019	0.4724	0.4739	-0.2726	-0.3195	-0.1141	-0.0869	-0.0192	0.4737	0.0687	-2.6591	0.9257	-2.3891	0.9043	A-	A+	A+
MATH	4	621377	4	C-G	2	10152	0.1465	0.4504	0.1808	0.2137	0.145	0.0083	0.0018	-0.1564	0.2625	-0.0882	-0.0836	-0.1513	-0.0782	-0.0492	2.2921	0.0942	6.6715	1.4504	9.903	2.9671	A-	A-	A-
MATH	4	713386	4	D-M	2	10100	0.7935	0.0536	0.0684	0.7815	0.0814	0.0138	0.0013	0.5001	-0.2556	-0.2445	0.5046	-0.2808	-0.0949	-0.0394	-1.5834	0.0808	-2.9691	0.8774	-3.2793	0.7339	A+	A-	A+
MATH	4	493255	5	A-F	2	10039	0.1635	0.2173	0.2719	0.1612	0.3358	0.0113	0.0025	-0.0437	-0.1624	0.1169	-0.0379	0.0864	-0.0954	-0.0373	2.1326	0.0895	5.2413	1.3112	9.8324	2.3639	A+	A-	A+
MATH	4	706340	5	A-F	2	9856	0.4837	0.2725	0.1132	0.1143	0.4683	0.0315	0.0002	0.4577	-0.2018	-0.2254	-0.1672	0.4538	-0.0672	-0.0186	0.1553	0.0676	-1.639	0.9567	-0.929	0.9639	A+	A-	A-
MATH	4	653739	5	A-T	2	10025	0.1566	0.2402	0.2634	0.1542	0.327	0.0127	0.0025	-0.0143	-0.1486	0.0075	-0.0094	0.1583	-0.0841	-0.0261	2.1589	0.0901	5.7413	1.349	9.9026	2.5584	A-	A-	A-
MATH	4	709883	5	A-T	2	9951	0.6173	0.6035	0.1375	0.1382	0.0983	0.0214	0.001	0.5334	0.5351	-0.259	-0.2336	-0.2606	-0.0977	-0.0067	-0.4875	0.069	-4.8491	0.8686	-3.2491	0.8526	A-	A+	A-
MATH	4	493278	5	B-O	2	10036	0.5703	0.1225	0.1423	0.1589	0.5623	0.0127	0.0014	0.5087	-0.2607	-0.1631	-0.2735	0.5125	-0.0968	-0.0279	-0.2399	0.068	-2.8391	0.9249	-2.5291	0.8964	A-	A-	A-
MATH	4	711433	5	B-O	1	10063	0.4681	0.2062	0.4627	0.1664	0.1533	0.0095	0.0019	0.3933	-0.1654	0.3971	-0.1681	-0.1633	-0.083	-0.0369	0.2217	0.0677	1.091	1.0292	0.931	1.0361	A+	A+	A-
MATH	4	713619	5	C-G	1	10071	0.817	0.0587	0.8083	0.0614	0.061	0.0095	0.0011	0.4472	-0.2301	0.4534	-0.2685	-0.21	-0.0929	-0.0204	-1.7769	0.0853	-2.9091	0.8636	-3.1293	0.7176	A+	A-	A-
MATH	4	659935	5	D-M	2	10051	0.7464	0.0867	0.0936	0.737	0.07	0.0102	0.0024	0.5063	-0.275	-0.2677	0.5113	-0.2287	-0.0917	-0.0442	-1.2922	0.0767	-3.0091	0.8894	-3.3792	0.7639	A+	A-	A-
MATH	4	709896	6	A-F	1	10085	0.6658	0.1541	0.6578	0.1203	0.0557	0.0098	0.0023	0.4942	-0.2978	0.499	-0.2327	-0.1862	-0.091	-0.0398	-0.7742	0.0717	-3.3291	0.8992	-3.4292	0.8071	A+	A-	A-
MATH	4	574158	6	A-T	2	10054	0.2035	0.2004	0.3507	0.1317	0.3021	0.0117	0.0034	0.1538	0.158	-0.0965	-0.1157	0.0745	-0.0887	-0.0481	1.8713	0.0827	2.1611	1.1025	5.9216	1.5833	A-	A-	A+
MATH	4	709889	6	A-T	2	9950	0.4353	0.2147	0.4243	0.1897	0.1461	0.0251	0.0002	0.3666	-0.1071	0.3675	-0.1451	-0.1971	-0.0694	-0.0194	0.4255	0.0683	3.5211	1.1008	4.5112	1.1922	A-	A-	A+
MATH	4	711355	6	B-O	2	9800	0.504	0.2497	0.1063	0.4838	0.1202	0.012	0.0279	0.4079	-0.1431	-0.251	0.3919	-0.1757	-0.0947	0.0663	0.1581	0.0679	-0.009	0.9995	0.521	1.0202	A+	A-	A+
MATH	4	711427	6	B-O	2	9903	0.7729	0.0502	0.08	0.0901	0.7498	0.0296	0.0003	0.4558	-0.2647	-0.2363	-0.2052	0.4582	-0.1039	-0.0115	-1.3383	0.0785	-3.7591	0.8568	-2.2392	0.8218	A+	A-	A-
MATH	4	497827	6	C-G	2	10096	0.1921	0.1888	0.4514	0.1589	0.1899	0.0093	0.0017	0.1905	-0.1966	0.0846	-0.0837	0.1938	-0.0937	-0.0387	1.9797	0.0848	2.2211	1.1112	6.6217	1.7172	A+	A+	A+
MATH	4	713624	6	C-G	1	10074	0.7645	0.1479	0.7545	0.0504	0.0341	0.0105	0.0026	0.3951	-0.2376	0.4041	-0.2032	-0.1837	-0.0999	-0.032	-1.3552	0.0788	-1.4991	0.9403	-1.8692	0.8477	A+	B-	A-
MATH	4	706344	6	D-M	1	10068	0.6758	0.0559	0.1951	0.6665	0.0687	0.012	0.0017	0.4081	-0.1503	-0.2593	0.4145	-0.1839	-0.0877	-0.0505	-0.8138	0.072	-0.909	0.9709	-1.5791	0.9046	B-	A-	A-
MATH	4	709846	7	A-F	2	10086	0.4617	0.294	0.1626	0.0742	0.4553	0.0101	0.0038	0.3097	0.0408	-0.2846	-0.2201	0.3167	-0.1022	-0.0552	0.2873	0.0675	3.8011	1.102	2.7311	1.113	A+	A-	A+
MATH	4	729606	7	A-F	2	9979	0.1922	0.3285	0.3213	0.1875	0.1383	0.024	0.0004	0.1709	0.0239	-0.0605	0.1737	-0.1135	-0.0733	-0.0198	1.9305	0.0833	0.721	1.0338	6.7217	1.6946	A-	A-	A-
MATH	4	662441	7	A-T	2	10091	0.3398	0.1207	0.214	0.3353	0.3166	0.0114	0.002	0.3123	-0.112	-0.036	0.3164	-0.1859	-0.0967	-0.0308	0.9417	0.0703	0.041	1.0009	1.6111	1.0795	A-	A+	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	4	709887	7	A-T	2	10095	0.5853	0.0754	0.1005	0.2334	0.5777	0.0108	0.0022	0.4179	-0.222	-0.2739	-0.135	0.4229	-0.0856	-0.0417	-0.3356	0.0687	0.821	1.0227	0.211	1.0095	A-	A-	A-
MATH	4	495223	7	B-O	2	9950	0.2804	0.2662	0.3192	0.2728	0.1146	0.0264	0.0008	0.267	-0.0779	-0.1127	0.2686	-0.0671	-0.0676	-0.0164	1.3014	0.0737	2.2711	1.0811	4.5813	1.2959	A-	A+	A+
MATH	4	711435	7	B-O	1	10108	0.7324	0.095	0.1041	0.0653	0.7238	0.0079	0.0038	0.4994	-0.2005	-0.2959	-0.2676	0.5024	-0.0765	-0.0412	-1.1904	0.0768	-2.9591	0.8896	-2.1592	0.8386	A+	A+	A+
MATH	4	713376	7	C-G	1	10102	0.5697	0.1562	0.5627	0.1946	0.0742	0.0101	0.0022	0.4074	-0.193	0.4134	-0.1628	-0.2235	-0.0976	-0.0474	-0.2878	0.0685	-1.199	0.9672	-0.449	0.9783	A-	A-	A-
MATH	4	706345	7	D-M	1	10133	0.669	0.6628	0.1366	0.0988	0.0925	0.0076	0.0017	0.5065	0.5101	-0.2417	-0.2574	-0.2518	-0.0765	-0.0418	-0.8025	0.0721	-3.2391	0.8984	-2.4391	0.8537	A+	A-	A-
MATH	4	706339	8	A-F	2	10145	0.5374	0.1884	0.1784	0.5324	0.0915	0.0074	0.002	0.3489	-0.1456	-0.2007	0.3549	-0.1149	-0.092	-0.0515	-0.0951	0.068	2.7011	1.0752	1.2811	1.0537	A+	A-	A+
MATH	4	709915	8	A-F	1	10026	0.4702	0.1915	0.1114	0.4603	0.2158	0.0208	0.0002	0.461	-0.261	-0.2525	0.459	-0.0938	-0.0541	-0.0227	0.2765	0.068	-0.249	0.9929	0.601	1.0233	A+	A-	A-
MATH	4	624790	8	A-T	1	10144	0.4989	0.0783	0.3085	0.4942	0.1096	0.0076	0.0019	0.414	-0.2495	-0.1932	0.4182	-0.139	-0.0886	-0.0395	0.0767	0.0679	0.111	1.0028	0.491	1.019	A-	A-	A+
MATH	4	711353	8	B-O	2	10128	0.6248	0.2334	0.6179	0.0776	0.0601	0.0087	0.0023	0.5662	-0.3972	0.5684	-0.2015	-0.1885	-0.0778	-0.0465	-0.572	0.07	-6.0092	0.8337	-5.1592	0.7546	A-	A-	A-
MATH	4	711357	8	B-O	2	10149	0.6495	0.6437	0.2188	0.0624	0.0661	0.0077	0.0013	0.421	0.4253	-0.1738	-0.2563	-0.2492	-0.0788	-0.0292	-0.6949	0.0708	0.201	1.0056	-0.409	0.9761	A-	A+	A-
MATH	4	574161	8	C-G	2	10102	0.3095	0.4459	0.105	0.3053	0.1303	0.0112	0.0023	0.0978	0.1453	-0.1865	0.1038	-0.1551	-0.0811	-0.0439	1.1272	0.0726	6.4612	1.2319	7.0314	1.437	A-	A+	A-
MATH	4	706346	8	D-M	2	10124	0.4332	0.1535	0.111	0.2958	0.4283	0.0086	0.0028	0.4116	-0.2296	-0.1827	-0.1201	0.4152	-0.0894	-0.0425	0.4273	0.0683	0.861	1.0241	1.141	1.0461	A-	A+	A+
MATH	4	713381	8	D-M	2	9967	0.2271	0.1694	0.1585	0.4243	0.2211	0.0257	0.0011	0.2657	0.0291	-0.1907	-0.0844	0.2662	-0.0539	-0.0474	1.6767	0.0796	0.741	1.0309	4.4314	1.3751	A-	A+	A+
MATH	4	574184	9	A-F	2	10006	0.3056	0.0567	0.4458	0.2973	0.173	0.0266	0.0006	0.4859	-0.1823	-0.2459	0.4823	-0.1217	-0.0579	-0.0298	1.1551	0.0737	-3.2591	0.889	0.551	1.0306	B-	A-	A-
MATH	4	711349	9	A-F	1	10197	0.527	0.1089	0.201	0.1591	0.5225	0.0061	0.0025	0.5196	-0.2859	-0.1486	-0.2868	0.5215	-0.0705	-0.0301	-0.052	0.0683	-3.5691	0.9047	-3.1191	0.8744	A+	A-	A+
MATH	4	709844	9	A-T	1	10164	0.7666	0.0823	0.0719	0.7575	0.0763	0.0086	0.0033	0.4729	-0.2555	-0.2679	0.4759	-0.2099	-0.0691	-0.0417	-1.3889	0.0784	-2.3591	0.9096	-1.5491	0.8721	A-	A-	A-
MATH	4	711354	9	B-O	2	10011	0.3872	0.0567	0.0402	0.4995	0.3768	0.0081	0.0187	0.4622	-0.2333	-0.2055	-0.2326	0.4636	-0.0642	-0.0608	0.6759	0.07	-2.6691	0.9204	-1.8491	0.9193	A-	A+	A+
MATH	4	711437	9	B-O	2	10032	0.5266	0.5136	0.1577	0.2115	0.0926	0.0243	0.0004	0.4541	0.4525	-0.2778	-0.1051	-0.2477	-0.0659	-0.0017	-0.0416	0.0683	-1.379	0.9622	-1.7691	0.9275	A-	A-	A-
MATH	4	713622	9	C-G	2	10169	0.5734	0.1837	0.5669	0.1209	0.1171	0.0093	0.002	0.424	-0.1076	0.4284	-0.2369	-0.261	-0.0824	-0.0333	-0.3335	0.0689	1.681	1.0473	1.051	1.0491	A-	A-	A-
MATH	4	617225	9	D-M	2	10181	0.3137	0.2791	0.2308	0.3105	0.1694	0.0078	0.0024	0.1873	0.0295	-0.1864	0.192	-0.0365	-0.0868	-0.0452	1.1026	0.0731	5.6512	1.2081	7.9815	1.509	A+	A+	A+
MATH	4	713385	9	D-M	2	10215	0.6367	0.189	0.6323	0.0927	0.079	0.0049	0.002	0.3688	-0.1818	0.3737	-0.1967	-0.1667	-0.0756	-0.039	-0.6531	0.0705	0.481	1.014	-1.3191	0.9282	A-	A-	A-
MATH	5	408576	0	A-F	2	89714	0.6182	0.1166	0.6157	0.1946	0.0691	0.003	0.0011	0.4592	-0.1933	0.4613	-0.2391	-0.2518	-0.0505	-0.0328	-0.4044	0.0231	-3.399	0.969	-3.6291	0.9379	A+	A+	A+
MATH	5	408587	0	A-F	2	89500	0.3557	0.1774	0.2025	0.2602	0.3534	0.005	0.0015	0.3948	-0.2316	-0.1861	-0.047	0.3967	-0.0659	-0.0277	0.7841	0.0235	6.6411	1.071	8.4311	1.1338	A+	A+	A+
MATH	5	408591	0	A-F	1	89643	0.4167	0.2791	0.1826	0.4147	0.1187	0.0035	0.0014	0.4721	-0.2565	-0.1032	0.4732	-0.2292	-0.0475	-0.0338	0.4392	0.0229	-3.229	0.9694	-0.989	0.9863	A-	A+	A+
MATH	5	495255	0	A-F	2	89662	0.5216	0.1244	0.5192	0.225	0.1267	0.0037	0.001	0.4434	-0.179	0.4451	-0.2974	-0.1053	-0.052	-0.0302	0.2998	0.0228	5.9011	1.0561	3.6211	1.0508	A+	A+	A+
MATH	5	495259	0	A-F	1	89782	0.4571	0.1951	0.2717	0.0743	0.4556	0.0026	0.0008	0.4995	-0.1395	-0.3145	-0.1951	0.5004	-0.044	-0.0242	0.2608	0.0228	-2.459	0.9773	-2.339	0.9678	A+	A-	A-
MATH	5	575694	0	A-F	1	89531	0.5545	0.5511	0.153	0.1874	0.1024	0.0046	0.0015	0.436	0.4382	-0.248	-0.1684	-0.1911	-0.0556	-0.0311	-0.2123	0.0228	6.1711	1.0567	0.951	1.0151	A+	A+	A+
MATH	5	621363	0	A-F	2	89703	0.6958	0.6928	0.1046	0.1	0.0983	0.0028	0.0014	0.4203	0.4226	-0.2437	-0.2112	-0.1793	-0.0464	-0.0313	-0.4944	0.0232	-3.879	0.9642	-3.7291	0.933	A+	A+	A+
MATH	5	622928	0	A-F	1	89816	0.5901	0.1097	0.2034	0.5883	0.0956	0.0024	0.0005	0.4738	-0.2183	-0.3318	0.475	-0.0998	-0.0425	-0.0232	-0.2393	0.0229	-2.889	0.974	-4.0291	0.9365	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	5	642399	0	A-F	2	89625	0.5306	0.5279	0.2027	0.174	0.0903	0.0035	0.0016	0.5434	0.5446	-0.2294	-0.3018	-0.2131	-0.0526	-0.0276	0.0527	0.0227	-9.8991	0.9073	-9.5691	0.8684	A-	A-	A-
MATH	5	662447	0	A-F	3	89495	0.3129	0.2116	0.2459	0.2251	0.3109	0.0048	0.0017	0.328	-0.0425	-0.2028	-0.102	0.3298	-0.0565	-0.0343	0.9359	0.0238	8.4011	1.0947	9.9012	1.1738	A-	A+	A+
MATH	5	394398	0	A-T	1	89661	0.8032	0.154	0.0201	0.0217	0.7995	0.0027	0.002	0.464	-0.4029	-0.143	-0.1172	0.4664	-0.0442	-0.0411	-1.4221	0.0266	-9.8992	0.8183	-9.8993	0.6649	A-	A-	A-
MATH	5	408578	0	A-T	2	89632	0.3934	0.3915	0.1484	0.3097	0.1455	0.0037	0.0013	0.4593	0.4608	-0.235	-0.0953	-0.2628	-0.0569	-0.033	0.6031	0.0231	-0.399	0.996	1.041	1.015	A+	A+	A+
MATH	5	408647	0	A-T	1	89540	0.4905	0.1518	0.4876	0.2973	0.0573	0.0047	0.0013	0.5198	-0.2323	0.5217	-0.268	-0.2115	-0.0676	-0.032	0.1289	0.0227	-6.5791	0.9411	-5.0091	0.9308	A-	A+	A+
MATH	5	408648	0	A-T	1	89646	0.5873	0.1453	0.1033	0.1622	0.5844	0.0033	0.0016	0.491	-0.2418	-0.2574	-0.2034	0.4931	-0.0535	-0.0354	-0.367	0.023	-0.589	0.9946	-2.019	0.9657	A+	A+	A+
MATH	5	479167	0	A-T	1	89807	0.4554	0.1251	0.454	0.1258	0.292	0.0023	0.0007	0.2825	-0.2667	0.2841	-0.2212	0.0506	-0.0457	-0.0228	0.3868	0.0229	9.9013	1.2622	9.9013	1.3356	A+	A+	A-
MATH	5	566349	0	A-T	1	89558	0.5148	0.1463	0.1891	0.1469	0.5118	0.0043	0.0016	0.5053	-0.2524	-0.1984	-0.2304	0.5069	-0.0574	-0.0286	0.0836	0.0227	-7.0691	0.9372	-5.0291	0.9299	A+	A+	A+
MATH	5	574136	0	A-T	1	89665	0.511	0.1689	0.5086	0.0763	0.2415	0.0031	0.0015	0.4992	-0.2784	0.5005	-0.231	-0.1884	-0.0535	-0.024	0.1396	0.0227	-3.559	0.9678	-2.509	0.965	A+	A-	A-
MATH	5	659939	0	A-T	1	89685	0.5392	0.1464	0.5368	0.2	0.1124	0.0031	0.0013	0.5332	-0.2837	0.5347	-0.181	-0.2842	-0.0524	-0.036	-0.1344	0.0228	-8.4891	0.9254	-7.8491	0.8841	A-	A+	A-
MATH	5	659940	0	A-T	1	89528	0.5156	0.2235	0.5124	0.1903	0.0676	0.0047	0.0015	0.3353	-0.1352	0.3381	-0.1597	-0.1787	-0.0568	-0.0314	-0.0668	0.0227	9.9012	1.1707	9.9012	1.2095	A+	A+	A+
MATH	5	659943	0	A-T	1	89707	0.6272	0.6246	0.1008	0.2155	0.0549	0.0029	0.0013	0.5901	0.5914	-0.2854	-0.358	-0.2167	-0.0543	-0.0267	-0.2655	0.0229	-9.8992	0.7945	-9.8993	0.7134	C-	A-	A-
MATH	5	659945	0	A-T	1	89712	0.513	0.1334	0.2704	0.5109	0.0811	0.0032	0.001	0.5517	-0.1868	-0.397	0.553	-0.1197	-0.0569	-0.0225	0.1344	0.0227	-9.8991	0.8884	-9.8992	0.8457	A-	A+	A-
MATH	5	659949	0	A-T	1	89625	0.8268	0.0544	0.0513	0.8225	0.0666	0.0041	0.001	0.4371	-0.2321	-0.2028	0.4404	-0.2654	-0.058	-0.031	-1.5485	0.0273	-9.8992	0.7665	-9.8994	0.6273	A+	A-	A-
MATH	5	659951	0	A-T	1	89712	0.5593	0.2308	0.109	0.0991	0.557	0.0025	0.0016	0.5068	-0.3012	-0.2513	-0.1465	0.5081	-0.0435	-0.0315	0.0615	0.0227	-4.449	0.9601	-4.6191	0.9351	A+	A+	A+
MATH	5	495243	0	B-O	2	89530	0.3622	0.245	0.36	0.2213	0.1675	0.0048	0.0013	0.4048	-0.0623	0.4063	-0.2491	-0.1602	-0.0555	-0.0314	0.8906	0.0237	6.4211	1.0708	9.9012	1.1675	A-	A+	A+
MATH	5	653731	0	B-O	2	89692	0.5648	0.5623	0.2521	0.1025	0.0788	0.0027	0.0016	0.5116	0.5132	-0.1905	-0.2795	-0.3089	-0.0524	-0.0301	-0.0482	0.0227	-7.6991	0.9321	-7.6591	0.8904	A-	A+	A-
MATH	5	657740	0	B-O	1	89641	0.7408	0.7371	0.058	0.07	0.1299	0.0034	0.0015	0.5161	0.5181	-0.2278	-0.193	-0.3605	-0.0522	-0.0329	-1.0061	0.0246	-9.8992	0.8058	-9.8993	0.7034	A+	B-	A-
MATH	5	657743	0	B-O	1	89678	0.5208	0.1527	0.1091	0.2153	0.5184	0.003	0.0015	0.5473	-0.3324	-0.2474	-0.1786	0.5485	-0.0473	-0.0354	0.2481	0.0228	-9.5291	0.9142	-8.9991	0.8802	A+	A-	A-
MATH	5	408811	0	C-G	1	89574	0.5464	0.1667	0.1194	0.5433	0.1649	0.0032	0.0024	0.4468	-0.1741	-0.1658	0.4486	-0.2704	-0.0571	-0.0246	0.0438	0.0227	2.421	1.022	2.231	1.0324	A-	A-	A-
MATH	5	408813	0	C-G	1	89596	0.5661	0.1563	0.1245	0.563	0.1508	0.0041	0.0013	0.4124	-0.1507	-0.1949	0.4152	-0.2289	-0.0594	-0.034	-0.0553	0.0227	5.8511	1.0536	3.6411	1.0552	A+	A-	A-
MATH	5	495265	0	C-G	2	89607	0.47	0.2025	0.1818	0.4675	0.1428	0.0039	0.0014	0.5021	-0.2405	-0.2604	0.5036	-0.1412	-0.059	-0.0299	0.2172	0.0227	-5.049	0.9541	-4.6491	0.9366	A-	A+	A-
MATH	5	653733	0	C-G	1	89341	0.4681	0.2367	0.1142	0.4642	0.1766	0.0029	0.0054	0.3862	-0.2669	-0.1634	0.3894	-0.0578	-0.046	-0.0587	0.1599	0.0227	9.9011	1.1211	9.9012	1.1504	A-	A-	A-
MATH	5	408644	0	D-M	2	89555	0.4358	0.4332	0.0874	0.1485	0.325	0.0044	0.0015	0.4805	0.4821	-0.1532	-0.3373	-0.1503	-0.0648	-0.0259	0.4725	0.023	-2.849	0.9727	-3.6191	0.9502	A-	A+	A+
MATH	5	497787	0	D-M	2	89741	0.5608	0.1101	0.1385	0.5586	0.1889	0.0029	0.0009	0.4982	-0.2159	-0.2854	0.4994	-0.2007	-0.0442	-0.0287	0.0638	0.0227	-6.7891	0.9397	-7.0691	0.9019	A-	A+	A+
MATH	5	497789	0	D-M	2	89708	0.4142	0.1141	0.3294	0.4125	0.1397	0.0027	0.0015	0.3397	-0.135	-0.1421	0.3415	-0.1571	-0.0496	-0.0361	0.7183	0.0233	9.9012	1.1794	9.9013	1.2847	A+	A+	A+
MATH	5	497853	0	D-M	2	89686	0.3873	0.1017	0.1815	0.3268	0.3856	0.0034	0.001	0.5243	-0.2761	-0.2554	-0.1485	0.5253	-0.057	-0.0246	0.6833	0.0233	-7.6291	0.9245	-4.7391	0.932	A-	A-	A-
MATH	5	574151	0	D-M	2	89667	0.3782	0.1298	0.1724	0.3168	0.3764	0.0035	0.0011	0.4302	-0.2077	-0.2297	-0.1043	0.4313	-0.0514	-0.0256	0.5915	0.0231	1.751	1.0175	2.481	1.0357	A-	A+	A+
MATH	5	574152	0	D-M	2	89561	0.4589	0.1167	0.2944	0.4563	0.1268	0.0044	0.0014	0.2947	-0.1566	-0.0574	0.2973	-0.2008	-0.0555	-0.0317	0.1188	0.0227	9.9012	1.2132	9.9013	1.3054	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	5	575712	0	D-M	2	89588	0.3895	0.2262	0.3873	0.1272	0.2537	0.004	0.0015	0.5484	-0.2482	0.5491	-0.1775	-0.2302	-0.0498	-0.0317	0.6932	0.0233	-9.8991	0.8863	-7.5491	0.8928	A-	A-	A-
MATH	5	653734	0	D-M	1	89692	0.6339	0.6311	0.1774	0.0912	0.0959	0.0033	0.001	0.5459	0.5473	-0.3454	-0.2086	-0.2316	-0.0559	-0.0199	-0.3769	0.023	-9.8991	0.857	-9.8992	0.7915	A-	A-	A-
MATH	5	657760	0	D-M	1	89652	0.6149	0.1405	0.1712	0.612	0.0715	0.0032	0.0016	0.5122	-0.2712	-0.2911	0.5141	-0.1642	-0.0494	-0.038	-0.1688	0.0228	-9.3691	0.9179	-8.6091	0.8717	A+	A-	A-
MATH	5	621365	1	A-F	2	10659	0.241	0.2394	0.2903	0.2401	0.2236	0.0043	0.0022	0.097	0.0992	-0.0684	-0.0427	0.0281	-0.0454	-0.0386	1.4146	0.0788	6.3613	1.2919	7.2416	1.5931	A-	A-	A-
MATH	5	713632	1	A-F	2	10665	0.5253	0.2498	0.1487	0.0734	0.5221	0.0043	0.0017	0.6157	-0.3957	-0.2173	-0.208	0.6166	-0.0647	-0.0222	-0.0045	0.0679	-8.5792	0.7855	-6.9393	0.7498	A-	A-	A-
MATH	5	709852	1	A-T	2	10646	0.6941	0.096	0.6887	0.1029	0.1047	0.0065	0.0012	0.4556	-0.266	0.4592	-0.1722	-0.2464	-0.0708	-0.0227	-0.9106	0.0707	-4.3691	0.8779	-1.9091	0.8902	A+	A-	A+
MATH	5	711361	1	A-T	2	10644	0.7337	0.078	0.7278	0.0917	0.0945	0.0057	0.0022	0.5213	-0.2582	0.5237	-0.2618	-0.2797	-0.0579	-0.0439	-1.1701	0.0732	-5.8492	0.8226	-5.2493	0.6786	A+	A-	A-
MATH	5	479168	1	B-O	2	10546	0.3939	0.2296	0.229	0.3872	0.1372	0.0166	0.0005	0.2978	-0.1603	-0.0542	0.2997	-0.1397	-0.0578	-0.0152	0.4927	0.0696	3.9711	1.125	3.7012	1.1642	A-	A-	A-
MATH	5	706352	1	C-G	1	10636	0.6025	0.1187	0.1042	0.1711	0.5973	0.0059	0.0028	0.5529	-0.2636	-0.2696	-0.261	0.5534	-0.0457	-0.0375	-0.4032	0.0681	-6.4592	0.8391	-4.9692	0.7934	A-	A-	A-
MATH	5	706353	1	C-G	2	10653	0.3978	0.142	0.3274	0.395	0.1285	0.0052	0.0019	0.3611	-0.2037	-0.0995	0.3636	-0.161	-0.06	-0.0415	0.4764	0.0695	4.3511	1.1368	3.9512	1.1748	A-	A-	A-
MATH	5	715775	1	D-M	2	10568	0.3267	0.3218	0.3488	0.2161	0.0982	0.0139	0.0011	0.2119	0.2129	-0.0013	-0.1312	-0.1348	-0.0397	-0.003	0.9185	0.0728	5.0412	1.186	6.2614	1.3617	A-	A-	A+
MATH	5	617251	2	A-F	2	9824	0.1347	0.286	0.1113	0.1336	0.4613	0.0066	0.0012	-0.0081	-0.195	-0.1508	-0.0053	0.2892	-0.0665	-0.0419	2.5956	0.0992	4.7513	1.3403	9.9031	3.1042	A-	A+	A+
MATH	5	653727	2	A-F	1	9818	0.2876	0.2852	0.1075	0.1473	0.4517	0.006	0.0024	0.2498	0.2527	-0.1472	-0.2289	0.04	-0.0654	-0.0457	1.3699	0.075	4.2512	1.1647	6.2214	1.4285	A-	A-	A-
MATH	5	709851	2	A-T	2	9737	0.4319	0.2443	0.4247	0.169	0.1454	0.0164	0.0002	0.3764	-0.0979	0.3791	-0.1893	-0.1837	-0.075	-0.008	0.57	0.0687	2.7311	1.0798	2.7611	1.1161	A-	A-	A+
MATH	5	711362	2	A-T	1	9808	0.7606	0.0518	0.0735	0.1118	0.7535	0.0069	0.0025	0.4582	-0.2036	-0.2379	-0.2702	0.459	-0.053	-0.0218	-1.246	0.0772	-4.3592	0.8425	-4.4393	0.6845	A+	A-	A-
MATH	5	713640	2	B-O	1	9808	0.6427	0.0954	0.169	0.0895	0.6367	0.0082	0.0012	0.5651	-0.278	-0.3032	-0.2445	0.5683	-0.0795	-0.0309	-0.5483	0.0699	-6.9792	0.8109	-5.4993	0.7371	A+	A-	A-
MATH	5	715773	2	C-G	2	9788	0.7915	0.0376	0.7824	0.0945	0.074	0.0102	0.0012	0.4571	-0.1953	0.4574	-0.2627	-0.2599	-0.0604	-0.0171	-1.4558	0.0806	-5.0592	0.7993	-4.4494	0.6479	A+	A-	A-
MATH	5	574154	2	D-M	2	9803	0.2232	0.5158	0.1503	0.221	0.103	0.0083	0.0016	0.132	0.1034	-0.1815	0.1355	-0.1142	-0.0791	-0.0285	1.8021	0.0812	4.7012	1.2231	8.1218	1.7872	A-	A-	A-
MATH	5	715913	2	D-M	1	9671	0.7101	0.0533	0.1661	0.6936	0.0637	0.0227	0.0005	0.4803	-0.2082	-0.3371	0.4729	-0.1574	-0.0467	-0.0161	-0.8985	0.0728	-4.8792	0.849	-3.4192	0.7936	A+	A-	A-
MATH	5	662448	3	A-F	2	9783	0.5019	0.4928	0.1557	0.1855	0.1479	0.0179	0.0002	0.5391	0.5347	-0.3191	-0.191	-0.2046	-0.0351	-0.0069	0.2102	0.0684	-4.7491	0.8741	-4.1692	0.8286	A+	A-	A-
MATH	5	711369	3	A-F	1	9885	0.7393	0.0835	0.0722	0.7335	0.103	0.007	0.0008	0.397	-0.2374	-0.2239	0.4021	-0.1557	-0.0725	-0.0288	-1.1217	0.0769	-1.179	0.9565	-0.059	0.9923	A+	A-	A-
MATH	5	493289	3	A-T	2	9873	0.2262	0.0762	0.1409	0.5497	0.2241	0.0078	0.0012	0.1602	-0.1488	-0.132	0.0514	0.1636	-0.084	-0.029	1.8059	0.0802	4.6212	1.212	7.4117	1.6703	A-	A-	A-
MATH	5	709855	3	A-T	2	9879	0.6508	0.067	0.0956	0.6453	0.1837	0.0045	0.0039	0.5464	-0.2746	-0.2533	0.5484	-0.2916	-0.0531	-0.0438	-0.6007	0.0713	-5.4492	0.8449	-4.3793	0.7465	A-	A-	A-
MATH	5	497777	3	B-O	2	9887	0.3612	0.2355	0.3584	0.2395	0.159	0.0057	0.0019	0.1566	-0.151	0.16	-0.0273	0.0132	-0.0518	-0.0439	0.9703	0.0711	9.7213	1.3449	9.4715	1.5256	A-	A-	A+
MATH	5	713391	3	C-G	1	9835	0.6982	0.6893	0.0943	0.1237	0.0799	0.0123	0.0005	0.4587	0.4615	-0.2386	-0.2174	-0.2346	-0.0755	-0.0143	-0.83	0.0733	-4.1491	0.8706	-2.4492	0.8318	A+	A-	A-
MATH	5	657755	3	D-M	2	9878	0.4327	0.1494	0.2395	0.429	0.1736	0.0071	0.0014	0.2359	-0.1928	-0.0613	0.2396	-0.0457	-0.0652	-0.0247	0.5302	0.0689	7.0612	1.2176	6.3113	1.2922	A-	A-	A-
MATH	5	715909	3	D-M	2	9889	0.6507	0.0739	0.1178	0.155	0.6459	0.0064	0.001	0.4149	-0.2643	-0.2115	-0.1569	0.418	-0.062	-0.0272	-0.5892	0.0712	-1.449	0.9569	0.161	1.0091	A-	A-	A-
MATH	5	495241	4	A-F	2	9842	0.4741	0.2028	0.4697	0.2103	0.1079	0.0077	0.0016	0.3692	-0.1067	0.3715	-0.2301	-0.1369	-0.0584	-0.0294	0.316	0.0683	2.7111	1.0772	1.4711	1.0608	A+	A-	A+
MATH	5	711367	4	A-F	1	9853	0.6327	0.1215	0.131	0.1118	0.6275	0.0056	0.0025	0.5321	-0.2301	-0.3111	-0.2261	0.5355	-0.0718	-0.0425	-0.5207	0.0692	-4.4591	0.8822	-3.3392	0.8302	A-	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	5	709849	4	A-T	1	9824	0.7239	0.7159	0.0898	0.0697	0.1135	0.0086	0.0025	0.4734	0.4747	-0.2211	-0.2333	-0.2671	-0.0562	-0.0311	-1.0837	0.0739	-4.6391	0.853	-4.5093	0.6981	A+	A-	A-
MATH	5	710017	4	A-T	2	9848	0.7355	0.1622	0.065	0.7291	0.035	0.007	0.0016	0.5132	-0.3639	-0.2284	0.517	-0.172	-0.0733	-0.0393	-1.1092	0.0742	-5.4392	0.8275	-4.2893	0.7074	A-	A+	A+
MATH	5	713634	4	B-O	2	9735	0.5214	0.1038	0.1743	0.191	0.511	0.0193	0.0007	0.4957	-0.2495	-0.2539	-0.1662	0.4957	-0.068	-0.0246	0.1069	0.0679	-2.6491	0.9299	-1.8991	0.9227	A+	A+	A+
MATH	5	575708	4	C-G	2	9773	0.2235	0.2117	0.2535	0.2199	0.2988	0.0158	0.0004	-0.1258	-0.0582	-0.0031	-0.1193	0.1834	-0.0712	-0.0274	1.7159	0.0814	9.9017	1.6704	9.9023	2.2826	A+	A+	A+
MATH	5	706354	4	D-M	1	9840	0.4977	0.2005	0.493	0.2185	0.0785	0.007	0.0024	0.41	-0.2248	0.4133	-0.1379	-0.1934	-0.0643	-0.0455	0.1704	0.068	0.491	1.0131	0.351	1.014	A-	A-	A-
MATH	5	706355	4	D-M	3	9842	0.2028	0.2009	0.2541	0.2464	0.2893	0.0074	0.0018	0.2812	0.283	0.064	-0.0239	-0.2716	-0.0739	-0.0347	1.9759	0.0861	1.1211	1.0567	6.0216	1.6389	A-	A-	A-
MATH	5	622926	5	A-F	2	9852	0.3182	0.3223	0.1613	0.3161	0.1936	0.0053	0.0013	0.418	-0.2362	-0.1208	0.4192	-0.0885	-0.0574	-0.0256	1.1994	0.0737	-0.169	0.9934	1.7611	1.1003	A-	A-	A-
MATH	5	711366	5	A-F	1	9756	0.3275	0.1699	0.3221	0.2513	0.2404	0.0159	0.0004	0.2403	-0.1288	0.2424	-0.2462	0.1148	-0.0561	-0.0066	1.125	0.073	6.0912	1.2265	6.3614	1.3811	A-	A-	A-
MATH	5	711444	5	A-F	1	9843	0.3607	0.3579	0.2023	0.3066	0.1256	0.0059	0.0016	0.3189	0.3218	-0.2115	-0.0638	-0.1011	-0.0651	-0.0352	0.913	0.0713	4.8912	1.1674	5.6013	1.2975	A-	A-	A-
MATH	5	709857	5	A-T	1	9843	0.5754	0.1165	0.1309	0.174	0.5711	0.0067	0.0009	0.5475	-0.2115	-0.3302	-0.2287	0.5485	-0.0633	-0.0144	-0.201	0.0689	-5.0891	0.8669	-3.9392	0.8103	A-	A-	A-
MATH	5	709919	5	A-T	1	9837	0.5718	0.1605	0.1838	0.5672	0.0804	0.0063	0.0019	0.5792	-0.2642	-0.3175	0.5818	-0.2235	-0.0695	-0.0466	-0.2194	0.069	-6.5292	0.8314	-4.0992	0.8014	A-	A-	A-
MATH	5	713636	5	B-O	1	9842	0.3949	0.1317	0.3919	0.0868	0.3819	0.0059	0.0017	0.4741	-0.2116	0.476	-0.2413	-0.1778	-0.0742	-0.0188	0.7134	0.0701	-1.179	0.9639	-0.169	0.9916	A-	A-	A-
MATH	5	624810	5	C-G	2	9825	0.1636	0.162	0.5769	0.1189	0.1328	0.0077	0.0017	0.252	0.2532	0.0607	-0.1675	-0.1859	-0.0558	-0.0271	2.2968	0.0905	-0.409	0.9768	3.4714	1.4023	B-	A-	A+
MATH	5	713398	5	D-M	1	9688	0.7624	0.1287	0.0559	0.0476	0.7447	0.0226	0.0006	0.4822	-0.3463	-0.1837	-0.1945	0.4682	-0.0258	-0.0312	-1.201	0.0771	-2.9091	0.8953	-2.6192	0.782	A+	A-	A-
MATH	5	710020	6	A-F	2	9703	0.5825	0.1156	0.2036	0.5731	0.0916	0.0157	0.0004	0.5207	-0.25	-0.324	0.519	-0.1349	-0.0582	-0.0091	-0.2224	0.0683	-4.3591	0.8882	-3.4292	0.8414	A+	A-	A+
MATH	5	711370	6	A-F	2	9791	0.4254	0.2625	0.1666	0.4223	0.1414	0.0062	0.001	0.4054	-0.1349	-0.1324	0.4076	-0.2494	-0.065	-0.0209	0.5659	0.0692	1.661	1.0492	1.9111	1.0843	A+	A-	A-
MATH	5	622923	6	A-T	2	9758	0.3103	0.2297	0.2924	0.307	0.1603	0.0087	0.0018	0.0958	-0.0227	-0.0736	0.1005	0.0135	-0.0686	-0.0454	1.258	0.0746	9.1314	1.3768	9.2716	1.6464	A-	A-	A+
MATH	5	659952	6	A-T	2	9803	0.2824	0.2807	0.0904	0.1573	0.4656	0.0043	0.0017	0.481	0.4823	-0.1968	-0.2777	-0.1069	-0.0636	-0.0412	1.3469	0.0757	-1.5191	0.9423	0.371	1.0219	A+	A-	A-
MATH	5	706350	6	B-O	1	9670	0.6541	0.1057	0.0644	0.6414	0.1691	0.0194	0.0001	0.4445	-0.2762	-0.2144	0.4436	-0.1794	-0.0577	-0.0043	-0.6196	0.0701	-2.1091	0.941	-1.7691	0.8963	A+	A-	A-
MATH	5	713393	6	C-G	2	9741	0.4982	0.4921	0.1929	0.1834	0.1193	0.0072	0.0051	0.3356	0.3384	-0.1592	-0.1537	-0.1222	-0.0737	-0.0148	0.1872	0.068	1.651	1.0452	1.041	1.0443	A-	A-	A-
MATH	5	715770	6	C-G	1	9772	0.759	0.0884	0.7521	0.0778	0.0726	0.0078	0.0013	0.3771	-0.2186	0.3816	-0.1549	-0.2102	-0.0629	-0.0305	-1.262	0.0768	-1.299	0.952	-0.159	0.9845	A+	A-	A-
MATH	5	493302	6	D-M	1	9786	0.7643	0.1318	0.059	0.0431	0.7584	0.006	0.0017	0.4805	-0.3466	-0.2105	-0.1656	0.4848	-0.0717	-0.0365	-1.3119	0.0776	-3.8591	0.8592	-4.0893	0.6832	A+	A-	A-
MATH	5	711364	7	A-F	2	9861	0.5674	0.1257	0.5633	0.1995	0.1044	0.0061	0.001	0.5195	-0.235	0.5215	-0.2915	-0.1904	-0.0637	-0.0339	-0.1786	0.0693	-4.8791	0.8671	-4.2292	0.8048	A+	A-	A-
MATH	5	713631	7	A-F	2	9881	0.5518	0.26	0.0961	0.5489	0.0899	0.0044	0.0007	0.4892	-0.2978	-0.2021	0.491	-0.1726	-0.0618	-0.0242	-0.1066	0.0692	-2.5191	0.9298	-3.3192	0.8486	A+	A+	A-
MATH	5	622936	7	A-T	1	9847	0.5016	0.1326	0.1796	0.1819	0.4973	0.0056	0.0029	0.4576	-0.2004	-0.2243	-0.1798	0.4598	-0.0613	-0.0343	0.2492	0.069	-0.219	0.9933	-0.429	0.981	A+	A+	A+
MATH	5	711360	7	A-T	2	9860	0.8157	0.0478	0.0728	0.0623	0.8098	0.0048	0.0024	0.4151	-0.2206	-0.2461	-0.1969	0.4179	-0.0506	-0.0388	-1.6472	0.085	-3.0091	0.8641	-3.6794	0.6394	A+	A-	A+
MATH	5	706351	7	B-O	2	9788	0.5041	0.2539	0.4968	0.0951	0.1396	0.0125	0.002	0.458	-0.1653	0.4587	-0.2635	-0.2103	-0.0598	-0.0123	0.1259	0.0689	-1.749	0.9504	-1.5991	0.9301	A-	A-	A-
MATH	5	624816	7	C-G	2	9797	0.264	0.163	0.3491	0.214	0.2604	0.0135	0.0001	0.2161	-0.1599	-0.0815	0.0221	0.2182	-0.0589	-0.0123	1.5107	0.0769	5.6112	1.2345	7.5616	1.5944	A+	A-	A-
MATH	5	715777	7	D-M	1	9866	0.5209	0.5174	0.2261	0.1368	0.113	0.0047	0.0019	0.5014	0.5033	-0.245	-0.169	-0.2695	-0.0584	-0.0359	0.0419	0.0689	-4.5091	0.8767	-3.2891	0.8578	A-	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	5	715915	7	D-M	2	9862	0.4909	0.126	0.2586	0.4874	0.121	0.005	0.002	0.4971	-0.2988	-0.2013	0.4989	-0.1726	-0.052	-0.0472	0.1975	0.0689	-2.1491	0.9391	-2.5391	0.8929	A+	A-	A-
MATH	5	495251	8	A-F	1	9859	0.4782	0.2703	0.1747	0.4747	0.0729	0.0061	0.0012	0.5116	-0.2726	-0.2101	0.512	-0.1946	-0.0428	-0.0256	0.2467	0.0684	-2.7891	0.9231	-2.4391	0.8983	A-	A-	A-
MATH	5	706349	8	A-F	2	9877	0.3696	0.2383	0.2227	0.3676	0.1658	0.0041	0.0014	0.2928	-0.0707	-0.1914	0.2951	-0.0744	-0.0524	-0.0399	0.8739	0.0712	5.2712	1.1825	5.2313	1.2686	A-	A-	A-
MATH	5	706348	8	A-T	2	9679	0.8118	0.7911	0.0434	0.0564	0.0837	0.0251	0.0004	0.464	0.45	-0.1971	-0.2233	-0.3035	-0.0431	-0.0253	-1.5431	0.0819	-4.0792	0.8318	-3.8193	0.6551	A+	A-	A-
MATH	5	709854	8	A-T	2	9816	0.5963	0.1513	0.1492	0.0985	0.5893	0.0113	0.0004	0.4894	-0.2044	-0.261	-0.2296	0.4906	-0.0619	-0.0073	-0.2847	0.0688	-2.1891	0.9416	-1.4291	0.9268	A+	A+	A-
MATH	5	711447	8	B-O	1	9870	0.5941	0.137	0.5904	0.122	0.1443	0.0044	0.0018	0.5054	-0.268	0.5079	-0.2577	-0.1927	-0.0629	-0.0313	-0.3661	0.0691	-4.0291	0.894	-3.0192	0.8447	A-	A-	A-
MATH	5	713637	8	B-O	1	9868	0.596	0.1166	0.2007	0.5921	0.0842	0.0048	0.0016	0.4859	-0.229	-0.2126	0.4881	-0.273	-0.0539	-0.041	-0.3553	0.069	-2.9391	0.9219	-2.1891	0.8859	A+	A+	A+
MATH	5	497780	8	C-G	2	9855	0.2543	0.3221	0.2523	0.2347	0.1831	0.0059	0.0018	0.0971	0.0639	0.0998	-0.0988	-0.0671	-0.0498	-0.0367	1.5667	0.0783	8.0114	1.3663	9.6718	1.8151	A-	A+	A+
MATH	5	715776	8	D-M	2	9877	0.3779	0.1463	0.2508	0.2215	0.3759	0.0041	0.0014	0.3597	-0.1859	0.0019	-0.2544	0.3612	-0.0484	-0.0354	0.8497	0.071	2.1911	1.0728	2.5011	1.1215	A-	A-	A-
MATH	5	706410	9	A-F	2	9839	0.4225	0.3102	0.1099	0.1531	0.4193	0.006	0.0015	0.4667	-0.0592	-0.2498	-0.3302	0.4691	-0.0748	-0.0348	0.5756	0.0685	-2.2291	0.9374	-1.6091	0.9368	A-	A-	A-
MATH	5	711441	9	A-F	2	9749	0.54	0.1348	0.1899	0.1278	0.531	0.0161	0.0004	0.4495	-0.2663	-0.1878	-0.1564	0.4496	-0.056	-0.0231	-0.0003	0.0676	-1.489	0.9613	-1.6691	0.9327	A-	A-	A-
MATH	5	622934	9	A-T	1	9762	0.5683	0.1096	0.5597	0.1982	0.1173	0.0149	0.0003	0.4277	-0.2146	0.4248	-0.1298	-0.2717	-0.0361	-0.0175	-0.1625	0.0679	1.101	1.029	0.971	1.0423	A+	A-	A-
MATH	5	710019	9	A-T	2	9823	0.6836	0.122	0.0961	0.6774	0.0954	0.0076	0.0015	0.5324	-0.3317	-0.2546	0.5333	-0.2033	-0.0549	-0.0318	-0.7791	0.0715	-6.8392	0.8061	-5.6893	0.6869	A+	A-	A-
MATH	5	574145	9	B-O	2	9844	0.1645	0.4474	0.1623	0.22	0.1633	0.0049	0.002	0.0325	0.149	-0.2077	-0.0126	0.0346	-0.0568	-0.0244	2.2923	0.091	4.8913	1.2978	9.7123	2.3307	A-	A-	A+
MATH	5	713638	9	B-O	1	9835	0.5611	0.123	0.168	0.1446	0.5566	0.0066	0.0013	0.5172	-0.2507	-0.2463	-0.2179	0.52	-0.0782	-0.0272	-0.0865	0.0677	-4.2191	0.8933	-3.3691	0.8636	A+	A-	A-
MATH	5	713390	9	C-G	1	9846	0.573	0.5692	0.0631	0.3103	0.0506	0.0047	0.002	0.241	0.2447	-0.2122	-0.0497	-0.189	-0.0536	-0.0326	-0.1832	0.0679	4.9811	1.1366	4.2412	1.1986	A-	A-	A-
MATH	5	715907	9	D-M	2	9847	0.3715	0.369	0.1968	0.2067	0.2208	0.0045	0.0021	0.2403	0.2428	-0.0938	-0.1331	-0.0498	-0.0528	-0.0389	0.9278	0.0706	5.2812	1.1763	6.8813	1.3463	A-	A-	A+
MATH	6	478718	0	A-N	1	84248	0.5507	0.5486	0.237	0.1314	0.079	0.0029	0.0011	0.4936	0.4953	-0.2371	-0.2442	-0.2197	-0.0558	-0.0277	0.0804	0.0229	-2.899	0.9734	-4.5091	0.9325	A+	A+	A-
MATH	6	479519	0	A-N	1	84316	0.4304	0.0993	0.429	0.2516	0.2169	0.0027	0.0004	0.4268	-0.218	0.4279	-0.2828	-0.051	-0.0452	-0.0251	0.5498	0.023	6.0011	1.0599	5.7411	1.0845	A+	A+	A+
MATH	6	479634	0	A-N	1	84338	0.8307	0.0166	0.0893	0.0629	0.8283	0.0024	0.0005	0.3805	-0.1256	-0.2185	-0.2611	0.3828	-0.0433	-0.0212	-1.6738	0.029	-4.9791	0.9192	-4.9592	0.8203	A-	A-	A-
MATH	6	491046	0	A-N	1	84312	0.5622	0.2528	0.1327	0.5604	0.0509	0.0027	0.0005	0.5122	-0.3389	-0.1888	0.5134	-0.1849	-0.0457	-0.0218	-0.1308	0.023	-5.6491	0.9485	-5.5991	0.9094	A+	A-	A-
MATH	6	574777	0	A-N	2	84270	0.3937	0.1152	0.3923	0.3041	0.1847	0.0026	0.0011	0.3713	-0.1779	0.3725	-0.2336	-0.037	-0.0437	-0.032	0.9275	0.0236	9.9012	1.1681	9.9012	1.2435	A-	A+	A+
MATH	6	575149	0	A-N	2	84128	0.4049	0.1098	0.4027	0.1591	0.323	0.0038	0.0015	0.3486	-0.1633	0.3509	-0.1575	-0.1248	-0.0566	-0.0392	0.7042	0.0232	9.9012	1.1602	9.9012	1.2363	A+	A+	A-
MATH	6	560214	0	A-R	2	84230	0.5548	0.1346	0.2028	0.5525	0.1059	0.003	0.0011	0.5253	-0.229	-0.2728	0.5271	-0.2274	-0.0535	-0.0379	0.0415	0.0229	-8.7991	0.9208	-8.6991	0.8709	A-	A-	A-
MATH	6	574779	0	A-R	2	84115	0.5452	0.3106	0.0744	0.0673	0.5422	0.0037	0.0018	0.4865	-0.2509	-0.2538	-0.2225	0.4885	-0.0592	-0.0319	0.1594	0.0229	-0.139	0.9986	1.011	1.0151	A-	A+	A+
MATH	6	574783	0	A-R	2	84251	0.7283	0.7255	0.0703	0.0718	0.1284	0.0029	0.001	0.5579	0.5595	-0.225	-0.2935	-0.3367	-0.0522	-0.0281	-0.8693	0.0246	-9.8992	0.7611	-9.8994	0.6383	A-	A-	A-
MATH	6	654778	0	A-R	2	84316	0.6306	0.6286	0.1431	0.1647	0.0605	0.0022	0.001	0.4924	0.4939	-0.2525	-0.2549	-0.2211	-0.0449	-0.0285	-0.4072	0.0234	-4.589	0.9567	-3.7091	0.9304	A-	A+	A+
MATH	6	657501	0	A-R	2	84189	0.4775	0.2467	0.0975	0.1758	0.4753	0.0032	0.0015	0.4822	-0.1055	-0.2794	-0.2858	0.4839	-0.0619	-0.0254	0.7141	0.0233	2.821	1.0288	3.7611	1.0564	A-	A+	A+
MATH	6	658112	0	A-R	2	84171	0.5346	0.1441	0.532	0.2039	0.1152	0.0037	0.0012	0.5253	-0.2322	0.5273	-0.1831	-0.3222	-0.0641	-0.0312	0.4238	0.0229	-2.839	0.973	-3.119	0.956	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	6	412896	0	B-E	1	84079	0.4262	0.1573	0.2088	0.2043	0.4236	0.0046	0.0014	0.4987	-0.0871	-0.299	-0.2204	0.5001	-0.0578	-0.0297	0.6156	0.0231	-3.419	0.9664	-1.769	0.9746	A-	A+	A-
MATH	6	478721	0	B-E	2	84282	0.2852	0.2322	0.2393	0.2408	0.2842	0.0024	0.0011	0.3661	-0.1971	-0.1795	-0.0054	0.3671	-0.0498	-0.0307	1.3347	0.0248	2.711	1.033	7.3211	1.1481	A+	A+	A+
MATH	6	491798	0	B-E	2	84219	0.6909	0.1246	0.6879	0.1009	0.0823	0.0031	0.0012	0.5081	-0.2472	0.511	-0.2791	-0.2415	-0.0614	-0.0372	-0.9721	0.025	-4.409	0.9503	-5.6091	0.8587	A-	A+	A+
MATH	6	496958	0	B-E	2	84078	0.62	0.1253	0.6163	0.1628	0.0897	0.0046	0.0013	0.4888	-0.2343	0.4915	-0.2529	-0.2191	-0.0654	-0.0286	-0.0289	0.0229	-5.7691	0.9476	-6.7491	0.8961	A+	A+	A+
MATH	6	501162	0	B-E	1	84346	0.6844	0.1159	0.1027	0.0961	0.6825	0.0018	0.001	0.5367	-0.2975	-0.2611	-0.2487	0.538	-0.0415	-0.0278	-0.503	0.0236	-9.8992	0.8284	-9.8992	0.7524	A+	A+	A+
MATH	6	581340	0	B-E	1	84249	0.4886	0.4867	0.1651	0.2314	0.1129	0.0027	0.0013	0.473	0.4741	-0.196	-0.2374	-0.1922	-0.0431	-0.0284	0.327	0.0229	-0.349	0.9967	-1.789	0.9743	A+	A-	A+
MATH	6	581393	0	B-E	1	84150	0.4467	0.1968	0.1924	0.4444	0.1613	0.0039	0.0012	0.414	-0.1445	-0.2322	0.4159	-0.144	-0.0592	-0.0304	0.7079	0.0232	7.8411	1.0814	8.1211	1.1243	A+	A+	A+
MATH	6	582618	0	B-E	1	84175	0.515	0.0845	0.1698	0.2283	0.5125	0.0036	0.0012	0.4825	-0.2554	-0.2442	-0.1778	0.4847	-0.062	-0.033	0.2239	0.0229	-0.899	0.9915	-1.529	0.9777	A+	A+	A+
MATH	6	657504	0	B-E	2	84171	0.5157	0.5132	0.1717	0.1787	0.1316	0.0038	0.0011	0.4931	0.4949	-0.2469	-0.2002	-0.216	-0.0617	-0.0227	0.0725	0.0229	-0.059	0.9994	-1.549	0.9763	A+	A+	A+
MATH	6	663836	0	B-E	2	84224	0.6264	0.1509	0.6238	0.1347	0.0864	0.0031	0.0011	0.5404	-0.2331	0.5423	-0.2934	-0.2667	-0.0563	-0.0305	-0.3529	0.0233	-9.8991	0.8719	-9.8992	0.7957	A+	A+	A+
MATH	6	401320	0	C-G	2	84185	0.51	0.5076	0.2242	0.1894	0.074	0.0034	0.0013	0.4326	0.4342	-0.2501	-0.1561	-0.1821	-0.0512	-0.026	0.1194	0.0229	4.861	1.0457	2.461	1.0375	A-	A-	A-
MATH	6	501398	0	C-G	2	84199	0.4874	0.1627	0.2153	0.4852	0.1322	0.0033	0.0012	0.3737	-0.2479	-0.1188	0.376	-0.1273	-0.0564	-0.035	0.2743	0.0229	9.9011	1.1368	9.9012	1.1954	A-	A-	A-
MATH	6	560219	0	C-G	1	84268	0.6745	0.142	0.0959	0.672	0.0864	0.0025	0.0012	0.4281	-0.2791	-0.2498	0.4306	-0.0977	-0.05	-0.0357	-0.3501	0.0233	-4.089	0.9617	-4.8991	0.9114	A+	A-	A-
MATH	6	574849	0	C-G	1	84218	0.4745	0.4725	0.2709	0.135	0.1172	0.0032	0.0011	0.4846	0.4859	-0.262	-0.178	-0.1913	-0.0473	-0.0334	0.5477	0.023	-0.089	0.9991	1.041	1.0149	A+	A-	A-
MATH	6	615365	0	C-G	2	84159	0.5971	0.2932	0.5942	0.0554	0.0522	0.0033	0.0017	0.4908	-0.3883	0.4932	-0.1482	-0.1194	-0.0589	-0.0389	-0.1602	0.023	-5.6191	0.9487	-4.8591	0.92	A-	A-	A+
MATH	6	652198	0	C-G	2	84101	0.5111	0.1821	0.5081	0.1292	0.1749	0.0042	0.0015	0.6017	-0.3194	0.6034	-0.2454	-0.2381	-0.0651	-0.0379	0.1852	0.0229	-9.8992	0.8444	-9.8992	0.7982	A-	A-	A-
MATH	6	652385	0	C-G	2	84193	0.4216	0.2203	0.4196	0.203	0.1524	0.0034	0.0012	0.4943	-0.2758	0.4954	-0.1603	-0.1718	-0.0477	-0.0334	0.7147	0.0233	-2.669	0.9732	-0.289	0.9956	A-	A-	A+
MATH	6	654782	0	C-G	1	84208	0.5064	0.1824	0.1482	0.1609	0.5041	0.003	0.0014	0.6001	-0.3261	-0.2135	-0.2574	0.6013	-0.0536	-0.0354	0.3874	0.0229	-9.8991	0.8532	-9.8992	0.8177	A+	A-	A-
MATH	6	399249	0	D-S	2	84134	0.6099	0.1082	0.081	0.6067	0.1989	0.004	0.0013	0.4903	-0.1545	-0.2587	0.493	-0.2932	-0.0626	-0.0351	-0.4351	0.0234	-1.139	0.9891	1.031	1.02	A-	A-	A-
MATH	6	492764	0	D-S	1	84313	0.6074	0.0634	0.6055	0.1861	0.1418	0.0022	0.001	0.5165	-0.2107	0.5179	-0.2562	-0.2835	-0.0466	-0.0312	-0.3883	0.0233	-6.0091	0.9437	-5.3691	0.9012	A+	A-	A-
MATH	6	492765	0	D-S	2	84228	0.6178	0.1093	0.1338	0.1375	0.6152	0.0027	0.0015	0.4035	-0.2086	-0.1799	-0.1951	0.4061	-0.051	-0.0369	0.0334	0.0229	6.7411	1.0636	4.6011	1.0731	A+	A+	A+
MATH	6	501399	0	D-S	2	84156	0.4294	0.152	0.1667	0.4273	0.2491	0.0039	0.0011	0.4014	-0.1987	-0.2269	0.4033	-0.0899	-0.0596	-0.0289	0.7656	0.0233	9.6611	1.1022	9.9012	1.1717	A+	A+	A+
MATH	6	575157	0	D-S	2	84241	0.4863	0.2453	0.4844	0.1736	0.0927	0.0029	0.0011	0.4247	-0.0925	0.4263	-0.2649	-0.2384	-0.0519	-0.0289	0.3613	0.0229	7.4711	1.0727	6.0911	1.0899	A+	A-	A+
MATH	6	582439	0	D-S	2	83997	0.3443	0.3419	0.1281	0.2835	0.2396	0.0058	0.0012	0.3351	0.3368	-0.2451	-0.0679	-0.0989	-0.0536	-0.0296	1.084	0.024	9.9012	1.1548	9.9013	1.2523	A-	A+	A+
MATH	6	622368	0	D-S	2	84109	0.3824	0.3802	0.2144	0.2431	0.1566	0.0042	0.0014	0.3164	0.3187	-0.2109	-0.0363	-0.1307	-0.0612	-0.0299	0.888	0.0236	9.9012	1.1917	9.9013	1.3008	A-	A+	A+
MATH	6	624647	0	D-S	2	84336	0.7347	0.091	0.0988	0.7325	0.0748	0.0019	0.001	0.476	-0.1768	-0.2718	0.4779	-0.2916	-0.0471	-0.0266	-0.8768	0.0246	-9.8991	0.8557	-3.7591	0.9084	A+	A+	A-
MATH	6	654998	0	D-S	2	84226	0.4613	0.154	0.2379	0.1446	0.4594	0.0031	0.0011	0.5002	-0.2512	-0.2136	-0.1831	0.5015	-0.0513	-0.0307	0.4898	0.023	-2.879	0.9723	-1.829	0.9739	A+	A-	A-
MATH	6	663840	0	D-S	2	84173	0.4518	0.1268	0.1733	0.4496	0.2454	0.0039	0.001	0.3109	-0.195	-0.121	0.3129	-0.0954	-0.0484	-0.0294	0.3077	0.0229	9.9012	1.2129	9.9013	1.3087	A+	A+	A+
MATH	6	654990	1	A-N	2	10000	0.5369	0.5305	0.1947	0.1531	0.1097	0.0114	0.0006	0.4638	0.4658	-0.2225	-0.1818	-0.2285	-0.0647	-0.0253	0.0362	0.069	-2.8391	0.9208	-2.8491	0.8725	A-	A-	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	6	658868	1	A-N	1	10045	0.517	0.2011	0.1635	0.1148	0.5131	0.0056	0.0019	0.5597	-0.34	-0.2517	-0.1414	0.5609	-0.0643	-0.0251	0.1708	0.0691	-4.3991	0.8769	-4.0192	0.8288	A+	A+	A+
MATH	6	710029	1	A-R	2	9964	0.4833	0.4758	0.2582	0.1486	0.1019	0.0148	0.0007	0.4642	0.4638	-0.1259	-0.2448	-0.2724	-0.0527	-0.0249	0.2866	0.0693	-0.709	0.9787	-0.879	0.9607	A-	A-	A+
MATH	6	497309	1	B-E	2	10045	0.3541	0.2621	0.2044	0.1745	0.3514	0.0063	0.0012	0.4118	-0.0674	-0.1872	-0.228	0.4132	-0.063	-0.0175	0.9265	0.0726	-1.259	0.9567	-0.089	0.9943	A+	A+	A+
MATH	6	706362	1	B-E	2	10059	0.6461	0.6421	0.1468	0.1189	0.0861	0.0046	0.0015	0.5282	0.5307	-0.2832	-0.2513	-0.24	-0.0653	-0.0286	-0.4329	0.0697	-6.6092	0.8266	-5.5293	0.7164	A+	A+	A+
MATH	6	710033	1	B-E	1	10052	0.3252	0.0703	0.323	0.4324	0.1675	0.0053	0.0015	0.2549	-0.045	0.2576	-0.0888	-0.158	-0.0591	-0.0424	0.9791	0.073	4.9612	1.1839	5.5513	1.3174	A+	A-	A-
MATH	6	711458	1	C-G	1	10059	0.6118	0.1428	0.1164	0.608	0.1267	0.0045	0.0016	0.5128	-0.2947	-0.2748	0.515	-0.1647	-0.0584	-0.0378	-0.3665	0.0695	-3.4691	0.9065	-3.0092	0.8424	A+	A-	A-
MATH	6	622385	1	D-S	2	10043	0.2804	0.1995	0.2569	0.2782	0.2577	0.0067	0.001	0.0353	0.0072	-0.0992	0.0394	0.0678	-0.0734	-0.0267	1.0904	0.074	9.9015	1.4828	9.9018	1.8011	A-	A+	A-
MATH	6	652192	2	A-N	1	9164	0.4524	0.2241	0.1401	0.1744	0.445	0.0158	0.0006	0.4443	-0.1569	-0.2331	-0.1742	0.445	-0.0659	-0.0207	0.5899	0.0697	0.181	1.005	0.021	1.0003	A+	A+	A+
MATH	6	711371	2	A-N	2	9252	0.3755	0.1918	0.2312	0.1972	0.3729	0.0057	0.0013	0.4691	-0.2722	-0.2111	-0.0654	0.4704	-0.0599	-0.0216	0.98	0.0715	0.761	1.0245	1.1711	1.0586	A-	A-	A-
MATH	6	710028	2	A-R	1	9261	0.7659	0.0663	0.7613	0.0735	0.0928	0.0049	0.0011	0.5171	-0.2518	0.5199	-0.2608	-0.2948	-0.0657	-0.0223	-1.2556	0.0795	-4.8992	0.8186	-4.2694	0.6383	A-	A-	A+
MATH	6	614786	2	B-E	2	9217	0.258	0.14	0.2552	0.3343	0.2597	0.0102	0.0005	0.1319	-0.2028	0.1334	0.0263	0.0092	-0.038	-0.0189	1.5739	0.0767	7.9213	1.3353	9.6418	1.7922	A-	A+	A-
MATH	6	713650	2	B-E	2	9235	0.5101	0.1546	0.1663	0.5056	0.1648	0.0077	0.0011	0.5011	-0.2154	-0.3078	0.5039	-0.1403	-0.0764	-0.022	0.2084	0.0692	-1.369	0.9602	-1.4391	0.9327	A+	A+	A+
MATH	6	582442	2	C-G	1	9203	0.2891	0.1297	0.3952	0.2856	0.1773	0.0105	0.0017	0.455	-0.1425	-0.3459	0.4565	0.0523	-0.0755	-0.036	1.4829	0.0757	-3.7391	0.8665	-0.9691	0.938	A-	A-	A-
MATH	6	715785	2	D-S	2	9245	0.6134	0.6087	0.1448	0.1405	0.0983	0.0055	0.0023	0.5173	0.5202	-0.199	-0.2932	-0.2528	-0.0713	-0.0304	-0.2827	0.0703	-4.0291	0.8852	-1.6091	0.908	A+	A-	A-
MATH	6	715786	2	D-S	1	9257	0.6	0.5961	0.1334	0.0846	0.1795	0.005	0.0014	0.5334	0.5356	-0.2164	-0.2322	-0.3102	-0.0653	-0.026	-0.2333	0.0701	-5.3591	0.8503	-4.1892	0.7794	A+	A-	A-
MATH	6	710026	3	A-N	1	9230	0.5957	0.1225	0.1885	0.5886	0.0885	0.0112	0.0006	0.5241	-0.239	-0.2735	0.5254	-0.2327	-0.0603	-0.0291	-0.2252	0.0692	-4.0091	0.8929	-1.6691	0.9139	A-	A-	A-
MATH	6	615353	3	A-R	2	9280	0.2435	0.2275	0.284	0.2419	0.24	0.0041	0.0025	0.2638	-0.0433	-0.139	0.2652	-0.066	-0.0484	-0.0302	1.7696	0.0803	2.5211	1.1122	4.6314	1.3886	A-	A-	A+
MATH	6	710030	3	A-R	2	9281	0.7388	0.1273	0.0555	0.0768	0.7341	0.0047	0.0017	0.4724	-0.2307	-0.2439	-0.2717	0.4737	-0.0486	-0.0221	-1.1029	0.0761	-3.3591	0.8849	-3.4093	0.7316	A+	A-	A-
MATH	6	711451	3	B-E	2	9252	0.4576	0.1747	0.1736	0.1888	0.4533	0.009	0.0005	0.512	-0.2167	-0.2216	-0.2149	0.5116	-0.0416	-0.0175	0.5636	0.0695	-3.0891	0.9098	-2.4591	0.8956	A+	A+	A+
MATH	6	711455	3	B-E	2	9278	0.5809	0.577	0.1496	0.1664	0.1003	0.0051	0.0016	0.4489	0.4531	-0.2155	-0.2025	-0.2139	-0.0766	-0.0463	-0.1661	0.069	-0.249	0.993	-0.509	0.9735	A-	A+	A+
MATH	6	711457	3	B-E	2	9286	0.4	0.3236	0.3976	0.1629	0.1099	0.0048	0.0011	0.2737	0.0692	0.2757	-0.2709	-0.2016	-0.0483	-0.0264	0.8103	0.0706	7.7813	1.2681	8.0114	1.4165	A+	A+	A-
MATH	6	622372	3	C-G	2	9288	0.5738	0.5705	0.1787	0.1526	0.0926	0.0043	0.0014	0.562	0.5636	-0.2431	-0.2907	-0.2633	-0.0635	-0.0236	-0.1146	0.0689	-5.1691	0.8638	-4.3892	0.7955	A-	A+	A-
MATH	6	715790	3	D-S	2	9278	0.2501	0.2085	0.1891	0.3473	0.2484	0.005	0.0017	0.1488	-0.0582	-0.1563	0.0515	0.1509	-0.0508	-0.0304	1.7636	0.0803	4.4112	1.2015	5.2014	1.4412	A-	A-	A+
MATH	6	663832	4	A-N	1	9308	0.6145	0.611	0.1407	0.1096	0.133	0.0041	0.0017	0.4886	0.4917	-0.2182	-0.2289	-0.2551	-0.064	-0.0396	-0.2984	0.0696	-2.8991	0.9206	-1.8491	0.899	A+	A-	A-
MATH	6	501160	4	A-R	2	9307	0.5279	0.1802	0.5248	0.1532	0.136	0.0047	0.0012	0.3637	-0.157	0.3665	-0.1719	-0.1626	-0.069	-0.0105	0.1097	0.0686	4.8711	1.1406	3.0111	1.1471	A-	A+	A-
MATH	6	711376	4	A-R	2	9315	0.436	0.18	0.1863	0.1949	0.4338	0.0038	0.0012	0.4583	-0.2097	-0.1944	-0.168	0.46	-0.0766	-0.0126	0.6212	0.0694	-1.559	0.9541	-0.829	0.9632	A-	A-	A+
MATH	6	711382	4	B-E	1	9312	0.7017	0.0979	0.0824	0.6979	0.1164	0.0038	0.0015	0.3937	-0.2018	-0.2656	0.3979	-0.1382	-0.063	-0.0391	-0.7865	0.073	-1.279	0.9593	1.0911	1.0804	A+	A+	A+
MATH	6	711456	4	B-E	2	9229	0.3572	0.1155	0.262	0.2561	0.3522	0.0127	0.0015	0.333	-0.2199	-0.2685	0.0789	0.3327	-0.0451	0.0013	1.1213	0.0724	3.3011	1.1156	4.2612	1.2389	A-	A+	A+
MATH	6	715778	4	C-G	2	9321	0.5052	0.3026	0.503	0.0894	0.1006	0.004	0.0004	0.618	-0.4436	0.6188	-0.1799	-0.1656	-0.0644	-0.0208	0.238	0.0686	-6.9792	0.8171	-5.4292	0.7738	A-	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	6	615378	4	D-S	2	9278	0.3616	0.3584	0.2216	0.2284	0.1827	0.0088	0.0002	0.3157	0.3172	-0.1841	-0.0518	-0.1252	-0.0571	-0.0128	1.0032	0.0715	4.0511	1.1384	4.7313	1.2527	A-	A-	A-
MATH	6	715784	4	D-S	2	9310	0.574	0.165	0.1301	0.5708	0.1285	0.0044	0.0012	0.354	-0.1711	-0.1555	0.3572	-0.1666	-0.0621	-0.0329	-0.0192	0.0687	2.8011	1.0789	1.6311	1.0816	A+	A-	A+
MATH	6	657498	5	A-N	1	9278	0.607	0.2251	0.6043	0.1179	0.0482	0.0035	0.001	0.5544	-0.3822	0.5561	-0.2081	-0.1917	-0.0502	-0.0375	-0.2783	0.0687	-4.8191	0.8752	-4.1392	0.8098	A+	A+	A+
MATH	6	709927	5	A-N	1	9084	0.5109	0.498	0.0894	0.0982	0.2892	0.0054	0.02	0.3491	0.3495	-0.215	-0.2897	-0.0419	-0.0519	-0.0317	0.3434	0.0675	4.4511	1.1219	3.5011	1.1404	A-	A-	A-
MATH	6	622364	5	A-R	2	9222	0.2741	0.4946	0.1102	0.2712	0.1134	0.0098	0.0008	0.2686	0.051	-0.2397	0.2703	-0.2033	-0.0567	-0.0214	1.5507	0.0756	1.5011	1.0577	5.3114	1.3565	A-	A+	A+
MATH	6	624644	5	B-E	1	9261	0.307	0.2416	0.217	0.23	0.305	0.0047	0.0016	0.1846	0.0164	-0.1034	-0.1098	0.1863	-0.0353	-0.0387	1.2304	0.0721	8.3513	1.3061	8.2215	1.471	A+	A-	A-
MATH	6	653196	5	B-E	2	9266	0.2613	0.2598	0.2574	0.2696	0.2074	0.0043	0.0015	0.0672	0.0695	-0.0432	-0.0595	0.0477	-0.0536	-0.0263	1.7094	0.0778	6.2113	1.2743	7.8216	1.6166	A-	A-	A-
MATH	6	715781	5	C-G	2	9278	0.8375	0.0643	0.0655	0.0321	0.8337	0.0027	0.0018	0.3861	-0.2289	-0.2214	-0.1699	0.3917	-0.0663	-0.037	-1.8259	0.0921	-0.569	0.9659	-2.0692	0.7661	A+	B-	A+
MATH	6	658874	5	D-S	2	9267	0.1843	0.4436	0.1429	0.1833	0.2246	0.0045	0.0012	-0.0616	0.2705	-0.1861	-0.0589	-0.0995	-0.0549	-0.0373	2.2248	0.087	7.3614	1.4287	9.9024	2.4009	A-	A+	A+
MATH	6	715787	5	D-S	1	9173	0.3842	0.1378	0.3781	0.2542	0.2142	0.0147	0.0011	0.3283	-0.1737	0.3257	-0.1142	-0.1112	-0.0182	-0.0168	0.9611	0.0699	3.6511	1.1152	4.5812	1.2123	A+	A-	A+
MATH	6	709923	6	A-N	1	9204	0.3108	0.5911	0.0458	0.0483	0.3091	0.0036	0.0022	0.2723	-0.0575	-0.2143	-0.2255	0.2746	-0.0606	-0.04	1.3362	0.0731	5.2512	1.1915	4.9713	1.3002	A-	A+	A-
MATH	6	710025	6	A-N	2	9202	0.5496	0.5463	0.0729	0.1762	0.1987	0.0044	0.0015	0.4585	0.4612	-0.245	-0.1579	-0.2509	-0.0632	-0.0371	0.0401	0.069	-1.9191	0.946	-1.8591	0.9162	A+	A+	A+
MATH	6	711373	6	A-R	1	9203	0.3872	0.4249	0.3849	0.1266	0.0578	0.0039	0.0019	0.4199	-0.1437	0.4219	-0.2447	-0.2029	-0.0558	-0.0466	0.9411	0.0704	0.991	1.031	1.7311	1.0803	A+	A+	A+
MATH	6	497310	6	B-E	2	9173	0.2851	0.2041	0.2441	0.2602	0.2825	0.0083	0.0008	0.1973	-0.0636	-0.086	-0.0484	0.1998	-0.061	-0.0225	1.593	0.0757	4.2812	1.168	6.8815	1.5079	A+	A+	A+
MATH	6	624652	6	B-E	1	9111	0.6397	0.6296	0.1038	0.1409	0.11	0.0151	0.0006	0.5636	0.5616	-0.2633	-0.2908	-0.2627	-0.06	-0.0106	-0.3938	0.0708	-5.7992	0.8362	-4.8893	0.7445	A+	A-	A-
MATH	6	575155	6	C-G	2	9180	0.3107	0.4431	0.3081	0.1482	0.0923	0.0069	0.0014	0.219	-0.1072	0.2213	-0.0697	-0.0647	-0.0478	-0.0389	1.3571	0.0733	5.3712	1.1974	5.8714	1.3654	A+	A-	A+
MATH	6	715780	6	C-G	2	9201	0.5068	0.1383	0.1476	0.5037	0.2044	0.0044	0.0016	0.4233	-0.2246	-0.2366	0.4254	-0.1147	-0.0576	-0.0286	0.2922	0.0687	0.841	1.0239	1.011	1.043	A+	A-	A-
MATH	6	624474	6	D-S	2	9207	0.4176	0.2096	0.1903	0.1793	0.4154	0.0039	0.0015	0.4239	-0.1677	-0.2201	-0.1302	0.4259	-0.0617	-0.0368	0.7399	0.0695	2.1311	1.0648	2.5011	1.1104	A+	A-	A-
MATH	6	706358	7	A-N	1	9205	0.8061	0.0433	0.044	0.1058	0.8028	0.003	0.0011	0.3654	-0.2055	-0.2199	-0.1822	0.3696	-0.0556	-0.0315	-1.4849	0.0829	-0.719	0.9677	1.3411	1.1397	A+	A-	A-
MATH	6	622370	7	A-R	1	9174	0.4416	0.1601	0.2119	0.1822	0.4383	0.0054	0.0021	0.5389	-0.1807	-0.251	-0.2422	0.54	-0.0545	-0.035	0.5751	0.0692	-4.4191	0.8751	-3.4491	0.8592	A-	A-	A-
MATH	6	711378	7	A-R	2	9180	0.5164	0.1022	0.1585	0.5129	0.2195	0.0052	0.0016	0.5132	-0.1203	-0.307	0.516	-0.2474	-0.0748	-0.0393	0.1399	0.0686	-2.8891	0.9204	-2.8091	0.8816	A-	A-	A-
MATH	6	706361	7	B-E	1	9190	0.5374	0.5344	0.1588	0.1498	0.1512	0.0048	0.001	0.5595	0.561	-0.2466	-0.2874	-0.2291	-0.0616	-0.0258	0.0837	0.0686	-5.4991	0.8529	-4.9692	0.7944	A-	A-	A-
MATH	6	711453	7	B-E	1	9183	0.6757	0.07	0.1309	0.6713	0.1213	0.0053	0.0012	0.5404	-0.2053	-0.2961	0.5428	-0.2964	-0.0662	-0.0327	-0.6885	0.0722	-5.4792	0.8377	-4.5893	0.7295	A+	A-	A+
MATH	6	711459	7	C-G	2	9132	0.2947	0.1601	0.2911	0.2856	0.2511	0.0116	0.0004	0.226	-0.261	0.2274	0.0901	-0.0993	-0.0464	-0.0128	1.4174	0.0749	4.6012	1.1769	6.0114	1.4152	A+	A+	A+
MATH	6	497742	7	D-S	2	9184	0.3574	0.2283	0.1693	0.2409	0.3551	0.0057	0.0006	0.3523	-0.1282	-0.1707	-0.1084	0.3542	-0.0638	-0.0212	1.087	0.0719	3.3111	1.1129	3.7912	1.2065	A+	A-	A-
MATH	6	706365	7	D-S	2	9128	0.6205	0.1237	0.6128	0.1373	0.1138	0.0122	0.0002	0.5121	-0.2634	0.5076	-0.2449	-0.2292	-0.0304	-0.0106	-0.3608	0.07	-2.4691	0.9297	-1.8691	0.9016	A-	A-	A-
MATH	6	706357	8	A-N	2	9241	0.315	0.2814	0.3134	0.2358	0.1643	0.0036	0.0016	0.2563	0.0689	0.2572	-0.1647	-0.2092	-0.0366	-0.0173	1.2538	0.0733	5.7212	1.2162	5.4413	1.3246	A-	A-	A-
MATH	6	500417	8	A-R	2	9237	0.3038	0.3823	0.2334	0.3021	0.0766	0.0043	0.0013	0.2456	-0.0763	-0.0896	0.2474	-0.1282	-0.0534	-0.0287	1.3315	0.0741	4.2912	1.1637	5.6714	1.3559	A-	A+	A+
MATH	6	710031	8	A-R	2	9231	0.4914	0.1656	0.4883	0.1464	0.1935	0.0046	0.0016	0.5068	-0.2405	0.5079	-0.1998	-0.2257	-0.0477	-0.0363	0.2866	0.0682	-5.1091	0.8659	-4.2892	0.8264	A-	A-	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	6	711452	8	B-E	2	9186	0.313	0.3095	0.4038	0.1324	0.1432	0.01	0.0011	0.0674	0.0716	0.0367	-0.1265	-0.0031	-0.0657	-0.019	1.3268	0.074	9.9015	1.4871	9.9017	1.7101	A+	A+	A+
MATH	6	711454	8	B-E	2	9230	0.344	0.0934	0.3418	0.2517	0.3067	0.0051	0.0013	0.3563	-0.2754	0.3578	-0.1265	-0.0649	-0.0542	-0.0254	1.0862	0.0718	-0.739	0.975	1.7911	1.091	A-	A-	A+
MATH	6	615356	8	C-G	2	9236	0.4439	0.1096	0.17	0.4414	0.2733	0.0047	0.001	0.4569	-0.2116	-0.2194	0.4581	-0.1674	-0.0506	-0.0291	0.5762	0.0689	-2.6191	0.9256	-2.1991	0.9089	A+	A-	A-
MATH	6	713400	8	C-G	1	9127	0.3739	0.1182	0.1387	0.3583	0.3674	0.0173	0.0001	0.479	-0.2516	-0.1775	-0.1697	0.4769	-0.0451	-0.0079	1.0061	0.0712	-2.5791	0.9174	-0.499	0.9754	A+	A-	A-
MATH	6	715789	8	D-S	2	9231	0.3449	0.3131	0.3428	0.1902	0.1477	0.0046	0.0016	0.1595	0.1637	0.1628	-0.2287	-0.1624	-0.0617	-0.0411	1.0858	0.0718	8.4613	1.3112	8.0415	1.4555	A+	A-	A-
MATH	6	622365	9	A-N	2	9278	0.3709	0.1946	0.3687	0.1905	0.2404	0.0047	0.0011	0.2235	-0.058	0.2262	-0.1694	-0.0342	-0.0582	-0.0317	1.0066	0.0714	6.2112	1.2153	6.9414	1.383	A-	A-	A-
MATH	6	710024	9	A-N	2	9170	0.6673	0.1215	0.0872	0.1182	0.6557	0.0161	0.0013	0.5497	-0.283	-0.2295	-0.2954	0.5435	-0.0404	-0.0151	-0.5895	0.0715	-6.6692	0.8114	-5.2093	0.6932	A-	A-	A-
MATH	6	711379	9	A-R	2	9272	0.4167	0.2684	0.1538	0.1573	0.4141	0.005	0.0014	0.428	-0.1141	-0.297	-0.1322	0.4303	-0.0685	-0.0341	0.7127	0.0697	-0.759	0.9771	-0.729	0.9671	A-	A-	A-
MATH	6	624649	9	B-E	2	9251	0.3436	0.3407	0.2622	0.2121	0.1764	0.0075	0.0012	0.2672	0.2696	-0.0235	-0.1318	-0.1503	-0.0605	-0.0305	1.2656	0.0735	3.3711	1.1233	3.9112	1.234	A-	A+	A+
MATH	6	710032	9	B-E	2	9276	0.387	0.2914	0.3847	0.2194	0.0986	0.0041	0.0019	0.2373	-0.0043	0.2411	-0.1106	-0.2107	-0.0745	-0.0453	0.8418	0.0703	8.3313	1.281	8.0114	1.4194	A-	A+	A-
MATH	6	715779	9	C-G	1	9285	0.6703	0.0893	0.1397	0.667	0.099	0.0034	0.0016	0.462	-0.2597	-0.2902	0.4658	-0.1313	-0.0693	-0.0405	-0.6177	0.0717	-3.4291	0.8989	-3.1692	0.8008	A+	A-	A-
MATH	6	624654	9	D-S	2	9252	0.5165	0.1737	0.1467	0.5121	0.1589	0.0084	0.0002	0.4115	-0.2151	-0.1157	0.4125	-0.2151	-0.0551	-0.0104	0.1612	0.0686	1.441	1.0398	1.5311	1.0715	A+	A-	A-
MATH	6	657507	9	D-S	1	9267	0.3555	0.353	0.2712	0.1941	0.1748	0.0054	0.0016	0.4779	0.4792	-0.2457	-0.1779	-0.1132	-0.0694	-0.0339	1.1141	0.0722	-1.7091	0.9433	0.401	1.0199	A-	A-	A-
MATH	7	399250	0	A-N	1	84456	0.7702	0.0819	0.7684	0.0914	0.0559	0.0017	0.0006	0.4477	-0.2475	0.4495	-0.2246	-0.238	-0.0395	-0.029	-1.4708	0.0256	-9.8991	0.8636	-8.6492	0.774	A+	A+	A+
MATH	7	477761	0	A-N	1	84381	0.7386	0.7362	0.0849	0.0864	0.0892	0.0022	0.001	0.5358	0.5375	-0.2629	-0.273	-0.2938	-0.047	-0.0288	-1.3178	0.0249	-9.8992	0.8149	-9.8993	0.6571	A+	A-	A-
MATH	7	490713	0	A-N	1	84397	0.3961	0.1316	0.1889	0.2815	0.3949	0.0025	0.0006	0.4299	-0.2096	-0.1933	-0.1372	0.4305	-0.0346	-0.0193	0.4225	0.0232	3.511	1.0362	3.8011	1.0557	A+	A+	A+
MATH	7	496115	0	A-N	1	84313	0.5523	0.3293	0.55	0.0659	0.0508	0.003	0.0011	0.5265	-0.3463	0.5282	-0.2215	-0.1878	-0.0502	-0.0328	-0.4505	0.0228	-9.8991	0.9125	-8.5291	0.8671	A-	A+	A+
MATH	7	617753	0	A-N	1	84429	0.6037	0.1091	0.6021	0.2202	0.0659	0.0024	0.0003	0.4131	-0.2175	0.4142	-0.1966	-0.2072	-0.0378	-0.0142	-0.2435	0.0227	5.111	1.0463	3.151	1.0477	A-	A-	A+
MATH	7	417798	0	A-R	2	84393	0.4081	0.2775	0.1603	0.4068	0.1523	0.0021	0.0011	0.4596	-0.1112	-0.2362	0.4606	-0.2423	-0.0378	-0.0318	0.5349	0.0234	6.0811	1.0654	7.8411	1.1215	A-	A+	A-
MATH	7	478164	0	A-R	2	84256	0.4866	0.1396	0.1193	0.4843	0.252	0.0031	0.0016	0.4375	-0.1507	-0.2283	0.4397	-0.2049	-0.0551	-0.0365	0.0517	0.0228	6.7511	1.0643	6.6911	1.096	A-	A-	A+
MATH	7	560206	0	A-R	1	84333	0.4941	0.1181	0.4923	0.1971	0.1887	0.0031	0.0007	0.5172	-0.1654	0.518	-0.2875	-0.2254	-0.042	-0.0255	0.1057	0.0228	-5.4091	0.9497	-4.7591	0.9354	A-	A-	A-
MATH	7	567230	0	A-R	2	84455	0.7119	0.7102	0.0992	0.101	0.0873	0.0015	0.0009	0.533	0.5341	-0.2699	-0.2771	-0.2692	-0.0352	-0.028	-1.1677	0.0243	-9.8992	0.8416	-9.8993	0.7142	A+	A+	A-
MATH	7	575220	0	A-R	2	84375	0.4848	0.2601	0.4832	0.1235	0.1299	0.0023	0.001	0.4384	-0.2488	0.4397	-0.2059	-0.1188	-0.0412	-0.0292	0.0069	0.0227	6.5711	1.0621	4.4411	1.0634	A+	A+	A+
MATH	7	617919	0	A-R	2	84253	0.3544	0.3376	0.1336	0.1713	0.3528	0.0034	0.0013	0.4042	-0.0968	-0.2465	-0.1592	0.4056	-0.0517	-0.0318	0.7174	0.0239	6.6111	1.0754	7.1511	1.1195	A-	A+	A+
MATH	7	630491	0	A-R	2	84294	0.3669	0.3015	0.1976	0.3653	0.1314	0.0028	0.0014	0.3471	-0.0774	-0.1651	0.3486	-0.1859	-0.0497	-0.0312	0.5094	0.0234	9.9012	1.1575	9.9012	1.2203	A+	A+	A+
MATH	7	630757	0	A-R	2	84405	0.451	0.4497	0.2602	0.2169	0.0703	0.0021	0.0008	0.5215	0.5223	-0.255	-0.215	-0.2219	-0.0407	-0.0245	0.4929	0.0233	-2.179	0.9774	-2.609	0.9621	A-	A+	A+
MATH	7	651114	0	A-R	2	84413	0.613	0.6113	0.09	0.1926	0.1033	0.0019	0.001	0.3307	0.3325	-0.236	-0.094	-0.1808	-0.0342	-0.0307	-0.2769	0.0227	9.9011	1.1168	7.5811	1.1191	A-	A-	A+
MATH	7	416186	0	B-E	2	84332	0.417	0.1228	0.2416	0.4154	0.2163	0.0026	0.0012	0.2868	-0.1949	-0.0407	0.2885	-0.1398	-0.041	-0.0328	0.0674	0.0228	9.9012	1.2425	9.9013	1.2976	A-	A+	A+
MATH	7	478169	0	B-E	2	84255	0.4993	0.1279	0.136	0.2344	0.4969	0.0034	0.0014	0.5731	-0.2912	-0.2333	-0.2491	0.5745	-0.0554	-0.034	-0.1252	0.0227	-9.8991	0.8624	-9.8992	0.8275	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	7	490977	0	B-E	1	84420	0.3638	0.3628	0.2185	0.2746	0.1414	0.0024	0.0004	0.4719	0.4723	-0.1544	-0.1886	-0.2213	-0.0346	-0.0164	0.319	0.023	-4.269	0.9581	-3.159	0.9561	A+	A-	A+
MATH	7	493996	0	B-E	2	84378	0.5624	0.0928	0.5606	0.2061	0.1373	0.0023	0.001	0.481	-0.1383	0.4825	-0.2948	-0.224	-0.0428	-0.0308	-0.3687	0.0227	-3.699	0.9676	-3.6991	0.9429	A-	A-	A+
MATH	7	502842	0	B-E	2	84428	0.6227	0.2142	0.621	0.0835	0.0786	0.0018	0.0009	0.465	-0.2318	0.4664	-0.2553	-0.2156	-0.0395	-0.0284	-0.4346	0.0228	-6.0691	0.9472	-6.1191	0.904	A+	A+	A+
MATH	7	565851	0	B-E	2	84335	0.5284	0.5264	0.1569	0.1327	0.1801	0.0027	0.0011	0.5319	0.5333	-0.2652	-0.2605	-0.2029	-0.0488	-0.0287	-0.1968	0.0227	-9.8991	0.9081	-9.8991	0.8612	A-	A+	A+
MATH	7	565886	0	B-E	2	84280	0.5461	0.1298	0.148	0.1741	0.5437	0.0032	0.0013	0.5605	-0.2406	-0.2858	-0.2469	0.5617	-0.0516	-0.0268	-0.3028	0.0227	-9.8991	0.8738	-9.8992	0.8093	A+	A+	A+
MATH	7	567233	0	B-E	1	84356	0.6074	0.12	0.1413	0.13	0.6052	0.0026	0.0009	0.5307	-0.2807	-0.2567	-0.227	0.532	-0.0462	-0.0239	-0.5445	0.0229	-9.8991	0.8753	-9.8992	0.815	B+	A+	A+
MATH	7	630681	0	B-E	2	84325	0.5354	0.1857	0.1207	0.1564	0.5333	0.0027	0.0012	0.5364	-0.2061	-0.2623	-0.2733	0.5375	-0.048	-0.0227	0.0881	0.0228	-6.6491	0.9387	-6.8291	0.9081	A+	A+	A+
MATH	7	477770	0	C-G	2	84319	0.398	0.1598	0.2792	0.3964	0.1606	0.003	0.001	0.4228	-0.2555	-0.188	0.4238	-0.0712	-0.0415	-0.0296	0.5612	0.0235	9.8911	1.1087	9.9012	1.1576	A+	A-	A-
MATH	7	478170	0	C-G	2	84383	0.5219	0.1022	0.2227	0.1517	0.5202	0.0022	0.001	0.5915	-0.2895	-0.2357	-0.299	0.5926	-0.0452	-0.0289	-0.227	0.0227	-9.8992	0.8304	-9.8992	0.7813	A-	A-	A-
MATH	7	500372	0	C-G	2	84250	0.4332	0.4311	0.2384	0.2178	0.1079	0.0034	0.0014	0.4889	0.4904	-0.2212	-0.1915	-0.2104	-0.0533	-0.0318	0.0355	0.0227	-3.859	0.9644	-4.5191	0.9382	A-	A+	A+
MATH	7	574900	0	C-G	1	84310	0.5542	0.2157	0.1272	0.5519	0.1011	0.0024	0.0017	0.3808	-0.2087	-0.2088	0.3829	-0.104	-0.0437	-0.0358	-0.2727	0.0227	8.1311	1.0742	6.1511	1.0957	A+	A+	A+
MATH	7	617922	0	C-G	2	84409	0.4062	0.1417	0.2705	0.405	0.1799	0.0021	0.0008	0.4273	-0.2172	-0.1792	0.428	-0.1369	-0.0342	-0.0205	0.3022	0.023	5.9211	1.0597	5.3111	1.0764	A+	A+	A+
MATH	7	655101	0	C-G	2	84357	0.4737	0.1883	0.1183	0.2178	0.4721	0.0023	0.0013	0.4712	-0.1767	-0.2332	-0.2141	0.4723	-0.0385	-0.0337	0.4638	0.0233	6.7311	1.0711	5.9811	1.0897	A-	A+	A+
MATH	7	655931	0	C-G	2	84392	0.5723	0.1177	0.1259	0.1829	0.5705	0.002	0.0011	0.4536	-0.1979	-0.2343	-0.2095	0.455	-0.0373	-0.0326	-0.1501	0.0227	-0.319	0.9971	-0.919	0.9867	A+	A-	A-
MATH	7	656013	0	C-G	1	84408	0.5324	0.2043	0.1863	0.5308	0.0757	0.002	0.001	0.5397	-0.3665	-0.246	0.5407	-0.0895	-0.0394	-0.0295	-0.2396	0.0227	-9.8991	0.8998	-8.6891	0.8758	A+	A-	A-
MATH	7	658385	0	C-G	1	84275	0.3393	0.3378	0.1983	0.2512	0.2081	0.0034	0.0011	0.3392	0.3407	-0.1393	-0.1622	-0.077	-0.0518	-0.0291	0.7573	0.024	9.9011	1.1275	9.9012	1.194	A-	A+	A-
MATH	7	480352	0	D-S	2	84475	0.6158	0.0928	0.2113	0.6145	0.0793	0.0015	0.0006	0.4733	-0.2252	-0.2746	0.4744	-0.1904	-0.0348	-0.0262	-0.5485	0.0229	-7.5791	0.9342	-7.3391	0.8795	A-	A+	A+
MATH	7	493187	0	D-S	2	84450	0.5721	0.0696	0.5708	0.2724	0.0848	0.0015	0.0009	0.3797	-0.1739	0.3811	-0.1829	-0.218	-0.0349	-0.0294	-0.3495	0.0227	8.9211	1.0811	6.8011	1.1096	A+	A-	A-
MATH	7	565889	0	D-S	2	84275	0.5474	0.1235	0.2235	0.545	0.1035	0.0033	0.0012	0.3298	-0.205	-0.1052	0.3324	-0.1651	-0.0499	-0.0311	-0.341	0.0227	9.9012	1.1673	9.9012	1.2331	A+	A+	A+
MATH	7	574904	0	D-S	2	84266	0.3794	0.0869	0.3576	0.1732	0.3777	0.0032	0.0014	0.4761	-0.186	-0.1709	-0.2458	0.4772	-0.0503	-0.0306	0.6274	0.0236	0.251	1.0027	0.991	1.0154	A-	A-	A-
MATH	7	575228	0	D-S	2	84278	0.6527	0.1053	0.0851	0.6498	0.1553	0.0032	0.0012	0.3708	-0.2774	-0.2713	0.3741	-0.0366	-0.0567	-0.0318	-0.8294	0.0233	2.781	1.0259	9.7612	1.2078	A-	A-	A-
MATH	7	581350	0	D-S	1	84257	0.5809	0.1502	0.5782	0.1543	0.1125	0.0032	0.0015	0.5181	-0.2256	0.5202	-0.2687	-0.2365	-0.0555	-0.0341	-0.5293	0.0229	-6.9091	0.9399	-5.9091	0.903	A+	A-	A-
MATH	7	630802	0	D-S	2	84344	0.3748	0.2026	0.3734	0.2371	0.1832	0.0026	0.0011	0.3471	-0.0898	0.3484	-0.1617	-0.1564	-0.0444	-0.0278	0.6206	0.0236	9.9011	1.1303	9.9012	1.2172	A-	A+	A+
MATH	7	632830	0	D-S	2	84427	0.4209	0.4197	0.2277	0.2625	0.0874	0.0021	0.0006	0.5417	0.5424	-0.1	-0.3794	-0.1996	-0.0419	-0.0226	0.2602	0.023	-9.2691	0.9119	-7.7591	0.8954	A-	A-	A-
MATH	7	632744	1	A-N	2	10159	0.2855	0.4278	0.2838	0.1197	0.1628	0.0044	0.0016	0.3599	0.0083	0.3615	-0.2751	-0.1979	-0.0555	-0.0271	0.851	0.0742	0.671	1.0249	2.7012	1.1536	A-	A+	A+
MATH	7	709866	1	A-N	2	10158	0.3217	0.3198	0.3776	0.1443	0.1523	0.0051	0.001	0.1412	0.1433	0.141	-0.2222	-0.1474	-0.0545	-0.0088	0.6737	0.0723	7.5913	1.2877	7.6114	1.4274	A-	A-	A+
MATH	7	565883	1	A-R	2	10165	0.2547	0.3627	0.2533	0.1557	0.2229	0.0038	0.0016	0.3567	-0.1219	0.3583	-0.2075	-0.0402	-0.0606	-0.0391	1.169	0.0784	0.051	1.0016	1.7211	1.1154	A-	A-	A+
MATH	7	709906	1	A-R	2	10140	0.4425	0.1189	0.1407	0.2935	0.439	0.0055	0.0023	0.4164	-0.2797	-0.2931	-0.0212	0.4186	-0.0559	-0.0311	0.1619	0.0686	1.331	1.0386	3.9512	1.1741	A+	A+	A-
MATH	7	709905	1	B-E	1	10117	0.558	0.2596	0.0706	0.1073	0.5523	0.0091	0.001	0.5638	-0.3555	-0.2262	-0.1967	0.5633	-0.0556	-0.0039	-0.3922	0.0673	-8.4592	0.8016	-6.4593	0.7337	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	7	711518	1	B-E	2	10110	0.282	0.4161	0.1682	0.279	0.1259	0.0104	0.0004	0.2223	0.0859	-0.2054	0.2245	-0.1815	-0.0552	-0.0203	0.8151	0.0738	5.0712	1.1976	6.3414	1.3779	A-	A+	A+
MATH	7	500374	1	C-G	2	10134	0.3679	0.3648	0.2053	0.272	0.1495	0.0048	0.0036	0.2178	0.2217	-0.0422	-0.1257	-0.0747	-0.0635	-0.0449	0.4101	0.0701	6.9712	1.236	6.5813	1.321	A+	A-	A-
MATH	7	657051	1	D-S	2	10174	0.609	0.0655	0.6063	0.2792	0.0446	0.0034	0.0011	0.261	-0.2067	0.2644	-0.0766	-0.1924	-0.0558	-0.0226	-0.796	0.0682	5.9112	1.156	5.8014	1.355	A+	A-	A-
MATH	7	711510	2	A-N	1	9267	0.6186	0.1394	0.1597	0.0799	0.6149	0.0046	0.0015	0.5516	-0.2701	-0.2823	-0.2473	0.5536	-0.058	-0.0374	-0.6565	0.0693	-6.7892	0.8264	-5.0293	0.7478	A-	A+	A+
MATH	7	496119	2	A-R	2	9263	0.2681	0.28	0.1202	0.3269	0.2663	0.0048	0.0017	0.2133	-0.0915	-0.2051	0.0391	0.2157	-0.0693	-0.026	1.2688	0.0772	4.4012	1.1871	6.1615	1.4534	A+	A+	A-
MATH	7	709907	2	A-R	2	9236	0.4574	0.3066	0.4531	0.1604	0.0704	0.009	0.0004	0.3856	-0.2326	0.3865	-0.0891	-0.1861	-0.0473	-0.0206	0.1395	0.0686	2.0211	1.0586	1.2111	1.0507	A-	A-	A-
MATH	7	709904	2	B-E	2	9255	0.5109	0.5071	0.2458	0.1204	0.1193	0.0047	0.0027	0.4895	0.4925	-0.2041	-0.2528	-0.2135	-0.062	-0.0516	-0.0737	0.0682	-3.1691	0.9152	-3.2491	0.8666	A-	A-	A-
MATH	7	713410	2	B-E	2	9230	0.5583	0.5527	0.1482	0.1414	0.1477	0.0095	0.0005	0.4797	0.479	-0.2125	-0.2018	-0.2483	-0.0376	-0.0262	-0.3358	0.0683	-2.0891	0.945	-2.5191	0.886	A+	A+	A+
MATH	7	496123	2	C-G	2	9259	0.325	0.179	0.1728	0.3227	0.3185	0.005	0.0019	0.2595	-0.0256	-0.2187	0.2627	-0.0502	-0.0723	-0.0417	0.8651	0.0728	4.6612	1.1722	5.5413	1.3138	A-	A-	A-
MATH	7	713666	2	C-G	2	9276	0.3034	0.3018	0.5557	0.0955	0.0419	0.0038	0.0014	0.0273	0.0309	0.0599	-0.0115	-0.174	-0.0689	-0.0409	1.0547	0.0747	9.9015	1.5157	9.9019	1.8532	A-	A+	A+
MATH	7	655933	2	D-S	1	9282	0.4124	0.3462	0.1348	0.4106	0.1039	0.0033	0.0012	0.4897	-0.2416	-0.2196	0.4914	-0.1544	-0.0656	-0.0273	0.3738	0.0695	-1.099	0.9668	-0.309	0.9862	A-	A+	A+
MATH	7	709864	3	A-N	2	9236	0.7294	0.101	0.7255	0.0983	0.0698	0.0037	0.0017	0.5125	-0.2663	0.5143	-0.2783	-0.2439	-0.051	-0.0281	-1.2582	0.0742	-4.9692	0.8451	-4.2393	0.6859	A-	A+	A+
MATH	7	613065	3	A-R	2	9198	0.1871	0.1701	0.4015	0.1853	0.2336	0.0084	0.0011	0.011	-0.1126	0.0302	0.0135	0.065	-0.0461	-0.0304	1.8483	0.0868	8.5815	1.5016	9.9025	2.4974	A-	A-	A+
MATH	7	711513	3	A-R	2	9233	0.7794	0.0645	0.7749	0.0615	0.0934	0.004	0.0017	0.4274	-0.143	0.4319	-0.2361	-0.2854	-0.0641	-0.0353	-1.6269	0.0796	-3.5891	0.861	-2.5492	0.765	A-	A-	A-
MATH	7	711395	3	B-E	2	9223	0.3346	0.3534	0.109	0.1985	0.3323	0.0051	0.0017	0.4024	-0.0829	-0.2393	-0.1758	0.4043	-0.0696	-0.0293	0.874	0.0732	-0.089	0.9964	1.5011	1.0803	A-	A+	A+
MATH	7	713660	3	B-E	2	9173	0.3134	0.2581	0.1505	0.2695	0.3096	0.0051	0.0071	0.2801	-0.1211	-0.1157	-0.0689	0.2813	-0.062	-0.0083	1.0496	0.075	5.5412	1.2253	6.9215	1.4526	A+	A-	A+
MATH	7	706370	3	C-G	2	9240	0.6302	0.1459	0.1287	0.6271	0.0934	0.0039	0.0011	0.573	-0.3097	-0.3251	0.5752	-0.1891	-0.065	-0.0278	-0.7296	0.0697	-6.2892	0.8392	-4.6793	0.7291	A-	A-	A-
MATH	7	715808	3	C-G	2	9220	0.4217	0.4187	0.2698	0.1952	0.1092	0.0058	0.0013	0.4282	0.43	-0.1968	-0.1663	-0.1713	-0.0552	-0.0345	0.4224	0.0699	0.651	1.0201	0.821	1.0372	A+	A-	A-
MATH	7	503040	3	D-S	2	9204	0.476	0.1468	0.1835	0.4718	0.1891	0.0085	0.0003	0.4846	-0.2703	-0.223	0.4853	-0.1409	-0.052	-0.0192	0.0567	0.0685	-2.0091	0.9446	-2.2291	0.9005	A-	A-	A-
MATH	7	480346	4	A-N	2	9199	0.1799	0.4987	0.2093	0.179	0.1079	0.0034	0.0017	0.0913	0.0177	-0.0498	0.093	-0.0645	-0.0415	-0.0438	1.8583	0.0866	5.2013	1.2833	8.532	2.0059	A-	A+	A-
MATH	7	709868	4	A-R	2	9194	0.5603	0.2047	0.1582	0.5571	0.0743	0.0045	0.0011	0.5555	-0.3	-0.2875	0.5569	-0.1765	-0.0514	-0.0274	-0.3953	0.0683	-6.1592	0.8418	-4.3092	0.8107	A-	A-	A-
MATH	7	711389	4	A-R	2	9204	0.6482	0.0761	0.1864	0.0877	0.6453	0.0034	0.0012	0.4653	-0.2692	-0.1885	-0.2658	0.466	-0.0405	-0.017	-0.8883	0.0706	-2.8691	0.9192	-1.5891	0.9054	A-	A-	A-
MATH	7	630758	4	B-E	2	9145	0.5551	0.549	0.2217	0.1169	0.1014	0.0041	0.0068	0.5236	0.5238	-0.2336	-0.2328	-0.2756	-0.0573	-0.0233	-0.3317	0.0682	-3.7191	0.902	-3.1991	0.8607	A+	A-	A-
MATH	7	711393	4	B-E	1	9194	0.4122	0.1853	0.2046	0.1946	0.4099	0.0039	0.0017	0.4051	-0.2112	-0.1792	-0.1036	0.4072	-0.0541	-0.0369	0.4	0.0694	1.8811	1.0577	1.6311	1.0705	A+	A-	A-
MATH	7	713413	4	C-G	2	9139	0.3507	0.1123	0.1387	0.3466	0.3909	0.0111	0.0004	0.3152	-0.2198	-0.2265	0.3142	0.0014	-0.0211	-0.0134	0.7303	0.0714	4.1211	1.1415	5.5513	1.2933	A-	A-	A+
MATH	7	565848	4	D-S	2	9187	0.4066	0.1299	0.404	0.172	0.2878	0.0054	0.001	0.2924	-0.1776	0.2938	-0.2352	0.0179	-0.0373	-0.035	0.3797	0.0693	4.9912	1.1575	5.8013	1.2662	A+	A+	A+
MATH	7	706375	4	D-S	2	9171	0.2714	0.1977	0.2692	0.3441	0.1808	0.0072	0.0009	0.1492	0.1031	0.1511	-0.0908	-0.1567	-0.0455	-0.0265	1.1417	0.0754	7.7513	1.3187	9.8617	1.7238	A-	A-	A+
MATH	7	658378	5	A-N	1	9227	0.6743	0.0981	0.107	0.6696	0.1183	0.0063	0.0006	0.4606	-0.2223	-0.2341	0.4602	-0.232	-0.0348	-0.0105	-0.9756	0.0711	-1.019	0.97	-1.3791	0.913	A+	A-	A-
MATH	7	655927	5	A-R	2	9242	0.2543	0.2333	0.2333	0.2751	0.2529	0.004	0.0014	0.3056	-0.1128	-0.1535	-0.036	0.3072	-0.0565	-0.0345	1.3934	0.0789	0.621	1.0256	4.1113	1.3178	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	7	709933	5	A-R	2	9122	0.6127	0.6015	0.1465	0.0707	0.163	0.0034	0.0149	0.3877	0.3947	-0.2193	-0.1738	-0.1591	-0.0504	-0.0779	-0.6049	0.0688	-1.309	0.9647	-0.839	0.9561	A+	A-	A-
MATH	7	496121	5	B-E	2	9254	0.2999	0.3305	0.2986	0.183	0.1838	0.0034	0.0006	0.0967	0.085	0.0986	-0.1556	-0.0558	-0.0517	-0.0098	1.0365	0.0743	9.9014	1.4187	9.9017	1.72	A-	A-	A-
MATH	7	706369	5	B-E	1	9157	0.6337	0.1357	0.6245	0.138	0.0873	0.0138	0.0008	0.3865	-0.1575	0.3837	-0.2637	-0.1324	-0.0239	-0.0291	-0.7593	0.0695	0.401	1.011	0.9311	1.0526	A+	A-	A+
MATH	7	713412	5	C-G	1	9237	0.373	0.1739	0.3707	0.3358	0.1136	0.004	0.0019	0.3007	-0.1023	0.3026	-0.2442	0.039	-0.0429	-0.0389	0.5866	0.0704	1.8911	1.06	2.5511	1.1207	A+	A-	A-
MATH	7	715806	5	C-G	2	9235	0.4981	0.2738	0.1549	0.495	0.0702	0.0039	0.0023	0.4526	-0.2196	-0.2429	0.4549	-0.1431	-0.0502	-0.0415	-0.047	0.0679	-1.669	0.9549	-1.139	0.9524	A+	A-	A-
MATH	7	503043	5	D-S	2	9239	0.3783	0.1307	0.3291	0.1584	0.3761	0.0041	0.0016	0.3008	-0.1056	-0.096	-0.1706	0.302	-0.0473	-0.0067	0.6256	0.0706	5.6212	1.189	5.4113	1.2727	A+	A-	A+
MATH	7	709908	6	A-N	2	9294	0.6314	0.1684	0.1223	0.6277	0.0758	0.0044	0.0015	0.5127	-0.2574	-0.2867	0.5157	-0.2024	-0.0614	-0.0372	-0.744	0.0693	-4.3791	0.8855	-4.1292	0.7814	A-	A-	A+
MATH	7	630678	6	A-R	2	9271	0.468	0.1601	0.4641	0.1676	0.1998	0.0082	0.0001	0.4385	-0.1699	0.4384	-0.222	-0.1748	-0.0394	0.0058	0.0659	0.0684	1.371	1.0391	0.761	1.032	A+	A+	A+
MATH	7	711384	6	A-R	2	9291	0.6573	0.0697	0.1029	0.1679	0.6532	0.0043	0.0019	0.5055	-0.2231	-0.2856	-0.25	0.5069	-0.0503	-0.0207	-0.8857	0.0701	-3.1991	0.9129	-1.5791	0.9046	A+	A-	A-
MATH	7	656982	6	B-E	2	9301	0.2193	0.1924	0.2552	0.329	0.2182	0.004	0.0012	0.1265	-0.1518	-0.2429	0.2496	0.1284	-0.0518	-0.0386	1.6234	0.0833	6.3413	1.3259	8.7519	1.899	A+	A-	A-
MATH	7	713655	6	B-E	2	9296	0.6075	0.604	0.191	0.1093	0.09	0.0043	0.0014	0.5271	0.529	-0.2621	-0.2559	-0.2488	-0.057	-0.0239	-0.5908	0.0686	-5.5991	0.8577	-3.5992	0.8216	A+	A-	A+
MATH	7	560279	6	C-G	2	9256	0.3036	0.3006	0.3321	0.2428	0.1146	0.0097	0.0002	-0.0078	-0.0056	0.1848	-0.096	-0.1258	-0.0306	-0.0145	0.9886	0.0744	9.9014	1.4462	9.9017	1.7176	A-	A-	A+
MATH	7	709902	6	C-G	1	9302	0.5022	0.291	0.1631	0.4996	0.0412	0.0042	0.0009	0.4839	-0.289	-0.1949	0.4858	-0.178	-0.0533	-0.0256	-0.0891	0.0681	-1.739	0.9525	-1.4991	0.9362	A-	A-	A-
MATH	7	713416	6	D-S	1	9295	0.4705	0.4678	0.2787	0.1726	0.0751	0.0044	0.0014	0.5084	0.5097	-0.2085	-0.2828	-0.1884	-0.0458	-0.034	0.1338	0.0686	-3.3891	0.9053	-2.8691	0.8833	A-	A-	A+
MATH	7	565852	7	A-N	2	9244	0.5069	0.0979	0.1459	0.2462	0.5038	0.0044	0.0017	0.4016	-0.2184	-0.1978	-0.1461	0.4027	-0.0302	-0.04	-0.088	0.0683	0.161	1.0043	-0.739	0.9679	A-	A-	A-
MATH	7	709929	7	A-N	2	9224	0.5426	0.5381	0.2077	0.1557	0.0902	0.008	0.0003	0.5667	0.5647	-0.2525	-0.2999	-0.2358	-0.0296	-0.0093	-0.259	0.0683	-6.3592	0.836	-5.0992	0.7853	A+	A-	A-
MATH	7	711387	7	A-R	2	9259	0.4593	0.2802	0.1322	0.4573	0.1258	0.0029	0.0016	0.3904	-0.1191	-0.2407	0.3918	-0.1715	-0.0406	-0.0271	0.1617	0.0688	2.8511	1.0852	2.7711	1.1191	A+	A-	A-
MATH	7	711514	7	A-R	2	9257	0.7639	0.7602	0.0915	0.0779	0.0656	0.0035	0.0012	0.4912	0.4927	-0.2636	-0.2611	-0.2449	-0.0438	-0.0326	-1.4879	0.0774	-4.9192	0.8277	-4.9194	0.6222	A+	A+	A-
MATH	7	503047	7	B-E	1	9251	0.4081	0.2957	0.1414	0.4059	0.1517	0.0041	0.0013	0.3672	-0.1211	-0.1995	0.3698	-0.143	-0.063	-0.0419	0.4443	0.0699	2.0511	1.0649	2.1111	1.0932	A+	A-	A-
MATH	7	617924	7	B-E	2	9214	0.4209	0.2513	0.4169	0.1841	0.1384	0.0092	0.0001	0.4129	-0.1341	0.4123	-0.1904	-0.1964	-0.0359	-0.0095	0.3311	0.0694	1.211	1.037	0.911	1.0382	A-	A+	A+
MATH	7	709903	7	C-G	1	9242	0.3547	0.1697	0.1754	0.2962	0.3524	0.0045	0.0018	0.3909	-0.1838	-0.2385	-0.0507	0.3923	-0.0579	-0.0165	0.7372	0.0718	1.6611	1.0568	1.5411	1.0753	A+	A-	A-
MATH	7	478172	7	D-S	2	9249	0.5996	0.1175	0.5963	0.1142	0.1664	0.0045	0.0011	0.3232	-0.2309	0.3248	-0.2418	-0.0129	-0.0493	-0.0005	-0.5516	0.069	1.771	1.0486	5.4513	1.31	A+	A-	A-
MATH	7	709909	8	A-N	2	9296	0.5934	0.1689	0.5908	0.1354	0.1006	0.0026	0.0018	0.4279	-0.233	0.4306	-0.1793	-0.1957	-0.0454	-0.0453	-0.5626	0.069	0.421	1.0112	-0.039	0.9972	A+	A-	A+
MATH	7	567231	8	A-R	2	9271	0.315	0.2026	0.3329	0.3127	0.1447	0.0064	0.0006	0.3201	-0.1446	0.0002	0.3205	-0.2491	-0.0277	-0.0275	0.9135	0.0729	3.8211	1.1389	4.3712	1.2424	A-	A+	A+
MATH	7	711511	8	A-R	2	9300	0.6662	0.1207	0.1012	0.6636	0.1105	0.0029	0.0011	0.4373	-0.1891	-0.1925	0.4389	-0.2695	-0.0376	-0.037	-0.8871	0.0709	-1.459	0.9582	-0.209	0.9861	A+	A+	A-
MATH	7	480242	8	B-E	1	9295	0.3725	0.231	0.1356	0.2581	0.3708	0.0027	0.0018	0.2755	-0.1361	-0.1689	-0.0345	0.2774	-0.0395	-0.0394	0.6218	0.0706	6.3212	1.2161	6.1613	1.302	A+	A+	A+
MATH	7	713657	8	B-E	2	9290	0.5111	0.1293	0.5085	0.2583	0.0989	0.0036	0.0014	0.53	-0.2329	0.5315	-0.2541	-0.2411	-0.0498	-0.0377	-0.1587	0.0682	-3.6691	0.9026	-3.7292	0.849	A+	A-	A-
MATH	7	713668	8	C-G	1	9293	0.37	0.1726	0.1438	0.3106	0.3682	0.0031	0.0016	0.3155	-0.1418	-0.2602	-0.0098	0.317	-0.0446	-0.0256	0.655	0.0708	2.8511	1.0947	3.1011	1.1471	A+	A+	A+
MATH	7	709910	8	D-S	2	9290	0.4638	0.4615	0.2536	0.1669	0.113	0.0028	0.0022	0.3835	0.3843	-0.1667	-0.1694	-0.1677	-0.0314	-0.0237	0.1587	0.0685	1.621	1.0468	1.3611	1.0554	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	7	715813	8	D-S	1	9251	0.6741	0.1145	0.6679	0.1091	0.0993	0.0086	0.0006	0.4759	-0.2181	0.4768	-0.2155	-0.2769	-0.0475	-0.0286	-1.0081	0.0719	-4.4991	0.8702	-2.7292	0.83	A-	A-	A-
MATH	7	659596	9	A-N	1	9244	0.5237	0.5205	0.1952	0.1511	0.1271	0.0038	0.0024	0.5251	0.5275	-0.2071	-0.2836	-0.2223	-0.0642	-0.0389	-0.1282	0.0678	-4.0291	0.8964	-4.2092	0.8385	A-	A-	A-
MATH	7	493185	9	A-R	1	9214	0.4694	0.1829	0.1536	0.1891	0.465	0.0091	0.0002	0.3118	-0.0835	-0.169	-0.1487	0.3137	-0.054	0.0097	0.1097	0.068	5.5312	1.1601	4.9912	1.2061	A+	A-	A-
MATH	7	711391	9	A-R	2	9216	0.3235	0.3205	0.1985	0.2678	0.2041	0.0086	0.0005	0.3871	0.3872	-0.0481	-0.174	-0.1994	-0.0377	-0.0281	0.9823	0.073	0.151	1.005	2.0411	1.1096	A-	A-	A-
MATH	7	711517	9	B-E	2	9249	0.3411	0.1548	0.2143	0.3392	0.2861	0.0046	0.001	0.2971	-0.1309	-0.1821	0.2992	-0.0323	-0.0637	-0.0224	0.8903	0.0722	5.1212	1.1853	6.2113	1.3403	A-	A-	A-
MATH	7	713661	9	B-E	2	9248	0.6273	0.0974	0.1805	0.6237	0.0927	0.004	0.0017	0.5069	-0.2477	-0.2535	0.5091	-0.2441	-0.0566	-0.0324	-0.6992	0.0695	-4.4091	0.8835	-2.6491	0.8652	A-	A-	A-
MATH	7	493192	9	C-G	1	9250	0.3289	0.1164	0.4664	0.0846	0.3271	0.0046	0.0009	0.4808	-0.2264	-0.1932	-0.1884	0.4819	-0.0616	-0.0154	0.9032	0.0723	-1.9091	0.9354	-0.859	0.9567	A+	A+	A+
MATH	7	613070	9	C-G	2	9248	0.3339	0.4792	0.332	0.0759	0.1072	0.004	0.0017	0.278	-0.0315	0.2803	-0.1862	-0.2004	-0.0591	-0.0304	0.8515	0.0719	5.2312	1.1868	5.3213	1.2808	A+	A-	A-
MATH	7	657050	9	D-S	2	9254	0.3855	0.2438	0.167	0.3835	0.2006	0.0038	0.0013	0.311	-0.0247	-0.2343	0.3131	-0.1245	-0.0587	-0.0233	0.5737	0.0698	6.5812	1.2174	6.7813	1.3164	A-	A-	A+
MATH	8	480708	0	A-N	2	85493	0.3524	0.2724	0.1796	0.1927	0.3508	0.0033	0.0012	0.4781	-0.0839	-0.2535	-0.2273	0.4793	-0.0564	-0.0328	0.3597	0.0234	-6.2191	0.9365	-2.879	0.9577	A-	A+	A+
MATH	8	480711	0	A-N	2	85647	0.3795	0.3785	0.2948	0.109	0.215	0.0018	0.0009	0.4531	0.4538	-0.2095	-0.2067	-0.1406	-0.0377	-0.0264	0.1074	0.0229	-3.039	0.9709	-1.569	0.9783	A-	A+	A+
MATH	8	489628	0	A-N	1	85692	0.4164	0.347	0.1796	0.4155	0.0557	0.0019	0.0003	0.4067	-0.2215	-0.1826	0.4074	-0.1022	-0.0345	-0.0189	0.1201	0.0229	9.9011	1.0998	9.6311	1.1401	A+	A+	A+
MATH	8	493096	0	A-N	2	85617	0.3264	0.1514	0.3254	0.2839	0.2363	0.0023	0.0008	0.3397	-0.1833	0.3407	-0.152	-0.0533	-0.0447	-0.0229	0.5427	0.0239	9.2111	1.1057	9.9012	1.1898	A-	A+	A+
MATH	8	574393	0	A-N	2	85698	0.5598	0.1205	0.1685	0.5586	0.1503	0.0015	0.0007	0.3941	-0.2701	-0.1598	0.3954	-0.1298	-0.0377	-0.0296	-0.3915	0.0226	9.6611	1.0868	5.3211	1.0796	A+	A+	A+
MATH	8	574931	0	A-N	1	85493	0.6391	0.1236	0.6362	0.1238	0.1118	0.0035	0.001	0.5487	-0.2554	0.5507	-0.2934	-0.2532	-0.0577	-0.0319	-1.0405	0.0233	-9.8991	0.8636	-9.8992	0.7617	A+	A+	A+
MATH	8	654310	0	A-N	2	85609	0.6658	0.1177	0.6637	0.0997	0.1158	0.0023	0.0009	0.5413	-0.2937	0.5431	-0.2382	-0.2727	-0.0504	-0.0322	-0.9304	0.0231	-9.8992	0.8019	-9.8993	0.7177	A+	A+	A+
MATH	8	662574	0	A-N	1	85563	0.6178	0.12	0.6155	0.1515	0.1092	0.0025	0.0012	0.529	-0.2317	0.5307	-0.3273	-0.1982	-0.0526	-0.03	-0.8148	0.0229	-9.8991	0.8578	-9.8992	0.7841	A+	A-	A+
MATH	8	415803	0	B-E	2	85525	0.3377	0.3363	0.2819	0.1404	0.2373	0.0029	0.0012	0.38	0.3813	-0.0751	-0.2292	-0.1482	-0.049	-0.0299	0.6377	0.0241	6.4411	1.0757	8.5312	1.1507	A-	A+	A+
MATH	8	416550	0	B-E	1	85569	0.5679	0.1498	0.148	0.5658	0.1328	0.0027	0.0009	0.4999	-0.2286	-0.2459	0.5014	-0.2248	-0.0481	-0.0278	-0.7772	0.0228	-4.779	0.9588	-6.0491	0.8987	A+	A+	A+
MATH	8	479791	0	B-E	1	85705	0.558	0.0665	0.0624	0.3121	0.5568	0.0017	0.0004	0.3915	-0.2441	-0.2279	-0.1666	0.3925	-0.0378	-0.0131	-0.5803	0.0226	8.2611	1.0731	5.7911	1.0938	A+	A+	A+
MATH	8	503512	0	B-E	2	85520	0.5597	0.158	0.2007	0.5574	0.0797	0.0031	0.0011	0.5607	-0.235	-0.318	0.5625	-0.2285	-0.0605	-0.0319	-0.6844	0.0227	-9.8991	0.9042	-9.6992	0.848	A-	A-	A-
MATH	8	503513	0	B-E	2	85521	0.5798	0.1464	0.5773	0.1826	0.0894	0.0031	0.0011	0.4495	-0.1426	0.4514	-0.2654	-0.2319	-0.0485	-0.0351	-0.6712	0.0227	-1.869	0.9838	-1.959	0.968	A-	A+	A+
MATH	8	565842	0	B-E	1	85665	0.5252	0.2536	0.1245	0.5238	0.0956	0.0017	0.0008	0.5163	-0.2073	-0.3091	0.5175	-0.2161	-0.0445	-0.0307	-0.4682	0.0226	-7.7091	0.9345	-7.0791	0.8975	A-	A+	A-
MATH	8	574469	0	B-E	2	85582	0.5402	0.1214	0.5383	0.1292	0.2076	0.0028	0.0007	0.4039	-0.2018	0.4053	-0.2422	-0.1283	-0.0389	-0.0301	-0.1417	0.0227	6.3911	1.0593	4.1111	1.0577	A-	A+	A+
MATH	8	574948	0	B-E	1	85610	0.6031	0.6012	0.1174	0.1722	0.106	0.0022	0.001	0.4547	0.4565	-0.2744	-0.1975	-0.1868	-0.0458	-0.0308	-0.6988	0.0227	-2.869	0.9753	-2.899	0.9524	A+	A+	A+
MATH	8	575463	0	B-E	1	85542	0.5967	0.1268	0.1168	0.5943	0.158	0.0029	0.0011	0.6435	-0.3492	-0.2721	0.6449	-0.2982	-0.0579	-0.0359	-0.8244	0.0229	-9.8992	0.7741	-9.8993	0.6778	A+	A-	A-
MATH	8	617294	0	B-E	1	85692	0.5131	0.512	0.1513	0.223	0.1115	0.0017	0.0005	0.4674	0.4681	-0.033	-0.3648	-0.2174	-0.0338	-0.0201	-0.2906	0.0226	-0.529	0.9953	1.431	1.0203	A-	A+	A-
MATH	8	651117	0	B-E	1	85620	0.3991	0.2711	0.1716	0.1564	0.3979	0.0021	0.0009	0.511	-0.3024	-0.1688	-0.1364	0.5117	-0.0462	-0.0236	0.2169	0.0231	-4.289	0.9577	-2.939	0.9588	A+	A+	A+
MATH	8	655973	0	B-E	1	85624	0.5697	0.0755	0.568	0.2286	0.1249	0.0022	0.0008	0.4749	-0.1996	0.4757	-0.2641	-0.2106	-0.0327	-0.0305	-0.3798	0.0226	-0.879	0.9923	-3.089	0.9556	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	8	415806	0	B-F	2	85691	0.7099	0.0384	0.0444	0.7084	0.2066	0.0014	0.0009	0.4265	-0.1876	-0.2123	0.4281	-0.2781	-0.0364	-0.0291	-1.3135	0.0241	-6.0591	0.9394	-3.4291	0.9212	A-	A-	A-
MATH	8	416594	0	B-F	2	85479	0.4439	0.4419	0.1804	0.2503	0.1228	0.0032	0.0015	0.4967	0.4981	-0.25	-0.1699	-0.2235	-0.0548	-0.0311	0.056	0.0229	-5.7891	0.9457	-5.3591	0.9278	A-	A+	A-
MATH	8	416600	0	B-F	2	85481	0.486	0.4837	0.1295	0.2508	0.1314	0.0035	0.0012	0.4633	0.4652	-0.2389	-0.1727	-0.216	-0.0555	-0.0346	-0.0901	0.0227	1.331	1.0122	-0.259	0.9963	A-	A-	A+
MATH	8	497302	0	B-F	2	85693	0.5279	0.0493	0.3703	0.0515	0.5267	0.0016	0.0006	0.5093	-0.2327	-0.3302	-0.1937	0.5101	-0.037	-0.0242	-0.4147	0.0226	-5.9391	0.9491	-4.9191	0.9292	A-	A+	A-
MATH	8	565843	0	B-F	2	85598	0.544	0.1825	0.5422	0.1057	0.1663	0.0022	0.0011	0.4903	-0.1617	0.4919	-0.2666	-0.2612	-0.051	-0.0314	-0.5896	0.0226	-2.229	0.9809	-4.1291	0.9361	A-	A+	A+
MATH	8	569261	0	B-F	2	85714	0.7927	0.0383	0.1395	0.7911	0.0292	0.0013	0.0006	0.4713	-0.1765	-0.3684	0.4729	-0.1704	-0.039	-0.0266	-1.432	0.0245	-9.8993	0.7378	-9.8994	0.6208	A-	A-	A-
MATH	8	574471	0	B-F	2	85592	0.4468	0.2311	0.1607	0.4453	0.1595	0.0025	0.0009	0.3962	-0.1955	-0.2317	0.3976	-0.0737	-0.0451	-0.0291	0.065	0.0229	9.9011	1.1239	9.9011	1.1454	A-	A-	A-
MATH	8	574588	0	B-F	2	85484	0.3529	0.2177	0.3513	0.2372	0.1892	0.0032	0.0015	0.3422	-0.1	0.3437	-0.1413	-0.1503	-0.0507	-0.026	0.3729	0.0234	9.9011	1.1198	9.9012	1.183	A-	A+	A+
MATH	8	574959	0	B-F	1	85534	0.3097	0.3085	0.3031	0.2052	0.1791	0.003	0.001	0.3525	0.3538	-0.0964	-0.1158	-0.1785	-0.0523	-0.0319	0.7432	0.0245	7.2311	1.0886	9.8612	1.1861	A-	A+	A+
MATH	8	658637	0	B-F	2	85519	0.4496	0.1643	0.1611	0.2227	0.4477	0.0033	0.0009	0.5221	-0.2633	-0.251	-0.1594	0.5235	-0.0589	-0.026	0.1118	0.0229	-8.6991	0.918	-6.8191	0.9082	A-	A+	A+
MATH	8	658904	0	B-F	2	85448	0.6087	0.1286	0.6056	0.1651	0.0957	0.0016	0.0035	0.4342	-0.2516	0.4362	-0.1444	-0.243	-0.0393	-0.04	-0.7823	0.0228	-0.309	0.9972	1.851	1.0325	A+	A+	A-
MATH	8	493098	0	C-G	2	85559	0.3369	0.187	0.2261	0.2475	0.3356	0.0025	0.0013	0.3301	-0.1492	-0.2127	-0.0143	0.3312	-0.0376	-0.0334	0.7479	0.0245	9.9012	1.1772	9.9013	1.2704	A-	A+	A+
MATH	8	494640	0	C-G	2	85556	0.4124	0.4108	0.1953	0.2457	0.1444	0.0025	0.0013	0.3239	0.3254	-0.0936	-0.1572	-0.148	-0.0459	-0.0281	0.2879	0.0232	9.9012	1.1632	9.9012	1.2237	A-	A+	A+
MATH	8	569267	0	C-G	1	85489	0.6944	0.1087	0.1028	0.0927	0.6912	0.0031	0.0015	0.4913	-0.2418	-0.2693	-0.2301	0.4939	-0.0563	-0.0332	-1.139	0.0235	-9.8991	0.8783	-9.8992	0.8025	A+	A+	A+
MATH	8	618329	0	C-G	2	85634	0.5952	0.1694	0.1346	0.5935	0.0996	0.0023	0.0006	0.4658	-0.1984	-0.271	0.4674	-0.1994	-0.048	-0.0259	-0.617	0.0227	-5.499	0.9532	-3.149	0.9503	A+	A+	A+
MATH	8	662581	0	C-G	2	85678	0.5806	0.149	0.5793	0.1573	0.112	0.0017	0.0006	0.4512	-0.2572	0.4523	-0.1961	-0.1841	-0.0375	-0.0277	-0.5249	0.0226	-2.979	0.9744	-3.009	0.9544	A-	A-	A-
MATH	8	494643	0	D-S	1	85594	0.3623	0.1314	0.3128	0.1914	0.361	0.0025	0.0008	0.4801	-0.2483	-0.1101	-0.236	0.481	-0.0499	-0.0256	0.413	0.0235	-4.619	0.9517	-2.079	0.9687	A+	A+	A+
MATH	8	503520	0	D-S	2	85507	0.4864	0.4843	0.1344	0.1503	0.2266	0.0032	0.0012	0.4642	0.4659	-0.2468	-0.239	-0.1412	-0.055	-0.0286	-0.1121	0.0227	-1.339	0.9878	-1.589	0.9782	A-	A+	A+
MATH	8	569264	0	D-S	1	85628	0.5941	0.0792	0.1758	0.5924	0.1496	0.0021	0.0009	0.4319	-0.2717	-0.2346	0.4337	-0.1328	-0.0471	-0.0307	-0.7128	0.0227	-2.189	0.9811	1.521	1.0256	A+	A-	A-
MATH	8	574473	0	D-S	1	85671	0.6296	0.6281	0.0594	0.0507	0.2593	0.0016	0.0009	0.3718	0.3734	-0.2215	-0.2208	-0.1764	-0.0359	-0.0303	-0.7286	0.0228	4.711	1.0414	7.0511	1.1238	A-	A-	A-
MATH	8	709938	1	A-N	1	10301	0.6364	0.6331	0.1272	0.1477	0.0868	0.0041	0.0012	0.525	0.5277	-0.2715	-0.2414	-0.2597	-0.0618	-0.0351	-0.9584	0.0683	-7.7392	0.8186	-5.6193	0.7251	A-	A-	A-
MATH	8	480710	1	B-E	2	10291	0.2842	0.2863	0.2577	0.2825	0.1673	0.0045	0.0016	0.1845	0.0472	-0.1756	0.1874	-0.0615	-0.0632	-0.0417	0.6567	0.0748	6.1313	1.2527	6.4114	1.3945	A+	A-	A-
MATH	8	709940	1	B-E	1	10292	0.4602	0.4574	0.1347	0.2926	0.1092	0.0042	0.0018	0.4511	0.4536	-0.178	-0.2237	-0.1848	-0.0623	-0.0402	-0.1727	0.0685	0.021	1.0003	0.031	1.0006	A-	A-	A-
MATH	8	711407	1	B-E	2	10303	0.495	0.1188	0.4925	0.2406	0.1431	0.0038	0.0013	0.3282	-0.1351	0.3305	-0.1435	-0.16	-0.0519	-0.0283	-0.3572	0.0679	4.2011	1.1168	3.2711	1.1444	A+	A+	A+
MATH	8	495724	1	B-F	2	10304	0.4597	0.1847	0.1822	0.1706	0.4575	0.0037	0.0013	0.4764	-0.2519	-0.1731	-0.1846	0.4774	-0.0554	-0.0122	-0.0902	0.0688	-1.399	0.9595	-0.839	0.9648	A-	A-	A-
MATH	8	713674	1	B-F	2	10274	0.5251	0.112	0.1918	0.521	0.1674	0.0071	0.0007	0.4067	-0.1713	-0.1636	0.409	-0.2162	-0.0528	-0.0287	-0.5465	0.0676	1.461	1.0376	0.451	1.0196	A-	A+	A-
MATH	8	706382	1	C-G	2	10296	0.3511	0.3353	0.1504	0.1595	0.3491	0.0044	0.0013	0.4739	-0.3244	-0.1456	-0.045	0.4753	-0.0565	-0.0334	0.4253	0.0724	-1.359	0.9527	0.161	1.007	A-	A-	A-
MATH	8	706385	1	D-S	2	10295	0.4304	0.1453	0.4279	0.1689	0.2521	0.0053	0.0005	0.4189	-0.1102	0.4194	-0.2277	-0.1845	-0.0357	-0.0288	-0.0445	0.069	2.9111	1.0886	3.1811	1.1388	A-	A-	A-
MATH	8	706376	2	A-N	1	9365	0.5169	0.5127	0.1942	0.2162	0.0686	0.0075	0.0007	0.3829	0.3858	-0.1634	-0.1569	-0.2269	-0.0703	-0.0075	-0.279	0.0678	1.601	1.0427	0.921	1.0403	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	8	709869	2	A-N	2	9397	0.5092	0.5067	0.2014	0.1826	0.1044	0.0026	0.0022	0.4008	0.4033	-0.1836	-0.1431	-0.2219	-0.0589	-0.0391	-0.2755	0.0678	-0.839	0.9776	0.481	1.0209	A+	A+	A-
MATH	8	625325	2	B-E	2	9383	0.3091	0.2442	0.1856	0.2567	0.3071	0.0058	0.0005	0.2784	0.0251	-0.236	-0.1005	0.2796	-0.0459	-0.0275	0.8741	0.0741	3.3911	1.1276	4.2513	1.2544	A+	A-	A+
MATH	8	709954	2	B-E	2	9384	0.5756	0.1478	0.572	0.1192	0.1547	0.0054	0.0008	0.4018	-0.1831	0.4048	-0.2445	-0.14	-0.0602	-0.0353	-0.5873	0.0683	-0.779	0.9794	-1.6291	0.9198	A+	A+	A+
MATH	8	706381	2	B-F	2	9386	0.3243	0.3224	0.2715	0.2037	0.1963	0.0044	0.0016	0.3294	0.3317	-0.0592	-0.1469	-0.1596	-0.0651	-0.0451	0.7949	0.0732	5.0412	1.1876	5.3213	1.3105	A+	A-	A-
MATH	8	713671	2	B-F	1	9381	0.4019	0.1928	0.3992	0.2734	0.1279	0.0051	0.0015	0.2579	-0.1557	0.2616	-0.0446	-0.1206	-0.0687	-0.0414	0.3323	0.0696	5.3812	1.1704	5.2612	1.2478	A+	A+	A+
MATH	8	713679	2	C-G	2	9400	0.5569	0.1488	0.1502	0.5544	0.1421	0.0033	0.0013	0.4634	-0.2339	-0.1869	0.4651	-0.221	-0.047	-0.0362	-0.5752	0.0682	-0.629	0.9832	-0.589	0.9703	A-	A-	A-
MATH	8	503519	2	D-S	2	9386	0.6098	0.0628	0.081	0.6062	0.244	0.0038	0.0022	0.4021	-0.2156	-0.2142	0.4067	-0.1892	-0.067	-0.0547	-0.825	0.0692	0.731	1.0196	1.4411	1.0826	A-	A-	A-
MATH	8	566690	3	A-N	1	9413	0.2415	0.1109	0.2405	0.3948	0.2498	0.0031	0.0008	0.0981	-0.2001	0.0995	0.1497	-0.1152	-0.0363	-0.0339	1.2481	0.0798	8.6414	1.4218	9.902	1.9696	A+	A+	A+
MATH	8	653198	3	B-E	1	9411	0.3144	0.4111	0.1239	0.1477	0.3131	0.0025	0.0016	0.3139	0.0386	-0.2728	-0.2026	0.3151	-0.0347	-0.0405	0.8479	0.0744	2.2111	1.0832	4.1312	1.2496	A+	A+	A+
MATH	8	656004	3	B-E	2	9396	0.4162	0.4139	0.162	0.3018	0.1166	0.0054	0.0003	0.2824	0.2847	-0.2048	-0.0006	-0.1867	-0.0565	-0.0262	0.2117	0.0692	6.2412	1.1962	5.4112	1.2471	A+	A+	A+
MATH	8	711403	3	B-E	2	9400	0.5059	0.151	0.1868	0.5032	0.1538	0.0051	0.0002	0.4304	-0.1727	-0.2143	0.4307	-0.1869	-0.0327	-0.0157	-0.2973	0.0677	-1.709	0.955	-0.489	0.9788	A+	A-	A+
MATH	8	711408	3	B-F	1	9398	0.5281	0.1292	0.1593	0.5252	0.1808	0.0043	0.0012	0.4097	-0.1856	-0.1882	0.4126	-0.1812	-0.0606	-0.0353	-0.3799	0.0677	1.161	1.0305	0.321	1.0134	A+	A-	A-
MATH	8	706383	3	C-G	2	9416	0.3076	0.3734	0.3065	0.0653	0.2512	0.0025	0.0011	0.4445	-0.2816	0.4455	-0.1435	-0.0692	-0.0604	-0.0192	0.8512	0.0744	-0.399	0.9848	1.0611	1.0601	A-	A-	A-
MATH	8	713420	3	C-G	1	9412	0.4245	0.4228	0.2134	0.1926	0.1672	0.0024	0.0016	0.3148	0.3168	-0.1365	-0.1408	-0.1109	-0.0443	-0.0359	0.2351	0.0693	3.8111	1.1178	3.7512	1.1683	A-	A-	A-
MATH	8	618010	3	D-S	1	9410	0.6051	0.1292	0.1906	0.6025	0.0734	0.003	0.0013	0.4431	-0.21	-0.2109	0.4439	-0.2353	-0.0288	-0.028	-0.7255	0.0683	-2.6391	0.9318	-2.4991	0.8776	A-	A-	A-
MATH	8	709946	4	A-N	2	9401	0.3543	0.1565	0.1744	0.3525	0.3115	0.0036	0.0015	0.3069	-0.2012	-0.2218	0.3094	0.0323	-0.0673	-0.0381	0.4844	0.0713	4.4312	1.1533	5.2313	1.2716	A+	A-	A-
MATH	8	711398	4	B-E	2	9407	0.5369	0.2673	0.1385	0.5346	0.0551	0.0037	0.0007	0.4377	-0.1873	-0.2484	0.4397	-0.2042	-0.0498	-0.0348	-0.4599	0.0677	-0.169	0.9953	-0.499	0.9774	A-	A-	A-
MATH	8	711405	4	B-E	2	9393	0.4541	0.2726	0.4514	0.1614	0.1087	0.0035	0.0024	0.3847	-0.0909	0.3872	-0.1878	-0.2483	-0.0641	-0.0409	-0.0073	0.0684	1.731	1.0494	0.751	1.0308	A-	A-	A+
MATH	8	488715	4	B-F	2	9385	0.4323	0.207	0.1851	0.1718	0.4294	0.0058	0.001	0.3823	-0.08	-0.1899	-0.2105	0.3836	-0.0465	-0.0251	0.2037	0.0693	1.7111	1.052	2.0611	1.0906	A+	A+	A-
MATH	8	713419	4	B-F	2	9391	0.7185	0.0552	0.0637	0.1609	0.714	0.0052	0.001	0.4514	-0.2213	-0.2455	-0.2455	0.4515	-0.0353	-0.026	-1.3619	0.0724	-4.2291	0.8745	-3.1392	0.7926	A+	A-	A-
MATH	8	618007	4	C-G	2	9408	0.192	0.221	0.2089	0.3746	0.1911	0.0032	0.0012	0.0018	-0.1029	-0.0761	0.1574	0.0037	-0.0542	-0.0288	1.624	0.087	8.0715	1.475	9.8922	2.1847	A-	A-	A-
MATH	8	715823	4	D-S	2	9402	0.4184	0.4163	0.2707	0.1714	0.1365	0.0033	0.0017	0.4015	0.4031	-0.0601	-0.2575	-0.2061	-0.0461	-0.0396	0.256	0.0696	-1.519	0.954	-1.019	0.9555	A-	A-	A-
MATH	8	715827	4	D-S	2	9402	0.4923	0.1175	0.4899	0.183	0.2047	0.0038	0.0012	0.4909	-0.2385	0.4927	-0.2147	-0.203	-0.0528	-0.0394	-0.222	0.0678	-1.239	0.9668	-0.939	0.9607	A-	A-	A-
MATH	8	709937	5	A-N	1	9328	0.6368	0.1203	0.1029	0.6323	0.1374	0.0069	0.0001	0.5442	-0.1988	-0.2305	0.5454	-0.358	-0.0589	-0.0115	-0.9962	0.0701	-6.8392	0.8181	-4.8693	0.7379	A+	A-	A-
MATH	8	706378	5	B-E	2	9349	0.4512	0.449	0.2905	0.1407	0.115	0.003	0.0018	0.3074	0.3096	0.0145	-0.2723	-0.1935	-0.0606	-0.0195	0.0331	0.0683	3.9511	1.1155	3.4211	1.1452	A-	A-	A+
MATH	8	711406	5	B-E	2	9335	0.3808	0.2823	0.3784	0.1771	0.1558	0.0043	0.002	0.3495	-0.0783	0.3523	-0.1718	-0.1758	-0.0656	-0.0442	0.3875	0.07	2.2611	1.071	2.8411	1.1295	A-	A+	A-
MATH	8	621937	5	B-F	2	9334	0.4256	0.1957	0.4229	0.2161	0.1589	0.006	0.0004	0.2985	-0.0083	0.3013	-0.164	-0.199	-0.065	-0.0149	0.1181	0.0686	3.1611	1.0934	2.2911	1.0966	A+	A-	A+
MATH	8	713672	5	B-F	1	9350	0.5769	0.2	0.1137	0.1074	0.5742	0.0035	0.0012	0.3833	-0.1065	-0.222	-0.2357	0.3865	-0.0656	-0.0339	-0.6559	0.0684	0.581	1.0152	0.771	1.0374	A+	A-	A-
MATH	8	502451	5	C-G	2	9337	0.395	0.2875	0.1789	0.3926	0.1349	0.0045	0.0016	0.3111	-0.0318	-0.205	0.3142	-0.1595	-0.0691	-0.0339	0.2348	0.0691	4.8111	1.1489	4.1612	1.1842	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	8	715819	5	C-G	1	9342	0.5233	0.1563	0.1984	0.1193	0.5204	0.0038	0.0017	0.5614	-0.3165	-0.2152	-0.2321	0.5634	-0.0635	-0.0373	-0.3581	0.0678	-7.1992	0.8198	-4.1392	0.8313	A+	A-	A-
MATH	8	713424	5	D-S	1	9350	0.5414	0.5389	0.0724	0.3356	0.0484	0.0039	0.0007	0.1742	0.1775	-0.2446	0.054	-0.217	-0.0538	-0.0247	-0.4891	0.068	8.7913	1.2514	9.9015	1.5402	A+	A-	A-
MATH	8	662573	6	A-N	1	9363	0.309	0.3021	0.3202	0.3069	0.0642	0.0059	0.0006	0.403	0.0098	-0.3102	0.4039	-0.1708	-0.0523	-0.0067	0.7954	0.0741	1.121	1.0413	1.6511	1.0918	A+	A-	A+
MATH	8	709948	6	A-N	1	9364	0.4818	0.0982	0.4787	0.2568	0.1598	0.0059	0.0005	0.4332	-0.2528	0.434	-0.099	-0.2584	-0.0413	-0.0194	-0.1769	0.0674	-1.459	0.9614	-1.3991	0.9451	A-	A-	A+
MATH	8	569259	6	B-E	2	9376	0.1942	0.1074	0.1555	0.5387	0.1932	0.0034	0.0018	-0.0545	-0.2692	-0.236	0.39	-0.0518	-0.0604	-0.0374	1.6135	0.0873	7.5714	1.4492	9.9022	2.1868	A-	A-	A-
MATH	8	711404	6	B-E	2	9384	0.4728	0.4708	0.1456	0.1909	0.1884	0.0031	0.0013	0.5326	0.5342	-0.2626	-0.244	-0.189	-0.054	-0.0341	-0.1072	0.0676	-6.2192	0.841	-5.2292	0.8074	A-	A-	A-
MATH	8	713670	6	B-F	2	9383	0.4636	0.4615	0.1788	0.1618	0.1934	0.0033	0.0012	0.4925	0.4941	-0.1863	-0.2678	-0.1828	-0.0544	-0.0294	-0.0611	0.0678	-3.4091	0.9093	-2.5591	0.902	A-	A-	A-
MATH	8	625330	6	C-G	2	9377	0.4729	0.3288	0.0851	0.1106	0.4705	0.0036	0.0015	0.2823	-0.0191	-0.2265	-0.2109	0.2844	-0.047	-0.0222	-0.1241	0.0676	5.1711	1.1453	5.0512	1.2122	A+	A+	A+
MATH	8	715817	6	C-G	2	9383	0.3634	0.3734	0.166	0.3618	0.0943	0.0027	0.0018	0.0972	0.2182	-0.2616	0.0999	-0.1782	-0.0534	-0.0321	0.3845	0.0702	9.9014	1.433	9.9016	1.5975	A-	A-	A-
MATH	8	713425	6	D-S	2	9389	0.4481	0.0753	0.4464	0.3786	0.0959	0.0032	0.0006	0.242	-0.2009	0.2441	-0.0017	-0.218	-0.0478	-0.025	0.0366	0.0681	5.8412	1.1728	5.6112	1.2393	A-	A-	A-
MATH	8	709936	7	A-N	2	9373	0.5595	0.1387	0.1585	0.1399	0.5551	0.0066	0.0013	0.4582	-0.2644	-0.1575	-0.215	0.4588	-0.0425	-0.0308	-0.5072	0.0682	-2.7791	0.9291	-1.2391	0.9374	A+	A-	A-
MATH	8	658633	7	B-E	2	9379	0.3836	0.3809	0.2289	0.2575	0.1255	0.0068	0.0004	0.2144	0.2162	0.0733	-0.1915	-0.1452	-0.0488	0.0041	0.3421	0.0701	8.3013	1.2802	8.7515	1.4529	A-	A+	A+
MATH	8	706379	7	B-E	2	9397	0.5457	0.137	0.164	0.5428	0.1509	0.0037	0.0016	0.4689	-0.2158	-0.2463	0.4713	-0.1801	-0.0563	-0.0371	-0.5061	0.0682	-1.9991	0.9485	-1.1991	0.9395	A+	A-	A-
MATH	8	710034	7	B-E	2	9391	0.3999	0.1943	0.3975	0.2136	0.1886	0.004	0.0019	0.3008	-0.0998	0.303	-0.1774	-0.0799	-0.0432	-0.0475	0.2936	0.0698	5.7212	1.185	5.1112	1.2477	A+	A+	A+
MATH	8	617999	7	B-F	2	9395	0.1919	0.2178	0.1909	0.3154	0.2704	0.0042	0.0013	0.045	-0.1331	0.0477	0.0634	0.0282	-0.0677	-0.0396	1.6349	0.0859	3.9412	1.2105	6.7717	1.7145	A-	A+	A+
MATH	8	618647	7	C-G	2	9406	0.2603	0.2465	0.2591	0.3444	0.1455	0.0032	0.0012	0.091	-0.1152	0.0933	0.1661	-0.1869	-0.0576	-0.0292	1.0919	0.0772	7.6113	1.3406	9.2717	1.7193	A-	A-	A+
MATH	8	713421	7	C-G	2	9395	0.4638	0.1697	0.2255	0.4612	0.1381	0.004	0.0015	0.4554	-0.2337	-0.1664	0.4579	-0.1896	-0.0655	-0.0377	-0.0504	0.0684	-0.299	0.9914	-0.869	0.9613	A-	A+	A+
MATH	8	715821	7	D-S	1	9389	0.5281	0.0755	0.3198	0.0738	0.5248	0.0036	0.0025	0.4413	-0.2557	-0.1823	-0.2434	0.444	-0.0612	-0.0369	-0.3888	0.068	-0.789	0.9791	-0.469	0.9769	A+	A-	A-
MATH	8	709872	8	A-N	1	9416	0.5948	0.196	0.5921	0.0927	0.1146	0.0038	0.0008	0.419	-0.1169	0.4227	-0.2102	-0.2981	-0.0729	-0.0323	-0.7525	0.0684	-2.2591	0.9419	-0.259	0.9853	A+	A-	A+
MATH	8	709939	8	B-E	2	9425	0.6161	0.6138	0.1193	0.1928	0.0703	0.0024	0.0013	0.4535	0.4553	-0.0934	-0.3542	-0.1884	-0.0507	-0.0266	-0.8455	0.0689	-3.1791	0.9175	-1.6991	0.9081	A-	A+	A+
MATH	8	709953	8	B-E	2	9406	0.5144	0.5114	0.1292	0.2373	0.1164	0.0045	0.0012	0.4119	0.4138	-0.2988	-0.127	-0.1501	-0.0548	-0.0229	-0.3319	0.0675	-0.029	0.999	-0.119	0.9944	A-	A-	A-
MATH	8	711402	8	B-E	2	9396	0.417	0.205	0.4142	0.2099	0.1642	0.0048	0.002	0.4	-0.1394	0.4024	-0.1512	-0.2002	-0.0591	-0.0476	0.2029	0.0687	-0.499	0.9854	-0.119	0.9944	A+	A-	A+
MATH	8	618004	8	B-F	2	9388	0.5228	0.1332	0.166	0.5188	0.1744	0.0072	0.0004	0.4366	-0.2197	-0.1735	0.437	-0.1983	-0.042	-0.0155	-0.4201	0.0675	0.241	1.006	0.711	1.0315	A+	A+	A+
MATH	8	651111	8	B-F	2	9412	0.2942	0.3264	0.2001	0.2927	0.1757	0.0039	0.0012	0.1798	0.0769	-0.1406	0.1821	-0.1519	-0.0658	-0.0201	0.8051	0.0733	7.4813	1.2889	8.7415	1.5358	A+	A+	A+
MATH	8	713681	8	C-G	2	9410	0.2498	0.1315	0.2222	0.2485	0.3925	0.0034	0.0019	0.064	-0.2041	-0.1819	0.0666	0.2474	-0.057	-0.0388	1.194	0.0782	9.4514	1.4447	9.9019	1.8652	A+	A-	A-
MATH	8	625331	8	D-S	2	9379	0.4679	0.1496	0.1982	0.1798	0.4638	0.0079	0.0006	0.476	-0.1733	-0.2335	-0.2028	0.4765	-0.0478	-0.0233	-0.0254	0.0679	-2.6691	0.9287	-2.5591	0.8989	A-	A-	A-
MATH	8	709871	9	A-N	1	9372	0.5723	0.144	0.1117	0.5671	0.168	0.0088	0.0004	0.4684	-0.204	-0.1894	0.4666	-0.2594	-0.0305	-0.0023	-0.6414	0.0681	-2.2391	0.9421	-2.5091	0.8918	A+	A+	A+
MATH	8	709941	9	B-E	2	9410	0.6367	0.1299	0.6334	0.1761	0.0554	0.0042	0.001	0.4497	-0.2735	0.4519	-0.1967	-0.2024	-0.056	-0.0314	-0.9651	0.0694	-2.2991	0.9382	-2.5691	0.8699	A-	A-	A-
MATH	8	711523	9	B-E	2	9373	0.4812	0.1501	0.1721	0.4768	0.1919	0.0086	0.0005	0.4684	-0.1986	-0.2401	0.4703	-0.1694	-0.068	-0.0171	-0.1815	0.068	-1.799	0.9511	-1.229	0.9524	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	8	621931	9	B-F	2	9413	0.4234	0.159	0.2133	0.4213	0.2015	0.0036	0.0013	0.3428	-0.1571	-0.1302	0.345	-0.1372	-0.0543	-0.0354	0.1161	0.0689	3.5711	1.1083	3.4111	1.1424	A+	A-	A-
MATH	8	711524	9	B-F	2	9381	0.3032	0.3007	0.1832	0.2485	0.2593	0.0068	0.0015	0.067	0.0706	-0.1739	-0.0764	0.1688	-0.062	-0.0265	0.816	0.0742	9.7514	1.4002	8.8816	1.5821	A+	A+	A+
MATH	8	503517	9	C-G	2	9395	0.3239	0.2714	0.3217	0.2152	0.1849	0.0055	0.0013	0.3478	-0.1176	0.3501	-0.1901	-0.0684	-0.0778	-0.0229	0.6472	0.0725	3.1911	1.1135	5.0413	1.2774	A-	A-	A-
MATH	8	574947	9	D-S	2	9397	0.2511	0.2998	0.0706	0.3735	0.2495	0.0048	0.0018	0.4588	-0.2093	-0.1652	-0.1172	0.4586	-0.0513	-0.0003	1.1654	0.0787	-0.379	0.9836	3.0612	1.2241	A-	A-	A-
MATH	8	715820	9	D-S	2	9402	0.5623	0.5589	0.2457	0.1153	0.074	0.005	0.0011	0.4228	0.4263	-0.1476	-0.2513	-0.2364	-0.0739	-0.0242	-0.5492	0.0679	-1.249	0.9674	-1.089	0.9536	A-	A+	A-
SCIENCE	4	408838	0	A	2	89130	0.333	0.3573	0.3304	0.0989	0.2056	0.0058	0.002	0.264	0.0197	0.2674	-0.2871	-0.1022	-0.0799	-0.0481	1.6871	0.0281	8.1211	1.097	9.9012	1.1908	A+	A+	A+
SCIENCE	4	409030	0	A	2	89333	0.5739	0.0794	0.2734	0.5707	0.071	0.0047	0.0009	0.3765	-0.2746	-0.1106	0.3792	-0.2303	-0.0616	-0.0273	0.2661	0.0285	9.9011	1.1424	9.0812	1.1891	A+	A-	A+
SCIENCE	4	411198	0	A	2	89320	0.5472	0.5441	0.0579	0.169	0.2233	0.0036	0.0022	0.3592	0.3627	-0.2736	-0.1708	-0.1124	-0.0624	-0.0473	0.9568	0.0273	6.9611	1.0744	5.7311	1.0852	A-	A+	A+
SCIENCE	4	494808	0	A	2	89397	0.5051	0.0751	0.1179	0.5026	0.2994	0.0033	0.0016	0.3288	-0.2066	-0.0939	0.3314	-0.1664	-0.0537	-0.0416	1.0342	0.0273	9.9011	1.121	9.9012	1.1588	A+	A+	A+
SCIENCE	4	496499	0	A	2	89452	0.3709	0.3693	0.0631	0.1504	0.4129	0.0026	0.0017	0.4374	0.4381	-0.2128	-0.2407	-0.1421	-0.0505	-0.0268	1.5431	0.0278	-6.6391	0.928	-1.039	0.9831	A-	A+	A-
SCIENCE	4	565987	0	A	2	89250	0.5373	0.1017	0.5338	0.2189	0.1391	0.0048	0.0017	0.4328	-0.1813	0.436	-0.2069	-0.2031	-0.0755	-0.0396	0.6049	0.0277	3.901	1.0432	3.8211	1.0633	A+	A-	A-
SCIENCE	4	574816	0	A	2	89217	0.5886	0.5846	0.1053	0.1926	0.1107	0.0051	0.0018	0.4629	0.4657	-0.3083	-0.1485	-0.2225	-0.071	-0.0341	0.4603	0.028	-0.039	0.9995	-0.949	0.9833	A-	A+	A+
SCIENCE	4	574826	0	A	2	89274	0.4408	0.068	0.0658	0.438	0.4219	0.0044	0.0019	0.4525	-0.2652	-0.2508	0.4544	-0.1828	-0.0642	-0.0461	1.1115	0.0273	-3.399	0.965	-1.889	0.9731	A-	A-	A-
SCIENCE	4	574828	0	A	2	89111	0.6367	0.0902	0.1796	0.0905	0.6316	0.0057	0.0024	0.552	-0.2406	-0.302	-0.2613	0.5546	-0.0792	-0.0362	0.1001	0.0291	-4.4291	0.9442	-6.3691	0.8675	A+	A-	A+
SCIENCE	4	574831	0	A	2	89292	0.6458	0.1099	0.116	0.1261	0.6419	0.0041	0.0019	0.5661	-0.237	-0.2842	-0.3051	0.5682	-0.0657	-0.0405	0.2857	0.0284	-9.8992	0.8489	-9.8992	0.7759	A-	A+	A+
SCIENCE	4	574876	0	A	2	89246	0.6946	0.1014	0.1113	0.69	0.0907	0.0045	0.0021	0.549	-0.2864	-0.2886	0.5516	-0.2486	-0.0633	-0.0495	-0.0099	0.0295	-9.4591	0.8781	-9.8992	0.782	A-	A-	A+
SCIENCE	4	617344	0	A	2	89155	0.5957	0.5912	0.1231	0.1292	0.1489	0.0048	0.0027	0.5096	0.5118	-0.2535	-0.2647	-0.2045	-0.0646	-0.0432	0.7095	0.0275	-9.8991	0.8887	-9.7591	0.8559	A-	A+	A+
SCIENCE	4	620943	0	A	2	89307	0.5378	0.0986	0.2451	0.1158	0.5347	0.0048	0.0011	0.4062	-0.2696	-0.0776	-0.2643	0.4087	-0.0666	-0.0286	0.9295	0.0273	2.831	1.0298	2.731	1.0402	A+	A+	A+
SCIENCE	4	620952	0	A	2	89484	0.7805	0.0422	0.0866	0.7775	0.0898	0.0027	0.0012	0.4755	-0.2512	-0.2154	0.4781	-0.293	-0.0503	-0.0396	-0.2536	0.0308	-9.8992	0.7956	-9.8993	0.7286	A-	A-	A-
SCIENCE	4	622821	0	A	2	89358	0.5115	0.202	0.0931	0.5088	0.1908	0.0034	0.0019	0.4248	-0.1165	-0.2367	0.427	-0.2361	-0.0557	-0.0431	1.1099	0.0273	2.051	1.0215	2.601	1.0377	A-	A+	A+
SCIENCE	4	653788	0	A	2	89472	0.4115	0.1493	0.4098	0.2288	0.2081	0.0032	0.0008	0.287	-0.1459	0.2887	-0.0985	-0.1109	-0.0482	-0.0296	1.5771	0.0279	9.9012	1.1717	9.9013	1.257	A-	A+	A+
SCIENCE	4	657819	0	A	2	89375	0.5041	0.5015	0.1615	0.1856	0.1463	0.0039	0.0012	0.4206	0.4226	-0.2439	-0.1597	-0.1537	-0.0659	-0.0276	1.0171	0.0273	1.861	1.0194	1.931	1.0279	A-	A+	A+
SCIENCE	4	657820	0	A	2	89161	0.5783	0.5739	0.1426	0.1759	0.1	0.0057	0.0018	0.4524	0.4555	-0.2181	-0.2398	-0.1685	-0.0738	-0.0366	0.7115	0.0275	-4.8891	0.9484	-5.3391	0.9193	A-	A-	A-
SCIENCE	4	657825	0	A	2	89299	0.5139	0.5108	0.1653	0.2036	0.1143	0.0047	0.0013	0.3842	0.3871	-0.189	-0.1456	-0.1849	-0.0702	-0.0283	0.9062	0.0273	4.661	1.0495	3.4811	1.0516	A-	A+	A+
SCIENCE	4	657990	0	A	2	89381	0.6487	0.1212	0.1435	0.0848	0.6454	0.0035	0.0015	0.5237	-0.2721	-0.2226	-0.2862	0.5254	-0.0609	-0.0295	0.5584	0.0277	-9.8991	0.8597	-9.8992	0.8179	A+	A+	A+
SCIENCE	4	498446	0	B	2	89264	0.6374	0.0777	0.6333	0.1291	0.1536	0.0051	0.0013	0.4375	-0.2378	0.4413	-0.2153	-0.1948	-0.0705	-0.0448	0.333	0.0283	-1.149	0.9865	-0.289	0.9944	A-	A+	A-
SCIENCE	4	498448	0	B	3	89240	0.5633	0.1257	0.153	0.1552	0.5595	0.0042	0.0024	0.5701	-0.2575	-0.2693	-0.2633	0.5714	-0.0627	-0.0404	0.7797	0.0274	-9.8992	0.8415	-9.8992	0.8042	A-	A+	A+
SCIENCE	4	617586	0	B	2	89399	0.4299	0.1527	0.2137	0.4278	0.2009	0.0036	0.0013	0.3198	-0.2331	-0.0938	0.3219	-0.0811	-0.0552	-0.0329	1.4852	0.0277	9.9011	1.1229	9.9012	1.1834	A-	A+	A+
SCIENCE	4	618935	0	B	2	89189	0.4427	0.2301	0.145	0.4395	0.1782	0.0055	0.0017	0.3735	-0.0886	-0.2544	0.3767	-0.1374	-0.0792	-0.0399	1.371	0.0275	6.5511	1.0718	7.1211	1.1114	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
SCIENCE	4	622352	0	B	2	89390	0.7049	0.0645	0.0826	0.7014	0.1465	0.0042	0.0008	0.507	-0.2967	-0.2913	0.5091	-0.2126	-0.06	-0.0316	0.0395	0.0293	-9.8991	0.8726	-8.0792	0.828	A-	A-	A-
SCIENCE	4	657827	0	B	2	89473	0.7499	0.7469	0.0846	0.0796	0.0849	0.0026	0.0014	0.4492	0.4513	-0.2293	-0.2652	-0.2043	-0.0464	-0.0347	0.1873	0.0287	-9.8992	0.8461	-9.8992	0.7766	A-	A+	A-
SCIENCE	4	579555	0	C	2	89412	0.7205	0.0756	0.098	0.717	0.1046	0.0033	0.0014	0.5207	-0.2755	-0.2763	0.5231	-0.2477	-0.0536	-0.0461	0.0121	0.0294	-9.8992	0.8321	-9.8993	0.7481	A-	A+	A+
SCIENCE	4	579557	0	C	2	89314	0.6789	0.0706	0.0874	0.6749	0.1613	0.0043	0.0015	0.5224	-0.2537	-0.268	0.5252	-0.27	-0.0691	-0.039	0.015	0.0294	-7.3491	0.9053	-7.5992	0.8352	A-	A-	A-
SCIENCE	4	624015	0	C	2	89497	0.5257	0.2854	0.0971	0.09	0.5237	0.0025	0.0013	0.4415	-0.2477	-0.1615	-0.2019	0.4431	-0.0511	-0.0352	1.2726	0.0274	1.221	1.0129	2.761	1.0409	A-	A+	A-
SCIENCE	4	661168	0	C	2	89436	0.3553	0.3075	0.3537	0.1961	0.1382	0.0032	0.0013	0.3466	-0.176	0.3481	-0.1238	-0.0915	-0.0558	-0.0374	1.561	0.0278	2.431	1.0274	3.3711	1.0561	A+	A-	A-
SCIENCE	4	661174	0	C	2	89391	0.8416	0.0479	0.0542	0.0555	0.8374	0.0033	0.0016	0.5099	-0.2705	-0.2762	-0.2788	0.512	-0.0571	-0.0366	-0.6246	0.0332	-9.8993	0.6749	-9.8995	0.5075	B+	A-	A+
SCIENCE	4	661271	0	C	2	89349	0.5011	0.2688	0.4984	0.1657	0.0616	0.0043	0.0012	0.2848	-0.0567	0.288	-0.1624	-0.2209	-0.0639	-0.0343	1.0734	0.0273	9.9012	1.1659	9.9012	1.2323	A-	A-	A-
SCIENCE	4	411450	0	D	2	89246	0.4994	0.1167	0.1285	0.2521	0.4961	0.0046	0.002	0.3958	-0.2632	-0.2829	-0.0317	0.3985	-0.0663	-0.0407	1.0897	0.0273	3.381	1.0356	5.2411	1.0769	A+	A+	A+
SCIENCE	4	479245	0	D	2	89151	0.4325	0.305	0.4292	0.1413	0.117	0.0053	0.0023	0.3429	-0.0017	0.3463	-0.2256	-0.263	-0.0736	-0.0451	1.4376	0.0276	9.6811	1.1086	9.9012	1.189	A+	A+	A+
SCIENCE	4	566169	0	D	2	89175	0.4242	0.1007	0.4211	0.1488	0.3221	0.0053	0.0021	0.3534	-0.2116	0.3563	-0.2386	-0.0435	-0.0671	-0.0481	1.4427	0.0276	8.0211	1.0896	8.9311	1.145	A-	A+	A+
SCIENCE	4	660577	0	D	2	89524	0.8407	0.0316	0.8377	0.0408	0.0864	0.0024	0.0011	0.3935	-0.2097	0.3972	-0.1918	-0.2423	-0.049	-0.041	-0.9798	0.0364	-3.3391	0.9272	-3.2491	0.8698	A-	A+	A+
SCIENCE	4	661185	0	D	2	89296	0.4586	0.2286	0.4559	0.2308	0.0786	0.0041	0.002	0.3759	-0.1331	0.3785	-0.1612	-0.2182	-0.0623	-0.045	1.4302	0.0276	7.7011	1.0856	7.1911	1.1151	A-	A+	A-
SCIENCE	4	663514	0	D	2	89323	0.7343	0.7301	0.0633	0.1347	0.0661	0.0037	0.002	0.4665	0.4689	-0.2579	-0.2266	-0.2541	-0.0512	-0.038	0.1778	0.0288	-9.8992	0.8386	-9.8992	0.7733	A-	A-	A-
SCIENCE	4	620971	1	A	2	15306	0.5356	0.1345	0.526	0.2169	0.1046	0.0175	0.0006	0.3368	-0.1614	0.338	-0.1079	-0.2005	-0.0553	-0.0278	0.7645	0.0672	2.0611	1.0546	2.8311	1.1076	A-	A-	A-
SCIENCE	4	622356	1	A	3	15479	0.632	0.1127	0.0982	0.1547	0.6276	0.0053	0.0016	0.445	-0.3204	-0.223	-0.1188	0.4476	-0.0647	-0.0268	0.2636	0.0692	-1.699	0.9517	-0.939	0.9562	A-	A-	A-
SCIENCE	4	622825	1	A	3	15434	0.423	0.194	0.1354	0.4188	0.2419	0.0082	0.0016	0.3911	-0.1627	-0.2629	0.3935	-0.075	-0.0707	-0.0333	1.2991	0.0677	-0.739	0.9801	0.251	1.0092	A-	A-	A-
SCIENCE	4	496513	1	B	2	15432	0.5506	0.1329	0.1202	0.5451	0.1918	0.0083	0.0017	0.3821	-0.1561	-0.161	0.3851	-0.2011	-0.0615	-0.0404	0.6699	0.0674	0.371	1.0097	-0.369	0.9854	A+	A-	A-
SCIENCE	4	617430	1	B	2	15476	0.6909	0.0953	0.1205	0.686	0.0911	0.006	0.0011	0.5239	-0.2896	-0.2891	0.5271	-0.2038	-0.0745	-0.0334	-0.0231	0.0715	-4.7091	0.858	-4.5192	0.7692	A-	A-	A+
SCIENCE	4	623840	1	C	3	15432	0.4828	0.1964	0.1692	0.478	0.1465	0.0078	0.0022	0.3352	-0.1843	-0.1579	0.339	-0.0816	-0.0753	-0.0315	0.9625	0.0671	3.9711	1.1063	4.1412	1.1556	A+	A-	A+
SCIENCE	4	623203	1	D	2	15352	0.2559	0.2643	0.252	0.2631	0.2055	0.0149	0.0002	0.1409	-0.093	0.1444	0.0321	-0.0669	-0.0704	-0.0198	2.1494	0.0745	6.4713	1.2509	8.0016	1.5644	A-	A-	A-
SCIENCE	4	623839	1	D	2	15427	0.61	0.0951	0.2038	0.0872	0.6037	0.0091	0.0012	0.3351	-0.1962	-0.0443	-0.2948	0.339	-0.0668	-0.0265	0.3102	0.0689	3.4311	1.1001	3.3812	1.1604	A+	A-	A-
SCIENCE	4	617348	2	A	2	14741	0.4282	0.1045	0.1946	0.2678	0.4245	0.0065	0.0021	0.3168	-0.2252	-0.1259	-0.0725	0.3197	-0.0687	-0.0369	1.4202	0.0668	4.5611	1.1194	4.0612	1.1517	A+	A-	A-
SCIENCE	4	620946	2	A	2	14645	0.6628	0.6529	0.1331	0.132	0.067	0.0142	0.0008	0.4896	0.4907	-0.2032	-0.2665	-0.2605	-0.0683	-0.0394	0.2159	0.0702	-3.4991	0.897	-3.4592	0.839	A-	A-	A-
SCIENCE	4	620951	2	A	3	14700	0.5254	0.1468	0.5194	0.1941	0.1283	0.0101	0.0012	0.4338	-0.18	0.4366	-0.1867	-0.2141	-0.0803	-0.0281	0.9253	0.0665	-2.4991	0.9391	-2.0291	0.9316	A+	A-	A+
SCIENCE	4	620984	2	A	2	14603	0.6162	0.1168	0.6052	0.1119	0.1484	0.0174	0.0005	0.4395	-0.2118	0.4385	-0.2355	-0.1807	-0.056	-0.0254	0.5064	0.0681	-1.9591	0.9472	-2.3591	0.9054	A-	A-	A-
SCIENCE	4	622360	2	B	1	14739	0.366	0.134	0.1252	0.3694	0.3628	0.0066	0.0021	0.2447	-0.1491	-0.1941	0.0069	0.2481	-0.0722	-0.0388	1.73	0.0683	4.1011	1.1165	4.1512	1.1817	A-	A-	A-
SCIENCE	4	623820	2	B	2	14776	0.4434	0.1946	0.2468	0.4407	0.1117	0.0046	0.0015	0.2547	-0.1084	-0.0742	0.2583	-0.1494	-0.0659	-0.0454	1.3317	0.0666	3.1811	1.081	3.5411	1.1274	A+	A+	A-
SCIENCE	4	623210	2	D	2	14695	0.4312	0.4262	0.2606	0.1326	0.169	0.0092	0.0024	0.2168	0.2213	0.0307	-0.1468	-0.1729	-0.0656	-0.0419	1.4102	0.0668	5.6711	1.1494	5.4912	1.2075	A-	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
SCIENCE	4	624013	2	D	2	14743	0.3478	0.2501	0.3449	0.2302	0.1664	0.0074	0.001	0.0944	0.0653	0.0982	-0.0984	-0.073	-0.0615	-0.035	1.8363	0.0691	9.9013	1.3094	9.2915	1.4692	A-	A+	A-
SCIENCE	4	620939	3	A	2	14694	0.793	0.0698	0.0784	0.7867	0.057	0.0065	0.0016	0.4926	-0.2798	-0.2334	0.4974	-0.2653	-0.0826	-0.0397	-0.6177	0.0817	-3.2791	0.8584	-3.9793	0.699	A+	A-	A-
SCIENCE	4	620948	3	A	2	14664	0.4195	0.1776	0.4153	0.1609	0.2361	0.0083	0.0018	0.2523	-0.1789	0.2577	-0.1802	0.0417	-0.0903	-0.046	1.4632	0.0679	6.8812	1.1969	6.9713	1.2947	A+	A-	A-
SCIENCE	4	620949	3	A	2	14651	0.6198	0.613	0.1947	0.0632	0.1181	0.0086	0.0024	0.4658	0.4701	-0.234	-0.2762	-0.1827	-0.0821	-0.0531	0.4251	0.0689	-2.2391	0.9378	-2.4891	0.8924	A-	A-	A-
SCIENCE	4	622826	3	A	2	14583	0.4529	0.0706	0.4459	0.3242	0.1437	0.0153	0.0003	0.2956	-0.2538	0.2981	0.0336	-0.2584	-0.0649	-0.0177	1.2092	0.0672	1.9611	1.0513	2.8411	1.1052	A-	A-	A-
SCIENCE	4	578733	3	B	2	14660	0.594	0.083	0.1256	0.5879	0.1932	0.0095	0.0009	0.4004	-0.2644	-0.2327	0.406	-0.1008	-0.0959	-0.0251	0.588	0.0681	-2.0591	0.9453	-2.2491	0.9104	A-	A-	A-
SCIENCE	4	617585	3	B	2	14626	0.6534	0.6451	0.1215	0.1185	0.1022	0.012	0.0006	0.4969	0.4994	-0.2066	-0.2336	-0.285	-0.0815	-0.0294	0.2582	0.0701	-4.2891	0.8772	-4.0492	0.8133	A-	A+	A-
SCIENCE	4	623216	3	C	2	14686	0.4609	0.1676	0.2332	0.1337	0.457	0.0062	0.0024	0.4387	-0.2196	-0.1359	-0.2127	0.4411	-0.0787	-0.0344	1.2243	0.0672	-3.2291	0.9184	-2.0191	0.9283	A-	A-	A-
SCIENCE	4	623854	3	C	2	14680	0.3021	0.2866	0.2696	0.2994	0.1354	0.0076	0.0014	0.2366	-0.048	-0.0293	0.2397	-0.1952	-0.0844	-0.0266	2.0307	0.0718	4.9612	1.1698	6.7914	1.4027	A-	A+	A-
SCIENCE	4	617352	4	A	2	14722	0.5064	0.5032	0.1036	0.1655	0.2214	0.005	0.0013	0.2776	0.2805	-0.2593	-0.1404	-0.0094	-0.0587	-0.0264	1.04	0.0664	2.9011	1.0721	2.4711	1.0881	A+	A-	A-
SCIENCE	4	621088	4	A	2	14707	0.364	0.3357	0.1179	0.3613	0.1777	0.0057	0.0017	0.2532	-0.0561	-0.1564	0.2569	-0.1011	-0.0762	-0.0508	1.7087	0.0688	2.7311	1.0786	4.6912	1.2127	A-	A-	A-
SCIENCE	4	622349	4	A	2	14572	0.3146	0.1132	0.3667	0.1942	0.3094	0.0158	0.0007	0.2548	-0.239	0.0852	-0.1927	0.2565	-0.0564	-0.0228	2.0515	0.0719	3.3111	1.1123	3.8812	1.216	A-	A-	A+
SCIENCE	4	728285	4	A	3	14700	0.5056	0.1272	0.1721	0.5016	0.1912	0.0059	0.0019	0.3374	-0.1817	-0.2466	0.3424	-0.0228	-0.0871	-0.0444	1.0276	0.0664	0.101	1.0022	0.351	1.0117	A-	A-	A-
SCIENCE	4	623826	4	B	2	14707	0.3002	0.298	0.3817	0.1565	0.1565	0.0062	0.0011	0.2309	0.2335	0.0479	-0.2364	-0.103	-0.0751	-0.0257	2.0406	0.0718	2.1111	1.0701	3.1412	1.1715	A-	A-	A-
SCIENCE	4	566202	4	C	2	14629	0.6931	0.0624	0.0778	0.6843	0.1628	0.0116	0.001	0.3975	-0.2892	-0.245	0.3994	-0.1156	-0.0602	-0.0296	0.0818	0.071	-2.1091	0.9352	-0.689	0.9623	A-	A-	A-
SCIENCE	4	617338	4	C	2	14686	0.3223	0.1166	0.3195	0.2312	0.324	0.0076	0.0011	0.1641	-0.2241	0.167	-0.0796	0.0722	-0.0598	-0.0301	1.9798	0.0711	3.9211	1.1291	4.9913	1.2701	A-	A+	A+
SCIENCE	4	304989	4	D	2	14677	0.3485	0.1999	0.3452	0.2214	0.2241	0.0076	0.0018	0.2536	-0.1341	0.2576	-0.0302	-0.1135	-0.0791	-0.0502	1.8208	0.0697	3.6511	1.1112	4.7012	1.2282	B-	A-	A-
SCIENCE	4	728283	5	A	2	14719	0.4785	0.1785	0.4738	0.1793	0.1585	0.0084	0.0014	0.2527	-0.0836	0.2574	-0.1247	-0.1107	-0.0743	-0.0392	1.1414	0.0674	6.1312	1.172	5.2312	1.2009	A-	A-	A-
SCIENCE	4	728288	5	A	2	14726	0.5216	0.5167	0.2706	0.1066	0.0968	0.0078	0.0015	0.2481	0.2522	-0.0184	-0.2092	-0.1577	-0.0614	-0.0321	0.9555	0.0674	5.2911	1.1467	4.2312	1.1627	A-	A-	A-
SCIENCE	4	579549	5	B	2	14646	0.6529	0.1214	0.0878	0.1329	0.6433	0.0137	0.001	0.4838	-0.2312	-0.2685	-0.2131	0.4832	-0.0609	-0.0189	0.326	0.0696	-3.4991	0.9016	-2.7391	0.873	A+	A-	A-
SCIENCE	4	496494	5	C	2	14723	0.693	0.0771	0.1547	0.6864	0.0723	0.0077	0.0019	0.4945	-0.2886	-0.2189	0.4976	-0.2569	-0.0686	-0.0502	0.0338	0.072	-2.2791	0.9284	-1.9891	0.889	A+	A+	A+
SCIENCE	4	617353	5	C	2	14652	0.4764	0.4696	0.2185	0.1639	0.1337	0.0139	0.0005	0.3226	0.3243	-0.0498	-0.202	-0.1749	-0.0549	-0.025	1.1492	0.0674	2.6111	1.0708	2.0011	1.0736	A-	A-	A-
SCIENCE	4	254510	5	D	2	14753	0.3735	0.165	0.2987	0.3707	0.1581	0.0063	0.0013	0.3316	-0.1518	-0.0873	0.335	-0.1559	-0.0916	-0.0387	1.6384	0.0691	2.7211	1.0805	4.2912	1.1915	A-	A-	A-
SCIENCE	4	279356	5	D	2	14740	0.479	0.1987	0.1612	0.1567	0.4749	0.0057	0.0028	0.4123	-0.1025	-0.2019	-0.2299	0.4163	-0.0818	-0.0574	1.1286	0.0674	-1.759	0.9537	-0.959	0.9653	A-	A-	A-
SCIENCE	4	279360	5	D	2	14747	0.656	0.6508	0.2583	0.0382	0.0448	0.0062	0.0017	0.3951	0.3997	-0.2316	-0.2033	-0.2069	-0.0722	-0.0418	0.2959	0.0698	0.431	1.0125	0.111	1.0044	A+	A-	A-
SCIENCE	4	620938	6	A	2	14756	0.3975	0.394	0.2681	0.1826	0.1464	0.0079	0.001	0.2131	0.2165	0.0275	-0.1852	-0.1126	-0.0634	-0.0318	1.6062	0.0682	4.8811	1.1381	4.1212	1.1744	A-	A-	A+
SCIENCE	4	622836	6	A	2	14765	0.403	0.21	0.1155	0.2666	0.3997	0.0061	0.0021	0.2495	-0.0252	-0.2328	-0.0713	0.2538	-0.0757	-0.0478	1.5469	0.0679	3.6511	1.1009	3.9012	1.1597	A-	A-	A-
SCIENCE	4	498444	6	B	2	14752	0.6933	0.6869	0.1536	0.0569	0.0934	0.0066	0.0025	0.4131	0.4188	-0.235	-0.2336	-0.1607	-0.0806	-0.0413	0.0589	0.0723	-1.5391	0.9495	-1.8691	0.9013	A-	A-	A-
SCIENCE	4	580787	6	B	2	14778	0.7045	0.0851	0.6993	0.1051	0.1031	0.0057	0.0017	0.469	-0.273	0.4735	-0.2257	-0.2112	-0.0693	-0.0561	-0.0246	0.0732	-4.3791	0.8568	-3.2892	0.8224	A+	A-	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
SCIENCE	4	728295	6	C	2	14723	0.2145	0.2944	0.1575	0.3249	0.2121	0.0097	0.0014	0.1739	-0.0311	-0.1233	-0.0088	0.1769	-0.0841	-0.0237	2.6444	0.0793	2.9911	1.1302	6.9116	1.62	B-	A-	A-
SCIENCE	4	252915	6	D	2	14724	0.3707	0.2243	0.155	0.2431	0.3666	0.0093	0.0017	0.3145	-0.081	-0.1549	-0.1266	0.3179	-0.0795	-0.0347	1.7112	0.0687	1.9411	1.0548	3.6812	1.1644	A+	A-	A-
SCIENCE	4	279561	6	D	2	14676	0.3143	0.3098	0.1577	0.3708	0.1474	0.0136	0.0007	0.1086	0.1147	-0.1602	0.1586	-0.1696	-0.0871	-0.0387	1.9774	0.0707	5.0212	1.1604	5.1213	1.2776	A-	A+	A+
SCIENCE	4	623870	6	D	2	14650	0.4502	0.443	0.1623	0.098	0.2807	0.0152	0.0008	0.2651	0.269	-0.1124	-0.2076	-0.0478	-0.0661	-0.0324	1.3217	0.0672	5.3511	1.1454	4.8912	1.1846	A-	A-	A-
SCIENCE	8	401706	0	A	1	79416	0.6368	0.079	0.0609	0.6344	0.2219	0.0026	0.0012	0.3967	-0.2735	-0.2961	0.3992	-0.1056	-0.0511	-0.0339	-0.358	0.0291	7.3511	1.096	4.8511	1.1132	A-	A+	A+
SCIENCE	8	410880	0	A	2	79442	0.6308	0.0914	0.0953	0.1812	0.6286	0.0025	0.001	0.4216	-0.1816	-0.2159	-0.2217	0.4239	-0.0534	-0.034	0.042	0.0279	-2.469	0.9724	-1.909	0.9663	A+	A+	A+
SCIENCE	8	410883	0	A	2	79550	0.6823	0.6809	0.076	0.0915	0.1496	0.0014	0.0007	0.4777	0.4789	-0.2616	-0.2971	-0.1854	-0.0417	-0.0212	-0.357	0.0291	-6.3991	0.921	-6.0791	0.869	A+	A-	A-
SCIENCE	8	493907	0	A	2	79566	0.6459	0.1975	0.0568	0.6447	0.0991	0.0015	0.0004	0.3899	-0.1927	-0.2676	0.3911	-0.1562	-0.0348	-0.0246	0.1676	0.0277	2.501	1.0277	1.381	1.0232	A+	A+	A+
SCIENCE	8	494459	0	A	2	79553	0.5404	0.1318	0.5393	0.1701	0.1567	0.0014	0.0007	0.5214	-0.2192	0.5223	-0.2278	-0.2703	-0.0429	-0.03	0.4232	0.0275	-8.3291	0.9136	-7.4691	0.8903	A-	A+	A+
SCIENCE	8	496708	0	A	2	79576	0.6108	0.0869	0.6097	0.1148	0.1868	0.0014	0.0004	0.4539	-0.2503	0.4547	-0.2899	-0.1468	-0.0325	-0.0256	-0.2982	0.0289	5.9811	1.076	5.1011	1.1147	A-	A-	A-
SCIENCE	8	560292	0	A	2	79337	0.6138	0.1128	0.6109	0.1922	0.0793	0.0039	0.0009	0.4925	-0.3071	0.4954	-0.1895	-0.2375	-0.0733	-0.0333	-0.0638	0.0282	-5.3891	0.9391	-4.6791	0.914	A-	A+	A+
SCIENCE	8	560294	0	A	3	79358	0.3924	0.2096	0.1078	0.2875	0.3906	0.0034	0.0011	0.4137	-0.1612	-0.262	-0.1124	0.4154	-0.0661	-0.0333	0.6783	0.0275	3.091	1.0335	2.771	1.0416	A-	A-	A-
SCIENCE	8	566178	0	A	2	79528	0.6082	0.0788	0.2041	0.1079	0.6068	0.0015	0.0009	0.5007	-0.2731	-0.2056	-0.2778	0.5018	-0.0396	-0.031	0.0254	0.028	-5.6091	0.938	-6.0591	0.8949	A+	A+	A+
SCIENCE	8	579570	0	A	2	79469	0.7612	0.7588	0.0754	0.0846	0.078	0.0025	0.0006	0.5231	0.5254	-0.2833	-0.2554	-0.2805	-0.0615	-0.0227	-0.8314	0.0314	-9.2191	0.8622	-8.3192	0.7693	A+	A-	A-
SCIENCE	8	617345	0	A	2	79461	0.4655	0.464	0.1536	0.1102	0.2689	0.0025	0.0007	0.4038	0.4054	-0.3133	-0.2834	0.0067	-0.0555	-0.0234	0.8098	0.0276	4.021	1.0443	3.6711	1.0564	A-	A+	A+
SCIENCE	8	620987	0	A	1	79504	0.6732	0.1364	0.6714	0.126	0.0635	0.0022	0.0005	0.4624	-0.2867	0.4641	-0.1701	-0.2474	-0.0477	-0.0243	-0.1729	0.0285	-3.929	0.9539	-3.4591	0.9318	A+	A+	A-
SCIENCE	8	622832	0	A	2	79552	0.6083	0.147	0.1419	0.6071	0.1019	0.0015	0.0006	0.4686	-0.2214	-0.2453	0.4694	-0.2093	-0.0341	-0.0253	0.5023	0.0274	-0.769	0.9918	-1.149	0.9828	A+	A+	A+
SCIENCE	8	623139	0	A	2	79488	0.6523	0.0927	0.6504	0.0974	0.1566	0.0024	0.0005	0.5353	-0.3058	0.5369	-0.295	-0.2109	-0.0536	-0.0266	0.0146	0.028	-9.8991	0.8675	-9.8992	0.8221	A-	A+	A+
SCIENCE	8	657833	0	A	2	79487	0.5632	0.1394	0.1656	0.1306	0.5615	0.0023	0.0006	0.4966	-0.2291	-0.1957	-0.2725	0.498	-0.0522	-0.0278	0.2767	0.0276	-6.4191	0.9322	-6.0891	0.9058	A-	A-	A-
SCIENCE	8	657834	0	A	2	79453	0.7359	0.0683	0.7334	0.0819	0.113	0.0025	0.0009	0.5716	-0.2926	0.5735	-0.3015	-0.2946	-0.0543	-0.038	-0.4728	0.0295	-9.8993	0.7452	-9.8994	0.6254	A-	A+	A+
SCIENCE	8	657835	0	A	2	79397	0.532	0.0856	0.2323	0.5298	0.1482	0.0032	0.0008	0.4342	-0.2797	-0.2143	0.4365	-0.1254	-0.0655	-0.0295	0.5631	0.0274	2.711	1.0292	1.761	1.0263	A+	A+	A+
SCIENCE	8	657836	0	A	2	79421	0.5369	0.1011	0.5349	0.0863	0.274	0.003	0.0007	0.4938	-0.2685	0.4954	-0.2885	-0.1819	-0.0617	-0.0237	0.2665	0.0276	-4.9391	0.9475	-5.8391	0.9091	A-	A-	A-
SCIENCE	8	657837	0	A	2	79566	0.604	0.07	0.6028	0.096	0.2293	0.0014	0.0005	0.4651	-0.2255	0.4661	-0.2202	-0.2467	-0.0351	-0.0269	0.3807	0.0275	-2.959	0.9686	-3.3291	0.9494	A+	A+	A-
SCIENCE	8	657855	0	A	2	79426	0.6498	0.125	0.1242	0.6474	0.0997	0.0026	0.001	0.45	-0.2086	-0.2198	0.4525	-0.2358	-0.0553	-0.0385	-0.1908	0.0285	-0.579	0.9931	1.301	1.0265	A+	A+	A+
SCIENCE	8	410889	0	B	2	79420	0.5394	0.0992	0.2331	0.1265	0.5374	0.0031	0.0007	0.4968	-0.2676	-0.1609	-0.2894	0.4987	-0.0643	-0.0328	0.3635	0.0275	-3.469	0.9633	-3.229	0.9506	A+	A+	A+
SCIENCE	8	498031	0	B	2	79410	0.5967	0.0699	0.5944	0.1999	0.1319	0.003	0.0009	0.4665	-0.2798	0.4688	-0.1598	-0.2678	-0.0611	-0.0325	0.1509	0.0277	-2.379	0.974	-1.609	0.973	A+	A+	A+
SCIENCE	8	577687	0	B	2	79493	0.6848	0.0686	0.6829	0.1114	0.1343	0.0022	0.0007	0.5757	-0.2635	0.5772	-0.2864	-0.3187	-0.0538	-0.0289	-0.2777	0.0288	-9.8992	0.807	-9.8993	0.7157	A+	A-	A-
SCIENCE	8	579922	0	B	2	79452	0.4901	0.4885	0.0926	0.3449	0.0706	0.0025	0.0008	0.4089	0.4107	-0.301	-0.1105	-0.2411	-0.0564	-0.0324	0.6392	0.0274	0.951	1.0102	1.091	1.0162	A-	A+	A+
SCIENCE	8	623861	0	B	2	79495	0.445	0.0755	0.0952	0.3827	0.4438	0.0021	0.0007	0.3544	-0.2746	-0.2559	-0.0543	0.3556	-0.0412	-0.0294	0.8917	0.0277	8.1511	1.0925	8.7411	1.1406	A+	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
SCIENCE	8	662318	0	B	2	79463	0.358	0.3569	0.2711	0.289	0.0799	0.0026	0.0006	0.44	0.4408	-0.1535	-0.2123	-0.1608	-0.0503	-0.0241	1.3996	0.0288	-0.609	0.9923	2.111	1.0417	A+	A-	A-
SCIENCE	8	395285	0	C	2	79447	0.4622	0.1406	0.4606	0.1384	0.2569	0.0024	0.001	0.4043	-0.1485	0.4058	-0.268	-0.1246	-0.0497	-0.0394	0.8196	0.0276	3.521	1.0388	3.9511	1.0609	A-	A-	A-
SCIENCE	8	496014	0	C	3	79494	0.7529	0.7507	0.0806	0.1108	0.055	0.0017	0.0011	0.5312	0.533	-0.3151	-0.2783	-0.2385	-0.0466	-0.0334	-0.7289	0.0308	-9.8992	0.84	-9.8993	0.7175	A-	A+	A+
SCIENCE	8	498859	0	C	2	79512	0.3256	0.1691	0.1554	0.3481	0.3248	0.0016	0.001	0.3032	-0.2109	-0.2354	0.0517	0.3043	-0.0411	-0.0366	1.366	0.0287	6.6411	1.0852	8.4712	1.1712	A+	A-	A+
SCIENCE	8	560296	0	C	2	79323	0.3777	0.1816	0.2517	0.3758	0.186	0.004	0.0009	0.3688	-0.2048	-0.1403	0.3709	-0.0884	-0.069	-0.0341	0.9949	0.0278	3.741	1.0426	5.7911	1.0951	A+	A+	A+
SCIENCE	8	574822	0	C	3	79461	0.4473	0.17	0.1194	0.4458	0.2615	0.0023	0.001	0.3338	-0.126	-0.1788	0.3352	-0.1326	-0.044	-0.0301	0.6261	0.0274	9.9011	1.1322	9.9012	1.1715	A-	A+	A+
SCIENCE	8	617347	0	C	2	79501	0.5266	0.1279	0.2104	0.5252	0.1337	0.0019	0.0008	0.5083	-0.2457	-0.1939	0.5095	-0.2653	-0.0439	-0.038	0.1968	0.0277	-2.889	0.9687	-3.6191	0.9413	B-	A-	A-
SCIENCE	8	339836	0	D	2	79468	0.4966	0.495	0.0998	0.327	0.075	0.0021	0.001	0.3973	0.3985	-0.263	-0.1256	-0.2231	-0.0428	-0.0236	0.3937	0.0275	7.2611	1.0796	5.4311	1.0856	A-	A-	A-
SCIENCE	8	401762	0	D	2	79459	0.6325	0.0779	0.1965	0.0919	0.6304	0.0022	0.001	0.4974	-0.2583	-0.2098	-0.2931	0.4994	-0.0574	-0.0331	0.0468	0.0279	-9.5791	0.8963	-8.2191	0.8608	A+	A+	A+
SCIENCE	8	560297	0	D	2	79313	0.5284	0.5257	0.2026	0.1435	0.1231	0.0038	0.0013	0.4961	0.4985	-0.1208	-0.2906	-0.2825	-0.0715	-0.0356	0.2494	0.0276	-2.889	0.9689	-1.369	0.9779	A-	A+	A+
SCIENCE	8	574839	0	D	2	79572	0.8089	0.0691	0.0806	0.8074	0.0411	0.0013	0.0005	0.5139	-0.2736	-0.3155	0.5152	-0.2311	-0.0369	-0.0309	-0.9984	0.0325	-9.8992	0.767	-9.8994	0.6278	A+	A-	A-
SCIENCE	8	623844	0	D	2	79406	0.4572	0.4554	0.232	0.1199	0.1888	0.0028	0.0011	0.3622	0.364	-0.1925	-0.2117	-0.0697	-0.0581	-0.0272	0.7368	0.0275	5.8011	1.0638	4.4811	1.0682	A-	A+	A+
SCIENCE	8	653706	0	D	2	79453	0.7204	0.0867	0.1046	0.718	0.0874	0.0026	0.0007	0.5126	-0.3301	-0.2507	0.5146	-0.2067	-0.0553	-0.0272	-0.3337	0.029	-9.8992	0.8223	-9.8992	0.7654	A+	A+	A+
SCIENCE	8	578781	1	A	2	13952	0.571	0.1728	0.0957	0.5667	0.1573	0.007	0.0006	0.4521	-0.1679	-0.2535	0.4505	-0.2275	-0.0296	0.0044	-0.003	0.0682	-0.589	0.9838	-1.019	0.9551	A+	A-	A-
SCIENCE	8	620974	1	A	2	13996	0.652	0.6491	0.1511	0.0915	0.1038	0.0036	0.0009	0.5122	0.5153	-0.2627	-0.2551	-0.2389	-0.0787	-0.0228	-0.2448	0.0694	-4.0691	0.8893	-3.9892	0.8119	A+	A-	A-
SCIENCE	8	623144	1	A	2	13984	0.5553	0.1242	0.0905	0.5524	0.2275	0.0038	0.0016	0.4169	-0.2376	-0.252	0.4196	-0.1258	-0.06	-0.0397	0.1495	0.0678	1.151	1.0309	1.4011	1.0583	A-	A+	A-
SCIENCE	8	624427	1	A	2	13989	0.4593	0.2341	0.0955	0.457	0.2085	0.0036	0.0014	0.3124	-0.0256	-0.2758	0.3151	-0.1479	-0.0568	-0.0432	0.6852	0.0681	4.6811	1.1364	4.8612	1.2003	A+	A+	A-
SCIENCE	8	624463	1	A	2	13993	0.4393	0.1627	0.4372	0.27	0.1253	0.0036	0.0011	0.2816	-0.1886	0.2843	-0.0443	-0.1415	-0.0623	-0.0353	0.7805	0.0684	6.8112	1.2065	5.8112	1.2477	A+	A+	A+
SCIENCE	8	566163	1	B	2	13955	0.5244	0.159	0.1366	0.5205	0.1765	0.0063	0.0011	0.5349	-0.257	-0.2167	0.5358	-0.2453	-0.0595	-0.0314	0.3174	0.0677	-4.9791	0.8721	-4.7292	0.825	A-	A-	A-
SCIENCE	8	624429	1	B	2	13988	0.2973	0.2958	0.3944	0.1794	0.1253	0.0037	0.0014	0.0489	0.0515	0.1675	-0.1272	-0.1577	-0.0485	-0.0386	1.5449	0.0741	8.2913	1.3263	8.4416	1.5697	A-	A+	A+
SCIENCE	8	624430	1	B	2	14007	0.3874	0.3859	0.4081	0.1448	0.0574	0.0033	0.0004	0.2558	0.2577	-0.04	-0.1384	-0.2296	-0.0561	-0.0244	1.1471	0.0705	4.5211	1.1478	5.5313	1.2764	A-	A+	A+
SCIENCE	8	623135	1	C	2	13982	0.4345	0.251	0.2099	0.4321	0.1015	0.0043	0.0011	0.2837	-0.1173	-0.1257	0.2854	-0.1171	-0.043	-0.0343	0.685	0.0681	2.5711	1.0734	2.6111	1.1044	A+	A+	A-
SCIENCE	8	623843	1	C	2	13979	0.4059	0.267	0.1376	0.4036	0.1861	0.0048	0.0009	0.2757	-0.005	-0.2508	0.2782	-0.1095	-0.0665	-0.0238	0.8736	0.0688	3.5011	1.1049	3.5712	1.1522	A-	A-	A-
SCIENCE	8	566849	2	A	2	13074	0.749	0.095	0.0953	0.7458	0.0596	0.0033	0.001	0.4754	-0.196	-0.2976	0.4785	-0.2489	-0.0637	-0.0287	-0.7723	0.0757	-3.2291	0.8849	-2.7892	0.8241	A+	A+	A+
SCIENCE	8	579567	2	A	2	13051	0.664	0.1539	0.66	0.1216	0.0584	0.0057	0.0003	0.404	-0.0914	0.4059	-0.2772	-0.2751	-0.0511	-0.0179	-0.3339	0.0707	-1.319	0.96	-0.649	0.9667	A-	A-	A-
SCIENCE	8	624424	2	A	2	13077	0.5136	0.1799	0.178	0.5115	0.1266	0.0033	0.0008	0.358	-0.1344	-0.1478	0.3604	-0.2036	-0.066	-0.0201	0.5318	0.0669	0.761	1.0197	0.581	1.0195	A+	A+	A+
SCIENCE	8	624426	2	A	3	13078	0.5647	0.0859	0.2561	0.0916	0.5625	0.0033	0.0007	0.4546	-0.2477	-0.1691	-0.2728	0.4573	-0.0703	-0.0345	0.2592	0.0673	-0.989	0.974	-1.249	0.9547	A+	A+	A+
SCIENCE	8	623867	2	B	3	13069	0.2509	0.2497	0.1615	0.4206	0.1636	0.004	0.0007	0.1429	0.1448	-0.167	0.0665	-0.0805	-0.0561	-0.0289	1.943	0.0766	3.9812	1.1616	6.6315	1.5025	A-	A-	A-
SCIENCE	8	624425	2	B	2	13077	0.6225	0.62	0.1133	0.0869	0.1759	0.0033	0.0008	0.2066	0.2094	-0.1432	-0.153	-0.0261	-0.0478	-0.0175	0.0778	0.068	5.8112	1.1655	7.3613	1.3193	A+	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
SCIENCE	8	624428	2	B	2	13074	0.4276	0.2139	0.1354	0.4257	0.2207	0.0034	0.0009	0.2803	0.0216	-0.2279	0.2829	-0.1592	-0.0674	-0.0284	0.9393	0.0677	3.7911	1.106	3.3511	1.1268	A-	A+	A+
SCIENCE	8	623869	2	C	2	13057	0.4073	0.2621	0.1903	0.405	0.1369	0.0044	0.0011	0.086	-0.0443	-0.067	0.0893	0.019	-0.0557	-0.0272	0.8968	0.0675	9.9014	1.4065	9.9015	1.5355	A+	A+	A+
SCIENCE	8	566168	2	D	2	13061	0.4427	0.1541	0.242	0.4404	0.1583	0.005	0.0003	0.4364	-0.2512	-0.1003	0.438	-0.2169	-0.0612	-0.0192	0.7273	0.0671	-2.4691	0.9363	-1.9591	0.9338	A+	A-	A-
SCIENCE	8	623141	2	D	2	13072	0.5518	0.5494	0.1505	0.1554	0.1404	0.0034	0.0011	0.3077	0.3103	-0.1154	-0.2273	-0.0767	-0.0578	-0.0252	0.2886	0.0673	3.8411	1.104	4.2412	1.16	A+	A+	A-
SCIENCE	8	574820	3	A	2	13126	0.5526	0.1068	0.1544	0.5503	0.1844	0.0036	0.0005	0.4579	-0.2342	-0.1908	0.4593	-0.2161	-0.0477	-0.0242	0.2867	0.0683	-1.699	0.9543	-1.6791	0.9249	A+	A+	A+
SCIENCE	8	574821	3	A	2	13101	0.7044	0.0977	0.0783	0.7002	0.1178	0.0051	0.0008	0.554	-0.3098	-0.2632	0.5553	-0.2693	-0.0573	-0.0284	-0.5448	0.0741	-4.9092	0.84	-2.8992	0.806	A+	A+	A+
SCIENCE	8	617342	3	A	2	13126	0.6285	0.626	0.2073	0.0919	0.0708	0.003	0.0011	0.5169	0.5196	-0.2533	-0.2693	-0.2573	-0.0695	-0.0361	-0.1188	0.0702	-3.1091	0.9106	-2.1191	0.8857	A-	A-	A-
SCIENCE	8	620988	3	A	2	13112	0.4289	0.2569	0.1668	0.1445	0.4267	0.0038	0.0013	0.3703	0.0032	-0.2543	-0.2438	0.3726	-0.0691	-0.0257	0.9978	0.0687	2.6011	1.0746	3.7412	1.1658	A-	A-	A-
SCIENCE	8	624855	3	A	2	13129	0.3951	0.2128	0.1812	0.3936	0.2086	0.0029	0.0009	0.345	-0.154	-0.2565	0.3466	-0.0093	-0.0506	-0.0338	1.141	0.0693	3.9711	1.1194	4.7812	1.2256	A-	A+	A+
SCIENCE	8	624862	3	A	2	13121	0.5565	0.1833	0.5541	0.1138	0.1444	0.0038	0.0006	0.4207	-0.1353	0.4222	-0.2612	-0.2015	-0.0496	-0.0285	0.3456	0.0682	-1.439	0.9614	-1.5091	0.934	A+	A+	A+
SCIENCE	8	300534	3	B	2	13110	0.4805	0.1377	0.1854	0.478	0.1936	0.0045	0.0008	0.3422	-0.1995	-0.1606	0.3448	-0.091	-0.0616	-0.0384	0.7259	0.068	4.6611	1.131	3.3411	1.1424	A+	A+	A+
SCIENCE	8	623146	3	C	2	13125	0.5459	0.2421	0.5437	0.1149	0.0952	0.0033	0.0008	0.4605	-0.192	0.4621	-0.2683	-0.1997	-0.0567	-0.016	0.3237	0.0682	-1.8991	0.9492	-1.7691	0.9226	A-	B-	A-
SCIENCE	8	624858	3	C	2	13106	0.4945	0.2377	0.1508	0.4918	0.1141	0.0039	0.0016	0.431	-0.1398	-0.221	0.4333	-0.2284	-0.0591	-0.0425	0.616	0.0679	-2.5391	0.9331	-2.6091	0.8956	A-	A+	A+
SCIENCE	8	624859	3	C	2	13128	0.2752	0.3242	0.21	0.1878	0.2741	0.003	0.0009	0.2577	-0.0247	-0.1432	-0.1079	0.2589	-0.0519	-0.0227	1.792	0.0747	0.961	1.035	4.0513	1.2698	A-	A-	A-
SCIENCE	8	620982	4	A	2	13058	0.4008	0.0638	0.0579	0.4744	0.3986	0.0043	0.0011	0.1311	-0.1958	-0.2337	0.085	0.1353	-0.0809	-0.0296	1.0375	0.0676	8.5512	1.2439	7.3113	1.2963	A+	A+	A-
SCIENCE	8	624857	4	A	3	13070	0.4465	0.1913	0.2155	0.4445	0.1443	0.0037	0.0008	0.2511	-0.1899	-0.0941	0.2536	-0.0239	-0.0567	-0.0288	0.8665	0.0671	5.1111	1.1379	5.2212	1.194	A+	A+	A-
SCIENCE	8	624860	4	A	2	13069	0.4168	0.151	0.3212	0.4149	0.1083	0.0037	0.0009	0.2547	-0.1891	0.0276	0.2574	-0.2161	-0.0637	-0.0311	1.0422	0.0676	5.4012	1.1501	5.7312	1.2283	A+	A+	A+
SCIENCE	8	630405	4	A	2	13086	0.2424	0.2416	0.1331	0.3997	0.2223	0.0024	0.0008	0.0736	0.0751	-0.2171	0.1837	-0.1092	-0.0452	-0.0257	1.9935	0.076	4.2412	1.169	7.2716	1.5527	A-	A-	A-
SCIENCE	8	412459	4	B	2	13045	0.4327	0.4299	0.2185	0.1283	0.2169	0.0059	0.0005	0.2871	0.2897	-0.0857	-0.2447	-0.0509	-0.0608	-0.0264	0.9555	0.0673	4.0111	1.1083	4.3312	1.1636	A-	A+	A+
SCIENCE	8	337532	4	C	2	13055	0.6508	0.142	0.6471	0.0794	0.1259	0.0046	0.001	0.3998	-0.2283	0.4004	-0.2245	-0.1445	-0.0372	-0.0153	-0.26	0.0709	-1.539	0.9523	-0.969	0.9507	A+	A+	A-
SCIENCE	8	624856	4	C	2	13065	0.627	0.624	0.1034	0.1246	0.1431	0.004	0.0008	0.4663	0.4692	-0.2743	-0.252	-0.1582	-0.0666	-0.0321	0.0736	0.0684	-4.1991	0.8867	-3.7391	0.8525	A+	A+	A+
SCIENCE	8	624861	4	C	2	13069	0.4335	0.1664	0.1994	0.1981	0.4315	0.0033	0.0013	0.2937	-0.1505	-0.1261	-0.0884	0.2966	-0.061	-0.0485	0.9322	0.0672	4.9611	1.1348	5.1912	1.1965	A+	A-	A+
SCIENCE	8	623149	4	D	2	13068	0.2723	0.126	0.271	0.3382	0.2602	0.004	0.0006	0.1125	-0.1569	0.1142	0.0219	-0.0122	-0.0459	-0.0324	1.8159	0.0737	5.1612	1.1897	8.6316	1.593	A-	A+	A-
SCIENCE	8	623855	4	D	2	13062	0.4209	0.1756	0.4188	0.1621	0.2385	0.0044	0.0007	0.1568	-0.1424	0.1606	-0.1435	0.0784	-0.0728	-0.0304	1.0021	0.0674	7.7912	1.2193	7.0013	1.2785	A-	A-	A-
SCIENCE	8	580788	5	A	2	12993	0.7036	0.6997	0.077	0.1564	0.0613	0.0053	0.0003	0.4651	0.4668	-0.2713	-0.1958	-0.2763	-0.055	-0.0143	-0.4916	0.0729	-1.099	0.9634	-0.729	0.9552	A-	A-	A+
SCIENCE	8	622823	5	A	2	13003	0.3785	0.2103	0.3767	0.2276	0.1805	0.0037	0.0011	0.2116	-0.0467	0.2138	-0.1473	-0.0482	-0.0466	-0.0436	1.2112	0.069	6.2012	1.1885	6.6913	1.3084	A+	A+	A+
SCIENCE	8	629857	5	A	2	12996	0.4074	0.4052	0.2327	0.1558	0.201	0.0041	0.0013	0.3619	0.364	-0.1251	-0.2195	-0.1033	-0.0554	-0.0364	1.0675	0.0682	-2.9791	0.9197	-1.9091	0.926	A-	A-	A-
SCIENCE	8	629860	5	A	2	12996	0.3683	0.2914	0.1463	0.3664	0.1906	0.0042	0.0011	0.2642	0.0101	-0.2374	0.267	-0.1108	-0.0722	-0.0337	1.2501	0.0692	4.0611	1.1224	4.0012	1.1815	A-	A-	A-
SCIENCE	8	630325	5	A	2	13018	0.4807	0.2083	0.1551	0.479	0.154	0.003	0.0007	0.3972	-0.1157	-0.2361	0.3991	-0.1747	-0.0625	-0.0166	0.669	0.0672	0.411	1.0105	0.121	1.0038	A-	A-	A+

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	P(INV)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
SCIENCE	8	617429	5	B	2	13015	0.3961	0.4381	0.3945	0.1115	0.052	0.0029	0.001	0.3163	-0.0239	0.318	-0.2795	-0.2325	-0.0546	-0.033	1.0705	0.0682	1.8411	1.0514	2.3911	1.0968	A-	A-	A-
SCIENCE	8	623859	5	B	2	13018	0.417	0.1443	0.2314	0.4155	0.2052	0.0027	0.001	0.2995	-0.1858	-0.0057	0.3007	-0.1926	-0.0307	-0.0365	0.9601	0.0678	3.1711	1.0879	3.1511	1.1232	A-	A-	A-
SCIENCE	8	629856	5	C	2	13004	0.3353	0.417	0.1408	0.3337	0.1038	0.0038	0.001	0.0985	0.1727	-0.2147	0.101	-0.1767	-0.0568	-0.0248	1.3212	0.0697	9.9013	1.3457	9.9015	1.5304	A-	A-	A-
SCIENCE	8	629863	5	C	3	13006	0.5065	0.5041	0.1433	0.1341	0.2139	0.0034	0.0011	0.3843	0.3866	-0.226	-0.21	-0.0926	-0.0539	-0.0422	0.5897	0.0672	0.221	1.0055	0.131	1.0042	A-	A+	A+
SCIENCE	8	301242	5	D	2	12996	0.417	0.1351	0.4147	0.1792	0.2656	0.0048	0.0005	0.2876	-0.1473	0.2895	-0.1486	-0.0703	-0.0476	-0.0402	0.9184	0.0677	3.1211	1.086	3.9212	1.1531	A-	A+	A-
SCIENCE	8	303322	6	A	2	13065	0.4534	0.1792	0.4503	0.1633	0.2002	0.0068	0.0002	0.3756	-0.1621	0.3778	-0.2257	-0.0915	-0.0689	-0.008	0.8263	0.0668	0.651	1.0164	0.631	1.0213	A-	A+	A+
SCIENCE	8	629858	6	A	2	13092	0.1582	0.1446	0.2744	0.1574	0.4187	0.0038	0.0011	-0.1789	-0.1738	0.061	-0.1762	0.2078	-0.0486	-0.044	2.5087	0.0873	6.5114	1.3856	9.9026	2.5753	A-	A-	A-
SCIENCE	8	629862	6	A	2	13088	0.3736	0.1441	0.3284	0.3717	0.1507	0.004	0.0012	0.2922	-0.1815	-0.1676	0.2952	0.0167	-0.0715	-0.0488	1.1568	0.0682	2.3411	1.0655	2.9711	1.1213	A+	A-	A-
SCIENCE	8	630323	6	A	2	13085	0.3011	0.2603	0.2995	0.2248	0.2101	0.0045	0.0009	0.0624	0.1086	0.0654	-0.1037	-0.0717	-0.0582	-0.0401	1.627	0.0723	5.5612	1.1967	7.3114	1.4343	A-	A-	A+
SCIENCE	8	496028	6	B	2	13085	0.5123	0.1741	0.1831	0.5095	0.1279	0.0045	0.0009	0.4436	-0.1678	-0.2707	0.4461	-0.1474	-0.0699	-0.0261	0.5336	0.0665	-2.3891	0.9418	-2.4691	0.9187	A-	A-	A-
SCIENCE	8	577935	6	B	2	13043	0.4662	0.2803	0.0461	0.2029	0.4622	0.0076	0.001	0.3112	-0.0158	-0.238	-0.2331	0.3136	-0.0574	-0.0193	0.7451	0.0666	4.6511	1.1209	4.3112	1.1529	A-	A-	A-
SCIENCE	8	629859	6	C	3	13095	0.4803	0.4781	0.2245	0.0952	0.1976	0.0031	0.0015	0.2149	0.218	-0.21	-0.17	0.0831	-0.0546	-0.0376	0.7171	0.0666	7.2512	1.192	6.3012	1.2276	A+	A-	A-
SCIENCE	8	629861	6	C	2	13091	0.2598	0.1536	0.1601	0.4228	0.2585	0.0037	0.0012	0.2802	-0.2024	-0.0738	-0.0362	0.2819	-0.0694	-0.0356	1.8617	0.0752	0.651	1.024	3.8113	1.25	A-	A-	A-
SCIENCE	8	301600	6	D	2	13078	0.536	0.1548	0.2125	0.5328	0.094	0.0049	0.001	0.326	-0.1527	-0.0816	0.3285	-0.2419	-0.0507	-0.0351	0.3739	0.0666	2.1611	1.0547	2.1911	1.0779	A+	A+	A-
SCIENCE	8	623848	6	D	2	13083	0.3744	0.1368	0.1336	0.3518	0.3723	0.0044	0.0011	0.2557	-0.2478	-0.2399	0.1003	0.2589	-0.0771	-0.0341	1.2455	0.0688	1.7511	1.0502	1.9811	1.084	A+	A+	A+

Multiple-Choice Computer-Based Item Statistics

Column Heading	Definition
Content	Content Area
Grade	Grade
PubID	Form ID
Form	Form Number
Stand	Standard
Depth	Depth of Knowledge
N	N
PValue	<i>P</i> -Value
P(A)	Proportion A
P(B)	Proportion B
P(C)	Proportion C
P(D)	Proportion D
P(OMIT)	Proportion Omits
PtBis	Point Biserial
Corr(A)	Correlation A
Corr(B)	Correlation B
Corr(C)	Correlation C
Corr(D)	Correlation D
Corr(OMIT)	Correlation Omits

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	3	658529	0	A-C	2	24161	0.41	0.2668	0.4087	0.1773	0.144	0.0032	0.3478	-0.1337	0.3482	-0.199	-0.098	-0.0291
ELA	3	658530	0	A-C	3	24167	0.4742	0.1975	0.17	0.4729	0.1567	0.0029	0.4349	-0.1768	-0.26	0.4341	-0.1327	-0.0081
ELA	3	578119	0	A-K	2	24178	0.4686	0.2573	0.4674	0.1264	0.1464	0.0025	0.4362	-0.152	0.4366	-0.2675	-0.1718	-0.0362
ELA	3	578120	0	A-K	2	24182	0.55	0.2317	0.1042	0.5488	0.1131	0.0023	0.4232	-0.1483	-0.2325	0.4242	-0.238	-0.0446
ELA	3	578121	0	A-K	2	24179	0.4693	0.1488	0.4682	0.2692	0.1114	0.0024	0.3724	-0.1435	0.3729	-0.0827	-0.3067	-0.0372
ELA	3	658533	0	A-K	2	24170	0.474	0.18	0.4726	0.186	0.1586	0.0028	0.3923	-0.1251	0.3921	-0.2214	-0.166	-0.0174
ELA	3	658535	0	A-K	2	24182	0.4008	0.1936	0.3998	0.2513	0.153	0.0023	0.3927	-0.1652	0.3923	-0.0964	-0.2351	-0.01
ELA	3	658536	0	A-K	2	24178	0.534	0.2434	0.0628	0.1586	0.5327	0.0025	0.3527	-0.1022	-0.2738	-0.1772	0.353	-0.0226
ELA	3	578124	0	A-V	2	24207	0.6064	0.0815	0.1865	0.6056	0.1251	0.0013	0.3578	-0.2097	-0.1276	0.3585	-0.2024	-0.0325
ELA	3	578125	0	A-V	2	24181	0.6138	0.6123	0.0691	0.0842	0.232	0.0024	0.4235	0.4243	-0.2793	-0.2728	-0.1381	-0.0383
ELA	3	658538	0	A-V	2	24198	0.4807	0.4799	0.1883	0.2709	0.0592	0.0017	0.4937	0.4937	-0.2948	-0.1891	-0.1963	-0.0249
ELA	3	625452	0	B-C	2	24194	0.4567	0.4559	0.1634	0.1116	0.2673	0.0018	0.4331	0.4335	-0.282	-0.2781	-0.0515	-0.0288
ELA	3	625454	0	B-C	2	24189	0.5845	0.1067	0.0916	0.5833	0.2164	0.002	0.275	-0.2925	-0.2273	0.2762	0.0519	-0.0374
ELA	3	663135	0	B-C	2	24189	0.5095	0.2777	0.5085	0.0375	0.1743	0.002	0.271	-0.1234	0.272	-0.1873	-0.1145	-0.0376
ELA	3	663632	0	B-C	2	24156	0.491	0.1876	0.4893	0.2291	0.0905	0.0034	0.4895	-0.2532	0.4899	-0.2548	-0.128	-0.0385
ELA	3	625451	0	B-K	2	24169	0.6443	0.1496	0.1071	0.098	0.6425	0.0028	0.5465	-0.2186	-0.2955	-0.3061	0.546	-0.0247
ELA	3	663139	0	B-K	2	24183	0.6996	0.698	0.0628	0.077	0.16	0.0023	0.5396	0.539	-0.2715	-0.291	-0.2813	-0.0198
ELA	3	663141	0	B-K	2	24170	0.5033	0.1067	0.2554	0.5019	0.1333	0.0028	0.4024	-0.1744	-0.221	0.4032	-0.1453	-0.0382
ELA	3	663633	0	B-K	2	24184	0.3803	0.3378	0.1167	0.1638	0.3795	0.0022	0.3811	-0.171	-0.2033	-0.1016	0.3813	-0.0267
ELA	3	633104	0	B-V	2	24193	0.4655	0.4646	0.1596	0.0633	0.3106	0.0019	0.4756	0.4759	-0.3114	-0.2685	-0.1225	-0.0284
ELA	3	581076	0	D	2	24210	0.7771	0.0797	0.7762	0.0927	0.0503	0.0012	0.4807	-0.265	0.4802	-0.2956	-0.1936	-0.0109
ELA	3	581087	0	D	2	24191	0.6019	0.1366	0.6007	0.1721	0.0887	0.0019	0.4439	-0.196	0.4437	-0.2584	-0.1821	-0.0149
ELA	3	581088	0	D	2	24203	0.442	0.2104	0.1633	0.1835	0.4413	0.0014	0.3125	-0.1195	-0.1268	-0.1525	0.3127	-0.0174
ELA	3	662651	0	D	3	24217	0.336	0.4593	0.1119	0.0922	0.3358	0.0009	0.3537	-0.1325	-0.1802	-0.1513	0.3537	-0.0148
ELA	3	662652	0	D	3	24214	0.6749	0.6743	0.2061	0.0958	0.0228	0.001	0.5059	0.506	-0.3425	-0.2467	-0.1702	-0.0183
ELA	3	662657	0	D	3	24220	0.7306	0.0879	0.0286	0.7301	0.1527	0.0007	0.4027	-0.315	-0.1906	0.4028	-0.1598	-0.0147
ELA	3	662659	0	D	3	24201	0.7191	0.718	0.1732	0.0404	0.0669	0.0015	0.2723	0.273	-0.0996	-0.1983	-0.1809	-0.024
ELA	3	662720	0	D	2	24186	0.465	0.203	0.1695	0.464	0.1614	0.0021	0.3729	-0.117	-0.1787	0.3733	-0.1924	-0.027
ELA	3	662723	0	D	2	24198	0.5309	0.1684	0.1729	0.53	0.1271	0.0017	0.4272	-0.2739	-0.1965	0.4273	-0.1069	-0.0208

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	3	712860	1	B-C	3	5797	0.3276	0.327	0.2228	0.2331	0.2152	0.0019	0.3465	0.3461	-0.0292	-0.1203	-0.2411	-0.0064
ELA	3	712861	1	B-C	2	5789	0.2916	0.1696	0.2906	0.2548	0.2817	0.0033	0.1627	-0.1246	0.1624	-0.1868	0.121	0.0003
ELA	3	712862	1	B-C	2	5798	0.4276	0.173	0.1839	0.2145	0.4268	0.0017	0.4133	-0.2452	-0.1709	-0.1085	0.4135	-0.0244
ELA	3	712863	1	B-C	2	5805	0.2898	0.2896	0.1818	0.3271	0.2009	0.0005	0.1067	0.1068	-0.1491	0.0308	-0.0129	-0.0092
ELA	3	712866	1	B-K	3	5804	0.3155	0.2608	0.3153	0.2292	0.194	0.0007	0.0863	0.1175	0.0865	-0.058	-0.1695	-0.0153
ELA	3	712869	1	B-K	3	5797	0.3057	0.301	0.2273	0.3051	0.1648	0.0019	0.073	0.0347	-0.0925	0.0735	-0.0272	-0.0207
ELA	3	712868	1	B-V	2	5798	0.3386	0.3376	0.2028	0.338	0.1198	0.0017	0.296	-0.0012	-0.179	0.2965	-0.205	-0.027
ELA	3	712870	1	B-V	2	5799	0.7324	0.1229	0.0737	0.0706	0.7312	0.0015	0.4272	-0.2435	-0.2176	-0.202	0.4271	-0.0198
ELA	3	662719	1	D	2	5791	0.3649	0.2665	0.3638	0.1942	0.1725	0.0029	0.3363	-0.113	0.3359	-0.0955	-0.1938	-0.0121
ELA	3	714294	1	D	2	5799	0.3921	0.1996	0.3915	0.1551	0.2522	0.0015	0.4176	-0.1342	0.4174	-0.1185	-0.2458	-0.011
ELA	3	714800	1	D	2	5788	0.2713	0.2703	0.2135	0.2645	0.2483	0.0034	0.1121	0.1129	-0.0545	-0.0017	-0.0588	-0.029
ELA	3	714212	2	B-C	2	2296	0.872	0.0605	0.0379	0.8716	0.0296	0.0004	0.3936	-0.2222	-0.237	0.3942	-0.1956	-0.024
ELA	3	714214	2	B-C	3	2294	0.2315	0.1093	0.1289	0.5294	0.2312	0.0013	0.0682	-0.2072	-0.2449	0.2371	0.0684	-0.0132
ELA	3	714217	2	B-K	2	2292	0.6235	0.0962	0.6221	0.2081	0.0714	0.0022	0.3863	-0.149	0.387	-0.1679	-0.2883	-0.0282
ELA	3	714218	2	B-K	2	2296	0.5923	0.5921	0.0853	0.0962	0.2259	0.0004	0.3327	0.3332	-0.2538	-0.2427	-0.0492	-0.0343
ELA	3	714219	2	B-K	2	2294	0.4721	0.2116	0.1154	0.4715	0.2003	0.0013	0.2701	-0.1438	-0.1012	0.2704	-0.1079	-0.0206
ELA	3	714221	2	B-V	2	2295	0.5094	0.1554	0.5089	0.0627	0.2721	0.0009	0.4239	-0.3009	0.4245	-0.1875	-0.1275	-0.0358
ELA	3	714222	2	B-V	2	2295	0.8924	0.8916	0.0414	0.0261	0.0401	0.0009	0.3976	0.3974	-0.2308	-0.2031	-0.2281	-0.0156
ELA	3	714223	2	B-V	2	2294	0.7507	0.0919	0.0614	0.0958	0.7497	0.0013	0.4235	-0.1736	-0.2494	-0.2477	0.4232	-0.0117
ELA	3	662660	2	D	2	2294	0.4926	0.4919	0.0949	0.1393	0.2725	0.0013	0.1815	0.1821	-0.1078	-0.1574	-0.009	-0.0251
ELA	3	714295	2	D	2	2295	0.902	0.0475	0.0266	0.0239	0.9012	0.0009	0.3446	-0.1707	-0.2398	-0.1793	0.3431	-0.0047
ELA	3	714801	2	D	2	2294	0.888	0.0401	0.0466	0.8868	0.0253	0.0013	0.3889	-0.2334	-0.2297	0.3889	-0.1801	-0.0221
ELA	3	714384	3	B-C	2	2291	0.6093	0.1419	0.0986	0.6093	0.1502		0.4193	-0.2202	-0.2205	0.4193	-0.1734	
ELA	3	714385	3	B-C	2	2284	0.6252	0.1213	0.6233	0.1724	0.0799	0.0031	0.4426	-0.1884	0.4447	-0.2135	-0.2585	-0.0581
ELA	3	714387	3	B-C	2	2286	0.6916	0.6901	0.1017	0.1122	0.0938	0.0022	0.5193	0.5206	-0.2892	-0.2477	-0.2503	-0.0468
ELA	3	714230	3	B-K	2	2284	0.7754	0.773	0.0912	0.0615	0.0711	0.0031	0.4416	0.4446	-0.2172	-0.2412	-0.2417	-0.0649
ELA	3	714388	3	B-K	2	2287	0.6668	0.1209	0.1353	0.0764	0.6656	0.0017	0.4961	-0.2033	-0.2596	-0.2957	0.4948	0.0045
ELA	3	714393	3	B-K	2	2290	0.6175	0.1122	0.6172	0.1131	0.1571	0.0004	0.4104	-0.2561	0.4109	-0.1816	-0.1671	-0.027
ELA	3	714386	3	B-V	2	2289	0.706	0.1122	0.0786	0.7054	0.103	0.0009	0.4182	-0.2682	-0.252	0.419	-0.1237	-0.0328

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	3	714394	3	B-V	2	2289	0.7012	0.0694	0.1484	0.0808	0.7006	0.0009	0.4076	-0.226	-0.166	-0.2563	0.4072	-0.0076
ELA	3	662653	3	D	3	2286	0.7931	0.038	0.0746	0.7914	0.0938	0.0022	0.3415	-0.1705	-0.2761	0.3448	-0.1104	-0.0593
ELA	3	714296	3	D	1	2288	0.5118	0.5111	0.1676	0.1384	0.1816	0.0013	0.3142	0.3147	-0.2082	-0.0963	-0.1175	-0.0263
ELA	3	714808	3	D	1	2289	0.8991	0.024	0.8983	0.038	0.0388	0.0009	0.344	-0.166	0.3462	-0.2314	-0.1745	-0.0436
ELA	3	714236	4	B-C	2	2314	0.5017	0.1456	0.1871	0.5017	0.1655		0.3129	-0.1272	-0.1773	0.3129	-0.1141	
ELA	3	714237	4	B-C	2	2312	0.753	0.7524	0.0389	0.0899	0.118	0.0009	0.4402	0.4393	-0.1984	-0.1997	-0.2923	0.0045
ELA	3	714238	4	B-C	2	2309	0.4491	0.1716	0.2705	0.4481	0.1076	0.0022	0.1888	-0.0151	-0.082	0.1898	-0.164	-0.0307
ELA	3	714239	4	B-C	3	2312	0.4373	0.1971	0.2446	0.1206	0.4369	0.0009	0.3776	-0.1275	-0.1258	-0.2502	0.3783	-0.0461
ELA	3	714241	4	B-K	3	2309	0.2919	0.2753	0.2995	0.1318	0.2913	0.0022	0.2815	-0.0863	-0.154	-0.0518	0.2821	-0.0341
ELA	3	714245	4	B-K	2	2311	0.3873	0.2118	0.3868	0.2947	0.1054	0.0013	0.261	-0.1117	0.2612	-0.0374	-0.2085	-0.0137
ELA	3	714246	4	B-V	2	2311	0.537	0.1802	0.5363	0.0614	0.2208	0.0013	0.4158	-0.2402	0.4157	-0.2255	-0.1458	-0.0108
ELA	3	714247	4	B-V	2	2314	0.4931	0.4931	0.0981	0.121	0.2878		0.1034	0.1034	-0.1742	-0.1457	0.1053	
ELA	3	662654	4	D	3	2310	0.8918	0.0687	0.0277	0.8902	0.0117	0.0017	0.3168	-0.1996	-0.1799	0.3175	-0.1688	-0.0269
ELA	3	714297	4	D	1	2312	0.7093	0.0549	0.7087	0.0691	0.1664	0.0009	0.4069	-0.2773	0.4086	-0.2519	-0.1518	-0.0696
ELA	3	714809	4	D	1	2309	0.6609	0.0436	0.1698	0.6595	0.1249	0.0022	0.4177	-0.1211	-0.2969	0.4172	-0.1843	-0.0124
ELA	3	716215	5	B-C	2	2304	0.5712	0.1544	0.5709	0.1774	0.0967	0.0004	0.337	-0.1946	0.337	-0.1663	-0.111	-0.0066
ELA	3	716216	5	B-C	2	2305	0.41	0.1748	0.197	0.41	0.2182		0.4099	-0.2337	-0.0998	0.4099	-0.1771	
ELA	3	716217	5	B-C	2	2304	0.4319	0.1007	0.2542	0.213	0.4317	0.0004	0.3114	-0.2713	-0.1049	-0.064	0.3118	-0.0449
ELA	3	716218	5	B-C	2	2301	0.2712	0.2863	0.2035	0.2377	0.2707	0.0017	0.21	-0.0777	-0.1165	-0.0249	0.2102	-0.0184
ELA	3	716219	5	B-C	2	2300	0.6522	0.6508	0.0638	0.0629	0.2204	0.0022	0.3894	0.3917	-0.2637	-0.2654	-0.1325	-0.0627
ELA	3	716224	5	B-K	2	2299	0.6164	0.6148	0.151	0.1158	0.1158	0.0026	0.4162	0.4165	-0.2101	-0.2058	-0.1877	-0.0298
ELA	3	716225	5	B-V	2	2301	0.8031	0.0746	0.0659	0.8017	0.056	0.0017	0.3247	-0.1897	-0.1347	0.3227	-0.1991	0.0097
ELA	3	716226	5	B-V	2	2304	0.5738	0.1575	0.5735	0.0464	0.2221	0.0004	0.435	-0.2033	0.4353	-0.2223	-0.2259	-0.027
ELA	3	662655	5	D	2	2301	0.9161	0.0295	0.9145	0.0278	0.0265	0.0017	0.2726	-0.2029	0.2622	-0.139	-0.1146	0.0543
ELA	3	714298	5	D	2	2303	0.4433	0.3254	0.0568	0.174	0.443	0.0009	0.1654	-0.1243	-0.2321	0.0793	0.1658	-0.0148
ELA	3	714810	5	D	2	2302	0.4861	0.4855	0.1384	0.1184	0.2564	0.0013	0.1528	0.1527	-0.1409	-0.223	0.1016	0.0018
ELA	3	710614	6	A-C	2	2286	0.4353	0.1914	0.2369	0.4349	0.1359	0.0009	0.2845	-0.1444	-0.1044	0.2853	-0.1131	-0.0498
ELA	3	710616	6	A-K	1	2285	0.8302	0.0433	0.8291	0.052	0.0743	0.0013	0.3942	-0.2244	0.3943	-0.1322	-0.2769	-0.0223
ELA	3	710617	6	A-K	2	2288	0.6932	0.6932	0.1241	0.0817	0.101		0.394	0.394	-0.2615	-0.1857	-0.1481	

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	3	710619	6	A-K	2	2285	0.747	0.0275	0.1311	0.094	0.7461	0.0013	0.4179	-0.1839	-0.2563	-0.2219	0.4169	-0.003
ELA	3	710678	6	A-K	1	2285	0.8022	0.0503	0.0682	0.8011	0.0791	0.0013	0.4367	-0.1629	-0.2617	0.4365	-0.2671	-0.0149
ELA	3	710620	6	A-V	1	2281	0.5414	0.1158	0.1333	0.208	0.5398	0.0031	0.3282	-0.1969	-0.2954	0.0036	0.3298	-0.0436
ELA	3	710621	6	A-V	2	2285	0.7812	0.7802	0.0621	0.1128	0.0437	0.0013	0.4446	0.4409	-0.2076	-0.2861	-0.2114	0.0341
ELA	3	710726	6	A-V	2	2286	0.5433	0.2544	0.5428	0.0826	0.1193	0.0009	0.2609	-0.1968	0.2618	-0.1417	-0.014	-0.0407
ELA	3	662650	6	D	3	2284	0.6524	0.0551	0.6512	0.0844	0.2076	0.0017	0.464	-0.2245	0.463	-0.2893	-0.2199	0.0029
ELA	3	714299	6	D	1	2284	0.3905	0.2006	0.1512	0.3899	0.2566	0.0017	0.1906	-0.1311	-0.025	0.192	-0.0687	-0.0511
ELA	3	714811	6	D	3	2286	0.4808	0.2168	0.1211	0.1809	0.4803	0.0009	0.4138	-0.2121	-0.1728	-0.1626	0.4139	-0.0152
ELA	3	711173	7	A-C	2	2313	0.5932	0.1985	0.1174	0.5921	0.0902	0.0017	0.4296	-0.1867	-0.2558	0.4308	-0.1848	-0.047
ELA	3	711174	7	A-K	2	2314	0.5501	0.0837	0.1502	0.2154	0.5494	0.0013	0.4146	-0.2951	-0.2321	-0.1007	0.4123	0.0251
ELA	3	711177	7	A-K	2	2313	0.5508	0.1834	0.1411	0.1239	0.5498	0.0017	0.4594	-0.1956	-0.2364	-0.2097	0.4605	-0.0482
ELA	3	711181	7	A-V	1	2312	0.4909	0.1981	0.2154	0.4899	0.0945	0.0022	0.1985	-0.0746	-0.0927	0.2003	-0.1021	-0.0525
ELA	3	711183	7	A-V	2	2311	0.6395	0.1217	0.6379	0.1899	0.0479	0.0026	0.3399	-0.2474	0.3401	-0.0814	-0.2316	-0.0231
ELA	3	711660	7	A-V	1	2317	0.8136	0.8136	0.0911	0.0764	0.019		0.4445	0.4445	-0.2828	-0.2529	-0.1801	
ELA	3	711671	7	A-V	2	2315	0.6518	0.1036	0.6513	0.161	0.0833	0.0009	0.4092	-0.1831	0.4099	-0.1871	-0.2527	-0.0332
ELA	3	711679	7	A-V	2	2311	0.6041	0.6025	0.1139	0.0548	0.2262	0.0026	0.3773	0.378	-0.2955	-0.2579	-0.0732	-0.0353
ELA	3	662661	7	D	2	2309	0.2988	0.2529	0.2978	0.1247	0.3211	0.0035	0.2932	-0.177	0.2931	-0.1509	-0.0134	-0.0165
ELA	3	716046	7	D	1	2316	0.766	0.0621	0.1467	0.7656	0.025	0.0004	0.4051	-0.2853	-0.1972	0.4054	-0.2096	-0.016
ELA	3	717726	7	D	1	2315	0.2652	0.1964	0.2849	0.2529	0.265	0.0009	0.1852	-0.0191	-0.0509	-0.1175	0.1852	-0.0017
ELA	3	712847	8	A-C	2	2322	0.5495	0.1419	0.5488	0.1983	0.1097	0.0013	0.3545	-0.2097	0.3543	-0.1298	-0.1637	-0.0058
ELA	3	712848	8	A-K	2	2324	0.4957	0.1011	0.2654	0.4955	0.1376	0.0004	0.3698	-0.2124	-0.2018	0.3696	-0.0921	0.0041
ELA	3	712849	8	A-K	2	2324	0.6549	0.6546	0.1174	0.1144	0.1131	0.0004	0.442	0.4421	-0.2205	-0.2029	-0.235	-0.0107
ELA	3	712850	8	A-K	2	2320	0.6754	0.1733	0.0748	0.674	0.0757	0.0022	0.4725	-0.2168	-0.2785	0.4731	-0.2451	-0.035
ELA	3	712854	8	A-K	2	2322	0.7024	0.7015	0.0912	0.1574	0.0486	0.0013	0.4541	0.4555	-0.2459	-0.2475	-0.213	-0.047
ELA	3	712856	8	A-V	2	2324	0.327	0.1295	0.2899	0.2533	0.3269	0.0004	0.2469	-0.0951	0.054	-0.2478	0.2472	-0.0378
ELA	3	712857	8	A-V	2	2323	0.5984	0.2434	0.5978	0.0791	0.0787	0.0009	0.4464	-0.2784	0.4457	-0.1505	-0.2183	0.0127
ELA	3	712858	8	A-V	2	2320	0.6457	0.1742	0.0804	0.0989	0.6443	0.0022	0.4124	-0.1944	-0.2575	-0.1765	0.4129	-0.0262
ELA	3	662662	8	D	2	2320	0.4099	0.409	0.1497	0.3135	0.1256	0.0022	0.2261	0.2262	-0.1432	-0.0133	-0.1601	-0.0196
ELA	3	714798	8	D	2	2321	0.9535	0.9518	0.0168	0.009	0.0206	0.0017	0.2431	0.2415	-0.1566	-0.1314	-0.1304	-0.0153

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	3	717725	8	D	2	2323	0.8041	0.8034	0.043	0.0598	0.0929	0.0009	0.3051	0.305	-0.1947	-0.1657	-0.1451	-0.0099
ELA	3	712048	9	A-C	2	2291	0.4391	0.2229	0.4387	0.1116	0.2259	0.0009	0.3331	-0.0875	0.3337	-0.2725	-0.1013	-0.0344
ELA	3	712049	9	A-K	2	2285	0.6871	0.6847	0.0584	0.1234	0.13	0.0035	0.3894	0.3894	-0.2316	-0.3216	-0.0578	-0.0231
ELA	3	712051	9	A-K	2	2287	0.366	0.1884	0.365	0.2063	0.2377	0.0026	0.1962	-0.1507	0.1977	-0.0998	0.0156	-0.0493
ELA	3	712053	9	A-K	2	2288	0.2303	0.3192	0.2809	0.2298	0.1679	0.0022	0.1094	0.0014	-0.0479	0.1104	-0.0624	-0.0488
ELA	3	712055	9	A-K	2	2288	0.6337	0.1304	0.1308	0.1042	0.6324	0.0022	0.5035	-0.2624	-0.2234	-0.2565	0.5019	0.0024
ELA	3	712057	9	A-V	2	2290	0.3328	0.2455	0.2215	0.3323	0.1993	0.0013	0.2672	-0.0901	-0.1459	0.2675	-0.0648	-0.0202
ELA	3	712058	9	A-V	2	2291	0.6137	0.1936	0.0802	0.1121	0.6132	0.0009	0.4503	-0.1991	-0.2239	-0.2509	0.4509	-0.0326
ELA	3	712059	9	A-V	2	2288	0.7474	0.7457	0.0619	0.1239	0.0663	0.0022	0.4643	0.4658	-0.2652	-0.2142	-0.2665	-0.0443
ELA	3	662658	9	D	2	2288	0.8754	0.0323	0.0227	0.0693	0.8735	0.0022	0.3672	-0.179	-0.2036	-0.2318	0.3674	-0.0283
ELA	3	714799	9	D	2	2291	0.6329	0.1688	0.1365	0.6324	0.0615	0.0009	0.3795	-0.1913	-0.2174	0.38	-0.1505	-0.0273
ELA	3	716048	9	D	2	2289	0.806	0.1208	0.0196	0.0532	0.8046	0.0017	0.373	-0.2355	-0.1905	-0.1955	0.3735	-0.0246
ELA	4	658459	0	A-C	2	25714	0.6539	0.0832	0.6529	0.0756	0.1867	0.0016	0.4977	-0.2399	0.4976	-0.2644	-0.2564	-0.0192
ELA	4	661062	0	A-C	3	25703	0.6365	0.1329	0.6352	0.1456	0.0843	0.002	0.5043	-0.2185	0.5041	-0.2579	-0.2755	-0.0219
ELA	4	658460	0	A-K	2	25724	0.7294	0.1055	0.0885	0.0764	0.7285	0.0012	0.5376	-0.2676	-0.2492	-0.3216	0.5372	-0.015
ELA	4	658462	0	A-K	3	25719	0.4927	0.2372	0.1568	0.1126	0.492	0.0014	0.3713	-0.0981	-0.2519	-0.1631	0.3717	-0.0247
ELA	4	661066	0	A-K	2	25664	0.5847	0.0949	0.1727	0.5826	0.1463	0.0035	0.5408	-0.2981	-0.2264	0.5405	-0.2596	-0.0316
ELA	4	661070	0	A-K	2	25617	0.639	0.0894	0.0655	0.6356	0.2042	0.0053	0.4461	-0.217	-0.248	0.448	-0.2186	-0.0581
ELA	4	661074	0	A-K	2	25693	0.4057	0.1477	0.2637	0.4048	0.1814	0.0024	0.267	-0.2452	-0.103	0.2674	0.0061	-0.0248
ELA	4	661078	0	A-K	3	25638	0.5622	0.0945	0.2431	0.5597	0.0982	0.0045	0.4627	-0.2888	-0.1629	0.4635	-0.2439	-0.0477
ELA	4	658467	0	A-V	2	25739	0.5676	0.1644	0.0896	0.5673	0.1781	0.0006	0.4259	-0.1195	-0.2498	0.4262	-0.2483	-0.0213
ELA	4	660446	0	A-V	2	25703	0.7683	0.7668	0.0643	0.0726	0.0943	0.002	0.5129	0.5131	-0.2763	-0.3001	-0.2392	-0.0312
ELA	4	661079	0	A-V	2	25698	0.4642	0.15	0.1842	0.2005	0.4632	0.0022	0.3621	-0.0489	-0.2365	-0.1759	0.3622	-0.0228
ELA	4	493326	0	B-C	2	25721	0.5046	0.504	0.1694	0.1445	0.1809	0.0013	0.5415	0.542	-0.2398	-0.2177	-0.2681	-0.0374
ELA	4	493328	0	B-C	3	25707	0.6212	0.6201	0.0826	0.1351	0.1604	0.0018	0.5775	0.5774	-0.2421	-0.3383	-0.2638	-0.0273
ELA	4	658449	0	B-C	2	25654	0.5386	0.1506	0.1502	0.1587	0.5365	0.0039	0.5321	-0.2376	-0.261	-0.2332	0.5312	-0.0233
ELA	4	658450	0	B-C	3	25678	0.4574	0.456	0.1752	0.1531	0.2127	0.003	0.3355	0.3354	-0.2233	-0.1318	-0.0823	-0.019
ELA	4	658452	0	B-C	2	25614	0.5936	0.0892	0.0703	0.5904	0.2447	0.0054	0.4176	-0.2246	-0.2542	0.4189	-0.1705	-0.0505
ELA	4	493332	0	B-K	2	25700	0.6373	0.0819	0.1364	0.1437	0.6359	0.0021	0.5496	-0.2378	-0.2406	-0.3287	0.5496	-0.03

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	4	658456	0	B-K	2	25680	0.6475	0.1641	0.0984	0.6456	0.089	0.0029	0.5642	-0.2702	-0.2942	0.5635	-0.2827	-0.0253
ELA	4	658457	0	B-K	2	25583	0.4863	0.1038	0.483	0.1592	0.2473	0.0066	0.4438	-0.2662	0.4451	-0.2981	-0.0636	-0.0581
ELA	4	493327	0	B-V	2	25710	0.6527	0.1233	0.0922	0.6516	0.1312	0.0017	0.5384	-0.264	-0.2838	0.5389	-0.2557	-0.0365
ELA	4	493333	0	B-V	2	25706	0.728	0.1106	0.7266	0.0863	0.0746	0.0019	0.5083	-0.2223	0.5086	-0.2657	-0.3081	-0.0326
ELA	4	658458	0	B-V	2	25540	0.3693	0.3275	0.3662	0.1074	0.1905	0.0083	0.2919	-0.0086	0.2929	-0.2519	-0.1397	-0.0465
ELA	4	660235	0	B-V	2	25679	0.5331	0.5316	0.193	0.1437	0.1289	0.0029	0.474	0.4743	-0.278	-0.2093	-0.1548	-0.0306
ELA	4	504067	0	D	3	25739	0.4183	0.2469	0.418	0.2486	0.0859	0.0006	0.3707	-0.2095	0.3706	-0.1857	-0.0434	-0.0038
ELA	4	504070	0	D	2	25717	0.4607	0.46	0.3169	0.0568	0.1648	0.0014	0.3186	0.3189	-0.2101	-0.1937	-0.0416	-0.0231
ELA	4	581066	0	D	2	25722	0.549	0.5483	0.179	0.0818	0.1897	0.0012	0.4383	0.4382	-0.2374	-0.2682	-0.1354	-0.0145
ELA	4	581097	0	D	2	25719	0.3816	0.4469	0.3811	0.04	0.1307	0.0014	0.2566	-0.0697	0.257	-0.1744	-0.1639	-0.0204
ELA	4	662733	0	D	2	25711	0.5615	0.1543	0.1432	0.1402	0.5606	0.0017	0.4315	-0.177	-0.1911	-0.2374	0.4316	-0.0227
ELA	4	662792	0	D	2	25721	0.5744	0.1124	0.5737	0.1956	0.1171	0.0013	0.3576	-0.1416	0.3578	-0.1902	-0.1746	-0.0174
ELA	4	662795	0	D	3	25717	0.377	0.274	0.0999	0.2482	0.3764	0.0014	0.3483	-0.1548	-0.1934	-0.0945	0.3486	-0.0276
ELA	4	662796	0	D	3	25729	0.464	0.0894	0.1255	0.4635	0.3206	0.001	0.257	-0.2013	-0.2339	0.2574	0.0155	-0.0205
ELA	4	662797	0	D	2	25725	0.3613	0.1105	0.452	0.3609	0.0756	0.0011	0.4345	-0.0367	-0.3089	0.4344	-0.1621	-0.0162
ELA	4	711619	1	A-C	2	6407	0.3579	0.1727	0.3575	0.2387	0.23	0.0011	0.276	-0.1305	0.2756	-0.1418	-0.0534	0.0056
ELA	4	711621	1	A-K	3	6400	0.3509	0.227	0.2856	0.135	0.3502	0.0022	0.3531	-0.1367	-0.0735	-0.2264	0.3528	-0.0087
ELA	4	711622	1	A-K	2	6399	0.5366	0.1155	0.1617	0.5354	0.1851	0.0023	0.265	-0.1777	-0.1503	0.2659	-0.0493	-0.0288
ELA	4	711624	1	A-K	2	6405	0.4069	0.4063	0.2284	0.1713	0.1925	0.0014	0.3683	0.369	-0.1323	-0.2489	-0.0774	-0.0369
ELA	4	711787	1	A-K	2	6408	0.3081	0.1525	0.3442	0.1946	0.3078	0.0009	0.2736	-0.1949	0.0503	-0.2021	0.2734	0.0001
ELA	4	711627	1	A-V	1	6399	0.4288	0.1938	0.23	0.4278	0.1461	0.0023	0.3497	-0.0816	-0.1609	0.3501	-0.204	-0.0255
ELA	4	711628	1	A-V	2	6403	0.7267	0.7254	0.1087	0.0964	0.0678	0.0017	0.4615	0.4623	-0.2485	-0.2489	-0.2155	-0.0331
ELA	4	711629	1	A-V	2	6412	0.492	0.1904	0.4919	0.165	0.1525	0.0003	0.3799	-0.2658	0.38	-0.1978	-0.0334	-0.0145
ELA	4	662730	1	D	2	6407	0.4558	0.2203	0.1665	0.1568	0.4553	0.0011	0.3965	-0.1886	-0.1566	-0.166	0.3969	-0.0235
ELA	4	714301	1	D	2	6406	0.9141	0.0263	0.0139	0.0455	0.913	0.0012	0.2424	-0.1416	-0.0988	-0.1608	0.2432	-0.0228
ELA	4	714812	1	D	2	6406	0.305	0.1855	0.3046	0.2825	0.2261	0.0012	0.115	0.016	0.1154	-0.0524	-0.0836	-0.0223
ELA	4	705623	2	A-C	2	2413	0.4691	0.2994	0.1238	0.1072	0.4687	0.0008	0.3948	-0.1281	-0.2602	-0.1697	0.3944	0.0037
ELA	4	705617	2	A-K	2	2412	0.5498	0.1731	0.5491	0.1482	0.1284	0.0012	0.3624	-0.2218	0.3633	-0.146	-0.1304	-0.0387
ELA	4	705618	2	A-K	3	2414	0.6719	0.6716	0.0584	0.0986	0.171	0.0004	0.3657	0.3647	-0.1954	-0.2517	-0.1353	0.0269

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	4	705620	2	A-K	2	2412	0.8507	0.024	0.0729	0.8497	0.0522	0.0012	0.4026	-0.1932	-0.2941	0.3978	-0.1683	0.0357
ELA	4	706318	2	A-K	2	2413	0.4049	0.4046	0.3611	0.0725	0.1611	0.0008	0.1404	0.1412	0.0795	-0.2314	-0.1262	-0.038
ELA	4	705626	2	A-V	2	2412	0.7682	0.1598	0.7673	0.017	0.0547	0.0012	0.3163	-0.2404	0.3145	-0.1877	-0.0926	0.0137
ELA	4	705627	2	A-V	2	2413	0.8094	0.034	0.087	0.0696	0.8087	0.0008	0.4115	-0.2261	-0.1993	-0.252	0.4128	-0.0395
ELA	4	706327	2	A-V	2	2413	0.7804	0.0998	0.0986	0.7797	0.0211	0.0008	0.358	-0.1226	-0.2815	0.3559	-0.1921	0.0261
ELA	4	662791	2	D	2	2412	0.8856	0.0501	0.0364	0.8845	0.0277	0.0012	0.4224	-0.2423	-0.2532	0.4185	-0.2073	0.0162
ELA	4	714302	2	D	2	2412	0.5862	0.1797	0.1636	0.07	0.5855	0.0012	0.415	-0.1705	-0.2099	-0.2384	0.4154	-0.0204
ELA	4	714813	2	D	1	2414	0.7887	0.0257	0.118	0.7884	0.0675	0.0004	0.3377	-0.2074	-0.2161	0.3366	-0.1409	0.0206
ELA	4	710733	3	A-K	3	2409	0.4749	0.1625	0.4741	0.2698	0.092	0.0017	0.0897	-0.0783	0.091	0.0664	-0.1539	-0.039
ELA	4	710734	3	A-K	3	2412	0.6758	0.0688	0.0249	0.2304	0.6755	0.0004	0.1848	-0.111	-0.2075	-0.0613	0.1856	-0.0347
ELA	4	710735	3	A-K	3	2407	0.3776	0.3879	0.1463	0.3767	0.0866	0.0025	0.2301	-0.0413	-0.1375	0.2298	-0.1504	-0.0072
ELA	4	710736	3	A-K	2	2412	0.5817	0.1301	0.5814	0.1343	0.1538	0.0004	0.2273	-0.2036	0.228	-0.1005	-0.025	-0.0347
ELA	4	710738	3	A-K	3	2411	0.4492	0.1082	0.3655	0.4488	0.0767	0.0008	0.296	-0.2476	-0.0209	0.2959	-0.2266	0.0026
ELA	4	710739	3	A-K	2	2409	0.5035	0.5027	0.116	0.0816	0.298	0.0017	0.1731	0.1742	-0.1857	-0.2797	0.1101	-0.0349
ELA	4	710741	3	A-V	2	2413	0.9142	0.0224	0.0431	0.0203	0.9142		0.3698	-0.1892	-0.2314	-0.2026	0.3698	
ELA	4	710743	3	A-V	2	2411	0.8573	0.8566	0.0249	0.0564	0.0613	0.0008	0.434	0.4328	-0.1939	-0.2874	-0.2295	-0.0046
ELA	4	662732	3	D	2	2410	0.9178	0.022	0.0332	0.9167	0.0269	0.0012	0.3846	-0.2238	-0.242	0.3824	-0.1816	-0.0039
ELA	4	714303	3	D	2	2412	0.9192	0.9188	0.0253	0.0336	0.022	0.0004	0.3541	0.3553	-0.1848	-0.217	-0.1931	-0.0327
ELA	4	714814	3	D	2	2411	0.613	0.6125	0.2263	0.1048	0.0555	0.0008	0.2706	0.2705	-0.0069	-0.2465	-0.2326	-0.0018
ELA	4	710762	4	A-K	2	2404	0.713	0.0768	0.7115	0.1287	0.0809	0.0021	0.5245	-0.2491	0.5231	-0.2878	-0.2698	-0.0153
ELA	4	710763	4	A-K	2	2402	0.3776	0.1802	0.1428	0.3765	0.2976	0.0029	0.2105	-0.0909	-0.1352	0.2106	-0.0418	-0.0138
ELA	4	710764	4	A-K	2	2399	0.3005	0.2814	0.2993	0.3126	0.1025	0.0042	0.1687	-0.026	0.1698	-0.0155	-0.1862	-0.0373
ELA	4	710766	4	A-K	3	2407	0.4799	0.4795	0.1586	0.2943	0.0668	0.0008	0.4082	0.4087	-0.2362	-0.1425	-0.2073	-0.0408
ELA	4	710768	4	A-K	2	2406	0.3541	0.1681	0.4413	0.0357	0.3537	0.0012	-0.0132	-0.1387	0.2033	-0.2262	-0.0122	-0.0363
ELA	4	710769	4	A-K	2	2406	0.2764	0.276	0.4952	0.1154	0.1121	0.0012	0.2236	0.2238	0.1522	-0.2984	-0.2545	-0.0161
ELA	4	710834	4	A-V	2	2407	0.8529	0.088	0.0428	0.0162	0.8522	0.0008	0.339	-0.1636	-0.2553	-0.1742	0.3386	-0.0059
ELA	4	710836	4	A-V	2	2409	0.6517	0.0315	0.2702	0.6517	0.0465		0.3972	-0.2371	-0.2311	0.3972	-0.2144	
ELA	4	662789	4	D	2	2404	0.8839	0.0286	0.0295	0.8821	0.0577	0.0021	0.3356	-0.1858	-0.1872	0.3351	-0.1906	-0.0218
ELA	4	714304	4	D	2	2406	0.5046	0.1619	0.0942	0.2387	0.5039	0.0012	0.3969	-0.2524	-0.1492	-0.1451	0.396	0.0124

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	4	714815	4	D	2	2409	0.697	0.0814	0.697	0.0847	0.137		0.4198	-0.183	0.4198	-0.2417	-0.2198	
ELA	4	716106	5	A-K	2	2437	0.6762	0.0627	0.1492	0.6754	0.1115	0.0012	0.4936	-0.2593	-0.1851	0.4948	-0.3209	-0.0537
ELA	4	716107	5	A-K	3	2437	0.8387	0.8377	0.0533	0.0258	0.082	0.0012	0.4091	0.4119	-0.2663	-0.1894	-0.2184	-0.0607
ELA	4	716108	5	A-K	3	2433	0.5882	0.1775	0.0738	0.1594	0.5865	0.0029	0.4187	-0.2938	-0.242	-0.0803	0.4186	-0.0233
ELA	4	716109	5	A-K	2	2438	0.7014	0.1053	0.7008	0.1447	0.0484	0.0008	0.4203	-0.2746	0.4189	-0.1838	-0.2022	0.0176
ELA	4	716111	5	A-K	2	2439	0.8323	0.832	0.0766	0.0549	0.0361	0.0004	0.3835	0.3834	-0.1686	-0.2432	-0.2303	-0.0079
ELA	4	716112	5	A-K	2	2440	0.6402	0.1746	0.127	0.0582	0.6402		0.4354	-0.2675	-0.1587	-0.2332	0.4354	
ELA	4	716113	5	A-V	2	2440	0.3102	0.1701	0.3102	0.4098	0.1098		0.3717	-0.3885	0.3717	0.0419	-0.1491	
ELA	4	716114	5	A-V	2	2436	0.2328	0.3275	0.3115	0.127	0.2324	0.0016	0.1276	-0.0995	0.049	-0.0888	0.1277	-0.0097
ELA	4	662798	5	D	3	2438	0.7699	0.1045	0.0742	0.0512	0.7693	0.0008	0.425	-0.2378	-0.2093	-0.23	0.4262	-0.0429
ELA	4	714305	5	D	2	2439	0.6933	0.1156	0.1652	0.693	0.0258	0.0004	0.4429	-0.2568	-0.2515	0.4419	-0.1813	0.0226
ELA	4	714817	5	D	2	2437	0.8305	0.0533	0.8295	0.0955	0.0205	0.0012	0.3204	-0.2356	0.3212	-0.2098	-0.037	-0.0278
ELA	4	715102	6	B-C	2	2404	0.579	0.5774	0.1547	0.1804	0.0846	0.0029	0.3603	0.3611	-0.2263	-0.0979	-0.2052	-0.0339
ELA	4	715103	6	B-C	2	2408	0.5876	0.1725	0.5869	0.1439	0.0954	0.0012	0.3938	-0.0738	0.3933	-0.27	-0.2408	-0.0074
ELA	4	715104	6	B-C	3	2408	0.3895	0.3696	0.0958	0.1443	0.3891	0.0012	0.1739	0.0898	-0.2402	-0.1619	0.174	-0.0171
ELA	4	715106	6	B-K	3	2408	0.532	0.3331	0.0834	0.5313	0.051	0.0012	0.3544	-0.1235	-0.2956	0.3531	-0.1689	0.0243
ELA	4	715108	6	B-K	2	2409	0.555	0.1008	0.1468	0.5545	0.197	0.0008	0.324	-0.1424	-0.2752	0.3242	-0.0512	-0.0175
ELA	4	715109	6	B-K	2	2410	0.5427	0.1107	0.5425	0.1904	0.156	0.0004	0.2184	-0.1907	0.2187	-0.1548	0.0331	-0.0176
ELA	4	715112	6	B-V	2	2410	0.5481	0.158	0.1265	0.1672	0.5479	0.0004	0.3789	-0.2802	-0.1257	-0.1192	0.379	-0.0071
ELA	4	715113	6	B-V	2	2406	0.8371	0.8353	0.0759	0.0651	0.0216	0.0021	0.3809	0.3789	-0.2519	-0.1797	-0.2018	-0.0035
ELA	4	662664	6	D	2	2407	0.8317	0.0854	0.8304	0.029	0.0535	0.0017	0.3949	-0.257	0.3952	-0.1849	-0.1968	-0.0289
ELA	4	714306	6	D	2	2408	0.3534	0.3629	0.0597	0.2231	0.353	0.0012	0.4343	-0.2534	-0.1139	-0.143	0.4322	0.0512
ELA	4	716049	6	D	1	2408	0.9543	0.9531	0.0129	0.0166	0.0162	0.0012	0.2759	0.2733	-0.1605	-0.1608	-0.1501	-0.0061
ELA	4	712024	7	B-C	2	2422	0.5442	0.1884	0.0927	0.5433	0.1739	0.0016	0.3806	-0.1336	-0.2856	0.3813	-0.1418	-0.0277
ELA	4	712026	7	B-C	2	2423	0.4519	0.258	0.1995	0.0899	0.4514	0.0012	0.3352	-0.1063	-0.2078	-0.1275	0.3357	-0.0301
ELA	4	712028	7	B-C	2	2421	0.5518	0.2968	0.5507	0.0899	0.0606	0.0021	0.3306	-0.0331	0.3315	-0.2958	-0.2664	-0.0352
ELA	4	712031	7	B-K	3	2423	0.4602	0.4596	0.2918	0.0606	0.1867	0.0012	0.2971	0.2982	-0.0543	-0.2896	-0.1362	-0.05
ELA	4	712032	7	B-K	2	2426	0.8038	0.0499	0.8038	0.0206	0.1257		0.3851	-0.2505	0.3851	-0.189	-0.2158	
ELA	4	712033	7	B-K	2	2423	0.5827	0.0837	0.2461	0.582	0.087	0.0012	0.3307	-0.1875	-0.1046	0.3299	-0.2337	0.0039

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	4	712034	7	B-V	2	2420	0.7376	0.1319	0.0923	0.0375	0.7358	0.0025	0.4843	-0.2662	-0.2663	-0.2378	0.483	-0.0119
ELA	4	712035	7	B-V	2	2421	0.7485	0.7469	0.1286	0.028	0.0944	0.0021	0.4055	0.4072	-0.1856	-0.2381	-0.2519	-0.0425
ELA	4	662666	7	D	2	2424	0.755	0.2003	0.7543	0.026	0.0185	0.0008	0.3393	-0.2305	0.3383	-0.1878	-0.1762	0.0099
ELA	4	714307	7	D	2	2426	0.6801	0.1105	0.0326	0.6801	0.1768		0.2875	-0.0792	-0.0574	0.2875	-0.2597	
ELA	4	716050	7	D	1	2424	0.9274	0.0247	0.035	0.9266	0.0128	0.0008	0.2862	-0.1439	-0.1914	0.2868	-0.1479	-0.0217
ELA	4	711550	8	B-C	2	2411	0.645	0.1813	0.094	0.0791	0.6436	0.0021	0.4349	-0.2227	-0.2029	-0.2292	0.436	-0.0441
ELA	4	711610	8	B-C	3	2414	0.5137	0.2844	0.106	0.5132	0.0956	0.0008	0.2838	-0.0581	-0.1695	0.2846	-0.2132	-0.0407
ELA	4	711545	8	B-K	2	2416	0.596	0.1651	0.0836	0.596	0.1552		0.4683	-0.1326	-0.2955	0.4683	-0.2728	
ELA	4	711546	8	B-K	2	2415	0.4356	0.4354	0.2719	0.2297	0.0625	0.0004	0.1766	0.1762	0.1133	-0.2371	-0.1587	0.0165
ELA	4	711548	8	B-K	3	2414	0.3376	0.3373	0.1312	0.3133	0.2173	0.0008	0.2096	0.2095	-0.1951	-0.0206	-0.0576	0.0059
ELA	4	711549	8	B-K	2	2413	0.6531	0.0592	0.6523	0.2223	0.065	0.0012	0.306	-0.1288	0.3055	-0.2236	-0.0894	-0.0022
ELA	4	711543	8	B-V	2	2415	0.7561	0.036	0.1258	0.082	0.7558	0.0004	0.4217	-0.2054	-0.2662	-0.1989	0.4207	0.0186
ELA	4	711544	8	B-V	2	2413	0.6747	0.1734	0.6738	0.0969	0.0546	0.0012	0.374	-0.1451	0.3755	-0.2557	-0.1927	-0.0474
ELA	4	662731	8	D	2	2410	0.6166	0.1341	0.1188	0.1296	0.6151	0.0025	0.3847	-0.1647	-0.1819	-0.2145	0.3829	0.0136
ELA	4	714802	8	D	2	2412	0.9017	0.0439	0.0298	0.9002	0.0244	0.0017	0.4058	-0.2347	-0.2318	0.4072	-0.2134	-0.039
ELA	4	716167	8	D	2	2414	0.6578	0.1325	0.6573	0.13	0.0795	0.0008	0.4052	-0.2311	0.406	-0.2049	-0.1643	-0.0348
ELA	4	716092	9	B-C	2	2405	0.5547	0.1527	0.5535	0.1788	0.1129	0.0021	0.3832	-0.1319	0.3826	-0.2271	-0.1762	-0.0002
ELA	4	716096	9	B-C	3	2410	0.4531	0.4531	0.2452	0.149	0.1527		0.2814	0.2814	-0.0537	-0.209	-0.1184	
ELA	4	716099	9	B-C	2	2406	0.1833	0.183	0.3535	0.3452	0.1166	0.0017	-0.0775	-0.0773	0.0333	0.1834	-0.2277	-0.0028
ELA	4	716100	9	B-C	2	2407	0.4221	0.2668	0.4216	0.1954	0.1149	0.0012	0.279	-0.1926	0.2793	-0.0116	-0.149	-0.0183
ELA	4	716093	9	B-K	2	2408	0.3343	0.3685	0.2183	0.334	0.0784	0.0008	0.4008	-0.2528	-0.0892	0.4011	-0.1103	-0.026
ELA	4	716101	9	B-K	3	2407	0.7133	0.1282	0.132	0.7124	0.0261	0.0012	0.4119	-0.1391	-0.3253	0.4121	-0.1834	-0.0196
ELA	4	716102	9	B-K	2	2408	0.4859	0.2357	0.078	0.2	0.4855	0.0008	0.4083	-0.2226	-0.247	-0.1082	0.4079	0.0041
ELA	4	716095	9	B-V	2	2406	0.1538	0.1556	0.478	0.2112	0.1535	0.0017	0.062	-0.025	0.026	-0.0633	0.062	-0.0102
ELA	4	662794	9	D	2	2410	0.6344	0.0685	0.6344	0.2734	0.0237		0.2377	-0.2486	0.2377	-0.0632	-0.1548	
ELA	4	714803	9	D	2	2407	0.7507	0.7498	0.0494	0.1427	0.0568	0.0012	0.502	0.5018	-0.2297	-0.3279	-0.2257	-0.0171
ELA	4	716168	9	D	2	2408	0.4186	0.2216	0.2349	0.1245	0.4183	0.0008	0.3083	-0.1277	-0.0804	-0.1955	0.3083	-0.0155
ELA	5	661094	0	A-C	2	29590	0.5729	0.15	0.1719	0.1045	0.5721	0.0015	0.4329	-0.2155	-0.1638	-0.2441	0.4332	-0.0245
ELA	5	566389	0	A-K	2	29581	0.5137	0.1591	0.1016	0.2247	0.5128	0.0018	0.4975	-0.2147	-0.2052	-0.2566	0.4976	-0.0265

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ELA	5	566391	0	A-K	3	29546	0.5021	0.1924	0.1314	0.1726	0.5007	0.0029	0.4145	-0.1213	-0.2157	-0.2247	0.4148	-0.0329
ELA	5	566393	0	A-K	2	29564	0.539	0.5377	0.0738	0.2561	0.13	0.0023	0.5269	0.5275	-0.2848	-0.2323	-0.253	-0.0423
ELA	5	566394	0	A-K	2	29583	0.4256	0.3682	0.1615	0.4249	0.0437	0.0017	0.3174	-0.0087	-0.2848	0.318	-0.2295	-0.0308
ELA	5	661095	0	A-K	2	29586	0.4872	0.1059	0.1924	0.2136	0.4865	0.0016	0.4673	-0.2414	-0.0982	-0.2922	0.4672	-0.02
ELA	5	661097	0	A-K	3	29596	0.588	0.2586	0.5873	0.067	0.0859	0.0012	0.4262	-0.1793	0.4265	-0.25	-0.2432	-0.0222
ELA	5	661099	0	A-K	2	29581	0.6939	0.6927	0.1078	0.1068	0.0909	0.0018	0.5433	0.5432	-0.2464	-0.2907	-0.2903	-0.0222
ELA	5	566395	0	A-V	1	29575	0.5132	0.5122	0.197	0.1071	0.1817	0.002	0.4379	0.4382	-0.1472	-0.2509	-0.2113	-0.0321
ELA	5	661102	0	A-V	2	29590	0.481	0.0783	0.1577	0.4803	0.2822	0.0015	0.3798	-0.2835	-0.1599	0.3803	-0.121	-0.0289
ELA	5	663357	0	A-V	2	29606	0.6268	0.1794	0.6263	0.0791	0.1143	0.0009	0.2745	-0.1142	0.2749	-0.3029	-0.0214	-0.0208
ELA	5	653716	0	B-C	2	29561	0.494	0.0815	0.2405	0.4928	0.1827	0.0024	0.3484	-0.2248	0.0053	0.3492	-0.2937	-0.0373
ELA	5	653717	0	B-C	2	29559	0.3612	0.1774	0.1147	0.345	0.3603	0.0025	0.4165	-0.1892	-0.1523	-0.1632	0.4168	-0.0335
ELA	5	653718	0	B-C	2	29598	0.5989	0.1489	0.5982	0.1244	0.1274	0.0012	0.5439	-0.2337	0.5443	-0.2822	-0.2684	-0.0307
ELA	5	659197	0	B-C	2	29563	0.5505	0.2088	0.5492	0.158	0.0816	0.0024	0.4389	-0.2111	0.4391	-0.1746	-0.247	-0.029
ELA	5	659202	0	B-C	2	29519	0.5266	0.5246	0.1821	0.1153	0.1742	0.0038	0.3989	0.4002	-0.3096	-0.1431	-0.0833	-0.0494
ELA	5	653720	0	B-K	3	29586	0.542	0.1509	0.5411	0.1584	0.148	0.0016	0.404	-0.262	0.4047	-0.1494	-0.1461	-0.0364
ELA	5	653723	0	B-K	2	29584	0.3775	0.0758	0.4167	0.129	0.3769	0.0017	0.351	-0.2512	-0.0203	-0.2757	0.3515	-0.036
ELA	5	659203	0	B-K	3	29536	0.6819	0.0387	0.0769	0.2014	0.6796	0.0033	0.3707	-0.2382	-0.3237	-0.0976	0.3716	-0.0357
ELA	5	659287	0	B-K	3	29553	0.7456	0.7436	0.1101	0.0613	0.0823	0.0027	0.5374	0.5373	-0.3114	-0.272	-0.2555	-0.0315
ELA	5	654551	0	B-V	2	29601	0.5325	0.1145	0.2545	0.5319	0.098	0.0011	0.4361	-0.1776	-0.2778	0.4363	-0.1319	-0.0288
ELA	5	659209	0	B-V	2	29571	0.652	0.0745	0.6507	0.0482	0.2245	0.0021	0.266	-0.1614	0.267	-0.2228	-0.0858	-0.0297
ELA	5	661010	0	B-V	2	29583	0.7206	0.1125	0.1137	0.7194	0.0527	0.0017	0.4114	-0.1732	-0.214	0.4125	-0.2731	-0.0398
ELA	5	505543	0	D	2	29587	0.2911	0.2907	0.3275	0.1715	0.2088	0.0016	0.2944	0.2945	-0.0998	-0.0869	-0.1311	-0.0216
ELA	5	581211	0	D	2	29581	0.3766	0.39	0.1216	0.1108	0.376	0.0018	0.3964	-0.0897	-0.2132	-0.2475	0.3967	-0.0256
ELA	5	581217	0	D	2	29584	0.4039	0.4032	0.1954	0.1519	0.2478	0.0017	0.267	0.2672	-0.0957	-0.216	-0.0346	-0.0174
ELA	5	581223	0	D	2	29609	0.4013	0.1677	0.401	0.4028	0.0277	0.0008	0.2679	-0.1318	0.2681	-0.1192	-0.1412	-0.0179
ELA	5	660715	0	D	2	29607	0.4868	0.0692	0.3102	0.1333	0.4863	0.0009	0.4002	-0.1942	-0.1758	-0.2031	0.4003	-0.0144
ELA	5	660716	0	D	2	29595	0.3943	0.0791	0.1145	0.4114	0.3938	0.0013	0.3687	-0.2264	-0.1654	-0.1334	0.3691	-0.0256
ELA	5	661441	0	D	2	29609	0.607	0.1266	0.1093	0.6066	0.1568	0.0008	0.4707	-0.2615	-0.2662	0.4709	-0.1634	-0.0214
ELA	5	661446	0	D	2	29601	0.7771	0.0682	0.0582	0.7762	0.0962	0.0011	0.4387	-0.2274	-0.1918	0.4388	-0.2711	-0.0208

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	5	662808	0	D	2	29597	0.5199	0.0497	0.1679	0.2618	0.5193	0.0012	0.4673	-0.1319	-0.2154	-0.2809	0.4676	-0.0263
ELA	5	712453	1	B-C	2	6871	0.5055	0.1496	0.5045	0.1402	0.2038	0.0019	0.3672	-0.2137	0.3678	-0.1859	-0.1041	-0.0267
ELA	5	710837	1	B-K	2	6867	0.6186	0.6171	0.1409	0.1169	0.1226	0.0025	0.4872	0.4874	-0.2493	-0.2441	-0.2148	-0.0261
ELA	5	710838	1	B-K	2	6876	0.5223	0.1267	0.1662	0.1843	0.5216	0.0012	0.4269	-0.2467	-0.2815	-0.0675	0.4262	0.003
ELA	5	710840	1	B-K	2	6870	0.6255	0.6242	0.1193	0.1216	0.1329	0.002	0.4596	0.4601	-0.2659	-0.1967	-0.2095	-0.0275
ELA	5	710841	1	B-K	2	6867	0.4328	0.1775	0.4317	0.23	0.1583	0.0025	0.2323	0.02	0.2324	-0.2503	-0.0462	-0.0114
ELA	5	710843	1	B-K	2	6882	0.4066	0.2494	0.1546	0.4064	0.1893	0.0003	0.3769	-0.1244	-0.1417	0.377	-0.204	-0.014
ELA	5	710839	1	B-V	2	6868	0.7268	0.0728	0.1273	0.7252	0.0725	0.0023	0.4842	-0.2064	-0.3168	0.4845	-0.2147	-0.0298
ELA	5	710893	1	B-V	2	6882	0.3816	0.2388	0.2626	0.1168	0.3815	0.0003	0.4325	-0.1713	-0.1681	-0.1954	0.4326	-0.0217
ELA	5	660720	1	D	1	6874	0.5444	0.1576	0.5436	0.2066	0.0908	0.0015	0.3591	-0.2622	0.3588	-0.0659	-0.196	-0.0047
ELA	5	714308	1	D	2	6869	0.4394	0.1967	0.1511	0.2117	0.4384	0.0022	0.476	-0.2105	-0.2638	-0.1411	0.4752	-0.0002
ELA	5	714309	1	D	2	6873	0.4308	0.1467	0.181	0.2406	0.4301	0.0016	0.4909	-0.23	-0.2306	-0.1688	0.4908	-0.0168
ELA	5	714360	2	B-C	3	2839	0.6678	0.6655	0.2008	0.0688	0.0614	0.0035	0.4302	0.4287	-0.2144	-0.236	-0.233	-0.0121
ELA	5	714369	2	B-C	3	2841	0.471	0.2369	0.2211	0.4696	0.0695	0.0028	0.3081	-0.083	-0.191	0.3086	-0.1499	-0.0246
ELA	5	716228	2	B-C	3	2844	0.2008	0.2475	0.2004	0.3352	0.2152	0.0018	0.127	-0.0044	0.1275	0.0911	-0.2217	-0.0253
ELA	5	714363	2	B-K	2	2845	0.568	0.1369	0.1151	0.1794	0.5672	0.0014	0.3996	-0.157	-0.1467	-0.2528	0.399	0.0018
ELA	5	714365	2	B-K	3	2847	0.5174	0.517	0.1446	0.1109	0.2267	0.0007	0.277	0.277	-0.0929	-0.1964	-0.1049	-0.0051
ELA	5	716232	2	B-K	3	2845	0.7371	0.086	0.736	0.0902	0.0863	0.0014	0.3925	-0.2048	0.3933	-0.2842	-0.1186	-0.0315
ELA	5	714362	2	B-V	1	2847	0.483	0.0463	0.4402	0.0302	0.4826	0.0007	0.3438	-0.1314	-0.2375	-0.1542	0.3435	0.0092
ELA	5	716237	2	B-V	2	2845	0.8334	0.0558	0.0698	0.8322	0.0407	0.0014	0.3885	-0.237	-0.1784	0.3887	-0.2254	-0.0214
ELA	5	661439	2	D	2	2846	0.7572	0.0639	0.7564	0.139	0.0397	0.0011	0.3812	-0.2317	0.3811	-0.1878	-0.2131	-0.0121
ELA	5	714310	2	D	2	2846	0.7312	0.1032	0.0741	0.7304	0.0913	0.0011	0.4479	-0.2113	-0.2527	0.4496	-0.233	-0.06
ELA	5	714311	2	D	2	2843	0.5575	0.5563	0.1299	0.1351	0.1766	0.0021	0.4155	0.4164	-0.2467	-0.2514	-0.0946	-0.042
ELA	5	712923	3	B-C	2	2860	0.2941	0.1775	0.087	0.441	0.2939	0.0007	0.1191	-0.1189	-0.078	0.0278	0.1196	-0.0308
ELA	5	712924	3	B-C	2	2861	0.1667	0.4881	0.1667	0.1876	0.1572	0.0003	0.1214	0.127	0.1216	-0.084	-0.2074	-0.0277
ELA	5	712918	3	B-K	2	2858	0.8177	0.0646	0.0482	0.8166	0.0692	0.0014	0.459	-0.2732	-0.2762	0.4604	-0.1976	-0.0455
ELA	5	712919	3	B-K	3	2859	0.6153	0.1628	0.1233	0.6146	0.0982	0.001	0.3978	-0.2627	-0.1527	0.3981	-0.1546	-0.017
ELA	5	712922	3	B-K	3	2859	0.681	0.6803	0.0363	0.2324	0.05	0.001	0.3603	0.3603	-0.1754	-0.1858	-0.2584	-0.0135
ELA	5	712915	3	B-V	2	2857	0.4361	0.4354	0.341	0.1579	0.0639	0.0017	0.1213	0.1209	0.0108	-0.0677	-0.1657	0.0048

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	5	712916	3	B-V	1	2860	0.3273	0.1303	0.0961	0.4458	0.327	0.0007	0.3058	-0.1721	-0.0972	-0.1136	0.306	-0.0195
ELA	5	712925	3	B-V	1	2860	0.4783	0.2215	0.478	0.1569	0.1429	0.0007	0.314	-0.0566	0.3145	-0.1358	-0.2386	-0.0265
ELA	5	661444	3	D	1	2860	0.3755	0.2959	0.1922	0.1359	0.3753	0.0007	0.2306	-0.1064	-0.0434	-0.1337	0.2305	-0.0054
ELA	5	714312	3	D	1	2858	0.8209	0.0692	0.0339	0.8197	0.0758	0.0014	0.3702	-0.2322	-0.1706	0.37	-0.195	-0.0226
ELA	5	714313	3	D	1	2860	0.5077	0.0346	0.5073	0.3784	0.079	0.0007	0.1281	-0.1868	0.1291	0.0075	-0.1222	-0.042
ELA	5	712118	4	B-C	2	2839	0.4773	0.1521	0.0644	0.4771	0.306	0.0004	0.3418	-0.2819	-0.2439	0.3418	-0.0208	-0.0002
ELA	5	712119	4	B-C	2	2834	0.3663	0.3655	0.1972	0.1475	0.2877	0.0021	0.2598	0.2601	-0.0377	-0.1836	-0.0971	-0.0263
ELA	5	712120	4	B-C	2	2840	0.4746	0.2437	0.4746	0.1739	0.1077		0.4178	-0.1808	0.4178	-0.22	-0.1535	
ELA	5	712113	4	B-K	2	2840	0.456	0.1444	0.075	0.3246	0.456		0.2759	-0.2831	-0.2379	0.0528	0.2759	
ELA	5	712114	4	B-K	2	2836	0.6992	0.6982	0.1401	0.0687	0.0915	0.0014	0.408	0.4082	-0.1997	-0.2907	-0.1518	-0.0198
ELA	5	712117	4	B-K	2	2832	0.4721	0.4708	0.4239	0.0444	0.0581	0.0028	0.4003	0.4	-0.1812	-0.2394	-0.2551	-0.0215
ELA	5	712110	4	B-V	2	2840	0.8824	0.0415	0.0665	0.8824	0.0095		0.33	-0.1998	-0.2223	0.33	-0.1138	
ELA	5	712111	4	B-V	2	2838	0.9288	0.013	0.9282	0.0454	0.0127	0.0007	0.3268	-0.179	0.3278	-0.2089	-0.1797	-0.0277
ELA	5	629634	4	D	1	2840	0.668	0.1162	0.1641	0.668	0.0518		0.3968	-0.2862	-0.1681	0.3968	-0.1485	
ELA	5	714314	4	D	1	2837	0.5178	0.1433	0.5173	0.2049	0.1335	0.0011	0.2689	-0.1732	0.2685	-0.0842	-0.1168	0.0079
ELA	5	714315	4	D	1	2838	0.351	0.2123	0.2356	0.3507	0.2007	0.0007	0.0616	-0.0474	-0.004	0.0615	-0.021	0.0055
ELA	5	711530	5	B-C	3	2859	0.5236	0.2045	0.1846	0.5234	0.0871	0.0003	0.4302	-0.1605	-0.2669	0.4304	-0.1645	-0.0148
ELA	5	711541	5	B-C	2	2857	0.3644	0.1402	0.364	0.1213	0.3734	0.001	0.2277	-0.2146	0.2281	-0.1396	0.0229	-0.0234
ELA	5	711535	5	B-K	2	2854	0.5915	0.0899	0.2199	0.5902	0.0979	0.0021	0.3863	-0.2175	-0.1436	0.3856	-0.2285	-0.0018
ELA	5	711536	5	B-K	3	2855	0.5933	0.5923	0.164	0.0892	0.1528	0.0017	0.2666	0.2673	-0.1981	-0.1677	-0.0255	-0.0251
ELA	5	711539	5	B-K	2	2859	0.3116	0.3115	0.5126	0.1147	0.0608	0.0003	0.1475	0.1475	0.0577	-0.1874	-0.1564	-0.0028
ELA	5	711540	5	B-K	2	2856	0.6075	0.1045	0.1052	0.1822	0.6066	0.0014	0.4528	-0.2513	-0.1775	-0.2301	0.4538	-0.0407
ELA	5	711534	5	B-V	2	2860	0.8528	0.05	0.0262	0.071	0.8528		0.3994	-0.2317	-0.2183	-0.2185	0.3994	
ELA	5	711537	5	B-V	2	2854	0.212	0.3594	0.2115	0.1528	0.2741	0.0021	-0.0789	0.1465	-0.0775	-0.0899	-0.0088	-0.052
ELA	5	661442	5	D	1	2859	0.7377	0.7374	0.0993	0.1017	0.0612	0.0003	0.3819	0.382	-0.1548	-0.2399	-0.2049	-0.0108
ELA	5	714316	5	D	1	2855	0.8032	0.8017	0.0476	0.0469	0.1021	0.0017	0.3353	0.3353	-0.2413	-0.2338	-0.1064	-0.017
ELA	5	714317	5	D	2	2858	0.8432	0.0549	0.8427	0.0451	0.0566	0.0007	0.3692	-0.2287	0.3703	-0.2473	-0.1321	-0.0338
ELA	5	712246	6	A-C	3	2820	0.7748	0.1377	0.0382	0.7737	0.0489	0.0014	0.3719	-0.2178	-0.2429	0.3723	-0.1548	-0.0198
ELA	5	712257	6	A-C	2	2823	0.4616	0.1824	0.1859	0.17	0.4614	0.0004	0.3643	-0.3003	-0.1839	0.0165	0.3645	-0.0222

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ELA	5	712250	6	A-K	2	2818	0.335	0.3343	0.2985	0.0995	0.2656	0.0021	0.1523	0.1519	-0.0541	-0.2435	0.0582	0.0059
ELA	5	712251	6	A-K	2	2821	0.766	0.097	0.085	0.0517	0.7652	0.0011	0.3846	-0.2015	-0.2117	-0.1973	0.3854	-0.0293
ELA	5	712253	6	A-K	3	2824	0.455	0.2879	0.1771	0.455	0.08		0.2957	-0.0465	-0.2155	0.2957	-0.162	
ELA	5	712255	6	A-K	2	2821	0.6547	0.0524	0.654	0.0652	0.2273	0.0011	0.488	-0.2439	0.4861	-0.2839	-0.2569	0.0263
ELA	5	712248	6	A-V	2	2821	0.67	0.6693	0.1009	0.0606	0.1682	0.0011	0.3159	0.3168	-0.2254	-0.1206	-0.1374	-0.0316
ELA	5	715577	6	A-V	2	2818	0.8655	0.046	0.8637	0.0719	0.0163	0.0021	0.4137	-0.2207	0.4072	-0.2989	-0.1387	0.0284
ELA	5	662803	6	D	2	2822	0.8136	0.0786	0.0694	0.813	0.0382	0.0007	0.4597	-0.2703	-0.2582	0.4602	-0.2107	-0.0244
ELA	5	714318	6	D	2	2823	0.4531	0.1756	0.2712	0.4529	0.0999	0.0004	0.388	-0.204	-0.143	0.388	-0.1731	-0.0025
ELA	5	714319	6	D	2	2822	0.584	0.3368	0.5836	0.0613	0.0177	0.0007	0.3624	-0.2294	0.3619	-0.2002	-0.1671	0.002
ELA	5	711327	7	A-C	3	2857	0.6349	0.1546	0.1462	0.6345	0.064	0.0007	0.4337	-0.2436	-0.1907	0.4341	-0.2154	-0.0336
ELA	5	711328	7	A-C	2	2857	0.5317	0.1934	0.1266	0.148	0.5313	0.0007	0.3832	-0.1467	-0.157	-0.2274	0.3836	-0.0194
ELA	5	711321	7	A-K	2	2856	0.8253	0.05	0.0703	0.0542	0.8244	0.001	0.4181	-0.2461	-0.1686	-0.2717	0.4198	-0.0446
ELA	5	711553	7	A-K	2	2857	0.5583	0.1738	0.5579	0.1193	0.1483	0.0007	0.3955	-0.1858	0.3956	-0.2272	-0.1461	-0.0194
ELA	5	711738	7	A-K	3	2859	0.589	0.1927	0.0832	0.135	0.589		0.5409	-0.3004	-0.2656	-0.2173	0.5409	
ELA	5	711318	7	A-V	1	2853	0.6365	0.6352	0.0871	0.2284	0.0472	0.0021	0.3972	0.397	-0.2697	-0.1874	-0.1678	-0.0164
ELA	5	711320	7	A-V	2	2851	0.7226	0.1102	0.0888	0.7205	0.0776	0.0028	0.324	-0.0907	-0.1662	0.3251	-0.2562	-0.0303
ELA	5	711741	7	A-V	2	2854	0.4029	0.3589	0.4022	0.1843	0.0528	0.0017	0.3218	-0.0959	0.3211	-0.2191	-0.1195	0.0061
ELA	5	662805	7	D	2	2858	0.9013	0.0346	0.901	0.0497	0.0143	0.0003	0.3872	-0.2337	0.3868	-0.248	-0.1584	-0.0037
ELA	5	714804	7	D	2	2857	0.7721	0.0287	0.1021	0.0969	0.7716	0.0007	0.3425	-0.2092	-0.233	-0.1289	0.342	0.0019
ELA	5	714805	7	D	2	2857	0.8869	0.0157	0.0168	0.8863	0.0804	0.0007	0.2996	-0.18	-0.1541	0.2967	-0.1938	0.0274
ELA	5	712262	8	A-K	2	2852	0.736	0.1286	0.0498	0.0855	0.7355	0.0007	0.4212	-0.2714	-0.2369	-0.1545	0.4207	0.0007
ELA	5	712263	8	A-K	3	2854	0.2796	0.2355	0.3956	0.0893	0.2796		-0.0174	0.06	0.0758	-0.1918	-0.0174	
ELA	5	712264	8	A-K	3	2854	0.7274	0.0669	0.7274	0.1216	0.0841		0.3257	-0.2028	0.3257	-0.1528	-0.1601	
ELA	5	712265	8	A-K	3	2854	0.5596	0.1976	0.1917	0.5596	0.0512		0.4399	-0.2407	-0.2182	0.4399	-0.1664	
ELA	5	712266	8	A-K	2	2849	0.4563	0.4369	0.4555	0.0501	0.0557	0.0018	0.1733	0.0482	0.1725	-0.2651	-0.2296	0.0166
ELA	5	712267	8	A-K	2	2849	0.5402	0.5392	0.2365	0.1142	0.1083	0.0018	0.2188	0.2191	-0.0975	-0.1212	-0.0923	-0.0134
ELA	5	712258	8	A-V	2	2853	0.9558	0.9555	0.0249	0.0105	0.0088	0.0004	0.3172	0.316	-0.2291	-0.1617	-0.1395	0.0005
ELA	5	712260	8	A-V	2	2850	0.786	0.1209	0.0245	0.7849	0.0683	0.0014	0.4008	-0.2369	-0.1941	0.4013	-0.2247	-0.0254
ELA	5	662807	8	D	2	2851	0.6766	0.1489	0.1205	0.6759	0.0536	0.0011	0.3842	-0.1667	-0.2271	0.3832	-0.2059	0.0091

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	5	714806	8	D	2	2848	0.9445	0.0056	0.0375	0.0123	0.9425	0.0021	0.2406	-0.1008	-0.182	-0.1151	0.2456	-0.0519
ELA	5	714807	8	D	2	2853	0.9271	0.9268	0.0189	0.0256	0.0284	0.0004	0.3466	0.3469	-0.1855	-0.2338	-0.1678	-0.0178
ELA	5	714835	9	A-K	2	2800	0.4975	0.4973	0.0718	0.0832	0.3474	0.0004	0.1437	0.1439	-0.2354	-0.1251	0.0497	-0.0164
ELA	5	714838	9	A-K	3	2800	0.7607	0.7604	0.0735	0.1039	0.0618	0.0004	0.4679	0.4683	-0.265	-0.2293	-0.2504	-0.0243
ELA	5	714840	9	A-K	2	2800	0.6554	0.1235	0.0743	0.1467	0.6551	0.0004	0.5414	-0.2624	-0.295	-0.2647	0.5409	0.0133
ELA	5	714841	9	A-K	2	2799	0.3433	0.101	0.3431	0.2953	0.2599	0.0007	0.1426	-0.222	0.1434	0.0571	-0.0592	-0.0483
ELA	5	714833	9	A-V	2	2799	0.8825	0.8818	0.0186	0.0568	0.0421	0.0007	0.4272	0.4281	-0.1939	-0.2982	-0.2099	-0.0315
ELA	5	714834	9	A-V	2	2798	0.5793	0.2238	0.1071	0.0893	0.5787	0.0011	0.3646	-0.1027	-0.2531	-0.205	0.3649	-0.0192
ELA	5	714866	9	A-V	2	2801	0.8754	0.0475	0.0489	0.0282	0.8754		0.3201	-0.2079	-0.1816	-0.1349	0.3201	
ELA	5	715100	9	A-V	2	2797	0.9289	0.0139	0.0325	0.9275	0.0246	0.0014	0.3685	-0.1402	-0.2415	0.3679	-0.2278	-0.0219
ELA	5	660718	9	D	2	2801	0.8933	0.0918	0.8933	0.0079	0.0071		0.3073	-0.2581	0.3073	-0.1185	-0.1178	
ELA	5	716051	9	D	2	2798	0.931	0.0246	0.93	0.0211	0.0232	0.0011	0.3264	-0.1827	0.3221	-0.1929	-0.1772	0.0162
ELA	5	716169	9	D	2	2797	0.6225	0.6216	0.1585	0.0735	0.1449	0.0014	0.3621	0.3615	-0.1557	-0.2235	-0.1709	0.0019
ELA	6	623050	0	A-C	2	36883	0.7712	0.1064	0.0565	0.0656	0.7701	0.0014	0.5347	-0.2859	-0.2843	-0.2833	0.5349	-0.0302
ELA	6	662369	0	A-C	3	36827	0.3798	0.2446	0.1434	0.2303	0.3787	0.003	0.3662	0.031	-0.245	-0.2459	0.3665	-0.0313
ELA	6	662371	0	A-C	3	36804	0.5205	0.0906	0.1433	0.5187	0.2439	0.0036	0.3307	-0.2734	-0.2606	0.332	0.0152	-0.0446
ELA	6	623044	0	A-K	2	36858	0.6482	0.6468	0.0644	0.1307	0.156	0.0021	0.4053	0.4059	-0.2843	-0.2658	-0.0916	-0.0295
ELA	6	623047	0	A-K	2	36884	0.5584	0.1875	0.109	0.1445	0.5576	0.0014	0.4653	-0.1962	-0.2	-0.2606	0.465	-0.0119
ELA	6	623051	0	A-K	2	36900	0.6441	0.0753	0.6434	0.0898	0.1905	0.001	0.5549	-0.2452	0.555	-0.2985	-0.2931	-0.0226
ELA	6	662373	0	A-K	2	36830	0.6956	0.0508	0.1179	0.6936	0.1348	0.0029	0.5237	-0.2588	-0.238	0.5241	-0.3101	-0.0397
ELA	6	662376	0	A-K	2	36828	0.5194	0.0876	0.1797	0.212	0.5179	0.0029	0.4197	-0.2266	-0.225	-0.1399	0.4211	-0.0525
ELA	6	623046	0	A-V	1	36865	0.6043	0.0389	0.6031	0.0798	0.2763	0.0019	0.3838	-0.2401	0.3841	-0.2194	-0.1811	-0.0253
ELA	6	662383	0	A-V	3	36835	0.445	0.1126	0.4438	0.3625	0.0783	0.0027	0.363	-0.1378	0.3639	-0.1382	-0.2547	-0.0451
ELA	6	663737	0	A-V	2	36834	0.8015	0.7993	0.0944	0.0638	0.0398	0.0028	0.549	0.5502	-0.3266	-0.3033	-0.2459	-0.0514
ELA	6	495090	0	B-C	2	36880	0.4126	0.1228	0.4119	0.2876	0.1761	0.0015	0.3941	-0.1295	0.3947	-0.0935	-0.2829	-0.0426
ELA	6	625491	0	B-C	2	36782	0.5727	0.0466	0.101	0.5703	0.2779	0.0042	0.4004	-0.2304	-0.2433	0.4019	-0.165	-0.0492
ELA	6	625493	0	B-C	2	36780	0.5749	0.5725	0.1952	0.1514	0.0767	0.0042	0.454	0.4549	-0.2141	-0.2617	-0.1632	-0.0456
ELA	6	625495	0	B-C	2	36780	0.7816	0.7783	0.0369	0.0706	0.11	0.0042	0.5168	0.5186	-0.2329	-0.2722	-0.313	-0.0601
ELA	6	495091	0	B-K	2	36859	0.2953	0.1356	0.2476	0.32	0.2947	0.0021	0.2925	-0.2216	-0.2003	0.0651	0.293	-0.0366

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	6	495092	0	B-K	2	36857	0.5045	0.1465	0.2105	0.5034	0.1375	0.0021	0.4226	-0.1975	-0.1872	0.4232	-0.1848	-0.0395
ELA	6	495093	0	B-K	2	36865	0.5184	0.1446	0.1424	0.1937	0.5174	0.0019	0.3717	-0.1085	-0.2368	-0.1607	0.3725	-0.0384
ELA	6	625488	0	B-K	2	36783	0.506	0.1848	0.252	0.5039	0.0551	0.0041	0.3951	-0.188	-0.1553	0.3962	-0.2394	-0.0472
ELA	6	625489	0	B-K	2	36775	0.6039	0.1768	0.6013	0.1476	0.07	0.0044	0.58	-0.3216	0.5806	-0.291	-0.2154	-0.0517
ELA	6	495094	0	B-V	2	36853	0.5772	0.269	0.5759	0.0697	0.0831	0.0022	0.4078	-0.1253	0.409	-0.3103	-0.2365	-0.0479
ELA	6	625496	0	B-V	1	36781	0.7278	0.0703	0.7248	0.1081	0.0926	0.0042	0.4931	-0.2645	0.494	-0.2776	-0.2196	-0.0489
ELA	6	633154	0	B-V	2	36816	0.3845	0.2986	0.2031	0.3832	0.1119	0.0032	0.271	0.0259	-0.2001	0.2721	-0.194	-0.0438
ELA	6	503913	0	D	2	36873	0.5535	0.1283	0.5526	0.1902	0.1272	0.0017	0.4231	-0.1395	0.4231	-0.2738	-0.1668	-0.0167
ELA	6	503922	0	D	2	36875	0.5739	0.5729	0.1944	0.1268	0.1042	0.0017	0.2823	0.283	-0.1157	-0.1165	-0.1777	-0.0275
ELA	6	584209	0	D	2	36850	0.5611	0.0771	0.5598	0.1586	0.2022	0.0023	0.3934	-0.1756	0.3941	-0.2281	-0.1589	-0.0346
ELA	6	584210	0	D	2	36870	0.434	0.2051	0.1807	0.4332	0.1792	0.0018	0.1896	-0.0592	-0.1862	0.1901	0.0059	-0.0221
ELA	6	663341	0	D	2	36860	0.6661	0.0831	0.6647	0.1152	0.135	0.0021	0.4875	-0.2352	0.4882	-0.2929	-0.2057	-0.0394
ELA	6	663343	0	D	1	36884	0.7531	0.07	0.1332	0.0433	0.7521	0.0014	0.3473	-0.1873	-0.193	-0.1755	0.3485	-0.0366
ELA	6	663365	0	D	3	36876	0.4808	0.48	0.1755	0.1972	0.1457	0.0016	0.2884	0.2892	-0.0444	-0.1488	-0.1897	-0.0371
ELA	6	663368	0	D	3	36896	0.4716	0.3719	0.116	0.4711	0.04	0.0011	0.3214	-0.1849	-0.122	0.3217	-0.1608	-0.0206
ELA	6	663371	0	D	3	36852	0.4442	0.0651	0.1956	0.4432	0.2939	0.0023	0.304	-0.2042	-0.1207	0.305	-0.1124	-0.0434
ELA	6	716056	1	B-C	2	7982	0.2686	0.1475	0.4496	0.2683	0.1334	0.0011	0.1655	-0.1545	0.048	0.1656	-0.1238	-0.0113
ELA	6	716064	1	B-C	3	7984	0.2981	0.1639	0.2395	0.2978	0.2978	0.0009	0.1881	-0.1384	-0.1488	0.0642	0.1885	-0.0262
ELA	6	716066	1	B-C	2	7974	0.3717	0.3709	0.2434	0.2817	0.1019	0.0021	0.3457	0.3457	-0.1608	-0.1095	-0.1584	-0.0176
ELA	6	716067	1	B-C	2	7973	0.4688	0.1241	0.4678	0.2613	0.1445	0.0023	0.1407	-0.1478	0.1417	0.0733	-0.1502	-0.0278
ELA	6	716060	1	B-K	2	7976	0.4646	0.1517	0.1976	0.4638	0.1851	0.0019	0.2461	-0.1949	-0.1309	0.246	-0.0009	-0.0066
ELA	6	716062	1	B-K	2	7965	0.2507	0.2508	0.2499	0.2216	0.2744	0.0033	0.0542	0.1075	0.055	-0.1569	-0.0083	-0.0272
ELA	6	716057	1	B-V	1	7967	0.4033	0.208	0.1731	0.2139	0.4021	0.003	0.2935	-0.0637	-0.1962	-0.1021	0.2949	-0.0482
ELA	6	716058	1	B-V	2	7987	0.4224	0.4222	0.2284	0.2507	0.0982	0.0005	0.1969	0.1971	-0.1547	-0.0023	-0.1044	-0.0153
ELA	6	663362	1	D	2	7979	0.4188	0.1704	0.2926	0.4182	0.1173	0.0015	0.3122	-0.1123	-0.1484	0.3123	-0.1357	-0.0175
ELA	6	715019	1	D	2	7974	0.622	0.1179	0.1711	0.0882	0.6207	0.0021	0.4843	-0.2476	-0.2546	-0.2049	0.4845	-0.0271
ELA	6	716171	1	D	2	7979	0.609	0.1069	0.1221	0.1614	0.6081	0.0015	0.468	-0.2077	-0.2553	-0.2174	0.468	-0.0179
ELA	6	714348	2	B-C	2	3610	0.3579	0.1827	0.1808	0.2773	0.3572	0.0019	0.29	-0.3247	-0.1843	0.1313	0.2907	-0.0379
ELA	6	714358	2	B-C	2	3609	0.2195	0.4379	0.2278	0.219	0.1131	0.0022	0.0084	0.1059	0.0253	0.0087	-0.2088	-0.014

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	6	714359	2	B-C	2	3607	0.6648	0.663	0.0404	0.191	0.1028	0.0028	0.3323	0.334	-0.2335	-0.2351	-0.0567	-0.044
ELA	6	714351	2	B-K	2	3612	0.5532	0.2485	0.5524	0.1496	0.0481	0.0014	0.277	-0.0047	0.2771	-0.2834	-0.1599	-0.0127
ELA	6	714353	2	B-K	3	3612	0.7171	0.0608	0.0981	0.7161	0.1236	0.0014	0.3664	-0.1506	-0.1111	0.3668	-0.2902	-0.0233
ELA	6	714354	2	B-K	3	3614	0.3832	0.1189	0.3829	0.2604	0.2369	0.0008	0.158	-0.1763	0.1587	-0.088	0.0461	-0.037
ELA	6	714349	2	B-V	2	3616	0.3761	0.1667	0.1548	0.3022	0.376	0.0003	0.3278	-0.1124	-0.0815	-0.1898	0.328	-0.0214
ELA	6	714350	2	B-V	2	3610	0.7061	0.7047	0.1277	0.1219	0.0437	0.0019	0.3489	0.3502	-0.1671	-0.197	-0.1854	-0.0366
ELA	6	629746	2	D	2	3613	0.4664	0.3243	0.1037	0.1051	0.4659	0.0011	0.3531	-0.0439	-0.2917	-0.2161	0.3532	-0.0135
ELA	6	715020	2	D	2	3615	0.5508	0.0904	0.5505	0.073	0.2856	0.0006	0.4179	-0.2303	0.418	-0.1764	-0.2119	-0.0121
ELA	6	716172	2	D	1	3614	0.8381	0.8374	0.016	0.1158	0.0299	0.0008	0.2917	0.2931	-0.1859	-0.1884	-0.1384	-0.0339
ELA	6	710771	3	B-C	2	3614	0.4319	0.2069	0.2149	0.1453	0.4312	0.0017	0.4071	-0.224	-0.1393	-0.1492	0.4075	-0.0309
ELA	6	710780	3	B-C	2	3616	0.4571	0.2329	0.1478	0.4566	0.1616	0.0011	0.1909	-0.0686	-0.1761	0.1915	-0.0082	-0.0283
ELA	6	710782	3	B-C	2	3619	0.4786	0.1329	0.1398	0.4785	0.2486	0.0003	0.3278	-0.1368	-0.2367	0.3276	-0.0817	0.0107
ELA	6	710775	3	B-K	2	3614	0.3475	0.087	0.1782	0.3862	0.347	0.0017	0.2215	-0.1722	-0.1642	0.0129	0.2216	-0.0106
ELA	6	710776	3	B-K	3	3618	0.2711	0.271	0.0738	0.5329	0.1218	0.0006	0.0402	0.0405	-0.2532	0.138	-0.0616	-0.0213
ELA	6	710778	3	B-K	2	3614	0.4051	0.1235	0.2	0.2704	0.4044	0.0017	0.1932	-0.1429	0.066	-0.1637	0.1944	-0.0519
ELA	6	710772	3	B-V	2	3614	0.795	0.7936	0.0657	0.0901	0.0489	0.0017	0.4209	0.4225	-0.214	-0.2273	-0.2367	-0.0452
ELA	6	710773	3	B-V	2	3615	0.5784	0.2058	0.5776	0.105	0.1102	0.0014	0.3475	-0.182	0.3477	-0.1794	-0.1357	-0.0181
ELA	6	663363	3	D	1	3612	0.7674	0.0735	0.7657	0.0892	0.0693	0.0022	0.4317	-0.2301	0.4324	-0.2449	-0.2033	-0.0348
ELA	6	715762	3	D	2	3618	0.8115	0.0506	0.0928	0.811	0.045	0.0006	0.4395	-0.2464	-0.2682	0.4406	-0.1914	-0.0408
ELA	6	716627	3	D	2	3618	0.916	0.0177	0.9155	0.0251	0.0412	0.0006	0.3765	-0.1883	0.3769	-0.2251	-0.2229	-0.0213
ELA	6	711234	4	B-C	2	3601	0.6204	0.6199	0.1163	0.1931	0.0699	0.0008	0.4223	0.423	-0.2231	-0.1838	-0.2363	-0.0365
ELA	6	711235	4	B-C	2	3599	0.7808	0.0316	0.7797	0.0807	0.1065	0.0014	0.4138	-0.2172	0.4149	-0.2371	-0.2201	-0.0383
ELA	6	711315	4	B-C	3	3601	0.5865	0.0807	0.116	0.2164	0.586	0.0008	0.2959	-0.1636	-0.2245	-0.0697	0.2968	-0.0354
ELA	6	711237	4	B-K	2	3604	0.7045	0.1215	0.1215	0.7045	0.0524		0.4707	-0.2596	-0.2473	0.4707	-0.2205	
ELA	6	711239	4	B-K	3	3600	0.5503	0.1926	0.5497	0.1781	0.0785	0.0011	0.2916	-0.1502	0.2924	-0.1532	-0.0987	-0.0335
ELA	6	711241	4	B-K	2	3599	0.6919	0.1876	0.0497	0.0705	0.6909	0.0014	0.4173	-0.1892	-0.2599	-0.24	0.4187	-0.0466
ELA	6	711242	4	B-V	2	3599	0.845	0.0175	0.0266	0.8438	0.1107	0.0014	0.4044	-0.1814	-0.2146	0.4047	-0.2793	-0.026
ELA	6	711243	4	B-V	2	3599	0.6235	0.1615	0.1043	0.1102	0.6226	0.0014	0.3889	-0.1674	-0.1832	-0.2246	0.3888	-0.0136
ELA	6	663364	4	D	1	3599	0.7133	0.0688	0.1723	0.7123	0.0452	0.0014	0.3832	-0.185	-0.2287	0.3849	-0.189	-0.0474

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	6	715763	4	D	3	3595	0.2017	0.429	0.2012	0.1959	0.1715	0.0025	-0.0882	0.2489	-0.0865	-0.0917	-0.1306	-0.0577
ELA	6	716628	4	D	2	3601	0.9142	0.023	0.0411	0.9134	0.0216	0.0008	0.3792	-0.1973	-0.2464	0.3812	-0.1888	-0.0429
ELA	6	712927	5	A-C	2	3638	0.5495	0.0971	0.5484	0.1454	0.2071	0.0019	0.3481	-0.1667	0.3488	-0.2312	-0.1021	-0.0301
ELA	6	712935	5	A-C	3	3637	0.6156	0.6143	0.0952	0.2288	0.0595	0.0022	0.3426	0.3427	-0.1694	-0.1778	-0.1758	-0.0177
ELA	6	712936	5	A-C	2	3641	0.4537	0.1468	0.3196	0.0793	0.4532	0.0011	0.1986	-0.1608	-0.0184	-0.1217	0.1991	-0.0226
ELA	6	712937	5	A-C	2	3637	0.6283	0.1064	0.192	0.0724	0.6269	0.0022	0.3754	-0.2513	-0.1382	-0.1883	0.3749	-0.0119
ELA	6	712929	5	A-K	2	3639	0.3888	0.4123	0.1182	0.3882	0.0796	0.0016	0.2784	0.0035	-0.2521	0.279	-0.203	-0.0333
ELA	6	712932	5	A-K	3	3643	0.4883	0.2151	0.4881	0.1427	0.1536	0.0005	0.296	-0.0792	0.2964	-0.2117	-0.1135	-0.0283
ELA	6	712928	5	A-V	2	3643	0.7044	0.1572	0.0919	0.704	0.0464	0.0005	0.3883	-0.1836	-0.2698	0.3892	-0.152	-0.04
ELA	6	716337	5	A-V	2	3636	0.8344	0.8324	0.0571	0.0593	0.0488	0.0025	0.3884	0.3865	-0.2511	-0.1963	-0.1828	-0.0081
ELA	6	663367	5	D	3	3643	0.5657	0.099	0.2892	0.5654	0.0458	0.0005	0.2931	-0.1767	-0.1059	0.2936	-0.211	-0.0257
ELA	6	716052	5	D	2	3640	0.8541	0.0653	0.0565	0.8529	0.0239	0.0014	0.4029	-0.2447	-0.2456	0.4033	-0.1612	-0.0292
ELA	6	716629	5	D	2	3643	0.1114	0.0678	0.1114	0.766	0.0543	0.0005	-0.2004	-0.2388	-0.2003	0.3954	-0.1943	-0.014
ELA	6	711294	6	A-C	3	3569	0.6097	0.1023	0.1903	0.0967	0.608	0.0028	0.2214	-0.1436	-0.0101	-0.2002	0.2234	-0.0462
ELA	6	711304	6	A-C	3	3575	0.7997	0.0662	0.0889	0.7988	0.045	0.0011	0.4878	-0.2631	-0.2621	0.4887	-0.2636	-0.0384
ELA	6	711305	6	A-C	2	3576	0.4997	0.2068	0.4993	0.2101	0.083	0.0008	0.2901	-0.2148	0.2906	0.0091	-0.222	-0.0269
ELA	6	711297	6	A-K	3	3573	0.6804	0.0891	0.1174	0.1126	0.6792	0.0017	0.4504	-0.1734	-0.2661	-0.2344	0.451	-0.0328
ELA	6	711298	6	A-K	2	3576	0.5252	0.3015	0.5247	0.1271	0.0458	0.0008	0.4002	-0.1569	0.3998	-0.2702	-0.181	0.0072
ELA	6	711299	6	A-K	3	3576	0.4765	0.2048	0.1749	0.4761	0.1433	0.0008	0.27	-0.0651	-0.2709	0.2707	-0.0142	-0.0354
ELA	6	711295	6	A-V	2	3575	0.5701	0.5694	0.1386	0.0802	0.2107	0.0011	0.4588	0.4595	-0.2522	-0.164	-0.2322	-0.0347
ELA	6	711296	6	A-V	2	3579	0.7779	0.7779	0.0545	0.05	0.1176		0.3892	0.3892	-0.258	-0.2268	-0.167	
ELA	6	663360	6	D	2	3572	0.8942	0.8924	0.0346	0.0341	0.0369	0.002	0.4027	0.402	-0.2375	-0.2279	-0.2053	-0.0243
ELA	6	716053	6	D	1	3573	0.7375	0.1713	0.0682	0.0226	0.7362	0.0017	0.3859	-0.1947	-0.2554	-0.2096	0.3875	-0.0448
ELA	6	716630	6	D	2	3574	0.6396	0.2165	0.0858	0.6387	0.0576	0.0014	0.3237	-0.1016	-0.2538	0.3238	-0.1811	-0.0116
ELA	6	719997	7	A-C	2	3612	0.5019	0.5004	0.1623	0.1819	0.1524	0.003	0.2407	0.2402	-0.2259	-0.0226	-0.078	-0.0003
ELA	6	720007	7	A-C	3	3620	0.2298	0.2296	0.3105	0.268	0.191	0.0008	0.2098	0.2102	-0.038	-0.087	-0.0792	-0.0399
ELA	6	720008	7	A-C	2	3615	0.3057	0.0696	0.2139	0.4093	0.305	0.0022	0.0237	-0.2491	-0.2001	0.277	0.0252	-0.0506
ELA	6	720001	7	A-K	2	3620	0.5657	0.1289	0.1502	0.1548	0.5653	0.0008	0.4401	-0.2442	-0.1706	-0.2062	0.4407	-0.0389
ELA	6	720003	7	A-K	3	3621	0.4659	0.2539	0.4656	0.2175	0.0624	0.0006	0.3092	-0.0284	0.309	-0.2379	-0.1802	-0.0021

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	6	720004	7	A-K	3	3623	0.4129	0.2385	0.236	0.4129	0.1126		0.1808	-0.1318	0.0482	0.1808	-0.1686	
ELA	6	720005	7	A-K	2	3618	0.4906	0.2031	0.4899	0.2205	0.085	0.0014	0.3067	-0.2112	0.3064	-0.1369	-0.0407	-0.0021
ELA	6	720213	7	A-V	2	3622	0.7126	0.1212	0.1295	0.7124	0.0367	0.0003	0.391	-0.2668	-0.1805	0.3913	-0.1548	-0.0206
ELA	6	663369	7	D	3	3619	0.724	0.093	0.7232	0.1339	0.0489	0.0011	0.2519	-0.1065	0.2528	-0.1479	-0.1432	-0.0285
ELA	6	716054	7	D	2	3617	0.8916	0.0422	0.027	0.0389	0.8901	0.0017	0.4207	-0.2108	-0.2276	-0.2641	0.4207	-0.0282
ELA	6	716631	7	D	2	3619	0.7784	0.7775	0.1016	0.0731	0.0466	0.0011	0.4363	0.4371	-0.2364	-0.2265	-0.2381	-0.0367
ELA	6	716091	8	A-C	2	3617	0.2726	0.3361	0.2621	0.1284	0.2723	0.0011	0.2178	0.0344	-0.0857	-0.2245	0.2177	-0.0098
ELA	6	716083	8	A-K	2	3619	0.549	0.0826	0.5487	0.2082	0.1599	0.0006	0.4225	-0.2166	0.4229	-0.2479	-0.135	-0.0315
ELA	6	716085	8	A-K	3	3614	0.3536	0.0773	0.3364	0.3529	0.2314	0.0019	0.123	-0.1928	0.1748	0.1236	-0.2111	-0.0244
ELA	6	716086	8	A-K	3	3615	0.4639	0.1176	0.1157	0.3019	0.4631	0.0017	0.3197	-0.1616	-0.1805	-0.1057	0.3205	-0.0367
ELA	6	716087	8	A-K	2	3615	0.3466	0.1502	0.346	0.3358	0.1663	0.0017	0.2736	-0.0577	0.2741	-0.1557	-0.0942	-0.0292
ELA	6	716080	8	A-V	2	3613	0.7157	0.0881	0.0489	0.7142	0.1466	0.0022	0.2356	-0.0751	-0.1734	0.2378	-0.1319	-0.0443
ELA	6	716082	8	A-V	2	3617	0.2693	0.269	0.4896	0.1339	0.1063	0.0011	0.0421	0.0425	0.0457	-0.0563	-0.0712	-0.0171
ELA	6	716084	8	A-V	2	3620	0.6395	0.6393	0.0522	0.2176	0.0906	0.0003	0.2893	0.2895	-0.2327	-0.0558	-0.2231	-0.0113
ELA	6	663370	8	D	2	3613	0.3487	0.0975	0.298	0.348	0.2543	0.0022	0.1084	0.0094	-0.0299	0.1091	-0.0918	-0.0236
ELA	6	716055	8	D	1	3614	0.9734	0.0086	0.0124	0.9716	0.0055	0.0019	0.2367	-0.126	-0.1557	0.2397	-0.1222	-0.0438
ELA	6	716632	8	D	2	3618	0.2222	0.222	0.3173	0.1116	0.3482	0.0008	0.0463	0.0465	0.1324	-0.2021	-0.0356	-0.0132
ELA	6	710623	9	A-C	2	3627	0.6135	0.1669	0.0556	0.1631	0.6119	0.0025	0.3947	-0.1945	-0.2077	-0.1927	0.3949	-0.0237
ELA	6	710624	9	A-C	2	3635	0.4099	0.0998	0.1463	0.4098	0.3438	0.0003	0.3346	-0.2284	-0.2081	0.3345	-0.0475	0.0053
ELA	6	710625	9	A-C	2	3633	0.7748	0.7742	0.0952	0.0668	0.063	0.0008	0.3516	0.3516	-0.2496	-0.2201	-0.0757	-0.0147
ELA	6	710626	9	A-C	2	3632	0.7026	0.0712	0.1645	0.7019	0.0613	0.0011	0.4174	-0.2295	-0.226	0.4183	-0.1974	-0.0352
ELA	6	710627	9	A-C	3	3635	0.4677	0.107	0.4675	0.1194	0.3058	0.0003	0.2377	-0.222	0.2376	-0.2235	0.0486	0.0088
ELA	6	710630	9	A-K	3	3634	0.7405	0.0921	0.096	0.0712	0.7401	0.0006	0.502	-0.2553	-0.2544	-0.2758	0.502	-0.0204
ELA	6	710631	9	A-K	2	3634	0.7394	0.739	0.0814	0.1271	0.052	0.0006	0.512	0.5119	-0.2783	-0.2786	-0.251	-0.009
ELA	6	710632	9	A-V	1	3629	0.6313	0.157	0.6301	0.069	0.1419	0.0019	0.2776	-0.0937	0.2793	-0.2259	-0.1188	-0.0464
ELA	6	629739	9	D	2	3630	0.7405	0.0506	0.1216	0.0869	0.7393	0.0017	0.4237	-0.207	-0.2282	-0.2319	0.4237	-0.0179
ELA	6	716170	9	D	2	3629	0.9589	0.0069	0.0179	0.0162	0.9571	0.0019	0.2982	-0.1243	-0.1943	-0.1813	0.3021	-0.0525
ELA	6	716633	9	D	2	3633	0.6427	0.6422	0.0729	0.198	0.0861	0.0008	0.3396	0.3401	-0.2247	-0.1856	-0.1069	-0.024
ELA	7	495922	0	A-C	2	37806	0.5656	0.2035	0.5642	0.1304	0.0995	0.0024	0.4341	-0.2169	0.4347	-0.193	-0.206	-0.033

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	7	495924	0	A-C	2	37805	0.5794	0.0939	0.1301	0.578	0.1955	0.0024	0.4612	-0.2413	-0.1877	0.4623	-0.2333	-0.0458
ELA	7	495926	0	A-C	3	37756	0.5318	0.1785	0.0943	0.1937	0.5298	0.0037	0.5143	-0.2469	-0.2974	-0.1842	0.5149	-0.0456
ELA	7	661103	0	A-C	2	37825	0.4222	0.1219	0.3538	0.4214	0.1011	0.0019	0.3439	-0.0882	-0.1804	0.3443	-0.1783	-0.0272
ELA	7	663378	0	A-C	2	37816	0.6456	0.6442	0.2103	0.0738	0.0696	0.0021	0.4757	0.4759	-0.1924	-0.2807	-0.2941	-0.0268
ELA	7	661108	0	A-K	3	37825	0.46	0.1014	0.4591	0.2363	0.2013	0.0019	0.2902	-0.185	0.2909	-0.1218	-0.0898	-0.0326
ELA	7	661109	0	A-K	3	37825	0.5005	0.0975	0.2586	0.4995	0.1425	0.0019	0.4066	-0.1722	-0.2204	0.4071	-0.1559	-0.0331
ELA	7	661111	0	A-K	2	37809	0.5528	0.0648	0.5515	0.2731	0.1083	0.0023	0.5628	-0.219	0.563	-0.3153	-0.2703	-0.0335
ELA	7	495928	0	A-V	2	37796	0.5176	0.5163	0.1607	0.2423	0.0781	0.0026	0.4133	0.414	-0.1489	-0.2131	-0.22	-0.0357
ELA	7	495929	0	A-V	2	37802	0.7979	0.0454	0.0543	0.1019	0.796	0.0025	0.5189	-0.2538	-0.2788	-0.3017	0.5198	-0.0443
ELA	7	495930	0	A-V	2	37746	0.5324	0.1119	0.5303	0.1441	0.2098	0.004	0.295	-0.2869	0.2961	-0.1473	-0.008	-0.0377
ELA	7	623055	0	B-C	2	37827	0.451	0.0923	0.2003	0.4502	0.2553	0.0018	0.3204	-0.2041	-0.2403	0.3212	-0.0068	-0.038
ELA	7	623059	0	B-C	2	37821	0.7086	0.1286	0.7072	0.0804	0.0819	0.002	0.5252	-0.2073	0.5259	-0.3012	-0.3148	-0.0388
ELA	7	662344	0	B-C	2	37743	0.5384	0.1129	0.0823	0.5362	0.2645	0.004	0.3726	-0.2221	-0.2699	0.3739	-0.0888	-0.0436
ELA	7	662345	0	B-C	3	37793	0.4277	0.2286	0.4266	0.1132	0.2289	0.0027	0.4261	-0.2059	0.4268	-0.301	-0.0644	-0.0418
ELA	7	662346	0	B-C	3	37731	0.4913	0.1556	0.1297	0.2211	0.4892	0.0044	0.5068	-0.2612	-0.2303	-0.19	0.5069	-0.0369
ELA	7	663918	0	B-C	2	37769	0.7189	0.7165	0.0748	0.1003	0.105	0.0034	0.5381	0.5389	-0.3062	-0.2826	-0.2436	-0.0471
ELA	7	623056	0	B-K	3	37820	0.6243	0.0962	0.1422	0.1366	0.6231	0.002	0.5037	-0.2305	-0.2415	-0.2633	0.5044	-0.0385
ELA	7	623061	0	B-K	2	37788	0.56	0.1356	0.5584	0.1855	0.1177	0.0028	0.3929	-0.1176	0.3938	-0.199	-0.2352	-0.0405
ELA	7	662349	0	B-K	3	37714	0.6105	0.6076	0.1353	0.1542	0.098	0.0048	0.4471	0.4486	-0.1744	-0.2076	-0.2716	-0.0528
ELA	7	623062	0	B-V	1	37810	0.6588	0.106	0.1167	0.6574	0.1177	0.0023	0.4283	-0.1809	-0.2497	0.4292	-0.2049	-0.0375
ELA	7	623063	0	B-V	2	37814	0.6255	0.6241	0.2244	0.0773	0.0721	0.0022	0.4519	0.4533	-0.2116	-0.2244	-0.2669	-0.0502
ELA	7	662352	0	B-V	2	37795	0.5991	0.1136	0.242	0.0442	0.5975	0.0027	0.4562	-0.2635	-0.2	-0.257	0.4568	-0.0371
ELA	7	503927	0	D	3	37836	0.4335	0.4328	0.2384	0.1379	0.1893	0.0016	0.4093	0.4095	-0.1257	-0.2793	-0.1331	-0.0228
ELA	7	584047	0	D	2	37830	0.3967	0.396	0.3104	0.2515	0.0403	0.0017	0.4091	0.4094	-0.1969	-0.1688	-0.1764	-0.028
ELA	7	584050	0	D	2	37804	0.3577	0.2239	0.1754	0.3569	0.2414	0.0024	0.2369	0.0082	-0.2029	0.2375	-0.0901	-0.0297
ELA	7	584129	0	D	2	37840	0.6827	0.6817	0.1277	0.1544	0.0347	0.0015	0.5033	0.5035	-0.2929	-0.2714	-0.2067	-0.0229
ELA	7	663481	0	D	2	37827	0.6759	0.1151	0.6746	0.0796	0.1289	0.0018	0.5108	-0.261	0.511	-0.2678	-0.2461	-0.0267
ELA	7	663487	0	D	2	37816	0.3693	0.2299	0.3686	0.2996	0.0997	0.0021	0.444	-0.1691	0.4444	-0.2171	-0.1408	-0.0344
ELA	7	663527	0	D	2	37849	0.4777	0.1238	0.1541	0.2437	0.4771	0.0012	0.4475	-0.1427	-0.1426	-0.2896	0.4477	-0.0226

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	7	663530	0	D	2	37849	0.5545	0.2475	0.1257	0.5538	0.0717	0.0012	0.3591	-0.1645	-0.1738	0.3596	-0.1909	-0.0247
ELA	7	663535	0	D	2	37821	0.5574	0.2291	0.0949	0.1177	0.5563	0.002	0.2953	-0.0012	-0.2568	-0.217	0.2961	-0.0326
ELA	7	706305	1	B-C	2	7625	0.4557	0.3226	0.0804	0.455	0.1404	0.0017	0.158	0.1145	-0.1897	0.1588	-0.2303	-0.025
ELA	7	706306	1	B-C	2	7615	0.4655	0.0786	0.4641	0.3295	0.1248	0.003	0.2937	-0.2254	0.2943	-0.0871	-0.1321	-0.0283
ELA	7	706309	1	B-K	2	7619	0.3188	0.2015	0.1913	0.318	0.2867	0.0025	0.2118	-0.0987	-0.1439	0.2125	-0.003	-0.0288
ELA	7	706310	1	B-K	3	7632	0.5527	0.1468	0.5522	0.209	0.0913	0.0008	0.3624	-0.1416	0.3623	-0.2433	-0.1078	-0.0042
ELA	7	706312	1	B-K	2	7627	0.4561	0.1775	0.221	0.1445	0.4555	0.0014	0.4969	-0.1416	-0.2872	-0.2087	0.4971	-0.0236
ELA	7	706314	1	B-K	2	7625	0.5871	0.5861	0.2227	0.0983	0.0911	0.0017	0.4991	0.4985	-0.2222	-0.2664	-0.2555	-0.0059
ELA	7	706315	1	B-V	2	7619	0.5128	0.0978	0.1313	0.2569	0.5115	0.0025	0.4726	-0.0873	-0.2686	-0.2708	0.4729	-0.0293
ELA	7	706316	1	B-V	2	7619	0.5251	0.5238	0.2083	0.171	0.0944	0.0025	0.4714	0.4716	-0.1994	-0.2453	-0.2084	-0.0254
ELA	7	663482	1	D	2	7625	0.442	0.1153	0.4412	0.3094	0.1324	0.0017	0.3623	-0.1888	0.3625	-0.1495	-0.147	-0.0186
ELA	7	714521	1	D	2	7626	0.5173	0.5165	0.2972	0.1173	0.0674	0.0016	0.4271	0.4279	-0.2022	-0.2507	-0.1566	-0.0373
ELA	7	715028	1	D	2	7622	0.4246	0.4237	0.3549	0.1157	0.1036	0.0021	0.2449	0.2452	-0.0985	-0.0961	-0.1395	-0.0171
ELA	7	710643	2	B-C	2	3784	0.6802	0.1848	0.6795	0.0911	0.0436	0.0011	0.3986	-0.149	0.3989	-0.2873	-0.2206	-0.0196
ELA	7	710644	2	B-C	2	3784	0.6279	0.0723	0.207	0.6272	0.0924	0.0011	0.3694	-0.2636	-0.2423	0.37	-0.0403	-0.0253
ELA	7	710645	2	B-C	2	3778	0.622	0.1848	0.0987	0.0935	0.6204	0.0026	0.5053	-0.2394	-0.2443	-0.2669	0.5055	-0.0354
ELA	7	710648	2	B-K	2	3786	0.6479	0.0422	0.1391	0.6476	0.1705	0.0005	0.1359	-0.1936	-0.2246	0.136	0.1379	-0.0052
ELA	7	710650	2	B-K	2	3785	0.4341	0.2101	0.2621	0.0932	0.4337	0.0008	0.2754	-0.0641	-0.0788	-0.2588	0.2759	-0.0266
ELA	7	710652	2	B-K	2	3787	0.4405	0.4403	0.1373	0.3466	0.0755	0.0003	0.3404	0.3407	-0.131	-0.1391	-0.2172	-0.029
ELA	7	710653	2	B-V	2	3784	0.8399	0.839	0.0808	0.0388	0.0404	0.0011	0.4075	0.4087	-0.2746	-0.2254	-0.1559	-0.036
ELA	7	710654	2	B-V	2	3781	0.7823	0.0971	0.7809	0.0905	0.0296	0.0018	0.3665	-0.2117	0.3654	-0.2373	-0.1185	-0.0069
ELA	7	663485	2	D	2	3784	0.7455	0.0781	0.1283	0.7447	0.0478	0.0011	0.4367	-0.1985	-0.2656	0.4372	-0.2237	-0.0245
ELA	7	714522	2	D	2	3782	0.5405	0.0578	0.5396	0.2035	0.1975	0.0016	0.3789	-0.2181	0.3791	-0.2305	-0.1116	-0.0196
ELA	7	715029	2	D	2	3787	0.9007	0.0264	0.9005	0.048	0.0248	0.0003	0.3073	-0.1383	0.3082	-0.1999	-0.1729	-0.0274
ELA	7	711162	3	B-C	2	3778	0.6697	0.0661	0.6684	0.1691	0.0946	0.0018	0.3915	-0.2289	0.3918	-0.1796	-0.2027	-0.0222
ELA	7	711163	3	B-C	2	3779	0.3901	0.1707	0.3894	0.3096	0.1287	0.0016	0.2631	-0.2441	0.2628	-0.0241	-0.0745	-0.0063
ELA	7	711164	3	B-C	2	3784	0.8153	0.0629	0.0859	0.0359	0.8151	0.0003	0.4729	-0.279	-0.2551	-0.2374	0.4732	-0.0208
ELA	7	711165	3	B-C	2	3780	0.3714	0.0645	0.4602	0.3709	0.103	0.0013	0.124	-0.1963	0.0969	0.1243	-0.196	-0.0149
ELA	7	711167	3	B-K	2	3776	0.4476	0.0964	0.3173	0.1374	0.4465	0.0024	0.2563	-0.1371	-0.0063	-0.2411	0.2571	-0.0287

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	7	711274	3	B-K	2	3780	0.3563	0.3559	0.1543	0.1818	0.3067	0.0013	-0.0034	-0.0028	-0.2237	-0.0211	0.1976	-0.0221
ELA	7	711172	3	B-V	1	3780	0.6706	0.6697	0.1643	0.0814	0.0832	0.0013	0.4762	0.4771	-0.2543	-0.227	-0.2417	-0.0364
ELA	7	713981	3	B-V	2	3773	0.8243	0.0848	0.0497	0.8217	0.0407	0.0032	0.4083	-0.2196	-0.2373	0.4087	-0.212	-0.0326
ELA	7	663486	3	D	2	3781	0.2843	0.0655	0.5329	0.1165	0.284	0.0011	0.3446	-0.2393	-0.0121	-0.2769	0.345	-0.0448
ELA	7	715021	3	D	2	3779	0.8994	0.0309	0.019	0.0505	0.898	0.0016	0.3648	-0.221	-0.1781	-0.2139	0.3657	-0.0313
ELA	7	715030	3	D	2	3784	0.7228	0.0594	0.7226	0.1876	0.0301	0.0003	0.3391	-0.2442	0.3393	-0.1441	-0.2208	-0.0128
ELA	7	716181	4	B-C	2	3762	0.7783	0.0409	0.1374	0.043	0.7769	0.0019	0.4278	-0.2275	-0.2324	-0.2574	0.4273	-0.0148
ELA	7	716182	4	B-C	2	3762	0.6441	0.0822	0.0852	0.6429	0.1878	0.0019	0.4305	-0.1873	-0.2088	0.4305	-0.2451	-0.0184
ELA	7	716183	4	B-C	2	3759	0.7228	0.052	0.1746	0.0499	0.7209	0.0027	0.3952	-0.265	-0.1626	-0.2541	0.3966	-0.0401
ELA	7	716184	4	B-C	2	3761	0.5015	0.1178	0.0926	0.5004	0.2871	0.0021	0.1947	-0.1416	-0.2103	0.1958	0.0226	-0.0333
ELA	7	716185	4	B-K	2	3759	0.2511	0.2505	0.3561	0.1361	0.2547	0.0027	-0.029	-0.0291	-0.1141	-0.0309	0.1783	0.002
ELA	7	716187	4	B-K	2	3764	0.4992	0.4985	0.2247	0.1791	0.0963	0.0013	0.2588	0.2593	-0.1181	-0.1044	-0.1337	-0.024
ELA	7	716188	4	B-V	2	3762	0.8578	0.0432	0.8562	0.0525	0.0462	0.0019	0.4336	-0.258	0.4294	-0.2685	-0.1851	0.0128
ELA	7	716191	4	B-V	2	3768	0.4079	0.1719	0.4078	0.3993	0.0207	0.0003	0.3328	-0.1284	0.3326	-0.2041	-0.1071	0.0113
ELA	7	663526	4	D	2	3763	0.5775	0.1645	0.0711	0.5765	0.1863	0.0016	0.3899	-0.1283	-0.2375	0.3909	-0.2134	-0.0358
ELA	7	715022	4	D	2	3764	0.1876	0.1011	0.1098	0.6004	0.1873	0.0013	-0.0766	-0.2371	-0.1183	0.2854	-0.0757	-0.0486
ELA	7	715765	4	D	2	3766	0.8019	0.1059	0.0568	0.8013	0.0353	0.0008	0.362	-0.1521	-0.2834	0.362	-0.1718	-0.0131
ELA	7	712953	5	B-C	3	3789	0.754	0.0754	0.0398	0.7534	0.1305	0.0008	0.3667	-0.1991	-0.2078	0.3674	-0.1912	-0.0264
ELA	7	712954	5	B-C	2	3791	0.4706	0.1403	0.2097	0.1793	0.4705	0.0003	0.2585	-0.1346	-0.0544	-0.1571	0.2581	0.0203
ELA	7	712955	5	B-C	2	3783	0.6704	0.6688	0.177	0.1076	0.0443	0.0024	0.3858	0.3863	-0.2106	-0.2164	-0.1602	-0.0284
ELA	7	712956	5	B-C	2	3786	0.6226	0.1324	0.1474	0.097	0.6216	0.0016	0.3628	-0.2202	-0.1221	-0.1931	0.3632	-0.0258
ELA	7	712949	5	B-K	2	3782	0.4765	0.1321	0.3085	0.4752	0.0815	0.0026	0.2312	-0.2819	-0.0147	0.2318	-0.0446	-0.0255
ELA	7	712952	5	B-K	2	3787	0.4766	0.1614	0.476	0.0886	0.2727	0.0013	0.3286	-0.0882	0.3296	-0.1375	-0.2053	-0.0457
ELA	7	712947	5	B-V	2	3783	0.6791	0.1849	0.6775	0.0957	0.0396	0.0024	0.394	-0.2594	0.3956	-0.1989	-0.1199	-0.0478
ELA	7	713023	5	B-V	2	3782	0.6682	0.6664	0.0417	0.0733	0.216	0.0026	0.2564	0.2583	-0.2169	-0.0915	-0.1275	-0.0414
ELA	7	663533	5	D	2	3782	0.3273	0.3753	0.0894	0.2062	0.3265	0.0026	0.1792	0.0228	-0.1715	-0.112	0.1797	-0.0201
ELA	7	715023	5	D	2	3785	0.8732	0.0417	0.0477	0.8716	0.0372	0.0018	0.3399	-0.1737	-0.2094	0.341	-0.1766	-0.0304
ELA	7	715766	5	D	2	3789	0.9097	0.0282	0.0335	0.909	0.0285	0.0008	0.3726	-0.2012	-0.2172	0.3716	-0.2061	-0.0064
ELA	7	712287	6	A-C	2	3809	0.7196	0.0789	0.7187	0.0412	0.1599	0.0013	0.4692	-0.2953	0.4698	-0.2684	-0.2107	-0.0297

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	7	712289	6	A-C	2	3806	0.7454	0.1101	0.0831	0.0608	0.7438	0.0021	0.3567	-0.1405	-0.232	-0.1952	0.358	-0.0344
ELA	7	712291	6	A-K	2	3808	0.6337	0.0616	0.1521	0.1521	0.6327	0.0016	0.4967	-0.2687	-0.2628	-0.2208	0.4969	-0.033
ELA	7	712292	6	A-K	2	3808	0.4748	0.2132	0.474	0.1217	0.1896	0.0016	0.3398	0.0048	0.3406	-0.2996	-0.1857	-0.033
ELA	7	712294	6	A-K	2	3811	0.5615	0.1487	0.1641	0.5611	0.1253	0.0008	0.3269	-0.12	-0.1214	0.3276	-0.2233	-0.0345
ELA	7	712296	6	A-K	2	3804	0.6199	0.6182	0.1285	0.1856	0.065	0.0026	0.4391	0.4395	-0.2489	-0.2115	-0.1881	-0.0313
ELA	7	712297	6	A-V	1	3807	0.6911	0.1348	0.1141	0.6898	0.0595	0.0018	0.4512	-0.2197	-0.226	0.4532	-0.2542	-0.0611
ELA	7	712298	6	A-V	1	3813	0.6515	0.6513	0.1057	0.1796	0.0632	0.0003	0.239	0.239	-0.2341	-0.0264	-0.1306	-0.0017
ELA	7	663532	6	D	2	3808	0.4191	0.0461	0.2334	0.3005	0.4185	0.0016	0.1971	-0.2238	-0.0018	-0.1069	0.1974	-0.0173
ELA	7	715024	6	D	2	3809	0.4537	0.3595	0.4531	0.0781	0.108	0.0013	0.249	-0.0446	0.2488	-0.2325	-0.1284	-0.0052
ELA	7	715767	6	D	1	3812	0.8523	0.0354	0.0766	0.0357	0.8519	0.0005	0.47	-0.2137	-0.3074	-0.2439	0.471	-0.0377
ELA	7	713173	7	A-C	2	3771	0.7844	0.0966	0.0656	0.7827	0.0529	0.0021	0.2998	-0.1431	-0.1816	0.2992	-0.1595	-0.0093
ELA	7	713175	7	A-K	2	3773	0.714	0.7129	0.1418	0.0527	0.091	0.0016	0.251	0.2519	-0.0703	-0.2352	-0.1248	-0.0253
ELA	7	713177	7	A-K	2	3778	0.5344	0.1974	0.5343	0.127	0.141	0.0003	0.3081	-0.1038	0.3084	-0.2263	-0.1053	-0.0341
ELA	7	713178	7	A-K	2	3773	0.515	0.0397	0.3096	0.135	0.5142	0.0016	0.3664	-0.1905	-0.1037	-0.2863	0.3658	0.0025
ELA	7	713179	7	A-K	2	3774	0.6542	0.0987	0.6533	0.1048	0.1418	0.0013	0.4549	-0.1508	0.4553	-0.2839	-0.2402	-0.0248
ELA	7	713180	7	A-K	2	3777	0.2907	0.2429	0.1932	0.2906	0.2728	0.0005	0.1631	-0.0688	-0.1191	0.163	0.0055	0.0022
ELA	7	713241	7	A-K	2	3779	0.1299	0.5494	0.1604	0.1604	0.1299		-0.0893	0.287	-0.1672	-0.1402	-0.0893	
ELA	7	713181	7	A-V	1	3770	0.2753	0.2747	0.1178	0.1371	0.4681	0.0024	-0.0518	-0.0502	-0.1604	-0.1615	0.2648	-0.0505
ELA	7	663531	7	D	2	3773	0.4871	0.4864	0.1228	0.1821	0.2072	0.0016	0.363	0.3631	-0.1976	-0.1756	-0.1186	-0.0193
ELA	7	715025	7	D	2	3773	0.7874	0.7862	0.0826	0.1162	0.0135	0.0016	0.3792	0.3791	-0.2447	-0.2236	-0.1359	-0.0187
ELA	7	715768	7	D	2	3772	0.7243	0.1244	0.7229	0.0916	0.0593	0.0019	0.4271	-0.1862	0.4271	-0.2681	-0.2184	-0.0191
ELA	7	714372	8	A-C	2	3771	0.7603	0.0906	0.0411	0.7595	0.1078	0.0011	0.3709	-0.1375	-0.2442	0.3714	-0.2259	-0.0228
ELA	7	714375	8	A-K	2	3775	0.7899	0.0305	0.0376	0.7899	0.142		0.183	-0.1873	-0.2229	0.183	0.0002	
ELA	7	714376	8	A-K	2	3770	0.7223	0.7213	0.1666	0.0559	0.0548	0.0013	0.3926	0.392	-0.23	-0.2238	-0.1693	-0.0031
ELA	7	714380	8	A-K	2	3770	0.5451	0.0752	0.5444	0.1015	0.2776	0.0013	0.1725	-0.1273	0.173	-0.2468	0.0504	-0.0182
ELA	7	714416	8	A-K	2	3769	0.7127	0.7115	0.173	0.0864	0.0275	0.0016	0.1975	0.1979	-0.0241	-0.178	-0.183	-0.0152
ELA	7	714544	8	A-K	2	3771	0.6966	0.134	0.0856	0.0834	0.6959	0.0011	0.447	-0.2571	-0.2019	-0.2194	0.4482	-0.0453
ELA	7	714373	8	A-V	2	3768	0.6789	0.0477	0.6776	0.2381	0.0347	0.0019	0.4306	-0.2316	0.4311	-0.2673	-0.2026	-0.0279
ELA	7	714374	8	A-V	2	3765	0.8138	0.1189	0.0374	0.0294	0.8117	0.0026	0.3218	-0.1352	-0.2394	-0.2085	0.3247	-0.05

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	7	663529	8	D	2	3770	0.6228	0.1566	0.622	0.1539	0.0662	0.0013	0.3894	-0.191	0.3894	-0.2183	-0.1613	-0.0139
ELA	7	715026	8	D	2	3765	0.4266	0.4254	0.1634	0.0623	0.3462	0.0026	0.1519	0.1538	-0.1884	-0.1917	0.0897	-0.0531
ELA	7	715769	8	D	2	3771	0.576	0.1918	0.1213	0.1105	0.5754	0.0011	0.4227	-0.1926	-0.2204	-0.1935	0.423	-0.0196
ELA	7	714856	9	A-C	2	3744	0.6485	0.0785	0.1592	0.6464	0.1126	0.0032	0.4127	-0.2161	-0.2022	0.4134	-0.201	-0.0348
ELA	7	714865	9	A-C	2	3744	0.4423	0.1118	0.4409	0.3381	0.106	0.0032	0.1593	-0.1468	0.1601	-0.0008	-0.1022	-0.0243
ELA	7	714859	9	A-K	2	3749	0.5994	0.1118	0.1353	0.1528	0.5982	0.0019	0.489	-0.04	-0.3497	-0.2972	0.488	-0.002
ELA	7	714860	9	A-K	2	3753	0.701	0.0919	0.1012	0.1057	0.7005	0.0008	0.5201	-0.2658	-0.2672	-0.2621	0.52	-0.0093
ELA	7	714861	9	A-K	2	3751	0.5399	0.1012	0.1794	0.5391	0.1789	0.0013	0.299	-0.2121	-0.2388	0.3002	0.0196	-0.0441
ELA	7	714862	9	A-K	2	3751	0.3178	0.3174	0.36	0.1217	0.1997	0.0013	0.2333	0.234	0.0512	-0.2221	-0.1488	-0.0389
ELA	7	714858	9	A-V	2	3749	0.8568	0.8552	0.0596	0.025	0.0583	0.0019	0.3878	0.3889	-0.2598	-0.1999	-0.1816	-0.0355
ELA	7	715209	9	A-V	2	3755	0.5329	0.1627	0.5327	0.2532	0.0511	0.0003	0.3451	-0.1378	0.345	-0.2119	-0.1323	-0.001
ELA	7	663483	9	D	2	3751	0.8025	0.0304	0.0889	0.8014	0.078	0.0013	0.4019	-0.1908	-0.2624	0.4016	-0.1953	-0.0118
ELA	7	715027	9	D	2	3750	0.2736	0.061	0.3099	0.2732	0.3544	0.0016	-0.0236	-0.2596	-0.0701	-0.0229	0.2213	-0.0272
ELA	7	717721	9	D	2	3748	0.5043	0.188	0.1273	0.1794	0.5032	0.0021	0.3093	-0.1194	-0.1245	-0.1705	0.3101	-0.0319
ELA	8	624738	0	A-C	2	37687	0.6903	0.1025	0.6887	0.1368	0.0697	0.0023	0.4973	-0.2837	0.4974	-0.2288	-0.2525	-0.0282
ELA	8	624743	0	A-C	2	37670	0.659	0.6572	0.0994	0.1868	0.0538	0.0028	0.4946	0.4945	-0.2176	-0.2875	-0.2486	-0.0268
ELA	8	625579	0	A-C	2	37683	0.3983	0.2109	0.3973	0.2085	0.1809	0.0024	0.1865	0.028	0.1875	-0.1006	-0.1573	-0.0358
ELA	8	624745	0	A-K	3	37703	0.7267	0.0567	0.7253	0.1423	0.0738	0.0019	0.5236	-0.2466	0.5241	-0.2968	-0.2741	-0.0351
ELA	8	625570	0	A-K	2	37683	0.4747	0.2531	0.0578	0.2131	0.4735	0.0024	0.4059	-0.0605	-0.226	-0.2976	0.4068	-0.0449
ELA	8	625575	0	A-K	2	37691	0.3823	0.1878	0.1421	0.2864	0.3815	0.0022	0.3165	0.1284	-0.2609	-0.2464	0.3171	-0.0365
ELA	8	625578	0	A-K	3	37691	0.4997	0.4986	0.1837	0.146	0.1694	0.0022	0.4573	0.4578	-0.222	-0.25	-0.1409	-0.0385
ELA	8	624746	0	A-V	2	37691	0.7846	0.0702	0.0553	0.0895	0.7828	0.0022	0.5881	-0.3077	-0.2924	-0.3343	0.588	-0.0333
ELA	8	625574	0	A-V	2	37687	0.5955	0.2316	0.1141	0.5941	0.0578	0.0023	0.4583	-0.2094	-0.2914	0.4589	-0.1823	-0.0379
ELA	8	631614	0	A-V	2	37727	0.6341	0.6332	0.1268	0.1422	0.0965	0.0013	0.3289	0.3297	-0.2067	-0.1186	-0.1609	-0.0326
ELA	8	495116	0	B-C	3	37656	0.4375	0.4362	0.1188	0.1872	0.2547	0.0032	0.3841	0.385	-0.1288	-0.2028	-0.1552	-0.0452
ELA	8	495118	0	B-C	3	37671	0.3861	0.1415	0.2536	0.2172	0.385	0.0028	0.3523	-0.1276	-0.1048	-0.1925	0.3531	-0.0451
ELA	8	495119	0	B-C	3	37645	0.5995	0.0748	0.2202	0.5974	0.1041	0.0034	0.5117	-0.2476	-0.2977	0.5125	-0.1967	-0.0472
ELA	8	661114	0	B-C	2	37669	0.4962	0.1505	0.1089	0.243	0.4949	0.0028	0.4513	-0.185	-0.2232	-0.206	0.4515	-0.0328
ELA	8	661116	0	B-C	2	37655	0.4182	0.4169	0.1763	0.2946	0.109	0.0032	0.3102	0.311	-0.1032	-0.1138	-0.1927	-0.0373

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	8	661118	0	B-C	3	37639	0.6831	0.0833	0.6806	0.0827	0.1497	0.0036	0.5379	-0.2489	0.5384	-0.3077	-0.2661	-0.042
ELA	8	661120	0	B-C	3	37633	0.5265	0.1546	0.0854	0.5245	0.2317	0.0038	0.3234	-0.2461	-0.1708	0.3244	-0.0544	-0.0382
ELA	8	661122	0	B-C	3	37629	0.5266	0.0779	0.5246	0.3459	0.0477	0.0039	0.2238	-0.2674	0.2252	0.0225	-0.2307	-0.0367
ELA	8	663415	0	B-C	2	37614	0.5367	0.5344	0.1788	0.1968	0.0857	0.0043	0.4706	0.4715	-0.1861	-0.2493	-0.2204	-0.0476
ELA	8	495120	0	B-K	2	37650	0.5298	0.528	0.2001	0.186	0.0826	0.0033	0.4279	0.4284	-0.1801	-0.1985	-0.227	-0.0356
ELA	8	661127	0	B-K	2	37639	0.6051	0.1945	0.0916	0.6029	0.1074	0.0036	0.4835	-0.1652	-0.3251	0.4844	-0.2424	-0.0473
ELA	8	495117	0	B-V	2	37681	0.7421	0.09	0.0711	0.0962	0.7402	0.0025	0.4617	-0.25	-0.2995	-0.1776	0.4626	-0.0399
ELA	8	495123	0	B-V	2	37662	0.443	0.2329	0.4417	0.1704	0.1521	0.003	0.4243	-0.1103	0.4252	-0.2577	-0.181	-0.0484
ELA	8	503804	0	D	2	37737	0.5133	0.0802	0.2469	0.5128	0.1591	0.001	0.3403	-0.2068	-0.0992	0.3407	-0.193	-0.0227
ELA	8	503814	0	D	2	37707	0.4195	0.2278	0.4187	0.0987	0.253	0.0018	0.3281	-0.092	0.3284	-0.2335	-0.1215	-0.022
ELA	8	584082	0	D	2	37702	0.421	0.1016	0.4087	0.4201	0.0676	0.0019	0.3136	-0.2186	-0.0795	0.3144	-0.1927	-0.0379
ELA	8	584083	0	D	2	37688	0.5636	0.1432	0.1607	0.1316	0.5623	0.0023	0.4413	-0.1135	-0.2847	-0.2163	0.4421	-0.0387
ELA	8	663376	0	D	2	37707	0.3587	0.358	0.1338	0.3019	0.2045	0.0018	0.4435	0.4439	-0.0645	-0.3645	-0.0548	-0.0338
ELA	8	663377	0	D	2	37717	0.5213	0.5205	0.1908	0.1614	0.1258	0.0015	0.4679	0.4682	-0.2372	-0.2674	-0.1243	-0.0276
ELA	8	663465	0	D	2	37712	0.6142	0.6132	0.1063	0.1621	0.1167	0.0017	0.3783	0.379	-0.1872	-0.1887	-0.1743	-0.0339
ELA	8	663469	0	D	2	37709	0.6777	0.0968	0.1	0.125	0.6765	0.0017	0.4569	-0.2422	-0.2132	-0.233	0.4576	-0.0345
ELA	8	663475	0	D	2	37708	0.5943	0.1303	0.5932	0.1543	0.1204	0.0018	0.3379	-0.1939	0.3386	-0.167	-0.1212	-0.0307
ELA	8	712070	1	A-C	2	7214	0.4391	0.1213	0.4371	0.1654	0.2715	0.0047	0.0828	-0.2884	0.0847	-0.1527	0.2506	-0.0383
ELA	8	712071	1	A-C	2	7244	0.4212	0.4209	0.1923	0.1293	0.2569	0.0006	0.2594	0.2594	-0.2443	-0.2392	0.111	-0.0014
ELA	8	712072	1	A-C	2	7237	0.6566	0.2031	0.0515	0.6556	0.0883	0.0015	0.4627	-0.2279	-0.2321	0.4634	-0.2678	-0.032
ELA	8	712073	1	A-K	3	7226	0.5945	0.5927	0.1054	0.1381	0.1607	0.003	0.411	0.4112	-0.2804	-0.2439	-0.0825	-0.0265
ELA	8	712075	1	A-K	2	7245	0.5389	0.1496	0.1762	0.1352	0.5386	0.0004	0.5367	-0.1794	-0.3136	-0.2451	0.5368	-0.0158
ELA	8	712077	1	A-K	2	7238	0.546	0.2021	0.0993	0.5453	0.1519	0.0014	0.4405	-0.2072	-0.2845	0.4416	-0.139	-0.0453
ELA	8	712079	1	A-V	1	7224	0.6993	0.1371	0.0824	0.0802	0.697	0.0033	0.379	-0.121	-0.2504	-0.228	0.3812	-0.0486
ELA	8	712080	1	A-V	1	7235	0.8937	0.0257	0.8921	0.0397	0.0407	0.0018	0.3545	-0.1629	0.3562	-0.2154	-0.2078	-0.0382
ELA	8	663488	1	D	2	7232	0.2756	0.275	0.2463	0.2815	0.1951	0.0022	0.2987	0.2989	-0.0821	-0.0981	-0.1325	-0.0313
ELA	8	714523	1	D	2	7229	0.3393	0.3384	0.1958	0.2486	0.2145	0.0026	0.3218	0.322	-0.1397	-0.0204	-0.2126	-0.0154
ELA	8	717695	1	D	2	7242	0.1748	0.1747	0.223	0.2421	0.3594	0.0008	0.1095	0.1097	-0.0382	-0.0714	0.0113	-0.021
ELA	8	712836	2	A-C	3	3797	0.6668	0.18	0.6661	0.075	0.0779	0.0011	0.3674	-0.1815	0.3685	-0.2307	-0.1562	-0.0455

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ELA	8	712992	2	A-C	2	3798	0.7567	0.0521	0.7561	0.0708	0.1202	0.0008	0.3585	-0.1859	0.359	-0.1892	-0.1959	-0.0217
ELA	8	712840	2	A-K	2	3793	0.7377	0.0834	0.0823	0.096	0.7361	0.0021	0.4895	-0.2273	-0.2879	-0.2466	0.4891	-0.0197
ELA	8	712995	2	A-K	2	3796	0.7036	0.7027	0.0892	0.0929	0.1139	0.0013	0.5077	0.5085	-0.2799	-0.2785	-0.2218	-0.0368
ELA	8	712996	2	A-K	2	3799	0.6536	0.1589	0.1081	0.6532	0.0792	0.0005	0.4839	-0.182	-0.3402	0.4846	-0.2128	-0.0444
ELA	8	712998	2	A-K	2	3793	0.6752	0.6738	0.1621	0.0684	0.0937	0.0021	0.5107	0.512	-0.2898	-0.2956	-0.1934	-0.0499
ELA	8	712999	2	A-V	1	3793	0.8742	0.0258	0.0492	0.0505	0.8724	0.0021	0.4908	-0.2166	-0.2882	-0.2988	0.4916	-0.0418
ELA	8	713000	2	A-V	1	3791	0.8383	0.0274	0.0518	0.8361	0.0821	0.0026	0.3916	-0.2173	-0.2904	0.3937	-0.1588	-0.0458
ELA	8	663375	2	D	2	3797	0.5573	0.1418	0.0921	0.2084	0.5567	0.0011	0.4727	-0.2227	-0.2976	-0.1744	0.4719	0.0053
ELA	8	714524	2	D	2	3795	0.5296	0.0913	0.1989	0.1794	0.5288	0.0016	0.3521	-0.1179	-0.2355	-0.123	0.3524	-0.0186
ELA	8	717696	2	D	2	3797	0.8438	0.0308	0.8429	0.0966	0.0287	0.0011	0.3141	-0.2066	0.3135	-0.167	-0.1729	-0.0061
ELA	8	715213	3	A-C	2	3795	0.8237	0.0534	0.0526	0.822	0.0699	0.0021	0.3467	-0.1874	-0.2296	0.349	-0.149	-0.0459
ELA	8	715083	3	A-K	2	3797	0.7877	0.7865	0.0968	0.0484	0.0668	0.0016	0.3235	0.3228	-0.0995	-0.2375	-0.2067	-0.0076
ELA	8	715086	3	A-K	2	3800	0.4187	0.1083	0.4184	0.3739	0.0986	0.0008	0.3453	-0.2038	0.3455	-0.1954	-0.0397	-0.0255
ELA	8	715088	3	A-K	2	3799	0.7149	0.7142	0.0429	0.2006	0.0413	0.0011	0.2941	0.2953	-0.1292	-0.172	-0.1869	-0.0365
ELA	8	715215	3	A-K	2	3801	0.8229	0.0534	0.0542	0.0694	0.8225	0.0005	0.4846	-0.2638	-0.2136	-0.3031	0.4854	-0.0338
ELA	8	715217	3	A-K	2	3796	0.9394	0.031	0.9377	0.0168	0.0126	0.0018	0.3621	-0.234	0.3655	-0.1955	-0.1817	-0.0547
ELA	8	715089	3	A-V	2	3803	0.7129	0.107	0.1612	0.7129	0.0189		0.3669	-0.2298	-0.194	0.3669	-0.1731	
ELA	8	715219	3	A-V	1	3802	0.9216	0.0397	0.0202	0.0184	0.9214	0.0003	0.3671	-0.2115	-0.2141	-0.2018	0.3679	-0.0271
ELA	8	663473	3	D	2	3798	0.5611	0.1751	0.5603	0.0991	0.1641	0.0013	0.437	-0.0792	0.4379	-0.2757	-0.279	-0.0426
ELA	8	714545	3	D	2	3798	0.7665	0.1173	0.7654	0.0465	0.0694	0.0013	0.4266	-0.2349	0.4272	-0.2427	-0.2101	-0.0259
ELA	8	717697	3	D	2	3798	0.8346	0.0363	0.0941	0.8336	0.0347	0.0013	0.4152	-0.2067	-0.2711	0.4158	-0.1968	-0.0281
ELA	8	713001	4	A-C	3	3818	0.7067	0.1169	0.1276	0.7057	0.0484	0.0013	0.4923	-0.256	-0.286	0.4926	-0.2134	-0.0283
ELA	8	713002	4	A-C	2	3822	0.5665	0.1371	0.5663	0.2163	0.08	0.0003	0.2329	-0.1122	0.2328	-0.1383	-0.0733	0.0018
ELA	8	713003	4	A-C	2	3815	0.7664	0.7648	0.1399	0.0379	0.0552	0.0021	0.4576	0.455	-0.2576	-0.2653	-0.2335	0.0086
ELA	8	713006	4	A-K	2	3819	0.5046	0.0351	0.3325	0.1274	0.5041	0.001	0.3497	-0.237	0.0026	-0.3952	0.3503	-0.0318
ELA	8	713007	4	A-K	2	3817	0.4564	0.0991	0.1713	0.2723	0.4557	0.0016	0.3907	-0.1811	-0.2716	-0.083	0.3915	-0.0402
ELA	8	713010	4	A-K	2	3818	0.593	0.5922	0.0555	0.2498	0.1012	0.0013	0.5393	0.5391	-0.3098	-0.2363	-0.3019	-0.0175
ELA	8	713011	4	A-V	1	3820	0.7644	0.0487	0.0424	0.7638	0.1444	0.0008	0.3579	-0.215	-0.2485	0.3581	-0.1576	-0.0154
ELA	8	713012	4	A-V	1	3815	0.7046	0.0259	0.7031	0.193	0.0759	0.0021	0.3219	-0.2277	0.3235	-0.1353	-0.2133	-0.0381

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ELA	8	663472	4	D	2	3820	0.2963	0.3092	0.0698	0.2961	0.3241	0.0008	0.0787	-0.0541	-0.2241	0.0791	0.0999	-0.0266
ELA	8	715693	4	D	2	3815	0.8912	0.0267	0.046	0.8894	0.0358	0.0021	0.393	-0.2093	-0.2356	0.3934	-0.2086	-0.0335
ELA	8	717698	4	D	2	3817	0.7954	0.0683	0.0675	0.7941	0.0685	0.0016	0.4984	-0.2764	-0.2843	0.4991	-0.2351	-0.0343
ELA	8	713194	5	A-C	2	3842	0.5135	0.1924	0.1461	0.1474	0.513	0.001	0.2408	0.0233	-0.261	-0.1042	0.241	-0.0163
ELA	8	713195	5	A-C	2	3837	0.4788	0.2093	0.1893	0.1214	0.4776	0.0023	0.242	-0.0677	-0.0619	-0.2084	0.243	-0.0313
ELA	8	713224	5	A-C	2	3845	0.6609	0.1763	0.0764	0.6607	0.0863	0.0003	0.3471	-0.1191	-0.2739	0.3475	-0.1634	-0.03
ELA	8	713196	5	A-K	2	3840	0.6242	0.6232	0.1729	0.079	0.1232	0.0016	0.2837	0.2842	-0.1573	-0.2112	-0.0617	-0.024
ELA	8	713197	5	A-K	2	3844	0.6301	0.124	0.6297	0.143	0.1027	0.0005	0.2635	-0.0404	0.2635	-0.1781	-0.1695	-0.0035
ELA	8	713198	5	A-K	2	3840	0.4794	0.4787	0.1537	0.1209	0.2452	0.0016	0.1806	0.1815	-0.1379	-0.151	0.0222	-0.0319
ELA	8	713202	5	A-V	2	3837	0.4318	0.3411	0.4308	0.1817	0.0439	0.0023	0.0563	0.0538	0.0577	-0.013	-0.2312	-0.0345
ELA	8	713203	5	A-V	1	3845	0.5269	0.1193	0.1474	0.5268	0.2062	0.0003	0.2018	-0.0771	-0.1341	0.2023	-0.0688	-0.0381
ELA	8	663471	5	D	2	3842	0.7538	0.1152	0.753	0.064	0.0668	0.001	0.4152	-0.2137	0.4161	-0.2935	-0.1538	-0.0325
ELA	8	715694	5	D	2	3840	0.2375	0.2371	0.2028	0.2585	0.3001	0.0016	0.1566	0.1573	-0.0404	-0.1707	0.0567	-0.0497
ELA	8	717723	5	D	2	3842	0.5836	0.5829	0.1347	0.1651	0.1162	0.001	0.3841	0.3846	-0.2006	-0.1923	-0.1526	-0.0268
ELA	8	713183	6	B-C	2	3807	0.5148	0.3924	0.5142	0.0546	0.0375	0.0013	0.2591	-0.0449	0.2603	-0.2537	-0.2573	-0.0463
ELA	8	713184	6	B-C	1	3807	0.7074	0.1251	0.1443	0.7065	0.0228	0.0013	0.2891	-0.0936	-0.2036	0.2894	-0.1918	-0.0181
ELA	8	713186	6	B-C	2	3810	0.7045	0.0399	0.086	0.1695	0.7041	0.0005	0.3645	-0.2373	-0.1994	-0.1696	0.3651	-0.0295
ELA	8	713187	6	B-C	2	3803	0.5341	0.2387	0.5328	0.1291	0.0971	0.0024	0.3049	0.0477	0.3062	-0.2948	-0.2437	-0.044
ELA	8	713188	6	B-K	2	3808	0.7124	0.7117	0.079	0.0611	0.1472	0.001	0.404	0.4035	-0.2707	-0.2368	-0.149	-0.0077
ELA	8	713185	6	B-V	1	3806	0.4624	0.3796	0.059	0.0981	0.4617	0.0016	0.1737	0.0163	-0.1635	-0.1848	0.1749	-0.0399
ELA	8	713193	6	B-V	1	3804	0.8218	0.0645	0.0645	0.82	0.0488	0.0021	0.4243	-0.2596	-0.2311	0.424	-0.1915	-0.023
ELA	8	715929	6	B-V	2	3804	0.5573	0.5561	0.1563	0.1036	0.1818	0.0021	0.3107	0.3107	-0.0804	-0.2213	-0.1481	-0.0132
ELA	8	663468	6	D	2	3806	0.2761	0.2109	0.1818	0.2757	0.33	0.0016	0.1186	-0.0913	-0.0322	0.1189	-0.0059	-0.0167
ELA	8	715695	6	D	2	3809	0.7553	0.0758	0.0892	0.0795	0.7547	0.0008	0.4653	-0.1973	-0.2846	-0.2445	0.4664	-0.0431
ELA	8	717724	6	D		3803	0.8236	0.0501	0.8216	0.022	0.1039	0.0024	0.3099	-0.2434	0.3112	-0.1786	-0.1255	-0.031
ELA	8	714397	7	B-C	2	3807	0.7074	0.7061	0.0593	0.0687	0.1641	0.0018	0.4902	0.4905	-0.2966	-0.2694	-0.2269	-0.0292
ELA	8	714398	7	B-C	2	3814	0.8238	0.0763	0.8238	0.0619	0.038		0.3824	-0.1595	0.3824	-0.3014	-0.1608	
ELA	8	714401	7	B-C	2	3809	0.5088	0.3521	0.5081	0.1109	0.0275	0.0013	0.2611	-0.0123	0.2617	-0.2875	-0.2061	-0.0258
ELA	8	714403	7	B-K	2	3810	0.8417	0.8408	0.0501	0.0296	0.0784	0.001	0.3522	0.3514	-0.2038	-0.2461	-0.1573	-0.003

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
ELA	8	714404	7	B-K	2	3808	0.5783	0.2163	0.0994	0.1054	0.5773	0.0016	0.4719	-0.0946	-0.3483	-0.2908	0.4719	-0.0165
ELA	8	714448	7	B-K	2	3813	0.4275	0.0839	0.3831	0.4274	0.1054	0.0003	0.0748	-0.2275	0.2014	0.075	-0.2334	-0.0155
ELA	8	714396	7	B-V	2	3811	0.8037	0.0949	0.0443	0.8031	0.0569	0.0008	0.2674	-0.086	-0.16	0.2669	-0.2071	-0.0012
ELA	8	714406	7	B-V	2	3807	0.824	0.0695	0.0317	0.0745	0.8225	0.0018	0.4109	-0.2129	-0.2345	-0.2313	0.4111	-0.0261
ELA	8	663464	7	D	2	3805	0.2058	0.2053	0.2585	0.3112	0.2226	0.0024	0.0704	0.071	0.108	-0.1062	-0.0615	-0.0251
ELA	8	715696	7	D	2	3809	0.681	0.0894	0.6801	0.1193	0.1099	0.0013	0.4451	-0.1512	0.4466	-0.2818	-0.2303	-0.0502
ELA	8	717740	7	D	2	3811	0.4778	0.4775	0.1227	0.2402	0.1589	0.0008	0.3376	0.3383	-0.2639	-0.1757	-0.0168	-0.0421
ELA	8	710655	8	B-C	2	3813	0.6412	0.0678	0.1646	0.1256	0.6397	0.0024	0.4866	-0.1986	-0.2435	-0.2777	0.487	-0.0328
ELA	8	710656	8	B-C	2	3812	0.5963	0.2692	0.5947	0.0879	0.0455	0.0026	0.3407	-0.1035	0.3413	-0.2412	-0.2493	-0.0277
ELA	8	710657	8	B-C	2	3819	0.5575	0.3692	0.033	0.557	0.04	0.0008	0.3613	-0.1971	-0.222	0.3615	-0.2269	-0.0133
ELA	8	710658	8	B-C	2	3816	0.6334	0.0782	0.1706	0.1172	0.6324	0.0016	0.3786	-0.1797	-0.1225	-0.2708	0.38	-0.0447
ELA	8	710660	8	B-K	2	3821	0.2175	0.252	0.2174	0.4971	0.0332	0.0003	-0.1104	-0.0895	-0.1105	0.2074	-0.1084	0.0091
ELA	8	710664	8	B-K	2	3818	0.5608	0.5602	0.2473	0.0748	0.1167	0.001	0.4524	0.4532	-0.2505	-0.2085	-0.189	-0.0419
ELA	8	710665	8	B-V	2	3817	0.808	0.0215	0.1463	0.8069	0.0241	0.0013	0.2434	-0.2041	-0.1185	0.2435	-0.1576	-0.0137
ELA	8	710715	8	B-V	2	3816	0.7571	0.7559	0.0976	0.0801	0.0649	0.0016	0.4354	0.4337	-0.2362	-0.2282	-0.2211	0.0051
ELA	8	663477	8	D	2	3816	0.2539	0.2535	0.2088	0.2203	0.3158	0.0016	0.2166	0.2173	0.0225	-0.2364	-0.0085	-0.044
ELA	8	715697	8	D	2	3815	0.7518	0.2287	0.0102	0.7504	0.0089	0.0018	0.2296	-0.1704	-0.1417	0.2302	-0.1377	-0.0207
ELA	8	717835	8	D	1	3817	0.7823	0.056	0.0379	0.1235	0.7813	0.0013	0.4049	-0.1547	-0.2192	-0.2701	0.4072	-0.0559
ELA	8	712061	9	B-C	2	3803	0.7699	0.0833	0.7693	0.0549	0.0917	0.0008	0.4433	-0.2394	0.4438	-0.2803	-0.1949	-0.0255
ELA	8	712062	9	B-C	2	3799	0.6196	0.1448	0.1658	0.0691	0.6185	0.0018	0.421	-0.1877	-0.2046	-0.2422	0.4215	-0.0282
ELA	8	712063	9	B-C	2	3806	0.763	0.763	0.1193	0.0817	0.036		0.3944	0.3944	-0.233	-0.21	-0.1862	
ELA	8	712064	9	B-K	2	3803	0.7981	0.1358	0.0184	0.0476	0.7974	0.0008	0.4812	-0.3075	-0.1993	-0.2849	0.4821	-0.0358
ELA	8	712066	9	B-K	2	3796	0.4423	0.0901	0.1269	0.4411	0.3392	0.0026	0.2825	-0.2963	-0.3148	0.2834	0.1073	-0.0371
ELA	8	712090	9	B-K	2	3805	0.5117	0.1156	0.1758	0.5116	0.1968	0.0003	0.2591	-0.2178	-0.1722	0.259	0.0143	0.0005
ELA	8	712067	9	B-V	2	3794	0.8869	0.8841	0.0793	0.0215	0.0118	0.0032	0.4126	0.413	-0.298	-0.2212	-0.1602	-0.0392
ELA	8	712283	9	B-V	1	3804	0.4203	0.4511	0.4201	0.0872	0.041	0.0005	0.4	-0.2155	0.3997	-0.1986	-0.1721	0.003
ELA	8	663374	9	D	2	3803	0.848	0.8473	0.0452	0.0631	0.0436	0.0008	0.4409	0.4397	-0.2642	-0.2516	-0.2064	0.0018
ELA	8	715698	9	D	2	3790	0.7311	0.0738	0.7281	0.108	0.0859	0.0042	0.402	-0.2403	0.4043	-0.1991	-0.1846	-0.0543
ELA	8	717836	9	D	2	3800	0.8679	0.0494	0.0402	0.0423	0.8665	0.0016	0.4759	-0.2664	-0.2471	-0.2712	0.4745	-0.0127

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	3	408673	0	A-F	1	23230	0.6331	0.632	0.1908	0.0749	0.1006	0.0017	0.3962	0.3959	-0.1445	-0.2045	-0.2653	-0.0125
MATH	3	479164	0	A-F	1	23119	0.5774	0.5736	0.1936	0.0903	0.136	0.0065	0.342	0.3455	-0.2367	-0.1884	-0.0516	-0.0705
MATH	3	495185	0	A-F	1	23167	0.6985	0.6954	0.1694	0.0837	0.0471	0.0044	0.4535	0.4546	-0.2305	-0.2525	-0.2344	-0.0479
MATH	3	566159	0	A-F	2	23223	0.5079	0.1774	0.1675	0.5069	0.1462	0.002	0.3378	-0.0171	-0.2415	0.3382	-0.2015	-0.026
MATH	3	579684	0	A-F	1	23232	0.2357	0.2654	0.3855	0.2353	0.1122	0.0016	0.362	-0.3311	0.0389	0.3621	-0.0805	-0.0223
MATH	3	657712	0	A-F	1	23184	0.5571	0.555	0.1917	0.074	0.1756	0.0037	0.4888	0.4904	-0.1957	-0.2662	-0.2451	-0.0607
MATH	3	657713	0	A-F	1	23191	0.6413	0.6391	0.1909	0.0737	0.0929	0.0034	0.5148	0.5145	-0.2707	-0.2444	-0.2589	-0.0293
MATH	3	657714	0	A-F	2	23202	0.4838	0.3492	0.4823	0.0916	0.0739	0.0029	0.3298	-0.184	0.3302	-0.1744	-0.0974	-0.0279
MATH	3	493220	0	A-T	1	23240	0.5981	0.1265	0.0526	0.5973	0.2223	0.0013	0.5606	-0.2133	-0.1814	0.5603	-0.3916	-0.0155
MATH	3	579686	0	A-T	2	23185	0.4477	0.2027	0.446	0.123	0.2246	0.0037	0.4469	-0.1774	0.4471	-0.2176	-0.1856	-0.0333
MATH	3	621395	0	A-T	1	23190	0.7359	0.1147	0.7333	0.0712	0.0774	0.0034	0.4625	-0.1879	0.4628	-0.2611	-0.2828	-0.036
MATH	3	657721	0	A-T	1	23240	0.6505	0.1039	0.2054	0.6496	0.0398	0.0013	0.5819	-0.1724	-0.4675	0.5818	-0.1808	-0.0205
MATH	3	408702	0	B-O	2	23175	0.7492	0.0758	0.093	0.081	0.7462	0.0041	0.5624	-0.3368	-0.2645	-0.2774	0.5633	-0.055
MATH	3	408704	0	B-O	2	23145	0.5821	0.1185	0.1994	0.579	0.0977	0.0054	0.4453	-0.2814	-0.123	0.4464	-0.2576	-0.0525
MATH	3	495209	0	B-O	2	23171	0.3542	0.2662	0.1281	0.3527	0.2487	0.0043	0.3794	0.0021	-0.2334	0.3794	-0.2365	-0.0301
MATH	3	495210	0	B-O	1	23240	0.8106	0.8095	0.1093	0.0567	0.0232	0.0013	0.4752	0.4759	-0.2955	-0.2774	-0.1949	-0.034
MATH	3	497738	0	B-O	2	23223	0.4257	0.3956	0.1001	0.0774	0.4248	0.002	0.5557	-0.3747	-0.137	-0.1838	0.5556	-0.0266
MATH	3	497739	0	B-O	2	23207	0.5999	0.0754	0.1626	0.5983	0.1611	0.0027	0.5278	-0.2282	-0.2725	0.5277	-0.262	-0.0308
MATH	3	497744	0	B-O	2	23205	0.6023	0.1209	0.0987	0.177	0.6006	0.0028	0.5519	-0.2705	-0.273	-0.2587	0.5523	-0.0414
MATH	3	565994	0	B-O	1	23157	0.3833	0.0696	0.3814	0.469	0.0752	0.0049	0.2501	-0.2766	0.2518	-0.0384	-0.1098	-0.0553
MATH	3	579675	0	B-O	1	23245	0.8471	0.1114	0.8462	0.0274	0.014	0.0011	0.3663	-0.2374	0.3665	-0.2224	-0.1755	-0.0196
MATH	3	624787	0	B-O	1	23176	0.5605	0.0829	0.154	0.2009	0.5582	0.004	0.4277	-0.1733	-0.1309	-0.2862	0.429	-0.0528
MATH	3	659904	0	B-O	1	23170	0.5111	0.1068	0.2687	0.1112	0.5089	0.0043	0.5893	-0.3576	-0.2538	-0.2172	0.5898	-0.0555
MATH	3	659909	0	B-O	2	23209	0.708	0.0924	0.7061	0.0793	0.1195	0.0026	0.5166	-0.2369	0.516	-0.2555	-0.2968	-0.0216
MATH	3	659910	0	B-O	2	23228	0.6652	0.0922	0.1266	0.1154	0.664	0.0018	0.4952	-0.2735	-0.2393	-0.2317	0.4955	-0.0309
MATH	3	659911	0	B-O	1	23147	0.7262	0.7224	0.0618	0.1123	0.0982	0.0053	0.3198	0.3226	-0.2557	-0.2008	-0.0526	-0.0532
MATH	3	408536	0	C-G	2	23154	0.3037	0.3022	0.2988	0.1838	0.2103	0.005	0.2542	0.2552	-0.1062	-0.0717	-0.0923	-0.0452
MATH	3	497747	0	C-G	1	23145	0.8534	0.0567	0.0331	0.8488	0.056	0.0054	0.457	-0.2617	-0.2079	0.4596	-0.2703	-0.065
MATH	3	497750	0	C-G	2	23210	0.569	0.5675	0.0884	0.213	0.1285	0.0026	0.4502	0.4507	-0.2355	-0.2746	-0.1267	-0.0322

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	3	659918	0	C-G	2	23230	0.6132	0.058	0.6121	0.1172	0.211	0.0017	0.3965	-0.1989	0.3966	-0.2525	-0.1587	-0.02
MATH	3	408723	0	D-M	1	23198	0.5028	0.2167	0.5012	0.1581	0.1209	0.0031	0.4202	-0.1888	0.4204	-0.2317	-0.1422	-0.028
MATH	3	493218	0	D-M	1	23189	0.5543	0.2265	0.5523	0.1686	0.049	0.0035	0.4603	-0.1906	0.461	-0.258	-0.2337	-0.0404
MATH	3	493236	0	D-M	2	23222	0.4746	0.2133	0.1982	0.1128	0.4736	0.0021	0.3902	-0.1874	-0.2163	-0.0973	0.3904	-0.0251
MATH	3	493237	0	D-M	1	23230	0.399	0.2453	0.3983	0.1395	0.2152	0.0017	0.4764	-0.2049	0.4765	-0.1606	-0.2153	-0.0239
MATH	3	493241	0	D-M	1	23220	0.7356	0.0654	0.1475	0.734	0.051	0.0021	0.3774	-0.2329	-0.2078	0.3786	-0.1558	-0.0382
MATH	3	493248	0	D-M	1	23182	0.5077	0.2715	0.0717	0.5058	0.1472	0.0038	0.2619	-0.1415	-0.2701	0.2629	0.0091	-0.0331
MATH	3	579663	0	D-M	2	23150	0.4902	0.1425	0.4876	0.1341	0.2306	0.0052	0.4916	-0.2271	0.4919	-0.21	-0.2184	-0.0405
MATH	3	622963	0	D-M	1	23234	0.5938	0.1076	0.5929	0.1337	0.1642	0.0015	0.3998	-0.1512	0.4005	-0.1004	-0.3087	-0.0338
MATH	3	662422	0	D-M	2	23244	0.6766	0.6758	0.1333	0.0758	0.114	0.0011	0.2111	0.2115	-0.1345	-0.1142	-0.0708	-0.0162
MATH	3	662425	0	D-M	2	23161	0.4529	0.2334	0.1678	0.1434	0.4508	0.0047	0.5029	-0.221	-0.1953	-0.2313	0.5031	-0.0414
MATH	3	729469	1	A-F	1	5876	0.1624	0.0921	0.6044	0.1618	0.1384	0.0032	0.2407	-0.0792	-0.129	0.2411	-0.0018	-0.0379
MATH	3	709874	1	A-T	2	5880	0.2587	0.4361	0.258	0.1394	0.1639	0.0025	0.3392	-0.0454	0.3393	-0.1048	-0.2388	-0.0243
MATH	3	495186	1	B-O	2	5884	0.4126	0.2058	0.1576	0.2229	0.4119	0.0019	0.486	-0.2207	-0.2178	-0.1675	0.4861	-0.0218
MATH	3	711414	1	B-O	1	5872	0.5666	0.0875	0.069	0.2751	0.5644	0.0039	0.509	-0.1087	-0.1894	-0.3835	0.5101	-0.0468
MATH	3	713353	1	C-G	1	5884	0.7036	0.046	0.7023	0.1162	0.1337	0.0019	0.3836	-0.1433	0.3847	-0.2244	-0.2127	-0.038
MATH	3	713613	1	C-G	1	5883	0.5161	0.1057	0.515	0.1162	0.2611	0.002	0.2661	-0.2391	0.2659	-0.1763	-0.0056	-0.0103
MATH	3	713365	1	D-M	2	5885	0.3405	0.3399	0.1308	0.333	0.1946	0.0017	0.4392	0.4397	-0.1354	-0.2576	-0.1003	-0.0357
MATH	3	713617	1	D-M	1	5881	0.402	0.2848	0.266	0.401	0.0458	0.0024	0.4538	-0.3486	-0.0634	0.454	-0.1709	-0.0293
MATH	3	711339	2	A-F	1	2151	0.563	0.5622	0.1082	0.0617	0.2665	0.0014	0.5289	0.528	-0.1347	-0.1098	-0.4374	-0.0078
MATH	3	709834	2	A-T	1	2151	0.9126	0.0339	0.9113	0.0227	0.0306	0.0014	0.3738	-0.1507	0.3697	-0.2209	-0.2623	0.0091
MATH	3	711412	2	B-O	2	2150	0.5995	0.0701	0.2214	0.1082	0.5984	0.0019	0.4354	-0.2154	-0.2484	-0.1722	0.4369	-0.059
MATH	3	711418	2	B-O	1	2151	0.6285	0.1147	0.6277	0.1866	0.0696	0.0014	0.4391	-0.2816	0.4383	-0.2388	-0.1147	0.003
MATH	3	622964	2	C-G	1	2152	0.4447	0.0497	0.1448	0.3603	0.4443	0.0009	0.3016	-0.0938	-0.3267	-0.0296	0.3012	-0.0019
MATH	3	706335	2	D-M	2	2146	0.7959	0.0622	0.0873	0.0539	0.7929	0.0037	0.441	-0.2415	-0.2019	-0.2711	0.4401	-0.0297
MATH	3	713357	2	D-M	2	2152	0.5762	0.1226	0.5757	0.1708	0.13	0.0009	0.4262	-0.1931	0.4265	-0.1934	-0.2201	-0.0225
MATH	3	729470	2	D-M	2	2152	0.1822	0.532	0.1871	0.182	0.098	0.0009	-0.0212	0.12	-0.1417	-0.0208	0.0142	-0.027
MATH	3	709879	3	A-F	1	2185	0.4842	0.1101	0.176	0.229	0.4835	0.0014	0.4051	-0.219	-0.1738	-0.1596	0.4051	-0.0178
MATH	3	709838	3	A-T	1	2187	0.733	0.0946	0.0658	0.1065	0.7326	0.0005	0.4274	-0.2054	-0.2358	-0.227	0.4283	-0.0453

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	3	709873	3	A-T	2	2181	0.5612	0.1353	0.5594	0.1901	0.112	0.0032	0.5199	-0.2208	0.5201	-0.227	-0.2914	-0.0301
MATH	3	579667	3	B-O	2	2182	0.2626	0.1842	0.3423	0.2619	0.2089	0.0027	0.2255	-0.0874	-0.1423	0.2244	0.0047	0.016
MATH	3	659915	3	B-O	2	2185	0.3368	0.3364	0.1851	0.2518	0.2253	0.0014	0.1197	0.1191	-0.2009	0.0519	-0.003	0.0125
MATH	3	706332	3	C-G	2	2179	0.5631	0.1188	0.0946	0.5608	0.2217	0.0041	0.3974	-0.2379	-0.2361	0.3992	-0.1161	-0.0596
MATH	3	493245	3	D-M	2	2188	0.1897	0.4963	0.1897	0.2774	0.0366		-0.0042	-0.0036	-0.0042	0.0063	0.003	
MATH	3	713361	3	D-M	1	2177	0.3707	0.4177	0.3688	0.154	0.0544	0.005	0.1837	0.0206	0.1855	-0.1671	-0.1567	-0.054
MATH	3	709881	4	A-F	1	2185	0.1973	0.6353	0.0809	0.0855	0.197	0.0014	0.3836	-0.1798	-0.1038	-0.1333	0.3835	-0.0118
MATH	3	493219	4	A-T	2	2181	0.6355	0.1229	0.6335	0.1216	0.1188	0.0032	0.4323	-0.2216	0.4346	-0.3187	-0.0878	-0.0721
MATH	3	711346	4	B-O	1	2185	0.7034	0.7025	0.1175	0.0827	0.096	0.0014	0.3806	0.3831	-0.1772	-0.2443	-0.1634	-0.0722
MATH	3	711425	4	B-O	2	2185	0.6229	0.0676	0.0731	0.622	0.2358	0.0014	0.3428	-0.271	-0.2099	0.3444	-0.0998	-0.0509
MATH	3	729474	4	B-O	2	2182	0.3277	0.2239	0.3835	0.3268	0.0631	0.0027	0.2765	-0.3284	0.0707	0.2765	-0.1092	-0.0117
MATH	3	659923	4	C-G	1	2182	0.4519	0.4506	0.2852	0.1513	0.1101	0.0027	0.2545	0.2562	-0.1312	-0.1099	-0.082	-0.0603
MATH	3	706334	4	D-M	1	2183	0.678	0.1339	0.6764	0.091	0.0964	0.0023	0.3838	-0.2282	0.3877	-0.2242	-0.1176	-0.0935
MATH	3	713371	4	D-M	1	2185	0.8302	0.0425	0.8291	0.0411	0.0859	0.0014	0.437	-0.2512	0.4361	-0.18	-0.2756	-0.013
MATH	3	709878	5	A-F	2	2172	0.4116	0.3671	0.1302	0.4097	0.0885	0.0046	0.409	-0.2215	-0.1748	0.411	-0.1109	-0.0751
MATH	3	709882	5	A-F	2	2181	0.4874	0.0866	0.4872	0.1998	0.2259	0.0005	0.4112	-0.2107	0.4104	-0.206	-0.1533	0.0291
MATH	3	709836	5	A-T	1	2178	0.809	0.1049	0.0568	0.0289	0.8075	0.0018	0.4929	-0.2985	-0.282	-0.2189	0.4915	-0.0083
MATH	3	624789	5	B-O	2	2179	0.3593	0.1182	0.3786	0.3588	0.143	0.0014	0.2098	-0.2149	-0.0819	0.21	0.0263	-0.0217
MATH	3	624847	5	B-O	2	2179	0.3593	0.4248	0.1522	0.3588	0.0628	0.0014	0.3403	-0.1323	-0.2253	0.3408	-0.0666	-0.0264
MATH	3	713351	5	C-G	2	2179	0.4144	0.2979	0.1448	0.1421	0.4138	0.0014	0.3049	-0.1213	-0.1319	-0.1368	0.3045	-0.0087
MATH	3	622967	5	D-M	1	2171	0.5389	0.1398	0.1884	0.1306	0.5362	0.005	0.4312	-0.2828	-0.154	-0.1558	0.4341	-0.0801
MATH	3	662420	5	D-M	1	2181	0.7593	0.7589	0.1421	0.0623	0.0362	0.0005	0.266	0.2667	-0.1121	-0.1822	-0.1624	-0.0261
MATH	3	729473	6	A-F	1	2137	0.533	0.5322	0.1621	0.2234	0.0808	0.0014	0.3318	0.3327	-0.2575	-0.053	-0.1741	-0.0411
MATH	3	621403	6	A-T	2	2136	0.0875	0.1192	0.6869	0.0874	0.1047	0.0019	0.1019	0.0386	-0.0515	0.1022	-0.0519	-0.0374
MATH	3	709837	6	A-T	1	2140	0.8248	0.0182	0.8248	0.029	0.128		0.335	-0.1805	0.335	-0.2364	-0.1902	
MATH	3	706331	6	B-O	2	2136	0.4565	0.4005	0.1178	0.4556	0.0243	0.0019	0.3224	-0.0865	-0.2695	0.3215	-0.2025	0.0075
MATH	3	711415	6	B-O	2	2136	0.5894	0.2467	0.072	0.0911	0.5883	0.0019	0.4736	-0.1803	-0.2831	-0.2834	0.4732	-0.0103
MATH	3	713612	6	C-G	1	2138	0.7451	0.1393	0.7444	0.036	0.0794	0.0009	0.4494	-0.3409	0.4503	-0.1134	-0.2073	-0.039
MATH	3	662418	6	D-M	2	2138	0.5201	0.1907	0.5196	0.1762	0.1126	0.0009	0.3621	-0.1057	0.3619	-0.2511	-0.1381	0.0008

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	3	713360	6	D-M	2	2135	0.4548	0.4537	0.2224	0.2313	0.0902	0.0023	0.5457	0.5461	-0.2091	-0.3047	-0.1904	-0.0397
MATH	3	709840	7	A-F	1	2158	0.7674	0.0939	0.7663	0.1009	0.0375	0.0014	0.3688	-0.2836	0.3691	-0.159	-0.1306	-0.022
MATH	3	709833	7	A-T	1	2158	0.7303	0.7293	0.043	0.1573	0.0689	0.0014	0.4961	0.4967	-0.2346	-0.2969	-0.2513	-0.0351
MATH	3	495187	7	B-O	2	2160	0.2176	0.5275	0.1805	0.074	0.2175	0.0005	0.3075	-0.1131	-0.0911	-0.1348	0.3075	-0.0023
MATH	3	711417	7	B-O	1	2156	0.7324	0.7307	0.0972	0.0764	0.0935	0.0023	0.4398	0.4423	-0.2429	-0.2509	-0.1877	-0.0627
MATH	3	713355	7	C-G	1	2157	0.7701	0.0611	0.0315	0.137	0.7686	0.0019	0.3463	-0.2443	-0.21	-0.1467	0.3448	0.0047
MATH	3	713610	7	C-G	1	2157	0.3987	0.2041	0.2443	0.398	0.1518	0.0019	0.2417	-0.0443	-0.1276	0.243	-0.1216	-0.0616
MATH	3	622959	7	D-M	1	2157	0.6528	0.1726	0.6516	0.1023	0.0717	0.0019	0.4983	-0.2572	0.4979	-0.3011	-0.1869	-0.013
MATH	3	713368	7	D-M	2	2158	0.4481	0.3545	0.1074	0.4475	0.0893	0.0014	0.3381	-0.0583	-0.209	0.3386	-0.2626	-0.0244
MATH	3	479173	8	A-F	2	2177	0.4391	0.1298	0.25	0.1803	0.4385	0.0014	0.2661	-0.1126	-0.0775	-0.1556	0.2667	-0.0301
MATH	3	709875	8	A-T	1	2177	0.7014	0.0615	0.7005	0.1422	0.0945	0.0014	0.4647	-0.2259	0.4649	-0.2522	-0.2388	-0.0204
MATH	3	659907	8	B-O	1	2177	0.7134	0.7124	0.1092	0.0922	0.0849	0.0014	0.5877	0.5873	-0.2461	-0.3205	-0.344	-0.0131
MATH	3	711420	8	B-O	2	2177	0.5365	0.2073	0.1188	0.1367	0.5358	0.0014	0.5356	-0.3727	-0.1772	-0.1698	0.5349	-0.001
MATH	3	729471	8	C-G	2	2172	0.325	0.2573	0.295	0.3239	0.1202	0.0037	0.1943	-0.0626	-0.0552	0.1967	-0.1063	-0.0816
MATH	3	706333	8	D-M	2	2179	0.5007	0.1248	0.1431	0.5005	0.2312	0.0005	0.391	-0.223	-0.2532	0.3906	-0.0787	0.0113
MATH	3	713366	8	D-M	2	2170	0.4857	0.0716	0.2541	0.4835	0.1862	0.0046	0.4074	-0.1943	-0.1546	0.41	-0.2112	-0.0785
MATH	3	713618	8	D-M	2	2179	0.425	0.0872	0.255	0.2326	0.4248	0.0005	0.4331	-0.2184	-0.2183	-0.1355	0.433	-0.0013
MATH	3	709839	9	A-F	2	2179	0.5337	0.0316	0.533	0.3978	0.0362	0.0014	0.4852	-0.2139	0.4855	-0.36	-0.1476	-0.0267
MATH	3	711343	9	A-F	1	2180	0.4679	0.165	0.1448	0.2218	0.4675	0.0009	0.4873	-0.262	-0.2143	-0.1686	0.4875	-0.0184
MATH	3	709835	9	A-T	1	2179	0.8637	0.0266	0.0706	0.8625	0.039	0.0014	0.4544	-0.1976	-0.3155	0.4564	-0.221	-0.0493
MATH	3	711411	9	B-O	1	2175	0.7214	0.1072	0.0935	0.7191	0.077	0.0032	0.4966	-0.2332	-0.2877	0.4983	-0.2433	-0.0566
MATH	3	711421	9	B-O	2	2179	0.5425	0.1907	0.5417	0.1764	0.0898	0.0014	0.4203	-0.2736	0.421	-0.1605	-0.1398	-0.0302
MATH	3	729472	9	C-G	1	2177	0.1617	0.4441	0.2484	0.1439	0.1613	0.0023	0.0468	0.2041	-0.0867	-0.2259	0.0477	-0.0452
MATH	3	624785	9	D-M	2	2175	0.5163	0.1434	0.1586	0.1801	0.5147	0.0032	0.3981	-0.2144	-0.1608	-0.1644	0.3983	-0.0348
MATH	3	713358	9	D-M	1	2179	0.7242	0.7232	0.0472	0.1609	0.0674	0.0014	0.4388	0.4389	-0.2678	-0.1925	-0.2715	-0.0219
MATH	4	408560	0	A-F	2	25187	0.6869	0.6851	0.0697	0.1054	0.1371	0.0027	0.4026	0.4033	-0.1318	-0.2153	-0.2495	-0.0355
MATH	4	408563	0	A-F	1	25215	0.567	0.5661	0.1671	0.1625	0.1027	0.0016	0.5942	0.5946	-0.2959	-0.3654	-0.1581	-0.0381
MATH	4	408635	0	A-F	1	25232	0.8416	0.0848	0.8408	0.0373	0.0362	0.0009	0.3532	-0.2286	0.3533	-0.1955	-0.15	-0.0162
MATH	4	575738	0	A-F	1	25196	0.8228	0.0479	0.8209	0.0685	0.0604	0.0023	0.5017	-0.2387	0.5013	-0.321	-0.2465	-0.0302

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	4	575742	0	A-F	2	25166	0.4833	0.1907	0.2202	0.1041	0.4816	0.0035	0.3764	-0.1828	-0.1059	-0.2305	0.3774	-0.0419
MATH	4	617226	0	A-F	1	25062	0.7283	0.077	0.1593	0.7227	0.0333	0.0076	0.3758	-0.2782	-0.1486	0.3786	-0.1991	-0.0599
MATH	4	622939	0	A-F	1	25034	0.7308	0.1348	0.7244	0.0367	0.0953	0.0088	0.4942	-0.3348	0.4961	-0.1837	-0.226	-0.0689
MATH	4	662435	0	A-F	2	25185	0.6438	0.642	0.1619	0.1398	0.0536	0.0028	0.4845	0.4852	-0.2724	-0.2396	-0.2092	-0.0394
MATH	4	408574	0	A-T	1	25222	0.7972	0.0458	0.0902	0.0666	0.7961	0.0013	0.4827	-0.2606	-0.273	-0.2446	0.4826	-0.0217
MATH	4	493261	0	A-T	1	25219	0.8713	0.0369	0.87	0.0376	0.054	0.0014	0.454	-0.22	0.4537	-0.2529	-0.2747	-0.0228
MATH	4	493262	0	A-T	2	25125	0.384	0.0807	0.3639	0.382	0.1682	0.0051	0.3026	-0.1992	-0.1054	0.3028	-0.1075	-0.0269
MATH	4	495200	0	A-T	1	25209	0.6212	0.1418	0.62	0.1578	0.0786	0.0018	0.5153	-0.1928	0.5149	-0.3367	-0.2198	-0.019
MATH	4	495201	0	A-T	2	25162	0.4004	0.1296	0.3193	0.3989	0.1484	0.0037	0.2462	-0.0177	-0.1607	0.2472	-0.1062	-0.0397
MATH	4	495206	0	A-T	1	24929	0.6133	0.0679	0.1384	0.1754	0.6054	0.0129	0.414	-0.1689	-0.195	-0.2271	0.4158	-0.062
MATH	4	574159	0	A-T	1	25162	0.5679	0.0835	0.1638	0.1832	0.5658	0.0037	0.5098	-0.2218	-0.2114	-0.2872	0.5096	-0.0309
MATH	4	575715	0	A-T	1	25225	0.7408	0.0796	0.0873	0.0919	0.7399	0.0012	0.5128	-0.2671	-0.2664	-0.2654	0.513	-0.0243
MATH	4	624798	0	A-T	1	25134	0.4916	0.1111	0.154	0.2407	0.4893	0.0048	0.4606	-0.2566	-0.1865	-0.1857	0.4612	-0.046
MATH	4	408742	0	B-O	2	25189	0.4216	0.4205	0.2717	0.2096	0.0956	0.0026	0.4104	0.4108	-0.2427	-0.1709	-0.0803	-0.0326
MATH	4	495208	0	B-O	2	25219	0.4982	0.1432	0.2648	0.4975	0.0931	0.0014	0.4326	-0.3141	-0.1069	0.4323	-0.2016	-0.0093
MATH	4	566157	0	B-O	2	25168	0.5959	0.1497	0.5939	0.1233	0.1297	0.0034	0.3842	-0.1895	0.385	-0.2244	-0.1359	-0.035
MATH	4	574162	0	B-O	2	25167	0.4948	0.4931	0.1364	0.248	0.1191	0.0035	0.4385	0.4392	-0.2259	-0.1703	-0.2034	-0.0447
MATH	4	574164	0	B-O	2	25163	0.4259	0.2785	0.1268	0.1667	0.4243	0.0036	0.3282	-0.1662	-0.1384	-0.106	0.3294	-0.0459
MATH	4	657725	0	B-O	1	25211	0.6822	0.0436	0.0734	0.2003	0.6811	0.0017	0.5203	-0.2256	-0.2656	-0.315	0.52	-0.0242
MATH	4	657728	0	B-O	1	25185	0.5497	0.5481	0.0632	0.0681	0.3178	0.0028	0.5824	0.5818	-0.2643	-0.3317	-0.3019	-0.0218
MATH	4	657730	0	B-O	1	25211	0.8399	0.8384	0.042	0.0558	0.062	0.0017	0.2917	0.2929	-0.1626	-0.1755	-0.1396	-0.0296
MATH	4	657737	0	B-O	2	25205	0.6552	0.1188	0.1018	0.1235	0.6539	0.002	0.4178	-0.1268	-0.196	-0.2964	0.418	-0.0232
MATH	4	479178	0	C-G	2	25218	0.519	0.3016	0.5182	0.0379	0.1409	0.0015	0.4632	-0.3584	0.4625	-0.151	-0.1083	-0.0024
MATH	4	497759	0	C-G	1	25191	0.7573	0.0997	0.0522	0.7554	0.0901	0.0025	0.4692	-0.2902	-0.2525	0.4684	-0.1999	-0.0196
MATH	4	497761	0	C-G	1	25181	0.6121	0.1269	0.1024	0.6103	0.1575	0.0029	0.4009	-0.229	-0.2587	0.4023	-0.1071	-0.0464
MATH	4	497829	0	C-G	2	25193	0.5289	0.1136	0.1422	0.5276	0.2141	0.0025	0.4483	-0.2386	-0.1868	0.4491	-0.1977	-0.0427
MATH	4	565998	0	C-G	2	25191	0.6064	0.6049	0.1351	0.1182	0.1393	0.0025	0.4275	0.4279	-0.28	-0.2412	-0.0985	-0.0303
MATH	4	574169	0	C-G	1	25209	0.6529	0.1894	0.0762	0.6518	0.0809	0.0018	0.4507	-0.2022	-0.2895	0.4515	-0.2107	-0.0375
MATH	4	621401	0	C-G	2	25204	0.5881	0.5869	0.1195	0.2111	0.0805	0.002	0.4129	0.4135	-0.2478	-0.1892	-0.164	-0.0313

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	4	495220	0	D-M	1	25175	0.5074	0.1896	0.1359	0.5058	0.1655	0.0032	0.3847	-0.1533	-0.2632	0.3863	-0.1067	-0.0573
MATH	4	495227	0	D-M	2	25222	0.7492	0.0704	0.0698	0.1103	0.7482	0.0013	0.3797	-0.2139	-0.1778	-0.2045	0.3804	-0.029
MATH	4	497740	0	D-M	1	25202	0.6965	0.1153	0.695	0.0986	0.0891	0.0021	0.4181	-0.1693	0.4188	-0.2953	-0.1729	-0.0328
MATH	4	497832	0	D-M	2	25183	0.393	0.2978	0.153	0.1544	0.3918	0.0029	0.4392	-0.1676	-0.2023	-0.1777	0.4386	-0.0084
MATH	4	575728	0	D-M	2	25191	0.7249	0.1725	0.0367	0.723	0.0652	0.0025	0.4626	-0.2987	-0.1854	0.4635	-0.2331	-0.0434
MATH	4	617233	0	D-M	1	25212	0.4962	0.4953	0.2472	0.1658	0.09	0.0017	0.3804	0.3809	-0.2533	-0.1591	-0.0724	-0.0317
MATH	4	659937	0	D-M	1	25182	0.4687	0.2091	0.152	0.4673	0.1687	0.0029	0.3531	-0.1088	-0.2338	0.3536	-0.1239	-0.0349
MATH	4	709895	1	A-F	2	6630	0.4741	0.2238	0.2153	0.4728	0.0854	0.0027	0.3646	-0.1558	-0.1755	0.365	-0.1572	-0.0224
MATH	4	709885	1	A-T	1	6634	0.5008	0.4997	0.1587	0.2186	0.1209	0.0021	0.5077	0.5077	-0.2425	-0.2152	-0.2312	-0.0196
MATH	4	709888	1	A-T	1	6635	0.6577	0.1625	0.0949	0.0842	0.6564	0.002	0.5366	-0.3097	-0.25	-0.2377	0.5372	-0.0351
MATH	4	624800	1	B-O	1	6634	0.4509	0.3023	0.1697	0.4499	0.076	0.0021	0.5347	-0.3152	-0.1953	0.535	-0.1762	-0.0307
MATH	4	706341	1	B-O	1	6635	0.7331	0.1297	0.0677	0.7316	0.069	0.002	0.4207	-0.2836	-0.1873	0.4216	-0.1698	-0.033
MATH	4	706343	1	C-G	1	6630	0.3229	0.1823	0.3384	0.1545	0.3221	0.0027	0.2754	-0.1947	-0.0946	-0.021	0.2759	-0.027
MATH	4	621369	1	D-M	2	6628	0.3257	0.2924	0.3248	0.1509	0.2289	0.003	0.1138	-0.1718	0.1143	-0.1334	0.1747	-0.0194
MATH	4	713628	1	D-M	1	6641	0.4361	0.2908	0.4356	0.1427	0.1298	0.0011	0.3189	0.0022	0.3192	-0.1979	-0.2658	-0.0231
MATH	4	662427	2	A-F	2	2350	0.4515	0.252	0.1547	0.1411	0.4509	0.0013	0.5249	-0.3211	-0.195	-0.1412	0.5255	-0.0674
MATH	4	709901	2	A-F	2	2349	0.2333	0.2983	0.292	0.1751	0.2329	0.0017	0.3059	-0.0431	-0.1806	-0.0724	0.3056	0.004
MATH	4	662442	2	A-T	2	2351	0.3411	0.0514	0.5155	0.3408	0.0914	0.0008	0.4374	-0.2076	-0.2397	0.4376	-0.1404	-0.0454
MATH	4	495199	2	B-O	2	2348	0.299	0.2983	0.2116	0.1517	0.3362	0.0021	0.1593	0.1601	-0.0823	-0.093	-0.0096	-0.0372
MATH	4	711358	2	B-O	2	2351	0.7176	0.1156	0.1173	0.717	0.0493	0.0008	0.3786	-0.1502	-0.2397	0.3793	-0.2077	-0.0267
MATH	4	621382	2	C-G	2	2352	0.2742	0.2499	0.2741	0.1764	0.2992	0.0004	0.2643	0.0533	0.2638	-0.0401	-0.2753	0.027
MATH	4	659931	2	C-G	2	2349	0.4602	0.173	0.2231	0.4594	0.1428	0.0017	0.2993	-0.0954	-0.1708	0.3004	-0.1153	-0.0531
MATH	4	713383	2	D-M	1	2352	0.5787	0.1305	0.5784	0.1364	0.1543	0.0004	0.2967	-0.0707	0.2971	-0.1556	-0.1909	-0.026
MATH	4	709847	3	A-F	2	2313	0.5659	0.1981	0.107	0.1282	0.565	0.0017	0.5052	-0.2348	-0.2226	-0.2597	0.5055	-0.0334
MATH	4	709900	3	A-F	1	2315	0.7438	0.7432	0.2016	0.0315	0.0229	0.0009	0.4693	0.4682	-0.3647	-0.1992	-0.1587	0.0092
MATH	4	709886	3	A-T	2	2314	0.5419	0.0319	0.5412	0.1368	0.2887	0.0013	0.495	-0.1411	0.4947	-0.1933	-0.3425	-0.0024
MATH	4	624792	3	B-O	2	2315	0.3123	0.2374	0.312	0.1554	0.2943	0.0009	0.0293	0.037	0.0287	-0.1902	0.0856	0.0281
MATH	4	711438	3	B-O	2	2312	0.5999	0.5986	0.2287	0.1234	0.047	0.0022	0.428	0.4294	-0.1662	-0.2827	-0.2146	-0.0486
MATH	4	621386	3	C-G	2	2315	0.3114	0.205	0.3112	0.2451	0.2378	0.0009	0.0079	-0.1203	0.008	-0.0148	0.1207	-0.0054

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	4	713378	3	C-G	1	2312	0.4641	0.1718	0.1696	0.4631	0.1934	0.0022	0.2965	-0.1109	-0.0753	0.2956	-0.1968	0.0085
MATH	4	713382	3	D-M	2	2316	0.2552	0.2512	0.3271	0.1662	0.2551	0.0004	0.419	-0.1817	-0.1448	-0.0976	0.4183	0.0322
MATH	4	709893	4	A-F	2	2325	0.5006	0.1977	0.5002	0.2862	0.015	0.0009	0.3397	-0.367	0.3404	-0.0092	-0.1527	-0.0459
MATH	4	709899	4	A-F	2	2321	0.6497	0.2604	0.648	0.0666	0.0223	0.0026	0.4543	-0.3365	0.454	-0.1946	-0.1334	-0.0184
MATH	4	706338	4	A-T	1	2321	0.8302	0.0327	0.0842	0.8281	0.0524	0.0026	0.4316	-0.1653	-0.2876	0.4318	-0.2339	-0.0304
MATH	4	709843	4	A-T	1	2323	0.7357	0.0696	0.04	0.7344	0.1543	0.0017	0.3065	-0.2249	-0.2344	0.3061	-0.0875	-0.0101
MATH	4	495225	4	B-O	2	2326	0.546	0.2776	0.0834	0.0928	0.5458	0.0004	0.3626	-0.2667	-0.1241	-0.0903	0.3632	-0.043
MATH	4	711428	4	B-O	1	2321	0.4657	0.4645	0.0576	0.0632	0.4121	0.0026	0.4923	0.4924	-0.2535	-0.3182	-0.2182	-0.0339
MATH	4	621377	4	C-G	2	2323	0.1313	0.486	0.1822	0.199	0.1311	0.0017	-0.1416	0.2519	-0.0802	-0.1155	-0.141	-0.0301
MATH	4	713386	4	D-M	2	2322	0.8704	0.0361	0.0339	0.8685	0.0593	0.0021	0.4033	-0.2383	-0.1261	0.4034	-0.2871	-0.0264
MATH	4	493255	5	A-F	2	2300	0.1448	0.2368	0.2845	0.1447	0.3332	0.0009	-0.0088	-0.2124	0.0752	-0.0084	0.128	-0.0339
MATH	4	706340	5	A-F	2	2301	0.5593	0.2289	0.1051	0.1064	0.5591	0.0004	0.4181	-0.1922	-0.2532	-0.1595	0.4178	0.0061
MATH	4	653739	5	A-T	2	2298	0.1593	0.2285	0.2754	0.159	0.3354	0.0017	-0.003	-0.1191	-0.0117	-0.0027	0.1205	-0.0158
MATH	4	709883	5	A-T	2	2299	0.652	0.6512	0.146	0.1321	0.0695	0.0013	0.4755	0.4754	-0.2852	-0.2225	-0.1968	-0.0143
MATH	4	493278	5	B-O	2	2300	0.5713	0.1169	0.1746	0.1368	0.5708	0.0009	0.5425	-0.2805	-0.215	-0.2789	0.5429	-0.0385
MATH	4	711433	5	B-O	1	2301	0.5128	0.1855	0.5126	0.1703	0.1312	0.0004	0.3691	-0.1431	0.3683	-0.1968	-0.1631	0.0297
MATH	4	713619	5	C-G	1	2302	0.8918	0.0387	0.8918	0.0308	0.0387		0.3809	-0.2127	0.3809	-0.2161	-0.2071	
MATH	4	659935	5	D-M	2	2301	0.8331	0.0513	0.0652	0.8328	0.0504	0.0004	0.4388	-0.2346	-0.2668	0.437	-0.2105	0.0254
MATH	4	709896	6	A-F	1	2308	0.7374	0.1214	0.7352	0.1015	0.0389	0.003	0.4415	-0.2946	0.4439	-0.2219	-0.1509	-0.0634
MATH	4	574158	6	A-T	2	2310	0.1861	0.1857	0.368	0.1408	0.3032	0.0022	0.2142	0.2147	-0.1838	-0.1014	0.0926	-0.0462
MATH	4	709889	6	A-T	2	2310	0.5087	0.2052	0.5076	0.1784	0.1067	0.0022	0.3636	-0.1465	0.3642	-0.2021	-0.1424	-0.0342
MATH	4	711355	6	B-O	2	2306	0.5317	0.2652	0.1119	0.5296	0.0894	0.0039	0.4292	-0.1837	-0.2972	0.4298	-0.1315	-0.0356
MATH	4	711427	6	B-O	2	2313	0.84	0.0276	0.0579	0.0743	0.8393	0.0009	0.4084	-0.2107	-0.2275	-0.2357	0.4086	-0.0193
MATH	4	497827	6	C-G	2	2311	0.1575	0.1844	0.5231	0.1335	0.1572	0.0017	0.236	-0.2266	0.0727	-0.0966	0.2361	-0.0366
MATH	4	713624	6	C-G	1	2310	0.8342	0.1322	0.8324	0.016	0.0173	0.0022	0.3167	-0.241	0.3204	-0.1143	-0.1601	-0.0618
MATH	4	706344	6	D-M	1	2310	0.7359	0.0458	0.1819	0.7343	0.0359	0.0022	0.3668	-0.1207	-0.2843	0.3667	-0.1407	-0.0196
MATH	4	709846	7	A-F	2	2330	0.4867	0.327	0.1256	0.06	0.4861	0.0013	0.3079	0.0082	-0.3087	-0.2259	0.3094	-0.0711
MATH	4	729606	7	A-F	2	2330	0.1777	0.3738	0.3318	0.1775	0.1157	0.0013	0.1865	-0.0045	-0.1266	0.1869	-0.0258	-0.0372
MATH	4	662441	7	A-T	2	2329	0.3456	0.1183	0.2233	0.345	0.3116	0.0017	0.3383	-0.1254	-0.0794	0.3382	-0.1875	-0.0085

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	4	709887	7	A-T	2	2328	0.616	0.0467	0.0874	0.249	0.6147	0.0021	0.3953	-0.1816	-0.2986	-0.159	0.3954	-0.0217
MATH	4	495223	7	B-O	2	2329	0.2907	0.2782	0.3468	0.2902	0.0832	0.0017	0.2972	-0.1107	-0.1753	0.296	-0.0097	0.033
MATH	4	711435	7	B-O	1	2331	0.8104	0.063	0.081	0.0454	0.8097	0.0009	0.4409	-0.1606	-0.2924	-0.2565	0.4425	-0.0504
MATH	4	713376	7	C-G	1	2328	0.6314	0.123	0.6301	0.189	0.0557	0.0021	0.4304	-0.2331	0.4307	-0.2105	-0.2068	-0.0335
MATH	4	706345	7	D-M	1	2326	0.7193	0.7171	0.153	0.0502	0.0767	0.003	0.5089	0.5045	-0.3299	-0.1936	-0.2513	0.0129
MATH	4	706339	8	A-F	2	2332	0.5849	0.1829	0.1507	0.5842	0.0809	0.0013	0.3304	-0.1641	-0.2152	0.3296	-0.082	0.0109
MATH	4	709915	8	A-F	1	2332	0.5034	0.1679	0.1113	0.5028	0.2167	0.0013	0.4512	-0.3154	-0.2862	0.4507	-0.0425	0.0026
MATH	4	624790	8	A-T	1	2330	0.5691	0.0587	0.2797	0.5679	0.0916	0.0021	0.4486	-0.2107	-0.279	0.4489	-0.1604	-0.0299
MATH	4	711353	8	B-O	2	2329	0.711	0.1756	0.7092	0.0647	0.048	0.0026	0.5574	-0.4247	0.5554	-0.1928	-0.2009	-0.0055
MATH	4	711357	8	B-O	2	2331	0.7211	0.7199	0.2086	0.0355	0.0343	0.0017	0.3756	0.3783	-0.2278	-0.2207	-0.1853	-0.0663
MATH	4	574161	8	C-G	2	2332	0.3259	0.4732	0.0899	0.3255	0.1101	0.0013	0.0909	0.076	-0.1636	0.0914	-0.1063	-0.0199
MATH	4	706346	8	D-M	2	2328	0.485	0.1212	0.1002	0.2921	0.4835	0.003	0.4335	-0.2104	-0.2247	-0.1725	0.4345	-0.0469
MATH	4	713381	8	D-M	2	2330	0.2305	0.1537	0.1572	0.457	0.23	0.0021	0.3738	0.0636	-0.2696	-0.165	0.3734	0.0059
MATH	4	574184	9	A-F	2	2323	0.3267	0.0374	0.483	0.3265	0.1523	0.0009	0.5117	-0.1271	-0.3674	0.512	-0.0864	-0.0439
MATH	4	711349	9	A-F	1	2321	0.5623	0.0852	0.2146	0.1372	0.5613	0.0017	0.5183	-0.3212	-0.1667	-0.2864	0.5181	-0.0118
MATH	4	709844	9	A-T	1	2321	0.8307	0.0641	0.0503	0.8292	0.0546	0.0017	0.4262	-0.221	-0.2557	0.4263	-0.2172	-0.0242
MATH	4	711354	9	B-O	2	2320	0.4388	0.0422	0.0262	0.4916	0.4378	0.0022	0.4737	-0.2103	-0.1732	-0.3266	0.4745	-0.0479
MATH	4	711437	9	B-O	2	2322	0.5896	0.5888	0.1355	0.2215	0.0529	0.0013	0.4593	0.4591	-0.3164	-0.1656	-0.2161	-0.0141
MATH	4	713622	9	C-G	2	2322	0.6649	0.1553	0.6641	0.0895	0.0899	0.0013	0.3771	-0.1008	0.3768	-0.2376	-0.2557	-0.0141
MATH	4	617225	9	D-M	2	2322	0.3165	0.3342	0.1948	0.3161	0.1535	0.0013	0.1439	0.0134	-0.1976	0.144	0.0145	-0.0082
MATH	4	713385	9	D-M	2	2320	0.7069	0.1845	0.7054	0.0542	0.0538	0.0022	0.3151	-0.2334	0.3193	-0.1148	-0.1112	-0.0855
MATH	5	408576	0	A-F	2	28365	0.647	0.1045	0.646	0.1951	0.0529	0.0015	0.4556	-0.1689	0.456	-0.2821	-0.2393	-0.0264
MATH	5	408587	0	A-F	2	28305	0.3468	0.1739	0.1902	0.2868	0.3455	0.0036	0.4191	-0.2268	-0.195	-0.0761	0.4195	-0.0423
MATH	5	408591	0	A-F	1	28304	0.4097	0.3098	0.1877	0.4082	0.0906	0.0037	0.4788	-0.2737	-0.1234	0.4798	-0.2019	-0.0514
MATH	5	495255	0	A-F	2	28345	0.4989	0.1295	0.4977	0.2275	0.143	0.0022	0.4321	-0.1474	0.4321	-0.3277	-0.0804	-0.021
MATH	5	495259	0	A-F	1	28244	0.4303	0.2096	0.2933	0.0636	0.4278	0.0058	0.4794	-0.1095	-0.3255	-0.1687	0.4797	-0.0447
MATH	5	575694	0	A-F	1	28346	0.5749	0.5737	0.1576	0.1884	0.0781	0.0022	0.4178	0.4188	-0.2778	-0.1615	-0.1527	-0.0379
MATH	5	621363	0	A-F	2	28347	0.6867	0.6853	0.1108	0.1073	0.0944	0.0021	0.4229	0.4233	-0.2563	-0.2172	-0.1628	-0.028
MATH	5	622928	0	A-F	1	28181	0.5972	0.1018	0.2062	0.5924	0.0917	0.008	0.4767	-0.2098	-0.3578	0.4787	-0.0735	-0.0652

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	5	642399	0	A-F	2	28310	0.5565	0.5546	0.206	0.1693	0.0667	0.0034	0.5441	0.5447	-0.2425	-0.3235	-0.1953	-0.0443
MATH	5	662447	0	A-F	3	28337	0.2772	0.2164	0.2743	0.2304	0.2765	0.0025	0.3594	-0.0338	-0.2572	-0.0741	0.3592	-0.016
MATH	5	394398	0	A-T	1	28371	0.8323	0.1373	0.0162	0.014	0.8312	0.0013	0.46	-0.4127	-0.1311	-0.1101	0.4596	-0.0178
MATH	5	408578	0	A-T	2	28336	0.3983	0.3973	0.1431	0.3246	0.1325	0.0025	0.4829	0.4828	-0.2403	-0.1303	-0.2655	-0.0225
MATH	5	408647	0	A-T	1	28305	0.5128	0.1363	0.5109	0.301	0.0481	0.0036	0.5111	-0.2197	0.5119	-0.2894	-0.2095	-0.049
MATH	5	408648	0	A-T	1	28310	0.601	0.1393	0.0984	0.1598	0.599	0.0034	0.4881	-0.2357	-0.2697	-0.2063	0.488	-0.0275
MATH	5	479167	0	A-T	1	28193	0.4453	0.1023	0.442	0.1319	0.3162	0.0076	0.2594	-0.23	0.2626	-0.2369	0.0543	-0.0673
MATH	5	566349	0	A-T	1	28316	0.5121	0.1503	0.191	0.1451	0.5105	0.0032	0.5355	-0.2618	-0.2238	-0.2387	0.536	-0.0415
MATH	5	574136	0	A-T	1	28354	0.5415	0.1582	0.5405	0.0747	0.2247	0.0019	0.4812	-0.2796	0.4813	-0.2557	-0.1666	-0.0245
MATH	5	659939	0	A-T	1	28355	0.5412	0.1506	0.5402	0.2044	0.1029	0.0019	0.5191	-0.2926	0.5193	-0.1774	-0.2676	-0.0295
MATH	5	659940	0	A-T	1	28324	0.535	0.2103	0.5334	0.1974	0.0559	0.003	0.3061	-0.1083	0.307	-0.1672	-0.1767	-0.0354
MATH	5	659943	0	A-T	1	28372	0.6632	0.6624	0.0915	0.2025	0.0423	0.0013	0.5812	0.5812	-0.305	-0.3611	-0.2034	-0.023
MATH	5	659945	0	A-T	1	28317	0.5227	0.1292	0.2788	0.521	0.0679	0.0032	0.5433	-0.1806	-0.4279	0.5442	-0.0656	-0.0518
MATH	5	659949	0	A-T	1	28317	0.8683	0.0382	0.0414	0.8655	0.0517	0.0032	0.407	-0.2121	-0.2024	0.4084	-0.2521	-0.0451
MATH	5	659951	0	A-T	1	28370	0.579	0.2343	0.1119	0.0742	0.5782	0.0013	0.4873	-0.2964	-0.2683	-0.114	0.4871	-0.0151
MATH	5	495243	0	B-O	2	28320	0.3919	0.2645	0.3907	0.2311	0.1106	0.0031	0.3954	-0.0774	0.3952	-0.2743	-0.1337	-0.02
MATH	5	653731	0	B-O	2	28357	0.5839	0.5828	0.2601	0.093	0.0623	0.0018	0.4885	0.4888	-0.2088	-0.2727	-0.2856	-0.0275
MATH	5	657740	0	B-O	1	28347	0.7645	0.7628	0.0473	0.0686	0.1191	0.0021	0.5038	0.5041	-0.2215	-0.1997	-0.3563	-0.0324
MATH	5	657743	0	B-O	1	28338	0.5265	0.1449	0.1176	0.2099	0.5252	0.0025	0.5642	-0.326	-0.2762	-0.1887	0.5638	-0.0198
MATH	5	408811	0	C-G	1	28363	0.5817	0.1435	0.111	0.5808	0.1631	0.0016	0.4128	-0.1456	-0.1661	0.4135	-0.2692	-0.0338
MATH	5	408813	0	C-G	1	28319	0.6079	0.1378	0.1059	0.606	0.1472	0.0031	0.3947	-0.1291	-0.1947	0.3958	-0.2448	-0.0411
MATH	5	495265	0	C-G	2	28318	0.4757	0.231	0.1554	0.4742	0.1363	0.0032	0.5219	-0.2854	-0.2351	0.5225	-0.1542	-0.0454
MATH	5	653733	0	C-G	1	28352	0.4582	0.2283	0.1023	0.4573	0.2102	0.002	0.3848	-0.2871	-0.156	0.3854	-0.0557	-0.0351
MATH	5	408644	0	D-M	2	28344	0.4639	0.4629	0.0819	0.1413	0.3116	0.0023	0.515	0.515	-0.1387	-0.3657	-0.1946	-0.0264
MATH	5	497787	0	D-M	2	28364	0.5836	0.1004	0.1345	0.5827	0.1809	0.0015	0.4955	-0.2073	-0.3	0.4955	-0.205	-0.0192
MATH	5	497789	0	D-M	2	28361	0.4242	0.1016	0.3486	0.4235	0.1246	0.0017	0.3136	-0.0879	-0.1669	0.314	-0.1458	-0.0218
MATH	5	497853	0	D-M	2	28374	0.377	0.09	0.1911	0.3411	0.3765	0.0012	0.5374	-0.2679	-0.2507	-0.1774	0.5376	-0.0327
MATH	5	574151	0	D-M	2	28321	0.3771	0.1307	0.1709	0.3194	0.3759	0.0031	0.4572	-0.196	-0.2663	-0.1149	0.457	-0.0265
MATH	5	574152	0	D-M	2	28333	0.4963	0.0912	0.3056	0.495	0.1055	0.0026	0.2852	-0.1221	-0.1058	0.2861	-0.1871	-0.0329

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	5	575712	0	D-M	2	28310	0.3871	0.2464	0.3858	0.1126	0.2518	0.0034	0.5717	-0.2769	0.5719	-0.1698	-0.2367	-0.045
MATH	5	653734	0	D-M	1	28349	0.6583	0.6569	0.1689	0.0831	0.089	0.0021	0.5422	0.5426	-0.3771	-0.1933	-0.2156	-0.0341
MATH	5	657760	0	D-M	1	28361	0.6267	0.1349	0.1771	0.6257	0.0607	0.0017	0.52	-0.2873	-0.3183	0.5204	-0.1293	-0.0328
MATH	5	621365	1	A-F	2	6913	0.2157	0.2152	0.3312	0.2571	0.1945	0.002	0.0658	0.0664	-0.0733	-0.0384	0.0636	-0.0255
MATH	5	713632	1	A-F	2	6912	0.4035	0.3221	0.1714	0.1018	0.4026	0.0022	0.5994	-0.3575	-0.1836	-0.188	0.5988	-0.0121
MATH	5	709852	1	A-T	2	6913	0.5977	0.1347	0.5965	0.1317	0.1351	0.002	0.4543	-0.236	0.4536	-0.1822	-0.2342	-0.007
MATH	5	711361	1	A-T	2	6900	0.6597	0.0839	0.6571	0.1431	0.112	0.0039	0.5021	-0.2124	0.4997	-0.2719	-0.2627	-0.0041
MATH	5	479168	1	B-O	2	6908	0.3699	0.2284	0.2662	0.3688	0.1338	0.0027	0.2583	-0.143	-0.0611	0.2583	-0.1084	-0.0127
MATH	5	706352	1	C-G	1	6917	0.4879	0.1415	0.1711	0.1988	0.4872	0.0014	0.553	-0.2385	-0.2758	-0.2228	0.5524	-0.0059
MATH	5	706353	1	C-G	2	6909	0.3653	0.1621	0.3393	0.3644	0.1317	0.0026	0.2792	-0.1768	-0.0674	0.2795	-0.1077	-0.0203
MATH	5	715775	1	D-M	2	6911	0.2816	0.2809	0.4026	0.2352	0.079	0.0023	0.2275	0.2279	-0.0428	-0.1253	-0.1007	-0.0245
MATH	5	617251	2	A-F	2	2660	0.1165	0.291	0.1224	0.1164	0.469	0.0011	0.0575	-0.2417	-0.187	0.0578	0.3075	-0.0282
MATH	5	653727	2	A-F	1	2661	0.2969	0.2967	0.1138	0.1419	0.4469	0.0008	0.3151	0.3153	-0.1517	-0.2322	-0.0289	-0.0168
MATH	5	709851	2	A-T	2	2661	0.4532	0.2614	0.4529	0.1641	0.1209	0.0008	0.3009	-0.0885	0.3011	-0.2045	-0.1071	-0.0143
MATH	5	711362	2	A-T	1	2660	0.8222	0.0255	0.0578	0.0943	0.8213	0.0011	0.451	-0.151	-0.2446	-0.3118	0.4511	-0.0241
MATH	5	713640	2	B-O	1	2661	0.6933	0.0736	0.1562	0.0766	0.6928	0.0008	0.5868	-0.2719	-0.3721	-0.241	0.5866	-0.0155
MATH	5	715773	2	C-G	2	2658	0.8608	0.0146	0.8592	0.0661	0.0582	0.0019	0.4051	-0.1552	0.4035	-0.2562	-0.2462	-0.0096
MATH	5	574154	2	D-M	2	2661	0.2285	0.5336	0.1468	0.2283	0.0905	0.0008	0.1621	0.0094	-0.1779	0.1626	-0.0306	-0.043
MATH	5	715913	2	D-M	1	2662	0.778	0.0282	0.1547	0.7777	0.0391	0.0004	0.4814	-0.1761	-0.396	0.4809	-0.143	0.0049
MATH	5	662448	3	A-F	2	2674	0.5374	0.537	0.1401	0.2152	0.1069	0.0007	0.5538	0.5542	-0.3691	-0.2314	-0.168	-0.044
MATH	5	711369	3	A-F	1	2674	0.8123	0.0579	0.043	0.8117	0.0867	0.0007	0.3303	-0.22	-0.1889	0.3314	-0.1386	-0.0313
MATH	5	493289	3	A-T	2	2670	0.2146	0.0542	0.1327	0.5968	0.2141	0.0022	0.2201	-0.1322	-0.1397	-0.0226	0.2207	-0.0455
MATH	5	709855	3	A-T	2	2672	0.7156	0.0404	0.0796	0.7145	0.1641	0.0015	0.5216	-0.217	-0.2746	0.5228	-0.3166	-0.0479
MATH	5	497777	3	B-O	2	2669	0.3511	0.2209	0.3501	0.2762	0.1502	0.0026	0.1891	-0.1165	0.1884	-0.13	0.0456	0.0053
MATH	5	713391	3	C-G	1	2675	0.7458	0.7455	0.0617	0.1278	0.0646	0.0004	0.374	0.3742	-0.1798	-0.1916	-0.2258	-0.0105
MATH	5	657755	3	D-M	2	2672	0.479	0.1158	0.2317	0.4783	0.1726	0.0015	0.1742	-0.1823	-0.0659	0.1745	-0.0008	-0.0184
MATH	5	715909	3	D-M	2	2673	0.703	0.0426	0.108	0.1461	0.7022	0.0011	0.3689	-0.2163	-0.191	-0.1838	0.3703	-0.043
MATH	5	495241	4	A-F	2	2683	0.5147	0.1843	0.5141	0.2092	0.0912	0.0011	0.373	-0.1088	0.3729	-0.2736	-0.1126	-0.0152
MATH	5	711367	4	A-F	1	2683	0.6951	0.0838	0.1147	0.1061	0.6943	0.0011	0.5195	-0.2044	-0.3268	-0.2528	0.5195	-0.0213

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	5	709849	4	A-T	1	2682	0.8333	0.8321	0.0666	0.0395	0.0603	0.0015	0.3893	0.3909	-0.2133	-0.2178	-0.2059	-0.0388
MATH	5	710017	4	A-T	2	2682	0.8039	0.1284	0.0506	0.8027	0.0168	0.0015	0.4721	-0.3698	-0.203	0.4737	-0.1443	-0.0459
MATH	5	713634	4	B-O	2	2684	0.5548	0.0923	0.1687	0.1839	0.5544	0.0007	0.544	-0.264	-0.2878	-0.221	0.5443	-0.0274
MATH	5	575708	4	C-G	2	2682	0.2864	0.1888	0.2394	0.2859	0.2844	0.0015	-0.1583	-0.0403	0.0352	-0.1572	0.1622	-0.0362
MATH	5	706354	4	D-M	1	2684	0.5622	0.1701	0.5618	0.2115	0.0558	0.0007	0.4075	-0.2371	0.4079	-0.1759	-0.178	-0.0224
MATH	5	706355	4	D-M	3	2683	0.1897	0.1895	0.2617	0.2401	0.3075	0.0011	0.395	0.3947	0.0567	-0.0906	-0.306	0.0093
MATH	5	622926	5	A-F	2	2700	0.3278	0.3209	0.1414	0.3275	0.2095	0.0007	0.4632	-0.3057	-0.0721	0.4634	-0.1203	-0.0264
MATH	5	711366	5	A-F	1	2699	0.3649	0.178	0.3645	0.2313	0.225	0.0011	0.2661	-0.1461	0.2665	-0.3043	0.1365	-0.0328
MATH	5	711444	5	A-F	1	2698	0.4081	0.4075	0.2165	0.2909	0.0836	0.0015	0.3537	0.3546	-0.289	-0.0743	-0.0706	-0.0487
MATH	5	709857	5	A-T	1	2696	0.6265	0.097	0.1062	0.1695	0.6251	0.0022	0.5587	-0.2207	-0.3554	-0.2492	0.5602	-0.0615
MATH	5	709919	5	A-T	1	2697	0.657	0.1218	0.1754	0.6558	0.0452	0.0019	0.5743	-0.2683	-0.3793	0.5728	-0.1936	0.0005
MATH	5	713636	5	B-O	1	2697	0.4549	0.1114	0.4541	0.0703	0.3623	0.0019	0.4653	-0.2118	0.4649	-0.2489	-0.2097	-0.009
MATH	5	624810	5	C-G	2	2701	0.1707	0.1706	0.5703	0.1277	0.131	0.0004	0.3227	0.3227	0.0318	-0.1992	-0.2095	0.0016
MATH	5	713398	5	D-M	1	2701	0.8208	0.0996	0.0485	0.0311	0.8205	0.0004	0.4562	-0.3333	-0.2075	-0.176	0.4561	-0.0072
MATH	5	710020	6	A-F	2	2666	0.617	0.0985	0.2179	0.6159	0.0659	0.0019	0.5011	-0.2697	-0.3607	0.5013	-0.0538	-0.0292
MATH	5	711370	6	A-F	2	2667	0.4484	0.2553	0.1681	0.4478	0.1273	0.0015	0.392	-0.129	-0.1479	0.3928	-0.2469	-0.0376
MATH	5	622923	6	A-T	2	2666	0.2899	0.2553	0.3227	0.2894	0.1307	0.0019	0.1022	0.0064	-0.1188	0.1022	0.0196	-0.0041
MATH	5	659952	6	A-T	2	2666	0.3192	0.3186	0.07	0.164	0.4455	0.0019	0.544	0.5443	-0.14	-0.3419	-0.1793	-0.0505
MATH	5	706350	6	B-O	1	2669	0.7194	0.0846	0.0464	0.7188	0.1494	0.0007	0.3867	-0.2459	-0.209	0.3872	-0.1712	-0.0234
MATH	5	713393	6	C-G	2	2664	0.5379	0.5365	0.1692	0.173	0.1187	0.0026	0.3272	0.328	-0.1631	-0.1905	-0.0892	-0.0299
MATH	5	715770	6	C-G	1	2664	0.8258	0.0666	0.8237	0.0565	0.0505	0.0026	0.314	-0.1937	0.315	-0.1172	-0.1966	-0.0313
MATH	5	493302	6	D-M	1	2666	0.8372	0.0869	0.0416	0.0341	0.8356	0.0019	0.4244	-0.3129	-0.1877	-0.1698	0.4229	-0.008
MATH	5	711364	7	A-F	2	2702	0.6295	0.1001	0.6286	0.1829	0.0868	0.0015	0.5382	-0.2563	0.5363	-0.3532	-0.1645	0.0175
MATH	5	713631	7	A-F	2	2701	0.6168	0.2491	0.0717	0.6157	0.0617	0.0018	0.4453	-0.3058	-0.1802	0.4463	-0.1519	-0.0422
MATH	5	622936	7	A-T	1	2701	0.4809	0.0994	0.2321	0.1866	0.48	0.0018	0.4764	-0.1778	-0.2816	-0.1679	0.4755	-0.0018
MATH	5	711360	7	A-T	2	2703	0.8731	0.0296	0.0477	0.0495	0.8721	0.0011	0.3858	-0.1884	-0.2301	-0.2173	0.3874	-0.039
MATH	5	706351	7	B-O	2	2702	0.5959	0.2395	0.595	0.0647	0.0994	0.0015	0.411	-0.1857	0.4112	-0.2662	-0.189	-0.0152
MATH	5	624816	7	C-G	2	2702	0.2953	0.139	0.3636	0.201	0.2949	0.0015	0.2807	-0.1298	-0.186	0.0171	0.2809	-0.0143
MATH	5	715777	7	D-M	1	2701	0.5972	0.5961	0.2154	0.1186	0.068	0.0018	0.5203	0.5211	-0.3144	-0.207	-0.2291	-0.0438

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	5	715915	7	D-M	2	2701	0.565	0.082	0.2591	0.5639	0.0931	0.0018	0.4866	-0.2552	-0.2849	0.488	-0.1529	-0.0628
MATH	5	495251	8	A-F	1	2711	0.5596	0.2554	0.1469	0.5583	0.0372	0.0022	0.4681	-0.3156	-0.2062	0.4672	-0.1097	-0.0131
MATH	5	706349	8	A-F	2	2713	0.3933	0.2462	0.2385	0.3927	0.1211	0.0015	0.3325	-0.1076	-0.229	0.3328	-0.0537	-0.0272
MATH	5	706348	8	A-T	2	2711	0.8779	0.876	0.0357	0.0409	0.0453	0.0022	0.4283	0.4267	-0.1943	-0.247	-0.2638	-0.018
MATH	5	709854	8	A-T	2	2716	0.6248	0.1461	0.1443	0.0847	0.6246	0.0004	0.5118	-0.211	-0.2922	-0.2518	0.5122	-0.0384
MATH	5	711447	8	B-O	1	2713	0.6944	0.0927	0.6934	0.1174	0.095	0.0015	0.474	-0.2432	0.4744	-0.3371	-0.1318	-0.0263
MATH	5	713637	8	B-O	1	2712	0.6788	0.0883	0.1918	0.6776	0.0405	0.0018	0.4771	-0.2195	-0.297	0.4786	-0.215	-0.0493
MATH	5	497780	8	C-G	2	2712	0.2736	0.3254	0.2731	0.2558	0.1439	0.0018	0.0855	0.0909	0.0855	-0.1436	-0.0506	-0.0057
MATH	5	715776	8	D-M	2	2711	0.384	0.1498	0.247	0.2179	0.3831	0.0022	0.3598	-0.2034	0.035	-0.2825	0.3594	-0.0138
MATH	5	706410	9	A-F	2	2654	0.4778	0.2827	0.1068	0.1316	0.4767	0.0023	0.4991	-0.094	-0.2924	-0.341	0.4996	-0.0339
MATH	5	711441	9	A-F	2	2658	0.5971	0.1008	0.1868	0.115	0.5966	0.0008	0.4803	-0.2263	-0.2423	-0.2282	0.4804	-0.0116
MATH	5	622934	9	A-T	1	2658	0.6415	0.0805	0.641	0.2143	0.0635	0.0008	0.3472	-0.1802	0.348	-0.1589	-0.2126	-0.0304
MATH	5	710019	9	A-T	2	2655	0.7522	0.0827	0.0925	0.7508	0.0722	0.0019	0.5302	-0.3141	-0.3129	0.5293	-0.1979	-0.014
MATH	5	574145	9	B-O	2	2658	0.1569	0.4459	0.1553	0.2414	0.1568	0.0008	0.11	0.1281	-0.1784	-0.0914	0.1099	0.0034
MATH	5	713638	9	B-O	1	2656	0.5825	0.1124	0.1602	0.1444	0.5816	0.0015	0.5618	-0.266	-0.2668	-0.2684	0.5622	-0.0288
MATH	5	713390	9	C-G	1	2659	0.625	0.6248	0.0376	0.3173	0.0199	0.0004	0.2472	0.2472	-0.1971	-0.1326	-0.146	-0.0038
MATH	5	715907	9	D-M	2	2657	0.3523	0.3519	0.1921	0.2346	0.2203	0.0011	0.3078	0.3079	-0.095	-0.1906	-0.0686	-0.0107
MATH	6	478718	0	A-N	1	34425	0.5286	0.5266	0.2551	0.146	0.0684	0.0038	0.5129	0.5138	-0.2455	-0.2723	-0.1993	-0.05
MATH	6	479519	0	A-N	1	34252	0.4335	0.0836	0.4296	0.2456	0.2323	0.0089	0.4303	-0.1702	0.4326	-0.2986	-0.0747	-0.0745
MATH	6	479634	0	A-N	1	34372	0.8453	0.0088	0.0872	0.0579	0.8407	0.0054	0.3748	-0.1083	-0.2187	-0.2662	0.3782	-0.0602
MATH	6	491046	0	A-N	1	34338	0.563	0.2552	0.1335	0.5594	0.0456	0.0064	0.5068	-0.3274	-0.2018	0.5084	-0.1736	-0.0608
MATH	6	574777	0	A-N	2	34463	0.4173	0.0979	0.4161	0.3171	0.166	0.0027	0.3928	-0.1449	0.3935	-0.2787	-0.052	-0.0351
MATH	6	575149	0	A-N	2	34394	0.3959	0.087	0.3941	0.1576	0.3566	0.0047	0.3383	-0.1145	0.339	-0.196	-0.124	-0.0376
MATH	6	560214	0	A-R	2	34508	0.5864	0.1069	0.1996	0.5855	0.1065	0.0014	0.5119	-0.2195	-0.2849	0.5124	-0.2252	-0.033
MATH	6	574779	0	A-R	2	34477	0.5608	0.2928	0.0773	0.0681	0.5595	0.0023	0.5	-0.2522	-0.2709	-0.2378	0.5002	-0.0274
MATH	6	574783	0	A-R	2	34461	0.74	0.7379	0.0607	0.0764	0.1222	0.0028	0.5737	0.5738	-0.2226	-0.3214	-0.3417	-0.0361
MATH	6	654778	0	A-R	2	34495	0.6152	0.6141	0.1556	0.1747	0.0538	0.0018	0.4944	0.4945	-0.2577	-0.2636	-0.2048	-0.0233
MATH	6	657501	0	A-R	2	34419	0.4681	0.2266	0.098	0.2052	0.4662	0.004	0.5153	-0.0718	-0.2923	-0.3406	0.5159	-0.045
MATH	6	658112	0	A-R	2	34467	0.579	0.1219	0.5775	0.1945	0.1035	0.0026	0.5142	-0.2153	0.5145	-0.2084	-0.3271	-0.0307

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	6	412896	0	B-E	1	34452	0.4064	0.1454	0.2189	0.2274	0.4052	0.0031	0.4976	-0.0369	-0.3123	-0.2392	0.4979	-0.0367
MATH	6	478721	0	B-E	2	34468	0.2679	0.223	0.2538	0.2533	0.2672	0.0026	0.3876	-0.1588	-0.1864	-0.0523	0.3879	-0.033
MATH	6	491798	0	B-E	2	34434	0.7276	0.1043	0.725	0.11	0.0571	0.0036	0.5065	-0.2458	0.5061	-0.3179	-0.2136	-0.0309
MATH	6	496958	0	B-E	2	34412	0.6279	0.1182	0.6253	0.1819	0.0704	0.0042	0.4672	-0.2219	0.4684	-0.2795	-0.1731	-0.0455
MATH	6	501162	0	B-E	1	34490	0.6638	0.1214	0.1067	0.1075	0.6625	0.002	0.5568	-0.284	-0.2604	-0.2875	0.5565	-0.0217
MATH	6	581340	0	B-E	1	34477	0.4857	0.4845	0.1589	0.2512	0.1031	0.0023	0.489	0.4892	-0.2006	-0.2674	-0.1767	-0.0301
MATH	6	581393	0	B-E	1	34420	0.454	0.1763	0.2156	0.4522	0.1519	0.004	0.3793	-0.1173	-0.2479	0.3797	-0.1121	-0.0333
MATH	6	582618	0	B-E	1	34471	0.513	0.0666	0.1715	0.2476	0.5117	0.0025	0.4632	-0.2235	-0.2424	-0.1926	0.4635	-0.0289
MATH	6	657504	0	B-E	2	34445	0.4945	0.4929	0.1863	0.1907	0.1268	0.0033	0.501	0.5019	-0.2465	-0.2226	-0.1944	-0.0488
MATH	6	663836	0	B-E	2	34456	0.664	0.1281	0.662	0.1076	0.0993	0.003	0.5222	-0.192	0.5232	-0.291	-0.3033	-0.0444
MATH	6	401320	0	C-G	2	34450	0.4939	0.4924	0.2483	0.2	0.0562	0.0031	0.4449	0.4456	-0.2686	-0.1806	-0.1406	-0.0385
MATH	6	501398	0	C-G	2	34484	0.5147	0.144	0.2217	0.5136	0.1186	0.0021	0.3413	-0.2217	-0.1322	0.3423	-0.1132	-0.037
MATH	6	560219	0	C-G	1	34501	0.6886	0.1245	0.0982	0.6875	0.0882	0.0016	0.4213	-0.2654	-0.2555	0.422	-0.1081	-0.0321
MATH	6	574849	0	C-G	1	34479	0.448	0.447	0.3029	0.1566	0.0912	0.0023	0.4758	0.4764	-0.2559	-0.1883	-0.1703	-0.0376
MATH	6	615365	0	C-G	2	34488	0.6356	0.2779	0.6343	0.0422	0.0435	0.002	0.4677	-0.3989	0.4688	-0.1319	-0.0916	-0.0415
MATH	6	652198	0	C-G	2	34462	0.5053	0.19	0.5039	0.1347	0.1686	0.0028	0.5806	-0.3268	0.5809	-0.2348	-0.2139	-0.0383
MATH	6	652385	0	C-G	2	34442	0.3931	0.2299	0.3918	0.2455	0.1294	0.0034	0.4744	-0.2685	0.4746	-0.1773	-0.1209	-0.0316
MATH	6	654782	0	C-G	1	34478	0.5032	0.1544	0.1416	0.1995	0.5021	0.0023	0.5922	-0.2814	-0.1969	-0.3105	0.5926	-0.0385
MATH	6	399249	0	D-S	2	34468	0.644	0.0926	0.0826	0.6423	0.1799	0.0026	0.4528	-0.1343	-0.284	0.4535	-0.2563	-0.035
MATH	6	492764	0	D-S	1	34497	0.6086	0.063	0.6075	0.1902	0.1375	0.0018	0.5117	-0.2013	0.5117	-0.2772	-0.2649	-0.0227
MATH	6	492765	0	D-S	2	34450	0.6339	0.0852	0.1101	0.1697	0.6319	0.0031	0.3915	-0.1727	-0.155	-0.2404	0.3931	-0.0467
MATH	6	501399	0	D-S	2	34473	0.4417	0.1533	0.1758	0.4406	0.2277	0.0025	0.3529	-0.1978	-0.2407	0.3537	-0.0258	-0.0384
MATH	6	575157	0	D-S	2	34489	0.4638	0.1931	0.4629	0.2256	0.1164	0.002	0.4212	-0.0269	0.4216	-0.2779	-0.2562	-0.0287
MATH	6	582439	0	D-S	2	34440	0.3375	0.3363	0.1422	0.2823	0.2357	0.0034	0.3353	0.3363	-0.2393	-0.1013	-0.0637	-0.0461
MATH	6	622368	0	D-S	2	34440	0.3461	0.3449	0.2488	0.2615	0.1414	0.0034	0.33	0.3305	-0.1735	-0.0844	-0.1234	-0.0352
MATH	6	624647	0	D-S	2	34510	0.7447	0.0891	0.1009	0.7436	0.065	0.0014	0.4819	-0.1925	-0.2855	0.4827	-0.2786	-0.0332
MATH	6	654998	0	D-S	2	34424	0.4662	0.1587	0.2552	0.1179	0.4643	0.0039	0.4236	-0.2232	-0.1941	-0.1327	0.4245	-0.0444
MATH	6	663840	0	D-S	2	34388	0.5028	0.1015	0.1784	0.5003	0.2148	0.0049	0.2708	-0.1497	-0.1534	0.2717	-0.0723	-0.0315
MATH	6	654990	1	A-N	2	8082	0.4298	0.4287	0.2451	0.2186	0.105	0.0026	0.4588	0.4588	-0.2057	-0.2055	-0.171	-0.0249

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	6	658868	1	A-N	1	8079	0.3924	0.265	0.2098	0.1311	0.3912	0.003	0.5471	-0.2934	-0.2141	-0.1444	0.547	-0.0295
MATH	6	710029	1	A-R	2	8086	0.3882	0.3874	0.3167	0.1894	0.1044	0.0021	0.4622	0.4627	-0.1294	-0.2382	-0.2307	-0.0295
MATH	6	497309	1	B-E	2	8069	0.2836	0.2515	0.2548	0.2071	0.2824	0.0042	0.406	-0.0109	-0.1879	-0.2332	0.4062	-0.0268
MATH	6	706362	1	B-E	2	8074	0.4995	0.4977	0.1919	0.1967	0.1101	0.0036	0.5621	0.5625	-0.2587	-0.2605	-0.2354	-0.0351
MATH	6	710033	1	B-E	1	8084	0.2984	0.0438	0.2977	0.4687	0.1875	0.0023	0.2371	0.0055	0.2379	-0.0933	-0.1576	-0.038
MATH	6	711458	1	C-G	1	8083	0.5122	0.1909	0.167	0.5109	0.1287	0.0025	0.5025	-0.28	-0.2567	0.5025	-0.1321	-0.0229
MATH	6	622385	1	D-S	2	8081	0.3132	0.1789	0.3024	0.3124	0.2036	0.0027	0.0211	-0.0095	-0.1142	0.0225	0.1188	-0.0418
MATH	6	652192	2	A-N	1	3285	0.4411	0.2142	0.1381	0.2063	0.4408	0.0006	0.4229	-0.1329	-0.2171	-0.1988	0.4227	0.0016
MATH	6	711371	2	A-N	2	3284	0.3688	0.16	0.2574	0.2133	0.3684	0.0009	0.4251	-0.206	-0.2312	-0.0691	0.4246	0.0028
MATH	6	710028	2	A-R	1	3278	0.8292	0.0423	0.8269	0.0657	0.0624	0.0027	0.479	-0.1987	0.4807	-0.2839	-0.2853	-0.0492
MATH	6	614786	2	B-E	2	3281	0.3219	0.1378	0.3213	0.3237	0.2154	0.0018	0.0359	-0.1998	0.0371	0.0256	0.1006	-0.0422
MATH	6	713650	2	B-E	2	3276	0.5528	0.1518	0.1682	0.551	0.1256	0.0033	0.4867	-0.2336	-0.342	0.4866	-0.0863	-0.0291
MATH	6	582442	2	C-G	1	3285	0.2895	0.1333	0.4113	0.2893	0.1655	0.0006	0.484	-0.1137	-0.4267	0.4842	0.08	-0.0276
MATH	6	715785	2	D-S	2	3278	0.6232	0.6215	0.1838	0.1089	0.0831	0.0027	0.4839	0.4845	-0.2424	-0.2099	-0.2686	-0.0303
MATH	6	715786	2	D-S	1	3283	0.6217	0.6209	0.1272	0.0843	0.1664	0.0012	0.5363	0.536	-0.2474	-0.2262	-0.307	-0.0131
MATH	6	710026	3	A-N	1	3319	0.6433	0.1118	0.1758	0.6415	0.0682	0.0027	0.5011	-0.2147	-0.3015	0.5025	-0.2217	-0.0523
MATH	6	615353	3	A-R	2	3319	0.244	0.2052	0.3188	0.2434	0.2299	0.0027	0.2744	-0.0459	-0.1649	0.2748	-0.0486	-0.0401
MATH	6	710030	3	A-R	2	3323	0.8246	0.0844	0.04	0.0508	0.8233	0.0015	0.4331	-0.2331	-0.2324	-0.2455	0.433	-0.0229
MATH	6	711451	3	B-E	2	3321	0.439	0.1517	0.2082	0.1998	0.4381	0.0021	0.5679	-0.1887	-0.2606	-0.2663	0.5675	-0.0341
MATH	6	711455	3	B-E	2	3322	0.6318	0.6307	0.1439	0.131	0.0925	0.0018	0.4419	0.4419	-0.2575	-0.1828	-0.2079	-0.0217
MATH	6	711457	3	B-E	2	3318	0.418	0.3459	0.4168	0.1575	0.0769	0.003	0.2879	0.0797	0.2888	-0.3365	-0.2081	-0.0416
MATH	6	622372	3	C-G	2	3321	0.6125	0.6112	0.1947	0.1358	0.0562	0.0021	0.5555	0.5548	-0.2791	-0.3053	-0.2354	-0.0243
MATH	6	715790	3	D-S	2	3314	0.2293	0.223	0.213	0.3314	0.2284	0.0042	0.2029	-0.0363	-0.2075	0.0374	0.2039	-0.0483
MATH	6	663832	4	A-N	1	3301	0.6374	0.6362	0.1282	0.12	0.1137	0.0018	0.4727	0.4728	-0.2029	-0.2483	-0.246	-0.0193
MATH	6	501160	4	A-R	2	3302	0.5793	0.1678	0.5785	0.1412	0.111	0.0015	0.2749	-0.1288	0.2748	-0.1333	-0.1302	-0.0065
MATH	6	711376	4	A-R	2	3302	0.4576	0.1485	0.1615	0.2316	0.4569	0.0015	0.4194	-0.1306	-0.1606	-0.2424	0.4201	-0.0368
MATH	6	711382	4	B-E	1	3300	0.7309	0.0835	0.0665	0.7294	0.1185	0.0021	0.3118	-0.1507	-0.2184	0.3126	-0.1286	-0.0268
MATH	6	711456	4	B-E	2	3303	0.337	0.1037	0.2579	0.3006	0.3366	0.0012	0.3635	-0.211	-0.3051	0.0583	0.3638	-0.0232
MATH	6	715778	4	C-G	2	3304	0.5451	0.2803	0.5446	0.085	0.0892	0.0009	0.6097	-0.465	0.6082	-0.2075	-0.1285	0.0143

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	6	615378	4	D-S	2	3304	0.3995	0.3992	0.2328	0.225	0.1421	0.0009	0.351	0.3502	-0.2292	-0.1293	-0.061	0.0214
MATH	6	715784	4	D-S	2	3302	0.5454	0.1494	0.1588	0.5446	0.1458	0.0015	0.3713	-0.1739	-0.1648	0.3711	-0.1761	-0.012
MATH	6	657498	5	A-N	1	3309	0.6522	0.2034	0.6504	0.1103	0.0332	0.0027	0.5364	-0.3931	0.5361	-0.2102	-0.1695	-0.0233
MATH	6	709927	5	A-N	1	3309	0.4829	0.4816	0.0808	0.0844	0.3505	0.0027	0.3068	0.3076	-0.1969	-0.268	-0.0496	-0.0359
MATH	6	622364	5	A-R	2	3315	0.2781	0.5175	0.1112	0.2779	0.0925	0.0009	0.3249	-0.0176	-0.2654	0.3253	-0.1802	-0.0435
MATH	6	624644	5	B-E	1	3315	0.3858	0.1998	0.1926	0.2212	0.3855	0.0009	0.1651	0.0089	-0.0455	-0.158	0.1654	-0.0181
MATH	6	653196	5	B-E	2	3308	0.2177	0.217	0.2661	0.3168	0.1971	0.003	0.117	0.1177	-0.0601	-0.1261	0.0966	-0.032
MATH	6	715781	5	C-G	2	3316	0.9285	0.0313	0.0199	0.0202	0.928	0.0006	0.26	-0.1505	-0.1442	-0.1457	0.2621	-0.0366
MATH	6	658874	5	D-S	2	3310	0.1665	0.4843	0.1501	0.1661	0.1971	0.0024	-0.0474	0.2314	-0.2182	-0.046	-0.0447	-0.0572
MATH	6	715787	5	D-S	1	3313	0.3652	0.1151	0.3647	0.2833	0.2354	0.0015	0.2958	-0.1306	0.2953	-0.1291	-0.1002	0.0049
MATH	6	709923	6	A-N	1	3297	0.3258	0.6101	0.0242	0.0381	0.3249	0.0027	0.2757	-0.1275	-0.1572	-0.2169	0.2759	-0.0258
MATH	6	710025	6	A-N	2	3304	0.5893	0.5889	0.0756	0.1482	0.1866	0.0006	0.4515	0.4517	-0.2647	-0.2201	-0.1891	-0.0164
MATH	6	711373	6	A-R	1	3301	0.379	0.4685	0.3784	0.1074	0.0442	0.0015	0.4124	-0.1702	0.4131	-0.2616	-0.1595	-0.0423
MATH	6	497310	6	B-E	2	3299	0.241	0.2365	0.2544	0.2665	0.2405	0.0021	0.2632	-0.0642	-0.1282	-0.0637	0.2635	-0.029
MATH	6	624652	6	B-E	1	3301	0.674	0.673	0.1183	0.1349	0.0723	0.0015	0.5753	0.5742	-0.3356	-0.3246	-0.1928	-0.0042
MATH	6	575155	6	C-G	2	3299	0.3149	0.4819	0.3143	0.1349	0.0668	0.0021	0.2549	-0.1411	0.2551	-0.1069	-0.0432	-0.0141
MATH	6	715780	6	C-G	2	3304	0.52	0.1388	0.1488	0.5197	0.1921	0.0006	0.4296	-0.2628	-0.264	0.4301	-0.0742	-0.0326
MATH	6	624474	6	D-S	2	3298	0.4369	0.206	0.2172	0.1385	0.4359	0.0024	0.3785	-0.1838	-0.2317	-0.0484	0.3787	-0.0237
MATH	6	706358	7	A-N	1	3314	0.8377	0.0404	0.0253	0.0964	0.8366	0.0012	0.3597	-0.2289	-0.1909	-0.1937	0.3613	-0.0379
MATH	6	622370	7	A-R	1	3310	0.4767	0.1209	0.1896	0.2116	0.4756	0.0024	0.5415	-0.1589	-0.2364	-0.3035	0.5421	-0.0467
MATH	6	711378	7	A-R	2	3312	0.587	0.082	0.1417	0.5859	0.1887	0.0018	0.4728	-0.0838	-0.2999	0.4736	-0.266	-0.0388
MATH	6	706361	7	B-E	1	3310	0.5689	0.5675	0.1516	0.1429	0.1356	0.0024	0.5877	0.5885	-0.2719	-0.3168	-0.2364	-0.0457
MATH	6	711453	7	B-E	1	3313	0.7341	0.0503	0.1076	0.733	0.1076	0.0015	0.4794	-0.1662	-0.2894	0.4804	-0.2744	-0.0389
MATH	6	711459	7	C-G	2	3315	0.3179	0.1778	0.3177	0.3201	0.1835	0.0009	0.1697	-0.282	0.1701	0.1085	-0.0549	-0.0235
MATH	6	497742	7	D-S	2	3309	0.3518	0.2061	0.1941	0.2462	0.3508	0.0027	0.307	-0.1131	-0.2149	-0.0327	0.3079	-0.0407
MATH	6	706365	7	D-S	2	3311	0.6723	0.0922	0.6709	0.1468	0.088	0.0021	0.4972	-0.2391	0.4969	-0.2972	-0.2059	-0.0177
MATH	6	706357	8	A-N	2	3288	0.3388	0.283	0.3383	0.2357	0.1415	0.0015	0.1909	0.1247	0.1904	-0.1714	-0.2122	0.0108
MATH	6	500417	8	A-R	2	3288	0.3206	0.3781	0.2451	0.3201	0.0553	0.0015	0.231	-0.0946	-0.1044	0.2313	-0.0715	-0.0196
MATH	6	710031	8	A-R	2	3288	0.542	0.1397	0.5411	0.15	0.1676	0.0015	0.5186	-0.2417	0.5188	-0.2255	-0.2498	-0.023

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	6	711452	8	B-E	2	3287	0.3027	0.3022	0.481	0.1102	0.1048	0.0018	0.0758	0.076	-0.0216	-0.1181	0.0433	-0.0094
MATH	6	711454	8	B-E	2	3285	0.3717	0.0686	0.3708	0.2548	0.3034	0.0024	0.3751	-0.2506	0.3752	-0.1874	-0.0772	-0.0148
MATH	6	615356	8	C-G	2	3289	0.4564	0.0923	0.1934	0.4558	0.2572	0.0012	0.4469	-0.1986	-0.2615	0.4475	-0.1393	-0.0339
MATH	6	713400	8	C-G	1	3282	0.3547	0.1045	0.1707	0.3681	0.3535	0.0033	0.5596	-0.2693	-0.2345	-0.1954	0.5602	-0.0521
MATH	6	715789	8	D-S	2	3287	0.369	0.3268	0.3684	0.1901	0.113	0.0018	0.141	0.1664	0.1417	-0.2596	-0.1371	-0.0267
MATH	6	622365	9	A-N	2	3293	0.3608	0.1619	0.3602	0.218	0.2583	0.0015	0.2068	0.0008	0.2075	-0.2476	0.0086	-0.036
MATH	6	710024	9	A-N	2	3295	0.7156	0.0898	0.0776	0.1167	0.715	0.0009	0.555	-0.2788	-0.2262	-0.3411	0.5557	-0.0369
MATH	6	711379	9	A-R	2	3294	0.4408	0.2565	0.1267	0.1753	0.4403	0.0012	0.4672	-0.1515	-0.2717	-0.1977	0.4667	0.0017
MATH	6	624649	9	B-E	2	3291	0.2665	0.2659	0.2435	0.3147	0.1737	0.0021	0.3383	0.338	-0.0212	-0.2031	-0.1203	-0.008
MATH	6	710032	9	B-E	2	3292	0.431	0.2744	0.4303	0.2189	0.0746	0.0018	0.2214	0.0056	0.2219	-0.1516	-0.1852	-0.0245
MATH	6	715779	9	C-G	1	3292	0.7035	0.0691	0.1431	0.7022	0.0837	0.0018	0.4767	-0.2479	-0.3459	0.4776	-0.1176	-0.043
MATH	6	624654	9	D-S	2	3290	0.5739	0.1734	0.1204	0.5725	0.1313	0.0024	0.3983	-0.234	-0.142	0.3998	-0.1796	-0.0473
MATH	6	657507	9	D-S	1	3292	0.332	0.3314	0.2987	0.2022	0.1659	0.0018	0.4524	0.4523	-0.2789	-0.1541	-0.0613	-0.0134
MATH	7	399250	0	A-N	1	34485	0.7832	0.071	0.7811	0.0936	0.0515	0.0027	0.434	-0.2225	0.4345	-0.2391	-0.2315	-0.0328
MATH	7	477761	0	A-N	1	34439	0.7117	0.7088	0.0879	0.1166	0.0827	0.0041	0.5643	0.5646	-0.2611	-0.32	-0.2801	-0.043
MATH	7	490713	0	A-N	1	34336	0.3776	0.1147	0.2071	0.2962	0.3749	0.0071	0.4261	-0.1789	-0.1933	-0.1474	0.4267	-0.0471
MATH	7	496115	0	A-N	1	34464	0.5426	0.3335	0.5408	0.0578	0.0646	0.0034	0.5361	-0.3369	0.5362	-0.2169	-0.2273	-0.0322
MATH	7	617753	0	A-N	1	34412	0.6164	0.0953	0.6134	0.2273	0.0591	0.0049	0.3978	-0.1837	0.399	-0.2232	-0.1855	-0.0438
MATH	7	417798	0	A-R	2	34495	0.3878	0.2716	0.1914	0.3869	0.1477	0.0025	0.4207	-0.0842	-0.2343	0.4209	-0.2089	-0.0247
MATH	7	478164	0	A-R	2	34473	0.502	0.1189	0.1189	0.5005	0.2586	0.0031	0.376	-0.0914	-0.2153	0.3769	-0.1988	-0.0388
MATH	7	560206	0	A-R	1	34444	0.4677	0.0971	0.4659	0.2398	0.1932	0.0039	0.5404	-0.1093	0.5409	-0.3397	-0.2274	-0.0413
MATH	7	567230	0	A-R	2	34503	0.6852	0.6837	0.1222	0.1114	0.0805	0.0022	0.56	0.5599	-0.3012	-0.2946	-0.2492	-0.0263
MATH	7	575220	0	A-R	2	34439	0.516	0.2361	0.5139	0.1352	0.1107	0.0041	0.3633	-0.2056	0.3646	-0.2238	-0.05	-0.0419
MATH	7	617919	0	A-R	2	34450	0.3357	0.2938	0.1487	0.2193	0.3344	0.0038	0.4278	-0.0521	-0.256	-0.2058	0.428	-0.0325
MATH	7	630491	0	A-R	2	34428	0.4066	0.2644	0.189	0.4048	0.1374	0.0044	0.2661	-0.0275	-0.1291	0.2671	-0.1919	-0.0352
MATH	7	630757	0	A-R	2	34431	0.4003	0.3986	0.2858	0.2497	0.0616	0.0043	0.5542	0.5544	-0.258	-0.2402	-0.2014	-0.0378
MATH	7	651114	0	A-R	2	34471	0.599	0.5971	0.1004	0.2033	0.096	0.0032	0.3279	0.3284	-0.249	-0.0954	-0.1575	-0.0263
MATH	7	416186	0	B-E	2	34442	0.4551	0.0956	0.2486	0.4533	0.1986	0.004	0.214	-0.1435	-0.0447	0.2159	-0.1081	-0.045
MATH	7	478169	0	B-E	2	34474	0.4774	0.128	0.1401	0.2529	0.4759	0.0031	0.6081	-0.284	-0.2521	-0.2747	0.6082	-0.0354

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	7	490977	0	B-E	1	34413	0.3712	0.3694	0.2378	0.2569	0.1311	0.0048	0.4912	0.4917	-0.1642	-0.2267	-0.1934	-0.0452
MATH	7	493996	0	B-E	2	34447	0.5983	0.0713	0.596	0.2009	0.1279	0.0038	0.4678	-0.1092	0.4685	-0.3026	-0.234	-0.0389
MATH	7	502842	0	B-E	2	34502	0.6491	0.2006	0.6476	0.0903	0.0593	0.0023	0.4229	-0.1941	0.4231	-0.2769	-0.1859	-0.0245
MATH	7	565851	0	B-E	2	34439	0.4872	0.4852	0.1771	0.1661	0.1676	0.0041	0.562	0.5616	-0.2825	-0.2958	-0.1633	-0.0277
MATH	7	565886	0	B-E	2	34462	0.5239	0.1034	0.1508	0.2203	0.5222	0.0034	0.5552	-0.1824	-0.2577	-0.3082	0.5554	-0.0333
MATH	7	567233	0	B-E	1	34447	0.5789	0.103	0.1734	0.143	0.5767	0.0038	0.5386	-0.2419	-0.2706	-0.251	0.5391	-0.0405
MATH	7	630681	0	B-E	2	34451	0.516	0.1691	0.1148	0.1982	0.5141	0.0037	0.5476	-0.1714	-0.2548	-0.3158	0.5481	-0.0427
MATH	7	477770	0	C-G	2	34472	0.4018	0.1412	0.2993	0.4005	0.1558	0.0031	0.367	-0.2141	-0.1745	0.3676	-0.0654	-0.0348
MATH	7	478170	0	C-G	2	34518	0.5179	0.0928	0.2305	0.1579	0.5169	0.0018	0.6011	-0.2812	-0.2605	-0.2961	0.6012	-0.0271
MATH	7	500372	0	C-G	2	34463	0.411	0.4096	0.2669	0.2411	0.0791	0.0034	0.4911	0.4917	-0.2399	-0.1973	-0.1814	-0.0398
MATH	7	574900	0	C-G	1	34487	0.527	0.2348	0.1333	0.5256	0.1036	0.0027	0.3581	-0.1878	-0.1962	0.3584	-0.1028	-0.026
MATH	7	617922	0	C-G	2	34454	0.4168	0.12	0.3128	0.4153	0.1482	0.0036	0.372	-0.1741	-0.1958	0.3727	-0.096	-0.0356
MATH	7	655101	0	C-G	2	34494	0.4182	0.2064	0.161	0.213	0.4171	0.0025	0.4933	-0.1557	-0.2454	-0.2165	0.4936	-0.0311
MATH	7	655931	0	C-G	2	34484	0.5472	0.1047	0.1471	0.1997	0.5457	0.0028	0.4808	-0.1602	-0.2634	-0.2385	0.4817	-0.04
MATH	7	656013	0	C-G	1	34434	0.5276	0.1973	0.2073	0.5254	0.0658	0.0042	0.5104	-0.3378	-0.2549	0.5113	-0.0587	-0.0461
MATH	7	658385	0	C-G	1	34445	0.3063	0.3051	0.2344	0.2587	0.1979	0.0039	0.3546	0.355	-0.1546	-0.1709	-0.0529	-0.0332
MATH	7	480352	0	D-S	2	34502	0.6103	0.0816	0.2364	0.609	0.0707	0.0023	0.4675	-0.1891	-0.3194	0.4675	-0.1546	-0.0208
MATH	7	493187	0	D-S	2	34524	0.6069	0.0528	0.6059	0.2626	0.0771	0.0016	0.3804	-0.1423	0.3808	-0.2242	-0.2049	-0.0231
MATH	7	565889	0	D-S	2	34478	0.5669	0.1043	0.234	0.5653	0.0934	0.0029	0.2798	-0.1818	-0.1038	0.281	-0.1306	-0.0333
MATH	7	574904	0	D-S	2	34448	0.3528	0.0719	0.381	0.1918	0.3514	0.0038	0.4992	-0.18	-0.174	-0.2665	0.4997	-0.0425
MATH	7	575228	0	D-S	2	34503	0.6804	0.0906	0.0795	0.6789	0.1488	0.0022	0.325	-0.2522	-0.2693	0.3263	-0.0153	-0.0346
MATH	7	581350	0	D-S	1	34490	0.5879	0.135	0.5864	0.1597	0.1163	0.0026	0.4935	-0.1846	0.4942	-0.2814	-0.235	-0.0362
MATH	7	630802	0	D-S	2	34451	0.3207	0.164	0.3195	0.3282	0.1846	0.0037	0.3568	-0.0368	0.357	-0.1899	-0.16	-0.0257
MATH	7	632830	0	D-S	2	34472	0.416	0.4147	0.2539	0.2599	0.0683	0.0031	0.548	0.5483	-0.1325	-0.3846	-0.165	-0.0381
MATH	7	632744	1	A-N	2	7306	0.2813	0.3541	0.2803	0.2008	0.1614	0.0034	0.2469	0.1095	0.2477	-0.2933	-0.1205	-0.0311
MATH	7	709866	1	A-N	2	7306	0.3008	0.2998	0.401	0.1839	0.1119	0.0034	0.1594	0.1605	0.0916	-0.2386	-0.076	-0.0355
MATH	7	565883	1	A-R	2	7305	0.2077	0.3482	0.2069	0.2107	0.2305	0.0035	0.2867	-0.0473	0.2875	-0.2237	-0.0003	-0.0429
MATH	7	709906	1	A-R	2	7302	0.3578	0.1476	0.182	0.3101	0.3564	0.004	0.4098	-0.2351	-0.276	-0.0104	0.4097	-0.0247
MATH	7	709905	1	B-E	1	7311	0.4642	0.2402	0.0974	0.1967	0.463	0.0027	0.5314	-0.2309	-0.2049	-0.2619	0.5313	-0.0267

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	7	711518	1	B-E	2	7313	0.3012	0.3864	0.1922	0.3005	0.1184	0.0025	0.1103	0.1573	-0.2072	0.111	-0.1376	-0.0278
MATH	7	500374	1	C-G	2	7316	0.3492	0.3485	0.2198	0.2775	0.1522	0.002	0.1636	0.1646	-0.0544	-0.1137	-0.0096	-0.0352
MATH	7	657051	1	D-S	2	7308	0.5863	0.0689	0.5845	0.303	0.0405	0.0031	0.2024	-0.1787	0.2046	-0.0567	-0.137	-0.0447
MATH	7	711510	2	A-N	1	3415	0.6425	0.1342	0.1535	0.0693	0.6413	0.0018	0.5591	-0.2644	-0.3157	-0.25	0.5574	0.0025
MATH	7	496119	2	A-R	2	3414	0.2566	0.2634	0.1236	0.3549	0.2561	0.002	0.2854	-0.0918	-0.202	-0.0366	0.285	0.0002
MATH	7	709907	2	A-R	2	3415	0.4981	0.3137	0.4972	0.1485	0.0389	0.0018	0.3485	-0.2437	0.3495	-0.1003	-0.126	-0.0391
MATH	7	709904	2	B-E	2	3415	0.5078	0.5069	0.2844	0.1152	0.0918	0.0018	0.4994	0.4993	-0.2573	-0.2837	-0.146	-0.0204
MATH	7	713410	2	B-E	2	3416	0.5776	0.5767	0.1754	0.1435	0.1029	0.0015	0.4614	0.462	-0.2549	-0.2003	-0.1968	-0.0334
MATH	7	496123	2	C-G	2	3417	0.3491	0.1488	0.1707	0.3487	0.3306	0.0012	0.2067	-0.0037	-0.2381	0.2073	-0.0142	-0.036
MATH	7	713666	2	C-G	2	3413	0.2868	0.2862	0.6188	0.0702	0.0225	0.0023	-0.0103	-0.0091	-0.0022	0.0998	-0.1241	-0.0396
MATH	7	655933	2	D-S	1	3413	0.4448	0.3487	0.1169	0.4437	0.0883	0.0023	0.4235	-0.2323	-0.1807	0.4232	-0.1438	-0.0143
MATH	7	709864	3	A-N	2	3383	0.7526	0.1071	0.7513	0.0897	0.0502	0.0018	0.4907	-0.271	0.4907	-0.275	-0.2235	-0.0223
MATH	7	613065	3	A-R	2	3383	0.191	0.1596	0.4574	0.1906	0.1906	0.0018	-0.0445	-0.0603	-0.023	-0.0438	0.1323	-0.0285
MATH	7	711513	3	A-R	2	3383	0.833	0.0513	0.8315	0.0513	0.064	0.0018	0.395	-0.1435	0.3947	-0.2395	-0.2548	-0.0198
MATH	7	711395	3	B-E	2	3379	0.3288	0.3166	0.1301	0.2225	0.3278	0.003	0.4272	-0.0527	-0.2384	-0.228	0.4268	-0.0141
MATH	7	713660	3	B-E	2	3375	0.2806	0.2479	0.2186	0.2499	0.2794	0.0041	0.236	-0.1201	-0.1475	0.0184	0.2356	-0.0141
MATH	7	706370	3	C-G	2	3380	0.668	0.126	0.1354	0.6663	0.0696	0.0027	0.5477	-0.291	-0.3423	0.5496	-0.166	-0.0618
MATH	7	715808	3	C-G	2	3382	0.3983	0.3975	0.3219	0.1853	0.0932	0.0021	0.4517	0.4523	-0.2079	-0.198	-0.157	-0.0363
MATH	7	503040	3	D-S	2	3381	0.5176	0.131	0.1906	0.5164	0.1596	0.0024	0.4739	-0.2531	-0.2727	0.4739	-0.118	-0.0221
MATH	7	480346	4	A-N	2	3418	0.1881	0.4971	0.2145	0.1874	0.097	0.0041	0.0822	0.0161	-0.1007	0.0831	0.0113	-0.0394
MATH	7	709868	4	A-R	2	3427	0.6055	0.1789	0.1588	0.6046	0.0562	0.0015	0.5311	-0.2855	-0.3339	0.5313	-0.1191	-0.0229
MATH	7	711389	4	A-R	2	3426	0.7192	0.0481	0.1518	0.0804	0.7179	0.0017	0.4455	-0.2134	-0.2158	-0.283	0.4428	0.018
MATH	7	630758	4	B-E	2	3424	0.5809	0.5795	0.2541	0.1046	0.0594	0.0023	0.5423	0.5431	-0.3088	-0.2595	-0.2207	-0.0423
MATH	7	711393	4	B-E	1	3419	0.4241	0.1556	0.2279	0.1903	0.4225	0.0038	0.4505	-0.1955	-0.2324	-0.1327	0.4513	-0.0404
MATH	7	713413	4	C-G	2	3425	0.3676	0.0848	0.1439	0.3668	0.4024	0.002	0.3067	-0.2132	-0.2842	0.3074	0.0254	-0.0315
MATH	7	565848	4	D-S	2	3423	0.4537	0.1055	0.4525	0.1774	0.2619	0.0026	0.2749	-0.182	0.2753	-0.2537	0.0381	-0.0181
MATH	7	706375	4	D-S	2	3424	0.3175	0.1932	0.3167	0.3517	0.1361	0.0023	0.1351	0.0889	0.1365	-0.1283	-0.1019	-0.0497
MATH	7	658378	5	A-N	1	3419	0.709	0.0821	0.1247	0.7079	0.0838	0.0015	0.3921	-0.1577	-0.2609	0.3927	-0.1733	-0.027
MATH	7	655927	5	A-R	2	3416	0.2122	0.1814	0.3002	0.3043	0.2117	0.0023	0.376	-0.1006	-0.1595	-0.0884	0.376	-0.0211

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	7	709933	5	A-R	2	3419	0.6329	0.632	0.1525	0.0546	0.1595	0.0015	0.3678	0.3689	-0.2409	-0.1347	-0.1621	-0.0364
MATH	7	496121	5	B-E	2	3413	0.295	0.3417	0.2941	0.1784	0.1825	0.0032	0.0426	0.0787	0.0433	-0.1105	-0.0349	-0.0223
MATH	7	706369	5	B-E	1	3420	0.6807	0.1197	0.6799	0.1326	0.0666	0.0012	0.3475	-0.1341	0.3478	-0.2776	-0.0961	-0.0183
MATH	7	713412	5	C-G	1	3418	0.392	0.1627	0.3914	0.3446	0.0996	0.0018	0.2893	-0.0672	0.2902	-0.2655	0.0371	-0.0417
MATH	7	715806	5	C-G	2	3419	0.5101	0.2766	0.17	0.5093	0.0426	0.0015	0.4358	-0.2165	-0.2924	0.4366	-0.0503	-0.0371
MATH	7	503043	5	D-S	2	3413	0.3513	0.1142	0.3169	0.2155	0.3502	0.0032	0.3039	-0.094	-0.0478	-0.2205	0.3051	-0.0486
MATH	7	709908	6	A-N	2	3402	0.6652	0.1351	0.1421	0.6644	0.0573	0.0012	0.4884	-0.2219	-0.3244	0.4871	-0.1779	0.0124
MATH	7	630678	6	A-R	2	3402	0.5197	0.1456	0.5191	0.2079	0.1262	0.0012	0.3805	-0.1359	0.3812	-0.2374	-0.1357	-0.0325
MATH	7	711384	6	A-R	2	3399	0.6949	0.025	0.0963	0.1832	0.6935	0.0021	0.4855	-0.1173	-0.2771	-0.3165	0.4868	-0.0428
MATH	7	656982	6	B-E	2	3404	0.1959	0.182	0.2569	0.3647	0.1958	0.0006	0.1967	-0.1182	-0.3044	0.2102	0.197	-0.0316
MATH	7	713655	6	B-E	2	3400	0.6206	0.6195	0.2152	0.1051	0.0584	0.0018	0.5317	0.5306	-0.326	-0.2601	-0.1855	-0.0081
MATH	7	560279	6	C-G	2	3401	0.3302	0.3297	0.3244	0.2369	0.1075	0.0015	0.0491	0.0494	0.1484	-0.1307	-0.1186	-0.0101
MATH	7	709902	6	C-G	1	3400	0.5374	0.2663	0.1682	0.5364	0.0273	0.0018	0.4641	-0.294	-0.2008	0.4632	-0.1579	-0.005
MATH	7	713416	6	D-S	1	3398	0.4603	0.4592	0.3006	0.1809	0.057	0.0023	0.5025	0.503	-0.226	-0.288	-0.1485	-0.0363
MATH	7	565852	7	A-N	2	3396	0.5318	0.0842	0.1397	0.2427	0.5301	0.0032	0.4069	-0.2049	-0.207	-0.1708	0.4064	-0.0161
MATH	7	709929	7	A-N	2	3402	0.5629	0.5621	0.211	0.1608	0.0646	0.0015	0.543	0.5434	-0.273	-0.3194	-0.1621	-0.0266
MATH	7	711387	7	A-R	2	3394	0.4764	0.2636	0.1547	0.4746	0.1033	0.0038	0.3656	-0.1019	-0.2481	0.3675	-0.1498	-0.0534
MATH	7	711514	7	A-R	2	3402	0.7878	0.7866	0.0904	0.0781	0.0434	0.0015	0.4884	0.489	-0.3007	-0.2538	-0.2203	-0.0299
MATH	7	503047	7	B-E	1	3402	0.4142	0.2747	0.1611	0.4136	0.1491	0.0015	0.3219	-0.1471	-0.1768	0.3221	-0.0765	-0.0191
MATH	7	617924	7	B-E	2	3395	0.4651	0.2333	0.4635	0.1972	0.1024	0.0035	0.3713	-0.1209	0.3716	-0.2431	-0.1187	-0.0245
MATH	7	709903	7	C-G	1	3405	0.3601	0.1559	0.152	0.3317	0.3598	0.0006	0.3899	-0.1508	-0.2556	-0.0857	0.39	-0.0146
MATH	7	478172	7	D-S	2	3399	0.6181	0.1109	0.6167	0.106	0.1641	0.0023	0.3202	-0.2399	0.3221	-0.2537	-0.0021	-0.0502
MATH	7	709909	8	A-N	2	3390	0.6327	0.168	0.6311	0.1342	0.0641	0.0026	0.3902	-0.226	0.3919	-0.1945	-0.147	-0.0447
MATH	7	567231	8	A-R	2	3393	0.3386	0.1748	0.3978	0.338	0.0877	0.0018	0.3171	-0.1118	-0.0993	0.3178	-0.204	-0.0374
MATH	7	711511	8	A-R	2	3393	0.664	0.1003	0.1189	0.6628	0.1162	0.0018	0.467	-0.1614	-0.2474	0.4673	-0.2843	-0.0298
MATH	7	480242	8	B-E	1	3388	0.3731	0.2348	0.135	0.2551	0.3719	0.0032	0.2516	-0.1012	-0.1551	-0.0556	0.2521	-0.0291
MATH	7	713657	8	B-E	2	3393	0.5591	0.0897	0.5581	0.2854	0.065	0.0018	0.4904	-0.1844	0.4912	-0.3044	-0.2114	-0.0392
MATH	7	713668	8	C-G	1	3390	0.3572	0.1421	0.1598	0.3392	0.3563	0.0026	0.336	-0.0843	-0.2327	-0.096	0.3355	-0.0098
MATH	7	709910	8	D-S	2	3394	0.4529	0.4522	0.2692	0.1895	0.0877	0.0015	0.3665	0.3672	-0.1859	-0.1443	-0.1497	-0.0373

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	7	715813	8	D-S	1	3393	0.735	0.0777	0.7337	0.1253	0.0615	0.0018	0.4552	-0.1695	0.4561	-0.304	-0.2252	-0.0355
MATH	7	659596	9	A-N	1	3363	0.523	0.5218	0.1985	0.1721	0.1053	0.0024	0.5312	0.531	-0.2386	-0.2976	-0.1849	-0.0207
MATH	7	493185	9	A-R	1	3365	0.4993	0.1637	0.1528	0.1833	0.4984	0.0018	0.2723	-0.068	-0.1527	-0.1434	0.2725	-0.0156
MATH	7	711391	9	A-R	2	3361	0.2934	0.2925	0.2361	0.3192	0.1492	0.003	0.428	0.428	-0.0771	-0.228	-0.1524	-0.0254
MATH	7	711517	9	B-E	2	3366	0.3001	0.1652	0.2637	0.2996	0.2699	0.0015	0.3371	-0.1434	-0.2268	0.3371	-0.0008	-0.023
MATH	7	713661	9	B-E	2	3367	0.6582	0.0845	0.1842	0.6574	0.0727	0.0012	0.4925	-0.219	-0.2944	0.4932	-0.2229	-0.0345
MATH	7	493192	9	C-G	1	3359	0.3257	0.1041	0.4794	0.0884	0.3245	0.0036	0.4862	-0.2088	-0.229	-0.1661	0.4868	-0.0429
MATH	7	613070	9	C-G	2	3366	0.3452	0.4918	0.3447	0.0662	0.0958	0.0015	0.2592	-0.0318	0.2601	-0.1713	-0.2156	-0.0438
MATH	7	657050	9	D-S	2	3362	0.3908	0.2163	0.1735	0.3898	0.2177	0.0027	0.3	0.0268	-0.2555	0.3008	-0.1439	-0.0306
MATH	8	480708	0	A-N	2	34443	0.3124	0.2379	0.2243	0.2231	0.3114	0.0033	0.4557	-0.0045	-0.2543	-0.2431	0.4559	-0.0332
MATH	8	480711	0	A-N	2	34461	0.3424	0.3414	0.3168	0.1375	0.2015	0.0027	0.4839	0.4842	-0.2132	-0.2083	-0.1414	-0.0366
MATH	8	489628	0	A-N	1	34403	0.3674	0.4021	0.1774	0.3658	0.0503	0.0044	0.3119	-0.1502	-0.1535	0.3136	-0.0685	-0.0568
MATH	8	493096	0	A-N	2	34441	0.3091	0.1516	0.3081	0.3249	0.2121	0.0033	0.3415	-0.1437	0.3422	-0.1926	-0.0341	-0.0407
MATH	8	574393	0	A-N	2	34501	0.5705	0.1191	0.1768	0.5696	0.133	0.0016	0.3543	-0.2584	-0.1464	0.3546	-0.1036	-0.0211
MATH	8	574931	0	A-N	1	34439	0.6462	0.1006	0.644	0.1558	0.0962	0.0034	0.5412	-0.2325	0.542	-0.3203	-0.2406	-0.0423
MATH	8	654310	0	A-N	2	34476	0.6948	0.0977	0.6932	0.1147	0.0921	0.0023	0.5257	-0.2728	0.5262	-0.2833	-0.2412	-0.0348
MATH	8	662574	0	A-N	1	34450	0.6495	0.1026	0.6475	0.1601	0.0868	0.0031	0.5183	-0.2011	0.5193	-0.3585	-0.1889	-0.0443
MATH	8	415803	0	B-E	2	34411	0.2764	0.2752	0.2997	0.1859	0.2349	0.0042	0.4252	0.4254	-0.0332	-0.2818	-0.1483	-0.0353
MATH	8	416550	0	B-E	1	34469	0.5603	0.1401	0.1726	0.5589	0.1259	0.0025	0.4962	-0.1923	-0.2716	0.4967	-0.2277	-0.0345
MATH	8	479791	0	B-E	1	34424	0.5355	0.0611	0.0635	0.3381	0.5334	0.0038	0.3576	-0.226	-0.2307	-0.1394	0.3592	-0.047
MATH	8	503512	0	B-E	2	34449	0.5667	0.1408	0.2137	0.5649	0.0774	0.0031	0.5117	-0.1801	-0.3134	0.5124	-0.2271	-0.0394
MATH	8	503513	0	B-E	2	34438	0.5921	0.121	0.5901	0.1978	0.0876	0.0034	0.454	-0.1111	0.4546	-0.2946	-0.2399	-0.037
MATH	8	565842	0	B-E	1	34491	0.5272	0.2172	0.1476	0.5262	0.1072	0.0019	0.5008	-0.1567	-0.3264	0.5012	-0.2218	-0.029
MATH	8	574469	0	B-E	2	34420	0.5176	0.0997	0.5156	0.1879	0.1929	0.0039	0.4026	-0.1722	0.4033	-0.2913	-0.0858	-0.0371
MATH	8	574948	0	B-E	1	34444	0.5915	0.5896	0.1354	0.1715	0.1003	0.0032	0.4473	0.4481	-0.2903	-0.1804	-0.1699	-0.0372
MATH	8	575463	0	B-E	1	34464	0.5866	0.1189	0.1371	0.5851	0.1562	0.0027	0.63	-0.3269	-0.2892	0.6302	-0.2847	-0.0351
MATH	8	617294	0	B-E	1	34361	0.526	0.523	0.1344	0.2326	0.1044	0.0056	0.4716	0.4737	-0.0302	-0.3711	-0.2115	-0.0649
MATH	8	651117	0	B-E	1	34453	0.3766	0.2649	0.1674	0.1893	0.3754	0.003	0.4646	-0.2431	-0.1369	-0.1661	0.4647	-0.0292
MATH	8	655973	0	B-E	1	34492	0.5944	0.0523	0.5933	0.2581	0.0945	0.0019	0.4252	-0.1549	0.4255	-0.2727	-0.1851	-0.0247

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	8	415806	0	B-F	2	34503	0.7154	0.0265	0.0362	0.7143	0.2214	0.0015	0.4171	-0.1463	-0.1888	0.4176	-0.3104	-0.0257
MATH	8	416594	0	B-F	2	34457	0.3839	0.3828	0.1895	0.2926	0.1322	0.0029	0.5409	0.5411	-0.2323	-0.2004	-0.233	-0.0347
MATH	8	416600	0	B-F	2	34426	0.4791	0.4773	0.1464	0.2609	0.1117	0.0038	0.4476	0.4481	-0.2642	-0.1695	-0.1708	-0.036
MATH	8	497302	0	B-F	2	34500	0.5089	0.0345	0.3893	0.0665	0.5081	0.0016	0.4772	-0.1876	-0.2841	-0.2602	0.4778	-0.0318
MATH	8	565843	0	B-F	2	34435	0.57	0.1683	0.568	0.105	0.1553	0.0035	0.4194	-0.1205	0.4201	-0.2555	-0.2283	-0.034
MATH	8	569261	0	B-F	2	34490	0.808	0.033	0.1369	0.8065	0.0217	0.0019	0.4508	-0.1664	-0.3649	0.4515	-0.1495	-0.0325
MATH	8	574471	0	B-F	2	34456	0.4931	0.1667	0.1716	0.4916	0.1671	0.0029	0.3303	-0.1082	-0.2377	0.3314	-0.09	-0.0398
MATH	8	574588	0	B-F	2	34398	0.3663	0.1997	0.3647	0.2724	0.1587	0.0046	0.2855	-0.0798	0.2866	-0.1447	-0.1063	-0.0412
MATH	8	574959	0	B-F	1	34427	0.2764	0.2754	0.3328	0.2278	0.1603	0.0037	0.3439	0.3447	-0.1281	-0.0891	-0.1457	-0.0447
MATH	8	658637	0	B-F	2	34413	0.3964	0.1481	0.1925	0.2605	0.3948	0.0041	0.5221	-0.2282	-0.2589	-0.16	0.5219	-0.0284
MATH	8	658904	0	B-F	2	34494	0.5985	0.1275	0.5974	0.1812	0.0921	0.0018	0.4206	-0.2348	0.4212	-0.1588	-0.2275	-0.03
MATH	8	493098	0	C-G	2	34407	0.2846	0.1543	0.27	0.288	0.2833	0.0043	0.3615	-0.1202	-0.2186	-0.0454	0.3618	-0.0303
MATH	8	494640	0	C-G	2	34438	0.3215	0.3204	0.2064	0.3213	0.1484	0.0034	0.3753	0.376	-0.0634	-0.1942	-0.1594	-0.0421
MATH	8	569267	0	C-G	1	34461	0.6607	0.0936	0.1378	0.107	0.6588	0.0027	0.5072	-0.2027	-0.29	-0.2585	0.5074	-0.0311
MATH	8	618329	0	C-G	2	34438	0.6141	0.1545	0.139	0.6121	0.091	0.0034	0.4138	-0.145	-0.2658	0.4148	-0.1928	-0.0399
MATH	8	662581	0	C-G	2	34500	0.5977	0.1371	0.5967	0.1733	0.0913	0.0016	0.4256	-0.2294	0.4263	-0.2049	-0.1786	-0.031
MATH	8	494643	0	D-S	1	34425	0.3267	0.1002	0.363	0.2075	0.3254	0.0038	0.4976	-0.2023	-0.1456	-0.2477	0.4977	-0.0317
MATH	8	503520	0	D-S	2	34436	0.4754	0.4738	0.1513	0.1621	0.2093	0.0035	0.4551	0.4559	-0.2711	-0.2402	-0.0968	-0.0431
MATH	8	569264	0	D-S	1	34475	0.6334	0.0603	0.1685	0.6319	0.137	0.0023	0.3908	-0.2235	-0.2188	0.3915	-0.1519	-0.031
MATH	8	574473	0	D-S	1	34488	0.6223	0.6211	0.0593	0.0573	0.2603	0.002	0.3676	0.368	-0.212	-0.228	-0.1695	-0.0248
MATH	8	709938	1	A-N	1	6980	0.5394	0.5374	0.1776	0.1908	0.0905	0.0037	0.5369	0.5366	-0.2814	-0.241	-0.2228	-0.0232
MATH	8	480710	1	B-E	2	6988	0.2945	0.2279	0.3254	0.2937	0.1503	0.0026	0.1498	0.0815	-0.1514	0.1505	-0.0849	-0.0283
MATH	8	709940	1	B-E	1	6987	0.4062	0.4051	0.1654	0.3257	0.1011	0.0027	0.3871	0.3867	-0.2082	-0.1352	-0.1607	-0.0136
MATH	8	711407	1	B-E	2	6981	0.4452	0.114	0.4436	0.2896	0.1492	0.0036	0.3178	-0.0862	0.3181	-0.1642	-0.1538	-0.0226
MATH	8	495724	1	B-F	2	6984	0.3664	0.2127	0.2155	0.2034	0.3653	0.0031	0.4694	-0.2006	-0.1464	-0.2042	0.4698	-0.0313
MATH	8	713674	1	B-F	2	6993	0.4968	0.1142	0.2178	0.4959	0.1703	0.0019	0.3264	-0.0934	-0.1405	0.3266	-0.1991	-0.0181
MATH	8	706382	1	C-G	2	6993	0.2913	0.3487	0.166	0.1927	0.2908	0.0019	0.4406	-0.2236	-0.1342	-0.1074	0.4409	-0.0316
MATH	8	706385	1	D-S	2	6988	0.3878	0.1449	0.3868	0.2077	0.2581	0.0026	0.3462	-0.0685	0.3471	-0.2425	-0.1018	-0.0403
MATH	8	706376	2	A-N	1	3438	0.5111	0.5105	0.251	0.2077	0.0296	0.0012	0.416	0.415	-0.2299	-0.2062	-0.1444	0.0114

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	8	709869	2	A-N	2	3435	0.5249	0.5238	0.2159	0.1883	0.07	0.002	0.3842	0.3851	-0.2019	-0.1659	-0.1679	-0.0348
MATH	8	625325	2	B-E	2	3434	0.2679	0.2278	0.1781	0.3245	0.2673	0.0023	0.2637	0.0935	-0.2135	-0.1577	0.2637	-0.0077
MATH	8	709954	2	B-E	2	3438	0.5794	0.1011	0.5787	0.1499	0.1691	0.0012	0.4321	-0.1573	0.4322	-0.3053	-0.1508	-0.0137
MATH	8	706381	2	B-F	2	3437	0.2752	0.2748	0.2876	0.1923	0.2438	0.0015	0.3408	0.3407	-0.0429	-0.1184	-0.1993	-0.0116
MATH	8	713671	2	B-F	1	3435	0.3744	0.1473	0.3736	0.3818	0.0953	0.002	0.2297	-0.0724	0.2303	-0.0741	-0.1654	-0.0266
MATH	8	713679	2	C-G	2	3438	0.6187	0.1058	0.1255	0.618	0.1496	0.0012	0.4134	-0.1553	-0.1756	0.4133	-0.2652	-0.009
MATH	8	503519	2	D-S	2	3436	0.6612	0.0508	0.0723	0.6601	0.215	0.0017	0.347	-0.167	-0.1894	0.347	-0.1901	-0.0126
MATH	8	566690	3	A-N	1	3402	0.229	0.0801	0.2285	0.4209	0.2684	0.0021	0.0772	-0.1545	0.078	0.1509	-0.1436	-0.0384
MATH	8	653198	3	B-E	1	3404	0.2623	0.4227	0.1687	0.1452	0.262	0.0015	0.3789	0.0361	-0.2855	-0.2171	0.3791	-0.0298
MATH	8	656004	3	B-E	2	3403	0.4164	0.4157	0.1625	0.3203	0.0997	0.0018	0.2721	0.2731	-0.239	-0.0124	-0.1301	-0.0402
MATH	8	711403	3	B-E	2	3406	0.5484	0.1276	0.2136	0.548	0.11	0.0009	0.4051	-0.1258	-0.2664	0.4048	-0.1605	-0.0044
MATH	8	711408	3	B-F	1	3405	0.5504	0.0815	0.1663	0.5497	0.2012	0.0012	0.3394	-0.1387	-0.182	0.3396	-0.1567	-0.0133
MATH	8	706383	3	C-G	2	3397	0.2794	0.3919	0.2784	0.0675	0.2587	0.0035	0.3836	-0.2775	0.3839	-0.0957	-0.0243	-0.0333
MATH	8	713420	3	C-G	1	3404	0.3746	0.374	0.2473	0.2182	0.159	0.0015	0.3285	0.3281	-0.0361	-0.2248	-0.1381	0.0047
MATH	8	618010	3	D-S	1	3401	0.5972	0.142	0.1745	0.5958	0.0854	0.0023	0.4215	-0.2048	-0.1597	0.4216	-0.2634	-0.0245
MATH	8	709946	4	A-N	2	3464	0.3839	0.1491	0.156	0.3828	0.3092	0.0029	0.2568	-0.1947	-0.1807	0.2564	0.0228	-0.0053
MATH	8	711398	4	B-E	2	3464	0.573	0.2363	0.1226	0.5714	0.0668	0.0029	0.3853	-0.1316	-0.2176	0.3859	-0.2484	-0.0309
MATH	8	711405	4	B-E	2	3466	0.4628	0.2614	0.4617	0.1661	0.1085	0.0023	0.3902	-0.0746	0.3901	-0.2011	-0.2763	-0.0193
MATH	8	488715	4	B-F	2	3464	0.3701	0.1998	0.2268	0.2015	0.369	0.0029	0.4612	-0.1344	-0.2315	-0.1777	0.4604	-0.0038
MATH	8	713419	4	B-F	2	3470	0.7239	0.0466	0.0593	0.1698	0.7231	0.0012	0.4589	-0.2046	-0.2553	-0.2697	0.4589	-0.0183
MATH	8	618007	4	C-G	2	3468	0.1713	0.1828	0.2309	0.4136	0.171	0.0017	0.0194	-0.012	-0.1366	0.1135	0.0199	-0.0288
MATH	8	715823	4	D-S	2	3469	0.3678	0.3673	0.2879	0.2038	0.1396	0.0014	0.4596	0.4597	-0.038	-0.295	-0.2439	-0.0267
MATH	8	715827	4	D-S	2	3464	0.517	0.0855	0.5155	0.2265	0.1695	0.0029	0.4488	-0.1823	0.4474	-0.2658	-0.164	0.0036
MATH	8	709937	5	A-N	1	3469	0.7022	0.095	0.0898	0.701	0.1125	0.0017	0.4987	-0.1861	-0.2162	0.5	-0.3501	-0.0452
MATH	8	706378	5	B-E	2	3470	0.4415	0.4409	0.2996	0.1384	0.1197	0.0014	0.316	0.3162	0.0055	-0.278	-0.1939	-0.0148
MATH	8	711406	5	B-E	2	3466	0.3808	0.2633	0.3799	0.2089	0.1453	0.0026	0.3494	-0.0685	0.3501	-0.2145	-0.1443	-0.0339
MATH	8	621937	5	B-F	2	3465	0.4511	0.2104	0.4498	0.234	0.103	0.0029	0.2417	0.0012	0.2424	-0.1945	-0.1224	-0.0293
MATH	8	713672	5	B-F	1	3470	0.6135	0.1876	0.116	0.0823	0.6127	0.0014	0.3513	-0.1148	-0.2238	-0.1957	0.3523	-0.0363
MATH	8	502451	5	C-G	2	3467	0.4494	0.2498	0.1709	0.4483	0.1286	0.0023	0.273	-0.0428	-0.2091	0.2731	-0.1128	-0.0162

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	8	715819	5	C-G	1	3468	0.5381	0.1358	0.2138	0.1114	0.537	0.002	0.5637	-0.2869	-0.2523	-0.2482	0.5637	-0.0284
MATH	8	713424	5	D-S	1	3467	0.5861	0.5847	0.0584	0.3165	0.038	0.0023	0.1411	0.1433	-0.2336	0.0452	-0.1813	-0.0447
MATH	8	662573	6	A-N	1	3463	0.2925	0.2837	0.3908	0.2924	0.0326	0.0006	0.4319	0.0237	-0.3863	0.432	-0.1025	-0.0212
MATH	8	709948	6	A-N	1	3462	0.5081	0.0877	0.5076	0.2655	0.1382	0.0009	0.4334	-0.2264	0.4324	-0.1498	-0.2508	0.0186
MATH	8	569259	6	B-E	2	3464	0.1559	0.0981	0.1922	0.5535	0.1558	0.0003	0.0128	-0.2257	-0.293	0.3586	0.0129	-0.0189
MATH	8	711404	6	B-E	2	3450	0.4791	0.4771	0.1469	0.2214	0.1504	0.0043	0.5595	0.5594	-0.2678	-0.2564	-0.2109	-0.0427
MATH	8	713670	6	B-F	2	3454	0.4693	0.4678	0.1665	0.1838	0.1786	0.0032	0.5254	0.5254	-0.201	-0.2903	-0.1914	-0.0275
MATH	8	625330	6	C-G	2	3460	0.4913	0.3203	0.0834	0.1042	0.4906	0.0014	0.2695	0.0028	-0.2588	-0.2087	0.2702	-0.027
MATH	8	715817	6	C-G	2	3462	0.4168	0.3599	0.1541	0.4165	0.0687	0.0009	0.0898	0.1739	-0.2528	0.0898	-0.144	-0.0012
MATH	8	713425	6	D-S	2	3461	0.4372	0.0641	0.4367	0.4153	0.0828	0.0012	0.263	-0.1972	0.2637	-0.0487	-0.208	-0.0355
MATH	8	709936	7	A-N	2	3415	0.5587	0.1254	0.1821	0.133	0.5576	0.002	0.4877	-0.2956	-0.163	-0.2337	0.4893	-0.0649
MATH	8	658633	7	B-E	2	3413	0.4079	0.4068	0.2589	0.2393	0.0923	0.0026	0.2225	0.2245	-0.0072	-0.1889	-0.0803	-0.0641
MATH	8	706379	7	B-E	2	3410	0.5927	0.1002	0.1432	0.5906	0.1625	0.0035	0.4328	-0.1545	-0.2365	0.4342	-0.22	-0.052
MATH	8	710034	7	B-E	2	3412	0.3965	0.1222	0.3954	0.2776	0.2019	0.0029	0.2786	0.0088	0.2807	-0.1846	-0.1337	-0.0702
MATH	8	617999	7	B-F	2	3405	0.1665	0.2382	0.1657	0.3165	0.2747	0.005	0.0932	-0.0541	0.0949	0.0262	-0.0443	-0.0661
MATH	8	618647	7	C-G	2	3408	0.2591	0.2548	0.258	0.3723	0.1108	0.0041	0.018	-0.118	0.02	0.1685	-0.1126	-0.0544
MATH	8	713421	7	C-G	2	3412	0.4727	0.1596	0.2291	0.4714	0.1371	0.0029	0.4054	-0.1802	-0.1613	0.407	-0.1929	-0.0559
MATH	8	715821	7	D-S	1	3413	0.5529	0.0693	0.3241	0.0526	0.5514	0.0026	0.416	-0.251	-0.2108	-0.1908	0.4177	-0.0537
MATH	8	709872	8	A-N	1	3432	0.6387	0.172	0.637	0.0944	0.0939	0.0026	0.3942	-0.1077	0.3959	-0.2245	-0.2789	-0.0524
MATH	8	709939	8	B-E	2	3433	0.6472	0.6457	0.1008	0.1906	0.0604	0.0023	0.4563	0.4584	-0.0564	-0.3826	-0.2057	-0.0614
MATH	8	709953	8	B-E	2	3437	0.5423	0.5417	0.1395	0.206	0.1116	0.0012	0.3652	0.3651	-0.3035	-0.0855	-0.1336	-0.0034
MATH	8	711402	8	B-E	2	3435	0.4108	0.1997	0.4101	0.254	0.1346	0.0017	0.3976	-0.0971	0.3981	-0.2019	-0.1987	-0.0299
MATH	8	618004	8	B-F	2	3437	0.5892	0.1177	0.1502	0.5885	0.1424	0.0012	0.3487	-0.1643	-0.1531	0.35	-0.1801	-0.0482
MATH	8	651111	8	B-F	2	3433	0.3344	0.3266	0.2191	0.3336	0.1183	0.0023	0.1729	0.0775	-0.1656	0.1739	-0.1485	-0.0393
MATH	8	713681	8	C-G	2	3436	0.2258	0.1366	0.2616	0.2255	0.3749	0.0015	0.0525	-0.1896	-0.2058	0.0531	0.2779	-0.0315
MATH	8	625331	8	D-S	2	3439	0.442	0.1488	0.2293	0.1796	0.4417	0.0006	0.5038	-0.1332	-0.2549	-0.2482	0.504	-0.0188
MATH	8	709871	9	A-N	1	3416	0.6136	0.1394	0.1061	0.6125	0.1403	0.0018	0.4436	-0.213	-0.1764	0.4439	-0.2505	-0.0282
MATH	8	709941	9	B-E	2	3416	0.6674	0.1137	0.6663	0.1721	0.0462	0.0018	0.4465	-0.2542	0.4481	-0.2255	-0.2061	-0.0531
MATH	8	711523	9	B-E	2	3417	0.5177	0.152	0.1873	0.5169	0.1423	0.0015	0.4372	-0.1823	-0.2765	0.4371	-0.1261	-0.0274

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
MATH	8	621931	9	B-F	2	3411	0.4518	0.1216	0.2528	0.4503	0.1721	0.0032	0.3054	-0.1526	-0.1562	0.3058	-0.0877	-0.0224
MATH	8	711524	9	B-F	2	3413	0.3088	0.308	0.1967	0.2466	0.2461	0.0026	0.1018	0.1034	-0.1565	-0.1095	0.1494	-0.0534
MATH	8	503517	9	C-G	2	3413	0.3586	0.2703	0.3577	0.2034	0.166	0.0026	0.3033	-0.0994	0.3047	-0.2132	-0.0353	-0.0575
MATH	8	574947	9	D-S	2	3415	0.2439	0.289	0.0733	0.3922	0.2434	0.002	0.4836	-0.2252	-0.1662	-0.1243	0.4836	-0.0315
MATH	8	715820	9	D-S	2	3415	0.5669	0.5658	0.2972	0.0941	0.0409	0.002	0.4156	0.4173	-0.2037	-0.2629	-0.1734	-0.0593
SCIENCE	4	408838	0	A	2	27988	0.3517	0.3463	0.3507	0.1002	0.2002	0.0027	0.2536	0.0292	0.2542	-0.3369	-0.0808	-0.0342
SCIENCE	4	409030	0	A	2	28028	0.6036	0.0529	0.2841	0.6028	0.0589	0.0012	0.3264	-0.2104	-0.1286	0.3266	-0.2298	-0.0174
SCIENCE	4	411198	0	A	2	27998	0.5439	0.5427	0.0551	0.1719	0.2281	0.0023	0.311	0.3121	-0.2882	-0.1583	-0.067	-0.0406
SCIENCE	4	494808	0	A	2	28031	0.5225	0.0676	0.1049	0.5219	0.3045	0.0011	0.2906	-0.1701	-0.0682	0.2908	-0.1762	-0.0176
SCIENCE	4	496499	0	A	2	28022	0.3908	0.3902	0.0644	0.1408	0.4031	0.0015	0.4369	0.437	-0.2264	-0.2389	-0.1501	-0.0231
SCIENCE	4	565987	0	A	2	27992	0.546	0.0793	0.5446	0.237	0.1365	0.0025	0.4261	-0.1439	0.4273	-0.2297	-0.2151	-0.0484
SCIENCE	4	574816	0	A	2	27992	0.5771	0.5756	0.1064	0.216	0.0995	0.0025	0.4516	0.4509	-0.3247	-0.1523	-0.1988	-0.0114
SCIENCE	4	574826	0	A	2	28009	0.4722	0.0547	0.0544	0.4713	0.4177	0.0019	0.4519	-0.2571	-0.2534	0.4521	-0.2198	-0.0304
SCIENCE	4	574828	0	A	2	28004	0.6501	0.0735	0.1785	0.0971	0.6487	0.0021	0.5516	-0.2053	-0.3125	-0.3002	0.5514	-0.0236
SCIENCE	4	574831	0	A	2	27972	0.6631	0.0989	0.1121	0.1248	0.6609	0.0032	0.5493	-0.202	-0.2863	-0.3247	0.5494	-0.0378
SCIENCE	4	574876	0	A	2	27988	0.7207	0.0971	0.0925	0.7188	0.089	0.0027	0.5321	-0.2546	-0.3015	0.5321	-0.2626	-0.0335
SCIENCE	4	617344	0	A	2	27937	0.6125	0.6098	0.11	0.1276	0.1482	0.0045	0.5567	0.5576	-0.2518	-0.3036	-0.2489	-0.0524
SCIENCE	4	620943	0	A	2	28002	0.5441	0.0759	0.2578	0.1211	0.5429	0.0022	0.3962	-0.2309	-0.0858	-0.2987	0.3965	-0.0301
SCIENCE	4	620952	0	A	2	28044	0.818	0.0252	0.0755	0.8174	0.0812	0.0007	0.4359	-0.2154	-0.198	0.4363	-0.2999	-0.0228
SCIENCE	4	622821	0	A	2	28011	0.5369	0.1976	0.0862	0.5359	0.1785	0.0019	0.4012	-0.1006	-0.2312	0.4014	-0.2461	-0.0244
SCIENCE	4	653788	0	A	2	28022	0.4263	0.1285	0.4257	0.2375	0.2069	0.0015	0.279	-0.1128	0.2792	-0.1214	-0.1184	-0.0182
SCIENCE	4	657819	0	A	2	28018	0.5072	0.5064	0.1622	0.2032	0.1266	0.0016	0.3875	0.388	-0.2444	-0.1644	-0.1097	-0.0318
SCIENCE	4	657820	0	A	2	28018	0.5707	0.5698	0.1272	0.2012	0.1002	0.0016	0.4916	0.4923	-0.1894	-0.3074	-0.1858	-0.0405
SCIENCE	4	657825	0	A	2	28029	0.4738	0.4732	0.1538	0.2452	0.1266	0.0012	0.4211	0.4213	-0.1741	-0.1854	-0.2015	-0.0217
SCIENCE	4	657990	0	A	2	28000	0.6626	0.111	0.1372	0.0884	0.6611	0.0022	0.5348	-0.2543	-0.2298	-0.3269	0.5347	-0.0279
SCIENCE	4	498446	0	B	2	28015	0.6628	0.0637	0.6616	0.1221	0.1508	0.0017	0.3915	-0.2244	0.3925	-0.2113	-0.1682	-0.0378
SCIENCE	4	498448	0	B	3	28002	0.5762	0.1229	0.1392	0.1607	0.5749	0.0022	0.5739	-0.2405	-0.2792	-0.2907	0.5736	-0.0249
SCIENCE	4	617586	0	B	2	28014	0.4524	0.1424	0.2095	0.4516	0.1947	0.0017	0.3035	-0.2193	-0.0698	0.3038	-0.1142	-0.0212
SCIENCE	4	618935	0	B	2	28002	0.4463	0.2176	0.1498	0.4454	0.185	0.0022	0.346	-0.0505	-0.2643	0.3465	-0.1432	-0.0299

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
SCIENCE	4	622352	0	B	2	28018	0.7342	0.0449	0.075	0.733	0.1455	0.0016	0.4717	-0.2541	-0.2897	0.472	-0.2234	-0.0273
SCIENCE	4	657827	0	B	2	28024	0.7591	0.758	0.0852	0.0807	0.0747	0.0014	0.436	0.4361	-0.2409	-0.2558	-0.1864	-0.0224
SCIENCE	4	579555	0	C	2	28006	0.7453	0.0599	0.0897	0.7438	0.1046	0.002	0.4984	-0.254	-0.2711	0.4988	-0.2564	-0.0337
SCIENCE	4	579557	0	C	2	28007	0.7039	0.0647	0.0763	0.7025	0.1545	0.002	0.5251	-0.2501	-0.2838	0.5254	-0.2816	-0.035
SCIENCE	4	624015	0	C	2	28020	0.5342	0.2913	0.0892	0.0846	0.5334	0.0015	0.4393	-0.2468	-0.1462	-0.2317	0.4395	-0.0266
SCIENCE	4	661168	0	C	2	28033	0.3745	0.2869	0.3741	0.1946	0.1434	0.0011	0.3453	-0.1573	0.3452	-0.1503	-0.103	-0.0106
SCIENCE	4	661174	0	C	2	28022	0.8641	0.0423	0.0499	0.0434	0.8629	0.0015	0.498	-0.2645	-0.283	-0.2713	0.4974	-0.0235
SCIENCE	4	661271	0	C	2	28024	0.5354	0.2513	0.5347	0.161	0.0516	0.0014	0.2958	-0.0927	0.2962	-0.1697	-0.2002	-0.0238
SCIENCE	4	411450	0	D	2	28014	0.5086	0.0925	0.1156	0.2825	0.5078	0.0017	0.3951	-0.2413	-0.2781	-0.084	0.3955	-0.0266
SCIENCE	4	479245	0	D	2	28019	0.4574	0.2995	0.4567	0.1489	0.0934	0.0016	0.3423	0.0113	0.3426	-0.2727	-0.2676	-0.0228
SCIENCE	4	566169	0	D	2	27980	0.4213	0.0788	0.4201	0.1436	0.3546	0.003	0.3354	-0.1922	0.336	-0.2614	-0.0431	-0.0328
SCIENCE	4	660577	0	D	2	28026	0.8717	0.0221	0.8705	0.0279	0.0781	0.0013	0.3851	-0.2071	0.3848	-0.2024	-0.2412	-0.0187
SCIENCE	4	661185	0	D	2	27960	0.4583	0.2248	0.4567	0.2474	0.0675	0.0037	0.3417	-0.1005	0.3428	-0.1637	-0.2209	-0.045
SCIENCE	4	663514	0	D	2	28020	0.7532	0.752	0.0556	0.1312	0.0596	0.0015	0.4657	0.4653	-0.2415	-0.2415	-0.2676	-0.0178
SCIENCE	4	620971	1	A	2	8415	0.5066	0.1455	0.5064	0.245	0.1026	0.0005	0.301	-0.1595	0.3013	-0.0996	-0.1684	-0.0199
SCIENCE	4	622356	1	A	3	8399	0.6065	0.0982	0.1024	0.1919	0.6051	0.0024	0.3896	-0.1996	-0.1932	-0.1809	0.3903	-0.032
SCIENCE	4	622825	1	A	3	8404	0.3972	0.2	0.1594	0.3965	0.2423	0.0018	0.3587	-0.1097	-0.2633	0.3586	-0.0808	-0.0137
SCIENCE	4	496513	1	B	2	8404	0.5267	0.1412	0.1251	0.5257	0.2062	0.0018	0.3505	-0.1289	-0.1418	0.3506	-0.2044	-0.014
SCIENCE	4	617430	1	B	2	8402	0.654	0.1036	0.1406	0.6527	0.1011	0.002	0.4562	-0.2389	-0.2544	0.4573	-0.1814	-0.0393
SCIENCE	4	623840	1	C	3	8404	0.4807	0.1827	0.1895	0.4799	0.1462	0.0018	0.3501	-0.1878	-0.1836	0.3498	-0.0848	-0.006
SCIENCE	4	623203	1	D	2	8409	0.2666	0.2212	0.2663	0.2882	0.2232	0.0012	0.1089	-0.0467	0.1088	0.0112	-0.0809	-0.0023
SCIENCE	4	623839	1	D	2	8408	0.624	0.0803	0.1819	0.1133	0.6232	0.0013	0.2819	-0.1186	-0.0248	-0.2981	0.2817	-0.0056
SCIENCE	4	617348	2	A	2	3903	0.4445	0.0812	0.2009	0.2713	0.4428	0.0038	0.3126	-0.1653	-0.1427	-0.1172	0.3119	-0.009
SCIENCE	4	620946	2	A	2	3917	0.7378	0.7376	0.1172	0.1131	0.0319	0.0003	0.493	0.4932	-0.2643	-0.2897	-0.2274	-0.0177
SCIENCE	4	620951	2	A	3	3910	0.5719	0.132	0.5707	0.1858	0.1095	0.002	0.4586	-0.2011	0.4573	-0.2476	-0.1986	0.0001
SCIENCE	4	620984	2	A	2	3915	0.6521	0.0906	0.6516	0.1034	0.1536	0.0008	0.4269	-0.1594	0.427	-0.2818	-0.1982	-0.0159
SCIENCE	4	622360	2	B	1	3914	0.3822	0.1149	0.1169	0.3854	0.3818	0.001	0.2844	-0.1453	-0.2055	-0.0516	0.285	-0.0303
SCIENCE	4	623820	2	B	2	3910	0.4691	0.1901	0.2402	0.4681	0.0995	0.002	0.246	-0.0949	-0.1024	0.2468	-0.1364	-0.029
SCIENCE	4	623210	2	D	2	3913	0.4467	0.4461	0.2728	0.1217	0.158	0.0013	0.2145	0.2151	0.0378	-0.1531	-0.1996	-0.0251

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
SCIENCE	4	624013	2	D	2	3911	0.3526	0.2343	0.352	0.2445	0.1674	0.0018	0.0889	0.0908	0.0891	-0.1392	-0.0554	-0.0113
SCIENCE	4	620939	3	A	2	3954	0.8667	0.0407	0.0629	0.8663	0.0296	0.0005	0.4453	-0.2668	-0.2337	0.4458	-0.2463	-0.0232
SCIENCE	4	620948	3	A	2	3948	0.4374	0.1459	0.4366	0.1759	0.2396	0.002	0.2552	-0.1337	0.2557	-0.2375	0.0281	-0.0263
SCIENCE	4	620949	3	A	2	3955	0.686	0.6858	0.1823	0.0377	0.094	0.0003	0.4548	0.4547	-0.2924	-0.2777	-0.1553	-0.0005
SCIENCE	4	622826	3	A	2	3955	0.5651	0.0511	0.565	0.294	0.0897	0.0003	0.2904	-0.2253	0.2908	-0.0617	-0.2309	-0.0323
SCIENCE	4	578733	3	B	2	3951	0.6302	0.0589	0.1198	0.6294	0.1906	0.0013	0.3891	-0.2263	-0.2533	0.3892	-0.132	-0.0168
SCIENCE	4	617585	3	B	2	3955	0.7163	0.7161	0.1148	0.11	0.0589	0.0003	0.5332	0.533	-0.2907	-0.2811	-0.2538	-0.0005
SCIENCE	4	623216	3	C	2	3950	0.5096	0.1544	0.2219	0.1132	0.5088	0.0015	0.4875	-0.2129	-0.1959	-0.2663	0.488	-0.032
SCIENCE	4	623854	3	C	2	3954	0.3599	0.2647	0.2614	0.3597	0.1138	0.0005	0.2147	-0.0513	-0.0324	0.215	-0.207	-0.0256
SCIENCE	4	617352	4	A	2	3914	0.5232	0.5222	0.0956	0.1655	0.2147	0.002	0.2939	0.2951	-0.2645	-0.1796	-0.0024	-0.0425
SCIENCE	4	621088	4	A	2	3918	0.4091	0.331	0.1012	0.4087	0.1581	0.001	0.2703	-0.0925	-0.1905	0.27	-0.0871	0.001
SCIENCE	4	622349	4	A	2	3918	0.2976	0.088	0.4278	0.1859	0.2973	0.001	0.2599	-0.212	0.0374	-0.1974	0.2601	-0.0163
SCIENCE	4	728285	4	A	3	3916	0.5411	0.1038	0.1864	0.5403	0.168	0.0015	0.3254	-0.1827	-0.2893	0.3251	0.0182	-0.0118
SCIENCE	4	623826	4	B	2	3919	0.3501	0.3498	0.3791	0.1349	0.1354	0.0008	0.2829	0.2831	0.0195	-0.2951	-0.1256	-0.0243
SCIENCE	4	566202	4	C	2	3920	0.7423	0.0408	0.0694	0.742	0.1474	0.0005	0.3488	-0.2691	-0.2645	0.3497	-0.0895	-0.0365
SCIENCE	4	617338	4	C	2	3919	0.3218	0.0941	0.3215	0.232	0.3516	0.0008	0.1483	-0.2022	0.1486	-0.1242	0.0894	-0.0223
SCIENCE	4	304989	4	D	2	3916	0.3667	0.1864	0.3661	0.2264	0.2195	0.0015	0.235	-0.0967	0.2361	-0.0829	-0.0949	-0.0541
SCIENCE	4	728283	5	A	2	3944	0.5248	0.1543	0.5244	0.1703	0.1502	0.0008	0.2313	-0.0625	0.2321	-0.1317	-0.1196	-0.0398
SCIENCE	4	728288	5	A	2	3938	0.5447	0.5435	0.304	0.0922	0.058	0.0023	0.2279	0.2271	-0.068	-0.212	-0.0886	0.0037
SCIENCE	4	579549	5	B	2	3946	0.6619	0.1186	0.0963	0.1231	0.6618	0.0003	0.5299	-0.255	-0.3141	-0.2301	0.5295	0.0094
SCIENCE	4	496494	5	C	2	3947	0.7545	0.0451	0.1497	0.7545	0.0507		0.4378	-0.2366	-0.2271	0.4378	-0.2657	
SCIENCE	4	617353	5	C	2	3941	0.5336	0.5328	0.2311	0.1464	0.0882	0.0015	0.339	0.3399	-0.112	-0.2157	-0.1573	-0.0386
SCIENCE	4	254510	5	D	2	3943	0.4393	0.1442	0.2985	0.4388	0.1176	0.001	0.3253	-0.1326	-0.1311	0.3254	-0.1688	-0.0172
SCIENCE	4	279356	5	D	2	3939	0.5336	0.1819	0.1366	0.1469	0.5326	0.002	0.45	-0.0913	-0.2341	-0.3045	0.4502	-0.0273
SCIENCE	4	279360	5	D	2	3942	0.6613	0.6605	0.2909	0.018	0.0294	0.0013	0.3739	0.3744	-0.2833	-0.1076	-0.1975	-0.0262
SCIENCE	4	620938	6	A	2	3898	0.3697	0.3694	0.3135	0.1874	0.1289	0.0008	0.1943	0.1944	0.0524	-0.2315	-0.0823	-0.0076
SCIENCE	4	622836	6	A	2	3893	0.4051	0.2089	0.0956	0.2892	0.4043	0.0021	0.2494	0.003	-0.2233	-0.1257	0.25	-0.0276
SCIENCE	4	498444	6	B	2	3897	0.736	0.7352	0.1425	0.0479	0.0733	0.001	0.3763	0.3754	-0.2814	-0.2152	-0.0818	0
SCIENCE	4	580787	6	B	2	3899	0.7592	0.0672	0.7588	0.0874	0.0861	0.0005	0.4208	-0.2984	0.421	-0.21	-0.1631	-0.015

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
SCIENCE	4	728295	6	C	2	3895	0.1974	0.3194	0.1305	0.3514	0.1971	0.0015	0.2263	-0.0657	-0.1294	-0.032	0.2263	-0.0128
SCIENCE	4	252915	6	D	2	3900	0.3751	0.2658	0.1348	0.224	0.375	0.0003	0.3297	-0.0685	-0.1923	-0.1518	0.3298	-0.0276
SCIENCE	4	279561	6	D	2	3898	0.3507	0.3504	0.1566	0.3807	0.1115	0.0008	0.1312	0.1315	-0.1781	0.0915	-0.133	-0.0203
SCIENCE	4	623870	6	D	2	3899	0.4583	0.4581	0.192	0.0831	0.2663	0.0005	0.265	0.2655	-0.1323	-0.2024	-0.0533	-0.033
SCIENCE	8	401706	0	A	1	40034	0.6548	0.0572	0.0539	0.6533	0.2333	0.0022	0.3608	-0.2351	-0.2985	0.362	-0.1146	-0.0388
SCIENCE	8	410880	0	A	2	40033	0.6484	0.063	0.0878	0.2	0.6469	0.0023	0.4132	-0.1252	-0.1967	-0.2749	0.4144	-0.0423
SCIENCE	8	410883	0	A	2	40043	0.6865	0.6851	0.0703	0.1107	0.1319	0.002	0.5083	0.5087	-0.268	-0.3409	-0.1751	-0.0338
SCIENCE	8	493907	0	A	2	40069	0.6457	0.1955	0.0611	0.6448	0.0973	0.0014	0.3647	-0.1353	-0.3062	0.3656	-0.1578	-0.0334
SCIENCE	8	494459	0	A	2	40036	0.5594	0.1211	0.5581	0.178	0.1406	0.0022	0.5179	-0.1767	0.5185	-0.2819	-0.2589	-0.0424
SCIENCE	8	496708	0	A	2	40064	0.6353	0.0687	0.6343	0.1052	0.1902	0.0015	0.443	-0.2154	0.444	-0.312	-0.158	-0.0409
SCIENCE	8	560292	0	A	2	39995	0.6087	0.0951	0.6067	0.1972	0.0977	0.0032	0.4919	-0.2536	0.4923	-0.2066	-0.2755	-0.0368
SCIENCE	8	560294	0	A	3	39990	0.4251	0.1927	0.0942	0.2861	0.4236	0.0033	0.2899	-0.0871	-0.2164	-0.097	0.291	-0.0407
SCIENCE	8	566178	0	A	2	40063	0.6063	0.0632	0.2033	0.1266	0.6054	0.0015	0.5029	-0.237	-0.1898	-0.3332	0.5031	-0.0271
SCIENCE	8	579570	0	A	2	40018	0.7663	0.7643	0.08	0.0898	0.0633	0.0026	0.5383	0.5393	-0.3073	-0.2751	-0.2644	-0.0492
SCIENCE	8	617345	0	A	2	40043	0.4386	0.4377	0.1711	0.1259	0.2633	0.002	0.4355	0.4363	-0.3223	-0.307	0.02	-0.0459
SCIENCE	8	620987	0	A	1	40023	0.681	0.1078	0.6793	0.1518	0.0587	0.0025	0.4516	-0.2308	0.4526	-0.2072	-0.2688	-0.0431
SCIENCE	8	622832	0	A	2	40051	0.6019	0.1407	0.1615	0.6008	0.0952	0.0018	0.4093	-0.1648	-0.2218	0.4101	-0.206	-0.0344
SCIENCE	8	623139	0	A	2	39994	0.6427	0.0726	0.6407	0.1401	0.1434	0.0032	0.5192	-0.2602	0.5206	-0.3453	-0.169	-0.0558
SCIENCE	8	657833	0	A	2	40022	0.5678	0.1174	0.1654	0.1483	0.5663	0.0025	0.5111	-0.1945	-0.2067	-0.3149	0.5118	-0.0465
SCIENCE	8	657834	0	A	2	40036	0.7367	0.0523	0.7351	0.101	0.1094	0.0022	0.5882	-0.2484	0.5883	-0.3598	-0.3019	-0.0354
SCIENCE	8	657835	0	A	2	40051	0.5419	0.0809	0.2483	0.5409	0.1281	0.0018	0.411	-0.301	-0.2248	0.4119	-0.0726	-0.0412
SCIENCE	8	657836	0	A	2	40028	0.5616	0.1078	0.5603	0.0851	0.2445	0.0024	0.4958	-0.2853	0.4965	-0.3099	-0.1617	-0.0419
SCIENCE	8	657837	0	A	2	40060	0.6324	0.0643	0.6313	0.1039	0.1989	0.0016	0.4445	-0.2273	0.445	-0.2463	-0.2067	-0.0326
SCIENCE	8	657855	0	A	2	40010	0.6553	0.1176	0.1237	0.6534	0.1024	0.0028	0.4022	-0.1583	-0.1834	0.4034	-0.2584	-0.042
SCIENCE	8	410889	0	B	2	40030	0.525	0.0706	0.2436	0.1597	0.5238	0.0023	0.4402	-0.1964	-0.0997	-0.3417	0.4408	-0.039
SCIENCE	8	498031	0	B	2	40039	0.5914	0.0448	0.5902	0.2179	0.1449	0.0021	0.4681	-0.2427	0.4687	-0.1717	-0.3059	-0.0375
SCIENCE	8	577687	0	B	2	40045	0.6896	0.0543	0.6882	0.1198	0.1357	0.002	0.589	-0.2165	0.5897	-0.3318	-0.3342	-0.0437
SCIENCE	8	579922	0	B	2	40017	0.4986	0.4973	0.0919	0.3442	0.064	0.0027	0.4303	0.4314	-0.2963	-0.1385	-0.2516	-0.053
SCIENCE	8	623861	0	B	2	40015	0.4283	0.0606	0.0878	0.4217	0.4272	0.0027	0.3512	-0.2344	-0.2337	-0.101	0.352	-0.0421

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
SCIENCE	8	662318	0	B	2	40039	0.3385	0.3378	0.2785	0.3197	0.062	0.0021	0.4625	0.4627	-0.142	-0.2605	-0.1327	-0.0371
SCIENCE	8	395285	0	C	2	40014	0.4927	0.1091	0.4914	0.1629	0.2338	0.0027	0.4373	-0.0934	0.4382	-0.3412	-0.1455	-0.0445
SCIENCE	8	496014	0	C	3	40069	0.7422	0.7412	0.1006	0.1162	0.0407	0.0014	0.5466	0.5466	-0.3468	-0.2926	-0.2043	-0.0265
SCIENCE	8	498859	0	C	2	40062	0.2995	0.1396	0.1322	0.4276	0.299	0.0015	0.2874	-0.2092	-0.2691	0.0663	0.2875	-0.02
SCIENCE	8	560296	0	C	2	39990	0.3606	0.1763	0.2638	0.3594	0.1971	0.0033	0.3023	-0.1608	-0.1058	0.3031	-0.0886	-0.0396
SCIENCE	8	574822	0	C	3	40030	0.473	0.1418	0.1299	0.4719	0.254	0.0023	0.3029	-0.0744	-0.2262	0.3038	-0.1099	-0.0373
SCIENCE	8	617347	0	C	2	40021	0.5681	0.1091	0.1954	0.5666	0.1263	0.0026	0.4772	-0.2031	-0.2024	0.4782	-0.2737	-0.0488
SCIENCE	8	339836	0	D	2	40026	0.4789	0.4777	0.1065	0.3482	0.065	0.0024	0.3726	0.3734	-0.2855	-0.1017	-0.1945	-0.041
SCIENCE	8	401762	0	D	2	40045	0.639	0.0729	0.1924	0.095	0.6377	0.002	0.5119	-0.2387	-0.2253	-0.3204	0.5125	-0.0344
SCIENCE	8	560297	0	D	2	39993	0.4887	0.4871	0.2209	0.1582	0.1306	0.0033	0.5029	0.5036	-0.0924	-0.2989	-0.3014	-0.0486
SCIENCE	8	574839	0	D	2	40056	0.8364	0.0549	0.0671	0.835	0.0413	0.0017	0.4884	-0.242	-0.299	0.4891	-0.2519	-0.0357
SCIENCE	8	623844	0	D	2	40050	0.459	0.4581	0.2324	0.1172	0.1904	0.0018	0.419	0.4197	-0.2117	-0.2291	-0.1126	-0.0419
SCIENCE	8	653706	0	D	2	40049	0.7527	0.0663	0.0998	0.7513	0.0807	0.0019	0.4705	-0.2994	-0.2414	0.4713	-0.2028	-0.0377
SCIENCE	8	578781	1	A	2	9950	0.6047	0.1409	0.1082	0.6035	0.1453	0.002	0.4041	-0.0981	-0.2602	0.4046	-0.2314	-0.0308
SCIENCE	8	620974	1	A	2	9949	0.6029	0.6016	0.1772	0.1234	0.0957	0.0021	0.5336	0.5337	-0.273	-0.301	-0.1928	-0.0286
SCIENCE	8	623144	1	A	2	9949	0.5521	0.1288	0.1072	0.551	0.2109	0.0021	0.4256	-0.2193	-0.2785	0.427	-0.1234	-0.0526
SCIENCE	8	624427	1	A	2	9930	0.4276	0.1959	0.0936	0.4259	0.2806	0.004	0.3195	-0.01	-0.2311	0.3199	-0.1893	-0.0288
SCIENCE	8	624463	1	A	2	9938	0.4101	0.153	0.4088	0.2759	0.1591	0.0032	0.2681	-0.1128	0.2688	-0.0423	-0.1935	-0.0335
SCIENCE	8	566163	1	B	2	9948	0.5154	0.1503	0.1502	0.5142	0.1831	0.0022	0.5049	-0.1824	-0.2307	0.5054	-0.2673	-0.0342
SCIENCE	8	624429	1	B	2	9947	0.2706	0.27	0.3582	0.2136	0.1559	0.0023	0.0853	0.0859	0.1587	-0.1069	-0.1907	-0.0263
SCIENCE	8	624430	1	B	2	9915	0.3141	0.3123	0.3586	0.2209	0.1027	0.0055	0.2938	0.2948	0.0587	-0.1815	-0.2834	-0.0463
SCIENCE	8	623135	1	C	2	9949	0.4621	0.2405	0.2089	0.4611	0.0874	0.0021	0.2589	-0.0853	-0.1254	0.2596	-0.1437	-0.0305
SCIENCE	8	623843	1	C	2	9941	0.4134	0.2525	0.1462	0.4122	0.1862	0.0029	0.244	0.0659	-0.2445	0.2448	-0.1567	-0.033
SCIENCE	8	566849	2	A	2	6005	0.7805	0.0923	0.0802	0.7799	0.0468	0.0008	0.4407	-0.1525	-0.3169	0.4416	-0.2449	-0.0367
SCIENCE	8	579567	2	A	2	6000	0.7318	0.1328	0.7306	0.106	0.029	0.0017	0.3643	-0.0752	0.3662	-0.3283	-0.2015	-0.0516
SCIENCE	8	624424	2	A	2	5981	0.5193	0.1938	0.1632	0.5168	0.1213	0.0048	0.3516	-0.1044	-0.154	0.3517	-0.231	-0.0308
SCIENCE	8	624426	2	A	3	6001	0.5819	0.0755	0.2438	0.0982	0.581	0.0015	0.441	-0.2198	-0.1639	-0.2966	0.4414	-0.0285
SCIENCE	8	623867	2	B	3	6000	0.2447	0.2443	0.1446	0.4433	0.1662	0.0017	0.1314	0.1324	-0.1866	0.0633	-0.0555	-0.0491
SCIENCE	8	624425	2	B	2	5988	0.5721	0.57	0.1356	0.1101	0.1805	0.0037	0.2545	0.2559	-0.1251	-0.1587	-0.083	-0.037

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
SCIENCE	8	624428	2	B	2	5987	0.4431	0.214	0.1363	0.4414	0.2045	0.0038	0.2551	0.07	-0.2058	0.256	-0.2066	-0.0303
SCIENCE	8	623869	2	C	2	6004	0.5143	0.2068	0.1607	0.5138	0.1176	0.001	0.0217	0.0078	-0.0811	0.0227	0.0507	-0.0341
SCIENCE	8	566168	2	D	2	6000	0.5465	0.1133	0.2228	0.5456	0.1166	0.0017	0.3667	-0.1877	-0.13	0.3674	-0.2116	-0.034
SCIENCE	8	623141	2	D	2	5994	0.5924	0.5908	0.1364	0.1463	0.1238	0.0027	0.2921	0.2936	-0.1359	-0.2557	-0.0152	-0.0453
SCIENCE	8	574820	3	A	2	5998	0.5969	0.1004	0.1687	0.5962	0.1336	0.0012	0.4617	-0.2256	-0.2322	0.4624	-0.208	-0.0393
SCIENCE	8	574821	3	A	2	6002	0.7599	0.0696	0.0684	0.7595	0.1019	0.0005	0.5262	-0.2729	-0.2538	0.5266	-0.3006	-0.0263
SCIENCE	8	617342	3	A	2	5999	0.6804	0.6798	0.186	0.0856	0.0476	0.001	0.4928	0.4936	-0.2673	-0.2868	-0.2108	-0.0366
SCIENCE	8	620988	3	A	2	5996	0.4186	0.2531	0.1709	0.1565	0.418	0.0015	0.4048	-0.0082	-0.2609	-0.2671	0.4049	-0.0232
SCIENCE	8	624855	3	A	2	5972	0.4049	0.145	0.1647	0.4027	0.2821	0.0055	0.205	-0.0541	-0.1666	0.2041	-0.0428	0.0003
SCIENCE	8	624862	3	A	2	5983	0.5529	0.1712	0.5509	0.1206	0.1537	0.0037	0.4419	-0.1436	0.441	-0.2607	-0.2202	-0.0165
SCIENCE	8	300534	3	B	2	5994	0.4771	0.1247	0.1622	0.4763	0.235	0.0018	0.3246	-0.1287	-0.1397	0.3245	-0.159	-0.0153
SCIENCE	8	623146	3	C	2	5997	0.5883	0.232	0.5875	0.1014	0.0778	0.0013	0.4716	-0.2593	0.4717	-0.2575	-0.165	-0.0232
SCIENCE	8	624858	3	C	2	5996	0.5167	0.2012	0.1645	0.5159	0.1169	0.0015	0.4445	-0.1296	-0.2187	0.4451	-0.2742	-0.0335
SCIENCE	8	624859	3	C	2	5993	0.2945	0.2899	0.2017	0.2125	0.2939	0.002	0.2134	-0.0146	-0.1307	-0.091	0.2139	-0.0251
SCIENCE	8	620982	4	A	2	6067	0.4487	0.0412	0.0418	0.468	0.4484	0.0007	0.0508	-0.1487	-0.2114	0.0936	0.0509	-0.0058
SCIENCE	8	624857	4	A	3	6036	0.4612	0.1762	0.2206	0.4586	0.1389	0.0058	0.2168	-0.129	-0.0951	0.2184	-0.0495	-0.0415
SCIENCE	8	624860	4	A	2	6052	0.4114	0.1349	0.3199	0.4101	0.1319	0.0031	0.2002	-0.1494	0.0944	0.2009	-0.2667	-0.0268
SCIENCE	8	630405	4	A	2	6058	0.2389	0.2383	0.1616	0.4008	0.1972	0.0021	0.0852	0.0862	-0.2121	0.1477	-0.0724	-0.048
SCIENCE	8	412459	4	B	2	6067	0.4332	0.4329	0.2145	0.138	0.214	0.0007	0.3298	0.3298	-0.1038	-0.2835	-0.0553	-0.0128
SCIENCE	8	337532	4	C	2	6060	0.7351	0.102	0.7338	0.068	0.0944	0.0018	0.3584	-0.2036	0.3588	-0.2484	-0.1145	-0.0227
SCIENCE	8	624856	4	C	2	6055	0.5833	0.5818	0.1077	0.1501	0.1578	0.0026	0.4858	0.4855	-0.2871	-0.2507	-0.1643	-0.0209
SCIENCE	8	624861	4	C	2	6047	0.4462	0.142	0.2118	0.1978	0.4444	0.004	0.2741	-0.1192	-0.103	-0.1275	0.2752	-0.0359
SCIENCE	8	623149	4	D	2	6059	0.2664	0.0916	0.2659	0.3438	0.2968	0.002	0.1596	-0.0838	0.1601	-0.0467	-0.0507	-0.027
SCIENCE	8	623855	4	D	2	6065	0.4277	0.151	0.4273	0.1784	0.2423	0.001	0.164	-0.0817	0.1646	-0.1849	0.0454	-0.0274
SCIENCE	8	580788	5	A	2	6034	0.7471	0.7462	0.0677	0.1437	0.0412	0.0012	0.4399	0.4415	-0.2514	-0.2159	-0.2593	-0.0498
SCIENCE	8	622823	5	A	2	6032	0.3919	0.1996	0.3913	0.2303	0.1773	0.0015	0.1628	0.0625	0.1635	-0.18	-0.0728	-0.0314
SCIENCE	8	629857	5	A	2	6027	0.4194	0.4185	0.192	0.1786	0.2086	0.0023	0.4235	0.4235	-0.1304	-0.2524	-0.1471	-0.0237
SCIENCE	8	629860	5	A	2	6032	0.3904	0.2614	0.128	0.3898	0.2193	0.0015	0.2782	0.053	-0.2452	0.2787	-0.1837	-0.0323
SCIENCE	8	630325	5	A	2	6031	0.5137	0.1988	0.1688	0.5128	0.1179	0.0017	0.3491	-0.1064	-0.2475	0.3499	-0.1187	-0.0348

Content	Grade	PubID	Form	Stand	Depth	N	PValue	P(A)	P(B)	P(C)	P(D)	P(OMIT)	PtBis	Corr(A)	Corr(B)	Corr(C)	Corr(D)	Corr(OMIT)
SCIENCE	8	617429	5	B	2	6034	0.4403	0.4254	0.4398	0.0958	0.0377	0.0012	0.3319	-0.0673	0.3323	-0.2866	-0.2436	-0.0266
SCIENCE	8	623859	5	B	2	6031	0.4644	0.1347	0.2063	0.4637	0.1937	0.0017	0.2525	-0.1203	-0.0008	0.2527	-0.2121	-0.0206
SCIENCE	8	629856	5	C	2	6018	0.4194	0.315	0.129	0.4178	0.1344	0.0038	0.0444	0.2384	-0.1718	0.0475	-0.2132	-0.0635
SCIENCE	8	629863	5	C	3	6035	0.5099	0.5094	0.1414	0.121	0.2273	0.001	0.4209	0.4212	-0.21	-0.2349	-0.143	-0.0265
SCIENCE	8	301242	5	D	2	6034	0.4924	0.1245	0.4918	0.1945	0.188	0.0012	0.3121	-0.1259	0.3126	-0.1914	-0.0974	-0.0262
SCIENCE	8	303322	6	A	2	6015	0.4564	0.1427	0.4555	0.2101	0.1898	0.002	0.3557	-0.0752	0.3565	-0.2666	-0.1039	-0.0415
SCIENCE	8	629858	6	A	2	5994	0.1867	0.1259	0.2467	0.1857	0.4362	0.0055	-0.2015	-0.1364	0.0718	-0.1992	0.1909	-0.0399
SCIENCE	8	629862	6	A	2	5998	0.4181	0.1082	0.2965	0.4161	0.1744	0.0048	0.2097	-0.067	-0.1276	0.2112	-0.0584	-0.0408
SCIENCE	8	630323	6	A	2	6019	0.2947	0.1999	0.2943	0.2769	0.2275	0.0013	0.1045	0.1255	0.1053	-0.1492	-0.0712	-0.0438
SCIENCE	8	496028	6	B	2	6016	0.5183	0.1818	0.1726	0.5173	0.1264	0.0018	0.4283	-0.1731	-0.2536	0.4289	-0.1511	-0.0351
SCIENCE	8	577935	6	B	2	6019	0.483	0.2653	0.0234	0.2276	0.4823	0.0013	0.2691	0.0177	-0.2114	-0.2609	0.2699	-0.036
SCIENCE	8	629859	6	C	3	6009	0.4673	0.4659	0.2512	0.0835	0.1964	0.003	0.2423	0.2436	-0.2051	-0.1685	0.041	-0.0417
SCIENCE	8	629861	6	C	2	6015	0.2582	0.148	0.1536	0.4387	0.2577	0.002	0.2918	-0.1751	-0.1067	-0.052	0.292	-0.0273
SCIENCE	8	301600	6	D	2	6017	0.5719	0.1414	0.2069	0.5709	0.0791	0.0017	0.2876	-0.1481	-0.0848	0.2893	-0.2039	-0.0532
SCIENCE	8	623848	6	D	2	6013	0.3607	0.1326	0.1357	0.3695	0.3599	0.0023	0.3015	-0.2263	-0.2598	0.0461	0.3017	-0.0274

Evidence-Based Selected-Response Paper/Pencil Item Statistics

Column Heading	Definition
Content	Content Area
Grade	Grade
PubID	Form ID
Form	Form Number
Stand	Standard
Depth	Depth of Knowledge
N	N
Mean	Mean Score
P(0)	Proportion 0 Points
P(1)	Proportion 1 Point
P(2)	Proportion 2 Points
P(3)	Proportion 3 Points
P(INV)	Proportion Invalid Responses
PtBis	Point Biserial
Corr(0)	Correlation 0 Points
Corr(1)	Correlation 1 Point
Corr(2)	Correlation 2 Points
Corr(3)	Correlation 3 Points
Corr(INV)	Correlation Invalid Responses
Final	IRT Difficulty Estimate
Final Err	IRT Difficulty Error
Infit-Z	Infit Z-Standardized
Infit-MS	Infit Mean Square
Outfit-Z	Outfit Z-Standardized
Outfit-MS	Outfit Mean Square
M/F	Male/Female DIF Code
W/B	White/Black DIF Code
W/H	White/Hispanic DIF Code

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	3	578117	0	A-C	3	91458	0.9728	0.3214	0.37	0.2945		0.0141	0.5339	-0.367	-0.1183	0.5319		-0.1182	0.782	0.0239	3.601	1.0433	4.6611	1.065	A+	A+	A+
ELA	3	658531	0	A-C	3	91664	0.9547	0.3314	0.37	0.2866		0.0119	0.5561	-0.424	-0.0444	0.5136		-0.1034	0.6347	0.0244	1.811	1.0215	2.281	1.0303	A+	A+	A+
ELA	3	625449	0	B-K	3	91843	1.4091	0.1339	0.4329	0.3077	0.1156	0.01	0.4835	-0.2074	-0.2762	0.1947	0.3995	-0.1016	0.6769	0.0316	9.9012	1.1547	9.9012	1.1553	A+	A+	A+
ELA	3	663140	0	B-K	3	92057	1.6305	0.1489	0.3191	0.2742	0.2501	0.0077	0.5762	-0.2737	-0.3291	0.0575	0.5334	-0.0669	0.4507	0.0306	9.9012	1.1891	9.9012	1.1989	A-	A-	A-
ELA	3	712859	1	B-C	2	10326	1.3884	0.1432	0.4244	0.3285	0.101	0.003	0.4117	-0.2436	-0.18	0.189	0.2934	-0.0529	0.7153	0.0894	3.8412	1.1588	4.2512	1.1766	A-	A-	A+
ELA	3	712864	1	B-K	3	10287	1.1925	0.2437	0.3147	0.4349		0.0068	0.4663	-0.3322	-0.1804	0.464		-0.0443	0.0985	0.0769	0.011	0.9999	1.7111	1.0768	A-	A-	A-
ELA	3	714215	2	B-C	3	10234	0.9917	0.2306	0.5649	0.1801	0.0211	0.0032	-0.0102	0.0001	0.0244	-0.0283	0.013	-0.0555	1.7151	0.0778	9.9016	1.5627	9.9016	1.5955	A-	A+	A-
ELA	3	714216	2	B-K	2	10235	0.6689	0.5772	0.1726	0.2471		0.0031	0.2223	-0.1024	-0.2187	0.3153		-0.0496	1.1737	0.0717	9.9015	1.4787	9.9018	1.8409	A-	A-	A-
ELA	3	714391	3	B-K	2	10331	1.9775	0.0627	0.2493	0.3327	0.3524	0.0029	0.6448	-0.2826	-0.4399	-0.0106	0.5579	-0.0499	-0.2957	0.1349	-4.9692	0.814	-4.9492	0.8013	A-	B-	A-
ELA	3	714392	3	B-K	3	10300	0.926	0.3616	0.3444	0.2881		0.0059	0.4323	-0.3022	-0.1052	0.4416		-0.063	0.7227	0.0727	3.8911	1.1468	3.4512	1.1517	A-	A+	A-
ELA	3	714240	4	B-K	3	10280	0.9663	0.4274	0.1727	0.394		0.0059	0.3943	-0.2455	-0.2889	0.4789		-0.0436	0.6149	0.0726	5.8912	1.2239	6.3114	1.3743	A-	A-	A-
ELA	3	714243	4	B-K	3	10307	1.2902	0.1568	0.469	0.2959	0.075	0.0033	0.3062	-0.2681	-0.0116	0.1308	0.1775	-0.0553	0.9808	0.0892	6.0913	1.2656	6.2313	1.2709	A-	A-	A+
ELA	3	716220	5	B-K	2	10257	0.8856	0.4339	0.2407	0.3201		0.0053	0.3966	-0.2223	-0.2698	0.4922		-0.0564	0.8318	0.0714	5.8812	1.222	6.1313	1.3191	A-	A-	A-
ELA	3	716222	5	B-K	3	10271	1.4094	0.1779	0.3828	0.2852	0.1502	0.004	0.4026	-0.198	-0.1969	0.0994	0.3655	-0.0648	0.7371	0.0885	6.2313	1.2584	6.3113	1.2652	A-	A-	A-
ELA	3	710676	6	A-K	1	10213	1.2758	0.1321	0.4556	0.4062		0.0061	0.5195	-0.4284	-0.1177	0.4235		-0.0557	-0.207	0.0984	-2.5991	0.9052	-1.5691	0.9383	A-	A-	A-
ELA	3	710677	6	A-K	3	10245	2.1381	0.0605	0.1642	0.3494	0.4229	0.003	0.6119	-0.2752	-0.4105	-0.0956	0.5394	-0.0587	-0.4638	0.1391	-4.0492	0.8369	-3.7292	0.8351	A-	A-	A-
ELA	3	711178	7	A-K	3	10216	1.014	0.3645	0.2527	0.3785		0.0043	0.5547	-0.4226	-0.1542	0.5636		-0.0451	0.5517	0.0748	-1.169	0.9566	-0.849	0.9568	A-	A-	A-
ELA	3	711637	7	A-K	2	10227	1.3196	0.1531	0.4712	0.2731	0.0993	0.0032	0.4841	-0.3097	-0.1649	0.214	0.3417	-0.0655	0.9203	0.0909	-0.059	0.9971	0.311	1.0121	A+	A-	A+
ELA	3	712851	8	A-K	3	10256	0.8016	0.3482	0.4973	0.1505		0.004	0.36	-0.3334	0.1568	0.2345		-0.0541	1.1334	0.0708	4.8412	1.1905	5.1612	1.2047	A-	A-	A-
ELA	3	712853	8	A-K	2	10261	1.9695	0.0844	0.1945	0.3847	0.3329	0.0035	0.6331	-0.3062	-0.4297	0.0199	0.5241	-0.0253	-0.1677	0.1181	-5.3392	0.7981	-4.8092	0.8083	A-	A-	A-
ELA	3	712052	9	A-K	3	10252	0.9676	0.3733	0.2812	0.3411		0.0044	0.5354	-0.3845	-0.1658	0.5576		-0.0582	0.6739	0.0723	-0.829	0.9703	-0.069	0.9962	A+	A+	A+
ELA	3	712054	9	A-K	3	10242	1.7587	0.1024	0.3021	0.3233	0.2669	0.0053	0.5753	-0.2652	-0.3702	0.0729	0.495	-0.0368	0.1467	0.1064	-0.649	0.9746	-0.819	0.9667	A-	A-	A-
ELA	4	658466	0	A-K	2	90863	1.7744	0.1434	0.2348	0.3205	0.297	0.0042	0.607	-0.2694	-0.4302	0.0681	0.545	-0.0624	0.1219	0.029	9.9013	1.2635	9.9013	1.3097	A-	A-	A-
ELA	4	661072	0	A-K	3	90796	1.6626	0.1658	0.2405	0.3525	0.2363	0.005	0.6298	-0.384	-0.3344	0.1869	0.4788	-0.0992	0.2958	0.0272	9.9012	1.1655	9.9012	1.2002	A+	A+	A+
ELA	4	661076	0	A-K	2	90754	1.1651	0.2613	0.3078	0.4255		0.0054	0.4515	-0.272	-0.2581	0.4977		-0.1015	0.1435	0.023	9.9013	1.3274	9.9017	1.6657	A+	A+	A+
ELA	4	493329	0	B-C	3	90498	0.7945	0.4165	0.3625	0.2128		0.0082	0.4356	-0.3337	0.0193	0.4023		-0.1042	0.9668	0.0206	9.9012	1.2434	9.9014	1.4322	A-	A+	A+
ELA	4	493331	0	B-K	3	90543	1.7864	0.0945	0.2345	0.4518	0.2115	0.0077	0.6633	-0.3407	-0.4391	0.2035	0.4739	-0.1042	-0.1618	0.0343	-2.279	0.9736	1.241	1.015	A-	A-	A+
ELA	4	658455	0	B-K	3	90897	0.9498	0.3683	0.3095	0.3183		0.0038	0.5682	-0.4257	-0.1123	0.5631		-0.0811	0.7174	0.0211	9.9011	1.1337	9.9012	1.2426	A+	A+	A+
ELA	4	711623	1	A-K	3	10162	0.6982	0.5534	0.1917	0.2524		0.0026	0.1951	-0.0676	-0.2414	0.3004		-0.0361	1.0289	0.0632	9.9017	1.7287	9.9022	2.2099	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	4	711625	1	A-K	2	10174	1.2788	0.2346	0.3344	0.3462	0.0834	0.0014	0.4146	-0.2717	-0.1801	0.293	0.2254	-0.0442	0.9503	0.0686	9.2713	1.3441	9.8914	1.3787	A+	A-	A-
ELA	4	705619	2	A-K	3	10091	1.4344	0.1468	0.4184	0.2825	0.1486	0.0037	0.3641	-0.1806	-0.1602	0.0534	0.345	-0.0626	0.5359	0.0813	9.9015	1.4738	9.9015	1.5141	A+	A-	A+
ELA	4	705622	2	A-K	2	10102	0.8874	0.3791	0.3514	0.2669		0.0026	0.4091	-0.2941	-0.0774	0.4111		-0.0438	0.7485	0.0627	7.7013	1.2625	8.6114	1.3556	A+	A+	A+
ELA	4	710732	3	A-K	3	10087	0.9212	0.3893	0.2972	0.3107		0.0028	0.4148	-0.3072	-0.0909	0.4203		-0.0611	0.696	0.0633	7.0312	1.2351	7.7613	1.3394	A+	A+	A+
ELA	4	710737	3	A-K	2	10100	1.5759	0.0801	0.3499	0.482	0.0866	0.0015	0.359	-0.2875	-0.1609	0.2371	0.1369	-0.0573	0.4193	0.1077	5.1312	1.1933	4.8412	1.1837	A+	A+	A-
ELA	4	710765	4	A-K	3	10028	0.9435	0.3617	0.3294	0.3053		0.0036	0.4783	-0.3595	-0.083	0.4676		-0.0604	0.6355	0.0638	5.6612	1.1886	6.3413	1.2776	A-	A+	A-
ELA	4	710767	4	A-K	2	10051	1.6216	0.1395	0.3475	0.2631	0.2486	0.0013	0.5751	-0.3182	-0.2785	0.0458	0.5183	-0.0366	0.2488	0.0839	3.5111	1.1218	4.0612	1.1631	A-	A-	A-
ELA	4	716105	5	A-K	3	10134	1.9888	0.0743	0.1946	0.3958	0.332	0.0033	0.5684	-0.3153	-0.3581	0.0415	0.4403	-0.0558	-0.3307	0.1116	0.521	1.0181	2.5611	1.0987	A+	A-	A-
ELA	4	716110	5	A-K	2	10146	0.9187	0.3507	0.3776	0.2696		0.0022	0.3817	-0.289	-0.0428	0.3616		-0.0389	0.7127	0.0646	9.5013	1.3286	9.9015	1.4756	A+	A+	A+
ELA	4	715107	6	B-K	3	10097	0.5907	0.5953	0.214	0.1873		0.0034	0.0635	0.0538	-0.2399	0.192		-0.0514	1.3888	0.0628	9.9019	1.8577	9.9027	2.6821	A+	A+	A+
ELA	4	715110	6	B-K	2	10117	1.9791	0.0576	0.1614	0.5237	0.2558	0.0014	0.5381	-0.2628	-0.4265	0.133	0.3506	-0.0337	-0.346	0.119	-2.2191	0.9194	-1.5991	0.941	A+	A-	A-
ELA	4	712025	7	B-C	2	10121	1.5269	0.163	0.3473	0.2874	0.2009	0.0014	0.5184	-0.2296	-0.3255	0.119	0.4661	-0.0212	0.4533	0.0799	6.7212	1.2423	7.2613	1.2758	A+	A-	A+
ELA	4	712029	7	B-K	3	10060	1.0052	0.2819	0.4237	0.287		0.0074	0.5007	-0.3734	-0.0764	0.4599		-0.027	0.4973	0.0667	3.3211	1.1075	5.0012	1.1801	A+	A+	A+
ELA	4	711551	8	B-C	2	10128	1.6208	0.1431	0.2716	0.4021	0.1798	0.0034	0.4207	-0.2146	-0.2456	0.1094	0.3469	-0.0413	0.3965	0.0861	9.9014	1.3909	9.9014	1.435	A+	A-	A-
ELA	4	711547	8	B-K	3	10142	1.3354	0.1636	0.3359	0.4984		0.0021	0.5051	-0.3765	-0.2005	0.4706		-0.0285	-0.3014	0.0817	0.751	1.0252	3.3212	1.1616	A-	A+	A+
ELA	4	716097	9	B-C	3	10100	1.7776	0.1199	0.2198	0.4163	0.2385	0.0055	0.6204	-0.3663	-0.3592	0.151	0.4594	-0.0329	0.1123	0.0909	-2.5191	0.916	-2.2091	0.9222	A-	A-	A-
ELA	4	716094	9	B-K	3	10130	0.8325	0.3337	0.4971	0.1666		0.0026	0.4177	-0.3696	0.1297	0.2999		-0.0452	1.032	0.0621	2.4811	1.0808	2.8411	1.0954	A-	A-	A-
ELA	5	566398	0	A-C	3	87866	1.533	0.1249	0.38	0.3273	0.1644	0.0034	0.5735	-0.293	-0.3426	0.2357	0.424	-0.0795	0.2862	0.0292	9.9012	1.153	9.9012	1.1943	A-	A-	A-
ELA	5	566390	0	A-K	3	87802	1.1588	0.2561	0.3255	0.4143		0.0041	0.5432	-0.3832	-0.2043	0.544		-0.0783	0.1248	0.0232	9.9012	1.1554	9.9013	1.2979	A+	A+	A+
ELA	5	661096	0	A-K	3	87941	1.8178	0.0934	0.2468	0.4054	0.2519	0.0025	0.6015	-0.3727	-0.3429	0.151	0.4252	-0.0485	0.3416	0.03	9.9012	1.2114	9.9012	1.2168	A+	A-	A-
ELA	5	659284	0	B-C	2	87948	1.2144	0.2307	0.3223	0.4445		0.0024	0.6265	-0.4561	-0.2334	0.6123		-0.0621	-0.1121	0.0246	-3.079	0.9668	0.221	1.0032	A-	A+	A+
ELA	5	653722	0	B-K	3	87696	1.1282	0.285	0.2971	0.4125		0.0053	0.6867	-0.509	-0.2166	0.6803		-0.0846	-0.1896	0.0249	9.9011	1.1201	6.2311	1.101	A-	A+	A+
ELA	5	659208	0	B-K	3	88007	1.6195	0.089	0.358	0.395	0.1562	0.0018	0.5996	-0.3407	-0.3529	0.2498	0.4022	-0.0462	0.3249	0.032	7.0511	1.0817	7.5911	1.0884	A-	A+	A+
ELA	5	710842	1	B-K	3	9857	1.518	0.104	0.3638	0.4396	0.0907	0.0018	0.4368	-0.2956	-0.219	0.2726	0.2157	-0.0387	0.5009	0.0873	5.3312	1.1947	5.8212	1.2152	A+	A-	A-
ELA	5	710846	1	B-K	3	9835	1.3234	0.1086	0.4567	0.4307		0.0041	0.4902	-0.4	-0.1435	0.4016		-0.0468	-0.4678	0.0835	-0.169	0.9942	1.8411	1.069	A+	A-	A-
ELA	5	714366	2	B-K	3	9819	1.0049	0.2773	0.4728	0.2136	0.0343	0.002	0.1799	-0.0787	-0.0883	0.1312	0.1468	-0.0257	1.5524	0.0663	9.9015	1.5312	9.9016	1.5862	A-	A-	A-
ELA	5	714367	2	B-K	3	9818	0.901	0.3161	0.4645	0.2173		0.0021	0.3654	-0.2877	0.0085	0.3161		-0.0182	0.7695	0.0635	6.5612	1.2198	7.4213	1.2667	A+	A+	A-
ELA	5	712920	3	B-K	3	9762	0.8745	0.4532	0.2173	0.3279		0.0015	0.2745	-0.1277	-0.2713	0.3754		-0.0198	0.7897	0.0624	9.9016	1.6125	9.9021	2.146	A-	A-	A-
ELA	5	712942	3	B-K	3	9717	1.355	0.1545	0.396	0.3792	0.0641	0.0061	0.4912	-0.2945	-0.2501	0.3552	0.2479	-0.0552	0.9547	0.0783	4.1911	1.1481	4.3812	1.1563	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	5	712115	4	B-K	3	9739	1.0151	0.3259	0.3282	0.341		0.0049	0.4197	-0.3123	-0.0975	0.4117		-0.0427	0.4521	0.065	5.8812	1.191	6.9213	1.2822	A+	A+	A+
ELA	5	712116	4	B-K	3	9776	1.1513	0.3245	0.3366	0.2	0.1378	0.0011	0.3483	-0.1623	-0.1708	0.0876	0.3571	-0.0422	1.0158	0.0651	9.9016	1.5743	9.9017	1.6775	B-	A-	A-
ELA	5	711532	5	B-C	3	9689	1.7297	0.1162	0.2721	0.3719	0.2354	0.0043	0.5444	-0.299	-0.3088	0.1062	0.436	-0.0462	0.0873	0.0883	4.1511	1.1449	4.6112	1.1662	A-	A-	A-
ELA	5	711533	5	B-K	3	9714	1.1002	0.3286	0.241	0.4286		0.0017	0.4932	-0.3478	-0.2298	0.5308		-0.0257	0.2028	0.0657	4.0111	1.1313	3.7712	1.1771	A-	A+	A-
ELA	5	712252	6	A-K	3	9765	0.6799	0.5466	0.2251	0.2269		0.0013	0.2246	-0.113	-0.1684	0.3041		-0.0212	1.2632	0.062	9.9015	1.536	9.902	1.9517	A-	A-	A-
ELA	5	712254	6	A-K	3	9760	2.0422	0.0906	0.1857	0.3127	0.4091	0.0018	0.5436	-0.274	-0.3096	-0.1126	0.5145	-0.0405	-0.3522	0.1047	2.8811	1.107	3.6012	1.1596	A+	A-	A-
ELA	5	711324	7	A-K	3	9764	1.0807	0.3123	0.2933	0.3929		0.0014	0.4828	-0.359	-0.1516	0.4847		-0.0348	0.3507	0.0667	5.9812	1.2013	8.1414	1.4107	A+	A-	A-
ELA	5	711736	7	A-K	3	9757	1.911	0.1055	0.1838	0.4024	0.3061	0.0021	0.5878	-0.3115	-0.3632	0.0241	0.4904	-0.0316	-0.1286	0.098	0.321	1.0111	1.3311	1.0518	A-	A-	A-
ELA	5	712269	8	A-C	3	9790	1.3324	0.1686	0.329	0.5002		0.0023	0.4701	-0.4182	-0.0761	0.3895		-0.0505	-0.2772	0.0789	2.7911	1.0957	4.9712	1.232	B+	A+	A+
ELA	5	712268	8	A-K	3	9803	1.9696	0.0583	0.1853	0.4839	0.2715	0.001	0.6187	-0.2864	-0.4509	0.08	0.4576	-0.0396	-0.2959	0.1195	-3.6091	0.8748	-3.1791	0.889	A+	A-	A-
ELA	5	714837	9	A-K	3	9763	0.9951	0.3584	0.2858	0.3535		0.0024	0.3758	-0.2773	-0.1058	0.3838		-0.0557	0.5713	0.0646	9.9014	1.3946	9.9016	1.5653	A+	A+	A+
ELA	5	715160	9	A-K	3	9775	1.0054	0.2934	0.4577	0.1968	0.051	0.0011	-0.0399	0.0592	-0.0005	-0.1103	0.0856	-0.0501	1.4563	0.0656	9.902	2.041	9.9022	2.23	A+	A-	A-
ELA	6	662365	0	A-C	3	81031	0.9445	0.3502	0.351	0.2949		0.0039	0.4375	-0.3253	-0.0694	0.4242		-0.082	1.0592	0.0204	9.9013	1.3141	9.9014	1.4333	A+	A+	A+
ELA	6	623048	0	A-K	2	81140	1.7802	0.1297	0.2261	0.3755	0.2662	0.0026	0.5859	-0.3347	-0.3135	0.0605	0.4908	-0.051	0.5908	0.0269	9.9012	1.1766	9.9012	1.1896	A-	A-	A-
ELA	6	662381	0	A-K	3	81053	1.3312	0.2502	0.2365	0.439	0.0706	0.0037	0.4866	-0.2746	-0.3177	0.3735	0.2873	-0.0831	1.1321	0.0232	9.9012	1.22	9.9013	1.3067	A+	A-	A-
ELA	6	495086	0	B-C	3	80976	1.228	0.187	0.47	0.2628	0.0756	0.0046	0.4774	-0.3038	-0.119	0.1972	0.3661	-0.0842	1.0759	0.0256	9.9012	1.1955	9.9012	1.2108	A-	A-	A+
ELA	6	500480	0	B-K	3	81028	1.1729	0.2458	0.3322	0.418		0.004	0.6475	-0.4511	-0.255	0.6485		-0.0874	0.2809	0.0235	-4.509	0.9536	-5.5791	0.9273	A-	A+	A+
ELA	6	625494	0	B-K	3	81162	0.8566	0.3508	0.4392	0.2077		0.0023	0.4706	-0.3171	-0.0773	0.4747		-0.0599	1.2488	0.0202	9.9012	1.2075	9.9012	1.2415	A-	A+	A+
ELA	6	716061	1	B-K	3	9102	0.7054	0.3986	0.4938	0.1048		0.0028	0.3278	-0.2861	0.1426	0.2304		-0.0335	1.6637	0.0587	3.3311	1.1129	4.5712	1.1647	A+	A-	A-
ELA	6	716063	1	B-K	3	9122	1.4417	0.1994	0.3352	0.2887	0.1761	0.0007	0.4623	-0.2448	-0.2476	0.1476	0.3898	-0.0253	0.838	0.0717	5.7712	1.204	5.9912	1.2184	A+	A-	A-
ELA	6	714352	2	B-K	3	8947	1.7989	0.1807	0.1933	0.2706	0.3538	0.0017	0.5655	-0.2934	-0.3614	0.0024	0.5371	-0.0569	0.3807	0.0772	2.2711	1.0794	4.6512	1.2101	A+	A-	A-
ELA	6	714356	2	B-K	3	8948	0.713	0.4411	0.4028	0.1545		0.0016	0.2851	-0.1889	-0.0291	0.3034		-0.0405	1.5473	0.0586	8.9613	1.3172	9.4714	1.3876	A+	A-	A-
ELA	6	710774	3	B-K	3	9045	1.0685	0.318	0.2946	0.3865		0.001	0.379	-0.2608	-0.1596	0.401		-0.0351	0.6839	0.064	9.4613	1.3126	9.9015	1.5171	A-	A-	A-
ELA	6	710777	3	B-K	3	9023	1.2883	0.2078	0.4048	0.273	0.111	0.0034	0.4076	-0.235	-0.1598	0.1626	0.3278	-0.0283	1.1553	0.0707	8.4213	1.3115	9.4114	1.3565	A-	A-	A-
ELA	6	711232	4	B-C	3	9015	1.6874	0.0737	0.353	0.3837	0.1882	0.0014	0.4759	-0.221	-0.3221	0.1548	0.3538	-0.0512	0.3463	0.1063	3.7411	1.1311	3.7311	1.1317	A+	A-	A-
ELA	6	711240	4	B-K	3	9018	0.9101	0.4078	0.273	0.318		0.0011	0.5308	-0.3976	-0.1295	0.5452		-0.0239	0.9128	0.0623	0.881	1.0271	2.2111	1.096	A-	A-	A-
ELA	6	712931	5	A-K	3	9031	1.326	0.1649	0.3426	0.4902		0.0023	0.4456	-0.3947	-0.0737	0.3676		-0.0491	0.0016	0.0776	1.271	1.0415	2.5911	1.1077	A+	A-	A+
ELA	6	712933	5	A-K	3	9042	1.5149	0.0995	0.4055	0.3737	0.1201	0.0011	0.4848	-0.2942	-0.2151	0.1553	0.3683	-0.0344	0.7379	0.0905	2.2711	1.0786	2.7011	1.0939	A-	A-	A-
ELA	6	711300	6	A-K	3	9049	1.3272	0.1132	0.4923	0.3453	0.0472	0.002	0.3162	-0.2671	-0.0598	0.1778	0.1493	-0.0381	1.1811	0.0876	5.6012	1.2086	5.8112	1.2162	A+	A+	A+

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	6	711302	6	A-K	2	9059	1.2215	0.2006	0.3765	0.422		0.0009	0.4488	-0.4071	-0.0265	0.3577		-0.0271	0.2852	0.0725	3.1211	1.1016	4.5612	1.1803	A+	A-	A+
ELA	6	720002	7	A-K	3	9007	1.2987	0.1957	0.309	0.4939		0.0014	0.4747	-0.3244	-0.2355	0.4782		-0.0412	0.1761	0.0734	1.8711	1.0616	3.1711	1.1413	A-	A+	A-
ELA	6	720006	7	A-K	3	9000	1.3309	0.1483	0.449	0.3224	0.078	0.0022	0.4868	-0.3217	-0.1789	0.2678	0.298	-0.0388	1.1347	0.0799	2.6811	1.0939	3.2311	1.1135	A+	A-	A-
ELA	6	716089	8	A-C	3	8992	1.2216	0.171	0.4851	0.2915	0.0504	0.002	0.2807	-0.1669	-0.1122	0.1828	0.1695	-0.0271	1.3662	0.0738	8.5713	1.3251	8.6913	1.3275	B+	A-	A-
ELA	6	716088	8	A-K	3	8998	1.0048	0.2705	0.4529	0.2752		0.0013	0.4437	-0.3902	0.0422	0.3447		-0.0453	0.7829	0.0645	0.191	1.0054	0.961	1.0308	A+	A-	A-
ELA	6	710832	9	A-C	3	8995	1.9782	0.1133	0.2174	0.2432	0.4222	0.004	0.6455	-0.3727	-0.3558	-0.0481	0.5854	-0.058	0.0595	0.0939	-2.2291	0.9229	-1.1991	0.9445	A+	A+	A-
ELA	6	710628	9	A-K	3	9020	1.3425	0.1875	0.2818	0.5295		0.0012	0.4694	-0.2509	-0.3706	0.5316		-0.0203	0.0719	0.0751	3.4611	1.1192	6.4814	1.3513	A+	A+	A-
ELA	7	661104	0	A-C	2	80529	0.9749	0.2962	0.4297	0.2711		0.003	0.5551	-0.4348	-0.0337	0.4909		-0.0547	0.7958	0.0214	6.1411	1.0653	9.6611	1.1135	A+	A+	A+
ELA	7	495927	0	A-K	3	80519	0.6589	0.5329	0.271	0.1929		0.0032	0.4699	-0.3407	-0.0451	0.4923		-0.0758	1.5249	0.0206	9.9012	1.2301	9.9016	1.5907	A+	A+	A+
ELA	7	661106	0	A-K	2	80575	1.8682	0.1197	0.193	0.3839	0.301	0.0025	0.6752	-0.3582	-0.4001	0.019	0.5837	-0.0556	0.0424	0.0307	-0.049	0.9994	1.231	1.0159	A+	A+	A+
ELA	7	662347	0	B-C	2	80628	1.7748	0.1314	0.1978	0.4332	0.2358	0.0018	0.647	-0.3562	-0.3772	0.0989	0.5277	-0.0565	0.2679	0.029	3.341	1.0384	4.8311	1.0589	A-	A+	A+
ELA	7	625091	0	B-K	3	80482	1.6008	0.1059	0.366	0.3442	0.1802	0.0036	0.6077	-0.3574	-0.3025	0.1742	0.4621	-0.0773	0.1402	0.0334	9.9011	1.1184	9.9012	1.1965	A+	A-	A-
ELA	7	662350	0	B-K	2	80607	0.8817	0.4133	0.2894	0.2952		0.0021	0.5532	-0.4662	0.0039	0.5047		-0.0528	1.0902	0.0207	9.9012	1.1656	9.9013	1.3352	A-	A+	A+
ELA	7	706311	1	B-K	3	9088	1.4408	0.1615	0.3213	0.4305	0.0856	0.0011	0.429	-0.2302	-0.2711	0.2819	0.2589	-0.0219	0.9349	0.0757	8.6613	1.3176	9.4914	1.3615	A+	A+	A+
ELA	7	706313	1	B-K	3	9090	0.9853	0.35	0.3139	0.3352		0.0009	0.4095	-0.3133	-0.0838	0.4009		-0.0306	0.5104	0.0641	9.6713	1.3389	9.9014	1.4486	A+	A-	A-
ELA	7	710649	2	B-K	3	8931	1.3989	0.1294	0.4178	0.375	0.0764	0.0015	0.4826	-0.2648	-0.3019	0.3666	0.2318	-0.0343	0.9141	0.0845	2.9511	1.1042	2.7411	1.0958	A+	A-	A-
ELA	7	710651	2	B-K	3	8935	0.727	0.5247	0.2223	0.252		0.001	0.139	0.0179	-0.3212	0.2884		-0.0181	1.303	0.0627	9.902	1.9738	9.9026	2.5918	A-	A-	A-
ELA	7	711168	3	B-K	3	8949	1.7501	0.1222	0.3041	0.2734	0.299	0.0013	0.5069	-0.2029	-0.3176	-0.0473	0.5124	-0.0252	0.2821	0.0859	9.0413	1.3363	9.6714	1.4168	A-	A-	A-
ELA	7	711169	3	B-K	3	8940	1.0999	0.3737	0.1505	0.4734		0.0023	0.5309	-0.3839	-0.3115	0.5996		-0.0462	0.5441	0.0664	4.4312	1.1547	6.2514	1.4381	A+	A-	A+
ELA	7	716186	4	B-K	3	8944	2.032	0.1121	0.1541	0.3223	0.4103	0.0012	0.6181	-0.315	-0.4311	-0.0214	0.542	-0.044	-0.0695	0.0929	-1.039	0.9618	-0.779	0.9644	A-	A-	A-
ELA	7	716189	4	B-K	3	8944	1.251	0.2983	0.1515	0.549		0.0012	0.3501	-0.2358	-0.2595	0.4064		-0.0373	0.2664	0.0693	9.5114	1.3647	9.902	2.0451	A+	A+	A+
ELA	7	712946	5	B-C	3	8944	1.3001	0.1963	0.3863	0.3321	0.0815	0.0038	0.401	-0.2312	-0.1964	0.2566	0.2521	-0.0394	1.1586	0.0741	9.9015	1.4635	9.9015	1.495	A+	A-	A+
ELA	7	712951	5	B-K	2	8969	0.9405	0.3101	0.4383	0.2506		0.001	0.3368	-0.2804	0.0182	0.2801		-0.0226	0.9646	0.0632	9.9014	1.3766	9.9015	1.4491	A-	A+	A-
ELA	7	712288	6	A-C	3	8888	1.1945	0.1985	0.476	0.2531	0.0697	0.0027	0.2497	-0.1863	0.0117	0.0204	0.2448	-0.0531	1.3176	0.0728	9.9015	1.5002	9.9015	1.5378	A+	A-	A-
ELA	7	712293	6	A-K	3	8901	1.1338	0.3357	0.1937	0.4694		0.0012	0.2728	-0.1546	-0.2408	0.3384		-0.0214	0.4537	0.0668	9.9016	1.6053	9.9023	2.323	A+	A+	A-
ELA	7	713172	7	A-C	3	8962	1.3872	0.131	0.4401	0.3378	0.0899	0.0011	0.3718	-0.2689	-0.0977	0.1372	0.2635	-0.0309	0.974	0.0826	7.5913	1.2845	8.1913	1.3076	A+	A-	A-
ELA	7	713176	7	A-K	3	8963	1.5173	0.1418	0.1986	0.6586		0.001	0.5554	-0.4213	-0.2779	0.5457		-0.0292	-0.3987	0.0818	-2.6291	0.9066	-0.529	0.9636	A+	A+	A-
ELA	7	714441	8	A-C	2	8979	1.7904	0.0677	0.1625	0.6807	0.0884	0.0008	0.4249	-0.2696	-0.2957	0.2772	0.1714	-0.0393	0.412	0.1123	-0.129	0.994	-0.819	0.9605	A+	A-	A-
ELA	7	714440	8	A-K	3	8969	0.9845	0.1378	0.738	0.1223		0.0019	0.1788	-0.2763	0.2299	-0.013		-0.037	0.7809	0.0804	7.6013	1.3373	7.2213	1.3402	A+	A+	A-

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	7	714872	9	A-C	2	8954	1.7387	0.0978	0.2409	0.484	0.1756	0.0017	0.4482	-0.2274	-0.2615	0.0882	0.3607	-0.0467	0.3539	0.0944	3.7311	1.1347	4.5412	1.1676	A+	A+	A+
ELA	7	714871	9	A-K	3	8947	1.0586	0.3644	0.2104	0.4228		0.0025	0.231	-0.127	-0.1956	0.2896		-0.0445	0.6009	0.0645	9.9017	1.7143	9.9023	2.3171	A+	A+	A+
ELA	8	625573	0	A-C	2	82143	1.1455	0.2596	0.3328	0.4046		0.0029	0.5525	-0.4276	-0.1347	0.5189		-0.0695	0.001	0.0237	9.9012	1.1797	9.9013	1.2979	A-	A+	A+
ELA	8	624740	0	A-K	2	82244	1.8653	0.0936	0.2372	0.3774	0.2901	0.0017	0.6427	-0.3669	-0.3947	0.1147	0.4874	-0.0481	-0.1587	0.0322	0.631	1.0072	5.8411	1.0749	A+	A-	A-
ELA	8	624821	0	A-K	2	82198	1.1712	0.1761	0.4747	0.3469		0.0023	0.483	-0.4718	0.0463	0.3348		-0.0572	0.0971	0.0247	9.9011	1.1127	9.9012	1.1671	A+	A+	A+
ELA	8	625572	0	A-K	3	82164	1.5638	0.1184	0.3447	0.3876	0.1465	0.0027	0.596	-0.3713	-0.3077	0.2753	0.383	-0.0652	0.2114	0.0312	9.9011	1.1221	9.9012	1.1703	A-	A-	A+
ELA	8	495121	0	B-K	3	82169	1.3985	0.1711	0.2576	0.5686		0.0026	0.6328	-0.5066	-0.2225	0.5887		-0.0668	-0.3283	0.0254	-9.8991	0.877	-5.8291	0.8935	A+	A+	A+
ELA	8	661129	0	B-K	2	82295	1.7081	0.1745	0.2163	0.3342	0.2738	0.0011	0.6636	-0.4121	-0.3296	0.0993	0.5537	-0.0494	0.1461	0.027	7.3311	1.0865	9.9011	1.1392	A-	A-	A-
ELA	8	712076	1	A-K	3	9186	2.1347	0.0521	0.101	0.5058	0.3395	0.0017	0.5662	-0.2928	-0.3476	-0.0858	0.4527	-0.0412	-0.6203	0.1136	-2.3891	0.9138	-2.4091	0.9116	A+	A-	A-
ELA	8	712078	1	A-K	3	9198	1.5334	0.1114	0.2436	0.6445		0.0004	0.4618	-0.4022	-0.149	0.3979		0.0019	-0.7645	0.0834	-1.159	0.9575	1.5411	1.0935	A+	A+	A+
ELA	8	712990	2	A-C	3	9155	1.6369	0.0734	0.2875	0.5674	0.0713	0.0004	0.4738	-0.318	-0.2738	0.3129	0.202	-0.0097	0.3801	0.1095	3.5611	1.1389	3.0211	1.1237	A+	A-	A-
ELA	8	712989	2	A-K	3	9143	1.3955	0.1524	0.2986	0.5472		0.0017	0.5593	-0.4575	-0.178	0.4982		-0.0507	-0.4726	0.0834	-1.8791	0.9341	-0.129	0.9925	A+	A+	A+
ELA	8	715211	3	A-C	3	9158	1.1984	0.2192	0.3626	0.4175		0.0008	0.3158	-0.2399	-0.0939	0.2935		-0.0131	-0.0008	0.0732	9.9014	1.3908	9.9016	1.5953	A-	A+	A+
ELA	8	715085	3	A-K	3	9149	1.5191	0.0922	0.4527	0.2963	0.157	0.0017	0.4889	-0.3258	-0.2049	0.1471	0.3594	-0.0394	0.3439	0.0956	3.6211	1.128	4.5112	1.1681	A+	A+	A-
ELA	8	713005	4	A-K	3	9101	1.4619	0.1862	0.1646	0.6471		0.0021	0.4964	-0.3656	-0.282	0.5211		-0.0473	-0.4591	0.0777	4.4412	1.1769	6.3516	1.5785	A+	A+	A+
ELA	8	713008	4	A-K	3	9114	2.1041	0.0596	0.1816	0.3532	0.4049	0.0007	0.6516	-0.3321	-0.4099	-0.0731	0.5548	-0.0297	-0.5743	0.1157	-4.5492	0.8446	-2.9991	0.8753	A+	A-	A-
ELA	8	713199	5	A-K	3	9173	1.1905	0.2063	0.4653	0.2546	0.0708	0.003	0.4747	-0.2778	-0.1831	0.285	0.3167	-0.0292	1.0906	0.0714	1.5311	1.0534	2.4911	1.0877	A+	A-	A-
ELA	8	713201	5	A-K	2	9194	0.7218	0.4246	0.428	0.1466		0.0008	0.2189	-0.1677	0.0269	0.1995		-0.0355	1.2364	0.06	9.9015	1.4629	9.9016	1.6053	A+	A+	A+
ELA	8	713189	6	B-K	3	9107	1.9727	0.0498	0.1616	0.5544	0.2339	0.0002	0.4763	-0.293	-0.2923	0.0804	0.3115	-0.0303	-0.3906	0.1255	0.931	1.0345	1.6711	1.0634	A+	A-	A-
ELA	8	713191	6	B-K	3	9094	1.1851	0.3028	0.208	0.4875		0.0016	0.4487	-0.313	-0.2481	0.4923		-0.0376	0.1242	0.0687	6.2412	1.2244	7.3715	1.463	A-	A-	A-
ELA	8	714400	7	B-C	3	9165	1.5733	0.0901	0.382	0.3907	0.136	0.0011	0.4352	-0.3047	-0.17	0.1319	0.3084	-0.0065	0.2923	0.099	6.8613	1.2526	7.2513	1.2678	A+	A-	A-
ELA	8	714402	7	B-K	3	9168	1.4902	0.185	0.1395	0.6748		0.0008	0.4983	-0.4028	-0.2266	0.5039		-0.041	-0.5133	0.0792	2.7511	1.1096	3.5013	1.3138	A+	A+	A+
ELA	8	710662	8	B-K	3	9124	1.3151	0.2384	0.2078	0.5533		0.0005	0.4532	-0.2731	-0.3542	0.5242		-0.0219	-0.1823	0.0724	5.1812	1.1879	7.9616	1.5547	A-	A-	A-
ELA	8	710689	8	B-K	3	9111	1.2314	0.3105	0.3158	0.2019	0.1698	0.002	0.361	-0.1607	-0.1663	-0.0156	0.4218	-0.0098	0.8542	0.0664	9.9015	1.5429	9.9017	1.7004	A+	A+	A-
ELA	8	712088	9	B-C	3	9114	1.6919	0.0945	0.1188	0.7855		0.0012	0.5194	-0.365	-0.3552	0.5433		-0.0381	-1.1351	0.1014	-5.3992	0.7542	-1.9292	0.7955	A+	A+	A+
ELA	8	712089	9	B-K	3	9117	1.7393	0.2873	0.1163	0.165	0.4305	0.0009	0.432	-0.1799	-0.4093	-0.1156	0.5178	-0.0278	0.26	0.0733	9.9018	1.803	9.9029	2.9324	A-	A-	A-

Evidence-Based Selected-Response Computer-Based Item Statistics

Column Heading	Definition
Content	Content Area
Grade	Grade
PubID	Form ID
Form	Form Number
Stand	Standard
Depth	Depth of Knowledge
N	N
Mean	Mean Score
P(0)	Proportion 0 Points
P(1)	Proportion 1 Point
P(2)	Proportion 2 Points
P(3)	Proportion 3 Points
P(INV)	Proportion Invalid Responses
PtBis	Point Biserial
Corr(0)	Correlation 0 Points
Corr(1)	Correlation 1 Point
Corr(2)	Correlation 2 Points
Corr(3)	Correlation 3 Points
Corr(INV)	Correlation Invalid Responses

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)
ELA	3	578117	0	A-C	3	24216	0.9434	0.3308	0.3941	0.2742		0.0009	0.5269	-0.3807	-0.0999	0.5136		-0.0382
ELA	3	658531	0	A-C	3	24225	0.9282	0.3181	0.4351	0.2463		0.0005	0.4721	-0.3519	-0.0495	0.4385		-0.0233
ELA	3	625449	0	B-K	3	24223	1.3159	0.1498	0.4537	0.3262	0.0696	0.0006	0.4338	-0.1886	-0.2734	0.2653	0.3131	-0.0243
ELA	3	663140	0	B-K	3	24219	1.4826	0.1783	0.3325	0.3162	0.1721	0.0008	0.5428	-0.2726	-0.3165	0.1805	0.4516	-0.034
ELA	3	712859	1	B-C	2	5804	1.1421	0.2071	0.4835	0.2683	0.0405	0.0007	0.3257	-0.1986	-0.1127	0.2225	0.1948	-0.0071
ELA	3	712864	1	B-K	3	5808	0.9458	0.3394	0.3755	0.2851			0.4723	-0.3266	-0.1302	0.4822		
ELA	3	714215	2	B-C	3	2297	0.9264	0.2608	0.566	0.1593	0.0139		-0.0116	0.021	-0.0095	-0.028	0.0489	
ELA	3	714216	2	B-K	2	2297	0.7519	0.5202	0.2077	0.2721			0.193	-0.0816	-0.2056	0.279		
ELA	3	714391	3	B-K	2	2291	1.945	0.0546	0.2161	0.4592	0.2702		0.546	-0.2627	-0.3746	0.0603	0.4139	
ELA	3	714392	3	B-K	3	2291	0.9869	0.3409	0.3313	0.3278			0.4074	-0.2944	-0.1146	0.4123		
ELA	3	714240	4	B-K	3	2314	1.0415	0.3833	0.1919	0.4248			0.3572	-0.1928	-0.3386	0.4594		
ELA	3	714243	4	B-K	3	2313	1.2447	0.1608	0.497	0.2783	0.0635	0.0004	0.2413	-0.2041	-0.0166	0.1106	0.1385	-0.0045
ELA	3	716220	5	B-K	2	2305	0.8134	0.4738	0.239	0.2872			0.3322	-0.1821	-0.2373	0.4247		
ELA	3	716222	5	B-K	3	2305	1.3362	0.2022	0.3657	0.3258	0.1063		0.3363	-0.1354	-0.2219	0.1465	0.3004	
ELA	3	710676	6	A-K	1	2288	1.3081	0.1071	0.4777	0.4152			0.4734	-0.3939	-0.1318	0.3808		
ELA	3	710677	6	A-K	3	2288	2.0625	0.0568	0.156	0.455	0.3322		0.5444	-0.2616	-0.381	-0.002	0.4242	
ELA	3	711178	7	A-K	3	2316	1.0397	0.3492	0.2615	0.3889		0.0004	0.5381	-0.3986	-0.1865	0.5574		0.0112
ELA	3	711637	7	A-K	2	2316	1.2051	0.1623	0.5309	0.2456	0.0609	0.0004	0.4402	-0.2982	-0.104	0.2131	0.2967	-0.0383
ELA	3	712851	8	A-K	3	2325	0.8327	0.3252	0.517	0.1578			0.3422	-0.2818	0.0663	0.2711		
ELA	3	712853	8	A-K	2	2325	1.9501	0.0723	0.1776	0.4778	0.2723		0.5549	-0.2621	-0.3928	0.0552	0.4277	
ELA	3	712052	9	A-K	3	2292	0.9328	0.3846	0.2974	0.3175		0.0004	0.5098	-0.3853	-0.1102	0.5118		-0.0193
ELA	3	712054	9	A-K	3	2291	1.6979	0.1012	0.3127	0.372	0.2133	0.0009	0.5074	-0.2453	-0.3345	0.1428	0.3934	-0.038
ELA	4	658466	0	A-K	2	25751	1.6824	0.162	0.2412	0.349	0.2477	0.0001	0.5794	-0.2651	-0.4097	0.1138	0.5071	-0.0156
ELA	4	661072	0	A-K	3	25735	1.5552	0.1877	0.2645	0.3515	0.1955	0.0007	0.6264	-0.38	-0.3495	0.2612	0.4506	-0.0303
ELA	4	661076	0	A-K	2	25714	1.1095	0.2794	0.3303	0.3887		0.0016	0.491	-0.3085	-0.2536	0.5312		-0.0315
ELA	4	493329	0	B-C	3	25731	0.8059	0.3928	0.4075	0.1988		0.0009	0.4286	-0.3209	-0.0087	0.4056		-0.0295
ELA	4	493331	0	B-K	3	25727	1.7224	0.1019	0.2438	0.4829	0.1703	0.001	0.6278	-0.3205	-0.4225	0.2282	0.4405	-0.0396
ELA	4	658455	0	B-K	3	25722	0.9066	0.3854	0.3213	0.2921		0.0012	0.5469	-0.4052	-0.1096	0.5487		-0.0324
ELA	4	711623	1	A-K	3	6414	0.5769	0.5854	0.2523	0.1623			0.2206	-0.0766	-0.2092	0.3488		
ELA	4	711625	1	A-K	2	6412	1.042	0.3073	0.3895	0.2566	0.0463	0.0003	0.3477	-0.1739	-0.1946	0.2984	0.214	-0.0082

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)
ELA	4	705619	2	A-K	3	2415	1.4658	0.1197	0.4331	0.3089	0.1383		0.3199	-0.156	-0.1515	0.0483	0.2995	
ELA	4	705622	2	A-K	2	2415	0.9085	0.3507	0.3901	0.2592			0.3763	-0.281	-0.0486	0.3601		
ELA	4	710732	3	A-K	3	2413	1.0012	0.3419	0.315	0.3431			0.4105	-0.2761	-0.1674	0.4397		
ELA	4	710737	3	A-K	2	2413	1.7145	0.0448	0.2947	0.562	0.0986		0.3374	-0.2419	-0.2223	0.2346	0.1173	
ELA	4	710765	4	A-K	3	2408	0.9929	0.3242	0.3582	0.3171		0.0004	0.3913	-0.2614	-0.1407	0.4098		-0.0422
ELA	4	710767	4	A-K	2	2408	1.6341	0.1303	0.3499	0.2744	0.2449	0.0004	0.5333	-0.264	-0.308	0.0724	0.4739	-0.0134
ELA	4	716105	5	A-K	3	2440	2.0307	0.0566	0.1844	0.4307	0.3283		0.5359	-0.2896	-0.3625	0.0433	0.3961	
ELA	4	716110	5	A-K	2	2440	0.9832	0.3041	0.4086	0.2873			0.3201	-0.2106	-0.1065	0.3298		
ELA	4	715107	6	B-K	3	2411	0.6159	0.5906	0.2028	0.2066			-0.0037	0.1126	-0.2678	0.1293		
ELA	4	715110	6	B-K	2	2410	2.0344	0.0444	0.1195	0.5931	0.2426	0.0004	0.4547	-0.2173	-0.3774	0.094	0.2837	-0.0324
ELA	4	712025	7	B-C	2	2426	1.5202	0.1744	0.324	0.3087	0.1929		0.4778	-0.2375	-0.292	0.1508	0.3981	
ELA	4	712029	7	B-K	3	2426	1.0655	0.2502	0.434	0.3157			0.4526	-0.307	-0.1479	0.4437		
ELA	4	711551	8	B-C	2	2416	1.6536	0.1267	0.262	0.4425	0.1689		0.3741	-0.1589	-0.2764	0.1277	0.2962	
ELA	4	711547	8	B-K	3	2416	1.3692	0.125	0.3808	0.4942			0.4713	-0.3168	-0.243	0.4455		
ELA	4	716097	9	B-C	3	2410	1.8647	0.0813	0.2046	0.4822	0.232		0.5742	-0.3125	-0.3913	0.1538	0.3943	
ELA	4	716094	9	B-K	3	2410	0.8336	0.3299	0.5066	0.1635			0.411	-0.3757	0.1457	0.2807		
ELA	5	566398	0	A-C	3	29613	1.5279	0.1337	0.359	0.352	0.1547	0.0007	0.5621	-0.3104	-0.3179	0.2358	0.4047	-0.0316
ELA	5	566390	0	A-K	3	29617	1.1253	0.2636	0.347	0.3889		0.0005	0.5539	-0.3852	-0.2138	0.5582		-0.0277
ELA	5	661096	0	A-K	3	29631	1.8151	0.0765	0.2617	0.4319	0.2298	0.0001	0.5867	-0.3276	-0.3839	0.174	0.4033	-0.0079
ELA	5	659284	0	B-C	2	29609	1.3052	0.2051	0.2841	0.51		0.0008	0.6576	-0.481	-0.2865	0.6488		-0.0325
ELA	5	653722	0	B-K	3	29617	1.0777	0.2887	0.3445	0.3663		0.0005	0.6493	-0.4659	-0.2103	0.6469		-0.0255
ELA	5	659208	0	B-K	3	29612	1.6074	0.0863	0.3728	0.3871	0.1531	0.0007	0.5633	-0.3207	-0.3196	0.2121	0.3938	-0.0197
ELA	5	710842	1	B-K	3	6883	1.3397	0.1562	0.4104	0.3709	0.0625	0.0001	0.4672	-0.2866	-0.2286	0.3257	0.245	-0.0129
ELA	5	710846	1	B-K	3	6884	1.1669	0.1742	0.4847	0.3411			0.4868	-0.3705	-0.1177	0.4205		
ELA	5	714366	2	B-K	3	2849	1.0853	0.2401	0.471	0.2524	0.0365		0.1527	-0.065	-0.0905	0.1206	0.1097	
ELA	5	714367	2	B-K	3	2849	0.9154	0.3173	0.45	0.2327			0.2881	-0.2745	0.0871	0.1999		
ELA	5	712920	3	B-K	3	2862	0.906	0.4319	0.2303	0.3379			0.2783	-0.1242	-0.2846	0.3833		
ELA	5	712942	3	B-K	3	2861	1.3799	0.1474	0.3861	0.405	0.0611	0.0003	0.4336	-0.2372	-0.268	0.333	0.2146	-0.0158
ELA	5	712115	4	B-K	3	2840	1.1278	0.2627	0.3468	0.3905			0.3755	-0.2519	-0.1638	0.387		
ELA	5	712116	4	B-K	3	2839	1.2381	0.3211	0.2944	0.2092	0.175	0.0004	0.3366	-0.1624	-0.1945	0.0998	0.3266	-0.0145

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)
ELA	5	711532	5	B-C	3	2858	1.6966	0.1157	0.2846	0.386	0.2129	0.0007	0.5185	-0.2782	-0.294	0.1032	0.4205	-0.0267
ELA	5	711533	5	B-K	3	2860	1.1822	0.2832	0.2514	0.4654			0.4503	-0.2845	-0.287	0.5066		
ELA	5	712252	6	A-K	3	2823	0.69	0.5358	0.238	0.2259		0.0004	0.2437	-0.1522	-0.1078	0.2931		-0.0398
ELA	5	712254	6	A-K	3	2823	2.1289	0.0524	0.182	0.3495	0.4157	0.0004	0.4686	-0.157	-0.3081	-0.1551	0.4623	-0.0025
ELA	5	711324	7	A-K	3	2859	1.0927	0.3029	0.3015	0.3956			0.4669	-0.3581	-0.1279	0.4565		
ELA	5	711736	7	A-K	3	2859	1.9591	0.0857	0.1721	0.4397	0.3026		0.5329	-0.2439	-0.3704	0.0063	0.4462	
ELA	5	712269	8	A-C	3	2854	1.3935	0.1479	0.3108	0.5413			0.4103	-0.3682	-0.0832	0.3396		
ELA	5	712268	8	A-K	3	2854	1.9825	0.0592	0.1682	0.5035	0.2691		0.5564	-0.2796	-0.389	0.0646	0.4041	
ELA	5	714837	9	A-K	3	2801	1.0228	0.3352	0.3067	0.3581			0.3647	-0.2471	-0.1523	0.3898		
ELA	5	715160	9	A-K	3	2801	1.0546	0.277	0.4595	0.1953	0.0682		-0.0071	0.0536	-0.0375	-0.0719	0.092	
ELA	6	662365	0	A-C	3	36898	0.8793	0.3767	0.3661	0.2561		0.001	0.4418	-0.3331	-0.0482	0.4251		-0.0292
ELA	6	623048	0	A-K	2	36931	1.753	0.1178	0.2608	0.3717	0.2495	0.0001	0.5792	-0.2834	-0.3626	0.0771	0.4935	-0.0201
ELA	6	662381	0	A-K	3	36902	1.3476	0.2224	0.2699	0.4441	0.0628	0.0009	0.4649	-0.2359	-0.3518	0.3905	0.2533	-0.0405
ELA	6	495086	0	B-C	3	36902	1.2487	0.1864	0.4546	0.2813	0.0768	0.0009	0.4509	-0.2904	-0.1189	0.1766	0.3533	-0.039
ELA	6	500480	0	B-K	3	36912	1.1849	0.2553	0.304	0.4401		0.0006	0.6424	-0.4635	-0.254	0.6446		-0.0409
ELA	6	625494	0	B-K	3	36893	0.8211	0.3805	0.4166	0.2018		0.0012	0.4497	-0.3186	-0.0457	0.4444		-0.0345
ELA	6	716061	1	B-K	3	7989	0.5302	0.5479	0.3737	0.0782		0.0003	0.3465	-0.3218	0.2058	0.2254		0.0056
ELA	6	716063	1	B-K	3	7991	1.1925	0.2565	0.3906	0.2568	0.0961		0.4149	-0.2009	-0.2117	0.1943	0.3601	
ELA	6	714352	2	B-K	3	3617	1.8081	0.2015	0.1703	0.2466	0.3815		0.546	-0.3116	-0.3117	-0.0425	0.5362	
ELA	6	714356	2	B-K	3	3617	0.6434	0.4965	0.3636	0.1399			0.2925	-0.2201	0.0236	0.2845		
ELA	6	710774	3	B-K	3	3620	1.032	0.3113	0.3453	0.3434			0.3403	-0.2057	-0.1779	0.3788		
ELA	6	710777	3	B-K	3	3620	1.2831	0.195	0.4304	0.271	0.1036		0.3644	-0.1842	-0.1684	0.1343	0.3172	
ELA	6	711232	4	B-C	3	3604	1.7067	0.0633	0.3427	0.4181	0.1759		0.4238	-0.2046	-0.2748	0.1203	0.3175	
ELA	6	711240	4	B-K	3	3604	0.9972	0.3743	0.2542	0.3715			0.5649	-0.434	-0.1557	0.5749		
ELA	6	712931	5	A-K	3	3645	1.3325	0.1421	0.3833	0.4746			0.4334	-0.3654	-0.1093	0.3619		
ELA	6	712933	5	A-K	3	3645	1.473	0.1048	0.4316	0.3495	0.1141		0.496	-0.299	-0.2249	0.1811	0.3667	
ELA	6	711300	6	A-K	3	3579	1.3607	0.107	0.4848	0.3487	0.0595		0.3222	-0.2614	-0.0767	0.162	0.1774	
ELA	6	711302	6	A-K	2	3579	1.1744	0.2065	0.4127	0.3808			0.4136	-0.3767	-0.0075	0.3216		
ELA	6	720002	7	A-K	3	3622	1.2441	0.215	0.3257	0.459		0.0003	0.4327	-0.2904	-0.213	0.441		-0.0388
ELA	6	720006	7	A-K	3	3623	1.3274	0.1397	0.4717	0.3102	0.0784		0.49	-0.2946	-0.2309	0.3026	0.288	

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)
ELA	6	716089	8	A-C	3	3620	1.2423	0.1696	0.4761	0.2963	0.0577	0.0003	0.2803	-0.2089	-0.0566	0.1497	0.1656	-0.0186
ELA	6	716088	8	A-K	3	3621	1.0146	0.2593	0.4667	0.274			0.4624	-0.4176	0.057	0.3466		
ELA	6	710832	9	A-C	3	3636	2.0061	0.0993	0.2225	0.2511	0.4271		0.6241	-0.3518	-0.3546	-0.0645	0.5674	
ELA	6	710628	9	A-K	3	3635	1.2924	0.2184	0.2706	0.5107		0.0003	0.4447	-0.2565	-0.3244	0.5016		-0.0395
ELA	7	661104	0	A-C	2	37877	0.9695	0.2952	0.4395	0.2648		0.0005	0.546	-0.4219	-0.0458	0.4888		-0.0201
ELA	7	495927	0	A-K	3	37873	0.6304	0.5469	0.275	0.1775		0.0006	0.4848	-0.3621	-0.0224	0.4998		-0.0293
ELA	7	661106	0	A-K	2	37888	1.7581	0.1348	0.2355	0.3663	0.2632	0.0002	0.6623	-0.3385	-0.4089	0.0806	0.569	-0.0208
ELA	7	662347	0	B-C	2	37881	1.721	0.1278	0.2339	0.4272	0.2107	0.0004	0.6578	-0.347	-0.4114	0.1623	0.5154	-0.0211
ELA	7	625091	0	B-K	3	37872	1.5806	0.087	0.4057	0.346	0.1607	0.0006	0.5573	-0.2838	-0.3253	0.1725	0.4318	-0.0341
ELA	7	662350	0	B-K	2	37866	0.7394	0.4861	0.2874	0.2257		0.0008	0.5257	-0.4347	0.0314	0.488		-0.034
ELA	7	706311	1	B-K	3	7636	1.2171	0.2188	0.3891	0.3479	0.044	0.0003	0.4109	-0.2335	-0.2101	0.3196	0.2289	-0.01
ELA	7	706313	1	B-K	3	7637	0.9381	0.3596	0.3425	0.2977		0.0001	0.3859	-0.2617	-0.128	0.4076		-0.0053
ELA	7	710649	2	B-K	3	3788	1.4678	0.1101	0.3984	0.4052	0.0863		0.4747	-0.2724	-0.3021	0.3488	0.2204	
ELA	7	710651	2	B-K	3	3788	0.6658	0.5686	0.1969	0.2344			0.1256	0.0058	-0.2772	0.2534		
ELA	7	711168	3	B-K	3	3785	1.7226	0.1247	0.3081	0.2872	0.2801		0.4528	-0.1439	-0.2924	-0.0937	0.501	
ELA	7	711169	3	B-K	3	3784	1.0756	0.3974	0.1295	0.4729		0.0003	0.4949	-0.3834	-0.2515	0.5457		-0.024
ELA	7	716186	4	B-K	3	3769	2.086	0.1085	0.1396	0.3094	0.4426		0.5819	-0.2839	-0.4179	-0.0649	0.5297	
ELA	7	716189	4	B-K	3	3769	1.199	0.3213	0.1584	0.5203			0.3537	-0.2393	-0.2554	0.4103		
ELA	7	712946	5	B-C	3	3792	1.3286	0.1603	0.4346	0.3212	0.0839		0.3349	-0.1521	-0.2113	0.2033	0.2368	
ELA	7	712951	5	B-K	2	3792	0.8389	0.3637	0.4338	0.2025			0.3178	-0.2582	0.03	0.2721		
ELA	7	712288	6	A-C	3	3813	1.1857	0.1948	0.4887	0.252	0.0642	0.0003	0.2712	-0.1937	-0.0244	0.0757	0.229	-0.0049
ELA	7	712293	6	A-K	3	3814	1.1238	0.3346	0.2071	0.4583			0.3197	-0.2073	-0.2128	0.3694		
ELA	7	713172	7	A-C	3	3778	1.3608	0.123	0.4723	0.325	0.0794	0.0003	0.3933	-0.2663	-0.1379	0.1849	0.258	-0.0017
ELA	7	713176	7	A-K	3	3778	1.4619	0.1519	0.2342	0.6137		0.0003	0.585	-0.4395	-0.2814	0.5689		-0.0065
ELA	7	714441	8	A-C	2	3775	1.8167	0.0532	0.1642	0.6951	0.0874		0.435	-0.2464	-0.3269	0.2665	0.1904	
ELA	7	714440	8	A-K	3	3775	1.0185	0.1229	0.7356	0.1415			0.1472	-0.2662	0.225	-0.0338		
ELA	7	714872	9	A-C	2	3756	1.7098	0.0974	0.2614	0.475	0.1661		0.4662	-0.2645	-0.2607	0.1308	0.3432	
ELA	7	714871	9	A-K	3	3756	1.0043	0.3807	0.2343	0.385			0.2283	-0.1197	-0.1972	0.2911		
ELA	8	625573	0	A-C	2	37753	1.0869	0.2807	0.3512	0.3675		0.0006	0.5411	-0.4097	-0.1335	0.5158		-0.0351
ELA	8	624740	0	A-K	2	37761	1.8098	0.0941	0.2598	0.388	0.2578	0.0004	0.6184	-0.3369	-0.3883	0.1306	0.4696	-0.0246

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(INV)
ELA	8	624821	0	A-K	2	37757	1.1088	0.2018	0.4871	0.3105		0.0005	0.5063	-0.4833	0.0606	0.3547		-0.02
ELA	8	625572	0	A-K	3	37747	1.4783	0.1566	0.3348	0.3811	0.1268	0.0007	0.5904	-0.401	-0.2589	0.3093	0.3569	-0.0365
ELA	8	495121	0	B-K	3	37757	1.3159	0.211	0.2617	0.5268		0.0005	0.6775	-0.5266	-0.2515	0.6533		-0.0334
ELA	8	661129	0	B-K	2	37750	1.6176	0.1814	0.261	0.3154	0.2416	0.0007	0.6616	-0.3854	-0.3526	0.1479	0.5501	-0.0324
ELA	8	712076	1	A-K	3	7247	1.9034	0.0875	0.1898	0.4543	0.2682	0.0001	0.6031	-0.2953	-0.3961	0.0445	0.4893	-0.0129
ELA	8	712078	1	A-K	3	7248	1.3023	0.2121	0.2736	0.5143			0.5634	-0.4347	-0.2099	0.5427		
ELA	8	712990	2	A-C	3	3801	1.6485	0.0745	0.2849	0.5583	0.0823		0.471	-0.3115	-0.2758	0.2973	0.2131	
ELA	8	712989	2	A-K	3	3800	1.3776	0.1602	0.3018	0.5378		0.0003	0.5563	-0.4372	-0.2032	0.5099		-0.0355
ELA	8	715211	3	A-C	3	3802	1.2299	0.2038	0.3623	0.4336		0.0003	0.3497	-0.2831	-0.0816	0.3096		-0.0109
ELA	8	715085	3	A-K	3	3803	1.5162	0.1044	0.4302	0.3103	0.1551		0.5112	-0.3407	-0.2241	0.1862	0.3562	
ELA	8	713005	4	A-K	3	3822	1.4063	0.2187	0.1562	0.6249		0.0003	0.5112	-0.3866	-0.2788	0.5397		-0.0191
ELA	8	713008	4	A-K	3	3823	2.0895	0.0581	0.2108	0.3147	0.4164		0.6354	-0.3194	-0.3931	-0.0894	0.561	
ELA	8	713199	5	A-K	3	3846	1.1615	0.2109	0.4756	0.2548	0.0588		0.4642	-0.2919	-0.1498	0.2882	0.2905	
ELA	8	713201	5	A-K	2	3846	0.7262	0.4132	0.4475	0.1394			0.2202	-0.1561	0.003	0.2175		
ELA	8	713189	6	B-K	3	3812	1.9906	0.0438	0.1545	0.569	0.2327		0.4823	-0.2721	-0.316	0.0683	0.322	
ELA	8	713191	6	B-K	3	3811	1.1553	0.3124	0.2196	0.4677		0.0003	0.4629	-0.3085	-0.2804	0.52		-0.0249
ELA	8	714400	7	B-C	3	3814	1.575	0.0842	0.3836	0.4053	0.1269		0.3939	-0.2793	-0.1716	0.1588	0.2495	
ELA	8	714402	7	B-K	3	3814	1.4169	0.2082	0.1668	0.6251			0.4995	-0.3804	-0.2595	0.5189		
ELA	8	710662	8	B-K	3	3820	1.3045	0.2381	0.219	0.5424		0.0005	0.4547	-0.2868	-0.3203	0.5118		-0.0147
ELA	8	710689	8	B-K	3	3821	1.2193	0.2962	0.354	0.1837	0.1659	0.0003	0.3376	-0.1333	-0.1754	-0.0054	0.3959	-0.025
ELA	8	712088	9	B-C	3	3806	1.6813	0.103	0.1127	0.7843			0.5467	-0.3853	-0.3837	0.5798		
ELA	8	712089	9	B-K	3	3806	1.5959	0.3224	0.1555	0.1259	0.3962		0.4388	-0.1625	-0.4276	-0.0923	0.5347	

Open-Ended Paper/Pencil Item Statistics

Column Heading	Definition
Content	Content Area
Grade	Grade
PubID	Form ID
Form	Form Number
Stand	Standard
Depth	Depth of Knowledge
N	N
Mean	Mean Score
P(0)	Proportion 0 Points
P(1)	Proportion 1 Point
P(2)	Proportion 2 Points
P(3)	Proportion 3 Points
P(4)	Proportion 4 Points
P(OMIT)	Proportion Omits
P(INV)	Proportion Invalid Responses
PtBis	Point Biserial
Corr(0)	Correlation 0 Points
Corr(1)	Correlation 1 Point
Corr(2)	Correlation 2 Points
Corr(3)	Correlation 3 Points
Corr(4)	Correlation 4 Points
Corr(OMIT)	Correlation Omits
Corr(INV)	Correlation Invalid Responses
Final	IRT Difficulty Estimate
Final Err	IRT Difficulty Error
Infit	Infit Standardized
Infit-MS	Infit Mean Square
Outfit	Outfit Standardized
Outfit-MS	Outfit Mean Square
M/F	Male/Female DIF Code
W/B	White/Black DIF Code
W/H	White/Hispanic DIF Code

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr(OMIT)	Corr(INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
ELA	3	580001	0	A-K	3	86010	1.3051	0.1804	0.3821	0.2658	0.0987		0.0357	0.0371	0.636	-0.3879	-0.1076	0.3849	0.372		-0.1917	-0.2326	1.2436	0.0264	0.731	1.0094	-0.769	0.99	A+	A-	A+
ELA	3	633106	0	B-K	3	86879	1.2185	0.2452	0.3205	0.2918	0.079		0.0214	0.0421	0.6774	-0.453	-0.0512	0.4438	0.3552		-0.1786	-0.2637	0.6801	0.0295	-1.519	0.9804	-1.439	0.9811	A+	A-	A-
ELA	3	716242	1	B-K	3	785	1.0904	0.2158	0.463	0.2436	0.0291		0.0218	0.0267	0.6036	-0.4176	-0.0118	0.469	0.2014		-0.1514	-0.2196	1.6388	0.073	-5.4492	0.799	-5.7092	0.792	A+	NA	A-
ELA	3	717728	2	B-K	3	791	1.6207	0.0497	0.4194	0.3345	0.1552		0.0145	0.0267	0.5795	-0.251	-0.3506	0.2987	0.3852		-0.1743	-0.1982	0.3813	0.1137	-4.4592	0.8346	-4.3292	0.8362	B+	B-	A-
ELA	3	717792	3	B-K	3	785	1.1618	0.1661	0.5152	0.2206	0.0497		0.0109	0.0376	0.6018	-0.3696	-0.0714	0.4129	0.301		-0.1416	-0.2563	1.3551	0.0828	-4.5492	0.8199	-4.7192	0.815	A+	C-	A-
ELA	3	717554	4	B-K	3	782	1.2519	0.1345	0.4897	0.2739	0.0497		0.0206	0.0315	0.5153	-0.328	-0.0622	0.3785	0.2212		-0.1984	-0.2615	1.258	0.0849	-2.7691	0.8903	-2.9591	0.8841	B+	A+	NA
ELA	3	718934	5	B-K	3	783	1.2273	0.2255	0.3661	0.2739	0.0836		0.023	0.0279	0.5909	-0.4242	0.0031	0.3292	0.3319		-0.1547	-0.2411	1.2824	0.0764	-2.1991	0.9157	-2.4291	0.9058	A+	A+	NA
ELA	3	713654	6	A-K	3	792	1.3346	0.16	0.4158	0.2873	0.097		0.0194	0.0206	0.5819	-0.4133	-0.0904	0.3402	0.3162		-0.1704	-0.1964	1.0255	0.0854	-2.9591	0.8864	-3.2191	0.8778	A+	B-	NA
ELA	3	713849	7	A-K	3	794	1.3929	0.1976	0.3164	0.3212	0.1273		0.0109	0.0267	0.6745	-0.5084	-0.1034	0.3665	0.3815		-0.1322	-0.2114	0.8887	0.0837	-5.0892	0.8149	-5.0692	0.8124	A+	NA	NA
ELA	3	716176	8	A-K	3	791	1.335	0.1758	0.3903	0.2885	0.1042		0.0145	0.0267	0.6332	-0.4415	-0.1102	0.3698	0.3531		-0.1282	-0.2377	0.9854	0.0822	-5.6592	0.7933	-5.8792	0.7857	A-	NA	NA
ELA	3	715751	9	A-K	3	785	1.0089	0.3127	0.3697	0.217	0.0521		0.0206	0.0279	0.5573	-0.3797	0.0281	0.3801	0.2795		-0.172	-0.1937	1.6299	0.0714	-2.3191	0.9085	-2.9391	0.8798	A+	A+	A+
MATH	3	565734	0	A-T	2	92794	2.0168	0.1189	0.194	0.292	0.3044	0.0719	0.0133	0.0055	0.7737	-0.4734	-0.3332	-0.0273	0.4949	0.361	-0.1336	-0.1117	0.5117	0.0333	-9.8993	0.6808	-9.8993	0.7062	A+	A-	A-
MATH	3	658923	0	C-G	3	89731	1.5899	0.2054	0.2958	0.2145	0.1488	0.0843	0.0386	0.0127	0.7366	-0.5329	-0.1397	0.1843	0.362	0.3881	-0.0765	-0.1654	1.0651	0.0288	6.0811	1.0851	3.5511	1.0501	A+	A-	A-
MATH	3	628160	0	D-M	2	92705	1.649	0.2073	0.2786	0.2377	0.1642	0.0925	0.0139	0.0059	0.7777	-0.5673	-0.2117	0.2101	0.3893	0.4009	-0.1384	-0.1139	0.7845	0.0314	-9.3791	0.8772	-9.8991	0.8667	A+	A-	A-
MATH	3	716154	1	A-F	3	814	1.9435	0.1321	0.2327	0.2703	0.2618	0.0897	0.0121	0.0012	0.7159	-0.4664	-0.2941	0.0287	0.3923	0.3837	-0.1054	-0.0304	0.7779	0.0887	-3.6991	0.8569	-3.9092	0.8457	A+	A-	A+
MATH	3	652779	2	C-G	3	800	2.1138	0.1103	0.2121	0.2424	0.2667	0.1382	0.0121	0.0182	0.6988	-0.4069	-0.292	-0.0343	0.3662	0.4115	-0.1275	-0.2128	0.4522	0.1034	-3.6291	0.8593	-3.8692	0.848	B+	A-	NA
MATH	3	712333	3	D-M	3	812	0.7254	0.4994	0.3309	0.0982	0.0364	0.0194	0.0109	0.0048	0.6266	-0.5494	0.2388	0.3212	0.2851	0.2079	-0.0685	-0.1178	2.3311	0.0707	-3.6792	0.8178	-3.9692	0.7927	A-	NA	A-
MATH	3	714443	4	D-M	3	800	0.9988	0.4509	0.24	0.143	0.1006	0.0352	0.0182	0.0121	0.6617	-0.5498	0.1046	0.2986	0.3656	0.2562	-0.1407	-0.1281	1.8439	0.0745	-1.3091	0.9396	-2.4591	0.8579	A-	NA	A+
MATH	3	715919	5	A-T	3	799	1.5357	0.217	0.2958	0.2315	0.1685	0.0558	0.0158	0.0158	0.7636	-0.5433	-0.1931	0.2681	0.4348	0.3191	-0.1113	-0.1854	1.1779	0.0844	-6.6592	0.7514	-7.1493	0.7311	A+	A-	NA
MATH	3	658924	6	C-G	3	800	1.2425	0.2424	0.4509	0.1188	0.1139	0.0436	0.0121	0.0182	0.6548	-0.4697	-0.0284	0.2257	0.3914	0.2751	-0.1387	-0.172	1.4778	0.078	-2.8491	0.8766	-3.3591	0.8527	A+	A-	A-
MATH	3	715921	7	B-O	3	806	1.2345	0.4291	0.1564	0.223	0.0703	0.0982	0.0206	0.0024	0.6123	-0.4996	-0.0209	0.2566	0.2429	0.3653	-0.1456	-0.0423	1.4541	0.0765	3.0011	1.1403	2.0111	1.1229	A-	A-	NA
MATH	3	655429	8	D-M	3	804	1.2388	0.1806	0.4388	0.3115	0.0291	0.0145	0.0145	0.0109	0.6596	-0.4575	-0.1593	0.5059	0.1886	0.1829	-0.1535	-0.1393	1.8665	0.0848	-3.7392	0.8479	-3.8692	0.8456	A-	A-	A+
MATH	3	711597	9	B-O	3	809	1.3832	0.1855	0.4303	0.2388	0.0558	0.0703	0.0085	0.0109	0.6327	-0.485	-0.1126	0.3432	0.1896	0.3216	-0.1144	-0.1668	1.3005	0.0864	-0.359	0.9833	-0.879	0.9604	A+	NA	NA
MATH	4	575731	0	A-F	2	85782	1.1154	0.3842	0.2426	0.1549	0.0894	0.0524	0.073	0.0037	0.7558	-0.6125	0.1038	0.3277	0.3469	0.3457	-0.1389	-0.082	1.1486	0.0254	-4.3891	0.9386	-9.8992	0.8483	A+	A+	A-
MATH	4	495133	0	B-O	2	90916	1.4293	0.223	0.34	0.226	0.1516	0.038	0.0201	0.0013	0.7089	-0.5116	-0.1508	0.2505	0.4084	0.2922	-0.1482	-0.0534	0.8157	0.0288	2.041	1.0284	0.851	1.0118	A+	A-	A-
MATH	4	628158	0	D-M	2	91044	1.3197	0.2424	0.3984	0.1695	0.1228	0.0469	0.0159	0.0041	0.7467	-0.4902	-0.1799	0.2876	0.4351	0.3394	-0.1488	-0.0892	1.0774	0.0261	-9.8992	0.796	-9.8992	0.7843	A+	A-	A-
MATH	4	711603	1	A-T	3	774	1.2791	0.1988	0.3879	0.2703	0.0533	0.0279	0.0545	0.0073	0.6659	-0.4771	-0.0686	0.3721	0.3044	0.2329	-0.1702	-0.1117	1.273	0.0756	-2.9191	0.8778	-3.9392	0.8397	A+	A-	A+
MATH	4	623890	2	B-O	3	779	2.0616	0.0752	0.3321	0.1261	0.2812	0.1297	0.0521	0.0036	0.7344	-0.3752	-0.4192	0.0482	0.3581	0.4354	-0.0979	-0.0861	0.0856	0.1068	-1.3591	0.9444	-0.819	0.9633	A+	NA	B-
MATH	4	714445	3	D-M	3	789	1.3891	0.3079	0.2352	0.2085	0.143	0.0618	0.0436		0.7658	-0.6051	-0.0699	0.2643	0.4096	0.3491	-0.1267		0.9835	0.077	-4.6092	0.8153	-5.2192	0.7709	A-	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr (OMIT)	Corr (INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	4	716157	4	C-G	3	771	1.6213	0.2194	0.2436	0.223	0.1685	0.08	0.057	0.0085	0.6667	-0.4532	-0.1229	0.1725	0.3463	0.3565	-0.2085	-0.1039	0.656	0.0817	-0.259	0.9886	-0.699	0.9688	A+	A-	A-
MATH	4	628162	5	B-O	3	773	1.7361	0.1648	0.2776	0.1988	0.2315	0.0642	0.0618	0.0012	0.751	-0.5058	-0.2396	0.1273	0.4429	0.3426	-0.1051	-0.0395	0.5803	0.0869	-3.8491	0.8513	-3.9892	0.8381	A+	A-	A-
MATH	4	711604	6	D-M	3	792	1.1338	0.2436	0.5091	0.057	0.1358	0.0145	0.0364	0.0036	0.6512	-0.4331	-0.0348	0.1715	0.4716	0.2107	-0.0978	-0.0815	1.6515	0.0766	-3.2091	0.8584	-3.5792	0.8354	A-	A+	NA
MATH	4	712335	7	C-G	3	770	1.2364	0.257	0.36	0.1867	0.0982	0.0315	0.0606	0.0061	0.6401	-0.4726	0.0269	0.2521	0.3628	0.2341	-0.1821	-0.1296	1.2333	0.0773	-1.3591	0.9418	-1.9791	0.9143	A+	NA	NA
MATH	4	714444	8	A-T	3	780	0.4936	0.5758	0.28	0.0848	0.0024	0.0024	0.0533	0.0012	0.5501	-0.4699	0.3773	0.307	0.0814	0.095	-0.1342	-0.0368	2.8004	0.0715	-1.6591	0.921	-2.9092	0.8352	A-	A-	NA
MATH	4	659804	9	B-O	3	758	1.1082	0.2642	0.4206	0.1394	0.0594	0.0352	0.0764	0.0048	0.6777	-0.4582	-0.0173	0.3554	0.3213	0.2836	-0.1287	-0.0935	1.4455	0.0735	-2.6691	0.8787	-3.5192	0.8461	A+	NA	NA
MATH	5	658927	0	A-F	3	88590	1.327	0.296	0.286	0.2318	0.1233	0.0464	0.0139	0.0027	0.7721	-0.5804	-0.1074	0.2798	0.4189	0.3615	-0.1293	-0.0613	1.1056	0.0261	-9.8992	0.847	-9.8992	0.8272	A+	A-	A-
MATH	5	413016	0	B-O	2	88009	1.4649	0.1615	0.4168	0.2135	0.1531	0.032	0.0211	0.0019	0.703	-0.4178	-0.2543	0.2059	0.469	0.2817	-0.1492	-0.0518	0.9865	0.0288	-3.8191	0.9475	-4.9591	0.9318	A+	A-	A+
MATH	5	660695	0	C-G	3	84242	1.3784	0.1963	0.3633	0.232	0.1126	0.031	0.0632	0.0016	0.7007	-0.4652	-0.1533	0.2836	0.3937	0.2778	-0.1307	-0.0499	1.2632	0.0266	2.411	1.0336	0.141	1.0019	A+	A-	A-
MATH	5	716158	1	A-T	3	772	1.4935	0.2109	0.2982	0.2533	0.1006	0.0727	0.0606	0.0036	0.6561	-0.4592	-0.1173	0.1885	0.3394	0.3381	-0.1179	-0.0453	0.8775	0.0765	1.061	1.0451	0.111	1.0041	A+	A+	NA
MATH	5	714446	2	B-O	3	776	1.6688	0.2703	0.1552	0.2206	0.2048	0.0897	0.057	0.0024	0.7449	-0.534	-0.1084	0.0533	0.4527	0.3964	-0.1653	-0.0679	0.7251	0.0814	-2.7791	0.8884	-2.8291	0.8716	A+	B-	B-
MATH	5	715928	3	D-M	3	787	1.0127	0.4594	0.1939	0.1673	0.0958	0.0376	0.0436	0.0024	0.7915	-0.6371	0.0766	0.3606	0.4431	0.3184	-0.1733	-0.0583	1.6253	0.076	-7.2293	0.699	-7.2294	0.6142	A+	NA	A-
MATH	5	711606	4	C-G	3	766	0.5183	0.617	0.2036	0.063	0.0279	0.017	0.057	0.0145	0.6295	-0.5059	0.3283	0.3106	0.2342	0.2638	-0.1055	-0.083	2.1694	0.0766	-2.1591	0.8714	-0.9791	0.9232	A+	A-	A-
MATH	5	654039	5	A-T	3	789	1.3143	0.2824	0.3418	0.0873	0.2388	0.0061	0.0388	0.0048	0.7404	-0.5519	-0.0707	0.134	0.6014	0.1018	-0.0685	-0.0988	1.7522	0.0769	-2.0491	0.9123	-2.6691	0.8627	A+	A-	NA
MATH	5	715927	6	C-G	3	777	1.8842	0.1115	0.2352	0.3176	0.2061	0.0715	0.057	0.0012	0.6279	-0.3545	-0.28	0.0729	0.3555	0.3243	-0.1257	-0.0531	0.5101	0.0942	1.3711	1.0551	1.5511	1.0629	A+	C-	A-
MATH	5	712336	7	A-T	3	775	1.3419	0.2267	0.3745	0.1879	0.0909	0.0594	0.0582	0.0024	0.7104	-0.4537	-0.1645	0.3282	0.3368	0.3526	-0.1514	-0.068	1.1668	0.0792	-2.3891	0.8991	-2.8591	0.8802	A-	A-	NA
MATH	5	566928	8	B-O	3	791	1.3009	0.2691	0.3176	0.2036	0.1515	0.017	0.0327	0.0085	0.7289	-0.5121	-0.1331	0.2953	0.4742	0.2214	-0.1011	-0.1144	1.4336	0.0772	-3.7891	0.8501	-4.3092	0.824	A+	NA	B-
MATH	5	711605	9	B-O	3	788	1.1142	0.3867	0.1709	0.3042	0.0885	0.0048	0.0436	0.0012	0.6641	-0.5449	0.0299	0.3677	0.3759	0.1362	-0.1462	-0.0402	2.0134	0.0753	-0.329	0.9859	-1.3491	0.9302	B+	NA	A-
MATH	6	480017	0	A-N	2	82955	1.8059	0.2551	0.197	0.1986	0.1433	0.1868	0.0155	0.0037	0.7905	-0.589	-0.1972	0.0927	0.3284	0.5253	-0.1385	-0.0733	0.2304	0.0288	-6.0791	0.9133	4.7411	1.0947	A+	A-	A-
MATH	6	658143	0	A-R	3	78373	1.2852	0.2614	0.3376	0.1764	0.1041	0.047	0.0686	0.0048	0.7804	-0.5088	-0.1132	0.3133	0.4188	0.3692	-0.1698	-0.0788	1.3343	0.0261	-9.8992	0.8427	-9.8992	0.8135	A-	A+	A-
MATH	6	661689	0	B-E	3	82151	1.7756	0.1236	0.2697	0.3248	0.2072	0.0459	0.0251	0.0037	0.7482	-0.4272	-0.3406	0.1322	0.4692	0.3359	-0.1665	-0.0754	0.7711	0.0339	-9.8991	0.8671	-9.8991	0.8681	A+	A-	A-
MATH	6	715319	1	B-E	3	801	1.2434	0.3006	0.3345	0.1891	0.0921	0.0545	0.0242	0.0048	0.7446	-0.5795	0.0137	0.2798	0.3563	0.3696	-0.2034	-0.0861	1.4416	0.0743	-5.1892	0.7827	-5.6592	0.7549	A+	A-	A-
MATH	6	715320	2	C-G	3	786	0.958	0.4036	0.3673	0.0436	0.0945	0.0436	0.04	0.0073	0.7017	-0.5769	0.2027	0.2043	0.3781	0.3381	-0.1446	-0.0913	1.7685	0.0727	-3.5992	0.8267	-4.6092	0.7696	A+	NA	A+
MATH	6	712888	3	D-S	3	790	1.0861	0.2803	0.4041	0.2002	0.0595	0.0146	0.0352	0.0061	0.6828	-0.4438	-0.0769	0.3986	0.3554	0.2395	-0.1495	-0.0978	1.9587	0.0748	-3.0291	0.8754	-3.3991	0.8636	A-	A-	NA
MATH	6	567506	4	B-E	3	793	1.0315	0.2824	0.4521	0.1564	0.0545	0.0158	0.0352	0.0036	0.6722	-0.502	0.0508	0.3965	0.3093	0.1989	-0.1795	-0.0869	1.9464	0.0747	-3.8092	0.8398	-4.7692	0.8096	A-	A-	A-
MATH	6	707091	5	A-N	3	787	1.7916	0.1588	0.2558	0.2545	0.1952	0.0897	0.0412	0.0048	0.6699	-0.4031	-0.2399	0.1167	0.3456	0.3824	-0.1915	-0.1005	0.7406	0.086	0.061	1.0019	-0.189	0.9917	A+	A+	NA
MATH	6	709594	6	A-N	3	785	1.3274	0.3709	0.2206	0.1212	0.1552	0.0836	0.0448	0.0036	0.7123	-0.6175	0.0946	0.2518	0.3708	0.3335	-0.2149	-0.086	1.2371	0.0775	0.601	1.0271	-1.2691	0.9299	A+	A-	NA
MATH	6	567505	7	A-R	3	792	0.5859	0.5745	0.2642	0.0703	0.0461	0.0048	0.0388	0.0012	0.6097	-0.559	0.3997	0.2803	0.2658	0.1138	-0.1728	-0.0499	2.6033	0.0742	0.531	1.0288	-1.9091	0.872	A-	A-	A-
MATH	6	653188	8	A-R	3	799	0.8323	0.4303	0.3673	0.0909	0.063	0.017	0.0279	0.0036	0.7096	-0.6007	0.2386	0.3372	0.3683	0.2025	-0.1618	-0.0583	2.156	0.0709	-4.2492	0.805	-5.5993	0.7418	A-	A-	A+

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr (OMIT)	Corr (INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
MATH	6	712887	9	A-N	3	795	1.6981	0.217	0.2461	0.223	0.1661	0.1115	0.0352	0.0012	0.7493	-0.5227	-0.1825	0.1432	0.3457	0.4537	-0.1914	-0.05	0.8024	0.0822	-2.8391	0.8851	-2.8591	0.8763	B+	A-	NA
MATH	7	492768	0	A-N	2	78079	0.9886	0.4333	0.1838	0.1999	0.0931	0.0122	0.0735	0.0042	0.7716	-0.6213	0.1003	0.4273	0.415	0.1974	-0.1534	-0.0632	1.4234	0.0249	-7.5191	0.8951	-9.8992	0.7958	A-	A-	A-
MATH	7	503121	0	A-R	2	82205	1.105	0.3729	0.3228	0.1416	0.0681	0.0656	0.0255	0.0034	0.796	-0.5953	-0.0023	0.3162	0.3764	0.4448	-0.1448	-0.0597	1.0155	0.0243	-9.8992	0.7689	-9.8992	0.7567	A+	A-	A-
MATH	7	566985	0	B-E	2	82379	1.1078	0.3593	0.3171	0.1639	0.0977	0.035	0.0201	0.0068	0.8014	-0.5964	-0.0252	0.3317	0.4615	0.3455	-0.1331	-0.082	1.2197	0.0249	-9.8993	0.7048	-9.8993	0.6687	A-	A-	A-
MATH	7	712889	1	B-E	3	785	1.3299	0.337	0.2812	0.0824	0.1842	0.0667	0.0436	0.0048	0.7818	-0.5518	-0.0986	0.1543	0.4601	0.4377	-0.0963	-0.0739	0.8542	0.0733	-5.1092	0.7753	-5.2093	0.7241	A+	A+	A+
MATH	7	709596	2	B-E	3	768	0.9818	0.3661	0.343	0.1152	0.0861	0.0206	0.0558	0.0133	0.7227	-0.5409	0.1145	0.3132	0.407	0.2659	-0.1597	-0.0789	1.5983	0.0721	-3.3591	0.8508	-4.4992	0.792	A+	A+	NA
MATH	7	715322	3	D-S	3	768	1.3633	0.2739	0.3079	0.1612	0.1127	0.0752	0.0606	0.0085	0.7454	-0.4938	-0.1181	0.2415	0.4127	0.3872	-0.1532	-0.1104	0.904	0.0756	-2.0991	0.9098	-2.9291	0.8699	A+	NA	A-
MATH	7	664284	4	A-R	3	782	0.8517	0.4533	0.3139	0.0703	0.0885	0.0218	0.0448	0.0073	0.7335	-0.6217	0.2645	0.2875	0.4054	0.2672	-0.1611	-0.0892	1.6527	0.0718	-4.7992	0.7787	-6.2093	0.6922	A+	A-	NA
MATH	7	658588	5	A-R	3	773	1.6585	0.2764	0.1758	0.1794	0.2024	0.103	0.0582	0.0048	0.7369	-0.5183	-0.1712	0.1714	0.3856	0.4164	-0.2008	-0.048	0.5054	0.0795	-3.6692	0.8486	-3.7692	0.8183	A+	A+	A+
MATH	7	715321	6	A-N	3	767	1.0926	0.3964	0.2715	0.0812	0.1406	0.04	0.0667	0.0036	0.6989	-0.4797	-0.0102	0.2126	0.468	0.3104	-0.1642	-0.0241	1.2327	0.0735	-0.839	0.959	-1.5891	0.9087	A+	A-	A-
MATH	7	707611	7	C-G	3	785	0.6624	0.48	0.3515	0.0848	0.0315	0.0036	0.0436	0.0048	0.6814	-0.5828	0.3334	0.3613	0.2889	0.1195	-0.1211	-0.0227	2.5987	0.0713	-2.0591	0.8998	-3.8992	0.8082	A+	A-	A-
MATH	7	707610	8	A-N	3	775	1.2787	0.3782	0.217	0.1212	0.1503	0.0727	0.0533	0.0073	0.7872	-0.5996	-0.0292	0.2419	0.4321	0.4168	-0.1373	-0.0934	1.0142	0.076	-5.1492	0.777	-4.6593	0.7469	A+	A-	A-
MATH	7	712967	9	C-G	3	782	0.8312	0.4739	0.2788	0.0909	0.0897	0.0145	0.0436	0.0085	0.6421	-0.4912	0.1357	0.2232	0.4201	0.2264	-0.0945	-0.0831	1.9297	0.0723	-0.409	0.9793	-1.1191	0.9351	A+	A-	A-
MATH	8	494645	0	B-E	2	83162	1.4165	0.2914	0.2903	0.1733	0.1187	0.0947	0.0251	0.0066	0.7854	-0.5202	-0.1693	0.2181	0.3578	0.5039	-0.161	-0.0913	0.4479	0.0252	-9.8992	0.8359	-9.8992	0.8212	A+	A-	A-
MATH	8	494647	0	C-G	2	82244	1.4071	0.2069	0.3721	0.21	0.1193	0.0494	0.0293	0.013	0.7447	-0.4536	-0.186	0.2319	0.4144	0.3956	-0.1644	-0.1156	0.4512	0.0268	-9.8992	0.8067	-9.8992	0.8037	A+	A-	A-
MATH	8	664294	0	D-S	3	79384	1.3447	0.0993	0.5461	0.1793	0.0603	0.0394	0.0696	0.0061	0.6935	-0.2835	-0.2996	0.3387	0.3567	0.368	-0.1789	-0.0885	0.9461	0.0297	-0.399	0.9935	-2.459	0.9603	A+	A-	A-
MATH	8	612078	1	A-N	3	754	1.1247	0.4303	0.1855	0.12	0.1103	0.0679	0.0533	0.0327	0.7647	-0.5249	0.0145	0.2531	0.4358	0.4164	-0.1889	-0.1509	0.9451	0.0767	-3.8492	0.8098	-4.9993	0.6797	A+	A-	A-
MATH	8	707613	2	C-G	3	780	1.2115	0.3152	0.3636	0.103	0.0788	0.0848	0.0497	0.0048	0.747	-0.536	0.0289	0.2489	0.2996	0.4668	-0.2067	-0.0929	0.8449	0.0727	-3.0391	0.859	-4.1092	0.8008	A+	B-	A-
MATH	8	653192	3	D-S	3	790	1.2671	0.2255	0.4315	0.1685	0.0836	0.0485	0.0339	0.0085	0.6874	-0.4862	-0.0418	0.2691	0.3199	0.3544	-0.182	-0.0939	0.7994	0.0762	-1.6091	0.9294	-2.7391	0.8825	A+	A-	A-
MATH	8	712968	4	B-E	3	767	0.8722	0.4897	0.1867	0.16	0.0691	0.0242	0.0509	0.0194	0.7556	-0.5474	0.1107	0.4103	0.379	0.3108	-0.2273	-0.1004	1.2801	0.0756	-6.3493	0.7221	-5.5693	0.6711	A-	A-	A+
MATH	8	715323	5	A-N	3	766	0.8316	0.4558	0.2836	0.1079	0.0521	0.0291	0.057	0.0145	0.6578	-0.4814	0.1972	0.2983	0.3047	0.3041	-0.1925	-0.1329	1.4274	0.0721	-2.0791	0.8974	-3.6492	0.8037	A+	A-	A-
MATH	8	707612	6	B-F	3	768	1.2513	0.36	0.2545	0.1055	0.1442	0.0667	0.057	0.0121	0.7701	-0.4994	-0.1018	0.2445	0.4545	0.4157	-0.1913	-0.092	0.6359	0.0736	-5.5792	0.7629	-6.0793	0.6993	A+	A-	A-
MATH	8	707188	7	B-E	3	782	1.4604	0.1721	0.4388	0.1491	0.1042	0.0836	0.0424	0.0097	0.7728	-0.3689	-0.2895	0.1985	0.4294	0.4773	-0.2002	-0.11	0.6401	0.0787	-6.7093	0.7242	-6.7393	0.7156	A-	A-	A-
MATH	8	709598	8	B-E	3	769	1.1782	0.3479	0.2679	0.1515	0.1321	0.0327	0.0436	0.0242	0.6998	-0.4814	0.0177	0.2417	0.4194	0.3206	-0.1831	-0.1748	1.0547	0.0734	-1.6591	0.9271	-3.0992	0.8474	A-	A-	NA
MATH	8	715324	9	B-F	3	778	1.6902	0.1127	0.3588	0.2982	0.0545	0.1188	0.0497	0.0073	0.6852	-0.3074	-0.3014	0.175	0.2328	0.5078	-0.2163	-0.0997	0.1117	0.091	-1.6291	0.9305	-2.3191	0.8982	A-	B-	B-
SCIENCE	4	560222	0	A	2	88007	0.8648	0.3782	0.3558	0.2457			0.012	0.0083	0.5978	-0.5166	0.165	0.4645			-0.1461	-0.1381	1.039	0.0305	-2.169	0.9685	-1.609	0.9728	A+	A-	A-
SCIENCE	4	660755	0	A	3	86508	1.0639	0.2917	0.3181	0.3532			0.0263	0.0108	0.6314	-0.5007	0.0147	0.5491			-0.1675	-0.1446	1.1214	0.03	-7.0191	0.9003	-6.6291	0.8846	A+	A+	A+
SCIENCE	4	566533	0	B	3	87557	1.37	0.1333	0.3475	0.4939			0.0143	0.011	0.5004	-0.442	-0.039	0.4083			-0.1566	-0.1598	-0.0454	0.042	6.7611	1.1147	7.7212	1.1709	B+	A-	A-
SCIENCE	4	566539	0	C	3	87595	0.9069	0.2477	0.5705	0.1569			0.0146	0.0104	0.524	-0.3783	0.0879	0.4231			-0.1593	-0.1478	1.0968	0.0326	-3.4891	0.9467	-3.6491	0.9447	A+	A-	A-

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr (OMIT)	Corr (INV)	Final	Final Err	Infit-Z	Infit-MS	Outfit-Z	Outfit-MS	M/F	W/B	W/H
SCIENCE	4	492607	0	D	2	86611	0.6902	0.5063	0.2501	0.2076			0.0201	0.0158	0.6693	-0.5754	0.2673	0.5195			-0.1425	-0.1508	1.5468	0.0289	-9.8992	0.8125	-9.8993	0.7363	A-	A-	A-
SCIENCE	4	630240	1	B	2	745	0.6255	0.4388	0.3636	0.1006			0.0388	0.0582	0.4825	-0.2913	0.281	0.3473			-0.2156	-0.2283	2.2643	0.069	-2.0391	0.9177	-2.7291	0.8711	A+	A-	A-
SCIENCE	4	166928	2	A	3	794	0.9559	0.3394	0.3261	0.297			0.0279	0.0097	0.4837	-0.3946	0.1053	0.3976			-0.1755	-0.1561	1.2925	0.0717	1.7511	1.0628	1.131	1.0478	A+	A+	A+
SCIENCE	4	621213	3	D	3	798	0.7281	0.3988	0.4327	0.1358			0.023	0.0097	0.428	-0.3282	0.1973	0.3142			-0.1848	-0.1732	1.7999	0.0696	1.041	1.0393	0.911	1.0365	A-	A-	NA
SCIENCE	4	299716	4	B	2	798	0.99	0.3406	0.2958	0.3309			0.023	0.0097	0.495	-0.3746	-0.0037	0.4565			-0.1625	-0.1144	1.0872	0.0728	2.8511	1.1034	2.2811	1.1043	A-	A-	A+
SCIENCE	4	621212	5	C	2	787	0.8564	0.3382	0.4145	0.2012			0.0315	0.0145	0.4248	-0.2793	0.0552	0.3847			-0.1559	-0.1841	1.4657	0.0717	2.4211	1.0913	2.5511	1.1027	A-	A-	NA
SCIENCE	4	193601	6	A	2	797	1.3626	0.1745	0.2667	0.5248			0.0206	0.0133	0.5319	-0.4563	-0.0355	0.4572			-0.1439	-0.1652	0.3101	0.0883	-1.6791	0.9344	-0.189	0.9888	A+	A-	A-
SCIENCE	8	658415	0	A	3	77497	1.463	0.1315	0.259	0.5816			0.0175	0.0104	0.6112	-0.4573	-0.2097	0.5754			-0.17	-0.1493	-0.0242	0.0342	-9.8991	0.853	-9.8992	0.7972	A+	A-	A-
SCIENCE	8	659844	0	A	3	76363	0.7192	0.4368	0.3533	0.1678			0.0253	0.0168	0.5767	-0.4517	0.2199	0.4444			-0.1727	-0.1557	1.2007	0.0287	-4.5091	0.9323	-5.6691	0.9019	A+	A-	A-
SCIENCE	8	566537	0	B	2	76581	1.1528	0.2087	0.3964	0.3555			0.0224	0.017	0.638	-0.4735	-0.0469	0.5553			-0.1873	-0.1762	0.2929	0.0333	-5.2191	0.9243	-6.0291	0.9078	A+	A-	A-
SCIENCE	8	659845	0	C	2	75218	0.7396	0.3584	0.4723	0.1127			0.03	0.0264	0.4503	-0.3057	0.1942	0.3496			-0.1838	-0.1841	1.1616	0.0291	3.3911	1.0525	2.481	1.0386	A+	A-	A-
SCIENCE	8	336871	0	D	2	74915	0.5829	0.5131	0.3055	0.1211			0.0405	0.0197	0.4918	-0.3575	0.2728	0.3523			-0.1916	-0.1734	1.3987	0.0286	1.431	1.0228	0.041	1.0006	A-	A-	A-
SCIENCE	8	623862	1	C	2	764	0.2055	0.7648	0.1321	0.0291			0.0424	0.0315	0.3893	-0.1954	0.3565	0.1828			-0.21	-0.1502	2.9123	0.0916	-0.309	0.9766	-0.7291	0.9096	A-	A-	A-
SCIENCE	8	208499	2	D	3	767	0.6167	0.5152	0.2558	0.1588			0.04	0.0303	0.5663	-0.4051	0.2755	0.433			-0.1975	-0.2177	1.4621	0.0711	-2.7091	0.894	-3.2092	0.8257	A+	A-	A-
SCIENCE	8	623215	3	A	2	776	0.5335	0.5176	0.3442	0.0788			0.0424	0.017	0.4305	-0.291	0.2705	0.2977			-0.2255	-0.1381	1.9595	0.0702	0.911	1.0381	0.701	1.0359	A-	A-	A+
SCIENCE	8	149778	4	D	3	783	1.0179	0.2485	0.4352	0.2655			0.0291	0.0218	0.4734	-0.3192	0.045	0.4149			-0.2234	-0.2054	0.6327	0.076	-0.659	0.9762	-0.539	0.9792	A-	A+	A-
SCIENCE	8	617537	5	B	3	796	1.0942	0.263	0.3479	0.3539			0.0291	0.0061	0.6206	-0.4838	-0.0165	0.5412			-0.1719	-0.1166	0.5221	0.0758	-4.4092	0.8487	-4.2292	0.8317	A+	B-	A-
SCIENCE	8	252548	6	D	2	766	0.6279	0.5176	0.2388	0.1721			0.04	0.0315	0.5676	-0.4083	0.2668	0.4347			-0.2295	-0.1651	1.5081	0.0706	-3.9792	0.8465	-3.7392	0.796	A-	B-	NA

Open-Ended Computer-Based Item Statistics

Column Heading	Definition
Content	Content Area
Grade	Grade
PubID	Form ID
Form	Form Number
Stand	Standard
Depth	Depth of Knowledge
N	N
Mean	Mean Score
P(0)	Proportion 0 Points
P(1)	Proportion 1 Point
P(2)	Proportion 2 Points
P(3)	Proportion 3 Points
P(4)	Proportion 4 Points
P(OMIT)	Proportion Omits
P(INV)	Proportion Invalid Responses
PtBis	Point Biserial
Corr(0)	Correlation 0 Points
Corr(1)	Correlation 1 Point
Corr(2)	Correlation 2 Points
Corr(3)	Correlation 3 Points
Corr(4)	Correlation 4 Points
Corr(OMIT)	Correlation Omits
Corr(INV)	Correlation Invalid Responses

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr(OMIT)	Corr(INV)
ELA	3	580001	0	A-K	3	22791	1.0765	0.2466	0.4355	0.1977	0.0604		0.0155	0.0442	0.6157	-0.4146	0.0155	0.3882	0.3262		-0.0996	-0.2384
ELA	3	633106	0	B-K	3	23148	1.0999	0.2709	0.3752	0.2518	0.0573		0.0075	0.0375	0.6388	-0.4395	-0.0438	0.4445	0.3152		-0.0772	-0.2262
ELA	3	716242	1	B-K	3	251	0.7849	0.3127	0.4909	0.1018	0.0073			0.0873	0.5295	-0.359	0.2543	0.3501	0.1629			-0.2849
ELA	3	717728	2	B-K	3	269	1.5502	0.0584	0.4526	0.3431	0.1277			0.0182	0.6084	-0.1975	-0.4023	0.2392	0.4824			-0.2096
ELA	3	717792	3	B-K	3	269	1.1487	0.1309	0.6109	0.1964	0.04			0.0218	0.5022	-0.3017	-0.1109	0.3322	0.2706			-0.2
ELA	3	717554	4	B-K	3	271	1.1218	0.1564	0.5782	0.2255	0.0255			0.0145	0.4978	-0.3148	-0.1375	0.416	0.1571			-0.1369
ELA	3	718934	5	B-K	3	274	1.0876	0.2509	0.4764	0.2	0.0691			0.0036	0.483	-0.4345	0.0548	0.2784	0.215			-0.0816
ELA	3	713654	6	A-K	3	268	1.2425	0.1418	0.5018	0.2836	0.0473			0.0255	0.525	-0.3217	-0.1286	0.3478	0.275			-0.2449
ELA	3	713849	7	A-K	3	274	1.4088	0.1491	0.4145	0.3091	0.1236			0.0036	0.6194	-0.5039	-0.1536	0.3143	0.3419			-0.0437
ELA	3	716176	8	A-K	3	274	1.1898	0.2	0.4873	0.2291	0.08			0.0036	0.6488	-0.4439	-0.177	0.3987	0.3737			-0.0484
ELA	3	715751	9	A-K	3	270	0.8556	0.3709	0.4145	0.1636	0.0327			0.0182	0.5269	-0.4128	0.1171	0.3507	0.2251			-0.2102
MATH	3	565734	0	A-T	2	22809	1.927	0.0842	0.2627	0.3253	0.2567	0.0514	0.0049	0.015	0.7557	-0.4055	-0.3931	0.0599	0.4846	0.3343	-0.0888	-0.1796
MATH	3	658923	0	C-G	3	22333	1.4927	0.2426	0.2985	0.2066	0.1274	0.0847	0.0082	0.0321	0.7307	-0.5242	-0.0813	0.2192	0.3426	0.4039	-0.1054	-0.2498
MATH	3	628160	0	D-M	2	23139	1.7368	0.1321	0.3588	0.2446	0.1564	0.1024	0.0047	0.0009	0.7656	-0.4993	-0.3336	0.1665	0.3652	0.4343	-0.0806	-0.044
MATH	3	716154	1	A-F	3	271	1.1513	0.3273	0.3382	0.1891	0.1055	0.0255		0.0145	0.6944	-0.4954	-0.0636	0.2511	0.4007	0.3454		-0.1106
MATH	3	652779	2	C-G	3	272	2.2941	0.1018	0.1273	0.3164	0.2655	0.1782		0.0109	0.7422	-0.4949	-0.2894	-0.081	0.2818	0.466		-0.1827
MATH	3	712333	3	D-M	3	269	0.6729	0.4982	0.3491	0.0945	0.0255	0.0109		0.0218	0.5772	-0.4827	0.263	0.3469	0.2231	0.1306		-0.2345
MATH	3	714443	4	D-M	3	272	1.0478	0.4509	0.2327	0.1564	0.1055	0.0436		0.0109	0.6323	-0.5667	0.131	0.2265	0.3208	0.2996		-0.1477
MATH	3	715919	5	A-T	3	275	1.6436	0.1418	0.3236	0.3273	0.1636	0.0436			0.705	-0.4691	-0.3302	0.2529	0.38	0.2882		
MATH	3	658924	6	C-G	3	271	1.2288	0.2291	0.4618	0.1673	0.0945	0.0327		0.0145	0.6388	-0.4643	-0.0684	0.2793	0.3522	0.2468		-0.1836
MATH	3	715921	7	B-O	3	272	1.1728	0.4255	0.1964	0.2182	0.0691	0.08		0.0109	0.5955	-0.4665	-0.04	0.2388	0.2773	0.3427		-0.1483
MATH	3	655429	8	D-M	3	270	1.2963	0.1527	0.4582	0.3091	0.0509	0.0109		0.0182	0.5963	-0.3967	-0.1871	0.449	0.2128	0.1331		-0.2406
MATH	3	711597	9	B-O	3	270	1.4556	0.1382	0.4436	0.2691	0.0764	0.0545		0.0182	0.5872	-0.4383	-0.136	0.2782	0.2738	0.2411		-0.2395
MATH	4	575731	0	A-F	2	24582	1.0494	0.4316	0.2588	0.1443	0.0806	0.058	0.0072	0.0194	0.7492	-0.6453	0.1474	0.3223	0.3346	0.3632	-0.0936	-0.1908
MATH	4	495133	0	B-O	2	24852	1.1489	0.3048	0.3828	0.1712	0.0957	0.0295	0.0042	0.0117	0.6758	-0.5555	0.0372	0.3072	0.3399	0.2548	-0.0724	-0.1536
MATH	4	628158	0	D-M	2	24734	1.2422	0.2628	0.4051	0.1614	0.1117	0.0384	0.0038	0.0168	0.7388	-0.5097	-0.1078	0.3016	0.4269	0.3125	-0.0777	-0.1822
MATH	4	711603	1	A-T	3	260	0.85	0.4145	0.3091	0.1818	0.0291	0.0109		0.0545	0.7128	-0.577	0.1649	0.5078	0.237	0.1628		-0.1961
MATH	4	623890	2	B-O	3	274	2.2993	0.0436	0.2582	0.2	0.3455	0.1491		0.0036	0.6063	-0.3459	-0.3707	-0.0498	0.3036	0.3293		-0.147
MATH	4	714445	3	D-M	3	274	1.2591	0.32	0.3055	0.2073	0.12	0.0436		0.0036	0.6818	-0.5699	-0.0328	0.3134	0.293	0.3252		-0.1286

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr(OMIT)	Corr(INV)
MATH	4	716157	4	C-G	3	272	1.6765	0.1964	0.2691	0.2582	0.1891	0.0764		0.0109	0.6622	-0.5125	-0.1867	0.1795	0.4128	0.239		-0.1669
MATH	4	628162	5	B-O	3	275	1.8909	0.1527	0.24	0.2473	0.2836	0.0764			0.6913	-0.4997	-0.2307	0.0087	0.4013	0.3524		
MATH	4	711604	6	D-M	3	273	1.1685	0.2182	0.5491	0.0655	0.16			0.0073	0.5995	-0.3587	-0.1546	0.1933	0.5013			-0.0766
MATH	4	712335	7	C-G	3	273	1.4982	0.1673	0.4182	0.2073	0.1455	0.0545		0.0073	0.6101	-0.4435	-0.1425	0.1592	0.3547	0.2716		-0.1818
MATH	4	714444	8	A-T	3	264	0.6212	0.4873	0.3564	0.1127		0.0036		0.04	0.4987	-0.3697	0.3063	0.3108		0.1067		-0.34
MATH	4	659804	9	B-O	3	270	1.0444	0.32	0.4327	0.1273	0.0691	0.0327		0.0182	0.6345	-0.4701	0.0286	0.3245	0.3198	0.2523		-0.2169
MATH	5	658927	0	A-F	3	27839	1.3146	0.3163	0.2696	0.2172	0.123	0.0538	0.0051	0.0149	0.7755	-0.6055	-0.0622	0.28	0.3986	0.3779	-0.0709	-0.1432
MATH	5	413016	0	B-O	2	27967	1.269	0.239	0.4135	0.1892	0.1138	0.029	0.0032	0.0123	0.6921	-0.4741	-0.128	0.2645	0.4224	0.2758	-0.0656	-0.1365
MATH	5	660695	0	C-G	3	27862	1.3784	0.2242	0.3511	0.2478	0.1256	0.0321	0.0055	0.0137	0.6956	-0.506	-0.1347	0.275	0.4011	0.2621	-0.079	-0.1431
MATH	5	716158	1	A-T	3	268	1.0672	0.3782	0.3018	0.1782	0.0836	0.0327		0.0255	0.6667	-0.4945	-0.0266	0.2977	0.3984	0.2686		-0.127
MATH	5	714446	2	B-O	3	269	1.7509	0.2109	0.2145	0.2691	0.1745	0.1091		0.0218	0.6721	-0.4855	-0.153	0.0979	0.2835	0.4274		-0.1601
MATH	5	715928	3	D-M	3	273	1.1502	0.44	0.1818	0.2145	0.0945	0.0618		0.0073	0.7503	-0.6846	0.0668	0.3288	0.3891	0.3182		-0.1341
MATH	5	711606	4	C-G	3	266	0.6842	0.5745	0.2436	0.0691	0.04	0.04		0.0327	0.6423	-0.5397	0.2676	0.264	0.2156	0.3711		-0.1685
MATH	5	654039	5	A-T	3	270	1.5037	0.2436	0.3164	0.1127	0.3018	0.0073		0.0182	0.7064	-0.4741	-0.1973	0.1093	0.5918	0.1779		-0.1951
MATH	5	715927	6	C-G	3	274	1.9307	0.1091	0.2327	0.3636	0.2	0.0909	0.0036		0.6222	-0.3945	-0.2437	-0.016	0.3456	0.3478	-0.0758	
MATH	5	712336	7	A-T	3	274	1.4635	0.1927	0.3891	0.24	0.1091	0.0655		0.0036	0.7159	-0.54	-0.1649	0.2373	0.3453	0.3617		-0.0841
MATH	5	566928	8	B-O	3	273	1.4176	0.2364	0.3345	0.2255	0.1636	0.0327		0.0073	0.7181	-0.5561	-0.121	0.1939	0.448	0.2817		-0.0408
MATH	5	711605	9	B-O	3	273	1.011	0.4473	0.1782	0.2836	0.0764	0.0073		0.0073	0.5718	-0.493	0.0168	0.31	0.3903	0.0218		-0.0765
MATH	6	480017	0	A-N	2	33710	1.7164	0.2847	0.2066	0.1731	0.123	0.1882	0.0071	0.0174	0.8097	-0.6154	-0.1557	0.1297	0.3124	0.5556	-0.088	-0.1577
MATH	6	658143	0	A-R	3	33579	1.2146	0.3009	0.348	0.1772	0.1043	0.0412	0.0115	0.0168	0.7824	-0.5645	-0.0786	0.3362	0.4213	0.3498	-0.1005	-0.1525
MATH	6	661689	0	B-E	3	33956	1.6783	0.1363	0.2988	0.3363	0.1673	0.044	0.0057	0.0117	0.736	-0.4479	-0.3249	0.2048	0.4271	0.3266	-0.0815	-0.1362
MATH	6	715319	1	B-E	3	260	0.8038	0.4873	0.2618	0.1164	0.0545	0.0255	0.0036	0.0509	0.7705	-0.5952	0.1876	0.3416	0.3748	0.3717	-0.0235	-0.1673
MATH	6	715320	2	C-G	3	269	0.9814	0.4291	0.3418	0.0509	0.1091	0.0473		0.0218	0.7125	-0.6367	0.2158	0.2275	0.3982	0.3085		-0.1837
MATH	6	712888	3	D-S	3	271	1.0701	0.2836	0.4364	0.1855	0.0727	0.0073		0.0145	0.5959	-0.3613	-0.1572	0.3626	0.3769	0.131		-0.0758
MATH	6	567506	4	B-E	3	270	1.1185	0.2509	0.4509	0.2073	0.0582	0.0145		0.0182	0.6977	-0.5006	-0.0677	0.4105	0.3279	0.2325		-0.1517
MATH	6	707091	5	A-N	3	271	1.6937	0.1818	0.2982	0.24	0.1709	0.0945		0.0145	0.6056	-0.3986	-0.2149	0.1186	0.3125	0.3439		-0.1411
MATH	6	709594	6	A-N	3	273	1.5018	0.3055	0.2545	0.1527	0.1891	0.0909		0.0073	0.7147	-0.6041	-0.0925	0.2203	0.403	0.3226		-0.133
MATH	6	567505	7	A-R	3	269	0.5502	0.6182	0.2509	0.0545	0.04	0.0145	0.0036	0.0182	0.5311	-0.4694	0.3331	0.168	0.2598	0.2034	-0.0878	-0.1833
MATH	6	653188	8	A-R	3	271	0.7454	0.4873	0.3418	0.0909	0.0509	0.0145		0.0145	0.6878	-0.6433	0.3422	0.2516	0.3654	0.1917		-0.1369

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr(OMIT)	Corr(INV)
MATH	6	712887	9	A-N	3	268	1.5933	0.2327	0.3018	0.1782	0.1527	0.1091	0.0036	0.0218	0.711	-0.4901	-0.1768	0.1708	0.34	0.4252	-0.0582	-0.1951
MATH	7	492768	0	A-N	2	33483	0.9351	0.4863	0.1966	0.172	0.0887	0.0247	0.0119	0.0198	0.7654	-0.6556	0.1214	0.3994	0.4054	0.2672	-0.0828	-0.1366
MATH	7	503121	0	A-R	2	34024	0.991	0.414	0.3329	0.1246	0.0565	0.0558	0.005	0.011	0.7744	-0.6088	0.0645	0.3197	0.3544	0.4272	-0.0661	-0.1087
MATH	7	566985	0	B-E	2	33176	0.9478	0.4459	0.2489	0.1587	0.0809	0.0251	0.012	0.0286	0.7959	-0.6096	0.0739	0.3748	0.4501	0.3144	-0.0923	-0.1664
MATH	7	712889	1	B-E	3	261	0.8621	0.5236	0.2073	0.0727	0.1164	0.0291		0.0509	0.8037	-0.5642	0.0543	0.2414	0.5354	0.4073		-0.1959
MATH	7	709596	2	B-E	3	263	1	0.3927	0.2982	0.1636	0.0764	0.0255		0.0436	0.6995	-0.5119	0.0437	0.3629	0.3768	0.2645		-0.2252
MATH	7	715322	3	D-S	3	271	1.4428	0.2291	0.36	0.1855	0.1527	0.0582		0.0145	0.7543	-0.4114	-0.3096	0.2134	0.4325	0.4385		-0.1644
MATH	7	664284	4	A-R	3	270	0.8741	0.44	0.3636	0.0582	0.1018	0.0182	0.0036	0.0145	0.7291	-0.6475	0.2684	0.1779	0.4606	0.2367	-0.0694	-0.1343
MATH	7	658588	5	A-R	3	266	1.6654	0.2945	0.1818	0.1455	0.2436	0.1018		0.0327	0.7795	-0.575	-0.1247	0.0841	0.4159	0.468		-0.2219
MATH	7	715321	6	A-N	3	269	1.0297	0.44	0.2836	0.0873	0.12	0.0473		0.0218	0.7324	-0.574	0.0432	0.257	0.4038	0.3868		-0.1393
MATH	7	707611	7	C-G	3	273	0.5238	0.5927	0.3127	0.0545	0.0327			0.0073	0.5282	-0.4817	0.3208	0.2292	0.2666			-0.1354
MATH	7	707610	8	A-N	3	264	1.2121	0.4109	0.2182	0.1127	0.1527	0.0655		0.04	0.7843	-0.666	0.1065	0.1953	0.4426	0.3905		-0.173
MATH	7	712967	9	C-G	3	269	0.8067	0.4727	0.3018	0.1236	0.08			0.0218	0.6193	-0.5102	0.1704	0.2864	0.3996			-0.179
MATH	8	494645	0	B-E	2	33375	1.3697	0.3144	0.2738	0.1689	0.1237	0.0851	0.0126	0.0216	0.7795	-0.5328	-0.1284	0.2293	0.3694	0.4819	-0.1185	-0.166
MATH	8	494647	0	C-G	2	32493	1.3685	0.2023	0.378	0.2097	0.1118	0.0385	0.0205	0.0392	0.7194	-0.4221	-0.1519	0.247	0.4171	0.3593	-0.1276	-0.2053
MATH	8	664294	0	D-S	3	33186	1.2615	0.143	0.5425	0.1897	0.0511	0.0341	0.0158	0.0238	0.6956	-0.3528	-0.2289	0.3522	0.3451	0.3571	-0.1209	-0.1721
MATH	8	612078	1	A-N	3	247	0.6316	0.5927	0.1709	0.04	0.0618	0.0327		0.1018	0.7595	-0.5123	0.2896	0.2594	0.4391	0.3751		-0.2666
MATH	8	707613	2	C-G	3	266	1.1165	0.3636	0.3418	0.1164	0.0764	0.0691	0.0036	0.0291	0.73	-0.5696	0.0693	0.257	0.3355	0.4126	-0.0493	-0.1908
MATH	8	653192	3	D-S	3	269	1.2639	0.28	0.3673	0.1745	0.1055	0.0509		0.0218	0.6987	-0.4746	-0.0876	0.2126	0.4131	0.3488		-0.198
MATH	8	712968	4	B-E	3	258	1.124	0.4364	0.1636	0.1745	0.1127	0.0509		0.0618	0.7606	-0.5477	0.0204	0.3191	0.3994	0.3795		-0.2772
MATH	8	715323	5	A-N	3	265	0.8906	0.4545	0.2945	0.1164	0.0618	0.0364		0.0364	0.6789	-0.4696	0.0634	0.3337	0.3416	0.3341		-0.2503
MATH	8	707612	6	B-F	3	265	1.3811	0.3236	0.2727	0.1418	0.1273	0.0982		0.0364	0.755	-0.441	-0.2325	0.1864	0.4282	0.4745		-0.2089
MATH	8	707188	7	B-E	3	261	1.2759	0.2509	0.4036	0.1273	0.1164	0.0509		0.0509	0.7493	-0.4203	-0.1645	0.2767	0.433	0.401		-0.256
MATH	8	709598	8	B-E	3	263	1.1559	0.3818	0.2545	0.16	0.1091	0.0509		0.0436	0.6676	-0.4867	0.0188	0.1993	0.3995	0.3348		-0.2101
MATH	8	715324	9	B-F	3	275	1.6727	0.1164	0.4255	0.2545	0.0764	0.1273			0.6667	-0.2727	-0.4326	0.1291	0.3723	0.4387		
SCIENCE	4	560222	0	A	2	27179	0.8951	0.3646	0.3408	0.263			0.0038	0.0277	0.605	-0.5036	0.1659	0.4757			-0.0796	-0.2483
SCIENCE	4	660755	0	A	3	26729	1.0268	0.3029	0.3212	0.3284			0.01	0.0375	0.6238	-0.4807	0.0631	0.5344			-0.1065	-0.2578
SCIENCE	4	566533	0	B	3	27040	1.3957	0.1372	0.3079	0.5184			0.0062	0.0303	0.5227	-0.4477	-0.0343	0.443			-0.0976	-0.2559
SCIENCE	4	566539	0	C	3	27165	1.0293	0.1946	0.5505	0.2229			0.0042	0.0278	0.5384	-0.3672	0.0058	0.4551			-0.0819	-0.2534

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(0)	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr (OMIT)	Corr (INV)
SCIENCE	4	492607	0	D	2	26504	0.6641	0.5004	0.261	0.1831			0.0111	0.0445	0.6445	-0.5084	0.293	0.4862			-0.0843	-0.2604
SCIENCE	4	630240	1	B	2	248	0.4677	0.52	0.3418	0.04				0.0982	0.5263	-0.34	0.4306	0.2835				-0.3022
SCIENCE	4	166928	2	A	3	271	0.8893	0.3636	0.3673	0.2545				0.0145	0.3485	-0.2542	0.0189	0.3201				-0.2194
SCIENCE	4	621213	3	D	3	269	0.8327	0.3345	0.4727	0.1709				0.0218	0.432	-0.3923	0.2458	0.2602				-0.2436
SCIENCE	4	299716	4	B	2	268	1.056	0.2836	0.3527	0.3382				0.0255	0.2553	-0.1594	-0.0342	0.2637				-0.2322
SCIENCE	4	621212	5	C	2	269	0.9257	0.2945	0.4618	0.2218				0.0218	0.429	-0.2862	-0.0275	0.4057				-0.1669
SCIENCE	4	193601	6	A	2	270	1.4481	0.12	0.3018	0.56				0.0182	0.4869	-0.4193	-0.0943	0.4151				-0.1985
SCIENCE	8	658415	0	A	3	37966	1.3988	0.1484	0.2721	0.5257			0.014	0.0398	0.6286	-0.4524	-0.1434	0.5921			-0.1442	-0.2767
SCIENCE	8	659844	0	A	3	37802	0.7598	0.4043	0.3598	0.178			0.015	0.0429	0.5559	-0.4035	0.2148	0.4326			-0.1374	-0.2656
SCIENCE	8	566537	0	B	2	37410	1.1996	0.1831	0.38	0.3692			0.018	0.0497	0.6371	-0.4372	-0.0404	0.5657			-0.1493	-0.2968
SCIENCE	8	659845	0	C	2	37120	0.7808	0.322	0.4839	0.1192			0.0217	0.0532	0.4581	-0.2885	0.2056	0.3559			-0.1462	-0.2761
SCIENCE	8	336871	0	D	2	37203	0.6005	0.4986	0.3005	0.1282			0.0215	0.0513	0.4853	-0.3171	0.2854	0.3483			-0.1545	-0.3007
SCIENCE	8	623862	1	C	2	264	0.1932	0.8073	0.12	0.0327				0.04	0.3808	-0.217	0.2732	0.2567				-0.2494
SCIENCE	8	208499	2	D	3	264	0.7386	0.4655	0.28	0.2145				0.04	0.5669	-0.5029	0.2926	0.404				-0.2365
SCIENCE	8	623215	3	A	2	260	0.6769	0.4545	0.3418	0.1491				0.0545	0.4964	-0.3594	0.2242	0.3765				-0.2707
SCIENCE	8	149778	4	D	3	259	1.1969	0.1745	0.4073	0.36				0.0582	0.503	-0.36	0.0311	0.43				-0.3632
SCIENCE	8	617537	5	B	3	266	1.0263	0.28	0.3818	0.3055				0.0327	0.6191	-0.4922	0.0498	0.514				-0.2244
SCIENCE	8	252548	6	D	2	248	0.6613	0.4509	0.3055	0.1455				0.0982	0.5447	-0.2971	0.2731	0.4215				-0.4252

Text-Dependent Analysis Paper/Pencil Item Statistics

Column Heading	Definition
Content	Content Area
Grade	Grade
PubID	Form ID
Form	Form Number
Stand	Standard
Depth	Depth of Knowledge
N	N
Mean	Mean Score
P(1)	Proportion 1 Point
P(2)	Proportion 2 Points
P(3)	Proportion 3 Points
P(4)	Proportion 4 Points
P(OMIT)	Proportion Omits
P(INV)	Proportion Invalid Responses
PtBis	Point Biserial
Corr(1)	Correlation 1 Point
Corr(2)	Correlation 2 Points
Corr(3)	Correlation 3 Points
Corr(4)	Correlation 4 Points
Corr(OMIT)	Correlation Omits
Corr(INV)	Correlation Invalid Responses
Final	IRT Difficulty Estimate
Final Err	IRT Difficulty Error
Infit	Infit Standardized
Infit-MS	Infit Mean Square
Outfit	Outfit Standardized
Outfit-MS	Outfit Mean Square
M/F	Male/Female DIF Code
W/B	White/Black DIF Code
W/H	White/Hispanic DIF Code

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr (OMIT)	Corr (INV)	Final	Final Err	Infit	Infit-MS	Outfit	Outfit-MS	M/F	W/B	W/H
ELA	4	660448	0	E	3	82877	2.0246	0.2749	0.3809	0.2078	0.0447	0.0146	0.0771	0.6358	-0.4212	0.1464	0.4266	0.2676	-0.1416	-0.354	0.9959	0.016	-9.8993	0.697	-9.8993	0.6993	A+	A-	A-
ELA	4	715002	1	E	3	1038	1.8131	0.3849	0.344	0.1751	0.0187	0.0204	0.0569	0.6385	-0.472	0.2863	0.4324	0.1713	-0.1557	-0.3102	1.0658	0.0487	-9.8994	0.5899	-9.8994	0.5928	A+	A-	A-
ELA	4	706945	2	E	3	1012	1.6225	0.4427	0.3573	0.096	0.0036	0.0267	0.0738	0.5599	-0.358	0.3773	0.3465	0.082	-0.1457	-0.3308	1.6977	0.0499	-9.5893	0.6931	-9.7093	0.6894	A+	A-	A-
ELA	4	713759	3	E	3	1062	1.7646	0.4062	0.3742	0.1431	0.0204	0.016	0.04	0.5576	-0.4158	0.2482	0.378	0.1632	-0.164	-0.2592	1.0462	0.0632	-9.8993	0.6599	-9.8993	0.6576	B+	A-	A-
ELA	4	712342	4	E	3	1017	1.5752	0.5013	0.2969	0.0942	0.0116	0.0142	0.0818	0.5749	-0.3317	0.3192	0.3757	0.1848	-0.1172	-0.3489	1.5583	0.0503	-9.8993	0.6704	-9.8993	0.6662	A+	A-	A-
ELA	4	719009	5	E	3	1052	1.8165	0.392	0.3449	0.176	0.0222	0.0187	0.0462	0.5966	-0.4426	0.2444	0.406	0.1818	-0.1339	-0.3016	1.0917	0.0598	-9.8993	0.6789	-9.8993	0.6751	B+	A-	A-
ELA	4	718436	6	E	3	1048	1.8006	0.4027	0.336	0.1689	0.024	0.016	0.0524	0.6301	-0.4694	0.2357	0.4326	0.2027	-0.1329	-0.2582	1.0325	0.0548	-9.8993	0.6591	-9.8993	0.6569	A+	A-	A-
ELA	4	715711	7	E	3	1063	1.6453	0.4711	0.3502	0.1111	0.0124	0.0187	0.0364	0.5951	-0.4575	0.3355	0.369	0.1617	-0.133	-0.2538	1.2551	0.0634	-9.2293	0.6931	-9.1093	0.6911	B+	A-	B-
ELA	4	714454	8	E	3	1070	1.7804	0.3876	0.3982	0.152	0.0133	0.0142	0.0347	0.5467	-0.4046	0.2174	0.386	0.144	-0.165	-0.2454	1.2064	0.0653	-8.6393	0.7204	-8.5893	0.72	B+	A-	A-
ELA	4	718997	9	E	3	1057	1.6708	0.456	0.352	0.1164	0.0151	0.0196	0.0409	0.5648	-0.4223	0.3164	0.343	0.1774	-0.1712	-0.2461	1.302	0.06	-8.6593	0.7075	-8.6693	0.702	A+	A-	B-
ELA	5	663358	0	E	3	82932	2.1319	0.1775	0.5077	0.2092	0.0462	0.0105	0.0488	0.5846	-0.3934	0.0345	0.3898	0.2578	-0.1243	-0.3104	0.6109	0.0227	-9.8992	0.7858	-9.8992	0.7807	B+	A-	A-
ELA	5	712455	1	E	3	1045	1.912	0.2942	0.4462	0.1644	0.024	0.0089	0.0622	0.5041	-0.3609	0.1906	0.3386	0.1652	-0.0613	-0.3117	0.9517	0.0503	-8.3693	0.7299	-8.4193	0.7293	A+	A-	A-
ELA	5	717797	2	E	3	1053	1.9924	0.2818	0.4204	0.1929	0.0409	0.0116	0.0524	0.6066	-0.4255	0.1229	0.394	0.2693	-0.1357	-0.285	0.6709	0.0615	-9.8994	0.6496	-9.8994	0.6499	B+	A-	A-
ELA	5	716333	3	E	3	1051	2.0067	0.2507	0.4613	0.1876	0.0347	0.016	0.0498	0.5278	-0.377	0.1231	0.3655	0.1922	-0.1148	-0.2823	0.6047	0.0613	-8.6593	0.7166	-8.6293	0.716	A+	A-	A-
ELA	5	715309	4	E	3	1046	1.8518	0.3191	0.4453	0.1493	0.016	0.0169	0.0533	0.5184	-0.3267	0.1715	0.3845	0.1648	-0.1857	-0.297	0.9744	0.0587	-7.9393	0.7391	-7.9693	0.7389	A+	A-	A+
ELA	5	714542	5	E	3	1030	2.066	0.2276	0.4462	0.1956	0.0462	0.016	0.0684	0.567	-0.3654	0.0864	0.3818	0.2581	-0.1005	-0.3279	0.6236	0.0545	-9.8993	0.6668	-9.8993	0.6667	B+	A-	B-
ELA	5	715578	6	E	3	1047	1.8959	0.3129	0.4276	0.1644	0.0258	0.0116	0.0578	0.5262	-0.3537	0.1632	0.3668	0.1935	-0.0791	-0.321	0.9244	0.0582	-8.6293	0.7204	-8.6593	0.7206	A+	B-	B-
ELA	5	714518	7	E	3	1067	1.8669	0.3316	0.4302	0.168	0.0187	0.0062	0.0453	0.6117	-0.4783	0.2481	0.4029	0.1641	-0.0898	-0.3051	0.9973	0.0656	-9.8993	0.6729	-9.8993	0.6723	A+	A-	A-
ELA	5	715584	8	E	3	1078	2.1039	0.2249	0.4533	0.2356	0.0444	0.0027	0.0391	0.6098	-0.4059	-0.02	0.4328	0.2707	-0.0466	-0.2975	0.4756	0.073	-9.8994	0.6378	-9.8994	0.6396	B+	A-	A-
ELA	5	718632	9	E	3	1059	2.0321	0.2489	0.4498	0.2062	0.0364	0.0124	0.0462	0.5999	-0.4211	0.0992	0.4228	0.2153	-0.1015	-0.321	0.7051	0.0633	-9.8994	0.6346	-9.8994	0.6355	B+	A-	A-
ELA	6	625442	0	E	3	76876	2.0564	0.2449	0.4519	0.1982	0.05	0.013	0.0421	0.6419	-0.4539	0.0819	0.4066	0.2937	-0.1287	-0.2846	1.059	0.0181	-9.8994	0.6358	-9.8994	0.648	B+	A-	A-
ELA	6	719143	1	E	3	1074	2.2011	0.1867	0.4676	0.2222	0.0782	0.008	0.0373	0.6297	-0.4413	-0.0317	0.3967	0.3169	-0.1102	-0.2766	0.6152	0.0623	-9.8994	0.591	-9.8994	0.5875	A+	B-	C-
ELA	6	717551	2	E	3	1062	2.0857	0.2009	0.4978	0.2089	0.0364	0.0107	0.0453	0.5528	-0.4081	0.0753	0.3744	0.2065	-0.0629	-0.2815	0.8419	0.0632	-9.8593	0.6762	-9.8393	0.6727	A+	B-	A-
ELA	6	712602	3	E	3	1058	2.1503	0.176	0.5031	0.2053	0.056	0.0178	0.0418	0.5793	-0.3663	-0.016	0.3739	0.2947	-0.1019	-0.289	0.738	0.063	-9.8993	0.6599	-9.8993	0.6533	A+	B-	A-
ELA	6	714180	4	E	3	1087	2.0975	0.2009	0.5191	0.1973	0.0489	0.0124	0.0213	0.5951	-0.4567	0.049	0.3592	0.2689	-0.102	-0.2152	0.7007	0.0751	-9.8993	0.6512	-9.8994	0.6459	B+	A-	A-
ELA	6	716340	5	E	3	1068	2.103	0.2027	0.496	0.2009	0.0498	0.016	0.0347	0.629	-0.4429	0.0561	0.3942	0.2869	-0.1698	-0.268	0.7283	0.066	-9.8994	0.6038	-9.8994	0.5975	C+	B-	B-
ELA	6	714744	6	E	3	1088	2.0257	0.2524	0.4836	0.1849	0.0462	0.0098	0.0231	0.6056	-0.4498	0.0548	0.4106	0.2509	-0.1164	-0.2174	0.7228	0.079	-9.8993	0.6624	-9.8993	0.6594	B+	B-	A-
ELA	6	720215	7	E	3	1068	2.0056	0.248	0.48	0.1893	0.032	0.0116	0.0391	0.599	-0.478	0.1586	0.393	0.1899	-0.0939	-0.2589	0.9915	0.0634	-9.8994	0.6439	-9.8994	0.6427	B+	A-	B-
ELA	6	719300	8	E	3	1069	2.0907	0.208	0.4987	0.1929	0.0507	0.0107	0.0391	0.6168	-0.4246	0.0328	0.3928	0.2951	-0.115	-0.2679	0.7515	0.0655	-9.8994	0.588	-9.8994	0.5802	B+	B-	B-

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr (OMIT)	Corr (INV)	Final	Final Err	Infit	Infit-MS	Outfit	Outfit-MS	M/F	W/B	W/H
ELA	6	713806	9	E	3	1084	2.2113	0.1893	0.4498	0.256	0.0684	0.0116	0.0249	0.5854	-0.4156	-0.0775	0.3884	0.2765	-0.0577	-0.204	0.5839	0.0774	-9.8993	0.676	-9.8993	0.6749	C+	A-	B-
ELA	7	663379	0	E	3	76202	2.1029	0.2583	0.4009	0.2128	0.0713	0.0157	0.0409	0.6314	-0.4467	0.0485	0.3788	0.3323	-0.1351	-0.2627	0.8295	0.0195	-9.8992	0.7732	-9.8992	0.7722	C+	A-	A-
ELA	7	707116	1	E	3	1065	1.9559	0.304	0.416	0.1911	0.0356	0.0142	0.0391	0.6129	-0.5029	0.1916	0.3934	0.2123	-0.1137	-0.2249	0.8354	0.0586	-9.8994	0.6486	-9.8994	0.6458	B+	A-	B-
ELA	7	713503	2	E	3	1088	2.079	0.2693	0.4124	0.2249	0.0604	0.0124	0.0204	0.61	-0.4831	0.0523	0.3778	0.285	-0.0991	-0.1844	0.5458	0.0744	-9.8993	0.6573	-9.8993	0.6549	A+	A-	B-
ELA	7	713982	3	E	3	1073	2.0503	0.2551	0.4489	0.1964	0.0533	0.0098	0.0364	0.6282	-0.4573	0.0567	0.4029	0.2965	-0.1061	-0.2407	0.7401	0.0653	-9.8994	0.634	-9.8994	0.6351	B+	A-	A-
ELA	7	719098	4	E	3	1055	2.0976	0.2462	0.4098	0.2258	0.056	0.0178	0.0444	0.6001	-0.4284	0.0543	0.4188	0.249	-0.145	-0.2685	0.8115	0.0592	-9.8993	0.6598	-9.8993	0.6603	A+	A-	A-
ELA	7	716555	5	E	3	1071	2.056	0.2516	0.4391	0.2178	0.0436	0.0142	0.0338	0.6024	-0.4339	0.0147	0.4193	0.2601	-0.063	-0.2086	0.8094	0.0679	-9.5893	0.6948	-9.5993	0.6947	C+	A-	A-
ELA	7	715194	6	E	3	1086	2.0405	0.2542	0.4604	0.208	0.0427	0.0116	0.0231	0.5715	-0.4093	0.0199	0.4025	0.2447	-0.1191	-0.2116	0.7092	0.0739	-9.8393	0.6852	-9.8793	0.6838	C+	A-	B-
ELA	7	716344	7	E	3	1092	2.1007	0.2258	0.4693	0.2276	0.048	0.0116	0.0178	0.6198	-0.451	-0.0339	0.4196	0.2841	-0.0983	-0.1564	0.6448	0.0768	-9.8993	0.6553	-9.8993	0.6533	B+	C-	B-
ELA	7	718080	8	E	3	1093	2.1674	0.1884	0.4996	0.216	0.0676	0.0124	0.016	0.6104	-0.4403	-0.0461	0.3619	0.3246	-0.1207	-0.1737	0.4773	0.083	-9.8993	0.6646	-9.8993	0.6596	C+	B-	A-
ELA	7	718636	9	E	3	1102	2.1225	0.2233	0.4715	0.2278	0.0578	0.008	0.0116	0.6215	-0.4868	-0.0098	0.3973	0.279	-0.1025	-0.1401	0.4442	0.0846	-9.8994	0.6432	-9.8994	0.6418	C+	A-	A-
ELA	8	631619	0	E	3	77293	2.1984	0.174	0.4671	0.2341	0.063	0.0176	0.0442	0.6445	-0.4357	0.0021	0.4067	0.3082	-0.1604	-0.3011	0.5549	0.02	-9.8992	0.7668	-9.8992	0.7723	B+	A-	A-
ELA	8	715197	1	E	3	1078	2.2922	0.1049	0.528	0.2658	0.0596	0.016	0.0258	0.5957	-0.3986	-0.1377	0.4153	0.2592	-0.1467	-0.2241	0.3024	0.063	-9.8994	0.619	-9.8994	0.6137	B+	A+	A+
ELA	8	716551	2	E	3	1088	2.2344	0.1547	0.4987	0.2462	0.0676	0.0089	0.024	0.6519	-0.4869	-0.0649	0.4059	0.3043	-0.1201	-0.2055	0.2966	0.075	-9.8994	0.6087	-9.8994	0.5965	C+	A-	A-
ELA	8	718872	3	E	3	1079	2.2132	0.1636	0.4836	0.256	0.056	0.0178	0.0231	0.6497	-0.4682	-0.0695	0.4253	0.289	-0.1112	-0.196	0.4533	0.0691	-9.8994	0.6333	-9.8994	0.6328	A+	A-	B-
ELA	8	716345	4	E	3	1065	2.138	0.2053	0.4533	0.24	0.048	0.0124	0.0409	0.6387	-0.4572	0.0073	0.4315	0.2742	-0.1285	-0.2404	0.5892	0.0614	-9.8994	0.6249	-9.8994	0.6253	B+	B-	A-
ELA	8	716547	5	E	3	1065	2.2141	0.1547	0.4889	0.2489	0.0542	0.016	0.0373	0.6121	-0.3974	-0.045	0.4097	0.2844	-0.1787	-0.2791	0.4967	0.0619	-9.8994	0.6201	-9.8994	0.6153	C+	B-	A-
ELA	8	716663	6	E	3	1074	2.1862	0.168	0.496	0.2356	0.0551	0.016	0.0293	0.6335	-0.4451	-0.0352	0.4193	0.28	-0.1611	-0.223	0.4458	0.0672	-9.8994	0.6478	-9.8994	0.6452	A+	A-	A-
ELA	8	718144	7	E	3	1086	2.1298	0.2107	0.4693	0.2347	0.0507	0.0116	0.0231	0.6529	-0.489	-0.0046	0.4405	0.2705	-0.1174	-0.2114	0.4415	0.0702	-9.8994	0.6005	-9.8994	0.6002	A+	A-	A-
ELA	8	713461	8	E	3	1051	2.1323	0.1947	0.4667	0.2276	0.0453	0.0133	0.0524	0.6487	-0.4137	0.0097	0.4368	0.2918	-0.14	-0.3086	0.6216	0.0591	-9.8994	0.5923	-9.8994	0.5929	A+	B-	C-
ELA	8	715306	9	E	3	1071	2.1597	0.1849	0.4907	0.216	0.0604	0.0142	0.0338	0.573	-0.3958	0.0009	0.343	0.2984	-0.1213	-0.2474	0.4928	0.0666	-9.8993	0.6774	-9.7693	0.6781	B+	A-	A-

Text-Dependent Analysis Computer-Based Item Statistics

Column Heading	Definition
Content	Content Area
Grade	Grade
PubID	Form ID
Form	Form Number
Stand	Standard
Depth	Depth of Knowledge
N	N
Mean	Mean Score
P(1)	Proportion 1 Point
P(2)	Proportion 2 Points
P(3)	Proportion 3 Points
P(4)	Proportion 4 Points
P(OMIT)	Proportion Omits
P(INV)	Proportion Invalid Responses
PtBis	Point Biserial
Corr(1)	Correlation 1 Point
Corr(2)	Correlation 2 Points
Corr(3)	Correlation 3 Points
Corr(4)	Correlation 4 Points
Corr(OMIT)	Correlation Omits
Corr(INV)	Correlation Invalid Responses

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr (OMIT)	Corr (INV)
ELA	4	660448	0	E	3	23808	1.8972	0.3254	0.4029	0.1618	0.0343	0.0042	0.0714	0.6368	-0.4633	0.2374	0.4085	0.2355	-0.0788	-0.3402
ELA	4	715002	1	E	3	329	1.5805	0.4853	0.2827	0.1013	0.008		0.1227	0.6951	-0.4357	0.3737	0.5051	0.1254		-0.3479
ELA	4	706945	2	E	3	362	1.5691	0.5013	0.384	0.0747	0.0053		0.0347	0.5476	-0.4642	0.3989	0.2881	0.0948		-0.2435
ELA	4	713759	3	E	3	365	1.726	0.4267	0.408	0.1173	0.0213		0.0267	0.5931	-0.5086	0.2863	0.3756	0.1673		-0.2126
ELA	4	712342	4	E	3	361	1.6039	0.4907	0.3707	0.0933	0.008		0.0373	0.5738	-0.4912	0.3672	0.3364	0.107		-0.2067
ELA	4	719009	5	E	3	364	1.7582	0.3893	0.44	0.128	0.0133		0.0293	0.5708	-0.4689	0.271	0.3676	0.138		-0.2639
ELA	4	718436	6	E	3	351	1.7151	0.4453	0.3333	0.136	0.0213		0.064	0.5089	-0.3885	0.2771	0.3062	0.1807		-0.2803
ELA	4	715711	7	E	3	365	1.6767	0.4587	0.3867	0.112	0.016		0.0267	0.5025	-0.4432	0.3119	0.2676	0.1533		-0.2153
ELA	4	714454	8	E	3	362	1.7431	0.4053	0.4187	0.1253	0.016		0.0347	0.5411	-0.479	0.3631	0.2573	0.1742		-0.2787
ELA	4	718997	9	E	3	363	1.5069	0.5573	0.3413	0.0587	0.0107		0.032	0.5116	-0.4153	0.3372	0.2913	0.1453		-0.21
ELA	5	663358	0	E	3	28162	2.1529	0.1763	0.5073	0.2117	0.055	0.0032	0.0464	0.5745	-0.3977	0.0126	0.3713	0.2678	-0.0671	-0.3025
ELA	5	712455	1	E	3	328	1.5945	0.4827	0.28	0.096	0.016		0.1253	0.6515	-0.4451	0.3643	0.4412	0.1662		-0.2779
ELA	5	717797	2	E	3	367	2.0763	0.2613	0.4427	0.2133	0.0613		0.0213	0.6035	-0.5188	0.1085	0.3318	0.2822		-0.2048
ELA	5	716333	3	E	3	367	2.2044	0.1733	0.512	0.2133	0.08		0.0213	0.5514	-0.401	-0.0382	0.2694	0.3373		-0.2144
ELA	5	715309	4	E	3	366	1.9508	0.3093	0.4507	0.1707	0.0453		0.024	0.4294	-0.3581	0.099	0.302	0.1454		-0.1805
ELA	5	714542	5	E	3	362	2.0221	0.2613	0.4587	0.208	0.0373		0.0347	0.4953	-0.3459	0.0461	0.3276	0.2362		-0.2666
ELA	5	715578	6	E	3	362	1.9254	0.328	0.4213	0.176	0.04		0.0347	0.5212	-0.3603	0.0758	0.3402	0.2622		-0.2691
ELA	5	714518	7	E	3	365	1.7808	0.3947	0.4213	0.1333	0.024		0.0267	0.5336	-0.4423	0.2412	0.2924	0.2281		-0.2308
ELA	5	715584	8	E	3	366	2.1803	0.1973	0.448	0.288	0.0427		0.024	0.6122	-0.4334	-0.0938	0.432	0.2686		-0.2009
ELA	5	718632	9	E	3	364	2.0247	0.2667	0.4587	0.2	0.0453	0.0027	0.0267	0.6279	-0.4685	0.0528	0.3822	0.3129	-0.0966	-0.1994
ELA	6	625442	0	E	3	34634	1.9895	0.2719	0.451	0.1674	0.0474	0.0059	0.0564	0.6467	-0.4569	0.1486	0.3916	0.3007	-0.0873	-0.3206
ELA	6	719143	1	E	3	350	1.8571	0.344	0.4213	0.1253	0.0427		0.0667	0.6603	-0.4503	0.1313	0.4385	0.3252		-0.2479
ELA	6	717551	2	E	3	363	2.0964	0.1893	0.544	0.1867	0.048		0.032	0.5538	-0.3532	-0.0587	0.372	0.2837		-0.216
ELA	6	712602	3	E	3	365	2.1233	0.1813	0.5653	0.152	0.0747		0.0267	0.5642	-0.4543	0.0592	0.2693	0.3113		-0.2035
ELA	6	714180	4	E	3	362	2.0746	0.2	0.5467	0.1653	0.0533		0.0347	0.6272	-0.4674	0.0574	0.3495	0.3241		-0.242
ELA	6	716340	5	E	3	363	2.0826	0.216	0.5253	0.1573	0.0693		0.032	0.55	-0.4065	0.0557	0.2645	0.3301		-0.2313
ELA	6	714744	6	E	3	367	2.0545	0.24	0.4987	0.1867	0.0533		0.0213	0.5494	-0.4262	0.0516	0.3512	0.2405		-0.2396
ELA	6	720215	7	E	3	358	1.9749	0.2773	0.4613	0.1787	0.0373		0.0453	0.5598	-0.4391	0.1789	0.3524	0.2055		-0.32
ELA	6	719300	8	E	3	362	2.0801	0.2187	0.5147	0.168	0.064		0.0347	0.6649	-0.4955	0.082	0.3499	0.3561		-0.296

Content	Grade	PubID	Form	Stand	Depth	N	Mean	P(1)	P(2)	P(3)	P(4)	P(OMIT)	P(INV)	PtBis	Corr(1)	Corr(2)	Corr(3)	Corr(4)	Corr (OMIT)	Corr (INV)
ELA	6	713806	9	E	3	368	2.1875	0.2107	0.4453	0.256	0.0693		0.0187	0.6407	-0.5268	0.0106	0.3859	0.2866		-0.2343
ELA	7	663379	0	E	3	35395	2.0048	0.3073	0.3839	0.1737	0.0691	0.0101	0.0559	0.6447	-0.4668	0.1394	0.3704	0.3375	-0.1008	-0.2971
ELA	7	707116	1	E	3	349	1.6705	0.4827	0.304	0.112	0.032		0.0693	0.6833	-0.5103	0.2948	0.4418	0.2803		-0.2727
ELA	7	713503	2	E	3	361	2.0083	0.328	0.3733	0.1867	0.0747		0.0373	0.6752	-0.5545	0.1328	0.3844	0.3445		-0.2334
ELA	7	713982	3	E	3	358	1.9553	0.3013	0.4507	0.1467	0.056		0.0453	0.6086	-0.4837	0.1953	0.334	0.2865		-0.2848
ELA	7	719098	4	E	3	357	1.944	0.3387	0.3813	0.1787	0.0533	0.0027	0.0453	0.6303	-0.5347	0.2431	0.3618	0.2569	-0.0081	-0.293
ELA	7	716555	5	E	3	366	1.9645	0.3013	0.4507	0.1813	0.0427		0.024	0.609	-0.4833	0.0753	0.4347	0.2256		-0.1882
ELA	7	715194	6	E	3	362	2.0663	0.2693	0.4347	0.1893	0.072		0.0347	0.6022	-0.4942	0.0775	0.4134	0.2383		-0.2337
ELA	7	716344	7	E	3	360	2.0472	0.2347	0.4933	0.184	0.048		0.04	0.6169	-0.4366	0.04	0.3718	0.3142		-0.2359
ELA	7	718080	8	E	3	366	2.0929	0.208	0.52	0.1973	0.0507		0.024	0.5826	-0.4914	0.0762	0.3564	0.2318		-0.2044
ELA	7	718636	9	E	3	358	2.1034	0.2267	0.472	0.1867	0.0693	0.0027	0.0427	0.6265	-0.4752	0.0551	0.378	0.3067	-0.0075	-0.2639
ELA	8	631619	0	E	3	34893	2.1045	0.2184	0.4549	0.1859	0.0645	0.01	0.0663	0.6618	-0.4529	0.1038	0.392	0.3264	-0.1081	-0.3478
ELA	8	715197	1	E	3	343	1.9155	0.256	0.504	0.1307	0.024		0.0853	0.624	-0.3889	0.111	0.4381	0.271		-0.2681
ELA	8	716551	2	E	3	359	2.1086	0.1627	0.5787	0.1653	0.0507	0.0027	0.04	0.5767	-0.4444	0.0744	0.3635	0.2333	-0.0487	-0.2881
ELA	8	718872	3	E	3	357	2.0672	0.2	0.5253	0.1893	0.0373		0.048	0.5853	-0.4448	0.1067	0.3686	0.2231		-0.2904
ELA	8	716345	4	E	3	353	2.0368	0.2453	0.448	0.216	0.032		0.0587	0.6554	-0.4804	0.1038	0.4287	0.2584		-0.2842
ELA	8	716547	5	E	3	352	2.0682	0.1893	0.5387	0.168	0.0427		0.0613	0.5977	-0.4379	0.1381	0.3611	0.2399		-0.3366
ELA	8	716663	6	E	3	359	2.0223	0.256	0.4667	0.192	0.0427		0.0427	0.5903	-0.5087	0.1836	0.3636	0.1931		-0.2565
ELA	8	718144	7	E	3	354	2.0932	0.2293	0.4613	0.1893	0.064		0.056	0.6477	-0.4352	0.0647	0.3899	0.3309		-0.361
ELA	8	713461	8	E	3	359	2.0306	0.248	0.4693	0.2027	0.0373		0.0427	0.6678	-0.4874	0.0775	0.4444	0.2745		-0.2913
ELA	8	715306	9	E	3	360	1.9861	0.264	0.4827	0.176	0.0373		0.04	0.5805	-0.4323	0.1339	0.3873	0.2101		-0.3251

APPENDIX G: 2023 TEST BOOK SECTION LAYOUT PLANS

ENGLISH LANGUAGE ARTS TEST/ANSWER BOOKLET SECTION LAYOUT FOR GRADES 4, 5, 6, 7, AND 8

English Language Arts Core

Core/common standalone MC items	9
Core/common passage-based MC items	23
3 core 2 pt EBSR items	6
3 core 3 pt EBSR items	9
1 core 4 pt TDA	16 (weighted x 4)
Total	63 points

The estimated testing time for English language arts is approximately 225–246 minutes (including placeholder items and embedded field-test items). [Timing assumes 30 min per TDA; 3 to 5 min per EBSR; 1½ to 2 min per MC, and 7 min per reading passage set.]

Section	Content	Number of MC/EBSR	MC/EBSR Item Breakdown	Number of TDA	TDA Item Breakdown	Estimated Number of Passages	Section Time (in minutes)
1	Conventions of Standard English (Writing) and Reading	21–24 MC 4–5 EBSR	4–5 core MC language items, 0–1 (PU) MC language item, 1 FT MC language item, 15–18 core MC reading items, 2–3 2pt EBSR reading items, 2–3 3pt EBSR reading items	0	N/A	3	67–78
2	Reading and Text-Dependent Analysis (Reading/ Writing)	14 MC 2 EBSR	8 FT MC reading items, 2 EBSR FT reading items	1	1–field-test TDA	1	70
3	Conventions of Standard English (Writing), Reading and Text-Dependent Analysis (Reading/ Writing)	11–14 MC	6–placeholder items, 10–field-test items	1	1–field-test TDA	2	70–80

Note: There were nine forms per grade.

English Language Arts Test/Answer Booklet Section Layout for Grade 3

English Language Arts Core

Core/common standalone MC items	9
Core/common passage-based MC items	20
2 core 2 pt EBSR items	4
2 core 3 pt EBSR items	6
2 core 3 pt SA items	6
Total	45 points

The estimated testing time for reading is approximately 134–166 minutes (including psychometric use items and embedded field-test items). [Timing assumes 5 to 10 min per SA, 3 to 5 min per EBSR, 1½ to 2 min per MC, and 7 min per reading passage set.]

Section	Content	Nbr of MC/EBSR	MC/EBSR Item Breakdown	Nbr of SA	SA Item Breakdown	Estimated Nbr of Passages	Section Time (in min)
1	Conventions of Standard English (Writing) and Reading	14–18 MC 1–3 EBSR	4–5 core MC language items, 0–1 (EB) MC language item, 1 FT MC language item, 8–12 core MC reading items, 0–2 2pt EBSR reading items, 0–2 3pt EBSR reading items	1	1 core	2	43–59
2	Reading	14 MC 2 EBSR	8 MC FT reading items, 2 EBSR FT reading items	1	1 field-test	1	35
3	Conventions of Standard English (Writing) and Reading	14–18 MC 1–3 EBSR	4–5 core MC language items, 0–1 (EB) MC language item, 1 FT MC language item, 8–12 core MC reading items, 0–2 2pt EBSR reading items, 0–2 3pt EBSR reading items	1	1 core	2	43–59

Note: There were nine forms per grade.

MATHEMATICS TEST/ANSWER BOOK SECTION LAYOUT FOR GRADES 3, 4, 5, 6, 7, AND 8

Mathematics Core

Core/common MC items	40
3 core 4 pt OE items	12
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Total	52 points

The estimated testing time for mathematics is approximately 156 minutes. [Timing assumes 5 to 10 min per OE and 1½ to 2 min per MC.]

Section	Content	Number of MC	MC Item Breakdown	Number of OE	OE Item Breakdown	Section Time (in minutes)
1	Mathematics	24	20—common (core) items (includes 3 non—calc in Grades 4–8), 1 psychometric use/placeholder, 3—embedded field-test items	2	2—common (core) items	78
2	Mathematics	24	20—common (core) items, 1—psychometric use/placeholder, 3—embedded field-test items	2	2—common (core) item, 1—embedded field-test item	78

Notes. 1) There were nine forms per grade. 2) The ruler items in Grade 3 and the protractor items in Grade 4 may fall in Section 1, 2, or 3. 3) Calculators are not allowed on the Grade 3 test. In Grades 4–8, a portion of section 1 is considered “non—calc.”

SCIENCE TEST/ANSWER BOOK SECTION LAYOUT

General Information (see grade level page for specifics)

- Timing Key: MC = 1 to 1½ min; 2 pt OE = 5 min; 4 pt OE = 10 min; G8 Scenario stimulus = 3 min
- There are 6 forms per grade.
- Within a section at Grade 4, MC *most likely* will precede OE items.
- Within a section at Grade 8, non-scenario MC items *most likely* will precede scenario-based MC items which will precede OE items.
- Grade 4 and 8 will have both Test Booklets and scannable Answer Booklets.
- *Generally*, core items will precede psychometric use items, which will precede field-test items.

Science: Grade 4

Core/common MC items	38 (16 core linking)
5 core 2 pt OE items	5 (2 core linking)
Total	48 points

The estimated Grade 4 testing time for science is approximately 76 minutes. [Timing assumes 5 min per 2 pt OE and 1 min per MC.]

Grade	Section	Number of MC	Estimated MC Item Breakdown	Number of OE	Estimated OE Item Breakdown	Testing Time
4	1	23	19–core items, 1–psychometric use item, 3–embedded field-test items	3	3–common (core) items	38
4	2	23	29–common (core) items, 1–psychometric use item, 4–embedded field-test items	3	2–common (core) items, 1–embedded field-test item	38

Note: There were six forms per grade. This represents a reduction from the typical 12 forms per grade. The reduction is due to the transition to new STEELS standards and the limited need to replenish an item pool.

Science: Grade 8

Core/common MC items	38 (16 core linking)
5 core 2 pt OE items	10 (2 core linking)
Total	48 points

The estimated grade 8 testing time is 90 minutes per grade for science. [Timing assumes 5 min per 2 pt OE, 1 min per MC, and 3 min per grade 8 scenario.]

Grade	Section	Number of MC	Estimated MC Item Breakdown	Number of OE	Estimated OE Item Breakdown	Testing Time
8	1	24	17–core items, 4–embedded field-test scenario-based items, 1–psychometric use item, 2–embedded field-test items	3	3–common (core) items	45
8	2	24	17–core items, 4–core scenario-based items, 1–psychometric use item, 2–embedded field-test items	3	2–common (core) items, 1–embedded field-test item	45

Note: There were six forms per grade. This represents a reduction from the typical 12 forms per grade. The reduction is due to the transition to new STEELS standards and the limited need to replenish an item pool.

APPENDIX H: MEAN SCALED SCORES BY FORM

The tables provide the mode (All, paper, or CBT), form number (Form), the number of students (N), the minimum scaled score (Min), the maximum scaled score (Max), the median scaled score (Med), the mean scaled score (Mean), and the standard deviation (STD) of the scaled score. A value of 00 for form represents all forms.

Mathematics Grade 3 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	116303	600	1529	1004	1008.82	117.81
All	01	16631	635	1529	977	984.69	117.39
All	02	12437	679	1529	1012	1014.39	117.02
All	03	12448	600	1529	1004	1011.80	117.21
All	04	12470	600	1529	1012	1010.62	117.80
All	05	12428	635	1529	1012	1013.05	117.10
All	06	12477	635	1529	1004	1009.63	117.04
All	07	12474	600	1529	1012	1014.36	118.33
All	08	12455	635	1529	1012	1014.88	117.29
All	09	12483	600	1529	1012	1014.07	117.26
Paper	00	93304	600	1529	1004	1008.65	118.92
Paper	01	10798	635	1529	995	1001.14	119.64
Paper	02	10304	679	1529	1012	1010.91	118.22
Paper	03	10284	600	1529	1004	1008.99	119.18
Paper	04	10303	600	1529	1004	1006.67	119.05
Paper	05	10275	635	1529	1004	1009.92	118.07
Paper	06	10367	635	1529	1004	1006.05	118.19
Paper	07	10347	600	1529	1004	1010.79	119.75
Paper	08	10302	635	1529	1012	1012.49	119.01
Paper	09	10324	600	1529	1004	1011.25	118.69
CBT	00	22999	635	1529	1004	1009.53	113.17
CBT	01	5833	635	1529	933	954.26	106.61
CBT	02	2133	738	1529	1030	1031.20	109.48
CBT	03	2164	779	1529	1021	1025.16	106.31
CBT	04	2167	738	1407	1030	1029.40	109.72
CBT	05	2153	738	1529	1021	1027.99	111.16
CBT	06	2110	738	1529	1021	1027.24	109.51
CBT	07	2127	738	1529	1030	1031.73	109.50
CBT	08	2153	712	1529	1021	1026.32	107.96
CBT	09	2159	679	1529	1021	1027.53	109.13

Mathematics Grade 4 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	116642	600	1535	983	991.91	115.44
All	01	17258	600	1535	956	968.14	114.02
All	02	12461	664	1535	992	994.92	116.44
All	03	12435	620	1535	983	994.09	115.43
All	04	12430	600	1535	992	995.55	115.23
All	05	12334	620	1535	992	994.42	112.70
All	06	12377	664	1535	992	998.81	116.19
All	07	12426	664	1535	992	995.77	115.33
All	08	12452	600	1535	992	998.26	114.96
All	09	12469	600	1535	992	996.44	115.08
Paper	00	91642	600	1535	983	991.04	116.60
Paper	01	10666	600	1535	974	983.84	117.29
Paper	02	10135	664	1535	983	989.96	117.23
Paper	03	10144	620	1535	983	990.05	116.80
Paper	04	10131	600	1535	983	991.86	117.27
Paper	05	10056	620	1535	983	991.27	114.71
Paper	06	10082	664	1535	992	995.12	117.46
Paper	07	10118	664	1535	983	991.42	116.12
Paper	08	10139	600	1535	983	993.84	115.84
Paper	09	10171	600	1535	983	992.41	116.26
CBT	00	25000	696	1535	992	995.08	111.02
CBT	01	6592	696	1535	928	942.74	103.60
CBT	02	2326	722	1535	1010	1016.53	110.41
CBT	03	2291	722	1535	1010	1011.98	107.33
CBT	04	2299	722	1411	1010	1011.82	104.19
CBT	05	2278	722	1535	1010	1008.35	102.17
CBT	06	2295	744	1535	1010	1014.99	108.96
CBT	07	2308	744	1411	1010	1014.84	109.79
CBT	08	2313	722	1535	1010	1017.64	108.94
CBT	09	2298	722	1535	1010	1014.30	107.87

Mathematics Grade 5 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	117043	600	1559	973	985.08	121.55
All	01	17309	640	1559	937	956.87	121.57
All	02	12430	640	1559	973	989.97	120.31
All	03	12503	600	1559	973	990.76	120.47
All	04	12488	600	1559	973	989.41	121.57
All	05	12487	640	1559	973	990.57	121.14
All	06	12403	640	1559	973	988.06	121.07
All	07	12496	600	1559	982	990.18	121.11
All	08	12509	600	1559	973	989.76	121.48
All	09	12418	640	1559	982	991.08	119.86
Paper	00	88911	600	1559	973	984.35	121.79
Paper	01	10440	640	1559	955	974.78	123.06
Paper	02	9793	640	1559	964	984.87	120.54
Paper	03	9857	600	1559	973	986.97	121.62
Paper	04	9824	600	1559	973	984.96	122.43
Paper	05	9813	640	1559	973	986.21	122.03
Paper	06	9758	640	1559	964	984.77	121.86
Paper	07	9817	600	1559	973	985.67	121.93
Paper	08	9823	600	1559	973	984.97	121.56
Paper	09	9786	640	1559	973	986.50	120.47
CBT	00	28132	640	1559	973	987.40	120.78
CBT	01	6869	640	1559	899	929.65	113.99
CBT	02	2637	684	1559	1000	1008.92	117.50
CBT	03	2646	640	1559	1000	1004.87	114.98
CBT	04	2664	717	1559	1000	1005.83	116.90
CBT	05	2674	684	1434	1000	1006.59	116.43
CBT	06	2645	742	1559	991	1000.17	117.31
CBT	07	2679	717	1559	1000	1006.71	116.60
CBT	08	2686	684	1559	1000	1007.25	119.59
CBT	09	2632	684	1434	1000	1008.10	115.99

Mathematics Grade 6 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	117725	600	1516	951	963.34	122.81
All	01	17839	600	1516	908	936.11	121.51
All	02	12470	660	1516	951	967.34	122.85
All	03	12533	660	1516	951	967.88	122.02
All	04	12545	617	1516	959	968.09	123.19
All	05	12519	617	1516	951	968.98	123.57
All	06	12445	660	1516	959	970.37	121.15
All	07	12432	660	1516	951	967.89	121.56
All	08	12451	660	1516	951	966.87	121.96
All	09	12491	617	1516	951	968.18	122.89
Paper	00	83506	617	1516	951	963.55	123.57
Paper	01	9828	617	1516	934	954.85	124.25
Paper	02	9208	660	1516	951	964.09	124.33
Paper	03	9238	660	1516	951	964.40	123.27
Paper	04	9266	617	1516	951	964.95	125.02
Paper	05	9227	617	1516	951	964.93	124.33
Paper	06	9166	660	1516	951	966.83	122.04
Paper	07	9146	660	1516	951	964.60	122.15
Paper	08	9198	660	1516	951	963.53	122.41
Paper	09	9229	617	1516	951	964.32	123.83
CBT	00	34219	600	1516	951	962.83	120.94
CBT	01	8011	600	1516	881	913.12	113.93
CBT	02	3262	660	1516	967	976.54	118.09
CBT	03	3295	693	1516	967	977.63	117.91
CBT	04	3279	693	1516	967	976.96	117.43
CBT	05	3292	693	1516	967	980.33	120.71
CBT	06	3279	693	1516	967	980.26	118.08
CBT	07	3286	718	1516	967	977.06	119.41
CBT	08	3253	660	1516	967	976.32	120.15
CBT	09	3262	718	1516	967	979.13	119.51

Mathematics Grade 7 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	117601	600	1529	934	954.43	118.90
All	01	17113	600	1529	907	932.07	117.41
All	02	12593	600	1529	943	958.22	119.27
All	03	12530	600	1529	943	959.70	118.37
All	04	12543	632	1529	943	957.39	118.77
All	05	12569	632	1529	943	956.64	118.59
All	06	12606	632	1529	943	957.66	118.09
All	07	12547	676	1529	943	959.28	120.07
All	08	12576	600	1529	943	957.20	117.08
All	09	12524	632	1529	943	959.85	119.61
Paper	00	83446	600	1529	934	956.17	119.82
Paper	01	9901	600	1529	925	950.01	119.76
Paper	02	9218	600	1529	943	957.89	121.16
Paper	03	9176	600	1529	943	958.76	119.61
Paper	04	9148	632	1529	934	955.06	118.98
Paper	05	9177	676	1529	934	955.65	119.44
Paper	06	9238	632	1529	934	955.87	119.03
Paper	07	9175	676	1529	943	959.40	121.87
Paper	08	9220	600	1529	934	954.86	118.18
Paper	09	9193	632	1529	943	958.54	120.00
CBT	00	34155	600	1529	934	950.18	116.53
CBT	01	7212	600	1529	877	907.45	109.42
CBT	02	3375	676	1404	943	959.13	113.93
CBT	03	3354	708	1529	951	962.26	114.86
CBT	04	3395	632	1529	951	963.65	117.97
CBT	05	3392	632	1529	943	959.32	116.20
CBT	06	3368	676	1529	951	962.58	115.34
CBT	07	3372	708	1529	943	958.94	115.01
CBT	08	3356	676	1529	951	963.63	113.76
CBT	09	3331	632	1529	951	963.46	118.44

Mathematics Grade 8 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	118968	600	1483	917	931.77	118.41
All	01	16962	600	1483	890	911.50	116.67
All	02	12753	600	1483	917	936.62	119.45
All	03	12732	600	1483	917	936.23	118.91
All	04	12774	600	1483	917	934.67	117.65
All	05	12740	600	1483	917	935.16	118.43
All	06	12738	638	1483	917	934.01	116.77
All	07	12737	638	1483	917	935.53	119.64
All	08	12776	600	1483	917	934.85	116.73
All	09	12756	600	1483	917	934.07	119.24
Paper	00	84780	600	1483	917	933.53	120.25
Paper	01	10058	600	1483	908	926.79	120.59
Paper	02	9350	600	1483	917	935.95	121.29
Paper	03	9352	600	1483	917	936.35	121.89
Paper	04	9339	600	1483	917	934.20	119.08
Paper	05	9304	638	1483	917	933.82	119.08
Paper	06	9307	638	1483	917	932.55	118.38
Paper	07	9343	638	1483	917	935.02	121.73
Paper	08	9365	600	1483	917	934.75	118.90
Paper	09	9362	600	1483	917	932.86	120.87
CBT	00	34188	600	1483	908	927.41	113.61
CBT	01	6904	600	1483	861	889.22	106.86
CBT	02	3403	670	1483	925	938.48	114.20
CBT	03	3380	670	1483	917	935.89	110.24
CBT	04	3435	670	1483	917	935.97	113.66
CBT	05	3436	600	1483	917	938.77	116.57
CBT	06	3431	696	1483	925	937.99	112.19
CBT	07	3394	638	1483	921	936.93	113.68
CBT	08	3411	696	1483	917	935.11	110.53
CBT	09	3394	600	1483	925	937.38	114.54

ELA Grade 3 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	115762	600	1539	1017	1018.42	102.01
All	01	15975	727	1539	988	997.00	102.19
All	02	12428	682	1539	1017	1020.78	101.25
All	03	12528	600	1539	1017	1021.10	101.77
All	04	12533	600	1539	1017	1021.92	102.07
All	05	12508	600	1415	1017	1022.62	100.29
All	06	12426	682	1539	1017	1020.20	100.29
All	07	12436	609	1539	1017	1023.47	103.19
All	08	12477	609	1539	1017	1021.34	101.26
All	09	12451	682	1539	1017	1023.36	102.34
Paper	00	91787	600	1539	1017	1020.58	103.62
Paper	01	10231	727	1539	1007	1016.11	103.78
Paper	02	10159	682	1539	1017	1020.44	103.61
Paper	03	10265	600	1539	1017	1020.15	103.73
Paper	04	10241	600	1539	1017	1020.72	104.50
Paper	05	10220	600	1415	1017	1021.87	102.14
Paper	06	10165	682	1539	1017	1018.73	102.17
Paper	07	10147	609	1539	1017	1023.33	105.17
Paper	08	10177	609	1539	1017	1020.96	102.81
Paper	09	10182	682	1539	1017	1022.92	104.47
CBT	00	23975	727	1539	1007	1010.15	95.16
CBT	01	5744	759	1415	946	962.96	89.74
CBT	02	2269	785	1539	1017	1022.31	89.92
CBT	03	2263	759	1415	1027	1025.41	92.21
CBT	04	2292	727	1341	1027	1027.27	90.24
CBT	05	2288	759	1415	1017	1025.95	91.51
CBT	06	2261	785	1539	1027	1026.79	91.06
CBT	07	2289	759	1415	1017	1024.06	93.87
CBT	08	2300	759	1415	1017	1023.01	94.07
CBT	09	2269	727	1415	1027	1025.36	92.19

ELA Grade 4 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	115799	600	1611	1005	1008.31	114.51
All	01	16445	622	1611	974	986.25	116.09
All	02	12411	622	1611	1005	1007.90	112.81
All	03	12393	600	1611	1012	1014.58	113.30
All	04	12334	600	1611	1012	1011.54	115.76
All	05	12461	622	1611	1012	1012.30	114.00
All	06	12429	600	1611	1005	1009.17	112.78
All	07	12439	622	1611	1012	1011.94	114.98
All	08	12457	665	1611	1012	1015.05	115.50
All	09	12430	622	1611	1012	1013.21	111.31
Paper	00	90284	600	1611	1012	1009.72	115.84
Paper	01	10091	622	1611	1012	1010.96	116.71
Paper	02	10017	622	1611	1005	1005.44	114.95
Paper	03	10003	600	1611	1012	1011.64	114.07
Paper	04	9944	600	1611	1012	1009.19	117.87
Paper	05	10048	622	1611	1012	1009.74	115.79
Paper	06	10037	600	1611	1005	1006.93	114.86
Paper	07	10042	622	1611	1012	1009.62	116.86
Paper	08	10058	665	1611	1012	1012.61	117.67
Paper	09	10044	622	1611	1012	1011.29	113.50
CBT	00	25515	665	1611	997	1003.34	109.55
CBT	01	6354	665	1486	919	947.00	103.61
CBT	02	2394	760	1410	1012	1018.20	102.77
CBT	03	2390	696	1611	1028	1026.91	109.16
CBT	04	2390	776	1410	1020	1021.32	106.00
CBT	05	2413	760	1410	1020	1022.94	105.60
CBT	06	2392	742	1486	1020	1018.55	103.09
CBT	07	2397	742	1486	1020	1021.65	106.19
CBT	08	2399	742	1486	1028	1025.28	105.28
CBT	09	2386	721	1410	1020	1021.27	101.22

ELA Grade 5 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	116608	600	1616	1010	1010.07	112.23
All	01	16593	642	1616	978	988.82	116.24
All	02	12559	600	1491	1010	1011.76	111.82
All	03	12503	600	1616	1019	1015.78	113.19
All	04	12514	642	1616	1019	1013.97	111.44
All	05	12463	642	1491	1002	1003.90	105.83
All	06	12472	642	1491	1019	1016.93	112.87
All	07	12488	674	1616	1010	1013.56	111.22
All	08	12549	600	1491	1019	1015.52	109.77
All	09	12467	642	1616	1019	1017.36	112.33
Paper	00	87249	600	1616	1010	1009.21	113.22
Paper	01	9767	642	1616	1010	1009.70	115.81
Paper	02	9733	600	1491	1002	1007.11	113.57
Paper	03	9664	600	1616	1010	1011.79	115.42
Paper	04	9699	642	1616	1010	1009.28	113.89
Paper	05	9635	642	1415	1002	998.27	106.25
Paper	06	9680	642	1491	1010	1012.27	114.49
Paper	07	9667	674	1616	1010	1009.46	113.15
Paper	08	9712	600	1491	1010	1012.23	112.02
Paper	09	9692	642	1616	1010	1012.69	113.35
CBT	00	29359	674	1616	1010	1012.65	109.18
CBT	01	6826	674	1415	937	958.95	110.19
CBT	02	2826	722	1491	1027	1027.75	104.00
CBT	03	2839	741	1491	1027	1029.35	104.12
CBT	04	2815	700	1415	1027	1030.16	100.90
CBT	05	2828	700	1491	1019	1023.08	102.11
CBT	06	2792	722	1491	1035	1033.06	105.49
CBT	07	2821	722	1491	1027	1027.62	103.10
CBT	08	2837	674	1491	1027	1026.80	100.88
CBT	09	2775	700	1616	1027	1033.67	107.12

ELA Grade 6 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	117088	627	1627	1020	1019.56	104.48
All	01	16939	627	1627	989	1000.40	107.83
All	02	12440	627	1502	1020	1021.17	103.80
All	03	12553	701	1502	1020	1024.64	102.58
All	04	12497	627	1627	1020	1021.29	104.37
All	05	12577	670	1627	1020	1021.18	102.14
All	06	12508	701	1627	1020	1022.12	102.89
All	07	12512	701	1627	1020	1024.34	104.40
All	08	12517	627	1627	1020	1024.11	104.00
All	09	12545	627	1502	1020	1023.54	104.20
Paper	00	80512	627	1627	1020	1021.75	105.26
Paper	01	9035	627	1502	1020	1024.42	106.21
Paper	02	8860	627	1502	1020	1020.74	105.72
Paper	03	8960	701	1502	1020	1023.58	104.23
Paper	04	8928	627	1627	1020	1019.30	106.24
Paper	05	8960	670	1627	1012	1019.97	103.60
Paper	06	8971	701	1627	1020	1019.23	103.97
Paper	07	8928	701	1627	1020	1022.86	106.34
Paper	08	8922	627	1627	1020	1022.95	105.71
Paper	09	8948	627	1502	1020	1022.65	105.16
CBT	00	36576	701	1627	1012	1014.75	102.59
CBT	01	7904	701	1627	958	972.95	103.01
CBT	02	3580	726	1425	1020	1022.24	98.87
CBT	03	3593	765	1502	1028	1027.29	98.28
CBT	04	3569	765	1627	1020	1026.25	99.36
CBT	05	3617	726	1425	1020	1024.18	98.36
CBT	06	3537	765	1502	1028	1029.47	99.72
CBT	07	3584	747	1502	1028	1028.03	99.30
CBT	08	3595	726	1425	1020	1027.01	99.55
CBT	09	3597	726	1425	1020	1025.74	101.76

ELA Grade 7 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	117316	600	1587	1011	1019.23	114.81
All	01	16510	692	1587	980	995.54	116.09
All	02	12601	692	1587	1011	1019.84	113.15
All	03	12606	692	1587	1019	1023.68	113.90
All	04	12578	692	1587	1019	1024.11	113.18
All	05	12621	692	1587	1019	1024.48	115.78
All	06	12576	616	1587	1019	1023.11	113.81
All	07	12605	616	1587	1019	1025.36	114.69
All	08	12636	616	1587	1019	1024.28	115.14
All	09	12583	600	1587	1011	1019.98	113.21
Paper	00	79853	600	1587	1019	1022.62	115.29
Paper	01	8994	692	1587	1019	1019.74	115.77
Paper	02	8848	692	1587	1011	1019.13	114.57
Paper	03	8862	692	1587	1019	1023.47	114.71
Paper	04	8846	717	1587	1019	1024.05	113.90
Paper	05	8870	692	1587	1019	1024.12	116.36
Paper	06	8804	616	1465	1019	1022.68	115.24
Paper	07	8871	660	1587	1019	1025.45	115.67
Paper	08	8892	660	1587	1019	1024.88	116.40
Paper	09	8866	600	1587	1011	1020.12	114.75
CBT	00	37463	616	1587	1003	1011.99	113.44
CBT	01	7516	692	1465	940	966.58	109.66
CBT	02	3753	739	1465	1011	1021.50	109.70
CBT	03	3744	739	1587	1019	1024.18	111.96
CBT	04	3732	692	1465	1019	1024.27	111.44
CBT	05	3751	717	1465	1019	1025.35	114.42
CBT	06	3772	717	1587	1019	1024.10	110.41
CBT	07	3734	616	1587	1019	1025.15	112.30
CBT	08	3744	616	1465	1019	1022.86	112.08
CBT	09	3717	616	1587	1011	1019.65	109.46

ELA Grade 8 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	118937	600	1595	1013	1009.86	113.84
All	01	16248	614	1595	989	990.61	115.88
All	02	12834	686	1595	1013	1012.27	111.68
All	03	12838	686	1595	1013	1014.60	113.81
All	04	12851	686	1595	1013	1013.73	113.79
All	05	12911	686	1470	1013	1013.62	112.86
All	06	12784	600	1470	1013	1012.10	113.39
All	07	12862	614	1470	1013	1011.18	113.54
All	08	12817	686	1595	1013	1011.42	112.39
All	09	12792	686	1595	1013	1014.34	114.20
Paper	00	81516	600	1595	1013	1013.72	113.86
Paper	01	9096	614	1595	1013	1011.11	113.21
Paper	02	9072	686	1595	1013	1012.90	112.38
Paper	03	9077	686	1595	1013	1015.96	114.68
Paper	04	9050	686	1595	1013	1013.87	114.13
Paper	05	9096	686	1470	1013	1014.84	113.51
Paper	06	9002	600	1470	1013	1013.66	113.87
Paper	07	9080	656	1470	1013	1012.32	114.88
Paper	08	9030	686	1595	1013	1012.93	112.51
Paper	09	9013	686	1595	1013	1015.88	115.49
CBT	00	37421	614	1595	997	1001.47	113.34
CBT	01	7152	686	1470	950	964.53	113.99
CBT	02	3762	709	1470	1005	1010.74	109.98
CBT	03	3761	709	1595	1013	1011.34	111.62
CBT	04	3801	686	1595	1013	1013.39	112.99
CBT	05	3815	686	1395	1013	1010.72	111.24
CBT	06	3782	709	1470	1013	1008.40	112.13
CBT	07	3782	614	1395	1005	1008.44	110.22
CBT	08	3787	729	1595	1005	1007.81	112.01
CBT	09	3779	709	1470	1013	1010.69	110.98

Science Grade 4 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	116381	1050	2287	1414	1412.99	188.01
All	01	23550	1050	2287	1382	1385.62	188.47
All	02	18598	1050	2287	1414	1420.53	186.36
All	03	18548	1050	2287	1414	1419.62	186.66
All	04	18510	1050	2287	1430	1421.70	186.83
All	05	18600	1050	2287	1414	1419.24	188.29
All	06	18575	1050	2287	1414	1418.60	188.12
Paper	00	88618	1050	2287	1414	1410.24	189.09
Paper	01	15212	1050	2287	1398	1401.47	190.17
Paper	02	14713	1050	2287	1414	1412.98	188.18
Paper	03	14634	1050	2287	1414	1411.78	187.68
Paper	04	14635	1050	2287	1414	1413.75	188.93
Paper	05	14705	1050	2287	1414	1410.68	189.43
Paper	06	14719	1050	2287	1414	1411.12	189.80
CBT	00	27763	1050	2287	1430	1421.77	184.26
CBT	01	8338	1050	2287	1334	1356.70	181.80
CBT	02	3885	1050	2287	1447	1449.09	176.39
CBT	03	3914	1050	2287	1463	1448.93	179.77
CBT	04	3875	1050	2287	1463	1451.73	175.46
CBT	05	3895	1050	2287	1463	1451.56	180.31
CBT	06	3856	1050	2070	1447	1447.16	178.73

Science Grade 8 Scaled Score Summary Statistics

Mode	Form	N	Min	Max	Median	Mean	STD
All	00	118393	925	2272	1312	1312.86	214.84
All	01	23567	925	2272	1276	1283.79	216.24
All	02	18943	925	2272	1312	1317.78	214.20
All	03	18972	925	2272	1312	1320.84	216.27
All	04	18987	925	2272	1312	1322.63	213.01
All	05	18933	925	2272	1329	1321.85	213.57
All	06	18991	925	2272	1312	1317.33	212.28
Paper	00	78657	925	2272	1312	1312.38	216.25
Paper	01	13721	925	2272	1294	1298.97	215.99
Paper	02	12982	925	2272	1312	1312.57	217.12
Paper	03	13031	925	2272	1312	1316.20	218.61
Paper	04	12978	925	2272	1312	1317.91	214.69
Paper	05	12931	925	2272	1312	1316.91	215.55
Paper	06	13014	925	2272	1312	1312.47	214.94
CBT	00	39736	925	2272	1312	1313.82	212.02
CBT	01	9846	925	2272	1242	1262.64	214.81
CBT	02	5961	925	2272	1329	1329.13	207.24
CBT	03	5941	925	2272	1329	1331.00	210.70
CBT	04	6009	925	2272	1329	1332.82	208.97
CBT	05	6002	925	2036	1329	1332.49	208.83
CBT	06	5977	925	2272	1329	1327.93	205.97

APPENDIX I: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Demographic Characteristics of Students Taking the 2023 PSSA: Mathematics

Demographic or Educational Characteristic	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Female (Number)	46,005	11,202	57,207	45,101	12,125	57,226	43,737	13,639	57,376	41,189	16,484	57,673	40,571	16,371	56,942	41,389	16,430	57,819
Female (Percent)	49.3	48.7	49.2	49.2	48.5	49.1	49.2	48.5	49	49.3	48.2	49	48.6	47.9	48.4	48.8	48.1	48.6
Male (Number)	47,299	11,797	59,096	46,541	12,875	59,416	45,174	14,493	59,667	42,317	17,735	60,052	42,875	17,784	60,659	43,391	17,758	61,149
Male (Percent)	50.7	51.3	50.8	50.8	51.5	50.9	50.8	51.5	51	50.7	51.8	51	51.4	52.1	51.6	51.2	51.9	51.4
American Indian/Alaskan Native (not Hispanic) (Number)	142	50	192	131	52	183	128	56	184	125	70	195	126	71	197	137	57	194
American Indian/Alaskan Native (not Hispanic) (Percent)	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Asian (not Hispanic) (Number)	4,482	1,082	5,564	4,668	1,193	5,861	4,428	1,243	5,671	3,821	1,609	5,430	3,821	1,567	5,388	4,151	1,362	5,513
Asian (not Hispanic) (Percent)	4.8	4.7	4.8	5.1	4.8	5	5	4.4	4.8	4.6	4.7	4.6	4.6	4.6	4.6	4.9	4	4.6
Black or African American (not Hispanic) (Number)	13,387	2,703	16,090	13,620	2,973	16,593	13,586	2,919	16,505	12,876	3,924	16,800	12,595	3,925	16,520	12,946	3,987	16,933
Black or African American (not Hispanic) (Percent)	14.3	11.8	13.8	14.9	11.9	14.2	15.3	10.4	14.1	15.4	11.5	14.3	15.1	11.5	14	15.3	11.7	14.2
Hispanic (any race) (Number)	13,448	3,002	16,450	13,434	3,110	16,544	13,294	3,390	16,684	11,940	4,582	16,522	11,821	4,610	16,431	12,025	4,664	16,689
Hispanic (any race) (Percent)	14.4	13.1	14.1	14.7	12.4	14.2	15	12.1	14.3	14.3	13.4	14	14.2	13.5	14	14.2	13.6	14
Multi-Racial (not Hispanic) (Number)	5,090	1,346	6,436	4,867	1,457	6,324	4,459	1,505	5,964	4,289	1,732	6,021	4,146	1,693	5,839	3,878	1,630	5,508
Multi-Racial (not Hispanic) (Percent)	5.5	5.9	5.5	5.3	5.8	5.4	5	5.3	5.1	5.1	5.1	5.1	5	5	5	4.6	4.8	4.6
White (not Hispanic) (Number)	56,689	14,794	71,483	54,842	16,200	71,042	52,943	18,981	71,924	50,395	22,276	72,671	50,853	22,254	73,107	51,569	22,456	74,025
White (not Hispanic) (Percent)	60.8	64.3	61.5	59.8	64.8	60.9	59.5	67.5	61.5	60.3	65.1	61.7	60.9	65.2	62.2	60.8	65.7	62.2
Native Hawaiian or Other Pacific Islander (not Hispanic) (Number)	66	22	88	80	15	95	73	38	111	60	26	86	84	35	119	74	32	106
Native Hawaiian or Other Pacific Islander (not Hispanic) (Percent)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
IEP (not gifted) (Number)	17,527	4,878	22,405	17,164	5,443	22,607	16,607	5,869	22,476	14,807	7,252	22,059	14,809	6,931	21,740	14,687	6,919	21,606
IEP (not gifted) (Percent)	18.8	21.2	19.3	18.7	21.8	19.4	18.7	20.9	19.2	17.7	21.2	18.7	17.7	20.3	18.5	17.3	20.2	18.2

Demographic or Educational Characteristic	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Student exited IEP in last 2 years (Number)	1,115	279	1,394	1,098	368	1,466	1,189	412	1,601	966	399	1,365	900	390	1,290	928	407	1,335
Student exited IEP in last 2 years (Percent)	1.2	1.2	1.2	1.2	1.5	1.3	1.3	1.5	1.4	1.2	1.2	1.2	1.1	1.1	1.1	1.1	1.2	1.1
Title I (Number)	53,846	12,006	65,852	52,464	12,093	64,557	49,016	11,896	60,912	37,134	12,082	49,216	30,249	10,072	40,321	29,540	10,352	39,892
Title I (Percent)	57.7	52.2	56.6	57.2	48.4	55.3	55.1	42.3	52	44.5	35.3	41.8	36.2	29.5	34.3	34.8	30.3	33.5
Title III served (Number)	5,314	1,131	6,445	5,371	1,161	6,532	4,671	996	5,667	3,880	1,163	5,043	3,945	1,219	5,164	3,838	1,047	4,885
Title III served (Percent)	5.7	4.9	5.5	5.9	4.6	5.6	5.3	3.5	4.8	4.6	3.4	4.3	4.7	3.6	4.4	4.5	3.1	4.1
Title III not served (Number)	10,678	2,713	13,391	10,348	3,373	13,721	10,264	3,464	13,728	9,869	4,330	14,199	9,561	4,683	14,244	9,711	4,617	14,328
Title III not served (Percent)	11.4	11.8	11.5	11.3	13.5	11.8	11.5	12.3	11.7	11.8	12.7	12.1	11.5	13.7	12.1	11.5	13.5	12
Migrant student (Number)	148	34	182	165	36	201	170	33	203	122	47	169	144	36	180	139	35	174
Migrant student (Percent)	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.2	0.1	0.2	0.2	0.1	0.1
EL enrolled first year (Number)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EL enrolled first year (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EL enrolled not first year (Number)	5,712	1,205	6,917	5,726	1,260	6,986	4,970	1,051	6,021	4,087	1,231	5,318	4,127	1,312	5,439	4,034	1,115	5,149
EL enrolled not first year (Percent)	6.1	5.2	5.9	6.2	5	6	5.6	3.7	5.1	4.9	3.6	4.5	4.9	3.8	4.6	4.8	3.3	4.3
Exited ESL/bilingual program and in first year of monitoring (Number)	188	59	247	351	87	438	917	268	1,185	774	321	1,095	278	101	379	284	95	379
Exited ESL/bilingual program and in first year of monitoring (Percent)	0.2	0.3	0.2	0.4	0.3	0.4	1	1	1	0.9	0.9	0.9	0.3	0.3	0.3	0.3	0.3	0.3
Exited ESL/bilingual program and in 2nd year of monitoring (Number)	71	19	90	167	49	216	247	87	334	463	217	680	377	153	530	118	63	181
Exited ESL/bilingual program and in 2nd year of monitoring (Percent)	0.1	0.1	0.1	0.2	0.2	0.2	0.3	0.3	0.3	0.6	0.6	0.6	0.5	0.4	0.5	0.1	0.2	0.2
Former EL no longer monitored (Number)	1	0	1	19	8	27	56	32	88	140	77	217	275	178	453	621	371	992
Former EL no longer monitored (Percent)	0	0	0	0	0	0	0.1	0.1	0.1	0.2	0.2	0.2	0.3	0.5	0.4	0.7	1.1	0.8
LIFE first year (Number)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIFE first year (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIFE not first year (Number)	16	7	23	26	6	32	16	7	23	28	12	40	44	15	59	48	11	59
LIFE not first year (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0.1	0	0.1	0.1	0	0

Demographic or Educational Characteristic	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Former EL exited and in 3rd year of monitoring (Number)	55	26	81	69	30	99	234	54	288	295	133	428	700	300	1,000	583	219	802
Former EL exited and in 3rd year of monitoring (Percent)	0.1	0.1	0.1	0.1	0.1	0.1	0.3	0.2	0.2	0.4	0.4	0.4	0.8	0.9	0.9	0.7	0.6	0.7
Former EL exited and in 4th year of monitoring (Number)	12	15	27	67	30	97	105	53	158	148	77	225	302	145	447	584	237	821
Former EL exited and in 4th year of monitoring (Percent)	0	0.1	0	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.2	0.2	0.4	0.4	0.4	0.7	0.7	0.7
Economically disadvantaged (Number)	48,762	10,642	59,404	47,985	11,457	59,442	46,282	12,532	58,814	41,991	16,105	58,096	41,121	16,183	57,304	41,288	16,064	57,352
Economically disadvantaged (Percent)	52.3	46.3	51.1	52.4	45.8	51	52.1	44.5	50.2	50.3	47.1	49.3	49.3	47.4	48.7	48.7	47	48.2
Historically Underperforming Subgroup (Number)	56,566	12,950	69,516	55,436	13,920	69,356	53,222	15,147	68,369	48,160	19,017	67,177	47,228	19,059	66,287	47,512	18,883	66,395
Historically Underperforming Subgroup (Percent)	60.6	56.3	59.8	60.5	55.7	59.5	59.9	53.8	58.4	57.7	55.6	57.1	56.6	55.8	56.4	56	55.2	55.8
Enrollment in school of residence after Oct 1 (Number)	1,773	422	2,195	1,709	445	2,154	1,605	431	2,036	1,574	588	2,162	1,657	638	2,295	1,666	667	2,333
Enrollment in school of residence after Oct 1 (Percent)	1.9	1.8	1.9	1.9	1.8	1.8	1.8	1.5	1.7	1.9	1.7	1.8	2	1.9	2	2	2	2
Enrollment in district of residence after Oct 1 (Number)	1,150	299	1,449	1,094	325	1,419	1,019	319	1,338	1,021	449	1,470	1,086	476	1,562	1,110	479	1,589
Enrollment in district of residence after Oct 1 (Percent)	1.2	1.3	1.2	1.2	1.3	1.2	1.1	1.1	1.1	1.2	1.3	1.2	1.3	1.4	1.3	1.3	1.4	1.3
Enrollment as PA resident after Oct 1 (Number)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment as PA resident after Oct 1 (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment in school of residence after previous Oct 1 but on/before current Oct 1 (Number)	22,706	2,901	25,607	20,504	4,460	24,964	24,889	6,450	31,339	34,328	12,617	46,945	25,746	10,207	35,953	15,486	3,508	18,994
Enrollment in school of residence after previous Oct 1 but on/before current Oct 1 (Percent)	24.3	12.6	22	22.4	17.8	21.4	28	22.9	26.8	41.1	36.9	39.9	30.9	29.9	30.6	18.3	10.3	16

Demographic or Educational Characteristic	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Enrollment in district of residence after previous Oct 1 but on/before current Oct 1 (Number)	9,217	2,105	11,322	8,350	2,159	10,509	8,260	2,393	10,653	8,155	3,127	11,282	7,846	2,878	10,724	7,168	2,524	9,692
Enrollment in district of residence after previous Oct 1 but on/before current Oct 1 (Percent)	9.9	9.2	9.7	9.1	8.6	9	9.3	8.5	9.1	9.8	9.1	9.6	9.4	8.4	9.1	8.5	7.4	8.1
Court/agency placed (Number)	10	3	13	13	1	14	11	0	11	20	5	25	35	7	42	78	21	99
Court/agency placed (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.1	0.1	0.1
Military family (Number)	565	158	723	572	149	721	513	183	696	484	197	681	459	189	648	428	197	625
Military family (Percent)	0.6	0.7	0.6	0.6	0.6	0.6	0.6	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.5	0.6	0.5
Homeless (Number)	1,240	235	1,475	1,187	244	1,431	1,184	266	1,450	960	361	1,321	906	357	1,263	923	335	1,258
Homeless (Percent)	1.3	1	1.3	1.3	1	1.2	1.3	0.9	1.2	1.1	1.1	1.1	1.1	1	1.1	1.1	1	1.1
Foster (Number)	422	81	503	440	92	532	363	80	443	325	122	447	371	118	489	326	140	466
Foster (Percent)	0.5	0.4	0.4	0.5	0.4	0.5	0.4	0.3	0.4	0.4	0.4	0.4	0.4	0.3	0.4	0.4	0.4	0.4
Students with scores used in state summaries (Number)	93,304	22,999	116,303	91,642	25,000	116,642	88,911	28,132	117,043	83,506	34,219	117,725	83,446	34,155	117,601	84,780	34,188	118,968

Demographic Characteristics of Students Taking the 2023 PSSA: English Language Arts

Demographic or Educational Characteristic	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Female (Number)	45,324	11,672	56,996	44,442	12,525	56,967	42,967	14,238	57,205	39,801	17,754	57,555	38,953	17,924	56,877	39,815	18,042	57,857
Female (Percent)	49.4	48.7	49.2	49.2	48.6	49.1	49.2	48.5	49.1	49.4	48.2	49	48.8	47.8	48.5	48.8	48.2	48.6
Male (Number)	46,463	12,303	58,766	45,842	13,266	59,108	44,282	15,121	59,403	40,711	19,111	59,822	40,900	19,539	60,439	41,701	19,379	61,080
Male (Percent)	50.6	51.3	50.8	50.8	51.4	50.9	50.8	51.5	50.9	50.6	51.8	51	51.2	52.2	51.5	51.2	51.8	51.4
American Indian/Alaskan Native (not Hispanic) (Number)	141	53	194	130	52	182	124	59	183	122	74	196	124	74	198	133	60	193
American Indian/Alaskan Native (not Hispanic) (Percent)	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Asian (not Hispanic) (Number)	4,295	1,195	5,490	4,484	1,309	5,793	4,257	1,374	5,631	3,557	1,829	5,386	3,529	1,816	5,345	3,845	1,640	5,485
Asian (not Hispanic) (Percent)	4.7	5	4.7	5	5.1	5	4.9	4.7	4.8	4.4	5	4.6	4.4	4.8	4.6	4.7	4.4	4.6
Black or African American (not Hispanic) (Number)	13,313	2,684	15,997	13,561	2,942	16,503	13,556	2,919	16,475	12,742	4,019	16,761	12,452	4,021	16,473	12,822	4,126	16,948
Black or African American (not Hispanic) (Percent)	14.5	11.2	13.8	15	11.4	14.2	15.5	9.9	14.1	15.8	10.9	14.3	15.6	10.7	14	15.7	11	14.2
Hispanic (any race) (Number)	13,167	3,086	16,253	13,130	3,213	16,343	12,962	3,507	16,469	11,475	4,862	16,337	11,299	4,936	16,235	11,527	5,038	16,565
Hispanic (any race) (Percent)	14.3	12.9	14	14.5	12.5	14.1	14.9	11.9	14.1	14.3	13.2	13.9	14.1	13.2	13.8	14.1	13.5	13.9
Multi-Racial (not Hispanic) (Number)	5,011	1,394	6,405	4,812	1,493	6,305	4,408	1,543	5,951	4,163	1,845	6,008	4,005	1,818	5,823	3,782	1,741	5,523
Multi-Racial (not Hispanic) (Percent)	5.5	5.8	5.5	5.3	5.8	5.4	5.1	5.3	5.1	5.2	5	5.1	5	4.9	5	4.6	4.7	4.6
White (not Hispanic) (Number)	55,795	15,541	71,336	54,085	16,768	70,853	51,871	19,917	71,788	48,394	24,209	72,603	48,362	24,762	73,124	49,337	24,782	74,119
White (not Hispanic) (Percent)	60.8	64.8	61.6	59.9	65	61	59.5	67.8	61.6	60.1	65.7	61.9	60.6	66.1	62.3	60.5	66.2	62.3
Native Hawaiian or Other Pacific Islander (not Hispanic) (Number)	65	22	87	82	14	96	71	40	111	59	27	86	82	36	118	70	34	104
Native Hawaiian or Other Pacific Islander (not Hispanic) (Percent)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
IEP (not gifted) (Number)	17,347	4,993	22,340	17,000	5,511	22,511	16,413	6,016	22,429	14,430	7,654	22,084	14,278	7,435	21,713	14,223	7,438	21,661
IEP (not gifted) (Percent)	18.9	20.8	19.3	18.8	21.4	19.4	18.8	20.5	19.2	17.9	20.8	18.8	17.9	19.8	18.5	17.4	19.9	18.2
Student exited IEP in last 2 years (Number)	1,118	275	1,393	1,103	362	1,465	1,185	417	1,602	957	406	1,363	880	409	1,289	908	432	1,340
Student exited IEP in last 2 years (Percent)	1.2	1.1	1.2	1.2	1.4	1.3	1.4	1.4	1.4	1.2	1.1	1.2	1.1	1.1	1.1	1.1	1.2	1.1

Demographic or Educational Characteristic	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Title I (Number)	53,347	12,077	65,424	51,977	12,178	64,155	48,643	11,970	60,613	36,460	12,519	48,979	29,947	10,146	40,093	29,354	10,470	39,824
Title I (Percent)	58.1	50.4	56.5	57.6	47.2	55.3	55.8	40.8	52	45.3	34	41.7	37.5	27.1	34.2	36	28	33.5
Title III served (Number)	4,895	1,153	6,048	4,978	1,185	6,163	4,312	1,019	5,331	3,512	1,203	4,715	3,528	1,300	4,828	3,460	1,143	4,603
Title III served (Percent)	5.3	4.8	5.2	5.5	4.6	5.3	4.9	3.5	4.6	4.4	3.3	4	4.4	3.5	4.1	4.2	3.1	3.9
Title III not served (Number)	10,671	2,703	13,374	10,313	3,372	13,685	10,324	3,372	13,696	9,688	4,528	14,216	9,332	4,898	14,230	9,603	4,711	14,314
Title III not served (Percent)	11.6	11.3	11.6	11.4	13.1	11.8	11.8	11.5	11.7	12	12.3	12.1	11.7	13.1	12.1	11.8	12.6	12
Migrant student (Number)	134	34	168	146	37	183	150	37	187	106	54	160	112	47	159	107	52	159
Migrant student (Percent)	0.1	0.1	0.1	0.2	0.1	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
EL enrolled first year (Number)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EL enrolled first year (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EL enrolled not first year (Number)	5,285	1,222	6,507	5,325	1,281	6,606	4,595	1,076	5,671	3,703	1,279	4,982	3,696	1,394	5,090	3,636	1,212	4,848
EL enrolled not first year (Percent)	5.8	5.1	5.6	5.9	5	5.7	5.3	3.7	4.9	4.6	3.5	4.2	4.6	3.7	4.3	4.5	3.2	4.1
Exited ESL/bilingual program and in first year of monitoring (Number)	185	63	248	353	87	440	908	275	1,183	751	344	1,095	268	110	378	277	104	381
Exited ESL/bilingual program and in first year of monitoring (Percent)	0.2	0.3	0.2	0.4	0.3	0.4	1	0.9	1	0.9	0.9	0.9	0.3	0.3	0.3	0.3	0.3	0.3
Exited ESL/bilingual program and in 2nd year of monitoring (Number)	69	20	89	161	55	216	245	89	334	453	229	682	361	170	531	116	67	183
Exited ESL/bilingual program and in 2nd year of monitoring (Percent)	0.1	0.1	0.1	0.2	0.2	0.2	0.3	0.3	0.3	0.6	0.6	0.6	0.5	0.5	0.5	0.1	0.2	0.2
Former EL no longer monitored (Number)	1	0	1	19	8	27	55	35	90	130	87	217	255	197	452	596	395	991
Former EL no longer monitored (Percent)	0	0	0	0	0	0	0.1	0.1	0.1	0.2	0.2	0.2	0.3	0.5	0.4	0.7	1.1	0.8
LIFE first year (Number)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIFE first year (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIFE not first year (Number)	14	7	21	26	5	31	14	7	21	25	12	37	38	17	55	44	13	57
LIFE not first year (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.1	0	0
Former EL exited and in 3rd year of monitoring (Number)	50	32	82	68	29	97	231	56	287	289	142	431	683	319	1,002	560	241	801
Former EL exited and in 3rd year of monitoring (Percent)	0.1	0.1	0.1	0.1	0.1	0.1	0.3	0.2	0.2	0.4	0.4	0.4	0.9	0.9	0.9	0.7	0.6	0.7

Demographic or Educational Characteristic	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Former EL exited and in 4th year of monitoring (Number)	12	15	27	64	33	97	97	61	158	143	82	225	290	157	447	570	253	823
Former EL exited and in 4th year of monitoring (Percent)	0	0.1	0	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.2	0.2	0.4	0.4	0.4	0.7	0.7	0.7
Economically disadvantaged (Number)	48,369	10,706	59,075	47,662	11,453	59,115	45,910	12,655	58,565	41,249	16,673	57,922	40,092	17,043	57,135	40,476	16,874	57,350
Economically disadvantaged (Percent)	52.7	44.7	51	52.8	44.4	50.9	52.6	43.1	50.2	51.2	45.2	49.3	50.2	45.5	48.7	49.7	45.1	48.2
Historically Underperforming Subgroup (Number)	55,866	13,116	68,982	54,815	14,015	68,830	52,539	15,414	67,953	46,973	19,888	66,861	45,756	20,219	65,975	46,221	20,034	66,255
Historically Underperforming Subgroup (Percent)	60.9	54.7	59.6	60.7	54.3	59.3	60.2	52.5	58.3	58.3	53.9	57	57.3	54	56.2	56.7	53.5	55.7
Enrollment in school of residence after Oct 1 (Number)	1,731	423	2,154	1,677	441	2,118	1,567	432	1,999	1,536	598	2,134	1,625	651	2,276	1,615	698	2,313
Enrollment in school of residence after Oct 1 (Percent)	1.9	1.8	1.9	1.9	1.7	1.8	1.8	1.5	1.7	1.9	1.6	1.8	2	1.7	1.9	2	1.9	1.9
Enrollment in district of residence after Oct 1 (Number)	1,121	296	1,417	1,082	314	1,396	999	317	1,316	997	452	1,449	1,073	481	1,554	1,080	496	1,576
Enrollment in district of residence after Oct 1 (Percent)	1.2	1.2	1.2	1.2	1.2	1.2	1.1	1.1	1.1	1.2	1.2	1.2	1.3	1.3	1.3	1.3	1.3	1.3
Enrollment as PA resident after Oct 1 (Number)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment as PA resident after Oct 1 (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment in school of residence after previous Oct 1 but on/before current Oct 1 (Number)	22,224	2,946	25,170	20,312	4,219	24,531	24,301	6,649	30,950	33,455	13,131	46,586	23,425	12,193	35,618	15,049	3,717	18,766
Enrollment in school of residence after previous Oct 1 but on/before current Oct 1 (Percent)	24.2	12.3	21.7	22.5	16.4	21.1	27.9	22.6	26.5	41.6	35.6	39.7	29.3	32.5	30.4	18.5	9.9	15.8
Enrollment in district of residence after previous Oct 1 but on/before current Oct 1 (Number)	8,780	2,132	10,912	7,939	2,191	10,130	7,835	2,430	10,265	7,669	3,258	10,927	7,298	3,057	10,355	6,692	2,698	9,390

Demographic or Educational Characteristic	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Enrollment in district of residence after previous Oct 1 but on/before current Oct 1 (Percent)	9.6	8.9	9.4	8.8	8.5	8.7	9	8.3	8.8	9.5	8.8	9.3	9.1	8.2	8.8	8.2	7.2	7.9
Court/agency placed (Number)	14	3	17	16	1	17	12	0	12	23	5	28	37	6	43	86	22	108
Court/agency placed (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.1	0.1	0.1
Military family (Number)	560	159	719	569	150	719	518	177	695	476	199	675	456	197	653	420	202	622
Military family (Percent)	0.6	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.5	0.6	0.6	0.5	0.6	0.5	0.5	0.5
Homeless (Number)	1,193	222	1,415	1,146	235	1,381	1,149	272	1,421	911	380	1,291	873	371	1,244	890	346	1,236
Homeless (Percent)	1.3	0.9	1.2	1.3	0.9	1.2	1.3	0.9	1.2	1.1	1	1.1	1.1	1	1.1	1.1	0.9	1
Foster (Number)	420	83	503	434	92	526	362	81	443	325	121	446	363	120	483	329	144	473
Foster (Percent)	0.5	0.3	0.4	0.5	0.4	0.5	0.4	0.3	0.4	0.4	0.3	0.4	0.5	0.3	0.4	0.4	0.4	0.4
Students with scores used in state summaries (Number)	91,787	23,975	115,762	90,284	25,791	116,075	87,249	29,359	116,608	80,512	36,865	117,377	79,853	37,463	117,316	81,516	37,421	118,937

Demographic Characteristics of Students Taking the 2023 PSSA: Science

Demographic or Educational Characteristic	Gr 4 PPT	Gr 4 CBT	Gr 4 Total	Gr 8 PPT	Gr 8 CBT	Gr 8 Total
Female (Number)	43,590	13,500	57,090	38,351	19,155	57,506
Female (Percent)	49.2	48.6	49.1	48.8	48.2	48.6
Male (Number)	45,028	14,263	59,291	40,306	20,581	60,887
Male (Percent)	50.8	51.4	50.9	51.2	51.8	51.4
American Indian/Alaskan Native (not Hispanic) (Number)	126	55	181	134	59	193
American Indian/Alaskan Native (not Hispanic) (Percent)	0.1	0.2	0.2	0.2	0.1	0.2
Asian (not Hispanic) (Number)	4,327	1,532	5,859	3,448	2,060	5,508
Asian (not Hispanic) (Percent)	4.9	5.5	5	4.4	5.2	4.7
Black or African American (not Hispanic) (Number)	13,121	3,389	16,510	12,156	4,614	16,770
Black or African American (not Hispanic) (Percent)	14.8	12.2	14.2	15.5	11.6	14.2
Hispanic (any race) (Number)	13,143	3,364	16,507	11,501	5,092	16,593
Hispanic (any race) (Percent)	14.8	12.1	14.2	14.6	12.8	14
Multi-Racial (not Hispanic) (Number)	4,718	1,589	6,307	3,640	1,837	5,477
Multi-Racial (not Hispanic) (Percent)	5.3	5.7	5.4	4.6	4.6	4.6
White (not Hispanic) (Number)	53,105	17,818	70,923	47,706	26,041	73,747
White (not Hispanic) (Percent)	59.9	64.2	60.9	60.7	65.5	62.3
Native Hawaiian or Other Pacific Islander (not Hispanic) (Number)	78	16	94	72	33	105
Native Hawaiian or Other Pacific Islander (not Hispanic) (Percent)	0.1	0.1	0.1	0.1	0.1	0.1
IEP (not gifted) (Number)	16,690	5,852	22,542	13,700	7,728	21,428
IEP (not gifted) (Percent)	18.8	21.1	19.4	17.4	19.4	18.1
Student exited IEP in last 2 years (Number)	1,084	376	1,460	882	451	1,333
Student exited IEP in last 2 years (Percent)	1.2	1.4	1.3	1.1	1.1	1.1
Title I (Number)	51,482	12,887	64,369	28,776	10,849	39,625
Title I (Percent)	58.1	46.4	55.3	36.6	27.3	33.5
Title III served (Number)	5,175	1,358	6,533	3,682	1,199	4,881
Title III served (Percent)	5.8	4.9	5.6	4.7	3	4.1
Title III not served (Number)	10,204	3,484	13,688	9,273	4,942	14,215
Title III not served (Percent)	11.5	12.5	11.8	11.8	12.4	12

Demographic or Educational Characteristic	Gr 4 PPT	Gr 4 CBT	Gr 4 Total	Gr 8 PPT	Gr 8 CBT	Gr 8 Total
Migrant student (Number)	160	41	201	135	39	174
Migrant student (Percent)	0.2	0.1	0.2	0.2	0.1	0.1
EL enrolled first year (Number)	0	0	0	0	0	0
EL enrolled first year (Percent)	0	0	0	0	0	0
EL enrolled not first year (Number)	5,529	1,458	6,987	3,872	1,270	5,142
EL enrolled not first year (Percent)	6.2	5.3	6	4.9	3.2	4.3
Exited ESL/bilingual program and in first year of monitoring (Number)	340	99	439	264	114	378
Exited ESL/bilingual program and in first year of monitoring (Percent)	0.4	0.4	0.4	0.3	0.3	0.3
Exited ESL/bilingual program and in 2nd year of monitoring (Number)	158	58	216	112	71	183
Exited ESL/bilingual program and in 2nd year of monitoring (Percent)	0.2	0.2	0.2	0.1	0.2	0.2
Former EL no longer monitored (Number)	19	8	27	570	419	989
Former EL no longer monitored (Percent)	0	0	0	0.7	1.1	0.8
LIFE first year (Number)	0	0	0	0	0	0
LIFE first year (Percent)	0	0	0	0	0	0
LIFE not first year (Number)	27	7	34	45	14	59
LIFE not first year (Percent)	0	0	0	0.1	0	0
Former EL exited and in 3rd year of monitoring (Number)	65	34	99	534	266	800
Former EL exited and in 3rd year of monitoring (Percent)	0.1	0.1	0.1	0.7	0.7	0.7
Former EL exited and in 4th year of monitoring (Number)	62	35	97	537	281	818
Former EL exited and in 4th year of monitoring (Percent)	0.1	0.1	0.1	0.7	0.7	0.7
Economically disadvantaged (Number)	46,706	12,553	59,259	39,201	17,740	56,941
Economically disadvantaged (Percent)	52.7	45.2	50.9	49.8	44.6	48.1
Historically Underperforming Subgroup (Number)	53,911	15,257	69,168	44,878	21,057	65,935
Historically Underperforming Subgroup (Percent)	60.8	55	59.4	57.1	53	55.7
Enrollment in school of residence after Oct 1 (Number)	1,655	481	2,136	1,574	715	2,289
Enrollment in school of residence after Oct 1 (Percent)	1.9	1.7	1.8	2	1.8	1.9
Enrollment in district of residence after Oct 1 (Number)	1,073	340	1,413	1,052	507	1,559
Enrollment in district of residence after Oct 1 (Percent)	1.2	1.2	1.2	1.3	1.3	1.3
Enrollment as PA resident after Oct 1 (Number)	0	0	0	0	0	0
Enrollment as PA resident after Oct 1 (Percent)	0	0	0	0	0	0

Demographic or Educational Characteristic	Gr 4 PPT	Gr 4 CBT	Gr 4 Total	Gr 8 PPT	Gr 8 CBT	Gr 8 Total
Enrollment in school of residence after previous Oct 1 but on/before current Oct 1 (Number)	20,161	4,744	24,905	14,993	3,881	18,874
Enrollment in school of residence after previous Oct 1 but on/before current Oct 1 (Percent)	22.8	17.1	21.4	19.1	9.8	15.9
Enrollment in district of residence after previous Oct 1 but on/before current Oct 1 (Number)	8,111	2,371	10,482	6,750	2,852	9,602
Enrollment in district of residence after previous Oct 1 but on/before current Oct 1 (Percent)	9.2	8.5	9	8.6	7.2	8.1
Court/agency placed (Number)	14	1	15	80	19	99
Court/agency placed (Percent)	0	0	0	0.1	0	0.1
Military family (Number)	567	153	720	417	206	623
Military family (Percent)	0.6	0.6	0.6	0.5	0.5	0.5
Homeless (Number)	1,146	281	1,427	875	379	1,254
Homeless (Percent)	1.3	1	1.2	1.1	1	1.1
Foster (Number)	428	102	530	313	143	456
Foster (Percent)	0.5	0.4	0.5	0.4	0.4	0.4
Students with scores used in state summaries (Number)	88,618	27,763	116,381	78,657	39,736	118,393

APPENDIX J: INCIDENCE OF ACCOMMODATIONS RECEIVED

Incidence of Presentation Accommodations Received on the 2023 PSSA: Mathematics

Type of Presentation Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Braille format (Number)	6	NA	6	6	NA	6	4	NA	4	6	NA	6	5	NA	5	4	NA	4
Braille format (Percent)	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0
Large print format (Number)	79	NA	79	68	NA	68	72	NA	72	60	NA	60	50	NA	50	51	NA	51
Large print format (Percent)	0.1	NA	0.1	0.1	NA	0.1	0.1	NA	0.1	0.1	NA	0.1	0.1	NA	0	0.1	NA	0
Computer Assistive Technology (Number)	3	NA	3	1	NA	1	2	NA	2	1	NA	1	1	NA	1	4	NA	4
Computer Assistive Technology (Percent)	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0
Some test items/questions read aloud (Number)	6,958	1,014	7,972	6,356	1,104	7,460	4,650	1,022	5,672	2,220	1,401	3,621	1,532	1,192	2,724	1,377	1,198	2,575
Some test items/questions read aloud (Percent)	7.5	4.4	6.9	6.9	4.4	6.4	5.2	3.6	4.8	2.7	4.1	3.1	1.8	3.5	2.3	1.6	3.5	2.2
All test items/questions read aloud (Number)	4,901	1,531	6,432	4,375	1,716	6,091	3,199	1,730	4,929	1,738	1,668	3,406	1,010	1,303	2,313	968	1,126	2,094
All test items/questions read aloud (Percent)	5.3	6.7	5.5	4.8	6.9	5.2	3.6	6.1	4.2	2.1	4.9	2.9	1.2	3.8	2	1.1	3.3	1.8
Test items/questions signed (Number)	14	24	38	12	18	30	11	26	37	11	23	34	4	19	23	9	38	47
Test items/questions signed (Percent)	0	0.1	0	0	0.1	0	0	0.1	0	0	0.1	0	0	0.1	0	0	0.1	0
Test items/questions interpreted for EL student (Number)	118	25	143	135	27	162	94	31	125	71	11	82	60	21	81	54	27	81
Test items/questions interpreted for EL student (Percent)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Amplification device (Number)	49	16	65	30	21	51	27	26	53	22	21	43	11	18	29	7	15	22
Amplification device (Percent)	0.1	0.1	0.1	0	0.1	0	0	0.1	0	0	0.1	0	0	0.1	0	0	0	0
Magnification device (Number)	13	7	20	6	12	18	6	16	22	11	11	22	12	16	28	8	15	23
Magnification device (Percent)	0	0	0	0	0	0	0	0.1	0	0	0	0	0	0	0	0	0	0
Color overlay (Number)	27	NA	27	7	NA	7	15	NA	15	3	NA	3	1	NA	1	2	NA	2
Color overlay (Percent)	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0
Other (per Accommodations Guidelines) (Number)	239	175	414	224	231	455	211	195	406	76	285	361	98	194	292	108	160	268
Other (per Accommodations Guidelines) (Percent)	0.3	0.8	0.4	0.2	0.9	0.4	0.2	0.7	0.3	0.1	0.8	0.3	0.1	0.6	0.2	0.1	0.5	0.2

Type of Presentation Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Spanish version (Number)	455	NA	455	486	NA	486	558	NA	558	603	NA	603	639	NA	639	652	NA	652
Spanish version (Percent)	0.5	NA	0.4	0.5	NA	0.4	0.6	NA	0.5	0.7	NA	0.5	0.8	NA	0.5	0.8	NA	0.5
Audio (Number)	NA	3,692	3,692	NA	4,283	4,283	NA	4,195	4,195	NA	4,696	4,696	NA	3,885	3,885	NA	3,462	3,462
Audio (Percent)	NA	16.1	3.2	NA	17.1	3.7	NA	14.9	3.6	NA	13.7	4	NA	11.4	3.3	NA	10.1	2.9
Video sign language (Number)	NA	19	19	NA	11	11	NA	19	19	NA	19	19	NA	10	10	NA	25	25
Video sign language (Percent)	NA	0.1	0	NA	0	0	NA	0.1	0	NA	0.1	0	NA	0	0	NA	0.1	0
Color Chooser (Number)	NA	9	9	NA	10	10	NA	45	45	NA	46	46	NA	36	36	NA	40	40
Color Chooser (Percent)	NA	0	0	NA	0	0	NA	0.2	0	NA	0.1	0	NA	0.1	0	NA	0.1	0
Contrasting Text Chooser (Number)	NA	11	11	NA	17	17	NA	19	19	NA	16	16	NA	36	36	NA	30	30
Contrasting Text Chooser (Percent)	NA	0	0	NA	0.1	0	NA	0.1	0	NA	0	0	NA	0.1	0	NA	0.1	0
Reverse Contrast (Number)	NA	2	2	NA	3	3	NA	6	6	NA	12	12	NA	6	6	NA	14	14
Reverse Contrast (Percent)	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0
Refreshable Braille (Number)	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	1	1	NA	0	0
Refreshable Braille (Percent)	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0

Incidence of Presentation Accommodations Received on the 2023 PSSA: English Language Arts

Type of Presentation Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Braille format (Number)	5	N/A	5	3	N/A	3	5	N/A	5	8	N/A	8	7	N/A	7	6	N/A	6
Braille format (Percent)	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0
Large print format (Number)	76	N/A	76	75	N/A	75	78	N/A	78	63	N/A	63	56	N/A	56	55	N/A	55
Large print format (Percent)	0.1	N/A	0.1	0.1	N/A	0.1	0.1	N/A	0.1	0.1	N/A	0.1	0.1	N/A	0	0.1	N/A	0
Computer Assistive Technology (Number)	8	N/A	8	10	N/A	10	6	N/A	6	1	N/A	1	12	N/A	12	3	N/A	3
Computer Assistive Technology (Percent)	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0
Some conventions questions/text-dependent analysis prompts read aloud (Number)	3144	362	3506	4131	824	4955	3327	803	4130	1658	1144	2802	1257	938	2195	1158	984	2142
Some conventions questions/text-dependent analysis prompts read aloud (Percent)	3.4	1.5	3	4.6	3.2	4.3	3.8	2.7	3.5	2.1	3.1	2.4	1.6	2.5	1.9	1.4	2.6	1.8
All conventions questions/text-dependent analysis prompts read aloud (Number)	3688	844	4532	3285	1574	4859	2313	1521	3834	1507	1351	2858	867	1021	1888	769	866	1635
All conventions questions/text-dependent analysis prompts read aloud (Percent)	4	3.5	3.9	3.6	6.1	4.2	2.7	5.2	3.3	1.9	3.7	2.4	1.1	2.7	1.6	0.9	2.3	1.4
Conventions questions/text-dependent analysis prompts signed (Number)	0	10	10	2	15	17	4	29	33	6	30	36	2	17	19	3	37	40
Conventions questions/text-dependent analysis prompts signed (Percent)	0	0	0	0	0.1	0	0	0.1	0	0	0.1	0	0	0	0	0	0.1	0
Conventions questions/text-dependent analysis prompts interpreted for EL student (Number)	0	6	6	26	14	40	21	25	46	31	17	48	12	20	32	16	33	49
Conventions questions/text-dependent analysis prompts interpreted for EL student (Percent)	0	0	0	0	0.1	0	0	0.1	0	0	0	0	0	0.1	0	0	0.1	0
Amplification device (Number)	54	16	70	33	21	54	21	26	47	20	22	42	11	18	29	9	17	26
Amplification device (Percent)	0.1	0.1	0.1	0	0.1	0	0	0.1	0	0	0.1	0	0	0	0	0	0	0
Magnification device (Number)	14	7	21	9	13	22	6	19	25	11	12	23	10	17	27	6	17	23
Magnification device (Percent)	0	0	0	0	0.1	0	0	0.1	0	0	0	0	0	0	0	0	0	0
Color overlay (Number)	55	N/A	55	43	N/A	43	44	N/A	44	7	N/A	7	5	N/A	5	2	N/A	2
Color overlay (Percent)	0.1	N/A	0	0	N/A	0	0.1	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0
Other (per Accommodations Guidelines) (Number)	341	209	550	277	274	551	270	213	483	119	309	428	102	200	302	127	164	291
Other (per Accommodations Guidelines) (Percent)	0.4	0.9	0.5	0.3	1.1	0.5	0.3	0.7	0.4	0.1	0.8	0.4	0.1	0.5	0.3	0.2	0.4	0.2
Audio (Number)	N/A	3493	3493	N/A	4121	4121	N/A	4032	4032	N/A	4511	4511	N/A	3859	3859	N/A	3485	3485

Type of Presentation Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Audio (Percent)	N/A	14.6	3	N/A	16	3.6	N/A	13.7	3.5	N/A	12.2	3.8	N/A	10.3	3.3	N/A	9.3	2.9
Color Chooser (Number)	N/A	8	8	N/A	10	10	N/A	45	45	N/A	50	50	N/A	39	39	N/A	43	43
Color Chooser (Percent)	N/A	0	0	N/A	0	0	N/A	0.2	0	N/A	0.1	0	N/A	0.1	0	N/A	0.1	0
Contrasting Text Chooser (Number)	N/A	11	11	N/A	17	17	N/A	19	19	N/A	18	18	N/A	36	36	N/A	32	32
Contrasting Text Chooser (Percent)	N/A	0	0	N/A	0.1	0	N/A	0.1	0	N/A	0	0	N/A	0.1	0	N/A	0.1	0
Reverse Contrast (Number)	N/A	2	2	N/A	3	3	N/A	6	6	N/A	14	14	N/A	6	6	N/A	15	15
Reverse Contrast (Percent)	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0
Refreshable Braille (Number)	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	N/A	0	0
Refreshable Braille (Percent)	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0

Incidence of Presentation Accommodations Received on the 2023 PSSA: Science

Type of Presentation Accommodation	Gr 4 PPT	Gr 4 CBT	Gr 4 Total	Gr 8 PPT	Gr 8 CBT	Gr 8 Total
Braille format (Number)	3	N/A	3	3	N/A	3
Braille format (Percent)	0	N/A	0	0	N/A	0
Large print format (Number)	63	N/A	63	49	N/A	49
Large print format (Percent)	0.1	N/A	0.1	0.1	N/A	0
Computer Assistive Technology (Number)	1	N/A	1	0	N/A	0
Computer Assistive Technology (Percent)	0	N/A	0	0	N/A	0
Some test items/questions read aloud (Number)	5,832	1,162	6,994	1,092	1,260	2,352
Some test items/questions read aloud (Percent)	6.6	4.2	6	1.4	3.2	2
All test items/questions read aloud (Number)	4,501	1,741	6,242	916	1,181	2,097
All test items/questions read aloud (Percent)	5.1	6.3	5.4	1.2	3	1.8
Test items/questions signed (Number)	5	18	23	4	36	40
Test items/questions signed (Percent)	0	0.1	0	0	0.1	0
Test items/questions interpreted for EL student (Number)	121	25	146	48	26	74
Test items/questions interpreted for EL student (Percent)	0.1	0.1	0.1	0.1	0.1	0.1
Amplification device (Number)	28	20	48	8	16	24
Amplification device (Percent)	0	0.1	0	0	0	0
Magnification device (Number)	6	13	19	6	15	21
Magnification device (Percent)	0	0	0	0	0	0
Color overlay (Number)	7	N/A	7	0	N/A	0
Color overlay (Percent)	0	N/A	0	0	N/A	0
Other (per Accommodations Guidelines) (Number)	179	242	421	103	154	257
Other (per Accommodations Guidelines) (Percent)	0.2	0.9	0.4	0.1	0.4	0.2
Spanish version (Number)	493	N/A	493	645	N/A	645
Spanish version (Percent)	0.6	N/A	0.4	0.8	N/A	0.5
Audio (Number)	N/A	4,460	4,460	N/A	3,773	3,773
Audio (Percent)	N/A	16.1	3.8	N/A	9.5	3.2
Video sign language (Number)	N/A	11	11	N/A	25	25
Video sign language (Percent)	N/A	0	0	N/A	0.1	0

Type of Presentation Accommodation	Gr 4 PPT	Gr 4 CBT	Gr 4 Total	Gr 8 PPT	Gr 8 CBT	Gr 8 Total
Color Chooser (Number)	N/A	22	22	N/A	48	48
Color Chooser (Percent)	N/A	0.1	0	N/A	0.1	0
Contrasting Text Chooser (Number)	N/A	30	30	N/A	40	40
Contrasting Text Chooser (Percent)	N/A	0.1	0	N/A	0.1	0
Reverse Contrast (Number)	N/A	14	14	N/A	15	15
Reverse Contrast (Percent)	N/A	0.1	0	N/A	0	0
Refreshable Braille (Number)	N/A	0	0	N/A	0	0
Refreshable Braille (Percent)	N/A	0	0	N/A	0	0

Incidence of Response Accommodations Received on the 2023 PSSA: Mathematics

Type of Response Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Assessment Coordinator marked multiple-choice responses at student's direction (Number)	80	4	84	159	8	167	123	7	130	63	4	67	52	3	55	28	7	35
Assessment Coordinator marked multiple-choice responses at student's direction (Percent)	0.1	0	0.1	0.2	0	0.1	0.1	0	0.1	0.1	0	0.1	0.1	0	0	0	0	0
Assessment Coordinator scribed open-ended responses at student's direction (Number)	201	37	238	159	53	212	133	56	189	92	25	117	67	16	83	50	28	78
Assessment Coordinator scribed open-ended responses at student's direction (Percent)	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0	0.1	0.1	0.1	0.1
Assessment Coordinator transcribed student responses (Number)	166	29	195	159	21	180	170	21	191	115	12	127	74	4	78	88	9	97
Assessment Coordinator transcribed student responses (Percent)	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.1	0	0.1	0.1	0	0.1	0.1	0	0.1
Qualified interpreter translated, transcribed, and/or scribed student's signed responses (Number)	3	0	3	5	0	5	10	0	10	11	2	13	16	2	18	6	0	6
Qualified interpreter translated, transcribed, and/or scribed student's signed responses (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qualified interpreter translated, transcribed, and/or scribed EL student responses (Number)	15	8	23	11	6	17	6	10	16	21	2	23	23	4	27	19	5	24
Qualified interpreter translated, transcribed, and/or scribed EL student responses (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Keyboard, word processor, or computer (Number)	20	N/A	20	28	N/A	28	34	N/A	34	32	N/A	32	32	N/A	32	30	N/A	30
Keyboard, word processor, or computer (Percent)	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0
Braille/Notetaker (Number)	1	N/A	1	2	N/A	2	3	N/A	3	3	N/A	3	3	N/A	3	3	N/A	3
Braille/Notetaker (Percent)	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0
Augmentative communication device (Number)	3	N/A	3	4	N/A	4	0	N/A	0	1	N/A	1	3	N/A	3	2	N/A	2
Augmentative communication device (Percent)	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0
Computer Assistive Technology (Number)	2	N/A	2	2	N/A	2	0	N/A	0	4	N/A	4	2	N/A	2	1	N/A	1
Computer Assistive Technology (Percent)	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0
Translation dictionary for EL student (Number)	32	67	99	56	40	96	66	66	132	95	97	192	121	130	251	129	56	185
Translation dictionary for EL student (Percent)	0	0.3	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.1	0.3	0.2	0.1	0.4	0.2	0.2	0.2	0.2
Other (per Accommodations Guidelines) (Number)	112	43	155	109	77	186	172	112	284	44	147	191	50	66	116	41	53	94

Type of Response Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Other (per Accommodations Guidelines) (Percent)	0.1	0.2	0.1	0.1	0.3	0.2	0.2	0.4	0.2	0.1	0.4	0.2	0.1	0.2	0.1	0	0.2	0.1
Mixed-Mode (Number)	N/A	22	22	N/A	38	38	N/A	46	46	N/A	32	32	N/A	18	18	N/A	12	12
Mixed-Mode (Percent)	N/A	0.1	0	N/A	0.2	0	N/A	0.2	0	N/A	0.1	0	N/A	0.1	0	N/A	0	0

Incidence of Response Accommodations Received on the 2023 PSSA: English Language Arts

Type of Response Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Assessment Coordinator marked multiple-choice responses at student's direction (Number)	90	5	95	153	9	162	110	8	118	62	5	67	47	3	50	31	7	38
Assessment Coordinator marked multiple-choice responses at student's direction (Percent)	0.1	0	0.1	0.2	0	0.1	0.1	0	0.1	0.1	0	0.1	0.1	0	0	0	0	0
Assessment Coordinator scribed open-ended responses at student's direction (Number)	172	54	226	150	51	201	112	47	159	76	20	96	83	19	28	37	20	57
Assessment Coordinator transcribed student responses (Number)	186	33	219	274	20	294	335	23	358	235	14	249	207	7	214	187	15	202
Assessment Coordinator transcribed student responses (Percent)	0.2	0.1	0.2	0.3	0.1	0.3	0.4	0.1	0.3	0.3	0	0.2	0.3	0	0.2	0.2	0	0.2
Qualified interpreter translated, transcribed, and/or scribed EL student responses (Number)	25	1	26	27	4	31	26	2	28	23	0	6	4	27	6	7	3	10
Keyboard, word processor, or computer (Number)	36	NA	36	78	NA	78	143	NA	143	133	NA	133	128	NA	128	98	NA	98
Keyboard, word processor, or computer (Percent)	0	NA	0	0.1	NA	0.1	0.2	NA	0.1	0.2	NA	0.1	0.2	NA	0.1	0.1	NA	0.1
Braille/Notetaker (Number)	6	NA	6	1	NA	1	3	NA	3	4	NA	4	2	NA	2	4	NA	4
Braille/Notetaker (Percent)	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0
Augmentative communication device (Number)	2	NA	2	4	NA	4	1	NA	1	1	NA	1	1	NA	1	1	NA	1
Augmentative communication device (Percent)	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0
Computer Assistive Technology (Number)	4	NA	4	10	NA	10	8	NA	8	5	NA	5	10	NA	10	3	NA	3
Computer Assistive Technology (Percent)	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0
Translation dictionary for EL student (Number)	46	41	97	56	50	103	41	73	114	47	99	132	36	120	156	63	113	176
Other (per Accommodations Guidelines) (Number)	58	38	96	93	57	150	140	97	237	52	136	188	35	79	114	44	64	108
Other (per Accommodations Guidelines) (Percent)	0.1	0.2	0.1	0.1	0.2	0.1	0.2	0.3	0.2	0.1	0.4	0.2	0	0.2	0.1	0.1	0.2	0.1
Mixed-Mode (Number)	NA	10	10	NA	23	23	NA	28	28	NA	26	26	NA	13	13	NA	10	10
Mixed-Mode (Percent)	NA	0	0	NA	0.1	0	NA	0.1	0	NA	0.1	0	NA	0	0	NA	0	0

Incidence of Response Accommodations Received on the 2023 PSSA: Science

Type of Response Accommodation	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Assessment Coordinator marked multiple-choice responses at student's direction (Number)	153	9	162	30	7	37
Assessment Coordinator marked multiple-choice responses at student's direction (Percent)	0.2	0	0.1	0	0	0
Assessment Coordinator scribed open-ended responses at student's direction (Number)	173	53	226	49	29	78
Assessment Coordinator scribed open-ended responses at student's direction (Percent)	0.2	0.2	0.2	0.1	0.1	0.1
Assessment Coordinator transcribed student responses (Number)	179	19	198	92	11	103
Assessment Coordinator transcribed student responses (Percent)	0.2	0.1	0.2	0.1	0	0.1
Qualified interpreter translated, transcribed, and/or scribed student's signed responses (Number)	3	0	3	2	0	2
Qualified interpreter translated, transcribed, and/or scribed student's signed responses (Percent)	0	0	0	0	0	0
Qualified interpreter translated, transcribed, and/or scribed EL student responses (Number)	15	6	21	19	5	24
Qualified interpreter translated, transcribed, and/or scribed EL student responses (Percent)	0	0	0	0	0	0
Keyboard, word processor, or computer (Number)	32	N/A	32	26	N/A	26
Keyboard, word processor, or computer (Percent)	0	N/A	0	0	N/A	0
Braille/Notetaker (Number)	2	N/A	2	3	N/A	3
Braille/Notetaker (Percent)	0	N/A	0	0	N/A	0
Augmentative communication device (Number)	2	N/A	2	0	N/A	0
Augmentative communication device (Percent)	0	N/A	0	0	N/A	0
Computer Assistive Technology (Number)	3	N/A	3	0	N/A	0
Computer Assistive Technology (Percent)	0	N/A	0	0	N/A	0
Translation dictionary for EL student (Number)	51	42	93	107	58	165
Translation dictionary for EL student (Percent)	0.1	0.2	0.1	0.1	0.1	0.1
Other (per Accommodations Guidelines) (Number)	53	47	100	36	52	88
Other (per Accommodations Guidelines) (Percent)	0.1	0.2	0.1	0	0.1	0.1
Mixed-Mode (Number)	N/A	23	23	N/A	10	10
Mixed-Mode (Percent)	N/A	0.1	0	N/A	0	0

Incidence of Setting Accommodations Received on the 2023 PSSA: Mathematics

Type of Setting Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Hospital/home setting (Number)	9	0	9	3	0	3	3	1	4	3	1	4	11	1	12	13	0	13
Hospital/home setting (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One-on-one setting (Number)	436	88	524	439	79	518	356	77	433	270	64	334	204	57	261	187	57	244
One-on-one setting (Percent)	0.5	0.4	0.5	0.5	0.3	0.4	0.4	0.3	0.4	0.3	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.2
Small group setting (Number)	13,397	3,638	17,035	13,247	4,346	17,593	12,478	4,563	17,041	10,271	5,348	15,619	9,779	4,997	14,776	9,655	4,860	14,515
Small group setting (Percent)	14.4	15.8	14.6	14.5	17.4	15.1	14	16.2	14.6	12.3	15.6	13.3	11.7	14.6	12.6	11.4	14.2	12.2
Other (per Accommodations Guidelines) (Number)	77	25	102	112	37	149	111	104	215	109	137	246	111	92	203	95	75	170
Other (per Accommodations Guidelines) (Percent)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.4	0.2	0.1	0.4	0.2	0.1	0.3	0.2	0.1	0.2	0.1

Incidence of Setting Accommodations Received on the 2023 PSSA: English Language Arts

Type of Setting Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Hospital/home setting (Number)	7	0	7	3	0	3	5	0	5	5	1	6	12	1	13	11	0	11
Hospital/home setting (Percent)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One-on-one setting (Number)	462	86	548	464	84	548	361	79	440	284	70	354	211	66	277	190	57	247
One-on-one setting (Percent)	0.5	0.4	0.5	0.5	0.3	0.5	0.4	0.3	0.4	0.4	0.2	0.3	0.3	0.2	0.2	0.2	0.2	0.2
Small group setting (Number)	13,417	3,752	17,169	13,347	4,439	17,786	12,353	4,690	17,043	10,257	5,658	15,915	9,797	5,354	15,151	9,554	5,226	14,780
Small group setting (Percent)	14.6	15.6	14.8	14.8	17.2	15.3	14.2	16	14.6	12.7	15.3	13.6	12.3	14.3	12.9	11.7	14	12.4
Other (per Accommodations Guidelines) (Number)	116	32	148	134	41	175	136	106	242	160	156	316	119	107	226	110	88	198
Other (per Accommodations Guidelines) (Percent)	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.4	0.2	0.2	0.4	0.3	0.1	0.3	0.2	0.1	0.2	0.2

Incidence of Setting Accommodations Received on the 2023 PSSA: Science

Type of Setting Accommodation	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Hospital/home setting (Number)	3	0	3	10	0	10
Hospital/home setting (Percent)	0	0	0	0	0	0
One-on-one setting (Number)	477	84	561	182	57	239
One-on-one setting (Percent)	0.5	0.3	0.5	0.2	0.1	0.2
Small group setting (Number)	12,771	4,637	17,408	8,755	5,044	13,799
Small group setting (Percent)	14.4	16.7	15	11.1	12.7	11.7
Other (per Accommodations Guidelines) (Number)	87	40	127	107	86	193
Other (per Accommodations Guidelines) (Percent)	0.1	0.1	0.1	0.1	0.2	0.2

Incidence of Timing Accommodations Received on the 2023 PSSA: Mathematics

Type of Timing Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Extended time (Number)	4,657	2,322	6,979	4,980	2,525	7,505	4,474	2,565	7,039	4,185	3,048	7,233	2,984	2,766	5,750	2,802	2,747	5,549
Extended time (Percent)	5	10.1	6	5.4	10.1	6.4	5	9.1	6	5	8.9	6.1	3.6	8.1	4.9	3.3	8	4.7
Frequent breaks (Number)	2,920	1,639	4,559	3,194	2,030	5,224	2,790	2,292	5,082	1,805	2,426	4,231	1,416	2,010	3,426	1,260	1,912	3,172
Frequent breaks (Percent)	3.1	7.1	3.9	3.5	8.1	4.5	3.1	8.1	4.3	2.2	7.1	3.6	1.7	5.9	2.9	1.5	5.6	2.7
Changed test schedule (Number)	250	25	275	271	34	305	283	38	321	209	32	241	182	40	222	247	56	303
Changed test schedule (Percent)	0.3	0.1	0.2	0.3	0.1	0.3	0.3	0.1	0.3	0.3	0.1	0.2	0.2	0.1	0.2	0.3	0.2	0.3
Other (per Accommodations Guidelines) (Number)	75	16	91	90	10	100	73	5	78	92	13	105	57	15	72	43	4	47
Other (per Accommodations Guidelines) (Percent)	0.1	0.1	0.1	0.1	0	0.1	0.1	0	0.1	0.1	0	0.1	0.1	0	0.1	0.1	0	0

Incidence of Timing Accommodations Received on the 2023 PSSA: English Language Arts

Type of Timing Accommodation	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Extended time (Number)	5,243	2,395	7,638	8,503	2,907	11,410	7,179	2,934	10,113	5,977	3,495	9,472	4,839	2,960	7,799	3,963	2,867	6,830
Extended time (Percent)	5.7	10	6.6	9.4	11.3	9.8	8.2	10	8.7	7.4	9.5	8.1	6.1	7.9	6.6	4.9	7.7	5.7
Frequent breaks (Number)	3,099	1,739	4,838	3,370	2,137	5,507	3,004	2,379	5,383	2,018	2,600	4,618	1,649	2,098	3,747	1,402	2,023	3,425
Frequent breaks (Percent)	3.4	7.3	4.2	3.7	8.3	4.7	3.4	8.1	4.6	2.5	7.1	3.9	2.1	5.6	3.2	1.7	5.4	2.9
Changed test schedule (Number)	276	32	308	236	43	279	256	48	304	246	59	305	256	49	305	263	60	323
Changed test schedule (Percent)	0.3	0.1	0.3	0.3	0.2	0.2	0.3	0.2	0.3	0.3	0.2	0.3	0.3	0.1	0.3	0.3	0.2	0.3
Other (per Accommodations Guidelines) (Number)	75	22	97	83	21	104	92	9	101	58	25	83	35	16	51	50	3	53
Other (per Accommodations Guidelines) (Percent)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0	0.1	0.1	0.1	0.1	0	0	0	0.1	0	0

Incidence of Timing Accommodations Received on the 2023 PSSA: Science

Type of Timing Accommodation	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Extended time (Number)	2,960	2,346	5,306	1,471	2,582	4,053
Extended time (Percent)	3.3	8.5	4.6	1.9	6.5	3.4
Frequent breaks (Number)	2,988	2,138	5,126	1,110	1,957	3,067
Frequent breaks (Percent)	3.4	7.7	4.4	1.4	4.9	2.6
Changed test schedule (Number)	221	38	259	224	35	259
Changed test schedule (Percent)	0.2	0.1	0.2	0.3	0.1	0.2
Other (per Accommodations Guidelines) (Number)	97	21	118	37	4	41
Other (per Accommodations Guidelines) (Percent)	0.1	0.1	0.1	0	0	0

APPENDIX K: ACCOMMODATION RATE FOR NON-IEP AND IEP STUDENTS

Accommodation Rate for Non-IEP and IEP Students on the 2023 PSSA: Mathematics

Student Subgroup	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Non-IEP Students (Number)	75,777	18,121	93,898	74,478	19,557	94,035	72,304	22,263	94,567	68,699	26,967	95,666	68,637	27,224	95,861	70,093	27,269	97,362
Non-Accommodated (Number)	66,556	15,979	82,535	66,243	17,213	83,456	66,022	20,477	86,499	64,283	25,422	89,705	65,522	25,931	91,453	67,016	26,134	93,150
Non-Accommodated (Percent)	87.8	88.2	87.9	88.9	88	88.7	91.3	92	91.5	93.6	94.3	93.8	95.5	95.3	95.4	95.6	95.8	95.7
Accommodated (Number)	9,221	2,142	11,363	8,235	2,344	10,579	6,282	1,786	8,068	4,416	1,545	5,961	3,115	1,293	4,408	3,077	1,135	4,212
Accommodated (Percent)	12.2	11.8	12.1	11.1	12	11.3	8.7	8	8.5	6.4	5.7	6.2	4.5	4.7	4.6	4.4	4.2	4.3
IEP Students (Number)	17,527	4,878	22,405	17,164	5,443	22,607	16,607	5,869	22,476	14,807	7,252	22,059	14,809	6,931	21,740	14,687	6,919	21,606
Non-Accommodated (Number)	6,597	1,288	7,885	5,897	1,157	7,054	5,557	1,160	6,717	5,369	1,424	6,793	5,749	1,477	7,226	5,851	1,615	7,466
Non-Accommodated (Percent)	37.6	26.4	35.2	34.4	21.3	31.2	33.5	19.8	29.9	36.3	19.6	30.8	38.8	21.3	33.2	39.8	23.3	34.6
Accommodated (Number)	10,930	3,590	14,520	11,267	4,286	15,553	11,050	4,709	15,759	9,438	5,828	15,266	9,060	5,454	14,514	8,836	5,304	14,140
Accommodated (Percent)	62.4	73.6	64.8	65.6	78.7	68.8	66.5	80.2	70.1	63.7	80.4	69.2	61.2	78.7	66.8	60.2	76.7	65.4

Accommodation Rate for Non-IEP and IEP Students on the 2023 PSSA: English Language Arts

Student Subgroup	Gr. 3 PPT	Gr. 3 CBT	Gr. 3 Total	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 5 PPT	Gr. 5 CBT	Gr. 5 Total	Gr. 6 PPT	Gr. 6 CBT	Gr. 6 Total	Gr. 7 PPT	Gr. 7 CBT	Gr. 7 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Non-IEP Students (Number)	74,440	18,982	93,422	73,284	20,280	93,564	70,836	23,343	94,179	66,082	29,211	95,293	65,575	30,028	95,603	67,293	29,983	97,276
Non-Accommodated (Number)	67,013	17,135	84,148	63,358	17,839	81,197	63,092	21,424	84,516	60,195	27,371	87,566	60,939	28,545	89,484	63,428	28,741	92,169
Non-Accommodated (Percent)	90	90.3	90.1	86.5	88	86.8	89.1	91.8	89.7	91.1	93.7	91.9	92.9	95.1	93.6	94.3	95.9	94.7
Accommodated (Number)	7,427	1,847	9,274	9,926	2,441	12,367	7,744	1,919	9,663	5,887	1,840	7,727	4,636	1,483	6,119	3,865	1,242	5,107
Accommodated (Percent)	10	9.7	9.9	13.5	12	13.2	10.9	8.2	10.3	8.9	6.3	8.1	7.1	4.9	6.4	5.7	4.1	5.3
IEP Students (Number)	17,347	4,993	22,340	17,000	5,511	22,511	16,413	6,016	22,429	14,430	7,654	22,084	14,278	7,435	21,713	14,223	7,438	21,661
Non-Accommodated (Number)	6,421	1,362	7,783	5,488	1,172	6,660	5,215	1,204	6,419	4,828	1,542	6,370	5,160	1,626	6,786	5,403	1,760	7,163
Non-Accommodated (Percent)	37	27.3	34.8	32.3	21.3	29.6	31.8	20	28.6	33.5	20.1	28.8	36.1	21.9	31.3	38	23.7	33.1
Accommodated (Number)	10,926	3,631	14,557	11,512	4,339	15,851	11,198	4,812	16,010	9,602	6,112	15,714	9,118	5,809	14,927	8,820	5,678	14,498
Accommodated (Percent)	63	72.7	65.2	67.7	78.7	70.4	68.2	80	71.4	66.5	79.9	71.2	63.9	78.1	68.7	62	76.3	66.9

Accommodation Rate for Non-IEP and IEP Students on the 2023 PSSA: Science

Student Subgroup	Gr. 4 PPT	Gr. 4 CBT	Gr. 4 Total	Gr. 8 PPT	Gr. 8 CBT	Gr. 8 Total
Non-IEP Students (Number)	71,928	21,911	93,839	64,957	32,008	96,965
Non-Accommodated (Number)	65,370	19,778	85,148	63,039	30,992	94,031
Non-Accommodated (Percent)	90.9	90.3	90.7	97	96.8	97
Accommodated (Number)	6,558	2,133	8,691	1,918	1,016	2,934
Accommodated (Percent)	9.1	9.7	9.3	3	3.2	3
IEP Students (Number)	16,690	5,852	22,542	13,700	7,728	21,428
Non-Accommodated (Number)	5,890	1,309	7,199	5,730	2,110	7,840
Non-Accommodated (Percent)	35.3	22.4	31.9	41.8	27.3	36.6
Accommodated (Number)	10,800	4,543	15,343	7,970	5,618	13,588
Accommodated (Percent)	64.7	77.6	68.1	58.2	72.7	63.4

APPENDIX L: INCIDENCE OF ACCOMMODATIONS RECEIVED BY IEP AND EL STUDENTS

Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA: Mathematics Grade 3

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some test items/questions read aloud (Number)	3,232	2,934	595	197
PPT - Some test items/questions read aloud (Percent)	4.6	17.6	12.2	23.6
PPT - All test items/questions read aloud (Number)	498	4,035	213	155
PPT - All test items/questions read aloud (Percent)	0.7	24.2	4.4	18.6
PPT - Small group setting (Number)	2,371	9,410	1,102	514
PPT - Small group setting (Percent)	3.3	56.4	22.6	61.6
PPT - Extended time (Number)	2,799	1,612	188	58
PPT - Extended time (Percent)	3.9	9.7	3.9	7
PPT - Frequent breaks (Number)	406	2,360	49	105
PPT - Frequent breaks (Percent)	0.6	14.1	1	12.6
PPT - Number assessed (Number)	70,899	16,693	4,878	834
CBT - Some test items/questions read aloud (Number)	464	432	88	30
CBT - Some test items/questions read aloud (Percent)	2.7	9.3	8.9	13.9
CBT - All test items/questions read aloud (Number)	129	1,282	54	66
CBT - All test items/questions read aloud (Percent)	0.8	27.5	5.5	30.6
CBT - Small group setting (Number)	364	2,813	304	157
CBT - Small group setting (Percent)	2.1	60.3	30.7	72.7
CBT - Extended time (Number)	694	1,461	98	69
CBT - Extended time (Percent)	4.1	31.3	9.9	31.9
CBT - Frequent breaks (Number)	112	1,447	20	60
CBT - Frequent breaks (Percent)	0.7	31	2	27.8
CBT - Number assessed (Number)	17,132	4,662	989	216
Total - Some test items/questions read aloud (Number)	3,696	3,366	683	227
Total - Some test items/questions read aloud (Percent)	4.2	15.8	11.6	21.6
Total - All test items/questions read aloud (Number)	627	5,317	267	221
Total - All test items/questions read aloud (Percent)	0.7	24.9	4.6	21
Total - Small group setting (Number)	2,735	12,223	1,406	671
Total - Small group setting (Percent)	3.1	57.2	24	63.9
Total - Extended time (Number)	3,493	3,073	286	127
Total - Extended time (Percent)	4	14.4	4.9	12.1
Total - Frequent breaks (Number)	518	3,807	69	165
Total - Frequent breaks (Percent)	0.6	17.8	1.2	15.7
Total - Number assessed (Number)	88,031	21,355	5,867	1,050

**Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA: Mathematics
Grade 4**

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some test items/questions read aloud (Number)	2,491	3,112	554	199
PPT - Some test items/questions read aloud (Percent)	3.6	19.1	11.3	23.8
PPT - All test items/questions read aloud (Number)	328	3,718	161	168
PPT - All test items/questions read aloud (Percent)	0.5	22.8	3.3	20.1
PPT - Small group setting (Number)	1,850	9,779	1,073	545
PPT - Small group setting (Percent)	2.7	59.9	21.9	65.3
PPT - Extended time (Number)	2,877	1,735	299	69
PPT - Extended time (Percent)	4.1	10.6	6.1	8.3
PPT - Frequent breaks (Number)	336	2,679	61	118
PPT - Frequent breaks (Percent)	0.5	16.4	1.2	14.1
PPT - Number assessed (Number)	69,587	16,329	4,891	835
CBT - Some test items/questions read aloud (Number)	391	585	89	39
CBT - Some test items/questions read aloud (Percent)	2.1	11.3	8.8	15.4
CBT - All test items/questions read aloud (Number)	140	1,436	70	70
CBT - All test items/questions read aloud (Percent)	0.8	27.7	7	27.7
CBT - Small group setting (Number)	450	3,386	322	188
CBT - Small group setting (Percent)	2.4	65.2	32	74.3
CBT - Extended time (Number)	776	1,586	94	69
CBT - Extended time (Percent)	4.2	30.6	9.3	27.3
CBT - Frequent breaks (Number)	161	1,772	25	72
CBT - Frequent breaks (Percent)	0.9	34.1	2.5	28.5
CBT - Number assessed (Number)	18,550	5,190	1,007	253
Total - Some test items/questions read aloud (Number)	2,882	3,697	643	238
Total - Some test items/questions read aloud (Percent)	3.3	17.2	10.9	21.9
Total - All test items/questions read aloud (Number)	468	5,154	231	238
Total - All test items/questions read aloud (Percent)	0.5	24	3.9	21.9
Total - Small group setting (Number)	2,300	13,165	1,395	733
Total - Small group setting (Percent)	2.6	61.2	23.7	67.4
Total - Extended time (Number)	3,653	3,321	393	138
Total - Extended time (Percent)	4.1	15.4	6.7	12.7
Total - Frequent breaks (Number)	497	4,451	86	190
Total - Frequent breaks (Percent)	0.6	20.7	1.5	17.5
Total - Number assessed (Number)	88,137	21,519	5,898	1,088

Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA: Mathematics 5

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some test items/questions read aloud (Number)	1,453	2,730	280	187
PPT - Some test items/questions read aloud (Percent)	2.1	17.4	6.8	21.3
PPT - All test items/questions read aloud (Number)	166	2,815	86	132
PPT - All test items/questions read aloud (Percent)	0.2	17.9	2.1	15.1
PPT - Small group setting (Number)	1,511	9,669	743	555
PPT - Small group setting (Percent)	2.2	61.5	18.1	63.4
PPT - Extended time (Number)	2,558	1,653	175	88
PPT - Extended time (Percent)	3.8	10.5	4.3	10
PPT - Frequent breaks (Number)	244	2,407	29	110
PPT - Frequent breaks (Percent)	0.4	15.3	0.7	12.6
PPT - Number assessed (Number)	68,210	15,731	4,094	876
CBT - Some test items/questions read aloud (Number)	151	787	45	39
CBT - Some test items/questions read aloud (Percent)	0.7	14	5.7	14.9
CBT - All test items/questions read aloud (Number)	69	1,553	41	67
CBT - All test items/questions read aloud (Percent)	0.3	27.7	5.2	25.6
CBT - Small group setting (Number)	396	3,775	188	204
CBT - Small group setting (Percent)	1.8	67.3	23.8	77.9
CBT - Extended time (Number)	661	1,771	62	71
CBT - Extended time (Percent)	3.1	31.6	7.9	27.1
CBT - Frequent breaks (Number)	176	2,001	18	97
CBT - Frequent breaks (Percent)	0.8	35.7	2.3	37
CBT - Number assessed (Number)	21,474	5,607	789	262
Total - Some test items/questions read aloud (Number)	1,604	3,517	325	226
Total - Some test items/questions read aloud (Percent)	1.8	16.5	6.7	19.9
Total - All test items/questions read aloud (Number)	235	4,368	127	199
Total - All test items/questions read aloud (Percent)	0.3	20.5	2.6	17.5
Total - Small group setting (Number)	1,907	13,444	931	759
Total - Small group setting (Percent)	2.1	63	19.1	66.7
Total - Extended time (Number)	3,219	3,424	237	159
Total - Extended time (Percent)	3.6	16	4.9	14
Total - Frequent breaks (Number)	420	4,408	47	207
Total - Frequent breaks (Percent)	0.5	20.7	1	18.2
Total - Number assessed (Number)	89,684	21,338	4,883	1,138

**Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA: Mathematics
Grade 6**

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some test items/questions read aloud (Number)	291	1,760	101	68
PPT - Some test items/questions read aloud (Percent)	0.4	12.5	3	9.5
PPT - All test items/questions read aloud (Number)	69	1,593	28	48
PPT - All test items/questions read aloud (Percent)	0.1	11.3	0.8	6.7
PPT - Small group setting (Number)	965	8,410	505	391
PPT - Small group setting (Percent)	1.5	59.7	15	54.5
PPT - Extended time (Number)	2,510	1,453	173	49
PPT - Extended time (Percent)	3.8	10.3	5.1	6.8
PPT - Frequent breaks (Number)	108	1,642	14	41
PPT - Frequent breaks (Percent)	0.2	11.7	0.4	5.7
PPT - Number assessed (Number)	65,330	14,089	3,369	718
CBT - Some test items/questions read aloud (Number)	58	1,217	63	63
CBT - Some test items/questions read aloud (Percent)	0.2	17.5	6.7	21.3
CBT - All test items/questions read aloud (Number)	54	1,500	39	75
CBT - All test items/questions read aloud (Percent)	0.2	21.6	4.2	25.3
CBT - Small group setting (Number)	322	4,695	122	209
CBT - Small group setting (Percent)	1.2	67.5	13	70.6
CBT - Extended time (Number)	553	2,296	74	125
CBT - Extended time (Percent)	2.1	33	7.9	42.2
CBT - Frequent breaks (Number)	138	2,178	16	94
CBT - Frequent breaks (Percent)	0.5	31.3	1.7	31.8
CBT - Number assessed (Number)	26,032	6,956	935	296
Total - Some test items/questions read aloud (Number)	349	2,977	164	131
Total - Some test items/questions read aloud (Percent)	0.4	14.1	3.8	12.9
Total - All test items/questions read aloud (Number)	123	3,093	67	123
Total - All test items/questions read aloud (Percent)	0.1	14.7	1.6	12.1
Total - Small group setting (Number)	1,287	13,105	627	600
Total - Small group setting (Percent)	1.4	62.3	14.6	59.2
Total - Extended time (Number)	3,063	3,749	247	174
Total - Extended time (Percent)	3.4	17.8	5.7	17.2
Total - Frequent breaks (Number)	246	3,820	30	135
Total - Frequent breaks (Percent)	0.3	18.2	0.7	13.3
Total - Number assessed (Number)	91,362	21,045	4,304	1,014

Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA: Mathematics Grade 7

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some test items/questions read aloud (Number)	79	1,341	70	42
PPT - Some test items/questions read aloud (Percent)	0.1	9.5	2	6.4
PPT - All test items/questions read aloud (Number)	18	942	19	31
PPT - All test items/questions read aloud (Percent)	0	6.7	0.5	4.7
PPT - Small group setting (Number)	832	8,157	473	317
PPT - Small group setting (Percent)	1.3	57.6	13.6	48.2
PPT - Extended time (Number)	1,505	1,278	142	59
PPT - Extended time (Percent)	2.3	9	4.1	9
PPT - Frequent breaks (Number)	78	1,265	16	57
PPT - Frequent breaks (Percent)	0.1	8.9	0.5	8.7
PPT - Number assessed (Number)	65,168	14,151	3,469	658
CBT - Some test items/questions read aloud (Number)	29	1,077	33	53
CBT - Some test items/questions read aloud (Percent)	0.1	16.2	3.2	19.6
CBT - All test items/questions read aloud (Number)	73	1,158	21	51
CBT - All test items/questions read aloud (Percent)	0.3	17.4	2	18.8
CBT - Small group setting (Number)	263	4,421	112	201
CBT - Small group setting (Percent)	1	66.4	10.8	74.2
CBT - Extended time (Number)	490	2,099	71	106
CBT - Extended time (Percent)	1.9	31.5	6.8	39.1
CBT - Frequent breaks (Number)	84	1,827	20	79
CBT - Frequent breaks (Percent)	0.3	27.4	1.9	29.2
CBT - Number assessed (Number)	26,183	6,660	1,041	271
Total - Some test items/questions read aloud (Number)	108	2,418	103	95
Total - Some test items/questions read aloud (Percent)	0.1	11.6	2.3	10.2
Total - All test items/questions read aloud (Number)	91	2,100	40	82
Total - All test items/questions read aloud (Percent)	0.1	10.1	0.9	8.8
Total - Small group setting (Number)	1,095	12,578	585	518
Total - Small group setting (Percent)	1.2	60.4	13	55.8
Total - Extended time (Number)	1,995	3,377	213	165
Total - Extended time (Percent)	2.2	16.2	4.7	17.8
Total - Frequent breaks (Number)	162	3,092	36	136
Total - Frequent breaks (Percent)	0.2	14.9	0.8	14.6
Total - Number assessed (Number)	91,351	20,811	4,510	929

**Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA: Mathematics
Grade 8**

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some test items/questions read aloud (Number)	74	1,152	107	44
PPT - Some test items/questions read aloud (Percent)	0.1	8.2	3.1	7
PPT - All test items/questions read aloud (Number)	43	886	20	19
PPT - All test items/questions read aloud (Percent)	0.1	6.3	0.6	3
PPT - Small group setting (Number)	894	8,003	451	307
PPT - Small group setting (Percent)	1.3	56.9	13.3	48.6
PPT - Extended time (Number)	1,362	1,226	173	41
PPT - Extended time (Percent)	2	8.7	5.1	6.5
PPT - Frequent breaks (Number)	87	1,139	6	28
PPT - Frequent breaks (Percent)	0.1	8.1	0.2	4.4
PPT - Number assessed (Number)	66,691	14,055	3,402	632
CBT - Some test items/questions read aloud (Number)	26	1,069	42	61
CBT - Some test items/questions read aloud (Percent)	0.1	16	4.8	25
CBT - All test items/questions read aloud (Number)	75	974	24	53
CBT - All test items/questions read aloud (Percent)	0.3	14.6	2.8	21.7
CBT - Small group setting (Number)	270	4,304	114	172
CBT - Small group setting (Percent)	1	64.5	13.1	70.5
CBT - Extended time (Number)	396	2,152	71	128
CBT - Extended time (Percent)	1.5	32.2	8.2	52.5
CBT - Frequent breaks (Number)	65	1,756	14	77
CBT - Frequent breaks (Percent)	0.2	26.3	1.6	31.6
CBT - Number assessed (Number)	26,398	6,675	871	244
Total - Some test items/questions read aloud (Number)	100	2,221	149	105
Total - Some test items/questions read aloud (Percent)	0.1	10.7	3.5	12
Total - All test items/questions read aloud (Number)	118	1,860	44	72
Total - All test items/questions read aloud (Percent)	0.1	9	1	8.2
Total - Small group setting (Number)	1,164	12,307	565	479
Total - Small group setting (Percent)	1.3	59.4	13.2	54.7
Total - Extended time (Number)	1,758	3,378	244	169
Total - Extended time (Percent)	1.9	16.3	5.7	19.3
Total - Frequent breaks (Number)	152	2,895	20	105
Total - Frequent breaks (Percent)	0.2	14	0.5	12
Total - Number assessed (Number)	93,089	20,730	4,273	876

**Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA:
English Language Arts Grade 3**

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	998	1,812	217	117
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	1.4	11	4.9	14.2
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	358	3,084	118	128
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.5	18.7	2.6	15.6
PPT - Small group setting (Number)	2,340	9,543	1,002	532
PPT - Small group setting (Percent)	3.3	57.8	22.5	64.6
PPT - Extended time (Number)	3,114	1,873	188	68
PPT - Extended time (Percent)	4.4	11.3	4.2	8.3
PPT - Frequent breaks (Number)	374	2,551	53	121
PPT - Frequent breaks (Percent)	0.5	15.4	1.2	14.7
PPT - Number assessed (Number)	69,978	16,524	4,462	823
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	109	195	41	17
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.6	4.1	4.1	7.7
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	59	710	42	33
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.3	14.9	4.2	15
CBT - Small group setting (Number)	368	2,922	300	162
CBT - Small group setting (Percent)	2	61.2	29.9	73.6
CBT - Extended time (Number)	656	1,558	112	69
CBT - Extended time (Percent)	3.6	32.6	11.2	31.4
CBT - Frequent breaks (Number)	146	1,512	22	59
CBT - Frequent breaks (Percent)	0.8	31.7	2.2	26.8
CBT - Number assessed (Number)	17,980	4,773	1,002	220
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	1,107	2,007	258	134
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	1.3	9.4	4.7	12.8
Total - All conventions questions/ text-dependent analysis prompts read aloud (Number)	417	3,794	160	161
Total - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.5	17.8	2.9	15.4
Total - Small group setting (Number)	2,708	12,465	1,302	694
Total - Small group setting (Percent)	3.1	58.5	23.8	66.5

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
Total - Extended time (Number)	3,770	3,431	300	137
Total - Extended time (Percent)	4.3	16.1	5.5	13.1
Total - Frequent breaks (Number)	520	4,063	75	180
Total - Frequent breaks (Percent)	0.6	19.1	1.4	17.3
Total - Number assessed (Number)	87,958	21,297	5,464	1,043

**Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA:
English Language Arts Grade 4**

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	1,260	2,446	280	145
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	1.8	15.1	6.2	17.6
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	248	2,840	96	101
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.4	17.6	2.1	12.3
PPT - Small group setting (Number)	1,926	9,913	953	555
PPT - Small group setting (Percent)	2.8	61.3	21.2	67.4
PPT - Extended time (Number)	5,764	2,261	380	98
PPT - Extended time (Percent)	8.4	14	8.4	11.9
PPT - Frequent breaks (Number)	342	2,853	51	124
PPT - Frequent breaks (Percent)	0.5	17.6	1.1	15.1
PPT - Number assessed (Number)	68,782	16,177	4,502	823
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	237	484	75	28
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	1.2	9.2	7.3	10.9
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	104	1,310	90	70
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.5	24.9	8.8	27.2
CBT - Small group setting (Number)	450	3,486	312	191
CBT - Small group setting (Percent)	2.3	66.3	30.5	74.3
CBT - Extended time (Number)	981	1,740	113	73
CBT - Extended time (Percent)	5.1	33.1	11	28.4
CBT - Frequent breaks (Number)	172	1,858	32	75
CBT - Frequent breaks (Percent)	0.9	35.4	3.1	29.2
CBT - Number assessed (Number)	19,256	5,254	1,024	257
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	1,497	2,930	355	173
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	1.7	13.7	6.4	16
Total - All conventions questions/ text-dependent analysis prompts read aloud (Number)	352	4,150	186	171
Total - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.4	19.4	3.4	15.8
Total - Small group setting (Number)	2,376	13,399	1,265	746
Total - Small group setting (Percent)	2.7	62.5	22.9	69.1

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
Total - Extended time (Number)	6,745	4,001	493	171
Total - Extended time (Percent)	7.7	18.7	8.9	15.8
Total - Frequent breaks (Number)	514	4,711	83	199
Total - Frequent breaks (Percent)	0.6	22	1.5	18.4
Total - Number assessed (Number)	88,038	21,431	5,526	1,080

**Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA:
English Language Arts Grade 5**

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	820	2,254	127	126
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	1.2	14.5	3.4	14.7
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	114	2,059	52	88
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.2	13.2	1.4	10.3
PPT - Small group setting (Number)	1,454	9,718	609	572
PPT - Small group setting (Percent)	2.2	62.5	16.3	66.7
PPT - Extended time (Number)	4,753	2,104	227	95
PPT - Extended time (Percent)	7.1	13.5	6.1	11.1
PPT - Frequent breaks (Number)	272	2,592	28	112
PPT - Frequent breaks (Percent)	0.4	16.7	0.7	13.1
PPT - Number assessed (Number)	67,098	15,556	3,738	857
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	76	657	45	25
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.3	11.4	5.6	9.2
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	60	1,355	36	70
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.3	23.6	4.5	25.8
CBT - Small group setting (Number)	394	3,883	195	218
CBT - Small group setting (Percent)	1.7	67.6	24.2	80.4
CBT - Extended time (Number)	886	1,900	69	79
CBT - Extended time (Percent)	3.9	33.1	8.6	29.2
CBT - Frequent breaks (Number)	195	2,066	16	102
CBT - Frequent breaks (Percent)	0.9	36	2	37.6
CBT - Number assessed (Number)	22,538	5,745	805	271
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	896	2,911	172	151
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	1	13.7	3.8	13.4
Total - All conventions questions/ text-dependent analysis prompts read aloud (Number)	174	3,414	88	158
Total - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.2	16	1.9	14
Total - Small group setting (Number)	1,848	13,601	804	790
Total - Small group setting (Percent)	2.1	63.9	17.7	70

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
Total - Extended time (Number)	5,639	4,004	296	174
Total - Extended time (Percent)	6.3	18.8	6.5	15.4
Total - Frequent breaks (Number)	467	4,658	44	214
Total - Frequent breaks (Percent)	0.5	21.9	1	19
Total - Number assessed (Number)	89,636	21,301	4,543	1,128

**Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA:
English Language Arts Grade 6**

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	270	1,277	60	51
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.4	9.3	2	7.2
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	60	1,385	18	44
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	10.1	0.6	6.2
PPT - Small group setting (Number)	1,028	8,437	391	401
PPT - Small group setting (Percent)	1.6	61.5	13.1	56.7
PPT - Extended time (Number)	4,005	1,731	185	56
PPT - Extended time (Percent)	6.3	12.6	6.2	7.9
PPT - Frequent breaks (Number)	154	1,791	19	54
PPT - Frequent breaks (Percent)	0.2	13.1	0.6	7.6
PPT - Number assessed (Number)	63,086	13,723	2,996	707
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	37	1,019	36	52
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	13.9	3.7	17.4
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	41	1,216	36	58
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	16.5	3.7	19.4
CBT - Small group setting (Number)	337	4,971	138	212
CBT - Small group setting (Percent)	1.2	67.6	14.1	70.9
CBT - Extended time (Number)	834	2,437	94	130
CBT - Extended time (Percent)	3	33.1	9.6	43.5
CBT - Frequent breaks (Number)	166	2,327	14	93
CBT - Frequent breaks (Percent)	0.6	31.6	1.4	31.1
CBT - Number assessed (Number)	28,231	7,355	980	299
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	307	2,296	96	103
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.3	10.9	2.4	10.2
Total - All conventions questions/ text-dependent analysis prompts read aloud (Number)	101	2,601	54	102
Total - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	12.3	1.4	10.1
Total - Small group setting (Number)	1,365	13,408	529	613
Total - Small group setting (Percent)	1.5	63.6	13.3	60.9

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
Total - Extended time (Number)	4,839	4,168	279	186
Total - Extended time (Percent)	5.3	19.8	7	18.5
Total - Frequent breaks (Number)	320	4,118	33	147
Total - Frequent breaks (Percent)	0.4	19.5	0.8	14.6
Total - Number assessed (Number)	91,317	21,078	3,976	1,006

**Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA:
English Language Arts Grade 7**

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	71	1,103	51	32
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	8.1	1.7	5.2
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	19	820	4	24
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0	6	0.1	3.9
PPT - Small group setting (Number)	892	8,180	399	326
PPT - Small group setting (Percent)	1.4	59.9	12.9	53.1
PPT - Extended time (Number)	3,067	1,532	169	71
PPT - Extended time (Percent)	4.9	11.2	5.5	11.6
PPT - Frequent breaks (Number)	121	1,447	19	62
PPT - Frequent breaks (Percent)	0.2	10.6	0.6	10.1
PPT - Number assessed (Number)	62,493	13,664	3,082	614
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	20	842	31	45
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	11.8	2.8	15.2
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	26	935	18	42
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	13.1	1.6	14.1
CBT - Small group setting (Number)	293	4,717	124	220
CBT - Small group setting (Percent)	1	66.1	11.3	74.1
CBT - Extended time (Number)	537	2,231	75	117
CBT - Extended time (Percent)	1.9	31.3	6.8	39.4
CBT - Frequent breaks (Number)	88	1,906	18	86
CBT - Frequent breaks (Percent)	0.3	26.7	1.6	29
CBT - Number assessed (Number)	28,931	7,138	1,097	297
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	91	1,945	82	77
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	9.4	2	8.5
Total - All conventions questions/ text-dependent analysis prompts read aloud (Number)	45	1,755	22	66
Total - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0	8.4	0.5	7.2
Total - Small group setting (Number)	1,185	12,897	523	546
Total - Small group setting (Percent)	1.3	62	12.5	59.9

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
Total - Extended time (Number)	3,604	3,763	244	188
Total - Extended time (Percent)	3.9	18.1	5.8	20.6
Total - Frequent breaks (Number)	209	3,353	37	148
Total - Frequent breaks (Percent)	0.2	16.1	0.9	16.2
Total - Number assessed (Number)	91,424	20,802	4,179	911

**Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA:
English Language Arts Grade 8**

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	73	988	65	32
PPT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	7.3	2.1	5.2
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	30	723	6	10
PPT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0	5.3	0.2	1.6
PPT - Small group setting (Number)	912	7,980	359	303
PPT - Small group setting (Percent)	1.4	58.6	11.9	49.5
PPT - Extended time (Number)	2,312	1,417	173	61
PPT - Extended time (Percent)	3.6	10.4	5.7	10
PPT - Frequent breaks (Number)	115	1,228	17	42
PPT - Frequent breaks (Percent)	0.2	9	0.6	6.9
PPT - Number assessed (Number)	64,269	13,611	3,024	612
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	15	876	46	47
CBT - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	12.2	4.9	17.8
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Number)	21	787	14	44
CBT - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	11	1.5	16.7
CBT - Small group setting (Number)	290	4,628	122	186
CBT - Small group setting (Percent)	1	64.5	12.9	70.5
CBT - Extended time (Number)	343	2,307	74	143
CBT - Extended time (Percent)	1.2	32.2	7.8	54.2
CBT - Frequent breaks (Number)	72	1,855	11	85
CBT - Frequent breaks (Percent)	0.2	25.9	1.2	32.2
CBT - Number assessed (Number)	29,035	7,174	948	264
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Number)	88	1,864	111	79
Total - Some conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	9	2.8	9
Total - All conventions questions/ text-dependent analysis prompts read aloud (Number)	51	1,510	20	54
Total - All conventions questions/ text-dependent analysis prompts read aloud (Percent)	0.1	7.3	0.5	6.2
Total - Small group setting (Number)	1,202	12,608	481	489

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
Total - Small group setting (Percent)	1.3	60.7	12.1	55.8
Total - Extended time (Number)	2,655	3,724	247	204
Total - Extended time (Percent)	2.8	17.9	6.2	23.3
Total - Frequent breaks (Number)	187	3,083	28	127
Total - Frequent breaks (Percent)	0.2	14.8	0.7	14.5
Total - Number assessed (Number)	93,304	20,785	3,972	876

Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA: Science Grade 4

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some test items/questions read aloud (Number)	2,324	2,807	529	172
PPT - Some test items/questions read aloud (Percent)	3.5	17.7	11.2	21.3
PPT - All test items/questions read aloud (Number)	332	3,810	177	182
PPT - All test items/questions read aloud (Percent)	0.5	24	3.7	22.5
PPT - Small group setting (Number)	1,765	9,427	1,039	540
PPT - Small group setting (Percent)	2.6	59.4	22	66.8
PPT - Extended time (Number)	1,386	1,386	140	48
PPT - Extended time (Percent)	2.1	8.7	3	5.9
PPT - Frequent breaks (Number)	323	2,503	54	108
PPT - Frequent breaks (Percent)	0.5	15.8	1.1	13.4
PPT - Number assessed (Number)	67,207	15,882	4,721	808
CBT - Some test items/questions read aloud (Number)	412	626	82	42
CBT - Some test items/questions read aloud (Percent)	2	11.2	7	15.1
CBT - All test items/questions read aloud (Number)	86	1,505	78	72
CBT - All test items/questions read aloud (Percent)	0.4	27	6.6	25.8
CBT - Small group setting (Number)	465	3,618	349	205
CBT - Small group setting (Percent)	2.2	64.9	29.6	73.5
CBT - Extended time (Number)	485	1,685	99	77
CBT - Extended time (Percent)	2.3	30.2	8.4	27.6
CBT - Frequent breaks (Number)	166	1,866	32	74
CBT - Frequent breaks (Percent)	0.8	33.5	2.7	26.5
CBT - Number assessed (Number)	20,732	5,573	1,179	279
Total - Some test items/questions read aloud (Number)	2,736	3,433	611	214
Total - Some test items/questions read aloud (Percent)	3.1	16	10.4	19.7
Total - All test items/questions read aloud (Number)	418	5,315	255	254
Total - All test items/questions read aloud (Percent)	0.5	24.8	4.3	23.4
Total - Small group setting (Number)	2,230	13,045	1,388	745
Total - Small group setting (Percent)	2.5	60.8	23.5	68.5
Total - Extended time (Number)	1,871	3,071	239	125
Total - Extended time (Percent)	2.1	14.3	4.1	11.5
Total - Frequent breaks (Number)	489	4,369	86	182
Total - Frequent breaks (Percent)	0.6	20.4	1.5	16.7
Total - Number assessed (Number)	87,939	21,455	5,900	1,087

Incidence of IEP and EL Students Receiving Selected Accommodations on the 2023 PSSA: Science Grade 8

Accommodation Received by Administration Mode	General Education (non-IEP or EL)	IEP and non-EL	EL and non-IEP	Both IEP and EL
PPT - Some test items/questions read aloud (Number)	67	928	71	26
PPT - Some test items/questions read aloud (Percent)	0.1	7.1	2.2	4.3
PPT - All test items/questions read aloud (Number)	30	852	16	18
PPT - All test items/questions read aloud (Percent)	0	6.5	0.5	3
PPT - Small group setting (Number)	815	7,271	384	285
PPT - Small group setting (Percent)	1.3	55.5	11.8	47.1
PPT - Extended time (Number)	419	935	80	37
PPT - Extended time (Percent)	0.7	7.1	2.4	6.1
PPT - Frequent breaks (Number)	76	981	16	37
PPT - Frequent breaks (Percent)	0.1	7.5	0.5	6.1
PPT - Number assessed (Number)	61,690	13,095	3,267	605
CBT - Some test items/questions read aloud (Number)	18	1,138	41	63
CBT - Some test items/questions read aloud (Percent)	0.1	15.3	4.1	23.7
CBT - All test items/questions read aloud (Number)	75	1,026	24	56
CBT - All test items/questions read aloud (Percent)	0.2	13.7	2.4	21.1
CBT - Small group setting (Number)	268	4,491	111	174
CBT - Small group setting (Percent)	0.9	60.2	11.1	65.4
CBT - Extended time (Number)	160	2,228	64	130
CBT - Extended time (Percent)	0.5	29.9	6.4	48.9
CBT - Frequent breaks (Number)	63	1,806	14	74
CBT - Frequent breaks (Percent)	0.2	24.2	1.4	27.8
CBT - Number assessed (Number)	31,004	7,462	1,004	266
Total - Some test items/questions read aloud (Number)	85	2,066	112	89
Total - Some test items/questions read aloud (Percent)	0.1	10.1	2.6	10.2
Total - All test items/questions read aloud (Number)	105	1,878	40	74
Total - All test items/questions read aloud (Percent)	0.1	9.1	0.9	8.5
Total - Small group setting (Number)	1,083	11,762	495	459
Total - Small group setting (Percent)	1.2	57.2	11.6	52.7
Total - Extended time (Number)	579	3,163	144	167
Total - Extended time (Percent)	0.6	15.4	3.4	19.2
Total - Frequent breaks (Number)	139	2,787	30	111
Total - Frequent breaks (Percent)	0.1	13.6	0.7	12.7
Total - Number assessed (Number)	92,694	20,557	4,271	871

APPENDIX M: CUT SCORES AND SCALE TRANSFORMATIONS

Subject	Grade	Scaling Intercept	Scaling Slope	Lowest Observed Scaled Score	Scaled Score Cut: Bel. Basic/Basic	Scaled Score Cut: Basic/Prof.	Scaled Score Cut: Prof./Adv.
Mathematics	3	956.31	100	600	923	1000	1110
Mathematics	4	981.92	100	600	908	1000	1107
Mathematics	5	961.69	100	600	901	1000	1113
Mathematics	6	931.41	100	600	897	1000	1105
Mathematics	7	956.16	100	600	904	1000	1109
Mathematics	8	951.76	100	600	906	1000	1108
ELA	3	962.47	100	600	905	1000	1143
ELA	4	957.49	100	600	887	1000	1107
ELA	5	958.32	100	600	893	1000	1139
ELA	6	940.78	100	600	875	1000	1115
ELA	7	947.65	100	600	845	1000	1130
ELA	8	961.11	100	600	886	1000	1130
Science	4	1225.65	176.75	1050	1150	1275	1483
Science	8	1196.64	191.54	925	1150	1275	1464

APPENDIX N: RAW-TO-SCALED SCORE CONVERSION TABLES

The raw-to-scaled score conversion tables are presented for each subject and grade level. For each raw score point, the IRT difficulty estimates, standard errors (SE), frequencies, percent, cumulative frequencies, cumulative percent and percentiles were estimated using WINSTEPS (Linacre, 2019). Percentiles were calculated as the cumulative percent for the score below added to half the frequency percent for the current score (half-rounded) and then constrained to the range 1–99 for non-zero frequencies (Linacre, 2009).

Grade 3 Mathematics

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.1749	1.8364	600	184	2	0.0	2	0.0	1
1	-3.9438	1.019	600	102	4	0.0	6	0.0	1
2	-3.2127	0.7332	635	73	13	0.0	19	0.0	1
3	-2.77	0.6085	679	61	32	0.0	51	0.0	1
4	-2.4456	0.5352	712	54	73	0.1	124	0.1	1
5	-2.1862	0.4859	738	49	202	0.2	326	0.3	1
6	-1.9679	0.4501	760	45	378	0.3	704	0.6	1
7	-1.7779	0.4227	779	42	722	0.6	1426	1.2	1
8	-1.6086	0.401	795	40	1117	1.0	2543	2.2	2
9	-1.455	0.3834	811	38	1554	1.3	4097	3.5	3
10	-1.3137	0.3688	825	37	1944	1.7	6041	5.2	4
11	-1.1823	0.3566	838	36	2439	2.1	8480	7.3	6
12	-1.0589	0.3463	850	35	2689	2.3	11169	9.6	8
13	-0.942	0.3375	862	34	2812	2.4	13981	12.0	11
14	-0.8307	0.33	873	33	2957	2.5	16938	14.6	13
15	-0.7239	0.3236	884	32	3035	2.6	19973	17.2	16
16	-0.6211	0.318	894	32	3065	2.6	23038	19.8	18
17	-0.5214	0.3133	904	31	2925	2.5	25963	22.3	21
18	-0.4246	0.3093	914	31	3000	2.6	28963	24.9	24
19	-0.33	0.3059	923	31	3103	2.7	32066	27.6	26
20	-0.2373	0.3031	933	30	2924	2.5	34990	30.1	29
21	-0.1461	0.3008	942	30	3018	2.6	38008	32.7	31
22	-0.0562	0.299	951	30	3061	2.6	41069	35.3	34
23	0.0328	0.2976	960	30	2954	2.5	44023	37.9	37
24	0.121	0.2967	968	30	2946	2.5	46969	40.4	39
25	0.2089	0.2961	977	30	3075	2.6	50044	43.0	42
26	0.2965	0.296	986	30	3071	2.6	53115	45.7	44
27	0.3841	0.2962	995	30	3073	2.6	56188	48.3	47
28	0.472	0.2968	1004	30	3075	2.6	59263	51.0	50
29	0.5604	0.2978	1012	30	3130	2.7	62393	53.6	52

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
30	0.6495	0.2993	1021	30	3096	2.7	65489	56.3	55
31	0.7396	0.3011	1030	30	3246	2.8	68735	59.1	58
32	0.831	0.3034	1039	30	3268	2.8	72003	61.9	61
33	0.9238	0.3061	1049	31	3211	2.8	75214	64.7	63
34	1.0185	0.3094	1058	31	3143	2.7	78357	67.4	66
35	1.1155	0.3133	1068	31	3220	2.8	81577	70.1	69
36	1.215	0.3179	1078	32	3326	2.9	84903	73.0	72
37	1.3177	0.3232	1088	32	3109	2.7	88012	75.7	74
38	1.4241	0.3293	1099	33	3128	2.7	91140	78.4	77
39	1.5349	0.3365	1110	34	3016	2.6	94156	81.0	80
40	1.6509	0.345	1121	35	3100	2.7	97256	83.6	82
41	1.7733	0.3549	1134	35	2876	2.5	100132	86.1	85
42	1.9033	0.3667	1147	37	2820	2.4	102952	88.5	87
43	2.0429	0.3809	1161	38	2552	2.2	105504	90.7	90
44	2.1944	0.3981	1176	40	2345	2.0	107849	92.7	92
45	2.3612	0.4195	1192	42	2099	1.8	109948	94.5	94
46	2.5483	0.4466	1211	45	1862	1.6	111810	96.1	95
47	2.7633	0.4822	1233	48	1558	1.3	113368	97.5	97
48	3.0189	0.5315	1258	53	1246	1.1	114614	98.5	98
49	3.3391	0.6049	1290	60	859	0.7	115473	99.3	99
50	3.7772	0.7299	1334	73	508	0.4	115981	99.7	99
51	4.5032	1.0164	1407	102	254	0.2	116235	99.9	99
52	5.7305	1.8349	1529	183	68	0.1	116303	100.0	99

Grade 4 Mathematics

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.5678	1.8346	600	183	1	0.0	1	0.0	1
1	-4.3411	1.0162	600	102	3	0.0	4	0.0	1
2	-3.6151	0.7301	620	73	6	0.0	10	0.0	1
3	-3.1764	0.6056	664	61	20	0.0	30	0.0	1
4	-2.8551	0.5327	696	53	73	0.1	103	0.1	1
5	-2.5979	0.484	722	48	166	0.1	269	0.2	1
6	-2.3812	0.4487	744	45	304	0.3	573	0.5	1
7	-2.1921	0.4219	763	42	571	0.5	1144	1.0	1
8	-2.0232	0.4008	780	40	882	0.8	2026	1.7	1
9	-1.8694	0.3838	795	38	1325	1.1	3351	2.9	2
10	-1.7276	0.3698	809	37	1795	1.5	5146	4.4	4
11	-1.5952	0.3582	822	36	2215	1.9	7361	6.3	5
12	-1.4705	0.3483	835	35	2621	2.2	9982	8.6	7
13	-1.3522	0.34	847	34	2924	2.5	12906	11.1	10
14	-1.239	0.3329	858	33	3086	2.6	15992	13.7	12
15	-1.1303	0.3268	869	33	3266	2.8	19258	16.5	15
16	-1.0253	0.3216	879	32	3282	2.8	22540	19.3	18
17	-0.9233	0.3171	890	32	3313	2.8	25853	22.2	21
18	-0.824	0.3133	900	31	3392	2.9	29245	25.1	24
19	-0.7269	0.3101	909	31	3253	2.8	32498	27.9	26
20	-0.6316	0.3074	919	31	3343	2.9	35841	30.7	29
21	-0.5377	0.3052	928	31	3446	3.0	39287	33.7	32
22	-0.4451	0.3035	937	30	3267	2.8	42554	36.5	35
23	-0.3534	0.3022	947	30	3268	2.8	45822	39.3	38
24	-0.2624	0.3013	956	30	3287	2.8	49109	42.1	41
25	-0.1718	0.3008	965	30	3310	2.8	52419	44.9	44
26	-0.0814	0.3006	974	30	3414	2.9	55833	47.9	46
27	0.009	0.3008	983	30	3320	2.8	59153	50.7	49
28	0.0997	0.3015	992	30	3282	2.8	62435	53.5	52
29	0.1909	0.3024	1001	30	3310	2.8	65745	56.4	55
30	0.2827	0.3039	1010	30	3303	2.8	69048	59.2	58
31	0.3756	0.3057	1019	31	3348	2.9	72396	62.1	61
32	0.4697	0.308	1029	31	3350	2.9	75746	64.9	64
33	0.5654	0.3108	1038	31	3263	2.8	79009	67.7	66
34	0.663	0.3141	1048	31	3235	2.8	82244	70.5	69
35	0.7629	0.3181	1058	32	3145	2.7	85389	73.2	72
36	0.8656	0.3228	1068	32	3087	2.6	88476	75.9	75

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	0.9715	0.3283	1079	33	3132	2.7	91608	78.5	77
38	1.0813	0.3347	1090	33	2965	2.5	94573	81.1	80
39	1.1958	0.3422	1102	34	2880	2.5	97453	83.5	82
40	1.3159	0.3511	1114	35	2705	2.3	100158	85.9	85
41	1.4427	0.3615	1126	36	2675	2.3	102833	88.2	87
42	1.5778	0.3739	1140	37	2470	2.1	105303	90.3	89
43	1.7231	0.3888	1154	39	2340	2.0	107643	92.3	91
44	1.8812	0.407	1170	41	2092	1.8	109735	94.1	93
45	2.0558	0.4294	1188	43	1851	1.6	111586	95.7	95
46	2.252	0.4576	1207	46	1553	1.3	113139	97.0	96
47	2.4779	0.4945	1230	49	1220	1.0	114359	98.0	98
48	2.7467	0.5448	1257	54	938	0.8	115297	98.8	98
49	3.0826	0.6189	1290	62	690	0.6	115987	99.4	99
50	3.5395	0.7438	1336	74	386	0.3	116373	99.8	99
51	4.2879	1.0283	1411	103	206	0.2	116579	99.9	99
52	5.533	1.8422	1535	184	63	0.1	116642	100.0	99

Grade 5 Mathematics

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.1695	1.8353	600	184	0	0.0	0	0.0	0
1	-3.9411	1.0173	600	102	5	0.0	5	0.0	1
2	-3.2131	0.7313	640	73	13	0.0	18	0.0	1
3	-2.7728	0.6067	684	61	66	0.1	84	0.1	1
4	-2.4503	0.5337	717	53	154	0.1	238	0.2	1
5	-2.1924	0.4846	742	48	396	0.3	634	0.5	1
6	-1.9752	0.449	764	45	770	0.7	1404	1.2	1
7	-1.786	0.4219	783	42	1281	1.1	2685	2.3	2
8	-1.6172	0.4004	800	40	1894	1.6	4579	3.9	3
9	-1.464	0.383	815	38	2578	2.2	7157	6.1	5
10	-1.3229	0.3686	829	37	3175	2.7	10332	8.8	7
11	-1.1915	0.3566	843	36	3687	3.2	14019	12.0	10
12	-1.068	0.3464	855	35	4001	3.4	18020	15.4	14
13	-0.951	0.3378	867	34	4136	3.5	22156	18.9	17
14	-0.8395	0.3304	878	33	3982	3.4	26138	22.3	21
15	-0.7325	0.324	888	32	4092	3.5	30230	25.8	24
16	-0.6294	0.3185	899	32	3911	3.3	34141	29.2	27
17	-0.5294	0.3139	909	31	3699	3.2	37840	32.3	31
18	-0.4322	0.3099	918	31	3609	3.1	41449	35.4	34
19	-0.3372	0.3065	928	31	3462	3.0	44911	38.4	37
20	-0.2441	0.3038	937	30	3332	2.8	48243	41.2	40
21	-0.1526	0.3015	946	30	3256	2.8	51499	44.0	43
22	-0.0622	0.2998	955	30	3274	2.8	54773	46.8	45
23	0.0273	0.2985	964	30	3162	2.7	57935	49.5	48
24	0.1161	0.2977	973	30	3044	2.6	60979	52.1	51
25	0.2046	0.2973	982	30	3062	2.6	64041	54.7	53
26	0.293	0.2973	991	30	2944	2.5	66985	57.2	56
27	0.3815	0.2978	1000	30	3018	2.6	70003	59.8	59
28	0.4705	0.2987	1009	30	2799	2.4	72802	62.2	61
29	0.5601	0.3001	1018	30	2808	2.4	75610	64.6	63
30	0.6507	0.3019	1027	30	2737	2.3	78347	66.9	66
31	0.7425	0.3042	1036	30	2689	2.3	81036	69.2	68
32	0.8359	0.307	1045	31	2627	2.2	83663	71.5	70
33	0.9312	0.3104	1055	31	2535	2.2	86198	73.6	73
34	1.0287	0.3144	1065	31	2615	2.2	88813	75.9	75
35	1.129	0.3191	1075	32	2443	2.1	91256	78.0	77
36	1.2326	0.3245	1085	32	2490	2.1	93746	80.1	79

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	1.3399	0.3308	1096	33	2426	2.1	96172	82.2	81
38	1.4517	0.3381	1107	34	2338	2.0	98510	84.2	83
39	1.5688	0.3464	1119	35	2254	1.9	100764	86.1	85
40	1.6921	0.3561	1131	36	2154	1.8	102918	87.9	87
41	1.8228	0.3674	1144	37	2117	1.8	105035	89.7	89
42	1.9626	0.3805	1158	38	2042	1.7	107077	91.5	91
43	2.1132	0.396	1173	40	1921	1.6	108998	93.1	92
44	2.2772	0.4146	1189	41	1768	1.5	110766	94.6	94
45	2.4582	0.4371	1208	44	1579	1.3	112345	96.0	95
46	2.6614	0.4652	1228	47	1318	1.1	113663	97.1	97
47	2.8943	0.5015	1251	50	1179	1.0	114842	98.1	98
48	3.1699	0.5509	1279	55	957	0.8	115799	98.9	99
49	3.512	0.6236	1313	62	610	0.5	116409	99.5	99
50	3.9741	0.7468	1359	75	433	0.4	116842	99.8	99
51	4.7261	1.0295	1434	103	167	0.1	117009	100.0	99
52	5.9725	1.8425	1559	184	34	0.0	117043	100.0	99

Grade 6 Mathematics

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.1006	1.8349	600	183	0	0.0	0	0.0	0
1	-3.8734	1.0164	600	102	1	0.0	1	0.0	1
2	-3.1473	0.7299	617	73	7	0.0	8	0.0	1
3	-2.7092	0.6049	660	60	47	0.0	55	0.0	1
4	-2.389	0.5315	693	53	127	0.1	182	0.2	1
5	-2.1334	0.4821	718	48	322	0.3	504	0.4	1
6	-1.9186	0.4463	740	45	656	0.6	1160	1.0	1
7	-1.7319	0.4189	758	42	1166	1.0	2326	2.0	1
8	-1.5657	0.3972	775	40	1759	1.5	4085	3.5	3
9	-1.4151	0.3795	790	38	2457	2.1	6542	5.6	5
10	-1.2767	0.3649	804	36	3243	2.8	9785	8.3	7
11	-1.1481	0.3526	817	35	3523	3.0	13308	11.3	10
12	-1.0275	0.3422	829	34	3877	3.3	17185	14.6	13
13	-0.9135	0.3332	840	33	3985	3.4	21170	18.0	16
14	-0.8051	0.3255	851	33	3754	3.2	24924	21.2	20
15	-0.7014	0.3188	861	32	3797	3.2	28721	24.4	23
16	-0.6017	0.313	871	31	3718	3.2	32439	27.6	26
17	-0.5054	0.3079	881	31	3523	3.0	35962	30.5	29
18	-0.4119	0.3035	890	30	3439	2.9	39401	33.5	32
19	-0.321	0.2998	899	30	3349	2.8	42750	36.3	35
20	-0.2321	0.2966	908	30	3222	2.7	45972	39.1	38
21	-0.1449	0.2939	917	29	3222	2.7	49194	41.8	40
22	-0.0592	0.2918	925	29	3058	2.6	52252	44.4	43
23	0.0254	0.2901	934	29	2968	2.5	55220	46.9	46
24	0.1092	0.2889	942	29	2915	2.5	58135	49.4	48
25	0.1925	0.2882	951	29	2920	2.5	61055	51.9	51
26	0.2754	0.288	959	29	2824	2.4	63879	54.3	53
27	0.3584	0.2882	967	29	2746	2.3	66625	56.6	55
28	0.4417	0.2889	976	29	2765	2.3	69390	58.9	58
29	0.5255	0.2902	984	29	2720	2.3	72110	61.3	60
30	0.6102	0.2919	992	29	2687	2.3	74797	63.5	62
31	0.6961	0.2942	1001	29	2526	2.1	77323	65.7	65
32	0.7835	0.2971	1010	30	2642	2.2	79965	67.9	67
33	0.8727	0.3006	1019	30	2559	2.2	82524	70.1	69
34	0.9643	0.3047	1028	30	2550	2.2	85074	72.3	71
35	1.0586	0.3095	1037	31	2592	2.2	87666	74.5	73
36	1.156	0.3151	1047	32	2572	2.2	90238	76.7	76

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	1.2573	0.3215	1057	32	2510	2.1	92748	78.8	78
38	1.363	0.3289	1068	33	2479	2.1	95227	80.9	80
39	1.4739	0.3374	1079	34	2414	2.1	97641	82.9	82
40	1.5911	0.3473	1091	35	2415	2.1	100056	85.0	84
41	1.7156	0.3588	1103	36	2429	2.1	102485	87.1	86
42	1.849	0.3722	1116	37	2326	2.0	104811	89.0	88
43	1.9934	0.3881	1131	39	2260	1.9	107071	91.0	90
44	2.1514	0.4073	1147	41	2151	1.8	109222	92.8	92
45	2.3266	0.4307	1164	43	1914	1.6	111136	94.4	94
46	2.5245	0.46	1184	46	1756	1.5	112892	95.9	95
47	2.7532	0.498	1207	50	1584	1.3	114476	97.2	97
48	3.0263	0.5495	1234	55	1158	1.0	115634	98.2	98
49	3.3683	0.6248	1268	62	956	0.8	116590	99.0	99
50	3.8338	0.7505	1315	75	640	0.5	117230	99.6	99
51	4.5938	1.0347	1391	103	395	0.3	117625	99.9	99
52	5.8493	1.8465	1516	185	100	0.1	117725	100.0	99

Grade 7 Mathematics

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.1898	1.8344	600	183	1	0.0	1	0.0	1
1	-3.9637	1.0157	600	102	6	0.0	7	0.0	1
2	-3.2388	0.7292	632	73	16	0.0	23	0.0	1
3	-2.8015	0.6044	676	60	80	0.1	103	0.1	1
4	-2.4818	0.5311	708	53	224	0.2	327	0.3	1
5	-2.2265	0.4819	734	48	543	0.5	870	0.7	1
6	-2.0118	0.4463	755	45	1078	0.9	1948	1.7	1
7	-1.825	0.4191	774	42	1835	1.6	3783	3.2	2
8	-1.6586	0.3976	790	40	2620	2.2	6403	5.4	4
9	-1.5076	0.3801	805	38	3629	3.1	10032	8.5	7
10	-1.3687	0.3657	819	37	4312	3.7	14344	12.2	10
11	-1.2394	0.3537	832	35	4754	4.0	19098	16.2	14
12	-1.118	0.3434	844	34	5044	4.3	24142	20.5	18
13	-1.0031	0.3347	856	33	4974	4.2	29116	24.8	23
14	-0.8936	0.3272	867	33	4780	4.1	33896	28.8	27
15	-0.7887	0.3207	877	32	4507	3.8	38403	32.7	31
16	-0.6877	0.3152	887	32	4161	3.5	42564	36.2	34
17	-0.5899	0.3104	897	31	3904	3.3	46468	39.5	38
18	-0.4948	0.3063	907	31	3661	3.1	50129	42.6	41
19	-0.4021	0.3028	916	30	3322	2.8	53451	45.5	44
20	-0.3114	0.2999	925	30	3219	2.7	56670	48.2	47
21	-0.2222	0.2974	934	30	3118	2.7	59788	50.8	50
22	-0.1343	0.2955	943	30	2992	2.5	62780	53.4	52
23	-0.0475	0.294	951	29	2888	2.5	65668	55.8	55
24	0.0387	0.293	960	29	2638	2.2	68306	58.1	57
25	0.1243	0.2924	969	29	2677	2.3	70983	60.4	59
26	0.2097	0.2922	977	29	2560	2.2	73543	62.5	61
27	0.2951	0.2924	986	29	2557	2.2	76100	64.7	64
28	0.3808	0.293	994	29	2502	2.1	78602	66.8	66
29	0.4669	0.294	1003	29	2454	2.1	81056	68.9	68
30	0.5538	0.2955	1012	30	2430	2.1	83486	71.0	70
31	0.6416	0.2974	1020	30	2393	2.0	85879	73.0	72
32	0.7307	0.2997	1029	30	2322	2.0	88201	75.0	74
33	0.8214	0.3025	1038	30	2256	1.9	90457	76.9	76
34	0.9139	0.3059	1048	31	2282	1.9	92739	78.9	78
35	1.0086	0.3098	1057	31	2125	1.8	94864	80.7	80
36	1.106	0.3144	1067	31	2194	1.9	97058	82.5	82

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	1.2065	0.3198	1077	32	2121	1.8	99179	84.3	83
38	1.3107	0.3261	1087	33	2090	1.8	101269	86.1	85
39	1.4194	0.3335	1098	33	1925	1.6	103194	87.7	87
40	1.5335	0.3424	1110	34	1914	1.6	105108	89.4	89
41	1.6543	0.3529	1122	35	1823	1.6	106931	90.9	90
42	1.7833	0.3657	1134	37	1768	1.5	108699	92.4	92
43	1.9225	0.3811	1148	38	1642	1.4	110341	93.8	93
44	2.0749	0.4001	1164	40	1542	1.3	111883	95.1	94
45	2.2442	0.4238	1181	42	1457	1.2	113340	96.4	96
46	2.4362	0.4536	1200	45	1244	1.1	114584	97.4	97
47	2.6593	0.4924	1222	49	1055	0.9	115639	98.3	98
48	2.9271	0.5449	1249	54	767	0.7	116406	99.0	99
49	3.2643	0.6211	1283	62	589	0.5	116995	99.5	99
50	3.7254	0.7476	1329	75	358	0.3	117353	99.8	99
51	4.4809	1.0325	1404	103	192	0.2	117545	100.0	99
52	5.7329	1.8451	1529	185	56	0.0	117601	100.0	99

Grade 8 Mathematics

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.5325	1.8349	600	183	2	0.0	2	0.0	1
1	-4.305	1.0166	600	102	2	0.0	4	0.0	1
2	-3.5783	0.7304	600	73	10	0.0	14	0.0	1
3	-3.1394	0.6056	638	61	31	0.0	45	0.0	1
4	-2.8182	0.5325	670	53	96	0.1	141	0.1	1
5	-2.5614	0.4834	696	48	253	0.2	394	0.3	1
6	-2.3453	0.4479	717	45	527	0.4	921	0.8	1
7	-2.1571	0.4208	736	42	944	0.8	1865	1.6	1
8	-1.9893	0.3994	753	40	1623	1.4	3488	2.9	2
9	-1.8368	0.3821	768	38	2394	2.0	5882	4.9	4
10	-1.6963	0.3678	782	37	3202	2.7	9084	7.6	6
11	-1.5655	0.3559	795	36	3986	3.4	13070	11.0	9
12	-1.4425	0.3458	808	35	4460	3.7	17530	14.7	13
13	-1.3259	0.3373	819	34	4717	4.0	22247	18.7	17
14	-1.2147	0.3299	830	33	4789	4.0	27036	22.7	21
15	-1.108	0.3236	841	32	4683	3.9	31719	26.7	25
16	-1.005	0.3182	851	32	4569	3.8	36288	30.5	29
17	-0.9053	0.3135	861	31	4336	3.6	40624	34.1	32
18	-0.8083	0.3095	871	31	4097	3.4	44721	37.6	36
19	-0.7136	0.3061	880	31	3894	3.3	48615	40.9	39
20	-0.6208	0.3032	890	30	3664	3.1	52279	43.9	42
21	-0.5296	0.3008	899	30	3562	3.0	55841	46.9	45
22	-0.4397	0.2989	908	30	3430	2.9	59271	49.8	48
23	-0.3508	0.2974	917	30	3274	2.8	62545	52.6	51
24	-0.2627	0.2963	925	30	3126	2.6	65671	55.2	54
25	-0.1752	0.2955	934	30	3042	2.6	68713	57.8	56
26	-0.088	0.2952	943	30	2918	2.5	71631	60.2	59
27	-0.0009	0.2952	952	30	2878	2.4	74509	62.6	61
28	0.0864	0.2956	960	30	2860	2.4	77369	65.0	64
29	0.174	0.2964	969	30	2753	2.3	80122	67.3	66
30	0.2622	0.2976	978	30	2723	2.3	82845	69.6	68
31	0.3512	0.2993	987	30	2586	2.2	85431	71.8	71
32	0.4414	0.3014	996	30	2506	2.1	87937	73.9	73
33	0.533	0.304	1005	30	2451	2.1	90388	76.0	75
34	0.6263	0.3072	1014	31	2406	2.0	92794	78.0	77
35	0.7219	0.311	1024	31	2378	2.0	95172	80.0	79
36	0.82	0.3156	1034	32	2291	1.9	97463	81.9	81

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	0.9212	0.321	1044	32	2146	1.8	99609	83.7	83
38	1.0262	0.3273	1054	33	2027	1.7	101636	85.4	85
39	1.1357	0.3346	1065	33	1952	1.6	103588	87.1	86
40	1.2505	0.3433	1077	34	1858	1.6	105446	88.6	88
41	1.3718	0.3534	1089	35	1797	1.5	107243	90.1	89
42	1.5009	0.3655	1102	37	1799	1.5	109042	91.7	91
43	1.6396	0.3798	1116	38	1665	1.4	110707	93.1	92
44	1.7903	0.3972	1131	40	1509	1.3	112216	94.3	94
45	1.9564	0.4186	1147	42	1402	1.2	113618	95.5	95
46	2.1427	0.4456	1166	45	1242	1.0	114860	96.5	96
47	2.3567	0.4811	1187	48	1132	1.0	115992	97.5	97
48	2.6112	0.5302	1213	53	1020	0.9	117012	98.4	98
49	2.9297	0.6034	1245	60	832	0.7	117844	99.1	99
50	3.3658	0.7284	1288	73	558	0.5	118402	99.5	99
51	4.0897	1.0154	1361	102	399	0.3	118801	99.9	99
52	5.3157	1.8345	1483	183	167	0.1	118968	100.0	99

Grade 3 English Language Arts

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-4.7599	1.8357	600	184	3	0.0	3	0.0	1
1	-3.5303	1.0182	609	102	3	0.0	6	0.0	1
2	-2.8003	0.7328	682	73	12	0.0	18	0.0	1
3	-2.3577	0.6088	727	61	47	0.0	65	0.1	1
4	-2.0325	0.5363	759	54	144	0.1	209	0.2	1
5	-1.7716	0.4878	785	49	336	0.3	545	0.5	1
6	-1.5512	0.4528	807	45	611	0.5	1156	1.0	1
7	-1.3585	0.4261	827	43	1097	0.9	2253	1.9	1
8	-1.186	0.4052	844	41	1623	1.4	3876	3.3	3
9	-1.0288	0.3883	860	39	2369	2.0	6245	5.4	4
10	-0.8835	0.3744	874	37	3059	2.6	9304	8.0	7
11	-0.7477	0.3629	888	36	3514	3.0	12818	11.1	10
12	-0.6196	0.3532	901	35	3885	3.4	16703	14.4	13
13	-0.4978	0.345	913	35	3980	3.4	20683	17.9	16
14	-0.3812	0.3381	924	34	4134	3.6	24817	21.4	20
15	-0.2689	0.3323	936	33	4133	3.6	28950	25.0	23
16	-0.1602	0.3274	946	33	4138	3.6	33088	28.6	27
17	-0.0544	0.3233	957	32	4021	3.5	37109	32.1	30
18	0.049	0.3199	967	32	4115	3.6	41224	35.6	34
19	0.1505	0.3173	978	32	4067	3.5	45291	39.1	37
20	0.2505	0.3153	988	32	4106	3.5	49397	42.7	41
21	0.3494	0.3139	997	31	3898	3.4	53295	46.0	44
22	0.4477	0.3131	1007	31	4011	3.5	57306	49.5	48
23	0.5456	0.3129	1017	31	3901	3.4	61207	52.9	51
24	0.6435	0.3132	1027	31	3849	3.3	65056	56.2	55
25	0.7419	0.3142	1037	31	3942	3.4	68998	59.6	58
26	0.8411	0.3158	1047	32	3931	3.4	72929	63.0	61
27	0.9416	0.3181	1057	32	3879	3.4	76808	66.3	65
28	1.0437	0.3212	1067	32	3822	3.3	80630	69.7	68
29	1.1481	0.325	1077	33	3787	3.3	84417	72.9	71
30	1.2552	0.3297	1088	33	3780	3.3	88197	76.2	75
31	1.3657	0.3354	1099	34	3632	3.1	91829	79.3	78
32	1.4804	0.3422	1111	34	3529	3.0	95358	82.4	81
33	1.6003	0.3504	1123	35	3364	2.9	98722	85.3	84
34	1.7265	0.3603	1135	36	3075	2.7	101797	87.9	87
35	1.8604	0.3721	1149	37	2851	2.5	104648	90.4	89
36	2.0041	0.3863	1163	39	2682	2.3	107330	92.7	92

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	2.1599	0.4038	1178	40	2292	2.0	109622	94.7	94
38	2.3316	0.4255	1196	43	1924	1.7	111546	96.4	96
39	2.5241	0.453	1215	45	1466	1.3	113012	97.6	97
40	2.7453	0.4892	1237	49	1110	1.0	114122	98.6	98
41	3.0083	0.539	1263	54	780	0.7	114902	99.3	99
42	3.3373	0.6128	1296	61	504	0.4	115406	99.7	99
43	3.7861	0.738	1341	74	248	0.2	115654	99.9	99
44	4.5256	1.0238	1415	102	89	0.1	115743	100.0	99
45	5.7643	1.8397	1539	184	19	0.0	115762	100.0	99

Grade 4 English Language Arts

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.2877	1.8319	600	183	2	0.0	2	0.0	1
1	-4.0679	1.0113	600	101	1	0.0	3	0.0	1
2	-3.3518	0.7233	622	72	12	0.0	15	0.0	1
3	-2.9229	0.5975	665	60	12	0.0	27	0.0	1
4	-2.6113	0.5235	696	52	29	0.0	56	0.0	1
5	-2.3638	0.4739	721	47	70	0.1	126	0.1	1
6	-2.1567	0.4379	742	44	132	0.1	258	0.2	1
7	-1.9773	0.4104	760	41	249	0.2	507	0.4	1
8	-1.8179	0.3887	776	39	469	0.4	976	0.8	1
9	-1.6738	0.3711	790	37	703	0.6	1679	1.4	1
10	-1.5416	0.3566	803	36	944	0.8	2623	2.3	2
11	-1.4188	0.3444	816	34	1287	1.1	3910	3.4	3
12	-1.3038	0.3341	827	33	1527	1.3	5437	4.7	4
13	-1.1952	0.3253	838	33	1816	1.6	7253	6.3	5
14	-1.0919	0.3177	848	32	2181	1.9	9434	8.1	7
15	-0.9931	0.3111	858	31	2396	2.1	11830	10.2	9
16	-0.8981	0.3054	868	31	2622	2.3	14452	12.5	11
17	-0.8063	0.3005	877	30	2703	2.3	17155	14.8	14
18	-0.7174	0.2962	886	30	2751	2.4	19906	17.2	16
19	-0.6308	0.2924	894	29	2644	2.3	22550	19.5	18
20	-0.5462	0.2892	903	29	2720	2.3	25270	21.8	21
21	-0.4634	0.2864	911	29	2609	2.3	27879	24.1	23
22	-0.3821	0.2841	919	28	2537	2.2	30416	26.3	25
23	-0.302	0.2821	927	28	2554	2.2	32970	28.5	27
24	-0.2229	0.2804	935	28	2476	2.1	35446	30.6	30
25	-0.1447	0.2791	943	28	2536	2.2	37982	32.8	32
26	-0.0671	0.278	951	28	2493	2.2	40475	35.0	34
27	0.01	0.2773	958	28	2522	2.2	42997	37.1	36
28	0.0868	0.2768	966	28	2528	2.2	45525	39.3	38
29	0.1633	0.2766	974	28	2568	2.2	48093	41.5	40
30	0.2399	0.2767	981	28	2542	2.2	50635	43.7	43
31	0.3165	0.277	989	28	2458	2.1	53093	45.8	45
32	0.3934	0.2776	997	28	2651	2.3	55744	48.1	47
33	0.4707	0.2784	1005	28	2686	2.3	58430	50.5	49
34	0.5485	0.2796	1012	28	2720	2.3	61150	52.8	52
35	0.627	0.2809	1020	28	2889	2.5	64039	55.3	54
36	0.7064	0.2826	1028	28	2813	2.4	66852	57.7	57

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	0.7868	0.2846	1036	28	2905	2.5	69757	60.2	59
38	0.8684	0.2868	1044	29	3064	2.6	72821	62.9	62
39	0.9514	0.2894	1053	29	3054	2.6	75875	65.5	64
40	1.0361	0.2924	1061	29	3062	2.6	78937	68.2	67
41	1.1225	0.2957	1070	30	3034	2.6	81971	70.8	69
42	1.2111	0.2995	1079	30	3050	2.6	85021	73.4	72
43	1.302	0.3037	1088	30	3028	2.6	88049	76.0	75
44	1.3956	0.3084	1097	31	2950	2.5	90999	78.6	77
45	1.4924	0.3137	1107	31	2903	2.5	93902	81.1	80
46	1.5926	0.3196	1117	32	2821	2.4	96723	83.5	82
47	1.6968	0.3261	1127	33	2567	2.2	99290	85.7	85
48	1.8055	0.3335	1138	33	2460	2.1	101750	87.9	87
49	1.9195	0.3418	1149	34	2332	2.0	104082	89.9	89
50	2.0395	0.3512	1161	35	2060	1.8	106142	91.7	91
51	2.1665	0.3618	1174	36	1915	1.7	108057	93.3	92
52	2.3017	0.3739	1188	37	1614	1.4	109671	94.7	94
53	2.4466	0.3878	1202	39	1464	1.3	111135	96.0	95
54	2.6032	0.404	1218	40	1178	1.0	112313	97.0	96
55	2.774	0.4231	1235	42	1043	0.9	113356	97.9	97
56	2.9625	0.446	1254	45	791	0.7	114147	98.6	98
57	3.1738	0.4743	1275	47	579	0.5	114726	99.1	99
58	3.4155	0.5105	1299	51	400	0.3	115126	99.4	99
59	3.7004	0.5594	1328	56	257	0.2	115383	99.6	99
60	4.0522	0.6313	1363	63	209	0.2	115592	99.8	99
61	4.5239	0.7531	1410	75	126	0.1	115718	99.9	99
62	5.2851	1.0339	1486	103	59	0.1	115777	100.0	99
63	6.5376	1.8448	1611	184	22	0.0	115799	100.0	99

Grade 5 English Language Arts

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.5564	1.8349	600	183	1	0.0	1	0.0	1
1	-4.3289	1.0167	600	102	2	0.0	3	0.0	1
2	-3.602	0.7308	600	73	1	0.0	4	0.0	1
3	-3.1623	0.6064	642	61	12	0.0	16	0.0	1
4	-2.8401	0.5336	674	53	22	0.0	38	0.0	1
5	-2.5821	0.4848	700	48	54	0.0	92	0.1	1
6	-2.3646	0.4494	722	45	108	0.1	200	0.2	1
7	-2.175	0.4225	741	42	186	0.2	386	0.3	1
8	-2.0057	0.4011	758	40	355	0.3	741	0.6	1
9	-1.8519	0.3837	773	38	504	0.4	1245	1.1	1
10	-1.7102	0.3693	787	37	677	0.6	1922	1.6	1
11	-1.5784	0.3572	800	36	933	0.8	2855	2.4	2
12	-1.4546	0.3468	813	35	1175	1.0	4030	3.5	3
13	-1.3375	0.3378	825	34	1374	1.2	5404	4.6	4
14	-1.226	0.33	836	33	1651	1.4	7055	6.1	5
15	-1.1194	0.3232	846	32	1881	1.6	8936	7.7	7
16	-1.0169	0.3172	857	32	2121	1.8	11057	9.5	9
17	-0.918	0.3119	867	31	2129	1.8	13186	11.3	10
18	-0.8222	0.3072	876	31	2241	1.9	15427	13.2	12
19	-0.7291	0.3031	885	30	2490	2.1	17917	15.4	14
20	-0.6383	0.2995	894	30	2571	2.2	20488	17.6	16
21	-0.5496	0.2964	903	30	2684	2.3	23172	19.9	19
22	-0.4626	0.2936	912	29	2712	2.3	25884	22.2	21
23	-0.3771	0.2913	921	29	2652	2.3	28536	24.5	23
24	-0.2928	0.2893	929	29	2829	2.4	31365	26.9	26
25	-0.2096	0.2876	937	29	2753	2.4	34118	29.3	28
26	-0.1273	0.2863	946	29	2697	2.3	36815	31.6	30
27	-0.0456	0.2853	954	29	2870	2.5	39685	34.0	33
28	0.0355	0.2846	962	28	2817	2.4	42502	36.4	35
29	0.1164	0.2841	970	28	2852	2.4	45354	38.9	38
30	0.197	0.284	978	28	2838	2.4	48192	41.3	40
31	0.2777	0.2841	986	28	2883	2.5	51075	43.8	43
32	0.3585	0.2845	994	28	2937	2.5	54012	46.3	45
33	0.4396	0.2852	1002	29	3018	2.6	57030	48.9	48
34	0.5213	0.2862	1010	29	3042	2.6	60072	51.5	50
35	0.6035	0.2874	1019	29	3172	2.7	63244	54.2	53
36	0.6866	0.289	1027	29	3194	2.7	66438	57.0	56

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	0.7706	0.2909	1035	29	3220	2.8	69658	59.7	58
38	0.8558	0.293	1044	29	3315	2.8	72973	62.6	61
39	0.9424	0.2956	1053	30	3222	2.8	76195	65.3	64
40	1.0306	0.2984	1061	30	3285	2.8	79480	68.2	67
41	1.1206	0.3017	1070	30	3333	2.9	82813	71.0	70
42	1.2127	0.3053	1080	31	3222	2.8	86035	73.8	72
43	1.3071	0.3094	1089	31	3145	2.7	89180	76.5	75
44	1.4043	0.314	1099	31	3185	2.7	92365	79.2	78
45	1.5044	0.3191	1109	32	2993	2.6	95358	81.8	80
46	1.608	0.3248	1119	32	3032	2.6	98390	84.4	83
47	1.7155	0.3311	1130	33	2787	2.4	101177	86.8	86
48	1.8275	0.3382	1141	34	2534	2.2	103711	88.9	88
49	1.9446	0.3462	1153	35	2231	1.9	105942	90.9	90
50	2.0675	0.3552	1165	36	2045	1.8	107987	92.6	92
51	2.1973	0.3654	1178	37	1768	1.5	109755	94.1	93
52	2.335	0.3771	1192	38	1515	1.3	111270	95.4	95
53	2.4823	0.3905	1207	39	1303	1.1	112573	96.5	96
54	2.6408	0.4062	1222	41	1111	1.0	113684	97.5	97
55	2.8132	0.4247	1240	42	906	0.8	114590	98.3	98
56	3.0029	0.4471	1259	45	663	0.6	115253	98.8	99
57	3.2149	0.4748	1280	47	523	0.4	115776	99.3	99
58	3.4569	0.5104	1304	51	340	0.3	116116	99.6	99
59	3.7415	0.5589	1332	56	211	0.2	116327	99.8	99
60	4.0924	0.6304	1368	63	145	0.1	116472	99.9	99
61	4.5627	0.7521	1415	75	85	0.1	116557	100.0	99
62	5.3221	1.0329	1491	103	39	0.0	116596	100.0	99
63	6.5732	1.8441	1616	184	12	0.0	116608	100.0	99

Grade 6 English Language Arts

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.0804	1.8323	600	183	0	0.0	0	0.0	0
1	-3.8594	1.0121	600	101	0	0.0	0	0.0	0
2	-3.1417	0.7244	627	72	6	0.0	6	0.0	1
3	-2.7112	0.5988	670	60	4	0.0	10	0.0	1
4	-2.3981	0.5250	701	53	12	0.0	22	0.0	1
5	-2.1491	0.4755	726	48	37	0.0	59	0.1	1
6	-1.9405	0.4396	747	44	64	0.1	123	0.1	1
7	-1.7596	0.4122	765	41	125	0.1	248	0.2	1
8	-1.5988	0.3905	781	39	236	0.2	484	0.4	1
9	-1.4532	0.3730	795	37	375	0.3	859	0.7	1
10	-1.3196	0.3585	809	36	538	0.5	1397	1.2	1
11	-1.1955	0.3464	821	35	739	0.6	2136	1.8	2
12	-1.0791	0.3361	833	34	974	0.8	3110	2.7	2
13	-0.9692	0.3273	844	33	1184	1.0	4294	3.7	3
14	-0.8646	0.3197	854	32	1454	1.2	5748	4.9	4
15	-0.7646	0.3131	864	31	1789	1.5	7537	6.4	6
16	-0.6684	0.3073	874	31	1932	1.7	9469	8.1	7
17	-0.5755	0.3023	883	30	2261	1.9	11730	10.0	9
18	-0.4855	0.2979	892	30	2319	2.0	14049	12.0	11
19	-0.3979	0.2941	901	29	2514	2.1	16563	14.1	13
20	-0.3123	0.2908	910	29	2625	2.2	19188	16.4	15
21	-0.2286	0.2880	918	29	2688	2.3	21876	18.7	18
22	-0.1464	0.2855	926	29	2846	2.4	24722	21.1	20
23	-0.0655	0.2835	934	28	2909	2.5	27631	23.6	22
24	0.0144	0.2817	942	28	2888	2.5	30519	26.1	25
25	0.0934	0.2804	950	28	2873	2.5	33392	28.5	27
26	0.1716	0.2793	958	28	2908	2.5	36300	31.0	30
27	0.2494	0.2785	966	28	3025	2.6	39325	33.6	32
28	0.3268	0.2780	973	28	3164	2.7	42489	36.3	35
29	0.4041	0.2778	981	28	3117	2.7	45606	39.0	38
30	0.4812	0.2779	989	28	3108	2.7	48714	41.6	40
31	0.5585	0.2782	997	28	3244	2.8	51958	44.4	43
32	0.6361	0.2788	1004	28	3317	2.8	55275	47.2	46
33	0.7141	0.2797	1012	28	3199	2.7	58474	49.9	49
34	0.7926	0.2809	1020	28	3339	2.9	61813	52.8	51
35	0.8719	0.2823	1028	28	3375	2.9	65188	55.7	54
36	0.9521	0.2841	1036	28	3382	2.9	68570	58.6	57

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	1.0334	0.2861	1044	29	3479	3.0	72049	61.5	60
38	1.1159	0.2885	1052	29	3575	3.1	75624	64.6	63
39	1.1999	0.2912	1061	29	3381	2.9	79005	67.5	66
40	1.2856	0.2942	1069	29	3409	2.9	82414	70.4	69
41	1.3731	0.2977	1078	30	3352	2.9	85766	73.2	72
42	1.4629	0.3015	1087	30	3130	2.7	88896	75.9	75
43	1.5550	0.3058	1096	31	3153	2.7	92049	78.6	77
44	1.6500	0.3106	1106	31	2969	2.5	95018	81.2	80
45	1.7482	0.3160	1116	32	2855	2.4	97873	83.6	82
46	1.8499	0.3220	1126	32	2650	2.3	100523	85.9	85
47	1.9557	0.3287	1136	33	2423	2.1	102946	87.9	87
48	2.0661	0.3362	1147	34	2223	1.9	105169	89.8	89
49	2.1819	0.3446	1159	34	2109	1.8	107278	91.6	91
50	2.3039	0.3541	1171	35	1862	1.6	109140	93.2	92
51	2.4331	0.3649	1184	36	1584	1.4	110724	94.6	94
52	2.5708	0.3773	1198	38	1384	1.2	112108	95.7	95
53	2.7184	0.3915	1213	39	1176	1.0	113284	96.8	96
54	2.8781	0.4081	1229	41	967	0.8	114251	97.6	97
55	3.0525	0.4276	1246	43	811	0.7	115062	98.3	98
56	3.2452	0.4510	1265	45	591	0.5	115653	98.8	99
57	3.4613	0.4797	1287	48	483	0.4	116136	99.2	99
58	3.7087	0.5163	1312	52	350	0.3	116486	99.5	99
59	4.0000	0.5655	1341	57	268	0.2	116754	99.7	99
60	4.3590	0.6373	1377	64	200	0.2	116954	99.9	99
61	4.8387	0.7586	1425	76	89	0.1	117043	100.0	99
62	5.6084	1.0381	1502	104	37	0.0	117080	100.0	99
63	6.8671	1.8471	1627	185	8	0.0	117088	100.0	99

Grade 7 English Language Arts

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.2688	1.8344	600	183	0	0.0	0	0.0	0
1	-4.0426	1.0158	600	102	1	0.0	1	0.0	1
2	-3.3177	0.7293	616	73	4	0.0	5	0.0	1
3	-2.8804	0.6043	660	60	8	0.0	13	0.0	1
4	-2.5608	0.531	692	53	20	0.0	33	0.0	1
5	-2.3057	0.4817	717	48	48	0.0	81	0.1	1
6	-2.0914	0.4458	739	45	75	0.1	156	0.1	1
7	-1.9051	0.4184	757	42	161	0.1	317	0.3	1
8	-1.7393	0.3967	774	40	251	0.2	568	0.5	1
9	-1.589	0.379	789	38	466	0.4	1034	0.9	1
10	-1.451	0.3644	803	36	633	0.5	1667	1.4	1
11	-1.3228	0.3521	815	35	923	0.8	2590	2.2	2
12	-1.2026	0.3416	827	34	1170	1.0	3760	3.2	3
13	-1.0891	0.3325	839	33	1470	1.3	5230	4.5	4
14	-0.9811	0.3247	850	32	1747	1.5	6977	5.9	5
15	-0.8779	0.318	860	32	2238	1.9	9215	7.9	7
16	-0.7787	0.312	870	31	2488	2.1	11703	10.0	9
17	-0.683	0.3069	879	31	2566	2.2	14269	12.2	11
18	-0.5902	0.3024	889	30	2646	2.3	16915	14.4	13
19	-0.5	0.2984	898	30	2773	2.4	19688	16.8	16
20	-0.412	0.295	906	30	2778	2.4	22466	19.1	18
21	-0.3259	0.292	915	29	2751	2.3	25217	21.5	20
22	-0.2414	0.2894	924	29	2779	2.4	27996	23.9	23
23	-0.1583	0.2872	932	29	2816	2.4	30812	26.3	25
24	-0.0763	0.2853	940	29	2818	2.4	33630	28.7	27
25	0.0046	0.2838	948	28	2825	2.4	36455	31.1	30
26	0.0848	0.2825	956	28	2811	2.4	39266	33.5	32
27	0.1643	0.2815	964	28	2747	2.3	42013	35.8	35
28	0.2433	0.2808	972	28	2764	2.4	44777	38.2	37
29	0.322	0.2803	980	28	2889	2.5	47666	40.6	39
30	0.4005	0.28	988	28	2878	2.5	50544	43.1	42
31	0.4789	0.28	996	28	2803	2.4	53347	45.5	44
32	0.5573	0.2802	1003	28	2946	2.5	56293	48.0	47
33	0.6359	0.2806	1011	28	2884	2.5	59177	50.4	49
34	0.7149	0.2813	1019	28	2883	2.5	62060	52.9	52
35	0.7943	0.2823	1027	28	2949	2.5	65009	55.4	54
36	0.8743	0.2834	1035	28	2827	2.4	67836	57.8	57

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	0.955	0.2849	1043	28	2975	2.5	70811	60.4	59
38	1.0366	0.2866	1051	29	2912	2.5	73723	62.8	62
39	1.1193	0.2886	1060	29	2991	2.5	76714	65.4	64
40	1.2032	0.2909	1068	29	2991	2.5	79705	67.9	67
41	1.2886	0.2936	1077	29	2970	2.5	82675	70.5	69
42	1.3756	0.2966	1085	30	2884	2.5	85559	72.9	72
43	1.4646	0.3	1094	30	2841	2.4	88400	75.4	74
44	1.5558	0.3039	1103	30	2814	2.4	91214	77.8	77
45	1.6494	0.3082	1113	31	2671	2.3	93885	80.0	79
46	1.7459	0.3132	1122	31	2650	2.3	96535	82.3	81
47	1.8457	0.3187	1132	32	2574	2.2	99109	84.5	83
48	1.9492	0.3249	1143	32	2348	2.0	101457	86.5	85
49	2.057	0.3319	1153	33	2241	1.9	103698	88.4	87
50	2.1698	0.3399	1165	34	2071	1.8	105769	90.2	89
51	2.2884	0.349	1176	35	1892	1.6	107661	91.8	91
52	2.4139	0.3595	1189	36	1795	1.5	109456	93.3	93
53	2.5474	0.3717	1202	37	1513	1.3	110969	94.6	94
54	2.6908	0.386	1217	39	1360	1.2	112329	95.7	95
55	2.8464	0.4032	1232	40	1175	1.0	113504	96.8	96
56	3.0173	0.4243	1249	42	1024	0.9	114528	97.6	97
57	3.2084	0.4509	1268	45	841	0.7	115369	98.3	98
58	3.4271	0.4858	1290	49	670	0.6	116039	98.9	99
59	3.6858	0.534	1316	53	496	0.4	116535	99.3	99
60	4.0081	0.6062	1348	61	352	0.3	116887	99.6	99
61	4.4471	0.73	1392	73	277	0.2	117164	99.9	99
62	5.1724	1.0156	1465	102	124	0.1	117288	100.0	99
63	6.3979	1.834	1587	183	28	0.0	117316	100.0	99

Grade 8 English Language Arts

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-5.3753	1.8266	600	183	1	0.0	1	0.0	1
1	-4.1684	1.0026	600	100	0	0.0	1	0.0	1
2	-3.4687	0.7126	614	71	2	0.0	3	0.0	1
3	-3.0543	0.586	656	59	3	0.0	6	0.0	1
4	-2.7555	0.5121	686	51	16	0.0	22	0.0	1
5	-2.5191	0.4628	709	46	54	0.0	76	0.1	1
6	-2.3217	0.4275	729	43	88	0.1	164	0.1	1
7	-2.1506	0.4009	746	40	171	0.1	335	0.3	1
8	-1.9983	0.3801	761	38	302	0.3	637	0.5	1
9	-1.8603	0.3635	775	36	449	0.4	1086	0.9	1
10	-1.7331	0.35	788	35	683	0.6	1769	1.5	1
11	-1.6146	0.3389	800	34	908	0.8	2677	2.3	2
12	-1.503	0.3295	811	33	1158	1.0	3835	3.2	3
13	-1.397	0.3216	821	32	1396	1.2	5231	4.4	4
14	-1.2958	0.3149	832	31	1568	1.3	6799	5.7	5
15	-1.1984	0.3091	841	31	1733	1.5	8532	7.2	6
16	-1.1044	0.3041	851	30	2009	1.7	10541	8.9	8
17	-1.0133	0.2998	860	30	2181	1.8	12722	10.7	10
18	-0.9245	0.2961	869	30	2122	1.8	14844	12.5	12
19	-0.8379	0.2928	877	29	2318	1.9	17162	14.4	13
20	-0.753	0.29	886	29	2284	1.9	19446	16.3	15
21	-0.6697	0.2875	894	29	2357	2.0	21803	18.3	17
22	-0.5876	0.2854	902	29	2290	1.9	24093	20.3	19
23	-0.5067	0.2837	910	28	2379	2.0	26472	22.3	21
24	-0.4266	0.2822	918	28	2454	2.1	28926	24.3	23
25	-0.3473	0.281	926	28	2433	2.0	31359	26.4	25
26	-0.2686	0.2801	934	28	2459	2.1	33818	28.4	27
27	-0.1903	0.2795	942	28	2619	2.2	36437	30.6	30
28	-0.1123	0.2791	950	28	2564	2.2	39001	32.8	32
29	-0.0345	0.279	958	28	2761	2.3	41762	35.1	34
30	0.0434	0.2792	965	28	2786	2.3	44548	37.5	36
31	0.1215	0.2796	973	28	2870	2.4	47418	39.9	39
32	0.1998	0.2802	981	28	2781	2.3	50199	42.2	41
33	0.2786	0.2812	989	28	3001	2.5	53200	44.7	43
34	0.358	0.2824	997	28	3012	2.5	56212	47.3	46
35	0.4381	0.2838	1005	28	3105	2.6	59317	49.9	49
36	0.5192	0.2856	1013	29	3202	2.7	62519	52.6	51

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	0.6013	0.2877	1021	29	3265	2.7	65784	55.3	54
38	0.6847	0.29	1030	29	3330	2.8	69114	58.1	57
39	0.7696	0.2927	1038	29	3408	2.9	72522	61.0	60
40	0.8561	0.2957	1047	30	3494	2.9	76016	63.9	62
41	0.9446	0.2992	1056	30	3481	2.9	79497	66.8	65
42	1.0352	0.3029	1065	30	3402	2.9	82899	69.7	68
43	1.1283	0.3072	1074	31	3351	2.8	86250	72.5	71
44	1.224	0.3119	1084	31	3354	2.8	89604	75.3	74
45	1.3229	0.3171	1093	32	3224	2.7	92828	78.0	77
46	1.4253	0.3229	1104	32	3092	2.6	95920	80.6	79
47	1.5316	0.3293	1114	33	3004	2.5	98924	83.2	82
48	1.6424	0.3365	1125	34	2921	2.5	101845	85.6	84
49	1.7582	0.3445	1137	34	2682	2.3	104527	87.9	87
50	1.8799	0.3534	1149	35	2472	2.1	106999	90.0	89
51	2.0084	0.3635	1162	36	2180	1.8	109179	91.8	91
52	2.1447	0.375	1176	38	1961	1.6	111140	93.4	93
53	2.2902	0.3883	1190	39	1704	1.4	112844	94.9	94
54	2.4468	0.4036	1206	40	1474	1.2	114318	96.1	95
55	2.617	0.4218	1223	42	1172	1.0	115490	97.1	97
56	2.8039	0.4437	1242	44	1041	0.9	116531	98.0	98
57	3.0126	0.4709	1262	47	856	0.7	117387	98.7	98
58	3.2506	0.5062	1286	51	609	0.5	117996	99.2	99
59	3.5305	0.5543	1314	55	437	0.4	118433	99.6	99
60	3.8758	0.6257	1349	63	287	0.2	118720	99.8	99
61	4.3398	0.7476	1395	75	155	0.1	118875	99.9	99
62	5.0922	1.0293	1470	103	50	0.0	118925	100.0	99
63	6.3379	1.842	1595	184	12	0.0	118937	100.0	99

Grade 4 Science

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-4.4832	1.8343	1050	324	1	0.0	1	0.0	1
1	-3.2573	1.0156	1050	180	9	0.0	10	0.0	1
2	-2.5326	0.7293	1050	129	12	0.0	22	0.0	1
3	-2.0951	0.6046	1050	107	34	0.0	56	0.0	1
4	-1.775	0.5316	1050	94	135	0.1	191	0.2	1
5	-1.5191	0.4827	1050	85	244	0.2	435	0.4	1
6	-1.3035	0.4474	1050	79	455	0.4	890	0.8	1
7	-1.1156	0.4205	1050	74	798	0.7	1688	1.5	1
8	-0.9478	0.3993	1058	71	1189	1.0	2877	2.5	2
9	-0.7953	0.3822	1085	68	1656	1.4	4533	3.9	3
10	-0.6547	0.3682	1110	65	2064	1.8	6597	5.7	5
11	-0.5236	0.3564	1133	63	2533	2.2	9130	7.8	7
12	-0.4001	0.3465	1155	61	2663	2.3	11793	10.1	9
13	-0.283	0.3381	1176	60	2895	2.5	14688	12.6	11
14	-0.1712	0.3309	1195	58	3025	2.6	17713	15.2	14
15	-0.0637	0.3248	1214	57	2966	2.5	20679	17.8	16
16	0.0401	0.3196	1233	56	3136	2.7	23815	20.5	19
17	0.1407	0.3151	1251	56	3155	2.7	26970	23.2	22
18	0.2388	0.3113	1268	55	3111	2.7	30081	25.8	25
19	0.3347	0.3082	1285	54	3213	2.8	33294	28.6	27
20	0.4289	0.3056	1301	54	3164	2.7	36458	31.3	30
21	0.5217	0.3036	1318	54	3259	2.8	39717	34.1	33
22	0.6134	0.3021	1334	53	3325	2.9	43042	37.0	36
23	0.7043	0.3011	1350	53	3353	2.9	46395	39.9	38
24	0.7948	0.3006	1366	53	3392	2.9	49787	42.8	41
25	0.8851	0.3005	1382	53	3468	3.0	53255	45.8	44
26	0.9755	0.3009	1398	53	3571	3.1	56826	48.8	47
27	1.0663	0.3019	1414	53	3448	3.0	60274	51.8	50
28	1.1579	0.3034	1430	54	3746	3.2	64020	55.0	53
29	1.2505	0.3054	1447	54	3691	3.2	67711	58.2	57
30	1.3445	0.308	1463	54	3757	3.2	71468	61.4	60
31	1.4404	0.3113	1480	55	3943	3.4	75411	64.8	63
32	1.5386	0.3154	1498	56	3920	3.4	79331	68.2	66
33	1.6395	0.3203	1515	57	4016	3.5	83347	71.6	70
34	1.7439	0.3261	1534	58	3879	3.3	87226	74.9	73
35	1.8524	0.333	1553	59	3840	3.3	91066	78.2	77
36	1.966	0.3412	1573	60	3602	3.1	94668	81.3	80

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	2.0857	0.351	1594	62	3542	3.0	98210	84.4	83
38	2.2129	0.3627	1617	64	3334	2.9	101544	87.3	86
39	2.3495	0.3768	1641	67	3069	2.6	104613	89.9	89
40	2.4978	0.394	1667	70	2818	2.4	107431	92.3	91
41	2.6613	0.4154	1696	73	2459	2.1	109890	94.4	93
42	2.845	0.4426	1729	78	2059	1.8	111949	96.2	95
43	3.0563	0.4784	1766	85	1586	1.4	113535	97.6	97
44	3.3082	0.5278	1810	93	1269	1.1	114804	98.6	98
45	3.6243	0.6014	1866	106	868	0.7	115672	99.4	99
46	4.0579	0.7267	1943	128	455	0.4	116127	99.8	99
47	4.7792	1.0139	2070	179	199	0.2	116326	100.0	99
48	6.0029	1.8334	2287	324	55	0.0	116381	100.0	99

Grade 8 Science

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
0	-4.9137	1.8336	925	351	1	0.0	1	0.0	1
1	-3.6895	1.0144	925	194	0	0.0	1	0.0	1
2	-2.9672	0.7275	925	139	7	0.0	8	0.0	1
3	-2.5323	0.6025	925	115	52	0.0	60	0.1	1
4	-2.2147	0.5292	925	101	130	0.1	190	0.2	1
5	-1.9613	0.4801	925	92	297	0.3	487	0.4	1
6	-1.7482	0.4446	925	85	595	0.5	1082	0.9	1
7	-1.5628	0.4176	925	80	1075	0.9	2157	1.8	1
8	-1.3975	0.3963	929	76	1489	1.3	3646	3.1	2
9	-1.2474	0.3792	958	73	1955	1.7	5601	4.7	4
10	-1.109	0.3651	984	70	2492	2.1	8093	6.8	6
11	-0.98	0.3534	1009	68	2816	2.4	10909	9.2	8
12	-0.8587	0.3436	1032	66	2843	2.4	13752	11.6	10
13	-0.7435	0.3353	1054	64	3153	2.7	16905	14.3	13
14	-0.6334	0.3283	1075	63	3062	2.6	19967	16.9	16
15	-0.5276	0.3224	1096	62	3030	2.6	22997	19.4	18
16	-0.4253	0.3174	1115	61	3039	2.6	26036	22.0	21
17	-0.3259	0.3132	1134	60	3029	2.6	29065	24.5	23
18	-0.2289	0.3098	1153	59	3015	2.5	32080	27.1	26
19	-0.1338	0.307	1171	59	3039	2.6	35119	29.7	28
20	-0.0403	0.3048	1189	58	3081	2.6	38200	32.3	31
21	0.0521	0.3032	1207	58	3040	2.6	41240	34.8	34
22	0.1436	0.3021	1224	58	3086	2.6	44326	37.4	36
23	0.2347	0.3015	1242	58	3273	2.8	47599	40.2	39
24	0.3255	0.3014	1259	58	3254	2.7	50853	43.0	42
25	0.4164	0.3018	1276	58	3308	2.8	54161	45.7	44
26	0.5078	0.3026	1294	58	3506	3.0	57667	48.7	47
27	0.5997	0.304	1312	58	3633	3.1	61300	51.8	50
28	0.6927	0.3059	1329	59	3710	3.1	65010	54.9	53
29	0.787	0.3084	1347	59	3671	3.1	68681	58.0	56
30	0.883	0.3114	1366	60	3685	3.1	72366	61.1	60
31	0.9811	0.3151	1385	60	3744	3.2	76110	64.3	63
32	1.0818	0.3195	1404	61	3751	3.2	79861	67.5	66
33	1.1855	0.3247	1424	62	3707	3.1	83568	70.6	69
34	1.2928	0.3308	1444	63	3790	3.2	87358	73.8	72
35	1.4046	0.3379	1466	65	3798	3.2	91156	77.0	75
36	1.5215	0.3463	1488	66	3724	3.1	94880	80.1	79

Raw Score	IRT Difficulty Estimate	IRT Difficulty SE	Scale Score	Scale Score SE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Percentile
37	1.6449	0.3563	1512	68	3442	2.9	98322	83.0	82
38	1.7759	0.3681	1537	71	3449	2.9	101771	86.0	85
39	1.9165	0.3822	1564	73	3260	2.8	105031	88.7	87
40	2.069	0.3994	1593	77	3016	2.5	108047	91.3	90
41	2.2369	0.4207	1625	81	2636	2.2	110683	93.5	92
42	2.4251	0.4478	1661	86	2342	2.0	113025	95.5	94
43	2.6412	0.4834	1703	93	1958	1.7	114983	97.1	96
44	2.8978	0.5324	1752	102	1444	1.2	116427	98.3	98
45	3.219	0.6056	1813	116	1051	0.9	117478	99.2	99
46	3.6579	0.7304	1897	140	620	0.5	118098	99.8	99
47	4.3847	1.0167	2036	195	235	0.2	118333	99.9	99
48	5.6124	1.835	2272	351	60	0.1	118393	100.0	99

APPENDIX O: OPERATIONAL ITEM STATISTICS

The Item Statistics are provided for all operational (OP) items. Item statistics include previous and current item sequence, previous and current p -value, and previous and current IRT difficulty estimates. Note that the previous IRT difficulty estimates and parameters were used for pre-equating.

Mathematics Grade 3

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P -Value	P -Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
579675	MC	0	1	8	23	2019	0.81	0.84	-1.1855	-1.1855
662422	MC	0	2	1	50	2022	0.70	0.68	-0.6622	-0.4397
657721	MC	0	3	8	48	2022	0.61	0.64	-0.0972	-0.0972
497738	MC	0	4	8	49	2019	0.46	0.44	0.8595	0.8595
493237	MC	0	5	3	47	2019	0.40	0.37	1.1379	1.1379
579684	MC	0	6	2	23	2019	0.38	0.27	1.2911	1.2911
659910	MC	0	7	5	24	2022	0.56	0.68	0.2179	-0.3979
493248	MC	0	8	5	24	2018	0.38	0.49	1.2159	0.5417
621395	MC	0	9	5	21	2022	0.70	0.73	-0.5473	-0.5473
497750	MC	0	10	8	48	2019	0.68	0.62	-0.3361	-0.3361
624787	MC	0	11	3	23	2022	0.50	0.58	0.5307	0.5307
495185	MC	0	12	3	23	2018	0.77	0.75	-0.9396	-0.9396
579663	MC	0	13	0	33	2022	0.55	0.53	0.2854	0.2854
659911	MC	0	14	1	22	2022	0.69	0.73	-0.5843	-0.5843
497747	MC	0	15	6	21	2018	0.89	0.85	-1.9161	-1.9161
659904	MC	0	16	1	49	2022	0.52	0.53	0.3602	0.3602
657714	MC	0	17	9	49	2022	0.52	0.49	0.4254	0.4254
497739	MC	0	18	0	17	2022	0.58	0.59	0.0301	0.0301
493218	MC	0	19	8	50	2019	0.60	0.56	0.1453	0.1453
657713	MC	0	20	8	24	2022	0.62	0.64	-0.1298	-0.1298
565734	OE	0	25	0	51	2022	0.50	0.50	0.5117	0.5117
658923	OE	0	26	9	52	2022	0.42	0.40	1.0651	1.0651
495210	MC	0	27	0	46	2022	0.76	0.81	-1.0490	-1.0490
493220	MC	0	28	8	47	2019	0.63	0.60	-0.0415	-0.0415
408673	MC	0	29	0	3	2022	0.61	0.63	0.1239	0.1239
659909	MC	0	30	2	21	2022	0.65	0.71	-0.2812	-0.2812
659918	MC	0	31	6	47	2022	0.58	0.61	0.2442	0.2442
566159	MC	0	32	5	24	2019	0.46	0.47	0.8743	0.8743
493236	MC	0	33	0	30	2022	0.47	0.49	0.4662	0.4662
662425	MC	0	34	3	21	2022	0.45	0.47	0.7786	0.7786
495209	MC	0	35	1	50	2019	0.35	0.35	1.3519	1.3519

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
408723	MC	0	36	0	42	2022	0.47	0.47	0.6511	0.6511
565994	MC	0	37	1	48	2022	0.41	0.39	0.7695	0.7695
479164	MC	0	38	0	12	2022	0.54	0.58	0.5115	0.5115
408536	MC	0	39	6	24	2018	0.37	0.33	1.3164	1.3164
408704	MC	0	40	0	7	2022	0.54	0.59	0.0322	0.0322
657712	MC	0	41	6	21	2022	0.60	0.62	-0.0114	-0.0114
579686	MC	0	42	6	24	2019	0.45	0.45	0.9075	0.9075
408702	MC	0	43	5	41	2017	0.72	0.73	-0.6234	-0.6234
622963	MC	0	44	8	47	2022	0.52	0.52	0.3697	0.3697
497744	MC	0	45	0	11	2022	0.61	0.61	0.1884	0.1884
493241	MC	0	46	0	39	2022	0.78	0.75	-0.8826	-0.8826
628160	OE	0	51	3	52	2022	0.46	0.41	0.7845	0.7845

Mathematics Grade 4

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
622939	MC	0	1	6	4	2022	0.72	0.71	-1.1913	-1.1913
495206	MC	0	2	0	2	2022	0.55	0.56	-0.4642	-0.4642
617226	MC	0	3	2	4	2022	0.69	0.69	-0.9309	-0.9309
495227	MC	0	4	3	24	2019	0.66	0.72	-0.8011	-0.8011
497761	MC	0	5	7	48	2019	0.60	0.59	-0.4533	-0.4533
408574	MC	0	6	0	32	2022	0.75	0.76	-1.0442	-1.0442
408742	MC	0	7	0	16	2022	0.42	0.43	0.3284	0.3284
479178	MC	0	8	1	24	2019	0.52	0.49	-0.1405	-0.1405
657730	MC	0	9	7	22	2022	0.73	0.82	-1.1841	-1.7601
565998	MC	0	10	6	24	2022	0.54	0.58	-0.2113	-0.2113
493262	MC	0	11	1	22	2019	0.37	0.38	0.6809	0.6809
575738	MC	0	12	8	22	2019	0.80	0.79	-1.6750	-1.6750
574164	MC	0	13	7	49	2022	0.39	0.42	0.5862	0.5862
495220	MC	0	14	0	15	2022	0.46	0.50	0.1813	0.1813
408560	MC	0	15	0	9	2022	0.67	0.67	-0.8360	-0.8360
495201	MC	0	16	8	23	2019	0.43	0.41	0.4033	0.4033
566157	MC	0	17	6	23	2022	0.52	0.57	-0.1561	-0.1561
497832	MC	0	18	5	50	2019	0.38	0.38	0.6921	0.6921
497759	MC	0	19	0	19	2022	0.71	0.72	-1.3221	-1.3221
574159	MC	0	20	7	22	2019	0.54	0.56	-0.1389	-0.1389
495133	OE	0	25	0	26	2022	0.35	0.36	0.8157	0.8157
575731	OE	0	26	5	52	2019	0.30	0.28	1.1486	1.1486
493261	MC	0	27	3	49	2019	0.80	0.83	-1.7152	-1.7152
617233	MC	0	28	9	24	2022	0.48	0.51	0.1654	0.1654
408635	MC	0	29	0	39	2022	0.78	0.81	-1.4363	-1.4363
495208	MC	0	30	6	47	2019	0.48	0.49	0.1639	0.1639
575715	MC	0	31	2	24	2019	0.69	0.74	-0.9487	-0.9487
621401	MC	0	32	4	24	2022	0.49	0.57	0.0458	0.0458
624798	MC	0	33	7	24	2022	0.48	0.48	0.1519	0.1519
659937	MC	0	34	3	23	2022	0.45	0.47	0.2742	0.2742
657728	MC	0	35	8	49	2022	0.49	0.54	0.0511	0.0511
497740	MC	0	36	0	20	2022	0.66	0.66	-0.7796	-0.7796
408563	MC	0	37	0	45	2022	0.52	0.56	-0.4292	-0.4292
497829	MC	0	38	9	50	2018	0.52	0.51	-0.0573	-0.0573
657737	MC	0	39	9	23	2022	0.62	0.64	-0.5737	-0.5737
574162	MC	0	40	5	48	2019	0.51	0.49	0.0224	0.0224

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
575742	MC	0	41	0	14	2022	0.56	0.49	0.1251	0.1251
495200	MC	0	42	3	22	2019	0.61	0.62	-0.5221	-0.5221
574169	MC	0	43	5	49	2019	0.61	0.58	-0.5017	-0.5017
657725	MC	0	44	3	49	2022	0.66	0.69	-0.7574	-0.7574
662435	MC	0	45	2	47	2022	0.59	0.62	-0.5305	-0.5305
575728	MC	0	46	8	22	2022	0.67	0.68	-0.8866	-0.8866
628158	OE	0	51	9	52	2022	0.32	0.33	1.0774	1.0774

Mathematics Grade 5

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
622928	MC	0	1	1	4	2022	0.54	0.59	-0.2393	-0.2393
479167	MC	0	2	8	4	2018	0.48	0.46	0.3868	0.3868
495259	MC	0	3	7	4	2018	0.50	0.46	0.2608	0.2608
394398	MC	0	4	8	22	2018	0.80	0.80	-1.4221	-1.4221
653733	MC	0	5	8	48	2022	0.48	0.47	0.1599	0.1599
659939	MC	0	6	1	24	2022	0.51	0.54	-0.1344	-0.1344
653731	MC	0	7	8	22	2022	0.52	0.56	-0.0482	-0.0482
642399	MC	0	8	1	50	2022	0.47	0.53	0.0527	0.0527
657760	MC	0	9	6	48	2022	0.55	0.61	-0.1688	-0.1688
574136	MC	0	10	6	22	2019	0.53	0.51	0.1396	0.1396
497853	MC	0	11	3	23	2019	0.41	0.39	0.6833	0.6833
659945	MC	0	12	2	23	2022	0.47	0.51	0.1344	0.1344
495255	MC	0	13	0	36	2022	0.51	0.52	0.2998	0.2998
653734	MC	0	14	7	49	2022	0.59	0.63	-0.3769	-0.3769
408811	MC	0	15	0	19	2022	0.53	0.55	0.0438	0.0438
659949	MC	0	16	4	49	2022	0.80	0.83	-1.5485	-1.5485
495243	MC	0	17	8	21	2019	0.38	0.36	0.8906	0.8906
408644	MC	0	18	1	43	2017	0.45	0.44	0.4725	0.4725
408587	MC	0	19	0	15	2022	0.37	0.36	0.7841	0.7841
408647	MC	0	20	0	14	2022	0.48	0.49	0.1289	0.1289
413016	OE	0	25	0	51	2022	0.36	0.37	0.9865	0.9865
660695	OE	0	26	8	52	2022	0.29	0.34	1.4892	1.2632
621363	MC	0	27	3	49	2022	0.61	0.70	-0.4944	-0.4944
657743	MC	0	28	6	23	2022	0.47	0.52	0.2481	0.2481
497787	MC	0	29	1	23	2019	0.52	0.56	0.0638	0.0638
659951	MC	0	30	5	50	2022	0.51	0.56	0.0615	0.0615
659943	MC	0	31	9	49	2022	0.57	0.63	-0.2655	-0.2655
408576	MC	0	32	2	42	2017	0.63	0.62	-0.4044	-0.4044
497789	MC	0	33	2	49	2019	0.41	0.41	0.7183	0.7183
408591	MC	0	34	0	31	2022	0.43	0.42	0.4392	0.4392
408578	MC	0	35	3	45	2017	0.44	0.39	0.6031	0.6031
408648	MC	0	36	0	30	2022	0.59	0.59	-0.3670	-0.3670
657740	MC	0	37	9	22	2022	0.71	0.74	-1.0061	-1.0061
574151	MC	0	38	0	29	2022	0.38	0.38	0.5915	0.5915
408813	MC	0	39	7	42	2017	0.56	0.57	-0.0553	-0.0553
575712	MC	0	40	9	22	2019	0.41	0.39	0.6932	0.6932

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
575694	MC	0	41	6	50	2022	0.57	0.55	-0.2123	-0.2123
566349	MC	0	42	3	22	2019	0.53	0.51	0.0836	0.0836
495265	MC	0	43	0	27	2022	0.48	0.47	0.2172	0.2172
659940	MC	0	44	8	49	2022	0.53	0.52	-0.0668	-0.0668
662447	MC	0	45	4	50	2022	0.34	0.31	0.9359	0.9359
574152	MC	0	46	4	22	2022	0.49	0.46	0.1188	0.1188
658927	OE	0	51	7	52	2022	0.34	0.33	1.1056	1.1056

Mathematics Grade 6

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
479634	MC	0	1	0	1	2022	0.80	0.83	-1.6738	-1.6738
479519	MC	0	2	2	4	2018	0.48	0.43	0.5498	0.5498
491046	MC	0	3	7	4	2018	0.61	0.56	-0.1308	-0.1308
492765	MC	0	4	3	49	2019	0.58	0.62	0.0334	0.0334
560214	MC	0	5	0	15	2022	0.57	0.55	0.0415	0.0415
575157	MC	0	6	5	23	2022	0.46	0.49	0.3613	0.3613
581340	MC	0	7	4	47	2019	0.51	0.49	0.3270	0.3270
560219	MC	0	8	4	23	2022	0.60	0.67	-0.3501	-0.3501
657501	MC	0	9	3	50	2022	0.41	0.48	0.7141	0.7141
652385	MC	0	10	4	48	2022	0.40	0.42	0.7147	0.7147
478718	MC	0	11	4	24	2019	0.56	0.55	0.0804	0.0804
663836	MC	0	12	7	47	2022	0.60	0.63	-0.3529	-0.3529
663840	MC	0	13	6	47	2022	0.48	0.45	0.3077	0.3077
401320	MC	0	14	0	33	2022	0.52	0.51	0.1194	0.1194
582618	MC	0	15	8	49	2022	0.50	0.51	0.2239	0.2239
399249	MC	0	16	0	12	2022	0.62	0.61	-0.4351	-0.4351
574779	MC	0	17	0	7	2022	0.57	0.55	0.1594	0.1594
496958	MC	0	18	0	46	2022	0.60	0.62	-0.0289	-0.0289
582439	MC	0	19	1	23	2019	0.35	0.34	1.0840	1.0840
615365	MC	0	20	6	48	2022	0.57	0.60	-0.1602	-0.1602
661689	OE	0	25	3	52	2022	0.46	0.44	0.7711	0.7711
658143	OE	0	26	8	52	2022	0.33	0.32	1.3343	1.3343
501162	MC	0	27	0	17	2022	0.64	0.68	-0.5030	-0.5030
654778	MC	0	28	2	23	2022	0.62	0.63	-0.4072	-0.4072
492764	MC	0	29	2	21	2019	0.65	0.61	-0.3883	-0.3883
478721	MC	0	30	2	50	2019	0.33	0.29	1.3347	1.3347
574777	MC	0	31	6	49	2022	0.36	0.39	0.9275	0.9275
574849	MC	0	32	9	48	2019	0.47	0.47	0.5477	0.5477
624647	MC	0	33	8	23	2022	0.71	0.73	-0.8768	-0.8768
574783	MC	0	34	1	21	2019	0.74	0.73	-0.8693	-0.8693
491798	MC	0	35	0	30	2022	0.70	0.69	-0.9721	-0.9721
575149	MC	0	36	8	47	2022	0.41	0.40	0.7042	0.7042
654782	MC	0	37	5	48	2022	0.46	0.51	0.3874	0.3874
581393	MC	0	38	2	47	2019	0.44	0.45	0.7079	0.7079
654998	MC	0	39	7	23	2022	0.44	0.46	0.4898	0.4898
657504	MC	0	40	9	22	2022	0.53	0.52	0.0725	0.0725

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
652198	MC	0	41	9	48	2022	0.51	0.51	0.1852	0.1852
658112	MC	0	42	8	50	2022	0.46	0.53	0.4238	0.4238
622368	MC	0	43	4	47	2022	0.37	0.38	0.8880	0.8880
412896	MC	0	44	1	43	2017	0.45	0.43	0.6156	0.6156
501398	MC	0	45	5	47	2019	0.53	0.49	0.2743	0.2743
501399	MC	0	46	1	47	2018	0.42	0.43	0.7656	0.7656
480017	OE	0	51	0	51	2019	0.53	0.45	0.2304	0.2304

Mathematics Grade 7

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
617753	MC	0	1	4	4	2022	0.53	0.60	-0.2435	-0.2435
490713	MC	0	2	4	4	2018	0.44	0.40	0.4225	0.4225
490977	MC	0	3	6	4	2018	0.45	0.36	0.3190	0.3190
493187	MC	0	4	8	23	2018	0.58	0.57	-0.3495	-0.3495
655931	MC	0	5	5	47	2022	0.51	0.57	-0.1501	-0.1501
630757	MC	0	6	3	47	2022	0.41	0.45	0.4929	0.4929
416186	MC	0	7	0	37	2019	0.47	0.42	0.0674	0.0674
651114	MC	0	8	3	22	2022	0.53	0.61	-0.2769	-0.2769
656013	MC	0	9	2	47	2022	0.52	0.53	-0.2396	-0.2396
632830	MC	0	10	6	24	2022	0.43	0.42	0.2602	0.2602
493996	MC	0	11	6	47	2019	0.57	0.56	-0.3687	-0.3687
617922	MC	0	12	4	48	2022	0.42	0.41	0.3022	0.3022
575220	MC	0	13	6	22	2019	0.50	0.48	0.0069	0.0069
567233	MC	0	14	0	41	2022	0.53	0.61	-0.5445	-0.5445
658385	MC	0	15	9	24	2022	0.33	0.34	0.7573	0.7573
630491	MC	0	16	7	22	2022	0.37	0.37	0.5094	0.5094
478169	MC	0	17	2	24	2019	0.52	0.50	-0.1252	-0.1252
574904	MC	0	18	3	24	2019	0.38	0.38	0.6274	0.6274
565889	MC	0	19	0	13	2022	0.54	0.55	-0.3410	-0.3410
496115	MC	0	20	0	32	2022	0.61	0.55	-0.4505	-0.4505
503121	OE	0	25	0	25	2022	0.26	0.28	1.0155	1.0155
492768	OE	0	26	1	52	2018	0.29	0.25	1.4234	1.4234
567230	MC	0	27	8	47	2019	0.72	0.71	-1.1677	-1.1677
480352	MC	0	28	5	47	2019	0.60	0.62	-0.5485	-0.5485
399250	MC	0	29	3	47	2018	0.77	0.77	-1.4708	-1.4708
655101	MC	0	30	8	50	2022	0.38	0.47	0.4638	0.4638
502842	MC	0	31	4	48	2019	0.58	0.62	-0.4346	-0.4346
478170	MC	0	32	4	49	2019	0.54	0.52	-0.2270	-0.2270
417798	MC	0	33	0	43	2022	0.36	0.41	0.5349	0.5349
565851	MC	0	34	9	49	2019	0.54	0.53	-0.1968	-0.1968
574900	MC	0	35	3	50	2019	0.55	0.55	-0.2727	-0.2727
630681	MC	0	36	1	22	2022	0.44	0.54	0.0881	0.0881
560206	MC	0	37	8	49	2022	0.45	0.49	0.1057	0.1057
477761	MC	0	38	2	21	2019	0.75	0.74	-1.3178	-1.3178
477770	MC	0	39	0	11	2022	0.39	0.40	0.5612	0.5612
630802	MC	0	40	9	50	2022	0.35	0.37	0.6206	0.6206

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
575228	MC	0	41	5	49	2022	0.65	0.65	-0.8294	-0.8294
617919	MC	0	42	4	50	2022	0.34	0.35	0.7174	0.7174
500372	MC	0	43	1	48	2019	0.48	0.43	0.0355	0.0355
478164	MC	0	44	7	24	2019	0.49	0.49	0.0517	0.0517
581350	MC	0	45	4	50	2019	0.60	0.58	-0.5293	-0.5293
565886	MC	0	46	1	47	2019	0.54	0.55	-0.3028	-0.3028
566985	OE	0	51	0	51	2022	0.23	0.28	1.2197	1.2197

Mathematics Grade 8

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
479791	MC	0	1	1	4	2018	0.58	0.56	-0.5803	-0.5803
489628	MC	0	2	7	4	2018	0.46	0.42	0.1201	0.1201
617294	MC	0	3	9	4	2022	0.50	0.51	-0.2906	-0.2906
415806	MC	0	4	0	10	2022	0.68	0.71	-1.3135	-1.3135
480711	MC	0	5	9	49	2018	0.47	0.38	0.1074	0.1074
574469	MC	0	6	9	22	2019	0.50	0.54	-0.1417	-0.1417
565842	MC	0	7	0	34	2022	0.52	0.53	-0.4682	-0.4682
658904	MC	0	8	1	23	2022	0.58	0.61	-0.7823	-0.7823
493098	MC	0	9	3	50	2018	0.34	0.34	0.7479	0.7479
574948	MC	0	10	9	50	2019	0.62	0.60	-0.6988	-0.6988
493096	MC	0	11	0	35	2022	0.32	0.33	0.5427	0.5427
569264	MC	0	12	0	18	2022	0.60	0.59	-0.7128	-0.7128
618329	MC	0	13	2	47	2022	0.56	0.60	-0.6170	-0.6170
565843	MC	0	14	2	47	2019	0.59	0.54	-0.5896	-0.5896
651117	MC	0	15	6	50	2022	0.40	0.40	0.2169	0.2169
574931	MC	0	16	8	24	2019	0.68	0.64	-1.0405	-1.0405
503520	MC	0	17	8	24	2018	0.51	0.49	-0.1121	-0.1121
575463	MC	0	18	7	23	2022	0.61	0.60	-0.8244	-0.8244
574959	MC	0	19	6	47	2019	0.33	0.31	0.7432	0.7432
658637	MC	0	20	7	50	2022	0.42	0.45	0.1118	0.1118
494645	OE	0	25	1	52	2019	0.37	0.35	0.4479	0.4479
664294	OE	0	26	2	52	2022	0.33	0.34	0.9461	0.9461
574473	MC	0	27	8	21	2019	0.62	0.63	-0.7286	-0.7286
662581	MC	0	28	3	22	2022	0.54	0.58	-0.5249	-0.5249
569261	MC	0	29	1	50	2022	0.69	0.79	-1.4320	-1.4320
574393	MC	0	30	6	48	2022	0.52	0.56	-0.3915	-0.3915
655973	MC	0	31	6	24	2022	0.52	0.57	-0.3798	-0.3798
497302	MC	0	32	0	46	2019	0.55	0.53	-0.4147	-0.4147
654310	MC	0	33	2	24	2022	0.61	0.67	-0.9304	-0.9304
415803	MC	0	34	0	17	2022	0.34	0.34	0.6377	0.6377
494643	MC	0	35	0	19	2019	0.39	0.36	0.4130	0.4130
574588	MC	0	36	9	48	2019	0.40	0.35	0.3729	0.3729
416550	MC	0	37	0	19	2022	0.56	0.57	-0.7772	-0.7772
494640	MC	0	38	5	22	2019	0.42	0.41	0.2879	0.2879
574471	MC	0	39	5	48	2019	0.46	0.45	0.0650	0.0650
662574	MC	0	40	5	47	2022	0.61	0.62	-0.8148	-0.8148

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
569267	MC	0	41	4	47	2022	0.67	0.69	-1.1390	-1.1390
503513	MC	0	42	4	47	2019	0.61	0.58	-0.6712	-0.6712
503512	MC	0	43	0	46	2022	0.59	0.56	-0.6844	-0.6844
480708	MC	0	44	4	48	2019	0.41	0.35	0.3597	0.3597
416600	MC	0	45	0	6	2022	0.51	0.49	-0.0901	-0.0901
416594	MC	0	46	0	21	2022	0.45	0.44	0.0560	0.0560
494647	OE	0	51	0	26	2022	0.35	0.35	0.4512	0.4512

ELA Grade 3

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
662657	MC	0	1	7	6	2022	0.69	0.70	-0.3655	-0.3655
662659	MC	0	2	1	42	2022	0.66	0.70	-0.3994	-0.3994
662651	MC	0	3	2	6	2022	0.34	0.36	1.3793	1.3793
662720	MC	0	4	7	42	2022	0.46	0.48	0.7777	0.7777
581076	MC	0	5	0	37	2022	0.76	0.76	-1.0580	-1.0580
663632	MC	0	7	6	28	2022	0.50	0.54	0.5858	0.5858
663633	MC	0	8	6	26	2022	0.37	0.41	1.3058	1.3058
663135	MC	0	9	6	30	2022	0.57	0.53	0.2634	0.2634
663141	MC	0	10	6	33	2022	0.47	0.54	0.7314	0.7314
663139	MC	0	11	6	34	2022	0.72	0.76	-0.5190	-0.5190
663140	ESR	0	12	6	35	2022	0.52	0.54	0.4507	0.4507
578119	MC	0	13	8	26	2019	0.51	0.49	0.6909	0.6909
578125	MC	0	14	0	15	2022	0.63	0.62	-0.0065	-0.0065
578121	MC	0	15	0	16	2022	0.50	0.48	0.4671	0.4671
578120	MC	0	16	8	31	2019	0.56	0.58	0.4686	0.4686
578124	MC	0	17	8	34	2019	0.67	0.62	-0.1047	-0.1047
578117	ESR	0	18	0	18	2022	0.49	0.49	0.7820	0.7820
580001	OE	0	19	0	19	2022	0.41	0.44	1.2436	1.2436
662652	MC	0	31	3	42	2022	0.67	0.68	-0.2882	-0.2882
581088	MC	0	32	0	2	2022	0.51	0.51	0.7682	0.7682
581087	MC	0	33	2	42	2019	0.60	0.60	0.2342	0.2342
662723	MC	0	34	10	6	2022	0.54	0.52	0.4111	0.4111
658536	MC	0	37	5	27	2022	0.56	0.53	0.3304	0.3304
658529	MC	0	38	5	28	2022	0.43	0.45	0.9235	0.9235
658533	MC	0	39	5	31	2022	0.52	0.51	0.4905	0.4905
658538	MC	0	40	5	30	2022	0.48	0.50	0.6670	0.6670
658535	MC	0	41	5	33	2022	0.35	0.41	1.3442	1.3442
658530	MC	0	42	5	34	2022	0.50	0.52	0.6333	0.6333
658531	ESR	0	43	5	35	2022	0.49	0.48	0.6347	0.6347
625451	MC	0	44	11	26	2022	0.76	0.69	-0.7238	-0.7238
625449	ESR	0	45	11	28	2022	0.48	0.47	0.6769	0.6769
633104	MC	0	46	11	29	2022	0.49	0.50	0.6210	0.6210
625454	MC	0	47	11	30	2022	0.62	0.58	0.0128	0.0128
625452	MC	0	48	11	35	2022	0.52	0.50	0.5079	0.5079
633106	OE	0	49	11	36	2022	0.50	0.41	0.6801	0.6801

ELA Grade 4

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
504067	MC	0	1	6	51	2019	0.43	0.40	1.1531	1.1531
662792	MC	0	2	5	51	2022	0.57	0.56	0.1662	0.1662
662795	MC	0	3	8	51	2022	0.38	0.36	1.1370	1.1370
662797	MC	0	4	10	6	2022	0.37	0.36	1.2302	1.2302
581066	MC	0	5	0	4	2022	0.54	0.51	0.5729	0.5729
658450	MC	0	7	7	35	2022	0.52	0.48	0.4394	0.4394
658458	MC	0	8	7	36	2022	0.36	0.36	1.2678	1.2678
658449	MC	0	9	7	37	2022	0.50	0.53	0.5224	0.5224
660235	MC	0	10	7	38	2022	0.52	0.53	0.4241	0.4241
658452	MC	0	11	7	39	2022	0.55	0.57	0.2906	0.2906
658457	MC	0	12	7	40	2022	0.49	0.52	0.7464	0.7464
658455	ESR	0	13	7	41	2022	0.46	0.47	0.7174	0.7174
658456	MC	0	14	7	42	2022	0.61	0.64	-0.0237	-0.0237
661078	MC	0	15	4	37	2022	0.57	0.58	0.1386	0.1386
661079	MC	0	16	4	38	2022	0.48	0.47	0.6160	0.6160
661076	ESR	0	17	4	39	2022	0.57	0.58	0.1443	0.1435
661070	MC	0	18	4	40	2022	0.69	0.67	-0.4892	-0.4892
661072	ESR	0	19	4	41	2022	0.55	0.55	0.2958	0.2958
661066	MC	0	20	4	42	2022	0.64	0.60	-0.2230	-0.2230
661062	MC	0	21	4	43	2022	0.71	0.68	-0.5753	-0.5753
661074	MC	0	22	4	44	2022	0.40	0.41	1.0611	1.0611
493327	MC	0	23	0	15	2022	0.71	0.68	-0.8526	-0.8526
493332	MC	0	24	0	16	2022	0.69	0.65	-0.8846	-0.2199
493328	MC	0	25	0	17	2022	0.69	0.65	-0.6700	-0.6700
493326	MC	0	26	0	18	2022	0.60	0.56	-0.1437	-0.1437
493329	ESR	0	27	0	19	2022	0.43	0.40	0.9668	0.9668
493333	MC	0	28	0	21	2022	0.74	0.72	-0.8334	-0.8334
493331	ESR	0	29	0	23	2022	0.61	0.60	-0.1618	-0.1618
662796	MC	0	41	9	51	2022	0.47	0.49	0.6946	0.6946
662733	MC	0	42	1	51	2022	0.58	0.57	0.0954	0.0954
504070	MC	0	43	2	51	2019	0.49	0.46	0.8484	0.8484
581097	MC	0	44	0	47	2022	0.41	0.39	1.0636	1.0636
658460	MC	0	47	1	35	2022	0.73	0.74	-0.6709	-0.6709
660446	MC	0	48	1	37	2022	0.74	0.76	-0.8645	-0.8645
658467	MC	0	49	1	39	2022	0.55	0.57	0.1983	0.1983
658462	MC	0	50	1	40	2022	0.48	0.48	0.5036	0.5036

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
658466	ESR	0	51	1	41	2022	0.58	0.59	0.1219	0.1219
658459	MC	0	52	1	42	2022	0.62	0.66	-0.1509	-0.1509
660448	TDA	0	53	1	45	2022	0.50	0.51	0.9959	0.9959

ELA Grade 5

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
661441	MC	0	1	9	6	2022	0.59	0.59	0.0903	0.0903
660715	MC	0	2	1	6	2022	0.50	0.49	0.5332	0.5332
581217	MC	0	3	0	5	2022	0.38	0.39	1.1712	1.1712
581211	MC	0	4	4	6	2019	0.41	0.39	1.1158	1.1158
661446	MC	0	5	5	52	2022	0.71	0.75	-0.5685	-0.5685
659202	MC	0	7	4	36	2022	0.50	0.50	0.5319	0.5319
659203	MC	0	8	4	37	2022	0.66	0.68	-0.3171	-0.3171
659209	MC	0	9	4	38	2022	0.65	0.63	-0.2444	-0.2444
659197	MC	0	10	4	39	2022	0.57	0.57	0.1851	0.1851
661010	MC	0	11	4	41	2022	0.74	0.68	-0.7591	-0.7591
659284	ESR	0	12	4	43	2022	0.63	0.61	-0.1121	-0.1121
659287	MC	0	13	4	44	2022	0.78	0.76	-1.0169	-1.0169
659208	ESR	0	14	4	45	2022	0.53	0.54	0.3249	0.3249
566395	MC	0	15	0	16	2022	0.55	0.51	0.6593	0.6593
566398	ESR	0	16	0	17	2022	0.51	0.51	0.2862	0.2862
566389	MC	0	17	0	18	2022	0.54	0.53	0.1986	0.1986
566391	MC	0	18	0	19	2022	0.48	0.49	0.6707	0.6707
566390	ESR	0	19	0	20	2022	0.59	0.58	0.1248	0.1248
566394	MC	0	20	0	21	2022	0.46	0.43	0.8066	0.8066
566393	MC	0	21	0	22	2022	0.54	0.54	0.1083	0.1083
653720	MC	0	22	1	37	2022	0.55	0.51	0.0811	0.0811
653717	MC	0	23	1	38	2022	0.49	0.40	0.6385	0.6385
654551	MC	0	24	1	39	2022	0.51	0.51	0.3271	0.3271
653718	MC	0	25	1	41	2022	0.68	0.60	-0.3725	-0.3725
653722	ESR	0	26	1	42	2022	0.66	0.56	-0.1896	-0.1896
653723	MC	0	27	1	43	2022	0.42	0.39	0.8657	0.8657
653716	MC	0	28	1	45	2022	0.49	0.50	0.4571	0.4571
660716	MC	0	40	2	6	2022	0.41	0.38	1.0353	1.0353
505543	MC	0	41	0	4	2022	0.27	0.29	1.8210	1.8210
662808	MC	0	42	11	52	2022	0.52	0.51	0.4720	0.4720
581223	MC	0	43	0	48	2022	0.42	0.42	1.1391	1.1391
663357	MC	0	46	6	37	2022	0.62	0.60	-0.0354	-0.0354
661102	MC	0	47	6	39	2022	0.49	0.46	0.6274	0.6274
661099	MC	0	48	6	41	2022	0.71	0.72	-0.5453	-0.5453
661097	MC	0	49	6	42	2022	0.52	0.57	0.4721	0.4721
661096	ESR	0	50	6	43	2022	0.54	0.61	0.3416	0.3416

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
661095	MC	0	51	6	44	2022	0.48	0.49	0.6889	0.6889
661094	MC	0	52	6	45	2022	0.56	0.58	0.2771	0.2771
663358	TDA	0	53	6	46	2022	0.53	0.53	0.6109	0.6109

ELA Grade 6

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
663343	MC	0	1	7	6	2022	0.68	0.74	-0.0197	-0.0197
663365	MC	0	2	5	51	2022	0.45	0.49	1.1258	1.1258
584209	MC	0	3	7	52	2019	0.45	0.53	1.2122	0.5621
663341	MC	0	4	3	6	2022	0.69	0.68	-0.0919	-0.0919
663371	MC	0	5	4	6	2022	0.48	0.46	0.9643	0.9643
625494	ESR	0	7	11	39	2022	0.42	0.43	1.2488	1.2488
625491	MC	0	8	11	35	2022	0.57	0.57	0.4705	0.4705
633154	MC	0	9	11	36	2022	0.35	0.36	1.6015	1.6015
625496	MC	0	10	11	37	2022	0.73	0.74	-0.3180	-0.3180
625493	MC	0	11	11	38	2022	0.60	0.59	0.3692	0.3692
625489	MC	0	12	11	40	2022	0.62	0.64	0.2331	0.2331
625495	MC	0	13	11	43	2022	0.78	0.80	-0.6598	-0.6598
625488	MC	0	14	11	44	2022	0.53	0.53	0.7136	0.7136
662371	MC	0	15	8	35	2022	0.57	0.55	0.5179	0.5179
662383	MC	0	16	8	36	2022	0.49	0.47	0.9082	0.9082
663737	MC	0	17	8	37	2022	0.86	0.84	-1.2526	-1.2526
662369	MC	0	18	8	38	2022	0.48	0.45	0.9731	0.9731
662373	MC	0	19	8	41	2022	0.77	0.73	-0.5901	-0.5901
662381	ESR	0	20	8	40	2022	0.47	0.44	1.1321	1.1321
662365	ESR	0	21	8	42	2022	0.46	0.47	1.0592	1.0592
662376	MC	0	22	8	44	2022	0.55	0.54	0.6369	0.6369
495094	MC	0	23	0	15	2022	0.62	0.60	-0.0234	-0.0234
495093	MC	0	24	6	31	2019	0.69	0.58	0.0246	0.0246
500480	ESR	0	25	0	16	2022	0.62	0.59	0.2809	0.2809
495092	MC	0	26	0	17	2022	0.55	0.52	0.1801	0.7122
495090	MC	0	27	0	18	2022	0.49	0.45	0.7636	0.7636
495091	MC	0	28	0	19	2022	0.37	0.35	1.3994	1.3994
495086	ESR	0	29	0	20	2022	0.46	0.41	1.0759	1.0759
503922	MC	0	41	0	2	2022	0.62	0.57	0.4953	0.4953
663368	MC	0	42	8	51	2022	0.49	0.47	0.8797	0.8797
503913	MC	0	43	0	3	2022	0.54	0.55	0.7047	0.7047
584210	MC	0	44	8	52	2019	0.45	0.42	1.2184	1.2184
623050	MC	0	47	12	37	2022	0.79	0.78	-0.7312	-0.7312
623044	MC	0	48	12	38	2022	0.67	0.68	-0.0290	-0.0290
623046	MC	0	49	12	39	2022	0.57	0.58	0.4733	0.4733
623051	MC	0	50	12	41	2022	0.66	0.67	0.0027	0.0027

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
623048	ESR	0	51	12	42	2022	0.55	0.59	0.5908	0.5908
623047	MC	0	52	12	44	2022	0.66	0.57	0.0654	0.0654
625442	TDA	0	53	12	45	2022	0.53	0.51	1.0590	1.0590

ELA Grade 7

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
663530	MC	0	1	6	51	2022	0.57	0.58	0.4179	0.4179
503927	MC	0	2	0	3	2022	0.40	0.42	1.0900	1.0900
663535	MC	0	3	10	51	2022	0.60	0.57	0.2584	0.2584
663481	MC	0	4	3	6	2022	0.63	0.64	-0.0844	-0.0844
584047	MC	0	5	0	47	2022	0.40	0.40	0.9850	0.9850
662352	MC	0	7	3	35	2022	0.57	0.58	0.3567	0.3567
662345	MC	0	8	3	36	2022	0.43	0.43	1.1031	1.1031
663918	MC	0	9	3	37	2022	0.72	0.75	-0.4687	-0.4687
662346	MC	0	10	3	38	2022	0.50	0.52	0.7714	0.7714
662349	MC	0	11	3	39	2022	0.62	0.62	0.0641	0.0641
662350	ESR	0	12	3	40	2022	0.45	0.44	1.0902	1.0902
662347	ESR	0	13	3	43	2022	0.60	0.59	0.2679	0.2679
662344	MC	0	14	3	44	2022	0.57	0.60	0.4964	0.4964
495930	MC	0	15	0	14	2022	0.57	0.55	0.6315	0.6315
495928	MC	0	16	0	26	2019	0.56	0.56	0.5163	0.5163
495929	MC	0	17	0	15	2022	0.83	0.81	-0.9082	-0.9082
495924	MC	0	18	0	16	2022	0.62	0.61	0.3092	0.3092
495926	MC	0	19	0	17	2022	0.58	0.59	0.3977	0.3977
495922	MC	0	20	0	19	2022	0.60	0.59	0.3797	0.3797
495927	ESR	0	21	0	20	2022	0.34	0.33	1.5249	1.5249
623062	MC	0	22	11	36	2022	0.73	0.65	-0.4794	-0.4794
623055	MC	0	23	11	37	2022	0.46	0.44	0.9446	0.9446
623063	MC	0	24	11	38	2022	0.63	0.62	0.0942	0.0942
625091	ESR	0	25	11	39	2022	0.60	0.53	0.1402	0.1402
623059	MC	0	26	11	41	2022	0.79	0.74	-0.8396	-0.8396
623061	MC	0	27	11	42	2022	0.56	0.56	0.4521	0.4521
623056	MC	0	28	11	44	2022	0.69	0.63	-0.1686	-0.1686
663527	MC	0	40	3	51	2022	0.55	0.51	0.5378	0.5378
663487	MC	0	41	9	6	2022	0.39	0.37	1.3172	1.3172
584129	MC	0	42	0	5	2022	0.69	0.67	-0.3441	-0.3441
584050	MC	0	43	6	6	2019	0.41	0.35	1.2773	1.2773
663378	MC	0	46	6	36	2022	0.66	0.69	-0.0484	-0.0484
661103	MC	0	47	6	37	2022	0.43	0.47	1.1136	1.1136
661111	MC	0	48	6	39	2022	0.58	0.60	0.3818	0.3818
661106	ESR	0	49	6	40	2022	0.65	0.62	0.0424	0.0424
661109	MC	0	50	6	41	2022	0.47	0.51	0.9031	0.9031

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
661108	MC	0	51	6	43	2022	0.46	0.46	0.9832	0.9832
661104	ESR	0	52	6	44	2022	0.50	0.49	0.7958	0.7958
663379	TDA	0	53	6	45	2022	0.52	0.53	0.8295	0.8295

ELA Grade 8

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
503804	MC	0	1	0	50	2022	0.50	0.50	0.6094	0.6094
663469	MC	0	2	2	52	2022	0.63	0.70	-0.1171	-0.1171
663376	MC	0	3	4	6	2022	0.35	0.36	1.3236	1.3236
663475	MC	0	4	8	52	2022	0.56	0.59	0.2473	0.2473
663377	MC	0	5	5	6	2022	0.53	0.52	0.4066	0.4066
663415	MC	0	7	4	36	2022	0.58	0.57	0.1364	0.1364
661116	MC	0	8	4	38	2022	0.44	0.46	0.8363	0.8363
661118	MC	0	9	4	39	2022	0.66	0.69	-0.2219	-0.2219
661122	MC	0	10	4	41	2022	0.51	0.54	0.4929	0.4929
661114	MC	0	11	4	42	2022	0.52	0.53	0.4828	0.4828
661129	ESR	0	12	4	43	2022	0.59	0.57	0.1461	0.1461
661120	MC	0	13	4	44	2022	0.51	0.54	0.4951	0.4951
661127	MC	0	14	4	45	2022	0.60	0.63	0.0829	0.0829
495116	MC	0	15	0	23	2022	0.47	0.49	0.4820	0.4820
495123	MC	0	16	0	24	2022	0.44	0.46	0.6795	0.6795
495118	MC	0	17	0	25	2022	0.39	0.40	0.8146	0.8146
495120	MC	0	18	0	26	2022	0.53	0.55	0.2740	0.2740
495117	MC	0	19	0	27	2022	0.74	0.74	-0.7549	-0.7549
495119	MC	0	20	0	28	2022	0.56	0.57	0.1048	0.1048
495121	ESR	0	21	0	29	2022	0.68	0.70	-0.3283	-0.3283
625570	MC	0	22	11	39	2022	0.50	0.50	0.5562	0.5562
625574	MC	0	23	11	36	2022	0.65	0.62	-0.1909	-0.1909
625579	MC	0	24	11	40	2022	0.42	0.42	0.9733	0.9733
625573	ESR	0	25	11	41	2022	0.62	0.57	0.0010	0.0010
625575	MC	0	26	11	42	2022	0.47	0.39	0.7029	0.7029
625572	ESR	0	27	11	43	2022	0.56	0.52	0.2114	0.2114
625578	MC	0	28	11	45	2022	0.59	0.53	0.1053	0.1053
584082	MC	0	40	0	49	2022	0.44	0.45	0.9927	0.9927
584083	MC	0	41	0	1	2022	0.55	0.53	0.1607	0.1607
503814	MC	0	42	0	5	2022	0.45	0.42	0.5511	0.5511
663465	MC	0	43	7	6	2022	0.63	0.61	-0.0884	-0.0884
624743	MC	0	46	10	37	2022	0.72	0.71	-0.6350	-0.6350
624738	MC	0	47	10	38	2022	0.74	0.71	-0.6948	-0.6948
624746	MC	0	48	10	39	2022	0.82	0.82	-1.2329	-1.2329
631614	MC	0	49	10	40	2022	0.63	0.64	-0.0525	-0.0525
624740	ESR	0	50	10	41	2022	0.64	0.62	-0.1587	-0.1587

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
624821	ESR	0	51	10	44	2022	0.58	0.59	0.0971	0.0971
624745	MC	0	52	10	45	2022	0.74	0.73	-0.6912	-0.6912
631619	TDA	0	53	10	46	2022	0.55	0.55	0.5549	0.5549

Science Grade 4

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
660577	MC	0	1	7	48	2022	0.78	0.84	-0.4278	-0.9798
620952	MC	0	2	4	23	2022	0.76	0.78	-0.2536	-0.2536
657827	MC	0	3	1	22	2022	0.66	0.75	0.1873	0.1873
496499	MC	0	4	0	8	2022	0.40	0.37	1.5431	1.5431
624015	MC	0	5	2	49	2022	0.48	0.53	1.2726	1.2726
579555	MC	0	6	0	38	2022	0.70	0.72	0.0121	0.0121
661185	MC	0	7	4	21	2022	0.43	0.46	1.4302	1.4302
622821	MC	0	8	1	23	2022	0.47	0.51	1.1099	1.1099
574831	MC	0	9	1	21	2019	0.63	0.65	0.2857	0.2857
411198	MC	0	10	4	23	2018	0.51	0.55	0.9568	0.9568
657990	MC	0	11	8	22	2022	0.60	0.65	0.5584	0.5584
661168	MC	0	12	11	48	2022	0.40	0.36	1.5610	1.5610
622352	MC	0	13	2	23	2022	0.68	0.70	0.0395	0.0395
657819	MC	0	14	7	21	2022	0.51	0.50	1.0171	1.0171
579557	MC	0	15	12	47	2019	0.70	0.68	0.0150	0.0150
565987	MC	0	16	0	7	2022	0.56	0.54	0.6049	0.6049
411450	MC	0	17	7	70	2017	0.49	0.50	1.0897	1.0897
498446	MC	0	18	0	9	2019	0.64	0.64	0.3330	0.3330
574816	MC	0	19	0	12	2022	0.60	0.59	0.4603	0.4603
560222	SCR	0	24	4	52	2019	0.51	0.43	1.0390	1.0390
566539	SCR	0	25	9	52	2019	0.50	0.45	1.0968	1.0968
660755	SCR	0	26	11	52	2022	0.50	0.53	1.1214	1.1214
661174	MC	0	27	6	47	2022	0.81	0.84	-0.6246	-0.6246
663514	MC	0	28	10	48	2022	0.67	0.73	0.1778	0.1778
653788	MC	0	29	9	47	2022	0.39	0.41	1.5771	1.5771
617586	MC	0	30	9	48	2022	0.41	0.43	1.4852	1.4852
494808	MC	0	31	0	6	2022	0.52	0.51	1.0342	1.0342
498448	MC	0	32	0	39	2022	0.57	0.56	0.7797	0.7797
566169	MC	0	33	11	48	2019	0.41	0.42	1.4427	1.4427
617344	MC	0	34	12	49	2022	0.58	0.60	0.7095	0.7095
574876	MC	0	35	10	22	2019	0.71	0.69	-0.0099	-0.0099
574826	MC	0	36	6	20	2019	0.48	0.44	1.1115	1.1115
661271	MC	0	37	12	46	2022	0.50	0.50	1.0734	1.0734
409030	MC	0	38	0	28	2019	0.65	0.57	0.2661	0.2661
620943	MC	0	39	8	49	2022	0.53	0.54	0.9295	0.9295
657825	MC	0	40	8	47	2022	0.53	0.51	0.9062	0.9062

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
408838	MC	0	41	11	22	2018	0.37	0.33	1.6871	1.6871
618935	MC	0	42	5	46	2022	0.44	0.44	1.3710	1.3710
657820	MC	0	43	5	21	2022	0.57	0.58	0.7115	0.7115
479245	MC	0	44	10	49	2019	0.42	0.43	1.4376	1.4376
574828	MC	0	45	9	20	2019	0.69	0.64	0.1001	0.1001
492607	SCR	0	50	5	52	2018	0.38	0.35	1.5468	1.5468
566533	SCR	0	51	7	52	2019	0.72	0.68	-0.0454	-0.0454

Science Grade 8

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
574839	MC	0	1	4	23	2019	0.79	0.81	-0.9984	-0.9984
657837	MC	0	2	4	49	2022	0.53	0.60	0.3807	0.3807
498859	MC	0	3	11	22	2018	0.33	0.33	1.3660	1.3660
493907	MC	0	4	0	6	2022	0.63	0.65	0.1676	0.1676
410883	MC	0	5	11	23	2018	0.68	0.68	-0.3570	-0.3570
623139	MC	0	6	12	24	2022	0.60	0.65	0.0146	0.0146
339836	MC	0	7	0	42	2019	0.52	0.50	0.3937	0.3937
623861	MC	0	8	1	49	2022	0.41	0.45	0.8917	0.8917
617347	MC	0	9	6	51	2022	0.56	0.53	0.1968	0.1968
662318	MC	0	10	5	50	2022	0.32	0.36	1.3996	1.3996
574822	MC	0	11	12	49	2022	0.47	0.45	0.6261	0.6261
620987	MC	0	12	10	51	2022	0.63	0.67	-0.1729	-0.1729
657833	MC	0	13	11	23	2022	0.54	0.56	0.2767	0.2767
401706	MC	0	14	0	16	2022	0.65	0.64	-0.3580	-0.3580
617345	MC	0	15	6	24	2022	0.44	0.47	0.8098	0.8098
410880	MC	0	16	0	29	2022	0.65	0.63	0.0420	0.0420
577687	MC	0	17	0	28	2022	0.69	0.68	-0.2777	-0.2777
658415	SCR	0	25	1	54	2022	0.65	0.73	-0.0242	-0.0242
659845	SCR	0	26	8	54	2022	0.43	0.37	1.1616	1.1616
336871	SCR	0	27	12	76	2016	0.32	0.29	1.3987	1.3987
496014	MC	0	28	0	14	2022	0.74	0.75	-0.7289	-0.7289
494459	MC	0	29	5	24	2019	0.52	0.54	0.4232	0.4232
622832	MC	0	30	5	51	2022	0.50	0.61	0.5023	0.5023
566178	MC	0	31	0	41	2022	0.58	0.61	0.0254	0.0254
496708	MC	0	32	0	9	2019	0.67	0.61	-0.2982	-0.2982
579922	MC	0	33	0	2	2022	0.51	0.49	0.6392	0.6392
395285	MC	0	34	8	51	2019	0.44	0.46	0.8196	0.8196
657855	MC	0	35	2	50	2022	0.60	0.65	-0.1908	-0.1908
657834	MC	0	36	7	23	2022	0.69	0.74	-0.4728	-0.4728
579570	MC	0	37	0	39	2022	0.75	0.76	-0.8314	-0.8314
653706	MC	0	38	6	49	2022	0.67	0.72	-0.3337	-0.3337
657836	MC	0	39	7	22	2022	0.55	0.54	0.2665	0.2665
410889	MC	0	40	11	50	2018	0.54	0.54	0.3635	0.3635
657835	MC	0	41	7	49	2022	0.49	0.53	0.5631	0.5631
623844	MC	0	42	3	24	2022	0.44	0.46	0.7368	0.7368
401762	MC	0	43	0	13	2022	0.64	0.63	0.0468	0.0468

PubID	Type	Form	Item Sequence	Previous Form	Previous Item Sequence	Previous Year	Previous P-Value	P-Value	Previous IRT Difficulty Estimate	IRT Difficulty Estimate
498031	MC	0	44	11	51	2019	0.59	0.60	0.1509	0.1509
560296	MC	0	45	4	20	2019	0.41	0.38	0.9949	0.9949
560292	MC	0	46	3	18	2019	0.62	0.61	-0.0638	-0.0638
560294	MC	0	47	3	19	2019	0.47	0.39	0.6783	0.6783
560297	MC	0	48	4	21	2019	0.56	0.53	0.2494	0.2494
659844	SCR	0	52	7	54	2022	0.38	0.36	1.2007	1.2007
566537	SCR	0	53	6	54	2019	0.56	0.58	0.2929	0.2929

APPENDIX P: RELIABILITIES

Each table in this appendix provides the number of items (N items), number of students (N), mean score (Mean), standard deviation of raw score (SD), reliability (r), standard error of measurement (SEM), overall (indicated as “All”), and disaggregated by reporting category code (see Chapter Two). Reliability of scores is calculated based on weighted raw scores (ELA only). For each subject and grade level, tables present reliabilities disaggregated by gender, Ethnicity, whether students had an individualized educational plan (IEP), whether students were considered an English Learner (EL), and whether students had a low-income background (Low Income).

Grade 3 Mathematics

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	52	43	116303	27.99	11.25	0.92	3.28	MC*OE
A	All	16	13	116303	8.71	3.77	0.77	1.79	MC*OE
B	All	14	14	116303	8.46	3.45	0.80	1.54	MC
C	All	8	5	116303	3.88	2.01	0.51	1.41	MC*OE
D	All	14	11	116303	6.94	3.29	0.70	1.80	MC*OE

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	52	43	57207	27.49	11.05	0.91	3.30	MC*OE
Total	Male	52	43	59096	28.47	11.41	0.92	3.26	MC*OE
A	Female	16	13	57207	8.50	3.74	0.77	1.81	MC*OE
A	Male	16	13	59096	8.91	3.80	0.78	1.77	MC*OE
B	Female	14	14	57207	8.27	3.41	0.79	1.56	MC
B	Male	14	14	59096	8.65	3.48	0.81	1.53	MC
C	Female	8	5	57207	3.92	1.99	0.50	1.41	MC*OE
C	Male	8	5	59096	3.84	2.03	0.51	1.41	MC*OE
D	Female	14	11	57207	6.80	3.22	0.69	1.81	MC*OE
D	Male	14	11	59096	7.07	3.35	0.71	1.79	MC*OE

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	52	43	192	26.34	11.52	0.92	3.27	MC*OE
Total	African American	52	43	16090	19.95	9.17	0.88	3.23	MC*OE
Total	Hispanic	52	43	16450	21.87	9.97	0.89	3.27	MC*OE
Total	White	52	43	71483	30.84	10.46	0.91	3.22	MC*OE
Total	Multiple Ethnicities	52	43	6436	26.80	11.04	0.91	3.29	MC*OE
Total	Asian	52	43	5564	34.14	10.64	0.91	3.14	MC*OE
Total	Pacific Islander	52	43	88	25.63	10.27	0.90	3.20	MC*OE
A	American Indian	16	13	192	8.27	3.75	0.76	1.82	MC*OE
A	African American	16	13	16090	6.17	3.28	0.69	1.83	MC*OE
A	Hispanic	16	13	16450	6.79	3.47	0.72	1.83	MC*OE
A	White	16	13	71483	9.61	3.50	0.76	1.73	MC*OE
A	Multiple Ethnicities	16	13	6436	8.33	3.72	0.76	1.80	MC*OE
A	Asian	16	13	5564	10.62	3.59	0.78	1.70	MC*OE
A	Pacific Islander	16	13	88	8.26	3.41	0.72	1.80	MC*OE
B	American Indian	14	14	192	8.03	3.65	0.83	1.51	MC
B	African American	14	14	16090	6.37	3.10	0.72	1.63	MC
B	Hispanic	14	14	16450	6.80	3.25	0.75	1.62	MC
B	White	14	14	71483	9.20	3.24	0.78	1.51	MC
B	Multiple Ethnicities	14	14	6436	8.16	3.42	0.79	1.56	MC
B	Asian	14	14	5564	10.34	3.06	0.80	1.38	MC
B	Pacific Islander	14	14	88	7.90	3.40	0.79	1.55	MC
C	American Indian	8	5	192	3.60	2.10	0.57	1.39	MC*OE
C	African American	8	5	16090	2.70	1.73	0.46	1.27	MC*OE
C	Hispanic	8	5	16450	2.96	1.83	0.49	1.31	MC*OE
C	White	8	5	71483	4.30	1.92	0.46	1.41	MC*OE
C	Multiple Ethnicities	8	5	6436	3.72	1.98	0.50	1.40	MC*OE
C	Asian	8	5	5564	4.80	2.00	0.49	1.43	MC*OE
C	Pacific Islander	8	5	88	3.39	1.92	0.50	1.36	MC*OE
D	American Indian	14	11	192	6.45	3.16	0.67	1.81	MC*OE
D	African American	14	11	16090	4.71	2.58	0.57	1.68	MC*OE
D	Hispanic	14	11	16450	5.32	2.86	0.63	1.74	MC*OE
D	White	14	11	71483	7.73	3.16	0.68	1.78	MC*OE
D	Multiple Ethnicities	14	11	6436	6.59	3.23	0.69	1.80	MC*OE
D	Asian	14	11	5564	8.38	3.22	0.70	1.75	MC*OE
D	Pacific Islander	14	11	88	6.08	2.88	0.66	1.68	MC*OE

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	22405	21.12	10.46	0.90	3.26	MC*OE
A	Y	16	13	22405	6.58	3.60	0.75	1.81	MC*OE
B	Y	14	14	22405	6.51	3.34	0.76	1.62	MC
C	Y	8	5	22405	2.82	1.88	0.51	1.31	MC*OE
D	Y	14	11	22405	5.21	2.98	0.66	1.73	MC*OE

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	6917	20.88	9.54	0.88	3.25	MC*OE
A	Y	16	13	6917	6.42	3.41	0.71	1.84	MC*OE
B	Y	14	14	6917	6.71	3.15	0.73	1.63	MC
C	Y	8	5	6917	2.75	1.79	0.48	1.29	MC*OE
D	Y	14	11	6917	5.00	2.68	0.60	1.70	MC*OE

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	59404	23.44	10.27	0.90	3.28	MC*OE
A	Y	16	13	59404	7.29	3.54	0.73	1.83	MC*OE
B	Y	14	14	59404	7.23	3.30	0.76	1.61	MC
C	Y	8	5	59404	3.20	1.87	0.49	1.33	MC*OE
D	Y	14	11	59404	5.72	2.97	0.65	1.76	MC*OE

Grade 4 Mathematics

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	52	43	116642	27.47	10.81	0.91	3.24	MC*OE
A	All	21	18	116642	11.75	4.67	0.81	2.03	MC*OE
B	All	13	10	116642	6.44	2.97	0.69	1.64	MC*OE
C	All	7	7	116642	4.06	1.93	0.64	1.15	MC
D	All	11	8	116642	5.22	2.58	0.65	1.53	MC*OE

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	52	43	57226	27.06	10.59	0.91	3.26	MC*OE
Total	Male	52	43	59416	27.86	11.01	0.91	3.21	MC*OE
A	Female	21	18	57226	11.50	4.58	0.80	2.05	MC*OE
A	Male	21	18	59416	12.00	4.74	0.82	2.00	MC*OE
B	Female	13	10	57226	6.38	2.93	0.68	1.66	MC*OE
B	Male	13	10	59416	6.49	3.01	0.71	1.63	MC*OE
C	Female	7	7	57226	4.06	1.92	0.64	1.16	MC
C	Male	7	7	59416	4.07	1.95	0.65	1.15	MC
D	Female	11	8	57226	5.12	2.53	0.64	1.53	MC*OE
D	Male	11	8	59416	5.31	2.62	0.66	1.53	MC*OE

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	52	43	183	26.31	10.76	0.91	3.29	MC*OE
Total	African American	52	43	16593	19.66	8.66	0.87	3.15	MC*OE
Total	Hispanic	52	43	16544	21.99	9.34	0.88	3.19	MC*OE
Total	White	52	43	71042	30.11	10.14	0.90	3.22	MC*OE
Total	Multiple Ethnicities	52	43	6324	26.53	10.65	0.91	3.24	MC*OE
Total	Asian	52	43	5861	34.06	10.42	0.91	3.15	MC*OE
Total	Pacific Islander	52	43	95	25.97	9.96	0.89	3.24	MC*OE
A	American Indian	21	18	183	11.34	4.73	0.80	2.10	MC*OE
A	African American	21	18	16593	8.64	4.10	0.76	1.99	MC*OE
A	Hispanic	21	18	16544	9.54	4.24	0.77	2.01	MC*OE
A	White	21	18	71042	12.80	4.36	0.79	2.01	MC*OE
A	Multiple Ethnicities	21	18	6324	11.38	4.66	0.81	2.03	MC*OE
A	Asian	21	18	5861	14.57	4.30	0.79	1.96	MC*OE
A	Pacific Islander	21	18	95	11.17	4.35	0.78	2.02	MC*OE
B	American Indian	13	10	183	6.11	2.94	0.68	1.66	MC*OE
B	African American	13	10	16593	4.63	2.47	0.59	1.58	MC*OE
B	Hispanic	13	10	16544	5.14	2.63	0.62	1.61	MC*OE
B	White	13	10	71042	7.05	2.86	0.67	1.64	MC*OE
B	Multiple Ethnicities	13	10	6324	6.25	2.93	0.69	1.64	MC*OE
B	Asian	13	10	5861	8.03	2.99	0.71	1.61	MC*OE
B	Pacific Islander	13	10	95	6.02	2.90	0.67	1.67	MC*OE
C	American Indian	7	7	183	3.95	1.94	0.64	1.17	MC
C	African American	7	7	16593	2.86	1.72	0.51	1.20	MC
C	Hispanic	7	7	16544	3.26	1.82	0.57	1.20	MC
C	White	7	7	71042	4.47	1.83	0.61	1.14	MC
C	Multiple Ethnicities	7	7	6324	3.95	1.93	0.64	1.16	MC
C	Asian	7	7	5861	4.94	1.82	0.66	1.06	MC
C	Pacific Islander	7	7	95	4.07	1.73	0.52	1.20	MC
D	American Indian	11	8	183	4.92	2.50	0.63	1.52	MC*OE
D	African American	11	8	16593	3.54	1.99	0.50	1.41	MC*OE
D	Hispanic	11	8	16544	4.06	2.18	0.56	1.44	MC*OE
D	White	11	8	71042	5.80	2.51	0.62	1.54	MC*OE
D	Multiple Ethnicities	11	8	6324	4.95	2.50	0.64	1.51	MC*OE
D	Asian	11	8	5861	6.52	2.60	0.66	1.53	MC*OE
D	Pacific Islander	11	8	95	4.71	2.35	0.59	1.50	MC*OE

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	22607	20.31	9.59	0.89	3.16	MC*OE
A	Y	21	18	22607	8.75	4.34	0.79	1.99	MC*OE
B	Y	13	10	22607	4.72	2.64	0.64	1.59	MC*OE
C	Y	7	7	22607	3.02	1.81	0.56	1.20	MC
D	Y	11	8	22607	3.82	2.26	0.59	1.44	MC*OE

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	6986	20.76	8.78	0.87	3.16	MC*OE
A	Y	21	18	6986	9.21	4.10	0.76	1.99	MC*OE
B	Y	13	10	6986	4.72	2.47	0.58	1.59	MC*OE
C	Y	7	7	6986	3.02	1.75	0.53	1.20	MC
D	Y	11	8	6986	3.82	2.08	0.54	1.41	MC*OE

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	59442	23.13	9.71	0.89	3.21	MC*OE
A	Y	21	18	59442	10.02	4.38	0.79	2.01	MC*OE
B	Y	13	10	59442	5.41	2.72	0.64	1.63	MC*OE
C	Y	7	7	59442	3.41	1.85	0.58	1.20	MC
D	Y	11	8	59442	4.28	2.26	0.58	1.46	MC*OE

Grade 5 Mathematics

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	52	43	117043	25.01	11.40	0.92	3.21	MC*OE
A	All	27	24	117043	13.73	6.25	0.86	2.31	MC*OE
B	All	8	5	117043	3.60	2.00	0.61	1.24	MC*OE
C	All	8	5	117043	3.38	1.96	0.55	1.31	MC*OE
D	All	9	9	117043	4.30	2.39	0.70	1.31	MC

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	52	43	57376	24.65	11.13	0.92	3.23	MC*OE
Total	Male	52	43	59667	25.35	11.65	0.93	3.18	MC*OE
A	Female	27	24	57376	13.60	6.12	0.86	2.32	MC*OE
A	Male	27	24	59667	13.86	6.37	0.87	2.29	MC*OE
B	Female	8	5	57376	3.61	1.97	0.60	1.25	MC*OE
B	Male	8	5	59667	3.59	2.02	0.63	1.23	MC*OE
C	Female	8	5	57376	3.35	1.95	0.54	1.32	MC*OE
C	Male	8	5	59667	3.40	1.97	0.57	1.29	MC*OE
D	Female	9	9	57376	4.10	2.33	0.68	1.32	MC
D	Male	9	9	59667	4.49	2.43	0.71	1.30	MC

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	52	43	184	25.32	11.36	0.92	3.22	MC*OE
Total	African American	52	43	16505	17.04	8.34	0.86	3.12	MC*OE
Total	Hispanic	52	43	16684	19.37	9.40	0.89	3.16	MC*OE
Total	White	52	43	71924	27.59	10.95	0.91	3.20	MC*OE
Total	Multiple Ethnicities	52	43	5964	23.99	11.28	0.92	3.21	MC*OE
Total	Asian	52	43	5671	33.10	11.39	0.93	3.09	MC*OE
Total	Pacific Islander	52	43	111	25.99	11.05	0.91	3.23	MC*OE
A	American Indian	27	24	184	14.02	6.25	0.86	2.32	MC*OE
A	African American	27	24	16505	9.59	4.81	0.78	2.27	MC*OE
A	Pacific Islander	3.04	7	98	3.26	1.92	0.65	1.14	MC
B	African American	28	25	16822	9.40	4.73	0.75	1.32	MC*OE
A	Hispanic	27	24	16684	10.79	5.30	0.81	2.30	MC*OE
A	White	27	24	71924	15.06	6.02	0.85	2.30	MC*OE
A	Multiple Ethnicities	27	24	5964	13.20	6.21	0.86	2.32	MC*OE
A	Asian	27	24	5671	18.16	6.05	0.87	2.17	MC*OE
A	Pacific Islander	27	24	111	14.68	6.23	0.87	2.28	MC*OE
B	American Indian	8	5	184	3.57	1.91	0.59	1.23	MC*OE
B	African American	8	5	16505	2.37	1.66	0.52	1.16	MC*OE
B	Hispanic	8	5	16684	2.74	1.76	0.54	1.19	MC*OE
B	White	8	5	71924	4.00	1.92	0.58	1.25	MC*OE
B	Multiple Ethnicities	8	5	5964	3.46	1.98	0.61	1.24	MC*OE
B	Asian	8	5	5671	4.81	2.02	0.61	1.25	MC*OE
B	Pacific Islander	8	5	111	3.78	1.86	0.54	1.26	MC*OE
C	American Indian	8	5	184	3.39	2.00	0.56	1.33	MC*OE
C	African American	8	5	16505	2.18	1.57	0.42	1.20	MC*OE
C	Hispanic	8	5	16684	2.55	1.71	0.47	1.25	MC*OE
C	White	8	5	71924	3.77	1.90	0.53	1.31	MC*OE
C	Multiple Ethnicities	8	5	5964	3.24	1.94	0.55	1.31	MC*OE
C	Asian	8	5	5671	4.44	2.01	0.57	1.32	MC*OE
C	Pacific Islander	8	5	111	3.35	1.97	0.52	1.37	MC*OE
D	American Indian	9	9	184	4.35	2.44	0.71	1.31	MC
D	African American	9	9	16505	2.90	1.80	0.46	1.32	MC
D	Hispanic	9	9	16684	3.29	2.02	0.57	1.33	MC
D	White	9	9	71924	4.77	2.37	0.69	1.31	MC
D	Multiple Ethnicities	9	9	5964	4.09	2.36	0.69	1.31	MC
D	Asian	9	9	5671	5.68	2.45	0.75	1.22	MC
D	Pacific Islander	9	9	111	4.17	2.25	0.64	1.34	MC

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	22476	17.11	9.21	0.89	3.09	MC*OE
A	Y	27	24	22476	9.48	5.19	0.81	2.27	MC*OE
B	Y	8	5	22476	2.34	1.70	0.54	1.15	MC*OE
C	Y	8	5	22476	2.25	1.64	0.48	1.19	MC*OE
D	Y	9	9	22476	3.04	2.00	0.58	1.31	MC

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	6021	16.74	7.80	0.84	3.09	MC*OE
A	Y	27	24	6021	9.54	4.62	0.76	2.27	MC*OE
B	Y	8	5	6021	2.28	1.54	0.46	1.13	MC*OE
C	Y	8	5	6021	2.08	1.49	0.37	1.18	MC*OE
D	Y	9	9	6021	2.84	1.73	0.42	1.32	MC

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	58814	20.47	9.85	0.90	3.18	MC*OE
A	Y	27	24	58814	11.35	5.54	0.83	2.31	MC*OE
B	Y	8	5	58814	2.91	1.82	0.56	1.20	MC*OE
C	Y	8	5	58814	2.71	1.75	0.48	1.26	MC*OE
D	Y	9	9	58814	3.49	2.10	0.60	1.33	MC

Grade 6 Mathematics

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	52	43	117725	25.95	11.82	0.92	3.33	MC*OE
A	All	20	14	117725	9.62	5.01	0.81	2.19	MC*OE
B	All	14	11	117725	7.01	3.42	0.77	1.64	MC*OE
C	All	8	8	117725	4.18	2.29	0.72	1.22	MC
D	All	10	10	117725	5.14	2.39	0.65	1.41	MC

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	52	43	57673	25.96	11.64	0.92	3.33	MC*OE
Total	Male	52	43	60052	25.94	11.99	0.92	3.32	MC*OE
A	Female	20	14	57673	9.50	4.91	0.80	2.20	MC*OE
A	Male	20	14	60052	9.73	5.10	0.82	2.18	MC*OE
B	Female	14	11	57673	7.14	3.40	0.77	1.64	MC*OE
B	Male	14	11	60052	6.89	3.44	0.77	1.64	MC*OE
C	Female	8	8	57673	4.15	2.27	0.71	1.22	MC
C	Male	8	8	60052	4.22	2.31	0.72	1.21	MC
D	Female	10	10	57673	5.18	2.36	0.64	1.41	MC
D	Male	10	10	60052	5.10	2.41	0.66	1.41	MC

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	52	43	195	23.53	11.15	0.91	3.33	MC*OE
Total	African American	52	43	16800	17.61	8.77	0.86	3.22	MC*OE
Total	Hispanic	52	43	16522	19.72	9.70	0.89	3.29	MC*OE
Total	White	52	43	72671	28.78	11.28	0.91	3.29	MC*OE
Total	Multiple Ethnicities	52	43	6021	24.69	11.58	0.92	3.33	MC*OE
Total	Asian	52	43	5430	34.31	11.63	0.93	3.14	MC*OE
Total	Pacific Islander	52	43	86	25.98	11.84	0.92	3.33	MC*OE
A	American Indian	20	14	195	8.75	4.86	0.80	2.16	MC*OE
A	African American	20	14	16800	6.28	3.87	0.73	2.00	MC*OE
A	Hispanic	20	14	16522	7.04	4.20	0.76	2.07	MC*OE
A	White	20	14	72671	10.75	4.80	0.79	2.18	MC*OE
A	Multiple Ethnicities	20	14	6021	9.11	4.93	0.81	2.18	MC*OE
A	Asian	20	14	5430	13.12	4.87	0.81	2.11	MC*OE
A	Pacific Islander	20	14	86	9.63	4.96	0.80	2.23	MC*OE
B	White	14	14	70492	9.04	5.32	0.78	1.57	MC
B	American Indian	14	11	195	6.51	3.17	0.73	1.66	MC*OE
B	African American	14	11	16800	4.91	2.87	0.68	1.64	MC*OE
B	Hispanic	14	11	16522	5.42	3.02	0.70	1.66	MC*OE
C	Asian	8	5	16090	4.44	2.30	0.61	1.44	MC*OE
B	White	14	11	72671	7.71	3.27	0.76	1.61	MC*OE
B	Multiple Ethnicities	14	11	6021	6.71	3.39	0.76	1.64	MC*OE
B	Asian	14	11	5430	9.36	3.31	0.79	1.52	MC*OE
B	Pacific Islander	14	11	86	7.17	3.59	0.81	1.58	MC*OE
C	American Indian	8	8	195	3.68	2.09	0.65	1.24	MC
C	African American	8	8	16800	2.68	1.72	0.48	1.25	MC
C	Hispanic	8	8	16522	3.18	1.93	0.57	1.26	MC
C	White	8	8	72671	4.68	2.24	0.71	1.20	MC
C	Multiple Ethnicities	8	8	6021	3.92	2.25	0.70	1.23	MC
C	Asian	8	8	5430	5.48	2.27	0.77	1.09	MC
C	Pacific Islander	8	8	86	4.17	2.48	0.78	1.15	MC
D	American Indian	10	10	195	4.59	2.34	0.63	1.42	MC
D	African American	10	10	16800	3.74	1.96	0.46	1.44	MC
D	Hispanic	10	10	16522	4.07	2.10	0.53	1.44	MC
D	White	10	10	72671	5.64	2.33	0.64	1.39	MC
D	Multiple Ethnicities	10	10	6021	4.95	2.31	0.62	1.42	MC
D	Asian	10	10	5430	6.35	2.36	0.68	1.33	MC
D	Pacific Islander	10	10	86	5.00	2.25	0.59	1.44	MC

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	22059	16.95	8.97	0.87	3.20	MC*OE
A	Y	20	14	22059	5.90	3.91	0.75	1.96	MC*OE
B	Y	14	11	22059	4.50	2.74	0.65	1.63	MC*OE
C	Y	8	8	22059	2.92	1.85	0.54	1.26	MC
D	Y	10	10	22059	3.64	2.01	0.49	1.43	MC

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	5318	16.17	7.74	0.83	3.18	MC*OE
A	Y	20	14	5318	5.61	3.45	0.69	1.93	MC*OE
B	Y	14	11	5318	4.39	2.53	0.59	1.63	MC*OE
C	Y	8	8	5318	2.76	1.70	0.45	1.26	MC
D	Y	10	10	5318	3.40	1.82	0.38	1.44	MC

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	58096	21.12	10.26	0.90	3.31	MC*OE
A	Y	20	14	58096	7.66	4.43	0.77	2.11	MC*OE
B	Y	14	11	58096	5.75	3.10	0.72	1.66	MC*OE
C	Y	8	8	58096	3.38	2.03	0.62	1.26	MC
D	Y	10	10	58096	4.33	2.18	0.56	1.44	MC

Grade 7 Mathematics

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	52	43	117601	23.43	11.58	0.92	3.24	MC*OE
A	All	22	16	117601	9.38	5.03	0.82	2.13	MC*OE
B	All	13	10	117601	5.72	3.35	0.77	1.60	MC*OE
C	All	9	9	117601	4.19	2.36	0.68	1.33	MC
D	All	8	8	117601	4.15	2.04	0.62	1.26	MC

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	52	43	56942	23.20	11.29	0.92	3.24	MC*OE
Total	Male	52	43	60659	23.65	11.83	0.93	3.23	MC*OE
A	Female	22	16	56942	9.24	4.96	0.81	2.14	MC*OE
A	Male	22	16	60659	9.51	5.08	0.83	2.11	MC*OE
B	Female	13	10	56942	5.68	3.25	0.76	1.59	MC*OE
B	Male	13	10	60659	5.75	3.43	0.78	1.61	MC*OE
C	Female	9	9	56942	4.18	2.34	0.68	1.33	MC
C	Male	9	9	60659	4.20	2.39	0.69	1.33	MC
D	Female	8	8	56942	4.10	1.98	0.59	1.27	MC
D	Male	8	8	60659	4.19	2.09	0.65	1.25	MC

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	52	43	197	19.73	10.13	0.90	3.18	MC*OE
Total	African American	52	43	16520	15.89	8.00	0.86	3.04	MC*OE
Total	Hispanic	52	43	16431	17.51	9.16	0.88	3.11	MC*OE
Total	White	52	43	73107	25.93	11.29	0.92	3.25	MC*OE
Total	Multiple Ethnicities	52	43	5839	22.00	11.24	0.92	3.21	MC*OE
Total	Asian	52	43	5388	32.39	12.23	0.93	3.21	MC*OE
Total	Pacific Islander	52	43	119	24.10	11.47	0.92	3.19	MC*OE
A	American Indian	22	16	197	7.92	4.38	0.78	2.04	MC*OE
A	African American	22	16	16520	6.20	3.61	0.72	1.90	MC*OE
A	Hispanic	22	16	16431	6.94	4.10	0.77	1.98	MC*OE
A	White	22	16	73107	10.41	4.90	0.81	2.15	MC*OE
A	Multiple Ethnicities	22	16	5839	8.80	4.88	0.81	2.10	MC*OE
A	Asian	22	16	5388	13.27	5.34	0.83	2.20	MC*OE
A	Pacific Islander	22	16	119	9.48	5.03	0.83	2.08	MC*OE
B	American Indian	13	10	197	4.78	3.13	0.75	1.57	MC*OE
B	African American	13	10	16520	3.79	2.49	0.64	1.49	MC*OE
B	Hispanic	13	10	16431	4.21	2.75	0.69	1.52	MC*OE
B	White	13	10	73107	6.34	3.30	0.76	1.61	MC*OE
B	Multiple Ethnicities	13	10	5839	5.31	3.26	0.76	1.59	MC*OE
B	Asian	13	10	5388	8.21	3.45	0.79	1.60	MC*OE
B	Pacific Islander	13	10	119	6.15	3.41	0.80	1.52	MC*OE
C	American Indian	9	9	197	3.50	2.09	0.58	1.35	MC
C	African American	9	9	16520	2.88	1.81	0.47	1.32	MC
C	Hispanic	9	9	16431	3.13	1.99	0.55	1.33	MC
C	White	9	9	73107	4.63	2.33	0.67	1.33	MC
C	Multiple Ethnicities	9	9	5839	3.93	2.31	0.67	1.33	MC
C	Asian	9	9	5388	5.78	2.48	0.75	1.23	MC
C	Pacific Islander	9	9	119	4.35	2.37	0.68	1.34	MC
D	American Indian	8	8	197	3.52	1.83	0.51	1.28	MC
D	African American	8	8	16520	3.01	1.65	0.40	1.28	MC
D	Hispanic	8	8	16431	3.23	1.78	0.48	1.28	MC
D	White	8	8	73107	4.55	2.00	0.61	1.25	MC
D	Multiple Ethnicities	8	8	5839	3.97	2.01	0.61	1.26	MC
D	Asian	8	8	5388	5.13	2.04	0.66	1.19	MC
D	Pacific Islander	8	8	119	4.12	2.00	0.60	1.26	MC

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	21740	14.95	7.99	0.86	3.01	MC*OE
A	Y	22	16	21740	5.82	3.61	0.73	1.88	MC*OE
B	Y	13	10	21740	3.45	2.41	0.63	1.46	MC*OE
C	Y	9	9	21740	2.77	1.79	0.46	1.32	MC
D	Y	8	8	21740	2.91	1.70	0.44	1.28	MC

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	5439	14.78	7.28	0.83	3.01	MC*OE
A	Y	22	16	5439	5.92	3.39	0.69	1.88	MC*OE
B	Y	13	10	5439	3.55	2.32	0.59	1.49	MC*OE
C	Y	9	9	5439	2.65	1.73	0.43	1.31	MC
D	Y	8	8	5439	2.65	1.53	0.32	1.26	MC

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	57304	18.82	9.69	0.89	3.15	MC*OE
A	Y	22	16	57304	7.49	4.31	0.78	2.02	MC*OE
B	Y	13	10	57304	4.51	2.88	0.71	1.55	MC*OE
C	Y	9	9	57304	3.37	2.06	0.58	1.34	MC
D	Y	8	8	57304	3.45	1.84	0.51	1.28	MC

Grade 8 Mathematics

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	52	43	118968	24.52	11.25	0.92	3.24	MC*OE
A	All	8	8	118968	3.94	2.10	0.66	1.22	MC
B	All	27	24	118968	13.35	6.36	0.86	2.38	MC*OE
C	All	9	6	118968	3.92	2.17	0.59	1.39	MC*OE
D	All	8	5	118968	3.31	1.83	0.57	1.20	MC*OE

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	52	43	57819	24.80	10.98	0.91	3.24	MC*OE
Total	Male	52	43	61149	24.25	11.49	0.92	3.23	MC*OE
A	Female	8	8	57819	4.01	2.03	0.64	1.22	MC
A	Male	8	8	61149	3.88	2.16	0.68	1.21	MC
B	Female	27	24	57819	13.39	6.29	0.85	2.40	MC*OE
B	Male	27	24	61149	13.30	6.44	0.87	2.36	MC*OE
C	Female	9	6	57819	4.05	2.11	0.58	1.37	MC*OE
C	Male	9	6	61149	3.80	2.22	0.61	1.40	MC*OE
D	Female	8	5	57819	3.35	1.79	0.56	1.18	MC*OE
D	Male	8	5	61149	3.27	1.86	0.57	1.22	MC*OE

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	52	43	194	22.15	10.60	0.91	3.24	MC*OE
Total	African American	52	43	16933	17.78	8.44	0.86	3.13	MC*OE
Total	Hispanic	52	43	16689	19.08	9.17	0.88	3.17	MC*OE
Total	White	52	43	74025	26.67	10.94	0.91	3.23	MC*OE
Total	Multiple Ethnicities	52	43	5508	23.21	11.06	0.91	3.24	MC*OE
Total	Asian	52	43	5513	34.14	11.61	0.93	3.13	MC*OE
Total	Pacific Islander	52	43	106	23.75	10.79	0.91	3.23	MC*OE
A	American Indian	8	8	194	3.59	2.06	0.63	1.24	MC
A	African American	8	8	16933	2.98	1.76	0.49	1.26	MC
A	Hispanic	8	8	16689	3.17	1.81	0.52	1.26	MC
A	White	8	8	74025	4.24	2.09	0.67	1.20	MC
A	Multiple Ethnicities	8	8	5508	3.75	2.07	0.65	1.23	MC
A	Asian	8	8	5513	5.47	2.12	0.74	1.08	MC
A	Pacific Islander	8	8	106	3.96	2.06	0.65	1.22	MC
B	American Indian	27	24	194	11.90	6.02	0.85	2.36	MC*OE
B	African American	27	24	16933	9.65	4.92	0.78	2.33	MC*OE
B	Hispanic	27	24	16689	10.32	5.32	0.80	2.35	MC*OE
B	White	27	24	74025	14.54	6.19	0.85	2.38	MC*OE
B	Multiple Ethnicities	27	24	5508	12.61	6.26	0.86	2.38	MC*OE
B	Asian	27	24	5513	18.64	6.42	0.88	2.22	MC*OE
B	Pacific Islander	27	24	106	12.98	5.96	0.84	2.40	MC*OE
C	American Indian	9	6	194	3.64	2.03	0.52	1.41	MC*OE
C	African American	9	6	16933	2.81	1.80	0.50	1.28	MC*OE
C	Hispanic	9	6	16689	3.04	1.92	0.53	1.32	MC*OE
C	White	9	6	74025	4.28	2.13	0.58	1.39	MC*OE
C	Multiple Ethnicities	9	6	5508	3.69	2.16	0.59	1.38	MC*OE
C	Asian	9	6	5513	5.44	2.19	0.59	1.40	MC*OE
C	Pacific Islander	9	6	106	3.85	2.18	0.60	1.38	MC*OE
C	American Indian	3.57	8	194	3.66	1.91	0.55	1.29	MC
D	American Indian	8	5	194	3.02	1.78	0.55	1.19	MC*OE
D	African American	8	5	16933	2.34	1.45	0.42	1.10	MC*OE
D	Hispanic	8	5	16689	2.55	1.54	0.47	1.12	MC*OE
D	White	8	5	74025	3.62	1.80	0.54	1.22	MC*OE
D	Multiple Ethnicities	8	5	5508	3.16	1.81	0.56	1.20	MC*OE
D	Asian	8	5	5513	4.59	2.01	0.56	1.33	MC*OE
D	Pacific Islander	8	5	106	2.95	1.75	0.57	1.14	MC*OE

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	21606	16.03	7.66	0.84	3.08	MC*OE
A	Y	8	8	21606	2.74	1.64	0.41	1.26	MC
B	Y	27	24	21606	8.61	4.48	0.74	2.27	MC*OE
C	Y	9	6	21606	2.47	1.72	0.47	1.25	MC*OE
D	Y	8	5	21606	2.21	1.38	0.38	1.08	MC*OE

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	5149	16.03	7.46	0.83	3.08	MC*OE
A	Y	8	8	5149	2.81	1.60	0.37	1.27	MC
B	Y	27	24	5149	8.57	4.45	0.74	2.27	MC*OE
C	Y	9	6	5149	2.55	1.68	0.45	1.25	MC*OE
D	Y	8	5	5149	2.09	1.31	0.33	1.07	MC*OE

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	52	43	57352	20.17	9.57	0.89	3.19	MC*OE
A	Y	8	8	57352	3.30	1.88	0.56	1.25	MC
B	Y	27	24	57352	10.94	5.53	0.82	2.36	MC*OE
C	Y	9	6	57352	3.23	1.96	0.54	1.33	MC*OE
D	Y	8	5	57352	2.70	1.58	0.49	1.13	MC*OE

Grade 3 English Language Arts

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	45	35	115762	22.95	8.97	0.88	3.10	ESR*MC*OE
A	All	18	14	115762	8.65	4.00	0.75	1.98	ESR*MC*OE
B	All	18	12	115762	9.02	3.83	0.73	1.98	ESR*MC*OE
D	All	9	9	115762	5.28	2.17	0.64	1.31	MC

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	45	35	56996	23.71	9.00	0.88	3.10	ESR*MC*OE
Total	Male	45	35	58766	22.22	8.89	0.88	3.09	ESR*MC*OE
A	Female	18	14	56996	9.01	4.02	0.76	1.99	ESR*MC*OE
A	Male	18	14	58766	8.31	3.95	0.75	1.97	ESR*MC*OE
B	Female	18	12	56996	9.26	3.84	0.73	1.98	ESR*MC*OE
B	Male	18	12	58766	8.80	3.80	0.73	1.97	ESR*MC*OE
D	Female	9	9	56996	5.44	2.15	0.64	1.29	MC
D	Male	9	9	58766	5.11	2.18	0.63	1.32	MC

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	45	35	194	21.46	8.97	0.88	3.12	ESR*MC*OE
Total	African American	45	35	15997	17.95	7.78	0.85	3.05	ESR*MC*OE
Total	Hispanic	45	35	16253	18.71	8.04	0.85	3.07	ESR*MC*OE
Total	White	45	35	71336	24.81	8.65	0.87	3.10	ESR*MC*OE
Total	Multiple Ethnicities	45	35	6405	22.55	8.99	0.88	3.09	ESR*MC*OE
Total	Asian	45	35	5490	26.53	8.71	0.87	3.09	ESR*MC*OE
Total	Pacific Islander	45	35	87	21.98	8.05	0.85	3.14	ESR*MC*OE
A	American Indian	18	14	194	7.99	3.82	0.72	2.00	ESR*MC*OE
A	African American	18	14	15997	6.81	3.53	0.70	1.94	ESR*MC*OE
A	Hispanic	18	14	16253	7.00	3.58	0.70	1.95	ESR*MC*OE
A	White	18	14	71336	9.34	3.93	0.74	1.99	ESR*MC*OE
A	Multiple Ethnicities	18	14	6405	8.54	4.00	0.76	1.98	ESR*MC*OE
A	Asian	18	14	5490	10.18	4.02	0.76	1.98	ESR*MC*OE
A	Pacific Islander	18	14	87	8.10	3.57	0.67	2.06	ESR*MC*OE
B	American Indian	18	12	194	8.43	3.91	0.74	1.99	ESR*MC*OE
B	African American	18	12	15997	6.95	3.36	0.68	1.91	ESR*MC*OE
B	Hispanic	18	12	16253	7.33	3.47	0.69	1.93	ESR*MC*OE
B	White	18	12	71336	9.79	3.71	0.72	1.98	ESR*MC*OE
B	Multiple Ethnicities	18	12	6405	8.79	3.83	0.74	1.96	ESR*MC*OE
B	Asian	18	12	5490	10.36	3.67	0.70	2.00	ESR*MC*OE
B	Pacific Islander	18	12	87	8.78	3.69	0.73	1.92	ESR*MC*OE
D	American Indian	9	9	194	5.05	2.22	0.65	1.31	MC
D	African American	9	9	15997	4.18	2.06	0.57	1.36	MC
D	Hispanic	9	9	16253	4.38	2.10	0.58	1.36	MC
D	White	9	9	71336	5.68	2.06	0.61	1.28	MC
D	Multiple Ethnicities	9	9	6405	5.22	2.19	0.64	1.31	MC
D	Asian	9	9	5490	6.00	2.04	0.61	1.27	MC
D	Pacific Islander	9	9	87	5.09	2.02	0.55	1.35	MC

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	45	35	22340	16.80	7.82	0.85	3.01	ESR*MC*OE
A	Y	18	14	22340	6.16	3.44	0.70	1.89	ESR*MC*OE
B	Y	18	12	22340	6.64	3.43	0.70	1.88	ESR*MC*OE
D	Y	9	9	22340	4.00	2.08	0.57	1.36	MC

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	45	35	6507	16.48	6.88	0.80	3.05	ESR*MC*OE
A	Y	18	14	6507	6.07	3.10	0.61	1.93	ESR*MC*OE
B	Y	18	12	6507	6.51	3.08	0.62	1.90	ESR*MC*OE
D	Y	9	9	6507	3.90	1.96	0.50	1.38	MC

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	45	35	59075	19.73	8.19	0.86	3.09	ESR*MC*OE
A	Y	18	14	59075	7.36	3.64	0.71	1.97	ESR*MC*OE
B	Y	18	12	59075	7.74	3.55	0.70	1.95	ESR*MC*OE
D	Y	9	9	59075	4.62	2.12	0.59	1.35	MC

Grade 4 English Language Arts

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	63	39	115799	32.76	12.75	0.85	4.94	ESR*MC*TDA
A	All	19	14	115799	11.09	4.35	0.78	2.06	ESR*MC
B	All	19	15	115799	10.28	4.50	0.81	1.95	ESR*MC
D	All	9	9	115799	4.09	2.18	0.61	1.36	MC
E	All	16	1	115799	7.30	3.94			TDA

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	63	39	56832	33.88	12.73	0.85	4.97	ESR*MC*TDA
Total	Male	63	39	58967	31.68	12.67	0.85	4.86	ESR*MC*TDA
A	Female	19	14	56832	11.34	4.29	0.77	2.06	ESR*MC
A	Male	19	14	58967	10.85	4.40	0.78	2.06	ESR*MC
B	Female	19	15	56832	10.55	4.49	0.81	1.94	ESR*MC
B	Male	19	15	58967	10.02	4.49	0.81	1.96	ESR*MC
D	Female	9	9	56832	4.22	2.19	0.62	1.36	MC
D	Male	9	9	58967	3.97	2.16	0.60	1.36	MC
E	Female	16	1	56832	7.78	3.99			TDA
E	Male	16	1	58967	6.85	3.84			TDA

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	63	39	182	30.91	13.75	0.84	5.45	ESR*MC*TDA
Total	African American	63	39	16476	24.71	10.98	0.81	4.73	ESR*MC*TDA
Total	Hispanic	63	39	16315	26.58	11.57	0.83	4.82	ESR*MC*TDA
Total	White	63	39	70655	35.62	12.03	0.84	4.81	ESR*MC*TDA
Total	Multiple Ethnicities	63	39	6291	32.23	12.75	0.85	4.95	ESR*MC*TDA
Total	Asian	63	39	5784	38.85	12.18	0.84	4.85	ESR*MC*TDA
Total	Pacific Islander	63	39	96	30.79	12.48	0.86	4.70	ESR*MC*TDA
A	American Indian	19	14	182	10.61	4.48	0.78	2.10	ESR*MC
A	African American	19	14	16476	8.67	4.08	0.74	2.06	ESR*MC
A	Hispanic	19	14	16315	9.28	4.18	0.75	2.07	ESR*MC
A	White	19	14	70655	11.95	4.12	0.75	2.04	ESR*MC
A	Multiple Ethnicities	19	14	6291	10.98	4.36	0.78	2.04	ESR*MC
A	Asian	19	14	5784	12.68	3.98	0.74	2.02	ESR*MC
A	Pacific Islander	19	14	96	10.52	4.64	0.81	2.02	ESR*MC
B	American Indian	19	15	182	9.76	4.52	0.82	1.93	ESR*MC
B	African American	19	15	16476	7.68	3.89	0.74	1.97	ESR*MC
B	Hispanic	19	15	16315	8.31	4.06	0.76	1.98	ESR*MC
B	White	19	15	70655	11.21	4.34	0.80	1.93	ESR*MC
B	Multiple Ethnicities	19	15	6291	10.12	4.51	0.81	1.94	ESR*MC
B	Asian	19	15	5784	12.05	4.28	0.81	1.88	ESR*MC
B	Pacific Islander	19	15	96	9.71	4.42	0.81	1.92	ESR*MC
D	American Indian	9	9	182	3.79	2.31	0.67	1.32	MC
D	African American	9	9	16476	3.00	1.81	0.45	1.34	MC
D	Hispanic	9	9	16315	3.25	1.91	0.50	1.35	MC
D	White	9	9	70655	4.47	2.16	0.60	1.37	MC
D	Multiple Ethnicities	9	9	6291	3.99	2.15	0.60	1.36	MC
D	Asian	9	9	5784	5.04	2.27	0.66	1.32	MC
D	Pacific Islander	9	9	96	3.90	2.21	0.63	1.34	MC
E	American Indian	16	1	182	6.75	4.62			TDA
E	African American	16	1	16476	5.36	3.64			TDA
E	Hispanic	16	1	16315	5.74	3.75			TDA
E	White	16	1	70655	7.99	3.77			TDA
E	Multiple Ethnicities	16	1	6291	7.14	3.97			TDA
E	Asian	16	1	5784	9.08	3.91			TDA
E	Pacific Islander	16	1	96	6.67	3.66			TDA

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	22435	23.00	10.96	0.82	4.62	ESR*MC*TDA
A	Y	19	14	22435	7.99	4.01	0.74	2.04	ESR*MC
B	Y	19	15	22435	7.27	3.90	0.75	1.97	ESR*MC
D	Y	9	9	22435	3.00	1.85	0.48	1.34	MC
E	Y	16	1	22435	4.74	3.50			TDA

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	6594	23.17	10.18	0.78	4.79	ESR*MC*TDA
A	Y	19	14	6594	8.10	3.78	0.70	2.06	ESR*MC
B	Y	19	15	6594	7.09	3.45	0.67	1.98	ESR*MC
D	Y	9	9	6594	2.89	1.72	0.40	1.33	MC
E	Y	16	1	6594	5.09	3.69			TDA

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	58988	27.88	11.70	0.83	4.81	ESR*MC*TDA
A	Y	19	14	58988	9.66	4.22	0.76	2.08	ESR*MC
B	Y	19	15	58988	8.73	4.17	0.77	1.98	ESR*MC
D	Y	9	9	58988	3.42	1.96	0.52	1.36	MC
E	Y	16	1	58988	6.08	3.72			TDA

Grade 5 English Language Arts

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	63	39	116608	33.37	12.03	0.85	4.65	ESR*MC*TDA
A	All	19	14	116608	10.40	4.18	0.77	2.00	ESR*MC
B	All	19	15	116608	10.68	4.32	0.79	1.97	ESR*MC
D	All	9	9	116608	4.21	2.14	0.61	1.33	MC
E	All	16	1	116608	8.08	3.59			TDA

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	63	39	57205	34.72	11.92	0.85	4.64	ESR*MC*TDA
Total	Male	63	39	59403	32.07	11.98	0.85	4.60	ESR*MC*TDA
A	Female	19	14	57205	10.74	4.14	0.77	1.98	ESR*MC
A	Male	19	14	59403	10.07	4.20	0.77	2.02	ESR*MC
B	Female	19	15	57205	11.01	4.27	0.79	1.96	ESR*MC
B	Male	19	15	59403	10.37	4.34	0.79	1.97	ESR*MC
D	Female	9	9	57205	4.32	2.15	0.62	1.33	MC
D	Male	9	9	59403	4.10	2.13	0.61	1.33	MC
E	Female	16	1	57205	8.66	3.59			TDA
E	Male	16	1	59403	7.53	3.50			TDA

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	63	39	183	33.09	10.69	0.83	4.42	ESR*MC*TDA
Total	African American	63	39	16475	25.75	10.44	0.81	4.60	ESR*MC*TDA
Total	Hispanic	63	39	16469	27.51	11.07	0.82	4.70	ESR*MC*TDA
Total	White	63	39	71788	36.03	11.30	0.84	4.52	ESR*MC*TDA
Total	Multiple Ethnicities	63	39	5951	32.59	11.96	0.85	4.62	ESR*MC*TDA
Total	Asian	63	39	5631	39.75	11.35	0.84	4.57	ESR*MC*TDA
Total	Pacific Islander	63	39	111	34.18	11.40	0.84	4.49	ESR*MC*TDA
A	American Indian	19	14	183	10.29	3.92	0.73	2.02	ESR*MC
A	African American	19	14	16475	8.00	3.76	0.72	2.00	ESR*MC
A	Hispanic	19	14	16469	8.56	3.89	0.73	2.02	ESR*MC
A	White	19	14	71788	11.27	4.00	0.75	1.99	ESR*MC
A	Multiple Ethnicities	19	14	5951	10.18	4.17	0.77	2.00	ESR*MC
A	Asian	19	14	5631	12.03	3.88	0.75	1.96	ESR*MC
A	Pacific Islander	19	14	111	10.55	4.31	0.78	2.01	ESR*MC
B	American Indian	19	15	183	10.90	3.81	0.71	2.04	ESR*MC
B	African American	19	15	16475	8.23	3.83	0.73	2.00	ESR*MC
B	Hispanic	19	15	16469	8.85	4.02	0.75	2.00	ESR*MC
B	White	19	15	71788	11.53	4.14	0.78	1.94	ESR*MC
B	Multiple Ethnicities	19	15	5951	10.41	4.31	0.79	1.97	ESR*MC
B	Asian	19	15	5631	12.74	4.03	0.78	1.87	ESR*MC
B	Pacific Islander	19	15	111	11.15	4.42	0.80	1.97	ESR*MC
D	American Indian	9	9	183	4.13	1.99	0.53	1.36	MC
D	African American	9	9	16475	3.04	1.81	0.48	1.31	MC
D	Hispanic	9	9	16469	3.32	1.90	0.51	1.33	MC
D	White	9	9	71788	4.61	2.09	0.59	1.34	MC
D	Multiple Ethnicities	9	9	5951	4.08	2.13	0.61	1.33	MC
D	Asian	9	9	5631	5.20	2.11	0.62	1.30	MC
D	Pacific Islander	9	9	111	4.23	2.01	0.54	1.36	MC
E	American Indian	16	1	183	7.78	3.19			TDA
E	African American	16	1	16475	6.47	3.47			TDA
E	Hispanic	16	1	16469	6.77	3.61			TDA
E	White	16	1	71788	8.63	3.40			TDA
E	Multiple Ethnicities	16	1	5951	7.92	3.55			TDA
E	Asian	16	1	5631	9.77	3.56			TDA
E	Pacific Islander	16	1	111	8.25	3.29			TDA

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	22429	23.71	10.51	0.81	4.58	ESR*MC*TDA
A	Y	19	14	22429	7.47	3.73	0.72	1.98	ESR*MC
B	Y	19	15	22429	7.64	3.85	0.74	1.97	ESR*MC
D	Y	9	9	22429	2.99	1.86	0.50	1.32	MC
E	Y	16	1	22429	5.62	3.48			TDA

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	5671	22.40	9.09	0.72	4.78	ESR*MC*TDA
A	Y	19	14	5671	6.90	3.11	0.59	1.99	ESR*MC
B	Y	19	15	5671	7.08	3.24	0.63	1.99	ESR*MC
D	Y	9	9	5671	2.74	1.66	0.38	1.31	MC
E	Y	16	1	5671	5.67	3.71			TDA

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	58565	28.80	11.13	0.83	4.61	ESR*MC*TDA
A	Y	19	14	58565	8.98	3.97	0.74	2.02	ESR*MC
B	Y	19	15	58565	9.22	4.07	0.76	2.00	ESR*MC
D	Y	9	9	58565	3.54	1.96	0.54	1.33	MC
E	Y	16	1	58565	7.06	3.48			TDA

Grade 6 English Language Arts

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	63	39	117088	33.24	11.59	0.83	4.75	ESR*MC*TDA
A	All	19	14	117088	10.78	4.01	0.75	2.01	ESR*MC
B	All	19	15	117088	9.85	4.02	0.76	1.96	ESR*MC
D	All	9	9	117088	4.91	2.03	0.54	1.38	MC
E	All	16	1	117088	7.70	3.71			TDA

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	63	39	57426	35.00	11.44	0.83	4.74	ESR*MC*TDA
Total	Male	63	39	59662	31.56	11.49	0.84	4.65	ESR*MC*TDA
A	Female	19	14	57426	11.38	3.92	0.74	1.98	ESR*MC
A	Male	19	14	59662	10.19	4.02	0.74	2.03	ESR*MC
B	Female	19	15	57426	10.04	3.97	0.76	1.96	ESR*MC
B	Male	19	15	59662	9.67	4.05	0.77	1.96	ESR*MC
D	Female	9	9	57426	5.11	2.01	0.54	1.37	MC
D	Male	9	9	59662	4.72	2.03	0.53	1.39	MC
E	Female	16	1	57426	8.46	3.71			TDA
E	Male	16	1	59662	6.96	3.55			TDA

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	63	39	196	31.85	10.97	0.82	4.71	ESR*MC*TDA
Total	African American	63	39	16729	26.69	10.23	0.80	4.61	ESR*MC*TDA
Total	Hispanic	63	39	16300	27.82	10.67	0.81	4.66	ESR*MC*TDA
Total	White	63	39	72413	35.50	11.01	0.82	4.64	ESR*MC*TDA
Total	Multiple Ethnicities	63	39	5989	32.71	11.64	0.83	4.78	ESR*MC*TDA
Total	Asian	63	39	5375	40.34	11.04	0.82	4.71	ESR*MC*TDA
Total	Pacific Islander	63	39	86	32.06	11.12	0.84	4.46	ESR*MC*TDA
A	American Indian	19	14	196	10.23	4.04	0.75	2.02	ESR*MC
A	African American	19	14	16729	8.88	3.85	0.72	2.03	ESR*MC
A	Hispanic	19	14	16300	9.17	3.89	0.73	2.03	ESR*MC
A	White	19	14	72413	11.46	3.83	0.73	1.99	ESR*MC
A	Multiple Ethnicities	19	14	5989	10.60	4.05	0.75	2.00	ESR*MC
A	Asian	19	14	5375	12.60	3.62	0.70	1.97	ESR*MC
A	Pacific Islander	19	14	86	10.52	3.92	0.72	2.06	ESR*MC
B	American Indian	19	15	196	9.66	3.89	0.74	1.97	ESR*MC
B	African American	19	15	16729	7.75	3.50	0.68	1.97	ESR*MC
B	Hispanic	19	15	16300	8.19	3.60	0.70	1.98	ESR*MC
B	White	19	15	72413	10.56	3.91	0.75	1.95	ESR*MC
B	Multiple Ethnicities	19	15	5989	9.71	4.03	0.76	1.97	ESR*MC
B	Asian	19	15	5375	12.17	3.91	0.76	1.90	ESR*MC
B	Pacific Islander	19	15	86	9.49	4.09	0.77	1.95	ESR*MC
D	American Indian	9	9	196	4.79	1.91	0.46	1.41	MC
D	African American	9	9	16729	4.02	1.89	0.44	1.41	MC
D	Hispanic	9	9	16300	4.19	1.93	0.47	1.40	MC
D	White	9	9	72413	5.21	1.98	0.52	1.37	MC
D	Multiple Ethnicities	9	9	5989	4.87	2.02	0.53	1.38	MC
D	Asian	9	9	5375	5.91	1.96	0.56	1.29	MC
D	Pacific Islander	9	9	86	4.65	2.01	0.53	1.37	MC
E	American Indian	16	1	196	7.16	3.61			TDA
E	African American	16	1	16729	6.04	3.45			TDA
E	Hispanic	16	1	16300	6.27	3.53			TDA
E	White	16	1	72413	8.27	3.56			TDA
E	Multiple Ethnicities	16	1	5989	7.53	3.74			TDA
E	Asian	16	1	5375	9.66	3.74			TDA
E	Pacific Islander	16	1	86	7.40	3.28			TDA

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	22007	23.38	9.58	0.79	4.44	ESR*MC*TDA
A	Y	19	14	22007	7.72	3.60	0.69	2.02	ESR*MC
B	Y	19	15	22007	7.09	3.38	0.67	1.95	ESR*MC
D	Y	9	9	22007	3.63	1.82	0.41	1.40	MC
E	Y	16	1	22007	4.94	3.22			TDA

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	4973	22.15	8.49	0.71	4.55	ESR*MC*TDA
A	Y	19	14	4973	7.29	3.23	0.61	2.02	ESR*MC
B	Y	19	15	4973	6.55	2.80	0.52	1.94	ESR*MC
D	Y	9	9	4973	3.44	1.70	0.32	1.41	MC
E	Y	16	1	4973	4.87	3.36			TDA

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	57768	28.98	10.76	0.81	4.65	ESR*MC*TDA
A	Y	19	14	57768	9.55	3.92	0.73	2.03	ESR*MC
B	Y	19	15	57768	8.51	3.71	0.72	1.98	ESR*MC
D	Y	9	9	57768	4.33	1.94	0.48	1.40	MC
E	Y	16	1	57768	6.58	3.52			TDA

Grade 7 English Language Arts

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	63	39	117316	33.37	12.59	0.85	4.94	ESR*MC*TDA
A	All	18	14	117316	9.78	4.12	0.78	1.95	ESR*MC
B	All	20	15	117316	11.27	4.48	0.79	2.03	ESR*MC
D	All	9	9	117316	4.50	2.23	0.64	1.33	MC
E	All	16	1	117316	7.82	3.98			TDA

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	63	39	56877	35.21	12.53	0.85	4.93	ESR*MC*TDA
Total	Male	63	39	60439	31.64	12.40	0.85	4.83	ESR*MC*TDA
A	Female	18	14	56877	10.36	4.12	0.78	1.92	ESR*MC
A	Male	18	14	60439	9.23	4.04	0.76	1.96	ESR*MC
B	Female	20	15	56877	11.50	4.40	0.79	2.02	ESR*MC
B	Male	20	15	60439	11.04	4.54	0.80	2.03	ESR*MC
D	Female	9	9	56877	4.68	2.24	0.65	1.32	MC
D	Male	9	9	60439	4.34	2.21	0.63	1.34	MC
E	Female	16	1	56877	8.66	3.98			TDA
E	Male	16	1	60439	7.03	3.81			TDA

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	63	39	198	29.70	11.87	0.84	4.79	ESR*MC*TDA
Total	African American	63	39	16473	26.31	10.85	0.81	4.73	ESR*MC*TDA
Total	Hispanic	63	39	16235	27.30	11.38	0.82	4.77	ESR*MC*TDA
Total	White	63	39	73124	35.80	12.03	0.84	4.86	ESR*MC*TDA
Total	Multiple Ethnicities	63	39	5823	32.42	12.58	0.85	4.95	ESR*MC*TDA
Total	Asian	63	39	5345	41.58	12.10	0.84	4.86	ESR*MC*TDA
Total	Pacific Islander	63	39	118	35.23	12.46	0.85	4.81	ESR*MC*TDA
A	American Indian	18	14	198	8.87	4.00	0.76	1.94	ESR*MC
A	African American	18	14	16473	8.01	3.72	0.72	1.96	ESR*MC
A	Hispanic	18	14	16235	8.20	3.81	0.73	1.97	ESR*MC
A	White	18	14	73124	10.38	4.04	0.77	1.94	ESR*MC
A	Multiple Ethnicities	18	14	5823	9.53	4.15	0.78	1.95	ESR*MC
A	Asian	18	14	5345	12.08	3.87	0.77	1.85	ESR*MC
A	Pacific Islander	18	14	118	10.52	4.23	0.80	1.91	ESR*MC
B	American Indian	20	15	198	10.04	4.23	0.77	2.02	ESR*MC
B	African American	20	15	16473	8.90	4.02	0.74	2.05	ESR*MC
B	Hispanic	20	15	16235	9.29	4.17	0.76	2.05	ESR*MC
B	White	20	15	73124	12.07	4.29	0.78	2.01	ESR*MC
B	Multiple Ethnicities	20	15	5823	11.04	4.48	0.79	2.03	ESR*MC
B	Asian	20	15	5345	13.85	4.18	0.79	1.91	ESR*MC
B	Pacific Islander	20	15	118	11.59	4.48	0.80	1.99	ESR*MC
D	American Indian	9	9	198	4.05	2.08	0.57	1.37	MC
D	African American	9	9	16473	3.31	1.90	0.50	1.34	MC
D	Hispanic	9	9	16235	3.50	2.01	0.55	1.34	MC
D	White	9	9	73124	4.93	2.17	0.62	1.33	MC
D	Multiple Ethnicities	9	9	5823	4.36	2.22	0.63	1.34	MC
D	Asian	9	9	5345	5.61	2.19	0.67	1.27	MC
D	Pacific Islander	9	9	118	4.61	2.25	0.65	1.33	MC
E	American Indian	16	1	198	6.75	3.77			TDA
E	African American	16	1	16473	6.09	3.65			TDA
E	Hispanic	16	1	16235	6.30	3.71			TDA
E	White	16	1	73124	8.42	3.87			TDA
E	Multiple Ethnicities	16	1	5823	7.48	3.98			TDA
E	Asian	16	1	5345	10.05	4.00			TDA
E	Pacific Islander	16	1	118	8.51	3.83			TDA

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	21713	22.89	9.79	0.79	4.45	ESR*MC*TDA
A	Y	18	14	21713	6.94	3.39	0.67	1.95	ESR*MC
B	Y	20	15	21713	7.94	3.83	0.72	2.04	ESR*MC
D	Y	9	9	21713	3.06	1.86	0.49	1.33	MC
E	Y	16	1	21713	4.96	3.26			TDA

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	5090	21.88	8.84	0.72	4.71	ESR*MC*TDA
A	Y	18	14	5090	6.65	2.98	0.57	1.96	ESR*MC
B	Y	20	15	5090	7.39	3.28	0.61	2.04	ESR*MC
D	Y	9	9	5090	2.73	1.62	0.35	1.31	MC
E	Y	16	1	5090	5.12	3.60			TDA

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	57135	28.65	11.53	0.83	4.82	ESR*MC*TDA
A	Y	18	14	57135	8.53	3.88	0.74	1.97	ESR*MC
B	Y	20	15	57135	9.72	4.23	0.76	2.06	ESR*MC
D	Y	9	9	57135	3.75	2.05	0.57	1.35	MC
E	Y	16	1	57135	6.65	3.76			TDA

Grade 8 English Language Arts

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	63	39	118937	34.62	12.36	0.85	4.84	ESR*MC*TDA
A	All	20	14	118937	11.65	4.26	0.78	2.01	ESR*MC
B	All	18	15	118937	10.15	4.19	0.78	1.98	ESR*MC
D	All	9	9	118937	4.68	2.17	0.61	1.36	MC
E	All	16	1	118937	8.13	3.84			TDA

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	63	39	57857	36.61	11.98	0.84	4.74	ESR*MC*TDA
Total	Male	63	39	61080	32.73	12.42	0.85	4.81	ESR*MC*TDA
A	Female	20	14	57857	12.21	4.07	0.76	1.98	ESR*MC
A	Male	20	14	61080	11.12	4.36	0.78	2.03	ESR*MC
B	Female	18	15	57857	10.46	4.12	0.77	1.96	ESR*MC
B	Male	18	15	61080	9.86	4.23	0.78	1.99	ESR*MC
D	Female	9	9	57857	4.98	2.17	0.62	1.35	MC
D	Male	9	9	61080	4.40	2.14	0.59	1.37	MC
E	Female	16	1	57857	8.96	3.73			TDA
E	Male	16	1	61080	7.34	3.78			TDA

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	63	39	193	32.17	11.97	0.83	4.88	ESR*MC*TDA
Total	African American	63	39	16948	28.34	11.21	0.82	4.78	ESR*MC*TDA
Total	Hispanic	63	39	16565	28.74	11.74	0.83	4.85	ESR*MC*TDA
Total	White	63	39	74119	36.83	11.72	0.84	4.71	ESR*MC*TDA
Total	Multiple Ethnicities	63	39	5523	33.73	12.32	0.85	4.84	ESR*MC*TDA
Total	Asian	63	39	5485	42.94	11.33	0.83	4.65	ESR*MC*TDA
Total	Pacific Islander	63	39	104	34.54	11.54	0.83	4.72	ESR*MC*TDA
A	American Indian	20	14	193	10.99	4.17	0.74	2.11	ESR*MC
A	African American	20	14	16948	9.71	4.07	0.74	2.06	ESR*MC
A	Hispanic	20	14	16565	9.82	4.18	0.76	2.06	ESR*MC
A	White	20	14	74119	12.35	4.05	0.76	1.98	ESR*MC
A	Multiple Ethnicities	20	14	5523	11.38	4.30	0.78	2.01	ESR*MC
A	Asian	20	14	5485	14.07	3.71	0.75	1.86	ESR*MC
A	Pacific Islander	20	14	104	12.07	3.94	0.75	1.98	ESR*MC
B	American Indian	18	15	193	9.35	3.89	0.71	2.08	ESR*MC
B	African American	18	15	16948	8.30	3.88	0.73	2.01	ESR*MC
B	Hispanic	18	15	16565	8.46	4.01	0.75	2.01	ESR*MC
B	White	18	15	74119	10.78	4.05	0.77	1.95	ESR*MC
B	Multiple Ethnicities	18	15	5523	9.96	4.20	0.78	1.98	ESR*MC
B	Asian	18	15	5485	12.66	3.81	0.77	1.81	ESR*MC
B	Pacific Islander	18	15	104	10.10	4.12	0.78	1.95	ESR*MC
D	American Indian	9	9	193	4.42	2.16	0.59	1.38	MC
D	African American	9	9	16948	3.67	1.88	0.46	1.38	MC
D	Hispanic	9	9	16565	3.81	1.98	0.52	1.37	MC
D	White	9	9	74119	5.04	2.14	0.60	1.35	MC
D	Multiple Ethnicities	9	9	5523	4.58	2.14	0.59	1.36	MC
D	Asian	9	9	5485	5.74	2.12	0.63	1.30	MC
D	Pacific Islander	9	9	104	4.41	2.14	0.59	1.36	MC
E	American Indian	16	1	193	7.40	3.77			TDA
E	African American	16	1	16948	6.65	3.67			TDA
E	Hispanic	16	1	16565	6.64	3.78			TDA
E	White	16	1	74119	8.65	3.68			TDA
E	Multiple Ethnicities	16	1	5523	7.82	3.82			TDA
E	Asian	16	1	5485	10.46	3.75			TDA
E	Pacific Islander	16	1	104	7.96	3.68			TDA

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	21661	23.84	10.06	0.80	4.54	ESR*MC*TDA
A	Y	20	14	21661	8.37	3.83	0.71	2.06	ESR*MC
B	Y	18	15	21661	7.02	3.56	0.68	2.00	ESR*MC
D	Y	9	9	21661	3.24	1.78	0.41	1.37	MC
E	Y	16	1	21661	5.22	3.33			TDA

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	4848	22.16	9.30	0.73	4.81	ESR*MC*TDA
A	Y	20	14	4848	7.72	3.43	0.64	2.06	ESR*MC
B	Y	18	15	4848	6.46	3.15	0.60	2.00	ESR*MC
D	Y	9	9	4848	2.94	1.61	0.29	1.36	MC
E	Y	16	1	4848	5.04	3.70			TDA

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	63	39	57350	30.20	11.68	0.83	4.80	ESR*MC*TDA
A	Y	20	14	57350	10.33	4.20	0.76	2.05	ESR*MC
B	Y	18	15	57350	8.82	4.01	0.75	2.02	ESR*MC
D	Y	9	9	57350	4.03	2.02	0.53	1.38	MC
E	Y	16	1	57350	7.03	3.71			TDA

Grade 4 Science

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	48	43	116381	26.39	10.01	0.91	3.08	MC*SCR
A	All	24	22	116381	12.87	5.42	0.83	2.22	MC*SCR
B	All	8	7	116381	4.89	1.98	0.60	1.25	MC*SCR
C	All	8	7	116381	4.57	1.89	0.61	1.18	MC*SCR
D	All	8	7	116381	4.06	1.97	0.58	1.27	MC*SCR

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	48	43	57090	26.20	9.78	0.90	3.08	MC*SCR
Total	Male	48	43	59291	26.57	10.21	0.91	3.07	MC*SCR
A	Female	24	22	57090	12.75	5.36	0.83	2.22	MC*SCR
A	Male	24	22	59291	12.98	5.48	0.84	2.21	MC*SCR
B	Female	8	7	57090	4.91	1.95	0.59	1.25	MC*SCR
B	Male	8	7	59291	4.87	2.01	0.62	1.25	MC*SCR
C	Female	8	7	57090	4.55	1.84	0.59	1.18	MC*SCR
C	Male	8	7	59291	4.58	1.94	0.63	1.18	MC*SCR
D	Female	8	7	57090	3.99	1.93	0.57	1.27	MC*SCR
D	Male	8	7	59291	4.14	2.00	0.59	1.27	MC*SCR

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	48	43	181	25.49	10.25	0.91	3.06	MC*SCR
Total	African American	48	43	16510	19.23	8.50	0.87	3.12	MC*SCR
Total	Hispanic	48	43	16507	21.30	9.07	0.88	3.12	MC*SCR
Total	White	48	43	70923	28.97	9.27	0.89	3.04	MC*SCR
Total	Multiple Ethnicities	48	43	6307	25.73	9.89	0.90	3.09	MC*SCR
Total	Asian	48	43	5859	30.33	9.50	0.90	2.97	MC*SCR
Total	Pacific Islander	48	43	94	24.34	10.02	0.90	3.10	MC*SCR
A	American Indian	24	22	181	12.44	5.41	0.83	2.22	MC*SCR
A	African American	24	22	16510	9.20	4.59	0.76	2.23	MC*SCR
A	Hispanic	24	22	16507	10.29	4.90	0.79	2.24	MC*SCR
A	White	24	22	70923	14.17	5.11	0.81	2.20	MC*SCR
A	Multiple Ethnicities	24	22	6307	12.50	5.40	0.83	2.22	MC*SCR
A	Asian	24	22	5859	15.05	5.15	0.83	2.14	MC*SCR
A	Pacific Islander	24	22	94	12.00	5.34	0.82	2.24	MC*SCR
B	American Indian	8	7	181	4.94	2.12	0.65	1.25	MC*SCR
B	African American	8	7	16510	3.73	1.95	0.53	1.34	MC*SCR
B	Hispanic	8	7	16507	4.03	1.97	0.54	1.33	MC*SCR
B	White	8	7	70923	5.32	1.82	0.56	1.21	MC*SCR
B	Multiple Ethnicities	8	7	6307	4.83	1.95	0.58	1.26	MC*SCR
B	Asian	8	7	5859	5.52	1.86	0.61	1.17	MC*SCR
B	Pacific Islander	8	7	94	4.39	2.02	0.59	1.30	MC*SCR
C	American Indian	8	7	181	4.42	1.90	0.61	1.19	MC*SCR
C	African American	8	7	16510	3.40	1.78	0.54	1.21	MC*SCR
C	Hispanic	8	7	16507	3.76	1.82	0.56	1.21	MC*SCR
C	White	8	7	70923	4.99	1.76	0.56	1.16	MC*SCR
C	Multiple Ethnicities	8	7	6307	4.47	1.89	0.60	1.19	MC*SCR
C	Asian	8	7	5859	5.14	1.77	0.59	1.13	MC*SCR
C	Pacific Islander	8	7	94	4.54	2.05	0.66	1.19	MC*SCR
D	American Indian	8	7	181	3.70	2.03	0.65	1.21	MC*SCR
D	African American	8	7	16510	2.90	1.64	0.45	1.22	MC*SCR
D	Hispanic	8	7	16507	3.22	1.77	0.51	1.24	MC*SCR
D	White	8	7	70923	4.50	1.91	0.55	1.28	MC*SCR
D	Multiple Ethnicities	8	7	6307	3.93	1.92	0.56	1.27	MC*SCR
D	Asian	8	7	5859	4.62	1.94	0.57	1.27	MC*SCR
D	Pacific Islander	8	7	94	3.40	1.74	0.47	1.27	MC*SCR

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	48	43	22542	19.93	9.26	0.89	3.11	MC*SCR
A	Y	24	22	22542	9.56	4.92	0.80	2.22	MC*SCR
B	Y	8	7	22542	3.77	2.00	0.55	1.34	MC*SCR
C	Y	8	7	22542	3.55	1.90	0.59	1.22	MC*SCR
D	Y	8	7	22542	3.05	1.80	0.53	1.23	MC*SCR

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	48	43	6987	18.69	8.05	0.85	3.12	MC*SCR
A	Y	24	22	6987	9.01	4.36	0.74	2.23	MC*SCR
B	Y	8	7	6987	3.52	1.88	0.48	1.36	MC*SCR
C	Y	8	7	6987	3.31	1.72	0.51	1.21	MC*SCR
D	Y	8	7	6987	2.85	1.59	0.42	1.21	MC*SCR

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	48	43	59259	22.50	9.29	0.89	3.13	MC*SCR
A	Y	24	22	59259	10.86	5.04	0.80	2.25	MC*SCR
B	Y	8	7	59259	4.27	1.97	0.55	1.32	MC*SCR
C	Y	8	7	59259	3.94	1.83	0.57	1.20	MC*SCR
D	Y	8	7	59259	3.44	1.83	0.53	1.26	MC*SCR

Grade 8 Science

Reporting Category	Overall	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	All	48	43	118393	26.34	10.36	0.91	3.02	MC*SCR
A	All	24	22	118393	14.30	5.59	0.85	2.13	MC*SCR
B	All	8	7	118393	4.22	2.16	0.66	1.26	MC*SCR
C	All	8	7	118393	3.62	1.86	0.55	1.24	MC*SCR
D	All	8	7	118393	4.20	1.98	0.63	1.21	MC*SCR

Reporting Category	Gender	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Female	48	43	57506	26.48	9.90	0.91	3.02	MC*SCR
Total	Male	48	43	60887	26.20	10.78	0.92	3.02	MC*SCR
A	Female	24	22	57506	14.49	5.36	0.84	2.13	MC*SCR
A	Male	24	22	60887	14.12	5.79	0.87	2.13	MC*SCR
B	Female	8	7	57506	4.31	2.10	0.64	1.26	MC*SCR
B	Male	8	7	60887	4.14	2.21	0.68	1.26	MC*SCR
C	Female	8	7	57506	3.56	1.83	0.53	1.25	MC*SCR
C	Male	8	7	60887	3.68	1.89	0.57	1.24	MC*SCR
D	Female	8	7	57506	4.13	1.90	0.60	1.20	MC*SCR
D	Male	8	7	60887	4.28	2.06	0.65	1.21	MC*SCR

Reporting Category	Ethnicity	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	American Indian	48	43	193	24.49	9.63	0.90	3.09	MC*SCR
Total	African American	48	43	16770	19.50	8.65	0.87	3.10	MC*SCR
Total	Hispanic	48	43	16593	21.16	9.41	0.89	3.09	MC*SCR
Total	White	48	43	73747	28.68	9.77	0.91	2.99	MC*SCR
Total	Multiple Ethnicities	48	43	5477	25.33	10.39	0.91	3.04	MC*SCR
Total	Asian	48	43	5508	32.44	9.45	0.91	2.85	MC*SCR
Total	Pacific Islander	48	43	105	25.94	9.55	0.90	3.05	MC*SCR
A	American Indian	24	22	193	13.40	5.37	0.83	2.19	MC*SCR
A	African American	24	22	16770	10.86	4.91	0.79	2.24	MC*SCR
A	Hispanic	24	22	16593	11.57	5.25	0.82	2.22	MC*SCR
A	White	24	22	73747	15.50	5.26	0.84	2.09	MC*SCR
A	Multiple Ethnicities	24	22	5477	13.75	5.62	0.85	2.15	MC*SCR
A	Asian	24	22	5508	17.41	4.92	0.84	1.96	MC*SCR
A	Pacific Islander	24	22	105	14.20	4.84	0.80	2.18	MC*SCR
B	American Indian	8	7	193	3.91	2.06	0.60	1.30	MC*SCR
B	African American	8	7	16770	2.97	1.88	0.54	1.27	MC*SCR
B	Hispanic	8	7	16593	3.30	1.97	0.58	1.28	MC*SCR
B	White	8	7	73747	4.64	2.08	0.64	1.24	MC*SCR
B	Multiple Ethnicities	8	7	5477	4.03	2.15	0.66	1.26	MC*SCR
B	Asian	8	7	5508	5.35	2.01	0.66	1.17	MC*SCR
B	Pacific Islander	8	7	105	4.17	2.19	0.67	1.26	MC*SCR
C	American Indian	8	7	193	3.34	1.71	0.46	1.25	MC*SCR
C	African American	8	7	16770	2.58	1.55	0.39	1.21	MC*SCR
C	Hispanic	8	7	16593	2.88	1.66	0.45	1.23	MC*SCR
C	White	8	7	73747	3.96	1.82	0.53	1.25	MC*SCR
C	Multiple Ethnicities	8	7	5477	3.50	1.88	0.56	1.24	MC*SCR
C	Asian	8	7	5508	4.51	1.88	0.57	1.23	MC*SCR
C	Pacific Islander	8	7	105	3.41	1.83	0.55	1.23	MC*SCR
D	American Indian	8	7	193	3.84	1.81	0.53	1.24	MC*SCR
D	African American	8	7	16770	3.09	1.79	0.54	1.21	MC*SCR
D	Hispanic	8	7	16593	3.41	1.89	0.58	1.22	MC*SCR
D	White	8	7	73747	4.57	1.90	0.60	1.21	MC*SCR
D	Multiple Ethnicities	8	7	5477	4.04	1.98	0.63	1.21	MC*SCR
D	Asian	8	7	5508	5.17	1.84	0.58	1.19	MC*SCR
D	Pacific Islander	8	7	105	4.16	1.91	0.59	1.22	MC*SCR

Reporting Category	IEP	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	48	43	21428	18.25	8.91	0.88	3.07	MC*SCR
A	Y	24	22	21428	9.92	4.95	0.80	2.22	MC*SCR
B	Y	8	7	21428	2.80	1.89	0.55	1.26	MC*SCR
C	Y	8	7	21428	2.57	1.60	0.42	1.22	MC*SCR
D	Y	8	7	21428	2.96	1.85	0.57	1.21	MC*SCR

Reporting Category	EL	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	48	43	5142	16.70	7.38	0.83	3.08	MC*SCR
A	Y	24	22	5142	9.15	4.33	0.73	2.23	MC*SCR
B	Y	8	7	5142	2.52	1.61	0.39	1.26	MC*SCR
C	Y	8	7	5142	2.33	1.42	0.29	1.20	MC*SCR
D	Y	8	7	5142	2.70	1.68	0.48	1.21	MC*SCR

Reporting Category	Low Income	Total Points	N Items	N	Mean	SD	r	SEM	Item Type(s)
Total	Y	48	43	56941	22.38	9.68	0.90	3.09	MC*SCR
A	Y	24	22	56941	12.24	5.34	0.83	2.21	MC*SCR
B	Y	8	7	56941	3.51	2.04	0.61	1.28	MC*SCR
C	Y	8	7	56941	3.05	1.72	0.48	1.24	MC*SCR
D	Y	8	7	56941	3.58	1.91	0.59	1.22	MC*SCR

APPENDIX Q: HISTORICAL STATISTICS

The tables included in this appendix present the historical statistics for number of examinees (N Count), the mean, standard deviation (SD), and maximum (Max) for raw scores and scaled scores, in addition to the percentage of students by performance level (Below Basic, Basic, Proficient, Advanced) and the percentage of students earning either proficient or advanced scores. Scaled scores remain on the same scale of measurement, and therefore, can be compared across years. Raw scores, on the other hand, cannot be compared across tests or administrations because the difficulty of the items on a test can vary across years and also due to the reduction in test length in 2018. The asterisk (*) indicates that the maximum raw score varies between 2017 and 2018 administration years due to the reduction in test length, and also indicates that the maximum earned scaled score may vary across all administrations. Due to the Covid-19 pandemic, the PSSA was not administered in Spring 2020.

Mathematics Grade 3

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	125309	125420	125205	122563	120604	91693	114714	116303
Raw Score Mean	39.1	45.8	42.4	27.0	28.5	25.3	27.6	28.0
Raw Score SD	14.6	14.7	15.9	11.7	11.7	11.3	11.4	11.2
Raw Score Max*	72	72	72	52	52	52	52	52
Scaled Score Mean	1008.1	1018.1	1019.9	1017.4	1026.4	997.9	1003.1	1008.8
Scaled Score SD	120.5	131.5	129.7	123.1	124.9	121.2	124.8	117.8
Scaled Score Max*	1594	1564	1561	1545	1530	1577	1553	1529
Percentage Bel. Basic	28.0	24.6	25.9	24.5	22.4	31.0	28.9	24.9
Percentage Basic	23.5	21.0	19.7	21.4	21.6	21.7	23.4	23.4
Percentage Proficient	28.5	28.1	28.4	31.4	29.3	29.5	26.9	30.1
Percentage Advanced	20.0	26.3	26.0	22.7	26.7	17.8	20.9	21.6
Percentage Prof. + Adv.	48.5	54.4	54.5	54.1	56.0	47.3	47.7	51.7

Mathematics Grade 4

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	124201	123940	125575	126481	123286	92387	114822	116642
Raw Score Mean	34.6	42.9	40.5	25.8	26.7	24.0	26.5	27.5
Raw Score SD	14.3	15.6	15.1	11.7	11.3	10.7	10.8	10.8
Raw Score Max*	72	72	72	52	52	52	52	52
Scaled Score Mean	995.5	994.1	993.6	987.9	994.2	970.3	980.4	991.9
Scaled Score SD	108.8	127.7	118.7	120.5	124.1	112.0	122.7	115.4
Scaled Score Max*	1627	1518	1529	1514	1532	1553	1561	1535
Percentage Bel. Basic	24.8	27.6	26.1	29.8	26.1	33.9	30.9	25.1
Percentage Basic	30.8	25.9	27.3	26.7	27.7	30.6	26.8	28.5
Percentage Proficient	27.5	26.7	28.5	25.8	27.2	23.4	25.3	30.0
Percentage Advanced	16.9	19.8	18.1	17.8	19.0	12.1	17.0	16.5
Percentage Prof. + Adv.	44.5	46.5	46.6	43.5	46.2	35.6	42.3	46.5

Mathematics Grade 5

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	126683	122983	124405	126868	127592	90866	116489	117043
Raw Score Mean	35.7	38.2	37.7	26.5	24.4	22.7	23.2	25.0
Raw Score SD	15.0	16.1	15.3	11.8	11.2	10.7	11.1	11.4
Raw Score Max*	72	72	72	52	52	52	52	52
Scaled Score Mean	987.2	993.3	991.8	991.8	991.8	971.1	968.8	985.1
Scaled Score SD	119.9	124.5	119.7	126.1	117.5	110.7	113.3	121.6
Scaled Score Max*	1594	1548	1550	1515	1601	1556	1541	1559
Percentage Bel. Basic	25.9	28.0	24.8	28.7	23.3	31.3	31.1	29.2
Percentage Basic	31.3	27.6	31.4	26.1	33.7	32.6	33.5	28.1
Percentage Proficient	27.4	25.9	27.5	27.4	27.2	24.3	23.3	26.9
Percentage Advanced	15.4	18.5	16.2	17.8	15.8	11.8	12.2	15.8
Percentage Prof. + Adv.	42.8	44.4	43.8	45.2	43.1	36.1	35.4	42.8

Mathematics Grade 6

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	126413	125305	123112	125385	127496	90563	115844	117725
Raw Score Mean	38.5	42.0	36.7	26.6	25.9	23.9	24.8	25.9
Raw Score SD	13.7	15.9	15.2	11.3	11.5	10.1	11.3	11.8
Raw Score Max*	72	72	72	52	52	52	52	52
Scaled Score Mean	976.1	977.8	976.3	976.3	979.6	948.5	953.3	963.3
Scaled Score SD	104.7	129.9	115.6	117.6	119.4	104.2	122.9	122.8
Scaled Score Max*	1531	1515	1534	1490	1500	1513	1521	1516
Percentage Bel. Basic	25.2	30.1	29.1	29.7	25.9	35.1	38.9	33.5
Percentage Basic	35.1	28.8	30.6	30.8	35.1	36.6	28.8	30.1
Percentage Proficient	28.4	24.1	26.1	24.8	23.2	20.6	18.9	23.5
Percentage Advanced	11.3	16.9	14.1	14.7	15.8	7.6	13.3	12.9
Percentage Prof. + Adv.	39.7	41.0	40.3	39.6	39.0	28.2	32.3	36.5

Mathematics Grade 7

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	126299	124959	125584	124225	125808	90812	118357	117601
Raw Score Mean	35.2	36.9	36.2	26.4	24.2	21.1	22.2	23.4
Raw Score SD	14.3	15.8	16.0	11.9	11.2	10.4	10.9	11.6
Raw Score Max*	72	72	72	52	52	52	52	52
Scaled Score Mean	961.5	968.1	968.6	967.3	965.6	936.2	945.5	954.4
Scaled Score SD	104.0	120.4	126.7	134.2	120.1	108.5	111.0	118.9
Scaled Score Max*	1536	1541	1551	1522	1536	1546	1513	1529
Percentage Bel. Basic	33.5	34.9	37.0	37.8	35.8	46.1	43.0	39.5
Percentage Basic	33.4	28.1	25.2	23.3	26.0	27.1	30.0	27.3
Percentage Proficient	23.4	23.7	22.1	22.8	24.3	18.8	17.4	20.9
Percentage Advanced	9.6	13.3	15.7	16.2	13.9	8.1	9.7	12.3
Percentage Prof. + Adv.	33.1	37.0	37.8	38.9	38.2	26.9	27.0	33.2

Mathematics Grade 8

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	128859	123175	123271	124780	123186	85253	119039	118968
Raw Score Mean	33.2	37.8	35.9	26.7	25.6	22.7	22.9	24.5
Raw Score SD	13.4	14.9	15.2	11.5	11.5	10.5	11.3	11.2
Raw Score Max*	72	72	72	52	52	52	52	52
Scaled Score Mean	950.5	949.1	953.5	948.4	950.3	919.0	922.0	931.8
Scaled Score SD	101.2	123.0	118.3	123.4	116.5	107.0	112.9	118.4
Scaled Score Max*	1558	1662	1618	1638	1470	1495	1479	1483
Percentage Bel. Basic	37.7	40.2	39.7	41.1	39.6	53.5	50.3	46.9
Percentage Basic	32.6	28.6	27.8	27.9	28.2	24.5	27.1	27.0
Percentage Proficient	21.8	20.7	21.9	20.2	22.3	15.8	15.7	17.7
Percentage Advanced	8.0	10.5	10.6	10.8	9.9	6.3	6.8	8.3
Percentage Prof. + Adv.	29.8	31.2	32.5	31.1	32.2	22.1	22.6	26.1

English Language Arts Grade 3

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	125160	125284	124923	122397	120564	90980	114398	115762
Raw Score Mean	36.2	36.1	35.7	24.8	24.6	23.7	23.4	23.0
Raw Score SD	10.9	11.5	11.4	8.9	9.1	9.2	9.3	9.0
Raw Score Max*	62	62	62	45	45	45	45	45
Scaled Score Mean	1026.7	1031.5	1039.3	1042.1	1039	1024.6	1014.9	1018.4
Scaled Score SD	102.6	111.5	111.2	108.3	108.9	104.2	108.9	102.0
Scaled Score Max*	1586	1628	1680	1551	1544	1536	1537	1539
Percentage Bel. Basic	13.4	13.6	12.1	10.4	11.4	14.0	17.9	14.4
Percentage Basic	24.6	25.5	23.3	26.1	26.6	27.7	29.7	31.6
Percentage Proficient	49.0	45.7	47.6	44.4	45.4	44.1	40.6	41.9
Percentage Advanced	13.0	15.2	17.1	19.1	16.5	14.2	11.8	12.1
Percentage Prof. + Adv.	62.0	60.9	64.6	63.5	61.9	58.3	52.3	54.0

English Language Arts Grade 4

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	123986	123597	125200	126223	123172	91862	114533	115799
Raw Score Mean	46.6	48.1	48.4	34.2	35.4	33.0	34.1	32.8
Raw Score SD	14.8	14.6	14.8	11.7	12.3	11.7	12.7	12.7
Raw Score Max*	84	84	84	63	63	63	63	63
Scaled Score Mean	1021.1	1025.3	1030.5	1029.6	1035	1015.1	1006.9	1008.3
Scaled Score SD	112.5	116.8	112.7	109.9	112.8	105.7	121.1	114.5
Scaled Score Max*	1724	1798	1714	1652	1636	1621	1657	1611
Percentage Bel. Basic	12.9	12.2	10.9	9.7	10.3	11.9	18.6	17.2
Percentage Basic	28.5	29.1	28.2	30.6	26.1	31.5	29.2	30.9
Percentage Proficient	37.0	34.0	35.3	34.7	36.3	35.2	30.9	30.4
Percentage Advanced	21.6	24.6	25.7	25.1	27.3	21.4	21.3	21.4
Percentage Prof. + Adv.	58.6	58.7	60.9	59.8	63.6	56.6	52.2	51.9

English Language Arts Grade 5

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	126501	122868	124183	126761	127550	91028	116274	116608
Raw Score Mean	48.7	48.1	46.8	32.5	33.2	33.2	33.7	33.4
Raw Score SD	14.4	14.9	15.0	11.3	11.4	10.7	12.1	12.0
Raw Score Max*	84	84	84	63	63	63	63	63
Scaled Score Mean	1029.8	1028.9	1029.6	1029.2	1027.2	1013.2	1010.7	1010.1
Scaled Score SD	117.5	116.5	112.3	104.5	107.2	96.4	114.4	112.2
Scaled Score Max*	1730	1728	1723	1685	1647	1660	1649	1616
Percentage Bel. Basic	13.4	14.1	11.5	8.9	9.6	10.6	17.7	15.4
Percentage Basic	24.8	24.5	28.9	31.7	31.8	34.4	28.7	31.0
Percentage Proficient	44.1	45.3	43.2	45.4	42.7	46.4	40.3	40.4
Percentage Advanced	17.8	16.2	16.4	14.0	15.8	8.6	13.3	13.2
Percentage Prof. + Adv.	61.8	61.5	59.6	59.4	58.5	55.0	53.6	53.7

English Language Arts Grade 6

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	126331	125263	123170	125341	127560	90232	115785	117088
Raw Score Mean	50.6	50.4	48.0	34.5	33.9	33.5	34.7	33.2
Raw Score SD	14.6	14.6	14.5	11.6	11.6	11.8	11.4	11.6
Raw Score Max*	84	84	84	63	63	63	63	63
Scaled Score Mean	1028.0	1031.1	1035.1	1041.4	1034.4	1020.2	1019.0	1019.6
Scaled Score SD	116.5	113.6	106.2	110.5	106.8	102.3	105.4	104.5
Scaled Score Max*	1699	1721	1737	1754	1692	1614	1643	1627
Percentage Bel. Basic	10.0	8.6	6.9	5.3	5.7	7.1	8.3	8.1
Percentage Basic	29.4	29.8	29.5	32.2	31.3	35.6	35.6	36.3
Percentage Proficient	39.4	38.9	41.4	36.3	42.2	39.8	36.7	36.8
Percentage Advanced	21.3	22.7	22.2	26.2	20.8	17.5	19.4	18.8
Percentage Prof. + Adv.	60.7	61.6	63.6	62.5	63.0	57.3	56.1	55.6

English Language Arts Grade 7

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	126228	124961	125744	124226	125998	90515	118352	117316
Raw Score Mean	50.5	49.0	47.1	35.0	34.0	33.7	35.2	33.4
Raw Score SD	14.1	13.9	15.0	11.5	10.6	10.8	12.2	12.6
Raw Score Max*	84	84	84	63	63	63	63	63
Scaled Score Mean	1023.4	1028.7	1031.7	1032.5	1026.3	1009.4	1019.8	1019.2
Scaled Score SD	112.6	110.4	113.5	105.8	96.9	93.7	115.8	114.8
Scaled Score Max*	1652	1720	1724	1641	1639	1616	1648	1587
Percentage Bel. Basic	6.4	5.0	3.6	2.5	2.6	3.9	5.1	4.5
Percentage Basic	34.9	33.5	36.9	35.5	36.9	42.8	37.7	41.0
Percentage Proficient	41.7	43.3	40.1	44.3	45.6	43.5	39.5	36.8
Percentage Advanced	16.9	18.1	19.3	17.7	14.9	9.8	17.8	17.7
Percentage Prof. + Adv.	58.7	61.5	59.5	61.9	60.4	53.3	57.2	54.5

English Language Arts Grade 8

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	128889	123275	123653	124907	123503	85686	119366	118937
Raw Score Mean	51.2	52.2	49.0	35.6	36.7	33.9	35.3	34.6
Raw Score SD	14.2	14.5	14.6	11.6	12.3	11.6	12.6	12.4
Raw Score Max*	84	84	84	63	63	63	63	63
Scaled Score Mean	1020.2	1026.0	1025.0	1027.5	1024.2	1007.7	1013.5	1009.9
Scaled Score SD	107.3	116.2	108.9	101.4	115.8	105.0	115.0	113.8
Scaled Score Max*	1636	1677	1677	1640	1699	1654	1621	1595
Percentage Bel. Basic	10.9	11.3	10.5	7.8	11.9	11.4	14.4	14.4
Percentage Basic	31.1	30.4	30.6	30.6	30.2	36.0	29.9	32.8
Percentage Proficient	43.5	40.9	42.9	47.1	41.9	41.7	39.7	38.4
Percentage Advanced	14.5	17.5	15.9	14.4	16.0	10.9	16.0	14.4
Percentage Prof. + Adv.	58.0	58.3	58.9	61.5	57.9	52.6	55.6	52.7

Science Grade 4

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	124309	123818	125488	126353	123093	91071	114497	116381
Raw Score Mean	46.6	47.8	37.2	25.2	25.9	24.6	26.0	26.4
Raw Score SD	13.2	13.4	13.3	9.4	9.4	8.8	9.8	10.0
Raw Score Max*	68	68	68	48	48	48	48	48
Scaled Score Mean	1426.7	1424.6	1406.1	1412.6	1424.2	1395.7	1412.6	1413.0
Scaled Score SD	198.9	206.3	170.9	173.6	174.2	161.8	186.9	188.0
Scaled Score Max*	2247	2208	2344	2321	2309	2313	2318	2287
Percentage Bel. Basic	10.5	11.7	5.3	5.4	5.0	7.6	8.0	7.8
Percentage Basic	12.2	12.2	20.2	19.1	17.2	16.6	18.3	18.0
Percentage Proficient	36.1	36.7	41.6	39.7	39.0	43.5	36.5	38.9
Percentage Advanced	41.2	39.5	33.0	35.8	38.8	32.3	37.2	35.2
Percentage Prof. + Adv.	77.3	76.2	74.5	75.5	77.8	75.8	73.7	74.2

Science Grade 8

	2015	2016	2017	2018	2019	2021	2022	2023
N Count	128733	122955	122716	124417	122654	84244	118412	118393
Raw Score Mean	45.1	44.5	34.9	23.9	25.1	24.0	24.8	26.3
Raw Score SD	13.6	14.1	13.3	9.2	8.8	9.6	9.9	10.4
Raw Score Max*	68	68	68	48	48	48	48	48
Scaled Score Mean	1317.1	1310.4	1299.3	1305.2	1314.9	1287.6	1289.1	1312.9
Scaled Score SD	207.6	219.2	184.0	180.9	184.2	193.9	205.8	214.8
Scaled Score Max*	2230	2278	2416	2337	2406	2299	2294	2272
Percentage Bel. Basic	23.2	25.6	25.0	22.2	20.0	26.7	28.3	24.5
Percentage Basic	18.1	16.8	22.4	23.9	21.9	22.5	20.6	18.4
Percentage Proficient	31.8	30.3	31.5	33.5	35.1	31.2	31.0	30.8
Percentage Advanced	27.0	27.3	21.2	20.4	23.1	19.6	20.1	26.2
Percentage Prof. + Adv.	58.8	57.6	52.7	53.9	58.2	50.8	51.1	57.0

APPENDIX R: PSSA SCORE REPORT DEVELOPMENT

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA)

BACKGROUND

An important aspect of the PSSA transition to the Pennsylvania Core Standard (PCS) is the need to produce revised score reports to support the newly-aligned assessments, specifically the introduction of an English Language Arts assessment with dual reporting of the reading scores and a desire to provide greater detail for the new score reporting categories. PDE also determined that the transition represented an opportunity to reevaluate the score reports as a whole. To that end, PDE and DRC developed a plan to utilize parent and educator focus groups to guide the development of revised PSSA individual student score reports.

This document provides a high-level summary of the focus-group approach that was followed, the feedback that DRC and PDE received, and the direction in which the reports were developed as an output of the process.

THE FOCUS GROUP APPROACH

DRC facilitated seven focus groups at four different locations across the Commonwealth, chosen to provide an opportunity for “geographically-representative” participation.

- A total of 56 educators and 22 parents participated in the seven focus groups.

Prior to the focus groups, DRC collaborated with PDE to select the number and design of the score-report mock-ups that were presented at the focus group meetings.

- Two mock-up designs were selected to give participants an opportunity to visualize key differences (“Sample Student #1” and “Sample Student #2”):
 - Use of the Strength Profile versus a Just-Proficient Mean
 - Reading “Text Types” reported between Reading and Writing versus after Writing
 - ELA dual reporting footnote versions

Focus groups were scheduled for 90 minutes (with the exception of a 120-minute session with the Harrisburg educator group).

- PDE opened each focus group with an overview of the purpose.
- DRC facilitated each session using a survey-question approach (see attached).
 - Participants used the survey to record their individual feedback on particular elements of the report and were also encouraged to share their feedback during the subsequent group discussions.
 - The survey approach ultimately allowed participants to compare and contrast all elements of the two mock-up designs.
 - All written survey feedback was collected and all verbal feedback was recorded by DRC staff.

Some of the main themes of the feedback included (see table on page 4 for additional detail):

- Favorable opinion of the first page with some requests to make information easier to read (larger font, more white space)
 - There were recurring comments against the use of “superior,” “satisfactory,” “marginal,” and “inadequate” in the Performance Level descriptors.

- Consistent input that the information became “overwhelming” with the reporting category definitions appearing within the Score reporting tables
 - There were multiple requests to rewrite the descriptions or move them away from the student’s score.
- Majority of the participants preferred the Strength Profile to the Just Proficient Mean
 - Those who preferred the Just Proficient Mean were often still misinterpreting its meaning.
- Majority of the participants preferred to have the Reading Text Types reported after Writing
 - This location was perceived to provide better delineation that the text type score is additional information rather than a direct element of the total ELA score.

After the focus groups were completed, DRC compiled the feedback for PDE to review and make recommendations. A summary of the feedback is found in the table below.

Focus Group	Strength Profile	Just Proficient Mean	Other, Both, or NR	Text Types Table Placed Directly After the Reading Table	Text Types Table Placed After the Entire ELA Reporting Table	Neither, Other, or NR	ELA Dual Reporting Footnote – Version 1	ELA Dual Reporting Footnote – Version 2	Neither, Other, or NR
IU #4 – Educators (13)	11	2	0	1	8	4	2	9	2
IU #4 – Parents (4)	1	3	0	0	4	0	0	4	0
IU #10 – Educators (12)	9	2	1	1	8	3	1	8	3
IU #10 – Parents (10)	8	2	0	2	8	0	2	7	1
Philadelphia – Educators (8)	4	4	0	3	5	0	3	5	0
Philadelphia – Parents (8)	3	2	3	0	5	3	0	4	4
Harrisburg – Educators (23)	17	4	2	0	22	1	0	21	2
Total	53	19	6	7	60	11	8	58	12

A single, revised mock-up was produced to reflect the following PDE recommendations (“Sample Student 3”):

- Minor changes to Page 1 (re-arrangement, spacing, font size)
- Just Proficient Mean eliminated
- Reading Text Types reported after Writing
- All subjects reported on pages 2 and 3 with Reporting Category definitions moved to page 4

The educator focus group participants were invited to a WebEx to view the revised mock-up, provide input, and respond to a survey question about removing the Strength Profile altogether.

- DRC highlighted the changes on the revised mock up and reviewed an alternate design with the Strength Profile removed.
 - All final changes were viewed favorably by the WebEx attendees (especially the new placement of the Reporting Category definitions on page 4).
 - All-but one attendee voted to retain the Strength Profile.

The final mock-up reviewed at the WebEx was used as a basis for the development and production of the 2015 student reports. The following materials are found on the next several pages of this appendix.

- The Focus Group Survey (Parent version – Educator differed only in the “Participant Information”)
- Student 1 Score Report (reviewed at the focus groups)
- Student 2 Score Report (reviewed at the focus groups)
- Student 3 Score Report (reviewed with the educators at the follow-up WebEx)

SURVEY QUESTIONS FROM PARENT FOCUS GROUP

PARTICIPANT INFORMATION

Name of student's school _____

Is this school ____ rural ____ urban ____ suburban?

Grade(s) of your student(s) _____

STUDENT REPORT VERSION 1–PAGE 1

After reviewing page 1 of the PSSA Student Report version 1, please respond to questions 1–2. A group discussion will follow.

1. How easy/difficult is it to determine how the sample student performed on the PSSA for Mathematics, English Language Arts (ELA), and Science?

- _____ very difficult
- _____ somewhat difficult
- _____ somewhat easy
- _____ very easy

Please briefly explain why you rated this item as you did.

2. How would you rate the **readability** of page 1 of the PSSA report (e.g., font size, placement of student information, performance level definitions)?

- _____ not readable
- _____ somewhat readable
- _____ mostly readable
- _____ very readable

Please briefly explain why you rated this item as you did.

REPORTING TABLES VERSION 1—PAGES 2, 3, AND 4

After reviewing pages 2–4 of the PSSA Student Report version 1, please respond to questions 3–7. A group discussion will follow.

3. Overall, how easy/difficult is it to understand the information in the tables (e.g., descriptions of reporting categories, the student’s points, total points possible, strength profile)?

- very difficult
- somewhat difficult
- somewhat easy
- very easy

Please briefly explain why you rated this item as you did.

4. How well did you understand the Strength Profile (high, medium, or low) ratings and the footnote information for the Strength Profile?

- not understandable
- somewhat understandable
- mostly understandable
- very understandable

Please briefly explain why you rated this item as you did.

5. In the ELA table on page 3, points are reported for both the Reading Reporting Categories and the Reading Text Types Reporting Categories. How clear is this section of dual reporting?

- not clear
- somewhat clear
- mostly clear
- very clear

Please briefly explain why you rated this item as you did.

OVERALL REPORT FEEDBACK VERSION 1

6. How easy/difficult was it to read and move through the report, find the next section, and find supporting material to understand the student-score information?

- very difficult
- somewhat difficult
- somewhat easy
- very easy

Please briefly explain why you rated this item as you did.

7. How well did you understand the contents of the report (e.g., performance levels, footnotes, graphics)?

- not understandable
- somewhat understandable
- mostly understandable
- very understandable

Please briefly explain why you rated this item as you did.

STUDENT REPORT VERSION 2—PAGES 2, 3, AND 4

After reviewing the PSSA Student Report version 2, please respond to questions 1–5. A group discussion will follow.

1. How well did you understand the Just Proficient Mean results on pages 2–4 and the footnote information for the Just Proficient Mean?

- not understandable
- somewhat understandable
- mostly understandable
- very understandable

Please briefly explain why you rated this item as you did.

2. The reporting tables on pages 2–4 include a Just Proficient Mean for each reporting category. Now look at pages 2–4 of version 1. The reporting tables include a Strength Profile (high, medium, or low) for each reporting category. Which version of the information do you prefer and why?

- version 1
- version 2

Please explain.

ELA REPORT TABLE–PAGE 3 OF VERSION 1 OR VERSION 2?

3. Look at version 1. The Text Types Reporting Category information follows the Reading Reporting Category information. Now look at version 2. The Text Types Reporting Category information is placed at the end of the ELA table. Which version of the order of information do you prefer and why?

_____ version 1

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile
Reading*			
Key Ideas and Details Students cite key ideas and details from a passage or passages to summarize important ideas and events, determine a theme or main idea, and draw on evidence from text to support overall inferences and understandings.	14	17	High
Craft and Structure Students demonstrate understanding of a passage or passages by comparing points of view and free-handwritten hand accounts of similar events; making connections within, between, and/or among texts; referring to text features to support information; and analyzing use of evidence to support overall integration of ideas and key aspects of text.	9	12	Medium
Vocabulary Acquisition and Use Students demonstrate understanding of vocabulary and figurative language in literature and informational texts.	7	9	Medium
Reading Text Types			
Literature Text Students read and respond to literature passages, focusing on narrative, social, and/or dramatic techniques and drawing on evidence in the text to support comprehension and interpretation.	14	19	Medium
Informational Text Students read and respond to informational passages, focusing on the information and evidence presented on topics, ideas, or procedures and drawing on evidence in the text to support comprehension and interpretation.	18	19	High
Writing			
Types of Writing Students write an essay demonstrating effective techniques appropriate for type and purpose of writing.	8	12	Medium
Language Students demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling, as well as use knowledge of language and its conventions for effect.	14	18	Medium
Text-Dependent Analysis Students write a response to literature or informational passage or passages, drawing on the evidence presented in the text to support analysis, reflection, and/or research.	16	16	High

_____ version 2

Score Reporting Category	Student's Points	Total Points Possible	Test Proficiency Index
Reading*			
Key Ideas and Details Students cite key ideas and details from a passage or passages to summarize important ideas and events, determine a theme or main idea, and draw on evidence from text to support overall inferences and understandings.	16	17	10.5
Craft and Structure Students demonstrate understanding of a passage or passages by comparing points of view and free-handwritten hand accounts of similar events; making connections within, between, and/or among texts; referring to text features to support information; and analyzing use of evidence to support overall integration of ideas and key aspects of text.	9	12	8.2
Vocabulary Acquisition and Use Students demonstrate understanding of vocabulary and figurative language in literature and informational texts.	7	9	5.5
Writing			
Types of Writing Students write an essay demonstrating effective techniques appropriate for type and purpose of writing.	8	12	6.9
Language Students demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling, as well as use knowledge of language and its conventions for effect.	14	18	11.0
Text-Dependent Analysis Students write a response to literature or informational passage or passages, drawing on the evidence presented in the text to support analysis, reflection, and/or research.	16	16	9.9
Reading Text Types			
Literature Text Students read and respond to literature passages, focusing on narrative, social, and/or dramatic techniques and drawing on evidence in the text to support comprehension and interpretation.	14	19	13.3
Informational Text Students read and respond to informational passages, focusing on the information and evidence presented on topics, ideas, or procedures and drawing on evidence in the text to support comprehension and interpretation.	18	19	11.1

Please explain.

4. Which version of the ELA dual reporting footnote do you prefer and why?

_____ version 1

The English Language Arts PSSA Reading section includes passages with a set of questions measuring the Reading Reporting Categories above. Passages are either Literature Text or Informational Text. Therefore, each PSSA Reading question measures one of the Reading Reporting Categories and one of the Text Type Reporting Categories. Each PSSA Reading question counts only once in determining the student's scale score.

_____ version 2

In the box below, all points in the Literature Text Reporting Category and all points in the Informational Text Reporting Category are included within the Reading Reporting Categories above. Each PSSA Reading question counts only once in determining the student's scale score.

Please explain.

REPORT OPTIONS—VERSION 1 OR VERSION 2?

5. Now that you have reviewed the two reports, please select the preferred option from each group below.

Strength Profile information

Just Proficient Mean information

Reading Text Type table placement directly after the Reading score reporting table

Reading Text Type table placement directly after the entire ELA score reporting table

ELA dual reporting footnote – version 1

ELA dual reporting footnote – version 2

Additional Comments and Recommendations

APPENDIX S: INVESTIGATION OF PERSON FIT BY MODE AND SUBGROUP

The PSSA is administered as both a paper-pencil test (PPT) and a computer-based test (CBT). In the Standards for Educational and Psychological Testing, comparability of scores across testing conditions is emphasized to support fairness in testing, stating that, “Comparability of scores enables test users to make comparable inferences based on the scores for all test takers” (AERA et al., 2014, p. 59). Whether students are administered a PPT or CBT, test users must be able to make the same interpretations about student knowledge and skills based on students’ scores. Therefore, in any testing program it is important to examine the degree to which mode may influence results.

Although there are several ways to examine the relationship between mode and student scores, sample size undoubtedly impacts the robustness of the results. In 2021, there was a substantial increase in the proportion of CBT administrations than in previous years that has held somewhat consistent from 2021 through 2023. Specifically, between 3% and 7% of all administrations were CBTs in 2019 whereas between 20% and 34% of all administrations were CBTs in 2023. For each subject and grade level, all forms are offered as both paper-pencil based tests and CBTs. Furthermore, most accommodated forms are administered as CBTs, thus providing additional limitations in the results of a formal mode study. For these reasons, traditional approaches to mode studies may not be feasible or appropriate. The count and proportion of PPT and CBT are shown in Table S–1. Chapter Ten provides additional information of PSSA administrations by mode, accommodations, and student characteristics.

Table S–1. Final N-Counts and Proportion by Mode, 2023

Subject	Grade	Count Paper	Proportion Paper (%)	Count CBT	Proportion CBT (%)
Mathematics	3	93304	80.22	22999	19.78
Mathematics	4	91642	78.57	25000	21.43
Mathematics	5	88911	75.96	28132	24.04
Mathematics	6	83506	70.93	34219	29.07
Mathematics	7	83446	70.96	34155	29.04
Mathematics	8	84780	71.26	34188	28.74
ELA	3	91787	79.29	23975	20.71
ELA	4	90284	77.97	25515	22.03
ELA	5	87249	74.82	29359	25.18
ELA	6	80512	68.76	36576	31.24
ELA	7	79853	68.07	37463	31.93
ELA	8	81516	68.54	37421	31.46
Science	4	88618	76.14	27763	23.86
Science	8	78657	66.44	39736	33.56

Until online participation reaches sufficiently large sample sizes, any true population differences between scores on the paper- and computer-based modes may be difficult to distinguish from differences that are attributable to sampling and random error. However, in the interim, an analysis of person fit statistics was conducted to gain insight into whether evidence of mode or student subgroup effects exist.

METHOD

Engelhard (2009) provided a framework and methods for defining measurement quality in terms of measurement invariance across conditions and subpopulations as measured by model fit (by item—differential item function and by person—differential person functioning). The method employed used residual analysis to explore differences between observed and expected responses by individuals and groups, under different conditions, and given a specified item response theory (IRT) model. Although they are not exact tests of fit, these methods allow for insight into the invariance properties of an assessment through these types of fit analyses. In this study, the preliminary focus is to examine person fit on the test level.

The IRT model used for the PSSA is based on the work of Georg Rasch. The Rasch partial credit model (RPCM; Wright & Masters, 1982) was used to calibrate PSSA data because both dichotomous multiple-choice (MC) and polytomously scored items (e.g., open-ended and evidence-based selected-response) were part of the assessment. The RPCM extends the Rasch model (Rasch, 1960) for dichotomous (0, 1) items so that it accommodates the polytomous OE item data. Under the RPCM, for a given item i with score categories, the probability of person n scoring x ($x = 0, 1, 2, \dots, m_i$) is given by:

$$P_{ni}(X = x) = \frac{\exp \sum_{j=0}^x (\theta_n - D_{ij})}{\sum_{k=0}^{m_i} \exp \sum_{j=0}^k (\theta_n - D_{ij})},$$

where θ_n represents a student's proficiency (ability) level, and D_{ij} is the step difficulty of step j on item i . For dichotomous MC items, the RPCM reduces to the standard Rasch model and the single step difficulty is referred to as the item's difficulty. The Rasch model predicts the probability of person n getting item i correct as follows:

$$P_{ni}(X = 1) = \frac{\exp(\theta_n - D_{ij})}{1 + \exp(\theta_n - D_{ij})}.$$

The Rasch model places both student ability and item difficulty (estimated in terms of log-odds or logits) on the same continuum. When the model assumptions are met, the Rasch model provides estimates of a person's ability which are independent of the items employed in the assessment, and conversely, estimates item difficulty independently of the sample of examinees. Item calibration was implemented via WINSTEPS (Linacre, 2019), which employs unconditional (UCON), joint-maximum-likelihood estimation (JMLE).

To produce person fit values, residuals of IRT model (essentially the differences between observed and expected responses) are summarized to create the mean square error statistics (MSE) of Infit and Outfit for items and persons. In this study, we use the unstandardized measures of Infit and Outfit, which are essentially MSE residuals and have expected values of 1.0 and a standard deviation of about 0.2 (Bond, & Fox, 2007). Such values represent adequate fit, whereas values greater than 2.0 represent more variability than expected, and less than 1.0 can mean students did not independently respond to items. In this study, person infit and outfit statistics were produced in WINSTEPS.

To assess the relationship between testing mode (i.e., computer-based or paper-pencil based) and PSSA performance, we examined differences in person infit and outfit with respect to student characteristics (e.g., whether students have an individualized educational plan (IEP)) and test characteristics (e.g., whether forms were administered as CBT or PPT). The dependent variables were person infit and person outfit, and the independent (predictor) variables included mode, whether students had an IEP, whether students were ELs, and the interaction of mode and EL, and mode and IEP.

RESULTS

Means and standard deviations were computed for infit and outfit for each student subgroup and mode. Tables S–2M, S–2E, and S–2S display a summary of person fit means, standard deviations by Mode and group (EL and IEP) for mathematics, ELA, and science, respectively. As the table shows, there are minimal differences in the means and standard deviations for each group by mode, and person fit statistics are within acceptable ranges.

Table S–2M. Person Infit and Outfit Descriptive Statistics by Mathematics Grade, Mode, and Group

Grade	Group	Mode	N	Infit Mean	Infit SD	Outfit Mean	Outfit SD
3	EL (non-EL)	CBT	1205 (21794)	0.98 (0.97)	0.17 (0.19)	1.04 (1.00)	0.24 (0.25)
3	EL (non-EL)	PPT	5712 (87592)	1.02 (0.98)	0.18 (0.20)	1.09 (1.00)	0.26 (0.26)
3	IEP (non-IEP)	CBT	4878 (18121)	1.01 (0.96)	0.18 (0.19)	1.10 (0.98)	0.27 (0.24)
3	IEP (non-IEP)	PPT	17527 (75777)	1.02 (0.98)	0.19 (0.20)	1.09 (0.99)	0.27 (0.25)
4	EL (non-EL)	CBT	1260 (23740)	0.98 (0.97)	0.16 (0.20)	0.99 (0.95)	0.18 (0.22)
4	EL (non-EL)	PPT	5726 (85916)	1.00 (0.99)	0.16 (0.21)	1.04 (0.99)	0.20 (0.24)
4	IEP (non-IEP)	CBT	5443 (19557)	1.00 (0.96)	0.16 (0.21)	1.04 (0.92)	0.21 (0.21)
4	IEP (non-IEP)	PPT	17164 (74478)	1.02 (0.98)	0.17 (0.22)	1.06 (0.97)	0.21 (0.24)
5	EL (non-EL)	CBT	1051 (27081)	1.00 (1.00)	0.14 (0.20)	1.01 (0.97)	0.16 (0.19)
5	EL (non-EL)	PPT	4970 (83941)	1.01 (1.00)	0.14 (0.20)	1.04 (0.98)	0.17 (0.20)
5	IEP (non-IEP)	CBT	5869 (22263)	1.03 (0.99)	0.15 (0.20)	1.05 (0.95)	0.19 (0.18)
5	IEP (non-IEP)	PPT	16607 (72304)	1.02 (0.99)	0.15 (0.20)	1.06 (0.97)	0.19 (0.19)
6	EL (non-EL)	CBT	1231 (32988)	1.02 (0.98)	0.16 (0.19)	1.10 (0.99)	0.21 (0.22)
6	EL (non-EL)	PPT	4087 (79419)	1.03 (0.99)	0.16 (0.20)	1.12 (1.00)	0.22 (0.23)
6	IEP (non-IEP)	CBT	7252 (26967)	1.03 (0.96)	0.16 (0.19)	1.11 (0.96)	0.23 (0.20)
6	IEP (non-IEP)	PPT	14807 (68699)	1.04 (0.98)	0.17 (0.20)	1.12 (0.99)	0.23 (0.22)
7	EL (non-EL)	CBT	1312 (32843)	1.00 (0.97)	0.12 (0.17)	1.05 (0.98)	0.16 (0.18)
7	EL (non-EL)	PPT	4127 (79319)	1.01 (0.96)	0.11 (0.17)	1.05 (0.98)	0.15 (0.19)
7	IEP (non-IEP)	CBT	6931 (27224)	1.01 (0.96)	0.12 (0.18)	1.06 (0.96)	0.16 (0.18)
7	IEP (non-IEP)	PPT	14809 (68637)	1.01 (0.95)	0.12 (0.17)	1.06 (0.97)	0.17 (0.19)
8	EL (non-EL)	CBT	1115 (33073)	0.99 (0.96)	0.14 (0.19)	1.03 (0.96)	0.19 (0.2)
8	EL (non-EL)	PPT	4034 (80746)	1.02 (0.97)	0.14 (0.19)	1.08 (0.98)	0.20 (0.21)
8	IEP (non-IEP)	CBT	6919 (27269)	1.01 (0.95)	0.14 (0.19)	1.06 (0.94)	0.20 (0.19)
8	IEP (non-IEP)	PPT	14687 (70093)	1.02 (0.97)	0.14 (0.19)	1.08 (0.97)	0.21 (0.21)

Table S–2E. Person Infit and Outfit Descriptive Statistics by ELA Grade, Mode, and Group

Grade	Group	Mode	N	Infit Mean	Infit SD	Outfit Mean	Outfit SD
3	EL (non-EL)	CBT	1222 (22753)	1.04 (1.01)	0.18 (0.20)	1.07 (1.00)	0.19 (0.18)
3	EL (non-EL)	PPT	5285 (86502)	1.06 (1.04)	0.19 (0.20)	1.10 (1.04)	0.20 (0.20)
3	IEP (non-IEP)	CBT	4993 (18982)	1.04 (1.00)	0.18 (0.20)	1.07 (0.99)	0.19 (0.17)
3	IEP (non-IEP)	PPT	17347 (74440)	1.05 (1.04)	0.18 (0.20)	1.09 (1.03)	0.2 (0.19)
4	EL (non-EL)	CBT	1269 (24246)	1.00 (1.00)	0.28 (0.33)	1.12 (1.05)	0.29 (0.31)
4	EL (non-EL)	PPT	5325 (84959)	1.03 (1.03)	0.29 (0.35)	1.14 (1.07)	0.30 (0.34)
4	IEP (non-IEP)	CBT	5435 (20080)	1.00 (1.00)	0.27 (0.34)	1.14 (1.03)	0.31 (0.31)
4	IEP (non-IEP)	PPT	17000 (73284)	1.02 (1.03)	0.28 (0.36)	1.14 (1.06)	0.32 (0.34)
5	EL (non-EL)	CBT	1076 (28283)	1.07 (1.03)	0.34 (0.35)	1.16 (1.07)	0.36 (0.34)
5	EL (non-EL)	PPT	4595 (82654)	1.09 (1.03)	0.34 (0.34)	1.20 (1.07)	0.40 (0.35)
5	IEP (non-IEP)	CBT	6016 (23343)	1.05 (1.03)	0.33 (0.36)	1.16 (1.05)	0.37 (0.33)
5	IEP (non-IEP)	PPT	16413 (70836)	1.05 (1.02)	0.33 (0.34)	1.16 (1.06)	0.38 (0.35)
6	EL (non-EL)	CBT	1270 (35306)	1.04 (1.00)	0.29 (0.33)	1.15 (1.03)	0.29 (0.29)
6	EL (non-EL)	PPT	3703 (76809)	1.02 (1.00)	0.28 (0.33)	1.12 (1.02)	0.28 (0.29)
6	IEP (non-IEP)	CBT	7577 (28999)	1.03 (0.99)	0.29 (0.33)	1.12 (1.01)	0.28 (0.29)
6	IEP (non-IEP)	PPT	14430 (66082)	1.01 (1.00)	0.28 (0.34)	1.10 (1.01)	0.27 (0.29)
7	EL (non-EL)	CBT	1394 (36069)	1.03 (1.01)	0.30 (0.34)	1.15 (1.05)	0.33 (0.33)
7	EL (non-EL)	PPT	3696 (76157)	1.06 (1.01)	0.33 (0.34)	1.16 (1.05)	0.35 (0.32)
7	IEP (non-IEP)	CBT	7435 (30028)	1.03 (1.00)	0.31 (0.35)	1.14 (1.03)	0.34 (0.32)
7	IEP (non-IEP)	PPT	14278 (65575)	1.02 (1.01)	0.30 (0.35)	1.13 (1.04)	0.32 (0.32)
8	EL (non-EL)	CBT	1212 (36209)	1.04 (1.02)	0.30 (0.36)	1.17 (1.06)	0.32 (0.33)
8	EL (non-EL)	PPT	3636 (77880)	1.06 (1.01)	0.32 (0.35)	1.19 (1.04)	0.35 (0.32)
8	IEP (non-IEP)	CBT	7438 (29983)	1.02 (1.02)	0.31 (0.37)	1.15 (1.04)	0.32 (0.32)
8	IEP (non-IEP)	PPT	14223 (67293)	1.01 (1.01)	0.30 (0.36)	1.12 (1.03)	0.31 (0.33)

Table S–2S. Person Infit and Outfit Descriptive Statistics by Science Grade, Mode, and Group

Grade	Group	Mode	N	Infit Mean	Infit SD	Outfit Mean	Outfit SD
4	EL (non-EL)	CBT	1458 (26305)	1.01 (0.98)	0.14 (0.13)	1.05 (0.97)	0.20 (0.18)
4	EL (non-EL)	PPT	5529 (83089)	1.04 (0.98)	0.14 (0.13)	1.09 (0.98)	0.21 (0.19)
4	IEP (non-IEP)	CBT	5852 (21911)	1.03 (0.97)	0.14 (0.13)	1.06 (0.95)	0.21 (0.17)
4	IEP (non-IEP)	PPT	16690 (71928)	1.03 (0.98)	0.14 (0.13)	1.06 (0.96)	0.21 (0.18)
8	EL (non-EL)	CBT	1270 (38466)	1.02 (0.98)	0.12 (0.13)	1.06 (0.96)	0.17 (0.18)
8	EL (non-EL)	PPT	3872 (74785)	1.02 (0.98)	0.11 (0.13)	1.06 (0.97)	0.18 (0.18)
8	IEP (non-IEP)	CBT	7728 (32008)	1.02 (0.97)	0.12 (0.13)	1.04 (0.95)	0.18 (0.17)
8	IEP (non-IEP)	PPT	13700 (64957)	1.02 (0.98)	0.12 (0.13)	1.05 (0.95)	0.18 (0.18)

To further analyze differences in person fit, we conducted multivariate analyses in SAS to examine the main effect of mode, IEP and EL status, and interaction effects of mode and IEP, and mode and EL status. Table S–3 summarizes the overall results from the generalized linear model using mean-square infit and mean-square outfit as the dependent variables. Statistics reported include the F Value, the associated significance value (Sig.), and the amount of variance explained by the model (R^2) or effect size. Although all significance values are less than .05, indicating statistical significance of the models, the R-square values indicate that the model explains very little variation in person fit (min = .001, max = .073). Meaning, mode, EL and IEP explain very little of person infit and outfit and therefore person fit cannot be reliably predicted by mode. After analyzing individual results, mode is a significant predictor in 21 of the 28 models, split across infit and outfit models, often occurring within the same subject and grade level. For example, mode was a significant predictor of person infit and outfit for mathematics grade 6 ($p = .0009$, and $p < .0001$, respectively). Furthermore, although mode for mathematics and science tended to be a stronger predictor for person fit than ELA, mode explains very little variance in person fit. R-squared values provide an indication of effect size of significant findings, effect sizes less than .1 are very small.

Table S-3. Multivariate Regression Model Results by Subject and Grade Level

Subject	Grade	Person Fit	F Value	Sig.	R-Square
Mathematics	3	Infit	202.56	<.0001	0.009
Mathematics	3	Outfit	738.25	<.0001	0.031
Mathematics	4	Infit	165.00	<.0001	0.007
Mathematics	4	Outfit	821.95	<.0001	0.034
Mathematics	5	Infit	100.48	<.0001	0.004
Mathematics	5	Outfit	916.71	<.0001	0.038
Mathematics	6	Infit	461.05	<.0001	0.019
Mathematics	6	Outfit	1853.40	<.0001	0.073
Mathematics	7	Infit	469.25	<.0001	0.020
Mathematics	7	Outfit	1114.71	<.0001	0.045
Mathematics	8	Infit	372.06	<.0001	0.015
Mathematics	8	Outfit	1451.92	<.0001	0.058
ELA	3	Infit	140.90	<.0001	0.006
ELA	3	Outfit	654.88	<.0001	0.028
ELA	4	Infit	45.55	<.0001	0.002
ELA	4	Outfit	304.95	<.0001	0.013
ELA	5	Infit	46.43	<.0001	0.002
ELA	5	Outfit	403.40	<.0001	0.017
ELA	6	Infit	24.17	<.0001	0.001
ELA	6	Outfit	600.96	<.0001	0.025
ELA	7	Infit	26.23	<.0001	0.001
ELA	7	Outfit	404.99	<.0001	0.017
ELA	8	Infit	21.23	<.0001	0.001
ELA	8	Outfit	484.83	<.0001	0.020
Science	4	Infit	663.52	<.0001	0.028
Science	4	Outfit	1611.63	<.0001	0.065
Science	8	Infit	466.15	<.0001	0.019
Science	8	Outfit	1350.55	<.0001	0.054

CONCLUSION AND FUTURE DIRECTIONS

The analyses conducted here provide preliminary evidence that there is little influence of mode on person infit and outfit statistics, suggesting that the data fit the model regardless of mode, EL, and IEP status. Although the results show statistical significance, there is very little practical significance in the results of the study. In all the models analyzed, less than 10% of the variance in infit and outfit was explained by the predictors.

APPENDIX T: PRE-EQUATING VERIFICATION RESULTS

PRE-EQUATING VERIFICATION RESULTS

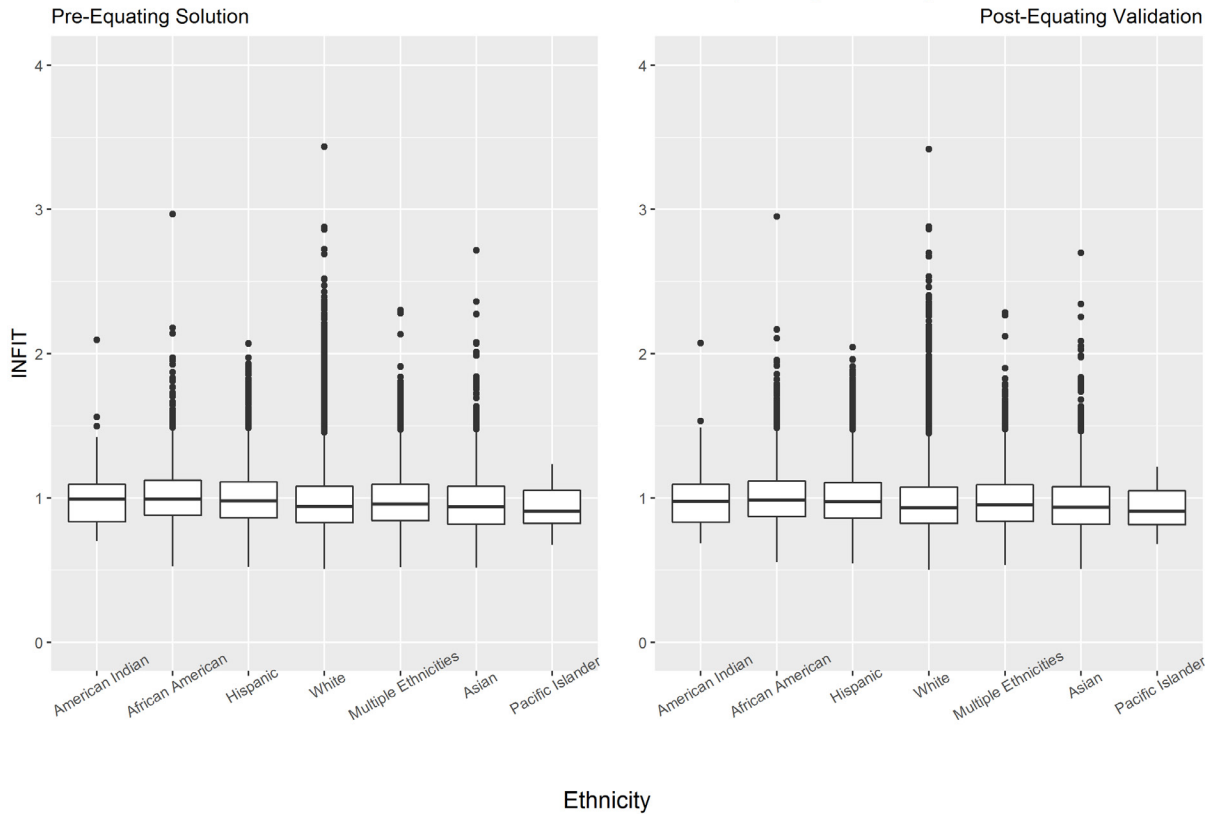
Appendix T contains information and results based on the data used for the pre-equating verification. Results are presented for the fully-anchored pre-equating solution (hereinafter “pre-equating”) and the partially anchored pre-equating solution when misfitting items were freely calibrated (hereinafter “post-equating”). The results presented in this appendix provide support for utilizing the pre-equated solution for all student reporting. A complete description of the pre-equating verification process is discussed in Chapter Fifteen.

Figure T–1 shows person infit boxplots for pre-equated (left) and post-equated (right) solutions by subject and grade.

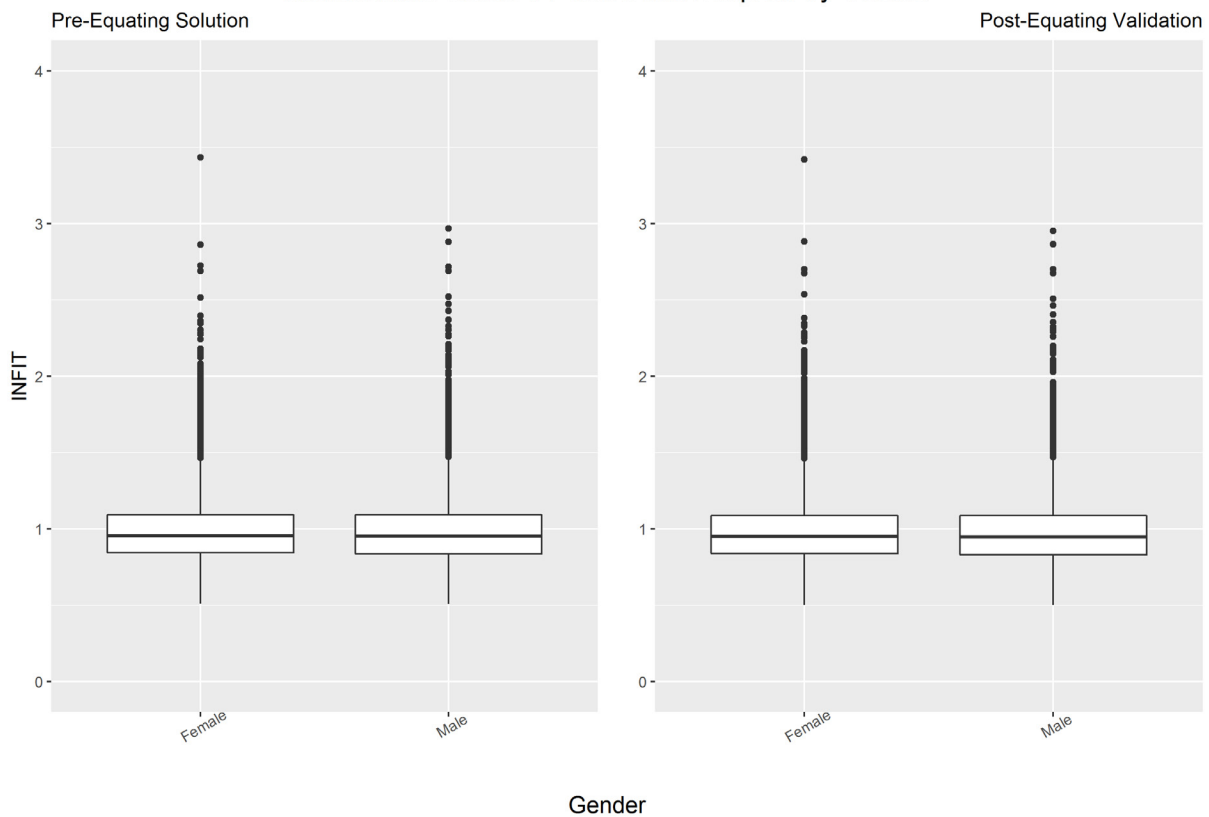
Figure T-1. Person Infit Boxplots by Subject and Grade for Pre- and Post-Equated Solutions

Mathematics Grade 3

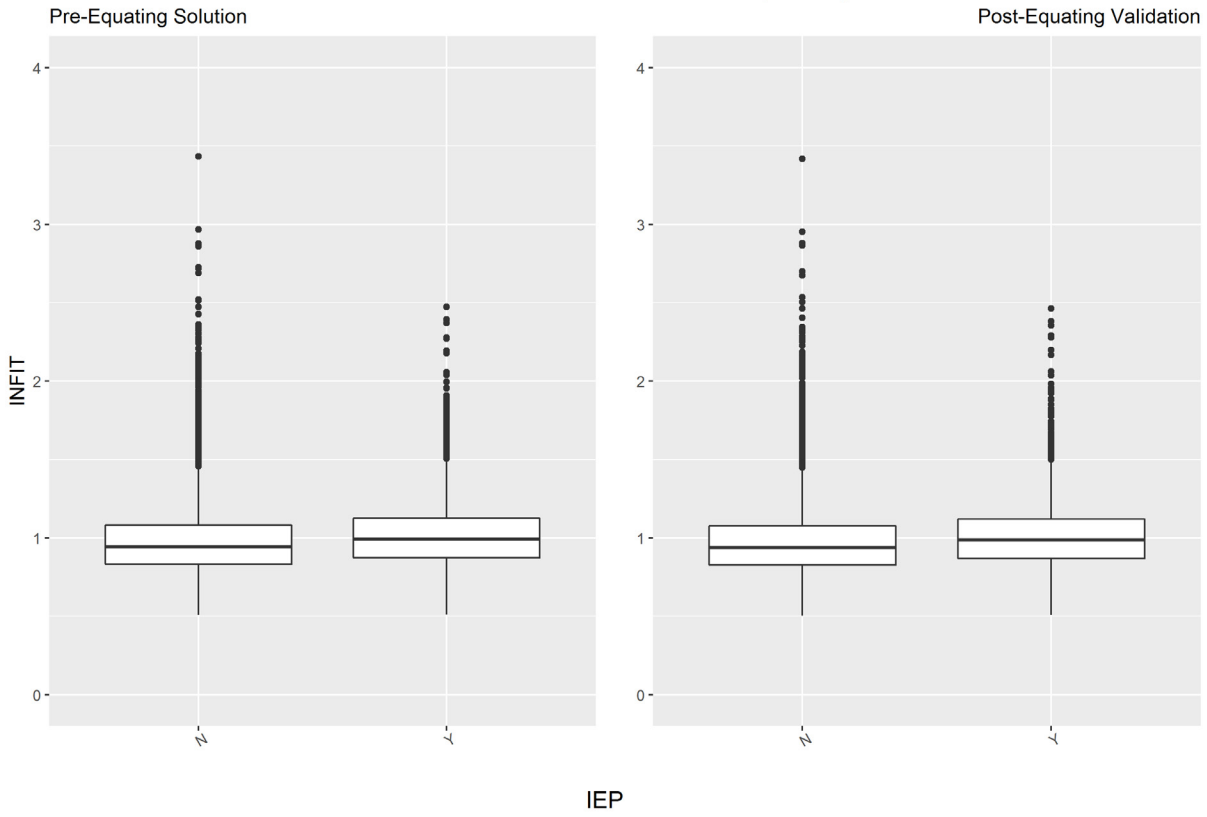
Mathematics Grade 3 Person Infit Boxplots by Ethnicity



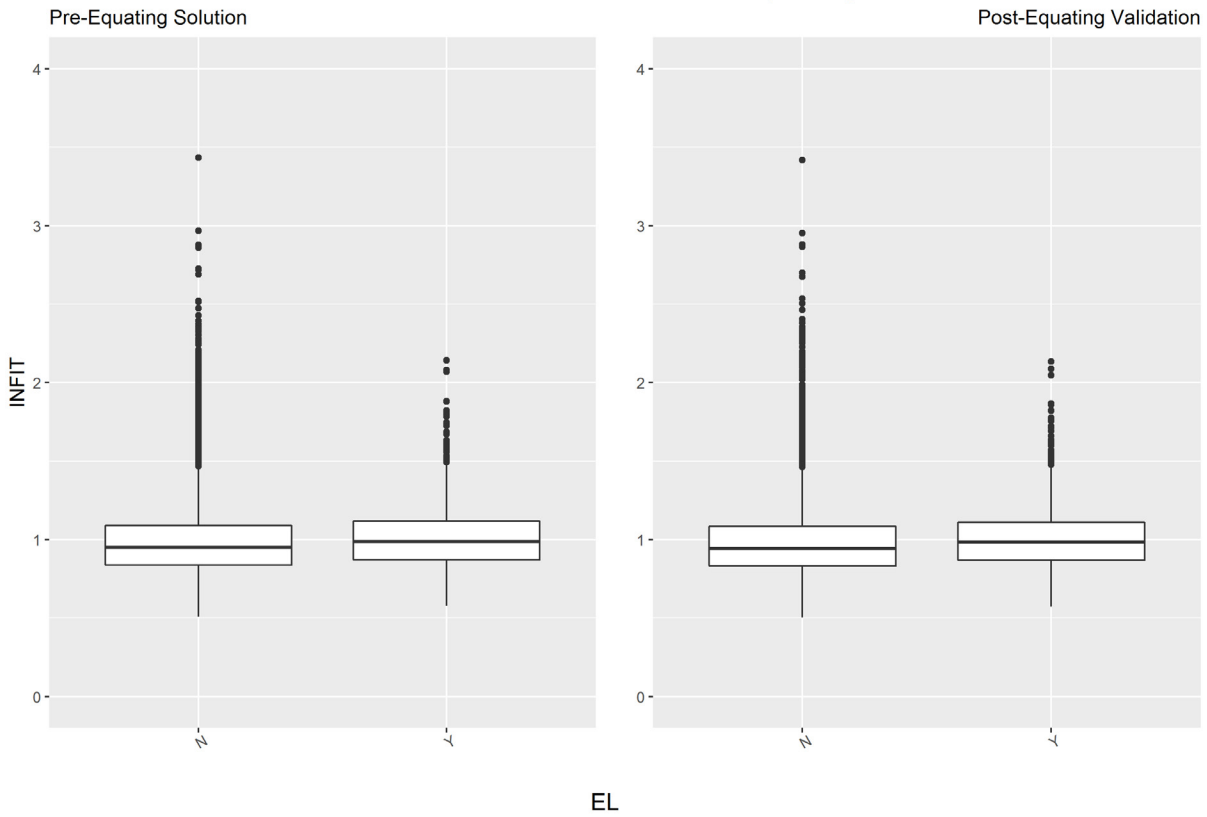
Mathematics Grade 3 Person Infit Boxplots by Gender



Mathematics Grade 3 Person Infit Boxplots by IEP

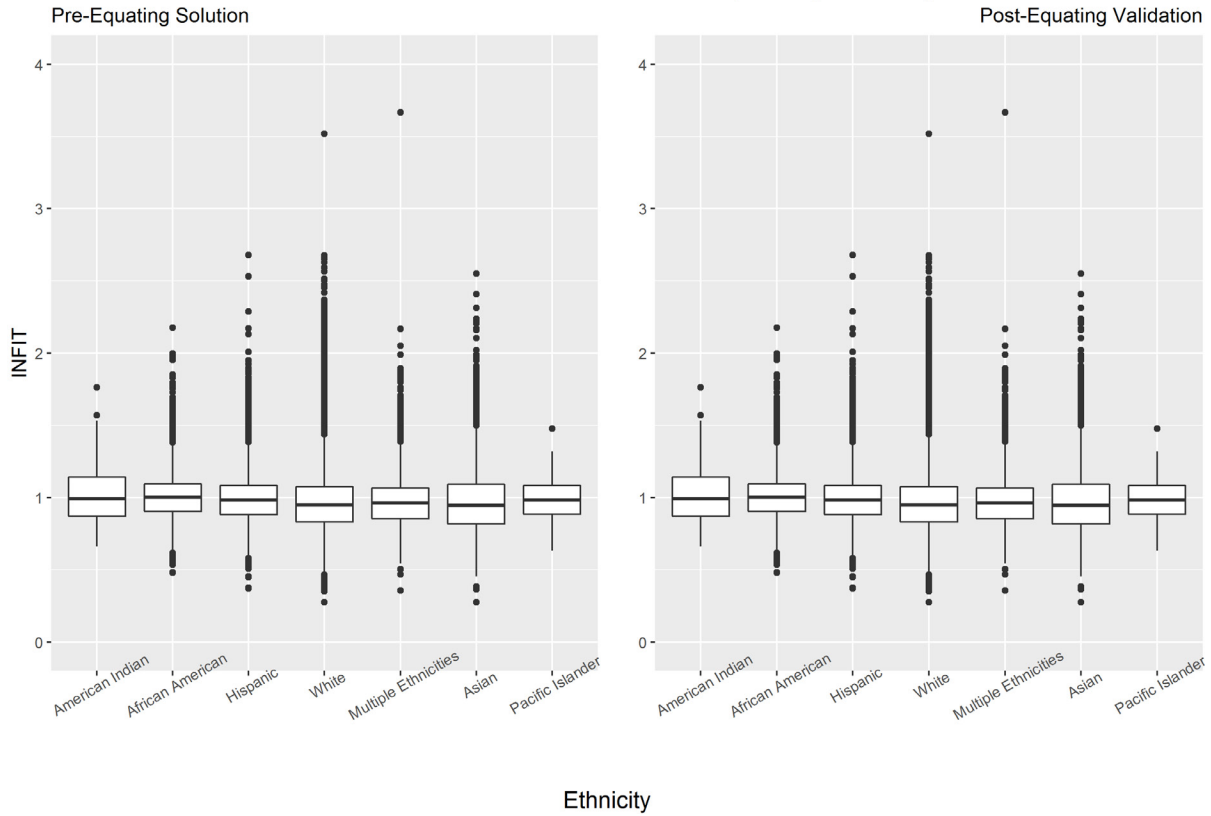


Mathematics Grade 3 Person Infit Boxplots by EL

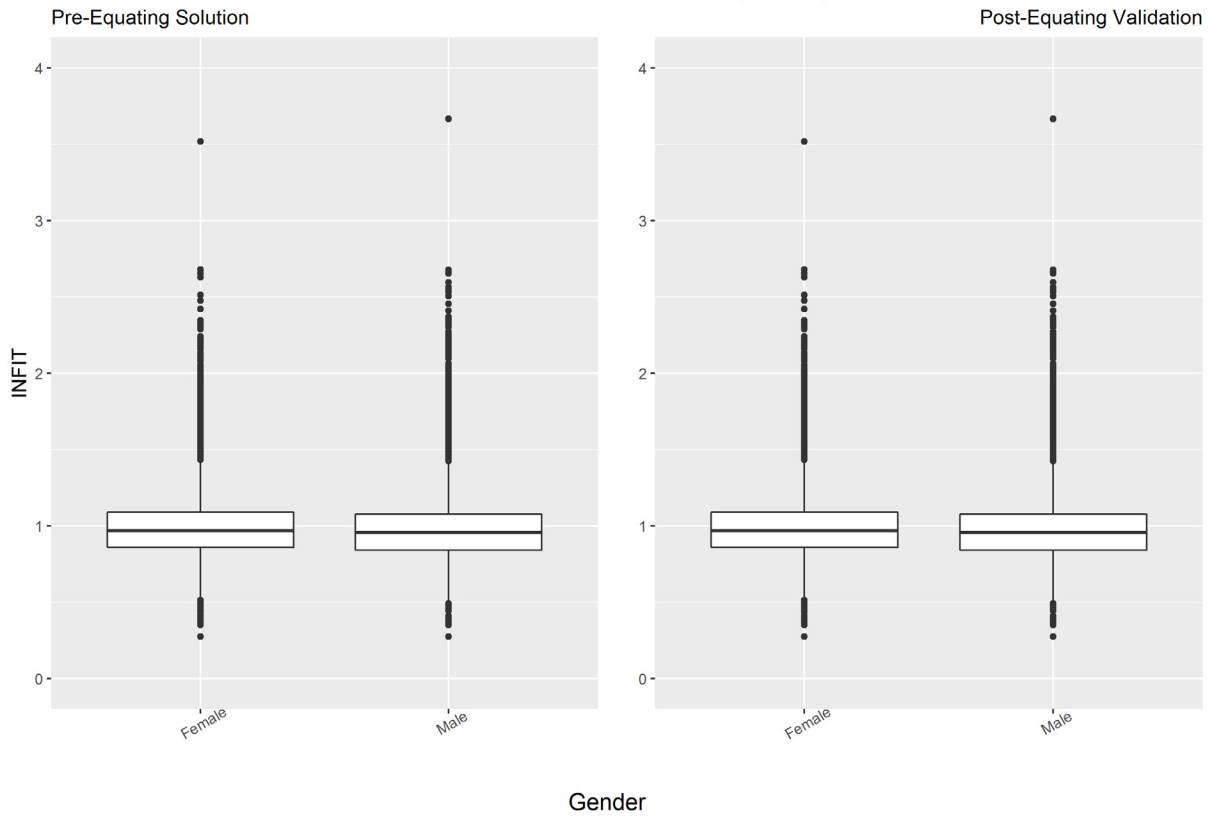


Mathematics Grade 4

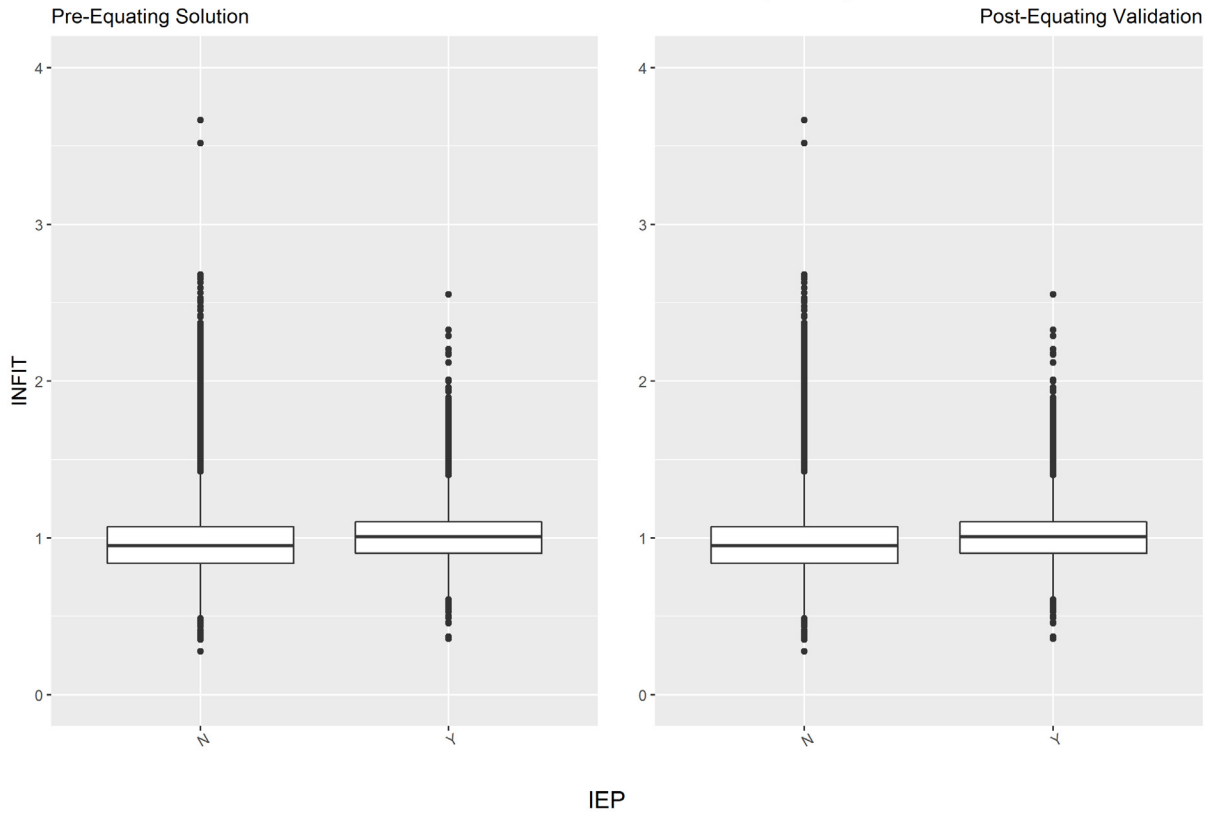
Mathematics Grade 4 Person Infit Boxplots by Ethnicity



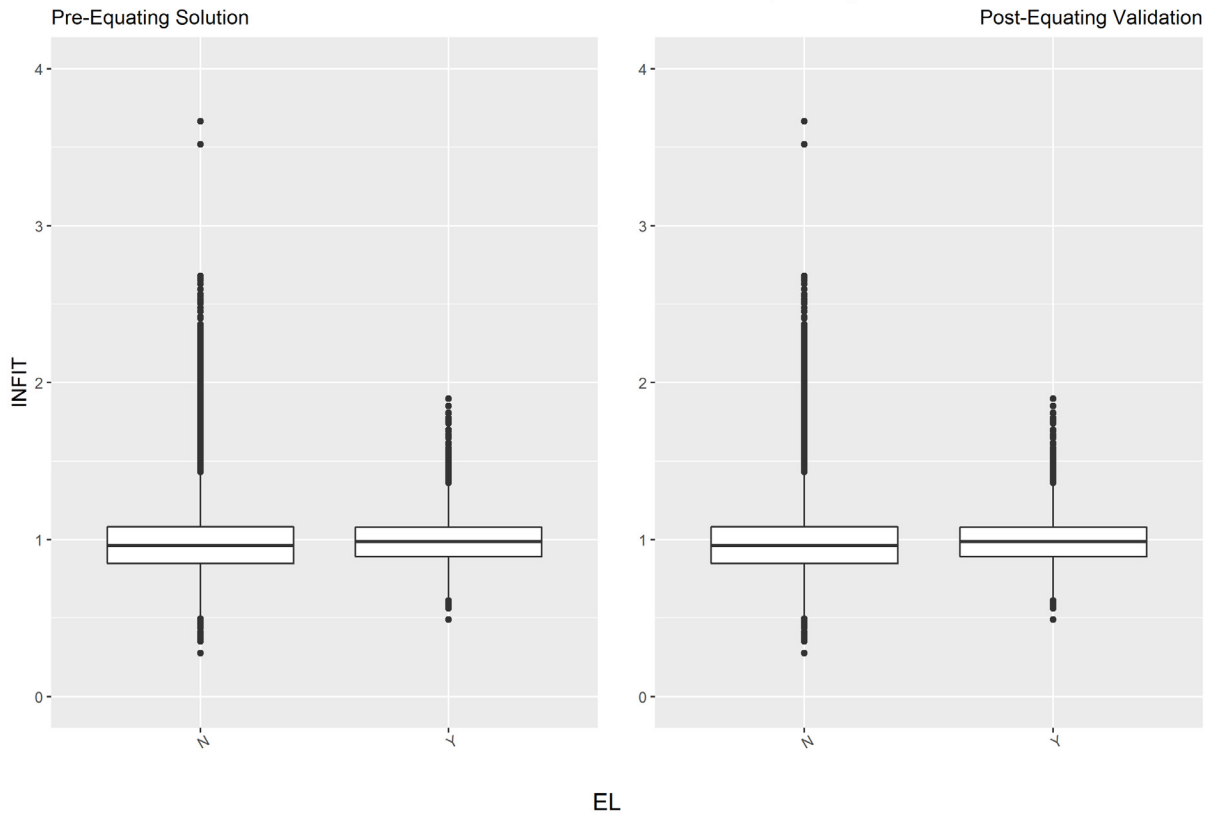
Mathematics Grade 4 Person Infit Boxplots by Gender



Mathematics Grade 4 Person Infit Boxplots by IEP

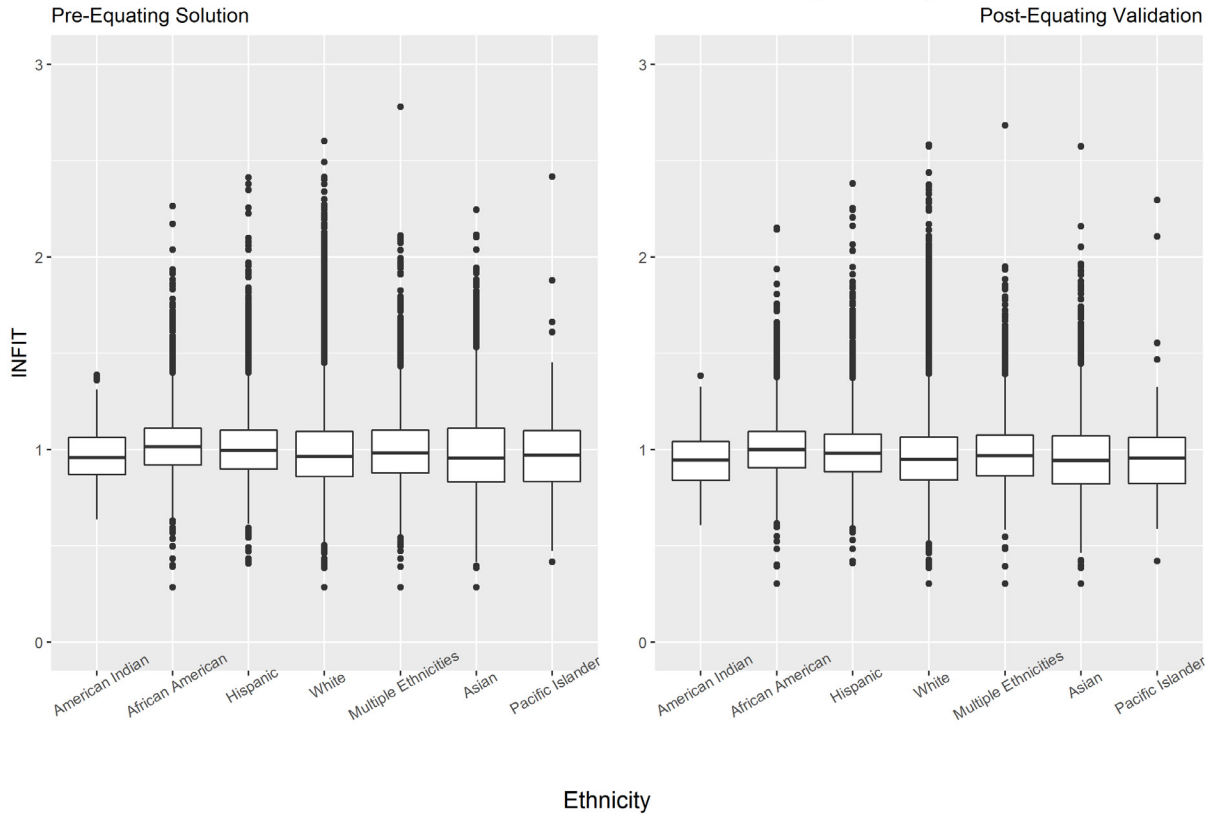


Mathematics Grade 4 Person Infit Boxplots by EL

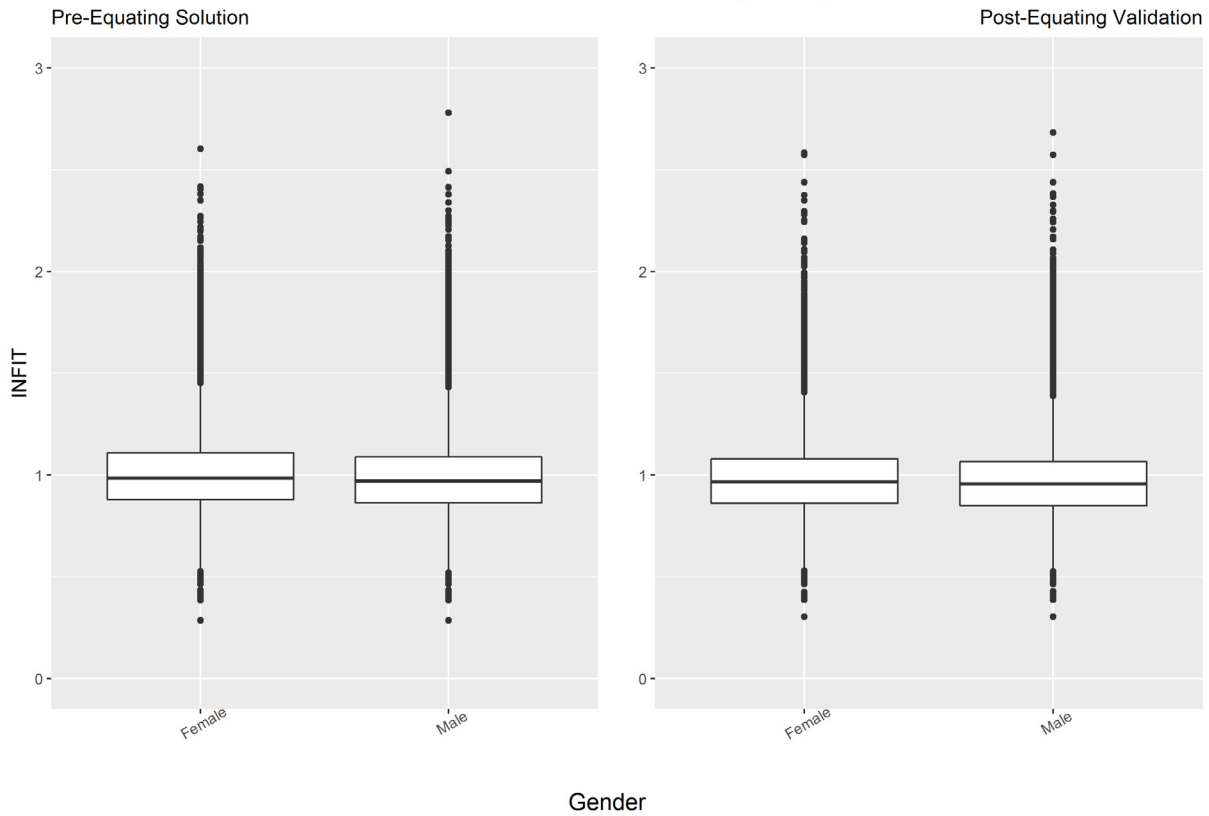


Mathematics Grade 5

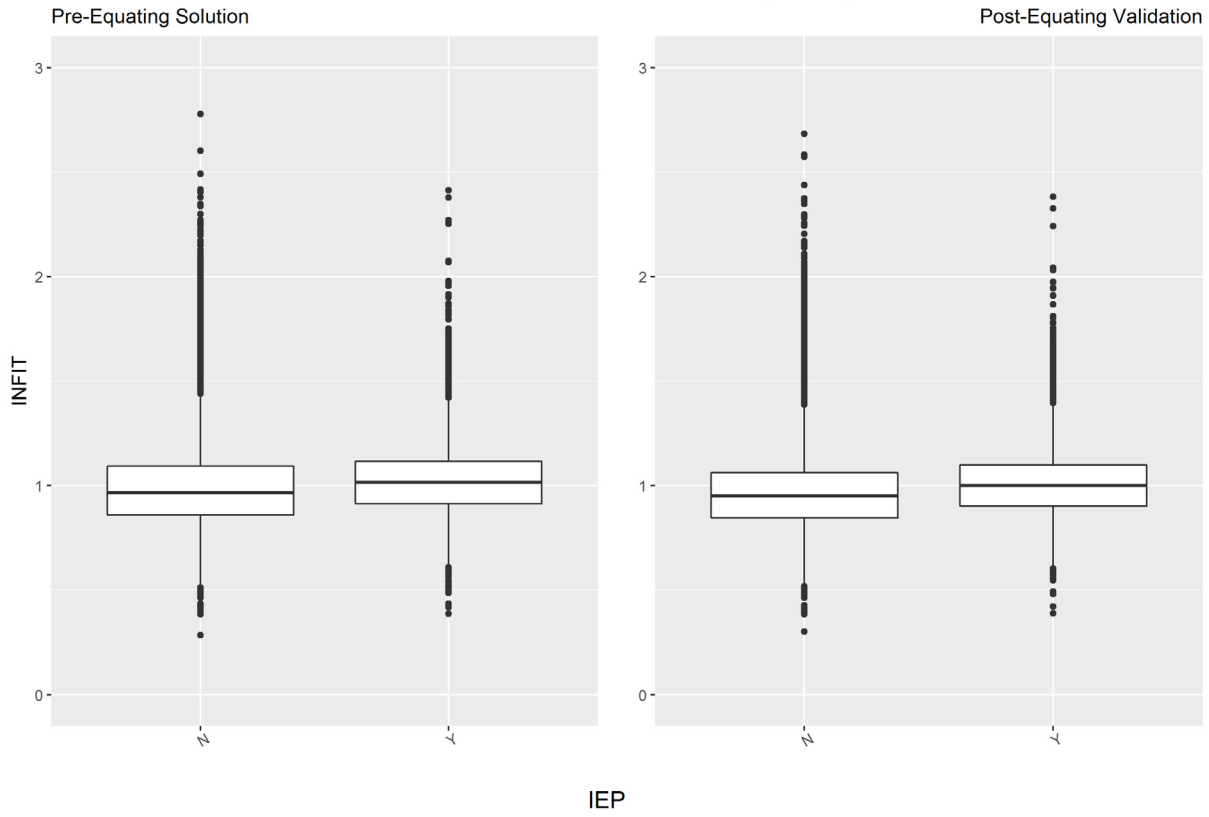
Mathematics Grade 5 Person Infit Boxplots by Ethnicity



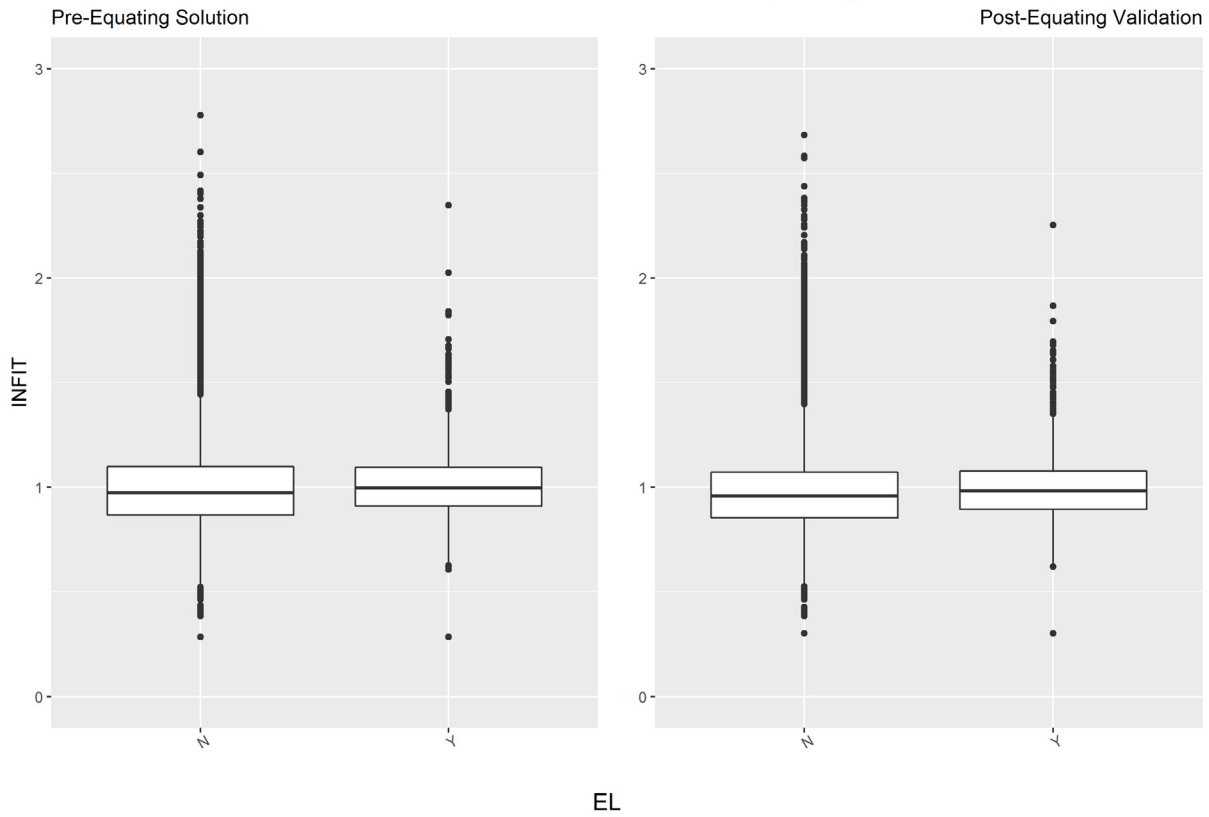
Mathematics Grade 5 Person Infit Boxplots by Gender



Mathematics Grade 5 Person Infit Boxplots by IEP

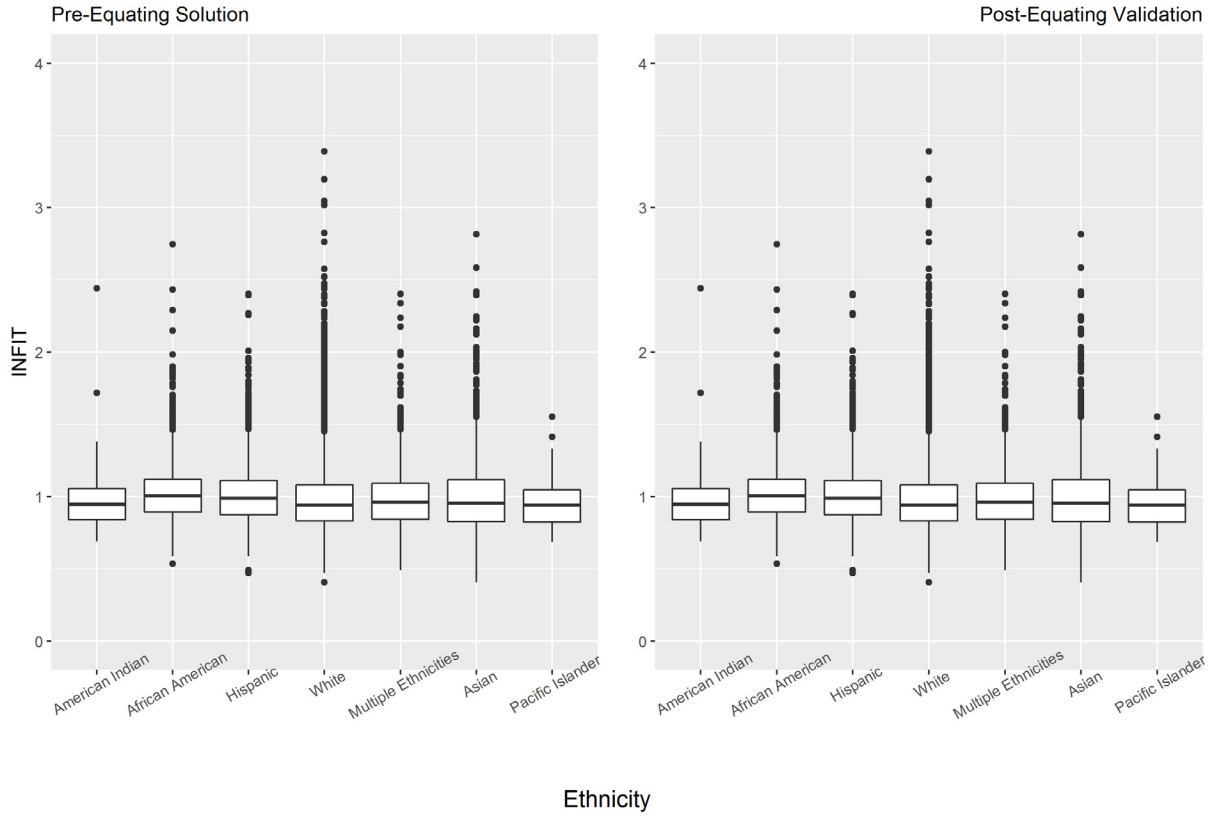


Mathematics Grade 5 Person Infit Boxplots by EL

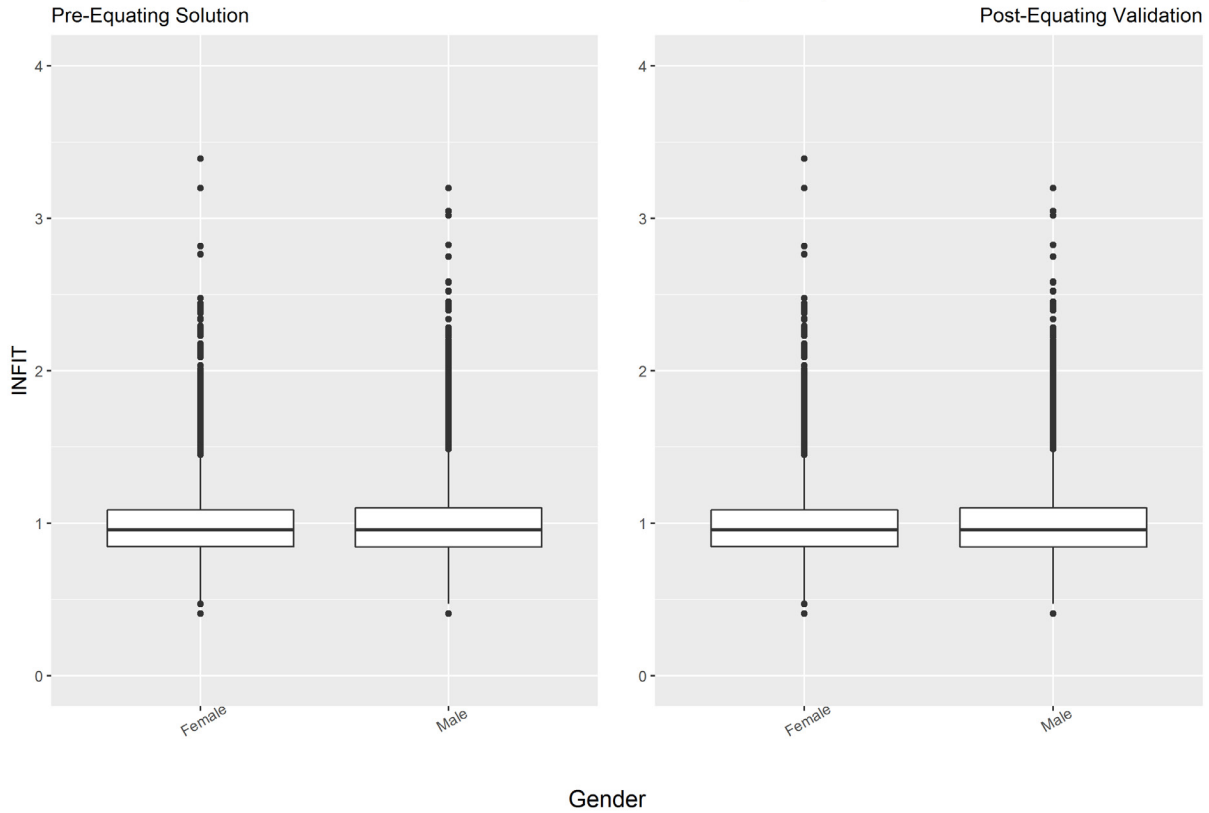


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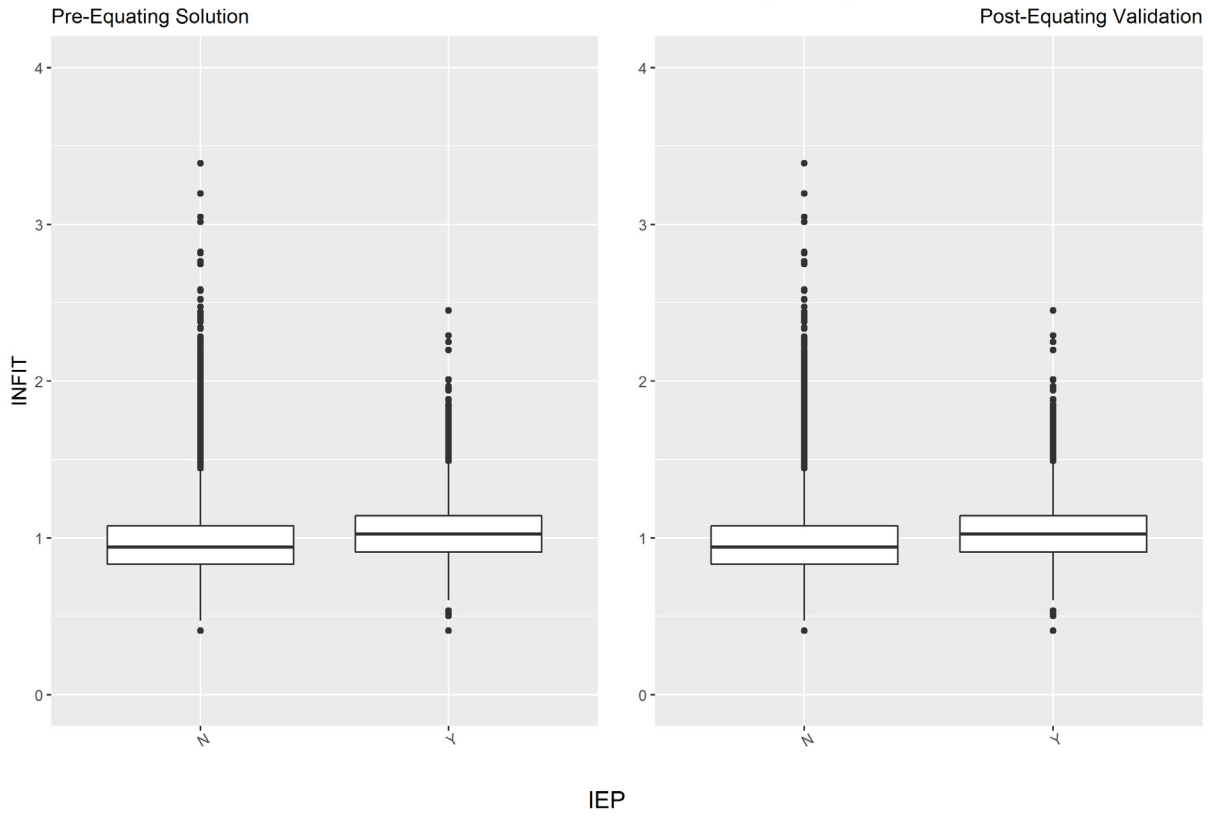
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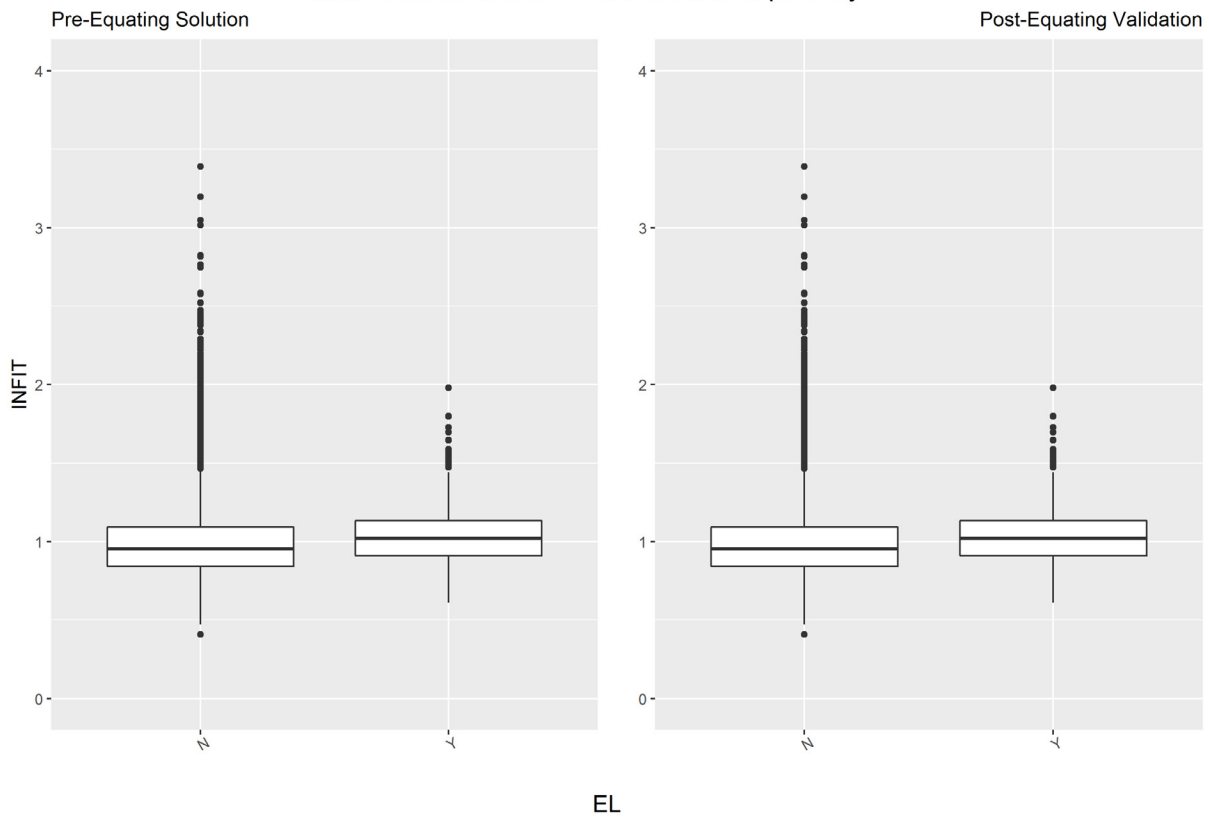
Mathematics Grade 6 Person Infit Boxplots by Gender



Mathematics Grade 6 Person Infit Boxplots by IEP

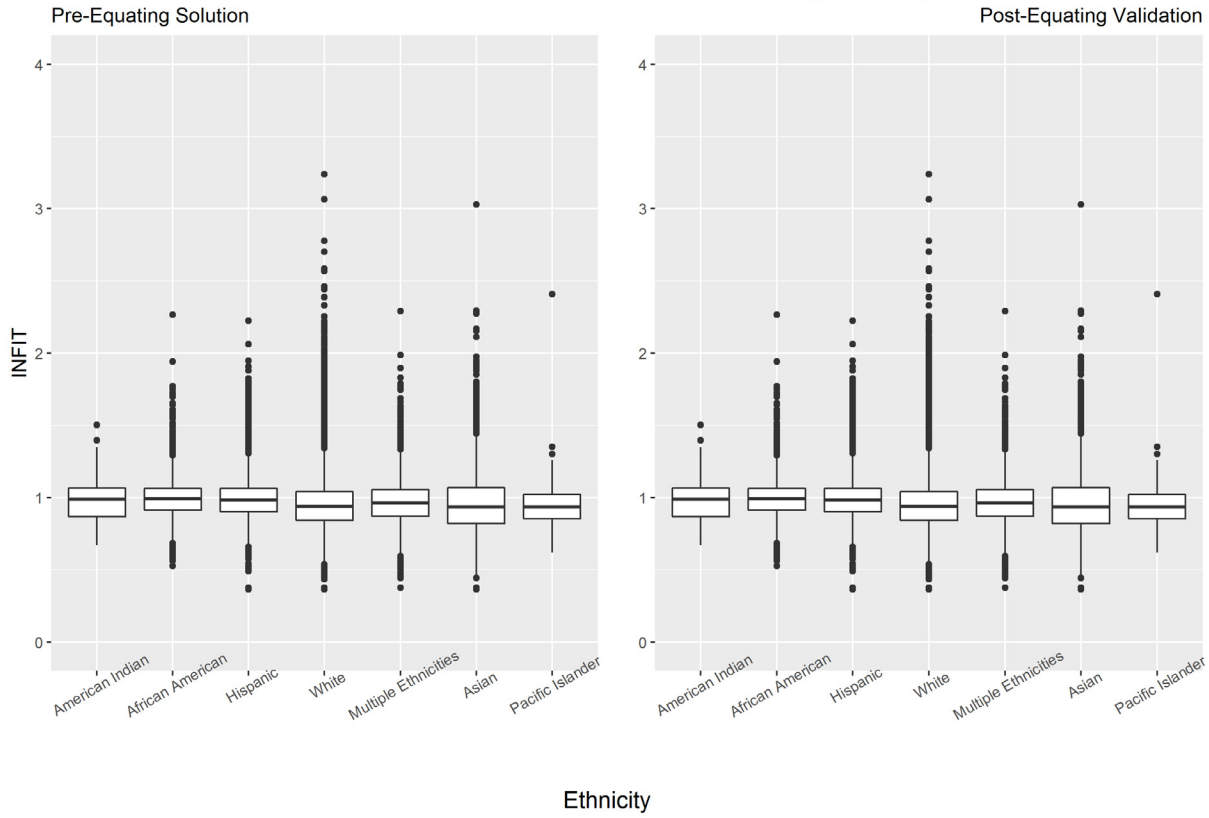


Mathematics Grade 6 Person Infit Boxplots by EL

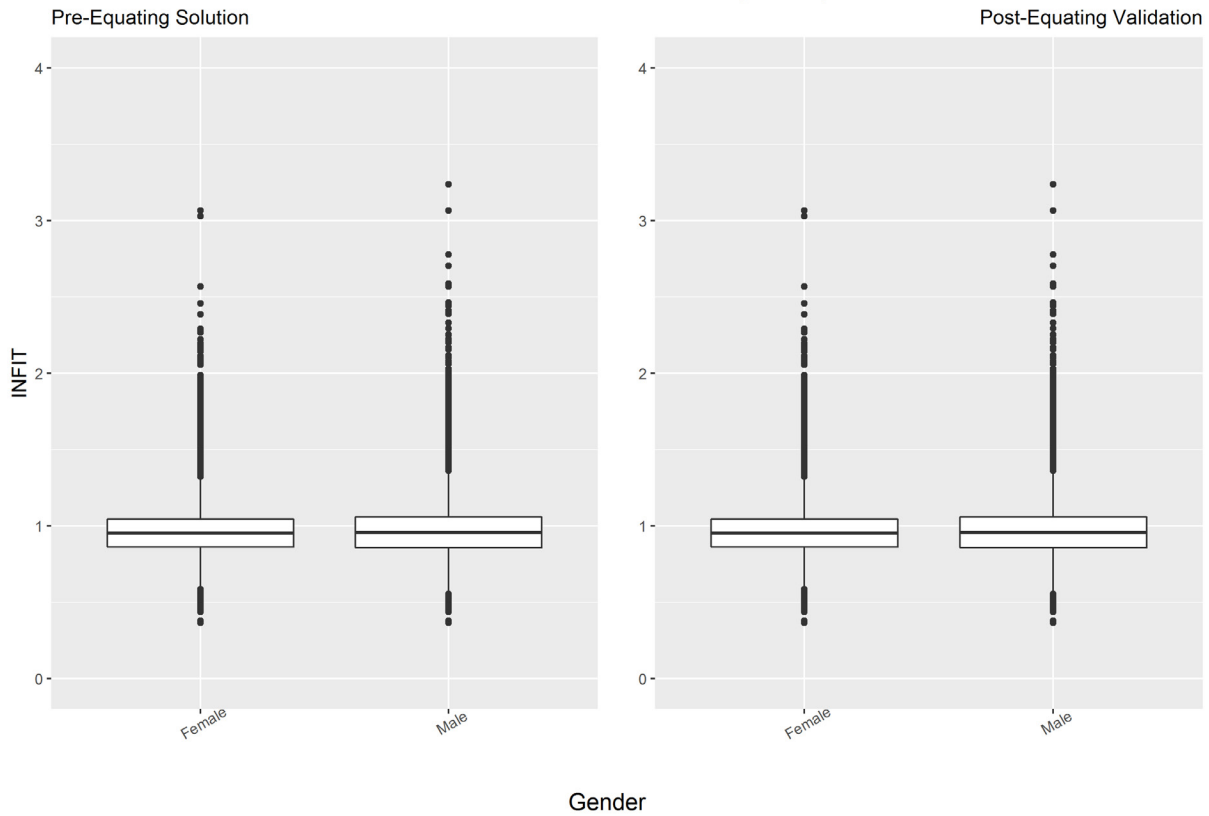


Mathematics Grade 7

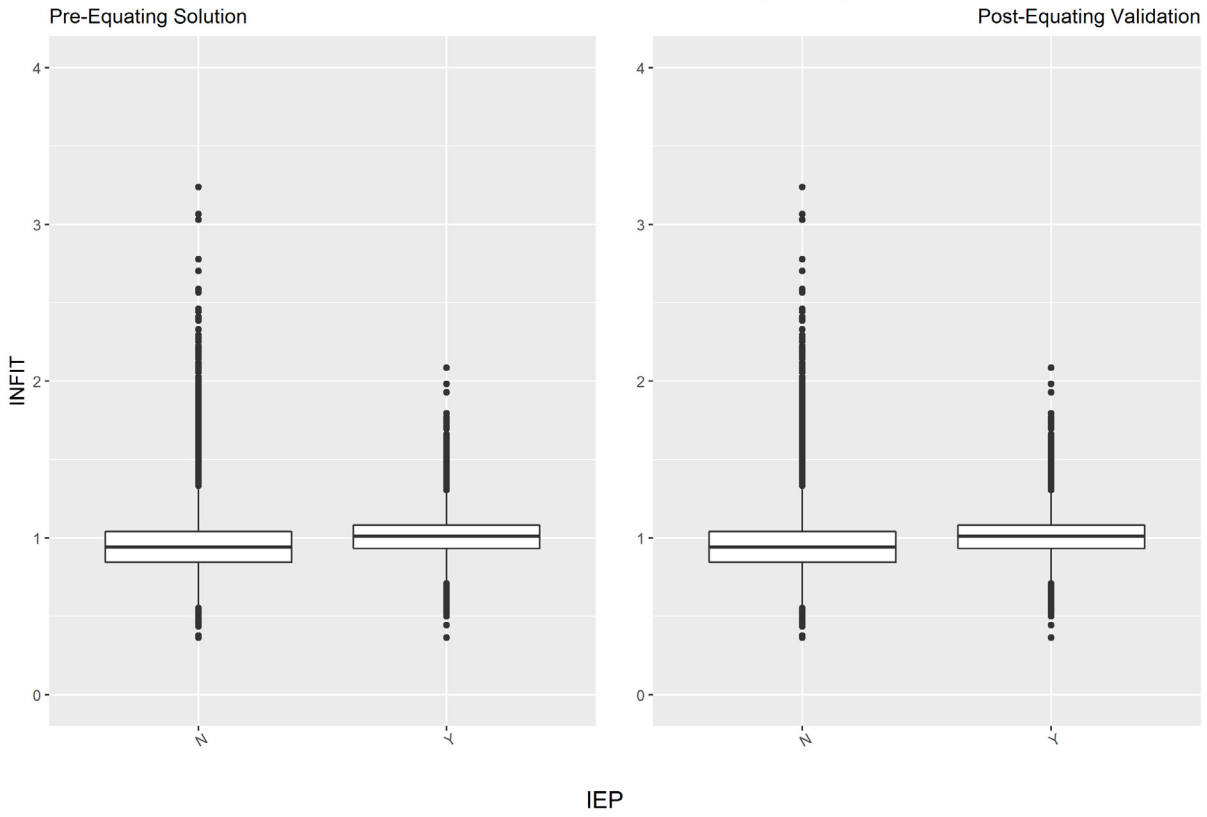
Mathematics Grade 7 Person Infit Boxplots by Ethnicity



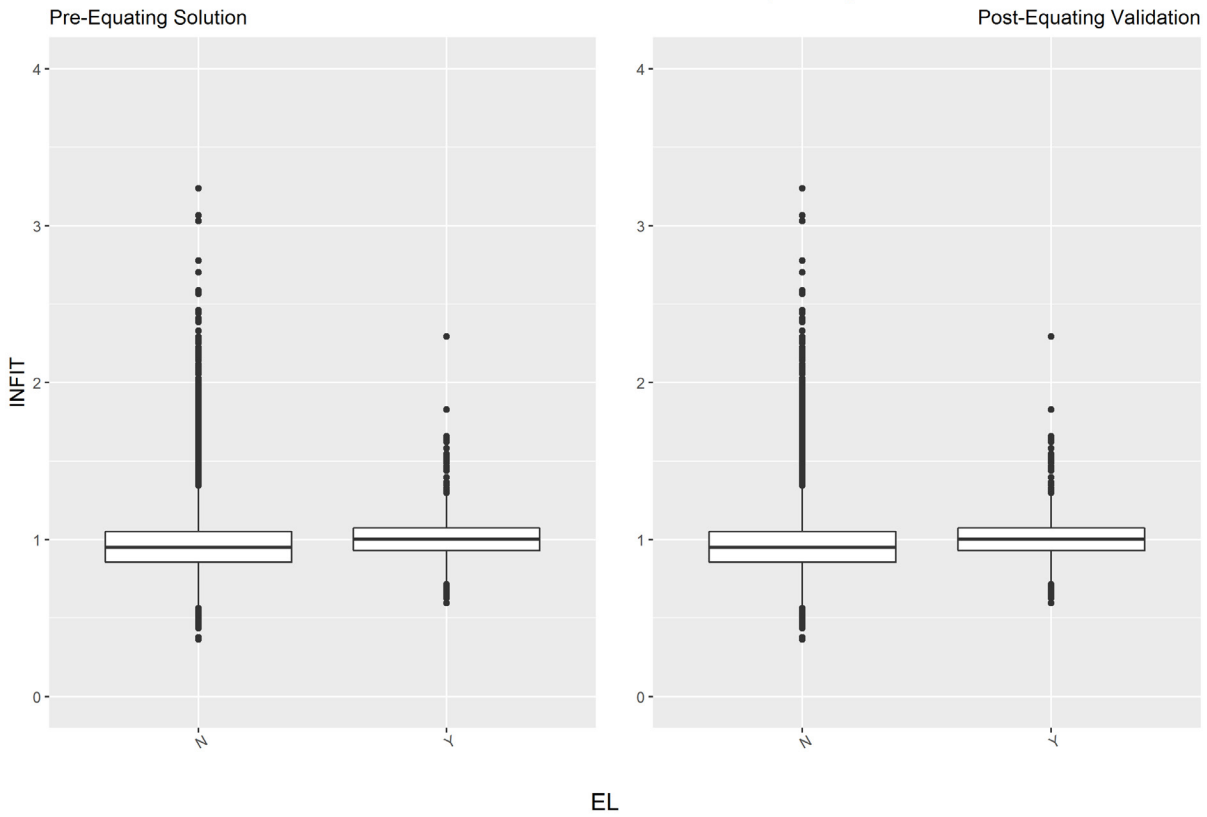
Mathematics Grade 7 Person Infit Boxplots by Gender



Mathematics Grade 7 Person Infit Boxplots by IEP

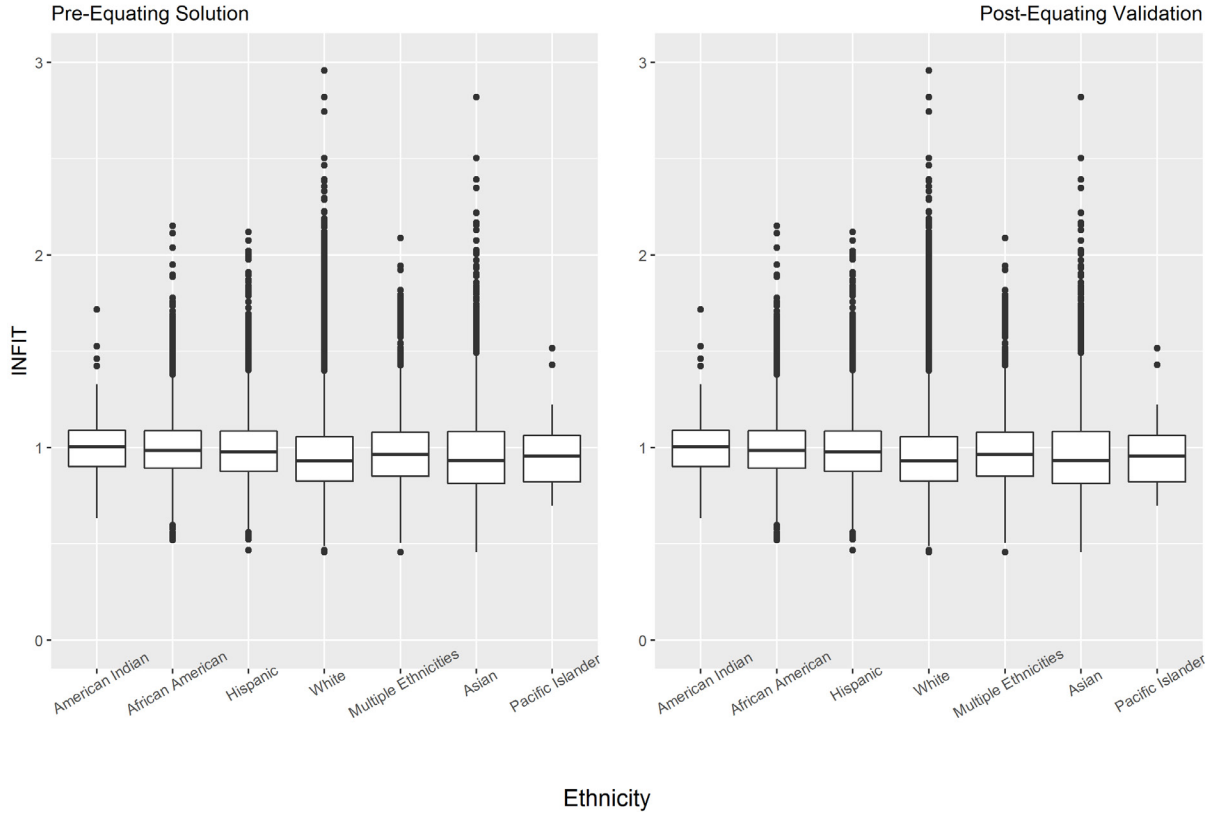


Mathematics Grade 7 Person Infit Boxplots by EL

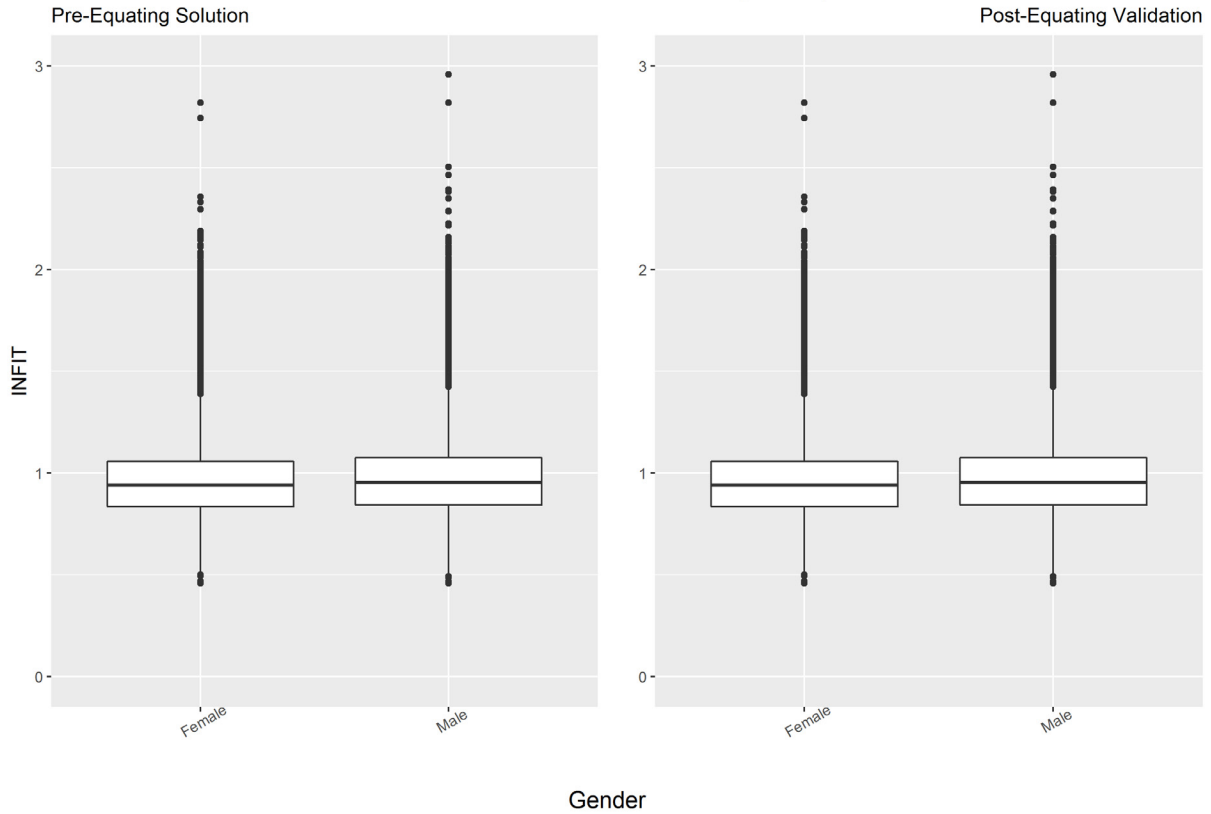


Mathematics Grade 8

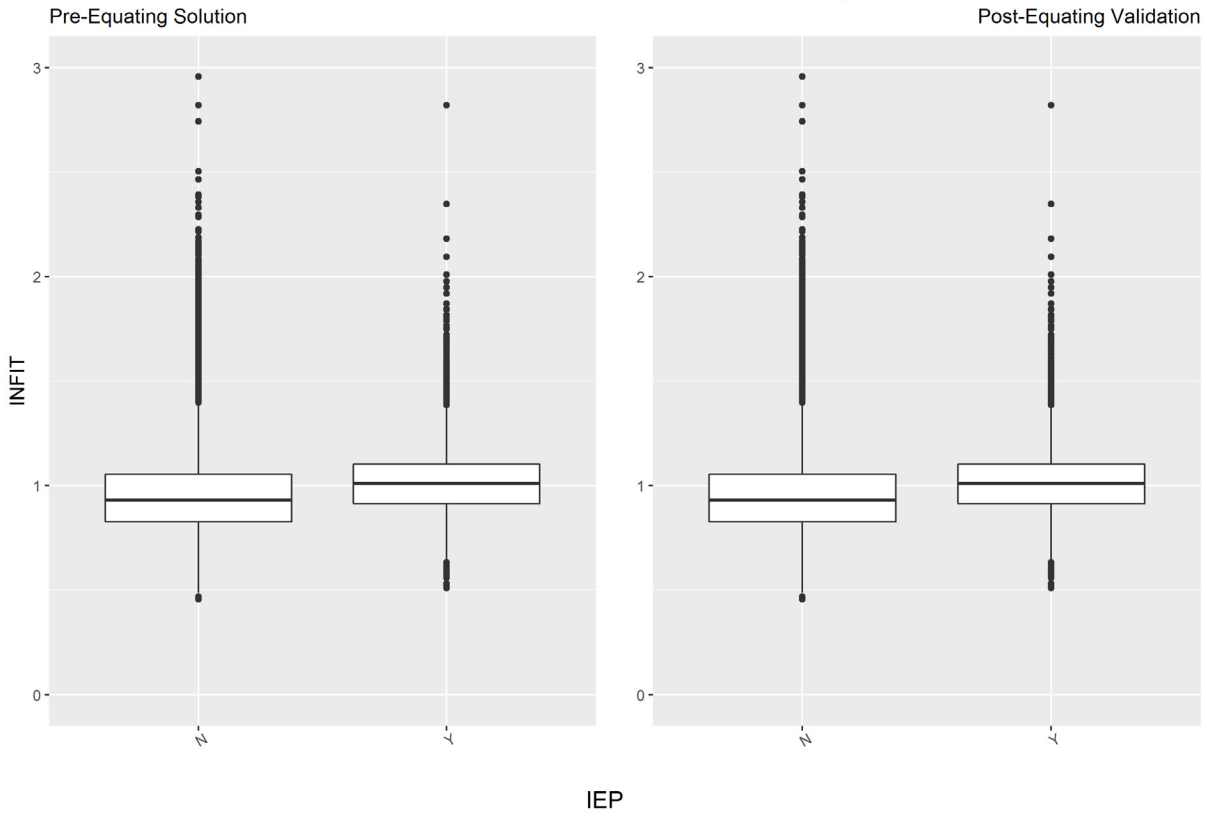
Mathematics Grade 8 Person Infit Boxplots by Ethnicity



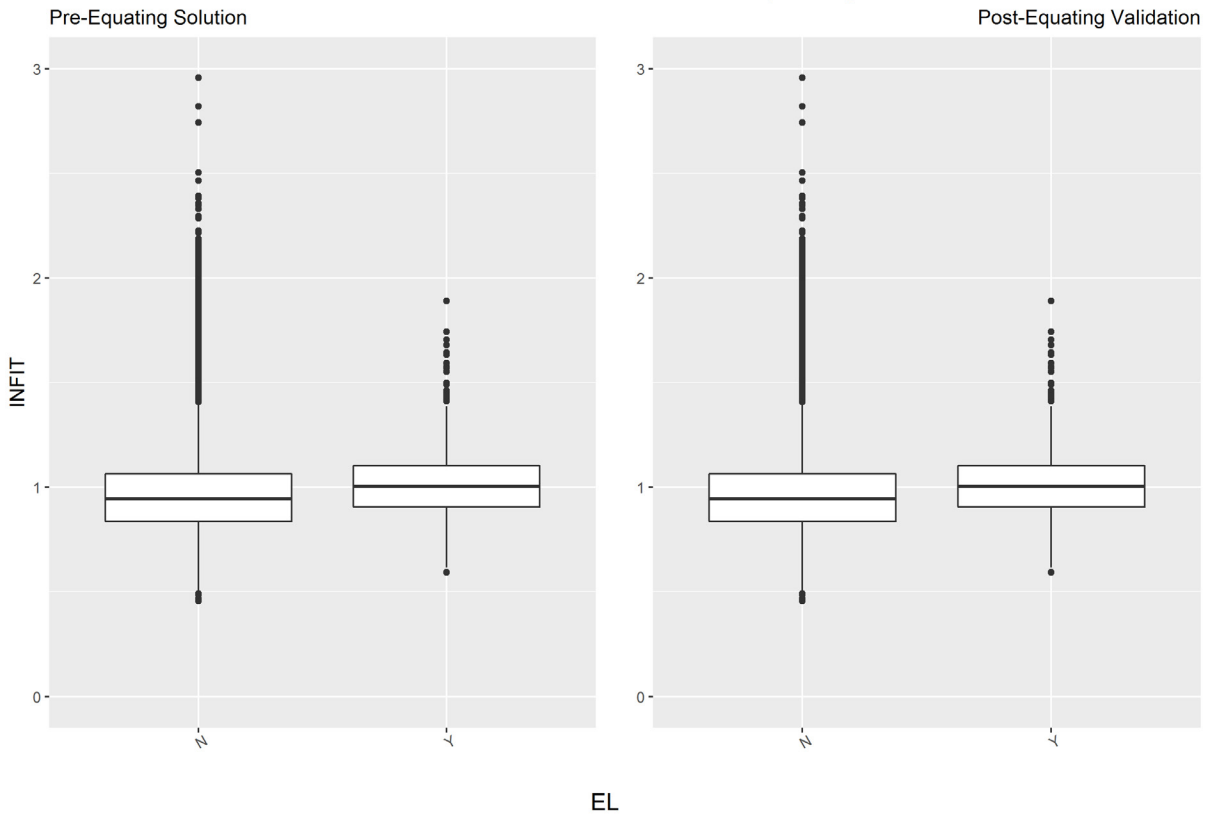
Mathematics Grade 8 Person Infit Boxplots by Gender



Mathematics Grade 8 Person Infit Boxplots by IEP

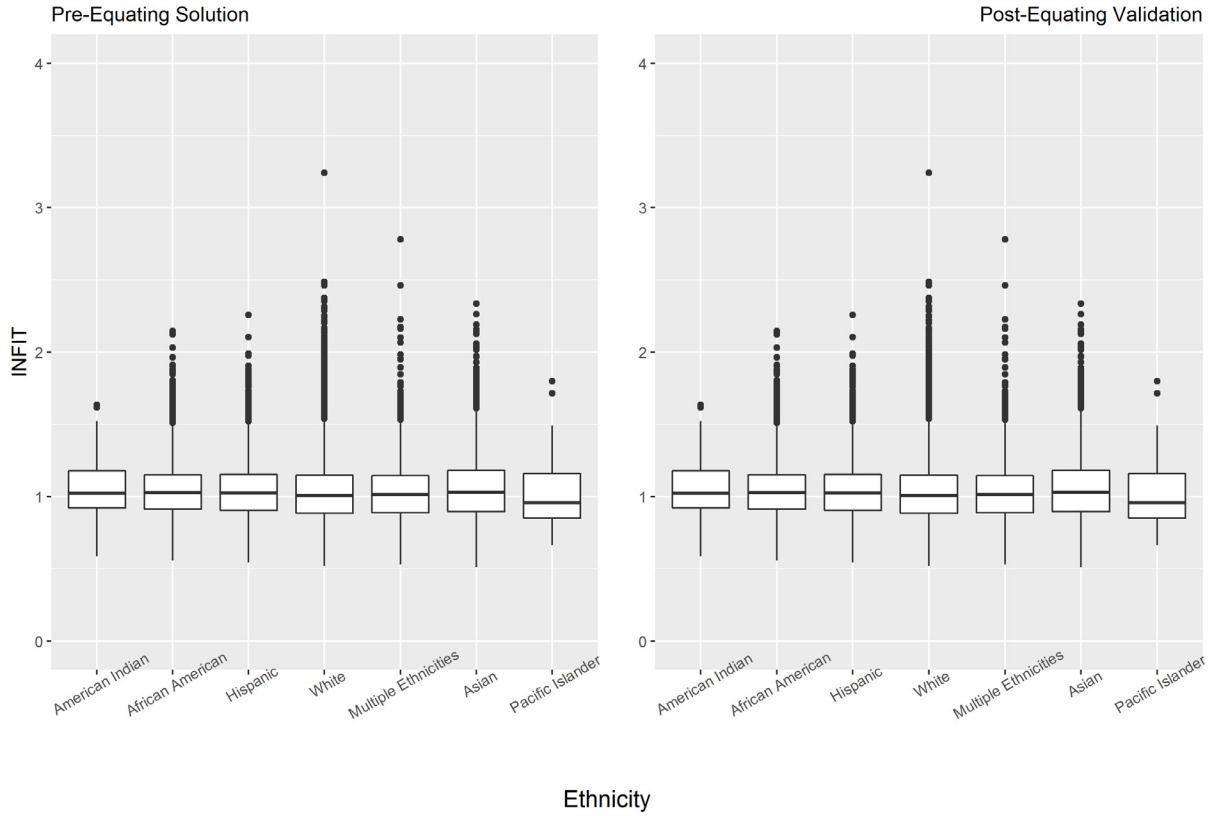


Mathematics Grade 8 Person Infit Boxplots by EL

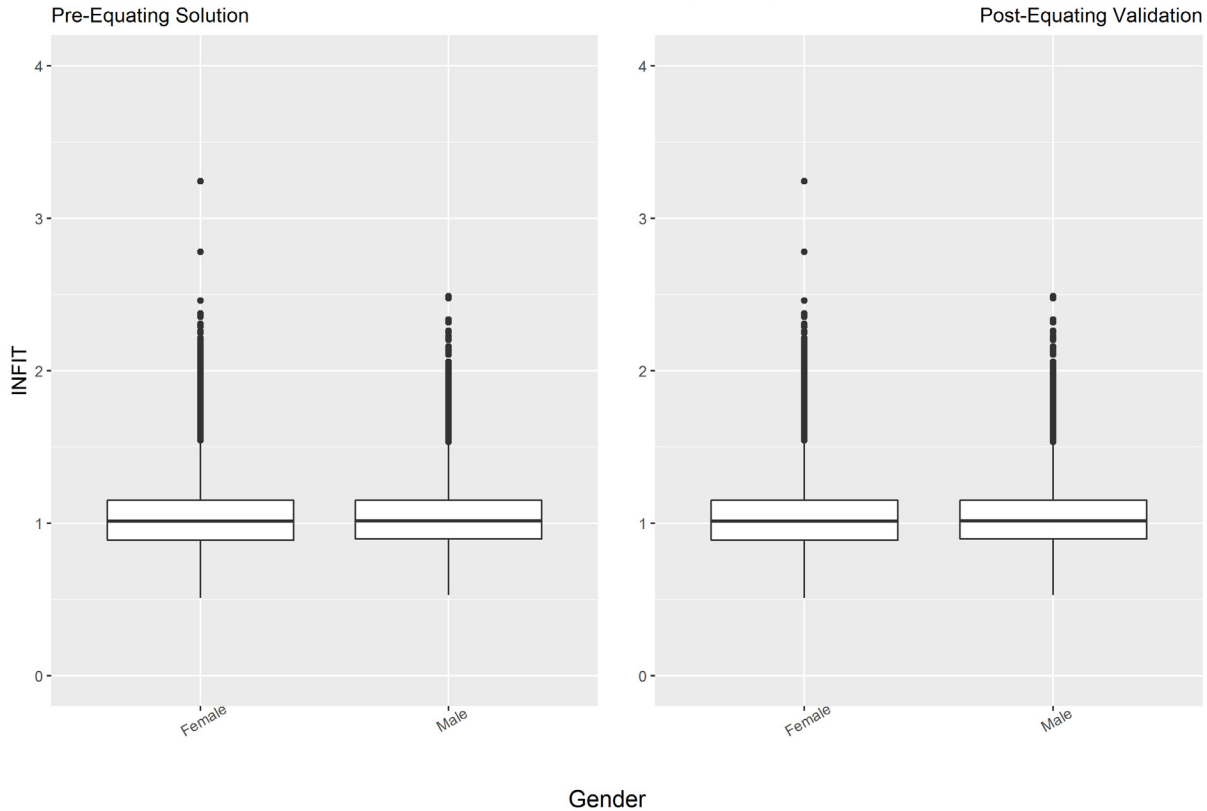


ELA Grade 3

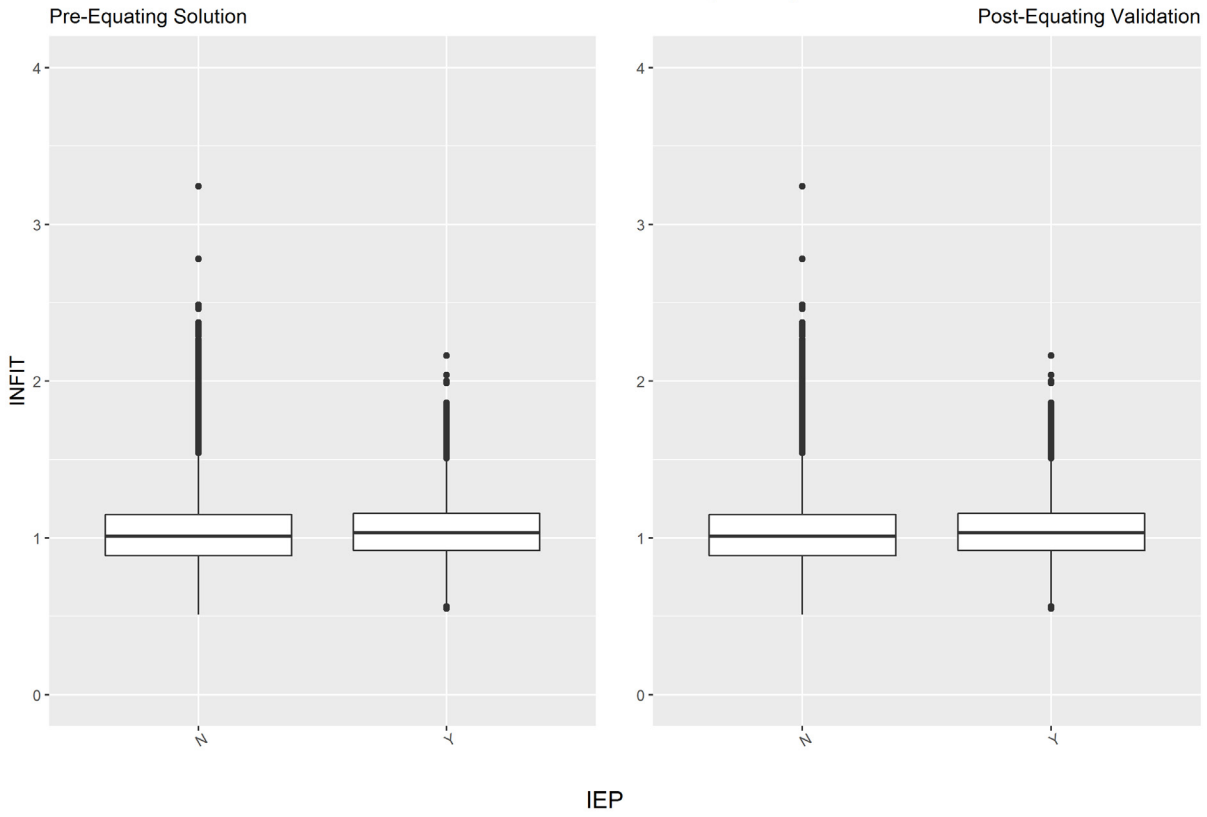
ELA Grade 3 Person Infit Boxplots by Ethnicity



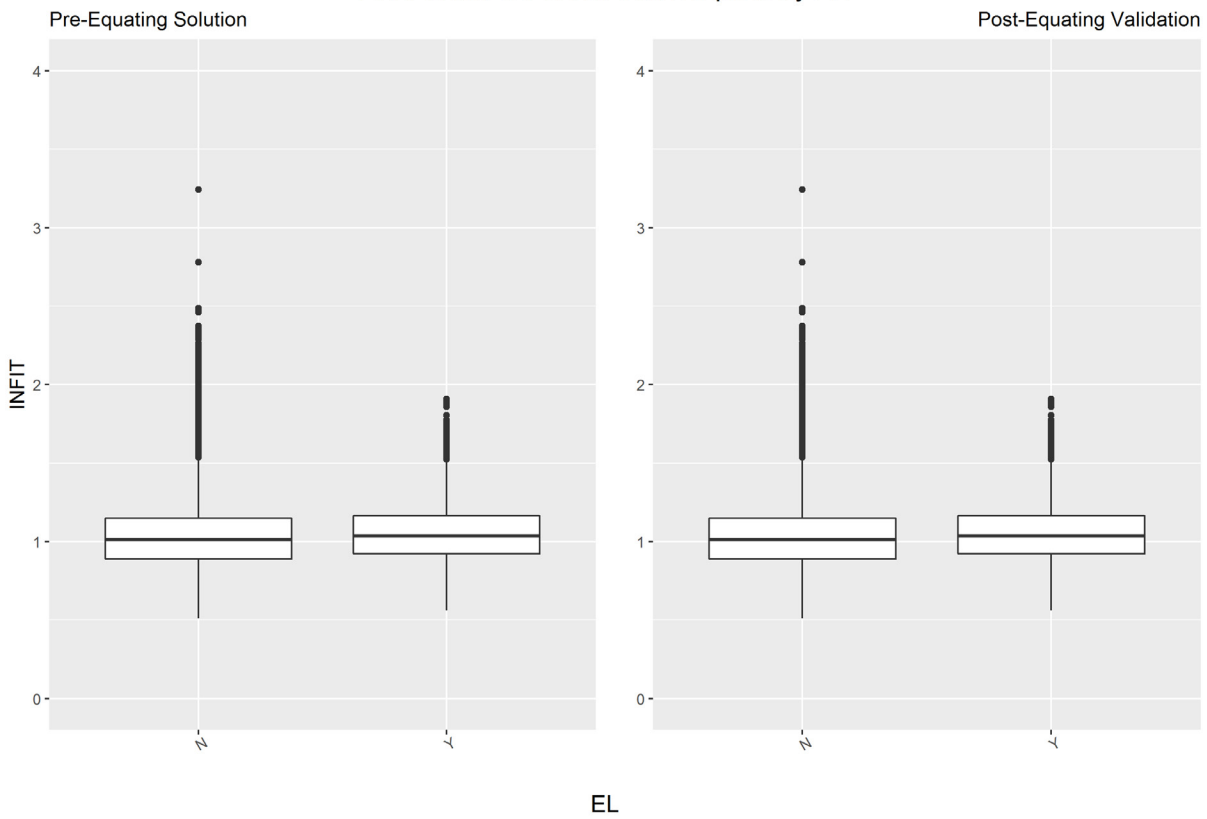
ELA Grade 3 Person Infit Boxplots by Gender



ELA Grade 3 Person Infit Boxplots by IEP

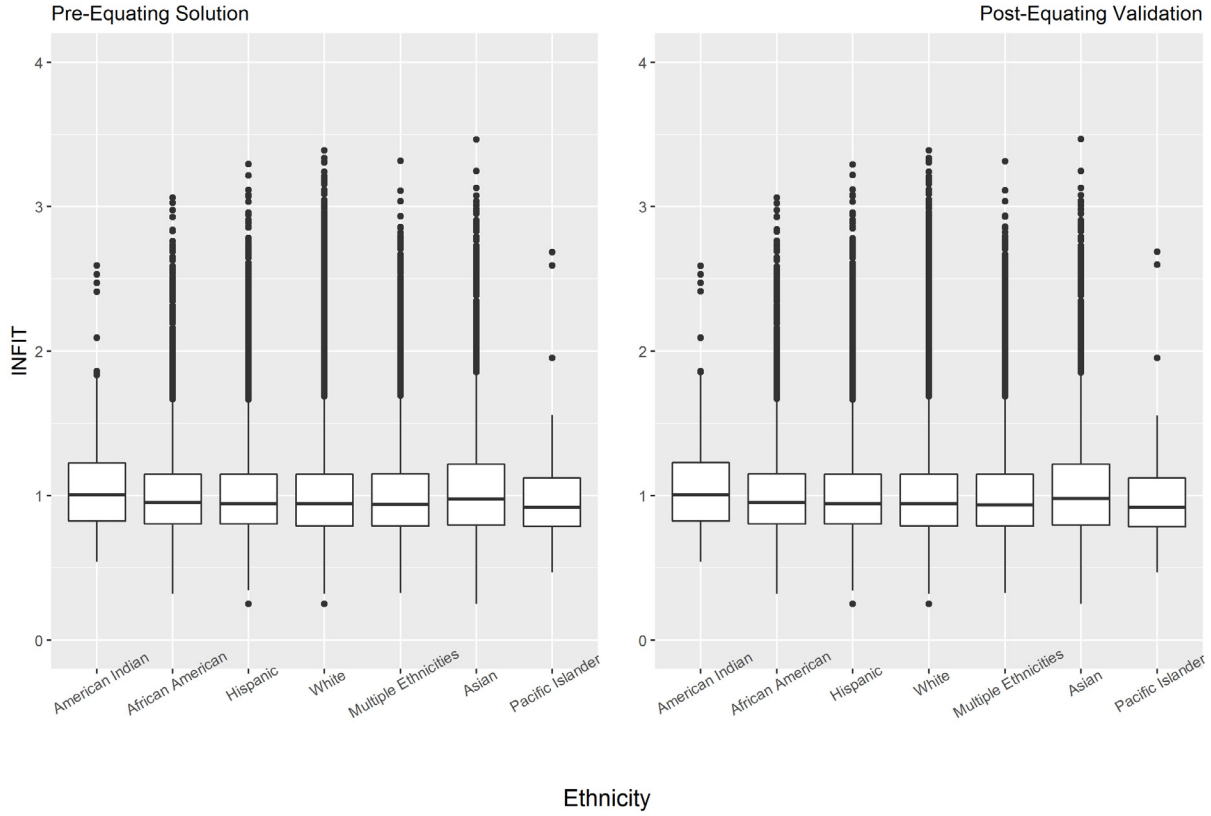


ELA Grade 3 Person Infit Boxplots by EL

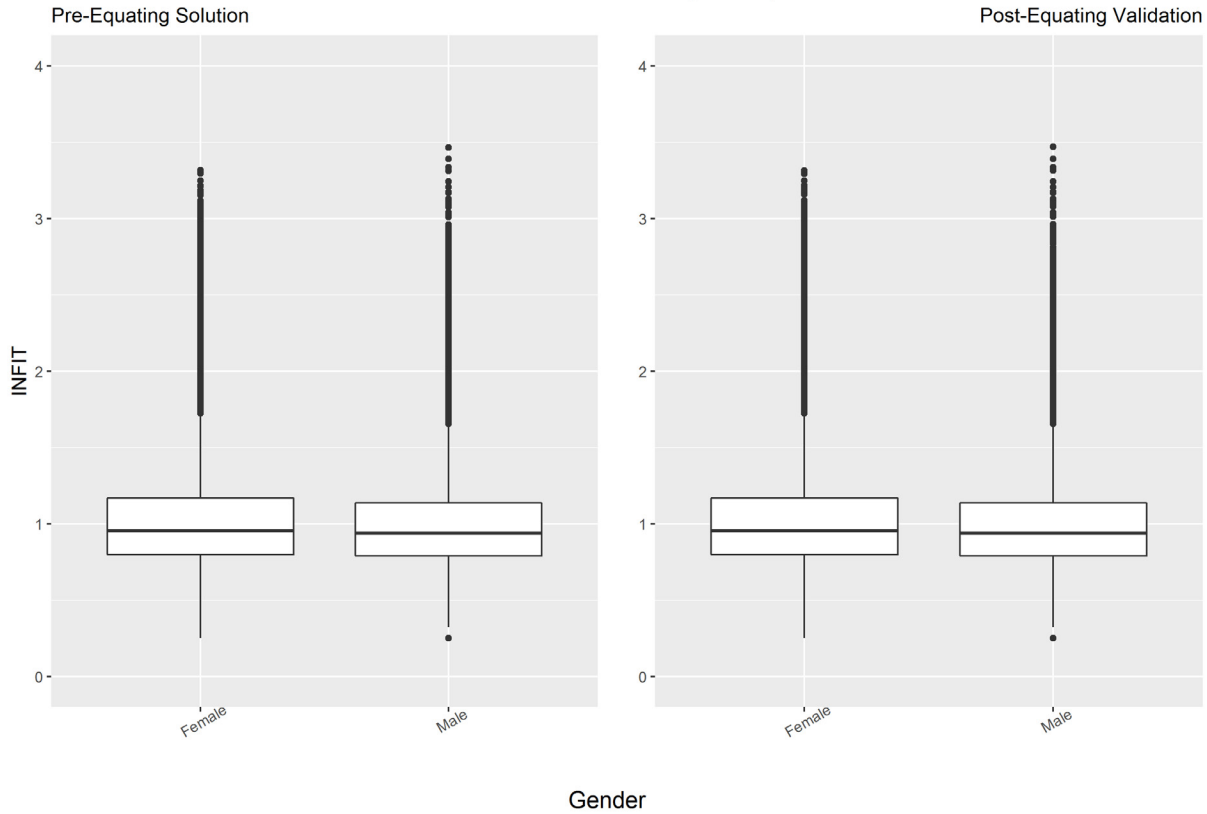


ELA Grade 4

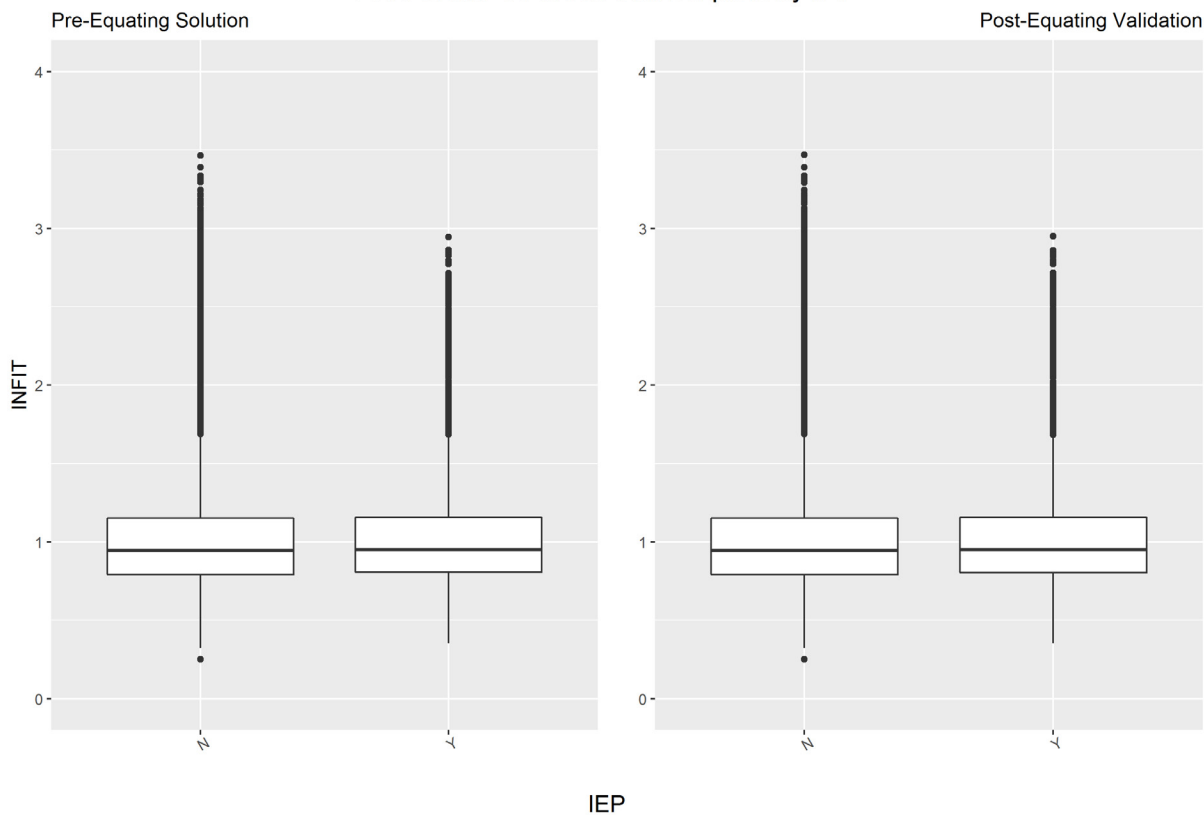
ELA Grade 4 Person Infit Boxplots by Ethnicity



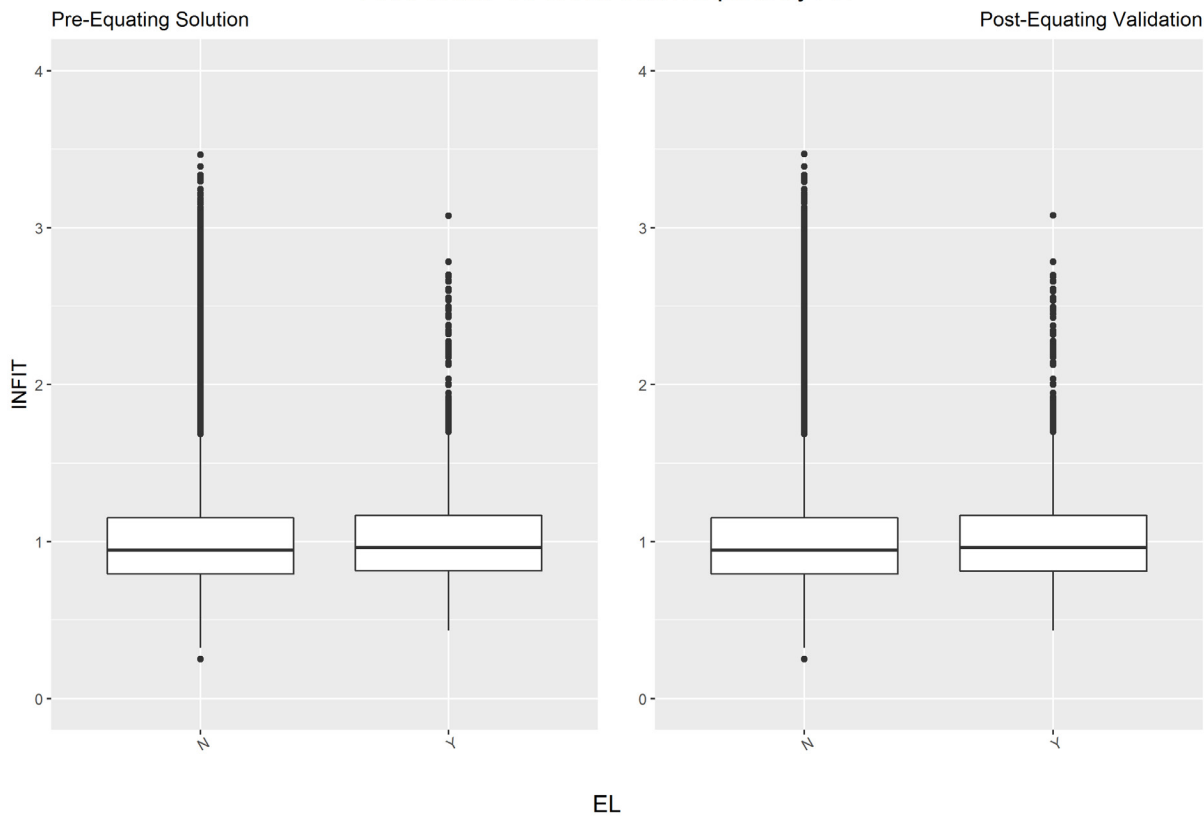
ELA Grade 4 Person Infit Boxplots by Gender



ELA Grade 4 Person Infit Boxplots by IEP

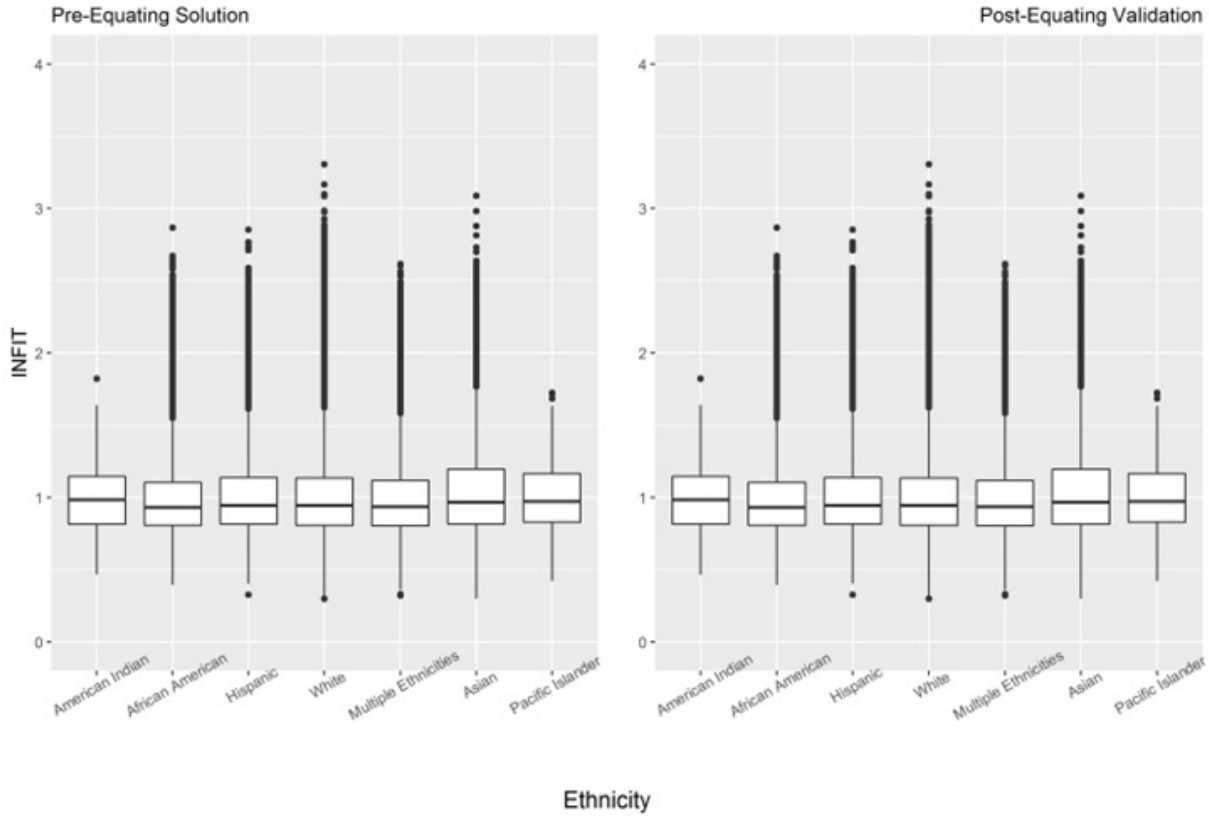


ELA Grade 4 Person Infit Boxplots by EL

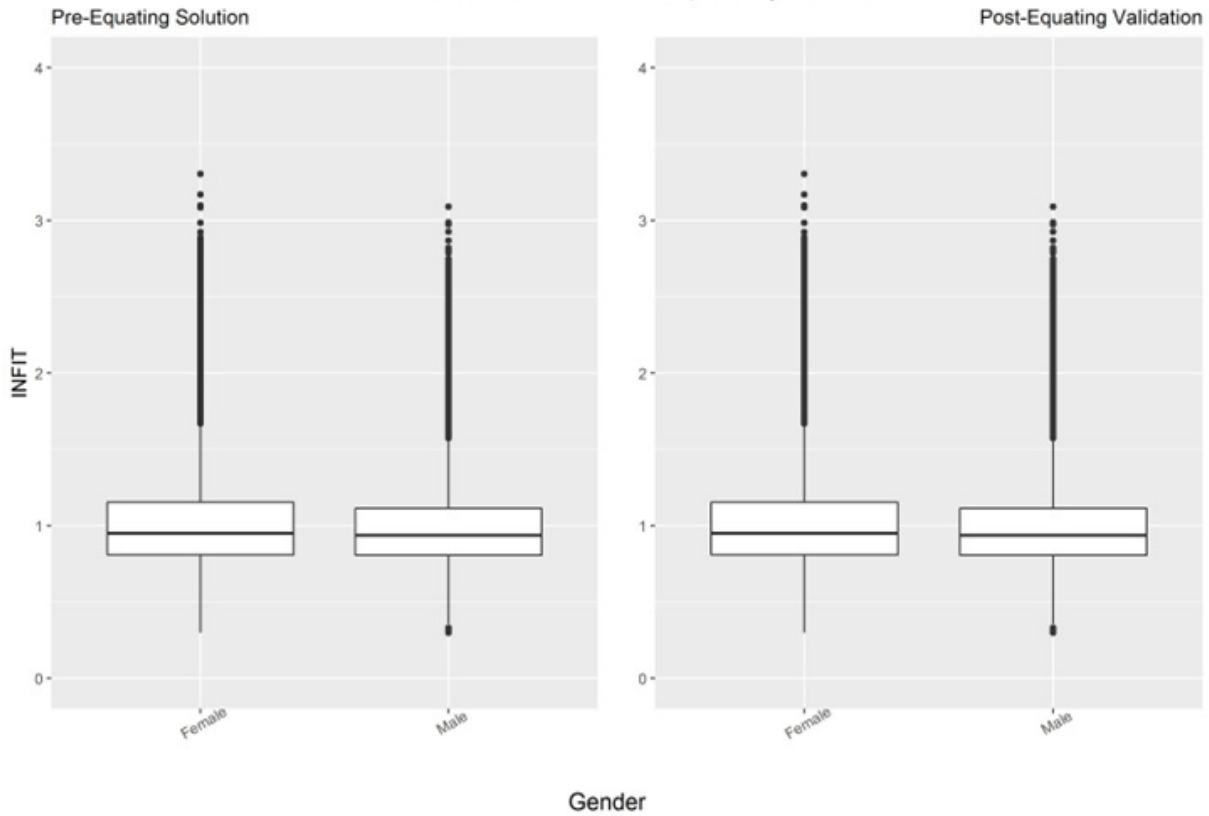


ELA Grade 5

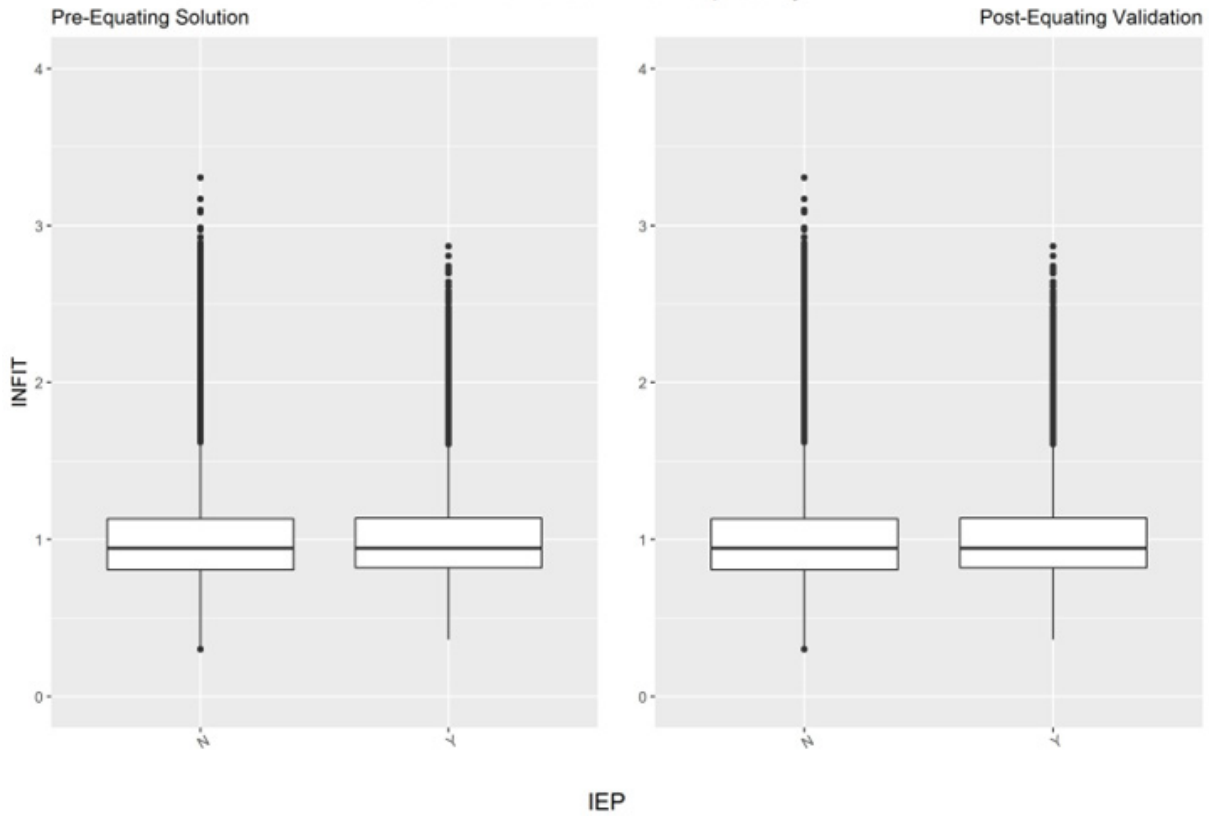
ELA Grade 5 Person Infit Boxplots by Ethnicity



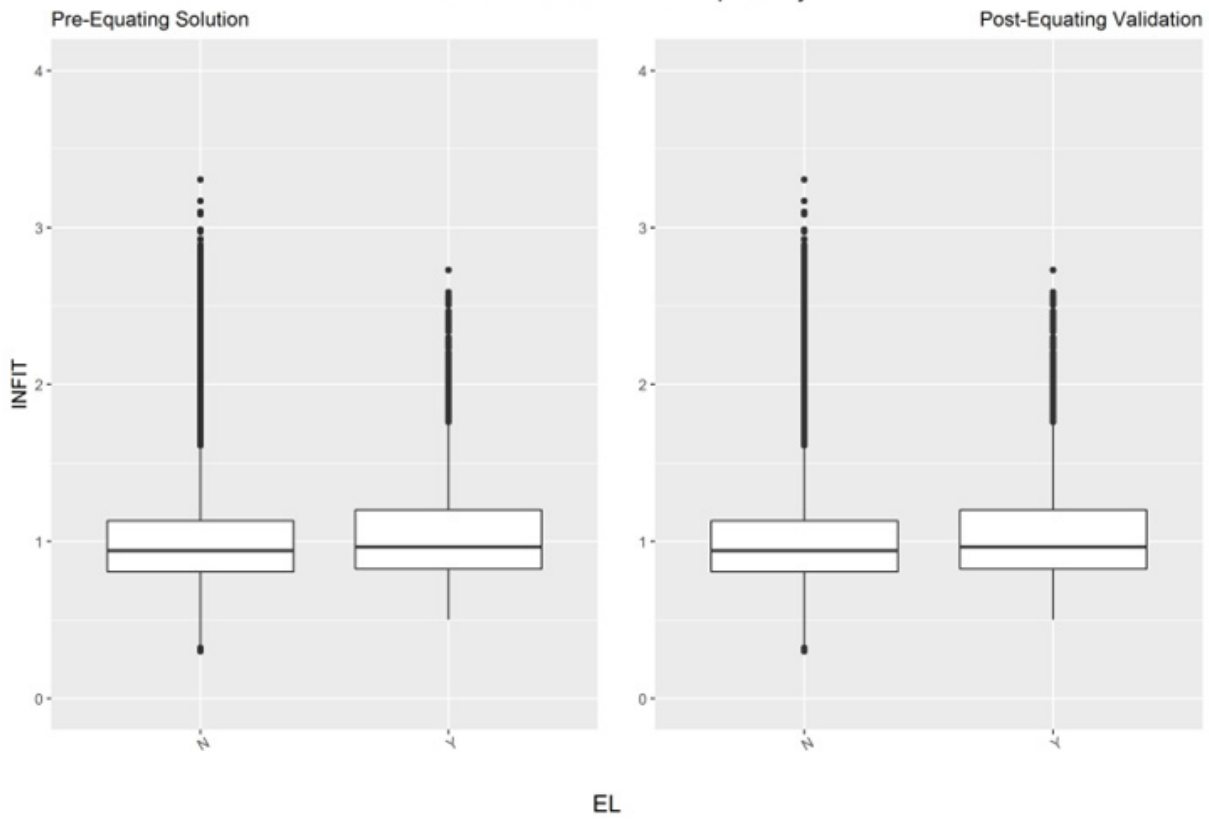
ELA Grade 5 Person Infit Boxplots by Gender



ELA Grade 5 Person Infit Boxplots by IEP

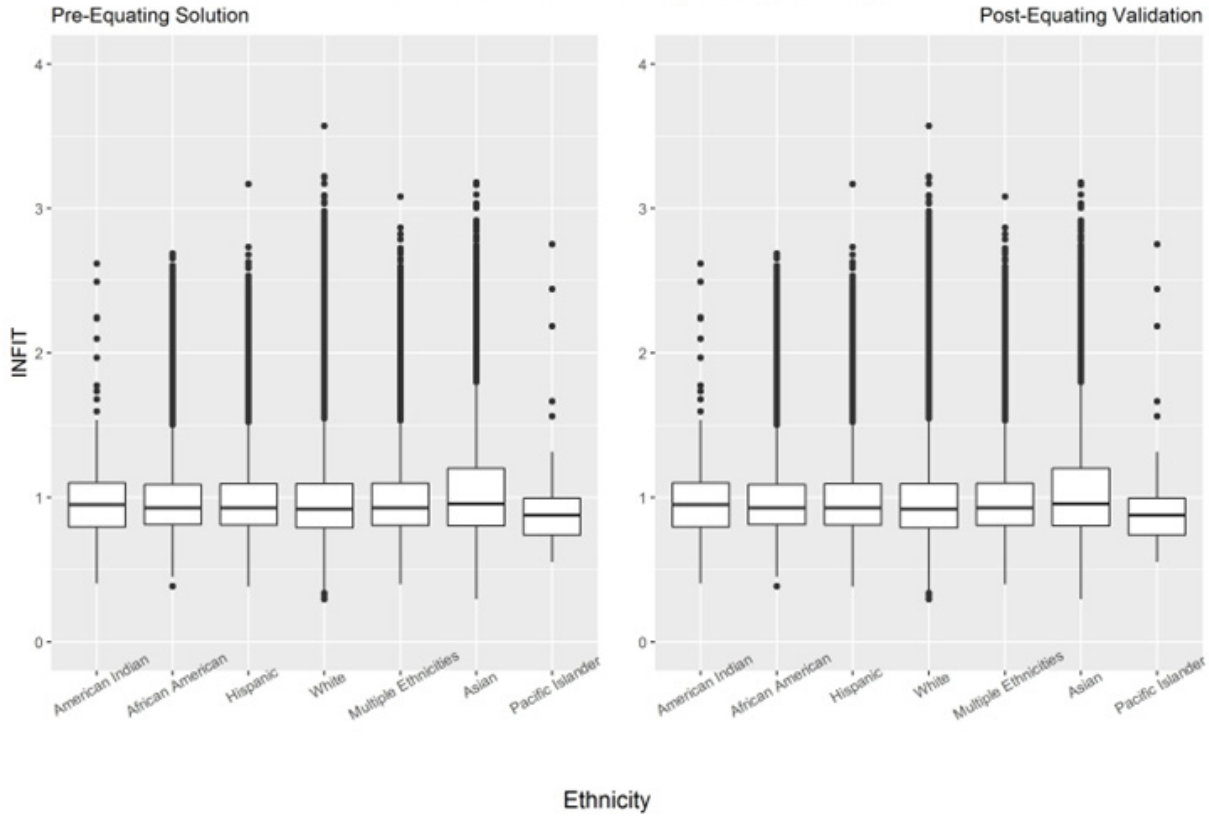


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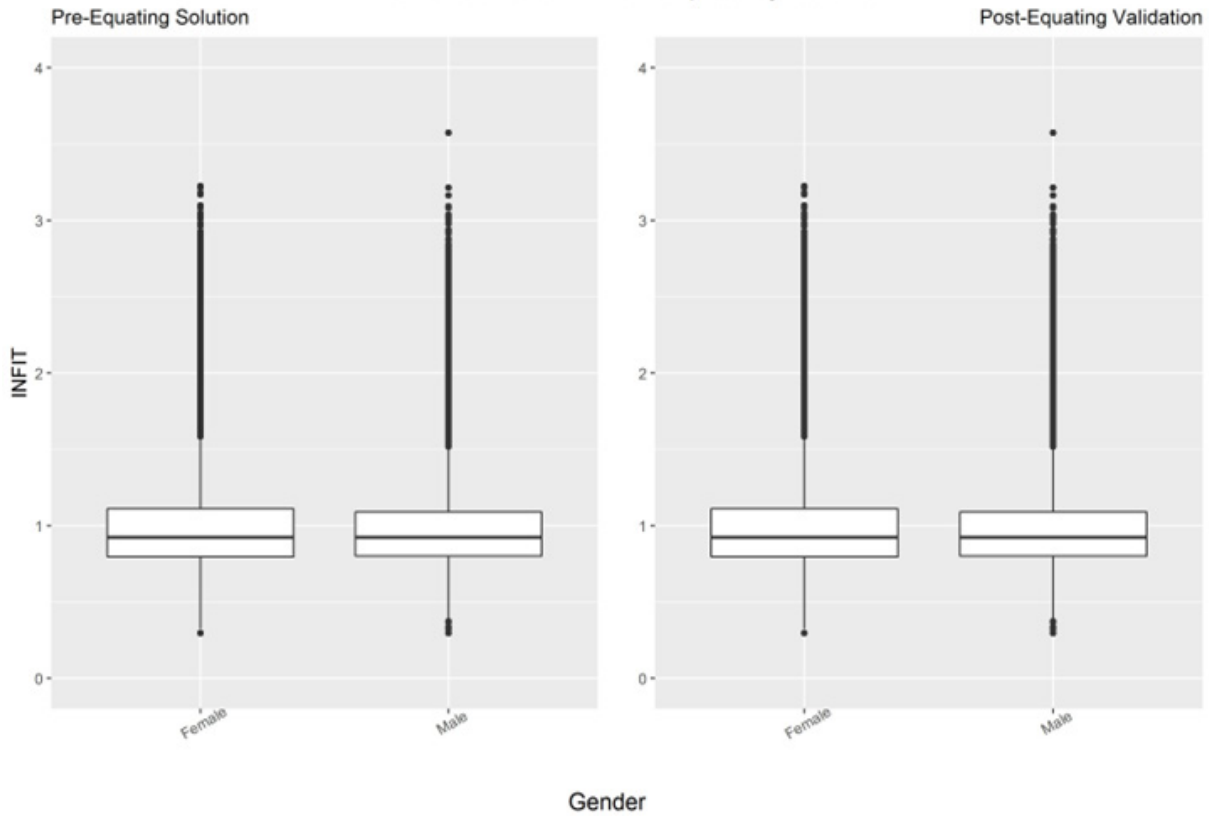


ELA Grade 6

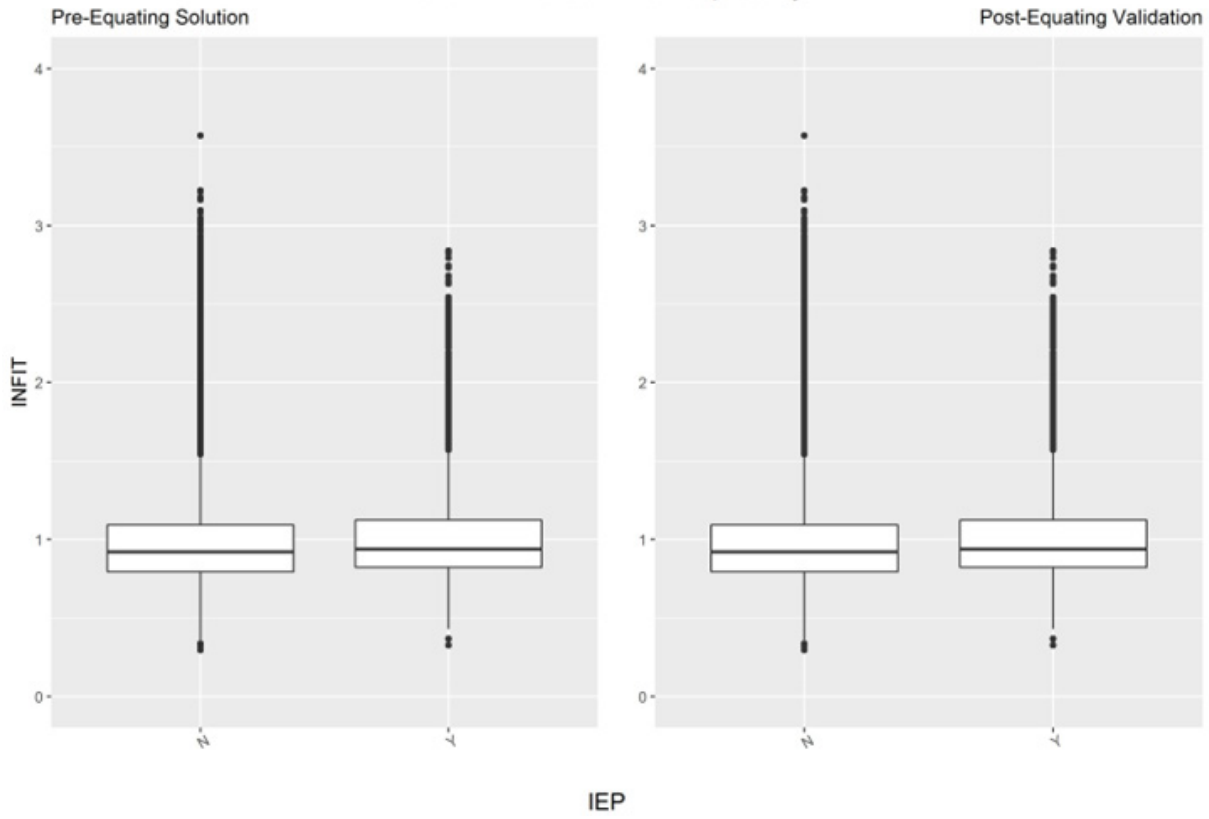
ELA Grade 6 Person Infit Boxplots by Ethnicity



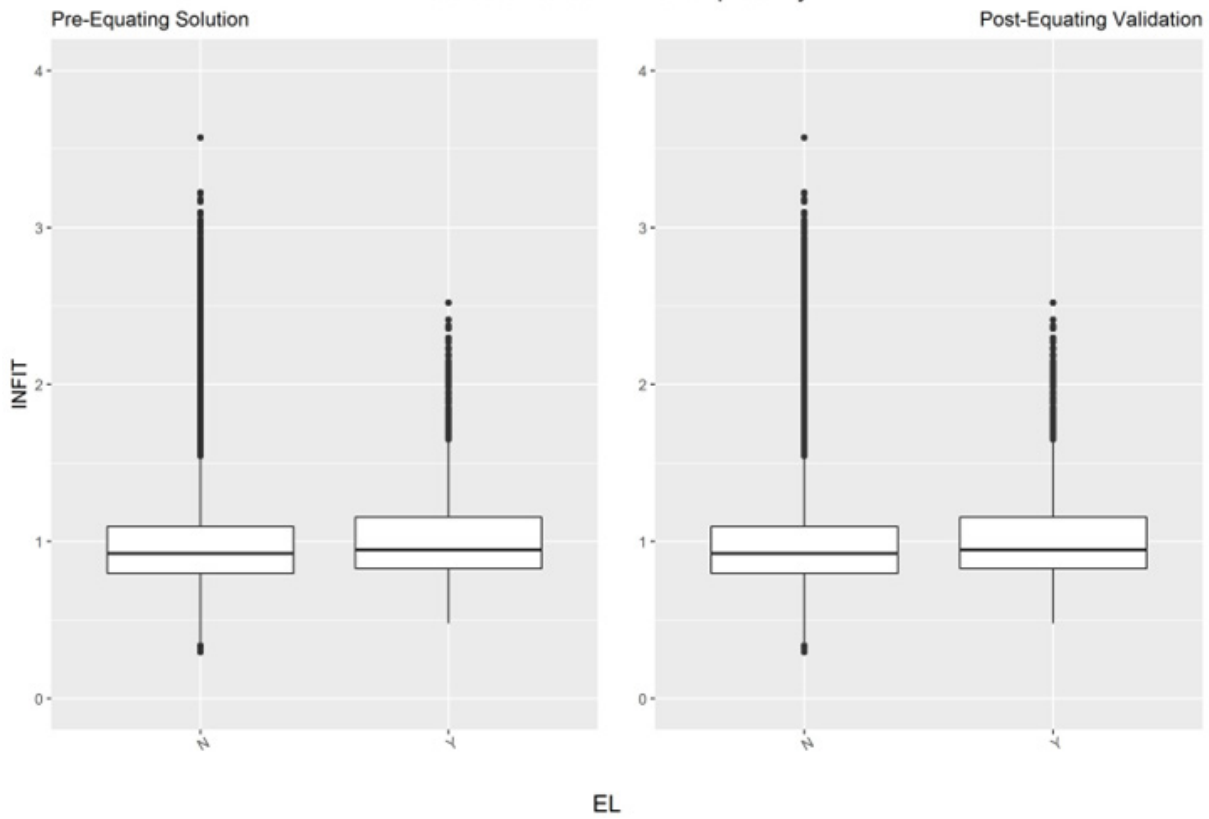
ELA Grade 6 Person Infit Boxplots by Gender



ELA Grade 6 Person Infit Boxplots by IEP

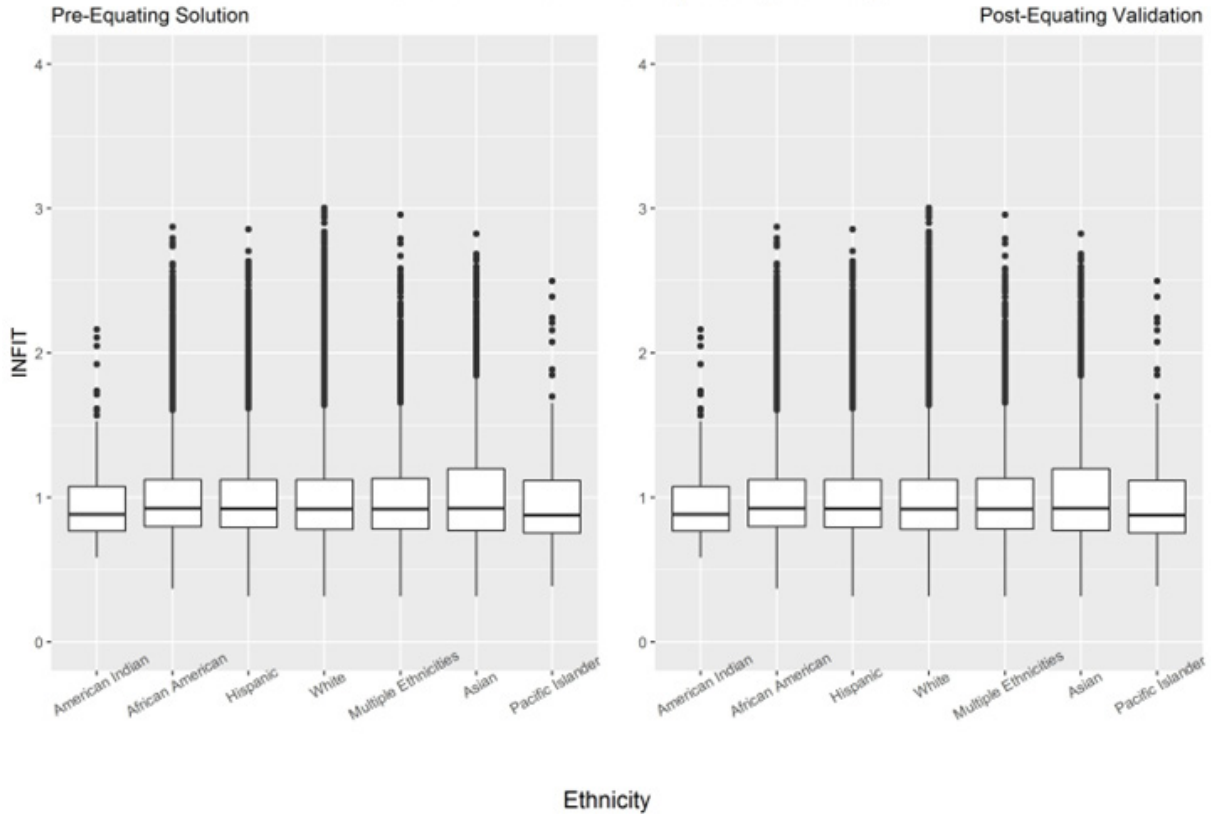


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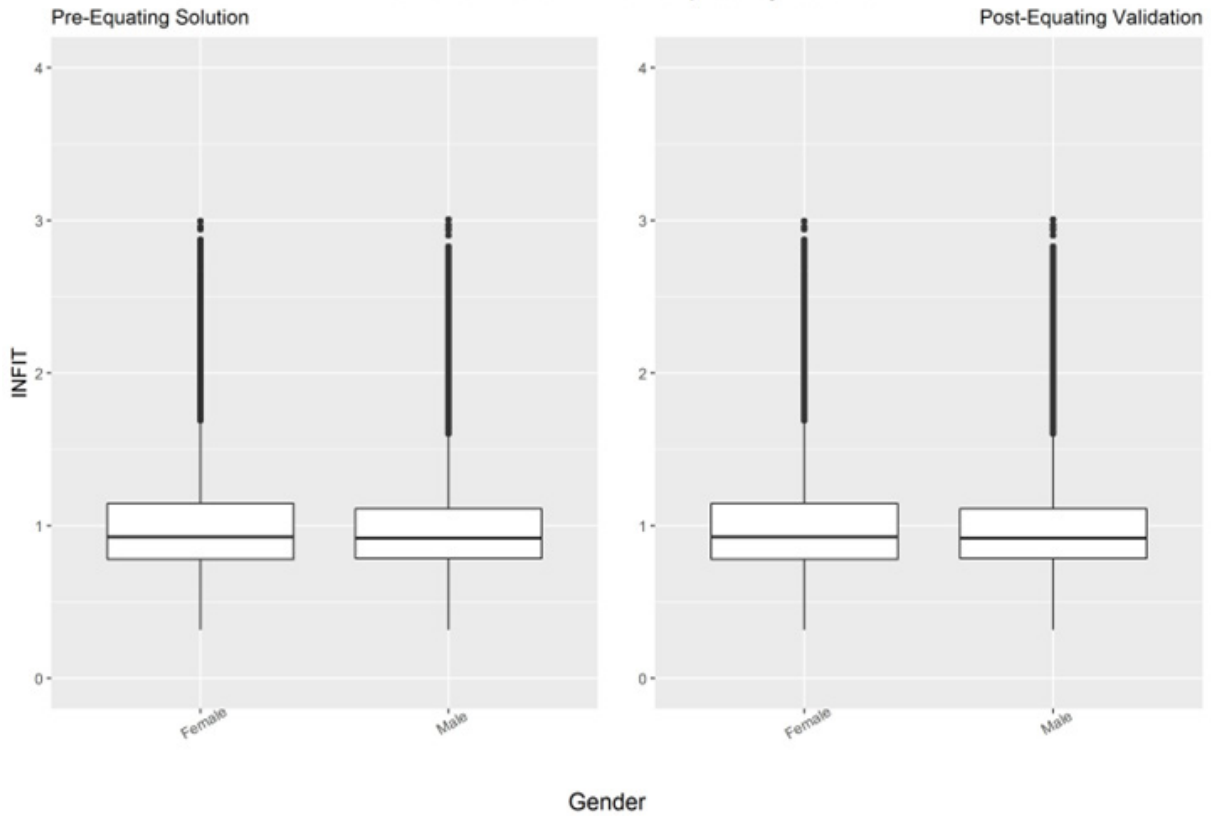


ELA Grade 7

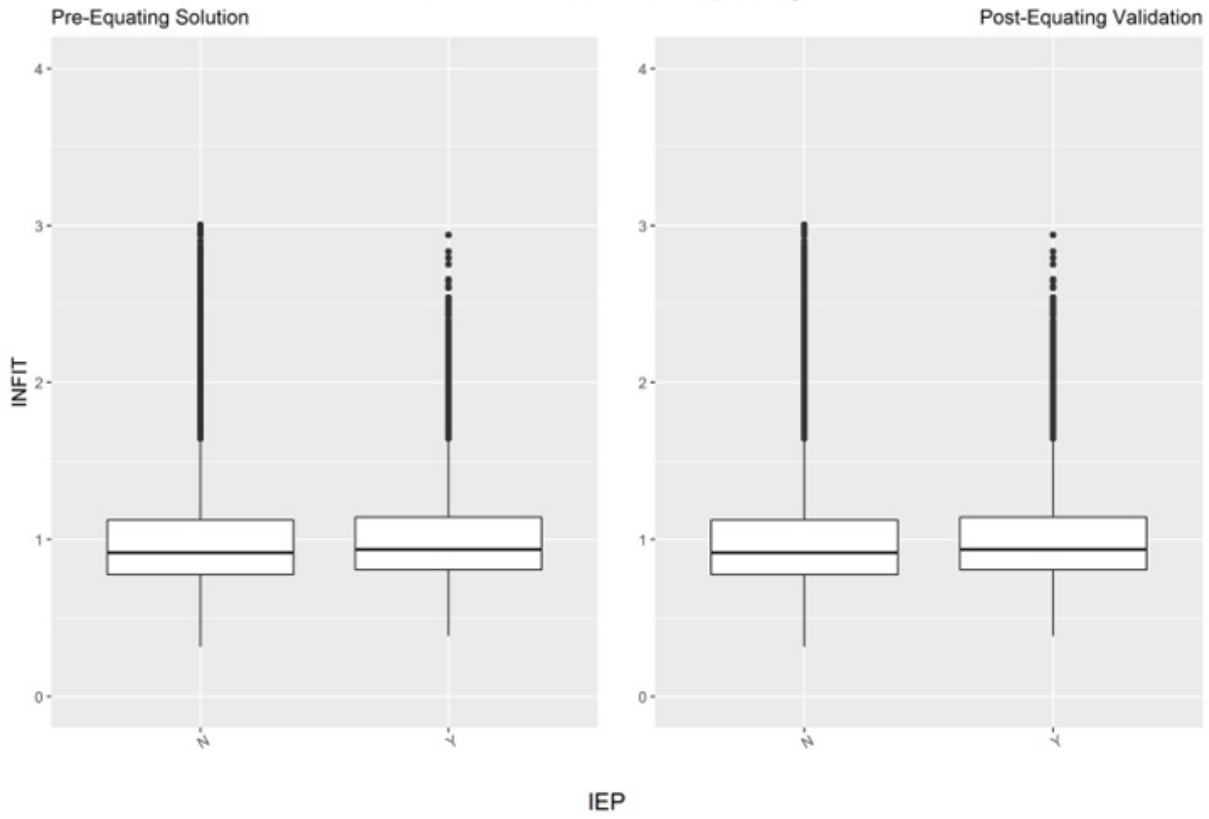
ELA Grade 7 Person Infit Boxplots by Ethnicity



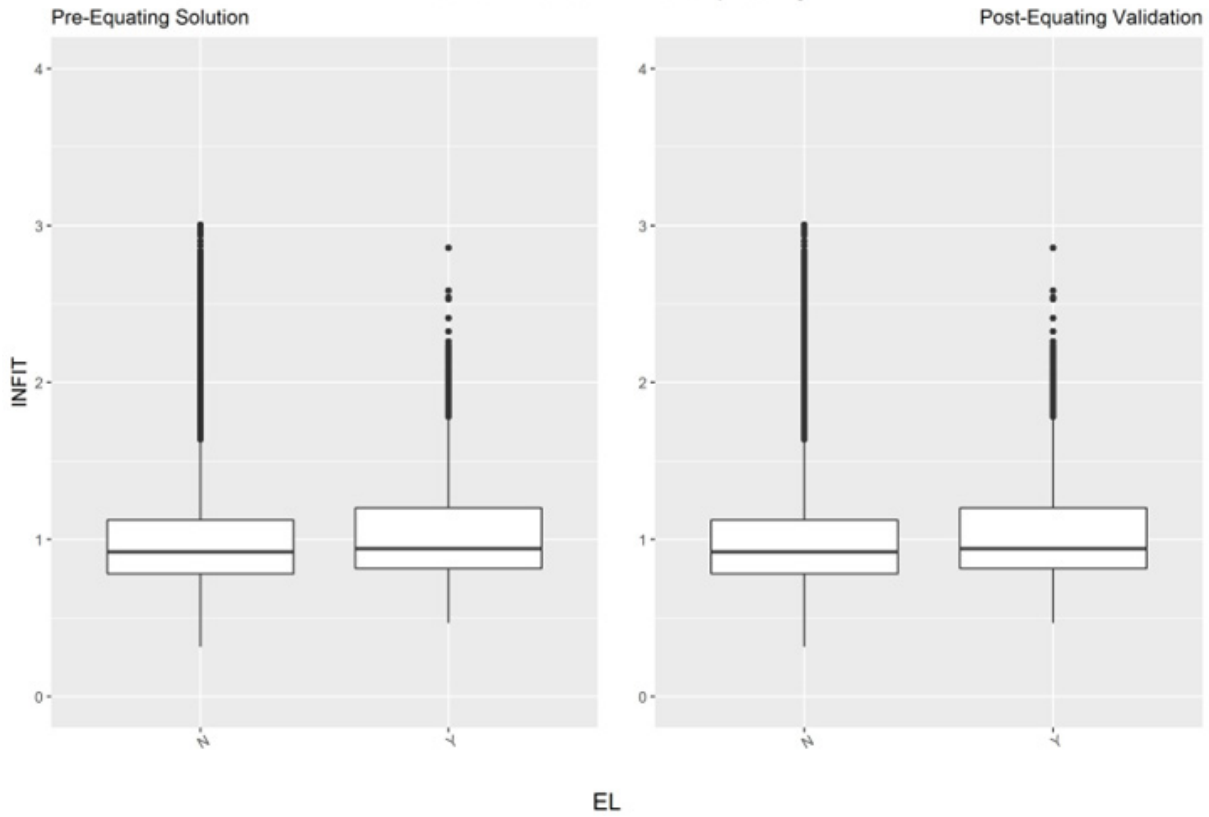
ELA Grade 7 Person Infit Boxplots by Gender



ELA Grade 7 Person Infit Boxplots by IEP

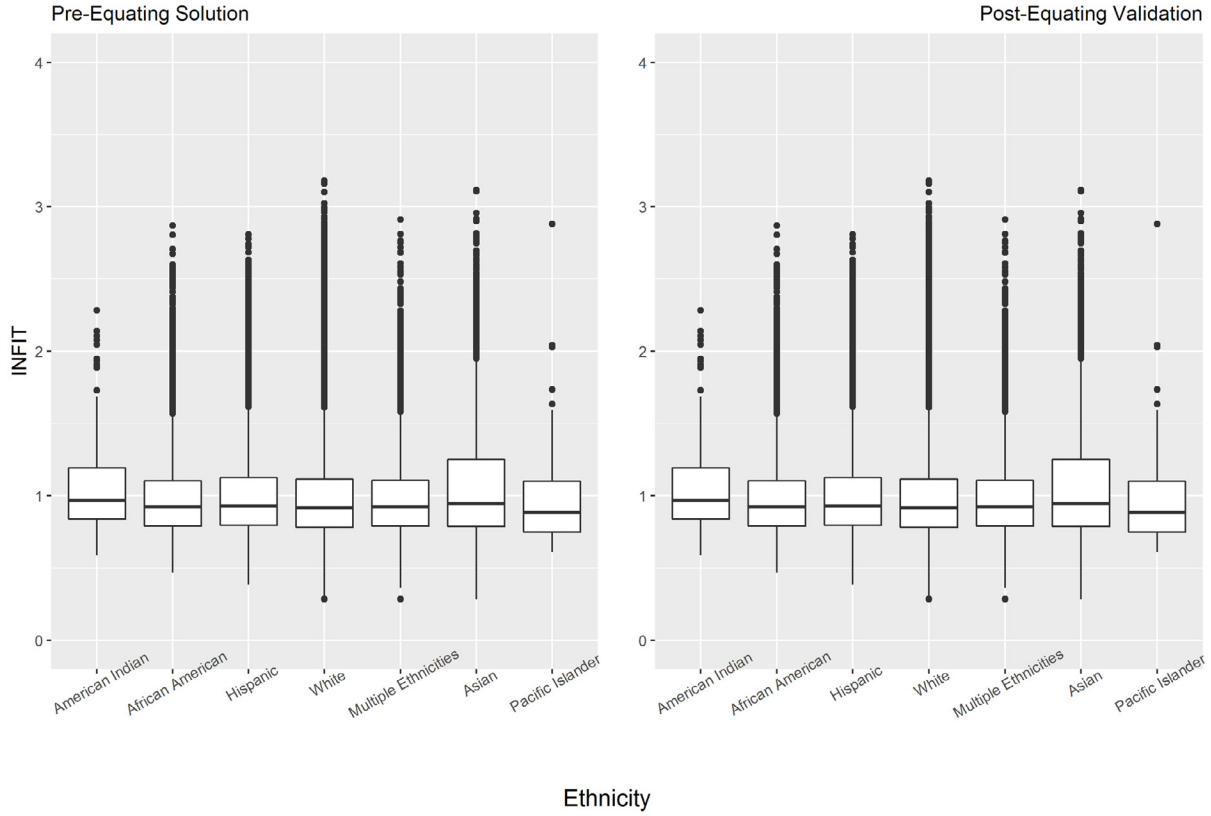


ELA Grade 7 Person Infit Boxplots by EL

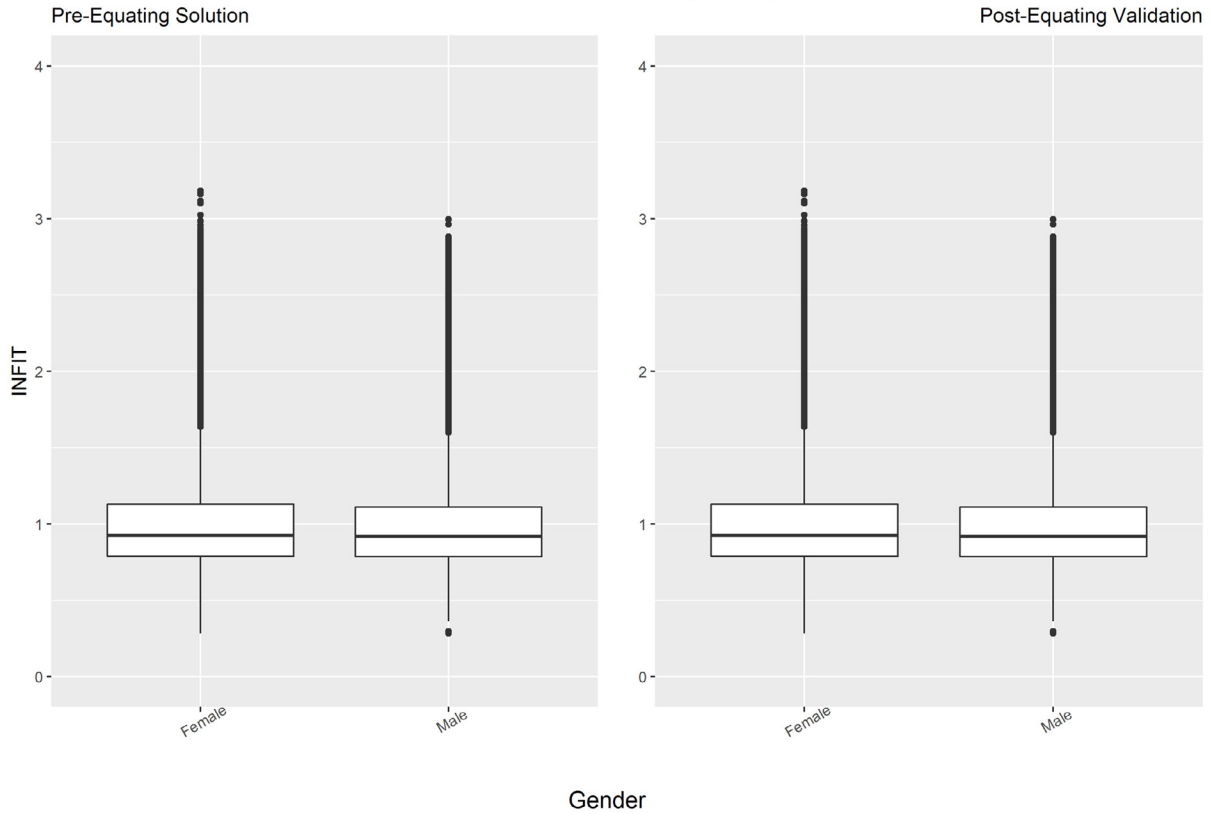


ELA Grade 8

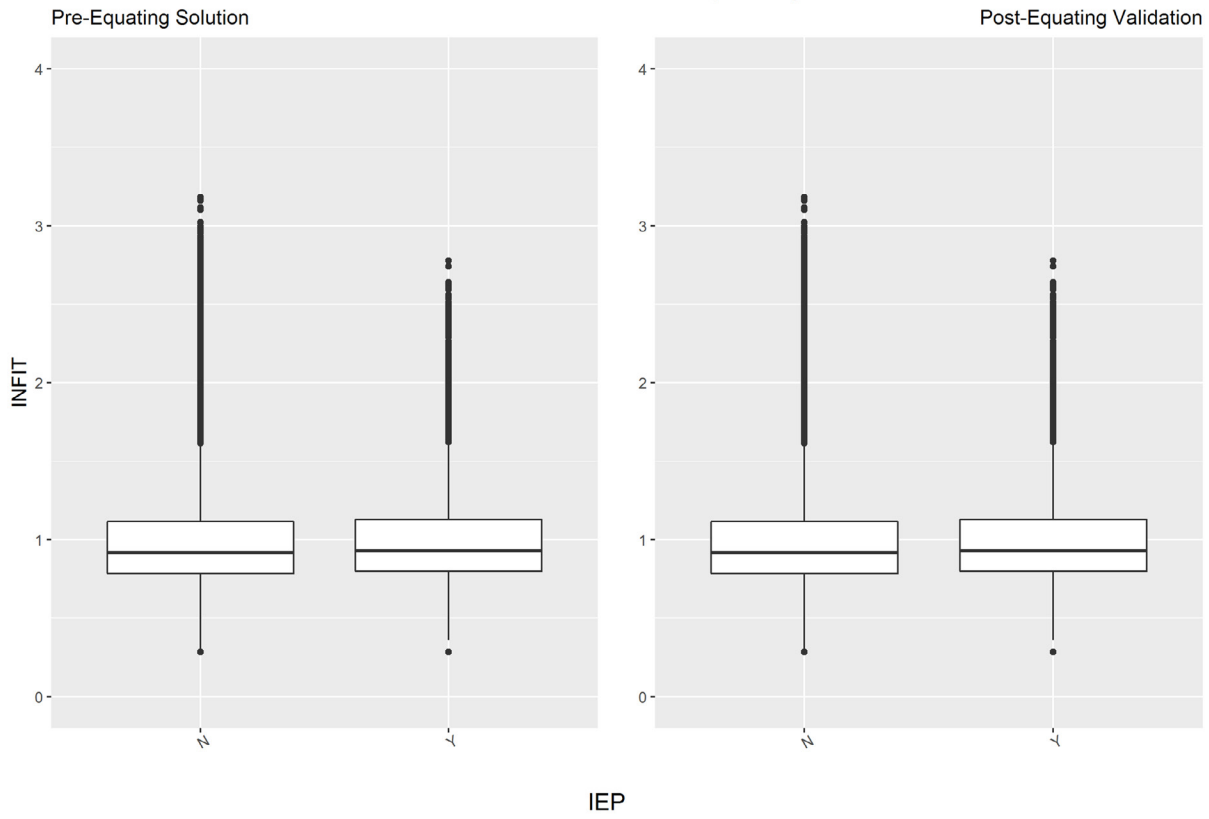
ELA Grade 8 Person Infit Boxplots by Ethnicity



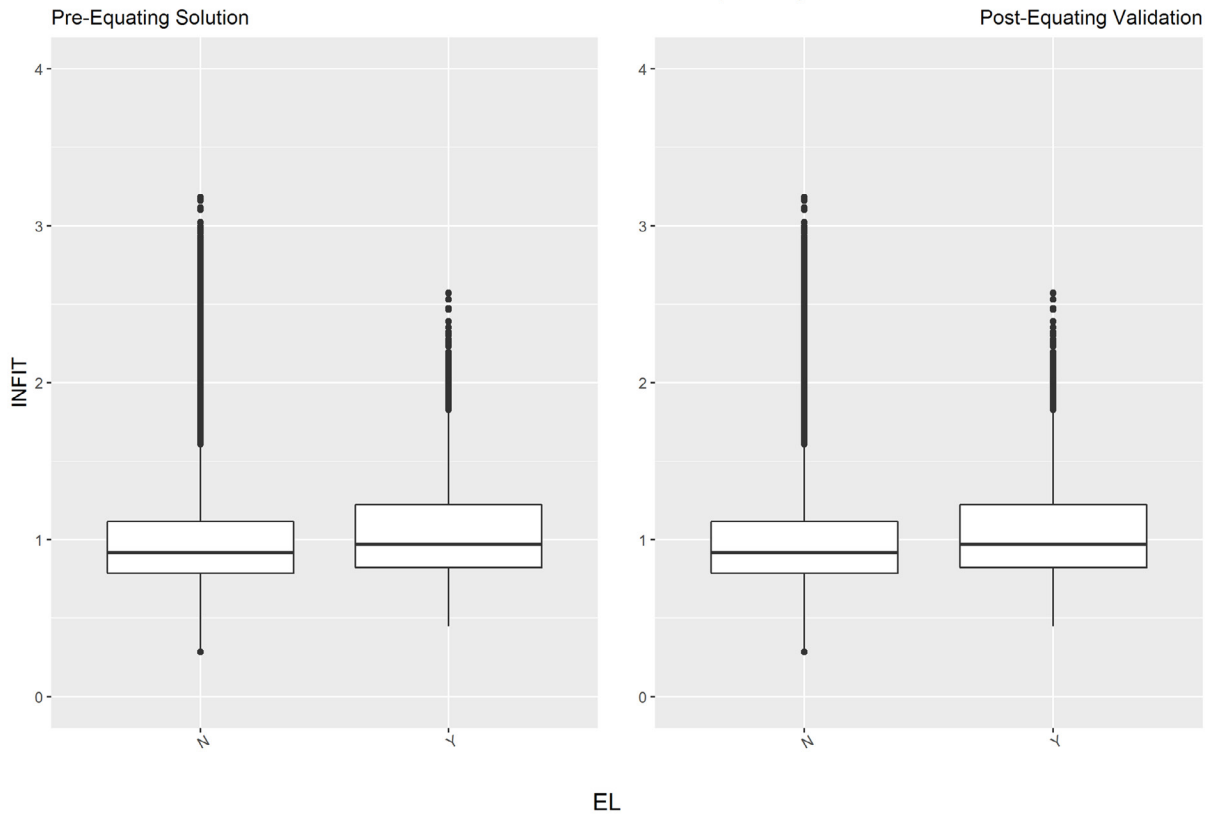
ELA Grade 8 Person Infit Boxplots by Gender



ELA Grade 8 Person Infit Boxplots by IEP

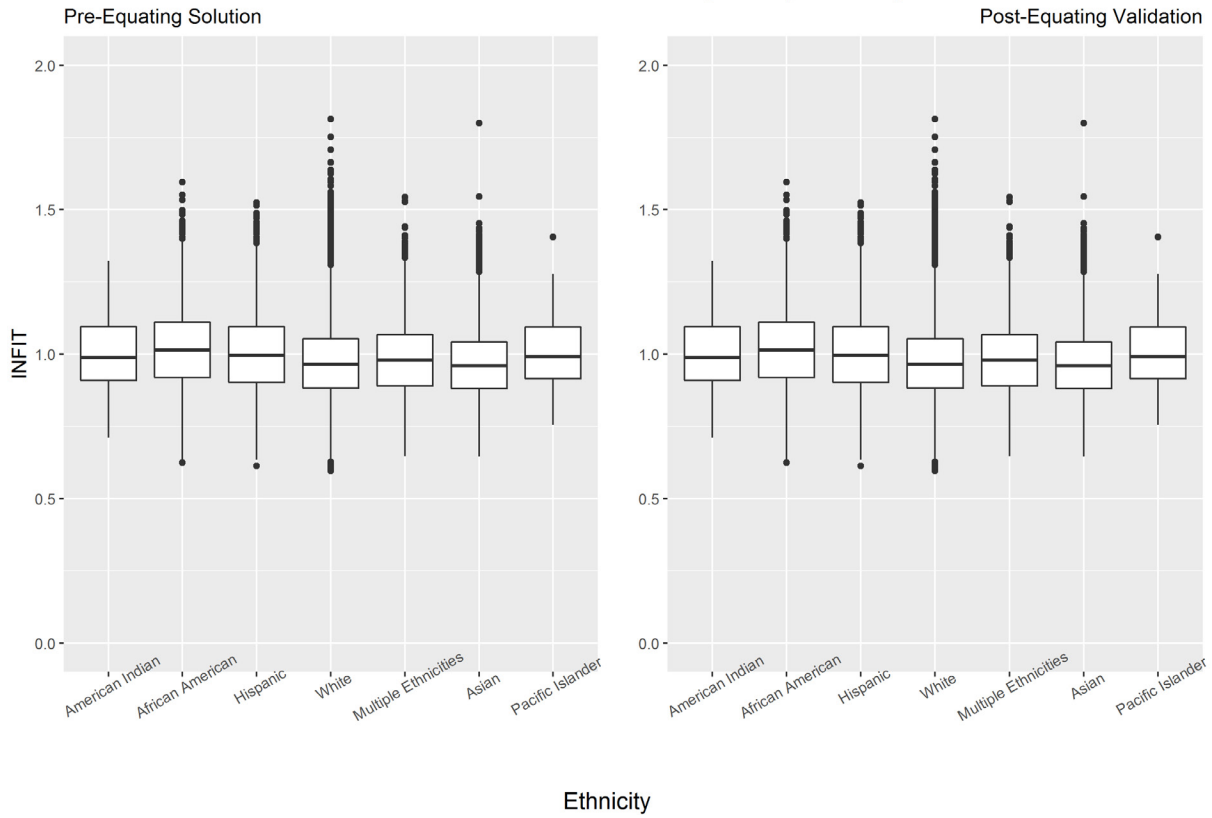


ELA Grade 8 Person Infit Boxplots by EL

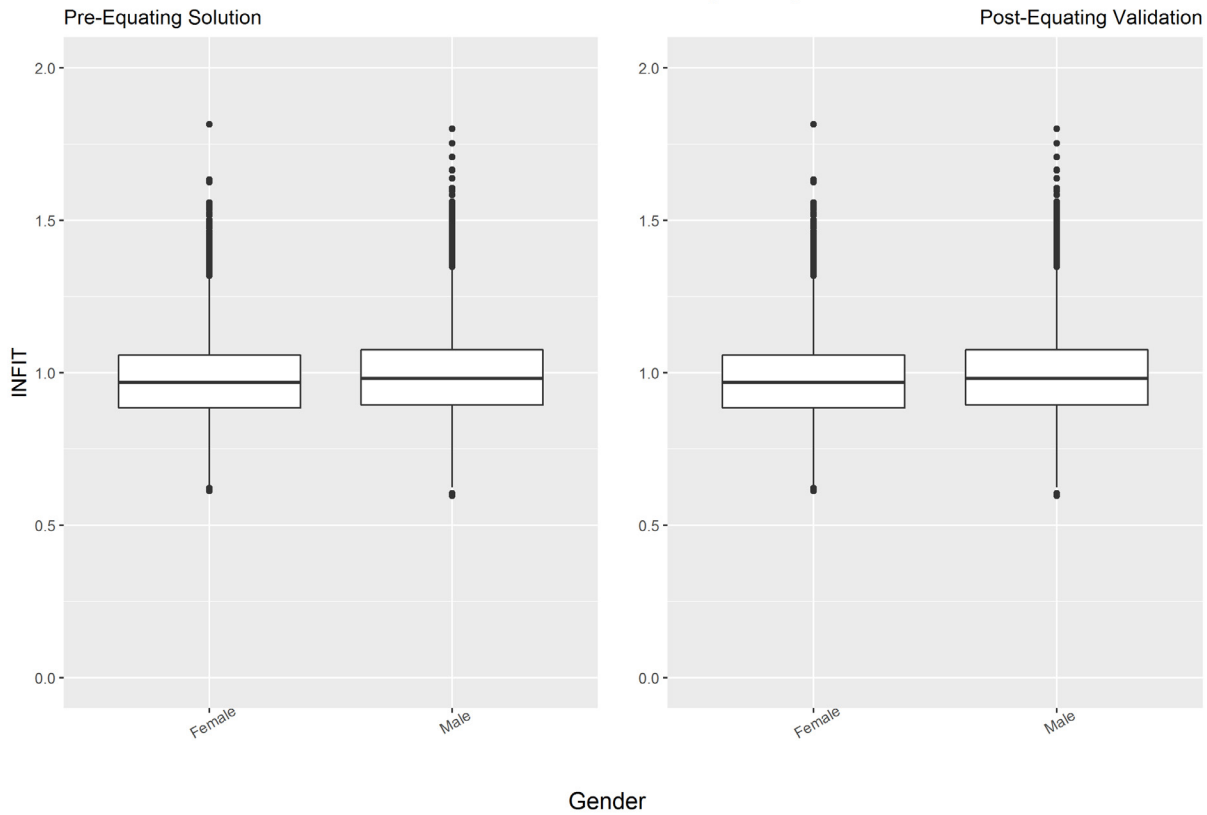


Science Grade 4

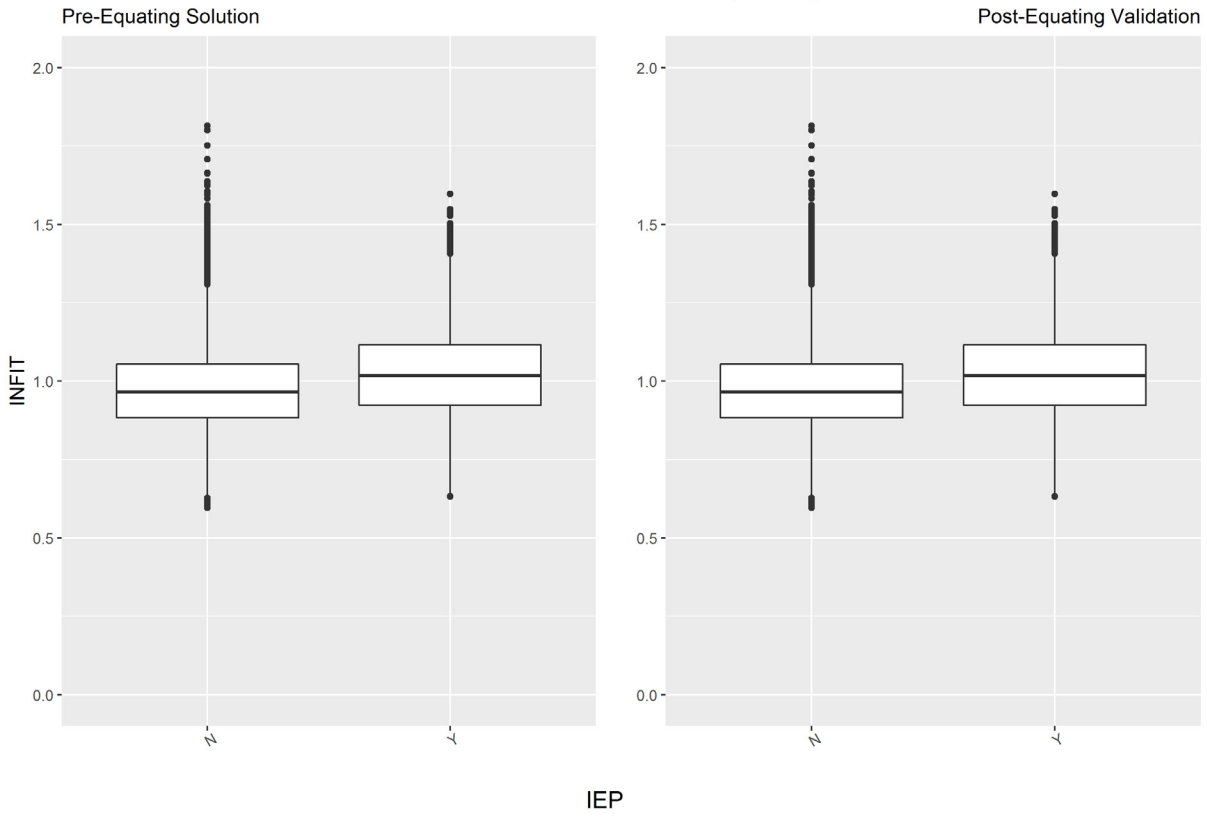
Science Grade 4 Person Infit Boxplots by Ethnicity



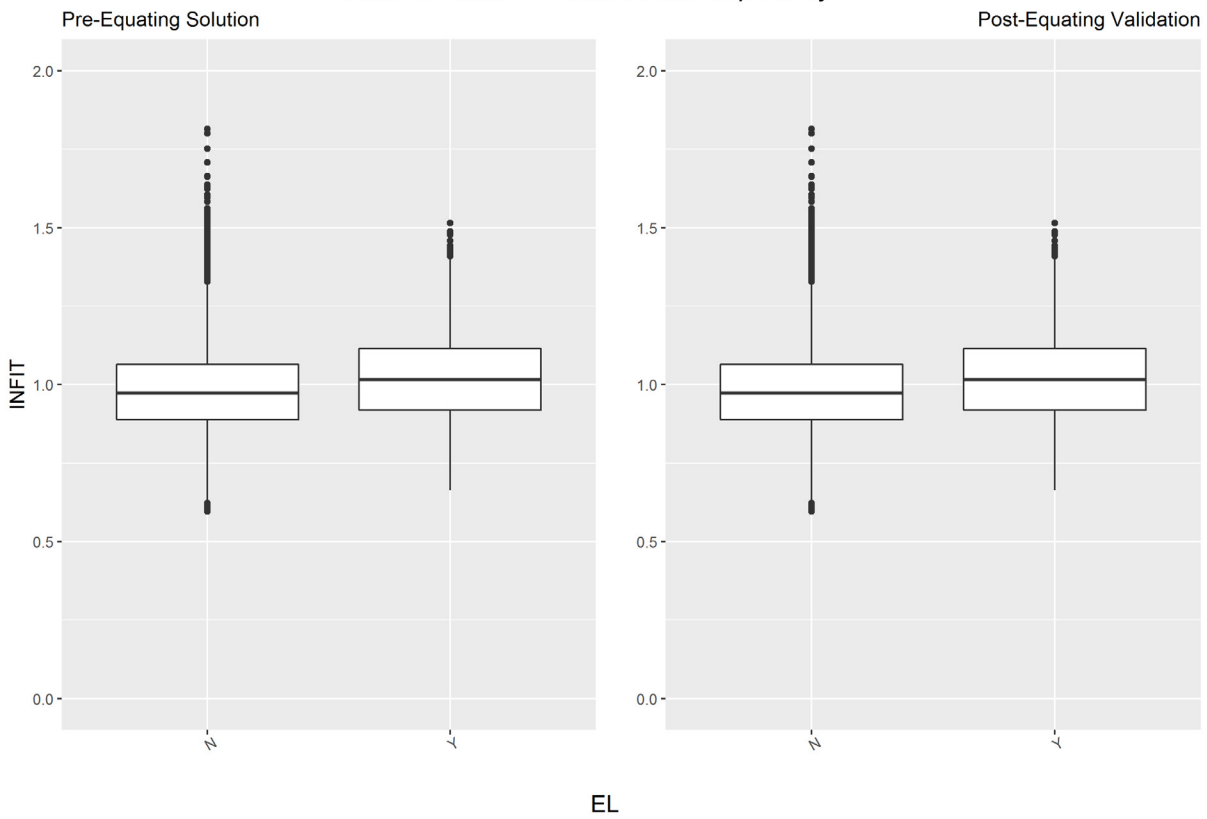
Science Grade 4 Person Infit Boxplots by Gender



Science Grade 4 Person Infit Boxplots by IEP

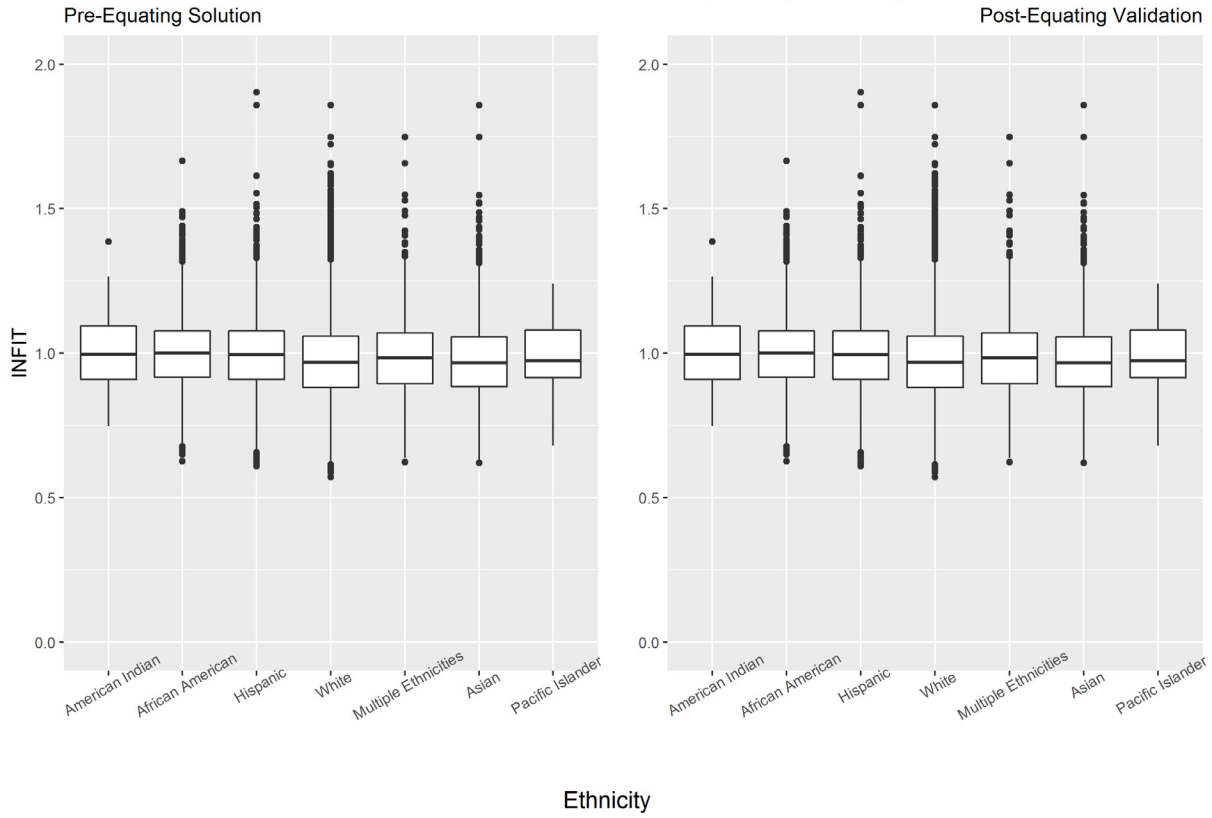


Science Grade 4 Person Infit Boxplots by EL

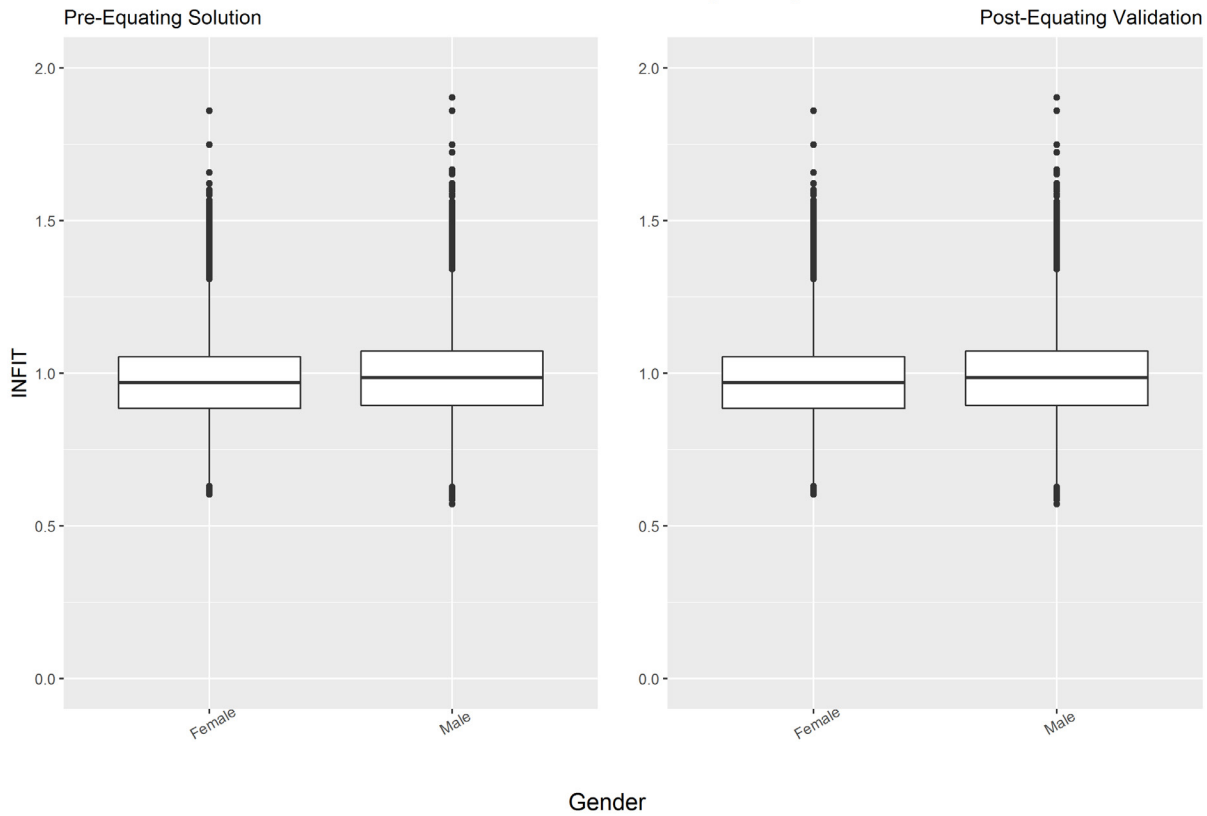


Science Grade 8

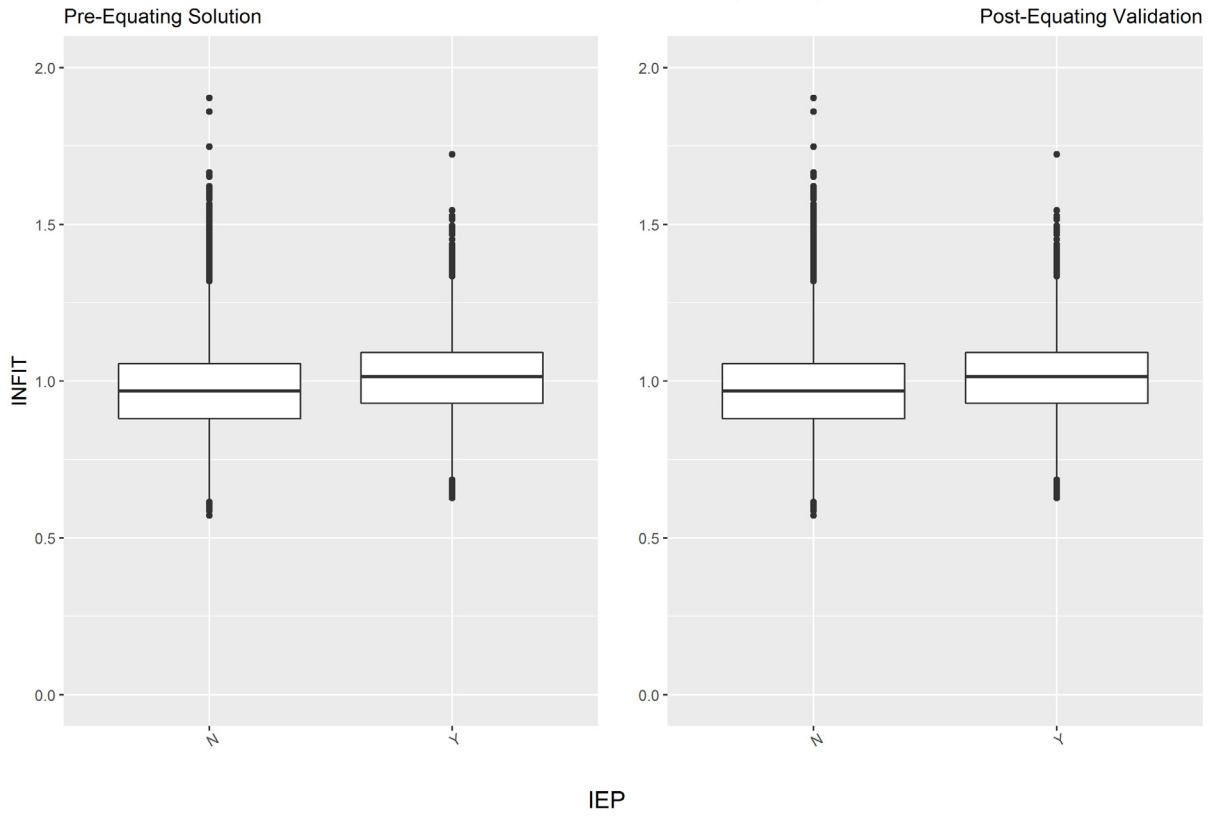
Science Grade 8 Person Infit Boxplots by Ethnicity



Science Grade 8 Person Infit Boxplots by Gender



Science Grade 8 Person Infit Boxplots by IEP



Science Grade 8 Person Infit Boxplots by EL

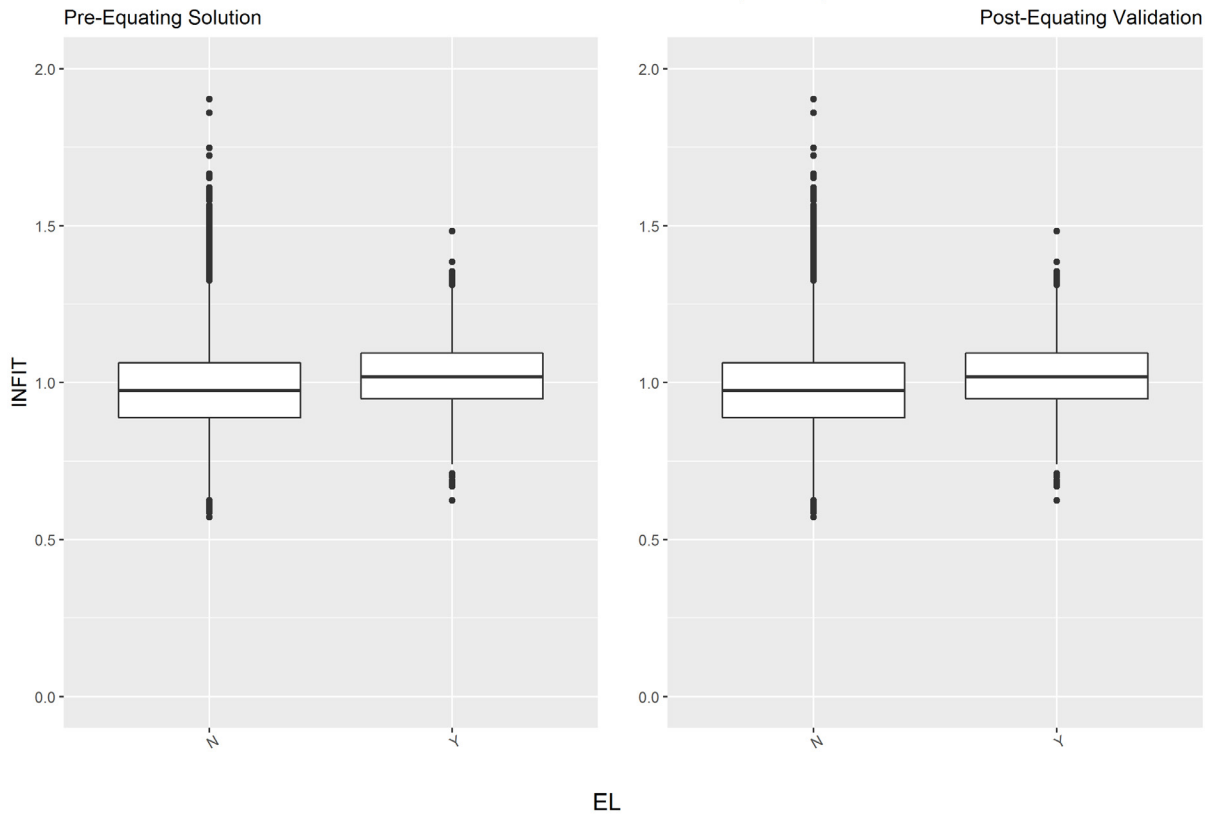
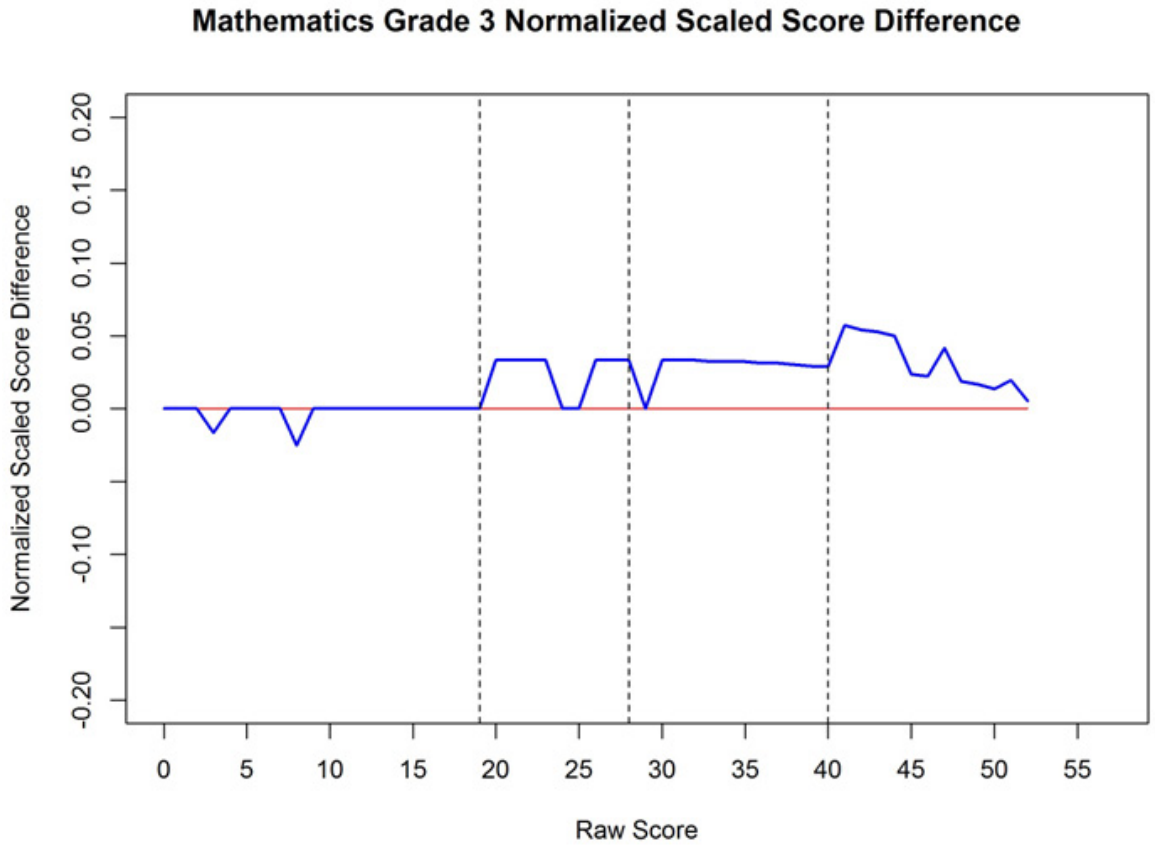
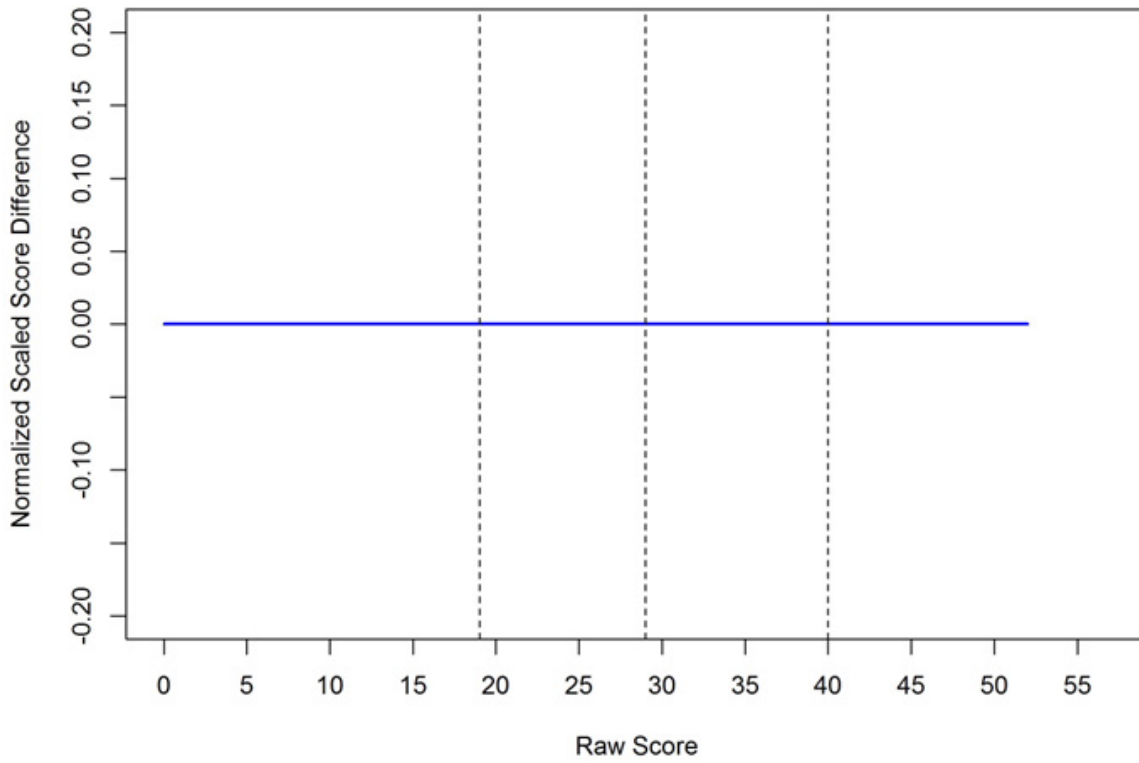


Figure T-2 displays the normalized scale score distributions by subject and grade across raw score points. The blue line represents the normalized scaled score difference between pre- and post-equated solutions at each raw score point. The red line represents no change between the solutions and the black dotted vertical lines represent the original raw cut-scores for each performance level classification (Basic, Proficient, and Advanced). If no red line is shown, then there were no differences between pre- and post-equated solutions.

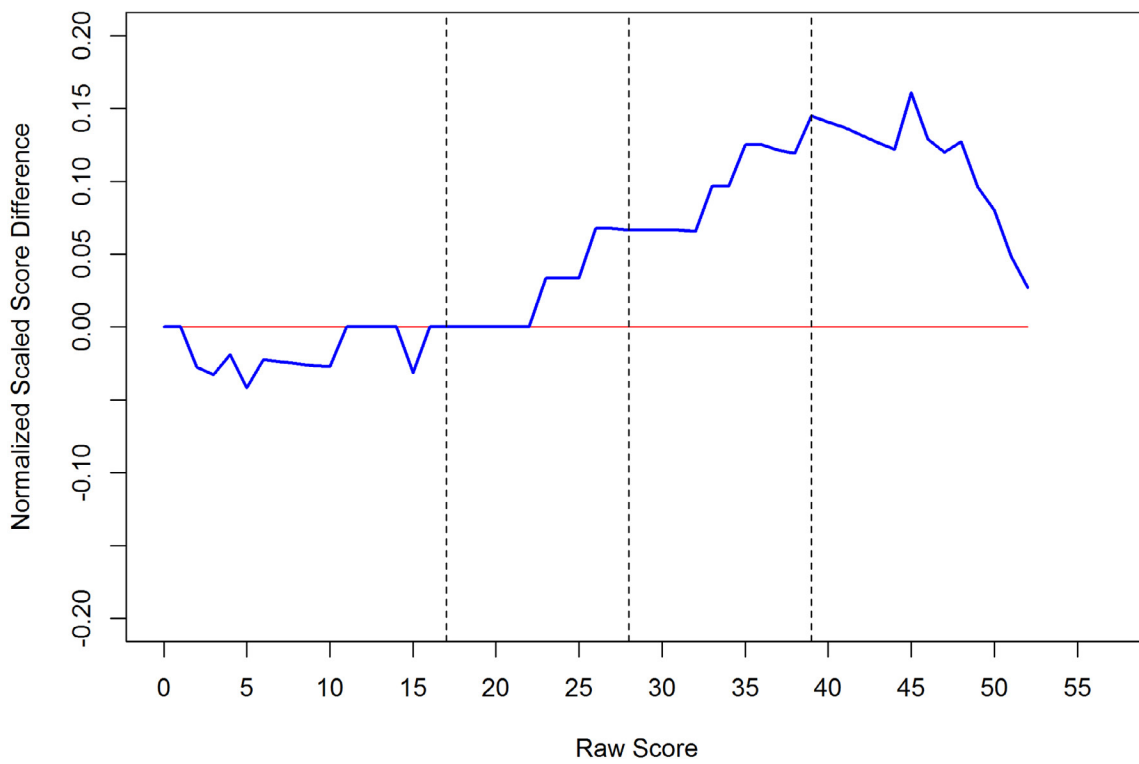
Figure T-2. Normalized Scale Score Distributions by Subject and Grade



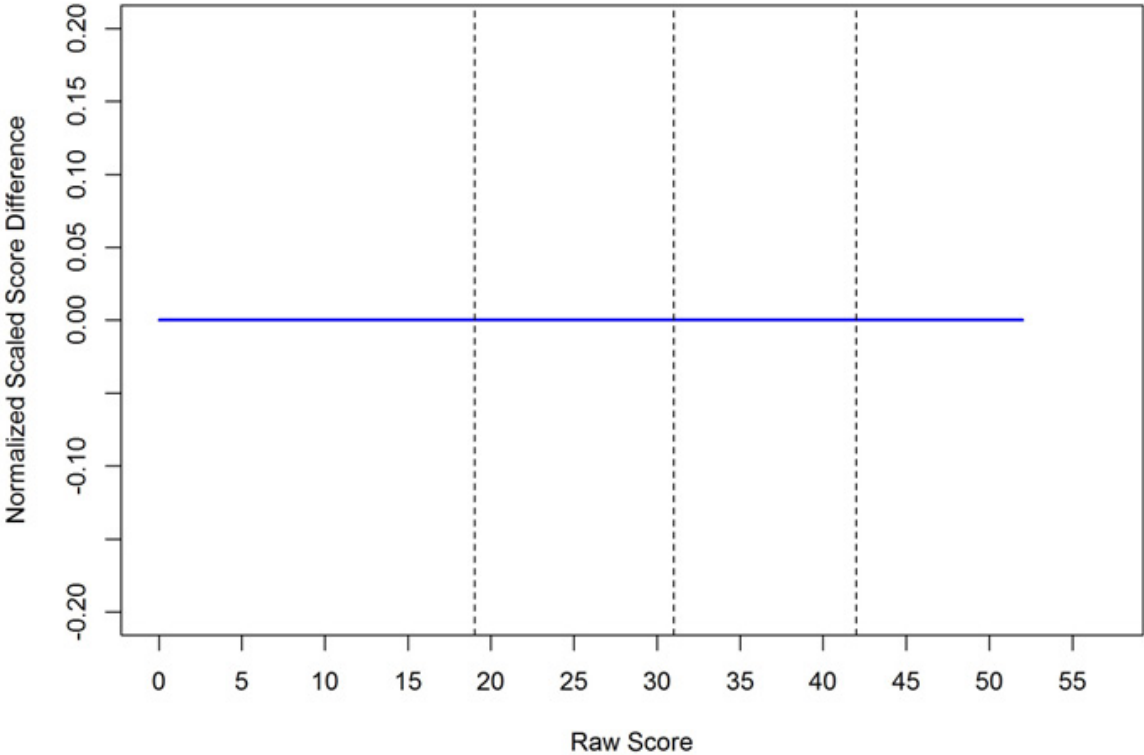
Mathematics Grade 4 Normalized Scaled Score Difference



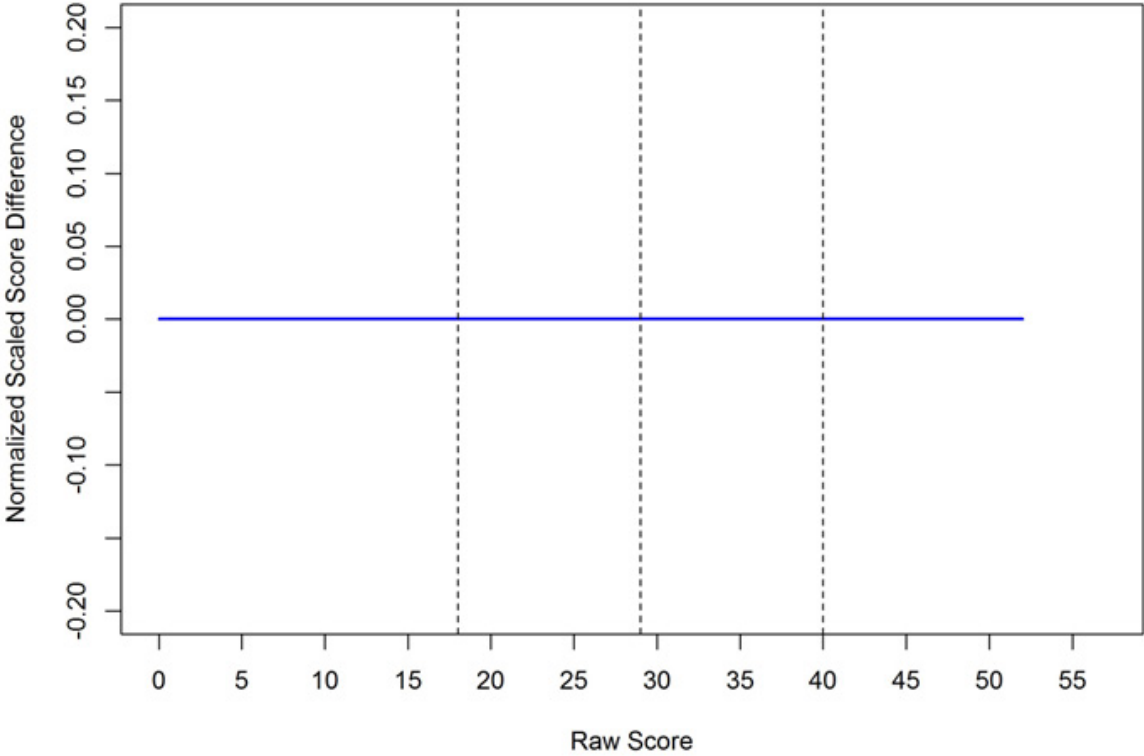
Mathematics Grade 5 Normalized Scaled Score Difference



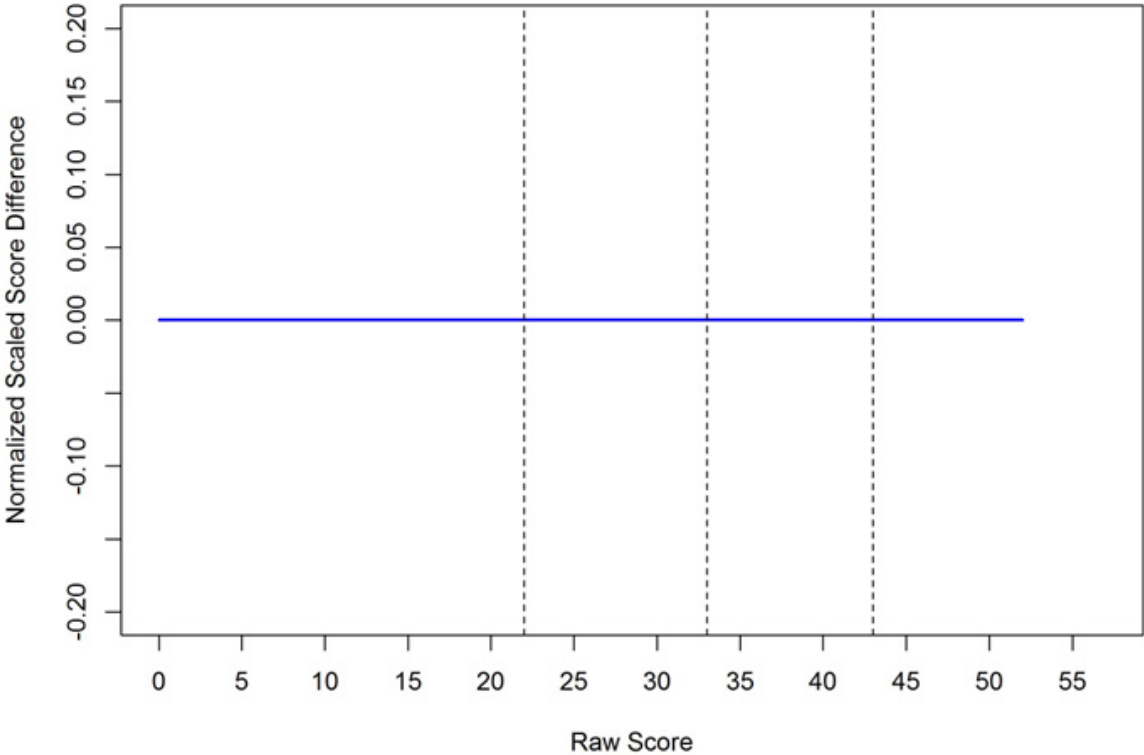
Mathematics Grade 6 Normalized Scaled Score Difference



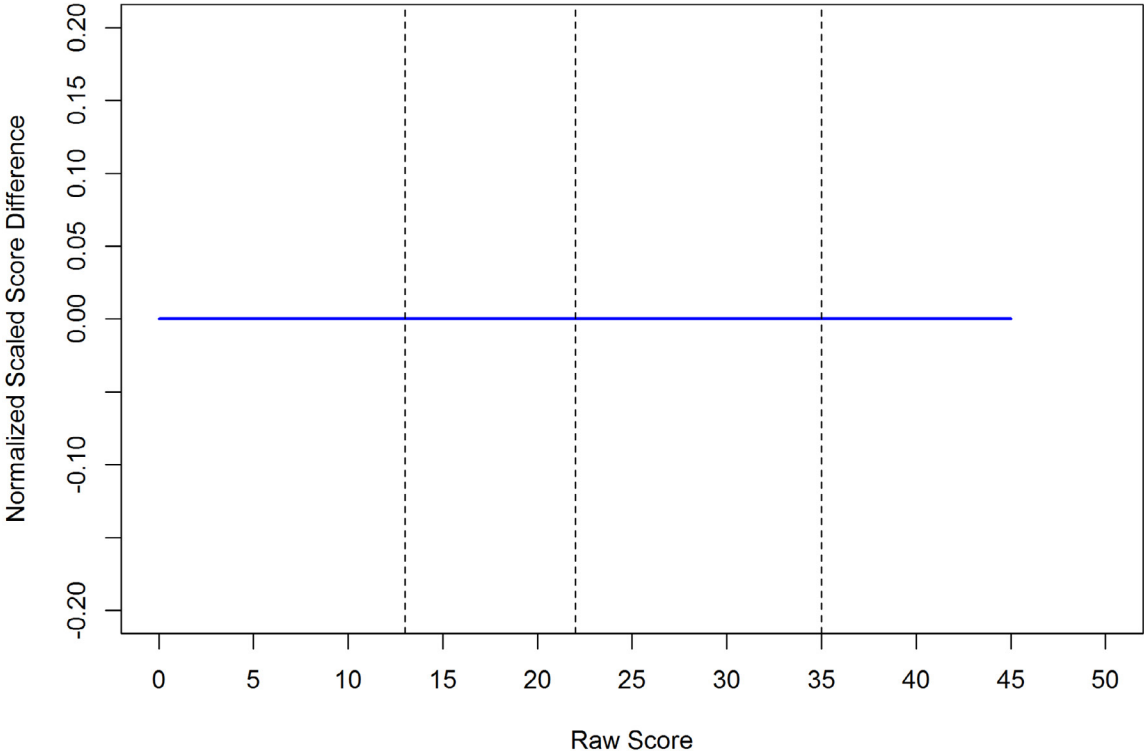
Mathematics Grade 7 Normalized Scaled Score Difference



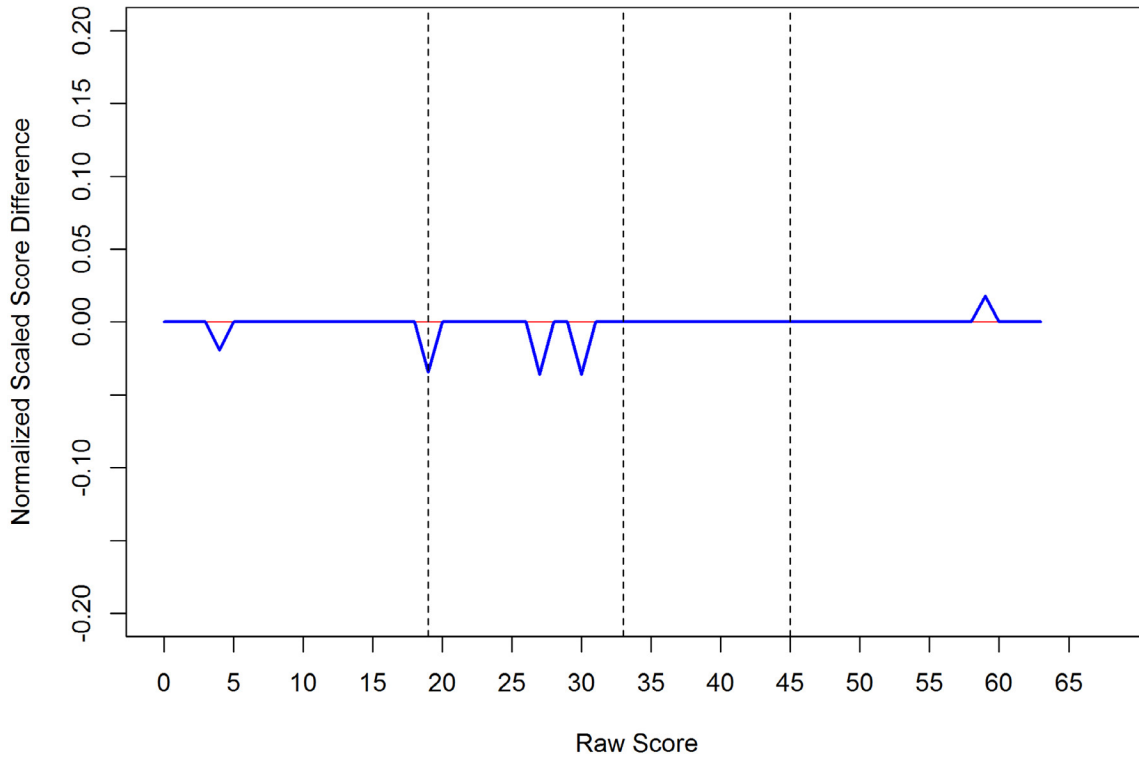
Mathematics Grade 8 Normalized Scaled Score Difference



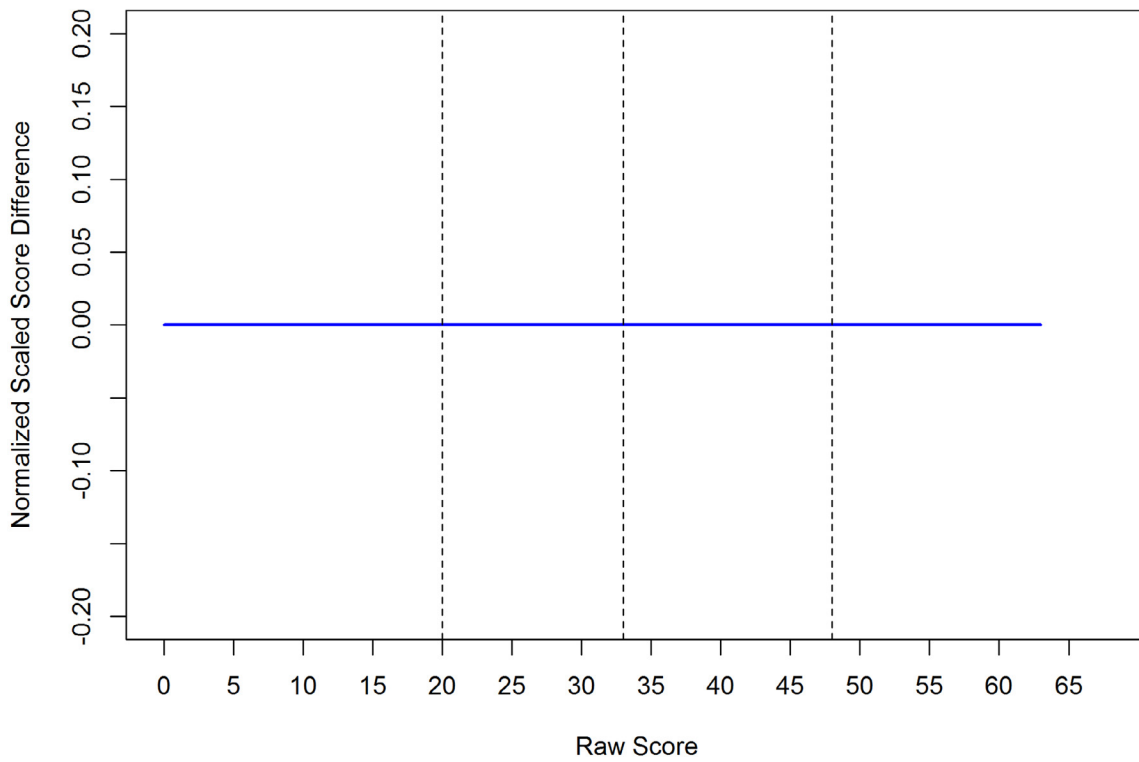
ELA Grade 3 Normalized Scaled Score Difference



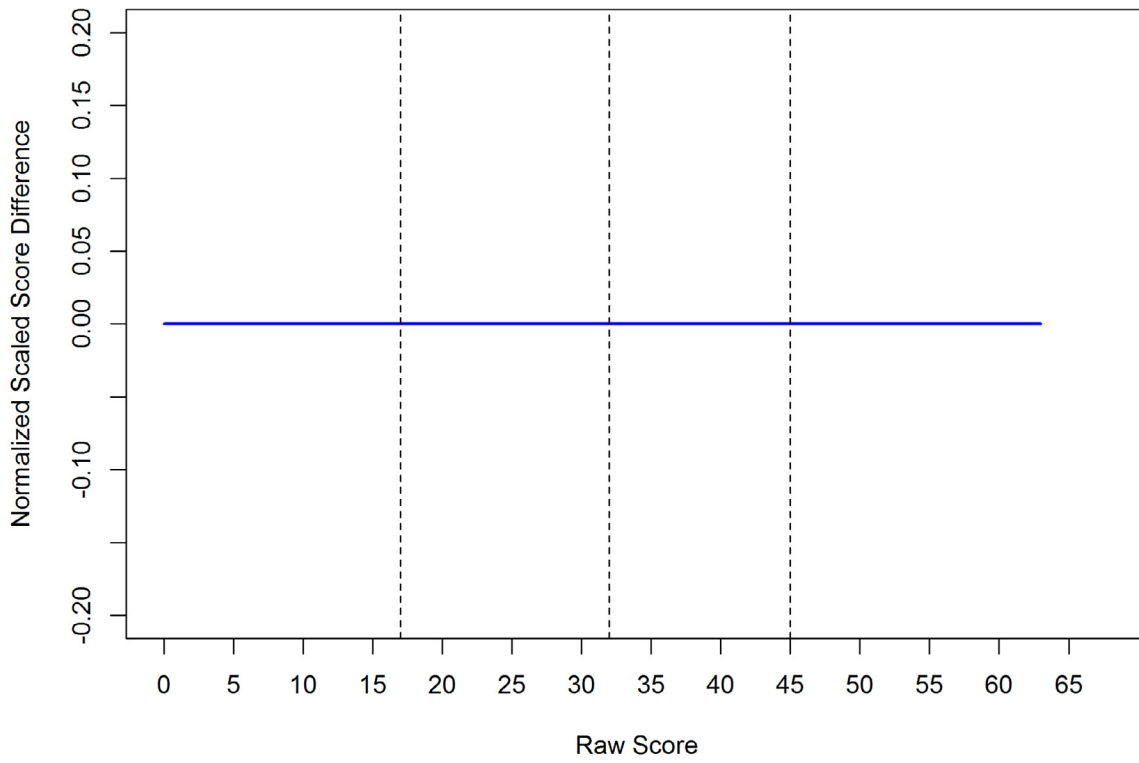
ELA Grade 4 Normalized Scaled Score Difference



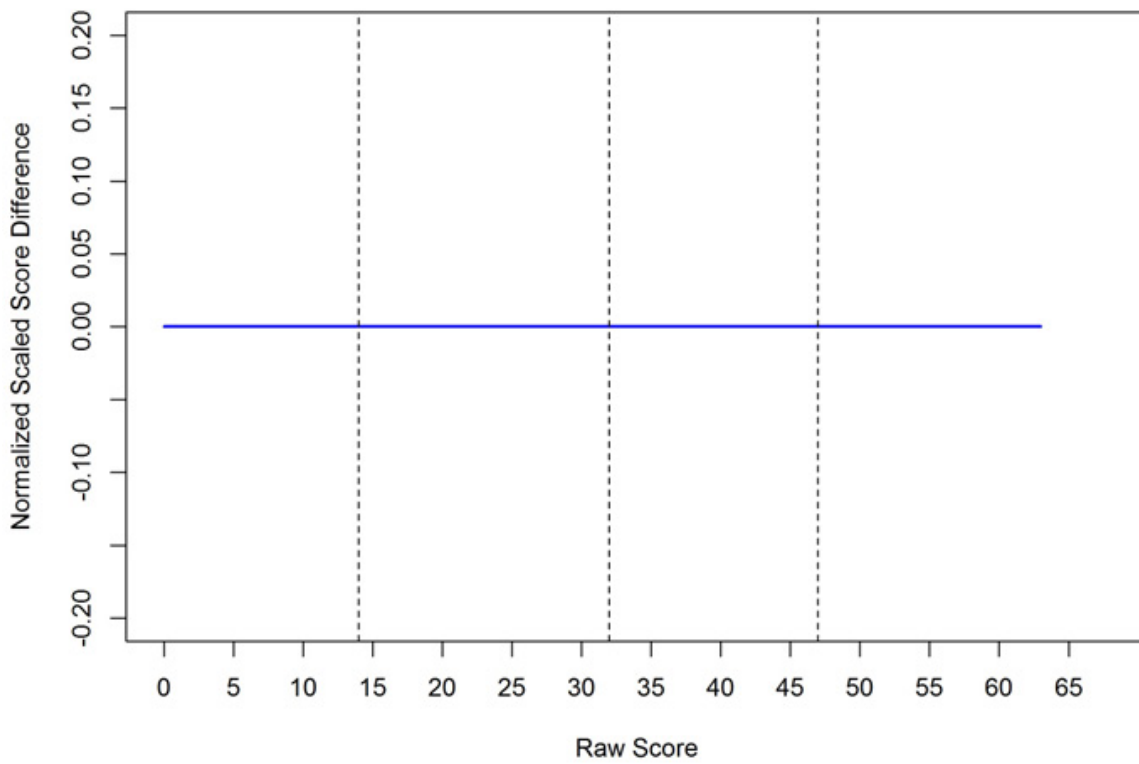
ELA Grade 5 Normalized Scaled Score Difference



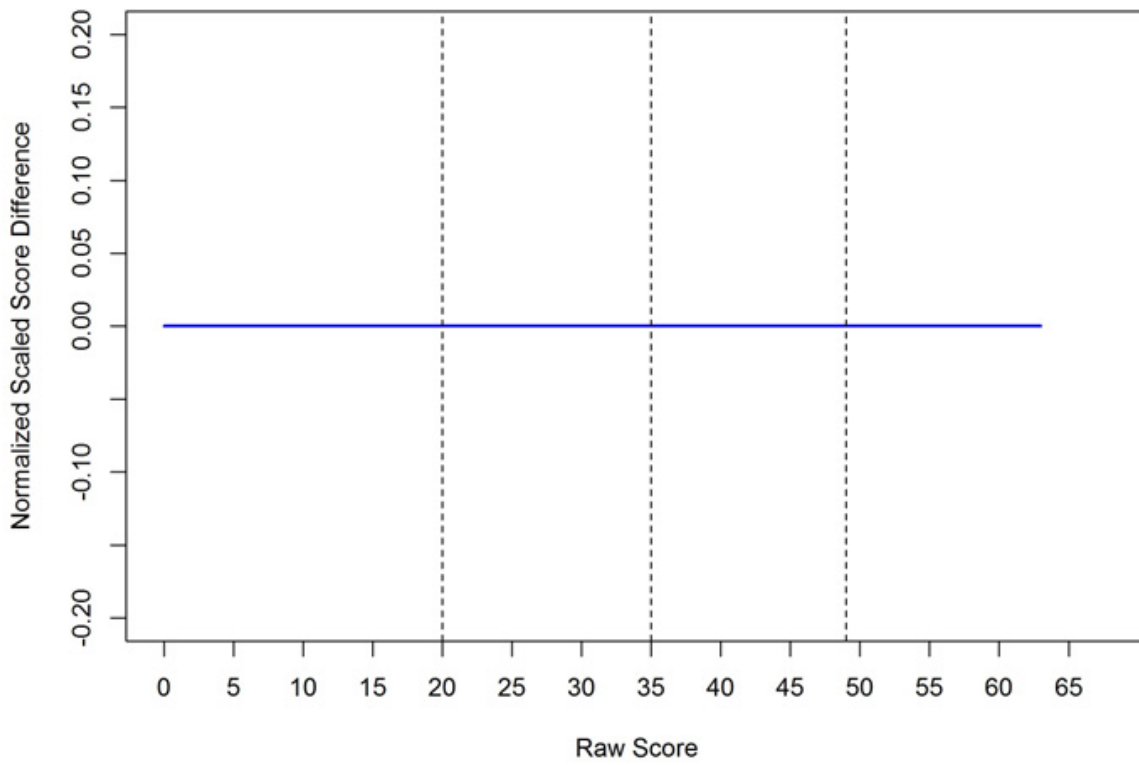
ELA Grade 6 Normalized Scaled Score Difference



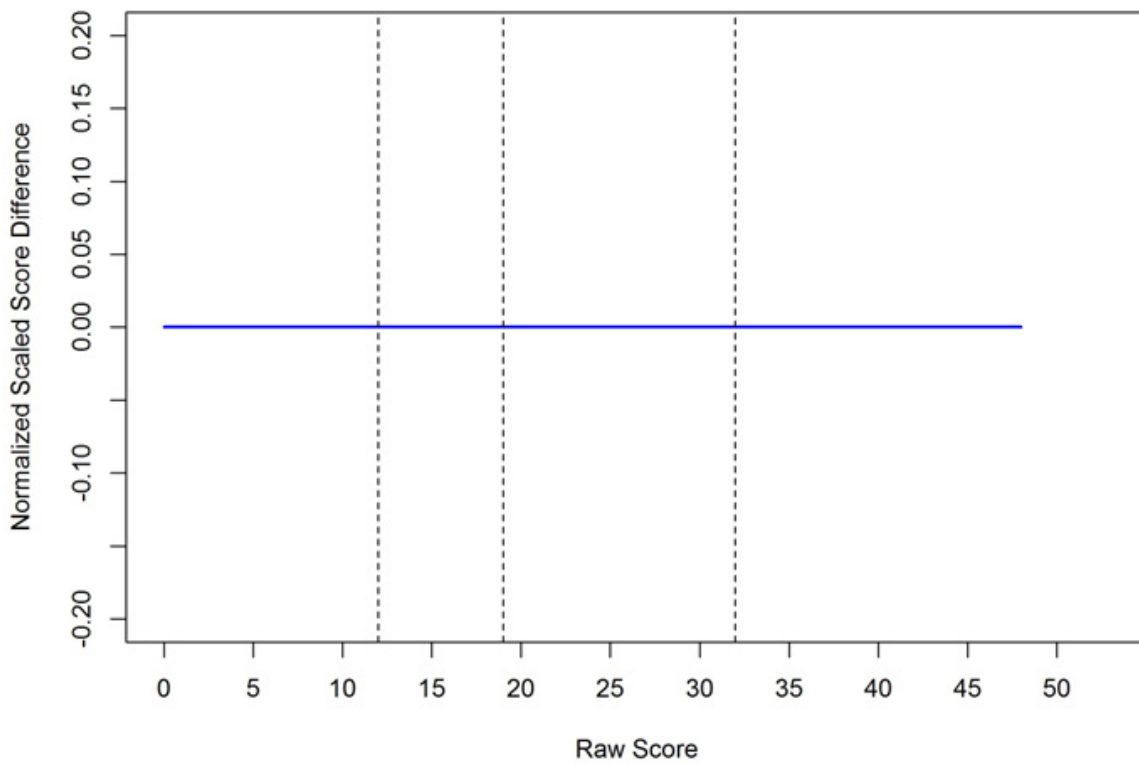
ELA Grade 7 Normalized Scaled Score Difference



ELA Grade 8 Normalized Scaled Score Difference



Science Grade 4 Normalized Scaled Score Difference



Science Grade 8 Normalized Scaled Score Difference

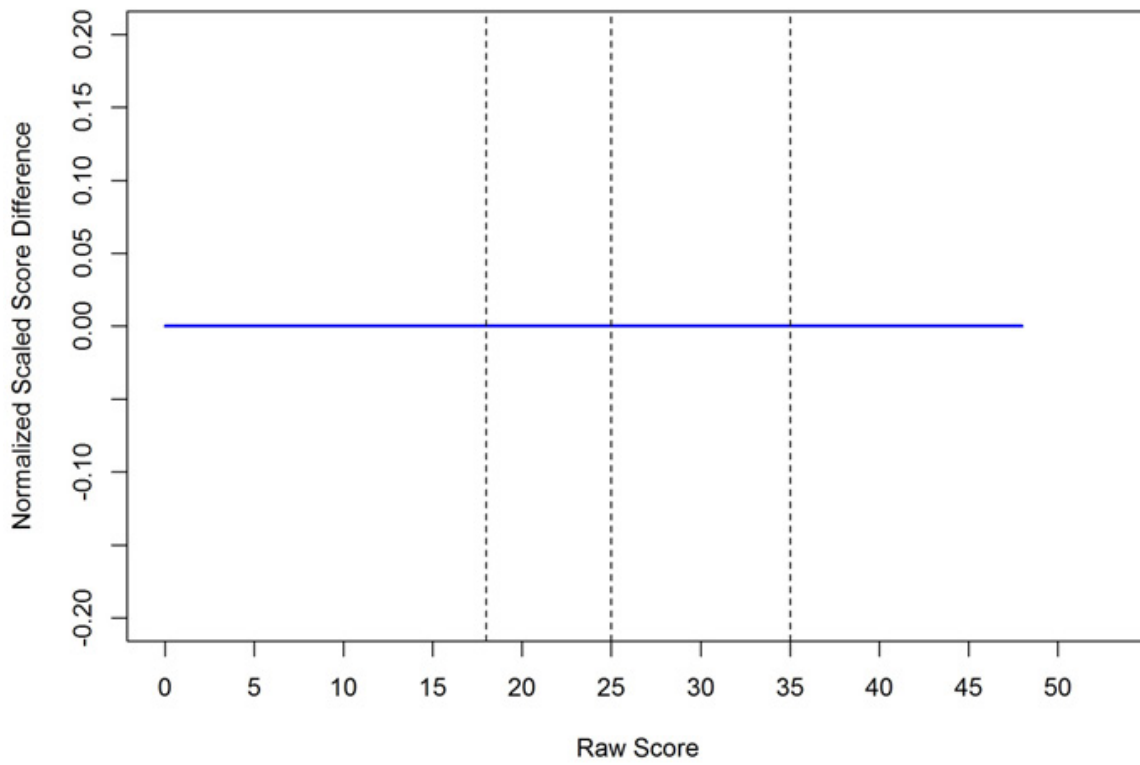


Table T-1. Pre- and Post-Equated Conversion Tables by Subject and Grade

Mathematics Grade 3 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	184	184	BB	BB	0.0	True
1	600	600	102	102	BB	BB	0.0	True
2	635	635	73	73	BB	BB	0.0	True
3	679	680	61	61	BB	BB	0.0	True
4	712	712	54	53	BB	BB	0.1	True
5	738	738	49	49	BB	BB	0.1	True
6	760	760	45	45	BB	BB	0.3	True
7	779	779	42	42	BB	BB	0.5	True
8	795	796	40	40	BB	BB	0.8	True
9	811	811	38	38	BB	BB	1.1	True
10	825	825	37	37	BB	BB	1.4	True
11	838	838	36	36	BB	BB	1.8	True
12	850	850	35	35	BB	BB	2.1	True
13	862	862	34	34	BB	BB	2.1	True
14	873	873	33	33	BB	BB	2.3	True
15	884	884	32	32	BB	BB	2.5	True
16	894	894	32	32	BB	BB	2.5	True
17	904	904	31	31	BB	BB	2.4	True
18	914	914	31	31	BB	BB	2.5	True
19	923	923	31	31	B	B	2.6	True
20	933	932	30	30	B	B	2.4	True
21	942	941	30	30	B	B	2.6	True
22	951	950	30	30	B	B	2.6	True
23	960	959	30	30	B	B	2.6	True
24	968	968	30	30	B	B	2.6	True
25	977	977	30	30	B	B	2.7	True
26	986	985	30	30	B	B	2.7	True
27	995	994	30	30	B	B	2.8	True
28	1004	1003	30	30	P	P	2.7	True
29	1012	1012	30	30	P	P	2.8	True
30	1021	1020	30	30	P	P	2.8	True
31	1030	1029	30	30	P	P	2.9	True
32	1039	1038	30	30	P	P	2.9	True
33	1049	1048	31	31	P	P	2.8	True
34	1058	1057	31	31	P	P	2.8	True
35	1068	1067	31	31	P	P	2.9	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
36	1078	1077	32	32	P	P	2.9	True
37	1088	1087	32	32	P	P	2.8	True
38	1099	1098	33	33	P	P	2.9	True
39	1110	1109	34	34	A	P	2.7	False
40	1121	1120	35	34	A	A	2.8	True
41	1134	1132	35	35	A	A	2.6	True
42	1147	1145	37	37	A	A	2.5	True
43	1161	1159	38	38	A	A	2.4	True
44	1176	1174	40	40	A	A	2.2	True
45	1192	1191	42	42	A	A	1.9	True
46	1211	1210	45	45	A	A	1.7	True
47	1233	1231	48	48	A	A	1.4	True
48	1258	1257	53	53	A	A	1.1	True
49	1290	1289	60	60	A	A	0.8	True
50	1334	1333	73	73	A	A	0.4	True
51	1407	1405	102	102	A	A	0.2	True
52	1529	1528	183	183	A	A	0.1	True

Mathematics Grade 4 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	183	183	BB	BB	0.0	True
1	600	600	102	102	BB	BB	0.0	True
2	620	620	73	73	BB	BB	0.0	True
3	664	664	61	61	BB	BB	0.0	True
4	696	696	53	53	BB	BB	0.0	True
5	722	722	48	48	BB	BB	0.1	True
6	744	744	45	45	BB	BB	0.2	True
7	763	763	42	42	BB	BB	0.4	True
8	780	780	40	40	BB	BB	0.6	True
9	795	795	38	38	BB	BB	0.9	True
10	809	809	37	37	BB	BB	1.4	True
11	822	822	36	36	BB	BB	1.7	True
12	835	835	35	35	BB	BB	2.0	True
13	847	847	34	34	BB	BB	2.3	True
14	858	858	33	33	BB	BB	2.4	True
15	869	869	33	33	BB	BB	2.6	True
16	879	879	32	32	BB	BB	2.7	True
17	890	890	32	32	BB	BB	2.7	True
18	900	900	31	31	BB	BB	2.8	True
19	909	909	31	31	B	B	2.7	True
20	919	919	31	31	B	B	2.8	True
21	928	928	31	31	B	B	2.9	True
22	937	937	30	30	B	B	2.7	True
23	947	947	30	30	B	B	2.9	True
24	956	956	30	30	B	B	2.8	True
25	965	965	30	30	B	B	2.9	True
26	974	974	30	30	B	B	3.0	True
27	983	983	30	30	B	B	2.9	True
28	992	992	30	30	B	B	2.9	True
29	1001	1001	30	30	P	P	2.9	True
30	1010	1010	30	30	P	P	2.9	True
31	1019	1019	31	31	P	P	3.0	True
32	1029	1029	31	31	P	P	3.0	True
33	1038	1038	31	31	P	P	3.0	True
34	1048	1048	31	31	P	P	2.9	True
35	1058	1058	32	32	P	P	2.8	True
36	1068	1068	32	32	P	P	2.8	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1079	1079	33	33	P	P	2.8	True
38	1090	1090	33	33	P	P	2.7	True
39	1102	1102	34	34	P	P	2.6	True
40	1114	1114	35	35	A	A	2.5	True
41	1126	1126	36	36	A	A	2.4	True
42	1140	1140	37	37	A	A	2.3	True
43	1154	1154	39	39	A	A	2.1	True
44	1170	1170	41	41	A	A	1.9	True
45	1188	1188	43	43	A	A	1.7	True
46	1207	1207	46	46	A	A	1.4	True
47	1230	1230	49	49	A	A	1.1	True
48	1257	1257	54	54	A	A	0.8	True
49	1290	1290	62	62	A	A	0.6	True
50	1336	1336	74	74	A	A	0.3	True
51	1411	1411	103	103	A	A	0.2	True
52	1535	1535	184	184	A	A	0.1	True

Mathematics Grade 5 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	184	184	BB	BB	0.0	True
1	600	600	102	102	BB	BB	0.0	True
2	640	642	73	73	BB	BB	0.0	True
3	684	686	61	61	BB	BB	0.1	True
4	717	718	53	53	BB	BB	0.1	True
5	742	744	48	48	BB	BB	0.3	True
6	764	765	45	45	BB	BB	0.6	True
7	783	784	42	42	BB	BB	1.0	True
8	800	801	40	40	BB	BB	1.4	True
9	815	816	38	38	BB	BB	2.0	True
10	829	830	37	37	BB	BB	2.4	True
11	843	843	36	35	BB	BB	2.8	True
12	855	855	35	34	BB	BB	3.1	True
13	867	867	34	34	BB	BB	3.2	True
14	878	878	33	33	BB	BB	3.2	True
15	888	889	32	32	BB	BB	3.3	True
16	899	899	32	32	BB	BB	3.2	True
17	909	909	31	31	B	B	3.0	True
18	918	918	31	31	B	B	3.0	True
19	928	928	31	30	B	B	2.9	True
20	937	937	30	30	B	B	2.8	True
21	946	946	30	30	B	B	2.8	True
22	955	955	30	30	B	B	2.8	True
23	964	963	30	30	B	B	2.7	True
24	973	972	30	30	B	B	2.7	True
25	982	981	30	29	B	B	2.6	True
26	991	989	30	29	B	B	2.6	True
27	1000	998	30	29	P	B	2.7	False
28	1009	1007	30	30	P	P	2.5	True
29	1018	1016	30	30	P	P	2.6	True
30	1027	1025	30	30	P	P	2.5	True
31	1036	1034	30	30	P	P	2.4	True
32	1045	1043	31	30	P	P	2.4	True
33	1055	1052	31	31	P	P	2.3	True
34	1065	1062	31	31	P	P	2.3	True
35	1075	1071	32	32	P	P	2.2	True
36	1085	1081	32	32	P	P	2.3	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1096	1092	33	33	P	P	2.2	True
38	1107	1103	34	33	P	P	2.1	True
39	1119	1114	35	34	A	A	2.0	True
40	1131	1126	36	35	A	A	2.0	True
41	1144	1139	37	36	A	A	1.9	True
42	1158	1153	38	38	A	A	1.8	True
43	1173	1168	40	39	A	A	1.8	True
44	1189	1184	41	41	A	A	1.6	True
45	1208	1201	44	43	A	A	1.4	True
46	1228	1222	47	46	A	A	1.2	True
47	1251	1245	50	50	A	A	1.1	True
48	1279	1272	55	55	A	A	0.9	True
49	1313	1307	62	63	A	A	0.6	True
50	1359	1353	75	75	A	A	0.4	True
51	1434	1429	103	103	A	A	0.2	True
52	1559	1554	184	184	A	A	0.0	True

Mathematics Grade 6 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	183	183	BB	BB	0.0	True
1	600	600	102	102	BB	BB	0.0	True
2	617	617	73	73	BB	BB	0.0	True
3	660	660	60	60	BB	BB	0.0	True
4	693	693	53	53	BB	BB	0.1	True
5	718	718	48	48	BB	BB	0.2	True
6	740	740	45	45	BB	BB	0.5	True
7	758	758	42	42	BB	BB	0.9	True
8	775	775	40	40	BB	BB	1.3	True
9	790	790	38	38	BB	BB	1.8	True
10	804	804	36	36	BB	BB	2.5	True
11	817	817	35	35	BB	BB	2.7	True
12	829	829	34	34	BB	BB	3.0	True
13	840	840	33	33	BB	BB	3.1	True
14	851	851	33	33	BB	BB	3.0	True
15	861	861	32	32	BB	BB	3.0	True
16	871	871	31	31	BB	BB	3.0	True
17	881	881	31	31	BB	BB	2.9	True
18	890	890	30	30	BB	BB	2.8	True
19	899	899	30	30	B	B	2.8	True
20	908	908	30	30	B	B	2.7	True
21	917	917	29	29	B	B	2.7	True
22	925	925	29	29	B	B	2.6	True
23	934	934	29	29	B	B	2.6	True
24	942	942	29	29	B	B	2.5	True
25	951	951	29	29	B	B	2.5	True
26	959	959	29	29	B	B	2.4	True
27	967	967	29	29	B	B	2.4	True
28	976	976	29	29	B	B	2.5	True
29	984	984	29	29	B	B	2.4	True
30	992	992	29	29	B	B	2.4	True
31	1001	1001	29	29	P	P	2.2	True
32	1010	1010	30	30	P	P	2.3	True
33	1019	1019	30	30	P	P	2.3	True
34	1028	1028	30	30	P	P	2.3	True
35	1037	1037	31	31	P	P	2.3	True
36	1047	1047	32	32	P	P	2.3	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1057	1057	32	32	P	P	2.3	True
38	1068	1068	33	33	P	P	2.2	True
39	1079	1079	34	34	P	P	2.1	True
40	1091	1091	35	35	P	P	2.1	True
41	1103	1103	36	36	P	P	2.2	True
42	1116	1116	37	37	A	A	2.1	True
43	1131	1131	39	39	A	A	2.0	True
44	1147	1147	41	41	A	A	2.0	True
45	1164	1164	43	43	A	A	1.8	True
46	1184	1184	46	46	A	A	1.6	True
47	1207	1207	50	50	A	A	1.4	True
48	1234	1234	55	55	A	A	1.1	True
49	1268	1268	62	62	A	A	0.9	True
50	1315	1315	75	75	A	A	0.6	True
51	1391	1391	103	103	A	A	0.4	True
52	1516	1516	185	185	A	A	0.1	True

Mathematics Grade 7 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	183	183	BB	BB	0.0	True
1	600	600	102	102	BB	BB	0.0	True
2	632	632	73	73	BB	BB	0.0	True
3	676	676	60	60	BB	BB	0.1	True
4	708	708	53	53	BB	BB	0.2	True
5	734	734	48	48	BB	BB	0.4	True
6	755	755	45	45	BB	BB	0.8	True
7	774	774	42	42	BB	BB	1.4	True
8	790	790	40	40	BB	BB	2.0	True
9	805	805	38	38	BB	BB	2.8	True
10	819	819	37	37	BB	BB	3.4	True
11	832	832	35	35	BB	BB	3.8	True
12	844	844	34	34	BB	BB	4.1	True
13	856	856	33	33	BB	BB	4.0	True
14	867	867	33	33	BB	BB	4.0	True
15	877	877	32	32	BB	BB	3.7	True
16	887	887	32	32	BB	BB	3.5	True
17	897	897	31	31	BB	BB	3.2	True
18	907	907	31	31	B	B	3.1	True
19	916	916	30	30	B	B	2.8	True
20	925	925	30	30	B	B	2.7	True
21	934	934	30	30	B	B	2.7	True
22	943	943	30	30	B	B	2.5	True
23	951	951	29	29	B	B	2.5	True
24	960	960	29	29	B	B	2.4	True
25	969	969	29	29	B	B	2.3	True
26	977	977	29	29	B	B	2.3	True
27	986	986	29	29	B	B	2.3	True
28	994	994	29	29	B	B	2.2	True
29	1003	1003	29	29	P	P	2.2	True
30	1012	1012	30	30	P	P	2.2	True
31	1020	1020	30	30	P	P	2.1	True
32	1029	1029	30	30	P	P	2.1	True
33	1038	1038	30	30	P	P	2.0	True
34	1048	1048	31	31	P	P	2.0	True
35	1057	1057	31	31	P	P	1.9	True
36	1067	1067	31	31	P	P	1.9	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1077	1077	32	32	P	P	1.9	True
38	1087	1087	33	33	P	P	1.9	True
39	1098	1098	33	33	P	P	1.7	True
40	1110	1110	34	34	A	A	1.7	True
41	1122	1122	35	35	A	A	1.7	True
42	1134	1134	37	37	A	A	1.6	True
43	1148	1148	38	38	A	A	1.5	True
44	1164	1164	40	40	A	A	1.3	True
45	1181	1181	42	42	A	A	1.3	True
46	1200	1200	45	45	A	A	1.2	True
47	1222	1222	49	49	A	A	1.0	True
48	1249	1249	54	54	A	A	0.7	True
49	1283	1283	62	62	A	A	0.5	True
50	1329	1329	75	75	A	A	0.3	True
51	1404	1404	103	103	A	A	0.2	True
52	1529	1529	185	185	A	A	0.0	True

Mathematics Grade 8 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	183	183	BB	BB	0.0	True
1	600	600	102	102	BB	BB	0.0	True
2	600	600	73	73	BB	BB	0.0	True
3	638	638	61	61	BB	BB	0.0	True
4	670	670	53	53	BB	BB	0.1	True
5	696	696	48	48	BB	BB	0.2	True
6	717	717	45	45	BB	BB	0.4	True
7	736	736	42	42	BB	BB	0.7	True
8	753	753	40	40	BB	BB	1.2	True
9	768	768	38	38	BB	BB	1.8	True
10	782	782	37	37	BB	BB	2.3	True
11	795	795	36	36	BB	BB	3.1	True
12	808	808	35	35	BB	BB	3.4	True
13	819	819	34	34	BB	BB	3.7	True
14	830	830	33	33	BB	BB	3.8	True
15	841	841	32	32	BB	BB	3.7	True
16	851	851	32	32	BB	BB	3.7	True
17	861	861	31	31	BB	BB	3.5	True
18	871	871	31	31	BB	BB	3.4	True
19	880	880	31	31	BB	BB	3.2	True
20	890	890	30	30	BB	BB	3.1	True
21	899	899	30	30	BB	BB	3.1	True
22	908	908	30	30	B	B	2.9	True
23	917	917	30	30	B	B	2.8	True
24	925	925	30	30	B	B	2.7	True
25	934	934	30	30	B	B	2.7	True
26	943	943	30	30	B	B	2.6	True
27	952	952	30	30	B	B	2.5	True
28	960	960	30	30	B	B	2.5	True
29	969	969	30	30	B	B	2.5	True
30	978	978	30	30	B	B	2.4	True
31	987	987	30	30	B	B	2.3	True
32	996	996	30	30	B	B	2.3	True
33	1005	1005	30	30	P	P	2.2	True
34	1014	1014	31	31	P	P	2.1	True
35	1024	1024	31	31	P	P	2.1	True
36	1034	1034	32	32	P	P	2.0	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1044	1044	32	32	P	P	1.9	True
38	1054	1054	33	33	P	P	1.8	True
39	1065	1065	33	33	P	P	1.7	True
40	1077	1077	34	34	P	P	1.7	True
41	1089	1089	35	35	P	P	1.6	True
42	1102	1102	37	37	P	P	1.6	True
43	1116	1116	38	38	A	A	1.4	True
44	1131	1131	40	40	A	A	1.4	True
45	1147	1147	42	42	A	A	1.3	True
46	1166	1166	45	45	A	A	1.1	True
47	1187	1187	48	48	A	A	1.0	True
48	1213	1213	53	53	A	A	0.9	True
49	1245	1245	60	60	A	A	0.7	True
50	1288	1288	73	73	A	A	0.5	True
51	1361	1361	102	102	A	A	0.4	True
52	1483	1483	183	183	A	A	0.1	True

ELA Grade 3 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	184	184	BB	BB	0.0	True
1	609	609	102	102	BB	BB	0.0	True
2	682	682	73	73	BB	BB	0.0	True
3	727	727	61	61	BB	BB	0.0	True
4	759	759	54	54	BB	BB	0.1	True
5	785	785	49	49	BB	BB	0.3	True
6	807	807	45	45	BB	BB	0.5	True
7	827	827	43	43	BB	BB	0.8	True
8	844	844	41	41	BB	BB	1.3	True
9	860	860	39	39	BB	BB	1.9	True
10	874	874	37	37	BB	BB	2.5	True
11	888	888	36	36	BB	BB	2.9	True
12	901	901	35	35	BB	BB	3.2	True
13	913	913	35	35	B	B	3.3	True
14	924	924	34	34	B	B	3.5	True
15	936	936	33	33	B	B	3.5	True
16	946	946	33	33	B	B	3.5	True
17	957	957	32	32	B	B	3.5	True
18	967	967	32	32	B	B	3.6	True
19	978	978	32	32	B	B	3.5	True
20	988	988	32	32	B	B	3.5	True
21	997	997	31	31	B	B	3.3	True
22	1007	1007	31	31	P	P	3.5	True
23	1017	1017	31	31	P	P	3.4	True
24	1027	1027	31	31	P	P	3.4	True
25	1037	1037	31	31	P	P	3.4	True
26	1047	1047	32	32	P	P	3.5	True
27	1057	1057	32	32	P	P	3.4	True
28	1067	1067	32	32	P	P	3.4	True
29	1077	1077	33	33	P	P	3.4	True
30	1088	1088	33	33	P	P	3.4	True
31	1099	1099	34	34	P	P	3.3	True
32	1111	1111	34	34	P	P	3.1	True
33	1123	1123	35	35	P	P	3.0	True
34	1135	1135	36	36	P	P	2.8	True
35	1149	1149	37	37	A	A	2.5	True
36	1163	1163	39	39	A	A	2.4	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1178	1178	40	40	A	A	2.0	True
38	1196	1196	43	43	A	A	1.7	True
39	1215	1215	45	45	A	A	1.3	True
40	1237	1237	49	49	A	A	1.0	True
41	1263	1263	54	54	A	A	0.7	True
42	1296	1296	61	61	A	A	0.4	True
43	1341	1341	74	74	A	A	0.2	True
44	1415	1415	102	102	A	A	0.1	True
45	1539	1539	184	184	A	A	0.0	True

ELA Grade 4 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	183	183	BB	BB	0.0	True
1	600	600	101	101	BB	BB	0.0	True
2	622	622	72	72	BB	BB	0.0	True
3	665	665	60	60	BB	BB	0.0	True
4	696	697	52	52	BB	BB	0.0	True
5	721	721	47	47	BB	BB	0.0	True
6	742	742	44	44	BB	BB	0.1	True
7	760	760	41	41	BB	BB	0.2	True
8	776	776	39	39	BB	BB	0.4	True
9	790	790	37	37	BB	BB	0.5	True
10	803	803	36	36	BB	BB	0.7	True
11	805	805	35	35	BB	BB	1052	True
11	816	816	34	34	BB	BB	1.0	True
12	827	827	33	33	BB	BB	1.2	True
13	838	838	33	33	BB	BB	1.5	True
14	848	848	32	32	BB	BB	1.8	True
15	858	858	31	31	BB	BB	2.0	True
16	868	868	31	31	BB	BB	2.2	True
17	877	877	30	30	BB	BB	2.3	True
18	886	886	30	30	BB	BB	2.3	True
19	894	895	29	29	B	B	2.2	True
20	903	903	29	29	B	B	2.3	True
21	911	911	29	29	B	B	2.2	True
22	919	919	28	28	B	B	2.2	True
23	927	927	28	28	B	B	2.2	True
24	935	935	28	28	B	B	2.1	True
25	943	943	28	28	B	B	2.1	True
26	951	951	28	28	B	B	2.1	True
27	958	959	28	28	B	B	2.2	True
28	966	966	28	28	B	B	2.2	True
29	974	974	28	28	B	B	2.2	True
30	981	982	28	28	B	B	2.2	True
31	989	989	28	28	B	B	2.1	True
32	997	997	28	28	B	B	2.3	True
33	1005	1005	28	28	P	P	2.3	True
34	1012	1012	28	28	P	P	2.4	True
35	1020	1020	28	28	P	P	2.5	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
36	1028	1028	28	28	P	P	2.5	True
37	1036	1036	28	28	P	P	2.6	True
38	1044	1044	29	29	P	P	2.7	True
39	1053	1053	29	29	P	P	2.7	True
40	1061	1061	29	29	P	P	2.7	True
41	1070	1070	30	30	P	P	2.6	True
42	1079	1079	30	30	P	P	2.7	True
43	1088	1088	30	30	P	P	2.7	True
44	1097	1097	31	31	P	P	2.6	True
45	1107	1107	31	31	A	A	2.6	True
46	1117	1117	32	32	A	A	2.5	True
47	1127	1127	33	33	A	A	2.3	True
48	1138	1138	33	33	A	A	2.2	True
49	1149	1149	34	34	A	A	2.1	True
50	1161	1161	35	35	A	A	1.9	True
51	1174	1174	36	36	A	A	1.7	True
52	1188	1188	37	37	A	A	1.5	True
53	1202	1202	39	39	A	A	1.3	True
54	1218	1218	40	40	A	A	1.0	True
55	1235	1235	42	42	A	A	0.9	True
56	1254	1254	45	45	A	A	0.7	True
57	1275	1275	47	47	A	A	0.5	True
58	1299	1299	51	51	A	A	0.4	True
59	1328	1327	56	56	A	A	0.2	True
60	1363	1363	63	63	A	A	0.2	True
61	1410	1410	75	75	A	A	0.1	True
62	1486	1486	103	103	A	A	0.1	True
63	1611	1611	184	184	A	A	0.0	True

ELA Grade 5 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	183	183	BB	BB	0.0	True
1	600	600	102	102	BB	BB	0.0	True
2	600	600	73	73	BB	BB	0.0	True
3	642	642	61	61	BB	BB	0.0	True
4	674	674	53	53	BB	BB	0.0	True
5	700	700	48	48	BB	BB	0.0	True
6	722	722	45	45	BB	BB	0.1	True
7	741	741	42	42	BB	BB	0.1	True
8	758	758	40	40	BB	BB	0.2	True
9	773	773	38	38	BB	BB	0.3	True
10	787	787	37	37	BB	BB	0.4	True
11	800	800	36	36	BB	BB	0.6	True
12	813	813	35	35	BB	BB	0.8	True
13	825	825	34	34	BB	BB	1.0	True
14	836	836	33	33	BB	BB	1.3	True
15	846	846	32	32	BB	BB	1.5	True
16	857	857	32	32	BB	BB	1.7	True
17	867	867	31	31	BB	BB	1.7	True
18	876	876	31	31	BB	BB	1.8	True
19	885	885	30	30	BB	BB	2.0	True
20	894	894	30	30	B	B	2.2	True
21	903	903	30	30	B	B	2.2	True
22	912	912	29	29	B	B	2.3	True
23	921	921	29	29	B	B	2.2	True
24	929	929	29	29	B	B	2.4	True
25	937	937	29	29	B	B	2.4	True
26	946	946	29	29	B	B	2.3	True
27	954	954	29	29	B	B	2.5	True
28	962	962	28	28	B	B	2.4	True
29	970	970	28	28	B	B	2.5	True
30	978	978	28	28	B	B	2.4	True
31	986	986	28	28	B	B	2.5	True
32	994	994	28	28	B	B	2.5	True
33	1002	1002	29	29	P	P	2.6	True
34	1010	1010	29	29	P	P	2.7	True
35	1019	1019	29	29	P	P	2.8	True
36	1027	1027	29	29	P	P	2.8	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1035	1035	29	29	P	P	2.8	True
38	1044	1044	29	29	P	P	2.9	True
39	1053	1053	30	30	P	P	2.8	True
40	1061	1061	30	30	P	P	2.9	True
41	1070	1070	30	30	P	P	3.0	True
42	1080	1080	31	31	P	P	2.9	True
43	1089	1089	31	31	P	P	2.8	True
44	1099	1099	31	31	P	P	2.9	True
45	1109	1109	32	32	P	P	2.7	True
46	1119	1119	32	32	P	P	2.7	True
47	1130	1130	33	33	P	P	2.5	True
48	1141	1141	34	34	A	A	2.3	True
49	1153	1153	35	35	A	A	2.0	True
50	1165	1165	36	36	A	A	1.9	True
51	1178	1178	37	37	A	A	1.6	True
52	1192	1192	38	38	A	A	1.4	True
53	1207	1207	39	39	A	A	1.2	True
54	1222	1222	41	41	A	A	1.0	True
55	1240	1240	42	42	A	A	0.8	True
56	1259	1259	45	45	A	A	0.6	True
57	1280	1280	47	47	A	A	0.5	True
58	1304	1304	51	51	A	A	0.3	True
59	1332	1332	56	56	A	A	0.2	True
60	1368	1368	63	63	A	A	0.1	True
61	1415	1415	75	75	A	A	0.1	True
62	1491	1491	103	103	A	A	0.0	True
63	1616	1616	184	184	A	A	0.0	True

ELA Grade 6 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	183	183	BB	BB	0.0	True
1	600	600	101	101	BB	BB	0.0	True
2	627	627	72	72	BB	BB	0.0	True
3	670	670	60	60	BB	BB	0.0	True
4	701	701	53	53	BB	BB	0.0	True
5	726	726	48	48	BB	BB	0.0	True
6	747	747	44	44	BB	BB	0.0	True
7	765	765	41	41	BB	BB	0.1	True
8	781	781	39	39	BB	BB	0.2	True
9	795	795	37	37	BB	BB	0.3	True
10	809	809	36	36	BB	BB	0.4	True
11	821	821	35	35	BB	BB	0.5	True
12	833	833	34	34	BB	BB	0.7	True
1099	822	822	34	34	BB	BB	1.2	True
13	844	844	33	33	BB	BB	0.9	True
14	854	854	32	32	BB	BB	1.1	True
15	864	864	31	31	BB	BB	1.4	True
16	874	874	31	31	BB	BB	1.6	True
17	883	883	30	30	B	B	1.9	True
18	892	892	30	30	B	B	1.9	True
19	901	901	29	29	B	B	2.1	True
20	910	910	29	29	B	B	2.2	True
21	918	918	29	29	B	B	2.2	True
22	926	926	29	29	B	B	2.4	True
23	934	934	28	28	B	B	2.4	True
24	942	942	28	28	B	B	2.4	True
25	950	950	28	28	B	B	2.4	True
26	958	958	28	28	B	B	2.5	True
27	966	966	28	28	B	B	2.6	True
28	973	973	28	28	B	B	2.7	True
29	981	981	28	28	B	B	2.7	True
30	989	989	28	28	B	B	2.7	True
31	997	997	28	28	B	B	2.8	True
32	1004	1004	28	28	P	P	2.9	True
33	1012	1012	28	28	P	P	2.8	True
34	1020	1020	28	28	P	P	2.9	True
35	1028	1028	28	28	P	P	2.9	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
36	1036	1036	28	28	P	P	2.9	True
37	1044	1044	29	29	P	P	3.0	True
38	1052	1052	29	29	P	P	3.1	True
39	1061	1061	29	29	P	P	3.0	True
41	1099	1067	31	31	P	P	3.1	True
42	1077	1077	31	3.3	P	P	3.1	True
40	1069	1069	29	29	P	P	2.9	True
41	1078	1078	30	30	P	P	2.9	True
42	1087	1087	30	30	P	P	2.7	True
43	1096	1096	31	31	P	P	2.8	True
44	1106	1106	31	31	P	P	2.6	True
45	1116	1116	32	32	A	A	2.5	True
46	1126	1126	32	32	A	A	2.3	True
47	1136	1136	33	33	A	A	2.1	True
48	1147	1147	34	34	A	A	2.0	True
49	1159	1159	34	34	A	A	1.8	True
50	1171	1171	35	35	A	A	1.7	True
51	1184	1184	36	36	A	A	1.4	True
52	1198	1198	38	38	A	A	1.2	True
53	1213	1213	39	39	A	A	1.1	True
54	1229	1229	41	41	A	A	0.9	True
55	1246	1246	43	43	A	A	0.7	True
56	1265	1265	45	45	A	A	0.5	True
57	1287	1287	48	48	A	A	0.4	True
58	1312	1312	52	52	A	A	0.3	True
59	1341	1341	57	57	A	A	0.2	True
60	1377	1377	64	64	A	A	0.2	True
61	1425	1425	76	76	A	A	0.1	True
62	1502	1502	104	104	A	A	0.0	True
63	1627	1627	185	185	A	A	0.0	True

ELA Grade 7 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	183	183	BB	BB	0.0	True
1	600	600	102	102	BB	BB	0.0	True
2	616	616	73	73	BB	BB	0.0	True
3	660	660	60	60	BB	BB	0.0	True
4	692	692	53	53	BB	BB	0.0	True
5	717	717	48	48	BB	BB	0.0	True
6	739	739	45	45	BB	BB	0.1	True
7	757	757	42	42	BB	BB	0.1	True
8	774	774	40	40	BB	BB	0.2	True
9	789	789	38	38	BB	BB	0.4	True
10	803	803	36	36	BB	BB	0.5	True
11	815	815	35	35	BB	BB	0.7	True
12	827	827	34	34	BB	BB	0.9	True
13	839	839	33	33	BB	BB	1.2	True
14	850	850	32	32	B	B	1.4	True
15	860	860	32	32	B	B	1.8	True
16	870	870	31	31	B	B	2.0	True
17	879	879	31	31	B	B	2.1	True
18	889	889	30	30	B	B	2.2	True
19	898	898	30	30	B	B	2.3	True
20	906	906	30	30	B	B	2.3	True
21	915	915	29	29	B	B	2.3	True
22	924	924	29	29	B	B	2.3	True
23	932	932	29	29	B	B	2.3	True
24	940	940	29	29	B	B	2.4	True
25	948	948	28	28	B	B	2.4	True
26	956	956	28	28	B	B	2.4	True
27	964	964	28	28	B	B	2.3	True
28	972	972	28	28	B	B	2.3	True
29	980	980	28	28	B	B	2.5	True
30	988	988	28	28	B	B	2.5	True
31	996	996	28	28	B	B	2.4	True
32	1003	1003	28	28	P	P	2.5	True
33	1011	1011	28	28	P	P	2.5	True
34	1019	1019	28	28	P	P	2.5	True
35	1027	1027	28	28	P	P	2.6	True
36	1035	1035	28	28	P	P	2.4	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1043	1043	28	28	P	P	2.6	True
38	1051	1051	29	29	P	P	2.5	True
39	1060	1060	29	29	P	P	2.6	True
40	1068	1068	29	29	P	P	2.6	True
41	1077	1077	29	29	P	P	2.6	True
42	1085	1085	30	30	P	P	2.5	True
43	1094	1094	30	30	P	P	2.5	True
44	1103	1103	30	30	P	P	2.5	True
45	1113	1113	31	31	P	P	2.4	True
46	1122	1122	31	31	P	P	2.4	True
47	1132	1132	32	32	A	A	2.2	True
48	1143	1143	32	32	A	A	2.1	True
49	1153	1153	33	33	A	A	1.9	True
50	1165	1165	34	34	A	A	1.8	True
51	1176	1176	35	35	A	A	1.7	True
52	1189	1189	36	36	A	A	1.6	True
53	1202	1202	37	37	A	A	1.3	True
54	1217	1217	39	39	A	A	1.2	True
55	1232	1232	40	40	A	A	1.0	True
56	1249	1249	42	42	A	A	0.9	True
57	1268	1268	45	45	A	A	0.8	True
58	1290	1290	49	49	A	A	0.6	True
59	1316	1316	53	53	A	A	0.5	True
60	1348	1348	61	61	A	A	0.3	True
61	1392	1392	73	73	A	A	0.2	True
62	1465	1465	102	102	A	A	0.1	True
63	1587	1587	183	183	A	A	0.0	True

ELA Grade 8 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	600	600	183	183	BB	BB	0.0	True
1	600	600	100	100	BB	BB	0.0	True
2	614	614	71	71	BB	BB	0.0	True
3	656	656	59	59	BB	BB	0.0	True
4	686	686	51	51	BB	BB	0.0	True
5	709	709	46	46	BB	BB	0.0	True
6	729	729	43	43	BB	BB	0.1	True
7	746	746	40	40	BB	BB	0.1	True
8	761	761	38	38	BB	BB	0.2	True
9	775	775	36	36	BB	BB	0.3	True
10	788	788	35	35	BB	BB	0.5	True
11	800	800	34	34	BB	BB	0.7	True
12	811	811	33	33	BB	BB	0.9	True
13	821	821	32	32	BB	BB	1.1	True
14	832	832	31	31	BB	BB	1.2	True
15	841	841	31	31	BB	BB	1.4	True
16	851	851	30	30	BB	BB	1.6	True
17	860	860	30	30	BB	BB	1.7	True
18	869	869	30	30	BB	BB	1.7	True
19	877	877	29	29	BB	BB	1.9	True
20	886	886	29	29	B	B	1.9	True
21	894	894	29	29	B	B	1.9	True
22	902	902	29	29	B	B	1.9	True
23	910	910	28	28	B	B	2.0	True
24	918	918	28	28	B	B	2.0	True
25	926	926	28	28	B	B	2.0	True
26	934	934	28	28	B	B	2.0	True
27	942	942	28	28	B	B	2.2	True
28	950	950	28	28	B	B	2.1	True
29	958	958	28	28	B	B	2.3	True
30	965	965	28	28	B	B	2.4	True
31	973	973	28	28	B	B	2.4	True
32	981	981	28	28	B	B	2.3	True
33	989	989	28	28	B	B	2.5	True
34	997	997	28	28	B	B	2.6	True
35	1005	1005	28	28	P	P	2.6	True
36	1013	1013	29	29	P	P	2.7	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1021	1021	29	29	P	P	2.8	True
38	1030	1030	29	29	P	P	2.8	True
39	1038	1038	29	29	P	P	2.9	True
40	1047	1047	30	30	P	P	3.0	True
41	1056	1056	30	30	P	P	3.0	True
42	1065	1065	30	30	P	P	2.9	True
43	1074	1074	31	31	P	P	2.9	True
44	1084	1084	31	31	P	P	2.9	True
45	1093	1093	32	32	P	P	2.8	True
46	1104	1104	32	32	P	P	2.7	True
47	1114	1114	33	33	P	P	2.6	True
48	1125	1125	34	34	P	P	2.6	True
49	1137	1137	34	34	A	A	2.3	True
50	1149	1149	35	35	A	A	2.1	True
51	1162	1162	36	36	A	A	1.9	True
52	1176	1176	38	38	A	A	1.7	True
53	1190	1190	39	39	A	A	1.5	True
54	1206	1206	40	40	A	A	1.3	True
55	1223	1223	42	42	A	A	1.0	True
56	1242	1242	44	44	A	A	0.9	True
57	1262	1262	47	47	A	A	0.8	True
58	1286	1286	51	51	A	A	0.5	True
59	1314	1314	55	55	A	A	0.4	True
60	1349	1349	63	63	A	A	0.3	True
61	1395	1395	75	75	A	A	0.1	True
62	1470	1470	103	103	A	A	0.0	True
63	1595	1595	184	184	A	A	0.0	True

Science Grade 4 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	1050	1050	324	324	BB	BB	0.0	True
1	1050	1050	180	180	BB	BB	0.0	True
2	1050	1050	129	129	BB	BB	0.0	True
3	1050	1050	107	107	BB	BB	0.0	True
4	1050	1050	94	94	BB	BB	0.1	True
5	1050	1050	85	85	BB	BB	0.2	True
6	1050	1050	79	79	BB	BB	0.3	True
7	1050	1050	74	74	BB	BB	0.5	True
8	1058	1058	71	71	BB	BB	0.9	True
9	1085	1085	68	68	BB	BB	1.3	True
10	1110	1110	65	65	BB	BB	1.5	True
11	1133	1133	63	63	BB	BB	1.9	True
12	1155	1155	61	61	B	B	2.1	True
13	1176	1176	60	60	B	B	2.2	True
14	1195	1195	58	58	B	B	2.4	True
15	1214	1214	57	57	B	B	2.5	True
16	1233	1233	56	56	B	B	2.5	True
17	1251	1251	56	56	B	B	2.6	True
18	1268	1268	55	55	B	B	2.6	True
19	1285	1285	54	54	P	P	2.6	True
20	1301	1301	54	54	P	P	2.7	True
21	1318	1318	54	54	P	P	2.7	True
22	1334	1334	53	53	P	P	2.8	True
23	1350	1350	53	53	P	P	2.9	True
24	1366	1366	53	53	P	P	2.9	True
25	1382	1382	53	53	P	P	3.1	True
26	1398	1398	53	53	P	P	3.2	True
27	1414	1414	53	53	P	P	3.1	True
28	1430	1430	54	54	P	P	3.3	True
29	1447	1447	54	54	P	P	3.3	True
30	1463	1463	54	54	P	P	3.3	True
31	1480	1480	55	55	P	P	3.6	True
32	1498	1498	56	56	A	A	3.5	True
33	1515	1515	57	57	A	A	3.5	True
34	1534	1534	58	58	A	A	3.5	True
35	1553	1553	59	59	A	A	3.4	True
36	1573	1573	60	60	A	A	3.3	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1594	1594	62	62	A	A	3.3	True
38	1617	1617	64	64	A	A	3.1	True
39	1641	1641	67	67	A	A	2.7	True
40	1667	1667	70	70	A	A	2.6	True
41	1696	1696	73	73	A	A	2.2	True
42	1729	1729	78	78	A	A	1.9	True
43	1766	1766	85	85	A	A	1.5	True
44	1810	1810	93	93	A	A	1.1	True
45	1866	1866	106	106	A	A	0.8	True
46	1943	1943	128	128	A	A	0.4	True
47	2070	2070	179	179	A	A	0.2	True
48	2287	2287	324	324	A	A	0.1	True

Science Grade 8 Raw-to-Scaled Score Comparison for Pre-Equated and Post-Equated Solutions

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
0	925	925	351	351	BB	BB	0.0	True
1	925	925	194	194	BB	BB	0.0	True
2	925	925	139	139	BB	BB	0.0	True
3	925	925	115	115	BB	BB	0.0	True
4	925	925	101	101	BB	BB	0.1	True
5	925	925	92	92	BB	BB	0.2	True
6	925	925	85	85	BB	BB	0.4	True
7	925	925	80	80	BB	BB	0.8	True
8	929	929	76	76	BB	BB	1.1	True
9	958	958	73	73	BB	BB	1.5	True
10	984	984	70	70	BB	BB	1.9	True
11	1009	1009	68	68	BB	BB	2.1	True
12	1032	1032	66	66	BB	BB	2.2	True
13	1054	1054	64	64	BB	BB	2.4	True
14	1075	1075	63	63	BB	BB	2.4	True
15	1096	1096	62	62	BB	BB	2.3	True
16	1115	1115	61	61	BB	BB	2.4	True
17	1134	1134	60	60	BB	BB	2.5	True
18	1153	1153	59	59	B	B	2.4	True
19	1171	1171	59	59	B	B	2.4	True
20	1189	1189	58	58	B	B	2.4	True
21	1207	1207	58	58	B	B	2.6	True
22	1224	1224	58	58	B	B	2.5	True
23	1242	1242	58	58	B	B	2.8	True
24	1259	1259	58	58	B	B	2.7	True
25	1276	1276	58	58	P	P	2.8	True
26	1294	1294	58	58	P	P	3.0	True
27	1312	1312	58	58	P	P	3.1	True
28	1329	1329	59	59	P	P	3.2	True
29	1347	1347	59	59	P	P	3.2	True
30	1366	1366	60	60	P	P	3.3	True
31	1385	1385	60	60	P	P	3.3	True
32	1404	1404	61	61	P	P	3.3	True
33	1424	1424	62	62	P	P	3.3	True
34	1444	1444	63	63	P	P	3.4	True
35	1466	1466	65	65	A	A	3.4	True
36	1488	1488	66	66	A	A	3.3	True

Raw Score	Pre-SS	Post-SS	Pre-SEM	Post-SEM	Pre-PL	Post-PL	Proportion (%)	Same PL
37	1512	1512	68	68	A	A	3.1	True
38	1537	1537	71	71	A	A	3.2	True
39	1564	1564	73	73	A	A	2.9	True
40	1593	1593	77	77	A	A	2.7	True
41	1625	1625	81	81	A	A	2.4	True
42	1661	1661	86	86	A	A	2.1	True
43	1703	1703	93	93	A	A	1.7	True
44	1752	1752	102	102	A	A	1.2	True
45	1813	1813	116	116	A	A	1.0	True
46	1897	1897	140	140	A	A	0.6	True
47	2036	2036	195	195	A	A	0.2	True
48	2272	2272	351	351	A	A	0.1	True

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